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GUIDING AGRICULTURAL POLICY IMPLEMENTATION IN LATIN AMERICA

PROPLAN'S TECHNICAL COOPERATION EXPERIENCE

P. Lizardo de las Casas

F. Ricardo Cáceres

February, 1987

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FOR PLANNING AND IMPLEMENTATION OF AGRICULTURAL POLICY
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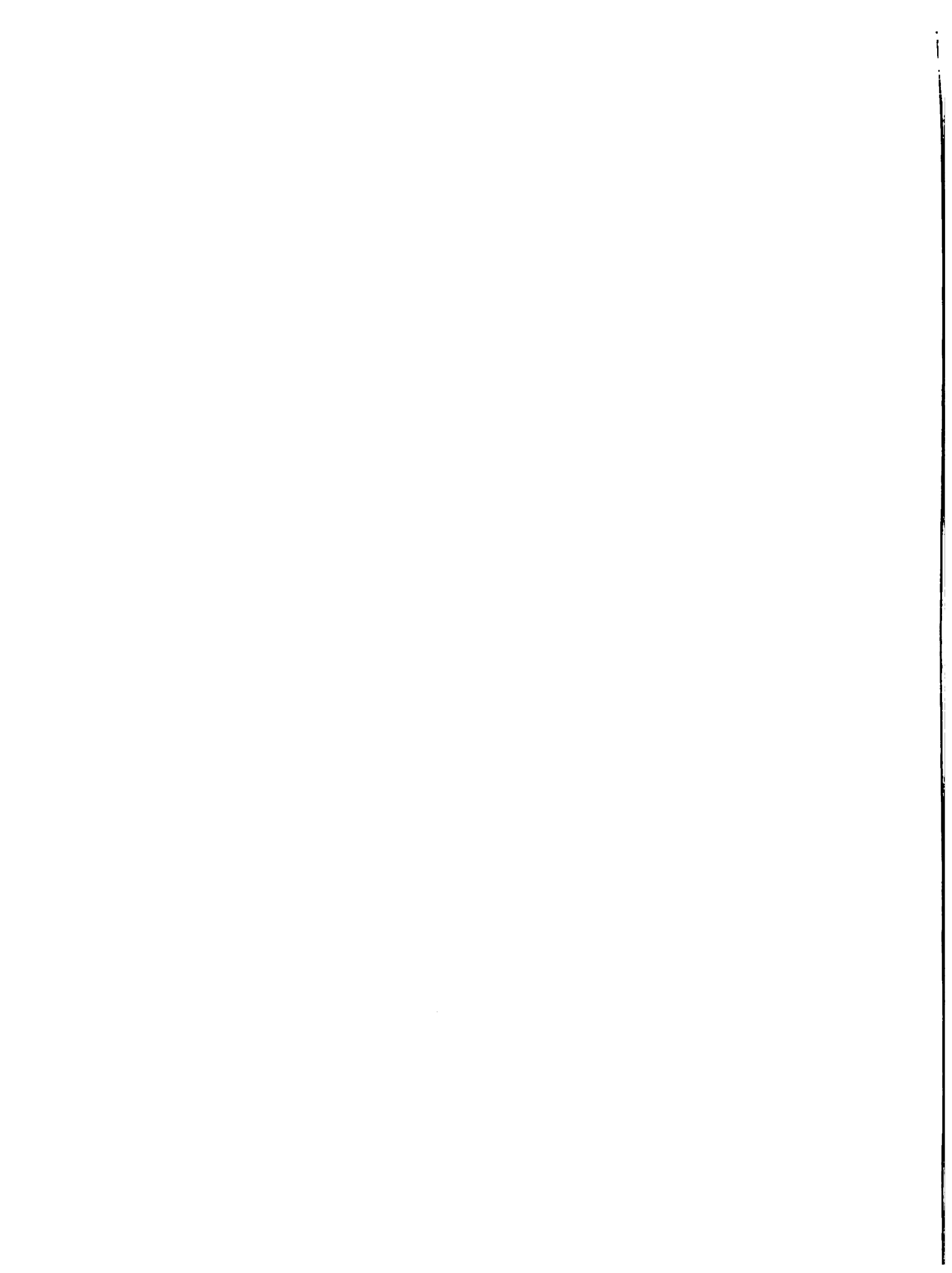
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ACKNOWLEDGEMENT

This document represents the joint efforts of many colleagues at different times during the second phase of the PROPLAN project. Space prevents naming them all, so I will mention only those most directly involved. Although they are technically not authors of this document, they played important roles in the development of our effective guidance approach, of operational modes employed, and in the achievement of the desired results. Both in the Central Office and in the project countries, all work was done by closely knit, mutually supportive teams, making it difficult to single out all individual contributions.

Francisco Barea, Alfonso Bejarano and Mariano Olazabal were in charge of this phase of PROPLAN in Colombia, as was, for a shorter period, Enrique Polo. Fernando del Risco and Róger Guillén fulfilled similar duties in Costa Rica, as did Mayo Vega in Guatemala. PROPLAN's actions in the Dominican Republic were the responsibility of Carlos Fonck, Agapito Pérez Luna and Horacio Stagno, Francisco Barea assumed that responsibility during the last two years. In Venezuela, those in charge were Santiago Ruiz and Benjamín Samanez.

Eduardo Cobas and Gonzalo Estefanell shared the task of developing PROPLAN's plan of action in the course of its first phase, while they did not participate actively in the second phase, their ideas and suggestions are implicit in our later work.

An important element in PROPLAN's mode of cooperation is the concept of "learning and transferring by doing". Therefore, the contents of this document also represents the active participation of a large number of directors and specialists (almost 950) in the countries, as well as numerous small farmers and community representatives (approximately 700). While our relationships were closer with some of these people than with others, their sheer number makes it impossible to list them all, any attempt to do so would do injustice to the efforts and dedication of those we neglected to mention.

The financial support of the W. K. Kellogg Foundation has been a key factor in PROPLAN's success. Important aid was also received from the countries in which cooperative actions were carried out, as well as from the Simón Bolívar Fund.

All of us involved with PROPLAN owe a debt of gratitude to the Directors, both in the IICA Central Office and in the Country Offices, without whose support and stimulation we could not have achieved our projected goals.

My profuse thanks go to Leda Avila, Elisa Barrantes, Yadira González, Patricia Ulate and Alberto Muñoz, whose patience, understanding, and dedicated professionalism were instrumental in the success of PROPLAN events which took place in San José over the last four years.

Lastly, I would like to express my sincerest appreciation to Ricardo Cáceres, who shared with me the responsibility of coordinating the hemispheric actions of PROPLAN during all of the second phase. Fernando Del Risco worked with us for most of this time, until he took over the reins of the project in Costa Rica. Humberto Colmenares also collaborated with us for a shorter period of time, and Johnny Meoño has been an important part of the project core group during the last two years. During the preparation of this document in English, Elizabeth Lewis and Michael Snarskis gave us valuable help in editing and translation.

Our heartfelt thanks go to all of those who, with their unselfish cooperation, made the second phase of PROPLAN a success.

San José, January, 1987

P. Lizardo de las Casas
Head of PROPLAN

INTRODUCTION

The countries of Latin America and the Caribbean are facing a severe crisis which, much more than the economic and financial factors that are currently the focus of attention, also encompasses fundamental sociopolitical and institutional structures.

In order to manage the crisis, it is important to recognize that the causes are complex. Short term external imbalances in the economies of the region triggered the present situation, but deep-seated problems already existed. Long term structural factors linked to a development style vulnerable to external forces set the stage for today's crisis.

Experts agree that agriculture has the potential to help solve the region's crisis and to become the major source of economic growth and social well-being in the countries. Agriculture will fulfill this role to the degree that it adopts a guidance style capable of defining and implementing policies that mobilize private and public resources more effectively and bring about the broad-based, balanced participation of farmers and agricultural laborers in the decision making process.

Within this context, it is important to understand the role of the government as one of the key actors in guiding the process of rural and agricultural development of the countries in the region. The governments plays a two-fold role, to lead the sector's efforts for development, and to reconcile conflicting interests.

The government plays these roles through the agricultural sector institutions. One of its essential duties is to shape and implement agricultural and rural development policies through which it participates in the production of goods and the provision of services to small-scale farmers.

This is not to suggest that the government must impose its political will, instead it should promote, negotiate, and reach mutual agreements with business leaders, farmers, and agricultural laborers, within the framework of a specific political project.

These thoughts on the potential of agriculture and the role of the government in guiding the process of development lead to the conclusion that actions for cooperation aimed at improving the performance of public agencies in the agricultural sector can be translated into greater levels of agricultural production and rural well-being.

This is the framework in which a joint effort by IICA and the W. K. Kellogg Foundation has taken place. This joint effort was carried out through the implementation of the Multinational Project on Planning and Management for Rural Development in Latin America and the Caribbean (PROPLAN/A).

This document was based on another which was originally prepared with the purpose of reporting to the W. K. Kellogg Foundation on the most important results achieved between 1980 and 1986 through the implementation of PROPLAN/A.

It is important to understand that the results described herein did not stem from the Project's action alone. Significant contributions were also made by other IICA actions, especially its Project for Agricultural Planning and Policy Analysis (PROPLAN/AP), which was implemented during the period 1978-1983.

The convergence of these two PROPLAN cooperation projects provided the essential basis on which IICA developed the conceptual and operating features of its effective guidance approach, which was designed to respond to the new context for agricultural and rural development in the countries of the region.

The work of the PROPLAN/AP project during the first phase of PROPLAN dealt with the formulation and adjustment of agricultural policy as the central element of a planning process more in tune with real conditions in Latin America and the Caribbean.

Similarly, the PROPLAN/A project, which had greater scope and duration and served as the second stage of PROPLAN, focused on the implementation side of policy and concentrated on regional and local levels, as well as the sectoral projects and programs.

The results of this Project can be summarized as follows.

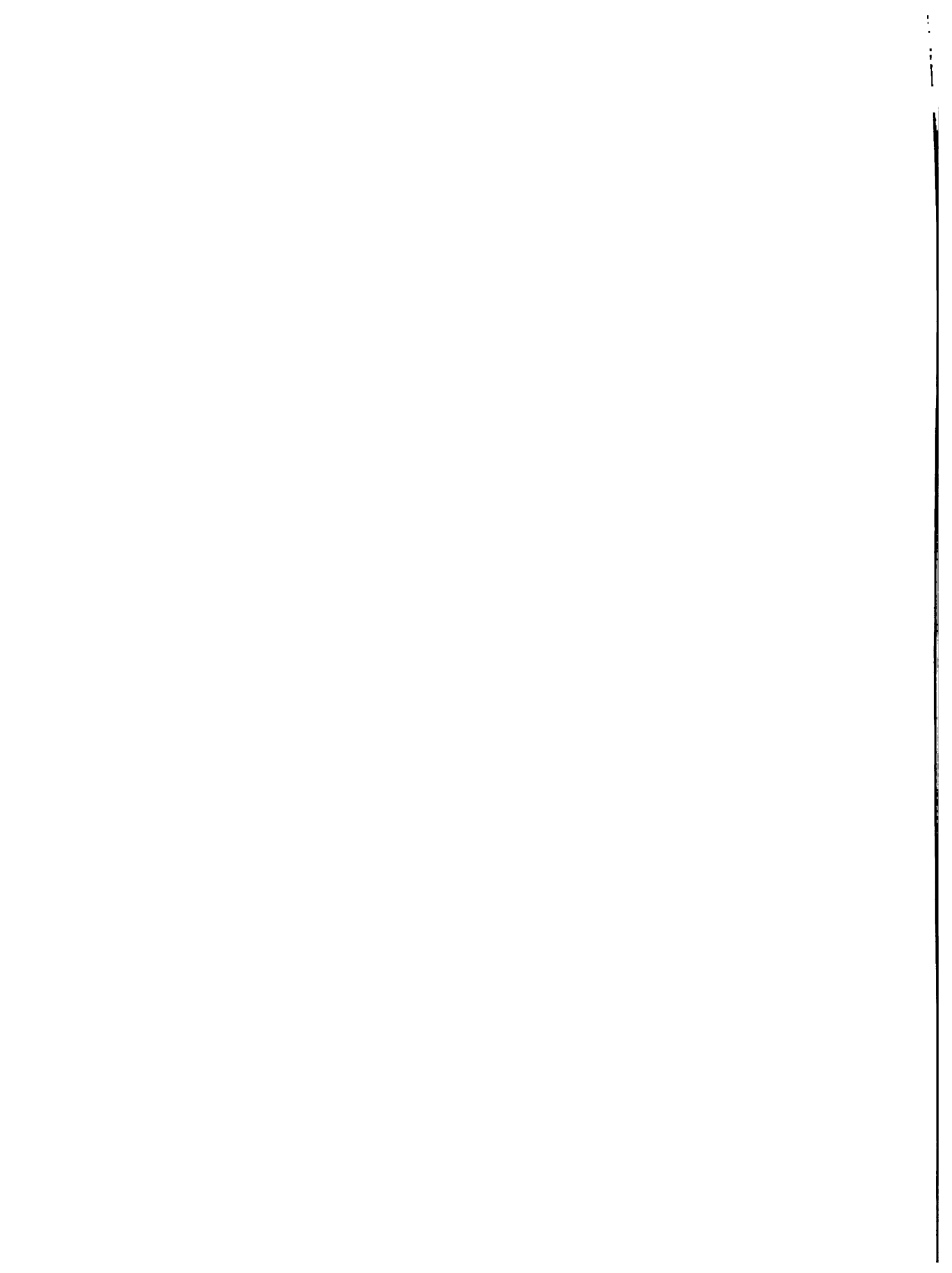
- i. Valuable experience with the design, testing and establishment of guidance mechanisms appropriate to the needs of five preselected countries, with the participation of 950 managers and specialists and 700 small producers and communities' representatives.
- ii. National and multinational courses through which 1800 agricultural sector managers, small-scale farmers and specialists in 15 countries were trained to improve their analytical, advisory and decision-making skills based on experience acquired in the five selected countries and through documentation of case studies and research.
- iii. Opportunities for approximately 20 international institutions and study groups to make contact and exchange experience through the establishment and operation of a hemisphere-wide network for dissemination and exchange of know-how and experience in the field of planning and management for agricultural and rural development.

In accordance with the stipulations of the agreement signed with the W.K. Kellogg Foundation, a group of external consultants evaluated the project during May and June, 1985. These consultants concluded in their report that IICA had met its obligations and the Project had attained important results. The report also asserted that the Institute could expect a significant multiplier effect of these results in the foreseeable future.

This experience reinforces our belief that it is extremely important for the countries in the region that actions for cooperation be continued for helping to develop and institutionalize mechanisms useful in defining, implementing, and adjusting agricultural policy in such a way as to respond to the region's sociopolitical and agroeconomic conditions. For its part, IICA has pledged to continue devoting much of its effort and its limited resources to this goal.

F. Ricardo Cáceres

P. Lizardo de las Casas



THE PROBLEM

- INITIAL CONTEXT -

During the 1978-1979 period, IICA conducted a series of studies designed to identify the major problems and limitations hindering the effectiveness and efficiency of public entities linked to agricultural and rural development in the countries in the region. As part of these studies, a review was made of IICA's experience with its former Line of Action VII: "Formulation and Administration of Agrarian Policy." (1)

The studies concluded that one of the major obstacles to sustained agricultural and rural development was to be found in agricultural sector institutions, where inadequate organizational and managerial capabilities impeded the formulation and successful implementation of plans, policies, programs, and projects for development.

In 1978, the PROPLAN/A Project began its work of assisting in the formulation of plans, policies and programs, in 1979, studies were conducted on their implementation. The studies showed that the obstacles to development were conceived as a lack of effective coordination and complementarity among the actions of:

- i. the different levels of public and private structures, which needed to combine efforts and resources,
- ii. the different administrative levels of public agricultural sector institutions, and
- iii. public institutions designed to provide services to small-and medium-scale producers.

Based on the analysis of these obstacles and limitations, the studies established that improving the effectiveness of management at all levels of the public agricultural sector was a vital requirement for reaching the goal of development and well-being for the rural population.

This fundamental conclusion led IICA and the W.K. Kellogg Foundation to sign an agreement, outlining the objectives of the Multinational Project on Planning and Management for Rural Development (PROPLAN/A).

- THE SITUATION TODAY -

During the past five years, the precarious condition of agriculture in Latin America and the Caribbean took a turn for the worse. One cause of this downturn was the intensified economic and financial crisis affecting the countries in the region.

As a proposed "solution" to this general crisis, most of the countries adopted a widespread policy of cost reductions and operating cutbacks in the public sector. This approach is characterized by a contraction of the public sector and privatization of the economy, but it has failed to eliminate the problems that were present in 1980. (2)

The implementation of PROPLAN projects (3) and contributions made by other IICA actions for cooperation have produced an important body of evidence on agricultural development. It is now clear that one of the major obstacles to effective guidance of the agricultural and rural development process is that sectoral specialists and managers continue to sustain a narrow interpretation of the nature of their task and that of the farmers and agricultural laborers and the role they must play.

This narrow view often causes managers and specialists to adopt erroneous courses of action when conducting their guidance tasks. They make mistakes such as:

1. Ignoring the natural conflict among institutions and various representatives of political forces at work in the sector, and failing to understand this conflict as a fundamental part of the process of negotiating agricultural policy.
2. Assuming that decision-making power is the exclusive domain of higher levels of the public bureaucracy and that the regional and local levels are limited to translating those decisions into actions.
3. Evaluating the effectiveness of public agricultural sector action in terms of the particular efficiency of each service, and not as a function of an overall, comprehensive approach to the producer and his contribution to the sector's goals.
4. Favoring a paternalistic style of government that does not attach value to the active participation of small-and medium-scale farmers as key players in the guidance task.
5. Analyzing the definition of agricultural policy in the narrow sphere of the agricultural sector alone, without due consideration of its true place in overall economic policy, which in many instances conditions action in the sector.
6. Believing that the people responsible for analysis, advisory services, and decision-making, for defining and implementing agricultural policies, are able to act independently.

This is a discouraging picture, but it is important to remember that the countries are increasingly interested and concerned with discovering more imaginative and effective ways to overcome the crisis affecting agriculture.

The project's cooperative action has placed high priority on targeting the work of managers, advisors, and persons responsible for implementing actions in the agricultural sector. It has been designed to help them move beyond their traditionally narrow view of guidance tasks. This has been the approach used in training and technical support provided to national institutions, and in the models, methods and technical instruments designed and established. These have formed a critical mass which must be strengthened and extended so as to reduce the effects of traditional, bureaucratic, and ineffective guidance approaches.

OBJECTIVES AND STRATEGIES**- COMPREHENSIVE OBJECTIVES -**

The original purpose, which led to the agreement on a joint action by IICA and the W.K. Kellogg Foundation, was to improve the efficiency and effectiveness of public institutions delivering goods and services for agricultural development and rural well-being in the countries of the region.

Accordingly, cooperation efforts with the countries, conducted within the framework of the agreement, were to pursue the following objectives:

- a. Latin American rural development institutions actively committed to improve institutional management as a way to accelerate rural development.
- b. National, regional and local institutions developing, testing and implementing successful management and organizational models.
- c. Rural development organizations with strengthened institutional management capabilities (particularly through training) on a self-sustained basis.
- d. Development of appropriate linkages between organized user demand for public sector goods and services and institutional providers.
- e. Establishment of a hemisphere-wide information and resource network to identify, adapt and disseminate relevant management assistance in response to local requirements.

- IICA'S COMMITMENT -

Within the framework of these general objectives, IICA for its part agreed to implement a multinational action for technical cooperation designed to meet the following:

- a. to develop a series of guidance models, methods, and instruments suited to the needs of institutions linked to agricultural and rural development in Latin America.
- b. to establish guidance models, methods, and instruments through appropriate mechanisms in selected countries.

IICA's commitment underscores the fact that the Project's action for cooperation is based on the development, application and dissemination of appropriate technology for the task of guiding agricultural and rural development in the Latin American and Caribbean countries.

- GENERAL STRATEGIC GUIDELINES -

A key feature of the project's strategy is the belief that "appropriate technology" must emerge from the real needs in the agricultural sector, and be tested under the real-world conditions in which guidance tasks take place.

Accordingly, the subjects of the actions of technical cooperation are the technical and managerial teams from the public sector and the farmer representatives that make up the centers for analysis, advisory services, and decision-making in the agricultural sector. These centers are responsible for defining, implementing and adapting the policies, plans, programs and projects for development. They also constitute the basic organizational structure known generally as the institutional systems for guiding the agricultural sector.

Once a decision had been made on the targets of cooperation, the second major decision was that actions should focus on improving and strengthening guidance mechanisms presently being used in the countries.

This measure of building on the experience of locally developed mechanisms was adopted to avoid problems associated with the implementation of brand-new systems.

The approach is especially significant if the guidance mechanisms are understood as vehicles for interaction between public agencies and beneficiary groups. As such, they are important for interpreting the real problems of the rural sector and for proposing, defining and implementing useful solutions.

A third feature of this general strategy is the decision on spatial coverage (scope) for concentrating cooperation. High priority was placed on strengthening regional and local guidance mechanisms so as to consolidate their coordination with corresponding mechanisms at the national or sectoral levels.

The purpose of this strategy was to initiate efforts preferably at the intermediate level (regional), and from there to move slowly toward other spatial levels. This would produce a mutual strengthening among the various hierarchical levels of the guidance structure.

- STRATEGY FOR IMPLEMENTATION -

On the basis of these general guidelines, it was decided that the implementation strategy of this project would be three-fold:

- a. to identify guidance problems and successful models via the action-research approach,

- b. to adapt and provide immediate training and technical assistance to interested institutions using existing IICA and national or international resources; and
- c. to expand and strengthen IICA's expertise and capability to deliver this new mode of development assistance.

Based on the five general objectives pursued through project cooperation, two specific strategy guidelines were established: a) action with the countries; and b) the establishment and operation of an information dissemination and exchange network.

Decisions were then made on the characteristics that would be encouraged in national activities receiving Project support. The process of country selection distinguished among the characteristics of the various institutional systems targeted, but always with an eye to dovetailing the results achieved in different countries. This criterion was essential for enriching the types of models tested and introduced, and also encouraged reciprocal support.

Five countries were selected on the basis of this criterion: Colombia, Costa Rica, the Dominican Republic, Guatemala and Venezuela. Different types of development efforts were supported in each of these countries.

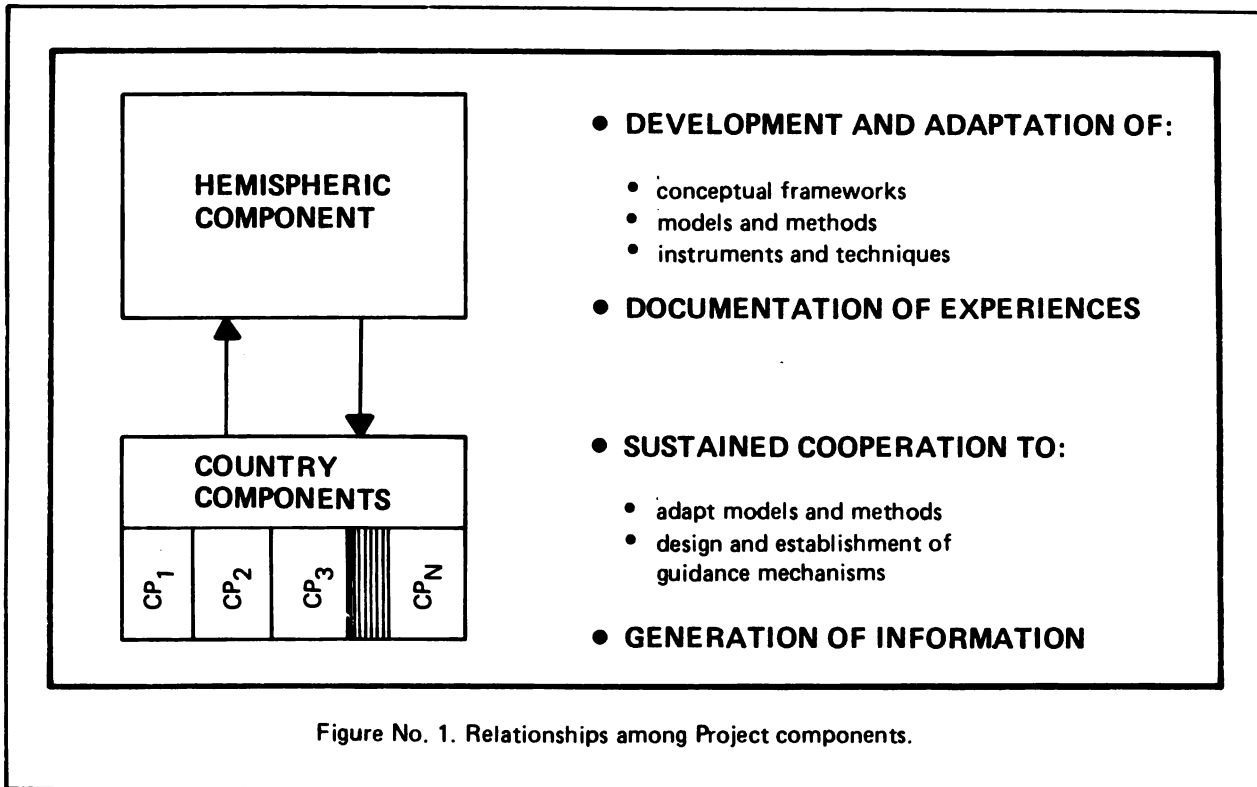
The guidelines for the information dissemination and exchange network were twofold: one line was directed at national groups and entities in IICA's Member States; the other targeted relations with other international cooperation and study organizations with goals similar to those of the Project.

These two specific strategic approaches were formulated during the initial stages of Project implementation. A decision was also made at that time to refine the Project's structure and further develop its characteristics as work proceeded.

- ORGANIZATION FOR ACTION -

The next step was to decide how to organize the Project to facilitate technical cooperation. A central component was established with a hemispheric scope, and several country components were set up to concentrate on actions for cooperation in the selected countries.

A great deal of give and take characterizes the relations among these components, but each pursues its own specific goals. The hemispheric component is oriented towards the development and adaptation of conceptual frameworks, models, methods and instruments, as well as documentation of experiences. The country components concentrate on the design and establishment of guidance mechanisms appropriate to the country needs and on producing information useful in improving those models, methods and technical instruments. **Figure 1** illustrates the relationship between these sets of components.



The interrelationship among components is founded on the close coordination and dovetailing of work by the central Project team and the teams in the various countries. Even though they are physically separate, these teams work as a unified group.

The efforts of these technical teams are oriented towards three types of basic activities on which the Project's cooperation is structured: studies, training, and direct technical support.

These direct technical support activities provide the framework and the parameters for the other two types, because the Project focuses on the development of technology appropriate to the needs of the countries. It is important to note that the Project does not meet circumstantial requests; rather, its efforts are directed toward sustained actions for institutional strengthening.

Studies, in turn, make it possible to generate and publicize acquired know-how needed for training and technical support, and are enriched by feedback from these activities.

Finally, training activities provide a bridge between the generation and transfer of information and expertise. **Figure 2** depicts the relationships among these three types of activities.

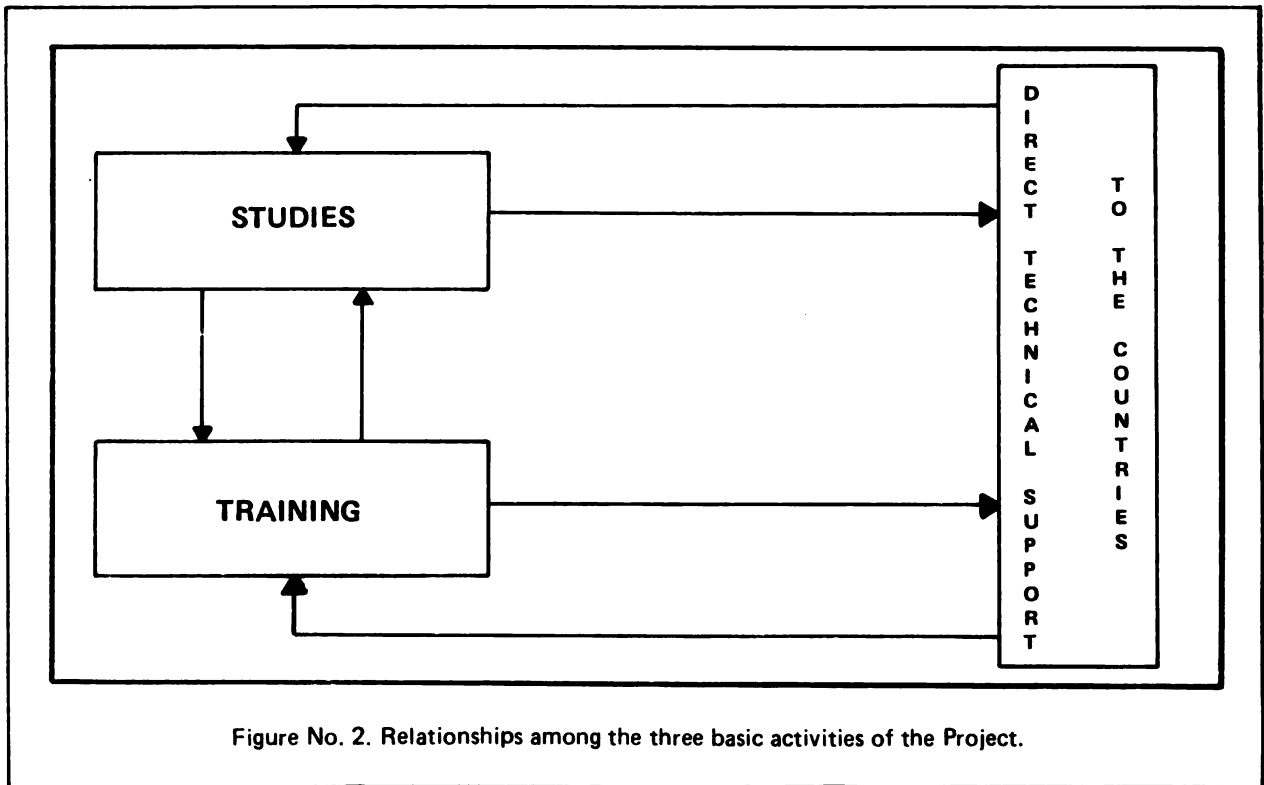


Figure No. 2. Relationships among the three basic activities of the Project.

Actions for the creation and operation of the Dissemination and Exchange network were organized separately from the study, the training, and the direct technical support. These complementary actions were compatible with the implementation strategy.

OPERATING MODEL**- BASIC OUTLINE -**

As was indicated in the preceding section, the basic thrust of the Project's action has been to develop, apply, and disseminate "appropriate technology" for the guidance of agricultural and rural development in the countries of the region.

A comprehensive model was developed on the basis of this idea, to guide the Project's operation, and it has undergone improvements and changes as the work has unfolded. As a model, it represents a simplified version of the characteristic features of Project operations and of the interrelationships among them.

The point of departure for developing the model was the definition of expected results to be obtained through the Project's action for cooperation (4). These expected results, based on the overall objectives and IICA's commitment in the agreement signed with the W.K. Kellogg Foundation, were as follows:

- i. Support for establishment of appropriate guidance mechanisms in the selected countries.
- ii. Improved management skills for groups and individuals.
- iii. Development of appropriate guidance models, methods and instruments for different levels of operation in the agricultural sector.

Thus, the basic hypothesis of the Project was defined in the following terms: major progress would be made in these three lines of action, as a way to achieve the purpose of the cooperation effort. This purpose was to improve the effective performance of guidance tasks for agricultural and rural development in the countries.

Figure 3 correlates the Project's purpose and the three expected results.

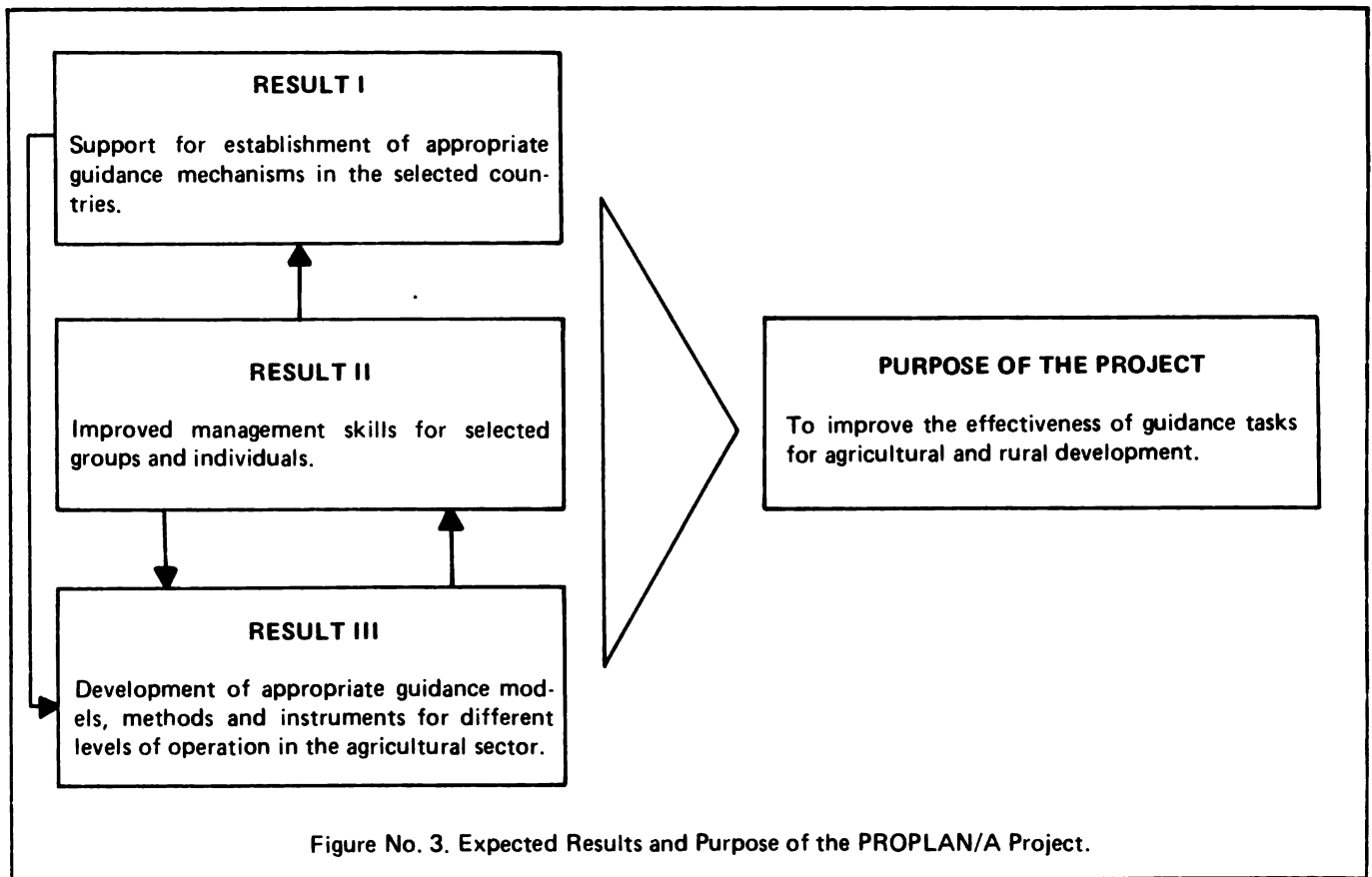


Figure No. 3. Expected Results and Purpose of the PROPLAN/A Project.

These results are interconnected for the purpose of developing "appropriate technology" based on the following considerations:

- i. That the establishment of guidance mechanisms appropriate to the needs of national agricultural institutions requires the participation of skilled and knowledgeable individuals, whose theoretical constructs and real-world experience have been tempered by the real demands of guiding the agricultural sector.
- ii. That improved management skills for groups and individuals responsible for analysis, advisory services and decision making in key agricultural sector institutions requires conceptual, methodological and instrumental approaches appropriate to real needs.
- iii. That the development of management models, methods, and instruments suited to real conditions in the countries requires conceptual and methodological tools which emerge from a process in which theory and praxis are cross-checked, dovetailed, and provide mutual feedback. The praxis in this case is the result of the development and application of guidance mechanisms in the specific environments of the agricultural sector in the countries.

- ACTIVITIES -

The model called for the design of an ensemble of activities to be carried out for attaining each of the three results. It is important to stress that, while each of these ensembles was designed specifically to attain a single result, they were interdependent and could not operate in isolation.

The three ensembles of activities are:

ENSEMBLE I. Activities to support the establishment of appropriate guidance mechanisms in the selected countries.

- Review and upgrading of guidance methods, techniques and instruments for the purpose of developing mechanisms suited to the needs of national institutions working with the Project.
- Support for the efforts of national institutions in the design, operation and modification of guidance mechanisms, emphasizing in-service training of managers, specialists and farmers.

ENSEMBLE II. Activities to improve management skills for groups and individuals.

- Development, review and adaptation of materials and upgrading of training methods and techniques to further the transfer and exchange of know-how and skills.
- Transfer and exchange of know-how and skills through specific training actions.

ENSEMBLE III. Activities to develop appropriate guidance models, methods and instruments for different levels of operation in the agricultural sector.

- Identification and on-going analysis of the limitations and needs of the countries for effectively guiding the process of agricultural development.
- Identification and on-going analysis of existing know-how and experience on the basis of needs posed by guidance problems.
- Adapting and making compatible the know-how and experiences, in terms of the needs of the guidance process for agricultural and rural development.

- MODE OF COOPERATION -

The description of these three ensembles of activities provides a more detailed idea as to the nature of the Project. Nevertheless, in order to understand the dynamics of the operating model, it is important to examine the mode of cooperation, or the specific nature of the Project's action for technical cooperation with the countries.

This mode of cooperation has taken concrete form during the Project's implementation. The main idea behind this mode is to ensure that the selected strategy for implementing the Project is compatible with the managerial concepts guiding the process of agricultural and rural development in the countries and the problems the Project is helping to solve.

The approach is made up of four features:

1. Emphasis on interdisciplinary group efforts.

Problems and solutions in the agricultural and rural sphere are characterized by the involvement of many disciplines and multiple institutions that are often overly specialized.

Interdisciplinary group efforts have the advantage of providing the setting for an exchange of ideas among managers, specialists and farmer representatives working as a team in a specific task. Placing emphasis on this approach, which is a reflection of the true situation of the sector, results in mobilizing and maximizing the use of resources and the technical capacity of specialists from different fields, managers from various institutions, and farmers involved in the Project's actions for technical cooperation.

2. Emphasis on learning and transfer by doing.

The purpose and importance of this facet of the mode of operation is to ensure that development and transfer of know-how and skills in national institutions contribute to the development of an autochthonous, self-sustained capacity.

Encouragement of mutual transfer and exchange of know-how and experience among managers, national specialists, and farmers in real-life working situations, respecting their problems and priorities, strengthens the development of technology appropriate to their needs. Specialists have demonstrated that the adaptation, development and adoption of new skills based on experience results in more significant learning.

3. Multinational action

The transfer and adoption of successful experiences across national borders and horizontal technical cooperation through exchanges among specialists from the countries are the important advantages of the Project's multinational actions for cooperation.

This feature has made it possible to develop a conceptual and methodological unity of thought based on coordinated and integrated action by the Project's central team and the teams based in the countries, as well as national managers, farmers and specialists. This has created a symbiotic relationship between research and development actions on the one hand and, on the other, technical cooperation with the countries designed to solve specific problems.

4. Direct links between research and action.

The Project's studies and research focus on specific problems faced by managers, specialists and farmers in guiding agricultural and rural development in the countries.

The studies take place in real situations, document concrete experiences and make it possible to generalize their findings through a sustained proces of analyzing and systematizing information. Thus, conceptual frameworks, models, methods and instruments for guidance have been developed and altered on the basis of concrete situations in the agricultural sector of the countries selected.

SUPPORT FOR ESTABLISHMENT OF APPROPRIATE GUIDANCE MECHANISMS IN SELECTED COUNTRIES

In accordance with type of organization chosen for implementing the Project's multinational actions, five country-components were selected in Colombia, Costa Rica, the Dominican Republic, Guatemala, and Venezuela. Ongoing technical cooperation to national institutions responsible for conducting key agricultural and rural development actions in the countries was provided through these components.

These country-components were selected because they could serve as illustrations of guidance models under typical alternative structural organization of the agricultural sector in Latin America.

Based on this concept, three guidance models were used for selecting country-components:

- i. A general and traditional model based on management of national decentralized institutions that provide services to small farmers;
- ii. The second model, which has increased in popularity during recent years, is the management of sectoral development programs and projects financed by international agencies;
- iii. The third model, not as extensively studied as the others, is the management of decentralized operations in the sector in geographically defined agricultural regions.

The first model was exemplified by the Colombian Agricultural Institute (ICA) and the Hydrometeorological and Land Improvement Institute (HIMAT), also in Colombia.

Examples of the second model include the Integrated Rural Development Program (DRI) in Colombia, the Project to Support Small Producers (FIDA II) in the Dominican Republic, and the Program to Increase Agricultural Production in Costa Rica (PIPA).

Examples of the third model include the work in Guatemala by the VI-Jutiapa Region of the Public Agricultural and Nutritional Sector (SPADA), the ARDI/AROA Project in Yaracuy, Venezuela, and the Central Bani Region of the State Secretariat of Agriculture in the Dominican Republic.

The mechanisms designed and distinctive characteristics in the country-components with the Project's support have their own distinctive characteristics depending on the different areas, levels of operation and institutional structures in each country. This notwithstanding, the mechanisms have been oriented to developing a sense of shared responsibilities among public institutions; these mechanisms have also stressed compromise between the institution and the farmers and other key actors in the private sector, so as to:

- i. analyze sectoral policies and influence high level decision-making processes, so that these operate in response to the local and regional needs and potentials;
- ii. coordinate institutional actions in the sector so that they are compatible with sectoral policy decisions;
- iii. ensure that the identification of problems, definition of priorities, and implementation of sectoral action is a process involving directors, specialists and farmers;
- iv. effectively supply assigned resources to implement programs and development projects;
- v. ensure the ongoing adjustment of decisions, actions, and anticipated results during the implementation of sectoral policies.

The effort was based on the design and implementation of guidance mechanisms in the five selected countries. An estimated 950 directors and specialists from the agricultural sector and 700 representatives from the communities and small producer organizations were involved in this process.

It is important to note that the "learning and transferring by doing" methodology is one of the central aspects of the country-components. This would seem to indicate that perhaps the participation of 1700 persons in the process of creating the mechanisms was more important than the mechanisms themselves.

The above also indicates that there is now significant potential in the autochthonous capacity of the countries to design, implement and modify guidance mechanisms.

COLOMBIA

The Project's actions in Colombia began in 1980 and consisted of cooperative efforts with the Colombian Agricultural Institute (ICA) (5), the Hydro-meteorological and Land Improvement Institute (HIMAT) (6) and the National Integrated Rural Development Program (DRI Program) (7).

These actions focused on two different guidance styles. The style adopted for ICA and HIMAT was for management of national-level decentralized institutions supporting farmers. The DRI Program management style is appropriate for a sectoral development program with substantial external funds.

The Project began with ICA, focusing its guidance actions at the local level to integrate them with the national and regional levels. The results obtained at this level were useful in expanding the action of the DRI Program. Once work on the DRI Program was complete, the Project began its work with HIMAT.

Project strategy called for an approach to the HIMAT guidance task that was based on decisions at the national level, to ensure that local level decisions and farmer services would fit in properly. This dovetailed with the ICA experience in managing decentralized institutions.

Cooperation with ICA focused on the design and operation of mechanisms for coordinated provision of services of technology generation and transfer to farmers in the Pamplona district of the State of Norte de Santander.

This cooperation action was useful for completing the design and introduction of a management system for coordinated action by technology generation and transfer services at the district level (Technology Transfer Districts (DTT)). The system consisted essentially of mechanisms for programming and information to be used in providing follow-up on ICA action, based on a management-by-results orientation.

As indicated earlier, the success of this effort led to an agreement with national authorities to extend the scope of cooperation to include management of the National Integrated Rural Development Program (DRI Program). Consequently, this Program came to be the broadest and most complex field of operation of the Project in Colombia and received the greatest cooperation efforts.

The strategy for cooperation with the DRI Program was initially based on actions to design and improve mechanisms to link decisions and actions between the regional and district levels in a pilot region. Afterwards, the mechanisms would expand and be replicated in the management of DRI regions and districts. This would require the concentration of actions for cooperation at the Program's national level, radiating outward toward the regions.

The results of actions for cooperation at the local district level of the DRI Program were that mechanisms and instruments have been designed, modified and implemented for microregional diagnosis, basic guidelines for the medium term, and annual plans for the implementation, follow-up and evaluation of activities have also been drawn up.

ICA's prior experience in the generation and transfer of technology contributed greatly to the success of these results.

If these results are stated in terms of mechanisms and instruments, it may be easy to lose sight of a fundamental outcome: making these mechanisms and instruments operate effectively, and thus meeting the objectives of any development program.

The role of the key actors in the development process is essential to this outcome, and includes active participation and commitment by the specialists and managers of the sector's national institutions and the participation of community and farmer representatives in the operation of these mechanisms.

Significant achievements were made in the DRI districts in this category of results, facilitated by the convergence of at least two elements. The first was the policy set by the government on the participation of communities during

project implementation, and the second was the efforts made by national specialists, with the Project's support, to develop methodologies involving active participation of farmers in the identification of the problem, setting of priorities, and definition of responsibilities.

Group work techniques and the mobilization of efforts around common tasks were very important in obtaining these results. A new government administration entered office in 1982 and agreed with DRI managers to evaluate the Project's action. The results were very satisfactory. At this point actions began to concentrate on documenting the experience, and on working with the Program's technical and managerial group at the regional level (State of Santander). This decision was made so as to facilitate the institutionalization of the mechanisms in all of the districts in the selected region and their dissemination in the Program's other regions.

The phase of disseminating the mechanisms and instruments to make DRI Program action more effective required a major training effort. To achieve this goal, the project concentrated on working with the central group of the Program's Directorate, which in 1983 was in charge of designing and implementing a mechanism for participatory programming in 30 DRI districts and 17 departments.

The introduction of this mechanism was the Project's most significant achievement in Colombia, since it involved the wide-scale application of techniques and instruments for programming, designed and tested during the pilot action at the Program's local and regional levels. This task included almost all of the Program's districts and some 300 directors and specialists and 600 farmer and community representatives.

The DRI Program's second phase (1984) included new districts in five departments. The Project's action was concentrated on training 90 directors and specialists from different institutions in using methods and techniques for area selection, diagnosis, definition of objectives and programming and follow-up of activities. The "learning by doing" method of training was employed during this process, as it had been in earlier cooperation activities.

IICA's commitments in this field were met with the Project's contributions to developing the capacity of the DRI Program to guide actions in benefit of small farmers and rural communities.

As indicated earlier, the final stages of the Project in Colombia involved cooperation with HIMAT in the management of land improvement policies. This action was based on district irrigation and drainage management by several institutions, coordinated by HIMAT, that provided services and support to farmers. These policies called for HIMAT to coordinate the work of various institutions providing support services to farmers for the management of irrigation and drainage districts.

As a result of the cooperation, socio-agroeconomic diagnostic mechanisms were designed and implemented at the district (micro-regional) level. The purpose of this action was to implement and follow-up activities and results

and to prepare medium term guiding frameworks. The design and operation of these mechanisms was directed at services for the generation and transfer of technology.

The above required a major on-site training effort based on the learning and transferring by doing method, vital to the Project's cooperation. Training in the use of techniques to induce and manage participatory processes for programming and defining priorities led to effective commitments and coordination between the institutions involved with farmer organizations.

The task of cooperation focused on a central team made up of officials from HIMAT and MAG's planning offices. Using the technical instruments generated by the Project, and through participatory group efforts, the relationships between the regional/district levels and their ties to the farmers were strengthened.

Over 100 directors and specialists from the 23 districts participated in workshops and short courses held with the Project.

COSTA RICA

The Project's action in Costa Rica focused on one guidance style: the management of a nationwide sectoral development program entitled "Program to Increase Agricultural Production" (PIPA) (8). This program, which has been financed by the Inter-American Development Bank (IDB) is one of the high-priority instruments of the sectoral policy to encourage small farm production.

These actions for cooperation provided national and regional support to the Ministry of Agriculture and Livestock (MAG), which was responsible for the program's implementation, and to the Executive Secretariat for Agricultural Sector Planning (SEPSA), which played a major role in the follow-up and evaluation of same.

Agreement was reached with national authorities whereby the Project's strategy would support the implementation of the PIPA program, especially in the design and implementation of programming mechanisms, follow-up and evaluation of actions and results.

Given the nature of PIPA's actions, it was agreed that the above mechanisms should work to coordinate the Program's overall objectives with decisions and actions at the local and regional levels. Within this context, and given the status of services provided to producers, it was decided that services for the generation and transfer of technology would be given first priority.

An estimated 250 specialists and officials working to implement the PIPA Program enrolled in seminars, workshops and other similar activities to design and implement mechanisms and instruments to manage the Program. In-service training based on the learning and transfer by doing method was an important factor in obtaining commitments from directors and specialists in the sector and the subsequent institutionalization of the instruments designed.

One of the Project's most significant results was consolidating and implementing a government decision to coordinate the organization and operation of entities working in agricultural research and extension. In the past these organizations were limited by their inability to coordinate activities and establish priorities along the lines of a common organizational plan.

The mechanisms designed and implemented take into consideration regional directors, researchers, extensionists, farmer representatives and sectoral planning specialists, to ensure that research and extension works are presented in such a way as to meet the needs of small producers, keeping within the framework of sectoral policies.

Another of the Project's significant achievements was the recognition by national authorities of the need to strengthen the plan for regionalization of the Ministry of Agriculture and Livestock (MAG). This Plan was necessary to provide more effective services to farmers. Consequently, MAG involved all hierarchic levels in consolidating the regionalization and decentralization of operations.

The Project also initiated actions to design and implement an information system to support the design and execution of agricultural policies and activities in the sector.

The ideas generated by the operation of this system came about from an examination of information needs detected by SEPSA as part of its follow-up and evaluation of PIPA and other high priority activities in the sector. The system is currently being tested and should be widely available by 1987. Once the system is implemented, it will use a small personal computer network for information access and management for timely decision-making.

The Project's action in Costa Rica was the most recent and, as a result, this country benefitted more than any other from the Project's accumulated experience in the design and establishment of guidance mechanisms, instruments and techniques.

GUATEMALA

In Guatemala, the Project worked with a guidance model for the decentralized management of sectoral operations in a region. Region VI (Jutiapa) of the Public Agricultural and Nutritional Sector (SPADA) (9) was selected as the pilot. The purpose of these actions for cooperation was to strengthen the coordinated action of institutions in the sector and to integrate services provided to farmers in the region.

The Project's strategy consisted of joint actions with high level authorities from the Ministry of Agriculture, Livestock and Nutrition (MAGA) in support of SPADA's efforts at the zonal, regional, and national levels. Actions were started at the regional level, and then extended to the other two levels.

Work at the regional level focused on the Regional Council for Agricultural Development (COREDA). This Council consists of high level regional executives from sectoral institutions providing services to farmers. COREDA utilized Project assistance to: 1) increase its directive capacity, 2) strengthen links between farmers and specialists in the sector, 3) mesh sectoral policies with the needs and potential of Region VI.

The Project successfully consolidated COREDA as the highest decision-making body in the sector in the region and as an advisory body to the Superior Coordinating Council (COSUCO). The Council, which is the highest ranking decision-making body in the sector, is presided by the Minister of Agriculture. Both directing bodies held meetings to make sectoral policies compatible with regional guidelines.

An important result obtained at the regional/zonal level was the design and implementation of mechanisms for analyzing needs, defining priorities, and integrated programming services for farmers. These mechanisms are based on systematic contacts between sectoral specialists and farmer representatives at the zonal level. The Project's use of techniques adapted to the management of joint activities between specialists and farmers was key in producing successful results.

SPADA's national/regional/zonal organization successfully linked sectoral guidelines, regional decisions, and specific service actions. These links played a vital role in establishing compatibility among the different levels where actions for guidance were being implemented.

This system of linkage among agricultural policy makers allowed basic guidelines to be developed for SPADA and private sector efforts in livestock production. These results at the sub-sectoral level were the first step towards integration at the sectoral, regional, and zonal levels in terms of the guidance task, the experiences will be subsequently extended to other key sub-sectors.

Direct actions with farmers resulted in the application of an integrated system for studying the market and available technology. This system, which enabled the identification of optimum transferable technologies, was based on the development and follow-up of production plans at the farm level.

Initially, the system tested over 50 production plans in collaboration with the farmers. The plans were in general use in the three zones of the region by the 1985/1986 agricultural year. The most important result stemming from this method was the timely organization of credit, marketing, and technology transfer services.

The instruments and mechanisms used to manage the region were designed, adjusted and implemented in accordance with the Project's training methods. COREDA VI, an estimated 50 regional specialists, and 15 farm leaders were also involved in this process.

The experience gained with the methods and techniques used in Colombia produced the desired goals in Guatemala in a short period of time. The participation of regional directors and the support of high-level authorities in the Ministry of Agriculture were important factors contributing to the success of the Project. The Ministry is currently considering institutionalizing the mechanisms and instruments used in Region VI in all of the other regions of the country.

THE DOMINICAN REPUBLIC

The Project's cooperative action in the Dominican Republic was directed at strengthening the State Secretariat of Agriculture (SEA) (10), especially its ability to act at the regional level. The Project's support helped coordinate efforts between the Directorate of the Central Region, headquartered in Bani, and the Technical Sub-Secretariat for Agricultural Sector Planning (STEPSA).

Actions for cooperation in this country focused on two different guidance styles. The first was based on decentralized management of sector operations in geographically selected agricultural areas. The Project was initiated with this approach, focusing SEA's actions on the Central Region. The second style concerned the management of externally funded development projects, such as the project to Support Small Producers (FIDA II) (11), located in the Central Region.

The purpose of actions to strengthen operations at the Directorate of the Central Region of the SEA was to improve coordination and integration of the services provided by SEA to the farmers. These actions for cooperation began by developing mechanisms to define the results of program actions at the local level (Pera via zone).

Agreement was reached with national authorities to use these local experiences as the basis for developing a wide-ranging decision-making mechanism that would be implemented at the regional level (Central Region). Subsequently, actions would be concentrated at SEA's central level, through STEPSA, to disseminate and implement elsewhere the mechanisms that proved successful.

In accordance with this strategy, the Project's technical group cooperated with specialists and officials at the national, regional and local levels. This strategy was conceived in such a way that the design and testing of guidance mechanisms would also provide an integrated, coordinated vision of SEA's action.

These actions for cooperation resulted in the development and implementation of an operational planning mechanism in the Central Region which coordinated SEA decisions and actions at regional and local levels. This mechanism was comprised of instruments to define priorities for action, to develop and supervise work programs, and to provide follow-up.

Actions to train Project specialists and to strengthen ties with agricultural representatives proved fruitful. An estimated 100 specialists and directors were trained to design and implement the guidance instruments defined above.

Approximately 30 farmers' representatives from local committees in the pilot zones participated in these activities. They were trained in techniques of problem diagnosis and establishment of priorities for SEA's action.

The Project's previous experience with the DRI Program in Colombia proved very valuable. These actions once again proved the value of the Project's multinational efforts and the resources invested to develop a conceptual and methodological unit within the Project's central group.

After the change in government in 1982, a review was made of the Project's activities and agreement was reached with national authorities on the following objectives: improved mechanisms for programing and budgeting of SEA, including its regional offices, and strengthened institutional mechanisms to coordinate development of sectoral agricultural policy.

Setting high-priority objectives is compatible with the Project's initial objectives and reflects existing concern in the countries as regards proper management of scarce financial resources. It is also an acknowledgement by the authorities of the Project's usefulness.

Within this context, and as a result of cooperation in defining sectoral policies, a methodology for concerted planning was designed and implemented to promote efforts by SEA and key sector institutions in the medium term. Strengthening the Coordinating Committee for Planning in the Agricultural Sector (COCOPSA), in its capacity as advisor to the National Agricultural Council, was one of the more important results of this effort. The project's prior experiences in Colombia and Panama were extremely useful in obtaining these results.

Field action in programing and budgeting resulted in the implementation of a mechanism to encompass all SEA actions, which allowed for allocation and control of resources in the region on the basis of four-month programs. In accordance with the integrated vision typical of the Project's action, adequate links were established between this global mechanism and the corresponding zonal mechanism in the pilot region (Peravia and Monte Plata, Central Region).

Coordinated decisions as regards the allocation of resources at the global level and the needs and potential of the zonal level were only possible in the form of pilot actions, especially in the Monte Plata Zone. This notwithstanding, the Project managed to train (learning by doing) over 50 SEA specialists in the design and operation of said mechanisms, which unite facets of the farmer-zone-region-sector in a two-way process.

These results concluded the Project's commitments in priority areas defined by national authorities in 1982. It was agreed that as of 1984 the Project's support would be directed to the management of priority development programs, such as the Project to Support Small Producers currently being financed by the International Fund for Agricultural Development (IFAD) and SEA. The first phase of the SEA/IFAD Project (known as IFAD II) is located in the Monte Plata Zone in the Central Region.

Project support for FIDA II is considered extremely important for the government, since rapid and effective mobilization of external resources during these times of crisis is vital to gains in production and rural well-being.

Considering the Project's strategy and the availability of materials and institutionalized mechanisms, preferential status has been given to cooperation with FIDA II in the areas of institutional coordination, techniques to actively involve farmers' representatives, and follow-up and evaluation of results.

The Project's experience with support activities at the zonal and regional levels in the Central Region were crucial to its ability to obtain rapid results in the design and implementation of management mechanisms for FIDA II in these three areas. In effect, its experience and training of personnel in the region facilitated the design and integration of FIDA II management mechanisms with those already in place.

During the 1985/1986 period, an integrated system to manage FIDA II was developed, which could also be used for other projects. A total of 40 specialists and directors trained in adapting and applying instruments and project management techniques are working to implement the system.

VENEZUELA

The Project in Venezuela concentrated its actions for cooperation to support the State Government of Yaracuy in its implementation of the Rio Aroa Valley Development Project (ARDI/AROA). This project was developed within the framework of the National Program for Integrated Development of Rural Areas (ARDI Program) (12) conducted by the federal government.

Even though ARDI/AROA was developed as an integrated development project, its mode of operation corresponded to a decentralized management system for sectoral operations in a specific geographic area. In this respect the mechanisms introduced for ARDI/AROA were similar to systems for sectoral regionalization.

Due to the ARDI Program's inexperience with projects involving joint actions, state and federal authorities involved with the ARDI/AROA project agreed to use the Project's action to strengthen inter-institutional coordination. This effort was complicated by the presence of state and national guidelines for the ARDI/AROA Project.

The strategy for cooperation supported ARDI/AROA's management, coordination, and technical supervisory teams. These teams worked to design and implement mechanisms for coordinated institutional management in the area. The purpose of these mechanisms was to coordinate the different national and regional institutions with small constructions projects and providing services to farmers.

The Project's results were twofold: first, the design and introduction of mechanisms and instruments for programming, follow-up and joint evaluation of the results and commitments with several institutions; second, the in-service training of 45 directors, specialists and officials responsible for managing ARDI/AROA, so as to produce coordinated actions and establish links with farmer representatives in the decision-making process.

In 1983, instruments for programming and follow-up were adjusted and applied. Using the learning and transferring by doing methodology, key specialists were trained to carry out this task. In 1984 actions were made to strengthen the links of ARDI/AROA operations at the state level, in San Felipe-Yaracuy, and the three zones of operation in the field.

The Project's experience in Colombia and the Dominican Republic helped it obtain expedient results with the ARDI/AROA Project. By late 1984, IICA's commitment to ARDI was completed.

IMPROVED MANAGEMENT SKILLS FOR GROUPS AND INDIVIDUALS

- PROPLAN COURSES -

Training actions have significantly improved the capacity of managers, farmers, and national specialists in analysis, advisory skills, decision-making, and the design and use of training methods useful for the guidance of agricultural and rural development.

The Project's training activities from 1980 to 1985 took the form of national and multinational courses. In the early years, the Project emphasized national courses in countries where country components had been established and systematic cooperation efforts were underway. Consequently the topics of these courses were selected to meet different needs as they emerged in the countries, and course length was variable.

While these courses were taking place as part of cooperation efforts in the country components, requests were also received from other countries. In response, similar courses were given that lasted one or two weeks. Most of the national courses were structured as workshops, a format well suited to the "learning by doing" approach.

These national courses, which trained an estimated 1300 managers, farmers and specialists, were organized according to two criteria. First, they should facilitate the participation of specialists from national institutions called upon to work in coordination with others; second, they should encourage contacts with representatives from farmer organizations, either as active participants or as speakers.

The experience acquired in national courses, the materials developed for working in the countries, and several conclusions resulting from the work provided a basis in 1983 for the Project's central group to organize the first of four multinational courses, each lasting five weeks. In the end, these courses were attended by 102 specialists and managers from 15 countries in the region.

These multinational courses were organized and run with the full participation of the Project's entire technical team. A general information sheet on the Multinational Course on Advisory Services and Decision-Making to Guide Agricultural and Rural Development, held in September/October 1985, is presented in Table 1, as an example of the nature and content of the courses.

- PARTICIPANTS -

The Project's national and multinational training activities targeted the following persons:

- . Managers of sectoral planning offices.
- . Specialists responsible for sectoral policy analysis and advisory services.

TABLE No. 1

COURSE ON ADVISORY SERVICES AND DECISION MAKING TO GUIDE AGRICULTURAL AND RURAL DEVELOPMENT

September 2 to October 4, 1985 – San Jose, Costa Rica

SPONSORS

The Course, which is sponsored by IICA and the W.K. Kellogg Foundation through the Multinational Project of Planning and Management for Rural Development (PROPLAN/A), will be held at IICA headquarters in Costa Rica.

PARTICIPANTS

Twenty-five officials from Latin American countries, responsible for guiding the process of agricultural and rural development, will attend the course. These officials could be responsible for national or regional actions, or for programs, projects or institutions.

REQUIREMENTS

Applicants must be proposed by a national institution, in accordance with regulations in the countries regarding scholarships for study abroad. Applications must be submitted to the IICA offices in the countries before July 31. Participants selected for the course will be notified through the IICA offices on August 9.

GENERAL COURSE OBJECTIVE

To contribute to efforts made in the Member States to maximize the effectiveness of the guidance process for agricultural and rural development.

SPECIFIC OBJECTIVE

To help participants improve the technical capabilities required in the discharge of their advisory and decision making responsibilities, at the different institutional levels where they work.

To meet these goals, the participants will use their know-how and experience to:

- Analyze and discuss problems found and lessons learned during the course of planning and management for agricultural development in Latin America.
- Critically analyze the roles of the various people involved in guiding the process of agricultural and rural development, especially those whose main function is to provide advisory services and make decisions.
- Apply specific techniques to the analysis and selection of alternative actions, stressing the socio-economic, political and institutional feasibility that decisions should possess.
- Analyze and implement computerized methods and instruments applicable to the task of analysis and decision-making in the field of agriculture and rural development.
- Participate in a workshop that will give them the opportunity to interact with officials, field specialists and farmers, so as to perform a synthesis of methodological and conceptual issues.

APPROACH

IICA/PROPLAN will use the training approach it has developed in other courses, with its emphasis on a multidisciplinary, participatory process of "teaching-learning". This method involves extensive dialogue between participants and trainers if course objectives are to be met. The approach requires participants to have an open attitude toward group work, active participation, questions, and exchange of experiences.

Similarly, the method of "learning and transfer by doing," which is the basis of IICA/PROPLAN action for cooperation, highlights the importance of tested knowledge over learned knowledge during the "teaching-learning" process.

In order to encourage dynamic exchange, the course uses a variety of case studies and exercises to reinforce the analysis of conceptual and methodological proposals and the application of instruments to guide the process of rural development.

TOPICS FOR DISCUSSION

IICA's previous experience in planning and management for rural development, and its experience in the implementation of the joint IICA/W.K. KELLOGG Foundation project PROPLAN/A, have cast light on certain topics of particular importance for developing strategies that will strengthen the task of guidance in the rural sphere.

Topics for discussion during the course are taken from IICA/PROPLAN cooperation experience in the countries and from exchanges with other organizations pursuing similar goals.

The topics are:

1. The Latin American experience with planning and management for rural development.
2. Management systems and guidance tasks at different institutional levels: agricultural sector, region, area, programs and projects.
3. Group work in the guidance task: concepts, techniques and practice.
4. Inter-institutional coordination and contacts with farmers for providing integrated services.
5. The coordination of basic roles in guidance: decision-maker, advisor, and executor.
6. The process of analysis for providing advisory services in the course of making strategic and operating decisions.
7. The role of the executive in obtaining results.
8. Techniques for defining objectives, designing strategies, programming actions and performing follow-up and evaluation.
9. Technique for effective mobilization of physical and financial resources.
10. Microcomputers and their role in guidance tasks.

- . Upper and middle managers of farmer service institutions.
- . Regional-level managers and specialists.
- . Managers and specialists of project implementation units.
- . Specialists in charge of work groups in the field.
- . Farmers representing organized groups in the Project's working areas.

The Project's courses for specialists and other staff of national institutions were attended by directors and advisors, specialists and middle managers, and field level specialists in charge of operations, in a ratio of 1:3:6.

Efforts were made, in setting up groups of participants for national and multinational courses organized by the Project, to attract a mix of people with different training, types of work, institutional rank and experience. The resulting interaction enriched the know-how and abilities of all participants.

- COURSE TOPICS -

The topics covered and the methods used during the courses were designed to improve the participants' skills in analysis, advisory services, and decision-making. The main topics were:

- . Analysis and advisory services for reaching negotiated decision for the sector.
- . Group work in interdisciplinary analysis and combining of effort.
- . The role of the manager at the sectoral, regional and institutional levels.
- . Identification, preparation, follow-up and evaluation of sectoral development programs.
- . Analysis and validation of sectoral decisions.
- . Organizational analysis and design.
- . Programming, follow-up, and evaluation of actions and results.
- . Provision of resources for the implementation of development programs and projects.
- . Decision-making to define and implement agrarian policy in different spheres of the sector.

All training events concluded with formal evaluations. The results, as well as regular contacts with managers, farmers, and specialists, have revealed that the goal of promoting real learning was achieved.

- SUPPORT FOR TRAINING ORGANIZATIONS -

In addition to organizing and running national and multinational courses, the Project's technical groups assisted with over 20 training events organized by other organizations that share IICA's goals. Over 400 directors and specialists from the region attended these events.

Participants in courses receiving this support praised the training experience as being significant and responsive to needs and conditions in the region. They drew particular attention to the motivation they had received for adopting new guidance strategies, and the training in how to use techniques and instruments adapted by the Project. Learning was facilitated primarily by the "teaching-learning" approach employed and the appropriateness of the materials used.

- ADEQUATE TRAINING METHOD FOR GUIDANCE -

These two facets of the training process produced their own results in terms of training methods. Even though these results can be seen as byproducts of the Project's training work, they are very important in cooperation activities.

The work with training methods was necessary because national institutions proved limited in their knowledge of how to transmit know-how and skills in guidance tasks. These limitations had to be overcome in order for training in the institutions to have a multiplier effect. Greater stress was therefore placed on such issues as psychology, educational theory, group dynamics and adult education.

The Project's extensive training experience provided a basis for meeting these needs with the use of a specific training approach geared towards guidance of agricultural and rural development. Most of the efforts to systematize this method have focused on multinational courses on advisory services and decision-making. This methodology has also proved useful in workshops and other structured short-term training activities.

Training based on the teaching-learning method removes participants from the traditional role of passive students and instead makes them active participants. They come to identify with the object of study (guidance tasks) and internalize the material by giving it value and importance.

The method aims to make training more than an exercise in accumulating facts; it seeks to instill "significant learning," which occurs when the participants are able to question their patterns of thought on the subject, thus opening themselves to discussion and assimilation of other perspectives, which they see as meaningful.

The Project's methodology requires specific training events to have the following features:

- i. They adapt training to the needs, interests and special requirements of the participants.

- ii. They encourage dialogue, participation, and understanding among participants in the teaching-learning process.
- iii. They provide an intellectually and emotionally enriching environment.
- iv. They promote experiences that affect the spirit as well as the mind.

- TECHNIQUES AND MATERIALS -

Many techniques are used to meet these goals, including informative lectures, panel discussions, readings, individual and group work, field work (including interviews with managers, specialists and farmers), role playing, and other practical exercises. These techniques place course participants in an active role, while the Project's technical groups are there to facilitate this process.

The Project's experience with training activities supports the premise that effective performance by the participants will not improve unless course materials and content reflect conditions in the real world.

This is why one of the most important results of the Project has been the production and adaptation of training materials, especially those derived from its experiences with cooperation in the countries.

These training materials include basic texts on the guidance task, exercises to mobilize and integrate participants, case studies of experiences in the countries, exercises on the utilization of management techniques and instruments, and slides and other audio-visuals.

Materials used in training activities are carefully selected and organized in accordance with established psycho-pedagogic principles of continuity, sequential order, and integration. This helps to stimulate active participation by members of work groups, basic to the process of feedback among participants and for effective learning.

- TRAINING IN COUNTRY-COMPONENTS -

In conclusion, it is important to note that the above-mentioned results in improving the management skills of groups and individuals are but a few of the total outputs of the Project. For example, numerous two- and three-day workshops were held in the five countries with operating country-components, as part of the technical support in the design and implementation of guidance mechanisms.

These workshops and seminars, as systematic actions for cooperation, are a vital aspect of the process of "learning and transfer by doing." As indicated in the Project's operating model, the teaching-learning method proved appropriate for the development of lasting, self-sustained capacity in individuals and groups.

The Project devoted considerable energy to studying and documentation geared toward the production of training material. This clearly shows the importance of the goal of improving management skills as a part of Project implementation.

**DEVELOPMENT OF APPROPRIATE MODELS, METHODS AND
INSTRUMENTS FOR GUIDANCE AT DIFFERENT LEVELS OF
OPERATION IN THE AGRICULTURAL SECTOR**

- BACKGROUND -

The Project was able to compile clear evidence of the limitations that inhibit effective guidance for agricultural and rural development in the countries of Latin America. This evidence was collected by documenting Project experiences and the work of other institutions, systematizing and generalizing those experiences, and studying the results of research conducted on specific problems during the early years of Project action.

One of the most serious constraints on achieving the objectives of agricultural and rural development, as has been stated before (13), was found to be the narrow interpretation of the nature of guidance tasks. This interpretation, held by many specialists and managers in the agricultural sector, leads to a restricted view of their role and that of farmers.

The Project's technical group studied the evidence that had been collected on this narrow interpretation of guidance tasks and reached several conclusions useful for developing alternative solutions. The most important of these conclusions are:

- i. The economic and financial crisis and the social, political and institutional conflicts in the region cannot be overcome unless the guidance task is viewed and practiced in new ways. This new view should be translated into a more effective, efficient mobilization of the resources and efforts available for agricultural and rural development.
- ii. The development of an approach through which guidance is tailored to the characteristics of the region needs to begin with the recognition that conflicts of interest and power sharing are part of the natural environment of the guidance task for agricultural and rural development.
- iii. A new approach to guidance should emphasize the need and importance of coordinating the expectations and interests of the private and public sectors so that they can work in harmony toward formulating and carrying out the activities that both must undertake for agricultural and rural development.
- iv. The new approach to the guidance task emphasizes conflict of interest and social dialogue. This approach cannot be put into practice without restructuring the tasks of analysis, advisory services and decision-making for the definition, implementation and readjustment of policies and actions for agricultural and rural development.
- v. A new approach to guidance needs to be flexible in setting standards and developing operating systems so that it can be applied in the framework of different political guidance styles (14) used in the countries of the region.

These conclusions led to the decision that a fundamental task of the Project would be to develop an approach to guidance tasks suited to the characteristics of the region. This approach would provide a framework for regulations and operations so that managers, specialists and farmers responsible for guidance of the agricultural sector could adopt a strategy of "social interaction" for meeting the challenge that today's crisis poses for the sector.

This strategy of "social interaction" stresses that the true conditions of the sector should not be interpreted with philosophical or regulatory criteria, as is common among sectoral managers and specialists accustomed to traditional approaches. Such a traditionalist view leads managers and specialists to operate under the assumption that there is community of thought between the public and private sectors, or even within each sector, concerning the best way to operate and the results expected from development efforts. This view reflects the nature of one-way, top-down managerial styles.

Project efforts in recent years, especially in the central component, focused on developing the effective guidance approach (15). This, in turn, enriched the work of the country components. It is an approach that stresses the importance of the social dialogue and of striking compromises and development commitments among key actors in the sector (16) as essential ingredients for achieving significant results in the agricultural and rural development process.

The present development of the effective guidance approach was made possible through intensive Project activities to analyze and synthesize the thought and experience obtained in three lines of study. These lines are:

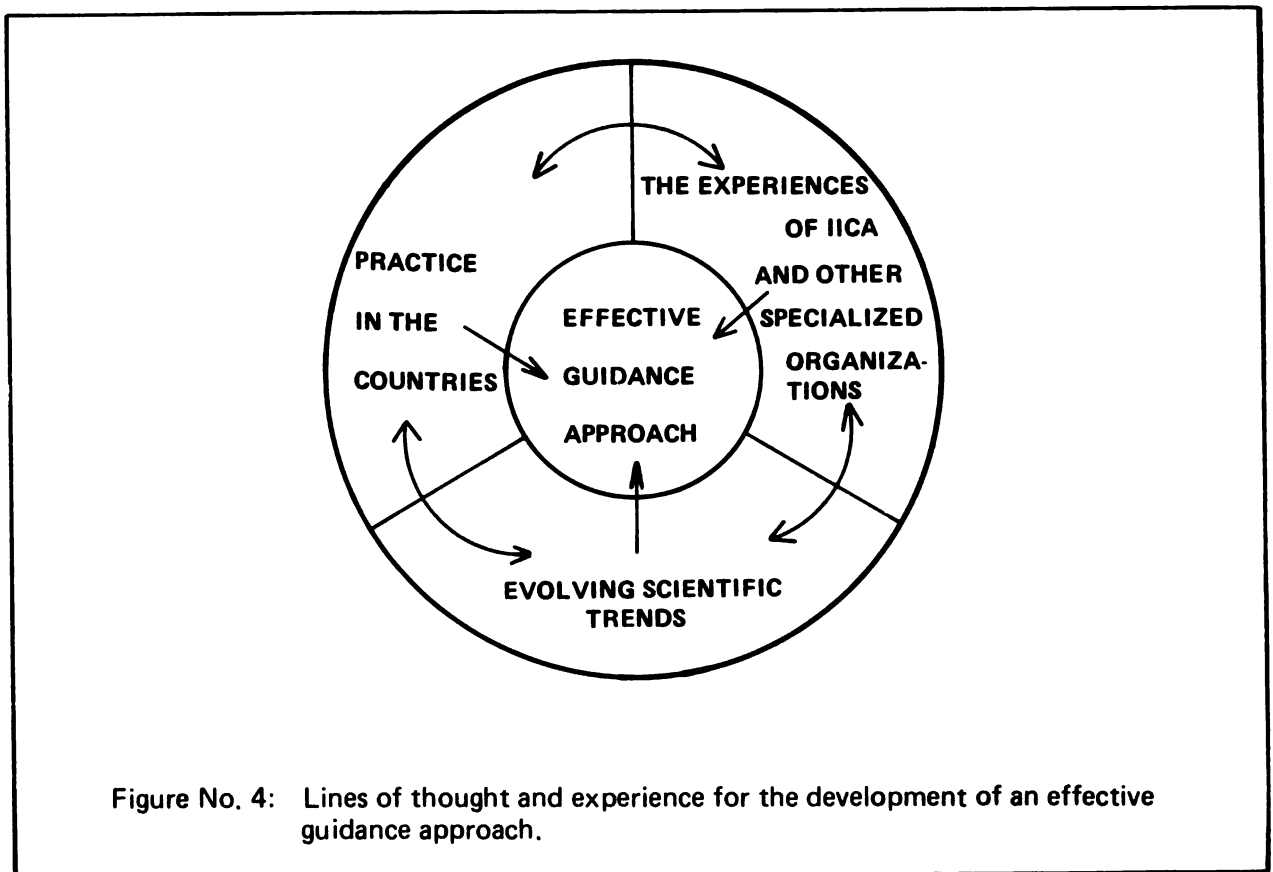
- i. The practice of guidance tasks in the countries.
- ii. Cooperation activities by IICA and other specialized organizations.
- iii. On-going changes in pertinent scientific currents.

The practice of guidance tasks in the countries has been studied by means of a continuous review over the past nine years of specific situations that reveal how agricultural and rural policies are planned and managed in different spheres of the agricultural sector. This research has focused on specific cases of formulation and implementation of policies, plans, programs and projects in 24 countries of Latin America and the Caribbean.

In the same vein, the process of review and analysis took in modes and experiences of technical cooperation by IICA and other specialized organizations devoted to education, research and technical cooperation in the field of planning and management for agricultural and rural development. This activity was the major thrust under the second line of study. The Project's Hemispheric Dissemination and Exchange Network played a very important role in this connection.

The third line of study under which the approach took shape was the review of essential milestones in the ongoing process of scientific development. In recent decades, the currents of modern thought have focused on establishing and up-dating two bodies of specific knowledge in the social sciences: development planning and management.

The task of analyzing and summarizing these three lines of thought and experience produced the theoretical and practical elements needed for the effective guidance approach to be shaped to the conditions and needs of agricultural and rural development in Latin America and the Caribbean. Figure 4 depicts the relationships among these elements.



- BASIC POSTULATES -

Slow, steady progress has been made in the task of developing the effective guidance approach, and the following basic postulates have taken shape:

- i. Both the technical and economic issues and the sociopolitical facets of the guidance task for agricultural and rural development are decisive, causal factors in the shifting economic, social and political currents in the countries of the region.

- ii. Disagreement normally exists among key actors in the agricultural and rural development process concerning the desired results and how to achieve them. In other words, there is a conflict of interests, and real power to make decisions and carry them out appears to be shared among many public and private agents.
- iii. If the countries of the region are to attain the agricultural and rural development objectives they have set for themselves, they will need better strategies for social interaction to coordinate public and private expectations and interests.
- iv. Real conditions in the region do not allow for policy analysis and formulation to fall exclusively to planners, because this task fits into an overall political process that requires the organized, timely participation of managers, specialists and farmers.
- v. Unless managers are provided with on-going, deliberate advisory services given in a timely and convincing fashion, planning and, more specifically, policy analysis become little more than an academic exercise.
- vi. The relationship between decisions made and actions taken in the rural sphere should not be considered automatic, mechanical, or one-way; conscious efforts are needed to trigger actions that will transform decisions into specific results.
- vii. There is an essential need for an in-depth review and overall readjustment of existing capabilities for analysis, advisory services and decision making, that will facilitate the effort to overcome the causes and effects of the crisis, especially as regards agricultural development and rural well-being.

As was stated above, the Project carried out studies, training and technical support activities from which to draw the conclusions that provide a basis for these postulates.

- BASIC ASPECTS OF GUIDANCE AND THE ROLE OF GUIDANCE MECHANISMS -

The approach, based on these postulates, suggests that effective guidance is achieved through four managerial functions, each with its own criteria of effectiveness. Thus, the guidance task will bring about meaningful results suited to the agro-economic and sociopolitical conditions of the environment prevailing in the particular sector in which it is practiced.

The guidance functions are:

- i. To describe and interpret problems.
- ii. To interpret and prompt higher level decisions.
- iii. To specify and adapt results and strategies.
- iv. To define, activate and adapt actions for change.

Table 2 gives a detailed picture of what each function involves and shows the criteria each function must meet in order to be effective.

As can be seen, the criteria place special emphasis on discussion, compromise and commitment that must be maintained among public and private sector groups and individuals for guiding the process of agricultural and rural development. This reflects the importance that the approach attaches to the social dialogue.

These postulates and the functions and criteria of effectiveness have been presented so as to give a general idea of the normative features of the effective guidance approach. It should be emphasized that this approach emerged through an iterative process of reflection, combined with the experience of cooperating with the five countries selected for practicing the guidance task.

The Project, in carrying out this process, has also generated specific guidance models based on its experiences with cooperation in the selected countries. These models can be considered prototypes and have their basis in the normative features of the effective guidance approach. Each one, however, possesses specific combinations of instruments and techniques peculiar to the environment of the sector for which it was designed. It must be stressed that these models are limited in that they do not account for all the institutional system approaches practiced in the countries of the region.

These prototype models were selected on the basis of two major criteria. The first is the overall strategy of the Project, which placed an emphasis on intermediate-level decision makers and on policies to support small-scale farmers. The second was that they target problems or programs holding high priority for the countries, in support of the work of national institutions.

These prototype models address the following areas of the guidance task:

- i. Definition and implementation of agricultural policies in the sectoral context.

Emphasis is placed on characteristics of the tasks of analysis, advisory services and decision-making that go into the negotiated definition of agrarian policy and preparation for carrying it out effectively.

TABLE No. 2

BASIC FUNCTIONS OF THE GUIDANCE TASK AND CRITERIA OF EFFECTIVENESS

Describe and Interpret the Problem:

- Description and ongoing interpretation of changes, trends and prospects in agricultural* conditions at different stages of this level of operation**.
- The key actors*** share a common, up-to-date vision of the agricultural, economic, social and political conditions of this level.

Interpret and Prompt Higher-Level Decisions:

- Identification and ongoing interpretation of policies (decisions made at this or higher levels) provide a framework for making decisions at this level.
Also includes inducing or prompting changes in these decisions or in complementary decisions made at higher levels, as social, political, agricultural and economic changes in the conditions of this level introduce new needs.
- The key actors share an up-to-date understanding of policies (decisions made at this or higher levels) that shape their actions.
- The key actors provide advisory services to higher levels during the decision making process.

Specify and Adapt Results and Strategies:

- Identification and definition of the desired results, strategies needed to attain them, and external factors affecting goal achievement; on-going adaptation of these goals to the different stages of this level.
- The key actors share a perception of the desired results (presented as general, specific and intermediate objectives) and the strategies needed to attain them.

Define, Activate and Adapt Actions for Change:

- Definition, activation, and on-going adaptation of action for change, such as activities, resources, work methods, and the responsibilities of the principal public and private agents working at different stages of this level.
- The key actors share and work together in carrying out realistic work programs.
- The key actors are aware of the necessity for actions always to be pertinent and appropriate to desired results, and keep the entire team committed to achieving these results.

* As seen from economic, technical, social and political points of view.

** The term "level of operation" refers to the social and political context in which guidance takes place. This domain includes the contributions of various key actors working to transform agricultural conditions. A given level of operation may correspond to such diverse spheres as the entire agricultural sector, regions, programs, projects, ministries of agriculture or agricultural institutions.

*** Key actors are individuals and public and private groups involved in guidance tasks at different stages of each level. They are usually political authorities, farmers, campesinos, business interest and wage earners, to the degree that they make up pressure groups working to achieve development goals.

ii. Management of development programs and projects.

Emphasis is placed on mobilizing efforts and resources efficiently and expeditiously, viewing programs and projects as agrarian policy tools.

iii. Operation of decentralized systems for providing farmer services in a coordinated fashion.

Emphasis is placed on plans for regionalization and decentralization of the public agricultural sector, geared toward the coordinated implementation of agrarian policy and keeping sectoral decisions compatible with local needs and potentials.

- INSTRUMENTS AND TECHNIQUES -

Project results exceeded the prototype models in terms of the scope of application and use for adapting and adopting techniques and instruments for the tasks of analysis, advisory services and decision-making.

The Project focused its cooperation on selected spheres of the agricultural sector. As a result, the techniques and instruments applied and evaluated in specific situations were gradually adapted. A wide spectrum of techniques and instruments thus became available, which were flexible enough for use at various levels of the sector.

The techniques were adapted from different fields of the social sciences, especially planning, management, education and social psychology. These techniques are useful in performing such activities as:

- Description and interpretation of problems.
- Assessment of the capability and past success of institutional systems for defining, implementing and readjusting policies.
- Development of basic guidelines for agriculture.
- Strategies for agricultural policy implementation.
- Preparation of development plans and programs.
- Identification of projects as instruments of policy implementation.
- Preparation of operating plans and programs.
- Design and operation of mechanisms for inter-institutional coordination.
- Program and project management.
- Resource acquisition.
- Design and operation of systems for follow-up and evaluation of achievements and of their impact.

The instruments developed and adapted in the countries varied considerably among the different situations and environments, depending on the particular characteristics of the country and the atmosphere surrounding the work. The section on results of the work in the five selected countries discusses the different guidance tools developed or adapted by the Project.

OPERATION OF THE DISSEMINATION AND EXCHANGE NETWORK

The Project's activities in information dissemination and exchange were oriented, until 1981, toward developing a foundation for publicizing the results of its work in Colombia and IICA's experience with the Agricultural Planning and Policy Analysis Project (PROPLAN/AP) and the Project Management Program.

These initial activities established channels for information exchange with the following organizations sharing the Project's goals: the Management Institute's Working Group on Population and Social Development, headquartered in Manila, the Central American Institute for Business Administration (Instituto Centroamericano de Administración de Empresas, INCAE), with campuses in Nicaragua and Costa Rica, the Training and Technical Assistance Division of the United States Department of Agriculture (USDA), the Institute of Cultural Affairs, headquartered in Chicago, Illinois, and the Development Program Management Center (DPMC), USDA, Washington D.C.

Two important results were produced by these early efforts for information exchange with other organizations. First, planning and management for rural development was selected as the topic for technical discussions at the Twenty-fifth Meeting of IICA's Technical Advisory Council. The meeting was held in Mexico in 1980, and two renowned professionals linked to PROPLAN's network were guest speakers at the round table discussions with high-level Directors from the agricultural sectors of 25 Latin American and Caribbean countries.

The second important result was a comparative analysis of the different approaches to planning and management for rural development used by IICA/-PROPLAN and USDA/DPMC in their technical cooperation. For this purpose, PROPLAN held its First Information Exchange Seminar, attended by national specialists from four countries as well as technical staff from PROPLAN and DPMC. PROPLAN presented its experience in Colombia, and DPMC its experience in Jamaica as concrete examples of how the different approaches operated.

The result of discussions and analysis with national specialists during the seminar was the identification of high-priority areas where national institutions required technical cooperation to maximize the effectiveness of sectoral management. This input was essential in selecting the Project's high-priority subject areas.

The PROPLAN network took on a new dimension in 1982 with the creation of IICA's Program IX, Planning and Management for Agricultural Development and Rural Well-being as a focus of Institute action. Two fields of action were selected for the network, based on this decision.

The first field was internal; the Project's approach and results were analyzed and discussed in the Institute as information became available on Program IX projects for cooperation implemented in the countries. The Project's major impact in this area was that many of the concepts and methods it had developed were incorporated into the operational framework of Program IX.

The participation of the Project's technical group in more than 10 training activities in 8 Member States, supported by Program IX, provided an opportunity for 200 managers, professionals and specialists from the countries to receive information on the theoretical and practical features of the Project's approach and experience.

The network's second field of action was external: it encompassed the Project's relations with technical groups and national and international institutions providing technical cooperation and training in development planning and management.

Several major results were achieved in this field. The work of the Project was incorporated into activities for cooperation and training in these institutions. Moreover, the effective guidance approach was presented in various international gatherings.

The main purpose of establishing information exchange between the Project and these entities was to facilitate joint activities or cooperation in actions for assistance to the countries.

The First Seminar for Information Exchange provided an opportunity for the Project to reach an agreement to work with USDA/DPMC in preparing a paper for joint presentation at the Forty-fourth Annual Conference of the American Society for Public Administration, held in April 1983 in New York.

One outcome of Project participation in the conference was the establishment of relations with the International Development Management Center (IDMC) of the University of Maryland and the United States National Association of Schools of Public Affairs and Administration (NASPAA).

Through PROPLAN, IICA was invited in 1982 to attend the Technical Commission for the Analysis of Multinational Graduate Courses in the field of agricultural development offered by the Inter-American School of Public Management of the Getulio Vargas Foundation (EIAP/EGV) of Brazil. The Project's participation on this commission led to a strong working relationship with the Foundation, which took different forms.

The first was that specialists from the Project's central groups were invited to serve as guest professors to teach four multinational courses on management of agricultural development programs and projects. An estimated 80 professionals holding key posts in institutions in 16 Latin American countries were trained in the theoretical and practical aspects of agricultural development planning and management of programs/projects developed through PROPLAN/A.

The second facet of cooperation was that EIAP/FGV participated in the Project's Second Seminar for Information Exchange, which focused on the role of training as an essential instrument for technical cooperation. The seminar was held in the Dominican Republic and by invitation of the Higher Institute of Agriculture (Instituto Superior de Agricultura, ISA), which at that time was creating the Center for the Administration of Rural Development (Centro de Administración para el Desarrollo Rural, CADR), with financial support from the W.K. Kellogg Foundation.

INCAE was also invited to attend this event. The seminar provided an opportunity for analysis and discussion of the approaches and training methods employed by each entity, and this led to mutual enrichment and strengthened ties of cooperation.

The working relations developed between ISA and IICA made it possible to hold a national seminar on the role of the government in rural and agricultural development. This event was held in August 1983, with the additional support of the Secretariat of State for Agriculture and the Rural Studies Foundation (Fundación de Estudios Rurales, FUDER), both of the Dominican Republic. It was attended by over 100 persons, including high-level government officials, representatives from private foundations, farmers and community political leaders.

The seminar examined existing policies for agricultural and rural development, styles of organizing the public sector and the participation of selected groups in policy implementation. A case study, prepared with the assistance of INCAE was presented on the approach and results of the Project's cooperation with SEA in the central region of the Dominican Republic. The results of this important event were widely disseminated in the country and served as the basis for readjusting important aspects of rural development policy.

As the use of microcomputers in Latin American countries became increasingly widespread, the Third PROPLAN Seminar for Information Exchange focused on the outlook for microcomputers in the agricultural sector. The IDMC of the University of Maryland continued to maintain contact with the Project and eventually assisted in the preparation of materials on the use of microcomputers in guidance tasks.

Other organizations invited to attend the seminar included the Central American Institute for Public Administration (Instituto Centroamericano de Administración Pública, ICAP), headquartered in Costa Rica, and IICA's Investment Projects Center (CEPI) and Inter-American Agricultural Documentation and Information Center (CIDIA). This seminar produced support material useful in publicizing the importance, limitations and need for adapting this technology to the tasks of guidance for agricultural development and rural well-being.

Relations with the national and international entities mentioned above, based on information exchange and mutual support, have taken place in the framework of the network's external operations. The network has also been successful in disseminating the approaches and results achieved by Project support for other IICA units.

These results have been achieved primarily by having the Project's technical group participate in multinational training activities promoted by IICA through its offices in the countries, the Investment Projects Center (CEPI) and the Program IX Multinational Project for the Caribbean.

These activities used documentation and lectures to familiarize over 200 individuals, including managers, professionals and specialists from the agricultural sector of the countries in Latin America and the Caribbean, with the technical and practical features of the Project's work.

The most significant of these events were: i) courses on project preparation and evaluation, held in Costa Rica for Latin American specialists and organized by CEPI and the World Bank's Economic Development Institute (EDI); ii) seminars for agricultural sector managers from the Caribbean countries, organized by IICA and agencies for cooperation and financing. Examples were the seminar held in Caracas in 1982 with Simon Bolivar University and the Ministry of External Relations in Venezuela, and the seminars in Grenada (1982), Dominica (1982) and Saint Lucia (1982), with the Caribbean Development Bank (CDB); iii) courses on project formulation and management for agricultural specialists from the Central American countries, held in Costa Rica and organized by the Regional Unit for Technical Assistance (RUTA), a joint IICA/UNDP/IBRD unit.

The last activity of the network under the IICA/W.K. Kellogg Foundation agreement was the Fourth PROPLAN Seminar for Information Exchange, held from July 22 to 24, 1986. The central topic at the Seminar was "Guidance of Agricultural and Rural Development in the Context of the Present Crisis." The seminar was attended by 30 specialists renowned for their experience in different agricultural and rural development fields. Most were members of institutions with which the Project had maintained close ties through the operation of the network.

The seminar agenda is presented in **Table 3**.

TABLE No. 3

**MULTINATIONAL PROJECT ON PLANNING AND MANAGEMENT FOR
AGRICULTURAL AND RURAL DEVELOPMENT IN LATIN AMERICA
AND THE CARIBBEAN
—PROPLAN—**

FOURTH IICA/PROPLAN EXCHANGE SEMINAR

July 22-24, 1986

TOPIC

**GUIDANCE OF THE AGRICULTURAL DEVELOPMENT PROCESS IN THE
CONTEXT OF THE PRESENT CRISIS**

PURPOSES

- Identify and describe the role that the government should play in the present crisis situation, for effective guidance of the agricultural development process.
- Identify and describe the high-priority topics and approaches for technical cooperation with countries in the fields of planning and management of agricultural policies, that will contribute to overcoming the crisis faced by the countries.

POINTS OF DISCUSSION

1. Implications of the present crisis for the role of the government in guidance of the agricultural development process.
2. The role of planning in defining and implementing agricultural policy in view of the uncertainty that characterizes guidances of agricultural development.
3. The role of management of externally funded agricultural development programs and projects, in the administration of agricultural policy under crisis conditions.
4. The role of regionalization and decentralization programs in coordinated implementation of agricultural policy.
5. High-priority topics and approaches for cooperation with the countries in the fields of planning and management of agricultural policies, that will contribute to overcoming the present crisis in the countries.

PARTICIPANTS

1. Authorities and officials of IICA member countries.
2. Officials of international organizations involved in cooperation and funding of the agricultural sector.
3. IICA staff members engaged in PROPLAN multinational technical cooperation.
4. Other renowned professionals in the fields of planning and management of agricultural policy and program and project management.

NOTES

1. The former Line of Action VII "Formulation and Administration of Agrarian Policy" was in effect from 1970 to 1982. During this time, there were two clearly discernible stages with different priorities which coincided with the General Plan (1971-80) and the Medium Term Indicative Plan (1978-1982).
2. The document PROPLAN-46 "Problems and Challenge for Effective Guidance of the Process of Agricultural and Rural Development in Latin America and the Caribbean", contains a detailed analysis of the major problems facing the process of agricultural and rural development. This document was prepared by IICA/PROPLAN for presentation at the Fourth Exchange Seminar, which was organized by the Project as part of its Dissemination and Exchange Network.
3. As indicated in the introduction, there were two multinational projects under the name PROPLAN: "Planning and Management for Rural Development in Latin America and the Caribbean (PROPLAN/A)" and "Agricultural Planning and Policy Analysis (PROPLAN/AP)." Beginning in 1987, a third PROPLAN Multinational Project will be put into operation: "Strengthening Institutional Systems for Planning and Implementing Agricultural Policies."
4. The Dissemination and Exchange Network is considered separately, as it was to be operated alongside cooperation action, and supplementary to it.
5. The Colombian Agricultural Institute (ICA) is a decentralized public entity assigned to the Ministry of Agriculture in Colombia. ICA's coverage is nationwide, and it operates through its Divisions and National Programs, Regional Directorates, and local agencies at the district level. Its most important responsibilities include agricultural research activities in the country and extension services for small producers. Other responsibilities include production and quality control of agricultural inputs, the implementation of animal health and plant protection programs, and the supervision and control of technical assistance from the private sector.
6. The Hydrometeorological and Land Improvement Institute (HIMAT) is a decentralized public entity assigned to the Ministry of Agriculture in Colombia. Its major responsibility is the nationwide implementation of land improvement and hydrometeorology programs. This program is directed at an estimated 21,000 producers located on an area of 340,000 hectares, which comprise 23 irrigation and drainage districts in the different zones in the country. These districts encompass other sectoral entities working to provide integrated services to the farmer, under the supervision of HIMAT.
7. The National Program for Integrated Rural Development (DRI) in Colombia was conceived in 1975 as one of the basic instruments of the National Food and Nutrition Plan (PAN). Its purpose was to increase food production in the sector using traditional methods of agriculture. The implementation of the DRI program is supervised by the National Department of Planning, which operates through DRI's General Directorate. The Program consists of

production, social and infrastructure components whose implementation involves 15 public institutions. DRI operates nationwide through Departmental, Municipal, and "Vereda" (Neighborhood) Committees, which are comprised of the beneficiaries. In 1985, DRI covered an estimated 3,000 "veredas" in 17 Departments in an area of 800,000 hectares, which was inhabited by 157,000 small farm families.

8. The Program to Increase Agricultural Productivity (PIPA) in Costa Rica is working to increase the productivity and profitability of 38,000 small-and medium-scale farmers dedicated to food crops and milk production. PIPA, under the auspices of the Ministry of Agriculture and Livestock (MAG), has nation-wide coverage and operates through the regional structures and extension agencies of that Ministry. An IDB loan provides 33% of PIPA's resources (38 million dollars), and the balance was provided by the government. PIPA has five components: agricultural research, technology transfer, import and distribution of inputs, seed production and distribution, and the creation of a basic farmer support services. Because of its economic content, range and level of priority, PIPA is MAG's principal agricultural development program in the country.

9. The purpose of the Region VI-Jutiapa Program of the Public Agricultural and Food Sector (SPADA) in Guatemala was to increase overall agricultural production through the creation, amplification or diversification of agricultural enterprises in the region. This was done through actions in three areas: agricultural productivity, conservation and natural resources management, and farmer participation in guiding agricultural development. The following SPADA institutions were operating in Region VI: The General Directorate of Agricultural Services (DIGESA), the General Directorate for Livestock Services (DIGESEPE), the Agricultural Development Bank (FANDESA), the Institute for Agricultural Sciences and Technology (ICTA), the National Forestry Institute (INAFOR), the Institute for Agricultural Marketing (INDECA) and the Institute for Agricultural Change (INTA). Each of these institutions maintained a regional office and a regional director who was a member of the Regional Council for Agricultural Development (COREDA), which was responsible for guiding the process of development. SPADA provided the following services to farmers in the region: agriculture and livestock research, support for animal health and production, crop credit, timberwood reforestation, fuelwood reforestation, and the buying and selling of basic grains at set prices. PROPLAN/A's action in the region improves current methods for technical assistance to an estimated 1000 small producers.

10. The State Secretariat of Agriculture's principal functions included extension and training services, the implementation of a marketing program for products, inputs and consumer goods (CENSERI), and the implementation of high-priority sectoral projects for agricultural development. Most of SEA's actions to provide services to farmers were conducted through its regional, zonal and subzonal agricultural structures.

11. The Small Farmer Development Project (FIDA II) was funded by the government and by a 12 million dollar grant from the International Fund for Agricultural Development (IFAD). Its purpose was to improve the income levels and health standards of low-income rural dwellers in the area. The area in question is located within SEA's Central Region and includes the Monte Plata Province and part of the coastal zone. The project affects an estimated 9,000 farmers with holdings smaller than 6 hectares, and 400 fishing families. FIDA II focuses on the following six priority areas: agricultural extension, the CENSERI marketing program, credit, fishing, rural roads and rural clinics. The project is managed by a committee presided over by the Director of SEA's Central Region. Committee members include persons from the Agricultural Bank and the Secretariat for Health and Public Works.
12. The National Program for the Integrated Development of Rural Areas (ARDI) was created in 1980 by the government of Venezuela for the purpose of improving the social, economic, and technical standards of rural dwellers and their community. ARDI's strategy is based on the coordination of activities and investments by national, public and state entities for integrated development in geographically determined areas. The Rio Aroa Valley Region was the first of these areas, encompassing 300,000 hectares, most of which were located in the State of Yaracuy, with some in the State of Falcon. The Directorate of ARDI/AROA was presided by the Governor of the State of Yaracuy. Its components were agricultural and agroindustrial production, and the laying of groundwork for road, school and health center construction. In the agricultural area, the components were extension services, credit, input supplies, resource conservation and organization of land holdings. Fifteen national and state institutions linked to agricultural activities in the area were involved in this process.
13. The first section of this document entitled "The Problem" lists the six narrow views that limited the interpretation of the guidance process.
14. Some of these are the result of the important process of democratization experienced in the region in the past few years. Because of the present crisis, the process is facing serious social problems, with international repercussions. Most of these problems stem from the repressed needs of the population and real reductions in the standard of living caused by the economic measures adopted.
15. Effective guidance of the development process refers to decisions and actions that continuously and intentionally mobilize efforts and resources that guide and transform the social, agroeconomic and political character of the sector. This mobilization is based on combined actions and commitments by persons and key public and private groups during times of conflict.

Effective guidance requires a deliberate effort to be made by those responsible; an active and ongoing social dialogue must exist that will permit the resolution of conflicts through shared actions, compromises and commitments by the key actors pinpointed in a specific area of the sector.

The analysis, advisory services, and decision-making tasks developed to define, implement, and modify policies make up the basic components of the guidance process. A more detailed analysis of effective guidance is available in several publications of the PROPLAN Document Series "Towards Effective Guidance of the Process of Agricultural and Rural Development in Latin America and the Caribbean."

16. Key actors are defined as individuals and public and private groups involved in guidance tasks at every level. They are usually political authorities, specialists, farmers, campesinos, business interests and wage earners, to the degree that they make up pressure groups working to achieve development goals.



ANNEX

**DOCUMENTS PREPARED THROUGH PROJECT ON
MANAGEMENT FOR RURAL DEVELOPMENT IN LATIN AMERICA**

- PROPLAN -

- A. PROPLAN DOCUMENTS PUBLISHED IN IICA OFFICIAL PUBLICATIONS SERIES.
- B. LIST OF PROPLAN INTERNAL DOCUMENTS (DIP's) CLASSIFIED BY TOPIC.
- C. DOCUMENTS RELEVANT TO TECHNICAL COOPERATION ACTION OF COUNTRY-COMPONENTS OF PROPLAN/A PROJECT.

A. PROPLAN DOCUMENTS PUBLISHED IN IICA OFFICIAL PUBLICATION SERIES

1. MARCO CONCEPTUAL DEL PROCESO DE PLANIFICACION AGRARIA EN AMERICA LATINA Y EL CARIBE: una visión integral de los procesos de análisis de políticas y de toma de decisiones en el sector agrario. Miscellaneous Publications No. 339. San José, Costa Rica. 1978. (English version exists).
2. ANALISIS DEL FUNCIONAMIENTO DE LAS UNIDADES DE PLANIFICACION SECTORIAL EN EL PROCESO DE PLANIFICACION AGRARIA EN AMERICA LATINA Y EL CARIBE: su participación en el proceso de análisis de políticas y de toma de decisiones en el sector agrario. Miscellaneous Publications No. 340. San José, Costa Rica. 1979. (English version exists).
3. EL PROCESO DE ANALISIS DE POLITICAS EN EL SECTOR AGROPECUARIO DE COSTA RICA. Miscellaneous Publications No. 341. San José, Costa Rica. 1979.
4. EL SISTEMA DE PLANIFICACION AGRARIA EN BOLIVIA. Miscellaneous Publications No. 342. San José, Costa Rica. 1979.
5. LA ETAPA DE FORMULACION DEL PROCESO DE PLANIFICACION AGRICOLA EN VENEZUELA. Miscellaneous Publications No. 343. San José, Costa Rica. 1979.
6. LA ETAPA DE INSTRUMENTACION DE LA EJECUCION DEL PROCESO DE PLANIFICACION AGRICOLA EN HONDURAS. Miscellaneous Publications No. 344. San José, Costa Rica. 1979.
7. LA ETAPA DE CONTROL DEL PROCESO DE PLANIFICACION AGRARIA EN EL PERU. Miscellaneous Publications No. 345. San José, Costa Rica. 1979.
8. SEMINARIO REGIONAL SOBRE PLANIFICACION AGRICOLA Y ANALISIS DE POLITICAS EN AMERICA LATINA Y EL CARIBE: Zona Norte. Papers, Conclusions, Results and Recommendations from Technical Events No. 259. San José, Costa Rica. 1979.
9. SEMINARIO REGIONAL SOBRE PLANIFICACION AGRARIA Y ANALISIS DE POLITICAS EN AMERICA LATINA Y EL CARIBE ZONA ANDINA Y ZONA SUR. Papers, Conclusions, Results and Recommendations from Technical Events No. 303. Lima, Perú. 1979.
10. REGIONAL SEMINAR ON AGRICULTURAL PLANNING AND POLICY ANALYSIS IN LATIN AMERICA AND THE CARIBBEAN -Antillean Zone, Kingston, Jamaica. Papers, Conclusions, Results and Recommendations from Technical Events No. 260. 1979.

11. LA ETAPA DE INSTRUMENTACION DE LA EJECUCION DEL PROCESO DE PLANIFICACION AGRARIA EN PERU. Miscellaneous Publications No. 346. San José, Costa Rica. 1979.
12. WORKSHOP ON AGRICULTURAL PLANNING AND POLICY ANALYSIS. Papers, Conclusions, Results and Recommendations from Technical Events No. 261. Georgetown, Guyana. 1979.
13. ON THE CHOISE OF OPTIMAL AGRICULTURAL POLICIES. Papers, Conclusions, Results and Recommendations from Technical Events No. 347 San José, Costa Rica. 1980.
14. EL PROCESO DE PLANIFICACION OPERATIVA AGRARIA EN PERU. Miscellaneous Publications No. 348. San José, Costa Rica. 1980.
15. EL PROCESO DE PLANIFICACION OPERATIVA AGROPECUARIA EN CHILE. Miscellaneous Publications No. 349. San José, Costa Rica. 1980.
16. EL PROCESO DE PLANIFICACION OPERATIVA. Miscellaneous Publications No. 350. San José, Costa Rica. 1981.
17. PLANIFICACION Y ADMINISTRACION PARA EL DESARROLLO RURAL: el enfoque de PROPLAN/A y sus experiencias en Colombia. Papers, Conclusions, Results and Recommendation from Technical Events No. 258. San José, Costa Rica. 1981. (English version exists).
18. FORTALECIMIENTO INSTITUCIONAL EN PLANIFICACION Y ADMINISTRACION PARA EL DESARROLLO RURAL: memoria del Seminario IICA-PROPLAN/USDA-DPMC. Papers, Conclusions, Results and Recommendations from Technical Events No. 257. San José, Costa Rica. 1981. (English version exists).
19. NECESIDAD DE UN ENFOQUE INTEGRADO SOBRE LA CONDUCCION DEL DESARROLLO AGRICOLA Y RURAL: posiciones convergentes. Miscellaneous Publications No. 400. San José, Costa Rica. 1981. (Ver Mesa Redonda del Consejo Técnico consultivo Vigésima Quinta Reunión, México, set., 1980).
20. A GUIDE TO INFORMATION AND POLICY ANALYSIS FOR AGRICULTURAL DECISION-MAKING IN LATIN AMERICA AND THE CARIBBEAN. Miscellaneous Publications No. 401. San José, Costa Rica. 1981.

CONSIDERACIONES SOBRE LA INFORMACION PARA EL ANALISIS DE POLITICAS EN EL PROCESO DE PLANIFICACION AGROPECUARIA. (Selection of five chapters from the "Guide").

21. UN ENFOQUE SOBRE LA CONDUCCION DEL PROCESO DE PLANIFICACION-EJECUCION DE LAS POLITICAS PARA EL DESARROLLO AGRICOLA Y EL BIENESTAR RURAL. (Offprint of Chapter III, PROPLAN Document 17). Papers, Conclusions, Results and Recommendations from Technical Events No. 399. San José, Costa Rica. 1981.
22. MANUALS FOR POLICY ANALYSIS. On the use of general equilibrium models in agricultural policy analysis. Miscellaneous Publications No. 402. San José, Costa Rica. 1981.
23. ANNOTATED BIBLIOGRAPHY AND UTILIZATION OF SYSTEM SIMULATION MODELS FOR AGRICULTURAL POLICY ANALYSIS. Miscellaneous Publications No. 420. San José, Costa Rica. 1981.
24. CONSIDERACIONES SOBRE EVALUACION DE IMPACTO DE UN PROYECTO DE DESARROLLO RURAL: El caso del PPA-II de República Dominicana. Miscellaneous Publications No. 404. San José, Costa Rica. 1981.
25. UNA VISION GLOBAL DEL PROCESO DE ANALISIS DE POLITICAS PARA LA CONDUCCION DEL DESARROLLO AGRICOLA Y RURAL. Miscellaneous Publications No. 405. San José, Costa Rica. 1982.
26. ANNOTATED BIBLIOGRAPHY ON PRICE, TRADE AND MARKET STABILIZATION PROCESS FOR AGRICULTURE AND RURAL DEVELOPMENT POLICIES. Miscellaneous Publications No. 421. San José, Costa Rica. 1982.
27. IDENTIFICACION DE PROYECTOS EN EL PROCESO DE PLANIFICACION-EJECUCION DE POLITICAS PARA EL DESARROLLO AGROPECUARIO Y RURAL. Miscellaneous Publications No. 407. San José, Costa Rica. 1982. (English version exists)
28. GUIA PARA EL ESTUDIO Y DISEÑO DEL SISTEMA SECTORIAL DE PROYECTOS. Miscellaneous Publications No. 408. San José, Costa Rica. 1982. (Collection of articles, Paredes)
29. LA DIMENSION OPERATIVA DEL PROCESO DE PLANIFICACION-EJECUCION. Miscellaneous Publications No. 409. San José, Costa Rica. 1982.
30. LOS COMPONENTES CENTRALES DE LA CONDUCCION DEL DESARROLLO AGRICOLA Y RURAL EN EL NIVEL REGIONAL. Miscellaneous Publications No. 410. San José, Costa Rica. 1982.
31. NOTAS SOBRE LA PROBLEMÁTICA DE LA CONDUCCION DEL DESARROLLO AGRICOLA Y RURAL. Miscellaneous Publications No. 411. San José, Costa Rica. 1982.
32. LINEAMIENTOS GENERALES PARA EL ANALISIS DE LA FUNCION DE SEGUIMIENTO Y EVALUACION. Miscellaneous Publications No. 412. San José, Costa Rica. 1982.

33. MANUAL PARA LA PREPARACION DEL MARCO ORIENTADOR DEL DESARROLLO RURAL EN EL NIVEL MICROREGIONAL. Miscellaneous Publications No. 413. San José, Costa Rica. 1982.
34. PLANIFICACION Y ADMINISTRACION PARA EL DESARROLLO RURAL: la capacitación como elemento esencial de la cooperación técnica. (Report made by IICA-PROPLAN in Exchange Seminar II). Separata del Documento PROPLAN 38. Papers, Conclusions, Results and Recommendations from Technical Events No. 304. San José, Costa Rica. 1983.
35. EL PROCESO DE ANALISIS DE POLITICAS PARA LAS DECISIONES DE ORIENTACION: el marco orientador. Miscellaneous Publications No. 414. San José, Costa Rica. 1983.
36. EL MANEJO DE PROGRAMAS Y PROYECTOS EN EL CONTEXTO DE LA CONDUCCION DEL DESARROLLO AGRICOLA Y RURAL. Miscellaneous Publications No. 415. San José, Costa Rica. 1983. (Published as first preliminary version).
37. EL PROCESO DE ANALISIS DE POLITICAS PARA LAS DECISIONES OPERATIVAS. Miscellaneous Publications No. 448. San José, Costa Rica. 1983.
38. MEMORIA DEL SEGUNDO SEMINARIO DE INTERCAMBIO. PLANIFICACION Y ADMINISTRACION PARA EL DESARROLLO RURAL: la capacitación como elemento esencial de la cooperación técnica. Papers, Conclusions, Results and Recommendations from Technical Events No. 320. San José, Costa Rica. 1983.
39. MEMORIA DEL CURSO SOBRE ASESORAMIENTO PARA LA TOMA DE DECISIONES EN EL SECTOR PUBLICO AGROPECUARIO. (Final Report, Volumes I y II). Papers, Conclusions, Results and Recommendations from Technical Events No. 329. San José, Costa Rica. 1983.
40. SEMINARIO-TALLER SOBRE EL PAPEL DEL PLANIFICADOR EN LA CONDUCCION DEL DESARROLLO AGROPECUARIO Y RURAL-REGIONAL. (Final Report). Papers, Conclusions, Results and Recommendations from Technical Events No. 330. Cochabamba, Bolivia. 1983.
41. MANUALS FOR POLICY ANALYSIS: PRICE AND MARKET-INTERVENTION POLICIES. Miscellaneous Publications No. 427. 1983.
42. MICROCOMPUTERS AND AGRICULTURAL ORGANIZATIONS: MANAGEMENT APPLICATIONS IN DEVELOPING COUNTRIES. Miscellaneous Publications No. 486. San José, Costa Rica. 1984. (Spanish version exists).

43. ELEMENTOS PARA UN MARCO CONCEPTUAL DEL MANEJO DE PROGRAMAS Y PROYECTOS DE DESARROLLO AGRICOLA Y RURAL. Miscellaneous Publications No. 525. San José, Costa Rica. 1984.
44. UNA DECISION... TOMADA. Audiovisual y Guión. Julio, 1985.
45. LA DECISION. Audiovisual y Guión. Julio, 1985.
46. PROBLEMATICA Y RETO PARA UNA CONDUCCION EFECTIVA DEL DESARROLLO AGRICOLA Y RURAL EN LA ACTUAL SITUACION DE CRISIS EN AMERICA LATINA Y EL CARIBE. P. Lizardo de las Casas. Julio 1986.
47. RESULTADOS DEL IV SEMINARIO DE INTERCAMBIO LA CONDUCCION DEL DESARROLLO AGRICOLA Y RURAL EN LA CRISIS ACTUAL. Julio, 1986.

B. LIST OF PROPLAN INTERNAL DOCUMENTS -DIP's-* CLASSIFIED BY TOPIC

B.1. Documents Dealing with Conceptual Aspects, Methodologies, Management Tools and Case Analysis

7. Proceso de Planificación Operativa Anual. Marco de Referencia para Estudios de Caso. February, 1980.
17. Los Proyectos en el Proceso de Planificación-Ejecución de Políticas para el Desarrollo Agrícola y Rural. November, 1982.
20. Guía para el Análisis de Sistemas de Planificación Agropecuarios. September, 1981.
21. Orientaciones para Conducir Talleres para el Análisis de Sistemas de Planificación Agropecuarios. September, 1981.

* The Title PROPLAN INTERNAL DOCUMENT (DIP) refers mainly to versions, subject to revision, of works prepared with PROPLAN Projects on conceptual aspects and methodologies, and of documentation of experience, supplementary didactic material for training activities, and information for dissemination purposes.

In case it is considered advisable and relevant to IICA's purposes and the projects objectives, DIP's may be used as official Institute publications under the title PROPLAN DOCUMENT, with its corresponding code number within the official series of IICA publications.

To the left of each document title is its DIP number.

27. Marco Conceptual del Sistema Sectorial de Proyectos. January, 1981.
36. El Proceso de Planificación-Ejecución del Desarrollo Rural a Nivel Micro-Regional. July, 1981.
40. Marco de Acción para el Análisis de la Situación Actual en un Distrito DRI Mediante el Uso de la Red de Pertinencia.
43. Metodología para la Exploración y Selección de Zonas para la Acción del Proyecto SEAPLAN/IICA de República Dominicana. 1981.
46. Orientaciones Generales para el Desarrollo de Estudios sobre las Relaciones entre el Sector Público y los Sectores Sociales del Ambito Rural. June, 1981.
48. Metodología para la Preparación de Diagnósticos Organizativos en Torno a las Interrelaciones Institucionales dentro de cada Programa del Sector Público Agropecuario. (A. Salinas - E. Theinhardt). September, 1981.
49. Lineamientos Metodológicos Básicos para Analizar Sistemas de Información Orientados al Seguimiento y Evaluación de Acciones Específicas del Sector Público Agropecuario. (A. Salinas). September, 1981.
51. El Proceso de Planificación Operativa en el Nivel Regional. 1981.
55. Project Identification within the Planning-implementation Process for Agriculture and Rural Development (Document prepared by P. Lizardo de las Casas and Hugo Fernández for the St. Lucia Seminar). December, 1981. (It was integrated with DIP-54 and 55 and published as PROPLAN Document 27.)
- 55.A. Notes on IICA's Approach to Project Identification. (L. de las Casas). December, 1981. (It was integrated with DIP-54 and 55 and published as PROPLAN Document 27).
59. Diagnóstico Microregional: Orientaciones para su Utilización en la Programación del Desarrollo Rural Microregional. 1981.
60. Relaciones entre el Sector Público y la Población Rural para el Fortalecimiento de su Participación en el Proceso de Planificación-Ejecución de la Política de Desarrollo Rural.
61. Consideraciones Metodológicas sobre Evaluación de Realizaciones e Impacto de Programas y Proyectos.
62. Metodología para la Preparación del Marco Orientador en Programas de Desarrollo Rural Integrado a Nivel Microregional. Bogotá, march, 1982.

65. Some notes on the Doctrinary Framework: General instructions for the preparation of a basic document clarifying the doctrinal position on the government.
67. El Proceso de Análisis de Políticas en el Marco del Proceso de Planificación Agropecuario. (M. Buxedas). October, 1981.
73. Base Cuantitativa para el Análisis de Políticas. (Operacionalización del Marco Teórico a Nivel del Marco Doctrinario).
77. Categorías Centrales e Hipótesis Principales en el Proceso de Análisis de Políticas.
78. La Comunicación Educativa en la Cooperación Técnica de los Proyectos PROPLAN.
80. Propuesta para un Sistema de Seguimiento de Ejecución y Evaluación de Efectos/Impactos del ARDI/AROA. December, 1982.
82. Notas sobre Priorización de Proyectos. March, 1983.
89. Contribución a la Explicitación de Algunos Aspectos del Marco Conceptual del Enfoque de los Proyectos PROPLAN. (J.L. Parisí) Mayo, 1983.
90. Un Sistema Nacional Integrado de Previsión y Acción Económica y Social. (J. Ishizawa). May, 1983.
92. Caracterización de la Coordinación Institucional en el Proyecto (ARDI)-AROA. (E. Theinhardt - D. Katzer). October, 1982.
93. Experiencias de la Aplicación de una Concepción de Programación Dinámica para la Coordinación Institucional en el Proyecto ARDI-AROA.
94. El Enfoque Grupal y la Articulación de Roles en la Conducción del Proceso de Desarrollo Agrícola y Rural. (J. L. Parisí) June, 1983.
95. Metodología para la Preparación del Resumen Operativo Gerencial (ROG). February, 1984.
97. Guía para la Elaboración del Plan de Implementación. September, 1984.
99. Consideraciones sobre la Coordinación como Calidad del Proceso de Desarrollo. (J.L. Parisí) October, 1983.
121. Consideraciones sobre el Trabajo con Grupos Operativos en el Manejo de Programas (E. Sacayón). August, 1984.

122. Notas sobre Programación (Tomado del Fascículo 5 de la Guía de Manejo de Proyectos publicado por el IICA en 1979). September, 1984.
132. Caracterización de la Conducción del Proceso de Desarrollo Agropecuario en la Región del Pacífico Sur de Costa Rica. (R. Guillén). November, 1984.
134. Problemática de la Evolución de la Planificación y Administración del Desarrollo Agrícola y Rural en América Latina y el Caribe. (J. Meoño). December, 1984.
136. Metodología para la Caracterización de la Conducción de Desarrollo Agrícola y Rural. (Taller del Curso Multinacional PROPLAN de 1984). October, 1984.
147. Notas sobre la Concepción Operativa de Grupos. 1985.
148. Hacia una Conducción Efectiva del Desarrollo Agrícola y Rural: La Tarea de Conducción en una Región Agropecuaria de Guatemala. Volume III. June, 1986.
149. Hacia una Conducción Efectiva del Desarrollo Agrícola y Rural: El Manejo de un Programa Nacional de Desarrollo Agrícola para Pequeños y Medianos Agricultores en Costa Rica. Volume IV. June, 1986.
150. Hacia una Conducción Efectiva del Desarrollo Agrícola y Rural: El Manejo de un Proyecto de Apoyo al Pequeño Productor en República Dominicana. Volume V. June, 1986.
151. Hacia una Conducción Efectiva del desarrollo Agrícola y Rural: El Manejo de un Programa de Riego y Adecuación de Tierras en el Ambito de una Institución Pública en Colombia. Volume VI. June, 1986.

B.2 Summary and Exercises for Training and Dissemination Activities

96. Ejercicio para la Aplicación de la Metodología de Preparación del Resumen Operativo Gerencial (ROG). February, 1984.
98. Ejercicio de Aplicación de la Guía para la Elaboración de Planes de Implementación. September, 1983.
101. Ejercicio sobre Análisis de Alternativas de Políticas Específicas (Arroz y carne). May, 1983.
102. Ejercicio sobre Análisis de Alternativas para Medidas de Política. (Arroz). May, 1983.

103. Ejercicio sobre Problemática de la Coordinación: El dilema de Anacleto. (M. Vega Luna). 1983.
104. Ejercicio sobre Evaluación de Impacto: Diseño de una metodología de evaluación de impacto de un proyecto. 1983.
105. Ejercicio sobre Articulación de Roles: La localización de un centro de acopio. 1983.
107. La Conducción del Desarrollo Agropecuario y Rural (Summary for presentation).
108. El Proceso de Análisis de Políticas para las Decisiones de Orientación. (Summary for presentation).
109. El Proceso de Análisis de Políticas para las Decisiones Operativas. (Summary for presentation).
110. Preparación e Instrumentación de Planes y Programas Operativos. (Summary for presentation).
111. Manejo de Programas y Proyectos. (Summary for presentation).
112. La Función de Validación o Actualización de Objetivos y Metas. (Summary for presentation).
113. La Función de Seguimiento y Evaluación. (Summary for presentation).
114. Características de los Proyectos PROPLAN del IICA. (Summary for presentation).
115. La Función de Programación de Actividades y Asignación de Responsabilidades. (Summary for presentation).
116. Problemática y Evolución de la Planificación. (Summary for presentation).
117. Instrumentos Utilizados para Evaluación en Actividades de Capacitación de PROPLAN. 1983.
118. Los Niveles de Política y el Proceso de Planificación-ejecución. (Summary for presentation).
129. La Experiencia Latinoamericana de Planificación y Administración para el Desarrollo Rural. (Summary for presentation).
130. La Conducción del Proceso de Desarrollo en el Ambito Rural. (Summary for presentation).
131. El Proceso de Análisis en el Asesoramiento para la Toma de Decisiones. (Summary for presentation).

135. Técnicas para la Identificación de la Problemática y Definición de Objetivos y Cursos de Acción. (Summary for presentation).
137. Diseño y Operación de Mecanismos de Seguimiento y Evaluación. (Summary for presentation).
138. El Papel del Ejecutivo en la Obtención de Resultados. (Summary for presentation).
139. La Coordinación para la Integración de Servicios del Sector Público Agrícola. (Summary for presentation).
140. Especificación, Seguimiento y Evaluación de Medidas de Política y Acciones Específicas. (Summary for presentation).

B.3 Expositions, Reports, and Memories of Activities of Training Dissemination and Exchange

24. Memoria de la Reunión Técnica sobre Planificación y Administración para el Desarrollo Agrícola y Rural realizada en Costa Rica. August, 1980.
25. Memoria de la Reunión Técnica sobre Planificación y Administración para el Desarrollo Agrícola y Rural realizada en Colombia. August, 1980.
26. Algunas Reflexiones sobre el Proceso de Planificación-Ejecución de la Política de Desarrollo Agropecuario y Rural y la Acción del IICA a través de PROPLAN (Documento presentado por P. Lizardo de las Casas en la Reunión organizada por el Comité de Gestión de Quito. November, 1980).
56. La Conducción del Proceso de Planificación-Ejecución de la Política de Desarrollo Agropecuario y Rural: El Papel de la Cooperación Técnica del IICA. Tema IB., XXV Reunión de Directores, P. Lizardo de las Casas. October, 1981.
85. Fortalecimiento del Sistema de Dirección del Programa DRI: La Experiencia de PROPLAN/A en Colombia. (English version exists). March, 1983.
86. Informe del Seminario-taller sobre Planificación Operativa y Proyectos, realizado con el Proyecto de Fortalecimiento Institucional para el Ministerio de Desarrollo Agropecuario de Panamá. April, 1982.
91. Memoria del Seminario-taller sobre "Fortalecimiento de la Coordinación Institucional", realizado en San Felipe, Venezuela. October, 1982.

128. Memoria del Curso Multinacional sobre Asesoramiento y Toma de Decisiones en la Conducción del Desarrollo Agrícola y Rural. October, 1984.
142. Marco de Referencia para el III Curso Multinacional de PROPLAN sobre Asesoramiento y Toma de Decisiones.
146. Informe del Curso Multinacional sobre Asesoramiento y Toma de Decisiones para la Conducción del Desarrollo Agrícola y Rural. September 2 - October 4, 1985. San José, Costa Rica. Noviembre, 1985.

B.4 Reports of Advisors and Consultants

3. Informe de Asesoría a la Comisión de Política Agrícola de Honduras sobre el Fortalecimiento del Sistema de Planificación Agropecuaria. (G. González - E. Palit - J. Paredes). November, 1979.
8. Informe de Asesoría a la Secretaría de Estado de Agricultura de República Dominicana para la Evaluación del PPA-II. (V. Saldarriaga y J. Leñero). June, 1980.
23. Informe de la Asesoría para la Evaluación del Programa de Préstamo al Pequeño Agricultor (PPA-II), de la Secretaría de Estado de Agricultura de la República Dominicana. (C. P. Arrarte). October, 1980.
39. Proposta de Pautas Metodológicas para a Analise do Desenvolvimento Agrícola Latinoamericano. (R. Amaral do Valle - A. Veras). January, 1981.
44. Marco de Referencia para el Diseño de la Metodología de Evaluación del Plan de Desarrollo Agrícola 1979-1982 de Guatemala. 1981.
47. Informe de Asesoría a la Secretaría de Estado de Agricultura para la Evaluación de Impacto del Programa de Préstamo al Pequeño Agricultor (PPA-II) de República Dominicana. (J. Jones). 1981.
50. Orientaciones e Índice de Contenido para un Documento sobre la Coordinación Interinstitucional en los Procesos de Planificación e Implementación de la Política de Desarrollo Rural. (A. Salinas). September, 1981.

B.5. Documents Pertaining to Management Task of PROPLAN Projects

1. Proyecto de Planificación Agropecuaria y Análisis de Políticas en América Latina y el Caribe (PROPLAN/AP). Documento Proyecto IICA. December, 1980.
2. Proyecto de Fortalecimiento Institucional en Planificación y Administración para el Desarrollo Rural en América Latina y el Caribe (PROPLAN/A). Documento Proyecto IICA. April, 1981.
4. Proyecto PROPLAN/AP: Activity Report for the Period September 1978-December 1979 and Program of Work for the Period January-September 1980. January, 1981.
5. Proyecto PROPLAN/AP: Documento de reuniones con Michigan State University.
6. Proyecto PROPLAN/AP: Documento de reuniones con Iowa State University.
9. Proyectos PROPLAN/AP: Proposal for Fourth and Fifth Year Activities. June, 1980.
19. Proyecto Multizonal PROPLAN/A: Documento básico del Componente Hemisférico. February, 1981.
- 19A. Proyecto Multizonal PROPLAN/A: Plan de Implementación del Componente Hemisférico para 1980. February, 1981.
22. Proyecto para el Fortalecimiento de la Capacidad de Manejo en Acciones de Desarrollo Rural Regional en Colombia. Documento Proyecto IICA. August, 1979.
28. Proyecto PROPLAN/A: Resumen Operativo Gerencial. February, 1981.
33. Proyecto de Cooperación en Planificación y Administración para el Desarrollo Rural en Costa Rica. Documento Proyecto IICA. Componente-país PROPLAN/A. December, 1980.
34. Proyecto PROPLAN/A: Plan de Implementación del Componente Hemisférico para 1981. February, 1981.
35. Proyecto PROPLAN/AP: Detailed Work Plan for 1981-1982 (Enmienda 4a. de PROPLAN/AP). December, 1980.
37. Proyecto PROPLAN/AP: Activity Report for the Period January-December, 1980 and Program of Work for the Period January-December, 1981. December, 1980.

38. Proyecto PROPLAN/A: Activity Report for the Period January-December 1980 and Program of Work for the Period January-December 1981. December, 1980.
42. Propuesta de Proyecto para Consolidar el Sistema de Seguimiento y Evaluación de la SEA en República Dominicana. 1981.
45. Proyectos Multizonales de la División de Planificación y Manejo de Proyectos. Informe anual 1980. March, 1981.
52. Orientaciones Generales para la Evaluación Externa de la Ejecución del Proyecto PROPLAN/A. September, 1981.
53. Lineamientos Metodológicos para la Evaluación Externa de la Ejecución del Proyecto PROPLAN/A. October, 1981.
57. Proyecto PROPLAN/A: Realizaciones del Componente Hemisférico (Enero 80/Set. 81). October, 1981.
58. Proyecto PROPLAN/A: Proyecciones del Componente Hemisférico (1982/1984). November 1981.
68. Proyecto PROPLAN/A: Activity Report for the Period January-December 1981 and Program of Work for the Period January-December 1982. December, 1981.
69. Proyecto PROPLAN/AP: Activity Report for the Period January-December 1981 and Program of Work for the Period January-December 1982. December, 1981.
70. Proyectos PROPLAN: Informe de Logros 1981 de PROPLAN/A y PROPLAN/AP. January, 1982.
81. Proyecto PROPLAN/A: Activity Report for the Period January-December 1982, and Working Program for the Period January-December 1983. January, 1983.
84. Proyecto PROPLAN/AP: Activity Report for the Period January/December 1982 and Program of Work for the Period January-June 1983. March, 1983.
87. Proyectos PROPLAN: Informe de Logros 1982 de PROPLAN/A y PROPLAN/AP. February, 1983.
106. Proyecto PROPLAN/A: Activity Report for 1983 and Working Program for 1984. January, 1984.
119. Proyectos PROPLAN: Informe de Avance Anual de los Componentes Centrales de PROPLAN/A y PROPLAN/AP correspondientes a 1983. January, 1984.

120. Proyecto PROPLAN/AP: Activity Report for 1983 and Final Report. January, 1984;
123. Proyecto PROPLAN/A: 1984 Activity Report and Working Program for 1985. December, 1984.
124. Proyecto PROPLAN/A: Proposal for External Evaluation of the Project submitted to the W. K. Kellogg Foundation. December, 1984.
125. Project Proposal to the W. K. Kellogg Foundation in Support of Strengthening Managerial Effectiveness. December, 1984.
126. Marco de Referencia para la Sistematización y Análisis de la Información Pertinentes a los Productos de la Evaluación de PROPLAN/A. May, 1985.
127. Programa de Trabajo para la Evaluación Externa del Proyecto Multinacional PROPLAN/A. May, 1985.
133. Programas de Eventos de Capacitación de PROPLAN.
141. Acciones del IICA y la Fundación W. K. Kellogg para cooperar con los países en la Conducción del Proceso de Desarrollo Agropecuario y Rural. (Summary for presentation).
143. Marco de Referencia para la Sistematización y Análisis de la Información Pertinente a los Productos de la Evaluación de PROPLAN/A.
144. Informe de la Evaluación Externa del Proyecto Multinacional de Planificación y Administración para el Desarrollo Agrícola y Rural en América Latina y el Caribe -PROPLAN/A. June, 1985.
145. Propuesta de Acción Conjunta entre la Fundación W. K. Kellogg y el Instituto Interamericano de Cooperación para la Agricultura para la Difusión de las Experiencias de los Proyectos PROPLAN. Noviembre, 1985.

B.6 Published as PROPLAN Documents

10. A Guide to Information and Policy Analysis for Agricultural Decision Making in Latin American and the Caribbean, December, 1980. (Published as PROPLAN Document-20).
11. On the use of General Equilibrium Analysis in Agricultural Policy Analysis. 1980. (Publish as PROPLAN Document-22).

12. Utilization of System Simulation Models for Agricultural Policy Analysis. Serie de Contribuciones, 1980. (Published as PROPLAN Document 23).
13. Analysis of Price, Marketing and Trade Policies. 1980. (Published as PROPLAN Document-41).
14. El Proceso de Planificación Operativa. (Published as PROPLAN Document-16).
15. El Proceso de Planificación Operativa Agraria en Perú. (Published as PROPLAN Document-14).
16. El Proceso de Planificación Operativa Agropecuaria en Chile. (Published as PROPLAN Document-15).
18. On the Choise of Optimal Agricultural Policies. May, 1980. (Published as PROPLAN Document-13).
29. Actividades de Capacitación de PROPLAN: Orientaciones básicas. November, 1980. (Served as basis for preparation of PROPLAN Document-17).
30. Orientación Básica de las Actividades de Cooperación Técnica de PROPLAN. November, 1980. (Served as basis for preparation of PROPLAN Document-17).
31. Características de las Actividades de Investigación y Estudio de PROPLAN. November, 1980. (Served as basis for preparation of PROPLAN Document-17).
32. Problemática de la Planificación e Implementación de la Política de Desarrollo Agropecuario y Rural. (Published as PROPLAN Document-31).
41. Orientaciones para la Preparación de un Documento sobre el Proceso de Análisis de Políticas en el Marco del Proceso de Planificación Agropecuario. 1981. (It was used to guide the preparation of PROPLAN Document-25).
54. Identificación de Proyectos (Documento presentado por Gonzalo Estefanell en el Seminario organizado por la Subdirección General Adjunta de Desarrollo Rural en noviembre, 1981). (It was integrated with DIP-55 and 55-A and Published as PROPLAN Document-27).
63. Manuals for Policy Analysis: Price and Market-Intervention Policies. (Department of Economics, Iowa State University). September, 1981. (Published with modifications as PROPLAN Document-22).

64. Planificación y Administración para el Desarrollo Rural: El Enfoque de PROPLAN/A y sus experiencias en Colombia. (Published as PROPLAN Document-17).
66. Elementos para la Preparación del Marco Orientador del Desarrollo Agropecuario. December, 1981. (Served as basis for preparation of PROPLAN Document-35).
71. Un Visión Global del Proceso de Análisis de Políticas para la Conducción del Desarrollo Agrícola y Rural. (Published as PROPLAN Document-25).
72. El Manejo de Programas y Proyectos en el Contexto de la Conducción del Desarrollo Agrícola y Rural. (Published as PROPLAN Document-36).
74. Lineamientos Generales para el Análisis de la Función de Seguimiento y Evaluación. February, 1982. (Published as PROPLAN Document-32).
75. La Dimensión Operativa del Proceso de Planificación-ejecución. (Published as PROPLAN Document-29).
76. Evaluación de Impacto de un Proyecto de Desarrollo Rural: El Caso del PPA-II de República Dominicana. November, 1982. (Published as PROPLAN Document-24).
79. Planificación y Administración para el Desarrollo Rural: La Capacitación como elemento esencial de la Cooperación Técnica. December, 1982. (Published as PROPLAN Document-34).
83. Guía para el Estudio y Diseño del Sistema Sectorial de Proyectos. (Published as PROPLAN Document-28).
88. Programa del Curso Multinacional sobre Asesoramiento a la Toma de Decisiones en el Sector Público Agropecuario. May, 1983. (It is part of PROPLAN Document-39).
100. Informe Final. Seminario-Taller sobre el Papel del Planificador en la Conducción del Desarrollo Agropecuario Rural-Regional. Cochabamba, Bolivia, setiembre a octubre de 1983. (Published as PROPLAN Document-40).

C. DOCUMENTS RELEVANT TO TECHNICAL COOPERATION ACTION OF COUNTRY-COMPONENTS OF PROPLAN/A PROJECT*

C.1 COLOMBIA

1. Organización Técnico-Administrativa y Funciones del Distrito de Transferencia de Tecnología (DTT) Pamplona.
2. Resumen Operativo Gerencial y Programación DTT Pamplona.
3. Sistema de Información y Seguimiento DTT Pamplona.
4. Organización Técnico-Administrativa y Funciones DTT Sur Huila.
5. Resumen Operativo Gerencial y Programación DTT Sur Huila.
6. Sistema de Información y Seguimiento DTT Sur Huila.
7. Informe de Evaluación del Sistema de Manejo de Proyectos del DTT Pamplona.
8. Diagnóstico para las áreas DRI del César.
9. Plan de Producción de Leche y sus Derivados para el Distrito Málaga.
10. Sistema de Información y Seguimiento para el Proyecto de Nutrición y Vivienda del Distrito Málaga.
11. Proyecto de Nutrición y Vivienda del Distrito Málaga.
12. Diagnóstico Microregional del Distrito DRI Pamplona (2 Volumes).
13. Estudio de Mercado de Leche y Derivados en Málaga.
14. Programación 1981-1985 para el Distrito DRI Pamplona.
15. Programación Operativa 1981 para el Distrito DRI Pamplona.
16. Marco Orientador para el Distrito DRI Pamplona.

* These documents are prepared jointly by IICA and the national organizations with which PROPLAN Projects cooperate; therefore, they are not classified within the official series of IICA publications.

17. Modelo de Coordinación Interinstitucional.
18. Metodología para la Selección de Areas de Desarrollo Rural Integrado.
19. Metodología de Diagnóstico Micro-Regional. (3 Fascículos).
20. Metodología para la Elaboración del Marco Orientador Micro-Regional. Un Enfoque Interinstitucional Aplicado a Programas y Proyectos de Desarrollo Rural.
21. Metodología para la Elaboración de Planes Integrales de Producción y Comercialización de Productos Agropecuarios.
22. Metodología para Realizar un Estudio sobre Participación de los Beneficiarios DRI.
23. Resultados del Estudio sobre Participación de los Beneficiarios DRI.
24. Análisis de Objetivos e Indicadores DRI-PAN.
25. Metodología de Programación Anual DRI-PAN.
26. Estudios de Caso para Capacitación en Manejo de Programas y Proyectos de Desarrollo Rural.
27. El Resumen Operativo Gerencial (ROG) como Instrumentos para la Planificación y Manejo de Programas y Proyectos de Desarrollo Rural.
28. Análisis y Agregación General por Departamento y País de los Planes de Desarrollo Distrital.
29. Marco Orientador Departamental de Santander.
30. Marco Orientador Departamental de Norte de Santander.
31. Técnica de Grupo Participativo (TGP) Aplicada a la Planificación y Manejo de Programas y Proyectos de Desarrollo Rural. (To be published).
32. Sistema de Seguimiento y Evaluación de Realizaciones Aplicado a Programas de Desarrollo Rural. (To be published).
33. Metodología para la Elaboración del Plan de Implementación como Instrumento de Programación Operativa Aplicada a Programas y Proyectos de Desarrollo Rural.
34. Metodología sobre Planes de Desarrollo Distrital. (Second version).
35. Metodología para la Elaboración del Programa Operativo Anual. Instituto del Sector Agropecuario.

36. Metodología para la Elaboración de Programas de Mediano Plazo. Instituto del Sector Agropecuario. (To be published).
37. Guía Metodológica para el Diseño del Sistema de Seguimiento y Evaluación de la Acción Institucional del Sector Agropecuario.
38. Sistema de Seguimiento y Evaluación del HIMAT.
39. Guía Metodológica para la Implementación de un Banco Sectorial de Proyectos. (To be published).
40. Guía Metodológica para la Selección de Proyectos Prioritarios del Sector Agropecuario. (To be published).

C.2 COSTA RICA

1. Instrumentos de Manejo para la Relación Sector Público-Productores.
 - Principales características a considerar en la selección de beneficiarios del PIPA.
 - Metodología para la selección de beneficiarios del PIPA.
 - Manual de codificación de beneficiarios del PIPA.
 - Metodología para determinar la situación tecnológica del pequeño y mediano productor agrícola y ganadero. (To be published).
 - Ficha del agricultor.
 - Hoja de visita a finca.
2. Plan de Trabajo a Nivel de Agencia.
3. Plan de Trabajo por Proyecto a Nivel de Agencia.
4. Manual para la Instalación, Uso y Evaluación de las Parcelas Demostrativas. (To be published).
5. Orientaciones para la Preparación de Proyecto por Rubro Prioritario a Nivel Regional. (To be published).
6. Metodología para Determinar el Inventario Tecnológico y Programar la Investigación de Acuerdo a las Necesidades del Servicio de Extensión Agrícola. (To be published).
7. Plan Anual Operativo 1985. Programa de Incremento de la Productividad Agrícola.

8. Informe del I Seminario-Taller para la Ejecución del PIPA a Nivel Regional, July, 1984.
9. Documento Central. Metodología de Seguimiento y Evaluación del PIPA.
10. Guía Grupal para Identificación, Caracterización y Validación de la Problemática -Metodología de Seguimiento y Evaluación del PIPA. (To be published).
11. Formatos de Registro de Realización de Acciones -Metodología de Seguimiento y Evaluación del PIPA. (To be published).
12. Formatos de Salida -Metodología de Seguimiento y Evaluación del PIPA. (To be published).
13. Procedimientos para la Preparación de Informes de Seguimiento y Evaluación -Metodología de Seguimiento y Evaluación del PIPA. (To be published).
14. Normas y Orientaciones para las Reuniones de Seguimiento y Evaluación -Metodología de Seguimiento y Evaluación del PIPA. (To be published).
15. Registros de Decisiones -Metodología de Seguimiento y Evaluación del PIPA. (To be published).

C.4 DOMINICAN REPUBLIC

1. Diagnóstico Preliminar Agropecuario de la Región Central. Conservación y Manejo de Suelos y Aguas.
2. Diagnóstico Organizativo. Implementación Piloto en las Sub-Zonas San José de Ocoa y Rancho Arriba, Zona Agropecuaria de Peravia.
3. Planificación y Administración para el Desarrollo Agropecuario. Seminario/Taller sobre Técnicas de Planificación e Implementación del Desarrollo Rural Microregional (May 22 and 23, 1981).
4. Programación para 1982 Subzonas de San José de Ocoa y Rancho Arriba, Secretaría de Estado de Agricultura.
5. Planificación y Administración para el Desarrollo Agropecuario. Seminario/Taller sobre Planificación y Manejo a Nivel de las Sub-Zonas de San José de Ocoa y Rancho Arriba (June 21-23, 1981).

6. Diagnóstico Preliminar Agropecuario de la Regional Central. Información Básica sobre los Recursos Naturales.
7. San José de Ocoa, Estudio de Caso de Desarrollo Rural en la República Dominicana.
8. Mecanismos y Procedimientos para Caracterizar las Condiciones Agro-socioeconómicas de las Microregiones.
9. Fortalecimiento del Comité de Coordinación de la Planificación Sectorial Agropecuaria. (Version revised by the Committee)
10. Memoria del Taller sobre Metodología de Programación y Diagnóstico a Nivel Zonal.
11. Propuesta de Instrumentos de Información para el Seguimiento de Realizaciones a Nivel de Región.
12. Lineamientos de la Acción del Estado en Relación con el Sector Agropecuario y Forestal.
13. Lineamientos de Programación para las Comisiones de Trabajo por Cultivo.
14. Criterios y Procedimientos para la Orientación de la Política de Desarrollo Agropecuario y Rural. (Marco Doctrinario y Marco Orientador).
15. Proceso de Análisis para la Definición de Políticas Específicas para el Desarrollo Agropecuario y Forestal en la República Dominicana.
16. Guía para la Elaboración del Plan de Implementación del Programa Operativo/Presupuesto de la SEA, 1983.
17. Marco Conceptual y Esquema del Mecanismo de Planificación Operativo Regional.
18. Análisis del Subsector de Producción Animal en la República Dominicana, 1983.
19. Marco de Referencia para un Proyecto de Zonificación para el Desarrollo Agropecuario y Rural.
20. Capacitación: Agropecuaria o Rural?
21. Grandes Sistemas de Producción en la República Dominicana (Una definición preliminar).
22. Participación de los Beneficiarios en la Definición de Planes y Programas del Sistema de Planificación Agropecuaria. (To be published).

23. Propuesta para la Formulación de un Programa-Presupuesto para 1984 para el Sector Agropecuario y Forestal de la República Dominicana.
24. Elementos del Sistema Nacional de Planificación Agropecuaria.
25. Comité de Coordinación del Proyecto FIDA II. Pautas de funcionamiento. (To be published).
26. Memoria del Taller de Análisis de la Problemática Socioeconómica de la Provincia Monte Plata. Bayaguana, april 17-19, 1985. (To be published).
27. Análisis del Subsector de Producción Animal, 1983.
28. Plan Agropecuario 1985-1987 (Preliminary version).
29. Memoria del Ciclo de Seminarios sobre el Proceso de Planificación-Ejecución en la Dirección Regional Agropecuaria Central de la SEA.
30. Diagnóstico Agropecuario de la Regional Central. Tomo I
31. Diagnóstico Agropecuario de la Regional Central. Tomo II.
32. Memoria del Taller sobre Metodología de Programación y Diagnóstico a Nivel Zonal.
33. Seminario sobre Organización Institucional para el Desarrollo Agropecuario y Rural a Nivel Microregional (SOIDAR). Santiago de los Caballeros, 1983.

C.3 GUATEMALA

1. Diagnóstico Socioeconómico del Area Piloto.
2. Síntesis del Diagnóstico del Area Piloto.
3. Marco Orientador de Mediano Plazo para el Area Piloto.
4. Plan Mínimo de Coordinación Interinstitucional para el Area Piloto.
5. Resumen Gerencial Anual del COREDA-VI.
6. Normas y Procedimientos para la Actuación del COREDA en la Conducción del Proceso de Planificación-Ejecución.
7. Módulos de Tecnología Óptima para: Maíz, Frijol, Arroz.
8. Módulos de Producción para: Maíz, Frijol, Arroz, Asocio de Maíz-Frijol-Sorgo, Chile Pimiento, Cebolla, Tomate (invierno) y Tomate (época seca).

9. Diagnóstico Tecnológico Integral por Cultivos para el Area Piloto: Maíz, Frijol, Arroz.
10. Integración de Servicios de SPA a Nivel Local (metodología, normas y procedimientos).
11. Marco Orientador Anual del Area Piloto, 1984.
12. Evaluación de la Efectividad de los Servicios del SPADA en el Area Piloto durante 1983 (Workshop report).
13. Plan de Ejecución Integrada Anual para el Area Piloto, 1984.
14. Análisis de la Efectividad Institucional del Distrito Regional VI de BANDESA (Workshop report).
15. Análisis y Rediseño de la Función de Supervisión de la Asistencia Técnica Agrícola. Región VI (Workshop Report).
16. Diagnóstico Agro-Socio-Económico del Area "A".
17. Módulos de Tecnología Optima para 1984: Maíz, Frijol, Sorgo, Arroz, Maíz-Frijol-Sorgo, Frijol-Sorgo.
18. Reunión de Grupos de Trabajo para Revisión y Ajuste de Mecanismos de Coordinación e Integración de Servicios del SPADA, a nivel de campo.

C.5 VENEZUELA

1. Manual de Funciones del ARDI-AROA.
2. Plan General de Desarrollo del ARDI-AROA. Volumes 1 to 4.
3. Memoria del Seminario-Taller sobre Fortalecimiento de la Coordinación Institucional.
4. La Coordinación Institucional en el ARDI-AROA.
5. Memoria sobre el curso de Manejo de Proyectos.
6. Organización y Participación de la Población.
7. Sistema de Seguimiento y Evaluación de Realizaciones e Impacto.
8. Metodología para la Formulación del POA.

9. Sistema de Información para Seguimiento de Realización y Evaluación de Impacto.
10. Aplicación Experimental de Metodología Programación de Trabajo en el Campo.
11. Informe sobre el curso de Manejo de Proyectos (Coro).
12. Informe sobre el curso de Manejo de Proyectos en San Felipe.
13. Publicación Areas Rurales de Desarrollo Integrado en Venezuela.
14. Informe Taller Trabajo sobre Sistemas de Información en Proyectos y Programas de Desarrollo Agropecuario.
15. Propuesta de Metodología para la Formulación de POA en Areas Prioritarias de Desarrollo Agrícola.
16. Informe Taller de Manejo del Programa de Extensión Agrícola en el Estado de Yaracuy.



INTER-AMERICAN INSTITUTE FOR COOPERATION ON AGRICULTURE
P.O. BOX: 55-2200 CORONADO, COSTA RICA, PHONE: 29-0222, CABLE: IICA SANJOSÉ, TELEX: 2144 IICA