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**PROJECT ON AGRICULTURAL PLANNING AND POLICY ANALYSIS  
IN LATIN AMERICA AND THE CARIBBEAN  
PROPLAN/AP**

***Activity Report for 1983 and  
Final Report***

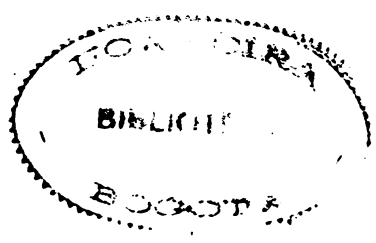
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**INTER-AMERICAN INSTITUTE FOR COOPERATION ON AGRICULTURE**

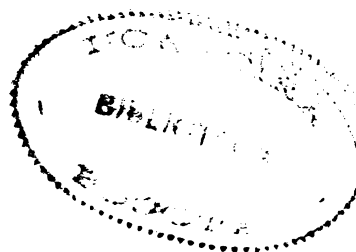
**Office of the Assistant Deputy Director General for Operations**

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PROJECT ON AGRICULTURAL PLANNING AND POLICY ANALYSIS  
IN LATIN AMERICA AND THE CARIBBEAN  
PROPLAN/AP

ACTIVITY REPORT FOR 1983 AND  
FINAL REPORT



January, 1984

PROPLAN INTERNAL DOCUMENT 120



## INTRODUCTION

What follows is the 1983 and final report of the Latin American and Caribbean Agricultural Planning and Policy Analysis Project.\*

The Project was jointly financed by AID (AID/ta-C-1432) and IICA, and its objectives were:

1. "To improve and build institutional capabilities for agricultural and rural sector planning and policy analysis in Latin America and Caribbean countries".
2. "To facilitate implementation of the agricultural and rural sector planning and policy analysis process in the appropriate ministries and planning institutions of IICA target countries".

The project document stated that IICA, with the cooperation of Iowa State University and of Michigan State University, would assess the current situation of agricultural planning and policy analysis. It would then develop procedures to help increase native capacities of Latin American and the Caribbean countries to carry out their own policy analysis and planning activities.

The first section of the report presents what has been done during the last year of the project (1983). This is followed by two sections which cover the entire period of project execution, with a summary of implementation and a brief assessment of accomplishments.

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\* PROPLAN/AP is the acronym for the title, in Spanish, of this project. Although LACPLAN is its equivalent in English, PROPLAN/AP is already being used in twenty-four countries, including English-speaking countries.



## I. ACTIVITY REPORT FOR THE PERIOD JANUARY-DECEMBER, 1983

As was stated in the 1982 activity report and the program of work for January-June, 1983, this year's activities were devoted mainly to training activities and support tasks.

Although the extension of the project allowed for the use of AID funds until September, the project continued through to December 1983, with IICA funds alone.

This report will follow the same general format used in previous reports.

### A. Development of training materials

As stated, 1983 was devoted primarily to training activities. For this purpose, the development of training materials mainly involved the consolidation of already existing documents for final publication as training tools. Annex I gives a list of documents published under the Project.

The program of work presented in the 1982 activities report introduced the preparation of a basic document on policy analysis. Instead, four separate PROPLAN documents were prepared, covering the subject areas of the basic policy analysis document: Document 25: "Una Visión Global del Proceso de Análisis de Políticas para la Conducción del Desarrollo Agrícola y Rural"; Document 35: "El Proceso de Análisis de Políticas para las Decisiones de Orientación: El Marco Orientador"; Document 37: "El Proceso de Análisis de Políticas para las Decisiones Operativas"; and PROPLAN Internal Document 77: "Categorías centrales e hipótesis principales para el proceso de análisis de políticas".

A special training course was organized and will be discussed below. This course required the preparation of more specific training materials, such as visual aids and summaries presenting the essence of subject areas. Documents for training purposes were prepared on:







- . "La Conducción del Desarrollo Agropecuario y Rural" (DIP-107).
- . "El Proceso de Análisis de Políticas para las Decisiones de Orientación" (DIP-108).
- . "El Proceso de Análisis de Políticas para las Decisiones Operativas" (DIP-109).
- . "Preparación e Instrumentación de Planes y Programas Operativos" (DIP-110).
- . "Manejo de Programas y Proyectos" (DIP-111).
- . "Actualización de Objetivos y Metas" (DIP-112).
- . "Seguimiento y Evaluación" (DIP-113).
- . "Programación de Actividades y Asignación de Responsabilidades" (DIP-115).
- . "Problemática y Evolución de la Planificación" (DIP-116).
- . "Instrumentos para evaluación en actividades de capacitación" (DIP-117).
- . "Alguna notas sobre el Marco Doctrinario" (DIP-118).

In training activities, particularly in the learning by doing approach adopted by PROPLAN, exercises play an important role. Therefore, several exercises simulating real world situations were prepared. Some of them have already been published as internal documents. They are entitled:

- . "Análisis de políticas para Decisiones de Orientación: Políticas Específicas" (DIP-101).
- . "Análisis de Políticas para Decisiones Operativas" (DIP-102).
- . "Problemática de Coordinación" (DIP-103).
- . "Evaluación de Impacto" (DIP-104).
- . "Articulación de roles" (DIP-105).

Guidelines for the preparation of operational plans were included in our program of work for 1983. However, these were not prepared because they would have interfered with the organization of the policy analysis course, and the edition and publication of the remaining documents. It was also considered more important for the course to prepare the more specific training documents listed above.



## B. Training

As was planned, the main activities developed by the project during its last year were for training. The Continental Course on Policy Analysis for Agricultural Public Decision-making was the major training activity, for several reasons. It received widespread representation, with participants from many countries. It was allocated significant amounts of human and financial resources. Last but not least, it covered a very broad scope of topics.

The specific objectives of the Policy Analysis Course (see PROPLAN Document-39) were "...facilitating the creation of technical teams that would help the exchange of experiences and knowledge related to policy definition and execution for agricultural development and rural well-being"; and to "contribute to the technical capability betterment of participants in relation to their conceptualization, and the functions and tasks inherent to the policy analysis process as technical support to decision-making".

To achieve these goals the following subject areas were covered:

1. Planning and management for agricultural development and rural well-being.
2. Policy analysis as technical support for guiding the planning-implementation process: Phases and activities of policy analysis in relation to the prospective and operating dimensions of the planning-implementation process.
3. Methods and models of analysis for decision-making.
4. Analysis for orientational decisions.
5. Analysis for operational decisions.
6. Project identification and prioritization.
7. Preparation of operational plans/programmes.
8. Program and project management.
9. Monitoring and evaluation.



10. Sociodynamics in the planning-implementation process.
11. Final workshop: Analysis and suggestions of alternatives for strengthening planning systems and the performance of advisors.

The first three subject areas are basic features of policy planning and implementation, geared toward developing homogeneous viewpoints, terminology and methods among participants, based on their individual experiences. Subject areas 4 to 9 deal with different policy levels that characterize the planning-implementation process, with an emphasis on functions and specific tasks related to the advisory role in decision-making. Subject area 10 is aimed at discussing the collective nature of the interdisciplinary work and, from a conceptual perspective, analyzing the orchestration of advisory, decision-making and implementing roles for guiding the development process.

The final workshop enabled participants to identify basic needs that must be met for advisors to perform an efficient and effective job at the national, sectoral, institutional and regional levels. Work also focused on determining the most viable strategies for supporting advisors at these levels.

The Course lasted five weeks, from May to June, 1983. It included 200 hours of work, of which 20 percent was devoted to presentations, 20 percent to individual reading and 60 percent to group and workshop activities. Twenty-one technical staff members from 10 different Latin American countries participated in the event, and a heavy emphasis was placed on the learning by doing approach.

The Course has proven once more that this is the best way to develop and strengthen a network among persons working in the same subject area, including IICA staff. This is especially true in our case, with a new approach being developed. The participants in the course become disseminators of the new approach.



The Course created an unexpected demand for more events, that was difficult to satisfy. In the last week of September and first week of October, PROPLAN helped organize and develop a seminar-workshop on the Role of Planners in the Guidance of the Regional Rural Development Process. The first half of the event was multinational, for technical people from the Andean Countries (Bolivia, Colombia, Ecuador, Peru and Venezuela). The second half of the event had a national scope and was for Bolivian personnel. The focus was the identification of development projects for three regions of Bolivia. Thirty-seven technical people participated in the event, eleven of them expatriates from Andean countries other than Bolivia.

Peru and El Salvador also requested courses on Policy Analysis for decision-making in the Agricultural Public Sector. The Peruvian Course was held from October 17 to 28 for 33 participants, and the Salvadorean Course was held from November 7 to 18 for 25 participants. Both dealt with the subject matters included in the Continental Course, but lasted only two weeks. The materials for these Courses were prepared in a modular form, by subject area. This allowed for easy adaptation to specific situations, as was done in the two short seminars. For instance, the emphasis of the Course in Bolivia was on Project Identification, while the Course in Peru focused on Inter-institutional Coordination. These two events were carried out after AID funding had ended, but they profited from the Project not only in terms of the experiences of personnel involved, but also because of the materials developed in the Project.

The Dominican Republic and Ecuador also asked for seminars on the subject, but because resources were inadequate, these requests could not be met.

Brazil asked for support in designing a training program which included a series of seminars to be carried out during 1984.

Fifteen different IICA technical people have participated in various phases of these training activities.





PROPLAN also collaborated with the "Instituto Centro Americano de Administración Pública" (ICAP) in the week-long October Seminar on Indicators for Monitoring and Evaluation of the Agricultural Sector, in Honduras.

PROPLAN has been active in support of training activities, such as the Project Planning Course that was held in San José by IICA's Investment Projects Center (CEPI) from October 10 to November 4, 1983 in the area of Project management and Monitoring and Evaluation. We also supported the courses on Project Preparation given by the Regional Unit for Technical Assistance (RUTA) in Managua, Nicaragua in the area of identification of costs and benefits, and the Course held in Port-au-Prince in Haiti by IICA Office, in the area of overall project appraisal. From December 12 to 20, PROPLAN supported the Seminar-workshop on Agricultural Development Planning, held at Castries, St. Lucia.

#### C. Technical Cooperation

Since the activities for 1983 were mainly devoted to training and the preparation of support documents, only two technical cooperation activities were undertaken. The first was support to the preparation of the orientational framework and the definition of specific policies for the agricultural sector of the Dominican Republic, and the second was support to project identification within the AID funded "Natural Resources Management Project", Puriscal Component, in Costa Rica. The former allowed for additional testing of materials, while the latter was helpful for developing materials of practical use for training purposes. It is worth mentioning that participants in the Continental Course on Policy Analysis visited the project area and met with local authorities as part of the course workshop activities.

#### D. Network Management and Coordination

As mentioned above, the development and strengthening of the Latin American and Caribbean network made great progress. This was particularly



due to the training activities, which provided opportunities for meeting and exchanging experiences and ideas among more than 100 technical people of different Latin American countries. These activities also initiated the development of a common language to facilitate understanding among technical people.

Outside consultants contracted by the Project have also had an impact on strengthening the network (for a list of consultants hired, see Annex II).

There is another important point that, cannot be neglected in this report. It is quite obvious that little has been done in the Caribbean area, by comparison with Latin American countries. This is because of a lack of supportive materials in the English language. Efforts to expand the Project to the area have now led IICA to start a multinational project in Barbados.

#### E. AID expenses

Table 1 presents a summary of AID expenses for 1983 by purpose of expense and by activity. It can be seen that training activities accounted for more than half of total expenses and the development of training materials for almost a third.

Most of these expenses are due to participants' expenses and consultants hired for preparation of training materials and for support of training activities.



TABLE 1

PROPLAN  
SUMMARY OF EXPENSES FOR THE PERIOD JANUARY-SEPTEMBER 1983

C O N C E P T	Development of training materials	Training	Technical Cooperation	TOTAL
Salaries	36.772	50.206	14.880	101.858
Travel, transportation & per diem	7.929	15.961	-	23.890
Other direct costs	14.895	33.758	-	48.653
SUB-TOTAL	59.596	99.925	14.880	174.401
Overhead (10%)	5.960	9.992	1.488	17.440
GRAND TOTAL	65.556	109.917	16.368	191.841



## II. OVERALL PROJECT IMPLEMENTATION

The implementation of the Project, as envisioned in the Project document, was divided into two major phases. Phase I was designed and carried out in order to "...assess the capacity, constraints and needed improvements in agricultural and rural sector planning and policy analysis in Latin American and the Caribbean".<sup>1/</sup> Phase II was to involve "...the implementation of training courses, seminars and workshops designed and prepared for in the Phase I project paper. Phase II would also include:

- a. "Provision for in-depth assistance to one or more countries undertaking specific sector planning and policy analysis activities, as agreed in the detailed plan of work developed in the first workshop.
- b. Short term assistance to other countries on a request basis.
- c. Coordination and management of a Latin American and Caribbean agricultural and rural sector planning and policy analysis network".

### A. Phase I

Phase I was completed in 1979, with an in-depth study of the agricultural planning systems in 23 Latin American and Caribbean countries. The results of this phase provided the information needed to assess realistically the weaknesses and strengths of these systems and determine the major constraints on an effective agricultural sector planning and policy analysis process.

This information led to the design of activities in Phase II and enabled the project team to go into a country with first-hand knowledge of its agricultural planning situation.

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<sup>1/</sup> Contract for expanded program of Economic Analysis Latin American Planning Network, AID/ta-C-1432, page 1.





Again, the task of Phase I was to survey 23 countries' agricultural planning systems. The conceptual framework for the preparation and analysis of the survey was also prepared, and five case studies on specific aspects of the planning process were finished, as reported in our first activity report of January, 1980.

The main product of Phase I was the definition of areas on which to focus attention and resources. In order to make these findings more meaningful, the results of the study were presented to heads of the agricultural planning offices of Latin America and the Caribbean. To facilitate exchange of ideas, this consultation took place in three seminars, one for the Caribbean, one for Central America and one for South America. These seminars defined four main areas of work for the second Phase.

It was during this first Phase of the Project that U.S. Universities were most involved, particularly in designing the survey and the tabulation format. IICA played the major role of coordinating activities, carrying out and analyzing the survey, preparing and conducting case studies and holding the consultation seminars. <sup>1/</sup>

#### B. Phase II

According to the plan of work included in the project document, the consulting seminars were carried out in order to define the areas to be emphasized. They were determined by participants as:

- .Policy Analysis
- .Planning Systems
- .Projects
- .Operational Planning

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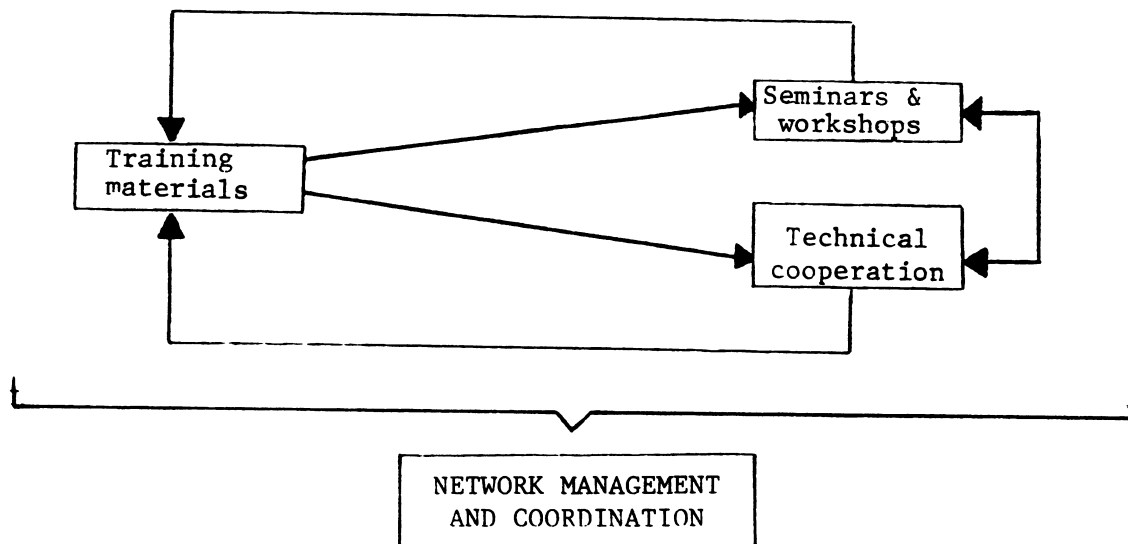
<sup>1/</sup> A detailed description of responsibility during Phase I can be found in the team evaluation report of July, 1979.



Also following the project document, the activities to be performed for reaching project goals were grouped into four categories as follows:

- .Development of training materials
- .Seminars and workshops
- .Technical cooperation
- .Network management and coordination

These four groups of activities covered the goals of the project and at the same time, supported each other. Training materials both support seminars and workshops, and back up technical cooperation, which in turn provides feedback for the development of training materials and for the seminars and workshops. By the same token, seminars and workshops help identify and/or improve training materials and support technical cooperation. This research cycle can be shown as:



Network management and coordination is in fact carried out through this action research cycle.



This modus-operandi should result in stronger planning institutions. Experience acquired in the project showed that one of the best ways to create and coordinate the network is through training activities due to their multiplier effect.

The set-up of the project in its second phase for implementation can be summarized as follows:

SUBJECT AREAS	ACTIVITIES	TECHNICAL COOPERATION	DEVELOPMENT OF TRAINING MATERIALS	TRAINING
1. Policy Analysis 2. Planning Systems 3. Projects 4. Operational Planning				

Network management and coordination is a category that cuts across all project activities.

The project then developed with an iterative approach. At the beginning, emphasis was placed on the development of training materials that were later tested on technical cooperation. This provided feedback for adjusting the training materials.



At the end of the project, the training activities took top priority in project implementation. This sequence does not mean that training had not been done previously, or that technical cooperation did not continue at that time. Rather it underscores the relative emphasis of the different stages of the project. This can be depicted as in Figure 1.

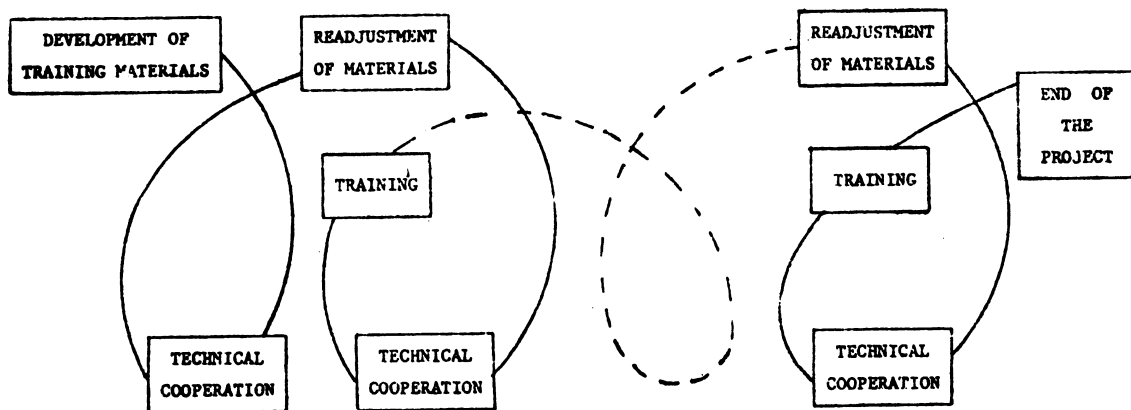


Figure 1. PROJECT IMPLEMENTATION

The first half of Phase II was carried out following the original approach. Work began on the development of different documents, and short seminars were held on specific topics (such as operational planning, project identification, etc.), as a part of what has been called technical cooperation.

The training materials were organized into three series of publications: basic documents, applied research documents, and complementary documents. The materials that presented the conceptual framework for the different subject areas, methodologies and handbooks are included in the Basic Documents Series. The Applied Research Documents series was reserved for materials presenting case studies and practical experiences that could illustrate different aspects of the planning-implementation process.





The Complementary Documents Series included material that was prepared outside PROPLAN, both specifically for the project, such as the work of cooperating universities\* and consultants, and other material not specifically designed for PROPLAN but nevertheless of interest for it. Some of the documents were for the specific purpose of training, such as visual aids for presentation or exercises. Most were not specifically prepared for this purpose, but nevertheless supported training activities. Although it is very difficult to separate training from non-training materials, there was a need to create a fourth series, the Educational Materials and Exercises Series, for the documents prepared with that specific purpose (see Table 2). Annex I gives a list of documents prepared and compiled during implementation of the project.

Technical cooperation was carried out more as a means than an end in itself, since it served the purpose of testing the approaches and materials that were being developed. Training in this first half of Phase II was also seen as a testing ground, not only of the approach and materials, but also of procedures to improve communication and prepare local personnel. It should be borne in mind that the goals of the project were to improve institutional capabilities in Latin American and Caribbean countries for agricultural planning and policy analysis and to facilitate the implementation of agricultural planning and policy analysis. Annex II gives the technical cooperation activities carried out in each country.

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\* Iowa State University prepared PROPLAN Documents 13 "On the choice of optimal agricultural policies", 22 "Manuals for policy analysis: on the use of general equilibrium models in agricultural policy analysis", 26 "Annotated bibliography on price, trade and market stabilization policies", and 41 "Manuals for policy analysis: price and market-intervention policies". Michigan State University prepared PROPLAN Documents 20 "A guide to information and policy analysis for agricultural decision making in Latin America and the Caribbean" and 23 "Annotated bibliography and utilization of system simulation models for agricultural policy analysis".



Table 2.

SERIES	SUBJECT AREA	GUIDANCE IN GENERAL	INFORMATION AND POLICY ANALYSIS	OPERATIONAL PLANNING	PROJECTS
Basic Documents					
Applied Research					
Complementary Documents					
Educational Materials and Exercises					



After Phase II started and some experiences had been gained, and considering the findings of the survey conducted in 23 countries, we came to the conclusion that there was a need for a more innovative approach. Training and technical cooperation could not be effectively separated. This began the transition to a new strategy that could yield better results in the quest for improving native capacities in a more enduring and self-sustaining way.

Analysis of the experience gained through the country studies, direct technical cooperation and short-term training activities, as well as the previous experience of the specialists involved in project implementation led to a redefinition of the learning-teaching concept. This, in turn, produced a redefinition of the approach used by the project.

The basic premise on which the new approach developed was that guiding the agricultural development process is an interdisciplinary task; therefore, it is of a group or collective nature. This means that individuals must be viewed in this collective context and that "training" should consider it.

Training was then defined as an on-going educational process, and not only as a formal, scholarly, action. In this context, an educational (training) activity induces significant learning that has a non-arbitrary relationship with the cognitive-affectual structure of the trainees.

It follows that learning must be the outcome, not only of a specifically designed training activity, but also of any other sort of activity in which one of its component members facilitates significant lessons.

This suggests the concept of "learning by doing", since all learning goes through the direct experience of the individuals, through their sensorimotor operations and through their actions on surrounding objects.



In short, technical cooperation in the context of PROPLAN can be viewed as a process that allows for a real increase in the capabilities of the institutions involved in the planning-implementation process. This increase or improvement of capabilities can be identified with the concept of training we have presented, in which training is not limited to the transmission of knowledge and skills in an academic environment.

In the context of the "institutional strengthening" approach, the increase in capabilities means not only the development of human resources, but also an increase of:

1. Institutional capabilities, through changes in the guidance mechanisms due to the adoption of new methodologies and operating schemes, in order to maximize the efficiency and effectiveness of the public sector.
2. Capacities related to knowledge, through the reformulation of theoretical approaches to the analysis of changes over time in the agricultural sector; and to policy alternatives more appropriate to the existing situation and related to the information needed for decision-making.
3. Instrumental capacity, through generating and adapting instruments, methods and procedures appropriate to the activities carried out by the directive system at different decision-making levels.
4. Human resources capabilities, through the creation of work teams with knowledge, skills and capabilities oriented to the solution of problems within the peculiarities of each situation.

With this new approach, better suited to real situations and to IICA's modus-operandi, training activities centered on preparing and holding a Continental Course on Policy Analysis. The second half of Phase II was carried out with this in mind, and the Course took place in May-June, 1983.





During this period, although subject areas were maintained, work concentrated on modules covering different aspects of the planning-implementation process that could be put together in different ways in order to adapt to specific, distinct, requirements. These modules are mentioned in the first section as subject areas of the Continental Course.

Annex III gives a summary of training activities developed, by country and year, while Annex IV presents a list of consultants who have contributed to PROPLAN's development.

C. Expenses

Table 3 summarizes total expenses by item of expenditure and year. These expenses are compared with planned expenses and the net balance is determined.



Table 3. SUMMARY OF FINANCIAL REPORT

B U D G E T L I N E S	Expended to date	Amount of Grant	Unexpended to date
Salaries	356,434.30	348,120.00	8,314.30
Travel Transportation and Per-Diem	193,947.19	199,929.00	5,981.81
Other Direct Costs	80,938.83	100,948.00	20,009.17
Overhead (10%)*	63,131.79	64,393.00	1,261.21
SUB-TOTAL	694,452.11	713,390.00	18,937.89
Less:			
Adjustment due to Exchange Difference	( 488.02)		488.02
Other Direct Costs	( 48.80)		48.80
Adjusted total	693,915.29	713,390.00	19,474.71



### III. OVERALL ASSESSMENT OF ACHIEVEMENTS

Very much under the influence of the project document, until 1980 our work was restricted to Sectoral Planning Offices. We learned that even though our approach to agricultural planning was broader than the traditional approach, as stated in our original conceptual framework\*, focusing our technical cooperation work at the sectoral level in the planning process would be self-limiting. Indeed, we became aware that following that strategy we were not going to make a substantial contribution in the limited capacity of public administration to define viable policies from a socio-economic and political view and to carry them out successfully through the corresponding plans, programs, and projects.

During 1980, the Management for Rural Development Project (PROPLAN/A) was initiated as the second component of PROPLAN. This project was initially centered on the implementation process while PROPLAN/AP (or LACPLAN) was centered on the planning process. Both projects were seen as complementary. In fact, having those projects under PROPLAN responsibility helped to identify the needs and requirements for the development of an integrated approach. In this way we were making progress towards the interpretation of the nature of the missing links which prevented us from making a clear contribution to the improvement of the efficiency and the effectiveness of public institutions delivering goods and services required by the different actors of the agricultural and rural development process.

This can be noticed in the following statement which is taken from the 1980 Annual Report.

"PROPLAN has played an important role in generating a different view, or approach, to planning. The old concept of planning as an activity to generate plans ("book-plans") is fading away. It viewed the planner as an agent for social change, and it is now in crisis. PROPLAN's approach, planning as a continuous policy-

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\* PROPLAN Document 1: "Marco conceptual del proceso de planificación 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".



producing process, is coming to take its place. As described in PROPLAN's publications, the planning process should be seen as integrating a policy analysis process and the decision-making process. Planners, as permanent advisers to decision makers, should view their major task as conducting a policy analysis process. The planning process does not end at the formulation stage, it is linked to the implementation process through the conjuncture analysis and detailed specification of plans and programs. It also includes the control stage to feed newly-designed corrective measures back into the implementation process or formulation stage.

At the same time, the experience showed that, in order to reach the rural poor, we should improve both the efficiency and the effectiveness of public institutions delivering goods and services required by that segment of society. This could not be accomplished through planning alone." (underline has been added now).

The operations of both projects during 1981 provided additional contact with technicians, producers and the rural population in general in Spanish and English speaking countries in Latin America and the Caribbean. This helped to verify the urgent need to improve the efficiency and effectiveness of the government organizations in those countries.

The annual report for 1981 as well as PROPLAN Document 19\*, spell out the major limitations that prevent public sector action from guiding the development process. Later on those limitations were further defined through studies and discussion with national technicians in different countries where PROPLAN activities were conducted; this is reported in several PROPLAN documents.

A summary of the causes which account for the limitations of the public sector's ability to guide the development process were presented in the first chapter of PROPLAN Document 25\*\*, as follows:

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\* "Necesidad de un enfoque integrado sobre la conducción del desarrollo agrícola y rural: posiciones convergentes".

\*\* "Una visión global del proceso de análisis de políticas para la conducción del desarrollo agrícola y rural".





- The approach on which public sector action was based, which emphasized the gap between "definition and execution of policy". This approach identified "policy definition" as the primary work to be done by a group of professionals called "planners" and the "execution of these policies" as the work to be done by a mechanistic bureaucracy which did not participate in policy definition.
- The view of planning as an activity exclusively assigned to planners, who saw themselves as agents of social change, without taking into consideration the ideological or doctrinal position of the groups involved in the decision-making. They also ignored the characteristics, true needs and demands of those groups which would be affected by the decisions they proposed.
- An excessively centralist focus characterized by the strengthening of organisms of national scope, sacrificing those of regional scope and, even, those of local scope.
- The inefficient and often non-existent participation of the rural population in making the decisions that affected them, and organizational schemes of the public sector that were too inflexible to adapt to changing situations and to negotiate development policy with the non-public sector at its different levels.

The above are manifestations of problems that have a common basis. The basic assumption has been that once the decision was taken, it would translate itself into actions exactly as planned, and that these would transform reality according to pre-established norms. It was assumed that the relationship between decision and action was essentially automatic, mechanistic and sequential.

The annual report for 1981 also pointed out that "...to cope with the above problems, PROPLAN's actions follow a strategy of strengthening the mechanisms of the directive system for managing the planning-implementation process of agricultural development and rural welfare policies".



This was later on identified in PROPLAN Internal Document 85\* as the "guidance system improvement approach". This approach is derived from the following fundamental postulates which have been developed to meet the multifaceted challenge of rural and agricultural development in a systematic, effective fashion:

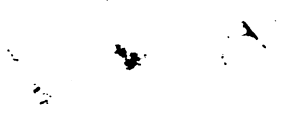
- Redefinition of the processes of planning and implementation as a single, integrated planning/implementation process.
- Redesign of the planning system and decision-making systems into a single directive or guidance system.
- Adjustment of the relationship between the public and private sectors to enlist the participation of the rural population in guiding the planning-implementation process.
- Unification of theory and praxis and of decision and action based on reality as the object of transformation.
- Restating the basic concepts of the planning and management disciplines and the role of planners and managers in the direction of true inter-disciplinary integration, stressing the group nature of task performance.

An elaboration of the first three postulates was done during the last few months of 1981; this is reported in PROPLAN Document 21\*\*. Further elaboration of the postulate was done during 1982. Its implications for policy analysis were developed and reported in PROPLAN Document 25. This document also reports on the evolution of the conceptual framework from 1978, as reported in PROPLAN Document 1, to 1982, as reported in PROPLAN Document 25.

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\* "A guidance system improvement effort: PROPLAN/A cooperation with the Colombian DRI Program".

\*\* "Un enfoque sobre la conducción del proceso de planificación-ejecución de las políticas para el desarrollo agrícola y el bienestar rural".



The evolution of the conceptual framework has several dimensions. Perhaps it suffices to stress at this point that the essence of PROPLAN Document No. 1 could be summarized by stating that originally efforts were centered on trying to rationalize decisions. The central category of the approach was the "decision", and there was concern for improving the processes taken to reach it from a normative and rational perspective; it also considered adjustments through an ex-post feed-back mechanism provided by the control stage of the planning process.

As pointed out in the first chapter of PROPLAN Document 25, the conceptual framework became one in which the sole concern for "what should be" is coupled with the interest in "what is possible". In this case the central category changed to the "decision-action" unit. In other words, there is explicit recognition of the fact that intention and performance are not necessarily related. The decision-action unit becomes possible upon viewing reality as an object of transformation instead of just an object of knowledge, and around which decisions are made and actions are taken in an operation that not only modifies reality, but modifies the concepts of those involved in the guidance process.

Along this line, the emphasis switched from analyzing the planning process in isolation to viewing the guidance of the development process comprehensively. Within this broader perspective, planning and management as disciplines were given a central role. Thus the guidance of the development process became the center of attention of PROPLAN's activities. This guidance allows for the integration of the more specific technical aspects\* of agricultural and rural development and channels actions in such a way that everyone contributes together to achieving anticipated results.

Guidance of the development process refers to the adoption and implementation of a coherent set of decisions-actions oriented at transforming

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\* This refers to generation and transfer of technology, marketing, financing, education, rural organization, etc.



socio-economic and political reality in a pre-determined direction. Thus, the guidance system is that component of a development effort which mobilizes and directs resources toward the accomplishment of desired objectives.

Two other elements were added and developed during 1982, as a result of the technical cooperation activities in response to specific demands from the countries. The first refers to the existence of different planning-implementation processes, while the second considers the explicit orchestration of the roles of advisors (planners), decision-makers and implementers for effective guidance of the development process.

Recognizing the existence of several planning-implementation processes helped in understanding that PROPLAN's approach was not just applicable at the national level. Therefore efforts to improve the efficiency and effectiveness of the public sector should not be limited to actions with Sectoral Planning Offices, as it was originally thought. Thus, it is necessary, in each situation, to begin by characterizing the system that generates the specific planning-implementation process. It can be defined for a determined scope of action, that may be a project, a program, an area, a region, a sub-sector, a sector, an institution, etc. When this planning-implementation process is defined for an entire area, region, or country, it should be understood as the development process for that particular level.

In relation to the second element, PROPLAN Internal Document 94\* recognizes that the limitations to achieving effective guidance of the development process were largely due to having failed to orchestrate the roles of the advisers (planners), decision-makers and implementers.

It is important to understand the meaning of the orchestration that links advisers to decision-makers and implementers on different administrative-geographic levels. Linkage with decision-makers means understanding their

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\* "El enfoque grupal y la articulación de roles en la conducción del proceso de planificación-ejecución".





political position in order to foster a scientific treatment of the problems and potential which takes into account political impediments to solutions proposed. Therefore, it should not be considered as political immediatism, but as given effective support. In the same manner, linkage with implementers is necessary to understand their true demands and to generate an effective response to them.

More than six years of operation, assistance to seventeen countries and analyses of twenty-three countries, as well as other experience in this field qualify PROPLAN to conclude that effective guidance of the respective planning-implementation process would imply: i) an evolving consensus and commitment to development objectives, strategies and policies by key groups; ii) realistic and agreed-upon programs of work, which include allocation and provision of resources, activities and tasks to be developed, clearly understood and articulated roles and responsibilities for executing activities and tasks, and desired outputs; iii) adequately coordinated execution of tasks by key actors; and iv) relevant, timely and reliable information for all key actors about system performance with options for future action.

All the elements presented should suffice to convey the importance of PROPLAN's focus on the role of advising decision-making for effective guidance of the agricultural development process. A synthesis of the development of the six years of the project was developed during 1983 for the Continental Course which is reported in PROPLAN Document 39\*.

In this context it was postulated that the main objective of the planning systems (as part of the directive or guidance systems) should be defined as providing on-going advisory services to the decision-making system, introducing action alternatives that are consistent with the government's doctrinal position and with the evolution of the country's socio-economic and political reality.

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\* "Memoria del Curso sobre Asesoramiento para la Toma de Decisiones en el Sector Público Agropecuario".



Then, PROPLAN argues that the guidance of an agricultural and rural development process calls for continuous policy analysis which allows for permanent advisory assistance for making decisions and carrying out actions required in order to transform reality on the basis of development objectives.

PROPLAN Document 25 states that since policy analysis is taken to be the technical support of the effective guidance of a specific planning-implementation process, the "policies" which determine the thrust of the "analysis" should be clearly and systematically delineated.

To achieve this systematization of policies, it must be recognized that every government has a doctrinal position which lays down, to varying degrees of precision, its preferences for the types of organization and their functions within the agricultural/rural sector. This doctrinal position goes from the most general ideas of "what should be" (or the "objective image") through consideration of "what is possible", to detailed elaborations of actual agricultural and rural development policies.

In this sense, it was considered that developmental policies are a crystallization of the doctrinal position and, as such, describe the results which, it is hoped, will be achieved from the various decisions which are taken within the relevant planning-implementation process. Further, at each policy level, aims and objectives are elucidated with the mechanisms and methodologies for attaining them.

As explained in Chapter II of PROPLAN Document 25, in generic terms decisions can be classified into two groups: Orientalional or Strategic Decisions for actions of the public sector, private sector entities and the population at large within the parameters of the doctrinal position of the government and consistent with the evolution of the socio-economic situation; and Operational or Implementing Decisions which, while having the same aims and objectives, develop a greater degree of precision in guiding public sector activities and in influencing the specific performance of private sector and other entities in the population at large.



The identification of these two types of decisions allowed for further clarification of the central concept of guidance. Through orientational decisions, guidance defines the basic guidelines for action by public and private sector entities and for the appropriate assignment of the various resources of the society. Through operational decisions, guidance should secure the actual allocation of said resources and ensure that they are mobilized in conjunction with the forces of involved groups and individuals and properly articulate the actual transformation.

In these terms, the policy analysis process should allow the generation, presentation and justification of options or alternatives which set out, in coherent fashion over time, the doctrinal position of the government, relative to different policy levels which involve both orientational and operational decisions.

It proved convenient to relate strategic decisions to three policy levels which were designated: i) doctrinal framework; ii) basic guidelines; and iii) specific policies. The generation of these decisions as well as their interdependence with the achievement of actions with which they are involved, were identified as the prospective dimension of the planning-implementation process of development activities. PROPLAN Document 35\* discusses policy analysis for these policy levels.

On the other hand, operational decisions correspond to two policy levels: i) policy measures; and ii) specific actions. PROPLAN Document 29\*\* explains that the generation of decisions involved at these policy levels as well as the realization of actions with which they are involved and the inter-relationship between the two, were identified as the operative dimension of the planning-implementation process of development activities. PROPLAN Document 37\*\*\* discusses policy analysis for these policy levels.

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\* "El proceso de análisis de políticas para las decisiones de orientación: el Marco Orientador".

\*\* "La dimensión operativa del proceso de planificación-ejecución".

\*\*\* "El proceso de análisis de políticas para las decisiones operativas".



The different policy levels and the dimensions of the processes should not be thought of as sequential, since, in fact, they co-exist and mutually reinforce each other.

The formulation of alternative policies at each level requires a precise knowledge of the doctrinal position of a government's objective at the broader policy level, analysis of the socio-economic and political situation in as fine detail as is consistent with the particular policy level and its particular scope, and analysis of the capabilities and past performance of the public sector at the same level.

In this context, and to allow for adjustment and reformulation at each policy level, one must have relevant monitoring and evaluation of the impact and achievement of public sector actions, and the performance of private business entities and other groups in the population. It is the kind and extent of deviations encountered which will define the degree of adjustment and reformulation required and allow for verification of the policy level or levels at which corrective measures should be applied.

Chapter III of PROPLAN Document 25 points out that the generation of a policy analysis process in practical terms would involve the carrying out of a series of activities which for convenience sake, may be grouped into three non-sequential stages: i) systematization of information; ii) design of policy alternatives; and iii) proposal of policy alternatives. This is illustrated for different policy levels in PROPLAN Documents 35 and 37.

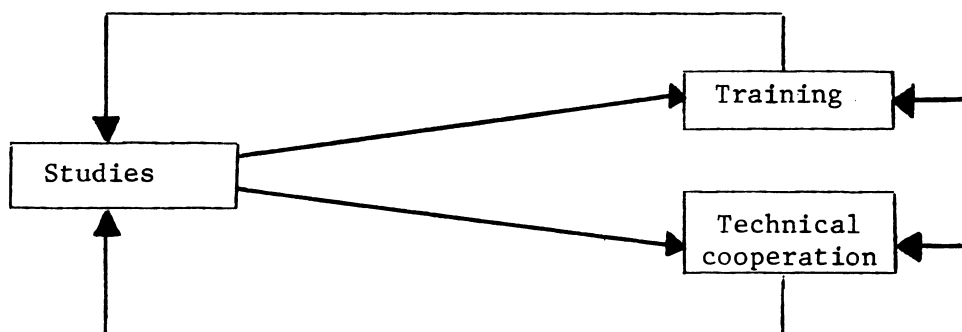
The development reported had important implications for training and technical cooperation activities. This was first recognized in early 1981 when it was reported:





"... Therefore, this situation requires an integrated approach by IICA. Such an approach should bring together and coordinate other IICA activities to improve its technical cooperation with countries and to support their efforts towards rural development.

In order to assure this integrated approach, PROPLAN's strategy for the generation, adaptation and transfer of knowledge is based on the following "action research cycle".



The implementation of PROPLAN/AP within IICA's strategy of institutional strengthening and participatory and reciprocal technical cooperation has contributed to the development of this approach, which PROPLAN is applying to all its projects."

The full implications of the above were not explicitly established until 1982; this is reported in PROPLAN Internal Document 78\* and in PROPLAN Document 34\*\*. Those actions carried out during the last months of 1982 and 1983, which led to the Continental Course, were largely influenced by both documents as indicated in the second chapter of this report.

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\* "La comunicación educativa en las acciones de los Proyectos PROPLAN".

\*\* "Planificación y Administración para el desarrollo rural: la capacitación como elemento esencial de la cooperación técnica".



**A N N E X I**

LIST OF MATERIALS PREPARED  
AND COMPILED BY PROPLAN/AP



## A N N E X I

### LIST OF MATERIALS PREPARED AND COMPILED BY PROPLAN/AP

Below is a list of the materials prepared and compiled during the implementation of PROPLAN/AP. The material has been organized according to PROPLAN/AP subject areas which were defined as:

- Guidance in General
- Information and Policy Analysis
- Operational Planning
- Projects

Within each subject area the material has been grouped into four series, as follows:

- Basic Documents Series. Includes the general frameworks for each area of interest, the conceptualization of the processes involved, and methodologies and handbooks developed for each subject area.
- Applied Research Series. It is reserved for the presentation of case studies, practical experiences and the results of specific research.
- Complementary Documents Series. Includes material that was prepared outside PROPLAN, and contains the final documents of seminars and technical meetings.
- Educational Material and Exercises Series. It is composed of documents prepared for the specific purpose of training.



Therefore, the organization of training materials can be summarized in a matrix as follows:

SERIES \ SUBJECT AREA	GUIDANCE IN GENERAL	INFORMATION AND POLICY ANALYSIS	OPERATIONAL PLANNING	PROJECTS
Basic Documents				
Applied Research				
Complementary Documents				
Educational Materials and Exercises				

Since the preparation of documents is not an one-time event, but rather an on-going process, several documents are in different stages of preparation. Two different types of documents were therefore introduced: PROPLAN DOCUMENTS (DP) and PROPLAN INTERNAL DOCUMENTS (DIP).

The PROPLAN Documents are published officially under the rules of the Institution. They have achieved sufficient completeness to merit publication.





PROPLAN Internal Documents include all the other documents that are not in a state of readiness for final publication, but nevertheless can be used in meetings and seminars. Through selective distribution they are discussed and criticized by experts in the subject area. They represent different states of collection of these comments.

Some of the publications are not numbered because they are neither PROPLAN Documents nor PROPLAN Internal Documents. They were not prepared for the specific purpose being used in PROPLAN but of interest for the project.



## GUIDANCE IN GENERAL

Basic Documents Series

- DP-1 Marco conceptual del proceso de planificación agraria en América Latina y el Caribe: una visión integral de los procesos de análisis de políticas y de toma de decisiones en el sector agrario.
- DP-21 Un enfoque sobre la conducción del proceso de planificación-ejecución de las políticas para el desarrollo agrícola y bienestar rural.
- DP-25 Una visión global del proceso de análisis de políticas para la conducción del desarrollo agrícola y rural.
- DP-30 Los componentes centrales de la conducción del desarrollo agrícola y rural en el nivel regional.
- DP-32 Lineamientos generales para el análisis de la función de seguimiento y evaluación.
- DIP-26 Algunas reflexiones sobre la conducción del proceso de planificación-ejecución de la política de desarrollo agropecuario y rural y la acción del IICA a través de PROPLAN.
- DIP-32 Problemática de la planificación e implementación de la política de desarrollo agropecuario y rural.
- DIP-59 Diagnóstico Microregional.
- DIP-78 La comunicación educativa en la cooperación técnica de los Proyectos PROPLAN.
- DIP-89 Contribución a la explicitación de algunos aspectos del marco conceptual del enfoque de los proyectos PROPLAN.
- DIP-94 El enfoque grupal y la articulación de roles en la conducción del proceso de planificación-ejecución.
- DIP-95 Metodología para la preparación del Resumen Operativo Gerencial (R.O.G.). (1)
- DIP-99 Consideraciones sobre la coordinación como cualidad inherente del proceso de desarrollo. (1)

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(1) Document prepared by other PROPLAN projects.



Applied Research Documents Series

- DP-2 Análisis del funcionamiento de las unidades de planificación sectorial en el proceso de planificación agraria en América Latina y el Caribe: su participación en el proceso de análisis de política y de toma de decisiones en el sector agrario.
- DP-4 El sistema de planificación agraria en Bolivia.
- DP-5 La etapa de formulación del proceso de planificación agrícola en Venezuela.
- DP-6 La etapa de instrumentación de la ejecución del proceso de planificación agrícola en Honduras.
- DP-7 La etapa de control del proceso de planificación agraria en el Perú.
- DP-11 La etapa de instrumentación de la ejecución del proceso de planificación agraria en Perú.
- DP-31 Notas sobre la problemática de la conducción del desarrollo agrícola y rural.
- DIP-43 Metodología para la exploración y selección de zonas. SEAPLAN/IICA. (1)
- DIP-44 Marco de referencia para el diseño de la metodología de evaluación del plan de desarrollo agrícola 79/82 (Guatemala) PROPLAN/AP.
- DIP-92 La coordinación institucional en el Proyecto ARDI/AROA. (1)
- DIP-93 Experiencias de la aplicación de una concepción de programación dinámica para la coordinación institucional en el Proyecto ARDI/AROA. (1)

Complementary Documents Series

- DP-8 Seminario regional sobre planificación agrícola y análisis de políticas en América Latina y el Caribe: Zona Norte.
- DP-9 Seminario regional sobre planificación agraria y análisis de políticas en América Latina y el Caribe: Zona Andina y Zona Sur.
- DP-10 Regional seminar on agricultural planning and policy analysis in Latin America and the Caribbean: Antillean Zone.
- DP-17 Planificación y administración para el desarrollo rural: El enfoque de PROPLAN/A y sus experiencias en Colombia. (1)

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(1) Documents prepared by other PROPLAN Projects.



- DP-18 Fortalecimiento institucional en planificación y administración para el desarrollo rural: Memoria del Seminario IICA-PROPLAN/USDA-DPMC. (1)
- DP-19 Necesidad de un enfoque integrado sobre la conducción del desarrollo agrícola y rural: posiciones convergentes.
- DP-34 Planificación y administración para el desarrollo rural: la capacitación como elemento esencial de la cooperación técnica (ponencia presentada por IICA-PROPLAN en el II Seminario de Intercambio). (1)
- DP-38 Memoria del segundo seminario de intercambio: Planificación y Administración para el Desarrollo Rural. (1)
- DP-39 Memoria del curso sobre asesoramiento para la toma de decisiones en el sector público agropecuario.
- DP-40 Seminario-taller sobre el papel del planificador en la conducción del desarrollo agropecuario y rural-regional. (1)
- DIP-24 Memoria del Seminario PROPLAN, San José. 1980.
- DIP-25 Memoria del Seminario PROPLAN, Paipa, Colombia. 1980.
- DIP-39 Proposta de pautas metodológicas para a analise de desenvolvimento agrícola latinoamericano.
- DIP-85 A guidance system improvement effort: PROPLAN/A cooperation with Colombian DRI Program. (1)
- DIP-91 Memoria del Seminario-taller sobre fortalecimiento de la coordinación institucional en el Proyecto ARDI/AROA. (1)
- Un nuevo enfoque analítico del problema de coordinación en el sector público agrícola. Mayo Vega. (2)
  - Planes versus planificación en la experiencia latinoamericana. Carlos A. Mattos. (3)
  - La planificación social observada por un economista. Armando Di Fillippo. (3)
  - Planeación normativa y planeación situacional. Carlos Matus (3)
  - La planeación económica observada por un sociólogo. Joseph Hodara (3)
  - La técnica de los grupos operativos en la formación del personal docente universitario. Cayetano A. De Lella Allevato. (3)

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(1) Documents prepared by other PROPLAN Projects.

(2) Contribution of other IICA projects.

(3) Material used by PROPLAN, not specifically prepared for the project.





Educational Material and Exercises

- Ejercicio sobre problemática de la coordinación. (1)
- DIP-105 Ejercicio sobre articulación de roles.
- DIP-107 La conducción del desarrollo agropecuario y rural (Resumen para exposición).
- DIP-112 Actualización de objetivos y metas (validación), (resumen para exposición). (2)
- DIP-113 Seguimiento y evaluación (resumen para exposición).

## INFORMATION AND POLICY ANALYSIS PROCESS

Basic Documents Series

- DP-25 Una visión global del proceso de análisis de políticas para la conducción del desarrollo agrícola y rural.
- DP-33 Manual para la preparación del marco orientador del desarrollo rural en el nivel microregional.
- DP-35 El proceso de análisis de políticas para las decisiones de orientación: el marco orientador.
- DP-37 El proceso de análisis de políticas para las decisiones operativas.
- DIP-41 Orientación para la preparación de un documento sobre el proceso de análisis de políticas dentro del marco del proceso de planificación agropecuaria.
- DIP-49 Lineamientos metodológicos básicos para analizar sistemas de información orientados al seguimiento y evaluación de acciones específicas del sector público agropecuario. (2)
- DIP-65 Marco doctrinario. (Algunas notas para la preparación de un documento que explicita la posición doctrinaria del Gobierno).
- DIP-73 Base cuantitativa para el análisis de políticas.
- DIP-77 Categorías centrales e hipótesis principales para el proceso de análisis de políticas.
- DIP-90 Documento sobre el Sistema Nacional Integrado de Previsión y Acción Económica y Social para la Unidad 3: "Modelos y métodos de análisis para las decisiones".

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(1) Contribution of other IICA projects.

(2) Documents prepared by other PROPLAN Projects



Applied Research Documents Series

- DP-3 El proceso de análisis de políticas en el sector agropecuario de Costa Rica.
- Marco orientador de desarrollo agropecuario de Panamá. (1)
  - Marco orientador del desarrollo agropecuario de República Dominicana. (1)

Complementary Documents Series

- DP-12 Workshop on agricultural planning and policy analysis.
- DP-23 Annotated bibliography and utilization of system simulation models for agricultural policy analysis.
- DP-13 On the choice of optimal agricultural policies.
- DP-20 A guide to information and policy analysis for agricultural decision making in Latin America and the Caribbean.
- DP-22 Manuals for policy analysis: on the use of general equilibrium models in agricultural policy analysis.
- DP-41 Manuals for policy analysis prices and market-interventions policies.
- Improving information on agriculture and rural life. James Bonnen. (1)
  - Precios de sustentación versus subsidios a los insumos para la anti-suficiencia alimentaria en los países en desarrollo. Randolph Barker y Yujiro Hayami. (1)
- DP-26 Annotated Bibliography on Price, Trade and Market Stabilization Policies

Educational Material and Exercises Series

- DIP-101 Ejercicio sobre análisis de políticas para decisiones de orientación: políticas específicas.
- DIP-102 Ejercicio sobre análisis de políticas para decisiones operativas: medidas de política.
- DIP-108 El proceso de análisis de políticas para las decisiones de orientación. (Resumen para exposición).
- DIP-109 El proceso de análisis de políticas para las decisiones operativas (Resumen para exposición).

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(1) Material used by PROPLAN, not specifically prepared for the project.



## OPERATIONAL PLANNING

Basic Documents Series

- DP-16 El proceso de planificación operativa.
- DP-29 La dimensión operativa del proceso de planificación-ejecución.
- DIP-7 Marco de referencia para estudios de caso sobre proceso de planificación operativa.
- DIP-36 Proceso de planificación-ejecución operativa de nivel microregional.
- DIP-51 Proceso de planificación operativa en el nivel regional.

Applied Research Documents Series

- DP-14 El proceso de planificación operativa agraria en Perú.
- DP-15 El proceso de planificación operativa agropecuaria en Chile.

Complementary Documents Series

- DIP-86 Informe del seminario-taller sobre planificación operativa y proyectos del PFI del Ministerio de Desarrollo Agropecuario de Panamá.

Educational Material and Exercises Series

- DIP-110 Preparación e instrumentación de planes y programas operativos. (Resumen para exposición).



## PROJECTS

Basic Documents Series

- DP-27 Identificación de proyectos en el proceso de planificación-ejecución de políticas para el desarrollo agropecuario y rural.
- DP-28 Guía para el estudio y diseño del sistema sectorial de proyectos.
- DP-36 El manejo de programas y proyectos en el contexto de la conducción del desarrollo agrícola y rural.
- DIP-17 Los proyectos de inversión en el contexto del proceso de planificación-ejecución.
- DIP-27 Guía de contenido para la preparación del marco conceptual del sistema sectorial de proyectos.
- DIP-61 Consideraciones metodológicas sobre evaluación.
- DIP-82 Priorización de Proyectos.

Applied Research Documents Series

- DP-24 Consideraciones sobre Evaluación de Impacto de un proyecto de desarrollo rural: el caso del PPA-II de República Dominicana.
- DP-28 Guía para el estudio y diseño del sistema sectorial de proyectos.
- DIP-8 Informe de asesoría a la Secretaría de Estado de Agricultura de República Dominicana para la Evaluación de Realizaciones del PPA-II.
- DIP-23 Informe de asesoría a la Secretaría de Estado de Agricultura de República Dominicana para la Evaluación de Impacto --primera parte-- del Programa de Préstamo al Pequeño Agricultor (PPA-II).
- DIP-47 Informe de asesoría a la Secretaría de Estado de Agricultura de República Dominicana para la Evaluación de Impacto --segunda parte-- del PPA-II. República Dominicana.
- DIP-80 Seguimiento de ejecución y evaluación de efectos/impactos del ARDI/AROA.





Complementary Documents Series

- La coordinación y vinculación con el medio en el manejo de proyectos y programas. Mayo Vega. (1)
- Elementos metodológicos para la selección de proyectos prioritarios de las entidades adscritas al Ministerio de Agricultura. Colombia Marco Reyes. (1)

Educational Material and Exercises Series

- DIP-95 Metodología para la preparación del Resumen Operativo Gerencial.(2)
- DIP-97 Guía para la elaboración del Plan de Implementación. (2)
- DIP-98 Ejercicio de aplicación de la Guía para Elaboración de Planes de Implementación. (2)
- DIP-104 Ejercicio sobre Evaluación de Impacto.
- DIP-111 Manejo de Programas y Proyectos (Resumen para exposición).

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(1) Contribution of other IICA projects.

(2) Documents prepared by other PROPLAN Projects.



## SUMMARY OF TECHNICAL COOPERATION ACTIVITIES

PAIS	1979	1980	1981	1982	1983
El Salvador	Discusión con autoridades del sector agropecuario para la definición del sistema de planificación.				
Costa Rica	-Estudio de la operación de la OPSA y su relación con otras unidades de planificación. -Sugerencias para la operación del Consejo Agropecuario Nacional.				-Colaboración al Proyecto AID-032 Componente Puriscal en la definición de encuestas para el diagnóstico y en la preparación de planes de acción
Honduras	Discusión con autoridades del sector agropecuario para el análisis del sistema de planificación.	Colaboración en la definición del programa de trabajo para el fortalecimiento institucional del sistema de planificación dentro del programa sectorial de AID.		Cooperación con la Unidad de Eval. y Control de la Ofic. Sectorial de Planif. en la determinación de sus necesidades para mejorar el sistema de proyectos y en la preparación de los términos de referencia para llevar a cabo la tarea de mejoramiento.	
Ecuador		Participación en la definición del documento de creación de la unidad de planificación sectorial (estructura, rol, contenido).			
Paraná		Colaboración a la Oficina del IICA en la preparación de la implementación del PFI.	-Apoyo en la caracterización de la planificación operativa regional.	Colaboración en la definición del marco orientador del desarrollo agropecuario.	
Colombia		Apoyo para la definición de un proyecto sobre la implantación de un sistema de análisis de políticas.	Apoyo al Proyecto de Análisis de Política y Planificación Agropecuaria en el Área de Análisis de Política. Apoyo en la revisión de un documento sobre bases normativas para el análisis de políticas y la definición de los lineamientos para la conducción de dicho proceso.	Participación en la definición de la metodología para el diseño del plan sectorial de desarrollo 1983-1986. Lineamientos para el estudio y diseño del sistema sectorial de proyectos.	
Rep. Dominicana		Evaluación ex-post de realizaciones e impacto del PPA-II: -Diseño de metodología -Implementación parcial -Recolección de datos	Análisis y resultados del ejercicio de evaluación ex-post del PPA-II.	Esquema para Planificación Operativa Regional.	Preparación del Marco Orientador. Apoyo para la operación del COCOPA.
Guatemala			Colaboración en la definición de la metodología de evaluación del Plan Sectorial de Desarrollo.		
Venezuela			Colaboración en la definición del proceso de planificación operativa del ARDI-AROA.	Colaboración con el IAN en Planificación Operativa, Seguimiento y Evaluación. Colaboración con ARDI-AROA en seguimiento-evaluación.	
Perú					Esquema para el fortalecimiento del sector público para el cumplimiento de la política agraria.



ANNEX III		PROPLAN/AF SUMMARY OF TRAINING ACTIVITIES					
APD	1978	1979	1980	1981	1982	1983	
PAIS							
Perú		Seminario Regional sobre Planificación y Análisis de Políticas. Colaboración con el Instituto Nacional del Perú en el Curso Planificación Sectorial.				Curso Nacional de Asesoramiento para la Toma de Decisiones en el Sector Público Agropecuario.	
Guyana		Collaboration Workshop on Agricultural Planning and Policy Analysis.					
Colombia			Taller sobre Planificación y Administración para el Desarrollo Rural.				
Grenada				Workshop on Project Identification.			
Dominica				Workshop on Project Identification.			
República Dominicana			Taller sobre Evaluación ex-post.	Seminario sobre Evaluación de Proyectos. Colaboración Seminario con los Jefes de Planificación Sectorial de Centro América y Panamá sobre Sistemas de Planificación.			
Saint Lucia				Multinational Consultation Seminar with Chief Agricultural Officers from several Caribbean States.		Workshop on Agricultural Planning and Policy Analysis.	
Costa Rica	Seminario Regional sobre situación y el papel de las Oficinas Sectoriales de Planificación de la Región de América Central, Panamá, México y Rep. Dominicana.						
Jamaica		Regional Seminar on Agricultural Planning and Policy Analysis.					
Costa Rica		Seminario Regional sobre Planificación y Análisis de Políticas.			Colaboración Seminario sobre Identificación de Proyectos a SEPSA.	Seminario sobre Seguimiento y Evaluación a SEPSA. Curso Continental sobre Asesoramiento para la Toma de Decisiones.	
Panamá					Seminario conjunto con PFI sobre Proyectos y Planificación Operativa.		
Venezuela					Seminario Regional para el Caribe conjunto con el M.R. E.E.E. sobre Planificación y Administración para el Desarrollo Rural.		
Bolivia						Curso Regional de Asesoramiento para la Toma de Decisiones. Seminario sobre Identificación de Proyectos.	
El Salvador						Curso La Toma de Asesoramiento en la Concepción del Desarrollo Agropecuario.	
Honduras						Colaboración con el ICAP en Seminario sobre Indicadores para evaluación de impacto de los proyectos de la Secretaría del E.R.M.N.	
Trinidad & Tobago		Regional Seminars on Sectorial Planning Offices in the Caribbean.					
Uruguay		Seminario Regional sobre situación y papel de la Oficina Sectorial de Planificación de la Región Sur.					



ANEX IV		PROPLAN/AP CONSULTANTS OF THE PROJECT						
AÑOS		NOMBRE Y NACIONALIDAD DEL CONSULTOR						
Consultoría Terminada s..	1977	1978	1979	1980	1981	1982	1983	
Oficina Central				<u>Miguel Palzi Solano</u> y <u>Gustavo González</u> (Perú) Manual de Planificación Operativa.	<u>Jorge Motayo</u> (Urug.) <u>Eduardo Cobas C.</u> (Urug.) Documento Proceso de Análisis de Políticas.	<u>Martín Buzedas</u> (Urug.) Categorías e Hipótesis. Proceso Análisis de Políticas. <u>José Luis Parisi</u> (Arg.) Modelo Instruccional de PROPLAN, y Marco Conceptual de Capacitación.	<u>Luis Paz</u> (Perú) <u>Martín Buzedas</u> (Urug.) Análisis de Políticas para Marco Orientador Sector Agropecuario <u>Caratano De Lella</u> (Arg.) Apoyo a la organización del Curso "Asesoramiento para la Toma de Decisiones en el Sector Público Agropecuario". <u>Jorge Ishizawa</u> (Per.) Dictado Unidad de Métodos y Métodos en Curso Continental.	
				<u>Jaime Paredes C.</u> (Perú) Manual sobre Análisis de Sistemas de Planificación Agropecuaria.	<u>Rafael De Valle</u> (Brasil) Caracterización proceso de análisis de políticas		<u>Erik Theinhardt</u> (Argentina) <u>Tomás Saraví</u> (Arg) Coordinación publicación Documentos PROPLAN/AP.	
Bolivia							<u>José L. Parisi</u> (Arg.) Coordinación del Seminario-Taller "El Papel del Planificador en la Conducción del Desarrollo Agropecuario Rural-Regional".	
Costa Rica		<u>Federico Herrera</u> (C.R.) Estudio de Caso Análisis de Políticas.						
Chile			<u>Rafael del Río</u> Estudio de Caso Planificación Operativa.					
Honduras		<u>Braulio Serna</u> (Hond.) <u>Jorge Guevara</u> (Hond.) Estudio de Caso Instrumentación de la Ejecución	<u>Jaime Paredes Castillo</u> (Perú) Desarrollar una Metodología para el análisis y programación de las acciones de fortalecimiento al sistema de Planific. Agropecuaria.  <u>Gustavo González Prieto</u> (Perú) Diseñar la metodología de trabajo para la documentación de la experiencia hondureña en la elaboración de planes de corto plazo y planes operativos anuales...					
Perú							<u>José L. Parisi</u> (Arg.) <u>Jorge Ishizawa</u> (Perú)  Apoyo al Curso en Perú sobre Asesoramiento a la Toma de Decisiones.	
Paraná						<u>Eduardo Cobas</u> (Urug.) Diseño y apoyo en la preparación del Marco Orientador (MOA).		
Rep. Dominicana				<u>Vicente Soldarriga V.</u> (Perú) y <u>José Lebrero</u> (Chile)  Evaluación de realizaciones del PPA-II.			<u>Luis Paz</u> (Perú) y <u>Martín Buzedas</u> (Urug) Diseño y apoyo para la preparación del Marco Orientador.	
Venezuela		<u>Fluvia Vargas</u> (Ven.) Estudio caso Formulación		<u>Carlos Pérez Ariarte</u> (Uruguay) Diseño-evaluación de Impacto del PPA-II.	<u>John Jones</u> (Urug.) Evaluación de Impacto del PPA-II.	<u>Eduardo Linares</u> (Col.) <u>V. A. P. A. R. A. U. C.</u> (Ven.) Evaluación APDI/APDA.		





