



## Activity brief (December 2013)

### High Level Technical Vocational Education and Training (TVET) for Mining Study Tour

4 – 10 August 2013

**Background:** Australian and African Governments are collaborating to share experience in mining governance. This interest comes from the significant expansion of the mining, oil and gas industries in many African countries, the challenge of channeling the benefits of these industries to sustainable development impacts, and the long history of the industry in Australia.

Many African countries have requested Australian support for mining-related technical vocational education and training (TVET). In October 2012, the AAPF held a TVET Study Tour to Australia for approximately 30 participants from 10 countries. Following the tour's success, several African governments requested follow-up TVET assistance.

**Objective:** The objective of the High Level TVET for Mining Study Tour, held in August 2013, was to assist high-level government officials to strengthen their countries' vocational and technical education system. Participants were assisted to:

- understand the importance of a demand-driven TVET system, including its influence on workforce planning and development, economic growth and community engagement, and a flexible workforce;
- understand the role of government within a quality TVET system and the various funding mechanisms available for both capital and operating costs; and
- examine the history and various elements of the Australian TVET system, including regulation, industry interface and involvement, skills assessment and service provision.

**Activity description:** The study tour was made available to ministers, deputy ministers and permanent secretaries from ministries of labour, education and mines, as well as heads of TVET institutions. The study tour program gave participants the opportunity to interact with mining industry managers, professional bodies representing both private and government providers of training, training institutes, including industry training centres and TVET regulatory and quality control institutions.

**Outcomes:** Participant feedback, via a Study Tour Participant Survey and verbal feedback to facilitators and the AAPF, indicated the tour was successful and met its objectives. Specifically, many participants said the tour opened their eyes to possibilities and pathways they could follow in developing their own countries' TVET systems, including ways to better prepare students to work in the mining industry. As a key learning, participants referred to the importance of developing links with industry to ensure the TVET system produced the type of workforce required by industry, as well as the importance of ensuring quality in training outcomes through regulatory agencies. Through participation in the tour participants clarified actions they would need to take to strengthen and regulate the TVET systems in their home countries to ensure it was linked to industry needs and met the needs of a developing workforce.

#### Participants:

Country	M	F	Total
Ethiopia	1	0	1
Ghana	2	1	3
Liberia	1	1	2
Rwanda	2	0	2
Tanzania	4	0	4
Zambia	6	0	6
<b>TOTAL</b>	<b>16</b>	<b>2</b>	<b>18</b>

#### Participant feedback:

- "I learnt about the need to forge strong links between skills development and productivity. I also learnt about the need to create a strong bond between industry and training providers in order to create relevance – demand-driven training." **Representative from Zambia**
- "Very useful. Especially the first-hand experience of the issues in TVET. For example the questioning of relevance of training offered by RTO's." **Representative from Tanzania**

**Next steps:** An alumni database for past and future study tour participants has been created. The network provides a means of follow-up and ongoing communication, discussion and partnership building between participants and their counterparts in other countries and Australia.

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