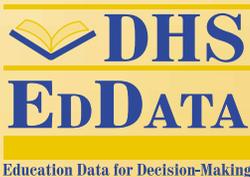
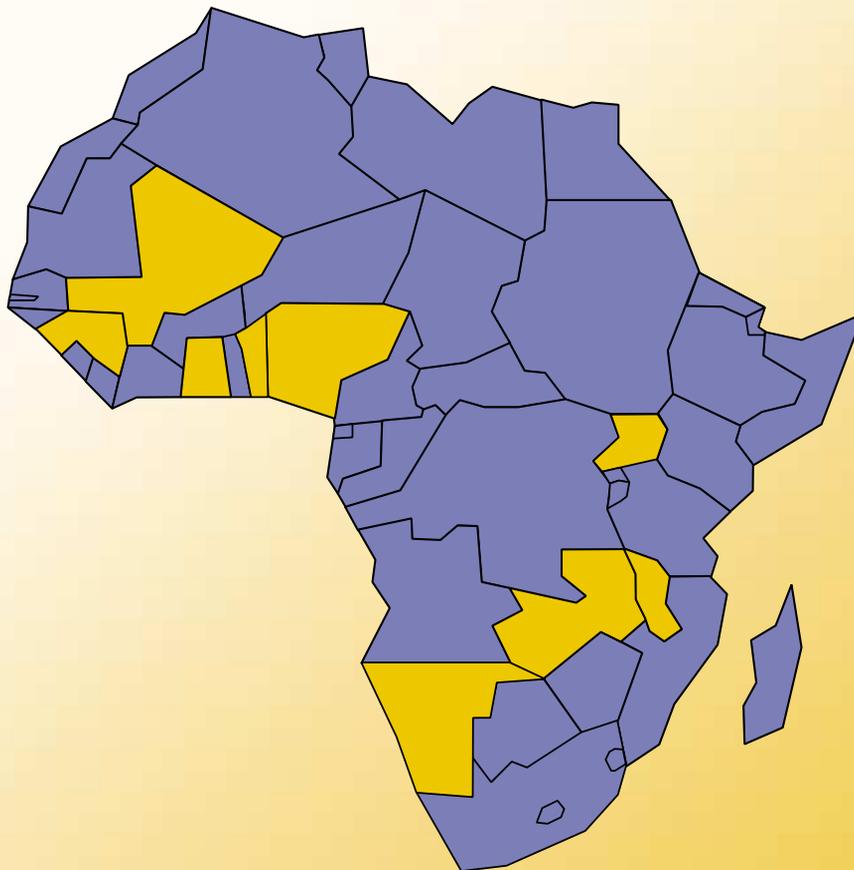


DHS EdDATA Education Profiles for Africa

Data from the Demographic and Health Surveys



A joint publication of USAID's
Office of Sustainable Development, Bureau for Africa &
Center for Human Capacity Development
Bureau for Global Field Programs, Field Support and Research



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Introduction

DHS *EdData* Education Profiles for Africa

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 for nine countries in sub-Saharan Africa.

These profiles provide information that, when combined with other country-specific data, can inform education decision-making. Although the DHS began collecting education data along with demographic and health data in 1984, these data were not analyzed and presented in a format accessible to educational planners and policymakers until the DHS *EdData* activity began in 1999.

As data from new surveys and new African countries become available, these profiles will be updated and expanded.

Data Presented in the Profiles

These profiles present data from nationally representative household and individual surveys. The household survey provides information on educational status and attainment for every household member. These data allow for the calculation of net and gross attendance ratios for primary and secondary school (disaggregated by sex, urban/rural residence, and region); over-age, under-age, and on-time for grade; age-specific schooling status of youth (currently attending, never attended, left school); and adult primary and secondary school completion rates and educational attainment. From the individual women's and men's surveys, male and female literacy rates and female literacy by years of primary school completed and by age are calculated. Additional data from the fourth phase of the DHS (MEASURE DHS+), which started in 1999, allow the calculation of repetition, dropout, and survival rates. A technical appendix specifies how each indicator is calculated and interpreted.

A Supplement to Other Sources of Education Data

The DHS measures of children's participation in schooling differ from, yet supplement, traditional sources of international education statistics, such as those produced by ministries of education or UNESCO. Statistics on children's school participation are usually derived from country data on children's school *enrollment*, which are collected from school records and are used to produce, among other indicators, 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 sample of households. Net and gross attendance ratios (NAR and GAR) are calculated based on the DHS question, "Is [name of child] still in school?" and on a question about the highest level attended and grade completed. While the NAR and GAR might be seen as proxies for the more commonly used NER and GER, discrepancies between attendance and enrollment ratios can be expected.

DHS *EdData*

DHS *EdData* is a USAID education-sector activity that is closely linked to the population and health sector DHS. In addition to analyzing the education data collected by DHS surveys, DHS *EdData* also conducts in-depth education surveys in a subset of DHS survey households.

Questions asked include: reasons for never attending school, dropping out of school, and absenteeism; the age of first school attendance and school leaving; the frequency of school attendance; the type of school attended; household expenditures on schooling; and household decision-making about education. These questions, together with those asked in the DHS survey, provide information useful for education policy and program planning and for monitoring USAID basic education activities. The linkage between the DHS *EdData* and DHS surveys allows for an analysis of the relationships between education and health, nutrition, family planning, and other individual and household characteristics.

Acknowledgments

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For information about DHS EdData, contact:

Linda Padgett
USAID/G/HCD
Room 3.10-015
Washington, DC 20523-3901
202.712.4161
202.216.3229 (Fax)
lpadgett@usaid.gov

Tracy Brunette
USAID AFR/SD
1325 G St., NW, Suite 400
Washington, DC 20005
202.219.0473
202.219.0507 (Fax)
tbrunette@afr-sd.org

Kristi Fair
DHS *EdData*
Macro International Inc.
11785 Beltsville Drive, Suite 300
Calverton, MD 20705
301.572.0200
301.572.0999 (Fax)
kfair@macroint.com

Benin DHS EdDATA Education Profile, 1996

The Benin Demographic and Health Survey (DHS) was conducted in 1996. The survey was administered to 4,499 households and 5,491 women ages 15 to 49 and 1,535 men ages 20 to 64 from those households.

This 1996 snapshot of the primary and secondary education setting in Benin found relatively low rates of participation at both the primary and secondary school levels and great gender, urban/rural, and regional disparities.

- Fewer than half of the school-age children in Benin attended primary school (53% of males and 34% of females).
- 34% of the primary school-age population was over or under the official primary school age range.
- 10% of secondary school-age youth attended secondary school (13% of males and 7% of females).



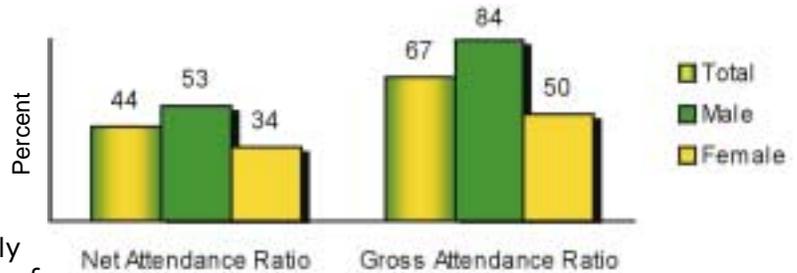
Educational attainment among adults was relatively low, though it has been increasing. Gender disparity was great and literacy rates remained low.

- 15% of the population ages 15 and older had completed primary school.
- 4% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- 44% of men reported that they were literate, compared to 22% of women.

Percentage of School-Age Children Attending Primary School in Benin

Less than half of the school-age children in Benin attend primary school; girls are much less likely to attend than boys.

- Only 44% of children ages 6 to 11 attend primary school.
- 53% of males ages 6 to 11 currently attend school, compared to 34% of females.



Source: Benin DHS, 1996

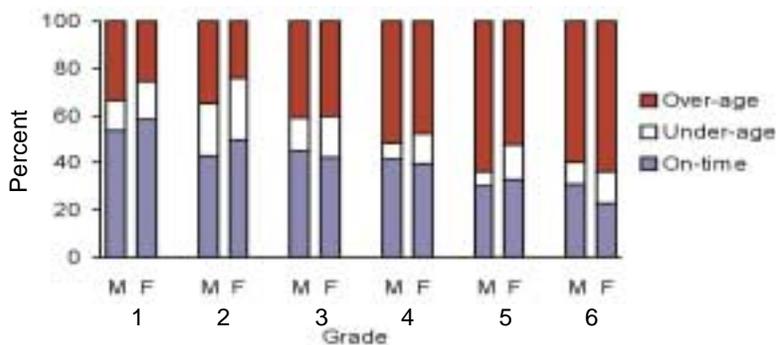
Many children attending primary school are outside of the official age range. This is reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom, and educational planning.

- Students over or under the official primary school age range make up 34% of the primary school population.
- Among children of all ages, only 57 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (ages 6 to 11 in Benin) 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.

Over-Age, Under-Age, and On-Time Students in Primary School

Only about 40% of primary school students are in the appropriate grade for their age; the on-time proportion declines in the higher grades.



Source: Benin DHS, 1996

- 47% of the male primary school students and 40% of the female students are over-age.
- The percentage of males who are over-age ranges from 34% in Grade 1 to 60% in Grade 6. The percentage for females ranges from 24% in Grade 1 to 64% in Grade 6.
- Conversely, females are more likely than males to be under-age: 18% of females are under-age for grade, compared with 12% of males.

The Implications of Over-Age/Under-Age Students

For the system: Both late entry into primary school and grade repetition can cause children to be over-age for their grade. High repetition rates indicate inefficiency in the education system.

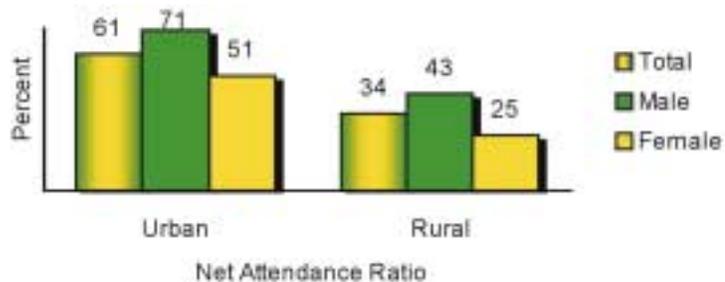
In the classroom: Large numbers of over-age students present a challenge for teachers who must teach a more diverse group with differing levels of maturity and school preparedness.

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)

Children in urban areas are much more likely to attend primary school than children in rural areas.

- In urban areas, 61% of children ages 6 to 11 attend primary school, compared to only 34% in rural areas.
- Gender disparity in primary school attendance is greater in rural than in urban areas: in urban areas, males are 1.4 times more likely to attend primary school than are females; in rural areas, males are 1.7 times more likely to attend primary school.



Source: Benin DHS, 1996

Primary School Net Attendance Ratio by Region



There are large regional disparities in primary school attendance in Benin.

- Primary school attendance is highest in the Atlantique region (61%), which contains the capital city of Cotonou; attendance is lowest in the Borgou region (30%).
- In four of the six regions, fewer than 50% of school-age children attend primary school.
- Gender disparity is lowest in Oueme and highest in the Mono region.

Primary School Net Attendance Ratio by Region

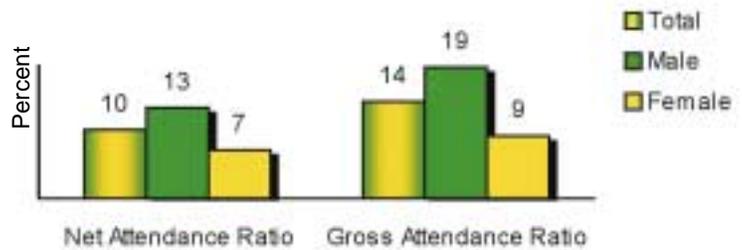
Region	Total	Males	Females
Atakora	38	46	30
Borgou	30	36	24
Mono	41	55	26
Atlantique	61	73	48
Oueme	52	60	44
Zou	44	52	36

Source: Benin DHS, 1996

Percentage of Youth Attending Secondary School in Benin

10% of secondary school-age youth attend secondary school. And the gender gap is even larger than at the primary level.

- 13% of males ages 12 to 18 attend secondary school, compared with 7% of females in the same age group.
- Considering youth of all ages, (gross attendance) only 47 females attend secondary school for every 100 males who attend.



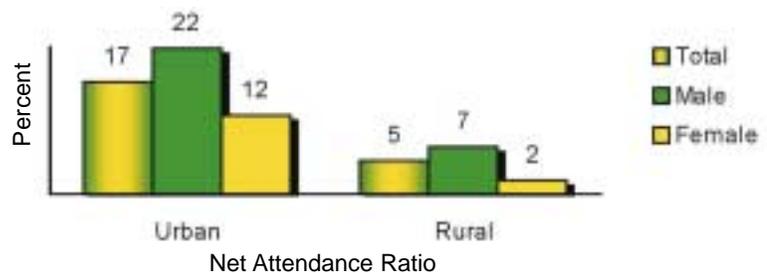
Source: Benin DHS, 1996

The NAR is the percentage of the official secondary school-age population (ages 12 to 18 in Benin) that attends secondary school. The GAR is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)

Youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 17% of youth ages 12 to 18 in urban areas attend secondary school, compared with only 5% in rural areas.
- In urban areas, males are nearly twice as likely to attend secondary school as are females; in rural areas, the gap is even greater.



Source: Benin DHS, 1996

Regional disparities in attendance are larger in secondary school than in primary school.

- In four of the six regions, fewer than 10% of children ages 12 to 18 attend secondary school.



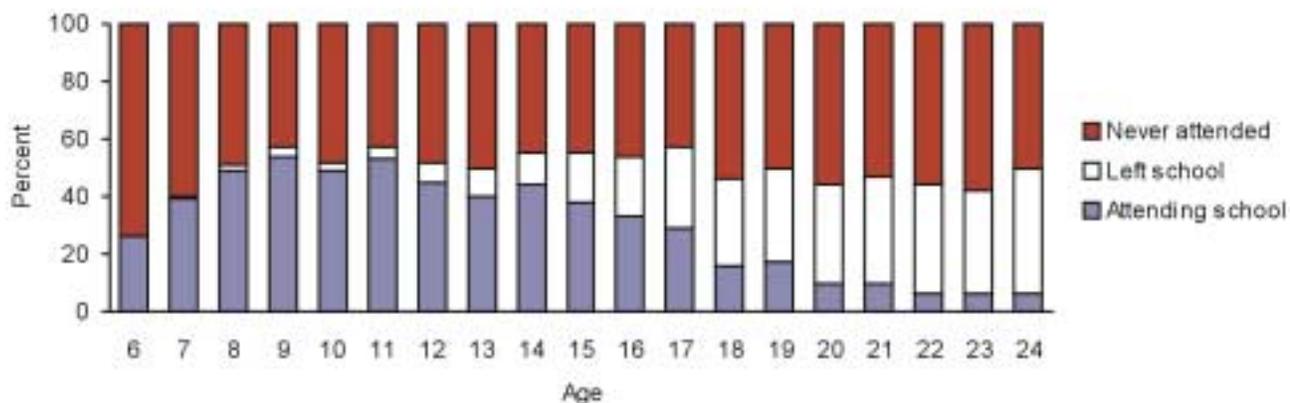
Secondary School Net Attendance Ratio by Region

Region	Total	Males	Females
Atakoro	6	7	3
Borgou	5	7	4
Mono	8	11	14
Atlantique	20	26	14
Oueme	12	15	8
Zou	9	10	4

Source: Benin DHS, 1996

- Attendance is highest in Atlantique, where the capital Cotonou is located (20%), and is lowest in Borgou (5%).
- Gender disparity is also lowest in Borgou; gender disparity is highest in Mono and Zou.

Schooling Status of Youth Ages 6 to 24 in Benin

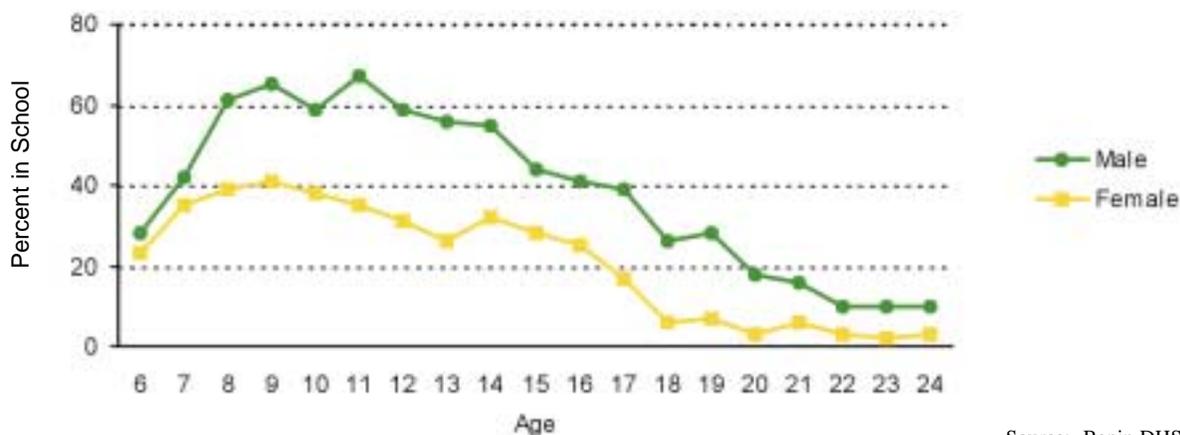


Source: Benin DHS, 1996

At no age do more than 54% of youth attend school in Benin.

- The peak years of attendance are from ages 8 to 11, when about 50% of youth attend school.
- The percentage of youth who have never attended school has not changed dramatically in the past decade, having remained at about 50% among youth ages 8 and older.

School Attendance by Age and Sex



Source: Benin DHS, 1996

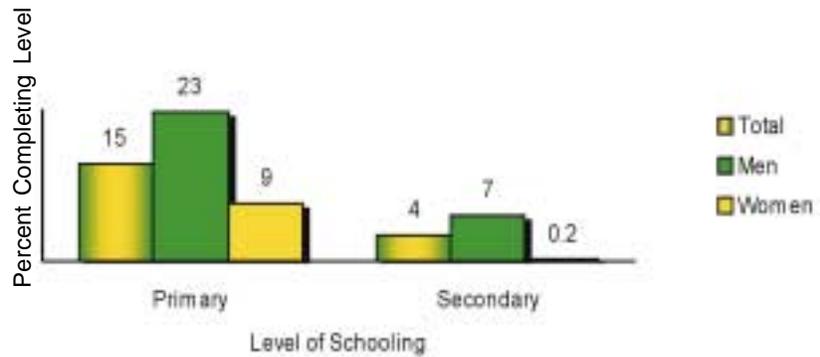
The percentage of males attending school is higher than the percentage of females at every age.

- For males, the highest attendance rate is at age 11 (67%), while for females the highest attendance rate is at age 9 (41%).

Primary and Secondary School Completion Rates in Benin

Only 15% of the population 15 and older has completed primary school.

- Males are more than twice as likely as females to have completed primary school: 23% of males have completed, compared with 9% of females.

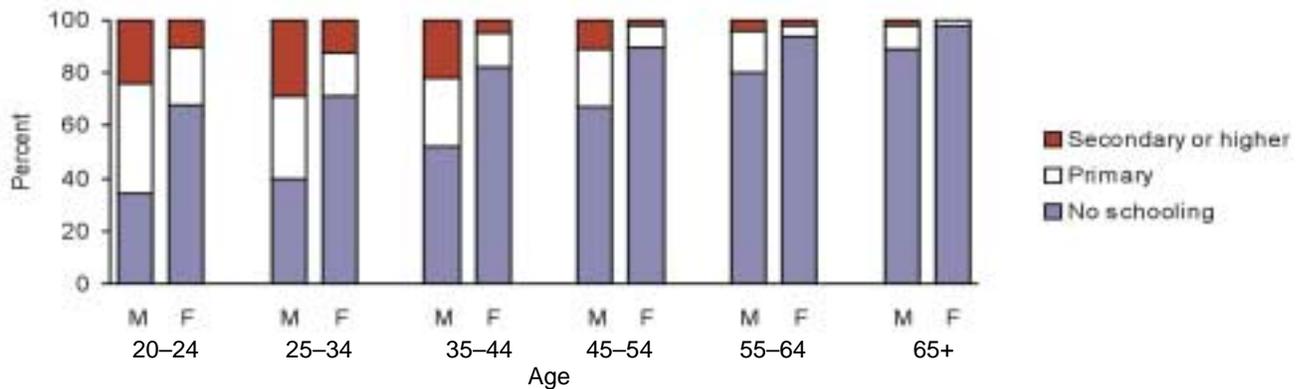


Source: Benin DHS, 1996

Only 4% of those age 20 and above have completed secondary school.

- Males are 35 times more likely than females to have completed secondary school: 7% of males have completed, compared with only 0.2% of females.

Educational Attainment of Adults in Benin



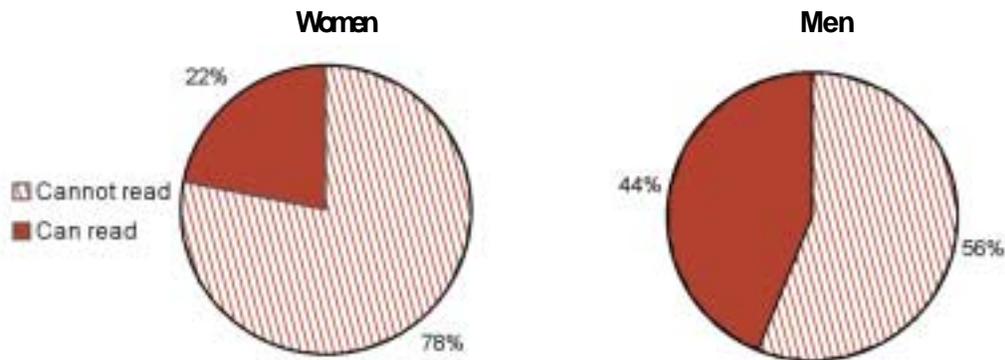
Source: Benin DHS, 1996

Educational attainment has been increasing for both men and women, but women's attainment still lags behind.

- 90% of men ages 65+ had no schooling, compared to 35% of men ages 20 to 24.
- 98% of women ages 65+ had no schooling, compared to 68% of women ages 20 to 24.
- 9% of men ages 65+ had at least some schooling, compared to 41% of men ages 20 to 24.
- Although the percentage of women with some primary schooling is still low, it has increased from 2% in the 65+ age group to 22% in the 20 to 24 age group.

Literacy Among Women and Men

Overall, literacy in Benin is very low; however, men are twice as likely as women to be literate: 44% of men say they can read, compared with only 22% of women.



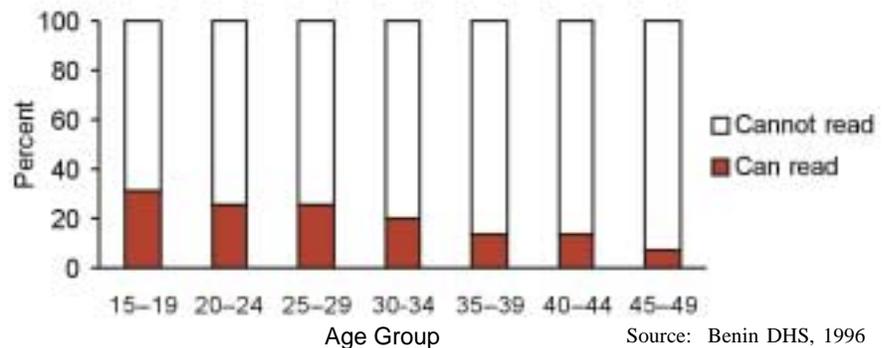
Source: Benin DHS, 1996

Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: "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 are grouped together as "can read."

Women's Literacy by Age

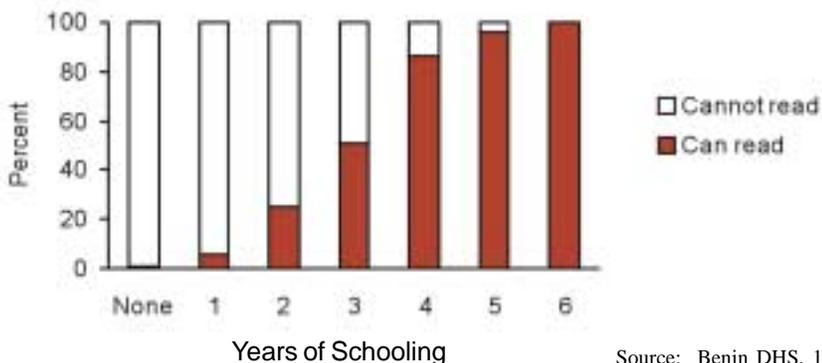
Women's literacy, while still very low, has been increasing over the past 30 years.

- The percentage of women who report being able to read is 7% among women age 45 to 49 and 31% among women age 15 to 19.



Source: Benin DHS, 1996

Women's Literacy

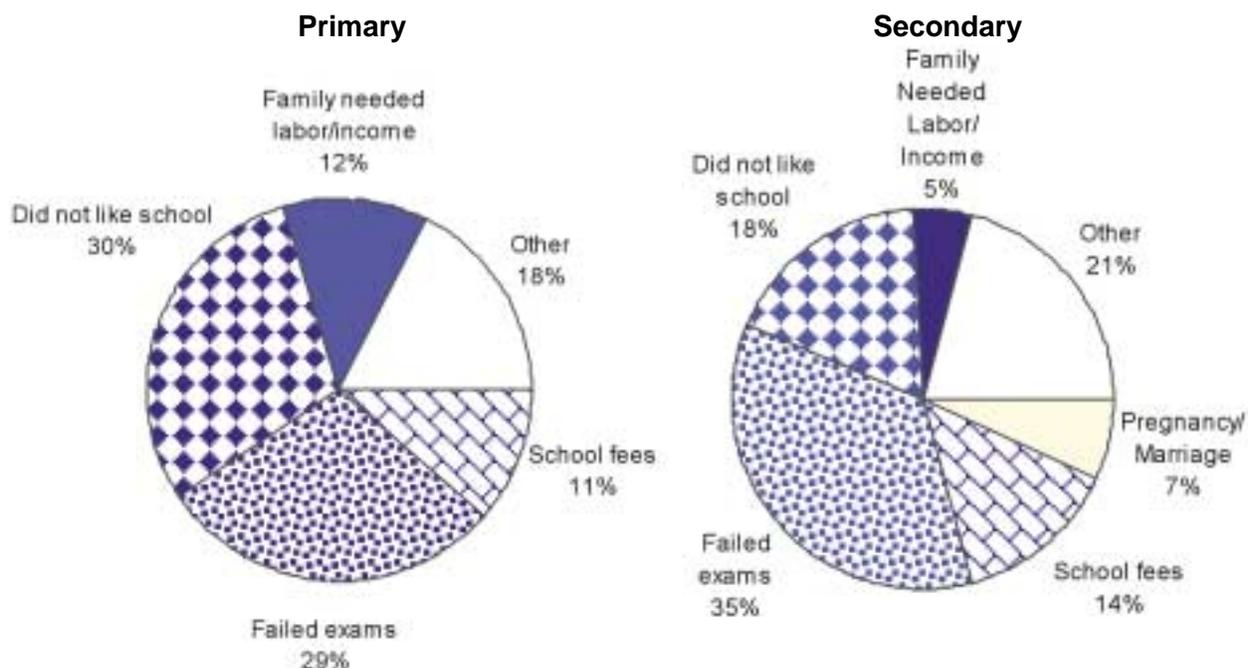


Source: Benin DHS, 1996

86% of women who completed Grade 4 report that they can read.

- Virtually all women who completed Grade 6 report that they can read.

Main Reason for Leaving School Among Women Ages 15 to 24, by Highest Level of Schooling Attended



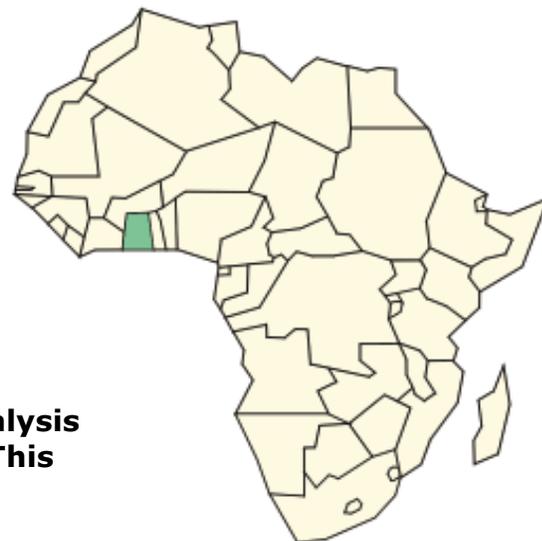
Source: Benin DHS, 1996

The most common reason women gave for leaving school was failure on examinations.

- 29% of those who left during primary school and 35% of those who left during secondary school cited failure on examinations as reason for leaving.
- Not liking school was the second most common reason for leaving school (30% at the primary level and 18% at the secondary level).
- Females also left school because they were unable to pay school fees (11% at the primary level and 14% at the secondary level).
- Pregnancy or marriage was rarely given as the main reason for leaving school (only 1.5% at the primary level and 7% at the secondary level).

Ghana DHS EdDATA Education Profile, 1993 and 1998

The Ghana Demographic and Health Surveys (DHS) were conducted in 1993/94 and 1998/99. The 1993/94 survey was administered to 5,822 households and 4,562 women ages 15 to 49 and 1,302 men ages 15 to 59 from those households. The 1998/99 survey was administered to 6,003 households and 5,054 women ages 15 to 49 and 1,114 men ages 15 to 59.



Having data from two surveys allowed for an analysis of changes in the educational setting over time. This profile analysis found moderate rates of primary school attendance and low rates of secondary school attendance with large urban/rural and regional variation, but relatively little gender disparity in the schooling of children.

Between 1993 and 1998, there was no change in primary school attendance; secondary school attendance increased.

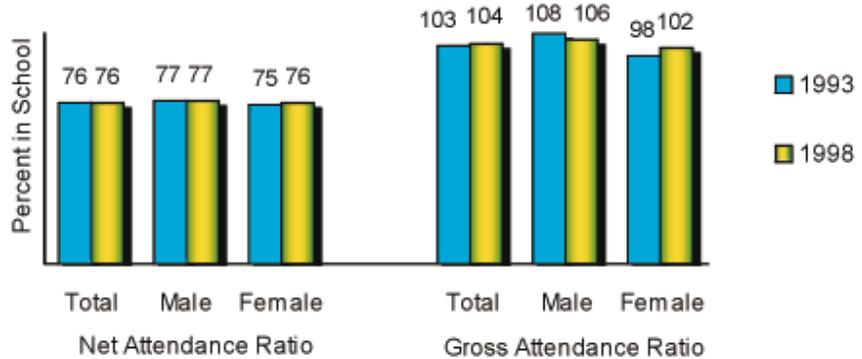
- In 1993 and 1998, three-quarters of the school-age children in Ghana attended primary school.
- 27% of the primary school-age population was over or under the official primary school age range.
- In 1998, 34% of secondary school-age youth attended secondary school; this is an increase from 28% in 1993.

Educational attainment and literacy among adults has been increasing. There was great gender disparity in adult literacy and educational attainment.

- In 1998, 58% of the population ages 15 and older had completed primary school, compared to 52% in 1993.
- In 1998, 9% of the population ages 20 and older had completed secondary school, compared to 6% in 1993.
- Between 1993 and 1998, the percentage of men reporting to be literate increased from 65% to 76% and the percentage of women increased from 43% to 51%.

Percentage of School-Age Children Attending Primary School in Ghana, 1993 and 1998

In 1998, three-quarters of school-age children in Ghana attended primary school—the same as 1993. School-age males and females were equally likely to attend.



Source: Ghana DHS, 1993 and 1998

- In both 1993 and 1998, 76% of children ages 6 to 11 attended primary school.

- In 1998, 77% of males ages 6 to 11 attended, compared to 76% of females.

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 educational planning.

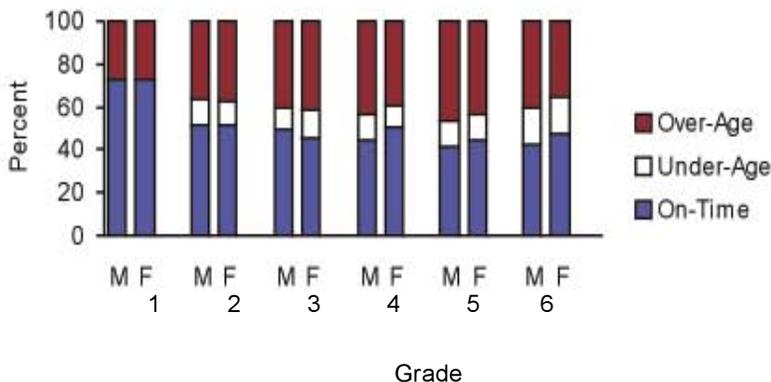
- In 1998, students over or under the official primary school-age range made up 27% of the primary school population—the same as 1993.

Between 1993 and 1998, the gap between the attendance of females and males of all ages decreased.

- In 1998, approximately 96 females attended primary school for every 100 males; in 1993, approximately 91 females attended primary school for every 100 males.

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

Over-Age, Under-Age, and On-Time Students in Primary School in Ghana, 1998



Source: Ghana DHS, 1998

In 1998, 52% of primary school students were in the appropriate grade for their age.

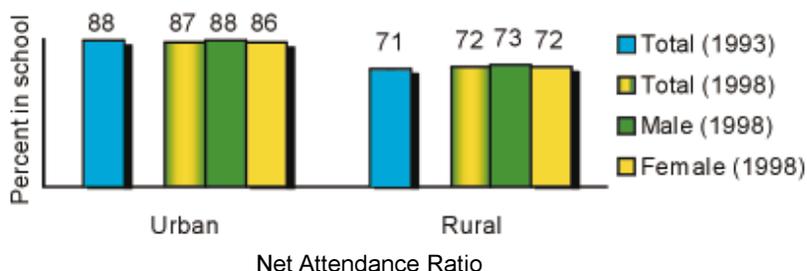
- 38% of both male and female primary school students were over-age.
- Males and females were also almost equally likely to be under-age: 11% of males and 10% of females were under-age.

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural), 1993 and 1998

In 1998, children in Ghana's urban areas were 1.2 times more likely to attend primary school than children in rural areas; this figure has not changed since 1993.

- In 1998, 87% of urban children ages 6 to 11 attended primary school, compared to 72% in rural areas.

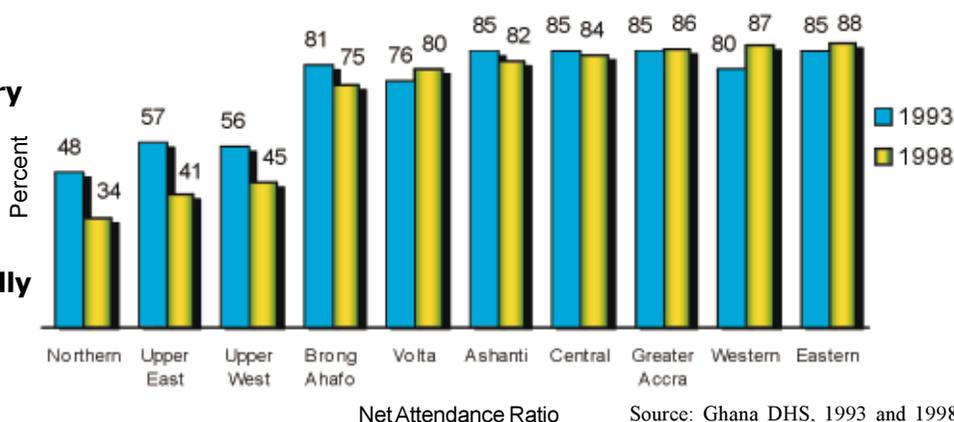


Source: Ghana DHS, 1993 and 1998

Percentage of School-Age Children Attending Primary School by Region, 1993 and 1998

In both 1993 and 1998 large regional disparities in primary school attendance were found.

Between the two surveys, primary school attendance declined substantially in 4 regions.



Source: Ghana DHS, 1993 and 1998

- In 1998, primary school attendance was highest in Greater Accra and the Western and Eastern regions (86% to 88%) and lowest in the Northern region (34%).

- In 3 of the 10 regions, less than one-half of school-age children attended primary school in 1998.
- Between 1993 and 1998, primary school attendance declined in 4 regions: Northern (from 48% to 34%), Upper East (from 57% to 41%), Upper West (from 56% to 45%) and Brong Ahafo regions (from 81% to 75%).

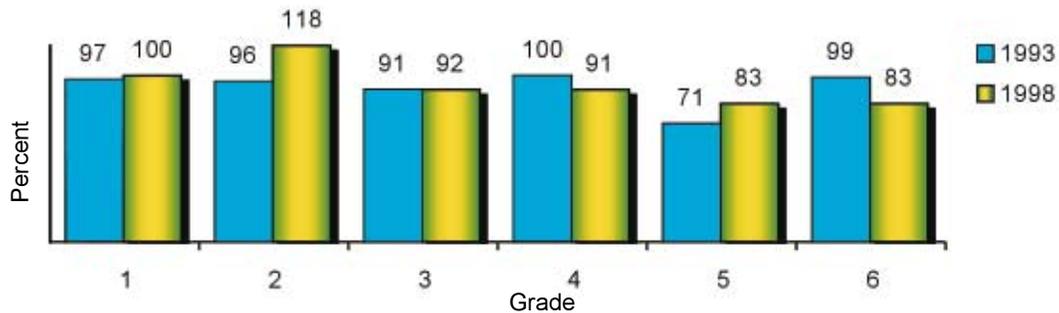
In 7 of the 10 regions, males and females were nearly equally likely to attend primary school.

- In the Northern and Volta regions, however, males are more likely to attend than females, and in the Ashanti region, females are more likely to attend than males.

Primary School Net Attendance Ratio By Sex, 1998

Region	Males	Females
Northern	38	31
Upper Eastern	41	40
Upper Western	44	45
Brong Ahafo	73	77
Volta	85	76
Ashanti	78	85
Central	84	83
Greater Accra	83	88
Western	85	89
Eastern	89	87

Gross Attendance Ratio by Grade, 1993 and 1998



Source: Ghana DHS, 1993 and 1998

Between 1993 and 1998, primary school attendance by grade did not change substantially for most grades.

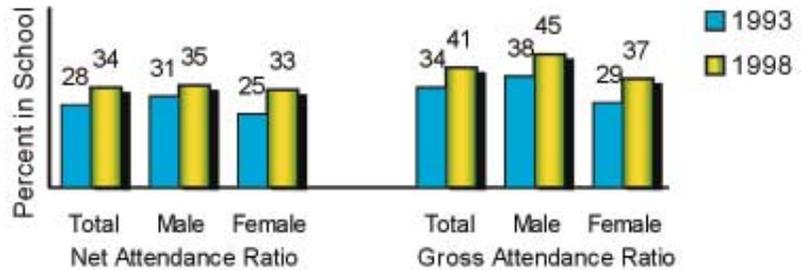
- The relative stagnation in the gross attendance ratio for first grade (often referred to as the gross access ratio) is additional evidence that, proportionately, the same number of children had access to primary school education in 1998 as they did in 1993.
- The increased attendance in Grade 6 in 1993 is likely an indication of higher levels of repetition in the final grade of primary school. This attendance increase in Grade 6 was not observed in 1998 and may be evidence of a lower repetition rate in this grade.
- The small decline in attendance levels between grades (with the exception of Grade 2) indicates relatively low levels of student drop out through the primary cycle.

GAR by grade is the number of children attending each grade—regardless of age—divided by the number of children in the population that are the official age for that grade.

Percentage of Youth Attending Secondary School in Ghana, 1993 and 1998

In 1998, one-third of secondary school-age youth attended secondary school; between 1993 and 1998, attendance increased and gender disparity decreased.

- 34% of school-age youth attended secondary school in 1998, compared to 28% in 1993.
- In 1998, 31% of males ages 12 to 18 attended secondary school, compared with 33% of females in the same age group; in 1993, 31% of males and 25% of females attended.
- Among students of all ages in 1998, approximately 82 females attended secondary school for every 100 males who attended; in 1993, approximately 76 females attended for every 100 males.



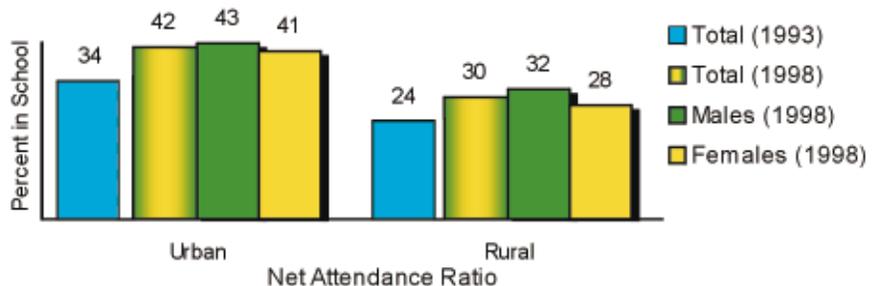
Source: Ghana DHS, 1993 and 1998

The NAR is the percentage of the official secondary school-age population (ages 12 to 18 in Ghana) that attends secondary school. The GAR is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school-age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural), 1993 and 1998

In both 1993 and 1998 urban youth were much more likely than rural youth to attend secondary school.

- In 1998, 42% of urban youth ages 12 to 18 attended secondary school, compared with 30% in rural areas.

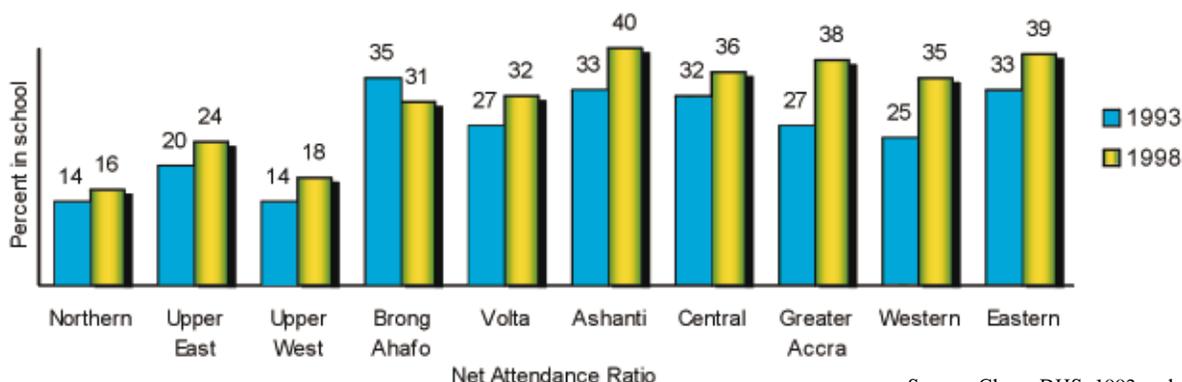


Source: Ghana DHS, 1993 and 1998

- Gender disparity in secondary school attendance was higher in rural than urban areas.

Between 1993 and 1998, both urban and rural secondary school attendance increased by about 25%.

Percentage of School-Age Youth Attending Secondary School in Ghana by Region, 1993 and 1998



Source: Ghana DHS, 1993 and 1998

Relatively low secondary school attendance was found in the same regions with low primary school attendance.

- In 1998, secondary school attendance was highest in the Ashanti, Greater Accra and Eastern regions (38% to 40%) and lowest in the Northern region (16%).
- In 3 of the 10 regions, less than one-quarter of school-age children attended secondary school in 1998.

Between 1993 and 1998, secondary school attendance increased in almost every region.

- Secondary school attendance increased in all but one region in Ghana: in the Brong Ahafo region attendance decreased from 35% to 31%.

In 7 of the 10 regions, males and females were almost equally likely to attend secondary school.

- In the Northern and Volta regions, however, males were more likely to attend than females (the same regions where male primary school attendance was found to be higher), and in the Brong Ahafo region, females were more likely to attend than males.

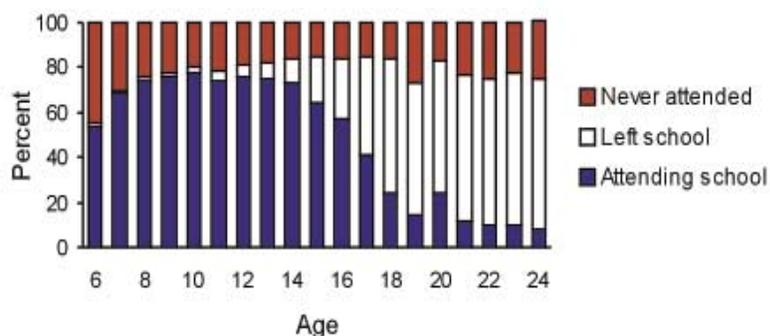


Secondary School Net Attendance Ratio By Sex, 1998

Region	Males	Females
Northern	18	13
Upper Eastern	24	23
Upper Western	18	17
Brong Ahafo	27	34
Volta	36	28
Ashanti	41	40
Central	34	33
Greater Accra	38	38
Western	36	34
Eastern	34	34

Schooling Status of Youth Ages 6 to 24 in Ghana, 1998

At no age did more than 80% of youth attend school in Ghana in 1998.



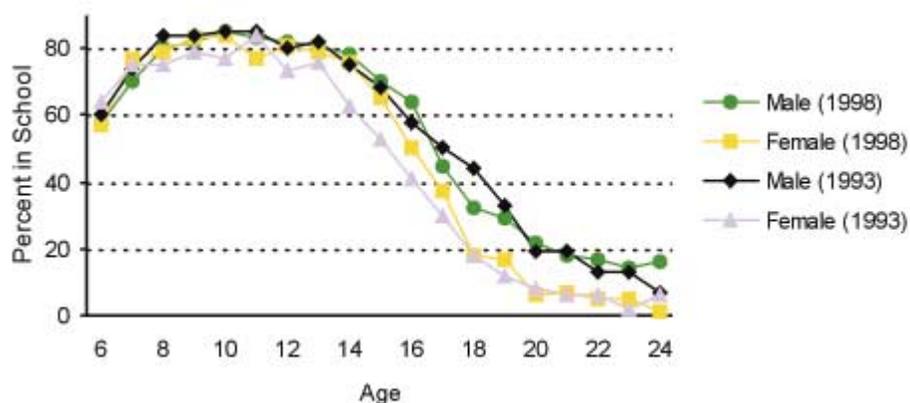
Source: Ghana DHS, 1998

- The peak year of attendance is age 10 when 78% of youth attended school; the peak age range was 8 to 14 years.
- The percentage of youth who have never attended school decreased over time. This percentage fell from between 20% to 25% for those over the ages of 18 to 15% to 20% for those ages 10 to 18.

School Attendance by Age and Sex, 1993 and 1998

In 1998, the percentage of males and females attending school was roughly the same until the age of 15 when female attendance dropped off faster than male attendance.

- For both males and females, the highest attendance in both 1993 and 1998 was at ages 10 and 11 when about 85% of males and females attended school.

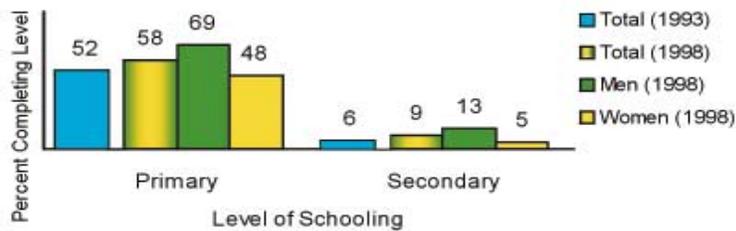


Source: Ghana DHS, 1993 and 1998

Between 1993 and 1998, the attendance of females age 14 to 17 increased; male attendance remained the same.

- In 1993, only 63% of 14-year-old females attended school. By 1998, this percent had increased to 76%. At age 17, 30% of females attended school in 1993, compared to 37% in 1998.

Primary and Secondary School Completion Rates in Ghana, 1993 and 1998



Source: Ghana DHS, 1993 and 1998

In 1998, 58% of the population 15 and older had completed primary school, compared to 52% in 1993.

- In 1998, men were 1.4 times more likely than women to have completed primary school: 69% of men had completed compared with only 48% of women.

This increase in overall primary school completion reflects increases in both male and female completion.

- In 1993, only 61% of men and 43% of women had completed primary school. (1993 data not shown.)

In 1998, only 9% of men and women ages 20 and above had completed secondary school.

- Men were almost 3 times more likely than women to have completed secondary school; 13% of men had completed, compared with only 5% of women.

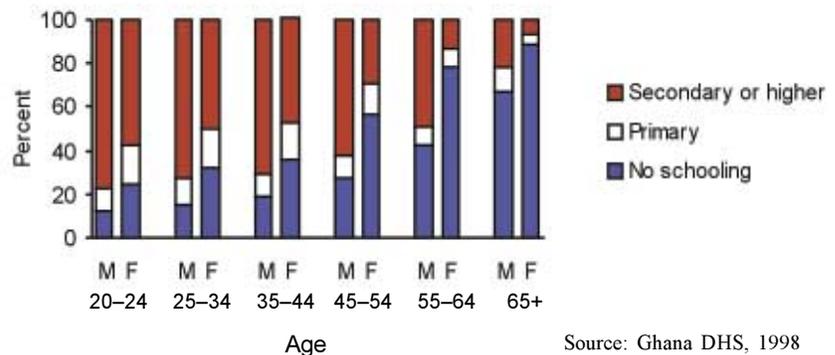
Between 1993 and 1998, the rate of women's secondary school completion increased more than men's.

- In 1993, 11% of men but only 3% of women had completed secondary school (not shown).

Educational Attainment of Adults in Ghana, 1998

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags behind.

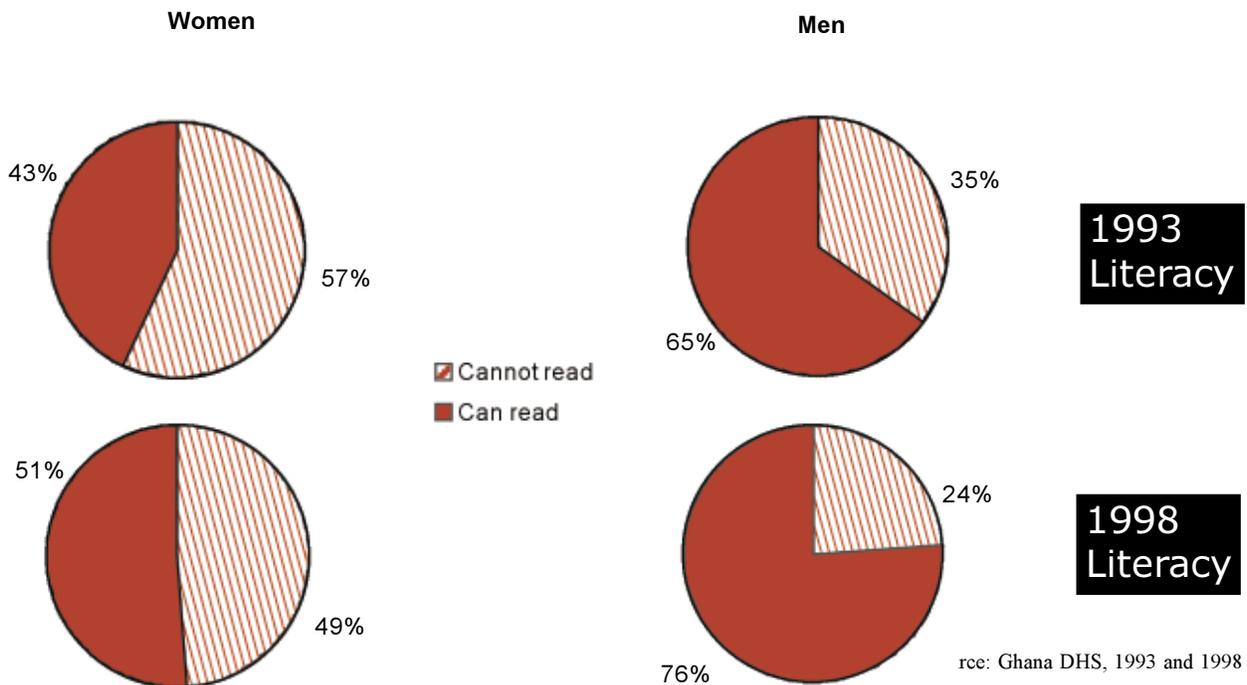
- In 1998, 67% of men ages 65+ had no schooling, compared to 12% of men age 20 to 24.
- 89% of women ages 65+ had no schooling, compared to 25% among those 20 to 24.
- 11% of men ages 65+ had at least some primary schooling, compared to 77% of men ages 20 to 24.
- 4% of women ages 65+ had at least some primary schooling, compared to 58% of women 20 to 24.



Source: Ghana DHS, 1998

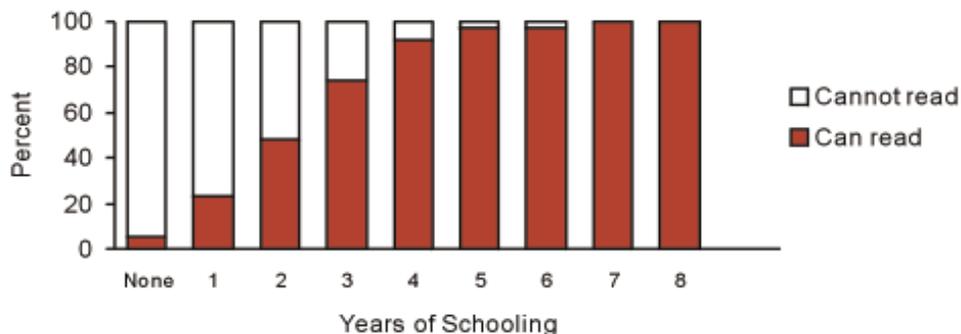
Literacy Among Women and Men in Ghana, 1993 and 1998

In 1998, men were 1.5 times more likely to be literate than women: 78% of men reported that they could read, compared to 51% of women. In 1993, only 65% of men and 43% of women reported that they could read.



Women's Literacy by Years of Primary School Completed, 1998

In 1998, 92% of women who completed Grade 4 and 100% of those who completed Grade 7 reported that they could read.

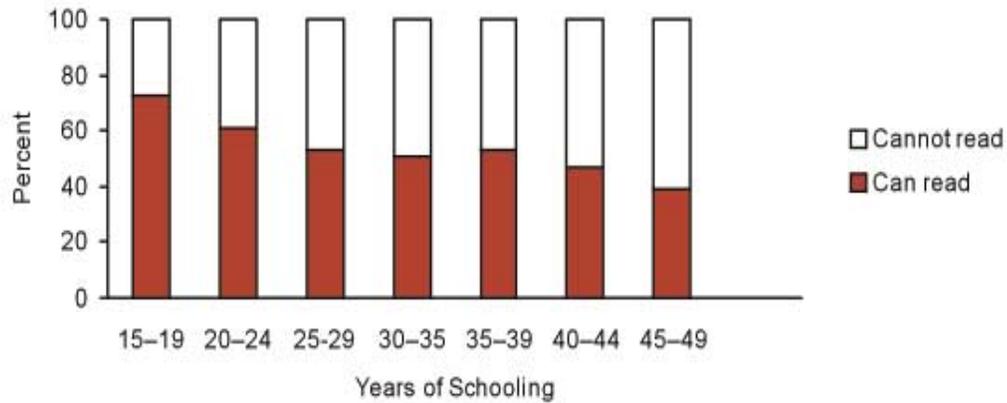


Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read."

Women's Literacy by Age

Women's literacy, while still low, has been increasing over the past 30 years.

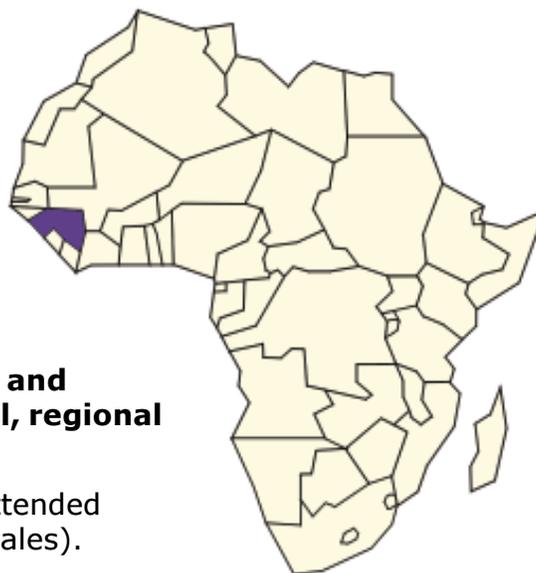
- In 1998, 39% of women 45 to 49 reported that they could read, compared to 73% of women 15 to 19.



Source: Ghana DHS, 1998

Guinea DHS EdDATA Education Profile, 1999

The Guinea Demographic and Health Survey (DHS) was conducted in 1999. The survey was administered to 5,090 households and 8,000 women ages 15 to 49 and 2,500 men ages 15 to 59 from those households.



This 1999 snapshot of the primary and secondary education setting in Guinea found low rates of participation at both the primary and secondary school levels and great urban/rural, regional and gender disparities.

- Only 40% of school-age children in Guinea attended primary school (46% of males and 33% of females).
- 34% of the primary school-aged population was over or under the official primary school age range.
- 13% of secondary school-age youth attended secondary school (17% of males and 8% of females).

The survey also found high rates of repetition and relatively high rates of survival to Grades 5 and 6 (for the 40% of school-age children who enter school).

- Between 10% and 15% of students repeated Grades 1 to 5: the repetition rate in Grade 6 was over 20%.
- 89% of children who entered Grade 1 will eventually attend Grade 5 and 84% will attend Grade 6.

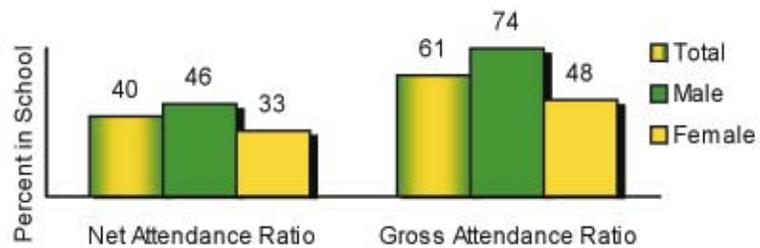
Educational attainment among adults was low, though it has been increasing. Gender disparity was great and literacy rates were low.

- 16% of the population ages 15 and older completed primary school.
- 4% of the population ages 20 and older completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- Men are more than twice as likely as women to be literate in Guinea: 37% of men reported that they were literate, compared to only 14% of women.

Percentage of School-Age Children Attending Primary School in Guinea

Less than half of the school-age children in Guinea attend primary school; females are much less likely to attend than males.

- Only 40% of children ages 7 to 12 attend primary school.
- 46% of males ages 7 to 12 attend compared to 33% of females.



Source: Guinea DHS, 1999

Many of the children attending primary school are outside of the official age range. This is 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 educational planning.

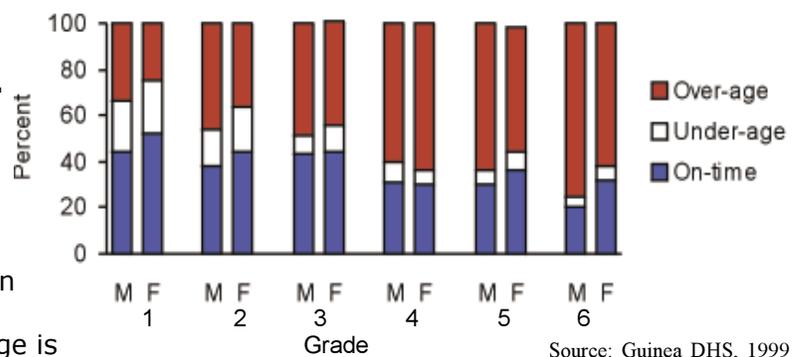
- Students over or under the official primary school age range make up 34% of the primary school population.
- Among children of all ages, 65 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school age population (ages 7 to 12 in Guinea) 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.

Over-Age, Under-Age, and On-Time Students in Primary School

Only about 38% of primary school students are in the appropriate grade for their age.

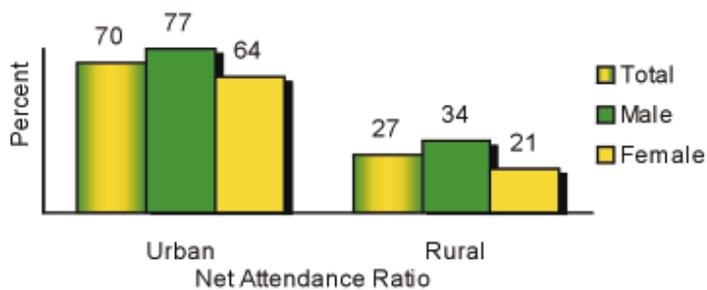
- 53% of male primary school students and 44% of female students are over-age.
- The percentage of males who are over-age ranges from 34% in Grade 1 to 75% in Grade 6. In general, the percentage over-age is lower for females, ranging from 25% in Grade 1 to 62% in Grade 6.
- Conversely, females are slightly more likely to be under-age: 23% of females are under-age, compared to 21% of males.
- The percent of males who are under-age ranges from 22% in Grade 1 to 5% in Grade 6. For females, the range is from 23% in Grade 1 to 6% in Grades 4 and 6.



Source: Guinea DHS, 1999

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)

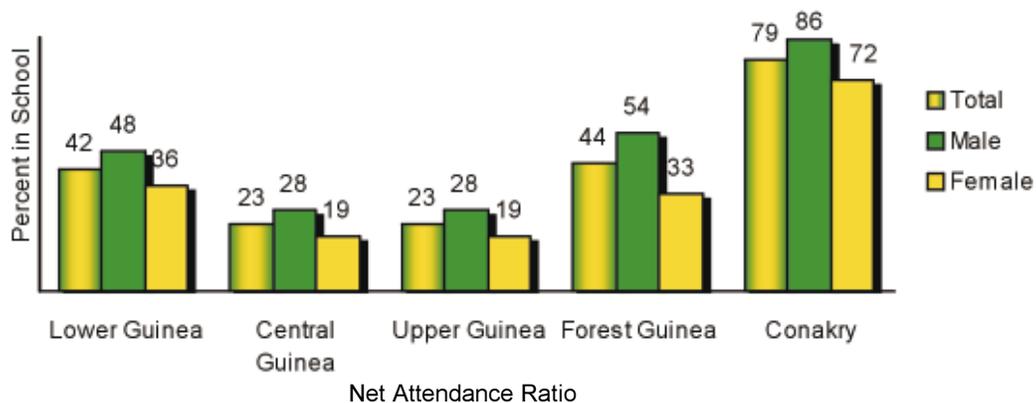


Source: Guinea DHS, 1999

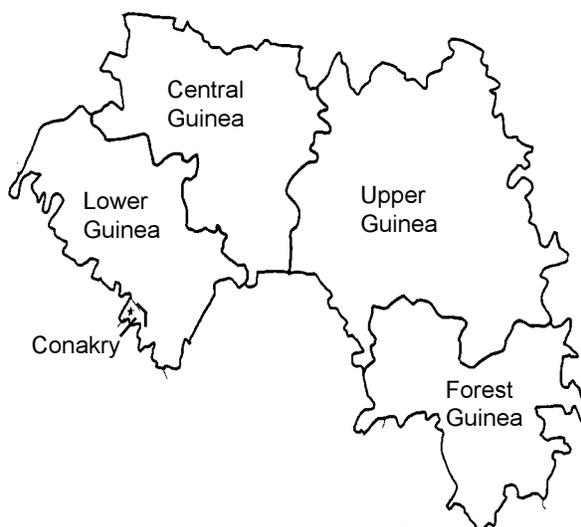
In Guinea, children in urban areas are 2.5 times more likely to attend primary school than children in rural areas.

- In urban areas, 70% of children ages 7 to 12 attend primary school, compared to only 27% in rural areas.
- Gender disparity in primary school attendance is greater in rural areas than urban areas: in urban areas, males are 1.2 times more likely to attend primary school than females (77% versus 62%); in rural areas, males are 1.6 times more likely to attend primary school (34% versus 21%).

Percentage of School-Age Children Attending Primary School by Region



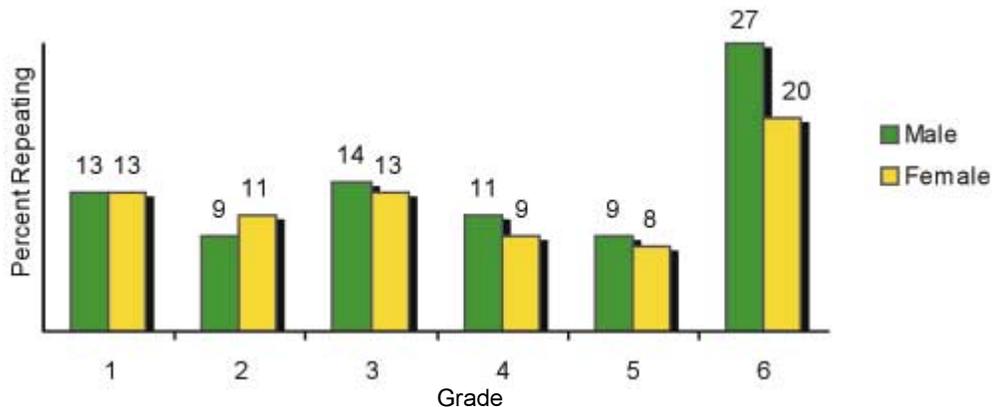
Source: Guinea DHS, 1999



There are large regional disparities in primary school attendance in Guinea.

- Primary school attendance is highest in the Conakry urban area (79%) and lowest in the Central and Upper Guinea regions (23%).
- In 4 of the 5 regions, less than one-half of school-age children (and one-third or fewer females) attend primary school.
- Gender disparity is lowest in the Conakry area and highest in the Forest Guinea region.

Primary School Repetition in Guinea



Source: Guinea DHS, 1999

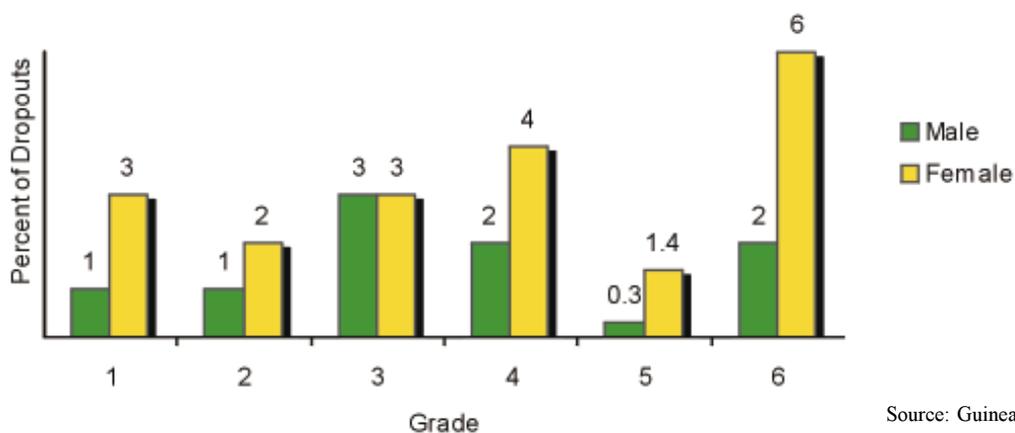
Grade repetition is relatively high in all grades, but especially in Grade 6.

- Between 10% and 15% of students repeat Grades 1 to 5.
- The repetition rate in Grade 6 is more than 20%. This repetition is likely due to failure on the primary school leaving examination that is administered at the end of Grade 6. The exam is used to limit progression to secondary schools.
- The percent of males and females repeating a grade is relatively equal until Grade 6 when a higher percent of males are repeating than females.

Primary School Dropout in Guinea

The percentage of females dropping out is consistently higher than males at all grades except at Grade 3.

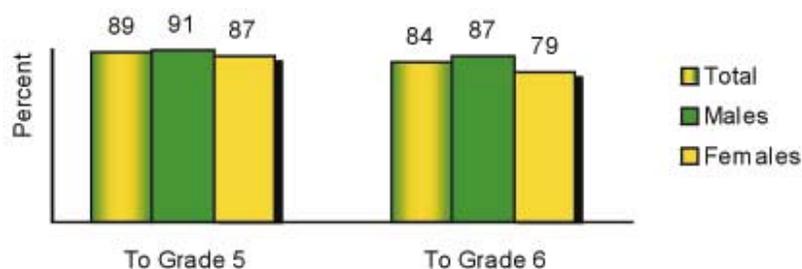
- Females are more likely to drop out at Grade 6, while males are more likely to repeat grades.



Source: Guinea DHS, 1999

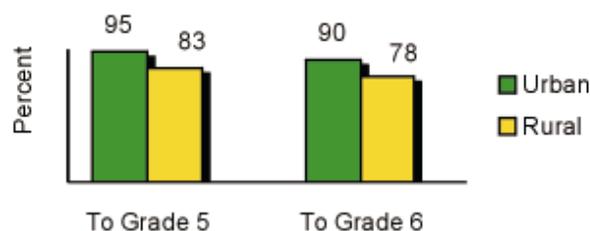
Survival to Grades 5 and 6 in Guinea

89% of children who enter Grade 1 will eventually attend Grade 5; 84% will attend Grade 6. Note: Only 40% of school-age children enter school.



- 91% of males will attend Grade 5 and 87% will advance to Grade 6.
- 87% of females will attend Grade 5 and 79% will advance to Grade 6.

- 95% of urban children in rural areas attend grade 5 compared with 83% in rural areas.
- 90% of urban children attend Grade 6, compared to 78% in rural areas.



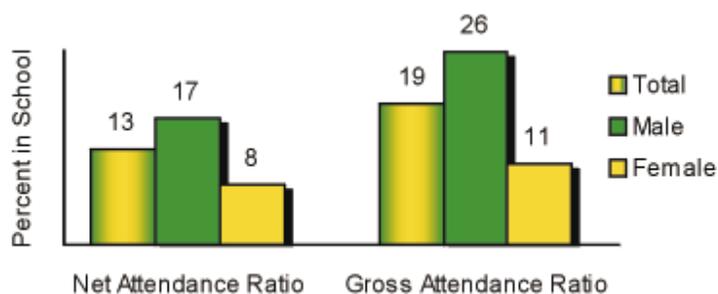
Source: Guinea DHS, 1999

Survival rates assume that each student, regardless of the number of times he/she has been in a grade, has the same probability of drop out or repetition as someone in the grade for the first time.

Percentage of Youth Attending Secondary School

Only 13% of secondary school age youth attend secondary school, and the gender gap is even larger than at the primary level.

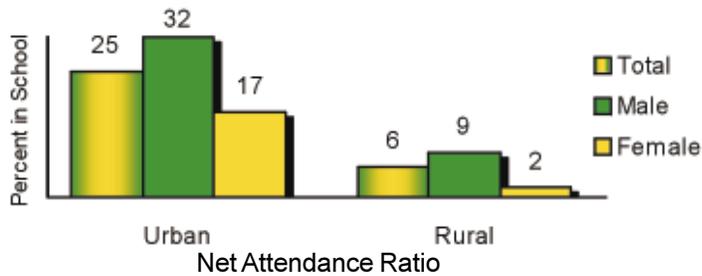
- Males are more than twice as likely to be attending secondary school than females: 17% of males ages 13 to 19 attend secondary school, compared to only 8% of females in the same age group.
- Among students of all ages (gross attendance), only 42 females attend school for every 100 males who attend.



Source: Guinea DHS, 1999

The NAR is the percentage of the official secondary school age population (ages 13 to 19 in Guinea) that attends secondary school. The GAR is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)



In Guinea, youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 25% of youth ages 13 to 19 attend secondary school in urban areas, compared with only 6% in rural areas.

- In urban areas, males are nearly twice as likely to attend secondary school as females (32% versus 17%); in rural areas the gap is even wider with males being 4 times more likely than females to attend secondary school (9% versus 2%).

Secondary School Net Attendance Ratio by Region

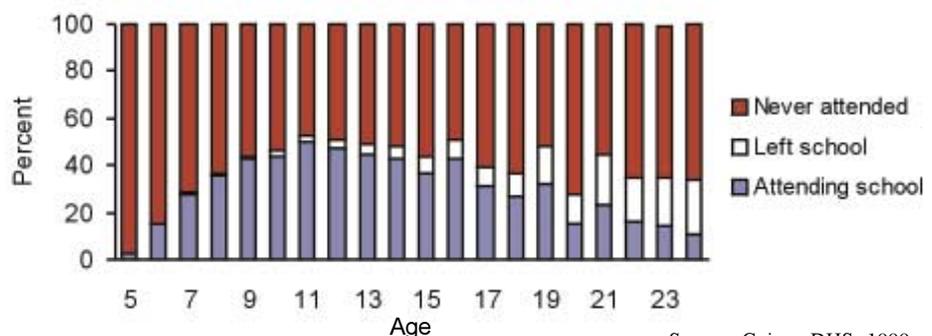
- Similar to the primary school attendance findings, the NAR is highest in Conakry (25%), and lowest in Upper Guinea (6%).
- Gender disparity is greater at the secondary level than at the primary level. Gender disparity in secondary school is lowest in Conakry where males are 1.7 times more likely to attend secondary school than females and highest in Lower Guinea where males are 4.8 times more likely than females to attend secondary school.

Region	Total	Males	Females
Lower Guinea	14	24	5
Central Guinea	9	11	6
Upper Guinea	6	7	4
Forest Guinea	11	16	5
Conakry	25	32	19

Schooling Status of Youth Ages 5 to 24 in Guinea

At no age do more than 50% of youth attend school in Guinea.

- The peak year of attendance is age 11 when 50% of youth attend school.
- The percentage of youth who have never attended school has decreased in the past decade; this percentage went from about 65% among those in their 20s to about 55% for those in their early teens.

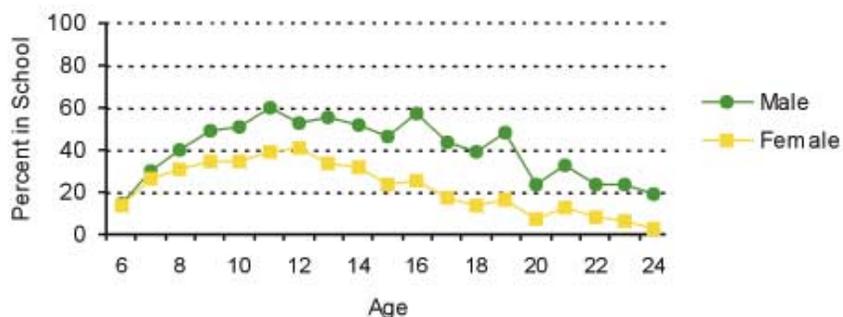


Source: Guinea DHS, 1999

School Attendance by Age and Sex

The percentage of males attending school is higher than the percentage of females at every age.

- For males, the highest attendance rate is age 11 (60%), while for females the highest attendance rate is age 12 (41%).

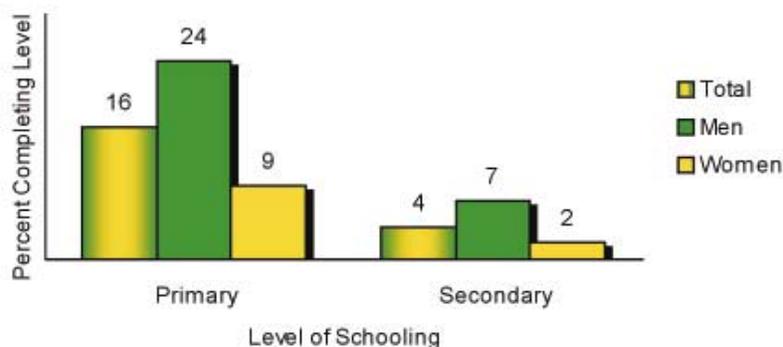


Source: Guinea DHS, 1999

Primary and Secondary School Completion Rates in Guinea

Only 16% of the population 15 and older has completed primary school.

- Men are more than twice as likely than women to have completed primary school: 24% of men have completed compared with only 9% of women.

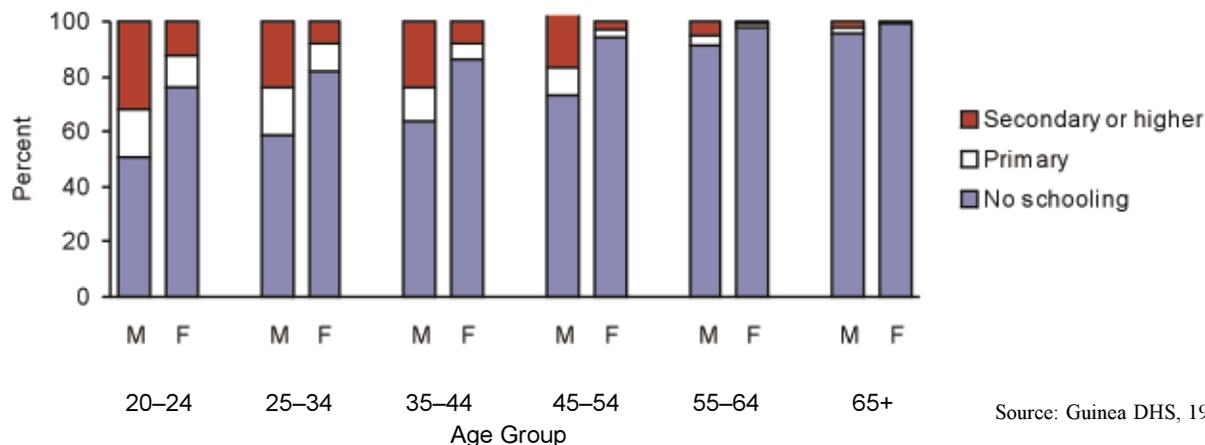


Source: Guinea DHS, 1999

Only 4% of those ages 20 and above have completed secondary school.

- Men are over 3 times more likely than women to have completed secondary school; 7% of men have completed secondary school, compared with only 2% of women.

Educational Attainment of Adults, by Age and Sex

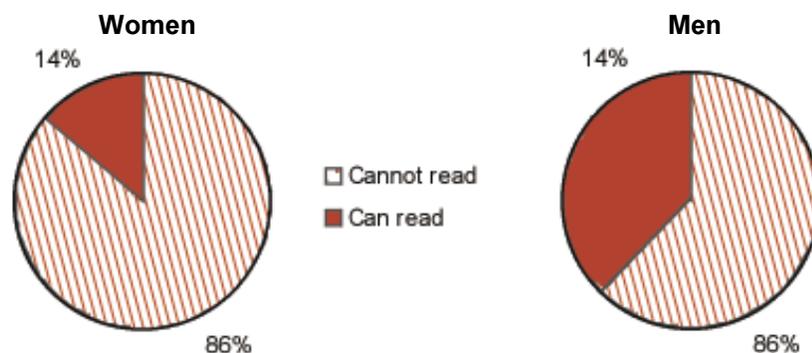


Educational attainment has been steadily increasing for both men and women, but women’s attainment continues to be lower than men’s.

- 96% of men ages 65+ had no schooling, compared to 51% for men ages 20 to 24.
- 99% of women ages 65+ had no schooling, compared to 76% for women ages 20 to 24.
- 2% of men ages 65+ had some primary schooling, compared to 17% of men ages 20 to 24.
- 0.5% of women ages 65+ had some primary schooling, compared to 12% of women ages 20 to 24.

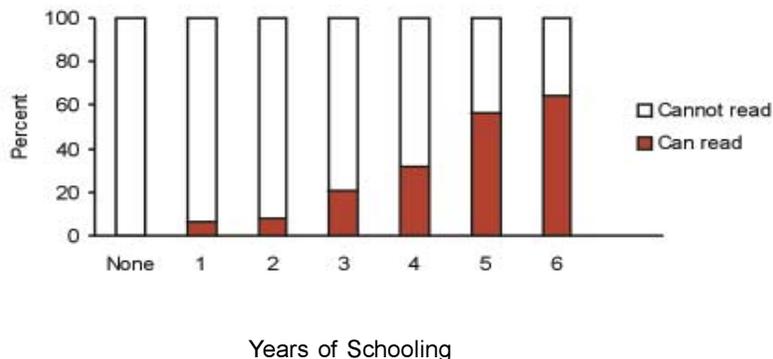
Literacy Among Women and Men in Guinea

Overall, literacy in Guinea is very low. Men are more than twice as likely as women to be literate: 37% of men say that they can read, compared to only 14% of women.



Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: “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 are grouped together as “can read.”

Women's Literacy by Years of Primary School Completed



32% of women who completed Grade 4 report that they can read.

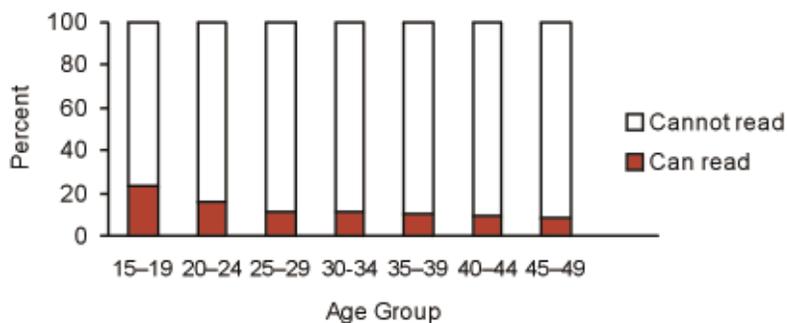
- 64% of women who completed Grade 6 report that they can read.

Source: Guinea DHS, 1999

Women's Literacy by Age

Women's literacy, while still very low, has been increasing over the past 30 years.

- The percentage of women who report being able to read is 8% among women 45 to 49 and 23% among women 15 to 19.



Source: Guinea DHS, 1999

Malawi DHS EdDATA Education Profile, 1992 and 1996

The Malawi Demographic and Health Surveys (DHS) were conducted in 1992 and 1996. The 1992 survey was administered to 5,323 households and 4,849 women ages 15 to 49 and 1,151 men ages 15 to 54 from those households. The 1996 survey was administered to 2,798 households, 2,683 women ages 15 to 49 and 2,658 men ages 15 to 59.



Having data from two surveys allowed for an analysis of changes in the educational setting over time. The timing of the Malawi surveys allowed for a particularly interesting analysis: the first survey was conducted before, and the second survey shortly after, the declaration of free, universal primary education (UPE).

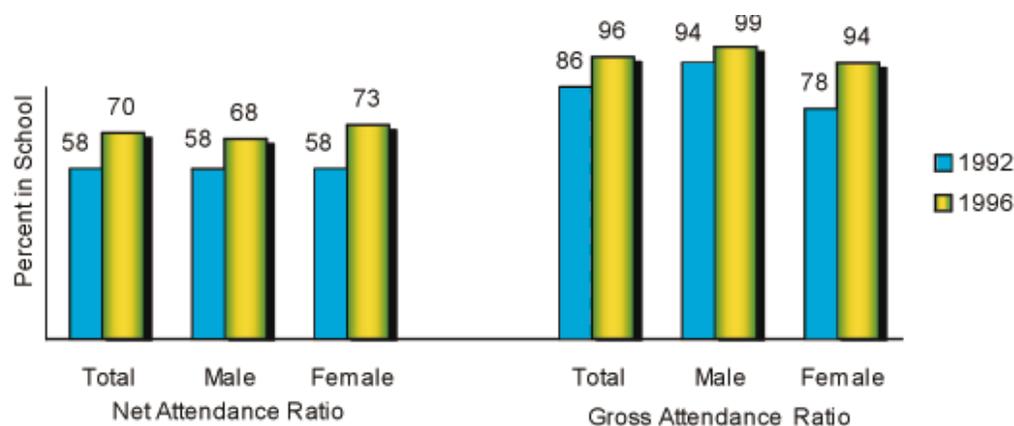
This analysis found moderate rates of primary school attendance with a substantial increase between 1992 and 1996. Secondary school attendance was found to be very low and remained unchanged between the two surveys. Malawi had large urban/rural and regional variation, but relatively little gender disparity in educational participation.

- In 1996, 70% of school-age children attended primary school, up from 58% in 1992.
- Between 1992 and 1996, female attendance increased from 58% to 73% and male attendance increased from 58% to 68% between 1992 and 1996.
- In 1996, students over or under the official primary school age range made up 26% of the primary school population; this percentage is down from 33% in 1992.
- In 1996, 2% of secondary school-age youth attended secondary school, the same as 1992.

Educational attainment was relatively low, as was literacy. There was great gender disparity in educational attainment of adults.

- In 1996, 15 % of the population ages 15 and older had completed primary school, compared to 16% in 1992.
- In 1996, 4% of the population ages 20 and older had completed secondary school, compared to 3% in 1992.
- Between 1992 and 1996, the percentage of men who reported that they were literate remained at 72%, the percentage of women who reported to be literate remained at 45%.

Percentage of School-Age Children Attending Primary School in Malawi, 1992 and 1996



Source: Malawi DHS, 1992 and 1996

In 1996, almost three-quarters of school-age children in Malawi attended primary school, a substantial increase since 1992.

- In 1996, 70% of children ages 6 to 13 attended primary school, up from 58% in 1992.

In 1996, school age females were slightly more likely to attend primary school than males. Female attendance increased more than male attendance between 1992 and 1996.

- In 1996, 73% of females ages 6 to 13 attended primary school, compared to 68% of males. In 1992, 58% of school-age males and females attended primary school.

Many of the children attending primary school are outside of the official age range. This is 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 educational planning.

The percent of students over or under the official school-age range declined between 1992 and 1996, but remained relatively high.

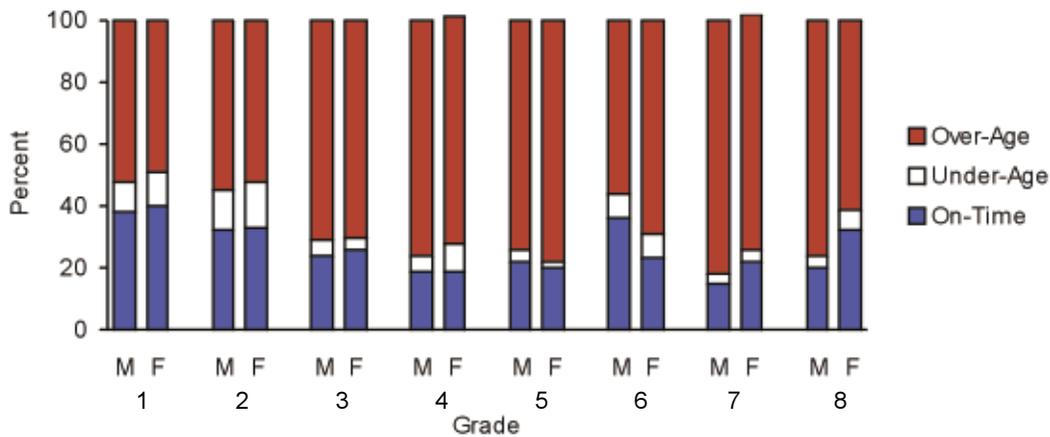
- In 1996, students over or under the official primary school-age range made up 26% of the primary school population, down from 33% in 1992.

Between 1992 and 1996, the gap between female and male primary school attendance (among children of all ages) decreased, but there were still proportionately more males than females in primary school.

- In 1996, 95 females attended primary school for every 100 males who attended. In 1992, 83 females attended primary school for every 100 males.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (ages 6 to 13 in Malawi) 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.

Over-Age, Under-Age, and On-Time Students in Primary School in Malawi, 1996



Source: Malawi DHS, 1996

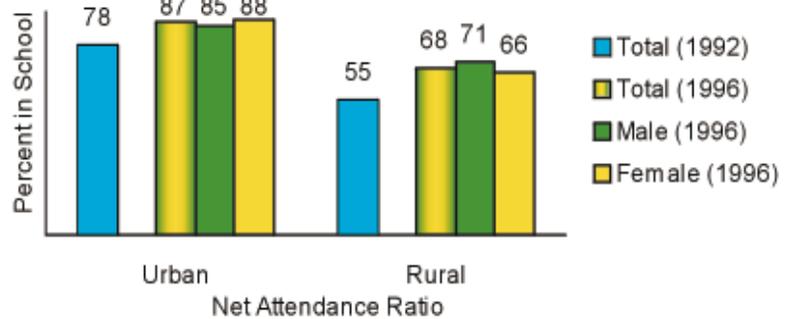
In 1996, 24% of primary school students were in the appropriate grade for their age; this is the same figure as 1992. (1992 data not shown.)

- 76% of male primary school students and 72% of females were over-age.
- Males and females were equally likely to be under-age: 2% of both males and females were under-age. In 1992, a higher percent of females and males were under-age: 7% of males and 10% of females. (1992 data not shown.)

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger. Note: The 1996 DHS did not collect school attendance data for children under age 6, so the percentage of children under-age in Grade 1 is unknown, and the percentage under-age in Grade 2 may be underestimated. The 1992 DHS did collect school attendance data for children age 5 and found that 10% of the children in Grade 1 were under-age.

Percentage of School-Age Children Attending Primary School (Urban/Rural), 1992 and 1996

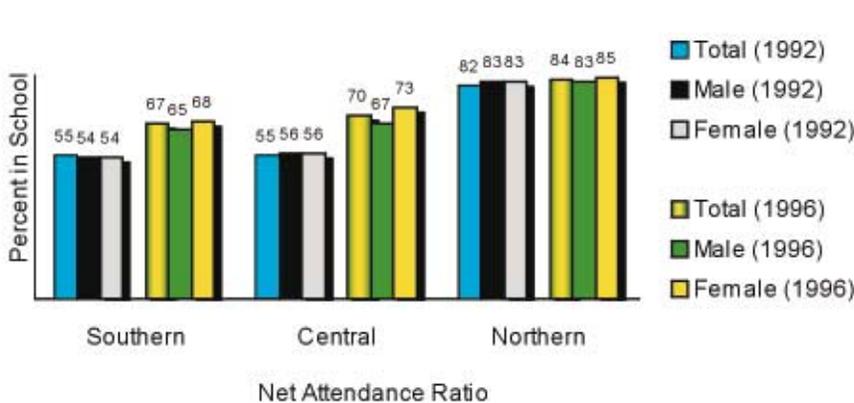
In 1996, school-age children in urban areas were more likely to attend primary school than children in rural areas, but this urban/rural disparity declined between 1992 and 1996.



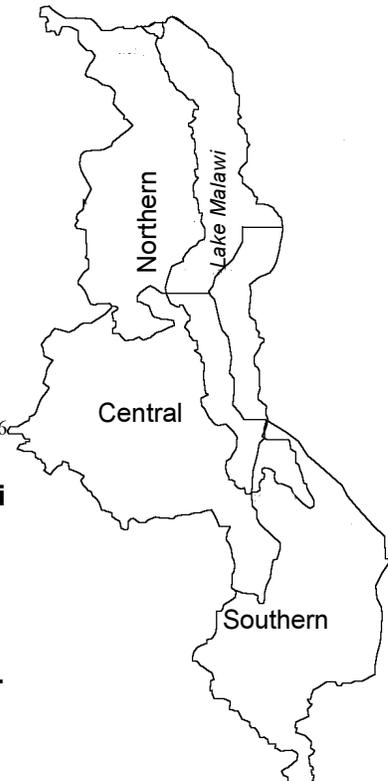
Source: Malawi DHS, 1992 and 1996

- In 1996, 87% of urban children ages 6 to 13 attended primary school, compared to 68% in rural areas, up from 78% of urban and 55% of rural children in 1992.
- In 1996, there was little gender disparity in urban areas, but in rural areas males were slightly more likely to attend than females.

Percentage of School-Age Children Attending Primary School by Region, 1992 and 1996



Source: Malawi DHS, 1992 and 1996



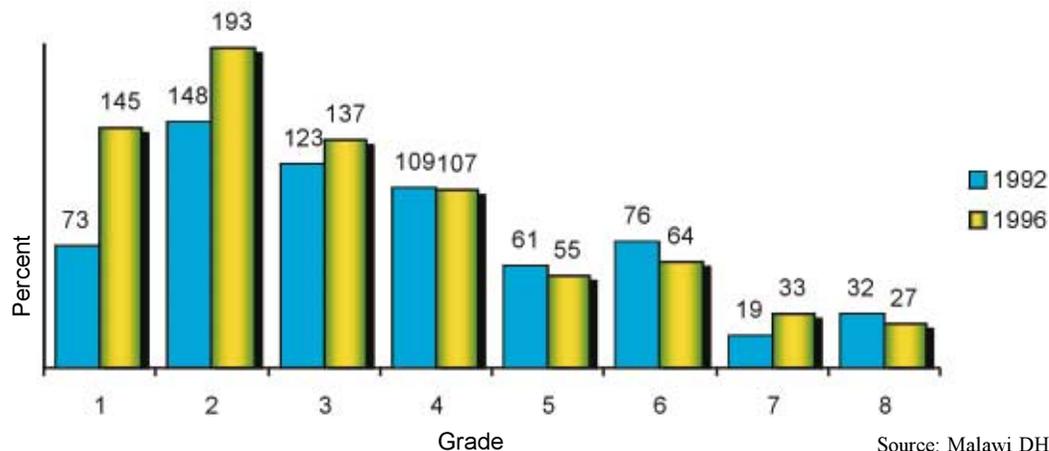
Regional disparity in primary school attendance in Malawi declined between 1992 and 1996.

- Between 1992 and 1996, primary school attendance increased from 55% to around 70% in the Southern and Central regions. The increase in attendance in the Northern region was much smaller: from 82% in 1992 to 84% in 1996.

In all 3 regions, the percentage of school-age children attending primary school was slightly higher for females than for males.

- Gender disparity is greatest in the Northern region where 73% of females and 67% of males attended primary school.

Gross Attendance Ratio by Grade, 1992 and 1996



Source: Malawi DHS, 1992 and 1996

The jump in gross attendance ratios in Grades 1 and 2 between 1992 and 1996 is an indication of the massive influx of students into the primary education system after the declaration of free, universal primary education (UPE) in Malawi in 1994.

- While UPE may have inflated primary school attendance in the earliest grades, drop-out and/or repetition patterns seem to remain the same.
- The pattern of decline in attendance between Grades 2 and 8 (seen pre- and post-UPE) is an indicator of a high level of student drop out over time.

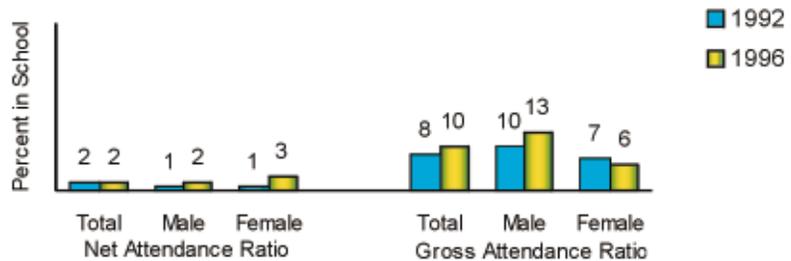
GAR by grade is the number of children attending each grade—regardless of age—divided by the number of children in the population that are the official age for that grade.

Percentage of Youth Attending Secondary School

The percentage of secondary school-age youth attending secondary school did not change between 1992 and 1996.

- In 1996, 2% of secondary school-age youth attended secondary school, the same percent as 1992.

Between 1992 and 1996, female attendance increase slightly; male attendance remained the same.



Source: Malawi DHS, 1992 and 1996

- In 1996, 3% of females age 14 to 17 attended secondary school, compared with 2% of males in the same age group; in 1992, 1% of both males and females attended secondary school.

Among students of all ages (gross attendance), gender disparity in favor of males increased between 1992 and 1996.

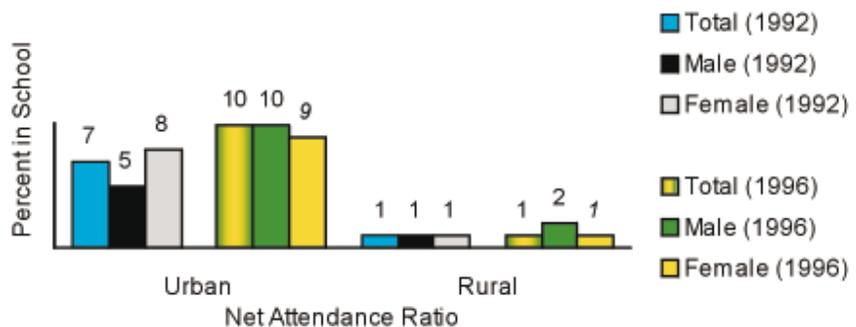
- In 1996, approximately 50 females attended secondary school for every 100 males who attended; in 1992, 70 females attended secondary school for every 100 males.

The NAR is the percentage of the official secondary school-age population (ages 14 to 17 in Malawi) that attends secondary school. The GAR is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school-age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)

In Malawi, urban youth are much more likely to attend secondary school than rural youth.

- In 1996, 10% of urban youth ages 14 to 17 attended secondary school, compared to only 1% in rural areas.



Source: Malawi DHS, 1992 and 1996

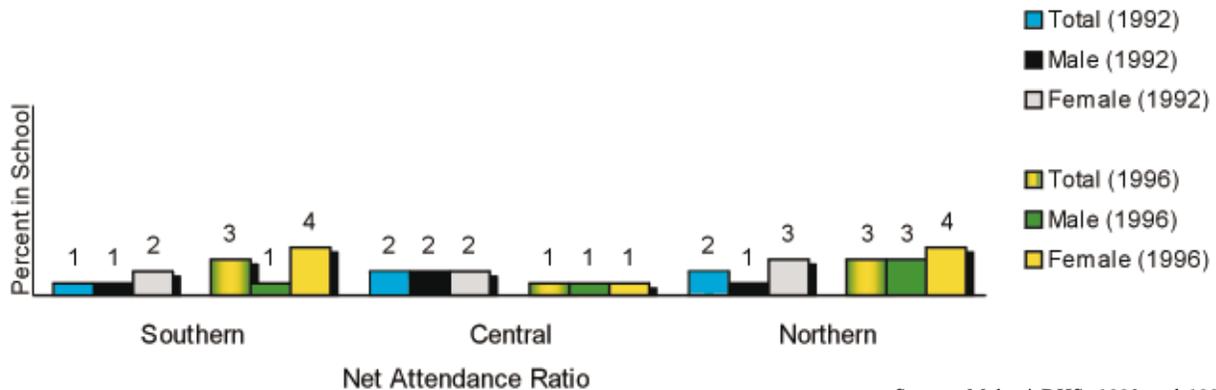
Between 1992 and 1996, male secondary school attendance in urban areas doubled, female attendance remained the same.

- Between 1992 and 1996, secondary school attendance for males in urban areas increased from 5% to 10%; female attendance changed little: from 8% to 9%.

Rural secondary school attendance did not change between 1992 and 1996.

- In rural areas, secondary school attendance remained at 1% in 1992 and 1996.

Percentage of School-Age Youth Attending Secondary School in Malawi (by Region), 1992 and 1996



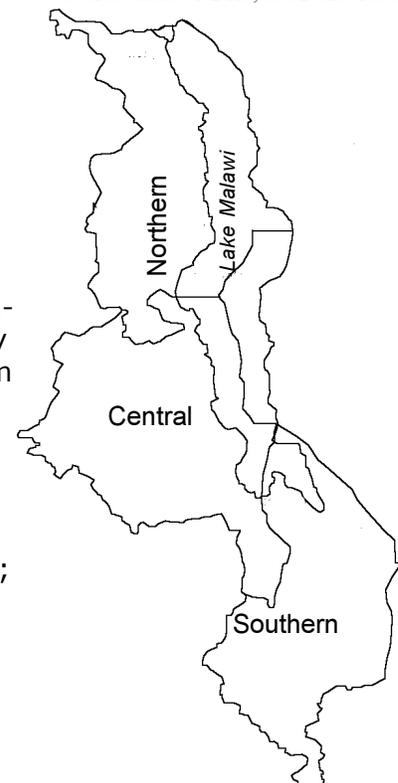
Source: Malawi DHS, 1992 and 1996

Secondary school attendance is low in all 3 regions in Malawi. Between 1992 and 1996, attendance went up slightly in the Southern and Northern regions, it decreased slightly in the Central region.

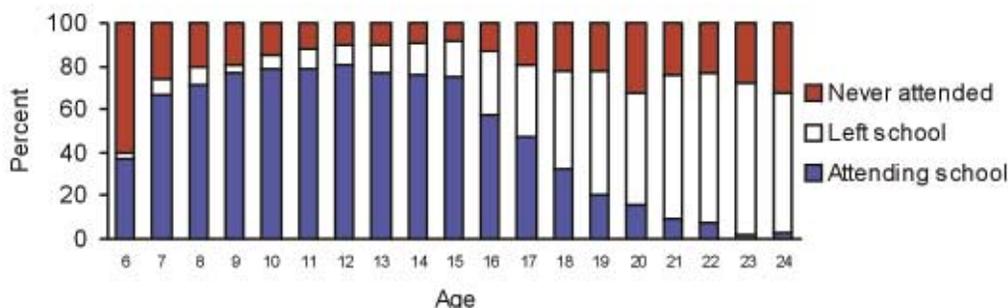
- In 1996, secondary school attendance was 3% in the Southern and Northern regions and 1% in the Central region.
- Between 1992 and 1996, attendance increased from 1% to 3% in the Southern region (due to a doubling of female attendance) and from 2% to 3% in the Northern region (due mainly to an increase in male attendance). Attendance declined from 2% to 1% in the Central region.

In 2 of the 3 regions, female attendance was higher than male attendance.

- In 1996, 4% of school-age females attended secondary school in the Southern region, compared to only 1% of males; 4% of females attended in the Northern region, compared to 4% of males.



Schooling Status of Youth Ages 6 to 24 in Malawi, 1996



Source: Malawi DHS, 1996

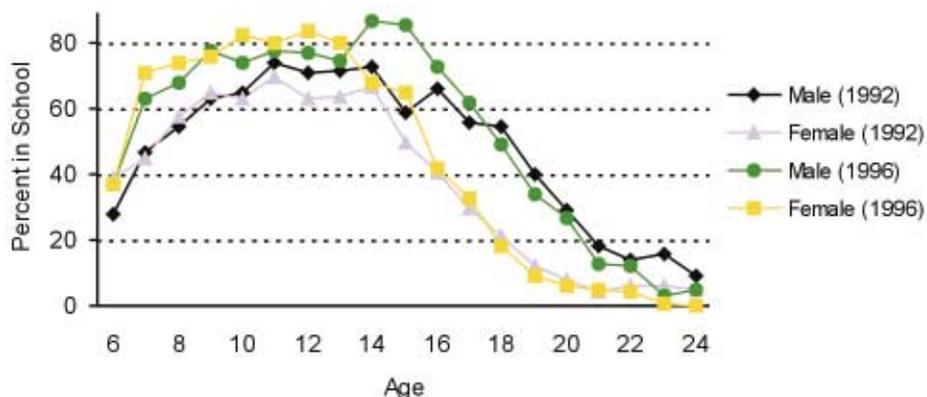
At no age did more than 85% of youth attend school in Malawi in 1996.

- The peak year of attendance was age 12 when 81% of youth attended school; the peak age range was 9 to 15 years.
- The percentage of youth that had never attended school has decreased over time; this percentage fell from approximately 30% for those over the ages 23 to 24 to approximately 10% among youth ages 11 to 14.

School Attendance by Age and Sex, 1992 and 1996

In 1996, the percentage of males and females attending school was roughly the same until age 12 when female attendance drops off and male attendance increases.

- For females, attendance peaked at 84% at age 12, for males, attendance peaked at 87% at age 14.



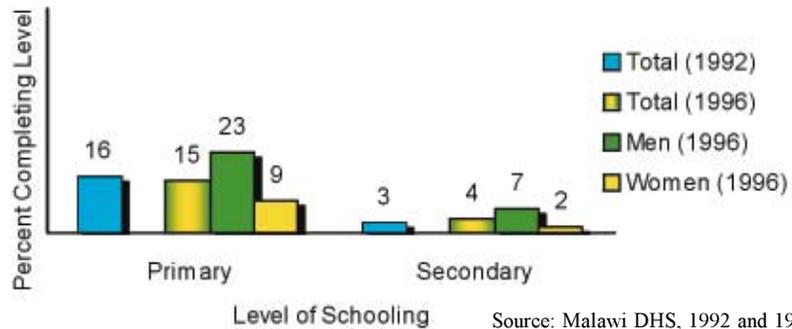
Source: Malawi DHS, 1992 and 1996

Between 1992 and 1996, school attendance of females ages 6 to 13 increased dramatically; attendance also increased for males ages 6 to 17.

- In 1992, only 63% of 12-year-old females attended school; by 1996 this percent had increased to 84%.
- In 1996, 87% of 14-year-old males attended school, compared to 73% in 1992. Between 1992 and 1996, the percent of 15-year-old males attending school increased from 59% to 86%.

Primary and Secondary School Completion Rates

In 1996, 15% of the population 15 and older had completed primary school; there has been virtually no change since 1992. Men are much more likely to have completed primary school than women.



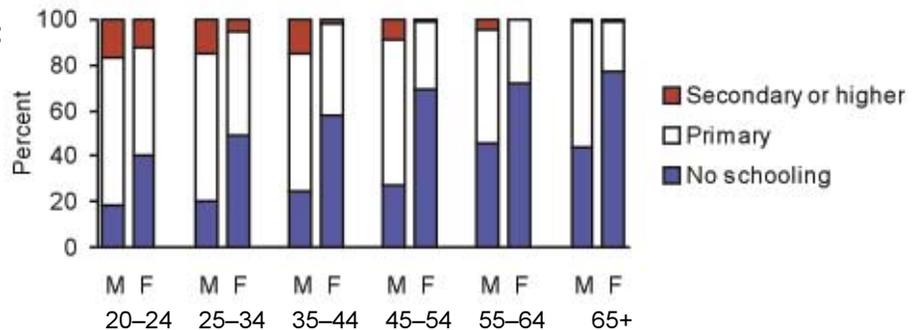
- In both 1992 (not shown) and 1996, men were almost 2.5 times more likely than women to have completed primary school. In 1996, 23% of men had completed compared with only 9% of women.

In 1996, only 4% of men and women ages 20 and above had completed secondary school, the same as 1992.

- In 1996, men were more than 3 times more likely than women to have completed secondary school; 7% of men had completed, compared with only 2% of women which is the same percentage as 1992 (data not shown).

Educational Attainment of Adults in Malawi

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags behind.



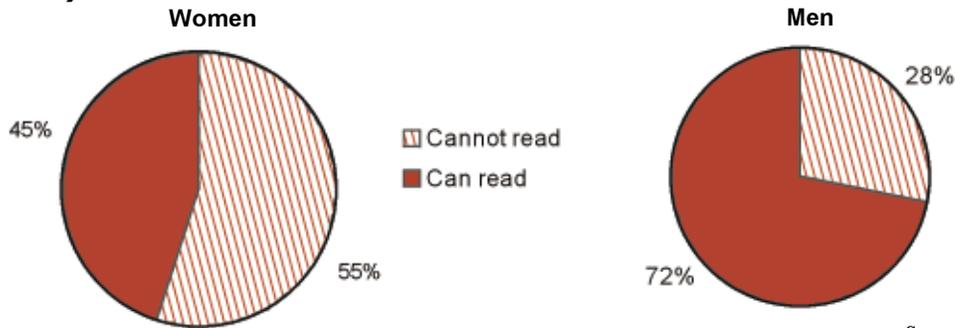
- In 1996, 44% of men ages 65+ had no schooling compared to only 18% of men ages 20 to 24.

Source: Malawi DHS, 1996

- 77% of women ages 65+ had no schooling, compared to 40% of women ages 20 to 24.
- 55% of men ages 65+ had at least some primary schooling, compared to 65% of men ages 20 to 24.
- 22% of women ages 65+ had at least some primary schooling, compared to 45% of women ages 20 to 24.
- Secondary school attainment also increased: the percentage of the population 65+ with some secondary school has increased from 1% among both males and females to 17% of males and 12% of females 20 to 24.

Literacy Among Women and Men in Malawi, 1996

In 1996, men were 1.6 times more likely to be literate than women: 45% of women reported that they could read, compared to 72% of men. Between 1992 and 1996, literacy rates among men and women did not change. (1992 numbers not shown.)

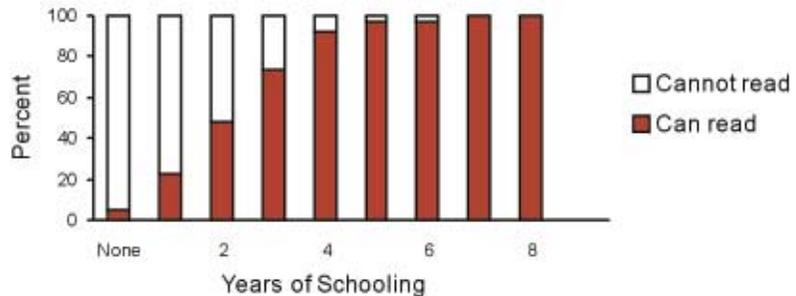


Source: Malawi DHS, 1996

Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: "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 are grouped together as "can read."

Women's Literacy by Years of Primary School Completed, 1996

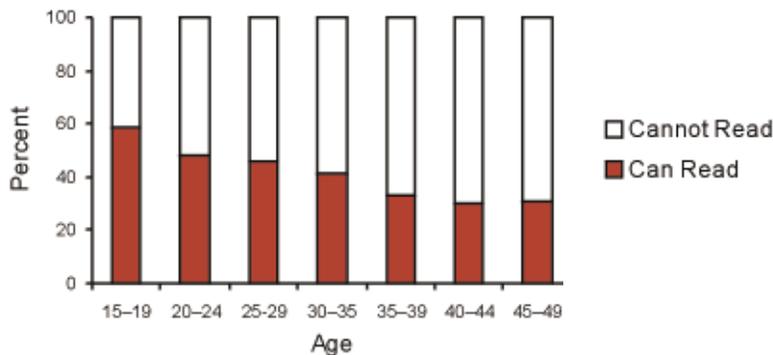
92% of women who completed Grade 4 report that they can read; 100% of those who completed Grade 7 report being able to read.



Source: Malawi DHS, 1996

This figure includes all women (age 15 to 49) who were surveyed. Women who attended secondary school or higher were assumed to be literate and were not asked about their ability to read.

Women's Literacy by Age, 1996



Women's literacy, while still low, has been increasing over the past 30 years.

- In 1996, 60% of women 15 to 19 reported that they could read, compared to only 31% of women age 45 to 49.

Source: Malawi DHS, 1996

Mali DHS EdDATA Education Profile, 1995/96

The Mali Demographic and Health Survey (DHS) was conducted in 1995/96. The survey was administered to 8,761 households and 9,704 women ages 15 to 49, and 2,474 men ages 15 to 59 from those households.



This 1995/96 snapshot of the primary and secondary education setting in Mali found relatively low rates of participation at both the primary and secondary school levels and great gender, urban/rural, and regional disparities.

- Less than one-third of school-age children in Mali attended primary school (34% of males and 25% of females).
- 29% of the primary school-age population was over or under the official primary school age range.
- 8% of secondary school-age youth attended secondary school (10% of males and 6% of females).

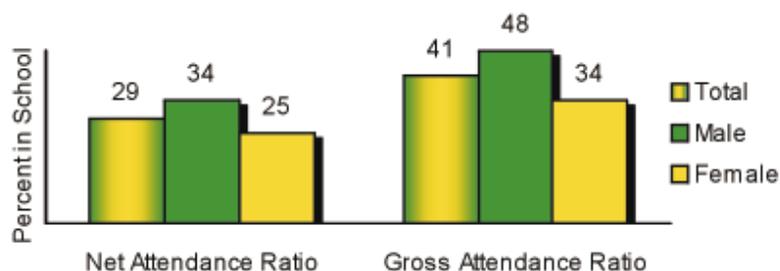
Educational attainment among adults has been relatively low, though it has been increasing. Gender disparity was great and literacy rates remained low.

- 10% of the population ages 15 and older had completed primary school.
- 1% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling is much lower for those 20 to 24 than for those 65 and above.
- 26% of men reported that they were literate, compared to 13% of women.

Percentage of School-Age Children Attending Primary School in Mali

Less than one-third of school-age children in Mali attend primary school; females are much less likely to attend school than males.

- Only 29% of children ages 7 to 12 attend primary school.
- 34% of males ages 7 to 12 attend, compared to 25% of females.



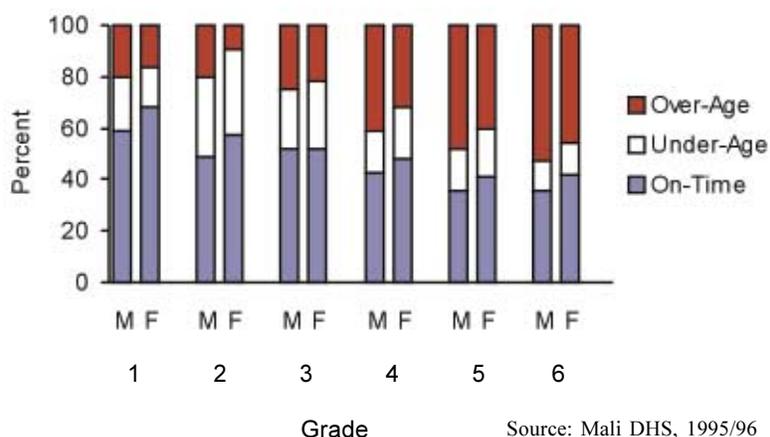
Source: Mali DHS, 1995/96

Many of the children attending primary school are outside of the official age range. This is 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 educational planning.

- Students over or under the official primary school age range make up 29% of the primary school population.
- Among children of all ages, 71 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school age population (ages 7 to 12 in Mali) 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.

Over-Age, Under-Age, and On-Time Students in Primary School



Source: Mali DHS, 1995/96

Only about 50% of primary school students are in the appropriate grade for their age.

- 32% of the male primary school students and 26% of female students are over-age.
- The percentage of males who are over-age ranges from 20% in Grade 1 to 53% in Grade 6. In general, the percentage over-age is lower for females, ranging from 16% in Grade 1 to 46% in Grade 6.

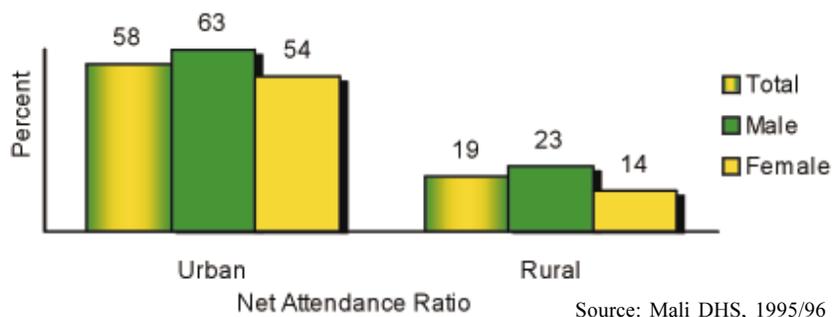
- Conversely, females are slightly more likely to be under-age: 23% of females are under-age, compared to 21% of males.

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)

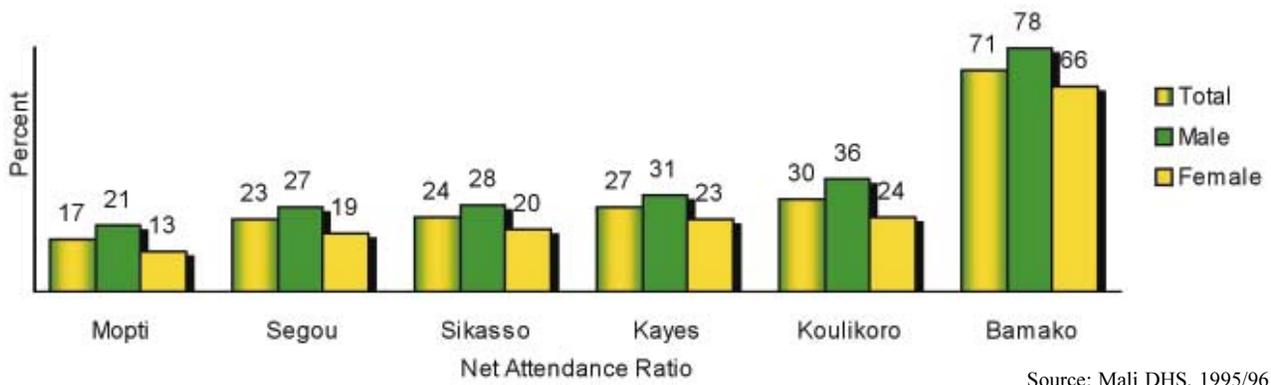
In Mali, children in urban areas are 3 times more likely to attend primary school than children in rural areas.

- In urban areas, 58% of children ages 7 to 12 attend primary school, compared to only 19% in rural areas.



- Gender disparity in primary school attendance is greater in rural than urban areas: in urban areas, males are 1.2 times more likely to attend primary school than females; in rural areas, males are 1.6 times more likely to attend primary school.

Percentage of School-Age Children Attending Primary School by Region



There is regional disparity in attendance in Mali.

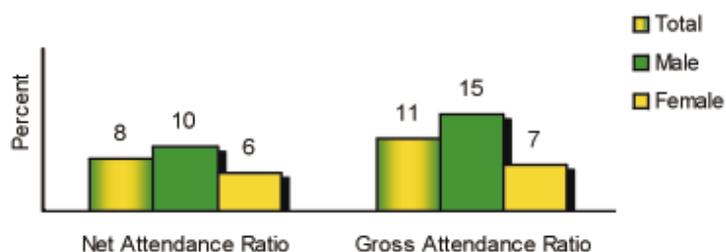
- Primary school attendance is highest in the Bamako urban area (71%) and lowest in the Mopti region (17%).
- In 5 of the 6 regions, less than one-third of school-age children (and less than one-quarter of females) attend primary school.
- Gender disparity is lowest in the Bamako urban area where 66% of school-age females attend primary school and highest in Mopti where only 13% of school-age females attend primary school.

Two regions (Timbuktu and Gao) are not included above because of the extremely small sample sizes.

Percentage of Youth Attending Secondary School in Mali

Only 8% of secondary school-age youth attend secondary school, and the gender gap is even larger than at the primary level.

- 10% of males ages 13 to 18 attend secondary school, compared with 6% of females in the same age group.
- Among students of all ages (gross attendance), only 47 females attend for every 100 males who attend.



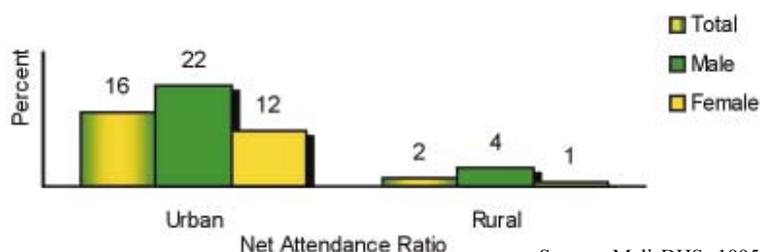
Source: Mali DHS, 1995/

The NAR is the percentage of the official secondary school age population (ages 13 to 18 in Mali) that attends secondary school. The GAR is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)

In Mali, youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 16% of youth ages 13 to 18 attend secondary school in urban areas, compared with only 2% in rural areas.
- In urban areas, males are nearly twice as likely to attend secondary school as females; in rural areas the gap is even greater with 4% of males attending secondary school, compared to 1% of females.



Source: Mali DHS, 1995/

Percentage of School-Age Youth Attending Secondary School by Region

As in primary school, regional disparities in secondary school attendance are large.

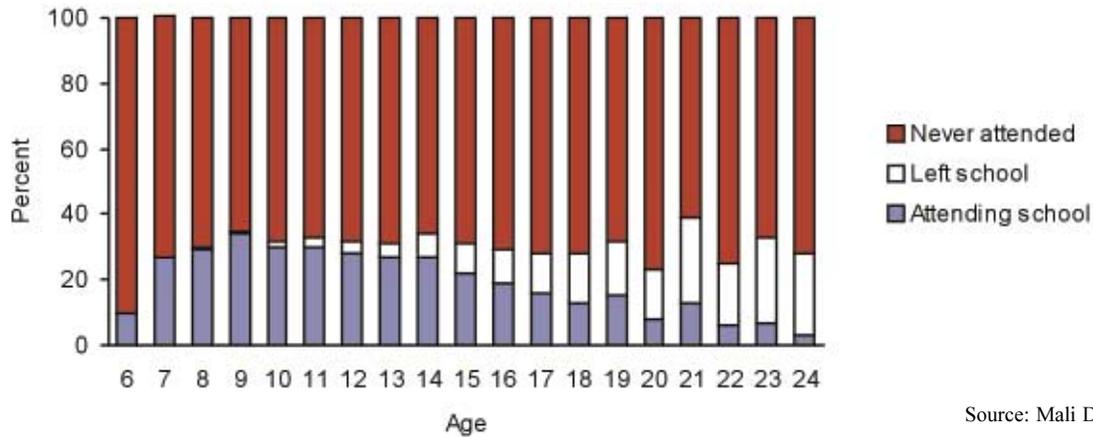
- In 5 of the 6 regions, fewer than 10% of youth ages 13 to 18 attend secondary school.
- Secondary school attendance is highest in the Bamako urban area (20%) and lowest in the Sikasso region (3%).
- Gender disparity is also highest in Sikasso and lowest in the Mopti and Segou regions.

Secondary School Net Attendance Ratio by Region

Region	Total	Males	Females
Mopti	4	7	6
Segou	7	7	6
Sikasso	3	5	1
Kayes	6	8	2
Koulikoro	8	9	5
Bamako	20	28	13

Two regions (Timbuktu and Gao) are not included above because of the extremely small sample sizes.

Schooling Status of Youth Ages 6 to 24



At no age do more than 34% of youth attend school in Mali.

- The peak year of attendance is age 9 when 34% of youth attend school.
- The percentage of youth that has never attended school has not changed dramatically in the past decade: this percent has remained above 65% among youth age 8 and older.

School Attendance by Age and Sex



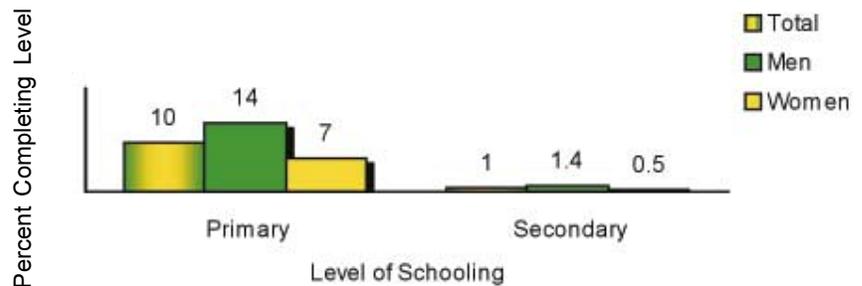
At every age the percentage of males attending school is higher than the percentage of females.

- For both males and females, the highest attendance ratio is at age 9 when 36% of males and 29% of females attend school.

Primary and Secondary School Completion Rates

Only 10% of the population 15 and older has completed primary school.

- Men are twice as likely as women to have completed primary school: 14% of men have completed primary school, compared with only 7% of women.

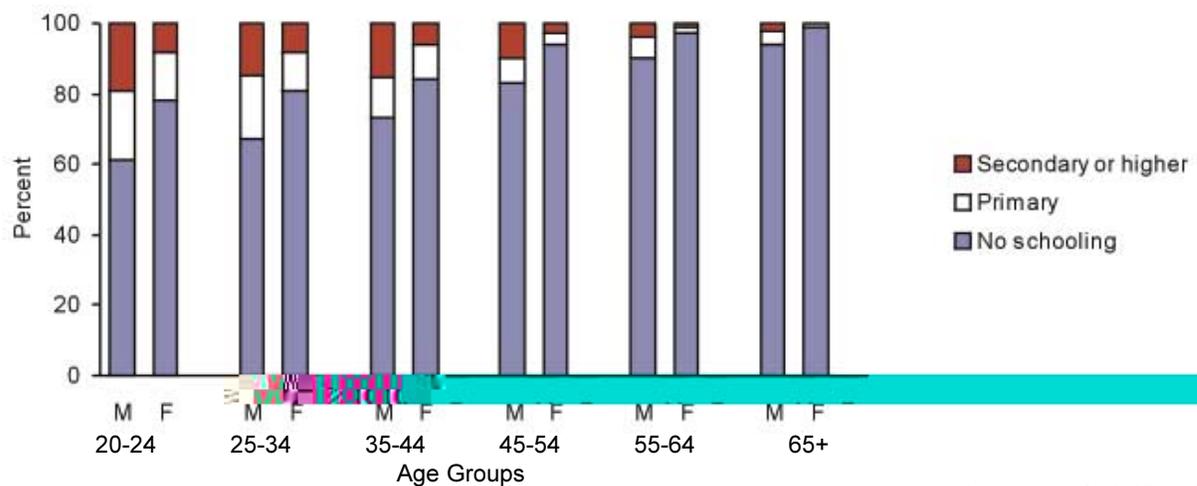


Only 1% of those ages 20 and above have completed secondary school.

Source: Mali DHS, 1995/96

- 1.4% of men have completed secondary school, compared with 0.5% of women.

Educational Attainment of Adults in Mali



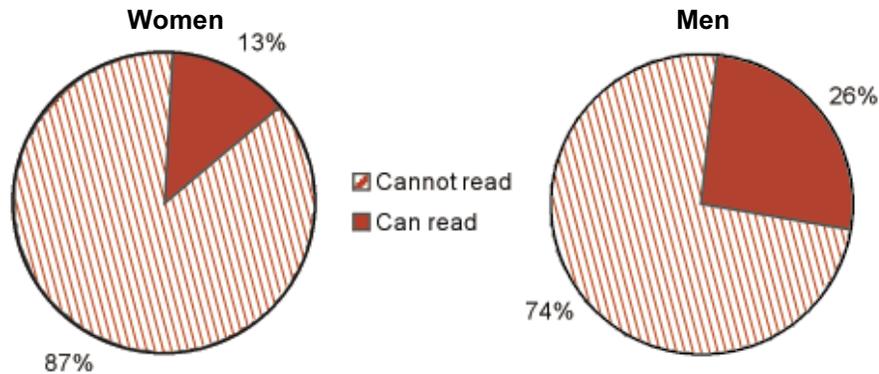
Source: Mali DHS, 1995/96

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags far behind.

- 94% of men ages 65+ had no schooling, compared to 61% for men ages 20 to 24.
- 99% of women ages 65+ had no schooling, compared to 78% for women ages 20 to 24.
- 4% of men ages 65+ had at least some primary schooling, compared to 20% of men ages 20 to 24.
- The percentage of women with at least some primary schooling has increased in the past few decades, but still remains very low: 1% of women in the 65+ age group had some primary schooling, compared to 14% of women in the 20 to 24 age group.

Literacy Among Women and Men in Mali

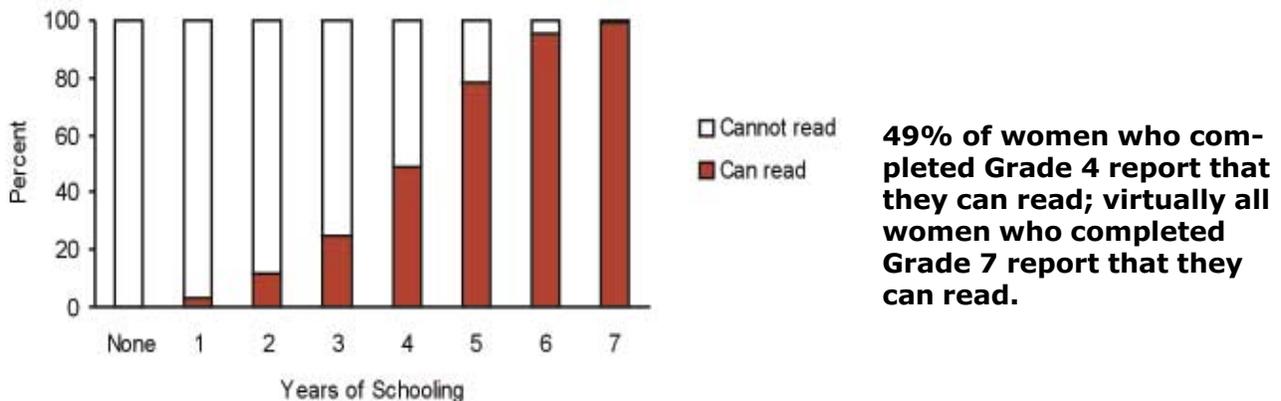
Overall, literacy in Mali is very low. Men are twice as likely as women to be literate in Mali: 26% of men say they can read, compared to only 13% of women.



Source: Mali DHS, 1995/96

Women who never attended school and those who attended primary school were asked to assess their literacy with the following question: "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 are grouped together as "can read."

Women's Literacy by Years of Primary School Completed

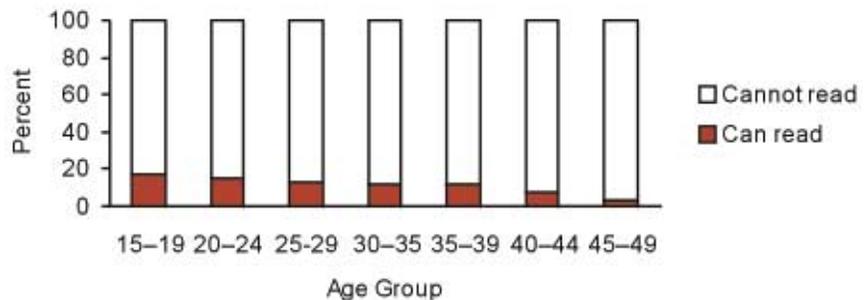


Source: Mali DHS, 1995/96

Women's Literacy by Age

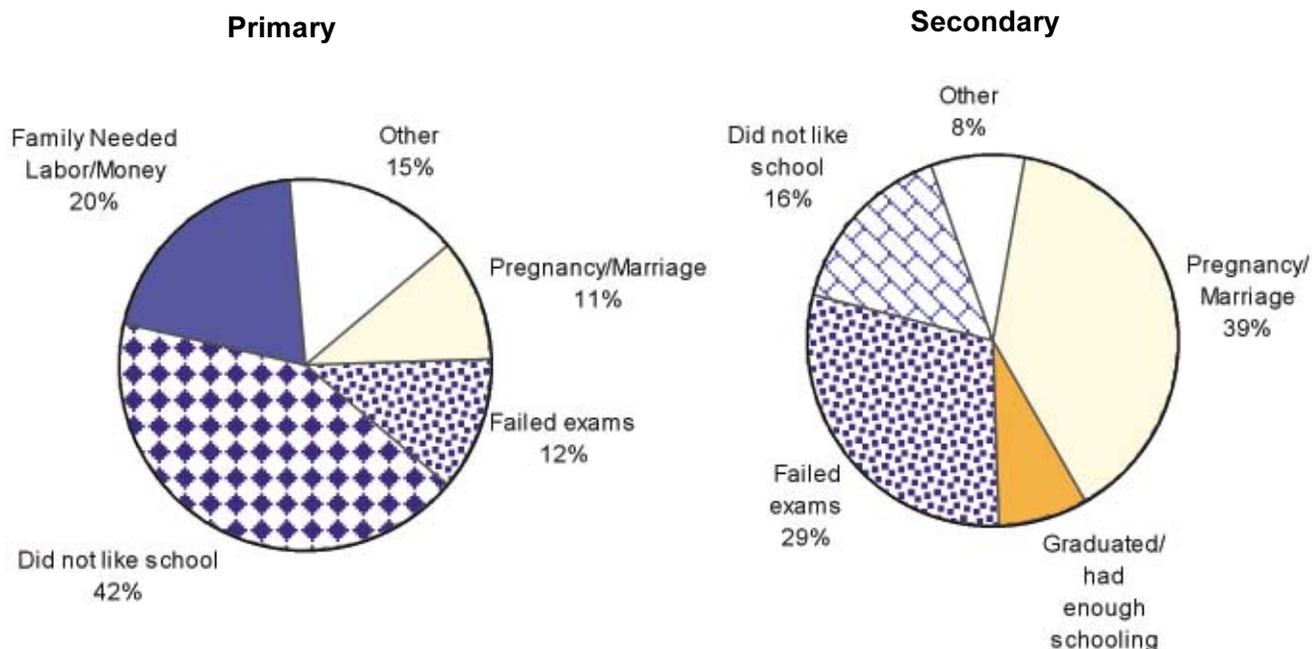
Women's literacy has increased slightly over the past 30 years.

- The percentage of women who report being able to read is 13% among women 45 to 49 and 17% among women 15 to 19.



Source: Mali DHS, 1995/96

Main Reason for Leaving School Among Women Ages 15 to 24, by Highest Level of Schooling Attended



Source: Mali DHS, 1995/96

The most common reason given for leaving primary school was dislike of school.

- 42% of those who left primary school cited dislike of school.
- The second most common reason for leaving primary school is family need of labor (20%) followed by failure on examinations (12%).

The most common reason women gave for leaving secondary school was pregnancy or marriage.

- 39% of those who left secondary school cited pregnancy or marriage.
- The second most common reason for leaving secondary school is failure on examinations (29%) followed by dislike of school (16%).

Namibia DHS EdDATA Education Profile, 1992

The Namibia Demographic and Health Survey (DHS) was conducted in 1992. The survey was administered to 4,101 households and 5,421 women ages 15 to 49 from those households.

This 1992 snapshot of the primary and secondary education setting in Namibia found relatively high rates of participation at the primary level, but low secondary school participation with little gender disparity at either level.

- 90% of school-age children in Namibia attended primary school (88% of males and 91% of females).
- 39% of the primary school-aged population was over or under the official primary school age range.
- 19% of secondary school-age youth attended secondary school (16% of males and 21% of females).



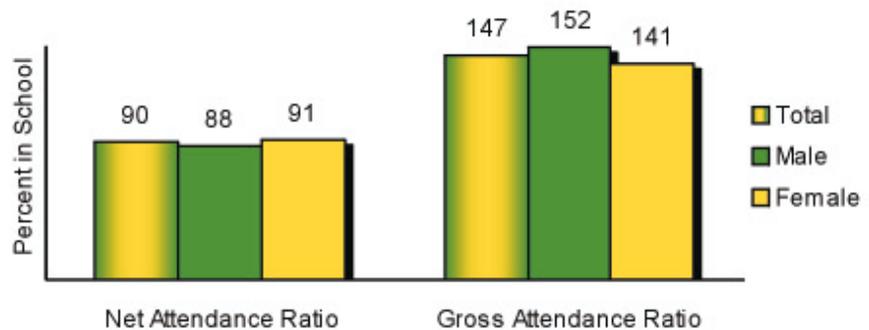
Educational attainment among adults has been relatively low, though it has been increasing. The literacy rate among women was relatively high.

- 38% of the population ages 15 and older had completed primary school.
- 8% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- 85% of women reported that they were literate.

Percentage of School-Age Children Attending Primary School in Namibia

The vast majority of school-age children in Namibia attend primary school.

- 90% of children ages 7 to 13 attend primary school.
- 91% of females ages 7 to 13 attend primary school, compared to 88% of males.



Source: Namibia DHS, 1992

Many of the children attending primary school are outside of the official age range. This is 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 educational planning.

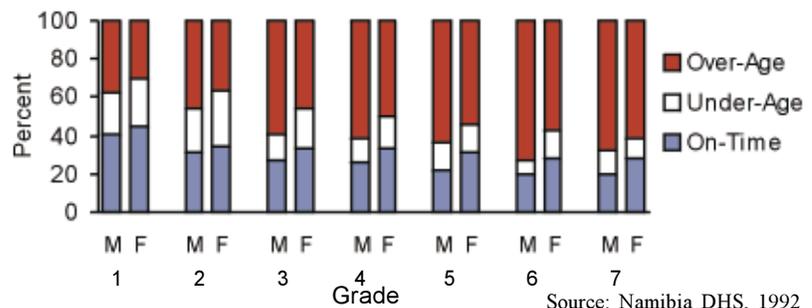
- Students over or under the official primary school-age range make up 39% of the primary school population.
- Among children of all ages, 93 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (ages 7 to 13 in Namibia) 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.

Over-Age, Under-Age, and On-Time Students in Primary School

Only 31% of primary school students are in the appropriate grade for their age.

- 56% of the male primary school students and 45% of female students are over-age.
- The percentage of males who are over-age ranges from 38% in Grade 1 to 73% in Grade 5. In general, the percentage over-age is lower for females, ranging from 30% in Grade 1 to 61% in Grade 6.



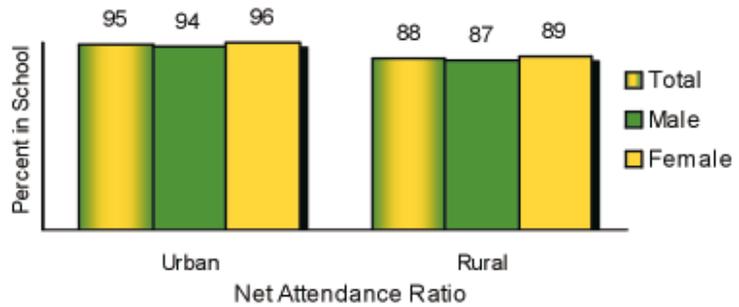
Source: Namibia DHS, 1992

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)

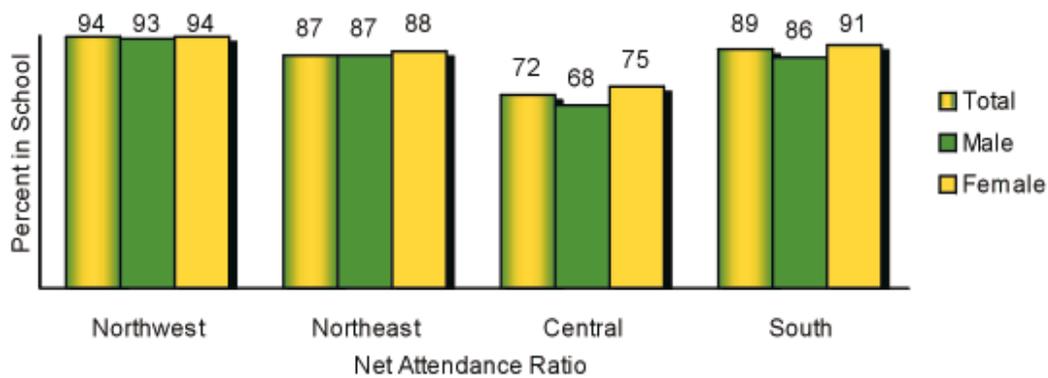
In Namibia, the disparity between urban and rural primary school attendance is relatively low.

- In urban areas, 95% of children ages 7 to 13 attend primary school, compared to 88% in rural areas.
- Gender disparity is very low in primary school attendance in both urban and rural areas.

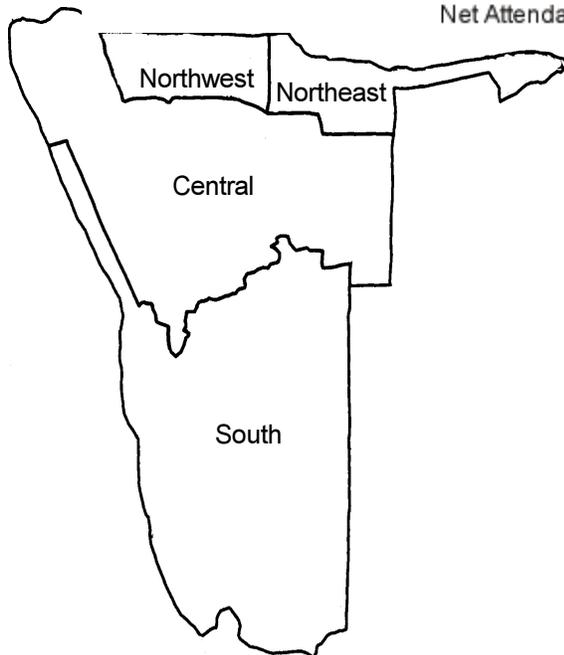


Source: Namibia DHS, 1992

Percentage of School-Age Children Attending Primary School by Region



Source: Namibia DHS, 1992



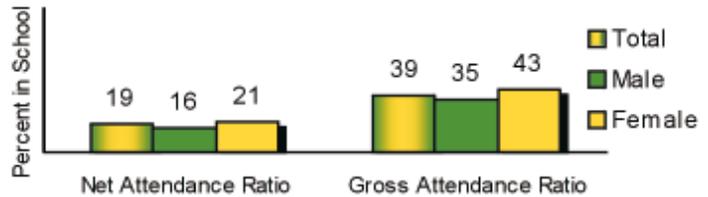
There is some regional disparity in primary school attendance in Namibia.*

- Primary school attendance is highest in the Northwest region (94%) and lowest in the Central region (72%).
- In 3 of the 4 regions, almost 90% of children ages 7 to 13 attend school.
- In all 4 regions, school-age females are equally or slightly more likely to attend school than school-age boys.

* Regional boundaries were redrawn since the taking of this survey.

Percentage of Youth Attending Secondary School in Namibia

Despite relatively high primary school attendance, less than one-fifth (19%) of secondary school-age youth attend secondary school, and the gender gap (in favor of females) is larger than at the primary level.

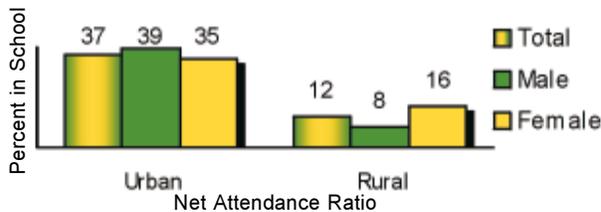


Source: Namibia DHS, 1992

- 16% of males ages 14 to 18 attend secondary school, compared with 21% of females in the same age group.
- Among students of all ages, 81 males attend for every 100 females who attend.

The NAR is the percentage of the official secondary school-age population (ages 14 to 18 in Namibia) that attends secondary school. The GAR is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school-age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)



Source: Namibia DHS, 1992

In Namibia, youth in urban areas are much more likely to attend secondary school than youth in rural areas. This contrasts with the situation in primary school where there is little difference between urban and rural attendance.

- 37% of youth ages 14 to 18 attend secondary school in urban areas, compared with 12% in rural areas.
- In urban areas, males are slightly more likely to attend secondary school; the reverse is true in rural areas where females are twice as likely as males to attend secondary school.

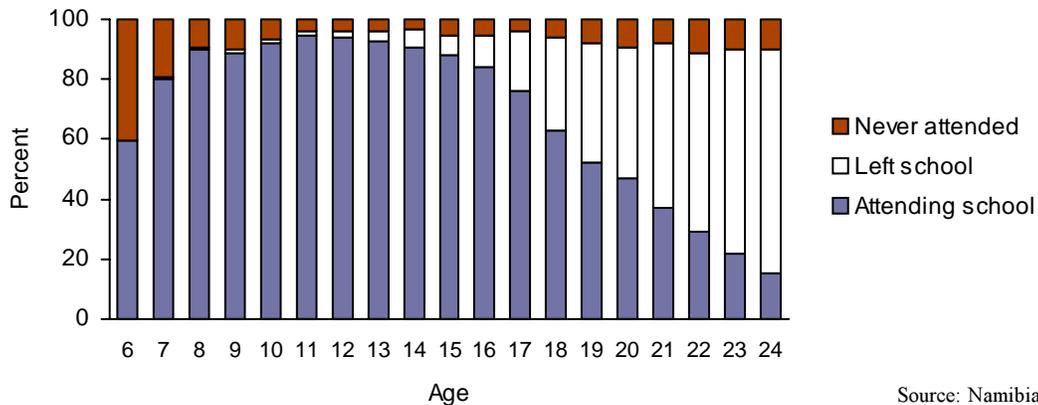
Percentage of School-Age Youth Attending Secondary School by Region

There is great regional disparity in secondary school attendance.

Region	Total	Males	Females
Northwest	12	7	18
Northeast	15	16	14
Central	28	28	27
South	35	35	34

- Secondary school attendance is highest in the South region (35%) and lowest in the Northwest region (12%). This trend varies from primary school where attendance was highest in the Northwest and lowest in the Central region.
- In 3 of the 4 regions, less than one-third of the school-age youth attend secondary school.
- In only 1 of the 4 regions (in the Northwest region) are females more likely to attend secondary school than males (18% versus 7%). This disparity is great enough to make national secondary school attendance higher for females than males in Namibia.

Schooling Status of Youth Ages 6 to 24 in Namibia

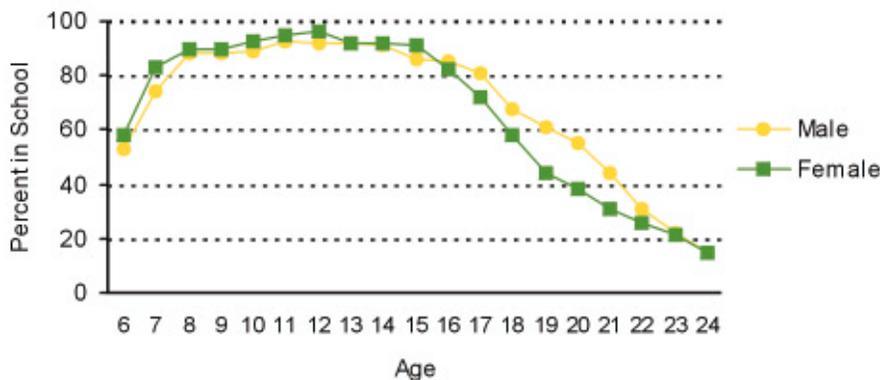


Source: Namibia DHS, 1992

Between the ages of 10 and 14, more than 90% of youth attend school in Namibia.

- The peak year of attendance is age 11 when 95% of youth attend school.
- The percentage of youth that has never attended school has dropped in the past decade from 10% for those 22 to 24 years old to about 4% for those 11 to 15.

School Attendance by Age and Sex



Source: Namibia DHS, 1992

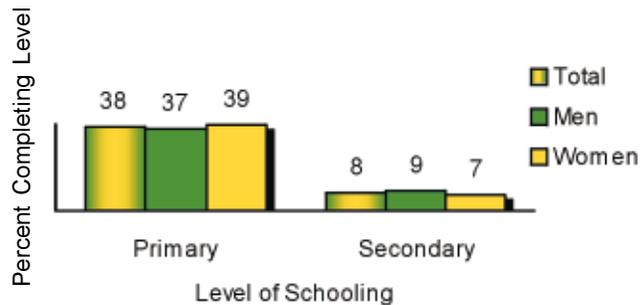
The percentage of males and females attending school is about the same at each age until the age of 15, when female attendance drops off more quickly than male attendance.

- For both males and females, the highest attendance ratio is at ages 10 to 12 when 95% of females and 93% of males attend school.

Primary and Secondary School Completion Rates

38% of the population 15 and older have completed primary school.

- There is little difference in primary completion rates for men and women: 39% of women have completed, compared with 37% of men.

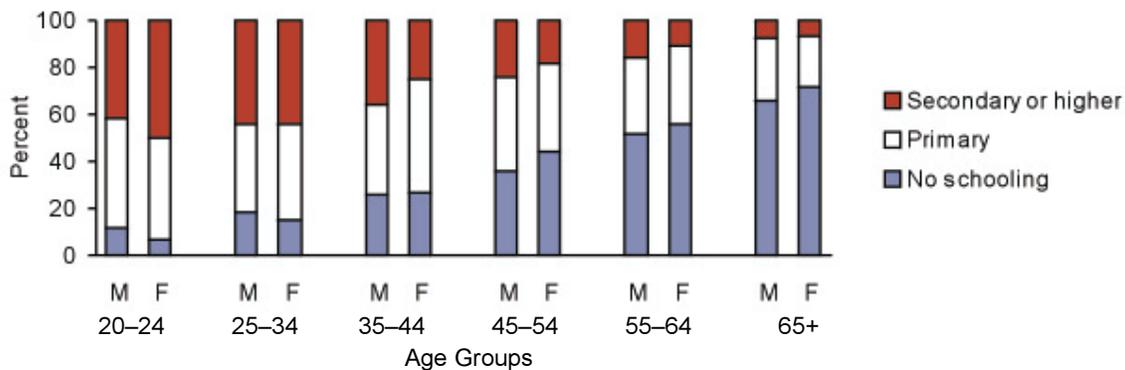


Source: Namibia DHS, 1992

Only 8% of those 20 and older have completed secondary school.

- Like primary completion, there is little difference between secondary school completion for men and women: 9% of men have completed, compared with 7% of women.

Educational Attainment of Adults in Namibia



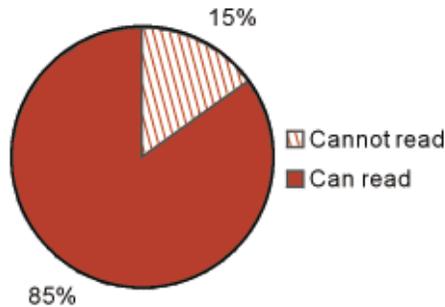
Source: Namibia DHS, 1992

Educational attainment has been steadily increasing for both men and women.

- 66% men ages 65+ had no schooling, compared to 12% of men ages 20 to 24.
- The percentage of women with no schooling has dropped from 72% among those 65+ to 7% for women in the 20 to 24 age group.
- 27% of men ages 65+ have at least some primary schooling, compared to 47% of men ages 20 to 24.
- The percentage of women with some primary schooling has increased from 21% among women 65+ to 43% among women ages 20 to 24.
- The rate of secondary school participation has also increased significantly over the past 30 years: only 7% of men and women ages 45 to 49 attended secondary school, compared to 42% of men and 50% of women ages 15 to 19.

Literacy Among Women in Namibia

85% of women in Namibia say that they can read.

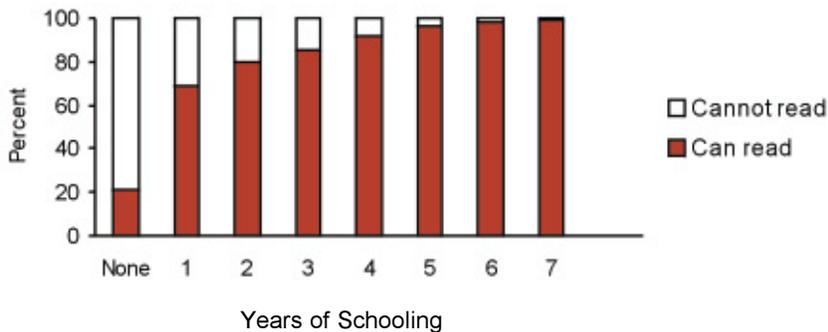


Source: Namibia DHS, 1992

Women who never attended school and those who attended primary school were asked to assess their literacy with the following question: "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 are grouped together as "can read."

Women's Literacy by Years of Primary School Completed

92% of women who completed Grade 4 report that they can read, and virtually all women who completed Grade 7 report that they can read.

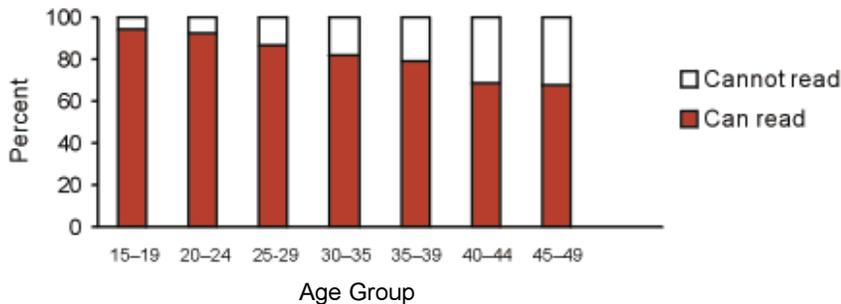


Source: Namibia DHS, 1992

Women's Literacy by Age

Women's literacy has been steadily increasing over the past 30 years.

- The percentage of women who report that they can read is 68% among women in the 45 to 49 age group, compared to 94% among women in the 15 to 19 age group.



Source: Namibia DHS, 1992

Nigeria DHS EdDATA Education Profile, 1990

The Nigeria Demographic and Health Survey (DHS) was conducted in 1990. The survey was administered to 8,999 households and 8,781 women ages 15 to 49 from those households.



This 1990 snapshot of the primary and secondary education setting in Nigeria found relatively low rates of participation at both the primary and secondary school levels and great urban/rural and regional disparities.

- Just over one-half of the school-age children in Nigeria attended primary school (57% of males and 51% of females).
- 35% of the primary school-aged population was over or under the official primary school age range.
- 20% of secondary school-age youth attended secondary school (21% of males and 19% of females).

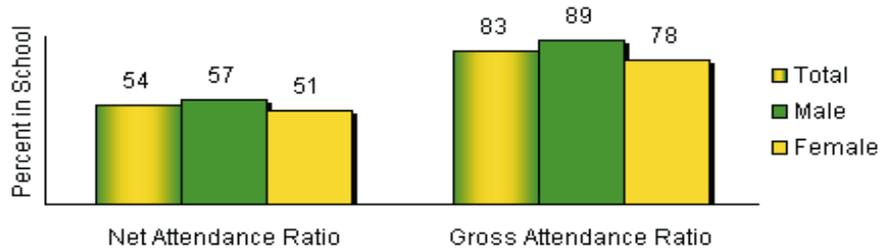
Educational attainment among adults was relatively low, though it has been increasing. There was great gender disparity in educational attainment of adults. The rate of literacy among women was moderate.

- 36% of the population ages 15 and older had completed primary school.
- 13% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- 63% of women reported that they were literate.

Percentage of School-Age Children Attending Primary School in Nigeria, 1990

Just over half of the school-age children in Nigeria attend primary school; females are less likely to attend than males.

- 54% of children ages 6 to 11 attend primary school.
- 57% of males ages 6 attend compared to 51% of females.



Source: Nigeria DHS, 1990

Many children attending primary school are outside of the official age range. This is 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 educational planning.

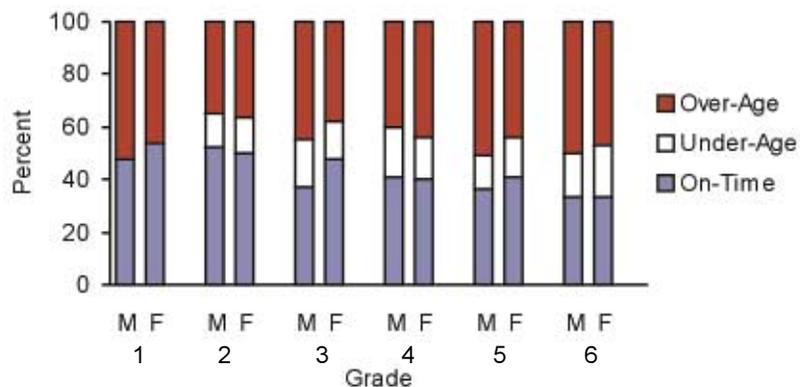
- Students over or under the official primary school age range make up 35% of the primary school population.
- Among children of all ages, 88 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (age 6 to 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.

Over-Age, Under-Age, and On-Time Students in Primary School in Nigeria

44% of primary school students are in the appropriate grade for their age.

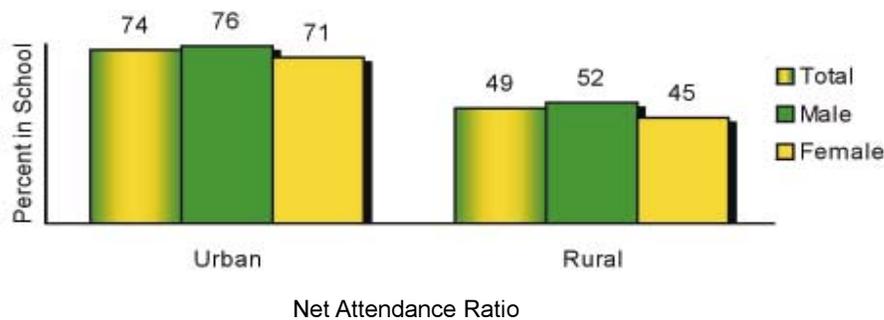
- 41% of the male primary school students and 45% of female students are over-age.
- Females are more likely to be under-age than males: 18% of females are under-age for grade, compared to 13% of males.



Source: Nigeria DHS, 1990

Students are considered to be on-time if they are at, or are one year older than, the official age for the grade; over-age if they are two or more years older; and under-age if they are one or more years younger. Note: The 1990 DHS did not collect school attendance data for children under age 6, so the percentage of children under-age in Grade 1 is unknown, and the percentage under-age in Grade 2 is probably underestimated.

Percentage of School-Age Children Attending Primary School (Urban/Rural)



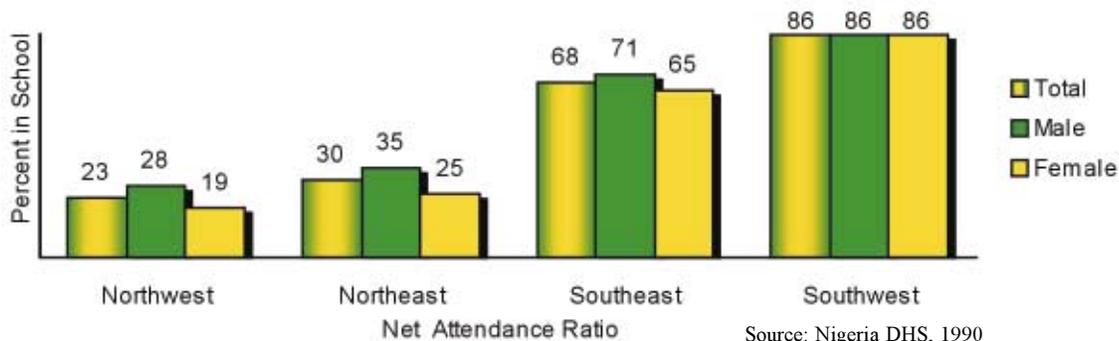
Source: Nigeria DHS, 1990

In Nigeria, children in urban areas are 1.5 times more likely to attend primary school than children in rural areas.

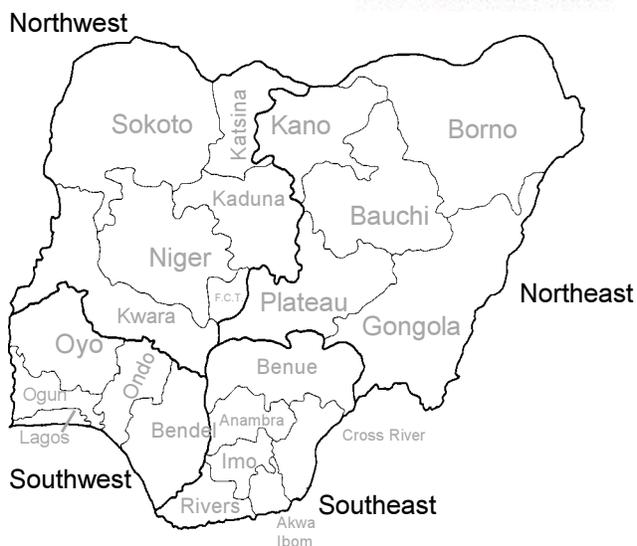
- In urban areas, 74% of children ages 6 to 11 attend primary school, compared to 49% in rural areas.

- Gender disparity in primary school attendance is greater in rural areas than in urban areas: in urban areas, males are just slightly more likely to attend primary school than females (75% versus 71%); in rural areas the gender gap is greater (52% versus 45%).

Percentage of School-Age Children Attending Primary School by Region



Source: Nigeria DHS, 1990



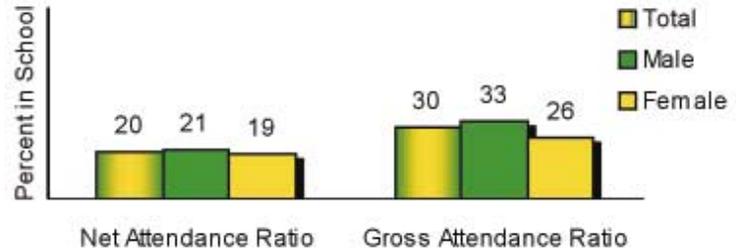
There are large regional disparities in primary school attendance in Nigeria.

- Primary school attendance is highest in the southwest region (86%) and lowest in the northwest region (23%).
- In 2 of the 4 regions, less than one-third of school-age children (and one-quarter or fewer females) attend primary school.
- Gender disparity is lowest in the southwest region and highest in the northeast and northwest regions.

Percentage of Youth Attending Secondary School in Nigeria

20% of secondary school-age youth attend secondary school.

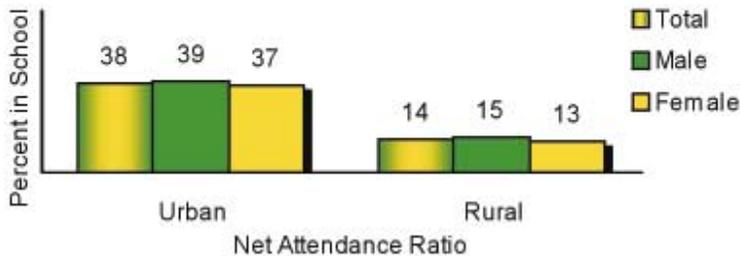
- 21% of males ages 12 to 17 attend secondary school, compared to 19% of females in the same age group.
- Among students of all ages (gross attendance), 79 females attend secondary school for every 100 males who attend.



Source: Nigeria DHS, 1990

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

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)



Source: Nigeria DHS, 1990

In Nigeria, youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 38% of youth ages 12 to 17 attend secondary school in urban areas, compared with only 14% in rural areas.
- Gender disparity is relatively low in both urban and rural areas.

Percentage of School-Age Youth Attending Secondary School by Region

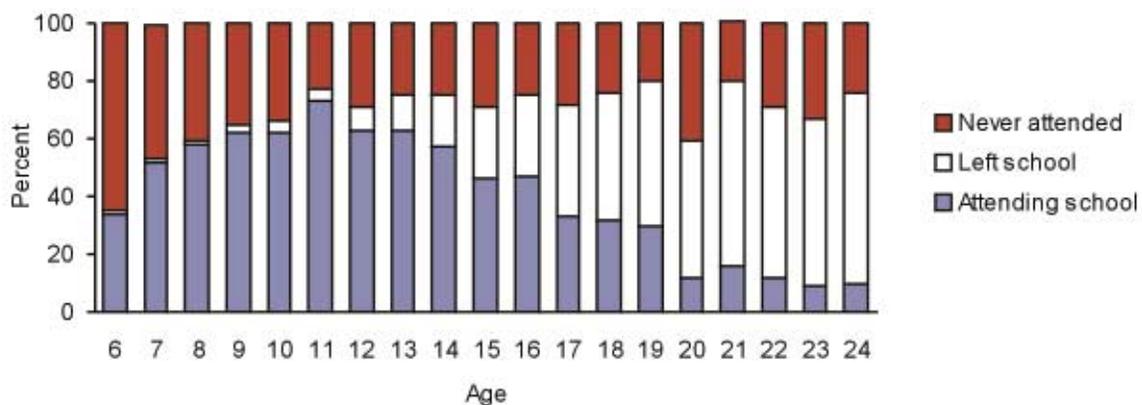
Regional disparities in attendance are even larger at the secondary level than at the primary level.

- In 2 of the 4 regions, fewer than 10% of youth ages 12 to 17 attend secondary school.
- Secondary school attendance is highest in the Southwest region (40%) and lowest in the northeast and northwest regions (6% to 7%).
- Gender disparity is also highest in the northeast and northwest regions.

Secondary School Net Attendance Ratio by Region

Region	Total	Males	Females
Northwest	7	9	5
Northeast	5	7	4
Southeast	21	21	21
Southwest	40	43	38

Schooling Status of Youth Ages 6 to 24 in Nigeria



Source: Nigeria DHS, 1990

At no age do more than 73% of youth attend school in Nigeria.

- The peak year of attendance is age 11 when 73% of youth attend school.
- The percentage of youth that has never attended school has not changed dramatically in the past decade, having remained between 25% and 30% among youth age 8 and older.

School Attendance by Age and Sex

The percentage of males attending school is higher than the percentage of females at every age.

- For both males and females, the highest attendance ratio is at age 11 when 79% of males and 67% of females attend.

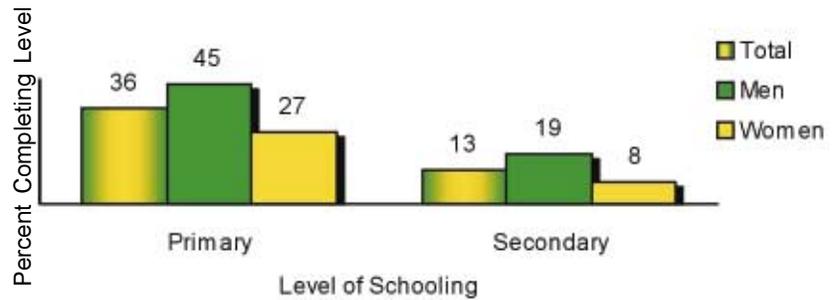


Source: Nigeria DHS, 1990

Primary and Secondary School Completion Rates in Nigeria

Only 36% of the population 15 and older has completed primary school.

- Men are 1.7 times more likely than women to have completed primary school: 45% of men have completed primary school, compared with only 27% of women.

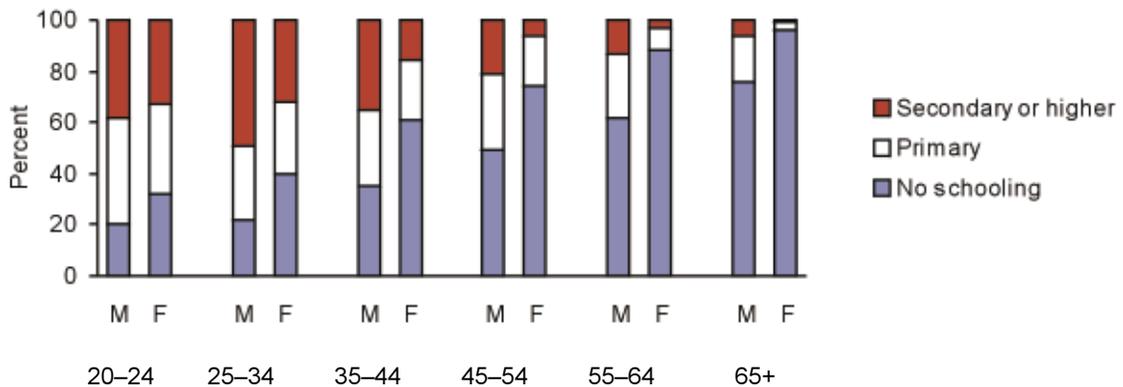


Source: Nigeria DHS, 1990

Only 13% of those ages 20 and above have completed secondary school.

- Men are more than twice as likely than women to have completed secondary school; 19% of men have completed, compared to only 8% of women.

Educational Attainment of Adults in Nigeria



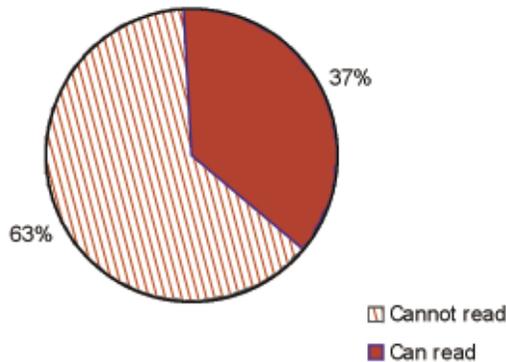
Source: Nigeria DHS, 1990

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags behind.

- 76% of men ages 65+ had no schooling, compared to 20% of men age 20 to 24.
- The percentage of women with no schooling has dropped from 96% among those 65+ to 32% for women age 20 to 24.
- 18% of men ages 65+ had at least some primary schooling, compared to 42% of men ages 20 to 24.
- The percentage of women with some primary schooling has increased from 3% among women 65+ to 35% among women 20 to 24.

Literacy Among Women in Nigeria

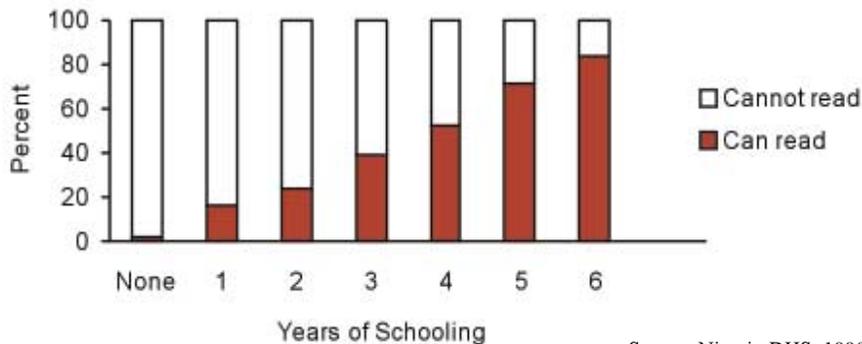
37% of women in Nigeria report that they can read.



Source: Nigeria DHS, 1990

Women who never attended school and those who attended primary school were asked to assess their literacy with the following question: “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 are grouped together as “can read.” The sample included 8,774 women age 15 to 49.

Women’s Literacy by Years of Primary School Completed



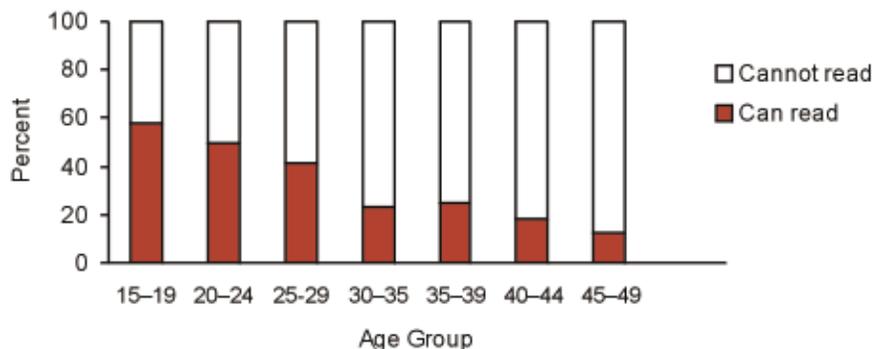
52% of women who completed Grade 4 report that they can read; 84% of women who completed Grade 6 report that they can read.

Source: Nigeria DHS, 1990

Women’s Literacy by Age

Women’s literacy, while still low, has been increasing over the past 30 years.

- 12% of women 45 to 49 report that they can read, compared to 58% of women age 15 to 19.



Source: Nigeria DHS, 1990

This figure included all women (ages 15 to 49) who were surveyed. Women who attended secondary school or higher were assumed to be literate and were not asked about their ability to read.

Uganda DHS EdDATA Education Profile, 1995

The Uganda Demographic and Health Survey (DHS) was conducted in 1995. The survey was administered to 7,550 households and 7,070 women ages 15 to 49 and 1,996 men ages 15 to 54 from those households.

This 1995 snapshot of the primary and secondary education setting in Uganda was taken shortly before the declaration of free and universal primary education (UPE). While the level of participation in primary schooling post-UPE greatly increased, many pre-UPE issues remain.



In 1995, the Uganda survey found moderate rates of participation at the primary level and low participation at the secondary school level with urban/rural and regional disparities.

- Just over two-thirds of school-age children in Uganda attended primary school (70% of males and 67% of females).
- 29% of the primary school-aged population was over or under the official primary school age range.
- 10% of secondary school-age youth attended secondary school (11% of males and 9% of females).

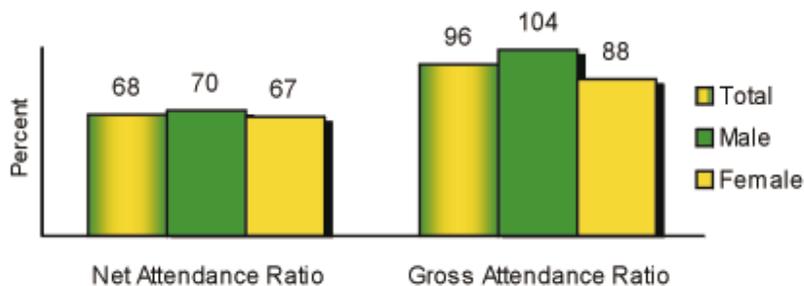
Educational attainment among adults was relatively low, though it has been increasing. Gender disparity was great and literacy rates were moderate.

- 26% of the population ages 15 and older had completed primary school.
- 8% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- 77% of men reported that they were literate, compared to 53% of women.

Percentage of School-Age Children Attending Primary School in Uganda

Just over two-thirds of the school-age children in Uganda attend primary school; females are slightly less likely to attend than males.

- 68% of children ages 6 to 12 attend primary school.
- 70% of males ages 6 to 12 attend primary school compared to 67% of females.



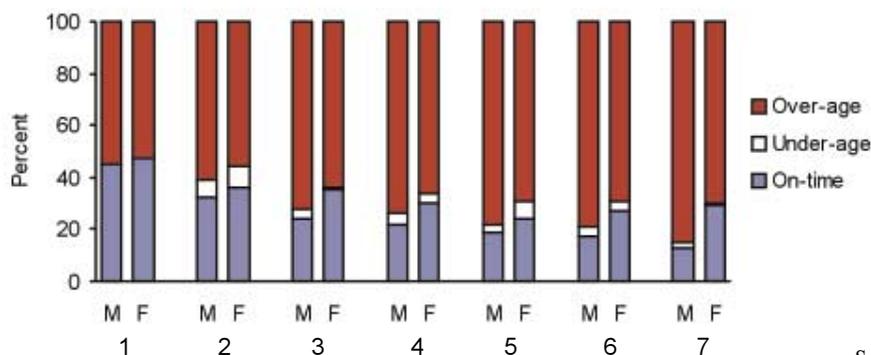
Source: Uganda DHS, 1995

Many of the children attending primary school are outside of the official age range. This is 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 educational planning.

- Students over or under the official primary school age range make up 29% of the primary school population.
- Among children of all ages, only 84 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school age population (ages 6 to 12 in Uganda) 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.

Over-Age, Under-Age, and On-Time Students in Primary School



Source: Uganda DHS, 1995

Only 32% of primary school students are in the appropriate grade for their age.

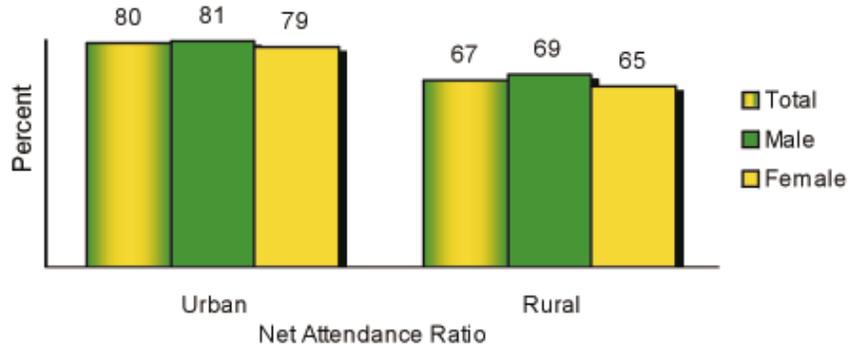
- 67% of the male primary school students and 61% of female students are over-age.
- The percentage of males who are over-age ranges from 55% in Grade 1 to 85% in Grade 6. In general, the percentage over-age is slightly lower for females, ranging from 53% in Grade 1 to 70% in Grade 7.
- 4% of males and females are under-age.

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)

In Uganda, children in urban areas are more likely to attend primary school than children in rural areas.

- In urban areas, 80% of children age 6 to 12 attend primary school compared to 67% in rural areas.
- In both urban and rural areas, gender differences in primary school attendance are small: in urban areas, 81% of males attend primary school versus 79% of females, and in rural areas, 69% of males attend primary school versus 65% of females.

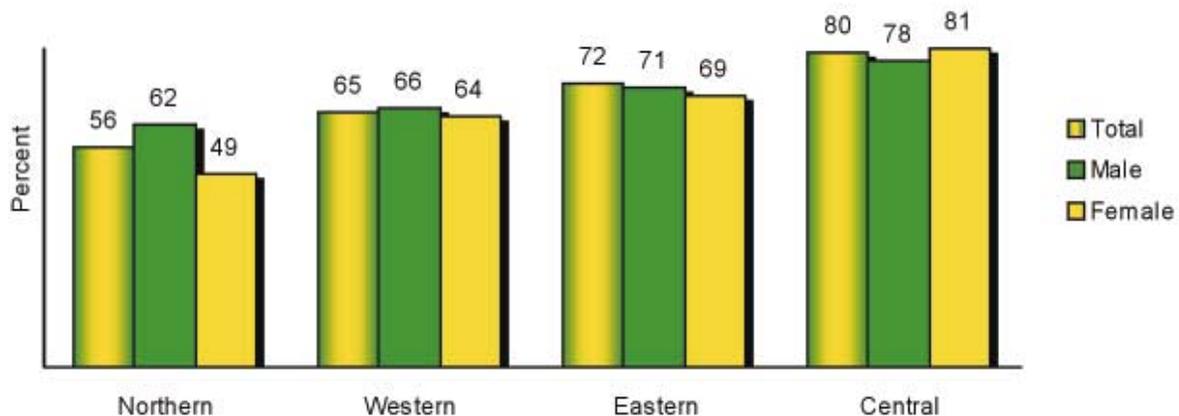


Source: Uganda DHS, 1995

Percentage of School-Age Children Attending Primary School by Region

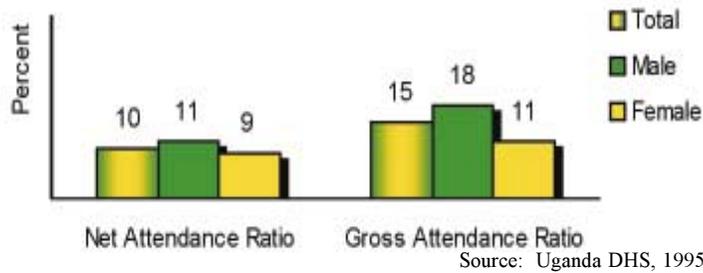
There are large regional disparities in primary school attendance in Uganda.

- Primary school attendance is highest in the central region (80%) and lowest in the northern region (56%).
- Gender disparity in primary school attendance is notable only in the northern region where 62% of school-age males and 49% of school-age females attend primary school.



Source: Uganda DHS, 1995

Percentage of Youth Attending Secondary School



Only 10% of secondary school-age youth attend secondary school.

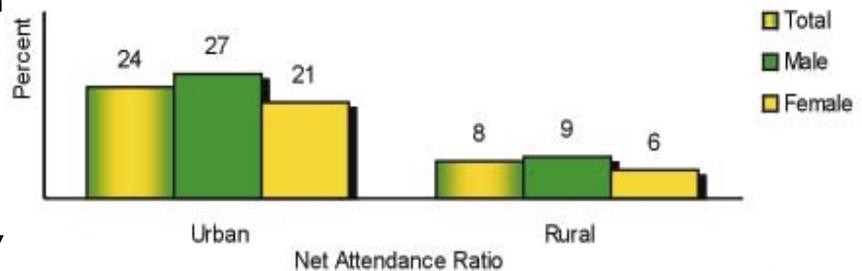
- 11% of males ages 13 to 18 attend secondary school, compared with 9% of females in the same age group.
- Among students of all ages (gross attendance), only 61 females attend secondary school for every 100 males.

The NAR is the percentage of the official secondary school age population (ages 13 to 18 in Uganda) that attends secondary school. The GAR is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)

In Uganda, youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 24% of youth ages 13 to 18 attend secondary school in urban areas, compared to 8% in rural areas.



In both urban and rural areas, school-age males are more likely to attend secondary school than females.

- In urban areas, males are 1.3 times more likely to attend secondary school than females, in rural areas, males are 1.5 times more likely than females to attend secondary school. This trend is unlike the results for primary school where gender differentials in attendance are small in both urban and rural areas.

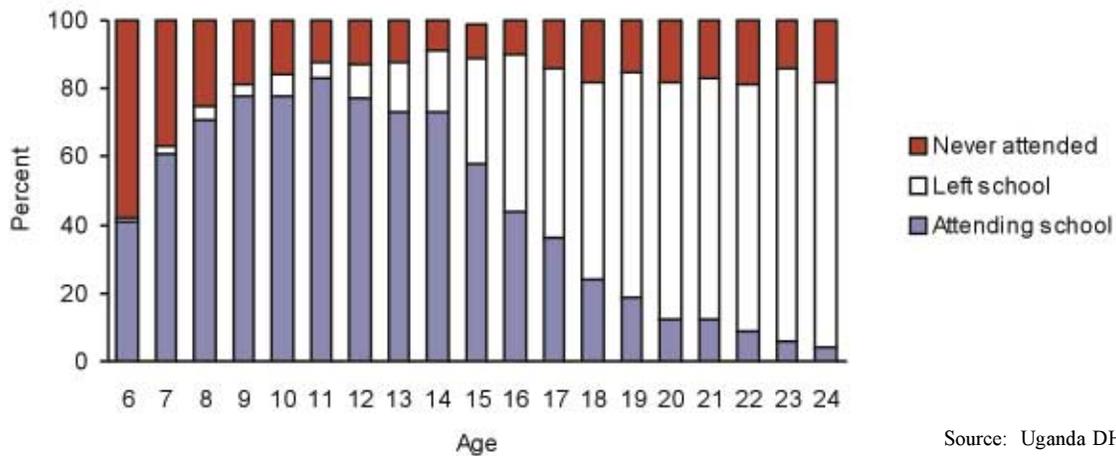
Percentage of School-Age Youth Attending Secondary School by Region

As in primary school, there is large regional disparity in attendance in secondary school.

- In 3 of the 4 regions, fewer than 10% of youth ages 13 to 18 attend secondary school.
- Secondary school attendance is highest in the Central region (15%) and lowest in the Northern region (6%).
- Gender disparity in secondary school attendance is also highest in the Northern region.

Region	Total	Males	Females
Northern	6	8	4
Western	8	9	8
Eastern	9	10	7
Central	15	17	14

Schooling Status of Youth Ages 6 to 24 in Uganda



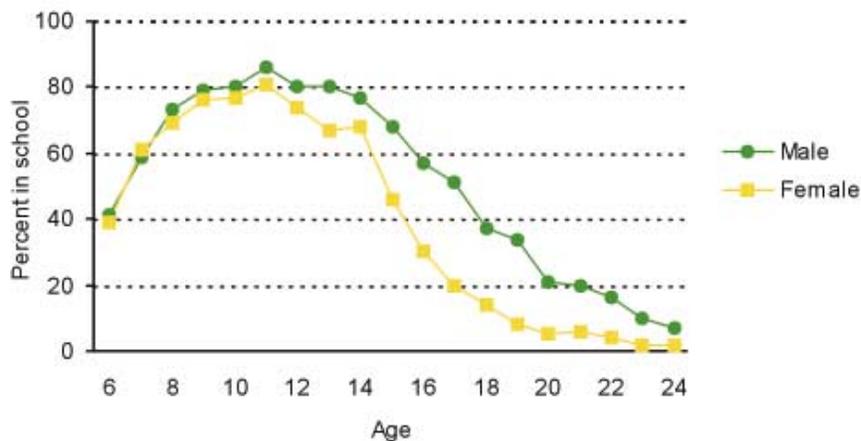
About 80% of youth ages 9 to 12 attend school in Uganda.

- The peak year of attendance is age 11 when 83% of youth attend school.

The percentage of youth who have never attended school decreased in the past decade.

- The percentage of youth in their 20s who have never attended school is about 18%; 10% of youth ages 14 to 16 have never attended school.

School Attendance by Age and Sex



At every age, the percentage of males attending school is higher than the percentage of females.

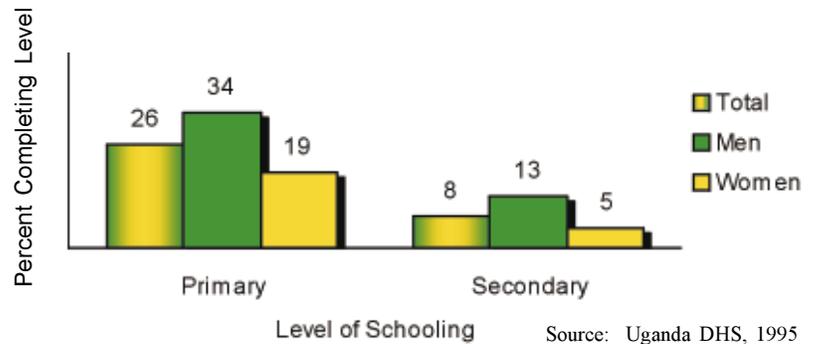
- For both males and females, the highest attendance ratio is at age 11 when 86% of males and 81% of females attend.
- After the age of 11, female attendance drops off more rapidly than that of males.

Source: Uganda DHS, 1995

Primary and Secondary School Completion Rates in Uganda

Only 26% of the population 15 and older has completed primary school.

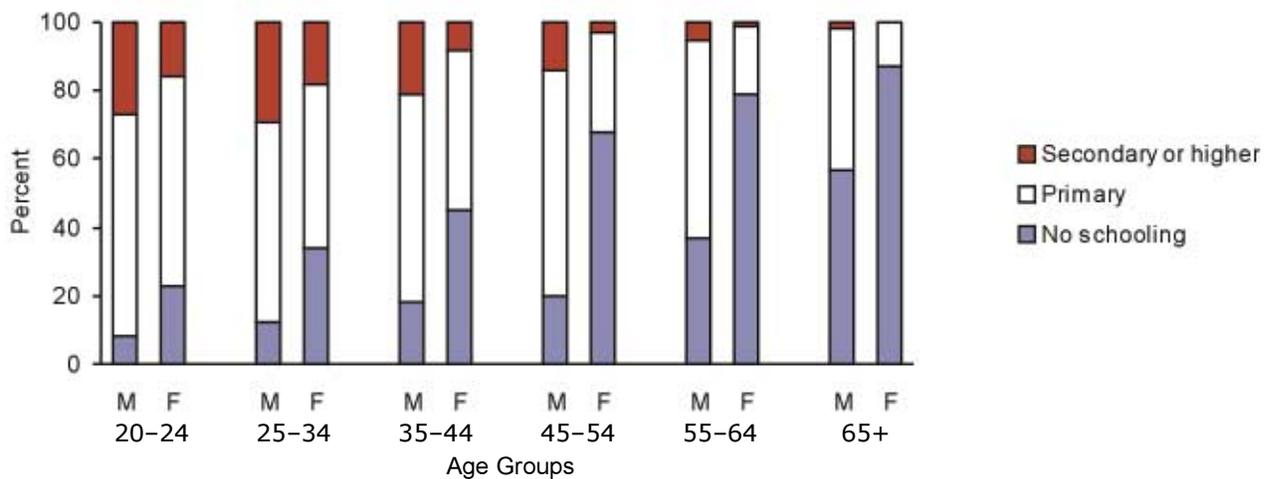
- Men are far more likely than women to have completed primary school: 34% of men have completed compared to 19% of women.



Only 8% of those age 20 and above have completed secondary school.

- Men are almost 3 times more likely than women to have completed secondary school; 13% of men have completed secondary school, compared with 5% of women.

Educational Attainment of Adults in Uganda

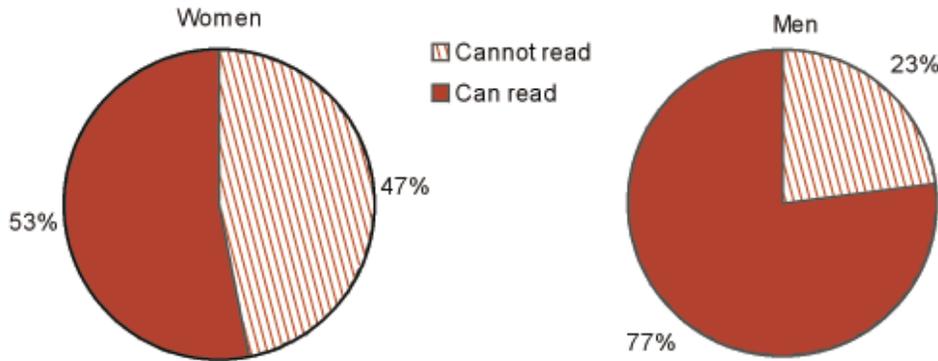


Educational attainment has been steadily increasing for both men and women, but women's attainment still lags far behind.

- 57% of men ages 65+ had no schooling, compared to 8% of men ages 20 to 24.
- 87% of women ages 65+ had no schooling, compared to 23% of women ages 20 to 24.
- 41% of men ages 65+ had some primary schooling, compared to 65% of men ages 20 to 24.
- 13% of women ages 65+ had some primary schooling, compared to 61% of women ages 20 to 24.

Literacy Among Women and Men in Uganda

Men are 1.5 times more likely than women to be literate in Uganda: 77% of men say that they can read, compared to only 53% of women.

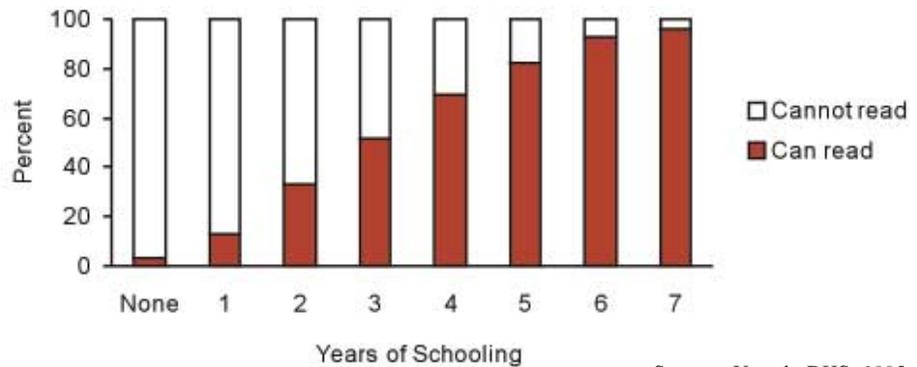


Source: Uganda DHS, 1995

Women and men who never attended school and those who attended primary school were asked to read a sentence in a local language. People who were able to read easily or with difficulty are grouped together as "can read."

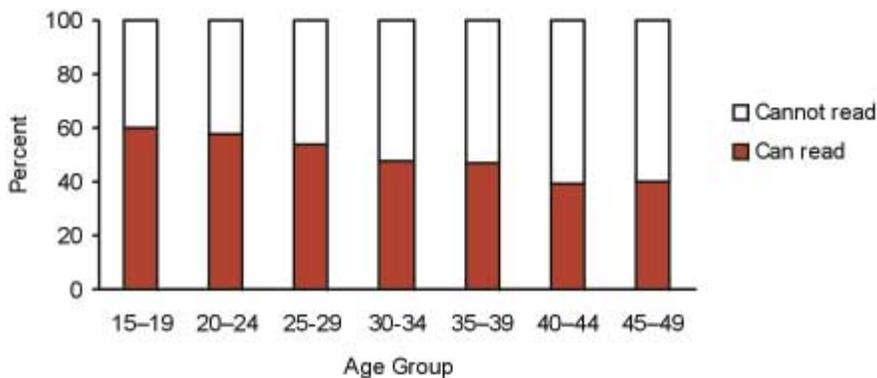
Women's Literacy by Years of Primary School Completed

69% of women who completed Grade 4 report that they can read; 96% of women who completed Grade 7 report that they can read.



Source: Uganda DHS, 1995

Women's Literacy by Age

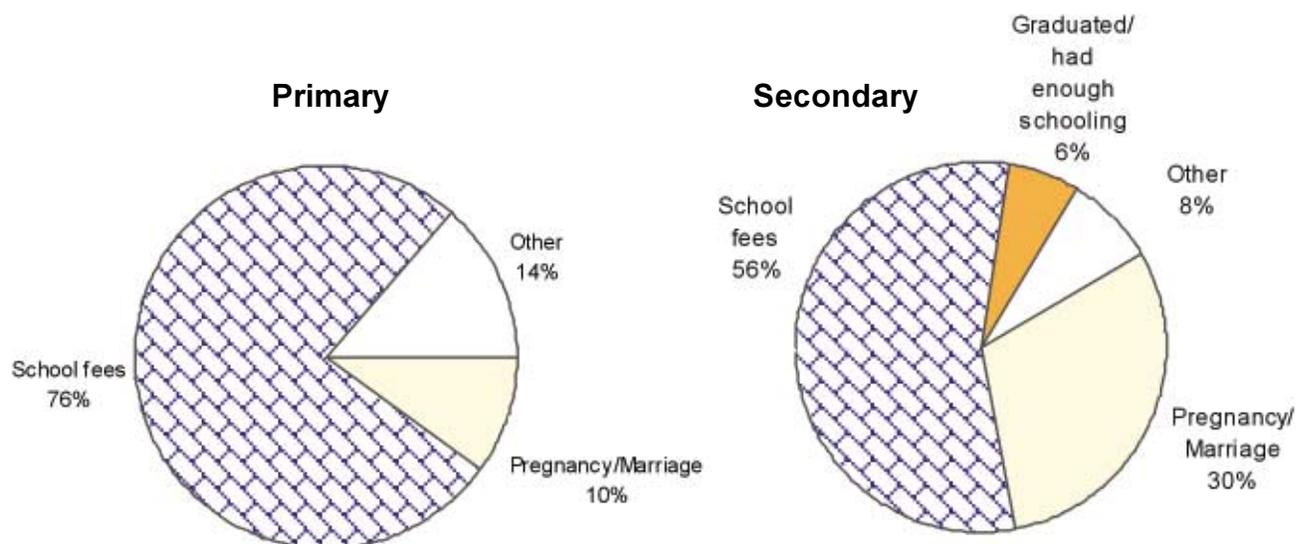


Women's literacy, while still very low, has been steadily increasing over the past 30 years.

- The percentage of women who report being able to read is 40% among women 45 to 49 and 60% among women 15 to 19.

Source: Uganda DHS, 1995

Main Reason for Leaving School Among Women Ages 15 to 24, By Highest Level of Schooling Attended



Source: Uganda DHS, 1995

At both levels of schooling, the most common reason women gave for leaving school was the inability to pay school fees.

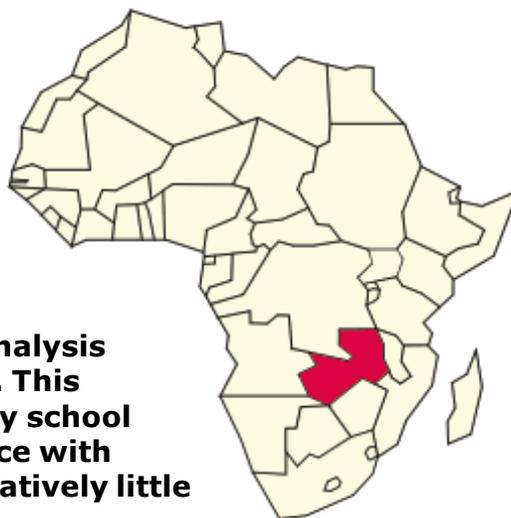
- 76% of those who left during primary school and 56% of those who left during or after secondary school cited inability to pay fees as reason for leaving.

Women cited pregnancy or marriage as the second most common reason they left primary and secondary school.

- 10% cited pregnancy or marriage as reason for leaving primary level.
- 30% cited pregnancy or marriage as reason for leaving secondary school.

Zambia DHS EdDATA Education Profile, 1992 and 1996

The Zambia Demographic and Health Surveys (DHS) were conducted in 1992 and 1996/97. The 1992 survey was administered to 6,209 households and 7,060 women ages 15 to 49 from those households. The 1996 survey was administered to 7,286 households and 8,021 women ages 15 to 49 and 1,849 men ages 15 to 59.



Having data from two surveys allowed for an analysis of changes in the educational setting over time. This profile analysis found moderate rates of primary school attendance and low secondary school attendance with large urban/rural and regional variation, but relatively little gender disparity.

Between 1992 and 1996, primary school attendance declined in Zambia; secondary school attendance remained unchanged.

- In 1996, 67% of school-age children attended primary school, compared to 77% in 1992.
- In 1992 and 1996, 27% of the primary school-age population was over or under the official primary school age range.
- In 1992 and 1996, 18% of secondary school-age youth attended secondary school.

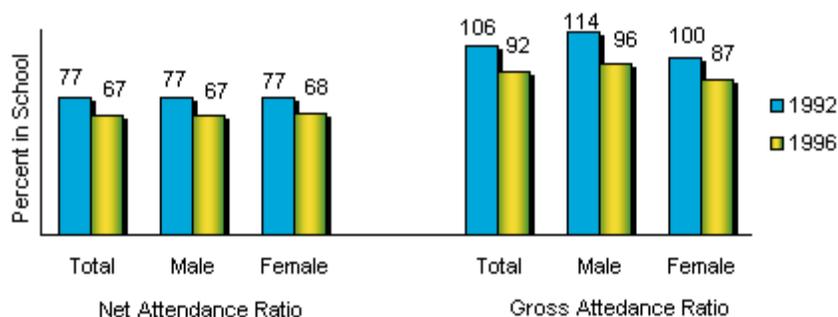
Though educational attainment has increased over the past 30 years, completion rates declined between 1992 and 1996. Literacy rates remained the same. There was great gender disparity in the educational attainment of adults.

- In 1996, 50% of the population ages 15 and older had completed primary school, compared to 57% in 1992.
- In 1996, 3% of the population ages 20 and older had completed secondary school, compared to 10% in 1993.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- Between 1992 and 1996, the percentage of men reporting to be literate remained at 84%, the percentage of literate women increased slightly from 67% to 70%.

Percentage of School-Age Children Attending Primary School in Zambia, 1992 and 1996

In 1996, two-thirds of school-age children in Zambia attended primary school, a decline since 1992.

- In 1996, 67% of children ages 7 to 13 attended primary school, compared to 77% in 1992.



Source: Zambia DHS, 1992 and 1996

In 1996, there was virtually no gender disparity in primary school attendance (at the national level) among primary school-age children.

- 67% of school-age males attended primary school, compared to 68% of females.

Many of the children attending primary school are outside of the official age range. This is 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 educational planning.

- In both 1992 and 1996, students over or under the official primary school age range made up 27% of the primary school population.

Between 1992 and 1996, the gap between female and male attendance among children of all ages (gross attendance) decreased.

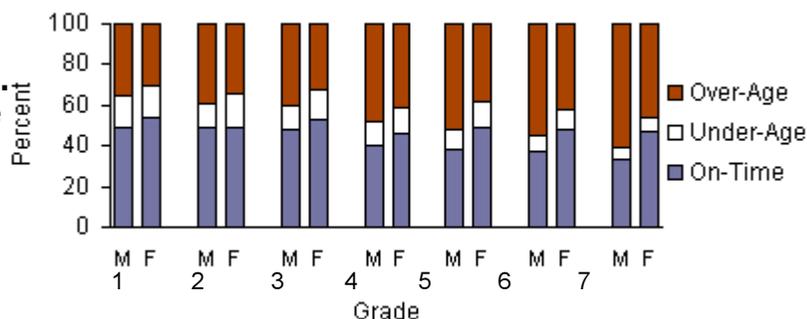
- In 1996, 91 females attended primary school for every 100 males who attended. In 1992, 88 females attended primary school for every 100 males.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (ages 7 to 13 in Zambia) 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.

Over-Age, Under-Age, and On-Time Students in Primary School in Zambia, 1996

In 1996, 38% of primary school students were in the appropriate grade for their age. In 1992, 46% of students were in the appropriate grade for age. (1992 data not shown).

- 46% of male primary school students and 27% of females were over-age.
- 11% of males and 15% of females were under-age.

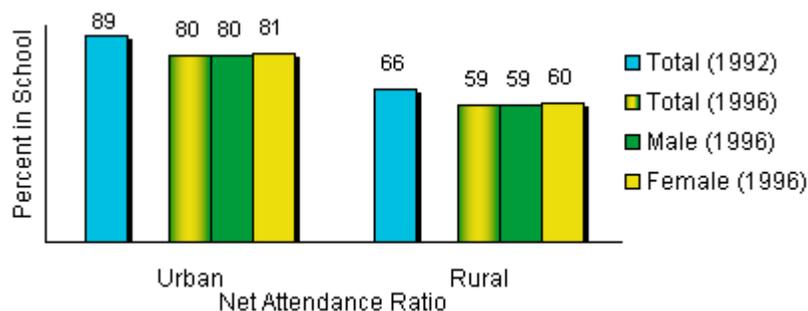


Source: Zambia DHS, 1996

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under-age if they are one or more years younger. Note: The DHS has not collected school attendance data for children under age 6, so the percent of children under-age in Grade 1 may be underestimated.

Percentage of School-Age Children Attending Primary School (Urban/Rural), 1992 and 1996

In Zambia, primary school attendance is higher in urban than in rural areas. Between 1992 and 1996, urban attendance declined more than rural attendance, thus decreasing the gap.



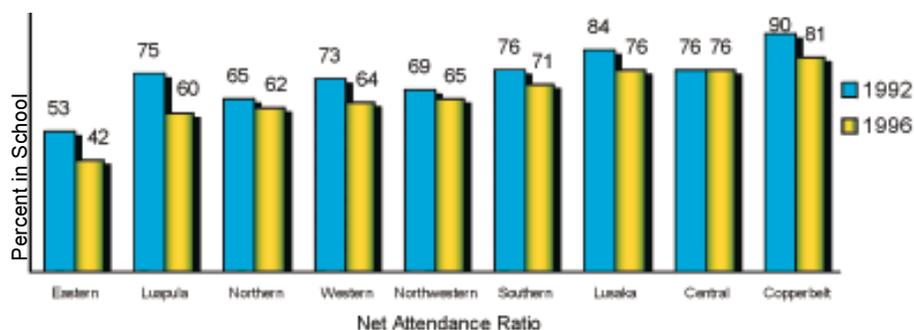
Source: Zambia DHS, 1992 and 1996

- In 1996, in urban areas, 80% of children ages 7 to 13 attended primary school, down from 89% in 1992. Comparatively, in rural areas, 59% of children ages 7 to 13 attended primary school, down from 66% in 1992.
- In 1992 and 1996, males and females were equally likely to attend school in urban and rural areas. (Data for 1992 not shown.)

Percentage of School-Age Children Attending Primary School by Province, 1992 and 1996

Between 1992 and 1996, the percentage of primary school-age children attending primary school declined in all but one province of Zambia.

- The Luapula province experienced the greatest decline in attendance ratios (20% drop), followed by the Eastern, Western, and Copperbelt provinces and the Lusaka urban area, which all experienced decreases in attendance ratios of 10% or more.



Source: Zambia DHS, 1992 and 1996

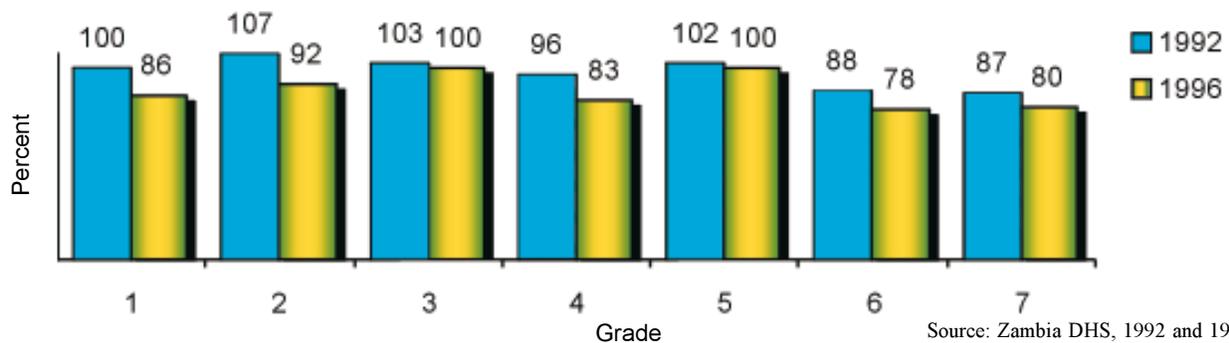
There is no consistent pattern regarding gender equity in primary school attendance by province.

- In 1996, male attendance ratios were higher than female attendance ratios in 4 provinces, female attendance ratios were higher in 2 provinces, and attendance was roughly equal in the other 2 provinces and the Lusaka urban area.

Primary School Net Attendance Ratio By Region and Sex, 1996

Region	Males	Females
Eastern	44	40
Luapula	64	57
Northern	65	59
Western	58	69
Northwestern	68	63
Southern	67	74
Lusaka	75	77
Central	75	77
Copperbelt	80	82

Gross Attendance Ratio by Grade, 1992 and 1996



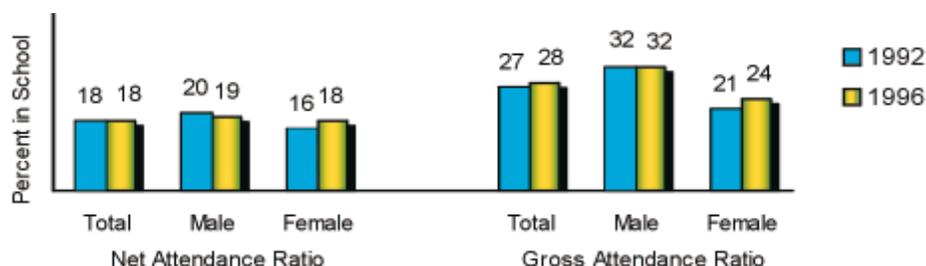
Between 1992 and 1996, gross attendance ratios decreased for every grade in the primary cycle.

- The decline in the gross attendance ratio between 1992 and 1996 in the first grade (often referred to as the gross access ratio) along with the pattern of decline in the remaining grades is further evidence of a drop in the proportion of children in primary school.
- The small decline in attendance levels between Grades 1 and 7 indicates relatively low levels of student drop out through the primary cycle.

GAR by grade is the number of children attending each grade—regardless of age—divided by the number of children in the population that are the official age for that grade.

Percentage of Youth Attending Secondary School in Zambia, 1992 and 1996

In 1996, one-quarter of secondary school-age youth attended secondary school in Zambia. Between 1992 and 1996, total attendance did not change but the male/female disparity in attendance was virtually eliminated.

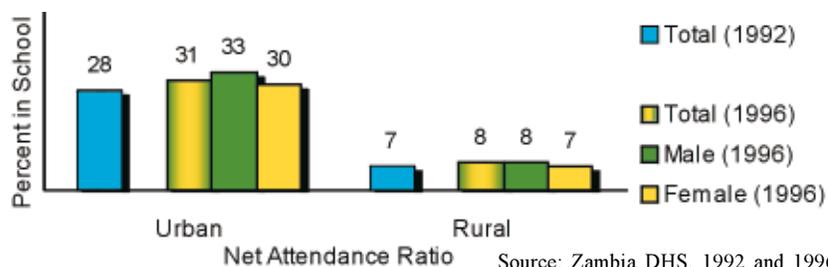


Source: Zambia DHS, 1992 and 1996

- 18% of secondary school-age youth attended secondary school in 1996, the same as 1992.
- In 1996, 19% of males ages 14 to 18 attended secondary school, compared with 18% of females in the same age group; in 1992, 20% of males and 16% of females attended secondary school.
- Among students of all ages (gross attendance), in 1996, approximately 75 females attended secondary school for every 100 males who attended; this is up from 66 females per 100 males in 1992.

The NAR is the percentage of the official secondary school-age population (ages 14 to 18 in Zambia) that attends secondary school. The GAR is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school-age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural), 1992 and 1996



Urban youth are much more likely than rural youth to attend secondary school.

- In 1996, 31% of urban youth ages 14 to 18 attended secondary school, compared to only 8% in rural areas.

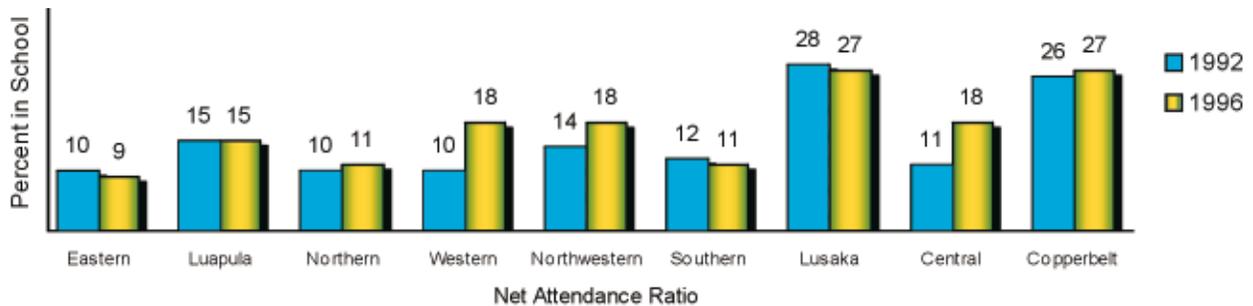
Between 1992 and 1996, secondary school attendance increased only slightly in both urban and rural areas.

- Between 1992 and 1996, secondary school attendance in urban areas increased from 28% to 31% and from 7% to 8% in rural areas.

The increase in secondary school attendance in urban areas was due, in large part, to an increase in female attendance.

- In urban areas, female attendance went from 25% in 1992 to 30% in 1996; male attendance increased from 31% to 33%. (1992, data not shown.)

Percentage of School-Age Youth Attending Secondary School by Province, 1992 and 1996



Source: Zambia DHS, 1992 and 1996

There is large regional disparity in secondary school attendance in Zambia. Between 1992 and 1996, secondary school attendance increased in 3 provinces.

- In 1996, secondary school attendance ranged from a low of 9% in the Eastern Province to 27% in the Lusaka urban area and the Copperbelt Province.
- Between 1992 and 1996, attendance increased in the Western, Northwestern and Central provinces and stayed relatively constant in the other provinces and Lusaka.

There is no consistent pattern regarding gender equity in secondary school attendance by province.

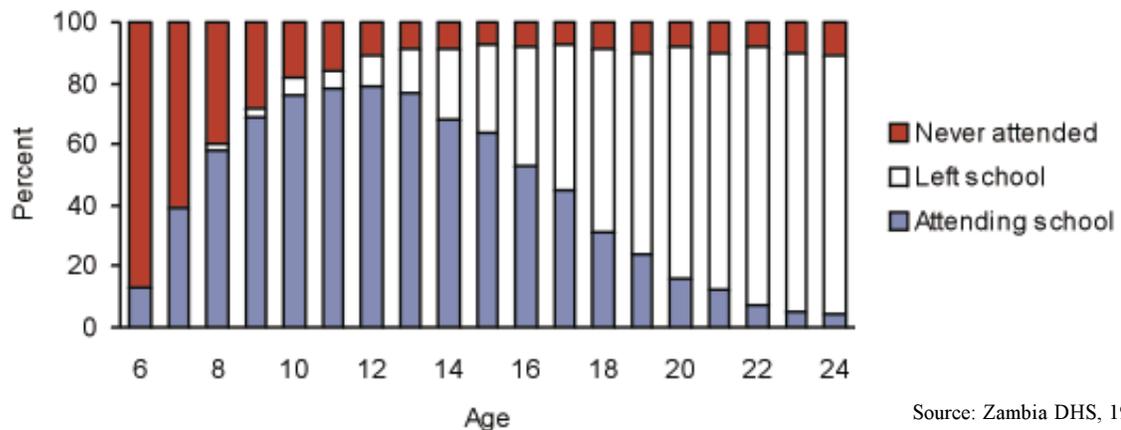
- In 1996, male secondary school attendance was higher than female attendance in the Northern and Copperbelt provinces; female attendance was higher in the Northwestern Province and the Lusaka urban area.

Secondary School Net Attendance Ratio By Province and Sex, 1996

Region	Males	Females
Eastern	10	8
Luapula	14	16
Northern	13	9
Western	18	17
Northwestern	15	20
Southern	12	10
Lusaka	23	30
Central	17	18
Copperbelt	31	23



Schooling Status of Youth Ages 6 to 24 in Zambia, 1996



Source: Zambia DHS, 1996

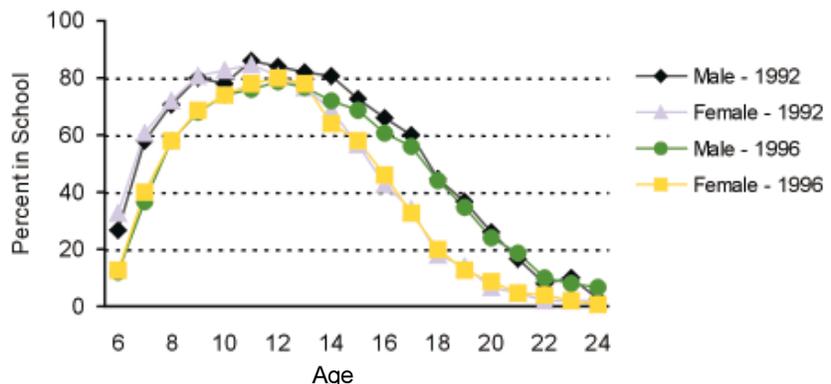
At no age do more than 80% of youth attend school in Zambia.

- The peak year of attendance is age 12 when 79% of youth attend school; the peak age range is from 10 to 13.
- The percentage of youth who have never attended school has not decreased in the past decade; this percentage has remained between 7% and 11% for those over the age 11.

School Attendance by Age and Sex

School attendance was higher in 1992 than in 1996 for the youngest males and females.

- Between 1992 and 1996, attendance fell for females ages 6 to 11 and for males ages 6 to 16.

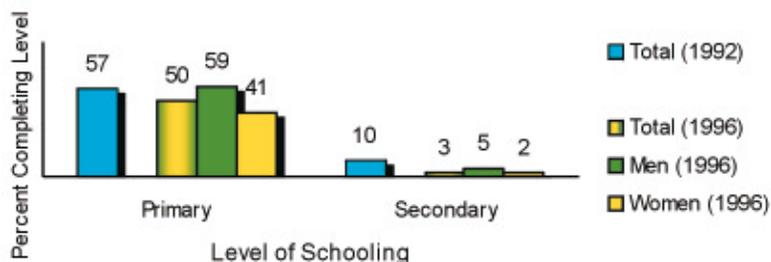


Source: Zambia DHS, 1992 and 1996

In 1996, the percentage of males and females attending school was the same until age 14 when female attendance dropped off faster than males.

- In 1992, the pattern was similar, but female attendance dropped below male attendance earlier, after age 11.

Primary and Secondary School Completion Rates in Zambia, 1996



Source: Zambia DHS, 1992 and 1996

In 1996, 50% of the population 15 and older had completed primary school; this percentage was down from 57% in 1992. Men were much more likely to have completed primary school than women.

- In 1996, 59% of men completed primary school compared to 41% of women.

Since 1992, female completion decreased more than male completion.

- Female completion fell from 48% in 1992 to 41% in 1996; male completion from 66% in 1992 to 59% in 1996. (1992 data not shown.)

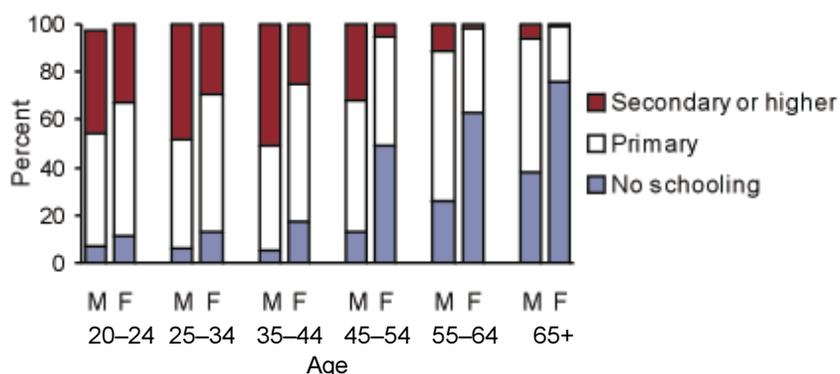
Between 1992 and 1996, the percentage of men and women who have completed secondary school has declined substantially.

- Male secondary school completion declined from 15% in 1992 to 5% in 1996; female completion fell from 6% in 1992 to 2% in 1996. (1992 data not shown).

Educational Attainment of Adults in Zambia, 1996

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags behind.

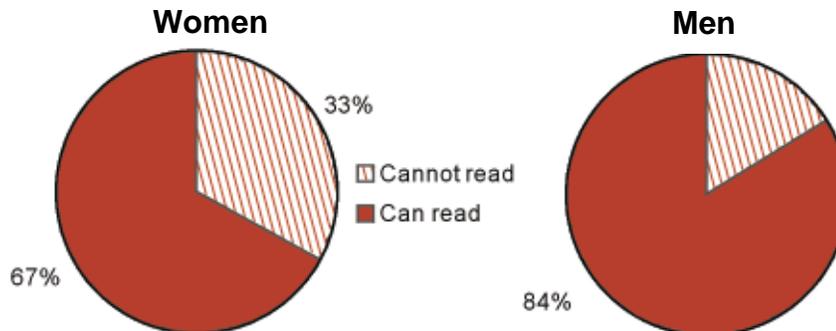
- 38% of men ages 65+ had no schooling, compared to 7% of men ages 20 to 24.
- 76% of women ages 65+ had no schooling, compared to 11% of women ages 20 to 24.
- 6% of men ages 65+ had at least some secondary schooling, compared to 43% of men ages 20 to 24.
- 1% of women ages 65+ had at least some secondary schooling, compared to 33% of women ages 20 to 24.



Source: Zambia DHS, 1996

Literacy Among Women and Men in Zambia, 1996

In 1996, 67% of women reported that they could read, compared to 84% of men. These percentages are the same as those from 1992. (1992 data not shown).



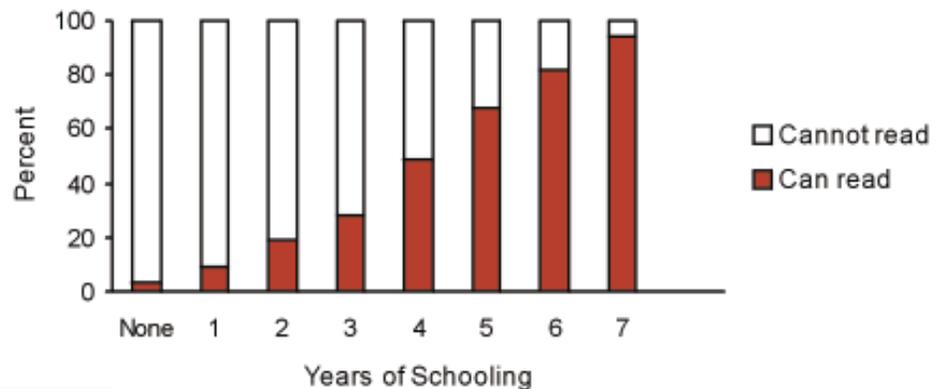
Source: Zambia DHS, 1996

Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: "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 are grouped together as "can read."

Samples include 28,021 women age 15 to 49, and 1,849 men age 15 to 59.

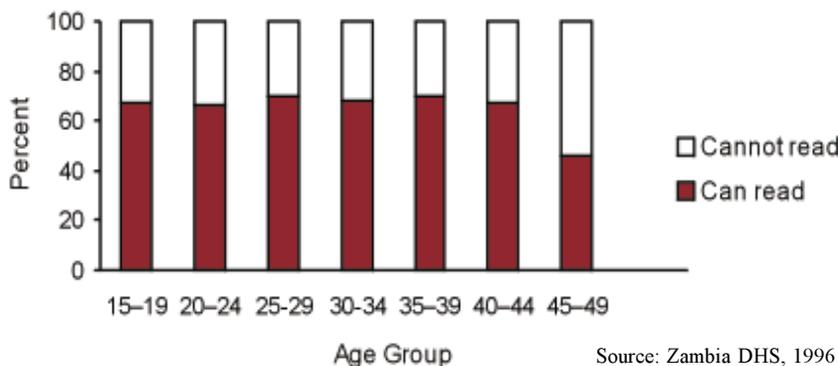
Women's Literacy by Years of Primary School Completed

In 1996, 68% of women who completed Grade 4 reported that they could read; 94% of women who completed Grade 7 reported that they could read.



Women's Literacy by Age

Source: Zambia DHS, 1996



Little progress in women's literacy has been made over the past 25 years.

- 67% of women 15 to 19 report being able to read; this is the same percent reported for women 40 to 44.

Source: Zambia DHS, 1996

This figure includes all women (ages 15 to 49) who were surveyed. Women who attended secondary school or higher were assumed to be literate and were not asked to demonstrate their ability to read.

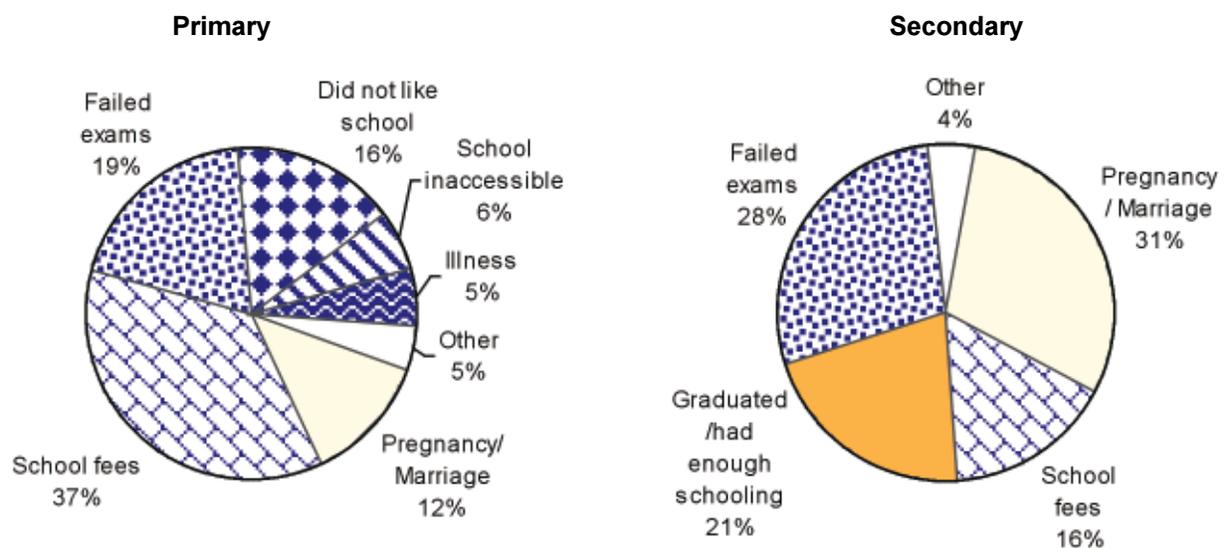
Main Reason for Leaving School Among Women Ages 15 to 24, by Highest Level of Schooling Attended

The most common reason given for leaving primary school was lack of school fees (37%).

- The second most common reason for leaving primary school was failure on exams (19%), followed by not liking school (16%) and pregnancy and/or marriage (12%).

The most common reason given for leaving secondary school was pregnancy or marriage (31%).

- The second most common reason for leaving secondary school was failure on exams (28%), followed by graduating/having enough school (21%) and school fees (16%).



Source: Zambia DHS, 1996

Samples include 2,014 women who left school during or at the end of primary school, and 691 women who left school after attending some or complete secondary or higher education.

Appendix

Indicator Specifications

The methods used for calculating the indicators presented in these education profiles are described below.

Net Attendance Ratio (NAR)

Primary Level:

$$\frac{\text{Number of children of primary school age attending primary school}}{\text{Number of people of primary school age in the sample}}$$

Secondary Level:

$$\frac{\text{Number of youth of secondary school age attending secondary school}}{\text{Number of people of secondary school age in the sample}}$$

NAR is the percentage of children of school age who are attending school and is calculated separately for primary and secondary school. NAR is an indicator of the extent of school participation of children whose ages fall within the official age range for each level of schooling. A primary school NAR of 95% would indicate that nearly all of the primary school-age children are attending primary school. A primary school NAR of only 38%, on the other hand, would indicate that a majority, or 62%, of primary school-age children are not attending primary school. By definition, the NAR cannot exceed 100%.

Gross Attendance Ratio (GAR)

Primary Level:

$$\frac{\text{Number of children attending primary school, regardless of age}}{\text{Number of people of primary school age in the sample}}$$

Secondary Level:

$$\frac{\text{Number of youth attending secondary school, regardless of age}}{\text{Number of people of secondary school age in the sample}}$$

GAR for a given school level is the total attendance at that level, expressed as a percentage of the population of the official age range for that 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 their school level. The magnitude of the difference between the NAR and GAR indicates the magnitude of over-age/under-age participation. For example, if the primary school NAR is 35%, while the primary school GAR is 65%, then 54% (35/65), of the students at the primary school level are of primary school age, while 46% are either older or younger than the official primary 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 by absorbing resources that might otherwise be spent on children in the official age range for the level.

Primary GAR by Grade

For each grade in primary school:

$$\frac{\text{Number of students attending Grade } X, \text{ regardless of age}}{\text{Number of people of the official age for Grade } X \text{ in the sample}}$$

Primary GAR by grade is an indicator of the relative level of total attendance in each grade of primary school. GAR for a given grade is the total attendance in that grade, regardless of age, expressed as a percentage of the total population of the official entry age for that grade. For example, the GAR for third grade in a country in which age 8 is the official entry age for third grade is the total attendance in third grade divided by the total population age 8.

The GAR by grade can vary from grade to grade for a variety of reasons including student repetition and drop out. For each grade, repetition causes an increase and dropout causes a decrease in the GAR. The GAR may also be affected by students who return to school after having dropped out and by fluctuations in Grade 1 intake rates, which may rise or fall dramatically over the years. The exact magnitude of the individual factors contributing to the variation in the GAR from one grade to the next cannot be determined from these data.

Gender Parity/Number of Females Per 100 Males in School

Primary School Gender Parity Index (GPI):

$$\frac{\text{Female primary school GAR}}{\text{Male primary school GAR}}$$

Secondary School GPI:

$$\frac{\text{Female secondary school GAR}}{\text{Male secondary school GAR}}$$

GPI is the ratio of the GAR for females to the GAR for males. A GPI of 1.0 indicates gender parity. When multiplied by 100, this calculation yields the approximate number of females per 100 males in the classroom. (This calculation is an approximation because it assumes that the school age population is 50% male and 50% female. The closer the GPI is to 0, the greater the gender disparity in favor of boys and a higher proportion of males than females are in school. A GPI greater than 1.0 indicates a gender disparity in favor of females; a higher proportion of females than males are in school. For example, if the primary school GAR is 60% for females and 80% for males, then the GPI equals 60/80 or 0.75 and there are approximately 75 females for every 100 males attending primary school.

Primary School Over-Age, Under-Age and On-Time

Students are considered 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. For example, if the official entry age for Grade 1 is 6, a student age 6 or 7 is considered on time in Grade 1, a student age 8 or older is considered over-age, and a student age 5 or younger is considered under-age.

Over-Age for Each Grade in Primary School:

$$\frac{\text{Number of Grade } X \text{ students who are 2 or more years older than target entry age for the grade}}{\text{Total number of students attending Grade } X}$$

This ratio yields the percentage of students who are two or more years over-age for the grade that they are attending. Students who are only one year over-age are not included in the calculation because the data do not distinguish between those who are truly one year over-age and those who had birthdays during the school year. Thus, to a greater or lesser extent, depending on whether the survey was conducted early or late in the school year, this calculation tends to underestimate the true percentage of over-age students for each grade.

Students may be over-age for any number of reasons, including late entry to school and grade repetition. This indicator does not point to reasons for over-age, but only its extent in the school system.

Under-Age for Each Grade in Primary School:

$$\frac{\text{Number of Grade X students who are 1 or more years younger than target entry age for the grade}}{\text{Total number of students attending Grade X}}$$

This ratio yields the percentage of students who are one or more years under-age for the grade that they are attending. For example, if the official entry age for Grade 1 is 6, any student age 5 or younger is considered to be under-age. Children who were one year under-age at the start of the school year may not be included in this calculation if their birthdays took place before the survey was conducted. Thus, to a greater or lesser extent, depending on whether the survey was conducted late or early in the school year, this calculation tends to underestimate the true percentage of under-age students for each grade.

On Time for Each Grade in Primary School:

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

This ratio yields the percentage of students who are of the official age or who are one year older than the official age for the grade they are attending. For example, if the official entry age for Grade 1 is 6, any student age 6 or 7 is considered to be on time. Depending on the timing of the survey in relationship to the school year, a larger or smaller number of the children who are one year older than the official age and included in the calculation as "on time" will actually be over-age for their grade. Likewise, some of the children who are counted as being in the official age range for their grade may have been under-age at the beginning of the school year and have had a birthday before the survey was conducted. Thus, this calculation tends to overestimate the true percentage of on-time students.

Age-Specific Attendance Ratios (ASAR)

For each age, from age 6-24:

$$\frac{\text{Number of people age X attending school, at any level}}{\text{Number of people age X in the sample}}$$

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

Completion Rate

Primary:

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

Secondary:

$$\frac{\text{Number of people ages 20 or older who have completed the last grade of secondary (or higher)}}{\text{Number of people ages 20 or older in the sample}}$$

The completion rates presented here are indicators of the levels of primary or secondary school completion among those who are beyond primary or secondary school age. Those included in the numerator may have left school after completion of a given level or may have completed any additional amount of schooling.

Many of the younger people included in the denominator but excluded from the numerator of each calculation may still be attending school. Eventually, many of those students may finish the level that they are attending, increasing the percentage completing that level. So, for younger cohorts, this indicator underestimates the completion rates for primary and secondary schooling.

Primary and secondary completion rates are presented for the population ages 15 and older or 20 and older as a whole, while the educational attainment of adults is presented by age group and sex.

Educational Attainment by Level of Schooling Attended (Ages 25 and Older)

No Schooling:

$$\frac{\text{Number of people ages } X \text{ to } Y \text{ (5-year range or 65+) who never attended school}}{\text{Number of people in the sample ages } X \text{ to } Y}$$

Primary:

$$\frac{\text{Number of people ages } X \text{ to } Y \text{ with some or completed primary schooling}}{\text{Number of people in the sample ages } X \text{ to } Y}$$

Secondary or Higher:

$$\frac{\text{Number of people ages } X \text{ to } Y \text{ with some or completed secondary or higher schooling}}{\text{Number of people in the sample ages } X \text{ to } Y}$$

These indicators yield the percentage of the adult population ages 25 to 34, 45 to 54, 55 to 64 or 65 and older that has attained each of three levels of schooling: no schooling, incomplete or complete primary, incomplete secondary or higher. The percentages for these three levels total 100% when they are added together for a particular age group. A full set of calculations for all age groups illustrates how patterns of school attainment have changed over time.

Literacy

Women (and in many countries, men) ages 15 to 49¹ who never attended school and those who left school before secondary school were asked to assess 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 could read easily or with difficulty are grouped together as "can read." Literacy data are presented by sex and women's literacy is also presented by age group and by years of primary school completed.

¹The age range for men is slightly different than that of women, often age 15-59 or 20-59.

Repetition Rates

$$\frac{\text{Number of students repeating Grade } X \text{ in year } 2}{\text{Number of students attending Grade } X \text{ in year } 1}$$

Repetition rates measure the percent of students in a given grade who also attend that same grade in the following year. These rates are calculated from data on children's participation in schooling from the current and previous school years. For example, if a student is in Grade 3 at the time of the survey, and was also in Grade 3 in the previous school year, the student is repeating.

Survival Rate to Grade 5 (Using the Reconstructed Cohort Method of UNESCO)

To calculate survival to grade 2:

*[(Number of students in Grade 1 in year 1) x (promotion rate Grade 1 to Grade 2 in year 1)
+ [(Number of students from same cohort repeating Grade 1 in year 2) x (promotion rate Grade 1 to grade 2 in year 1)] +
+ [(Number of students from same cohort repeating Grade 1 in year 3) x (promotion rate Grade 1 to grade 2 in year 1)]
+ [(Number of students from same cohort repeating Grade 1 in year 4) x (promotion rate Grade 1 to grade 2 in year 1)]
+ [(Number of students from same cohort repeating Grade 1 in year 5) x (promotion rate Grade 1 to grade 2 in year 1)].*

For the survival rate to grade 5, the same calculation is used for the transition between grades 2 to 3, 3 to 4, and 4 to 5, taking into account students who drop out of or repeat each grade. For detailed explanation of the reconstructed cohort method, see the "Education for All: The Year 2000 Assessment Technical Guidelines" published by UNESCO for the International Consecutive Forum on Education for All (e-mail: efa@unesco.org; web site www.education.unesco.org/efa).

The survival rate, by grade, is an indicator of how well students progress through a school system. The survival rate, by grade, is the percentage of a cohort of students attending grade 1 in a given year, that is expected to complete each subsequent grade. The survival rate is calculated using rates of promotion, dropout, and repetition. 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 will apply to students, regardless of whether a student is in the grade for the first time or is repeating): c) and that the same promotion, repetition, and dropout rates observed apply for students while they are in that cycle of schooling): d) that the number of times students are allowed to repeat is defined.

Assuming that there are 1000 grade 1 students in 1998, the survival rate to grade 2 in Guinea, for example, is calculated by taking the number of students promoted from grade 1 to 2 in year 1 (85.1% of the 1,000 students, or 851 students), plus those promoted among the students repeating grade 1 in year 2 (85.1% of the 130, or 111 students), plus the promotees from the students repeating grade 1 (for the second time) in year 3 (85.1% of the 17 students, or 14), plus the number of students promoted from the students repeating grade 1 (for the third time) in year 4 (85.1% of 2, or 2). The total number of students promoted, then, over a four-year period, is 978/1000, or 97.8 percent. In calculating survival rates, it was assumed that a given student could repeat a grade up to 4 times, without leaving school.

Note on Handling of Missing Data

For all indicators, the calculation excludes people with missing data on key variables. For example, in the calculation of NAR for primary school, there are some children for whom age data are available but school attendance data (whether the child is currently in school, or what level of schooling the child has attained) are missing. These children are not counted in the numerator or denominator. Undoubtedly, some of the children for whom attendance data are missing are attending primary school, while others are not. But since the levels of attendance are unknown, these children are left out of the calculation.