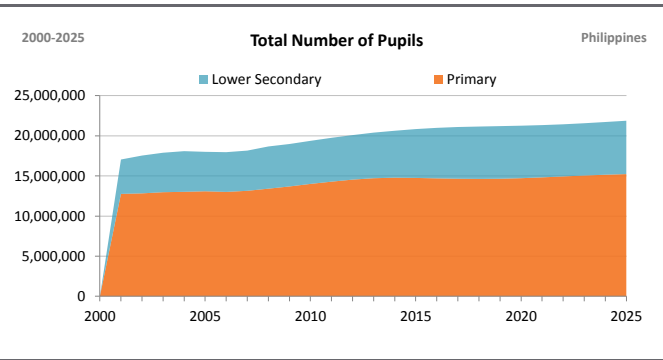
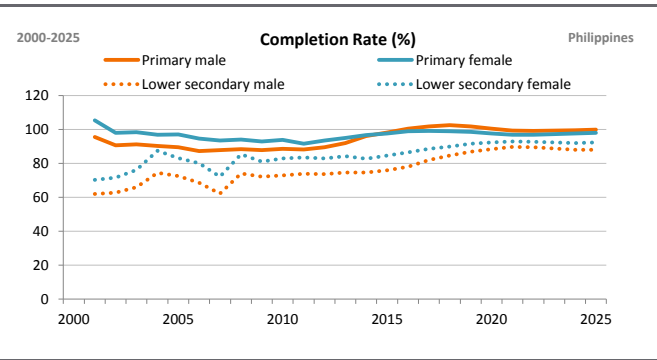
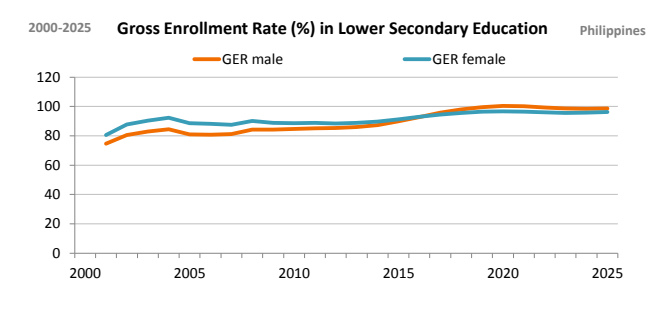
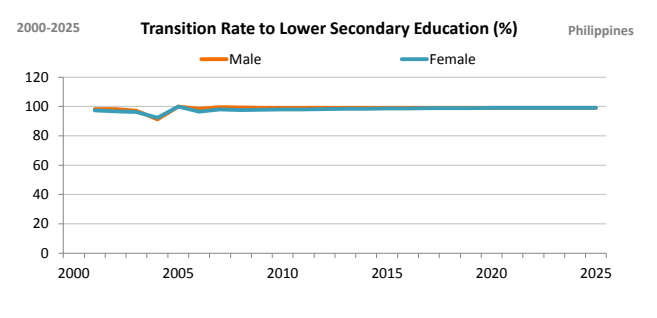
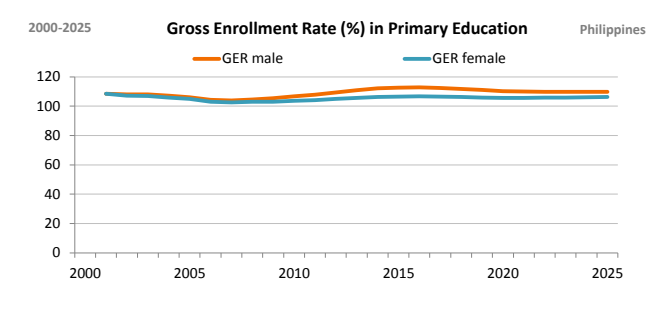
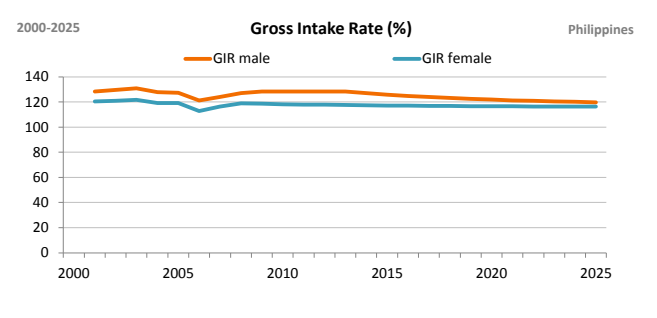


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Philippines**



**DEFINITIONS**

Source: UNESCO Institute for Statistics (UIS)

**Gross Intake Ratio (GIR)** Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

**Gross Enrollment Rate (GER)** Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

**Transition Rate** The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.

**Completion Rate** The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

**Primary Education** At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at [www.epdc.org](http://www.epdc.org).

**Lower Secondary Education** At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at [www.epdc.org](http://www.epdc.org).

PRIMARY	Number of Pupils		Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders		Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2000								
2001	12,759,918		128	120	108	109	96	105
2002	12,826,218		130	121	108	107	91	98
2003	12,970,635		131	122	108	107	91	98
2004	13,017,973		128	119	107	106	90	97
2005	13,083,744		127	119	106	105	90	97
2006	13,006,648		121	113	104	103	87	95
2007	13,145,210		124	116	104	102	88	93
2008	13,411,286		127	119	104	103	88	94
2009	13,686,643		128	119	105	103	88	93
2010	14,005,877		128	118	107	104	89	94
2011	14,281,730		128	118	108	104	88	92
2012	14,538,108		128	118	109	105	90	94
2013	14,710,921		128	118	111	106	92	95
2014	14,779,769		127	117	112	106	96	97
2015	14,748,640		126	117	113	107	98	98
2016	14,693,251		125	117	113	107	101	99
2017	14,644,444		124	117	112	106	102	99
2018	14,624,796		123	117	112	106	103	99
2019	14,647,087		122	117	111	106	102	99
2020	14,715,230		122	117	110	106	101	98
2021	14,817,665		121	117	110	106	99	97
2022	14,935,334		121	116	110	106	99	97
2023	15,048,998		120	116	110	106	99	97
2024	15,146,297		120	116	110	106	100	98
2025	15,227,636		120	116	110	106	100	98

LOWER SECONDARY	Number of Pupils		Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders		Male %	Female %	Male GER	Female GER	Male %	Female %
	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2000								
2001	4,283,458		98	97	75	80	62	70
2002	4,708,913		98	97	80	88	63	72
2003	4,915,451		97	96	83	90	66	76
2004	5,067,154		91	92	84	92	74	87
2005	4,917,402		100	100	81	89	73	83
2006	4,951,067		98	97	81	88	69	80
2007	5,008,096		100	98	81	87	62	72
2008	5,255,631		99	98	84	90	74	85
2009	5,286,627		99	98	84	89	72	81
2010	5,362,674		99	98	85	89	73	83
2011	5,465,199		99	98	85	89	74	83
2012	5,547,000		99	98	85	88	74	83
2013	5,682,509		99	98	86	89	75	84
2014	5,846,731		99	98	87	90	75	83
2015	6,084,490		99	99	90	91	76	85
2016	6,292,400		99	99	93	93	78	86
2017	6,447,795		99	99	96	95	82	89
2018	6,524,695		99	99	98	96	85	90
2019	6,554,478		99	99	100	96	87	92
2020	6,541,779		99	99	100	97	88	92
2021	6,512,500		99	99	100	96	90	93
2022	6,494,085		99	99	99	96	90	93
2023	6,512,022		99	99	99	96	89	92
2024	6,567,895		99	99	98	96	88	92
2025	6,646,874		99	99	99	96	88	92

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email [epdc@fhi360.org](mailto:epdc@fhi360.org).

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.



Education Policy and Data Center (EPDC) is a research unit within the FHI 360 Global Learning Group. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 Global Learning Group portfolio encompasses a wide range of programs and interventions in educational development. Visit us at [www.fhi360.org](http://www.fhi360.org) and [www.epdc.org](http://www.epdc.org).

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