

Population

Towards Better Life For Population

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- **Qatar Population Policy 2017-2022: Public Health and Reproductive Health Axis.**
- **Main Article: A Reading in selected data on the demographic transition in the Arab Region.**
- **A Dialogue with Dr. Ibrahim bin Saleh bin Khalifa Al Nuaimi, Undersecretary of the Ministry of Education and Higher Education in the State of Qatar (Part Two).**



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Editorial

I am pleased to present the forty seventh issue of Population Magazine. Its first topic includes a detailed presentation of one of Qatar Population Policy axes (2017-2022) represented in the «Public Health and Reproductive Health» axis, through which one can see the State's constant interest in the health sector. This sector has been able to deal efficiently with the emerging coronavirus (Covid-19) pandemic thanks to its advanced preventive and curative structure, and its solid plans for preparedness and response to health emergency and epidemics, and its health institutions that are equipped with all the required supplies.

The main article "A reading of some data on the demographic transition in the Arab world," reviews the change in the demographics of Arab countries, which coincides with the decline in birth rates and death rates in Arab societies, the increase in life expectancy at birth and the reduction in disease rates. This is a youth-predominant transformation that requires interactions on social, political and economic levels.

The second part of the dialogue with His Excellency Dr. Ibrahim bin Saleh Al-Nuaimi, Undersecretary of the Ministry of Education and Higher Education in the State of Qatar, sheds light on the most important milestones in the process of formal education in the State of Qatar since 1952. It was represented by the launch of initiatives aimed at developing a modern educational system in accordance with international standards to contribute to the transformation of Qatar into an advanced and prosperous society. In addition, the Ministry of Education and Higher Education, through its strategy towards achieving Qatar National Vision 2030, is making unremitting efforts to keep pace with the latest requirements and to provide permanent and innovative learning opportunities. The dialogue also reviewed the most important axes of the Ministry's strategic plan 2017-2022, especially with regards to e-learning and its tools.

The «Spotlight» in this issue reviews the efforts made by the Planning and Statistics Authority to modernize the State's national statistics system. Over the course of two days, 11-12 August 2020, a remote workshop on the use of «the Generic Statistical Business Process Model GSBPM» was attended by many participants from Qatar and other Arab countries.



Dr. Saleh M. Al-Nabit
Chairman of the Permanent Population Committee

Artical

Qatar Population Policy: Public Health and Reproductive Health Axis



Prepared by: Yousef Breik, Permanent Population Committee

In the previous issue No. (46) of Population Magazine, we shed light on the third axis «Qatar Population Policy (2017-2022)». In this issue, we will focus on the fourth axis: «Public Health and Reproductive Health». This axis includes two main components, namely:

First: Public Health

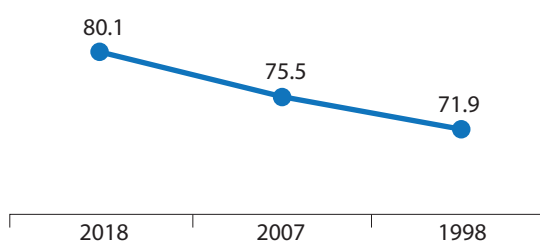
Thanks to its strong health system, the State of Qatar has been able to deal with the emerging coronavirus (Covid-19) pandemic. Qatar is one of the countries that have an advanced health system at the preventive and curative level. It has set clear plans to prepare for and respond to health emergencies and epidemics by recruiting highly trained health personnel and institutions equipped with all the required supplies. The march of the health sector in Qatar has been linked, first and foremost, with the State's constant attention to this vital sector. This was reflected in the human development pillar of Qatar National Vision 2030, which expressed the aspiration of Qatar for its population to be physically and psychologically healthy. It was also reflected in the constant and increasing support for this sector through the rate of expenditure that rose from US\$ 2.2 billion in 2010 to about US\$ 6.2 billion in 2020, with an annual growth rate of about 11% within ten years. This has eventually contributed to the realization of many achievements that are evident in many of the relevant health indicators, mainly:

- **Increase in life expectancy at birth:** Life expectancy at birth is closely related to the prevailing death patterns. The lower the

death rates and the better the health status of society, the higher the life expectancy is at birth.

According to the estimates contained in the UN Human Development Reports in various years and included in the following figure, life expectancy at birth in Qatar increased from 71.9 years in 1998 to 75.5 years in 2007 and then to 80.1 years in 2018.

Life expectancy at birth for Qatar population for the years (1998, 2007, 2018)



Source: UNDP, Human Development Report 2019 and other publications.

Thus, life expectancy in Qatar is 7.5 years higher than the life expectancy in the world, which was 72.6 years in 2018, according to the UNDP Human Development Report in 2019.

Accordingly, this index has played a key role in the State of Qatar ranking 41st in the world out of 189 countries included in the aforementioned HDR. The following table shows Qatar's ranking in relation to the first country and the last country according to the Human Development Index and its components approved in the HDR. In a related context, life expectancy at birth indicates that the State of

Human Development Index (HDI) and its components, 2018

Ranking according to HDI	Country	HDI Value 2018	HDI Components			
			Life expectancy at birth (years) 2018	Average years of schooling (years) 2018	Expected number of years of schooling 2018	GNI per capita (2011 PPP\$) 2018
1	Norway	0.954	82.3	12.6	18.1	68,059
41	Qatar	0.848	80.1	9.7	12.2	110,489
57	Kuwait	0.808	75.4	7.3	13.8	71,164
189	Niger	0.377	62.0	2.0	6.5	912

Source: UNDP, Human Development Report 2019, New York.

Qatar has already managed, at a very early stage, to achieve most of the objectives of SDG3 of the Sustainable Development Goals 2030, which stipulates “**Ensure healthy lives and promote well-being for all at all ages**”.

According to Qatar SDGs Report issued by Qatar’s Planning and Statistics Authority in 2018, many achievements have been made that led to the upgrading of the health system, which has in turn contributed to the increase in life expectancy at birth, as described above. The most important achievements, according to the aforementioned report, are:

- Preventive care in various fields, including early detection of diseases.
- Reducing premature death rates from cardiovascular disease, cancer, diabetes and other chronic diseases more than the specified percentage by one third.
- Reducing under-five mortality rates to less than 25 deaths per 1,000 live births, and infant mortality rates to less than 12 deaths before the deadline in 2030.
- Reducing the death rates resulting from traffic accidents to 7.7 cases per 100,000 people, which is lower than the global average of 17.4 deaths.
- In addition, the State has made important achievements in combating infectious diseases, such as AIDS, tuberculosis, malaria and others, as the following table shows:

- **Expansion of health facilities:** The Qatari health sector has witnessed large investments in health infrastructure, especially the construction of new hospitals, health centers, clinics and other health facilities, as shown in the following table:
- **Health Workforce:** In connection with the development of health facilities and services, Table No. (16) indicates the improvement of some indicators related to health human resources, especially nurses, as the rate increased from 5.8 nurses per 1,000 inhabitants in 2012 to 7.5 nurses in 2018. This rate exceeds the world average of 2.94.

In support of these and other quantitative achievements in the field of health, Qatar Population Policy 2017-2022 called, in its basic aim, to «**improve the general health of the population and provide**

its services in line with the increase in the population and its geographical distribution.»

In order to achieve this goal, the Population Policy defined the following goal:

- ❖ Reducing pressure on government health facilities and services.
- This goal has been transformed into a set of procedures:
- Expand health services infrastructure, especially primary healthcare services, and distribute them geographically, in line with the ever-increasing population.
 - Encourage and support the private sector to make more investment in the health sector to serve its strategic objectives.
 - Activate the labor law to establish a clinic that employs at least a doctor and a nurse in facilities with more than 500 workers.
 - Provide and increase the number of health service centers and specialized centers for workers and establish health centers within labor complexes.
 - Expand the preparation and qualification of specialists in family and community medicine and improve the level of its services.
 - Raise awareness of ways to deal with minor illnesses at home, and provide a hotline to help the public deal with these cases.

Second: Reproductive Health

Reproductive health goes beyond mere protection against disease or disability to be a state of complete physical, mental and social well-being in all matters related to reproduction and freedom to decide and determine its date and frequency. In this context, the State of Qatar is striving to improve national capabilities in the field of reproductive health, raise awareness of its issues, and improve maternal and child services ... in a way that contributes to achieving the goals of QNV 2030. The State’s interest in reproductive health issues has contributed to many quantitative achievements that are evidenced by many relevant indicators, mainly:

- **Proportion of women who have access to primary healthcare services:** The proportion of Qatari and non-Qatari women who have access to these services has reached the limit of inclusion (100%) since 2003.
- Pregnant women and deliveries supervised by trained health

Rates of incidence of some infectious diseases during the period (2015-2018)

Diseases	Year				
	2012	2015	2016	2017	2018
Rate of malaria infection per 1,000 people	0.4	0.2	0.2	0.2	0.2
Rate of TB disease per 100,000 people	27.9	22	19.3	23.3	27.2
Rate of hepatitis B infection per 1,000 people	30.6	10	8.4	20.3	28
Rate of new HIV infections per 1,000 uninfected people	-----	0.01	0.01	0.01	---

Source: Planning and Statistics Authority, Sustainable Development Goals in the State of Qatar, 2018

Number of hospitals, health centers, clinics and pharmacies 2012-2018

Statement	Years						
	2012	2013	2014	2015	2016	2017	2018
Government hospitals	9	9	9	10	10	14	14
Private hospitals	4	4	4	4	4	5	6
Health centers	23	21	21	22	23	26	27
Children's Emergency Center	7	5	5	5	5	5	5
HMC Outpatient clinics	8	8	8	9	11	62	53
Medical Commission	1	1	1	3	4	4	4
Qatar Petroleum Clinics	10	12	5	22	22	19	19
Private sector clinics	373	419	487	642	853	417	490
Private pharmacies	304	340	147	414	449	265	327
Private test and radiology laboratories	54	62	76	62	74	50	54

Source: Planning and Statistics Authority, Health Services Statistics, various years

Health workforce indicators (rates per 1,000 population) during the period (2012-2018)

Indicators	Years						
	2012	2013	2014	2015	2016	2017	2018
Total doctors in the State of Qatar	3.2	2.8	3.1	3.1	3.6	3	3.2
Doctors	2.5	2.1	2.5	2.3	2.7	2.4	2.6
Dentists	0.6	0.6	0.7	0.8	0.8	0.6	0.6
Nurses	5.8	6.2	5.8	6.1	6.5	6.6	7.5
Pharmacists	1	1	0.9	1	1.1	0.9	1
Other health service providers	2.3	4.3	3.6	3.3	3.4	3.3	3.5

Source: Planning and Statistics Authority, Health Services Statistics, various years

Maternal mortality rate by nationality per 100,000 live births during the period (2008-2018)

Nationality	Year						
	2012	2013	2014	2015	2016	2017	2018
Qataris	0.0	0.0	0.0	12.1	0.0	0.0	0.0
Non-Qataris	6.9	0.0	5.7	10.9	0.0	0.0	0.0
Total	4.7	0.0	3.6	11.3	0.0	0.0	0.0

Source: PSA, Births and Deaths in the State of Qatar 2018 (Presentation and Analysis), December 2019

workers: All pregnant women (100%) were supervised by trained health workers.

- **Low maternal mortality:** As a result of maternal healthcare during pregnancy or within 42 days of the end of pregnancy, the maternal mortality rate per 100,000 live births decreased from (4.7) deaths in 2012 to (0.0) deaths in 2018, as shown in the following table :

Thus, Qatar has achieved early and ahead of schedule SDG target (3-1) “By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births”.

In support of these and other quantitative achievements in the field of reproductive health, Qatar Population Policy 2017-2022 called, in its primary goal, to «**improve the reproductive health and provide its services in line with the increase in the population and its geographical distribution.**»

In order to achieve this goal, the Population Policy has defined the

following target:

- ❖ Providing support programs to reduce the decline in fertility and reproduction rates among Qatari women: this target has been transformed into a set of measures, namely:
 - Grant maternity leave of not less than seven months with full pay.
 - Grant financial allowances for newborns and set up a specialized health program for the age group (0-5) years.
 - Provide nurseries in or near the workplace.
 - Establish advanced fertility and research centers.
 - Increase the cadres specialized in reproductive health and support their training inside the country and abroad.
 - Ensure that those intending to marry adhere to the results of the pre-marital medical examination.
 - Create a fertility database.

Artical

A Reading in selected data on the demographic transition in the Arab Region



Prepared by: Dr. Mostafa Kharoufi,
The Permanent Population Committee

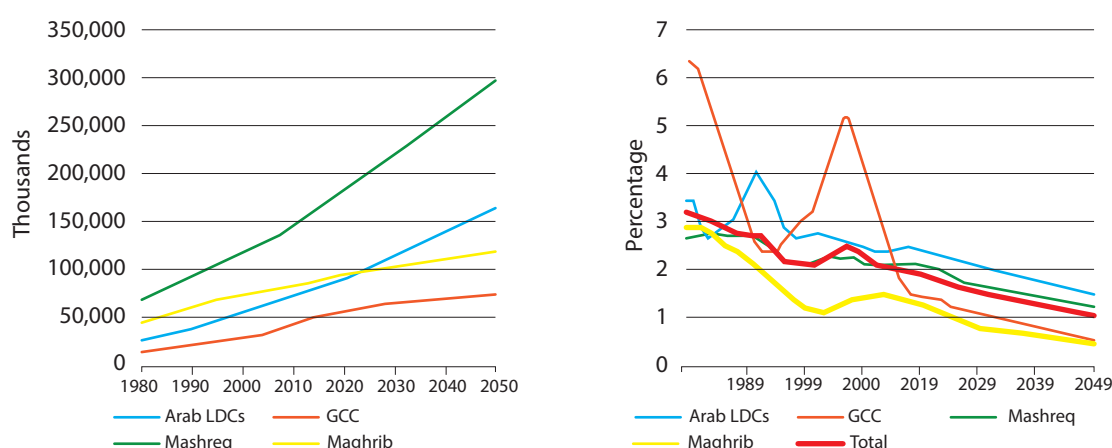
The Arab world is experiencing a remarkable demographic transition that has made observers expect its profound impact on the development of Arab countries, at least in the coming decades, on many social, economic and cultural levels. The population of Arab countries has reached more than 428 million people, two-thirds of whom are under the age of 24 years. As a result of this evolution, the number of Arab youths reached 67.8 million in 2005, then 73.1 million in 2015, and assumably their number will reach 87.9 million in 2035¹. Thus, most Arab countries will, for the first time in history, reach the height of this youth boom, as never before has the Arab region had such a large percentage of youth.

The demographic transition phenomenon refers to the historical change in the demographics, which coincides with the decline in birth and death rates, the increase in life expectancy at birth and the reduction in disease rates in Arab societies, as a result of

the development that this region has known for decades. This development is generally associated with the education progress and increased parental investment in child education and healthcare, rapid transition in fertility rates, improvement in the status and education of women, reduction in child labor indicators, and many other social changes. The demographic projections made by the United Nations Population Division studies are based on this transitional pattern. These studies assume that the fertility decline that began in Arab countries since the end of the 1970s will continue accelerating during the next decades. The fertility rate in the Gulf countries, according to the State of the World Population Report 2020², was high up to the 1980s before it rapidly decreased to its current rates.

As a result, demographic transition has become evident in all their features in most Arab countries, making researchers anticipate their potential impact during the coming decades at least. This issue has

Figure 1: Total population and average annual population growth rate in the Arab region, 1980-2050 (average fertility variable)



Source : UNFPA. Arab Region. Demographic Dividend Profile : Status and Potential, <https://www.researchgate.net/figure/Average-annual-population-growth-rates-of-Arab-countries-1980-2015-and-2015-2050>

1 United Nations Population Division, ESCWA.- International Migration of Youth in Arab countries, third issue, ESCWA-UNES, 2011, p. 2

2 United Nations Population Fund. State of World Population Report 2018: The Power of Choice, Reproductive Rights and Demographic Transition, p.69
United Nations Population Fund. State of the World Population Report 2020: Demographic Indicators

received increasing attention during the past decades after public debate about the effects, repercussions and challenges of population pressure, and the lack of resources and opportunities in most Arab countries. A number of observers have previously linked this to the instability in some Arab countries.

The World Population Report 2018 issued by the United Nations Population Fund³ showed that fertility rates have recently decreased in 33 countries, to between 1.7 and 2.5 births per woman. This group consists of Arab countries and countries from Latin America and the Caribbean, along with a few countries in Asia, including India, which has a population of over 1.3 billion people, and Qatar, which has a population of 2.6 million people.

The data presented in this figure show that the regularity of this transition continues in the Arab region with an upward trend between 1980 and 2050. It also indicates that this region achieved an annual growth rate of 3% in the early eighties, but, starting from 2015, it recorded a decrease, amounting to 2%. This can be attributed to a number of reasons, mainly the improvement in living conditions, the increase in girls' enrollment in education, the delay in the age of girls' marriage, the spread of family planning methods, and the high cost of living in urban areas. It is clear that the transition from a family of six to a family of four is a major change with significant repercussions both individually and collectively. This is evident for both developing countries as well as rich and poor countries alike, regardless of fertility levels, education and the areas in which the population lives, whether urban or rural.

Some of the Features of the Demographic Transition in the Arab World

It is clear that population growth varies from one Arab country to another, according to the reality and nature of health systems and social and demographic priorities, as it ranges from less than 1% to more than 3% annually, averaging 2.1% annually. This rate will inevitably double the population of the region in about 35 years⁴.

The demographic future of various countries of the region remains heterogeneous, and is dependent on levels of economic growth, demographic and social policies, poverty levels and political stability. In the next three decades, these factors will determine the features of the demographic transition in the region, which will vary from country to another.

As is evident from the figure below, 17% of the population of the Arab region is between the ages of 15 and 24 years. The number of these young people is expected to increase from 73.7 million in 2020 to 91 million in 2030.

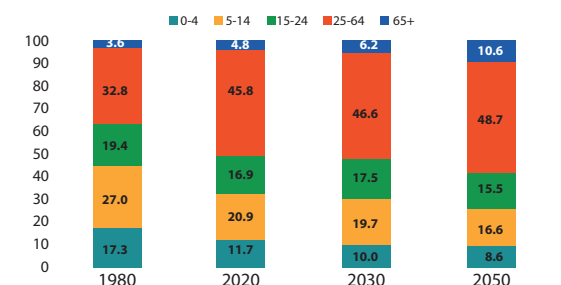
What does it mean to be young today in the Arab Region?

While noticing differences in the terminology used to define youth and in the relevant policy approaches in the Arab countries, the youth emerge as a socio-demographic category that symbolizes the intermediate period between childhood and adulthood. This age group is considered by the humanities to be a "specific period of modernity", and a stage built in a manner consistent with changes in link structures within societies, relationships between individuals and institutions, and value systems. This age group also symbolizes the individual's entry into the world of adult persons, where the processes of social normalization that are related to cultural affiliations are complete and overlap with a set of factors. The manifestations of cultural overlap play a fundamental role in establishing the nature of youth culture. In Arab countries today, the youth culture appears to be globalized, as a large part of it is inspired from abroad and has reached Arab youth through the media and digital media, and through the spread of modern information practices and educational institutions in Arab countries.

Although there is no internationally agreed-upon definition of the youth age group, the United Nations - for statistical purposes and without prejudice to any other definitions established by member states - defines "youth" as persons between the ages of 15 and 24 years. This definition arose in 1985 in the context of preparations for the International Year of Youth.

Many states also set standards that define young people regarding the age at which a person is treated on an equal basis with adults under the law - this is often referred to as "the age of adulthood," which is usually set at 18 years in many countries; a person is not considered an adult until he reaches this age. However, the accepted definition and the nuances of the term "youth" differ from one country to another, depending on the suitability of some social, cultural, institutional and economic factors for each society.

Figure 2: Population in the Arab region by age group



Economic and Social Commission for Western Asia (ESCWA). — Social Policy Brief 2019: Bridging the Inequality Gap Among Young People in the Arab Region, Beirut, 2019, p. 4

3 United Nations Population Fund. State of World Population Report 2018: The Power of Choice, Reproductive Rights and Demographic Transition, p.68

4 UN- ESCWA. - Arab Society: A Compendium of Social Statistics Issue No. 13, November 2017, p.1

Table 1 Percentage of youth (15-24 years) out of total population (%) in some Arab countries: 2005, 2010, 2015

Country	2005	2010	2015
Algeria	23.0	20.7	16.6
Egypt	21.6	20.3	17.4
Mauritania	20.0	19.7	19.4
Morocco	20.3	19.2	17.4
Sudan	19.4	19.3	20.1
Tunisia	20.7	18.7	15.5

International Labor Office. Youth and Employment in North Africa: A regional Overview, 2017, p. 11

This transition has shown the severity of the demographic pressure on many sectors and services that has prevailed sharply since 2010, especially with a marked decrease in the death rate in the context of demographic behavior common to all Arab peoples from Morocco to Iraq. Mr. Youssef Courbage, research director at the French Institute for Demographic Studies, explains how the demographic transition, which is considered a global phenomenon, now includes the Arab world. He further confirms the speed of this transition represented by the decline in the general fertility rate in Arab countries from 5.7 to less than 2.3 in four decades, a process that took centuries in Europe, and caused some confusion in Arab societies.⁵

This transition is also accompanied by an increase in the size of the youth group between the ages of 15 and 24 years (in relation to total population), which is noticeably expected in countries such as Sudan, Iraq, Palestine and Yemen, where fertility rates are high. Thus, the number of this group in Iraq will increase by 4.5 million from

6.2 million in 2010 to reach 10.7 million by 2030. The number of Palestinian youth is expected to increase during the same period from 0.858 million to 1.3 million, an increase of about 50%. In Yemen, the increase will be more than 3 million (about 59%), while in Sudan it is expected to reach 12.7 million, an increase of 4.1 million.

This transition in the demographics, which is predominantly youthful, requires interactions at social, political and economic levels; the first of which is to provide decent levels of inclusion for broad groups of youth through education, skill formation and economic opportunities that open prospects for satisfactory living standards. However, although a number of Arab countries have sought since the seventies to meet educational needs and some forms of economic and social integration, most of them have not been very successful in meeting their changing needs, in the absence of policies that support the developmental role of youth, which has led to increasing feelings of marginalization and even exclusion. This is completely different when comparing the effect of the weight of young people in the case of East Asian countries, which have known a transition in their age structure represented by the presence of large numbers of this age group, where these transitions were deployed through positive engagement with their demographic status, until they achieved what was called «the Asian miracle». The success of this development model is based on optimal employment of the benefits of youth qualifications, by focusing on developing human resources and their employment capabilities and raising levels of savings and investment to reach exceptional economic growth rates and a significant increase in individual income levels.

For these reasons, youth issues appear to be a political or social

Table 2: Selected demographic indicators through the monitoring of the International Conference on Population and Development goals in GCC Countries

Country	Total population in millions	Average annual	Population aged 10-24 years, percentage 2020	Total fertility rate per woman 2020	Net enrollment rate in basic education		Net enrollment rate in secondary education	
		rate of population change (percentage) 2015-2020			percentage 2018	percentage 2018	percentage 2018	
					M	F	M	F
Qatar	2,9	2,3	16,2	1,8	97	99	96	92
Bahrain	1,7	4,3	16,1	1,9	99	97	87	94
Kuwait	6	4,2	19	2,0	84	93	85	89
Saudi Arabia	34,8	1,9	20,7	2,2	99	100	86	84
The UAE	9,9	1,3	15,8	1,4	92	95	95	90
Oman	5,1	5,8	16,8	2,8	98	100	99	93

Source: United Nations Population Fund. State of the World Population Report 2020

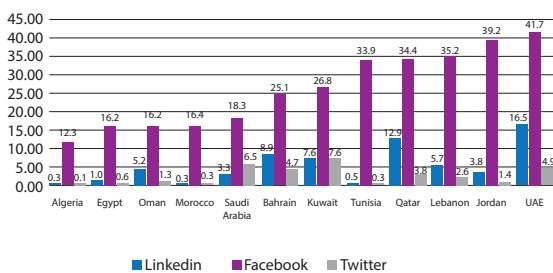
⁵ Youssef Courbage. - «Does the Demographic Revolution Lead to a Democratic Revolution?» Omran for Social Sciences and Humanities, Issue 3, Volume One, Winter 2013, Doha, p. 14

priority on the agenda of the countries of the Arab region, especially after the outbreak of the protest movements in late 2010 that resulted from weak economic, social and political conditions characterized by the blockage of the horizon for this social group and the decline of development indicators, science, rights and the status of women in most Arab countries.

Arab Youth and the Dynamics of Globalization

The culture of the youth group in the Arab countries is affected by the history and traditions of the region, as the Arab culture remains rich in its multiple forms and cultural heritage, which allows it to open up to the culture of modern globalization. Arab societies in general receive many factors affecting the components of these societies, which are undergoing a remarkable development stage, including the family, women, culture, identity and relations with the public and private space. One of the results of globalization on the status of the youth group, for example, is the diversification of the sources of values, which are no longer only local, but rather diverse, and sometimes heterogeneous, imported and conflicting. Therefore these impacts work outside any mediation (from the father, mother, family or teacher). This is mainly due to the ease and freedom of access to information through social media and satellite channels that enhance the independence of the individual and the diversity of heterogeneous values.

Figure 3: The use of social media in some Arab countries



Source : Discover Digital Arabia 2013

By reading the figure symbolizing the use of social media in Arab countries, we conclude some observations:

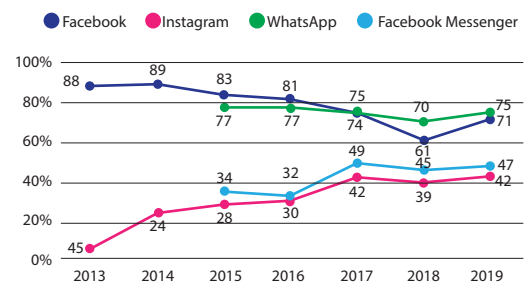
- 100 million searches were performed on Google, equivalent to 70,000 days of searching for knowledge;
- 36,000 new Facebook users were registered, which is more than the daily births in the region; Facebook is the most popular because it registered 156 million users in 2017, compared to 115 million in 2016;
- Uploading an equivalent of 60 days of videos to YouTube, which is roughly the same time as the content broadcasted

by mainstream TV channels in the Arab region :

- 10,832,000 tweets were posted on Twitter, which is more than three times the content of all Arab newspapers printed every day;
- 37,095,955 Facebook users aged 30 years or less, which is more than four times the total number of students registered in universities.

These data also indicate that digital communication technologies, especially social media, contribute to expanding the expression capabilities of Arab individuals and groups of youth and give them more options in dealing with society. The proper use of social platforms in the Arab space also helps to change the rules of communication clearly; especially the transition from the national space to the global standard space.

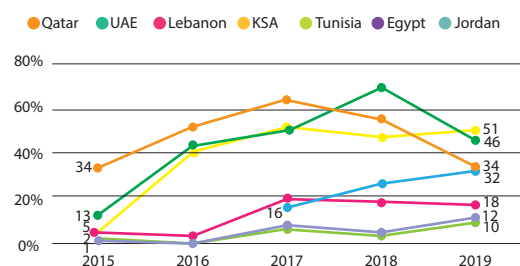
Figure 4: Facebook Use



Source: <http://www.mideastmedia.org/survey/2019/chapter/social-media/>

While globalization is often described as a positive resource for cross-border collective identities, it is also considered a renewal of national identities ... There are more than 45 million Internet users in 16 countries of the Arab region, whereas the use of this tool is growing rapidly in relation to social networks. The number of users is constantly growing, too: more than 17 million users in the Arab world and 5 million in Egypt alone. This enthusiasm explains the introduction of Arabic on Twitter since 2011, along with English and French.

Figure 5: Snapchat Use



Source: <http://www.mideastmedia.org/survey/2019/chapter/social-media/>

Youth Empowerment in the State of Qatar

The youth age group 15-24 years makes up about 14% of Qatar's total population of 2,749,215 people in 2020¹.

The National Development Strategy of the State of Qatar (2018-2022) focuses on the role of youth in development, as the main goal is to qualitatively improve the education and training of youth, in order to develop their capabilities and expand their future participation opportunities. Qatar National Vision 2030 constitutes a framework for the country's transition to a diverse and competitive knowledge economy that depends on the use of ideas rather than physical capabilities and on the application of technology instead of transferring raw materials or employing unskilled labor, which aims to build and benefit from the capabilities of Qatari youth.

The strategy attaches great importance to various youth issues and is concerned with monitoring some new problems related to youth and issues of empowerment and participation. In addition, it monitors the various transformations of youth and their future societal trends such as family formation, marriage, lifestyle, responsibility, work, community and economic participation, and contributing to national events such as the 2022 World Cup, among the important issues raised by youth in the State of Qatar.

As for the needs of youth, they include everything related to facilitating the life cycle of basic, high-quality education, specialized training, providing research opportunities, empowering multi-disciplinary areas, in addition to various areas of community participation.

The progress achieved can be known by presenting some vital sectors related to youth inclusion, such as education, training and youth by focusing on the most important relevant indicators.

Educational Status of Youth Aged 15-24 Years:

The Qatari educational system has succeeded in raising the levels of educational and knowledge attainment of this segment of both males and females, as the educational attainment of 98.6% of Qatari youth aged (15-24) years is of elementary level and above. In embodiment of the State's directions in support of building an educational system that meets modern standards, and considering education as a fundamental pillar of the progress of society that the State guarantees, sponsors and seeks to spread and popularize, the Qatari educational system continues to meet the new educational needs of the current generations of citizens and residents alike. This is evidenced by the quantitative, multifaceted and multidisciplinary expansion of the various components of the Qatari educational system in the diversity of its stages and the targeted social and population groups, in addition to the increasing support for the education sector, which increased from about QR 4.4 billion in 2011 to QR 9.4 billion in 2017 (Annual Statistical Report of the Ministry of Education and Higher Education 2018).

In view of the vital role that higher education plays in the formation of specialized youth capabilities, Qatar has given this sector special attention which is embodied by the continuous expansion of the various components of higher education. The number of students enrolled in various institutions of higher education has increased continuously in recent decades. While the number of students in the

seventies did not exceed a few thousand, it reached 31,482 students in 2017, distributed among various educational institutions.

Economic Participation of Youth Aged 15-24 Years:

Qatar works to rehabilitate young people and expand their economic participation through the implementation of many programs, including the "Youth Work Pioneers" program, which is carried out periodically for a period of three years in order to graduate qualified and empowered youth leaders who can participate in the various areas of life at three levels (planning, implementation, evaluation). Thus, the percentage of Qatari youth involved in youth centers reached 63.30% of total number of Qatari youth, which numbered 55,960 in 2017 (Source: This indicator was calculated through the data provided by the work team, in addition to the data obtained from the Ministry of Development Planning and Statistics about Young people aged 15-24 years).

In relation to building a knowledge society and seeking the help of youth in this field, Qatar has significantly developed the telecommunications sector, which is reflected in its advanced ranking in Arab and international indicators, as it ranked first in the Arab world and second globally in the index measuring ICT Access and Usage by Households in developing countries at a rate 98% in 2014, as stated in the report issued by the UN-ITU Broadband Commission for Sustainable Development in 2015. This provides an opportunity to use it in achieving the State's cultural strategic goals. The interaction of young people with technological developments is noticeable, as it can form a strong starting base to achieve the maximum benefit from the use of advanced technology in the service of development. The importance of youth involvement is due to their being the focus of attention to promoting belonging and preserving the national identity. The impact of society and the main role of information technology in the knowledge era lie in creating a framework of ideas and principles that form an appropriate formula through which Qatar's youth can achieve their potential and help them discover their role and perform at the highest level of efficiency and effectiveness, and provide solid foundations that enable them to take appropriate decisions during their daily life.

The Role of Culture and Sports Sector in Youth Integration

The Ministry of Culture and Sports is working to motivate young people to practice various sports activities. The percentage of participants in public sporting activities in Qatar has reached 52% of total population, especially the youth. The Qatar Olympic Committee also organizes sports competitions for school students, with the aim of establishing a sport exercising culture for the sake of health and life and providing an attractive environment for male and female students to encourage the practice of physical activities and the spread of various kinds of sports in schools.

The Ministry of Culture and Sports is also working to provide an incubating environment for the energies of Qatari youth to mobilize their capabilities in a national project that would move

1 Source: PSA - Qatar: Monthly Statistics <https://www.psa.gov.qa/ar/pages/default.aspx>

Qatar upwards to the ranks of developed and civilized countries, making it a role model and enhancing its cultural role regionally and internationally. This is achieved by setting up a cultural system that leads the community to establish a civilized life pattern that is reflected in the communication of its members with one another in various walks of life and enhances the national identity, including the view of the value of time and how to properly use it, the love of learning, research and knowledge, the view of good work and the importance of mastering it, the view of nature and the importance of preserving natural capabilities, the view and respect of those who are different from us, and the promotion of citizenship as a motivation for civilized progress and prosperity.

In this regard, in 2019, for example, a program was implemented that includes a plan of 36 activities, of which 11 activities targeted the adolescent group (31%), 14 activities targeted youth group (38%), and 11 activities targeted community group (31%). The means used to convey messages reinforcing national identity also

varied; they included: songs, movement games, games, stories and heritage tales. In the field of theater, the first youth theater season was implemented through "Our Youth on Stage" with the participation of 4 universities. There were also 5 local shows as well as foreign shows.

The State also believes that investing in youth and enabling them to engage in development processes is an imperative and not a choice, and that empowering them and enhancing their capabilities require providing a stimulating environment to highlight capabilities, and to activate the role of youth in society. The young people are, thus, motivated to assume leadership of youth centers through direct elections from Members of the General Assembly, and their participation in formulating strategic plans for the culture and sports sector, and in preparing the national policy for youth. This aims to transform youth centers into incubators that adopt youth initiatives and provide a space for creativity and self-development.

Demographic Transition and Labor Market Development

The early stage of the demographic transition in the Arab world is reflected in a steady increase in the working-age population: the share of this population (aged between 15 and 64 years) increased from 51% in 1970 to 62.45% in 2010, and it is expected to peak at 66% by 2040. This increase is one of the highest in the world (more than 3% annually).

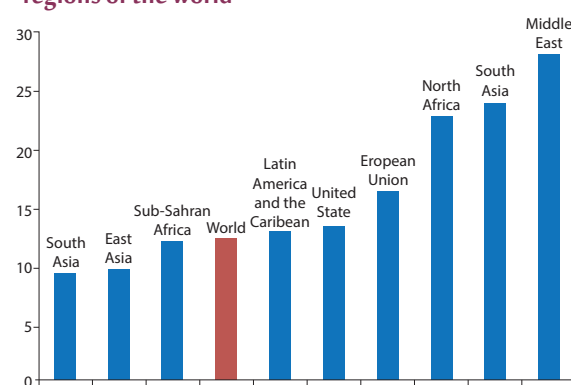
The International Labor Organization and the United Nations estimated the unemployment rate for Arab youth (aged 15-24 years) at 24% between 2005-2011 (more than twice the global rate of 11.9%). This same age group represents more than 50% of total unemployed population of Arab countries. Unemployment rates exceed this percentage in some countries such as Tunisia and Egypt (31% and 34% respectively). The highest unemployment rate, however, was recorded in the West Bank and Gaza Strip in Palestine, reaching more than 40%, while Iraq was the second highest Arab country with an unemployment rate of 43.5%.

This unemployment is characterized by the increasing number of young people entering the labor market for the first time, and it affects mainly, but not exclusively, job seekers with small professional qualifications and young women. But since the 1980s the unemployment also includes university graduates, as the current educational system continues to «produce» graduates who lack the skills and experience necessary to easily integrate into the labor markets, while the labor market itself is sometimes hampered by poor performance. As a result, a paradox appeared in the Arab world (and especially in North Africa) in the high levels of education and unemployment among the youth.

Moreover, the unemployment rate for females is higher than that of

males, which is a common feature in most Arab countries: that have low rates of female participation in the labor market. Only 13.2% of young women actually participate in the labor market in the Middle East region, compared to 46.5% for their male counterparts. In the North African countries, the participation rate for young women is 19.7%, compared to 46.8% for young men. Female unemployment is much clearer in some countries, such as Egypt and Syria, where the unemployment rate for young women is twice that of young men⁶ due to a number of economic and cultural factors.

Figure 6 Youth employment trends in various regions of the world



Sources: ILO's Global Employment Trends for Youth 2013 report. Regional data are from ILO's 2012 preliminary estimates

Based on an analysis of the general economic climate with the entry of the youth into the labor market, unemployment for this group in the Middle East and North Africa remains the highest in the world, reaching 28% in the Middle East and 25% in North Africa. Thus, the demographic factors that lead to mass unemployment are one of the critical issues throughout the Arab region. The high unemployment

6 ILO. - World of Work Report 2014 Developing with jobs, p. 12

Table 3: Youth unemployment rate by country, 2019

Country	Males	Females	Total
Algeria	27,6	47,9	30,8
Bahrain	2,2	13,5	5,3
Comoros	9,5	7,4	8,5
Djibouti	20,4	22,1	21,3
Egypt	27,1	44,1	32,4
Iraq	15,1	30,1	16,5
Jordan	32,5	54,6	36,7
Kuwait	8,5	34,1	14,4
Lebanon	15,9	21,3	17,6
Libya	36,4	56,9	42,0
Mauritania	15,1	17,9	16,0
Morocco	21,8	22,5	21,9
Oman	5,6	27,7	8,4
Palestine	40,1	71,0	45,9
Qatar	0,3	2,7	0,6
Saudi Arabia	20,3	43,6	25,5
Sudan	20,7	43,7	27,0
Somalia	24,3	27,2	24,9
Syria	16,1	41,1	19,6
Tunisia	33,9	36,8	34,8
UAE	6,3	12,7	7,6
Yemen	22,7	30,7	23,4
The Arab Region	22,5	38,2	26,1

Source: World Development Indicators Database, 2019.- Unemployment, youth total (percentage of total labor force aged 15-24) (modelled ILO estimate) <https://data.worldbank.org/indicators/SL.UEM.1524.ZS>

rate has exacerbated the conditions for the transition from adolescence to adulthood, which explains the difficulty of achieving demographic dividends in the current stages, and the weak levels of inclusion available for these groups in the labor market. The unemployment situation is sometimes attributed to the modest rate of economic growth, to low-skilled education, inadequate education, and labor market requirements that show specific needs for skilled workers and high-level skills. These imbalances are not limited to Arab countries with weak resources, but affect countries such as Saudi Arabia ...

To overcome the difficulties of social and professional integration, many Arab youth migrate. The International Conference on Population and Development (2013) held in Cairo confirmed that the Arab region has one of the highest rates of human mobility in the world. Migration (across borders or internal displacement), in addition to seasonal migration, is one of the main demographic and socio-economic characteristics of Arab countries, in addition to forced migration and its impact as a result of conflicts and wars, especially after 2010, and the «brain drain» associated with the rate of expatriates in countries of immigration.

Table 4: Some indicators related to women and the rate of female activity in some Arab countries

Ranking according to Human Development Index	Country	Gender Inequality Index	Maternal Mortality	Number of maternal deaths per 100,000 live births	Births per 1,000 women between the ages of 15 and 19	Percentage of women with a secondary education	Percentage of women in parliaments
		Estimate	Ranking				
83	Algeria	0.429	94	140	10.6	34.1	25.7
111	Egypt	0.565	135	33	51.9	54.5	2.2
157	Mauritania	0.626	147	602	78.6	11.1	22.2
123	Morocco	0.494	113	121	31.7	25.7	15.7
165	Sudan	0.575	140	311	74	13.7	31
97	Tunisia	0.289	58	62	6.8	37.5	31.3

Source: UNDP, Gender Inequality index, New York, 2016

<http://hdr.undp.org/en/composite/GII>

Some of the repercussions of the crisis resulting from the Coronavirus pandemic on the population in Arab countries

The Coronavirus pandemic has created a host of challenges to the health of the world's population. With the continuation of this crisis and the efforts the world is witnessing to coexist with it and the resulting restrictions imposed on the freedom of movement of people, the possibility of a long-term global economic recession, and health, social, economic and educational challenges that have affected various population groups, this pandemic is likely to affect the development of some demographic indicators relevant to some population groups such as women, children, the elderly and persons with disabilities.

According to the latest Sustainable Development Report 2020 issued by the United Nations agencies operating in the Arab region, led by the Economic and Social Commission for Western Asia (ESCWA), the pandemic will reduce the possibility of achieving the SDGs, such as eradicating poverty and hunger, ensuring health and well-being, and providing decent work and economic growth. This will be especially important for some Arab countries that record the highest levels of income disparities in the world, low healthcare, poor education and high levels of unemployment and gender inequality. ... which makes it more difficult to achieve the 2030 Sustainable Development Agenda for many of these countries. The first cases of Covid 19 were discovered in the Arab region on 29 January, 2020, and all Arab countries reported that they had cases by 30 June, 2020, and on 14 July they reached 781,919 cases and 13,544 deaths with variation between countries (note that the numbers may not reflect the true extent of the development of infection with this disease). The escalation in the spread of the pandemic and the increase in the number of cases, especially in countries whose health systems face major challenges in dealing with and controlling the disease, were also evident.

The spread of the pandemic showed a great challenge and unequal repercussions, affecting in particular the most vulnerable groups such as women, children, the elderly, and irregular employment in many Arab countries. Also, these groups, for direct or indirect

reasons, are more vulnerable to the pandemic and are affected by the failure of a number of health systems to provide basic services, the disruption of the supply chain, the loss of jobs and the spread of domestic violence ...

Some of the direct negative impacts on the population resulting from the outbreak of this disease are evident through the following examples:

- Pressure on medical services provided by health institutions and centers.
- Postponement of medical appointments previously confirmed.
- Many medical sectors are affected such as dental services, rehabilitation and physiotherapy centers and mental health clinics.
- Increasing stress levels in families.
- Disruption of reproductive health and family planning services, and clinical visits to follow up the development of pregnancy in many centers.
- Low household income forcing many families to reduce their basic health and food expenditures, which particularly affects children, pregnant women and breastfeeding mothers.
- Decline in growth and production rates, exacerbating financial pressures through recession, decline in exports and remittances and increasing unemployment.

It is expected that these effects will continue for several more years, especially since this pandemic comes at a time when most Arab countries are working to achieve demographic return and invest in youth, which clearly highlights the importance of addressing population issues during the emergence of crises in general, and programming studies on the implications of this pandemic on various groups of the population and the priorities. This can be achieved by strengthening the response and adopting targeted strategies to face the challenges resulting from the pandemic in Arab countries.

Reference: World Health Organization -WHO. - Coronavirus disease 2019 (COVID-19) Strategic Preparedness and Response Plan: Accelerating readiness in the Eastern Mediterranean Region, February 2020

Conclusion

Many researches have shed light on the demographic transition in the Arab world with clarification of its different rhythms between the countries concerned. Given the most important indicators of the demographic transition of changes in fertility levels and family life, the weight and position of youth in Arab societies is clearly evident more than ever, which will increase, in the near future, the share of the active population. Therefore, it is necessary to take into account the needs of young people in many sectors such as education, training, health, sports, culture and integration in the development process. This calls for the elaboration of public policies for youth through a set of measures and initiatives aimed at obtaining improvement in the living conditions of this social group.

Many studies consider the remarkable presence of the youth group as a blessing and an opportunity that may not be compensated, especially since this group has a better level of education and training than the elderly. The youth are also more related to social media practices and are better equipped to contribute to the development of their countries at the economic, social and cultural levels. Thus, there are several reasons that motivate initiatives in favor of this group: Arab societies are going through a transitional phase and they are changing at a steady pace, while preserving their values and lifestyles, which is reflected through the behavior of young people. This transition may be a real opportunity in the event that the region's future depends mainly on converting the demographic dividend into a productive surplus. However, the issue of youth involvement receives different attention in different Arab countries and the challenges they face are unprecedented.

- The demographic transition directly provides opportunities for a successful transformation towards building social inclusion of the youth. This requires efforts in terms of quality education, training, mentoring, sports, entertainment, employment and the promotion of gender equality.
- This calls for the elaboration of national youth policies that reflect an integrated and coherent multi-sectoral approach. These policies must further be multidisciplinary, comprehensive, inter-ministerial and inter-agency, and must lay down the primary areas for policy intervention as a basis for developing specific projects. Otherwise, in the absence of a coherent policy framework, youth programs will continue to operate mainly in separate sectors.
- Policy development includes enacting legal frameworks to implement policies, reviewing institutional structures, and assisting in monitoring and ensuring financial, human and knowledge resources for their implementation.
- Since 2011, the demographic transition has become synonymous with one of the important challenges and a stage that heralds a critical period where youth issues are a social priority, as all Arab countries seek to meet the educational, social, economic and cultural needs of youth. Encouraging investment in sectors with growth potential and open to youth employment, such as tourism, sports, culture, financial transactions or information and communication technology services, and encouraging youth initiatives remain among the initiatives aimed at empowering youth.

A dialogue with His Excellency Dr. Ibrahim bin Saleh bin Khalifa Al-Nuaimi, Undersecretary of the Ministry of Education and Higher Education (Part Two)

Q: There are those who consider e-learning to be the future because it is the language of the world today, and it is one of the most prestigious types of education in our time. Tell us about the efforts of your ministry to nationalize this type of education in the Qatari educational system.

In fulfillment of QNV 2030 in the field of human development, and to achieve leadership in education and deliver educational outputs capable of facing the challenges of the university education level and the labor market, the Ministry of Education and Higher Education has focused on e-learning and its tools. E-learning is a means of transmitting knowledge and achieving the desired goals of education, making the student prepared to meet the requirements of practical life in all its forms, which have become dependent in one way or another on information technology and its rapidly changing nature.

To achieve this goal, the e-learning section of the Curriculum and Learning Resources Department was established. This section is concerned with employing the latest safe, flexible and high-quality technological tools to provide an educational environment that enhances educational experiences and skills, helps communication and stimulates creativity, research and self-learning.

E-learning Projects

- **Learning Management System:** It enables communication between the educational process parties (teacher, student, parent, school administration and educational director); with the aim of raising the efficiency and quality of education. Thus, each school has its own online educational platform; where each party can access through its own username and password.
- **Tablets:** A project that relies on activating tablets inside schools, through mobile laboratory and fixed laboratory.
- **Video Lessons:** A set of digital video educational lessons that conform to the Qatari curriculum standards from the third grade of primary school to the twelfth grade. These video lessons are uploaded to the Ministry of Education and Higher Education channel on YouTube.
- **Interactive Display Devices:** A project that aims to provide interactive display devices in all public schools' classes to enrich the educational process and keep pace with progress. Through the relevant programs and tools, it is possible to prepare various lessons and present them in an interesting way.



- **Electronic Content:** A set of reliable and easy-to-access digital resources that encourage participation, interaction and self-learning.
- **Digital Education:** A joint project between the Ministry of Education and Higher Education and the Ministry of Transport and Communications that aims to raise the awareness of the users (educators, students and parents) of safety issues on the Internet, through Haseen portal and Safe Space website.
- **«Tamreen» Site:** A program prepared by the Supreme Committee for Delivery and Legacy in cooperation with the Ministry of Education and Higher Education.
- **Microsoft Learning Society:** A project that aims to benefit from Microsoft's software package and the skills of the twenty-first century in education, and to prepare skilled educational cadres that keep pace with the requirements of the times.

Accordingly, the E-Learning Section of the Curricula and Learning Resources Department in the Ministry of Education and Higher Education has circulated an annual guide for schools. The aim is to clarify the mechanism for implementing e-learning projects in public schools, and to send an annual procedural plan to schools to ensure that the goals of e-learning are fully achieved.



Goals of E-Learning Projects

- Realizing Qatar National Vision 2030 in the sphere of Human Development.
- Raising community awareness and positive trend towards information technology and its impact on the teaching and learning process.
- Achieving leadership in the educational system by improving the efficiency and quality of education.
- Achieving the objectives of the General Framework of The National Educational Curriculum of the State of Qatar.
- Incorporating technology into education and achieving integration of academic subjects.
- Coming up with educational outputs capable of meeting the challenges of university education and labor market.
- Creating an exciting learning environment that increases students' motivation and encourages them to be creative.
- Enabling students to learn anytime and anywhere, and in the manner that suits their abilities.
- Fostering a spirit of independence and self-reliance among students, promoting research skills and self-directed learning.
- Enabling teachers to teach in efficient and creative ways, by providing teaching methods that satisfy the need for variety among students.
- Increasing communication among educational system parties.

As for students with disabilities, the Ministry of Education and Higher Education provides public schools with tools and programs that

are academically supportive for people with disabilities. Thus, the assistive technology plays a fundamental role in the lives of people with disabilities and has a great impact in closing such gaps between curricula and weaknesses. They also help such students develop skills, improve their academic level and mitigate the difficulties for those who suffer from dyslexia; writing difficulties; learning difficulties; speech or language disorders; physical disabilities; or visual impairment, as well as students with autism and other learning and educational obstacles.

Moreover, the use of technology for students with autism helps them express themselves, develop the level of social communication and interaction with others, support their academic performance, raise their level of self-confidence, and modify undesirable behavior, as it reveals their strengths and weaknesses. Besides, the Ministry of Education and Higher Education provides assistive tools and programs to support the education of visually-impaired students (hearing-impaired and blind). The assistive tools - that help students with hearing disabilities recover some auditory functions - have also been varied for hearing-impaired students and those who have cochlear implants in government schools as well as students suffering from total deafness in the Audio Education Complex, as hearing aids differ in design, size, amplification, ease of handling and settings that suit each according to his needs.

Question: Aiming the gradual reform of the imbalance in the population structure, the Population Policy of the State of Qatar 2017-2022 proposed a set of solutions; the



most important of which is supporting the trend towards a knowledge economy based on ICT, digitization and innovation. Since the Ministry of Education and Higher Education is one of the main bodies concerned with supporting such trend, we hope that you inform the reader of the Ministry's endeavors in this field and the efforts it exerts at the following relevant levels:

- Identifying the specialties associated with the knowledge economy and developing detailed lists of such specialties.
- Educating the community and raising its awareness of the importance of specialties associated with the knowledge economy.
- Increasing the specialties associated with the knowledge economy in Educational curricula.
- Urging educational institutions to grant scholarships to Qataris for specialties associated with the knowledge economy.

The development of educational paths and the introduction of a technological path contribute to joining distinguished university specialties that are relevant to Qatar's future needs in the labor market. Likewise, we provide scholarship opportunities to the best international universities after secondary school in various specialties needed by the state, which are determined by the Manpower Department of the Ministry of Administrative Development, Labor and Social Affairs (ADLSA), which is the entity authorized to approve and define the needs of the labor market. Furthermore, the educational curricula provided to students have been significantly

improved to take into account their needs, and there is still a need to adapt them more to suit students' abilities and perceptions, especially by focusing on skills and practice, taking into consideration linking them to knowledge.

In the academic year 2015-2016, the Ministry of Education and Higher Education opened Qatar Banking Studies and Business Administration Independent Secondary School for Girls in cooperation with the Qatar Central Bank. This school, along with Qatar Banking Studies and Business Administration Independent Secondary School for Boys, aims to introduce high-quality specialized education in the field of banking and business administration, qualify human cadres and integrate them into the economic sector. This includes building a generation of Qatari economists that achieves competitiveness for Qatar, provides banking and corporate sector with Qatari competencies, and strengthens the partnership between the education sector and the banking sector in order to achieve Qatar National Vision 2030.

- Increasing the specialties associated with the knowledge economy in Educational curricula.
- The concept of knowledge economy focuses on human mind and its capabilities in producing and assimilating knowledge, as well as being able to apply and use it creatively to solve problems, and to imagine new approaches in doing business, thus moving from what students learn (content) to how students learn (knowledge, skills, values and trends), in order to enhance competencies. The Ministry of Education and Higher Education in the State of Qatar has developed an educational system in response to the goals

set by the Education and Training Sector Strategy 2011-2016, which have been prepared to achieve Qatar National Vision 2030. The General Framework of The National Educational Curriculum comes as a central reference for making all different decisions related to curricula, and the developers of textbooks and educational materials. This general framework outlines learning values, goals, principles and outcomes expected in the context of different school subjects. Competencies are an essential component of the general framework that the educational curriculum seeks to be achieved by students over the years of their studies; such as academic skills; language proficiency; mental skills; problem solving; life skills; as well as cooperation and collaboration.

Therefore, the content of the national curriculum was keen to build different educational activities and attitudes in all educational sources, and the student's acquisition of competencies in a gradual and constructive manner, so that students master them at the end of their learning. The national curriculum was keen to include life skills as one of the common issues, and to enhance the 21st century skills as major requirements for enabling knowledge economy skills.

- As for higher education, and based on the fact that supporting the trend towards a knowledge economy is one of the sub-goals of the Program of Action of Qatar's Population Policy 2017-2022 to achieve the goal of «Mastering population growth rates in order to reform the demographic imbalances», the mechanisms for achieving this goal were to identify the specialties associated with Knowledge economy; develop detailed lists of such specialties; educate the community and raise its awareness of the importance of the specialties associated with the knowledge economy; increase the specialties associated with the knowledge economy in Educational curricula; and urge educational institutions to grant scholarships to Qataris for specialties associated with the knowledge economy.
- Seeking the achievement of the sub-goal of supporting the knowledge economy, the Ministry of Education and Higher Education periodically selects the best international universities for Qatari students to study in. In return, the Ministry of Development, Labor and Social Affairs, represented by the Government Scholarships Department, prepares a scholarship plan that includes the specialties in which the scholarships are awarded. It should be noted that the 2019 Scholarship Plan included the following specialties in the fields of knowledge-based economy:
 1. Agriculture and Food Sciences
 2. Basic Life Sciences
 3. Biological Sciences
 4. Biomedical Sciences and Pharmacy

5. Clinical Medicine and Health Sciences
6. Earth and Environmental Sciences
7. Chemistry
8. Engineering Sciences
9. Mathematics and Statistics
10. Physics and Astronomy
11. Computer Science

- The Ministry of Education and Higher Education is cooperating with the Ministry of Development, Labor and Social Affairs to educate the community and raise its awareness of the importance of the specialties related to the knowledge economy through specialized student counseling departments in the Ministry of Education and Higher Education, along with the efforts of the Ministry of Development, represented in Government Scholarships Department, in organizing an awareness program in schools concurrently with the introductory campaigns of the Government Scholarship Program organized by the Ministry.
- In agreement with the Ministry of Administrative Development, Labor and Social Affairs, the Annual Scholarship Plan is based on the needs of the labor market. The Ministry of Education and Higher Education assumes a major role in guiding students, starting from the tenth grade, towards the importance of joining these specialties. The Ministry of Education and Higher Education has allocated material and non-material incentives to educate and encourage students to join such specialties in order to enhance excellence opportunities and provide the community with the target groups according to the Annual Scholarship Plan.
- In cooperation with the Department of Scholarships in the Ministry of Education and Higher Education and the Government Scholarships Department in the Ministry of Administrative Development, Labor and Social Affairs, the Counseling Office at the Ministry of Education and Higher Education assumes an important role in this regard in terms of guiding students. It monitors the annual numbers of enrolled students in such specialties and the importance of increasing the enrollment rate to meet the future needs of Qatar. The Ministry of Education and Higher Education has achieved positive results in this regard, but the goal is still present and continues through the scholarship plan for the coming years to increase the number of students in scholarships, as it is noticeable according to statistics that the required numbers have not been achieved.
- Coordination is underway between the Scholarships Department and the Government Scholarship Department in various

employment entities in the country that are affiliated with the Government Scholarship Program. They now hold more meetings with educational institutions to create programs that are in line with the country's future plan to support the trend towards a knowledge economy.



- The Department of University Degrees and Certificates Equivalency works as an active part and component of the Ministry of Education and Higher Education, as it exerts its best to serve our beloved country, Qatar, to the extent and capabilities that the nature of its work permits, with the participation of other bodies and departments, both within the ministry; such as the Scholarships Department and the Higher Education Institutions Affairs Department, or in other ministries; such as the Ministry of Administrative Development, Labor, Social Affairs and other ministries. Since the Department of University Degrees and Certificates Equivalency, along with the Technical Committee of Certificate Equivalency, studies and evaluates academic certificates issued by higher education institutions and universities outside the country and examines various curricula and programs offered by those institutions and universities, as well as the academic accreditation and Local and international ranking for each institution or university, the Department cooperates with the concerned authorities through the following:
1. Providing opinion and advice regarding the best universities and higher education institutions that offer high-level programs in various specialties, including the specialties associated with the knowledge economy, and recommending the inclusion of such universities and institutions in the Ministry's lists, whether for scholarships or studies at students' own expense.
 2. Providing opinion and advice regarding universities and higher education institutions that the department makes sure of its deteriorating level or non-fulfillment of the required conditions

and specifications, and recommending not to include them in the Ministry's lists, whether for scholarships or studies at students' own expense.

3. Giving recommendation and technical opinion concerning the removal of any university from the ministry's lists, Ministry's lists, whether for scholarships or studies at students' own expense, in case it is confirmed that such university violates academic rules and norms or if its level falls below the level that previously qualified it for inclusion in the Ministry's lists.
4. Providing data and statistical information to the competent authorities responsible for the certificates that are received by the department, whether for equivalency or authentication in terms of number, mark, specialization, universities, and the countries from which these certificates are issued, in order to develop immediate and future plans for the state and to harmonize this with the actual needs of the labor market in the country.

Question: Inform us about the efforts of the Ministry of Education and Higher Education aimed at integrating sustainable development, its values and practices into public education curricula, in order to achieve the Qatar National Vision 2030, which is in harmony and in line with the development goals of the 2030 Agenda for Sustainable Development in general, and the goals and objectives of the Goal 4 set forth in this Agenda, which is related to education in particular.

Goal 4 seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The Goal focuses on the acquisition of foundational and higher-order skills at all stages of education and development; greater and more equitable access to quality education at all levels as well as technical and vocational education and training (TVET); and the knowledge, skills and values needed to function well and contribute to society.

The Ministry, represented by Curriculum Department, has been concerned with developing early childhood education and technical and vocational education and training (TVET). It addresses some of the transformations that Goal 4 sought to mainstream. There is a clear focus on monitoring academic achievement and using information to effect change. The Ministry has developed curricula and pedagogy in recognition of the need to develop skills related to sustainable development. Thus, it has referred to this in the curriculum basic principles in the General Framework of The National Educational Curriculum of the State of Qatar.

This Framework emphasized that this was promoted by enabling the student to:

- Understand the need to balance economic growth and environment conservation.

- Understand the importance of the ecosystem for life.

Value their responsibilities towards future generations.

- Understand the importance of framing modernity and contemporary within the local cultural values.
- Contribute effectively towards achieving SDGs.

Furthermore, the Ministry has exerted tremendous efforts to achieve inclusive education for all, through initiatives for specific groups, and adult education initiatives that focus on employment-related lifelong learning opportunities. The educational curriculum supports several sustainable development values and practices and serves its various aspects in several subjects. For instance, on the environmental aspect, the computing and information technology curriculum gradually introduces the concepts of recycling and environment conservation, starting from early education classes through the topic of technology's impact on the environment and safe disposal of E-waste as well as multiple activities and projects that include the production of visual and readable materials that increase the school community's awareness of recycling practices, in addition to using programming concepts for the Grade 11 in designing a robotic arm that classifies and distributes waste in the designated containers.

"The State of Qatar aims to build an educational system at par with the highest modern international standards and the best educational systems in the world" - Qatar National Vision 2030. This document describes the model of reference framework for students with disabilities to access the public curriculum, whose elements are derived from Qatar National Vision 2030, the National Development Strategy 2011 - 2016 and Education and Training Sector Strategy. Many reference documents have been used for the establishment of special needs education programs in the State of Qatar. The best international standards have been examined in the field of students with disabilities inclusion in order to keep pace with the latest technical research and standards in assistive technology and human rights issues related to disability and education.

Inclusion is a clearly-oriented journey that aims to achieving equal opportunities for all students. Inclusion means that students with different disabilities have equal access to student welfare programs and they can participate in such programs effectively. When students are there together as part of the group, their growth is promoted and positive social attitudes are strengthened. As well, all students need support in order to reduce or remove barriers so that they can learn and integrate fully with their peers based on a set of strategies that are commensurate with the behavioral, educational and adaptive characteristics of each student. Real inclusion is more than having a student with a disability with his peers, it ensures active, effective and meaningful participation by each student in the daily program and with each other, based on individual abilities and needs evaluation of

all students, and working to provide them with friends to make them comprehend the concept of belonging for a group of friends and the community.

The State of Qatar has worked on the development of the reference framework that aims in the comprehensive design and access strategies for public education curricula for students with disabilities, to include practical procedures that may appoint public education teachers and those who work with them; including special education specialists and teachers, to identify the practical steps taken to achieve equal opportunities for students with disabilities to benefit from general education curricula, including the mechanisms of adapting the curricula, the proposed educational strategies, the modified evaluation methods, and the self-motivation method directed towards students to contribute to reducing the consequences of continuous individual follow-up for students. It will also tackle the methods of activating technology as a supportive measure for knowledge acquisition from public education curricula and organizing the classroom environment in a way that contributes to learning through knowledge societies and peers. The framework will clarify the role that the individual educational plan plays in adapting curricula, and the steps that determine the possibility for students with disabilities to benefit from the public education curricula, or make decisions regarding alternative approaches to the public education curricula.

The Ministry of Education and Higher Education also emphasizes, within its various plans and programs, the issue of sustainable development. Further, the general framework of the curriculum, which is a practical response to both the Qatar National Vision and the Education and Training Sector Strategy, emphasized this through: The inclusion of environment and sustainability to be a common issue that intersects with more than one academic subject called for by the general framework of the curricula.

The definition of a set of concepts related to the environment and sustainability.

Various learning resources to be incorporated with topics addressing the issue of the environment and sustainable development in science and social studies curricula.

Various learning resources to be incorporated with values related to environment and sustainable development.

The expansion of the specialties associated with the knowledge-based economy is considered the guide for building curriculum standards in all its branches. Of course, everyone realizes that the curriculum standards are the basis for building various learning resources, whether the student books or activity books, evaluation and other sources. This approach was evident even in the expansion of specialized schools such as technical, science, technology, and banking sciences schools, as well as various learning resources in general education. This is evident in the subjects of Islamic education,

science, Arabic language, English language, mathematics, and others. Also, subjects have been developed to reinforce this trend, such as the subject of life and research skills, and the list goes on. In addition, this has not been overlooked in the extracurricular activities, and local, regional and international participation and competitions, the most recent of which was Qatar hosting of the International Junior Science Olympiad (IJSO), scientific excellence competitions, robotic and technological competitions, and specialized scientific competitions such as the QSTEM 2020 competition for math, and the list goes on. Moreover, new standards were also introduced for computing and information technology subject, and learning resources were renewed and enriched with topics related to research, innovation and technology, which support the student during the school years with knowledge and skills in the field of communication and information, which is one of the most important tools for the knowledge-based economy. It provides the student with the ability of lifelong learning, and keeps him updated with technologies affecting human societies; such as robotics, artificial intelligence, machine learning, the Internet of things, and big data. As well, it enables him to digital production and adds to his awareness the safe use of information technologies.

Question: As date of honoring the winners of the Thirteenth Scientific Excellence Award 2020 gets closer, and given the importance of this award and its role in building generations, can you tell us about it in terms of its mission, goals and categories, and to what extent you think it has contributed to spreading the culture of creativity and excellence in the Qatari society and motivating students to more excellence and distinguished academic achievement.

1. First: Introduction to Scientific Excellence Award

The Scientific Excellence Day Award is an award that honors the scientifically distinguished Qataris in various fields in order to spread the culture of creativity and excellence in the Qatari society, to motivate students to achieve more excellence and distinguished academic attainment, and to further integrate individual and institutional efforts to improve the educational process outcomes in Qatar to reach world levels and standards.

Vision

Contribute to enhancing creativity and excellence in the Qatari society.

Mission

Deepening the concepts of excellence and creativity by adopting international standards, implementing specific programs, and

integrating individual and institutional efforts to improve the educational process outcomes in the State of Qatar.

Goals

1. Recognize, honor and celebrate the academically distinguished Qataris.
2. Deepen concepts of excellence and motivate all individuals and educational institutions to develop their performance.
3. Enhance positive trends towards knowledge and scientific research.
4. Spread the spirit of innovation and competition among students, researchers and educational institutions.
5. Raise the spirit of competition and challenge among individuals and educational institutions in the field of scientific excellence.
6. Direct individual and institutional energies towards scientific excellence in the areas that serve the achievement of the State's developmental orientations.

Categories

1. Scientific Excellence Award for primary school students
2. Scientific Excellence Award for preparatory school students
3. Scientific Excellence Award for Secondary school students
4. Scientific Excellence Award for university graduates
5. Scientific Excellence Award for Master's degree holders
6. Scientific Excellence Award for PhD holders
7. Distinguished Teacher Award
8. Distinguished School Award
9. Distinguished Scientific Research Award

Award Contribution to spreading culture:

The future vision of the Academic Excellence Award is embodied in participating in building a strong state able to survive and develop its human capital to establish a strong and flexible knowledge-based economy, and to establish a harmonious and cohesive society that is proud of its national heritage and where every citizen can enjoy a high standard of living. Today's world, with the potentials of its children and diversity of their ideas, represents a human value that must be preserved and employed in order to achieve the sustainable development goals. This will only be achieved through excellence in science and education, and a call for more knowledge and culture thriving in a safe and sustainable environment.

1. Continued path of excellence by some winners, as in every session we find out that a group of award recipients continued to maintain their excellence.
2. The intellectual, scientific or cultural production of the winners, where a group of books and films, inventions and innovations were issued.

3. The interest of parents, institutions, youth centers and military colleges.
4. Some parties try to join and participate in the award.

Question: In a related context, what has your ministry done in order to discover talented and outstanding people, develop their talents and capabilities, and provide them with appropriate care?

The Ministry of Education and Higher Education is working on the development of a framework for identifying, supporting and nurturing talents at the different educational stages. It has established the Department of Special Education and Gifted Students, which includes the Gifted Welfare Section that:

- Discovers talented students and preparing development plans for their care, follows up on their development and ensures their continuity.
- Provides extended special programs according to the latest care practices, tools and modern methodologies that build their exceptional capabilities and talents.
- Helps teachers and parents discover and support gifted students.
- Coordinates with the relevant authorities to launch programs that nurture students' talents, develop them and ensure their continuity.
- Currently, a procedural plan has been implemented to care for the gifted students in public schools on 13 schools as an experimental phase of various educational stages in the 2019-2020 academic year. The plan included introducing schools to the processes of identifying the gifted and providing appropriate educational settings and services for them in these schools, including developing educational plans for gifted students.

Moreover, work is underway to develop the basics for a database of gifted students derived from the 13 schools to include all public schools.

The first specialized school to take care of outstanding students with the STEM system, which is the Qatar Science & Technology Secondary School for Boys (QSTSS), was also opened in the academic year 2018-2019.

Question: For many reasons, the cultural national identity of the Qatari society is exposed to many dangers that make it imperative for Qatari people and institutions, especially the educational institution, to defend and advance such identity. Thus, what has your ministry done in order to establish this identity and deepen and preserve its components?

It is the responsibility of the Ministry of Education and Higher Education to develop society and prepare future cadres to lead

development, while instilling the concept and value of national identity. Therefore, the Ministry is keen to include its curricula, programs, classroom and extracurricular activities, methods, methodologies and practices that promote citizenship and national identity. The Ministry of Education and Higher Education incorporated the Islamic values in the educational curricula to prepare good citizens who adhere to their national and Islamic identity, since the national identity is a fundamental pillar in preserving and protecting the nation's conscience from isolation or extinction in favor of other identities. This is because pride in the national identity is embodied in the meanings of loyalty, solidarity and national unity. The Qatari society has a distinct identity, and it has solid and deep-rooted national values.

From this standpoint, the Ministry has activated various activities that have a role in rooting, affirming and deepening the national identity, including these activities:

- **Launching the Alliance of Civilizations Award:** It is a joint cooperation project between the Qatari Committee for the Alliance of Civilizations and the Qatar National Commission for Education, Culture and Science (QNCECS). It comes within the framework of implementing Qatar's Plan for the Alliance of Civilizations 2018-2020 to uncover and encourage scientific talents, enhance the spirit of scientific research among students and achieve distinction between different educational institutions. The award includes four axes: Qatar and the global partnership in education, the role of education in promoting civilized dialogue, educational curricula and its role in promoting the culture of the alliance of civilizations and their dialogues, and school initiatives to enhance civilized dialogue and acceptance of others.
- **The award is granted** to two categories within three levels, where it is granted to individuals and students, as well as to distinguished educational institutions in the area of implementing activities, programs and initiatives that enhance the values and concepts of the Alliance of Civilizations. The Educational Forum for Heritage and Identity: A set of research papers on identity, heritage and how to preserve identity.

- **My Identity Is Qatari:** Among the summer activities, QNCECS dedicated the summer activity period to discussing «My Identity Is Qatari» book and hosting the author of the book «Maryam Al Hammadi»



- **Qatar National Day Celebration:** It includes interactive activities and heritage competitions aimed at strengthening the national

identity and reviving heritage terminology. Qatar National Day was celebrated in cooperation with some UNESCO-affiliated schools on 13 - 18 December 2018 in Katara, with the aim of strengthening the Qatari Islamic national identity and confirming the relationship between the homeland and the citizen and instilling values and principles of the love of the homeland among citizens. In 2019, the same occasion was celebrated in cooperation with the Ministry of Culture and Sports in cooperation with the Al-Thakhira Youth Center.

- Media Awareness & National Affiliation Program

Program Goals:

1. Raising students' awareness on their national belonging and identity, raising awareness of the media role and impact in shaping awareness among public opinion, contributing to media frameworks through beneficial media activities, and preparing various cultural programs.
2. Enhancement of patriotism and pride in the national identity through cultural activities carried out by students, positive participation in nation's issues and volunteer work to raise the country, and enabling the student to prepare various cultural programs to be carried out by the media broadcaster.
 - Organizing visits: Carrying out a number of scientific and cultural visits to the Museum of Islamic Art, Darb Al-Saai, State Nature Reserves, Katara Traditional Dhow Festival, and the Scout Camp, in order to familiarize students with Qatar's heritage and the culture of the past and present.

The Cultural And Heritage Exchange Program between public and private schools will be launched in the middle of this year 2020 as one of the strategic initiatives of the Ministry of Education and Higher Education for the 2019/2020 academic year, as it aims to:

- Educating and introducing students to the cultures and heritage of different peoples
- Empowering students with the skills of constructive and creative dialogue and discussion on various student cultural issues.
- Spreading the concept of global citizenship among school students.
- Enhancing the role of culture in building bridges of communication between societies.
- Encouraging a culture of openness to other cultures and

civilizations, social integration and cultural exchange.

- Promoting national identity and respect for human rights.

Question: In light of the cooperation and coordination between the Permanent Population Committee and your distinguished ministry, the «Education, Training and Youth» group has been formed to work with other groups to follow up the implementation of the Qatar Population Policy Program of Action 2017-2022. What is your evaluation of this type of cooperation? How can it be developed and strengthened in order to contribute to achieving the goals of the population policy, especially the goals related to education issues?

The cooperation between the committee and the work team of the "Education, Training and Youth" group is systematic, but it requires groups: heads and members to be tasked with a number of tasks and responsibilities related to their roles in the committee, since their activity is limited to collecting questionnaires data and following up on the implementation of the population policy. Thus, cooperation between the committee and the ministry is as follows:

1. Diagnosing the reality of the population challenges in relation to the education, training and youth sector on an ongoing basis to identify the most important developments and ways to address future challenges and risks through the population policy.
2. Providing training and intensifying informative sessions and materials to introduce the population policy goals and the progress achieved over the years to workers in the Ministry of Education and Higher Education, educators and society.
3. Submitting the Population Policy Follow-Up Forms related to education, training and youth to those concerned in the ministry for review and approval before sending them to the technical committee.
4. Preparing joint research and studies between the Ministry, governmental and non-governmental institutions, and members of the committees and work teams of the Permanent Population Committee on priority issues in order to support the implementation of the Population Policy.
5. Submitting necessary recommendations and clarifications about developments to decision-makers in the Ministry or those concerned with the Permanent Population Committee.

Activities of The Permanent Population Committee And Its Technical Bureau during the Second Quarter Of 2020

1. Participation In ACPD Celebration Of The World Population Day

The Technical Bureau of the Permanent Population Committee participated in the celebration of the World Population Day, which was held virtually on Saturday 11 July 2020, under the theme: "Safeguarding the health and rights of women and girls amid the COVID-19 pandemic". This celebration falls within the framework of supporting population issues during crises and mitigating the challenges faced by various population groups, in light of the continuing crisis of the COVID-19 pandemic, the efforts the world is witnessing to coexist with it, and the resulting serious health, social and economic challenges that affected various population groups. The Social Affairs Sector at the Population Policy Department of the Technical Secretariat of the Arab Council For Population and Development (ACPD) organized this meeting to celebrate the World Population Day via video conference. The meeting was chaired by the Hashemite Kingdom of Jordan, and with the support of the United Nations Population Fund (UNFPA) on Wednesday 15 July 2020 at 12 pm (Cairo time).



Source: <https://www.un.org/ar/coronavirus/articles/population-day>

The aforementioned meeting aimed to review the direct economic, political, social, health, and psychological impact of Covid-19 on various population groups, particularly the most affected and most vulnerable and disadvantaged (e.g., the poor, persons with disabilities, refugees, workers in the informal sector, foreign laborers, female-headed families, and youth). Besides, it aimed at focusing on the most important population issues and priorities at the present time, discussing ways to benefit from the capabilities of young people in support of government efforts to address the pandemic, as well as stressing the need not to overlook any population issues in times of crisis, especially issues of reproductive and sexual health and gender-based violence.

Delegations from 14 Arab countries participated in the meeting, which are: the Hashemite Kingdom of Jordan, the State of the United Arab

Emirates, the Republic of Tunisia, the People's Democratic Republic of Algeria, the Kingdom of Saudi Arabia, the Republic of Sudan, the Sultanate of Oman, the State of Qatar, the State of Kuwait, the Arab Republic of Egypt, the Kingdom Morocco, the Islamic Republic of Mauritania, and the Republic of Yemen.

The most important themes of discussion were as follows:

- Available data on COVID-19 cases and deaths in the Arab countries until the date of the meeting (07/14/2020) indicate that the number of cases exceeded 700,000 cases and 13,500 deaths. It also notes that there is an escalation in the spread of the epidemic and the increase in the number of cases in countries whose health systems face many challenges, such as: Syria, Yemen and Iraq.
- There are major differences between the Arab countries due to the preventive measures taken to confront the spread of the pandemic, as the efforts made by countries are determined by several factors, on top of which are the capabilities of health systems, available capabilities and economic resources. Despite this difference in response levels, the effectiveness of the measures taken in the Arab countries must be recognized.
- It is noted that the most vulnerable groups (the elderly, women and girls, displaced persons and refugees) are affected by the gap in service provision shown by the pandemic and all economic and social decisions related to it, which made them more susceptible to infection and affected by the repercussions resulting from Covid-19 pandemic.
- Reproductive healthcare service providers are lacking necessary training to deal with people infected.
- The quarantine impact on people living in overcrowded housing, users of public transport, and youth.
- These effects are expected to last for several years, in particular as this pandemic comes at a time when most Arab countries are working to achieve demographic returns and invest in youth.
- Covid-19 pandemic has put the prevailing social and economic model into question, and has demonstrated more than ever the social and economic inequalities, which makes it imperative for governments to be more strategic in their social responses.
- The most prominent psychological impacts resulting from Covid-19 pandemic:
 - A feeling of weakness among all groups
 - Increased emotional distress
 - Emergence of delusions and superstitions
 - Disruption of normal lifestyle
 - Increased cells of listening due to changing treatment rules and

the emergence of various problems

- High rates of obsessive-compulsive disorder
- Spread of the so-called «psychotic disorder» due to lack of adaptation to reality
- Incomplete acts through excessive monitoring, excessive care and sterilization
- The necessity to rearrange priorities to strengthen the response and adopt targeted strategies to face the challenges resulting from the pandemic in Arab countries through:
 - Investing in health and social systems.
 - Developing the necessary policies to help countries most in need.
 - Moving from recovery management stage to pandemic management stage.
 - Upgrading health services for all population groups.
 - Supporting universal health coverage.
 - Striking a balance between investment in public health and development to overcome the health and economic implications resulting from the pandemic.
 - Defining health systems and adopting a comprehensive vision that takes into account investment in health, research and innovation.
 - Developing a comprehensive health reform agenda that strengthens the resilience of health systems to meet the needs of emergency public health.
 - The importance of coordination and unified responses among

Arab countries, since the new phase requires an organized framework and a new vision.

- Among the most prominent opportunities created by the pandemic is the promotion of the values of solidarity, the development of volunteer action, the stimulation of innovation, whether in the manufacture of equipment and tools used to confront the pandemic outbreak or in the fields of business and economic institutions, and the intensive application of digital technology.
- The emergence of the importance and vitality of the public sector, which contributed to saving several situations, strengthening the values of citizenship, thinking with a strategic vision, uniting efforts and overcoming differences.

2. Participation in the Workshop on the Use of Generic Statistical Business Process Model (GSBPM) in Official Statistics

PPC Technical Bureau also participated in a remote two-day workshop on the «Use of Generic Statistical Business Process Model (GSBPM) in Official Statistics» organized by the Planning and Statistics Authority, during 11-12 August 2020.

The workshop presented a set of processes necessary in the production of official statistics of all kinds. It also presented a standard framework and standard terminology to help modernize the processes of producing comparable statistical data.



image: Freepik.com

Workshop on the Use of Generic Statistical Business Process

Model (GSBPM) in Official Statistics Planning and Statistics Authority Doha, 11-12 August 2020

Within the framework of the efforts exerted by the Planning and Statistics Authority to modernize the national statistics system in the Qatar, it organized a two-day remote workshop on the «Use of Generic Statistical Business Process Model (GSBPM) in Official Statistics» during 11-12 August 2020. The workshop is attended by about 35 participants from the State of Qatar and some Arab countries. The Generic Statistical Business Process Model (GSBPM) is a reference model that presents a set of processes that must be followed in order to produce qualitative official statistics of all kinds. It also provides a standard framework and harmonized terminology that helps statisticians to modernize their production of comparable statistical data, as well as to share methods and components. The GSBPM can also be used for integrating data and metadata standards, as a template for process documentation, for harmonizing statistical computing infrastructures, and to provide a framework for process quality assessment and improvement in the short term. This model can be applied flexibly in all statistical processes, as it is not a static framework.

Although the presentation of the GSBPM follows the logical sequence of steps in most statistical business processes, the elements of the model may occur in different orders in different circumstances. Also, some sub processes will be revisited a number of times forming iterative loops, particularly within the Process and Analyses phases. Therefore, GSBPM should therefore be seen more as a matrix, through which there are many possible paths. In this way the GSBPM aims to be sufficiently generic to be widely applicable. It is unified, standard and flexible for the statistical process. It can be dealt with a number of other models such as the Generic Activity Model for Statistical Activity (GAMSO) and the Generic Statistical Information Model (GSIM).

GSBPM is used in more than 60 statistical organizations worldwide for more than 10 years, and it is used in many fields, including:

- Managing the statistical production in its various stages from various data sources, describing the statistical process and harmonizing its standards;
- Quality management of statistical data related to quality assessment, data control and evaluation mechanisms, and feedback throughout the statistical business process;
- Metadata management and processing at every stage of the statistical work, in order to ensure that appropriate metadata is preserved. This includes process-independent considerations such as general data security, custodianship and ownership, data quality, archiving rules, preservation and retention;
- Data management - This includes process-independent

considerations such as general data security, custodianship and ownership, data quality, archiving rules, preservation, retention and disposal;

- Process data management - This includes activities of registering, systematizing and using data about the implementation of the statistical business process. Process data can aid in detecting and understanding patterns in the data collected, as well as in evaluating the execution of the statistical business process as such;
- Knowledge management - This ensures that statistical business processes are repeatable, mainly through the maintenance of process documentation;
- Partner management - This includes cross-process burden, such as profiling and management of contact information and maintaining registers;
- Better decision-making on production systems and organization of resources.

GSBPM Applicability

The GSBPM is intended to apply to all activities undertaken by producers of official statistics, which result in data outputs in the following:

- National and international statistical agencies.
- Development and maintenance of statistical registers.
- All kind of surveys
 - Administrative records
 - All kind of censuses
 - Other non-statistical or mixed sources

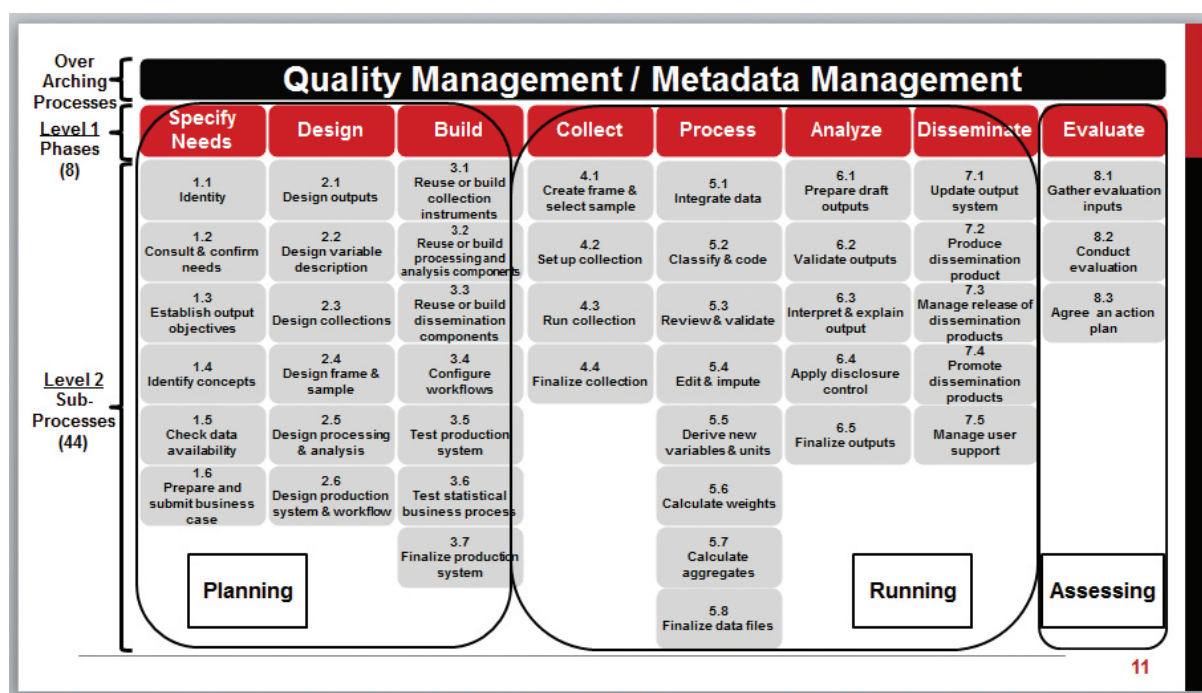
GSBPM Structure

The GSBPM comprises 3 levels (see figure No. 1):

- Level 0, the statistical business process;
- Level 1, the eight phases of the statistical business process;
- Level 2, the sub-processes within each phase;

Conclusion:

It can be said that GSBPM represents a common language used to align statistical processes within statistical agencies in order to implement and manage them according to an agreed methodology that produces high-quality data, and to systematically manage the metadata, especially its publication, retention and provision to the users. GSBPM enables users to define quality indicators for all the statistical sub-processes that the user specifies. It also enables us to make the necessary national adjustments to the specified stages.



The Handbook of Statistical Organization issued by the United Nations Statistics Division discussed GSBPM and recommended its use in the statistical production processes that take place within the official statistics system.

Participants in the aforementioned workshop were asked to make

applications on the statistical processes that they carry out and share them with us (see Figure 2). It must be noted that this workshop will be held again in September 2020, in order to enable the rest of the colleagues who were unable to attend the first workshop to participate in the second one.

Studies & Research

UNDP- Arab Human Development Report: Towards Inclusive Citizenship in Arab Countries. – 2019

This report outlines how Arab countries have made significant strides in terms of human

development since their

independence; or the

establishment of their

modern state. However, this

progress has been significantly

hampered by the devastating

effects of conflict in the region

in recent years. Facing-up to

the multifaceted challenges

of such crises, many countries

have made significant, and indeed positive strides forward.

Since the 2011 uprisings, Arab countries have struggled to define

a new social contract that would insulate their citizens from

forces of exclusion—forces that range from poverty, inequality

and unemployment to water scarcity, corruption and gender

discrimination. In some cases, reforms and policies aiming at

modernization have, as an unintended consequence, generated

greater inequality rather than greater inclusion. In other cases,

exclusion has fuelled societal tensions, instability and ultimately

violence, putting people at greater risk of marginalization.

This report outlines the political and historical context for today's

societal dynamics - providing a framework to understand how the

parameters of citizenship have been set across the region. It assesses

how and why Arab citizens are being left behind by various forces

of exclusion, while also highlighting the precarious situation of

those living in; and fleeing from crisis countries. Finally, it identifies

promising emerging trends, from the amplified voice of youth to

the increased attention on sustainable development. The hope is

that by examining; and better understanding the region's human

development fault lines, as seen through the lens of citizenship in all

of its dimensions – policymakers and stakeholders can begin to draft

new social contracts that will help states to achieve all 17 Sustainable

Development Goals by the year 2030.

With the 2030 Agenda for Sustainable Development, world leaders

have committed to coherent and comprehensive global action for

sustainable development. The agenda lays out the Sustainable

Development Goals (SDGs), for which signatory countries are

accountable to their citizens, including the voluntary pledge of leaving

no one behind.

Citizens are important agents for achieving the SDGs, and states have



obligations to their citizens. But the way the roles of citizens and state institutions translate into practice has implications for different people and groups who risk being excluded by the state in delivering on the SDGs. And the failure of the state to meet its obligations can contribute to inequality, marginalization and exclusion.

Building inclusive societies has been a challenge in Arab countries, and the limitations in inclusion have become more acute since 2011, as the relationship between citizens and the state—and among various social groups—has deteriorated in some countries. Despite different governance structures, all Arab countries manifest serious fault lines in modern notions of citizenship.

Achieving the SDGs in Arab countries thus requires addressing the most debilitating development problems related to citizenship in a region where the relations between the state and society remain deeply fraught and contested amid political, social and economic fragility. Given the importance of understanding, and potentially explaining, manifestations of exclusion and inequality, the link between citizenship and human development needs to be further explored.

United Nations (Department of Economic and Social Affairs - Population Division. - World Population Policies 2019, New York, 2020

The 2019 edition of World

Population Policies, a

report published biennially

since 2001, focuses on

Government policies and

programmes on international

migration. It provides an

overview of policies to

govern regular migration

and to address irregular

migration and reviews an

array of policy measures related to migrants' rights, including access

to services, as well as policies to foster the integration of migrants

into host societies. The report also examines Government measures

to maximize the development impacts of migration and to support

diaspora populations.

An increasing number of people are living outside their country

of birth. In 2019, the number of international migrants worldwide

reached 272 million, up from 221 million in 2010. People migrate

for many reasons, including to search for jobs or education or to

make a better future for themselves and their families. At the same

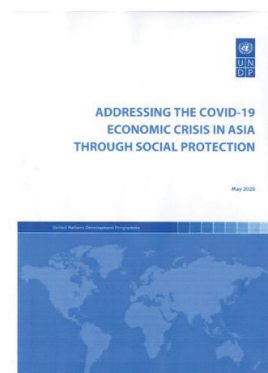


time, political conflict, poverty, inequality and a lack of sustainable livelihoods continue to compel many people to leave their homes and undertake dangerous and sometimes fatal journeys. Indeed, some 32,000 deaths among migrants in transit were recorded by the Missing Migrants Project between 2014 and 2018; and between 2010 and 2017, the global number of refugees and asylum seekers increased by about 13 million, accounting for close to a quarter of the total increase in the number of international migrants. International migration has a significant impact on countries of origin and destination. In 2018, migrant remittances reached an estimated US\$688 billion globally. Remittances to developing countries rose from around US\$76 billion in 2000 to an estimated US\$498 billion in 2018 (World Bank, 2019). Remittances improve the livelihoods of families and communities in countries of origin through investments in education, health, sanitation, housing and other infrastructure. Countries of destination also benefit significantly from migration, as migrants often fill critical labour gaps, create jobs as entrepreneurs, and pay taxes and contribute to social security programmes. Despite the significant benefits of migration, international migrants remain among the most vulnerable members of society. Migrants in irregular situations are especially vulnerable to discrimination and abuse. Migrants, particularly women and children, may fall victim to human trafficking and the heinous forms of exploitation that it entails. Racial, ethnic and religious profiling of migrants, as well as instances of systematic intolerance and xenophobia, constitute barriers to their integration and full participation in society. When supported by appropriate policies, international migration can contribute to inclusive and sustainable economic growth and development. The Programme of Action of the 1994 International Conference on Population and Development (ICPD), which contains one of the most comprehensive negotiated texts on international migration to date, recognized that “orderly international migration can have positive impacts on both the communities of origin and the communities of destination, providing the former with remittances and the latter with needed human resources”, provided that international migration policies “take into account the economic constraints of the receiving country, the impact of migration on the host society and its effects on countries of origin”.

UNDP. - Addressing the COVID-19 economic crisis in Asia through social protection, May 2020

The COVID-19 pandemic has created a perfect storm of crises across Asia, resulting in widespread job losses or cuts in wages in both the formal and informal economies. All Asian economies have been hit hard by the crisis, with economic growth falling significantly, while some countries are predicted to fall into recession. Across the region, prior to the crisis, most families in Asia were living on low and insecure

incomes and were ill-prepared to withstand the impacts of the COVID-19 crisis. Nonetheless, a high proportion of families have experienced very large reductions in their incomes across the welfare distribution. If an effective fiscal response is not forthcoming, national economies will suffer and they



will take a long time to recover. In addition, hundreds of millions of people will experience hardship while levels of poverty will increase dramatically. In response to the COVID-19 crisis, many high-income countries have put in place large fiscal response packages to help stimulate their economies and minimize the recessions they are facing. In effect, they are doing ‘whatever it takes’ to rescue their economies and support the majority of their citizens. Asia needs to follow a similar approach, ensuring that those most in need are covered. To date, low- and middle-income Asian countries have responded to the COVID-19 crisis by either expanding existing social security programmes or introducing new schemes.

Underdeveloped and weak social security systems have limited the capacity of governments across Asia to respond adequately to growing needs brought about by COVID-19. A public health crisis layered over a high incidence of poverty, food insecurity, gender gaps and income inequalities, will require much more than currently exists or has been initially presented as an emergency response. Response plans so far have largely been based on existing poverty-targeted social assistance (or poor relief) schemes and social registries (or poor lists). But the targeting effectiveness of these programmes and registries is weak, often excluding over half of the poorest members of society. Further, a high proportion of those most affected by the crisis—across both the informal and formal economy labour force—are families on middle, but still low, incomes who are unable to access social security through existing systems. The perceived arbitrariness of targeting and the exclusion of those on middle and low incomes is likely to increase the risk of social unrest. Some countries have put in place larger responses. Asian countries need to adopt innovative approaches to social protection if they are to effectively protect the most vulnerable during the COVID-19 crisis. The IMF has suggested establishing emergency universal transfers across the region. One option is to set up simple, temporary universal lifecycle social security schemes, learning the pros and cons of doing so from the design and delivery of social security systems in high-income countries. Another option gaining growing traction internationally is to offer all legal residents within countries a universal basic income (UBI), at least temporarily.

Countries in Asia should also explore additional measures. One option

for countries without unemployment benefit systems would be to use their social insurance or income tax systems to identify workers who lose their jobs and provide them with a proportion of their salary, in other words a partial payment while on furlough, as long as the employer keeps them on the pay-roll. However, this would be restricted mainly to employees in the formal economy. Thus, it should be combined with other broad-based schemes that reach the majority of the population.

The United Nations – Prototype of A Common Arab Regional Job Competencies Framework for Senior Public Servants from the Perspective of Public Policy and the 2030 Agenda for Sustainable Development

The report illustrates the efforts exerted by Arab countries to step up the effectiveness of public institutions, allocating resources to improve and develop the level of job competencies for employees and services provided to citizens.

Therefore, countries are now attaching great importance to public administration and civil

service. This growing awareness of the importance of competencies stems from an equation that the success of the sustainable development process requires the presence of human resources with a high level of competency and capacity within the public administration.

In this context, a team of experts specialized in human resources management and those concerned with the preparation and modeling of competency structures and frameworks, from ministries, offices, centers and institutes of public administration and civil service in a number of Arab countries, studied and proposed a prototype of a common Arab regional job competencies framework for senior public servants from the perspective of public policy and the 2030 agenda for sustainable development.

The framework has been prepared according to a participatory methodology based on experience sharing and Arab countries benefit from each other's experiences in the field of the preparation and development of the competency framework. The aim is to face the real problems and difficulties that hinder the work of government departments and institutions, and to address the deficiency in tools, methodologies and modern models for human resource management, particularly for the leadership categories, despite the difference in the structural structure of the public sector in the Arab countries and



the legislative and legal frameworks that govern the management of human resources in these countries. This model highlights the importance of the adoption of the principle of merit and competence as a prerequisite for raising the level of public service and achieving the sustainable development goals (SDGs). It is the fruit of initial cooperation for joint collective action based on dialogue and discussion and aims to find common solutions and answers to the following questions:

- What is the role assigned to public sector leaders in realizing national reform goals and progress in towards achieving the SDGs?
- What are the key or core competencies senior public servants must have to contribute to achieving the SDGs?
- What are the tools that must be developed to integrate the competencies framework into the strategic and supervisory management of senior public servants?

In the course of working on preparing and developing the framework, the efforts exerted by the team of experts were based on a thorough understanding of the dimensions of the issues raised, firstly on the basis of the requirements of implementing the 2030 Agenda and national strategies; secondly by evaluating the role of public administration in light of the broad scope of the sustainable development process; and thirdly in terms of defining the competencies and skills required to implement the SDGs, through a preliminary identification of existing deficiencies in human resources. Based on all of this, the team of experts identified the framework's pillars, objectives, areas and types of core competencies, in order to develop a guiding pilot model for senior officials in the state and for directors (and officials and managers) of human resources to use to determine the core competencies for senior leadership positions.

UNDP - Human Development Report 2019: Inequalities in human development in the 21st century

People across the world, of all political persuasions, increasingly believe that income inequality in their country should be reduced. Inequalities in human development are more profound. Consider two children born in 2000, one in a very high human development country, the other in a low human development country. Today the first has a

more than 50-50 chance of being enrolled in higher education: More than half of 20-year-olds in very high human development countries



are in higher education. In contrast, the second is much less likely to be alive. Some 17 percent of children born in low human development countries in 2000 will have died before age 20, compared with just 1 percent of children born in very high human development countries. The second child is also unlikely to be in higher education: In low human development countries only 3 percent are. Circumstances almost entirely beyond their control have already set them on different and unequal—and likely irreversible—paths. The inequalities are likewise high within countries—both developing and developed. In some developed countries the gaps in life expectancy at age 40 between the top 1 percent of the income distribution and the bottom 1 percent have been estimated to be as high as 15 years for men and 10 years for women. Inequalities do not always reflect an unfair world. Some are probably inevitable, such as the inequalities from diffusing a new technology. But when these unequal paths have little to do with rewarding effort, talent or entrepreneurial risk-taking, they may offend people's sense of fairness and can be an affront to human dignity. Such inequalities in human development hurt societies, weakening social cohesion and people's trust in government, institutions and each other. Most hurt economies, wastefully preventing people from reaching their full potential at work and in life. They often make it harder for political decisions to reflect the aspirations of the whole of society and to protect the planet, as the few pulling ahead flex their power to shape decisions primarily in their interests today. In the extreme, people can take to the streets. These inequalities in human development are a roadblock to achieving the 2030 Agenda for Sustainable Development. They are not just about disparities in income and wealth. They cannot be accounted for simply by using summary measures of inequality that focus on a single dimension. And they will shape the prospects of people that may live to see the 22nd century. Exploring inequalities in human development thus has to go beyond income, beyond averages and beyond today, leading to five key messages:

- First, while many people are stepping above minimum floors of achievement in human development, widespread disparities remain. The first two decades of the 21st century have seen remarkable progress in reducing extreme deprivations, but gaps remain unacceptably wide for a range of capabilities—the freedoms for people to be and do desirable things such as go to school, get a job or have enough to eat. And progress is bypassing some of the most vulnerable even on the most extreme deprivations—so much so that the world is not on track to eradicate them by 2030, as called for in the Sustainable Development Goals.
- Second, a new generation of severe inequalities in human development is emerging, even if many of the unresolved inequalities of the 20th century are declining
- Third, inequalities in human development can accumulate through life, frequently heightened by deep power imbalances.
- Fourth, assessing inequalities in human development demands a revolution in metrics.
- Fifth, redressing inequalities in human development in the 21st century is possible—if we act now, before imbalances in economic power translate into entrenched political dominance.
- Good policies start with good measurement, and a new generation of inequalities requires a new generation of measurement. Clearer concepts tied to the challenges of current times, broader combinations of data sources, sharper analytical tools—all are needed. Ongoing innovative work suggests that income and wealth may be accumulating at the top in many countries much faster than one could grasp based on summary measures of inequality. Making these efforts more systematic and widespread can better inform public debates and policies. Metrics may not seem a priority, until one considers the continuing hold of such measures as gross domestic product since its creation in the first half of the 20th century.



Picture of the Issue