

**DHS ED DATA
EDUCATION PROFILE**

Nigeria
1990 and 2003



DHS EdData Education Profiles

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This series of country education profiles uses internationally comparable data from USAID's Demographic and Health Surveys (DHS) to characterize children's participation in primary and secondary schooling and adults' schooling attainment and literacy. These profiles provide information that, combined with other country-specific data, can inform education decision-making. Although the DHS began collecting education data in 1984, there was no systematic effort to analyze and present these data in a format accessible to education planners and policy-makers until the DHS EdData Activity began in 1999.

In 2000, the DHS EdData Education Profiles for Africa were produced for nine sub-Saharan African countries. The current set of profiles updates those original profiles with data from recent DHS surveys, and adds to the number of countries profiled. In addition to the thirteen country profiles for sub-Saharan Africa (Benin, Ethiopia, Ghana, Guinea, Kenya, Malawi, Mali, Namibia, Nigeria, Rwanda, South Africa, Uganda, and Zambia), the current series includes profiles for countries in the ANE (Bangladesh, Cambodia, Egypt, India, and Nepal), LAC (Guatemala, Haiti, Nicaragua, and Peru), and E&E (Kazakhstan and Uzbekistan) regions.

Data Presented in the Profiles

These profiles present data from nationally representative household surveys, which provide data at the household and individual levels. The data include educational attainment and schooling status of household members, which allow for the calculation of net and gross attendance ratios (disaggregated by sex, urban/rural residence, and region); the percentage of students under age, on time, and over age, by grade; age-specific schooling status of youth (attending, dropped out, never attended); and adult primary and secondary school completion rates and educational attainment. Recent surveys provide data on repetition, dropout, and survival rates by primary school grade. The DHS also provides information on men's and women's literacy rates for a selected age range.

A Supplement to Other Sources of Education Data

The DHS measures of children's school attendance rates differ from, and supplement, traditional sources of international statistics, such as those produced by ministries of education or UNESCO. Statistics on children's participation in schooling usually are derived from country data on children's school enrollment, which are collected from school records and used to produce net and gross enrollment ratios (NER and GER).

DHS, on the other hand, measures children's participation in schooling using data on school attendance, collected from a representative sample of households. Net and gross attendance ratios (NAR and GAR) are calculated based on questions about whether children attend (or go to) school. While the NAR and GAR may be seen as proxies for the more commonly used NER and GER, discrepancies between attendance and enrollment ratios can be expected.

DHS EdData

The DHS EdData Activity is supported primarily by USAID's Office of Education in the Bureau for Economic Growth, Agriculture and Trade, with additional support from USAID's Africa Bureau. DHS EdData is closely linked to the population and health sector DHS. In addition to analyzing the education data collected by the DHS, DHS EdData conducts various data collection activities, including in-depth household education surveys in a subset of DHS households.

The DHS EdData household survey focuses on issues surrounding the household demand for schooling in order to provide information about the decisions households make about how much of what kind of education to invest in for household members. Specific topics in the core survey include: the reasons for school-age children never having attended school or having dropped out of school, household expenditures on schooling, parent/guardians' perceptions of the benefits of schooling and of school quality, distances and travel times to schools, and the frequency of and reasons for student absenteeism.

Data on these topics, together with the information from the DHS, provide information useful for education policy and program planning and for monitoring USAID basic education activities. The linkage between the DHS EdData and the DHS surveys allows for an analysis of the relationships between education and health, nutrition, family planning, and other individual and household characteristics.

Nigeria

DHS EdData Education Profile: 1990 and 2003

The Nigeria Demographic and Health Surveys (DHS) were conducted in 1990 and 2003.¹ Having data from two surveys allows for an analysis of changes in the educational setting over time.

Key Findings

From 1990 to 2003, rates of primary school attendance increased in Nigeria, but were moderate in both years.

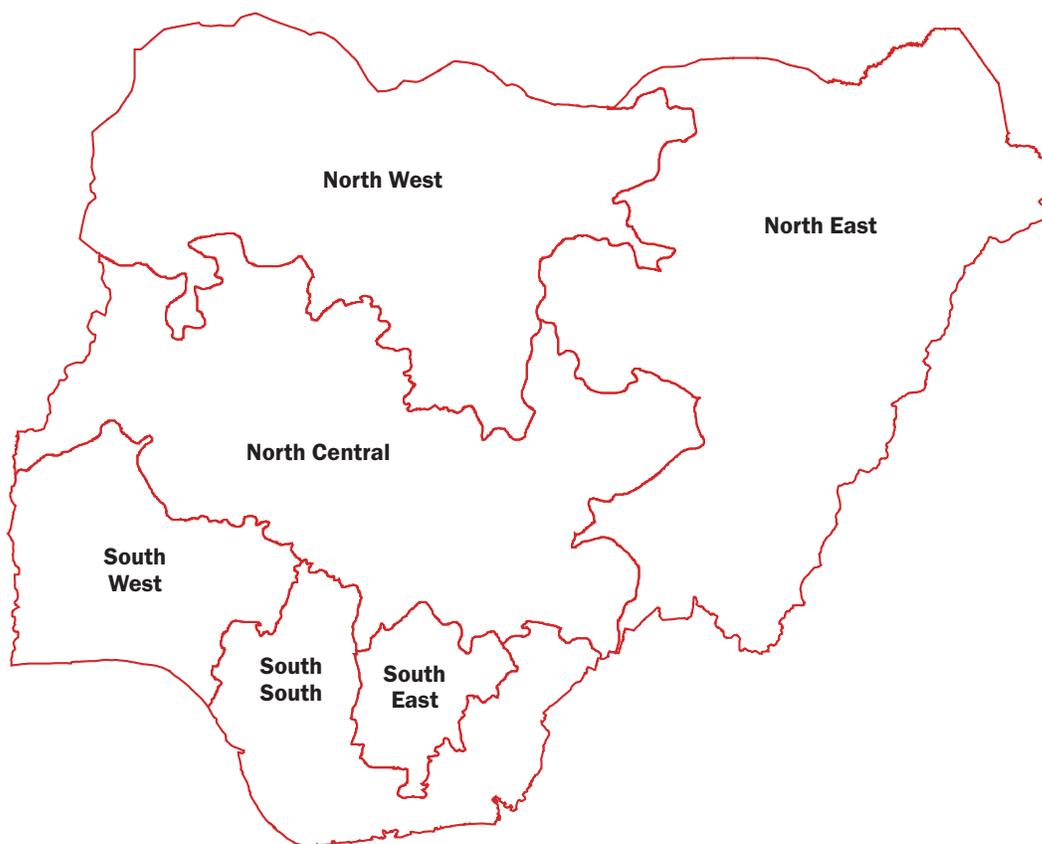
- In 2003, 60% of primary school-age children attended primary school, compared with 51% in 1990.
- Males age 6-11 were somewhat more likely than females to attend primary school (64% versus 57%).

In both surveys, at the secondary level, rates of attendance among youth age 12-17 were low.

- In 2003, 1 in 3 youth age 12-17 attended secondary school, an increase from 1990.
- Male youth of secondary school age were slightly more likely than female youth to attend secondary school in 2003 and 1990.

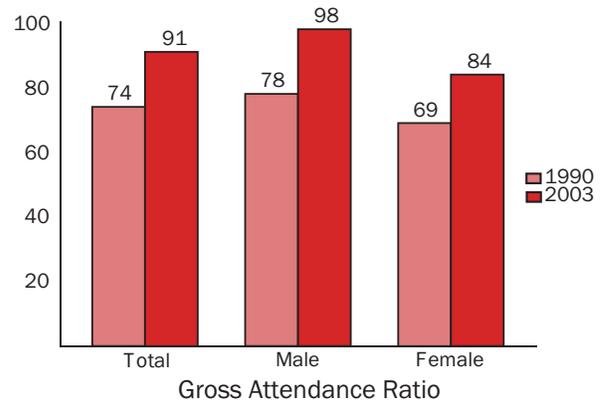
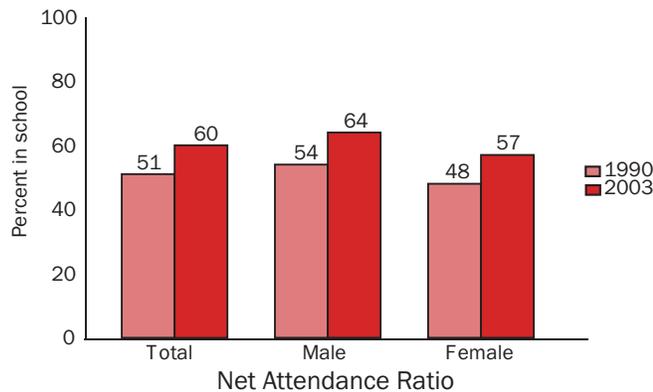
Adult educational attainment was moderate, with considerable gender disparities. In addition, there was a substantial gender gap in literacy among adults.

- In 2003, half of the population age 15 and older had completed primary school, compared with 37% in 1990. In both years, men were more likely than women to have completed that level.
- In 2003, 27% of men and 16% of women age 20 and older had completed secondary school.
- Half of the women age 15-49 were literate in 2003, compared with 3 in 4 men age 15-59.



¹ The 1990 survey was administered to 8,999 households and 8,781 women age 15-49 from those households. The 2003 survey was administered to 7,225 households, 7,620 women age 15-49 and 2,346 men age 15-59 from those households. A survey was also conducted in 1999, but this survey does not provide usable information on educational attainment and other variables of interest.

Primary School Attendance Ratios: 1990 and 2003



Source: NDHS 1990 and 2003

The net attendance ratio (NAR) is the percentage of the official primary school-age population (age 6-11 in Nigeria) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school—regardless of age—expressed as a percentage of the official primary school-age population.

Primary Net Attendance Ratio (NAR)

The percentage of children age 6-11 attending primary school increased from 1990 to 2003.

- In 2003, 60% of school-age children in Nigeria attended primary school, up from 51% in 1990.

School-age males were somewhat more likely than females to attend primary school.

- Between 1990 and 2003, the rate of primary school attendance among school-age females increased 9 percentage points from 48% to 57%. During the same period, the rate of primary school attendance among school-age males increased 10 percentage points, from 54% to 64%.

Primary Gross Attendance Ratio (GAR)

Many of the children attending primary school are outside of the official age range (as reflected in the difference between net and gross attendance ratios). This can have tremendous impact on the educational infrastructure, the experience in the classroom and education planning.

In 2003 and 1990, 1 in 3 primary school students was outside (either younger than or older than) the official school age range of age 6-11.

- In 2003, students over or under the official primary school age range made up 34% ($(\text{GAR } 91 - \text{NAR } 60) / \text{GAR } 91$) of the primary school population, and in 1990, 31% ($(\text{GAR } 74 - \text{NAR } 51) / \text{GAR } 74$).

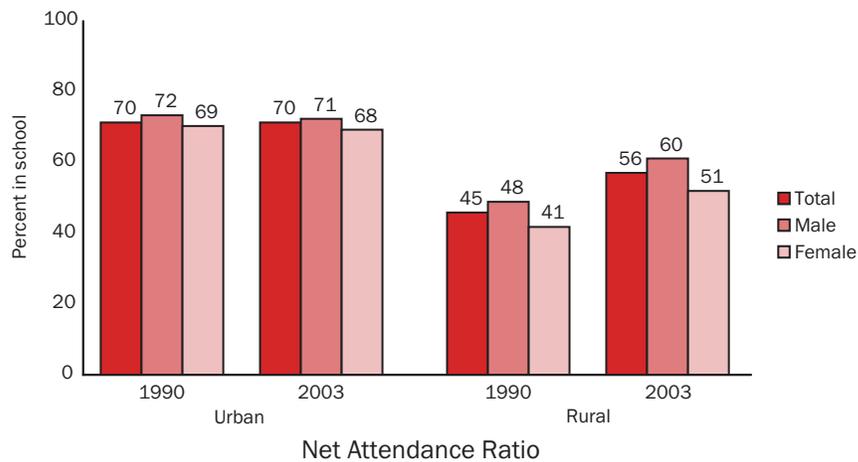
In 2003 and 1990, among youth of all ages, males were more likely than females to attend primary school.

- The gross attendance ratio (GAR) among males was 98 in 2003, compared with 84 among females.
- In 1990, the GAR was 78 for males and 69 for females.

Primary School Net Attendance Ratio (NAR) by Urban/Rural: 1990 and 2003

In both 1990 and 2003, children age 6-11 in urban areas were more likely to attend primary school than children in rural areas, in spite of the substantial increase in the NAR in rural areas.

- In 2003, 70% of children age 6-11 in urban areas attended primary school, compared to 56% in rural areas. This 14 percentage point urban-rural disparity is a substantial improvement from 1990 (25 percentage points).
- Strikingly, the NAR in urban areas did not change between 1990 and 2003, while the NAR in rural areas increased by 11 percentage points.



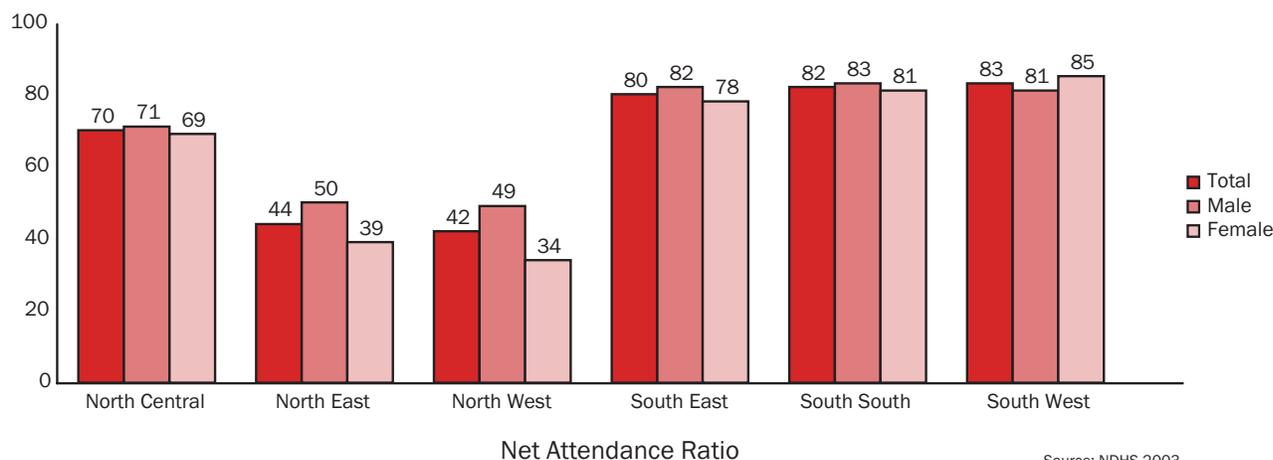
Source: NDHS 1990 and 2003

Primary School Net Attendance Ratio (NAR) by Region: 2003²

In 2003, there were large regional disparities in the rate of primary school attendance in Nigeria.

- The NAR was highest in the South West (83%) and South South (82%).
- Rates of attendance were lowest in the North West (42%) and in the North East (44%).

In 2003, in all regions except the South West, the percentage of school-age children attending primary school was higher for males than for females.



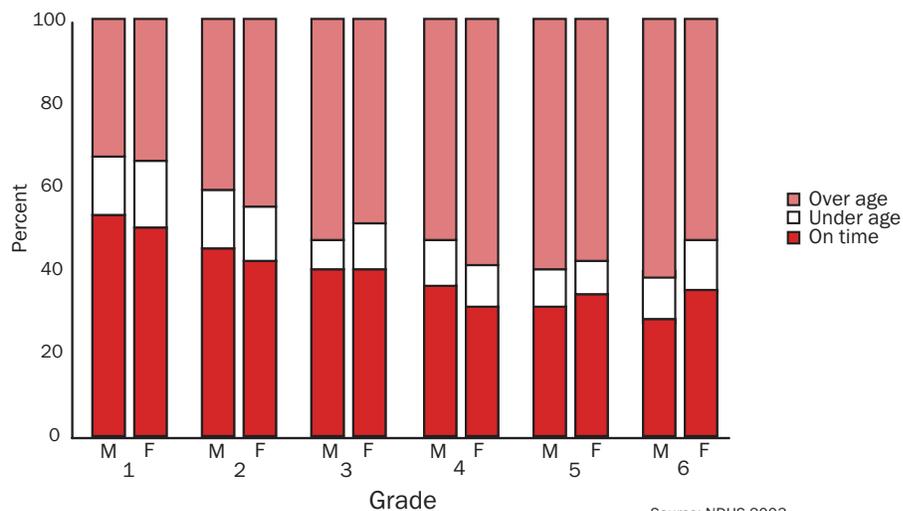
Source: NDHS 2003

² The 2003 Nigeria DHS Survey provides the primary net attendance ratio (NAR) by region for each of Nigeria's 6 regions. In 1990, however, the survey provided estimates for 4 regions, which do not correspond directly to the 6 regions used in 2003. As a consequence, this profile presents data by region only from 2003.

Over-Age, Under-Age, and On-time Students in Primary School: 2003

In 2003, 34% of students in grade 1 and 58% of students in grade 6 were over age for the grade attended.

- Male and female students were about equally likely to be over age for the grade attended.
- Overall, the percentage of students over age for grade increased between 1990 and 2003 (data from 1990 not shown). For instance, the percentage of students over age in grade 6 increased from 49% to 58%.

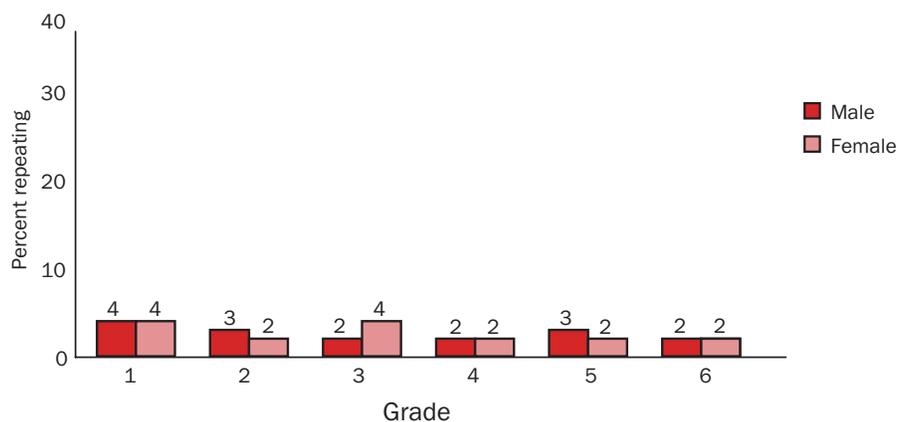


Students are considered to be over age if they are two or more years older, and under age if they are one or more years younger, than the official age for their grade. Students are considered to be on time if they are of the official age, or are one year older than the official age for their grade. Since the official age of entry to grade 1 is age 6 in Nigeria, a grade 1 student who is age 6 or 7 is considered to be on time, a student age 8 or older is over age, and a student age 5 or younger is under age. This indicator—under age, on time, or over age for grade—differs from the percentage of primary school students outside the primary school age range (see page 2) in that the proportion of students over age, on time, and under age is calculated for each primary school grade, rather than for primary school overall.

Primary School Repetition: 2003³

In 2003, grade repetition at the primary level was uncommon.

- 4% of students attending grade 1 in 2003 were repeating that grade. Between 2% and 4% of male and female students were repeating grades 2-6.
- In 2003, the percentage of males and females repeating a grade was comparable throughout the primary cycle.

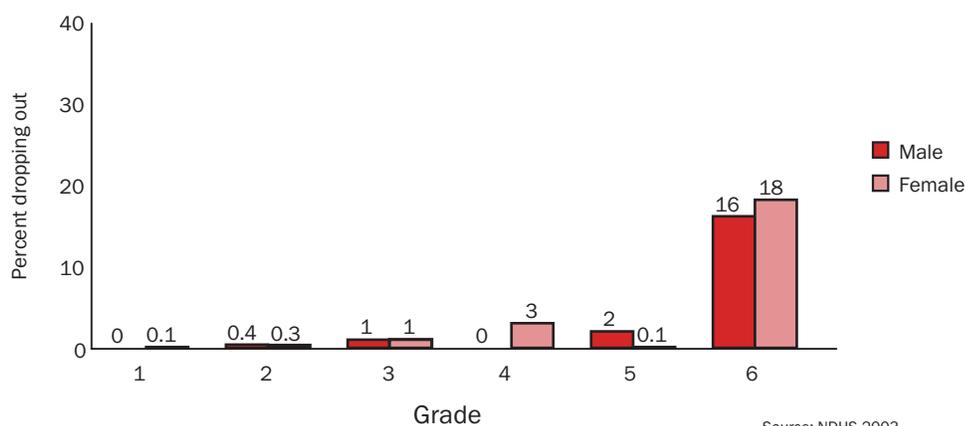


³ Data on repetition rates are not available from the 1990 survey.

Primary School Dropout: 2003⁴

In 2003, dropout rates were low at the primary level, with the exception of grade 6.

- Nearly all students attending grade 1 during 2002 were attending school in 2003.
- In the remaining grades, dropout rates were low (0% to 3%), except in grade 6, where the dropout rate was 16% for males and 18% for females.
- Dropout rates among male and female students were roughly equal for each grade.

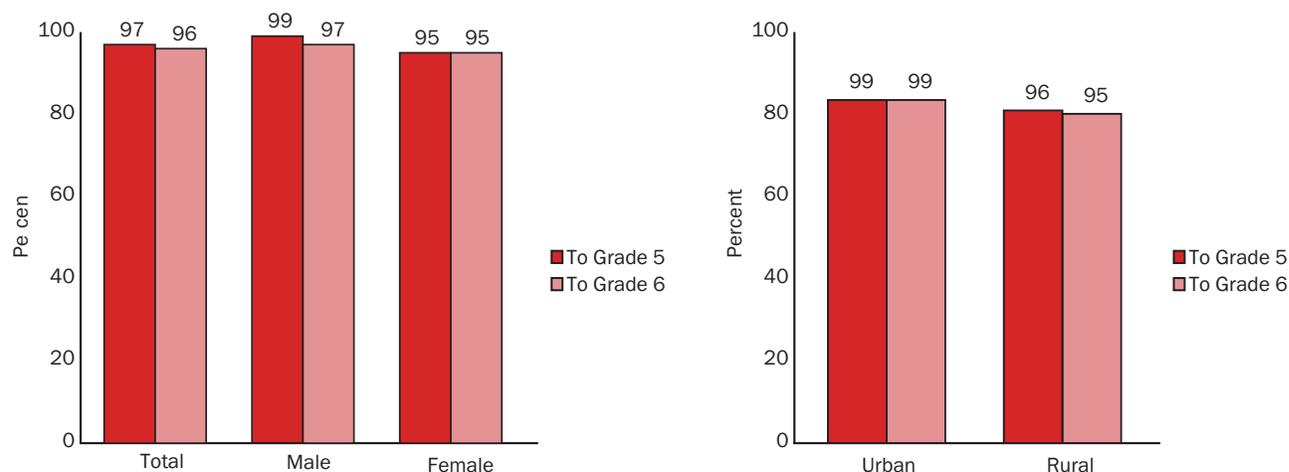


⁴ Data on dropout rates are not available from the 1990 survey.

Survival to Grades 5 and 6: 2003⁵

In 2003, the vast majority of students who entered grade 1 could be expected to reach the final grades of the primary cycle, with or without grade repetition.

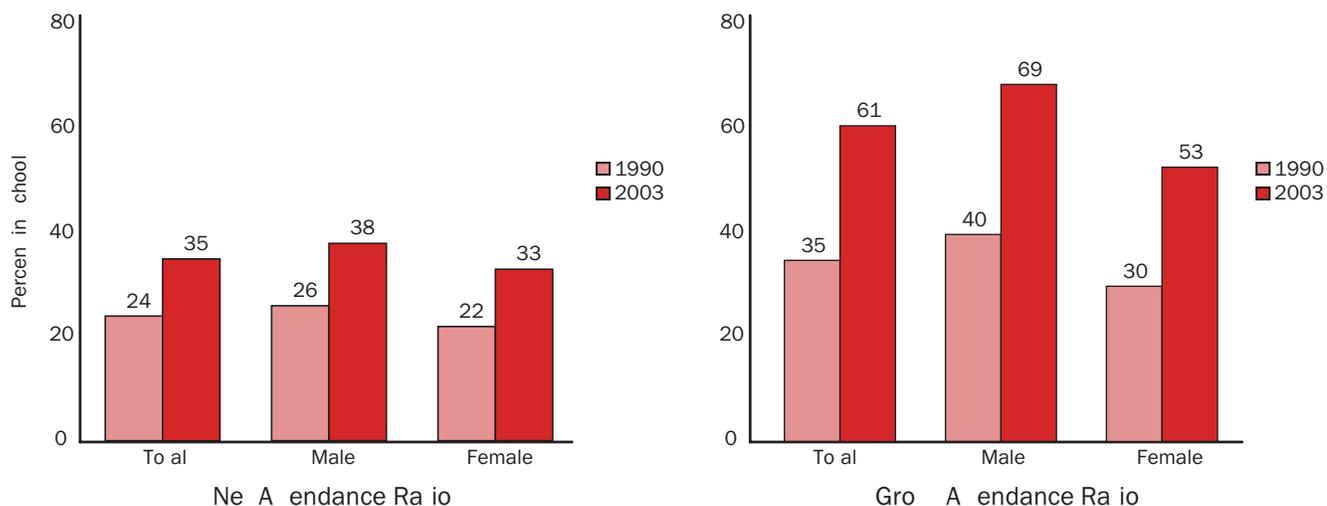
- 99% of male and 95% of female students attending grade 1 could be expected to reach grade 5, while 97% of male and 95% of female students could be expected to reach grade 6.
- There was little difference in primary school survival rates by urban-rural residence. Nearly all students (99%) who entered grade 1 in urban areas could be expected to reach grade 5, while 96% of students in rural areas could be expected to reach that grade. In addition, 99% of students in urban areas and 95% in rural areas could be expected to reach grade 6.



Survival rates use dropout and repetition rates to estimate the percentage of students starting grade 1 who can be expected to reach a subsequent grade. The calculation allows for a student to repeat a grade up to three times before assuming that the student then drops out (see Appendix for further detail).

⁵ Data on survival rates are not available from the 1990 survey.

Secondary School Attendance Ratios: 1990 and 2003



Source: NDHS 1990 and 2003

The net attendance ratio (NAR) is the percentage of the official secondary school-age population (age 12-17 in Nigeria) that attends secondary school. The gross attendance ratio (GAR) is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school-age population.

Secondary Net Attendance Ratio (NAR)

The percentage of youth age 12-17 attending secondary school increased notably from 1990 to 2003.

- In 2003, 35% of secondary school-age youth attended secondary school, compared with 24% of youth in 1990.

At both points in time, male youth of secondary school age were slightly more likely than female youth to attend secondary school.

- 38% of males and 33% of females age 12-17 attended secondary school in 2003, compared with 26% of males and 22% of females in 1990.

Secondary Gross Attendance Ratio (GAR)

Between 1990 and 2003, among students of all ages (gross attendance), rates of secondary attendance increased substantially.

- In 2003, the GAR was 61, compared with 35 in 1990.

In both surveys, male youth of all ages were found to be more likely than female youth to attend secondary school.

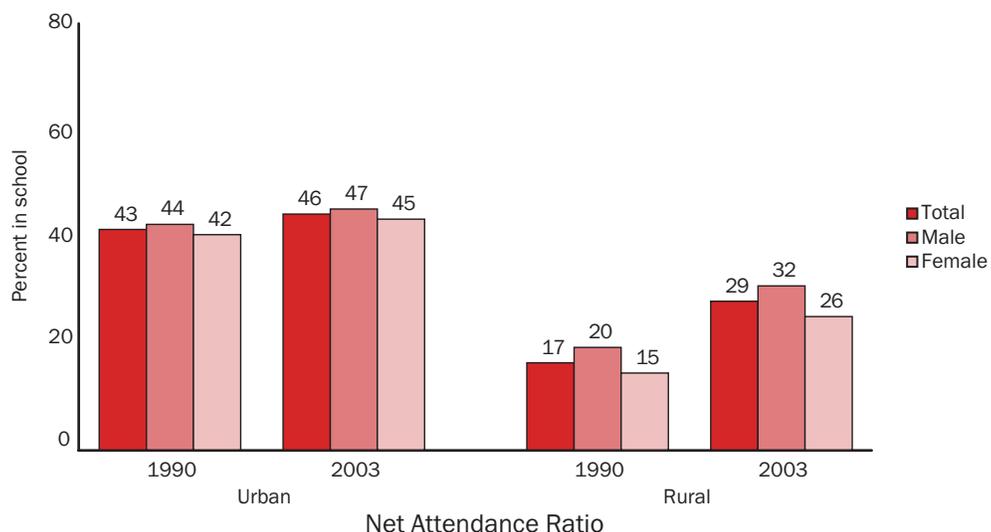
- In 2003, there was a 16 point gap in the gross attendance ratio (GAR) by sex (GAR among males of 69, compared with 53 among females). In 1990, the GAR among males was 40, compared with 30 among females.

Secondary School Net Attendance Ratio (NAR) by Urban/Rural: 1990 and 2003

In 2003 and 1990, youth age 12-17 in urban areas were much more likely than those in rural areas to attend secondary school.

- In 2003, 46% of youth age 12-17 in urban areas attended secondary school, compared to 29% in rural areas.

Between 1990 and 2003, the secondary net attendance ratio increased by 3 percentage points in urban areas and by 12 percentage points in rural areas.

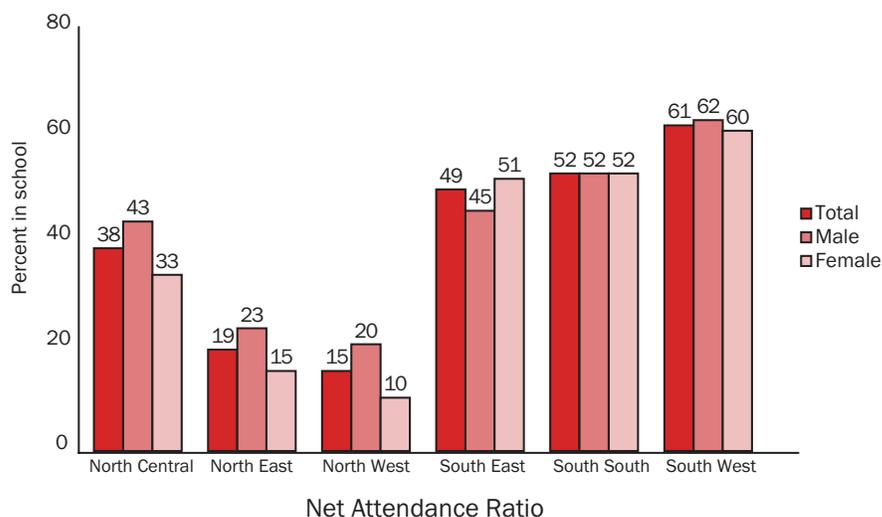


Source: NDHS 1990 and 2003

Secondary School Net Attendance Ratio (NAR) by Region: 2003⁶

In 2003, there were notable differences in the secondary school net attendance ratio by region.

- The secondary school net attendance ratio was lowest in the North West (15%) and North East (19%), and highest in the South West region (61%).
- In 2003, the NAR was higher for males than for females in the North Central, North East and North West regions. The NAR was higher for females than males in the South East region, while there was virtual gender parity in the South South and South West.



Source: NDHS 2003

⁶ The 2003 Nigeria DHS Survey provides the secondary net attendance ratios (NAR) by region for each of Nigeria's 6 regions. In 1990, however, the survey provided estimates for 4 regions, which do not correspond directly to the 6 regions used in 2003. As a consequence, this profile presents data by region only from 2003.

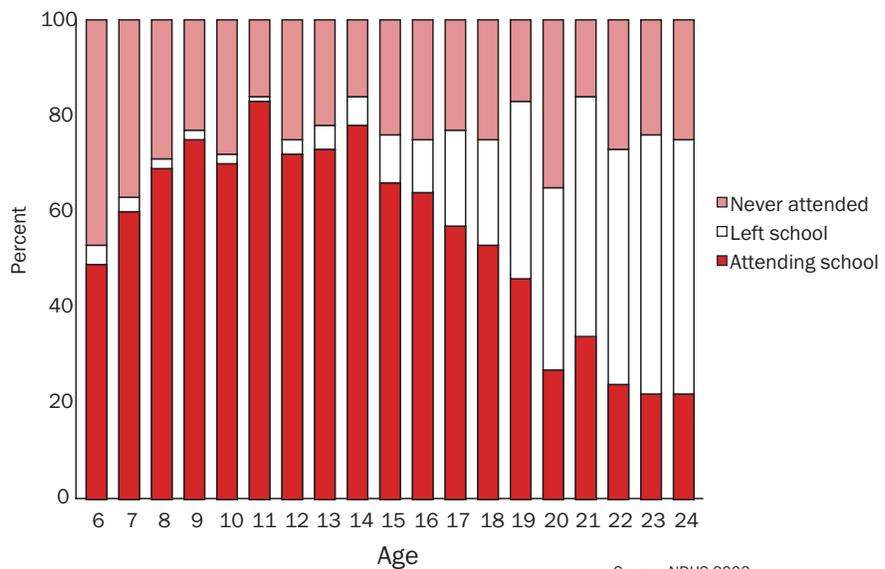
Schooling Status of Youth Age 6-24: 2003

Between 1990 and 2003, the percentage of youth attending school increased at the pre-primary, primary, secondary and post-secondary levels (data from 1990 not shown).

- In 2003, the peak age of attendance was 11, with 83% of children age 11 attending school; the peak age range was 8-14.

The percentage of youth age 6-24 who had never attended school declined between 1990 and 2003.

- In 2003, 16% of 11-year-olds had never attended school, down from 23% in 1990.



Source: NDHS 2003

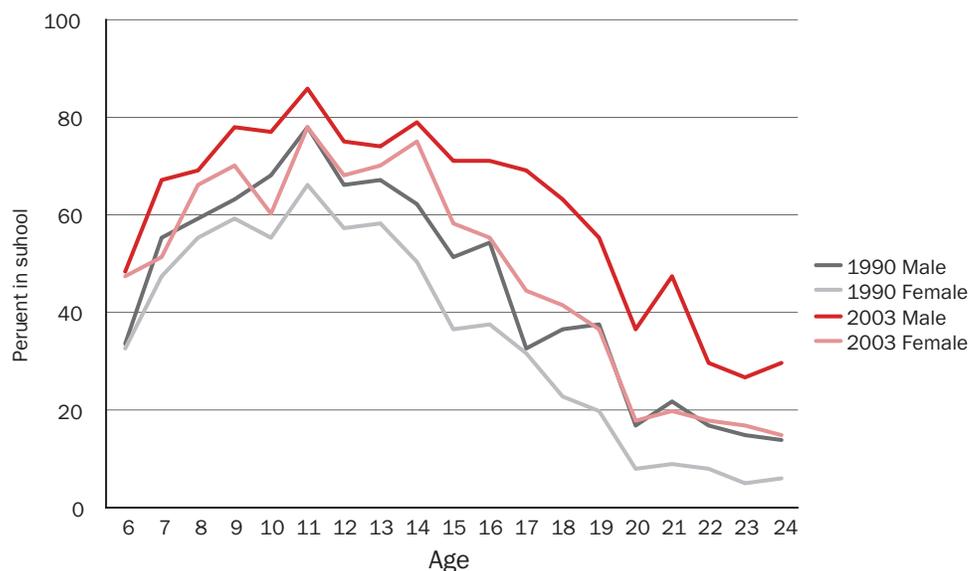
Age-Specific Attendance Rate by Sex: 1990 and 2003

In 2003, at most ages from 6 to 24, males were more likely than females to attend school at any level.

- In terms of percentage points, the largest gender gap in 2003 was at age 21, with male attendance at 48% and female attendance at 20%.
- In 2003, for both male and female youth, attendance peaked at age 11, at 87% for males and 79% for females.

In general, between 1990 and 2003, the age-specific attendance rate increased for males and females at each age between 6 and 24.

- From 1990 to 2003, the percentage of 11-year-old males attending school at any level increased from 79% to 87%.
- During the same period, the age-specific attendance rate among 11-year-old females increased from 67% to 79%.
- In 2003, attendance remained low among older youth, declining around age 15 for males and females.



Source: NDHS 1990 and 2003

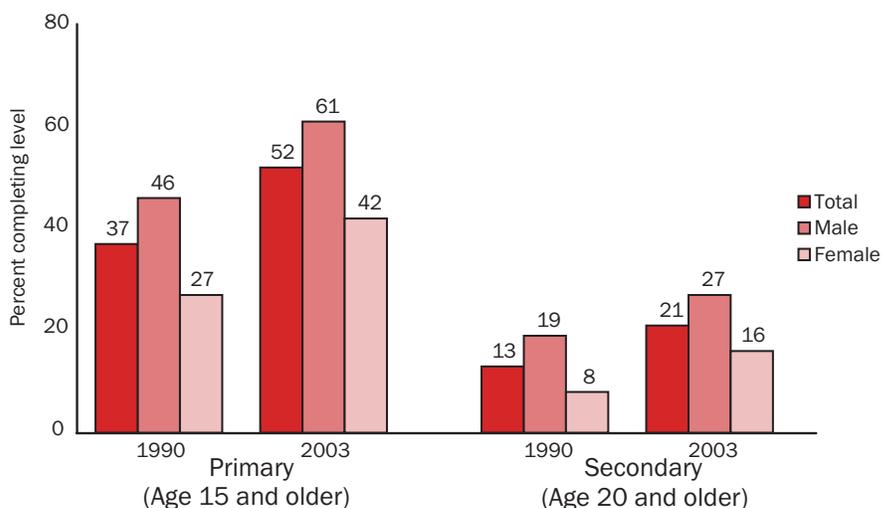
Adult Primary and Secondary School Completion Rates: 1990 and 2003

Between 1990 and 2003, the percentage of the population age 15 and older that had completed primary school increased notably. In spite of the increase, men remained more likely to have completed the primary level.

- In 2003, 52% of the population age 15 and older had completed primary school, compared with 37% in 1990. In 2003, 61% of men and 42% of women had completed primary school.

Secondary school completion was low among adults in both 1990 and 2003. Men were more likely than women to have completed secondary school.

- In 2003, 21% of the population age 20 and older had completed secondary school, an increase from 1990 (13%).
- In 2003, 27% of men and 16% of women had completed the secondary level.



Source: NDHS 1990 and 2003

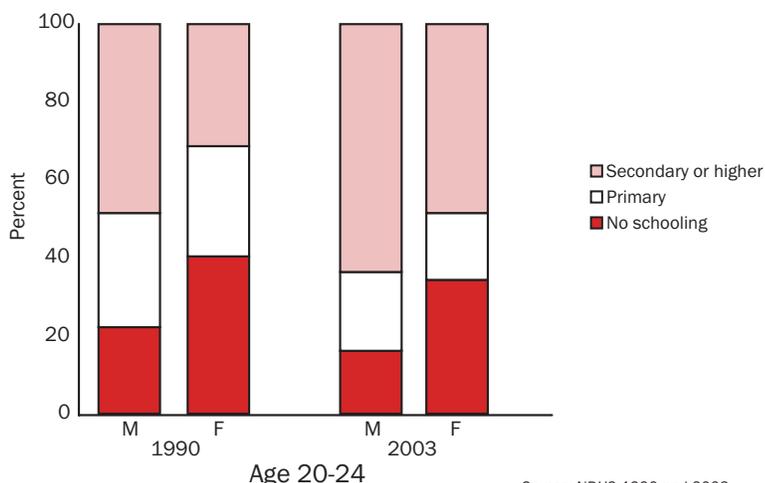
Adult Educational Attainment: 1990 and 2003

Between 1990 and 2003, educational attainment increased among men and women age 20-24.

- In 1990, 22% of men age 20-24 had never attended school, compared with 17% in 2003.
- In 1990, 41% of women age 20-24 had never attended school, compared with 35% in 2003.

In general, between 1990 and 2003, men were considerably more likely than women to have attended primary school or higher (data not shown for all age groups).

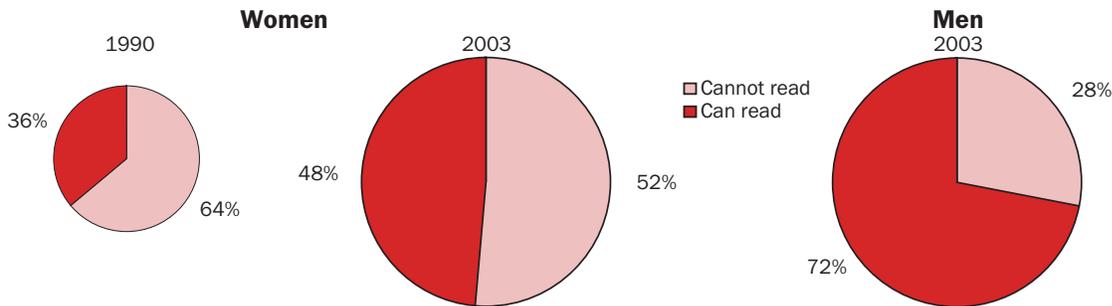
- In 1990, 29% of women age 20 and older had attended primary school or higher, compared to 44% in 2003. At the same points in time, 12% and 26% had attended secondary school or higher.
- Among men age 20 and older, in 1990, 49% had attended primary school or higher, compared with 65% in 2003. At the same points in time, 24% and 43% had attended secondary school or higher.



Source: NDHS 1990 and 2003

Literacy Among Women Age 15-49 and Men Age 15-59: 1990 and 2003⁷

In 2003, 48% of women could read, compared to 72% of men. Between 1990 and 2003, women's literacy increased from 36% to 48%.⁸



Source: NDHS 1990 and 2003

⁷ The 1990 survey collected literacy data for women only.

⁸ Among women who had never attended school and those who attended primary school, literacy was self-reported in 1990. Literacy was tested for both men and women in 2003. In 2003, literacy was tested by asking the respondent to read a sentence in a language in which he/she was likely to be literate. Men and women who attended secondary school or higher were assumed to be literate. As a consequence, the percentage literate includes both those who attended secondary school or higher, and those who reported themselves to be literate (1990) or those who were able to read (2003).

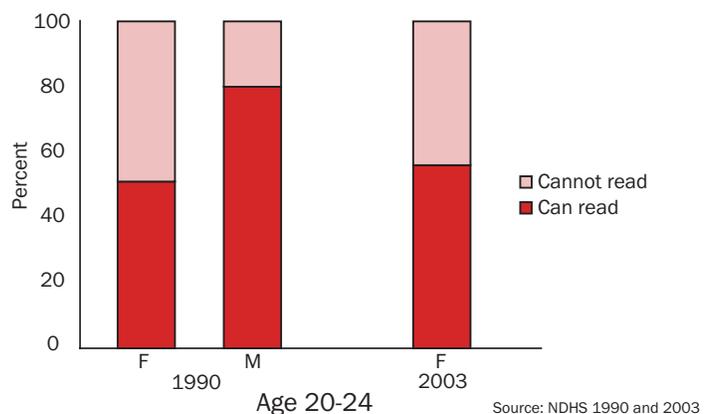
Literacy by Age: 1990 and 2003

Between 1990 and 2003, literacy increased slightly among younger women.

- In 2003, 56% of women age 20-24 could read, compared with 49% in 1990.

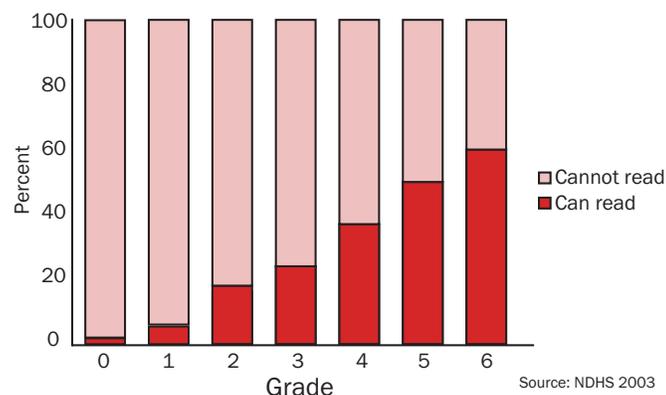
Over the past 30 years, literacy has been increasing among adults, but a substantial gender gap remains. Among both women and men, younger adults are more likely than older adults to be literate.

- In 2003, 61% of women age 15-19 could read, compared with 22% of women age 45-49 (data not shown for all age ranges).
- In 2003, 79% of men age 15-19 could read, compared with 47% of men age 55-59.



Source: NDHS 1990 and 2003

Women's Literacy by Years of Primary School Completed: 2003



Source: NDHS 2003

In 2003, 1 in 3 women who had completed grade 4 could read and nearly 2 in 3 of those who had completed grade 6 could read.

- Over time, the percentage of grade 4 completers who are literate has declined—from 51% in 1990, to 37% in 2003 (data from 1990 not shown).
- Between 1990 and 2003, there was also a decline in the percentage of grade 6 completers who are literate—from 84% in 1990, to 60% in 2003.

Appendix: Indicator Specifications

The methods used to calculate the indicators presented in the education profiles are described below.

Net Attendance Ratio (NAR)

Primary level:

$$\frac{\text{number of students of primary school age attending primary school}}{\text{number of people of primary school age in the population}}$$

Secondary level:

$$\frac{\text{number of students of secondary school age attending secondary school}}{\text{number of people of secondary school age in the population}}$$

The Net Attendance Ratio (NAR) is the percentage of children in the target age range for the specified level of schooling attending that level of schooling, and is calculated separately for primary and secondary school. A primary NAR of 95% would indicate that nearly all of the children of primary school age attend primary school. A primary NAR of only 38%, on the other hand, would indicate that a majority, or 62%, of the children of primary school age do not attend primary school. By definition, the NAR cannot exceed 100%.

Gross Attendance Ratio (GAR)

Primary level:

$$\frac{\text{number of students attending primary school, regardless of age}}{\text{number of people of primary school age in the population}}$$

Secondary level:

$$\frac{\text{number of students attending secondary school, regardless of age}}{\text{number of people of secondary school age in the population}}$$

The Gross Attendance Ratio (GAR) for a given school level is the total number of students attending at that level, divided by the population of the official age range for that school level. The GAR is calculated separately for primary and secondary school. Unlike the NAR, the GAR can exceed 100.

Both a GAR greater than 100 and a GAR greater than the NAR indicate the presence in the classroom of children who are either older or younger than the official age range for the school level. The magnitude of difference between the NAR and GAR indicates the extent of over-age/under-age attendance. For instance, if the primary NAR is 35% and the GAR is 65, then 54% (35/65) of the primary school students are of primary school age, while 46% are either older or younger than the official age range. In some countries, where there is a substantial difference between the GAR and the NAR, the number and proportion of over-age and/or under-age students burdens the school system, absorbing resources that might otherwise be spent on children in the official age range for the level.

Primary School Under Age, On Time, and Over Age

Students in each grade of primary school are either under age, on time, or over age for the grade attended. Students are under age for the grade if they are younger than the official target age for the grade. Students are on time if they are at the official age for the grade, or are one year older than the official age. Students are over age if they are two or more years older than the official age for the grade. For example, if the official entry age for grade 1 is 6, a student age 5 or younger is under age, a student age 6-7 is on time, and a student age 8 or older is over age.

The percentage of students on time for the grade attended is calculated as follows:

$$\frac{\text{number of grade X students who are at the target entry age for the grade or one year older}}{\text{total number of students attending grade X}}$$

Primary School Repetition Rates

$$\frac{\text{number of students repeating grade X in year 2}}{\text{number of students attending grade X in year 1}}$$

Repetition rates measure the percentage of students in a given grade who also attend that same grade in the following school year. These rates are calculated from data on children's school attendance for two school years in a row. For instance, if a student is in grade 3 at the time of the survey, and was also in grade 3 during the previous school year, the student is repeating that grade.

Primary School Dropout Rates

$$\frac{\text{number of students in grade X in year 1 who no longer attend school in year 2}}{\text{number of students attending grade X in year 1}}$$

Dropout rates measure the percentage of students who left school after attending a particular grade. These rates are calculated from data on children's school attendance for two school years in a row. For instance, if a student did not attend school during the school year during which the survey was conducted, but attended grade 1 in the previous school year, then that student dropped out of school.

Survival Rates to Grade 5 and to the Last Year of Primary School (using the Reconstructed Cohort Method of UNESCO)

The survival rate estimates the percentage of students attending grade 1 in a given year that is expected to reach a subsequent grade, with or without repetition. The survival rate is calculated using rates of promotion, dropout, and repetition for a given school year. This projection is based on several assumptions, including: a) that there are no new entrants to the school system (including dropouts returning to school); b) that at any grade, the same promotion, repetition, and dropout rates apply to all students, regardless of whether a student is in the grade for the first time or is repeating; c) that the same promotion, repetition and dropout rates observed during one school year apply for all students when they attend that same grade; and d) that the number of times students may repeat a grade is defined. The survival rate estimates presented in these profiles allow for students to attend a grade four times, after which it is assumed that the students drop out of school.

For a detailed flowchart of the calculation of this indicator, refer to the "Education for All: The Year 2000 Assessment Technical Guidelines" published by UNESCO (also see the web site at www.education.unesco.org/efa).

Schooling Status of Youth Age 6-24

For each age, from age 6-24, the percentage attending school:

$$\frac{\text{number of people age 6 attending school, at any level}}{\text{number of people age 6 in the population}}$$

For each age, from age 6-24, the percentage who have left school:

$$\frac{\text{number of people age 6 who used to attend school, but have dropped out}}{\text{number of people age 6 in the population}}$$

For each age, from age 6-24, the percentage who have never attended school:

$$\frac{\text{number of people age 6 who have never attended school}}{\text{number of people age 6 in the population}}$$

Schooling status indicates the percentage of children and youth, by age, who attend school (at any level), have dropped out of school, or who have never attended school. Added together, these percentages total 100% for each age.

Age-Specific Attendance Rate (ASAR)

For each age, from age 6-24:

$$\frac{\text{number of people age 6 attending school, at any level}}{\text{number of people age 6 in the population}}$$

The ASAR indicates the percentage of a given age cohort attending school—regardless of the level attended (primary, secondary, or higher). The ASAR cannot exceed 100%, and the closer it is to 100%, the higher the participation of that age group in the population.

Adult Primary and Secondary School Completion Rates

Primary

$$\frac{\text{number of people age 15 or older who have completed the last grade of primary (or higher)}}{\text{number of people age 15 or older in the population}}$$

Secondary

$$\frac{\text{number of people age 20 or older who have completed the last grade of secondary (or higher)}}{\text{number of people age 20 or older in the population}}$$

The completion rates presented here are indicators of the level of primary or secondary school completion among those who are beyond primary or secondary school age. Those in the numerator have either completed the specified level of schooling or attended school at a higher level. In other words, the percentage of adults who have completed primary school includes those who have attended secondary school or a higher level of schooling. Note that the calculation of this indicator differs from the calculation of the Primary and Secondary Completion Rates.

Adult Educational Attainment by Level of Schooling Attended

For each level of attainment:

$$\frac{\text{number of people age 20 or older who never attended school}}{\text{number of people in the population age 20 or older}}$$

These indicators present the percentage of the adult population age 20 or older that has never attended school, attended primary school, or attended secondary school or higher. Results are presented in five-year age ranges, and for age 65 or older. Within each age range, the percentages, added together, total 100%. This indicator is useful in tracking changes in attainment by age group, gender, and other sub-groups.

Adult Literacy

Women (and in many countries, also men) age 15-49¹ who never attended school and those who left school before reaching secondary school were asked to assess their literacy or to demonstrate literacy. If respondents were asked to report on their literacy, the question was: “Can you read and understand a letter or newspaper easily, with difficulty, or not at all?” People who said they can read easily or with difficulty were grouped together as literate. If literacy was tested, which is the case with most recent surveys, respondents were asked to read (in a language in which they were likely to be literate) a short simple statement about everyday life. If the respondent could read part or all of the sentence, or had attended secondary school or higher, the respondent was classified as literate.

¹ The age range for men is often different from that of women, and is most commonly age 15-54 or 15-59.

Contact Information

Information about DHS EdData may be obtained from several sources, including:

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Additional information about DHS EdData and these country education profiles may be obtained by writing to: DHS EdData, ORC Macro, 11785 Beltsville Drive, Suite 300, Calverton, MD 20705 (Telephone: 301-572-0200; Fax: 301-572-0983; Email: reports@orcmacro.com; Website: <http://www.dhseddata.com>).

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