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USAID-SUPPORTED TRAINING IN INDIA:
AN ANALYSIS

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USAID-SUPPORTED TRAINING IN INDIA: AN ANALYSIS

I. INTRODUCTION

Since the revival of the U.S. bilateral assistance program in India in 1978, training of Indians in development-related areas, both in-country and abroad, has become a major element of strategy for the Agency for International Development. From FY 1979 through FY 1984 some 263 Indians have trained in United States, 49 in third countries and hundreds more in India itself. The Mission currently values its "training portfolio", that is, training for which funds already have been obligated, at \$60 million. That includes cost of an estimated 830 participant trainees scheduled to go to the U.S. during the FY 1985 and FY 1986.

A. The Problem

Concomitant with the Mission's increased emphasis on training as a development instrument have been problems in implementing training elements in projects. For example, one training-related project -- examined in more detail in Section II -- has expended only one-tenth of the amount projected during its first two years and has resulted in the actual training of only 27 Indians, a fraction of the number anticipated. This implementation lag particularly has concerned the Mission because of its plans to develop other training-intensive projects in the future. The remedies to implementation problems

have appeared complex and not easily prescribed. As a result, USAID/India has seen the need for an analysis of constraints to training and some outside guidance in the area of training management. Late in 1984, therefore, it called upon a team of specialists consisting of Jack Sullivan, Tania Romashko and Herbert Roberts from Development Associates, Inc. to provide the required assistance.

B. Relevant Work of Development Associates

For more than five years, Development Associates, Inc., an Arlington, Virginia based consulting firm, has been working with the International Training Office of AID's Science and Technology Bureau (S&T/IT) on ways to improve the efficiency and effectiveness of AID's training programs. The firm's professionals have been involved with devising a strategy for development training for AID and with developing a management and information system for AID-funded training called a Country Training Plan (CTP). It has tested its CTP model in Malawi, Honduras, and Peru with significant results for those training programs. The firm also has worked closely with a parallel S&T/IT effort to develop a computerized system for tracking AID-funded trainees called the Participant Training Management System (PTMS).

Aware of those activities, USAID/India requested a team from Development Associates to undertake an assignment in India that

would draw on the firm's experience but adapt it to the special needs of the India program.

C. Scope of Work

The terms of reference set forth by the Mission for the assignment encompassed three aspects of training:

- An assessment of the strategic framework for training with special emphasis on the constraints involved;
- An analysis of implementation problems, particularly as exemplified in the Development and Management Training Project (DMT); and
- Advice on how the Mission's computer systems could be adapted to track and manage a \$60 million training program

Promptly upon arriving in India, the team met in work sessions with the Mission Director and other USAID personnel to sharpen the focus of the study and to encompass specific outputs desired by the Mission. As a result of those meetings, it was determined that emphasis would be given to training planning and implementation in the forestry subsector and that a computer tracking system for Nepalese participants in India also, to the extent possible, would be developed. The overall objective was for the team to make the maximum contribution to several of the most pressing

training-related problems being faced by the Mission within the available two-week time frame.

D. Methodology and Outputs

Each of the three team members essentially worked independently on aspects of the study but conferred frequently. Information was gathered by reviewing Mission documents and Government of India (GOI) written materials, by interviewing Indian officials and representatives of other donors, and by holding discussions with USAID personnel.

The team held three briefings/workshops for Mission staff. Those sessions dealt with 1) an orientation to the S&T/IT developed PTMS, 2) a review of training constraints in India and implications for DMT, and 3) explanation of the design of the PTMS for Nepalese participants. Those occasions provided opportunities for further dialogue and refinement of the team's work. That work ultimately had five specific outputs:

- A constraints analysis: This general analysis of why development training seems so difficult in India focuses on four major constraints and one minor one. It suggests some possible remedies.
- An assessment of the DMT project: An analysis of this troubled project reveals root causes for implementation problems and makes recommendations for improvement. The

Mission may substitute this assessment for the January 1985 project evaluation called for in the DMT project paper.

- A CTP for the forestry subsector: Recognizing the impossible task of completing a full CTP for the India program in two weeks, the Mission Director requested a plan for the forestry subsector where training is an important element in three projects now in design stage. In addition to testing the CTP model for the first time as a Mission tool for developing training elements within subsectors, the activity developed information of value to the design of actual projects, especially the Forestry Research, Education and Training (FRET) project now planned for FY 1986.
- Initial planning for the general PTMS system: A review was conducted of the Mission's computer software to assess the feasibility of installing the Participant Training Management System. The S&T/IT-sponsored PTMS was found compatible with Mission capacities and needs. Following a team briefing for USAID staff, the Mission cabled AID/Washington expressing its interest in early installation of the system.

- Development of a Nepalese PTMS: With Mission computer staff, a major effort was undertaken to develop a participant tracking system to be used for Nepalese and other third country participants studying in India under U.S. auspices. A system was designed and entered into the Mission computers.

Each of these outputs is contained or described in subsequent sections of the report. The constraints analysis and DMT evaluation appear in Section II. The CTP for the forestry subsector in India is in Section III, along with some design considerations for the FRET project. The two computer-related activities are described in Section IV.

E. Acknowledgements

The team wishes gratefully to acknowledge the cooperation and assistance received from the staff of USAID/India during its recent mission. We appreciate the time and effort expended on our behalf by the Mission Director, Owen Cylke; his deputy, Richard Brown; the director of the project office, Robert Nachtrieb; the director of the program office, Christopher Crowley; the training officer, T.R. Sabharwal and the Mission's computer programmer, S. Bhonsle.

Special thanks goes to Douglas Broome, who was an extremely attentive and helpful control officer. Indeed, the entire Mission extended itself to make our visit as trouble-free and productive as possible.

II. DEVELOPMENT TRAINING IN INDIA: AN ASSESSMENT

A. Scope and Role of Training in the Mission program

Although India has one of the largest pools of trained manpower in the developing world, it remains seriously short of skilled people in many technological fields of priority to the GOI and to the AID program. USAID/India has had a long history of involvement in training and manpower development of policy-makers and technical personnel at various levels in the Indian public sector. From 1951 to 1982 some 6,200 Indian participants were trained in the United States. Most received degree training with a plurality in agriculture-related sciences. Many observers have believed that America's greatest contribution to India's development -- and especially its climb to food self-sufficiency -- has been the participant training program.

It was natural, therefore, that when the U.S. bilateral aid program was restored in 1978, the Mission should seek to facilitate the development process in India by providing training programs that would create a "critical mass" of technical and managerial skills in key sectors and subsectors. Thus, beginning with the Rajasthan Medium Irrigation project in FY 1980, the Mission has included training elements in most of its projects in agriculture, irrigation, forestry, energy and health. In addition, it has developed projects whose major function is training, such as

Development and Management Training (386-0407) and Irrigation Management and Training (386-0484).

Almost without exception, however, training components in Mission projects have been slow to get started after funds are available. They have contributed to Mission "pipeline" (funds obligated but unexpended) problems. The situation particularly requires an analysis of the constraints to training that exist in the Indian AID program.

B. Constraints to Training

Although there are a number of constraints to conducting training of Indian personnel, India has a number of advantages for training in comparison to other countries. These advantages include:

- Language: There is no language barrier in India. Unlike many recipient countries where potential trainees must first become proficient in English before the training can be conducted, virtually all Indians who might be candidates for AID training already speak, read, and write English proficiently.
- Quality of Candidates: The basic education of most Indian training candidates is sufficient to allow them successfully to absorb training. By contrast, in many countries USAID must be concerned with remedial education to prepare candidates for advanced training.

- Quantity of Candidates: India provides a large pool of prospective trainees. By contrast, in some countries the USAID finds itself competing with other donors and even USIS to recruit individuals to fill existing training slots.
- Interest: Indians are eager to go abroad for training. This is not always the case in other AID countries, particularly those where training abroad may mean loss of job or promotion opportunities.

These advantages notwithstanding, USAID/India has found it difficult to conduct training programs in India since the revival of the bilateral economic assistance relationship between the United States and India in 1978. These difficulties have been experienced for participant training -- both long-term academic and short-term technical -- and for in-country training where a major U.S. input to training course management and curriculum has been envisaged.

These difficulties have had the effect of:

- Slowing down considerably the implementation of projects that have training as a major component;
- Requiring substantial dedication Mission staff time to negotiate and administer training elements;

- Bringing the U.S. into confrontational situations with GOI officials over the progress of training, and
- Requiring a re-examination of the Mission's strategy to use training as a major means of affecting the Indo-U.S. policy dialogue, transferring technology, and building institutions.

An analysis of the constraints to training in the Indian milieu is required as the Mission develops its new Country Development Strategy Statement (CDSS) and works to implement a portfolio of training estimated by the Mission at \$60 million. Five major constraints are evident:

1. International Politics: The important political dimension of development training is well accepted in the United States. We are prepared to believe that by training the future leaders of a foreign nation we are thereby also advantaging ourselves. The theme is a constant one in AID's conceptual literature on participant training. We believe it; the Indians believe it. The political dimension means that international training -- perhaps more than other forms of assistance and certainly no less -- is affected by changes in the international relations between host and recipient as well as by the broader international climate.

U.S.-Indian training relationships involve such elements as:

- The U.S.-USSR-India nexus: As India's most important ally, the USSR would soon become concerned should it appear that the cream of Indian youth was studying in the U.S.
- India's desire to be an exemplar for other Third World countries: Anxious to flaunt its own hi-tech capabilities internationally, the GOI is not likely to own up to shortcomings in specialized fields by permitting widespread training in or by the United States and thereby admit a dependency relationship.
- The history of the relationship: The break in the India-U.S. foreign assistance program early in the 1970s was traumatic for many in India who had looked to the U.S. for leadership in agriculture, population and other fields. Despite the nostalgia of some Americans who were involved in India earlier, assistance relationships can never be the same.

In practical terms, that may mean:

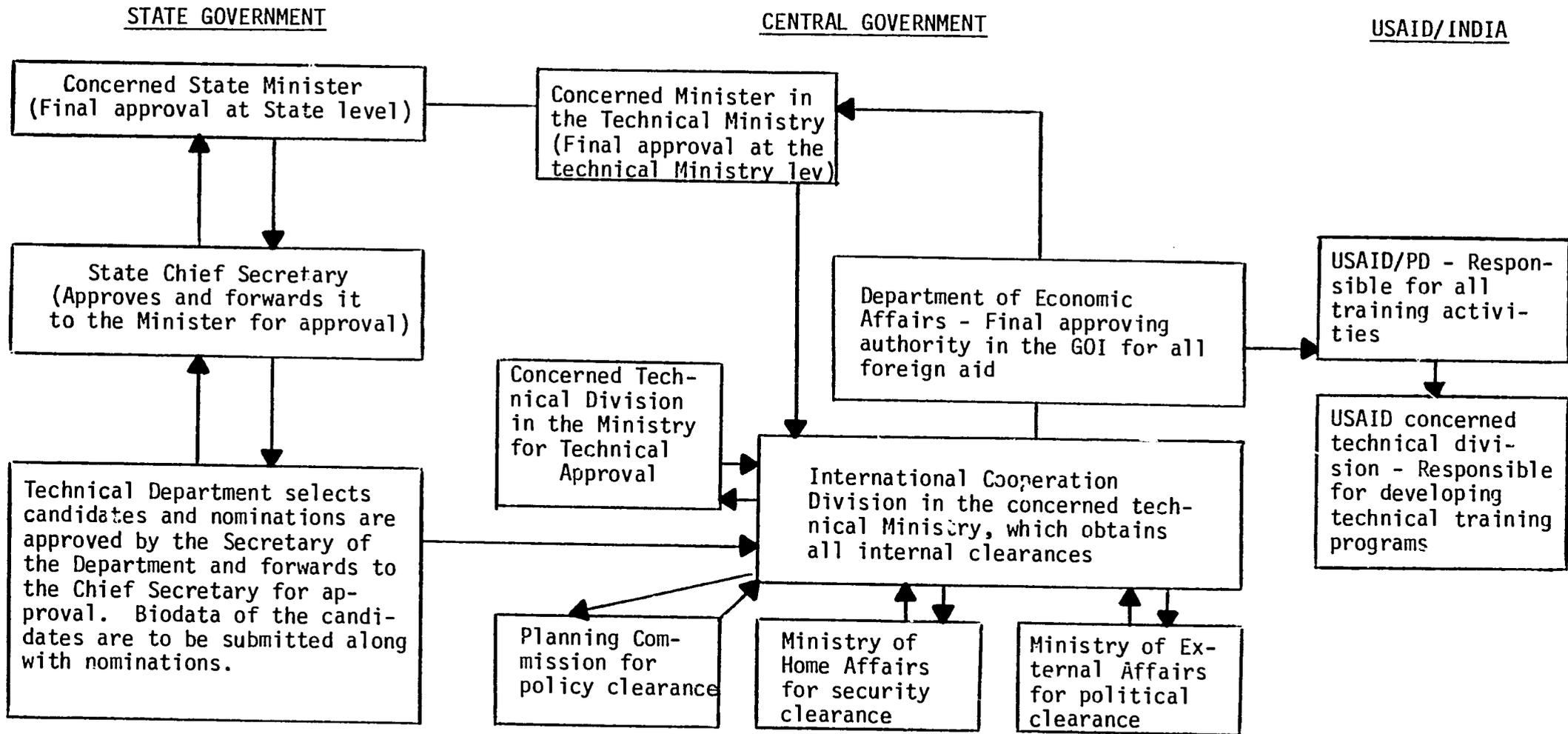
- Americans not being welcome as long-term technical advisors and trainers in India under AID auspices, but acceptable through UNDP or the World Bank.

- A reluctance to send Indians to the U.S. for long-term specialized training, even when the need, and our ability to meet it, is clear.
- An unwillingness to encourage U.S.-Indian long-term institutional ties unless the principal activities take place on Indian turf and on Indian terms.

Some Indians with an interest in better Indo-U.S. relations profess to see a "springtime" approaching. Even if relations improve bilaterally, however, it is difficult to see the result being a return to the relationships of the 1950s and 1960s.

2. Indian governmental systems: The interplay of bureaucracy and politics, federal and state interests, separatist and unitary forces, that mark the Indian political and governmental systems also serves as a constraint to training. This is well-illustrated by Exhibit II-A that depicts the tortuous process that is required before a participant trainee can receive permission for even a two-week course in the United States. The very fact that the final nomination decision normally takes six months to achieve and must be made personally by a Minister indicates that forces are at work inside the Indian government that invest such training opportunities with more significance than we would be inclined to give them. (Imagine McPherson signing off on every AID employee travel request.) Participant training in this context becomes part of an elaborate system of distributing or denying rewards whose etiquette we may never fully understand.

EXHIBIT III-A
PARTICIPANT TRAINING - NOMINATION CHANNELS*



In coping with this system the USAID is no different than other donors, bilateral and multilateral. Discussions with other donor representatives reveal that their training fellowships, scholarships, study tours and observational visits are subject to the same Rube Goldberg procedures for nominating participants. A UNDP official, whose agency spends \$4 to \$5 million for training in India annually, called the situation "awful" and "a constant cause for concern." A representative for the Federal Republic of Germany (FRG) echoed those frustrations and emphasized the labor intensive nature of administering training programs. It matters not whether training aid is "on budget" or "off budget." Neither the UNDP nor the FRG programs are carried in the Indian budget. Yet they suffer the same delays, last minute arranging, and lapsed training slots that USAID/India does.

The only potential remedy may be a concerted effort by all the donors acting together to convince the GOI to reform the present system. Since ministerial-level clearance appears to be a major cause of delay, it might be possible, as a point of departure, to suggest that only training abroad of more than three months or other specified period should require the Minister's stamp. This change might free up the short courses and two-week study tours. Otherwise the only remedy is to ensure that sufficient lead time exists when submitting a training opportunity to the GOI.

3. Cost of Training: Although being "off budget" does not advantage a donor in terms of the speed with which GOI participants are nominated, it can mask the expense of an activity. For example, if the Germans bring in a long-term advisor for training and technical assistance, the GOI may not know the advisor's cost until after the project has concluded because of the way the Germans handle the financing. Such flexibility probably is not open to the United States, however, because neither the GOI nor the U.S. Congress would permit it. Because the cost of any training activity is "up front," for the USAID, officials in the Department of Economic Affairs (DEA) and line ministries are able to compare the expense of U.S. trainers and U.S. training with their own. The comparison is likely to be unpleasant for them when they recognize the price differentials. Moreover, the GOI sees the U.S. aid program as a way of capturing foreign exchange. Our dollars serve that purpose when converted to rupees; they do not when they flow out again to purchase dollar-based training services. These financial considerations, therefore, are a practical constraint to training programs.

While it is probably impossible to eliminate this constraint completely, there may be ways to mitigate its effect. The Mission already is using several of them:

- Mixing considerable amounts of in-country training by Indian institutions with training abroad in a given project, thereby making training a rupee as well as a dollar cost;

- As in the DMT project, providing for U.S. training teams to come to India -- rather than Indian participants going to the U.S. -- thereby saving considerably on dollars; and
- Requiring only "in kind" contributions from the Indians on participants (salaries, etc.) rather than requiring hard currency expenditures on items such as airline tickets.

Without going "off budget" with training -- e.g. through an Asia Bureau fund dedicated to USAID/India purposes or similar mechanism -- it may be difficult to make further concessions to India frugality. Certainly, however, every effort should be made to convince GOI officials that the quality of our training and our trainers means they are getting value for money. Since DEA insists that it is the line ministries which consider cost implications and that DEA merely accepts ministry recommendations, an effort should be to create personal and institutional links between the ministries and U.S. counterparts that will let GOI officials feel easier about using U.S. training funds for U.S.-based services.

4. USAID Management: No element of an economic assistance program is more labor intensive than development training. The process of developing curricula and courses, of identifying appropriate training opportunities in existing programs, of placing and monitoring participants, is extraordinarily time-consuming. Some of the burden may be laid off on contractors, but the Mission's

responsibilities and paper work will remain formidable. In small missions with large portfolios such as USAID/India, the result can be laggard implementation of training components. Recently the USAID has taken important steps to increase its own efficiency in administering training programs:

- The mission has moved training functions from the program to the project office. The training officer, a local national who is involved primarily with logistics and paper work, now reports to the director of the Office of the Project Design and Portfolio Management whose principal task is overseeing implementation.
- It has begun a process of computerizing participant training information (See Section IV for details).
- The mission has recognized the potential need for other changes in Mission policy and management by sponsoring this Development Associates country training analysis.

It is not clear, however, that any set of management improvements without an increase in personnel will be sufficient to permit the USAID efficiently and effectively to carry out its present portfolio of training, not to mention those training projects now in the planning stage. Future training projects or components that require

an active, work-intensive role for the Mission may not be feasible given limitations on its labor force. They must be re-designed or appropriately adapted to realities.

5. Training as a New Intervention: A fifth and diminishing constraint is the relative novelty of training as part of the USAID portfolio. Early in the revived AID program in India there was reluctance on both sides to begin traditional project-related training programs. It was not until the 1980s that the development dialogue between the USAID and GOI progressed to the point where major U.S. sponsored training interventions were mutually acceptable. This lack of experience in dealing with each other on training has clearly been a constraint. For example, as noted in the following section, several misperceptions on the part of the design team of the DMT have contributed to the project's laggard performance. With time and continued interaction, the USAID will gain familiarity with Indian organization and processes that will help it avoid design errors which constrain performance.

Having considered general constraints to training in the Indian milieu, our attention now focusses on a major training project in USAID/India's portfolio, Development and Management Training.

C. The Development and Management Training Project

A project of the India USAID that perhaps best exemplifies the opportunities and the problems of doing participant training in India is the Development and Management Training Project (DMT). This project (386-0487) was signed at the end of FY 1982 for implementation at the beginning of FY 1983. Its life of project cost is a \$6.1 million grant from the U.S., with an "in kind" contribution of the GOI of \$2.1 million for a total project cost of \$8.2 million. The project completion date is June 30, 1987.

DMT has moved very slowly, and is the proximate cause of the Mission seeking an analysis of its training efforts. As a result, this report devotes a full subsection to an assessment of the project and its implementation. In a real sense DMT mirrors many of the constraints to training described in the preceding subsection of this report.

1. The DMT Project as Originally Conceived. To understand the lack of progress under DMT, it is necessary first to appreciate the project's setting, approach, and design.

a. The Setting. DMT was developed to respond to what appeared to be several opportunities in the U.S.-GOI assistance dialogue. In AID/Washington increasing emphasis was being given to training as an especially effective method of affecting the policy

dialogue, transferring technology, and building institutions. Other donors were not financing major training programs. GOI officials, after a period of coolness to the idea of large-scale U.S. training, were favorable to a project that would provide in-service technical and managerial training primarily to mid-and junior level bureaucrats, and were not adverse to setting aside a modest number of training slots for private sector and female participants. Furthermore, USAID/India lacked a generic training project that would permit it to make use of various training opportunities advertised by AID/Washington. DMT also would also satisfy that need. DMT, therefore, was launched late in FY 1983 with high expectations for its rapid success.

b. Key Assumptions. Those optimistic expectations were based at least in part on a series of assumptions concerning the implementation of DMT. They included:

- Having reached agreement with the GOI that the U.S. could do large-scale training of Indians once again, the hard part was over for the Mission and training implementation would commence rapidly;
- The USAID would work more or less directly with relevant GOI Ministries and their officials on arranging for participants;

- The GOI Ministries already had, or could readily develop, training plans that would prioritize training needs to be fulfilled by DMT; and
- The USAID already had the administrative capabilities to "take responsibility for seeking out and developing the training programs with U.S., Third Country and Indian institutions in response to those plans".^{*/}

c. Project Design. The DMT design was congruent with both the setting and the assumptions of the project. Essentially it had four components:

- In-Country U.S./Indian consultant teams were a major component both financially and conceptually. The idea was to obtain the services of U.S. institutions or firms to link with relevant ministries in a joint effort that would train large numbers of Indians in specific skill areas and also aim at training trainers. The teams were to help establish training capabilities within ministries for their line staffs. Some 25-30 U.S./Indian teams were contemplated with an estimated number of trainees set at 1,150.

^{*/} Project Paper, India Development and Management Training, p.7.

- U.S./third country short-term, non-academic training was a second major component, with some 100 participants estimated over the life of project. This training was to take advantage of courses advertised by AID/Washington and other similar "targets of opportunity".
- U.S. long-term, academic training was to be a minor element of DMT, with but 15 degree participants anticipated. Even so, that component was eliminated completely following a 1983 directive from the Prime Minister's office that DMT was to be used only for short-term training.
- Short-term, non-academic training at Indian institutions was a second minor element of DMT. Only a small number of courses and participants was anticipated. It remains part of the project.

Some 15 percent of all the training slots were to be reserved for female participants. Although no numerical target was set for private sector participants, it was anticipated that a "special effort" would be made to recruit them.

2. Problems of Project Implementation. The projection of expenditures for DMT in the Project Paper was as follows:

<u>Fiscal Year</u>	<u>AID Contribution</u>
83	\$ 975,000
84	\$1,500,000
85	\$1,925,000
86	\$1,000,000
87	\$ 475,000

By contrast, as of November 30, 1984, less than \$230,300 has been expended. That is only 10 percent of the estimated expenditures through two fiscal years. Of amounts actually spent, \$44,700 was paid two Indian contractors for services ancillary to the project and \$185,000 was for short-term training in the U.S. No funds have been spent for joint U.S./Indian in-country training nor are such expenditures in prospect since, as yet, no such training is even being planned.

Clearly DMT is a "troubled" project. In two years of implementation it has fallen far short of expected progress and currently contributes to Mission pipeline problems. The reasons for its retarded state are several:

a. Misperception of the Relationships. As designed, DMT envisaged the USAID working more or less directly with ministries most closely related to AID's own program in India. They included the Ministries of Health and Family Welfare; Irrigation;

Agriculture, including the Indian Council of Agriculture Research and forestry units; Energy, Environment, and Social Welfare. In DMT implementation, the USAID to date has been required to deal with the ministries through the Department of Economic Affairs (DEA) of the Ministry of Finance. This has slowed project process, though possibly less than USAID personnel currently believe.

b. Inadequacy of Ministry Training Plans. Another USAID assumption that proved faulty was the adequacy of existing ministry plans for meeting training needs or the rapidity with which such plans could be developed. Those ministries which claimed they had plans presented unacceptable materials; those without plans found it difficult to develop them. A DMT Joint Working Group of Indian and USAID officials rejected all plans and decided on a contract with the Indian Institute of Public Administration (IIPA) to help the ministries develop more comprehensive and substantive plans. That contract was let in January 1984, fully 15 months after project approval.

c. Misidentification of Counterparts. As designed, DMT envisaged that U.S. teams performing in-country training would relate directly to ministry training "cells". In reality, those ministry units do little direct training themselves but rather rely heavily on one or two training institutes that provide them with such services on a contractual basis. These training institutes now appear to offer much more likely "link" points for U.S. institutions than the ministries.

d. Selection of U.S. Participants. The lengthy process of selecting U.S. participants -- described in Section B -- has resulted in somewhat fewer than expected participants being sent to the U.S. for short-term training. Only 26 Indians were sent during the first two years of the DMT.

e. Evaluation of the Project. In October 1983 a contract was awarded to the Centre for Development Studies (CDS) New Delhi, to provide several project-related services including:

- Developing questionnaires to be given to prospective participants; past participants and, in some situations, participants' supervisors;
- Administering the questionnaires to all DMT trainees;
- Participating in project evaluations tentatively set for January 1985 and March 1987; and
- Providing certain liaison and logistical services related to facilitating the activities of the U.S. in-country teams.

CDS in the ensuing year has developed a number of questionnaires, including participant surveys for pre-training, immediate post-training, six months past and one year past. All are still in

test phase, in part for lack of participants to test them. CDS has done only five pre-departure interviews and only four on returnees. It also has experienced difficulty in being a liaison for DMT with the ministries or the training institutions. Its logistics role is untested because to date no U.S. teams have arrived.

f. USAID Management. Although the DMT Project Paper and Proag indicate an activist role for the USAID in programming the training, most particularly for the U.S./Indian joint teams, in practice the Mission has taken a largely passive role while waiting for the GOI to work out its plans and procedures to allow ministries to have access to the project resources. For example, the method of contracting with the U.S. training institutions was left unspecified in the Project Paper; during the ensuing two years little or nothing has been done to identify potential mechanisms. Understaffed as it is and is likely to continue to be, the Mission clearly cannot give major time to DMT. Yet the project design suggests that one person -- probably an American -- would be required virtually full time over the next year or two to permit DMT to come into active operation.

3. The Present Status of DMT. Despite being two years behind its anticipated pace in one major component area, DMT at this point indicates at least one conspicuous and several minor successes:

- Training plans have been completed for the Ministries of Health and Irrigation, and have been adopted officially by those ministries. The Ministry of Social Welfare is

expected to adopt its plan shortly. The other training plans are in various stages of completion and should be adopted within several months.

- With those ministries whose plans are completed and adopted, the DEA has stated that the USAID now can begin direct talks about bringing in U.S. expert teams to help conduct training in the areas required. DEA need no longer be in the picture, except to approve the necessary expenditure of resources.

- Two in-country training programs for the Ministry of Irrigation have now been completed and several others, for which DMT may be tapped, are in the planning stage.

- Of the first 26 participants to be sent to the U.S. under the DMT, four (15 percent) have been from the private sector. Only two, however, have been women.

In addition, the number of U.S. participant slots under the project has been revised upward from 100 in the project paper to 240. The higher number is made possible by 1) GOI directives that no long-term training is to be done under DMT and 2) a considerable reduction in estimated unit costs for short-term training. Since 27 participants already have been sent to the U.S., some 213 training slots remain for allocation over the remaining three year life of the DMT.

As Indian officials in the DEA readily agreed, the DMT project is now at the point of development where it should have been two years ago when it was approved. Relationships between the USAID, DEA, and the ministries are in the process of being worked out. Ministry training plans either are completed or nearly so. Training needs have been prioritized and specific courses of study have been identified for several important ministries. Yet without vigorous Mission action to move the project forward, other delays are inevitable.

Moreover, certain problems that have characterized DMT and other USAID-funded training projects are not subject to easy remedy and likely will continue. In sum, DMT is currently at a critical point in its history. For that reason, the Mission should make a concerted effort to accelerate the positive aspects of the project while learning to accept those negative elements that it cannot change. To help guide that effort, the following subsection offers conclusions and some recommendations.

4. Conclusions and Recommendations

a. Laggard as it has been, DMT nevertheless represents a breakthrough in the Mission's efforts to provide American originated training to Indian participants. Through the project it may now be possible substantially to upgrade the technical and management training capacities of major Indian training institutions by forging

links with American counterpart institutions. As a result of those increased capacities, the quality of in-service training in major ministries dealing with programs of priority to AID and the GOI will be improved. Those effects, while still only in potentiality, are of sufficient importance to suggest their continued active pursuit by USAID/India. Recommendation: The DMT project be continued (though perhaps redesigned) and work begin soon on a follow-on project for FY 1986 or FY 1987, appropriately developed to reflect lessons learned.

b. Relatively less Mission attention and concern should be directed toward the problems related to the cumbersome and time-consuming GOI processes for identifying and approving individual participants for U.S.-sponsored courses. Efforts to find ways around the GOI system, whether by seeking to go "off-budget" or by other stratagems are not likely to be successful so long as participant training, especially in the U.S. and elsewhere abroad, is invested with the same political significance in India as it is today. Recommendation: Rather than attempting to avoid difficult regulations and procedures, the Mission should try to work as effectively as possible within the GOI system.

c. Mission attention is urgently required to help identify U.S. training institutions with whom to link Indian training institutions under DMT. (The assumption here is that the Indian training institutions largely have been identified in the IIPA

study.) Because these links are to be continuing ones, care must be taken in selecting the American partners. In some cases, the choice may be obvious. Other selections will require more complex processes. Although DMT project documents clearly identify that linking role as the Mission's, little yet has been accomplished in that direction. Should further delays occur in making those identifications, the GOI may have some justification for citing the Mission with foot-dragging on DMT implementation. The IIPA has recommended that project funds be used to send a small delegation of Indians including representatives from DEA and several major ministries to the U.S. to identify appropriate training institutions there. Earlier Mission assumptions that this job could be done by ST/IT or The Asia Foundaton from its "Partners" contract do not seem justified. Recommendation: The Mission should move immediately to identify U.S. training institutions best qualified to link with Indian counterparts.

d. Once appropriate U.S. organizations have been identified, the Mission may still find it difficult to contract with them on a basis that will permit a continuing but intermittent, institution-to-institution relationship. Project documents do not identify a special contracting mechanism for DMT, although several possibilities have been suggested informally, including:

- "Buy-ins" to centrally-funded projects. These, however, may be limited to specific topics not relevant to the identified needs of the GOI ministries.
- Use of Mission waiver authorities to award sole source contracts. New AID contract regulations may restrict such waivers.
- Personal service contracts with individual experts from a single institution. The willingness of U.S. training institutions to permit such contracts is questionable.
- Use of U.S. Government entities. This could blunt the institution-to-institution relationships proposed in the project.

As indicated by the above, selecting a single or combination of contracting modes will not be easy. Choices should minimize labor-intensive management by Mission staff. Recommendation: The Mission should begin immediately to identify a proper contracting mode or modes for implementing the relationships envisaged in DMT.

e. The IIPA contract has borne real fruit by producing, for the first time, reasonably sound ministry training plans. The first two plans developed already have been adopted by their respective ministries and represent a major step toward better GOI management

of in-service training. While it is possible to question aspects of the plans (e.g., the notion that a class size of 30 is the optimum under most training situations), the IIPA deserves credit for its work. Upon completion of its present assignment, it might be used to develop strategies for reaching the private sector with training and for increasing the training of women. Recommendation: The IIPA be given a continuing role in the development of training plans and strategies for DMT and any follow-up project.

f. The CDS contract may require revision to take into account the changed circumstances of DMT. Certainly there should be no evaluation in January 1985. The Mission should also review the elaborate participant questionnaires prepared by CDS to see if the information they elicit is really germane to Mission purposes. A single, simple questionnaire administered immediately following the conclusion of a course might suffice to assess the quality and relevance of the training itself. Such a questionnaire could efficiently be administered to all USAID participants in all projects, rather than just to those trained under DMT. The survey could provide the basis of AID's follow-up efforts to keep in touch with former U.S.-funded participants. An attempt also should be made to re-design the CDS liaison and logistics roles now that the direct counterparts are training institutions rather than ministries. Recommendation: Review and revise the DMT-related contract of the Center for Development Studies.

D. Future Training Projects

As a result of an assessment of the constraints to training in the Indian setting and the review of the DMT project, it is possible to draw certain conclusions about the design, implementation, management and evaluation of future AID training projects, be they within specific sectors or subsectors or of a general character.

1. Design. In designing future training projects, or projects in which training is a major element, it is essential that the Mission understand as fully as possible the systems currently in place in the Indian state and federal governments for identifying, nominating and selecting participants. Unlike other countries in which AID works, its ability to affect changes in the Indian system appear minimal. This suggests alternatives of either 1) adapting to the Indian ways or 2) abandoning the training element.

One source of information for the design of training projects or components should be the Country Training Plan (CTP). In Section III, that follows, a CTP has been devised for a single subsector--forestry--to demonstrate the usefulness of the process to focus Mission attention on the essential design choices to be made. More specifically, the attempt will be to demonstrate how information derived from the CTP can be valuable in the design of the Forestry Research, Education and Training Project (FRET), now being developed by USAID/India.

2. Implementation. Essential to implementing training is a carefully drawn project schedule and implementation plan. The Mission's Irrigation Management and Training Project Paper (0484) had both narrative and visual schedules; DMT had neither. Although both projects have fallen behind original implementation projections, the irrigation project has definite parameters against which to measure progress (or lack of it), while DMT has none save its failure to expend funds as expected. All future Mission training efforts should include schedules of training to be as detailed as possible. While such projections almost necessarily will require revision as the project/program develops, their mere existence provides a valuable implementation tool.

Equally important in implementation is identifying the specific contractual relationships envisaged for carrying out the project. Because DMT failed to make that identification, the Mission must face the issues involved two years into the project life. For DMT II the effort at finding satisfactory contractual modes should begin in the project design stage. An IQC or other "requirement" type contract may be the most effective method of ensuring a continuing, if intermittent, relationship between U.S. and Indian institutions. It would provide an opportunity for initial competition among U.S. training institutions while ensuring that the contractors chosen would be available to Indian ministries on an "as needed" basis for the project life. The concept, and alternatives, should be investigated by the Mission.

3. AID Management. While asserting a very activist role for the USAID in project implementation, the DMT Project Paper denied any requirement for additional U.S. or local hire personnel to carry out its activities. Now the Mission is faced with a major effort to bring U.S. teams into India to meet identified training needs. The task will require considerable time and attention from Mission staff, requirements not sufficiently recognized when the project was approved two years ago. One lesson of DMT is that the Mission's manpower implications of training must be faced squarely at the outset of the project approval process. If AID's human resources are meager, the project must so compensate in its design.

4. Evaluation. While evaluation mechanisms should be built into every project from the outset, the Mission should be clear on what benefit it hopes to achieve by evaluating. To subject host country participants to a battery of questionnaires simply to add to a store of knowledge for social science research is unreasonable. AID's evaluation must serve solid development purposes; that is, results must be such that they can effect re-design of important project components. Where those components are beyond the ability of AID to reform (e.g., the method of selecting participants by the GOI, promotion practices, course content), it serves no useful purpose to amass information for its own sake. In DMT it has not been clear that the elaborate nature of the evaluation effort is congruent with project purpose and goals. Future training projects should relate evaluation closely to essential information needs, seeking to keep questionnaires short and carefully directed.

III. A COUNTRY TRAINING PLAN FOR THE FORESTRY SECTOR

As explained in Section I of this report, the team was given the assignment of creating a training plan for one critical subsector of the Mission's program in lieu of completing a comprehensive Country Training Plan (CTP). The subsector chosen was forestry, which has been a major part of the Mission's program in India for several years and for which three new projects are in development. Forestry is a subsector within the broader sector of energy and natural resources development, as defined by the Mission.

Necessarily, a training plan for a single subsector differs somewhat from a comprehensive CTP. For example, it eliminates descriptions of all the areas in which the Mission works and provides specific, not general, descriptions of Indian policies for allocating skilled and professional personnel. Nevertheless, our objective has been to hew as closely as possible to the CTP model in order to provide a real test of the utility of the model for such a specialized purpose. In the future AID Missions may, for example, wish to use the CTP format as an aid to developing project identification documents (PIDs) for potential projects that have major training components. In this instance, the Mission was interested the the collection of information that would be useful to the conceptualization and design of a proposed new Forestry Research, Education and Training (FRET) project.

In the forestry CTP that follows, the sections correspond to the headings and numbering system of the revised CTP model dated November 11, 1984.

* * *

THE TRAINING PLAN

I. INTRODUCTION

This introductory section consists of two subsections. The first identifies forestry as a major subsector within the India aid program and provides an historical context. The second describes India's policies and systems for allocating skilled and professional labor in forestry.

A. USAID's Priority Development Areas

USAID/India has identified a variety of priority development areas for its program of development assistance. Many of these areas involve the use of training. One area with significant training requirements is forestry. This area has been selected to serve as a model for the development of a Country Training Plan. When combined with the other major development areas that involve training, USAID/India will have a comprehensive training plan to guide its efforts over the next five years.

To put forestry in India into perspective and to highlight its importance for development, the following brief introduction is provided:

From the time of the maharajahs, India has had a tradition of regional forestry. When the British came to India, they had no background in forest management so they turned to the Germans for assistance. It was a German who was instrumental in the establishment of the Indian forest service which occurred in 1867. (Later, this same individual played a key role in the establishment of the U.S. Forest Service.)

Traditional forestry, also known as production forestry, is concerned with the development and sale of various products such as timber, pulp and sawn logs. Thus, forests have been historically regarded as sources of revenue with little attention paid to the demand for forest products for domestic consumption.

Until now, only minor changes have been made in the German/British style of forest management despite the fact that the emphasis has recently changed from one of production forestry to one

of social forestry. In response to recommendations made by the National Commission on Agriculture about a decade ago, social forestry has become a major public program which involves citizen participation in planting trees in areas other than reserved and protected forests and in forest areas not planted in trees. At the time this recommendation was made and during the fourth plan period (1969-1974), social forestry planting represented but 26% of total planting. During the fifth plan period (1974-1979), social forestry planting was increased to 46% of total planting and during the sixth plan period (1980-85), social forestry planting has been targetted to increase to 70% of total planting (IBRD, AID and ODA. India Forestry Education, Training, Research and Extension Sub-Sector Review 10/83).

The purpose of social forestry is significantly to increase the tree stock by expanding the lands upon which trees are grown and by increasing private participation. Last year about two billion trees were planted in India with nearly half put on private lands. While representing a major accomplishment, it is not enough. Despite recent intensified efforts in social forestry, India's forests are producing only about one-fourth of what is consumed each year.

B. Country Policies and Systems for Allocating Skilled and Professional Labor

In the public sector, responsibility for forestry is shared by

the central or center government and by the state governments. The center government is responsible for the selection and training of officials in the Indian Forest Service (IFS) and the conduct of forestry research. State governments are charged with the administration of forest resources in their jurisdictions and the selection and training of state forestry personnel.

The primary systems for allocating forestry personnel are central government and state government public service systems. As generally those entering the forest service at either center or state levels have virtually no background in forestry, the public service systems incorporate pre-service training systems.

Opportunities for obtaining some background in forestry have increased in recent years. Degree programs in forestry have been established in a few state agricultural universities and still others offer selected courses in forestry. Contrasting models of forestry are reflected in the various programs and courses.

Staff of IFS are selected on the basis of results of a central government public service test. Candidates are typically science graduates with bachelor or master degrees in fields other than forestry. IFS represents an elite group. According to one recent estimate, for every 10,000 candidates who take the test, IFS chooses one individual. New hires participate in a two-year pre-service training program conducted at the Forest Research Institute and

College (FRIC) at Dehra Dun. When training is completed, IFS officers are assigned to the State Forest Service in one of the State Forest Departments where they begin as Deputy Conservator of Forests. In this role, they have responsibility for administering forest resources at the district level. Promotion is almost exclusively based on time in grade. Merit plays some role in promotion decisions made at top levels.

The State Forest Service includes basically three levels of professional employees. From the top, these are: rangers, foresters and forest guards. All are selected on the basis of tests administered by state public service commissions. Rangers are sent to central government or state government administered ranger colleges for two years of pre-service training. Foresters receive one year of pre-service training at state administered forester colleges and forest guards receive six months to one year of training at state administered forest guard schools. Advancement at the state level is based essentially on time in grade.

There are no systems for allocating skilled and professional forestry personnel in the private sector. This sector is involved in but a small proportion of forestry activities in India. In the past, private contractors were used to harvest, transport and sell tree products, but much corruption was often involved. Today in some states like Himachal Pradesh, such activities are performed exclusively by the state or by the Forest Development Corporation, a parastatal. In other states there are private lumber yards and marketing is undertaken by private concerns.

In recent years, non-government organizations (NGOs) like non-profit groups, foundations and research institutes and many small PVOs are trying to get involved in social forestry activities. Generally such groups are short on technical forestry techniques and have limited fiscal resources. Donors have encountered various degrees of resistance to provide funds to NGOs and PVOs in social forestry efforts.

II. TRAINING NEEDS

This section addresses two topics. The first is concerned with training needs in forestry. The second subsection is concerned with training constraints in forestry. While some constraints are unique to forestry, others have applicability to all of the USAID development areas that involve training.

A. Training Needs for Skilled and Professional Labor in USAID's Priority Development Areas

Training needs can be identified in all areas of public forestry and in selected areas of private forestry. Training needs in other areas of private forestry have not been identified. Beginning with public forestry, a wide variety of training needs exist. These can be summarized as follows:

- Forestry project design, monitoring and evaluation;

- Management of forest workers, especially for IFS officers and rangers;
- Improved forest production and utilization of forest products for all professional levels of forestry personnel;
- Techniques of social forestry including extension, effective communication and motivation for rangers, foresters and forest guards; and
- Improved research methodology and targetting of research to user needs for personnel at FRIC and satellite research facilities.

In the private sector, training needs for staffs of NGOs and PVOs include:

- Techniques of social forestry;
- Design of viable social forestry projects; and
- Management of social forestry projects, including monitoring and evaluation.

B. Training Constraints

Training constraints in public sector forestry are considered in terms of the type of training to be provided and the location of such training. Training constraints in private sector forestry have not been assessed.

Four categories of training in public sector forestry are identified below along with their respective training constraints. In addition, one characteristic of the public sector forestry system is identified as a training constraint regardless of type of training.

1. Provision of mid-term or degree level (9 months to 2 years) international training is constrained by the following factors:

- Unwillingness of GOI officials to release staff from their jobs for such an extended time period;
- Limited ability of USAID staff to influence the selection of candidates to receive training;
- Difficulty of getting GOI clearance, since the Minister of Agriculture does not favor international training, especially for an advanced degree;
- Limited ability of USAID staff to select the appropriate training institution.

(No forestry training under USAID projects has yet involved mid-term or degree international training. This type of training was proposed as part of the two on-going forestry projects and is being considered as part of two new forestry projects: National Social Forestry to begin in FY 1985 and Forestry Research, Education and Training (FRET) to begin in FY 1986.)

2. Provision of short-term international training is constrained by the following factors:

- Limited identification by USAID staff of appropriate standard short course offerings overseas;
- Announcement of special international short courses overseas by AID/W or by course offerors with insufficient lead time to take advantage of them;
- Indian preference to send trainees to the Commonwealth Forestry Institute in Oxford as they offer a course called "Social Forestry" which appears more relevant than the titles of short courses offered in the U.S.; and
- An extensive GOI clearance process, particularly time-consuming in the Ministry of Agriculture, which makes getting individuals cleared in time to attend training difficult.

(Under two on-going USAID forestry projects, 12 participants were sent to short-term international courses in FY 1984. Ten of these went to the U.S. and two went to the Oxford course in the U.K.).

3. Provision of in-service training in-country is constrained by:

- Reluctance of forestry staff to attend training for such reasons as not wanting to leave their families, incurrence of out-of-pocket expenses, and resistance to change; and
- Lack of an effective USAID mechanism to contract with a third party institution to provide the training.

4. Provision of pre-service training is constrained by the GOI established system for pre-service training. In particular, instructors have minimal teaching skills, the curriculum is limited in some areas and does not include other relevant areas such as social forestry, and the facilities are poor.

Regardless of type of training to be supported by USAID/India, one additional constraint must be noted. GOI philosophy is to rotate forestry personnel among a wide variety of assignments to give each officer broad experience rather than specialize staff in selected areas. This policy means that those trained under USAID/India auspices may well be transferred into other areas. For example, two who were trained at Oxford under AID sponsorship returned and were shortly transferred to other jobs in the forestry service.

III. TRAINING RESOURCES

This section in four subsections, describes the training resources that could be brought to bear on the training needs identified in

the previous section. Specifically, in-country training programs relevant to training needs are described, other donor activities in forestry are identified, recent and on-going USAID activities to strengthen in-country training institutions and programs are described, and recent and on-going USAID supported training of host country personnel are summarized.

A. In-Country and Regional Training Programs Relevant to Training Needs

Five types of in-country training institutions have relevance for the training needs described for forestry. Each of these is reviewed below:

1. The public forestry training institutions consisting of: the Forest Research Institute and College (FRIC), Ranger Colleges, State Forestry Colleges and Forest Guard Training Schools. Each of these schools offers training in forestry management concerned with the law, exploitation, protection and production of forestry in general. In the area of production forestry, on selected topics such as the cultivation, arvesting and use of teak the Indians are quite well informed. However, in other production forestry areas, improved technology could be used and therefore incorporated into training programs. Attention to training topics in social forestry such as extension, communication, and

motivation is virtually absent. Management of staff is also largely not addressed in training. Thus, while a system for pre-service and in-service training exists, its present quality is poor.

2. State agricultural universities. AID created and supported many of these institutions in the 1960's. Their expertise is underutilized. These institutions represent a viable training resource for four reasons:
 - (a) Scientists are on staff in such areas as soil science and plant pathology which have relevance to forestry;
 - (b) Institutions have some in-house research capability;
 - (c) Expertise in agricultural extension is available; and
 - (d) There is increasing interest in forestry and agro-forestry as evidenced by the addition of forestry courses and the establishment forestry programs at some of the universities.

Such universities could improve social forestry and possibly production forestry. They can serve as an in-state resource for state forest departments through the development of joint programs. Funds provided to State Forest Departments could be passed on to state agricultural universities for such purposes.

Relationships between state forest departments and state agricultural universities have already been established in some cases. For example, the Himachal Pradesh State Forest Department has a contract with the agricultural university to conduct forestry research. Also, the Gujurat State Forest Department has engaged the agricultural university to train rangers in extension.

3. Indian Institutes of Management. The various management institutes in India could provide necessary management training if it is tailored to forestry. In particular, the Indian Institute of Managment (IIM) in Ahmedabad is especially interested in agricultural research, social forestry and management skills needed for production. About five years ago, the center government contracted with IIM in Ahmedabad to establish the Indian Institute of Forest Management.

4. Indian Insitute of Forest Management (IIFM). Recently established in Bhopal, seven or eight professional staff members were hired in the past six months. They conducted their first training activity in October, 1984. USAID project implementation staff for Madhya Pradesh and Maharastra social forestry projects participated in the one week program. Continued development of the training curriculum and instructors

could make IIFM a particularly valuable in-country training resource. At present however, it offers only limited training capability.

5. Other extension management/social science insitutions.

Indian training institutes that specialize in the above areas can offer relevant courses, especially once the concepts are cast in the forestry context. Examples of two such institutes are the Extension Education Institute and the Institute of Rural Management, both in Anand. Assessment of the courses at these various insitutions can further define their appropriateness, quality and capacity.

Information is not available on regional training institutions that offer courses or programs to address training needs in forestry.

B. Other Donors Training Activities and Plans for Training in Priority Areas

A variety of other donors are supporting development projects in forestry. These include: IBRD, SIDA (Sweden), CIDA (Canada), ODA (England), EEC (European Economic Community), FAO (Food and Agricultural Organization), Ford Foundation and Danida (Denmark). The two most significant donors of this group are SIDA and IBRD.

As part of a four-year project, SIDA is supporting the construction of facilities and development of the core program at IIFM. For some time, SIDA has been involved with the Logging Institute. As part of their institution building effort, SIDA brought talented Swedish forestry experts to India. At the Logging Institute, the experts worked with IFS officers to teach them efficient logging and timber extraction and utilization techniques. Institution-building activities at the Logging Institute have been only somewhat successful for two reasons. For one, Swedish trained local staff are frequently reassigned to other posts. For the other, research and education posts are considered of low status relative to other posts.

The Swedish experts have been recently detailed to IIFM. They will try to build a training curriculum and develop qualified Indian instructors. In addition to its institution building efforts, SIDA supports social forestry projects. These are on-going in the states of Tamil Nadu, Orissa and Bihar.

IBRD supports the largest number of social forestry projects at the state level. IBRD has projects in Gujarat, Uttar Pradesh, West Bengal, Jammu & Kashmir, Haryana, Kerala and Karnataka. In this last state, IBRD provides joint support with ODA. CIDA supports social forestry in the state of Andhra Pradesh.

IBRD also currently supports a watershed project in Uttar Pradesh and proposes to support similar projects in the states of

Himachal Pradesh and Jammu & Kashmir. A small watershed project in West Bengal is being supported by EEC.

In the last two years, selected donors have been sharing project information about their various forestry activities. This is occurring both formally and informally. In addition, the GOI representative for forestry who works with all the relevant donors shares information about other donor activities.

Beyond information sharing, selected donors have participated in joint efforts. For example, this is reflected in the joint IBRD/AID/ODA team that reviewed the forestry research, education and training subsector in February and March 1983. This review resulted in the development of a program for the Seventh Plan period primarily involving IBRD and AID and secondarily involving ODA. In FY 1985, AID and IBRD anticipate co-financing social forestry projects in Uttar Pradesh and Gujurat for Phase II and initiating new social forestry projects in Rajasthan and Himachal Pradesh.

C. Recent and Ongoing Activities and Resources to Support and Strengthen In-Country Training Institutions and Programs

The USAID is currently supporting two social forestry projects, one in the state of Madhya Pradesh and one in the state of Maharashtra. Under the first project, the Shivpuri Social Forestry Training Institute is being strengthened while under the second project, the Maharashtra Social Forestry Training Institute is being

strengthened. Details regarding these strengthening activities for the last two fiscal years and the current fiscal year* were not obtained because relevant USAID staff were unavailable for interview. When the information can be obtained, the nature of training institution strengthening activities, exclusive of staff training, should be described in this subsection for the two previous and current fiscal years, and funds expended and planned for these activities for the same three fiscal years should be entered in Exhibit III-A. A sample of Exhibit III-A is included with this document.

D. Recent and On-going Activities and Resources to Train Host Country Personnel

Preliminary information regarding the training of host country personnel under the two forestry projects for the two previous and current fiscal years has been provided. The information presented in this subsection should be reviewed by other USAID forestry staff and updated and expanded upon as necessary. Initial review of information summarized in various exhibits to be presented here and in subsequent sections suggests discrepancies among the various data elements. As relevant, the training of staff from host country training institutions would be included in this subsection.

* In the remaining sections of the country training plan, all references to fiscal years refer to Indian fiscal years, that is, from April 1- March 30.

FONDS FOR SUPPORTING AND STRENGTHENING IN-COUNTRY TRAINING INSTITUTIONS AND PROGRAMS
(in U.S. Dollars and Dollar Equivalents)

Project Number and Name	Previous IFY <u>82-83</u> *	Previous IFY <u>83-84</u>	Current IFY <u>84-85</u>	Future IFY <u>85-86</u>	Future IFY <u>86-87</u>	Future IFY <u>87-88</u>	Future IFY <u>88-89</u>	Future IFY <u>89-90</u>
#475-Madhya Pradesh Social Forestry • Shivpuri Social Forestry Training Institute	X	X	X	X	X	X		
#478-Maharashtra Social Forestry • Social Forestry Training Institute		X	X	X	X	X		
#495-National Social Forestry				X	X	X	X	X
#488-Forestry Research, Education and Training					X	X	X	X

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IFY=Indian Fiscal Year

According to preliminary information, in-country, third country and U.S. training has been provided under the two forestry projects. Under the Madhya Pradesh Social Forestry Project, training has taken place or is planned in all three training locations. Training supported under the Maharashtra Social Forestry Project has been limited to in-country and U.S. Under both projects, no training was supported in the first Indian fiscal year (IFY) 82-83; all training has been short-term technical in the next two fiscal years; and the preponderance of trainees have been scheduled for in-country courses. Details regarding the number of trainees, site of training and type of training for each of the two previous fiscal years and the current fiscal year are given in Exhibit III-B. By project, greater details regarding training are given in Exhibit III-C. These include number of trainees by content area, type of training, training location, and training duration. Companion information about the costs of training described in Exhibits III-B and III-C is given in Exhibit III-D.

IV. USAID'S FIVE-YEAR TRAINING PLAN

On the basis of the foregoing three sections and taking into account forestry projects with training that have been contemplated but not yet implemented, this section presents the USAID plans for training in the forestry subsector for the upcoming five years. Due to limited availability of USAID forestry staff, information presented in this section is incomplete. Nonetheless the preliminary

EXHIBIT III-B
 MATRIX OF SUMMARY TRAINING INFORMATION FOR TWO PREVIOUS AND CURRENT ^{INDIAN} FISCAL YEARS
 (Number of New Trainee Starts)

Project Number and Name	Previous FY 82-83						Previous FY 83-84						Current FY 84-85					
	In-Country		3rd Country		U.S.		In-Country		3rd Country		U.S.		In-Country		3rd Country		U.S.	
	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T
#475-Madhya Pradesh Social Forestry							221		4					442				5
#478-Maharashtra Social Forestry							300							150				6

MATRIX OF DETAILED TRAINING INFORMATION FOR TWO PREVIOUS AND CURRENT FISCAL YEARS

Number of Trainees*	Content Area of Training (e.g., Agronomy)	Type of Training Academic (e.g., BA, MS, PhD) or Short-Term Technical (T)	Training Location - US, 3rd Country (Specify), In-Country	If English Language Training Is Required		Beginning Date For Content Area Training (Not including English Language Training) Month/Year	End Date for Content Area Training Month/Year
				Months In-Country	Months In US or 3rd Coun.		
#475 M.P.	Social Forestry						
2	Social Forestry	T	U.K.	—	—	4/83	5/83
2	Social Forestry Mngmt	T	Thailand	—	—	9/83	9/83
1	Natl Resource Analysis	T	U.S.(OICD)	—	—	7/84	8/84
2	Community Planning & Strategy	T	U.S.(OICD)	—	—	7/84	8/84
2	Integrated Rural Development Mngmt	T	U.S.(OICD)	—	—	9/84	11/84
300	Extension, Orientation staff	T	In-country	—	—	Offered for 3 days, 2 times annually	Offered for 3 days, 2 times annually
50	Officer Orientation	T	In-country	—	—	Offered for 3 days, 2 times annually	Offered for 3 days, 2 times annually
305	Extension Staff Field Training	T	In-country	—	—	6 mos. - 1 yr.	
8	Officer Observation-Study Tours of Social Forestry	T	In-country	—	—	1-2 wks	

*A separate line should be used for each individual or group of individuals receiving identical training. The information should be grouped by project and by sector.

EXHIBIT III-C (Continued) INDIAN
 MATRIX OF DETAILED TRAINING INFORMATION FOR TWO PREVIOUS AND CURRENT [^]FISCAL YEARS

Number of Trainees*	Content Area of Training (e.g., Agronomy)	Type of Training - Academic (e.g., BA, MS, PhD) or Short-Term Technical (T)	Training Location - US, 3rd Country (Specify), In-Country	If English Language Training Is Required		Beginning Date For Content Area Training (Not Including English Language Training) Month/Year	End Date for Content Area Training Month/Year
				Months In-Country	Months In US or 3rd Coun		
#478-Maharashtra Social Forestry							
2	Extension	T	U.S.(OICD)	—	—	8/84	11/84
4	Integrated Rural Development Mngmt	T	U.S.(OICD)	—	—	9/84	11/84
10	Senior Mngmt Seminars	T	In-country	—	—	1 wk	
40	Sr. Staff Extension Program Mngmt	T	In-country	—	—	1 wk, various times	
140	Plantation Officers Extension	T	In-country	—	—	2wks, various times	
200	Extension Staff Motivation	T	In-country	—	—	Offered for 3 days, 2 times annually	
60	Extension Staff Technical	T	In-country	—	—	6 mos, various times	

*A separate line should be used for each individual or group of individuals receiving identical training. The

FUNDS FOR TRAINING HOST COUNTRY PERSONNEL
(in U.S. Dollars and Dollar Equivalents)

Project Number and Name	Previous IFY <u>82-83</u> *	Previous IFY <u>83-84</u>	Current IFY <u>84-85</u>	Future IFY <u>85-86</u>	Future IFY <u>86-87</u>	Future IFY <u>87-88</u>	Future IFY <u>88-89</u>	Future IFY <u>89-90</u>
#475-Madhya Pradesh Social Forestry	63,000	120,000	100,000	100,000	74,000	63,000		
#478-Maharashtra Social Forestry	-	408,000	550,000	464,000	165,000	72,000		
#495-National Social Forestry				X	X	X	X	X
#488-Forestry Research, Education & Training					X	X	X	X
#474-Biomass Production Subproject: Alternative Energy Resources Development					100,000	150,000	50,000	

IFY=Indian Fiscal Year

information that is presented provides an overview of on-going and planned activities in forestry, highlights some of the USAID systems issues for supporting training, and prioritizes various training activities proposed in the forestry subsector. Specifically in this section, the following four topics are discussed: plans for strengthening training institutions, plans to train host country personnel, management of training, and priorities among proposed training activities.

A. Plans for Supporting and Strengthening In-Country Training Institutions and Programs

Continued support will be provided throughout the remaining duration of the two on-going forestry projects to the Social Forestry Training Institutes located in Madhya Pradesh and Maharashtra. Details concerning the nature of strengthening activities need to be added to this subsection. Funds to be expended in such strengthening activities should be recorded in Exhibit III-A.

Strengthening a variety of training institutions under both the National Social Forestry and FRET projects is contemplated. Training institutions of interest include FRIC, Ranger Colleges, Forester Colleges, Forest Guard Training Schools, state agricultural universities and IIFM. Just as for the on-going forestry projects, details of training institution strengthening activities to be

undertaken in these projects should be added to this subsection and costs associated with these activities should be entered in Exhibit 2.

There are no plans to strengthen training institutions under the Biomass Production subproject of the Alternative Energy Resources Development Project.

B. Plans for Development Training

Short-term technical training is the predominant type of training planned under the various forestry projects. Most of this training is scheduled to take place in-country. Although never implemented under any forestry projects thus far, very limited long-term academic training overseas is proposed. Available information about number of trainees, type of training, and general training location is presented for the forestry projects in Exhibit III-E. Further details regarding planned training are given in Exhibit III-F, including content area of training and estimated length of training. Training dates should be scheduled to permit more effective implementation. To the extent available, funds to be expended for the training of host country personnel are provided in Exhibit III-D.

(Number of New Trainee Starts)

Project Number and Name	IFY 85-86						IFY 86-87						IFY 87-88						IFY 88-89						IFY 89-90						
	In-Country		3rd Country		U.S.		In-Country		3rd Country		U.S.		In-Country		3rd Country		U.S.		In-Country		3rd Country		U.S.		In-Country		3rd Country		U.S.		
	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	
#475-M.P. Social Forestry		900				6		900				7		900																	
#478-Maharashtra Social Forestry		2194				1 20		1533				1 20		1533				20													
#495-National Social Forestry																															
#488-Forestry Research Education & Training																															
#474-Biomass Production Subproject: Alternative Energy Resources Development												10						15							5						
<u>Subtotal</u> (Based on available information)		3094				1 26		2433				1 37		2433				35							5						

EXHIBIT III-F INDIAN
 MATRIX OF DETAILED TRAINING INFORMATION FOR NEXT FIVE FISCAL YEARS

Number of Trainees*	Content Area of Training (e.g., Agronomy)	Type of Training - Academic (e.g., BA, MS, PhD) or Short-Term Technical (1)	Training Location - US, 3rd Country (Specify), In-Country	If English Language Training Is Required		Beginning Date For Content Area Training (Not Including English Language Training) Month/Year	End Date for Content Area Training Month/Year
				Months In-Country	Months In US or 3rd Coun.		
#475-M.P. Social Forestry							
1,320	Extension Staff Orientation	T	In-country	—	—	Offered for 3 days, Several times annually	3 days, annually
50	Officer Orientation	T	In-Country	—	—	Offered for 3 days, Several times annually	3 days, annually
1,290	Extension Staff Field Training	T	In-country	—	—	6 mos. - 1 yr.	1 yr.
40	Officer Observation-Study Tours of Social Forestry	T	In-country	—	—	1-2 wks	1-2 wks
13	Social Forestry-related Topics	T	U.S.(OICD), Third Country (e.g., U.K., Thailand)	—	—	6-8 wks	6-8 wks
#478-Maharashtra Social Forestry							
40	Senior Mngmt Seminars	T	In-country	—	—	1-2 wks	1-2 wks
160	Senior Staff Extension Program Mngmt	T	In-country	—	—	1-2 wks	1-2 wks

*A separate line should be used for each individual or group of individuals receiving identical training. The.

EXHIBIT III-F (Continued) INDIAN
 MATRIX OF DETAILED TRAINING INFORMATION FOR NEXT FIVE FISCAL YEARS

Number of Trainees*	Content Area of Training (e.g., Agronomy)	Type of Training - Academic (e.g., BA, MS, PhD) or Short-term Technical (1)	Training Location - US, 3rd Country (Specify), In-Country	If English Language Training Is Required		Beginning Date For Content Area Training (Not Including English Language Training) Month/Year	End Date for Content Area Training Month/Year
				Months In-Country	Months In US or 3rd Coun.		
610	Plantation Officers Extension	T	In-country	—	—	4-8 wks	
100	Social Forestry Technical Specialties	T	In-country	—	—	2 wks	
50	Extension Instructors	T	In-country	—	—	2 wks	
800	Motivation Techniques	T	In-country	—	—	2 wks	
3,500	Motivators Orientation	T	In-country	—	—	3 days	
60	Social Forestry-related Topics	T	U.S.(OICD), Third Country(e.g., U.K.)	—	—	6-8 wks	
2	Social Forestry Technical Specialties	M.S.	U.S.	—	—	2 yrs.	
#495-National Social Forestry							
#488-FRET							
#474-Biomass Production							
30	Study tours re: tissue culture, cellular research & energy plantations	T	U.S. Nurseries & labs	—	—	4-6 wks	

*A separate line should be used for each individual or group of individuals receiving identical training. The

C. Management Activities

Plans for supporting the training host country personnel are discussed in three areas. These include selection and use, management and support, and monitoring and evaluation.

1. Selection and Use

As illustrated by Exhibit II-A of this report, official selection procedures for participant training are complex and time-consuming. While officially USAID staff have no say in the nomination and selection of candidates for either participant or in-country training, in the forestry subsector, USAID personnel have been able to get involved at the state level informally. This means that they can identify requirements for training and informally assess potential candidates backgrounds relative to such requirements without nominating a candidate by name.

USAID staff should continue to be involved informally in the selection process at state levels to the extent possible. Such involvement should be aimed at selection of the most qualified candidates.

Clearance of candidates for participant training in forestry at the center government level in the Ministry of Agriculture is particularly difficult. Only one individual is charged with responsibility regarding selection for overseas training in forestry for all donors; in addition, this same individual is responsible for

implementation, monitoring and evaluation of forestry projects across the board. This problem may be alleviated if GOI plans are implemented to add someone to the Ministry in about a year who will be assigned to forestry training exclusively.

Currently, USAID staff involvement at the national government level is limited. Given the nature and purpose of the steps involved in processing nominees for training it is not very likely that USAID staff can significantly affect the system. At present USAID staff should try to maximize how to work effectively within the existing system.*

With regard to how trainees are expected to be employed after training--at least under the on-going forestry projects--USAID/India has relinquished legal responsibility. Excluded from the loan or proag for both projects is any requirement that those trained under AID auspices serve in the project or in positions that contribute to project objectives. For current projects, USAID staff can request that trainees assume such positions and hope the GOI complies. For future projects, the USAID could include such a covenant in the loan or proag agreement and encourage GOI officials to underscore the need for trained individuals to return to and stay with the relevant development project.

* One suggestion made in Section II.B of this report, if taken up by USAID/India, offers the potential for streamlining the clearance process. Together with other significant donors, the USAID may suggest that limits be set on the minimum length of training that requires ministerial sign-off so that any training of shorter duration can skip this step in the approval process.

2. Management and Support

The primary management mode used to support participant training is the Office of International Training in AID/Washington (S&T/IT). In forestry, S&T/IT has arranged short-term training in U.S. Forest Service offerings. The USAID will continue to use S&T/IT for future overseas participant programming.

In order to broaden the options for training opportunities in the U.S. and third countries and to involve U.S. expertise in the conduct of training in India, the USAID will pursue several avenues of inquiry. One is to contact foresters in the S&T Bureau to identify training institutions with forestry courses and forestry programs as well as U.S. private sector organizations engaged in forestry and forest products that have training programs. Another, and follow-on activity, is to contact both universities and private sector organizations to obtain additional details about potential training opportunities. The information gathered from these inquiries may serve as the basis for alternate programming of some forestry trainees.

With regard to in-country training capability in forestry, the Mission is reasonably well informed about what various institutions offer, their quality and training capacity as well as what other donors are doing to strengthen such institutions. As both the National Social Forestry and FRET projects are slated to involve IBRD and ODA as partners, the USAID should be in good position to

continue to monitor the status of training insitution programs and other donor activities in forestry. This position should be enforced by the already established system of information sharing among donors.

Existing systems in the Mission to process participants as well as provide pre-departure orientation operate well. The Center for Development Studies contract related to the DMT project discussed in Part II of this report might be redirected to include the use of questionnaires at the conclusion of forestry training. One benefit of such a process is the creation of an address list of former participants in forestry as well as other areas for whom follow-on management or technical courses may be offered and to whom newsletters may be sent. While the Mission will concentrate its efforts on accomplishing initial training activities, it will be creating the basis upon which follow-on activities can be undertaken. When the development of more comprehensive Country Training Plan and the introduction of a computerized tracking system for project participants are coupled with the creation of a file of former participant addresses, the Mission will be better able to assess its options with regard to follow-on activities with former participants. No follow-on activities with those trained in-country are presently contemplated.

3. Monitoring and Assessment

Currently, the Mission is engaged in supporting short-term training only. Monitoring of such courses in terms of tracking

student progress is not done, largely because it is not cost effective. This course of action is not going to change with future short-term training.

As the Mission becomes involved in long-term academic training, monitoring of student progress becomes a more significant issue. The computerized tracking system (PTMS) for project participants discussed in Section IV of this report includes entry of the date of the most recent Academic Enrollment Term Report. The system could be modified to code the status of progress relative to proposed length of training so that a quick review of academic participant status is possible. This adjustment to the tracking system will be considered as the Mission enters into long-term academic training. The other advantage of the tracking system is that training schedules for both short- and long-term participants can be readily entered so that actual schedules can be compared with planned schedules.

Mission plans with regard to evaluation are in development. A possible option is modification of the CDS contract which is now limited to follow-up of DMT participants. If the contract is expanded to include all participants supported under Mission contracts, participants might be surveyed immediately after training, then again six months to one year after training. The primary purpose of the first questionnaire is to assess the training program. The primary purpose of the second questionnaire is to assess the utility of training in terms of job performance.

An alternate or perhaps supplementary approach to evaluation is to request that the returned participant write a brief report about his/her training that is reviewed by project management and the trainee's supervisor. Such an approach accomplishes some goals in addition to obtaining evaluation feedback on the training course. It requires that the participant reflect on the training and review it's content in order to write such a report. Also it provides a forum for disseminating information to managers. Should such a reporting system be adopted, all participants would be informed about this requirement prior to departure for training. Specific evaluation plans will be subject to modification once the S&T/IT evaluation system is finalized and shared with the Mission.

D. Priorities for USAID Training Activities

The top three priorities for training in the forestry sector are:

1. Train trainers to teach forestry extension staff (foresters and forest guards) by training instructors in state forester colleges and state forest guard training schools.
2. Train on-board field extension staff with responsibility for implementing social forestry projects.

3. Train IFS and state forest department staff to plan, monitor and evaluate social forestry projects and production activities.

* * *

Implications for the FRET Project

The CTP process helps to identify characteristics and relationships which should be taken into account in the design of training. It may not be the exclusive source of relevant information, but represents an important source. Taking into account what was learned about training during the team's TDY in India, a variety of suggestions regarding the design of FRET can be made. As a point of departure, the major components of the FRET project, based on the 1983 IBRD/AID/ODA subsector review included:

1. Revitalization of the Indian Council of Forestry Research and Education (ICFRE) and provision of funding and policy planning advice to enable it to play a lead role in project formulation and implementation.
2. Acceleration of training or retraining of forestry department staff at all levels with special emphasis on social and environmental forestry topics.
3. Strengthening state agricultural university (SAU) training and developing capability in selected universities for awarding B.Sc degrees in forestry.
4. Retraining of teachers for all levels of forestry education.

5. Upgrading the status of FRI&C to an institute of national importance and strengthen teaching facilities to enable it to award its own M.Sc. and Ph.D level degrees.
6. Implementation of an All-India Coordinated Research Program concentrating on a few research impact points likely to raise productivity and rural incomes.
7. Expanding regional forestry research institutes and develop specialized capability in areas of common interest.
8. Strengthening forestry research activities of individual SAU's and forest departments including, where necessary, construction of new laboratories and other buildings.
9. Implementation of an agro-forestry program to be pursued by the Indian Council of Agricultural Research (ICAR).
10. Creation of an effective national forestry research information and records service.
11. Strengthening state forestry department (SFD) diagnostic laboratories for supporting extension staff.

Project design considerations were to include:

1. Manpower requirements of the 7th Plan period to meet emphasis currently being placed on social and production forestry activities.
2. Reassessment of staff use and job descriptions.
3. Institutional capacity survey of existing education and training establishments.
4. Review of syllabus content for education and training at all levels.

5. Opportunities for concentrating research efforts on a few priority topics.
6. Review of changing emphasis in forestry research.
7. Opportunities for more systematic collaboration between ICFRE, ICAR, FRI&C, SAU's and SFD's.
8. Opportunities for systematic involvement of Indian specialized sociological research institutes in forest development activities.
9. Increased use of mass media in forestry extension.
10. Improved research-extension-farmer linkages.*

Some of the design considerations listed above concern identification of relevant project activities while other represent policy and implementation issues. Overall, the list is only partially useful. It fails to be precise. What is needed is careful analytic thinking that takes into account what inputs are needed, and when, in order to make the project work. Absent such analysis, FRET could turn out to be another DMT. Without getting into fine details, several more specific recommendations regarding the design of FRET are offered. These are given below.

* Components and project design issues were taken from a FRET PID update Report prepared by C.R. Hatch, 5/84.

1. A new assessment of 1) the status of activities in the forestry sector and 2) GOI inputs should be made prior to final project design. At the time the initial PID was developed for FRET in 1982, AID was the leader in focussing resources on improved research, education and training in forestry. With the results of the 1983 IBRD/AID/ODA survey and increased donor support of forestry projects, AID is only one of many donors concerned with forestry. A more current look at the forestry sector should permit better targeting of the FRET project.

2. In order to design meaningful interventions, it is necessary to understand as fully as possible how the Indian forestry system works. This process includes defining the links or lack of relationships among center government and state government line organizations as well as how defining how forestry training institutions and other training institutions fit into the picture.

3. Just as links among various entities with which the project works should be defined, so should the links among the various project elements. Such linkages might be graphically illustrated using a PERT chart or some other form of modelling to understand the interaction among the various project parts. When completed, the model should be used to work out the time phasing of the various elements.

4. Project resources must be more carefully targetted. As they presently stand, FRET components are diffuse and potentially cover a wide variety of organizations/institutions involved with forestry. Priorities must be established that focus AID's training interventions on those elements of the Indian forestry system that are most essential to improve.

5. To create a viable forestry research and education cadre, recognition should be given to the need to create a career system and thus maintain staff continuity. What also must be recognized is that this concept requires policy change within the forest service as officials are typically rotated through a variety of posts. How to accomplish this change must be carefully thought out. The Swedish program in its effort to strengthen the Logging Institute suffered and continues to suffer from the current GOI rotational policy. Can FRET succeed where Sweden has failed?

6. Because forestry has been identified as an area where significant attention can be paid to women, how the role of women can be promoted must be carefully assessed. This review must to take into account both cultural relationships among women and between men and women.

7. Finally, even with an ideal project design, FRET can fail if the relationships among the three partners in the project (IBRD, AID and ODA) are not clearly specified. Such relationships should identify the responsibilities of the individual donors, describe coordination mechanisms and specify reporting requirements. Given the multi-faceted nature of the proposed project, management will be labor intensive. It is unlikely that a single contractor could provide all the services required. While joint donor responsibility for the project will probably alleviate some of the management requirements, this cannot be assumed. It is important that the USAID recognizes that it cannot absorb additional heavy management responsibility with its present staffing limitations.

* * *

It is hoped that the above suggestions can help develop a more viable FRET project design. More generally, the CTP when completed for all sectors with training coupled with adoption of the computerized tracking systems for training should provide the Mission with significant tools for effectively managing its current large training portfolio and aid in the design of meaningful and practical future training efforts. The computerized tracking systems for training are the subject of the next section.

IV. A PARTICIPANT TRAINING MANAGEMENT SYSTEM (PTMS) FOR INDIA

A. Introduction

The third major portion of the team's work encompassed the development of computerized systems to ease the management burden on the Mission of administering participant training programs. The work took two forms:

- First, an assessment of the Indian Mission's computer capabilities relative to the Participant Training Management System (PTMS) currently under development in AID/Washington, and
- Second, the development of a PTMS-like system for tracking the several hundred Nepalese participants who are educated annually in India and who are the responsibility of USAID/India, as well as other third country participants being trained in India.

The activities comprising those two tasks and their outcomes are described below.

B. A PTMS for U.S. Training

Review of computer capabilities in USAID/India revealed basic capacities to implement the PTMS. The system that will be used to

manage the training of Indian participants in the U.S. and third countries is Mission-oriented, menu-driven, and screen-formatted and provides a framework for processing, tracking and following-up on returned participants. The PTMS is being programmed in Washington on dBASE III, a commercial software package, to run on Wang and IBM microcomputers. Designed by a retired AID Training Officer in 1983, it recently was adopted by AID S&T/IT for worldwide application.

PTMS facilitates the long range planning of the participant training component of each Mission project. Training is projected over the life of each project and PTMS generates reports which show the current status of the training program and alerts Mission personnel to discrepancies between the projections and implementation. PTMS's monthly reminders encourage the setting of achievable training goals.

PTMS operates on two levels. The primary benefit to many Missions will be that of having a number of reports each month covering all aspects of the Mission's training activities. One report presents the life of project status for each project which contains a list of the participants in process, in training, and returned. Another report contains the names of all of the participants included in the Mission's follow-up program. PTMS also contains the format of a Returned Participant Directory which can be produced when required.

Mission such as USAID/India, whose OIS/WP supervisor has a working knowledge of dBASE, will be able to extract more information from PTMS than that produced routinely in the reports mentioned above. They will have access to a large variety of useful information such as a list of the participants who earned a degree in any field at university X; the location of all returned participants who have studied in any given field, or any other combinations of the items in the data base. This information will be available on short notice and the Mission will be able to tailor its content and format to respond to specific requests, e.g., a question from the Ambassador or the preparation of a list of returned participants for a visiting professor who wants to meet with Indians trained at his or her university.

PTMS provides the mechanism for facilitating the conduct of a follow-up program. The data base will contain information on when follow-up letters are due, when they were sent, when the reply was received, and a key to identify the questionnaires sent to each returned participant. PTMS has the capacity to record information on each participant's location, employer, position and grade at the time of selection and at the last follow-up, thus providing comparative data for training utilization and project evaluation studies. PTMS does not suggest what questions should be asked nor does it propose any follow-up objectives. These are developed by the Mission as a part of its follow-up program.

PTMS was described to Robert Nachtrieb, Chief of the Office of Project Design and Portfolio Management (PD), Douglas Broome, Deputy

Chief of the Office of Program (PRO), T.R. Sabharwal, Chief of the Participant Training Division (PD/T), Shrikant Bhonsle, OIS/WP Supervisor and selected Indian staff on November 29, 1984. The benefits of having up-to-date information on the planning and implementation of the U.S. and third country programs was clearly understood. PD and PRO also saw the system's potential as a management tool and as a bridge among Project Papers, the Country Training Plan and day-to-day implementation requirements.

The Mission advised S&T/IT and SER/IRM in a cable dated December 5, 1984 that it looks forward to installing the PTMS at an early date. It will start by entering data on all of the participants who have been sent for training since 1978. The Mission has already begun updating its directory of the approximately 6,000 participants trained through 1971 and this information will be included in PTMS. A copy of the cable is provided as Exhibit IV-A.

C. A PTMS for Nepalese and Other Third Country Participants in India.

A PTMS was developed to manage the Mission's 150 new and over 200 continuing Nepalese participants each year. It also is menu-driven and screen-formatted. The system uses the Mission's dBASE II program and runs on a Wang PC.

Inputs to this system consist of 51 data items, 27 covering general information about the participant and his or her program and

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SECSTATE WASHDC 8527
CLAS NEW DELHI 25976

Exhibit IV-A

CLASS: UNCLASSIFIED
CHRG: AID 12/77/24
APPRV: I:OC/ECT
DRFTD: PD:RWNACHTRIAP:IEP
CLEAR: 1.PD/T:TPCARFPAAS
.EX:DHLCCHAPT
DISTR: AID-11

DAC
DR DONA WOLF, DIRECTOR, SGT/IT AND WILLIAM RUTOLLA,
IR/IRM

TRG 9-3

C. 12356: N/A
BJECT: PARTICIPANT TRAINING

USAID/INDIA RECEIVED BRIEFING ON PARTICIPANT TRAINING
MANAGEMENT SYSTEM FROM DEVELOPMENT ASSOCIATES TEAM
ESSENTLY IN INDIA UNDER IFC WORK ORDER. SYSTEM PROMISES
HANDLE A GOOD PORTION OF THE GROWING MANAGERIAL BURDEN
PARTICIPANT TRAINING REPRESENTS, AND THUS WE LOOK FORWARD
ITS INSTALLATION HERE.

- PD-3
- PD/T
- EXEC
- SS
- CO
- CHRON

WE HAVE ALREADY BEGUN UPDATING OUR DIRECTORY OF
TURNED PARTICIPANTS, COVERING ALL PARTICIPANTS SINCE
CEPTION OF PARTICIPANT TRAINING UNDER THE U.S.
VELOPMENT ASSISTANCE PROGRAM TO INDIA. WE HAD INTENDED
ENTER THE UPDATED DATA INTO OUR WANG OIS, BUT NOW
ELIEVE WE SHOULD DELAY THIS STEP UNTIL PTMS IS INSTALLED
OPERATIONAL. USAID HAS WANG PDS WITH 12 MGB DISK; WE
NOT REPEAT NOT HAVE ANY IBM EQUIPMENT NOR ANY PLANS
PURCHASE IBM EQUIPMENT.

USAID'S WANG OIS AND FC MANAGER HAS D-PHASE II
EXPERIENCE AND IS WELL QUALIFIED TO TEACH THE OPERATION
PTMS TO MISSION TRAINING OFFICE STAFF.

PLEASE ADVISE WHEN YOU EXPECT TO HAVE THE PTMS
FIGURED FOR WANG AND WHEN WE SHOULD EXPECT ITS RECEIPT
INDIA. ALSO, ADVISE ANY ACTIONS USAID/INDIA SHOULD
TO ACCELERATE ITS AVAILABILITY AND INSTALLATION HERE.
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24 covering financial transactions. Although most of the data will be entered directly from the PIO/Ps, biodata forms and other documents, a Data Entry Worksheet has been developed to assist the Training Office collect and enter data which does not appear on standard AID forms.

The outputs of the system consist of:

- A monthly Pending Participants report listing all participants for whom PIO/Ps have been received but who have not yet arrived for training.
- A monthly Participants In Training report listing all participants who are in training but who have not completed their program.
- A Participant's Individual Financial Record listing each allowance to which a participant is entitled and the date on which it was paid. In those cases where a lump sum is paid to a training institution and the institution makes payments to the participants, the Training Office pro-rates the payments among the PIO/Ps and the pro-rated amount is shown in the individual's record. The report also shows the current PIO/P balance and the computer indicates, by highlighting, when the amount has been reduced to less than 10 percent of the PIO/P total. This will ensure that additional funds are requested on time. A hard copy will be produced only when it is needed.

- A TCT Program - Financial Summary by Country report which lists, on a country by country basis, all of the PIO/Ps received, shows the amount of the original PIO/P, any increases or decreases, the total disbursed against the PIO/P to date and the current balance. This report will be printed only when required.

All of the above documents, along with a copy of the computer program required to run the system are given in Annex A.

The immediate benefits of the Third Country PTMS will be up-to-date records showing the placement, training and financial status of each employee and of each third country participant. Much of the time now spent searching the Mission's files for training and financial data will be eliminated as it will be readily available in the computer.

Future benefits will increase after dBASE is integrated with the PC's word processing capacity. PTMS will then be used to schedule requests for checks and, through the word processing, to prepare memos to the Controller to request checks from the Regional Disbursing Office in Bangkok.

The PTMS which will be used to manage the Nepalese and other third country participants training in India was developed in close cooperation with Mr. Sabharwal of the Training Division and Mr. Bhonsle of the Computer Center. It was reviewed with Mr. Nachtreib

of PD and Mr. Broome of PRO on December 8, 1984. The consensus was it will be an extremely useful management tool. Mr. Nachtreib will supervise its early installation and take the necessary steps to ensure that a Wang PC is available to the Training Division to handle both PTMS systems.

It is estimated that each member of the Training Office will required approximately ten hours of training on the use of the Nepalese PTMS system. Additional training time will be required on the use of the PTMS for U.S. training. Training for the Nepalese system will be provided by the Mission's Computer Center. Training for the U.S. system will be arranged by AID S&T/IT.

D. Time and Cost Savings

It is difficult to quantify the tangible benefits of using the U.S. and Nepalese PTMS systems in person-hours and dollars saved. One important benefit is that the Training Office will be able to handle its workload more efficiently. Another is that it will be able to provide accurate information on all aspects of the Indian and Nepalese training programs on short notice.

One intangible benefit is that the availability of better information on past and current projects may have a salutary effect on the preparation of project papers for related activities. Another is that the participant component of project papers may be

given more attention as Project Officers may be held accountable, through the PTMS mechanism, for the implementation of their training projections.

2510B

ANNEX A
 PARTICIPANT TRAINING MANAGEMENT SYSTEM
 FOR
 THIRD COUNTRY PARTICIPANTS

The following data is to be collected on all Third Country participants training in India.

PARTICIPANT AND TRAINING INFORMATION FILE

<u>FIELD</u>	<u>KEYWORDS</u>	<u>TYPE</u>	<u>SPACES</u>
Sponsoring Country Number	CTRYNO	N	3
Sponsoring Country Name	CTRY	C	15
Participants Last Name	LASTNAME	C	20
Participants First Name	FRSTNAME	C	15
Participants Middle Initial	MI	C	1
Sex	SEX	C	1
Marital Status	MS	C	1
PIO/P Number	PIOP	N	5
Date PIO/P Received	PIORECD	C	8
Initial PIO/P Amount	PIOAMT	N	8
PIO/P Balance	PIOBAL	N	8
Payment Number	PAYMNO	N	2
Date Training Extension Requested	TRGEXTRO	C	8
Date Training Extension Approved	TRGEXTAP	C	8
Training Objective	TRGOBJ	C	4
Field of Training	FIELD	C	18
Date Training Requested - In India	DTTRGREQ	C	8
Date Training Confirmed - In India	DTTRGCFD	C	8
Training Institution - In India	TRGINSTN	C	20
GOI Approval	GOIAPP	C	1
Firm Call Forward Date	CFD	C	8
Date of Participant's Arrival	DTOFARR	C	8
Date Training Started	TRGSTDT	C	8
Estimated Completion Date	ESTCPL	C	8
Date Last Progress Report Received	PROGRPT	C	8
Date Training Completed	DTTRGCPL	C	8
Date Participant Departed	DTOFDEP	C	8

PARTICIPANT FINANCIAL TRANSACTIONS FILE

Sponsoring Country Number	CTRYNO	N	3
Sponsoring Countr Name	CTRY	C	15
Participants Last Name	LASTNAME	C	20
Participants First Name	FRSTNAME	C	15
Participants Middle Initial	MI	C	1
PIO/P Number	PIOP	N	5
Initial PIO/P Amount	PIOAMT	N	8
Amount of Funds Added	FNDSADD	N	8
Amount of Funds Decreased	FNDSDEC	N	6
Payment Amount	PAYMTAMT	N	8
Maintenance Allowance	MAINT	N	5
Book Allowance	BOOKS	N	5
Tuition Allowance	TUITION	N	5
Calculator Allowance	CALCULTR	N	5
Bicycle Allowance	CYCLE	N	5
Local Transportation Allowance	TRANSPT	N	5
Shipping Allowance	SHIPPING	N	5
Medical Reimbursement	MEDREIMB	N	5
Capitation Fee	CAPTNFEE	N	5
Miscellaneous Allowances	MISC	N	5
Date Check Requested from Controller	DTCHKREQ	C	8
Date Check Sent to Part. or Inst.	DTCHKSENT	C	8
Check Number	CHKNO	N	12
Check Address 1	CHKADD1	C	25
Check Address 2	CHKADD2	C	25
Check Address 3	CHKADD3	C	25
PIO/P Balance	PIOBAL	N	8
Date Additional PIO/P Funds Requested	DTINCREQ	C	8
Date Additional PIO/P Funds Received	DTINCRCD	C	8

W-1684 A

1 2 3 4 5 6 7
123456789012345678901234567890123456789012345678901234567890123456

PARTICIPANT TRAINING MANAGEMENT SYSTEM

ENTER PARTICIPANT TRAINING INFORMATION

LST MM: FST MM: MI: SEX: MS:

PIO/P No.: PIO/P Amt.R/\$: Date Recd:

Ctry. No.: Name: Training Obj.:

Field of Training: Institution:

Date Req.:XX/XX/XX Date Conf.:XX/XX/XX GOI App.: CFD: XX/XX/XX

Dt Arr.: XX/XX/XX Trng. Std.:XX/XX/XX Prog Rpt.:XX/XX/XX Est Cpl:XX/XX/XX

Training Ext. Requested: XX/XX/XX Training Extension Approved: XX/XX/XX

Date Training Completed: XX/XX/XX Date Participant Departed: XX/XX/XX

W-1713A

123456789012345678901234567890123456789012345678901234567890123456789

PARTICIPANT TRAINING MANAGEMENT SYSTEM

ENTER PARTICIPANT FINANCIAL INFORMATION

Lst Nm:

Fst Nm:

PIO/P:

Initial PIO/P Amount: R/\$

Training Allowances Paid at Payment No.

Funds Added to PIO/P: R/\$

Captn. Fee:

Maint:

Funds Decreased.: R/\$

Tuition:

Books/App:

Date Funds Req.: XX/XX/XX

Local Trans.:

Calc.:

Date Funds Rec.: XX/XX/XX

Med. Reimb.:

Shipping:

New PIO/P Balance: R/\$

Cycle:

Misc.:

Date Request Sent to CO: XX/XX/XX Date Check Sent to Inst./Part.: XX/XX/XX

Check No.:

Check Amt. R/\$:

Check Addressed to:

:
:
:

W-1706A

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PARTICIPANT TRAINING MANAGEMENT SYSTEM

Data Entry Worksheet

PART I - TRAINING INFORMATION

LST NM: _____ (20) FST NM: _____ (15) MI: _____ (T) SEX: _____ (T) MS: _____ (T)

PIO/P No.: _____ (5) PIO/P Amt.R/\$: _____ (8) Date Recd: ____/____/____ (2)(2)(2)

Ctry. No.: _____ (3) Name: _____ (15) Training Obj.: _____ (4)

Field of Training: _____ (18) Institution: _____ (20)

Date Req.: ____/____/____ (2)(2)(2) Date Confirmed: ____/____/____ (2)(2)(2) GOI App.: _____ (T) CFD: ____/____/____ (2)(2)(2)

Dt Arr.: ____/____/____ (2)(2)(2) Trng Std.: ____/____/____ (2)(2)(2) Prog Rpt: ____/____/____ (2)(2)(2) Est Cpl: ____/____/____

Training Ext. Requested: ____/____/____ (2)(2)(2) Training Extension Approved: ____/____/____ (2)(2)(2)

Date Training Completed: ____/____/____ (2)(2)(2) Date Participant Departed: ____/____/____ (2)(2)(2)

II - FINANCIAL INFORMATION

Initial PIO/P Amount: \$ _____ (8) Training Allowances Paid at Payment No. _____ (T)

Funds Added to PIO/P: R/\$ _____ (8) Captn.Fee: _____ (5) Maint: _____ (5)

Funds Decreased.: R/\$ _____ (6) Tuition: _____ (5) Books/App: _____ (5)

Date Funds Req.: ____/____/____ (2)(2)(2) Local Trans.: _____ (5) Calc.: _____ (5)

Date Funds Rec.: ____/____/____ (2)(2)(2) Med. Reimb.: _____ (5) Shipping: _____ (5)

New PIO/P Balance: R/\$ _____ (8) Cycle: _____ (5) Misc.: _____ (5)

Date Request Sent to CO ____/____/____ (2)(2)(2) Date Check Sent to Inst./Part.: ____/____/____ (2)(2)(2)

Check No.: _____ (12) Check Amt. R/\$: _____ (8)

Check Addressed to: _____ (25)
: _____ (25)
: _____ (25)

PARTICIPANT TRAINING MANAGEMENT SYSTEM
FOR
THIRD COUNTRY PARTICIPANTS
IN INDIA

PENDING PARTICIPANTS

December 7, 1984

CTRY	PIO/P NO	AMT	PARTICIPANT'S NAME		PIO/P REC'D	FIELD OF STUDY	INDIAN TRAINING INSTITUTION	FIRM CALL FORWARD
			LAST	FIRST				
XXX	XXXXX	XXXXX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XX/XX/XX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XX/XX/XX

PARTICIPANT TRAINING MANAGEMENT SYSTEM
FOR
THIRD COUNTRY PARTICIPANTS
IN INDIA

PARTICIPANTS IN TRAINING

December 7, 1984

CTRY	PIO/P NO	PARTICIPANT'S NAME		DATE OF ARRIVAL	FIELD OF STUDY	INDIAN TRAINING INSTITUTION	LAST PROG RPT	EST CMPL DATE
		LAST	FIRST					
XXX	XXXXX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XX/XX/XX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XX/XX/XX	XX/XX/XX

PARTICIPANT TRAINING MANAGEMENT SYSTEM
FOR
THIRD COUNTRY PARTICIPANTS
IN INDIA

PARTICIPANT'S INDIVIDUAL FINANCIAL RECORD

December 7, 1984

PARTICIPANT'S LAST NAME	CTRY F I	PIO/P NO NO	AMT	PAY MNT NO	DT CHK REQ	ALLOWANCES AND TRAINING EXPENSES										TOTAL PAID TO DT		
						CAPT	MAINT	TUITN	BOOKS	CALCR	CYCLE	TRANS	SHIPG	MED/R	MISC			
XXXXXXXXXXXXXXXXXXXXX	X	XXX	XXXXX	XXXXXXXX	1	XX/XX/XX	XXXXX	XXXXX	XXXXX									
					2	XX/XX/XX		XXXXX	XXXXX	XXXXX							XXXXX	XXXXX
					3	XX/XX/XX		XXXXX	XXXXX	XXXXX				XXXXX	XXXXX	XXXXX		XXXXX
FUNDS DISBURSED TO DATE:			XXXXXX				XXXXX	XXXXX	XXXXXX									
PIO/P BALANCE:			XXXXXX															XXXXXX

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PARTICIPANT TRAINING MANAGEMENT SYSTEM
FOR
THIRD COUNTRY PARTICIPANTS
IN INDIA

TCT PROGRAM - FINANCIAL SUMMARY BY COUNTRY

December 5, 1984

COUNTRY NUMBER	PIO/P NO	INITIAL PIO/P AMOUNT	+/- INCREASES DECREASES	TOTAL RECEIVED TO DATE	TOTAL DISBURSED TO DATE	CURRENT BALANCE
XXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
TOTAL :		XXXXX	XXXXX	XXXXX	XXXXX	XXXXX

2207B

```
B:type pts.prg
SET TALK OFF
STORE "T" TO STATUS
STORE DATE() TO DPTE
DO WHILE STATUS = "T"
ERASE
```

```
?'          PARTICIPANT TRAINING MANAGEMENT SYSTEM'
?          FOR'
?          THIRD COUNTRY PARTICIPANTS'
?          IN INDIA'
```

```
?          MENU'
?          =====
```

- ```
? 1 = Add Participant Record'
? 2 = Modify Participant Record'
? 3 = Delete Participant Record'
?
? 4 = Enter Financial Data'
? 5 = Modify Financial Data'
?
? 6 = Print Pending Participant Report
? 7 = Print In Training Participant Report'
?
? 0 = Exit PTMS'
```

```
?
?
ACCEPT "Select Number Key for Function Desired " TO ACTION
IF ACTION = "0"
 CANCEL
```

```
ENDIF
IF ACTION = "1"
 USE PARTFILE INDEX PARTINDX
 SET FORMAT TO SCREEN
 ERASE
```

```
 APPEND BLANK
 CLEAR GETS
```

```
@ 1,21 SAY "PARTICIPANT TRAINING MANAGEMENT SYSTEM"
@ 3,1 SAY "**Enter Participant Training Information**"
@ 5,1 SAY "Lst Nm " GET LASTNAME
@ 5,30 SAY "Fst Nm " GET FRSTNAME
@ 5,56 SAY "MI " GET MI
@ 5,64 SAY "Sex " GET SEX
@ 5,72 SAY "MS " GET MS
@ 7,1 SAY "PIO/P No " GET PIOP
@ 7,23 SAY "PIO/P Amt.R/$ " GET PIOAMT
@ 7,52 SAY "Date Recd. " GET FIORECD PICTURE "99/99/99"
@ 9,1 SAY "Ctry. No. " GET CTRYNO
@ 9,22 SAY "Name " GET CTRY
@ 9,49 SAY "Training Obj. " GET TRSOBJ
@ 11,1 SAY "Field of Training " GET FIELD
@ 11,40 SAY "Institution " GET TRGINSTN
@ 13,1 SAY "Date Req. " GET DTTRGREQ PICTURE "99/99/99"
@ 13,26 SAY "Date Conf. " GET DTTRGCFD PICTURE "99/99/99"
@ 13,50 SAY "GOI App. " GET GOIAPP
@ 13,64 SAY "CFD " GET CFD PICTURE "99/99/99"
@ 15,1 SAY "Dt Arr " GET DTOFARR PICTURE "99/99/99"
@ 15,20 SAY "Trng Std " GET TRGSTDT PICTURE "99/99/99"
@ 15,40 SAY "Prog Rpt " GET PROGRPT PICTURE "99/99/99"
@ 15,62 SAY "Est Cpl " GET ESTCPL PICTURE "99/99/99"
@ 17,1 SAY "Training Ext. Requested " GET TRGEXTREQ PICTURE "99/99/99"
@ 17,40 SAY "Training Ext. Approved " GET TRGEXTAP PICTURE "99/99/99"
```

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```

@ 19,1 SAY "Date Training Completed " GET DTTRGCPL PICTURE "99/99/99"
@ 19,1 SAY "Date Participant Departed " GET DTOFDER PICTURE "99/99/99"
READ
REPLACE P.IOBAL WITH P.IOAMT
ENDIF
IF ACTION = "4"
 SET FORMAT TO SCREEN
 ERASE
USE CURRENT
APPEND BLANK
@ 1,1 SAY "Country No. " GET CTRYNC
@ 2,1 SAY "Last Name " GET LASTNAME
@ 3,1 SAY "First Name " GET FRSTNAME
@ 4,1 SAY "PIO/P No " GET PIOP
READ
STORE STR(CTRYNO,3,0) + LASTNAME + FRSTNAME + STR(PIOP,5,0) TO SEARCH
DELETE
USE PARTFILE INDEX PARTINDX
FIND &SEARCH
 ERASE
SELECT SECONDARY
USE PARTFIN INDEX FININDX
@ 1,21 SAY "PARTICIPANT TRAINING MANAGEMENT SYSTEM"
@ 3,1 SAY "**Enter Participant Financial Information**"
@ 5,1 SAY "Lst Nm:"
@ 5,9 SAY $(SEARCH,4,20)
@ 5,30 SAY "Fst Nm:"
@ 5,38 SAY $(SEARCH,24,15)
@ 5,63 SAY "PIO/P:"
@ 5,70 SAY $(SEARCH,39,5)
APPEND BLANK
CLEAR GETS
@ 7,1 SAY "Initial PIO/P Amt. R/$ " GET P.PIOAMT
@ 7,35 SAY "Training Allowances Paid at Payment No." GET PAYMTNO
@ 8,1 SAY "Funds Added to PIO/P: R/$ " GET FNDSADD
@ 8,41 SAY "Captn. Fee " GET CAPTNFEE
@ 8,64 SAY "Maint. " GET MAINT
@ 9,1 SAY "Funds Decreased " GET FNDSDEC
@ 9,41 SAY "Tuition " GET TUITION
@ 9,64 SAY "Book/App " GET BOOKS
@ 10,1 SAY "Date Funds Req. " GET DTINCREQ PICTURE "99/99/99"
@ 10,41 SAY "Local Trans " GET TRANSFT
@ 10,64 SAY "Calc. " GET CALCULTR
@ 11,1 SAY "Date Funds Rec. " GET DTINCRCD
@ 11,41 SAY "Med. Reimb. " GET MEDREIMB
@ 11,64 SAY "Shipping " GET SHIPPING
@ 12,1 SAY "New PIO/P Bal: R/$ " GET P.PIOBAL
@ 12,41 SAY "Cycle " GET CYCLE
@ 12,64 SAY "Misc. " GET MISC
@ 14,1 SAY "Dt. Req. Sent to CO. " GET DTCHKREQ PICTURE "99/99/99"
@ 14,35 SAY "Dt. Cheque Sent to Inst/Part. " GET DTCHKSNT PICTURE "99/99/99"
@ 16,1 SAY "Cheque No. " GET CHKNO
@ 16,35 SAY "Cheque Amt. R/$ " GET PAYMTAMT
@ 18,1 SAY "Cheque Addressed to " GET CHKAD1
@ 19,21 GET CHKAD2
@ 20,21 GET CHKAD3
READ
REPLACE S.PIOBAL WITH P.PIOBAL
REPLACE S.PIOBAL WITH (S.PIOBAL - MAINT)
REPLACE S.PIOBAL WITH (S.PIOBAL - BOOKS)
REPLACE S.PIOBAL WITH (S.PIOBAL - TUITION)
REPLACE S.PIOBAL WITH (S.PIOBAL - CALCULTR)
REPLACE S.PIOBAL WITH (S.PIOBAL - TRANSFT)
REPLACE S.PIOBAL WITH (S.PIOBAL - SHIPPING)
REPLACE S.PIOBAL WITH (S.PIOBAL - MEDREIMB)
REPLACE S.PIOBAL WITH (S.PIOBAL - CAPTNFEE)

```

```

REPLACE S.PIOBAL WITH (S.PIOBAL - MISC)
REPLACE S.PIOBAL WITH (S.PIOBAL - FNDSDEC)
REPLACE S.PIOBAL WITH (S.PIOBAL - CYCLE)
REPLACE S.PIOBAL WITH (S.PIOBAL + S.FNDSADD)
REPLACE S.CTRYNO WITH P.CTRYNO
REPLACE S.LASTNAME WITH P.LASTNAME
REPLACE S.FRSTNAME WITH P.FRSTNAME
REPLACE S.PIOP WITH P.PIOP
SELECT PRIMARY
REPLACE P.PIOBAL WITH S.PIOBAL
REPLACE P.PAYMTNO WITH (P.PAYMTNO + 1)
ENDIF
IF ACTION = "2"
 ERASE
 SET FORM TO SCREEN
 USE CURRENT
 APPEND BLANK
 @ 1,1 SAY "Country No " GET CTRYNO
 @ 2,1 SAY "Last Name " GET LASTNAME
 @ 3,1 SAY "First Name " GET FRSTNAME
 @ 4,1 SAY "PIO/P No " GET PIOP
 READ
 STORE STR(CTRYNO,3,0) + LASTNAME + FRSTNAME + STR(PIOP,5,0) TO SEARCH
 DELETE
 USE PARTFILE INDEX PARTINDX
 FIND &SEARCH
 ERASE
 CLEAR GETS
 @ 1,21 SAY "PARTICIPANT TRAINING MANAGEMENT SYSTEM"
 @ 3,1 SAY "**Modify Participant Training Information**"
 @ 5,1 SAY "Lst Nm " GET LASTNAME
 @ 5,30 SAY "Fst Nm " GET FRSTNAME
 @ 5,56 SAY "MI " GET MI
 @ 5,64 SAY "Sex " GET SEX
 @ 5,72 SAY "MS " GET MS
 @ 7,1 SAY "PIO/P No " GET PIOP
 @ 7,25 SAY "PIO/P Amt.R/$ " GET PIOAMT
 @ 7,52 SAY "Date Recd. " GET PIORECD PICTURE "99/99/99"
 @ 9,1 SAY "Ctry. No. " GET CTRYNO
 @ 9,22 SAY "Name " GET CTRY
 @ 9,49 SAY "Training Obj. " GET TRGOBJ
 @ 11,1 SAY "Field of Training " GET FIELD
 @ 11,40 SAY "Institution " GET TRGINSTN
 @ 13,1 SAY "Date Req. " GET DTTRGREQ PICTURE "99/99/99"
 @ 13,26 SAY "Date Conf. " GET DTTRGCFD PICTURE "99/99/99"
 @ 13,50 SAY "GOI App. " GET GOIAPP
 @ 13,64 SAY "CFD " GET CFD PICTURE "99/99/99"
 @ 15,1 SAY "Dt App " GET DTOFARR PICTURE "99/99/99"
 @ 15,20 SAY "Trng Std " GET TRGSTDT PICTURE "99/99/99"
 @ 15,40 SAY "Prog Rpt " GET PROGRPT PICTURE "99/99/99"
 @ 15,62 SAY "Est Cpl " GET ESTOPL PICTURE "99/99/99"
 @ 17,1 SAY "Training Ext. Requested " GET TRGEXTRQ PICTURE "99/99/99"
 @ 17,40 SAY "Training Ext. Approved " GET TRGEXTAP PICTURE "99/99/99"
 @ 19,1 SAY "Date Training Completed " GET DTTRGCPL PICTURE "99/99/99"
 @ 19,40 SAY "Date Participant Departed " GET DTOFDEP PICTURE "99/99/99"
 READ
ENDIF
IF ACTION = "3"
 USE CURRENT
 ERASE
 SET FORM TO SCREEN
 APPEND BLANK
 @ 1,1 SAY "Country No " GET CTRYNO
 @ 2,1 SAY "Last Name " GET LASTNAME
 @ 3,1 SAY "First Name " GET FRSTNAME
 @ 4,1 SAY "PIO/P No " GET PIOP

```

```

READ
STORE STR(CTRYNO,3,0) + LASTNAME + FRSTNAME + STR(PIOP,5,0) TO SEARCH
DELETE
USE PARTFILE INDEX PARTINDX
FIND &SEARCH
ERASE
@ 1,21 SAY "PARTICIPANT TRAINING MANAGEMENT SYSTEM"
@ 3,1 SAY "***WARNING** Delete Participant Record"
@ 5,1 SAY "Lst Nm " GET LASTNAME
@ 5,30 SAY "Fst Nm " GET FRSTNAME
@ 5,56 SAY "MI " GET MI
@ 5,64 SAY "Sex " GET SEX
@ 5,72 SAY "MS " GET MS
@ 7,1 SAY "PIO/P No " GET PIOP
@ 7,23 SAY "PIO/P Amt.R/$ " GET PIOAMT
@ 7,52 SAY "Date Recd. " GET PIORECD PICTURE "99/99/99"
@ 9,1 SAY "Ctry. No. " GET CTRYNO
@ 9,22 SAY "Name " GET CTRY
@ 9,49 SAY "Training Obj. " GET TRGOBJ
@ 11,1 SAY "Field of Training " GET FIELD
@ 11,40 SAY "Institution " GET TRGINSTN
@ 13,1 SAY "Date Req. " GET DTTRGREQ PICTURE "99/99/99"
@ 13,26 SAY "Date Conf. " GET DTTRGCFD PICTURE "99/99/99"
@ 13,50 SAY "GOI App. " GET GOIAPP
@ 13,64 SAY "CFD " GET CFD PICTURE "99/99/99"
@ 15,1 SAY "Dt App " GET DTOFARR PICTURE "99/99/99"
@ 15,20 SAY "Trng Std " GET TRGSTDT PICTURE "99/99/99"
@ 15,40 SAY "Prog Rpt " GET PROGRPT PICTURE "99/99/99"
@ 15,62 SAY "Est Cpl " GET ESTCPL PICTURE "99/99/99"
@ 17,1 SAY "Training Ext. Requested " GET TRGEXTRQ PICTURE "99/99/99"
@ 17,40 SAY "Training Ext. Approved " GET TRGEXTAP PICTURE "99/99/99"
@ 19,1 SAY "Date Training Completed " GET DTTRGCPL PICTURE "99/99/99"
@ 19,40 SAY "Date Participant Departed " GET DTOFDEF PICTURE "99/99/99"
@ 21,1 SAY " "
ACCEPT "KEYIN Y/N" TO KEYIN
IF KEYIN = "Y" .OR. KEYIN = "y"
DELETE
ENDIF
ENDIF
IF ACTION = "S"
USE CURRENT
ERASE
GET FORM TO SCREEN
CLEAR GETS
APPEND BLANK
@ 1,1 SAY "Country No. " GET CTRYNO
@ 2,1 SAY "Last Name " GET LASTNAME
@ 3,1 SAY "First Name " GET FRSTNAME
@ 4,1 SAY "PIO/P " GET PIOP
READ
STORE STR(CTRYNO,3,0) + LASTNAME + FRSTNAME + STR(PIOP,5,0) TO SEARCH
DELETE
USE PARTFILE INDEX PARTINDX
FIND &SEARCH
ERASE
SELECT SECONDARY
USE CURRENT
@ 1,1 SAY "Transaction Date " GET TRNDATE PICTURE "99/99/99"
READ
STORE SEARCH + TRNDATE TO LOOK
SELECT SECONDARY
USE PARTFIN INDEX FININDX
FIND &LOOK
ERASE
@ 1,21 SAY "PARTICIPANT TRAINING MANAGEMENT SYSTEM"
@ 3,1 SAY "***Modify Participant Financial Information**"

```

```
5,1 SAY "Lst Nm " GET LASTNAME
5,30 SAY "Fst Nm " GET FRSTNAME
5,63 SAY "PIO/P " GET PIOP
7,1 SAY "Initial PIO/P Amt. R/$ " GET P.PIOAMT
7,35 SAY "Training Allowances Paid at Payment No." GET P.PAYMTNO
8,1 SAY "Funds Added to PIO/P: R/$ " GET FNDSADD
8,41 SAY "Captn. Fee " GET CAPTNFEE
8,64 SAY "Maint. " GET MAINT
9,1 SAY "Funds Decreased " GET FNDSDEC
9,41 SAY "Tuition " GET TUITION
9,64 SAY "Book/App " GET BOOKS
10,1 SAY "Date Funds Req. " GET DTINCREQ PICTURE "99/99/99"
10,41 SAY "Local Trans " GET TRANSPT
10,64 SAY "Calc. " GET CALCULTR
11,1 SAY "Date Funds Rec. " GET DTINCRCD
11,41 SAY "Med. Reimb. " GET MEDREIMB
11,64 SAY "Shipping " GET SHIPPING
12,1 SAY "New PIO/P Bal: R/$ " GET PIOBAL
12,41 SAY "Cycle " GET CYCLE
12,64 SAY "Misc. " GET MISC
14,1 SAY "Dt. Req. Sent to CO. " GET DTCHKREQ PICTURE "99/99/99"
14,35 SAY "Dt. Cheque Sent to Inst./Part. " GET DTCHKSENT PICTURE "99/99/99"
16,1 SAY "Cheque No. " GET CHKNO
16,35 SAY "Cheque Amt. R/$ " GET PAYMTAMT
18,1 SAY "Cheque Addressed to " GET CHKAD1
19,21 GET CHKAD2
20,21 GET CHKAD3
```

```
READ
ENDIF
F ACTION = "6"
ERASE
```

```
'PLEASE POWER ON YOUR PRINTER'
USE PARTFILE INDEX PARTINDX
GET PRINT ON
CHR(15)
GET EJECT OFF
REPORT FORM PARTPEND FOR DTOFARR = " / / "
GET PRINT OFF
ENDIF
F ACTION = "7"
ERASE
```

```
'PLEASE POWER ON YOUR PRINTER'
USE PARTFILE INDEX PARTINDX
GET PRINT ON
CHR(15)
GET EJECT OFF
REPORT FORM PARTINT FOR DTOFARR # " / / " .AND. DTOFDEP = " / / "
GET PRINT OFF
ENDIF
LEAR
STORE "T" TO STATUS
NDDO
```

```
17,1 SAY "Training Ext. Requested " GET TRGEXTREQ PICTURE "99/99/9"
```