



TVET PASIFIKA

TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING FOR THE PACIFIC

2026 NATIONAL TVET FORUM





Addressing the

Skills Needs of Fiji

Date: Friday 20th February 2026

Venue: Sofitel Fiji Resort & Spa, Denarau.

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Executive Summary:

The 2026 National TVET Forum, held on 20 February 2026 at Sofitel Fiji Resort & Spa, Denarau, brought together over 120 representatives from government, industry, education and training institutions, development partners and community stakeholders to discuss Fiji’s workforce challenges and identify solutions to address current and future skills needs.

The forum’s primary purpose was to strengthen collaboration across sectors, assess emerging workforce demands, and identify practical strategies to ensure Technical and Vocational Education and Training (TVET) remains responsive to Fiji’s economic, social, and development priorities. Discussions highlighted that skills development is a shared responsibility requiring coordinated action between government, industry, training providers, and development partners.

A key message emerging from the forum was that Fiji is facing not merely a skills gap but a broader skills and labor crisis. Employers reported difficulties recruiting suitably qualified workers despite ongoing unemployment, particularly among young people. Major challenges identified included the mismatch between training outcomes and industry requirements, shortages in technical and vocational occupations, low productivity levels, migration of skilled workers, inadequate labor market data, and growing demand for digital, technological, and green skills. Employers also emphasized concerns regarding work readiness, motivation, communication, problem-solving abilities, and other essential soft skills.

Forum participants highlighted significant workforce shortages across sectors such as construction, tourism, agriculture, forestry, maritime services, health, transport, manufacturing, renewable energy, and aviation. At the same time, rapid technological advancement, automation, climate change, and digital transformation are creating demand for new competencies in areas such as artificial intelligence, cybersecurity, data analytics, renewable energy, mechatronics, and sustainable development.

Several priority recommendations were identified. These included strengthening industry-TVET partnerships through co-designed curricula, apprenticeships, and work-integrated learning; improving labor market intelligence through regular skills demand surveys; expanding training in AI, digital technologies, and green skills; creating stronger youth employment pathways; strengthening quality assurance and performance-based funding systems; increasing access to TVET for women, persons with disabilities, and rural and maritime communities; and implementing workforce retention strategies to address the loss of skilled workers through migration.

The forum reaffirmed TVET’s critical role in national development. Participants recognized TVET as the backbone of many of Fiji’s key industries and a strategic investment in human capital that supports employment creation, entrepreneurship, productivity, social inclusion, climate resilience, and economic growth. Fiji National University (FNU) was acknowledged as a key contributor to workforce development, having produced more than 69,000 TVET graduates between 2019 and 2024 and targeting 200,000 graduates by 2030.

Overall, the forum concluded that addressing Fiji’s skills challenges requires urgent and sustained action. By strengthening collaboration, aligning training with industry needs, investing in future-focused skills, and expanding inclusive access to quality TVET, Fiji can build a skilled, adaptable, and resilient workforce capable of driving long-term national development and prosperity.

Introduction

The 2026 Fiji National University (FNU) Technical and Vocational Education and Training (TVET) Forum was convened under the theme “Addressing the Skills Needs of Fiji”

The theme “Addressing the Skills Needs of Fiji” reflects a national priority to strengthen workforce readiness and support sustainable development. As Fiji’s economy continues to evolve, skills shortages and mismatches between education outcomes and labor market demands pose significant challenges to productivity, competitiveness, and social well-being. Addressing these gaps requires a coordinated approach that aligns training systems with current and future industry needs.

This theme provided a vital platform for dialogue, collaboration, and solution-focused discussion among key stakeholders, including government, Industry, education providers, and development partners. Through collective engagement, the forum aimed to identify practical strategies to build a skilled, adaptable, and inclusive workforce capable of driving Fiji’s national development agenda.

The forum demonstrated strong and diverse engagement, with over 120 participants representing key stakeholder groups across the skills ecosystem. Attendance included government officials, industry experts, educators and policymakers, as well as international partners, notably TAFE Queensland. This broad representation ensured that discussions were informed by policy perspectives, industry needs, training providers’ expertise, and global best practices.

The high level of participation reinforced the message that skills development is a shared responsibility and cannot be addressed by any single sector in isolation. Speakers consistently emphasized that multi-sector collaboration—linking government, Industry, educational institutions, and development partners—is essential to designing responsive training systems, closing skills gaps, and ensuring that TVET programs meet national and labor market priorities.

Discussions:

3.1 “As the National University, it is actually our responsibility or our duty to respond to the concerns and interests of the government” Dr Tagicakiverata.



Dr Isimeli Tagicakiverata

Pro Vice-Chancellor TVET | Fiji National University

In setting the direction for the forum, Pro Vice-Chancellor TVET, Dr Isimeli Tagicakiverata, emphasized the responsibility of Fiji National University, as the national university, to respond proactively to government priorities and national development needs. A central theme of his address was the growing disconnect between labour market demand and workforce supply. He highlighted the significant scale of economic activity, noting that approximately \$2 billion in construction projects were currently underway. Despite this, there remains a critical shortage of skilled workers in key sectors, particularly in construction. Dr. Tagicakiverata pointed out that this gap has led to an increased reliance on foreign labour, with over 8,000 work permits issued to more than 700 organizations, bringing in workers from countries such as Bangladesh, the Philippines and Indonesia to meet immediate industry demands. At the same time, he drew attention to the underutilization of the local workforce, especially among young people. With approximately 18,000 Fijians unemployed and youth unemployment at 26%, he raised important questions about the engagement of local youth in the workforce. He challenged stakeholders to reflect on where young people were, what barriers they faced in the community and in school, and how they could be better supported to transition into meaningful employment. Dr Tagicakiverata concluded by emphasising that Fiji needed to return the 1% Levy to its rightful purpose - for uplifting skills and productivity.

3.2 Na Vualiku Program and the crucial role that FNU can play.

Marlon Lezama - Project Manager - Central Project Management Unit, Ministry of Tourism and Civil Aviation.



The Na Vualiku Programme – Fiji's Tourism Development Programme in Vanua Levu – is a 10-year, US\$200 million national initiative led by the Ministry of Tourism and Civil Aviation and supported by the World Bank. It aims to transform Vanua Levu and Taveuni into resilient, sustainable, and inclusive tourism destinations, contributing to long-term national growth.

Unlike traditional projects, Na Vualiku adopts a comprehensive transformation approach, integrating infrastructure development, institutional reform, private sector investment, environmental management, and human capital development. Implementation is coordinated with key agencies such as Fiji Airports and the Fiji Roads Authority.

Tourism development in the North is of strategic national importance, supporting economic diversification, regional development, youth employment, and resilience. The programme is being delivered in three phases, with Phase 1 (to – 2029) focusing on removing structural barriers through an estimated US\$61.5 million investment in critical infrastructure and services.

However, tourism growth has been constrained by systemic challenges, including infrastructure gaps, limited connectivity, service reliability issues, weak institutional coordination, limited MSME readiness, and increasing climate risks. Addressing these requires integrated, long-term solutions.

By 2033, the programme aims to deliver increased employment, improved infrastructure and essential services, stronger local enterprises, and protected natural and cultural assets – achieving economic, social and environmental transformation.

A critical success factor is workforce readiness. The programme highlights a key question: who will sustain and manage these developments in the long term? The answer lies in developing a skilled workforce across sectors such as tourism, aviation, engineering, environmental management, and entrepreneurship.

In this context, Fiji National University (FNU) has a pivotal role in:

- Aligning skills training with industry demand
- Strengthening research and data-driven planning
- Supporting MSME growth and innovation

3.2.1 Addressing the Na Vualiku Project



Dean, Centre of Graduate Studies, Fiji National University

Professor Nii K Plange

“The discussion reinforces the importance of integrating TVET education, industry collaboration, and practical training to support sustainable development and address youth employment challenges in Fiji”



Acknowledgement of Development Focus:

The discussion highlighted that the Vualiku Project addresses key sectors, including tourism, fisheries, agriculture, small-scale manufacturing, and MSMEs, all of which are critical to national development.

Role of FNU in National Development:

FNU is recognized as a national institution and government asset responsible for developing the technical skills required for Fiji's growth. Although not initially involved in planning, FNU's role in project execution is essential.

Importance of TVET (Technical and Vocational Education and Training)

TVET was emphasized as a foundational part of Fiji's education system that had been overlooked in the past but is now being revitalized. It is crucial to equip individuals with practical, job-ready skills.

Need for Industry Collaboration

Stronger partnerships between FNU and Industry are needed to enhance TVET delivery. Industry support can help upgrade training facilities and ensure programmes align with real-world needs.

Sustainability and Maintenance of Development Projects

A key concern raised was that many development projects are built but lack long-term maintenance. TVET-trained individuals are critical for sustaining and managing these projects, especially in the context of climate vulnerability.

Student Engagement and Practical Experience

Involving TVET students directly in project implementation will provide them with practical experience and better prepare them for future roles in maintaining infrastructure.

FNU's Unique Advantage

FNU combines theoretical (higher education) and practical (TVET) training, positioning it uniquely to contribute to national and regional development initiatives.

Youth Employment Challenge

A significant number of school leavers lack employable skills, creating a gap between education and employment. TVET is identified as a key solution to address this issue.

Strategic Importance of the Vualiku Project

The project is seen as a national asset, and integrating FNU's capabilities will ensure its successful implementation, Sustainability, and long-term impact.



3.2.1 Addressing the Na Vualiku Project



Pro-Vice Chancellor Learning & Teaching
Fiji National University

Professor Jimaima Lako



The discussion underscored that effective national development requires early collaboration, student engagement, and the integration of education with real-world projects, ensuring sustainable outcomes and empowering local communities and future leaders.



Need for Early Institutional Involvement

Emphasis was placed on the need for academic institutions like FNU to be involved in the initial planning stages of national development projects to ensure stronger collaboration and meaningful contributions.

Integration of Education and Development Projects

The discussion highlighted the importance of linking student learning to real project implementation, enabling students to earn qualifications while actively contributing to national development initiatives.

Focus on Youth Development

Youth and tertiary students were identified as future leaders, underscoring the importance of their involvement. Engaging them in real-world projects builds confidence, competence, and work-readiness.

Collaboration Between Academia and Industry
Strong partnerships between universities, government, and project developers are necessary. Collaboration enables knowledge-sharing, mentorship (through lecturers), and better project outcomes.

Maximizing Local Expertise

FNU has extensive expertise across multiple disciplines (engineering, tourism, environmental studies, health, etc.), and the discussion stressed the need to utilize local capacity before seeking external support.

Community Engagement and Ownership

Projects should actively involve local communities and their students to promote leadership, entrepreneurship, and long-term ownership and Sustainability.

Addressing Skills Gaps and Industry Needs

Training priorities were highlighted in areas such as food safety, hygiene, and sustainable practices, where FNU already demonstrates strong capability and expertise.

Support for Emerging Sectors

The discussion highlighted opportunities in renewable energy (solar development) and sustainable campus development (e.g., Naiyaca Campus), encouraging collaboration in these areas.

Call for an Integrated Collaborative Approach

A key takeaway was the need to move away from fragmented, siloed work toward interdisciplinary and intersectoral collaboration among government, academia, Industry, and communities.



3.3 Global Perspective of Skills Gaps, by Mr. Russell McKay



TAFE Queensland General Manager International

Mr. Russell McKay



Mr. Russell McKay highlighted that while skills gaps are a global challenge, effective solutions must be context specific. For Fiji and the broader Pacific region, this requires strengthening Technical and Vocational Education and Training (TVET) systems, enhancing industry partnerships, and aligning training programmes with labor market needs to support sustainable development.

He emphasized that the future of workforce development relies on establishing an agile, inclusive, and industry-responsive TVET system capable of equipping individuals with relevant and adaptable skills for a rapidly evolving global economy.

Global Context of Skills Gaps

The presentation provided a comprehensive overview of the widening global skills gap and its increasing impact on economies, education systems, and labor markets. Skills shortages are no longer isolated issues but have become a significant constraint on productivity, service delivery, and economic growth worldwide.

Globally, between 70–85% of employers report difficulties in recruiting appropriately skilled workers, even in economies experiencing unemployment. This highlights a fundamental mismatch between:

- Skills produced by education and training systems
- Skills required by industries

The challenge has shifted from job availability to skill suitability, where existing vacancies remain unfilled due to a lack of relevant competencies.

Key Drivers of Skills Disruption

Several global trends are reshaping skills demand:

- Technological advancements — including artificial intelligence, automation, and data systems
- Climate change and green transitions — increasing demand for sustainable practices and new skills
- Demographic changes — such as ageing populations and expanding youth populations

It is estimated that by 2030, approximately 39–40% of core workforce skills will change, underscoring the need for continuous learning and skills adaptation.

The Role of TVET in the Future of Work

The presentation underscored the growing importance of TVET in workforce development. It is projected that 7 out of 10 future jobs will require vocational education and training, reinforcing the need for practical, skills-based learning pathways.

Types of Skills Gaps Identified

1. Technical and Digital Skills

There is increasing demand for:

- Digital literacy
- Data analysis
- Cybersecurity
- Artificial intelligence-related competencies

These skills are now essential across a wide range of industries, beyond traditional ICT sectors.

2. Human and Enterprise Skills

Core transferable skills are becoming increasingly important, including:

- Analytical thinking
- Problem-solving
- Leadership and communication
- Adaptability and resilience

Such competencies are critical in navigating complex and rapidly changing work environments.

3. Green Skills

Demand is also rising for environmental and sustainability-related skills, particularly in response to investments in climate adaptation, renewable energy, and sustainable development initiatives.

Conclusion

Mr. McKay's presentation emphasized the urgency of addressing skills gaps through targeted, locally relevant strategies. Strengthening TVET systems, fostering closer collaboration with industry, and ensuring alignment between training and labor market needs will be critical to building a resilient and future-ready workforce in Fiji and the Pacific region.

3.3.1 Addressing Skills Gaps in the Pacific (Fiji Context)



Dean, College of Agriculture, Forest & Fisheries, Fiji National University

Dr. Kaliova Ravuiwasa



Addressed the critical skills gaps in Fiji and the wider Pacific, with a particular focus on the Technical and Vocational Education and Training (TVET) sector. The presentation outlined practical strategies and underscored the importance of strengthened collaboration among education providers, industry, and government to effectively meet evolving workforce demands.

Understanding and Contextualizing Industry Changes

A key theme of the discussion was the importance of contextualisation. Dr Ravuiwasa emphasized that effective solutions must be grounded in a clear understanding of the rapid transformations shaping industries, particularly those driven by technological advancement.

He noted that without this insight, efforts to address skills gaps risk being misaligned with industry needs. As such, education institutions, industry, and communities must collaborate to interpret global trends and adapt them to Fiji's local context. This includes recognizing the impact of technological change, automation, and innovation on evolving job roles and required competencies.

The Need for Industry–Education Collaboration (“Retrofit” Approach)

The need to “retrofit” education systems through stronger industry partnerships. Dr Ravuiwasa emphasized that universities and training institutions cannot independently sustain the costs of acquiring modern technologies and equipment required for contemporary training.

He encouraged industry to play an active role by:

- Providing access to technologies and facilities
- Supporting curriculum development

- Offering practical training environments

By positioning institutions as “living laboratories,” such collaboration ensures graduates develop relevant, up-to-date technical skills and mindsets. This shared responsibility enhances workforce readiness and enables graduates to operate effectively in modern work environments.

Strengthening Partnerships through the “Three Rs”

Dr Ravuiwasa introduced a practical framework to enhance collaboration, centered on the “Three Rs”: Review, Realign, and Reconnect.

- Review: Institutions should reassess existing partnerships, many of which may no longer reflect current industry needs.
- Realign: Following this, stakeholders must align their goals, strategies, and priorities with evolving workforce demands, including adjustments to training programmes, research focus, and engagement models.
- Reconnect: Ongoing communication and engagement are essential to sustain collaboration, ensure responsiveness to change, and maintain alignment with industry expectations.

He illustrated this approach through proactive engagement with government ministries, highlighting the importance of institutions taking the initiative to build strategic partnerships that inform policy, training, and national development priorities. illustrating the importance of institutions taking initiative to build strategic relationships that influence policy, training, and national development priorities

Skills Gap as a National and Regional Crisis

Dr Ravuiwasa characterized the skills gap as a growing and critical challenge, comparable to other major societal issues such as public health and social development. This is evident in:

- A significant number of graduates lacking industry-relevant skills
- Rising school dropout rates
- Misalignment between training outcomes and labor market needs

He emphasized that addressing this issue requires shared responsibility, with strong collaboration among education providers, industry, and government agencies to develop coordinated and effective solutions.

5. The Way Forward: Collaborative and Knowledge-Driven Solutions

The session concluded with a call for greater collaboration and shared accountability. Stakeholders must work together to:

- Develop relevant and responsive training programs.
- Invest in skill development aligned with industry demands.
- Promote continuous learning and adaptability.

Dr Ravuiwasa underscored the fundamental relationship between knowledge and skills, stating that knowledge underpins skills development and that, without both, the skills gap will persist.

3.3.1 Addressing Skills Gaps in the Pacific (Fiji Context)



Dean, College of Medicine,
Nursing & Health Services, Fiji
National University

Dr. Amelia Turagabeci



Focused on addressing persistent skills gaps through a health and regional development lens, with an emphasis on collaboration, interdisciplinary approaches, and solution-oriented strategies. By leveraging the strengths of education, industry, and regional partnerships, Fiji and the broader Pacific can more effectively respond to workforce challenges and advance sustainable development.

Skills Gaps as a Shared and Ongoing Challenge

A central message of the discussion was that skills gaps are both widespread and persistent across Fiji and the broader Pacific. Dr Turagabeci noted that despite ongoing dialogue over many years, the issue remains unresolved.

She emphasized that these gaps extend across multiple sectors—including health, climate change, finance, agriculture, and engineering—and cannot be addressed in isolation. A coordinated, cross-sector approach is therefore essential to effectively understand and respond to evolving workforce challenges.

Importance of Industry-Led Education and TVET

Dr Turagabeci underscored that most academic programmes are industry-informed, requiring input and endorsement to ensure relevance and quality. Without this engagement, programmes cannot be effectively accredited or delivered.

She further highlighted that while formal education provides essential theoretical foundations, Technical and Vocational Education and Training (TVET) is critical for developing practical, hands-on skills. Many individuals possess baseline knowledge but need targeted upskilling and reskilling opportunities to meet evolving industry standards and demands.

Shift from Identifying Gaps to Implementing Solutions

A key recommendation was to move beyond repeatedly identifying skills gaps and instead prioritize practical, solution-focused responses. Dr Turagabeci emphasized the need to shift the conversation towards effectively addressing these gaps.

This approach calls for:

- Targeted training programmes
- Capacity-building initiatives
- Stronger stakeholder engagement

By adopting a solution-oriented mindset, stakeholders can ensure that discussions translate into tangible actions and measurable outcomes.

Need for Interdisciplinary and Collaborative Approaches

A key theme was the importance of interdisciplinary collaboration in addressing complex challenges. Dr Turagabeci emphasized that issues such as climate change, public health (including non-communicable diseases), and broader development concerns require coordinated, cross-sectoral responses.

For example:

- Addressing the health impacts of climate change requires collaboration among health professionals, environmental specialists, and policymakers.
- Tackling non-communicable diseases involves not only healthcare services but also contributions from sectors such as engineering, agriculture, and business.

She highlighted that effective solutions depend on moving beyond siloed approaches and fostering integrated efforts across disciplines and institutions.

Regional and Global Context of Skills Development

Dr Turagabeci also drew attention to discussions at regional and global levels, particularly regarding climate change and international commitments (e.g., COP processes). These discussions revealed significant gaps in skills and capacity within Pacific countries, especially in preparing documentation, implementing policies, and responding to global challenges.

This underscores the need for continuous upskilling and reskilling, as well as regional cooperation, to ensure that Pacific nations are equipped to meet international standards and obligations.

Practical Examples of Collaborative Solutions

To illustrate the importance of collaboration, Dr Turagabeci provided practical examples:

- **Healthcare and Engineering Collaboration:** Developing locally produced assistive devices (such as wheelchairs) by combining medical knowledge with engineering expertise, reducing reliance on imported equipment.
- **Health and Agriculture Integration:** Promoting accessible food production solutions for urban populations, allowing individuals to grow nutritious food despite limited space.

• **Community and Education Partnerships:** Engaging training institutions, industries, and communities in delivering holistic solutions, including awareness, translation of information, and local capacity building.

These examples demonstrate how integrated approaches can create sustainable, locally relevant solutions.

The Way Forward

Dr Turagabeci concluded that effectively addressing skills gaps requires:

- Strong collaboration across sectors and disciplines
- Active engagement between industry and education providers
- Focus on practical solutions rather than problem identification alone
- Investment in reskilling and upskilling initiatives

Ultimately, building a resilient and capable workforce in Fiji and the Pacific depends on collective action, shared knowledge, and continuous adaptation to emerging challenges already demonstrates strong capability and expertise.



3.4 Employers' Perspective on Skills Gaps in Fiji:



CEO of the Fiji Commerce and Employers Federation (FCEF)

Edward Bernard



Mr. Bernard highlighted that Fiji is facing a significant labor and skills crisis, driven by workforce shortages, misaligned training outcomes, and structural inefficiencies in the labor market. He emphasized the urgent need for reforms, including strengthening Technical and Vocational Education and Training (TVET), adopting data-driven planning, and enhancing collaboration between education providers and industry. A coordinated, proactive approach is essential to ensure responsive training systems, adaptable workforce policies, and a resilient, skilled labor force.

1. Key Challenges Facing the Private Sector

Bernard identified three major, interconnected challenges:

- **High Cost of Doing Business:** Rising wages, taxes, and utility costs are reducing business competitiveness.
- **Labour and Skills Crisis:** A shortage of workers, combined with inadequate skills, has escalated beyond a simple skills gap.
- **Low Productivity:** Productivity growth remains low (approximately 1.2%) compared to the desired 3.2%, creating a disconnect between wages and output.

These factors collectively constrain business sustainability and economic growth.

2. Labor Market Constraints

Fiji's labor market was described as structurally inefficient, contributing to the crisis through:

- High migration rates reducing the local workforce
- Underutilization of registered job seekers

- Increased reliance on remittances, discouraging workforce participation
- Misalignment between training outputs and industry demand
- Growing dependence on foreign workers to fill labor gaps

Despite ongoing interventions, unemployment—particularly among youth—remains a concern.

3. Weak Training Outcomes

Concerns were raised regarding the effectiveness of current education and training systems, particularly TVET:

- Low completion rates in some programmes
- Graduates lacking industry-relevant skills
- Continued migration of skilled graduates

These issues reflect both quality and supply challenges, underscoring the need for stronger alignment with labor market demands.

4. Data-Driven Planning

A critical gap identified was the lack of reliable labor market data. Strengthened evidence-based planning requires:

- Regular labor demand surveys
- Data-informed program design
- Closer alignment between training outputs and industry needs

The national labor demand survey is expected to support improved decision-making.

5. Strengthening TVET and Policy Frameworks

Systemic challenges within the TVET sector include:

- Absence of clear performance indicators in national plans
- Uncertainty in governance and oversight
- Limited coordination among stakeholders

Establishing clear targets, accountability mechanisms, and stronger institutional coordination is essential to improving training outcomes.

6. Employer-Driven Recommendations

Bernard proposed several practical solutions:

- **Restore the Training Levy:** To fund workforce development and productivity initiatives
- **Enhance Industry-Education Collaboration:** Through co-designed curricula, joint program delivery, and industry involvement in training
- **Adopt a Workforce Development Approach:** Emphasizing technical competence, entrepreneurship, and strong work ethics
- **Increase Industry Exposure for Educators:** To keep training aligned with current

technologies and practices

- Introducing Flexible Labor Policies: Including part-time work options for students and streamlined employment pathways for foreign workers
- Focus on Immediate Industry Needs: Ensuring training aligns with modern technologies and global standards

7. Economic Implications and Way Forward

Addressing the skills crisis is critical to achieving national growth targets. Fiji's current growth rate of approximately 3% falls short of the 5% required for sustainable development. Strengthening the supply of skilled workers—both local and foreign—will:

- Enhance productivity
- Support business continuity
- Improve national competitiveness

A coordinated, cross-sector response is essential to building a skilled, adaptable, and future-ready workforce.



3.4.1 Institutional Response to Skills Gaps in Fiji



Director Productivity & Industry Innovation (NTPC)-
Fiji National University

Mr. Bob Mitchell



Provided an institutional perspective from the National Training and Productivity Centre (NTPC) and Fiji National University (FNU), addressing private sector concerns and outlining current initiatives and future priorities to tackle Fiji's skills and productivity challenges.

While acknowledging ongoing efforts, he emphasized the need to scale up programmes, strengthen partnerships, and enhance policy frameworks to effectively respond to the crisis. Moving forward, he highlighted the importance of data-driven planning, expanded training provision, industry-aligned education, and sustained collaboration across stakeholders.

Through a coordinated approach, Fiji can develop a more skilled, productive, and resilient workforce capable of supporting sustainable economic growth and meeting both national and regional demands.

Acknowledgement of Key Issues

Mr. Mitchell agreed strongly with the concerns raised by the private sector, particularly around:

- High cost of doing business, driven by rising operational costs and tax reforms
- Labor and skills crisis, which has now reached a critical level
- Low productivity levels, with Fiji lagging behind international benchmarks.

He emphasized that these issues are interconnected and present significant challenges for businesses across the country. A notable insight introduced was the concept of “upskilling

for migration,” in which individuals gain skills locally but migrate overseas, thereby contributing to continued workforce shortages in Fiji.

Skills Shortage as a National Crisis

The presentation reinforced the point that the shortage of skilled labor is no longer a minor gap but a national crisis affecting multiple sectors. Despite having large numbers of students enrolled across universities, the country still struggles to meet workforce demands.

Mr. Mitchell pointed out that migration trends, both within the Pacific and to countries such as Australia and New Zealand, are further intensifying the shortage, as Fiji also contributes to filling labor needs in these countries.

FNU and NTPC Initiatives to Address Skills Gaps

The response highlighted several initiatives undertaken by FNU and NTPC:

a) Rural and Community-Based TVET Training

- Implementation of Rural, Remote, and Maritime TVET programs, which involve the delivery of short-term (two-week) training courses in outer communities.
 - Aimed at improving access to skills training for underserved populations
- While impactful, these initiatives are still limited in scale and require further expansion to fully address national needs.

b) National Skills and Labor Demand Survey

- Collaboration with FCEF and government agencies
- Aim: to create a verified national database of skills and labor gaps
- Expected to guide training programs and policy decisions
- This initiative is seen as critical for aligning education and training with actual market demand

Addressing Low Productivity

Low productivity was identified as a major concern, with Fiji performing poorly compared to other countries. To address this, NTPC has introduced:

- Enterprise-level productivity measurement systems
- Engagement with industries such as manufacturing, retail, and state-owned enterprises.
- Expert support (e.g., from Singapore) to build capacity

Additionally, programs such as the Fiji Business Excellence Awards support organizations in improving operational efficiency and competitiveness.

Strategic Focus Areas for National Development

Mr. Mitchell outlined several strategic thrusts under the national productivity master plan, including:

- Supporting small and medium-sized enterprises (SMEs)
- Promoting competitive large enterprises
- Encouraging innovation-led growth strategies
- Expanding industrial capacity and increasing value-added production
- Strengthening institutional collaboration and productivity ecosystems

These strategies aim to enhance both economic growth and workforce capability.

Strengthening Partnerships and Collaboration

A recurring theme was the importance of strong partnerships between:

- Industry (through FCEF)
- Training institutions (FNU/NTPC)
- Government ministries

Mr. Mitchell emphasized that addressing skills gaps requires a collective effort, particularly in areas such as:

- Curriculum Co-Design with Industry
- Research and development collaborations
- Shared responsibility for workforce development

He also highlighted the need for greater government leadership, especially in coordinating productivity initiatives and national strategies.

Policy and System-Level Improvements

Several systemic improvements were identified:

- Reintroduction of training levies to support skills development
- Establishment of clear KPIs for TVET to measure success
- Inclusion of training institutions in national development planning
- Strengthening governance and policy direction for TVET

These changes are necessary to create a more structured and accountable system for workforce development.

Industry-Specific Skills Challenges

Mr. Mitchell provided practical examples of skills shortages:

- The construction sector faces significant labor shortages despite the large upcoming projects.
- Difficulty in recruiting specialized roles (e.g., project managers) even after extended recruitment efforts

These examples illustrate the urgent need for targeted training and workforce planning aligned with industry demands.

3.4.1 Institutional Response to Skills Gaps in Fiji



Dean, College of Business,
Hospitality Tourism Studies,
Fiji National University

Dr. Asaeli Tuibeqa



Provided a critical and reflective response to the employers' presentation. He reaffirmed that Fiji is facing not merely a skills gap, but a broader skills and labor crisis, requiring more comprehensive and systemic solutions.

His response emphasized the need for a deeper understanding of labor market realities, supported by realistic analysis and evidence-based approaches. By reframing the issue as a crisis, he underscored the urgency of addressing underlying structural challenges and adopting more effective policy and training interventions.

Key priorities identified included diagnosing the root causes of the crisis, improving job readiness and the quality of education, addressing the impacts of labor migration, enhancing productivity, and implementing balanced, sustainable workforce strategies.

He concluded that meaningful progress would require coordinated action across education, industry, and government, with a strong focus on developing a skilled, adaptable, and productive workforce to support Fiji's future growth and resilience.

Redefining the Issue: From Skills Gap to Skills Crisis

One of the most significant points raised was the redefinition of the skills challenge. While discussions have traditionally focused on "skills gaps" and "skills shortages," Dr Tuibeqa argued that the situation has escalated into a crisis.

He highlighted that this crisis reflects:

- A mismatch between education outcomes and labor market needs.
- An imbalance between supply (graduates) and demand (industry requirements).

- Increasing difficulty in retaining skilled workers locally.
- This shift in framing is important because it calls for urgent, more comprehensive interventions rather than incremental adjustments.

2. Importance of Understanding Before Providing Solutions

Dr Tuibeqa stressed that effective solutions require a proper understanding of the problem. Using the analogy of visiting a doctor, he explained that one cannot prescribe solutions without first diagnosing the underlying issues.

This implies that:

- Policymakers and institutions must analyze root causes of the crisis
- Solutions should be context-specific and evidence-based
- Stakeholders must engage in deeper reflection rather than superficial responses

This perspective reinforces the need for data-driven planning and informed decision-making across education and labor sectors.

Supply-Demand Imbalance in the Labor Market

From an economic standpoint, Dr Tuibeqa emphasized the imbalance between supply and demand for labor:

- Education institutions are producing large numbers of graduates.
- However, many graduates are not job-ready and lack practical skills.
- Employers are unable to find suitably skilled workers despite high graduate output.

He referred to some graduates as "educated but not employable," highlighting a critical issue in the quality and relevance of education and training.

Impact of Migration on Skills Availability

Another major factor contributing to the crisis is labor mobility and migration. Dr Tuibeqa noted that:

- Skilled workers, including nurses and tradespeople, are increasingly migrating overseas.
- Programs originally designed for low-skilled workers are now attracting middle-income and skilled individuals.
- Higher wages abroad act as a strong pull factor

This results in a loss of skilled human capital, further exacerbating shortages within Fiji.

Persistent Low Productivity

Dr Tuibeqa highlighted low national productivity as a critical concern. Research indicates that Fiji's productivity levels have remained consistently below 1% over several decades, which he described as alarming.

Low productivity contributes to:

- Reduced economic growth
- Inefficiencies in the labor market
- Weak competitiveness internationally

This issue underscores the need to focus not only on skills development but also on improving workforce performance and efficiency.

Critical View on Entrepreneurship as a Solution

While entrepreneurship is often promoted as a solution to unemployment and skills gaps, Dr Tuibeqa offered a cautious perspective:

- Overemphasis on entrepreneurship may lead to oversaturation in small businesses
- Many enterprises lack Sustainability, resulting in high failure rates.
- Encouraging everyone into entrepreneurship may not be realistic, given the limited market opportunities.

He argued that, instead of pushing all individuals toward entrepreneurship, a balanced approach should strengthen employment pathways and workforce readiness.

Need for Institutional Reflection and Reform

Dr Tuibeqa called for greater accountability and introspection among institutions, particularly in education and training:

- Institutions must evaluate whether their graduates are meeting industry needs.
- There is a need to strengthen job-readiness and practical skills training.
- Greater alignment is required between education systems and the labor market demands.

This includes revisiting curriculum design, teaching approaches, and industry engagement to ensure relevance and effectiveness.

Ultimately, building a resilient and capable workforce in Fiji and the Pacific depends on collective action, shared knowledge, and continuous adaptation to emerging challenges already demonstrates strong capability and expertise.



3.5 Panel Discussion 1: Immediate & Short-Term Skills Needs



Moderator: Ms. Swaran Ravindra (FNU)

Panelists:

Panelist 1: Mr. Ronald Reddy (Group People & Capability Manager, Jack's of Fiji)

Panelist 2: Mr. Avinash Chand (Manager Training, Asco Motors)

Panelist 3: Captain Saini Satini (Neptune Shipping Ltd – Maritime Sector)

Panelist 4: Ms. Theresa Levestam (CEO, Civil Aviation Authority of Fiji)

Panelist 5: Mr. Francis Pesamino (Acting CEO, Sugar Cane Growers Fund)

Panelist 6: Mr. Jone A. Naqoli (HR Manager, Fiji Pine Group)

Panelist 7: Mr. Ronald Reddy (Jack's of Fiji)

Introduction:

The moderator highlighted a significant national challenge: Fiji faces not just a shortage of workers, but a deeper issue of misalignment between the skills available in the workforce and those demanded by industry. She pointed out that despite unemployment remaining relatively low at around 5–6%, employers continue to report acute shortages, particularly in technical and vocational fields.

She stressed the need for the discussion to center on practical, short-term solutions within the next 0–12 months, encouraging an open and honest “Talanoa-style” exchange. A major concern she highlighted was the apparent contradiction of high youth unemployment alongside difficulties for organizations in finding suitable candidates. She questioned whether this stems from low interest in TVET pathways, negative perceptions of vocational careers, or inadequate engagement with younger generations, particularly Gen Z

Key Points Discussed:

• **Panelist 1** - The issue goes beyond a skills shortage, but a lack of motivation in employees, work ethic, soft skills, and workplace readiness, with even major sectors struggling to find engaged and capable workers and increasingly relying on hard-to-source expatriate talent.

• **Panelist 2** - There is a critical shortage of skilled technicians in the automotive sector, noting low interview turnout, unqualified applicants, and poor engagement from graduates. He stressed that developing highly skilled technicians takes years, many leave for overseas opportunities, and rapid technological changes are raising skill requirements, prompting Asco Motors to partner with vocational institutions and engage students earlier.

• **Panelist 3** - Captain Satini highlighted that current training is too general and lacks specialized technical skills, like Marine electrical systems • Advanced welding • Industry-specific technical expertise leaving local graduates at a disadvantage compared to internationally certified workers. He also pointed out gaps in preparing workers for transitions to shore-based roles, often requiring additional overseas training.

• **Panelist 4** - Ms. Levestam highlighted that aviation faces critical skill shortages in technical and digital roles, with increasing demand for expertise in automation, cybersecurity, and specialized systems requiring long training periods. She also emphasized the need to build early awareness among youth about diverse aviation careers beyond piloting and strengthen digital skills and adaptability for the evolving industry.

• **Panelist 5**- addressed key priorities in the agricultural sector, emphasizing the need to replace traditional farming methods with modern techniques, adopt a business-oriented approach to farming, and integrate technologies such as AI, mechanization, and digital systems. He also noted that labor shortages are driving increased mechanization, creating a growing demand for skilled technicians and mechanics to support the sector.

• **Panelist 6** - Mr. Naqoli highlighted significant skill shortages in the forestry sector, particularly in skilled machine operators, specialized trades such as saw doctors, and logging crews. He noted an ageing workforce, low youth entry, and limited training capacity due to a shortage of instructors, while also pointing to emerging opportunities in renewable energy that will require new technical skills and stronger collaboration with training providers.

• **Panelist 7** - Mr. Reddy emphasized the need for more agile work environments and ongoing digital transformation, highlighting that modern workplaces increasingly rely on flexibility, digital collaboration tools, and the integration of AI and automation. He stressed the importance of aligning education and training systems with evolving workforce demands, particularly to meet the expectations of younger generations operating in dynamic, non-linear careers.

Conclusion:

Panelists collectively noted that many young people are disengaged from traditional education pathways, have limited awareness of career options, and increasingly prefer non-traditional career paths, highlighting the need for more innovative and practical training approaches such as VR, short courses, and hands-on experience. Fiji is confronting a pressing skills crisis that demands immediate and coordinated action. Key

3.6 Funding Support for TVET,



Dr Eci Naisele Director, Higher Education Commission, Fiji

Dr. Eci Naisele emphasized that funding is a critical lever for transforming Technical and Vocational Education and Training (TVET) in Fiji. While resources remain constrained, their strategic allocation and effective management can significantly enhance the quality, relevance, and impact of training. The central message is clear: sustainable workforce development depends not on increasing funding alone, but on funding smarter—prioritizing quality, accountability, and industry alignment.

1. Role of the Higher Education Commission (HEC)

Dr. Naisele outlined the core responsibilities of the Higher Education Commission (HEC), established under the Higher Education Act 2008. These include:

- Regulating and registering higher education institutions
- Ensuring quality assurance and program accreditation
- Coordinating national policies and standards for TVET

The HEC also plays a key role in channeling government funding to approximately 53 registered institutions, including universities and private training providers.

2. Government Funding Trends for TVET

The presentation highlighted fluctuations in government funding:

- 2021–2022: ~\$81.3 million
- 2022–2023: ~\$47.9 million
- 2023–2024: ~\$103.2 million
- 2024–2025: ~\$90.6 million

Despite these variations, funding to the Fiji National University (FNU)—the country's largest TVET provider—has steadily declined from \$49 million to \$36 million. Dr. Naisele raised concerns that reduced funding to such a central institution may undermine training capacity and quality.

3. Key Challenges in the TVET System

HEC monitoring and evaluations identified several persistent issues:

- Infrastructure and Resources: Outdated equipment and inadequate training facilities
- Human Capacity: Gaps in trainer qualifications and professional development
- Curriculum Relevance: Weak alignment with current industry needs
- Quality Assurance: Insufficient industry validation of some programmes

These challenges directly impact graduate employability and productivity.

4. Quality Assurance as a Funding Priority

Dr. Naisele stressed that funding must follow quality, not just access. Key principles include:

- Programmes must demonstrate strong industry input to gain accreditation
- Non-compliant programmes are rejected or revised
- Funding should be directed only to accredited, quality-assured programmes

He cited an example where an engineering program was rejected due to lack of endorsement from the Fiji Institute of Engineers, demonstrating stricter enforcement of standards.

5. Linking Funding to Performance and Outcomes

A major recommendation is a shift toward performance-based funding, tied to:

- Graduate employment outcomes
- Industry impact
- Quality of training delivery
- Innovation and program relevance

Dr. Naisele emphasized moving beyond counting graduates to assessing real-world outcomes such as workplace performance and contribution to productivity.

6. Data-Driven Decision Making

HEC now requires:

- Graduate destination surveys
- Employer feedback on graduate performance

This data informs funding decisions and improves alignment between training and labor market demand. It also highlights inefficiencies, such as graduates being employed in roles that do not match their qualifications.

7. Strengthening Policy and Institutional Systems

Ongoing reforms include:

- Development of a National TVET Policy
- Establishment of national standards and frameworks
- Strengthened industry partnerships
- Implementation of a Higher Education Management Information System (HEMIS)

Dr. Naisele also underscored the importance of ensuring that Fijian qualifications are internationally recognized, comparable, and supportive of labour mobility.

8. Collaboration and Shared Responsibility

A central theme was that quality TVET requires collective effort across:

- Regulators (HEC)
- Funding bodies (e.g., TSLS, government)
- Training providers
- Industry stakeholders

As Dr. Naisele noted, “Funding TVET is not about financing access—it is about financing excellence.”

9. Key Takeaways and Way Forward

Priority actions include:

- Aligning funding with quality and measurable outcomes
- Strengthening industry-driven training models
- Improving infrastructure and trainer capacity
- Enhancing data use for decision-making
- Transitioning to results-based, accountable systems

Ultimately, these measures aim to ensure that graduates are job-ready, qualifications are globally competitive, and public investment delivers meaningful economic impact.



3.6.1 Response on Funding Support for TVET – by Captain Hanre Sagaitu



Director for Pacific Centre for Maritime Studies – Fiji National University

Captain Hanre Sagaitu provided a grounded, industry-focused perspective on TVET funding in the maritime sector, stressing that the challenge is not just a skills gap, but a looming “tsunami” driven by limited access to funding, hidden training costs, and inadequate scholarship coverage. He noted that current funding structures do not reflect the true cost of becoming fully qualified and warned that failing to address these gaps could result in a severe shortage of skilled maritime professionals.

1. High Cost of Maritime Training

Captain Sagaitu highlighted that while base tuition fees for maritime programs (around \$2,500) appear manageable, mandatory certifications significantly increase overall costs, with some short courses reaching up to \$4,000. Essential requirements such as ECDIS training, radio communication courses, and safety certifications are critical for employability, yet they add substantial financial burden.

2. Gaps in Funding and Scholarships

A major concern is that scholarships typically cover only core academic programs, excluding essential short courses and certifications. This creates a financial barrier for many students, preventing them from completing all required training and limiting their ability to enter the workforce, while also risking widening inequality in access to training.

3. Impact on Workforce Development

These funding gaps result in students completing their academic studies but remaining unemployable due to missing certifications. As a result, the maritime sector continues to face shortages of fully certified professionals, and training investments fail to translate into job-ready graduates, reinforcing the broader skills mismatch.

4. Urgent Need for Action

Captain Sagaitu emphasized that without immediate intervention, the situation could escalate into a major skills shortage crisis. He called for urgent policy attention and stronger dialogue to ensure funding aligns with the full scope of training requirements and outcomes.

5. Key Recommendations

He proposed expanding scholarship coverage to include mandatory certifications, aligning funding frameworks with industry requirements, and improving overall access to TVET through subsidies and flexible funding options. He also stressed the importance of stronger collaboration between government, training institutions, and industry to develop more responsive and sustainable funding models.

Overall, his insights reinforced the need for holistic, industry-aligned funding approaches that cover the entire training pathway and ensure graduates are fully qualified and work-ready.



3.7 Panel Discussion 2: How to Collaborate to Support TVET for Employability and Entrepreneurship?



Moderator: Ms. Sonia Shivangi (FNU)

Panelists:

Panelist 1: Ms. Rosalia Fatiaki Director- USP Pacific TAFE

Panelist 2: Mr. William Rokowaqa- Team Leader & Senior Curriculum Specialist, Ministry of Education (TVET Section)

Panelist 3: Mr. Gareth McGrath -Country Director, Pacific Australia Skills (PAS)

Panelist 4: Ms. Tess McSpadden-First Secretary (Human Development), Australian High Commission

Panelist 5: Mr. Aporosa Silatolu-Director, Centre for Appropriate Technology & Development (CATD), Nadave

Introduction:

Ms. Sonia Shivangi emphasized that TVET is central to workforce readiness, economic resilience, and entrepreneurship, but no single institution can deliver these outcomes on its own. She highlighted that effective TVET systems depend on structured collaboration between training providers, Industry, Government, Development partners and Communities.

The focus must shift from discussion to actionable collaboration, ensuring graduates are employable, adaptable, and innovative. Collaboration should be practical and measurable, focused on real employment and entrepreneurial outcomes.

Key Points Discussed:

• **Panelist 1** - Ms. Fatiaki emphasized the need to strengthen collaboration among TVET providers, industry stakeholders, and funding agencies to improve the effectiveness and relevance of technical and vocational education. She highlighted that better alignment between education systems and workforce demands requires coordinated funding and co-designed training programs with industry to ensure graduates are ready. She also noted that current disconnects in funding—particularly among key agencies such as TSLs and the Higher Education Commission—undermine program delivery and called for stronger industry engagement through workplace exposure for trainers and the inclusion of industry professionals in teaching roles. Overall, she underscored that sustained, well-coordinated collaboration is critical to producing graduates who are both employable and capable of entrepreneurial success.

• **Panelist 2** - Mr. Rokowaqa highlighted the importance of standardization and early introduction of TVET pathways to improve education outcomes, noting that consistent national standards can strengthen quality and credibility while engaging students earlier through practical learning. He emphasized that integrating vocational programs at lower secondary levels can reduce dropout rates, enhance employability, and position TVET as a key solution to social and economic challenges, supported by strong collaboration across stakeholders.

Key Recommendations:

1. National Qualifications Framework (NQF): Progress toward a structured system with standardized Certificate Levels 1–4.

2. Standardization of TVET: Establish unified national standards to ensure quality and recognition of qualifications

3. Competency-Based Training: Prioritize practical, skills-focused learning over purely academic approaches.

4. Early TVET Pathways: Introduce vocational programs at Years 9–10 to support informed career choices.

5. Addressing Social Challenges: Reduce dropout rates and youth disengagement through flexible, relevant training options.

• **Panelist 3** - Mr. McGrath emphasized that effective collaboration in TVET requires a whole-of-government, system-wide approach that is closely aligned with real employment outcomes, ensuring training is practical, future-focused, and sustainable. He highlighted the need to align programs with labor market demands, create clear pathways from training to employment, strengthen employer capacity to engage modern workers, and position Pacific Australia Skills (PAS) as a key enabler connecting government, industry, and training providers

• **Panelist 4** - Ms. McSpadden emphasized that collaboration in TVET should go beyond national systems to involve government, the private sector, and international partners, noting that strong cross-sector and global partnerships are essential for building a responsive and future-ready system. She highlighted that such collaboration supports both employment and entrepreneurship by creating an enabling environment for skills development and innovation.

Key areas highlighted include:

1. **Bilateral Partnerships:** She pointed to the Vuvala Partnership between Fiji and Australia as an example of how international cooperation can strengthen education, skills development, and private-sector growth.

2. **Multi-Stakeholder Policy Development:** She stressed the importance of inclusive policy-making that brings together government, industry, and development partners to ensure relevance and responsiveness to labor market needs.

3. **Innovation Ecosystems:** She cited the Fiji FinTech Innovation Hub as a model of successful collaboration that promotes entrepreneurship and digital innovation.

4. Entrepreneurship and Employability: She underscored the need to integrate skills training with innovation opportunities to support diverse career pathways and enhance both employability and entrepreneurial potential

• **Panelist 5** -. Mr. Silatolu's key message was TVET must be practical, industry-driven, and holistic, with a strong focus on community-based training. He focused on the need for TVET to extend beyond certification to develop capable, disciplined, and adaptable individuals. By ensuring strong industry alignment and addressing community needs, training programs can produce graduates who are truly prepared for real-world challenges.

1. Industry-Driven Program Validation - aligning training programs with industry expectations. He highlighted the need for direct industry validation of curricula, citing the automotive program, which is being reviewed in partnership with Asco Motors to ensure relevance and quality.

2. Redefining Employability - He advocated for a broader understanding of employability, stressing that it should go beyond formal qualifications. Key attributes such as discipline, strong work ethic, and effective time management are equally important in preparing students for the workforce.

3. Holistic Training Approaches - A strong emphasis was placed on integrating life skills with technical training. Mr. Silatolu noted that producing well-rounded individuals requires a balance between practical competencies and personal development.

4. Focus on Rural and Community Development - He highlighted the importance of targeting rural iTaukei youth through accessible and relevant training programs. This approach ensures that TVET contributes to inclusive development and empowers communities.

5. Growing Demand for TVET Programs - Mr. Silatolu highlighted the significant oversubscription to CATD programs, underscoring the high demand for practical, skills-based training that meets both industry needs and community aspirations.

3.8. Action Plans by Advets to Support the Various Industry Sectors in 2026



Mr. Jerry Wong
College of Humanities, Education & Law – Fiji National University

Mr. Wong's presentation reinforced that strong industry collaboration, practical training, and alignment with international standards are essential to producing graduates who are job-ready, globally competitive, and future-focused.

1. Industry Integration through Artist-in-Residence Program

The introduction of an Artist-in-Residence Program as a key strategy to bridge the gap between education and Industry. This initiative aims to bring practicing artists and designers directly into the classroom, where they can work alongside students and lecturers. This model promotes mentorship, hands-on learning, and real-world exposure, while enabling skills transfer in emerging creative fields such as digital art, animation, branding, and sustainable design. It also ensures students are industry-ready even before graduation.

2. Strengthening Industry Partnerships and MOUs

A major focus was placed on expanding and strengthening Memorandums of Understanding (MOUs) with industry partners. Mr. Wong cited successful collaborations with organizations such as Film Fiji, where students gained practical experience on major productions.

These partnerships are intended to create structured pathways for student placements, facilitate joint projects between Industry and the university, enhance practical learning opportunities and improve graduate employability through real-world exposure.

3. Industry-Led Curriculum Development

The importance of involving industry in the design and review of TVET programs. He encouraged stakeholders to evaluate course content, learning outcomes, and relevance actively—not just course titles.

This approach ensures that:

- Programs remain aligned with current industry needs
- Outdated content is revised or removed
- New and emerging skills are incorporated
- Graduates meet professional and workforce expectations

4. Work-Integrated Learning and Graduate Pathways

Strengthening work-integrated learning as a core component of all programs. Mr. Wong highlighted the growing demand from industries for skilled graduates in creative fields such as design, music, and film.

He stressed the need to:

- Respond effectively to industry requests for graduate trainees
- Embed practical experience within curricula
- Align training with evolving technologies and standards
- Prepare students to transition seamlessly into employment

5. International Benchmarking and Qualification Mobility

Mr. Wong underscored the importance of aligning TVET qualifications with international standards to enhance credibility and global recognition. He noted ongoing efforts to align programs with international frameworks, such as APEC.

Key priorities include:

- Developing clear articulation pathways (Certificate → Diploma → Degree)
- Supporting student mobility across institutions and countries
- Strengthening global recognition of the Fijian qualifications
- Ensuring graduates are competitive in regional and international markets

6. Building a Future-Ready Workforce through Collaboration

In conclusion, Mr. Wong emphasized that TVET should not only train the current workforce but also co-skill the future workforce in partnership with Industry. He highlighted the importance of shared responsibility in developing relevant skills and qualifications that are transferable across borders.



Mr. Eric Jioje
Associate Dean TVET – College of Business, Hospitality & Tourism Studies (CBHTS)

Mr. Jioje reinforced that TVET is a critical driver of economic growth, echoing the idea that “if education is key, then TVET is the master key.” He emphasized the importance of industry-aligned, flexible, and sustainable training systems to produce graduates who are both skilled and entrepreneurial.

1. Positioning FNU as a Dual-Sector Institution

Highlighting the need to strengthen public understanding of Fiji National University (FNU), the largest dual-sector institution in the Pacific. He noted that many people still associate FNU primarily with higher education, overlooking its strong TVET component.

He emphasized the importance of better promoting this dual identity to position TVET as an equally valuable and strategic pathway.

2. Overview of College Structure and Program Offerings

An overview of CBHTS, which operates across multiple campuses (Nasinu, Nadi, Lautoka, Ba, and Labasa) and consists of four key schools:

- Hospitality and Tourism Studies
- Accounting, Banking and Finance
- Management and Executive Business Administration
- Economics, Development and Border Management

He highlighted a wide range of programs from certificate to Diploma level, strong TVET components are embedded even within degree programs, unique offerings such as the Customs (Border Management) program

3. Enhancing Education Excellence through Industry Collaboration

A core focus of the College’s strategy is education excellence through industry engagement.

This includes:

- Signing and strengthening MOUs and MOEs with industry stakeholders
- Active engagement with Program Advisory Committees (PACs) and Industry Advisory

Committees (IACs)

- Aligning programs with labor market needs, particularly in the tourism and business sectors

These mechanisms ensure that training remains relevant, practical, and responsive to industry demand.

4. Financial Sustainability and Entrepreneurial Training

Integrating financial sustainability into training delivery. One example shared was the Hospitality Development School (HDS) catering services for the Fijian Drua rugby team, which provides real-world industry exposure for students and opportunities to develop elite culinary and entrepreneurial skills. This approach supports both income generation and experiential learning.

5. Inclusiveness and Rebranding of TVET Programs

He highlighted the need to improve inclusiveness and visibility of TVET programs within the College. Key strategies include:

- Rebranding TVET offerings to enhance awareness
- Promoting co-sharing of facilities across programs
- Ensuring TVET programs receive equal recognition and support

This is particularly important with future developments such as the Vualiku project.

6. Strengthening Research, Innovation, and Industry Value

The need to improve collaboration with Industry in research and innovation. He noted that industry partners often seek clear value in engagement, prompting the College to:

- Provide incentives for industry participation
- Strengthen coordination in identifying future skills and program relevance
- Ensure industry input meaningfully shapes program direction

7. Internationalization and Program Development

A key highlight was the College's focus on internationalization, particularly through emerging programs such as Border Management. He described this as a "jewel in the crown" due to its strong demand and potential growth.

He emphasized the importance of nurturing new programs through incubation, building sustainability over time, and expanding their global relevance and recognition.

8. Flexible and Hybrid Learning Pathways

Mr. Jioje concluded by emphasizing the strength of CBHTS in offering:

- Hybrid programs combining academic and TVET elements
- Dual major flexibility, allowing students to broaden skillsets
- Strong pathways in hospitality, identified as a key "powerhouse" sector



Dr. Ilisoni Leweniqila
Associate Dean TVET – College of Agriculture, Fisheries,
and Forestry – Fiji National University

Dr Leweniqila emphasized the need for ongoing collaboration, dialogue, and partnerships beyond the session. Ultimately, the vision for agriculture and TVET in Fiji is centered on innovation, strong partnerships, and a deep commitment to community-focused development.

With reference to the Senior Leadership Team (SLT) meeting held in Nadi three weeks prior, Dr Leweniqila mentioned the College of Agriculture undertook a period of reflection and strategic reassessment.

- The focus was not only on Technical and Vocational Education and Training (TVET), but on the College's broader transformation.

- A new direction is being shaped to respond to evolving national and educational demands.

1. Adoption of the Triple Helix Model

The College adopted the Triple Helix Model as its guiding framework. This model positions the College as a central solution provider for Fiji's development challenges.

This model emphasizes collaboration among:

- Academia (University/College)
- Industry
- Government

It reflects the belief that "To know the way forward, we must stand on the shoulders of champions."

2. Shared Responsibility and Community Focus

With reference to Dr. Eci Naisele's message:

- Development is a shared responsibility.
- The community remains at the center of all service and decision-making.

This reinforces the College's mission to serve people practically and inclusively.

3. Strategic Priorities for 2026

A. Educational Excellence and Student Experience

Focuses on decentralizing learning through community-based “living labs,” promoting hands-on, work-ready skills, and strengthening collaboration between students, faculty, and communities. It also emphasizes outreach, clear educational pathways supported by dialogue, and continuous curriculum innovation through short courses and industry-aligned programs.

B. Research, Innovation, and Development

Emphasized innovation in agriculture aligned with national priorities such as climate-smart and sustainable farming practices, supported by strong collaboration with government, industry, and academic partners. It also highlighted emerging opportunities like agrotourism and the need for affordable, accessible technologies tailored to small-scale and subsistence farmers, who make up the majority in Fiji.

4. Strengthening TVET Relevance

The TVET programs will:

- Align more closely with real-world agricultural challenges.
- Provide practical, scalable solutions.
- Foster innovation is rooted in local needs.

5. Agri tech Development Initiative

- Plans to establish Agri tech-ready workshops. Focus on:
- Skills development
- Technological adoption
- Requires strong collaboration across sectors

6. Stakeholder Engagement and Call to Action

The College is actively encouraging engagement from stakeholders, communities, and industry partners, signaling a proactive, collaborative approach. This approach ensures that development efforts are shared, participatory, and responsive to the needs of all involved.



Ms. Vane Seruvakula
Associate Dean TVET - College of Engineering, Technical,
Vocational Education, and Training, Fiji National University

CETVET, as a multidisciplinary institution, is structured around specialized schools such as Engineering, Computing, Transport, Sciences, and the Built Environment. She described the College as a practical, industry-focused institution—“the college of the real world”—committed to delivering skills that directly address national and regional development needs, while advancing capacity building, innovation, and sustainable growth through its strategic plans.

1. Strategic Focus Areas and Action Plans

A. Solar Technology and Renewable Energy

A key strategic priority is advancing solar energy, reflecting Fiji’s emergence as a regional hub for renewable energy in the South Pacific.

- Establishment of the Solar Energy Technology and Application Resource Centre (STASI) through a Memorandum of Understanding between the Fiji Government, FNU, and the International Solar Alliance.
- Focus on solar research, equipment testing, and development of sustainable, Pacific-relevant solutions.
- Leadership in this area is strengthened through the expertise of Professor Atul Raturi.
- Opportunities for collaboration with industry stakeholders, including solar farm development initiatives.

B. Resilient Infrastructure and Sustainable Construction

CETVET emphasizes the development of climate-resilient and sustainable infrastructure.

- Adoption of green materials and smart technologies.
- Integration of risk-informed planning to enhance resilience against climate-related challenges.
- Promotion of durable, environmentally responsible, and economically viable infrastructure solutions.

C. Advanced Technology Training and Innovation

The College is strengthening training in emerging and advanced technologies to prepare a future-ready workforce.

Key areas include:

- Mechatronics: Integration of mechanical, electrical, and computing systems for automation and smart technologies.
- Robotics and Industrial Automation: Responding to increasing demand in high-growth sectors.
- Cyber resilience: Enhancing digital security capabilities.
- Geographic Information Systems (GIS): Supporting data-driven mapping and analysis across industries.
- Drone technology: Expanding applications in monitoring, surveying, and other technical fields.

D. Sustainable Water, Waste, and Environmental Systems

- The College aims to address environmental challenges through practical solutions:
- Development of clean water systems, particularly for remote communities.
- Promotion of water recycling technologies.
- Implementation of environmental monitoring systems to support sustainability and resource management.

E. Electric Vehicles and Sustainable Transport

- Recognizing the global shift toward cleaner transport, CETVET is focusing on electric and hybrid vehicle (EV/HEV) technologies.
- Training technicians in EV maintenance, diagnostics, and high-voltage safety.
- Supporting the transition to low-emission, energy-efficient transport systems.
- Responding to the growing demand for specialized, data-driven vehicle servicing.
- Encouraging inclusivity and participation, highlighted through the recognition of skilled female technicians in the field.



Dr. Aruna Devi
Associate Dean TVET – College of Medicine, Nursing,
and Health Science – Fiji National University

Dr Devi emphasized the importance of fostering collaboration over competition, highlighting a strong commitment to actively engaging with other colleges to deliver integrated, multidisciplinary solutions. She further encouraged stakeholders to “walk the talk” by translating discussions into tangible actions and meaningful partnerships that support collective progress.

1. Addressing Gaps in Healthcare Innovation

Dr. Devi highlighted a critical gap in the local production of essential medical support equipment:

- Wheelchairs
- Crutches
- Commodes

Despite the high number of amputations (over 900 annually), such items are not being locally developed. This was presented as a missed opportunity for collaboration between health and engineering disciplines.

2. Improving Patient Care and Service Delivery

The real-world challenges experienced by patients in healthcare settings:

- Multiple unsuccessful attempts during blood collection (phlebotomy)
- Poor communication between healthcare workers and patients
- Negative experiences during hospital visits

These issues highlight the need for improved training and patient-centered care. Development of TVET Training Programs

a. Phlebotomy Training

- Newly introduced online phlebotomy training program
- Focus on improving technical competency and patient experience

b. Infection Prevention and Control

- Training programs addressing:
- Infection spread within households and communities.
- Antibiotic resistance awareness

C. Upcoming Courses

- Diabetic foot care
- Substance abuse management
- Climate-sensitive health issues, including:
- Dengue outbreaks
- Leptospirosis

3. Regional Expansion of Training

CMNHS TVET programs are expanding across the Pacific:

- Delivered training in Vanuatu and the Solomon Islands
- Planned expansion to Tonga, FSM (Federated States of Micronesia), and the Northern Territory

This reflects a commitment to regional capacity building in healthcare training.



4. Youth Unemployment and Social Challenges

The forum highlighted youth unemployment as a growing national concern, closely linked to rising school dropout rates and broader social challenges. Participants emphasized that without targeted intervention, unemployed and disengaged youth are at increased risk of negative outcomes that can affect both communities and national stability.

Strong warnings were issued that continued underinvestment in youth development could contribute to higher crime rates, increased labor migration, and long-term social instability. These risks underscore the importance of viewing youth not as a social burden, but as a critical investment in Fiji's future workforce and economic resilience. In response, the government reaffirmed its commitment to expanding training pathways and second-chance education initiatives, particularly through TVET. These initiatives aim to engage school leavers, provide market-relevant skills, and create clear transitions into employment or further education. By strengthening access to practical, flexible, and inclusive training opportunities, TVET is positioned as a key solution to reducing youth unemployment while promoting social cohesion and economic participation.

5. Skills Gaps and Labor Market Challenges

The forum acknowledged that Fiji continues to face significant skills gaps across key sectors of the economy, including construction, manufacturing, tourism, ICT, health services, and emerging technical trades. Employers consistently report difficulty in sourcing workers with the appropriate technical, digital, and soft skills needed to meet operational and growth demands. These shortages not only affect productivity but also limit innovation, service quality, and the country's ability to attract investment.

A major contributing factor is the misalignment between training outcomes and industry requirements. While training institutions produce graduates, many employers note that some qualifications do not fully reflect real-world workplace demands or evolving technologies. This mismatch results in graduates who require additional on-the-job training, while vacancies remain unfilled due to a lack of job-ready skills. Strengthening industry involvement in curriculum design, workplace learning, and assessment was therefore emphasized as a critical priority.

At the same time, Fiji faces ongoing challenges related to skilled labor migration. Many qualified tradespeople and professionals leave the country in search of higher wages and better opportunities overseas. While remittances provide economic benefits, the loss of skilled workers creates gaps in the domestic labor market and places pressure on local industries to maintain service delivery and growth.

As a result, some employers increasingly rely on foreign labor to meet immediate workforce needs. While this approach helps address short-term shortages, it also highlights the urgent need to build a sustainable local skills pipeline. Forum discussions stressed that without stronger investment in locally aligned, future-focused TVET programs and improved retention strategies, Fiji risks perpetuating a cycle of skills depletion.

Overall, addressing Fiji's labor market challenges requires a coordinated response—one that strengthens training-industry alignment, improves workforce planning, retains skilled workers, and ensures that education and training systems are responsive to national development priorities.

6. Industry-Aligned and Future-Focused Training

Participants questioned whether existing training programs are sufficiently aligned with future job demands and emerging industries. There was strong agreement that TVET programs must be demand-driven, practical, and industry-relevant, ensuring graduates are job ready and adaptable to technological and economic change.

The forum strongly underscored the need for closer alignment between training programs and labor market demands, particularly in the face of rapid economic, technological, and industry transformation. Central to the discussion were critical questions about whether current education and training systems are adequately preparing learners for the jobs of today and, more importantly, for the jobs of the future.

Participants questioned whether existing training programs sufficiently reflect emerging industries, new technologies, and evolving workplace practices. As sectors such as renewable energy, digital services, advanced manufacturing, and specialized tourism continue to grow, there was concern that some training curricula remain outdated or overly theoretical. This gap risks producing graduates whose skills do not match employer expectations, limiting employability and productivity.

A strong consensus emerged around the need for demand-driven TVET programs—training that is directly informed by industry needs rather than supply-led educational models. Industry representatives emphasized the importance of active employer involvement in curriculum design, delivery, workplace attachments, and assessment processes. Such collaboration ensures that training content remains current, relevant, and responsive to changing skill requirements.

Practical, hands-on learning was identified as especially critical. Employers highlighted that graduates must not only hold qualifications but also demonstrate job-ready competencies, including technical proficiency, problem-solving abilities, teamwork, and adaptability. Expanded use of apprenticeships, work-based learning, and industry placements was therefore promoted as a way to bridge the gap between training and employment.

Ultimately, the push for industry-aligned training reflects a broader goal: to ensure that youth are equipped with skills that lead to sustainable employment and career progression. By aligning TVET programs with future job demands and national development priorities, Fiji can strengthen workforce readiness, improve graduate employability, and build a resilient skills pipeline capable of supporting long-term economic growth.

7. Inclusivity in TVET

The importance of inclusive access to TVET was emphasized, particularly for women, persons with disabilities, and rural and maritime communities. TVET was positioned not only as a workforce development tool but also as a mechanism for equity, empowerment, and social inclusion, helping to ensure no group is left behind.

The forum placed strong emphasis on inclusivity as a cornerstone of effective TVET systems, recognizing that skills development must be accessible to all segments of society to drive sustainable and equitable national development. Participants agreed that without deliberate inclusion strategies, existing inequalities in education, employment, and income would continue to widen.

Ensuring greater access for women was a key focus. While women remain underrepresented in many technical and traditionally male-dominated trades, TVET offers significant opportunities to increase their participation in high-demand and higher-income occupations. Expanding gender-responsive training programs, safe learning environments, and industry partnerships was highlighted as essential to empowering women economically and improving household and community outcomes.

Equally important was the inclusion of people with disabilities. Speakers emphasized the need for accessible training facilities, adaptive technologies, flexible delivery models, and supportive policies that allow individuals with disabilities to fully participate in skills training and employment. Inclusive TVET was viewed not only as a rights-based approach but also as a way to unlock untapped human potential and strengthen workforce diversity.

The forum also stressed the challenges faced by learners from rural and maritime communities, who often experience limited access to training institutions, technology, and employment opportunities. Expanding outreach programs, mobile training delivery, blended and digital learning solutions, and community-based training centres were identified as practical ways to bridge geographic barriers and ensure more equitable access to skills development.

Overall, TVET was strongly positioned as a powerful tool for equity, empowerment, and social inclusion. By deliberately designing inclusive policies and programs, TVET can help reduce social disparities, promote economic participation for marginalized groups, and contribute to social cohesion. Participants agreed that an inclusive TVET system is not only socially just but also essential for building a resilient, productive, and future-ready workforce for Fiji.

8. TVET as a Driver of National Development

The forum clearly recognized Technical and Vocational Education and Training (TVET) as a central driver of Fiji's national development agenda and the backbone of the country's key industries. Sectors such as construction, tourism, manufacturing, agriculture, transport, energy, and emerging technical fields rely heavily on a skilled TVET workforce to sustain operations, improve productivity, and support economic growth. Without a strong and responsive TVET system, these industries would struggle to meet labour demands and remain competitive locally and regionally.

TVET was widely acknowledged as more than just a training pathway—it was positioned as a strategic investment in Fiji's human capital, directly contributing to employment creation, poverty reduction, and economic resilience. By equipping individuals with practical, job-ready skills, TVET supports entrepreneurship, strengthens small and medium enterprises, and enables communities to participate meaningfully in national development.

Fiji National University (FNU) was highlighted for its significant contribution to skills development nationwide. Between 2019 and 2024, FNU produced over 69,000 TVET graduates, supplying skilled workers across multiple industries. This achievement reflects the growing importance and scale of TVET within the national education system. Looking ahead, FNU has set an ambitious target of producing 200,000 TVET graduates by 2030, reinforcing its role as a key driver of workforce development and economic transformation.

Speakers emphasized that these numbers represent not just qualifications, but real economic impact—skilled individuals entering the workforce, filling critical shortages, supporting industry growth, and reducing reliance on foreign labour. When aligned with industry needs and national priorities, TVET becomes a powerful enabler of inclusive growth, social stability, and long-term prosperity.

Overall, the forum reaffirmed that strengthening TVET is essential to achieving Fiji's development goals. A skilled, adaptable, and locally trained workforce is fundamental to building a resilient economy, supporting innovation, and ensuring Fiji's industries can thrive now and into the future.

9. Call for Action

A strong and consistent message emerged from the forum: discussion must now translate into decisive action. While the challenges facing Fiji's skills system are well understood, participants emphasized that continued dialogue without implementation risks widening skills gaps and undermining national development goals. The forum therefore called for a renewed focus on execution, accountability, and measurable outcomes.

Central to this call was the need for clear and concrete action plans. Stakeholders stressed that strategies for skills development must move beyond policy statements and be supported by defined priorities, timelines, responsibilities, and performance indicators. Action plans should be driven by labor market evidence, aligned with national development priorities, and responsive to emerging industry trends, ensuring that training interventions deliver real impact.

The forum also underscored the importance of sustainable investment in training systems. Participants highlighted the need for adequate and long-term funding for TVET infrastructure, equipment, curriculum development, instructor capacity building, and student support services. Sustainable investment was viewed as essential not only for expanding access and quality, but also for ensuring training remains relevant, modern, and aligned with Industry needs over time.

Equally critical was the call for continuous collaboration among government, Industry, education and training institutions, and development partners. Effective skills development was widely recognized as a shared responsibility that requires ongoing engagement rather than one-off partnerships. Participants advocated stronger mechanisms for industry input, regular review of training programs, and coordinated planning to ensure that efforts across sectors are complementary and mutually reinforcing.

Overall, the call for action reflected a collective recognition that Fiji's skills challenges can only be addressed through decisive implementation, sustained investment, and enduring collaboration. The forum concluded that by turning commitment into action, stakeholders can build a resilient and future-ready workforce capable of supporting inclusive growth and national prosperity.

10. Alignment with National Development Goals

The forum reinforced the alignment of TVET initiatives with Fiji's 20-Year National Development Plan and the FNU Strategic Plan (2024–2026). Education and skills development were positioned as foundational to economic growth, resilience, and long-term national prosperity.

The forum strongly emphasized that TVET must be closely aligned with Fiji's national development framework to effectively support long-term economic growth, social inclusion, and national resilience. Skills development was not viewed in isolation, but as a strategic enabler that underpins policy objectives, workforce planning, and sustainable development outcomes.

TVET was clearly linked to Fiji's 20-Year National Development Plan (NDP), which prioritizes human capital development as a foundation for inclusive growth, productivity, and improved living standards. The NDP recognizes that a skilled and adaptable workforce is essential for strengthening key industries, reducing unemployment, supporting innovation, and enhancing Fiji's global competitiveness. Within this context, TVET plays a critical role in providing practical, ready skills that directly respond to labor market needs and support priority economic sectors.

At the institutional level, alignment with the FNU Strategic Plan (2024–2026) was highlighted as a means of translating national goals into tangible outcomes. FNU's strategic focus on expanding access, improving training quality, strengthening industry partnerships, and enhancing graduate employability reflects a deliberate effort to support national development priorities. Through its TVET programs, FNU serves as a key delivery partner in building the skilled workforce envisioned under the national plan.

Education, particularly TVET, was consistently positioned as a driver of economic growth and national resilience. Participants emphasized that a well-trained workforce enhances productivity, reduces reliance on foreign labor, and improves the country's capacity to respond to economic shocks, climate challenges, and technological change. By equipping citizens with relevant and future-focused skills, TVET supports employment creation, income generation, and social stability.

Overall, aligning TVET with national and institutional strategies was seen as essential to achieving coherent, sustainable development outcomes. The forum concluded that when education and training systems are fully aligned with national goals, TVET becomes a powerful tool for transforming lives, strengthening industries, and securing Fiji's long-term economic and social resilience.

11. Conclusion

In conclusion, the 2026 FNU TVET Forum reinforced a clear and compelling message: closing Fiji's skills gap demands coordinated and sustained action. The discussions highlighted that skills development cannot succeed in isolation and must be supported by strong partnerships between government, Industry, education providers, and development partners. An inclusive and responsive TVET system—one that reaches all segments of society and remains closely aligned with labor market needs—was identified as essential to building a capable and future-ready workforce.

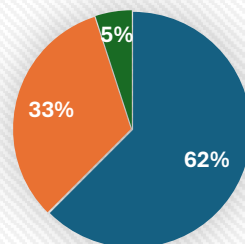
The forum reaffirmed TVET's central role in shaping Fiji's socio-economic future, not only by addressing current skills shortages but also by preparing citizens for emerging industries and long-term national priorities. By strengthening alignment between education and Industry, investing in inclusive training systems, and moving decisively from dialogue to implementation, Fiji is well positioned to develop a resilient workforce that supports sustainable growth, social stability, and national development.



2026 National TVET Forum Survey

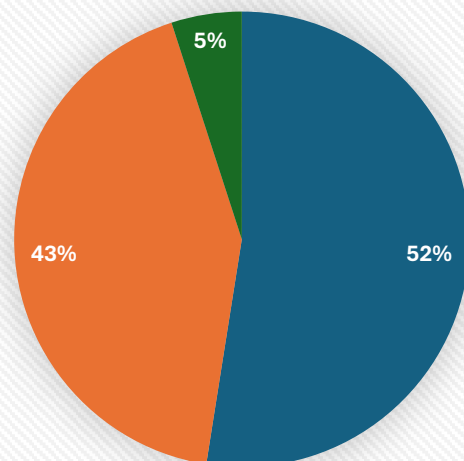
Session 1 - Na Vualiku Program and the crucial role that FNU can play

Session 1.1 - The session was informative and engaging with topics/subjects relevant to the subject



■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

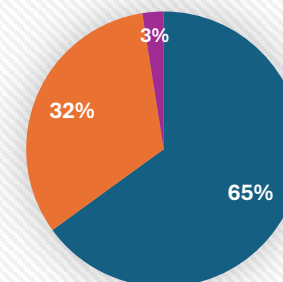
Session 1.2 - I have a clear actionable takeaway from this forum which I can take back to my organization



■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

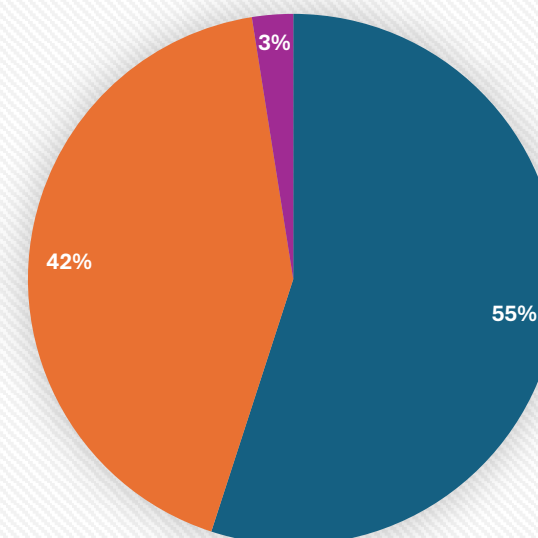
Session 2 - Global Perspective of Skills gap

Session 2.1 - The session was informative and engaging with topics /subjects relevant to the subject

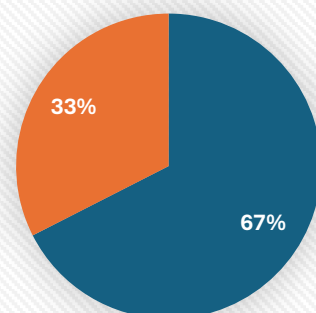


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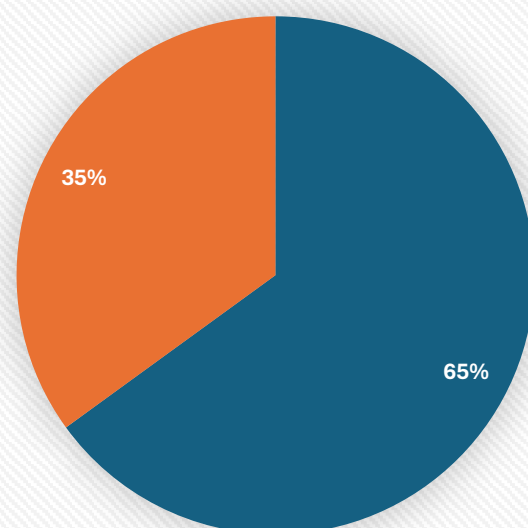
Session 2.2 - I have a clear actionable takeaway from this forum which I can take back to my organization



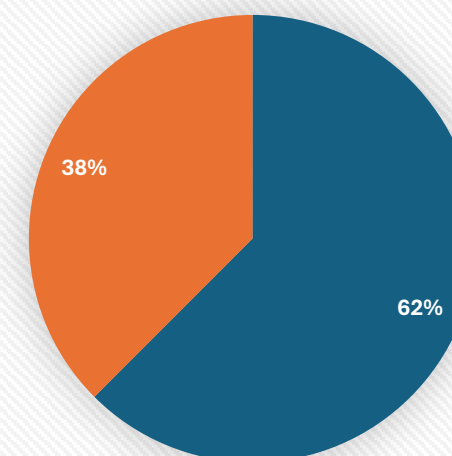
■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

Session 3 - Employers position on skills in Fiji. Suggestions for improvement.**Session 3.1 - The session was informative and engaging with topics / subjects relevant to the subject**

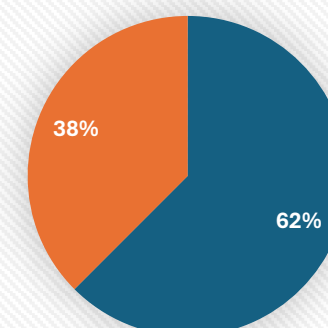
■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

Session 3.2 - I have a clear actionable takeaway from this forum which I can take back to my organization

■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

Session 4 - Immediate and short-term skills needs of my organization**Session 4.1 - The session was informative and engaging with topics/subjects relevant to the subject**

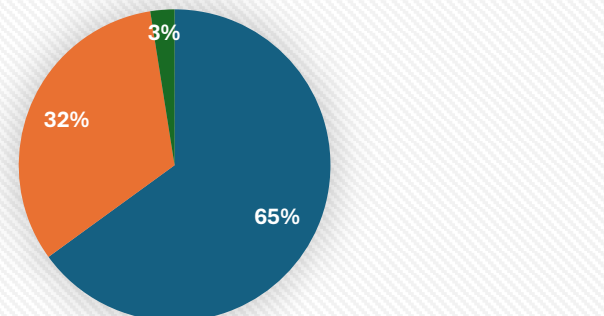
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Session 4.2 - I have a clear actionable takeaway from this forum which I can take back to my organization

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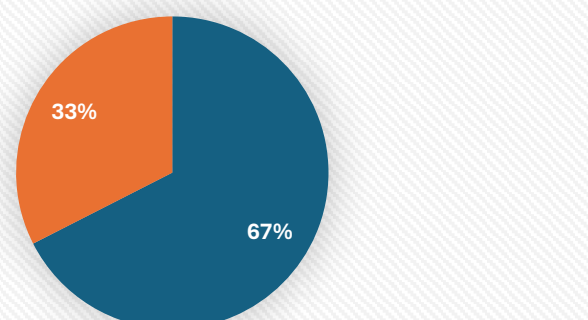
Session 5 - Presentation by key Government agencies on “Funding support for TVET”

Session 5. Q1 - The session was informative and engaging with topics / subjects relevant to the subject



■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

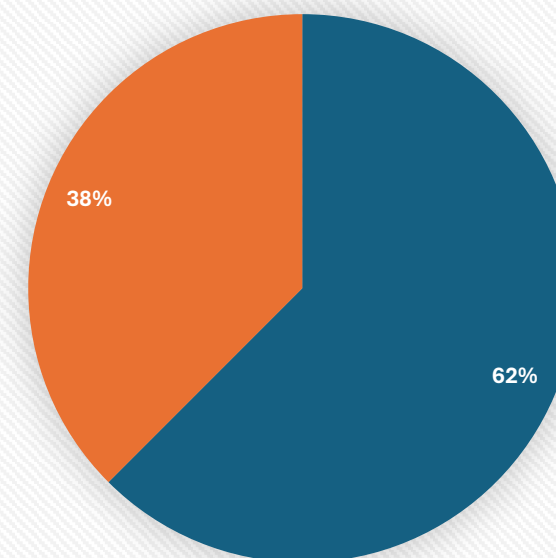
Session 5. Q2 - I have a clear actionable takeaway from this forum which I can take back to my organization



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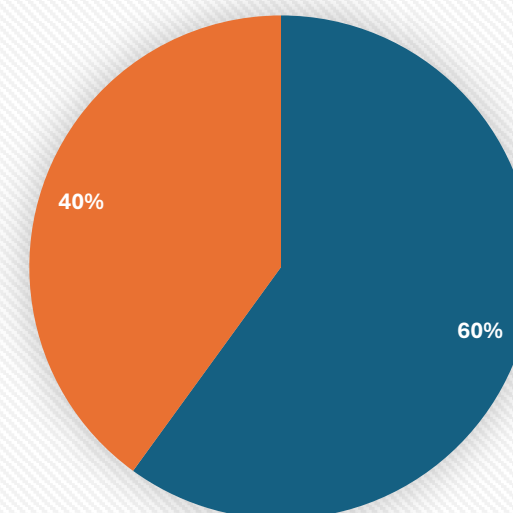
Session 6 - Panel Discussion by Institutional partners

Session 6. Q1 - The session was informative and engaging with the topics/subjects relevant to the subject



■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

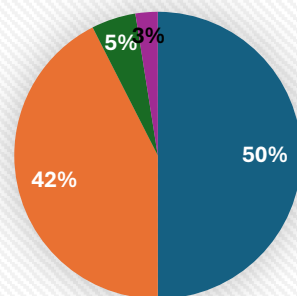
Session 6. Q2 - I have a clear actionable takeaway from this forum which I can take back to my organization



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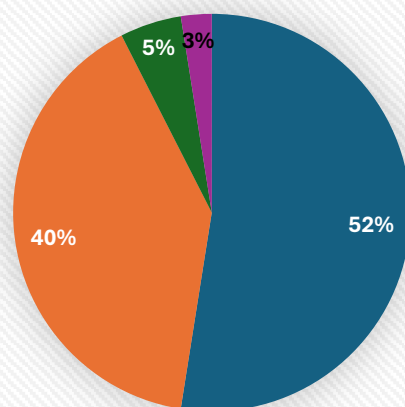
Session 7 - Presentations by ADTVETs on their Action Plan to support the various industry sectors in 2026

Session 7. Q1 - The session was informative and engaging with the topics/subjects relevant to the subject



■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

Session 7. Q2 - I have a clear actionable takeaway from this forum which I can take back to my organization



■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree





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