



Introduction

The Maldives is one of the countries which enrolment ratios were not calculated by the UNESCO Institute for Statistics (UIS) due to inconsistencies between enrolment figures provided by the country and the United Nations population data from the 2012 population revision, in particular in more recent years. In order to monitor progress made by the Maldives since 1999 across some of the EFA goals, the GMR Team used data from different sources: the Ministry of Education of Maldives that provided the Team with statistics to calculate primary enrolment ratios; and UIS data and projections made by the GMR Team for pre-primary education.

Pre-primary education

In the Maldives, participation in pre-primary education as measured by the gross enrolment ratio (GER) increased from nearly 56% in 1999 to 82% in 2007. If the trends over the period had continued the country would reach a pre-primary GER of 101% in 2015. This increase allowed the country to move from a low participation level in 1999 to a high level of pre-primary school participation.

Primary education

In primary education, the Maldives reached the target of universal primary enrolment in 1999 with a net enrolment ratio (NER) of 99%, but has moved away since. In 2012, the primary NER has decreased to 94%, placing the country in an intermediary position to universal primary enrolment. No data is available to assess progress towards primary school completion.

Gender Parity

In primary education, the Maldives has reached gender parity, with a gender parity index (GPI) of 0.98 in 2012. It was already the case in 1999.

Conclusion

The Maldives have made great strides in pre-primary enrolment since 1999, reaching high levels of participation in 2012. The country had also reached gender parity in primary education at the beginning of the period and maintained its position all over. However, the Maldives has been moving away from universal primary enrolment that was yet reached in 1999. Therefore, the country needs to renew and sustain its efforts if universal primary education is to be achieved in

the future. Moreover, more information is also needed to assess progress towards primary school completion in order to have a better picture of the country's progress towards universal primary education.