Based on	REPUBLIC OF THE PHILIPPINES PHILIPPINE STATISTICS AUTHORITY submissions as of 08 November 2023			ZARA MARKA S ROOMELTIA MARKA O GUATTA TARA ON CONTRACTA O	
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	PROMOTE LIFELONG LEAR	NING			
	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, equita outcomes	ble and quality prin	nary and seconda	ary education leadir	ng to relevant and effective learning
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.	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.	Proportion of children at the end of primary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics	2010	2010		
	Reading, both sexes	40.4 2016	17.7 2018		NAT, DepEd
	Mathematics, both sexes	34.8	17.6		NAT, DepEd
4.1.1.	Proportion of children at the end of lower secondary achieving at 3 least a minimum proficiency level in (i) reading and (ii) mathematics	2016	2018		
	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}	84.0	99.6	100.0	
	Completion rate in elementary	2015 ^m	2022	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	93.6	100.0	EBEIS, DepEd
		2015 ^m 78.5	2022 94.9	2030 100.0	
	Female	2015 ^m	2022	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	83.1	100.0	EBEIS, DepEd
	Female	2018 84.8	2022 84.8	2030 100.0	EBEIS, DepEd
		2018 77.2	2022 81.4	2030 100.0	
	Male	2018	2022	2030	EBEIS, DepEd
4.1.s1	Cohort survival rate ^{c 5}	87.5	99.7	100.0	
	Cohort survival rate elementary	2015 ^m	2022	2030	EBEIS, DepEd
	Female	90.6 2015 ^m	100.0 2022	100.0 2030	EBEIS, DepEd
	Male	84.8	99.5	100.0	EBEIS, DepEd
		2015 ^m	2022	2030	

Juminal values Juminal		Goals/Targets/Indicators ¹	Baseline ²	Latest	Target ³	Data Source Agency
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88.7 90.2 100.0		Fomale nonulation	92.0	92.9	100.0	
88.7 90.2 100.0			2013	2019	2030	FLEMIMS, PSA
Male population FLEMMS, PSA		Male population	88.7	90.2	100.0	FLEMMS, PSA

	Goals/Targets/Indicators ¹	Baseline ²	Latest	Target ³	Data Source Agency
arget 4.a	Build and upgrade education facilities that are child, disabilit environments for all	ty and gender sens	sitive and provide	safe, non-violent, i	nclusive and effective learning
.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 b8				
	Proportion of public elementary schools with access to the	8.0	46.9	100.0	EREIS Doned
	Internet for pedagogical purposes	2015 ^m	2022	2030	EBEIS, DepEd
	Proportion of public junior high schools with access to the	32.7	47.3	100.0	EBEIS, DepEd
	Internet for pedagogical purposes	2015 ^m	2022	2030	
	Proportion of public senior high schools with access to the	16.1	48.0	100.0	EBEIS, DepEd
	Internet for pedagogical purposes	2016	2022	2030	
4.a.1.p1.3	Proportion of public schools with functional computers for				
	pedagogical purposes			102.2	
	Proportion of public elementary schools with functional	54.0	73.5	100.0	EBEIS, DepEd
	computers for pedagogical purposes 4/	2015 ^m	2022	2030	
	Proportion of public junior high schools with functional computers for pedagogical purposes ^{4/}	84.5	79.3	100.0	EBEIS, DepEd
	computers for pedagogical purposes "	2015 ^m	2022	2030	
	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}	2010	2022	2000	
	Proportion of public elementary schools with access to single-	45.1	61.2	100.0	
	sex basic sanitation facilities	2016	2022	2030	EBEIS, DepEd
	Proportion of public secondary schools with access to single-	77.1	77.8	100.0	
	sex basic sanitation facilities	2016	2022	2030	EBEIS, DepEd
4.a.1.p1.5	Proportion of public schools with access to basic handwashing facilities $^{\rm b\ 9}$				
	Proportion of public elementary schools with access to basic	61.0	95.1	100.0	
	handwashing facilities	2016	2022	2030	EBEIS, DepEd
	Proportion of public junior high schools with access to basic	60.5	92.6	100.0	ERETS DanEd
	handwashing facilities	2016	2022	2030	EBEIS, DepEd
	Proportion of public senior high schools with access to basic	60.5	87.8	100.0	EBEIS, DepEd
	handwashing facilities	2016	2022	2030	
rget 4.c	By 2030, substantially increase the supply of qualified teach especially least developed countries and small island develo		ugh international	cooperation for tea	acher training in developing count
.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 0 01 1	Foculty qualification with MS/MA degree /a	40.3	40.0	Increasing	Admin Data CHED
7.0.31.1	1 Faculty qualification with MS/MA degree/s	2015 ^m	2021	2030	Admin Data, CHED
4.0 \$1.2	2 Faculty qualification with Ph.D. degree/s	12.6	15.6	Increasing	Admin Data, CHED
4.0.51.2		2015 ^m	2021	2030	
4.c.s2	Number of TVET trainers trained	6,518 2016	9,351 2022	Increasing 2030	Admin Data, TESDA
	The SDG Watch is com as the official repository of SDG indicators in t More statistical information on the Phi	the Philippines per P	SA Board Resoluti	on No. 09 Series of	f 2017.

NOTES:

- This is a new main/sub-indicator based on the newly approved list of Philippine SDG Indicators. а
- b This is a refined main/sub-indicator based on the newly approved list of Philippine SDG Indicators.
- The indicator number was changed or transformed from another indicator classification (e.g. from global indicator to proxy indicator, from proxy indicator to с
- supplemental indicator and etc.) based on the newly approved list of Philippine SDG Indicators.
- Modified baseline year m
- Preliminary data р

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 1/ 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".

- 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 2/ baseline, as recommended by the UNESCAP.
- 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. Updates were based on the submission of DepEd to NEDA for the Targeting Workshop in December 2022 3/
- 4/
- Based on the submission of DepEd in September 2023 5/

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 United Nations Economic and Social Commission for Asia and the Pacific UNESCAP WASH Water, Sanitation and Hygiene