

Inclusive Development in Latin America and Smallholders' Interactive Learning Spaces

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Abstract

Inclusive development appears as a challenge in Latin America countries after the rupture of the social inclusion as a trickle-down effect of the economic growth. Searching development with inclusion, several public policies were implemented in Latin American during the last 10 years focusing on the agri-food production. In order to assess the progress to reach such objectives, two cases are studied. Smallholder milk producers at the Loma Blanca community (Mexico) and smallholders olive producers at Aimogasta (Argentina) were considered. Interactive learning spaces were clearly identified as consequence of the linking among product, producers, and territory. The empirical evidence leaves to see a reflexive attachment between actor and activity in the both studied cases. Differences between dynamics in ILS (Interactive Learning Spaces) of each one of the studied cases were found. Nevertheless, opportunity windows are still opened in order to achieve successful interventions. Why does the small producer continue existing as such? Why do the small producers remain in small scale rather than creating scale or exiting from the market? These, and others, are trigger questions through which government and non-government organization can drive their action in the field.

Keywords

Family farming, social technology, localized agri-food systems, Mexico, Argentina

Since the failure of the economic growth as a trigger for the social inclusion—especially in Latin America (LA) countries, the inclusive development appears, which is both a challenge and a problem to be addressed. With this as a focus, several policies were implemented in LA countries considering agri-food production as a mean in order to achieve social inclusion. However, from their implementation to their success, several bottlenecks appear in the way. Learning and linkage between actors could be some of the most critical issues to be taken into account.

Two cases are analyzed in this work with the aim to discover the set of relationships involved in every experience and the way in which those ones constitute spaces for interactive learning. In the next two sections, the theoretical and methodological approaches

are presented. Then the empiric evidence is presented for the two case studies. In the first instance, it presents the observations of the smallholder milk producers at the Loma Blanca community in Almoloya Juarez, Mexico State, Mexico. Then it presents the information obtained for the case of traditional olive smallholder at Aimogasta, La Rioja, Argentina. In the light of the empiric evidence, the emerging set of

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