SDG 4 Summary

Number of Targets	Number of Indicators
10	12

Indicator Status	
Available	12
Unavailable	0
NA	0
Related to Organizations' Account	0
Total	12

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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 education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Figure (4.1): Proportion of students who took the national test and achieved a minimum proficiency level in reading and mathematics Grade 3 of primary school (2016 - 2022)

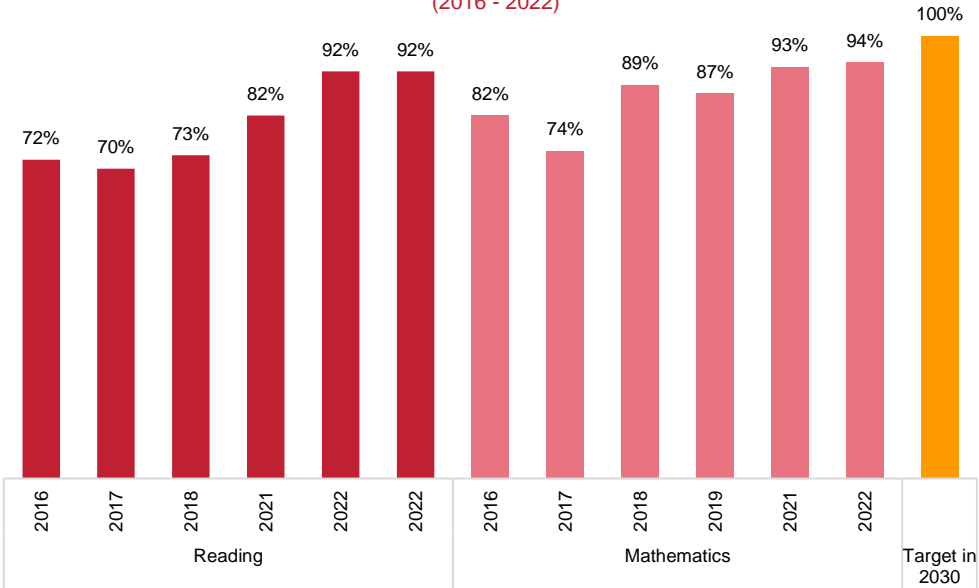| Reading						Mathematics						Target in 2030
2016	2017	2018	2021	2022	2022	2016	2017	2018	2019	2021	2022	
72%	70%	73%	82%	92%	92%	82%	74%	89%	87%	93%	94%	100%

Table (4.1)	(a) Proportion of 3rd grade students who passed the national test and achieved a minimum proficiency level in reading and mathematics by sex and subject (2016-2022)								
Subject	**Sex**	**2016**	**2017**	**2018**	**2019**	**2020***	**2021**	**2022**	**Goal by 2030**
Reading	Males	70%	64%	69%	79%		94%	93%	100%
	Females	74%	75%	77%	85%		91%	91%	100%
	Total	72%	70%	73%	82%	*	92%	92%	100%
Math	Males	82%	71%	87%	86%		94%	94%	100%
	females	82%	76%	90%	89%		92%	94%	100%
	Total	82%	74%	89%	87%		93%	94%	100%
Gender Parity Index in reading		1.06	1.17	1.12	1.08		0.97	0.98	1.00
Gender Parity Index in math		1.00	1.07	1.03	1.03	*	0.98	1.00	1.00

*: In 2020, the national test for the academic year 2019/2020 was not conducted due to the Corona pandemic (Covid-19)

Source: Ministry of Education and Higher Education and PSA calculations

Figure (4.2):): Proportion of students who took the national test and achieved a minimum proficiency level in reading, mathematics and English at the end of the primary stage (2016 -2022)
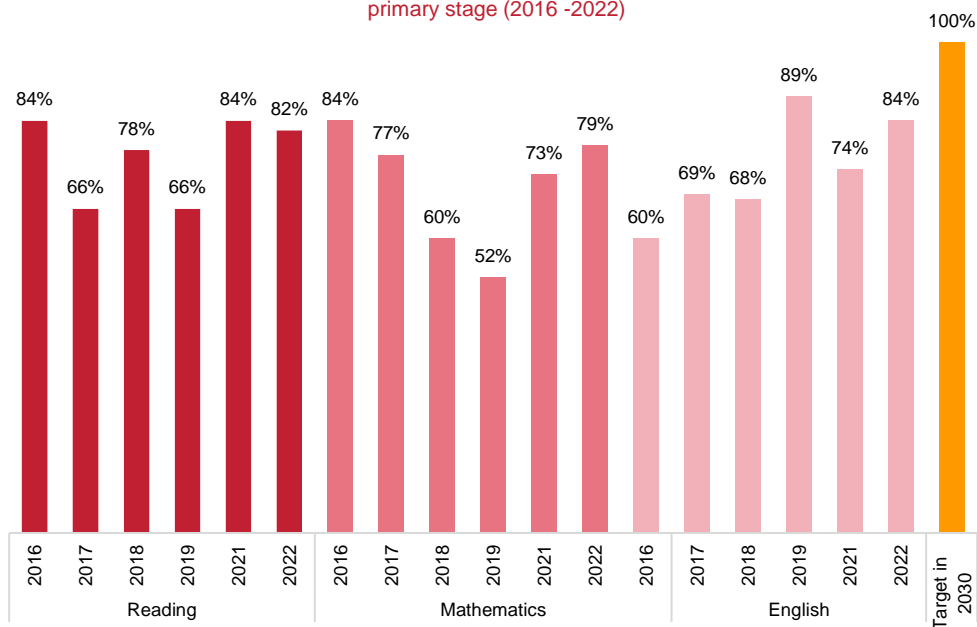

(4)

Table (4.2)	(b) Proportion of students who passed the national test and achieved a minimum proficiency level in reading, mathematics and English at the end of primary school by sex and subject (2016-2022)								
Subject	Sex	2016	2017	2018	2019	2020*	2021	2022	Goal by 2030
Reading	Males	81%	56%	69%	57%		78%	79%	100%
	Females	86%	74%	85%	76%		91%	86%	100%
	Total	84%	66%	78%	66%		84%	82%	100%
Math	Males	85%	69%	49%	44%	*	68%	74%	100%
	Females	84%	84%	69%	60%		79%	84%	100%
	Total	84%	77%	60%	52%		73%	79%	100%
English	Males	62%	63%	62%	85%		68%	80%	100%
	Females	58%	75%	73%	94%		80%	88%	100%
	Total	60%	69%	68%	89%		74%	84%	100%
Gender Parity Index in reading		1.06	1.32	1.23	1.33		1.17	1.09	1.00
Gender Parity Index in math		0.99	1.22	1.41	1.36		1.16	1.14	1.00
Gender Parity Index in English		0.94	1.19	1.18	1.11		1.18	1.10	1.00

*: In 2020, the national test for the academic year 2019/2020 was not conducted due to the Corona pandemic (Covid-19)

Source: Ministry of Education and Higher Education and PSA calculations

Figure (4.3): Percentage of students who took the national test and achieved the minimum proficiency in reading, mathematics and English by the end of the first stage of secondary education (2016 - 2022)
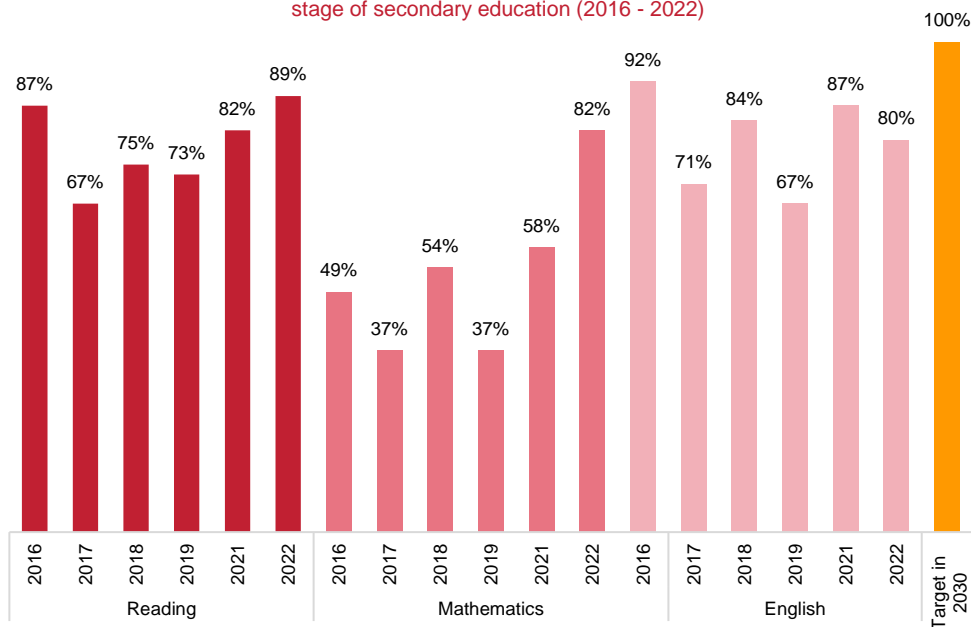

(5)

Table (4.3)	(c) Proportion of students who passed the national test and achieved a minimum proficiency level in reading, mathematics and English at the end of secondary school by sex and subject (2016-2022)								
Subject	Sex	2016	2017	2018	2019	2020*	2021	2022	Goal by 2030
Reading	Males	83%	60%	66%	64%		77%	85%	100%
	Females	91%	73%	84%	82%		86%	94%	100%
	Total	87%	67%	75%	73%		82%	89%	100%
Math	Males	47%	34%	43%	25%	*	51%	78%	100%
	Females	51%	40%	64%	48%		64%	87%	100%
	Total	49%	37%	54%	37%		58%	82%	100%
English	Males	92%	64%	76%	58%		82%	72%	100%
	Females	93%	78%	92%	76%		92%	88%	100%
	Total	92%	71%	84%	67%		87%	80%	100%
Gender Parity Index in reading		1.10	1.22	1.27	1.28		1.12	1.11	1.00
Gender Parity Index in math		1.09	1.18	1.49	1.92		1.25	1.12	1.00
Gender Parity Index in English		1.01	1.22	1.21	1.31		1.12	1.22	1.00

*: In 2020, the national test for the academic year 2019/2020 was not conducted due to the Corona pandemic (Covid-19)

Source: Ministry of Education and Higher Education and PSA calculations

4.1.2 Completion rate (primary education, lower secondary education, upper secondary education).

Figure (4.4): Completion rate of educational stages (2016 - 2021)
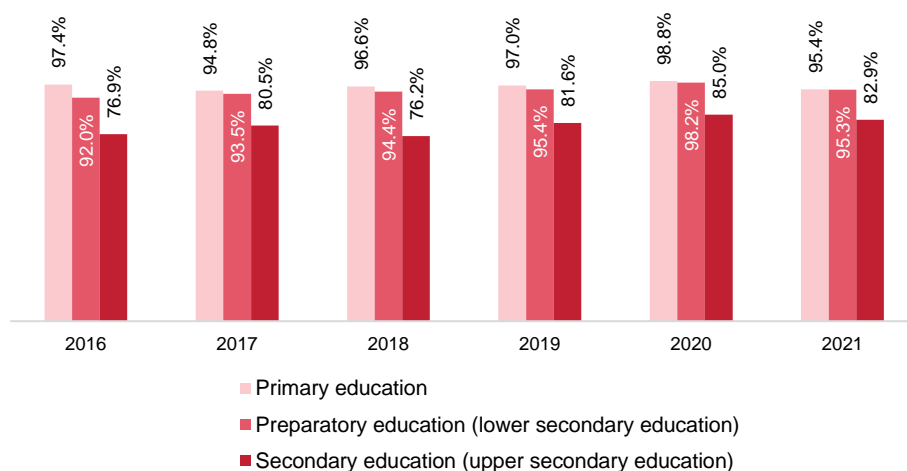

■ Primary education
■ Preparatory education (lower secondary education)
■ Secondary education (upper secondary education)

Table (4.4)	Completion rate (primary education, lower secondary education, upper secondary education) by nationality and sex (2016-2021)							
Sub-indicator	Nationality	Characteristics	2016	2017	2018	2019	2020	2021
(a) Completion rate in primary education	Qataris	Males	95.2%	86.7%	94.6%	92.0%	98.5%	91.0%
		Females	98.9%	95.4%	97.6%	98.4%	99.5%	96.0%
		Total	96.9%	91.0%	96.0%	95.0%	99.0%	93.3%
	Non-Qataris	Males	96.9%	95.4%	96.2%	97.2%	98.5%	95.8%
		Females	98.5%	98.0%	97.6%	98.8%	99.0%	96.9%
		Total	97.7%	96.6%	96.8%	98.0%	98.7%	96.3%
	Total	Males	96.3%	92.5%	95.6%	95.6%	98.5%	94.4%
		Females	98.7%	97.1%	97.6%	98.7%	99.2%	96.6%
		Total	97.4%	94.8%	96.6%	97.0%	98.8%	95.4%
(b) Completion rate in lower preparatory education (lower secondary education)	Qataris	Males	87.1%	88.5%	91.7%	89.8%	96.2%	92.1%
		Females	87.2%	92.6%	95.9%	95.5%	98.6%	93.7%
		Total	87.2%	90.5%	93.7%	92.6%	97.4%	92.9%
	Non-Qataris	Males	94.3%	93.9%	93.3%	95.7%	98.4%	96.0%
		Females	94.8%	96.5%	96.5%	98.2%	99.0%	97.3%
		Total	94.6%	95.2%	94.8%	96.9%	98.6%	96.6%
	Total	Males	91.8%	92.0%	92.7%	93.6%	97.6%	94.6%
		Females	92.1%	95.1%	96.3%	97.2%	98.8%	96.0%
		Total	92.0%	93.5%	94.4%	95.4%	98.2%	95.3%
(c) Completion rate in secondary education (upper secondary education)	Qataris	Males	60.5%	65.6%	50.6%	62.7%	68.4%	70.6%
		Females	71.3%	79.0%	75.3%	83.2%	87.3%	84.5%
		Total	65.9%	72.0%	62.0%	71.7%	76.9%	76.6%
	Non-Qataris	Males	82.7%	82.6%	81.5%	84.4%	86.2%	82.2%
		Females	87.9%	91.1%	90.7%	93.1%	95.1%	92.2%
		Total	85.2%	86.7%	85.9%	88.6%	90.5%	87.0%
	Total	Males	73.3%	75.3%	68.7%	75.0%	78.7%	77.3%
		Females	80.6%	86.0%	84.6%	89.2%	92.0%	89.4%
		Total	76.9%	80.5%	76.2%	81.6%	85.0%	82.9%
Gender Parity Index	Primary education		1.02	1.05	1.02	1.03	1.01	1.02
	Preparatory education		1.00	1.03	1.04	1.04	1.01	1.02
	Secondary education		1.10	1.14	1.23	1.19	1.17	1.16

Source: Ministry of Education and Higher Education and PSA calculations.

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

4.2.1 Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex

Table (4.5)	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex (2012)					
Characteristics	**Age Group**	**Proportion of children aged 36-59 months who are on track in:**				**Early Childhood Development Index Score**
		Literacy and Numeracy	Physical	Psycho-social	Learning	
Sex — Males	Less than five years	61.1	93.2	79.1	86.2	82.6
Sex — Females		64.3	91.4	72.7	88.2	85.4
Nationality — Qataris		55.6	92.9	75.9	89.4	82.8
Nationality — Non-Qataris		66.2	92.1	76.1	86.1	84.5
Age Group	36-47 months	50.5	89.4	76.5	83.2	79.1
	48-59 months	76.1	95.5	75.4	91.6	89.3
Total		**62.7**	**92.3**	**76.0**	**87.2**	**83.9**
Gender Parity Index		**1.05**	**0.98**	**0.92**	**1.02**	**1.03**

Source: Planning and Statistics Authority – Multi-indicator Cluster Survey

4-2-2 Participation rate in organized learning (one year before the official primary entry age) by sex

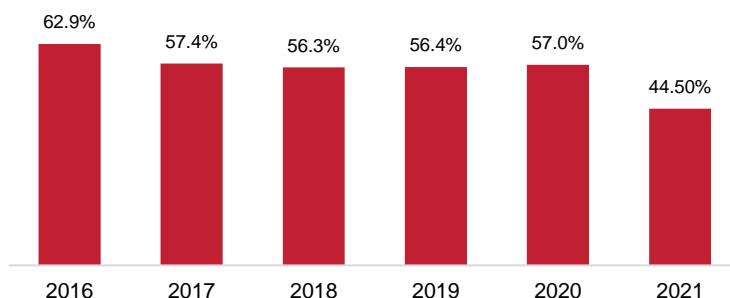Figure (4.5): Gross enrollment rate in kindergartens (2016 - 2021)

2016	2017	2018	2019	2020	2021
62.9%	57.4%	56.3%	56.4%	57.0%	44.50%

Table (4.6)	Participation rate in organized learning (one year before the official primary entry age) by nationality and sex (2016-2021)						
Nationality	Sex	2016	2017	2018	2019	2020	2021
Qataris	Males	60.5%	62.2%	64.8%	65.8%	67.8%	63.1%
	Females	64.3%	62.4%	65.4%	65.8%	67.8%	64.0%
	Total	62.3%	62.3%	65.1%	65.8%	67.8%	63.6%
Non-Qataris	Males	63.9%	55.8%	54.2%	53.4%	53.3%	38.7%
	Females	62.5%	55.3%	51.9%	52.0%	52.5%	38.1%
	Total	63.2%	55.5%	53.0%	52.7%	52.9%	38.4%
Total	Males	62.8%	57.6%	57.1%	56.9%	57.3%	44.7%
	Females	63.1%	57.3%	55.5%	55.8%	56.6%	44.4%
	Total	62.9%	57.4%	56.3%	56.4%	57.0%	44.5%
Gender Parity Index		1.00	0.99	0.97	0.98	0.99	0.99

Source: Ministry of Education and *Higher Education, Planning and Statistics Authority calculations*

Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university men

4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

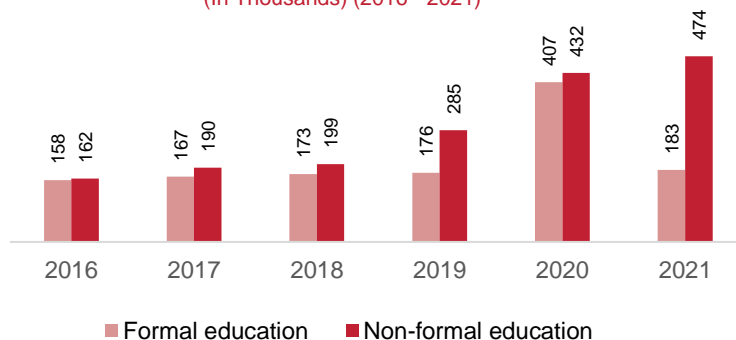Figure (4.6): Number of Enrollees in Education by Type of Education (In Thousands) (2016 - 2021)

Formal education   Non-formal education

Type of Education	Educational Entity	Sex and Nationality	2016	2017	2018	2019	2020	2021
Formal Education*	Schools		147,798	156,032	161,915	164,553	170,191	169,746
	Universities		9,223	9,838	10,326	10,437	10,843	12,857
	Scholarships		853	707	762	686	486	407
	Night schools		860	290	329	425	558	478
	Total		158,734	166,867	173,332	176,101	182,078	183,488
Non-formal education**	Training	Males	155,049	186,474	194,457	281,104	235,517	470,758
	Dar Alinma Training		13	186	294	291	108	6
	Youth and Sports Center Courses		6,803	3,318	4,151	3,801	9,133	2,956
	Lawyers in Training		3	3	5	12	10	8
	Total		161,868	189,981	198,907	285,208	244,768	473,728
Total formal and non-formal education for males			**320,602**	**356,848**	**372,239**	**461,309**	**426,846**	**657,216**
Formal Education*	Schools		140,836	148,258	153,885	157,016	162,467	161,805
	Universities		19,445	21,644	23,596	24,807	26,269	28,568
	Scholarships		317	280	376	362	277	232
	Night schools		1,318	1,250	949	1,011	985	399
	Total		161,916	171,432	178,806	183,196	189,998	191,004
Non-formal education**	Training	Females	69,970	91,976	91,742	190,387	171,875	247,562
	Dar Alinma Training		46	192	572	305	124	0
	Youth and Sports Center Courses		2,848	3,977	19,325	10,008	14,838	4,004
	Lawyers in Training		4	4	6	10	14	14
	Total		72,868	96,149	111,645	200,710	186,851	251,580
Total formal and non-formal education for females			**234,784**	**267,581**	**290,451**	**383,906**	**376,849**	**442,584**
Formal Education*	Schools		96,115	99,946	101,928	104,436	106,324	107,803
	Universities		17,792	20,357	22,283	22,762	23,153	25,809
	Scholarships		1,170	987	1,138	1,048	763	639
	Night schools		1,838	1,296	1,106	1,269	1,360	824
	Total		116,915	122,586	126,455	129,515	131,600	135,075
Non-formal education**	Training	Qataris	44,112	48,076	48,958	55,783	48,775	76,745
	Dar Alinma Training		46	228	571	200	125	6
	Youth and Sports Center Courses		6,507	4,649	15,577	7,634	13,336	4,183
	Lawyers in Training		7	7	9	16	17	15
	Total		50,672	52,960	65,115	63,633	62,253	80,949
Total formal and non-formal education for Qataris			**167,587**	**175,546**	**191,570**	**193,148**	**193,853**	**216,024**

Table (4.7) — Number of education enrollments by type of education, educational entity, sex and nationality (2016-2021)

Table (4.7)	**Number of education enrollments by type of education, educational entity, sex and nationality (2016-2021)**							
Type of Education	**Educational Entity**	**Sex and Nationality**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Formal Education*	Schools	Non-Qataris	192,519	204,344	213,872	217,133	226,334	223,748
	Universities		10,876	11,125	11,639	12,482	13,959	15,616
	Scholarships		-	-	-	-	-	-
	Night schools		340	244	172	167	183	53
	Total		203,735	215,713	225,683	229,782	240,476	239,417
Non-formal education**	Training		180,907	230,374	237,241	415,708	358,617	641,575
	Dar Alinma Training		13	150	295	396	107	0
	Youth and Sports Center Courses		3,144	2,646	7,899	6,175	10,635	2,777
	Lawyers in Training		0	0	2	6	7	7
	Total		184,064	233,170	245,437	422,285	369,366	644,359
Total formal and non-formal education for non-Qataris			**387,799**	**448,883**	**471,120**	**652,067**	**609,842**	**1,099,800**
Formal Education*	Schools	Total	288,634	304,290	315,800	321,569	332,658	331,551
	Universities		28,668	31,482	33,922	35,244	37,112	41,425
	Scholarships		1,170	987	1,138	1,048	763	639
	Night schools		2,178	1,540	1,278	1,436	1,543	877
	Total		320,650	338,299	352,138	359,297	372,076	374,492
Non-formal education**	Training		225,019	278,450	286,199	471,491	407,392	718,320
	Dar Alinma Training		59	378	866	596	232	6
	Youth and Sports Center Courses		9,651	7,295	23,476	13,809	23,971	6,960
	Lawyers in Training		7	7	11	22	24	22
	Total		234,736	286,130	310,552	485,918	431,619	725,308
Total formal and non-formal education for all			**555,386**	**624,429**	**662,690**	**845,215**	**803,695**	**1099,800**
Gender Parity Index	Formal education		1.02	1.03	1.03	1.04	1.04	1.04
	Non-formal education		0.45	0.51	0.56	0.70	0.17	0.53

Formal education and training: defined as education provided by the system of schools, high schools, universities and other formal educational institutions that usually constitute a sequential ladder of full-time education for children and youth.

**Non-formal education and training: defined as any structured and sustainable learning activity that does not fully comply with the aforementioned definition of formal education. Non-formal education can therefore take place inside or outside educational institutions and embrace people of all ages. Depending on national contexts, non-formal education can cover educational programs that will impart adult literacy, life skills, practical skills and general culture.*

***Entrepreneurship Training Services*

Source: Ministry of Education and Higher Education and public and private universities.

4-4-1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

(a) Proportion of adults with ICT skills by type of skill

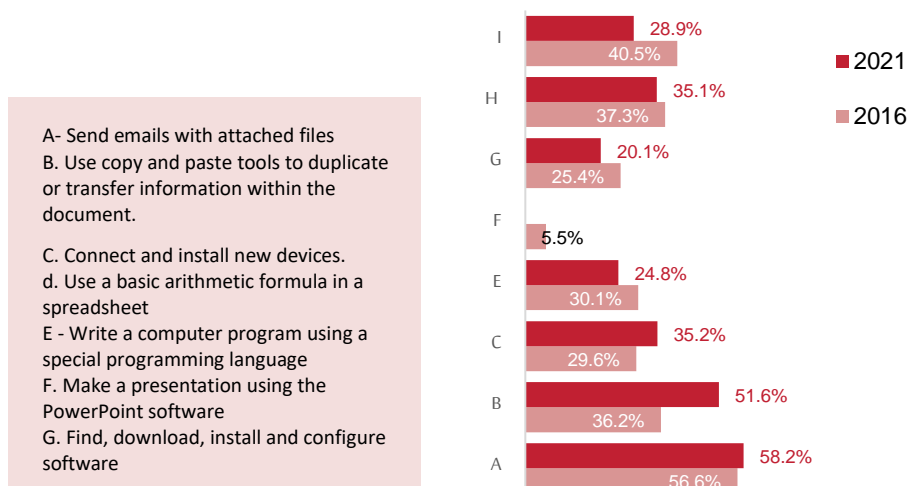Figure (4.7): Proportion of adults with ICT skills (2016 and 2021)

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C. Connect and install new devices.
d. Use a basic arithmetic formula in a spreadsheet
E - Write a computer program using a special programming language
F. Make a presentation using the PowerPoint software
G. Find, download, install and configure software

Table (4.8)	Proportion of adult (25-74 years) with ICT skills by sex and type of skill (2016-2021)							
Skill	**Sex**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**Goal by 2030**
Copy or move a file or a folder	Males	...	...	...	...	...	...	increase
	Females	...	...	...	...	...	...	increase
	Total	...	...	...	...	...	...	increase
Send emails with attached files	Males	58.3%	57.0%	58.1%	54.0%	53.1%	53.5%	increase
	Females	54.9%	57.3%	55.9%	62.0%	64.2%	63.3%	increase
	Total	56.6%	57.1%	57.0%	58.0%	58.7%	58.2%	increase
Use copy and paste tools to duplicate or move information within a document	Males	34.7%	36.5%	38.3%	40.0%	41.8%	53.1%	increase
	Females	37.6%	41.1%	44.6%	49.0%	52.0%	49.9%	increase
	Total	36.2%	38.8%	41.5%	44.0%	47.0%	51.6%	increase
Connect and install new devices	Males	27.0%	28.7%	30.3%	32.0%	33.9%	32.9%	increase
	Females	32.1%	34.8%	37.5%	40.0%	42.9%	37.8%	increase
	Total	29.6%	31.8%	34.0%	36.0%	38.5%	35.2%	increase

(12)

Table (4.8)	Proportion of adult (25-74 years) with ICT skills by sex and type of skill (2016-2021)							
Skill	Sex	2016	2017	2018	2019	2020	2021	Goal by 2030
Use a basic arithmetic formula in a spreadsheet	Males	34.9%	33.2%	31.5%	30.0%	27.8%	29.0%	increase
	Females	25.5%	23.0%	22.4%	20.0%	18.9%	20.1%	increase
	Total	30.1%	28.5%	26.9%	25.0%	23.2%	24.8%	increase
Write a computer program using a special programming language	Males	5.4%	5.8%	6.1%	7.0%	6.8%	...	increase
	Females	5.6%	5.1%	4.6%	4.0%	3.0%	...	increase
	Total	5.5%	5.4%	5.4%	5.0%	4.9%	...	increase
Create a presentation using PowerPoint software	Males	25.3%	23.8%	22.2%	21.0%	19.2%	19.1%	increase
	Females	25.4%	25.0%	24.5%	24.0%	23.1%	21.1%	increase
	Total	25.4%	24.4%	23.4%	22.0%	21.2%	20.1%	increase
Find, download, install and configure software	Males	36.3%	37.6%	39.0%	41.0%	41.9%	41.3%	increase
	Females	38.3%	37.0%	35.6%	34.0%	32.5%	28.4%	increase
	Total	37.3%	37.3%	37.3%	37.0%	37.1%	35.1%	increase
Transfer files between computer and other devices	Males	44.1%	41.3%	38.6%	36.0%	33.1%	32.1%	increase
	Females	37.0%	34.0%	30.9%	36.0%	25.3%	25.5%	increase
	Total	40.5%	37.6%	34.7%	32.0%	29.1%	28.9%	increase

...: Unavailable

Source: Ministry of Communications and Information Technology

(13)

(b) Proportion of youth with ICT skills by type of skill

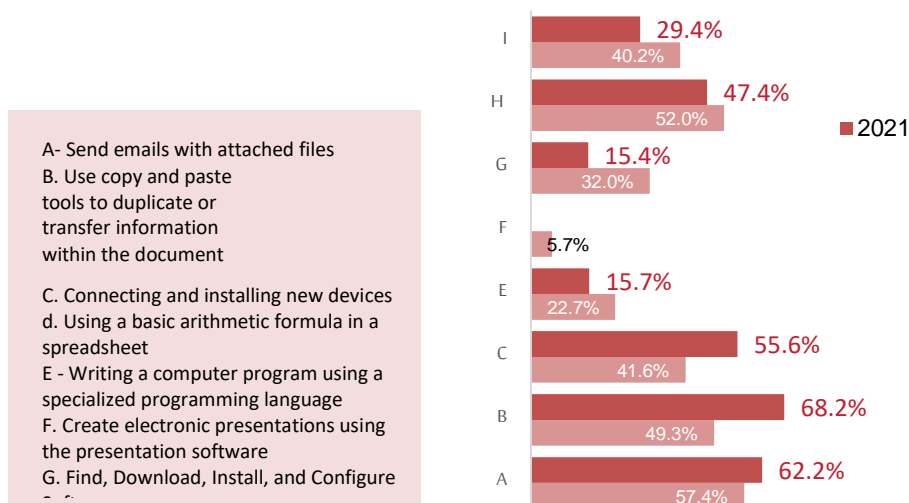Figure (4.8): Proportion of youth (15-24 years) with ICT skills (2016 and 2021)

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B. Use copy and paste tools to duplicate or transfer information within the document

C. Connecting and installing new devices
d. Using a basic arithmetic formula in a spreadsheet
E - Writing a computer program using a specialized programming language
F. Create electronic presentations using the presentation software
G. Find, Download, Install, and Configure

Table (4.9)	Proportion of youth (15-24 years) with ICT skills by sex and type of skill (2016-2021)							
Skill	**Sex**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**Goal by 2030**
Copy or move a file or folder	Males	...	...	...	...	...	...	increase
	Female	...	...	...	...	...	...	increase
	Total	...	...	...	...	...	...	increase
Send emails with attached files	Males	55.6%	54.4%	53.1%	49.9%	48.7%	48.7%	increase
	Female	58.2%	60.7%	63.2%	65.7%	68.2%	68.2%	increase
	Total	57.4%	58.7%	60.1%	60.8%	62.2%	62.2%	increase
Use copy and paste tools to duplicate or move information within a document	Males	32.8%	34.5%	36.2%	39.6%	41.3%	49.0%	increase
	Female	56.7%	62.0%	67.4%	72.7%	78.1%	76.9%	increase
	Total	49.3%	53.5%	57.7%	62.5%	66.7%	68.2%	increase
Connect and install new devices	Males	32.2%	34.2%	36.2%	41.1%	43.1%	43.1%	increase
	Female	45.8%	49.6%	53.5%	57.3%	61.2%	61.2%	increase
	Total	41.6%	44.9%	48.1%	52.3%	55.6%	55.6%	increase
Use a basic arithmetic formula in a spreadsheet	Males	25.7%	24.4%	23.2%	16.0%	14.8%	14.8%	increase
	Female	21.4%	20.1%	18.7%	17.4%	16.1%	16.1%	increase
	Total	22.7%	21.4%	20.1%	17.0%	15.7%	15.7%	increase

Table (4.9)	Proportion of youth (15-24 years) with ICT skills by sex and type of skill (2016-2021)							
Skill	Sex	2016	2017	2018	2019	2020	2021	Goal by 2030
Write a computer program using a special programming language	Males	3.4%	3.6%	3.9%	0.1%	0.3%	...	increase
	Female	6.7%	6.1%	5.6%	5.0%	4.4%	...	increase
	Total	5.7%	5.4%	5.0%	3.4%	3.1%	...	increase
Create a presentation using Power Point software	Males	24.8%	23.3%	21.7%	16.2%	14.7%	14.7%	increase
	Female	35.2%	34.6%	34.0%	33.4%	32.8%	32.8%	increase
	Total	32.0%	31.1%	30.2%	28.1%	27.2%	15.4%	increase
Find, download, install and configure software	Males	39.6%	41.0%	42.5%	41.6%	43.1%	43.1%	increase
	Female	57.5%	55.5%	53.5%	51.4%	49.4%	49.4%	increase
	Total	52.0%	51.0%	50.1%	48.4%	47.4%	47.4%	increase
Transfer files between computer and other devices	Males	55.8%	52.3%	48.8%	48.9%	45.4%	45.4%	increase
	Female	33.3%	30.5%	27.8%	25.0%	22.3%	22.3%	increase
	Total	40.2%	37.3%	34.3%	32.4%	29.4%	29.4%	increase

...: Unavailable

Source: Ministry of Communications and Information Technology

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**

Table (4.10)	Gender parity Index for the indicators of SDG 4(2016-2022)								
Sub-indicator	Characteristics	2016	2017	2018	2019	2020	2021	2022	Goal by 2030
4.1.1 Gender Parity Index for students in grade 3 achieving at least a minimum proficiency level in national exam	Reading	1.06	1.17	1.12	1.08	-	0.97	0.98	1.00
	Math	1.00	1.07	1.03	1.03	-	0.98	1.00	1.00
4.1.1 Gender Parity Index for students at the end of primary achieving at least a minimum proficiency level in national exam	Reading	1.06	1.32	1.23	1.33	-	1.17	1.09	1.00
	Math	0.99	1.22	1.41	1.36	-	1.16	1.14	1.00
	English	0.94	1.19	1.18	1.11	-	1.18	1.10	1.00
4.1.1 Gender Parity Index for students in	Reading	1.10	1.22	1.27	1.28	-	1.12	1.11	1.00
	Math	1.09	1.18	1.49	1.92	-	1.25	1.12	1.00

Table (4.10)	Gender parity Index for the indicators of SDG 4(2016-2022)								
Sub-indicator	Characteristics	2016	2017	2018	2019	2020	2021	2022	Goal by 2030
grade 9 (end of lower secondary) achieving at least a minimum proficiency level in national exam	English	1.01	1.22	1.21	1.31	-	1.12	1.22	1.00
4.1.2 Gender Parity Index for study completion rate	Primary education	1.02	1.05	1.02	1.03	1.01	1.02		1.00
	Preparatory education	1.00	1.03	1.04	1.04	1.01	1.01		1.00
	Secondary education	1.10	1.14	1.23	1.19	1.17	1.16		1.00
4.2.2 Gender Parity Index for pre-primary enrolment rate	Pre-primary	1.00	0.99	0.97	0.98	0.99	0.99		1.00
4.3.1 Participation rate of youth and adults in formal and non-formal education and training during the previous 12 months	Formal education	1.02	1.03	1.03	1.04	1.04	1.04		1.00
	Non-formal education	0.45	0.51	0.56	0.70	0.17	0.53		1.00
4.4.1 Gender Parity Index for adults (25-74 years) with ICT skills	Copy or move a file or folder	...	...	...	...	...	...		1.00
	Send emails with attached files	0.94	1.01	0.96	1.15	1.21	1.18		1.00
	Use copy and paste tools to duplicate or move information within a document	1.08	1.13	1.16	1.23	1.24	0.94		1.00
	Connect and install new devices	1.19	1.21	1.24	1.25	1.27	1.15		1.00
	Use a basic arithmetic formula in a spreadsheet	0.73	0.69	0.71	0.67	0.68	0.69		1.00
	Write a computer program using a special programming language	1.04	0.88	0.75	0.57	0.44	-		1.00
	Create a presentation using PowerPoint software	1.00	1.05	1.10	1.14	1.20	1.11		1.00
	Find, download, install and configure software	1.06	0.98	0.91	0.83	0.78	0.69		1.00
	Transfer files between computer and other devices	0.84	0.82	0.80	1.00	0.76	0.79		1.00

(16)

Table (4.10)	Gender parity Index for the indicators of SDG 4(2016-2022)								
Sub-indicator	Characteristics	2016	2017	2018	2019	2020	2021	2022	Goal by 2030
4.4.1 Gender Parity Index for youth (15-24 years) with ICT skills	Copy or move a file or folder	...	...	...	...	...	...		1.00
	Send emails with attached files	0.94	1.01	0.96	1.15	1.21	1.40		1.00
	Use copy and paste tools to duplicate or move information within a document	1.08	1.13	1.16	1.23	1.24	1.57		1.00
	Connect and install new devices	1.19	1.21	1.24	1.25	1.27	1.42		1.00
	Use a basic arithmetic formula in a spreadsheet	0.73	0.69	0.71	0.67	0.68	1.09		1.00
	Write a computer program using a special programming language	1.04	0.88	0.75	0.57	0.44	-		1.00
	Create a presentation using PowerPoint software	1.00	1.05	1.10	1.14	1.20	2.24		1.00
	Find, download, install, and configure software	1.06	0.98	0.91	0.83	0.78	1.15		1.00
	Transfer files between computer and other devices	0.84	0.82	0.80	1.00	0.76	0.49		1.00
4.6.1 Gender Parity Index for literacy	Adults (15 years and above)	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	Youth (15-24 years)	1.01	1.00	1.01	1.00	1.00	1.01		1.00
4.C.1 Gender Parity Index for teachers	Pre-primary	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Primary	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Preparatory	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Secondary	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Total	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Source: PSA calculations

(17)

4-6-1 Proportion 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

Figure (4.9): Literacy rate for adults (15 years and above) and youth (15-24 years) (2016 -2021)
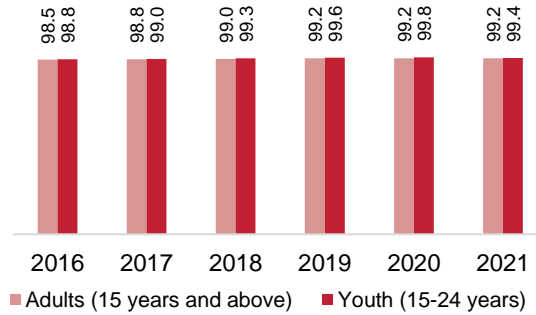

	2016	2017	2018	2019	2020	2021
Adults	98.5	98.8	99.0	99.2	99.2	99.2
Youth	98.8	99.0	99.3	99.6	99.8	99.4

■ Adults (15 years and above)   ■ Youth (15-24 years)

Table (4.11)	Adult and youth literacy rate by nationality, sex and age group (2016-2021)								
Nationality	**Sex**	**Age Group**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**Goal by 2030**
Qataris	Males	15 years and above	99.2	99.3	99.4	99.6	99.6	99.6	100%
	Females		97.1	97.5	97.8	98.2	98.4	98.4	100%
	Total		98.1	98.4	98.6	98.9	99.0	99.0	100%
Non-Qataris	Males		98.5	98.7	99.1	99.1	99.2	99.1	100%
	Females		98.9	99.1	99.3	99.6	99.7	99.8	100%
	Total		98.6	98.8	99.1	99.2	99.3	99.2	100%
Total	Males		98.5	98.8	99.1	99.1	99.2	99.1	100%
	Females		98.5	98.8	99.0	99.3	99.4	99.5	100%
	Total		98.5	98.8	99.0	99.2	99.2	99.2	100%
Qataris	Males	15–24 years	100.0	100.0	100.0	100.0	100.0	100.0	100%
	Females		100.0	100.0	100.0	100.0	100.0	100.0	100%
	Total		100.0	100.0	100.0	100.0	100.0	100.0	100%
Non-Qataris	Males		98.5	98.7	99.0	99.4	99.7	98.8	100%
	Females		99.0	98.9	99.8	99.8	99.9	100.0	100%
	Total		98.6	98.8	99.2	99.5	99.8	99.2	100%
Total	Males		98.7	98.9	99.1	99.5	99.8	99.1	100%
	Females		99.3	99.3	99.8	99.9	100.0	100.0	100%
	Total		98.8	99.0	99.3	99.6	99.8	99.4	100%
Qataris	Males	25-49 years	99.8	99.9	99.8	100.0	99.9	99.9	100%
	Females		99.7	99.8	99.9	100.0	99.9	99.8	100%
	Total		99.7	99.9	99.8	99.0	99.9	99.9	100%

Table (4.11)	Adult and youth literacy rate by nationality, sex and age group (2016-2021)								
Nationality	**Sex**	**Age Group**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**Goal by 2030**
Non-Qataris	Males		98.4	98.7	99.0	99.0	99.1	99.2	100%
	Females		99.4	99.7	99.5	99.8	99.9	99.9	100%
	Total		98.6	98.9	99.1	99.2	99.2	99.3	100%
Total	Males		98.5	98.8	99.0	99.0	99.1	99.2	100%
	Females		99.4	99.7	99.5	99.8	99.9	99.9	100%
	Total		98.7	98.9	99.1	99.2	99.2	99.4	100%
Qataris	Males	50 years and above	96.6	97.2	97.8	98.3	98.7	98.7	100%
	Females		87.2	89.2	90.1	92.3	93.7	93.6	100%
	Total		91.9	93.1	93.9	95.2	96.2	96.2	100%
Non-Qataris	Males		98.8	98.9	99.4	99.3	99.2	98.8	100%
	Females		93.9	94.6	96.7	97.4	98.2	98.6	100%
	Total		98.1	98.3	99.0	99.0	99.0	98.8	100%
Total	Males		98.6	98.7	99.3	99.2	99.1	98.8	100%
	Females		91.2	92.3	94.0	95.3	96.4	96.8	100%
	Total		97.2	97.4	98.1	98.4	98.5	98.3	100%
Gender Parity Index for adults (15 years and above)			1.00	1.00	1.00	1.00	1.00	1.00	1.00
Gender Parity Index for youth (15-24 years)			1.01	1.00	1.01	1.00	1.00	1.01	1.00

Source: Planning and Statistics Authority, Labor Force Survey.

Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

Table (4.12)	Extent to which: (i) inclusive education (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (national policies); (curricula); and (teachers) (2016-2022)							
Sub-indicator	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**Goal by 2030**
(a) Extent to which GCED and ESD are mainstreamed in school curricula (1=Yes, 0=No)	1	1	1	1	1	1	1	1
(b) Extent to which GCED and ESD are mainstreamed into national education policies (1=yes, 0=no)	1	1	1	1	1	1	1	1
(c) Extent to which GCED and ESD are mainstreamed in student assessment (1=yes, 0=no)	1	1	1	1	1	1	1	1
(d) Extent to which GCED and ESD are mainstreamed in teacher education (1=yes, 0=no)	1	1	1	1	1	1	1	1

Source: Ministry of Education and Higher Education

(20)

4.a.1 Proportion of schools offering basic services, by type of service

Table (4.13)	Proportion of schools offering basic services, by type of service (2016-2022)							
Sub-indicator	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**Goal by 2030**
(a) Proportion of schools with basic handwashing facilities	100%	100%	100%	100%	100%	100%	100%	100%
(b) Proportion of schools with access to computers for pedagogical purposes	100%	100%	100%	100%	100%	100%	100%	100%
(c) Proportion of schools with access to electricity	100%	100%	100%	100%	100%	100%	100%	100%
(d) Proportion of schools with access to essential drinking water	100%	100%	100%	100%	100%	100%	100%	100%
(e) Proportion of schools with Internet access for pedagogical purposes	100%	100%	100%	100%	100%	100%	100%	100%
(f) Proportion of schools with access to basic single-sex sanitation facilities	100%	100%	100%	100%	100%	100%	100%	100%
(g) Proportion of schools with access to adapted infrastructure and materials for students with disabilities	100%	100%	100%	100%	100%	100%	100%	100%

Source: Ministry of Education and Higher Education

4.b.1 Volume of official development assistance (ODA) flows for scholarships by sector and type of study

Table (4.15)	Value of Development Assistance for SDG 4 (2016-2020)				
Currency	**2016**	**2017**	**2018**	**2019**	**2020**
QR	876,017,384	673,422,295	730,441,407	248,075,934	369,035,096
US$	240,664,116	185,006,125	200,670,716	68,152,729	101,383,268

Source: Ministry of Foreign Affairs

4.c.1 Proportion of teachers with minimum required qualifications by educational level

Figure (4.10): Percentage of teachers with minimum required qualifications (2016 -2022)
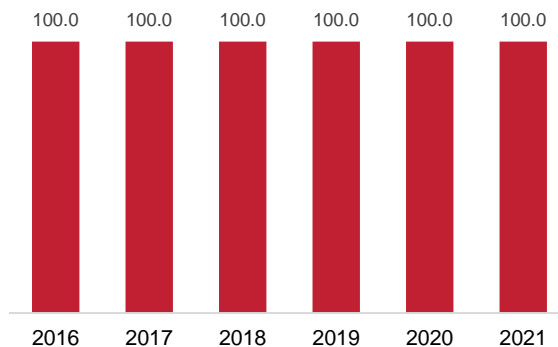

2016	2017	2018	2019	2020	2021
100.0	100.0	100.0	100.0	100.0	100.0

Table (4.16)	**Proportion of teachers with minimum required qualifications by educational level (2016-2022)**								
Educational Level	**Sex**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**Goal by 2030**
Pre-primary	Males	100%	100%	100%	100%	100%	100%	100%	100%
	Females	100%	100%	100%	100%	100%	100%	100%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
Primary School	Males	100%	100%	100%	100%	100%	100%	100%	100%
	Females	100%	100%	100%	100%	100%	100%	100%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
Preparatory School	Males	100%	100%	100%	100%	100%	100%	100%	100%
	Females	100%	100%	100%	100%	100%	100%	100%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
Secondary School	Males	100%	100%	100%	100%	100%	100%	100%	100%
	Females	100%	100%	100%	100%	100%	100%	100%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
Gender Parity Index for pre-primary school		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Gender Parity Index for primary school		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Gender Parity Index for preparatory school		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Gender Parity Index for secondary school		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Source: Ministry of Education and Higher Education