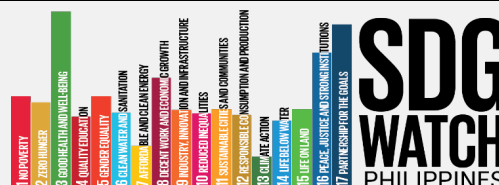



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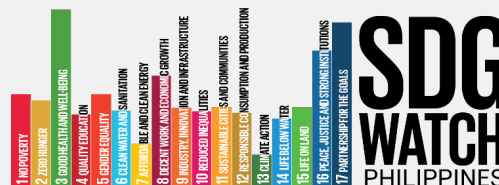
Goals/Targets/Indicators		Baseline		Data Source Agency
		Data	Year	
<div><div><div>4</div><div>QUALITY EDUCATION</div><div></div></div><div><h1>GOAL 4. ENSURE INCLUSIVE AND QUALITY EDUCATION FOR ALL AND PROMOTE LIFELONG LEARNING</h1></div></div>				
target 4.1		By 2030, ensure that all girls and boys 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	92.7	2016	EBEIS, DepEd
4.1.s1.2	Completion Rate of secondary students	82.4	2016	EBEIS, DepEd
4.1.s2.1	Cohort Survival Rate of elementary students	94.2	2016	EBEIS, DepEd
4.1.s2.2	Cohort Survival Rate of secondary students	84.6	2016	EBEIS, DepEd
4.1.s3.1	Dropout Rate or School Leavers Rate in elementary	1.4	2016	EBEIS, DepEd
4.1.s3.2	Dropout Rate or School Leavers Rate in secondary	5.6	2016	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)	74.1	2015	EBEIS, DepEd
	Girls	75.9	2015	
	Boys	72.4	2015	
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	95.9	2016	EBEIS, DepEd
4.3.s2	Net Enrolment Rate in secondary education	74.2	2016	EBEIS, DepEd
4.3.s3	Passing rate in licensure exam (HEd)	37.6	2016	PRC data, CHED
4.3.s4	Certification rate (TVET)	91.9	2016	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		



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Goals/Targets/Indicators		Baseline		Data Source Agency
		Data	Year	
<div>4</div> <div>QUALITY EDUCATION</div> <div></div>	GOAL 4. ENSURE INCLUSIVE AND QUALITY EDUCATION FOR ALL AND PROMOTE LIFELONG LEARNING			
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	0.9	2016	DepEd
	Ratio of girls to boys in secondary education	1.0	2016	DepEd
	Ratio of girls to boys in tertiary education	1.3	2016	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	90.3	2013	FLEMMS, PSA
	Female population	92.0	2013	FLEMMS, PSA
	Male population	88.7	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	96.5	2013	FLEMMS, PSA
	Female population	96.1	2013	FLEMMS, PSA
	Male population	97.0	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	88.7	2016	EBEIS, DepEd
	Secondary schools	93.1	2016	EBEIS, DepEd
4.a.1.2	Proportion of schools with access to the Internet for pedagogical purposes			
	Elementary schools	25.6	2016	EBEIS, DepEd
	Secondary schools	33.2	2016	EBEIS, DepEd
4.a.1.3	Proportion of schools with access to computers for pedagogical purposes			
	Elementary schools	78.5	2016	EBEIS, DepEd
	Secondary schools	83.1	2016	EBEIS, DepEd
4.a.1.4	Proportion of schools with access to single-sex basic sanitation facilities			
	Elementary schools	91.8	2016	EBEIS, DepEd
	Secondary schools	94.9	2016	EBEIS, DepEd
4.a.1.5	Proportion of schools with access to basic handwashing facilities (as per the WASH indicator definitions)			
	Elementary schools	91.0	2014	EBEIS, DepEd
	Secondary schools	94.0	2014	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			



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Goals/Targets/Indicators	Baseline		Data Source Agency
	Data	Year	
GOAL 4. ENSURE INCLUSIVE AND QUALITY EDUCATION FOR ALL AND PROMOTE LIFELONG LEARNING			
4.c.s1 Faculty qualification (HEd)			
4.c.s1.1 Faculty qualification with MS/MA degree/s	40.4	2017	Admin Data, CHED
4.c.s1.2 Faculty qualification with Ph.D. degree/s	13.3	2017	
4.c.s2 Number of TVET trainers trained	6,518	2016	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 MDGs can be accessed at http://psa.gov.ph/sdg .			

NOTES:

- * Special computation made by the PSA Technical Staff
 ** 1 if the country satisfies the requirement of the indicator, 0 otherwise

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