

Course on agribusiness management for producers' associations

Capacity building manual – Facilitators' guide

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Introduction



This guide to the planning and facilitation of training sessions is a component of the course on “Agribusiness Management for Producers Associations”. It is designed for course facilitators who know about and have experience of the technical aspects of the course, but who do not necessarily have any pedagogical training, nor training in facilitating the teaching-learning process.

For this reason, the first part “General Guidelines” deals with conceptual and pedagogical aspects in order to give facilitators a theoretical grounding in the “constructivist model”, which forms the basis for the design of the curriculum structure. It also includes elements for the properly planning of curriculum program or design.

The second part contains the basic structure of the course and the learning units, detailed in “The capacity building manual”, which provides support material for the course as well as a general basis for lesson planning. It describes the fundamental phases of the learning process: the initial, basic, practical and assessment phases, with the content of the four course modules. Each of these modules is organized into the following sections:

- Theme
- Memorization
- At the end of this unit you will be able to
- Contextualization
- Case study
- Elements for case analysis
- Thematic development
- Final case considerations
- Application exercise
- Summary
- Unit assessment

These sections are designed to create activities that can help:

- Prepare participants to search for new learning
- Motivate
- Find out or assess participants’ prior knowledge
- Facilitate information search

- Understand and compare what participants now know with what they knew before
- Generalization
- Practice
- Memorization
- Assessment and feedback

Finally, the Appendix 1 provides an example of an assessment instrument applied to module 1. The purpose of this instrument is to enable facilitators to check progress and level of learning in the first module in order to establish corrective measures, suggest additional exercises or promote new levels of learning. The Appendix 2 shows the different elements that have to be taken into account and the information required for unit design for each unit of the five modules.

General guidelines



Our capacity building course and manual on “Agribusiness management for producers’ associations” involves a set of teaching-learning experiences based on the constructivist pedagogical model and a competency-based curriculum design.

THE CONSTRUCTIVIST PEDAGOGICAL MODEL

The constructivist pedagogical model views learning as a process in which individuals, in cooperation with other trainees and the facilitator, construct new knowledge based upon previous experience. It is, therefore, different from receptive or passive learning in which the individual is seen simply as a receptacle and the main function of teaching is to deposit existing knowledge.

This new view of learning has been integrated with a whole series of approaches that have contributed to the development of a **constructivist methodology**. The most important of these are:

Meaningful learning theory

Learning must be as meaningful as possible; that is to say, the new content learnt by an individual has to have a meaning. This only happens when the new content can be related to previously learnt content. This implies that it is appropriate to the current status of an individual’s knowledge and is suited to the strategies, rhythms and style of that individual’s teaching-learning process.

Discovery learning¹

There is no single approach to problem solving. Before giving trainees solutions, educators should look at different ways of solving problems with them. What is important is not to teach completed facts but how to find and apply them.

Zones of development

For new learning to take place an effort is required involving change from the zone of actual development (ZAD) to the zone of proximal development (ZPD). However, the effort required should not be too great (due to lack of previous knowledge, for example), or else the new content will be beyond the ZPD and the learner’s potential level of development.

¹ Calero, M. (1999) *Constructivismo: un reto de innovación pedagógica*; pg. 307.

Person-centred learning

The individual, his or her capacities, emotions, skills, feelings and motivations, are all part of the learning process. Thus, teaching content should not be limited only to learning facts and concepts (conceptual content). It should also involve processes (procedural content), attitudes, values and rules (attitudinal content) if the individual is to adapt actively to new social situations. Learning strategies, skills and rhythms have also to be taken into consideration.

Learning by imitating models

This approach is especially important for developing a teaching-learning attitude, which is a weak point in most cases. In accordance with the approach the individual develops what is called vicarious capability. This involves learning by observing and imitating, usually unconsciously, the conduct and attitude of people who are seen as models, and whose patterns of behaviour are learnt in a three-phase learning process: attention, retention and reproduction. What is important here is that people learn to generalize more by practice than through specific examples.

Active methodology

According to Moisés Huerta¹, a method is active when a person does something because he or she is interested in it, needs to do it, or because it arouses curiosity. The facilitator's job is to foster this interest by designing stimulating learning situations, without forgetting that methods are a means and not an end. "Active methodology is to be understood as a way of learning that facilitates involvement and motivation."²

Cooperative, dynamic or communicative learning

Teaching should involve a series of activities that foster interaction between the learner and his or her environment, peers or teacher; through individual, pair, small group or large group dynamics. Similarly, the learner must be involved in the learning process. The permanent process of reflection and awareness of how we learn is called *metacognition*.

The theory of multiple intelligences

An array of different types of intelligence exists in human beings, allowing us to tackle things in different ways. In each individual different intelligences are manifested to varying degrees. These intelligences can be summarized as: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical and personal

¹ Huerta, M.(2002) *Enseñar a aprender significativamente*; pg. 81. 81.

² Parcerisa, A. (1996) *Materiales curriculares: como elaborarlos, seleccionarlos y usarlos*; pg. 11.

(interpersonal and intrapersonal). Another personal intelligence is emotional intelligence¹, which is the capacity to effectively handle, feel and understand emotions as sources of energy and information for personal development and learning.

Ecology of education

In the constructivist classroom, the learning environment is the result of different factors. One of the most important of these is methodology since it involves different interrelated variables:

- i) content organization and type;
- ii) sequence of activities;
- iii) procedural decisions;
- iv) individual work techniques;
- v) group work approaches;
- vi) group make-up, and
- vii) organization of time and space.

All this is known as the ecology of education.

COMPETENCY-BASED CURRICULUM PROGRAMME OR DESIGN

Competency-based planning means identifying an organized store of knowledge, how-to-do and how-to-be, which the learner needs in order to properly carry-out a task or set of tasks which satisfy specific individual or social needs. This implies that the analysis of a context, and the individuals operating within that context, plays a crucial role in the planning stage.

In its broadest sense competency is a set of abilities, a macro-skill which integrates three types of knowledge:

Conceptual knowledge

The ability to handle concepts, data, information and facts.

Procedural knowledge

The ability to carry out an action or sequence of actions using appropriate methods, techniques and/or strategies to resolve a concrete task.

¹ De Montes, Z. (2002) *Mapas mentales paso a paso*; pg. 123. 123.

Attitudinal knowledge

The ability to link knowledge and know-how to values, principles or rules that configure our attitudes, ensuring that the pursuit of success and personal progress is not at the expense of social wellbeing.

In formal terms, a curriculum design should give trainees: i) a point of departure, i.e. an explanation of the reasons or motives that justify the need for the proposed capacity building programme; ii) goals, the general teaching purpose or purposes, defined according to identified learning needs; iii) profiles, or the characteristics of the person for whom it is designed, the general skills required of trainees by the market and the main professions open to them; iv) basic curriculum structure, and v) learning units.

At a more advanced stage, it is the job of the course facilitator to plan each learning session, putting into practice the activities needed within each learning unit to achieve the target skill.

Core curriculum structure

The core or basic curriculum structure is that part of the curriculum programme or design which sets out the general competency and specific capacities through which that competency is progressively acquired and structured. It is called core structure because it forms the basis for the design of learning units that vary according to specific needs (individual, context, space, and time).

The main thematic areas of a specific capacity are established from the start, as well as the criteria to assess successful learning (assessment criteria).

This area also includes a presentation of the processes, arranged in modules and learning units, including details of the means and materials to be used in the teaching-learning process, and the approximate time required for successful capacity building.

It is important to point out that both general competency and the course's target capacities are mentioned in the presentation of each module of the manual (first and second paragraph).

Examples of core curriculum structure frameworks for a course on Agribusiness management for producers' Producers Associations are given on the following pages.

MODULE 1

Agrofood systems and chains

Content: An integral view of agrofood chains as part of a system incorporating different productive sectors; recognising that sustainability depends on finding a balance between economic, social, and environmental aspects, and the design and application of policy instruments to promote it

Scope	Assessment Criteria	Main thematic areas	Processes, methods and means	Time
<p>1 Explains the reality of agrofood chains as part of an integrated system of relations and interactions among different actors in a political, institutional and environmental setting that influences development.</p> <p>2 Identifies the roles played by different actors in an agrofood chain to ensure that a product reaches the consumer in competitive conditions.</p> <p>3 Highlights the economic and social importance of the rural agro-industry, within the agrofood chain, as a driver for local development.</p>	<p>➤ Expresses ideas and participates fully in group and individual dynamics.</p> <p>➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit.</p> <p>➤ Uses key ideas from the presentation and discussion of the theme of the unit to:</p> <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	<p>➤ The agricultural production system, an integral view.</p> <p>➤ Agrofood chains, a feature and strategy of the agricultural production system.</p> <p>➤ The agro-industry and the rural agro-industry, strategic components of the agrofood chain.</p>	<p>Module learning guide.</p> <p>Guide to further reading.</p> <p>PowerPoint presentations.</p> <p>Workshop tool kit (cards and coloured pens for board and paper, pencil cases, pencils, sticky tape, sheets of paper, scrap paper, etc.)</p> <p>Board and Screen.</p> <p>Multimedia projector.</p> <p>Laptop computer.</p>	20 hours 40 minutes.

MODULE 2 Organization principles for producers' associations

Content: Identifies different legal setup options for rural agricultural enterprise organisations, as well as possible strategies and mechanisms for establishing relations with similar businesses and different actors in the agrofood chain concerned, highlighting the importance of recognising different operational levels, orientations, and objectives in business, trade and social producers' associations.

Scope	Assessment Criteria	Main thematic areas	Processes, methods and means	Time
<p>1 Identifies the basic characteristics of a business-oriented organisation and the different legal, labour, tax, environmental and health aspects which must be considered in formalising its activity.</p> <p>2 Examines the importance of setting up partnerships as a strategy that can boost competitiveness, recognising that a variety of mechanisms exist to adapt them to the characteristics of rural agricultural enterprise organisations.</p>	<p>➤ Expresses ideas and participates fully in group and individual dynamics.</p> <p>➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit.</p> <p>➤ Uses key ideas from the presentation and discussion of the theme of the unit to:</p> <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	<p>➤ Business organisation: Traditional legal setups and schemes.</p> <p>➤ Relation of rural agricultural enterprise organisations to other actors in the chain.</p>	<p>Identification of prior knowledge.</p> <p>Linking it to new content and target capacities.</p> <p>Case studies.</p> <p>Taking stock of experiences.</p> <p>Presentation and discussion.</p> <p>Arguments in support of individual ideas.</p> <p>Groupwork.</p> <p>Class presentations and discussions.</p> <p>Summary and feedback.</p>	<p>14 hours 10 minutes.</p>

MODULE 3 Planning for producers' associations

Content: Examines the importance of planning as a basic instrument to reduce the risks associated with production and distribution in a competitive market environment.

Scope	Assessment Criteria	Main thematic areas	Processes, methods and means	Time
<p>1 Analyses the process of market analysis and the importance of market identification as a first step in rural agricultural enterprise organisation planning.</p> <p>2 Examines different approaches for the design and application of planning at the level of rural agricultural enterprise organisations as an instrument to boost competitiveness.</p>	<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	<ul style="list-style-type: none"> ➤ Market knowledge as a basis for planning. ➤ Planning: a crucial element for acquiring competitiveness. 	<p>Identification of prior knowledge.</p> <p>Linking it to new content and target capacities</p> <p>Case studies.</p> <p>Taking stock of experiences.</p> <p>Presentation and discussion.</p> <p>Arguments in support of individual ideas.</p> <p>Groupwork.</p> <p>Class presentations and discussions.</p> <p>Summary and feedback.</p>	<p>19 hours 20 minutes.</p>

MODULE 4 Post-harvest and marketing

Content: Directs decisions towards preserving the quality and special attributes of an organisation's products, as a way of achieving product differentiation in the market, recognising that new information and communication technologies (ICTs) can be used to facilitate the search and processing of support information.

Scope	Assessment Criteria	Main thematic areas	Processes, methods and means	Time
<p>1. Examines marketing operations such as post-harvest, logistics and quality control, appreciating the great responsibility involved in respecting established standards and systems that guarantee safety.</p> <p>2. Identifies and values a product's special qualities so that it can be marketed in specialised segments, reflecting the need to implement quality labels to guarantee differentiation for the consumer.</p> <p>3. Recognises that new information and communication technologies can be used as tools to improve the collection and processing of information to support the management of rural agricultural enterprise organisations.</p>	<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	<ul style="list-style-type: none"> ➤ Postharvest and distribution. ➤ Quality as an element for product differentiation in markets. ➤ Exploitation of new information and communication technologies. 	<p>Module learning guide.</p> <p>Guide to further reading.</p> <p>PowerPoint presentations.</p> <p>Workshop tool kit (cards and coloured pens for board and paper, pencil cases, pencils, sticky tape, sheets of paper, scrap paper, etc)</p> <p>Board and screen.</p> <p>Multimedia projector.</p> <p>Laptop computer.</p>	21 hours 50 minutes.

Total number of hours: 77 hours 30 minutes, preferably in 12 days.

Learning units

The units set out the conceptual, procedural and attitudinal content for learning one or more capacities, general class activities and the assessment criteria for the three types of content.

The following chart shows the different elements that have to be taken into account and the information required for unit design.

Unit No.		
Write the unit number here. for example, if it is Unit 3 of module 2, your write 2.3		
JOB: Write the profile of the job for which the course is designed, for example: "Agribusiness manager in rural agricultural enterprise organisations".		
Module (MODULE No.) (Module name)	Unit (repeat the number of the unit) (write the name of the unit)	
Approximate time: (write the approximate number of hours and minutes needed to complete the unit)		
Target capacity (Write the target capacity in the core curriculum structure here)		
Content (of the following three types)		
Concepts	Procedures	Attitudes
(A more or less detailed outline of the main thematic areas in the core curriculum structure. For example: i) Business organisation concepts; ii) traditional legal setups for business organisations in Latin America; iii) Laws and regulations")	(Write, using the third person singular of the present tense, the sequence of actions which the student will carry out or learn to carry out, which are vital to achieve the target capacity in terms of conceptual and attitudinal content. For example: "Uses his or her experience to identify the existing legal setup in his or her country that is best suited to the conditions of his or her rural agricultural enterprise organisation")	(Write, in the third person singular of the present tense, the actions which show that the trainee bears in mind values, respects rules or follows principles that are vital when it comes to putting into practice the newly acquired capacities in society. For example: "Realises the importance of respecting rules and regulations that go beyond the legal requirements for formalising the activities of his or her agricultural enterprise")
Teaching-learning activities		Learning assessment
(Details of the sequence of basic teaching activities to be undertaken by the facilitator to help trainees achieve the target capacity. For example: "Brainstorming ideas to identify prior knowledge")		(Write the assessment criteria established in the curriculum structure. Specify if necessary. For example: "Analyses a case individually and voices his or her opinions before work is started on the theme of the unit")

In a later, more detailed planning phase, each unit should be organised into learning sessions containing a learning sequence or lesson plan. One of two plans may be needed, depending on the complexity of the unit.

In the capacity building manual the conceptual content can be found in the theme of each unity, and the procedural and attitudinal content in the section entitled: "At the end of this unit you will be able to ..."

Learning sequence or lesson plan

To facilitate learning sessions, using the constructivist methodology, the planned sequence should at least include activities:

1. to find out or assess participants' prior knowledge (entry test, interviews, analysing cases using personal experience ...).
2. to help motivate (active methods: an initial video forum, a friendly conversation with the group putting the lesson's theme into context by linking it to current affairs, accompanied by an anecdote of some kind ...).
3. to predispose trainees to look for new learning (giving them problems to solve that are beyond their present capacities, recognizing the skills that need to be developed to resolve the problems, providing the appropriate tools and environment for them to acquire these skills).
4. to access and find information (presentations and discussions of examples, reviews of documents, visits to physical and virtual information centres, contacts with people and institutions that provide information in the community).
5. that foster understanding of new content and comparison with initial content (review and reflection on task results achieved with previous knowledge compared to results achieved when using new knowledge, valorizing target capacities in terms of initial knowledge ...).
6. that involve practice, memorization and feedback (group and individual tasks using new knowledge, full review of the work done and the methods, techniques and strategies utilized).
7. that involve assessment (using appropriate learning assessment instruments during and at the end of the teaching process, bearing in mind the three types of content: conceptual, procedural and attitudinal).

To arrange this set of activities into specific phases of the teaching-learning process, the following scheme can be used:

Phase	Activity type
Initial	<ul style="list-style-type: none"> ➤ To find out or assess participants' prior knowledge ➤ To help motivation
Basic	<ul style="list-style-type: none"> ➤ To predispose trainees to look for new learning ➤ Information search
Practice	<ul style="list-style-type: none"> ➤ Tasks ➤ Class generalisation ➤ Memorisation
Assessment	<ul style="list-style-type: none"> ➤ Assessment and feedback ➤ Understanding and comparison with initial content
Extension	<ul style="list-style-type: none"> ➤ Generalisation outside the classroom

This does not mean that the organisation of lesson plans and class work should be linear; it will usually be necessary to add extra phases. For example, when there is a lot to learn in the basic phase, it will be better to split the content into thematic sections and then do the tasks for each section. This basic phase may be followed by a practice session, itself to be followed by another basic phase and then more practice and so on. At the end, during the summing-up phase, all required content is revised and integrated.

For the same reason, it must be stressed that the activities aimed at promoting motivation do not necessarily have to be done only in the initial phase, but should be introduced whenever needed in any other phase. The same goes for assessment; observing, checking and testing learning does not necessarily have to be done at the end, but can take place throughout the process.

To plan significant learning sessions using this capacity-building manual, we suggest using the following model:

Learning session no.				
Person in charge		Duration	Date	
Time	Phases	Activities and strategies	Materials	Results
Start time and approximate finishing time for each activity	Initial Basic Practice Assessment Extension	Sequence of activities in the learning unit, and how they should be done.	Tools to facilitate the teaching/ learning process	Observable results for assessment criteria.

The capacity building manual



The capacity building manual for the course of “Agribusiness management for producers’ associations” has been designed to facilitate the planning and teaching of learning sequences or lesson plans. Each section has been designed and written to develop as series of activities:

Section	Phase	Activity type
Theme	Initial	<ul style="list-style-type: none"> ➤ To predispose trainees to look for new learning ➤ To help motivation
Memorisation	Initial	<ul style="list-style-type: none"> ➤ To find out or assess participants' prior knowledge
At the end of this unit you will be able to ...	Initial	<ul style="list-style-type: none"> ➤ To predispose trainees to look for new learning ➤ To help motivation
Contextualisation	Initial	<ul style="list-style-type: none"> ➤ To predispose trainees to look for new learning ➤ To help motivation
Case study	Basic	<ul style="list-style-type: none"> ➤ To predispose trainees to look for new learning ➤ To find out or assess participants' prior knowledge ➤ To help motivation
Case study elements	Basic	<ul style="list-style-type: none"> ➤ To find out or assess participants' prior knowledge ➤ To help motivation
Thematic development	Basic	<ul style="list-style-type: none"> ➤ Information search
Final considerations	Basic	<ul style="list-style-type: none"> ➤ To understand and compare with initial knowledge
Application exercise	Practice	<ul style="list-style-type: none"> ➤ Tasks ➤ Class generalisation
Summing up	Practice	<ul style="list-style-type: none"> ➤ Memorisation
Unit assessment	Assessment	<ul style="list-style-type: none"> ➤ Assessment and feedback ➤ Understanding and comparison with initial knowledge

With these tools, the course facilitator can hopefully direct the teaching-learning process, implementing strategies such as the following.

The activities that are link to each of the following recommended strategies, are described in the learning units.

IN THE INITIAL PHASE

- ✓ *Comment and reflection on the results of the assessment of the previous unit*, talking with participants about their strong and weak points and helping them, if necessary, find more information and carry out additional activities to acquire the target capacities. This could take about 30 minutes.

To do this, the course materials include, apart from the capacity building manual, a guide to further reading.

If it is the first lesson of a module, this is the time to **set an entry test**, to diagnose participants' prior knowledge and facilitate comparison between new learning and initial knowledge. (30 minutes)

- ✓ *Presentation of unit and brainstorming ideas* to identify prior knowledge of the subject matter, utilising coloured cards and the section of the manual called "Remembering". It is important for participants to jot down one idea per card, on one side only. The facilitator can collect the ideas, classify them according to affinity and put them up on the wall for everyone to see and use in making a final evaluation. The results of this work should remain on display so that during class work and at the end of the day it can be used to review and reconstruct the teaching-learning process (feedback) and compare prior and new knowledge. (30 minutes)
- ✓ *Detailed presentation of unit content and target capacities* using themes and sections of the manual entitled: "At the end of this unit you will be able to..." In this part, it is important to link prior knowledge to new content and target capacities; these links should be on display for everyone to see (maybe on large pieces of paper). As with the brainstorming activity, this will help to support the teaching-learning process and facilitate comparison between prior and new knowledge. (15 minutes)
- ✓ *An introductory discussion with the group to put the content of the unit into a topical context*. This will foster participant motivation, involvement and predisposition to look for new things to learn. It is advisable for the facilitator to prepare a slide or write some key ideas on large pieces of paper to be used as terms of reference in the contextualisation stage. The aim is to stimulate and maintain trainees' interest by encouraging the expression of ideas and full participation.

For this part, we advise the facilitator to use the section of the manual called: "Contextualization".

IN THE BASIC PHASE

- ✓ *Oral reading and comprehension of a case study* with the class group. The case studies are in the manual and are located after the contextualisation stage. It is better to do the reading out aloud, pausing from time to time to

ensure that everyone can follow. This will help to guarantee a good level of comprehension, so ensuring that trainees are better prepared to analyse the case. The facilitator can ask anyone in the class to read the complete text, read it out him or herself, or share it out amongst the trainees. (20 minutes)

- ✓ *The trainees reflect on and support their answers* in the section called: “Elements for case analysis”. Participants do not need to note down their answers. This part has been included so that everyone can reflect on how to analyse the case and then support their answers orally, using prior experience. The facilitator should note down key ideas or write them down on cards for the summing-up stage. In this part, it is again advisable to display results of this activity to facilitate summing-up, reconstruction and comparison. (40 minutes)
- ✓ *A presentation and discussion of the central theme* of the unit, in which trainees are encouraged to express their points of view and participate fully. When possible, participants should be encouraged to look for more information by consulting the Guide to Further Reading or talking to people in the community. (40 minutes, including discussions, or in parts of similar length)

For this part, the course materials include a set of ready-made PowerPoint presentations

When presenting a unit theme that is quite complicated, it should be divided into different parts of more or less the same duration. What is important is that the time devoted to each part does not exceed the maximum concentration time of an adult (approximately 25 minutes, plus time for discussion, which can take place before or after). Whenever this procedure is followed, each basic phase should be followed by an application phase.

- ✓ *A phase in which the answers to case study questions are reviewed and complemented using prior and new knowledge.* In this part, the difference between prior and newly acquired knowledge should be made clear. To do this, it is vital to put up a poster with the cards or notes from the initial phase of the case study so that the participants, in small groups, can come to a consensus using the key ideas from the presentation and discussion of the theme of the unit, without setting aside their own experiences. (45 minutes)

IN THE PRACTICAL PHASE

- ✓ *Individual or group practice*, based on the section of the manual called: “Application exercise”. The facilitator should organise small groups to resolve the concrete problems set in each unit. Participants should use what they have learnt to generalise or apply their knowledge to the everyday situations that an agribusiness manager is likely to encounter in rural agricultural enterprise organizations.

The time this activity takes depends on the complexity of the exercises. An approximate time is given in the 'Activities' section of each learning unit.

- ✓ *General summing up or synthesis of what has been learnt.* The aim of this activity is to try and ensure that the important content of each unit is permanently remembered, and to highlight the difference between prior knowledge and new knowledge, for which it is especially important to review all the work done and display it in the classroom for everyone to see. (10 minutes)

IN THE ASSESSMENT PHASE

- ✓ **The final assessment of what has been learnt** utilising the assessment tools provided in each unit (in the manual), which have been designed for use in the classroom.

The facilitator is also advised to give a test on the whole module, in addition to the ones at the end of every unit. This test can be done by the participants outside the classroom, making use of all course materials.

It is important for the facilitator to systemise the results of the unit and module tests in a way that stimulates reflection in the following session.

The time allocated to assessment depends on the number and complexity of the questions. An approximate time is given in the 'Activities' section of each learning unit.

It should be pointed out that course assessment is based on the principle that “assessment” is most meaningful when it is used as a basis for decisions on how to improve the teaching-learning process. Thus, it has been divided into three phases:

Diagnostic or initial assessment, which will enable facilitators to diagnose and predict trainees' real learning aptitudes, giving them a foretaste of what each unit will be about and what will be required of them, fostering self-motivation and the desire to update prior knowledge and ideas, plan their learning process appropriately and become involved in it.

For this type of assessment the manual has a section called “Remembering”. The facilitator is also advised to use the same instrument that is prepared for the final assessment of the module in the first day of class, for diagnostic purposes and not as a test.

Formative assessment: This helps the facilitator to decide how to improve the teaching-learning process (adjustment) and enables trainees to decide how they can improve their learning processes (self-adjustment).

The case studies included in each unit of the manual, the constant discussion and participation, and group work and individual work all contribute to this type of assessment. In this regard the facilitator is advised to create observation guides or check lists to test learning according to the assessment criteria.

Summative assessment: allows participants to link key ideas, check their progress, and prepare for a new learning process.

For this type of assessment, the manual provides a test for each unit. In addition, the facilitator should prepare an objective test to assess each learning module. To facilitate this, we have attached an example of an objective test.

In addition to the assessment instruments included in the manual, the facilitator can prepare others to make assessment a shared group experience, giving the trainees the opportunity for self-assessment, peer, teacher and class material assessment.

- ✓ Finally, this is the time to *round-off the session*, using the results to help sensitise trainees to the learning process and the way in which it has been carried out (feedback). The aim of this activity is to allow all participants to gradually take control of their own learning processes and to become aware of the best learning styles, rhythms and strategies. Similarly, this same phase can be used to identify and suggest alternative sources of information, including, the Guide to Further Reading. (10 minutes)

Appendix 1

Example of summative assessment applied to module 1



The time has come to check your progress and level of learning in this first module.

It involves linking key ideas and integrating the procedures and attitudes you have practised. You will be asked to answer certain questions. The purpose of this assessment instrument is to establish corrective measures, suggest additional exercises or promote new levels of learning.

PART ONE

THE AGROFOOD SYSTEM: A COMPREHENSIVE OVERVIEW

Instructions

The following statements relate to unit one of this module. Put a cross (X) in the (V) box if it is true or in the (F) box if it is false. Then give a brief explanation of your answers.

1. A farm, an agro-industry, a commercial business, a goods transport company, or an organization that provides technical services, are rural enterprise units.	(T)	(F)
2. Competitiveness and business performance depend only on internal adjustments and improvements.	(V)	(F)
3. GAP standards have been developed to enable governments to guarantee natural resource sustainability, releasing agricultural enterprise units from this responsibility.	(V)	(F)
4. Many rural enterprise opportunities are defined in trade negotiations between countries and blocs.	(V)	(F)
5. Efficient organization of Agrofood chains requires institutional reform, in the public and private sectors, involving a strategy that goes beyond the sectoral approach.	(V)	(F)

PART TWO

THE CHAIN: A FEATURE OF THE AGROFOOD SYSTEM

Instructions

Now look at the two columns. One contains the first half of a statement and the other the second half. Match the two halves, using an arrow to indicate the corresponding boxes.

1. The establishment of partnerships is a fundamental strategy for small businesses to ...

differences in access to productive factors like capital, land, technology, information and education.

2. New proposals and new policy instruments are fostered by ...

the valorisation and consideration of factors such as water management, land use, and the application of farm production systems.

3. To analyse and plan the organisation of production chains at the local level it is vital to combine ...

producers and suppliers of goods and technical and financial services, and public sector bodies.

4. When analysing production chains, the territorial approach leads to...

the agricultural production chain approach with rural development based on a territorial approach.

5. Agribusiness organisation based on agricultural production chains leads to...

establish relations with the dynamic actors of the agricultural production chains.

6. Heterogeneity among the actors in the same link of an agricultural production chain is due to

collaboration between public sector organisations and between these and the private sector.

7. As well as the direct actors of an agricultural production chain, activity is also affected by ...

dialogue and cooperation between different economic agents, the reduction of transaction costs, diminished risks in product storage and fewer steps from production to consumption.

PART THREE

AGRO-INDUSTRY: STRATEGIC COMPONENT OF THE AGROFOOD CHAIN

Instructions

Two of the following statements are incorrect. Circle the wrong statements.

1. Examples of the rural agro-industry in Latin America and the Caribbean include:
 - a. mills for the production of panela, chancaca, dulce de tapa or rapadura;
 - b. rural dairies;
 - c. soy oil refineries;
 - d. honey extraction;
 - e. pizzerias;
 - f. wine production;
 - g. sweets, jellies and jams.
2. The rural agro-industry creates a positive impact because it:
 - a. generates employment;
 - b. increases tax revenue;
 - c. creates and maintains added value in production areas;
 - d. generates income;
 - e. promotes producer organization;
 - f. attracts foreign investment;
 - g. contributes to food safety;
 - h. benefits local culture and valorizes female labour.
3. The main differences between chains and clusters are that:
 - a. a cluster develops around a single product, while a chain involves actors that produce and market different products;
 - b. a chain does not necessarily involve a concentration of businesses;
 - c. a cluster is directly connected to a specific area, while a chain can include actors and functions outside a certain geographical area;
 - d. the products of clusters are directed at local markets and those of chains at international markets;
 - e. the management of an Agrofood chain involves aspects such as dialogue and actors working together, while the management of clusters revolves around business opportunities and the exploitation of competitive advantages.

4. A producers' association can benefit from being a member of an agricultural enterprise cluster because it:
 - a. reduces the environmental impact of its activities;
 - b. boosts the development of collective brands or geographical origin labels;
 - c. generates an environment favourable to the creation of partnerships;
 - d. makes it easier to get credit;
 - e. helps generate a "basket" of goods and services linked to a geographical area
 - f. fosters business complementation among actors;
 - g. expands the market because a concentration of supply attracts more customers.

PART FOUR CONCEPTUAL SYNTHESIS

Instructions

Complete the definition of the following concepts:

1. The is the name given to the set of activities involved in forming and distributing agricultural food products to satisfy human nutritional needs in a given society.
2. is an economic and social reality made up of actors and activities that to satisfy the needs of
3. have been described as concentrations of interconnected enterprises, specialized suppliers, service providers, business from related sectors and associated institutions, which but which also cooperate.

Instructions

Now look at the two columns. One contains a list of concepts, the other the corresponding definitions. Match the two using an arrow to indicate the corresponding boxes.

1. Agricultural industry	An activity that boosts and maintains added value in the peasant economies of rural areas through postharvest activities for woodland, livestock and aquaculture products.
2. Rural agricultural industry	Sectoral and/or geographical concentration of agricultural enterprises that work in the same areas or have closely related activities - both backwards (goods and equipment suppliers), and forwards (processing or user industries), with a great potential for collective action.
3. Agricultural enterprise clusters	Systems consisting of production and service organisations (agricultural units, agricultural food enterprises, commercial enterprises, restaurants etc), which, because of their characteristics and functions, are linked to a specific geographical area.
4. Localised agricultural food systems	Activity involving the preservation and processing of raw materials from agriculture, livestock, forest, and fish farming. It includes a great variety of processes and both food and non -food products.

Instructions

The following table contains the names of different types of chains. Bearing in mind the classification criteria studied, put each type into its corresponding column in the table below. Then select three and give an example of each one.

Global chain	Generic chain	Local chain	Induced chain
Business chain	National chain	Spontaneous chain	
Specialized chain			

Chain typologies			
According to sphere of action	According to range	According to organization	According to product

Examples

- a) _____

- b) _____

- c) _____

Appendix 2

Learning units



MODULE 1		UNIT No. 1
Agrofood systems and chains.		The agrofood system: a comprehensive overview
APPROXIMATE TIME: 6 hours 30 minutes.		
TARGET CAPACITY		
Understands the reality of agrofood chains as part of an integrated system of relations and interactions with different actors in a political, institutional and environmental setting that influences their development.		
CONTENT		
CONCEPTS	PROCEDURES	ATTITUDES
<ul style="list-style-type: none"> ➤ Contextualization. ➤ The case of the definition of policies for the Yellow Onion sector in Costa Rica. ➤ The system concept applied to the agricultural production sector. ➤ Agricultural production system components and levels. 	<ul style="list-style-type: none"> ➤ Uses personal experience to identify elements that can put his or her rural enterprise organization into the context of a system. ➤ Recognizes that mega-development tendencies generate increasing interdependence between global and local production, marketing and consumption systems. ➤ Values the importance of having a public policy framework that fosters rural agricultural enterprise organization. ➤ Defines what an agricultural production system is and differentiates its separate components, with a view to analysing and developing policy proposals. 	<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience.
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT
<ul style="list-style-type: none"> ➤ Diagnostic assessment of model 1 (30 minutes). ➤ Brainstorming ideas to identify prior knowledge: "Remembering" (30'). ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill (15'). ➤ Introductory group discussion to put unit content into context (30'). ➤ Oral reading and comprehension of a case (20'). ➤ Individual reflection and arguments in support of elements for analysing the case, using personal experiences (30'). ➤ Answers and experiences are displayed and reviewed (10'). ➤ Presentation and discussion of "The agricultural production system: an integral view" (30'). ➤ Case study answers are reviewed and complemented using prior and new knowledge (45'). ➤ Groupwork (1:30). ➤ Summary and assessment (50'). ➤ The results are used to reconstruct the learning process and additional sources of information are identified (Guide to Further Reading) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit.

MODULE 1		UNIT No. 2	
Agrofood systems and chains.		The chain: a feature of the agrofood system	
APPROXIMATE TIME: 7 hours 30 minutes.			
TARGET CAPACITY			
Knows the roles played by different actors in an agrofood chain to ensure that a product reaches the consumer in competitive conditions.			
CONTENT			
CONCEPTS		PROCEDURES	
<ul style="list-style-type: none"> ➤ Contextualization. ➤ Case study: characterization of the cocoa agrofood chain in Colombia. ➤ Agrofood chains and competitiveness. ➤ The agrofood chain concept. ➤ Main components, actors and chain typologies. 		<ul style="list-style-type: none"> ➤ Uses personal experience to identify elements that can put his or her rural enterprise organization within the context of an agrofood chain. ➤ Recognizes that the tendency for governments and development and cooperation agencies to use the chain approach is an opportunity for the development of rural agricultural enterprise organizations. ➤ Defines what an agrofood chain is and identifies its major components and actors, differentiating the various typologies. 	
		ATTITUDES	
		<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience.. 	
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT	
<ul style="list-style-type: none"> ➤ Comments and reflection on the results of the assessment of unit 1 (30'). ➤ Brainstorming ideas to identify prior knowledge: "Remembering" (30'). ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill (15'). ➤ Introductory group discussion to put unit content into context (30'). ➤ Oral reading and comprehension of a case (20'). ➤ Individual reflection and arguments in support of elements for analysing the case, using personal experiences (30'). ➤ Answers and experiences are displayed and reviewed (10'). ➤ Presentation and discussion of "The agrofood chain: an aspect of the agricultural production system (40'). ➤ Case study answers are reviewed and complemented using prior and new knowledge (45'). ➤ Groupwork (2:00). ➤ Summary and assessment (1:10'). ➤ Review of the learning process in terms of the results achieved and identification of complimentary sources of information (Guide to Further Readings) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	

MODULE 1		UNIT No. 3	
Agrofood systems and chains.		Agro-industry: strategic component of the agrofood chain.	
APPROXIMATE TIME: 6 hours 40 minutes.			
TARGET CAPACITY			
Highlights the economic and social importance of the rural agro-industry, within the agrofood chain, as a driver for local development.			
CONTENT			
CONCEPTS		PROCEDURES	
<ul style="list-style-type: none"> ➤ Contextualization. ➤ The case of the rural dairies of Salinas de Bolívar in Ecuador. ➤ The concept of rural agro-industry and added value . ➤ Types of rural agricultural industries ➤ Rural agricultural enterprise concentrations. ➤ Clusters. ➤ Localized agricultural food systems. 		<ul style="list-style-type: none"> ➤ Uses personal experience to identify elements that can illustrate the role played by the rural agro-industry in its sphere of action. ➤ Appreciates the importance of the rural agro-industry in the generation and retention of added value in rural zones. ➤ Defines the agro-industry, the rural agro-industry, agricultural enterprise clusters and localized agricultural food systems. ➤ Distinguishes the concept of chain from that of cluster. ➤ Recognizes the advantages of rural agricultural enterprise clusters in a geographical area to generate proximity and synergy to improve, competitiveness. 	
		ATTITUDES	
		<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience. 	
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT	
<ul style="list-style-type: none"> ➤ Comments and reflection on the results of the assessment of unit 2 (30'). ➤ Brainstorming ideas to identify prior knowledge: "Remembering" (30'). ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill (15'). ➤ Introductory group discussion to put unit content into context (30'). ➤ Oral reading and comprehension of a case (20') ➤ Individual reflection and arguments in support of elements for analysing the case, using personal experiences (30'). ➤ Answers and experiences are displayed and reviewed (10'). ➤ Presentation and discussion of "The agro-industry and rural agro-industry, strategic components of the agrofood chain" (30'). ➤ Case study answers are reviewed and complemented using prior and new knowledge (45'). ➤ Groupwork (1:30). ➤ Summary and assessment (60'). ➤ Review of the learning process in terms of the results achieved and identification of complimentary sources of information (Guide to Further Readings) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	

MODULE 2		UNIT No. 1	
Organization principles for producers' associations.		The Producers' Association: concepts and traditional legal forms	
APPROXIMATE TIME: 8 hours.			
TARGET CAPACITY			
Knows the basic characteristics of a business oriented organization and the different legal, labour, tax, environmental and health aspects which must be considered in formalizing its activity.			
CONTENT			
CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> ➤ Contextualization. ➤ Case study: analysis of the situation of different producers' associations. ➤ Concepts of business organization. ➤ Traditional legal setups of business organizations in Latin America. ➤ Rules and regulations. ➤ Limitations on the organization of small and medium-sized Latin American agricultural enterprises. 	<ul style="list-style-type: none"> ➤ Uses personal experience to identify the existing national legal setups which are best suited to the conditions of his or her agricultural enterprise organization. ➤ Recognizes that many management and operational difficulties of rural agricultural enterprises organizations stem from the fact that they carry out functions which do not correspond to the purposes for which they were created. ➤ Knows the basic defining characteristics of business organizations, their traditional legal setups, rules, regulations and limitations. ➤ Understands the need to formalize rural agricultural enterprise organizations, valorizing the advantages, despite the difficulties in meeting requirements. 	<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience. ➤ Realizes the importance of respecting rules and regulations that go beyond the legal requirements for the formalization of his or her agricultural enterprise. 	
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT	
<ul style="list-style-type: none"> ➤ Comments and reflection on the results of the assessment of module 1 (30'). ➤ Diagnostic assessment of model 2. (30'). ➤ Brainstorming ideas to identify prior knowledge: "Remembering" (30'). ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill (15'). ➤ Introductory group discussion to put unit content into context (30'). ➤ A case is read out aloud (20'). ➤ Individual reflection and arguments in support of elements for analysing the case, using personal experiences (30'). ➤ Answers and experiences are displayed and reviewed (10'). ➤ Presentation and discussion of "Business organization: traditional legal setups and schemes (40'). ➤ Case study answers are reviewed and complemented using prior and new knowledge. (45'). ➤ Groupwork (2:00). ➤ Summary and assessment (1:10). ➤ Review of the learning process in terms of the results achieved and identification of complimentary sources of information (Guide to Further Readings) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	

MODULE 2		UNIT No. 2	
Organization principles for producers' associations.		Linkages between producers' associations and other actors in the chain	
APPROXIMATE TIME: 6 hours 40 minutes			
TARGET CAPACITY			
Values the importance of setting up partnerships as a strategy that can boost competitiveness, recognizing that a variety of mechanisms exist to adapt them to the characteristics of rural agricultural enterprise organizations.			
CONTENT			
CONCEPTS		PROCEDURES	ATTITUDES
<ul style="list-style-type: none"> ➤ Contextualization. ➤ Case study: Contract agriculture in the horticultural export sector in El Bajío, Mexico. ➤ Different partnership setups. ➤ Relationship management. ➤ Ways of working together 		<ul style="list-style-type: none"> ➤ Uses personal experience to identify alternative partnership typologies that have been applied, or could be applied, to improve the relationship of his or her agricultural enterprise organization with competitors and other actors of the agrofood chain. ➤ Defines the concepts of: a) contract agriculture; b) maquila; c) joint venture; d) production alliances; e) collective action; f) networks; and g) consortiums, as partnership setups or mechanisms. ➤ Knows methodologies that facilitate dialogue and alliance building. 	<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience. ➤ Recognizes that trust is fundamental for the consolidation of partnership strategies and that it develops in an environment where there is respect and obligations are fulfilled.
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT	
<ul style="list-style-type: none"> ➤ Comments and reflection on the results of the assessment of unit 1 (30'). ➤ Brainstorming ideas to identify prior knowledge: "Remembering" (30'). ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill (15'). ➤ Introductory group discussion to put unit content into context (30'). ➤ A case is read out aloud (20'). ➤ Individual reflection and arguments in support of elements for analysing the case, using personal experiences (30'). ➤ Answers and experiences are displayed and reviewed (10'). ➤ Presentation and discussion of "Rural agricultural enterprise organizations' relationships with other actors in the chain" (40'). ➤ Case study answers are reviewed and complemented using prior and new knowledge (45'). ➤ Groupwork (1:20'). ➤ Summary and assessment (60'). ➤ Review of the learning process in terms of the results achieved and identification of complimentary sources of information (Guide to Further Readings) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	

MODULE 3		UNIT No. 1
Planning for producers' associations	Market knowledge as a basis for planning	
APPROXIMATE TIME: 10 hours 50 minutes.		
TARGET CAPACITY An understanding of the market study process, valorizing the importance of identifying a market as a first step in rural agricultural enterprise organization planning.		
CONTENT		
CONCEPTS	PROCEDURES	ATTITUDES
<ul style="list-style-type: none"> ➤ Contextualization. ➤ Access to and presence in the international precooked and frozen vegetable market: The case of La Huerta de México. ➤ The market: defining elements. ➤ What can be done to orient the rural enterprise towards the market? ➤ Basic steps for market planning. ➤ Methodologies and instruments for market knowledge. ➤ Market identification and selection of target markets. ➤ Market niches. ➤ Product differentiation. 	<ul style="list-style-type: none"> ➤ Uses personal experience to identify strategies and instruments, which can be used to improve knowledge of the target market for the products of his or her business organization. ➤ Recognizes how open trading has increased competition in the present and potential markets of rural agricultural enterprise organization products. ➤ Defines what the market is and knows the basic steps involved in market planning and analysis. ➤ Distinguishes potential market, target market and actual market. ➤ Knows the characteristics of certain niche markets, assessing the chances of his or her rural agricultural enterprise organization gaining access to some of them. ➤ Identifies elements that can enable his or her rural agricultural enterprise organization to begin designing and implementing product differentiation strategies in markets. 	<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience. ➤ Recognizes that an agricultural enterprise's human capital is an important factor in maintaining growth.
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT
<ul style="list-style-type: none"> ➤ Comments and reflection on the results of the assessment of module 2 (30'). ➤ Diagnostic assessment of model 3 (30'). ➤ Brainstorming ideas to identify prior knowledge: "Remembering" (30'). ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill (15'). ➤ Introductory group discussion to put unit content into context (30'). ➤ A case is read out aloud (20'). ➤ Individual reflection and arguments in support of elements for analyzing the case, using personal experiences (30'). ➤ Answers and experiences are displayed and reviewed (10'). ➤ Presentation and discussion of "Market knowledge as a basis for planning" (1:20'). ➤ Case study answers are reviewed and complemented using prior and new knowledge (45'). ➤ Groupwork (4 hours). ➤ Summary and assessment (1:20). ➤ Review of the learning process in terms of the results achieved and identification of complimentary sources of information (Guide to Further Readings) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit.

MODULE 3		UNIT No. 2	
Planning for producers' associations		Planning: a key factor for competitiveness	
APPROXIMATE TIME: 9 hours.			
TARGET CAPACITY Knows different approaches for the design and application of planning at the level of rural agricultural enterprise organizations as an instrument to boost competitiveness.			
CONTENT			
CONCEPTS	PROCEDURES		ATTITUDES
<ul style="list-style-type: none"> ➤ Contextualization. ➤ The case of the Agrohortalizas enterprise. ➤ General planning aspects. ➤ Planning and its application at the rural agricultural enterprise level. ➤ Inventory management. 	<ul style="list-style-type: none"> ➤ Uses personal experience to identify previously used or viable planning instruments for the management of his or her rural agricultural organization. ➤ Recognizes that agricultural enterprise business planning facilitates access to and ensures continued presence in competitive markets, since it fosters a rational use of the organization's financial, human and technical resources. ➤ Gauges the consequences of unforeseen circumstances in production planning when dealing with commercial agreements. ➤ Defines planning and knows what it can produce, such as efficient inventory management. ➤ Knows different types of production planning and how to apply it at the farm and agro-industry level . 		<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience.
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT	
<ul style="list-style-type: none"> ➤ Comments and reflection on the results of the assessment of unit 1 (30'). ➤ Brainstorming ideas to identify prior knowledge: "Remembering" (30'). ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill (15'). ➤ Introductory group discussion to put unit content into context (30'). ➤ A case is read out aloud (20'). ➤ Individual reflection and arguments in support of elements for analysing the case, using personal experiences (30'). ➤ Answers and experiences are displayed and reviewed (10'). ➤ Presentation and discussion of "Planning: a crucial element for acquiring competitiveness" (40'). ➤ Case study answers are reviewed and complemented using prior and new knowledge (45'). ➤ Groupwork (3:30). ➤ Summary and assessment (1:10). ➤ Review of the learning process in terms of the results achieved and identification of complimentary sources of information (Guide to Further Readings) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	

MODULE 4		UNIT No. 1
Post-harvest and marketing.	Post-harvest and distribution.	
APPROXIMATE TIME: 8 hours 20 minutes.		
TARGET CAPACITY Knows marketing operations such as post-harvest, logistics and quality control, appreciating the great responsibility involved in respecting established standards and systems that guarantee safety.		
CONTENT		
CONCEPTS	PROCEDURES	ATTITUDES
<ul style="list-style-type: none"> ➤ Contextualization. ➤ The case of the Cooperativa Unión de 4 Pinos. ➤ The post-harvest concept. ➤ Importance of storage, packing and transport. ➤ Marketing channel. ➤ Choice of distribution channel. ➤ Logistics. ➤ Contracting out services and logistics operators.. ➤ Traceability and retraceability needs. 	<ul style="list-style-type: none"> ➤ Uses personal experience to identify postharvest activities and control systems that have been previously applied or to be applied in his of her agricultural enterprise organization. ➤ Determines the extent of economic and social effects of bad postharvest food management. ➤ Defines postharvest and knows the effects of temperature, humidity, packing and supplementary handling processes. ➤ Highlights the importance of logistics as a specialized activity to rationalize the delivery of products to consumers. ➤ Knows and differentiates different marketing channels through which products are delivered to consumers. ➤ Identifies the criteria for choosing the most appropriate distribution channel for his or her agricultural enterprise organization. ➤ Highlights the benefits of proper postharvest handling as a way of not only avoiding product loss but also regulating peak demand and supply. 	<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience. ➤ Realizes the advantages of implementing monitoring systems that provide information on the actors involved and the logistics processes, as a mechanism that guarantees food safety and consumer security.
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT
<ul style="list-style-type: none"> ➤ Comments and reflection on the results of the assessment of module 3 (30'). ➤ Diagnostic assessment of model 4 (30'). ➤ Brainstorming ideas to identify prior knowledge: "Remembering" (30'). ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill (15'). ➤ Introductory group discussion to put unit content into context (30'). ➤ A case is read out aloud (20'). ➤ Individual reflection and arguments in support of elements for analysing the case, using personal experiences (30'). ➤ Answers and experiences are displayed and reviewed (10'). ➤ Presentation and discussion of "Post-harvest and distribution" (1:30). ➤ Case study answers are reviewed and complemented using prior and new knowledge (45'). ➤ Groupwork (60'). ➤ Summary and assessment (1:40). ➤ Review of the learning process in terms of the results achieved and identification of complimentary sources of information (Guide to Further Readings) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit.

MODULE 4		UNIT No. 2	
Post-harvest and marketing.		Quality as a factor of market differentiation	
APPROXIMATE TIME: 6 hours 40 minutes.			
TARGET CAPACITY			
Identifies and valorizes the special qualities of products to position them in specialized market segments, reflecting on the need to implement quality labels to guarantee differentiation for the consumer.			
CONTENT			
CONCEPTS		PROCEDURES	ATTITUDES
<ul style="list-style-type: none"> ➤ Contextualization. ➤ Case study: quinoa real, the golden grain of the Bolivian plateau. ➤ Different concepts of quality. ➤ Quality as a requisite for competing in markets. ➤ Quality assurance standards and tools. ➤ Quality labels. 		<ul style="list-style-type: none"> ➤ Uses personal experience to identify previously implemented quality labels or those that could be implemented in his or her rural agricultural enterprise organization. ➤ Understands that market recognition of quality labels does not just depend on his or her agricultural enterprise organization but also on institutional intervention. ➤ Analyses different concepts of quality, realizing that they are a requisite for market competitiveness. ➤ Knows quality assurance standards and tools. ➤ Defines what a quality label is, differentiating the various types and valorizing the importance of adopting one. 	<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience.
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT	
<ul style="list-style-type: none"> ➤ Comments and reflection on the results of the assessment of unit 1. ➤ Brainstorming ideas to identify prior knowledge: "Remembering". (30'.) ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill. (15'). ➤ Introductory group discussion to put unit content into context. (30'). ➤ A case is read out aloud. (20'). ➤ Individual reflection and arguments in support of elements for analysing the case, using personal experiences (30'). ➤ Answers and experiences are displayed and reviewed (10'). ➤ Presentation and discussion on "Quality used as an element for market differentiation" (40'). ➤ Case study answers are reviewed and complemented using prior and new knowledge. (45'). ➤ Groupwork (1:20). ➤ Summary and assessment (60'). ➤ Review of the learning process in terms of the results achieved and identification of complimentary sources of information (Guide to Further Readings) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit.. 	

MODULE 4		UNIT No. 3	
Post-harvest and marketing.		Exploiting new information and communication technologies	
APPROXIMATE TIME: 7 hours 20 minutes.			
TARGET CAPACITY			
Recognizes that new information and communication technologies can be used to improve the collection and processing of information in support of the management of rural agricultural enterprise organizations.			
CONTENT			
CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> ➤ Contextualization. ➤ The case of SIDER (rural enterprise development information system). ➤ The potential of new ICTs. ➤ Basic guidelines for searching the Internet. 	<ul style="list-style-type: none"> ➤ Uses personal experience to identify the potential use of new ICTs and how his or her organization uses them at present. ➤ Identifies how the use of new ICTs enables programmes and projects to offer services to support the development of agricultural enterprise organizations. ➤ Knows of and how to access specialized data banks and other resources available on the Internet, which can support the management of his or her rural agricultural enterprise organization. ➤ Searches and finds information on the Internet by using basic surfing criteria. 	<ul style="list-style-type: none"> ➤ Values the importance of his or her contributions, knowledge and personal experience. 	
TEACHING-LEARNING ACTIVITIES		LEARNING ASSESSMENT	
<ul style="list-style-type: none"> ➤ Comments and reflection on the results of the assessment of unit 2. ➤ Brainstorming ideas to identify prior knowledge: "Remembering" (30'). ➤ Presentation of the unit and establishing links between prior knowledge, unit content and target skill (15'). ➤ Introductory group discussion to put unit content into context (30'). ➤ A case is read out aloud (20'). ➤ Individual reflection and arguments in support of elements for analysing the case, using personal experiences. (40'). ➤ Answers and experiences are displayed and reviewed. (10'). ➤ Presentation and discussion of "The exploitation of new information and communication technologies" (40'). ➤ Case study answers are reviewed and complemented using prior and new knowledge (45'). ➤ Groupwork (2:00). ➤ Summary and assessment (60'). ➤ Review of the learning process in terms of the results achieved and identification of complimentary sources of information (Guide to Further Readings) (10'). 		<ul style="list-style-type: none"> ➤ Expresses ideas and participates fully in group and individual dynamics. ➤ Analyses a case individually and voices his or her opinions before work is started on the theme of the unit. ➤ Uses key ideas from the presentation and discussion of the theme of the unit to: <ul style="list-style-type: none"> • Review and supplement his or her analysis of the case, working as part of a team and reaching group conclusions. • Come up with ideas for completing group tasks, without losing sight of his or her own experiences. • Answer the list of questions in the unit. 	