# Regional Framework for Sustainable Development Goals (SDG)

Through the 17 Sustainable Development Goals (SDGs) composed of 169 targets and 231 indicators, the member states firmly adopted a universal and transformative agenda towards sustainability, economic, social and environmental. This agenda seeks to build the principle of common responsibility and an alliance for the development of all countries.

The SDGs are also a tool for planning and monitoring goals for all member states. Specifically, in the SDG 4 the states reaffirmed their commitment to "guarantee an inclusive and equitable quality education for all". SDG 4 has 10 targets, of which 7 are outcome targets and 3 means of implementation targets, and 43 thematic indicators. Each target has a set of thematic indicators that have disaggregated according to the characteristics of the unit of measurement (students, teachers, schools, for example). This opening of the indicator is very positive because it allows measuring the level of equity of the advance within each unit of measurement (by female students, migrant or indigenous students, rural school, for example).

In the regions of the world, the countries or international governmental organisations designed regional education plans that articulate with the SDG 4 targets. Although some plans were designed before the adoption of the SDGs, the regional organisations generated instruments to articulate their current plans with the SDG 4 targets. In other regions this articulation of targets is in process. In 2017, the SDG-Education 2030 Steering Committee meeting analyzed the role of regional organisations in the field of education. The conclusions of the session showed that almost all regions of the world have entities that allow countries to share information about education and learn from each other (GEMR, 2017).

To identify where each region is in terms of the articulation of the regional plans and the SDG 4 targets, this note describes the mapping of regional and subregional strategies, targets and frameworks. The availability of regional plans or regional reports, their characteristics and the articulation with the SDG 4 are examined.

Regional education strategies and monitoring and information frameworks

In the world there are several regional or subregional organisations that seek to generate information and promote consensus among countries in the field of education based on common goals. These organisations have different levels of organisation and participation. In some agencies, its members are the ministries of education of each country. In others, the organisations have representatives (of civil society or officials) appointed by each country or government. These entities can be part of a supra regional organisation. In general, the member countries of these organisations have some common linking feature: a geographic territory (EU, SEAMEO), a language (CONFEMEN), cultural or historical characteristic (OEI, CARICOM). These different organisations have reached agreements on educational targets in common in the medium and long term. These transnational commitments require national and regional coordination and monitoring mechanisms to identify progress and difficulties. At the same time, these organisations articulated or began to articulate their regional objectives with the SDG 4 targets and the Agenda Education 2030. Table 1 shows a list of the plans or framework available for each organisation.

**Table 1. Regional education plans or frameworks by organisation**

| Organisation | Description |
|---|---|
| Africa Union | In 2016, the Heads of State and Government of the **African Union** adopted the **Continental Education Strategy for Africa** (CESA 16-25) as the framework for transforming education systems in Africa. CESA 16-25 is designed to involve the broadest coalition possible for education and training in Africa. This approach implies acceptance and adaptation of the global Education 2030 linked to SDG 4 to focus Africa's specific priorities. |
| Caribbean Community (CARICOM) | **The CARICOM 2030 Human Resources Development (HRD) Strategy** is a regional framework developed to ensure the successful participation of the Caribbean Community in the economy and society of the 21st century. The CARICOM 2030 HRD is articulated in the CARICOM Strategic Plan (2015-2019). Following the global assessment of the Millennium Development Goals and the Post-2015 Development Agenda, the CARICOM 2030 Strategy focuses on the Sustainable Development Goals (SDGs). |
| Commonwealth Secretariat | The Commonwealth is a voluntary association of 53 independent and equal sovereign states. The Commonwealth Secretariat provides guidance on policy making, technical assistance and advisory services to Commonwealth member countries. In 2018 the secretary has produced a **Status Report on the current status of indicators relating to Sustainable Development Goal 4 (SDG 4)** in the various member states of the Commonwealth of Nations. |
| **Economic Commission for Latin America and the (**ECLAC) | The **ECLAC** presents a proposal that contributes to stimulate and sustain the intergovernmental dialogue and that allows to count, at the same time, with the contribution of the specialized organisms to reach a consensus among member countries regarding the **regional framework of indicators for monitoring the Sustainable Development Goals in Latin America and the Caribbean.** |
| European Union | In 2017, the Council, the Member States and the European Parliament adopted the **Consensus on Development, 'Our world, our dignity, our future'.** The Member States align the development policy of the Union with the 2030 Agenda for Sustainable Development. By contributing to the achievement of the 2030 Agenda, the EU and the Member States also promote a stronger and more sustainable and inclusive approach. This Consensus offers guidance for the implementation of the Agenda Education 2030 in partnership with all developing countries. The objective is to provide the framework for a common approach to development policy that will be applied by the EU institutions and the Member States. |
| Organización de los Estados Iberoamericanos (OEI) | **The educational goals 2021** of the OEI were adopted by the Ibero-American countries in 2008. This framework is linked to several objectives of the SDG4, but the OEI is in the process of aligning its goals with the goals of the agenda Education 2030. |
| Pacific Community | The Pacific Community is an international development organisation owned and governed by its 26 country and territory members. The **Pacific Community Strategic Plan 2016-2020** proposes goals and priorities. The Pacific Community (SPC) recognizes that national programs and services must adapt to the new development landscape at the national, regional and global levels. These programs should reflect the strategic direction established in the Framework for Pacific Regionalism, the regional priorities identified in the SAMOA (Small Island Developing States (SIDS) Accelerated Modalities of Action) Pathway and the Commitments in the SDGs. |
| Pacific Island Forum | In the region the Forum of the Pacific Islands is a political and economic organization (it comprises 18 members). The vision of the Forum is to seek a region of peace, harmony, security, social inclusion and prosperity so that its population can lead free, healthy and productive lives. The Forum works to promote cooperation between governments and |

| Organisation | Description |
|---|---|
| | collaboration with international agencies. The work of the Forum is reflected in a **framework for Pacific Regionalism** approved by the members in 2014 that establishes the strategic vision, values, objectives and approach to achieve a deeper regionalism in the Pacific. |
| Pacific Regional Education Framework (PacREF) | The **PacREF** promotes a human rights approach to education and seeks to empower the people of the Pacific Islands. The PacREF is based on six targets: regionalism and mutually beneficial partnerships, application of tests to policies and practices, efficiency in the use of resources, equity in access and opportunity and relevant and high-quality contributions, and high-quality and sustainable results. PacREF is the program of strategies and activities in four policy areas: i) quality and relevance, ii) learning pathways, iii) student welfare and outcomes, and iv) the teaching profession. |
| South Asian Association for Regional Cooperation (SAARC) | The **objectives of the SAARC** are: to promote the well-being and quality of life of the peoples of South Asia, accelerate economic growth, social progress and cultural development to provide all individuals the opportunity to live with dignity, strengthen cooperation with other developing countries and between member countries and cooperate with international and regional organizations with similar purposes. |
| Southeast Asia Ministers of Education Organization (SEAMEO) | The SEAMEO promotes regional cooperation in education, science and culture. The SEAMEO Council is composed of the 11 Ministers of Education. The SEAMEO promotes human capacity and explore the maximum potential of the people of the region through the promotion of quality and equity in education, preventive health, culture and the preservation of tradition, training, research, Information and Communication Technology (ICT). SEAMEO has seven **Priorities for the 2015-2030 in the Action Agenda** presented at the 48th SEAMEO Council Conference. |
| Sistema de Integración Centroamericano | **The "Política Educativa Centroamericana" (PEC)** is a set of guidelines for provide the eight member countries of ¨Sistema de la Integración Centroamericana¨ with a general framework of action in education based on regional priorities. This framework responds to a need national and international converge of the countries signed in 2011. The Ministers of the region have signed the commitments that oblige the States to articulate the "Política Educativa Centroamericana" with international commitments. |

Regional organisations have development plans or frameworks. All have the objective of improving the quality of life of their population. Of 12 plans or reports analyzed, 10 include an area of education. Of 10 plans or frameworks, 7 are regional plans that contain objectives of education. Most plans have similar objectives to SDG4. The following table shows a synthesis of the mapping.

All organisations have (or are in the process of developing) a regional plan or regional framework. Several plans or reports are articulated with SDG4 targets. But only one report is articulated with the all SDG 4 thematic indicators (SEAMEO baseline). In some organisations, there is an attempt to articulate some SDG4 indicators and some regional indicators (Africa Union, Commonwealth, CEPAL, SEAMEO, EU).

Several regional organisations aim to align the regional plans with the SDG 4 (CEPAL, CARICOM, Pacific Community, EU). But there are no organisations with available national data reports linked to SDG 4 indicators. Many organizations are in the process of developing a monitoring framework although few reports against the implementation of their education strategies.

**Table 2: Compares the SDG4 Targets and the goals established in each Regional Plan or Regional Report**

| Target | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.a | 4.b | 4.c | Regional / Sub-Regional Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Africa Union | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| CARICOM | Yes | | Yes | Yes | Yes | Yes | Yes | | | Yes | Yes |
| Central American | Yes | Yes | Yes | Yes | Yes | Yes | Yes | | | Yes | Yes |
| CEPAL | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | |
| Commonwealth | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | |
| EU | Yes | Yes | Yes | Yes | | Yes | | | | | Yes |
| OEI | Yes | Yes | Yes | Yes | Yes | Yes | Yes | | | Yes | Yes |
| Pacific Community | Yes | Yes | Yes | | Yes | Yes | Yes | Yes | | Yes | Yes |
| Pacific Island Forum | | | | | | | | | | | |
| PacREF | Yes | Yes | Yes | Yes | | Yes | Yes | | | Yes | Yes |
| SAARC | | | | | | | | | | | |
| SEAMEO | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | |

The thematic indicators SDG 4 are grouped into concept axes: Completion, Environment, Equity, Knowledge, Learning or Readiness to learn, Participation, Policies, Provision, Resources, Scholarships, Skills and Teachers (Motivation, qualification and training)[1]. Participation, learning and completion are the most recurrent concepts in the objectives of regional plans. These regional plans have as a priority to advance in the enrollment rates of early childhood education and secondary education and improve the learning of their students. In the third places, the completion of compulsory education levels is a common goal for member countries of the regions. The exception is the plan of the Caribbean Community (CARICOM) whose main priority is to improve the skills of its youth and adults. The equity of the offer of education in a transverse axis in the plans. The following table shows the priorities of each plan.

**Table 3: Priority concepts in regional education plans.**

| Ranking of concept | EU | Central American | OEI | CARICOM | Africa | PacREF | SEAMEO |
|---|---|---|---|---|---|---|---|
| No 1 | Participation | Participation | Participation | Skills | Participation | Learning | Learning |
| No 2 | Learning | Learning | Learning | Participation | Learning | Participation | Participation |
| No 3 | Skills | Completion | Completion | Learning | Resources | Skills | Completion |
| No 4 | - | Equity | Knowledge | Equity | Completion | Teachers | Equity |

Four or more regional frameworks have at least 16 thematic indicators (see **Table 4**). Thematic indicators 4.1.1 and 4.6.1 are included in all plan regional or framework.

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[1] UIS (2018): The Investment Case for SDG 4 Data. Concept Note. Technical Cooperation Group on SDG4- Education 2030. http://uis.unesco.org/sites/default/files/documents/investment-case-sdg4-data.pdf

**Table 4: Thematic indicators frequently included in regional plans**

| Number of indicators | Name of thematic indicator | Number of regional plans or reports that include the thematic indicator |
|---|---|---|
| 4.1.1 | Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex | 7 |
| 4.6.1 | Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex | 7 |
| 4.4.3 | Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation | 6 |
| 4.2.2 | Participation rate in organized learning (one year before the official primary entry age), by sex | 5 |
| 4.3.1 | Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex | 5 |
| 4.3.3 | Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex | 5 |
| 4.5.1 | Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated | 5 |
| 4.6.3 | Participation rate of illiterate youth/adults in literacy programmes | 5 |
| 4.c.1 | Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex | 5 |
| 4.c.3 | Percentage of teachers qualified according to national standards by education level and type of institution | 5 |
| 4.1.5 | Out-of-school rate (primary education, lower secondary education, upper secondary education) | 4 |
| 4.2.1 | Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex | 4 |
| 4.2.4 | Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development | 4 |
| 4.6.2 | Youth/adult literacy rate | 4 |
| 4.7.1 | Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment | 4 |
| 4.7.4 | Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability | 4 |

**Note:** The table includes only the indicators that are in at least 4 plans or reports.

**Annex I**

| Target | Description | EU | Central American | OEI | CARICOM | Africa Union | SAARC | Pacific Community | Pacific Island Forum | PacREF | SEAMEO | SEAMEO (baseline | CEPAL | Commonwealth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.1 | **Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes** | Yes | Yes | Yes | Yes | Yes | | Yes | | Yes | Yes | | Yes | Yes |
| 4.1.1 | Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex | Yes | Yes | Yes | Yes | Yes | | Yes | | Yes | | Partly | | |
| 4.1.2 | Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education | | | | | Yes | | | | Yes | | Partly | | |
| 4.1.3 | Gross intake ratio to the last grade (primary education, lower secondary education) | | Yes | Yes | | Yes | | | | | | Yes | | |
| 4.1.4 | Completion rate (primary education, lower secondary education, upper secondary education) | | Yes | Yes | | Yes | | | | | | Yes | | |
| 4.1.5 | Out-of-school rate (primary education, lower secondary education, upper secondary education) | | Yes | Yes | | Yes | | | | Yes | | Yes | | |
| 4.1.6 | Percentage of children over-age for grade (primary education, lower secondary education) | | Yes | Yes | | Yes | | | | | | Yes | | |
| 4.1.7 | Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks | | Yes | Yes | | | | | | | | Yes | | |
| 4.2 | **Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education** | Yes | Yes | Yes | | Yes | | Yes | | Yes | Yes | | Yes | Yes |
| 4.2.1 | Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex | | Yes | Yes | | Yes | | | | Yes | | Partly | | |
| 4.2.2 | Participation rate in organized learning (one year before the official primary entry age), by sex | Yes | Yes | Yes | | Yes | Yes | | | | | Yes | | |
| 4.2.3 | Percentage of children under 5 years experiencing positive and stimulating home learning environments | | Yes | Yes | | | | | | Yes | | Partly | | |

| Target | Description | EU | Central American | OEI | CARICOM | Africa Union | SAARC | Pacific Community | Pacific Island Forum | PacREF | SEAMEO | SEAMEO (baseline) | CEPAL | Commonwealth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.2.4 | Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development | Yes | Yes | Yes | | Yes | | | | | | Yes | | |
| 4.2.5 | Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks | | Yes | | | | | | | | | Yes | | |
| 4.3 | **Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university** | Yes | Yes | Yes | Yes | Yes | | Yes | | Yes | Yes | | Yes | Yes |
| 4.3.1 | Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex | Yes | | Yes | Yes | Yes | | Yes | | | | No | | |
| 4.3.2 | Gross enrolment ratio for tertiary education by sex | Yes | | Yes | | Yes | | | | | | Yes | | |
| 4.3.3 | Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex | | Yes | Yes | Yes | Yes | | | | Yes | | Partly | | |
| 4.4 | **Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship** | Yes | Yes | Yes | Yes | Yes | | | | Yes | Yes | | Yes | Yes |
| 4.4.1 | Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill | | | | | Yes | | | | Yes | | Partly | | |
| 4.4.2 | Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills | | | | | | | | | | | No | | |
| 4.4.3 | Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation | Yes | Yes | Yes | Yes | Yes | | | | Yes | | Yes | | |
| 4.5 | **Target 4.5 By 2030, eliminate gender disparities in education and ensure  equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations** | | Yes | Yes | Yes | Yes | | Yes | | | Yes | | Yes | Yes |
| 4.5.1 | Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated | | Yes | Yes | Yes | Yes | | Yes | | | | Partly | | |

| Target | Description | EU | Central American | OEI | CARICOM | Africa Union | SAARC | Pacific Community | Pacific Island Forum | PacREF | SEAMEO | SEAMEO (baseline | CEPAL | Commonwealth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.5.2 | Percentage of students in primary education whose first or home language is the language of instruction | | | | | Yes | | | | | | No | | |
| 4.5.3 | Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations | | | | | | | | | | | No | | |
| 4.5.4 | Education expenditure per student by level of education and source of funding | | | | | | | | | | | Partly | | |
| 4.5.5 | Percentage of total aid to education allocated to least developed countries | | | | | | | | | | | Yes | | |
| 4.6 | **Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy** | Yes | Yes | Yes | Yes | Yes | | Yes | | Yes | Yes | | Yes | Yes |
| 4.6.1 | Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex | Yes | Yes | Yes | Yes | Yes | | Yes | | Yes | Yes | | | |
| 4.6.2 | Youth/adult literacy rate | | Yes | Yes | Yes | Yes | | | | | | No | | |
| 4.6.3 | Participation rate of illiterate youth/adults in literacy programmes | | Yes | Yes | Yes | Yes | | | | Yes | | No | | |
| 4.7 | **Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development** | Yes | Yes | Yes | Yes | | | Yes | | Yes | Yes | | Yes | Yes |
| 4.7.1 | Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment | Yes | Yes | | | Yes | | Yes | | Yes | | Partly | | |
| 4.7.2 | Percentage of schools that provide life skills-based HIV and sexuality education | | | | | | | | | | | No | | |
| 4.7.3 | Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113) | | | | | | | | | | | No | | |

| Target | Description | EU | Central American | OEI | CARICOM | Africa Union | SAARC | Pacific Community | Pacific Island Forum | PacREF | SEAMEO | SEAMEO (baseline | CEPAL | Commonwealth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.7.4 | Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability | | Yes | Yes | Yes | Yes | | | | | | Partly | | |
| 4.7.5 | Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience | | | Yes | | | | | | | | No | | |
| 4.a | **Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all** | | | | | Yes | | Yes | | | Yes | | Yes | Yes |
| 4.a.1 | Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes | | | | | Yes | Yes | | | | | Partly | | |
| | Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities | | | | | Yes | | | | | | No | | |
| | Proportion of schools with access to: (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) | | | | | Yes | | | | | | Partly | | |
| 4.a.2 | Percentage of students experiencing bullying in the last 12 months | | | | | | | | | | | Partly | | |
| 4.a.3 | Number of attacks on students, personnel and institutions | | | | | | | | | | | Partly | | |
| 4.b | **Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries** | | | | | Yes | | | | | Yes | | Yes | Yes |
| 4.b.1 | Volume of official development assistance flows for scholarships by sector and type of study | | | | | | | | | | | Yes | | |
| 4.b.2 | Number of higher education scholarships awarded by beneficiary country | | | | | Yes | | | | | | No | | |

| Target | Description | EU | Central American | OEI | CARICOM | Africa Union | SAARC | Pacific Community | Pacific Island Forum | PacREF | SEAMEO | SEAMEO (baseline | CEPAL | Commonwealth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.c | **Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States** | Yes | Yes | Yes | Yes | | | Yes | | Yes | Yes | | Yes | Yes |
| 4.c.1 | Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex | Yes | Yes | Yes | Yes | Yes | | Yes | | Yes | | Yes | | |
| 4.c.2 | Pupil-trained teacher ratio by education level | | | | | | | Yes | | | | Yes | | |
| 4.c.3 | Percentage of teachers qualified according to national standards by education level and type of institution | Yes | Yes | Yes | Yes | | | | | Yes | | Yes | | |
| 4.c.4 | Pupil-qualified teacher ratio by education level | | | | | | | | | Yes | | Yes | | |
| 4.c.5 | Average teacher salary relative to other professions requiring a comparable level of qualification | | | | | | | | | | | No | | |
| 4.c.6 | Teacher attrition rate by education level | | | | | | | | | Yes | | Partly | | |
| 4.c.7 | Percentage of teachers who received in-service training in the last 12 months by type of training | Yes | Yes | | | Yes | | | | | | No | | |

| Target | Description | EU | Central American | OEI | CARICOM | Africa Union | SAARC | Pacific Communit | Pacifc Island | PacREF | SEAMEO | SEAMEO (baseline | CEPAL | Commonwealth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SDG indicators articulated with objectives or regional educational plans | Yes | Yes | Yes | Yes | Yes | | Yes | | Yes | | | | |