



Goal 4: Quality Education

SDG 4: Quality Education

Indicator 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 the minimum proficiency level in (i) reading and (ii) mathematics, by gender

Description of the indicator:

Percentage of children and youth who have achieved at least a minimum proficiency level in (1) reading and (2) mathematics during primary education (grade 2 or 3), at the end of primary education. And at the end of secondary and lower secondary education. The minimum proficiency level will be measured for the new common reading and math scales currently under development.

Concepts:

The minimum proficiency level is the criterion of basic knowledge in a field (mathematics, reading, etc.) and is measured by learning assessments.

Sources of data: Education and Training Evaluation Commission.

Unit of measurement: Percent %

Level of disaggregation: National and gender.

Method of calculation: The number of children and/or youth in the relevant stage of education " n " in year t who have achieved or exceeded the predetermined proficiency level in the subjects expressed as a percentage of the number of children and/or youth in the education stage n , in year t , at any level of proficiency in the subject s .

$$MPL_{t,n,s} = \frac{MPL_{t,n,s}}{P_{t,n}}$$

where:

$MPL_{t,n,s}$ = the number of children and young people at stage of education n , in year t , who have achieved or exceeded the minimum proficiency level in subject s .

$P_{t,n}$ = the total number of children and young people at stage of education n , in year t .

n = the stage of education that was assessed.

s = the subject that was assessed (reading or math).

Last updated: 2022

Proportion of children and youth achieving at least the minimum level of reading proficiency at the end of primary education by gender (%)			
Year	Male	Female	Total
2016	50.70	77.1	63.30
2021	62.67	77.22	71.07

Proportion of children and youth achieving at least the minimum level of proficiency in mathematics at the end of primary education, by gender (%)			
Year	Male	Female	Total
2015	12.53	20.06	16.21
2019	21.32	25.06	23.11

Proportion of children and youth achieving at least the minimum level of reading proficiency at the end of intermediate education, by gender (%)			
Year	Male	Female	Total
2018	34.5	61.7	47.64
2022	29.05	45.39	37.40

Proportion of children and youth achieving at least the minimum level of proficiency in mathematics at the end of intermediate education, by gender (%)			
Year	Male	Female	Total
2019	13.55	16.75	15.12
2022	31.40	28.64	29.98

Indicator 4.1.2 Completion rate (primary education, intermediate education, secondary education)

Description of the indicator: The percentage of children or young people aged 3 to 5 years above the intended age for the last grade of each level of education who have successfully completed that grade.

The intended age for the last grade of each level of education is the age at which pupils will enter the class if they start school at the official age of primary enrollment, study full-time, and progress without repeating or skipping a grade.

For example, if the official age for primary education is 6 years, and if primary education consists of 6 grades, the intended age for the last grade of primary education is 11 years. In this case, the reference age group for calculating the primary completion rate will be 14-16 years (11 + 3 = 14 and 11 + 5 = 16).

Sources of data: General Authority for Statistics.

Unit of measurement: Percent %

Level of disaggregation: National, by education level and Gender

Method of calculation: Number of people in the relevant age group who completed the last grade of a given educational level divided by the total population in the survey sample of the same age group

$$CR_n = \frac{P_{Cn, AGa+3t5}}{P_{AGa+3t5}}$$

CR_n = completion rate for level n of education

$P_{Cn, AGa+3t5}$ = population aged 3 to 5 years above the official entrance age a into the last grade of level n of education who completed level n

$P_{AGa+3t5}$ = population aged 3 to 5 years above the official entrance age a into the last grade of level n of education.

n = ISCED level 1 (primary education), 2 (lower secondary education), or 3 (upper secondary education)

Last updated: 2024

Stage	Gender	Completion Rate
		2024
Primary	Male	99.05
	Female	99.27
	Total	99.16
intermediate	Male	97.55
	Female	99.60
	Total	98.51
Secondary	Male	94.81
	Female	97.72
	Total	96.03

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

Description of the indicator: Proportion of children aged 24-59 months who are developmentally on track in terms of health, learning and psychosocial well-being.

Concepts: The areas included in SDG indicator 4.2.1 include the following concepts:

Health: gross motor development, fine motor development, self-care

Learning: expressive language, reading and writing, arithmetic, pre-writing, executive performance

Psychosocial well-being: emotional skills, social skills, internal behavior, and external behavior

The recommended measure for SDG 4.2.1 is the Early Childhood Development Indicator 2030, a 20-point tool to measure developmental outcomes among children aged 24-59 months in population-based surveys. The indicator derived from this is the percentage of children between the ages of 24 and 59 months who have achieved the minimum number of expected milestones for their age group, which is defined as follows:

Children between the ages of 24 and 29 months are classified as developmental if they achieve at least **7 developmental milestones**.

Children between the ages of 30 and 35 months are classified as being on track in terms of development if they achieve at least **9 developmental milestones**;

Children between the ages of 36 and 41 months are classified as developmental if they achieve at least **11 developmental milestones**;

Children between the ages of 42 and 47 months are classified as being on track in terms of development if they achieve at least 13 developmental milestones;

Children between the ages of 48 and 59 months are classified as developmental if they achieve at least **15 developmental milestones**.

Sources of data: General Authority for Statistics

Unit of measurement: Percent %

Level of disaggregation: National, Province and Gender

Method of calculation:

Number of children aged 24 to 59 months on track in terms of health, learning and psychosocial well-being divided by the total number of children aged 24 to 59 months in the population multiplied by 100.

Last updated: 2024

Region	Percentage of children aged (24-59) months, who are developmentally on the right track in terms of developmental health, learning and psychosocial well-being, by gender 2024		
	male	female	Total
Riyadh	76.37	80.43	78.31
Makkah	79.63	85.18	82.39
Madinah	82.00	84.58	83.23
Al Qassim	77.68	77.13	77.41
Eastern Province	78.07	84.53	81.13
Aseer	72.88	83.01	77.75
Tabuk	80.91	87.01	83.95
Hail	72.64	83.46	77.63
Northern Borders Province	71.54	82.70	76.95
Jazan	71.27	80.49	75.93
Najran	72.66	84.12	78.33
Al Bahah	76.06	82.91	79.42
Al Jowf	79.39	82.66	81.03

Indicator 4.2.2 Participation rate in organized learning (One year before the official primary entry age), by gender

Description of the indicator: The participation rate in formal education (one year before formal enrollment in primary education) by gender is defined as the percentage of children of a specific age who participate in one or more structured learning programs, including programs that offer a combination of education and care. It also includes participation in early childhood and primary education programs.

Sources of data: General Authority for Statistics

Unit of measurement: Percent %

Level of disaggregation: National and gender

Method of calculation:

The number of children in the relevant age group who participate in an organized learning programme is expressed as a percentage of the total population in the same age range. The indicator can be calculated both from administrative data and from household surveys. If the former, the number of enrolments in organized learning programmes are reported by schools and the population in the age group one year below the official primary entry age is derived from population estimates. For the calculation of this indicator at the global level, population estimates from the UN Population Division are used. If derived from household surveys, both enrolments and population are collected at the same time.

$$PROL_{0t1,AG(a-1)} = \frac{E_{0t1,AG(a-1)}}{SAPAG(a-1)}$$

Where:

$PROL_{0t1,AG(a-1)}$ = participation rate in organized learning one year before the official entry age a to primary education

$SAPAG(a-1)$ = enrolment in early childhood or primary education (ISCED levels 0 and 1) aged one year below the official entry age a to primary education

$SAPAG(a-1)$ = school-age population aged one year below the official entry age a to primary education

Last updated: 2024

Indicator	Gender	2022	2024
Participation rate in organized learning one year before the official entry age of primary education (%)	Male	53.78	63.13
	Female	56.10	65.05
	Total	54.92	64.03

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

Description of the indicator: Percentage of youth and adults belonging to a specific age group (e.g., between 15 and 24, and between 25 and 64) who participated in formal or informal education or training during a specified period (e.g., the previous twelve months).

Sources of data: General Authority for Statistics

Unit of measurement: Percent %

Level of disaggregation: National and gender

Method of calculation: The number of people belonging to a selected age group who participate in formal or informal education and training is expressed as a percentage of the population of the same age.

$$PRAGi = \frac{EAGi}{PAGi}$$

where:

PRAGi = participation rate of the population in age group *i* in formal and non-formal education and training

EAGi = enrolment of the population in age group *i* in formal and non-formal education and training

PAGi = population in age group *i*

i = 15-24, 15 and above, 25-64, etc.

Last updated: 2024

Indicator	2024		
	Gender	15-24 years	15-64 years
Participation rate of youth and adults in formal and non-formal education and training during the previous 12 months (%)	Male	61.87	29.01
	Female	68.68	29.65
	Total	64.76	29.23

Indicator 4.4.1 Proportion of youth and adults with Information and Communications Technology (ICT) skills, by type of skill

Description of the indicator: The percentage of youth (aged 15-24 years) and adults (aged 25 years and older) with information and communication technology (ICT) skills, by type of skill, defined as those who have carried out one or more ICT-related activities during a specified reference period.
Sources of data: Communications, Space and Technology Commission
Unit of measurement: Percent %
Level of disaggregation: National, by gender, and by type of ICT skill
Method of calculation: This indicator was calculated as the percentage of those within the range who performed each activity in the past three months, regardless of where that activity occurred. The indicator is expressed as a percentage. The figures presented are expressed as a percentage of the population within the range.
Last updated: 2023

Youth and adults (aged 10-74) with ICT by type of skill and gender

Skill	Gender	Year				
		2019	2020	2021	2022	2023
Use copy and paste tools to duplicate or move data, information, and content in digital environments (for example, within a document, between devices)	Male	71.7	89.8	100	100	100
	Female	62.4	90.8	100	100	100
	Total	67.9	90.2	100	100	100
Send messages (e.g., email, messaging service, SMS) with attached files (e.g. document, photo, video)	Male	73.9	88.9	95.8	97.8	99.60
	Female	59	89.6	95.3	99.1	99.30
	Total	67.8	89.2	95.60	98.3	99.50
Use basic arithmetic formulas in a spreadsheet	Male	51.4	61.4	75.1	76.7	81.70
	Female	41.4	60.9	75	75	81.40
	Total	47.3	61.2	75.1	76	81.60

Skill	Gender	Year				
		2019	2020	2021	2022	2023
Connecting and installing new devices (such as a modem, camera, a printer) through wired or wireless technologies	Male	62.5	61.9	79.1	82.6	85.40
	Female	45.6	63.4	79.3	82.8	86.00
	Total	55.6	62.5	79.2	82.7	85.70
Find, download, install, and configure software and apps	Male	59.7	82.4	89.6	90.3	90.00
	Female	33.7	80.9	89.3	90.9	91.30
	Total	49	81.8	89.5	90.5	90.50
Create electronic presentations using presentation software (including text, images, audio, video, or charts)	Male	46.3	51.2	60.8	60.9	62.30
	Female	47	49.7	63	63.4	61.80
	Total	46.6	50.6	61.7	61.9	62.10
Transfer files or apps between devices	Male	38.4	53.5	70.9	71.2	75.10
	Female	28.9	54.1	71.2	73.2	75.50
	Total	34.5	53.8	71	72	75.30
Set up effective security measures (such as strong passwords, login attempt notification) to protect devices and online accounts	Male	-	-	75.80	75.80	78.20
	Female	-	-	74.1	79.9	78.70
	Total	-	-	75.1	77.4	78.40
Change privacy settings on your device, account, or app to limit sharing of personal data and information (such as name, contact information, photos)	Male	-	-	70.4	72.8	76.30
	Female	-	-	70	74.8	75.30
	Total	-	-	70.3	73.6	75.90
Checking the reliability of information on the Internet	Male	-	-	70.8	70.2	77.50
	Female	-	-	69.3	72.2	77.60
	Total	-	-	70.2	71	77.60
Programming or coding in digital environments (e.g., computer programs, application development)	Male	15.5	-	25.6	26.5	31.70
	Female	11.3	-	24.7	25.2	32.10
	Total	13.8	21	25.2	26	31.80

Indicator 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.

Description of the indicator: Parity indicators require data for the relevant groups of interest. It represents the average Indicator value for one group relative to the indicator value for another group. In general, the least likely team will be placed in the division. Value 1 refers to the parity between the two groups.

Acquiring and retaining functional skills is among the most important educational goals for individuals with intellectual and developmental disabilities. These skills allow people to take care of their basic needs and work independently in their environment. Functional skills span a wide range of skill areas, including self-care, home, community, pre-occupational, recreational, social, and behavior management. The acquisition of functional skills should be targeted early in life and extend into adulthood with strategic planning using Systematic evaluation.

Sources of data: General Authority for Statistics, Ministry of Education, Education and Training Evaluation Commission.

Unit of measurement: Female-to-male ratio

Level of disaggregation: National, Stage, and Topic

Method of calculation: The indicator value for the most disadvantaged groups is divided by the indicator value of the sub-population of interest.

$$DPI = \frac{[Indi]_d}{[Indi]_a}$$

DPI = Dimension (\$type, wealth, location etc.) equivalence Indicator.

Indi = Education Indicator 2030 i that needs to measure equity.

d = Disadvantaged groups (women, the poorest, etc.)

a = Non-disadvantaged groups (men, wealthy people, etc.)

Last updated: 2024

Gender Parity Index (GPI) for the indicator (4.1.1) Percentage of students at the end of primary education who have achieved at least the minimum level of Proficiency level in reading and mathematics

Stage and topic	Year					
	2015	2016	2018	2019	2021	2022
Primary (Reading)	-	1.52	-	-	1.23	-
Primary (Mathematics)	1.60	-	-	1.18	-	-
Intermediate (Reading)	-	-	1.79	-	-	1.56
Intermediate (Mathematics)	1.60	-	-	1.24	-	0.91

GPI for indicator (4.1.2) Completion rate Primary, intermediate, and secondary education

Stage	Year
	2024
Primary education	1.00
Intermediate education	1.02
Secondary education	1.03

GPI for indicator (4.2.2) Participation rate in structured learning one year before the official age of primary education

Indicator	Year	
	2022	2024
GPI for participation in formal learning (one year before the official entry age for primary education)	1.04	1.03

GPI for indicator (4.3.1) Participation rate of youth and adults in formal and non-formal education and training in the past 12 months

Indicator	Year
	2024
GPI for youth (aged 15-24 years)	1.11
GPI for adults (aged 15-64 years)	1.02

GPI for indicator (4.c.1) Proportion of teachers with the minimum required qualifications, by educational level

Stage	Year				
	2020	2021	2022	2023	2024
Pre- primary	100	100	100	100	100
Primary	100	100	100	100	100
Preparatory	100	100	100	100	100
Secondary	100	100	100	100	100

Indicator 4.6.1 Proportion of population in each age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by gender.

Description of the indicator: is the ability to read and write a short sentence about daily life with understanding.
Sources of data: General Authority for Statistics
Unit of measurement: Percent%
Level of disaggregation: National, Gender, and Age
<p>Method of calculation: The number of individuals who can read and write in a given age group is divided by the number of people in the same age group.</p> $LIT = \frac{L}{P} \times 100$ <p>where: <i>LIT</i> = Literacy Rate. <i>L</i> = Number of populations of a given age group literate. <i>P</i> = Population of the same age group.</p>
Last updated: 2024

Indicator	2024		
	Gender	15-24 years	15 years and above
Literacy Rate among Youth and Adults (%)	Male	100	98.58
	Female	99.75	96.69
	Total	99.89	97.93



Indicator 4.7.1 Extent to which (i) Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

Description of the indicator: Indicator 4.7.1/12.8.1/13.3.1 measures the extent to which countries integrate Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) into their education systems. This is an indicator of the characteristics of different dimensions of education systems: education policies, curricula, teacher education, and student assessment as reported by government officials, ideally after consultation with other ministries, national human rights institutions, the education sector, and civil society organizations. It measures what you intend, Governments, and not what is implemented practically in schools and classrooms.

For each of the four components of the indicator (policies, curricula, teacher education, and student assessment), several criteria are measured, which are then combined to give a score of one between 0.00 and 1.00 for each component. (See the Methodology section for full details.)

Sources of data: Ministry of Education

Unit of measurement: Index (between 0.00 and 1.00)

Level of disaggregation: National

Method of calculation: The information collected with the questionnaire is used to monitor the implementation by UNESCO Member States of the 1974 Recommendation on Education for International Understanding, Cooperation and Peace and Education on Human Rights and Fundamental Freedoms to build the Global Indicator. Only data related to primary and secondary education are used in the calculation. Each component (policy, curriculum, teacher education, and student assessment) is scored based on predefined criteria and combined to generate a composite score between 0.00 and 1.00 for each.

Last updated: 2020

Note: Data on national education policies and student assessment are available.

Extent to which (i) global citizenship education and (ii) education for sustainable developments are mainstreamed	2020
National educational policy	0.75
Student assessment	1.00

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

Description of the indicator: Percentage of schools providing basic services by level of education (primary, middle and secondary).
Sources of data: Ministry of Education
Unit of measurement: Percent %
Level of disaggregation: National and type of service
Method of calculation: The number of schools in a given level of education with access to the relevant facilities is expressed as a percentage of all schools at that level of education.
$PS_{n,f} = \frac{S_{n,f}}{S_n} \times 100$
<p>where:</p> <p>$PS_{n,f}$ = Percentage of schools at level n of education with access to facility f</p> <p>$S_{n,f}$ = Sschools at level n of education with access to facility f</p> <p>S_n = Total number of schools at level n of education</p>
Last updated: 2024

Proportion of schools offering basic services, by type of service					
Service	2020	2021	2022	2023	2024
Electric power	100	100	100	100	100
Infrastructure and materials proper for disabled students	100	100	100	100	100
Computers for educational purposes	100	100	100	100	100
Basic drinking water	100	100	100	100	100
Basic hand washing facilities	100	100	100	100	100
Basic non-mixed health facilities	100	100	100	100	100

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

Description of the indicator: Total disbursements of total official development assistance from all scholarship donors.
Sources of data: Saudi Aid Platform - King Salman Center
Unit of measurement: US \$
Level of disaggregation: National
Method of calculation: The total official development assistance flowing from all donors to developing countries for the provision of scholarships.
Last updated: 2023

Year	Cost in US dollars for scholarships for students in Saudi universities	Cost in US dollars for visitors (general education)
2019	179,448,000	663,242,667
2020	212,693,333	746,938,667
2021	104,426,667	717,493,333
2022	115,506,667	270,421,333
2023	321,533,333	253,712,000
Total	1,071,387,567	5,017,121,353

Indicator 4.c.1 Proportion of teachers with the minimum required qualifications, by education level

Description of the indicator: Percentage of teachers by stage of education they teach (pre-primary, primary, intermediate, and secondary) who received before or during service, and at least the minimum pedagogical preparation for teachers required to teach at the appropriate level.

Sources of data: Ministry of Education

Unit of measurement: Percent %

Level of disaggregation: National, and Stage

Method of calculation: The number of teachers at a given stage of education who have received training is expressed as a proportion of all teachers in the same stage of education.

$$PTT_n = \frac{TT_n}{T_n}$$

where:

PTT_n = percentage of trained teachers at level n of education

TT_n = trained teachers at level n of education

T_n = total teachers at level n of education

n = 02 (pre-primary), 1 (primary), 2 (lower secondary), 3 (upper secondary) and 23 (secondary).

Last updated: 2024

Proportion of teachers with the minimum required qualifications, by education level					
Stage	2020	2021	2022	2023	2024
Pre- primary	100.00	100.00	100.00	100.00	100.00
Primary	100.00	100.00	100.00	100.00	100.00
intermediate	100.00	100.00	100.00	100.00	100.00
Secondary	100.00	100.00	100.00	100.00	100.00