

**ORGANIZATION OF AMERICAN STATES
EXECUTIVE SECRETARIAT FOR INTEGRAL
DEVELOPMENT**

**PRESENTATION OF PARTNERSHIP
FOR DEVELOPMENT PROPOSALS TO CIDI**

AUGUST 2000

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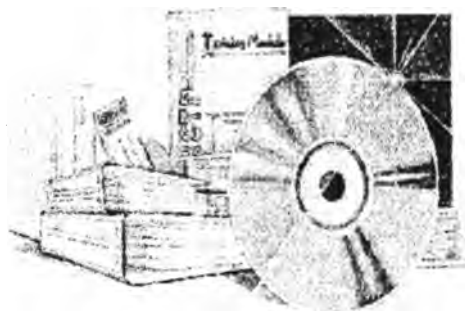
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**BUILDING A DISTANCE LEARNING NETWORK
FOR MANAGEMENT TRAINING OF AGRICULTURAL DEVELOPMENT
MANAGERS IN THE LATIN AMERICAN AND CARIBBEAN REGION**



**OAS/CIDI
PROJECT PROPOSAL/ACTIVITY**

Name:	Building a Distance Learning Network for management training of agricultural development managers in the Latin American and Caribbean region.		
Priority Area	Scientific Development, Exchange and Transfer of Technology		
Former Names: (If applicable)			
Presented by: (Country and Institution)	IICA (Inter-American Institute for Cooperation in Agriculture) and ISNAR (International Service for National Agricultural Research)		
Countries whose participation is proposed:	Phase 1: Costa Rica, Dominican Republic, Honduras		
Type and Class of the Proposal:	MULTILATERAL	NATIONAL	(Choose one Option only)
	PROJECT	X	
ACTIVITY			
Total amount to be requested from FEMCIDI: \$	209,390.00		

OBJETIVES	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
GOAL Strengthen the management of agricultural development in the LAC region	<ul style="list-style-type: none"> • Trained managers are assigned more responsibilities 	<ul style="list-style-type: none"> • Interviews with supervisors of trained managers 	<ul style="list-style-type: none"> • Improved managers are assigned more responsibilities
PURPOSE Development and implementation of a cost-effective model for management training through distance learning in agricultural development in the LAC region	<ul style="list-style-type: none"> • Availability of a tested model • Project outputs • 60 managers implementing a "Participant Action Plan Approach" (PAPA) 	<ul style="list-style-type: none"> • Evaluation report • PAPA reports 	Project can be expanded beyond initial 3 countries
OUTPUTS/ COMPONENTS <ul style="list-style-type: none"> • Development of distance education module through Internet and videoconference combined • 4 trained trainers • 6 trained facilitators • 60 trained managers • 3 countries linked through IICA distance learning network 	<ul style="list-style-type: none"> • Availability of the module, Internet and videoconference • 4 trained trainers • 6 trained facilitators • 60 trained managers • 3 countries linked through IICA distance training network 	<ul style="list-style-type: none"> • Internet mode in operation and videoconference ready for delivery • Availability of trainers • Availability of facilitators • Workshop reports and evaluations • Delivery of workshop Reports 	<ul style="list-style-type: none"> • Availability of Internet and videoconference connectivity • Availability of trainers and facilitators
ACTIVITIES <ul style="list-style-type: none"> • Convert ISNAR training materials to distance-learning format • Identify and train trainers and facilitators • Test and improve training materials • Deliver training • Evaluate project 	<ul style="list-style-type: none"> • Availability of a distance training module through videoconference and Internet • 4 trained trainers • 6 trained facilitator • 60 trained managers 	<ul style="list-style-type: none"> • Project records and audits 	<ul style="list-style-type: none"> • Training and computer talent can be recruited locally at a reasonable price.

EXECUTIVE SECRETARIAT FOR INTEGRAL DEVELOPMENT (SEDI)

**FORMAT FOR PRESENTATION OF
PARTNERSHIP FOR DEVELOPMENT PROPOSALS**

IN ORDER TO FILL OUT THIS FORM ACCURATELY, YOU NEED TO BE FAMILIAR WITH THE FOLLOWING DOCUMENTS: "STRATEGIC PLAN FOR PARTNERSHIP FOR DEVELOPMENT 1997-2001" AND "CRITERIA FOR THE SELECTION AND ELEGIBILITY OF PARTNERSHIP FOR DEVELOPMENT ACTIVITIES"

INCLUDED IS A GUIDE WHICH MUST BE USED TO COMPLETE THE FORM

SEDI file:

Date: 7 August 2000

I. IDENTIFICATION OF THE PROPOSAL

1. **Name:** Building a Distance Learning Network for management training of agricultural development managers in the Latin American and Caribbean region.
2. **Presented by:** IICA (Inter-American Institute for Cooperation in Agriculture) and ISNAR (International Service for National Agricultural Research).
3. **Former names of the Cooperation Project or Activity and year executed (if applicable):**
4. **Type and class of proposal:**

	MULTILATERAL	NATIONAL
PROJECT	X	
ACTIVITY		

Choose only one

5. **Participating countries:**
(See Guide for appropriate country code)

										X						
AB	AR	BA	BO	BS	BR	BZ	CA	CH	CO	CR	DO	EC	ES	GR	GU	GY
	X								X							
HA	HO	JA	KN	ME	NI	PE	PN	PY	RD	SL	SU	SV	TT	UR	US	VE

(For each country selected, provide the information requested in section V, which should include a note from the Permanent Mission of the pertinent Member State officially confirming participation)

6. **Date of execution of the proposal:**

6.1 Starting date	1	1	2001	6.2 Completion date	12	31	2001
	Month	Day	Year		Month	Day	Year

I. JUSTIFICATION OF THE PROPOSAL

1. Executive summary of the proposal. All the sections must be filled.

1.1 Background (estimate between 75 and 100 words)

Agriculture is still the employment of the largest single group of people in Latin America and the Caribbean. The rural poor depend to a very high percentage on agriculture, and the urban poor are dependent on low-priced food. The LAC region is finding that its agricultural exports must now compete with competitors all over the world. Therefore, the productivity of agriculture in the LAC region is essential for economic growth and poverty alleviation.

Public sector spending on agriculture is decreasing. Thus, the LAC region needs to produce more, at lower costs, and with fewer funds. Agricultural research is a key source of agricultural productivity. But with declining funding for agricultural research, there is an urgent need to increase the efficiency and effectiveness of agricultural research. One way to do it, is by improving the management of the scarce resources dedicated to agricultural research management. However, management training is labor intensive and expensive. Fortunately, a multiplier of management training resources is available.

ISNAR has been active in agricultural research management for 20 years, and has a wealth of training materials available. IICA has an outstanding new center for distance learning, that could be used to reach agricultural research leaders and managers in many countries. A strategic alliance of ISNAR and IICA, building on each other's strengths in management training and distance learning offers real opportunities of synergy, and of agricultural development at lower cost.

ISNAR and IICA jointly prepared a proposal to deliver agricultural research management training in 3 countries (Costa Rica, Dominican Republic, and Honduras), as a pilot project. The lessons of the pilot project would be used to prepare the delivery of agricultural research management training to the entire LAC region.

1.2 Identify the priority area(s) of the Strategic Plan for Partnership for Development 1997-2001 to which this proposal relates (if more than one, rank them in order of importance, 1 to 8):

Social development and generation of productive employment	4
Education	2
Economic diversification and integration, trade liberalization and market access	
Scientific development and technology exchange and transfer	1
Strengthening democratic institutions	
Sustainable tourism development	
Sustainable development and environment	3
Culture	

1.3 Relationship to the national development priorities (estimate between 75 and 100 words)

1.4 Relationship to regional development priorities (estimate between 75 and 100 words)

2. Description of the proposal:

2.1 Goal of the proposal or Integral Development General Objective (estimate between 75 and 100 words):

The Goal of this project is to strengthen the management of agricultural development in the Latin America and Caribbean region. This supports the OAS strategic objectives to promote scientific and technological capabilities, and to strengthen technological knowledge. Furthermore, management training helps improve the efficiency and effectiveness of available scientific and technological expertise.

2.2 Purpose or Annual Objective of the proposal and execution process.

a. Purpose (estimate between 50 and 75 words)

The purpose of this project is the development and implementation of a cost-effective model for management training through distance learning in agricultural development in the Latin America and Caribbean (LAC) region. This pilot project seeks to:

- Prove that distance learning is an effective delivery system for management training to strengthen the managerial capabilities of scientific and technological leaders and managers in the agricultural sector in the LAC region.
- Provide management training to agricultural research leaders and managers in 3 countries in the LAC region: Costa Rica, Dominican Republic, and Honduras.
- To develop a core group of trainers and facilitators to expand the number of agricultural research leaders and managers who can be effectively trained at a lower cost. Trainers deliver the project content via distance learning. Facilitators help coordinate the distance learning facilities.
- The pilot project builds on the strengths of ISNAR in management training materials for agricultural research, and on the outstanding IICA facilities for Distance Learning. In over 20 years of experience with management training for agricultural research managers, ISNAR has accumulated a wealth of training materials, many available in the main languages of the LAC region; Spanish, English, Portuguese, and French. But ISNAR has no distance learning facilities. IICA has some outstanding distance learning facilities, but needs to access materials and trainers to take full advantage of these facilities. This project is built on a joint ISNAR-IICA project, a strategic alliance building true synergy for development.

This pilot project is Phase 1 of a 3 Phase initiative.

- Phase 1 is the proposed project with 3 countries, to test the best way to conduct management training for agricultural research leaders and managers via distance learning, in Latin America. The language of instruction would be Spanish. Trainers would be trained to extend the training in Spanish.
- Phase 2 would extend the training to other countries in the LAC region in Spanish. Materials would be also be adjusted in English, and Portuguese (many of the original ISNAR training materials are already available in these languages). The materials are available in French, which

would facilitate delivery to Haiti). Trainers would be trained to extend the training in English, Portuguese, and French. Candidates for trainers would be selected on the basis of training and languages skills.

- Phase 3 would extend the training to all the countries in the LAC region. The capacity to continue with this training would be installed in the countries of the region requesting such collaboration.

Each Phase would have a year's duration. While Phase 1 through 3 would methodically expand the geographical coverage of the project, Phases 1 through 3 also expand the training content of the project:

- The content of Phase 1 would concentrate on providing an introduction to agricultural research management.
- In Phases 2 & 3, additional ISNAR materials would be converted into distance learning format, providing more in-depth training on specific areas (e.g. management of financial resources) of management. The specific topics that would be developed in greater depth would depend on the demands from the countries in the region.

a. **Relationship of the Purpose or Annual Objective with the Strategic Plan (estimate between 50 and 75 words)**

The primary strategic focus of the project is to increase the exchange of knowledge, information, and experience. While great advances have been made in the LAC region in exchanging and upgrading technical expertise in agriculture, often this technical expertise has remained under-utilized because of inadequate managerial expertise to guide and coordinate the technical expertise. It is often the case that the greatest source of additional resources for agricultural development is to improve the efficiency of existing projects, or close unproductive initiatives. To do this requires managerial competence. The LAC region has a wealth (thanks to many donor efforts) of trained specialists in agricultural development, many with a Masters and even Doctoral degrees. And these specialists often lead large initiatives with very significant budgets and numbers of staff. But these specialists very seldom have any training at all in how to best manage these resources. Thus, the wealth of technical expertise in the LAC region can be significantly multiplied by improving the efficiency and effectiveness with which these resources are managed.

The agricultural technical expertise of the LAC region is widely dispersed, simply because of the size of the continent, and because of the rural nature of agriculture. An economic means needs to be found to reach a large number of dispersed agricultural technical experts. ISNAR and IICA believe that modern technology, through distance learning, offers the opportunity to deliver management training to the region's agricultural technical experts, at an economic cost.

What may be particularly compelling about this initiative is that the large investments in the past in strengthening the exchange of agricultural technical knowledge, information, and experience in the LAC region, may finally reach its full potential.

b. Relationship of the Purpose or Annual Objective with the corresponding Inter-American Program (estimate between 50 and 75 words)

The project addresses a number of priority areas of the Strategic Plan for Partnership and Development. The project has two pillars which foster development in the area of Scientific development, Exchange, and Transfer of technology. These two areas are:

1. The strengthening of the managerial skills of the agricultural technical expertise. The improved managerial skills will promote a better utilization of the scientific and technological capacities in the LAC region.
2. The building of a distance learning network to promote the scientific development, exchange, and transfer of technology in the LAC region.

By its very nature, the project also promotes the area of Education, particularly in improving the management practices among the agricultural technical experts of the region.

Improved management of the agricultural technical experts can only help foster the key area of Sustainable Development and the Environment.

Finally, by improving the efficiency and effectiveness of the region's investment in agricultural development, the project can also contribute to the area of Social Development and Generation of Productive Employment.

d. Execution process of the cooperation project/activity:

The output/components of this project, and time sequence, are:

1. Development of a distance education module through Internet and videoconference combined, as well as 3 countries linked through the IICA distance learning network. (initiated in month 1, and completed in month 9; 1 country by month 3, another by month 7 and the third by month 9).
2. 4 trained trainers (trainers identified by month 4, and trained by month 8).
3. 6 trained facilitators (facilitators identified by month 4, and trained by month 8).
4. 60 trained managers in 3 countries. 20 managers in one country trained by month 9, and the remaining 40 managers trained by month 12.

- d. Explain how the relationship between the outputs/components included in the Timetable of the previous section contributes to achieving the purpose or annual objective of the proposal, and how this purpose contributes to the achievement of the goal.**

The development of a distance education module through Internet and videoconference permits for an economic alternative to deliver management training to the agricultural technical experts in the many countries of the LAC region.

The 3 countries linked through the IICA distance training network creates the base from which a continent-wide network for distance training in agricultural development for the continent can be conducted.

The 4 trained trainers, combining the languages of English, Spanish, Portuguese, and French, will permit that the distance learning can be delivered in any of the 4 official languages of the continent.

The 6 trained facilitators (2 per country) will help assure that the videoconference facilities in target countries function correctly during the videoconference components of the management training courses.

The 60 trained managers (20 per country) will increase the efficiency and effectiveness of the resources invested in agricultural development in the target countries.

Together, these outputs strengthen the management of agricultural development in the LAC region, by providing the agricultural technical experts in the region, with the management skills to improve the efficiency and effectiveness of the development programs and projects they lead or participate in.

e. Types of cooperation:

Identify the type(s) of cooperation that will be used by the proposal to promote partnership for development and inter-American dialogue. Rank them in order of importance (1 to 6) for achieving the outputs/components.

- 1. The key cooperation of this proposal is the strategic alliance being established between the Inter-American Institute for Cooperation in Agriculture (IICA), and the International Service for National Research (ISNAR). ISNAR has 20 years of experience preparing and delivering management training materials for agricultural development, but has no distance learning installations. IICA has recently installed some first-class facilities and equipment for distance learning, but lacks sufficient training materials. The combination of IICA and ISNAR in this project combines the strengths of two development organizations, leading to synergy of capabilities, an innovative initiative, and a better service for the agricultural development of the region.**
- 2. The establishment of a distance training network, for the region, which can disseminate management training to the agricultural technical experts in the region. This network, once established, can become the base for a dynamic, region-wide, exchange of technical expertise, information, and experience.**
- 3. The establishment of a core group of trained trainers and facilitators to promote management training through distance learning in the LAC region.**

d. Execution process for the cooperation project/activity/

Specify the outputs/components within the time frame and their order of execution

Outputs/components		Jan. - April	May - Aug	Sept. - Dec.
1.	Development of a distance education module through Internet and videoconference combined, as well as 3 countries linked through the IICA distance learning network	Initiated		Development completed in September; 1 country linked by March, another by July and another by September.
2.	4 trained trainers.	Trainers identified by April	Trainers trained by August	
3.	6 trained facilitators	Facilitators identified by April	Facilitators trained by August.	
4.	60 trained managers in 3 countries			20 managers in one country trained by September, and the remaining 40 managers trained by December

e. Describe how the outputs/components included in this table relate to each other to reach the Purpose or Annual objective and how this contributes to reaching the Goal (estimate between 75 and 100 words).

The development of the distance education module, prepared for Internet and videoconference combined, provides the means for an innovative, and cost effective, delivery of management training to the target audience. The target audience will receive lecture/presentations by videoconference, which can be preceded or followed, by more extensive readings and exercises accessed by Internet. The videoconference component, will require trainers trained in the use and presentation of materials videoconference. The trainers must also be specialists in the materials presented, to ably interact with the participants via videoconference. The project will prepare these trainers, and assure they also cover the principal languages of the continent; Spanish, English, Portuguese, and French. The use of videoconference facilities also means that at both ends of a videoconference (a videoconference can include multiple audiences in different countries), facilitators are available and trained on the proper use of the equipment and videoconference procedures. The project will train

these facilitators. All of these components combined, lead to the purpose of the project; the development and implementation of a cost-effective model for management training through distance learning in agricultural development in the LAC region.

This training, when applied by the participants, leads to the project Goal, to strengthen the management of agricultural development in the LAC region. The project has built in the use of the Participants Action Plan Approach (PAPA), which serves to assure commitment to applying the management training, and monitor and evaluate the results of the training. A guide for participants using the PAPA approach is attached for reference.

f. Types of Cooperation

Identify the types of cooperation that will be used to promote partnership and inter-American dialogue. If there is more than one, rank them (1 to 6) in order of their importance for achieving the outputs/components.

Advisory services and exchange of experts	
Creation of cooperation networks	3
Joint studies and research	
Upgrading human resources	1
Meetings (congresses, conferences, dialogue fora)	
Transfer and dissemination of information	2

3. Institutional data:

This is a joint project between ISNAR and IICA, merging the strengths of both institutions, in a strategic alliance to strengthen the management of agricultural development in the LAC region. As such, both institutions are COORDINATING and EXECUTING institutions.

a. Name of institution: Inter-American Institute for Cooperation on Agriculture (IICA)			
b. Name and title of responsible official: Dr. Rafael Ledesma			
c. Address: IICA Headquarters, Apdo. 55 – 2200 Coronado			
d. State/Province: San Jose		e. Country: Costa Rica	
f. Telephone: 506-216-0263	g. Fax: 506-216-0264	h. E-mail: rledesma@iica.ac.cr	i. Web Page: www.iicanet.org
j. Information on the institutional capacity for executing cooperation projects/activities (estimate between 40 and 60 words).			

The Inter-American Institute for Cooperation on Agriculture (IICA) is the technical cooperation agency of the Inter-American System Specializing in Agriculture. It has over 50 years' experience working with the public and private agricultural sectors of its 34 Member States, which are divided, into five regions (the Northern, Central, Caribbean, Andean and Southern Regions). This organizational arrangement facilitates the establishment of international cooperation networks in the different areas of action, including education and training and research and extension. Its mission is to provide cooperation services for agriculture and to strengthen and facilitate Inter-American dialogue. The first task aims to support its Members States in bringing about sustainable development in agriculture and rural areas; the second situates this development within the context of hemispheric integration.

IICA is pioneering the development of an Inter-American Distance Education and Training Network (RIECDI) aimed at transforming agriculture in the Americas, using state of the art telecommunications and videoconference technologies to interconnect its Members States. Actually IICA have established Centers for Distance training (CECADIs) in Costa Rica, Barbados, Colombia, Dominican Republic and alliances and centers in process of establishment in more than 20 countries in the Americas.

a. Name of institution: International Service for national Agricultural Research (ISNAR)

b. Name and title of responsible official: Huntington Hobbs

c. Address: ISNAR Office at IICA-Costa Rica, Apdo. 55 – 2200 Coronado

d. State/Province: San Jose

e. Country: Costa Rica

f. Telephone: 506-216-0245

g. Fax: 506-216-0247

h. E-mail: IsnarGlobal
Associates@cgiar.org

i. Web
Page: www.IsnarGlobal
Associates.or.cr

j. Information on the institutional capacity for executing cooperation projects/activities (estimate between 40 and 60 words).

The mandate of the International Service for National Agricultural Research (ISNAR) is to assist developing countries in bringing about lasting improvements in the performance of their national agricultural research systems and organizations. It does this by promoting appropriate agricultural research policies, sustainable research institutions, and improved research management. ISNAR's services to national research are ultimately intended to benefit producers and consumers in developing countries and to safeguard the natural environment for future generations.

ISNAR was established in 1979 by the Consultative Group on International Agricultural Research (CGIAR), on the basis of recommendations from an international task force. It began operating at its headquarters in The Hague, the Netherlands, on September 1, 1980.

ISNAR is a nonprofit autonomous institute, international in character, and apolitical in its management, staffing, and operations. It is financially supported by a number of the members of the CGIAR, an informal group of donors that includes countries, development banks, international organizations, and foundations. Of the 16 centers in the CGIAR system of international center, ISNAR is the only one that focuses specifically on institutional development within national agricultural research systems.

Note: Repeat the above table as often as necessary, and include all relevant information for each case.

3.3 Coordination mechanism for the execution of activities and resources

Institution responsible for the global coordination: IICA & ISNAR		
COUNTRY	INSTITUTION	AMOUNT OF FEMCIDI RESOURCES THAT WILL BE DIRECTLY EXECUTED
Costa Rica	CATIE	\$69.796
Dominican Republic	CEDAF	\$69.796
Honduras	Ministerio de Agricultura	\$69.796
TOTAL	3	\$209.39

Describe the mechanism agreed by the coordinating and executing institutions for the coordination and execution of the resources:

IICA and ISNAR have combined in a Strategic Alliance to strengthen the management of agricultural development in the LAC region. The coordination of this initiative is facilitated by the presence of an ISNAR office at the IICA headquarters in Costa Rica. The project would be guided under the joint leadership of Dr. Rafael Ledesma, Director of IICA's Distance Learning Center, and Dr. Huntington Hobbs, Director of the ISNAR Office at IICA-Costa Rica. Dr. Ledesma has a PhD. In Education and Training and Ms. in Economic and Management having work during the last 20 years in Central America and the Caribbean as research and extension specialist, training and supporting agricultural developments efforts in the region. Dr. Hobbs is an experienced management trainer, and has delivered management training to agricultural technical professionals in many developing countries. With offices in close proximity, Drs. Ledesma and Hobbs would regularly review and decide how best to continue with project implementation. CECADI and the ISNAR office at IICA-Costa Rica also have extremely capable staff who will assist with project implementation.

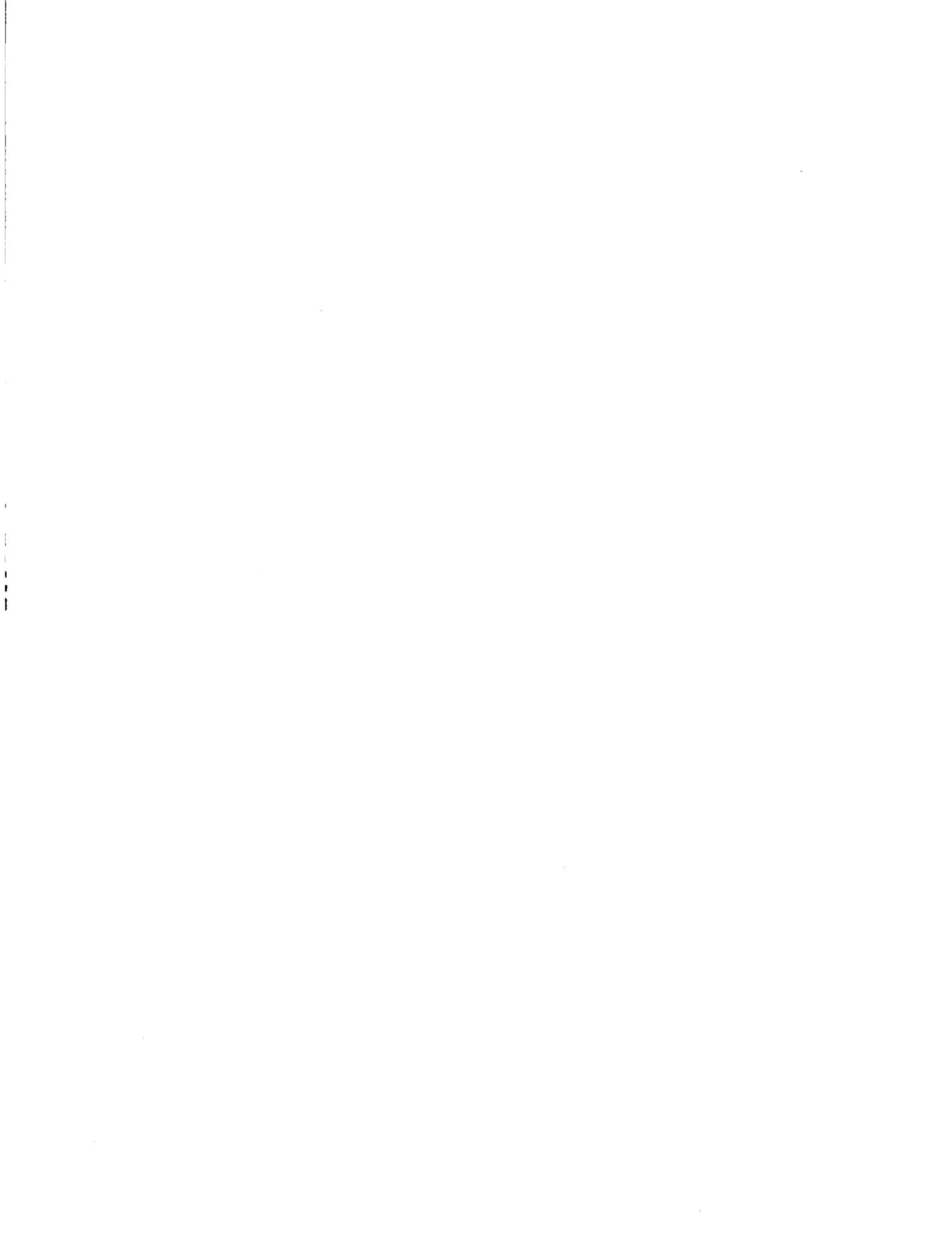
3.4 Recipient Institution(s).

List the institutions that will not be directly involved in carrying out the project/activity, but who will benefit from its implementation

a. Name of institution: Centro Agronómico Tropical de Investigación y Enseñanza		
b. Name and title of responsible official: Dr. Pedro Ferreiras		
c. Address: CATIE 7170		
d. State/Province: Turrialba		e. Country: Costa Rica
f. Telephone: (506) 556-6021	g. Fax: (506) 556-0176	h.E-mail: pferreira@catie.ac.cr

Note: Repeat the above table as often as necessary, and include all relevant information for each case.

a. Name of institution: Centro de Desarrollo Agropecuario y Forestal (CEDAF)
b. Name and title of responsible official: Dr. Pedro Pablo Peña, Director de Capacitación



c. Address: Apartado 567-2		
d. State/Province: Santo Domingo	e. Country: República Dominicana	
f. Telephone: (809) 544-0616	g. Fax: (809) 544-4727	h.E-mail: cedaf@cedaf.org.do

a. Name of institution: Secretaría de Estado de Agricultura y Ganadería		
b. Name and title of responsible official: Ms. Guillermo Alvarado Downing		
c. Address: Apartado Postal 309		
d. State/Province: Tegucigalpa, M.D.C.	e. Country: Honduras	
f. Telephone: (504) 231-1921	g. Fax: (504) 232-5375	h.E-mail: galvarad@dia-net.com

4. If applicable, indicate what other institutions (governmental and non-governmental) will contribute to the execution of this project/activity.

Include the name and title of the liaison official and a brief description of the form of contribution (financial, technical, material, informational) of the institution. If the contribution is monetary, indicate the amount in section VII.2

Data on Contributing National Institutions	Data on Contributing International Institutions
1. CATIE, Costa Rica	1. Will host interactive training via videoconference with the IICA distance Learning Center. Contributions will be the videoconference facilities, the time of two facilitators to be trained and to manage the videoconference site, and the time of 20 participants.
2. CEDAF, Dominican Republic	2. Will host interactive training via videoconference with the IICA distance Learning Center. Contributions will be the videoconference facilities, the time of two facilitators to be trained and to manage the videoconference site, and the time of 20 participants.

Data on Contributing National Institutions	Data on Contributing International Institutions
3. Secretaría de Agricultura y Ganadería, Honduras	3. Will host interactive training via videoconference with the IICA distance Learning Center. Contributions will be the videoconference facilities, the time of two facilitators to be trained and to manage the videoconference site, and the time of 20 participants.

Note: for national or multilateral project proposals go to Section IV

III. PROPOSALS FOR NATIONAL OR MULTILATERAL COOPERATION ACTIVITIES

1. Describe the specific activities to be carried out for obtaining the outputs/components and their cost by object of expenditure

Purpose or annual objective: Development and implementation of a cost-effective model for management training through distance learning in agricultural development in the LAC region and linkup of 3 countries through videoconference technology

Activities and UNITARY COSTS by object of expenditure for obtaining the Outputs/components.

Starting date: 1/1/2001

Date of completion: 31/9/200

- Converting ISNAR training materials to distance-learning format
- Identify and train trainers and facilitators
- Test and improve training materials
- Deliver training
- Evaluate project
- Development of distance education module through Internet and videoconference combined
- 3 countries linked through IICA distance learning network

Financing Total amount requested per object of expenditure

Requested from CIDI (US\$):	03 Fellowships	04 Travel	05 Documents	06 Equipment	08 Contracts	09 Other	TOTAL
Module development and country linkup	0	0.51	7.4875	27.9	63.715	7.4875	107.1
Country Contribution(s) (US\$):	0	0.06	0	0	0.14	0	0.2
IICA Contribution(s) (US\$):	0	0.075	0	6.2	2.05	0	8.325
ISNAR Contribution(s) (US\$):	0	0.075	22.5	0	47.05	22.5	92.125

Verifiable results - Description and quantity (estimate between 50 and 80 words)

- Development of distance education module through Internet and videoconference combined
- 4 trained trainers
- 6 trained facilitators
- 60 trained managers
- 3 countries linked through IICA distance learning network
- Availability of the module, Internet and videoconference. The module has been translated, edited for videoconference and internet formats, tested, improved, and available in Spanish for dissemination to the countries in the LAC region.

2. Explain how the proposed cooperation activity contributes to development initiatives (estimate between 50 and 80 words)

ISNAR has been active in agricultural research management for 20 years, and has a wealth of training materials available. IICA has an outstanding new center for distance learning, that could be used to reach agricultural research leaders and managers in many countries. A strategic alliance of ISNAR and IICA, building on each other's strengths in management training and distance learning offers real opportunities of synergy, and of agricultural development at lower cost.

3. Date of submission of final report for the cooperation activity: ___/___/___

Note: For activity proposals, go on to Section V

Purpose or annual objective (Repeat from Section II. 2.2)
Development and implementation of a cost-effective model for management training through distance learning in agricultural development in the LAC region

Activities and UNITARY Costs per object of expenditure for obtaining the output Starting date: 1/3/2001 Date of completion: 31/8/2001

- 4 trained trainers

Financing	Total amount requested per object of expenditure								
	03 Fellowships	04 Travel	05 Documents	06 Equipment	08 Contracts	09 Other	TOTAL		
Requested from CIDI (US\$) for this project output:									
4 Trained Trainers	0	2.878	0.592	8.88	42.14	0	54.49		
Country Contribution(s) (US\$):	0	0.06	0	0	0.14	0	0.2		
IICA Contribution(s) (US\$):	0	14.675	3.65	54.750	2.05	0	75.125		
ISNAR Contribution(s) (US\$):	0	0.075	0	0	2.05	0	2.125		

Verifiable result - Description and quantity (estimate between 50 and 80 words)

- 4 trained trainers. 4 trainers with capabilities in the subject matter, and covering the important languages of the region (Spanish, English, Portuguese, and French), are identified, recruited to participate in the project, trained in delivering the materials, and participate in the delivery of the first dissemination workshop.

Date of submission of report for this output: ___/___/___

Purpose or annual objective (Repeat from Section II. 2.2)
Development and implementation of a cost-effective model for management training through distance learning in agricultural development in the LAC region

Activities and UNITARY Costs per object of expenditure for obtaining the output **Starting date: 1/3/2001** **Date of completion: 31/8/2001**

- 6 trained facilitators.

Financing	Total amount requested per object of expenditure								
	03 Fellowships	04 Travel	05 Documents	06 Equipment	08 Contracts	09 Other	TOTAL		
Requested from CIDI (US\$) for this project output:	0	0.51	0	0	9.14	0	9.65		
6 Trained Facilitators	0	0.06	0	0	0.14	0	0.2		
Country Contribution(s) (US\$):	0	0.075	0	0	2.05	0	2.125		
IICA Contribution(s) (US\$):	0	0.075	0	0	2.05	0	2.125		
ISNAR Contribution(s) (US\$):									

Verifiable result - Description and quantity (estimate between 50 and 80 words)

- 6 trained facilitators. 6 facilitators (2 per target country) are identified, recruited, and trained in the managing of videoconference facilities. Facilitators begin managing the videoconference sessions on management training linked to the project.

Date of submission of report for this output: ___/___/___

Purpose or annual objective (Repeat from Section II. 2.2)

Development and implementation of a cost-effective model for management training through distance learning in agricultural development in the LAC region

Activities and UNITARY Costs per object of expenditure for obtaining the output

Starting date: 1/10/2001

Date of completion: 31/12/2001

- 60 trained managers

Financing	Total amount requested per object of expenditure								
	03 Fellowships	04 Travel	05 Documents	06 Equipment	08 Contracts	09 Other	TOTAL		
Requested from CIDI (US\$) for this project output:									
60 Trained Managers	0	6.81	1.575	18.9	6.14	4.725		38.15	
Country Contribution(s) (US\$):	0	42.14	10.52	126.24	0.14	31.56		210.6	
IICA Contribution(s) (US\$):	0	3.275	0.8	9.6	2.05	2.4		18.125	
ISNAR Contribution(s) (US\$):	0	0.075	0	0	2.05	0		2.125	

Verifiable result - Description and quantity (estimate between 50 and 80 words)

- 60 trained managers (20 per country in 3 countries) have completed the introductory course, by videoconference and internet, on strengthening management for agricultural development. Training participants return to the normal jobs, having completed the training, and each individually committed to implement his or her Participant Action Plan Approach (PAPA; described in the attached annex).

Date of submission of report for this [REDACTED]

V. **FOR MULTILATERAL PROPOSALS: NATIONAL COUNTERPARTS AND EXPECTED BENEFITS FOR EACH PARTICIPATING COUNTRY.**

Country	Total national counterpart funding in US\$	Describe the benefits to the country as a result of its participation and quantify wherever possible.
Costa Rica	70.4	<ul style="list-style-type: none"> • 20 trained managers, working more effectively to strengthen agricultural development in their country. • 2 trained facilitators in distance learning • Continuing membership in the ISNAR-IICA Distance Learning Network for management training of agricultural development
Dominican Republic	70.4	<ul style="list-style-type: none"> • 20 trained managers, working more effectively to strengthen agricultural development in their country. • 2 trained facilitators in distance learning • Continuing membership in the ISNAR-IICA Distance Learning Network for management training of agricultural development
Honduras	70.4	<ul style="list-style-type: none"> • 20 trained managers, working more effectively to strengthen agricultural development in their country. • 2 trained facilitators in distance learning • Continuing membership in the ISNAR-IICA Distance Learning Network for management training of agricultural development

Note: Add as many rows as necessary

V. **SUMMARY OF BUDGETARY INPUTS (US\$) REQUESTED FROM OAS/CIDI**

Identify the output/component (Copy from section II.2.2)	Fellowsh. Object 3	Travel Object 4	Docs. Object 5	Equip. Object 6	Contracts Object 8	Other Object 9	Total	% in relation to Total
Development of a distance education module through Internet and videoconference combined, as well as 3 countries linked through the IICA distance learning network	0	0.51	7.4875	27.9	63.715	7.4875	107.1	51.55
4 Trained Trainers	0	2.878	0.592	8.88	42.14	0	54.49	41.3
6 Trained Facilitators	0	0.51	0	0	9.14	0	9.65	68.44
60 Trained Managers	0	6.81	1.575	18.9	6.14	4.725	38.15	14.18
Total		10.708	9.6545	55.68	121.135	12.2125	209.39	
% in relation to total		14.99	20.49	22.05	66.16	17.78		

VII. PLANNED FINANCING FOR THE COOPERATION PROJECT/ACTIVITY

1. Details of financial contributions from other institutions or countries that are not members of the Organization (in US \$1,000) for the year of execution *

Name of contributing institution	Amount of contribution(US\$)
IICA	103.7
ISNAR	98.5
Country	211.2
Total	413.4

* Please attach supporting documentation (letters from institutions, promissory notes, etc.)

2 Indicate the amount requested from each funding source (in US \$1,000) for the year of execution:

Year	OAS/CIDI	Other OAS Fund	Executing Country (Countries)		Total funding available from other institutions or countries	Total
			Counterpart financial funds committed	Date counterpart funds will be available		
2000	\$209.39	---	\$413.4	1/1/2001	\$413.4	\$622.79

3 Calendar of Disbursements of OAS/CIDI resources (in US \$1,000):

1 st Disbursement (40%)	2 nd Disbursement (40%)	3 rd Disbursement (20%)	Total
\$83.756	\$83.756	\$41.878	\$209.390

4 Estimated funding requirements if the proposal is expected to have a duration of more than one year (in US \$1,000):

Year	OAS	Executing country (countries)	Other institutions	Total
2001	209.39	211.2	202.2	622.79
2002	300.00	400.00	202.2	902.2
2003	400.00	600.00	202.2	1,202.2
Total	909.39	1,211.2	606.6	2,727.19

FECHA DE DEVOLUCION

CA
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**Título Presentation of partnership
for development proposals to CIDI**

Nombre del solicitante

Fecha Devolucion

