

Final Report

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Vegetable Industry Education and Training Initiative (VegPRO)

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- No
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Summary

About VegPRO

Veg PRO was a novel project for the vegetable industry. Its main objective was to provide targeted training aimed at effectively upskilling people at all levels in the vegetable industry.

The essential aspect of the initiative was a producer driven approach. Guiding principles for vegetable industry education and training and basic program and knowledge areas were identified, and current training gaps were determined previously via VG14061 - Vegetable Industry Education & Training Gap Analysis.

The training programs that VegPRO delivered, were mainly self-selecting based on demand and commitment by producers who requested training. This meant that there were no top down, predetermined 'training packages' or curriculum content. Training plans were developed with industry input. Training was funded via separate Hort Innovation contracts, if a sufficient number of levy payers requested training for themselves and or their staff and committed to participation in training that met their needs (timing, location, delivery style). This approach was important given the experience that many 'top down' training programs, with predetermined 'one-fits-all' content, had not been taken up by producers or their staff.

Training content in principle suitable for vegetable producers and their staff exists for many knowledge areas. However, training design and delivery (e.g. location, style, course length) do often not meet the criteria of relevance, ease of access, responsiveness, and flexibility which have been identified by numerous reviews and was summarised by VG14061. Design and delivery of training for VegPRO reflected the principles of adult / farmer learning and additional requirements identified by the vegetable industry via VG14061. Special attention was paid to the quality of training providers and training outcomes/impacts. Training providers for VegPRO all completed a train the trainer e-learning course.

Knowledge and skills areas as well as focus topics that would find levy payer support, if the training was designed and delivered according to the criteria set out in VG14061, were identified by VG14061 in the following knowledge principal areas:

1. **Technology**
2. **Production Environment**
3. **Field Production and Advanced Crop Management**
4. **Protected Production/Hydroponics**
5. **Postharvest Management**
6. **Managing the Vegetable Business**
7. **Products to Markets**
8. **People Management / Development**
9. **Information Transfer / Communication**

A dedicated VegPRO Coordinator looked after delivering the initiative to the vegetable industry. The Coordinator had a clear job role and had to deliver on 13 tasks that were identified in the service agreement with Hort Innovation. The full report describes delivery against tasks in detail.

VegPRO training

VegPRO and Hort Innovation had to develop a procurement process that suited Hort Innovation and the objectives of VegPRO training. This occurred in the first year of the project. Training delivery was hampered during this time by contracting trainers via the RD&E procurement process, which does not allow fast reaction to training needs. Once a more suitable procurement process and associated documentation were

established, a VegPRO training plan could be rolled out. The VegNet IDOs assisted in communicating training needs to VegPRO as well as promoting training and assisting trainers in the regions.

During the first year, the VegPRO brand and website hub were developed and a project reference group was formed to advise the VegPRO. VegPRO set up a web-based learning management system platform (via Talent LMS) that allows access to online courses and certificates (Training Passport) for all completed training, be it face to face or online. The VegPRO LMS is a legacy resource that should be maintained and used, especially to give growers and their staff access to training resources produced by any project, and to maintain certificates of successful training.

VegPRO developed a 'Train the Trainer' online course and Train the Trainer' guidebook to ensure trainers have a basic understanding of the industry and adult learning principles. VegPRO training providers had to compete this course as a condition of their contract. VegPRO developed a database of VegPRO approved training providers.

VegPRO coordinated and delivered 47 training events in the 17 months it could effectively be run from July 2017 to November 2018. A Train the Trainer online course was designed and delivered by VegPRO in 2017. VegPRO produced three major online courses for the industry in 2019; they are:

1. VegInduction, to be used to introduce staff to working in the vegetable industry, and
2. Fresh Produce Handling, a course supporting the safe handling of vegetables on farm and in the supply chain.

For 2019, a total of 18 already approved and VegPRO organised training events had to be cancelled due to lack of funding. A total of 8 training events were approved and organised but cancelled because a suitable training provider could not be identified.

In summary, VegPRO organised a total of 73 training events; of these only 47 events could be delivered, just under 3 events per month. Three online courses were designed and delivered during times when coordination of face to face training was not occurring.

VegPRO communication

Communication was a vital part of VegPRO delivery. The aim was to promote VegPRO and its courses as well as getting feedback on training needs and finding out about relevant training being delivered by other organisations. Communication occurred via newsletters, magazines, social media, and face to face at numerous meetings and events in all states. The VegPRO coordinator received many phone calls with enquiries and suggestions; these increased exponentially from the beginning of year 2 onwards, once the training plan was rolled out.

A key outcome of the coordinators communication and networking function was a high awareness of VegPRO and what the initiative can deliver, building of strong relationships and a good understanding of how the education and training sector works for horticulture, its challenges and opportunities.

Networks and relationships

VegPRO developed a good network with extension providers and staff delivering other projects, especially with VegNet IDOs, as well as with Charles Sturt University and UTAS.

The VegPRO Coordinator developed good relationships with TAFE colleges/ TAFE teachers who were interested in working with VegPRO on vegetable specific content and delivery within accredited courses. The shortfall of funding ultimately prevented these opportunities to come to fruition. Still, a strong rapport was developed with Skills Impact, the organisation in charge of developing and updating accredited training. This led to the VegPRO Coordinator participating in a review and relaunch of the protected cropping training package as well as an invitation to participate in the upcoming review of the production horticulture package. The Coordinator was also approached to nominate a representative to participate in the development for new training packages in agronomy and biosecurity. VegPRO had highlighted a lack of training in these knowledge areas in discussions with Skills Impact.

VegPRO maintained links to other industries to continue finding out about new approaches to improving

education and training in agriculture, especially the dairy and protected cropping industries. Relationships were developed with organisations that have ‘education and training in agriculture’ as a focus.

Linkages were also developed with labour hire companies to understand how they could be involved and be supported in the training of casual staff. The VegInduction e-learning resource is an output with relevance to these companies.

VegPRO legacy

VegPRO and VegPRO trainers developed a range of resources (legacy) that have relevance after the project has wound up; they should be maintained and made available to the vegetable industry and other projects as appropriate. Legacy resources are:

1. VegPRO branding (registered name and logo),
2. VegPRO website www.vegpro.com.au and social medial platforms
3. Introducing VegPRO (video) and flyer
4. VegPRO Information Postcard
5. VegPRO Glass Cleaning Cloth (promotion)
6. VegPRO Learning Management System (LMS) <https://vegpro.talentlms.com> (holding training passports)
7. Vegetable Industry Training Needs and Gaps Report
8. Database of VegPRO approved training providers
9. Horticulture Training Centres List
10. VegPRO – Belinda Adams Testimonial (video)
11. VegPRO – Adam Harber Testimonial (video)
12. VegPRO – Taylor Field Testimonial (video)
13. Train the Trainer for people working with the Vegetable sector (online course and booklet style guide)
14. VegPRO Coaching Information Sheet
15. Call for Ideas Survey
16. Delivery of training videos to support Veg WH&S
17. Veg Inductions online training course – released February 2019
18. Fresh Produce Handling online training course – released June 2019
19. Careers in the Vegetable Industry Flyer
20. Different Phases of a Career in the Vegetable Industry Flyer
21. Careers Pathways Plan
22. Careers and Pathways in the Vegetable Industry Guidebook
23. Well-developed networks nationally with formal and informal training providers and stakeholders
24. A range of training resources produced by trainers as part of their contracted training service were submitted to Hort Innovation as part of their individual reporting as per their contracts.

These valuable resources may remain available after VegPRO has wound up.

Lessons learnt

Industry Challenges

- Poor promotion of the industry
- Lack of a clear career pathway
- Frequent presentation of the industry in a negative light
- Lack of engagement with the education and training sector and promotion of training
- Industry Image, employment conditions including remuneration and skilled supervision, work place conditions (real or perceived)

Challenges in the Education and Training Sector

- Low number of people attaining specific horticulture qualifications
- Although packages have been developed for production horticulture the system of funding RTOs does not enable delivery of courses unless a minimum number of students apply

- Availability of training courses delivered by knowledgeable trainers accessible to all production regions that cater for all skill levels.

Lessons learned from VegPRO

VegPRO and the delivery of training services were new types of project approaches for Hort Innovation and the vegetable industry. It took several revisions of procurement and governance processes to 'get it right'. This took valuable time away from actual training delivery, which was disappointing for growers who expected training to be delivered, as well as others involved in the process. The required VegPRO training attributes of being responsive and flexible were hard to achieve. Still, VegPRO and Hort Innovation worked together to develop workable processes to ultimately deliver suitable training, requested by growers and in production regions.

The VegPRO brand is now well established with the vegetable industry and other stakeholders and linked to the delivery of quality training services via good service providers.

In our experience it typically takes two to three years of good work to establish a new brand and fill it with meaning. VegPRO has achieved this.

The VegNet IDO network became an important part of delivering relevant training in the right place, at the right time and via the best training providers. The VegPRO Coordinator engages with each individual IDO and reacted to feedback from individual sessions to enhance subsequent events, providing flexibility and continuous improvement.

The Monitoring and evaluation process (M&E) captured positive feedback on training events. In summary M&E established that VegPRO provided training growers wanted, where and when they wanted it, delivered by preferred training providers.

Key points on what learners were looking for are:

- Better timing of courses to fit in with the production schedule
- Content specific to what they wanted to learn
- Focused short courses and workshops were preferable to full VET certificates
- Trainers skills, knowledge and aptitude were more important than a VET trainer accreditation
- Practical, current information was preferred over rather than theoretical knowledge; theoretical topics have to be brought into context of vegetable production
- Preferences were for 1-day workshops with time available at the beginning or end of the day so that urgent work tasks could be attended to on the day
- Courses delivered locally not in major urban areas
- There was a demand for courses in languages other than English (L.O.T.E)
- Not everyone likes online training but feedback from those who took VegPRO courses online was positive. They saw the benefits of being able to take their time completing the course and thus making it easier to fit it around their work.

Key points to consider when dealing with trainers are:

- Trainers get booked out in advance very quickly and may not be available at short notice
- A lengthy clunky procurement and reporting process is off-putting to trainers
- Trainers expect to be paid on time

Trainers valued help with promoting the course, venues and catering from a local representative

Lessons learned about the formal education and training sector

The Coordinator received feedback from industry on why formal training may not be highly regarded and attended.

Many registered/accredited 'skill sets' and units of competency exist with relevance to production horticulture and the vegetable industry. The University and VET sector only deliver training relevant for production horticulture, if enrolments are sufficient to enable running a course. A reduction in enrolments

in production horticulture courses has led to the reduction in education and training delivery for the sector. Enrolments may be low due to the image of the industry and a lack of clear and attractive career pathways. A lack of promotion and information by training service providers is another reason for low enrolments. A lack of suitable, trained trainers compounds the issue.

The VegPRO career pathways guide provides a full picture of jobs and career opportunities in the vegetable industry. It describes the full set of jobs and career pathways, and it provides engaging case studies. It shows the industry as Professional, Proficient, Progressive, picking up on the VegPRO byline.

A key point is that abovementioned issues can only be fully addressed with a united approach across the industry and best of all of horticulture. The aim has to be to improve the perception of the industry as well as using active promotion of the sector as a career at all levels, starting in schools.

Unfortunately, the education and training issues, identified via many reviews and reports over the past 20 years will continue unless an entity takes ownership of resolving it. Dairy Australia provides a promising example on how to turn things around for their industry.

Recommendations

The Australian vegetable industry has identified training and people development as a significant priority. It recognised that a concerted approach is required to overcome or mitigate education and training challenges (refer to VG14061). This is documented in the Vegetable Strategic Investment Plan (SIP 2017-2021), by one of the five industry outcomes identified in the SIP:

“Improved capability of levy payers to adopt improved practices and new innovation through improved communication and extension programs, grower innovation support, professional development and workforce building programs, and through improved farm management and information systems.”

Relevant (to education and training) strategies to achieve the outcome include:

- Support innovation that advance and grow the vegetable industry
- Improve grower skills in all areas associated with commercial vegetable production
- Improve farm management practices and systems to assist growers in efficient and effective decision making
- Build skills in the vegetable industry workforce and attract new people to the industry

The development of attractive career paths and their promotion to schools and the general labour market has been identified by VegPRO as a major opportunity to support the strategies and to attract and retain skilled labour. VegPRO therefore developed a Career Pathways Guide and has commenced its distribution to schools, universities, employment agencies, peak bodies and other stakeholders.

VegPRO has produced a number of legacy resources listed in the final report, including e-learning courses and a go to website hub for training in the vegetable industry.

VegPRO makes the following recommendations:

Promote the industry as a professional career choice to students and people across other relevant sectors (Dairy Australia provides a good example of how to do this):

- Hort Innovation, AUSVEG, other state and regionally representative organisations and VegNET IDOs continue to distribute the Career Pathways Guide
- In-school delivery of the careers promotion at targeted priority schools, based in vegetable production regions, including vegetable business site visits, and visits to training institutions
- Sponsorship of targeted school programs
- Promotion of career opportunities beyond industry association and related websites, include skilled career opportunities on agricultural industry career pages e.g. Rural Skills Australia, MyCareer, Harvest Trail, and ensure that the sector and its opportunities are adequately described
- Prevent ‘negative press’ about the sector, push positive stories via a range of media
- Showcase skilled career opportunities at high profile industry events in horticulture and associated industries, attract students to Hort Connections via free entry and invite schools to regional

industry events

- Share and promote employment industry information and resources with education and training providers, e.g. Primary Industry Education Foundation Australia
- Assist vegetable businesses in becoming ‘employers of choice’ via creating information sheets and templates for best practice human resource management to facilitate a consistent baseline of practice across the industry (a good example is available from Dairy Australia’s “People in Dairy” initiative). A toolkit could include information relating to:
 - Recruitment
 - Job descriptions / job roles
 - Induction and probation
 - Pay rates and award classifications
 - People and performance management
 - Dismissal and redundancy
 - Workplace health and safety
 - Cultural awareness

Continue to engage with the education training sector

- Engage with key training institutions in vegetable production regions, including universities, colleges and VET, for industry partnership collaboration on course delivery, course promotion, infrastructure availability, on-site content delivery and course content within and in addition to existing Training Packages
- Promote formal training opportunities, including tertiary sector and VET, within the industry amongst vegetable businesses
- The industry identifies from the AHC – “Agriculture, Horticulture and Conservation and Land Management Training Package” the skill sets, and competency units needed for the vegetable industry and actively engages with the VET sector e.g. via TAFE colleges to enable the delivery of training in the required skills and competencies; for this to happen the industry has to promote the training to ensure sufficient registration for a course to be funded and delivered
- Active participation in the review of the Production Horticulture Training Package by Skills Impact (this starts July 2019) to ensure Skills Impact is aware of skill set priorities and competency needs of the vegetable industry to be included in the revised AHC training package for production horticulture
- Collaborate with training service providers in the promotion of training programs as linked to career pathways as per the VegPRO career pathways guide.
- Support, foster and encourage apprenticeship and traineeship programs and placements
- Collaborate across horticulture and with the education and training sector about industry training and development needs and delivery

Maintain VegPRO resources and training approaches that worked well

- Hort Innovation, AUSVEG and other state and regionally representative organisations ensure that VegPRO legacy resources, especially a go to website and e-learning courses and Training Passports are kept accessible for the vegetable industry
- Building on the VegPRO a ‘train the trainer’ course and guide to ensure that those who provide training services to have a good understanding of the industry, new technologies and current principles of learning,
- Consider training of agronomists and other key influencers
- Support informal, regional training initiatives via engaging, skilled and knowledgeable trainers identified by industry for regional training and upskilling
- Provide engaging training for staff working in vegetable businesses that does is not overly time consuming for individual sessions; e-learning may be one suitable method (e.g. as per the VegPRO VegInduction resource)

Training support framework

- Advocate for government incentives and support for priority subsidised training placements in vegetable industry relevant training courses and content

- Advocate for apprentice and traineeship position funding to support the development of the vegetable sector.
- Promote and advocate the industry’s economic, social and environmental contribution to commonwealth and state governments and other relevant associations to ensure continuity of support for skills and training initiatives as a foundational issue for the sector.

Maintain leadership and staff development initiatives

- Continue to support and promote participation in established leadership and development initiatives, e.g. the Young Growing Leaders Program, Masterclass in Horticultural Business etc
- Facilitate regional and international study exchange and networking opportunities for peer-to-peer learning.
- Continue to promote and support scholarships e.g. Nuffield, Churchill
- Continue internship programs as an introduction to the vegetable industry

The key recommendation is that an entity must have the mandate to look after the education and training interests for the vegetable sector, otherwise nothing will change for the industry and the situation may continue with the current downward trend.

Keywords

Education, training, training methods, e-learning, vegetable industry

Definitions

Education is commonly seen as a learning process that commences before a person enters the workforce. It is about learning new knowledge. Many people continue their education after entering the workforce e.g. going to the next level such as completing a Diploma, Masters or Post Grad degree or using education for entering a new field of work.

Training is usually associated with ‘the world of work’, i.e. training activities are mostly aimed at professionals or practitioners at any stage of their career. Training is about learning to apply knowledge and developing skills. It can be formal or informal, accredited or non-accredited. Informal training comprises courses or workshops delivered by subject specialists in a range of settings using a range of delivery methods. Good training uses a range of delivery methods that are customised for the trainees and topics. Informal training may include a continuous improvement process via feedback. ‘Formal’ VET training is usually delivered by registered training organisations (RTOs) and or adheres to registered VET training packages (www.education.gov.au/training-packages). Successful completion of VET training leads to a certification that is generally acknowledged by respective industries.

Extension is about building capacity, supporting people to assess and use information and technologies to solve problems and make good decisions. Extension is often used to introduce R&D outputs and new technologies. A range of extension approaches exist that can be applied to different situations (<https://extensionaus.com.au/>). Good extension programs use more than one method and include a continuous improvement process via feedback. Extension involves mutual engagement between the extension provider and user of the service. Effective extension requires a trusting relationship and mutual respect between both parties. It leads to changes in knowledge, skills, attitude and aspirations. Adoption of new practices occurs, if they are seen to provide advantages. Ideally, both the participant and the extension provider gain new insights and advance during the extension process. The ultimate aim of extension is to foster good economic, social and environmental outcomes.

Communication refers to providing information either to a mostly passive, often broad, not clearly defined audience, or it can be targeted to a well-defined audience. Targeted communication can include two-way engagement. Communication can occur via magazines, newsletters, websites, email, podcasts, social media or directly amongst people. Good communication programs use more than one method and include a continuous improvement process via feedback. Communication usually is an important part of education, training and extension. However, its effectiveness in changing skills and practices on its own is limited.

Introduction

Overview

The Vegetable Industry Education and Training Initiative (VegPRO) provided targeted training programs aimed at effectively upskilling people at all levels in the vegetable industry.

The essential aspect of the initiative was a producer driven approach. Guiding principles for vegetable industry education and training and basic program and knowledge areas were identified, and current training gaps were determined previously via VG14061 - Vegetable Industry Education & Training Gap Analysis.

The training programs that VegPRO delivered, were mainly self-selecting based on demand and commitment by producers who requested training. This meant that there were no top down, predetermined 'training packages' or curriculum content. Training was funded via separate Hort Innovation contracts, if a sufficient number of levy payers requested training for themselves and or their staff and committed to participation in training that met their needs (timing, location, delivery style). This approach was important given the experience that many 'top down' training programs, with predetermined 'one-fits-all' content, had not been taken up by producers.

Training content in principle suitable for vegetable producers and their staff exists for many knowledge areas. However, training design and delivery (e.g. location, style, course length) do not meet the criteria of relevance, ease of access, responsiveness, and flexibility which have been identified by numerous reviews as summarised in VG14061. Design and delivery of training for VegPRO considered the principles of adult / farmer learning and additional requirements identified by the vegetable industry via VG14061. Special attention was paid to the quality of training providers and outcomes/impacts. Training providers for VegPRO all completed a train the trainer e-learning course.

Knowledge and skills areas as well as focus topics that would find levy payer support, if the training was designed and delivered according to the criteria set out in VG14061, were identified by VG14061 in the following knowledge principal areas:

1. **Technology**
2. **Production Environment**
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5. **Postharvest Management**
6. **Managing the Vegetable Business**
7. **Products to Markets**
8. **People Management / Development**
9. **Information Transfer / Communication**

The identified needs often related to training that covered cutting edge and new information, not training packages that were put together many years ago.

Given the dynamic nature of the vegetable industry, rapid advance in technology, price pressures and increasing climate variability, new training gaps and topics were identified and addressed as possible during the VegPRO training delivery phase. The VegNet extension providers were an important source of information on immediate, regional and common, industry wide training needs.

VegPRO had three processes to delivering training that met identified gaps and requirements, especially relevance, ease of access, responsiveness, flexibility.

1. Identifying relevant, **Accessible Training** that was offered already and promote it to vegetable

producers – ‘Training Brokering Service’.

2. Coordinating **Customised Training**, the re-delivery or re-design of relevant training, focussed on vegetable industry needs. This potentially involved an update of content and / or delivery mechanism or delivery at a suitable location.
3. Designing and delivery of **Inaugural Training** as newly developed, targeted training programs

Processes 1 & 2 could be used to react to immediate training needs. This may be required in response to sudden changes to policies or compliance requirements (labour, WHS, Food Safety, Biosecurity) or changes in production conditions due to unforeseen events (floods, fires, storms).

VegPRO developed procedures to coordinate the delivery of existing, customised, and inaugural training. A project coordinator kept vegetable businesses informed about of VegPRO specific and other formal and informal training opportunities and fostered initiatives leading to new services that efficiently met identified needs. This included engagement with Skills Impact, the organisation that determines certified training packages for RTOs.

Vital to relevance, ease of access, responsiveness and flexibility of training and thus the success of VegPRO was speedy contracting of suitable service providers to deliver training. VegPRO developed a process for setting up and maintaining a panel of pre-qualified, approved training providers. This occurred for the main knowledge areas identified by VG14061. These providers could then be contracted promptly to react to training needs. The speed of contracting via the Hort Innovation system could not fully meet the requirement of responsiveness and flexibility vegetable growers had asked for.

Project background

In Australia, vocational rural training for horticulture is organised under the AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package. The AHC10 package was developed by Rural Skills Australia / Agrifood Skills Australia following a review of rural education in 2006. AHC10, based on now 10 year old data, has a ‘top down’ approach providing predetermined content that is essentially based on three older, prior packages: RTD02 Conservation and Land Management; RTE03 Rural Production and RTF03 Amenity Horticulture.

The current AHC10 packages cover production horticulture at five levels:

- Certificate II in production horticulture (AHC20310) covers tree crops, mushrooms and grapes. Although several of the competencies included in this Certificate are relevant to vegetable production, *there is no evidence of targeted delivery for the vegetable industry.*
- Certificate III in production horticulture (AHC30610) covers general pest and disease management, postharvest and mechanical harvesting. While general topics like tractor driving, OHS, etc., are included, *there is nothing tailored specifically for vegetable production; vegetable production has different challenges and needs compared to fruit crops, combining them is not necessarily a good approach.*
- Certificate IV in production horticulture (AHC40310) covers irrigation and harvesting of horticultural crops with a focus on mushrooms, olives, grapes and biodynamic farming. *Again, nothing specific to vegetables and their needs is included.*
- Diploma in Production Horticulture (AHC50310) includes marketing, hydroponics and irrigation, chemical use, machinery operation etc. *While not specific to vegetable crops, some of these modules may be relevant, especially at a management level.*
- Advanced Diploma in Horticulture (AHC60210) includes agribusiness and business management, machinery operation and maintenance, sales and marketing, project management, leadership and safety. *While not specific to vegetable crops, some of these modules may be relevant, especially at a management level.*

As shown above and previously pointed out in the VG14061 “Vegetable Industry Education & Training Gap Analysis” final report, the AHC10 units of study have very limited content that relates specifically to vegetable production.

The education and training database provided with VG14061 and the database summary in the report for that project, explained the shortcomings of current training packages in more detail and compared services offered to vegetable industry needs. It also evaluated university and on-line training against a set of relevant criteria. In summary, guiding principles established by VG14061 are:

- a) The most important attributes of training delivery and content for the vegetable industry are relevance, ease of access, responsiveness and flexibility.
- b) A further imperative is that delivery and content are driven by the needs of those who want or need to learn, i.e. producers and their staff, and not by the needs of education and training providers or top down approaches that do not sit well with adults, in general, and producers in particular, or the learning styles of the younger generation.
- c) Industry ownership and oversight of an education and training initiative (*e.g. by a peer group of producers*) is a key to its success.

A review of other RDCs’ and organisations’ education and training initiatives conducted as part of VG14061 provides important guidance on the principles that should underpin levy funded investment in education and training for the vegetable industry. Those relevant to training and eventual certification are:

- Maintain ownership of the initiative and IP, use branding if possible
- Do not formalise training contents and delivery mechanism (e.g. as accredited course) too early, if at all
- Seek feedback and react to it to maintain relevance and flexibility
- React to specific needs quickly (i.e. *consider regional needs, timing, business sizes or business focus, prior knowledge and skills*)
- Engage high quality, committed coordinators and trainers (who understand the industry), maintain freedom of choice of trainers; seek feedback on their quality
- Train trainers or facilitate their professional development
- Assess training outcomes and adapt as required to maintain relevance and impact
- Consider a ‘knowledge and training passport’ for vegetable industry members to allow for recognition of participation in informal training (e.g. under the Targeted Training Initiative or of other quality courses that are not certified).

Continue to communicate with formal education and training providers to assist them in being relevant and providing ‘industry ready’ people (*one of the main criticisms of current formalised training is the lack of industry readiness of graduates*)

Methodology

Task 1. Project inception, establishing a project reference group and planning

A start-up meeting with Hort Innovation took place on date month year following engagement to discuss and agree on project activities to be undertaken during the project. A Program Logic (Appendix 31) was developed for the project during the meeting and the members of the Project Reference Group (PRG) were determined. The Terms of Reference for the PRG, naming members, are attached as (Appendix 15). An important PRG task was to review and approve expressions of interest from producers and/or producer groups for training and education initiatives in their region or on farm.

The project team developed a detailed work plan that included stakeholder engagement, communications and project evaluation, individual training course assessment as well as an overall education and training impact assessment. The background information, context and risk management strategies considered during planning are comprehensive and available on request.

VegPRO engaged with other relevant projects to ensure the most relevant, effective and adaptive delivery of training. Other projects included regional capacity building projects (especially VegNet), extension projects or extension components of research projects as well as projects delivered under Hort Innovation Pool 2, the Leadership & Development Fund.

Task 2. Developing a vision and brand for the initiative

Brand development was an important first step and a recommendation of the advisory group that reviewed VG14061. It was delivered as part of the initial communication and engagement activity. We used AUSVEG and Hort Innovation communication channels as well as social media to engage industry in developing a brand for the initiative, a positioning statement, name and logo to encourage ownership of the program by the vegetable industry. The vision and brand were launched at the Horticulture Convention 2016. Testing the effectiveness of the brand was included in the MERI plan.

Task 3. Establishing systems to deliver relevant training in a timely fashion

Systems to deliver relevant training were based on principles and criteria from VG14061 and Hort Innovation requirements. The aim was to deliver training to address gaps already identified by VG14061:

1. **Technology** - *Information Technology, Machinery & equipment, Precision horticulture, Spatial technology, Remote sensing, GPS/GIS, Vision/sensing technology (e.g. for grading or in the field), Robotics, Irrigation technology, Spray application technology, Waste management, Energy efficiency*
2. **Production Environment** - *Climate / Climate change, Landscape / Land capability / site selection, NRM / sustainability, Water resources / quality, Resource use efficiency, Emission management, Carbon Farming, Environmental sustainability, Site selection*
3. **Field Production and Advanced Crop Management** - *Soil management, Crop nutrition / fertilisers, Plant health and crop protection, Machinery & equipment, Irrigation management, Integrated crop management, Agronomy, Sustainable production, Variety selection, on farm trials*
4. **Protected Production/Hydroponics** - *Structures / crop covers, Hydroponics, Greenhouse soil / substrate management, Nutrition management / fertilisers, Plant health and crop protection, Climate and atmosphere control, Machinery & equipment, Irrigation management, Integrated crop management*
5. **Postharvest Management** - *Grading, Cool chain management, Post-harvest physiology, Packaging, Storage, Temperature and atmosphere control, Logistics, Transport / shipping, Distribution, Food safety, Waste management*

6. **Managing the Vegetable Business** - *Strategy, Financial management, Business planning / management, Cost of production, Record keeping, Data management, Investment decisions, Commercialisation, Managing growth, Compliance (legislative / regulatory), Quality systems, Managing risks*
7. **Products to Markets** - *Understanding markets and consumers, Marketing / promotion / selling, Exporting, Product development, Supply chain management, Product development*
8. **People Management/Development** - *Leadership, Conflict management / Negotiation, WH&S, Managing staff, Mentoring, Managing apprentices / new staff, Labour management, Communication*
9. **Information Transfer/Communication** - *Adult learning, Consulting, Extension, Facilitation, Communication e.g. via public media, public speaking.*

Further training needs could be established in several ways :

- A. The VegPRO Coordinator identified new training needs in consultation with individual producers, VegNet, Hort Innovation staff, state and federal peak industry bodies, RD&E and training providers, and others providing services to the vegetable industry
- B. A Strategic Hort Innovation Advisory Panel (SIAP) could develop and approve new training concepts using the same process as used for RD&E projects
- C. The PRG would provide advice on training needs.

Of these three approaches, approach A and B were mainly utilised to identify additional training needs not identified by VG14061. These were included in training plans and delivered via accessible training (brokerage of existing courses), customised training (redesigned for vegetables) or inaugural training (new training design).

Requests for training delivery

The VegPRO Coordinator prepared requests for quote (RFQ) or requests for proposals (RFP) which were made available to service providers via Hort Innovation systems (emails to subscribers and Tenderlink).

Quotes and proposals were reviewed by the PRG and, once approved, contracted via Hort Innovation, using the same approach as for RD&E projects. Smaller size projects, i.e. one off delivery of training were contracted by Hort Innovation as a consultancy.

Reporting

Reporting for VegPRO training services was changed from the usual Hort innovation requirements for RD&E projects to reduce the costs associated with intensive reporting and have a sensible approach that fitted the services being delivered.

The redesigned VegPRO reporting used from year two differed depending on the type, content development requirements and duration of a training service. Reporting on training involved, at a minimum, submitting the following to Hort Innovation via the VegPRO Coordinator:

1. The training plan(s) and or session plan(s) used for the training.
2. Training aids and resources specifically developed for VegPRO using VegPRO funding.
3. An evaluation report on each training session and, if several sessions were involved, an overall evaluation. The evaluation of training services was driven by the need to comply with the VegPRO M&E Plan.

Detailed milestone or final reports as used to report on RD&E projects were not applicable to VegPRO. The VegPRO Coordinator ensured that RFQs and RFPs included a listing of reporting requirements.

The VegPRO Coordinator role in establishing systems to deliver relevant training

The VegPRO Coordinator kept the vegetable industry informed of available, relevant formal and informal training programs to be delivered by VegPRO or other providers via the VegPRO website and project communications. Details on this activity are included in the 'Outputs' section of this report.

The coordinator organised all aspects of VegPRO training delivery, apart from Service Provider Agreements, contracting and payment, which were managed by Hort Innovation via the relevant Program Manager. Coordinator activities included:

- Establishing a panel of pre-qualified, approved training service providers with Hort Innovation (refer to Task 4 for details)
- Preparing briefs to initiate training delivery where training needs and gaps had been identified, starting with those summarised and identified by VG14061
- Identifying training gaps as an ongoing activity which may have been 'missed' by VG14061 or driven by changes in the training landscape (elimination of training services) or industry needs (e.g. due to technology advances, changes in markets / supply chains, regulation/compliance needs or unforeseen events)
- Prioritising training needs, mainly based on demand and expected impact, in consultation with the PRG
- Checking quotes and proposals against RFP and RFQ criteria and presenting compliant proposals and quotes to the PRG for selection of preferred training providers, and providing PRG recommendations to Hort Innovation for contracting
- Inviting suitable pre-qualified service providers (refer to Task 4) to deliver training to fill identified needs / gaps and ensure that providers meet needs in content and delivery and adhere to a budget
- Initiating requests for proposals or quotes (RFP, RFQ) for Inaugural Training through the Hort Innovation tender process, when a training need could not be addressed by pre-qualified providers (Customised Training)
- Identifying 'key multipliers' e.g. advisers to vegetable producers and including them in relevant training to allow them to use and pass on the acquired knowledge. Coordinating coaching support for key multipliers if a clear benefit was identified
- Attending industry events and meetings that dealt with education and training relevant to the vegetable industry
- Identify and follow up on opportunities for developing or customising certified courses (via RTOs and Skill Impact) for the vegetable industry.
- Organising PRG and regular project team meetings (RMCG and AHR staff) to ensure good project governance.
- Reporting to and communication with Hort Innovation and training organisations or service providers.

Task 4. Establishing a panel of pre-qualified, approved training service providers

Speedy access to suitable training providers was seen as critical to VegPRO's success. The project coordinator therefore set up and maintained a panel of pre-qualified, Hort Innovation/PRG approved training providers. Panel members were pre-engaged according to rules established as part of this task (Task 4).

There were two ways for a service provider to become a pre-qualified, approved panel member:

1. Service providers registered on the project website; followed by review against a set of criteria, and acceptance or rejection by the PRG (see below)

2. Service providers submitted a proposal in response to a “Request for Tender to participate in a panel arrangement for provision of training services to the levy vegetable industry” from Hort Innovation; this applied in cases where a specific skill set was required and the project had no suitable pre-qualified service providers or registrations via the project website that could be submitted to the PRG for approval.

The VegPRO coordinator invited potential training providers to register for pre-qualification on the VegPRO website. The website registration as training service provider asked for the following information which constituted **selection criteria** for approval of pre-qualified training service providers – that the service providers:

- were a single legal entity or recognised firm of partners (or employed by one of these)
- were financially viable
- had adequate insurance (public liability, professional indemnity, workers’ compensation)
- complied with the current Workplace Gender Equality Act
- had no conflict of interest
- had relevant qualifications and or experience (technical qualification and or training qualifications) or
- had a track record of providing effective training in the area of expertise the project requires or positive feedback from previous training delivery to the vegetable industry; this applies to content and delivery methods
- had a track record of providing effective training in any of the areas of expertise VegPRO may require (refer to training needs identified by VG14061); this applies to content and delivery methods
- provide information on training services they have available already which could be delivered as is or as Customised Training
- had completed the project’s trainer training course
- had provided hourly rates and estimates of disbursement rates

The PRG (which included the Hort Innovation Program Manager) reviewed registrations against the selection criteria and approved suitable training providers.

Hort Innovation then set up a **Pre-qualification Agreement** with PRG approved trainers, making them 'pre-qualified' to deliver VegPRO training services as and when required. This **Pre-qualification Agreement** did not promise that the service provider would be contracted. It however allowed for more speedy contracting when the provider was required.

Hort innovation had the option to not pre-qualify a training provider even though his /her organisation met the above criteria and other PRG members had approved the organisation or person(s).

After the first year of VegPRO, where training services had to be contracted as per RD&E projects, training providers who had a VegPRO Pre-engagement Agreement with Hort Innovation (pre-qualified training service providers) could be contracted directly by Hort Innovation via a consultancy agreement, as soon as their quote or proposal was accepted by the PRG (refer to Task 3). Together with the contract detailing the conditions of the specific engagement, the provider received a purchase order from Hort Innovation and then was paid on invoice according to the schedule set out in the contract. Invoices were approved by the VegPRO Coordinator once the service provider had submitted training evaluation forms and training materials as per the contract.

Training service provides could be de-registered from the panel of pre-qualified providers if they failed any of the above criteria due to a change in their business status or negative feedback from a majority of training participants.

The project coordinator maintained a list of approved, pre-qualified training providers.

Task 5. Maintaining links with RD&E providers so the industry can benefit from synergies

Throughout the project, the team stayed connected with extension providers and current research projects to ensure research outcomes were incorporated into VegPRO training programs, and extension activities were well communicated and co-ordinated. The VegPRO website Hub (Task 9) was a key tool in setting up and maintaining this network. The team engaged with APEN (the Australia Pacific Extension Network) and developed ‘train the trainer’ events and resources for those working with the vegetable industry (Task 7). The aim was to increase linkages and build capacity and efficiencies.

Task 6. Building relationships with formal and informal training providers; communicating opportunities to vegetable businesses, providing a ‘Training Brokering Service’ and pathway to accreditation

The project team strengthened ties with formal and informal training providers, by initiating contact and through participatory activities. The team encouraged and assisted providers to develop training programs that met industry needs and promoted relevant services. Existing education and training opportunities were promoted through the Hub (Task 9), and AUSVEG, Hort Innovation and VegPRO communication channels, and directly at industry events. This effectively constituted a training brokerage service, that was conducted cooperatively with providers.

The following guiding principles were used to establish a pathway to accreditation of training for the vegetable industry. A prerequisite was that the pathway to accreditation aligns with the guiding principles established by VG14061.

1. First, design training (e.g. in content, delivery format, location) that fills identified gaps and meets the needs of industry. It requires building in flexibility to adapt courses to regional/changing needs and to include new knowledge e.g. from R&D and technology advances
2. Determine required trainer competencies and maintain flexibility in using the best trainers who bring results
3. Identify where training aligns with existing AHC10 competencies to not double up
4. Seek feedback from participants on whether they want accredited delivery (e.g. under AHC10)
5. Based on the feedback from participants, assess demand for:
 - i. accreditation of specific vegetable competencies
 - ii. separate vegetable course(s) (e.g. Cert IV in vegetable production)
6. Assess whether new competencies are warranted within the existing Cert courses e.g. a new competency specifically for vegetables e.g. managing irrigation, nutrition, and soils management, integrated crop protection, precision agriculture, managing labour, postharvest management and food safety, new technologies, etc., in vegetable crops (i.e. filling gaps)

Based on the above analysis, assess the medium to long-term demand for accreditation of specific vegetable competencies or new courses as well as criteria for the selection of trainers.

Task 7. Growing professionals and champions (coaching programs)

VegPRO planned to foster professional and personal development through establishing and overseeing a coaching program for vegetable levy payers that worked in spite of the competitive nature of the industry. Coaching is an approach that combines mentoring and technical support. VegPRO identified coaching needs in key areas including crop production, technology and innovation, business management, supply chain management, consumers and marketing and export. The feasibility of a Group Coaching approach was assessed as a cost-effective methodology, using the power of peer relationships. Coaching had to be project focused i.e. learners chose what they want to achieve during the process and implement learnings in their vegetable business; linkages with alumni of the leadership program were explored. Vegetable farm advisers could receive coaching, if a clear benefit for vegetable levy payers (multiplier effect, also refer to Task 3) could be established.

The first step for the establishment of coaching programs was scoping and defining the needs via delivering to a couple of pilot coaching groups in Victoria. An outline of the pilots is attached as Appendix 7.

The project supported Hort Innovation scholarship programs by actively encouraging vegetable producers and staff to participate in existing and new programs and by communicating opportunities to Hort Innovation (e.g. Nuffield, Churchill, Career Harvest). VegPRO also promoted Horticulture Innovation's training opportunities such as the Global Masterclass and the Growing Leaders Program via VegPRO communications.

Task 8: Establishing trainer training programs

Trainers had varying backgrounds including working for a registered training organisation, as VegPRO registered individuals or predominantly in an advisory/constancy capacity. All had the ability to deliver training or amplify uptake of relevant training (e.g. VegNET, advisers). VegPRO identified key people to receive or deliver 'trainer training' to increase the impact of VegPRO and provide legacy from the project.

A focus for trainer training was on the principles of adult and "Next Gen" learning as well as engaging delivery methods rather than 'classroom' styles.

The project team developed an e-learning resource and booklet type guide on training for trainers working with the vegetable industry. Apart from relevant learning principles and delivery styles, trainer training areas depended on needs identified by VegPRO and available funding. Over time, VegPRO aimed to build skills and capacity. VegPRO aimed to create networks between trainers working in different fields and/or regions. It wanted to achieve training programs that are somewhat consistent in their approach and delivery style and to make use of existing services and resources as appropriate e.g. through the APEN Education Training and Accreditation sub-committee and/or the formal educators such as TAFE, other RTOs and universities.

Task 9: Investigating and, if feasible implementing a Vegetable Industry Training Passport

We investigated a vegetable Industry Training Passport that would allow training participants to keep records / evidence of training attended, especially of training not delivered by an RTO. This would help employers and staff to meet training objectives and potentially support certification schemes relating to food safety or farm biosecurity, supplier requirements and environmental programs.

The 'passport' records the provider, title, content and length of training, results of assessments and course evaluation. Only training programs recommended by the PRG and project team and then approved by Hort Innovation ('preferred provider') were to be included. To determine whether such a scheme was feasible, we drew on the findings of previous investigations into agricultural training passports, and the experiences of organisations such as Rural Skills Australia and Tocal College (NSW DPI).

Task 10: Creating and maintaining a VegPRO web Hub

We developed a web based, easy to navigate, smart phone and tablet suitable *VegPRO Hub* with links to Hort Innovation, AUSVEG and other websites relevant to education and training (www.vegpro.com.au). The Hub is a one stop go-to place for education and training opportunities relevant to the vegetable industry. The Hub and all communications carried the VegPRO brand name & logo to clearly identify them and distinguish them from other services. The Hub was one method of inviting people to get involved in the Australian vegetable industry.

The Hub was used as a portal for E-learning and webinar opportunities as well as a place to build networks and share information. It includes self-assessment tools and pathways to help users explore and plan for employment opportunities in the vegetable industry. The hub assisted brokering by linking to relevant formal education and training services for 'Growing Professionals'. Mentoring schemes and Scholarship opportunities were advertised and links provided to key extension materials.

A major focus when designing and creating content for the Hub was for it to showcase opportunities and create excitement about prospects and pathways in the industry. Social media was used to direct people to the Hub website.

Legacy and ownership of the Hub site was negotiated with Hort Innovation at project inception with the outcome of that Hort Innovation has ownership of the Hub. Ongoing maintenance and extension of the Hub is unclear at the stage of preparing this report.

Task 11: Maintaining links with similar industry initiatives and the formal agricultural education sector

We strengthened connections made during VG14061 and built on the teams' existing links with the formal education sector. Not only did this allow us to explore synergies and opportunities, but also to learn from any issues encountered. This included continued dialogue with industry bodies such as DairyTas, APAL, NGUA, MLA, etc., as well as universities, colleges and TAFE (refer to Task 5). The project team provided advice on vegetable industry needs, particularly gaps in existing training programs, as well as effective ways of working with producers and their staff to formal training providers. We encouraged providers to offer relevant training and especially short courses, courses that fill gaps and to use project based learning methods rather than 'top down' teaching in these courses (refer to Task 7).

Task 12: Project management and evaluation

These included but were not limited to:

- Annual work plans, including schedule of costs and priority programs
- Subcontractor management (the subcontractor was part of the PRG and delivery team, and was assigned distinct project tasks or sub tasks as well as providing input into other VegPRO activities as required)
- PRG formation and PRG meetings
- Communication with Hort Innovation
- Delivery team meetings
- Evaluation of the overall initiative and individual training programs
- Changes to VegPRO and or training programs based on feedback and coordinator assessments
- Milestone reports (six-monthly) and final report.

Task 13: Evaluating training programs and impact assessment

We used SMART measurement metrics (specific, measurable, achievable, realistic, time bound) wherever possible, for the MERI of our performance, the evaluation for individual training events and the Initiative's Impact Assessment. This took into consideration the program logic / KPIs for this project developed at project initiation and reviewed, which provided a framework for each type of evaluation.

VegPRO evaluation considered the following stages and questions

- Design: Does the project meet the needs of the vegetable industry?
- Implementation: Have targets (KPIs) been set and are they being achieved? ii) Are the project objectives still relevant? Are they likely to be met? If not, what can be done?
- VEGPRO Impact: Was the project completed? Where training participants and providers satisfied? Did the initiative meet its objectives? What are the medium and longer-term impacts? Did it provide value for money? Was there a reasonable return on investment?

Outputs

Overview

The VegPRO project delivered to 13 key tasks. It designed and delivered outputs to complete these key tasks and thus deliver a successful the VegPRO project. The 13 key tasks were:

- Task 1. Project inception, establishment of a project reference group and planning
- Task 2. Develop a vision and brand for the initiative
- Task 3. Establish systems to deliver relevant training in a timely manner
- Task 4. Establish a panel of pre-qualified, approved training service providers
- Task 5. Maintain links with RD&E providers so the industry can benefit from synergies
- Task 6. Build relationships with formal and informal training providers; communicate opportunities to vegetable businesses, provide a 'Training Brokering Service' and pathway to accreditation
- Task 7. Grow professionals and champions (coaching programs)
- Task 8: Establish trainer training programs
- Task 9: Investigate and, if feasible implement a Vegetable Industry Training Passport
- Task 10: Create and maintain a Vegetable Industry Education and Training (VEGPRO) Hub
- Task 11: Maintain links with similar industry initiatives and the formal agricultural education sector
- Task 12: Project management and evaluation
- Task 13: Evaluate training programs and Impact assessment

Outputs addressing the key 13 tasks:

The following section lists the main VegPRO outputs.

Project Management outputs

- Project logic
- Project plans (overall and annual work plans for years 1, 2 and 3 in 'Smartsheet', communication and engagement plan, M&E plan)
- Design and execution of VegPRO name, logo and website Hub
- Development of social media pages; Facebook, Twitter and LinkedIn page
- Coordinator employment
- Development of procurement of training documentation including design of the Request for proposal and quote documentation (guide) versions 1 and 2
- Proposal / Contract review and update with Hort Innovation and then Subcontractor (AHR)
- PRG member selection and Terms of Reference (ToR)
- Meeting agendas and minutes (PRG and project team)
- Training plans (2018 and draft 2019)
- Investigation and installation of a Learning Management System (LMS)

- Milestone and final reports
- Quarterly project updates for AUSVEG’s ‘Vegetables Australia’
- Regular project updates for AUSVEG’s Weekly Update
- Participation in Hort Connections 2017, 2018 and 2019
- Training needs analyses at events organised by VegNet, AUSVEG and other organisations involving the vegetable industry in different states
- Participation in and presentation VegNet meetings
- Development of an evaluation framework, M&E design and execution.

Training Events Planed and Delivered

The project commenced 1 July 2016.

2016/17

The first-year activities included foundational project management work. Training delivery was hampered by the cancellation of the delivery of a food safety training course (the 1st VegPRO course) by Hort Innovation. This occurred after the standard Hort Innovation procurement process had been completed.

The standard procurement process used for training services meant that there could be a gap of two to three months before training could be delivered. Each training service was treated like a new project involving all the associated administrative tasks by Hort Innovation and the service provider.

Due to the above-mentioned foundational activities and issues, only two training recourses and 2 training events were produced by VegPRO in the 2016/17.

- 1) Train the Trainer for people working with the Vegetable sector (online course and booklet style guide delivered by VegPRO)
- 2) Delivery of training videos to support WH&S (via cooperation with VG16031 a VegPRO sub-project)
- 3) VegInnovations – How to Develop new value for vegetable producers
- 4) Negotiations – How to communicate successfully within the vegetable sector
- 5) Investigation (by VegPRO into Business Management training (BizCheck) based on feedback from VegNet NSW.

2017/18

An update of the procurement process commenced in the first months of the 2017/18 financial year. The aim was to streamline the process to be able to react more quickly to training requests from growers and reduce administration time for Hort Innovation, RMCG and service providers. A variation agreement to the original contract between Hort Innovation and RMCG from June 2016 was executed by Hort Innovation on 28 September 2017, nearly 15 months after project commencement. This variation allowed for more speedy contracting of VegPRO sub-projects to deliver training services. Appendix 28 illustrates the updated procurement process.

In parallel to developing a new procurement process, VegPRO developed a 12 months training plan in cooperation with VegNet IDOs to further streamline the process of receiving requests for training and training delivery to production regions. The training plan is attached as Appendix 14.

VegPro developed specific promotional flyers for each event. These were promoted via VegPRO, VegNet and AUSVEG communications. Events were advertised and managed via Eventbrite.

23 training events were coordinated and delivered by VegPRO in 12 months from July 2017 to June 2018. They are listed below.

- 6) Negotiations + Influencing Course - VIC Melbourne 25th & 26th July 2017
- 7) Negotiation + Influencing Course - QLD Gatton 11th & 12th October 2017
- 8) Chemical Handling for Vegetable Growers – TAS Richmond 13th February 2018
- 9) How to Communicate- Negotiations + Influencing Course – SA Poorka 19th & 20th February 2018
- 10) Chemical Handling for Vegetable Growers in Vietnamese – NT Darwin 22nd & 23rd February 2018
- 11) Chemical Handling for Vegetable Growers – QLD Bowan 22nd & 23rd February 2018
- 12) Chemical Handling for Vegetable Growers – SA Virginia 6th & 7th March 2018
- 13) How to Communicate- Negotiations + Influencing Course – QLD Bundaberg 14th & 15th March 2018
- 14) Chemical Handling for Vegetable Growers in Cambodian – NT Coolalinga 15th & 16th March
- 15) Horticulture Code of Conduct Information Session for Vegetable Growers – VIC Lindenow 22nd March 2018
- 16) Horticulture Code of Conduct Information Session for Vegetable Growers – VIC Maffra 22nd March 2018
- 17) Chemical Handling for Vegetable Growers – TAS North West Forthside 26th & 27th March 2018
- 18) Horticulture Code of Conduct Information Session for Vegetable Growers – NT Coolalinga 27th March 2018
- 19) Horticulture Code of Conduct Information Session for Vegetable Growers – NT Humpty Doo 27th March 2018
- 20) Chemical Handling for Vegetable Growers – TAS North Bishopbourne 28th & 29th March 2018
- 21) How to Communicate- Negotiations + Influencing Course – WA Perth 4th & 5th April 2018
- 22) Irrigation Basic Skills Workshop - VIC Newry 12th April 2018
- 23) How to Communicate- Negotiations + Influencing Course – TAS Launceston 9th & 10th May
- 24) Irrigation Basic Skills Workshop – SA Angle Vale 17th May 2018
- 25) How to Communicate- Negotiations + Influencing Course – VIC Sale 31st May & 1st June 2018
- 26) Horticulture Code of Conduct Information Session for Vegetable Growers – TAS Elizabeth Town 1st June 2018
- 27) Chemical Handling for Vegetable Growers – VIC Wonthaggi 5th & 6th June 2018
- 28) VegInnovations Roadshow – TAS Elizabeth Town 7th June 2018

2018/19

A total 24 training were coordinated and delivered by VegPRO in the five months from July 2018 to November 2018. Two major online courses were delivered in 2019. Events and online courses are listed below.

- 29) VegInnovations Roadshow – WA Canning Vale 10th July 2018

- 30) Chemical Handling for Vegetable Growers – QLD Applethorpe 12th July 2018
- 31) Chemical Handling for Vegetable Growers – SA Mount Barker 24th & 25th July 2018
- 32) VegInnovations Roadshow – QLD Gatton 25th July 2018
- 33) Irrigation Basic Skills Workshop – NT 31st July 2018
- 34) VegInnovations Roadshow – VIC Sale 2nd August 2018
- 35) VegInnovations Roadshow – VIC Epping 3rd August 2018
- 36) VegInnovations Roadshow-SA Mawson Lakes 9th August 2018
- 37) Irrigation Basic Skills Workshop VIC Clyde 15th August 2018
- 38) Irrigation Basic Skills Workshop VIC Wemen 16th August 2018
- 39) Chemical Handling for Vegetable Growers – TAS Forthside 3rd September 2018
- 40) Chemical Handling for Vegetable Growers – TAS Hagley 5th September 2018
- 41) Pest & Disease ID Workshop - VIC Lindenow 20th September 2018
- 42) How to Communicate- Negotiations + Influencing Course – WA Carnarvon 13th September 2018
- 43) Chemical Handling for Vegetable Growers – VIC Lindenow 20th September 2018
- 44) Chemical Handling for Vegetable Growers – VIC Werribee 24th September 2018
- 45) Chemical Handling for Vegetable Growers – VIC Cranbourne 26th September 2018
- 46) Pest & Disease ID Workshop – VIC Werribee South 23rd October 2018
- 47) Irrigation Basic Skills Workshop – TAS Cambridge 24th October 2018
- 48) Irrigation Basic Skills Workshop – TAS Cressy 25th October 2018
- 49) Irrigation Basic Skills Workshop – TAS Forthside 26th October 2018
- 50) Pest & Disease ID Workshop – VIC Clyde 30th October 2018
- 51) Pest & Disease ID Workshop – VIC Cambridge 20th November 2018
- 52) Veg Inductions online training course – released February 2019
- 53) Fresh Produce Handling online training course – released June 2019

A training plan for the remainder of 2018 and 2019 to the end of May (when the project had to wind up) was developed in November and December 2018, based on requests from growers. However, it was not implemented due to lack of levy funding for training.

Training Events organised but cancelled due to lack of funding

A total of 18 already approved and VegPRO organised training events had to be cancelled due to lack of funding.

- 54) Chemical Handling for Vegetable Growers – NT Darwin September 2018
- 55) Chemical Handling for Vegetable Growers – WA April 2018
- 56) Chemical Handling for Vegetable Growers – WA April 2018
- 57) Post Harvest Management for Vegetable growers – TAS North West 26th July 2018
- 58) Post Harvest Management for Vegetable growers – VIC Wonthaggi 1st September 2018

- 59) Post Harvest Management for Vegetable growers – VIC Lindenow 27th June 2018
- 60) Post Harvest Management for Vegetable growers – NSW Sydney markets 10th May 2018
- 61) Post Harvest Management for Vegetable growers – QLD Bowen 22nd May 2018
- 62) Post Harvest Management for Vegetable growers – QLD Bundaburg May 2018
- 63) Post Harvest Management for Vegetable growers – NT Darwin November 2018
- 64) Post Harvest Management for Vegetable growers – VIC Werribee 7th August 2018
- 65) Coaching - Biz Check – NSW June 2018- December 2018
- 66) Coaching – How to make a new food idea a reality – TAS North June 2018 - September 2018
- 67) Coaching – Youth Development in the Vegetable sector – NT Darwin April 2018 – September 2018
- 68) Coaching – Managing Human Resources – QLD Gumalu February 2018 – April 2018
- 69) Rural First Aid and Mental Health 1 -QLD Bundaberg July/August 2018
- 70) Rural First Aid and Mental Health 2 -QLD Bundaberg July/August 2018
- 71) Rural First Aid and Mental Health 3 -QLD Bundaberg July/August 2018

VegPRO developed an online training evaluation questionnaire. All participants in VegPRO training had to complete the questionnaire (Appendix 32).

Training plans developed but not delivered due to lack of funding

Two further training plans were developed in the last three months of 2018, before VegPRO was informed about the funding shortage. One plan was for the last months of the project until June 2019. Another was for the year of 2019 and based on the number of requests for training already received by VegPRO. This full year training delivery would have depended on a successful extension of VegPRO to the end of December 2019. Both abandoned training plans are included as Appendix 14 & 33.

Training Events organised but cancelled due to lack of interest by growers or due to not finding a suitable trainer

A total of 8 training events were approved and organised but cancelled for reasons other than lack of funding.

- 72) Fresh Produce online induction – cancelled due to issues with one of the trainers who applied
- 73) Chemical Handling for Vegetable Growers – QLD Bowen 22nd and 23rd February 2018 (lack of interest)
- 74) Chemical Handling for Vegetable Growers - QLD Ayr 8th & 9th March 2018 (lack of interest)
- 75) Chemical Handling for Vegetable Growers - QLD Stanthorpe 9th & 10th July 2018 (lack of interest)
- 76) Pest & Disease ID Workshop – TAS North 14th November 2018 (no trainer available to cover the crops required)
- 77) Pest & Disease ID Workshop – TAS North West 15th November 2018 (no trainer available to cover crops required)
- 78) Pest & Disease ID Workshop – NT Darwin June 2018 (no trainer available to cover crops required)

- 79) Horticulture Code of Conduct Information Session for Vegetable Growers - TAS Richmond 1st June 2018 (low number of registration)

VegPRO coordinated 73 training events to be delivered during the 17 months of July 2017 to November 2018. This is on average more than 1 event per week over the period when VegPRO was able to operate under a training plan. 47 training events were delivered, just under 3 events per month. Four online courses were designed and delivered during times when coordination of face to face training was not occurring.

Maintain Links to extension and other projects (Tasks 5 and 11)

- 1) VegPRO Presentation at the VegNET Conference – QLD Townsville 11th September 2016
- 2) VegNET Survey as per of a VegNet meeting in Sydney, on what extension staff saw as the gaps to training in the vegetable sector October 2016 (Appendix 8)
- 3) Presentation on VegPRO at Farm Walk Fresh Select – VIC Werribee 8th March 2017
- 4) Presentation on VegPRO at the Gippsland Growers Forum – VIC Sale 9th March 2017
- 5) Presentation on VegPRO at the Gippsland Growers Forum - VIC Korumburra 27th July 2017
- 6) Presentation at the Post Harvest Management of Vegetables Roadshow – SA Nairne 1st August 2017
- 7) Attend the QWARN teleconference and present on VegPRO – October 2017
- 8) VegPRO Presentation at the Post Harvest Management of Vegetables Roadshow – SA Gawler River 2nd August 2017
- 9) VegPRO Presentation at the BFIG/Hort Innovation Special Event for Growers in the Bundy Region – QLD Bundaberg 17th November 2017
- 10) Create training plans for all VegNET representatives – September – December 2017
- 11) VegPRO Presentation at the VegNET Conference – TAS Devonport 18th September 2018
- 12) 829 email communications to VegNet and other relevant project staff about training opportunities

VegPRO developed a good network with extension and other projects, especially via VegNet.

Communicate with stakeholders (Task 6)

- 1) Introduction to VegPRO Video to explain what VegPRO is and does.
- 2) Establishment and management of the VegPRO website (over 2200 views)
- 3) A current Facebook page with 208 followers
- 4) An active Twitter page with 443 followers
- 5) 12 Bi-Monthly articles in the AUSVEG Vegetables Australasia Magazine
- 6) Regular articles and updates in AUSVEG Weekly Newsletter
- 7) Regular updates in AUSVEG SA newsletter
- 8) Regular updates in the VegNET Newsletter and at several VegNet meetings (by invitation)
- 9) Regular updates in Growcom Newsletter

- 10) 3 articles in Vegetables WA magazine
- 11) Regular updates in VegNET Victoria and VegNet Gippsland Newsletters
- 12) Updates in various other newsletters; Fresh Plaza, BFGV Blog, Good Fruit and Vegetables, Small Farm Living NRM
- 13) Regular 6 monthly PRG meetings; 13th September 2016, 21st November 2016, 24th April 2017, 19th October 2017, 28th March 2018, 26th November 2018
- 14) 32 x 3-weekly updates to PRG members
- 15) “Call for Ideas survey” from the industry – October 2016
- 16) Meeting with Australian College of Agriculture and Horticulture – VIC Werribee 8th March 2017
- 17) Meetings with Bulmers, Bonnacord and Riviera Farms – VIC Gippsland 10th March 2017
- 18) VegPRO booth at Hort Connections - SA Adelaide 15th – 17th May 2017
- 19) Vegetable Soil Workshop with NRM – TAS Deloraine 25th May 2017
- 20) Vegetable Soils Workshop with NRM – TAS Scottsdale 26th May 2017
- 21) Stand at Roberts Potato/Vegetable Industry Trade Expo and Forum – TAS Ulverstone 27th July 2017
- 22) Meeting with Simplot to discuss training requirements and options – TAS Ulverstone 23rd August 2017
- 23) Presenting and Networking at the Soilborne Disease Masterclass – TAS Devonport - August 2017
- 24) Teleconference with Gippsland Food Cluster to discuss induction training – 15 September 2017
- 25) Meeting with Simplot Grower Managers for Vegetables – TAS Devonport 10th November 2017
- 26) Stand at the Forthside Research Facility Open day – TAS Forthside – 14th November 2017
- 27) Teleconference with Tim Neale around training for Precision Agriculture – 21st November 2017
- 28) VegPRO Podcast for InfoVeg Episode 14 – 17th December 2017
- 29) Syngenta Spray Application Workshop represented VegPRO – TAS Forthside 13th March 2018
- 30) TFGA Inspire, presentation and networking – TAS Launceston 22nd March 2018
- 31) Stand at the Precision Ag Expo – TAS Hagley 19th April 2018
- 32) Meeting with EE Muir – Paul Yates about training around biological products for growers and agronomists – TAS 2nd June 2018
- 33) Attendance of the TIA (Tasmanian Institute of Agriculture) Research Forum – June 2018
- 34) Stand at the TIA Forthside Research Facility Open Day – TAS Forthside 10th October 2018
- 35) Presenting and Networking at the Soil Wealth Nutrition Masterclass – QLD Brisbane 17th & 18th October 2018
- 36) VegPRO representation at the Cover Crop Field Walk for the use of Biofumigants in Vegetable Production – TAS Sheffield 28th January 2019
- 37) Attended the Hort Innovation Strategy Workshop - TAs Devonport 15th February 2019
- 38) Attended the Inspire Ag Event – TAS Launceston 13th March 2019
- 39) Stand at the Precision Ag Expo – TAS Hagley 17th April 2019

Communication was a vital part of VegPRO delivery. The aim was to promote VegPRO and its courses as well as getting feedback on training needs and finding out about relevant training being delivered by other organisations. Communication occurred via newsletters, magazines, social media, and face to face at numerous meetings and events in all states. The VegPRO coordinator received many phone calls with enquiries and suggestions; these increased exponentially from year 2 onwards.

Develop relationships with formal and informal training providers (Task 6)

2017/18

- 1) Meeting with RTO “Doing Business Better” about Lean Process Management – VIC Melbourne 22nd December 2016
- 2) Meeting with 4 Up Skilling – VIC – Melbourne Brendon White – 12th October 2017
- 3) Skills Gap Workshop – NSW Riverina Yanco – 18th October 2017
- 4) Skills Gap Workshop – NSW Riverina Griffith – 20th October 2017
- 5) Skills Gap Workshop – NSW Riverina Batlow – 21st October 2017
- 6) Attendance of the University College showcase for training options – TAS Burnie – 23rd November 2018
- 7) Meeting with Safe Farming Tasmania – TAS
- 8) Meetings with Skills Impact and submission of feedback on potential training for agronomists and advisors – January 2019 – June 2018
- 9) Contact with APEN re their focus on education and training and what is available for extension professionals January 2018
- 10) Member of the TEAN – VegPRO also attended many events, workshops, meetings and forums where education and training were discussed to help understand the issues around overall declining training services and to build relationships with the educational bodies and training organisations. At these events, VegPRO provide representation of the vegetable sector.

2018/19

- 11) Request for feedback from educational bodies on the status of horticulture training – February 2018
- 12) Review on Industry training requirements for improving efficiency within agriculture for an RTO specializing in Business Process Optimisation – March 2018
- 13) Member of the Agribusiness Associate Degree Advisory Group – April 2018
- 14) Meetings with Robert Mann (TAFE-NSW) to discuss collaboration with VegPRO – May 2018
- 15) Participation as subject matter expert in the redesign (by Skills Impact) of the protected cropping training package (as SME representative) – 2018/19
- 16) Discussions around the Training/Employment and emerging leaders program for Tasmania (already delivered as Shaping Futures in Mildura) – July 2018
- 17) SME (subject matter expert) for Review of Nursery Industry Career Pathways – July 2018
- 18) Review of “Agriculture Centre of Excellence Freer Farm, Burnie” discussion Paper – August 2018
- 19) Charles Sturt University Industry Workshop “Horticulture why bother?” – August 2018
- 20) TIA professional learning workshop for STEM – 1st & 2nd September 2018
- 21) Attended “Rethinking Education” an industry forum in Tasmania about training gaps in Tasmania – November 2018

- 22) Discussions with TAS TAFE on collaboration with VegPRO 2018-2019
- 23) Meetings with Brendan White from 4 Up Skilling about gaps and collaboration – 2018-2019
- 24) Delivery of Soils component of the Diploma in Agriculture TAS TAFE
- 25) Delivery of Soils component of the Diploma in Agriculture TAS TAFE – 5th June 2019
- 26) Several meetings with Skills Impact about relevant training packages, skill sets and units of competency for the vegetable industry

The VegPRO Coordinator developed good relationships with TAFE colleges/ TAFE teachers who were interested in working with VegPRO on vegetable specific content and delivery within accredited courses. The shortfall of funding ultimately prevented these opportunities to come to fruition. Still, a strong relationship was formed with Skills Impact, the organisation in charge of developing and updating accredited training. This led to the VegPRO Coordinator participating in a review and relaunch of the protected cropping training package as well as an invitation to participate in the upcoming review of the production horticulture package. The Coordinator was also approached to nominate a representative to participate in the development for new training packages in agronomy and biosecurity. VegPRO had highlighted a lack of training in these knowledge areas in discussion with Skills Impact.

The VegPRO Coordinator built relationships with Charles Sturt University and UTAS.

Links to other Industries (Task 11)

- 1) Protective Cropping Workshop – TAS North West 23rd May 2017
- 2) Attended Soil First Tasmania Cover Crop Field day – TAS Premium Fresh 15th December 2017
- 3) Presenting in webinar “Using Composts in Commercial Vegetable Production” – 21st March 2017
- 4) Delivery of a compost workshop for dairy farmers to the S.O.I.L.S group in Tasmania – TAS 19th April 2017
- 5) Meeting with Casual Labour provider Dimitri Roumpos about induction training – TAS Deloraine 25th May 2017
- 6) Involved in the CSIRO project looking at trees on farms – what is the interest, knowledge and is training required – TAS North West June 2017
- 7) Delivery of the soils unit for TAS TAFE Diploma in Agriculture – TAS Deloraine – 16th August 2017
- 8) Meeting with Organic Farming Systems about what products are available and what training is needed for organic/biological products – TAS Devonport 25th August 2017
- 9) Assisting in the planning of an education component and representing VegPRO at the TAPG Precision Ag Expo – TAS Hagley Farm School -April 2018
- 10) Attendance of the Employment and Emerging Leaders Program Tasmania – TAS Burnie 24th July 2018
- 11) Workshop at Charles Sturt University representing the vegetable industry on “Horticulture – Why Bother?” NSW Wagga – 9th August 2018
- 12) Tasmanian Leaders Information Day – TAS Burnie 13th August 2018
- 13) NRWC (National Rural Woman’s Coalition) e-skilling course – July – August 2018
- 14) STEM in Agriculture representation for the vegetable industry – TAS 31st August to 1st September 2018

- 15) Meeting with TFGA (Tasmanian Farming and Graziers Association) about training gaps – TAS Launceston – 18th February 2019
- 16) Attending the TAPG Board meeting to contribute to the discussion about education and training needs – TAS – February 2019
- 17) Ag-Fest liaise with Dairy TAS, TAS TAFE and Worksafe – TAS Carrick 3rd April 2019
- 18) Assisting in the planning of an education component and representing VegPRO at the TAPG Precision Ag Expo – TAS Hagley Farm School -April 2019
- 19) Delivery of the soils unit for TAS TAFE Diploma in Agriculture – TAS Deloraine

VegPRO maintained links to other industries to continue finding out about new approaches to improving education and training in agriculture, especially the dairy and protected cropping industries. Relationships were developed with organisations that have 'education and training in agriculture' as a focus.

Linkages were also developed with labour hire companies to understand how they could be involved and supported in the training of casual staff. The VegInductions e-learning resource is an output with relevance to these companies.

VegPRO Legacy and Resources

- 1) VegPRO branding (registered name and logo),
- 2) VegPRO website www.vegpro.com.au and social medial platforms
- 3) Introducing VegPRO (video) and flyer
- 4) VegPRO Information Postcard
- 5) VegPRO Glass Cleaning Cloth (promotion)
- 6) VegPRO Learning Management System (LMS) <https://vegpro.talentlms.com> (holding training passports)
- 7) Vegetable Industry Training Needs and Gaps Report
- 8) Database of VegPRO approved training providers
- 9) Horticulture Training Centers List
- 10) VegPRO – Belinda Adams Testimonial (video)
- 11) VegPRO – Adam Harber Testimonial (video)
- 12) VegPRO – Taylor Field Testimonial (video)
- 13) Train the Trainer for people working with the Vegetable sector (online course and booklet style guide)
- 14) VegPRO Coaching Information Sheet
- 15) Call for Ideas Survey
- 16) Delivery of training videos to support Veg WH&S
- 17) Veg Inductions online training course – released February 2019
- 18) Fresh Produce Handling online training course – released June 2019
- 19) Careers in the Vegetable Industry Flyer
- 20) Different Phases of a Career in the Vegetable Industry Flyer

- 21) Careers Pathways Plan
- 22) Careers and Pathways in the Vegetable Industry Guide
- 23) Well-developed networks nationally with formal and informal training providers and stakeholders
- 24) A range of training resources produced by trainers as part of their contracted training service were submitted to Hort Innovation as part of their individual reporting as per their contracts.

VegPRO and VegPRO trainers developed a range of resources (legacy) that have relevance after the project has wound up; they should be maintained and made available to the vegetable industry and other projects as appropriate.

Outcomes

How VegPRO met the outcome objectives and lessons learnt

The broader goal of VegPRO was set via 13 key outcome objectives that were reflected in 13 key tasks. Specific outputs are listed in the 'Output section above. This section provides a discussion of how these were achieved, the challenges, highlights and lessons learnt. This is valuable information should similar projects be proposed both within the vegetable sector or the wider horticulture sector.

Task 1. Project inception, establishment of a project reference group and planning

Effective, adaptive project management and delivery based on communication and feedback (M&E) with HIA, the PRG, stakeholders, the wider vegetable industry and those who participate in the program (e.g. as trainees, trainers). Efficiencies and amplification of impact will occur through engagement with other projects as appropriate.

The coordinator was the central facilitator between Hort Innovation, a PRG (made up of 7 industry members, the project team and Hort Innovation representative), the subcontractor, the various trainers, educational and training bodies, VegNet staff, state and federal peak industry bodies other stakeholders and the industry. Through the coordinator VegPRO communicated with the PRG by 6-monthly meetings and 3-weekly updates as well as ad hoc meetings at events such as Hort Connections and other industry events around the country. Contact with Hort Innovation was through Bianca Cairns who was also a PRG member. This was carried out by email and phone as well as face to face meetings at industry events. The coordinator made sure that all relevant persons and organisations received relevant information about VegPRO activities and events and responded to feedback.

A key outcome of the coordinators communication and networking function was a high awareness of VegPRO and what the initiative can deliver, building of strong relationships and a good understanding of how the education and training sector works for horticulture, its challenges and opportunities.

The VegPRO project had its share of challenges, Bianca, the Hort Innovation Program Manager, was a great support throughout, always approachable and passionate about what VegPRO was trying to achieve. Commitment from the PRG was great; they attended meetings and provided feedback to the regular updates. However, although out of everyone's control, four changes to the Hort Innovation Industry Relationship representative on the PRG did mean that we lost some continuity. It felt that consecutive representatives may not have been as fully invested in the project as if they had been involved from the start.

Over the first months of the project (2016), during the inception and planning stages, a considerable amount of time was spent establishing the required foundational documents and templates for the procurement process of trainers and getting approval of these from Hort Innovation. Unfortunately, all these documents were then not used due to a later change in procurement procedures imposed by Hort Innovation. All VegPRO procurement documentation then had to be redeveloped to fit the standard Hort Innovation processes. A third change had to be made in the second half of 2017, when the VegPRO procurement process was revised to allow a speedier delivery of training via contracting of pre-qualified trainers. This was frustrating for all due to the loss of valuable time that could have better been spent on procuring training and delivering for the industry. It led to a very slow start of training delivery and damaged the VegPRO image during the first year of the project.

VegPRO and the delivery of training services were new types of project approaches for Hort Innovation. It took several revisions of procurement and governance processes to ‘get it right’. This took valuable time away from actual training delivery, which was disappointing for growers wanting training as well as others involved in the process. The required VegPRO training attributes of being responsive and flexible were hard to achieve.

Task 2. Develop a vision and brand for the initiative

The Vegetable Industry identifies with the VegPRO and owns it.

VegPRO – Professional, Proficient, Progressive was established as a brand for the project in the early stages to provide a name that could be identified with education and training in the vegetable sector. This brand was trademarked; Hort Innovation has ownership of this brand.

A VegPRO website hub was set up to provide information to the industry on what training, tools and resources were available as well as providing access to the VegPRO LMS, (learning management system). The website also offers a platform to promote careers in the industry and to highlight the various interesting types of job roles one can take in the industry. To accompany the website, VegPRO set up its own Facebook page, Twitter account and LinkedIn page. Having a suite of tools available made communications to industry more successful. Facebook was great for sharing events; the downside was that we did get a bit of overseas traffic from people thinking it was a site that helped them getting a job. Twitter provided a great tool for advertising events and was also helpful in building awareness of the brand by sharing useful information to growers and for sharing what VegPRO was currently doing and planning.

This branding has proved successful with regular contacts and requests now being received from both growers and educational bodies about education and training for the vegetable sector.

Regular articles in Vegetables Australia and industry newsletters were also good for building the brand. By branding VegPRO it was also easier for IDO’s to promote what we were doing which also contributed to building the brand awareness. One issue that did arise was when the NVEN project (National Vegetable Extension Network) changed its name to VegNET. This did cause some confusion for growers trying to distinguish between the two and understanding which project did what.

The VegPRO brand is now well established and linked to the delivery of quality training services with the vegetable industry, training service providers and other stakeholders.

In our experience it typically takes two to three years of good work to establish a new brand and fill it with meaning. VegPRO has achieved this.

Task 3. Establish systems to deliver relevant training in a timely manner

Training services selected and effective training delivered. Training sessions are evaluated.

Although each trainer had to go through a lengthy process of acquiring a contract with Hort Innovation, separately to the VegPRO project, once this had been received and using a combination of industry feedback, extension groups, Eventbrite and industry publications, VegPRO was able to deliver targeted training in a reasonably timely manner. Developing an annual training plan helped with speeding up processes. Unfortunately, the slow start to VegPRO training delivery (described under Task 1) and the later funding shortages, meant that only one training plan was implemented; a second plan was developed but not used.

Therefore, due to issues outside the project’s control, VegPRO was only able to deliver one full year plus 3

months of training. In just these 15 months VegPRO delivered 47 targeted training events across 7 states involving 10 trainers. All training topics were selected by growers themselves or via VegNet. All trainers were recommended by the industry and went through the VegPRO train the trainer course to make sure they were familiar with the industry and how it's members like to learn.

Trainers were required to give verbal feedback after each session to cover off on any need to change content or delivery. Final reports with training resources, if specifically developed for the contracted training, recommendations and feedback were submitted by the trainers to Hort Innovation at the end of their contract. This provides a great legacy from the project.

All training participants were required to complete a feedback form. Any issues were directly raised with the coordinator after each event so that changes could be made for further training sessions by the same trainer. Results of surveys are presented and discussed in the Monitoring and Evaluation section of this report. One example of feedback was on the length of the Chemical Handling training (2 days). Many participants felt that the content could have been covered in one day, especially for those who had taken the training previously and needed a refresher (required by law). Following this feedback after confirming that participants had a prior knowledge of chemical handling a couple of one day courses were trialed in Victoria which were well received.

An important aspect of VegPRO training was that it brought courses, that normally would be held in a major city or town to the production regions. This allowed many to participate who otherwise would not have been able to do this, given the amount of time required for travel and associated expenses (including accommodation and food). Free training and the fact that training was delivered as short courses also meant that growers would put their staff through training which they would not have done if training was costly and or time consuming.

Throughout the project VegPRO worked closely with members of VegNET as well as local industry development officers, (IDO) and rural development officers, (RDO). This was an important process to ensure that training was targeted to the specific audiences in both content, timing and method of delivery. The extension officers were critical in the delivery of the training as it reduced costs. Without the involvement of VegNet, VegPRO would have had to spend funds for the coordinator traveling the country to organise local events. The local IDO/RDO also provided a local contact that contributed to the smooth running of events. VegPRO provided a valuable service to VegNet staff in organising all courses, trainers, timing, contracts, delivery and evaluation. This allowed VegNet staff to deliver more events and spent time with growers. The national coordination and communicating of courses were important features of VegPRO.

VegPRO and Hort Innovation worked together to develop workable processes to deliver timely training, requested by growers and in production regions. The VegNet network became an important part of delivering relevant training in the right place, at the right time and via the best training providers. The coordinator reacted to feedback from individual sessions to enhance subsequent events, providing flexibility and continuous improvement. In the 15 months of actual VegPRO training delivery VegPRO coordinated 47 targeted training events across 7 states involving 10 trainers. M&E captured positive feedback on training events.

Task 4. Establish a panel of pre-qualified, approved training service providers

Relevant VegPRO training is responsive, flexible and delivered efficiently because pre-qualified trainers can be engaged quickly.

Using the updated agreed procurement process and following industry requests for specific trainers, trainers were vetted against set criteria developed and approved by the PRG which formed part of the contracting process. Information about trainers was stored in Typeform; a summary can be found in Appendix 34.

The initial intention was to put requests for training out for open Tender. However, feedback from growers showed that they preferred to nominate specific, preferred trainers to deliver the training. This was based on the reputation of trainers. One example was in Victoria where growers specifically stated that they did not want to receive training from Melbourne Polytechnic as the trainer was very generalist, with limited experience in the industry. Previous courses he delivered had been in a classroom, all theoretical style with content that had not changed in years.

The quality of trainers and similar issues as described above has been identified as an issue especially with formal training providers. Therefore, even if a course is available covering a certain topic, growers may not take it up or send staff, if they are not confident that the trainer is 'fit for purpose'.

VegPRO found quite a negative view in the industry on methods of training and delivery styles from formal providers (e.g. TAFE). Their current perception is that many of these trainers are removed from the reality of the industry, not up-to date with latest technologies or skills required, lacking 'on the job' experience and technical skills or enthusiasm. It was mentioned that many institutional trainers are not up to date with current trends and thinking. Along with this, delivery is often classroom based and theoretical and not designed for practical, adult type of learners in the vegetable industry. Growers asked for in field or on-site, regional training that was technically current, applied to their situation and delivered in an engaging way.

To address these demands, VegPRO included in the contract with trainers that they must complete the Train the Trainer online course that not only explained the vegetable sector but also how practical learners liked to be trained. The greatest consideration was also given to the trainers' reputation and practicality of their technical skills. Unfortunately, with these requirements in mind this did leave VegPRO without a trainer for some of the Pest & Disease ID workshops as there were no trainers available in all regions.

The two most valuable attributes for a successful trainer in the vegetable industry were considered to be practical, with up to date technical knowledge and great engagement skills. RTO registrations or training certificates were not perceived as highly important. Growers want a knowledgeable, practical trainer who knows the industry and can engage with them.

VegPRO provided training growers wanted, where and when they wanted it delivered by preferred training providers. The coordinator received feedback on why formal training may not be highly regarded and attended.

Task 5. Maintain links with RD&E providers so the industry can benefit from synergies

Good links to RD&E providers established; they are aware of the VEGPRO and feed knowledge into it; use of relevant RD&E project outputs in VEGPRO training.

Throughout the project VegPRO worked closely with members of VegNET as well as local industry development officers, (IDO) and rural development officers, (RDO). This was an important process to ensure that training to be delivered was targeted to the specific audience in both content, timing and method of delivery. The extension officers were critical in the delivery of the training to reduce costs, reducing the amount of travel VegPRO did. IDO's and RDO's also provided a friendly knowledgeable face in their area which helped with the uptake of the training.

VegPRO was also proactive in keeping up with the latest projects being carried out in the industry both through Hort Innovation as well as relevant research organisations. Research project outcomes were communicated via the VegPRO social media platform. The coordinator participated in events and conferences where R&D was presented and kept abreast of information via relevant newsletters and publications. The coordinator talked to researchers as required to ensure that the information distributed via VegPRO was correct.

Task 6. Build relationships with formal and informal training providers; communicate opportunities to vegetable businesses, provide a 'Training Brokering Service' and pathway to accreditation

Existing training providers and training brokers understand the needs of the vegetable industry. The vegetable industry has good information of training services provided by formal providers. Improved content / relevance and image of formal training in the medium to long term. Use of relevant RD&E project outputs as much as possible, in formal education and training (e.g. TAFE, colleges, Universities).

At the start of the project VegPRO carried out a review of available courses for production horticulture at a national level, see Appendix 35. Only very few courses were identified; less than previously recorded via VG14061. Over the life of the VegPRO project the coordinator spent considerable time investigating which courses were actually offered, where, by which provider, in which format/length and why the courses were provided. Where possible VegPRO has worked with training organisations, RTO's, (registered training organisations) and educational bodies to not only establish a link between industry and the education system but also to investigate what issues and gaps, why these exist and discuss how to resolve these issues.

Contact with educational bodies was normally face to face or by phone and was targeted at individuals that had showed interest in improving the delivery of production horticulture training or collaborating with the industry. VegPRO also attended many events, workshops, meetings and forums where education and training were discussed to help understand the issues around overall declining training services and to build relationships with the educational bodies and training organisations. At these events, VegPRO provide representation of the vegetable sector.

Issues – Why is there a lack of relevant education and training offers?

Two major contacts with educational bodies were via the focus group for University College and a Charles Sturt University Workshop entitled "Horticulture – Why Bother?" It has taken a while to build relationships with the formal education and training sector; however, they are a critical component of understanding the current and potential delivery of training and education to the vegetable industry and horticulture in general. The networking and relationship building has provided an opportunity to have an input into course development and training design in the future, e.g. via Skills Impact, the national organisation that develops and reviews training packages for use by RTO's (if they want to get government funding).

From the start it was evident that the vegetable sector has not been a focus for formal training providers and those who develop training packages and courses. Relevant, up-to-date or even 'old fashioned' offerings in the production horticulture space and even the wider agricultural training and education space are few and content is usually not "hitting the mark" for various industries. Vegetable production is usually 'lumped in' with fruit production. Also, the existence of a Training Package for the VET sector does not mean that TAFEs or other organisations are delivering it (even if it is listed on their website as a potential offering).

The University College Associate Degree in Agribusiness, one of Tasmania's initiatives to combat the low enrolments in agriculture and horticulture enables students to remain in the workforce whilst carrying out their studies. Course promotion is; "specialise in Dairy, Horticulture, Agriskills or Value chain, or take the pathway to a bachelor's degree". Attending the working group meeting for this course was a great opportunity to have an input into the curriculum and highlighting the skills the vegetable industry requires to be included in an associate diploma course. This was the first time that the vegetable industry had been represented in the working group even though vegetable production is one of the most valuable sectors of agriculture, horticulture and for Tasmania where the course is based.

A workshop held by Charles Sturt University was to discuss; Horticultural Education at CSU - Why Bother? Various sectors that were involved. Their question was, "Why, when in the next 50 years we will need to produce as much food as we have in the preceding 10,00 years" is interest in production horticulture education and training in decline? Is there a need for a production horticulture course, if yes what should the content be and how should this be delivered? It was clear from discussions that, yes qualifications in production horticulture were needed but not to be delivered in the current format. Universities and TAFE's must be more flexible and offer a range of study methods course lengths and pathways. It was interesting that during their presentation CSU stated that it was not the Universities role to promote or market either the

career pathway or individual courses. They consider that promotion of education and training is the industry’s role (hard when the industry does not know about it). An example given of where training is working well is Dairy Australia (DA). DA has focussed on creating a career pathway, is working with educational bodies and promoting the industry and training to all age groups and at all levels. Promotion of careers, education and training is certainly an area in that both, the vegetable and other horticulture sectors, should be more proactive. Below is one of the graphs shown at the meeting that highlights the decline in interest in education in the production horticulture sector.

YEAR	Cert II		Cert III		Cert IV		Diploma	
	amenity	production	amenity	production	amenity	production	amenity	production
2012	908	26	1740	546	122	320	272	0
2013	681	19	1353	184	70	99	218	9
2014	708	24	1977	333	137	77	238	4
2015	641	18	1524	59	82	11	246	1
2016	603	0	1324	33	30	3	174	0

Figure 1 Hort VET completions for NSW, ACT and VIC – (Pratley 2017)

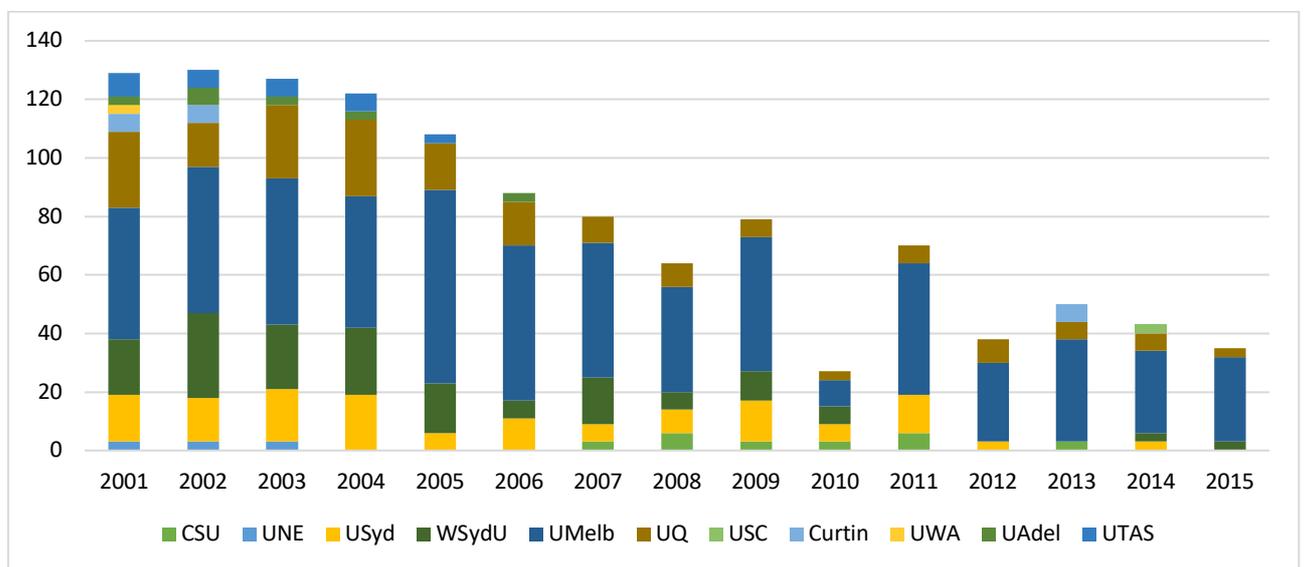


Figure 2 Horticulture Graduates by University 2001 – 2017 (Pratley 2017)

Figure 1 Hort VET completions for NSW, ACT and VIC – (Pratley 2017) and Figure 2 Horticulture Graduates by University 2001 – 2017 (Pratley 2017) include numbers for amenity horticulture and landscaping courses

due to the way the statistics are collected. If they were removed from the pool of numbers to show actual VET completions relevant for production horticulture/vegetables, the results would be even more depressing.

VegPRO is acutely aware that there are less and less courses and qualifications available specific to production horticulture (let alone vegetables), and those that are available are not well attended. The situation has worsened since the review conducted by VG14061. Without intervention, production horticulture may totally disappear as an offering by educational and training organisations.

Perception amongst industry and stakeholders are that the declining number of horticulture VET completions happened because accredited 'units of competency', 'skill sets' and 'training packages' were not available to VET training providers.

As part of the task of engaging with the training sector, VegPRO was involved as an SME in the design of a new suite of certifications for protected horticulture by Skills Impact. This process has provided some great insights into how the education and training system for VET works.

Skills Impact is a not-for-profit organisation that works across Australia to benchmark learning and skills standards for industry. The organisation captures information about skills (training) gaps, emerging markets and changing work methods as well as views about what is working in the training sector, what needs changing, and possible avenues for improvement. Most of this information is documented in sectoral Skills Forecasts and submitted to the Australian Industry and Skills Committee (AISC) each year. From this information, Training Package (vocational units of competency, skill sets, qualifications) development and review projects are determined and funded by the government. Finalised training packages are then accredited for delivery by VET providers. Further information can be found at www.skillsimpact.com.au.

During working with Skills Impact VegPRO found that an extensive range of 'skill sets' and 'units' that apply to horticulture over the full range of levels from Cert II right up to degree level are available within training packages. So why are these not taught by TAFE colleges and other RTOs?

TAFE colleges and other RTOs receive funding based on the number of students enrolling in and completing a course. A minimum number of enrolments are required to get sufficient funding that allows for the delivery of a course. If enrolments e.g. for production horticulture 'units' or 'skills sets' are low, the training will not be delivered. Unfortunately, a lack of enrolment numbers for production horticulture has seen many courses disappear.

It is another misconception that Universities, TAFE's and other educational and training bodies promote their education and training courses. This is not correct. Promotion of training services usually only occurs if it is industry led and the promotional resources are provided by the industry. Some of the more successful industries in agriculture involved in raising awareness and promotion are the dairy industry, forestry, grains, cotton and wool.

As part of engaging with the training sector, the VegPRO coordinator contributed to a training gap review for the Riverina (NSW TAFE). Since then NSW TAFE has released a video that is currently running on SBS Viceland <https://www.youtube.com/watch?v=T-jwtXS-lnA>. It does include reference to 'organic production', but not conventional vegetable production or horticulture. Still, it is a start to promoting VET training to young people.

Understanding the issues does not resolve the lack of training services for the industry. Even if 'the industry' was to work with regional VET providers to put together 'skill sets' (which have been defined and accredited) and combine these into courses that best meet their needs this would not ensure that people actually attend the courses. However, active promotion of courses would help to at least increase the awareness of their existence.

The issue of lack of attendance can be attributed to following main factors;

1. the image of the industry, and

2. the lack of clear, attractive and promoted career pathways.

Another issue is that with the decline of course offers, the number of suitable educators and trainers also declined. Growers and other stakeholders commented on the lack of suitable trainers and also about the quality of available trainers, their knowledge of new technologies as well as the top down training delivery and frequent lack of enthusiasm about the industry.

It also is difficult for prospective learners and trainees to find out about existing course offers. VegPRO called TAFE colleges in each state and checked their websites. Courses that would be relevant to the vegetable industry could, in most cases, not be identified for the following main reasons:

- They were not listed on the website,
- They were sometimes listed but not delivered
- The staff answering phones did not have to right information and or was not helpful

The above issues have to be addressed by not just the vegetable industry but right across horticulture and the wider agricultural sector. Without addressing the image of the industry and the establishment and promotion of career pathways the vegetable sector will always struggle to get sufficient numbers of people engaged in training and working in the industry.

Many registered/accredited 'skill sets' and units of competency exist with relevance to production horticulture and the vegetable industry. The University and VET sector only deliver training relevant for production horticulture, if enrolments are sufficient to enable running a course. A reduction in enrolments in production horticulture courses has led to the reduction in education and training delivery for the sector. Enrolments may be low due the image of the industry and a lack of clear and attractive career pathways. A lack of promotion and information by training service providers is another reason for low enrolments. A lack of suitable, trained trainers compounds the issue.

Opportunities identified by VegPRO

By working and linking in with other Hort Innovation projects, especially VegNet, and relevant events held by other organisations, VegPRO was able to extend its message and training to a broad audience. Examples are presenting at Post Harvest workshops in South Australia and working with the TEAN group in Tasmania, a training needs analysis for Horticulture in the Riverina, as well as numerous VegNet, industry association, grower group and Hort Innovation events for industry in most states.

Communication to help address issues around training gaps and promotion of both VegPRO and other training services (brokering) for production horticulture was an important part of the VegPRO project. Communication was carried out through publications (esp. each edition of Vegetables Australia), newsletters, social media and face to face via attendance of events, field-days, meetings and conferences (e.g. Hort Connections). Details are listed under 'Outputs'.

As expected, it took time to get the VegPRO name established; by year two when most of the training was delivered, VegPRO gained many followers in social media, an increasing number of websites visits and phone calls following the publication of articles and updates. Many people and organisations from other horticultural sectors approached VegPRO for training and advice on training services.

To start addressing the issue of industry engagement and getting people interested in careers in the vegetable industry, VegPRO produced a careers pathway guide and supporting flyers to promote careers in the vegetable sector. The Guide shows pathways for different interests such as IT, mechanics, agronomy, technology, science, staff management etc. It contains 16 case studies where people in the vegetable industry, from harvest/packing staff to scientist and banker tell their story. This contributes to a more positive image of the sector. The Guide has been distributed to industry associations, schools, career advisers and interested individuals. It is an important VegPRO legacy document, along with e-learning resources and insights provided in this report.

Active engagement with Skills Impact has supported the upcoming review process for the production horticulture and nursery production training package as well as the new development of an agronomy and a biosecurity training package. VegPRO team members have been invited to participate (as SME) in the reviews and developments as subject experts.

As explained above, VegPRO has worked closely with formal training providers and spent considerable time understanding the process that sits behind development, review and delivery of formal (VET) educational and training courses and where the issues or gaps are. Findings and opportunities have been explained by a two-part series VegPRO published in Vegetables Australia (Appendix 10).

Task 7. Grow professionals and champions (Coaching programs)

Through Participating in coaching and Hort Innovation scholarship programs the vegetable industry has an increased pool of well-trained people who can take leadership roles and innovate.

It was important for VegPRO to cater for all levels of understanding and previous learning in the industry. Offering coaching was seen as a chance for mid-level staff to gain knowledge and support from coaching providers and their peers. To understand and further refine this concept a pilot coaching program was carried out in year 1 to provide feedback for a coaching program across all states to take place in year 2.

Based on feedback from growers, ‘vegetable agronomy’ was selected as the coaching topic.

The aim of the VegPRO agronomy coaching pilot was to provide personal training and coaching in vegetable agronomy for crop managers. The plan was to provide practical on farm guidance and advice as well as follow-up discussions and advice over the phone and email at regular intervals for up to six months after the initial training.

The intended outcome was that crop managers apply the training, advice and guidance they received, which was specific to the business they work in, to manage resources, processes and risks confidently and make good decisions, saving the business time and money.

Following on from the pilot scheme organisation of 4 coaching events was commenced but unfortunately, all coaching events had to be put on hold and eventually cancelled due to lack of funding available from Hort Innovation.

Details on the coaching pilot has been included as Appendix 7.

Task 8: Establish trainer training programs

Trainers have a good grasp of vegetable industry needs as well as principles of adult learning, next generation learning, and project/problem based teaching techniques.

To ensure that trainers were the best for the industry and understood training techniques for adults as well as the industry itself VegPRO created an online ‘Train the Trainer’ course that all trainers had to take as part of their contract with VegPRO. This course is not just limited suitable for trainers, including those employed by RTOs, but also others who are interested in engaging with growers and staff including agronomists and those working in extension.

Still, the ‘Train the Trainer’ course was primarily produced by VegPRO to inform trainers of what was expected if were contracted to deliver training for the vegetable sector.

It is important that trainers, not familiar with vegetable producers and others that work in the sector, understand the different training and learning styles and requirements. It is also important to understand the sector itself, as this has a significant influence on training content and how the training should be delivered.

Along with the ‘Train the Trainer’ online course a written ‘Train the Trainer’ guide was produced covering key points to consider when delivering training in the vegetable sector

VegPRO developed a 'Train the Trainer' online course and Train the Trainer' guidebook to ensure trainers have a basic understanding of the industry and adult learning principles. These valuable resources that will be available after VegPRO has wound up.

Task 9: Investigate and, if feasible implement a Vegetable Industry Training Passport

Passport Scheme - people who have participated in training will have proof of participation that is recognised within the vegetable / production horticulture industry.

To be able to deliver online training VegPRO has set up its own web based LMS (learning management system) platform (via Talent LMS). The LMS can be accessed via the VegPRO website The LMS enabled VegPRO to create and add courses and content designed for the vegetable industry. Within this platform VegPRO was able to store certificates (Training Passports) for all training participants (growers and their staff) who completed a face to face or online course. Once a user has a login, she or he can access all available online courses and any of his or her certificates for training completed. These certificates can be accessed at any time and shown to (new) employers or produced any time confirmation of certain knowledge or skills is required.

VegPRO set up a web-based learning management system platform (via Talent LMS) that allows access to online courses and certificates (Training Passport) for all completed training, be it face to face or online. The VegPRO LMS is a legacy resource that should be maintained and used, especially to give growers and their staff access to training resources produced by any project, and to maintain certificates of successful training.

Task 10: Create and maintain a Vegetable Industry Education and Training (VegPRO) Hub

People working in and with the vegetable industry use the web based, Vegetable Industry Education and Training Hub to keep informed about training opportunities.

As stated under 'Outputs' and 'Outcomes' for Task 2 VegPRO created a website hub for the project and it's resources and VegPRO has maintained and promoted it. As with all "startups" it took time to "spread the word" about VegPRO.

In the last 12 months there have been 2781 views of the VegPRO website and its resources, including the LMS. This shows that the VegPRO name and website are now becoming well known to the industry. Analytics show that 69% of interest has come from Australia with 25% of that entering the site directly rather than through a Google search. This indicates that VegPRO has been successful in promoting its resources and that people are now seeking it out directly. The same trend in exponentially rising interest in VegPRO has been experienced via emails and phone calls to the VegPRO Coordinator. We expected this trend of awareness and use of VegPRO to increase, had VegPRO been able to continue with training delivery as planned (implement the 2nd training plan).

Task 11: Maintain links with similar industry initiatives and the formal agricultural education sector

VEGPRO benefits from dialogue with other industries and the formal education sector i.e. training is optimised based on relevant experiences in other industries and feedback from VEGPRO activities.

Throughout the VegPRO project we have communicated with and followed up on other agricultural industries that have addressed education and training issues via creating career pathways, attracting new

people into the industry and upskilling and retaining these people. Other agricultural industries compete with horticulture and the vegetable industry in attracting, developing and maintaining people.

VegPRO found that other agricultural industries have provided clear pathways for individuals entering the industry, showing how they are able to progress and develop. This includes information on why the industry is important, the extensive opportunities in the industry, as well as information on how to obtain qualifications. Below are examples of how they have achieved this.

Dairy Australia

Dairy Australia are probably the best example of what an industry can achieve to address a skills shortage and attract more interest in the industry with their 'Stepping Stones' document as the cornerstone of this program. Dairy Australia employ a dedicated person to look after education and training at all levels as well as attracting and maintaining people in the industry via the 'Legendairy' program <http://www.legendairy.com.au/>.

'Stepping Stones' (www.thepeopleindairy.org.au/planning-for-the-future/stepping-stones.htm) provides information on the different types of careers on a dairy farm and explores the different pathways available for people who are either looking to start a career on a dairy farm, or for experienced people who want to progress their dairy career further.

It includes dairy farmer profiles from around Australia, advice on dairy careers, career progression and great career tips from farmers. A 'Planning Your Dairy Career' section can be used to assess where an individual is in his or her career, set short- and long-term goals, and work out the next steps to achieve them.

Along with 'Stepping Stones' under the 'Legendairy' program Dairy Australia provides resources and events for schools, school camps where children can learn hands on about the industry, webinars and promotion of the role of women in the industry. They hold and attend many events to ensure that the dairy industry and what it can offer is always getting exposure and is promoted. These resources and activities are all supported by the 'Discover Dairy' website <http://www.dairy.edu.au/DiscoverDairy>.

Dairy Australia has also worked with the VET system and Skills Impact to develop a dairy specific training package.

Cotton Australia

Although a little less known than Dairy Australia, Cotton Australia have developed a similar approach to identifying possible careers in the industry, however, the career pathway is not as well developed promoted as the one for the dairy industry. Cotton Australia has a range of resources for schools and those interested in entering the industry with excursions, tours and camps to encourage people into the industry. They provide clear information on where training that is specific for the industry can be obtained.

The cotton industry also has a program called 'Cotton Gap' which is a unique opportunity for cotton growers to reach out to keen operationally minded people who have just finished school and are interested in either a long-term career in the cotton industry or 12 months employment in the form of a 'gap year' <https://cottonaustralia.com.au/work-in-cotton/cotton-careers>.

Cotton Gap is an amazing opportunity for school leavers to experience a year, working in unique rural and remote regions of Australia and in mixed and varied farming enterprises which will allow them to:

- Learn new skills
- Form new friendships
- Experience living in rural and regional Australia
- Build savings
- Undergo training to set them up for further work opportunities
- Create a network in the industry to help pursue a career in agriculture
- Participate together with friends
- Work in an exciting and innovative industry
- Gain practical experience on farm
- Build character
- Get involved in the local community and sport

Cotton Australia has also worked with the VET system and Skills Impact to develop a cotton industry specific training package.

Grains Industry

The grains industry is not a great example of offering clear pathways or engagement between the industry and people who may be interested in a career in the sector. Information from the grains industry was difficult to find; some was contained on the GRDC website, but it did not present the sector well as a career prospect or as an industry that engages you to work in it. The website can be found via the following link:

<https://grdc.com.au/resources-and-publications/groundcover/ground-cover-issue-101/spotlight-on-careers-in-a-modern-grains-industry>

More information was available on the Western Australian ‘Careers in Grain’ website. Career Pathways were explained as well as opportunities and where one could get industry specific training. The website can be found via the following link: <http://careersingrain.org.au/opportunities/career-pathways> .

Overall, there does not seem to be a clear industry direction on career pathways and industry promotion. This lack of clarity could leave those with potential interest in the industry uninspired.

Rural Skills Australia

Rural Skills Australia, although not representing an individual industry, does explain career pathways across the agricultural sector in general, and for specific industries. However, the career pathways are not clear, and the information provided for each industry is more statistical in nature than engaging people looking for career potential in agriculture.

For example, following a career pathway for nursery and gardens (Figure 3) the information given, does not actually explain what careers are available in the industry and what the pathway is to get into these careers.

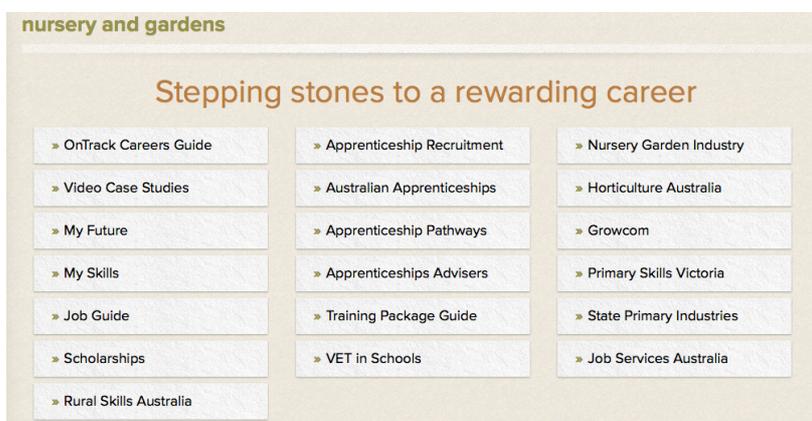


Figure 3: Career pathways in the nursery industry accessible via the Rural Skills Australia website

Horticulture

Although there is no specific site or program that covers career pathways in horticulture several regional organisations touch on careers available or on what one can do in the horticulture sector. The information is hard to find, incomplete and uninspiring. The search for this information would already be a hurdle to attracting people into the industry. These issues have previously been reported via VG14061.

Only Growcom via QAWN does provide a good summary of job streams available in the horticulture sector. The website can be found via the following link: <https://www.growcom.com.au/uploads/QAWN/QAWN-Production-Horticulture-Job-Streams.pdf>

Figure 4).

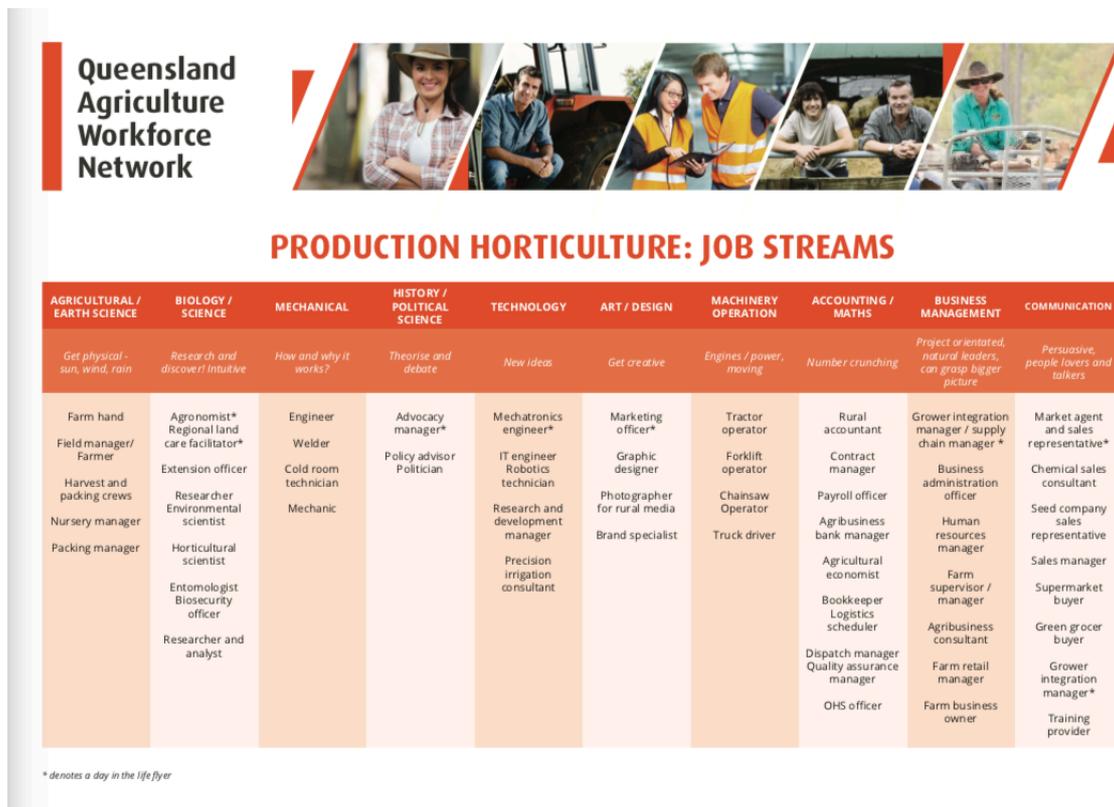


Figure 4: Production horticulture job streams promotes via Growcom

Forestry

The Forestry Industry is another great example of fostering Education and Engagement. It shows what can be achieved with resources starting with for early school years and going right through to college and with an international program. The industry has a great newsletter keeping people informed of what the industry is doing and what resources are available. They also offer camps and programs to attract students to the industry. The website can be found via the following link: <http://www.forest-education.com/our-programs/exploring-career-pathways/>.

Task 12: Project management and evaluation

Hort Innovation, PRG and stakeholders are well informed about VEGPRO activities and impacts via communications, reporting and M&E

As explained in the ‘Outputs’ and ‘Outcomes’ from VegPRO tasks/activities, as well as detailed in the Monitoring and Evaluation section below, Hort Innovation, the PRG and stakeholders were kept well informed throughout the project via; email and phone, updates, milestone reports, articles, social media, website, meetings and face to face contact at events and workshops.

Task 13: Evaluate training programs and Impact assessment

Hort Innovation, PRG and stakeholders are well informed about VEGPRO activities and impacts via communications, reporting and M&E

Also detailed in Monitoring and Evaluation section below, the Program Logic table shows outputs against short, medium- and long-term outcomes for the project.

VG15028 Vegetable Industry Education & Training Initiative – Project Logic

Situation	The vegetable production context is increasing in complexity and risk and thus, demands growing sophistication and professionalism in the management of vegetable business operations; the same applies to trainers. In this context, training and learning must focus on advancing the vegetable industry's capacity to successfully manage challenges and adapt to constant change. VG14061 designed a tailored approach to deliver training to <u>businesses</u> in the vegetable industry.
Problem	Lack of education and training offerings tailored for vegetable businesses (relevance, ease of access, responsiveness, flexibility) and other criteria identified via VG14061
Overall vision	Australian vegetable businesses have the capacity to successfully manage challenges and adapt to constant change due to more informed decisions

Inputs	Activity	Participants	Outputs	Short term <u>(KASA)</u>	Medium term <u>(Practices)</u>	Long term <u>(Condition)</u>
<p>Coordinator</p> <p>Other project team members</p> <p>PRG members</p> <p>Funding for VG15028</p> <p>Funding for training development and delivery</p> <p>Relationships (AUSVEG, formal training providers, informal training providers, other Hort Innovation Initiatives e.g. NVEN, Scholarship Program in Pool 2 Leadership Fund)</p>	Branding and promotion, (Inc. awareness, success stories, promoting calls for proposals)	Project team, PRG, Hort Innovation, AUSVEG	Logo Media release re launch of the VETI Style Guide / Templates Website and social media Article in Vegetables Australia, AUSVEG Weekly Update, Hort Innovation Growing Innovation	Awareness of VegPRO™ and other education and training opportunities (growers and employees, prospective employees, students)	Growers and employees, supply chain members, prospective employees and students seek out training under the brand	The VegPRO® branded training is recognised for the high quality of proficient, professional and productive people it produces
	Developing a pathway to certification of training for the vegetable industry	Coordinator, project team, PRG, Rural Skills Australia?, Training providers	Recommendations as a minimum Pathway to certification as a goal	Understanding of certification requirements	Engagement with the certification providers to determine a pathway	Certified training courses tailored to the vegetable industry are delivered
	Developing a training passport	Coordinator and Project team	Recommendations as a minimum Passport system finalized if feasible	Understanding of passport requirements	A passport system is adopted	The VegPRO® Training Passport is acknowledged throughout the vegetable industry
	Training procurement: - Targeted call for proposals with closing date (to meet known needs) - Open call for proposals (new needs) with no closing date - Assessment of proposals and engagement of providers	Coordinator, Project team, PRG, levy payers, industry stakeholders, training and education providers, Assessment Panel (BC, SL, DL)	Procurement guidelines / templates Training M&E guidelines Calls for proposals Proposals (Training Plans) from providers Proposals from levy payers / industry stakeholders Panel assessments and recommendations Contracts with providers	Growers / groups, Industry stakeholders identify specific training needs and develop proposals accordingly Training providers understand industry needs and develop proposals accordingly	Training plans are improved based on feedback and provide project legacy Training plans can form the basis for certified courses	Providers offer training (and education) that is tailored to the vegetable industry i.e. meets essential criteria of relevance, ease of access, responsiveness and flexibility (as well as further specific requirements identified via VG14061)
	Training delivery	Coordinator, training participants, training providers	Training plans and resources Training evaluation data and summary reports Other specific outputs from training activities e.g. participant action plans Annual M&E summary reports	Training participants have increased understanding, skills and knowledge in i) priority topics (from VG14061) ii) topics identified as priorities for their businesses	Training participants successfully apply lessons learnt in their business / workplace They return to VegPRO for further training	People who have engaged with VegPRO training for themselves or their employees report that it had a positive effect on their business
	Communications and linkage	Project team, Hort Innovation, AUSVEG, training providers, education providers e.g. NVEN, Hort Innovation Pool 2 Leadership Fund Scholarship Program, researchers	VETI Hub (website) Training "brokerage", feedback to and linking providers / trainers Feedback from industry on training needs Regular project updates Articles in AUSVEG and Hort Innovation publications Articles in vegetable industry media networks and education and training networks Notes from meetings with providers	Lasting linkages are developed between education and training providers and the vegetable industry Industry employees and prospective employees have an increased awareness of training and education opportunities	Communication and linkages are maintained and improved because all involved value it	High demand for, and participation in, industry training and education both, VegPRO training and other opportunities brokered through VegPRO
	Trainer training	Project team, training providers	Trainer training scoped, designed and delivered as needed M&E summary reports (Y2&Y3)	Trainers understand needs (as identified in VG14061) of the vegetable industry	Trainers use methods that meet needs of the vegetable industry, they exchange tips and tricks	Training providers are in tune with evolving needs and use new insights to meet them
	Mentoring program	Project team, levy payers, stakeholders'	Program design and plans, mentor training Mentors and mentees paired / group mentoring established as appropriate Annual M&E summary reports Feedback from participants	Increased leadership, problem solving and <u>decision making</u> skills; personal development. (Mentoring Program participants)	Mentoring program participants are confident in their business decision making and prepared to mentor others	Leadership development across the industry
Project governance; monitoring and evaluation	Coordinator, Project team, PRG, Hort Innovation	Work/comm plans, Logic, Milestone reports PRG meeting minutes Annual M&E reports Project team meeting notes	Hort Innovation and levy payers observe good value for levies invested in VegPRO	Levy payers are supportive of VegPRO	Industry confidence that education and training <u>has</u> a great impact on their profitability	

Monitoring and Evaluation

M&E Audience and Purpose

The primary audience for the evaluation are vegetable levy payers, Hort Innovation Australia (Hort innovation), the Project Reference Group, training service providers and the project team.

This Monitoring and Evaluation (M&E) Plan outlined the proposed evaluation methods, KPIs, key evaluation questions, monitoring questions (to help answer the evaluation questions) and the information to be recorded.

An overall purpose of M&E reporting was to ensure accountability to levy payers, Hort Innovation and key stakeholders. M&E is a way to share learning and communicate about (internal or external) success factors, opportunities, challenges, barriers and which approaches work (or not) with the primary audience.

Project Milestone reports therefore included M&E updates rather than just reporting on activities.

VegPRO is a new approach to coordinating and brokering training for an agricultural industry in Australia.

Therefore, the objectives of the evaluation include:

- assessing and demonstrating VegPRO's effectiveness (project approach and resources) in achieving project outcomes and/or having an impact
- detecting potential limits or obstacles to what may be achieved and ways to overcome these
- improve internal learning and decision making processes about VegPRO implementation i.e. how the project team operates and interacts with levy payers, service providers and stakeholders
- informing improvements to the management/coordination and delivery of VegPRO throughout the life of the project
- informing improvements to VegPRO training services throughout the life of the project
- informing development of a legacy (i.e. continuation of VegPRO in some form) beyond the current three-year project
- determining the impact of VegPRO on the target audiences (especially growers, their employees) and on the vegetable industry collectively
- determining the impact of involvement with VegPRO on training providers, their knowledge, skills, attitudes, aspirations and practices.

It may also inform whether the VegPRO industry driven approach can be replicated in other industries.

M&E provides information on:

- Relevance/acceptability – how relevant are the training services delivered and other VegPRO activities to different sections of the vegetable industry
- Effectiveness – is VegPRO achieving its objectives / projected outcomes (refer to Program Logic)
- Impact – what is the impact on people, businesses, organisations or the vegetable industry as a whole
- Contribution/attribution – what contribution has VegPRO made to outcomes and impacts (in relation to other factors), can this be measured?

Evaluation level	KEQ/KPI	Information needs	Methods of data collection	Achievement
Outcomes				
VegPRO® branded training is recognised for the high quality of proficient, professional and productive people it produces for the vegetable industry	VegPRO branded training is recognised as high quality by a majority of vegetable levy payers and stakeholders surveyed (qualitative survey).	How well is the VegPRO brand recognised? How do stakeholders (not involved in training) perceive the quality of VegPRO branded training? How do those who participated in VegPRO training perceive the quality of VegPRO branded training? What evidence is there of those who want to be trained seeking out training under the brand? What evidence is there of employers seeking to employ people that have participated in VegPRO training?	Survey of training providers (mid-term review and end of project). Survey of levy payers (mid-term and end of project). Interview representatives from peak industry bodies.	Completed Although only a 12 month period of training was delivered which made it hard to evaluate if training was recognised as high quality both after training delivery and 1 year on, feedback has shown that industry acknowledged that training had good content, delivered by knowledgeable trainers and was relevant to their business.
Training courses tailored to the vegetable industry that fill needs and gaps, are delivered	A majority of vegetable levy payers surveyed report that VegPRO training does address needs and gaps, both, in content and delivery format.	What were expectations from training? Did the training meet expectations in content and delivery format? What worked well and why? What did not work well and why?	Feedback from training participants after each 'course'. Records of training delivered. Project records. Feedback from project team.	Completed The procurement process for training included feedback from industry to requirements, content and delivery. All training was evaluated after each session to provide a process for changes to training to be made in a timely manner throughout delivery. This was implemented with the Chemical Handling project where a one day course was trialled. All trainers were involved in a debrief after training and any issues were discussed. Feedback was also provided by the trainer on what worked well and what did not at the end of each contract.
Certified training courses tailored to the vegetable industry are delivered	Certified training courses tailored to the vegetable industry are / will be delivered by [date to be determined].	How well were industry requirements determined? What evidence is there of engagement with certification providers? What evidence is there of delivery of certified training courses tailored to the	Feedback from project team. Project records. Records of training delivered. Feedback from formal training providers.	Complete (all work that could be done in the project timeframe was completed). Although the term of the project was too short to be able to see evidence of certified courses being tailor made for the vegetable industry work was carried out on defining content for a new protected horticulture certification. Significant

Evaluation level	KEQ/KPI	Information needs	Methods of data collection	Achievement
Outcomes				
		vegetable industry?		progress was also made in understanding the formal education process and what input they needed from industry to have a range of courses available that are tailored to the vegetable industry .
The VegPRO® Training Passport is acknowledged throughout the vegetable industry	A VegPRO Training Passport is developed and adopted.	<p>What evidence is there of adoption of the VegPRO Training Passport?</p> <p>How did training participants react?</p> <p>How have vegetable levy payers responded?</p>	<p>Feedback from project team.</p> <p>Training participant feedback.</p> <p>Project records.</p> <p>Survey of levy payers (mid-term and end of project).</p>	<p>Completed</p> <p>Through Talent LMS a training passport has been established that holds all records of those that attended VegPRO training along with those that have completed the online courses.</p>
Providers offer training (and education) that is tailored to the vegetable industry	<p>People who have engaged with VegPRO training for themselves or their employees report that it had a positive effect on their business.</p> <p>High demand for, and participation in, industry training and education both, VegPRO training and other opportunities brokered through VegPRO.</p> <p>Training providers are in tune with evolving needs and use new insights to meet them.</p>	<p>What is growers’ and stakeholders’ awareness of training and education opportunities?</p> <p>What training (and education) is/was offered?</p> <p>How many people / businesses participated in training? How did this change over time?</p> <p>How well did training meet the essential criteria of relevance, ease of access, responsiveness and flexibility (as well as further specific requirements identified via VG14061)?</p> <p>What methods did trainers use to meet industry needs? What evidence was there of trainers exchanging insights?</p>	<p>Project records.</p> <p>Evaluation of each training service – see below.</p> <p>Survey of participants and levy payers (mid-term review and end of project).</p> <p>Survey of training service providers (mid-term review and end of project).</p>	<p>Completed</p> <p>Trainers were assessed on suitability to deliver training and recommendation form the industry at the procurement stage. Trainers then liaised with the coordinator to ensure that training delivered was tailor made for the sector.</p> <p>Feedback from each event was then collected to ensure that the content was suitable and met expectations as well as feedback in the final report from trainers which was then taken into consideration for future training</p>
Leadership	Mentoring program participants	What evidence is there of increased	Feedback from mentors and mentees (at the end of	Out of scope of project (due to variation to

Evaluation level	KEQ/KPI	Information needs	Methods of data collection	Achievement
Outcomes				
development across the industry	are confident in their business decision making and prepared to mentor others.	leadership, problem solving and decision making skills; or personal development (Mentoring Program participants).	the program and six months later). Mentor and mentee feedback including surveys, facilitated discussions, dartboards and other methods as appropriate (at the end of the program). Follow up interviews six-months later. PRG feedback. Narratives.	original agreement)
Industry confidence that education and training has a great impact on their profitability	Levy payers are supportive of VegPRO.	Does Hort Innovation and levy payers observe good value for levies invested in VegPRO? What evidence is there of support for VegPRO? How confident are stakeholders that education and training has a positive impact on their profitability?	Feedback from PRG. Survey of levy payers (mid-term and end of project). Narratives / case studies.	Progress made Again, with only a limited time for training delivery it is hard to fully evaluate the impact VegPRO has had. However, feedback has shown that stakeholders are clear on a positive effect education and training has on their business
Training delivery	How effective were project focussed, participatory training methods used?	What training methods were used? Was there evidence that participants increased their knowledge, skills, understanding? What evidence is there that participants implemented these (e.g. skills) in their work or used the resources available?	Event participant feedback (see short term outcomes above) including surveys, facilitated discussions, dartboards and other methods as appropriate. Survey people who used resources e.g. online resources (mid-term review and end of project). Case studies.	Complete Feedback both post training and one year on has shown that participants knowledge and skills were improved. Most training was workshop style or in-field delivery which was liked by participants. Where training had to be done in a room, participants valued trainers breaking up the sessions with farm visits, field walks or group exercises

Evaluation level	KEQ/KPI	Information needs	Methods of data collection	Achievement
Outcomes				
Trainer training	<p>How effective were the training methods used?</p> <p>Trainers understand needs (as identified in VG14061) of the vegetable industry.</p>	<p>What training methods were used?</p> <p>Was there evidence that participants increased their knowledge, skills, understanding of vegetable industry needs?</p> <p>Was there evidence that participants implemented these (e.g. skills) in their training design/delivery or used the resources available?</p>	<p>Event participant feedback (see short term outcomes above) including surveys, facilitated discussions, dartboards and other methods as appropriate (all participants).</p> <p>Follow-up interviews six-months later (sample).</p> <p>Narratives.</p>	<p>Complete</p> <p>All trainers went through the VegPRO train the trainer online course that was produced by VegPRO to inform trainers what VegPRO might expect when you are contracted to deliver training for the vegetable sector.</p> <p>It is important that trainers, not familiar with vegetable producers and others that work in the sector, understand the different training and learning styles and requirements. It is also important to understand the sector itself, as this has an important influence on both content and how the training should be delivered.</p>
Process used				
Project management	<p>Was the project managed well (processes – reporting, meetings, budgets, people)?</p>	<p>Reports delivered on time, meetings planned, conducted; outcomes documented and acted upon, delivery within budget, the project team is clear about tasks and how/when to implement them.</p>	<p>Check of documents and feedback from project team and Hort Innovation.</p>	<p>Complete</p> <p>All milestone reports were delivered on time and approved. Hort Innovation and the PRG were kept up to date with regular meetings, updates and emails. Year plans were approved and completed in a timely manner showing tasks and how and when to implement them</p>
Project communications	<p>Was the communication plan followed?</p> <p>Was it effective?</p>	<p>Does the target audience know about VegPRO and understand its intention?</p> <p>How well is VegPRO taken up by growers and training providers?</p>	<p>Check communications against plan (comms database).</p> <p>Feedback from Hort Innovations, training providers and growers.</p>	<p>Complete</p> <p>A communication plan was set in each year plan and all tasks completed. Feedback was collected from all those that attended training and the trainers</p>
Procurement process	<p>How <i>effective</i> was the <i>open call</i> process for procuring training for the target audience?</p> <p>How <i>effective</i> was the <i>RFP</i></p>	<p>How did training providers react to the Open Call process? And the RFP?</p> <p>How did levy payers react to the Open Call</p>	<p>Project procurement records.</p> <p>Feedback from training providers (mid-term review and end of project).</p>	<p>Complete</p> <p>Although complete this process was not without its issues. Feedback from trainers was it was</p>

Evaluation level	KEQ/KPI	Information needs	Methods of data collection	Achievement
Outcomes				
	<p><i>process</i> for addressing the training priorities from VG14061?</p> <p>How <i>efficient</i> was the procurement process?</p>	<p>process? And the RFP?</p> <p>Was it user friendly?</p> <p>Was there evidence of innovation and new ideas for training services?</p>	<p>Feedback from levy payers (mid-term review and end of project).</p> <p>Feedback from project team (annually)</p> <p>Feedback from PRG (annually).</p>	<p>lengthy and complicated.</p> <p>In the end the open call process was not that effective as most training requested also had a trainer requested to deliver this.</p> <p>Trainers were requested due to them being up to date and across the latest ideas and technology thus feedback from training was it was innovative engaging and current.</p>
Brokering process	<p>How well did the project match employer/ employee training needs to appropriate training?</p> <p>How well did the project engage with industry to determine ongoing and new training needs?</p>	<p>Evidence of matching to existing training.</p> <p>Evidence of adapting / tailoring existing training.</p> <p>Evidence of development of training courses and/or materials, not covered by existing training.</p> <p>Evidence of industry engagement.</p> <p>Evidence of creation of a one-stop environment.</p>	<p>Project records.</p> <p>Survey of employers and employees who engaged with the project (mid-term and end of project).</p> <p>Survey of vegetable levy payers (end of project).</p> <p>VegPro Hub use (relevant sections).</p>	<p>Complete</p> <p>Great effort was taken to match training with the intended participants using information gained from IDO's, industry and trainer feedback. Events were also used to collect industry feedback for training requirements.</p> <p>A search of available training was carried out so that VegPRO training did not overlap what was already available. In some cases, though it came down to distance, content and delivery in assessing whether training was already available. Some training could not be attended due to distance or content was not applicable to the role of the business they worked in.</p>
Inputs				
Coordinator position	<p>Was 1 FTE plus project support team sufficient and effective?</p> <p>Did they have the required skills?</p> <p>Were the required resources available for the Coordinator and the project team?</p>	<p>Team members (including sub-contractors) and their roles in the project.</p> <p>Skills used, skill gaps (self-assessment).</p> <p>Resources use and gaps.</p> <p>PRG.</p>	<p>Project records.</p> <p>Feedback from project team (annually).</p> <p>Feedback from PRG.</p>	
Coordination project funding	<p>Was the budget met?</p>	<p>Budget summaries.</p>	<p>Project records (annually).</p>	

Evaluation level	KEQ/KPI	Information needs	Methods of data collection	Achievement
Outcomes				
Training funding	Were funds sufficient for training demand?	Hort Innovation budgets.	Hort Innovation records (annually).	Not Completed Unfortunately, budget funds were not adequate for the project which meant that only 1 year of training could be delivered.
Context				
Context	What changes occurred in the external environment (climate, prices, policies etc.) that may have affected/explained project outcomes and performance?	Details of changes in prices, climate, policies etc. over the life of the project.	This may include: Education and training policy ABARES /ABS statistics Industry statistics Climate statistics Observations and industry feedback	The two key points which affected the effective delivery of training through VegPRO were policy and funds. Changes in Hort Innovation led to time and funds wasted in creating templates and policy that was then not used. A lack of funds meant that only 12 months of training could be delivered which makes it hard to then assess the impact and success.
Other industries	VegPRO is seen as an effective model by other industries and is copied.	Which other industries are 'copying' the VegPRO model.	Interviews.	Not in project scope (due to lack of funds to deliver more than 12 months of training).

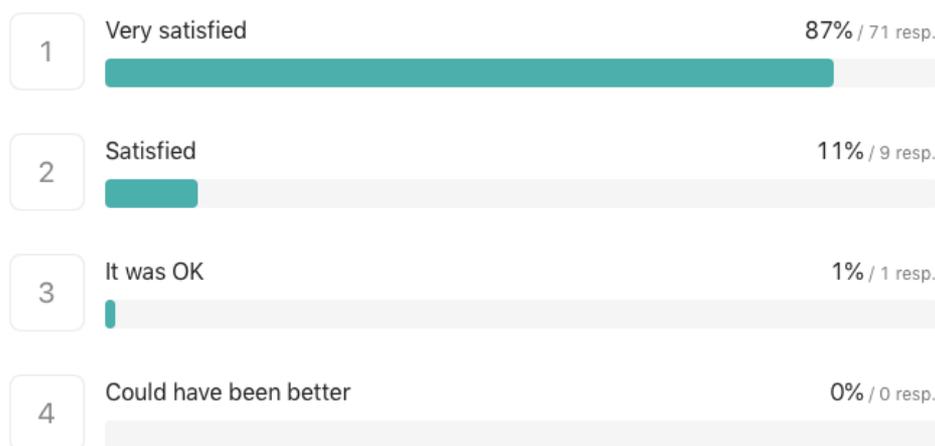
Conclusions from Monitoring and Evaluation

Recognition of the brand:

With over 2700 webpage views in a year and 25% of these coming from direct access and not via a Google search this shows that the VegPRO brand has already gained recognition as a place to go for training and education information. Along with this, the brand has also been recognised by training providers and educational bodies who have searched out VegPRO for advice on content of courses around production horticulture. SA University, Charles Sturt University, NSW TAFE, TAS TAFE, University College, 4 Up Skilling are a few of the organisations that have approached VegPRO to try and work together around the topic of production horticulture. This is a good start considering only 12 months of training was delivered. The area of education and training though is one that needs constant representation from the industry as well as a constant contact that trainers, stakeholders and the industry can go to and who is promoting and supporting the sector around training and education. Dairy Australia provides a successful example of this approach.

Vegetable Levy payers report that VegPRO does address needs and gaps in both delivery and content of training.

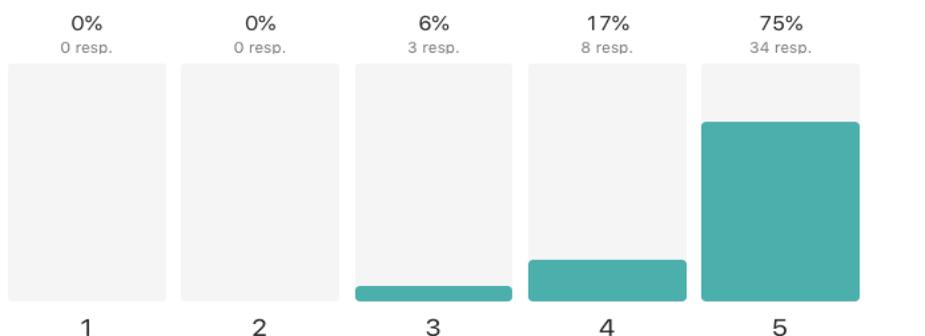
From an initial survey after training 87% were very satisfied with the training and 75% gave VegPRO a score of 4.7 out of 5 for relevance of content to their business.



How relevant was the content to you or your business?

45 out of 84 answered

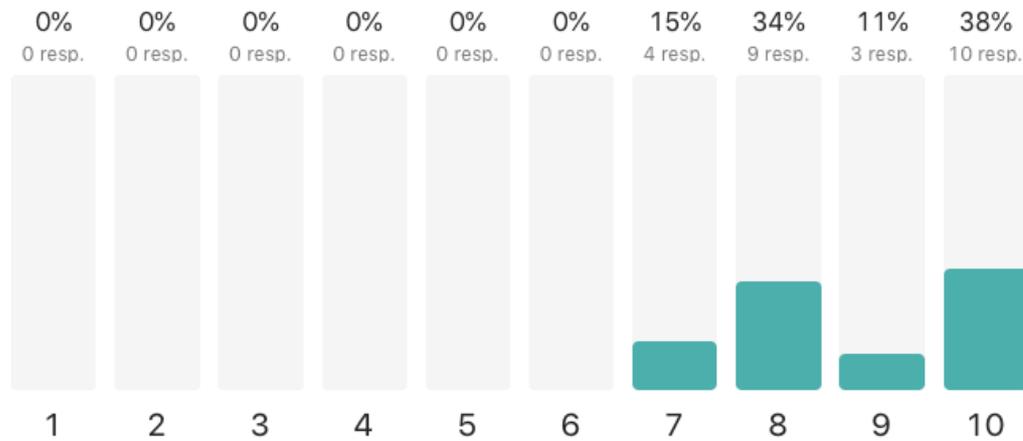
4.7 Average rating



From a survey at the end of the project after people had had a chance to utilize the training that they had taken the relevance to the business was still high, this time out of a score of 10 VegPRO rated and average of

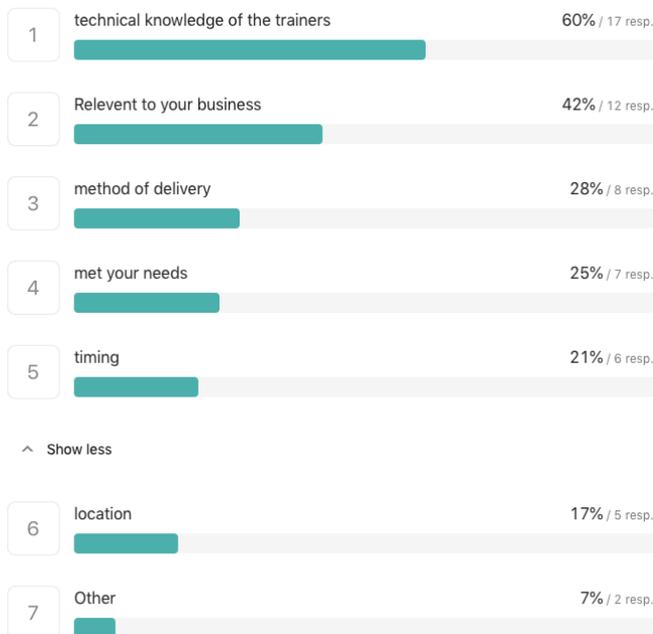
8.3 showing similar results to immediately after training.

★ 8.7 Average rating



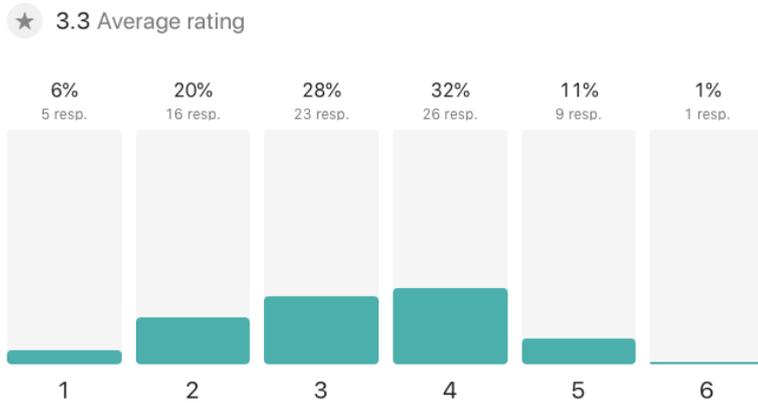
People who have engaged with VegPRO training for themselves or their employees report that it had a positive effect on their business.

As seen in the results above it is clear that the training has had a positive effect for themselves and or their employers with over 87% very satisfied with VegPRO training. It is important to note though what they valued about the training. It is interesting that participants valued the technical knowledge of the trainers and the relevance to their business the most important followed by method of delivery.



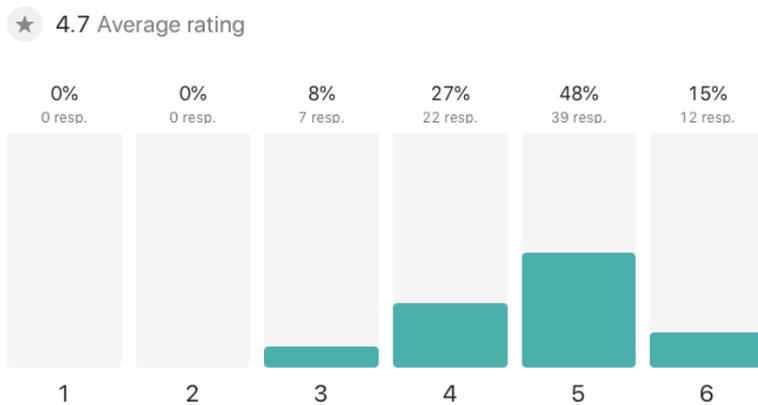
How effectively were project focussed, participatory training methods used? (Was there evidence that participants increased their knowledge, skills, understanding?)

Participants gave feedback following training around the training improving their knowledge and skill. Scores were out of 5 with participants showing an increase from 3.3% average to 4.7% average.



How would you rate your knowledge/skill/understanding of the subject AFTER the course?

80 out of 84 answered



Examples of trainer feedback

Pest & Disease Workshops:

Having a portion of the workshops in the field was very well received and ensured the breaking up of learning with some practical experience – workshops held on farm are of most benefit to growers and farm employees which is where the focus of workshops was aimed

With workshops aimed at growers and farm workers, success of delivery to this audience was greatly

received and very successful with the Lindenow workshop being a massive success, a huge amount of conversation and information sharing occurred and could have continued into the evening. Workshops in Werribee South, Clyde and Richmond were very well received however some attendees could have attended more of a master class in pest and disease workshop rather than one focused at growers and farm employees.

Attendees really appreciated the practical component of the workshop and grower hosts opening their properties for walk through and discussions. Those attendees with a higher level of prior learning and experience appreciated the workshops but would have liked to see more scientific discussion and presentations which would have moved away from the target audience.

Hort Code of Conduct training:

100% survey response that growers had received new knowledge on the Horticulture Code by attending the workshop. The majority of participants also requested another workshop in one to three months' time from the date of the workshop.

Chemical Handling:

Towards the end of the contract we ran a few one-day workshops for experienced growers in response to their feedback. I think in future both options should be available depending on the group. Some employees do not speak English at home and probably benefitted from the two-day model. This was particularly the case at the Mt Barker, SA Course and the course held at Werribee South. The two-day courses started at 8.30 am each morning and usually finished by midafternoon each day. This allowed farmers some daylight at both end of the day to carry out their regular tasks. On the other hand, the first Forthside Course included a high percentage of experienced growers and tertiary educated participants who could have easily done it in a day. In order to run a good one-day course though I think it would be better to start earlier and be prepared to finish a bit later.

Negotiations + Influencing Course:

ENS International is very grateful for the opportunity to work in regional Australia with the Vegetable industry.

The participants we worked with face challenges and demands on their time, negotiation ability and business skill. They engage with varied internal and external stakeholders including, employees, owners, suppliers, buyers, grocery retail giants, agents, development councils and funding bodies.

They were all incredibly grateful for the opportunity provided to grow skill and edge to manage difficult conversations, price pushback or scenarios directly impacting their business / livelihood.

It was a privilege to partner with HIA, VegPRO and RMCG to deliver skill, awareness and behavior options. Our structure was well received and effective. I believe we exceeded expectations in nearly every mind.

Basic Skills Irrigation:

Before the workshop, 70% of attendees responded that they had an average or below average understanding of irrigation. After the workshop, 75% of attendees responded that they had an above average or far above average understanding of irrigation. With participants assessing their knowledge as above average increased from 12 to 25 and far above average from 1 to 8.

It was a great result that 13 participants rated their knowledge of irrigation 'below average' or 'far below average' _beforehand, and at the end of the workshop, the lowest rating was from two attendees reporting their knowledge to be 'below average' but still greater than before starting the workshop.

VegInnovations:

We evolved and extended previously developed resources (Hort Innovation project VG14031), to provide regionally-based training to help upskill growers, and de-risk the process of innovation and new product development for the vegetable industry. We incorporated feedback from the previous Melbourne-based "VegInnovations" workshops into a 'VegInnovations2018 Workshop' of approx. 6 hours, with information covering product development and innovation for vegetables and vegetable-containing products, and

training growers in how to apply this information to their businesses. The 'VegInnovations2018 Workshop' was undertaken in six (6) regional locations across several states between June and August, 2018. We tailored aspects of each workshop to the local region and made it more meaningful for participants by incorporating local grower success/inspiration stories. The core workshop content and each regional grower speaker was videoed, and the edited videos made available online (www.veginnovations.com.au). The previously developed "How-To Guide" was substantially updated (all new pics and 6 additional chapters) and re-issued digitally and in print format.

The 6 workshops were well attended; we received 104 feedback forms in total (probably "missing" a further 10 overall from attendees). Between 2 and 6 registered participants at each workshop were "no-shows".

Outcomes included a 26% increase in knowledge and understanding of the opportunities and requirements to add value to whole, fresh vegetables, potentially increasing the confidence of growers to venture into this space. This could potentially increase usage and consumption of Australian-grown vegetables.

We recommend similar events be organised for other regional areas – requests have been received for further workshops in Gatton, South-Eastern Victoria, and Adelaide, and additional workshops in Bundaberg and more regional areas in Western Australia and New South Wales, plus Sydney.

Incorporating a range of activities: new knowledge as well as effective networking tools, plus local success stories, is key to participants gaining widespread value from the activity. Hosting the event in a relevant food/farming innovation space for the region and activity is key, as is getting the catering right, which can be challenging.

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Participants' feedback examples

Irrigation Training what could be improved

- a tailoring of the content - ask people where they are at with their irrigation - all mostly irrigation managers
- Nothing- excellent
- Nothing- good allocation of time between theory and practical
- Better venue direction bit more time in the paddock
- Maybe a bit about managing disease
- More structure to the day
- Every course/workshop is always about large scale farming - what about small scale, bio-intensive, organic, permaculture style farming?
- Needs more structure, advertise earlier ahead of time, start time was confusing
- More practical
- Everything was really well and probably a bit more outside bit it was really good. Very relevant especially when
- everybody is veggie growers.
- None- Very relevant

- The technology is good as a background. I think it may need a lot of proving to be considered reliable enough to not
- need to be as hands on.

Negotiations + Influencing Course:

- 4 out of 6 workshops rated at 100% for Recommend to Others
- 6 out of 6 workshops rated at 100% for Balance of Theory and Practice. – this is an important reason why we are relevant in the Agri sector
- Great learning opportunity
- Inspiring
- Extremely effective workshop that I would clearly recommend to others
- very professional and engaging

VegInnovations

Great introduction into marketing and branding for value.

- Great for small businesses to allow developments.
- A great taster for any business.
- Vegan doesn't mean healthy.
- A fantastic opportunity to network and to listen to thought provoking experiences and knowledge in fresh innovation.
- Good to break away from day to day operations and promote thinking in terms of taking the business forward with new products/markets.
- One of the best.
- I was informed, engaged and inspired by this event.
- Relevant, focused interactive workshop for the fresh produce industry.
- This day is the creative business reboot workshop that every farmer and food industry professional needs to attend, in order to understand the achievable solutions to the farm and fresh produce issues you don't know you actually have.
- Workshop was very informative and valuable. Very impressed by examples and experience shared by Hazel from overseas!
- This event is a must for all members of the vegetable supply chain.
- This was a great chance to meet with other industry members and learn more about creative and positive thinking.
- Exceptionally insightful, useful and interesting. •
- Invaluable learning experience for food industry.
- A fantastic opportunity to network and to listen to thought provoking experiences and knowledge in fresh innovation.
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- This event is a must for all members of the vegetable supply chain.
- This was a great chance to meet with other industry members and learn more about creative and positive thinking.
- Invaluable learning experience for food industry.
- Showed the definite potential in like groups to come together in discussions and potential collaboration.
- I found something useful to consider and help me at all stages of production, development and marketing.
- Highly motivational, informative and practical content. I'm bloody excited!
- An opportunity to kick about innovative ideas.
- Great day with heaps of ideas and possibilities. Thanks for information sharing.

Discussion and recommendations – Coordinator wrap up

Discussion

The Challenge

Attracting, retaining and developing a skilled workforce is a pressing challenge for all Australian agricultural industries, it is not a unique issue to the vegetable sector. Several studies¹ have provided empirical evidence of the compounding issues that have progressively contributed to the challenge of securing and maintaining a skilled workforce for agricultural industries, these same issues were also found by VegPRO.

Industry Challenges:

- Poor promotion of the industry
- Lack of a clear career pathway
- Frequent presentation of the industry in a negative light
- Lack of engagement with the education and training sector and promotion of training
- Industry Image, employment conditions including remuneration and skilled supervision, work place conditions (real or perceived)

Challenges from the Education and Training Sector:

- Low number of people attaining specific horticulture qualifications
- Although training packages have been developed for production horticulture, the system of funding RTOs does not enable delivery of courses unless a minimum number of students apply
- Availability of training courses delivered by knowledgeable trainers and accessible to all production regions that cater for all skill levels.

While above challenges have been repeatedly identified, not much has been done to change the situation. VegPRO has been one attempt to make a difference.

So where to from here? What lessons can we take forward?

Issues and solutions

Going back to the initial aim of the project, “the Vegetable Industry Education and Training Initiative (VegPRO) was focussed on providing targeted training programs aimed at effectively upskilling people at all levels in the vegetable industry.” A lot was learnt over the three years.

To understand what the industry actually wanted it was important to find out what the current perceptions of education and training actually were.

Education was not regarded highly within most of the industry due to past experience. Educational bodies were viewed as “out of date, inflexible, with trainers that had little actual industry experience or knowledge of the subject they were teaching”. Many in the industry left school because they did not enjoy being there for a range of reasons. Formal training was perceived as theoretical, classroom teaching in delivery and lengthy, attributes that do not match the industries’ mostly outdoor hands-on character. Lack of available, relevant courses and the locations and cost also added to negative perceptions of education to many industry members. For those already in the workforce, it is difficult to combine lengthy courses with work,

¹ Growcom, 2013; AgriFrood Skills Australia, 2015; RMCG & GVFGSWG, 2013

especially if it involves travel.

Training was viewed as more favourable than 'education'. Preferences for trainers were for persons with industry knowledge and technical skills who can engage with trainees; not necessarily for an RTO accredited trainer. This puts accreditation/certification down the list of priorities and up to date skills and knowledge of trainers at the top when participants were looking for training.

A fundamental lesson from the VegPRO project was understanding the 'official' definition of 'skills gap' and 'training gap' (by Skills Impact and the VET sector). Most prior projects and reports from many industries state that there are skills gaps within their industry due to a lack of available training or courses. This refers to not having enough adequately trained people available for industry to employ on all levels.

And there are few available production horticulture courses and certificates delivered by universities and the VET sector, and those on offer are difficult to find out about because the training sector generally does not promote their courses.

The issue is that there is no real lack of accredited, relevant 'units of competency' and 'skill sets' theoretically available. The deficiency is in VET providers offering the courses.

Availability and delivery of courses ultimately comes down to funding. Courses that get sufficient registrations are being offered and run as these they bring in the funding. The funding issue also leads to students "funnelled into other courses" to fill them and get the funding. If students not enough are showing an interest in the horticultural sector, they are pushed into more generic or popular courses to help get the numbers up for these (e.g. agriculture or peri-urban horticulture).

Ultimately there is a quintessential "chicken and egg" situation; without the interest and registrations in production horticulture these courses will be offered and if the courses are not offered interest and registrations in the specific skills sets required in the vegetable industry will not be available. **The key issue is that it is not a 'skill set gap' as 'skill sets' are available as part of registered training packages, but there is a training delivery gap i.e. the skill sets are not taught.**

The key to why interest and registrations are in decline for production horticulture is, in the view of training providers and Skills Impact that **"it is not the educational organisations' role to promote their courses and gain engagement for the sector, but it is the responsibility of the industry"**. However, industry is not aware of this expectation. Industry, via peak bodies could work with VET providers to design relevant training by combining the required registered 'skill sets'. This training could have a different focus in each region, depending on industry needs. Even the issue of good trainers can be addressed as industry could select trainers who then cooperate with the training organisation who provides the certification.

As discussed above, educational and training organisations will deliver courses that are in demand so why, are horticulture courses that are offered not being filled or, if not offered, why are they not requested?

One simple answer to the lack of enrolment is the lack of promotion and the difficulty of finding out about courses from websites or even phone calls to education and training organisations. Another issue, is the image of the vegetable industry.

As an example, Rural Skills Australia promotes a role in production horticulture on their website as follows: "Production horticulture is a very diverse industry, which can provide an interesting and exciting career for those seeking outdoor work involving growing and harvesting fruit or vegetables. This includes potato, tomato, root and green vegetable production as well as herb growing".

Currently, the main perception of the industry is that it is outdoors and “dirty”. It is perceived as an industry that is only hands on in the production of vegetables, the use of “state of the art” technology is never mentioned. Statements made about training in horticulture exclude all professions that are not ‘outdoors’. There are a wealth of careers in the vegetable sector, but these are not promoted to school leavers or future employees in the industry. Some educational bodies have identified this and have tried to promote careers in the sector but when the promotional line is “Production Horticulture is not about being just a farmer” this does not help. The industry needs the growers and the producers as much as it needs the robotic engineers, accountants, bankers and researchers.

The career pathways guide developed by VegPRO provides a full picture of jobs and career opportunities in the vegetable industry. It describes the full set of jobs and career pathways, and it provides engaging case studies. It shows the industry as Professional, Proficient, Progressive, picking up on the VegPRO byline.

A key point is that abovementioned issues can only be addressed with a united approach across the industry and best all of horticulture to improve the perception of the industry as well as using active promotion of the sector as a career at all levels, starting in schools.

Unfortunately, the education and training issues, identified via many reviews and reports over the past 20 years and getting worse, will continue unless an entity that takes ownership of resolving it. Dairy Australia has made a promising start in turning things around for their industry.

How do people in the vegetable industry want to learn?

We learnt a lot about how members of the industry, growers and their staff like to learn.

Educational bodies have already noticed that using standard course terms and firm dates have led to a decline in the completion of courses. With the trend of students often being already in the workforce rather than being school leavers, and in a more mature age group, learners find standard terms and course frameworks are not suitable. Flexibility, short courses and a range of delivery approaches, including engaging e-learning are required.

Charles Sturt realised that for their horticultural courses to get completions, semesters had to be moved so that they fitted around harvest times. This at least helped keep the numbers of course completions up. Another reason courses were not always completed is that students came into the course with existing experience and a clear idea of the skills they required. These students soon lost interest in the training, if they had to cover competency units that were of no interest or use to them back in the workplace, or they already had the required knowledge and skills. This issue of having to complete irrelevant units as part of a course has led to the observed increase in demand of “on the job” training and focussed short courses.

The mature learner does not like being fed a lot of theoretical information or told what to do, they come to the course with a wealth of knowledge and are looking to develop this. An environment where real life examples can be discussed, and learnings are shared is preferred to theoretical content delivered from text books. Focused, project or problem-based learning are a preferred option for mature people especially those with preexisting knowledge and skills.

Growers and their staff are usually time poor; they do not want to cover topics that do not apply to them. Often attendance is influenced by weather conditions and seasonality of production. These issues are often hard to address but must be considered when organising training for people in the vegetable industry. Length of workshops was an issue, if a training course went over one day in length. Participants preferred one day courses and to either start late or finish early so that there was time to carry out any urgent tasks they may have in the business. Still, some of the two-day course were well received but it was harder to get people to register.

Learners were looking for trainers who were knowledgeable in their field, came recommended, had good, up to date technical and presentation skills and were hands on. Industry experience was valued. They

preferred trainers who were engaging and could answer the question of “how does it apply to me?”

Location of the training was an important issue. Long travel times were not acceptable to most growers and staff. Most potential attendees were looking for courses that were run in their local area, they did not have the time to travel and often limited funds. This especially applied to staff. Staff training had to be local and not take people away from work for too long.

Bringing training to the regions does mean that course participant numbers will be low due to the number of people in a local area. The opposite was the case.

For any basic skills workshops, which were sought after, just about all the feedback showed that participants would not travel to the major towns or cities to attend. One advantage of delivering the training in rural areas was that local resources could also be supported like school, farms, research and agricultural centers as well as providing the added bonus of supporting the local economy in a small way.

Key points on what learners were looking for are:

- Better timing of courses to fit in with the production schedule
- Content specific to what they wanted to learn
- Focused short courses and workshops were preferable to full VET certificates
- Trainers skills, knowledge and aptitude were more important than a VET trainer accreditation
- Practical, current information was preferred over rather than theoretical knowledge; theoretical topics have to be brought into context of vegetable production
- Preferences were for 1-day workshops with time available at the beginning or end of the day so that urgent work tasks could be attended to on the day
- Courses delivered locally not in major urban areas
- There was a demand for courses in languages other than English (L.O.T.E)
- Not everyone likes online training but feedback from those who took VegPRO courses online was positive. They saw the benefits of being able to take their time completing the course and thus making it easier to fit it around their work.

What do trainers need?

It was important to consider the trainers’ needs. One of the main issues we encountered was the availability of trainers at the best time for growers and staff. One must consider that delivering training is their job and often they are booked out for months if not years in advance. The timing of training for trainers is just as important as the timing for learners. Trainers did value help with course promotion, finding a venue and organising catering by the local Veg Net IDO’s as not all trainers came from the local area where the training was delivered, the involvement of VegNet IDOs made the trainers job easier and having IDOs at the events provided a familiar face for the participants. IDO’s benefited from participating in the training and networking with participants.

Trainers had substantial compliance commitments for their role as trainers and with VegPRO. Thus, it was important to have a smooth and easy as possible contracting and reporting process. Some trainers did feel that for a couple of workshops they delivered, the reporting process was a little over the top and thus made the service expensive. Usually, trainers do not report on each set of training they deliver. Therefore, the need for feedback surveys and reporting was seen as a burden by some.

Key points for when dealing with trainers are:

Trainers get booked out in advance very quickly and may not be available at short notice

A lengthy clunky procurement and reporting process is off-putting to trainers

Trainers expect to be paid on time

Trainers valued help with promoting the course, venues and catering from a local representative.

Recommendations

The Australian vegetable industry has identified training and people development as a significant priority. It recognised that a concerted approach is required to overcome or mitigate education and training challenges (refer to VG14061). This is documented in the Vegetable Strategic Investment Plan (SIP 2017-2021), by one of the five industry outcomes identified in the SIP:

“Improved capability of levy payers to adopt improved practices and new innovation through improved communication and extension programs, grower innovation support, professional development and workforce building programs, and through improved farm management and information systems.”

Relevant (to education and training) strategies to achieve the outcome include:

- Support innovation that advance and grow the vegetable industry
- Improve grower skills in all areas associated with commercial vegetable production
- Improve farm management practices and systems to assist growers in efficient and effective decision making
- Build skills in the vegetable industry workforce and attract new people to the industry

The development of attractive career paths and their promotion to schools and the general labour market has been identified by VegPRO as a major opportunity to support the strategies and to attract and retain skilled labour. VegPRO therefore developed a Career Pathways Guide and has commenced its distribution to schools, universities, employment agencies, peak bodies and other stakeholders.

VegPRO has produced a number of legacy resources listed in the final report, including e-learning courses and a go to website hub for training in the vegetable industry.

VegPRO makes the following recommendations:

Promote the industry as a professional career choice to students and people across other relevant sectors (Dairy Australia provides a good example of how to do this):

- Hort Innovation, AUSVEG, other state and regionally representative organisations and VegNET IDOs continue to distribute the Career Pathways Guide
- In-school delivery of the careers promotion at targeted priority schools, based in vegetable production regions, including vegetable business site visits, and visits to training institutions
- Sponsorship of targeted school programs
- Promotion of career opportunities beyond industry association and related websites, include skilled career opportunities on agricultural industry career pages e.g. Rural Skills Australia, MyCareer, Harvest Trail, and ensure that the sector and its opportunities are adequately described
- Prevent ‘negative press’ about the sector, push positive stories via a range of media
- Showcase skilled career opportunities at high profile industry events in horticulture and associated industries, attract students to Hort Connections via free entry and invite schools to regional industry events
- Share and promote employment industry information and resources with education and training providers, e.g. Primary Industry Education Foundation Australia

- Assist vegetable businesses in becoming ‘employers of choice’ via creating information sheets and templates for best practice human resource management to facilitate a consistent baseline of practice across the industry (a good example is available from Dairy Australia’s “People in Dairy” initiative). A toolkit could include information relating to:
 - Recruitment
 - Job descriptions / job roles
 - Induction and probation
 - Pay rates and award classifications
 - People and performance management
 - Dismissal and redundancy
 - Workplace health and safety
 - Cultural awareness

Continue to engage with the education training sector

- Engage with key training institutions in vegetable production regions, including universities, colleges and VET, for industry partnership collaboration on course delivery, course promotion, infrastructure availability, on-site content delivery and course content within and in addition to existing Training Packages
- Promote formal training opportunities, including tertiary sector and VET, within the industry amongst vegetable businesses
- The industry identifies from the AHC – “Agriculture, Horticulture and Conservation and Land Management Training Package” the skill sets, and competency units needed for the vegetable industry and actively engages with the VET sector e.g. via TAFE colleges to enable the delivery of training in the required skills and competencies; for this to happen the industry has to promote the training to ensure sufficient registration for a course to be funded and delivered
- Active participation in the review of the Production Horticulture Training Package by Skills Impact (this starts July 2019) to ensure Skills Impact is aware of skill set priorities and competency needs of the vegetable industry to be included in the revised AHC training package for production horticulture
- Collaborate with training service providers in the promotion of training programs as linked to career pathways as per the VegPRO career pathways guide.
- Support, foster and encourage apprenticeship and traineeship programs and placements
- Collaborate across horticulture and with the education and training sector about industry training and development needs and delivery

Maintain VegPRO resources and training approaches that worked well

- Hort Innovation, AUSVEG and other state and regionally representative organisations ensure that VegPRO legacy resources, especially a go to website and e-learning courses and Training Passports are kept accessible for the vegetable industry
- Building on the VegPRO a ‘train the trainer’ course and guide to ensure that those who provide training services to have a good understanding of the industry, new technologies and current principles of learning,
- Consider training of agronomists and other key influencers
- Support informal, regional training initiatives via engaging, skilled and knowledgeable trainers identified by industry for regional training and upskilling
- Provide engaging training for staff working in vegetable businesses that does is not overly time consuming for individual sessions; e-learning may be one suitable method (e.g. as per the VegPRO VegInduction resource)

Training support framework

- Advocate for government incentives and support for priority subsidised training placements in vegetable industry relevant training courses and content
- Advocate for apprentice and traineeship position funding to support the development of the vegetable sector.
- Promote and advocate the industry’s economic, social and environmental contribution to

commonwealth and state governments and other relevant associations to ensure continuity of support for skills and training initiatives as a foundational issue for the sector.

Maintain leadership and staff development initiatives

- Continue to support and promote participation in established leadership and development initiatives, e.g. the Young Growing Leaders Program, Masterclass in Horticultural Business etc
- Facilitate regional and international study exchange and networking opportunities for peer-to-peer learning.
- Continue to promote and support scholarships e.g. Nuffield, Churchill
- Continue internship programs as an introduction to the vegetable industry

The key recommendation is that an entity must have the mandate to look after the education and training interests for the vegetable sector, otherwise nothing will change for the industry and the situation may continue with the current downward trend.

Intellectual property, commercialisation and confidentiality

None produced

Acknowledgements of VegPRO

From Duff Consulting:

I would like to begin by thanking Hort Innovation and VegPRO for awarding me the contract and giving me the opportunity to deliver Agricultural Chemical Accreditation to Vegetable growers throughout Australia.

In conclusion, I would like to thank Sophie Lapsley for her help running the workshops. I would also like to thank the other various regional coordinators who helped organise venues, enlist participants and helped me ensure the smooth delivery of the workshops.

From Affectus

We would like to thank all the RMCG Team and you and your funding partners Hort Innovation for giving the growers the opportunity to gain greater knowledge about the new Horticulture Code.

From ENS

It was a privilege to partner with Hort Innovation, VegPRO and RMCG to deliver skill, awareness and behavior options training. Our structure was well received and effective. I believe we exceeded expectations in nearly every mind.

I would like to mention the invaluable support Sophie Lapsley provided to us at every stage. Promotion of the courses, interacting with local contact representatives, collaborating with us to ensure each participant could gauge the value of the workshop and all administration guidance was done in a timely and supportive manner. We are very grateful for Sophie's role at every stage of this training project.

From Hazel MacTavish-West

We recommend similar events be organised for other regional areas – requests have been received for further workshops in Gatton, South-Eastern Victoria, and Adelaide, and additional workshops in Bundaberg and more regional areas in Western Australia and New South Wales, plus Sydney.

Incorporating a range of activities: new knowledge as well as effective networking tools, plus local success stories, is key to participants gaining widespread value from the activity. Hosting the event in a relevant food/farming innovation space for the region and activity is key, as is getting the catering right, which can be challenging.

Appendices

Due to the size of material to be included in the appendices these have been split into 4 accompanying documents, content as follows:

Appendix A

Appendix 1	Duff Consulting Summary Report
Appendix 2	Hazel MacTavish-West Summary Report
Appendix 3	ENS Summary Report
Appendix 4	Basic Irrigation Training Summary Report
Appendix 5	Hort Code of Conduct Summary Report
Appendix 6	Pest & Disease Workshops Summary Report
Appendix 7	Coaching Pilot Summary Report
Appendix 8	NVEN Feedback on Gaps In Training
Appendix 9	Presentations and Events
Appendix 10	VA Articles
Appendix 11	VG15028 Veg. Ind. Educ and Training Initiative Year 1 Plan
Appendix 12	VG15028 Veg. Ind. Educ and Training Initiative Year 2 Plan
Appendix 13	VG15028 Veg. Ind. Educ and Training Initiative Year 3 Plan
Appendix 14	Training Plan 2018

Appendix B

Appendix 15	Terms of Reference
Appendix 16	Training Centres List
Appendix 17	Vegetable Industry Initiative Outline
Appendix 18	Vegetable Industry Training Needs and Gaps
Appendix 19	VegPRO Certification
Appendix 20	VegPRO Coaching Outline
Appendix 21	Managing Vegetable Production Systems – Group Coaching
Appendix 22	VegPRO Coaching Information Sheet
Appendix 23	Train The Trainer Guide

Appendix C

Appendix 24	Introduction to VegPRO Presentation
Appendix 25	VegPRO Presentation to the BFVG - Bundaberg
Appendix 26	Training Event Flyer Examples
Appendix 27	Becoming an Approved VegPRO Trainer
Appendix 28	Establishing a Training Agreement
Appendix 29	VegPRO Promotion
Appendix 30	VegPRO Flyer
Appendix D	
Appendix 31	Program Logic
Appendix 32	VegPRO Training Feedback Survey
Appendix 33	Training Requests 2019
Appendix 34	Approved Trainer Register
Appendix 35	Review of Available Courses in Production Horticulture – Overview

Resources and Outputs submitted as individual files:

Introduction to VegPRO video – Belinda Adams
VegPRO Testimonial – Taylar Fields
VegPRO Testimonial – Belinda Adams
VegPRO Testimonial – Adam Harber
Careers Pathways Guide