

# Community Services Training Needs In Rural and Remote NSW

AUGUST 2007



## Acknowledgement

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# Introduction

The community services sector is disparate, diverse and located in every small and large regional centre. It is a significant industry employing 10% of the total workforce including a large non-government sector. However existing knowledge about this workforce is limited. This research brings together workforce training needs across community services sectors in NSW to provide a clear picture of learning, training or skill development requirements outside the metropolitan areas. As stated by the Prime Minister in the 'Skills for the Future' address, Oct 2006: *The range of skills needed by the economy is constantly changing and difficult to predict due to the wide range of factors that can act to change it over time.* In these circumstances sound research findings are vital to efficiently resource new skills training as well as continuous upgrading of skills for existing workers.

“  
*Training is very costly and it is difficult to access relevant training. We are a high quality service and the training available is very repetitive.*  
”

*Grenfell  
NSW*

## Research objectives

The NSW Community Service and Health Industry Training Advisory Body, with funding from the NSW Department of Education and Training, conducted research across the community services sectors in rural and remote NSW to:

- identify targetted skill development where it is needed
- Identify challenges and barriers to effective training provision
- inform mapping to training package outcomes or target specific accredited training needs to support RTOs
- provide a clear direction for the development of resources to support RTOs to deliver in rural and remote areas cost effectively
- foster the development of training models including skill sets
- provide and encourage opportunities for RTOs to develop greater commitment to the rural and remote areas which are traditionally thin markets.



Objectives for this research will also provide essential community services information for NSW Department of Education and Training (DET) to:

- achieve state goal (*The State Plan, A New Direction for NSW 2006*) for increased participation in VET in general and particularly for people in rural and remote areas
- meet the NSW DET 2006-2008 *Corporate Plan* goal to support the success of industry and individual learners by identifying training needs, addressing skill shortages and improving employment opportunities
- efficiently resource new skills training as well as continuous upgrading of skills for existing workers
- support increased flexibility in the delivery of training and formation of industry training partnerships
- prioritise allocation of funds to support development of workplace based community services resources submissions.

## Project approach

The research conducted by NSW Community Service and Health Industry Training Advisory Body included a forum in Sydney, an electronically based survey and 4 regional forums.

The Sydney forum (May 2007) was attended by NSW community services peak bodies and the research questions were developed from their broad perspective. The research questions were designed to capture both quantitative and qualitative results via an electronically based survey. State-wide rural and remote service providers, in partnership with relevant Peak Bodies, from government, private and non-government services across community services sectors were identified from the peak networks and memberships to participate in the electronic survey.

The 4 regional forums (July/Aug 2007) were held in Bourke, Broken Hill, Dubbo and Wagga Wagga with interagency representatives. More concise and illustrative findings to the research questions were gathered at these forums. Participants, representing a mix of community services sectors, contributed advice as well as benefiting from the networking with fellow service providers. The forums also provided the opportunity for the NSW Community Services and Health Industry

“

*Training  
only  
happens  
if we can  
bring  
enough  
staff  
together  
to justify  
flying a  
trainer in  
from  
Sydney*

”

*Moree  
NSW*



Training Advisory Body (ITAB) to present details about the national training system, the role and work of the ITAB, new ways of training and assessing in community services and to showcase best practice workplace training and assessment resources.

## Project outcomes

The research findings from the electronic survey and the regional forums have been collated and documented in this report. Details of the findings identify:

- specific training needs by industry sector and region
- barriers for workers seeking training or professional development
- viable training models to support training providers to delivery training in rural and remote areas where there are thin markets.

Analysis of the research will guide strategic future directions for community services in the following areas:

“

*Traineeships have worked well but sometimes very difficult to find a provider for the vocational qualifications we are looking for.*

”

*Inverell  
NSW*

- **Increased VET participation-** a targetted focus on skill development where it is needed for rural and remote NSW community services
- **Nationally recognised outcomes-** training needs that correspond to existing training package qualifications or skills sets of national units of competency
- **Appropriate resources-** a clear direction for development of resources to support training providers to deliver in rural and remote areas
- **Appropriate training models-** training models for rural and remote areas that promote and maximise local community, interagency and council support
- **Meeting needs of priority groups-** to be targetted for training in rural and remote NSW
- **Workforce profiling-** current need to continue analysis of workforce capability and capacity and future training needs in order to plan, fund and deliver services to individuals and communities
- **Promotion of VET-** a centralised and coordinated approach to providing a clear picture of vocational training for rural and remote community services in NSW.



# Research Scope

A broad range of community industry sectors contributed to the research by completing the electronic survey and attending the regional forums. The 231 participants represented the following industry sectors:

Community Services service delivery	%
Aboriginal Services	13.5
Aged Care	19.1
Alcohol and Other Drugs	2.8
Child Protection	6.2
Children's Services	47.8
Community Development	11.8
Mental Health	3.4
Disability Service	32
Domestic and Family Violence	6.2
Dual Diagnosis	1.7
Family Support	14.6
HIV Support	.6
Migrant/CALD Services	2.8
Neighbourhood Centres	2.3
Out of Home Care	2.8
Problem Gambling	1.7
Referral Services	12.4
Refuges	1.1
Telephone Counselling	2.3
Women's Issues	7.3
Youth Work	10.1
Other (eg Sport & Recreation, Legal, Tenancy, Crisis, Employment)	13.2

*“ We have just commenced taineeships for those staff interested and the response was positive. ”*

*Wagga Wagga NSW*

Note: 1. The percentage total is greater than 100% as many services indicated more than one service delivery type.

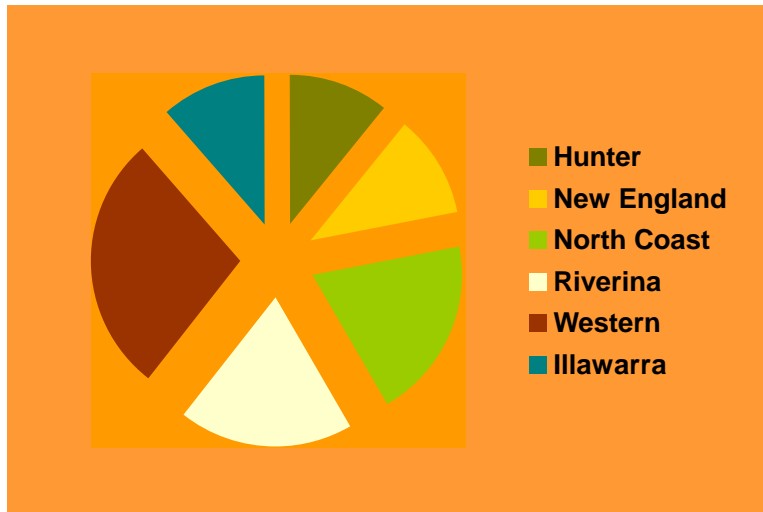


## Research Participants by NSW Regions

The participants represented all areas of NSW, with the largest representation from Western NSW (27%) as shown here:

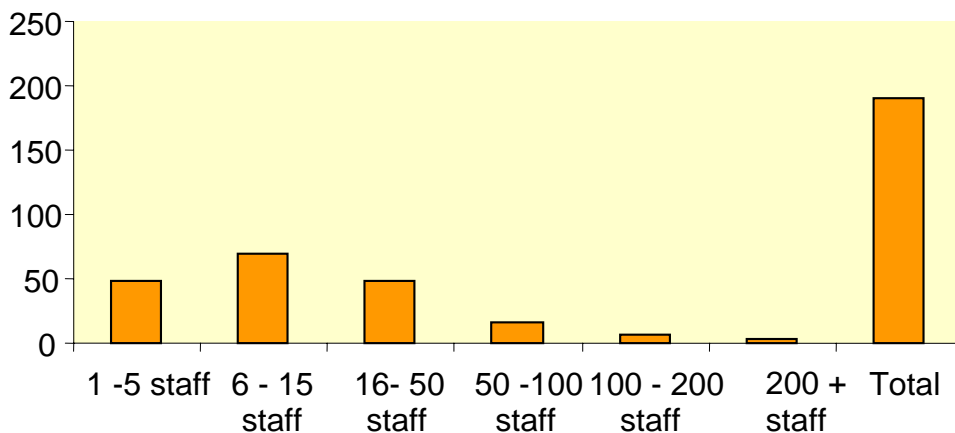
“  
*In the past 6 months I have enrolled in 2 different workshops with 2 different organisations. Both were cancelled because of small numbers.*  
 ”

*Broken Hill NSW*

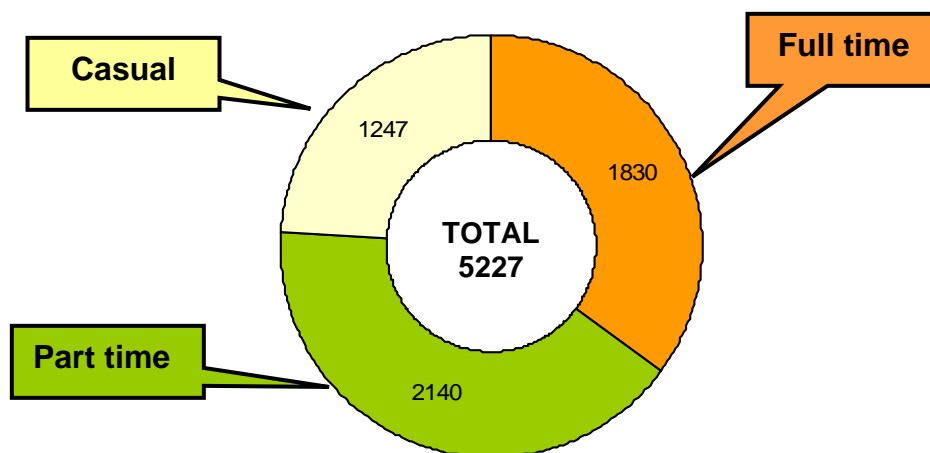


The organisations represented in this report have employee numbers ranging from 1 to over 200. The larger organisations all indicated that their staff were distributed across the state; therefore, at the local level, staff numbers would be lower and comparable to other local services.

## Size of organisation



## Number of employees represented by survey participants



Approximately 90% of survey participants indicated that staff training needs are determined by an organisational process with the remaining 10% relying on ad hoc or informal indicators. Performance appraisal and continuous improvement systems were the most common methods as shown below:

How training needs are identified	Rank	Number of responses
Continuous improvement	1	131
Performance appraisal	2	126
Advertised workshops	3	101
New worker/ job role needs	4	88
Changes in technology/ procedures/client management	5	76
Accreditation/ licensing requirements	6	74
Legislative requirements	7	62
Funding requirements	8	46
Skills audit	9	31
Not formally identified or planned	10	26
Ad hoc	11	23

**“** Training needs to be on the job supported by mentors and peers and backed up by an RTO providing flexible delivery options. **”**

Port Macquarie NSW



The following tables represent the qualifications of existing employees and how training is currently accessed. The responses indicated that many workers have more than one qualification, with a significant number not directly related to service delivery or their current job role. Multiple qualifications also indicate that workers experience changing job roles and mobility from other industry sectors.

### Qualifications of staff

Higher education qualifications	Certificates or Diplomas	No formal qualifications
28%	43 %	29%

### How do staff currently access training?

How do staff currently access training?	Rank	Number of responses
Workshops	1	162
On the job	2	129
Conferences	3	118
Off the job	4	102
Provided by peak or professional bodies	5	71
Provided by RTO or workplace trainer/assessor	6	66
Self directed	7	65
Mentoring	8	65
Traineeship	9	52
Peer support	10	49
Distance learning	11	46
Interagency	12	45
Study leave	13	29
On-line	14	28
Informal/tacit	15	21
Suppliers or manufacturers	16	19
Block release	17	8

“

*The best outcomes are achieved when trainers can come to our service.*

”

*Gunnedah NSW*



# Research Findings

## Skills shortages

Findings from the survey and regional forums were collated by region then sorted into three main groups:

1. Direct client work job roles
2. Skills sets
3. Professionals.

Though the focus of this research was to identify skills shortages in the vocational training sector, responses to skills shortages included job roles with higher education requirements and they have been included here. Quality service provision in community services relies on the integration and interaction of workers with both vocational and professional knowledge and skills. The articulation between vocational training and higher education is mutual as workers identify skill sets needed outside their primary qualification. For example, a social worker with higher education qualification may seek vocational skills in alcohol and other drugs work or a Certificate IV disability worker may study a subject of behavioural psychology.

*“Lack of funds limits the amount of workshops and training staff are able to attend”*

*Karuah NSW*

**NOTE: Responses found in 4 or more regions are highlighted.**

### What are the real and developing skills shortages and where?

<b>HUNTER</b>	<p><b>Direct client job roles:</b>            Care workers  <b>Aboriginal workers</b>  <b>Youth workers</b></p> <p><b>Skills sets:</b>  <b>Dementia</b> and working with dementia/cognitive impaired clients            Working with people with <b>disabilities</b>  <b>Challenging behaviours</b>  <b>Computer skills</b> (Excel, Access) and analysis of census data            Programming and evaluation of youth activities            Community development; Children's programs  <b>Cultural awareness</b>; Advocacy; Basic Vital signs ie Nutrition  <b>Case management</b></p> <p><b>Professionals:</b>            Physiotherapists, Podiatrists, Social Workers, Early Childhood teachers, Paediatric Physiotherapists, Special Education teachers</p>
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What are the real and developing skills shortages and where?

ILLAWARRA

**Direct client job roles:**

- Aboriginal Family workers**
- Aged Care workers**
- Child care workers**
- Disability workers**
- Domestic Violence workers
- Enrolled nurses
- Mental Health workers**
- Personal Care workers
- Support workers for children with special needs
- Trainers-Certificate IV in Workplace Assessment and Training**

**Skills sets:**

- Working with clients who have difficult and complex needs
- Challenging behaviours**
- Food preparation
- Understanding certain **disabilities**; Person centred active support
- Interpersonal Skills- empathy, work ethics
- Protective behaviours
- First Aid; Dual diagnosis
- Computer skills**

**Professionals:**

- Registered nurses, Counsellors, Professional therapists, Early Childhood Teachers

“  
My staff  
are keen to  
do training  
but training  
that is  
relevant to  
our work is  
usually too  
far away,  
cost too  
much and  
takes too  
long.  
”

Tenterfield  
NSW

What are the real and developing skills shortages and where?

NEW ENGLAND

**Direct client job roles:**

- Aboriginal workers**
- Aged care workers (Certificate III and IV)**
- Case managers
- Disability workers (Certificate IV)**
- Home and Community Care workers (Certificate III)
- Support workers
- Trainers**

**Skills sets:**

- Empathy and understanding; grief and loss
- Legislative knowledge
- Case management**
- Human resources; service coordination; **management skills**
- Complaint handling; conflict resolution; negotiation
- Psychosocial assessment and intervention
- Trauma intervention; child protection; family therapy
- Certificate IV Assessment and Training; **computer skills**
- Ageing and **disability; dementia**; palliative care
- Challenging behaviours** and intervention

**Professionals:**

- Registered nurses, Counsellors, Professional therapists, Early Childhood Teachers



What are the real and developing skills shortages and where?

NORTH COAST

**Direct client job roles:**

- Aged care workers (Certificate III and IV)**  
Case Managers and case workers
- Child care workers (Certificate III and Diploma)**  
Cooks
- Coordinators (Certificate IV in Service Coordination)
- Disability workers (Certificate III and IV)**  
Direct care workers
- Fitness instructors for youth centres
- Mental health workers**  
Middle and senior managers (Business Services)
- Trainers and Assessors (Certificate IV)**
- Youth referral workers or youth case workers**  
Youth housing workers

**Skills sets:**

- Dementia** support; mental health support (both direct care and case management); **challenging behaviours**
- Case management;** advocacy
- Middle and senior **management skills**
- Business strategies, financial, research, data analysis, marketing
- Planning and evaluation of service delivery
- Community based management
- Administration/coordination
- Customer service; record keeping
- Personal care; wound care; eating disorders
- Children with special needs
- Work ethics
- Early childhood research updates
- Computer skills**
- Working with men for respectful relationships
- Cultural and Aboriginal awareness**
- Gambling issues

**Professionals:**

- Early Childhood teachers, Early Childhood Special Education, Accredited counsellors, trainers, speech therapists, occupational therapists

“  
Staff  
expect to  
be paid  
their time  
to study  
and attend  
training;  
this is a  
big cost  
issue as we  
also pay  
for their  
course,  
internet  
access,  
travel and  
accommo-  
dation.  
”

Gloucester  
NSW



## What are the real and developing skills shortages and where?

“  
We are  
keen to train  
and find the  
budget but it  
is just too  
difficult to  
find the  
right courses  
”

Cootamundra  
NSW

### RIVERINA

#### Direct client job roles:

**Aboriginal workers** across community services sectors  
Alcohol and other drugs workers  
**Child care workers**  
Community workers  
**Disability workers**  
**Mental health workers**  
Team leaders or management  
**Trainers**  
**Youth workers**

#### Skills sets:

Specific areas of **disability work; dementia**  
Managing **challenging behaviour**  
Awareness of what quality care consists of  
Understanding the veteran population  
Post traumatic including stress syndrome  
**Cultural awareness**  
Children and domestic violence  
Response to critical incidents  
**Case management**  
Clinical skills  
Counselling; diversional therapy  
Family support and referral  
Responsive teamwork for diagnoses  
Governance; risk management  
Marketing skills  
**Computer skills;** technical equipment  
Non-verbal communication  
Career planning and career paths  
Mentoring skills; reflective practice  
Supervisory skills; HR management  
Recruitment skills  
**Management skills;** business skills  
Financial business plans  
Managing multiple projects; quality improvement  
Submission writing and tendering; data reporting  
Personal development for job readiness  
Community services literacy  
Writing case notes / reports

#### Professionals:

Early Childhood teachers, Speech therapists, Occupational therapists,  
Nurses



## What are the real and developing skills shortages and where?

### WESTERN

#### Direct client job roles:

##### **Aboriginal family workers**

Administration support workers

##### **Aged Care workers (Certificate III and IV)**

Allied health workers

Case workers - DOCS, JJ, Corrections, Aboriginal, Health

##### **Child Care workers (Certificate III and Diploma)**

Community development workers

Community services workers (Diploma)

Dental assisting

##### **Disability workers (Certificate III and IV)**

Drug & Alcohol Workers

Governess & Nannies

Home Care workers

##### **Mental health workers**

##### **Trainers / teachers**

**Youth workers** – sports and recreation

#### Skills sets:

Local understanding and knowledge

Driver Licences; 4WD training

##### **Disability awareness; challenging behaviour;**

Children's services regulations; special needs children; Autism specific

Strengths based training; medication administration

Sexual assault; engaging with families

Early intervention; crisis counselling, domestic violence care

Aboriginal **cultural awareness**; culturally diverse clients

Child protection issues

Children's disabilities; alcohol and other drug counselling

Case work; reality **case management**

##### **Management skills** for community services

Staff supervision; community events management and co-ordination

Governance

Report and submission writing; interviewing processes

Benchmarking criteria; financial literacy

Partnership arrangements – collaboration with other services

Project management

Advanced **computer skills**; reporting on line; communication skills

Administration; stress management; mentoring; conflict resolution

Time management; problem solving; group work; minute taking

Data collection

OH&S in workplace

#### Professionals:

Podiatrists, Dietitians, Physiotherapists, Registered Nurses, Therapies

health professionals, Counsellors, Speech therapists, Occupational

therapists, Early Childhood teachers, Speech Pathologist,

Physiotherapists, Paediatric and adult mental health, Disability

professionals

**“**  
*We need  
local  
trainers  
who  
understand  
local needs  
and  
conditions  
and who  
can deliver  
training on  
the job.*  
**”**

*Bourke  
NSW*



## Training needs

Job roles in community services sectors are characterised by an extensive range of skills required for quality service provision. Appropriate training is crucial to providing and maintaining services to clients, who in some way, are vulnerable and at risk. The identification of skills shortages is a start to determining training needs but falls short of the need to upskill existing staff and provide ongoing professional development. In this research, participants provided details of training needed now to improve the skills of existing workers and ensure safe and consistent client services.

**“**  
*I wanted to go to training in Dubbo but for a half day course I would have to close the service for 3 days due to travelling and find money for accommodation and travel. I didn't go.*  
**”**

*Broken Hill  
 NSW*

The following chart summarises the extensive list of training identified in the survey and forums. The training needs identified fall broadly into three skills areas:

1. management
2. administration and
3. direct client work.

It is important to remember that the skills areas are not necessarily related to job roles as services vary greatly in the number of staff employed, the diversity of service provision and how the workload is allocated. For example, in a service with 1 or 2 workers, they may all provide direct client services but share management and administration tasks. Even in larger organisations, job roles may require a mix of management, administration and client work.

Training needs	Hunter	Illawarra	New England	North Coast	Riverina	Western
<b>MANAGEMENT</b>						
Budgeting and financial management						
Change management						
Communication skills						
Conflict resolution						
Crisis management						



Training needs	Hunter	Illawarra	New England	North Coast	Riverina	Western
Governance						
OHS						
Quality improvement						
Submission writing						
Team building and leadership						
People & HR management						
Policy development						
Strategic planning						
Time management						
<b>ADMINISTRATION</b>						
Budgeting and financial administration						
Communication skills						
Computer skills and databases						
Crisis management						
Office and service management						
OH&S						
Policy and procedures						
Quality improvement						
Time management						
<b>DIRECT CLIENT WORK</b>						
Case work						
Communication skills						
Computer skills						
Managing challenging behaviours						
OH&S						
Report writing and documentation						
Team work						
Technical skills						
Time management						

“  
*Training needs to be in the workplace not in clubs.*  
 ”

*Dubbo NSW*



## Training provision

Building and strengthening workforce capacity is a crucial strategic direction for community services as the sector faces challenges such as ageing workforce, low pay care positions and the additional support workers need to work with clients who have complex needs and behaviours (*Building Social Inclusion in Australia, April 2007*, Australian Services Union). Training is central to workforce capability and will ensure that the current and future community services can meet the urgent needs of individuals, families and communities.

“  
Staff  
are  
reluctant  
to travel  
long  
distance  
or give up  
week-ends  
to attend  
training  
out of  
work  
hours  
”

Hay  
NSW

For training to be viable and effective it must be designed to meet the distinctive needs of the community services organisations, workplaces and learners. This research asked participants to indicate key factors important to their services when selecting training options.

Key factors to selecting training	Rank	Responses
Cost	1	124
Location/distance to travel	2	122
Relevance of the training	3	111
Quality of the training	4	90
Ability to maintain service delivery during training	5	53
Access to funding	6	46
Contribution to continuous improvement	7	45
Staff preferences of training delivery mode	8	40
Duration	9	32
Qualification or Statement of Attainment outcome	10	31

Training models that work for rural and remote community services were described by the research findings as:

- workplace based training
- traineeships- particularly where all the learning is at the workplace or locally delivered
- recognition of prior learning for existing workers
- partnerships with other workplaces for local training
- video conferencing and self paced learning resources (eg CD).



## Barriers and challenges

Previous key stakeholder advice to the NSW Community Services and Health ITAB highlighted the scarcity of consistent training, the lack of opportunity for rural and remote workers and the frequency of cancelled training when it is advertised or offered. These concerns were substantiated by the findings of this research. Participants were asked about significant barriers they faced when trying to provide training opportunities for themselves and their workers.

Barriers to supporting training	Rank	Responses
Distance to travel	1	142
Cost of training	2	135
Cost of backfilling staff	3	90
Lack of casual staff to backfill	4	77
Lack of appropriate/relevant training	5	76
No local 'formal' training opportunities	6	71
Poor pay and conditions	7	46
Insufficient staff to make training viable	8	34
Lack of workplace trainers and assessors	9	33
Limited career paths leading to poor motivation for training	10	30



*Government funding does not allow dollars for training. We are falling behind in financial support and trying to do more with less money. This impacts back on staff and on costs.*



*Wollongbar  
NSW*

In the regional forums, discussions about barriers to training supported the above findings and also identified other significant issues. These included:

- training and resources not customised to local needs or learning style of the learners
- service closures to attend training
- recruitment and retention of staff hindered by inadequate training and professional development opportunities
- no local childcare to support staff attending training outside of normal working hours
- language and literacy levels of workers
- insufficient or inadequate access to computers and the internet
- inappropriate training environments
- taking whatever is on offer, a 'something is better than nothing' approach.



## Priority groups

The research included identifying particular groups that should be targeted for training in community services work. The following summarises the groups with high response counts (over 40%) for the state and regions. Groups with between a 25-40% response rate included women, long term unemployed, and people with disabilities.

Priority groups	Overall Rank (NSW)	Hunter	Illawarra	New England	North Coast	Riverina	Western
Mature age	1	■			■		
Existing worker	2		■		■	■	
New workers	3		■				■
Aboriginal	4			■	■		■
School leavers	5			■	■		
Return to work	6				■		

“

*We need all sorts of training to come to our local area.*

”

*Narrabri NSW*

## Other research findings

This research encompassed a broad range of community services yet findings are favourably comparable to findings of specific sector research. In the recent NADA report (*Training Needs Assessment, Network of Alcohol and Other Drugs Agencies, Jan 2007*) details of barriers to training in rural and remote locations for alcohol and other drugs services match the results of this research. That is, the most significant issues identified were the cost of training and the cost and lack of workers to backfill. Similar results were also reported for the training needs of management and administration staff. Appropriately, the direct client work training needs detailed particular alcohol and other drugs work skill sets.

The Mental Health Coordinating Council reported training needs for NGO non-clinical mental health workers based in NSW (*Mental Health NGO Sector Training Needs Assessment, Aug 2006*). The findings are consistent with this research as stated in their report: *“Most agencies would like to provide more staff training but are constrained by factors such as time, modest or nil training budgets, and the costs and impacts of backfilling for staff, particularly those in key service provision roles.”*



## Conclusions

- **Increase VET participation-** A targetted focus on skill development where it is needed for community services has been identified for rural and remote NSW. This information can contribute to government strategies for increasing VET participation by people in areas where training needs are at a crisis level. Supported VET training will benefit both industry and individual learners by addressing skill shortages and improving employment opportunities. The attraction of local participants to training in rural and remote locations will assist in reducing job vacancies and increasing the skill sets of potential employees.
- **Nationally recognised outcomes-** Training needs have been identified that correspond to existing training package qualifications or skills sets of national units of competency. This will support registered training organisations to develop and implement meaningful training programs for specific cohorts of learners in areas of greatest skill development needs.
- **Appropriate resources-** The research findings provide a clear direction for development of resources that meet sector needs to support training providers to deliver in rural and remote areas. Resources for rural and remote training delivery endorsed by industry sectors are greatly needed to encourage and support registered training organisations to deliver in traditionally thin market regions. This includes resources for new workers and the upskilling and recognition of existing workers.

“  
*Training  
only  
happens  
if we can  
bring  
enough  
staff  
together  
to justify  
flying a  
trainer in  
from  
Sydney*  
”

*Moree  
NSW*



The NSW Community Services and Health ITAB has a best practice model of resource development that engages industry sectors to ensure resources will meet the needs of learners as well as support outcomes necessary for quality service provision.

“

*Traineeships have worked well but sometimes very difficult to find a provider for the vocational qualifications we are looking for.*

”

*Inverell  
NSW*

- **Appropriate training models-** Training programs must be designed that address problems faced by rural and remote organisations. It is not acceptable that services must close in order for workers to attend training due to travel and no provision for backfilling of absent staff. Preferred training models included workplace based training, traineeships and recognition of prior learning. Research findings also recommended that video conferencing could be effective but needs to be available at convenient times not necessarily in real time.

Traineeships are a feasible option but employers are not well informed and reluctant to take part. Plans that would address this gap and encourage employers to engage trainees, particularly Aboriginal workers, need to be put in place.

Training models for rural and remote areas need to promote and maximise local community, interagency and council support. Such partnerships would generate increased training availability, larger pool of learners and cost efficiencies. By recognising similarities in training needs across the local community, training providers would be able to offer more locally relevant programs.

- **Priority groups-** Ideal training models and quality resources will only be useful if developed and designed with the needs of the primary users in mind. This research identified mature age people, new workers, existing workers, Aboriginals, school leavers and those returning to work as priority groups for targeted training in rural and remote NSW.



- **Workforce profiling-** The *Working Together for NSW*, June 2006, agreement between NSW government and non-government organisations recognises the partnership roles and responsibilities that each contributes to community services. A clear understanding and acknowledgment of current workforce capability and capacity and future skills development needs is necessary to plan, fund and deliver services to individuals and communities. Data from this research can contribute to this need but more data collection and analysis is required to adequately represent all sectors of community services.
- **Promotion of VET-** There is need for a centralised and coordinated approach to providing a clear picture of vocational training for rural and remote community services in NSW. Participants in the regional forums were keen for more information than time allowed in this research project. They expressed a need for future professional development opportunities about implementing Community Services Training Package qualifications in NSW, accessing training and being updated on new training and assessment resources.

*“ Culture plays a big part on whether staff will take on board what has been presented at training. ”*

*Kempsey NSW*

The VET demand for health and community services occupations over the next 20 years is second only to computing and information professionals as forecasted in the Dec 2006 IPART report, *Up-skilling NSW*. This research is a crucial contribution to supporting the community services sectors and training providers to develop responsive and sustainable training solutions for a skilled workforce.



