

DATA BITS

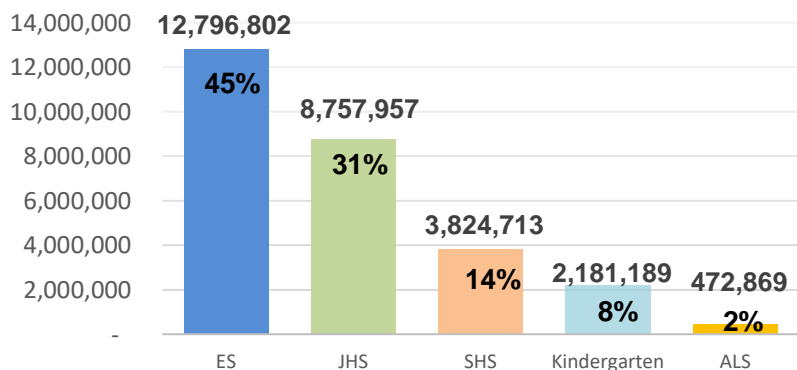
ENROLLMENT DATA, SY 2021-2022

Based on LIS, generated as of January 15, 2022



The Department of Education has made significant efforts to continually increase the number of enrollment. In this regard, the Department developed the Basic Education Learning Continuity Plan (BE-LCP) to ensure that education must continue despite the challenges posed by the COVID-19 pandemic. This presents the enrollment from SY 2016-2017 to SY 2021-2022 in the basic education sector.

Total Enrollment Including Alternative Learning System (ALS)

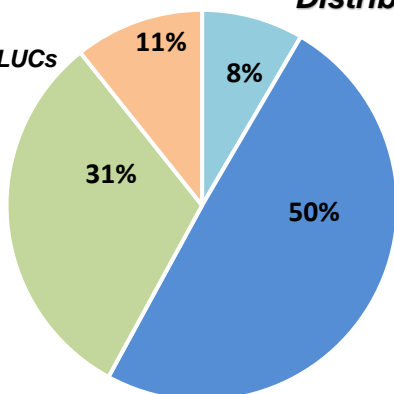


There are **28,033,530** learners nationwide, including ALS learners.

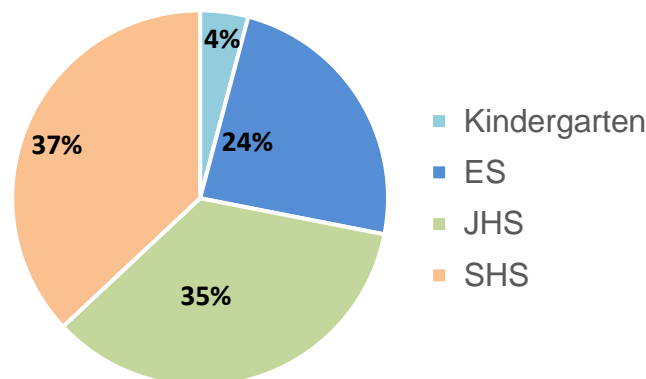
Learners from Elementary Schools recorded the highest share in enrollment, while learners from Alternative Learning System (ALS) recorded the lowest.

Distribution of Enrollment by Sector

Public & SUCs/LUCs



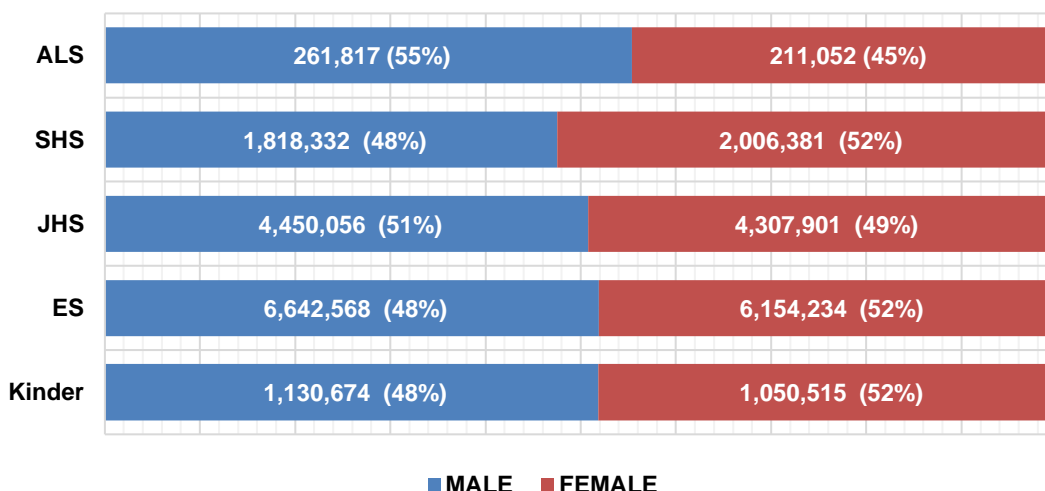
Private & PSO



Learners from Elementary schools make up 50% of learners in Public Schools and State/Local Universities and Colleges (SUCs/LUCs) offering basic education, whereas learners enrolled in Kindergarten only comprise 8% of the total number of learners.

Of the total number of learners in Private Schools and Philippine Schools Overseas (PSOs), 37% are enrolled in Senior High School, while 4% are enrolled in Kindergarten.

Enrollment by Sex, Including ALS



Based on the data presented:

- There are more male learners in Junior High School and ALS than female learners.
- There are more female learners in Elementary, including Kindergarten, and Senior High School than male learners.



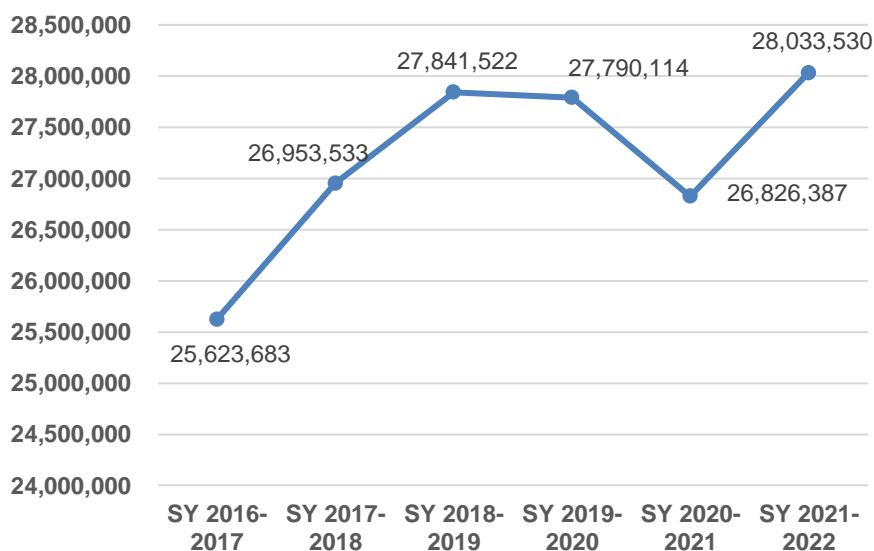
Total Enrollment by Region, SY 2021-2022

Region	Kindergarten	ES	JHS	SHS	ALS	Sub-Total
Region I	90,993	586,113	432,874	201,962	16,798	1,328,740
Region II	68,861	435,976	300,302	131,394	18,432	954,965
Region III	235,012	1,371,364	948,845	418,847	31,887	3,005,955
Region IV-A	318,701	1,803,659	1,251,061	525,656	35,294	3,934,371
Region IV-B	72,310	438,237	288,632	126,652	16,227	942,058
Region V	139,983	839,048	578,409	261,778	39,851	1,859,069
Region VI	152,704	943,921	702,189	305,246	38,723	2,142,783
Region VII	168,851	969,127	691,333	306,830	32,400	2,168,541
Region VIII	98,620	600,920	413,865	188,377	30,506	1,332,288
Region IX	85,686	507,203	345,309	144,038	11,113	1,093,349
Region X	108,427	649,237	415,184	177,178	34,934	1,384,960
Region XI	112,450	645,296	447,565	190,582	49,690	1,445,583
Region XII	93,460	562,582	380,421	154,154	31,211	1,221,828
CARAGA	62,071	379,364	248,441	111,287	27,180	828,343
BARMM	117,167	573,475	252,885	89,320	18,088	1,050,935
CAR	32,324	204,440	143,741	67,700	8,667	456,872
NCR	222,272	1,277,279	911,415	422,144	31,868	2,864,978
PSO	1,297	9,561	5,486	1,568	-	17,912
Grand Total	2,181,189	12,796,802	8,757,957	3,824,713	472,869	28,033,530

Based on the table:

- Region IV-A logged the highest number of learners (3,934,371), whereas CAR logged the lowest (456,872).
- Learners from Elementary Schools recorded the highest number of learners (12,796,802), while learners from ALS recorded the lowest (472,869).

Historical Data of Enrollment Including ALS from SY 2016-2017 to SY 2021-2022



SY 2021-2022 recorded the highest number of enrollment while SY 2016-2017 has the lowest number of learners.

Enrollment increased from SY 2016-2017 to SY 2018-2019, but slightly decreased during SY 2019-2020 due to policy changes regarding cut-off age of Kindergarten learners (DO 20, s. 2018).

Due to the COVID-19 pandemic situation in the country, enrollment during SY 2020-2021 decreased further but increased during SY 2021-2022.

Despite the COVID-19 pandemic situation, the Department of Education remains committed to its mandate to provide access to quality basic education and equal learning opportunities to learners of all ages through different campaigns and/or activities such as Early Registration and Child Mapping, as well as making flexible enrollment platforms available encourage communities to enroll their children to schools.

The data provided in this issue serves as evidence that education continues despite the current situation of the country. With this, the Department strives to implement measures that will maintain continuity of education through various learning modalities and gradually open our schools for face-to-face instruction.