



Goals/Targets/Indicators	Baseline	Latest				Target	Data Source Agency	Remarks
		2017	2018	2019	2020	2030		



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							
	Proportion of children in grades 2/3 achieving at least a minimum proficiency level in (i) reading							
	Proportion of children in grades 2/3 achieving at least a minimum proficiency level in (ii) mathematics							
	Both Sexes						NAT, DepEd Curriculum and Learning Management Division (CLMD)	No Data Yet from the concerned Office
	Reading							
	Mathematics							
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							
	Proportion of children at the end of primary achieving at least a minimum proficiency level in (i) reading							
	Proportion of children at the end of primary achieving at least a minimum proficiency level in (ii) mathematics							
	Both Sexes						NAT, DepEd Curriculum and Learning Management Division (CLMD)	No Data Yet from the concerned Office
	Reading							
	Mathematics							
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							
	Proportion of children at the end of lower secondary achieving at least a minimum proficiency level in (i) reading							
	Proportion of children at the end of lower secondary achieving at least a minimum proficiency level in (ii) mathematics							
	Both Sexes						NAT, DepEd Curriculum and Learning Management Division (CLMD)	No Data Yet from the concerned Office
	Reading							
	Mathematics							
4.1.s1	Completion Rate							
4.1.s1.1	Elementary	92.16% (2017 - 2018)	98.59% (2018 - 2019)	96.30% (2019-2020)			EBEIS, DepEd Policy, Planning and Research Division (PPRD)	
	Female	95.04% (2017 - 2018)	100.00% (2018 - 2019)	98.07% (2019-2020)				
	Male	89.59% (2017 - 2018)	96.57% (2018 - 2019)	94.45% (2019-2020)				
4.1.s1.2	Secondary (Junior High School)	83.88% (2017 - 2018)	92.29% (2018 - 2019)	83.76% (2019-2020)			EBEIS, DepEd Policy, Planning and Research Division (PPRD)	
	Female	88.80% (2017 - 2018)	95.51% (2018 - 2019)	89.02% (2019-2020)				
	Male	78.99% (2017 - 2018)	88.06% (2018 - 2019)	78.67% (2019-2020)				
4.1.s2	Cohort Survival Rate							
4.1.s2.1	Elementary	93.91% (2017 - 2018)	98.89% (2018 - 2019)	97.48% (2019-2020)			EBEIS, DepEd Policy, Planning and Research Division (PPRD)	
	Female	96.55% (2017 - 2018)	100.00% (2018 - 2019)	98.96% (2019-2020)				
	Male	91.56% (2017 - 2018)	97.14% (2018 - 2019)	95.87% (2019-2020)				
4.1.s2.2	Secondary (Junior High school)	85.47% (2017 - 2018)	92.59% (2018 - 2019)	85.34% (2019-2020)			EBEIS, DepEd Policy, Planning and Research Division (PPRD)	
	Female	90.37% (2017 - 2018)	95.88% (2018 - 2019)	90.59% (2019-2020)				
	Male	80.62% (2017 - 2018)	88.29% (2018 - 2019)	80.25% (2019-2020)				
4.1.s3	Dropout Rate or School Leavers Rate							
4.1.s3.1	Elementary	1.52% (2017 - 2018)	0.23% (2018 - 2019)	0.62% (2019-2020)			EBEIS, DepEd Policy, Planning and Research Division (PPRD)	
	Female	0.88% (2017 - 2018)	0.00% (2018 - 2019)	0.32% (2019-2020)				
	Male	2.09% (2017 - 2018)	0.57% (2018 - 2019)	1.09% (2019-2020)				
4.1.s3.2	Secondary (Junior High School)	5.38% (2017 - 2018)	2.77% (2018 - 2019)	5.45% (2019-2020)			EBEIS, DepEd Policy, Planning and Research Division (PPRD)	
	Female	3.44% (2017 - 2018)	1.12% (2018 - 2019)	3.36% (2019-2020)				
	Male	7.27% (2017 - 2018)	4.39% (2018 - 2019)	7.45% (2019-2020)				

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)	80.48% (2016 - 2017)		97.40% (2018 - 2019)	95.05% (2019 - 2020)	No Data Yet (2020 - 2021)		EBEIS, DepEd Policy, Planning and Research Division (PPRD)	Gross Enrolment Rate of Kindergarten	
	Girls	79.20% (2016 - 2017)		96.48% (2018 - 2019)	93.06% (2019 - 2020)	No Data Yet (2020 - 2021)				
	Boys	81.70% (2016 - 2017)		98.27% (2018 - 2019)	96.94% (2019 - 2020)	No Data Yet (2020 - 2021)				
	AVERAGE	0.9% (2016-2017)		1.0% (2017-2018 & 2018-2019)	1.0% (2019 - 2020)	No Data Yet (2020 - 2021)				
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	98.41% (2017 - 2018)		98.17% (2018 - 2019)		97.97% (2019-2020)		EBEIS, DepEd Policy, Planning and Research Division (PPRD)		
	Female	98.35% (2017 - 2018)		97.69% (2018 - 2019)		97.72% (2019-2020)				
	Male	98.47% (2017 - 2018)		98.62% (2018 - 2019)		98.21% (2019-2020)				
4.3.s2	Net Enrolment Rate in secondary education	63.77% (2017 - 2018)						EBEIS, DepEd Policy, Planning and Research Division (PPRD)		
	Junior High School	78.51% (2017 - 2018)		87.64% (2018 - 2019)		88.52% (2019-2020)				
	Female	85.53% (2017 - 2018)		87.27% (2018 - 2019)		93.97% (2019-2020)				
	Male	71.91% (2017 - 2018)		82.27% (2018 - 2019)		83.37% (2019-2020)				
	Senior High School	47.21% (2017 - 2018)		53.28% (2018 - 2019)		47.81% (2019-2020)				
	Female	57.06% (2017 - 2018)		63.24% (2018 - 2019)		57.12% (2019-2020)				
	Male	37.99% (2017 - 2018)		43.97% (2018 - 2019)		39.12% (2019-2020)				
4.3.s3	Passing rate in licensure exam (HEd)								PRC data, CHED	
4.3.s4	Certification rate (TVET)	94 % 2017	94 % 2017	84.73% 2018	87.07% 2019	54% 2020			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	44.4 2013			75.2 2019			FLEMMS, PSA		
4.4.1.p1.1	Proportion of population with exposure to social interaction in the internet	39.2 2013			73.3 2019			FLEMMS, PSA		
4.4.1.p1.2	Proportion of population with exposure to research work/study in the internet	38.4 2013			65.3 2019			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	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	No Data Yet (2016 - 2017)		No Data Yet (2018 - 2019)	No Data Yet (2019 - 2020)	No Data Yet (2020-2021)		EBEIS, DepEd Policy, Planning and Research Division (PPRD)		
	Ratio of girls to boys in secondary education	No Data Yet (2016 - 2017)		No Data Yet (2018 - 2019)	No Data Yet (2019 - 2020)	No Data Yet (2020-2021)		EBEIS, DepEd Policy, Planning and Research Division (PPRD)		
	Ratio of girls to boys in tertiary education	115.8 2016	120.1 2017	123.7 2018	125.8 2019	149.2 2020		CHECKS, CHED		
	Male		133,010	102,158	118,729	79,563				
	Female		159,743	126,408	149,311	118,729				
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	87.3 2013			89.1 2019			FLEMMS, PSA		
	Female population	89.8 2013			91.0 2019			FLEMMS, PSA		
	Male population	84.8 2013			87.2 2019			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	96.2 2013			95.83 2019			FLEMMS, PSA		
	Female population	96.9 2013			96.91 2019			FLEMMS, PSA		
	Male population	95.5 2013			94.78 2019			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							EBEIS, DepEd		
	Elementary schools									
	Secondary schools (Junior High School) Secondary schools (Senior High School)									
4.a.1.2	Proportion of schools with access to the Internet for pedagogical purposes							EBEIS, DepEd		
	Elementary schools									
	Secondary schools (Junior High School) Secondary schools (Senior High School)									
4.a.1.3	Proportion of schools with access to computers for pedagogical purposes							EBEIS, DepEd		
	Elementary schools									
	Secondary schools (Junior High School) Secondary schools (Senior High School)									
4.a.1.4	Proportion of schools with access to single-sex basic sanitation facilities							EBEIS, DepEd		
	Elementary schools									
	Secondary schools (Junior High School)									
4.a.1.5	Proportion of schools with access to basic handwashing facilities (as per the WASH indicator definitions)							EBEIS, DepEd		
	Elementary schools									

	Secondary schools (Junior High School)							EBEIS, DepEd	
	Secondary schools (Senior High School)								
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	29.6 2017	26.7 2018	21.8 2019	22.48 2020		Admin Data, CHED	
4.c.s1.2	Faculty qualification with Ph.D. degree/s	13.1 2017	13.1 2017	10.5 2018	26.5 2019	25.72 2020			
4.c.s2	Number of TVET trainers trained	798 2017	798 2017	840 2018	827 2019	310 2020		Admin Data, TESDA	
<small>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 MDGs can be accessed at http://psa.gov.ph/sdg.</small>									

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
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