



GOAL 4. ENSURE INCLUSIVE AND QUALITY EDUCATION FOR ALL AND PROMOTE LIFELONG LEARNING

Goals/Targets/Indicators	Baseline	Latest	Target ^{5/}	Data Source Agency
target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes				
4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex				
4.1.1.1 Proportion of children in grades 2/3 achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex				
Reading, both sexes				
Mathematics, both sexes	37.1 2016	23.2 2017		NAT, DepEd
4.1.1.2 Proportion of children at the end of primary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex				
Reading, both sexes	40.4 2016	40.4 2016		NAT, DepEd
Mathematics, both sexes	34.8 2016	34.8 2016		NAT, DepEd
4.1.1.3 Proportion of children at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex				
Reading, both sexes	46.0 2016	46.0 2016		NAT, DepEd
Mathematics, both sexes	37.3 2016	37.3 2016		NAT, DepEd
4.1.s1 Completion Rate ^{1/}				
4.1.s1.1 Elementary	93.1 2016	82.5 2020	100.0 2030	EBEIS, DepEd
Female	95.5 2016	84.7 2020	100.0 2030	EBEIS, DepEd
Male	90.8 2016	80.5 2020	100.0 2030	EBEIS, DepEd
4.1.s1.2 Secondary (Junior High School)	80.9 2016	82.1 2020	100.0 2030	EBEIS, DepEd
Female	85.6 2016	85.9 2020	100.0 2030	EBEIS, DepEd
Male	76.2 2016	78.4 2020	100.0 2030	EBEIS, DepEd
4.1.s1.3 Secondary (Senior High School) ^{2/}	81.0 2018	69.3 2020	100.0 2030	EBEIS, DepEd
Female	84.8 2018	74.6 2020	100.0 2030	EBEIS, DepEd
Male	77.2 2018	64.2 2020	100.0 2030	EBEIS, DepEd
4.1.s2 Cohort Survival Rate ^{1/}				
4.1.s2.1 Elementary	93.8 2016	83.0 2020	100.0 2030	EBEIS, DepEd
Female	96.0 2016	85.0 2020	100.0 2030	EBEIS, DepEd
Male	91.8 2016	81.2 2020	100.0 2030	EBEIS, DepEd
4.1.s2.2 Secondary (Junior High School)	83.1 2016	82.8 2020	100.0 2030	EBEIS, DepEd
Female	87.4 2016	86.5 2020	100.0 2030	EBEIS, DepEd
Male	78.7 2016	79.3 2020	100.0 2030	EBEIS, DepEd

Goals/Targets/Indicators		Baseline	Latest	Target ^{5/}	Data Source Agency
4.1.s2.3 Secondary (Senior High School) ^{2/}		82.6 2018	71.3 2020	100.0 2030	EBEIS, DepEd
Female		86.2 2018	76.4 2020	100.0 2030	EBEIS, DepEd
Male		78.9 2018	66.4 2020	100.0 2030	EBEIS, DepEd
4.1.s3 Dropout Rate or School Leavers Rate ^{1/}					
4.1.s3.1 Elementary		1.5 2016	3.8 2020	0.0 2030	EBEIS, DepEd
Female		1.0 2016	3.3 2020	0.0 2030	EBEIS, DepEd
Male		2.0 2016	4.2 2020	0.0 2030	EBEIS, DepEd
4.1.s3.2 Secondary (Junior High School)		6.2 2016	6.2 2020	0.0 2030	EBEIS, DepEd
Female		4.4 2016	4.7 2020	0.0 2030	EBEIS, DepEd
Male		7.9 2016	7.6 2020	0.0 2030	EBEIS, DepEd
4.1.s3.3 Secondary (Senior High School) ^{2/}		3.9 2018	6.6 2020	0.0 2030	EBEIS, DepEd
Female		2.9 2018	5.3 2020	0.0 2030	EBEIS, DepEd
Male		4.9 2018	8.0 2020	0.0 2030	EBEIS, DepEd
target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education					
4.2.2	Participation rate in organized learning (one year before the official primary entry age) ^{1/} Indicator is also found in SDG 1.4.1p4	66.0 2016	66.1 2020	100.0 2030	EBEIS, DepEd
	Girls	65.5 2016	67.5 2020	100.0 2030	EBEIS, DepEd
	Boys	66.4 2016	64.7 2020	100.0 2030	EBEIS, DepEd
target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university					
4.3.1	Participation rate of youth and adults in formal and non-formal education and training, by sex				
4.3.s1	Net Enrolment Rate in elementary education ^{1/} Indicator is also found in SDG 1.4.1p5	96.2 2016	89.1 2020		EBEIS, DepEd
	Female	96.1 2016	89.3 2020		EBEIS, DepEd
	Male	96.2 2016	88.9 2020		EBEIS, DepEd
4.3.s2	Net Enrolment Rate in secondary education ^{1/} Indicator is also found in SDG 1.4.1p6				
4.3.s2.1 Junior High School		74.2 2016	81.5 2020		EBEIS, DepEd
	Female	79.9 2016	85.5 2020		EBEIS, DepEd
	Male	68.8 2016	77.7 2020		EBEIS, DepEd
4.3.s2.2 Senior High School ^{3/}		37.4 2016	49.5 2020		EBEIS, DepEd
	Female	44.1 2016	57.4 2020		EBEIS, DepEd
	Male	31.0 2016	42.1 2020		EBEIS, DepEd
4.3.s3	Passing rate in licensure exam (HEd)	37.6 2016	38.8 2019	Increasing 2030	PRC data, CHED
4.3.s4	Certification rate (TVET)	91.9 2016	92.0 2021	Increasing 2030	Admin Data, TESDA
target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship					
4.4.1.p1	Proportion of population with exposure to internet ^{4/}	48.1 2013	75.4 2019	100.0 2030	FLEMMS, PSA
4.4.1.p1.1	Proportion of population with exposure to social interaction in the internet	43.8 2013	73.9 2019	100.0 2030	FLEMMS, PSA
4.4.1.p1.2	Proportion of population with exposure to research work/study in the internet	42.2 2013	63.6 2019	100.0 2030	FLEMMS, PSA

Goals/Targets/Indicators		Baseline	Latest	Target ^{5/}	Data Source Agency
target 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations				
4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated				
	Ratio of girls to boys in primary education ^{1/}	0.9 2016	0.9 2020	1.0 2030	EBEIS, DepEd
	Ratio of girls to boys in secondary education (JHS) ^{1/}	1.0 2016	1.0 2020	1.0 2030	EBEIS, DepEd
	Ratio of girls to boys in secondary education (SHS) ^{1/}	1.1 2016	1.1 2020	2030	EBEIS, DepEd
	Ratio of girls to boys in tertiary education	1.2 2016	1.3 2020	1.0 2030	CHECKS, CHED
target 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy				
4.6.1	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex				
4.6.1.1	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional literacy	90.3 2013	91.6 2019	100.0 2030	FLEMMS, PSA
	Female population	92.0 2013	92.9 2019	100.0 2030	FLEMMS, PSA
	Male population	88.7 2013	90.2 2019	100.0 2030	FLEMMS, PSA
4.6.1.2	Percentage of population in a given age group achieving at least a fixed level of proficiency in basic literacy skills	96.5 2013	96.5 2019	100.0 2030	FLEMMS, PSA
	Female population	97.0 2013	97.1 2019	100.0 2030	FLEMMS, PSA
	Male population	96.1 2013	95.9 2019	100.0 2030	FLEMMS, PSA
target 4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all				
4.a.1	Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) ^{1/}				
4.a.1.1	Proportion of schools with access to electricity				
	Elementary schools	88.7 2016	97.6 2020	100.0 2030	EBEIS, DepEd
	Secondary schools (Junior High School)	93.1 2016	98.7 2020	100.0 2030	EBEIS, DepEd
	Secondary schools (Senior High School)	88.9 2016	98.3 2020	100.0 2030	EBEIS, DepEd
4.a.1.2	Proportion of schools with access to the Internet for pedagogical purposes				
	Elementary schools	25.6 2016	54.0 2020	100.0 2030	EBEIS, DepEd
	Secondary schools (Junior High School)	34.0 2017	60.4 2020	100.0 2030	EBEIS, DepEd
	Secondary schools (Senior High School)	31.0 2017	63.0 2020	100.0 2030	EBEIS, DepEd
4.a.1.3	Proportion of schools with access to computers for pedagogical purposes				
	Elementary schools	78.5 2016	70.5 2020	100.0 2030	EBEIS, DepEd
	Secondary schools (Junior High School)	83.1 2016	79.9 2020	100.0 2030	EBEIS, DepEd
	Secondary schools (Senior High School)	23.6 2016	79.3 2020	100.0 2030	EBEIS, DepEd
4.a.1.4	Proportion of schools with access to single-sex basic sanitation facilities				
	Elementary schools	45.1 2016	60.4 2018	100.0 2030	EBEIS, DepEd
	Secondary schools	77.1 2016	77.1 2017	100.0 2030	EBEIS, DepEd
4.a.1.5	Proportion of schools with access to basic handwashing facilities (as per the WASH indicator definitions)				
	Elementary schools	61.0 2016	90.6 2020	100.0 2030	EBEIS, DepEd
	Secondary schools (Junior High School)	60.5 2016	89.3 2020	100.0 2030	EBEIS, DepEd

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Secondary schools (Senior High School)		65.3 2018	83.2 2020	100.0 2030	EBEIS, DepEd
target 4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States				
4.c.s1	Faculty qualification (HEd)				
4.c.s1.1	Faculty qualification with MS/MA degree/s	40.4 2016	39.9 2020	Increasing 2030	Admin Data, CHED
4.c.s1.2	Faculty qualification with Ph.D. degree/s	13.3 2016	15.5 2020	Increasing 2030	Admin Data, CHED
4.c.s2	Number of TVET trainers trained	6,518 2016	7,746 2021	Increasing 2030	Admin Data, TESDA
<p>The SDG Watch is compiled by the Philippine Statistics Authority as the official repository of SDG indicators in the Philippines per PSA Board Resolution No. 09 Series of 2017. More statistical information on the Philippine SDGs can be accessed at http://psa.gov.ph/sdg.</p>					

NOTES:

- 1/ Updates were based on the submission of DepEd in March 2022
- 2/ Estimation of this sub-indicator only started in SY 2018-2019
- 3/ Estimation of this sub-indicator only started in SY 2016-2017
- 4/ This covers population aged 10 to 64 years. The 2019 data excludes those who did not report their exposure to the internet in the estimation of the indicator.
- 5/ Based on the preliminary 2030 nationally determined numerical targets for the SDGs through the conducted consultation and validation workshops with both government and non-government stakeholders of NEDA, in partnership with PIDS.

ACRONYMS:

CHED	Commission on Higher Education
CHECKS	CHED Electronic Collection & Knowledge System
DepEd	Department of Education
EBEIS	Enhanced Basic Education Information System
FLEMMS	Functional Literacy, Education and Mass Media Survey
HEd	Higher Education
NAT	National Achievement Test
NEDA	National Economic and Development Authority
PIDS	Philippine Institute for Development Studies
PRC	Professional Regulation Commission
PSA	Philippine Statistics Authority
TESDA	Technical Education and Skills Development Authority
TVET	Technical-Vocational Education and Training
WASH	Water, Sanitation and Hygiene



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