Final report

PGS State Coordinator – Victoria

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Abstract

Profitable Grazing Systems (PGS) aims to address the low level of adoption of research outcomes which deliver best practice management for red meat producers.

PGS is a group-based delivery program, funded by MLA, which aims to drive improved business performance outcomes for participating red meat producers with measurable impacts. The program seeks to take a whole-of-farm business approach to improve business performance and key profit drivers. It enables industry best practice and new research findings to be customised to local environments and farming systems. PGS is a skills-based extension program which aims to teach producers the skills required to increase the adoption of best practice management. PGS incorporates a mentoring and a measure to manage approach to further support adoption, which is what seeks to set the program apart previous extension programs.

Coordination of the delivery of Profitable Grazing Systems commenced in Victoria in 2018. Program delivery started strongly in Victoria when other states were struggling to gain traction. This success was based on tapping into Victoria's strong producer and service networks and focusing on delivery of am SLP that was developed prior to PGS and approved in the early stages of the PGS program – Lifting Lamb Survival - that was delivered by highly respected and well-known deliverers.

However, Covid 19 caused significant disruption to delivery within Victoria during 2019, 2020 and 2021, due to significant periods of household and business lockdowns and restrictions, which did not allow face to face delivery to occur. PGS delivery in Victoria was also challenged by limited SLP options (due to delays in the development, approval of SLPs), delays in accreditation of deliverers and lack of interest by deliverers.

Fifteen supported learning packages (SLP's) have been delivered to 133 participants and 5 SLP's have been contracted to commence delivery in June/July 2022:

Executive summary

Background

This project aims to address the issue of low adoption rates of known best practice management. Many extension programs have relied on increasing knowledge to translate into adoption of new technologies and management practices. PGS has been designed using the successful components of other models which include small groups in a safe learning environment, skills-based learning with hands-on practice and repetition. PGS incorporates a measure to manage approach where possible and backs the group based learning up with mentoring or coaching to support the adoption.

PGS was designed as a commercial model targeting red meat producers who pay to participate at a commercial rate with MLA contributing to the evaluation costs of delivery. The original model also relied on private industry developing the SLPs and workshops, however due to limited uptake from private industry, for a variety of reasons, MLA has developed off the shelf products in recent years to make available for delivery by accredited deliverers.

Objectives

The overarching objective of the PGS program is to encourage and support red meat producers to improve their management skills, to increase profit.

Methodology

- Engage a network of deliverers with coaching skills to develop and deliver supported learning packages.
- Train new deliverers to deliver “skills based” learning
- Develop off the shelf packages and train delivers for each package
- Deliver feeder activities
- Recruit producers for SLP delivery

Table 1. Results/ Key findings

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Target	Ach	Target	Ach	Target	Ach	Target	Ach	Target	Ach
No. of SLP deliverers	4	8	5	5	6	0	3	2	2	4
No. of SLP activities	7	6	9	5	11	0	3	3	3	5
No. of SLP producers	65	57	84	44	107	0	30	39	-	
No. of feeder activities	8	0	10	0	12	1	2	5	1	0
No. of feeder activity producers	122	0	152	0	183	29	50	29	-	

- In Victoria we found that a small segment of producers is prepared to pay full commercial rates, (the rate that makes the program cost effective for a private deliverer). Hence, to successfully deliver SLPs in Victoria, It required sponsorship/ subsidies from other partners to help cover participant costs.

- To achieve delivery KPI's additional industry funding was secured and used to subsidise the producer costs of delivery in Victoria.

- A lack of pathways for producer engagement into PGS has proven to be a barrier to recruitment of additional participants. There were no approved feeder activities (aligned to approved SLP's) available for the first three years of the project, despite this being part of the PGS model design.

- Deliverer credibility and high profile was key to successful producer engagement when the cost was at commercial rates.

- The extensive evaluation requirements (administrative burden) of the program were a key barrier to engaging additional deliverers in Victoria.

Benefits to industry

The approved and available SLPs provides valuable content and learning structure for producers. These are an important legacy of the three-year project; however this content is delivered in the future.

Although the State Coordinator did not have access to the evaluation data for any of the PGS activities, qualitative feedback from participants and deliverers indicates the program does successfully support adoption of best practice management to help improve profitability.

PGS also continues to provide opportunities for capability building for deliverers, helping them to expand their service offer, client base and develop more sustainable businesses that support the sector. The "off the Shelf" SLP's provide opportunities to engage deliverers in the PGS program.

Future research and recommendations

There is a significant barrier to engaging deliverers, which appears to be related to the extensive evaluation requirements. Consultation with the private deliverer network needs to occur to understand the barriers and adapt the program design to ensure a value proposition for deliverers.

There is also a large segment of the producer market who are reluctant to pay commercial rates for services. It is likely that this will be a slow cultural change and needs to be better understood and considered when target engagement is developed and to further develop a value proposition for producers to engage in PGS. Producer motivations, issues and values are very different, particularly in Victoria where the demographics of producers differ considerably to other parts of Australia

SLP's need to continue to differentiate themselves from other workshops/products and a trend is appearing that the packages are losing the strong principles of PGS including, skills-based learning, repetition, homework, measure to manage and instead are perceived as "another workshop".

The competition for producers' attention and time is considerable, particularly with the more recent investment and introduction of the Future Drought Fund and all its associated extension and engagement programs.

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1. Background

PGS Vision

A financially sustainable adoption program aligned to the MLA 2020 targets that extends MLA R&D outputs and achieves increased producer skills and capability, practice change and whole farm business improvement through increasing producer understanding of:

Business profit = management capability + evidence + value chain approach

Profitable Grazing Systems (PGS) is MLA's flagship adoption program which will drive measurable, improved business performance outcomes for participating red meat producers. The program will use a supported learning methodology to develop the skills of red meat producers and support implementation of these new skills into businesses, improving profitability and productivity. Profitable Grazing Systems builds on previous red meat industry extension and adoption programs including Making More from Sheep and More Beef from Pastures and will have a focus on achieving adoption through high quality delivery underpinned by robust monitoring evaluation and a commercial approach.

PGS state coordinators will work closely with the PGS national coordinator to ensure the successful delivery of PGS within their state. The key responsibilities of state coordinators are:

- Be the key PGS contact for deliverers within each state. This includes reviewing supported learning projects submitted by deliverers for the eligibility for PGS; developing and delivering strategic feeder activities in collaboration with PGS deliverers; and supporting PGS deliverers in the preparation of their M&E materials for both feeder and SLP activities;
- Recruitment of deliverers and producers for the program. Producers will be engaged in collaboration with PGS deliverers. Effective local networks and local knowledge will be critical in successful recruitment;
- Influence feeder activity design to ensure they are high impact and meet producer needs locally;
- Manage PGS program quality assurance:
  - ensure consistency in messaging and standards of delivery
  - collate monitoring and evaluation data from deliverers & submit to M&E coordinator
  - provide feedback to deliverers once M&E data is analysed by M&E coordinator

2. Objectives

The overarching objective of the national PGS program is to encourage and support red meat producers to improve their management skills to increase profit. The national program objectives to be completed by 2022 are:

1. To increase the average profitability of participating red meat producers by 2.5% ROAM by improving their skills and capability.
2. A commercial model which involves user pays for the private good component of the activity (generally the delivery), with MLA contributing a maximum of 30% of the delivery cost of supported leaning projects.

3. 5,000 producers attend feeder activities with 10 -15% of them going on to participate in a supported learning program.
4. 2,900 producers participate in supported learning programs to increase their skills and knowledge:

a. 2150 producers increase their skills and knowledge above a skills audit score of 75% (competent);
b. 50 deliverers have increased capability to a point where they can deliver effective high quality supported learning programs;
c. Increase the average confidence rating of participating producers to use key skill sets or do key tasks to greater than 8/10;
d. At least 70% of participating producers have made practice changes underpinned by a change in skills.

Table 2. The delivery targets for Victorian PGS delivery:

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of SLP deliverers	4	5	6	3	2
Number of SLP activities	7	9	11	3	3
Number of SLP producers	65	84	107	30	-
~~Number of feeder activities~~	~~8~~	~~10~~	~~12~~	~~2~~	~~1~~
Number of feeder activity producers	122	152	183	50	-

Delivery targets were met for SLP's in the years when delivery was not restricted due to covid 19. The feeder activities were not used in the early stages of delivery as there were none developed, and we were able to meet our SLP delivery targets without them. As a result, It was agreed by MLA project management that feeder activity targets were not required.

3. Methodology

3.1 Delivery Model

The governance structure for PGS included an MLA project manager (national) overseeing state coordinators, a project advisory committee (consisting of a private consultant from each state) and a national evaluation manager. State coordinators would meet on a regular basis to discuss delivery progress and share ideas.

Prior to contracting of state coordinators, a process was undertaken using technical experts to develop a curriculum across five knowledge pillars driving business profit:

- Business,
- Feedbase,
- Reproduction and Genetics,
- Value Chain
- People

A requirement of SLP development is alignment to the curriculum.

The original PGS model involved state coordinators engaging and working with skilled coaches to develop SLP's and support recruitment of producer groups for delivery. SLP's would differentiate themselves from the market as they focus on skill development, repetition and homework (making a connection to their business system in the learning approach), with a strong measure to manage

component. SLP's would run over an extended (6-10 sessions) timeframe using a model similar to Lifetime Ewe Management to allow for the repetition and skill development.

The key features of supported learning as identified by the PGS model designers, Macquarie Franklin, include:

- Participants should have opportunities to evaluate the outcomes of their skill development on their management capability/business performance
- Participants should have opportunities to implement new practices in their farming system, with peer support
- There is opportunity to practice (repetition) and for reinforcement of skills and knowledge, including time to reflect
- Information is based on peer reviewed scientific principles
- The deliverer encourages participants to find their own solutions based on their new skills and knowledge
- It provides an opportunity for peer to peer learning
- Supported learning is not a series of workshops covering a range of topics presented by different deliverers
- Group size is a consideration for supported learning activities – groups are typically smaller, although actual size will depend on the type of supported learning program, the experience of the deliverer, logistics, type of learning activities, level of interaction required, and complexity of tasks and skills

The model design included full cost recovery (commercial model) less a 30% contribution from MLA to cover the evaluation component. Feeder activities would be aligned to the SLP's and delivered as a part day workshop at low cost to support recruitment for the group delivery.

Following two years of low engagement in most states it was concluded that the existing model was not working and needed some change. The two major changes to the model included MLA supporting the development of "Off the Shelf" SLPs which would be available for delivery and remove the significant barrier around development cost for private industry and the second was a reduction in the compulsory producer contribution to 20% of the total cost, allowing other industry contributions to subsidise the producer cost. Aligning with the development of the Off the Shelf products would be training for deliverers to become an accredited deliverer of that product. Alterations were also made to reduce the evaluation requirements.

In Victoria in the first two years KPI's for SLP delivery were met mainly due to the Lifting Lamb Survival SLP. This SLP was developed as part of another project and therefore did not require cost recovery for the development, which allowed participant costs to be reduced. It was also developed by high profile / highly respected consultants (in Victoria), which greatly helped with the recruitment of producers, and lamb survival was a topic with enormous interest. All of these factors were important for engaging sheep producers.

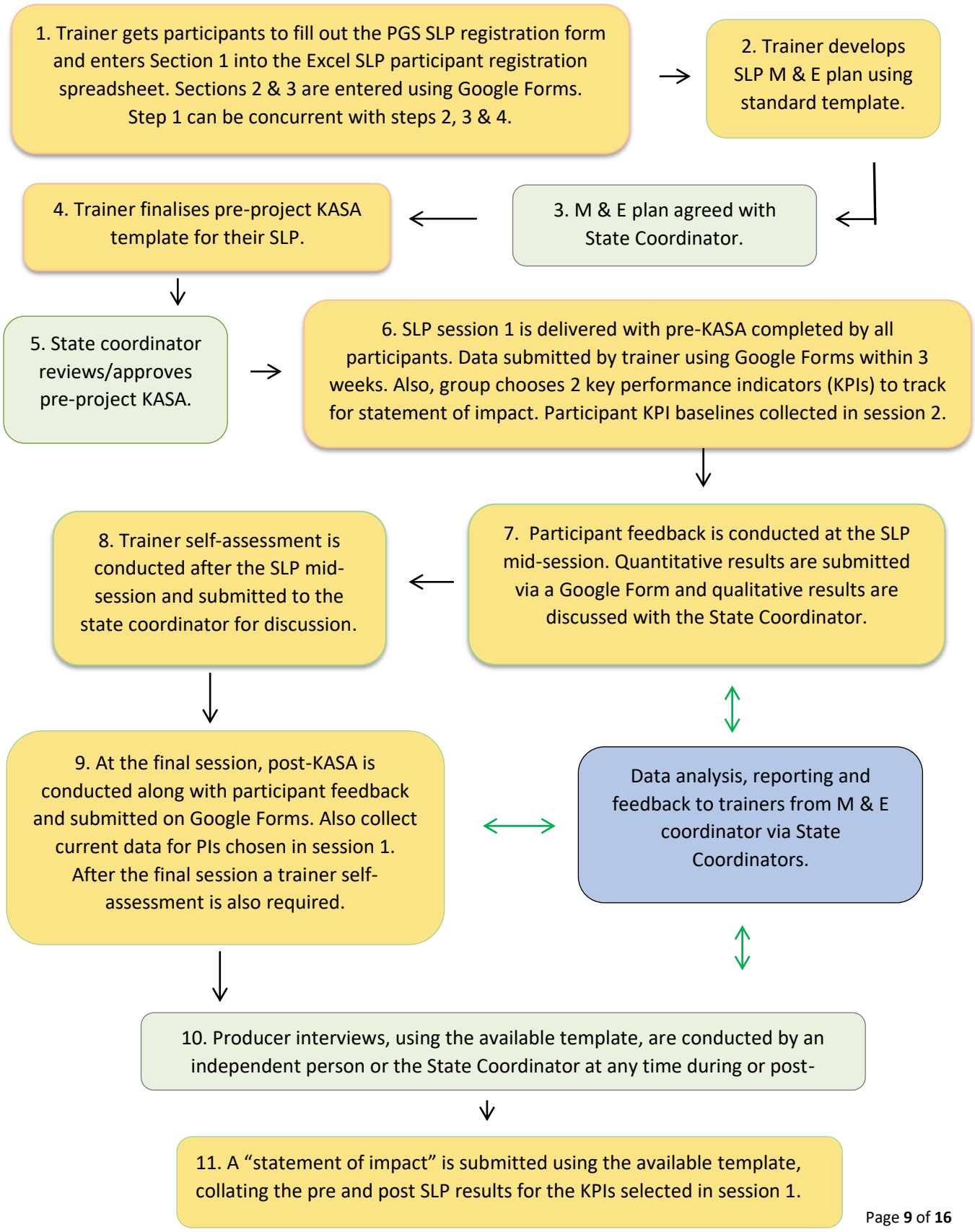
The Victorian Coordinator used Victoria's extensive BestWool/BestLamb (BWBL), Better Beef (BB) and Landcare networks, as well as our on-ground team of 40 regional staff across Victoria, to communicate PGS opportunities to producers.

More than 50 deliverers involved in the BWBL and BB network were also engaged on multiple occasions about opportunities within PGS program, including train the trainer opportunities for them and also SLP opportunities for their groups.

3.2 Monitoring and evaluation

The original evaluation process is outlined in the flow chart and supporting text below.

Figure 1. Flow Chart of M & E steps for PGS Supported Learning Projects



Step 1:
PGS SLP registration forms must be filled out by participants, prior to SLP session 1, as this information is essential for contracting trainers to deliver a PGS SLP. Section 1 of the form is entered into the SLP registration spreadsheet by the trainer and emailed to the state coordinator. The state coordinator will use this information to draft the PGS SLP contract for the trainer. The Section 1 registration information for all SLPs in the state will be aggregated and submitted by email monthly to the PGS M & E coordinator. For sections 2 and 3, the state coordinator should provide the trainer with a link to the Google Form for SLP registration. This link will be made available by the PGS M & E coordinator. Note that a participant ID is automatically generated on the Excel spreadsheet used for section 1. This ID is used to enhance privacy in submitting the Section 2 and 3 information using the Google Form for SLP registration.

Step 2:
Develop the SLP M & E plan using the template provided.

Step 3:
The SLP M&E plan is submitted to the relevant state coordinator to ensure that the requirements are clearly understood.

Step 4
The trainer uses the example knowledge and skills questions in section A of the KASA audit for the relevant curriculum to prepare between 8 to 10 knowledge and skills questions to be used in the pre and post-KASA. Answers to KASA questions need to be able to be assessed by trainers as either correct or incorrect. Where multiple choice questions are used, they should have 5 possible choices of which only one is correct and unsure is included as an option. The unsure option is intended to stop people guessing and is assessed as incorrect. Other question formats can be used (e.g. calculations) as long as the answer can be assessed by trainers as correct or incorrect. Questions in section B (confidence) and C (practices) are compulsory and may not be edited (although some may be marked as not applicable where topics are not covered in the SLP); additional questions can be added by the trainer for their own purposes (additional questions will not be submitted for PGS evaluation purposes, but may be used by the trainer to assess progress).
Where the trainer has included aspects of more than one curriculum in the SLP, they can develop section A KASA questions for just the main curriculum to be delivered, or include questions relevant to both curriculums. For sections B and C they can select confidence and practice questions relevant to the delivery content provided their selection is agreed by the state coordinator (where small parts of a second curriculum are delivered, some B and C questions may not be applicable).

Step 5
The state coordinator reviews the proposed pre-KASA and approves or requests changes. The key assessment criterion that state coordinators will use for assessing KASA section A questions is a focus on assessing skills rather than knowledge. While it is easier for trainers to write knowledge questions, skills-focussed questions will provide more valuable data. Section A questions in the pre-KASA are the default for the post-KASA. However, if the trainer wants to alter any of the questions (e.g. use a different scenario, etc), this can be done by agreement with the state coordinator at the appropriate time. Section B and C questions are not to be changed. There is an NA option for each of the section B and C questions if they aren't applicable (leaving them in should ensure that the correct order is maintained when entering data into the google form).

Step 6

The pre-KASA audit is completed in hardcopy by participants at the first SLP session. The state coordinator provides a link to the Google Form for the relevant curriculum to the trainer, who enters the data for each participant, using the participant ID referred to in Step 1. Where more than one curriculum is being delivered, the state coordinator will provide a link to all relevant curriculum KASA audit forms. Data is to be submitted within 3 weeks of collection. Also at SLP session one, two key performance indicators are chosen by the group from the list of key performance indicators within the Statement of Impact template. Participants will be asked to determine their current level of performance for the indicators, to be collected by the trainer at session 2. These will later be compared to performance at the end of the SLP.

Step 7
Participant feedback is conducted at the SLP mid-session. The state coordinator provides the relevant Google Forms link to the trainer who enters the data for each participant, using the participant ID referred to in Step 1. The Google Form only requires the quantitative data. Qualitative information is for use by the trainer for improving the SLP. Data is to be submitted within 3 weeks of collection.

Step 8
The trainer undertakes the SLP mid-session self-assessment using the standard template. Results of the self-assessment are provided to the state coordinator to assist with continuous improvement for the SLP.

Step 9
The post-KASA audit is completed by participants at the final SLP session. The knowledge and skills questions from the pre-KASA can be used, or changes can be made to the section A questions subject to agreement from the state coordinator. The state coordinator provides the relevant Google Forms link to the trainer who enters the data for each participant, using the participant ID referred to in Step 1. Where more than one curriculum is being delivered, a link to all relevant curriculum KASA audit forms will be provided by the state coordinator. Data is to be submitted within 3 weeks of collection. The end-of-project participant feedback form is also completed at this time. Also to be collected at the final session is a current set of data related to the key performance indicators chosen in session 1. These will be compared to the baseline data collected in session 2. The final trainer self-assessment should also be completed soon after the final session.

Step 10
Producer interviews will be conducted with a minimum of 20% of participants, or three interviews, whichever provides the largest number of interviews. The purpose of these interviews is to ground truth the M&E data that has been submitted from the SLP (i.e. does the information presented by the data reflect what has actually happened on the ground and been experienced by participants?). Interviewees will be selected by the state coordinator by reviewing the feedback from the final SLP session (or for mid project interviews from the mid SLP feedback), and selecting participants to interview who appear to have had differing experiences (i.e. a participant who based on their feedback does not appear to have valued the SLP, one that rated it highly and a third that was somewhere in the middle). Reviewing their comments may also assist in choosing participants to interview – this will enable further exploration of comments made or feedback given, to better understand what the issues were. It is important in selecting participants to interview that a balanced approach is taken to give a good understanding of different perspectives and what some of the issues have been so that state coordinators are in a position to work constructively with trainers

to help them make improvements. The interview will be conducted by the state coordinator or an independent person approved by the national coordinator.

Once the interview has been completed using the hardcopy, the interviewer will enter the data for each participant in the relevant Google Form, using the participant ID referred to in Step 1.

Step 11
A Statement of Impact, collating the key performance indicator data collected in the second and final sessions, is submitted using the available template.

The evaluation process has been simplified slightly with the removal of the mid-session participant feedback and the deliverer self-assessment.

3.3 Deliverer contracting

State coordinators were responsible for assessing and recommending that a deliverer was qualified and capable of delivering a high quality product. Once a deliverer was deemed capable the state coordinator would work with the MLA project manager to develop a contract and the rest of the contracted process was conducted by MLA. As the off the shelf products became available, it became a requirement of deliverers to complete a train the trainer activity prior to contracting.

4. Results

Table 3. Victorian KPI's

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Target	Ach	Target	Ach	Target	Ach	Target	Ach	Target	Ach
No. of SLP deliverers	4	8	5	5	6	0	3	2	2	4
No. of SLP activities	7	6	9	5	11	0	3	3	3	5
No. of SLP producers	65	57	84	44	107	0	30	39	-	
No. of feeder activities	8	0	10	0	12	1	2	5	1	0
No. of feeder activity producers	122	0	152	0	183	29	50	29	-	

The delivery of Profitable Grazing Systems commenced in Victoria in 2018. Victoria led the way for SLP delivery, nearly meeting KPI's in the first year as shown in the table above.

Covid 19 disrupted delivery during 2019, 2020 and 2021. In year three, significant restrictions and long periods of lockdown did not allow delivery to occur. As a result, payment for milestone eleven was not invoiced to MLA. In year five KPI's were revised with no delivery occurring in the first six months and no payment sought for milestone fourteen. To meet the revised target, three SLP's needed to be contracted prior to June 30 2022, which are on track to be delivered.

Fifteen supported learning packages (SLP's) have been delivered to 133 participants and 5 SLP's have been contracted to commence delivery in June/July 2022:

- 1 x Farming Smarter Not Harder
- 4 x Lifting Lamb Survival
- 2 x Pasture Principles
- 2 x ACE Business Management
- 2 x Using the Diverse Feedbase
- 4 x Paydirt

Contracted SLP's:

- 3 x Lifting Lamb Survival
- Pasture Principles
- Meat the Market

Table 4. Victorian Deliverers by SLP

Deliver	SLP	Delivered	TtT/ Accredited/Mentored
Kristy Howard	Farming Smarter Not Harder	Yes	
Ken Solly	Lifting Lamb Survival	Yes	
Tim Leeming	Lifting Lamb Survival	Yes	
Jason Trompf	Lifting Lamb Survival	No	Acc
Lyndon Kubeil	Lifting Lamb Survival	No	Acc
Andrew Whale	Lifting Lamb Survival	Yes	
Nathan Scott	Lifting Lamb Survival	Yes	
Lexie Leanard	Lifting Lamb Survival	Yes	
Paul Blackshaw	ACE	Yes	
Duncan Ashby	ACE	Yes	
James Whale	ACE	No	
Simon Voigt	Pasture Principles	Yes	
Basil Doonan	Pasture Principles	Yes	
Cam Nicholson	Using The Diverse Feedbase	Yes	
Lisa Miller	Using The Diverse Feedbase	Yes	
Sam Henty	Business Essentials	No	TnT
Paul Blackshaw	Business Essentials	No	TnT
Kirstie Anderson	Business Essentials	No	TnT
Rachel Coombes	Business Essentials	No	TnT
Alison Gunn	Business Essentials	No	TnT
Cam Nicholson	Paydirt	Yes	
Lisa Miller	Paydirt	Yes	
Elke Hocking	Meat the Market	Yes	
Kate McCue	Meat the Market	No	Men
Rachel Withers	Meat the Market	No	Men
Tahlia Ferguson	Meat the Market	No	Men
Jess Revel	Building Better Breeders		TnT
Nikki Hendeson	Building Better Breeders		TnT
Alison Gunn	Building Better Breeders		TnT
Matt Mahoney	Building Better Breeders		TnT
Peter Havrlant	Building Better Breeders		TnT
David Brown	Building Better Breeders		TnT
TBC	Gra$$ to Dollars		TnT

Twenty-six deliverers have been engaged for eight SLP's, at various levels. The table above lists the deliverers engaged and outlines whether they have delivered the SLP listed in column two or column three indicates if they have been mentored, attended the Train the Trainer or other accreditation.

5. Conclusion

5.1 Key findings

PGS has faced significant challenges during the five years of delivery, the most impactful of these being Covid 19. For significant parts of 2019, 2020 and 2021 Victorian lockdowns and restrictions made delivery of SLP's impossible. Producer engagement via online platforms was tried for other projects with varying success and by the end online producer engagement was also extremely difficult due to online fatigue.

In the early stages of PGS we used multiple opportunities to engage deliverers including phone calls, email and one on one sessions. The main engagement strategy was at our BestWool/BestLamb (BWBL) and BetterBeef (BB) network coordinator conferences, with 32 group coordinators (mostly private consultants) as a captive audience. At each annual conference we would outline PGS and the opportunities to deliver PGS. At this stage there was no off the shelf products and all the cost and risk associated with developing an SLP and recruiting producers was with the consultant. This was a major barrier along with the significant evaluation requirements. Most consultants would comment that they can deliver the same workshop to a group of producers without the MLA requirements and often at a lower cost which would increase the success of recruitment. Along the journey this barrier was discussed at many state coordinator meetings and in year three MLA decided to develop a sweet of "off the shelf" SLP's. This was a slow process and most packages were not available until towards the end of the project. Train the trainers are starting to be delivered to support the recruitment of deliverers for the "off the shelf" packages.

"Off the shelf" packages will certainly remove the barrier around the cost and risk of a deliverer developing their own package, market research would help the program to understand and address other barriers. Our plan in Victoria was to use Pasture Paramedic as a feeder activity for the two new pasture products which are still in development, pasture manipulation and pasture resowing. It is my opinion that this would be a successful pathway.

The PGS model for producer recruitment was to deliver feeder activities at a low cost which would provide the impotence for a producer to begin a learning journey through a SLP. The main issue in the early years of the project was that there were no feeder activities designed and there was very limited SLP's available. In Victoria a package called Lifting Lamb Survival was developed from a prior Agriculture Victoria, MLA and AWI funded project. This package fitted the PGS model and removed the risk/cost for a deliver to develop. Five deliverers were identified and accredited to deliver this package and the cost to deliver did not need to recoup development costs, allowing producer cost to be more attractive. These factors along with a significant interest from producers to increase lamb survival supported successful recruit for the workshops.

The PGS model continually changed as the realisation that engagement of both producers and deliverers was limited under the original model. There was discussions with several private consultants about developing SLP's which all failed as they we not prepared to take on the risk to recoup cost of development along with the evaluation requirements. They felt they could deliver their programs without PGS.

In Victoria it is also quite clear that the target audience prepared to pay commercial rates is quite small. PGS competes with multitudes of free products and the user pays model will take time to evolve. Where the user pays model has been successful has been linked to high profile deliverers

and the right topic. Partnerships in the delivery of PGS – where the producer's contribution can be subsidised – has proven to be the most successful model of delivery.

Another challenge for PGS has been the availability to engage the high profile deliverers as they are already busy. Some of these deliverers would also be required to change styles to accommodate the coaching element of PGS which is another potential barrier.

Interest in PGS from individuals was another challenge for state coordinators. PGS promotion stimulated producer interest who would then ring up state coordinators wanting to be involved. The state coordinator would need to explain that it is a group based model and if they were able to get enough interest a SLP could be delivered or that their name could be put on a list and they would be informed of future events. This process has increased disengagement from producers when there was not a group ready to go.

Although unavoidable, the high turn over rate of PGS project management has definitely been a contributing factor to the disruption of PGS delivery.

The model for evaluation data entry has varied from state to state. In Victoria, Agriculture Victoria entered most of the data, whereas in other states data input was conducted by the deliverer. In the first three years of the project the national data manager would supply a report analysing the overall project evaluation data and a state based summary. Once the national data manager position was removed state coordinators had no access to any evaluation data that was entered directly by the deliverer.

5.2 Benefits to industry

The PGS model continues to evolve. Off the shelf products will play an import role in the success of PGS as MLA's primary flatform for producer adoption. The Benefits to industry will be highly dependant on the programs ability to engage producers and deliverers and support increased adoption of best practise management leading to increased productivity and profitability. The success of PGS will require a significant shift in producer mindset towards paying commercial rates for SLP delivery.

6. Future research and recommendations

There is a significant barrier to engaging deliverers which appears to be related to the evaluation requirements. Consultation with the private deliverer network needs to occur to understand the barriers and to enable a value proposition for deliverers to be developed.

There is also a large segment of the producer market who are reluctant to pay commercial rates for SLP's. It is likely that this will be slow to change and needs to be considered when target engagement is developed and to further develop a value proposition for producers to engage in PGS.

SLP's need to continue to differentiate themselves from other workshops/products and a trend is appearing that the packages are losing the strong principles of PGS including, skills-based learning, repetition, homework, measure to manage and becoming "another workshop".

The competition for producers' attention and time is considerable, particularly with the more recent investment and introduction of the Future Drought Fund and all its associated extension and engagement programs.

MLA should consider strengthening the opportunity for funding partners to more formally engage in PGS which would help to reduce duplication and competition for producer time and increase engagement.