



Preliminary as of February 2019

Goals/Targets/Indicators	Baseline		2018		Data Source Agency	
	Data	Year	Data	Year		
GOAL 4. ENSURE INCLUSIVE AND QUALITY EDUCATION FOR ALL AND PROMOTE LIFELONG LEARNING						
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					
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					
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					
4.1.s1.1	Completion Rate of elementary students	96.23%	2017-2018	no data available	2018-2019	EBEIS, DepEd
4.1.s1.2	Completion Rate of secondary students	83.39%	2017-2018	no data available	2018-2019	EBEIS, DepEd
4.1.s2.1	Cohort Survival Rate of elementary students	97.84%	2017-2018	no data available	2018-2019	EBEIS, DepEd
4.1.s2.2	Cohort Survival Rate of secondary students	84.99%	2017-2018	no data available	2018-2019	EBEIS, DepEd
4.1.s3.1	Dropout Rate or School Leavers Rate in elementary	0.80%	2017-2018	no data available	2018-2019	EBEIS, DepEd
4.1.s3.2	Dropout Rate or School Leavers Rate in secondary	3.27%	2017-2018	no data available	2018-2019	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)					EBEIS, DepEd
	Girls					
	Boys					
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 in the previous 12 months, by sex					
4.3.s1	Net Enrolment Rate in elementary education	90.67%	2017-2018	no data available	2018-2019	EBEIS, DepEd
4.3.s2	Net Enrolment Rate in secondary education	63.77%	2017-2018	no data available	2018-2019	EBEIS, DepEd
4.3.s3	Passing rate in licensure exam (HEd)					PRC data, CHED
4.3.s4	Certification rate (TVET)	94	2017	93	2018	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					FLEMMS, PSA
4.4.1.p1.1	Proportion of population with exposure to social interaction in the internet					FLEMMS, PSA
4.4.1.p1.2	Proportion of population with exposure to research work/study in the internet					
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	0.91				DepEd
	Ratio of girls to boys in secondary education	1.02				DepEd
	Ratio of girls to boys in tertiary education					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					
	Female population	89.8	2013			FLEMMS, PSA
	Male population	84.8	2013			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					



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	Female population	96.9	2013		FLEMMS, PSA	
	Male population	95.5	2013		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)					
4.a.1.1	Proportion of schools with access to electricity					
	Elementary schools				EBEIS, DepEd	
	Secondary schools				EBEIS, DepEd	
4.a.1.2	Proportion of schools with access to the Internet for pedagogical purposes					
	Elementary schools				EBEIS, DepEd	
	Secondary schools				EBEIS, DepEd	
4.a.1.3	Proportion of schools with access to computers for pedagogical purposes					
	Elementary schools				EBEIS, DepEd	
	Secondary schools				EBEIS, DepEd	
4.a.1.4	Proportion of schools with access to single-sex basic sanitation facilities					
	Elementary schools				EBEIS, DepEd	
	Secondary schools				EBEIS, DepEd	
4.a.1.5	Proportion of schools with access to basic handwashing facilities (as per the WASH indicator definitions)					
	Elementary schools				EBEIS, DepEd	
	Secondary schools				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	29.6	2017	26.7	2018	Admin Data, CHED
4.c.s1.2	Faculty qualification with Ph.D. degree/s	13.1	2017	10.5	2018	
4.c.s2	Number of TVET trainers trained	798	2017	840	2018	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 Central Visayas SDGs can be accessed at <http://rsoo07.psa.gov.ph/sdg>.

NOTES:

ACRONYMS:

- CHED Commission on Higher Education
- DepEd Department of Education
- EBEIS Enhanced Basic Education Information System
- FLEMMS Functional Literacy, Education and Mass Media Survey
- Hed Higher Education
- PSA Philippine Statistics Authority
- TESDA Technical Education and Skills Development Authority
- TVET Technical-Vocational Education and Training