

MIDWEST REGIONAL TRAINING PLAN



Final Report

Final report of the Midwest Regional Training Plan
(Phase One) project undertaken by Central West TAFE
for the Morawa Education Alliance

1st December 2009

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MIDWEST REGIONAL TRAINING PLAN (PHASE ONE) Final Report 1st December 2009

1. EXECUTIVE SUMMARY

1.1 Background

This project undertook an investigation of the training needs and existing capacity to meet those needs in the Morawa community. Subsequent projects, as determined by the MEA, will look at the broader Midwest community, comprising the following towns – Carnamah, Perenjori, Three Springs, Coorow, Mingenew, Yalgoo and Mullewa. Specifically the project has undertaken to:

- Research the training needs of local residents based on their aspirations for employment, further training or personal development
- Identify and define the main industry sectors operating in the region and identify the major employers
- Research industry training requirements of the employers
- Identify linkages and articulation between existing education and training providers in the region, particularly high schools, the College of Agriculture and Central West TAFE
- Explore potential training facility options already identified by the MEA including use of the Old Hospital, the planned Business Incubator concept and the Trade Training Centres in Schools program

The Project proponent is the Morawa Education Alliance (MEA), comprising representatives of:

- Shire of Morawa
- Morawa District High School
- WA College of Agriculture - Morawa
- Central West TAFE
- Representatives of industry, businesses and community, including Aboriginal¹ communities

The Project Team comprised staff from Central West TAFE. Representatives of the MEA formed the Steering Committee and worked with the Project Team to monitor progress of the project.

¹ The use of the word 'Aboriginal' throughout this document respectfully refers to Aboriginal and Torres Strait Islander people of Western Australia.

1.2 Environmental Scan

An environmental scan was undertaken using data from available printed and online sources. The purpose of the scan is to provide baseline information that creates a “picture” of the Morawa community in terms of current and future employment opportunities and the existing capacity within the community to meet any future demands. This then provides some indicators for the way forward in the development of education and training provision and the necessary facilities to support potential demand for skills development. The environmental scan provides the following:

- A profile of the Morawa Community – a background to the community and its population
- A profile of Businesses/Employers – as gathered in a survey of a sample of local businesses
- Profiles of the Schools – Morawa District High School and WA College of Agriculture, Morawa
- Mining Industry Developments
- Community Consultation – broad views from the general community

1.3 Review of Existing and Potential Education and Training Facilities

The project undertook to identify and assess existing and potential education and training facilities in the community, with a view to providing information to the MEA upon which decisions about further investigation could be based. An overview, with comments, is provided but is not intended to be a comprehensive evaluation of the various options – it’s for the MEA to decide which of these options, if any they wish to investigate further. Options include:

- The Old Hospital Building
- Business Enterprise Centre
- Trade Training Centres in Schools Program
- Industry Training Facility
- Potential to expand the education and training capacity of the Telecentre

1.4 Challenges and Recommendations for Ways Forward

The recommendations for ways forward from this Phase One project need to be determined by the MEA. This report provides five key challenges to achieving the MEA’s vision to be a best practice provider of education and training in the region. The five challenges are outlined below along with a list of issues to be considered in relation to each of those challenges. Where, through the course of the project opportunities to address these challenges have been identified, these are also listed below. They are not intended to be definitive in terms of specific actions needed (although some actions are suggested), however they should provide focal points for further discussion and investigation as the MEA develops a more widespread training plan for the region.

Challenges identified are:

- Training and skills development for individuals
- Employment opportunities and employer capacity
- Infrastructure to support increased education and training opportunities
- Partnerships and collaboration
- Promoting the region as a place to live and work

An Action Plan for the implementation of the recommendations is also included. This plan was developed following a workshop of MEA stakeholders and sets out actions required to address recommendations within each of the first four challenges identified above.

The fifth, “Promoting the Region” is deemed to be sufficiently addressed through the current initiatives of the Shire and the schools. The Action Plan also formed part of the input into the broader strategic planning review undertaken on 16th October to review and update the MEA Strategic Plan.

Strategies for further implementing the Action Plan need to be explored further and perhaps a priority list developed to help MEA members identify actions that require immediate attention and which may be longer term.

1. BACKGROUND TO THE PROJECT

The Morawa Education Alliance was formed to foster increased opportunities for people in the Morawa and surrounding Midwest communities to access a broader range and improved quality of education and training options. The MEA Vision Statement is “To deliver the best educational services in regional Western Australia”.

The purpose of the MEA is to bring together key stakeholders to address issues relating to the availability of quality education and training options that encourage retention of students in local communities. This is seen as a cornerstone of a broader community strategy to address declining population numbers and the subsequent loss of services and facilities in Morawa and surrounding regional communities. The total budget for the project is \$30,000.

The Project proponent is the Morawa Education Alliance (MEA), comprising representatives of:

- Shire of Morawa
- Morawa District High School
- WA College of Agricultural - Morawa
- Central West TAFE
- Representatives of industry, businesses and community, including Aboriginal communities

The Project Team comprised staff from Central West TAFE. Representatives of the MEA formed the Steering Committee and worked with the Project Team to monitor progress of the project.

This project focused on the investigation of training needs and existing capacity to meet those needs in the Morawa community. Subsequent projects, as determined by the MEA, will look at the broader Midwest community, comprising the following towns – Carnamah, Perenjori, Three Springs, Coorow, Mingenew, Yalgoo and Mullewa. Specifically the project will:

- Research the training needs of local residents based on their aspirations for employment, further training or personal development
- Identify and define the main industry sectors operating in the region and identify the major employers
- Research industry training requirements of the employers
- Identify linkages and articulation between existing education and training providers in the region, particularly high schools, the Agricultural College and Central West TAFE
- Explore potential training facility options already identified by the MEA including use of the Old Hospital, the planned Business Incubator concept and the Trade Training Centres in Schools program

Tasks undertaken in this project include:

- Public launch of the project by Hon. Grant Woodhams attended by key stakeholders and accompanied by a media statement.
- Environmental scan including demographic and statistical data; survey of 27 businesses and employers and comprehensive analysis of employment needs and projected training needs

- Consultation with staff at the Morawa DHS and WACOA to identify potential training requirements; and discussion with students at the schools to determine potential student destinations and career aspirations
- Analysis of mining industry employment potential
- Mail out of training needs survey to local residents and follow up
- Assessment of existing and potential education and training facilities
- Production of progress and draft final reports for MEA input and validation
- Presentation of final report with recommendations for ways forward for the MEA

2. ENVIRONMENTAL SCAN

An environmental scan was undertaken using data from available printed and online sources. The purpose of the scan is to provide baseline information that creates a “picture” of the Morawa community in terms of current and future employment opportunities and the existing capacity within the community to meet any future demands. This then provides some indicators for the way forward in the development of education and training provision and the necessary facilities to support potential demand for skills development.

The environmental scan provides the following:

- A profile of the Morawa Community – a background to the community and its population
- A profile of Businesses/Employers – as gathered in a survey of a sample of local businesses
- Profiles of the Schools – Morawa District High School and WA College of Agriculture, Morawa
- Mining Industry Developments
- Community Consultation – broad views from the general community

2.1 Profile of the Morawa Community

The Shire of Morawa covers 3,528 km² of land in the central Midwest region of Western Australia. Land use comprises mainly agricultural and pastoral land; mining leases; some Crown land; reserves and townsites. The economy is based largely on the traditional agricultural industries including broadacre farming of cereal and legume crops and wool production. The Shire supports a population of 950 people, of which 3% are Indigenous people.

In addition to the traditional agricultural industries the Shire is encouraging increasing diversification of the economic base as a means of strengthening the region’s sustainability, creating jobs and improving the availability of services. Diversification of agricultural crops, semi intensive horticulture and tourism ventures are potential avenues for economic development however the single largest opportunity exists in the potential development of several iron ore mining operations in the immediate vicinity of Morawa. The creation of jobs in both the construction and operational phases of these mines as well as the associated businesses that service and support mining operations offer a huge opportunity for the community.

The public sector is currently the biggest employer in Morawa with the major employers being:

- Morawa Perenjori Health Service
- Morawa District High School
- WA College of Agriculture, Morawa
- Shire of Morawa

Co-operative Bulk Handling (CBH) is the largest private sector employer and provides around 50 seasonal jobs. The Midwest Employment and Economic Development Aboriginal Corporation (MEEDAC) provides 40 CDEP placements for Indigenous people. There is a variety of small businesses operating in the region ranging from retail to agricultural services. A number of these businesses have two or fewer full time employees.

The region is serviced by two schools – Morawa District High School and the WA College of Agriculture, Morawa. MDHS ranges from Kindergarten to Year 12 and the WACOA from Years 10 – 12. The Morawa Community Telecentre provides a range of services to support education, training and small business including access to information technology such as computing facilities, videoconferencing etc.

The Morawa Perenjori Health Service is a regional health service hub providing a number of primary and allied health care services.

2.2 Profile of Businesses/Employers

The project undertook to survey or gather information from a number of businesses of different types and size in order to create a “picture” of employment opportunities in the community. The survey sought the current employment situations of businesses as well as future employing intentions. The survey including asking businesses about their training needs in terms of future employing intentions. The following provides a summary of businesses/employers surveyed or who provided information in relation to the environmental scan. In depth responses are included in Appendix One:

Business Name	Type of Business	No. Employees
Cooperative Bulk Handling - CBH Group	Agriculture (Grain handling/storage)	50 (seasonal)
Everlastings Guest Homes	Accommodation	1 FT; 3 PT
Kats Rural	Retail	4 FT; 3 PT
Landmark	Retail	3 FT
Malcolm Ruwoldt		1 FT
Midwest Employment and Economic Development Aboriginal Corporation (MEEDAC)	Community Development Employment Program	40 CDEP Places
Midwest Firearms and Sport	Retail	1 FT
Milloy Solutions	Industrial	1 FT
Morawa Access Parts	Retail	2 FT
Moore Contracting Services	Industrial	2 FT
Morawa Bakery and Coffee Shop	Retail	2 FT; 2 PT; 2 casual
Morawa District High School (MDHS)	Public Sector (schools)	41 FT and PT
Morawa Drapery	Retail	1 FT; 4 PT
Morawa Electrical and Outdoor	Retail	N/A
Morawa Hotel	Retail/accommodation	1 FT; 4PT
Morawa News and Gifts	Retail	1 FT; 2 PT
Morawa Perenjori Health Service	Public Sector (health services)	41 FT and PT
Morawa Plumbing and Gas service	Industrial	1 FT
Morawa Post Office	Service/retail	N/A
Morawa Roadhouse	Service/retail	3 FT; 2 PT
Morawa Telecentre	Service	2 FT; 1 volunteer
Morawa Tourist Bureau	Service	4 volunteers
North East Farming Futures (NEFF)	Agriculture	2 FT
Shire of Morawa	Public Sector(local government)	24 FT
TP&MB Shields	Industrial	1 FT
WA College of Agriculture, Morawa (WACOA)	Public Sector (schools)	35 FT and PT

Employee Numbers:

- 175 x Full Time
- 20 x Part Time
- 50 x Seasonal (3 months per year)
- 40 x CDEP
- 7 x Other (Casual or volunteers)

15 businesses have 2 or less full time employees.

The largest employers are:

- Morawa DHS – 41 employees
- Morawa Perenjori Health Service – 44 employees
- Shire of Morawa – 24 employees
- WACOA - 35 employees
- CBH – 50 seasonal employees in Morawa area

Of those businesses who indicated there may be an increase their employment needs almost all indicated this was contingent on “expansion” in the region going ahead. Almost all of the very small operations (1 person) said they had no plans to increase the size of their business at this time. With the exception of the larger employers most businesses had not undertaken any formal training, other than “in-house” in the last few years although there are several businesses who have previously had or who currently have trainees or students on some form of work placement.

A full report of the potential training needs identified by businesses surveyed is included in Appendix One. In summary some of these future training needs include:

- Small plant licenses in forklift, excavator and OSH in areas such as elevated work platform
- Various traineeships including retail, merchandising, rural, hospitality, kitchen operations and the health services area
- Two potential apprenticeships (plumbing and auto electrician)
- Variety of training for MEEDAC participants
- Computing skills

Work readiness/preparedness skills were also identified an essential aspect of training to prepare young people for the workforce. Feedback from one employer in particular highlighted a range of generic work readiness skills and attributes that school leavers and people out of the workforce for some time do not appear to be presenting to employers with. These include:

- Communication and language skills
- Motivation level
- Dealing with customers, and dealing with difficult customers
- Positive work ethic
- Personal presentation and appearance

These are commonly identified skills and attributes that many employers, not just those in Morawa, have indicated are lacking in people presenting themselves for employment. In the small business setting in particular employers are looking for capable and job ready (in every sense of the term) people.

2.3 Profile of the Schools - Morawa DHS and WACOA Consultations

A profile is provided for each of the schools servicing the community of Morawa and the surrounding region. The schools occupy a significant place in the training plan as they are both major employers, and therefore have staff training needs of their own, and are they are the main providers of education in the region. WACOA plays an important role in vocational training, being a Registered Training Organisation, and draws students from a number of locations outside of the immediate Morawa area.

Morawa District High School Profile

Student Numbers (Semester 1, 2009)	
Year 10	13
Year 11	13
Year 12	9
TOTAL	35

% of Aboriginal students (for whole school): 21%

Student numbers for the school overall have been trending downwards since 2005, however were slightly up from 2008 - 2009 both overall and for Years 11 – 12.

Staffing (FTE's)	
Principal	1
Deputy Principal	2
Teaching staff	16.3
School support staff	10
TOTAL (FTEs)	29.3

WA College of Agriculture, Morawa

Student Numbers (Semester 1, 2009)	
Year 10	22
Year 11	31
Year 12	18
TOTAL	71

% of Aboriginal students (for whole school): 10%

Student numbers for the school overall have been trending upwards from 56 in 2005 to 71 in 2009. There has been steady growth in numbers from 2007 – 2009. Male students outnumber female students by approx three to one. WACOA is a Registered Training Organisation (RTO) with “Limited Scope” (ie capacity to deliver VET programs to its own students only, although arrangements have been reached with the Department of Education and Training to allow the WACOA to deliver some VET programs to students from the MDHS). VET delivery is provided in the industry areas of

Agriculture; Rural Operations; and associated industries such as Automotive and Metals, to Australian Qualifications Framework (AQF) Certificate II level.

The School Leaver Destination survey reports that for the 2008 student cohort 1 student went on to further study at TAFE; 4 gained apprenticeships; and 3 gained full time employment. It would be useful in future years to track where students gain employment or apprenticeships and whether the majority of these are gained in Morawa or the close surrounds or outside of the region.

Staffing (FTE's)	
Principal	1
Deputy Principal	1
Teaching staff	7
School support staff	17.7*
TOTAL (FTEs)	26.7

* Includes 10.4 gardening/maintenance staff

MDHS and WACOA Consultations

Morawa District High School and WA College of Agricultural, Morawa were consulted regarding their current and future training needs for staff. Consultations included both principals as well as current Year 11 and 12 students, who were asked about their post school career and further study aspirations. The following is a summary of the key findings (note, these are also reflected in the summary of employers training needs above):

School staff training needs:

- Due to issues with staff retention at the schools there is the potential for current staff to be up-skilled to accredited qualifications, cross skilled and multi skilled to address any gaps in staffing. Possible areas for this include commercial cleaning, OHS, hospitality and general handy work. Options for upskilling include Recognition of Prior Learning (RPL); on the job assessment; and “gap” training.
- A number of opportunities for Recognition of Prior Learning (RPL) were identified in a variety of areas.
- Processes are in place to have staff at the WACOA up-skilled and signed off on MARKSTAR with Toomeys. Most of the teachers have their Certificate IV in Training and Assessment through Progressive Training or Crossbow. The qualification is important as it enables a wider range of options for VET delivery in schools including Auspicing arrangements. Additional partnership arrangements are also possible.
- Maintaining the current vocational competency (ie industry experience) of teachers is an ongoing issue for many schools in the delivery of VET. Opportunities for industry upskilling need to be sought and acted upon wherever possible by schools. There has been some block training through Central West TAFE in the past in the areas of hospitality and automotive

Consultation with Students

Students were interviewed regarding their future training needs upon completion of school, for both accredited and non accredited training pathways in the future. The information gathered to date is presented in terms of a series of issues, rather than a definitive list of training needs or directions for post school students. The issues raised here point the way to some of the challenges the MEA will

need to address in terms of retaining a viable student cohort in the region that allows for a variety of education and training pathways and options for the future:

- Those studying TEE are doing so by distance education and have indicated that if they qualify for entry to university will move to Perth to pursue their interests.
Challenge - the availability of tertiary opportunities for regional students remains one of the significant challenges for the MEA, and other regional stakeholders.
- Several students were on disability support and would like to enrol in vocational courses but feel they will need to move to another town to do so.
Challenge - the community's/parents' perception of the availability of a range of options to meet the needs of diverse student group, including those with specific or special learning needs.
- Several families will be leaving town due to family commitments.
Challenge – stemming the flow of people leaving the region due to a perceived lack of services or opportunities, particularly for their children, is one of the stated aims of the MEA. The challenge is to develop these opportunities and to articulate and communicate the role enhanced education, training and employment opportunities could play in retaining families in the region. There appears to be a need for more flexible and distance learning opportunities for students to provide alternatives to leaving the region for educational opportunities.
- Some students have indicated they will be working with their parents in the family business.
Challenge – to ensure small to medium family run businesses have access to flexible, affordable training opportunities that provide the necessary skills for current and future needs.
- Due to the closure of the engineering firm there are limited opportunities to take up apprenticeships in the region and as a result those wishing to pursue an apprenticeship will move to bigger regional communities to seek employment in these areas (this is borne out in the survey of businesses with only two indicating they would consider taking on an apprentice, providing expected developments occurred). *Challenge – seek innovative ways for local young people to attain apprenticeships, eg talk to Group Training Organisations about the possibility of apprentices being hosted by several employers, so “sharing” the cost and risk. Investigate School Based Apprenticeship programs and part time apprenticeships for young people perhaps with mining operations in the region.*
- Some students are currently undertaking school based traineeships (horticulture and business).
Challenge – to create pathways to employment for student doing traineeships.

Industry areas where students identified an interest included:

- Building and construction trades
- Automotive
- Electrical and electrical engineering
- Computing skills (few students had used the Telecentre as the opening hours mostly coincide with school hours)
- Office administration and business

2.4 Mining Industry Developments

Potential mining operations in the Morawa /Perenjori area represent a significant opportunity to boost the region's economy and stimulate jobs and enterprise development. Three mining

companies, all members of the Geraldton Iron Ore Alliance, are at varying stages of readiness to commence operations within the region. The Geraldton Iron Ore Alliance (GIOA) is a voluntary organisation of five iron ore mining companies, which are at various stages of exploration and development of mines in the Mid West region. They include all the major iron ore mines proposing to utilise Oakajee Port.

The following table provides an overview of companies with operations planned for the region are:

Company	Project	Commencement Date	Workforce Numbers
Gindalbie Metals	Karara	2009	1000 construction
		2010 (Hematite)	180 operations (Hematite)
		2011 (Magnetite)	500 operations (Magnetite)
		2012/17 (Staged expansions)	
Asia Iron	Extension Hill	2010 (Construction)	800 construction
		2012 (Operation)	500 operations
		2014/17 (Staged expansions)	
Sinosteel Midwest	Koolanooka	2009	Construction workforce yet to be defined 70 operations

The development of some of the projects is still contingent on a number of factors, in particular:

- Development of the port and rail infrastructure (Oakajee)
- Availability of upgraded electricity supply, within project development timelines
- Mine approvals process, still a way to go for some companies

To date the companies involved in projects in the region have shown a commitment to community consultation and the development of some sustainable outcomes that provide benefits to the community. The challenge for the MEA is to tap into the comparatively large resources of these companies to add value to the development of education and training opportunities. The mining companies are a source of potential funding to support the development of training facilities; an obvious source of employment opportunities but should also be seen as a source of expertise on the development of training plans that are aligned with the workforce skills requirements of their operations.

2.5 Consultation with Local Community Members

This aspect of the project proved difficult to achieve. A mail out and a follow up of a sample of community members provided only three responses, which is not sufficient to inform the plan in any meaningful way. Anecdotally some information was gathered in the course of conducting the surveys and in general discussions as business people and employees are obviously also community members. Their views therefore are represented to some extent in the remainder of this report however if these views were to be summarised they could be described as “we’d like to see more opportunities for people locally”.

3. REVIEW OF EXISTING AND POTENTIAL EDUCATION AND TRAINING FACILITIES

The project undertook to identify and assess existing and potential education and training facilities in the community, with a view to providing information to the MEA upon which decisions about further investigation could be based. The following is an overview, with comments, but is not intended to be a comprehensive evaluation of the various options – it's for the MEA to decide which of these options, if any they wish to investigate further.

The MDHS and WACOA, profiled above, currently represent the main education and training infrastructure in the community. The Morawa Telecentre also provides some community based infrastructure to support education and training including computing facilities to support online learning; the availability of information and course advice from a range of training providers; and the capacity to organise short training courses.

Other options for consideration that have arisen during the consultation process include:

3.1 The Old Hospital

This building has been vested in the Shire of Morawa and is centrally located in town. This is a sprawling site comprising 20 plus rooms; several sheds; large parking areas; residential house; and amenities such as bathrooms, laundry and kitchen (although most of the equipment for these areas has been removed). Parts of the building are more than 60 years old (?), although one wing is relatively modern. The major advantages of the site are that it is owned by the Shire, is centrally located in town, and that with a few modifications the sheds and large bitumen areas could be converted to good training facilities for some industry areas including trades training in construction, metals etc. The major disadvantage is the expected significant cost of refurbishing the majority of the building itself which could involve electrical upgrades, telecommunications and information technology installation and internal structural work. It's arguable also whether a facility of this size is required. One option may be to look at a section of the building, for example just the newer wing.

3.2 Business Enterprise Centre

This is a concept the Shire of Morawa has championed for several years and which has recently received a major funding boost through the Royalties for Regions grants scheme. The facility will be built on land provided by the Shire and will comprise a number of workshop type spaces, administrative areas supporting the workshops and utilities such as power and water. The Shire hopes to encourage small businesses to set up operations in the centre and to attract businesses and services, particularly tradespeople to the town. The centre will be a key strategy in enabling the community to develop the necessary capacity to be able to service the expected needs of the mining companies operating within the area. The option exists for space within the centre to be used as a training facility, either stand alone or in conjunction with other training facilities. The Shire has offered Central West TAFE an option to take up one space within the centre. The College needs to investigate opportunities for utilising this facility.

3.3 Trade Training Centres (TTC) in Schools Program

This is a Federal Government funding program aimed at ensuring all secondary school students in Australia have the opportunity to access trades training whilst in school. Eligibility criteria govern the level of funding available to schools but the WACOA would be eligible for up to \$1.5m and the MDHS up to \$500,000 under this program. Schools can collaborate to form a "cluster" and pool their funding to develop a single facility. Early negotiations in Morawa suggest the WACOA and MDHS will

form a cluster with some possibility of the Murchison schools, Meekatharra and Mt Magnet also being included. Any submission must include a Registered Training Organisation as a partner and Central West TAFE has committed to support the proposal.

Options for the location of the TTC include building on one or both of the Morawa school campuses; or an off campus site, e.g. an industry supported site or a community based site such as the Old Hospital. These options need to be explored, principally by the schools.

A balance needs to be struck between achieving the aims of the TTC program, that is providing secondary students with the opportunity to do trades training, or to embark on a pathway to a trade level qualification (AQF Certificate III level) and the opportunity the funding presents to develop a more broadly based community training facility with industry support.

The existing facilities at the WACOA, which already provides VET training to Certificate II level could be extended and upgraded to enable a broader range of delivery, moving to Certificate III level qualifications. A number of the industry training needs identified in the survey could be accommodated in this way however the issue of access to the facilities by community and industry clients would need to be adequately addressed for this approach to be successful. Access is of course dependent upon use by the school for its programs and the suitability of after hours access for community or industry delivery.

3.4 Industry Training Facility

The mining companies with projects in the region will be investing heavily in training and the opportunity exists for the MEA to negotiate options for an industry developed training facility that is also available for broader community training programs. The major advantages of an industry training facility are funding and the availability of industry standard training equipment and resources. The obvious disadvantage is that its availability for community training programs will be restricted to industry down time.

3.5 Morawa Telecentre

The Morawa Telecentre is a community owned and managed centre offered access to resources and equipment to support education and training including access to online learning, videoconferencing and coordination and promotion of course availability. The Telecentre's vision is *"To meet and provide the needs of the local community by giving access to educational life skills, technology and training opportunities by establishing a framework for the continuing development and enhancement of the community's economic and social well being."* The Telecentre can broker the provision of training through a range of providers, including Central West TAFE, as well as arranging community based and adult and community education (ACE) programs. The Telecentre is an established education and training entity in Morawa and there may be potential to build on or enhance the services currently provided. This could be in conjunction with one or more of the other options outlined here.

4. CHALLENGES AND RECOMMENDATIONS FOR WAYS FORWARD

The recommendations for ways forward from this Phase One project need to be determined by the MEA. This report provides five key challenges to achieving the MEA's vision to be a best practice provider of education and training in the region. The five challenges are outlined below along with a list of issues to be considered in relation to each of those challenges. Where, through the course of the project opportunities to address these challenges have been identified, these are also listed

below. They are not intended to be definitive in terms of specific actions needed (although some actions are suggested), however they should provide focal points for further discussion and investigation as the MEA develops a more widespread training plan for the region.

Challenges:

- 4.1 Training and skills development for individuals
- 4.2 Employment opportunities and employer capacity
- 4.3 Infrastructure to support increased education and training opportunities
- 4.4 Partnerships and collaboration
- 4.5 Promoting the region as a place to live and work

4.1 Training and skills development for individuals

Issues to consider:

- Work readiness training and individuals' preparedness for work
- Linking training programs to employment opportunities
- Promote awareness of and access to workplace learning opportunities including traineeships and school based traineeships
- Strategies to encourage Aboriginal people to enter the agriculture industry
- Increase access to RPL services
- Promote value of gaining qualification(s) to individuals
- Career counselling and advice, particularly for young people
- Addressing the training needs of marginalised groups, including Aboriginal people

Opportunities:

- Develop work readiness programs that incorporate generic work preparedness skills and attributes into vocational training, eg *Site Ready* model delivered in Carnarvon. Model could be developed for retail/hospitality industry areas.
- Investigate opportunities for work readiness delivery in the proposed Trade Training Centre for Schools development.
- Campaign to promote RPL to businesses and individuals.

Recommendations:

4.2 Employment opportunities and employer capacity

Issues to consider:

- Develop register of employment opportunities in the region (possibly tap into Central West TAFE's *JobReady* service, or develop similar approach).
- Campaign to increase employer awareness of financial and other incentives to assist with the employment of apprentices and trainees
- Encourage a culture of training within businesses by promoting the "value proposition" of training (ie it makes business sense)
- Increase dialogue with Group Training Organisations and Job Services Australia providers to maximise services delivered by these agencies in the region

Opportunities:

- Form an employer/business professional group in town (Chamber of Commerce) to pool resources and develop a register of employment opportunities. Need to identify a lead agency for this.
- Request mining companies to provide employment requirements lists as projects progress.
- Ensure regular information goes to the community regarding mining employment opportunities (link to employment register).
- Invite Group Training Organisations to discuss promotion of apprenticeships and traineeships with MEA, and then to promote to employers, school leavers and parents. Highlight the financial incentives for businesses and the longer term benefits of having apprentices/trainees.

4.3 Infrastructure to support increased education and training opportunities

Explore options outlined above in 3.1- 3.5.

4.4 Partnerships and collaboration

Issues to consider:

- Industry involvement and support of education and training in the region is critical. Increase opportunities to liaise with industry and employers in the community. Eg consider a regional industry training committee or develop mechanisms for industry to input directly to the MEA.
- Seek financial support from industry for the development of training facilities
- Increase collaboration between the schools, Central West TAFE and other training providers to maximise training opportunities. Flexible models for delivery need to be explored (refer to the revised MEA Strategic Plan) as well as collaborative approaches to the development and use of training facilities and equipment.
- Investigate formal articulation arrangements between the WACOA and Central West TAFE to create higher level learning pathways for students in identified industry areas.

Opportunities:

- Formation of a regional industry training committee (perhaps link to the above opportunity for CCI type organisation)
- Depending on outcomes of 4.3, develop submission for funding from mining industries for training facilities.
- Formalise articulation between WACOA and Central West TAFE for identified and agreed learning pathways.
- Similar arrangements could be explored between the MDHS and WACOA

4.5 Promoting the region as a place to live and work

Issues to consider:

- Continue promotional efforts (eg “Welcome to Morawa” pack and Morawa Promotional DVD) to encourage people to consider living and working in the region.
- Maintain discussions with mining companies to maximise the number of workers living in the community rather than FIFO.
- Support the Shire of Morawa in addressing community “liveability” issues including housing, recreational facilities and community amenities

Opportunities

- Make use of business/professional organisations outlined above to collectively market and promote the region and its business opportunities

Action Plan

CHALLENGE 1 TRAINING AND SKILLS DEVELOPMENT FOR INDIVIDUALS

Recommendations	Actions	Who/Time
Progress the Trade Training Centre (TTC) in Schools application for re-furbishment to existing facilities at WACOA site	<ul style="list-style-type: none"> Progress discussion with Murchison schools Progress EOI 	Greg Nairn WACOA MDHS CWT
Explore options for wider use of the TTC, allow for growth/extension to facility for community use. Needs to accommodate: <ul style="list-style-type: none"> Work readiness training Community access Up-skilling for local people 	<ul style="list-style-type: none"> Ensure design for TTC accommodates future use Investigate other funding eg Royalties for Regions 	MEA
Advance discussions with GIOA companies regarding training requirements	<ul style="list-style-type: none"> Set up meetings with Gindalbie and Sino Steel Determine specific training requirements as soon as possible Lobby for support and training locally Ensure mining companies are aware of and accommodate seasonal work, could lead to job sharing 	Shire CWT
Develop strategies to increase Aboriginal training in key	<ul style="list-style-type: none"> Promote Aboriginal scholarships for WACOA 	MEA

<p>areas:</p> <ul style="list-style-type: none"> Working in agricultural industry Job readiness/generic skills Mining sector jobs Tourism (enterprise development opportunity also) 	<ul style="list-style-type: none"> Work with CDEP Lobby GIOA companies re Indigenous employment targets Involve Job Services (JSA) providers and develop work readiness course(s)
<p>Investigate parent involvement/early childhood development initiatives for Aboriginal parents and children</p>	<ul style="list-style-type: none"> Seek funding opportunities MDHS Investigate Mt Magnet centre (RFR project) Shire CWT
<p>Mentoring support for training and in the workplace</p>	<ul style="list-style-type: none"> Investigate training needed for mentors MEA What type of mentors are needed?

CHALLENGE 2

EMPLOYMENT OPPORTUNITIES AND EMPLOYER CAPACITY

Recommendations	Actions	Who/Time
Campaign to promote apprenticeships and traineeships: <ul style="list-style-type: none"> To employers Students and parents Potential mature age apprentices 	<ul style="list-style-type: none"> Ask Australian Apprenticeship Centre (ACC) and Group Training Organisations (GTO's) to visit Morawa to promote A&T's 	MEA to facilitate
Potential traineeship opportunities in the Telecentre	<ul style="list-style-type: none"> Morawa Telecentre committee to explore and advertise any opportunities 	Telecentre (Rosalind to lead)
Develop a register of job vacancies in Morawa, could be further developed into a register of training available and an EOI in training database	<ul style="list-style-type: none"> Telecentre could coordinate and manage, approach Telecentre and discuss options Mining companies to be asked for list of job vacancies, approach through GIOA 	MEA Rosalind to approach Telecentre (?)
Develop strategies for work readiness training	<ul style="list-style-type: none"> Seek JSA involvement Investigate Telecentre Community Capacity Building grants Schools and CWT to work on job readiness for school leavers Develop generic work readiness skills training (ref employer feedback re "attitude/presentation" etc) 	MEA

CHALLENGE 3

INFRASTRUCTURE TO SUPPORT INCREASED EDUCATION AND TRAINING OPPORTUNITIES

Recommendations	Actions	Who/Time
Investigate ways to maximise use of training facilities both current and future (as planned in the TTC):	<ul style="list-style-type: none"> • Work out protocols for making facilities of WACOA available to the community during “down time” • Investigate ways to enhance and expand the capability of the Telecentre to support training and to act as a focal point in the town for information about training 	<p>MEA</p> <p>Rosalind</p>
Investigate ways to derive income from the TTC (perhaps a user pays system for industry training?) as a way of ensuring sustainability	<ul style="list-style-type: none"> • To be incorporated in forward planning for TTC 	<p>Greg</p> <p>WACOA</p>
<p>Continue to explore uses for the Old Hospital. Possibilities include:</p> <ul style="list-style-type: none"> • CWT training centre • MDHS residential facility • Hostel/hotel development (commercial developer?) 	<ul style="list-style-type: none"> • CWT discuss involvement with Shire • MDHS explore residential options • Shire sound out commercial development options (?) 	<p>CWT</p> <p>Shire</p> <p>MDHS</p>
MDHS becomes a host school for long term prac teachers	<ul style="list-style-type: none"> • MDHS registers for long term prac student teacher scheme • Options for housing also need to be looked at 	<p>MDHS</p> <p>MEA, re housing</p>
Investigate Mine Site training facility (simulated training environment on mining site)	<ul style="list-style-type: none"> • Lobby GIOA companies for interest/support 	<p>CWT</p> <p>Shire</p>

Investigate opportunities for training at Aboriginal owned farm	<ul style="list-style-type: none"> • Discuss options and future plans for the farm with ICC (Tracy Board) • Discuss training opportunities and link to recommendations/action in Challenge 1 	Shire CWT
Progress development of the Morawa Commercial and Enterprise Centre	<ul style="list-style-type: none"> • CWT to discuss involvement 	CWT Shire
Investigate possibility of retaining 10 bed dorm when new dorm is built at WACOA – possible accommodation for students using TTC or visiting teachers etc	<ul style="list-style-type: none"> • Shire to discuss with WACOA, including potential new location(s) 	Shire WACOA

CHALLENGE 4

PARTNERSHIPS AND COLLABORATION

Recommendations	Actions	Who/Time
WACOA to broaden RTO services to other schools within the region, if possible within current policy limitations	<ul style="list-style-type: none"> WACOA to investigate process for providing VET services to other schools within RTO's for Ag Colleges policy 	WACOA Greg
Form local Industry Training Committee (or similar group) to gather industry/employer input into planning for training	Options: <ul style="list-style-type: none"> Shire to look at formalising existing informal industry group MEA to extend invitation to industry/employers to a training forum/discussion (2 – 4 times per year) 	MEA
Get other surrounding towns involved in the MEA initiative	<ul style="list-style-type: none"> MEA to promote “education and training hub” concept Discuss with other shires involved in merger, highlight positives for all communities of creating a hub 	MEA
Strategy to get GIOA buy in	<ul style="list-style-type: none"> Lobby GIOA companies, as outlined above Seek funding for community education and training initiatives (could be additional funding for TTC; funding for Old Hospital refurbishment ; or Mine Site training centre) Possible inclusion of MEA initiatives in CWT Training Agreement with Gindalbie (?) 	Shire CWT
Formalise articulation arrangements between MDHS, WACOA and CWT	<ul style="list-style-type: none"> Map out potential articulation pathways Develop agreement between parties on learning pathways Promote to students and parents 	MDHS WACOA

Investigate partnership opportunities with Meekatharra and Mt magnet high schools in relation to TTC and other collaborative training opportunities	• Incorporate into TTC planning	CWT
	• Discuss TTC submission	MDHS
	• Discuss other options for training	WACO
	• Investigate accommodation options	CWT
	• Would Meekatharra and Mt Magnet use facilities during “downtime” or would their students be incorporated into existing training programs ?	Shire re accommodation Greg
Promote MEA to shires involved in merger	• Shire to include in discussions regarding merger	MEA
	• MEA members to “champion” the initiatives	
Investigate becoming an Incorporated Body	• Investigate benefits	MEA
	• Investigate process and governance requirements	
	• Look at costs associated with being an Incorporated Body	

APPENDIX ONE

Businesses/Employers Training Needs Analysis

Training Need	No. of employers requesting this training	Employer Size Small (less than 10 employees) Large (more than 10 employees)	Comments
Specific tickets/licenses including: <ul style="list-style-type: none"> • Elevated work platform • Safe working at heights • Confined space training • Forklift, skid steer, crane operation • Dogging and rigging • Load restraint • 4WD • Transport of Dangerous Goods • Responsible Service of Alcohol (RSA) • Hazard Analysis Critical Control Point (HACCP) • MARCSTAR 	5	Large and Small	Can current skills be awarded for forklift operation? Issue of young age of some operators (on farms for example)
Occupational Safety and Health programs	3	Large and Small	
Construction Safety Awareness (previously Blue Card)	2	Large	

Traineeships in the following:			
• Certificate II Rural Merchandising	1	Small	
• Horticulture (unsure of which qualification)	1	Small	
• Auto electronics	1	Small	Dependent on expansion
• Hospitality	2	Small	
Apprenticeships in the following:			
• Plumbing	1	Small	1 or more apprentices if expansions goes ahead
Small business training including			
• Agrimaster training (book keeping)	1	Small	
• Marketing	1	Small	
• Office administration	1	Small	
• Making presentations	1	Large	
• Communication skills	1	Small	
	1	Small	
	1	Small	
Front counter skills such as:			
• Personal presentation and hygiene	1	Small	Employer indicated that courses run in Geraldton were costly for staff to attend and the time were not suitable. They could not spare staff for the amount of time they needed to be out of the business
• Communication/dealing with customers			
• Waiting on tables			
• Coffee making			
• How to set a table			

Basic Kitchen Hand course, skills including: <ul style="list-style-type: none"> • Basic food preparation, knife skills, slicing, sautéing • Kitchen hygiene, safe food handling • Cleaning skills • Occupational Safety in a kitchen setting 	1	Small	As above.
Visual Arts	1	-	Requested by CDEP for Women's Group
General Education programs: <ul style="list-style-type: none"> • New Opportunities for Women 			
Computing	1	Large	
Recognition of Prior Learning Opportunities: <ul style="list-style-type: none"> • Cleaning (asset maintenance?) • Business (Office Administration) • Pool attendant • Hospitality 	2	Large	
Certificate III Aged Care	1	Large	Likely to become licensing requirement for Health service
RN Conversion Course	1	Large	
Certificate IV Civil Construction	1	Large	Possibility only

Certificate III or IV Front Line Management	1	Large	
Workplace English Language and Literacy program (WELL)	1	Large	WELL program could be looked at for Shire or a consortium of employers
Certificate III Agriculture	1	Large	
Telecentre training opportunities:			
<ul style="list-style-type: none"> • Information technology (for TC staff) • Business (for TC staff) • MYOB (for community) • Writing/communication skills (for community) • Small business management skills (for community) 			