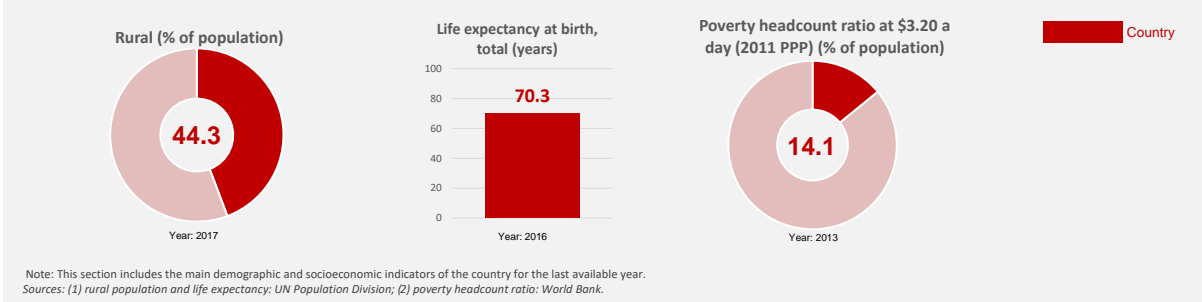


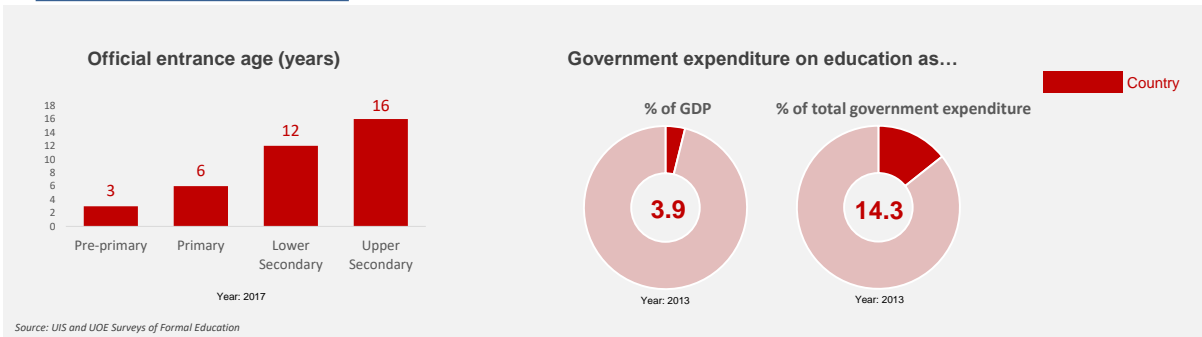
**SUSTAINABLE DEVELOPMENT GOAL (SDG) 4  
COUNTRY PROFILE**

|                             |                            |
|-----------------------------|----------------------------|
| <b>Country or territory</b> | <b>Fiji</b>                |
| <b>Region</b>               | <b>Oceania</b>             |
| <b>Income group</b>         | <b>Upper middle income</b> |

**National Context**



**Education System**



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

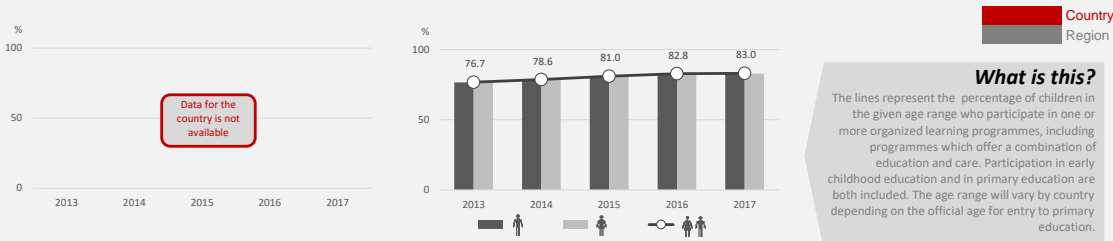


## 4.2 - Quality early childhood development, care and pre-primary education

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

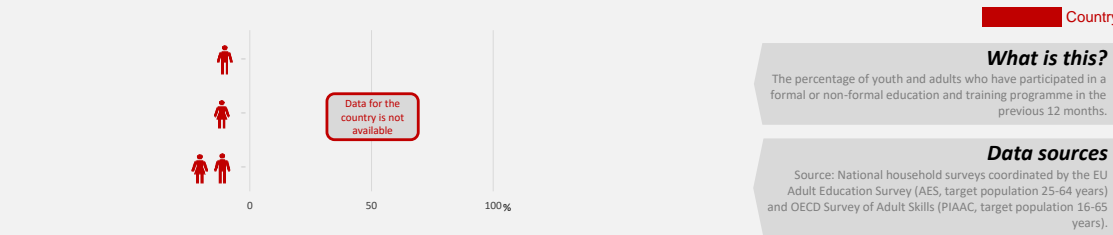


### Indicator 4.2.2 - Participation rate in organized learning (one year before the official primary entry age), by sex



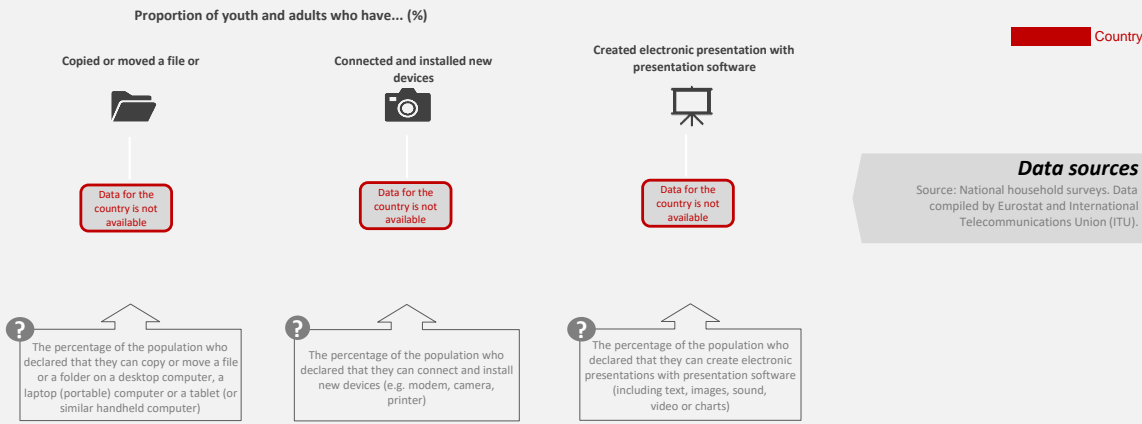
## 4.3 - Quality TVET and tertiary education

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



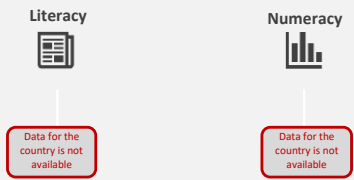
## 4.4 - Technical and vocational skills

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



## 4.6 - Youth and adult literacy and numeracy

Indicator 4.6.1 - Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex



Country

### What is this?

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

### Data sources

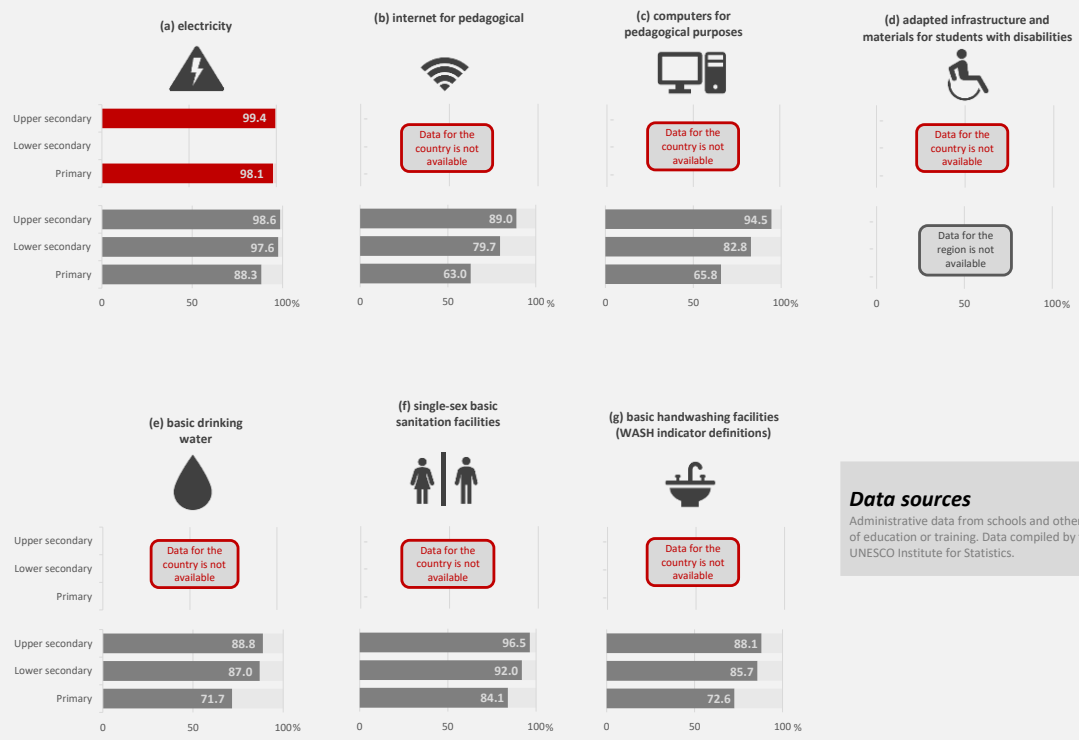
National household surveys coordinated by the OECD Programme for the International Assessment of Adult Competencies (PIAAC) and the World Bank's Skills Towards Employment and Productivity (STEP).

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

## 4.a - Education facilities

Indicator 4.a.1 - Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

Country  
Region



### Data sources

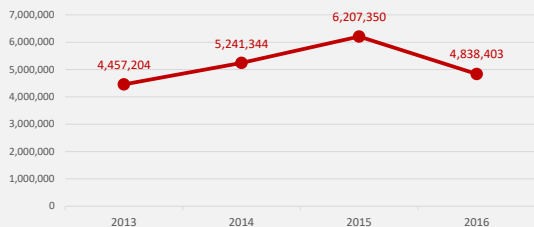
Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.

Year (country): 2016  
Year (region): 2017

Sources: UIS and UOE Surveys of Formal Education

### 4.b - Scholarships

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



Country

**What is this?**

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

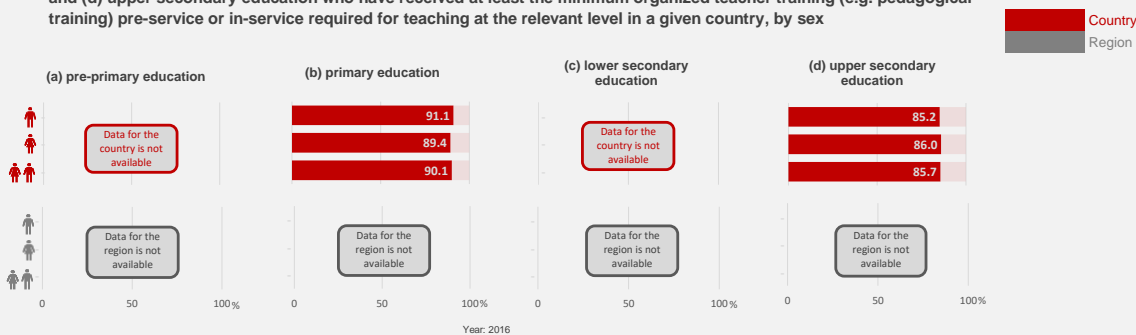
**Data sources**

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

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

### 4.c - Qualified teachers

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



Sources: UIS Surveys of Formal Education

**What is this?**

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

**Data sources**

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