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

Goals/Targets/Indicators [1]	Baseline [2]	Latest	Target [3]	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 [b] (same as indicator 1.4.1.2)				
4.1.1.1 Proportion of children in grades 2/3 achieving at least a minimum proficiency level in (i) reading and (ii) mathematics				
Reading, both sexes [4/]	56.0 2018	56.0 2018		NAT, DepEd
Mathematics, both sexes	37.1 2016	27.1 2018		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				
Reading, both sexes	40.4 2016	17.7 2018		NAT, DepEd
Mathematics, both sexes	34.8 2016	17.6 2018		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				
Reading, both sexes	46.0 2016	36.3 2018		NAT, DepEd
Mathematics, both sexes	37.3 2016	13.1 2018		NAT, DepEd
4.1.2 **Completion rate [c 5]**				
Completion rate in elementary	84.0 2015 [m]	99.6 2022	100.0 2030	EBEIS, DepEd
Female	87.4 2015 [m]	99.8 2022	100.0 2030	EBEIS, DepEd
Male	81.0 2015 [m]	99.3 2022	100.0 2030	EBEIS, DepEd
Completion rate in junior high school	74.0 2015 [m]	93.6 2022	100.0 2030	EBEIS, DepEd
Female	78.5 2015 [m]	94.9 2022	100.0 2030	EBEIS, DepEd
Male	69.7 2015 [m]	92.3 2022	100.0 2030	EBEIS, DepEd
Completion rate in senior high school [6]	81.0 2018	83.1 2022	100.0 2030	EBEIS, DepEd
Female	84.8 2018	84.8 2022	100.0 2030	EBEIS, DepEd
Male	77.2 2018	81.4 2022	100.0 2030	EBEIS, DepEd
4.1.s1 **Cohort survival rate [c 5]**				
Cohort survival rate elementary	87.5 2015 [m]	99.7 2022	100.0 2030	EBEIS, DepEd
Female	90.6 2015 [m]	100.0 2022	100.0 2030	EBEIS, DepEd
Male	84.8 2015 [m]	99.5 2022	100.0 2030	EBEIS, DepEd

Goals/Targets/Indicators [1]	Baseline [2]	Latest	Target [3]	Data Source Agency
Cohort survival rate junior high school	**81.6** 2015 [m]	**93.6** 2022	**100.0** 2030	EBEIS, DepEd
Female	**85.9** 2015 [m]	**95.0** 2022	**100.0** 2030	EBEIS, DepEd
Male	**77.3** 2015 [m]	**92.3** 2022	**100.0** 2030	EBEIS, DepEd
Cohort survival rate senior high school [6]	**82.6** 2018	**85.9** 2022	**100.0** 2030	EBEIS, DepEd
Female	**86.2** 2018	**87.3** 2022	**100.0** 2030	EBEIS, DepEd
Male	**78.9** 2018	**84.6** 2022	**100.0** 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) 5** (same as SDG indicator 1.4.s3 - Net enrolment rate in kindergarten)	**77.2** 2015 [m]	**76.3** [P] 2022	**100.0** 2030	EBEIS, DepEd
Girls	**77.9** 2015 [m]	**78.4** [P] 2022	**100.0** 2030	EBEIS, DepEd
Boys	**76.5** 2015 [m]	**74.4** [P] 2022	**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.s3 **Licensure examination passing rate [b]**	**39.3** 2015 [m]	**47.9** 2021	**Increasing** 2030	PRC data, CHED
4.3.s4 **Technical-Vocational Education and Training certification rate**	**91.9** 2016	**93.1** 2022	**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 [7]** (same as SDG indicator 17.8.1.p1)	**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 (same as SDG indicator 17.8.1.p1.1)	**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 (same as SDG indicator 17.8.1.p1.2)	**42.2** 2013	**63.6** 2019	**100.0** 2030	FLEMMS, PSA
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 **Gender parity index in net enrollment rate**				
Ratio of girls to boys in primary education [5]	**0.9** 2015 [m]	**0.9** 2022	**1.0** 2030	EBEIS, DepEd
Ratio of girls to boys in junior high school [5]	**1.0** 2015 [m]	**1.0** 2022	**1.0** 2030	EBEIS, DepEd
Ratio of girls to boys in senior high school [5]	**1.1** 2016	**1.0** 2022		EBEIS, DepEd
Ratio of girls to boys in tertiary education	**1.2** 2015 [m]	**1.3** 2021	**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.p1 **Basic and functional literacy rate [c]**				
4.6.1.p1.1 Basic literacy rate	**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
4.6.1.p1.2 Functional literacy rate	**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

Goals/Targets/Indicators [1]	Baseline [2]	Latest	Target [3]	Data Source Agency
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.p1 **Proportion of public schools offering basic services [c 4]**				
4.a.1.p1.1 Proportion of public schools with access to electricity [b 8]				
Proportion of public elementary schools with access to electricity	88.7 / 2016	97.6 / 2022	100.0 / 2030	EBEIS, DepEd
Proportion of public junior high schools with access to electricity	93.1 / 2016	96.3 / 2022	100.0 / 2030	EBEIS, DepEd
Proportion of public senior high schools with access to electricity	72.6 / 2016	92.9 / 2022	100.0 / 2030	EBEIS, DepEd
4.a.1.p1.2 Proportion of public schools with access to the Internet for pedagogical purposes [b 8]				
Proportion of public elementary schools with access to the Internet for pedagogical purposes	8.0 / 2015 [m]	46.9 / 2022	100.0 / 2030	EBEIS, DepEd
Proportion of public junior high schools with access to the Internet for pedagogical purposes	32.7 / 2015 [m]	47.3 / 2022	100.0 / 2030	EBEIS, DepEd
Proportion of public senior high schools with access to the Internet for pedagogical purposes	16.1 / 2016	48.0 / 2022	100.0 / 2030	EBEIS, DepEd
4.a.1.p1.3 Proportion of public schools with functional computers for pedagogical purposes [b 9]				
Proportion of public elementary schools with functional computers for pedagogical purposes [4/]	54.0 / 2015 [m]	73.5 / 2022	100.0 / 2030	EBEIS, DepEd
Proportion of public junior high schools with functional computers for pedagogical purposes [4/]	84.5 / 2015 [m]	79.3 / 2022	100.0 / 2030	EBEIS, DepEd
Secondary schools (Senior High School) [4/]	23.6 / 2016	83.0 / 2022	100.0 / 2030	EBEIS, DepEd
4.a.1.p1.4 Proportion of public schools with access to single-sex basic sanitation facilities [b 10]				
Proportion of public elementary schools with access to single-sex basic sanitation facilities	45.1 / 2016	61.2 / 2022	100.0 / 2030	EBEIS, DepEd
Proportion of public secondary schools with access to single-sex basic sanitation facilities	77.1 / 2016	77.8 / 2022	100.0 / 2030	EBEIS, DepEd
4.a.1.p1.5 Proportion of public schools with access to basic handwashing facilities [b 9]				
Proportion of public elementary schools with access to basic handwashing facilities	61.0 / 2016	95.1 / 2022	100.0 / 2030	EBEIS, DepEd
Proportion of public junior high schools with access to basic handwashing facilities	60.5 / 2016	92.6 / 2022	100.0 / 2030	EBEIS, DepEd
Proportion of public senior high schools with access to basic handwashing facilities	60.5 / 2016	87.8 / 2022	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.1.p1 **Proportion of teachers in public schools with the minimum required qualifications [a]**				Administrative data, DepEd and CHED
4.c.s1 **Faculty qualification (HEd)**				
4.c.s1.1 Faculty qualification with MS/MA degree/s	40.3 / 2015 [m]	40.0 / 2021	Increasing / 2030	Admin Data, CHED
4.c.s1.2 Faculty qualification with Ph.D. degree/s	12.6 / 2015 [m]	15.6 / 2021	Increasing / 2030	Admin Data, CHED
4.c.s2 **Number of TVET trainers trained**	6,518 / 2016	9,351 / 2022	Increasing / 2030	Admin Data, TESDA

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.**

NOTES:

a   This is a new main/sub-indicator based on the newly approved list of Philippine SDG Indicators.
b   This is a refined main/sub-indicator based on the newly approved list of Philippine SDG Indicators.
c   The indicator number was changed or transformed from another indicator classification (e.g. from global indicator to proxy indicator, from proxy indicator to supplemental indicator and etc.) based on the newly approved list of Philippine SDG Indicators.
m   Modified baseline year
p   Preliminary data
1/   The list of indicators were updated based on the approved PSA Board Resolution No. 2, series of 2023, "Approving and Adopting the Refined List of the Philippine SDG Indicators" and PSA Board Resolution No. 10, series of 2023 "Approval and Adoption of the Amendments on the Refined List of the Philippine SDG Indicators".

2/   The change of the baseline year from 2016 to 2015 is to account for the accomplishment from the MDGs and for comparability with most countries that adopted 2015 as baseline, as recommended by the UNESCAP.
3/   Based on the preliminary 2030 nationally determined numerical targets for the SDGs identified through the conduct of consultation and validation workshops with both government and non-government stakeholders of NEDA, in partnership with PIDS, held last 2019.
4/   Updates were based on the submission of DepEd to NEDA for the Targeting Workshop in December 2022
5/   Based on the submission of DepEd in September 2023

6/	Estimation of this sub-indicator only started in SY 2018-2019
7/	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.
8/	Data for SY 2022-2023 are as of 11 August 2023.
9/	Data for SY 2022-2023 are as of 31 May 2023.
10/	Data for SY 2022-2023 are as of 30 June 2023.

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
MDG	Millennium Development Goals
NAT	National Achievement Test
NEDA	National Economic and Development Authority
PIDS	Philippine Institute for Development Studies
PRC	Professional Regulation Commission
PSA	Philippine Statistics Authority
SDG	Sustainable Development Goals
TESDA	Technical Education and Skills Development Authority
TVET	Technical-Vocational Education and Training
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
WASH	Water, Sanitation and Hygiene