

Fiji

TVET Country Profile



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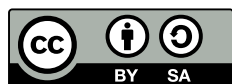
The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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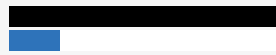
The UNESCO-UNEVOC TVET Country Profiles aim to provide concise, reliable and up-to-date information on TVET systems worldwide. Dynamic TVET diagrams illustrate education systems and the role of TVET at a glance. Statistical data can easily be compared across countries. Please help us improve the profiles by using the feedback form.

KEY STATISTICS

Vocational education

Enrolment in secondary vocational, both sexes (number)

1.4 thousand



Of which female (%)

18.9%

SDG4

Participation in education and training in the previous year

0.9%



Participation in vocational education (youth)

-

General education

Net Enrolment Rate, secondary education, male (%)

80.4%



For female students

88.8%

Education finance

Government expenditure on education (% of total)

14.5%



On vocational education (% of total)

-

Socio-economic

GDP (current USD)

4.6 billion



GDP growth (annual %)

-4.1%

Labour Market

Unemployment (%)

5.2%



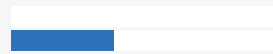
Unemployment, youth (%), modeled ILO estimate)

18.1%

Literacy

Youth literacy rate, population 15-24 years, both sexes (%)

-



Labor force participation rate, total (% of total...)

38.1%

Demography

Total Population

902.9 thousand



Population aged 15-24 years (%)

16.4%

Vocational education

Fiji

Secondary education

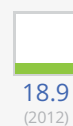
Enrolment in secondary vocational, both sexes (number)

Source: World Bank / UIS



Percentage of students who are female (%)

Source: World Bank / UIS



Upper secondary education (ISCED 3)

Students enrolled in vocational programmes, both sexes (%)

Source: UNESCO Institute for Statistics



Percentage of students who are female (%)

Source: UNESCO Institute for Statistics



Tertiary education (ISCED 5)

Population with at least short-cycle tertiary degree, both sexes (%). ISCED 5

Source: UNESCO Institute for Statistics



Population with at least short-cycle tertiary degree, female (%). ISCED 5

Source: UNESCO Institute for Statistics



5
(2017)

SDG4

Fiji

Target 4.3.1 - Participation of youth and adults in formal and non-formal education and training in the previous 12 months.

Both sexes (%)

Source: UNESCO Institute for Statistics



0.9
(2016)

Male (%)

Source: UNESCO Institute for Statistics



0.7
(2016)

Female (%)

Source: UNESCO Institute for Statistics



-

Target 4.3.3 - Participation in technical and vocational programmes, 15-24 year-olds.

Both sexes (%)

Source: UNESCO Institute for Statistics



-

Male (%)

Source: UNESCO Institute for Statistics



-

Female (%)

Source: UNESCO Institute for Statistics



-

General education

Fiji

Primary education (ISCED 1)

Gross Enrolment Rate (%)

Source: UNESCO Institute for Statistics



112.7
(2020)

Students who are female (%)

Source: UNESCO Institute for Statistics



110.6
(2020)

Secondary education, all programs

Net Enrolment Rate, secondary education, male (%)

Source: World Bank / UIS



80.4
(2012)

Net Enrolment Rate, secondary education, female (%)

Source: World Bank / UIS



88.8
(2012)

Gross Enrolment Rate (%)

Source: World Bank / UIS



94.2
(2020)

Percentage of students who are female (%)

Source: World Bank / UIS



99.1
(2020)

Higher secondary (ISCED-3)

Gross Enrolment Rate (%)

Source: World Bank / UIS



Students who are female (%)

Source: World Bank / UIS



Tertiary education (ISCED 5-8)

Gross Enrolment Rate

Source: UNESCO Institute for Statistics



Students who are female (%)

Source: UNESCO Institute for Statistics



Education finance

Fiji

Government expenditure

Expenditure (% of total)

Source: UNESCO Institute for Statistics



Expenditure on vocational education (% of total government expenditure)

Source: UNESCO Institute for Statistics



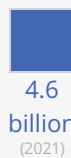
Socio-economic

Fiji

Gross Domestic Product

GDP (current USD)

Source: World Bank



GDP growth (annual %)

Source: UNESCO Institute for Statistics



GDP per capita (current USD)

Source: UNESCO Institute for Statistics



By sector

Agriculture, value added (% GDP)

Source: World Bank



Industry, value added (% GDP)

Source: World Bank



Services, value added (% GDP)

Source: World Bank



Labour Market

Fiji

Employment

Labor force participation rate (% of total pop. ages 15+)

Source: World Bank / ILOSTAT



56.6
(2021)

Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT



38.1
(2021)

Vulnerable employment, total (%)

Source: World Bank / ILOSTAT



41.6
(2019)

Youth unemployment (%)

Source: World Bank / ILOSTAT



20.1
(2016)

Gender-wise Employment Indicators

Unemployment, male (% of male labor force)

Source: World Bank / ILOSTAT



4.5
(2021)

Unemployment, female (% of female labor force)

Source: World Bank / ILOSTAT



6.7
(2021)

Unemployment, youth male (% of male labor force ages 15-24)

Source: World Bank / ILOSTAT



14.1
(2021)

Unemployment, youth female (% of female labor force ages 15-24)

Source: World Bank / ILOSTAT



25.9
(2021)

Labor force participation rate, male (%)

Source: World Bank / ILOSTAT



75.3
(2021)

Labor force participation rate, female (%)

Source: World Bank / ILOSTAT



37.7
(2021)

Labor force participation rate, male (% of male population aged 15-24)

Source: World Bank / ILOSTAT



49.7
(2021)

Labor force participation rate, female (% of female population aged 15-24)

Source: World Bank / ILOSTAT



26
(2021)

Vulnerable employment, male (% of male employment)

Source: World Bank / ILOSTAT



38.6
(2019)

Vulnerable employment, female (% of female employment)

Source: World Bank / ILOSTAT



-

Youth unemployment, male (%)

Source: World Bank / ILOSTAT



10.8
(2016)

Youth unemployment, female (%)

Source: World Bank / ILOSTAT

10.8
(2016)

Employment, Sectoral Indicators

Employment in agriculture (%)

Source: World Development Indicators

17.6
(2019)

Employment in agriculture, male (% of male employment)

Source: World Bank / ILOSTAT

22.2
(2019)

Employment in agriculture, female (% of female employment)

Source: World Bank / ILOSTAT

8.2
(2019)

Employment in services (%)

Source: World Bank / ILOSTAT

68.3
(2019)

Employment in services, male (% of male employment)

Source: World Bank / ILOSTAT

60.5
(2019)

Employment in services, female (% of female employment)

Source: World Bank / ILOSTAT

60.5
(2019)

Employment in industry (%)

Source: World Bank / ILOSTAT

14.1
(2019)

Employment in industry, male (% of male employment)

Source: World Bank / ILOSTAT

17.4
(2019)

Employment in industry, female (% of female employment)

Source: World Bank / ILOSTAT

7.5
(2019)

Self-employed (%)

Source: World Bank / ILOSTAT

42.6
(2019)

Self-employed, male (% of male employment) (Modeled ILO Estimate)

Source: World Bank / ILOSTAT

39.7
(2019)

Self-employed, female (% of female employment) (Modeled ILO Estimate)

Source: World Bank / ILOSTAT

39.7
(2019)

Literacy

Fiji

Literacy

Youth literacy rate, population 15-24 years, both sexes (%)

Source: UNESCO Institute for Statistics



-

Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT



38.1
(2021)

Demography

Fiji

Population

Total Population

Source: UNESCO Institute for Statistics



902.9
thousand
(2021)

Population aged 15-24 years (thousands)

Source: UNESCO Institute for Statistics



145.8
(2019)

Population aged 15-24 years (%)

Source: UNESCO Institute for Statistics



16.4
(2019)

Population growth (annual, %)

Source: UNESCO Institute for Statistics



0.7
(2021)

Population ages 65 and above (%)

Source: World Bank



-

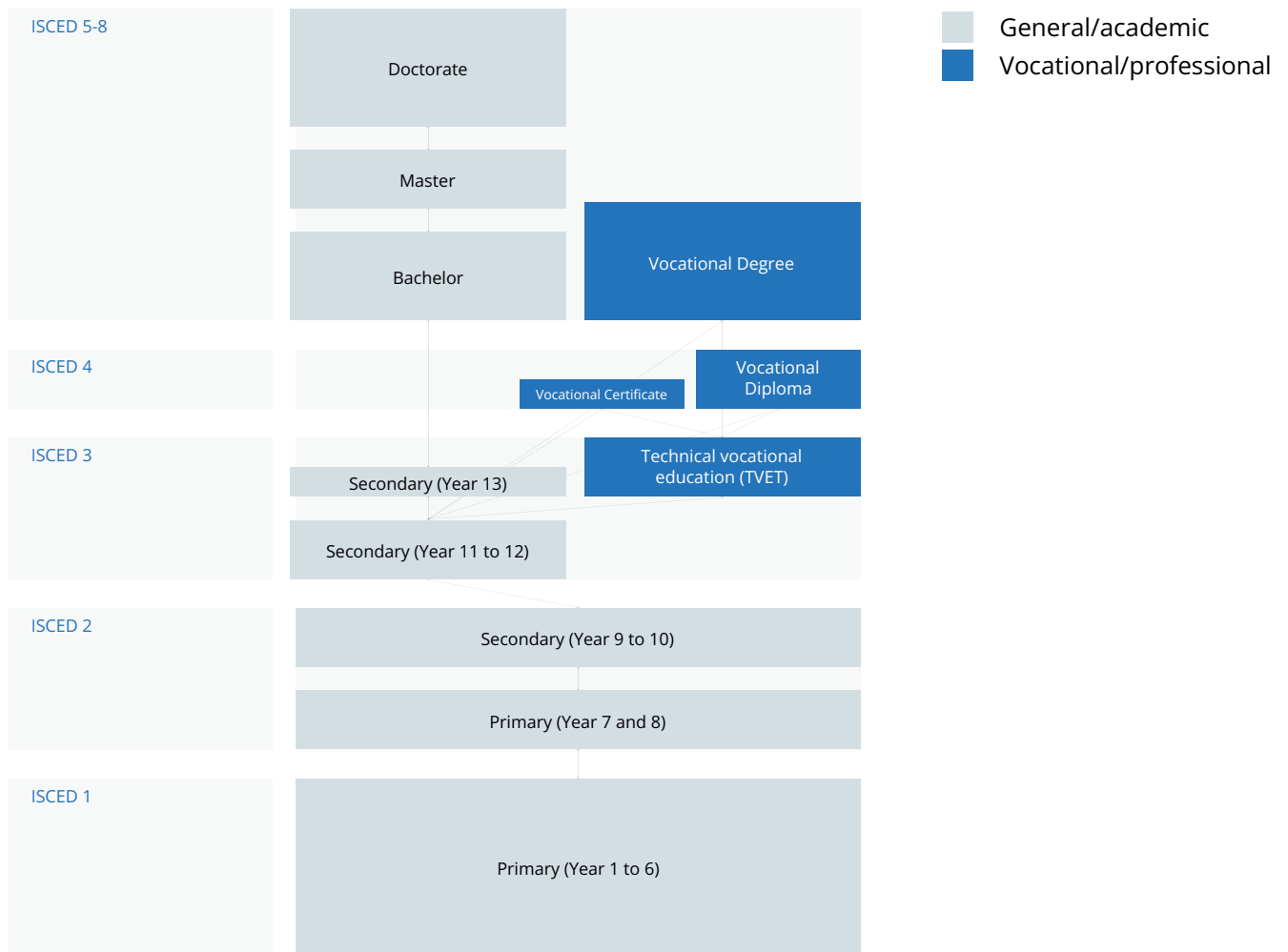
Median Age of Population

Source: UNDESA



27.9
(2020)

FORMAL EDUCATION SYSTEM



Compiled by UNESCO-UNEVOC International Centre in 2021. For detailed insights on Fiji education system, please see [ISCED Mappings | UNESCO UIS](#) [↗](#).

See the online version of the profile for more details on each item

TVET institutions and responsible ministry

Vocational Schools

87

(2014)

Secondary Schools

Ministry of Education
and/or Civil Society
Organisation

Agriculture Training
Centers

3

(2014)

Ministry of Agriculture

National Employment
Centres

n/a

Ministry of Labour

Youth Training Centres

5

(2014)

Ministry of Youth and Sports

Fisheries and Forests Training Centers

2

(2014)

Ministry of Fisheries and Forests

Woman Skills Training Centers

n/a

Community-based short courses

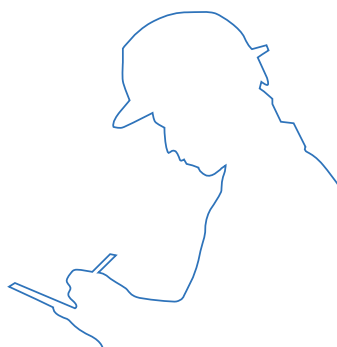
Ministry of Social Welfare, Women and Poverty Alleviation

Private TVET Centers

26

(2014)

Private Sector



Source: Australian Council for Educational Research Ltd, 2015, [Fiji Country Report](#) ↗

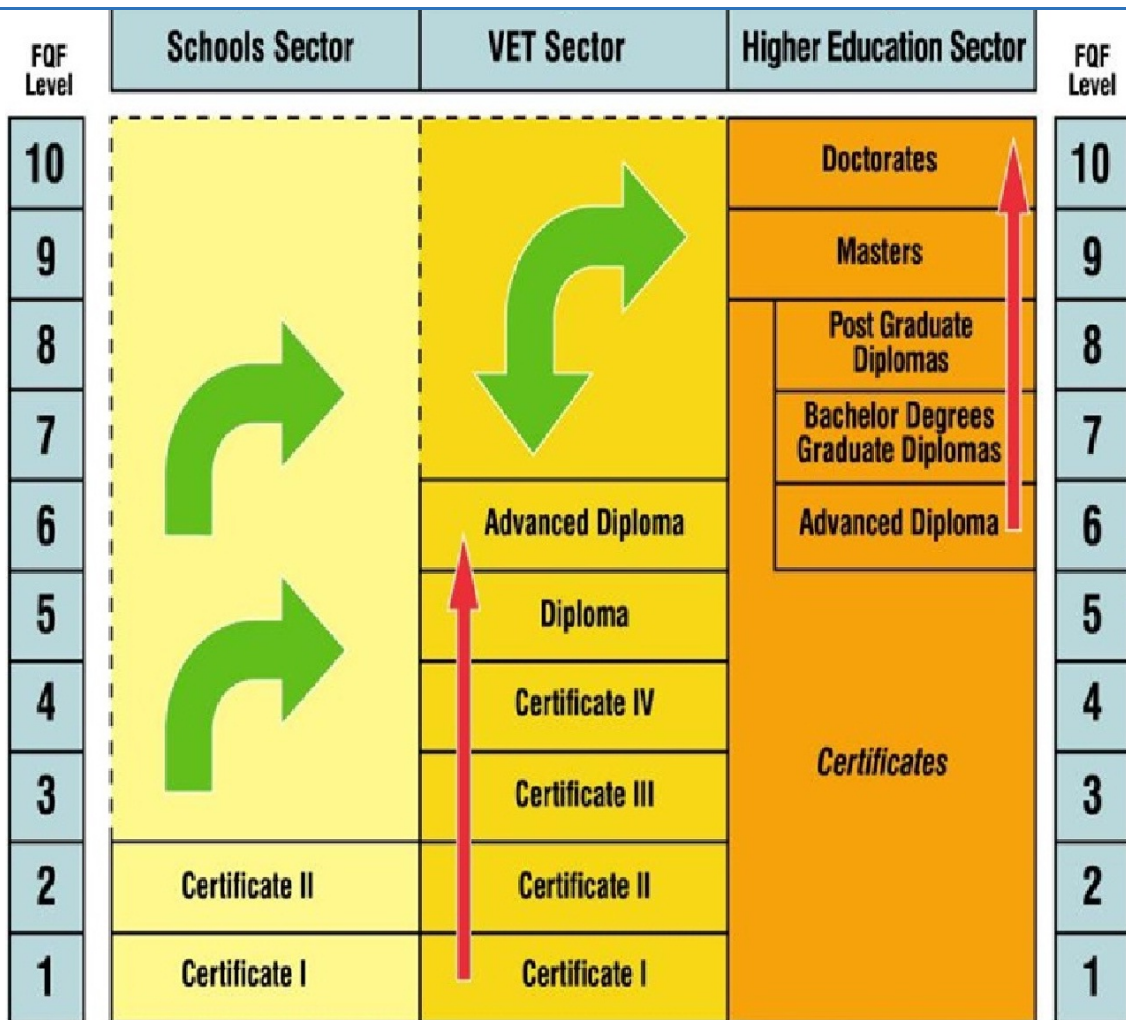
National Qualifications Framework

The **Fiji Qualifications Framework (FQF)** aims to provide Fiji with a vehicle for ensuring that education reforms at all levels can be strategically linked. It spans all education and training, including higher education and research-based learning and establishes a strategic platform for setting the direction of education and training in Fiji for the foreseeable future. It clarifies how competencies and qualifications relate to each other at different levels, and it establishes learning pathways that will enhance learner mobility, and stimulate progression and career development.

The FQF, supported by policies and systems for ensuring that pathways for consistent, high quality, relevant learning are available and accessible for all Fijians, establishes a foundation for creating such an environment. A focus on the achievement of outcomes and creating value from learning, holds the key to development and implementation for Fiji. The FQF establishes a base for encouraging lifelong learning, for recognising prior learning and it can be a vehicle for providing pathways for formal recognition of traditional knowledge and skills based on Fijian indigenous culture and history at different points on the framework.

The FQF provides a system for describing and classifying the nation's quality assured qualifications. The framework creates a platform for different learning pathways and promotes learner mobility by clarifying how qualifications relate to each other within the national system.

The FQF is a ten-level framework, and includes qualification types from certificates to doctorates, encompassing all the education and training provided within Fiji at senior levels of secondary school, industry, vocational schools and all TVET providers, including technical training institutes, universities and specialist higher education providers.



Pacific Register of Qualifications and Standards [↗](#) (accessed 01/2022)

Source: Fiji Higher Education Commission, 2012, [Fiji Qualifications Framework](#) [↗](#)

NON-FORMAL TVET

There are a number of providers mainly offering short-course and non-formal TVET in Fiji. These include:

- Ministry of Women, Social Welfare and Poverty Alleviation (MoWSWPA), which offers short-courses particularly in micro-enterprise development and funds Suva Special School;
- Secretariat of the Pacific Community (SPC) is a regional provider, supported by partnership funding, providing short courses mainly through the Community Education Training Centre;
- Public Service Commission (PSC) provides in-service continuing professional development/continuing professional education (Continuing Professional Development/Continuing Professional Education) type courses at their Centre for Training and Development (Centre for Training and Development), and also administers the Multi-Ethnic Affairs Scholarship Scheme, international and local scholarship schemes, the special children scholarship scheme, and the student loan scheme;
- Ministry of Labour, Industrial Relations and Employment (MoLIRE) opened its NECs (National Employment Centres) in 2010 and provides employment and small business training for the unemployed through partner providers; and
- Some of the 500 Fiji Council of Social Services (FCOSS) member organisations across Fiji, such as the Social Leadership Training Institute (FCOSS 2012), conduct short, care giving, environment, enterprise and personal and community development courses.

Source: Australian Council for Educational Research Ltd, 2015, [Fiji Country Report](#) ↗

OTHER USEFUL STATISTICS

Fiji Bureau of Statistics, [Education Statistics](#) ↗

KEY TVET POLICY DOCUMENTS

Fiji National Employment Policy [↗](#)

2018

The 2018 employment policy for Fiji identifies the potential to create 'green jobs' in the context of climate change that are based on new training and skills in new materials, technologies and working methods in construction, sustainable agriculture and fisheries, and renewable energy sources.

Higher Education (Amendment) Act No.19 [↗](#)

2017

In this Act, the Higher Education Act 2008 is referred to as the "Principal Act" and "higher education institution" means an educational institution in or operating in Fiji that provides award-conferring post-secondary education or provides educational support services for students of ACT NO. 19 OF 2017 I assent, including but not limited to technical and vocational education and training centres.

Registration of Skilled Professionals Act No. 8 [↗](#)

2016

Provides for the establishment of the Skilled Professionals Evaluation Committee to evaluate the need for professionals in Fiji and to provide for special registration of the professionals.

Fiji National Training (Remuneration of Apprentices) Order 2003 (Legal Notice No. 11) [↗](#)

2003

Provides for minimum rates of remuneration of apprentices in all trades and occupations. Revokes Fiji National Training Order 1973.

Fiji National Training (Amendment) Act No.12 [↗](#)

1993

Provides that where any person is convicted under the provisions of Section 19, the court by which that person is convicted may order the defendant to pay to the Council the amounts required to be paid under a levy order and the Court Order may also require the payment of interest on those amounts.

GOVERNANCE

There are a broad range of stakeholders in the Fiji TVET sector, with varying levels of involvement, interest and influence. These include those directly involved in the sector such as vocational training centres and universities; relevant government ministries such as the Ministry of Education, Heritage and Arts (MEHA), Ministry of Employment Productivity & Industrial Relations, Ministry of Youth & Sports, Ministry of Women Children & Poverty Alleviation and the Prime Minister's Office; the Fiji Higher Education Commission (FHEC), which regulates the registration and operation of all higher education institutions in Fiji; Fiji Commerce & Employers Federation, Fiji's national private sector organisation; Fiji Hotel & Tourism Association, representing voices of member hotels and tourism businesses in Fiji; those served by the sector such as current and future students and their families and communities, TVET alumni, and industry and non-government organisations; those who support the sector directly, such as international donors and indirectly, such as disability organisations, women's organisations and the media.

Some of the key drivers of TVET change in Fiji appear to include:

- **National policy:** there are national plans and policies to guide the further development and reform of the TVET sector in Fiji. Additional enabling policies are expected to flow from the TVET and apprenticeship scheme reviews, both of which are close to completion.
- **Civil society:** Fiji has some very active civil society groups that effectively represent the interests of women, people living with a disability and other marginalised groups. While these currently have a limited role, they have potential to contribute further. Communities of practice and professional associations are also well positioned to support action and change.
- **Labour mobility:** There are opportunities for labour mobility within the region, as well as more broadly, and several instruments in place to facilitate it. Donor support and resourcing: The Australian government supports several programs in Fiji directed at improving higher education, including TVET. This support, alongside that of other donors, provides resources that could assist with further development of the sector.
- **Key Stakeholders:** there are several groups who are interested in enabling TVET development, helping to drive change. Apart from civil society these include champions within government and several of the TVET providers.

Source: Australia Pacific Training Coalition (APTC), 2019, TVET change, [Fiji stakeholder perspectives](#) ↗

Funding of Training

Fiji's national training fund is managed by the **National Training and Productivity Centre (NTPC)**, which is part of the Fiji National University (FNU). Under the provisions of the Fiji National Training Act 1973, the fund is resourced by a training levy. Prior to 2010 the training fund was under the umbrella of the stand-alone Training and Productivity Authority of Fiji (TPAF), the forerunner of NTPC. In addition to collecting, managing and disbursing the levy, the NTPC has the responsibility for managing apprenticeship schemes, trade testing, productivity promotions and other matters.

Further information: [UNESCO \(2022\) Funding of Training, Fiji](#) ↗

FURTHER RESOURCES

Australian Council for Educational Research Ltd, 2015, [Fiji Country Report](#) ↗

Sustainable Skills, TVET in Fiji, 2018, [An overview of the TVET system in Fiji](#) ↗

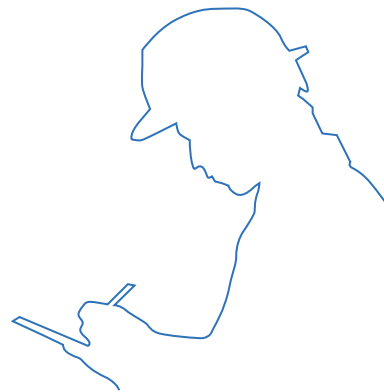
UNEVOC NETWORK MEMBERS

Ministry of Education, Heritage, and Arts



Fiji National University

Fiji National University (FNU) formed in 2010 as a result of a merger between six institutions in Fiji, namely the Fiji Institute of Technology, Fiji School of Nursing, Fiji College of Advanced...





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TVET Country Profiles

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Use the QR code to access this country profile online



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