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# FIJI'S HUMAN RESOURCES NEEDS ASSESSMENT IN THE CONTEXT OF COVID-19 TOURISM RECOVERY CHALLENGES

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Ministry of Culture, Sports  
and Tourism



MINISTRY OF  
COMMERCE, TRADE,  
TOURISM AND  
TRANSPORT

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**UNWTO TECHNICAL ASSISTANCE TO FIJI  
ON  
HUMAN RESOURCES NEEDS ASSESSMENT  
IN THE CONTEXT OF COVID-19 TOURISM RECOVERY  
CHALLENGES**

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# Executive Summary

The tourism and hospitality (TH) sector remains a significant economic driver in the Fijian economy. In order to sustain the growth of the industry, the Fijian Government established a sectoral development plan – the Fijian Tourism 2021 or FT2021.

Strategy 16A and 16B of FT2021 calls for the conduct of a HR needs assessment, with the aim of identifying challenges and opportunities for current and future skills development in the TH workforce. The need for a skilled labour force that can meet international demands has become more urgent following the COVID-19 outbreak. The pandemic has revealed the importance of equipping workers with the right skill sets to deal with dynamic environmental conditions and support destination resilience and recovery.

Within this backdrop, the United Nations World Tourism Organization (UNWTO) collaborated with a team of researchers at Victoria University, Melbourne (VU) to undertake a Rapid Assessment of the HR needs in Fiji, with an emphasis on tourism recovery post COVID-19.

As its name indicates, a Rapid Assessment is driven by a time effective approach. This project was conducted remotely over six (6) weeks, with four (4) weeks being dedicated to data collection and analysis. Data was collected from secondary sources (e.g. policy papers, reports, etc.) and primary sources (in the form of individual interviews, a focus group, and the completion of a skills checklist by interviewees). Given time and resource constraints and the virtual nature of the project, several limitations emerged, including the lack of opportunities to observe Fijian conditions and inability to reach data saturation.

Notwithstanding these drawbacks, the data uncovered key findings in *Labour Demand* and *Labour supply* as depicted on the following page.

Based on these findings, the following recommendations from this Rapid Assessment are:

1. Assess tourism opportunities in the context of climate change and the post-COVID environment.
2. Develop a tourism and hospitality workforce skills plan.
3. Review education providers' course offerings.
4. Develop and share excellent curriculum.
5. Upskill and embed lifelong learning processes.
6. Retain skilled workers.



# LABOUR DEMAND

VERSUS

# LABOUR SUPPLY

IN FIJI'S TOURISM INDUSTRY



Factors influencing talent management & retention (rural locations, COVID-19, culture)



Skills shortages: limited LLN, cultural awareness, entrepreneurship & leadership

COVID-19 has worsened employment conditions & widened inequalities

Impact of COVID-19 on tourism industry: loss of talent, deskilling, lack of attractiveness for graduates

Barriers to career progression for senior leadership roles & Executive Chefs

Misalignment of tourism education with industry needs, and lack of international exposure

Silverlining of COVID-19: destination's move towards sustainable models

Stakeholder coordination needed for future skill development

# Terms and Acronyms

Acronym or term	Definition
ADB	Asian Development Bank
APEC	Asia-Pacific Economic Cooperation
APTC	Australia Pacific Training Coalition
AQF	Australian Qualification Framework
FHTA	Fiji Hotel and Tourism Association
FHEC	Fiji Higher Education Commission
FNU	Fiji National University
FNU NTPC	Fiji National University – National Training & Productivity Centre
FQF	Fiji Qualification Framework
FT2021	Fijian Tourism 2021 developed by the Fijian Government
GDP	Gross Domestic Product
HR	Human Resource
HRM	Human Resource Management
ILO	International Labour Organization
L&D	Learning and Development
LLN	Language Literacy and Numeracy
MCTTT	Ministry of Commerce, Trade, Tourism and Transport (Fiji)
MICE	Meetings, Incentives, Conventions and Exhibitions
MOE	Ministry of Economy
OECD	Organisation for Economic Co-operation and Development
SDGs	United Nations Sustainable Development Goals
MSMEs	Micro, small, and medium enterprises

TH	Tourism and Hospitality
TSLB	Tertiary Scholarship and Loans Board
TOR	Terms of Reference (Appendix A)
TVET	TAFE-Delivered Vocational Education and Training
UNWTO	United Nations World Tourism Organization
USP	University of South Pacific
VU	Victoria University, Melbourne

**Photo credit: Tourism Fiji**



# Section 1: Introduction

## 1.1 Introduction

This introductory section describes the research design and methodology employed in this project. First, the section outlines the rationale of the research project and highlights the role and responsibility of the research team at Victoria University, Melbourne (VU). Second, it sets out the overarching research strategy, data collection and analysis procedures. Third, it presents the report structure.

## 1.2 Rationale of this Rapid Assessment

The COVID-19 and resulting travel bans and lockdowns have significantly impacted the tourism industry in Fiji. In view of assisting the Fijian Government revitalize the industry, the United Nations World Tourism Organization (UNWTO) has collaborated with a team of researchers at VU to undertake a technical assistance mission to Fiji. The aim of the mission is to conduct a rapid tourism human resource (HR) needs assessment within the context of COVID-19 tourism recovery. The scope of the project and specific tasks are set out in the Terms of Reference (TOR) – Appendix A.

Given travel restrictions prevailing at the time of the project, the mission was carried out remotely with the support of the Ministry of Commerce, Trade, Tourism and Transport in Fiji (MCTTT). The MCTTT was tasked with collaborating with VU to facilitate access to key literature/secondary data and stakeholders.

Within this backdrop, VU's role and responsibility was to collect and analyse data, and report on the following focus areas. These focus areas have been derived from the TOR.

<b>Focus Area 1</b>	Key trends relating to the Fijian workforce; skills gaps; tourism education and training provision; and main tourism challenges in the COVID-19 environment.
<b>Focus Area 2</b>	Operational deficiencies of hotel operations and services.
<b>Focus Area 3</b>	Operational deficiencies of other tourism segments such as attractions and operators.
<b>Focus Area 4</b>	Core competencies, training needs and delivery requirements relating to future tourism skills requirements in the context of recovering from the impacts of the pandemic.
<b>Focus Area 5</b>	Relevance and gaps in education and training provision in Fiji both in public and private providers.
<b>Focus Area 6</b>	Recommendations to strengthen tourism HR development in Fiji.
<b>Focus Area 7</b>	A project proposal for the formulation of a Tourism HR Development Plan for Fiji.

## 1.3 Methodology

As outlined by the TOR, the methodology was that of **Rapid Assessment**. This type of assessment is primarily based on ethnography, action research and participatory action research, and involves the collection of data from existing data sets and small samples of key informants (through various quantitative and/or qualitative methods) (McNall & Foster-Fishman, 2007). The aim of a Rapid Assessment is to put ‘trustworthy, actionable information in the hands of decision makers’ using a time effective approach (McNall & Foster-Fishman, 2007, p.152, p.152, p.152, p.152). The timeline for this project was a total of six (6) weeks with a four (4) week period for data collection and analysis.

### 1.3.1 Data collection and analysis

As part of the strategy to enhance the rigour of the research, data triangulation was undertaken by collecting data from multiple sources of evidence and methods (Bell, Bryman, & Harley, 2018; Yin, 2014). Table 1 provides a summary of the data collection techniques in this report.

**Table 1. Sources of evidence and data collection methods**

Source of evidence	Data collection method
<p><b>Secondary data</b></p>	<p>A review of secondary data and literature was undertaken. This included policy papers, labour market research, national statistical data, visitation trends and forecasts, education and training research and data, academic literature, and other sources as advised by the MCTTT and the UNWTO.</p>
<p><b>In-depth, virtual interviews with key informants</b></p> <p><i>Total = 15 interviews</i></p>	<p><b>Sample justification:</b> Formulation of a stakeholder matrix to include key stakeholder groups, i.e. hotel and tourism operators, the Fiji Hotel and Tourism Association (FHTA), academic institutions, and government agencies. Due to some setbacks encountered during fieldwork (listed in section 1.3.2), it was not possible to conduct individual interviews with micro and small business owners.</p> <p><b>Sampling strategy:</b> purposeful sampling consisted of selecting information-rich cases with the assistance of the MCTTT and UNWTO. Snowball sampling was used to gain access to a key informant in a hotel resort.</p> <p><b>Interview protocol:</b> Development of three semi-structured interview question sets aimed at demand stakeholders (industry), supply stakeholders (academic institutions and government), and other agencies. Interview questions were mapped to the required Focus Areas, and were approved by the MCTTT.</p>
<p><b>Skills checklist</b></p> <p><i>Out of 15 interviews, 13 skills checklists were returned</i></p>	<p>Development of a skills checklist using recent secondary tourism data. The checklist supported the semi structured interview process, and was completed by participants prior to interviews. Given the time constraints for the data collection period, this resulted in a ‘thick description’ of findings (Ponterotto, 2006, p. 543, p. 543, p. 543, p. 543, p. 543, p. 543, p. 543).</p>
<p><b>Group interview</b></p> <p><i>Member checks for enhancing data trustworthiness (McNall &amp; Foster-Fishman, 2007)</i></p> <p><i>Total = 9 stakeholders attended</i></p>	<p>A group interview was conducted to validate preliminary findings with stakeholders, and to identify priorities for action. The group was mainly made up of participants who had previously been interviewed, except for one (1) stakeholder. The latter was unable to attend the individual interview, but expressed an interest in contributing to the group session.</p>

Interviews were recorded and transcribed, and thematic analysis was undertaken immediately after each interview. During this simultaneous data collection and analysis stage, the VU research team conducted daily debriefing sessions to discuss findings and clarify interpretations. These debriefing sessions – together with member checks and data sharing/inspection by all research team members – contributed to the rigour of this Rapid Assessment (McNall & Foster-Fishman, 2007; Yin, 2014).

### 1.3.2 Limitations

A number of limitations occurred in this Rapid Assessment. The first one relates to the virtual conduct of the project. Remote interviews did not allow for critical observations and understanding of local and cultural conditions to take place. This is a key drawback which potentially impacted data collection and interpretation, particularly considering McNall and Foster-Fishman's (2007) argument on how contextually appropriate interventions require an understanding of local beliefs, perceptions and practices.

Further, technology disruptions (e.g. poor connections and lack of internet and infrastructure access following Tropical Cyclones Yasa and Ana) resulted in difficult communications, rescheduled interviews, and one participant withdrawing from the project.

Second, the initial sampling choice was not observed in its entirety during fieldwork. An emerging sampling strategy allowed the research team to take advantage of serendipities (e.g. by accessing a HR Manager of one of the main hotel resorts through snowball sampling). However, trade-offs made during data collection were equally limiting. For example, although the stakeholder matrix catered for multiple stakeholder groups, it was not possible to access micro and small TH businesses due to limited internet access. Bearing in mind that the TH industry is typically considered as having a dual structure, with a small group of large businesses on one side, and a large group of self-employed and SMEs on the other side (OECD, 2020a), data collection from micro and small TH businesses (especially in remote communities) is necessary in the future to capture the idiosyncratic needs and challenges of these businesses. Additionally, other important stakeholders – namely students, alumni and employee representatives (e.g. trade unions) – were not included in the stakeholder matrix due to time and resource constraints.

Another methodological issue was that of data saturation. Saturation is reached when 'no new theoretical insights are being gleaned from the data' (Baker & Edwards, 2012, p. 12, p. 12, p. 12, p. 12). In this Rapid Assessment, the repetition of somewhat similar arguments by participants was not achieved. This was attributed to the heterogeneity of the population from which the sample was drawn. The diversity of stakeholder groups and the variety of positions occupied by participants indicated a disparity in viewpoints and interests. In such circumstances, a minimum sample size of twenty to thirty would have been more appropriate (Warren, 2001). Unfortunately, this was not feasible within the TOR of the Rapid Assessment. The small sample size also heralds limitations to the quantitative findings provided by the skills



checklist (section 4.4).

With the agreement of the MCTTT, a comparison of international curricula models (Focus Area 5) was limited to Australia. Besides, limited information on units within the Certificate and Diploma levels was available from the FNU website. The ServicePro website also had limited information for comparison. This calls for additional work to be done for a comprehensive course mapping exercise between Fiji and Australian curricula.

### 1.3.3 Structure of the report

This report is presented in seven (7) sections and six (6) Appendices. Section 1 introduces the Rapid Assessment and considers the methodology and limitations. Section 2 considers tourism market trends and the broader impact of COVID-19 on the TH industry. Sections 3 and 4 draw on a review of the literature and primary and secondary data to respectively present key findings and discussions on labour demand and labour supply in Fiji. Section 5 examines the range of tourism providers and quality, frequency and availability of offerings. Section 6 presents the integrated recommendations, and section 7 sets out the project proposal for the formulation of a Tourism HR Development Plan for Fiji.

Appendix A presents the TOR for the report. Appendix B provides identified skill sufficiency and insufficiency from the skills checklist data. Appendix C lists the current types, availability and frequency of TH courses in Fiji. Appendix D compares the curricula of Fiji Certificate, Diplomas, Bachelors and Masters of TH courses with those of Australia – specifically TAFE Queensland and Victoria University. Appendix E sets out the detailed Tourism HR Development Plan for Fiji. Appendix F lists the stakeholder participants.

For ease of reference, the sections are mapped against the required Focus Areas as follows:

Focus Area as identified in section 1.2	Where Focus Area is addressed
Focus Area 1	Sections 2; 3.3; 4.2; 4.3.
Focus Areas 2 & 3	Section 3.4
Focus Area 4	Section 4.4
Focus Area 5	Section 5
Focus Area 6	Section 6
Focus Area 7	Section 7

## Section 2: Market and industry trends – A COVID-19 perspective



Photo credit: Tourism Fiji

### 2.1 Introduction

This section provides an overview of the key market trends within the context of COVID-19. The section is made up of two main parts. The first part highlights the economic development in Fiji's tourism and hospitality (TH) sector. The second part presents the market and sector changes arising from COVID-19.

### 2.2 Economic background of the industry

Fiji is an archipelago of more than 300 islands, with a population of approximately 900,000 people. The two predominant ethnic groups are Indigenous Fijians and Fijians of Indian ancestry. Inhabitants are mainly located in Viti Levu and Vanua Levu (shown in Figure 1). The

TH industry is a significant driver of economic growth and poverty reduction in Fiji. A snapshot of the Fijian economy indicates the significant economic and social contributions made by the TH industry. In 2019, the industry contributed to 34% of the country's GDP and employed approximately 26.3% of the total Fijian workforce (World Travel and Tourism Council, 2020) – Figure 2.

Figure 1. Islands of Fiji



Figure 2. TH contribution in Fiji in 2019 (World Travel and Tourism Council, 2020)

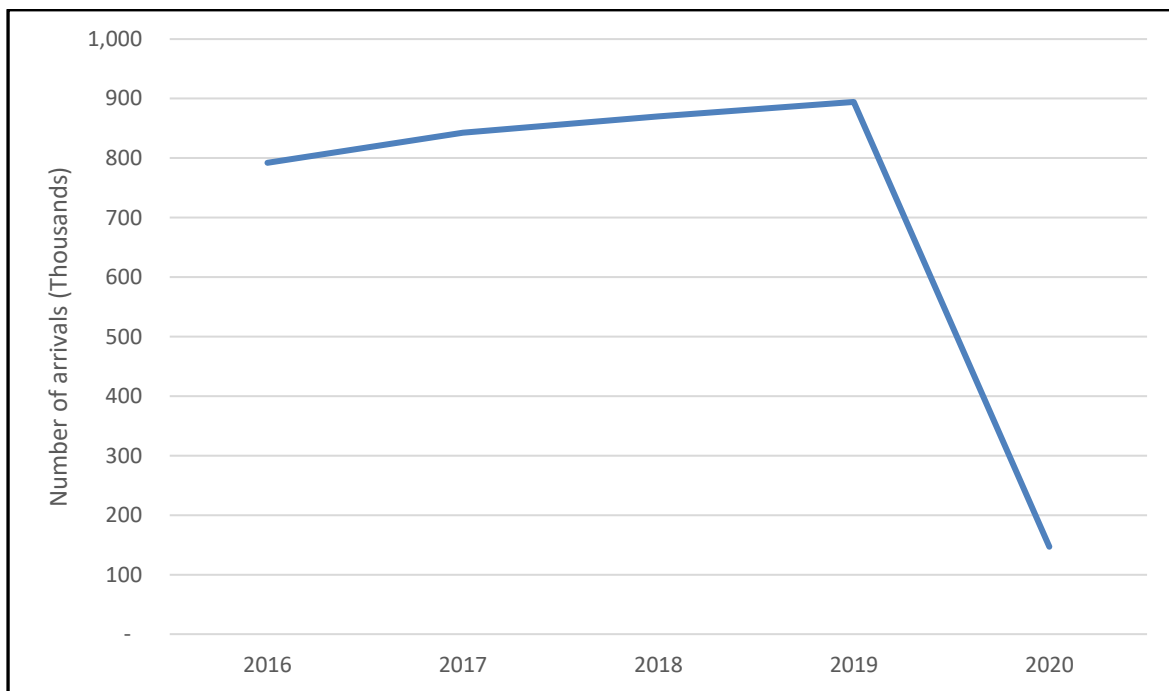


## 2.3 Market trends and industry impact

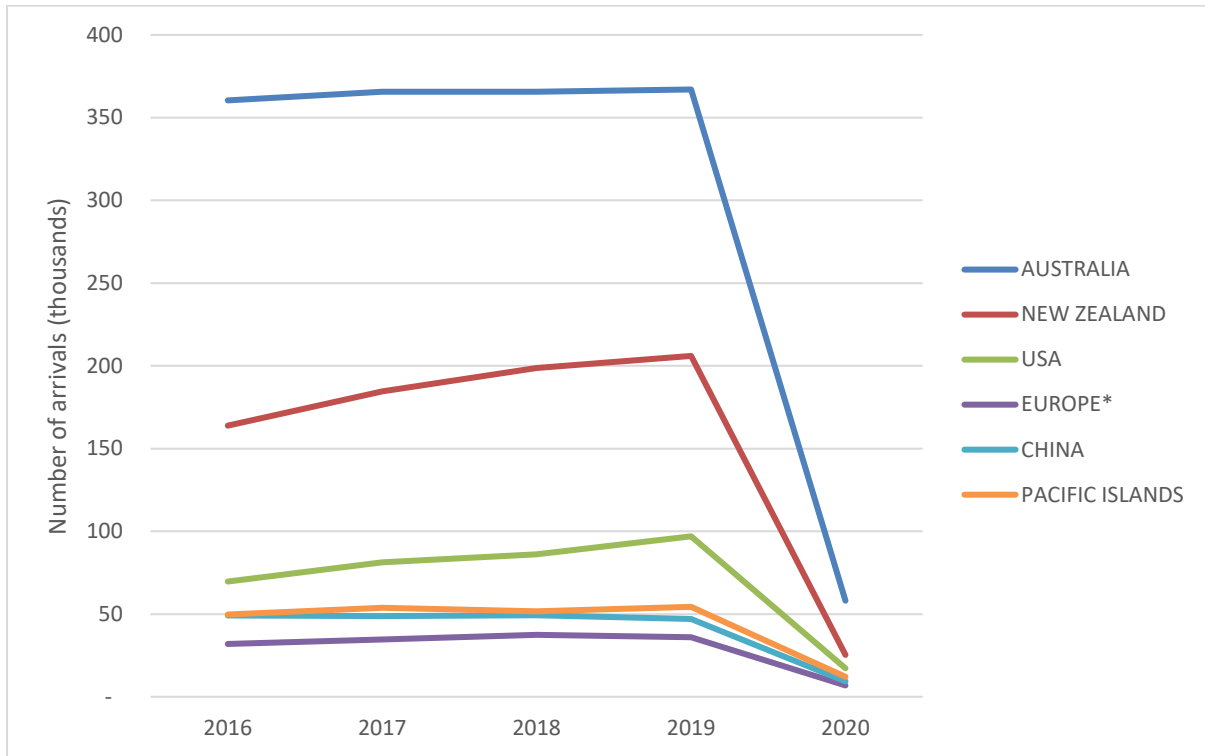
### 2.3.1. Pre COVID-19

Overall, prior to COVID-19, the TH sector experienced positive signs of growth. From 2016 – 2019, the country benefited from a steady increase of inbound visitor arrivals, especially from Australia and New Zealand which remain traditional core markets (Figures 3 – 5). The increase in domestic tourism from 2015 – 2019 (Figure 6) also heralds Fijians’ growing appetite for local consumption of TH products.

**Figure 3. Total non-resident arrivals 2015-2020 (Fiji Bureau of Statistics, 2021)**

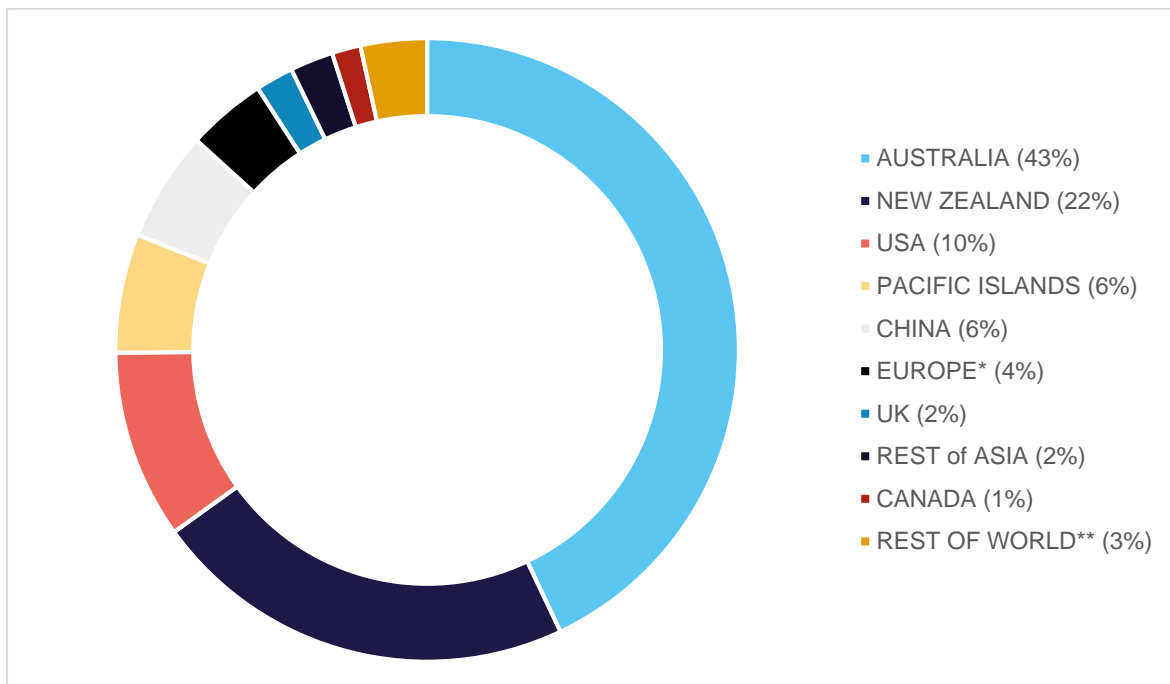


**Figure 4. Arrivals of non-residents by country for major inbound regions, 2016-2020 (Fiji Bureau of Statistics, 2021)**

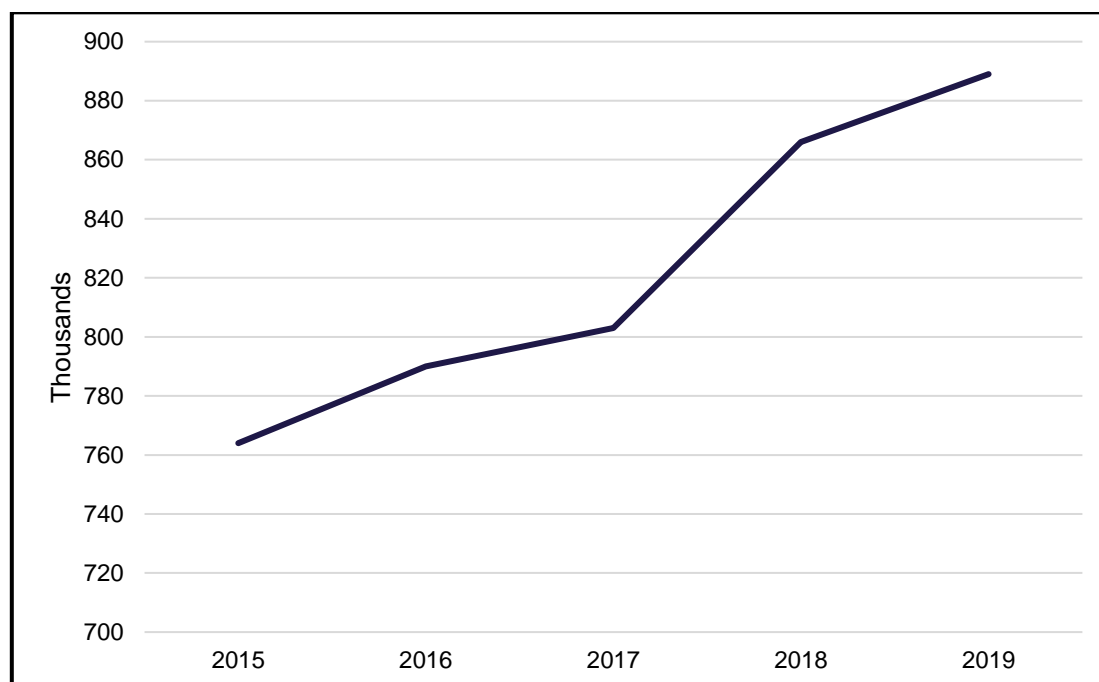


\*continental Europe

**Figure 5. Arrivals of non-resident tourists at national borders, by country of residence. Market share mean [data from 2016-2019], [data from Fiji Bureau of Statistics 2021]**



**Figure 6. Number of domestic tourism overnights in Fiji, 2015-2019 (UNWTO, 2020)**



In view of further developing the TH sector, the Fijian Government established a sectoral development plan (commonly referred to as the Fijian Tourism 2021 or FT2021). The FT2021 plan identifies key priorities for enhancing the value and sustainability of the Fijian tourism brand. Recommendations include TH product diversification (such as meetings and conventions products – MICE), market diversification (particularly to China, Japan and India), and improved infrastructure and access across islands so as to spread the benefits of tourism to remote communities (MCTTT, 2017).

Although destination marketing to China is considered an attractive option to deal with seasonality and downfalls in Fiji's core markets, a note of warning was issued by Vada (2015) who cautioned against an unregulated mass market strategy. Drawing on the experiences of other countries, the FT2021 has at its core, the need to focus on value, rather than numbers alone.

### 2.3.2 Post COVID-19

The COVID-19 and border restrictions paused the industry's operations and tourism growth. As shown in Figures 3 and 4, in 2020, Fiji witnessed a significant decline of 83.6% in annual inbound arrivals compared to 2019 visitation rates (Fiji Bureau of Statistics, 2020). In turn, this has resulted in widespread business closures and unemployment. Table 2 summarises the main findings of the International Finance Corporation report on the impact of COVID-19 on

the Fijian TH sector. As indicated by this report, the pandemic has placed TH businesses under high economic stress. These findings should be interpreted within the limitations of the study by the International Finance Corporation, and may not depict the full implications of COVID-19.

**Table 2. Reported impact of COVID-19 on the Fijian TH sector and proposed recovery strategies**

Report reference	Impact on tourism businesses	Impact on the workforce	Strategy for recovery
International Finance Corporation (2020)	<ul style="list-style-type: none"> <li>• Tourism businesses were more severely impacted than non-tourism businesses</li> <li>• SMEs lost 7 times more income than SMEs in non-tourist sectors</li> <li>• Large tourism businesses lost twice as much income as large businesses in non-tourist sectors</li> <li>• 20% of tourism businesses were unable to service debts</li> <li>• If borders restrictions are not eased by end of 2020, 60.5% businesses anticipate closure or moving away from tourism industry</li> </ul>	<ul style="list-style-type: none"> <li>• 27% were on reduced hours/days</li> <li>• 25% were on leave without pay</li> <li>• 8% were made redundant</li> </ul>	<ul style="list-style-type: none"> <li>• The Fijian Government to establish a 'roadmap to recovery' that includes a communication strategy and guidelines to improve health and hygiene. The roadmap to be underpinned by sufficient funding and authority to respective agencies.</li> <li>• Destination marketing to high-end and niche markets in Australia and New Zealand is a priority.</li> <li>• Safely opening the economy to markets with high economic value, such as film, yachting and high-end investors.</li> </ul>



## Section 3. Labour demand in the tourism and hospitality industry – Key findings



Photo credit: Tourism Fiji

### 3.1 Introduction

This section presents key findings relating to labour demand challenges in the Fijian TH industry. The section is divided into three parts. Section 3.2 identifies contextual factors that impact talent management. Section 3.3 presents longstanding structural industry challenges which have been exposed by COVID-19 and which impact skills and future skills development. Section 3.4 highlights the operational issues in hotels and TH service providers.

## 3.2 The distinctive Fijian context

### 3.2.1 Remote communities, talent retention and accessibility

The dispersion of islands in Fiji poses specific issues in relation to the availability of skilled staff in remote communities. The location of tourism jobs can be a key influencing factor in sourcing skilled staff. Skilled employees may not be willing to relocate from their own communities or be able to be housed in remote resorts (APEC Tourism Working Group, 2017). Additionally, interviewees suggested that island communities lose potential employees to urban areas as once they have obtained training they are absorbed into the mainstream workforce or are taken up by large businesses. Loss of staff due to domestic migration applies not only to traditional tourism positions but also more broadly to maintenance occupations such as electricians, mechanics, and carpenters. Further, tourism access to rural regions is labelled a key challenge for community-based tourism, and potentially requires an increased aviation capacity.

### 3.2.2 Cultural considerations

The data uncovered the hospitable, friendly and generous nature of Fijians and their strong connections with families and communities. For one industry stakeholder, preserving these values is extremely important because it reflects the authenticity of the Fijian experience.

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*“The Fijian culture and the people have an inherent hospitable talent quality in them. They are easy people, they have time for you. They are happy people...I think it's important that Fiji remains authentic... So they don't necessarily put in an artificial shine on themselves to sort of sound like they are an expert in delivering a service... And do you want to change that culture because the people that are coming from Japan or Europe are used to having a very, very fast service, the answer is not necessarily. Because they come to Fiji they want to feel that culture... the Japanese and Chinese will fall in love with Fiji if we can deliver an authentic experience and work a little bit on the efficiency...”*

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At the same time, it was reported that the existence of a social ‘village hierarchy’ in some cases can influence the exercise of authority by local supervisors.

## 3.3 Overarching industry challenges

### 3.3.1 Communication, coordination and collaboration

Many participants commended the financial measures implemented by the Fijian Government in view of supporting TH businesses. The establishment of Care Fiji Commitment by the Tourism Fiji in partnership with government was also labelled a positive initiative that not only contributes to enhanced safety standards in the industry, but also acts as a destination marketing tool for increased visitor confidence.

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*“I think the kind of collaboration that has happened in Fiji, I haven't seen that in my career. What do I mean by that is that government came to the party by relooking at taxes to reduce import duties or reduce the cost of buying goods.... This allows operators to give a value for money current experience. Second, there's a strategic partnership with Fiji Airways in the industry to offer some fabulous packages... So commercially, there is a plan and the product is ready and we can roll out as soon as the opening happens ... the big part was trying to get this Fiji Care Commitment ... in the post COVID era. Tourism Fiji and the FHTA along with the government and Ministry of Health have created the programme... and have now started to train people to create ambassadors and educate on compliance...”*

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Given the unprecedented nature of COVID-19, it appeared that some of the organisational systems were struggling to respond to the rapidly evolving situation. Some stakeholders reported a degree of confusion in terms of the industrial relations information provided by government. Others recommended increased tourism funding and stakeholder collaboration as strategies for recovery. It was suggested that following COVID-19, MSMEs in the industry required greater support of their membership in industry associations to ensure inclusion in policy decisions.

### 3.3.2 Sustainable and forward-looking tourism strategy

A critical factor in understanding skills and future skills needs for the TH industry is the development of a forward-looking tourism strategic plan that moves beyond the ‘3 S’ proposition of ‘Sun, Sand and Sea’. Some interviewees expressed concern that this was already an issue pre-COVID.

Stakeholders viewed the COVID-19 crisis as an opportunity to rethink Fiji’s tourism industry

and move towards more sustainable models. Table 3 summarises the different types of sustainable tourism development priorities identified by stakeholders. Importantly, the data revealed two key points of tension. First, a tension between maintaining Fiji’s authenticity and targeting the pre-COVID growing Chinese market. Various stakeholders articulated the need to meet the needs of Chinese visitors (e.g. in terms of food and experiences) without eroding Fiji’s cultural values. The second dilemma relates to the use of local products by major hotel resorts. Although some reports showed the perception that hotels favoured imported products, data suggested that hotels were keen to prioritise high quality local products provided that uninterrupted supplies were guaranteed by farmers.

**Table 3. Sustainability as a key principle for recovery**

### **Sustainable destination management policies**

Striking a balance between sustainable growth and market appeal. Destination marketing to emphasise sustainability considerations so as to mitigate visitor expectations.

Adopting a whole of government approach, especially with issues such as waste management, oceans protection (plastics), in environmental, community development and women's economic empowerment.

Promoting environmental conservation activities: e.g. growing trees with the involvement of employees and visitors; investing in conservation leadership programmes.

### **Local value chains**

Supporting local value chains through the procurement of local produce by large TH businesses to ensure retention in the local economy.

### **Development of sustainable activities/attractions**

Maintaining destination authenticity and cultural heritage through eco-tourism, cultural tourism, community-based TH products

Establishing incubator hubs for new products to sell – e.g., local handicrafts.

Introducing new TH products, such as medical tourism, wellness tourism (e.g. country retreats).

Development of the fashion industry and the Fiji ‘foodie’ culture.

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*“Long-term strategy: Develop guidance and thinking around the type of tourism that Fiji wants long term.*

*Rethink tourism strategy in the long run: Consider a cost analysis of the Chinese market; spend in the country; match of interests; understanding Fiji’s comparative advantage.”*

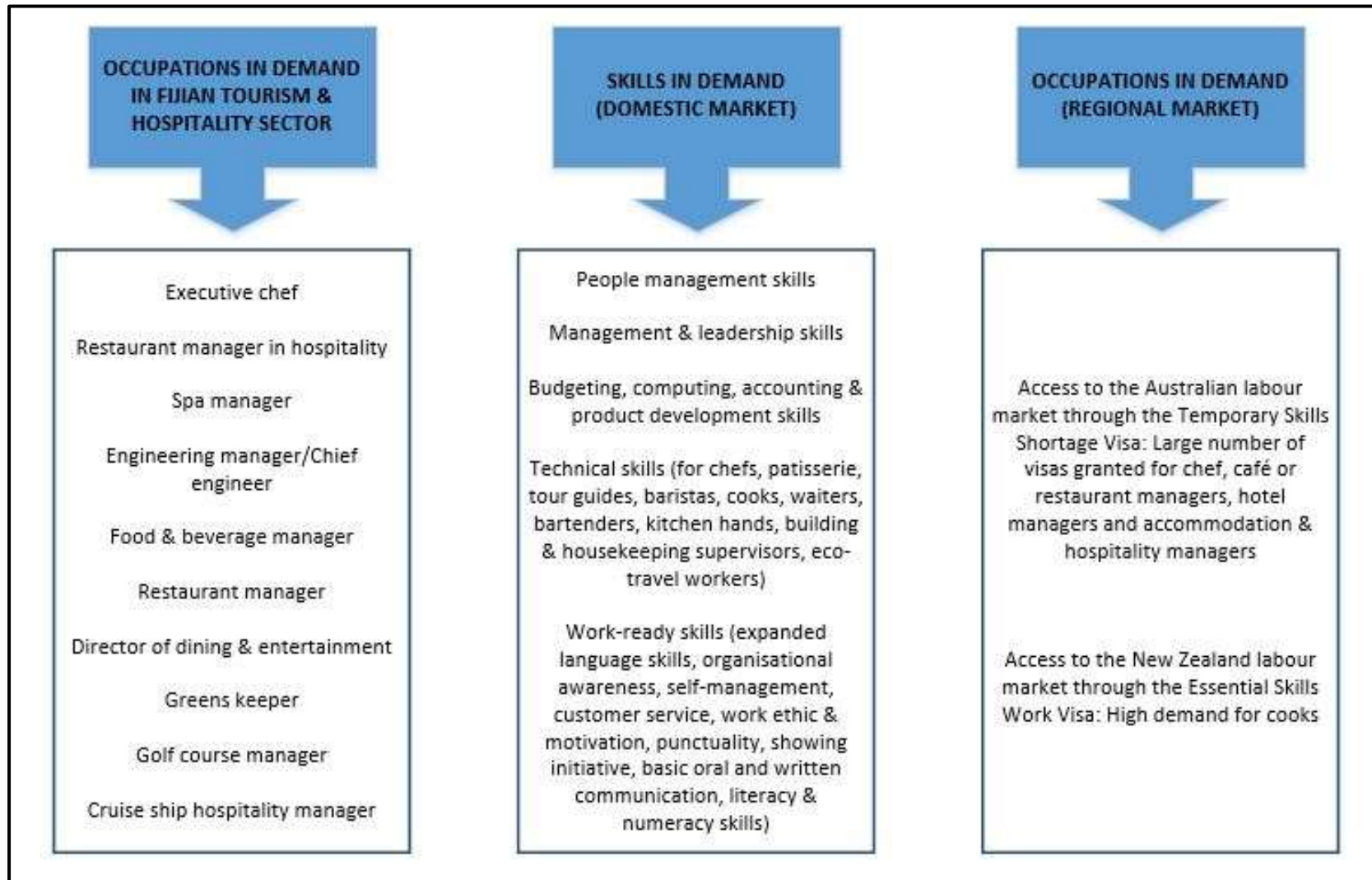
### **3.3.3 Labour market characteristics and skills in demand**

The Fijian labour market is typically characterised by underemployment and unemployment; skills shortages; and work barriers for women, young workers and persons with disability. The COVID-19 has brought these structural weaknesses under the spotlight, and has exacerbated employment conditions. Of concern, women and youth have been disproportionately impacted (ILO, 2020a; MOE, 2011). As is the case globally, during crises, women are more vulnerable to job losses and pay inequality given the cultural expectation of being the primary care givers. When jobs are scarce, women are marginalised in terms of accessing job opportunities. Similarly, younger workers have limited capacity to enter the labour market or move jobs when the market is abound with a surplus of skilled talent ( ILO, 2020a; MOE, 2011).

Furthermore, a surplus of labour supply, combined with low employment prospects act as a catalyst for poor educational outcomes (e.g. parents pulling children out of school to work on family farms), and overseas migration and informal work (e.g. Fijians searching for employment in Australia and New Zealand or in the informal economy) (ILO, 2020b; MOE, 2011). Interestingly, labour mobility (e.g. through the Pacific Labour Scheme) is seen as a double-edged sword in Fiji. On one hand, it creates ‘brain drain’; but on the other hand, it has the potential to generate ‘brain circulation’ and a highly skilled talent pool when Fijians return to the country (ILO, 2020b).

A labour market analysis conducted by the Australia Pacific Training Coalition (APTC) prior to COVID-19 provides useful insights on overall workforce skills and labour market opportunities in Fiji. The report acknowledges the role of labour mobility and regional schemes as a strategy for talent development in the Pacific region. Specifically, several key areas were identified for the TH industry. Figure 7 illustrates the core TH findings of the APTC report.

Figure 7 . Labour demand in the TH industry – developed from APTC (2020)



## 3.4 Operational challenges in hotels and other TH operators

### 3.4.1 Marketing

Marketing issues raised in the box below are suggestive of a need for both broader collaboration and specific destination marketing strategies from government and associations. There was some indication that smaller TH operators were expected to play a more active role in the destination marketing space. However, the reported reluctance of SMEs to be involved in industry organisations post-COVID (section 3.3.1) suggests that this may not be an easy feat.



(Source: Merakist on Unsplash)

Comprehensive understanding of the shifting dynamics within the market, and the new emerging competitive environment, not just within Fiji, but outside of Fiji and other destinations.

Understand how to compete with Indonesia.

Understand how to diversify products beyond the 'Sun, Sand and Sea' brand, and move towards eco-tourism activities (such as birdwatching, mountain climbing).

### 3.4.2 Career progression and senior leadership positions in hotels

In line with the APTC (2020) report, the data in this Rapid Assessment revealed that Fijians' workforce participation is predominantly in customer service roles and middle management positions. In contrast, senior management and executive chef positions in hotel resorts are largely held by expatriates. This was attributed to a skills gap within particular cohorts of the Fijian workforce.

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*“The vast majority of executive chefs are expatriates. Culinary skills in general have been an ongoing pain point for Fiji. You see this in the international visitors’ survey about satisfaction rates with food and beverage options in particular... people are often dissatisfied with that part of their experience. And this really stems from misalignment of the culinary training with the needs of the market... everybody has good knife skills, everybody can make your basic stuff, but there’s not a lot of innovation, there’s not a lot of quality control, particularly because, you’re training a bunch of chefs how to make something that they’ve never tasted...”*

However, a concerted effort is being made through a public-private partnership to upskill local chefs in areas such as using local produce in menus.

Interestingly, a third of respondents did not identify any barriers to their own career progression, emphasising the need for ambition and willingness to develop as key contributors to their career development. Career progression opportunities in larger hotels was stressed; however, a number of barriers were identified including willingness to undertake training and the costs of training, lack of management and business skills sets in middle managers (section 4.4.6); lack of international experience, and brain drain when Fijians are exposed to international opportunities. Key findings are summarised in the following box.



The hotel chain that was included in the sample has a succession plan and leadership training to absorb Fijians into these roles. The organization is keen for locals to be leading because: (i) Fijians understand the local culture, and (ii) expatriates are costly. It commits to a gradual progress towards Fijian employment in management roles increasing to approximately 20% in recent years.

Hotels are a major driver in supporting Fijian career paths.

Fijians are increasingly being seen in management positions due to the efforts of some of the hotels and government initiatives. A key barrier is the cost of training (about \$250 per unit).

At the same time, large hotel chains recruit internationally for resort managers because they want people who know how to create a 5 star experience. They need people who have experience in running all kinds of resorts.

A potential barrier to Fijians' career progression relates to Fijians' reluctance to displace managers.

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*“Fijians sort of go up in the ranks, and then they go work ... for Sheraton in Australia, and then they go work for Sheraton in Thailand at managerial level, and then they get into the international rotation system of expatriates, but do they ever come back to Fiji is you know, there's a little bit less of that. So while I do see that the government really wants to see more Fijians in management, I don't think that's necessarily an education problem. I think it's a systematic problem in in the industry. And just the way that those hotels kind of work.”*

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At the same time, several respondents were able to identify training requirements needed to further develop and prepare Fijians to take on senior management roles such as understanding balancing needs customer service and costs. Development of business acumen needs to occur within operational areas.

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*“The buffet will finish at about 10:00 am. By 9:30 am, you see that all the plates would be replenished with food knowing that in half an hour’s time the buffet is closing, and you don’t have a lot of people sitting there waiting for food. Why would you go and replenish all of the plates knowing that there will be a lot of wastage after that?”*

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This could occur through completion of postgraduate management programmes such as an MBA, on the job learning and coaching (see section 5.3.4), and/or expand managers’ international experience.



**Identified training needs for Fijian progression into senior management.**

Managers are encouraged to undertake MBA to strengthen business skills.

Expatriate assignments: to enhance international exposures of potential senior managers – this access is limited.

Food and beverage exposure and business management training are equally important for local chefs.

Explore specialised management training for Fijians and address some of the training programme limitations (e.g. the Master of Hospitality and Tourism has limited current enrolments and a narrow range of business units).

### 3.4.3 HR challenges

There was some indication that hotels faced additional HR challenges. These are summarised in Table 4.

**Table 4. Key HR Challenges for hotels**

Key Issues	Comment
Talent attraction, retention and development	<p>Talent attraction challenges: The lack of exposure of Fijians means that it is sometimes hard to find local talent. Attracting chefs is also a perennial problem.</p> <p>Graduate recruitment is driven by applicants' personality and attitudes. Induction and in-house development are provided to graduates after employment.</p> <p>There are time and resource constraints on hotels in relation to employee development.</p>
Remuneration	<p>Low remuneration in the TH industry contributes to talent attraction and retention issues.</p>
Customer Service Understanding	<p>Fijians in the TH industry commonly have little travel or tourism experiences themselves. As a result, staff who have not experienced hotel services as guests may not be able to understand the nuances of excellent customer service.</p> <p>Local chefs are not familiar with international cuisines.</p>
Employee Performance Issues	<p>Staff performance issues related to absenteeism during festive seasons.</p> <p>Performance issues are very hard to deal with as it takes a long time to dismiss on these grounds as a performance improvement plan (PIP) is mandated. Only around 5% of employees undergoing PIP turn around and are able to stay.</p> <p>Career progression is not always a priority for lower-level staff.</p>

Photo credit: Chris McLennan



## Section 4: Labour supply in the tourism and hospitality industry – Key findings



Photo credit: Tourism Fiji

### 4.1 Introduction

This section presents key findings relating to labour supply challenges in the Fijian TH industry. The section is divided into three sub-sections. Section 4.2 identifies structural challenges that influence the quality of labour supply. Section 4.3 discusses the labour supply issues created by COVID-19. Section 4.4 presents the findings of the skills checklist and identifies skills gap in the TH workforce.

## 4.2 Overarching supply challenges

### 4.2.1 Education and Language, Literacy and Numeracy (LLN)

The quality of education of school leavers impacts the ability of students to succeed in their chosen course. Moreover, the lack of access to proper technology means that school leavers are commencing training from a low level. Key findings are summarised in the box below.



(Source Elisa Calvert on Unsplash)

Education level in Savusavu is lower than in the main island.  
Need to continuously enhance the quality of national education (primary & secondary).  
Students' capability ranges in quality.  
A lack of access to computers at school and home, and a lack of online literacy have been reported.  
There is a strong need to look at secondary education curriculum.

### 4.2.2 Emerging markets: Language and cultural training

Prior studies have identified language skill expansion and cultural awareness training as core requirements for servicing new markets and for delivering high quality TH products and services in Fiji (APTC, 2020; Sudhakar, 2008; Vada, 2015). In this Rapid Assessment, respondents reported on the lack of language competency in the workforce particularly in relation to the Chinese market. Language competency was said to go beyond the mere ability to communicate with the pre-COVID Asian market. Whilst some common expressions and greetings were seen as a way to enhance customer experience, there was also an identified need to understand the culture and customs of different visitors (as per box below).



(Source: Liam Read on Unsplash)

Need access to more Mandarin speaking workforce to move into the Chinese market. This also has health and safety implications.  
Ethnically Chinese Fijians are in high demand, but university business graduates do not select TH courses.  
Additional employee training is important to cater for the Chinese market (e.g. different food preparation may be necessary).  
Cross cultural understanding is vital (e.g. Chinese readiness, and etiquette, what amenities they want in rooms and what they like to do).

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*“There are also safety implications. I mean, this is an environment where everybody has a swimming pool, snorkelling and diving is important. We've had more than one occasion of Chinese people going snorkelling, and then saying to us, Oh, actually, we can't swim. And you go, ‘Oh!’ ...So communicating with that is both necessary from a courtesy and a hospitality point of view, and also a safety point of view.”*

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### **4.2.3 Remote communities and workforce development**

Despite the high demand in rural communities for access to skills training, certification, and higher education (ADB & ILO, 2015), this Rapid Assessment revealed a gap in tourism education and formal mentoring arrangements in remote islands. As such, the importance of developing entrepreneurial skills, a clear pathway to small business establishment, and mentoring opportunities were reported.

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*“Some of the smaller outer islands, you know, we're getting down to you have a population of three or 4000 people like does it really make sense to have a tourism, training school? Not really ... there are no tourism specific jobs anyway... there is very little entrepreneurship education here. So if you want to go, you know, be a purchasing manager in a hotel, that's a career path that makes sense. People know how to do it... you want to start your own tourism business, there is no career there's no education for that... There are a number of small business training programmes... but they're not focused on entrepreneurship and risk taking, market development and product development and all that type of stuff. So, if you're a young Fijian from an outer Island and you say, hey, I'd really, you know, we've got these amazing rivers on my island, and I'd love to create a whitewater kayaking product, there's nothing for you..*

*There's a relatively new association... with businesses helping businesses out and networking and mentorship type of programme... but there's no formality around that and that can be challenging...”*

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The Fijian Government, along with other private sector and institutional partners have over the years placed strong emphasis on grassroot empowerment. As such, under the Ministry of Commerce, Trade, Tourism and Transport, a dedicated unit, MSME Fiji has been established. The MSME Fiji, in addition to access to finance, the unit provides business savvy training, in understanding their costs, pricing, business planning and forecasts, as well as mentoring and guidance.

## 4.3 Impact of COVID-19 on labour supply

Following the COVID-19 outbreak, the global tourism labour market has shifted dramatically. Massive business closures and layoffs have resulted in workers being redeployed in other sectors. It is projected that the mass exodus of workers away from tourism occupations will exacerbate skills shortages and further threaten the human and resilience capacities of the industry in the long run (OECD, 2020b). For the Fijian TH sector, this suggests that the road to recovery is likely to be obstructed by acute talent recruitment and retention challenges. It may also potentially signal additional skills and re-skilling requirements to assist tourism businesses transition to the 'new normal'.

In this Rapid Assessment, interviewees identified four (4) key themes in relation to pandemic and post-pandemic issues. These issues are: return of employees to industry and to organisation; deskilling of workforce; speed of ramp up and skills training; and decreased confidence in TH as a career path. Each of these issues are addressed below.

### 4.3.1 Return of staff to the industry

As indicated below, staff layoffs (with reported figures of up to 115,000 across the TH industry) have resulted in many employees returning to their villages and embracing subsistence farming practices. Alternatively, many employees have moved out of the industry and found other employment or have transitioned into entrepreneurship.

TH has always been a popular career choice for Fijians given Fiji is a service-driven economy. But post-COVID it may be harder to get people back (people have gone back to their villages, to other industries – farming, and they have adjusted to their new lifestyle).

The IT personnel and engineers that were employed have already found other work. It will be hard to get them back.

One strategy may be to hire new graduates from outside the TH industry and skill them in house.

With COVID-19, people are trying to make a living for themselves by getting their own small business started.

### 4.3.2 Deskilling of Workforce

Another concern is the loss of skills due to the prolonged period that staff have been out of the workforce.

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*“There is a concern about return rates to the resort and potential loss of skills not just in employing people but in lack of practice.”*

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This may also be a factor in the return of staff if the individual staff member begins to feel concerned about their ability to perform the job post-COVID than that may influence their decision in regard to returning to the workforce.

### 4.3.3 Speed of ramp up and skills training

Concerns have been expressed about the time frames to skill and re- skill workers. In addition to reskilling, it is critical that workers are trained in COVID-safe practices and have the mindset to ensure continued compliance. There was some indication that businesses used the down time from COVID-19 to engage in workforce development activities.

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*“Use down time from COVID-19 to provide specialist skill training for existing staff... when employees are in work finding time to upskill and specialist skill is difficult.”*

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Post COVID-19, it is important to have highly skilled workers who can hit the ground running. Hotels need a three-month time frame to prepare for reopening, attracting former staff with skills and experience and commence training.

Regular honing of skills, risk management hiking or sailing or customer service is problematic in terms of a quick restart.

If a more diverse international visitor base was to return to Fiji – skills would need to be strengthened particularly around managing risks.

The TH businesses were concerned that they may not be able to attract employees with necessary digital skills. This can impede recovery efforts during the post-COVID era where paperless transactions and touch less services are preferred.



### 4.3.4 Confidence in TH as a career path

As indicated in the following box, COVID-19 has changed the mindset of parents and students as to the advisability of TH as a career. While the Tertiary Scholarship and Loans Board (TSLB) still provides loans, it has also prompted to temporarily halt scholarship support for TH courses in 2021. This is significant as approximately 60% of TH students at the University of South Pacific (USP) are supported by scholarships. These factors, coupled with the concern about return of staff (discussed in 3.4.1), suggest that it is likely that potential supply issues will be created in the longer term. In turn, this may impede TH businesses' ability to engage in strategic human resource planning.



Parents' perceptions of TH career may lead to less student interest in that sector.

In 2021, TH was not deemed a priority area by the TSLB, and scholarships were suspended. This will be reviewed once the sector recovers.

Expectation that TH university enrolments will be low in 2021.

(Source: Ministry of Commerce, Trade, Tourism and Transport)

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*“It is probably the right time to do tourism. By the time (students) finish three years, then the industry will have recovered.”*

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## 4.4 Level of competency, skills, and knowledge of the existing workforce

This section considers the skills needs for the Fijian workforce (i.e. Focus Area 4 as per section 1.3.3). The UNWTO asserts that all member states including Fiji needs: “the right tourism human capital base that meets current and future market demands and, ultimately, enhances competitiveness and sustainability of tourism destinations” (UNWTO). Regionally skills shortages are a major issue across APEC countries (APEC Tourism Working Group, 2017). Some of the reported issues are difficulty filling vacancies for an occupation, lack of significant specialised skill, levels of remuneration and conditions of employment, and accessibility across locations (APEC Tourism Working Group, 2017, p. 32, p. 32, p. 32, p. 32). Fiji is experiencing an issue with finding experienced and skilled staff with formal training and this is reflective of the broader issue being faced in the APEC Region (APEC Tourism Working Group, 2017).

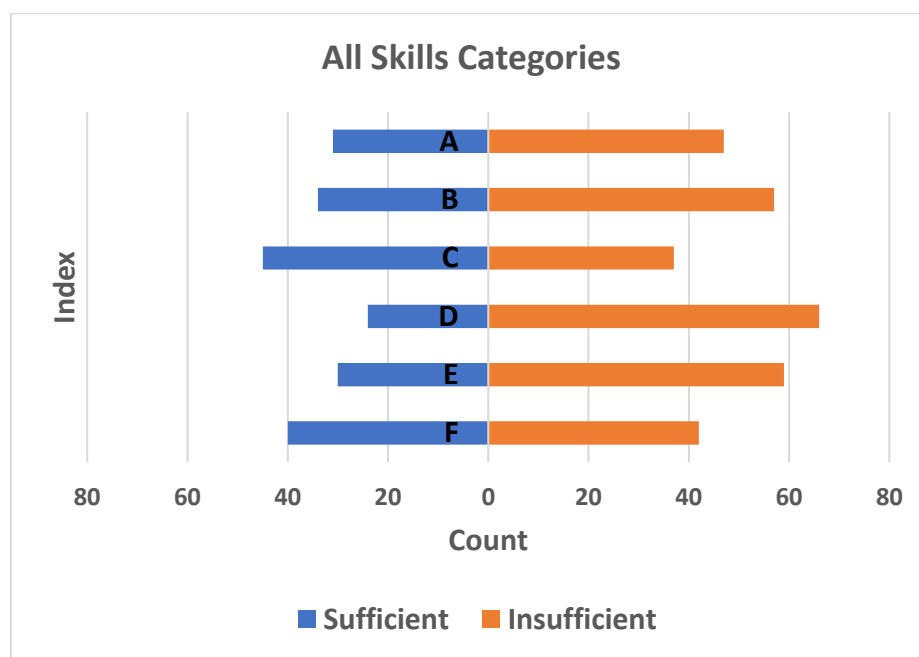
In this Rapid Assessment, interviewees were asked to select from an abridged skill check list across six categories (hard skills; soft skills; hospitality skills; business & IT skills; management

& leadership skills and MICE & Events skills) to identify skills: (i) that were deemed to be sufficient, and (ii) those that were insufficient.

#### 4.4.1 Overall skills results

Figure 8 provides consolidated findings from the 13/15 (87%) responses received. Hospitality skills (C) was the only category that was identified as having a greater percentage of sufficient skills. However, overall, there was comparatively nearly as many insufficient responses, suggesting a need for additional skilling and upskilling (see sections 4.3.2 and 5.3.4). The five other categories demonstrated a significant degree of lack of sufficient skills.

**Figure 8. Comparative count of skill categories which are present in Fiji at sufficient and insufficient levels**



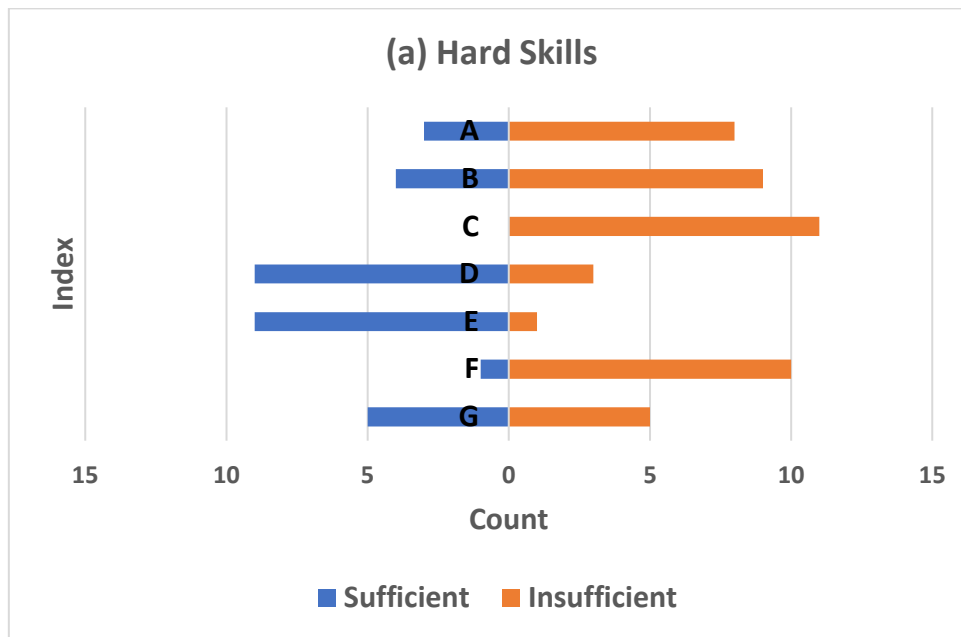
**Key:**

- A. Hard Skills
- B. Soft Skills
- C. Hospitality Skills
- D. Business & IT Skills
- E. Management & Leadership Skills
- F. MICE & Events

The individual findings for each category are presented in the following figures. In addition, the skills gaps identified at interview are also presented in table form (see Appendix B Tables A & B). The number in the category indicates the frequency of response. *NB Not all six categories were commented on by interviewees.*

## 4.4.2 Hard skills results

Figure 9. Comparative count of hard skills



**Key:**

- |   |   |
|---|---|
| A. Adventure tourism: rafting, navigation, orienteering, tour guide | E. Scuba diving instruction   |
| B. Chef: Culinary technical skills                                  | F. Sommelier: Wine skills and tasting   |
| C. Ecotourism, Sustainability                                       | G. Transport Airline pilot: Aviation skills/Mechanic Nautical/Mechanic Marina services skills |
| D. Gym and spa services: Beauty therapist, masseur, trainer         |   |

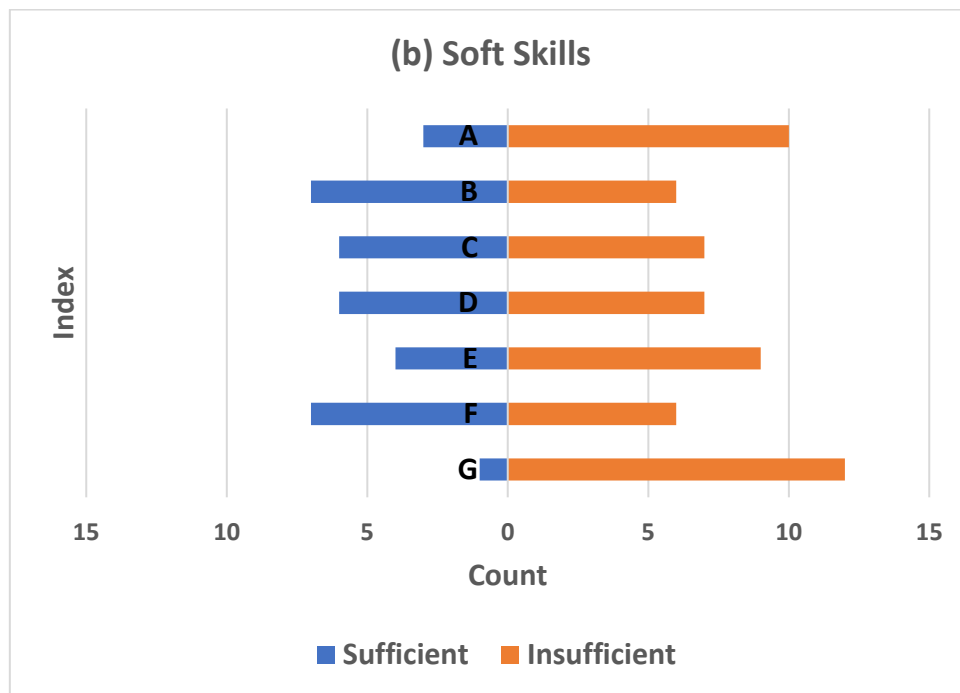
Key areas where skills need development are in the areas of Adventure tourism: rafting, navigation, orienteering, tour guide; chef, culinary technical skills and ecotourism, sustainability. Other skills gaps are outlined in Table 5.

**Table 5. Responses from interviews: Hard Skills**

Identified Skills Sets Deficiencies	Specific Skills
Hard Skills (6)	Building trades - painters, carpenters. Food hygiene Security. Environmental management. Sustainability and tourism. Medical tourism

### 4.4.3 Soft skills results

Figure 10. Comparative count of soft skills



**Key:**

- A. Communication skills-written and oral
- B. Cultural awareness
- C. Customer service skills
- D. Personal hygiene and personal presentation
- E. Resilience - positive work attitude and work under pressure
- F. Teamwork skills
- G. Time management

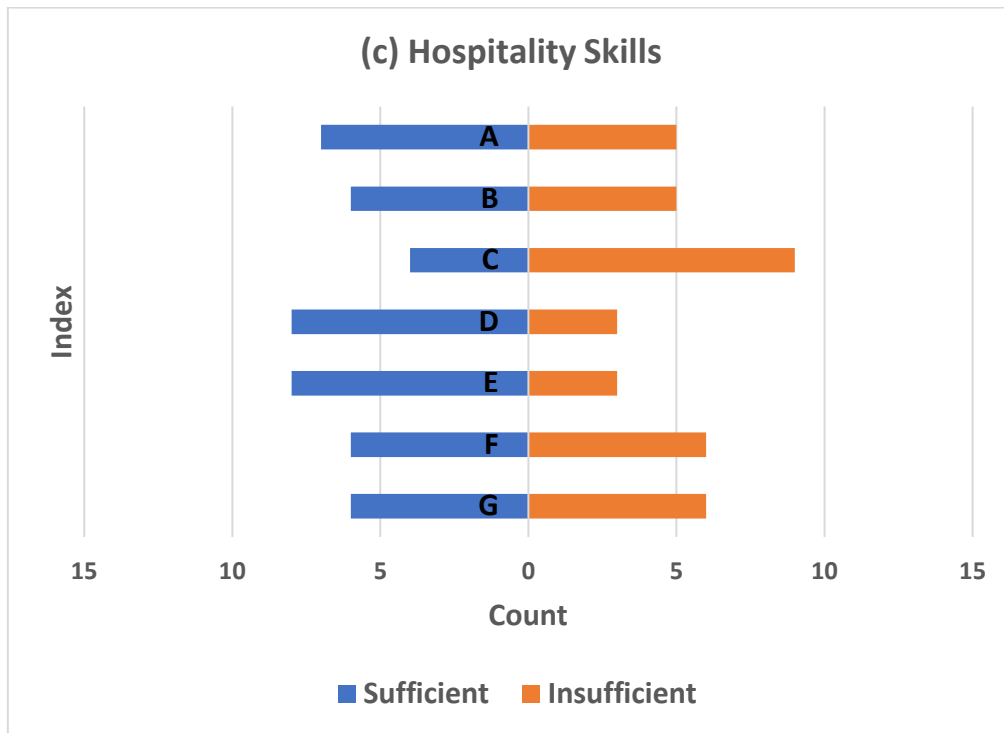
Significant soft skills gaps were identified in this category. The key areas identified needing further skill development were *Communication* and *Time Management*. This was supported by the findings from the stakeholder interviews in Table 6.

**Table 6. Responses from interviews: Soft Skills**

Identified Skills Sets Deficiencies	Specific Skills
Communication Skills (3)	Verbal and written skills Presentation skills
Other Soft Skills (3)	Customer service Time Management Delegation

#### 4.4.4 Hospitality skills results

Figure 11. Comparative count of hospitality skills



**Key:**

- |  |   |
|--|---|
| A. Accommodation management - front of house | E. Food production                          |
| B. Accommodation management - room divisions | F. Occupational Health and Safety/First Aid |
| C. COVID safe practices                      | G. Office management skills                 |
| D. Food and beverage service                 |   |

As indicated in Figure 11, hospitality skills sets were the most prevalent in the existing workforce, and whilst the gaps are indicative of the need for more training and up skilling, the most significant area to address is that of COVID safe practices.

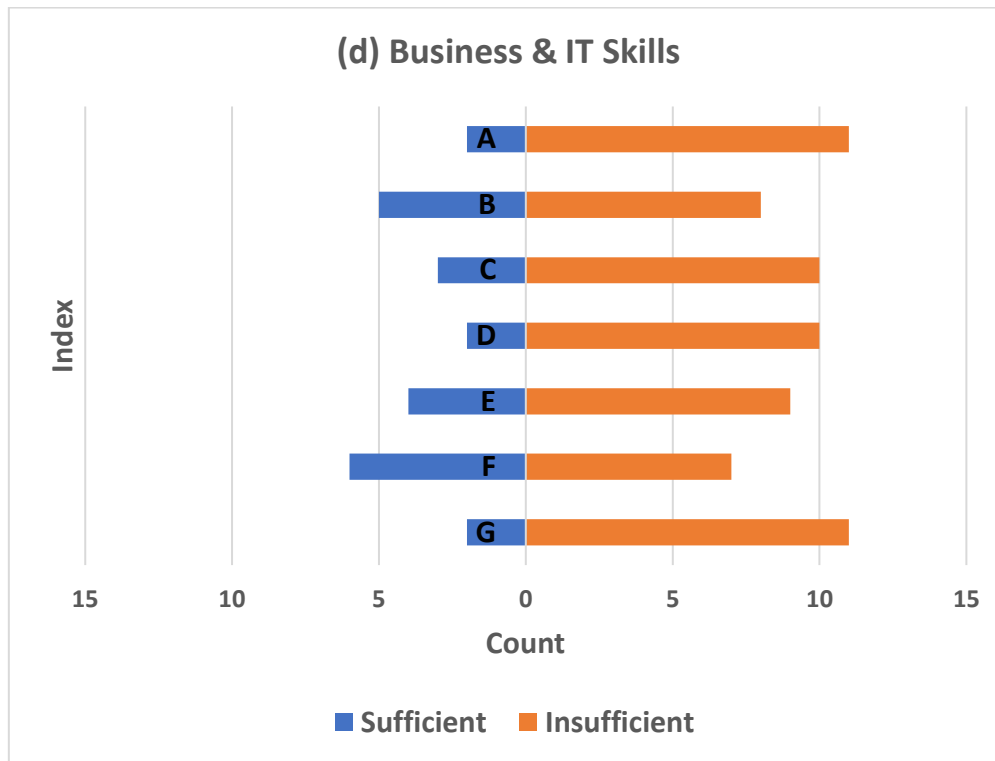
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*“So I think that upskilling is extremely important, so the skills can be transferred across sectors.”*

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#### 4.4.5 Business and IT skills results

Figure 12. Comparative count of business and IT skills



**Key:**

- A. Complex problem solving
- B. Computer, Technological Skills, Record management
- C. Financial management
- D. Knowledge of software
- E. Networking
- F. Planning and organising skills
- G. Problem solving and decisions making skills

Significant gaps were identified in this category. All areas identified needing further skill development however less so for *Planning and Organising* and *Computer, Technological Skills, Record management*. The need for business acumen and more advanced data base skills is a consistent theme form interviewee as evidenced in Table 7.

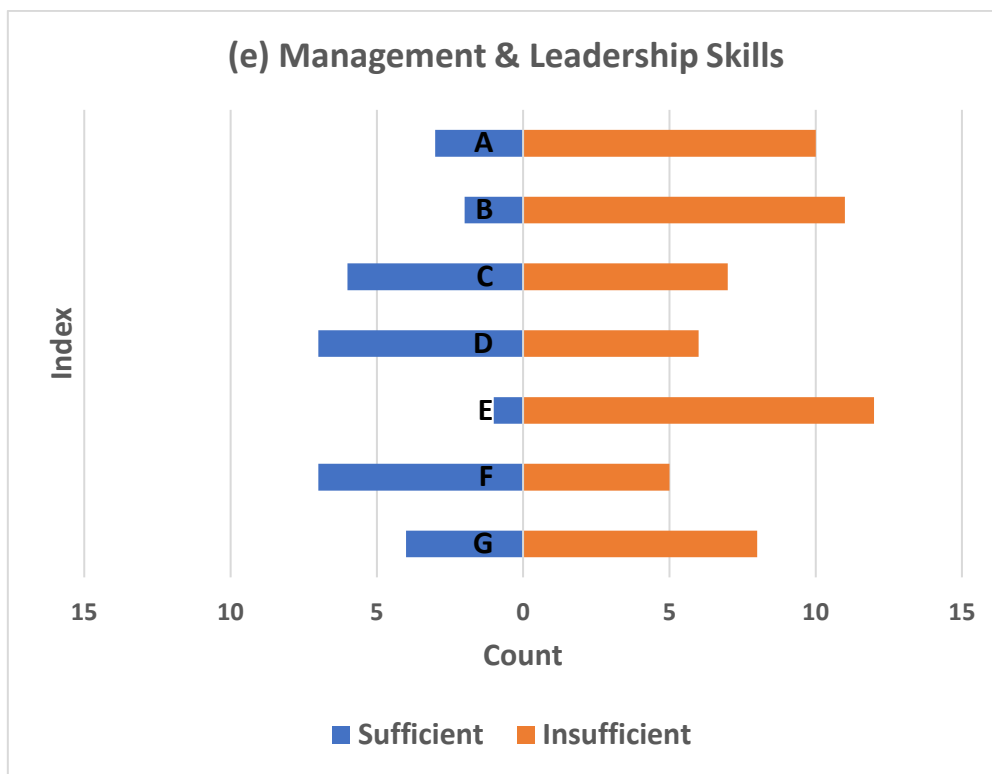
**Table 7. Responses from interviews: Business & IT Skills**

Identified Skills Sets Deficiencies	Specific Skills
Business & IT skills (9)	Business Acumen
	Data base – including Front office software
	Digital Literacy
	Finances
	Planning and Logistics

“People can just go to their website and do their reservations and booking and payments online. I know that, of course, the larger hotels do have provision for that currently, but the smaller ones mostly prefer phone calls, and possibly changing that, then, of course, I think the employees will need to be trained in terms of how to use this type of Portal, know how to respond to the timelines.”

#### 4.4.6 Management and Leadership skills results

Figure 13. Comparative count of Management and Leadership skills



**Key:**

- |                                      |   |
|--------------------------------------|---|
| A. Accountability, Quality Assurance | E. Leading – influence motivation, staff engagement, emotional intelligence |
| B. Ethics leadership                 | F. Sales, marketing, and promotion skills                                   |
| C. Finance management and reporting  | G. Strategic planning and risk management                                   |
| D. Human Resource Management         |   |

Management and leadership skills gaps were identified in all categories with Leadership including influence motivation, staff engagement, and emotional intelligence being the most lacking. Ethical leadership, and Accountability & Quality Assurance were also identified as key skills gaps. Interviewees also identified Entrepreneurship and Quality Assurance (see Table 8).

**Table 8. Responses from interviews: Management Skills**

Identified Skills Sets Deficiencies	Specific Skills
Management Skills (10)	Entrepreneurship Finances Middle Management: planning; scheduling; workload; reporting Marketing Quality Assurance Risk Management

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*“Now where there is a gap is kind of in the middle management level where you have someone who has the skills to head up a maintenance department but what they don't have is the administrative skills or the administrative knowledge”*

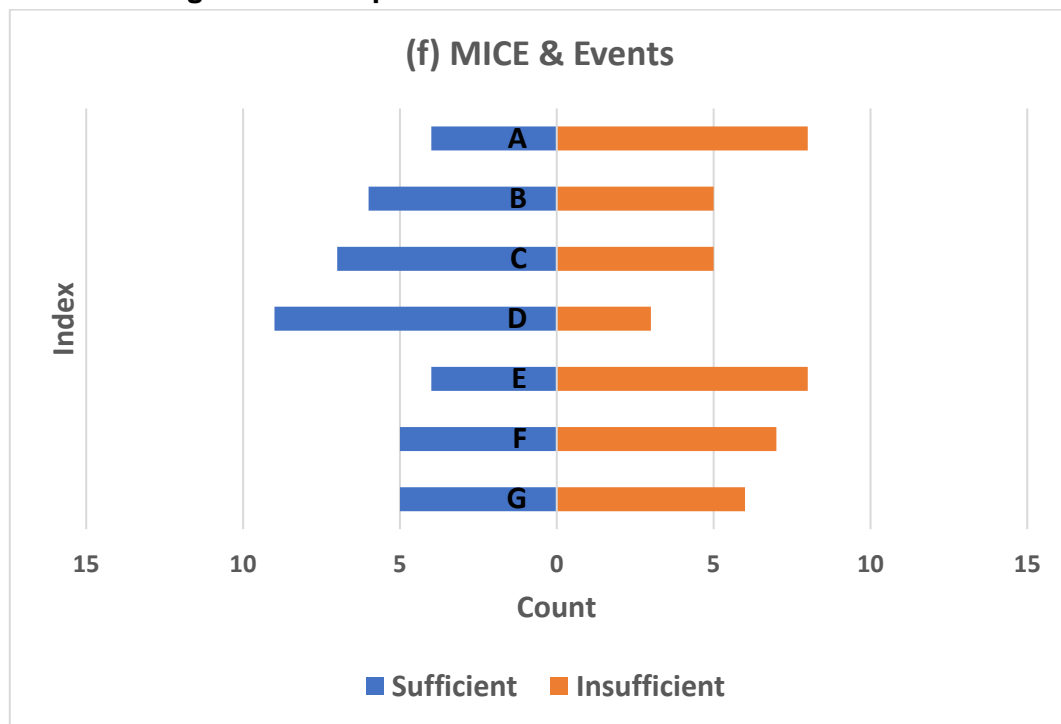
*“If you take someone who's coming from a hotel training programme, they may know the management skills for managing a group of people, but they don't have the skill set in the particular area to know what those folks are supposed to be doing.”*

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#### 4.4.7 MICE and Events results

Figure 14. Comparative count of MICE and Event skills



**Key:**

- |   |  |
|---|--|
| A. Analysis of current market trends - data analytics           | D. Events management                             |
| B. Coordination of diverse components into a conference package | E. Group management skills                       |
| C. Delivery of themes and event outcomes                        | F. Negotiation and closure of payment process    |
|   | G. On ground delivery, post event closure skills |

Events Management is the skill set that is strongest within this category, whilst *Analysis of current market trends - data analytics* and *Group management skills* were identified as the highest areas needing skills development. In addition to the skills identified through the check list, Interviewees also identified other categories of skill set deficiencies and these are listed in Table 9.

**Table 9. Other identified skills deficiencies (during interviews)**

Identified Skills Sets Deficiencies	Specific Skills
Basic Skills (7)	Language Literacy and Numeracy (LLN)
	Personal hygiene
Multi-skill Needs (Small operators)	Examples: Drive a boat Kitchen & hygiene skills Hiking & tour guide
Work Ready Skills – Basic Applied Learning	Examples: Teamwork Problem solving Initiative and enterprise Planning and organising Self-management Learning
Marketing	Product development, entrepreneurship, regional knowledge

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*“Needs to be a focus on product development – entrepreneurship is a major priority to support diversification. For example, work on agritourism.*

*Enhanced digital capacity is also important but again the needs vary across the sector. For example, the big operators are fine but whether medium or small businesses can utilise social and other media is very hit and miss.”*

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In summary, this Rapid Assessment has demonstrated a significant skills gap across various levels. Being cognisant of the rapid nature of this assessment, this analysis was on the available data provided by a small group of stakeholders. More in depth and comprehensive research needs to be conducted to establish the particular jobs and level of skills required. Overall, the findings of this Rapid Assessment are consistent with that of the APTC (2020) report which flagged Management and leadership skills; Business and IT skills and work ready skills as key gaps (refer Figure 7). The APTC (2020) also identified a number of work ready skills that required development, namely, language skills, organisational awareness, self-management, work ethic and motivation, punctuality, initiative, communication and LLN. Of note, there was some indication that the newly established Culinary Federation of Fiji may be looking at an apprenticeship programme to address gaps in culinary skills.

## Section 5: Providers of core competencies



*Photo credit: Chris McLennan*

### 5.1 Introduction

This section explores the range of TH providers and the quality, frequency and availability of offerings. Consideration is given to how training providers interact with industry to ensure training options meet current and future requirements. A limited comparative review of Fiji Hospitality and Tourism curricula and that of Australia is also presented.

## 5.2 Core competencies of existing training and education programmes in Fiji

There are a number of key providers of skills training in universities, private institutions and the TVET sector. Table 10 provides a brief description of these providers. As a totality these organisations offer a wide range of education and training options. Qualifications provided are listed in the box below.

**Higher education qualifications:** Master of Commerce (Tourism and Hospitality Management); Postgraduate Diploma in Commerce (Tourism & Hospitality Management); and Bachelor of Commerce in Tourism & Hospitality Management (and similar).

**TVET qualifications:** *Diplomas* in Hospitality (and similar) and Travel and Tourism Management; Trade Diplomas (Baking, Patisserie; Culinary Arts; Front Office Operations; Hospitality and Hotel Management and Restaurant Services) Certificate IV and III with a similar range as the trade diplomas.

More details are provided in Appendix C Tables C1-3.

**Non- accredited Short Courses:**

The FNU offers a wide variety of non-accredited short courses in the areas of Accommodation, Cookery, Fashion, Front Office, Management, OH&S, Recreation, Restaurant and Travel. ServicePro International offers courses in Accounting, Food Safety and Environmental Management. More details are provided in Appendix C Tables C4.

**Table 10. Education and training providers in Fiji**

<b>TYPE OF INSTITUTION</b>	
<b>University sector</b>	
Fiji National University (FNU), College of Business, Hospitality & Tourism Studies	FNU provides traditional degree programmes and trade diplomas in Cookery, Culinary Arts, Restaurant Operations, Front Office Operations, Housekeeping and Hospitality and Hotel Management. FNU partners with TAFE NSW in the provision of Certificate and Diploma qualifications.
University of the South Pacific (USP), School of Tourism and Hospitality Management	The school offers certificate, diploma, undergraduate (Bachelor of Commerce), graduate and postgraduate degree programmes in Tourism, Hospitality and Hotel Management. These programmes are fully accredited by the International Centre of Excellence in Tourism and Hospitality Education (an Australian-based accreditation agency).
<b>TVET sector</b>	
USP TAFE	TAFE offers certificates in Commercial Cookery, Hospitality Operations and Patisserie along with a range of other non-tourism certificate programmes
Australia Pacific Training Coalition (APTC)	APTC's regional programme is headquartered in Fiji. In Fiji, they offer certificates in hospitality (food and beverage and small accommodations), cookery. They have a training restaurant for chefs and waitstaff. A certificate programme in tourism is also offered (this is based in Vanuatu). APTC partners with TAFE Queensland in the provision of Certificate and Diploma qualifications.
<b>Private providers</b>	
Rosie Holiday Academy	Rosie Holidays, one of Fiji's major tour operators, has a training programme that includes short courses introducing participants to tourism services and inbound systems. The Rosie Academy is recognized by the Ministry of Education, Heritage and Arts and the Training Productivity Authority of Fiji (TPAF).
ServicePro International	A private training institute focused on tourism and hospitality, offering short courses on specific topics (e.g., customer service, knife skills) and customised courses for groups of 25 or more students.

*(Developed for this Rapid Assessment from organisation websites)*

## 5.3 Key themes associated with training provision

### 5.3.1 In-house training by hotel resorts – Learning and development (L&D)

Employees working for large companies and hotels can access training (see box below for some examples). Large hotels do not generally align with the Fiji Qualification Framework (FQF) but instead conduct training to their own Brand Standards. This makes standardisation and recognition of training a challenge.

The Executive Chef has weekly zoom meetings with local chefs.

Strong focus on learning and development in the Intercontinental Chain.

Dedicated learning portal and online learning.

Training programmes are taught to *Brand Standards*.

Future leader programmes or development programmes available for managers.

Development of Hotel Training Academy prior to the pandemic. Operations to be re-started post pandemic.

Use of a three-level re-certification approach in-house-for training. Level 3 standard suggests possibility for development and promotion.

### 5.3.2 TH programme issues

Interviewees from various education and training organisations noted concerns ranging from more financial support for programmes and students; increasing the capacity of TH departments, reviewing curricula, and private providers to enrol more students as well as the importance of creating opportunities for students to understand the customer experience.

Students lack TH experience and do not fully understand customer service comparisons.

Student retention - students miss closeness to family for field trips, regional studies. Students drop out if they are migrating or secure permanent employment (e.g. in the Police Force).

Additional funding needed (e.g. by increasing TH scholarships and more financial support for student exchange programmes).

### 5.3.3 Coordinated approach to future skills development

The core competencies of training providers have been addressed by some stakeholders including the need to revamp the educational curriculum and to establish an overarching body to coordinate future skills discussions of the TH workforce.

Some training providers/universities have recently lost credible academia to other countries. It is believed that a cross-sectoral body to manage skills should be established. FNU wants to further engage industry in determining appropriateness of course offerings. Fiji higher Education Commission (FHEC) would like to see greater uptake of the FQF by private providers.

### 5.3.4 Training (Learning and Development [L&D] Needs)



(Source: Ministry of Commerce, Trade, Tourism and Transport)

Not all skill development requires formal training programmes. While portable formal qualifications such as TVET and University Degrees and higher degrees are beneficial to the employees, they do not in themselves provide all the desired skill sets that industry requires. Whilst it can be argued that TAFE qualifications such as Diploma of Hospitality are competency based, thus determining a minimum standard of skills, there is much debate about the efficacy of being able to guarantee competency (Jamil, 2015).

Competency approaches emphasise behaviours and performance, rather than on the mastering of cognitive skills. Certificate assessments suggest competency at the time of assessment and in a particular context. There is less evidence to suggest these competencies can be retained and that they can be applied in different operational contexts (Hodge, 2016).

A useful framework to consider for adult learning is that of the 70:20:10 model (Lombardo & Eichinger, 2010). In brief, this concept suggests that 70% of learning occurs in the work environment, 20% through on the job training and coaching, and demonstration and only 10% through formal education. This is an important concept in which to build a response to skills training in the Fijian TH sector. Not all training needs to be provided through formal training providers listed above in Table 10.

Training providers can have a key role in building capacity within TH organisations through on-the-job training. In addition, skills can be developed and expanded on in a real time work environment.

Table 11 indicates the response around identified training and also the category of Learning and Development (L&D). Given the alternative educational delivery preferences (see section 5.3.5) and the issues of remote communities (see section 3.2.1) then a possible way forward is to strengthen the role of work based trainers through the provision of *Train the trainer* and *Coaching and Mentoring* programmes.

### **Example Issue**

*As part of the launch of a Hotel chain academy, the hotel reached out to the Fijian Education suppliers to provide targeted short courses to improve the skills sets of staff. This need was not met, so the only option for the hotel was to use a fly in fly out trainer from Australia.*

*Stress the Importance of coaching & mentoring by industry/managers (on-the-job training & lifelong learning)*

**Table 11. Identified training needs**

<b>Training needs</b>	<b>Comment</b>	<b>L&amp;D type</b>
<b>Upskilling and Reskilling (4)</b>		Formal On the job
<b>Middle Management Training (2)</b>		Formal
<b>Business Skills</b>	Small operators need entrepreneurship and business skill training.	Formal
<b>Food Handling</b>	Food handling and hygiene training targeting food vendors.	On the job Formal
<b>Mentoring</b>	Mentoring on the job and group mentoring.	On the job
<b>Industry Exposure</b>	Tourism graduates don't have enough exposure.	Internship

*(Developed for this report)*

Refer to Section 4.4 for specific identification of skill deficiencies.



### 5.3.5 Educational Delivery Preferences

Hotels and resorts have on the job training and in-house training programmes available. Many of the multi-national hotel corporations train their staff to a specific identified *Brand Standard*. The range of training delivery varies from dedicated Academies and Future Leaders programmes; through to coaching calls and specific job training to a set of customised levels within the hotel/resort.



(Source: Markus Winkler on Unsplash)

It is very important to recognise that a 'one-size-fits-all' approach to training is not going to be effective.

There is a need to consider alternative approaches to training – peer-to-peer or mentoring models for example.

There is a need to consider a bigger role for industry bodies in the delivery of trainings.

### 5.3.6 Consultation with industry

Engaging with industry stakeholders (such as employers and industry associations) is critical to ensuring learning is aligned to current methods, technology, products and industry performance expectations (ASQA, n.d.). Globally it has been found that tourism education needs to be responsive and better aligned to industry's need (APEC Tourism Working Group, 2017) and this has also been found to be true of Fiji training institutions (Sudhakar, 2008). The APTC report recommends building strategic partnerships between industry and academic institutions so as to better align tourism training to industry needs (APTC, 2020).

More effective collaboration between providers and industry is required. Collaboration may be manifested through the joint development of curriculum and joint training presented by providers (technical college and universities) and industry experts.

Industry bodies are increasingly expected to play a key role in the delivery of training.

Interviewees reported the misalignment of TH university courses with industry and job requirements. This subsequently results in graduates not always being job ready. Universities such as FNU and USP do however engage with industry discussions through Consultative Committees. These universities also organise annual career fairs which provide opportunities for developing close relationships with HR managers from many organisations.

## 5.4 Comparison of hospitality and tourism management training programmes/courses in Fiji

Due to the nature of this Rapid Assessment, a comparison of international curricula models was limited to Australia. Australia is a relevant comparison as it has a world class education system (Study Australia, 2021), and has a strong affiliation to Fiji as part of the APTC initiative. The APTC uses TAFE Queensland curricula and assessments, and the FNU has a strategic partnership with TAFE NSW. Both of these programmes are underpinned by the Australia Qualifications Framework (AQF). This comparison is limited to comparisons of units for degree, diploma, and certificate qualifications. Most of the courses available through the FNU – National Training and Productivity Centre (FNU NTPC) are short, unaccredited courses, which will not be included in the comparison. (See Appendix C for details on these short courses).

The FNU NTPC offers the course Diploma of Travel and Tourism Management SIT50116. There is no detailed description provided on their website. However, the course code and title is the same as the Australian Government accredited course. Since the NTPC partners with TAFE NSW, we can assume this is the same course. This course is also offered at TAFE QLD and VU TAFE. As for the FNU NTPC Diploma of Hospitality, there is no information on their website, and the course code is that for the Diploma of Hospitality Management, seemingly a completely different course. Because of this confusion, the course shall be omitted from the comparison.

### 5.4.1 Masters and Graduate Diploma programmes

The most significant issue to note here is the overall composition of the master's programme. The USP has a Master of Commerce (Tourism and Hospitality Management). The post graduate Diploma has to be completed first and consists of four units. Once the student has a GPA of 3, they can move to the master's and complete the thesis. There is no master's by coursework only for the Tourism programme. Student interests in the programme has been quite low (6 students for the last few years). Nonetheless, it was reported that the Postgraduate Diploma enrolment numbers increased to approximately 15 students in 2020.

In comparison the Master of Tourism Hospitality and Events Management at VU has a total of 16 units - 13 core units, 2 electives and 1 project unit. VU has a strong emphasis on including business and management units (some units of which are core to their MBA programme). Units such as accounting, economics; ethics and sustainability; leadership operations management; work and organisation systems are included to strengthen graduates capabilities in management. In contrast, USP has only two units – supply chain management and workforce relations (See Appendix D Tables 1 & 2).

This comparison is also broadly true for the USP Postgraduate Diploma in Commerce (Tourism & Hospitality Management) and the VU Graduate Diploma in Business (Tourism Hospitality and Events Management Specialisation) – see Appendix D Table 3.

Given the identified need to assist Fijians to move into management roles and the identified lack of

business skills as one barrier to career progression (see section 3.4.2), there is a need for USP to consult with industry and review curricula for this programme.

### 5.4.2 Bachelors programmes

In Fiji, students can undertake Bachelors qualification in two Fiji universities: at USP (Bachelor of Commerce in Tourism and Hospitality Management), and FNU (Bachelor of Hospitality and Hotel Management). These two programmes have been compared to the Bachelor of Business (Tourism and Hospitality Management Major) at VU. All three programmes have similar number of units required for completion.

As per the discussion above, although USP has a Bachelor of Commerce with a speciality in Tourism and Hospitality, there is a distinct lack of business units within their course offering compared to VU. The FNU's units are all hospitality focussed with no general business or management units. See Appendix D Table 3.

### 5.4.3 Diploma programmes

The FNU has a Trade Diploma in Hospitality and Hotel Management – USP TAFE provide Diploma of Hospitality Management (Level 5). As both FNU and APTC are based on the Australian VET framework, there is a close mirroring of course units. One key difference is the number of units. The FNU diploma has 16 units, USP TAFE has 11 units, whilst VU TAFE has 28 units (13 core and 15 electives) and TAFE Queensland has 28 units (13 core and 15 electives). Both Australian institutions offer a wider range of elective subjects to choose from, thus offering a more customised experience for the student to pursue their area of interest. See Appendix D Table 4.

### 5.4.4 Certificate programmes

APTC offers a Certificate III in Hospitality. APTC is aligned with TAFE Queensland and the only substantive difference is the offering of more electives by TAFE Queensland. ServicePro International offers a Certificate III in Tourism and Hospitality. Although named as a hospitality and tourism certificate most units are contextualised to skills requirements of the hotel sector. The ServicePro certificate lacks units such as *Show social and cultural sensitivity; Participate in safe work practices; Participate in environmentally sustainable work practices and Work effectively with others* which are all options in the Australian TAFE Curriculum (VU and or TAFE Queensland). These courses could address the relevant skills deficiencies outlined throughout this report (see section 3.8). See Appendix D Tables 5 and 6.

## Section 6. Conclusion and recommendations



Photo credit: Chris McLennan

### 6.1 Introduction

This section sets out the conclusion (section 6.2) and recommendations (section 6.3) for this Rapid Assessment. Six recommendations are proposed in this report. It is a fundamental requirement that a strategic human resource management (HRM) response be based on and linked to a broader strategy (Nankervis, Baird, Coffey, & Shields, 2020). The first recommendation addresses this need. The second recommendation addresses the need for a comprehensive review of required skill sets. Recommendations three to five address improvements in the education sector and integrated workplace learning. The final recommendation considers ways to encourage retention of a skilled workforce in the TH sector.

### 6.2 Conclusion

The UNWTO commissioned a Rapid Assessment of the HR skills needs in the Fijian TH industry to determine a post COVID strategy. This process, whilst able to provide a good level of detail, has limitations. Despite these drawbacks, the findings of the Rapid Assessment highlighted some key considerations. These are summarised below as challenges and opportunities.

### 6.2.1 Challenges

A number of wide ranging and complex challenges have been recognised. The distinctive Fijian context has identified unique labour demands stemming from remote communities, cultural considerations, and stakeholder collaboration challenges. In addition, a need for the development of a sustainable and forward-looking tourism strategy has been reported.

Focusing on the level of skills in the TH workforce, stakeholders have uncovered skills in demand (pre-COVID) and recognised future skills needed (for post-COVID recovery). Reported operational challenges in hotels and other TH operators reveal the need for further skill development. A number of challenges are also present with the supply of labour, with a focus on the ability to return to work and upskilling and reskilling considerations in the post-COVID environment.

The capacity of education providers to equip potential entrants to the workforce and existing workers with the right work ready, entrepreneurial and management skills to enable success work performance and opportunities for career progression requires strengthening. Additionally, accessibility to training and flexible delivery of training options have also emerged as challenges.

Meeting industry needs for skills and vocations in a number of areas has been raised by stakeholders, and this has identified the need for greater consultation with industry as well as a review of the curricula (including a more integrated pathway to learning).

### 6.2.2 Opportunities

Fiji has a large TH sector. Pre-COVID, it experienced a strong demand for skilled workers who are able to deliver services to international standards. Whilst a current Fiji Tourism Plan – the Fijian Tourism 2021 (FT2021) – already exists, there is now a key opportunity to refocus this strategy based on the impact on COVID-19 and the findings from this Rapid Assessment report.

The challenge for Fiji training providers, and industry associations, is to develop a system that ensures training and integrated workplace learning is aligned to skills shortages, future skills and future employment and career progression.

There is an identified opportunity for increased collaboration and consultation at many levels; between government department to government department; government and industry; and with TH providers across the industry. Collaboration and consultation also need to occur between educational providers and industry, and between education providers. This would help to ensure an integrated pathway to learning and the development of a curriculum of excellence to meet existing and future industry demand. Training and qualifications need to be accessible and flexible in their delivery to allow graduate entry into the TH sector and to ensure talent retention through lifelong learning opportunities and career progression.

## 6.3 Recommendations

Based on this Rapid Assessment of HR skills, the following six (6) recommendations have been made.

### **Recommendation 1: Assess tourism opportunities in the context of climate change and the post-COVID environment.**

The current Fiji tourism strategy (FT2021) is now at the end of its time frame. Having been developed before COVID-19, it does not consider post-pandemic scenarios and conditions. In this context, it is recommended that a HR development plan considers key tourism opportunities and trends in a markedly changed environment. An understanding of these trends will assist in the understanding of future skills requirements in line with changing markets, consumer preferences and visitor behaviours. Further, the plan needs to consider how climate change and climate change adaptation measures will impact on tourism, the skills necessary to build destination resilience, and an alignment with Sustainable Development Goals (SDGs). Future resilience depends on strong stakeholder engagement and intergovernmental collaboration. The development of a post-COVID tourism strategy will underpin the development of a HR workforce planning approach identifying the development of skills in the Fijian workforce.

In this context, the strategy needs to be informed by:

- 1.1 A competitor analysis and future trends analysis in international tourism.
- 1.2 The identification of opportunities for tourism product diversification.
- 1.3 An alignment with the achievement of sustainable development goals (SDGs) and building resilience to future shocks.
- 1.4 Extensive stakeholder collaboration.
- 1.5 Intergovernmental collaboration.

### **Recommendation 2: Develop a Tourism and Hospitality Workforce Skills Plan**

An integrated HR workforce strategic skills plan for the Fijian TH workforce needs to be created

The plan needs to:

- 2.1 Define the skills sets required to match the growth of the TH industry across all sectors and with a particular focus on remote islands requirements.
- 2.2 Identify future skills to build capacity in the workforce to be ready for new forms of service

delivery in an increasingly digitalised environment.

- 2.3 Be developed with extensive stakeholder collaboration, and inform the educational curriculum review (recommendation 3).
- 2.4 Review funding programmes to assess capacity to deliver funding for organisations and students.

### **Recommendation 3: Review education providers' course offerings**

A more systematic approach needs to be developed towards the integrated provision of qualifications and training that encourage lifelong learning and career progression and address barriers to education.

The review needs to:

- 3.1 Strengthen partnerships between TAFE and TVET training, higher education and private providers to improve the flow of students through the sectors.
- 3.2 Establish integrated pathways from Certificate III to Masters programmes that delineate various types and depth of skills at appropriate qualification and degree levels to build on student mastery and enhance career progression.
- 3.3 Map and review the scope, quality and alignment of existing training provision across the breadth of accreditation levels to assess alignment with:
  - the national tourism strategy;
  - industry needs (as identified by this Rapid Assessment and wider literature).
- 3.4 Address access and equity issues, and investigate barriers to accessing education and training opportunities participation that arise from financial, geographic or social conditions with a particular focus on those living on remote islands, women and young people.
- 3.5 Develop strategic solutions to improve equitable access to education and training, and support those most disadvantaged.
- 3.6 Develop more flexible delivery options including the use of technology to support training and education for fulltime working students.
- 3.7 Ensure the transparency of course offerings and the effectiveness of course promotion and communications materials.
- 3.8 Investigate models for the governance oversight of tourism HR development that supports stakeholder communications and coordination across all key stakeholders including across government departments, industry associations and community.
- 3.9 Develop a structure for integrated governance of education providers.

## Recommendation 4: Develop and share excellent curriculum

Education providers need to develop a more comprehensive curriculum taking into account the industry findings on skills development including work ready and future ready skills.

Equip education providers to:

- 4.1 Evaluate and provide transitional learning and support needs of diverse first year students (Vocational and Higher Education) to ensure learning engagement, success, and retention.
- 4.2 Build capacity for generic 'soft skills' such as resilience, assertiveness, time management and self-awareness.
- 4.3 Integrate an increased emphasis on business acumen skills sets including business management skills; entrepreneurship (especially for remote communities); marketing and strategic planning.
- 4.4 Build capacity in future skills (e.g. digital capability) within curriculum.
- 4.5 Embed knowledge of international tourism standards and practices.
- 4.6 Embed work integrated learning including:
  - Increased access to real and virtual field trips
  - Enhancing internships both in terms of frequency, duration and location
  - International experience.
- 4.7 Promote the benefits of taking on work placement students within island communities and provide the financial and logistic support needed for this to happen.
- 4.8 Develop curricula for language and cultural training necessary to respond to the Chinese market and/or other markets identified by the post-COVID strategy (see recommendation 1).

## Recommendation 5: Upskill and embed life long learning processes

Qualifications are a key component to the development of skillsets however these skills need to be both maintained and enhanced through formal refresher programmes as well as integrated workplace learning:

Equip education providers and or industry associations to:

- 5.1 Develop refresher training to upskill the work force on an ongoing basis and particularly in light of the return-to-work period, post COVID.
- 5.2 Provide train the trainer and coaching programmes to build workplace learning capacity.
- 5.3 Develop programmes to provide LLN and work ready skills to unskilled workers entering the



tourism industry.

- 5.4 Ensure accessibility of training to the workforce and managers (including consideration of the cost of training, raising awareness about training importance amongst MSMEs/remote communities, and consideration of regional training hubs and/or mobile training units).
- 5.5 Investigate the success of transfer of learning to the workplace from formal training and work integrated learning opportunities.

## Recommendation 6: Retain skilled workers

Having the right skill sets in the workforce will only be successful if the workforce can be retained both within the industry and within Fiji. There is a need to consider how: (i) local workers can be retained in communities rather than migrating to larger cities within Fiji, and (ii) how Fijians leaving for international experience through the Pacific Labour Scheme and other avenues can re-join the Fiji workforce.

Develop support mechanisms to:

### *Domestic*

- 6.1 Ensure workers leaving remote islands to receive training within mainland are incentivised through training subsidies to return to communities.
- 6.2 Promote robust career progression opportunities to employees and managers.
- 6.3 Implement a range of employee benefits as part of a strategic approach for talent attraction, retention and development (e.g. providing subsidised hotel accommodation and services during low seasons to allow hotel employees to experience excellent customer service).

### *International*

- 6.4 Ensure workers on international placements such as the Pacific Labour Scheme are incentivised to return to Fiji at the end of the period.
- 6.5 Ensure a return to Fiji after overseas placements by incentivising workers through training subsidiaries and established career support and progression opportunities.

# Section 7: Proposed tourism HR development plan

## 7.1 Background

The proposal detailed in Appendix F is informed by a 'Rapid Tourism Industry Human Resources Needs Assessment' (hereafter referred to as the 'rapid assessment') undertaken for the UNWTO and the Fijian Ministry for Commerce, Trade, Tourism and Transport by a project team from the School for the Visitor Economy, Victoria University, Melbourne. The project was designed to address three key objectives:

- To determine through field research in which and to what extent tourism training and education policies, programmes and initiatives in Fiji can help address the challenges the tourism sector is facing since the outbreak of the COVID-19 pandemic, meet the demand of the tourism industry and facilitates the career development for local tourism employees, including identification of gaps, needs and options for human resources development for the tourism sector.
- To provide recommendations to key tourism stakeholders in Fiji to examine options and scenarios for human resources development within the framework of the COVID-19 tourism recovery challenges, to refine them based on field findings, and to identify actions that promote and support reforms to human resources development for the tourism sector.

This proposal is provided to address a third objective:

- To prepare a project proposal for the formulation of a Tourism Human Resources Development Strategic Plan, detailing specific actions and recommendations and identifying institutional responsibilities at central and local levels, among others. The proposal will include details on the scale of the project (expert input, cost and time frame).

## 7.2 Proposal Summary

The proposal contained in full in appendix F, identifies the key considerations of:

- The nature of tourism and hospitality in the context of the wider visitor economy
- Stakeholder collaboration
- Post-COVID transformations and the need for 'skills for the future'
- Climate and geo-political change
- The COVID-19 pandemic has revealed and widened inequalities.

The proposal identifies guiding principles that need to be incorporated in the development of a HR development plan; recommendations and actions; actions for the development of a Fiji tourism HR development plan; project timeline and project budget and costings.

Total project costs US\$ 204,600

**Photo credit: Chris McLennan**



# Appendix A: Terms of reference



## UNWTO TECHNICAL ASSISTANCE ASSIGNMENT TO FIJI

### CONDUCTING A RAPID TOURISM INDUSTRY HUMAN RESOURCES NEEDS ASSESSMENT IN THE CONTEXT OF THE COVID-19 TOURISM RECOVERY CHALLENGES

#### TERMS OF REFERENCE FOR THE TOURISM HUMAN RESOURCES EXPERT

##### 1. Background

The tourism sector remains a significant driver of growth in the Fijian economy, contributing approximately 40% to Fiji's Gross Domestic Product (GDP) and being the largest earner of foreign exchange. In order to ensure the sustained growth of the sector, the Fijian Government, through the Ministry of Commerce, Trade, Tourism and Transport has formulated a sectoral development plan, called the Fijian Tourism 2021 or "FT2021", outlining the policy measures and strategies to continue the positive trajectory and achieve a \$2.2 billion industry by 2021. To support the policy directions outlined in the FT2021, a qualified tourism workforce needs to be built up, offering opportunities for local people to obtain new employment in the tourism sector as well as chances for local tourism employees to make career development to higher management positions.

Strategy 16A and 16B of the FT2021 describe the need for Fiji to conduct a HR Needs Assessment of the Tourism industry. The FT2021 has identified the following key challenges, which form a barrier for human resource development in the Tourism industry:

- Employment of Fijians in the Tourism industry is often limited to middle-management level in many large-scale multinational tourism operations
- Language and cultural training is needed to prepare for new and emerging markets.

The Tourism industry needs a labour force with the right skill set to cater for international demands in order to maintain its competitive position and to be able to address the challenges the tourism sector is facing since the outbreak of the COVID-19 pandemic. The FT 2021 encourages diversifying Fijian tourism products to meet the current demands of the industry which require special skills and knowledge to cater for the various tourism niche markets such as ecotourism, spa and wellness, dive, MICE and adventure tourism to name a few. Most top management posts are filled with expatriates with international skills and experience which could easily be performed by the local people given the right education, guidance and exposure.

While it is important to prioritize the needs of our traditional markets such as Australia, New Zealand and North America, emerging markets such as China and India are becoming increasingly important for Fiji and it is imperative to equip the tourism work force with the relevant knowledge and skills to meet the demands of these markets.

Hence, training and capacity building in the Fijian Tourism sector must align to international best practices and standards and pay attention to new skill and approaches required to operate tourism enterprises after the outbreak of the COVID-19 pandemic. A HR Needs Assessment is essential to identify skills shortages and determine appropriate actions to mitigate gaps.

Therefore, in order to identify needs and opportunities to strengthen human resources development for the tourism sector, the Ministry of Commerce, Trade, Tourism and Transport of Fiji has requested the World Tourism Organization (UNWTO) to conduct a tourism industry human resources needs assessment exercise.

Broadly, the proposed assignment fits into the pillar of education and employment, one of the focus areas in the implementation of the UNWTO Management Vision and Priorities for 2018- 2019 and is aligned to Sustainable Development Goals 4 and 8 relating to Quality Education, and Decent Work and Economic Growth respectively. Furthermore, it acknowledges the UNWTO 2019 theme 'Tourism and Jobs: A better future for all', and focusses on the Pillar III on Institutional Strengthening and Building Resilience of the UNWTO Technical Assistance Package for COVID-19 Tourism Recovery, in particular Technical Assistance Activity 6: "Developing/Updating National Tourism Human Capital Strategy".

This technical cooperation exercise will encourage career development within the Fijian tourism workforce addressing the HR demands of the tourism industry and can serve as a benchmark for other Pacific Island countries to conduct similar assessments.

## **2. Objectives**

In the light of the foregoing, the overall objective of the technical assistance exercise is to conduct a tourism industry HR Needs Assessment which can be used as a basis for the Fijian Government to make informed decisions to address skill gaps and develop appropriate training and education programmes for the local tourism workforce. This objective will be achieved through the following specific objectives:

- To determine through field research in which and to what extent tourism training and education policies, programs and initiatives in Fiji can help address the challenges the tourism sector is facing since the outbreak of the COVID-19 pandemic, meet the demand of the tourism industry and facilitates the career development for local tourism employees, including identification of gaps, needs and options for human resources development for the tourism sector.
- To provide recommendations to key tourism stakeholders in Fiji to examine options and scenarios for human resources development within the framework of the COVID-19 tourism recovery challenges, to refine them based on field findings, and to identify actions that promote and support reforms to human resources development for the tourism sector.
- To prepare a project proposal for the formulation of a Tourism Human Resources Development Strategic Plan, detailing specific actions and recommendations and identifying institutional responsibilities at central and local levels, among others. The proposal will include details on the scale of the project (expert input, cost and time frame).

### 3. **Tasks**

The Tourism Human Resources Expert will be required to carry out the following tasks in close consultation and collaboration with the Ministry of Commerce, Trade, Tourism and Transport:

- Liaise with the Ministry of Commerce, Trade, Tourism and Transport and UNWTO to prepare a detailed work plan, including a timeframe and overview of meetings required with tourism stakeholders from the Government, Private Sector and Educational Institutes, as well as a description of the sample size, the methodology, the format of interviews, and the deliverables to be achieved under each activity.
- Carry out a rapid assessment of human resources needs of various aspects of hotel operations, including trends in supply and demand of the tourism labour market in the context of COVID-19 tourism recovery challenges, with particular emphasis on operational standards of various departments such as front office, food and beverage service, food production, accommodation management, automation, and all other related services.
- Undertake similar rapid assessments for other tourist services and facilities, particularly attractions, tour operations, travel agencies, tour guides and tourism Micro Small and Medium Enterprises.

- Identify operational deficiencies in the entire range of hotel operations and services.
- Assess the level of competency, skills and knowledge of the existing workforce.
- Identify core competencies, training needs and educational delivery preferences of Fiji's Tourism industry.
- Explore existing training and education programmes in Fiji to determine what has or is being done to address gaps in professional tourism training.
- Undertake a rapid assessment of the existing hospitality and tourism management training programmes/courses in private sector institutions, comparing their curricula with well-established international curricular models.

Based on the aforementioned tasks, prepare a final report on the Tourism Industry Human Resources Needs Assessment with solid recommendations on strengthening human resources development for the tourism sector in Fiji in the context of the COVID- 19 tourism recovery challenges, as well as a project proposal for the formulation of a Tourism Human Resources Development Strategic Plan for Fiji.

#### **4. Outputs of the Assignment**

Prior to starting the assignment, the Tourism Human Resources Expert will submit to UNWTO a detailed work plan. Upon completion of the assignment, the Tourism Human Resources Expert will submit to UNWTO a report on the findings of the mission, providing an assessment of human resources needs, skill gaps, and training and education provision for the tourism sector, and making recommendations on how the Ministry of Commerce, Trade, Tourism and Transport and other tourism stakeholders can undertake actions to strengthen human resources development for the tourism sector in Fiji with a view to creating a labour force with the right skill set to cater for international demands in the context of the COVID-19 tourism recovery challenges. UNWTO will then provide the Ministry of Commerce, Trade, Tourism and Transport with this report on the rapid tourism human resources needs assessment.

In addition, the Tourism Human Resources Expert will submit a project proposal for the formulation of a Tourism Human Resources Development Strategic Plan for Fiji in the context of the COVID-19 tourism recovery challenges, describing the process, costs, timeframe and topics to be covered, as well as the Terms of Reference for the experts involved in the preparation of the Tourism Human Resources Development Strategic Plan. UNWTO will share the project proposal with the Ministry of Commerce, Trade, Tourism and Transport, and UNWTO will collaborate to try to identify and secure funding for the development of the Plan.

#### **5. Management arrangements**

The assignment is a joint technical cooperation activity between the Ministry of Commerce, Trade, Tourism and Transport of Fiji and the World Tourism Organization. As such, the division of responsibilities of the assignment will be as follows:

- UNWTO – Pay the professional fee for the assignment.
- Ministry of Commerce, Trade, Tourism and Transport – Provide all the technical support required by the team of experts for the conference calls needed to garner information from the relevant stakeholders in Fiji.

## 6. **Contractual Timeframe**

The Tourism Human Resources Expert will be required to invest 10 working days from 01/02/2021 spread over a 6-week period to ensure the implementation of the various components of the assignment in a more efficient way. Ideally, if the situation had allowed it, the assignment would have been undertaken in situ in Fiji. However, because of travel restrictions, the work will be carried out by means of teleworking. All outputs on the assignment will be sent to: [mleijzer@unwto.org](mailto:mleijzer@unwto.org) and [cbrew@unwto.org](mailto:cbrew@unwto.org).



## Appendix B: Skills

**Table A: Current skills which are present in Fiji at an adequate level, in priority order**

(a) Hard Skills	(b) Soft Skills	(c) Hospitality Skills	(d) Business & IT Skills	(e) Management & Leadership Skills	(f) MICE & Events
Skill	Skill	Skill	Skill	Skill	Skill
Gym and spa services: Beauty therapist, masseur, trainer: 9	Cultural awareness: 7	Food and beverage service: 8	Planning and organising skills: 6	Human Resource Management: 7	Events management: 9
SCUBA diving instruction: 9	Teamwork skills: 7	Food production: 8	Computer, Technological Skills, Record management: 5	Sales, marketing, and promotion skills: 7	Delivery of themes and event outcomes: 7
Transport Airline pilot: Aviation skills/Mechanic Nautical/Mechanic Marina services skills: 5	Customer service skills: 6	Accommodation management - front of house: 7	Networking: 4	Finance management and reporting: 6	Coordination of diverse components into a conference package: 6
Chef: Culinary technical skills: 4	Personal hygiene and personal presentation: 6	Accommodation management - room divisions: 6	Financial management: 3	Strategic planning and risk management: 4	Negotiation and closure of payment process: 5
Adventure tourism: Rafting, navigation, orienteering, tour guide: 3	Resilience - positive work attitude and work under pressure: 4	Occupational Health and Safety/First Aid: 6	Complex problem solving: 2	Accountability, Quality Assurance: 3	On ground delivery, post event closure skills: 5
Sommelier: Wine skills and tasting: 1	Communication skills- written and oral: 3	Office management skills: 6	Knowledge of software e.g. accounting/ airline software systems: 2	Ethics leadership: 2	Analysis of current market trends - data analytics: 4
Ecotourism, Sustainability: 0	Time management: 1	COVID safe practices: 4	Problem solving and decisions making skills: 2	Leading – influence motivation, staff engagement, emotional intelligence: 1	Group management skills: 4

*(Compiled from Skills Checklist) – Figures listed next to each skill set represent the number of times this skill was identified by stakeholders*

**Table B: Skills which are currently deficient in Fiji, in priority order**

<b>(a) Hard Skills</b>	<b>(b) Soft Skills</b>	<b>(c) Hospitality Skills</b>	<b>(d) Business &amp; IT Skills</b>	<b>(e) Management &amp; Leadership Skills</b>	<b>(f) MICE &amp; Events</b>
<b>Skill</b>	<b>Skill</b>	<b>Skill</b>	<b>Skill</b>	<b>Skill</b>	<b>Skill</b>
Ecotourism, Sustainability: 11	Time management: 12	Covid safe practices: 9	Complex problem solving: 11	Leading – influence motivation, staff engagement, emotional intelligence: 12	Analysis of current market trends - data analytics: 8
Sommelier: Wine skills and tasting: 10	Communication skills-written and oral: 10	Occupational Health and Safety/First Aid: 6	Problem solving and decisions making skills: 11	Ethics leadership: 11	Group management skills: 8
Chef: Culinary technical skills: 9	Resilience - positive work attitude and work under pressure: 9	Office management skills: 6	Financial management: 10	Accountability, Quality Assurance: 10	Negotiation and closure of payment process: 7
Adventure tourism: Rafting, navigation, orienteering, tour guide: 8	Customer service skills: 7	Accommodation management - front of house: 5	Knowledge of software e.g. accounting/ airline software systems: 10	Strategic planning and risk management: 8	On ground delivery, post event closure skills: 6
Transport Airline pilot: Aviation skills/Mechanic Nautical/Mechanic Marina services skills: 5	Personal hygiene and personal presentation: 7	Accommodation management - room divisions: 5	Networking: 9	Finance management and reporting: 7	Coordination of diverse components into a conference package: 5
Gym and spa services: Beauty therapist, masseur, trainer: 3	Cultural awareness: 6	Food and beverage service: 3	Computer, Technological Skills, Record management: 8	Human Resource Management: 6	Delivery of themes and event outcomes: 5
SCUBA diving instruction: 1	Teamwork skills: 6	Food production: 3	Planning and organising skills: 7	Sales, marketing, and promotion skills: 5	Events management: 3

*(Compiled from Skills Checklist) – Figures listed next to each skill set represent the number of times this skill was identified by stakeholders*

# Appendix C: Current Course offering Availability

Table C1: Higher Education courses available for study in Fiji

Course	Provider	Duration (years)	Frequency (per year)
Master of Commerce (Tourism and Hospitality Management)	USP	2	1
Postgraduate Diploma in Commerce (Tourism & Hospitality Management)	USP	1	1
Bachelor of Commerce in Tourism & Hospitality Management	USP	4	1
Bachelor of Commerce in Hotel Management	USP	4	1
Bachelor of Hospitality and Hotel Management	FNU	3	1

**Table C2: Diploma courses available for study in Fiji**

<b>Course</b>	<b>Provider</b>	<b>Duration (Years)</b>	<b>Frequency (per year)</b>
<b>Diploma of Culinary Arts and Management</b>	USP TAFE	2	1
<b>Diploma of Hospitality Management – Events, Food &amp; Beverage and Front Office</b>	USP TAFE	1.5	1
<b>Diploma in Hotel Management</b>	USP TAFE	1.5	1
<b>Trade Diploma in Baking, Patisserie</b>	FNU TAFE	2	1
<b>Trade Diploma in Culinary Arts</b>	FNU TAFE	2	1
<b>Trade Diploma in Front Office Operations</b>	FNU TAFE	2	1
<b>Trade Diploma in Hospitality and Hotel Management</b>	FNU TAFE	2	1
<b>Trade Diploma in Restaurant Services</b>	FNU TAFE	2	1
<b>Diploma of Hospitality SIT50416</b>	FNU NTPC TAFE	1	1
<b>Diploma of Travel and Tourism Management SIT50116</b>	FNU NTPC TAFE	1	1

**Table C3: Certificate-level courses available for study in Fiji**

<b>Course</b>	<b>Provider</b>	<b>Duration (Full Time)</b>	<b>Frequency (per year)</b>
<b>Certificate IV in Commercial Cookery</b>	USP TAFE	1.5 Years	1
<b>Certificate III in Commercial Cookery</b>	USP TAFE	1 Year	1
<b>Certificate IV in Hospitality Operations (Events, Food &amp; Beverage and Front Office)</b>	USP TAFE	1.5 Years	1
<b>Certificate IV in Patisserie (Pastry &amp; Bakery)</b>	USP TAFE	1.5 Years	1
<b>Certificate III in Patisserie (Pastry &amp; Bakery)</b>	USP TAFE	1 Year	1
<b>Certificate IV in Baking &amp; Patisserie</b>	FNU TAFE	1 Year	1
<b>Certificate III in Baking and Patisserie</b>	FNU TAFE	1 Year	1
<b>Certificate IV in Cookery</b>	FNU TAFE	1 Year	1
<b>Certificate III in Cookery</b>	FNU TAFE	1 Year	1
<b>Certificate IV in Front Office Operations</b>	FNU TAFE	1 Year	1
<b>Certificate III in Front Office Operations</b>	FNU TAFE	1 Year	1
<b>Certificate IV in Housekeeping, Accommodation Operations</b>	FNU TAFE	1 Year	1
<b>Certificate III in Housekeeping, Accommodation Operations</b>	FNU TAFE	1 Year	1
<b>Certificate IV in Restaurant Services</b>	FNU TAFE	1 Year	1
<b>Certificate III in Restaurant Services</b>	FNU TAFE	1 Year	1
<b>Certificate III in Commercial Cookery SIT30816</b>	FNU NTPC TAFE	1 Year	3
<b>Certificate III in Commercial Cookery SIT30816</b>	Australia Pacific Training Coalition (APTC)	1 Year	1
<b>Certificate III in Hospitality SIT30616</b>	Australia Pacific Training Coalition (APTC)	1 Year	1
<b>Certificate in Inbound Tours &amp; Travel</b>	Rosie Travel Academy	4 Weeks	3

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<b>Certificate III in Kitchen Operations</b>	ServicePro International Hospitality and Tourism Institute	6 Months	1
<b>Certificate III in Tourism and Hospitality</b>	ServicePro International Hospitality and Tourism Institute	6 Months	3

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**Table C4: Short unaccredited courses available for study in Fiji**

<b>Course Category</b>	<b>Number of Courses</b>	<b>Duration (Days)</b>	<b>Frequency (per year)</b>
<b>FNU NTPC General Management</b>	59	1 - 7	1 - 5
<b>FNU NTPC Hospitality Baking</b>	25	1 - 3	2 - 4
<b>FNU NTPC Hospitality Beauty</b>	25	2 - 13	1 - 4
<b>FNU NTPC Hospitality Cookery</b>	25	1 - 4	2
<b>FNU NTPC Hospitality Accommodation</b>	22	1 - 4	2 - 3
<b>FNU NTPC Hospitality Management</b>	21	1 - 19	1 - 4
<b>FNU NTPC Hospitality Recreation</b>	18	1 - 11	2 - 6
<b>FNU NTPC Hospitality Travel</b>	18	1 - 11	1 - 2
<b>FNU NTPC Hospitality Fashion</b>	17	4	1 - 9
<b>FNU NTPC Hospitality Restaurant</b>	15	3	4
<b>FNU NTPC Hospitality Front Office</b>	10	1	1 - 2
<b>FNU NTPC OH&amp;S</b>	8	1 - 3	3 - 12
<b>ServicePro International Short Courses</b>	7	3 - 14	3 - 12
<b>FNU NTPC Hospitality Accounting</b>	6	1 - 2	1 - 5
<b>FNU NTPC Hospitality Food Safety</b>	6	2	4
<b>FNU NTPC Hospitality Environmental Management</b>	4	30 - 31	1

Further details can be found at:

Australia Pacific Training Coalition 2019, Hospitality & Tourism Courses, <https://www.aptc.edu.au/courses/courses-info/hospitality-tourism>

Fiji National University 2021, Programmes (Technical College of Fiji), <https://www.fnu.ac.fj/study/program/>

Fiji National University National Training & Productivity Centre 2020, National Training & Productivity Centre 2020 Handbook, <https://www.fnu.ac.fj/ntpc/publications/ntpc-handbook-2020-2/>

Rosie Holidays 2020, Rosie Travel Academy, <https://rosiefiji.com/academy/>

ServicePro International Hospitality and Tourism Institute 2020, Upcoming Courses, <https://serviceprofiji.com/upcoming-courses/>

University of the South Pacific 2021, 2021 Handbook & Calendar, [https://www.usp.ac.fj/fileadmin/scripts/HandbookAndCalendar/HandbookAndCalendar\\_2021\\_en.pdf](https://www.usp.ac.fj/fileadmin/scripts/HandbookAndCalendar/HandbookAndCalendar_2021_en.pdf)

University of the South Pacific 2021, 2021 USP Programmes & Courses, <https://www.usp.ac.fj/index.php?id=20517>



# Appendix D: Fiji Curricula comparison to Australia

Table D1 Masters programmes

Course	Fiji	Australia
<b>Title:</b>	Master of Commerce (Tourism and Hospitality Management) - USP	Master of Tourism Hospitality and Events Management - VU
<b>Contents:</b>	Either one thesis, or a 4 unit Postgraduate Diploma plus 2 units and 1 research project.	16 units - 13 core, 2 elective and 1 project.
<b>Units:</b>	DG400 Advanced Research Methodology TS401 Current Issues in Tourism & Hospitality <hr/> <b>One of:</b> TS402 Advanced Tourism Planning & Development TS403 Festival & Event Management TS405 Entrepreneurship & Innovation in Tourism & Hospitality <hr/> <b>3 Additional 400-level units:</b> DG408 Public Policy Implementation & Appraisal DG417 NGOs, Civil Society & Development DG422 Environmental Change & Green Development LM402 Property Investment & Development Analysis MG401 Employment Relations MG402 Employment Relations Dispute Resolution Systems MG412 Supply Chain Management Any 400-level TS unit not previously completed <hr/> TS600F Tourism & Hospitality Management Supervised Research Project (Full-time)	BAO6504 Accounting for Management BTD7002 Emerging Trends in Tourism and Destination Management <hr/> BTD7006 Hospitality Operations Management BTD6001 Tourism and Events: Core Concepts and Theory BEO6600 Business Economics <hr/> BMO5501 Business Ethics and Sustainability BTD7001 International Tourism Management BTD7004 Green Growth Transformation of Destinations BEO6000 Data Analysis for Business BMO6050 Art and Practice of Leadership BTD7007 Hotel and Resort Management BMO6506 Work and Organisation Systems BTD7005 Business Events <hr/> BMO7006 Applied Business Project

**Table D2 Graduate Diploma programmes**

<b>Course</b>	<b>Fiji</b>	<b>Australia</b>
<b>Title:</b>	Postgraduate Diploma in Commerce (Tourism & Hospitality Management) - USP	Graduate Diploma in Business (Tourism Hospitality and Events Management Specialisation) - VU
<b>Contents :</b>	4 units - 2 core, 2 elective	8 units - 4 shared, 4 specialisation
<b>Units:</b>	<p><b>Core:</b></p> <p>DG400 Advanced Research Methodology</p> <p>TS401 Current Issues in Tourism &amp; Hospitality</p> <hr/> <p><b>Elective:</b></p> <p><b>One of:</b></p> <p>TS402 Advanced Tourism Planning &amp; Development</p> <p>TS403 Festival &amp; Event Management</p> <p>TS405 Entrepreneurship &amp; Innovation in Tourism &amp; Hospitality</p> <p><b>One Additional 400-level unit:</b></p> <p>DG408 Public Policy Implementation &amp; Appraisal</p> <p>DG417 NGOs, Civil Society &amp; Development</p> <p>DG422 Environmental Change &amp; Green Development</p> <p>LM402 Property Investment &amp; Development Analysis</p> <p>MG401 Employment Relations</p> <p>MG402 Employment Relations Dispute Resolution Systems</p> <p>MG412 Supply Chain Management</p> <p>Any 400-level TS unit not previously completed</p>	<p><b>Core:</b></p> <p>BAO6504 Accounting for Management</p> <p>BEO6000 Data Analysis for Business</p> <hr/> <p>BEO6600 Business Economics</p> <p>BMO6506 Work and Organisation Systems</p> <hr/> <p><b>Specialisation (Tourism):</b></p> <p>BTD6001 Tourism and Events: Core Concepts and Theory</p> <p>BTD7001 International Tourism Management</p> <p>BTD7005 Business Events</p> <p>BTD7006 Hospitality Operations Management</p> <hr/>

**Table D3 Bachelor programmes**

<b>Course</b>	<b>Fiji 1</b>	<b>Fiji 2</b>	<b>Australia</b>
<b>Title:</b>	Bachelor of Commerce in Tourism & Hospitality Management - USP	Bachelor of Hospitality and Hotel Management - FNU	Bachelor of Business (Tourism and Hospitality Management Major) - VU
<b>Contents :</b>	24 units - 18 core, 6 elective	25 units	24 units - 8 shared, 8 major and 8 second major or two 4-unit minors
<b>Units:</b>	<p><b>Core:</b></p> <p>MG101 Introduction to Management</p> <p>TS106 Introduction to Tourism</p> <p>TS107 Tourism in the South Pacific</p> <p>TS108 Dimensions of Hospitality</p> <p>TS109 Food and Beverage Services &amp; Cost Control</p> <p>UU100 Communications &amp; Information Literacy</p> <p>UU114 English for Academic Purposes</p> <p>TS207 Marketing for Tourism &amp; Hospitality</p> <p>TS208 Operational Issues for Hospitality</p> <p>TS209 Food &amp; Beverage Management</p> <p>TS213 International Tourism</p> <p>TS216 Integrated Industry Learning for Tourism &amp; Hospitality</p> <p>UU200 Ethics &amp; Governance</p> <p>UU204 Pacific Worlds</p> <p>TS302 Strategic Services Management in Hospitality</p> <p>TS309 Tourism Business Entrepreneurship</p>	<p><b>Core:</b></p> <p>MKT504 - Facilities &amp; Venue Management</p> <p>HTS501 - Introduction to Tourism</p> <p>HTS504 - Kitchen Operations Management</p> <p>HTS503 - Hospitality Operations I</p> <p>HTS603 - Hospitality Purchases and Cost Control</p> <p>COM501 - Communication Literacy</p> <p>BKY501 - Occasional Cakes, Bread Craft, Sugar &amp; Chocolate Works</p> <p>HTS701 - Tourism Marketing</p> <p>HTS601 - Hospitality Services Operation II</p> <p>FBV601 - Food and Beverage Service Management I</p> <p>FBV701 - Food and Beverage Service Management II</p> <p>HTS705 - Hospitality Facilities Planning and Development</p> <p>FBV602 - Food Safety and Sanitation</p> <p>HTS502 - Introduction to Hotel Operations</p> <p>HTS702 - Travel and Tourism Management</p> <p>HTS704 - Tourism &amp; Hospitality Sales &amp; Promotions</p> <p>HKP601 - Intermediate Housekeeping Operations</p> <p>HTS703 - Leisure and Nature Based Adventure Tourism</p>	<p><b>Core:</b></p> <p>BAO1101 Accounting for Decision Making</p> <p>BCO1102 Information Systems for Business</p> <p>BEO1105 Economic Principles</p> <p>BEO1106 Business Statistics</p> <p>BHO1171 Introduction to Marketing</p> <p>BLO1105 Business Law</p> <p>BMO1102 Management and Organisation Behaviour</p> <p>BPD1100 Integrated Business Challenge</p> <p><b>First Major (Tourism):</b></p> <p>BHO2005 Hotel and Resort Operations Management</p> <p>BHO2006 Introduction to Tourism Hospitality and Events</p> <p>BHO2193 Tourism Product Design and Delivery</p> <p>BBB3100 Business Integrated Learning</p> <p>BHO3312 Revenue Management</p> <p>BHO3499 Managing Sustainable Destinations</p> <p>BHO3507 International Trends and Issues</p> <p><b>Second Major:</b></p>
	<p>TS310 Tourism in Less Developed Countries</p> <p>TS311 Sustainable Tourism Development</p>		<p>BPD3100 Applied Business Challenge</p>

Course	Fiji 1	Fiji 2	Australia
		ACO601 - Lodging Management and Operations	BMAACT Accounting
	<b>Elective:</b> One 100-level elective	ACO602 - Rooms Division Management	BMABKF Banking and Finance
	One 200 level elective	ACO701 - Accommodation Management	BMAEVT Event Management
	<b>4 Additional 400-level units:</b>	CKY603 - Food Production Management	BMAFNR Financial Risk Management
	EC308 Economics of Tourism	CKY603 - Food Production Management	BMAHRM Human Resource Management
	GE304 Resource Conservation & Management	FOF601 - Intermediate Front Office Operations	BMAISM Information Systems Management
	MG301 Management of Service Operations	MKT503 - Festival and Special Event Management	BMAIT International Trade
	MG302 Human Resource Management		BMAMAI Management and Innovation
	MG303 International Marketing		BMAMRK Marketing
	MG305 New Venture Creation		BMASCL Supply Chain and Logistics Management
	Any other 400-level unit		
			<b>Two Minors:</b>
			BMIACT Accounting
			BMIBKF Banking and Finance
			BMIEVT Event Management
			BMIFNR Financial Risk Management
			BMIHRM Human Resource Management
			BMIISM Information Systems Management
			BMIIT International Trade
			BMIMAI Management & Innovation
			BMIMRK Marketing
			BMISCL Supply Chain & Logistics Management
			BMIEN International Engagement
			BMIWEN Workplace Engagement

Course	Fiji 1	Fiji 2	Australia
			AMITEM The Entrepreneurial Mindset BMIPAC Professional Accounting

**Table D4 Diploma programmes**

Course	Fiji 1	Fiji 2	Australia 1	Australia 2
<b>Title:</b>	Trade Diploma in Hospitality and Hotel Management - FNU	Diploma of Hospitality Management - USP TAFE	Diploma of Hospitality Management - VU TAFE	Diploma of Hospitality Management - Qld TAFE
<b>Contents:</b>	16 Units	11 Units	28 Units - 13 core and 15 elective	28 Units - 13 core and 15 elective
<b>Units:</b>	<p><b>Core:</b></p> <p>CKY404 - Principles of Cookery Skills</p> <p>OHS403 - Occupational Health &amp; Safety</p> <p>FOF401 - Front Office Procedures I</p> <p>ACO402 - Accommodation Supervisory Skills</p> <p>HTS504 - Kitchen Operations Management</p> <p>ACC401 - Accounting Environment</p> <p>COM501 - Communication Literacy</p> <p>FBV404 - Restaurant Service Operations</p> <p>MKT503 - Festival and Special Event Management</p> <p>MGT501 - Introduction to Business Management</p> <p>CIN501 - Productivity Software</p>	<p><b>Core:</b></p> <p>CETH41 Food &amp; Beverage Services 1</p> <p>CETH42 Events Administration &amp; First Aid</p> <p>CETH43 Front Office Operations - Management</p> <p>CETH44 Lead and Coach Service Teams</p> <p>CETH45 Food &amp; Beverage Services 2</p> <p>CETH46 Hospitality Operations &amp; Budgets</p> <p>CETH48 Workplace Attachment - Hospitality</p> <p>CETH51 Food &amp; Beverage Operations</p> <p>CETH52 Events Administration and Sales &amp; Marketing</p> <p>CETH53 Hospitality Operations &amp; Budgets 2</p> <p>CETH54 Front Office Operations - Sales</p>	<p><b>Core:</b></p> <p>SITXCCS007 - Enhance customer service experiences</p> <p>SITXWHS003 - Implement and monitor work health and safety practices</p> <p>SITXCCS008 - Develop and manage quality customer service practices</p> <p>SITXHRM003 - Lead and manage people</p> <p>BSBMGT517 - Manage operational plan</p> <p>SITXFIN004 - Prepare and monitor budgets</p> <p>SITXCOM005 - Manage conflict</p> <p>SITXMGT001 - Monitor work operations</p> <p>SITXHRM002 - Roster staff</p> <p>SITXFIN003 - Manage finances within a budget</p> <p>SITXMGT002 - Establish and conduct business relationships</p>	<p><b>Core:</b></p> <p>SITXCCS007 - Enhance customer service experiences</p> <p>SITXWHS003 - Implement and monitor work health and safety practices</p> <p>SITXCCS008 - Develop and manage quality customer service practices</p> <p>SITXHRM003 - Lead and manage people</p> <p>BSBMGT517 - Manage operational plan</p> <p>SITXFIN004 - Prepare and monitor budgets</p> <p>SITXCOM005 - Manage conflict</p> <p>SITXMGT001 - Monitor work operations</p> <p>SITXHRM002 - Roster staff</p> <p>SITXFIN003 - Manage finances within a budget</p> <p>SITXMGT002 - Establish and conduct business relationships</p>
	<p>ACO403 - Accommodation Operations &amp; Laundry Services</p> <p>CKY402 - Catering Control</p>		<p>BSBDIV501 - Manage diversity in the workplace</p> <p>SITXGLC001 - Research and comply with regulatory requirements</p>	<p>BSBDIV501 - Manage diversity in the workplace</p> <p>SITXGLC001 - Research and comply with regulatory requirements</p>

Course	Fiji 1	Fiji 2	Australia 1	Australia 2
	HKP401 - Housekeeping and Maintenance HTS501 - Introduction to Tourism HTS502 - Introduction to Hotel Operations		<p><b>Elective:</b></p> <p>SITXFSA001 - Use hygienic practices for food safety</p> <p>SITHIND004 - Work effectively in hospitality service</p> <hr/> <p><b>8 of:</b></p> <p>BSBCMM401 - Make a presentation</p> <p>BSBMGT617 - Develop and implement a business plan</p> <p>SITHFAB002 - Provide responsible service of alcohol</p> <p>SITHFAB003 - Operate a bar</p> <p>SITHFAB007 - Serve food and beverage</p> <p>SITHFAB009 - Conduct a product tasting for alcoholic beverages</p> <p>SITHFAB011 - Provide advice on beers, spirits, and liqueurs</p>	<p><b>Elective:</b></p> <p><b>15 of:</b></p> <p>BSBADM502 Manage meetings</p> <p>BSBITU306 Design and produce business documents</p> <p>BSBRES401 Analyse and present research information</p> <p>BSBSUS201 Participate in environmentally sustainable work practices</p> <p>BSBSUS401 Implement and monitor environmentally sustainable work practices</p> <p>BSBWOR203 Work effectively with others</p> <p>BSBWRT401 Write complex documents</p> <p>FBPRBK3009 Produce biscuit and cookie products</p> <p>FBPRBK3014 Produce sweet yeast products</p>
			<p>SITHFAB019 - Plan and monitor espresso coffee service</p> <p>SITTTSL010 - Use a computerised reservations or operations system</p> <p>SITXEBS001 - Use social media in a business</p> <p>SITXFIN001 - Process financial transactions</p> <p>SITXHRM001 - Coach others in job skills</p>	<p>FBPRBK3018 Produce basic artisan products</p> <p>SITHACS008 Provide accommodation reception services</p> <p>SITHCCC001 Use food preparation equipment</p> <p>SITHCCC003 Prepare and present sandwiches</p> <p>SITHCCC005 Prepare dishes using basic methods of cookery</p>

Course	Fiji 1	Fiji 2	Australia 1	Australia 2
			SITXMPR007 - Develop and implement <u>marketing strategies</u> <b>The 5            uncompleted units            of the above group            or 5 other units.</b>	SITHCCC006 Prepare appetisers and salads  SITHCCC007 Prepare stocks, sauces, and soups  <b>+41 more electives</b>



**Table D5 Certificate programmes: Hospitality**

Course	Fiji	Australia 1	Australia 2
<b>Title:</b>	Certificate III in Hospitality SIT30616 - APTC	Certificate III in Hospitality SIT30616 - VU TAFE	Certificate III in Hospitality SIT30616 - Qld TAFE
<b>Contents:</b>	15 units - 7 core, 8 elective	15 units - 7 core, 8 elective	15 units - 7 core, 8 elective
<b>Units:</b>	<p><b>Core:</b></p> <p>BSBWOR203 Work effectively with others</p> <p>SITHIND002 Source and use information on the hospitality industry</p> <p>SITHIND004 Work effectively in hospitality service</p> <p>SITXCCS006 Provide service to customers</p> <p>SITXCOM002 Show social and cultural sensitivity</p> <p>SITXHRM001 Coach others in job skills</p> <p>SITXWHS001 Participate in safe work practices</p> <p><b>Elective:</b></p> <p>SITXFSA001 Use hygienic practices for food safety (Pre-requisite)</p> <p>SITHFAB002 Provide responsible service of alcohol (Pre-requisite)</p> <hr/> <p>BSBWOR204 Use business technology</p> <p>SITHFAB003 Operate a bar</p> <p>SITHFAB010 Prepare and serve cocktails</p> <p>SITHFAB007 Serve food and beverage</p> <p>SITHFAB005 Prepare and serve espresso coffee</p> <p>SITXFIN001 Process financial transactions</p> <hr/>	<p><b>Core:</b></p> <p>BSBWOR203 - Work effectively with others</p> <p>SITHIND002 - Source and use information on the hospitality industry</p> <p>SITHIND004 - Work effectively in hospitality service</p> <p>SITXCCS006 - Provide service to customers</p> <p>SITXCOM002 - Show social and cultural sensitivity</p> <p>SITXHRM001 - Coach others in job skills</p> <p>SITXWHS001 - Participate in safe work practices</p> <p><b>Elective:</b></p> <p>SITXFSA001 - Use hygienic practices for food safety</p> <hr/> <p><b>5 of:</b></p> <p>SITHFAB002 - Provide responsible service of alcohol</p> <p>SITHFAB003 - Operate a bar</p> <p>SITHFAB014 - Provide table service of food and beverage</p> <p>SITHFAB007 - Serve food and beverage</p> <p>SITHFAB005 - Prepare and serve espresso coffee</p> <p>SITHFAB017 - Provide advice on food and beverage matching</p> <hr/> <p>SITHFAB019 - Plan and monitor espresso coffee service</p> <hr/> <p><b>Any one or two other units</b></p> <hr/>	<p><b>Core:</b></p> <p>BSBWOR203 Work effectively with others</p> <p>SITHIND002 Source and use information on the hospitality industry</p> <p>SITHIND004 Work effectively in hospitality service</p> <p>SITXCCS006 Provide service to customers</p> <p>SITXCOM002 Show social and cultural sensitivity</p> <p>SITXHRM001 Coach others in job skills</p> <p>SITXWHS001 Participate in safe work practices</p> <p><b>Elective:</b></p> <p>SITXFSA001 Use hygienic practices for food safety</p> <p>SITHFAB004 Prepare and serve non-alcoholic beverages</p> <p>SITHFAB002 Provide responsible service of alcohol</p> <p>SITHFAB003 Operate a bar</p> <p>SITHFAB016 Provide advice on food</p> <p>SITHFAB007 Serve food and beverage</p> <p>SITHFAB005 Prepare and serve espresso coffee</p> <p>SITXFIN001 Process financial transactions</p> <hr/> <p>BSBSUS201 Participate in environmentally sustainable work practices</p> <p>SITHFAB001 Clean and tidy bar areas</p> <hr/> <p>SITHIND001 Use hygienic practices for hospitality service</p>

Course	Fiji	Australia 1	Australia 2
			SITXFSA002 Participate in safe food handling practices SITHFAB014 Provide table service of food and beverage SITHCCC003 Prepare and present sandwiches

**Table D6 Certificate programmes: Tourism and Hospitality**

Course	Fiji 1	Australia 1	Australia 2
<b>Title:</b>	Certificate III in Tourism and Hospitality - ServicePro International	Certificate III in Tourism SIT30116 - VU TAFE	Certificate III in Tourism SIT30116 - Qld TAFE
<b>Contents :</b>	15 units	15 units - 4 core, 11 elective	15 units - 4 core, 11 elective
<b>Units:</b>	<p><b>Core:</b></p> <p>Front Office Reception Service</p> <p>Check in/Check Out Guests</p> <p>Porter/Bell Service &amp; Concierge</p> <p>Taking Reservations &amp; Dealing with Travel Agents</p> <p>Guest Activities &amp; Recreation</p> <p>Housekeeping Standards &amp; Procedures</p> <p>Prepare Rooms and Housekeeping Services to Guests</p> <p>Provide Laundry Services &amp; Guests Laundry</p> <p>Butler Service &amp; Floral Arrangement</p> <p>Restaurant Prep and Services</p> <p>Bars and Service of Drinks</p> <p>Wine Presentations &amp; Service</p> <p>F &amp; B Banquet &amp; Function</p> <p>Prepare Room Service for Guests</p> <p>Hospitality Workers &amp; Customers</p>	<p><b>Core:</b></p> <p>SITTIND001 - Source and use information on the tourism and travel industry</p> <p>SITXCCS006 - Provide service to customers</p> <p>SITXCOM002 - Show social and cultural sensitivity</p> <p>SITXWHS001 - Participate in safe work practices</p> <p><b>Elective:</b></p> <p>SITTTSL001 - Operate online information systems</p> <p>SITTTSL002 - Access and interpret product information</p> <p>SITTTSL009 - Process travel-related documentation</p> <hr/> <p><b>3 of:</b></p> <p>SITTTSL004 - Provide advice on Australian destinations</p> <p>SITTTSL005 - Sell tourism products and services</p> <p>SITTTSL008 - Book supplier products and services</p> <p>SITTTSL010 - Use a computerised reservations or operations system</p> <p>SITXCCS002 - Provide visitor information</p> <p><b>5 of:</b></p> <p>HLTAID003 - Provide first aid</p> <p>SITHFAB002 - Provide responsible service of alcohol</p>	<p><b>Core:</b></p> <p>SITTIND001 Source and use information on the tourism and travel industry</p> <p>SITXCCS006 Provide service to customers</p> <p>SITXCOM002 Show social and cultural sensitivity</p> <p>SITXWHS001 Participate in safe work practices</p> <p><b>Elective:</b></p> <p>BSBSUS201 Participate in environmentally sustainable work practices</p> <p>BSBWOR203 Work effectively with others</p> <p>HLTAID003 Provide first aid</p> <hr/> <p>SITTGDE001 Interpret aspects of local Australian Indigenous culture</p> <p>SITTTSL002 Access and interpret product information</p> <p>SITTTSL004 Provide advice on Australian destinations</p> <p>SITTTSL009 Process travel-related documentation</p> <p>SITXCCS002 Provide visitor information</p> <p>SITXCOM001 Source and present information</p> <p>SITXCOM003 Provide a briefing or scripted commentary</p> <p>SITXEBS001 Use social media in a business</p> <p>SITXFIN001 Process financial transactions</p>

Course	Fiji 1	Australia 1	Australia 2
		SITTPPD003 - Coordinate and operate sustainable tourism activities Any non-completed unit from the previous group. Any other units	SITTTSL006 Prepare quotations SITTTSL008 Book supplier products and services SITTTSL016 Provide specialist advice on cruises SITXCCS001 Provide customer information and assistance BSBFIA301 Maintain financial records SITHFAB002 Provide responsible service of alcohol SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee SITTTSL003 Provide advice on international destinations SITTTSL005 Sell tourism products and services SITXFSA001 Use hygienic practices for food safety

Further details can be found at:

Australia Pacific Training Coalition 2019, Hospitality & Tourism Courses, <https://www.aptc.edu.au/courses/courses-info/hospitality-tourism>

Fiji National University 2021, Programmes (Technical College of Fiji), <https://www.fnu.ac.fj/study/program/>

Fiji National University National Training & Productivity Centre 2020, National Training & Productivity Centre 2020 Handbook, <https://www.fnu.ac.fj/ntpc/publications/ntpc-handbook-2020-2/>

ServicePro International Hospitality and Tourism Institute 2020, Upcoming Courses, <https://serviceprofiji.com/upcoming-courses/>

TAFE Queensland 2021, Hospitality and Cookery, <https://tafeqld.edu.au/courses/study-areas/hospitality-and-cookery/index.html>

TAFE Queensland 2021, Tourism and Events, <https://tafeqld.edu.au/courses/study-areas/tourism-and-events/index.html>

University of the South Pacific 2021, 2021 Handbook & Calendar, [https://www.usp.ac.fj/fileadmin/scripts/HandbookAndCalendar/HandbookAndCalendar\\_2021\\_en.pdf](https://www.usp.ac.fj/fileadmin/scripts/HandbookAndCalendar/HandbookAndCalendar_2021_en.pdf)

University of the South Pacific 2021, 2021 USP Programmes & Courses, <https://www.usp.ac.fj/index.php?id=20517>

Victoria University 2021, Tourism, Hospitality & Events, <https://www.vu.edu.au/study-at-vu/courses/browse-study-areas/business/tourism-hospitality-events>

## Appendix E: Proposal

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# PROJECT PROPOSAL: TOURISM HUMAN RESOURCES DEVELOPMENT STRATEGIC PLAN FOR FIJI IN THE CONTEXT OF COVID-19 TOURISM RECOVERY CHALLENGES

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Photo credit: Chris McLennan

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## 1. Background

The following proposal is informed by a 'Rapid Tourism Industry Human Resources Needs Assessment' (hereafter referred to as the 'rapid assessment') undertaken for the UNWTO and the Fijian Ministry for Commerce, Transport, Trade and Tourism by a project team from the School for the Visitor Economy, Victoria University, Melbourne. The project was undertaken from over January and February 2021 and was designed to address three key objectives:

- To determine through field research in which and to what extent tourism training and education policies, programmes and initiatives in Fiji can help address the challenges the tourism sector is facing since the outbreak of the COVID-19 pandemic, meet the demand of the tourism industry and facilitates the career development for local tourism employees, including identification of gaps, needs and options for human resources development for the tourism sector.
- To provide recommendations to key tourism stakeholders in Fiji to examine options and scenarios for human resources development within the framework of the COVID-19 tourism recovery challenges, to refine them based on field findings, and to identify actions that promote and support reforms to human resources development for the tourism sector.

This proposal is provided to address a third objective:

- To prepare a project proposal for the formulation of a Tourism Human Resources Development Strategic Plan, detailing specific actions and recommendations and identifying institutional responsibilities at central and local levels, among others. The proposal will include details on the scale of the project (expert input, cost and time frame).

## 2. Key Considerations

The following points are raised as key considerations for the formulation of a national HR development plan. These are informed by the Rapid Assessment and the wider sustainable tourism literature and include:

### *The nature of tourism and hospitality in the context of the wider visitor economy*

The economic, social and environment value of tourism extends wider than its direct activities in the provision of transport, accommodation, experiences, and services. Rather, tourism employment is interconnected with the wider economy and generates economic outcomes in interdependent industries such as agriculture, retail, manufacturing, health, finance, education and so on. As such, the skills requirements of the industry are not discrete but are connected to skills and labour supply across all industries. This is particularly the case in Fiji where tourism represents such a large share of Fiji's economic activity. Further, tourism enterprises themselves, require a diversity of skills and capabilities including 'hard skills' that are technical in nature, 'soft skills' that relate to customer service and cross-cultural understanding, business skills (strategic planning, HR management, financial management etc.) and digital



skills (competence in ICT systems and software to underpin all operations). Given the inherent linkages between tourism and many other disciplinary fields of study, a HR development strategy needs to be considered within the wider skills and training system.

#### *Stakeholder collaboration*

Following from the above, the tourism industry is underpinned by a complex, diverse, and interconnected system incorporating diverse stakeholders across the community, industry, education, and government. The effectiveness of a tourism HR development plan will rely on governance systems to ensure cross-government, industry and community engagement and input to the formulation, implementation and continuous improvement of the plan. The Rapid Assessment revealed barriers to stakeholder collaboration that should be considered and addressed in the development of a HR development plan.

#### *Post-COVID transformations and the need for 'skills for the future'*

It is widely anticipated that the composition, behaviour, and motivations of visitors will be considerably transformed following the COVID-19 pandemic. Globally, consumer insights data show that there will be strong future demand for travel experiences that are culturally and environmentally authentic, promote wellness and ensure safety for example. There is an anticipated shift away from 'mass' tourism experiences and a shift towards visiting friends and family, 'purposeful tourism' and experiences that promote physical and psychological wellbeing. The impacts of the COVID-19 pandemic have also highlighted the necessity for industry to respond to changing conditions and business survival is dependent on the capacity for innovation and adaptation. This calls for a greater emphasis on skills and capabilities such as entrepreneurship, strategic planning, risk management and high-level digital capability. A HR development plan needs to be aligned to the demand for future skills, as well as with a national tourism strategy that is future oriented, resilient, and prepared for uncertainty and change.

#### *Climate and geo-political change*

It is forecast that natural hazards will increase in frequency and intensity, as will associated social and geo-political disruption. The Sustainable Development Goals (SDGs) are a global strategy designed to achieve planetary health in the face of these threats. Fiji is signatory to the SDGs and as such, a HR development plan needs to be aligned with these goals, particularly given tourism's inherent vulnerability to natural disasters and other crises. In the Fijian context, this requires building resilience to climate related hazards and shifts in global mobility patterns.

#### *The COVID-19 pandemic has revealed and widened inequalities.*

As the Rapid Assessment reveals, access to training and education opportunities is variable depending on geography, gender, age, and other diversity characteristics. These inequalities have widened over the course of the pandemic with the dramatic rise in unemployment. Addressing inequality is a central consideration to the development of a HR development plan.

In summary, guiding principles in the development of a HR development plan should incorporate:

- Recognition of the diversity of skills requirements, an understanding of tourism skills in the wider visitor economy, and the need for alignment with the wider skills training system.
- Consideration of the changing nature of tourism, the need for a future oriented tourism strategy, and the need for the development of 'future skills'.
- The need for alignment with SDGs and building resilience to future shocks and stressors including adaptation to climate change.
- The need for training development that is culturally, socially and financially accessible and effective.
- Consideration of governance models necessary to support collaboration across government departments, industry, industry associations, unions, and development agencies and oversee continuous evaluation and improvement.

### **3.Recommendations and actions arising from the rapid assessment.**

A series of recommendations are made following the conduct of the Rapid Assessment. The following actions are derived from the recommendations and include:

- 3.1 Develop a post-COVID tourism strategy that is:
  - Informed by a competitor analysis and future trends in international tourism;
  - Identifies opportunities for tourism product diversification;
  - Designed to contribute to the achievement of SDGs and build resilience to future shocks;
  - Developed with extensive stakeholder collaboration.
  
- 3.2 In alignment with the tourism strategy, review and assess future skills and workforce capabilities necessary to realise national strategic tourism goals;
  
- 3.3 Map and review the scope, quality and alignment of existing training provision across the breadth of accreditation levels to assess:
  - Alignment with the national tourism strategy;
  - Alignment with industry needs as identified by the Rapid Assessment and wider literature;
  - Capacity for building generic 'soft skills' such as resilience, assertiveness, time management and self-awareness;
  - Capacity for the development of high-level strategic planning and business management skills;

- Scope to build capacity in future skills (eg digital capability);
- Opportunities for gaining knowledge of international tourism standards and practices;
- Opportunities for work integrated learning;
- Adequacy of Chinese language and cultural training necessary to respond to the Chinese market;
- Transparency of course offerings and effectiveness of course promotion and communications materials.

3.4 Investigate barriers to accessing education and training opportunities that arise from financial, geographic, or social conditions with a particular focus on those living on remote islands, women and young people.

3.5 Based on the accessibility review, develop strategic solutions to improve equitable access to education and training and support those most disadvantaged. This will include consideration of the role.

3.6 Investigate models for the governance oversight of tourism HR development that supports stakeholder communications and coordination across all key stakeholders including across government departments, industry associations and community.

3.7 Develop a proposal for HR development governance on the basis of the investigation.

## **4. Actions for the development of a Fiji tourism HR development plan**

Considering these findings and recommendations, a number of actions are proposed that are necessary for planning human resources development for the tourism sector. In making these suggestions, we are mindful that we are proposing an ideal process that is holistic and follows recommended practice in the development of a HR development plan. Most notable is the recommendation for the development of a new tourism strategy, given that the current Fijian strategy has reached the end of its time frame and was initially developed without knowledge of the impacts and implications of the COVID-19 pandemic.

While the development of a tourism strategy is beyond the scope of a HR development proposal, an important element of the HR development plan will be to incorporate the most current insights into global travel behaviour in a COVID and post-COVID environment, an assessment of opportunities that arise for Fiji in terms of tourism product development and to forecast potential trends in employment and skills requirements. This is a key consideration in the context of recovery planning where previous conditions are unlikely to return for some years, if ever. On this basis, the following series of integrated actions are proposed for consideration in the knowledge that there may be some actions that are considered outside of the scope of a HR development plan.

### **4.1 Phase 1: Governance and project implementation plan**

Form a tourism skills reference group comprised of key stakeholders and experts from across relevant government departments, industry associations, industry leaders, community leaders and development agencies. Develop project governance plan, work plan and steering group terms of reference.

*Approximate time period:* 1 month.

## **4.2 Phase 2: Information Gathering:**

**4.2.1 Review of education and training:** Review the scope, quality and alignment of tourism, hospitality and events curriculum delivered by private providers, vocational training and higher education institutions with consideration of details listed in 3.3 above.

**4.2.2 Desk top review and report** of international tourism trends and consumer insights relevant to international visitation to Fiji.

**4.2.3 Review participation characteristics** in tourism, hospitality, and events education. This would be undertaken through a review of student participation data provided by education and training institutions. The participation profile would be compared with wider population characteristics to identify access issues with a particular focus on place of residence, ethnicity, age and gender on participation in education and training.

**4.2.4 Review governance models and literature** relevant to the Fijian context for the future development, implementation, and continuous evaluation of a Fijian Tourism HR development plan.

**4.2.5 Develop a discussion paper** informed by all elements of the information gathering phase and addressing the key areas of:

- Tourism trends and potential opportunities for tourism development.
- Curriculum scope, quality, accessibility and alignment with industry needs and tourism development opportunities and directions.
- Access issues and proposals for enhancing access particularly for people from remote islands, women and young people.
- Options for oversight of a HR development and implementation strategy.

### **4.3 Phase 3: Public and stakeholder consultation**

**4.3.1 *Distribute discussion paper*** to the full cross-section of stakeholders (government, industry, community and education providers) and implement multiple consultation methods including:

- 'Town hall' discussions in key population centres across Fiji;
- Call for written responses to the discussion paper;
- Establish a phone contact for stakeholders to respond verbally to the discussion paper;
- Disseminate an on-line survey incorporating key consultation questions.

**4.3.2 *Receive, compile and analyse consultation responses*** to identify key themes, issues and options for HR development.

Approximate time: 12 weeks.

### **4.4 Phase 4: Finalise HR development plan**

4.1.4 On the basis of findings, and in discussion with the project reference group develop HR development plan with recommendations and implementation plan.

*Approximate time: 8 weeks.*

## 5. Project timeline

Project phase	Notes and details	Months													
		1	2	3	4	5	6	7	8	9	10	11	12		
<b>Phase 1: Governance and project implementation plan</b>	Establish Steering Committee & agree on a governance and implementation plan.	█													
<b>Phase 2: Information gathering</b>	Course mapping		█	█	█	█	█	█							
	International tourism trends and opportunities analysis		█	█											
	Participation and accessibility review					█	█	█							
	Governance models & literature				█	█	█	█							
	Report on findings							█							
	Develop discussion paper based on findings							█							
<b>Phase 3: Public and stakeholder discussion</b>	Develop and disseminate online survey responding to key consultation questions								█	█	█				
	Call for written responses to discussion paper								█	█	█				
	Establish a point of contact for verbal responses to the discussion paper.								█	█	█				
	Conduct 'town hall' meetings to discuss paper at four key population centres.								█	█	█				
	Compile and report on consultation findings.											█			
<b>Phase 4: Finalise HR development plan</b>	In discussion with the project reference group develop HR development plan with recommendations and implementation plan.												█	█	█

## 6. Project budget and costings

Salary costs	Unit	Cost US\$
<b>Research leader: Oversee project contractual agreement, stakeholder liaison, design, implementation, analysis, and reporting</b>	40 days @ US\$700	\$28,000
<b>Research Fellow: data collection, analysis and project administration.</b>	160 days @ US\$600	\$96,000
<b>Flights expert team</b>	Approximately 10 flights	\$10,000
<b>DSA expert team for field missions to Fiji</b>	100 days @ US\$220	\$22,000
<b>UNWTO project management, monitoring and review – including review missions</b>		\$25,000
<b>Miscellaneous</b>		\$5,000
<b>Sub Total</b>		\$186,000
<b>UNWTO project support costs 10%</b>		\$18,600
<b>Total</b>		<b>\$204,600</b>

## 7. Project management arrangements

The project will be coordinated and governed by the Ministry of Commerce, Trade, Tourism and Transport, and the World Tourism Organization will be the executing agency. MCTTT will appoint a Project Steering Committee to guide and oversee the implementation of the project, with representation from MCTTT, UNWTO, senior representatives of related government departments as well as tourism associations, private tourism industry bodies and others, as agreed by the project parties. The Committee will meet on a regular basis, as decided at its first meeting.

A National Project Coordinator/Counterpart will be appointed by MCTTT to facilitate the project and assist the international experts in conducting and completing their terms of reference. The National Project Coordinator/Counterpart should be sourced from Fiji tourism stakeholders. In this way, the staff of the various agencies concerned with the development and promotion of tourism in project will be directly involved in the formulation and execution of the project.

MCTTT will be responsible to assist UNWTO with:

Suitable office space for the project team with furniture and equipment, including Internet

connections for experts, scanning/printing/photocopying facilities, audio visual equipment, local SIM cards, landline telephone connection and necessary office supplies.

Part-time secretarial and administrative assistance (*1 person at clerical level who is fluent in English*).

Meeting and logistics arrangements.

Local transport for the project team in Nadi and for travel to other parts of Fiji for meetings, site inspections and other project-related activities, as may be required.

A National Project Coordinator/Counterpart for the project, to be made available on a full-time basis during the course of the project.

Suitable venue(s) and audio-visual equipment for holding workshops/meetings.

Availability of all relevant reports, plans, information and data on tourism in Fiji.

Translation and interpretation facilities, as required.

Any other assistance required by the project team at the local level for the successful completion of project activities.

As the executing agency, the UNWTO will be responsible for:

Recruitment of international experts.

Overall responsibility for the project's implementation and delivery of assigned outputs.

Provision of technical, administrative support and backstopping of the project, including review of reports.

Preparation and submission of periodic progress reports to MCTTT and project partners by agreed dates, including an Inception report, the presentation(s) prepared by the experts for project review meetings, the discussion paper, and a report with the final HR Development Plan.

Management, monitoring and evaluation of the technical outputs of the international experts.

## **8. Key Staff: position descriptions**

As described above, two key positions are identified as necessary for the implementation of the proposed HR development project. The key tasks required from each position is described above.

### **8.1 Research Leader**

It is envisaged that the Research Leader will be an established and qualified expert in tourism planning, education and training with experience and knowledge of international development and the development challenges of Pacific Island countries. The role of the Research Leader will include the following:

Project Management:

- Provide the point of liaison and negotiation between the UNWTO and the Project Steering Committee.



- Provide expert advice on the project's design and implementation details to ensure the project will deliver value to all key stakeholders.
- Manage the effective achievement of project outcomes within resources available.

Project planning, leadership, implementation and design:

- In consultation with the Project Steering Committee, design a project workplan and monitor timely progress towards the achievement of objectives.
- Oversee and be responsible for the observance of ethical research considerations and their application throughout the design and implementation of the project.
- Oversee and inform the research design and guide the design of the research methodology and instruments.
- Ensure the recruitment of research staff with the appropriate skills and expertise to successfully undertake the project.
- Provide research staff supervision and support.
- With support from the research fellow, undertake desk-top research and produce a discussion paper to inform a Fiji wide consultation process.
- Actively lead the research process, respond to unforeseen events and adapt the process where necessary to assure quality.
- Oversee and inform the analysis, reporting and discussion of research findings.
- Provide expert advice at key research phases including regular progress reports, presentations of findings and lead discussions around the strategic implications of findings with the Project Steering Committee.
- Promote and monitor quality research procedures over the course of the project.

Communications, reporting and project translation:

- Support timely and effective communications and engagement with the Project Steering Committee, through the provision of progress reports and participation in scheduled project meetings.
- Ensure that contractual obligations are met in relation to deliverables, compliance with confidentiality requirements and ownership of intellectual property.
- Translate research findings into relevant and actionable recommendations and strategies to support Fiji tourism HR development in a COVID recovery environment.

### **Professional knowledge and skills requirements**

- International recognition as an expert in tourism planning, education and training in the international development context.
- Expert skills in qualitative and quantitative research design, implementation and analysis.
- Excellence in verbal, written and digital communications.
- Extensive and successful track record in leading the timely and cost-effective management and delivery of international research contracts.
- High level capability to engender strong engagement and enthusiasm by project stakeholders.
- Proven track record in working effectively and productively with diverse and cross-cultural project stakeholders and with collaborating agencies.
- Knowledge of the UNWTO and Fiji government strategic priorities and operations, governance and decision-making processes.

- High level judgement and integrity in the implementation of the research to engender trust and respect with all stakeholders.
- Extensive experience in the leadership of research teams and supervision of research staff.
- High-level strategic planning capabilities combined with knowledge of the challenges of Pacific Island development.

## **8.2 Research Fellow**

As described above, a Research Fellow or appropriately qualified research staff, are required to undertake the key data collection phases of the project. While it is proposed that this be one position, the key tasks might be shared across a team of two or more appropriately qualified staff. The successful completion of the project will require undertaking the following tasks with direction by the Research Leader.

- Work with the Research Leader to achieve project outcomes within the time and resources available.
- Undertake desktop research relating to tourism training quality and availability, tourism trends and forecasts, access issues in education and training, including career possibilities for local youth and women, and governance models for the implementation of a tourism HR development plan.
- In collaboration with the Research Leader, and informed by desk-top research, produce a tourism HR development needs discussion paper to inform a consultation process inclusive of all relevant government, community and industry stakeholders.
- With support by the Fiji Ministry of Commerce, Transport, Tourism and Trade, and with direction by the Research Leader, arrange the consultation process, collect consultation responses, analyse and report on consultation findings.
- As part of the consultation process, design, disseminate and analyse the results of an on-line survey.
- With guidance by the Project Steering Committee and the Research Leader, integrate desktop research and consultation findings in the form of a HR development plan.
- Respond to feedback from the Project Steering Committee and amend reports in line with strategic priorities.
- Support the Research Leader in the provision of timely reports, both verbally and in writing on research findings and advise on its implications for the wider research project.
- Liaise with internal and external partners to deliver work on a timely and cost-effective basis, with high quality outcomes delivered.
- Work in collaboration with other members of the project team to achieve project objectives and work programme.

### **Professional knowledge and skills requirements**

- Postgraduate qualifications and experience related to tourism planning, international development, social science or related field.
- Knowledge and experience relevant to the Fiji tourism industry context.
- Capacity to work productively and harmoniously with diverse project stakeholders and collaborating agencies.
- Knowledge of the UNWTO and Fiji government strategic priorities and operations, governance and decision-making processes.
- Capacity to exercise judgement and integrity in the implementation of the research and engender trust and respect with all stakeholders.
- High level cross-cultural knowledge and sensitivity.

- Ability to work independently and meet project deadlines.
- High-level capability in written, verbal and digital communications.
- Skilled in qualitative and quantitative data collection, analysis and interpretation.
- Ability to engage with and build relationships with end users.
- Skilled in working collaboratively with research teams.

## Appendix F: List of Participants

DEMAND STAKEHOLDERS		
1	Senior Manager	Industry association 1 (remote community)
2	Senior Manager	Industry association 2
3	Senior Manager	Industry association 3
4	Senior Manager	Large hotel resort
5	HR Manager	Large hotel resort
6	Senior Manager	Medium-sized TH operator 1 (remote community)
7	HR Manager	Medium-sized TH operator 2
8	Senior Manager	Medium-sized TH operator 3 (focus group participation only)
SUPPLY STAKEHOLDERS		
9	Senior academic (Tourism)	University 1
10	Senior academic (Tourism)	University 2
11	Senior Manager	Regional training provider
STAKEHOLDERS – SIMULTANEOUSLY DEMAND AND SUPPLY		
12	Senior Manager	Large TH operator and private training provider
STAKEHOLDERS – GOVERNMENT		
13	Three (3) Senior Officials	Government bodies
STAKEHOLDERS – DEVELOPMENT AGENCY		
14	Tourism Specialist	International Intergovernmental Organisation

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