

Teaching Note - Horizontal Cooperation in Terra Linda: myth or bet?

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Guidelines to the Facilitator

This Teaching Note is dedicated to issues related to project management by results. After a dialog's exposure of the schedule facilitator of knowledge (concepts, tools etc), participants will be divided into working groups to experience the course contents presented. Therefore, groups will be aggregating knowledge from the previous days. This is appropriate since the project management by results is not linear. It needs feedback because all the tools are interconnected and interdependent.

1. Introduction to the Scenario

The scenario is the demand of Terra Linda government for the preparation of a horizontal south-south cooperation project with Brazil, aiming at a development with focus in small-scale agriculture, water resources management and irrigation. Due to this demand, tools/instruments of management by results will be applied.

The framework bellow shows the work's focal point and exercises:

Day	Scope of works of the day	Instrumental exercises to the case
1 ^o	Understand situational context and qualify demand, identifying the main problem of demand and the key players, as well as the Brazilian key players to be involved.	<ul style="list-style-type: none"> • Tree of issues; • Key players Analysis; • Tree of intention; • M&A in terms of: Territoriality, transversely and matrix support.
2 ^o	Point out the alternatives to approach the problem and choose the project strategy.	<ul style="list-style-type: none"> • Scenarios development • Risk analysis • Logical Framework (2nd and 4th column)
3 ^o	Develop the implementation plan and budget driven by results, as well as develop a monitoring system.	<ul style="list-style-type: none"> • GANTT Diagram • Budget • Monitoring system
4 ^o	Point out and develop procedures and final indicators to the project.	Second and third column of the Logical Framework: <ul style="list-style-type: none"> • Indicators Smart and sources • Learning • Process / Impact

2. Additional information: Official Letter of Terra Linda

During the dynamics, players can identify gaps in the information presented in the text. At the end of the first day of work, when the issues are identified and aiming to qualify Terra Linda demands, players would be able to develop questions for the country. These questions will constitute the sections of the document to be prepared by the facilitator for the following day, supporting the work done. Once the document is distributed, players will check if what they are proposing align with the answers given by the country. This dynamic pursues to increase the horizontality of the project design, once there are no people from Terra Linda taking part in the exercise. The following topics for this document are shown below as an example.

“Document Sample of Terra Linda”

International coordination of Terra Linda

Terra Linda has extensive experience working with multilateral development organizations (FAO, UNICEF etc.) and development agencies (mainly *Usaid*). It also cooperates on matters of public policy development to combat sexually transmitted diseases, according to the objective 6 of the Millennium Development Objectives (ODM). Lately, a new project to fight against child labor at the agricultural sector is being developed with OIT support.

New course in partnership with Brazil

Terra Linda government acknowledges Brazil’s efforts to reduce hunger and poverty, and wants to learn from these experiences. We are interested in learning the developments of those programs that succeeded in removing millions from poverty, especially those who relied on an inter-ministerial approach. We believe that cooperation between countries is a long-term construction relationship and it’s from this perspective that we consider Brazil as a partner of Terra Linda. Moreover, we believe in the possibility of sharing with Brazil our Safe Net Productive Program, which benefits low-income families during times of drought.

Additional governmental politics in agricultural area

The Productive Safety Net Program (PRSP) was launched in 2011, in order to help people in situations of chronic food insecurity through building resilience to recurring drought in Brazil. In the dry season, families get food transfers (15 kg of wheat per person) and a grant-aid. This extra support means that families no longer need to sell assets, like

cattle, in order to survive during prolonged months of drought. The PRSP is nowadays the largest productive safety net program of the region, covering approximately 10 per cent of the country's population.

Nourishment delivered by the safety net is not a donation. In exchange of their monthly transfers, favored families work on community projects, ranging from school and hospitals maintenance to the construction of irrigation systems. The benefits of these projects extend beyond the participants' safety net, reaching entire communities. An example is the excavation in higher areas which has been protecting local farms against flooding and soil degradation allowing some farmers to triple their incomes with increased production.

Projects related

The Obama Administration is investing in Terra Linda through its Federal program "Feed the Future". A pilot project is being implemented by *Usaid*, aimed at empowering women to organize themselves in agricultural cooperatives. The focal point is a gender equity and generation of employment and income.

Agricultural development efforts of the government have taken a variety of forms over the past two years: distributing improved fertilizers and seeds to farmers; educating them in conservation farming techniques; supporting agricultural cooperatives to provide greater market access; and developing a better storage and transport methods in order to avoid culture dissipation.

Priority areas for project development

Eight communities at Central-North Region. These eight communities are cut by the Esperança River and belong to two ethnic groups with agricultural ability, since they are not itinerant.

Expectations about problem solving

The central problem of low interest in cooperatives of water users in the Central-North Region results from a conflict between two traditional peoples who inhabit the area. This conflict is made worse by the low management skills. Consequently, the main expectation is to create an institutional dialogue and a water resources management in the region. The Regional Institute of Agricultural Research, located in the state capital, has low technical level and coordination power. The government strategy is to strengthen local public institutions to address this problem on a long term basis.

It is not envisaged a total solution of this conflict during the implementation of the future project between Brazil and Terra Linda.

Counterparts of Terra Linda

According to recently governmental changes, the project implementation will be shared between the Ministry of Agriculture, the Agricultural Research Institute of Terra Linda (IPA-TL) and a Regional Agricultural Research Institute (IRPA-TL, municipality) located in the Central-North Region.

Within the scope of international technical cooperation, Terra Linda is committed to undertake to:

- 1) Provide a full time technician from IRPA-TL (Central-North Region);
- 2) Provide an irrigation expert from IPA-TL (based on demand);
- 3) Provide logistics and transportation for the communities (via Ministry resources).

Budgetary allocation

We are aware that the International Technician Cooperation (CTI) of Brazil does not transfer financial resources for the implementation of projects.

Analyses of players: Interest and scope of participation in the project.

Players	Planning	Execution	Monitoring	Evaluation
Ministry of Environment	X			X
Institute of Agricultural Research (IPA-TL)	x	x	x	x
Regional Council (IRPA-TI)		x	x	
Community Producers	x	x	x	

Actors	What deficit regions	What Available technology	Offering capacities ext.	Cooperatives management of	Related Experiments	Capacity inst.	Coordination with involved
Ministry Of Environment	Central-North	Low	Planning, but still lacks of budgetary resources	Clashes User and management; little transparency.	Since 2005 we are working with Family farming	One person part-time	Strong coordination with IPA-TL
Institute of Agrarian Research	Central-North	Seeds Laboratory	Low	No interaction but willing to	Seeking technological solutions	1 person (based on demand)	Strong coordination With the regional council (IRPA-TL)
Regional Council (IRPA-TI)	Central-North	Planting guides	Low	A little more interaction with cooperatives	Relationship with cooperatives is very fragile	1 person (full time)	Strong coordination with IPA-TL and others IRPA-TL (others states). Low coordination with cooperatives
Community Producers	All regions are in deficit	Farming tools and Irrigation equipments but very outdated.	Not known	Historic clashes due to scarce water resources	We do not understand the question	2 Presidents of two Cooperatives of water users	Low coordination with IRPA-TL. Low coordination with others cooperatives.

Participant guidelines for the course

1. Case study background

The text that will be providing bases to the work group was drawn from elements of actual horizontal south-south cooperation projects. It is a representative project of the Brazilian International Technical Cooperation (CTI)/Cooperation South-South (CSS), because it incorporates the actual dimensions of cooperation projects that can be listed below:

- i. presents a complex reality and a series of problems (from a demand) that are surpassing the deadline and budget available;
- ii. presents the aspects of technical training, scope of Brazilian CTI/CSS, inserted within a context of development;
- iii. presents a rich context for reflection and learning.

2. Exercises roles

During this course term, a continuing exercise will be performed within an environment with features very close to the reality of cooperation. During this process, which aims to cover many steps of project management, the use of simulations or role plays will not be performed. Each participant will act as naturally as possible, looking closer to their reality, in order to provide the development of the work from experiences and knowledge of themselves.

Working groups will be formed and will try to meet the challenges presented, according to their realities, acting as the Brazilian technical group in charge of answering to an external demand. According to the features identified by the group, responsibilities should be assigned to each of the participants, in order to explore potentialities and ensure more participation.

The module facilitator will represent the interests of the demanding country and will show further relevant information throughout the days or according to the groups questioning. In this environment, groups will be challenged by Terra Linda demands. This demand is presented through a landmark document which gives information to help to qualify it, also supports the construction of a horizontal project that meets the needs presented by this country. Generally speaking, it is about to develop small-scale agricultural sector with a focus on improving irrigation systems and the water resources management in the country. Since there will be no working groups representing people from Terra Linda but only the facilitator, it will be the key for the groups in the absence of the counterpart, identify the importance of the participation of the applicant as well as the gaps that people from Terra Linda could fill in the project design.

The text presented by the case study should fit as a background for testing the concepts and tools presented during this module. Every day new knowledge is developed and put into practice, always from the demands perspective of Terra Linda, so that, the results are reset, and has been given enough feedback, and that the concepts and tools from the management by results be built, upgraded and interconnect along the process. When the participants identify missing information in the original text, new information will be provided in official letter, from the questions made to Terra Linda.

It is in this complex context that we must be committed on our only universal tool of horizontality: **the question**. Guided by it problems, purposes, interests, strategies, results and activities will be identified, as well as ways of monitoring and evaluating our achievements and limitations, mainly the horizontality that have been incorporated in the project design. As CTI agents, we will pursue new learning, as a commitment to build and strengthen the horizontal management based on results.

3. Work dynamics

Work will begin when groups are formed. There will be a learning break of 15 minutes in the middle of the working time. During this break, one person per group will be chosen to visit the other group and act as a “learning coach”. The coach will lead the group to think on how they are learning. Guiding questions to the coach will be available at the PowerPoint presentation (in the front of the room), specifically:

1. What are the problems/ main challenges of incorporating the concepts in the exercise?
2. Are we identifying the core problem of learning?
3. Are we comfortable and confident that this is the main problem?
4. How are we moving forward? If we are going on the right path, what things are we doing right?
5. If not, what can we do to improve it?

The coach should write down the group consideration and delivery it to the course facilitator, returning to his/her group to continue with the activities. The coach will keep an impartial view during this process. He/She does not advise or suggest solutions, only ask questions. The group members only give their opinions on the questions.

Forty minutes before the end of the session, participants will finalize their daily tasks and will choose the presenters. The presentation focus should be on the learning process, questions that have been prepared by the group to achieve the exercise result. The facilitator will collect

the notes from the coach and will talk about the learning strategies. The presentations besides exposing the work results should approach:

- the guiding questions developed by the group, that helped to guide the work and to achieve the results presented;
- the learning process (difficulties/ overcoming) during the group works.

As a result of this exercise, we will ask questions, some recurrent and others highly innovative. This will be the greatest learning of the working groups: the reinforcement of the ability to formulate guiding questions in developing cooperation projects based on management by results, in order to meet the development expectations set.

4. What are the main concerns for groups and for each member?

The group should be aware not to fall into the trap that this kind of exercise may have:

- 1) a need to finish this exercise at all costs in a hurry;
- 2) reply the *modus operandi* rather than challenge it;
- 3) take up the nonstop search for more information;
- 4) long and unclear lines ;
- 5) Give the privilege of speaking to few;
- 6) “Yes but...” Instead of “can you explain it better...”

The challenge to work with this complex scenario will be to apply knowledge from a different perspective, which does not replicate the current *modus operandi*. Instead, all the participants should strive to upgrade their knowledge within the logic of management by results.