

# NATIONAL INDUSTRY SKILLS INITIATIVE

## Rural Industry Task Force Final Report

December 2003



An Australian Government Initiative

NATIONAL  
**INDUSTRY**  
SKILLS INITIATIVE

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Rural Skills Australia  
1<sup>st</sup> floor  
14 – 16 Brisbane Avenue  
Barton ACT 2600

Phone 02 6273 2308  
Fax 02 6273 7364  
ABN 13 123 329 220  
<http://www.ruralskills.com.au/>

Report prepared by Rural Skills Australia and the  
National Centre for Vocational Education Research Ltd  
Level 11  
33 King William Street Adelaide SA 5000  
Phone 08 8230 8400  
Fax 08 8212 3436  
ABN 87 007 967 311  
<http://www.ncver.edu.au>

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# Rural Industry Task Force

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Mr Wayne Cornish	Chair, Production Horticulture National Farmers' Federation Vice President
Ms Mary Johnston	Industry Training Branch, DEST
Mr Rob Jacobs	Wool Production
Mr Geoff Lindon	Cotton Production
Mr John Harvey	Viticulturalist
Mr Ralph Leutton	Cotton Production
Mr Craig Bradley	Farm Business Management Branch, DAFF
Mr Tony Audley	Rural Training Council of Australia
Mr Geoff Bloom	Rural Skills Australia
Mr Graham Pulford	Viticulturalist (alternate to Mr John Harvey)

# Foreword

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It is with pleasure that I present to the Minister for Education, Science and Training, the Honourable Dr Brendan Nelson MP, the final report on activities of the Rural Industry Task Force that was established in 2001, as part of the Australian Government's National Industry Skills Initiative (NISI). These activities have involved the further development and implementation of strategies detailed in the Rural Industry Action Plan to ensure continued progress against five key objectives to assist with the resolution of current and emerging skills and labour shortages in rural industries.

Encouragingly despite a 10% decline in the total number of people employed in the agriculture employment division from 438,300 in May 2000 to 391,700 in August 2002, the number of rural and related traineeships and apprenticeships has actually increased significantly, by 35% over the four year period 1999/00 - 2002/03. This increase demonstrates that many rural industry sectors have progressively accepted New Apprenticeship pathways and opportunities as a legitimate and valuable means of ensuring appropriate skill and industry development.

Many sectors have benefited from the rural industry's involvement with the NISI process as Task Force endorsed or initiated activities have clearly resulted in improved rural career information and materials, and increased industry involvement with structured training. In addition it is also believed that the process has encouraged within many industry sectors a broader understanding of skill shortage issues and skill development matters. Despite the progress made in improving resource allocations for skills development activities and fostering required changes to attune the vocational education and training system to the needs of the rural industry, more still needs to be done.

Further activities are planned or underway to build on the successes achieved to date. Priorities include expanding and implementing marketing and skill development strategies to reach a broader client group, with a particular focus on new entrants, existing and older workers, and to help industry recover following one of the worst droughts on record that has resulted in over eighty thousand rural and related job losses over the last two years. The Task Force believes that it is critically important that rural and related New Apprenticeships commencements are closely monitored during this recovery phase and that the Australian Government maintains the pressure on State and Territory governments to increase their funding commitment to the training needs of the rural industry, with particular attention to appropriately resourced New Apprenticeships training delivery. It is important that industry build on previous levels of skills development and training activity as part of the post drought recovery process.

I would like to express my appreciation and acknowledge the contribution of Task Force members to this important work. We applaud the Government's foresight; commitment and funding to assist industry confront the challenges associated with resolving current and emerging skill and labour shortages, and to improve the capacity of the training system to respond to the needs of industry.

The Task Force strongly recommends that the Australian Government in conjunction with the National Farmers' Federation and its industry partners work to build on the successes achieved to date through the National Industry Skills Initiative and ensure that the momentum established over the past three years in progressing rural skills development is maintained into the longer term.

Wayne Cornish  
Vice President National Farmers' Federation  
Chair Rural Industry Task Force

# Glossary of terms

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## **ANTA**

Australian National Training Authority.

## **Certificates I-IV**

A set of qualifications awarded in the vocational education and training sector and recognised under the Australian Qualifications Framework (AQF). The four levels of certificate recognise increasing levels of skill.

## **Cross-sectoral and cross-industry**

Cross-sector refers to issues or themes within rural industries and cross-industry refers to issues or themes across different industries, for example rural, engineering, hospitality, tourism.

## **DAFF**

Australian Government Department of Agriculture, Fisheries and Forestry.

## **DEST**

Australian Government Department of Education, Science and Training.

## **DEWR**

Australian Government Department of Employment and Workplace Relations.

## **FarmBis**

Skilling farmers for the Future (FarmBis) is a partnership between the Commonwealth and State governments and aims to enhance the business and natural resource management skills of Australia's primary producers through providing funding for education and training.

## **Group Training Organisation (GTOs)**

An organisation which employs apprentices and trainees, and places them with one or more host employers who are usually small to medium-sized businesses. The host employers provide on-the-job training and experience, while the Group Training Organisation organises off-the-job training and handles recruitment, rotation and payroll.

## **Labour Hire Companies**

Labour hire companies source and provide short-term casual contract labour to employers on an as needs basis.

## **Multiskilling**

Training workers in a number of skills, enabling them to perform a variety of tasks or functions across traditional boundaries.

## **New Apprenticeships**

An umbrella term for the new national apprenticeship and traineeship arrangements which came into effect on 1 January 1998. The main characteristics of New Apprenticeships include a contract of training between the employer and New Apprentice (apprentice or trainee), public funding and support for employers, choice of training provider, a wider range of occupations and industries, competency-based training using national Training Packages, apprenticeships in schools and a continued role for Group Training Companies.

## **New Apprenticeship Centres (NACs)**

An organisation providing advice and assistance to New Apprentices and employers with training arrangements, training agreements and financial incentives under the New Apprenticeships system.

## **Qualification**

Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skill or competencies.

## **Recognition of Current Competencies (RCC)**

The acknowledgment of competencies currently held by a person, acquired through training, work or life experience. More commonly known as Recognition of Prior Learning.

## **Recognition of Prior Learning (RPL)**

The acknowledgment of a person's skill and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a training course or module.

## **Registered Training Organisations (RTOs)**

Organisations accredited and registered to be involved in training delivery and assessment and the issuing of vocational education and training qualifications from Certificate I –IV, Diplomas and Advanced Diplomas under the Australian Quality Training Framework.

## **Skill**

An ability to perform a particular mental or physical activity which may be developed by training or practice.

## **Skill gaps**

Imply a need for upskilling within the existing enterprises and workforce.

## **Skills passport**

A record of the competencies possessed by a person and recognised through formal assessment. Proposed but not formally implemented in Australia.

## **Skill shortages**

Occur when skilled jobs are hard to fill at reasonable wages and conditions.

## **Stakeholder**

A person or organisation with an interest or concern in something. In VET, the stakeholders include governments, purchasers of training, providers of training, industry, industry training advisory bodies, clients and the community.



### **State/Territory training profile/plan**

A report prepared by State and Territory Training Authorities that outlines the planned or actual provision of publicly funded vocational education and training in a State or Territory. Plans are also sent to ANTA and are used in determining Australian Government funding to States and Territories for vocational education and training.

### **Training brokerage**

An organisation involved with the identification of training needs for industry and employers, and who arrange appropriate training delivery solutions. For example, some regional development boards and labour hire companies currently carry out this function.

### **Training culture**

An environment in which training is seen as important and is closely linked with business strategy, particularly in creating competitive advantage for an enterprise. Opportunities are given to all employees to participate in training to develop their skills and competencies.

### **Training Package**

An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills; developed by industry to meet the training needs of an industry or group of industries. Training Packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials.

### **Upskilling**

Improving skills, e.g. by further training.

### **VET-in-Schools**

A program that allows students to combine vocational studies with their general education curriculum. Students participating in VET-in-Schools continue to work towards their Senior Secondary School Certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification.

### **Vocational Education and Training (VET)**

Post-compulsory education and training, excluding degree and higher level programs delivered by higher education institutions, which provides people with occupational or work-related knowledge and skills.

# Introduction

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1. The Rural Industry Task Force, formed in 2001 under the Australian Government's National Industry Skills Initiative (NISI), was established to oversee the further development and adoption of strategies outlined in the Rural Industry Action Plan developed under the guidance of the Rural Industry Working Group in March 2001. That plan detailed a range of initiatives and activities that would be undertaken in five key areas to combat existing and emerging skill and labour shortages within rural industries that were identified in the report 'Skill Needs for the Rural Industry'. That report was produced for industry by the National Centre for Vocational Education Research (NCVER) following the completion of detailed research and analysis of four major commodity sectors - wool, production horticulture, viticulture, and cotton in early 2001.
2. A Statement of Agreement between the National Farmers' Federation and the Australian Government governed the implementation of the Action Plan through a new Rural Industry Task Force established under the NISI arrangements. A final report on Task Force activities was to be provided to Government as part of that agreement and NCVER again assisted Rural Skills Australia, acting on behalf of the Rural Industry Task Force with the production of this current report.
3. Although the 2000/01 NCVER rural industries research activities had focussed on only four commodity sectors it was generally accepted that the findings in relation to skills and labour shortages and related education and training issues within those sectors would apply universally across most rural industry sectors. Since 2001 the Rural Industry Task Force has expanded the scope of many activities to provide for an industry wide approach, guided the implementation of agreed strategies, monitored progress, and reviewed the Action Plan to address a range of emerging issues.
4. The focus of Task Force actions and initiated activities have been primarily directed towards five key objectives set out in the Action Plan: -
  - Marketing and promotion
  - Developing young people for careers in the rural industry
  - Making New Apprenticeships work for industry
  - Attuning the VET system to the training needs of industry
  - Addressing skill gaps and shortages.
5. Many of the strategies identified in the Action Plan have been fully or partly implemented during 2001-03. This report identifies the major achievements against those five key objectives and includes comparisons of rural industry training outcomes and new apprenticeship commencements over a three year period from 1999 to 2002.
6. Overall, many sectors have benefited from industry's involvement with the NISI process as the Action Plan has achieved many of its stated objectives and encouraged within industry sectors a broader understanding of skill shortage issues and skill development matters.
7. The adoption and implementation of agreed strategies within the Action Plan has clearly resulted in improved rural career information, more efficient resource allocations for skills development activities, and helped to foster essential changes required to attune the vocational education and training system to the needs of industry.

8. However the Task Force readily acknowledges that there is more to do. Further activities are planned or underway to build on the successes achieved to date. Priorities include expanding and implementing marketing and skill development strategies to reach a broader client group, with a particular focus on new entrants, existing and older workers.
9. The Task Force believes that it is important that rural and related New Apprenticeships commencements are closely monitored during the recovery phase after the drought and that the Australian Government maintains the pressure on State and Territory governments to increase their funding commitment to the training needs of industry, with particular attention to appropriately resourced New Apprenticeship training delivery.
10. The Task Force strongly recommends that the NFF and its industry partners work to build on the successes achieved to date and ensure that the momentum in progressing rural skills and training matters developed over the past three years is maintained into the longer term.
11. A copy of the Rural Industry Action Plan, as at December 2003 is included at Appendix 1.

# Industry context

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Prior to identifying achievements of the Rural Industry Task Force and an analysis of successful strategies from the Rural Industry Action Plan it is necessary to highlight significant changes that have occurred within a number of occupational groups within the rural industry's labour force over the last few years.

Clearly changes to these occupational groups have been driven by a wide range of factors. Structural industry reform and deregulation, improved technology, increased mechanisation and automation, productivity improvements, new and emerging industry sectors, changing world markets, reduced herd and flock sizes, poor harvests and significantly the worst and most widespread drought Australia has experienced have all contributed to changing the profile of Australia's rural workforce.

At the end of 2003 there are some promising signs that the drought in some areas may be starting to break which may provide a significant boost for rural employment opportunities. Hopefully this will flow onto rural and related New Apprenticeship commencements over the next twelve to eighteen months.

## Employment in agriculture

According to the Australian Bureau of Statistics Labour Force Survey August 2002, the total number of people employed in the agriculture employment division declined by over 10% since 2000, from 438,300 in May 2000 to 391,700 in August 2002 (refer Table 1 on the following page). Some noticeable changes within occupational groups include:

- The number of people employed in horticulture and fruit growing declined by 18%. Despite the overall decline, the number of employees in the vegetable growing, grape growing, apple and pear growing and stone fruit growing industries has increased, in particular in the occupations of farmers, farm overseers, hand packers and farm hands.
- The number of people employed in the grain, sheep and beef cattle sector declined by 16% between 2000 and 2002 from around 210,500 to 176,500. The number of farmers in the sector declined by 15%, from around 149,000 to 125,000.
- The number of people employed in 'other crop growing' industries increased by 14% over the two years. The number of people employed in cotton growing almost doubled over the period from 2,175 to 4,288.
- The number of people employed in the industry sectors of cotton ginning, shearing services and 'other services to agriculture' has declined by 30% and in nearly all occupational groups. The number of people working in 'shearing services' for instance declined by over half, from 7,302 employees in 2000 to 3,443 in 2002.
- The number of environmental and agricultural science professionals has increased across a number of industry groups including sheep farming (increased 161% from 30 to 78 persons), beef cattle farming (increased 249% from 36 to 126 persons); and cotton growing (increased 164% from 30 to 79 persons).

Despite the 10% overall reduction in people employed in agriculture the actual number of rural and related traineeships and apprenticeships has increased significantly, by 35% over the four year period 1999/00 - 2002/03 (Refer Table 5 on page 21).

**Table 1: Estimated agriculture division employment, by industry of employment and key occupations in skill order, 2002**

Industry	Farmers	Environ & Ag Science Profs	Farm Overseers	Shearers	Nursery-persons	Other Mobile Plant Ops	Forestry & Logging Workers	Hand Packers	Farm Hands	Nursery & Garden Labourers	Other Ag & Horticultural Labourers	Ag & Horticultural Labourers, nfd	Other (a)	Total
0110 Horticulture & Fruit Growing, undefined	2422	40	17	-	43	57	15	182	1672	70	17	8	1200	5742
0111 Plant Nurseries	750	113	9	-	3091	54	62	37	347	4705	43	23	4195	13427
0112 Cut Flower & Flower Seed Growing	1900	7	13	-	175	17	-	23	525	413	83	7	760	3922
0113 Vegetable Growing	9548	68	77	4	26	510	-	698	4587	140	31	7	2804	18499
0114 Grape Growing	7650	36	134	-	28	333	4	30	7868	50	45	27	2303	18507
0115 Apple & Pear Growing	1363	4	18	-	-	38	8	285	1100	17	4	5	483	3324
0116 Stone Fruit Growing	1067	-	6	-	4	14	-	24	496	8	4	-	200	1823
0117 Kiwi Fruit Growing	31	-	-	-	-	-	-	-	38	-	-	-	4	72
0119 Fruit Growing, nec	7349	31	108	-	28	335	11	1190	5783	91	26	15	2210	17177
0120 Grain, Sheep & Beef Cattle Farming, undefined	1859	-	12	21	-	21	-	-	230	-	9	-	255	2408
0121 Grain Growing	15528	81	68	57	-	454	5	64	1691	-	57	5	3343	21351
0122 Grain-Sheep & Grain-Beef Cattle Farming	37559	44	128	809	-	384	12	17	4325	5	123	7	3759	47170
0123 Sheep-Beef Cattle Farming	14925	19	193	224	4	90	7	62	2605	7	185	4	3128	21451
0124 Sheep Farming	17085	78	114	2827	4	89	6	96	3186	7	130	4	4675	28300
0125 Beef Cattle Farming	38469	126	428	21	4	262	23	135	6977	14	568	33	8778	55837
0160 Other Crop Growing, undefined	17	4	-	-	-	4	-	-	6	-	-	-	18	47
0161 Sugar Cane Growing	7390	33	19	-	4	1611	13	25	1261	7	12	4	1296	11673
0162 Cotton Growing	1659	79	82	-	-	478	-	5	809	-	6	4	1123	4244
0169 Crop & Plant Growing, nec	1888	20	41	4	4	92	5	86	1965	17	7	-	952	5080
0210 Services to Agriculture, undefined	12	88	-	4	-	19	-	6	30	4	-	-	443	604
0211 Cotton Ginning	0	-	-	-	-	7	-	-	12	-	-	-	387	406
0212 Shearing Services	54	-	4	2026	-	5	-	-	815	-	4	-	535	3443
0213 Aerial Agricultural Services	4	12	-	-	-	32	-	-	7	-	-	-	602	656
0219 Services to Agriculture, nec	911	573	26	40	43	1130	63	72	1566	172	108	31	10858	15592
All Other Agriculture	38113	2322	257	38	118	1364	2296	473	10925	375	1248	59	33356	90945
<b>Total Agriculture, Forestry &amp; Fishing</b>	<b>207551</b>	<b>3775</b>	<b>1751</b>	<b>6074</b>	<b>3574</b>	<b>7399</b>	<b>2528</b>	<b>3508</b>	<b>58823</b>	<b>6101</b>	<b>2708</b>	<b>242</b>	<b>87665</b>	<b>391700</b>

Source: ABS, Labour Force Survey August 2002, weighted according to 2001 Census (a) Includes all other occupations, inadequately described & not stated. (b) According to ASCO. With the limitations of the weighting technique, the small numbers in some occupational cells may not be realistic (c) Cells in this table have been randomly adjusted to avoid the release of confidential data

## Farm performance indicators 1998 - 2002

Farm performance and socio-economic indicators of Australian broadacre industries for the four-years between 1998–99 to 2001–02, produced by the Australian Bureau of Agricultural and Resource Economics (ABARE) are included below at Table 2 and 3. The indicators provide information on the profitability of broadacre farming and labour inputs over the period leading up to and during the implementation of the Action Plan.

**Table 2: Financial performance indicators of Australian broadacre industries, average farm values**

Indicator	1998–99		1999–00		2000–01		2001–02	
	Estimate	RSE %	Estimate	RSE %	Estimate	RSE %	Estimate	RSE %
Farm business profit (\$)	-10738	24	-8578	33	10002	35	37801	11
Profit at full equity (\$)	8266	32	9671	29	29532	12	58161	7
Profit at full equity incl capital appreciation (\$)	25624	16	33893	15	125503	6	135574	5
Total non farm income (\$) (3)	20994	7	22770	9	24390	8	25504	8
Imputed labour cost (\$)	42382	2	40842	2	40691	2	39707	2
Population	67874	n/a	71468	n/a	70197	n/a	68451	n/a
Sample Contributing	1431	n/a	1414	n/a	1229	n/a	1095	n/a

Source: ABARE website agsurf data

**Table 3: Socio-economic indicators of Australian broadacre industries, average farm values**

Indicator	1998–99		1999–00		2000–01		2001–02	
	Estimate	RSE %	Estimate	RSE %	Estimate	RSE %	Estimate	RSE %
Hours worked on farm - total (hrs per wk)	95	2	92	2	95	2	94	2
Hours worked on farm by spouse (hrs per wk)	17	4	17	5	19	4	19	4
Hours worked on farm by owner manager (hrs per wk)	47	2	47	2	47	2	46	2
Off-farm work for owner manager (hrs per wk)	0	n/a	0	n/a	0	n/a	0	n/a
Off-farm work for spouse (hrs per wk)	7	10	8	10	8	9	9	9
Total labour used (weeks)	101	2	98	2	102	2	101	2
Population	67874	n/a	71468	n/a	70197	n/a	68451	n/a
Sample Contributing	1431	n/a	1414	n/a	1229	n/a	1095	n/a

Source: ABARE website agsurf data

The key trends in farm performance for broadacre farms in the 1998 - 2002 period include:

- Farm business profit for broadacre farms across all states increased substantially, from \$10,738 to \$37,801 across Australia.
- The largest increase in farm profitability occurred over the 2000/01 and 2001/02 financial year periods.
- Despite this increase, the hours per week worked on the farm has remained stable over most states.
- In addition, the imputed annual labour cost has declined over Australia from \$42,382 in 1998–99 to \$39,707 in 2001–02.
- Total off-farm income earned increased across Australia, especially in Western Australia and Victoria where it has increased from \$18,428 in 1998–99 to \$27,126 in 1999–00 and to \$33,448 in 2000–01. During 2001–02 there was a decline in off-farm income earned for these States.

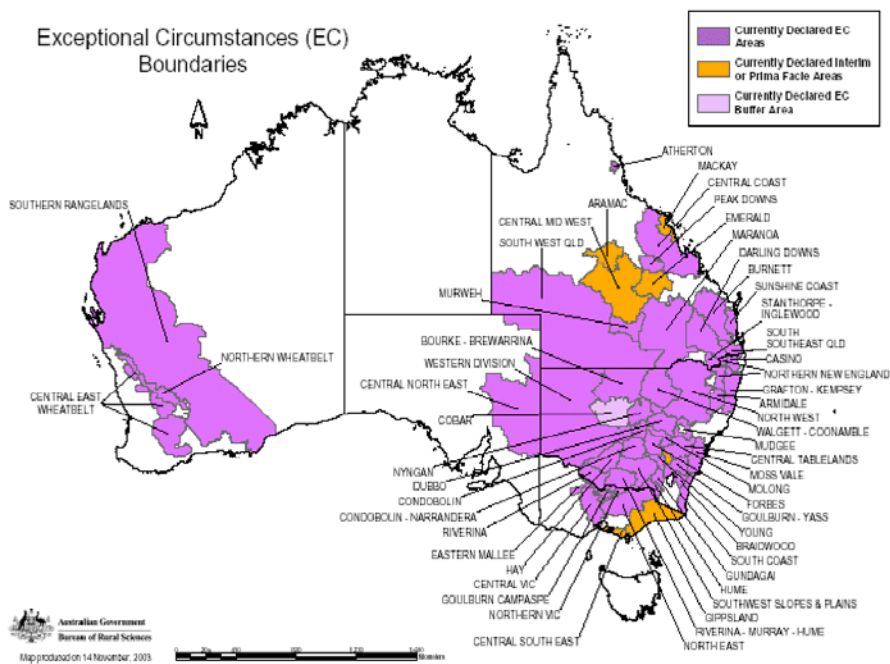
## Farming conditions 2002 - 2003

Many farmers across Australia have faced a severe downturn in returns from farming and profitability as a result of the drought in 2002 and 2003. ABARE have assessed that 2002–03 returns for broadacre agriculture will be down substantially from previous years. They reported that dry weather over much of the grain belt resulted in a severe cut to Australia’s winter grains production in 2002–03. Production of the four major winter grains of wheat, barley, canola and lupins is estimated to have been 13.8 million tonnes in 2002–03, down 60% from the previous year. In addition the drought has seriously impacted on incomes and returns of livestock producers.

The severity and widespread nature of the drought that has gripped most parts of Australia’s productive agricultural regions over the last eighteen months is clearly indicated by the number of areas across Australia that have since fully satisfied the eligibility criteria to be declared as Exceptional Circumstance (EC) Drought Declared areas. The criteria specify that for an area to be assessed as EC that: - it must be facing a rare and severe event that has resulted in a severe downturn in farm income over a prolonged period; the event is affecting a significant number of farmers in a region or industry; and the event was not predictable or part of a process of structural adjustment.

**Table 4 Exceptional Circumstances (EC) -Declared and prima facie EC areas as at 14/11/03**

Source Drought Assistance Section DAFF website



The continuing drought and uncertain prospects in many sectors will undoubtedly continue to impact on the ability of many primary producers to fund training in the short to medium term and to employ New Apprentices. It is hoped that the Australian Government’s special Exceptional Circumstance New Apprenticeships business incentives of \$3,300 that is available to eligible employers with valid EC certificates who engage Certificate II Rural New Apprentices will continue to encourage primary producers to engage New Apprentices despite these uncertain times.

The significant increases in rural and related New Apprenticeships achieved before the drought (see Table 5 on page 21) clearly demonstrate that many sectors of industry were starting to accept New Apprenticeship pathways and opportunities as a legitimate/valuable means of ensuring appropriate skill and industry development. It is important that industry continues to build on previous levels of skills development and training activity as part of the post drought recovery phase.

# Specific outcomes from the Rural Industry Action Plan

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The Task Force reports a number of significant achievements as a direct result of Action Plan initiatives. Specific outcomes in this section are considered against objectives in five key areas of the Action Plan:

- Marketing and promotion
- Developing young people for careers in the rural industry
- Making New Apprenticeships work for industry
- Attuning the VET system to the training needs of rural industry
- Addressing skill gaps and shortages.

In addition, the Task Force welcomes the increased level of industry awareness of the need to address skills needs and training issues in a coordinated way across industry. It is also encouraging to note the positive trends emerging in training activity across rural industry sectors (see Update on Rural Industry Training Activity Section on page 28).

The Rural Action Plan identified a number of specific strategies, proposed outcomes and determinants for success. Other achievements not specifically mentioned in this section are included in the updated Rural Industry Action Plan at Appendix 1.

## Key Area 1 - Marketing and Promotion

Marketing and Promotion – leading to enhanced awareness among rural communities of career and training opportunities, and a bridging of the gap between unrecognised and recognised training programs.

### ONtrack – Real Skills Rural Future

Undoubtedly the most successful of all Rural Task Force initiated activities was, with financial assistance from the Department of Education, Science and Training, the development and production of a suite of modern and attractive materials promoting rural careers. The ONtrack products included an interactive careers CD-Rom – ONtrack:Real skills rural future, a website [www.ruralskills.com.au/ontrack](http://www.ruralskills.com.au/ontrack) and related promotional material. The CD-Rom highlighted the diversity of career and employment opportunities in rural and related industries and included fifteen video case studies of people working in different sectors in Agriculture, Horticulture, Conservation and Land Management and Animal Care.

When first developed in May 2002 over 7,000 ONtrack packages and CD-Roms were distributed across Australia to high schools, Centrelink offices, libraries, farm organisations, New Apprenticeships Centres, registered training organisations and government departments. Over 5,000 copies were delivered via a major mail out and over 2,000 were sent to specific organisations. A further 800 were distributed over the next twelve months to individuals on request.

The positive impact and value of the original ONtrack CD-Rom confirmed by industry representatives, industry associations, careers advisers, school principals, and students encouraged Westpac Regional Banking and a number of industry associations (Australian Pork Ltd, Meat and Livestock Australia, Nursery and Garden Industry Australia, the Grains Research and Development Corporation and Rural Skills Australia) to provide funding to update the CD and include five additional video case studies. The ONtrack Update CD-Rom was officially launched by the Hon Dr Brendan Nelson, Minister for Education, Science and Training in Albury/Wodonga on 20 May 2003.

In excess of 3800 copies of the updated CD-Rom have been distributed around Australia. This included a targeted distribution to approximately 2,000 school career advisers utilising the Good Guides Career Advisers newsletter.

Feedback on the content and quality of both CD-Roms from industry representatives, industry associations, school, individual careers advisers has been above expectations. It is anticipated that ONtrack should for a number of years



provide a valuable foundation tool for rural industries to actively promote careers, pathways and employment opportunities.

Continuing promotion of the ONtrack package will take place through farm organisations, websites, the Rural Skills Australia network and schools.

The Task Force believes it is crucial that the rural industry further develop and implement strategies to inform careers advisers, parents and students of rural career opportunities and build on the success to date of the ONtrack materials.

## **Media Highlights**

The initial launch of the ONtrack promotional products at the NFF Annual Conference in Carnarvon in May 2002 and Minister Nelson's launch of the updated CD-Rom in Albury/Wodonga on 20 May 2003 generated the most media interest in Task Force activities. Both events provided excellent opportunities to promote rural and related careers opportunities within the wider community and encouraged follow-up editorial comment on New Apprenticeships and career opportunities in articles and advertisements in the Rural Press, Farmer Association journals and newsletters.

In the past two years the careers work of the Task Force has provided opportunities to publicly raise awareness about rural industry training opportunities and developments. This public exposure has been beneficial and the Task Force recommends that industry continue to promote its varied career pathways and encourage further workforce participation in rural industry training.

## **National Marketing Strategy**

Another significant outcome of the Action Plan was the development of a national marketing strategy to raise the awareness among rural communities of rural and related career, training and employment opportunities. The marketing strategy, developed by Rural Skills Australia in conjunction with the Rural Training Council of Australia and the Rural Industry Task Force, seeks to achieve, for the first time:- the coordination of a range of activities involving the development and distribution of information, products and materials to targeted client groups; and the involvement of the NFF and its member bodies, the Rural Press, various government departments and agencies and other stakeholders, as appropriate.

The strategy:

- identifies a primary objective for four key client groups: -
  - . the schools sector including careers advisers, VET Coordinators and students
  - . members of the NFF, Commodity Councils and affiliated and associated bodies
  - . primary producers, existing rural workforce and wider rural community
  - . training system stakeholders including State/Territory Education Departments, New Apprenticeships Centres, Registered Training Organisations and Group Training organisations
- outlines short term activities, proposed products and possible future activities, subject to continued government and industry support

- identifies the roles of various players and stakeholders where appropriate.

The continued success of a nationally coordinated marketing and awareness raising approach will ultimately be determined by the willingness of stakeholders to increase their involvement with and commitment to these types of activities and initiatives in the future.

The Task Force recommends that industry consider the value and means of pursuing the identified mid to longer term marketing and awareness raising activities. It may be appropriate in the future to focus on particular sectors, regions or a cross sectoral approach.

For information a copy of the Marketing Strategy is included at Appendix 2.

## **Related Promotional Materials**

To complement specific Task Force initiated marketing and promotional activities, Rural Skills Australia using financial assistance provided by various Department of Education, Science and Training programs has:

- completely upgraded the RSA website and maintained an 1800 freecall facility for inquiries from employers, schools, parents, potential New Apprentices, New Apprenticeships Centres and Registered Training Organisations;
- produced new promotional tri-fold brochures the Rural Production, Amenity Horticulture, Conservation and Land Management and School-based New Apprenticeships for use by New Apprenticeships Centres (NACs) and Registered Training Organisations;
- organised new static display panels promoting an extensive range of New Apprenticeships for use at Field days, Agricultural shows, Career Expos;
- developed and distributed a New Apprenticeships Centre resource kit on rural and related New Apprenticeships;
- amended employer guides on New Apprenticeships for NFF members to include information on changes to Training Packages, Australian Government New Apprenticeships Business Incentives and National Training Wage Rates.

In addition, the Rural Training Council of Australia, with ANTA funding, reviewed and updated the Training Packages and implementation guides are being progressively developed by each State/Territory Training Authority or Department of Education and Training.

The Task Force believes that it is time to concentrate endeavours on developing strategic alliances to promote the delivery of product and expand the level of engagement with the rural community. The Task Force recommends that industry approach the Research and Development Corporations to ascertain their interest in providing an extension capacity to unlock and apply the outcomes of scientific research and development like the State Departments of Agriculture had in the past.

## **Key Area 2 - Developing young people for careers in the rural industry**

Developing young people for careers in the rural industry – by increasing industry-school linkages that support more effective pathways to skills; and a focus on enhanced career information and advice, especially in respect of New Apprenticeship opportunities

### **Active State Farmer Associations Involvement**

In recent years the National Farmers' Federation working in conjunction with the former Australian Student Traineeship Foundation (ASTF) identified a number of deficiencies in rural industry school to work transition arrangements.

With Task Force encouragement and assistance the NFF and a number of State Farmer Associations are now playing a greater role in addressing these deficiencies. During 2002 funding provided by the Enterprise and Career Education Foundation (ECEP) allowed for continued national coordination of these efforts by Rural Skills Australia, and the employment of four project officers by or on behalf of State Farmer Associations in Western Australia, Tasmania, Victoria and South Australia.

These project officers are working to improve the perception of rural careers in schools and expand rural industry involvement with school to work transition arrangements including Structured Workplace Learning (SWL) - involving unpaid practical work experience and training for Year 11 and 12 students, and School-based New Apprenticeships (SBNAs).

In late 2003 industry welcomed advice from DEST of continued funding support until December 2004 for the existing project officers, and confirmation of new funding for a State Farmer Association based project officer in Queensland and New South Wales during the 2004 calendar year.

The Task Force believes that rural industry school to work arrangements should be further improved and expanded over the medium term and that current promotional activity for rural SBNA and Structured Workplace Learning opportunities needs to be maintained.

### **School Based New Apprenticeships**

In the past two years, the Australian Government's continued support of School-based New Apprenticeships (SBNA) has provided rural industry with additional opportunities to attract and encourage young people into rural careers and employment opportunities.

Golden Circle Ltd's "Kid Start Farms" initiative that has operated successfully as a SBNA promotion over the last four years confirms an increasing level of industry involvement and growing interest in School-based New Apprenticeship arrangements.

Overall some encouraging trends have emerged concerning: - the availability of the SBNA pathways within jurisdictions, and rural industry's involvement with SBNA. A notable achievement was the successful delivery by distance education in Queensland of the first rural School based New Apprenticeships (SBNA) in late 2002.

The Task Force notes however that systemic impediments to SBNA still exist in some jurisdictions, particularly Tasmania and the Northern Territory. It is hoped that the increased Australian Government SBNA employer incentives and the relaxation of prior qualifications exclusions in respect of qualifications obtained while at school (see section on Changes to Australian Government Incentives for New Apprenticeships on page 21) will contribute in time to greater rural industry participation in SBNA pathways.

### **Golden Circle Ltd "Kid Start Farms" Program**

Kid Start Farms, a Golden Circle Ltd initiative supported by Rural Skills Australia, was launched in February 2000 and has operated as a very effective School-based New Apprenticeship promotion for the last four years.

Each year the program has provided 50 Golden Circle sponsorships to employers of rural and related School-based New Apprentices. This program is extensively promoted across Australia by a high quality community service television advertisement.

Rural Skills Australia's DEST funded network of Education and Training Advisers have played a critical role in circulating the Golden Circle promotional material to employers, schools and students in all jurisdictions, except the Northern Territory and Tasmania, as well as playing a role in verifying New Apprenticeship arrangements and registrations with relevant state agencies for all applications received. Although not a Task Force initiative under the Action Plan the program plays an important role in the Task Force endorsed marketing strategy and has done much to raise the profile of rural careers and School-based New Apprenticeships nationally.

## **Key Area 3 - Making New Apprenticeships work for industry**

Making New Apprenticeships work for industry – by enhancing and promoting cross-industry New Apprenticeships; strengthening the role of Group Training Organisations; and continued marketing of opportunities in rural and regional Australia

## **Rural Operations Cross Industry New Apprenticeships**

In 2001 Rural Industry Working Group had strongly recommended that options for introducing a cross industry New Apprenticeship pathway be explored. It had been expected that such a pathway would provide opportunities to combine competencies from various training packages and facilitate year round employment options for seasonal workers working across a variety of industry sectors.

In 2001 DEST contracted Group Training Australia Ltd (GTA) to pilot the introduction of new cross industry Rural Operations New Apprenticeships at the Certificate II and III level in four jurisdictions – New South Wales, Queensland, South Australia and Tasmania. Sixteen Group Training Organisations were assigned a collective target of 170 New Apprenticeship placements.

The rural operations models aims to benefit employers by helping to alleviate skill shortages in rural communities and benefit employees by transforming seasonal jobs into year round career positions that result in nationally accredited qualifications.

Initially the new qualifications of Certificate II and Certificate III in Rural Operations were endorsed by ANTA as part of the Horticulture Training Package and allowed for the combination of competency units from various Training Packages within a New Apprenticeship training plan providing a minimum of 50% of units were drawn from either the Agriculture or Horticulture Training Packages.

The Rural Training Council of Australia played a role in promoting the new Certificates through the development of a Rural Operations Implementation Guide that was included on its website.

Since ANTA's endorsement of the new Rural Production and Amenity Horticulture Training Packages in March 2003 these qualifications are now included in the Rural Production Training Package.

Despite protracted delays in finalising arrangements with State Education and Training Departments to facilitate delivery within jurisdictions, approximately 120 New Apprentices have commenced training under the Rural Operations pathways in New South Wales, South Australia, Victoria and Western Australia (See Table 14 on page 34 under the Horticulture Training Package). It is expected that arrangements to facilitate these new pathways in Queensland will be finalised when the new Rural Production Training Package replaces the current Agriculture Training Package from early 2004.

Whilst the overall New Apprenticeship target for the project may not be met, some individual group training organisations greatly exceeded expectations, suggesting that the model may be beneficial for particular training combinations or particular regions.

Other industry sectors that involve seasonal work have expressed interest in adopting the Rural Operations model to meet their needs.

While it is hoped that the piloting process will demonstrate the benefits of flexible New Apprenticeships arrangements that provide cross industry training options, more needs to be done to provide pathways that facilitate year round employment options for seasonal workers working across a variety of industry sectors.

Given the importance of this project to industry, the Task Force strongly recommends that industry and Group Training Australia together review the outcomes and issues arising from the piloting process and the establishment of these qualifications.

Also given these new qualifications that allow for the integration of units from various training packages are in place, the Rural Task Force also believes more needs to be done to address the roles that the new qualifications could play in assisting targeted employers and employees. Outstanding issues also need to be further addressed concerning the training and skill development needs of seasonal workers who may work across a variety of industry sectors or industries.

## **Rural and Related New Apprenticeship Commencements**

The comparison of rural and related New Apprenticeship commencements (included in Table 5 below) clearly demonstrates that industry has become more aware of the value and validity of New Apprenticeship pathways as viable recruitment and skills development options.

Despite the impact of one of the worst and most widespread droughts in Australia agricultural New Apprenticeship commencements have held up particularly well – commencements were down 5.7% in 2002/03 compared with the previous financial year, following significant increases in the previous two years.

Significantly many sectors with limited, if any, involvement with New Apprenticeships in the past are increasingly recognising and valuing the benefits and flexibilities of Training Packages and the evolving national training system. For details on rural and related New Apprentices (includes trainees and apprentices) in training by State/Territory as at 30 June 2003 by Agriculture, Horticulture and Veterinary Nursing Training Package qualifications refer to Table 14 in the Update on Training Activity Section.

Table 5: Rural and Related New Apprenticeships Financial Year Commencements

Qualification Level	Total 02/03	Total 01/02	Total 00/01	Total 99/00
<b>Agriculture Certificate II</b>	1211	1280	1168	1027
<b>Agriculture Certificate III</b>	831	881	886	914
<b>Agriculture Certificate IV</b>	71	79	119	88
<b>Horticulture Certificate II</b>	2238	2135	1860	1446
<b>Horticulture Certificate III</b>	2214	2565	2018	1496
<b>Horticulture Certificate IV</b>	40	141	106	50
<b>Animal Studies Certificate II</b>	129	146	141	55
<b>Animal Studies Certificate III</b>	114	93	111	49
<b>Veterinary Nurse Certificate IV</b>	115	69	33	20
<b>TOTAL</b>	<b>6963</b>	<b>7389</b>	<b>6442</b>	<b>5145</b>
	<b>(-5.8%)</b>	<b>+14.7%</b>	<b>+25.2%</b>	

Source Rural Skills Australia's Financial Year Recorded New Apprenticeship Commencements compiled from raw commencement data provided by State and Territory Education and Training Departments, except for South Australia's (Source NCVET published statistics)

## Changes to Australian Government Incentives for New Apprenticeships

In 2001, the Rural Industry Working Group identified as an impediment to overcoming skill shortages and skill gaps in rural industries the inability of employers to access Australian Government incentives to train workers who had previously attained a qualification. The Working Group recommended that access to employer incentives for New Apprentices holding an Australian Qualifications Framework certificate level III or higher should be reviewed and modified.

DEST's 2002 Review of the New Apprenticeships Incentives Programme provided such an opportunity and this matter was highlighted in a detailed National Farmers' Federation submission to the review. As a result of the review, the eligibility criteria for access to the incentives in respect to New Apprentices with a prior qualification were relaxed. For commencements from 1 July 2003

- any VET qualification that is more than seven years old will not disqualify an employer from receiving incentives provided that the New Apprenticeship being undertaken is in a different training package from the package in which the same or a similar qualification is now listed.
- employers may attract the full range of incentives for New Apprentices who obtained their VET qualification while still attending school, as long as the New Apprenticeship being undertaken is in a different or higher level qualification.

Other 1 July 2003 changes from the review that support rural and regional New Apprentices are

- the extension of the Living Away from Home Allowance (LAFHA) for New Apprentices from one to two years and extension of disabled support to all New Apprenticeships
- changes to the payment point of the Rural and Regional Skills Shortage Incentive. Payment of this incentive was simplified to enable payment at the commencement of an eligible Certificate III or IV New Apprenticeship. This change was brought forward to 1 January 2003, as part of the Australian Government's drought assistance measures.

The implementation of these changes has improved rural employer access to incentives available for participation in New Apprenticeships.

## **Group Training Initiatives**

The Australian Government has a number of initiatives to encourage New Apprenticeship take up in rural and remote areas, including by group training organisations.

The Joint Group Training Program provides around \$20 million annually in joint Australian Government - State/Territory funding to encourage New Apprenticeship take up by group training organisations. From 1 July 2003, each State/Territory will fund targeted outcomes from within one or more of the four nationally agreed priority areas: skills needs; disadvantaged groups; rural and remote communities; and local community needs (e.g. developing new, sustainable employment markets in communities under pressure particularly in rural and regional Australia).

The Australian Government's Group Training New Apprenticeships Targeted Initiatives Programme (TIP) provides funding to support New Apprenticeship markets for group training organisations in critical, challenging and under-serviced areas.

To date this programme has supported the development of new rural operations qualifications and attracted new entrants to and skilling in a range of rural industry activities including olive growing and rural diversification in regional South Australia; IT for rural and regional Queensland; rural school based in Queensland; school based horticulture in Western Australia; and mushroom farming in New South Wales.

Around two-thirds of TIP projects funded include New Apprenticeship outcomes in rural and regional Australia. For 2002/03, \$500,000 was also provided for Group Training Australia's national marketing campaign for group training to enable coverage of rural and remote locations.

The Australian Government's New Apprenticeship Business Incentives regime includes a \$1,100 Special Rural and Regional commencement payment for employers of a Certificate III or IV New Apprentice in an occupation or trade identified as a skill shortage in a non-metropolitan area and a \$3,300 additional incentive for employers of eligible Certificate II New Apprentices who are employed by an employer who has a current Exceptional Circumstances Drought Declared Area certificate issued by the appropriate State/Territory Rural Assistance Authority.

The Task Force believes that it would be useful for the rural industry to learn about the Joint Group Training program outcomes that relate to employment markets and needs in rural Australia and contribute to analysis of further areas of need in rural industry sectors, particularly as the drought breaks.

## **Key Area 4 - Attuning the VET system to the training needs of rural industry**

Attuning the VET system to the training needs of the industry – through the linking of FarmBis and other private sector training initiatives to Training Package competencies; providing opportunities for seasonal jobs to become year round career jobs; increased adoption of skills recognition procedures

### **Improving the skills of farmers**

The Rural Action Plan identified a need to improve the skills of farmers in farm business planning processes and in recruiting and inducting workers, including New Apprentices. Task Force members played a critical role in overseeing the development of two information kits with funding assistance provided by the Australian Government through the Department of Agriculture Fisheries and Forestry and the Department of Education, Science and Training as well as the Rural Industries Research and Development Corporation (RIRDC).

These information kits – “Good Times/Hard Times” and “Farm Recruitment” were designed to provide practical assistance and advice to farmers through an informative magazine that included case studies and an interactive CD-Rom that provides ready access to useful material and advice to guide recruitment and farm business planning processes.

The kits provide a range of options that many farmers may not have considered including new approaches to decision making and recruitment processes within farm businesses. There is also access to this information via the Rural Skills Australia website.

The National Farmers’ Federation launched these kits in July 2003 and since then 9,500 copies of both kits have been distributed to farmers and farm advisers through NFF member organisations and affiliated bodies, Commodity Councils as well as Rural Skills Australia’s network of DEST funded Education and Training Advisers.

Given the increasing age profile of farmers it is considered essential that new staff, regardless of age, are attracted and trained to work across a range of industry sectors.

The Task Force therefore believes that the kits warrant further and continued promotion and use as a training tool through industry associations and the rural media, and also that the kits could be used as a model for guiding the development of other training and development resources for farmers.

### **Linking of FarmBis and other private sector training initiatives to Training Packages**

The Rural Action Plan also encouraged improved linkages between FarmBis and other private sector training initiatives and units within Training Packages.

Several activities occurred to start to ensure that other training activities are aligned to recognised Training Package qualifications and units:

- amendment of FarmBis funding guidelines to promote closer linkages between FarmBis supported training programs and Training Package competency units (if available) and to use Training Package certificate levels to determine eligibility of a percentage of programs for funding;
- linking to Training Packages of the TOPACTIVE broad-acre cropping training program in South Australia, as developed by Primary Industry Resources, South Australia;
- development of an industry based Herd Improvement Program aligned to Training Packages by the Cattle Council, with funding provided by the Meat and Livestock Corporation.

The Task Force recommends that processes used to develop courses and training programs for producers include a requirement to link to Training Packages, if available, and that industry should promote the benefits

of such an approach with particular emphasis on the various bodies that may fund training course and program development.

## **Recognition of prior learning**

Addressing skill gaps and the need to up skill existing workers in rural industries was identified by the Rural Industry Working Group as a major issue requiring action. The Rural Action Plan subsequently recognised as an important step to encourage farmers and their employees to undertake further training is access to user friendly and affordable Recognition of Prior Learning (RPL) processes that recognise their existing skills and identify training needs.

Some notable achievements in respect of rural industry involvement in RPL processes have occurred in the past few years eg some 400 Queensland farmers from various sectors using FarmBis funding to receive Diplomas in Agriculture, and over 100 dairy farmers in Victoria receiving Diplomas and Advanced Diplomas through a United Dairyfarmers of Victoria's professional development process that involved the collection of evidence, RPL processes against units in the Agriculture Training Package and follow up gap training.

However, overall progress towards establishing improved access to appropriate RPL processes across rural sectors has been slow and much more needs to be done.

Information about utilising RPL processes as a pathway to qualifications was also specifically included in the Good Times/Hard Times information kit. Case studies on industry leaders across all sectors participating in RPL processes were developed and promoted by the Rural Training Council of Australia over the last three years.

Rural industry and State Farmer Associations representatives agree that more needs to be done to encourage RPL use across industry, so that skills are better identified for legislative, quality assurance and other purposes. They recently endorsed a project proposal from Rural Skills Australia to develop and trial a rural industry skills passport. The passport would look to record the skills of new and existing workers and it is expected that RPL would be an important component of this process.

The Task Force recognises that any future activity in this area should be undertaken in accordance with other developments occurring at the national level. However, there may be other aspects of RPL that can be investigated, addressed and promoted by industry and other interested stakeholders. It is suggested that industry note developments as they occur in a pilot project being conducted by the University of Queensland, Gatton Campus and Lockyer Valley Alliance, that involves the trialling of Farm Ready Card, Skills Passport and assessment processes within a number of sectors operating within the Lockyer Valley, Queensland.

NCVER information on subjects completed by RPL processes (included in Table 6 on the following page) suggests that regardless of location - capital city, metro or rural and remote - the percentage of subjects completed by RPL remains small. This clearly indicates the desirability of new approaches to promoting and facilitating RPL processes, especially to those who may not wish to seek a full qualification.



**Table 6: Recognition of prior learning for subjects completed by region and Training Package, 2002**

	Capital cities		Metro		Rural & Remote	
	RPL	Total	RPL	Total	RPL	Total
Cotton Production						
RUA30398 - Certificate III in Agriculture (Cotton Production)	0	0	0	0	2	775
Sheep and Wool						
RUA21398 - Certificate II in Agriculture (Sheep and Wool)	0	1	0	10	0	440
RUA31398 - Certificate III in Agriculture (Sheep and Wool)	0	0	0	0	0	90
RUA41398 - Certificate IV in Agriculture (Sheep and Wool)	0	105	0	4	74	660
RUA51398 - Diploma of Agriculture (Sheep and Wool)	0	0	0	9	3	321
Wool Harvesting						
RUA21498 - Certificate II in Agriculture (Wool Handling)	0	301	0	20	7	3685
RUA22498 - Certificate II in Agriculture (Shearing)	2	398	0	32	7	3717
RUA31498 - Certificate III in Agriculture (Clip Preparation)	12	83	0	10	328	2221
RUA41498 - Certificate IV in Agriculture (Wool Classing)	1	901	0	89	93	11036
Production Horticulture						
RUA21698 - Certificate II in Agriculture (Production Horticulture)	0	121	0	0	27	620
RUH10898 - Certificate I in Horticulture (Production)	1	544	0	0	0	0
RUH20898 - Certificate II in Horticulture (Production)	7	1592	0	1	36	4104
RUH30898 - Certificate III in Horticulture (Production)	54	1449	0	50	49	2896
RUH40898 - Certificate IV in Horticulture (Production)	0	50	0	1	12	504
RUH50898 - Diploma of Horticulture (Production)	49	463	1	25	87	700

Source: NCVET 2002, Modules Completed by RPL, excludes VET-in-schools data submitted by States and Territories

## **Key Area 5 - Addressing skill gaps and shortages**

Addressing skill gaps and shortages - through improved career models and skills pathways; the delivery of increased up-skilling opportunities; development of training programs and strategies to address skill needs and gaps identified by the industry.

### **Harvest trail**

The Rural Industry Working Group highlighted difficulties in attracting skilled workers and meeting seasonal labour shortages as a real issue for the industry.

In July 2003 the Department of Employment and Workplace Relations (DEWR) let contracts for the delivery of Harvest Trail specific employment services and to establish a National Harvest Labour Information Service. The information service aims to complement the activities of the Government's existing Job Network and significantly expand its capacity to provide enhanced employment and related services to primary producers around Australia, by providing:

- . improved marketing and promotion of available employment options;
- . a national database of all Harvest Labour vacancies;
- . a comprehensive and expanded Harvest Trail guide;
- . detailed information on wages, available accommodation etc;
- . a more coordinated and sophisticated approach, supported by a freecall telephone service and interactive website facility; and
- . a network of experienced field staff to provide on-going support and assistance to growers and producers during their busy harvest periods.

As the harvest season has only recently started across Australia it is too early to determine the impact of the new information service on perennial difficulties in meeting fluctuating seasonal harvest labour requirements. However DEWR will be considering grower and jobseeker satisfaction with the service over the three year contract period and will welcome feedback on the service from industry and other stakeholders.

Industry requires any information service to provide accurate and up to date regional and local harvest information and advice, including the impact of storms, frosts and other events, late or early starting/finishing dates, etc. The Task Force recommends that the National Farmers' Federation closely monitor the effectiveness of the Information Service from an industry perspective and provide feedback to DEWR on this and other initiatives designed to improve the capacity of the Job Network arrangements to meet the needs of growers and primary producers around Australia.

The Task Force, while welcoming the DEWR initiative to provide both harvest trail specific employment services and the supporting information service, notes that these new arrangements in themselves will not provide required improvements to training and skill development arrangements for the seasonal labour force and that further options to tackle these matters need to be developed and implemented.

The Farm Recruitment information kit produced in 2003 (see Key Area 4 on page 23) includes specific information and advice on a range of matters related to seasonal worker employment, induction and training. The Task Force recommends that industry and individual growers continue to raise the awareness of this kit as a valuable tool to assist with the adoption and development of new and improved recruitment, induction and training processes for seasonal, part-time and full-time workers.

### **Engaging New Apprenticeships Centres (NACs), Registered Training Organisations (RTOs) and Group Training Organisations (GTOs)**

Rural Skills Australia has developed and distributed a marketing and information kit to assist New Apprenticeships Centres increase their understanding of rural and related New Apprenticeships, and promote their services to the rural sector. This was done using DEST funding provided from its Industry Training

Strategy Programme. The kit was distributed to all NAC head offices in Australia. In addition a number of best practice case studies highlighting successful approaches adopted by NACs, RTOs and GTO to engage with rural industry sectors have been included on the Rural Skills Australia website.

Active and continued engagement with NACs, RTOs and GTOs particularly in the post drought recovery period will remain a top priority for both Rural Skills Australia and the Rural Training Council of Australia.

The Task Force recognises the continuing need for this awareness raising given the turnover of staff in NACs, RTOs and GTOs and the need to update all recipients on the new Training Packages. This is particularly important given the range of new qualifications and competency units contained in the rural packages. It may be necessary to consider the needs of particular rural sectors on a regional basis.

## **Training Packages reviewed and new and more flexible training programs developed**

To date, the Rural Action Plan has played a significant role in targeting specific areas of need to be addressed through the Training Package review process. Over the last two years this has involved the redevelopment and upgrading of the Agriculture and Horticulture Training Packages by the Rural Training Council of Australia and its industry partners. The new Rural Production and Amenity Horticulture Training Packages were endorsed by ANTA in April 2003. The upgrading of these packages addressed a number of needs detailed in the original Rural Industry Working Group's recommendations:

- The inclusion of quality assurance units and an expanded range of rural business management units including middle-level viticulture units in the revised Rural Production Training Package.
- A complete set of new Wool Harvesting qualifications were developed as part of the Rural Production Training Package, with the input of AWEX, AWU, Australian Wool Classers Association, Shearing Contractors Association, providers in NSW and Victoria as well as the Pastoralists and Graziers Association of Western Australia and the Western Australian Farmers' Federation.
- Australian Wool Innovation Ltd is continuing to explore options for piloting the implementation of improved shearer and shedhand training arrangements linked to the new Wool Harvesting qualifications and units of competency.
- The inclusion of a Certificate II in Agriculture specialising in Cotton Production.

In addition, the new Rural Production Training Package also includes the new Rural Operations qualifications at Certificate I, II and III.

It is generally expected that most of identified deficiencies of the original Agriculture Training Package will be remedied with the progressive implementation of the new Rural Production Training Package across States and Territories over the next twelve months.

It should be noted that additional competency units and qualifications may ultimately need to be incorporated into the Rural Production Training Package if it is to meet the specific requirements of a number of sectors outside the scope of the current package. These may include emerging and new sectors such as nutrient management, organic farming, bio-security, feedlots, research trials, alpacas and specialist production horticulture (mushrooms and olives).

Through the Rural Training Council of Australia, industry has contributed to the Australian National Training Authority's High Level Review of Training Packages.

While recognising the benefit of generic competencies in the rural and related packages, it is important to assist industry through the development of customised support materials for industry sector training.

The Task Force believes that both industry and the training system generally would benefit greatly from improved and streamlined endorsement processes for new Training Packages, and the ability to update or amend existing packages in a timely way.

# Update on rural industry training activity

## Vocational education and training activity

Vocational skills in rural industries can be acquired in the vocational education and training sector through VET courses offered by registered training organisations or through a contracted training arrangement between an apprentice or trainee and an employer where both off-the-job and on-the-job training is undertaken.

There have been large increases in course enrolments in vocational education and training courses available under Agriculture and Horticulture Training Packages between 1999 and 2002. There were four times as many course enrolments in Agriculture and Horticulture Training Packages qualifications in 2002 compared to 1999. Course enrolments in Agriculture Training Package qualifications increased from 7,084 in 1999 to 28,515 in 2002. Course enrolments in Horticulture Training Package qualifications increased from 7,767 in 1999 to 32,765 in 2002. This increase in training activity occurred despite the decline in employment in agriculture, forestry and fishing industries and the poor seasonal conditions experienced during 2002.

**Table 7: Number of VET course enrolments by Agriculture and Horticulture Training Package and sectors examined in original NCVET research, 1999 and 2002**

VET course enrolments, 1999 *	Diplomas	AQF Cert IV	AQF Cert III	AQF Cert II	AQF Cert I	Total
<b>Agriculture Training Package</b>	306	2565	740	3087	386	7084
Sheep & Wool	82	34	13	15	0	144
Wool Harvesting	0	393	30	200	0	623
Cotton	0	0	6	0	0	6
<b>Horticulture Training Package</b>	368	775	2633	2598	1393	7767
Production Horticulture	52	2	140	390	0	584
<b>Total</b>	<b>674</b>	<b>3340</b>	<b>3373</b>	<b>5685</b>	<b>1779</b>	<b>14851</b>
<b>VET course enrolments, 2002 *</b>						
<b>Agriculture Training Package</b>	2290	7811	7798	9512	1104	28515
Sheep & Wool	32	286	31	66	0	415
Wool Harvesting	0	2547	295	1464	0	4306
Cotton	0	0	105	0	0	105
<b>Horticulture Training Package</b>	1968	2817	13176	12351	2453	32765
Production Horticulture	210	191	825	1090	63	2379
<b>Total</b>	<b>4258</b>	<b>10628</b>	<b>20974</b>	<b>21863</b>	<b>3557</b>	<b>61280</b>

Source: NCVET 2002, Course Enrolments, In Publication. \* VET Activity in this Table excludes school data submitted by States and Territories

**Table 8: VET Course Enrolments by selected sector and qualification level, 1999, 2002**

Training Package Qualification	Total 1999	Total 2002
<b>Cotton Production</b>		
RUA30398 - Certificate III in Agriculture (Cotton Production)	6	105
<b>Sheep and Wool</b>		
RUA21398 - Certificate II in Agriculture (Sheep and Wool)	15	66
RUA31398 - Certificate III in Agriculture (Sheep and Wool)	13	31
RUA41398 - Certificate IV in Agriculture (Sheep and Wool)	34	286
RUA51398 - Diploma of Agriculture (Sheep and Wool)	82	32
sub-total	144	415
<b>Wool Harvesting</b>		
RUA21498 - Certificate II in Agriculture (Wool Handling)	82	692
RUA22498 - Certificate II in Agriculture (Shearing)	118	772
RUA31498 - Certificate III in Agriculture (Clip Preparation)	30	295
RUA41498 - Certificate IV in Agriculture (Wool Classing)	393	2547
sub-total	623	4306
<b>Production Horticulture</b>		
RUA21698 - Certificate II in Agriculture (Production Horticulture)	6	47
RUH10898 - Certificate I in Horticulture (Production)	1	63
RUH20898 - Certificate II in Horticulture (Production)	383	1043
RUH30898 - Certificate III in Horticulture (Production)	140	825
RUH40898 - Certificate IV in Horticulture (Production)	2	191
RUH50898 - Diploma of Horticulture (Production)	52	210
sub-total	584	2379
<b>Total</b>	<b>1357</b>	<b>7205</b>

Source: NCVET, VET provider collection data collection, 1999, 2000. \* VET Activity in this table excludes school data submitted by States and Territories

Some courses relating to the four sectors examined during the initial NCVET research with notable enrolments increases between 1999 and 2002 include:

Certificate III in Agriculture (Cotton): 6 to 105

Certificate IV in Agriculture (Sheep and Wool): 34 to 286

Certificate IV in Agriculture (Wool Classing): 393 to 2547 (mainly in WA, NSW)

Certificate II and IV in Horticulture (Production): 383 to 1,043 and 2 to 191 respectively.

## Group Training Organisations operating in Rural and Remote Areas

Between 1999 and 2002 there was a minimal increase in activity by Group Training Organisations (GTOs) operating in rural and remote areas. The number of new apprentices employed by GTOs increased from 12,340 to 12,985 in rural areas and the number declined from 2,855 to 2,415 in remote areas (see table below).

A number of initiatives to support Group Training New Apprenticeship activity are being introduced by the Australian Government from 2002-03 onwards (see Key Area 3 on page 22). These are expected to increase New Apprenticeship take-up in rural and regional areas over the medium to long term.

**Table 9: Group training activity in rural and remote areas.**

Occupation	31 December 1999			31 December 2002		
	Rural	Remote	Total	Rural	Remote	Total
Managers and Administrators	150	121	271	92	88	180
Professionals	112	30	142	161	43	204
Associate Professionals	290	57	347	378	67	445
Tradespersons and Related Workers	7,462	1,510	8,972	7,470	1,326	8,796
Tradespersons and Related Workers - nfd	0	0	0	4	0	4
Mechanical and Fabrication Engineering Tradespersons	1,345	453	1,798	1,130	294	1,424
Automotive Tradespersons	1,136	265	1,401	1,305	352	1,657
Electrical and Electronics Tradespersons	1,062	282	1,344	1,147	268	1,415
Construction Tradespersons	2,256	265	2,521	2,291	227	2,518
Food Tradespersons	1,070	121	1,191	926	107	1,033
Skilled Agricultural and Horticultural Workers	277	73	350	294	37	331
Skilled Agricultural Workers	81	27	108	106	21	127
Horticultural Tradespersons	196	45	241	188	16	204
Other Tradespersons and Related Workers	315	51	366	374	41	415
Advanced Clerical and Service Workers	17	19	36	223	0	223
Intermediate Clerical, Sales and Service Workers	2,467	511	2,978	2,495	554	3,049
Intermediate Production and Transport Workers	227	48	275	358	35	393
Elementary Clerical, Sales and Service Workers	552	31	583	437	115	552
Labourers and Related Workers	1,063	283	1,346	1,370	432	1,802
All occupations	12,340	2,855	15,195	12,985	2,415	15,400

Source: NCVET contract of training data collection, collection 35

## Subject Outcomes for Agriculture & Horticulture Training Packages 2002

Overall, as indicated in the table below the pass rates for Agriculture and Horticulture Training Packages qualifications in 2002 are high. These results are particularly encouraging given the poor completion rates in agriculture-related courses identified in the Rural Industry Working Group report. However, there are some low subject completion rates, in particular for Certificate II in Agriculture (Wool Handling, and Shearing) (44.5 and 49.0, respectively).

**Table 10: VET Subject outcomes for selected Agriculture and Horticulture Training Package Qualifications, 2002**

	Pass	Failed	With-drawn	Recognised prior learning	Credit transfer	Continuing enrolment	Satisfactorily completed	Not completed	Outcome	Pass Rate
Certificate III in Agriculture (Cotton Production)	616	4	5	2	37	111	0	0	775	<b>98.6</b>
Certificate II in Agriculture (Sheep and Wool)	296	109	36	0	0	10	0	0	451	<b>67.1</b>
Certificate III in Agriculture (Sheep and Wool)	63	26	0	0	0	0	1	0	90	<b>70.8</b>
Certificate IV in Agriculture (Sheep and Wool)	569	18	0	74	0	1	116	0	778	<b>97.3</b>
Diploma of Agriculture (Sheep and Wool)	144	49	0	3	0	134	0	0	330	<b>75.0</b>
Certificate II in Agriculture (Wool Handling)	1751	2176	20	7	42	15	9	0	4020	<b>44.5</b>
Certificate II in Agriculture (Shearing)	1975	2020	48	9	72	58	3	0	4185	<b>49.0</b>
Certificate III in Agriculture (Clip Preparation)	1777	44	15	340	110	27	0	1	2314	<b>97.3</b>
Certificate IV in Agriculture (Wool Classing)	10032	372	874	94	306	300	20	99	12097	<b>89.0</b>
Certificate II in Agriculture (Prod. Horticulture)	589	0	94	27	0	1	30	0	741	<b>86.8</b>
Certificate I in Horticulture (Production)	459	73	11	1	0	0	0	0	544	<b>84.6</b>
Certificate II in Horticulture (Production)	4438	438	145	43	28	454	176	3	5725	<b>88.5</b>
Certificate III in Horticulture (Production)	3519	423	176	103	159	268	22	6	4676	<b>85.8</b>
Certificate IV in Horticulture (Production)	341	85	34	12	28	48	2	6	556	<b>74.8</b>
Diploma of Horticulture (Production)	568	73	66	137	2	334	0	8	1188	<b>83.5</b>

Source: NCVET, VET provider collection data collection, 1999, 2000.

## Rural and related VET in School Enrolments

Table 11: VET in schools course enrolments by Training Package and qualification level, 2002

Course Enrolments	Certificate	Certificate	Certificate	Certificate	Total
	IV	III	II	I	
<i>Agriculture</i>					
Certificate I in Agriculture				2054	2054
RUA10298- Certificate I in Agriculture (Beef Cattle production)				404	404
RUA10798 - Certificate I in Agriculture (Dairy)				18	18
RUA11098 - Certificate I in Agriculture (Poultry production)				1	1
RUA11398 - Certificate I in Agriculture (Sheep & wool)				380	380
RUA20198 - Certificate II in Agriculture			2003		2003
RUA20298 - Certificate II in Agriculture (Beef Cattle production)			441		441
RUA20498 - Certificate II in Agriculture (Dairy)			3		3
RUA20698 - Certificate II in Agriculture (Grain production)			6		6
RUA20798 - Certificate II in Agriculture (Horse breeding)			2		2
RUA20898 - Certificate II in Agriculture (Milk harvesting)			1		1
RUA21398 - Certificate II in Agriculture (Sheep & wool)			340		340
RUA21698 - Certificate II in Agriculture (Production horticulture)			1		1
RUA22498 - Certificate II in Agriculture (Shearing)			12		12
RUA30198 - Certificate III in Agriculture		8			8
RUA41498 - Certificate IV in Agriculture (Wool classing)	23				23
Sub-total Agriculture	23	8	2809	2857	5697
<i>Horticulture</i>					
RUH10198 - Certificate I in Horticulture				521	521
RUH20198 - Certificate II in Horticulture			786		786
RUH20498 - Certificate II in Horticulture (Landscape)			6		6
RUH20598 - Certificate II in Horticulture (Nursery)			19		19
RUH20698 - Certificate II in Horticulture (Parks & gardens)			4		4
RUH30198 - Certificate III in Horticulture		14			14
Sub-total Horticulture	0	14	815	521	1350
Total Horticulture and Agriculture	23	22	3624	3378	7047



## New Apprenticeships

Information on apprentices and trainees is reported by occupational group and by Training Package qualification. For comparison purposes with labour market data it is more useful to discuss activity by occupational group. Training Package delivery is provided to demonstrate uptake within specific rural qualifications.

The number of apprentices and trainees in training in agriculture and horticulture related occupations has increased by 16% from 1999–2002, from 7009 at 31 December 1999 to 8107 at 31 December 2002.

**Table 12: Numbers in contracts of training, for agriculture (a) and general horticulture (b) related occupations by State and Territory, at 31 December 1999, 2002**

Numbers in contracts of training, 1999	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	State/Territory
<b>Agriculture</b>									
13 Farmers & Farm Managers	87	700	323	5	476	82	-	-	1673
4611 Farm Overseers	232	-	5	-	-	-	7	-	244
4612 Shearers	-	-	-	-	-	-	-	-	-
9921 Farm Hands	280	101	271	40	87	58	66	0	903
9929 Other Agricultural & Horticultural Labourers	-	108	1	4	-	74	-	5	192
Subtotal	599	909	600	49	563	214	73	5	3012
<b>Horticulture</b>									
462 Horticultural Tradespersons	1353	1311	266	272	457	61	10	95	3825
4984 Florists	-	154	-	16	-	2	-	-	172
Subtotal	1353	1465	266	288	457	63	10	95	3997
Total	1952	2 374	866	337	1020	277	83	100	7009
<b>Numbers in contracts of training, 2002</b>									
<b>Agriculture</b>									
13 Farmers & Farm Managers	-	-	323	34	2	110	9	-	479
4611 Farm Overseers	265	638	62	69	204	48	2	-	1289
4612 Shearers	-	-	-	-	-	-	-	-	-
9921 Farm Hands	381	372	159	86	155	75	1	-	1229
9929 Other Agricultural & Horticultural Labourers	-	-	1	15	-	2	-	-	18
Subtotal	646	1010	545	204	361	235	12	-	3015
<b>Horticulture</b>									
462 Horticultural Tradespersons	1648	1901	394	161	535	9	23	118	4790
4984 Florists	83	129	42	21	24	3	-	-	302
Subtotal	1731	2030	436	182	559	12	23	118	5092
Total	2377	3040	981	386	920	247	35	118	8107

Source: Rural Industry Working Group report, Source: Collection 35 (March 2003 Data) Filter: Oct - Dec 2002, Contracts in training. (a) Within the land-animal husbandry field, farmers and farm managers, (including mixed crop and livestock farmers, livestock farmers, crop farmers, aquaculture farmers), farm overseers, shearers, farm hands, and other agricultural and horticultural labourers, as per ASCO. (b) Horticultural tradespersons, (including nurserypersons and gardeners), florists, as per ASCO.

Nationally, the numbers in training in agriculture related occupations has remained unchanged over the three years, despite poor returns to farming resulting from the impact of the drought in 2002. There have been variations across States and Territories, with numbers in training increasing in NSW, Victoria and Tasmania, but declines in numbers in training in all other States and Territories.

Nationally, the numbers in training in horticultural tradesperson occupations increased from 3825 at 31 December 1999 to 4790 at 31 December 2002. Increases in the numbers in training were reported in all states and territories with the exception of Western Australia and Tasmania.

According to NCVET data the number of commencements in agricultural and horticultural occupations increased by 20% between 1999 and 2002, from 5310 in 1999 to 6363 in 2002. This compares with a 32% increase in the number of apprentice and trainee commencements in all occupations. The increase in commencements needs to be considered in the context of a 10% decline in people employed in agricultural, forestry and fishing industries between 2000–2002.

Notably, the number of commencements of apprentices and trainees in crop and livestock farmer occupations and agricultural and horticultural occupations declined between 1999–2002, reflecting the poor seasonal conditions faced by many sectors in 2002.

**Table 13: Commencements of apprentices and trainees in Rural Occupations, 1999–2002**

Occupation	1999	2000	2001	2002
1311 Mixed Crop and Livestock Farmers	74	25	14	13
1312 Livestock Farmers	432	281	303	358
1313 Crop Farmers	85	23	21	16
2114 Environmental and Agricultural Science Professionals	221	176	184	182
4611 Farm Overseers	706	723	918	932
4612 Shearers	-	-	-	-
4621 Nursery persons	282	295	357	299
7119 Other Mobile Plant Operators	31	57	66	104
9221 Hand Packers	-	-	-	-
9921 Farm Hands	1371	1185	1252	1395
9922 Nursery and Garden Labourers	1819	2108	2488	2689
9929 Other Agricultural and Horticultural Labourers	142	121	35	28
Total Agriculture and Horticulture (including other occupational groups)	5310	5141	5937	6363
ASCO	198445	210156	228014	263771

Source: NCVET contracts of training data collection, collection number 35

The proportion of the agricultural and horticultural workforce employed as an apprentice or trainee remains considerably lower than the national average for the workforce as a whole. The total number of apprentices in training as a proportion of the number employed in an occupation in agricultural and horticulture occupations has fallen from 1.24% in 1999 to 1.12% in 2002. In February 1999, 2.7% of the employed population was an apprentice or trainee. This proportion had increased to 4% in August 2002.

**Table 14: Apprentice and Trainee In training as at 30 June 2003 by Training Package Qualifications, State/Territory**

		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Australia
RUA20198	Certificate II in Agriculture	170	170	130	90	40	50	0	0	650
RUA20298	Certificate II in Agriculture (Beef Cattle Production)	(a)	(a)	180	20	0	0	20	0	220
RUA20498	Certificate II in Agriculture (Dairy)	30	70	20	(a)	10	0	0	0	130
RUA20598	Certificate II in Agriculture (Goat Production)	0	0	(a)	0	0	0	0	0	(a)
RUA20698	Certificate II in Agriculture (Grain Production)	0	0	(a)	0	0	0	0	0	(a)
RUA20798	Certificate II in Agriculture (Horse Breeding)	(a)	(a)	10	(a)	0	0	0	0	20
RUA20998	Certificate II in Agriculture (Pig Production)	10	(a)	20	0	0	0	0	0	30
RUA21098	Certificate II in Agriculture (Poultry Production)	0	(a)	(a)	0	0	0	0	0	(a)
RUA21298	Certificate II in Agriculture (Rural Merchandising)	(a)	(a)	(a)	(a)	(a)	(a)	0	0	30
RUA21398	Certificate II in Agriculture (Sheep and Wool)	(a)	(a)	(a)	(a)	(a)	0	0	0	20
RUA21498	Certificate II in Agriculture (Wool Handling)	(a)	0	(a)	0	0	0	0	0	20
RUA21598	Certificate II in Agriculture (Sugar Cane Production)	0	0	(a)	0	0	0	0	0	(a)
RUA21698	Certificate II in Agriculture (Production Horticulture)	(a)	0	0	0	0	0	0	0	(a)
RUA22498	Certificate II in Agriculture (Shearing)	(a)	0	10	0	0	0	0	0	20
RUA22598	Certificate II in Agriculture (Cane Cultivation)	0	0	(a)	0	0	0	0	0	(a)
<b>Sub Total</b>		<b>250</b>	<b>260</b>	<b>390</b>	<b>120</b>	<b>60</b>	<b>50</b>	<b>20</b>	<b>0</b>	<b>1,160</b>
RUA30198	Certificate III in Agriculture	100	190	50	190	50	40	0	0	610
RUA30298	Certificate III in Agriculture (Beef Cattle Production)	(a)	(a)	60	(a)	(a)	0	10	0	100
RUA30398	Certificate III in Agriculture (Cotton Production)	30	0	(a)	0	0	0	0	0	40
RUA30498	Certificate III in Agriculture (Dairy)	30	190	(a)	0	(a)	(a)	0	0	230
RUA30698	Certificate III in Agriculture (Grain Production)	0	(a)	0	(a)	(a)	0	0	0	(a)
RUA30798	Certificate III in Agriculture (Horse Breeding)	0	10	(a)	(a)	0	0	0	0	20
RUA30998	Certificate III in Agriculture (Pig Production)	20	(a)	10	10	10	0	0	0	60
RUA31098	Certificate III in Agriculture (Poultry Production)	(a)	50	(a)	0	0	0	0	0	60
RUA31298	Certificate III in Agriculture (Rural Merchandising)	10	40	(a)	(a)	(a)	(a)	0	0	70
RUA31398	Certificate III in Agriculture (Sheep and Wool)	0	(a)	0	(a)	(a)	0	0	0	20
RUA31498	Certificate III in Agriculture (Clip Preparation)	(a)	0	(a)	0	0	0	0	0	10
RUA31598	Certificate III in Agriculture (Sugar Cane Production)	0	0	(a)	0	0	0	0	0	(a)
RUA31698	Certificate III in Agriculture (Production Horticulture)	(a)	0	0	0	0	0	0	0	(a)
<b>Sub Total</b>		<b>210</b>	<b>520</b>	<b>150</b>	<b>230</b>	<b>70</b>	<b>50</b>	<b>10</b>	<b>0</b>	<b>1,230</b>

		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Australia
RUA40198	Certificate IV in Agriculture	(a)	30	(a)	(a)	0	0	0	0	50
RUA40298	Certificate IV in Agriculture (Beef Cattle Production)	(a)	(a)	(a)	0	0	0	0	0	(a)
RUA40398	Certificate IV in Agriculture (Cotton Production)	(a)	0	0	0	0	0	0	0	(a)
RUA40498	Certificate IV in Agriculture (Dairy)	20	70	0	0	0	0	0	0	90
RUA40998	Certificate IV in Agriculture (Pig Production)	0	(a)	0	0	0	0	0	0	(a)
RUA41198	Certificate IV in Agriculture (RBM)	0	(a)	(a)	0	0	0	0	0	(a)
RUA41498	Certificate IV in Agriculture (Wool Classing)	(a)	0	0	0	0	0	0	0	(a)
<b>Sub Total</b>		<b>30</b>	<b>120</b>	<b>(a)</b>	<b>(a)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>160</b>
RUA50198	Diploma of Agriculture	0	0	0	(a)	0	0	0	0	(a)
<b>Sub Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>(a)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(a)</b>
RUA61198	Advanced Diploma of Agriculture (RBM)	0	0	0	(a)	0	0	0	0	(a)
<b>Sub Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>(a)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(a)</b>
RUH10198	Certificate I in Horticulture	0	0	0	0	0	(a)	(a)	0	(a)
<b>Sub Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(a)</b>	<b>(a)</b>	<b>0</b>	<b>(a)</b>
RUH20198	Certificate II in Horticulture	150	90	410	90	0	80	20	(a)	850
RUH20298	Certificate II in Horticulture (Arboriculture)	70	(a)	(a)	(a)	(a)	0	0	(a)	90
RUH20398	Certificate II in Horticulture (Floriculture)	0	(a)	(a)	0	0	0	0	0	10
RUH20498	Certificate II in Horticulture (Landscape)	60	30	40	(a)	20	0	0	(a)	150
RUH20598	Certificate II in Horticulture (Nursery)	30	40	50	(a)	10	0	0	0	140
RUH20698	Certificate II in Horticulture (Parks and Gardens)	20	20	150	(a)	50	0	0	0	250
RUH20798	Certificate II in Horticulture (Turf Management)	10	30	40	(a)	(a)	0	0	(a)	110
RUH20898	Certificate II in Horticulture (Production)	280	110	10	30	20	0	0	0	460
RUH20901	Certificate II in Rural Operations	30	10	0	(a)	(a)	(a)	0	0	60
<b>Sub Total</b>		<b>650</b>	<b>340</b>	<b>720</b>	<b>160</b>	<b>120</b>	<b>90</b>	<b>20</b>	<b>20</b>	<b>2,120</b>
RUH30198	Certificate III in Horticulture	150	190	200	260	0	200	(a)	(a)	1,010
RUH30298	Certificate III in Horticulture (Arboriculture)	50	90	(a)	60	(a)	0	0	0	200
RUH30398	Certificate III in Horticulture (Floriculture)	0	20	(a)	(a)	0	(a)	0	0	30
RUH30498	Certificate III in Horticulture (Landscape)	310	490	70	20	60	(a)	0	20	970
RUH30598	Certificate III in Horticulture (Nursery)	100	240	80	(a)	40	(a)	(a)	10	480
RUH30698	Certificate III in Horticulture (Parks and Gardens)	290	350	190	10	60	0	(a)	30	930
RUH30798	Certificate III in Horticulture (Turf Management)	420	200	70	30	100	0	(a)	50	870
RUH30898	Certificate III in Horticulture (Production)	40	160	(a)	40	30	0	(a)	0	280
RUH30901	Certificate III in Rural Operations	20	(a)	0	(a)	(a)	0	0	0	30
<b>Sub Total</b>		<b>1,370</b>	<b>1,740</b>	<b>610</b>	<b>430</b>	<b>300</b>	<b>200</b>	<b>20</b>	<b>120</b>	<b>4,800</b>

		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Australia
RUH40198	Certificate IV in Horticulture	(a)	40	(a)	10	0	0	0	0	60
RUH40298	Certificate IV in Horticulture (Arboriculture)	10	(a)	0	(a)	0	0	0	0	20
RUH40398	Certificate IV in Horticulture (Floriculture)	0	(a)	0	0	0	0	0	0	(a)
RUH40498	Certificate IV in Horticulture (Landscape)	0	(a)	(a)	0	0	0	0	0	(a)
RUH40598	Certificate IV in Horticulture (Nursery)	0	(a)	10	(a)	0	0	0	0	20
RUH40698	Certificate IV in Horticulture (Parks and Gardens)	0	20	30	(a)	0	0	0	0	50
RUH40798	Certificate IV in Horticulture (Turf Management)	0	(a)	(a)	0	0	0	0	0	(a)
RUH40898	Certificate IV in Horticulture (Production)	(a)	(a)	(a)	0	0	0	0	0	(a)
<b>Sub Total</b>		<b>20</b>	<b>90</b>	<b>50</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>180</b>
RUH50198	Diploma of Horticulture	0	0	0	(a)	0	0	0	0	(a)
RUH50598	Diploma of Horticulture (Nursery)	0	0	0	(a)	0	0	0	0	(a)
<b>Sub Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>(a)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(a)</b>
RUH60798	Advanced Diploma of Horticulture (Turf Management)	0	0	0	(a)	0	0	0	0	(a)
<b>Sub Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>(a)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(a)</b>
RUV20198	Certificate II in Animal Studies	30	20	70	(a)	0	(a)	(a)	0	150
<b>Sub Total</b>		<b>30</b>	<b>20</b>	<b>70</b>	<b>(a)</b>	<b>0</b>	<b>(a)</b>	<b>(a)</b>	<b>0</b>	<b>150</b>
RUV30198	Certificate III in Animal Studies	20	40	70	40	0	20	(a)	(a)	200
<b>Sub Total</b>		<b>20</b>	<b>40</b>	<b>70</b>	<b>40</b>	<b>0</b>	<b>20</b>	<b>(a)</b>	<b>(a)</b>	<b>200</b>
RUV40198	Certificate IV in Veterinary Nursing	(a)	70	30	0	50	0	0	(a)	160
RUV40298	Certificate IV in Veterinary Nursing (Surgical)	0	0	0	0	0	(a)	0	0	(a)
RUV40398	Certificate IV in Veterinary Nursing (Dental)	0	0	0	0	0	(a)	0	0	(a)
RUV40498	Certificate IV in Veterinary Nursing (Critical Care and Emergency)	0	0	0	0	0	(a)	0	0	(a)
<b>Sub Total</b>		<b>(a)</b>	<b>70</b>	<b>30</b>	<b>0</b>	<b>50</b>	<b>10</b>	<b>0</b>	<b>(a)</b>	<b>170</b>
Other Training Package		100,290	118,530	58,900	26,730	17,370	12,410	2,120	4,680	341,020
Non Training Package		11,960	14,640	7,030	3,590	5,800	1,170	230	380	44,790
<b>Total</b>		<b>114,840</b>	<b>136,370</b>	<b>68,030</b>	<b>31,340</b>	<b>23,770</b>	<b>14,000</b>	<b>2,430</b>	<b>5,190</b>	<b>395,990</b>

Source: NCVET contract of training data collection; collection 36; Due to confidentiality reasons (a) represents figures 1 to 9 inclusive; Due to rounding some figures may not sum to total

# Appendix 1 – Rural Action Plan

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# Appendix 2 – Marketing Strategy

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