

PLANNING INTERNATIONAL TRAINING FOR USAID-ASSISTED
SOCIAL FORESTRY PROJECTS IN INDIA

EXIT REPORT

By

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For

USAID/S&T/FENR-FUNDED FORESTRY SUPPORT PROGRAM

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I. ASSIGNMENT

On July 16, 1985 AID/India requested the services of the Training and Education Coordinator for the Forestry Support Program (FSP) for about four weeks beginning August 12 to develop a comprehensive forestry training plan which would incorporate the training components of the Madhya Pradesh, Maharashtra, and National Social Forestry Projects (NEW DFLEHI cable 17199). The proposed plan should take recognition of the proposed Forestry Research, Education and Training Project, and the initiative under which AID will assist in the introduction of forestry in Indian State Agricultural Universities.

The suggested terms of reference were:

- A. Review training needs outlined in the three AID-assisted social forestry projects. Review the training and education activities of the Irrigation Management and Training Project to build on lessons learned by that project.
- B. Visit states involved in the projects to review training needs and institutional facilities and arrangements which might be tapped for conducting in-country training.
- c. Prepare a training and education plan that includes U.S. and in-country training covering formal university courses and specialized short courses.

- d. Present plan in a one day seminar as a means of facilitating State and GOI agreement on the plan.

AID/New Delhi requested that the technical assistance visit be funded by FSP, because of limited Mission travel funds. FSP agreed to provide the technical assistance, but the assistance was delayed due to scheduling problems, and the retirement of the FSP coordinator. The TA visit was rescheduled for March 24 through April 11 after the vacant FSP coordinator position was filled. The rescheduled visit was for three weeks rather than the original four, and the terms of reference were modified. Review of Indian institutional facilities and arrangements which might be tapped for conducting in-country training was deferred to local expertise (STATE 045690). Mission subsequently requested the FSP Coordinator to concentrate his effort on bringing U.S. trainers to India to run courses such as those sponsored by the Office of International Cooperation and Development (OICD) of the USDA (NEW DELHI 05253). This request developed from a need to find ways to train a great number of participants at a lower cost per participant than for training in the U.S., plus the very difficult problem of obtaining clearance for Indians for training in the U.S. After the Coordinator arrived in New Delhi, Dr. Kamla Chowdhry, Chairman of the National Wastelands Development Board, requested AID to make an effort to train Indians in the U.S., and to do that training in a few selected, high quality institutions.

II. Training Problems

1. Rapid changeover in social forestry staff: Typically a state forest department officer serves only three to five years in social forestry.
2. Inbreeding: Most senior professional forest officers are graduates of one national training institution (Dehra Dun), and spend their entire career in one state. Overseas and interstate travel is very restricted.
3. Lack of social science training: The forest officers are trained as managers of forest reserves and plantations, and receive little formal training as extension specialists to work with individual farmers and community leaders. Forest officers must have an academic background in physical or biological sciences rather than the social sciences.
4. Lack of professional trainers: Training of forest officers is done by forest officers, who serve only a short time as trainers, rather than by a professional cadre of instructors.

III. Training Needs

A. Needs Analysis from Maharashtra Workshop

On April 4 and 5 the Maharashtra Horticulture and Social Forestry Department at the suggestion of USAID held a workshop in Aurangabad to produce a list of training needs. T. Geary and H. Fisher participated. Discussions were organized in five separate groups, each a different level of staff. The groups were Deputy Directors (Conservators of Forests) in charge of Circles, Division Forest Officers (Assistant Conservators of Forests) in charge of Divisions, Assistant Directors (Range Forest Officers) in charge of Blocks, Plantation Officers (Forest Officers), and Assistant Plantation Officers (Forest Guards). The groups met separately and developed a list of their training needs. Later each group met with Geary and Fisher to discuss their list. At the end Geary presented a summary of the needs lists at a meeting of the combined groups.

All groups have similar needs, only the emphasis varies. The higher echelon officers put more weight on managerial skills, while the lower echelons with greater contact with farmers and community leaders put more weight on agroforestry technical knowledge and skills. All groups give substantial weight to communication skills. Their needs are summarized below:

1. Orientation to Job and Organization

All groups, but particularly the lower echelons want to receive more orientation on what they are expected to do in their job, and on how the H&SFD is organized.

2. Sociological and Psychological Knowledge

The officers want to learn how to motivate people, and believe they need some basic education in behavioral science.

3. Communication Skills

Many of the specific needs fall in this broad category and relate to motivating people. ^{Needed are} ~~The needs covered~~ skills in interpersonal relationships for communicating with farmers, community leaders (opposition parties are a major impediment to getting community support for social forestry - whatever the ruling party wants to do is automatically opposed), subordinates and supervisors. There is a great need to learn how to prepare effective materials to deliver the social forestry message (from posters to video). Those who train people want greater skills in training methodology.

4. Managerial Skills

Many of these needs fall into two major groups. One is management of time. Everyone felt overworked. The other is monitoring and evaluation. They want to learn if their efforts at motivating are successful or not.

5. Agroforestry Technical and Scientific Knowledge and Skills

The ranks from plantation officers and above receive long term training in tree planting before entry into the state forest services, but after entry they do not get updated. Their only technical training for Assistant Plantation Officers, is orientation from their supervisors. A driving force for this need is that farmers ask them questions they cannot answer. A major area of concern is marketing of the farmer's, or cooperative's wood. Other areas specifically mentioned were matching of tree species to sites, nursery methods, and silvicultural management practices.

6. Methods of Receiving Training

There is much interest in field trips to different states, and self learning materials.

7. Time available for training

The Deputy Directors said they could spend only one week a year in training, plus one day a month. They pointed out the need for self-training materials, and also for half-day courses that could be presented as an add-on to departmental, regional, or divisional meetings. The District Forest Officers said they could spend two weeks a year in training, but not two weeks together. They said they would allow the

Plantation Officers to have four weeks of training, but broken into well separated two-week segments. However, assistant Plantation Officers could be given three months of training at time of entry into the position. The Assistant Directors, who are the supervisors of the P.O.'s and A.P.Os concurred in the amount of time the latter officers could spend in training. However, the Plantation Officers felt that they could not take off for two weeks at a time, but would have to get their training in one-week segments. Moreover, the Plantation Officers said it would be impossible to give the Assistant Plantation Officers three months training in one stretch. They could have four weeks but it must be broken into one week segments.

B. Needs Analysis from other sources

Review of the project papers; the India Forestry Education, Training, Research and Extension Sub-sector Review; and discussions with AID and GOI personnel pointed to the greatest needs in training are communications skills, progressive methods of training, modern methods of planning, managing, monitoring and evaluating. Technical knowledge and skills in forestry practices needed in social forestry are generally / adequate, but an infusion of external technology could improve practices. The greatest weakness in managing the social forestry projects is monitoring and evaluating results.

IV. Training Objectives

Priority One

- A. Develop extension (communication) knowledge and skills.
- B. Develop monitoring and evaluating knowledge and skills.
- C. Improve planning knowledge and skills.

Priority Two

- A. Improve management knowledge and skills.
- B. Improve training knowledge and skills.

Priority Three

- A. Improve technical knowledge and skills.

V. Training Dimensions - Social Forestry Organization
and Numbers of Personnel to be Trained

AID is assisting six states in social forestry programs and will assist the GOI to build a Social Forestry Support Office within the GOI National Wastelands Development Board. The National Office is headed by an Additional Inspector General of Forests and will have 36 professional and technical staff. They will need training in the science of social forestry and project design, planning, implementation, monitoring and evaluation.

The states have organized their social forestry programs administratively along lines of their forest departments. Some states have a separate social forestry wing or directorate, while others have assigned social forestry duties to their line officers. A typical state social forestry organization is outlined below, along with the estimated number of personnel for all six states:

Organization Level	Line Officer	Numbers and Kinds of Personnel (all states combined)
Headquarters	Chief Conservator of Forests	Deputies and assistants for planning, monitoring, evaluation, research, and training staffs. The exact number of personnel is not detailed in project documents for each state, but the number is estimated to be 200.
Circle	Conservator of Forests	33 CF each with 2 to 3 deputies and assistants.
Division	Deputy or Assistant Conservator of Forests	162 DCF and ACF each with 2 to 3 assistants.
Block	Range Forest Officer	1152 Rangers. Rangers are assisted by Foresters and Forest Guards. In the social forestry wings, these personnel are often called village extension workers. The estimated number of these extension workers is 7500.

Range Forest Officer is viewed as the lowest level professional forestry officer or the highest level technician. They generally have a B.Sc. Foresters are trained for 6 to 12 months in technical schools run by the forest departments and have a minimum of 10 years of formal education. Forest guards are trained for 3 to 6 months in forest department schools and have a minimum of 7 years of formal education. The technical training in the forest department schools is in traditional forestry, not social forestry, and in at least one state, Maharashtra, personnel are being hired as forest guard-level assistant plantation officers and placed in service without even the traditional training.

The numbers of personnel needing training in India to effectively implement social forestry is vastly greater than the numbers given for the USAID-assisted projects. For example the social forestry organization in Maharashtra is designed and funded to reach 4,300 villages, but eventually an organization will be built to reach all 25,000 villages in the state. If USAID can get high quality training courses institutionalized in India, and have these greatly replicated, then the potential impact is enormous.

Proficiency in English is not good in the Ranger ranks, and is spotty in the ranks of ACF's. USAID training strategy calls for building training from the top down, which is necessary, even if unfortunate, because it is the village level extension worker who makes or breaks the system, and it is that worker who is the most poorly trained to do his job.

VI. Scope of Training Strategy

The strategy for training given in this report is designed to utilize funds programmed for international training, and is aimed at the "here and now" to improve USAID-assisted project performance. Long term benefits of trained individuals to India is not to be overlooked, but those skills will not be used in social forestry as individuals transfer out a few years after receiving training. The major thrust is to bring courses to India and have these institutionalized. A second element is to send participants to highly technical, overseas workshops and similar activities, where they would acquire the newest technology for incorporation into their projects. A third element is to send Indians to the U.S. for long term training to broaden their perspectives in public administration.

The first wave of training will be primarily for Conservators of Forests and their Deputies. There is an enormous number of junior professional and technical officers to be trained (over 1000 Rangers alone). These individuals will be trained through the institutionalization of the training programs that are brought to India. This institutionalization will include course modification and incorporation into the in-service training programs of state forest departments.

VII. Training Methods

A. International Courses for In-Country Training

Thirteen existing courses have been identified which could contribute strongly to the training objectives and could be taught in India and can be purchased relatively easily. These are listed in Table 1, along with target groups for training, and training objectives satisfied by the courses. Eleven of the courses (all but no. 6 and 10) are offered by OICD and can be purchased through a PIO/T. The description of these courses in the OICD Catalog of Courses in Agriculture and Rural Development and the lengths of presentations are to be viewed as models. Course content would be altered by OICD to fit Indian conditions and social forestry subject matter. The course on small scale water management is recommended even though this subject was not identified in training need interviews, because conservation of soil and water is an important element in social forestry practices in India's semi-arid, and arid regions. Length of course is negotiable, but OICD recommends that its overseas courses be of three weeks duration.

Course No. 6, Application of Microcomputers, is now offered overseas through an AID contractor. Details will be furnished later.

Course No. 10, Management of Research, Development, and Application, was developed by Canadian IDRC and is offered through the National University of Singapore. However, a contractor is available to offer it separately from NUS. A host country contract might be the

easiest purchase mechanism. It is an adaptable course that can be conducted from one to four weeks, depending on depth and coverage wanted. The course teaches managers the differences among research, development, and application, and the different management methods needed. It can be specifically geared to the non-scientist who manages scientists.

Many other courses exist outside the OICD and other existing USAID contractual arrangements, but can be more difficult to purchase, to modify for Indian conditions, and conduct in India. Examples of useful courses that should be investigated are the specialized forestry courses of the Oxford Forestry Institute, United Kingdom. One course that probably is not available is on marketing of wood products from farm and community forests. Use of technical assistance funds to develop such a course may be appropriate. A similar effort is needed to develop courses on matching tree species sites, on nursery methods, and on silvicultural practices following planting.

An objective with all courses is to institutionalize them in India. The method for doing this is to select an Indian institution to participate in the conduct of the course. The proposed model is that during the first year the course is given in India the counterpart serves primarily as an assistant and participant. In the second year the counterpart would be a co-contractor, and in the third year the counterpart would conduct the entire course, with the parent organization serving only as an advisor.

The above steps are the easy part. The difficult part is to replicate the courses so that all who need training are trained (the large turn over in social forestry personnel insures a continuous supply of participants). Because these "hands-on" training courses are not effective with groups of more than 25 participants the great amount of replication needed is obvious. Courses needed to be modified to meet the academic backgrounds of junior personnel. This will often require changing the course from English to a local language. These activities would be financed by local project funds. AID should employ one person full time to manage this large training activity. The training officer ought to be a professional educator with experience in "hands-on" training, and with a background in social sciences.

Indian institutions not affiliated with the forest departments should be selected for adopting the international courses that are non-technical (communications, management). One indicated institution is the Indian Institute of Forest Management in Bhopal, which has been transferred to the National Wastelands Development Board, the national social forestry agency. However, a center for social forestry training should be developed in each state. The choice of the state agricultural universities that are developing forestry curricula seems logical. The forest department training institutions should be used for orientation courses and the training of the technician level employees.

B. Study Programs in the United States for Middle Management Social Forestry Personnel in India

Study in the U.S. would give social forestry program managers an opportunity to broaden their horizons, besides increasing their knowledge and skills in specific subjects. Ideally, broadening would require one year of study. Shorter periods of study would be of value, but familiarizations with new attitudes, horizons, and operating methods becomes problematical.

Options include:

1. Two to six weeks specialized courses:

Examples are the Forest Resource Administration and Management Seminar conducted by the University of Michigan, the Land Use Planning in Natural Resource Management Workshop held at the University of Idaho and offered through OICD, and the Short Course in Agroforestry offered by Colorado State University.

2. One semester (4 to 6 months) specialized studies training:

Technically only four months are needed, but six months is more realistic. This extra time will allow the participant to transition from a government manager in India to an academic setting in the U.S.A. and to give time for attendance at workshops, seminars, professional society meetings, and specially arranged study tours which typically occur outside of the academic year. A major disadvantage is that this specialized study will be fragmented. For this training to be effective, an advisor and institution must be found which are willing to accept a non-degree student. A list of institutions

with strong programs in Natural Resource Policy and possible advisors is given in a later section, as is a list of examples of courses that might be taken.

3. One-year non-degree academic programs:

This longer duration option allows taking a sequence of complementary courses, and greater flexibility in the selection of workshops. The need to find an advisor and institution willing to accept non-degree students prevails.

4. One-year degree programs:

These are not common, but some excellent ones exist. An example is the Mid-Career Master in Public Administration given by Harvard University. Acceptance at these typically is done by a rigorous selection process by the institution, so candidates should be the very best people.

5. Two-year degree programs:

There are very many excellent programs. Examples are the Master's in Policy Specialization, or Management, Planning, and Policy, or Resource Institutions and Human Behavior, all at the University of Michigan; Natural Resource and Policy Management at the University of Minnesota; Forest Social Sciences at the University of Idaho; Forest Planning Administration at Oregon State University; and Resource Development at Michigan State University.

Supplementary Information on Study Program in the U.S.

a. Natural Resources Schools with international experience and strong programs in Natural Resource Policy:

<u>School</u>	<u>Possible Advisor</u>
Colorado State University	Dyer
Duke University	Hyde
Oregon State University	Benter/Brown
University of California, Berkeley	Romm/Davis
University of Idaho	Machlis/Force
University of Michigan	Crowfoot/Drake
University of Minnesota	Gregerson/Ellefson
University of Washington	Lee/Bradley
Yale University	Burch/Brewer

b. Examples of Natural Resource courses selected from university catalogs:

Economics and Policy

Natural Resource Economics
Natural Resource Policy and Management
Economic Analysis of Forest Management Decisions
Economic Analysis of Forestry Projects
Legal and Political Processes in Forestry
Quantitative Methods in Resource Policy and Management
Policy, Planning and Management
Natural Resource Policy and Indigenous Peoples

Resource Planning

Resource Planning and Decision-making
Resource Planning Processes
Sociology of Environmental Planning and Policy
Forest Land Use Case Studies
Range Ecosystem Planning and Policy
Conflicts in Forest Resource Use
Remote Sensing of Forest and Other Natural Resources
Forest Resource Survey and Design
Introduction to Geographic Information Systems
Introduction to Mapping of Natural Resources

Administration

Issues in the Administration of Forest and Environmental Organizations
Administrative Processes for Natural Resource Managers

Natural Resource Sociology

Social Aspects of Rural Development Forestry
Sociology of Natural Resource
Social Ecology
Environmental Philosophy and Ethics

Resource Management

Environmental Forestry and Watershed Management
Patterns and Processes in Terrestrial Ecology

In addition, each of these institutions has schools of Business, Rural Sociology, Geography and the like which provide supporting coursework for natural resource students.

c. Additional Schools and Programs of Possible Interest for 6-24 month duration programs:

Michigan State University
Department of Resource Development
Center for Remote Sensing

Ohio State University
Program in Natural Resource Development

Pennsylvania State University
Program in Resource Policy Research

Purdue University
Center for Public Policy and Public Administration

Syracuse University
Graduate School of Citizenship and Public Affairs

University of Georgia
Institute of Natural Resource (strong policy focus)

University of Maine
Program in Resource Utilization structured around
Forest Economics, Land Use Planning and Management,
and Soil and Water Conservation.

d. Factors that should be considered when designing study programs in the U.S.

Academic Non-degree Programs

1. Mid-career participants will have difficulty transitioning into an academic program for only one semester. Because of the need for the participant to rapidly transition from resource manager to student, only outstanding individuals should be considered for academic non-degree programs of one semester duration.
2. High English language skills is essential if the participant is to fully benefit from the program.
3. Maximum of 3 courses should be taken during the participants' initial semester. Two is preferable.
4. An experienced faculty advisor is essential.
5. Course prerequisites will limit the flexibility of the participants' program during the initial semesters.
6. Academic institutions generally give lower priority and fewer resources to non-degree program participants.

7. One semester non-degree programs should be combined with regional study tours or regional/national professional conferences to provide the participant broader exposure to professional issues during the limited duration training period.

Academic Degree Programs

1. One additional semester ideally should be provided participants at the beginning of the program to transition from resource manager to student.
2. Program objectives should be identified prior to participant selection so the agency fully benefits from the training.
3. High English language skills is essential if the participant is to fully benefit from the program.

Non-Academic Programs

1. Programs are structured towards training rather than education. Thus, subject matter tends to stress applications rather than concepts.
2. Transitioning from resource manager to training participant is built into the program.
3. Essential prerequisites are built into the training program.

C. Orientation Training and Development of Self-Learning Materials

Assistance to the forestry departments in developing effective orientation programs might be handled through a technical assistance contract. Development of self-learning materials should be a function of the institutions that become the centers for social forestry training. A mechanism would be to obtain technical assistance in self-learning materials through the U.S. universities that are to be linked with Indian state agricultural universities for developing forestry curricula.

VIII. Budget and Programming

1. Funds programmed for international training:

\$1,120,000	Maharashtra Social Forestry Project
200,000	Madhya Pradesh Social Forestry Project
<u>510,800</u>	National Social Forestry Project
\$1,830,800	

Funds for international training are heavily skewed to the Maharashtra Project (61%), while only about 15% of the training needed is in that Project. This distribution of funds complicates programming of the training. Technical assistance funds need to be reprogrammed to cover MPSF and NSF share of training development costs.

2. Cost for a Three-Week OICD Course

A. First Year Presentation

\$25,000 base cost (includes course design, preparation
of materials, and trainers salaries)

9,400 2-week planning visit (2 trainers: travel &
per diem)

15,250 Travel and per diem to present course (2 trainers)

6,300 Follow-up evaluation visit (one trainer: salary,
\$55,950 travel & per diem)

B. Three Year Sequence

\$56,000 Year 1

28,000 Year 2 (50% of base; 1 trainer salary, travel
and per diem for one month)

14,000 Year 3 (one trainer travel, per diem salary
\$102,000 for one month))

Note: These costs do not include funds for the counterpart organization,
or costs of participant travel and maintenance. They do include
25% overhead for OICD.

3. Cost of Training Overseas

Long term training in the U.S. costs \$ 2,000 a month plus
international airfare of \$2800. Short courses cost about \$2,000 a week,
plus airfare. Costs in other developed countries may be similar to costs
in the U.S., but costs in developing countries can be substantially less.

IX Making a Comprehensive Training Plan

Making a comprehensive training plan for AID-assisted social forestry projects in India that integrates the international effort with domestic will require a major investment of time by USAID and will involve very detailed planning, scheduling, budgeting and negotiations with six states and the national center. Funds available for domestic training are much greater than those available for international training, and can generate many more activities, because of the much lower cost of domestic training in comparison to international. Domestic funds for training are:

\$ 1,340,000	Maharashtra Social Forestry Project
320,000	Madhya Pradesh Social Forestry Project
3,963,500	National Social Forestry domestic training
233,300	National Social Forestry workshop
<u>661,400</u>	National Social Forestry farmer training
\$ 6,518,200	

One problem needing resolution soon is the disparity in training funds between Maharashtra and Madhya Pradesh. Madhya Pradesh's training funds are inadequate, especially in consideration that Madhya Pradesh has over twice as many extension workers at the block level than Maharashtra.

USAID's Irrigation Management and Training Project has ~~already~~ a training program that is similar in problems, needs, and strategy to those of social forestry. Communications and Management skills are

important areas of training in irrigation management and social forestry. IMT has training of trainer courses conducted in the U.S. that are specially designed for India, it brings tailor-made courses to India, and it is developing training centers in each project state. There are some differences, however, between IMT and SF. IMT has \$41 million in grant money to spend for international training versus less than \$2 million for SF. Irrigation Management is a much larger sector of Irrigation Departments than Social Forestry is of Forestry Departments, so that trained IM officers spend longer career time in IM than SF officers do in SF. The U.S. is a leader in irrigation technology, but social forestry as known in developing countries hardly exists in the US. IMT's backstop in Washington, the Water Management Synthesis Project is directly linked to a university consortium of schools with strength in irrigation and social sciences, which gives it flexibility in developing special courses without having to process through the constraints of a competitive bid system.

IMT has sent 111 participants to 13 courses in the United States. The total number of person training-days is 6934, or about 2 months per participant. This training was arranged on an ad hoc basis, and as is the problem in forestry, getting clearances for the participants on time has been a problem. IMT has recently developed a process that it hopes will get participants cleared for training in the U.S. in a timely and orderly manner through a systematic process of planned training. A length of project overseas training plan ^{will be} ~~has been~~ negotiated with each state. This document establishes the agreement of the state for training

to proceed and shows the GOI that the training is an integral part of project implementation. The next step is the preparation by the states of an annual fiscal year plan for overseas training. IMT has developed a format for the annual plan. A key item on the form is the justification statement for each type of training. IMT will help states write that statement. IMT also gives the states a catalog of specific training courses that are offered each calendar Year, the let the states pick the courses to be taken that year. The annual plan will be forwarded progressively for approval through the relevant state authorities to the GOI coordinating agency (The Central Water Commission), to the Ministry of Irrigation and lastly to the Ministry of Finance. This process is expected to take about four to six weeks. Once the Ministry of Finance approves the annual plan, which specifies the estimated number of participants, the states identify candidates and start the process of clearance. This also is expected to take about four to six weeks. Clearance by the Ministry of Finance is anticipated to be guaranteed once they have approved the annual overseas training plan.

AID's forestry project officers should monitor developments in IMT's new process and be prepared to copy it. Meanwhile, they can continue to plug ahead on the case by case basis, whenever they have substantial lead time (9 to 12 months), a strong justification for the training, and backing from the state and GOI social forestry officials. The recent success in getting clearance for 120 faculty members from state agricultural universities for nine months of specialized, non-degree study at U.S. forestry schools shows what can be done by

persistence. Right now, however, social forestry might best concentrate its effort on getting the overseas courses established in India, rather than spend a large effort to send many participants overseas.

TABLE 1

Courses	Target Groups	Training Objectives by Priorities					
		TA Cmm.	TB M.E.	TC PLN.	2A Mgm.	2B TRN.	3 Tech.
1. Communications and Media Strategies	Divisional or block office professional staff; training staff	+		X		+	
2. Land Use Planning	Central and regional office professional staff	+		+			
3. Project Planning	Central and regional office professional and technical staff	X		+		X	
4. Project Analysis	Senior technical staff involved in planning, monitoring and evaluation.		+	+			
5. Survey Statistics	Senior technical staff involved in monitoring and evaluation.		+				
6. Application of microcomputers	Senior technical staff involved in monitoring and evaluation.		+				
7. Organization and Management	Central and regional line officers				+		
8. Project Implementation	Central and regional line officers				+		
9. Management of Government Organizations	Divisional or block line officers				+		
10. Management of R,D, and A.	Research management staff				+		
11. Training of Trainers	Central training staff and instructors of in-service training programs.			X		+	
12. Seed Improvement	Select staff at all levels						+
13. Small Scale Water Management	Select staff at all levels						+

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X. Itinerary and Persons Met

March 23	Sunday	0100 hrs.	Arrived New Delhi
March 24	Monday		- Met with Y.G. Jadhav, Additional Inspector General of Forests for Social Forestry.
March 25	Tuesday		- Met with D.A. Marballi, retired Director of Social Forestry for Maharashtra and now an employee of USAID.
March 31	Monday		- Met with Dr. Kamla Chowdhry, Chairman of the National Wastelands Development Board which is the Agency that has recently been assigned responsibility for social forestry in India at the National level. The NWDB is an Agency of the Ministry of Environment and Forestry.
April 3	Thursday	1600 hrs.	Leave for Aurangabad
April 4	Friday	1900	Arrive Aurangabad - Participate in activities of the Maharashtra social forestry training needs workshop.
April 5	Saturday	-	- Participate in second and final day of the Maharashtra workshop.

			<ul style="list-style-type: none"> - Met with C.B. Briscoe and Dean Current technical advisors to the AID-assisted Pakistan National Social Forestry Project.
April 6	Sunday	0730	Leave Aurangabad
		2300	Arrive Delhi
April 8	Tuesday		<ul style="list-style-type: none"> - Met with T.R. Sabharwal, Training Officer, USAID/New Delhi
April 9	Wednesday		<ul style="list-style-type: none"> - Met with Dr. James Stevenson, USDA/FERRO (to discuss a proposed Indo-U.S. workshop on forestry research) - Met with Dr. Max Lowdermilk, Deputy Chief for Technical Research and Coordination, Mission Office of Irrigated Agriculture.
April 10	Thursday		<ul style="list-style-type: none"> - Met again with Dr. Kamla Chowdhry
April 11	Friday	-	<ul style="list-style-type: none"> - Met with D.V. Narurkar, Director of Social Forestry, and Kanwarjit Singh, Joint Director (Monitoring and Evaluation), Maharashtra Horticulture and Social Forestry Department. - Briefed Mission Director, Owen Cylke on activities.
April 12	Saturday	0430	Leave New Delhi