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**National definitions of trained and qualified teachers: results from the
metadata collection and feasibility survey**

and

**Proposal of a global minimum standard of teacher qualifications by
level of education taught and political process of validation**

UNESCO Institute for Statistics

TCG 9 Working Group on Teachers

22 November 2022

National definitions of trained and qualified teachers: results from the metadata collection and feasibility survey

Proposal of a global minimum standard of teacher qualifications by level of education taught and political process of validation

1. Background

At the 8th meeting of the Technical Cooperation Group on the Indicators for SDG 4 - Education 2030 (TCG) (2 November 2021), UIS presented a proposal for collecting metadata on the countries definition of 'trained' and 'qualified', and on the minimum ISCED level of academic qualification required to teach a given level of education (see Annex 1). In the post-meeting consultation, the TCG endorsed the proposal to collect the metadata as this will contribute to clarifying some of the current uncertainties regarding the quality and the comparability of data on 'trained' and 'qualified' teachers and inform the development of a global minimum standard of teacher qualifications by level of education taught¹.

In January 2022, UIS launched the collection of the metadata in the 167 countries covered in its survey of formal education (see Annex 2 for the list of countries covered by SDG regions). Eleven months after this launch, what information countries reported about their definition of 'trained' and 'qualified' teachers? What evidence emerged concerning the minimum qualifications required to teach that can inform the development of a proposal on a global standard metric?

2. Results from metadata collection on national definitions of trained and qualified teachers

- **Response rate**

Of the 167 countries surveyed, 86 (51%) reported information on the metadata. 85% of information reported refer to school year ending in 2021, while 7.5% refer to 2020 and 2022 each. By region, the proportions of countries with reported metadata are highest in Sub-Saharan African (77%), followed by Northern America and Europe (62%), and Western Asia and Northern Africa (55%). The lowest proportions are found in Oceania (27%), and in Central and Southern Asia (21%).

Table 1 presents the number of countries with metadata reported (as of 31 October 2022) distributed by SDG regions for the surveyed countries.

¹ UNESCO Institute for Statistics (UIS). 2022. "Technical Cooperation Group on the Indicators for SDG4 – Education 2030 (TCG): Eight Meeting. Post-TCG 8th Meeting Consultation". March 2022. Montreal: UIS. <https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2022/03/TCG-Consultation-Report-Dec-2021.pdf>.

Table 1: Number of countries with reported metadata by SDG regions

	Number of countries covered in the UIS survey (SDG grouping)	Number of countries with reported metadata	Response rate (%)
Sub-Saharan Africa	48 (51)	37	77
Central and Southern Asia	14 (14)	3	21
Eastern and South-eastern Asia	16 (18)	6	38
Latin America and the Caribbean	39 (49)	16	41
Northern America and Europe	13 (57)	8	62
Oceania	15 (25)	4	27
Western Asia and Northern Africa	22 (26)	12	55
World	167 (240)	86	51

Note: the numbers in bracket represent the number of countries in SDG grouping for the specific region.

- **National definitions of ‘trained’ and ‘qualified’ teachers**

The definitions of ‘trained’ and ‘qualified’ teachers reported vary across countries, which confirms the existence of differences in national standards for measuring ‘trained’ and ‘qualified’ teachers. One way to summarise the reported national definitions, is by referencing them to the UIS proposed definition of the two concepts.

According to the current UIS definition, “**a qualified teacher is one who has the minimum academic qualifications necessary to teach at a specific level of education in a given country. This is usually related to the subject(s) they teach. A trained teacher is one who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education according to the relevant national policy or law. These requirements usually include pedagogical knowledge (broad principles and strategies of classroom management and organization that transcend the subject matter being taught - typically approaches, methods and techniques of teaching), and professional knowledge (knowledge of statutory instruments and other legal frameworks that govern the teaching profession). Some programmes may also cover content knowledge (knowledge of the curriculum and the subject matter to be taught and the use of relevant materials)**”².

From these definitions,

- to be ‘qualified’, teachers should meet minimum academic credentials according to the country standards.
- to be ‘trained’, teachers should, regardless of their academic qualification, receive a suitable teacher training - according to national standards - which includes pedagogical knowledge, professional knowledge, and content knowledge.

Table 2 presents the distribution of reported national definitions according to these measurement requirements.

² See the Instruction Manual of UIS Survey of Formal Education at <http://uis.unesco.org/uis-questionnaires>.

Table 2: Number of countries by national definitions of ‘trained’ and ‘qualified’ teachers and by SDG regions, based on measurement requirements from UIS definitions

	Trained: definitions consistent with “pedagogical, professional, or content knowledge”				Trained: definitions broad (not specific)				Qualified: Definitions consistent with “minimum academic credentials”				Qualified: definition broad (not specific)				Same definition for 'trained' and 'qualified' teachers			
	ISCE D 02	ISCE D 1	ISCE D 2	ISCE D 3	ISCE D 02	ISCE D 1	ISCE D 2	ISCE D 3	ISCE D 02	ISCE D 1	ISCE D 2	ISCE D 3	ISCE D 02	ISCE D 1	ISCE D 2	ISCE D 3	ISCE D 02	ISCE D 1	ISCE D 2	ISCE D 3
Sub-Saharan Africa	29	30	31	31	5	4	5	5	28	33	33	33	2	5	5	5	1	2	2	2
Central and Southern Asia	2	2	2	2	1	1	1	1	2	2	2	2	1	1	1	1				
Eastern and South-eastern Asia	6	6	6	6					6	6	6	6					1	1	1	1
Latin America and the Caribbean	16	15	15	15					16	16	16	16								
Northern America and Europe	7	7	7	7	1	1	1	1	7	7	7	7					1	1	1	1
Oceania	3	4	4	4					3	4	4	4								
Western Asia and Northern Africa	10	12	12	12					11	12	12	12					1	1	1	1
World	57	76	77	77	7	6	7	7	73	80	80	80	3	6	6	6	4	5	5	5

Notes:

- Like in Table 1, the countries count presented by SDG region is based on the 167 surveyed countries.
- The number of countries presented in the columns ‘Same definition for ‘trained’ and ‘qualified’ teachers is duplication. For example, the response rate of reportings on the national definitions of ‘trained’ teachers in primary is $(76+6)/187=44\%$.

Response rates on the national definitions of ‘qualified’ teacher are slightly higher than for ‘trained’ teachers. By level of education, pre-primary (ISCED 02) has the lowest response rates across levels, 38% for ‘trained’ teachers versus 46% for ‘qualified’ teachers.

Irrespective of the level of education, nearly 9 in every 10 reported national definitions of ‘trained’ or ‘qualified’ teachers are consistent with the measurement requirements from the current UIS definitions. Yet, despite this consistency, standards vary across countries. For example, to teach primary education in Benin, the national standard for ‘trained’ teachers is “le Certificat d’aptitude professionnel CAP” awarded at completion of ISCED 4, while to teach the same level of education, the national standard in Trinidad and Tobago is ISCED 6 (“A teacher who has acquired a Bachelor’s degree in Education from a recognised institution”).

About 10% of the reported national definitions are broad and do not indicate the specific measurement requirements for ‘trained and ‘qualified’ teachers from the current UIS definitions. For example, on ‘trained’ teachers, Kyrgyzstan’s definition is “educator” for pre-primary, and “teacher” for the three other levels of education. In Democratic Republic of the Congo, the definition is “*Les enseignants certifiés ce sont tous les enseignants confondus ayant obtenu un diplôme d’études peu importe la section suivie*” for the 4 levels of education.

The metadata template also collected information on the minimum qualification required to teach. This information is insightful in exploring the definition of a global minimum standard of teacher qualifications by level of education taught.

- **Minimum ISCED level of academic qualifications required to teach**

Countries reported their minimum standard ISCED level of academic qualifications required to teach for ‘trained’ and ‘qualified’ teachers. Figures 1 and 2 shows the distribution of reported metadata by the 86 countries.

Figure 1: Distribution of national standards for trained teachers on the minimum ISCED level of academic qualification required to teach a specific level of education (in %)

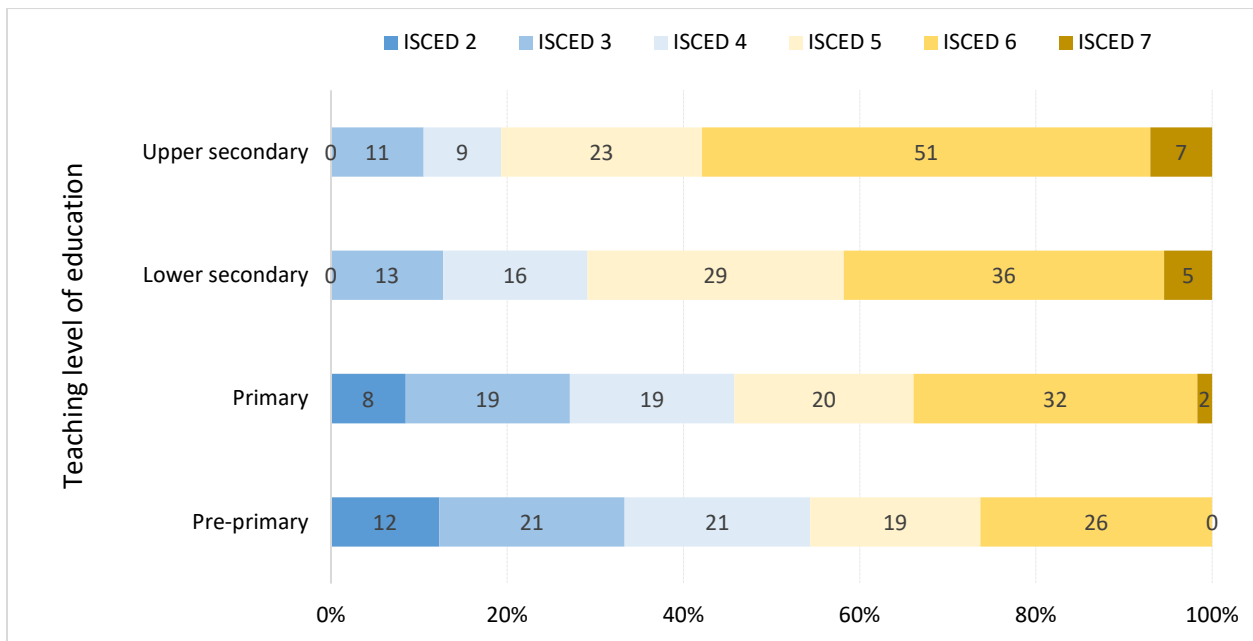
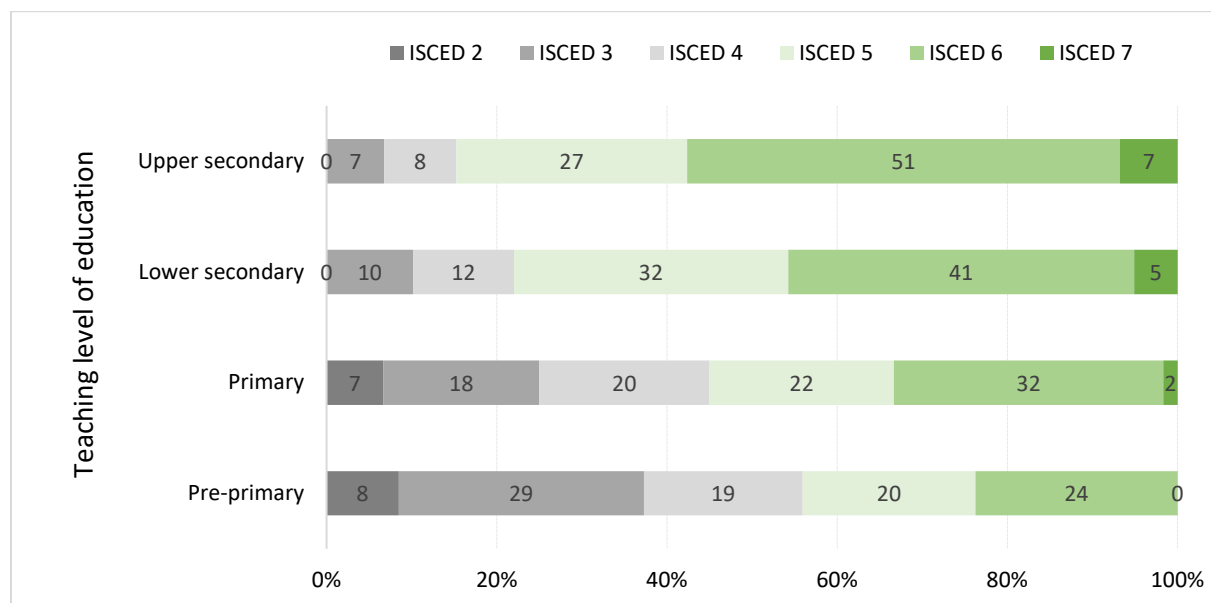


Figure 2: Distribution of national standards for qualified teachers on the minimum ISCED level of academic qualification required to teach a specific level of education (in %)



The following observations emerged from Figures 1 and 2.

- The higher the level of education taught, the higher countries standards for the minimum ISCED level of academic qualification required.
- Tertiary level qualifications are predominant (more than 50%) as countries minimum standard to teach all level of education except pre-primary where pre-tertiary qualifications (ISCED 2 to 4) are used in more than 50% of countries which reported the metadata.
- ISCED 6 is the most common qualifications required, all levels taught combined.
- In some countries, the standard minimum qualifications for teaching is very low. For example, 7 to 9 countries require an ISCED 3 qualifications to teach the same level of education, and several require an ISCED 2 qualification to teach in pre-primary or primary.

- **Proposal of a global minimum standard of teacher qualification by level of education taught and political process of validation**

In an attempt to propose a global minimum standard of teacher qualification by level of education taught, the most common minimum standard qualification to teach a specific level is presented by percentage of 'prevalence' based on information reported by the 86 countries (see Tables 3 and 4).

Table 3: Most common minimum standards qualifications for 'trained' teachers to teach, by prevalence rate

level of education taught	Prevalence rate				
	90%	80%	75%	70%	60%
Pre-primary	ISCED 2	ISCED 3	ISCED 3	ISCED 3	ISCED 4
Primary	ISCED 3	ISCED 3	ISCED 3	ISCED 4	ISCED 4
Lower secondary	ISCED 2	ISCED 3	ISCED 3	ISCED 5	ISCED 5
Upper secondary	ISCED 3	ISCED 5	ISCED 5	ISCED 5	ISCED 5

Table 4: Most common minimum standards qualifications for 'qualified' teachers to teach, by prevalence rate

level of education taught	Prevalence rate				
	90%	80%	75%	70%	60%
Pre-primary	ISCED 3	ISCED 3	ISCED 3	ISCED 3	ISCED 4
Primary	ISCED 3	ISCED 3	ISCED 4	ISCED 4	ISCED 4
Lower secondary	ISCED 3	ISCED 4	ISCED 5	ISCED 5	ISCED 5
Upper secondary	ISCED 4	ISCED 5	ISCED 5	ISCED 5	ISCED 5

Discussion and decision points

The definition of a global minimum standard of teacher qualification by level of education taught has a direct impact on the quality of the preparation of teachers for their profession. But setting this important standard requires consideration to the existing countries standards, of which many are low to yield 'sufficient' quality teaching and learning for all. While a low global standard is not an option, a too high global standard may be too ambitious to achieve, especially for countries where enrolment rates in higher levels of education are relatively, limiting the pool of potential candidates to the teaching profession and making achievement of the global standard realistically challenging (at least in a short horizon of time). Therefore the following points are proposed for TCG discussion and decision.

Proposed points for discussion and decision

- Based on Tables 3 and 4, which prevalence rate and minimum country standard should guide the definition of a global minimum standard of qualification to teach a specific level of education?
- As the minimum standards presented in Tables 3 and 4 refer to all responded countries, they may hide differences by region and countries, should a regional approach be considered in the setting of a 'common' minimum standard? If yes, should both processes be conducted together or separately (e.g. higher response rate to the metadata may be required in certain regions - see Table 1 - for a 'representative' regional standard setting)?
- How best to conduct the political process, once the empirical process is completed? The political process could involve the Education Sector at UNESCO HQs, which heads a section on Education Policy.

Annex 1: Metadata template³ to collect the definition of ‘trained’ and ‘qualified’ teachers used by countries to produce the data they currently report for the monitoring of SDG Target 4.c (indicators related to trained and qualified teachers).

Metadata on trained teachers		Pre-primary ISCED 02	Primary ISCED 1	Lower secondary ISCED 2	Upper secondary ISCED 3
How are trained teachers defined in your country?	Please provide your national definition for trained teachers				
	If applicable, please indicate the minimum level of academic qualification required to teach the specific level of education				
	If applicable, please indicate the minimum requirement in terms of duration of pre-service teaching practice (in weeks)				
Metadata on qualified teachers					
How are qualified teachers defined in your country?	Please provide your national definition for qualified teachers				
	Please indicate the minimum level of academic qualification required to teach the specific level of education				

Appendix

"Minimum level of the qualification: the ISCED level of the teacher training programme (and its related qualification) required to teach the specific level of education.

Source: ISCED-T draft proposal."

"Teaching practice is the theoretical duration of the work-based (in-school) component of the overall (most common) teacher training programme that prepares teacher to teach the specific level of education.

Source: ISCED-T draft proposal. "

"Qualified teachers: A qualified teacher is one who has the minimum academic qualifications necessary to teach at a specific level of education in a given country. This is usually related to the subject(s) they teach.

Source: Instruction Manual: UIS Survey of Formal Education (<http://uis.unesco.org/uis-questionnaires>, p.24)".

"Trained teachers: A trained teacher is one who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education according to the relevant national policy or law. These requirements usually include pedagogical knowledge (broad principles and strategies of classroom management and organization that transcend the subject matter being taught - typically approaches, methods and techniques of teaching), and professional knowledge (knowledge of statutory instruments and other legal frameworks that govern the teaching profession).

³ Consider collecting information on ISCED 01 as well, to align with the UOE data collection, which collects data about the minimum level of qualification required to become a classroom teacher at ISCED 01 and ISCED 02.

Some programmes may also cover content knowledge (knowledge of the curriculum and the subject matter to be taught and the use of relevant materials).

Source: Instruction Manual: UIS Survey of Formal Education (<http://uis.unesco.org/uis-questionnaires>, p.24)".

Annex 2: the list of the 167 countries covered by the UIS survey of formal education

Region_ID	Country_ID	Country_name_EN (SDG Regions groupings)	Countries covered in UIS survey for the collection of the metadata
SDG: Africa (Sub-Saharan)	AGO	Angola	Angola
SDG: Africa (Sub-Saharan)	BWA	Botswana	Botswana
SDG: Africa (Sub-Saharan)	BDI	Burundi	Burundi
SDG: Africa (Sub-Saharan)	CMR	Cameroon	Cameroon
SDG: Africa (Sub-Saharan)	CPV	Cabo Verde	Cabo Verde
SDG: Africa (Sub-Saharan)	CAF	Central African Republic	Central African Republic
SDG: Africa (Sub-Saharan)	TCD	Chad	Chad
SDG: Africa (Sub-Saharan)	COM	Comoros	Comoros
SDG: Africa (Sub-Saharan)	MYT	Mayotte	
SDG: Africa (Sub-Saharan)	COG	Congo	Congo
SDG: Africa (Sub-Saharan)	BEN	Benin	Benin
SDG: Africa (Sub-Saharan)	GNQ	Equatorial Guinea	Equatorial Guinea
SDG: Africa (Sub-Saharan)	ERI	Eritrea	Eritrea
SDG: Africa (Sub-Saharan)	ETH	Ethiopia	Ethiopia
SDG: Africa (Sub-Saharan)	DJI	Djibouti	Djibouti
SDG: Africa (Sub-Saharan)	GAB	Gabon	Gabon
SDG: Africa (Sub-Saharan)	GMB	Gambia	Gambia
SDG: Africa (Sub-Saharan)	GHA	Ghana	Ghana
SDG: Africa (Sub-Saharan)	GIN	Guinea	Guinea
SDG: Africa (Sub-Saharan)	CIV	Côte d'Ivoire	Côte d'Ivoire
SDG: Africa (Sub-Saharan)	KEN	Kenya	Kenya
SDG: Africa (Sub-Saharan)	LSO	Lesotho	Lesotho
SDG: Africa (Sub-Saharan)	LBR	Liberia	Liberia
SDG: Africa (Sub-Saharan)	MDG	Madagascar	Madagascar
SDG: Africa (Sub-Saharan)	MWI	Malawi	Malawi
SDG: Africa (Sub-Saharan)	MLI	Mali	Mali
SDG: Africa (Sub-Saharan)	MRT	Mauritania	Mauritania
SDG: Africa (Sub-Saharan)	MUS	Mauritius	Mauritius
SDG: Africa (Sub-Saharan)	MOZ	Mozambique	Mozambique
SDG: Africa (Sub-Saharan)	NAM	Namibia	Namibia
SDG: Africa (Sub-Saharan)	NER	Niger	Niger
SDG: Africa (Sub-Saharan)	NGA	Nigeria	Nigeria
SDG: Africa (Sub-Saharan)	GNB	Guinea-Bissau	Guinea-Bissau
SDG: Africa (Sub-Saharan)	REU	Réunion	
SDG: Africa (Sub-Saharan)	RWA	Rwanda	Rwanda
SDG: Africa (Sub-Saharan)	SHN	Saint Helena	
SDG: Africa (Sub-Saharan)	STP	Sao Tome and Principe	Sao Tome and Principe

SDG: Africa (Sub-Saharan)	SEN	Senegal	Senegal
SDG: Africa (Sub-Saharan)	SYC	Seychelles	Seychelles
SDG: Africa (Sub-Saharan)	SLE	Sierra Leone	Sierra Leone
SDG: Africa (Sub-Saharan)	SOM	Somalia	Somalia
SDG: Africa (Sub-Saharan)	ZAF	South Africa	South Africa
SDG: Africa (Sub-Saharan)	ZWE	Zimbabwe	Zimbabwe
SDG: Africa (Sub-Saharan)	SSD	South Sudan	South Sudan
SDG: Africa (Sub-Saharan)	SWZ	Eswatini	Eswatini
SDG: Africa (Sub-Saharan)	TZA	United Republic of Tanzania	United Republic of Tanzania
SDG: Africa (Sub-Saharan)	TGO	Togo	Togo
SDG: Africa (Sub-Saharan)	UGA	Uganda	Uganda
SDG: Africa (Sub-Saharan)	BFA	Burkina Faso	Burkina Faso
SDG: Africa (Sub-Saharan)	COD	Democratic Republic of the Congo	Democratic Republic of the Congo
SDG: Africa (Sub-Saharan)	ZMB	Zambia	Zambia
SDG: Asia (Central and Southern)	AFG	Afghanistan	Afghanistan
SDG: Asia (Central and Southern)	BGD	Bangladesh	Bangladesh
SDG: Asia (Central and Southern)	BTN	Bhutan	Bhutan
SDG: Asia (Central and Southern)	IND	India	India
SDG: Asia (Central and Southern)	IRN	Iran (Islamic Republic of)	Iran (Islamic Republic of)
SDG: Asia (Central and Southern)	KAZ	Kazakhstan	Kazakhstan
SDG: Asia (Central and Southern)	KGZ	Kyrgyzstan	Kyrgyzstan
SDG: Asia (Central and Southern)	MDV	Maldives	Maldives
SDG: Asia (Central and Southern)	NPL	Nepal	Nepal
SDG: Asia (Central and Southern)	PAK	Pakistan	Pakistan
SDG: Asia (Central and Southern)	LKA	Sri Lanka	Sri Lanka
SDG: Asia (Central and Southern)	TJK	Tajikistan	Tajikistan
SDG: Asia (Central and Southern)	TKM	Turkmenistan	Turkmenistan
SDG: Asia (Central and Southern)	UZB	Uzbekistan	Uzbekistan
SDG: Asia (Eastern and South-eastern)	BRN	Brunei Darussalam	Brunei Darussalam
SDG: Asia (Eastern and South-eastern)	MMR	Myanmar	Myanmar
SDG: Asia (Eastern and South-eastern)	CHN	China	China
SDG: Asia (Eastern and South-eastern)	HKG	China, Hong Kong Special Administrative Region	China, Hong Kong Special Administrative Region
SDG: Asia (Eastern and South-eastern)	IDN	Indonesia	Indonesia
SDG: Asia (Eastern and South-eastern)	JPN	Japan	
SDG: Asia (Eastern and South-eastern)	KHM	Cambodia	Cambodia
SDG: Asia (Eastern and South-eastern)	KOR	Republic of Korea	
SDG: Asia (Eastern and South-eastern)	PRK	Democratic People's Republic of Korea	Democratic People's Republic of Korea
SDG: Asia (Eastern and South-eastern)	LAO	Lao People's Democratic Republic	Lao People's Democratic Republic
SDG: Asia (Eastern and South-eastern)	MAC	China, Macao Special Administrative Region	China, Macao Special Administrative Region
SDG: Asia (Eastern and South-eastern)	MYS	Malaysia	Malaysia

SDG: Asia (Eastern and South-eastern)	MNG	Mongolia	Mongolia
SDG: Asia (Eastern and South-eastern)	PHL	Philippines	Philippines
SDG: Asia (Eastern and South-eastern)	TLS	Timor-Leste	Timor-Leste
SDG: Asia (Eastern and South-eastern)	SGP	Singapore	Singapore
SDG: Asia (Eastern and South-eastern)	THA	Thailand	Thailand
SDG: Asia (Eastern and South-eastern)	VNM	Viet Nam	Viet Nam
SDG: Latin America and the Caribbean	AIA	Anguilla	Anguilla
SDG: Latin America and the Caribbean	ATG	Antigua and Barbuda	Antigua and Barbuda
SDG: Latin America and the Caribbean	ARG	Argentina	Argentina
SDG: Latin America and the Caribbean	ABW	Aruba	Aruba
SDG: Latin America and the Caribbean	BHS	Bahamas	Bahamas
SDG: Latin America and the Caribbean	BRB	Barbados	Barbados
SDG: Latin America and the Caribbean	BLZ	Belize	Belize
SDG: Latin America and the Caribbean	BOL	Bolivia (Plurinational State of)	Bolivia (Plurinational State of)
SDG: Latin America and the Caribbean	BRA	Brazil	
SDG: Latin America and the Caribbean	CYM	Cayman Islands	Cayman Islands
SDG: Latin America and the Caribbean	CHL	Chile	
SDG: Latin America and the Caribbean	COL	Colombia	Colombia
SDG: Latin America and the Caribbean	CRI	Costa Rica	Costa Rica
SDG: Latin America and the Caribbean	CUB	Cuba	Cuba
SDG: Latin America and the Caribbean	DMA	Dominica	Dominica
SDG: Latin America and the Caribbean	DOM	Dominican Republic	Dominican Republic
SDG: Latin America and the Caribbean	ECU	Ecuador	Ecuador
SDG: Latin America and the Caribbean	SLV	El Salvador	El Salvador
SDG: Latin America and the Caribbean	FLK	Falkland Islands (Malvinas)	
SDG: Latin America and the Caribbean	GUF	French Guiana	
SDG: Latin America and the Caribbean	GRD	Grenada	Grenada
SDG: Latin America and the Caribbean	GLP	Guadeloupe	
SDG: Latin America and the Caribbean	GTM	Guatemala	Guatemala
SDG: Latin America and the Caribbean	GUY	Guyana	Guyana
SDG: Latin America and the Caribbean	HTI	Haiti	Haiti
SDG: Latin America and the Caribbean	HND	Honduras	Honduras
SDG: Latin America and the Caribbean	JAM	Jamaica	Jamaica
SDG: Latin America and the Caribbean	MTQ	Martinique	
SDG: Latin America and the Caribbean	MEX	Mexico	
SDG: Latin America and the Caribbean	MSR	Montserrat	Montserrat
SDG: Latin America and the Caribbean	CUW	Curaçao	Curaçao
SDG: Latin America and the Caribbean	SXM	Sint Maarten (Dutch part)	Sint Maarten (Dutch part)
SDG: Latin America and the Caribbean	NIC	Nicaragua	Nicaragua
SDG: Latin America and the Caribbean	PAN	Panama	Panama
SDG: Latin America and the Caribbean	PRY	Paraguay	Paraguay
SDG: Latin America and the Caribbean	PER	Peru	Peru
SDG: Latin America and the Caribbean	PRI	Puerto Rico	Puerto Rico

SDG: Latin America and the Caribbean	BLM	Saint Barthélemy	
SDG: Latin America and the Caribbean	KNA	Saint Kitts and Nevis	Saint Kitts and Nevis
SDG: Latin America and the Caribbean	LCA	Saint Lucia	Saint Lucia
SDG: Latin America and the Caribbean	MAF	Saint-Martin (French part)	
SDG: Latin America and the Caribbean	VCT	Saint Vincent and the Grenadines	Saint Vincent and the Grenadines
SDG: Latin America and the Caribbean	SUR	Suriname	Suriname
SDG: Latin America and the Caribbean	TTO	Trinidad and Tobago	Trinidad and Tobago
SDG: Latin America and the Caribbean	TCA	Turks and Caicos Islands	Turks and Caicos Islands
SDG: Latin America and the Caribbean	URY	Uruguay	Uruguay
SDG: Latin America and the Caribbean	VEN	Venezuela (Bolivarian Republic of)	Venezuela (Bolivarian Republic of)
SDG: Latin America and the Caribbean	VGB	British Virgin Islands	British Virgin Islands
SDG: Latin America and the Caribbean	VIR	United States Virgin Islands	
SDG: Northern America and Europe	ALB	Albania	Albania
SDG: Northern America and Europe	AND	Andorra	Andorra
SDG: Northern America and Europe	AUT	Austria	
SDG: Northern America and Europe	BEL	Belgium	
SDG: Northern America and Europe	BIH	Bosnia and Herzegovina	Bosnia and Herzegovina
SDG: Northern America and Europe	BMU	Bermuda	Bermuda
SDG: Northern America and Europe	BGR	Bulgaria	
SDG: Northern America and Europe	HRV	Croatia	
SDG: Northern America and Europe	CAN	Canada	
SDG: Northern America and Europe	CZE	Czechia	
SDG: Northern America and Europe	DNK	Denmark	
SDG: Northern America and Europe	EST	Estonia	
SDG: Northern America and Europe	FRO	Faeroe Islands	
SDG: Northern America and Europe	FIN	Finland	
SDG: Northern America and Europe	ALA	Åland Islands	
SDG: Northern America and Europe	FRA	France	
SDG: Northern America and Europe	DEU	Germany	
SDG: Northern America and Europe	GIB	Gibraltar	Gibraltar
SDG: Northern America and Europe	GRC	Greece	
SDG: Northern America and Europe	GRL	Greenland	
SDG: Northern America and Europe	VAT	Holy See	Holy See
SDG: Northern America and Europe	HUN	Hungary	
SDG: Northern America and Europe	ISL	Iceland	
SDG: Northern America and Europe	IRL	Ireland	
SDG: Northern America and Europe	ITA	Italy	
SDG: Northern America and Europe	LVA	Latvia	
SDG: Northern America and Europe	LIE	Liechtenstein	
SDG: Northern America and Europe	LTU	Lithuania	
SDG: Northern America and Europe	LUX	Luxembourg	
SDG: Northern America and Europe	MKD	North Macedonia	
SDG: Northern America and Europe	MLT	Malta	

SDG: Northern America and Europe	MCO	Monaco	Monaco
SDG: Northern America and Europe	MNE	Montenegro	Montenegro
SDG: Northern America and Europe	NLD	Netherlands	
SDG: Northern America and Europe	NOR	Norway	
SDG: Northern America and Europe	POL	Poland	
SDG: Northern America and Europe	PRT	Portugal	
SDG: Northern America and Europe	MDA	Republic of Moldova	Republic of Moldova
SDG: Northern America and Europe	ROU	Romania	
SDG: Northern America and Europe	RUS	Russian Federation	
SDG: Northern America and Europe	SPM	Saint Pierre and Miquelon	
SDG: Northern America and Europe	SVK	Slovakia	
SDG: Northern America and Europe	SMR	San Marino	San Marino
SDG: Northern America and Europe	SVN	Slovenia	
SDG: Northern America and Europe	SRB	Serbia	Serbia
SDG: Northern America and Europe	ESP	Spain	
SDG: Northern America and Europe	SJM	Svalbard and Jan Mayen Islands	
SDG: Northern America and Europe	SWE	Sweden	
SDG: Northern America and Europe	CHE	Switzerland	
SDG: Northern America and Europe	BLR	Belarus	Belarus
SDG: Northern America and Europe	UKR	Ukraine	Ukraine
SDG: Northern America and Europe	GBR	United Kingdom of Great Britain and Northern Ireland	
SDG: Northern America and Europe	ZZA	Channel Islands	
SDG: Northern America and Europe	GGY	Guernsey	
SDG: Northern America and Europe	JEY	Jersey	
SDG: Northern America and Europe	IMN	Isle of Man	
SDG: Northern America and Europe	USA	United States of America	
SDG: Oceania	ASM	American Samoa	
SDG: Oceania	AUS	Australia	
SDG: Oceania	SLB	Solomon Islands	Solomon Islands
SDG: Oceania	PLW	Palau	Palau
SDG: Oceania	COK	Cook Islands	Cook Islands
SDG: Oceania	FJI	Fiji	Fiji
SDG: Oceania	PYF	French Polynesia	
SDG: Oceania	KIR	Kiribati	Kiribati
SDG: Oceania	GUM	Guam	
SDG: Oceania	FSM	Micronesia (Federated States of)	Micronesia (Federated States of)
SDG: Oceania	MNP	Northern Mariana Islands	
SDG: Oceania	NRU	Nauru	Nauru
SDG: Oceania	NCL	New Caledonia	
SDG: Oceania	VUT	Vanuatu	Vanuatu
SDG: Oceania	NZL	New Zealand	
SDG: Oceania	NIU	Niue	Niue

SDG: Oceania	NFK	Norfolk Island	
SDG: Oceania	MHL	Marshall Islands	Marshall Islands
SDG: Oceania	PNG	Papua New Guinea	Papua New Guinea
SDG: Oceania	PCN	Pitcairn	
SDG: Oceania	TKL	Tokelau	Tokelau
SDG: Oceania	TON	Tonga	Tonga
SDG: Oceania	TUV	Tuvalu	Tuvalu
SDG: Oceania	WLF	Wallis and Futuna Islands	
SDG: Oceania	WSM	Samoa	Samoa
SDG: Western Asia and Northern Africa	DZA	Algeria	Algeria
SDG: Western Asia and Northern Africa	ARM	Armenia	Armenia
SDG: Western Asia and Northern Africa	AZE	Azerbaijan	Azerbaijan
SDG: Western Asia and Northern Africa	BHR	Bahrain	Bahrain
SDG: Western Asia and Northern Africa	CYP	Cyprus	
SDG: Western Asia and Northern Africa	EGY	Egypt	Egypt
SDG: Western Asia and Northern Africa	GEO	Georgia	Georgia
SDG: Western Asia and Northern Africa	IRQ	Iraq	Iraq
SDG: Western Asia and Northern Africa	ISR	Israel	
SDG: Western Asia and Northern Africa	JOR	Jordan	Jordan
SDG: Western Asia and Northern Africa	KWT	Kuwait	Kuwait
SDG: Western Asia and Northern Africa	LBN	Lebanon	Lebanon
SDG: Western Asia and Northern Africa	LBY	Libya	Libya
SDG: Western Asia and Northern Africa	MAR	Morocco	Morocco
SDG: Western Asia and Northern Africa	OMN	Oman	Oman
SDG: Western Asia and Northern Africa	PSE	Palestine	Palestine
SDG: Western Asia and Northern Africa	QAT	Qatar	Qatar
SDG: Western Asia and Northern Africa	SAU	Saudi Arabia	Saudi Arabia
SDG: Western Asia and Northern Africa	SDN	Sudan	Sudan
SDG: Western Asia and Northern Africa	ESH	Western Sahara	
SDG: Western Asia and Northern Africa	XDN	Sudan (pre-secession)	Sudan (pre-secession)
SDG: Western Asia and Northern Africa	SYR	Syrian Arab Republic	Syrian Arab Republic
SDG: Western Asia and Northern Africa	TUN	Tunisia	Tunisia
SDG: Western Asia and Northern Africa	TUR	Turkey	
SDG: Western Asia and Northern Africa	ARE	United Arab Emirates	United Arab Emirates
SDG: Western Asia and Northern Africa	YEM	Yemen	Yemen