

4 QUALITY EDUCATION



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

| Goals/Targets/Indicators | | Baseline | Latest | Target ^{1/} | 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 ^{2/} (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 | 64.5 2016 | 66.9 2023 | 82.7 2030 | NAT, DepEd |
| | Female | 71.9 2016 | 70.7 2023 | 82.7 2030 | |
| | Male | 58.7 2016 | 63.3 2023 | 82.7 2030 | |
| | Mathematics | 41.9 2016 | 49.6 2023 | 78.0 2030 | NAT, DepEd |
| | Female | 45.3 2016 | 50.8 2023 | 78.0 2030 | |
| | Male | 39.2 2016 | 48.5 2023 | 78.0 2030 | |
| 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 | 52.1 ^r 2016 | 69.4 2023 | 84.2 2030 | NAT, DepEd |
| | Female | 61.7 2016 | 73.0 2023 | 84.2 2030 | |
| | Male | 43.3 2016 | 65.2 2023 | 84.2 2030 | |
| | Mathematics | 39.9 ^r 2016 | 55.9 2023 | 80.4 2030 | NAT, DepEd |
| | Female | 44.4 2016 | 57.5 2023 | 80.4 2030 | |
| | Male | 36.0 2016 | 54.0 2023 | 80.4 2030 | |
| 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 | 42.6 ^r 2016 | 42.4 2022 | 85.2 2030 | NAT, DepEd |
| | Female | 51.7 2016 | 49.9 2022 | 85.2 2030 | |
| | Male | 32.7 2016 | 34.1 2022 | 85.2 2030 | |
| | Mathematics | 17.1 ^r 2016 | 17.4 2022 | 85.1 2030 | NAT, DepEd |
| | Female | 18.6 2016 | 19.0 2022 | 85.1 2030 | |
| | Male | 15.7 2016 | 15.8 2022 | 85.1 2030 | |
| 4.1.2 | Completion rate ^{2/} | | | | |
| | Completion rate in elementary | 84.0 2015 | 92.8 2023 | 99.0 ^r 2030 | EBEIS, DepEd |
| | Female | 87.4 2015 | 95.1 2023 | 99.0 ^r 2030 | EBEIS, DepEd |
| | Male | 81.0 2015 | 90.7 2023 | 99.0 ^r 2030 | EBEIS, DepEd |
| | Completion rate in junior high school | 74.0 2015 | 82.5 2023 | 98.0 ^r 2030 | EBEIS, DepEd |
| | Female | 78.5 2015 | 87.4 2023 | 98.0 ^r 2030 | EBEIS, DepEd |

| | | | | | |
|-------------------|--|---------------------|---------------------|---------------------------------|-------------------|
| | Male | 69.7 2015 | 77.9 2023 | 98.0^r 2030 | EBEIS, DepEd |
| | Completion rate in senior high school ³ | 81.0 2018 | 73.3 2023 | 95.0^r 2030 | EBEIS, DepEd |
| | Female | 84.8 2018 | 79.0 2023 | 95.0^r 2030 | EBEIS, DepEd |
| | Male | 77.2 2018 | 68.1 2023 | 95.0^r 2030 | EBEIS, DepEd |
| 4.1.s1 | Cohort survival rate ^{2/} | | | | |
| | Cohort survival rate elementary | 87.5 2015 | 93.5 2023 | 100.0 2030 | EBEIS, DepEd |
| | Female | 90.6 2015 | 95.5 2023 | 100.0 2030 | EBEIS, DepEd |
| | Male | 84.8 2015 | 91.7 2023 | 100.0 2030 | EBEIS, DepEd |
| | Cohort survival rate junior high school | 81.6 2015 | 84.0 2023 | 99.0^r 2030 | EBEIS, DepEd |
| | Female | 85.9 2015 | 89.0 2023 | 99.0^r 2030 | EBEIS, DepEd |
| | Male | 77.3 2015 | 79.3 2023 | 99.0^r 2030 | EBEIS, DepEd |
| | Cohort survival rate senior high school ^{3/} | 82.6 2018 | 75.7 2023 | 96.0^r 2030 | EBEIS, DepEd |
| | Female | 86.2 2018 | 81.4 2023 | 96.0^r 2030 | EBEIS, DepEd |
| | Male | 78.9 2018 | 70.4 2023 | 96.0^r 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) ^{2/} (same as SDG indicator 1.4.s3) | 77.2 2015 | 77.5 2023 | 100.0 2030 | EBEIS, DepEd |
| | Girls | 77.9 2015 | 79.7 2023 | 100.0 2030 | EBEIS, DepEd |
| | Boys | 76.5 2015 | 75.6 2023 | 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 | 39.3 2015 | 50.5 2023 | 54.0^r 2030 | PRC data, CHED |
| 4.3.s4 | Technical-Vocational Education and Training certification rate | 91.9 2016 | 93.3 2023 | 95.0^r 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/} (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 ^{2/ 5/} | 0.9 2015 | 0.9 2023 | 1.0 2030 | EBEIS, DepEd |
| | Ratio of girls to boys in junior high school ^{2/ 5/} | 1.0 2015 | 1.0 2023 | 1.0 2030 | EBEIS, DepEd |
| | Ratio of girls to boys in senior high school ^{2/ 5/} | 1.1 2016 | 1.0 2023 | 1.0 2030 | EBEIS, DepEd |
| | Ratio of girls to boys in tertiary education | 1.2 2015 | 1.2 2023 | 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 | | | | |
| 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 |
| 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 ^{2/} | | | | |
| | 4.a.1.p1.1 Proportion of public schools with access to electricity | | | | |
| | Proportion of public elementary schools with access to electricity | 88.7 2016 | 97.4 2023 | 100.0 2030 | EBEIS, DepEd |
| | Proportion of public junior high schools with access to electricity | 93.1 2016 | 95.7 2023 | 100.0 2030 | EBEIS, DepEd |
| | Proportion of public senior high schools with access to electricity | 72.6 2016 | 93.5 2023 | 100.0 2030 | EBEIS, DepEd |
| | 4.a.1.p1.2 Proportion of public schools with access to the Internet for pedagogical purposes | | | | |
| | Proportion of public elementary schools with access to the Internet for pedagogical purposes | 8.0 2015 | 65.5 2023 | 98.0 ^r 2030 | EBEIS, DepEd |
| | Proportion of public junior high schools with access to the Internet for pedagogical purposes | 32.7 2015 | 64.1 2023 | 98.0 ^r 2030 | EBEIS, DepEd |
| | Proportion of public senior high schools with access to the Internet for pedagogical purposes | 16.1 2016 | 63.0 2023 | 98.0 ^r 2030 | EBEIS, DepEd |
| | 4.a.1.p1.3 Proportion of public schools with functional computers for pedagogical purposes | | | | |
| | Proportion of public elementary schools with functional computers for pedagogical purposes | 54.0 2015 | 71.8 2023 | 94.1 ^r 2030 | EBEIS, DepEd |
| | Proportion of public junior high schools with functional computers for pedagogical purposes | 84.5 2015 | 73.6 2023 | 94.0 ^r 2030 | EBEIS, DepEd |
| | Proportion of public senior high school with functional computers for pedagogical purposes | 23.6 2016 | 73.4 2023 | 93.8 ^r 2030 | EBEIS, DepEd |
| | 4.a.1.p1.4 Proportion of public schools with access to single-sex basic sanitation facilities | | | | |
| | Proportion of public elementary schools with access to single-sex basic sanitation facilities | 45.1 2016 | 63.0 2023 | 100.0 2030 | EBEIS, DepEd |
| | Proportion of public secondary schools with access to single-sex basic sanitation facilities | 77.1 2016 | 78.4 2023 | 100.0 2030 | EBEIS, DepEd |
| | 4.a.1.p1.5 Proportion of public schools with access to basic handwashing facilities | | | | |
| | Proportion of public elementary schools with access to basic handwashing facilities | 61.0 2016 | 92.0 2023 | 100.0 2030 | EBEIS, DepEd |
| | Proportion of public junior high schools with access to basic handwashing facilities | 60.5 2016 | 87.4 2023 | 100.0 2030 | EBEIS, DepEd |
| | Proportion of public senior high schools with access to basic handwashing facilities | 60.5 2016 | 85.1 2023 | 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 ^{2/} | | | | |
| | Primary Education | 100.0 2015 | 100.0 2023 | | EBEIS, DepEd |
| | Junior High School | 100.0 2015 | 100.0 2023 | | EBEIS, DepEd |
| | Senior High School | 100.0 2016 | 100.0 2023 | | EBEIS, DepEd |
| 4.c.s1 | Faculty qualification (HEd) | | | | |
| | 4.c.s1.1 Faculty qualification with MS/MA degree/s | 40.3 2015 | 40.9 2023 | 45.0 ^r 2030 | Admin Data, CHED |
| | 4.c.s1.2 Faculty qualification with Ph.D. degree/s | 12.6 2015 | 17.6 2023 | 20.0 ^r 2030 | Admin Data, CHED |
| 4.c.s2 | Number of TVET trainers trained | 6,518 2016 | 5,905 2023 | 11,444 ^r 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:

^r Revised data.

1/ This is based on the updated 2030 nationally determined numerical targets for the SDGs identified through the conduct of consultation and validation workshops through the Sub-Committee on SDGs of the DBCC and its TWG spearheaded by the NEDA.

2/ Based on the submission of DepEd in January 2025.

3/ Estimation of this sub-indicator only started in SY 2018-2019.

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/ Computed Parity indices is based on enrollment only (not on Net Enrollment Rate).

ACRONYMS:

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| DBCC | Development Budget Coordination Committee |
| 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 |
| MS/MA | Master of Science / Master of Arts |
| NAT | National Achievement Test |
| NEDA | National Economic and Development Authority |
| PhD | Doctor of Philosophy |
| 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 |
| TWG | Technical Working Groups |
| WASH | Water, Sanitation and Hygiene |