



INDUSTRY & COMMUNITY DISCUSSION FORUM

Report



FIJI NATIONAL
UNIVERSITY

**NATIONAL TRAINING
AND PRODUCTIVITY CENTRE**

2022

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**DIRECTOR'S
MESSAGE**

Bula Vinaka!

I'm delighted to release our 2022 Report on Industry and Community Discussion Forum (ICDF), which is a report on skills shortage on Fiji. It is a significant and much-anticipated publication for the National Training and Productivity Centre, as it is one of our main KPIs each year. Though we change our methodology and strategy from year to year, the focus remains the same – to reach out and have a conversation with you – our stakeholders, customers and industry partners. In essence this is like an annual Health Check for NTPC – to gauge from you our stakeholders on our effectiveness in terms of services, consultancies, productivity, and industry training.

Ladies and gentlemen, the National Training and Productivity Centre of the Fiji National University is the leading organisation that provides short up-skilling and reskilling courses for the Fijian workforce. As the designated National Productivity Organisation for Fiji, NTPC is also mandated to promote productivity and business excellence in all sectors. NTPC's key role is to reduce the skills gaps in our workforce by conducting tailor-made in-service training in Fiji, Trade testing and Apprenticeship.

The ICDF is also in line with our new FNU strategic plan, Pillar One – Education for Employability, and Sphere Two – National Development. Therefore, as in previous years we are holding an intensive month-long industry and community stakeholder engagement event to fulfil both our mandate and the FNU strategic plan.

The ICDF is held every year, and the entire NTPC team is grossly involved in meeting and discussing skills trainings needs with business leaders, employees, men and women in the workforce. The main aim of this forum is to gather information about industry and stakeholder training needs. This information allows us to better plan our courses to meet the ever-changing needs of employers and employees from a wide range of sectors, including big corporations and non-profit organisations, as well as small and medium-sized

enterprises (SMEs), to individuals exploring means to sustain their livelihoods.

This year we organised virtual discussions and industry visits, and held discussion with more than 400 organisations this year. It is almost 40% more stakeholder engagement than last year.

The past two years saw us all adapting to new normal as we work remotely from homes, and for many people they had to venture into small businesses after losing their jobs due to the pandemic. The training needs of organisations have also changed drastically around the world, and Fiji being a developing nation experienced the same. But this year 2022, the tide has changed slowly and international travels have resumed, tourism sector is operational again and many businesses are slowly operating again. So there is a sense of urgency and in order for organisations to compete and become sustainable in the new normal, there is an accelerated demand for employee upskilling and reskilling. So let me introduce this new term from NTPC its called – “Right Skilling, which basically means the skills match the job” This is mainly the outcome of Trade Testing, where we can ascertain someone has the competence and skills for a job.

And that's where NTPC steps in. The ICDF gives us an opportunity to talk with our stakeholders about short term and long term plans and training needs. Each year we publish a report so that our action plans addressing those needs are clearly outlined and documented and actioned.

Ladies and Gentlemen, it is definitely an interesting month at NTPC and we value all your feedback. I thank you in advance for your continuous support towards NTPC.

Wishing you all a fruitful and a productive 2022.

Vinaka!

Dr Isimeli Tagicakiverata

Director – National Training and Productivity Centre | FNU

Alternate Director – National Productivity Organisation of Fiji





The Industry and Community Discussion Forum Report analyses skills shortage in Fiji, providing insights into the impact of the COVID-19 pandemic on the labour market.

This year the NTPC organised virtual discussions and visited various industries, organisations, businesses, and SMEs in the country. We wanted to learn the skills they needed to improve workplace performance and productivity.

During ICDF, we also conducted an online survey, which was open to all individuals and organisations to give their views on specific areas of training. This feedback matters to us, and we will act accordingly to design short courses or custom-made courses to help you and your organisation.

As part of the ICDF this year, we also hosted a virtual Careers Fair Thursday for anyone interested in enhancing their skills, and for students who are intending to study TVET courses at NTPC. The careers fair was held every Thursday for the month of March, where individuals interacted with NTPC Heads of Training, Managers, and senior training instructors. The Careers Fair sessions were not only open to students, but also open to everyone and anyone in the community as our aim was to provide an opportunity for people to discover the courses they could undertake to strengthen their existing career or consider future job prospects.

Furthermore, NTPC also held a webinar on Apprenticeship on March 22, inviting employers and successful apprentices to talk on several interesting topics to boost the Apprenticeship Scheme in Fiji.

With consultations held with more than 400 organisations this year, it is significant to highlight some key findings of the 2022 ICDF. Skills training needs were analysed comprehensively according to specific industries, locations, age groups and work ranks. The common skills sets sought by organisations and employees are IT training, Digital skills, work-life balance, OHS, leadership and management, plumbing, manufacturing, manufacturing and AutoCAD, to name a few.

The survey indicates that Fiji has a highly educated and skilled workforce – 25% are Bachelors graduates, and 44% have Post-graduate qualifications including 3% Post-doctoral degrees. Regarding work experience, 18% have 1-5 years of experience, 22% of 10-15 years, and 16% more than 26 years.

It was also found that specific occupations were challenging to fill. 55% of employers found it difficult to fill occupations including electricians, RAC (Refrigeration and air-conditioning) technicians, plumbers, construction and joinery workers, and automotive mechanics, to name a few. The survey also found that to fill the vacant occupations, 60% of companies hired part-time workers rather than permanent staff, 70% of companies outsourced work to external vendors than upskilling staff, and 63% of companies hired expatriates.

The forum discussion and survey also find that upskilling and reskilling programs and on-the-job training (apprenticeship) are most effective and popular amongst employers for filling skills vacuum rather than recruitment and staff redeployment.

2.0

ABOUT NATIONAL TRAINING AND PRODUCTIVITY CENTRE

The National Training and Productivity Centre (NTPC) is the leading organisation in providing skills training to the industries in Fiji. The NTPC is the National Productivity Organisation of Fiji. Offering more than 600 courses each year, NTPC aspires to deliver the right skills with right motivation, to continuously build a healthy and productive workforce that is competitive globally.

NTPC structures itself according to the various industries in Fiji, and each of departments tasked to provide specific industry orientated skills training programmes and short courses. These are as follows:

- Department of Information Technology
- Department of Executive Management
- Department of Tourism Hospitality Fashion Travel
- Department of National Productivity & Industry Innovation
- Department of Automotive and Mechanical
- Department of Construction
- Department of Electrical and Electronic Engineering
- Department of Trade Test and Apprenticeship
- Department of Community Based Non-Formal Education & Training
- Department of Quality Awards



National Training and Productivity Centre is the founder and host of a large number of industry practitioner's conferences and events including:

- Fiji OHS Conference
- National Trainers Conference
- National Convention on Quality
- National Conference on Information Technology
- Fiji Business Excellence Award (FBEA),
- National Quality Awards
- Hospitality and Tourism Festival

The training programmes offered by NTPC is ISO9001:2015 certified. This ensures that NTPC always remains customer focused and continually improve its training packages and related services to meet and exceed customer requirements.

NTPC is also in the forefront of providing Technical and Vocational Education and Training (TVET) programmes to the trade sectors in Fiji. The Department of Automotive Industry Training, Department of Construction and the Department of Electrical and Electronic Engineering spearhead the provision of TVET courses. There are a wide range of programmes tailor made to boost the overall efficiency and productivity of any organization in Fiji's trade industries.

The technical programs offered at NTPC consist of 70 percent practical learning and 30 percent theory. Students are kept current with Fiji's industrial practices. This is possible because the training scenarios put students into practical situations, through effective training simulators that enable them to train and be ready to work in the industry environment with very little supervision and assistance. Some simulators used in short duration training programs are:

- Mobile training
- Training Kitchen, hotel room, online reservation system,
- Technical workshops

Our trainers are industry practitioners and we have policies in place to ensure that the trainers are always up to date with the current industry practices and developments. We offer multi-skilled qualified trainers who can help students to achieve their goals. Our trainers have the capacity to take the training to the participant's level of understanding even without the proper education qualification

NTPC strives to offer a unique experience of our training. We can tailor-make the training courses to suit the industries specific requirements within our capacity. There are no enrolment fees and simple enrolment process with minimum document requirement and we also cater for school dropouts and give them an opportunity for a better future. The design and delivery of our short courses lead to quick job opportunities. NTPC also provides on flexible training to suit industry work schedules. 25 percent of our Technical trainers have more than 10 years of industrial experience; and 75 percent of our technical trainers have more than 20 years. NTPC has also provided training to people with special needs. Our programs/courses are developed based on industry needs and demands and vetted by Industry Training Advisory Committee (ITAC).

NTPC has over 20 years of experience in delivering international franchised qualifications in Fiji. This allows our graduates to gain superior recognition locally, as well as in Australia and New Zealand. Our strong Strategic partners are:

- **APO** – NTPC is Fiji's National Productivity Organisation and a member of the Asian Productivity Organisation, which enables the sharing of resources with the 20 member economies of APO.
- **TAFE New South Wales** – Australian Registered Training Organisation and Leading skills provider in Australia that delivers relevant, high-quality, practical and creative training to grow the NSW economy and skill the workforce of the future.
- **Fire & Safety Australia (NSCA)** – Leading training provider in emergency rescue and workplace health and safety in Australia.
- **CompTIA** – Accredited with CompTIA, the world's leading tech association, is a thought leader and an action leader. Their unparalleled programs set industry standards, foster skills development and generate knowledge and insight every day.
- **Microsoft** – Accredited with Microsoft is an international organization dedicated to providing technology skills and certifications that students and instructors need to succeed in the tech – savvy world. Students acquire knowledge and skills for on-demand, industry-recognized courses which greatly assist them in career advancement.
- **Pearson Vue** – Accredited with Pearson Vue, Leader in computer based testing programs that tests millions of people across the globe to help develop, manage, deliver and grow their testing programs. From online practice tests to high-stakes, proctored exams that require the industry's most secure testing environments

- **Pivot Point** – For more than 50 years Pivot Point has been a leader in beauty education, training premier beauty professionals around the world. From hair designers to competition stylists and those who go on to teach future professionals, their educational methods are trusted to provide a solid foundation for success.
- **FIT College** – one of the newest alliances, FIT College is registered as an RTO in 2009 and commenced delivery of fitness qualifications aiming to deliver only the best in Fitness and Personal Training Courses. FIT College developed a range of business and management qualifications in 2012 and launched these in 2013. Since its inception FIT College has achieved the lowest rating for risk and subsequently achieved the longest available period of five-year registration periods at each renewal audit.

NTPC continues to run successful skills training short courses and in-house skills trainings to suit the dynamic of Fiji's vibrant industries.

We also offer and host:

- Sustainable Livelihood Project, where we have trained about 30,500 people from rural and maritime communities since 2012.
- The National Apprenticeship Scheme, where we have churned out more than 8935 apprentices with 239 currently in training.
- The National Trade Testing Scheme having certified more than 30,324 trades personnel till date and counting.
- The Fiji Business Excellence Awards, where a total of 273 organizations have entered the Awards scheme since 1999.



3.0 INTRODUCTION

Skills shortage occurs when employers find difficulties in filling up vacancies in an occupation or filling up specialised job tasks in a profession. In Fiji, most of the significant labour shortages have been increasing over the last few years. The pandemic reinforced the demand for several specific occupations, with the biggest impact on demand for healthcare professionals and the Information Communications Technology (ICT) specialists as the world rapidly transitioned into digital mode.

There are many factors for the declining workforce and skills sets. Employers are realising the increasing gaps in skills sets as skilled and experienced professionals continue to migrate for better pay, work conditions and family life. Employers have continuously raised concerns over new employee's lack of practical experience as the biggest labour market distress. As a result, some sectors have started hiring expatriates to fill the vacuum. But the focus continues to remain on upskilling and reskilling locals to improve Fiji's employment rate.

Skills training has broadened over the years, shifting from the primary workforce training to those in informal settlements and maritime areas who would otherwise hold no formal qualification. The purpose of education and skills training is to make it accessible and available to everyone for sustainable living.

If an organization's workforce suffers from skills shortages, its challenges intensifies in delivering project deadlines, budget and meeting client/customer expectations.

Over the last years, there has been an increase in businesses working with educational and training institutes to get the right skills for their workforce. Some businesses opt to the gig economy to get the skills they need either by hiring part-time workers or outsourcing.

Besides work attitudes and behaviours, the skills of workers, both generic and functional, fall short of employers' expectations. Our previous survey and discussion engagements over the years identified certain areas that were lacking, such as quality workers in various occupations in the construction industry, math and science skills in all industries, practical skills, workplace readiness and attitude to work, and knowledge and experience working with modern technology and equipment. The findings in this year's assessment will indicate if Fiji has managed to fill in those skills gaps, and determine the future trend for skills gaps in the coming years.

4.0 INDUSTRY AND COMMUNITY DISCUSSION AND SURVEY FINDINGS

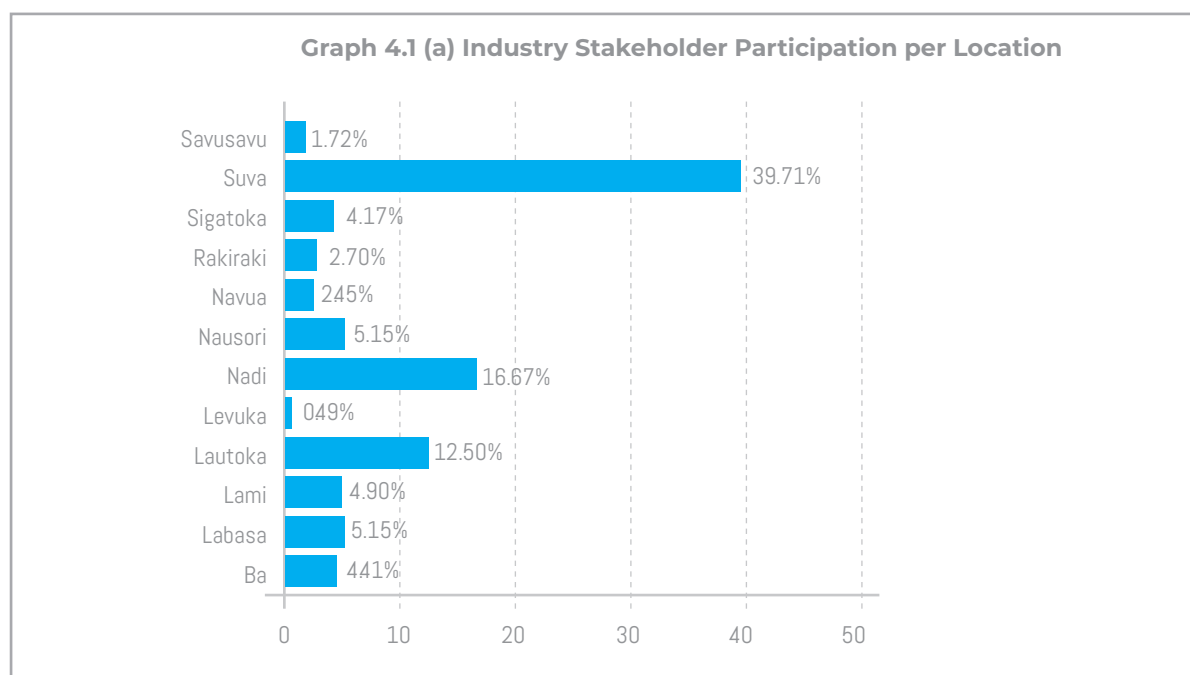
A total of 408 organizations from Fiji were part of the month-long Industry and Community Discussion Forum held in March, 2022. This was a 40 percent increase from 2021 stakeholder engagement.



4.1 STAKEHOLDER PARTICIPATION BY LOCATION

The annual NTPC ICDF was held with organizations in all major centres around Fiji as soon as restrictions were lifted from around the country. The consultations were held with 408 organizations via online zoom discussions, in-person meetings, and online survey.

As illustrated in Graph 4.1(a), majority participating organizations were from Suva making up nearly 40% of all engagement, followed by Nadi at 17% and Lautoka at 12.5%.



4.2 SKILLS IN DEMAND PER LOCATION

Feedback per Location – SAVUSAVU AND LABASA

SKILL SETS REQUIRED:

Trade Testing – Electrical, Welding, Carpentry, Joinery, Plumbing

Apprenticeship Scheme – Awareness on Apprenticeship programmes and Apprenticeship Recruitments

Technical Trainings – Courses on renewable energy, Predictive Maintenance programs, Programming using IT based systems, emphasis on conducting more programmes that are Solar related, PV solar installation & maintenance, Automotive Electrical & Electronic Principles, Welding & Fabrication, handling hybrid during inspection, repair and calibration

Productivity and Innovation – Occupational Health and safety, Finance management, project management programmes

Management – Dealing with customers & colleagues, complaint handling and service recovery, Front Office & Customer relations, , Office minutes recording, HR management, and Digital marketing

Tourism and Hospitality – Trade Certificate in Cookery/ Pastry, Front office & customer relations, kitchen hand training, waitress training and housekeeping

Feedback per Location – BA, TAVUA AND RAKIRAKI

SKILL SETS REQUIRED:

Trade Testing – Electrical, Welding, Carpentry, Joinery, and Plumbing

Apprenticeship Scheme – Awareness on Apprenticeship programmes, Apprenticeship Training and Apprenticeship Recruitments

Technical Trainings – Welding and fabrication

Productivity and Innovation – Occupational Health and safety, HACCP, Project Management, and Food Safety Training programmes

Information Technology – Digital literacy, and Diploma of IT

Management – Training of trainers modules, Emotional intelligence, and TAFE HRM

Tourism and Hospitality – hospitality management leadership and development programmes, housekeeping and accommodation services

Quality Awards – productivity programmes, quality circle

Feedback per Location – LAUTOKA

SKILL SETS REQUIRED:

Trade Testing – plumbing, welding and carpentry

Apprenticeship Scheme – Awareness on Apprenticeship programmes, Apprenticeship Training and Apprenticeship Recruitments

Technical Trainings – Welding and fabrication

Productivity and Innovation – Occupational Health and safety programmes, Project Management, how to conduct training needs analysis, Finance, Procurement and Inventory management, OHS, Food Safety and Hygiene, and HACCP

Quality Management – Quality Circle, and FBEA Awards

Information Technology and Management – Training of trainer's modules, Graphic design

Tourism and Hospitality – hospitality management leadership and development programmes, housekeeping and accommodation services, Govt. funded programs for youths. Meat works. FIT College programs Cert 3 Fitness, Care Giving Courses, Customer Service, and Handling Guest Complaints

Feedback per Location – NADI AND SIGATOKA

SKILL SETS REQUIRED:

Trade Testing – Trade tests for Cooks and Bakers, Refrigeration and Air Conditioning,

Apprenticeship Scheme – Awareness on Apprenticeship programmes, Apprenticeship trainings for chefs and construction workers

Technical Trainings – Doggers and Riggers, Basic Boiler Operations, AutoCAD, Electrical Principles, Refrigeration and Air Conditioning, Welding, Wireman's course, Mirror and Glass handling, Carpentry, Joinery and plumbing

Productivity and Innovation – Occupational Health and Safety programmes, 5s Certification, **Waste Management** – going green programmes, leading as a coach, Working at Heights, Working at confined spaces, Project Management, change management, preparing financial statements, OHS and HACCP programmes, and Quality Audits for certified leaders

Information Technology – Computers at beginner, intermediate and advance level, Fundamentals of Graphic Design, Microsoft Office Excel programmes, Computerized Accounting, PC Repair and Maintenance for Non-IT Personnel, Data Analysis with Excel Pivot Point, Oracle Cloud Training, Working with MS PowerPoint, MS Office package, data analysis programmes, presentation skills, and budget proposals

Management – Training of Trainers Module 1, Management and Leadership training – strategic planning, Social Media marketing, digital marketing, , emotional intelligence, soft Skills, Time Management, minute taking, social media management, , public speaking skills, and enhancing business writing skills

Tourism and Hospitality – Body massage and Spa training, Management Leadership Skills for Hospitality Personnel, Cookery programs for hotel industries, , Front Office and Customer Relations, Housekeeping and Accommodation Services, Restaurant Service, Customer Service, Hair and Beauty therapy, Telephone Etiquette, Hospitality and Sales and Marketing, Handling Guest Complaints, Men's Barbering, restaurant and coffee making, baking and pastry and café delicacies, and Garber programs for clothing industries

Quality Awards – Quality Circle, FBEA Awards programme, and Evaluator programmes

Feedback per Location –NAVUA, PACIFIC HARBOUR AND LAMI

SKILL SETS REQUIRED:

Technical Training – Boiler Operations, Hydraulics, Welding and Fabrication

Productivity and Innovation – Occupational Health and safety programmes, HACCP and ISO 9001:2015 standards, Safely Handling Chemicals, Working with Heights, short business related programmes for SMEs, Certificate of Attainment in Quality Management, Certificate of Attainment in Project Management, Certificate of Attainment in Food Safety Management, particularly HACCP, and Taxation & FRCS related updates

Information Technology – Excel training, Diploma and Advanced Diploma of IT, CompTIA training, Digital Marketing, and IT refresher courses

Management – Training of Trainers all modules, TAFE HRM, Basic law programmes, and emotional intelligence

SKILL SETS REQUIRED:

Trade Testing – Trade tests for Welders

Apprenticeship Scheme – Awareness on Apprenticeship programmes and Apprenticeship Recruitments, and Train apprentice in Printing

Technical Trainings – OHS and Sea Safety Training, Plumbing, Carpentry, welding, doggers and riggers, Electrical, Mechanical, automotive, and AutoCAD

Productivity and Innovation – Working with Heights, Food Safety Management, OHS, HACCP, financial interpretations, and inventory management

Information Technology – Diploma and Advanced Diploma of IT, CompTIA training, Digital Marketing, Data and Data Collection, Documenting the Data, Policies for Data Sharing and Access, Reuse and Redistribution of Data, Long-Term Preservation and Archiving of Data, Basic Excel Training, Graphic Design, and Data Analytics

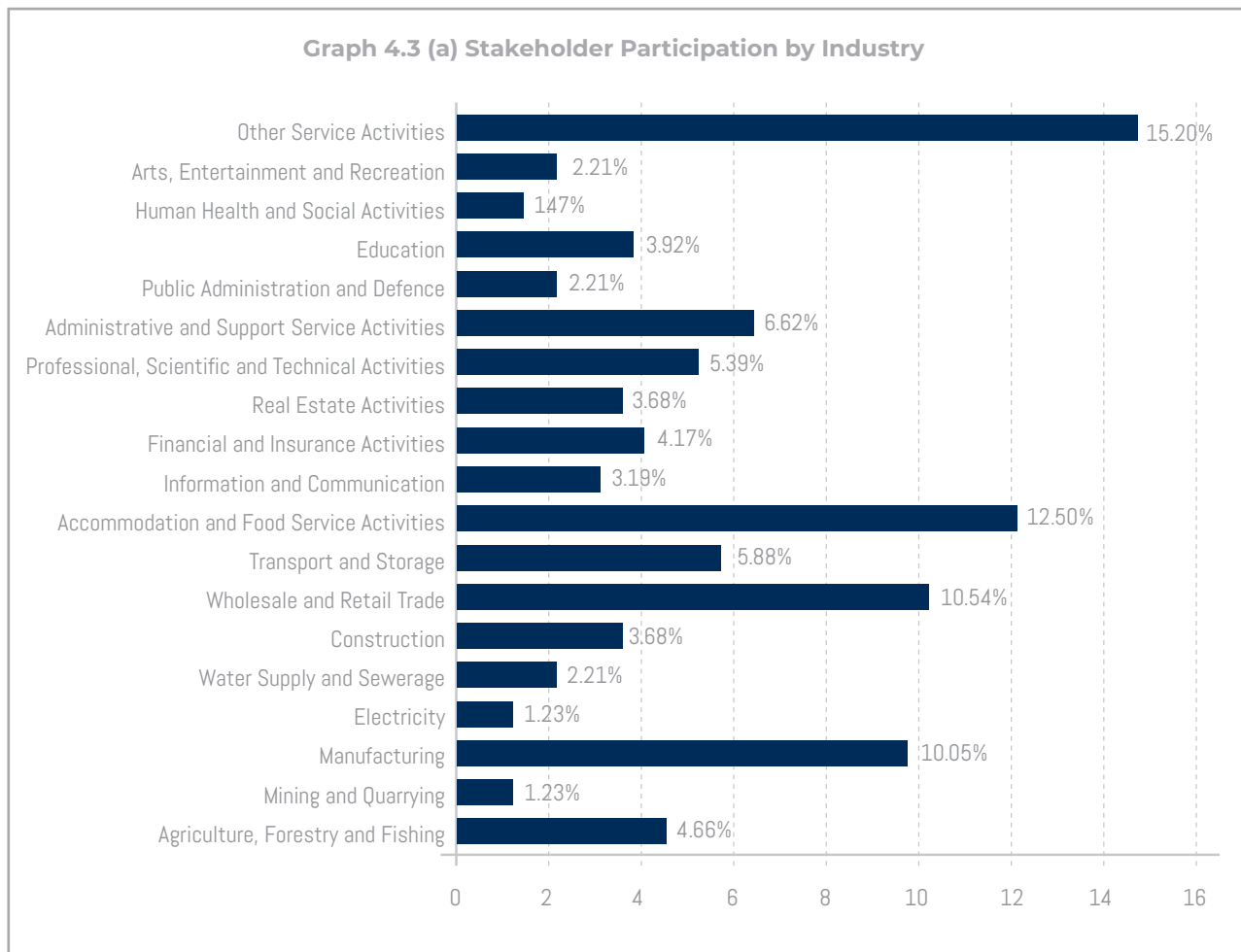
Management – Training of Trainers all modules, TAFE HRM, Social- Emotional skills, Online marketing, sales and marketing, Digital Skills, leadership skills, counselling skills, and time management

Tourism and Hospitality – Management Leadership Skills for Hospitality Personnel, Cookery programs for hotel industries, OHS and HACCP programmes, Front Office and Customer relations, housekeeping and accommodation services, Restaurant Service, and Fashion & Design programmes

General Comments:

- Some organisations are in the process of centralizing its operations and intends to align its activities to ISO standards. They intend to engage NTPC to assist with adopting ISO 9001:2015 standard to boost branding and customer confidence.
- Need to review apprentices wage rates, losing skilled workers to abroad- big issue for manufacturing industries in Fiji- Addressed at institutional and government level
- Some Issues addressed to the Trade test department were: Lack of skills of tradesperson, Improper usage of tools by new technicians, Lack of understanding of refrigerant pressures, Nitrogen passing when bracing, Vacuum gauges usage, More training in Hydrocarbons, upgrading of new technology, Maximum protection of plants, Bench market set for the Association, Upcoming plans to improve the skills of new students,
- Encourage and provide opportunities for females to join trade areas
- How to handle Ammonia
- organisations require grant and levy awareness and registration
- Request for OHS Conference, Trainers Conference and IT Conference
- Aquaponics Training for SMEs
- Courses on how to handle intellectual property that can protect SMEs
- Training on Toastmasters programmes
- TAFE Diploma in Quality Management
- Air Fares and Ticketing programme
- Need for industries to be consulted on how to do Training Needs Analysis
- Real Estates and Land Authorities sort short courses in Valuation training on Land Management and Drafting Policies and Policy Writing Skills

4.3 STAKEHOLDER PARTICIPATION BY INDUSTRY



Graph 4.3(a) summarizes the representation of organization participation per industry. The leading three industries were Accommodation and Food Service activities at 12.5%, wholesale and retail trade at 10.54%, and manufacturing at 10.05%.

The following section discusses the existing skills gap identified in these industries.



4.4 SKILLS GAPS BY INDUSTRY

The Community Based Non-Formal Education and Training department remains committed towards empowering sustainable livelihood in rural and maritime communities through its Non-Formal Education Department. One method the department delivers on this is via the Sustainable Livelihood Project (SLP). The purpose of SLP training is; to promote development in rural and maritime communities, peri-urban centres, and informal settlements, develop and empower human resources for these communities with practical skills that can assist individuals, families, and community developments, help alleviate poverty and unemployment, aid in curbing rural/urban drift, encourage/motivate young people to pursue further studies and lastly, provide an insight in the productive use of available natural resources to challenge individuals to start their businesses.

Accommodation and Food Service Activities

5S Certification	Refresher Programs in all Food Service areas
Commercial Cookery Program	Customized Hospitality & Tourism related IT training
Food & Beverage Service Training	Front Office & Customer Service
HACCP	Housekeeping Training
Occupational Health & Safety Training	SME programs – Business related
Hospitality & Tourism Supervisory & Management Training	Hospitality Financial Management

Administrative and Support Service Activities

Diploma of Information Technology	Strategic Planning Workshop
OH&S Training	Managing SMEs for market vendors
TAFE Human Resource Management Course	Taxation & FRCS related updates
Grant & Levy Scheme Training	Training of Trainers- I – IV
Project Management	Sales and marketing programs
Management & Supervisory	Social media marketing
Report Writing Skills	Email Etiquettes
Soft Skills	

Agriculture, Forestry, and Fishing

Sea Safety and Survival Skills	Ammonia Handling
Apprenticeship for Marines	Apprenticeship programmes for Marines
Basic Fishing Technology	Geographical Information System (GIS)

Construction

Apprenticeship in Joinery	Project management for Contractors
Certificate in Painting	

Education

Fashion & Design	Communal living programmes for students
Training of Trainers Module I-IV	

Electricity

Electrical Wireman's Training	Electrical Safety Training
Project Management for Electricians	Refresher – Electrical Course

Financial and Insurance Activities

Training of Trainers	Customer Service skills for Insurance Officers
Customized IT programs for finance managers	Leadership Management skills for finance officers
Basic financial Skills	

Human Health and Social Activities

Spa Training

Special Diets training for Hotel and Tourism Industry

Information and Communication

E-Sales & Marketing Training

CompTIA Courses

Basic IT skills for Customer Service Officers
IT Short Courses

Optic Fiber and Copper Technology Training
Data collection, Analysis and Sharing

Virtual Access and Network Training
Fashion Design using software system
Management Systems Internal Audit
Network & Tech. programs specifically for
Telecommunication

Graphic Design
Quality Circle Projects using IT systems
Improving Statistical Process Control

Manufacturing

Butchering Trainings
ISO 9001 Internal Auditors Training
Inventory Management Systems
Refrigeration & Air Conditioning courses
6S Training
Supply Chain Management
Boiler Operations
Productivity Programs for manufacturers
Wet trades training – batching, casting,
precasting

Warehouse Management Training
Quality Audit Training
HACCP Training
Apprenticeship training for Welders
Writing Standard Operating Procedures
Riggers Training
Project Management for Manufacturers
Working at Heights

Public Administration and Defense

Advanced Diploma in IT
Solar Installation & Servicing
Occupational Health & Safety
Budget Preparing Skills
National Certified Investigator & Inspector
Training (NCIT)

Excel Training
Power Bi Training
Policy Writing
Presentation Skills

Real Estate Activities

Evaluation / Valuation training on Land
Management
Minute Taking
Trade Testing – Welders, Plumbers
MS Office programmes for Real Estate Agents
Leadership Training
Certificate IV in Training & Assessment
Drafting Policies

Real – Estate Programs
Project Management skills for real estate agents
Change Management
Enhancing Writing Skills
Leadership
Valuation & survey short courses

Transport and Storage

Project Management
Customer Service
Inventory Management
Basic Traffic Controller – Level 1
Traffic Congestion Analysis
Surveying Courses
Training on hybrid vehicles

Apprenticeship
Customs
Traffic Algorithms
Site Traffic Specialist – Level II
Riggers & Doggers Training
Air Fares and Ticketing programme

Water Supply and Sewerage

Apprenticeship in Plumbing

Wholesale and Retail Trade

Inventory & Procurement
Refresher courses in Baking & Pastry for
café operators

Boiler Operator
Diagnostics Programme
Fashion & Design courses for tailoring shop
Printing Program
Water Proofing
Handling Guest Complaints
Hydraulics

Other Service Activities

IT Training for Solar Energy Supply
Trade course on Renewable Energy
National Trainers Conference
Quality Audits training towards Certified Lead
Auditor
Fire Engineering Courses
Quality Management (Diploma Level)
Hazardous Response Training
Programmes
NCIT Logistics

Plumbing short courses

Appliance & Portable Power Tools Repair

Coffee Making Skills for café operators

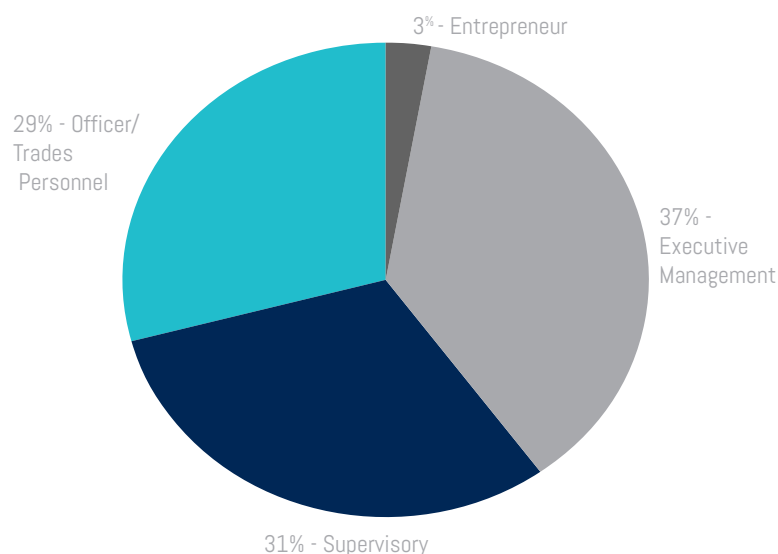
Glass Cutting
Leadership Training
Welding and Fabrication
Customer Service training for Sales Reps
Refresher courses in Hair Dressing
HR Short Courses

Dangerous Goods Handling
Information Technology Conference
Training on Toast Masters Programs

Drone training
Life Raft Training
Cardiopulmonary resuscitation (CPR)
Bridge, Pavement and Road Design

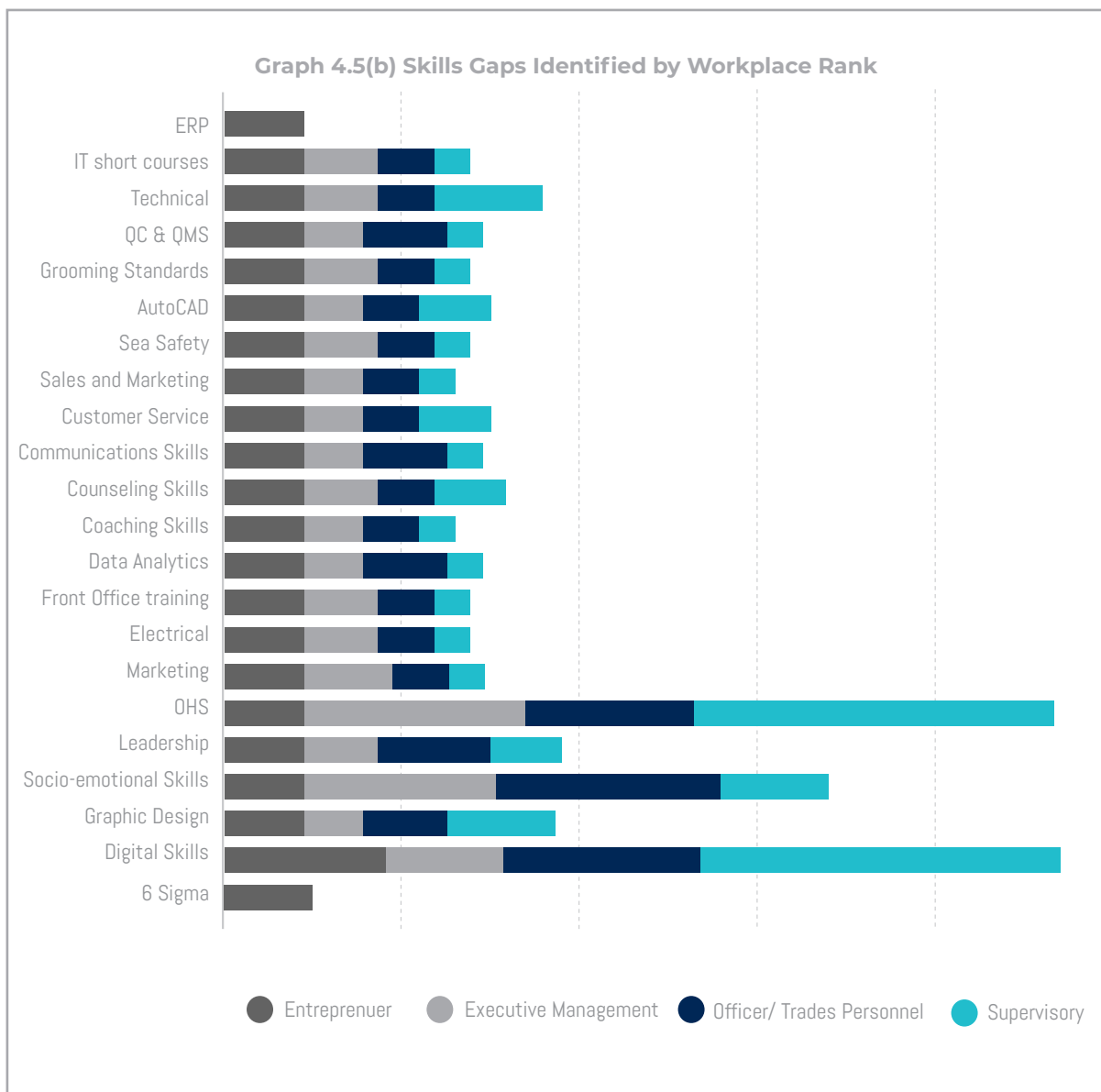
4.5 STAKEHOLDER PARTICIPATION BY WORKPLACE RANKS

Graph 4.5(a) Industry Stakeholder Participation Indicating Workplace Rank

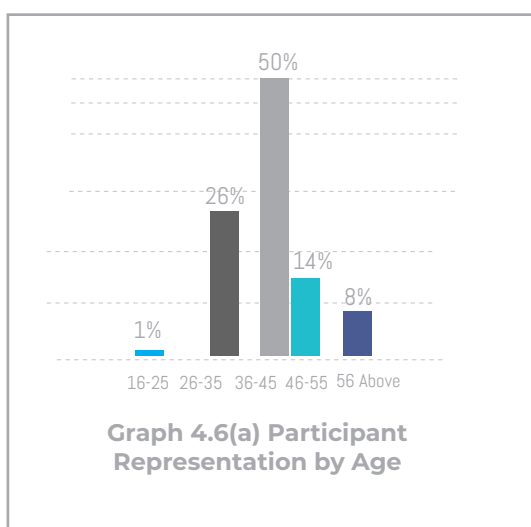


Graph 4.5(b) illustrates the representation of the workforce per ranks. These were fairly close however, the majority consultations took place with the organization's executive management at 37%, followed by supervisory at 31%, and officer level at 29%. Small to micro level entrepreneurs also participated at 3%.

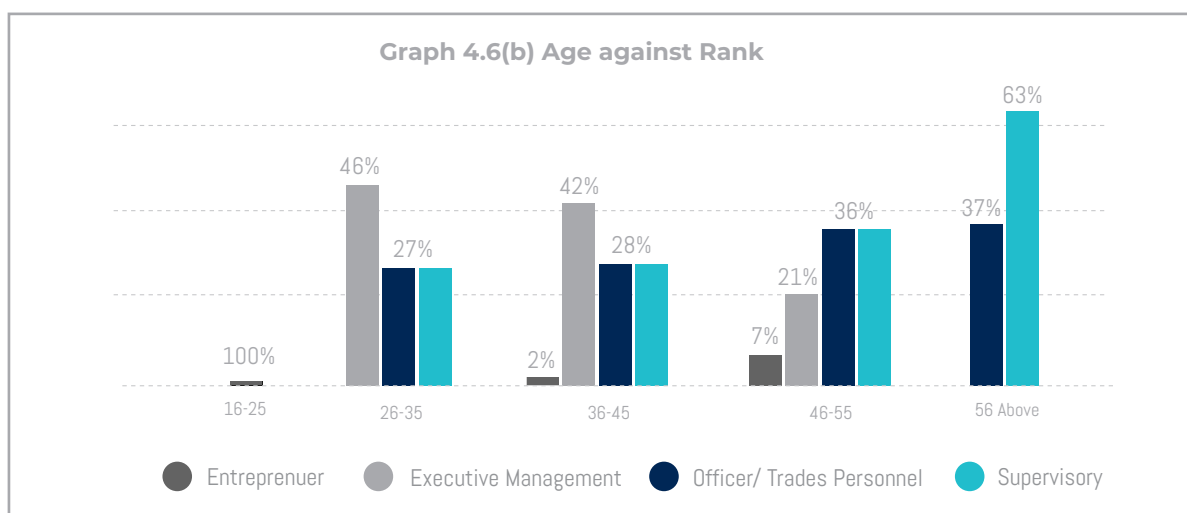
Graph 4.5(a) illustrates the skills gaps identified by the consulted groups for themselves and for their organization. The most demanded skills from the Entrepreneur level was Digital Skills at 9.1%, Occupational Health & Safety from the Executive Management level at 10.83%, Socio-Emotional Skills from Officer/Trades Personnel at 12.7%, while Digital skills and OHS skills tied at 20.41% under Supervisory level.



4.6 STAKEHOLDER PARTICIPATION BY AGE



A part of the ICDF was online survey. Age group of the participants was sought to identify the skills sets and areas of training interests per age, and to determine which age group is greatly keen on enhancing their areas of expertise through upskilling and reskilling programs. The largest group fell in the cluster 36-45 at 50%, followed by group 26-35 at 26%. Thus, indicating that these age groups, from 26-45 are greatly engaged in upskilling and reskilling programs. NTPC also has 14% falling in age group 46-55 interested in productivity programs and executive management/leadership, and 8% for 56 years and above, mostly interested in productivity related programs.



Graph 4.6(b) illustrates that 1% of respondents fell in the age group 16–25, and they were made up of entrepreneurs.

26% of respondents fell in the age range 26–35, and majority at 46% comprised of executive management teams.

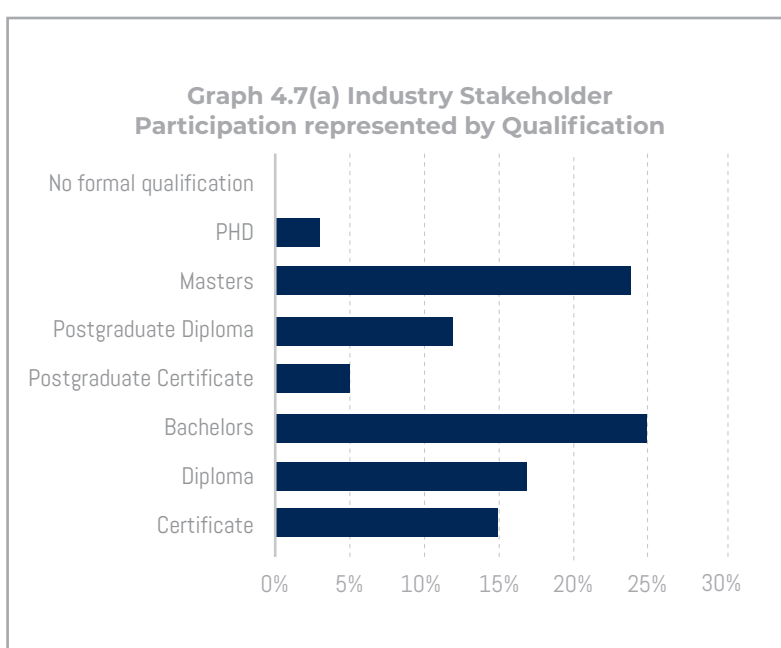
Age group 36–45 made up 50% of respondents, and majority at 42% were Executive Management, followed by officer and supervisors at 28% each.

Age group 46–55 made up 14% of the survey, and majority represented were Officer Level and supervisory at 36% each, followed by 21% Executive Management members.

Age Group 56 and above was 8% of the total survey participant, and these were represented by 38% officer level staff and 62% supervisory staff.

4.7 PARTICIPATING STAKEHOLDER CREDENTIALS

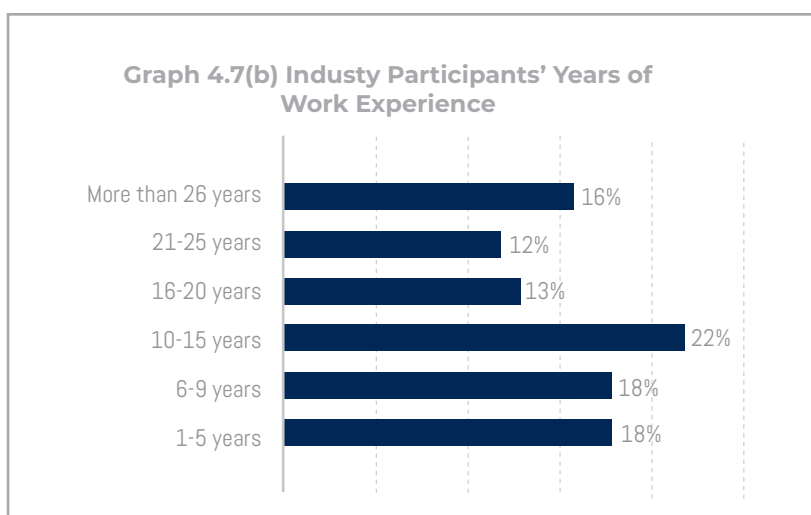
The survey explored the Fijian workforce professional merits in terms of qualification and years of experience in the labour market.



4.7.1 QUALIFICATION

Graph 4.7(a) depicts the level of education the industry participants possess. It is noteworthy that 100% participants have attained formal education, which reflects Fiji's highly educated workforce. Total 44% reflect holding Post Graduate qualifications, with 5% holding PG Certificate, 12% with PG Diploma, 24% with Masters, and 3% with Doctoral degree. 25% hold Bachelor's Degree. Nearly 70% of the workforce have Bachelor's Degree, Post-Graduate qualifications, and PhD.

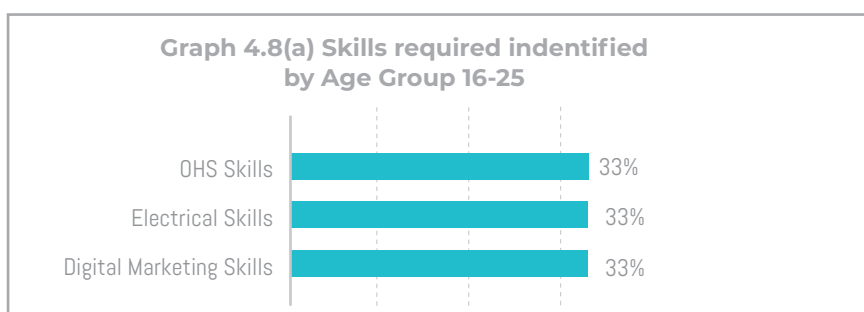
4.7.2 YEARS OF EXPERIENCE



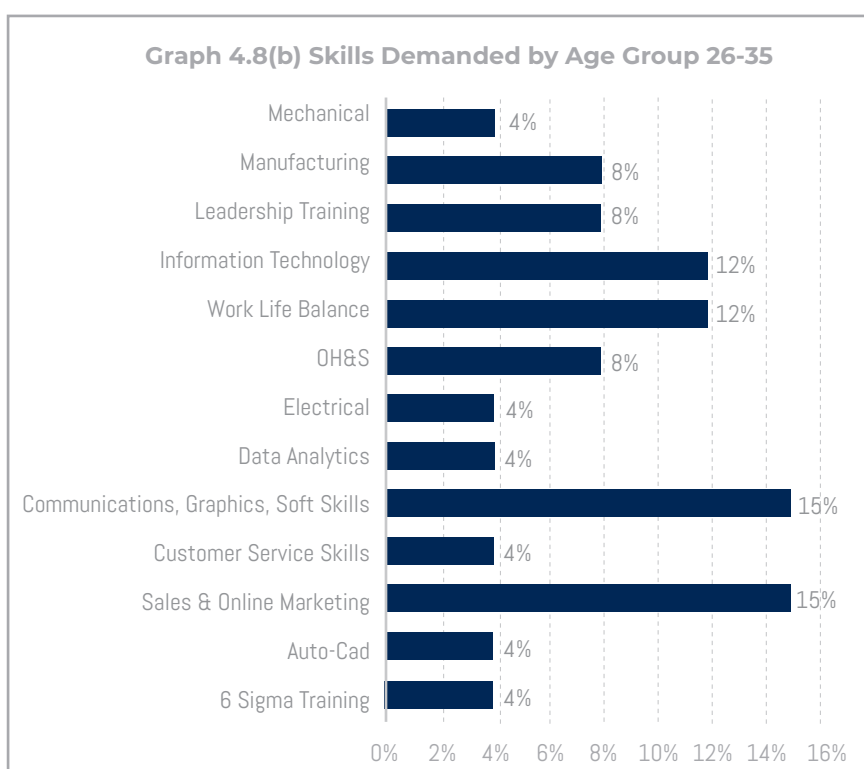
Graph 4.7(b) depicts the years of work experience the survey participants carry. Fiji has a highly trained workforce with 63% having more 10 years of experience. The largest share was indicated by 22% of the participants who have 10-15 years of experience. 18% of respondents carry 1-5 years of experience and another 18% carry 6-9 years of experience. 16% of the respondents carry more than 26 years of

experience. This is indicative of the popularity for skills training as the industry undergoes changes such technological, and structural.

4.8 SKILLS GAPS IN DIFFERENT AGE GROUPS



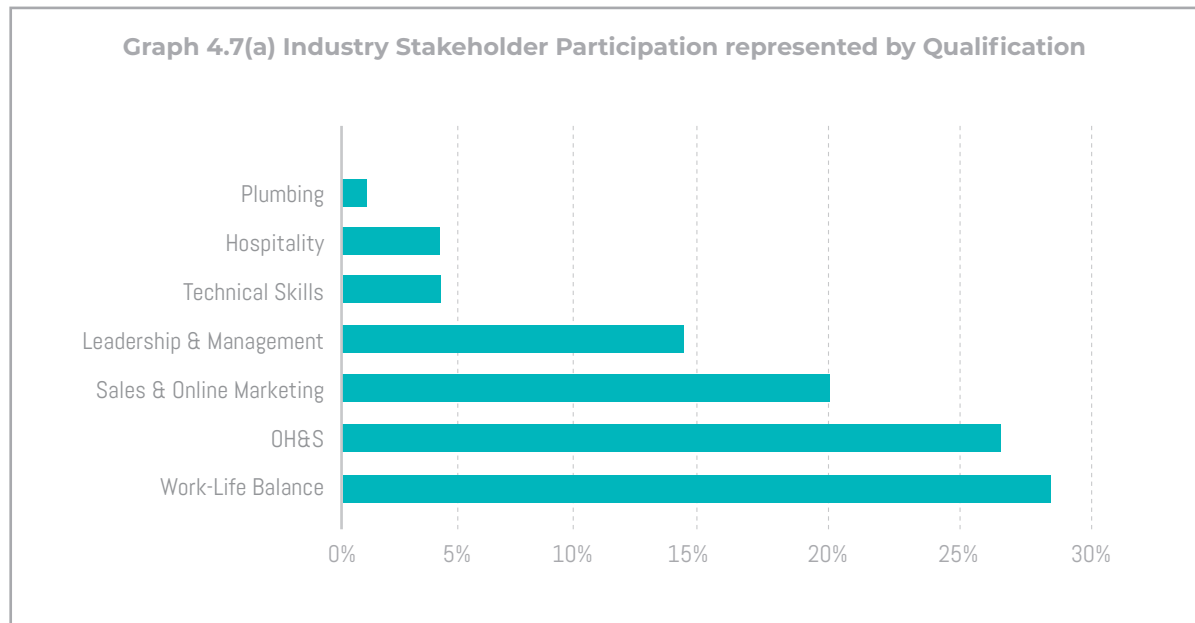
Age group 16-25 was represented by a mere one percent of the survey respondent. In labour productivity, even one employee's positively increased contribution can make a vast difference to output. The skills sets in demand by this age group includes OHS Skills, Electrical and wireman's skills, and digital marketing skills.



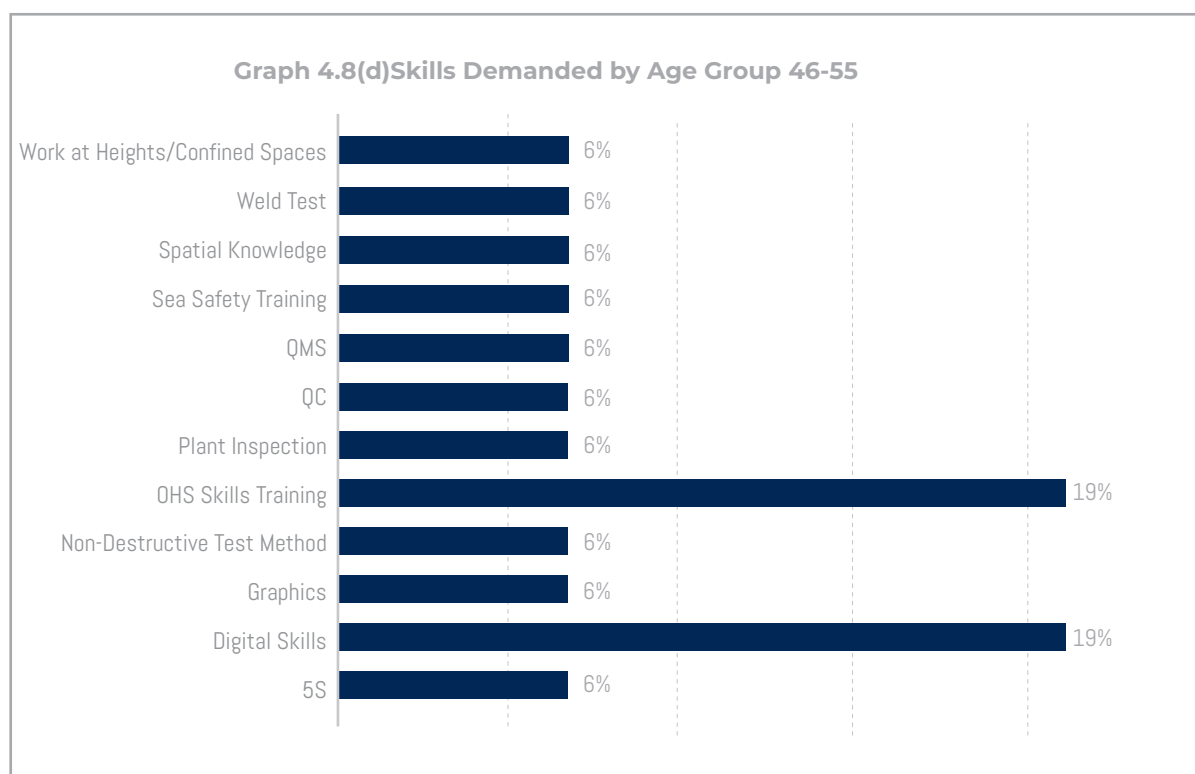
Age group 26-35 was represented by 26% of the total survey participants. Majority of the participants in this age group make up part of the Executive Management in their organizations (Graph 4.6(b)). The specific skills sets highly sought after by this group are sales and digital marketing, communications, Graphics and soft skills at combined 30%. Followed by skills in IT and maintaining work

life balance for the team. It can be derived that majority persons seek soft skills priority to communications, coaching skills, grooming standards, staff well-being and mental health.

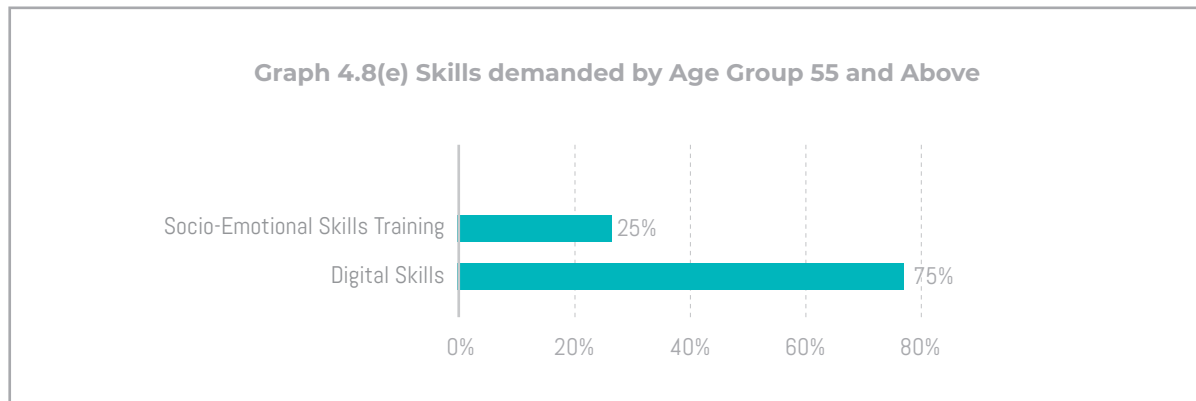
Age Group 36-45 is represented by 50% of the survey participants, hence the highest age group participated. This group also highlights the demand in Work-life balance skills at 29%, followed by Occupational Health and Safety skills at 27%. Sales and digital marketing also tops at 20% showing individuals seek to keep pace with technological advances to remain competitive.



Age group 46-55 is represented by 14% of the total participants. The most popular skills sets demanded by this age group are Digital skills, which include Information Technology, Artificial Intelligence and digital marketing. Also at 19% demand is OHS skills.



Graph 4.8(e) illustrates the skills sets in demand by the age group 55 and above. This group made up 8% of the respondents. The skills demanded include digital skills, which reflects the relevance of adapting to new skills and strategies brought about through technological changes. The other skill set in demand includes socio-emotional skills, which includes interpersonal skills, caring and managing one's emotions, and building healthy relationships.

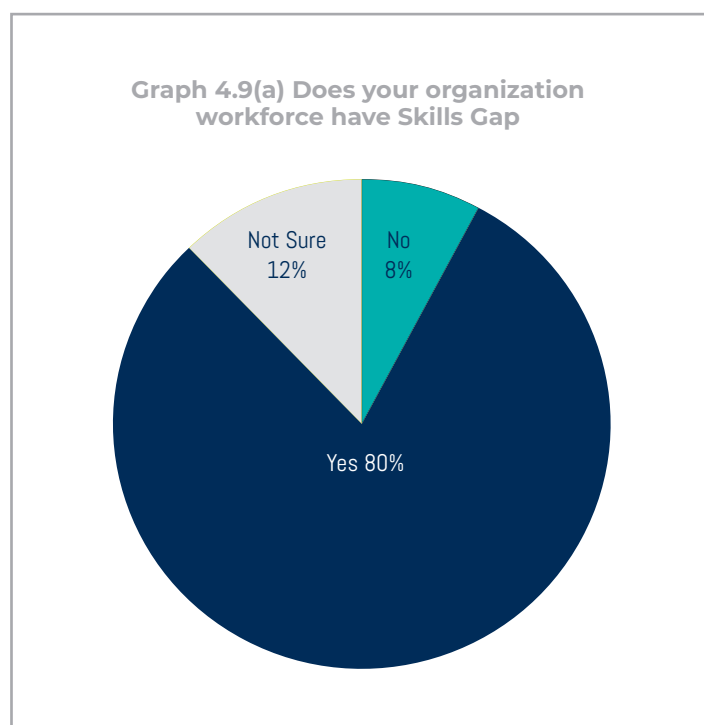


The most popular skills sets sought by individuals in nearly all age groups are digital marketing skills, work-life balance training skills, occupational health and safety skills, and socio-emotional skills training. These skills sets clearly reflect the relevance in terms of industry needs and for personal and professional life balance post-COVID19. Such also reflects the paradigm shift in leadership focus areas which the workforce want to see change in to improve their productivity level and achieve job satisfaction.



4.9 SKILLS GAPS IN ORGANISATIONAL WORKFORCE

While the previous section looked at individual performance and skills training needs, this portion looks at the skills sets gap at the organizational level. This section also explores the strategies undertaken by organizations to fill in the existing skills vacuum.



Graph 4.9(a) illustrates the percentage of teams and individual workers find skills gaps at the organization they work at. Majority at 80% indicate their organization suffers from skills gaps, while the lowest 8% indicate that their organization is skills equipped to achieve target productivity levels. 12% of the participants indicated they were unsure about skills gaps at their workplace.

The 80% skills gap indication is an exorbitant figure, which must be taken seriously by business managers and leaders to upskills and reskills workers to improve productivity level. Another point to note here is the amount of work that may be reassigned to other existing staff to fill in for the gaps but lack expertise in the area.

4.9.1 Occupations Difficult to Fill in Fiji

Furthermore, the specific occupations the organisation faced difficulty in filling or recruiting was explored. These are the occupations which the Fijian employers face difficulty up locally. Nearly 100 occupations were identified, and specific occupations are as follows:

Majority 55% require 10 specific occupations:

- Electricians
- Refrigeration & Air Condition Technicians
- Quality Assurance Officers
- Plumbers
- Experienced Leaders, Supervisors and Managers
- Human Resource Professionals
- OHS Inspectors
- Automotive Mechanic
- Construction and Joinery Workers
- Maintenance Officers

30% organisations require 13 specific occupations:

- Civil Engineers and Surveyors
- Sales and Marketing Representatives
- Boiler Operator
- Business and Financial Analysts
- Welders and Fabricators
- Fitter Mechanic
- Forklift/Crane Drivers
- Printers

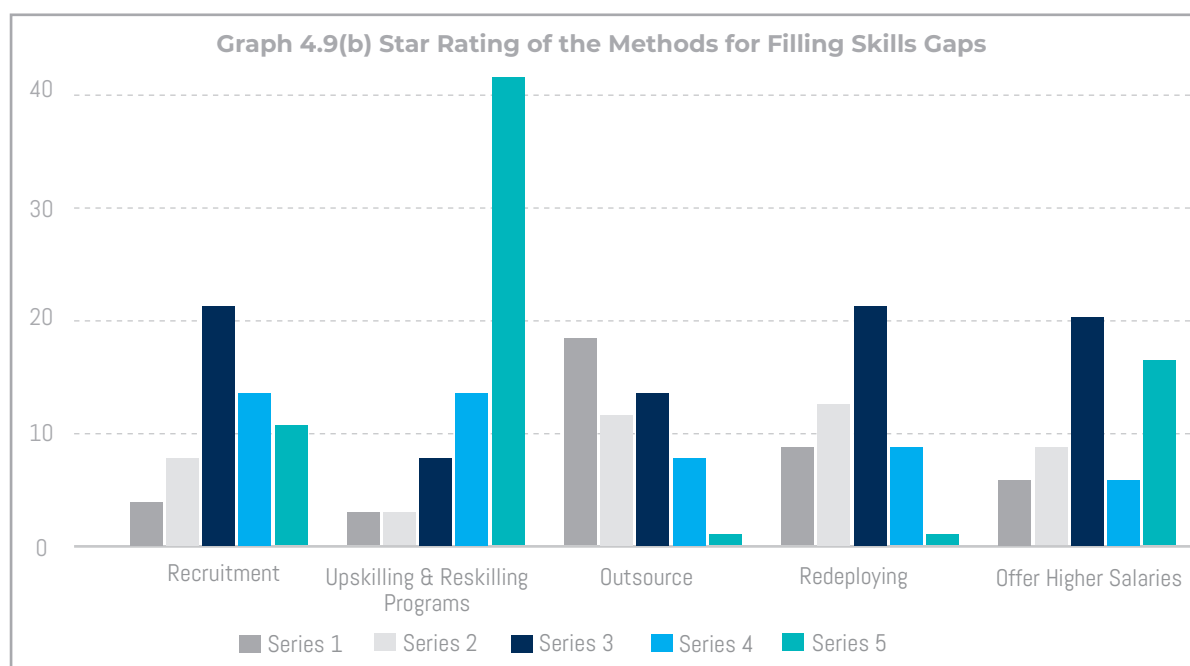
- Fitter Machinist & Machine Operators
- Food & Beverage Personnel
- Graphic designers
- Marine officers
- Bakers

15% participants require 11 specific occupations:

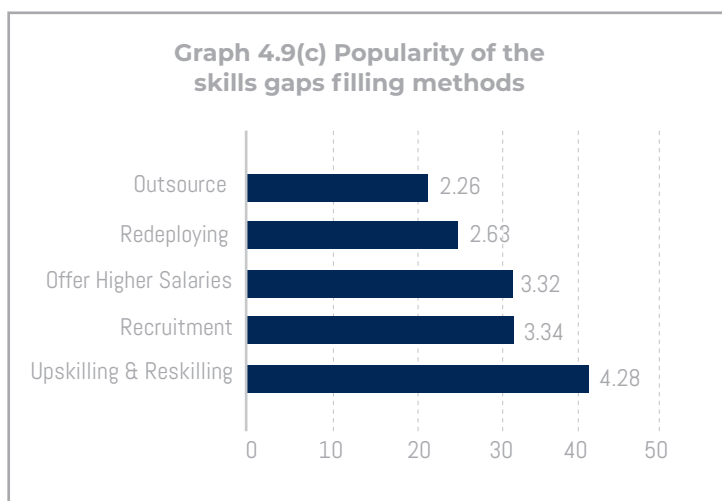
- Investment and Trade Advisor
- Software Engineer
- Horticulturalist
- Call Centre Agents
- Chemical Engineer
- Mathematicians
- Shipping and logistics officers
- Housekeepers
- Concrete Batchers
- Medical Personnel
- Lab Technician

4.9.2 Methods of closing the Skills Gaps

There are various methods an organisation may deploy to close the existing skills gaps and to prevent future skills gaps. Some of the methods arranged are recruitment, upskilling or reskilling employees, outsource work to vendors (contracting), redeploying, and to offer higher salaries to existing staff.



Graph 4.9(b) illustrates the ratings per method used by organizations in Fiji. Upskilling and reskilling programs received the highest star rating and Outsourcing was rated the least popular method for filling skills gaps. This is further illustrated in Graph 4.9(c) which further simplifies the popularity of each methods amongst organizations. Upskilling and reskilling programs for employees was most popular at 4.28. Offering higher salaries and recruitment were close to average, whereas outsourcing vendors on contracts for skills was the least common at 2.26.



4.9.3 Most Effective Method for Skills Training at the Workplace

Methods used by organizations to fill in existing skills gaps were discussed, of which upskilling and reskilling was identified as the most popular option. Further to that, the different skills training tactics was also explored to find the most effective strategy for providing skills training at the workplace.

Three strategies discussed were, namely, on-job training, coaching by team leaders and supervisors,

and upskilling or reskilling programs by an educational institution (in-house or public trainings).

As reflected in Graph 4.9(d), it was found that the most effective method for skills training at the workplace for employers and employees was on-the job training (apprenticeship) at 4.26 rating. The preference was closely followed at 4.23 rating for upskilling and reskilling teams by organising in-house training programs or through public programs organised by educational/training institutions. Coaching at the workplace by managers and supervisors was at 3.93 rating.



4.9.4 Organisational Preference for Filling Occupations

To understand better how businesses filled up key occupations, positions and to close the skills gaps, organization representatives were queried which option their organization was most likely to opt. The results are depicted in Graph 4.9(e) below.

Survey participants were queried on three particular decisions their organizations made to fill up occupations and skills gaps.

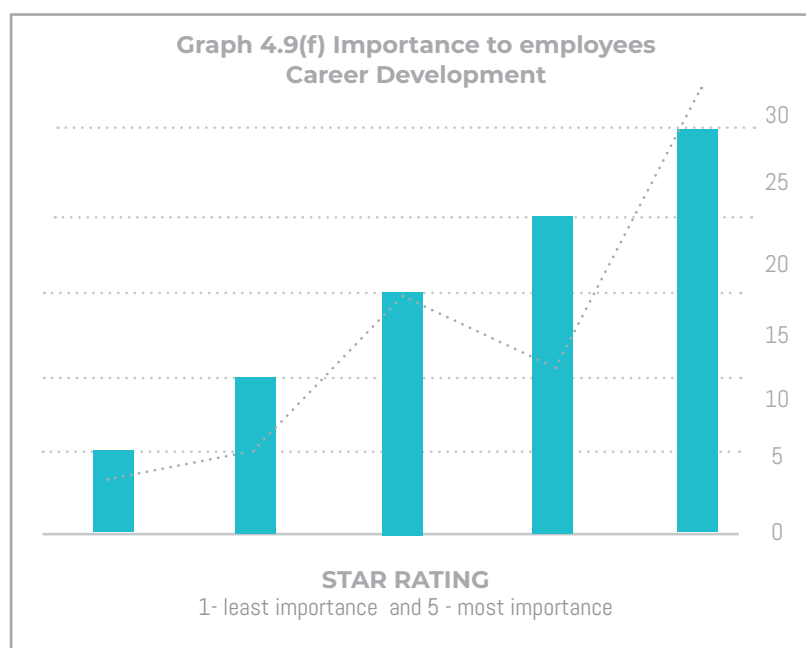
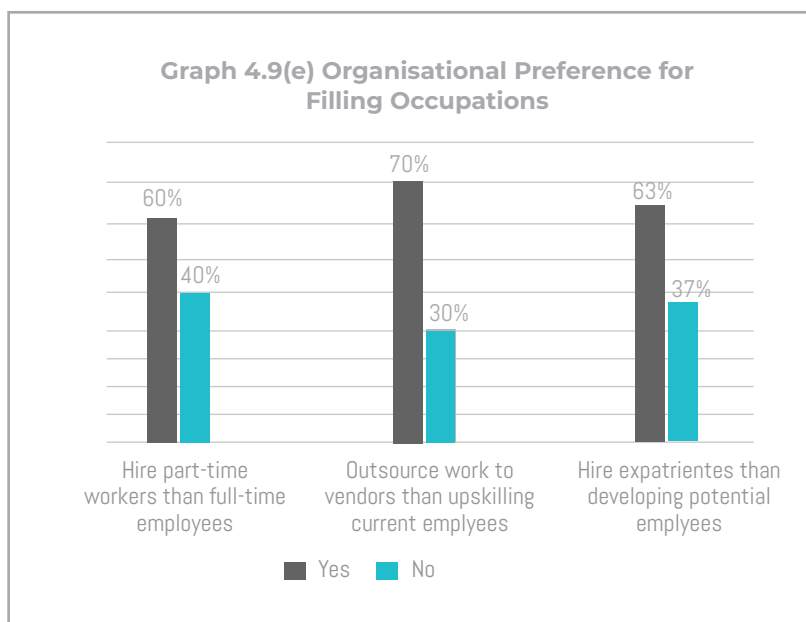
The first query was whether their company preferred hiring part-time workers to recruiting full-time permanent workers. It was found that a majority 60% hired part-time workers than recruiting permanent staff.

The second query was on whether their company outsourced work to external vendors or upskilled existing employees. It was found a majority 70% indicated their company outsourced work to external parties than upskilling staff.

The third query was whether the company hired expatriates than developing and moulding potential company staff. It was found a majority 63% indicated their company hired expatriates.

The three findings raise a concern that many companies do not prioritise investing in their own human resources. Thus, job insecurity and dis-satisfaction arises amongst the workforce.

Graph 4.9(f) indicates employee feedback on the level of support their employer provides for their skills and career development. The result was at a 3.87 rating. This is a favourable industry feedback as it reflect the positivity and focus of employers to grow their workforce's skills and competencies to remain competitive and achieve higher productivity levels.



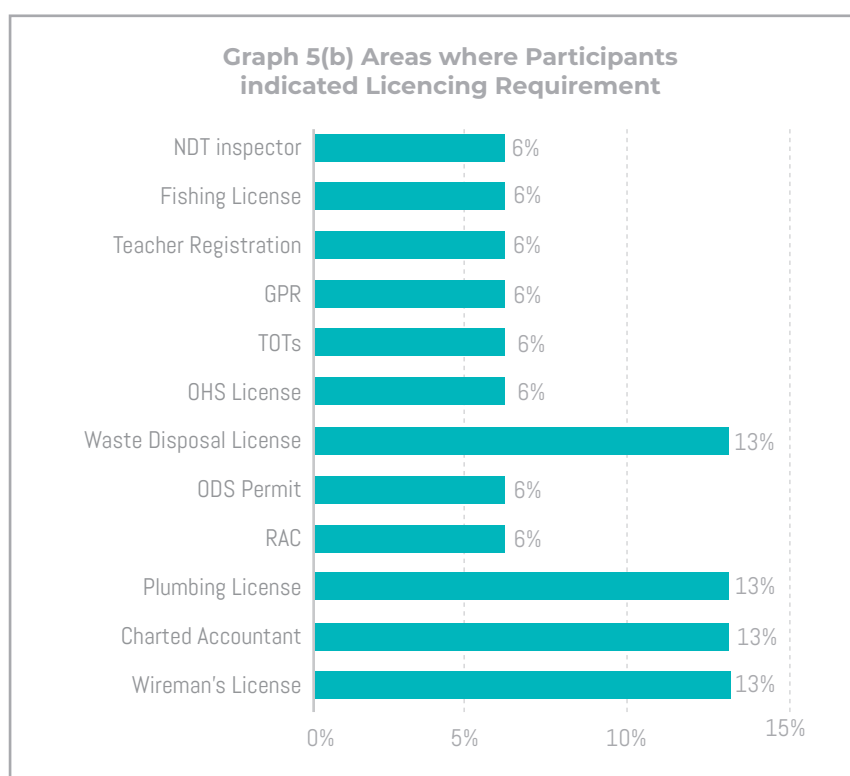
5.0 SPECIAL LICENCING

Certain occupations require licences to practice. Like doctors and lawyers require licence to practice, so do tradespeople such as plumbers, electricians, boiler operators, dogger and rigger, and licence to handle control substance for those in Refrigeration and AC field, to name a few. Mandatory licenses are necessary to operate local business as it maintains checks and balances within the business operations in relation to safer workplace as well as protection of the environment and the community at large.

About 22 percent of the survey participants (refer to Graph 5(a)) indicated they required special licences in their profession.

Graph 5(b) illustrates the various areas where employees/workforce are required to hold a licence to conduct work. The top most jobs are plumbing, electrical, chartered accountant, and waste disposal. The other occupations which participants reflected include fishing, teaching, Good Refrigeration Practice (GPR), Non-Destructive Testing (NDT), Training of Trainers (TOTs), Occupational Health and Safety (OHS), and Ozone Depleting Substance (ODS).

NTPC works in partnership with various licensing bodies within Fiji, to provide training services to individuals that require special license to operate and work within the boundaries of the Fijian Law.



6.0 WORKPLACE ATTITUDE

For a business to remain competitive and become agile, both generic and functional competencies are essential. However, NTPC's industry research shows that employees fall short of meeting employer expectations in terms of generic competencies and showing positive work attitude and behaviour. Such has been the trend over the past decade where NTPC's industry discussions indicate employer dissatisfaction in employee behaviour and attitude.

From the overall discussions and survey results this year, 65% of the respondents at managerial level showed concern over the changing behaviours of young workforce that have recently joined the industry.

Business leaders shared that workers with good attitude have stronger performance, and workers with poor attitudes demonstrated less than expected performance.

The discussion stakeholders shared that perhaps the lack of unstructured study patterns, inactivity and lack of work life balance during the pandemic has brought about the changing behaviours in the new workforce.

Major employee behavioural concerns highlighted by organization leaders and managers included:

i) Lack of Time Management Skills

The standard-issue raised during 2022 ICDF was employees' lack of time management skills. Organizations face many productivity issues when employees cannot manage their time wisely. According to the survey conducted, several industries highlighted their concern about time management, such as Financial Institutes and Insurance Agencies. Other industries are Real Estate, Hospitality & Tourism, Accommodation & Food Services, Information Technology & Telecommunications, Retail & Manufacturing, the Education sector, and the Aviation industry. According to the employers, employees take too long to finish a task, for example, in the telecommunications industry. When an employee is sent out on the field to fix a fault, much time is being spent outdoors.

ii) Detachment from work

Another issue that is now common within organizations is detachment from work. Industries such as Retail & Manufacturing, Accommodation & Food Services, and the Education sector find it difficult to manage employees since they detach themselves from the work that they are performing. For Accommodation & Food Service industries, employers emphasized that employees withdraw from the work situation; they do not wish to be involved in work-related activities, for example, not checking e-mail before 8 am. Employees in the retail and manufacturing industries are becoming bored of repeating the same task every day.

iii) Lack of commitment to the task given to worker

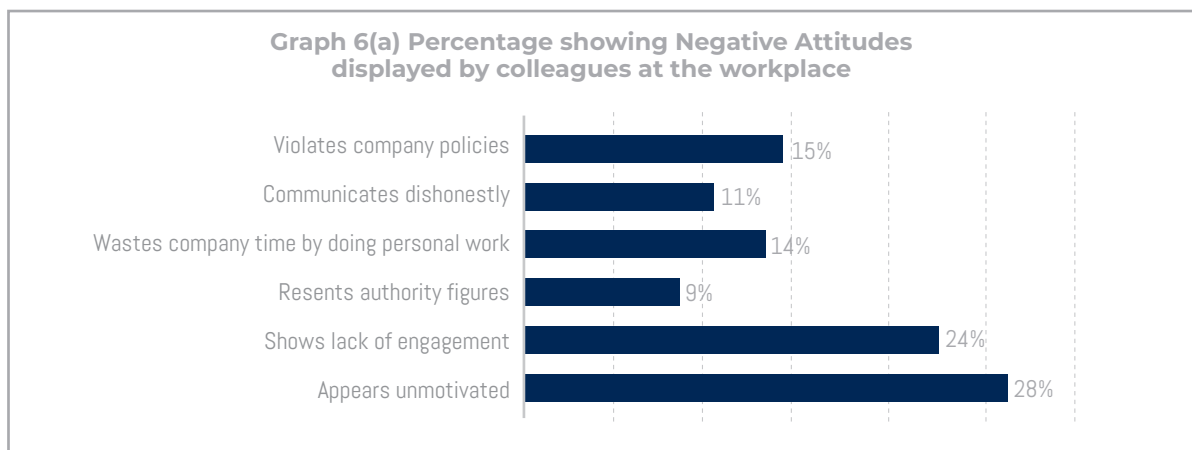
Lack of commitment to the task given to worker is a common trend in the millennials. Based on the survey, employers said that employees lack the commitment to their duties. The Aviation industry highlighted that the millennials are least committed to their task; it takes more than expected time to complete a day's task. The performance rate is meagre compared to when an individual joined the organization. Over the years, the productivity level has decreased as workers are not fully committing to their given tasks. The employer feels that the employee is bored of repeating the same job, especially in manufacturing. Other industries, such as Financial institutes, feel the same since the outcome of the results is not the same when compared to a few months ago for the same task that the same individual performed.

iv) The new workforce is moving away from trade jobs as they feel trade work is a strenuous task

Industries have identified that very few people wish to carry on with the trade works. In recent years, most employees have switched from blue-collar to white-collar jobs as most of the trades require quite a lot of energy to move around and complete the task. Industries such as Agriculture, Mining, and Forestry need people to be on the move. Nowadays, employers seek employment that requires minimal to no movement, and they wish to be stationed at a desk and complete the task. Industries such as manufacturing, construction, and fishing find it difficult to retain employees for a more extended period.

Moreover, an employee's attitude has a potential to impact the individual work performance as well the group/organization because one employee's attitude can affect the success or failure of the group.

To understand better the ill traits of a poor attitude at the workplace, the industry stakeholders were queried on the some negative behaviours they experienced at their workplace. A total of seven common negative employee attitudes were identified that an individual may experience while dealing with colleagues at the workplace.



Total of 28% respondents felt their work mates appeared unmotivated while working on projects and lacked enthusiasm to complete a task. 24% employees lacked engagement with the team and preferred withdrawal from project tasks and activities. 15% violated company policies such as those on corruption, harassment, discrimination, fraud, etc. Wasting company time by doing personal work was at 14%, followed by dishonest communication at 11% such as sharing false information. Resenting authority figures is at 9%. These are type that does not questions competency of upper management, and deal with criticisms with irritation, defensiveness, and finger-pointing.

Recommendation:

Greater collaboration between employers and educational institutions to produce disciplined quality graduates with a greater generic skills set. According to employers, they would like to see individual who join the work force with career aspirations, and apply 'common sense' to situations at the workplace, and have a committed attitude towards work. Hence, employers would be seen working in close collaborations with educators to boost curriculum that aligns well with the skills they need.

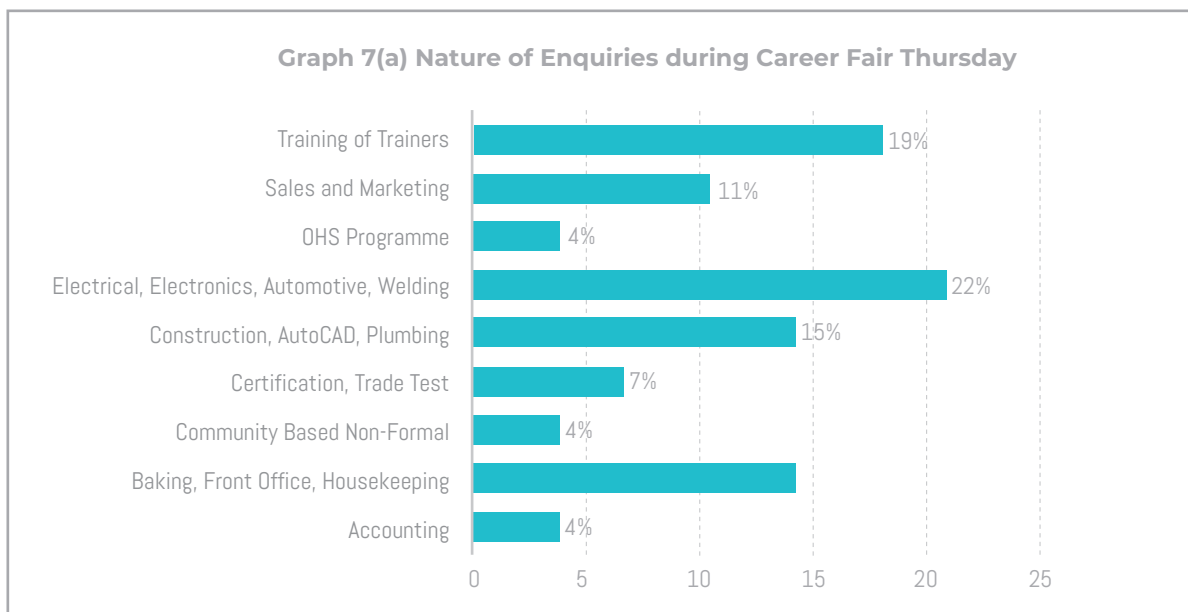
Offer employee recognition programs within organisations to boost employee morale and motivation. Unmotivated staff act detached, aloof and distant. Team building activities, and healthy internal rewards competitions can boost bring down the employees' walls.

Providing counselling services to employees for mental health and understanding the core reason of employee's ill attitude. Timely and constructive counselling can make the individual feel wanted and valued, and help solve their challenges.

7.0 CAREER FAIR THURSDAY

As part of the ICDF this year, NTPC also hosted a virtual Careers Fair Thursday for anyone interested in enhancing their skills, and for students who are intending to study TVET courses at NTPC. The Careers Fair was held on five Thursdays during the month of March, where individuals interacted with NTPC Heads of Training, Managers, and senior training instructors.

Various stakeholders, being working persons, university students, unemployed persons, micro-business owners, and ordinary community members, connected with NTPC Team as our aim was to provide an opportunity for people to discover the courses they could undertake to strengthen their existing career or consider future job prospects.



The highest number of enquiries received during the Careers Fair Thursdays were for trades skills in electrical and automotive at 22%. These were working persons interested in upskilling. Training of Trainers received 19% enquiry from businesses and individuals interested in setting up their own training team or those looking to advance in their career. Construction industry enquiries followed at 15% for upskilling courses as well as those for the tourism and hospitality industry, at 15%. Community based non-formal training courses also attracted interested in care giving courses at 7%.

Actions Taken

Trainers Officers were available online throughout the entire day session from the ten NTPC Training departments to assist callers with their queries. Career and skills training advice was provided, and they were briefed about the enrolment processes by the NTPC online teams. Students were guided to enrol instantly into the courses of their choice or invited to the nearest campus for enrolment and registration with the necessary documents. E-mails and contact details of the participants were also noted, respective program information was e-mailed, and follow-up calls were made.

Recommendation

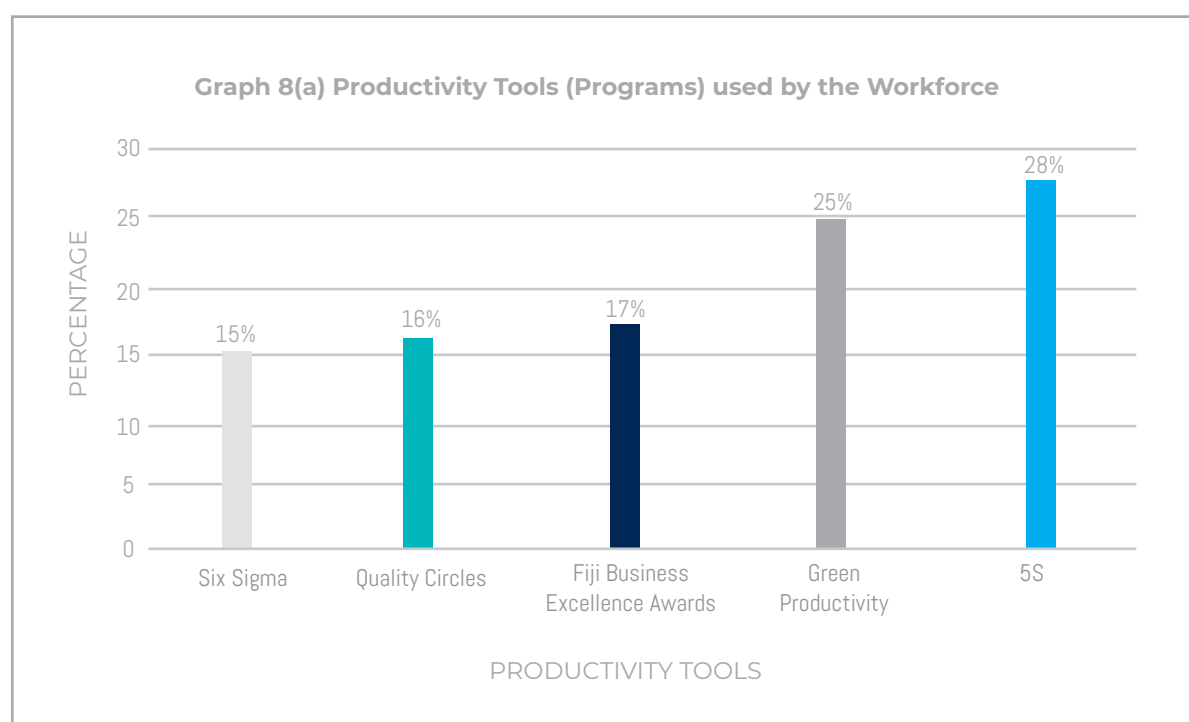
When added to the total ICDF engagement, the Career Fair Thursday would make about 6 percent of the stakeholder engagement NTPC conducted during the month long ICDF 2022. This was the first time NTPC held a direct virtual interactive platform with stakeholders and indicates the potential of the initiative attracting higher number of new interests and enquiries next year.

Special groups such as unions, community groups, peer groups, school teacher committees can be targeted and invited for such 30 minute session for skills development and career opportunities for students.

8.0 PRODUCTIVITY

Productivity Measurement remains one of the critical challenges for NTPC, and we continue to work closely with Asian Productivity Organisation (APO) in this area. The NTPC, under the 2005 Productivity Charter, spearheads Fiji's efforts to boost Productivity and Competitiveness, which can be achieved through collaboration and partnership with various Government Ministries and the Private sector.

The NTPC directly supports local businesses with its vast training programs to assist in steering organisations to tremendous productivity growth through specialized training on Productivity initiatives and Quality tools such as Six Sigma, Business Excellence, Quality Circles, and 5S. The NTPC has also initiated industry training on Green Productivity, Industry 4.0, and Foresight. The key emphasis is on change of mindset and culture.



Productivity Tools

5S – 28% of the industries use 5S as one of the productivity tools for continuous improvements. 5S is a systematic way of organizing workplaces by eliminating waste, improving flow, and reducing the number of processes. It applies the five principles: Sort (seiri), Set in order (seiton), Shine (seiso), Standardize (seiketsu), and Sustain (shitsuke). 5S is a launching pad for success in the global economy—when done right. Implementing 5S is essential in the workplace because it can result in more efficient ways of getting the job done.

Green Productivity – The Asian Productivity Organisation (APO) introduced the concept of Green Productivity following the 1992 Rio Earth Summit. Green Productivity is an umbrella concept covering a hierarchy of improvement opportunities for your business to meet or exceed the needs and expectations of the marketplace. Green Productivity attempts to answer society's needs for a better quality of life by increasing productivity through environmentally sound manufacturing practices and management activities. Based on the survey, 25% of the organizations use green productivity in the workforce to enhance productivity and efficiency.

Fiji Business Excellence Awards – The Fiji Quality Awards (FQA) was launched in 1998 and later rebranded as the Fiji Business Excellence Awards (FBEA) in 2004. The essential elements of the business excellence framework are; drivers, enablers, and results 17% of the industry have said that they are part of the Fiji Business Excellence Award as this helps their organizations improve their performances. Organisations that adopt the Fiji Business Excellence Awards framework can put in place systems and processes that aid them in improving their performance. It also equips an organization with the capabilities to manage its performance to continue improving and ultimately improving its results.

Quality Circles – 16% of the organizations have quality circle teams, which helps in continuous improvements. QC is a group of individuals who meet regularly to discuss work-related problems; generally, the quality circles are small group gatherings led by the supervisor or the manager who presents the management solutions. The purpose behind the formation of a quality circle is to motivate employees to share the problems affecting their work area and help improve the organisation's performance as a whole. Generally, the quality circles focus on occupational health and safety, improving the working environment, and manufacturing processes.

Six Sigma – is a set of management tools and techniques designed to improve business by reducing the likelihood of error. It is a data-driven approach that uses a statistical methodology for eliminating defects. Specific methods or roadmaps drive six Sigma to improvement. One of the most widely used is a framework with the acronym DMAIC: Define, Measure, Analyze data, Improve processes, Control future implementations. 15% of the organisations use Six Sigma as a management tool to improve business performance by eliminating errors.



9.0 APPRENTICESHIP



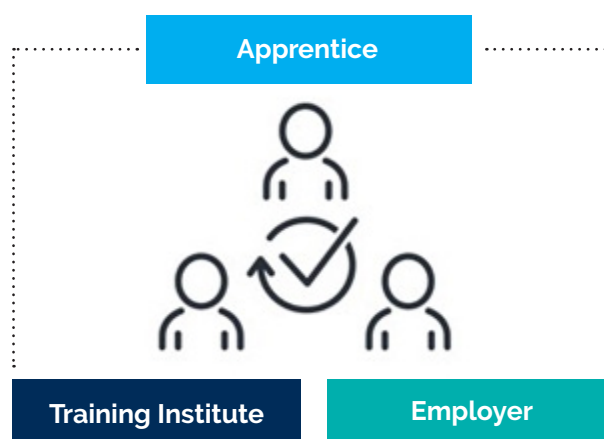
9.1 ABOUT NATIONAL APPRENTICESHIP TRAINING SCHEME

The National Apprenticeship Scheme has proven to be a successful model over the years globally as it offers a systematic on-job practical learning and off-job study.

National Apprenticeship Department administers 22 programs at Trade level and 7 Technician level programs which are Certificate IV and Diploma programs respectively, which are being taken up by various organisations and apprentices.

The National Apprenticeship Training Scheme is a systematic on-job practical learning and off-job classroom study. It offers students a unique opportunity to master the trade skills required by the industry, and earn while learning.

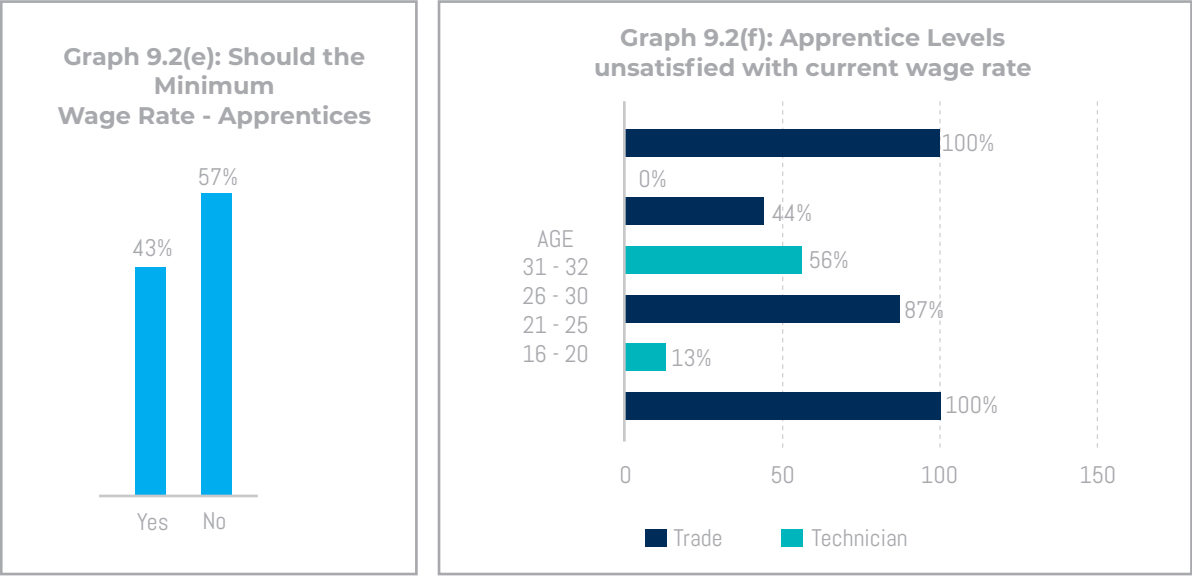
A tripartite agreement is signed between the Apprentice, employer and NTPC to train apprentices in accordance to the Apprenticeship guideline. Apprentices are monitored and trained by competent personnel from the industry for a duration of three to four years.

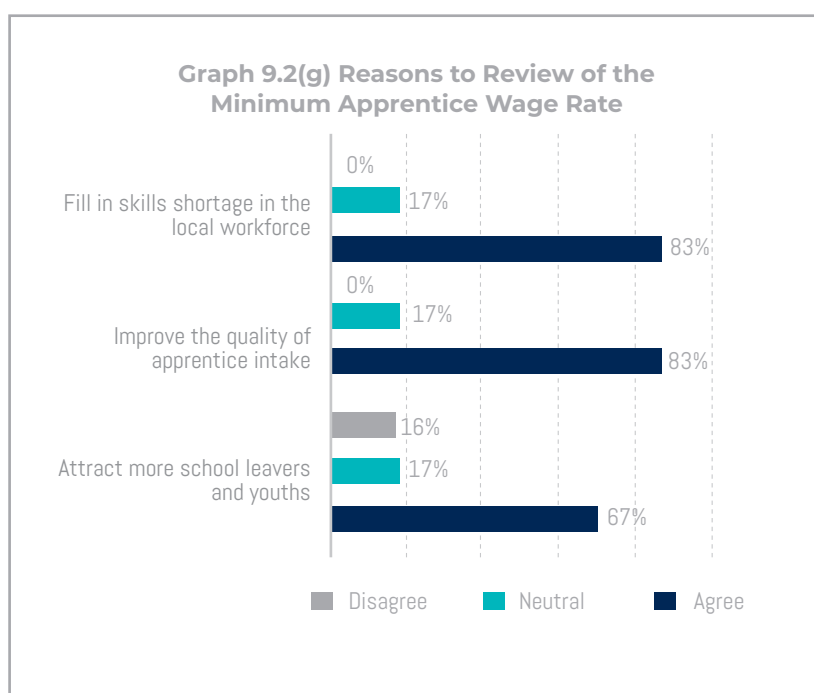


	Trade Level	Technician Level
1st Year	\$1.94	\$2.05
2nd Year	\$2.05	\$2.37
3rd Year	\$2.37	\$2.68
4th Year	\$2.68	\$2.98

This wage rate was last reviewed in 2003 and it has been more than 19 years since the wage rates were reviewed.

57% of apprentices suggested that the Minimum Apprenticeship wage rate should be reviewed while 43 percent felt content with the current minimum rate (refer to Graph 9.2(e)) Furthermore, it was found that the group that responded favourably towards wage rate review belonged to the Trade level, and from all age groups, as illustrated in Graph 9.2(f). 13% Technician level apprentices in the age group 21–25, and 56% from age group 26–30 expressed the need to increase in the apprentice wage rate.



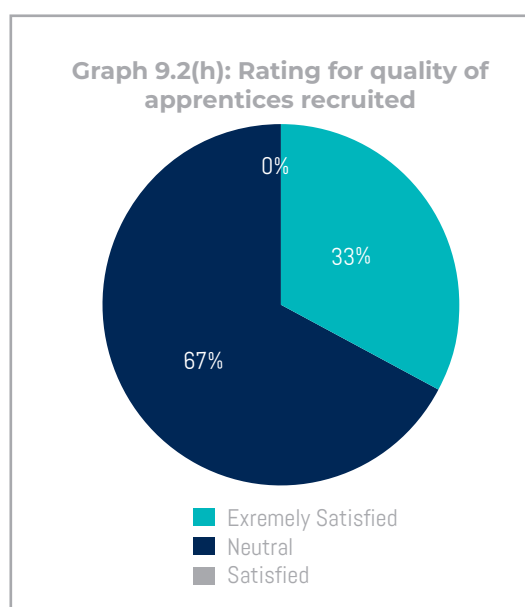


While employers and apprentices called for a review of the minimum apprentice wage rate, the accompanying advantages and benefits of the revised apprentice wage rate was also explored.

According to Graph 9.2(g), majority employers agreed that a review of the Minimum Apprentice Wage Rate, that is an increase, would be most advantageous to the scheme as it will improve the quality of apprentice student intake (83%), fill in looming skills shortages in the local workforce (83%),

and attract greater number of school leavers and youths (67%). These are the plausible scenarios where improvement could be noted as it all would have a chain effect benefitting the whole economy.

The findings also supported another survey finding, which was on the quality of apprentices recruited. According to the survey results (Graph 9.2(h)), 33% of the employers are extremely satisfied with the apprentices that they have recruited. However, 67% indicated a neutral response. For the organizations that have given the feedback as neutral will be approached for discussion as of what changes or training they wish to be provided to the apprentices. Hence, supporting the claims of Graph 9.2(g).

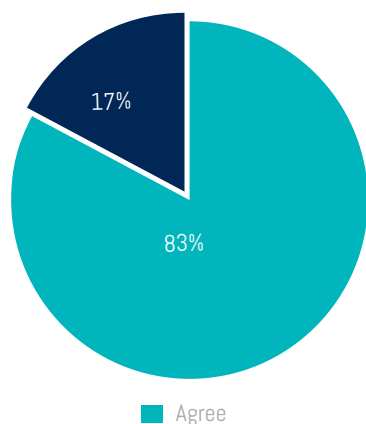


While still on quality of apprentices, the survey also aimed to find how frequently, if any, employers advertised recruitment of apprentices by their organisations. It was found (9.2(i)) that 50% of the organizations advertised on various platforms for the recruitment of the apprentices such newspaper and social media. While 33 percent of the employers/organizations said they rarely advertise. To this, 17 percent of the employers indicated to not advertise. Hence, some employers depend on the Apprenticeship team for recruitment. Interested applicants submit the required documents at Apprenticeship office and their applications and interviews are held prior. If they are successful then they recommended to the employers. Apprenticeship team promotes the scheme to the youth groups, communities

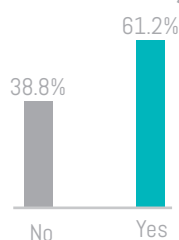
and villages and also accepts walk in applicants. The team is active on social media and assists employers in mass outreach recruitment drives.

9.3 Introduction of Registration Fee

Graph 9.4(a): Should Apprentice Supervisors Undergo Standard Skills Trainings (Employer Opinion)



Graph 9.4(b): Should Apprentice Supervisors undergo standard training



Plans also include to improve the administration and facilitation of the National Apprenticeship Training Scheme in the tripartite arrangement by introducing a registration fee of \$80-\$100 per apprentice. According to the survey result (Graph 9.3(a)), 67% of the employers favoured the idea to introduce a registration fee while 33% appeared neutral.

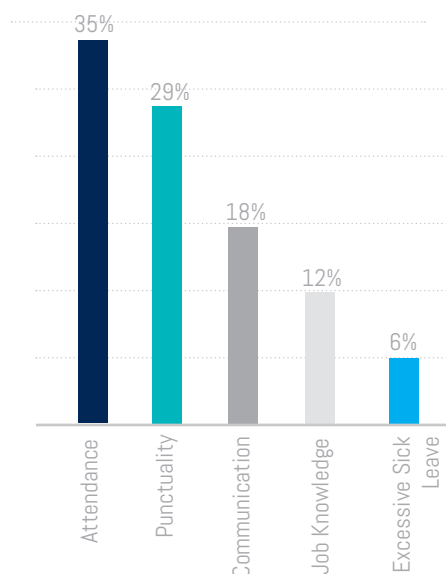
9.4 Training Supervisors

Supervisors play an essential role in on-the-job training of apprentices. Supervisors are directly responsible for introducing apprentices into the local work environment, interacting with apprentices, and imparting practical knowledge and training to apprentices. However, these supervisors are well trained skilful employee or entrepreneurs who may not have attained specialised skills sets to effectively manage apprentices. Thus, the NAATD plans to explore the plausibility of introducing a standard training for Apprentice Supervisors.

Hence, according to the 2022 survey results (Graph 9.4(a)), a majority 83% of the employers indicated that Apprentice supervisors should undergo Standard Supervisory Training for effective apprentice management. On the other hand, 17% of the organization have rated neutral. The Apprenticeship Department plans to work with the employers to identify skills gaps, and

develop and facilitate training for the supervisors.

Graph 9.5(c) Common issues apprentices are counselled on



Current apprentices were prompted whether there is need to provide standard training to these supervisors, Graph 9.4(b), 61.2% of the respondents felt that supervisors needed training while 38.8% felt there was no need to provide training to the supervisors.

9.5 Counselling of Apprentices by the Employer

A total of 67% of apprentice employers in Fiji have a contact person who can facilitate counselling services to their apprentices to boost coping ability and enhance staff morale and performance (refer to Graph 9.5(a)). The remaining 33% employers do not have designated counsellors. It has been brought to the department's attention that some apprentices had to be provided with counselling due to personal issues. This has an adverse effect on the productivity of the

apprentices. In many cases, lack of communication, high absenteeism rates and attitude have been identified. The employers provide the first session of counselling and if problem still exists the Apprenticeship team is called in to assist.

Furthermore, it was also found that a majority 83% of employers always documented counselling sessions provided to apprentices, 17% indicated that they sometimes documented (refer to Graph 9.5(b)). Documentation becomes very necessary, it especially provides an opportunity for apprentices to improve and maintain transparency. Failure to document counselling sessions may lead escalation of minor issues which would develop conflicts within the organization. Therefore, we need to be proactive and not react to situations.

In addition to, the common cases of counselling and issues surrounding that was also explored. It was discovered that the most prevalent cause of concern for employers, thus, counselling issue was poor attendance, at 35%.

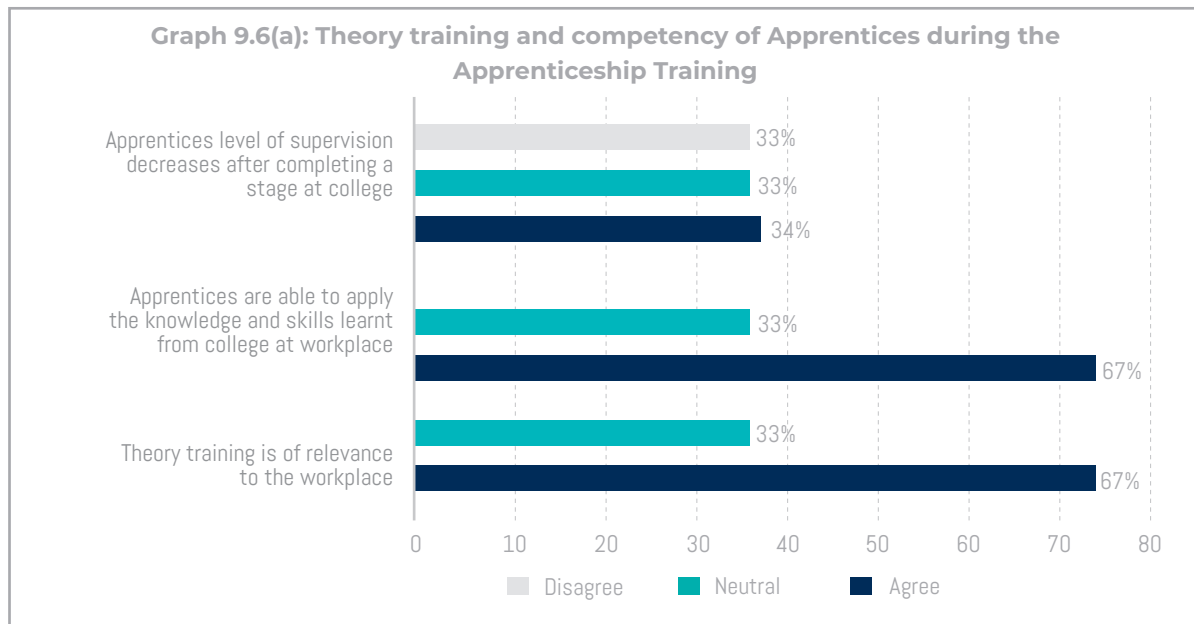
Poor attendance and punctuality of employees are top the concerns list for most employers. According to the survey, 35% of the employers indicated poor attendance as a major concern with apprentices, followed by punctuality at 29%. Attendance and punctuality are both definitive characteristics of discipline as apprenticeship is an in-service training scheme, thus, the very same must be harnessed by the administrator, and the employer.

Poor communication and lack of communication skills amongst apprentices made up 18% of concerns, while lack of job knowledge at 12%. Use of excessive sick leaves during apprenticeship was also pointed out as a concern at 6%. Therefore, it could be concluded that 70% of the concerns are disciplinary (attitude and behavioural) related.



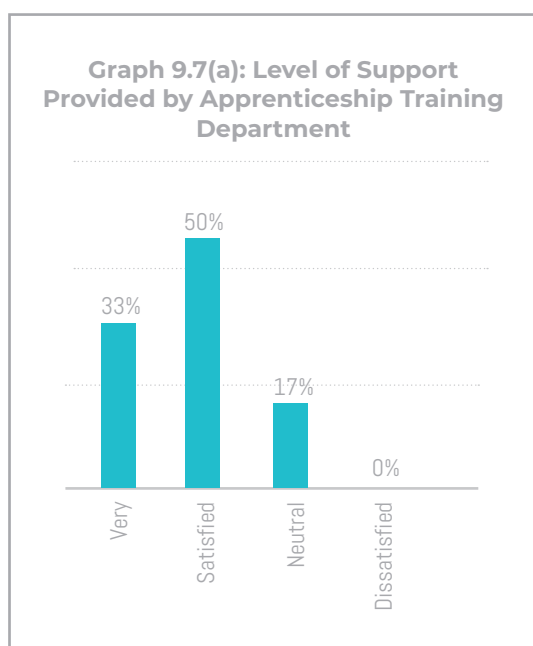
9.6 Theory Training of Apprentices

Moreover, apprentice employers were also asked to provide feedback on the relevance and competency skills of apprentices as they undergo theory training at the Fiji National University and on-the-job training at the workplace.



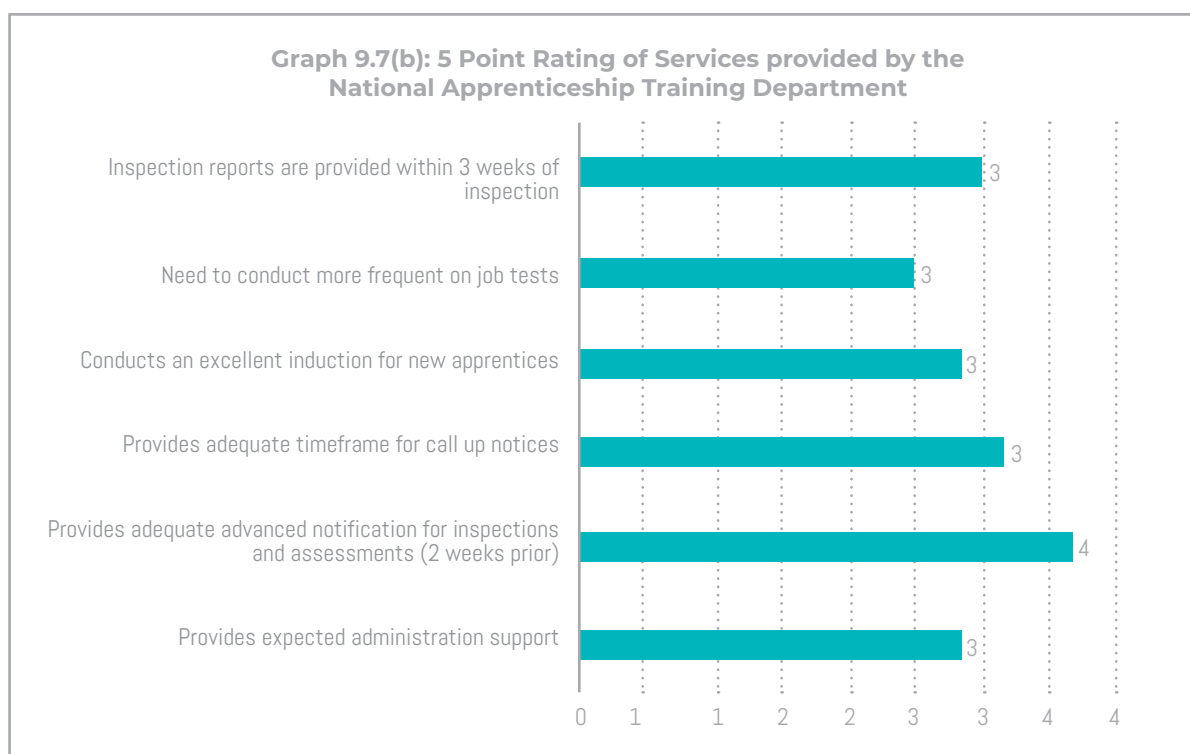
According to the survey results, Graph 9.6(a), majority apprentice employers agreed that theory training provided by Fiji National University (the educational institute in the tripartite agreement) is of relevance to the industry (apprentice workplace), and that apprentices are able to apply the knowledge and skills learned from FNU at the workplace, represented at 67% each. However, there was a mixed response to whether the level of supervision decreases after completing a stage at the University. It was elaborated further that despite apprentices moved onto their third or final year of apprenticeship and theory training, the supervisor at the workplace has to place in consistent efforts of supervision until the apprentice completes the apprenticeship training journey successfully, as it is mandated for apprentices to be under supervision during the apprenticeship period.

9.7 Feedback by Industry on Apprenticeship Department

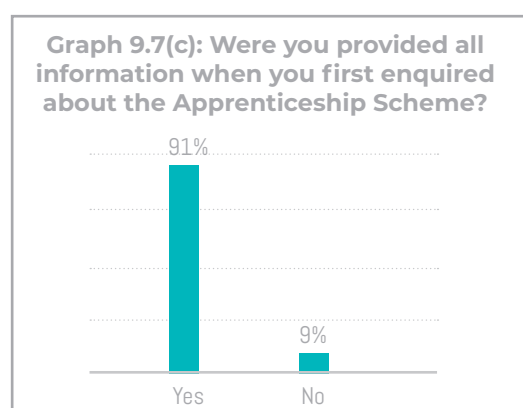


The National Apprenticeship Training Department is the administrator of the apprenticeship training in Fiji, therefore it has huge responsibility to provide topmost support to the employers and the student apprentices. Majority 83% registered apprentice employers indicated (refer Graph 9.7(a)) satisfaction with the support provided by the Department, with 33% being very satisfied and 50% being satisfied. The remaining 17% employers indicated they were neither satisfied nor dissatisfied, therefore, the Department needs to note improvements it needs to implement to meet employer expectations, Graph 9.7(b).

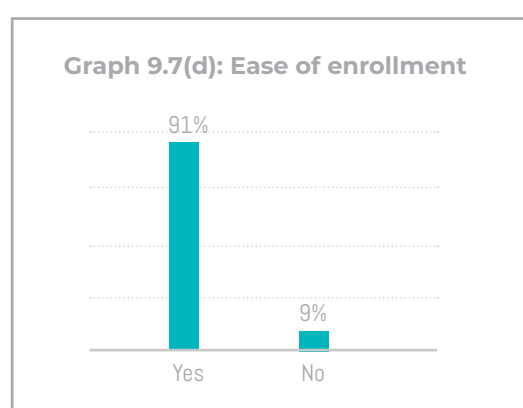
Meanwhile, some areas for improvement for the National Apprenticeship Training Department at NTPC was noted during the consultation period in March.



- ◆ Apprentice's wage rates need to be revised as that is one of the downfalls for school leavers wanting to become apprentices.
- ◆ The tools and theory provided by the institution need to be re-looked at and upgraded. Tools and machines have been there for the last 20 years.
- ◆ Lecturers need to have a good theory and practical knowledge of the trades they teach and NOT just have gained a degree to become lecturers with NO practical knowledge.
- ◆ Have frequent interaction with apprentices and the employer concerned.



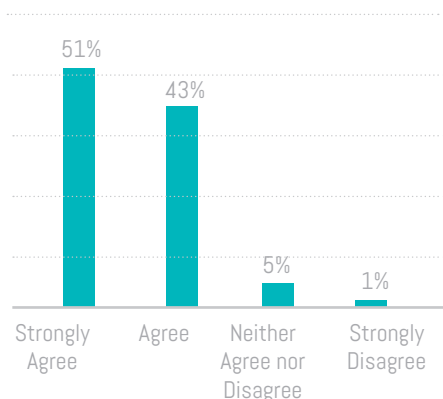
To understand rooms for improvement by the Administrator Apprenticeship Department, current apprentices were queried on accessibility of information about the Apprenticeship Scheme. A total of 91% apprentices indicated they received detailed information about apprenticeship training during their enquiries with the department. Room for improvement remains to be worked on for the remaining 9% that indicated otherwise (refer Graph 9.7(c)).



Graph 9.7(d) illustrates a total of 91% indicated they experienced a smooth and convenient enrolment process. It must be noted that 81% of the survey respondents were enrolled into the training scheme in 2017-2020, which was before the implementation of the new Banner system. Therefore, it would be unjust to include new Online Banner system as part of this response.

9.8 Apprentice Learning and Teaching Environment

Graph 9.8(a): Apprentice Response to Statement: “I feel safe in my workplace and know who to contact if I have a problem”



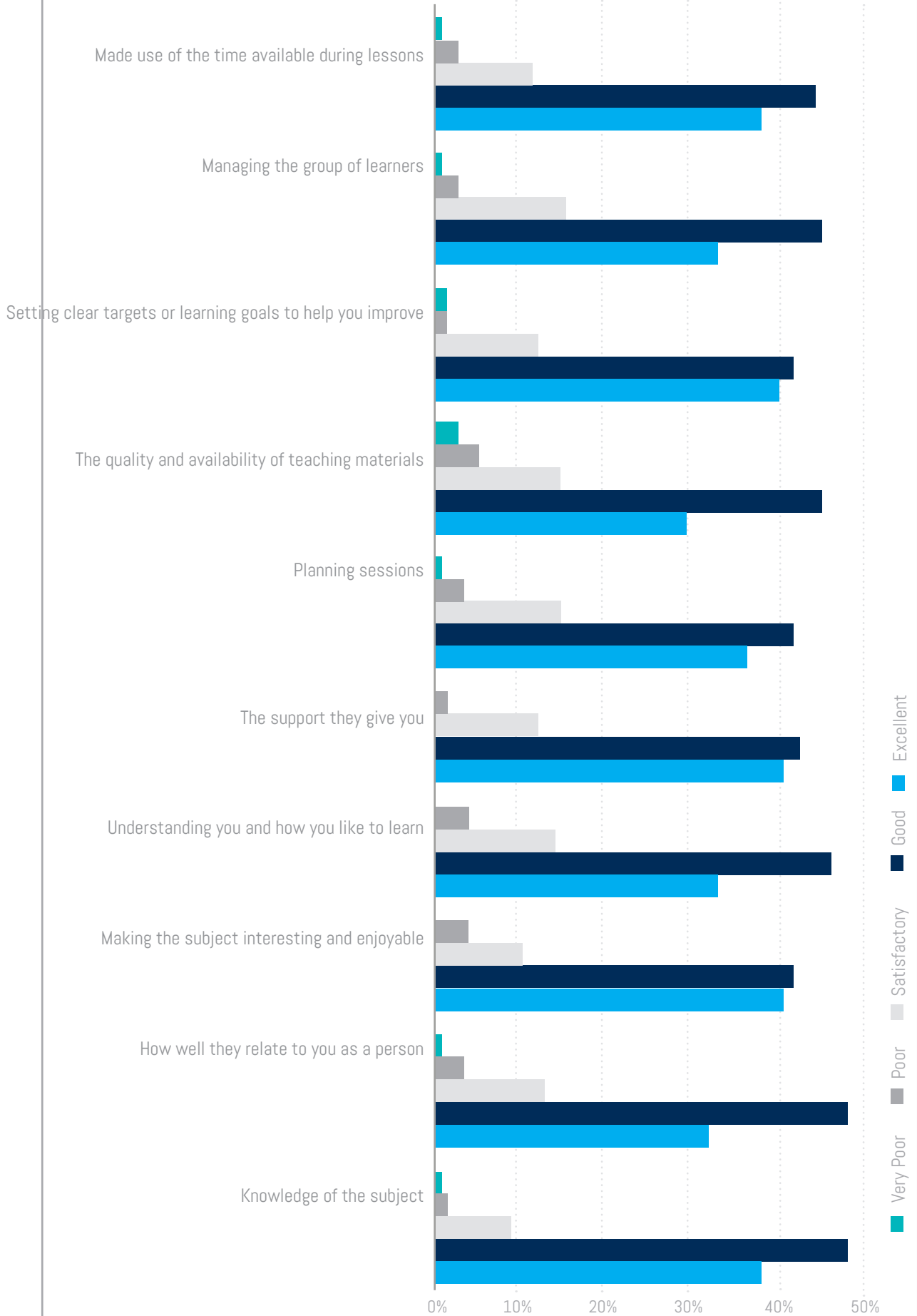
A registered apprenticeship employer must provide a safe healthy environment where an apprentice can learn and grow in the specific field. According to the survey result Graph 9.8(a), a majority 94% responded positively, with 51% apprentices ‘strongly agreed’ and 43% ‘agreed’ with the statement “I feel safe in my workplace and know who to contact if I have a problem”. The 5% neither agreed nor disagreed with the statement, and the remaining 1% indicated they strongly disagreed. According to the respondents, they feel they are unaware whom to ask.

Moreover, current apprentices were also queried for feedback on theoretical training, which is facilitated by Fiji National University. As illustrated

in Graph 9.8(b), 42% apprentices rated the lecturers ‘excellent’ at making the subject interesting and enjoyable, and providing learning support when needed. Apprentices rated the FNU facilitation ‘Good’ on lecturer knowledge on the subject, and how well the lecturers related to students on the subjects. Apprentices also indicated the need for improvement on the quality and availability of teaching materials.



Graph 9.8(b): Apprenticeship Theory Teacher Rating by current Apprentices

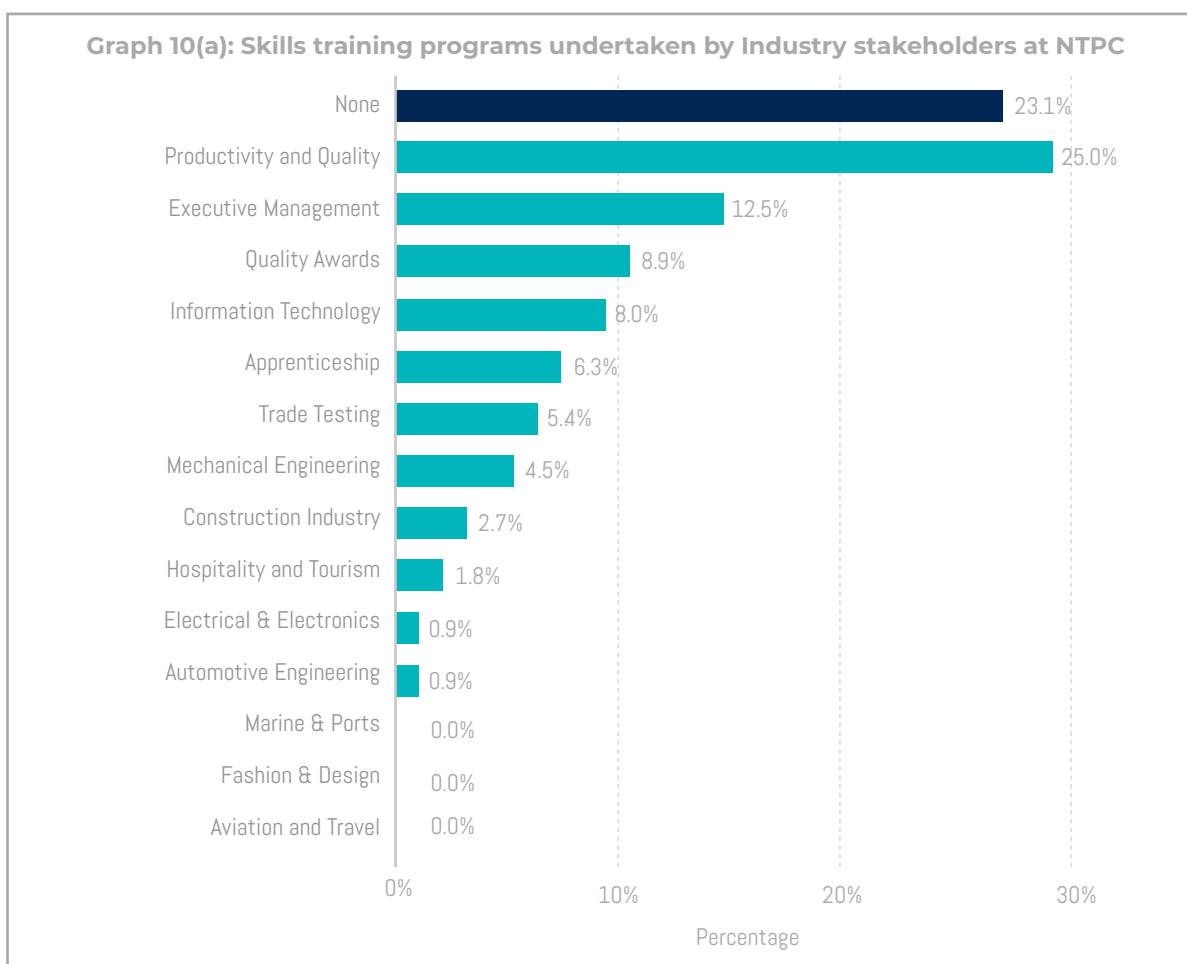


10.0 NTPC SERVICES EFFECTIVENESS

The organizational effectiveness survey helps improve NTPC's long term efficiency by gathering feedback from industry stakeholders and communities. The results provide NTPC Executive Management Team with the knowledge and action plans needed to improve and develop more effective training products.

From the survey, 77%, of the respondents indicated that they have undertaken short courses for skills training at NTPC of which majority participants have upskilled in the area of Productivity and Innovation at 25%, as illustrated by Graph 10(a). These courses include Accounting and Financial Management, Green Productivity and Environmental Management, Food Safety Management, Industrial and Systems Engineering, Occupational Health and Safety, Project Management, and Quality Management.

Graph 10(a) also indicates the areas where NTPC needs to strengthen its reach to such as Mechanical, Automotive Engineering, Electrical and Electronics, and Hospitality and Tourism. However, a reasoning could be considered that these very sectors were under represented for the 2022 survey participation.

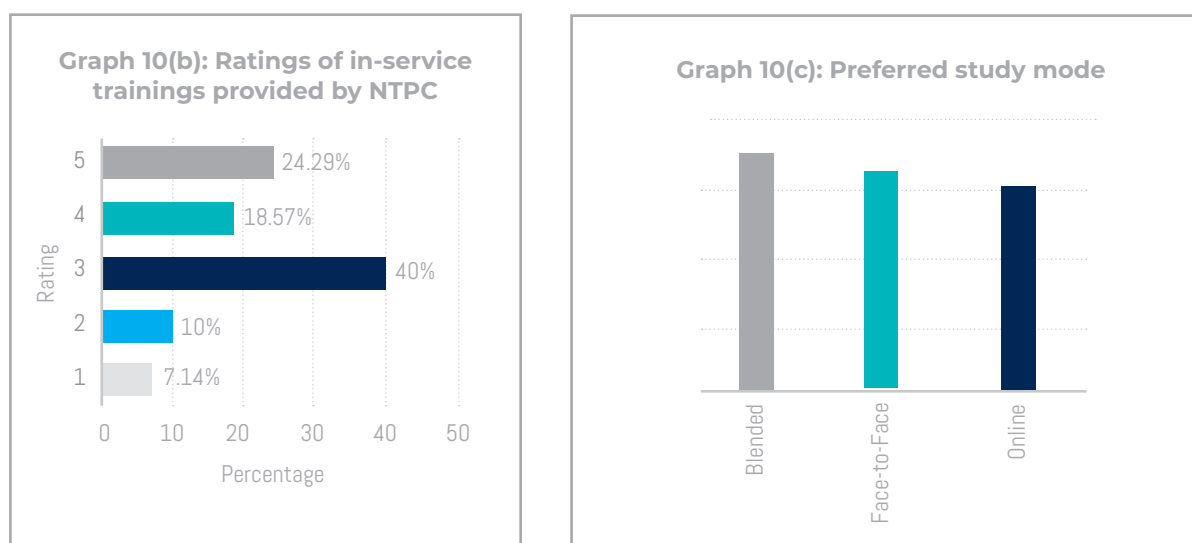


Moreover, about 23% of the sector/industry has not undertaken any courses/training offered by NTPC.

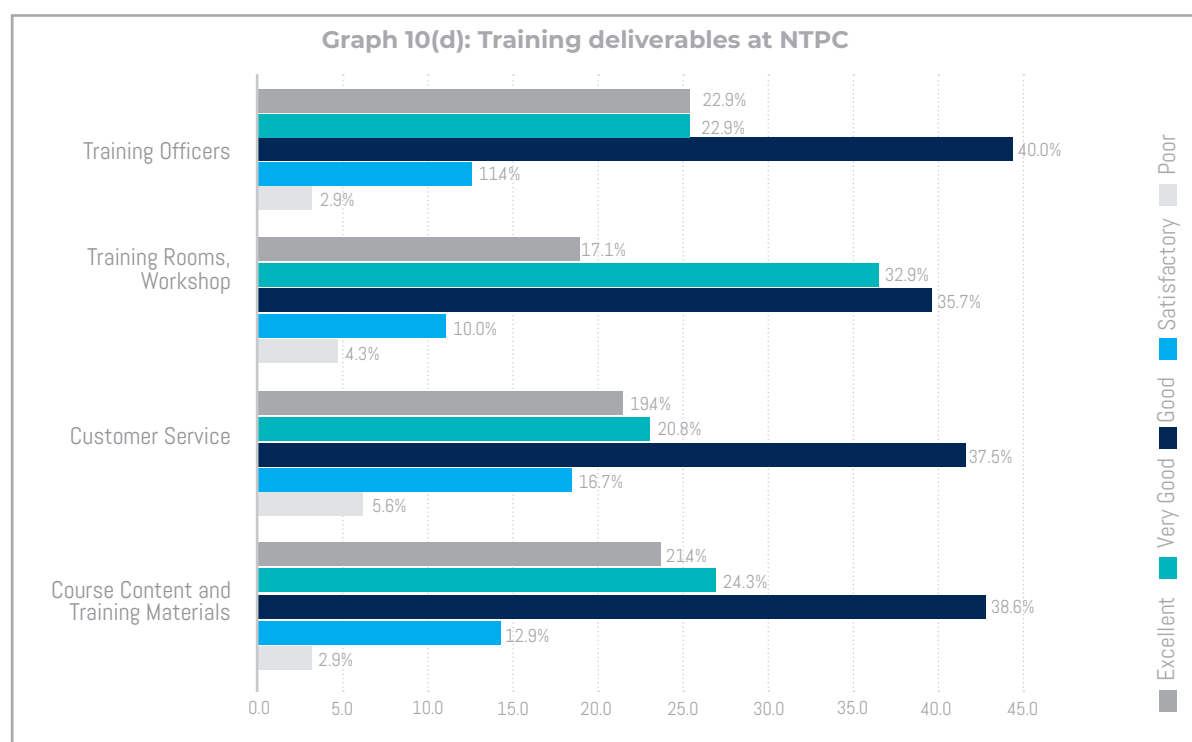
When further analyzed, the feedback from the participants showed that most of the training was attended by the Managers and Supervisors only, based on the management decision. Later these Managers and Supervisors train their subordinates during the In-House training programs. The survey results also show that industries have not taken any training for Marine & Ports, Fashion & Design, Aviation, and Travel.

As NTPC continues its effort to provide industry-based training in alignment with today's workforce demand, the survey results Graph 10(b) shows that 24.29% of the respondents rated NTPC in-service programmes 5-Stars. 18.57% rated 4-Star, and 40% rated 3-Star. Meanwhile, the lowers star rating of combined 1 and 2 Stars, at 17.14%, indicates room for improvement. NTPC can send the Training Officers for further training and workplace attachment in the industries to meet industry expectations in terms of training needs.

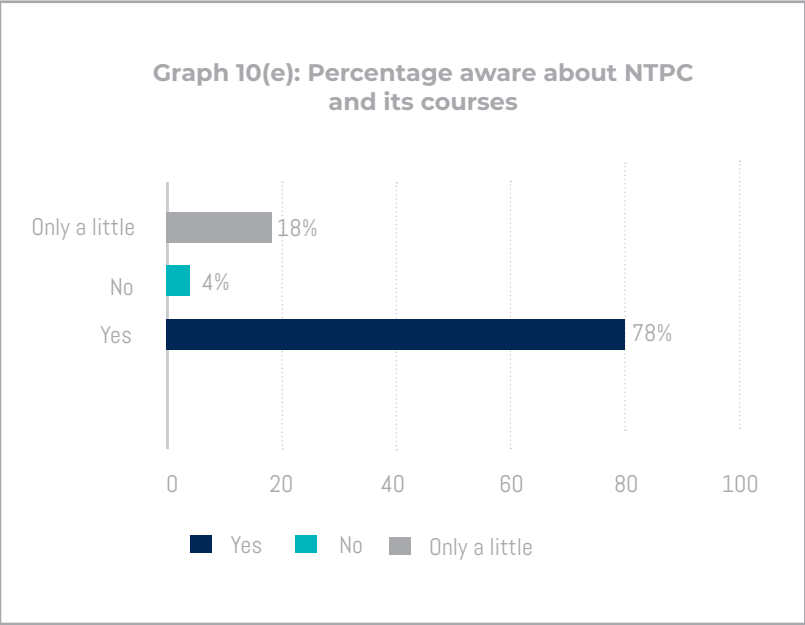
Based on the survey, Graph 10(c) illustrates the preferred mode of learning by industry partner for upskilling and reskilling programmes. The most popular was the blended mode which is 36% where respondents choose to have training done in two parts – online for theory classes, and face-to-face for practical classes. 33% preferred complete face-to-face classes. Moreover, 31% respondents chose to study online as deliberations indicated such enables better work-life balance, and avoid the hassle of traveling since traffic congestions delay the participants from reaching class on time.



NTPC continues to improve on its training and service deliverables to fulfil its mandate, and the four core areas for improvement is illustrated in Graph 10(d). The weighted average for each are 3.51 for Training Officers, 3.49 for course content and training materials, and for Training rooms and workshops, and 3.32 for customer service.



Comparing these feedback to last year's survey results, NTPC made an improvement in quality of Training Officers by 17% according to respondents. Course content and training materials improved by 35%.

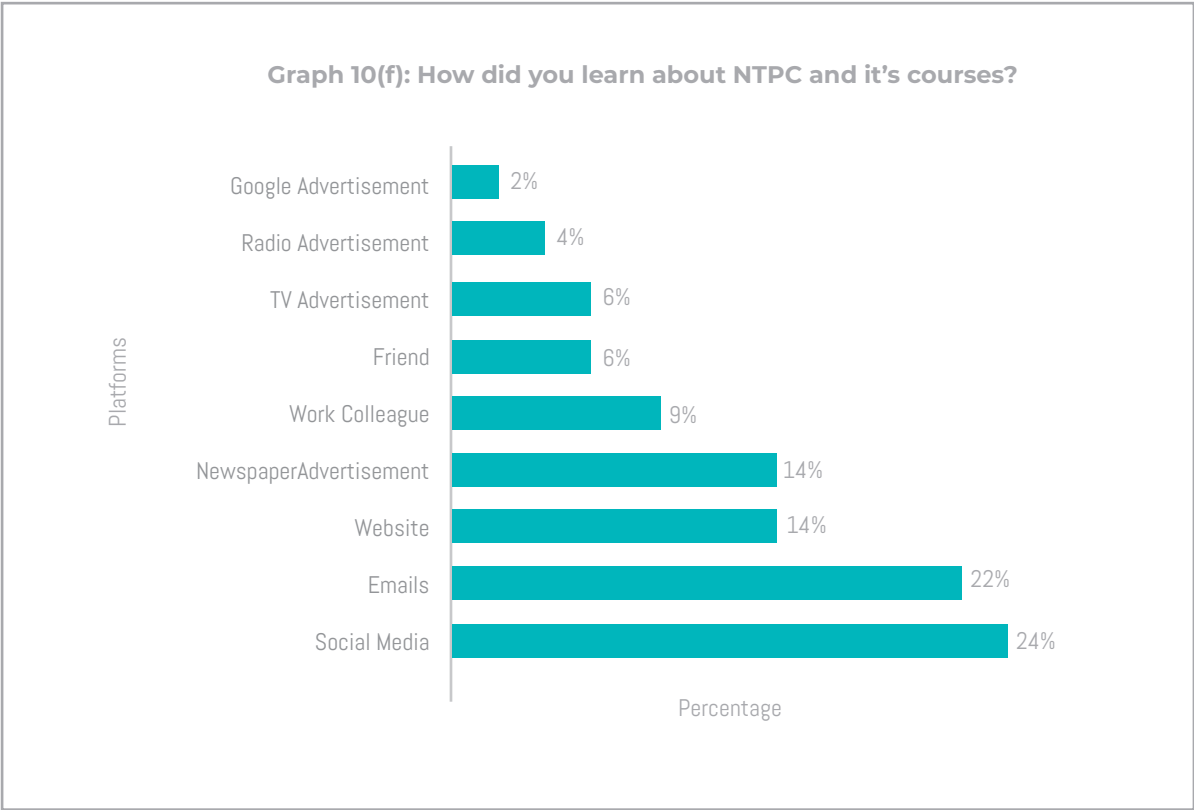


The survey indicates improvement is needed in the areas of customer service and the quality of NTPC training rooms and workshops.

To strengthen our NTPC's ability to attract new students and to retain current clients, it deemed fit to understand NTPC's level of presence and visibility in the Fijian market. 78% of the industry participants are aware of the programs/courses offered by NTPC. Whereas, 4% of the industries were not aware of NTPC and the courses offered. NTPC must

conduct vigorous marketing to these segments and continue to provide quality training.

NTPC's most successful marketing activities included social media at 24%, followed by mass emails at 22%. NTPC's Department of Customer Service, Research & Promotions continuously provides information for upcoming programs, conferences, workshops, newsletter, and events to the various stakeholders via e-mails.



11.0 CONCLUSION

Employer consultations and surveys with industry representatives suggest a dire need to strengthen the quality and align the education and training systems to meet the labour market demand. Employers are also concerned about the high number of employees leaving shores for greener pastures abroad, creating a huge skills gap to upskill and reskill current and new generation of workers.

The month-long industry and community discussion forum from mechanical, automotive, construction and electrical industries indicate that they are currently faced with workforce skills gaps in areas such as communication, IT, digital marketing, work-life balance, OHS, Leadership, plumbing, manufacturing, mechanical, auto-CAD. Employers also find it difficult to recruit occupations including electricians, RAC technicians, plumbers, construction and joinery workers, and automotive mechanics to name a few.

The survey reaffirmed that upskilling and reskilling programs are most desirable for filling skills gaps when compared to redeploying staff or hiring new personnel.

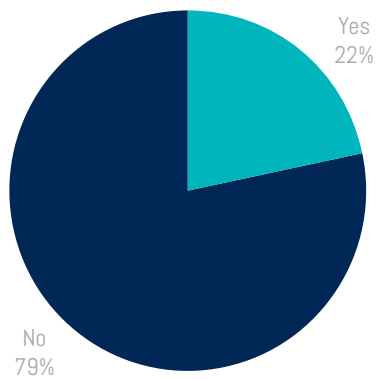
However, productivity alone must not be reflected by the merits of a staff. The ICDF findings also suggest that organizational leaders must create a better work environment to provide the work experience workers that compliments them to create a healthy work-life balance. Organizations also need to reset the employer-employee relationship to create a successful retention culture.

Furthermore, greater cooperation between the Government bodies and the education and skills development agencies to coordinate activities together and do away with working in isolation. More dialogue engagements between employers and the education and skills training providers (NTPC) must accelerate to align training curricula to match industry needs in terms of exploring the new skills courses to offer, improving labour productivity, encouraging greater Trade Testing for skills sets certification and recognition, and strengthening and broadening apprenticeship scheme.

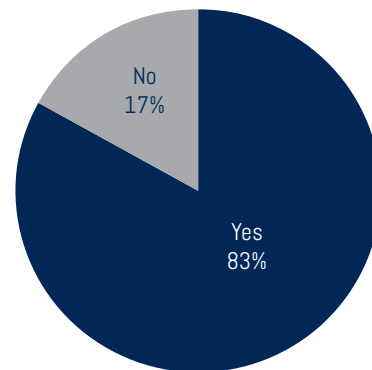
The annual ICDF is not just about identifying the skills shortages in the Fijian industries, but aims to forge a stronger connection with stakeholders that is pivotal to facilitate smooth transitions from theory learnings to workplace practicality. A regular skills gap analysis is essential to NTPC to develop training programs and short courses that are responsive to the changing labour demand and skills shortages.

12.0 ANNEXES

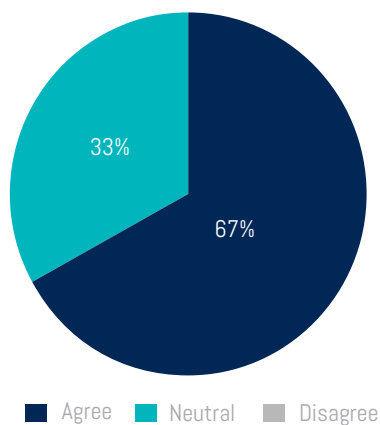
Graph 5(a) Is The Industry Participant Required To Obtain A Special Licence To Practice?



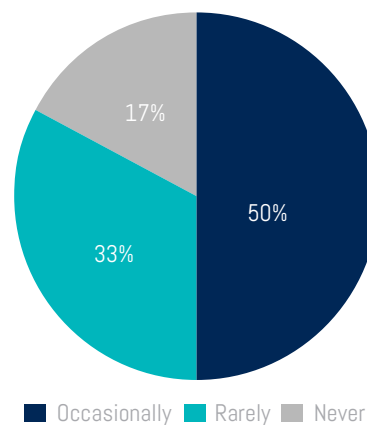
Graph 9.2(): Should the Scheme offer Apprenticeship Degree Programme?



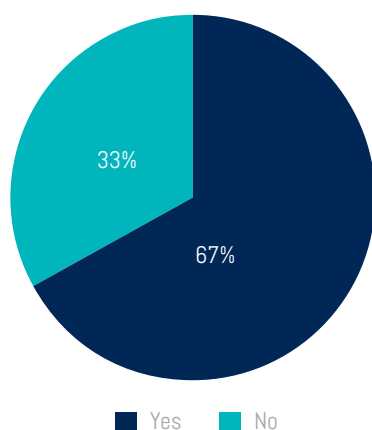
Graph 9.3(a): Introduction Of Registration Fee For Quality Services



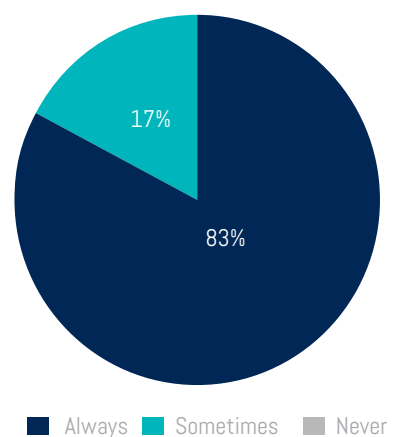
Graph 9.2(i): Recruitment of Apprentices



Graph 9.5(a): Counselling services for Apprentices in organisations



Graph 9.5(a): Counselling services for Apprentices in organisations



National Training & Productivity Centre

Industry Skills Gap Survey 2022

NTPC, as part of its annual Industry and Community Discussion Forum this year, conducts a survey to gather data to help better fulfil its responsibilities towards the industries in Fiji. The objectives of this survey are:

1. To determine the effectiveness of in-service trainings needs provided by NTPC;
2. To gather feedback about specific gaps in knowledge, skills, and competencies of workers;
3. To gather data to improve NTPC's training deliverables to close current and future industry skills gap.

Some data you provide may be used by Skilled Professionals Evaluation Committee (SPEC).

1. Please indicate your location:

- ◆ Levuka
- ◆ Labasa
- ◆ Savusavu
- ◆ Suva
- ◆ Sigatoka
- ◆ Nadi
- ◆ Lautoka
- ◆ Ba
- ◆ Tavua
- ◆ Rakiraki
- ◆ Any other

2. Please indicate your current work level:

- ◆ Entrepreneur
- ◆ Executive Management
- ◆ Supervisory
- ◆ Officer/Trades personnel
- ◆ Unemployed

3. Please indicate the industry you work in:

- ◆ Agriculture, Forestry and Fishing
- ◆ Mining and Quarrying
- ◆ Manufacturing
- ◆ Electricity
- ◆ Water Supply and Sewerage
- ◆ Construction
- ◆ Wholesale and Retail Trade
- ◆ Transport and Storage

- ◆ Accommodation and Food Service Activities
- ◆ Information and Communication
- ◆ Financial and Insurance Activities
- ◆ Real Estate Activities
- ◆ Professional, Scientific and Technical Activities
- ◆ Administrative and Support Service Activities
- ◆ Public Administration and Defence
- ◆ Education
- ◆ Human Health and Social Activities
- ◆ Arts, Entertainment and Recreation
- ◆ Other Service Activities

4. Please indicate Age

- ◆ 16 – 25
- ◆ 26 – 35
- ◆ 36 – 45
- ◆ 46 – 55
- ◆ Above 55

5. What is your current qualification?

- ◆ Certificate
- ◆ Diploma
- ◆ Bachelor's Degree
- ◆ Post Graduate Certificate
- ◆ Post Graduate Diploma
- ◆ Masters
- ◆ PHD
- ◆ No formal qualification

6. Does your work require you to obtain a special licence to practise? For example, a GPR licence to handle refrigerant or a licenced boiler operator.

- ◆ Yes – Pleases, specify the type of licence – _____
- ◆ No

7. How long you have been working?

- ◆ Less than 6 months
- ◆ 1-5 years
- ◆ 6-9 years
- ◆ 10-15 years
- ◆ 16-20 years
- ◆ 21-25 years
- ◆ More than 26 years

8. Do you have skills gaps within your organisation?

- ◆ Yes
- ◆ No
- ◆ Not Sure

9. Which occupation does your organisation face difficulty in filling/recruiting?

Please state the occupation and the reason below.

10. Which of the following is the best way to close employee skills gaps?

(Please rank from most common action to least common. 5-Most common and 1-least common) Set star rating to each

- ◆ Recruitment
- ◆ Upskilling or reskilling employees
- ◆ Outsource work to vendors (Contracting)
- ◆ Redeploying
- ◆ Offer higher salaries

11. Which method is most effective for skills training at the workplace?

(Please rank from most common action to least common. 5-Most common and 1-least common) Set star rating to each

- ◆ On-job Training
- ◆ Coaching by supervisors or team leaders
- ◆ Upskilling or reskilling in-house or public trainings by an educational institution

12. What is your organisation's preference:

- A. Hire part-time workers than full-time employees – Yes/No
- B. Outsource work to vendors than upskilling current employees – Yes/No
- C. Hire expatriates than developing potential employees – Yes/No

13. How much importance does your employer/ organisation give to your skills and career development? Please indicate on Star rating: 1-low and 5-high.

14. At times others behaviour negatively affects workplace performance. Which of the following behaviours have you encountered with your work colleagues?

- ◆ Displays negative attitude
- ◆ Appears unmotivated
- ◆ Shows lack of engagement
- ◆ Resents authority figures
- ◆ Wastes company time by doing personal work
- ◆ Communicates dishonestly
- ◆ Violates company policies

15. Are you aware about National Training & Productivity Centre and the training programmes it offers?

- ◆ Yes
- ◆ No
- ◆ Only a little

16. Have you undertaken any training programmes at NTPC?

- ◆ Yes (Please tick the ones you have undertaken)
- ◆ No

- Information Technology
- Productivity and Quality
- Quality Awards
- Aviation and Travel
- Mechanical Engineering
- Executive Management
- Fashion & Design
- Hospitality and Tourism
- Occupational Assessment
- Trade Testing
- Automotive Engineering
- Construction Industry
- Electrical & Electronics
- Marine & Ports
- Apprenticeship

17. NTPC offers training programmes to organisations to improve productivity and quality. Which of the following productivity tool does your organisation practice? Please indicate 1 – least common to 5 – most common.

- ◆ Fiji Business Excellence Awards
- ◆ Quality Circles
- ◆ 5S
- ◆ Six Sigma
- ◆ Green Productivity

18. Do in-service trainings provided by NTPC meet your expectations? Please indicate on Star rating: 1-low and 5-high.

19. What specific skills and knowledge your team needs, post-COVID, to boost your organisation's performance.

Eg: OHS skills, graphics, digital skills, and socio-emotional skills trainings.

20. Which mode of study do you prefer to study?

- ◆ Online
- ◆ Face to Face
- ◆ Blended

21. NTPC continuously improves its training deliverables to meet the industry's future needs. Please indicate on satisfaction on the following using Star rating: 1-low and 5-high.

- ◆ Course Content and Training Materials
- ◆ Customer Service
- ◆ Training Rooms, Workshops
- ◆ Training Officers

22. Which platform have you come to learn more about NTPC and its courses?

- Social Media
- Website
- TV Advertisement
- Radio Advertisement
- Newspaper Advertisement
- Google Advertisement
- Friend
- Work Colleague
- Emails

Thank you for participating in the NTPC Survey 2022.

For more information or enquiries contact us at info.ntpc@fnu.ac.fj or call us on **2417779**.

National Survey on National Apprenticeship Training Scheme

Employer Survey

The Fiji National University, National Training & Productivity Centre would like your feedback on the quality of apprenticeship training in Fiji currently offered under the National Apprenticeship Scheme. Your feedback would be highly appreciated in implementing improvements and further development of the Scheme.

1. Is your organization currently training apprentices? If you selected yes in question number 1, the number of apprentices in training.

☐ Yes ☐ No

- 1-10
- 1-15
- 16-30
- 31- 46
- 46 – 60
- 60 and above

2. If Apprenticeship broadened its apprenticeship training industry areas, which areas would you be interested in hiring apprentices:

☐ Retail ☐ Customs ☐ Information Technology
☐ Finance ☐ Agriculture ☐ Human Resource Management
☐ Graphic Design ☐ Mining & Quarry ☐ Civil Engineering (Diploma)
☐ Others (please specify)

3. Should the Scheme develop/ introduce Apprenticeship Degree?

☐ Yes ☐ No

4. The Scheme plans on implementing a registration fee of \$80-\$100 per apprentice to improve services in the tripartite arrangement. Please indicate your preference for the introduction of a registration fee:

Agree Neutral Disagree

5. Should the minimum apprenticeship pay rate be reviewed to?

- attract more school leavers and youths	Agree	NeutralDisagree
- improve the quality of apprentice intake	Agree	NeutralDisagree
-fill in skills shortage in the local workforce	Agree	NeutralDisagree

6. Supervisors play an essential role in on-the-job training of apprentices. Is there a need to have a standard training offered to the supervisors for effectively managing apprentices at workplace?

Agree Neutral Disagree

7. How would you rate the quality of apprentices recruited?

- ☐ Extremely Satisfied
☐ Satisfied
☐ Neutral
☐ Dissatisfied
☐ Extremely Dissatisfied

8. How frequently does your organization advertise apprenticeship recruitment?

- ☐ Always
☐ Occasionally
☐ Rarely
☐ Never, then please list how does the organization recruit_____

9. Please rate the theory training provided to the apprentices.

	Disagree	Neutral	Agree
Theory training is of relevance to the workplace			
Apprentices can utilize the knowledge and skills learnt from college at the workplace			
Apprentices' level of supervision decreases after completing a stage at college			

10. Does your organization have a contact person who can provide effective counselling to apprentices?

- ☐ Yes ☐ No

11. Does your organization document apprentice counselling sessions?

- ☐ Always
☐ Sometimes
☐ Not Sure

12. As an employer what are the most common issues that the apprentices are counselled on?

- ☐ Attendance
Punctuality
- ☐ Job Knowledge
- ☐ Communication
- ☐ Others (please specify)
-

13. Please rate the support from Apprenticeship Training Department?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied (if dissatisfied please explain)
-

14. Please rate the Apprenticeship Training Department services on the following

	Star Rate 1-5
Provides expected administration support	
Provides adequate advanced notification for inspections and assessments (2 weeks prior)	
Provides adequate timeframe for call up notices	
Conducts an excellent induction for new apprentices	
Need to conduct more frequent on job tests	
Inspection reports are provided within 3 weeks of inspection	

15. Please mention some areas of improvement for the Apprenticeship Training Team at NTPC?

National Survey on National Apprenticeship Training Scheme

Apprentice Student Survey

The Fiji National University, National Training & Productivity Centre would like your feedback for the quality of apprenticeship training in Fiji currently offered under the National Apprenticeship Scheme. Your feedback would be highly appreciated in implementing improvements and further development of the Scheme.

16. Please indicate your age category:

- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45

17. Please indicate the apprenticeship trade you are registered in.

18. Please confirm the year you were registered in.

19. When you first enquired about the course, were you given all the information you required?

☐ Yes

☐ No

20. Did you find the enrollment process easy?

☐ Yes

☐ No

21. How strongly do you agree or disagree with this statement?

"I feel safe in my workplace and know who to contact if I have a problem"

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

22. How would you rate the teachers, tutors or trainers (at FNU) on the following aspects of teaching/training? (please answer those that apply to you)

Very Poor Poor Satisfactory Good Excellent

Knowledge of the subject

How well they relate to you as a person

Making the subject interesting and enjoyable

Understanding you and how you like to learn

The support they give you

Planning sessions

The quality and availability of teaching materials

Setting clear targets or learning goals to help you improve

Managing the group of learners

Use made of the time available during lessons

23. If the Apprenticeship Scheme broadened its apprentice training industry fields, which areas would you be interested in joining:

- | | | |
|---|--|--|
| <input type="checkbox"/> Retail | <input type="checkbox"/> Customs | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Finance | <input type="checkbox"/> Agriculture | <input type="checkbox"/> Human Resource |
| <input type="checkbox"/> Graphic Design | <input type="checkbox"/> Mining & Quarry | <input type="checkbox"/> Civil Engineering (Diploma) |

☐ Others (please specify).....

24. Are you happy and content with the current minimum apprenticeship wage rate?

- ☐ Yes ☐ No, the rate should be reviewed

25. Should the Scheme offer Apprenticeship Degrees?

- ☐ Yes ☐ No

26. Supervisors play an essential role in on-the-job training of apprentices. Do you think that there is need to provide training to these supervisors?

- ☐ Yes ☐ No



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