

Developing a Training Module on Value Chains for Public Sector Extension Practitioners in

Guatemala

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VALUE CHAINS TRAINING MODULE FOR GUATEMALAN EXTENSION 2
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VALUE CHAINS TRAINING MODULE FOR GUATEMALAN EXTENSION **Executive Summary**

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The University of California, Davis (UC Davis) has been working with Counterpart International (CPI) and the Universidad de San Carlos (USAC) since 2013 to develop and execute an extension practitioner certification course to build extension worker capacity in the areas of extension methodologies, agro-technologies, and food security. The certification course is part of a Food for Progress (FFP) project funded by the United States Department of Agriculture (USDA). In 2017, under a second round of funding, UC Davis took on the task of developing of a new training module on *Value Chains and Commercialization* in Guatemala. The module addressed the challenges that producers in particular face in these value chains and the role of extension in helping producers overcome these challenges.

From January 28 to April 1 of 2018, I spent 10 weeks in Guatemala doing background research and a needs assessment for the module. I then returned to Davis, where I developed the outline and some content for the module with input from project manager Elana Peach-Fine, agricultural economist Steve Boucher, gender specialist Edye Kuyper, and extension trainer Maria Paz Santibañez. I, along with the primary investigator Jim Hill and San Diego extension worker Ramiro Lobo returned to Guatemala in August of 2018 to teach the first cycle of the module.

This project is funded by the USDA through the end of 2020. Between the time that this is being written and the end of 2020, the certification course will be transitioned from CPI to USAC. Thus, when USDA funding runs out, it will be fully incorporated as an extension certification program at USAC, ensuring continued training for extension workers in Guatemala.

This report covers the research and development phases of the project as well as recommendations for future iterations of the module based on the experience of the first delivery. In the next section of this paper I will give an overview of background information relating to extension, extension training, training methodologies, and extension in Guatemala. Then, I will define value chains and the role of extension practitioners in value chains development. Next, I will discuss the context of Guatemala and Guatemalan extension. In the following two sections I will review the methodologies I used for doing the needs assessment for the module and for developing the module. In the next section I will discuss monitoring and evaluation techniques for the project. Finally, in the last section I will discuss lessons learned and recommendations for future iterations of the course including a narrowed scope and a need for training on the use of more tangible value chains development tools throughout the module.

Background

The History and Role of Extension

Agricultural extension work can take many different forms. I'll begin with a broad definition of the term *extension* and then narrow it to the scope of extension that will be considered in this paper. Cristoplos (2010) defines *extension* as "an admittedly amorphous umbrella term for all the different activities that provide the information and advisory services that are needed and demanded by farmers and other actors in agrifood systems and rural development." The concept of agricultural extension as sharing information relating to crop cultivation has been in existence almost as far back as humans have been growing crops (Swanson, Bentz, & Sofranko, 1997). However, extension as an organized, institutionalized system started to emerge first in Europe around the 1845 when potato blight wiped out an

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important food source in the region and farmers needed more information and support to mitigate the effects of the disease (Swanson, Bentz, & Sofranko, 1997). The institution of extension continued to gain momentum throughout the mid and late 1800s in Europe (Swanson, Bentz, & Sofranko, 1997). A similar movement was taking place at the same time in the United States and Canada. In 1862, the United States Congress passed the Morrill Hill Act, which established land grant universities in every state, and in 1914 with the Smith-Lever act the government mandated that a state-wide public extension system be housed at each of those land grant universities (Swanson, Bentz, & Sofranko, 1997). The United States government had a strong role in the creation of agricultural extension systems in many developing countries, particularly those in Latin America (Klerkx, Landini, & Santoyo-Cortés, 2016). These systems were established mostly in the late 1940s and 1950s as a way to modernize agriculture in those countries as well as involve smallholder farmers in markets (Klerkx, Landini, & Santoyo-Cortés, 2016).

While agricultural extension workers have traditionally been focused on sharing new agricultural information and research with farmers, in recent years the competencies required of agricultural extension have expanded to include not only sharing agricultural research but working in other aspects of agricultural value chain development, community development, climate change mitigation, nutrition education and healthcare provision, as well as a plethora of other roles (Sulaiman & Davis, 2012). Agricultural extension services have typically been provided by professionals employed by the public sector (Sulaiman & Davis, 2012). However, many extension systems in both developed and developing countries have shifted to become much more pluralistic as private sector and non-governmental players are participating more in extension-type roles (Sulaiman & Davis, 2012). Although these other players are providing

valuable services to agricultural workers and communities, for the purposes of this paper we will focus the conversation on public sector extensionists.

Common Agricultural Extension Training Systems

Extension training systems can be divided into two categories: preservice training and inservice training. Preservice training is the training that extension practitioners receive prior to being hired, while inservice training is ongoing education and capacity building that incumbent extensionists receive in order to strengthen their professional capabilities (Halim & Ali, 1997). Some types of agricultural extension training can fall into both categories depending on the context.

Different countries have different preservice training requirements for agricultural extension workers. In the majority of developed countries, a bachelor's degree in an agriculture, nutrition, or education related field is necessary for extension workers, and advanced degrees in the same fields are often preferred or required (Kramer, 2018). While the preference in developing countries is to hire workers who have advanced degrees in agricultural fields, this is rarely an option given the reality of the educational, political, economic, and social contexts of the country (Swanson & Rajalahti, 2010). There are few opportunities at an institutional level to specialize in agricultural extension either in the form of a degree track or a certificate program. Often extension workers hold a bachelor's degree in an agricultural field, or they have a certificate of graduation from an agricultural secondary school (McNamara & Moore, 2017; Swanson & Rajalahti, 2010).

Some governments also require other forms of either preservice or inservice training for agricultural extensionists including courses via distance education, training from the hiring

Distance education can be a more accessible form of training for extension workers who are not able leave their communities to travel to a centralized training location; however, the feasibility of this type of capacity building is predicated on the ability of the extensionist to connect to the internet, which can be uncertain in many developing countries (Swanson & Rajalahti, 2010).

Some government institutions, such as those in the Democratic Republic of the Congo and Guatemala, have an inservice training structure for their extensionists in which either other senior level extensionists or trainers from relevant government ministries provide ongoing capacity and skill building workshops and courses (McNamara & Moore, 2017).

“Training-of-trainer” courses can take many different formats and can be administered by many different players including both domestic and international non-governmental organizations, universities, non-profits, and foreign government aid organizations. These courses are often shorter-term than other forms of extension training, and are focused on a specific topic or skill set (Swanson & Rajalahti, 2010). Trainers in these courses employ a variety of adult education methods to share knowledge and facilitate learning; these methods will be discussed in more detail in the next section of this paper.

Training-of-Trainer Methodologies

In the context of education approaches, extension practitioners are in the category of ‘adult learners.’ According to Knowles (1973), adult learners differ from youth learners in that they are more self-directed and tend to take greater responsibility for their own education process. Knowles proposes four main principles of adult education: (1) adults need to know the reason for which they are learning; (2) experiential education is more effective than formal

lectures; (3) adults see learning as problem solving; and (4) adults learn better when the topic is immediately valuable to them. Effective extension training courses take these principles into account in their design and implementation.

Training-of-trainer courses tend to incorporate some combination of two different teaching styles: formal lecture and social learning. Formal lecture is the most straightforward and traditional education style, and usually includes presentations by which the instructor provides information to the students (Swanson & Rajalahti, 2010). Although formal lecture is still a common andragogical approach in training-of-trainer situations, contemporary approaches are shifting away from sole use of lecture and presentation as instruction and are blending lecture techniques with more social learning techniques (Posner, 1995).

Social learning utilizes interaction between learners as a mechanism for discovery and increased understanding (National Research Council, 2000). In the process of social learning, instructors play a facilitation role, encouraging and providing experiences for students to engage with content and information as well as guiding reflection on their learning experiences (Leeuwis, 2004).

The Yale Center for Teaching and Learning (2019) recommends several different methods for promoting social learning in a class or training setting. The first category is ‘active learning,’ which includes discussion facilitation, concept mapping, role playing, case studies, and field trips. ‘Group activities’ can also play an important role in social learning especially presentation-based projects that incorporate feedback from peers and instructors. A third category of social learning techniques are ‘interactive lecture’ techniques; through this strategy opportunities for student discussion and/or debate are incorporated into the traditional lecture-

VALUE CHAINS TRAINING MODULE FOR GUATEMALAN EXTENSION style teaching method. Finally ‘peer review’ is an important approach to social learning. This idea can be expanded to incorporate feedback from both peer and instructors. Leeuwis (2004) cites feedback as a central mechanism for social learning because it provides an opportunity for learners to understand and evaluate the efficacy of their own learning process and outcomes.

Each of these learning techniques could be valuable in an extension training program as they would facilitate participants being able to engage with the material in a more meaningful way. Several barriers may exist in using these methodologies in training events, however. Often course instructors are not familiar with the techniques, and so implementation requires an additional training for instructors which time and resources may not allow for. Additionally, many of these techniques require more time to explain and space facilitate than more direct lectures, which can be a hindrance to implementation as well.

Extension in Guatemala

Public extension in Guatemala is in a period of reconstruction after the 36-year armed conflict that dramatically changed the social and political landscape of the country. Public extension was officially suspended at the signing of the country’s peace accords in 1996 and was re-established in 2012 (McNamara & Moore, 2017). It is now called the Sistema Nacional de Extensión Rural (SNER) and run by the Ministerio de Agricultura, Ganadería, y Alimentación (MAGA). According to the Guatemalan government’s Programa de Agricultura Familiar para el Fortalecimiento de la Economía Campesina (PAFFEC), the function of SNER is to ‘provide adequate tools to families so that they can overcome the poverty in which they live and achieve vertical mobility in the *Rural Scale*’ (McNamara & Moore, 2017). (The *Rural Scale* is a production scale from infra-subsistence to industrial commercialization.) Under the SNER, each

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municipality is assigned three extensionists: the Rural Development Extensionist (usually a man)

who is responsible for administration of extension activities within the municipality; the Family Farming Extensionist (usually a man) who provides technical agricultural training to producers; and the Healthy Household Extensionist (usually a woman) who provides training related to nutrition, childrearing, and other household topics (McNamara & Moore, 2017).

The SNER operates through the use of a system of Centers of Learning for Rural Development (CADER). These are not physical centers, but rather groups of seven to fifteen community members that meet regularly with the extension worker they are assigned. There are usually three to five CADERS per municipality, though numbers fluctuate based on participant interest (Personal communications, January-March, 2018). CADER members are usually associated with agricultural production and own some land or garden (Personal communications, January-March, 2018). However, there are not strict membership requirements for CADERS, and any community member is welcome to participate (Personal communications, January-March, 2018). Each CADER is led by a volunteer community member called the *promotor*, who is in charge of organizing and hosting CADER meetings. The *promotor* is usually selected by the CADER members, and tends to be a person who is well known for leadership in the community (Personal communications, January-March, 2018).

Participating in a CADER is completely voluntary for community members. Sometimes members receive benefits such as seeds or other agricultural inputs that MAGA supplies through extension workers; these benefits tend to be one of the main motivating factors for CADER members to stay in CADERS (Personal communications, January-March, 2018).

CADERS are formed because there is some commonality amongst the members of the

groups- often they produce the same agricultural products or produce at roughly the same scale

(Personal communications, January-March, 2018). Extensionists provide technical assistance in various forms to the CADERs depending on the perceived needs of these groups (Aguirre, 2012). Groups tend to be separated by gender, with women's groups focusing more on subjects like nutrition and childrearing and men's groups concentrating more on agricultural production (Personal communications, January-March, 2018). This gender division is not mandated by MAGA policy, but CADER participants and extension practitioners tend to enforce it (Personal communications, January-March, 2018). This is problematic in that it limits access to information relating to agricultural production and markets for women who work in agriculture.

Although policies exist that lay out aforementioned structure for the public extension system in Guatemala, the actual implementation of these policies and structures has not been very successful. The process of hiring extension workers is highly political; there is a lot of nepotism involved. The system is still very unstable as a whole as well; extension agents rarely receive contracts for longer than one year, and often are not paid until halfway through their term. Bureaucratic proceedings keep extension practitioners occupied during a lot of their time on the job (Personal communications, January-March, 2018). These factors greatly limit the efficacy of most MAGA extension workers in Guatemala.

Extension training in Guatemala.

Prior to the suspension of the public extension system in Guatemala, degrees in extension were offered at various universities in the country. This is no longer the case, however (McNamara & Moore, 2017), and there are now few formal training requirements for public sector extensionists in Guatemala. Some have the equivalent of a high school certificate from an

agricultural high school or bachelor's degree in an agriculture-related field, but the majority of their training is on-the-job instruction from their peers (McNamara & Moore, 2017).

Implications of the extension landscape in Guatemala.

The political corruption, job insecurity, weak training, and large number of distractions mentioned previously make it challenging for public sector extension agents to be effective at their jobs. The amount of time that they are actually able to spend working with their CADERs is very limited, and they are not able to set up consistent meeting times with these groups because their work schedules are so unpredictable. Extension agents are often assigned a different CADER every year, which makes both gaining the trust of CADER members and developing long-term projects with them very challenging. These factors limit the ability of MAGA extension workers to meet the goals of SNER set out in PAFFEC.

USDA Food for Progress Certification Course for Rural Extension

As a part of an FFP project funded by the USDA, UC Davis has been working with CPI and USAC since 2013 to develop and execute extensionist training courses that build capacity in the areas of extension methodologies, agro-technologies, and food security. In 2017, under a second round of funding, UC Davis took on the task of developing a new training module for this certification course. The module focuses on *Value Chains and Commercialization* in Guatemala, and addresses the challenges that producers face in these value chains as well as extension's role in helping producers overcome these challenges.

For my capstone project, I did an in-country needs assessment for the module content and developed the schedule and sections of the curriculum. In the following sections of this paper I will define value chains and the role of extension practitioners in value chains development,

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discuss the context of Guatemala and Guatemalan extension, review the methodologies I used for doing the needs assessment for the module and for developing the module, discuss monitoring and evaluation techniques for the project, and discuss lessons learned and recommendations for future iterations of the course.

Value Chains

For the purposes of this project, the term *value chain* is defined as “an entire system of production, processing and marketing from inception to the finished product; it consists of a series of chain actors, linked together by flows of products, finance, information and services” (KIT, Agri-ProFocus & IIRR, 2012a). For each product (agricultural or otherwise) there exists a multitude of different value chains depending on the production scale, end market, end product, geographic location, and presence or absence of value chain actors given the particular context of the chain. Figure 1 below is a slide from the module on value chains and commercialization illustrating three of the distinct value chains for coffee in Guatemala. As shown in the figure, the number and type of actors and links in the value chain differs based on the specific context of the value chain. The examples of the various value chains for coffee in Figure 1 can be contrasted with the diagram of the avocado value chain in Figure 2, which presents a different set of players and links.

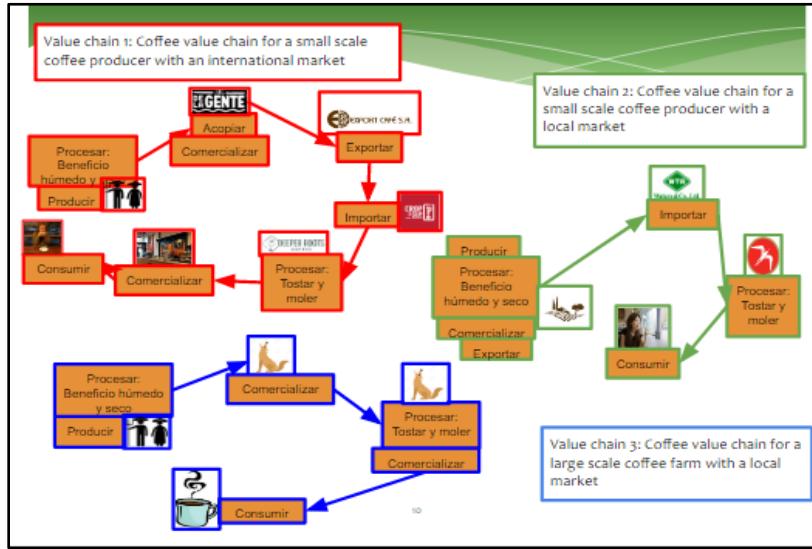


Figure 1. Diagram illustrating three different value chains for coffee production in Guatemala.

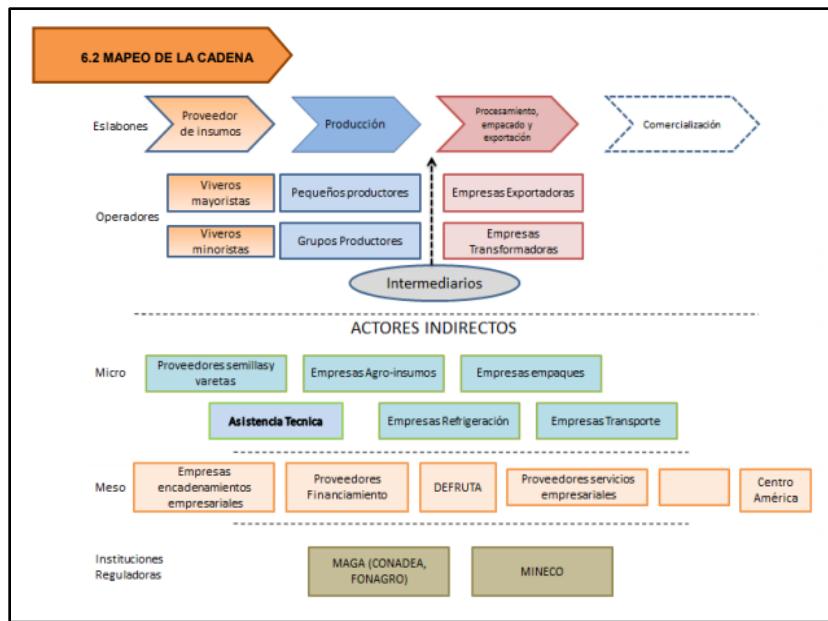


Figure 2. Diagram of the avocado value chain for Guatemala. Source: Gobierno de Guatemala: Ministerio de Economía. (2014). Evaluación Cualitativa de la Cadena De Valor de Aguacate en Guatemala. *Proyecto Fortalecimiento de la Productividad de la Micro, Pequeña y Mediana Empresa* (pp. 41).

Extensionists play several different roles in value chain development depending on the needs of the producer(s) that they are serving. Extensionists help with strategy development for value chain initiation or enhancement. They fulfill their traditional extension role of technical assistance provision in the form of both technical production assistance as well as building capacity in product value addition. Frequently, however, their primary contribution to value chain development is to facilitate connections and information sharing between producers and other actors along a value chain (GFRAS, 2016a; GFRAS, 2016b). The goal of this module was to provide extensionists with concrete tools, frameworks, and connections that they could use to fulfill all of these roles.

Training Guatemalan Extensionists on Value Chains and Commercialization

The Context of Guatemala

Prior to its conquest by the Spanish in the 1500s, Guatemala was the center of the Mayan civilization. It remained under Spanish control until gaining independence in 1821 (New World Encyclopedia, 2017). In the following years, Guatemala suffered regular political instability which culminated in the brutal 36-year civil war from 1960-1996 between the United States-backed Guatemalan government and leftist rebels (New World Encyclopedia, 2017). This civil war was marked by mass-genocide of Mayan peoples, and left a legacy of fear and division in the Guatemalan people (New World Encyclopedia, 2017).

Guatemala still suffers the consequences of decades of political unrest. Although the country is run by a democratic government, political corruption is still a predominant issue (New World Encyclopedia, 2017). Fifty-four percent of the country lives below the poverty line (CIA

Guatemalan culture is famously *machista*, or marked by male chauvinism (Guinan, 2015). As such, women are viewed as the property of the men in their family (Carey, 2008) and gender-based violence is normalized in Guatemalan society (Guinan, 2015).

Although there was a huge reduction in the Mayan population during the civil war, Guatemala remains home to 23 different indigenous groups (República Nacional de Guatemala Instituto Nacional de Estadística, 2003), which speak 24 different languages (Ley de Idiomas Nacionales, 2003). In addition to ethnic diversity, Guatemala is a highly geographically diverse country. This geographic diversity supports Guatemala's two main economic activities: tourism and agriculture (New World Encyclopedia, 2017). According to the World Bank (2017), 29% of employed Guatemalans work in agriculture. The geographic and cultural diversity mean that no two extension workers are working in comparable contexts in the country. Each extension practitioner must learn to adapt her or his work to the social, geographic, and economic contexts and needs of the community in which she or he is working.

Agriculture in Guatemala.

Over fifty percent of the labor force in Guatemala is involved in agriculture. In Guatemala, any land holding 1.52 hectares or smaller is considered *smallholder* (FAO, 2019). Eighty two percent of land holdings in Guatemala are small holdings, with the average small farm size 0.61 hectares (FAO, 2019). Smallholder farmers produce a variety of agricultural products depending on the geographic and climatic conditions in which they live. In addition to their dietary staples of maize and beans, they are engaged in coffee farming as well as the

The Context of the Course

The cohort of participants in the certification course was made up of 78 MAGA extension workers. 46 were men, and 32 were women. They came from all 22 of the departments in Guatemala. They had varying levels of experience working as MAGA extensionists ranging from one year to more than five. All three types of extension workers-Rural Development Extensionists, Family Farming Extensionists, and Healthy Household Extensionists- participated in the certification.

The agricultural contexts of the CADER members with whom the extension practitioners were working varied greatly. The 22 departments of Guatemala encompass mountainside agriculture reaching 13,700 feet above sea level (Burchell, n.d.) to coastal farms at 720 feet above sea level (Ambraseys & Adams, 2001). The farmers they work with grow different products including cole crops, coffee, maize, beans, and pineapple (Personal communications, January-March, 2018). The farm sizes of their CADER members varied from half of a hectare to 40 hectares (Personal communications, January-March, 2018). Producers' access to markets varied based on infrastructure and other context-specific factors (Personal communications, January-March, 2018). Extensionists work with demographically and ethnically diverse farmers, representing variation in gender and age (Personal communications, January-March, 2018)

Because of this diversity of knowledge, needs, and interests, it was necessary to design the module in such a way that extensionists would be exposed to a variety of topics and provided with additional resources to turn to in order to adapt what they learned to their specific contexts.

I used the training-of-trainer methodologies outlined in the background section of this paper

when creating the course.

Methodology: Background Research and Training Needs Assessment

Analysis of Key Value Chains

I spent 10 weeks in Guatemala gathering information for the development of the *Value Chains and Commercialization* module. One of my primary objectives while in country was to gain a deeper understanding of the landscape of various value chains in Guatemala. I focused on coffee, honey, vegetables, flowers, and livestock value chains. I selected these products specifically because they were products that a large number of agricultural producers grow in Guatemala and because the contacts that I made were able to provide me with an abundance of information on these value chains. By looking at the chain structure, I gained insight into the specific value chain links, primary actors, secondary actors, context and influence of context on the value chain, and challenges in particular for the producers within the chain.

I consulted a combination of secondary sources from regional research institutions (such as Inter-American Institute for Cooperation on Agriculture), governmental entities (such as the National Council on Agricultural Development), and larger scale databases (such as Duke Global Value Chains Center, the Food and Agriculture Organization of the United Nations (FAO)) as a part of this study. These secondary sources provided the framework needed to conduct a series of key informant interviews with various value chain actors including producers, researchers, relevant government entities, producer organizations (such as federations, cooperatives, and associations), input providers, end buyers, export companies, extensionists and technical assistance providers. I conducted formal and informal interviews, carried out surveys, and

employed a variety of participatory appraisal methods for the purpose of the study. In the rest of this section, I will outline the methods that I used to find interviewees, assess extensionists' knowledge gaps in topics relating to value chains, and conduct interviews.

Finding Interviewees

I used a snowballing interview method to find interviewees in Guatemala. I started out by capitalizing on CPI's many connections with actors in management roles across the value chains, such as cooperative leaders and agricultural export companies. Interviews with those people often led me to connections with other people along the value chain. USAC faculty members also provided information and facilitated contact with extensionists and other government entities working on value chain growth. I further relied on other in-country development organizations like Peace Corps to connect directly with extensionists, who in turn introduced me to producers.

In total I conducted 106 interviews with extensionists and value chain actors during my time in Guatemala, forty-three of which were with agricultural producers, five with university professors, one with a representative of a government department working on value chains development, one with a national producer federation, four with groups of cooperative leadership, eight with leadership of producer associations, three with agribusiness companies, thirty-six with MAGA extension practitioners and other technical assistance providers, and five with other value chain actors.

Assessing Extensionists' Knowledge

To design a training module that would truly meet extensionists' training needs, I conducted three rounds of surveys and interviews. First, I surveyed MAGA extensionists and

other technical assistance providers that I met through the contacts mentioned above. These technical assistance providers worked in various geographic locations in Guatemala. They had different target demographics including women producers, men producers, and youth. The groups that they worked with produced a variety of different crops or other products. I conducted these surveys through SurveyMonkey. Surveys included questions related to the frequency with which extensionists train producers on value chains-related topics (technical production and processing assistance, value addition, access to technical information, certification requirements, access to financing, financial management, group strengthening and organization, access to established farmer organizations, access to local, national, international markets, and exportation requirements) as well as their comfort level with providing these trainings. A full list of the questions asked in the SurveyMonkey survey can be found in Appendix 1.

Responses to these surveys informed the topics I focused on in ensuing personal interviews. I conducted these interviews with MAGA extensionists and other technical assistance providers who indicated that they would be interested in sharing more about their responses to questions in the SurveyMonkey survey. Specific questions included in these interviews varied based on individual survey responses, but are largely captured in a list of interview questions in Appendix 2.

Finally, I conducted a survey of the particular cohort of participants in the first cycle of the module. UC Davis instructors teach the second module in the certification course, so I sent a survey with them to find out more about the specific work context of the extensionists who would be participating in the first module. This survey can be found in Appendix 3. Responses to this survey were used as much as possible to further tailor the content of the module to the needs

multiplicity of crops, production scales, geographic landscapes, and sociocultural contexts that exist throughout Guatemala were represented in the 78 module participants. This made it difficult to focus the module on particular crops, systems, or locations.

Interviews

Interviews were informal and included relevant questions that arose throughout the course of an interview. They lasted between thirty minutes and one hour. A list of many of the questions asked of these various value chain actors can be found in Appendix 2 of this document. Initial questions asked were based on my previous research about important topics relating to value chains. This research helped me to understand what information was important for me to know about different value chains in the country for the context of developing the module content.

Having taken 6 years of high school and college level Spanish and lived in several Central American countries for periods of two to six months over the past four years, I was able to conduct interviews in Spanish. I took detailed, bulleted notes in Spanish during interviews, and then translated, typed and organized them as soon as possible after completing each interview so that I could record the most complete information possible. While recording results, I paid close attention to recurring themes in the survey responses and then followed up on those topics via subsequent interviews with the same person, involving other parties as necessary.

All of the people that I approached for interviews were very willing to speak with me. This was not what I expected given that Guatemalan people are often wary of sharing information with those they do not know (Personal communications, January-March, 2018). As

previously mentioned, I found interviewees through other people. When reaching out to professionals at development and governmental organizations, I was referenced those people when introducing myself. This gave me credibility with those people, and they were willing to speak with me. When I spoke with producers and producer groups I was accompanied by the technical assistance provider that regularly worked with them. Having this connection helped me to gain the trust of the producers that I was speaking with and made producers feel more comfortable sharing information with me. I verified the information that different people shared with me by asking the same questions of multiple people to see whether responses I received were similar.

Methodology: Module Development

Module 5 was conducted for the first time during the sixth cycle of the certification course. The course was held in Guatemala City for one week out of every month from April through August of 2018. From April through August, training participants traveled from their communities to a live-in training facility for the week of the certification course. They stayed in dormitories at the facility, received meals in the dining hall, and were in classes from 8 AM through 6 PM all week. They often had additional homework assignments to complete after classes as well.

Module five was from August 6-10, 2018. The instructors for the module were a mix of representatives from the UC system and USAC. Ramiro Lobo is an extension practitioner in San Diego, CA who focuses much of his work on agribusiness management and development of specialty crop value chains in San Diego. I was the other instructor from the UC system and was chosen because of my recently gained familiarity with value chains in Guatemala. Mirna Ayala

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and Byron Zuñiga are both professors in agricultural economics at USAC. These instructors were chosen by the respective schools to share their expertise with module participants.

As previously mentioned, the extensionists who participated in the training course were from a wide variety of geographic areas within Guatemala (Personal communications, January-March, 2018). Both the extensionists and the producers that they worked with had varying levels of training and experience in working with value chains and commercialization (Personal communications, January-March, 2018). Thus, while I sought to make the content of the module as context-specific as possible, my efforts were limited by a great variety of backgrounds represented in the classroom.

Module content

Historically, Guatemalan agricultural extension has mainly focused on providing producers with technical assistance (Personal communication, February 15, 2018). When I was speaking with extensionists, many expressed an uncertainty about working with producers on activities outside of the realm of agricultural production. Because of this uncertainty, I included a section early on in the module about the role of extension in value chains. Other topics covered were based on the knowledge gaps and uncertainties discussed in the interview process. I prioritized including the topics that surveyed extension practitioners most commonly reported limited knowledge of or low comfort level with.

In interviews, many producers discussed their fear of trying new things because of uncertain repercussions; I decided to include a section on risk management in the value chain in order to give extensionists a framework to help producers navigate some of these risks. Extensionists also identified the need for consistent volumes of product as one of the biggest

competitive constraints for many of their producers, and mentioned the difficulties they have in creating a cohesive work environment with other producers. I developed a section on collaboration in an effort to provide extensionists with tools for helping their producers collaborate and choose pre-existing producer organizations to be a part of. Conversations with extensionists pointed to forming market linkages as one of their main knowledge gaps. To help fill this gap, I included several market related sections in the module such as market analysis, market competition, marketing, and market requirements as well as case studies and field trips to purchasing companies to help extensionists understand buyer requirements.

In total, there were 19 sections of varying lengths in the module covering the topics mentioned above. The complete schedule for the module can be found in Appendix 4.

Module Components

Presentations.

In previous iterations of the certification course, extension workers shared through surveys that they preferred modules to have about fifty percent theoretical teaching and fifty percent practical work. Given the size of the class and the time constraints of the schedule, it was necessary that the fifty percent of the module content covering theory was delivered in lecture format. Each instructor developed a worksheet or activity to go along with their presentation. These activities were incorporated into each lecture, giving the extensionists the opportunity to put the tools and concepts into practice that they were learning in the section. Representative module presentations can be found in Appendix 5, and representative worksheets can be found in Appendix 6.

Classroom assessment techniques.

Classroom Assessment Techniques (CATs) are methods used to help “teachers obtain useful feedback on what, how much, and how well their students are learning” (Angelo & Cross, 1993). I used consultations and resources from the Center for Educational Effectiveness at UC Davis as well as published information about CATs to develop a strategy for evaluating whether the student learning outcomes were being achieved throughout the week. Methods included a pre-and post-test (see Appendix 7) as well as use of the “Muddiest point” CAT (asking students to write down an outstanding question they have from the course). I found these techniques to be helpful as I was teaching. They allowed me to gauge whether or not students had understood key concepts from the various module sections. Seeing students’ responses regarding topics they still had questions about helped me see when I needed to return to an earlier topic or direct students to further resources on a subject.

Instructor’s guide.

In order to convey expectations for the lecturers, I worked with a UC Davis collaborator to develop an instructor’s guide. This guide includes information about lecture format and activities. The instructor’s guide can be found in Appendix 8.

Resource panel.

This module was designed to introduce participants to concepts and resources so that they could choose to pursue the ones that were most relevant to the context of their work. Originally, representatives from CPI and I discussed the idea of having a resource fair where different organizations (government, NGO, and other) that work in value chains development as well as actors in different value chains (markets, cooperatives, exporters, and others) would have a booth

and module participants could network with the ones that were most relevant to their work. Due to time and resource constraints, this was not an option for the module. Instead, we hosted a resource panel composed of representatives from some of the aforementioned groups were invited to share about their work and then stay for a networking session with the extension workers afterwards. A representative from FAO shared about FAO's value chain development programs in Guatemala. A member of the leadership of the horticultural crop and coffee cooperative Esquipulas shared about the work that the cooperative does to improve value chains for agricultural producers. The founder of the company Earth Empower talked about her work with women in indigenous communities helping them to develop value chains for healthy snack products. A representative of the financial cooperative MICOOPÉ shared about several programs that they have for smallholder farmers and cooperatives to obtain loans. Finally, a representative from CPI shared about the programs that they have in cooperative and organizational development. This panel was followed by a time for networking so that extensionists could learn what resources for further learning are available to them and make connections for future collaboration.

Field trips.

Each module of the training includes field trips. For the *Value Chains and Commercialization* module, we decided to give the extensionists three options for field trip locations and select the one that best met their needs. The three options were: a large exporting cooperative of fruits and vegetables, an organic inputs provider, and a seed production facility.

Final project.

In addition to classroom instruction, training participants worked on a group project throughout the week. The purpose of this project was for extensionists to analyze a value chain that they are familiar with and outline an improvement project for that chain. This project served as a way for extensionists to put the theory they were learning into practice as well as for instructors to measure extensionists' learning. Extensionists designed value chains enhancement projects for the creation of soap containing coffee grounds and bokashi among others.

Requirements for the final project can be found in Appendix 9.

Resource list.

An important part of the extensionists' role in value chains is linking the producers they work with to other actors and resources in the value chains. The instructors mentioned a lot of important actors and resources throughout the week, but wanted to make sure that extensionists had an easy way to access these resources. Thus, I compiled a list from all of the instructors with resources and contact information or website links for these resources. This list was distributed to the extensionists and uploaded it to the virtual platform for the course for the extensionists' reference. The resource list can be found in Appendix 10.

Evaluations.

There is an evaluation process built into every module of the training course. CPI distributed a feedback sheet at the end of each section of the module. Students ranked the section content and delivery. In these evaluations, sections were evaluated based on their level of relevance to the module topic, the degree to which the section sparked interest in participants, the applicability of the content to the extension practitioners' work, the level of development of the

VALUE CHAINS TRAINING MODULE FOR GUATEMALAN EXTENSION content, the clarity with which the instructor presented, the instructor's level of familiarity with the section content, the level of motivation generated by the instructor, the teaching methodology used in the section, and the depth of the content covered. CPI analyzed the results and shared it with UC Davis and instructors. Instructors can use this information to refine their sections for future iterations of the module.

Monitoring and Evaluation (M&E)

Especially as this module was in its beginning stages, it was important to gather information about the efficacy of andragogical methods and the usefulness and applicability of module content in extensionists' work. The monitoring and evaluation strategies used for this project were as follows: 1) standard quarterly reporting by the implementers to the funding body, 2) nominal feedback about session content and instruction style provided by participants throughout the module in the form of responses to short surveys, and 3) a pre-and post-test given at the beginning and end of the module.

I propose that the project managers implement a more rigorous M&E and information gathering strategy for this module moving forward for the purpose of making useful changes to content and teaching methods in future iterations of the module.

Based on guidelines provided by Shadish, Cook, and Leviton (1991), I propose that program evaluators conduct a series of follow-up interviews with program participants 6- and 12-months after participants graduated from the certification program. The purpose of these interviews is to gather information about module component use that can be used to make decisions about content and teaching methodology for future iterations of the module. Interview questions would target three main topics: to what extent and with what success have participants

implemented value chains enhancement projects with the CADERs that they work with, to what extent and with what success have participants used specific tools that they received training on in the module, and to what extent and with what success have participants implemented their specific final project ideas that they worked on in the module and throughout the certification course. Interviews would be semi-structured, and interviewers would ask questions about what had been done as well as why or why not tools have been used and projects have been implemented. I recommend interviews rather than written surveys because it is easier to gather more specific information and ask relevant follow up questions in an interview setting than in a survey (Shadish, Cook, and Leviton, 1991). Given the time, budget, and personnel constraints of the project, interviews should be carried out primarily through phone or video call. Participants surveyed should be chosen to accurately represent the larger group of module participants in terms of gender, extension role, geographic location, and CADER demographics based on percentages represented in the cohort.

Conclusions and Recommendations

Recommendations and Lessons Learned for Similar Projects

In the following section I detail several lessons that I learned throughout this process that would guide my work were I to be the program manager for a similar project in the future.

First, I would recommend that the person gathering information and designing curriculum have the following skillsets:

- *Familiarity with concepts involved in the training.* In the case of this project, more familiarity from the beginning with concepts important to value chains training would have been instrumental in designing a more applicable course. This knowledge would

help in the information collection process because it would help the interviewer to ask more specific questions to assess extension practitioners' knowledge gaps to then develop a more relevant curriculum for the module. More in-depth knowledge about each of the topics would help the curriculum developer to design more robust content for each section of the module as well.

- *Qualitative and participatory data collection and analysis skills.* This would allow for more detailed data that could reveal more about both details of the knowledge gaps that the target audience may have as well as specifics about the topics covered in the module (in the case of this project, extension practitioners' knowledge gaps and details about different value chains in Guatemala)
- *Familiarity with adult education facilitation techniques.* This skill set would help the curriculum developer to be able to design sections to make them as useful as possible for adult learners.

Next, I would recommend smaller class sizes so that more of the social learning techniques outlined in the background of this paper could be used.

Finally, I recommend a narrower scope for the topics covered in a week long module. This would allow for more in-depth and applicable teaching on the topics at hand.

I will explain the last two suggestions in the context of this project in the next section of this paper.

Recommendations and Lessons Learned for the Certification Course

The purpose of the module was to introduce extension agents to new concepts, tools, and resources for them to use to help the members of the CADERs that they work with to improve

their position in the value chains that they are a part of. Some sections of this module were more successful in achieving that goal than others. Extension agents found the sections on *Marketing*, *Financial Tools*, and *Value Addition* as well as the final projects to be practical. They indicated that they would be able to easily use the sections about *Value Addition* and *Marketing* as well as the final projects when working with their CADERs. Due to time constraints, some of the other topics covered were not presented in such a way that the extension practitioners will be able to apply much of what they learned in their work.

One of the main requests that was presented by the participants in the first cycle of this module was to receive more specific information about each of the topics presented. Due to the time constraints and large geographic focus, many of the topics in the module were only covered in an introductory way. It seemed that participants found that information presented in some of the sessions was not useful. This was particularly true of the *Gender in Value Chains*, *Risk Management*, *Product Quality*, and *Group Organization* sections. These topics are all relatively complex and were allotted little time in the module. In the future, it would be useful to cut down the amount of topic overview in each of these sections and spend more time introducing tangible tools that extension practitioners can use relating to each of these topics and explaining how they can access more information on these tools. This was the idea behind the Resources List that was provided to the students in the module at the end of the module, but it would increase students' interest in the resources on the list were these topics to be introduced verbally in the module as well.

Module 2 of this certification course is about *Extension Methodologies*. In this module, extension practitioners learn different methods for needs assessment and communicating

important information with the CADERs that they work with. While many important topics relating to value chains enhancement were discussed in Module 5 of the certification course, often weak or no connection was made about how the information that extension practitioners were learning related to the work that they were developing in their communities or what the best methods were for communicating these concepts and tools with their CADERs. In future cycles of the module, more time should be spent connecting Module 5 content to how extension workers could use it with the communities and CADERs that they work with. This connection could often be made by facilitating a conversation asking the extensionists how they can use the tools or apply the concepts in their work and/or what extension methodologies that they learned in Module 2 they could use to share what they learned in Module 5. It will be important to build in time for these conversations in the sections of the module that UCD instructors teach as well as communicating the importance of these connections with instructors from USAC. Asking questions like these in the worksheets that participants fill out in each module would be another way to help them think about how to use what they learned in the module in their work.

The function of the resource panel was to facilitate module participants' ability to make connections with organizations and companies that they might be able to draw on in the future as they worked on value chains enhancement projects. It seemed that this purpose was not well communicated with the organizers of this component of the module, and was in turn not well communicated with the extension agents. In the future, a more clear conversation about expectations for the resource panel (both with the organizers and with the students) would help to make this particular section of the module stronger and more useful for the participants.

One of the most significant challenges that was faced in the development of this module was the lack of knowledge of the context of value chains development in Guatemala by UCD instructors. Although I was able to spend 10 weeks in the country learning about value chains in Guatemala, that amount of time only allowed me to learn so much in terms of major players, processes, and resources relating to value chains development in Guatemala. That limited our ability to contribute some more context-specific information in the delivery of the module. Because of UCD's lack of familiarity with the context of value chains development in Guatemala, it would make sense for UCD to fulfill more of an advisory role to instructors of many of the topics covered in the module rather than being the instructors themselves. It would be valuable for Guatemalan instructors to teach about topics like *Gender in Value Chains*, *Risk Management Options*, and *Product Quality Requirements* in addition to the topics that they taught in the first cycle of the module because they have more familiarity with specific procedures and actors. As UCD has many specialists in curriculum development, they could review these instructors' materials before the next cycle of the module and make recommendations about information tweaks and pedagogy.

Another large challenge faced in the development and delivery of the module was the amount of information that needed to be discussed in the module. The curricula for week-long trainings exists for many of the sections that were covered in the module; to condense those topics down to two to three hours and still make them relevant and useful was a challenge. In addition, value chains for different commodities produced at different scales in different regions are all very different. The way that they can be developed and the role of the extension practitioner in developing them varies by each of these factors. This being true, it was

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challenging to include information on each topic that was relevant to the needs of all of the extensionists in the room at any one time. Having a commodity focus, a production scale focus, and/or a geographic focus would all allow this module to be developed in a way that would make it more relevant for more specific groups of module participants.

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Finally, it would increase the level of learning by the course participants if more of the social learning techniques outlined in the background of this paper were to be used throughout the module. As previously mentioned, it was challenging to use these techniques due to the large size of the cohort. A smaller class size would allow for more flexibility and the use of more engaging and personalized andragogical approaches.

The future of the certification course.

The structure of the training will change moving forward. CPI is still the implementing partner for the project, but they are in the process of transitioning responsibilities for the certification course to USAC. In the future the certification program will be permanently offered as a certification from USAC. Eventually, the certification will be offered as an option for graduate students at the university who are interested in working in as public or private sector technical assistance providers rather than exclusively for people who have already been hired as MAGA extension workers. As the roles of the institutions involved with the course are changing, so are some of the logistics of the course. It will now be offered three times a year rather than two, and classes will be composed of 30 students rather than 80.

These changes all seem that they will increase the efficacy and sustainability of the extension training program. USAC's ownership of the program will help to ensure that the program continues to exist after the USDA funding cycle ends. Opening the program up to train

more than just MAGA extensionists is wise for the sustainability of the course as well. MAGA

has been an increasingly challenging partner to work with throughout the development and implementation of the certification program. The highly political nature of the organization makes it unpredictable and unstable. Building extension-related capacities in a wide range of technical assistance providers increases the number of consistently employed highly trained technical assistance providers in Guatemala, which will benefit the Guatemalan agriculture industry as a whole. The reduced class size will allow for instructors to tailor content more specifically to the needs and interests of the participants and will make it easier for them to facilitate more group discussions and activities.

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Appendix 1- SurveyMonkey Survey of Extensionists

Muchas gracias por su participación con esta breve encuesta sobre su trabajo como extensionista. Sus respuestas serán utilizadas para crear un currículo relevante para el entrenamiento de extensionistas. Todas sus respuestas serán confidenciales.

1. ¿Cuánto tiempo lleva de estar trabajando como extensionista?
2. ¿Cómo se entrenó para ser extensionista?
3. ¿A quien provee servicios de extensionismo?
4. ¿Con cuales productos trabajan los productores con quien trabaja usted?
5. ¿Entre estos productos, cuál es su producto primario?
6. ¿Que nivel de producción tienen sus productores? (subsistencia, excedentaria, etc) (venden en mercado local, nacional, internacional)
7. **Explique brevemente cómo es la cadena de valor del producto primario.** (la cadena de sus productores, la cadena general)

VALUE CHAINS TRAINING MODULE FOR GUATEMALAN EXTENSION

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8. ¿Cada cuánto da entrenamientos sobre//cómo son los entrenamientos....
- a. Producción (asistencia técnica)
 - b. Procesamiento/ valor agregado
 - c. Como encontrar asistencia técnica (ONG, diplomados, etc)
 - d. Como cumplir con los requisitos para sellos de certificación (por favor indique cual(es) certificación(es) _____)
 - e. Emprendimiento
 - f. Como acceder financiamiento (Crédito, préstamos, etc)
 - g. Gerencia financiera y registros
 - h. Fortalecimiento organizacional
 - i. Acceso a cooperativas y asociaciones (opciones y requisitos)
 - j. Acceso a mercados locales (opciones y requisitos)
 - k. Acceso a mercados nacionales (opciones y requisitos)
 - l. Acceso a mercados internacionales (opciones y requisitos)
 - m. Pasos (registros, licencias, etc) para poder exportar
 - b. Como hacer procesamiento/valor agregado
 - c. Como cumplir con requisitos para sellos de certificación
 - d. Emprendimiento
 - e. Como acceder financiamiento
 - f. Gerencia financiera y registros
 - g. Como hacerse asociación
 - h. Como hacerse cooperativa
 - i. Como asociarse con una organización
 - j. Como vender en un mercado local
 - k. Como vender en un supermercado
 - l. Como vender su producto a un comprador internacional
 - m. Como cumplir con los requisitos para exportación (cuales son los requisitos según su entendimiento?)
 - n. Como hacer una marca
 - o. Como hacer un etiqueta
 - p. Como participar en una feria
7. Si su cader dijera que quisiera aprender sobre... como les ayudaria en eso? (O ya está trabajando con eso con su cader?)
- a. Como mejorar la calidad del producto

9. ¿Entre los temas mencionados en la pregunta anterior, cual siente usted que es más preparado/a a enseñar? (a, b, c, d, e, f, g, h, i, j, k, l, m)
10. ¿Entre los temas mencionados antes, cual siente usted que es menos preparado/a a enseñar? (a, b, c, d, e, f, g, h, i, j, k, l, m)

Appendix 2- Interview Questions**1. Cadena de valor**

- a. Por favor defina cadena de valor en sus propias palabras.
- b. Con cuales trabaja? Que tan grande es la finca?
- c. Me puede hacer el favor de arreglar los dibujos en el orden de la cadena de valor (si falta un paso o una persona, me avisa y hacemos nueva tarjeta; no tiene que usar todas)
- d. Preguntas generales:
 - i. Donde cambia el precio del producto? (que ponga un marco amarillo)
 1. Porque?
 2. Cómo deciden los precios?
 3. Quien lo decide?
 4. Cómo sabe usted que debe ser el precio?
 - ii. Cuales cosas hace usted? (que ponga un marco roja)
 - iii. Cuáles trabajos hacen los hombres? (que ponga el hombre)
 - iv. Cuáles trabajos hacen las mujeres? (Que ponga la mujer)
 - v. Cuente me el lugar/los nombres de organizaciones específicas en puntos específicos. (que los pongamos)
 - vi. Donde firman contratos? (que pongan el dibujo)
 - vii. Donde certifican los productos? Cuales certificaciones tiene?
 - viii. Por favor pon un marco verde donde trabaja la extensión, y un marco morado de donde viene la extensión.
 - ix. Dónde sucede? Que tan lejos es de la parte anterior? Cómo llega allí?
 - x. Preguntas relacionadas con las actividades específicas en la cadena de valor:
 1. Quien tiene el acceso a los recursos en esta etapa(?) ?
 - a. Agua, tecnología, herramientas, tecnologias de comunicacion de informacion (TCI?), informacion, credito...
 2. Quien controle los recursos en este eslabón?
 - xi. Quien decide que pasa en este eslabón?
 - xii. Que es la relación entre la universidad y esta cadena de valor? (si existe)
 - xiii. Utiliza credito/un prestamo? (que lo ponga encima de la persona)
 1. A quien se lo dan?
 2. Quien toma las decisiones financieras?
 - a. Cómo financiar la finca? (Credito, prestamos?)
 3. De donde viene?
- e. Insumos:

- i. Como/quien decide cuáles insumos usar?
- ii. Como compra los insumos (de donde? Vienen a la finca o van a una empresa...)
- f. Finca:
 - i. Quien hace el trabajo en esta parte?
 - ii. A quién le pertenece XX (la finca, el negocio...)
 - iii. Quien/como decide...
 - 1. Cuáles cultivos sembrar?
 - 2. Como producir el cultivo?
 - iv. Como sabe que son los requisitos (o de salud o de calidad o de cantidad, etc) del comprador/consumidor?
- g. Me puede hablar mas de los intermediarios?
 - i. Quienes son?
 - ii. Que hacen
- h. Cooperativas/asociaciones →
 - i. Como/quien decide cuál cooperativa/asociación usar?
 - ii. Cuales servicios provee su cooperativa/asociación?
 - iii. Cuales certificaciones tiene su cooperativa/asociación?
 - iv. Como recluta miembros a su cooperativa/asociación?
 - v. Con cuales tienen que cumplir los miembros de su cooperativa/asociación?
 - vi. Su cooperativa/asociación hace el procesamiento del producto?
 - vii. Su cooperativa maneja temas de poscosecha y procesamiento de productos agrícolas?
 - 1. Como lo hacen?
 - 2. Tiene contrato con otro grupo que lo hace?
 - 3. El producto viene directamente a la cooperativa/asociación de la finca? Quien lo transporta?
 - viii. Que es la interacción entre su cooperativa/asociación y la extensión? Su cooperativa provee servicios de extensión? Su cooperativa trabaja con la extensión pública/privada/ONG?
 - ix. A quien vende su cooperativa/asociación?
 - x. Cómo encuentra compradores?
 - xi. Pueden participar las mujeres en su cooperativa/asociación?
 - 1. Qué porcentaje de los miembros de su cooperativa/asociación son mujeres?
 - xii. El liderazgo de su cooperativa/asociación incluye mujeres? porque/porque no?

- i. Mercado
 - i. Cuales son los regulaciones (?) de calidad y salud? Como se los comunican?
 1. Cómo es diferente este proceso entre las “sub-cadenas”?
2. **Extension.** Que es el papel del extensionista?
 - a. Cómo ayuda la extensión? Quien provee consejos/extensión en cada parte? (Público? Privado? Cooperativa? ONG? gobierno...?)
 - b. Donde pudiera la extensión ayudar pero no lo hace ahora? Qué información provees?
 - i. Mercados, el tiempo, buenas prácticas agrícolas, conservación, el género, preparación para las emergencias, entrenamiento financiero, semillas, jardines/huertos, fertilizante, postcosecha, tecnología, otro
 - ii. Como lo provee?
 - c. A quien lo provee?
 - i. grande/pequeno/mediano?
 - ii. Qué porcentaje de las personas con quien trabaja son mujeres?
 - iii. Cual(es) planta(s)?
 - iv. Gerentes? Duenos? Manos de obra?
 - d. Con qué frecuencia interactúa con campesinos y en qué contexto?
 - i. Como normalmente comunica con campesinos? (en la finca, campesino a campesino, reuniones, talleres, tecnología de comunicación de información [celulares, SMS, radio, TV...], XXX lugar, CADER, tienda, publicaciones escritas)
 - ii. Utiliza TCI para comunicar con ciertas personas/grupos en la cadena de valor?
 1. Cuales personas?
 2. Cuáles tecnologías?
 3. Cómo las utiliza?
 - iii. Cómo cambia su método de comunicación/el contenido dependiendo de la persona con quien está trabajando?
 - iv. Como provee extensión en XX etapa?
 - v. Cómo recibe X persona información acerca de X cosa? Cuales otras personas/grupos proveen la información?
 - vi. Por favor cuénteme acerca del CADER-
 1. Quién está involucrado? Siempre llegan las mismas personas?
 2. Están involucrados hombres y mujeres?
 3. Quienes son parte del liderazgo?
 4. Son las promotoras mujeres a veces?

5. Porque no participan más mujeres?// como ha intentado alcanzar a las mujeres?
 6. Como le animas a las mujeres a que participen?
 7. Consideres problemas de tiempo/viajes para las mujeres cuando estableciendo grupos, entrenamientos, etc? Como?
 8. Si sector privado, todavía trabajas con el CADER?
- e. Provee conexiones con productores/as y otros miembros de la cadena de valor?
 - f. Como las extensionistas reciben entrenamiento técnico/entrenamiento acerca de las cosas que están enseñando?
 - i. Que % de extensionistas hombres/mujeres reciben aquellos entrenamientos?
 - ii. Como incluyen a las mujeres? Como las pudieran incluir más?
3. **Retos.** Cuales son los retos más grandes que enfrente en recibir los recursos y la información que más necesita para ser campesino exitoso?
 - a. Falta de electricidad constante, falta de habilidad de transportar bienes (infraestructura/vehiculo), falta de acceso a semillas de buena calidad, herramientas, fertilizantes, pesticidas, credito/prestamos, equipaje, información agrícola, mercados, ataques de los aves, falta de dinero, falta de labor, no puedo tomar decisiones agricolas en mi casa, falta de oportunidades de asistir talleres y entrenamientos, desigualdad de géneros, falta de tierra, la extensión no sabe mucho acerca de las actividades que hago o productos que produzco, otro, nada
 - b. Cómo supera los retos que le enfrente?
 - c. Como pudiera la extensión ayudarle a superar aquellos retos?

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Appendix 3- Survey for Module 5 Participants

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¡Muchas gracias por su participación con esta breve encuesta sobre su trabajo como extensionista!
Sus respuestas serán utilizadas para crear un currículo relevante para un nuevo módulo sobre
cadenas de valor y comercialización que será actualizado por primera vez en su ciclo del
diplomado.

1. ¿Cuales productos agrícolas producen las personas con quienes está trabajando?

2. ¿Cual de estos productos es el más importante para ellos?_____

3. ¿En cuál departamento y municipio trabaja usted?_____

4. ¿Con cuáles grupos/personas trabaja...?

- a. Cader
- b. Cooperativas
- c. Asociaciones
- d. Individuos
- e. Otro _____

5. ¿Con cuál clasificación de productores más trabaja?

Infrasubsistencia subsistencia excedentaria

6. ¿Cual es el mercado final más común para los productos de sus productores?

- a. Mercado local
- b. Ciudad de Guatemala
- c. Supermercado
- d. Exportación
- e. Escuela
- f. Otro _____
- g. No sé

7. ¿Qué porcentaje de sus grupos están compuestos de solo hombres? _____

8. ¿Sobre cuáles temas más capacita en las reuniones con los grupos de hombres? (Puede escoger hasta 3)

- a. Producción agrícola
- b. Comercialización
- c. Nutrición
- d. Valor agregado
- e. Asuntos de familia
- f. Otro _____

9. ¿Porque capacita más sobre estos temas? _____

10. ¿Qué porcentaje de sus grupos están compuestos de solo mujeres? _____

11. ¿Sobre cuáles temas más capacita en las reuniones con los grupos de mujeres? (Puede escoger hasta 3)

- a. Producción agrícola
- b. Comercialización
- c. Nutrición
- d. Valor agregado
- e. Asuntos de familia
- f. Otro _____

12. ¿Porque capacita más sobre estos temas? _____

13. ¿Qué porcentaje de sus grupos están compuestos de una mezcla de hombres y mujeres? _____

14. ¿Sobre cuáles temas más capacita en las reuniones con los grupos de mujeres y hombres? (Puede escoger hasta 3)

- a. Producción agrícola
- b. Comercialización
- c. Nutrición
- d. Valor agregado
- e. Asuntos de familia
- f. Otro _____

15. ¿Porque capacita más sobre estos temas? _____

16. ¿Porque cree usted que no hay más grupos con una mezcla de mujeres y hombres? _____

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Appendix 4-Module Schedule

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DIPLOMADO EN EXTENSIÓN RURAL
MÓDULO V:
Cadenas de Valor y Comercialización
Guatemala, agosto 6 al 10 de 2018

OBJETIVO DE APRENDIZAJE: Capacitar extensionistas del sector público en el área de cadenas de valor y comercialización en contextos rurales a través de la presentación de información, herramientas, y recursos en las áreas de mercados, finanzas, y colaboración con el fin de poder trabajar conjunto con los y las productoras y productoras rurales puedan desarrollar proyectos de cadenas de valor y comercialización para sus productos agrícolas.

Dia 1: Lunes 6 de agosto de 2018. Introducción a cadenas de valor.				
HORA	TEMA	ACTIVIDAD/TÉCNICA	RECURSOS	RESPONSABLE
8:00 a 9:00	Registro de participantes y entrega de habitaciones	Registro de participantes, entrega de materiales	Planillas, materiales	SHIRLEY ROMERO
9:00 a 9:15	Bienvenida al Módulo V	Bienvenida a los participantes y contextualización del módulo		MAGA: Luis Franco COUNTERPART: Elmer Barillas
9:30 a 10:00	Diagnóstico inicial MV	Actividad de evaluación inicial MV	Prueba inicial/finalde conocimientos, basada en competencias.	Counterpart: Elmer Barillas
10:00 a 10:30	REFACCIÓN			SHIRLEY ROMERO

10:30 a 11:00	Reflexión de expectativas de los participantes en el módulo V.	<ul style="list-style-type: none"> Actividad grupal sobre necesidades y expectativas de los participantes respecto al módulo V Exposición de las expectativas de los participantes. (3 grupos al azar) 	Guía de trabajo grupal sobre expectativas.	UC DAVIS Evelyn Smith
11:00 a 11:45	Introducción a cadenas de valor	Presentación y discusión sobre la importancia y las partes de una cadena de valor	Cañonera, sonido, computadora, post-it grande, mercadores	UCD: Evelyn Smith
11:45 a 12:15	Presentación de cadena de valor de café	Presentación y discusión sobre los eslabones y los actores de la cadena de valor de café en Guatemala	Cañonera, sonido, computadora	UCD Evelyn Smith
12:15 a 13:00	El papel del/de la extensionista en el proyecto de cadenas de valor	Presentación, actividad, y ejemplos sobre el papel del/de la extensionista en cadenas de valor	Cañonera, sonido, computadora, post-it grande, mercadores	UCD: Profesor Ramiro Lobo
13:00 a 14:00	ALMUERZO			SHIRLEY ROMERO
14:00 a 15:00	Mapeo de cadenas de valor y análisis de desafíos	Herramientas y metodologías para mapear cadenas de valor y identificar los desafíos. (incluirá Ej de cadena de frijol)	Guía de trabajo.	Byron Zuñiga
15:00 a 16:00	Género en cadenas de valor	Discusión, herramientas, y ejemplos para abarcar temas de equidad de género en proyectos de cadenas de valor	Cañonera, sonido, computadora	UCD Evelyn Smith
16:00 a 16:30	RECESO			SHIRLEY ROMERO

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16:30 a 17:30	Introducción a proyecto final del MV	Indicaciones para el proyecto final del MV, asignar productos, reunirse en grupos	Cañonera, sonido, computadora, guía de trabajo. Guía de trabajo grupal.	UCD Evelyn Smith
17:30 a 18:00	Evaluación del día	Evaluación del aprendizaje	Cuestionario	ELMER BARILLAS
18:00 a 19:00	CENA			

Día 2: martes 7 de agosto de 2018. Mercados, calidad, y colaboración.				
HORA	TEMA	ACTIVIDAD/TÉCNICA	RECURSOS	RESPONSABLE
6:30 a 7:30		Desayuno y registro de participantes	Planillas de registro	SHIRLEY ROMERO
7:45 a 8:00	Secuencia y resumen del día anterior. Asignación de responsabilidades (mensaje clave día anterior)	Coordinación por el grupo responsable	Cañonera, sonido, computadora	GRUPO RESPONSABLE Oliver Castillo
8:00 a 9:00	Charla Corta: Cadena de Valor de Miel	Panorámica de la cadena de valor de miel		Bictor Paz, Agrocadena de Miel.
9:00 a 10:30	Requisitos de mercados	Presentación de requisitos generales de calidad, certificación, volumen, contratos, etc para mercados locales, nacionales, y internacionales y cómo encontrar información específica		USAC: Inga Mirna Ayala/ Ing Byron Zuñiga
10:30 a 11:00	RECESO			
				SHIRLEY ROMERO

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11:00 a 13:00	Marketing	Presentación sobre precios de mercado, metodologías de marketing y promoción, y el uso de marketing en extensionismo		USAC: Inga. Mirna Ayala
13:00 a 14:00		ALMUERZO		SHIRLEY ROMERO
14:00 a 16:00	Herramientas Financieras	Presentación sobre costos y tipos de costos, volúmenes de equilibrio, razones financieras		USAC: Inga Mirna Ayala
16:00 a 16:30		RECESO		SHIRLEY ROMERO
16:30 a 18:00	Finanzas	Presentación sobre acceso a financiamiento, manejo financiero, y sus usos en extensionismo		Ing Byron Zuñiga
18:00 a 18:15	Evaluación del día	Evaluación del aprendizaje	Cuestionario	ELMER BARILLAS
19:00 a 20:00		CENA		SHIRLEY ROMERO

Día 3: miércoles 8 de agosto de 2018. Marketing, finanzas, y feria de recursos				
HORA	TEMA	ACTIVIDAD/TÉCNICA	RECURSOS	RESPONSABLE
6:30 a 7:30		Desayuno y registro de participantes; Escoger gira para el jueves	Planilla de registro	SHIRLEY ROMERO
7:45 a 8:00	Secuencia y resumen del día anterior. Asignación de responsabilidades (mensaje clave día anterior)	Coordinación por el grupo responsable	Cañonera, sonido, computadora	GRUPO RESPONSABLE Oliver Castillo

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8:00 a 10:30	Trabajo individual o en grupos Proyecto Final	Trabajo final del Diplomado en Extensión Rural	Cañonera, sonido, computadora	<i>Ing Mirna Ayala e Ing Byron Zuñiga (considerar el trabajo en los grupos para un salón mas adecuado)</i>
10:30 a 11:00	RECESO			SHIRLEY ROMERO
11:00 a 12:00	Manejo de riesgos en cadenas de valor.	Consideraciones y herramientas sobre manejo de riesgos en proyectos de cadenas de valor	Cañonera, sonido, computadora	UCD: Profesor Ramiro Lobo
12:00 a 12:45	Calidad de producto	Presentación y discusión sobre la calidad y como cambiar la calidad a través de técnicas de producción, procesamiento, y valor agregado	Cañonera, sonido, computadora, post-it grande, mercador	UCD: Profesor Ramiro Lobo
12:45 a 13:15	Asociatividad	Presentación y actividad sobre fortalecimiento organizacional y cómo escoger la forma de colaboración apropiada	Cañonera, sonido, computadora, post-it grande, mercador	UCD: Evelyn Smith
13:15 a 14:00		ALMUERZO		SHIRLEY ROMERO
14:00 a 14:15	Valor Agregado	Introducción a la importancia de valor agregado	Cañonera, sonido, computadora	UCD: Evelyn Smith
14:15- 14:45	Estudio de Caso: El papel del/de la extensionista en vinculación del mercado	Estudio de Caso: Vinculación del Mercado. Grupo de mujeres vinculadas a cadena de supermercado. Presentación y preguntas.		Elizabeth Machán.
14:30 a 16:00	Panel de Recursos	<p>Panel con representantes de varios recursos para cadenas de valor: MINECO (Confirmó Mirna Ayala) MICOOPÉ Roberto Jordan) PRONACOM (Confirmó M Ayala) Gremial de exportadores (pendiente) EarthEmpower (Confirmado por Evelyn) Cooperativa Esquipulas Nelson Cano. (pendiente confirmar) **Fortalecimiento Organizacional** CPI. Byron Velasquez</p>	GUIA DEL PANEL	UCD: Evelyn Smith y Profesor Ramiro Lobo

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		FAO. Julio Catalán.		
16:00-16:45	Receso y Formación de Redes	Tiempo extendido para que puedan platicar con los del panel	Refacción	ORGANIZACIONES Shirley Romero
17:30 a 18:00	Evaluación del día	Evaluación del aprendizaje	Cuestionario	ELMER BARILLAS
18:00 a 19:00		CENA		SHIRLEY ROMERO

Dia 4: jueves 9 de agosto de 2018. Giras.				
HORA	TEMA	ACTIVIDAD/TÉCNICA	RECURSOS	RESPONSABLE
6:00 a 6:30		Desayuno y registro de participantes	Planilla de registro	SHIRLEY ROMERO
6:45 a 7:45		Organización y traslado		SHIRLEY ROMERO
8:00 a 12:00	Los requisitos del mercado de ejote orgánico	Grupo 1 y 2: Vista Volcanes (GRUPOS 1 y 2)	Guía de trabajo	COUNTERPART
8:00 a 12:00	Medicina natural, y artículos del hogar	Grupo 3: Cooperativa 4 Pinos, Grupo 3	Guía de trabajo	COUNTERPART
8:00 a 12:00	Producción de semillas	Grupo 4: Productores de semillas Rijk Zwann (Grupo 4)	Guía de trabajo	COUNTERPART
12:00 a 13:00		Retorno al centro KULJAY*		
13:00 a 14:00		ALMUERZO*		SHIRLEY ROMERO

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14:30 a 15:30	Exposición y retroalimentación	Grupos comparten lo que aprendieron en las giras con el resto del grupo		Grupos
15:30 a 17:30	Trabajo grupal sobre proyectos de Modulo V	Trabajo sobre proyectos de MV*		Grupos
17:30 a 18:00	Evaluación del día	Evaluación del aprendizaje	Cuestionario	ELMER BARILLAS
Comunicación con territorios				
19:00 a 20:00		CENA		SHIRLEY ROMERO

*Diferentes grupos estarán volviendo de sus giras en diferentes momentos; los que llegan temprano pueden trabajar en sus proyectos, almorzar, etc; los que no llegan antes del almuerzo almorzarán en la gira

Dia 5: viernes 10 de agosto de 2018. Presentaciones de proyectos del Módulo 5.

HORA	TEMA	ACTIVIDAD/TÉCNICA	RECURSOS	RESPONSABLE
6:30 a 7:30		Desayuno y registro de participantes	Planilla de registro	SHIRLEY ROMERO
7:45 a 8:00	Secuencia y resumen del día anterior. Asignación de responsabilidades (mensaje clave día anterior)	Coordinación por el grupo responsable	Cañonera, sonido, computadora	GRUPO RESPONSABLE Oliver Castillo
8:00 a 8:30	Presentaciones finales de proyectos del MV	Alistarse para exposición de proyectos MV	Mesas, materias de proyecto de los grupos	Grupos
8:30 a 10:30	Presentaciones finales de proyectos del MV	Presentar cadenas de valor y proyectos M V	Hojas de retroalimentación (elaborar criterios de evaluación)	Grupos

10:30 a 11:00	Receso y entrega de habitaciones			SHIRLEY ROMERO
11:00 a 11:45	Retroalimentación de proyectos	Jueces comparten con su retroalimentación con los grupos		Jueces (o evaluación por estudiantes)
11:45- 12:15	Evaluación final y pensamientos finales del diplomado	Responder cuestionario y presentación	Cuestionario, cañonera, sonido, computadora	ELMER BARILLAS
12:15- 13:15	ALMUERZO			SHIRLEY ROMERO
FINALIZACIÓN DEL MÓDULO V				

VALUE CHAINS TRAINING MODULE FOR GUATEMALAN EXTENSION
Appendix 5- Representative Module Presentation

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Introducción a Cadenas De Valor

Evelyn Smith
University of California, Davis
6 de Agosto, 2018

USDA COUNTERPART INTERNATIONAL
MINISTERIO DE AGRICULTURA, GANADERIA Y ALIMENTACION GUATEMALA
UC DAVIS UNIVERSITY OF CALIFORNIA
USAC TECNOSTIARIA

¿Quien ha escuchado de una cadena de valor?

¿Que significa “cadena de valor”?



4

Objetivos

- Definir cadena de valor
- Entender los eslabones y actores principales en una cadena de valor
- Aprender la importancia de entender las partes de una cadena de valor para el/la extensionista y para el/la productor(a)

3

Definición de “Cadena de Valor”

- “El sistema completo de **producción, procesamiento y comercialización** desde los inicios del producto hasta el **consumo final**”
- Consiste en una serie de **actores** en la cadena, vinculados por corrientes de **productos, finanzas, información, y servicios**
- En cada eslabón de la cadena, **el valor del producto se aumenta** porque el producto se hace más disponible o atractivo al consumidor.”

-Challenging Chains to Change, KIT, Agri-Pro Focus, y International Institute of Rural Reconstruction



5

Eslabones

- Producción
- Procesamiento y/o valor agregado
- Acopiamiento y almacenamiento
- Comercialización/venta
- Venta final



7

Actores Principales

- Productores y grupos de productores
- Coyotes/Intermediarios
- Organizaciones formales: cooperativas, asociaciones, federaciones, negocios
- Empresas de exportación
- Supermercados
- Tiendas locales
- Mercados locales
- Compradores finales
- Consumidores
- Transportadores



Actores Secundarios

- Proveedores de financiamiento
- Proveedores de insumos
- Investigadores
- Certificadores
- Extensionistas y técnicos
- Otros



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Contexto

- Políticas y regulaciones
- Entorno económico
- Agroecología
- Factores socioeconómicos



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Royal Tropical Institute (KIT), Agri-Pro Focus, and International Institute of Rural Reconstruction (IIRR). Challenging Chains to Change: Gender Equity in Agricultural Value Chain Development. KIT Publishers, 2012.

- “El sistema completo de producción, procesamiento y comercialización desde incepción del producto hasta el consumo
- Consiste en una serie de actores en la cadena, vinculados por corrientes de productos, finanzas, información, y servicios
- En cada eslabón de la cadena, el valor del producto se aumenta porque el producto se hace más disponible o atractivo al consumidor.”

-Challenging Chains to Change, KIT, Agri-Pro Focus, y International Institute of Rural Reconstruction

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¿Preguntas?



¿Y Que?

- Determinar decisiones que toma el productor
 - Calidad
 - Producción
 - Valor agregado
 - Inscripción legal/no
 - Financiamiento
- Entender la cadena de sus productores les ayuda a crear planes de extensión estratégicas adaptados a las necesidades específicas de sus productores

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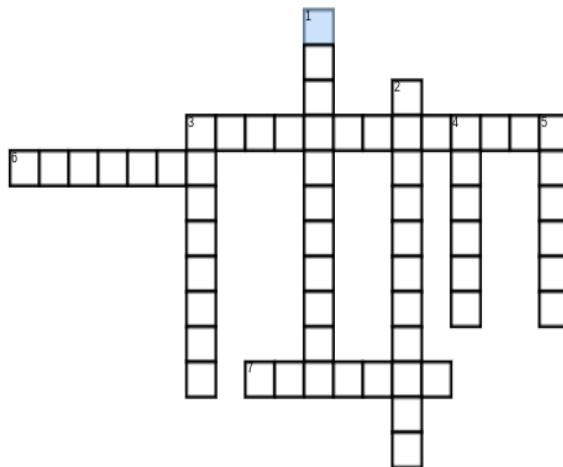
INTRODUCCIÓN A CADENAS DE VALOR
6 de Agosto, 2018

Escriba su definición de “cadena de valor”:

¿Cuáles son los cuatro elementos de una cadena de valor?

1. _____
2. _____
3. _____
4. _____

Conteste la pregunta: ¿Y Qué? ¿Por qué necesita entender las cdv? ¿Cómo le impacta a usted? ¿Cómo puede usar esta información en su trabajo?

Appendix 7- Pre/Post Test**Evaluación Módulo 5****Evaluación Módulo 5****Horizontales:**

3. El sistema completo de producción, procesamiento y comercialización desde incepción del producto hasta que sea afinado es un(a) _____.
6. Uno de los papeles más importantes de el/la extensionista en mejorar una cadena de valor es servir como un _____ entre el/la productor(a) y el otros actores.
7. Un fenómeno en la cadena de valor que causa que el/la productor(a) pierda dinero es un(a) _____.

Verticales:

1. Eslabones de cadenas de valor representan las acciones de actores _____.
2. Los actores _____ son personas que influyen en la cadena de valor pero no están directamente involucrados en la cadena.
3. El _____ está compuesto de factores que influyen la cadena de valor e informan el papel que puede tener el/la extensionista en cerrar las brechas.
4. Falta de _____ es una inequidad de género muy común en las cadenas de valor.
5. El _____ agrícola está asociado con circunstancias impredecibles que determinan el rendimiento, valor y costo de cualquier proceso de producción agrícola.

Guía Docente Módulo 5

Para facilitar el desarrollo del módulo 5 de forma integrada, completa y balanceada, se ofrece la siguiente guía docente para introducir consistencia entre las diferentes sesiones impartidas por los diferentes expositores.

Productos a elaborar

Usted ha sido invitado a participar como expositor en este módulo y se espera que elabore los siguientes materiales:

- 1. Una diapositiva powerpoint resumen** del contenido de su sesión que ayudará a elaborar el material on-line que los/as alumnos/as revisarán previo a asistir a las sesiones presenciales. Esta diapositiva deberá incluir:
 - El título de su sesión
 - Por que es importante en la extensión
 - Puntos claves o principales. De a conocer términos técnicos-teóricos relevantes.
- 2. Material de apoyo y trabajo individual** impreso para entregar en la sesión presencial. Cada participante recibirá un archivador al inicio del módulo 5 para armar un cuaderno de trabajo con el material entregado en cada sesión por su expositor. Elabore 1 a 3 páginas de trabajo individual, dando énfasis a dibujos o esquemas que resuman las ideas más importantes, dejando espacio donde deban completar definiciones y escribir notas adicionales. Si no tienen acceso a impresora, nos pueden mandar el archivo una semana antes y nosotros se lo imprimimos.
- 3. Una lista de recursos** relacionados con el tema para subir a la plataforma virtual. Los/las extensionistas podrán referir a dicha lista en el futuro y usarla como referencia para encontrar más información sobre el tema a mano.
- 4. Una presentación powerpoint y/o video** para exponer en la sesión presencial. Diseñe su sesión de acuerdo a los siguientes lineamientos:
 1. Presentación:
 - a. Título del tema e información de contacto del expositor
 - b. Objetivo de la sesión y aprendizajes esperados. Ej: "Al final de esta sesión el/la extensionista estará preparado/a para..."
 2. Actividad de inicio y motivación. Por ejemplo: breve exposición de un caso, una pregunta al público y lluvia de ideas, discusión abierta en torno a una imagen de referencia, etc.

3. Cuerpo de la presentación: desarrollo del tema en secciones, minimizando el uso de texto, utilizando fotografías/diagramas/clipart relacionados con los conceptos introducidos.
 - a. Incluir al menos 1 ejemplo práctico que provenga de su experiencia u otros, es decir, el contenido presentado anteriormente se muestra utilizado en un contexto potencialmente familiar a las actividades profesionales de un(a) extensionista.
4. Actividad práctica grupal: para ser ejecutada en la sesión, que ayude a poner en práctica conceptos, herramientas y/o metodologías enseñadas. Favorecer actividades didácticas e interactivas, que incluyan una conclusión a compartir con el grupo. Cuando posible, las actividades deben ser relacionadas con el proyecto final del módulo y proveer los grupos con una oportunidad para directamente aplicar las enseñanzas al proyecto.

Consideraciones principales

1. **Respete el tiempo asignado para su sesión.** Dado que no podemos anticipar el interés particular de los alumnos en cada tema, es difícil programar en forma precisa y sin duda queremos espontaneidad y flexibilidad junto a cubrir todos los temas contemplados en el módulo. Sin embargo, las evaluaciones de ciclos anteriores del Diplomado muestran que no debemos insistir en charlas largas, sin discurso participativo y que limiten actividades de práctica y discusión grupales.

Recomendaciones:

- Programe su sesión con 25% menos del tiempo asignado, para ofrecer tiempo para interactuar más eficazmente con los y las participantes.
- Programe actividades de interacción con los y las participantes a través de preguntas abiertas, dinámicas cortas, entre otros.

2. **Incorpore en su sesión el enfoque de género.** Un reto específico del módulo 5 es el hablar, discutir y modelar la sensibilidad al género en nuestro esfuerzo de cerrar brechas en cadenas de valor. Habrá una introducción al enfoque de género al inicio del módulo, y se reforzará el tema cada día a través de ejemplos, discusiones, críticas constructivas entre pares, entre otras, para invitar los alumnos/as a pensar profundamente sobre la importancia del enfoque de género en su desempeño profesional.

Recomendaciones:

- Utilice lenguaje con formas gramaticales femeninas y masculinas tanto en las exposiciones como en las hojas que diseñe para el cuaderno de trabajo.
- Muestre ejemplos de distintos contextos rurales de Guatemala, en que se observe la participación tanto de hombres como de mujeres.
- Segregue actividades grupales por género. Considere realizar actividades grupales en grupos de sólo hombres y sólo mujeres. Al compartir los resultados de los diferentes grupos, facilite la discusión en el contraste y observación de diferencias y puntos en común. Facilite el análisis sobre cómo considerar estas particularidades para afectar positivamente el proceso de extensión.

- Promueva la participación en clases tanto de hombres como mujeres. Durante su sesión, realice respetuosamente preguntas direccionaladas para favorecer la participación equitativa de hombres y mujeres.

3. Fomente la adaptación de lo presentado a los diferentes contextos de los extensionistas. Un gran desafío en la entrega de información es que los y las extensionistas sean capaces de aplicarla dentro de sus diferentes contextos profesionales.

Recomendaciones

- Realice preguntas dirigidas o abiertas al grupo del tipo: “En su futuro CADER o donde usted proviene, ¿con cuales productos agrícolas trabajan? ¿A cuales mercados tienen acceso? ¿De dónde reciben financiamiento?

4. Aproveche el trabajo en equipo (“Teamwork”). Dado el número de alumnos y alumnas del curso (80 aproximadamente) y el número limitado de expositores/staff, queremos motivar la ayuda colaborativa entre los y las colegas presentadores/as, para que participen como “facilitadores/as” en las actividades grupales de sesiones diferentes a la de cada uno.

Recomendaciones:

- Elabore y comunique breves instrucciones a sus colegas facilitadores para que puedan apoyarlo en su sesión. Explique de qué se trata la actividad y que espera usted que sus colegas realicen como facilitadores con cada grupo.

Base de hoja de trabajo

Título de la presentación Fecha de la presentación
--

Descripción de los puntos clave de la presentación y la importancia de la actividad, si es relevante.

1. ...
2. ...
3. ...

Título de la actividad^[1]

Instrucciones para completar la actividad.

Espacio de actividad.

Nota: No todas las actividades tienen que estar en una hoja, puede usar más de 1 (idealmente no más de 3). Cada actividad debe evidenciar el trabajo del alumno (que escriba o dibuje) para poder evaluar la participación del alumno.

[1] Posibles actividades podrían incluir:

- Rellenar los espacios
- Discusión grupal
- Juego de rol
- Rellenar matrices
- Emparejar definiciones y conceptos
- Rompecabezas
- Reflexión individual
- Identificación de dibujos
- Estudios de caso
- Etc.

Appendix 9- Instructions for Final Project**PROYECTO FINAL: CADENAS DE VALOR**

6 a 10 de Agosto, 2018

Objetivos:

- Poner en práctica herramientas de...
 - Mapeo de cadenas de valor
 - Análisis de cadenas de valor
 - Creación de planes para mejorar cadenas de valor

Descripción general:

Con su grupo, desarrollarán un mapa de una cadena de valor de un producto que sea muy importante para la mayoría de sus productores. Después, harán un análisis de las brechas en la cadena con atención especial a las brechas de género. Harán un plan para abarcar una o más brechas en la cadena de valor. El plan debe ser algo que podrían implementar en sus CADERes. Durante el último día del módulo, presentarán sus mapas, análisis y planes en frente de jueces y el resto de sus compañeros.

Indicaciones:

1. Entre su grupo, escojan un producto común a la mayoría de sus productores/as.
2. Utilicen las herramientas que aprendieron en el módulo para crear un mapa de la cadena de valor del producto que sea representativo de la realidad de la mayoría de sus productores/as. Consideren los actores principales y secundarios y el contexto.
3. Utilicen las herramientas que aprendieron en el módulo para analizar y enumerar las brechas en las cadenas.
4. Escojan por lo menos una brecha que quieran abordar y analícenla con las herramientas que reciben en el módulo, destacando las razones para las cuales existe(n) la(s) brecha(s), las consecuencias, etc.
5. Desarrollen un plan para abordar la(s) brecha(s) que escogen. El plan debe ser un modelo para algo que realmente podrían implementar en las comunidades donde trabajan. Sean lo mas específicos que puedan. Mencionen:
 - a. Los pasos que tomarían
 - b. La línea de tiempo del plan
 - c. Los otros actores que involucrarían
 - d. Los resultados esperados de la implementación del plan y cómo impactarían los productores y sus familias-- ¿por qué es una buena idea?

- e. Los retos esperados y cómo los superarían
 - f. Los riesgos que les enfrentarían a los productores y cómo los manejarían
 - g. Los recursos que tienen para ayudar con la implementación
 - h. Cualquier otra información pertinente
6. Presenten sus proyectos (15 minutos). Deben incluir toda la información en un póster que se pueda leer y entender fácilmente. Durante el último día del módulo, presentarán sus pósters frente a los jueces y los otros estudiantes. Habrán estaciones para presentar los proyectos, y cada miembro de cada grupo tendrá la oportunidad para presentar su proyecto una vez y para ver las otras presentaciones. Las presentaciones deben durar 15 minutos y deben incluir todos los aspectos de proyecto. Recibirán retroalimentación y sugerencias de los/las jueces al final de todas las presentaciones.
- . La presentación final debe incluir:
- Mapa de la cadena de valor
 - Lista de brechas
 - Análisis de brecha(s) escogida(s)
 - Plan de proyecto

Appendix 10- Resource List

**LISTA DE RECURSOS MÓDULO 5 CADENAS DE VALOR Y
COMERCIALIZACIÓN**
6 de Agosto a 10 de Agosto, 2018

Introducción a Cadenas de Valor y Papel de los y las Extensionistas en Cadenas de Valor

1. 5 Capitales- guia sobre proyectos de cadenas de valor:
<http://www.worldagroforestry.org/sites/default/files/5Capitales%20-%20Spanish%20version%20-%20final.pdf>
2. Análisis de Barreras (para identificar barreras a adopción de proyectos/ideas):
https://www.fsnnetwork.org/sites/default/files/practical_guide_to_ba_spanish_0.pdf
3. Marco de referencia para el cambio de comportamiento:
https://www.fsnnetwork.org/sites/default/files/dbc_spanish.pdf
4. Counterpart International (CPI)
5. USAID FAIR/FAER (Popoyán, AgExport)
6. Helvetas- <https://www.helvetas.org/es/suiza>
7. Catholic Relief Services (CRS)- <https://www.crsespanol.org/>
8. Heifer International

Cadena de Valor de Café

1. Anacafé-https://www.anacafe.org/glifos/index.php/P%C3%A1gina_principal

Otras Cadenas De Valor

1. Consejo Nacional de Desarrollo Agropecuario (CONADEA):
<https://censalud.ues.edu.sv/cacao/actores/node/176>
2. IICA CRIA: <http://www.iica.int/es/countries/guatemala>
3. FAO: <http://www.fao.org/statistics/es/>
4. Ministerio de Economía: Proyecto Fortalecimiento de la Productividad de la Micro, Pequeña, y Mediana Empresa

Género en Cadenas de Valor

1. Caja de Herramientas: https://agriprofocus.com/upload/FINAL-Caja_Herramientas.compressed1415291170.pdf
2. Guías y Herramientas: <https://agriprofocus.com/upload/post/cordaidgendertoolsp2.doc>
3. El Género y la Nutrición en el Contexto de Cadenas de Valor:
http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-G-and-N-in-Ag-Value-Chains-Colverson-2016_010-Spanish-Version.pdf
4. “Mujeres al Frente”: https://agriprofocus.com/upload/mujeres_al_frente_-chachacha_espanol.compressed1429612926.pdf

Género:

1. ¿Quien Hace Que?: http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-Who-Does-What-Henderson-2016_10-Spanish-Version.pdf
2. ¿Quien tiene el poder y el control?: http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-Who-Has-Power-and-Control-Henderson-2016_10-Spanish-Version.pdf

3. Explorando los Mitos de Genero: http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-Exploring-Gender-Myths-Henderson-2016_10-Spanish-Version.pdf
4. Poder Sobre Versus Poder Con: <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-Poder-Con-Poder-Sobre-Spanish-Version.pdf>

Calidad de Producto

Indicadores

1. Cafe- https://www.anacafe.org/glifos/index.php/Caficultura_ControlCalidad
2. Aguacate- file:///home/chronos/u-a5954bbb54640651d480c2b1839a8a8fa6045e2c/Downloads/CXS_197s.pdf
3. Tomate-http://www.fao.org/fao-who-codexalimentarius/sh-proxy/it/?lnk=1&url=https%253A%252F%252Fworkspace.fao.org%252Fsites%252Fcoden%252FStandards%252FCODEX%2Bstan%2B293-2008%252FCXS_293s.pdf
4. Standards Map: <http://www.standardsmap.org/identify>

Investigación

1. Facultad de Agronomía Universidad de San Carlos
2. MAGA
3. IICTA
4. INTECAP

Asociatividad

1. INACOP: <http://www.inacopguatemala.gob.gt/>
2. Counterpart International
3. Catholic Relief Services
4. Anacafe
5. FAO

