

Fiji Skills Strategy | 2023



APTC is an Australian Government initiative in partnership with the Pacific and Timor-Leste

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ABOUT US

APTC is a centre for training excellence providing Australian standard qualifications in various vocational areas. APTC programs are delivered by highly regarded, qualified trainers and are relevant and aligned with current and future career opportunities for graduates – careers where skilled employees are in high demand. As Australia's largest technical and vocational education and training investment in the region, APTC serves ten countries: Fiji, Samoa, Vanuatu, Papua New Guinea, Solomon Islands, Timor-Leste, Nauru, Tuvalu, Tonga and Kiribati.

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OUR GOAL

A more skilled, inclusive
and productive workforce
that enhances Pacific and
Timor-Leste prosperity.

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Abbreviations

APTC	Australian Pacific Training Coalition
BPO	Business Process Outsourcing
CPEM	Conference of Pacific Education Ministers
DFAT	Department of Foreign Affairs and Trade
EES	Employer Engagement Survey
EOPO	End of Program Outcomes
EQAP	Education Quality Assessment Programme
FCEF	Fiji Commerce and Employers Federation
FHEC	Fiji Higher Education Commission
FNU	Fii National University
FSS	Fiji Skills Strategy
GEDSI	Gender Equity, Disability and Social Inclusion
GoF	Government of Fiji
GDP	Gross Domestic Product
HIES	Household Income and Expenditure Survey
ISCO	International Standard Classification of Occupations
LLN	Language Literacy and Numeracy
MELF	Monitoring and Evaluation Framework
NTPC	National Training Productivity Centre
PacREF	Pacific Regional Education Framework
PIFS	Pacific Islands Forum Secretariat
PHES	Pacific Heads of Education System
TVET	Technical, Vocational, Educational and Training
USP	University of South Pacific





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Section 1

Key Findings

The Fijian national development priorities and plans are being reviewed by the incoming Coalition Government. Prime Minister Hon. Sitiveni Ligamamada Rabuka's keynote address at the 2023 National Economic Summit in April 2023 emphasised the need for the Summit to bring clarity to the challenges facing Fiji to support the national budget allocations and national development plans. His address highlighted the need to reduce debt levels and address geopolitical and sustainability issues.

Fiji has forest, mineral and fish resources and has a large agriculture sector heavily based on subsistence agriculture. The main manufacturing is centred on the processing of sugarcane. Other areas of manufacturing are garments, boat building, cement making, brewing and wood products such as pine chips, sawn wood, and wood-based panels. There is a small mining sector, but gold-ore is low-quality.

Sugar exports and the tourism industry are the main sources of foreign exchange. The reopening of international borders at the end of 2021 revived the heavily impacted tourism and hospitality sectors and led strong economic recovery in 2022. Visitor arrivals from Australia in 2022 reached ninety-four percent of their 2019 numbers.

Inward remittances increased by twenty-three percent in 2022 and for the first time passed one billion Fiji dollars. The rebound in tourism has supported an increase in government revenue, tax revenues increased as value-added tax increased by eighty-four percent. Income tax collection rose by seventeen percent, reflecting a gradual job restoration.

The impact of the Russian invasion of Ukraine on commodity prices has been more intense than expected and inflation surged in 2022. The consumer price index jumped by four-point three percent in 2022.

Fiji is one of the most developed countries in the Pacific, even so it is still a developing country, poverty levels and the need for a more educated workforce continue to be government priorities. The most recent analysis of multidimensional poverty for Fiji found that twenty-nine percent of people in Fiji were multidimensionally poor, thirty-eight percent of these people lived in rural areas compared with twenty-three percent who lived in urban areas.

School completion rates are high for primary school but lower for secondary school with high disparities by gender and household wealth. There is a significant drop in the completion rate

for upper secondary school, the total completion rate is fifty-five percent with even larger variations between the poorest and richest households of thirty percent and seventy-seven percent respectively.

Fiji is experiencing significant outward migration and the tightening labour market is raising concerns with the government and local businesses. The need to expand the available trained workforce to deliver the required level of economic activity in Fiji is critical for continued economic growth.

The Fiji Skills Strategy addresses practical questions about skill needs in Fiji and was completed using a combination of Australia Pacific Training Coalition internal data, desk research, and data collected in collaboration with Fiji Commerce and Employers Federation and the results of the National Training Productivity Centre Industry and Community Discussion Forum.

Across all the industry consultations workplace skills were raised as a significant skills gap. The top workplace skill needs were customer service, problem solving, attitude to work, time management, communications, teamwork, and the need to understand diversity, empathy, and

conflict management. The most often sighted technical skills gaps across all industries were digital skills (including e-commerce, information technology and digital marketing) and occupational health and safety.

The trade vacancies identified as the most difficult to fill were electricians, refrigeration and air conditioning, plumbers, construction, and joinery workers. Non-trade occupations listed as the most difficult to fill were quality assurance officers, human resource professionals, occupational health and safety inspectors and maintenance officers. Also identified was a need for leadership, management, coaching and entrepreneurship skills. The skill level most needed was ISCO Skill Level 2. (Refer to Section 5 for more detailed information on the identified skills gaps).

Organisations use a variety of ways to close skills gaps, such as recruiting, upskilling or reskilling existing employees, outsourcing work to contractors, redeploying and offering

incentives to retain and/or attract workers. There is a strong preference by organisations in Fiji to outsource work to vendors to fill skills shortages, but they also hire part-time specialist workers and expatriates to fill skills gaps. The high prevalence of these practices raises concerns regarding the commitment of organisations to build workplace capability and capacity by investing in the existing workforce.

In addition to identifying skills gaps the Fiji Skills Strategy also looked at the issues impacting Technical Vocational Education and Training (TVET) in Fiji. The government recognises the importance of TVET skills in building the economy and is focusing their attention on the introduction of TVET in primary schools. They are supporting the development of the Fiji TVET Policy and the formation of National Skills Councils. The focus for the TVET sector is to align skills training more closely with the needs of industry and to build the capability and capacity of local TVET providers. APTC has been working closely with several TVET providers to build infrastructure,

build teacher capability and to support the development of national qualifications. (Refer to Annex I and II for more detailed information on these initiatives).

There are many factors influencing the difficulties being experienced by industries in Fiji to fill skills gaps. In Fiji workforce shortages have been increasing over the last decade. The COVID-19 pandemic highlighted the shortage of healthcare workers and the need for improved digital literacy and information technology skills.

Both technical and workplace skills are needed to support economic activity and employer expectations are not being realised in either of these skill areas. Labour mobility has played a part in reducing the number of skilled workers but the preferences of employers to use part-time labour and outsource work has also created a reduction in the on-the-job training that is available to support upskilling and reskilling existing workers.

Introduction

The Fiji Skills Strategy (FSS) provides the strategic thinking and evidence for the inclusion of training for Fiji in the Australia Pacific Training Coalition (APTC) Regional Training Profile for 2023. It also provides the preliminary planning for training in 2024.

The FSS reflects the outcomes and activities agreed through the APTC program logic and the Monitoring, Evaluation and Learning Framework (MELF). Key to the development of the strategy is working with industry, government, technical education and training (TVET) providers and other relevant stakeholders.

The FSS addresses practical questions about skills needs in Fiji and applies an evidence-based approach to align training with improved employment outcomes for graduates seeking employment, capability development for those already in the workforce, building the capacity of TVET providers and supporting labour mobility opportunities to Australia.

The FSS takes into consideration the impact of COVID-19 and the Department of Foreign Affairs and Trade (DFAT) COVID-19 Development Response Plan¹ which has been extended for 2022-2023². The DFAT Partnerships for Recovery focus on health security, stability, and economic recovery, and the constraints the pandemic continues to place on the delivery of training in Fiji and across the region.

The focus of the FSS is to respond to the Government of Fiji (GoF) development plans and the links these have with skills development in Fiji. In 2017 Fiji released a 5-Year and 20-Year National Development Plan (2017 – 2036)³. The current Fijian national development priorities and plans are being reviewed by the incoming government. Prime Minister Hon. Sitiveni Ligamamada Rabuka's keynote address at the 2023 National Economic Summit on 19 April 2023 in Suva emphasised the need for the Summit to bring clarity to the challenges facing

Fiji to support the national budget allocations and national development plans. His address highlighted the need to reduce debt levels and address geopolitical and sustainability issues⁴.

There are limitations to the extent that the gaps in the supply and demand for skills can effectively be measured. In the Pacific the measurement of these gaps is further impacted by a lack of data collection and reporting and the availability of statistical information. In addressing these issues, the FSS has used a combination of internal data, desk research, and consultations with Fiji Commerce and Employers Federation (FCEF) and TVET organisations. This information has been combined with the data collected by the Fiji National University Training and Productivity Centre (NTPC) as part of their Community Discussion Forum in 2022⁵. The data from these sources combines to form the evidence-base for the training recommendations in the FSS.

¹ Partnerships for Recovery: Australia's COVID-19 Development Response. Department of Foreign Affairs and Trade, Australian Government. October 2020.

² 2021-2022 Fiji Development Program Progress Report. Department of Foreign Affairs and Trade, Australian Government.

³ 5-Year and 20-Year National Development Plan. Transforming Fiji. Ministry of Economy. Republic of Fiji. November 2017.

⁴ Fiji Prime Minister delivers his Keynote Address at the 2023 National Economic Summit - YouTube

⁵ Industry and Community Discussion Forum Report 2022. Fiji National University, National Training and Productivity Centre.



Section 2

Government

Fiji's system of government was established under the 2013 Constitution. It provides for three separate arms of State – the Legislature (or Parliament), the Executive, and the Judiciary. The current Parliament has fifty-five members (plus a speaker)⁶ and is a coalition of the People's Alliance, the National Federation Party, and the Social Democratic Liberal Party. This coalition holds the largest number of seats with 29 members. Fiji First holds 26 seats and is the sole opposition party⁷.

The current Prime Minister is Hon. Sitiveni Ligamamada Rabuka. The Prime Minister is the head of government. The executive power is exercised by the government. Legislative power is vested in both the government and the Parliament of Fiji. Fiji's head of state is the President. The President is elected for a three-year term by the Parliament of Fiji after nomination by the Prime Minister or the Leader of the Opposition⁸.

Population

The GoF has a 10-year cycle for the collection of census data and the last census was completed in 2017. This means a large amount of the available census data and related analysis is now out of date. In 2019 – 2020, the Fiji Bureau of Statistics conducted a Household Income and Expenditure Survey (HIES) which provides more recent data and analysis⁹.

In 2019-2020 the total Fijian population was 864,132 and the population distribution was a pyramid-shape. At this time over half of Fiji's population were under the age of 30, and less than 10 percent of the population were over the age of 60 (refer to the diagram below). The population distribution among males and females was reasonably even across the different age-groups. At the time of the survey more than 60 percent of the population were in the working age group of 15-64¹⁰.

The population in 2023 is estimated to have increased to 936,375¹¹ and the 2021 annual percentage growth rate was 0.5 percent.



⁶ The Fiji Times » Parliament to have 55 seats

⁷ Politics of Fiji - Wikipedia

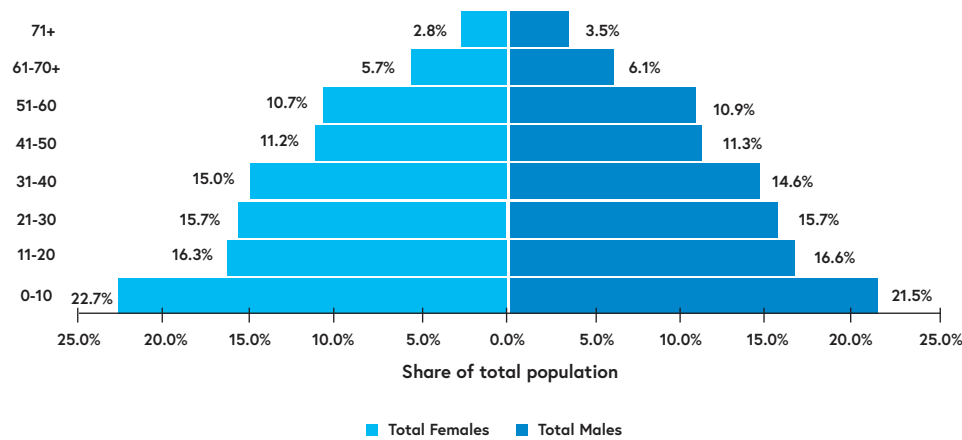
⁸ www.parliament.gov.fj/fijis-system-of-government/

⁹ 2019-2020 Household Income and Expenditure Survey. Main Report. Fiji Bureau of Statistics.

¹⁰ Fiji demographics population - Search (bing.com)

¹¹ Fiji | Data (worldbank.org)

Population distribution – by age and gender (2020)



Source: Fiji Bureau of Statistics

In 2019 more than 50 percent of the population was living in urban areas. The largest number of people lived in the Central and Western Division with 42 percent and 38 percent respectively. By geographical areas the largest number of people resided in the urban Central division with 30 percent, followed by the Western urban area with 20 percent and Western rural area with 18 percent.

¹² 2019-2020 Household Income and Expenditure Survey. Main Report. Fiji Bureau of Statistics.

Poverty

To compare the different socio-economic situations faced by Fijian households the HIES included an assessment of the level of poverty experienced by Fijians. The basic needs poverty line estimate in the HIES was 24.1 percent, which means at the time of the survey around 208,021 individuals were living in poverty. The spatial distribution of poverty incidence is shown in the map below. The Eastern Division shows the highest poverty rate at 39 percent. These are mostly maritime areas with less economic opportunities, and difficulties accessing basic needs and infrastructure¹².

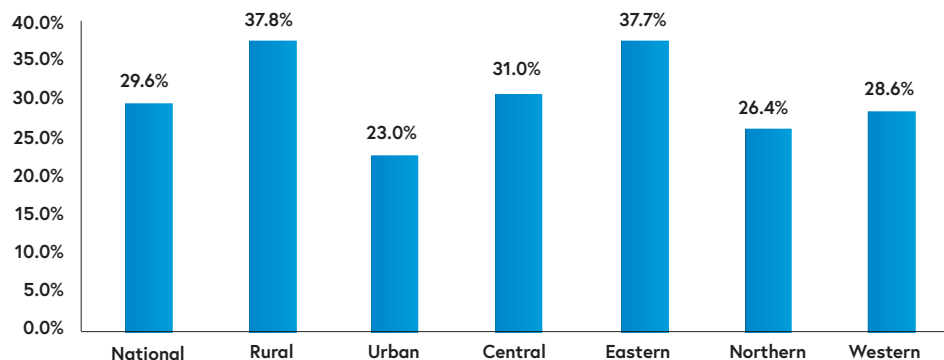
Spatial distribution of poverty in Fiji (2020)



Source: Fiji Bureau of Statistics

The HIES also analysed multidimensional poverty for Fiji. The purpose of undertaking this analysis was to measure the other aspects of deprivation that are not captured by the consumption-based poverty analysis, and which provide a holistic approach in terms of identifying poverty in all its dimensions. This analysis found that 29 percent of people in Fiji were multidimensionally poor, 38 percent of these people lived in rural areas compared with 23 percent who lived in urban areas. The diagram below shows the multidimensional poverty rates by area and division.

Multidimensional poverty rates by area and division



Note: Multidimensional poverty by Eastern Urban has merged with Central Urban due to low sample size

Source: Fiji Bureau of Statistics

Overall multidimensional poor households tend to have more members than non-poor households. Multidimensional poverty is higher among people living with household heads that have not completed primary school education.

On average 40 percent of people who live with a household head that is employed in the non-subsistence agriculture sector are multidimensionally poor compared with 38 percent in subsistence agriculture¹³.

Education

The attendance rate for early childhood education, children aged 3 to 5 years is very low at 22 percent. However, 92 percent of children attend a formal learning programme in the year prior to starting the first year of primary school. Ninety-eight percent of primary aged children attend school. High attendance patterns continue for lower secondary school, with the overall attendance rate being 95 percent. However, there are variations in the attendance between poor and wealthy households of 90 percent and 98 percent respectively.

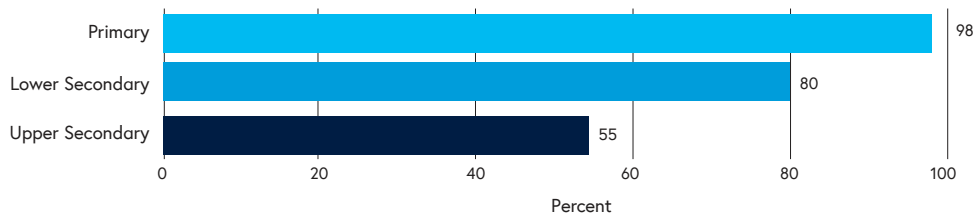
For upper secondary school the attendance rate is lower and the disparity with gender and wealth is more apparent. For upper secondary school the attendance rate for females is 79 percent and for males is 60 percent. A substantial difference in the attendance rate is observed between children living in the richest and the poorest households, of 86 percent and 60 percent respectively.

The completion rates for Fiji are shown in the diagram below. The completion rate for primary school level is high at 98 percent. The completion rate for lower secondary school is lower at 80 percent. There are disparities in gender, with an 88 percent completion rate for females, compared with a 73 percent completion rate for males. For household wealth the variation in the completion rate for the poorest and the richest households are 69 percent and 92 percent respectively.

There is a significant drop in the completion rate for upper secondary school, the total completion rate is 55 percent with even larger variations between the poorest and richest households of 30 percent and 77 percent respectively.

¹³ 2019-2020 Household Income and Expenditure Survey. Main Report. Fiji Bureau of Statistics.

Completion rates by school levels



Source: Multiple Indicator Cluster Survey, Fiji Bureau of Statistics

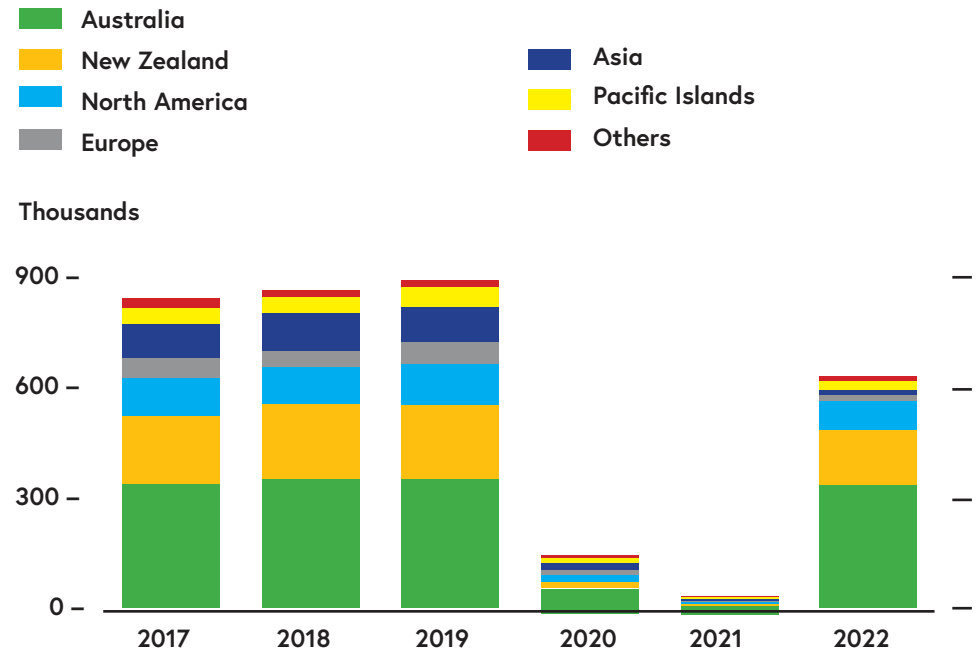
Since the appointment of the Coalition Government their key outcomes in the education area have been the implementation of the 50 million Fiji dollar back-to-school support package, support for the continued operation of the University of South Pacific (USP), a strong commitment to the expansion of TVET provision and support for the outcomes of the Pacific Education Ministers meeting.

Economy

Fiji is one of the most developed countries in the Pacific, even so it is still a developing country. Fiji has forest, mineral and fish resources and has a large agriculture sector heavily based on subsistence agriculture. Sugar exports and the tourism industry are the main sources of foreign exchange. The main manufacturing is centred on the processing of sugarcane. Other areas of manufacturing are garments, boat building, cement making, brewing and wood products such as pine chips, sawn wood, and wood-based panels. There is a small mining sector, the low quality of gold-ore saw a fall in the production of gold in the first quarter of 2023¹⁴.

The reopening of international borders at the end of 2021 revived tourism and led strong economic recovery in 2022. Visitor arrivals from Australia in 2022 reached 94 percent of their 2019 numbers. In 2022, visitors recorded longer stays and higher spending patterns. More than 80 percent of visitors were there for leisure or holiday, with visiting friends and relatives at ten percent and business travel at two percent¹⁵.

Visitor Arrivals - 2017-2022



Source: Fiji Bureau of Statistics.

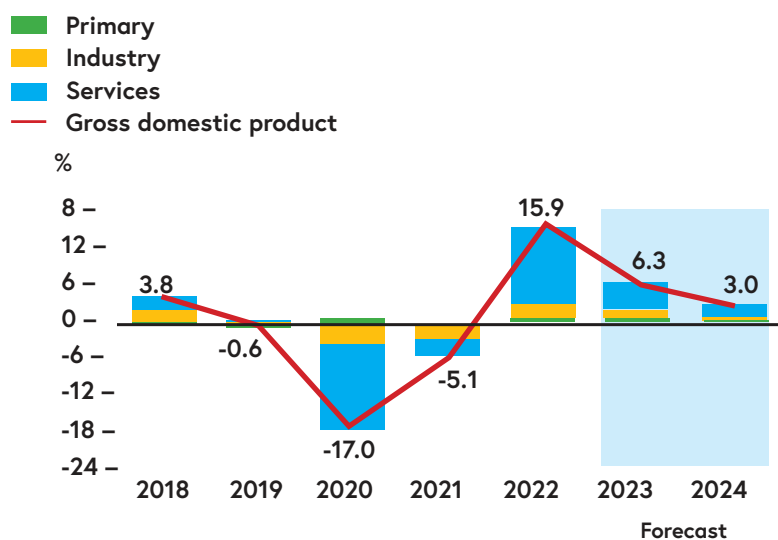
¹⁴ RBF April Economic Review: At a glance. Reserve Bank of Fiji.

¹⁵ Asian Development Outlook. April 2022. Asian Development Bank.

The impact of the Russian invasion of Ukraine on commodity prices has been more intense than expected and inflation surged in 2022. The consumer price index jumped to 4.3 percent in 2022 compared with 0.2 percent in 2021. High oil prices raised transport costs by 17.8 percent and supply constraints raised food prices by 6.1 percent.

Tourism contributed to a 15.9 percent growth in Gross Domestic Product (GDP). Positive effects spilt over into transport and wholesale and retail trade and combined services contributed 12.9 percent to GDP growth. Higher sugar and cement production and growth in niche agriculture underpinned industry growth.

GDP Growth – 2018 to 2024



GDP = gross domestic product.
Sources: Fiji Bureau of Statistics; Asian Development Bank estimates.

¹⁶ Asian Development Outlook. April 2022. Asian Development Bank.

¹⁷ RBF April Economic Review: At a glance. Reserve Bank of Fiji.

GDP growth is expected to moderate to 6.3 percent in 2023 and 3.0 percent in 2024. The economy is expected to return to pre-pandemic activity in 2024, with tourism as the main driver of growth. Primary sector exports such as timber and niche agricultural produce are expected to grow as foreign demand improves, and business process outsourcing is likely to expand further in line with growth demand. As shown in the table below growth and inflation are estimated to moderate as the economy stabilises following the post-pandemic rebound¹⁶.

GDP and Inflation – 2021 to 2024

	2021	2022	2023	2024
GDP Growth	-5.1	15.9	6.3	3.0
Inflation	0.2	4.3	4.2	3.5

GDP = gross domestic product.
Source: Asian Development Bank estimates.

Inward remittances increased by 23 percent in 2022 and for the first time passed one billion Fiji dollars. The rebound in tourism has supported an increase in government revenue, tax revenues increased as value-added tax increased by 84 percent. Income tax collection rose by 17 percent, reflecting a gradual job restoration¹⁷.

A lower than estimated current account deficit is expected, because of the support provided by the higher earnings from tourism and higher than expected personal remittances, but this will be offset by a surge in the cost of commodity imports.

The GoF have made several key economic achievements since their appointment in 2022. These have included: the appointment of a Fiscal Review Committee, the National Economic Summit which made fourteen key resolutions to be immediately addressed by the GoF, and the implementation of initiatives to expand business activity.



Section 3

APTC Regional Training Cycle

The alignment of training with employment opportunities is critical to support improved economic recovery and development in Fiji. The APTC Training Planning Process is the tool currently used by APTC to plan training across the Pacific. The process commences with external and internal scans and analysis of relevant information and data. The development goals for each country set the priorities for the training profile. Consultations are conducted with industry, government, TVET providers, APTC management, trainers, and relevant stakeholders. Outcomes from past training is a key element considered at the commencement of the planning process.

The end-of-program outcomes (EOPO) and the activities agreed through the APTC program logic and MELF guide the APTC Training Planning Process. The success of EOPO 1 – Graduates have improved employment outcomes relies on the ability to link skill needs with training and employment for graduates. In addition, there are training activities linked to EOPO 2 – Co-investment and EOPO 3 – Selected TVET partners demonstrate quality TVET provision. The following diagram illustrates the APTC Training Planning Process. The outcomes of the activities undertaken in Steps 1 and 2 provide the foundation for the Skills Strategy for each country. The Country Skills Strategy is the evidence-base for the APTC Regional Training Profile. Sections 3.1 to 3.5 provide detailed information on the APTC Training Planning Process activities, and the data used to guide decision-making.

THE APTC TRAINING PLANNING PROCESS DIAGRAM



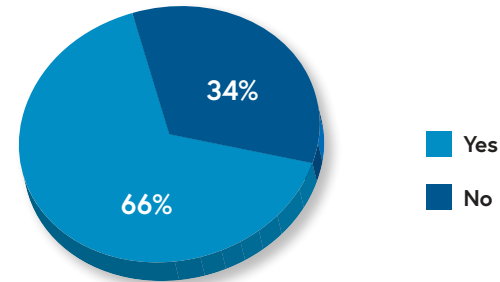
¹⁷ Labour Force Survey 2021. General Directorate of Statistics (GDS), Ministry of Finance.

3.1 Supporting employment and industry capability development

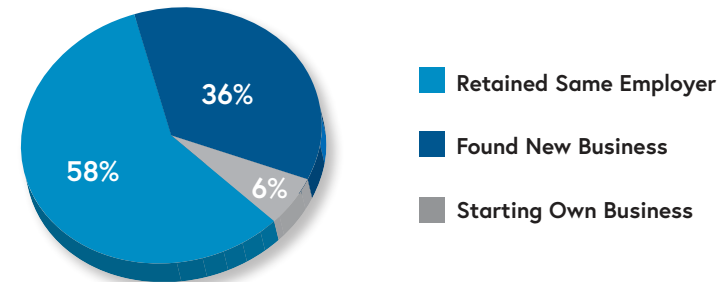
Skills to support employment and capability development is a key focus for APTC. To determine what new skills training and capability development is needed APTC works with employers, government departments, Chamber of Commerce, not-for-profit organisations, and other stakeholders to determine the need for new skills and any improvements to the training currently being delivered. The knowledge gained through these consultations determines what, how, where and to whom APTC delivers training that is linked to employment outcomes.

APTC outcomes data provides an evidence-base to determine if past training has delivered improvements in employment outcomes for graduates. For the period 2018 to 2022 at the completion of their studies students were asked: "Will you have employment after you graduate from APTC?" 66 percent answered "Yes". Of these, 36 percent indicated they had found a new employer after studies, 58 percent indicated they had employment with the same employer and 6 percent indicated they were starting their own business. Of those who stated they had employment with the same employer 24 percent indicated they would be employed in a higher-level position than prior to studies. These results provide evidence APTC training is leading to improved employment outcomes for graduates.

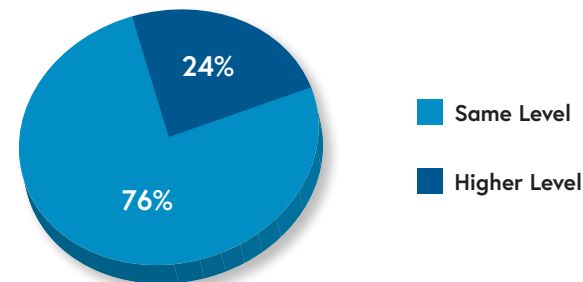
Employer Post Studies



Employer Post Studies



Level of Position Post Studies



3.2 Supporting TVET Providers

Aligned with EOPO 3 the APTC planning process includes strategies for strengthening TVET in the Pacific. One of the two major components of the training provided for EOPO 3 is the strengthening of local TVET qualifications. The Fiji Higher Education Commission (FHEC) is the government entity responsible for the strengthening of TVET provider skills and the qualifications to be delivered in Fiji. APTC has been working in partnership with the FHEC to develop national qualifications in various sectors.

In collaboration with Pacific Community-Educational Quality Assessment Programme (EQAP) and in consultation with other TVET stakeholders APTC has developed a national guideline for remote TVET delivery. Currently, Fiji does not have a National TVET Framework. However, the TVET Policy Working Group, of which APTC is part, has submitted a cabinet paper on the policy which has been approved.

APTC participated and supported the inaugural FNU National TVET Forum held in April 2023. This is now planned to be an annual event and at the next forum the National TVET Framework will be launched. Other outcomes from the forum were member involvement in the Fiji TVET Association and the forming of the National Skills Councils.

The other major component of this EOPO is working with local TVET providers to support the capability development of their staff. APTC has supported capability development for FHEC staff to undertake higher education audits. Capability development support provided via the APTC program for local TVET providers and other key stakeholders is detailed in Annex I.



3.3 Supporting workplace outcomes

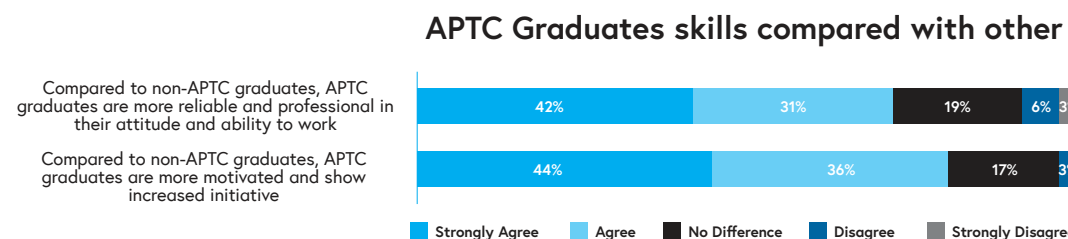
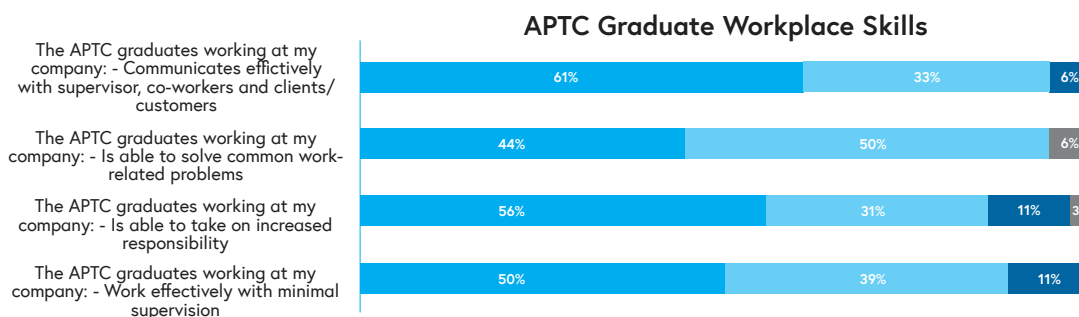
Entry to Certificate III level training and the ability to successfully complete training at this level requires good language, literacy, and numeracy (LLN) skills. APTC provides support for LLN as part of the training offered for Certificate III level qualifications. However, for some training areas low LLN skills may be a barrier to entering APTC training.

In Fiji, for the period 2018 to 2023, 2,235 applicants did not successfully complete their LLN application to study at APTC. In 2022 APTC ran a study program to support these applicants with their LLN skills. Fifteen participants attended the training and of these fourteen were able to successfully complete a new LLN application. In collaboration with the Fiji Vocational Training Centre a similar program is currently planned for persons with a disability. This program is focused on supporting students to be better prepared to undertake national training courses.

Respondents of the latest APTC Employer Engagement Survey (EES) acknowledge the high level of workplace skills achieved by APTC graduates. Workplace skill needs have been identified by employers as critical to the improved productivity of their workplaces

In the most recent EES employers were asked about the workplace skills demonstrated by APTC graduates. The graphs show the percentage of employers who Strongly Agreed or Agreed APTC graduates:

- Can communicate effectively with supervisor, co-workers, and clients/customers.
- Can solve common work-related problems.
- Can take on increased responsibility.
- Can work effectively with minimal supervision.



Industry consultations supported the need for workplace skills. The outcomes of these consultations are detailed in Section 5.

3.4 Supporting mobility opportunities

The delivery of training to support labour mobility and qualifications that deliver skills in demand in both the Pacific and Australia will continue to be a focus for APTC. The ongoing research and implementation of pilot programs for the delivery of training in new skill shortage areas such as Aged Care will continue.

Working in collaboration with the Pacific Labour Facility and under the Pacific Australia Labour Mobility scheme APTC will continue to deliver short course qualifications and micro-credentials which prioritise increasing opportunities for women, people with a disability and those in rural and remote communities to access mobility opportunities.

Circular labour mobility is an excellent process to support the Fiji economy. Reintegration strategies to capture the increased skills of returning workers will be the focus of future

research. For many workers the training they received and the skills they have gained overseas will have a direct link to employment on return. But for some returning workers, a small amount of retraining may be needed to assist them to gain employment and ensure their skills and knowledge are not lost to the Fiji economy.

In response to the strong concerns expressed by the GoF regarding the "brain drain" currently being experienced in Fiji APTC will continue to investigate reintegration opportunities for returning Fijian workers.

Accessing data on the number of APTC graduates who have mobilised is difficult because participants do not always disclose this information and APTC does not receive detailed information from the local sending unit.



3.5 Balancing participation and access

The APTC Gender Equity, Disability and Social Inclusion (GEDSI) Framework guides outcomes for women, people with a disability, citizens from small island states and remote and maritime locations and is an important part of decision-making in the APTC planning process.

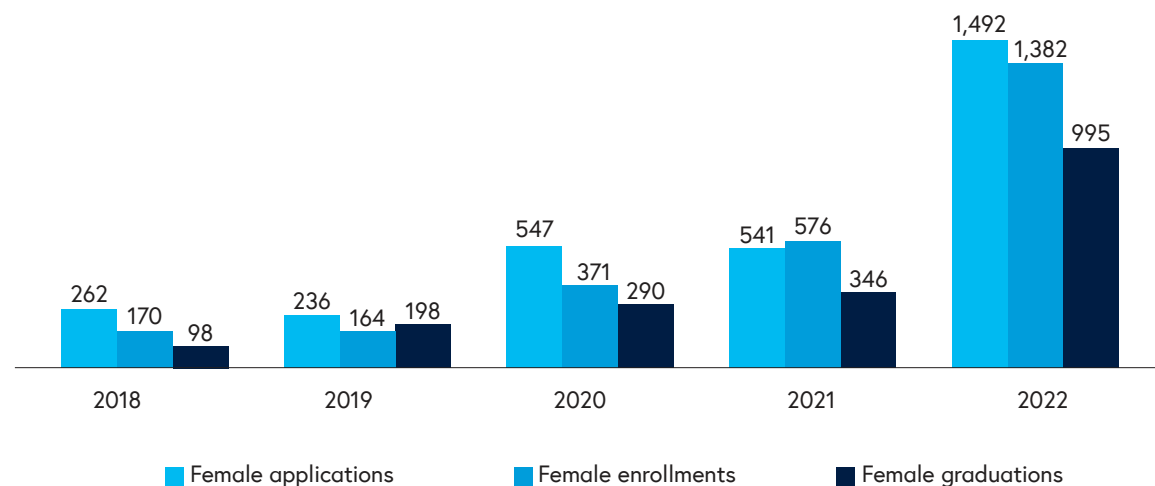
In 2022, there were 1,850 APTC Fiji graduates or 123.2 percent more than one year earlier. Of these, 995 or 53.8 percent were female which is a large increase on the previous five-year average of 44.7 percent. In 2022, there were 30 people, 1.6 percent of graduates with a disability.

During the past five years, APTC Fiji has received 3,078 applications for training from women. Of those, 2,663 applications were accepted and 1,927 graduated.

In 2022, the number of applications from women for APTC Fiji training grew by 175.8% to reach 1,492, while enrolments grew by 111.6% and resulted in 1,382 women enrolling. In the reporting period, 995 women graduated or 187.6% more than in 2021. For the first time in Fiji, there were more female than male graduates.

APTC has engaged in targeted marketing strategies in collaboration with local GEDSI organisations to improve the number of women accessing TVET training. Building on previous successes, APTC launched an accredited welding short course to promote women in non-traditional areas, with 31 women completing the course.

Applications, enrolments, and graduations of women in APTC Fiji training



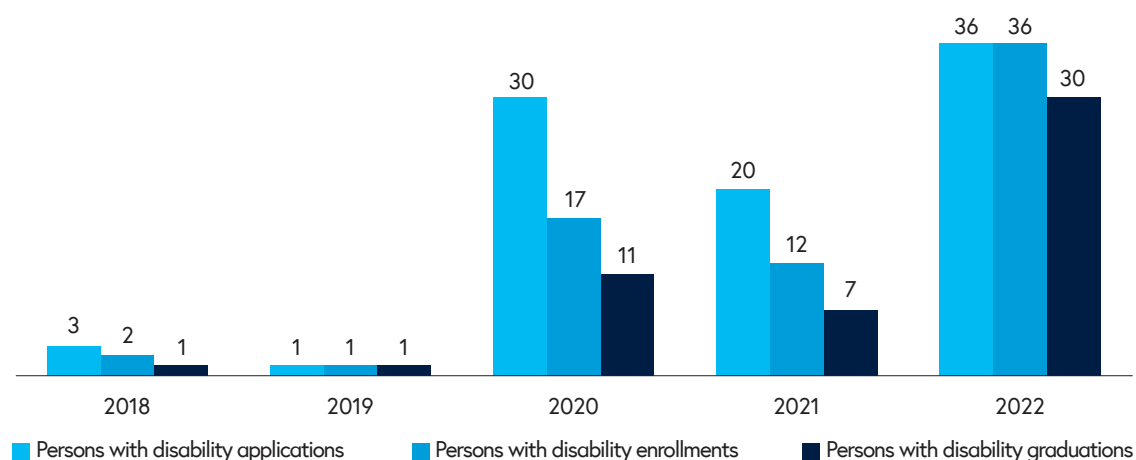
Two labour mobility pilots for the aged care sector were offered in 2022, 80 people graduated of these 73 or 91 percent were women, this training equipped graduates with the skills needed to pursue employment opportunities in Australia's aged care sector.

During the past five years, APTC Fiji has received 90 applications from people with a disability. Of those, 68 applications were accepted or 75.6 percent. From 2018 to 2022, 50 people with a disability graduated in Fiji or 73.5 percent of those who were enrolled.

In 2022, there were 36 applications from people with a disability, this was an 80 percent increase compared with 2021. There were 36 enrolments compared with 12 in 2021; and 30 people with a disability graduated, up from seven in 2021.

Employment outcomes for females were slightly higher at 66.75 percent compared with 66 percent of all graduates. A smaller proportion of female graduates when compared with all graduates indicated their employment would be with the same employer. Of the group who indicated they would have employment post studies, 53.18 percent indicated they would be employed with the same employer, compared with 58 percent for all graduates. Of those employed with the same employer 23.24 percent stated they would be employed in a higher-level position than prior to studies. This compares favourably with the overall graduate outcome of 24 percent. These results provide evidence that APTC training is leading to improved employment outcomes for women and people with a disability.

Applications, enrolments, and graduations of people with a disability in APTC Fiji training





Section 4

4.1 Fiji Government Priorities

In 2017 Fiji released a 5-Year and 20-Year National Development Plan (2017 – 2036)¹⁸. The national development priorities and plans are currently under review by the newly elected Coalition Government. Prime Minister Hon. Sitiveni Ligamamada Rabuka's keynote address at the 2023 National Economic Summit in April 2023 emphasised the need for the Summit to bring clarity to the challenges facing Fiji to support the national budget allocations and national development plans.

His address highlighted the need to reduce debt levels and address geopolitical and sustainability issues. He stated these goals would be achieved by strengthening institutions improving the business environment, protecting national resources, delivering infrastructure improvements, increasing the standard of living, promoting trade, and building confidence in the private sector¹⁹.



¹⁸ 5-Year and 20-Year National Development Plan. Transforming Fiji. Ministry of Economy. Republic of Fiji. November 2017.

¹⁹ Fiji Prime Minister delivers his Keynote Address at the 2023 National Economic Summit - YouTube

4.2 The Coalition Government's first 100 days

The achievements of the Coalition Government in their first 100 days in office provides insights into their priorities. Some of the key achievements have been²⁰:

- \$10 million to support USP's operations for the remainder of the financial year.
- A back-to-school support package to help parents and guardians.
- A Bill is before Parliament to repeal the Media Industry Development Act.
- Resource Owners Forum.
- Cabinet has endorsed Fiji's support for the United Nations Declaration on the Rights of Indigenous Peoples.
- Appointment of a Fiscal Review Committee and consulting widely on how to solve Fiji's financial problems.
- Encourage businesses, large and small, to either expand their existing enterprise or go into new ventures, resulting in approximately 480 small and medium enterprises qualifying for financial support.
- Improving the business climate by removing or simplifying regulations that often acted as an obstacle to investment.
- Appointing a new Public Service Commission.
- Moving to revitalise the sugar industry and announcing a price for sugar cane this year of F\$85 per tonne.
- Approving a Public Private Partnership Affordable Housing project on six sites in the western and central divisions to upgrade informal settlements.

²⁰ The Fiji Times » Coalition Government first 100 days in office



4.3 The National Economic Summit

A major commitment of the Coalition Government was to convene the National Economic Summit. A wide cross-section of the community and stakeholders from the private sector, civil society, academia, and industry leaders participated in the forum.

The Chair of the newly formed Fiscal Review Committee in his presentation highlighted the threats facing the Fiji economy from high government debt, delayed investment in critical infrastructure and the impact of unforeseen shocks from climate change and other global and local risks. He stated the need to consider raising revenue to meet critical social and economic needs and acknowledged the calls from key stakeholders for increased transparency in formulating tax policy and consistency to provide better certainty and predictability to investors.

At the conclusion of the Summit the Deputy Prime Minister Finance, Biman Prasad, stated that economic growth is the key to improving the lives of Fijians and the Summit was an important first step in a united, people-driven approach to achieving a better economic future for all. He announced fourteen key resolutions to be addressed by the Coalition Government²¹.

They were:

1. The critical need for the Government's economic strategy to be focused on trusted leadership and good governance, climate change and environmental sustainability and improving the climate for investment and business to thrive.
2. The need for sound fiscal discipline in both revenue raising and expenditure to address critical operational and investment needs, to bring government debt down to fiscally manageable and responsible levels and to engage actively with development partners to capitalise on funding and development opportunities.
3. Good governance demanding better accountability from the legislative, executive, and judicial arms of Government to build economic confidence – the legislature to use its processes to build consensus and consistency of policy on important long-term issues such as health, education, and key industries; the executive to be held legally and financially accountable for its actions and decisions; and for the judiciary's work to become more efficient and timelier.



²¹ Fiji Government - Resolutions - National Economic Summit 2023

4. The critical need to upgrade and prioritise its work on human development including in the areas of health, education, housing, youth, women and girls and abuse of children, poverty alleviation; to ensure better community representation in decisions relating to human development. This will require a properly maintained infrastructure.
5. The Government needs to unleash the potential of rural and outer island areas by providing them the infrastructure and resources needed to begin their own economic transformation.
6. The urgent need to reform outdated laws holding back the development of land-based economic activities such as agriculture; to ensure biosecurity and related support for exports; and to ensure stronger institutional capacity to respond to the needs of agriculture, including developing the participation of women in agricultural activities.
7. Co-ordinated conservation and better regulation of fisheries to develop marine-based activities and a wider, community-based approach with additional focused support to improve commercial participation and sustainable commercialisation of Fiji's marine resources.
8. The Government to urgently upgrade technology-based education at all levels and to provide the necessary infrastructure to improve Fiji's ability to innovate and create technological solutions and develop high-end technology.
9. Recognise the importance of increasing the engagement and empowerment of Fiji's indigenous population in commerce and business in partnership with other communities and stakeholders. The Summit stressed the need for the indigenous community to leverage its land and natural resources as an asset for direct equity ownership of businesses and commercial ventures in collaboration with key stakeholders, communities, and domestic and international financial institutions – and noting that this may require legislative reforms.
10. Called on Government to immediately prioritise the upgrading and maintenance of Fiji's water, sewerage supply and waste management systems in urban centres throughout Fiji, with particular attention to the Suva-Nausori corridor.
11. The importance of efficient and eco-friendly land, marine and transportation systems as critical to Fiji's sustainable development.
12. Recognised the economic and social challenges created by a lack of consistent electricity supply and the need for greater electricity capacity and connectivity, to investigate more effective potential public private partnerships and to focus on renewable and climate resilient energy sources.
13. Endorsed evidence-based policy making as critical decision-making and called upon Government to reinvigorate the institutional and planning machinery of each Ministry and its coordination and linkage to the national strategic development policy and planning machinery.
14. Agreed to continue the twelve thematic working groups as a basis of continued consultation and dialogue.

In summing up the Deputy Prime Minister Finance noted the urgent need to find solutions to the challenges of the rising cost of living and committed to pursue the most sustainable solution to improving cost of living challenges. These solutions must come from rising incomes sourced through economic growth. But he acknowledged in the short-term, measures such as directed and targeted assistance for lower-income households could be improved using funds from increased Government revenue created by a growing economy²².

²² National Economic Summit 2023 (fijivillage.com) 26 April 2023

4.4 Support for the education sector

In March 2023, education ministers from the Pacific region attended the Conference of Pacific Education Ministers (CPEM) – formerly known as the Forum Education Ministers Meeting, this change of name reflects a significant change for the management of the Pacific Regional Education Framework (PacREF) which is now being hosted by USP. Previously the PacREF was managed through the Pacific Island Forum Secretariate (PIFS). APTC is a member of the PacREF and participated in the conference, presenting a joint paper with USP on skills development and training (including vocational skills at secondary level and green skills).

The key issues identified and agreed by the Pacific Education Ministers at the conference were²³:

1. Indigenous Knowledge, Culture and Language: Ministers agreed that indigenous knowledge, culture, and language should be embedded in curriculum development, teacher training programs and delivery.
2. Teacher Quality: Ministers committed to increasing support to programs that ensure quality of teachers in the region and to provide the opportunity for sharing best practice through exchange programs.
3. Climate Change and Resilience: Ministers agreed to strengthen climate literacy and resilience.
4. Gender Responsive Education policies: Ministers agreed to promote and empower women in leadership roles.
5. Early Childhood Education: Ministers agreed to the centrality of early childhood learning and development.
6. Data Integrity and Sovereignty: Ministers endorsed the need and accessibility for quality data to support regional and national initiatives. They also expressed the need to promote cyber safety and ensure cyber security measures are in place. A sub-committee chaired by USP will further investigate and report at the next Pacific Heads of Education Systems (PHES) meeting.
7. Effectiveness: Ministers remained committed to the PacREF process and will continue to secure future funding for such an important regional initiative and ensure resources are directed accordingly with the view to maximising returns and producing student-centered results.
8. Student Inclusiveness: Ministers committed to ensuring that education is available to all learners irrespective of their challenges.
9. Labour Mobility: Ministers continued to recognise the importance of labour mobility schemes, noting that brain-drain has been exacerbated, resulting in the need to strengthen local training providers.
10. National Education Financing: Ministers recognised the importance of securing adequate funding from their national budget processes and sought clarity on appropriate thresholds for their national context. Ministers referred this matter to PHES.
11. Technical Vocational Education Training including Sports Development: Ministers agreed to the importance of developing skills and student pathways to create opportunities that meet learner aspirations and abilities.
12. 2050 Strategy for the Blue Pacific Continent: Ministers strongly endorsed the linkages between education and the 2050 Strategy for the Blue Pacific Continent.

Ten of these key issues are related to the work which APTC undertakes in the areas of climate change and resilience; gender responsive education policies; teacher quality; data integrity and sovereignty; support for PacREF; student inclusiveness; labour mobility; national education financing; TVET and the 2050 Strategy for the Blue Continent.

²³ Conference of Pacific Education Ministers (CPEM) – PacREF

The Minister for Education, Aseri Radrodro, in his address at the Conference urged development partners and civil society organisations to ensure that funding provided for the education of the people of the Pacific is efficient, accountable, and sustainable. In Fiji the government is looking to the TVET sector to fill the skill gaps for the numbers leaving school but not continuing to tertiary education²⁴.

At the National TVET Forum - TVET Pasifika which was held in April 2023 the Minister of Employment, Productivity and Industrial Relations, Agni Deo Singh expressed the Government's commitment to the strengthening of TVET in Fiji and stated: "issues concerning skills gaps, industry productivity and TVET are issues of importance to our developing nation".

The cabinet has approved a joint proposal from the Ministry of Education and the Ministry of Finance to explore various options to support Pacific Polytech as Fiji is facing constraints in terms of availability of technical skills for its industry and public sectors. In his announcement of this decision, Prime Minister Sitiveni Rabuka

highlight the decline in the number of TVET graduates during the last five to six years and the need to strengthen the technical, vocational education and training sector. The Pacific Polytech has acquired four campuses in Tavua, Lautoka, Suva and Nausori and plans to establish campuses around Fiji.

In addition, the Prime Minister announced the cabinet approval for the development of a National Technical and Vocational Education and Training policy and stated TVET is a critical component of the government's objective to provide learners with the knowledge, skills, attitudes, and values needed for work and for life, including lifelong learning skills and entrepreneurial skills for a career pathway.

The Government is keen to ensure there is a strong partnership between Government and the community in the delivery of cost-effective education at primary, secondary and higher education levels. He also noted the Government's intention to convene a National Education Summit²⁵.



²⁴ <https://www.fijitimes.com/radrodro-expresses-fijis-perspective-on-education-empowerment/>

²⁵ Fiji to look at options to support Pacific Polytech and to develop TVET policy (fijivillage.com) 26 April 2023.

4.5 Mobility

The labour market in Fiji is tightening and this is raising concerns regarding the numbers of workers migrating to other countries. At the National Economic Summit, Ministry of Finance, Permanent Secretary, Shiri Gounder, stated the Ministry had lost twenty percent of its staff, most of them having migrated. In 2022, twenty-two thousand people moved abroad, with sixteen thousand going on work permits. In addition, increasing numbers of Fijians were going overseas on student visas which is increasing the workforce pressures²⁶.

The impact on the health sector has been particularly acute. In 2022 807 nurses which equates to 26.7 percent of the total number of nurses were lost. Healthcare workers are migrating for several reasons, but the main reasons are poor compensation and working conditions, a challenging political environment, and to seek better opportunities for their children²⁷.



²⁶ <https://www.fijitimes.com/2023-nes-fiji-facing-brain-drain-crisis/>

²⁷ Exodus of health workers in Fiji | RNZ News



Section 5

Overview

The FSS addresses practical questions about skills needs in Fiji. The methodology used was to draw together research conducted by APTC and supplement this with research available from external sources. Consultations with industry and other stakeholders were conducted by APTC in partnership with Fiji Commerce and Employers Federation (FCEF) in July 2022. The information collected during these consultations has been combined with the data collected by the Fiji National University Training and Productivity Centre (NTPC) as part of their Community Discussion Forum in March 2022²⁸ and the Fiji National TVET Forum held in April 2023. Together this information forms the evidence-base for the training recommendations detailed at the end of this section.



²⁸ Industry and Community Discussion Forum Report 2022. Fiji National University, National Training and Productivity Centre.

5.1 APTC Labour Market Analysis – July 2022

In July 2022 APTC conducted a brief analysis of Fiji's labour market demand using the International Labour Office's International Standard Classification of Occupations (ISCO). The analysis considered 401 job vacancies that were advertised on the Youth Fiji employment platform²⁹. This site was chosen because it advertises a diverse range of job vacancies from major industry sectors.

The results of the brief analysis of Fiji's July 2022 online job vacancies revealed, seventy-eight percent of vacancies were for ISCO Skill Level 2, the next highest was for ISCO Skill Level 3 with nine percent. ISCO Skill Level 2 aligns closely with TVET skills programs. The job vacancies were also mapped against the major industries sectors and the table shows the percentage of vacancies by industry sector³⁰. Given the high level of increased tourism activity resulting from the opening of the borders in 2022, it is not surprising the largest percentage of vacancies were for accommodation and food services and the associated wholesale and retail industries. There was also strong demand from the public sector and the agriculture, forestry, and fishing industries³¹.

Percentage of Job Vacancies by Industry

Industry Sector	% of Total Vacancies
Accommodation and Food Services Activities	15.71
Public Administration and Defence; Compulsory Social Security	15.46
Agriculture, Forestry and Fisheries	14.46
Electricity, Gas, Steam and Air Conditioning	13.97
Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles	12.22
Construction	8.23
Transport and Storage	5.49
Manufacturing	4.49
Information and Communication	3.74
Arts, Entertainment and Recreation	2.49
Financial and Insurance Activities	2.24
Human Health and Social Work Activities	1.00
Water Supply, Sewerage, Waste Management and Remediation Activities	0.50
Total	100

²⁹ <https://www.youthfiji.org/>

³⁰ The major industries align with those used for reporting by Fiji's Bureau of Statistics.

³¹ Brief analysis of Fiji's Labour Market Demand: Online vacancies July 2022. APTC research paper.

The table below shows the percentage of vacancies for the ISCO major groups. Over seventy percent of vacancies were for services and sales workers, craft and related trades workers and technical and associate professionals.

Percentage of jobs advertised by ISCO major groups

Categories	% of Total
Services and Sales Workers	30
Craft and Related Trades Workers	24
Technicians and Associate Professionals	20
Plant and Machine Operators and Assemblers	7
Elementary Occupations	6
Manager	5
Professionals	5
Clerical Support Workers	1
Total	100

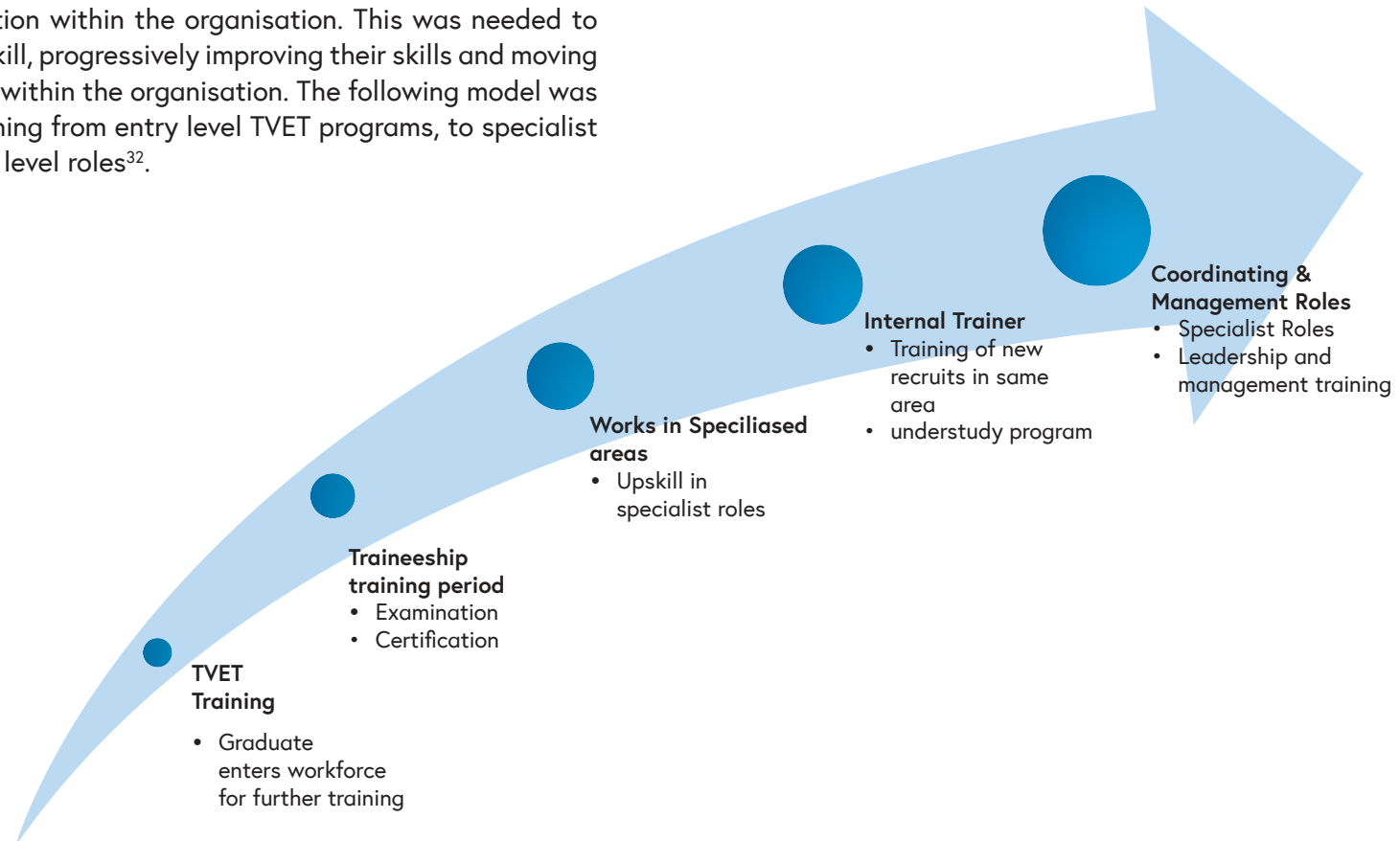
While the job vacancies analysis is useful and helps inform skills development in the context of labour market demand, a limitation of this analysis is the ability to drill down to specific skills needed within these broad ISCO categories. This level of detail is needed to ensure strong alignment between planned training and the skills needed to enhance graduate employment opportunities, provide capability development for existing workers and enhanced mobility opportunities. This more granular analysis of skills is also needed to support the planning of training to meet the revised APTC graduate targets in shorter accredited and non-accredited courses and micro-credentials.



5.2 Fiji National TVET Forum – April 2023

At the Fiji National TVET Forum held in April 2023 employers stated they needed the TVET sector to align training and specific industry skill needs more closely. They advocated for the introduction of a progressive learning pathway linked to promotion within the organisation. This was needed to incentivise workers to upskill, progressively improving their skills and moving into higher level positions within the organisation. The following model was proposed to progress training from entry level TVET programs, to specialist training and management level roles³².

Suggested model for training linked to organisational progression



³² Fiji National University (fnu.ac.fj)

Suggested solutions for bridging the skills gaps included:

1. More informed training profiles offered by TVET providers; tailored to what industries need.
2. Specialised training that is more flexibly delivered to reduce losing working days.
3. Workplace skills gaps need to be included in TVET training, these include: LLN, relevant communication skills, teamwork, and other soft skills.
4. Portability of skills would be better recognised if Fiji TVET training was aligned to international standards.
5. Increased industry opportunities for local TVET trainers to obtain industry currency and improved teacher training.
6. The Ministry of Education TVET Unit stated the Coalition Government was prioritising TVET training at primary school levels starting at Year 5.
7. Raising the awareness of the availability of TVET scholarships, noting that only 32 per cent of the 5,000 TVET scholarships were taken up by students in Fiji.
8. Increased training in digital and financial literacy, agriculture, and basic entrepreneurship.
9. Formation of National Skills Councils to connect relevant skills development stakeholders.
10. All forum attendees to be offered the opportunity to join the Fiji TVET Association.
11. Raise the profile of TVET with the community and include Gender Equality Disability and Social Inclusion (GEDSI) representatives in future discussions.
12. Finalise the Fiji TVET Policy before the next forum.

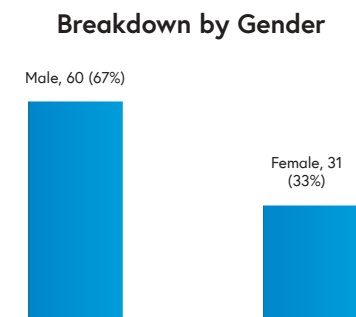
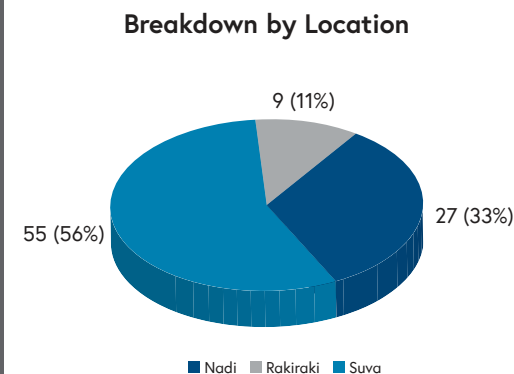
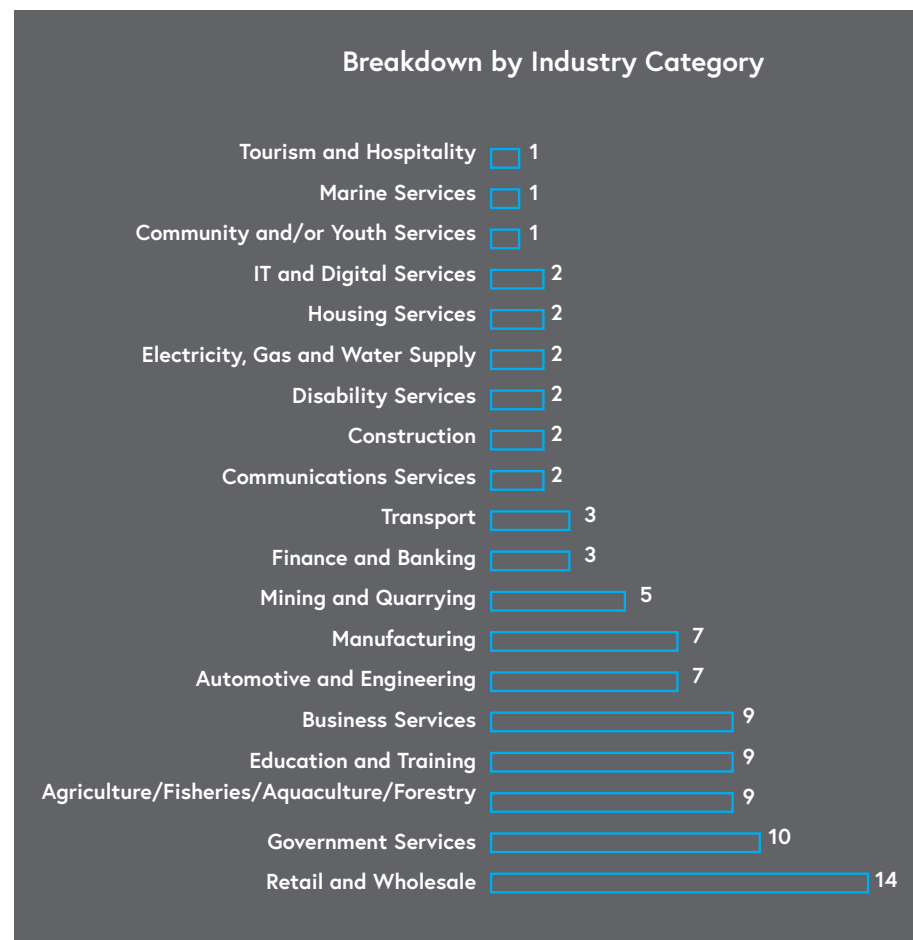


5.3 Industry Consultations APTC partnership with Fiji Commerce and Employers Federation (FCEF) – July 2022

Snapshot of participants by location, industry, and gender

In 2022 APTC partnered with the FCEF to conduct industry consultations to identify skills gaps and training needs across industry sectors. The consultations were conducted in July 2022 in Nadi, RakiRaki and Suva. A total of ninety-one people, from nineteen industry sectors, participated in the consultations, the graphs provide a snapshot of the participants by location, industry, and gender.

The consultations identified there is a need to increase the number of people participating in the workforce, increased numbers of workers are needed to support economic expansion and improved efficiencies.



Source: APTC-FCEF Fiji Industry Consultation Report 2022

5.3.1 Future growth and industry changes

There is an increasing demand for e-commerce to support increased online retail and the associated logistics. More industries are moving to adopt green practices and looking for ways to be more fuel efficient and reduce emissions. Participants expressed the need for a more efficient and effective power supply to minimise costs and to make operations more environmentally friendly.

There is increased demand for the supply of electricity, and this will translate to a need for more workers. Solar is a viable alternative power source but is restricted by the high cost of battery storage.

Mining is labour-intensive, and there is a continuing need to make operations more efficient and effective including process optimisation and having automated labour. This includes the use of remote-control underground vehicles and machinery. There are opportunities in the mining industry for co-mining of other precious metals and the reprocessing of tailings. However, there is a need to upgrade infrastructure to deploy these co-mining initiatives. Future mineral prospects will be dependent on the mining

license application process. Water is also a scarce resource in the mining and manufacturing industry. Automation and robotics will be the future of manufacturing.

The current high demand for cars will continue, the move to cars with smaller engines will also continue as will the expansion of demand for hybrid vehicles, these preferences are being driven by a need for better fuel efficiency and the environment. In the future there will be a demand for autonomous driving or self-driving cars that will require specialised skills. Electric cars will require the infrastructure for electric charging, when the infrastructure is available there will be a changing trend in car preferences.

Across industries safety remains critical, ensuring the safety of workers, customers and visitors and the establishment of OHS committees at workplaces is increasing.

In home-building and construction, to deliver more affordable housing there is an increasing use of timber and plywood and an increased demand for treated wood to protect against pests and for termite control.

There has been a growth in outsourcing services and in August 2022 APTC consulted with the Business Process Outsourcing (BPO) Council members. The Council membership has grown to thirty and is expecting to expand further in the coming years. Fiji is well positioned to take up the opportunities of BPO because of its skilled workforce which is young and tech-savvy with an inherent service culture and a high literacy rate. Doing business in Fiji has been streamlined and the reliable information and communications technology infrastructure is excellent for the establishment of call centre services and working remotely.

The Country Private Sector Diagnostic for Fiji conducted by a joint World Bank and International Finance Corporation team in May 2020, revealed that three sectors, outsourcing services, health care and agri-logistics, represent opportunities specifically for women and youth. All three employ a high proportion of women, thereby having the potential to create greater opportunities for inclusive jobs.

5.3.2 Skills gaps and training needs

Overall, there is a gap in specialised skills, technical expertise, and workplace competencies. For some industries, there is a lack of industry knowledge and operations, and some industries struggle to attract workers because they are perceived as a less attractive workplace with some workers preferring to seek employment in white collar jobs.

Participants also expressed the need for staff to be multi-skilled in certain aspects of the business, for example, customer service and problem-solving. Workplace skills are the skills that support the daily activities of employees and ensure productivity in the workplace. There was some support for the inclusion of workplace skills in the training packages for the trades. Participants suggested these should include moral values, punctuality, time management, communication, teamwork, initiative, and drive. Other skills needed included understanding diversity, empathy, and conflict management.

The removal of the apprenticeship scheme has created a large skills gap across several industries. The scheme enabled the apprentice to learn how to handle machinery and programming

that requires a more hands-on approach and coaching. There was an agreement from most industries that the apprenticeship scheme should be re-introduced. Some participants raised the need for an apprenticeship or cadet scheme for skills that catered for administration, human resources, and front office skills. An example was inventory management skills using software programs. Interesting to note that there are sufficient skills in the energy industry because they run an apprentice program with their staff on an ongoing basis.

There was strong representation from the retail industry, and they expressed a need for training in sales, product knowledge and business acumen.

There is a shortage of mining engineers, geologists, mechanics, and operators of machinery. There is also a need for both underground and surface welders, fabricators, and electricians. Across all industry sectors there is a skill gap in back-up service of machines and generators and the machinery and consumables being imported need the associated specialised training to be available.

There is an increasing demand for technology and digital literacy, e-commerce and information technology skills are current and projected skills gaps, this training needs to be incorporated into all relevant training.

Occupational, health and safety should be a compulsory requirement for all training in trades. In automotive, there is a gap in hybrid technicians and automotive electricians. The automotive industry requires specialist workers for specific models of hybrid vehicles and engines and in the future, they will need expertise in the servicing of electric vehicles. There is a need for marine-related skills, for example, to meet the emerging need for specialised electricians.

Across all industries there is strong demand for leadership and management training. The garment industry raised the need for trained patternmakers³³.

³³ APTC Fiji Industry Consultation Report 2022. A Collaboration with the Fiji Commerce and Employers Federation (FCEF). July 2022.

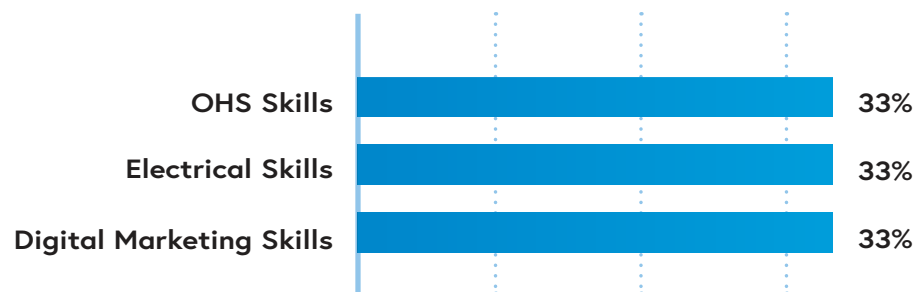
5.4 FNU Industry and Community Discussion Forum – July 2022

The Industry and Community Discussion Forum Report provides an analysis of the skills gaps in Fiji. More than four hundred participants contributed using several consultation approaches, including: an online survey, virtual discussions and industry visits, and a virtual Career Fair held across the month of March 2022.

The results of the consultations provide excellent insights into the skills gaps currently being

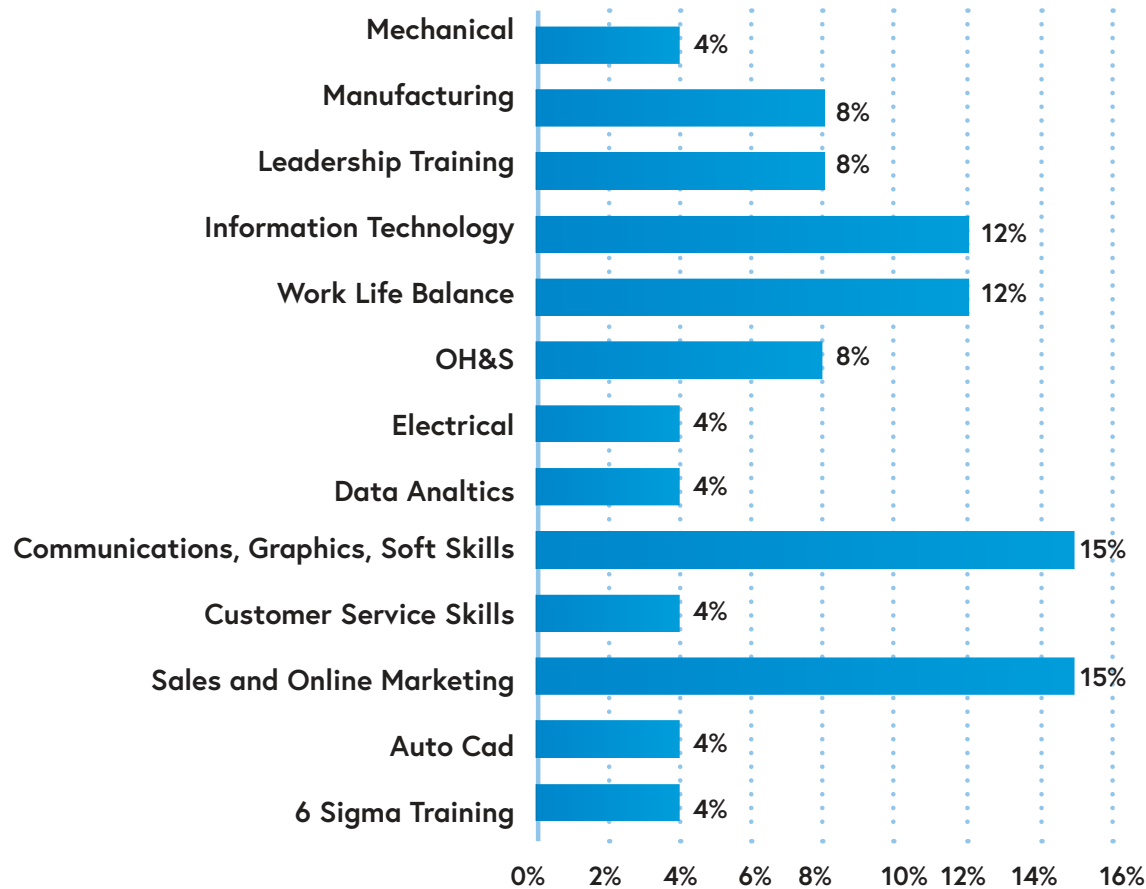
experienced by industry in Fiji. Skills gaps were analysed across different age groups. The graph below shows the skills gaps for the age group 16-25 years, this age group represented the smallest group of respondents with only one percent of the total responses from this age group. The skills gaps identified for this age group were occupational health and safety, electrical and wireman skills and digital marketing skills.

Skills gaps identified by age group 16-25 years



5.4.1 Skills gaps identified by age group 26-35 years

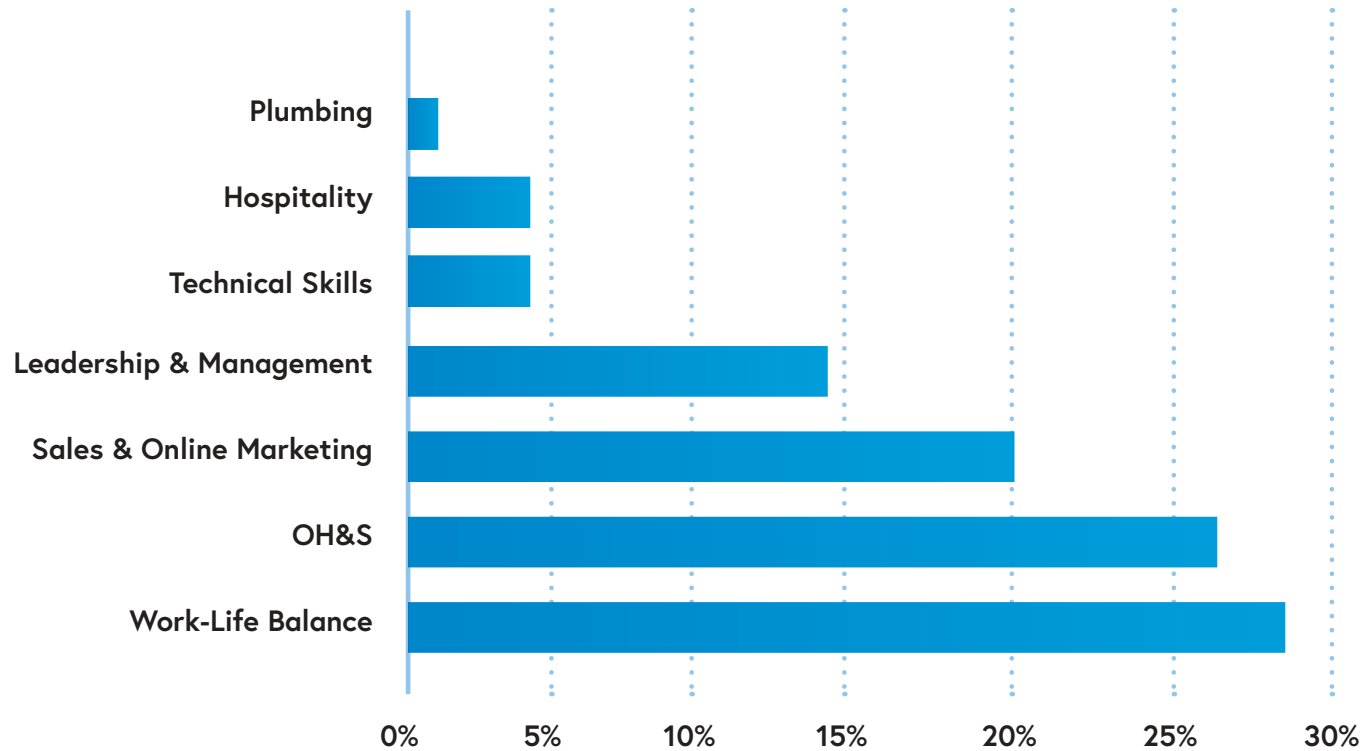
The graph below shows the skills gaps for the age group 26-35 years, this age group represented twenty-six percent of the total responses. For this group the most highly sought skills, totalling thirty percent, were sales and digital marketing and communication skills³⁴.



³⁴ Industry and Community Discussion Forum Report 2022. Fiji National University, National Training and Productivity Centre.

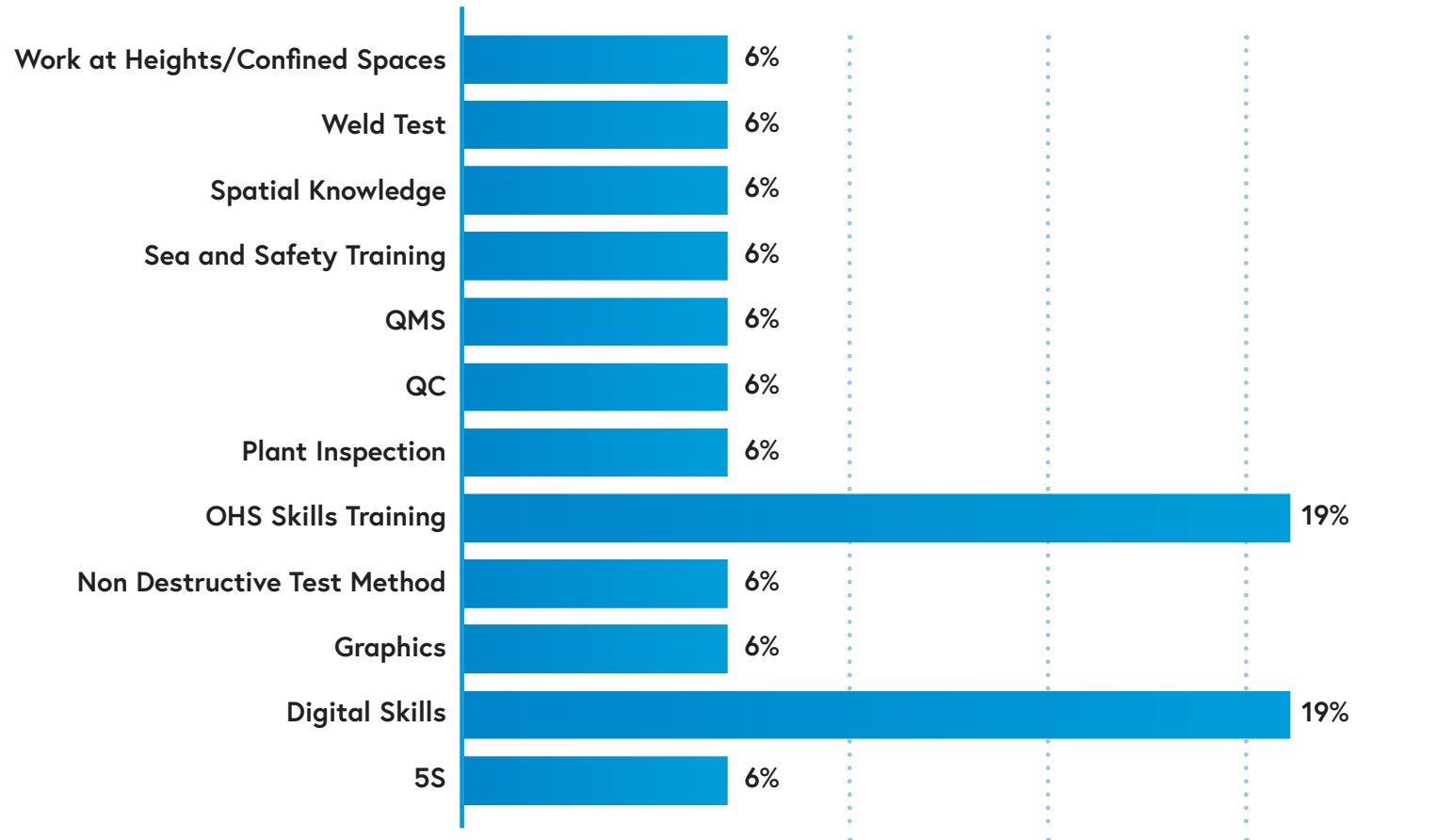
5.4.2 Skills gaps identified by age group 36-45 years

The graph below shows the skills gaps for the age group 36-45 years, this age group represented fifty percent of the total responses. The most highly sought skill for this group was life-work balance, followed by occupational health and safety and sales and digital marketing.



5.4.3 Skills gaps identified by age group 46-55 years

The graph below shows the skills gaps for the age group 46-55 years, this age group represented fourteen percent of the total responses. The most highly sought skills for this group were digital literacy (including information technology, artificial intelligence, and digital marketing) and occupational health and safety skills.



For the age group over 55 years over seventy-five percent of respondents identified a skills gap in digital skills. Across all age groups the most often identified skills gaps were digital skills and occupational health and safety. Work-life balance skills training was highly rated by the 26-45 years age group.

Eighty percent of respondents indicated their organisation suffers from skills gaps and only eight percent indicated their organisations had the necessary skills to achieve target productivity levels.

Workplace skills are the skills that support the daily activities of employees and ensure productivity in the workplace. NTPC research shows the workplace skills of employees fall short of meeting employer expectations. This has been a continuing trend over the past decade, with most concerns being about attitude and behaviour. Major employee behavioural concerns highlighted included:

Lack of time management – these concerns were across multiple industries: financial institutes and insurance agencies, real estate, hospitality

and tourism, accommodation and food services, information technology and telecommunications, retail and manufacturing, aviation, and the educational sector.

Detachment from work – these concerns were across the following industries: retail and manufacturing, accommodation and food services, and the education sector.

Lack of commitment to tasks/duties – aviation, manufacturing and financial institutions expressed concerns about their employee's ability to maintain productivity levels over time.

There has been a general shift away from taking up trade occupations. These occupations are often categorised as more physically challenging and white-collar work is seen as more appealing. Industries such as agriculture, mining, forestry, fishing, manufacturing, and construction are experiencing difficulties in attracting workers.

Nearly one hundred occupations were identified as difficult to fill. The following table summarises the occupations in Fiji that respondents identified as being difficult to fill³⁵.



³⁵ Industry and Community Discussion Forum Report 2022. Fiji National University, National Training and Productivity Centre.

OCCUPATIONS DIFFICULT TO FILL IN FIJI

Fifty-five percent of respondents require these occupations

Electricians	Human Resource Professionals
Refrigeration and Air Conditioning Technicians	OHS Inspectors
Quality Assurance Officers	Construction and Joinery Workers
Plumbers	Maintenance Officers
Experienced Leaders, Supervisors and Managers	

Thirty percent of respondents require these occupations

Civil Engineers and Surveyors	Welders and Fabricators
Sales and Marketing Representatives	Fitter Mechanic
Boiler Operator	Forklift and Crane Drivers
Business and Financial Analysts	Printers
Fitter Machinist and Machine Operators	Marine Officers
Food and Beverage Staff	Bakers
Graphic Designers	

Fifteen percent of respondents require these occupations

Investment and Trade Advisor	Shipping and Logistics Officers
Software Engineer	Housekeepers
Horticulturalist	Concrete Batcher
Call Centre Agents	Medical Personnel
Chemical Engineer	Laboratory Technician
Mathematicians	



5.4.4 Preferences for filling occupations and skills gaps

Organisations use a variety of ways to close skills gaps, such as recruiting, upskilling or reskilling existing employees, outsourcing work to contractors, redeploying and offering incentives to retain and/or attract workers. Participants were asked how they filled vacancies for key occupations and skill gaps. Three possible preferences: hiring part-time workers rather than full-time workers, outsourcing work to vendors rather than upskilling existing workers and hiring expatriates rather than moulding and developing existing staff. The graph below shows there is a strong preference, over sixty percent of respondents indicated they prefer to use one or more of these approaches to filling vacancies and skills gaps. With outsourcing the most popular being used by seventy percent of respondents.

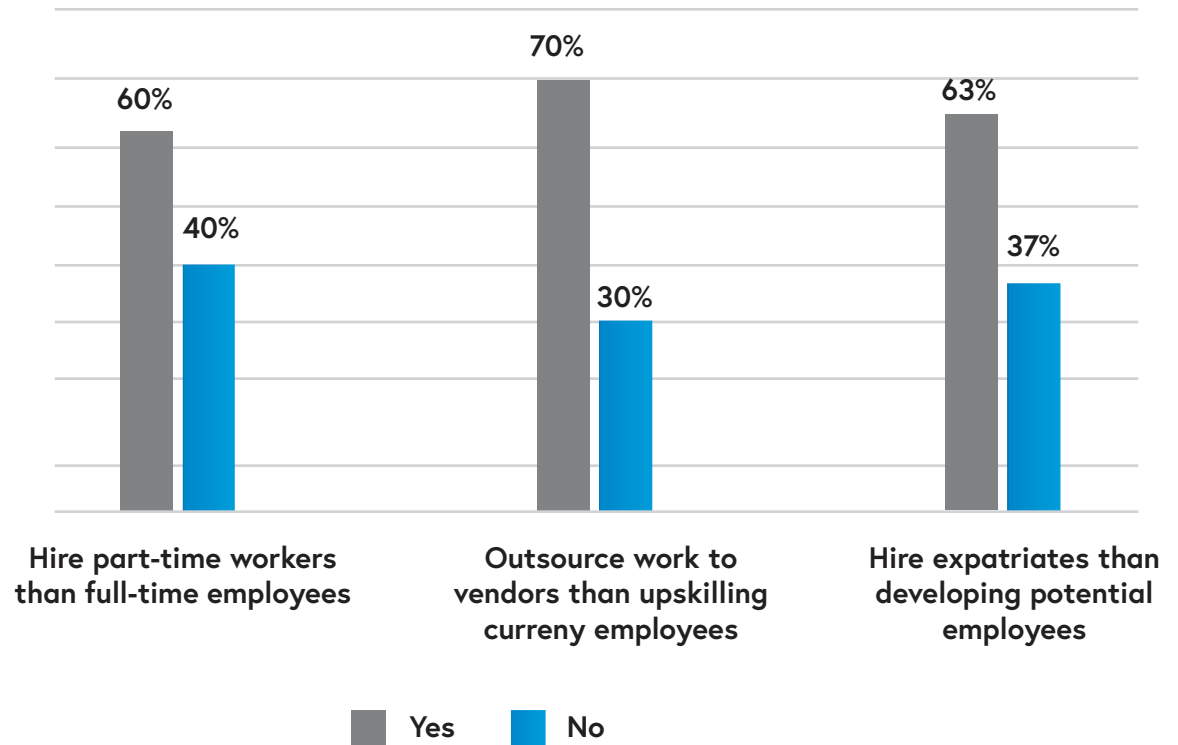
The high prevalence of these practices raises concerns regarding the commitment of organisations to build workplace capability and capacity by investing in the existing workforce.



There are many factors influencing the difficulties being experienced by industries in Fiji to fill skills gaps. In Fiji workforce shortages have been increasing over the last decade. The COVID-19 pandemic highlighted the shortage of healthcare workers and the need for improved digital literacy and information technology skills.

Both technical and workplace skills are needed to support economic activity and employer expectations are not being realised in either of these skill areas. Labour mobility has played a part in a reduction in skilled workers but the preferences of employers to use part-time labour and outsource work has also created a gap in the workplace training available to upskill and reskill existing workers.

The following table lists the training and research APTC will be undertaking to address the identified skills gaps.



5.5 APTC response to Fiji skill needs - training and research for 2023 and 2024

Workplace Skills – All Industries		
Identified priorities and skills	2023	2024
Language, Literacy and Numeracy (LLN). Identified skill needs: • Literacy and language. • Relevant communications.	Training – continue with current LLN support program across all APTC courses delivered. Training – deliver LLN Bridging Course to selected applicants.	Training – if outcomes validate ongoing demand continue training. Training – if outcomes validate ongoing demand continue training.
Advance Workplace Skills. Identified skill needs: • Teamwork • Initiative • Punctuality • Commitment	Training – Customise and deliver a short course responding to industry needs which includes the micro-credential - Effective Workplace Leadership. Research – the viability of delivering above training in regional locations - Nadi, Lautoka, Sigatoka, etc.	Training – if outcomes validate ongoing demand continue training. Training – if validated by research commence training.
TVET Capability Training		
Identified priorities and skills	2023	2024
IST and Advanced IST.	Training – continue with current training for TVET providers.	Training – continue with current training for TVET providers.
Professional and trade qualifications.	TVET providers are given priority placement in APTC programs.	TVET providers are given priority placement in APTC programs.

Technical Skills by Industry		
Agriculture		
Identified priorities and skills	2023	2024
Increase the participation of women in agriculture.	Research - the viability of delivering APTC Certificate I in Agriculture or supporting Navuso Agricultural Technical Institute to deliver the National Certificate in Agriculture for women.	Training – if validated by research commence training.
Automotive		
Identified priorities and skills	2023	2024
General mechanical skills including: Hybrid vehicle servicing.	Training – Certificate III in Light Vehicle Mechanical Technology include competencies for servicing Hybrid vehicles. Research – delivery of short course for Hybrid vehicle servicing.	Training – if outcomes validate ongoing demand continue training. Training – if validated by research commence training.
Business		
Identified priorities and skills	2023	2024
Business Process Outsourcing.	Training – International Skills Training and Advance International Skills Training for Industry Sector. Research - with TVET partners courses /skill sets suitable for delivery to BPO industry.	Training – if validated by research commence training as agreed with TVET partners.

Digital Literacy.	<p>Training – continue offering current introductory digital literacy micro-credentials:</p> <ul style="list-style-type: none"> • Digital Literacy Essentials • Cyber Security Essentials • Communication Technologies for Business Success <p>Research – the viability of delivering above training in regional locations - Nadi, Lautoka, Sigatoka, etc.</p>	<p>Training – if outcomes validate ongoing demand continue training.</p> <p>Training – if validated by research commence training.</p>
E-commerce.	<p>Research – commencement of short course/s.</p>	<p>Training – if validated by research commence training.</p>
Leadership, management and coaching.	<p>Training – deliver short accredited courses in leadership and management.</p>	<p>Training – if outcomes validate ongoing demand continue training.</p>
Climate Change and Environmental Sustainability		
Identified priorities and skills	2023	2024
Solar and renewable energy.	<p>Training – deliver short course in solar and renewable energy.</p>	<p>Training – if outcomes validate ongoing demand continue training.</p>
Climate awareness.	<p>Support the progress of the Australia Pacific Climate Partnership (APCP) climate awareness short course.</p>	<p>Training – if APCP short course is complete commence training.</p>

Construction		
Identified priorities and skills	2023	2024
Carpentry and construction skills.	Training – continue delivery the current Certificate III in Carpentry.	Training – if outcomes validate ongoing demand continue training.
Technical Skills – across all industries		
Identified priorities and skills	2023	2024
Workplace Health and Safety.	<p>Research – viability of targeted short course in Workplace Health and Safety specific industries such as:</p> <ul style="list-style-type: none"> • Construction Industry - Prepare to work safely in the construction industry. • Hospitality Industry - Participate in safe work practices. • Aged Care/Disability - Follow safe work practices for direct client care. • Retail Industry – contribute to workplace health and safety. <p>Research – the viability of delivering above training in regional locations - Nadi, Lautoka, Sigatoka, etc.</p>	<p>Training – if outcomes validate ongoing demand continue training.</p> <p>Training – if validated by research commence training.</p>
Mobility		
Identified priorities and skills	2023	2024
Aged Care.	Training - Certificate III in Individual Support - various delivery models.	Training – if outcomes validate ongoing demand continue training.

Annex I: APTC Partnership and Support for TVET Strengthening the Fiji TVET Sector

SUPPORT FOR TVET INITIATIVES AND POLICY DEVELOPMENT		
	Initiatives and Capability Development Activities	National Courses Delivered
<p>Educational Quality Assessment Program.</p> <p>Draft agreement in currently being negotiated.</p>	<ul style="list-style-type: none"> • Capability development for staff: <ul style="list-style-type: none"> ○ IST and Advanced IST. ○ Converting face-to-face training to a virtual mode. 	<p>Pacific qualifications on scope (not currently being delivered):</p> <ul style="list-style-type: none"> • Hospitality and Tourism • Agricultural courses
<p>Fiji Higher Education Commission (FHEC).</p> <p>Ongoing collaboration continues with FHEC. Negotiating an MOU to be in place for 2023-2024.</p>	<ul style="list-style-type: none"> • National Qualifications written for: <ul style="list-style-type: none"> ○ Wall and Floor Tiling ○ Painting and Decorating ○ Aged Care ○ Fashion • RPL process for Climate (Resilience and Sustainable Energy) qualifications • Capability development for staff: <ul style="list-style-type: none"> ○ Diploma of Auditing skill set. ○ IST and Advanced IST. 	<p>Eighty-nine National Qualifications have been developed (to 31/12/2022) across the following qualification levels:</p> <ul style="list-style-type: none"> • Level 1 14 • Level 2 27 • Level 3 22 • Level 4 22 • Level 5 4 <p>See Annex III for the full listing of FHEC qualifications by title and level.</p>

SUPPORT FOR PARTNER TVET PROVIDERS

	Initiatives and Capability Development Activities	National Courses Delivered (if applicable)
<p>Centre for Appropriate Technology and Development (CATD).</p> <p>Draft MOU/Agreement has been approved.</p>	<ul style="list-style-type: none"> • Procurement of training equipment for the automotive and welding and fabrication programs. • Supplied a three-phase compressor. • Installed grid connect solar power with training equipment and an off-grid solar system with hybrid inverter for short course training in renewal energy. • Upgraded all ablution blocks. • Renovation of facilities to support the transition and delivery of the Wall and Floor Tiling course. • Construct kitchenette beneath accommodation blocks. • Install air conditioning units in the CATD board room and the APTC staff office. • APTC to provide tables, chairs, data projector and screen. • Support implementation Australian Certificate I in Construction. • Write a National Certificate I in Construction and support staff implementing the qualification. • Capability development for staff: • IST and Advanced IST. 	<p>FHEC Provider Qualifications listed on the Registry of Fiji National Qualifications Framework (as at 10/1/23):</p> <p>Certificate in Traditional Leadership and Governance (Level 3). Sitivikiti ni Na Sauvaki ni Vanua (Tagede 3).</p>

<p>Fiji National University (FNU). Agreement currently being finalised.</p>	<ul style="list-style-type: none"> • Capability development for staff: <ul style="list-style-type: none"> ○ Certificate IV Training and Assessment. ○ Vocational qualification Certificate III in Individual Support (Aged Care). ○ Support Aged Care Trainers gaining Industry currency. • Upgrading of training facilities –RAC, Electrical and Fabrication and Metal Engineering. • Support the implementation of National Aged Care Course. 	<p>FHEC Provider Qualifications listed on the Registry of Fiji National Qualifications Framework (as at 10/1/23):</p> <p>Certificate Level 3 qualifications: Certificate in Automotive Bodyworks. Certificate in Automotive Engineering. Certificate in Beauty Therapy and Spa. Certificate in Carpentry. Certificate in Engineering (Electrical). Certificate in Engineering (Electronics). Certificate in Fabrication & Welding. Certificate in Fitting and Machining. Certificate in Hairdressing. Certificate in Joinery and Cabinet Making. Certificate in Plant Maintenance. Certificate in Plumbing and Sheet Metal. Certificate in Printing Technology. Certificate in Hairdressing. Certificate in Commercial Agriculture. Certificate in Agricultural Engineering. Certificate in Office Assistance. Certificate in Cookery (Level 3) Certificate in Baking and Patisserie. Certificate in Housekeeping and Accommodation Operations. Certificate in Food and Beverage Services.</p> <p>Certificate Level 4 qualifications: Certificate in Ageing and Community Support Care. Certificate in Carpentry. Certificate in Child Care. Certificate in Geology, Mining and Quarrying. Certificate in Plant Maintenance Engineering. Certificate in Manufacturing Engineering. Certificate in Plumbing & Sheet Metal.</p>
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		<p> Certificate in Joinery and Cabinet Making, Certificate in Film and Television. Certificate in Music. Certificate in Ship Repair and Boat Building. Certificate in Automotive Engineering. (Automotive Light Machinery). Certificate in Automotive Engineering (Heavy Commercial Vehicle). Certificate in Automotive Engineering (Heavy Mobile Plant). Certificate in Automotive Engineering (Light Motor Vehicle). Certificate in Automotive Engineering (Motor Vehicle Electrical and Electronics). Certificate in Automotive Engineering (Panel and Paint). Certificate in Enrolled Nursing. Certificate in Community Nutrition. Certificate in Dental Assisting. Certificate in Banking. Certificate in Electrical Engineering. Certificate in Aircraft Maintenance Engineering (Avionics). Certificate in Aircraft Maintenance Engineering (Mechanical). Certificate in Accounting. Certificate in Biomedical Engineering. Certificate in Printing Technology. Certificate in Graphic Arts. Certificate in Graphic Design. Certificate in Occupational Health and Safety. Certificate in Sports Science. Certificate in Fitting and Machining. Certificate in Patisserie. Certificate in Office Administration. Certificate in Cookery. Certificate in Customs. Certificate in Baking and Patisserie. Certificate in Housekeeping and Accommodation Operations. Certificate in Front Office Operations Certificate in Food and Beverage Services. Certificate in Bar Operations. Certificate in Electronics Engineering. Certificate in Agricultural Engineering.. </p>
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Certificate in Fabrication and Welding.
Certificate in Refrigeration and Air Conditioning.

Certificate Level 5 qualifications:

Certificate in Teaching of TVET.
*Offered at FNU as the Higher Education Certificate in Teaching of TVET.
Certificate in Clinical Laboratory Technology.
Certificate in Phlebotomy.
Certificate in Public Health.
Certificate in Management.
Certificate in Accounting.
Certificate in Library and Information Systems.
Certificate in Economics.

Diploma Level 5 qualifications:

Diploma in Animal Health.
Diploma in Animal Husbandry.
*Offered at FNU as the Trade Diploma in Animal Husbandry.
Diploma in Marine Engineering.
Diploma in Nautical Science.
Diploma in Agroforestry.
*Offered at FNU as the Trade Diploma in Agroforestry.
Diploma in Forestry.
*Offered at FNU as the Trade Diploma in Forestry.
Diploma in Aquaculture.
Diploma in Applied Fisheries.
Diploma in Occupational Health and Safety.
Diploma in Banking.
Diploma in Customs.
Diploma in Office Administration.
Diploma in Agriculture.
Diploma in Sports Science.
Diploma in Wood Processing and Value Adding.
Diploma in Front Office Operations.
Diploma in Hospitality and Hotel Management.
Diploma in Baking and Patisserie.
Diploma in Culinary Arts.
Diploma in Restaurant Operations.
Diploma in Accounting.

		<p>Diploma Level 6 qualifications:</p> <ul style="list-style-type: none"> Diploma in Architectural Drafting. Diploma in Construction. Diploma in Engineering (Agricultural). Diploma in Engineering (Automotive). Diploma in Engineering (Civil). Diploma in Engineering (Electrical). Diploma in Engineering (Electronics, Instrumentation and Control). Diploma in Engineering (Electronics, Telecommunication and Networking). Diploma in Engineering (Mechanical). Diploma in Engineering (Plant). Diploma in Engineering (Renewable and Sustainable). Diploma in Land Surveying. Diploma in Quantity Surveying. Diploma in Transport Technology and Management. Diploma in Transport Technology and Management (Roads). Diploma in Animal Health. *Offered at FNU as the Higher Education Diploma in Dental Technology. Diploma in Accounting. Diploma in Health Promotion. Diploma in Public Health. Diploma in Industrial Relations and Human Resource Management. Diploma in Management. Diploma in Marketing. Diploma in Food Technology. Diploma in Counselling. Diploma in Environmental Management. Diploma in Environmental Science. Diploma in Finance. Diploma in Industrial Laboratory Technology. Diploma in Library and Information Systems. Diploma in Special and Inclusive Education. Diploma in Economics. Diploma in Banking.
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<p>National Training Productivity Centre (NTPC FNU).</p> <p>Agreement currently being finalised.</p>	<ul style="list-style-type: none"> • Transition APTC Painting and Decorating training resources and facilities. • Write a National qualification in Painting and Decorating. • Capability development for staff: <ul style="list-style-type: none"> ○ Staff/Trainers Certificate IV Training and Assessment ○ Vocational qualification Certificate III in Applied Fashion Design and Technology. 	<p>Refer to FNU courses above, these courses are delivered across multiple departments and some of these are offered by NTPC.</p>
<p>Navuso Agricultural Technical Institute (NATI). Draft MOU/Agreement has been approved.</p>	<ul style="list-style-type: none"> • • Refurbishment of training centre, trainer office, storeroom, installation of air-conditioning unit and provision of data projector, screen, tables, and chairs. • ○ Refurbishment of the women's dormitory, kitchen, and dining hall. • ○ Supplied steel tubing for framing of beds and dining tables. • ○ Supplied mattresses, paint, tables, and chairs. • ○ Upgraded general toilet and shower block. • ○ Provided welding plant, compressor, hammer drill, water plaster, cordless nail gun equipment and paint to support NATI workmen to complete the construction and maintenance of facilities. • ○ Removal of existing electrical system and replaced with new switchboard, wiring, power point and lights for the training centre, accommodation blocks, kitchen, and dining hall. • ○ Installed grid connect solar power with training equipment and an off-grid solar system with hybrid inverter for short course training in renewable energy. • ○ Constructed an ablution block for female students and persons with disabilities. • • Additional structures to support women's program in Agriculture. • ○ Capability development for staff: <ul style="list-style-type: none"> ○ IST and Advanced IST. ○ Mentoring staff in delivering agriculture qualifications. • ○ APTC micro credentials. 	<p>FHEC Accreditation: NCAG2 National Certificate in Agriculture (Level 2). FHEC Provider Qualifications listed on the Registry of Fiji National Qualifications Framework (as at 10/1/23): Certificate in Agriculture (Integrated) (Level 4). National Certificate in Agriculture (Dairy Production)</p>

<p>University of the South Pacific (USP) and Pacific TAFE. Draft agreement in currently being negotiated.</p>	<ul style="list-style-type: none"> • Establish a commercial kitchen and restaurant – building refurbishment, commercial equipment purchased for kitchen and restaurant. • Support with the implementation of the National Aged Care qualification. • Support ASQA compliance requirements for Diploma of Project Management. • Capability development for staff: <ul style="list-style-type: none"> ○ IST and Advanced IST. ○ Certificate IV Training and Assessment. • Vocational qualification Certificate III in Individual Support (Aged Care). 	<p>External Accreditation FHEC: Certificate in Community Development (Level 3). Certificate in Early Childhood Education and Care (Level 3). Certificate in Counselling (Level 4). Diploma in Early Childhood Education and Care (Level 5). Diploma of Counselling (Level 5). Certificate in Library/Information Studies (Level 5). Diploma of Library and Information Services (Level 5). Certificate in Commercial Cookery (Level 3). Certificate in Hospitality Operations (Events, Food and Beverage and Front Office Operations) (Level 4). Certificate in Patisserie (Level 3). Certificate in Patisserie (Level 4). Certificate in Business Development and Management (Level 3). Certificate in Procurement and Supply (Level 4). Certificate in Cyber Security (Level 4). Certificate in Information Technology (Support) (Level 4). Certificate in Project Management Practice (Level 4). Diploma in Business Management (Level 6). Diploma in Project Management (Level 5). Diploma in Information Technology (Level 5). Certificate in Fisheries Enforcement and Compliance (Level 4). Certificate in Coastal Fisheries and Aquaculture Compliance (Level 4).</p> <p>International Accreditation. Certificate III in Patisserie (THE- ICE). Certificate III in Commercial Cookery qualification (THE- ICE). Certificate IV in Hospitality Operations programme (THE- ICE). Certificate IV in Commercial Cookery qualification (THE- ICE). Certificate III in Early Childhood Education and Care qualification (ACECQA). Diploma of Early Childhood Education and Care (Level 5) (ACECQA). Certificate III in Community Development Programme (ACWA). Diploma of Counselling (Level 5) (ACWA). Diploma of Library and Information Services (Australian Library and Information Association).</p>
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Support for Non-Partner TVET Providers

	Initiatives and Capability Development Activities	National Courses Delivered (if applicable)
Fiji Corrections. Draft MOU/agreement being negotiated.	<ul style="list-style-type: none"> • Capability development for staff: • IST and Advanced IST. 	Registered under FHEC: National Certificate in Automotive Mechanic.
Makoi Women's Vocational Training Centre. Draft MOU/agreement being negotiated.	<ul style="list-style-type: none"> • Upgraded training facilities and purchased aged care equipment to support delivery National Aged Care Certificate. • Purchased sewing machines to support delivery of national qualification. • Supported upgrade of two classrooms and function hall with sound system and data projector and provided tables and chairs. • Set-up of the library, resource centre and a computer lab. • Capability development for staff: <ul style="list-style-type: none"> ○ IST and Advanced IST. • Vocational qualification Certificate III in Individual Support (Aged Care). 	Registered under FHEC: National Certificate in Aged Care and Community Care. National Certificate in Fashion, Manufacturing and Design.

<p>Pacific Polytech.</p> <p>Have recently established campuses in Tavua, Lautoka, Nausori, Nadi and Suva.</p>		<p>Provider Courses – Short Courses: Basic Residential Construction Trades (Building Foundation, Concrete Structures II, Concrete Frames II, Other Concrete Works II). Timber Trades (Timber Foundations II, Timber Frames, Floors, Finishing II, Other Timber Works II). Basic Residential Roof Works Coating and Paining (Coats – Basic, Coats for Timber Works, Coats for Concrete and Steel Works). Residential Landscaping II. Basic Electrical Trades: Residential Installations. Basic Plumbing Trades: Residential Construction. Occupational Health and Safety (OHS Modules I and II and First Aid). Business: Basic Bookkeeping for SMEs Transaction Processing, Daily – Bookkeeping II, Introduction to Financial Report Preparation II Computing.</p>
<p>Sangam Institute of Technology.</p> <p>Draft MOU/agreement being negotiated.</p>	<ul style="list-style-type: none"> • Provide support for the upgrade of training facilities at Lautoka campus. • Provide support for delivery of National Aged Care qualification. • Capability development for staff: <ul style="list-style-type: none"> ○ IST and Advanced IST. ○ Vocational qualification Certificate III in Individual Support (Aged Care). 	<p>Registered under FHEC: National Certificate in Aged Care and Community Care.</p>
<p>Vivekananda Technical Centre.</p> <p>Previous partnership but currently no partnership or agreement.</p>	<ul style="list-style-type: none"> • Upgraded automotive facilities with equipment and refurbished kitchen with new equipment. • Capability development for staff: <ul style="list-style-type: none"> ○ IST and Advanced IST. ○ Vocational qualification Certificate III in Individual Support (Aged Care). ○ Certificate IV in Training and Assessment ○ Vocational qualifications in Certificate III in Automotive (Light vehicle) and Certificate III in Commercial Cookery and Certificate III in Hospitality. 	<p>Registered under FHEC: Certificate in Agriculture (Spice Production) (Level 2). Certificate in Food Processing (Level 2).</p>

Key Stakeholders

	Initiatives and Capability Development Activities	National Courses Delivered (if applicable)
Fiji Commerce and Employers Federation (FCEF).	<ul style="list-style-type: none"> • Capability development for staff <ul style="list-style-type: none"> ○ IST and Advanced IST. • Joint Industry consultations across Viti Levu in Nadi, Rakiraki and Suva. 	
Government Departments <ul style="list-style-type: none"> • Ministry of Education. • Department of Social Welfare. • Ministry of Women, Children and Poverty Alleviation. • Ministry of Youth and Sports. • National Substance Abuse Advisory Council. • Technical College of Fiji. • Fiji Police Force. 	<ul style="list-style-type: none"> • Capability development for staff <ul style="list-style-type: none"> ○ Certificate IV Leadership and Management 	
International Needs Fiji (Solo Mums Project).	<ul style="list-style-type: none"> • APTC micro-credentials. 	

Annex II: National Qualifications on Fiji's Register of National Qualification (FHEC) – listing at 31 December 2022

1. National Certificate in Automotive Mechanic 1.
2. National Certificate in Automotive Mechanic 2.
3. National Certificate in Automotive Mechanic 3.
4. National Certificate in Automotive Mechanic 4.
5. National Certificate in Automotive Electrical and Electronics Engineering 1.
6. National Certificate in Automotive Electrical and Electronics Engineering 2.
7. National Certificate in Automotive Electrical and Electronics Engineering 3.
8. National Certificate in Automotive Electrical and Electronics Engineering 4.
9. National Certificate in Body Works and Spray Painting 1.
10. National Certificate in Body Works and Spray Painting 2.
11. National Certificate in Body Works and Spray Painting 3.
12. National Certificate in Body Works and Spray Painting 4.
13. National Certificate in Joinery and Interior Finishes 1.
14. National Certificate in Joinery and Interior Finishes 2.
15. National Certificate in Cabinet Making and Joinery 3.
16. National Certificate in Cabinet Making and Joinery 4.
17. National Certificate in Carpentry 1.
18. National Certificate in Carpentry 2.
19. National Certificate in Carpentry 3.
20. National Certificate in Carpentry 4.
21. National Certificate in Electrical Fitter Mechanic 1.
22. National Certificate in Electrical Fitter Mechanic 2.
23. National Certificate in Electrical Fitter Mechanic 3.
24. National Certificate in Electrical Fitter Mechanic 4.
25. National Certificate in Fitting and Machining 1.
26. National Certificate in Fitting and Machining 2.
27. National Certificate in Fitting and Machining 3.
28. National Certificate in Fitting and Machining 4.
29. National Certificate in Plumbing and Sheet Metal 1.
30. National Certificate in Plumbing and Sheet Metal 2.
31. National Certificate in Plumbing and Sheet Metal 3.
32. National Certificate in Plumbing and Sheet Metal 4.

33. National Certificate in Heating, Ventilation, Air-Conditioning and Refrigeration 1.
34. National Certificate in Heating, Ventilation, Air-Conditioning and Refrigeration 2.
35. National Certificate in Heating, Ventilation, Air-Conditioning and Refrigeration 3.
36. National Certificate in Heating, Ventilation, Air-Conditioning and Refrigeration 4.
37. National Certificate in Fabrication and Welding 1.
38. National Certificate in Fabrication and Welding 2.
39. National Certificate in Heavy Commercial Vehicle Mechanic 1.
40. National Certificate in Heavy Commercial Vehicle Mechanic 2.
41. National Certificate in Heavy Commercial Vehicle Mechanic 3.
42. National Certificate in Heavy Commercial Vehicle Mechanic 4.
43. National Certificate in Heavy Mobile Plant Mechanic 1.
44. National Certificate in Heavy Mobile Plant Mechanic 2.
45. National Certificate in Heavy Mobile Plant Mechanic 3.
46. National Certificate in Heavy Mobile Plant Mechanic 4.
47. National Certificate in Electronics Engineering 2.
48. National Certificate in Electronics Engineering 3.
49. National Certificate in Electronics Engineering 4.
50. National Certificate in Teaching of Technical Vocational Education and Training 4.
51. National Certificate in Agriculture 1.
52. National Certificate in Agriculture 2.
53. National Certificate in Agriculture (Cane Cultivation) 2.
54. National Certificate in Agriculture (Cane Haulage) 2.
55. National Certificate in Agriculture (Cane Harvesting) 2.
56. National Certificate in Food and Beverage Services 3.
57. National Certificate in Food and Beverage Services 4.
58. National Certificate in Food or Beverage Processing 2.
59. National Certificate in Food or Beverage Processing 3.
60. National Certificate in Catering Services 3.
61. National Certificate in Hospitality 2.
62. National Diploma in Hospitality Management 5.
63. National Certificate in Tourism (Introductory Skills) 2.
64. National Certificate in Tourism 3.
65. National Certificate in Tourism 4.
66. National Certificate in Sports Coaching 4.
67. National Diploma in Sports Coaching 5.

68. National Certificate in Aquatics and Community Recreation 3.
69. National Certificate in Aqua fitness 4.
70. National Certificate in Agriculture (Crop Production) 3.
71. National Certificate in Agriculture (Crop Production) 4.
72. National Certificate in Applied Technology 1.
73. National Certificate in Applied Technology 2.
74. National Certificate in Music 2.
75. National Certificate in Agriculture (Dairy Production) 2.
76. National Certificate in Agriculture (Dairy Production) 3.
77. National Certificate in Agriculture (Dairy Production) 4.
78. National Certificate in Meat Processing (Abattoir) 2.
79. National Certificate in Meat Processing (Butcher) 2.
80. National Certificate in Meat Processing (Butcher) 3.
81. National Diploma in Early Childhood Education and Care 5.
82. National Certificate in Fashion, Manufacturing and Design 2.
83. National Certificate in Fashion, Manufacturing and Design 3.
84. National Certificate in Fashion, Manufacturing and Design 4.
85. National Certificate in Counselling Support 4.
86. National Diploma in Counselling (School-based) 5.
87. National Certificate in Beauty Therapy Services 4.
88. National Certificate in Aged Care and Community Care (Introductory Skills) 2.