

This project received funding from the Australian Government's Future Drought Fund

Professional Extension Capability Pathways

June 2024



Acknowledgements

Agricultural/Rural Extension has been a feature of the learning and support environment in rural areas for almost 150 years – since universities first took the opportunities to ‘extend’ their reach to farmers in the winter (Europe) when farm activities were at their lowest. Agricultural departments commenced employing extension staff to further that support to producers around the clock and work to improving state and national agricultural outcomes. Extension has also been – and is currently – a key part of development efforts in emerging economies around the world. While state departments have been reducing their resourcing of extension in line with policies around market failure and public good, the industry and private sector has increased their presence in providing these services to agriculture.

As we move further into the 2020s we have a broad array of complementary extension services tasked with providing the technical, process and planning expertise needed to support the increasing complexities facing agricultural producers and their communities. To successfully undertake these roles, extension professionals need to be armed with the set of knowledge and skills relevant to their role and career trajectory.

There have been many people and organisations who have sought to better understand, capture and provide training support for those working in extension. This paper has built on much of this work over time. The Queensland Government has taken a lead in bringing some of this together to guide their own training programs and for its broader use in other states and programs. Participants in a workshop at the APEN Extension Conference in Launceston in 2023 also contributed to the thinking around these skill needs.

Jeff Coutts

Committee

Niall Connolly

Jane Oorschot

Caroline Coppo

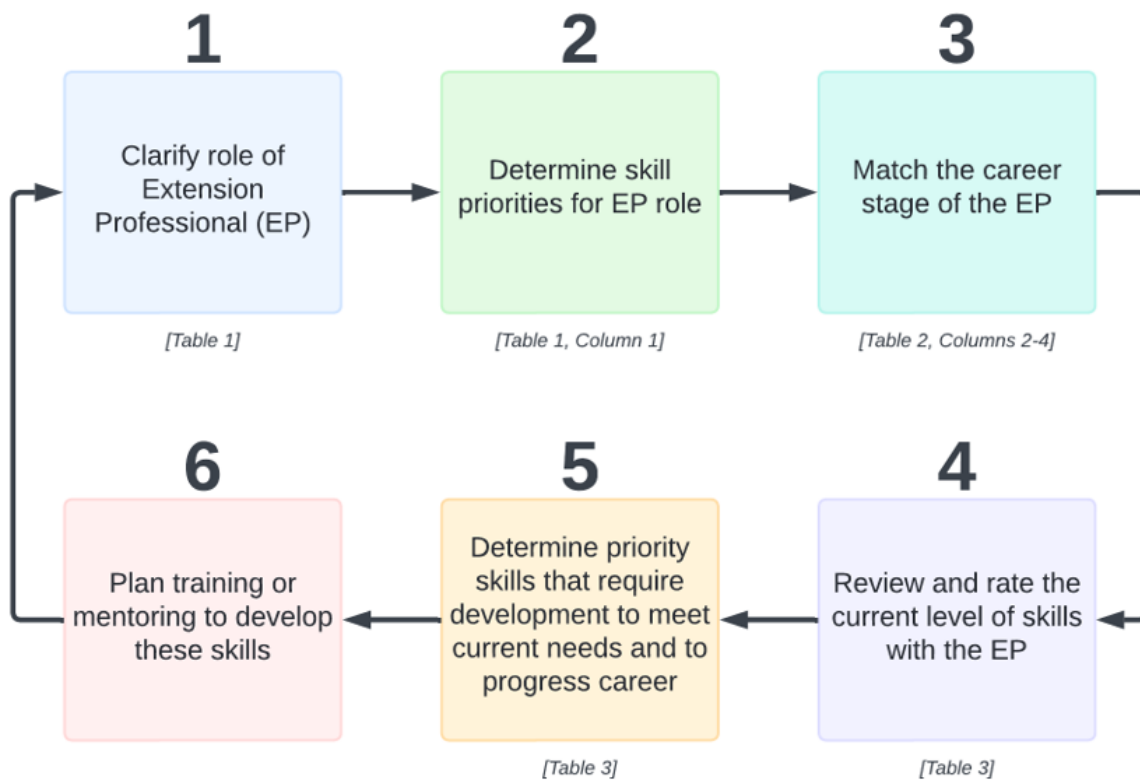
Terri Buono

June 2024

Road Map

The following road map (**Figure 1**) is intended to guide the user of this document to plan the training needs of extension professionals (EPs) for whom they are responsible – and/or for an extension professional (EP) to review their own skill needs and then seek training, mentoring or experience in the priority areas.

Figure 1: Road Map of the Extension Capability Development Pathway



Contents

Acknowledgements	2
Road Map	3
1. Purpose	5
2. What is Extension	5
3. Skills Needed	7
3.1 Extension Fields of Practice	7
3.2 Extension Skills and Pathways Matrix	8
4. Professional Development Pathways	12
5. Future Trends	15
Appendix	16

Tables and Figures

Table 1: Organisation/position and roles	5
Table 2: Extension knowledge and skills framework	8
Table 3: Matrix glossary	11
Table 4: Skill assessment and training needs	13
Figure 1: Extension Development Pathway	3

1. Purpose

The purpose of this paper is to provide a framework for considering the extension skills needed to inform career pathways and training needs. It is also about further developing and supporting the recognition of professional extension.

The project has been initiated by the Department of Agriculture and Fisheries (DAF), Queensland and is intended to develop a generic *Extension Pathways Matrix* for Australian extension organisations. This includes developing a description of each 'Field of Practice', underpinning knowledge and what it means within this context.

The document is based on previous work in this area referenced in the Appendix. Input was also provided by participants in a workshop at the APEN Conference and information provided by these participants post-conference. Other specific references are included as footnotes.

2. What is Extension

There have been many definitions given over time and many different variations are currently used. The definition that captures a general understanding at this time is as follows:

(Agricultural) Extension is the process of facilitating engagement around ideas, technologies and practices to progress innovation and assist learning to help people make informed decisions about improving farming, environmental and life outcomes.

This is still quite broad and does not pick up on the nuances nor perhaps capture the range of roles where extension theory and practice are at their core. The following table (**Table 1**) further elaborates on the range of extension roles and extension focus areas (the dot points in the first column which are explained in the Appendix) – based on organisational type. These are not exhaustive but do demonstrate that, based on these extension roles and extension focus areas, different activities are undertaken and hence different skills may be required.

Table 1: Organisation/position and extension roles

Organisation/position and their extension focus	Main roles
<p>On-farm consulting</p> <ul style="list-style-type: none"> • Providing one-to-one producer support and advice 	<p>These positions can be based within a consulting company with a number of staff or individuals providing this service to individual growers. The role is to work with the individual producer/corporate farm or company farm managers within a large corporate entity to provide advice and guidance. Some consultants are specialists (e.g. irrigation; business; agronomy) and others are more generalist that cover a range of farm decision areas. What is central is working one-one-one with the owner and/or manager to help make operational and strategic decisions to improve on-farm outcomes. Personal interaction skills and farm business knowledge are critical here beside the technical expertise expected.</p>

This project received funding from the Australian Government's Future Drought Fund

Private contracting to undertake projects

- Improving technology and practice efficiency and effectiveness
- Developing or supporting improved capacity in producer groups and/or raising awareness, sharing information and resources to industry more broadly

This is separated out even though this may be undertaken by other positions/organisations shown separately. It is where private consultants, producer groups or even government agencies tender to undertake a project funded by government or an industry body with a proactive extension component. Apart from relevant technical and -process skills, project management and communication skills are needed. This might also involve doing field trials and associated field days or workshops.

Agricultural supplier/sales support

- Providing one-to-one producer support and advice

This role could be covered by the on-farm consulting description although in some cases, marketing skills may also be important. This is often about supporting the use of products provided by the supplier and is an extra benefit to the producer for sourcing products from the supplier company. As well as product and technical expertise, the role also requires a high level of interpersonal skills.

Industry Development/RDC

- Providing coordination and/or encouraging collaboration across stakeholder groups
- Developing or supporting improved capacity in producer groups and/or raising awareness, sharing information and resources to industry more broadly

This role is one where an individual is appointed to provide a high level of visibility and support to an industry – either at a regional, state or national level. They are expected to have a good understanding of the innovation system in which they are working and facilitate participation and action to address issues or opportunities. They need strong group, planning, facilitation, writing and communication skills as well as interpersonal skills.

Producer organisation

- Developing or supporting improved capacity in producer groups and/or raising awareness, sharing information and resources to industry more broadly EFA6: Contributing to policy development

Producer organisations often employ staff to assist them to provide information and extension services to their members. In some cases, these staff are also employed to undertake projects funded by industry or government as well as reacting to local needs. Time management and the ability to draw boundaries are important skills as well as a good knowledge of the industry and grower members.

Farming Systems Groups

- Improving technology and practice efficiency and effectiveness
- Developing or supporting improved capacity in producer groups and/or raising awareness, sharing information and resources to industry more broadly

Similar to Producer organisations, Farming Systems Groups employ extension staff to provide services to their members – as well as tendering for and undertaking industry or government funded projects which will benefit members. These often involve field trials and group events to maximise engagement, obtain feedback on what members want and share information and trial outcomes.

Government Agency

- Developing service provider capacity
- Providing coordination and/or encouraging collaboration across stakeholder groups
- Contributing to policy development

Government extension staff vary in the type of work they undertake depending on policy, industry, number of staff and needs. The focus has been on complementing what the industry and private sectors are providing in the relevant industry or state. In most cases government agencies do not provide one-one advice to producers but seek to support those who do through training or information support.

Drought & Innovation Hubs

- Developing or supporting improved capacity in producer groups and/or raising awareness, sharing information and resources to industry more broadly
- Providing coordination and/or encouraging collaboration across stakeholder groups
- Contributing to policy development

Hubs are still finding their place in the extension space and many use partners (e.g. Farming Systems groups) for extension delivery. Knowledge Brokers are being used to provide the two-way interaction and an information source between producers and the Hub. This role will develop over time.

Non-Government/ Non-profit Organisation (NGO)

- Providing coordination and/or encouraging collaboration across stakeholder groups

There are different organisations that play a role in supporting producers and rural communities either in an on-going role or in times of emergencies.

3. Skills Needed

What skills are needed for extension?

3.1 Extension Fields of Practice

To enable extension professionals to effectively undertake these different roles a range of skills is required which will vary depending on the extension role and career stage of the individual. There have been various efforts to develop skills required at different career stages from which this paper has drawn, including:

- WTSIP (Wet Tropics Sugar Industry Partnership] Extension Pathways Matrix
- Queensland Extension Model of Practice (importance of a Farmer centred approach)
- Reef Extension Capability Framework (QFF)

These are listed with their key components in the Appendix.

One way to explore the range of knowledge and skills needed is to consider the different Fields of Practice in which extension operates. Three key Fields of Practice were identified by Williams et al¹ for the Queensland Extension Model of Practice:

1. **Relational Practice:** Building and sustaining self and relationships with others
2. **Change Practice:** Taking actions to facilitate change
3. **Technical Knowledge Practice:** Providing technical advice and support

This report draws from these Fields of Practice in the following table (**Table 2**) which also considers the level of knowledge and skills in these Fields of Practice desirable at different career stages.

¹ Williams, A., James, J., & Prichard, P. (2021). Developing an Extension Model of Practice to guide and empower extension practitioners. *Rural Extension and Innovation Systems Journal*, 17(1), 10 -20.

<https://www.apen.org.au/static/uploads/files/developing-an-extension-model-of-practice-to-guide-and-empower-extension-practition-wflgfbidhra.pdf>

This project received funding from the Australian Government's Future Drought Fund

3.2 Extension Skills and Pathways Matrix

The Fields of Practice are expanded in **Table 2** along with the levels of skills and knowledge required depending on the needs of the extension role and the stage of career in the extension profession. Note that EP = Extension Professional.

Table 2: Extension Knowledge and Skills Matrix

Fields of Practice	Supervised	Self-driven	Leader
Relational Practice: Building and sustaining self and relationships with others			
Personal <ul style="list-style-type: none"> Managing self - tasks; time; stress; Professional development – active learning; further training or study; using a mentor 	<p>It would be expected that the EP is working in a team context and is managed/supervised and/or mentored. They would be provided with guidance and support and offered – or seek out – training specific to the industry/issue and context in which they are working – as well as in extension practice. They would be largely providing supporting roles in extension activities, observing and learning how to interact and undertake the type of activities important to their role.</p>	<p>The EP would be expected to be leading projects/activities and working on their own as well as part of a group. They would be taking initiatives in activities and managing their time while supporting colleagues as needed. They would engage in professional associations, attend and contribute to conferences and seek training – formal or informal – where it would support their work and/or career.</p>	<p>The EP would be a program/project manager or subject (process and/or technical) 'expert' and take the lead in planning activities and guiding or providing direction to the activities required to be undertaken in the project/role. They might have completed higher degrees, organised or provided training for less experienced staff and provide mentoring and expert input as required.</p>
Interpersonal <ul style="list-style-type: none"> Engaging with others Farmer Centric Practice 	<p>It would be expected that the EP would be introduced to key producers and other stakeholders and develop relationships through observing others and having good listening skills. This would include admitting when they did not know something and seek information to fill gaps. They would be exposed to Farmer Centric Practice thinking and have some level of training and/or mentoring to build interpersonal skills.</p>	<p>The EP would be experienced in making connections and interacting with the range of stakeholders relevant to an program, project or innovation system, be able to manage expectations and deal positively with conflict if it arises. They would develop and maintain strong networks. They engage with individuals and groups to involve them in planning and reviewing activities and outputs and assist them in building connections.</p>	<p>The EP would engage closely with key stakeholders involved in programs and projects as well as in funding bodies and policy roles to facilitate understanding, good strategic decision-making as it relates to current and future programs. They would assist in making cross-program and organisational connections and creating opportunities for synergies and collaboration.</p>

This project received funding from the Australian Government's Future Drought Fund

Fields of Practice	Supervised	Self-driven	Leader
<p>Communication</p> <ul style="list-style-type: none"> • Communication and technology skills – webinars; virtual group meetings • One-one communication skills and broader communication strategies • Layout and presentation • Human centred design 	<p>It would be expected at this level that the EP would assist in developing information material to promote events and activities, and raise awareness of issues and opportunities affecting the region or industry. They would be able to prepare presentations and communicate key messages at activities and events.</p>	<p>At this level, EPs would develop Communication Plans (or assist the Coms team to do so) to maximise the effective reach and impact of extension projects and programs. They would be preparing technical information/messages to share on various media that is relevant, useful and usable by those who access it.</p>	<p>At this level, the EP would be able to undertake a good analysis of the Innovation System in which the project/program is working to identify key players and leverage points for collaboration and cooperation. They would be able to develop briefing notes and expert technical reports to provide input into addressing issues and opportunities to benefit program outcomes.</p>
Change Practice: Taking actions to facilitate Change			
<p>Project Management</p> <ul style="list-style-type: none"> • Project Proposals • Project Planning • Design for Impact • Innovation Systems • Value Chains • Co-design • Project Management • Adaptive Management • Staff Management • Monitoring and Evaluation 	<p>At this level, the EP would be working as a team member within a project team and be guided by team management in terms of engagement, activities and timing. They would develop skills to assist in planning and managing group activities and for follow-up. They would capture information that would inform project management and reporting needs.</p>	<p>The EP would be leading projects that require detailed project management processes – including developing proposals (with potential users) which demonstrate value, logic and achievable within a time frame and budget. They would understand Gantt and Pert Charts and/or their equivalent in electronic project management software. They would understand the idea of adaptive or agile management and use these principles to get the best out of projects – negotiating changes as needed.</p>	<p>At this level, as well as managing projects, the EP might be undertaking program management and/or being a member of Management, Steering and/or Advisory committees. They understand the Innovation system and where their program fits in with other initiatives and policies and how best to develop synergies and fill gaps.</p>
<p>Process Management</p> <ul style="list-style-type: none"> • Stakeholder engagement • Event Planning and Promotion • Activity planning and management • Facilitation • Adult learning • Group Process • Peer to Peer • Process evaluation 	<p>It would be expected that early in their career EPs would assist in planning events and activities and supporting the running of these. In doing so, they would take increasing responsibility for such events. The EP will be delivering some presentations relevant to the event and engaging in group discussions within the activities. They will also be doing some basic facilitation and managing some group processes.</p>	<p>The EP will engage with the producer community to ensure that the most effective types of events are run at appropriate times, in right places and on topics of need/interest to the community. They will use their networks and communication channels to advertise the event. They will work with their project team to design the process, the use of good communication and learning approaches and appropriate mix of presentations versus</p>	<p>The EP would take a strategic overview of the events being planned and their marketing. They would work with stakeholder organisations to gain input into needs and support for the events. They would provide expert input into the design of programs and associated activities and advice on the group processes planned.</p>

This project received funding from the Australian Government's Future Drought Fund

Fields of Practice	Supervised	Self-driven	Leader
		workshopping. They will be able to set up and manage good group process, manage group conflict and steer the outcomes to be value to participants.	
Technical Knowledge and Skills – providing technical advice and support			
<p>Extension Theory</p> <ul style="list-style-type: none"> Understanding and using extension theory, approaches and models – including: adoption and decision making; innovation systems; co-innovation; co-design; action learning; peer to peer learning 	<p>It would be expected that the EP has an understanding of their role as a change agent and the factors that can impact on decision-making from a technology and producer perspective. They would have an appreciation of where different approaches play a role in the change process – e.g. group, face-face, communication and other approaches.</p>	<p>The EP would have a good understanding of the changing extension thinking and approaches over time and the reasons behind it. They would understand and apply an innovation systems perspective in their engagement and planning, co-innovation as appropriate and ensure that activities undertaken take into account learning principles and maximise peer to peer learning opportunities.</p>	<p>The EP would have a strong understanding of extension theory, models and practice and when these are most appropriate and how to implement them in practice. They are able to analyse results of programs and highlight where improvements could be made in the extension approaches. They would contribute to training, writing and presenting in building the understanding and skills of the extension community. They are likely to be members of and contributors to APEN and/or Systems associations.</p>
<p>Technical knowledge</p> <ul style="list-style-type: none"> Field Practice Technology Technical knowledge – agronomy; farm and herd/flock management Environmental issues and management Value Chains Business Management and economics 	<p>It would be expected that the EP has a base degree relevant to the technical field in which they are working. This will need to be built on to develop the knowledge and skills specifically relevant to their project/clients mostly through working with more experienced persons and training courses. They may be involved in setting up field trials or demonstrations, collecting data and supporting activities around these. They will have access to relevant technical information and expertise in areas which they haven't yet developed.</p>	<p>The EP would have a sound knowledge of the technical needs and technology relevant to their project/clients. They would be able to write technical notes, provide demonstrations/demonstrations and give presentations/lead discussions around these areas.</p> <p>They would undertake training when needed – formally or informally – to develop these skills further, attend and deliver at conferences and write for technical publications and journals.</p>	<p>Some EPs will develop high level technical /technology skills in specific areas and be called upon by different projects/programs/regions – even nationally and internationally – to provide input into progressing these areas.</p>

This project received funding from the Australian Government's Future Drought Fund

Glossary

Most of the skills included in this Matrix do not require further explanation, but those that might, are listed in **Table 3**:

Table 3: Extension Knowledge and Skills Matrix Glossary

Farmer Centric Practice:	Having the producer/user needs, interests and experience at the centre of planning and interaction in extension activities.
Human centred design:	Ensuring that decisions-support and information products are geared towards the way users would access and use them.
Co-design:	Engaging with relevant stakeholders – including producers – in designing and developing projects and products.
Innovation Systems:	Recognising that producers and farming activity exist within a broader system which impacts on innovation and outcomes.
Adaptive Management:	Having the flexibility and will to change the course of a project or activities based on issues, opportunities and feedback.
Peer to Peer learning:	Providing opportunity for producers and other stakeholders to learn from the experience and knowledge of each other.
Adult learning:	Providing learning experience recognising people's experience and preferred way of gaining new skills and knowledge.
Action learning:	Providing opportunity to learn by doing rather than just being talked at.

4. Professional Development Pathways

In progressing a career in extension, there are a number of pathways open to the EP. The usual approach is by entry level into an organisation, agency or company undertaking extension which has the capacity to provide training, mentoring and supervision as the entrant begins to develop the knowledge, skills and contacts needed to undertake a more independent role. There are opportunities to take specifically designed cadetships or work placement programs which are very structured entry opportunities.

Individuals can seek their own training – formal or informal – and attend relevant conferences to develop their knowledge and skills and advance their career. There are both extension and technical/industry associations and networks which provide resources, support and training opportunities. The Australasian Pacific Extension network (APEN) is one that is dedicated to supporting the extension profession and those working in the area through information, conferences and networks.

The Department of Agriculture and Fisheries in Queensland provides training in extension to staff as may other state departments. There are also private extension training providers – for example, Jeanette Long at *Ag Consulting Co* and John James at *Enablers of Change*.

Another option is to gain formal qualifications through a university – which could be helpful in advancing a career within organisations as well as more systematic learning and capacity building. EPs could undertake a masters' course of studies in extension or completing an extension-related PhD. Alternatively, some universities (e.g. University of Melbourne) are offering micro-credentials (equivalent of a graduate certificate) in extension related areas which are a real option for those working full-time with limited time that can be devoted to formal studies.

The following table provide a template for considering training needs of individual extension professionals. This should be undertaken between an EP and their manager and consider the sector, role and career stage of the EP. Details of each of the Fields of Practice are provided earlier in this document to help flesh out the details of the skill areas.

This project received funding from the Australian Government's Future Drought Fund

Table 4: Skill assessment and training needs

Skill levels and Training Needs [Note details of each practice area are included in section 3]				
Extension Role:				
Career Stage: <input type="checkbox"/> Supervised <input type="checkbox"/> Self-driven <input type="checkbox"/> Leader				
Fields of Practice	Relevance	Importance	Current Level	Actions
Skill areas	low 0 – high 10 + comments	low 0 – high 10 + comments	low 0 – high 10 + comments	
Building and sustaining Relationships Practice				
Personal <ul style="list-style-type: none"> Managing self - tasks; time; stress; Professional development – active learning; further training or study; using a mentor 	Rating: <i>Comments:</i>	Rating: <i>Comments:</i>	Rating: <i>Comments:</i>	<input type="checkbox"/> Requires training <input type="checkbox"/> Requires mentoring <input type="checkbox"/> On-going refreshers <input type="checkbox"/> Above requirements <i>Comments re specific training needs:</i>
Interpersonal <ul style="list-style-type: none"> Engaging with others Farmer Centric Practice 	Rating: <i>Comments:</i>	Rating: <i>Comments:</i>	Rating: <i>Comments:</i>	<input type="checkbox"/> Requires training <input type="checkbox"/> Requires mentoring <input type="checkbox"/> On-going refreshers <input type="checkbox"/> Above requirements <i>Comments re specific training needs:</i>
Communication <ul style="list-style-type: none"> One-one communication skills Communication and digital technology skills – webinars; virtual group meetings Social media usage Broader Communication strategies Layout and presentation Human-centred design 	Rating: <i>Comments:</i>	Rating: <i>Comments:</i>	Rating: <i>Comments:</i>	<input type="checkbox"/> Requires training <input type="checkbox"/> Requires mentoring <input type="checkbox"/> On-going refreshers <input type="checkbox"/> Above requirements <i>Comments re specific training needs:</i>
Process Change Practice				
Project Management <ul style="list-style-type: none"> Project Proposals Project Planning Design for Impact Innovation Systems Value Chains Co-design Project Management & Reporting Adaptive Management Staff Management Monitoring and Evaluation 	Rating: <i>Comments:</i>	Rating: <i>Comments:</i>	Rating: <i>Comments:</i>	<input type="checkbox"/> Requires training <input type="checkbox"/> Requires mentoring <input type="checkbox"/> On-going refreshers <input type="checkbox"/> Above requirements <i>Comments re specific training needs:</i>

This project received funding from the Australian Government's Future Drought Fund

<p>Process Management</p> <ul style="list-style-type: none"> Stakeholder engagement Event Planning and promotion Activity management Facilitation skills Adult learning Group Process Peer to Peer Process Evaluation 	<p>Rating: <i>Comments:</i></p>	<p>Rating: <i>Comments:</i></p>	<p>Rating: <i>Comments:</i></p>	<p><input type="checkbox"/> Requires training <input type="checkbox"/> Requires mentoring <input type="checkbox"/> On-going refreshers <input type="checkbox"/> Above requirements <i>Comments re specific training needs:</i></p>
<p>Technical Knowledge and Skills</p>				
<p>Extension Theory</p> <ul style="list-style-type: none"> Understanding and using extension theory, approaches and models – including: adoption and decision making; innovation systems; co-innovation; co-design; action learning; peer to peer learning 	<p>Rating: <i>Comments:</i></p>	<p>Rating: <i>Comments:</i></p>	<p>Rating: <i>Comments:</i></p>	<p><input type="checkbox"/> Requires training <input type="checkbox"/> Requires mentoring <input type="checkbox"/> On-going refreshers <input type="checkbox"/> Above requirements <i>Comments re specific training needs:</i></p>
<p>Technical knowledge</p> <ul style="list-style-type: none"> Field Practice Technology Technical knowledge – agronomy; farm and herd/flock management; Environmental issues and management Business Management and economics Risk Management 	<p>Rating: <i>Comments:</i></p>	<p>Rating: <i>Comments:</i></p>	<p>Rating: <i>Comments:</i></p>	<p><input type="checkbox"/> Requires training <input type="checkbox"/> Requires mentoring <input type="checkbox"/> On-going refreshers <input type="checkbox"/> Above requirements <i>Comments re specific training needs:</i></p>

This project received funding from the Australian Government's Future Drought Fund

5. Future Trends

The skills and knowledge included in the previous section would be expected to continue to be required at the context-appropriate levels into the medium-term future. However, it is of value to highlight those trends that may impact on the skills needed for EPs:

- EPs working more within a corporate farm structure and using their skills to seek and facilitate improvements and needed change.
- The need to work more broadly across the value chains within the industries in which EPs are situated to ensure that decisions/changes made synch together for the broader industry outcomes.
- Being able to demonstrate the impact of the extension role to organisations and funders to ensure the value proposition of extension is understood and supported.
- Being able to use the emerging communication technology effectively for communication; awareness raising; presenting new information; facilitating learning (two-way); and evaluation.
- Continuing to complement distance technology with on-ground approaches as appropriate and needed – and ensuring funding allows this.
- Navigating staff turnover and maintaining relationships and organisational knowledge around producers and other stakeholders.
- Working in multidisciplinary teams to tackle whole of systems issues and opportunities.

Appendix

Sources

There have been a number of projects and reports that have identified the extension knowledge and skills needed for extension professionals generally or at different stages of their career development. Three of these sources are listed and their different components are shown below:

**WTSIP (Wet Tropics Sugar
Industry Partnership)
Extension Pathways
Matrix**

1. Technical, Agronomy and Farm Management Skills
2. Extension Skills
3. Professional Development

**Queensland Extension
Model of Practice
(importance of a Farmer
centred approach)**

1. Relational Practice
2. Change Practice
3. Technical Knowledge Practice

**Reef Extension Capability
Framework (QFF)**

1. Managing Self
2. Engaging with others
3. Using technology
4. Applying technical skills

This project received funding from the Australian Government's Future Drought Fund

Extension Focus Areas

Focus Area	Type of activities
1. Improving technology and practice efficiency and effectiveness	<ul style="list-style-type: none"> • On-farm trials and demonstrations • Modifying machinery, equipment or approach to improve application • Exploring use of new technologies such as drones and other precision agriculture tools • Providing DSS and other tools, information packs and other resources to support improved practice.
2. Developing service provider capacity	<ul style="list-style-type: none"> • Workshops and training sessions with agribusiness, extension officers and other service providers. • Providing expertise and advice in relation to technology and service provision.
3. Developing or supporting improved capacity in producer groups and/or raising awareness, sharing information and resources to industry more broadly	<ul style="list-style-type: none"> • Field days, farm walks, workshops, bus trips with groups of producers • Providing input into peer-to-peer activities by producer groups. • Webinars, podcasts, videos, newsletters, web-resources
4. Providing one-to-one producer support and advice	<ul style="list-style-type: none"> • Developing individual farm plans, farm analysis and highlighting opportunities to improve • Working with individuals to assess practices and moving to recommended Industry Practice. • Visiting enterprises to solve problems that emerge or explore opportunities arising.
5. Providing coordination and/or encouraging collaboration across stakeholder groups	<ul style="list-style-type: none"> • Organising meetings across stakeholder groups to address issues, needs or improve collaboration and delivery efficiency. • Developing shared resources or documents to maximise joint effectiveness.
6. Contributing to policy development	<ul style="list-style-type: none"> • On-going meetings or regular forums with regional stakeholders to discuss needs • Provision of reports to inform policy and funding priorities.
7. Improving information and decision support tools	<ul style="list-style-type: none"> • Working with researchers and users to ensure that information and tools are updated, remain relevant, useful and usable.
8. Enhancing engagement and information exchange	<ul style="list-style-type: none"> • Working with stakeholders and the range of organisations within an innovation system to facilitate information sharing, collaboration and good system outcomes.