



## **Introduction**

The Philippines is one of the countries which progress toward EFA since 2000 was not fully reflected in the 2015 Education for All Global Monitoring Report (GMR) due to lack of sufficient enrolment data. The country has not reported any number of children enrolled in school to the UNESCO Institute for Statistics (UIS) beyond 2009. In order to monitor progress made by Philippines across some of the EFA goals since 2000, the GMR Team used the information coming from different sources, including its national EFA 2015 review report as well as enrolment data found in documents published by the Philippines Ministry of Education<sup>1</sup>.

## **Pre-primary education**

From 1999 to 2013, the Philippines made strong progress in expanding access to pre-primary education to many more children. Indeed, participation as measured by pre-primary gross enrolment ratio (GER) went from nearly 30% to nearly 98%. The pre-primary GER published in the country EFA 2015 review report and based on the national population was even higher at 103%. Whatever the source of data, the Philippines has moved from very low to high level of pre-primary participation over the period.

## **Primary education**

In primary education, after a period net enrolment ratio (NER) from about 97% to 89% between 2001 and 2010, the Philippines has gained again some ground, with the NER reaching again 97% in 2012. Yet, the drop of NER to 95% in 2013 raises some concern and calls for renewed commitment to universal primary enrolment.

Access to school is an important step to universal primary education, but it is equally important to ensure that all children, who enroll in primary education, complete it. However, dropouts remain an important issue in the Philippines, with many children who enter primary school not reaching the last grade and thus not completing school. In 2012, the average survival rate to the last was just at 74% more or less the same rate as in 1999 (75%). In other words, more than one-quarter of pupils were leaving school too early, making universal primary education still a distance goal since only 71% of pupils have completed primary school that year.

## **Gender Parity**

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<sup>1</sup> Republic of The Philippines Department of Education. (2012). DepEd Facts and Figures. Available at <http://www.deped.gov.ph/datasets/deped-facts-and-figures> (Accessed 10th April 2015)

In terms of gender parity in primary education participation, the country had already reached the target by 1999, with a gender parity index (GPI) of GER of 1.00, and according to projections the country would still be at in 2015 (GPI of 0.97).

While gender parity is achieved in primary school enrolment, important gender disparities are observed in school retention, with girls more likely than boys to reach the last grade of primary education and thus to complete than boys. In 2013, the survival rate to last grade was 79% for girls and nearly 72% for boys, or a GPI of school retention of 1.11. More girls than boys have also completed school that year, with completion rate of 78% and nearly 70%, respectively.

### **Conclusion**

The Philippines has made great progress in expanding pre-primary education. The country have also gender parity in primary education already back to 1999. However, renewed and sustained commitment to universal primary education is needed in order to maintain high participation level, and above all to improve school retention and completion particularly of boys.