

Extensionist Training in Value Chain Enhancement

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Introduction

The public extension system in Guatemala is in a rebuilding period. It was suspended in 1996 and was re-established in 2012. The national rural extension system (SNER) is run by the Ministry of Agriculture (MAGA). Many extension appointments are political appointments where the appointees have little or no extension training. Because of the political nature of extension positions, even well qualified extensionists are replaced frequently with changes in the government. Apart from public extension, several NGOs and private actors provide technical assistance to agricultural producers in the country.

Objectives

For the past 5 years, the University of California Davis has been working with Counterpart International (CPI) and the Universidad de San Carlos (USAC) (the only public university in Guatemala) to develop and execute an extensionist training course. We are working within the framework of a grant received from CPI under the Food For Progress (FFPr) project funded by the United States Department of Agriculture (USDA). The new directives of the project indicate that a new module about value chains and commercialization should be added to the training program. To this end, we have begun the process of designing a training module that covers several key value chains in Guatemala, the gaps for producers in these value chains, and extension's role in closing these gaps.

In an effort to create an relevant and effective extensionist training module about value chains, we undertook a process of investigation and analysis of the extension system and a variety of value chains in Guatemala. These investigations involved gathering information from a variety of primary and secondary sources. We then used the information gathered to inform the creation of a training module to teach extensionists the basics of value chains and value chain projects.

Preliminary Results

Based on the investigations and methodologies mentioned above, we developed the following schedule for the module:

Time	Topic	Activity
9-9:45		Participant Registration
10-10:30		Initial Diagnostic
10:30-11:00		Summary of previous module & assign responsibilities
11:00-11:45	Introduction to value chains	
11:45-12:30	Present [coffee?] value chain	
12:30-13:00		The extensionist's role in a value chains project
13:00-14:00		Lunch
14:00-16:00		Value chains mapping & Gap analysis
16:00-16:30		Break
16:30-17:00		Gender in value chains
17:00-17:30		Present project for rest of week, assign commodities, meet in groups

Time	Topic	Activity
6:30-7:30		Breakfast & Registration
7:45-8		Summarize previous day & assign responsibilities
8-8:30		Risk management
8:30-10:00		Product quality (Production, processing, value addition)
10:00-10:30		Break
10:30-12:00		How to access technical knowledge
12:00-13:00		Group Work on Value chain Analysis
13:00-14:00		Lunch
14:00-15:00		Generation & analysis of ideas
14:00-16:00		Market Analysis
16:00-16:30		Break
16:30-17:30		Small business incubator
17:30-18:00		Presentations from students
18:00-19:00		Evaluation of day 2
19:00-20:00		Dinner

Time	Topic	Activity
6:30-7:30		Breakfast & Registration (Sign up for field trip)
7:45-8		Summarize previous day & assign responsibilities
8:00-10:30		Exposición Ilustrada Organización panel (12-1)
10:30-11:00		Break
11:00-13:00		Financial management & Access to financing
13:00-14:00		Lunch
14:00-16:00		Exposición Ilustrada
16:00-16:30		Break
16:30-17:30		Market Prices
17:30-18:00		Evaluation of day 3

Time	Topic	Activity
6:00-6:30		Breakfast and participant registration
6:45-7:45		Organization and transportation to field trip
8-12:00		Fieldtrip: -Aggregating center (noritlaza) -Coffee export station (see the tests they do) -Student business
12:00-13:00		Transport
13:00-14:00		Lunch
14:00-16:00		Marketing and self promotion
16:00-16:30		Break
16:30-17:30		Group Work on Value chains project
17:30-18:00		Evaluation of Day
19:00-20:00		Dinner

Time	Topic	Activity
6:30-7:30		Breakfast & Registration
7:45-8:00		Summarize previous day & assign responsibilities
8:00-8:30		Set up for exposition
8:30-10:30		Present value chains & projects
10:30-11:00		Break & Turn in room keys
11:00-11:45		Value Chains & Project Feedback
11:45-12:15		Learning Assessment
12:15-13:00		Participatory Evaluation
13:00-14:00		Lunch
14:00		Go home!

Value Chains Investigated:

- Coffee
- Cacao
- Honey
- Tilapia
- Flowers
- Vegetables



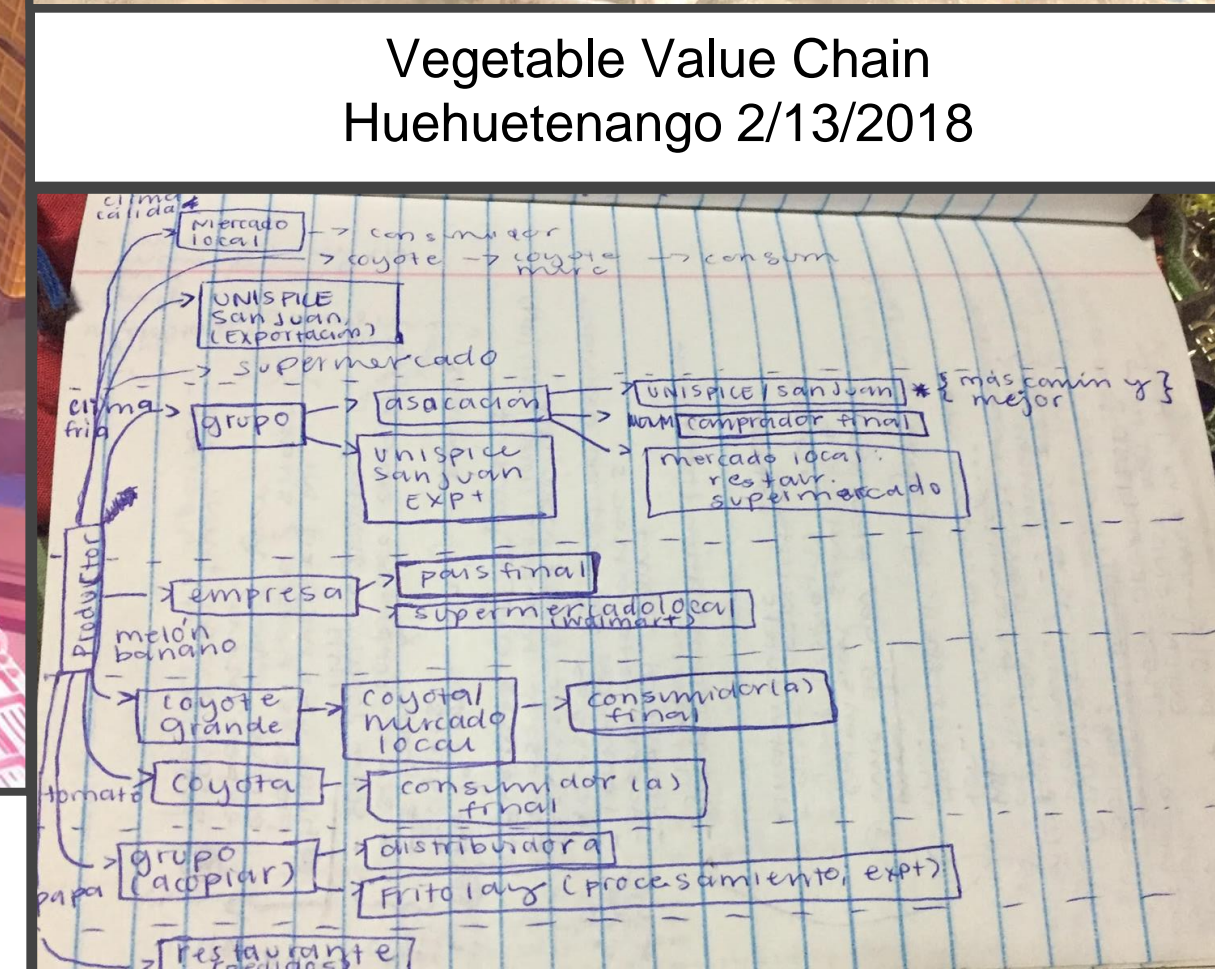
Areas Covered by Interviews



Fair Fruit vegetable aggregation and quality control center San Lorenzo del Cubo, Sacatepéquez 3/13/2018



Interview with Avocado Producer Group Sumpango, Sacatepéquez 3/14/2018



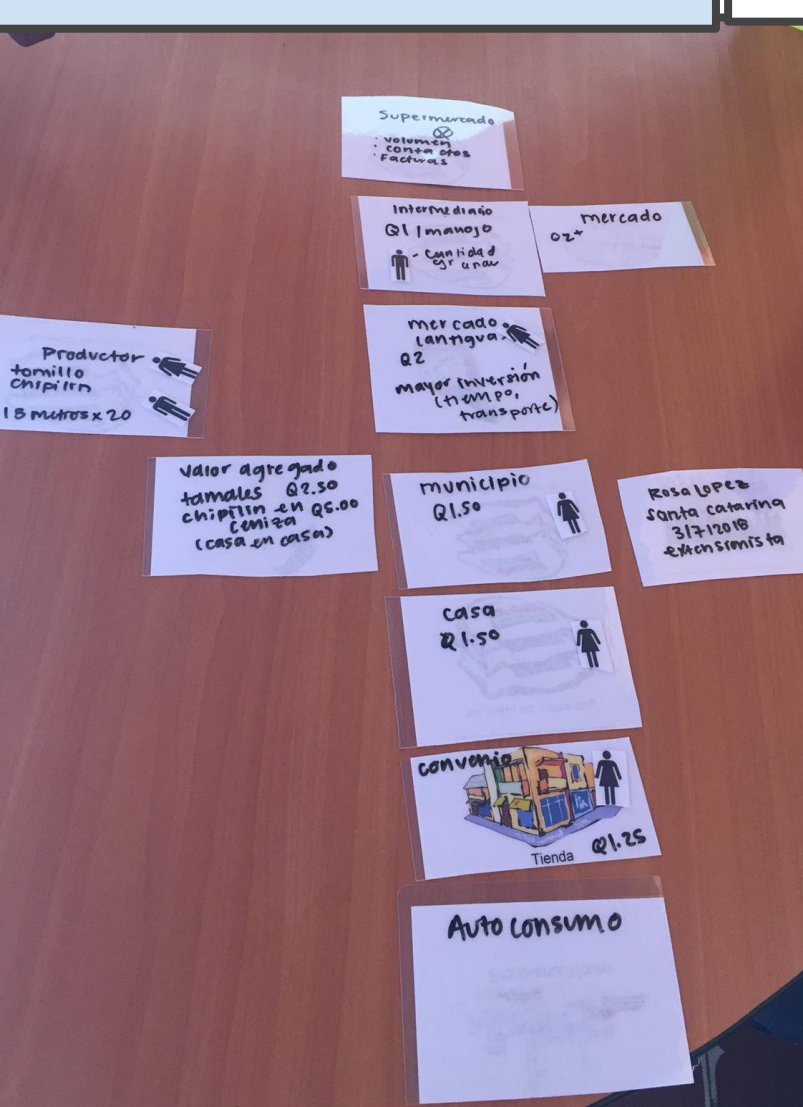
Vegetable Value Chain Huehuetenango 2/13/2018

- ### Techniques used:
- Semi structured interview
 - Group interview
 - Individual interview
 - Picture sort
 - Secondary report
 - Surveys

- ### People Interviewed:
- Producers (43)
 - Professors (5)
 - Government departments (1)
 - Federations (1)
 - Cooperatives (4)
 - Associations (8)
 - Companies (3)
 - Extensionists & technical assistance providers (36)
 - Other value chain actors (5)

Selection of Topics for Module

We drew from existing materials to compile an initial evaluation of topics to include in the module. We selected additional topics and removed topics from the module content based on the needs identified in the general investigation. The process of identifying the final topics involved the going over interview notes and searching for common themes and repeatedly identified weaknesses in the value chain and gaps in extensionist training and knowledge relating to value chains and value chains projects.



Value Chain Mapping Activity with MAGA extensionist Antigua, Sacatepéquez 3/7/2018



CENMA Produce Market Guatemala City, Guatemala 2/21/2018



Interview with ASODESI and ASAPNE coffee Associations San Pedro Necta, Huehuetenango 2/13/2018



Interview with Avocado Producer Santa Maria Jesus, Sacatepéquez 3/13/2018

Value Chain Selection Method:

Criteria	Product Score	Coffee	Honey	Flowers	Green beans	Tilapia	Cacao	Potatoes	Avocados	Tomatoes	Onions
Gender Impact		4	6	0	8	6	0	0	2	5	5
% of producers who are women		3	3		3	1			2	5	5
High level of women underrepresentation in formal groups		1	3		5	5			N/A	N/A	2
Ecological Value		36	33	22	29	28		34	28	36	25
Importance of access to credit to participate in higher value chains		5	5	2	4	4		5	4	5	2
Level of Informal Organization		4	3	1	3	1		1	1	1	1
Local Market		2	4	3	1	2		2	4	5	5
National Market		3	3	5	3	4		5	4	5	5
International Market		5	3	1	5	4		3	1	5	2
Value Addition Potential		2	4	2	2	4		5	5	5	5
Defined Quality Standards		5	4	5	5	4		5	5	5	3
Certification Opportunity		5	4	2	4	3		5	2	4	1
Level of Formal Organization		5	3	1	2	2		4	2	1	1
Total		40	30	22	37	34		34	28	38	30

Next Steps

Next, we will develop a teacher's guide with general instructions about what information should be included in each section of the module and recommendations for how information should be taught.

Then, we will find appropriate teachers from the Universidad de San Carlos, University of California Davis, and other relevant sources.

We will develop specific curricula for the sections that presenters from UC Davis will teach.

The module will be taught for the first time in the fall of 2018. Following the module presentation, it will be evaluated and updated.

References

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