

## Statistics for the SDGs - global indicators



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| <b>Name of the indicator</b>        | <b>4.c.1 Proportion of teachers in (a) pre-primary (b) primary (c) lower secondary 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</b>  |
| <b>Sustainable Development Goal</b> | Goal 4. Quality education  |
| <b>Target</b>                       | 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  |
| <b>Definition</b>                   | Number of teachers with appropriate education and pedagogical preparation, which allows them to teach at a given level of education in relation to the number of all teachers teaching at a given level.   |
| <b>Unit</b>                         | percent [%]  |
| <b>Available dimensions</b>         | levels of education  |
| <b>Methodological explanations</b>  | <p>The data comes from the <b>Educational Information System (SIO)</b>, administered by the Ministry of National Education.</p> <p>The presented values apply only to class teachers in institutions / schools for children and youth, teaching at education levels from 0 to 3 according to the ISCED 2011 classification. In order to avoid double counting, teachers teaching at different levels of education are allocated to the level at which they work the largest number of hours. Reference year: 2011 includes data for the school year 2010/2011, year - 2012 - data for the school year 2011/2012 etc.</p> <p>Classification according to educational levels was made according to the International Standard Classification of Education ISCED 2011, where:</p> <ul style="list-style-type: none"> <li>• ISCED 0: Early childhood education (less than primary for educational attainment)</li> <li>• ISCED 1: Primary education</li> <li>• ISCED 2: Lower secondary education</li> <li>• ISCED 3: Upper secondary education</li> <li>• ISCED 4: Post-secondary non-tertiary education</li> <li>• ISCED 5, 6, 7, 8: Tertiary education</li> </ul> <p>The adopted levels of education correspond to the following levels of ISCED 2011:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> |
| <b>Data source</b>                  | Ministry of National Education   |
| <b>Data availability</b>            | Annual data, since 2010  |
| <b>Notes</b>                        | Due to the introduction of the reform of the education structure and the coexistence of two education systems, the indicators are not calculated during the transitional period (2017/2018 and 2018/2019).   |