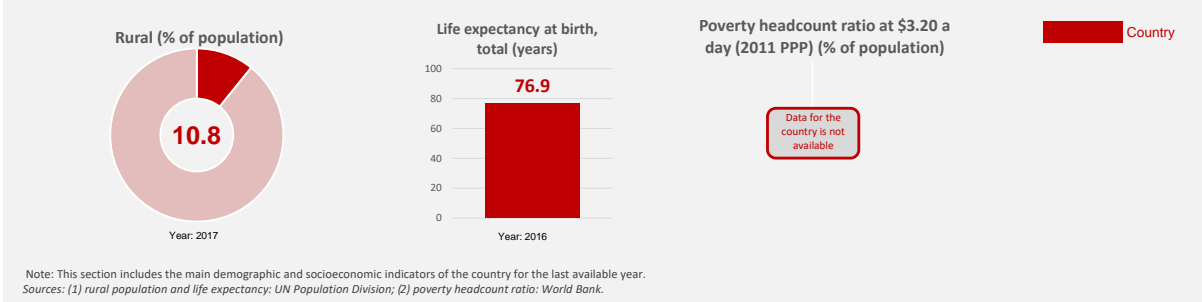


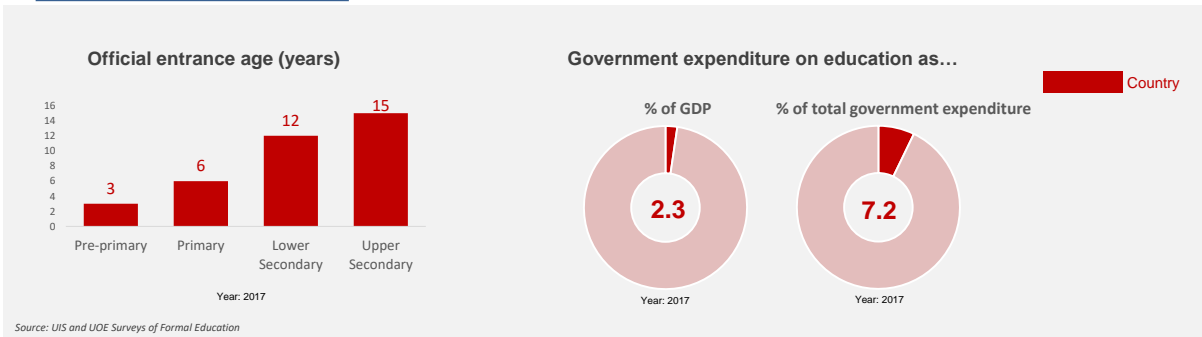
**SUSTAINABLE DEVELOPMENT GOAL (SDG) 4  
COUNTRY PROFILE**

|                             |   |
|-----------------------------|---|
| <b>Country or territory</b> | <b>Bahrain</b>                          |
| <b>Region</b>               | <b>Northern Africa and Western Asia</b> |
| <b>Income group</b>         | <b>High income</b>                      |

**National Context**



**Education System**



**4.1 - Free, equitable and quality primary and secondary education**

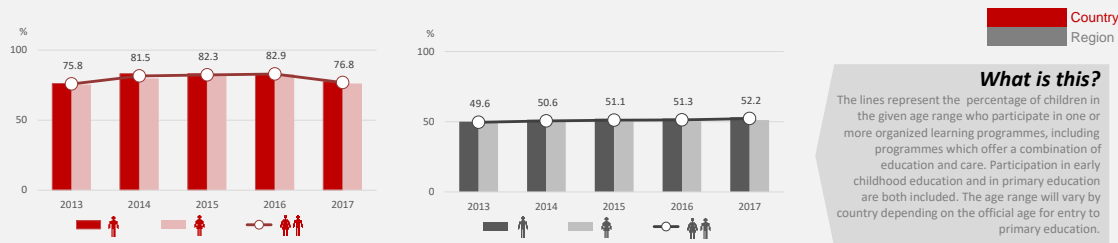


## 4.2 - Quality early childhood development, care and pre-primary education

### Indicator 4.2.1 - Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

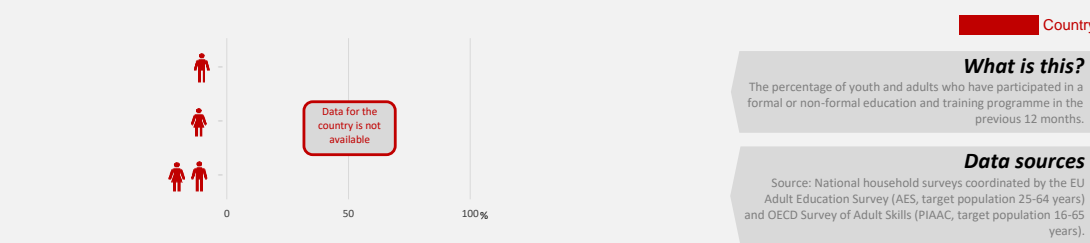


### Indicator 4.2.2 - Participation rate in organized learning (one year before the official primary entry age), by sex



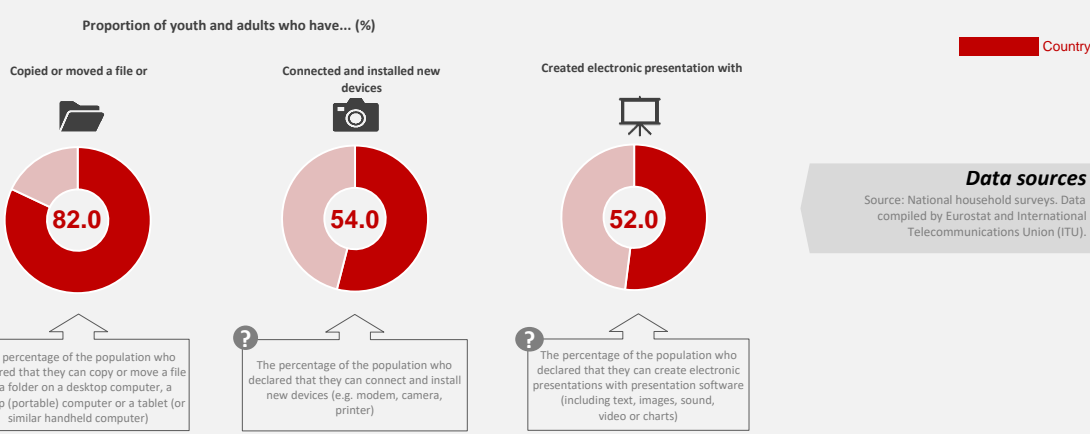
## 4.3 - Quality TVET and tertiary education

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



## 4.4 - Technical and vocational skills

### Indicator 4.4.1 - Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill



## 4.6 - Youth and adult literacy and numeracy

Indicator 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



Country

### What is this?

The slices represent the percentage of the population (aged 15 years and above) who have achieved or exceeded a given level of proficiency in literacy and numeracy.

### Data sources

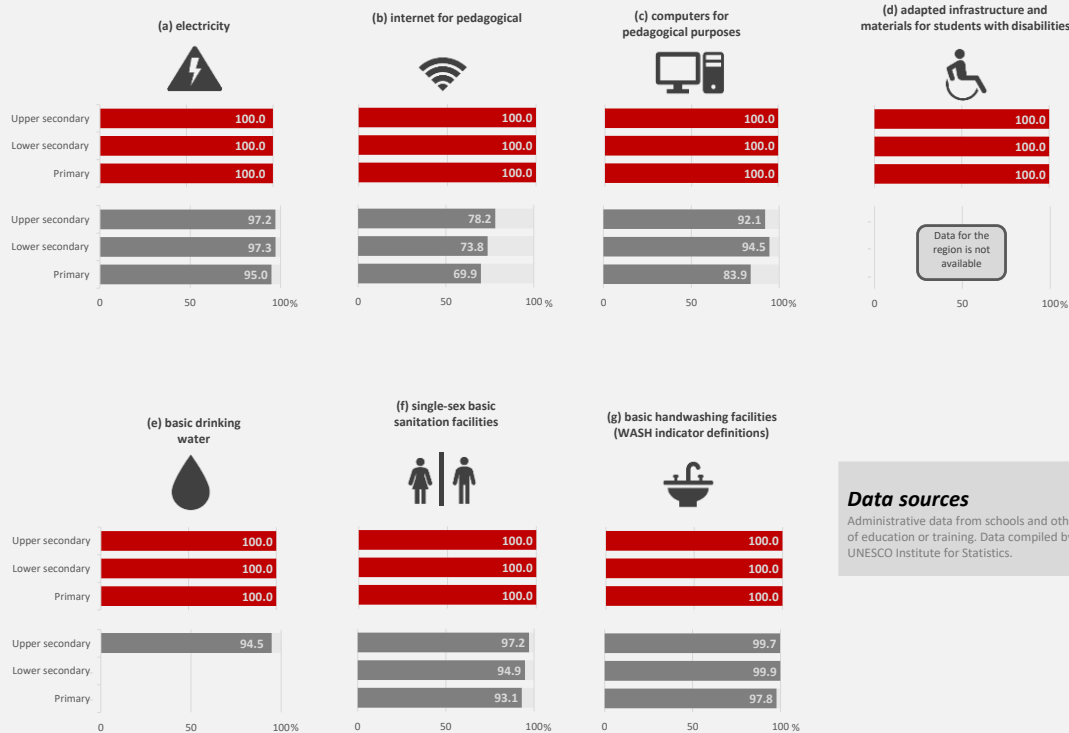
National household surveys coordinated by the OECD Programme for the International Assessment of Adult Competencies (PIAAC) and the World Bank's Skills Towards Employment and Productivity (STEP).

Sources: OECD's Programme for the International Assessment of Adult Competencies (PIAAC), World Bank's STEP Skills Measurement Programme (STEP)

## 4.a - Education facilities

Indicator 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)

Country  
Region



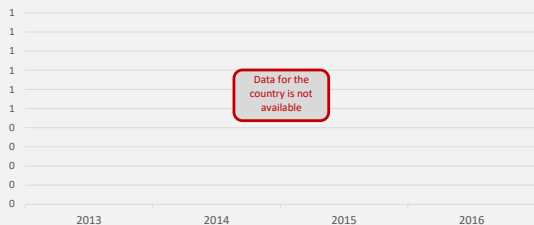
**Data sources**  
Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.

Year (country): 2017  
Year (region): 2017 or most recent year available

Sources: UIS and UOE Surveys of Formal Education

## 4.b - Scholarships

Indicator 4.b.1 - Volume of official development assistance flows for scholarships, constant US\$



Sources: The Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD)

Country

### What is this?

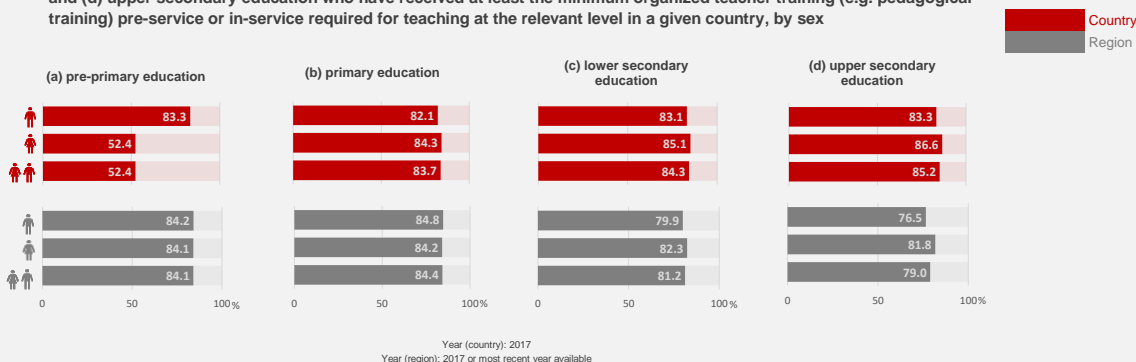
Total net official development assistance (ODA) for scholarships in donor countries expressed in US dollars at the average annual exchange rate.

### Data sources

Administrative data from donor countries and other aid providers on net official development assistance to education. Data compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development from returns submitted by its member countries and other aid providers.

## 4.c - Qualified teachers

Indicator 4.c.1 - Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex



Sources: UIS Surveys of Formal Education

### What is this?

Percentage of teachers by level of education taught (pre-primary, primary, lower secondary and upper secondary education) who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

### Data sources

Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.