PN-AAR-912
ISN=38289

APPENDIX 6

FAO ADVISORY COMMITTEE ON FORESTRY EDUCATION

Eleventh Session

Kyoto, Japan, 3-4 September 1981

COMMUNICATION AND TRAINING SUPPORT PROGRAMME FOR COMMUNITY FORESTRY DEVELOPMENT IN NEPAL

by

P.K. Manandhar *
and
E. Pelinck **

SUMMARY

Nepal has embarked upon a massive campaign of reforestation in the hills by enacting new legislation that provides for giving the villages greater responsibilities for and benefits from existing forests and from plantations to be established. The present paper describes a number of programmes which help the Government (i) to disseminate technical information to those responsible for growing the seedlings and trees, and (ii) to communicate effectively to the villagers and other non-foresters the new approach of community forestry.

First indications are that both the training itself and the communication aids provided have improved the competence, confidence and morale of the field staff implementing Nepal's Community Forestry Development Programme.

* Chief, Community Forestry and Afforestation Division, Department of Forests, Kathmandu, Nepal, and

** Chief Technical Adviser, HMG/UNDP/FAO Community Forestry Development Project, Kathmandu, Nepal.

The logo depicts the two major thrusts of Nepal's Community Forestry Development Programme and carries the slogan: "PLANT TREES, PROTECT FORESTS".

INTRODUCTION

Deforestation has been a serious problem in Nepal for many years. Between 1960 and 1975, one quarter or more of the total forest areas disappeared. It has been stated that if this trend continues, all accessible forests will disappear in the next 15 to 25 years.

Forest products are vital to the survival of Nepal's predominantly rural population. Fuelwood, which accounts for over 95 percent of the wood consumption, will remain the principal source of energy as long as supplies last. Equally, almost every rural family keeps some livestock and a large percentage of the animal fodder comes from forests and trees grown on farm lands.

As the population increases, the demands for the products of the diminishing forest areas grow. This is leading to widespread hardship for the rural population and to a general environmental deterioration in the hills since the late 1950s. His Majesty's Government of Nepal (HMG) has recognized the need to check deforestation. Initially, HMG tried to solve the problem by nationalizing all forest areas and controlling tree cutting. But enforcement of this policy proved to be difficult. More importantly, the hill people, who had always considered these forests as communal property, were no longer inclined to apply their traditional management systems, ensuring sustained yields from the existing forest.

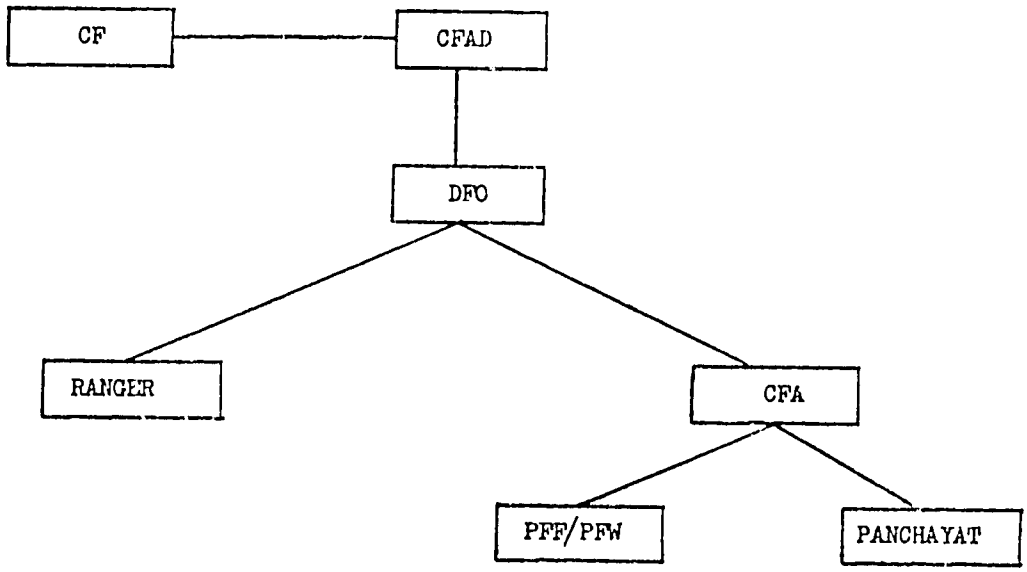
In 1978, HMG adopted a new forest policy. This allows for national forest lands to be handed over to the care of the rural communities, seeking at the same time their active participation in reafforestation and forest protection work. Two new forms of land tenure have been introduced, the Panchayat Forest and the Panchayat Protected Forest.

In essence, Panchayat Forests are new plantations established on government-owned wastelands. The local panchayat - an administrative unit comprising several villages with a total population of 2,000 - 4,000 persons - is responsible for the planting and protection of the trees, and, in return, obtains all rights to the produce of the forest. The Panchayat Protected Forest is an existing forest which requires upgrading by partial replanting and protection or needs to be maintained through instituting a viable management system. In return, the local panchayat can collect fuelwood, fodder and minor forest products for local use and receives 75 percent of any revenue derived from the sale of logs or other major forest products.

The Community Forestry and Afforestation Division (CFAD) of the Department of Forests is responsible for the implementation of this new policy and the new rules and regulations. The field activities are carried out by Divisional Forest Officers (DFO's), Community Forestry Assistants (CFA's), Panchayat Forestry Foremen (PFF) and Panchayat Forest Watchers (PFW's). Conservators of Forest remain responsible for administrative supervision, staffing and, as a new task, for the final approval of PF and PPF. Rangers, in addition to their territorial duties, will now have the task of operating range nurseries supporting community forestry activities.

The figure below shows the simplified organizational diagram for implementing the new policy at the village level.

Organizational Structure



CFAD - Community Forestry and Afforestation Division

DFO - Divisional Forestry Officer

CFA - Community Forestry Assistant

PFF - Panchayat Forestry Foreman

PFW - Panchayat Forest Watcher

CF - Conservator of Forest

At the central level CFAD has five major units, each of which is responsible for a particular component of the programme:

(i) Community Forestry Unit

Silvicultural and ecological work and technical support to field activities.

(ii) Afforestation Unit

This Unit has wider responsibilities than Community Forestry, i.e. it also covers plantations in the national forests and is mainly responsible for collection and distribution of tree seeds.

(iii) Motivation and Education Unit

Responsible for training and extension activities.

(iv) Stove Improvement Unit

Designing and testing of more efficient wood-using stoves and subsequently introducing them in Project areas.

(v) Monitoring and Evaluation Unit

Monitoring Project progress and evaluating Project impact; also assessing major socio-economic factors affecting community forestry.

It is clear from the above that the communication and training programme is fully integrated with an existing development programme. Implementation is the full responsibility of the Government and this is made financially possible through a soft loan from the World Bank. Limited technical assistance is provided by a UNDP/FAO Community Forestry Development Project.

The major objectives of the total programme are (i) to establish 12,000 ha of new forest plantations, (ii) to bring under improved management 40,000 ha of existing forest, (iii) to introduce 15,000 improved stoves, and (iv) in general to create a greater responsibility for forest management and forest protection at the level of the rural hill population of the country. At the end of the 5-year Project period more than 400 Panchayats are expected to participate in the programme, each of them with their own forest nursery, plantations and other forests.

Since the participation of rural communities is essential to the success of the programme, it is important that every member of these communities should be fully informed of all aspects of the new policy, particularly of their own responsibilities and the benefits they can derive.

Therefore, the introduction of the new forest policy is accompanied by a communication campaign. The objectives of this campaign are to inform rural communities of the relevant aspects of the new forest policy and to motivate them to participate.

Since few people in Nepal can read and write (an estimated 21 percent of the population), the rural communities have to be informed and motivated primarily through the spoken word - interpersonal (or face to face) communication, backed up by radio. These communication activities are conducted by the CFAD's field workers at the local panchayat level: CFA's, PFF's and PFW's.

In addition, literate and semi-literate members of the village communities are to be informed through booklets, posters and signboards, and requested to share the information with others.

Special attention is paid to schools. The teachers can make an important contribution by instructing their pupils in the planting and protection of trees. Moreover, pupils and teachers can share their knowledge with friends and relatives, thus reaching a major part of the rural population.

It is important that those responsible for implementing the programme receive adequate training in communication techniques as well as in the technical forestry subjects involved.

At the different levels of operations, the lead agent (DFO or CFA) can therefore be a trainer in one subject, e.g. silviculture, but a trainee in another subject. All lead agents, however, have a distinct communication audience. The table below attempts to present this at different levels of operations.

Training and Communication Groupings

Level of Operations		Lead Agent		Communication Audience
National	-	Community Forestry and Afforestation Division (CFAD), Central Staff	-	Senior HMG officials General Public
District (1 - 2)	-	Divisional Forest Officer (DFO)	-	District leaders Village leaders
Panchayat (1 - 5)	-	Community Forestry Assistant (CFA)	-	Village leaders Villagers Schools
Panchayat	-	Panchayat Forest Foreman and Panchayat Forest Watchman (PFF + PFW)	-	Villagers

In its first year of operation the Project is concentrating its communication support activities on the following three major components:

(i) Training

(ii) Communication and extension at the village level

(iii) Communication and extension at the national and district level

The programmes and visual aids were developed by the HMG/UNDP/FAO Community Forestry Development Project with assistance from the Development Training and Communication Programme (DTCP) in Bangkok, Thailand. All visual aids were drawn by a Nepali artist.

This paper does not describe the training provided by the Institute of Forestry of the Tribhuvan University which leads to certificate and diploma in forestry and soil and water conservation. Their curriculum also includes courses on community forestry.

1. TRAINING

HMG's policy on handing over responsibilities for the establishment of new plantations and the management of existing forests to the panchayats has important implications for the training programme at the local level as well as within HMG's Forest Department.

1.1 Panchayat Forestry Foremen (PFF) and Panchayat Forest Watchers (PFW)

Acquisition of adequate technical knowledge by the PFF's and PFW's is a first requirement for the success of the programme at the village level.

Due to the inaccessibility of the hills in Nepal much responsibility is delegated to the Divisional Forest Officer in organizing training courses for PFF's and PFW's. However, an outline for a 2-week course has been prepared and distributed by CFAD. This can be easily adapted to meet local needs and interests. The outline curriculum is given in Annex 1. Community forestry requires much more in technical training than a national afforestation programme as many more tree species are being used. In Nepal more than 50 species are presently grown in the Project's nurseries and villagers are expressing interest in even more. A list of species presently recommended for community forestry is attached as Annex 2. It should be noted that PFF's and PFW's are villagers from the Panchayat where nurseries and plantations are established. They usually have no forestry background but should preferably be able to read and write.

To standardize a number of basic principles in nursery establishment and forest plantation and management a number of training aids have been prepared as follows:

1.1.1 Nursery Flipchart

A black and white flipchart of 21 pages (70 x 55cm) has been produced to illustrate the various steps in the establishment of a nursery and the growing of tree seedlings. Printed copies of this flipchart have been distributed to each Forest Division and institutions and organizations involved in similar programmes. They are being used in training prior to the establishment of nurseries.

Each flipchart is fitted into a specially designed plywood box, which serves as storage when not in use and as a stand for the chart during teaching sessions.

1.1.2 Plantation Flipchart

The establishment and maintenance of tree plantations are the subject of another flipchart for training prior to the planting season. Being of the same size as the nursery flipchart, it can be fitted into the same wooden box.

1.1.3 Nursery and Plantation Booklet

The Nursery and the Plantation Flipcharts are also reproduced as a booklet (20 x 15cm), which the trained field officials can keep for their future reference. These booklets have the same picture as on each of the flipcharts on one page and a more detailed description of the particular subject on the opposite page. Some space is left for making notes on the particular subject described.

1.1.4 Filmstrip on Nursery Establishment

A colour filmstrip has also been prepared to make the training more attractive and to carry the same message in a different form. However, the logistics of providing adequate projectors to each of the Divisions pose some problems. Different types of projectors with rechargeable batteries are presently being tested.

1.2 Community Forestry Assistants

Six CFA's are appointed to each of the Forest Divisions to help with the implementation of the community forestry programme. In their first year of assignment they are responsible for the work in one Panchayat and the selection of one new Panchayat for the next year of operations. Subsequently every year they will be responsible for one more Panchayat and the maximum number of panchayats for one CFA will be five at the end of the 5-year Project period. They have a certificate in forestry from the Institute of Forestry, but most of them lack any practical experience before joining the programme. A decision was therefore taken to provide them with a 3-week course introducing them to the specific tasks of a CFA. These courses are being organized by a special Training Wing in the Ministry of Forest. Apart from the technical silvicultural training for which the same material is used as for the PFT's and PFW's, particular emphasis is given to training in using the different communication materials described in Section 2. They are also made familiar with reporting systems necessary for monitoring and evaluation of the field programme. A 5-day field programme is a major component of this training. Annex 2 gives the list of modules prepared for the CFA training. An annual 2-week refresher training is also carried out to provide the CFA's with updated information on the programme, to solve administrative problems and to introduce them to new communication support material.

1.3 Divisional Forest Officers (DFO's)

All DFO's have attended a 3-week workshop in communication, training and work planning at the Development Training and Communication Programme (DTCP) in Bangkok, Thailand. These workshops exposed the participants to new approaches in these subjects and helped to identify their own role in the programme.

In addition, a study tour to community-oriented forestry programmes in Indonesia, Thailand and India has taken place and other study tours are presently being considered. Within the country national and regional meetings together with in-country study tours are held at least once a year.

Both DFO's and CFA's receive also a quarterly newsletter "CFAD - NEWS" which provides various news items ranging from staff movements to silvicultural and other technical issues.

2. COMMUNICATION AND EXTENSION AT VILLAGE LEVEL

As community forestry is a completely new concept of forestry a comprehensive programme has been developed to make people aware of the opportunities of participating in the programme. The message of community forestry has to be brought to the villagers by the Community Forestry Assistants and the DFO's. To facilitate their work the following materials have been developed:

2.1 Community Forestry Extension Flipchart

Three hundred copies of a flipchart of 20 black and white illustrations have been printed. This flipchart is intended as a visual aid for the CFA's and other field officials during their information and motivation work in the villages. The flipchart illustrates the need for forests and their products, including ecological aspects, the problem of population growth and dwindling forest areas, and the solutions proposed under the new policy - the establishment of Panchayat Forests and Panchayat Protected Forests. Instruction on how to use the flipcharts and a suggested narrative with each chart are attached to it. CFA's have received training in the use of these flipcharts. The flipchart, measuring 35 x 25 cm, has been offset printed and is provided with plastic cover and plastic bag to protect it against the rains.

2.2 Community Forestry Extension Booklet

A booklet of 20 pages has been produced in response to a request from the CFAD field officials for handing out to literate members of the public after their information/motivation sessions in the villages. The booklet explains in simple language the need to protect and replant forests, the new forest policy, the various kinds of assistance provided by the Government, the responsibilities of the local panchayat, and the distribution of benefits from Panchayat Forests and Panchayat Protected Forests. The text is illustrated with some black and white drawings which are taken from the community forestry extension flipchart.

2.3 Signboards

As mentioned before, nurseries are established in each panchayat which participates in the programme. The seedlings grown in these nurseries are to be planted in the new Panchayat Forest or Panchayat Protected Forest. However, seedlings are also distributed free of charge to every villager who wants to plant trees in his own fields or yard. A signboard has been designed for display at the entrance of the nursery or in a highly visible location close to the nursery, where it can attract people's attention to the distribution of free seedlings. As there are no motorable roads in the hills, people can easily watch signboards and stop and ask questions to the PFF at the nursery. It displays the programme's logo, the name of the panchayat nursery and the name of the sponsoring government agency (Community Forestry Development Programme). A diagonally-

placed yellow strip announces that seedlings are available free upon request. This is also illustrated for non-literate people and depicts a sketch of the nursery and the PFF handing seedlings to a villager. The colours of background and strip have been selected carefully, based on previous research of colour connotations in Nepal. 1/

The design has been sent to all the Divisions for local reproduction. Although local reproduction might reduce the uniformity of the design it could help to make the programme better known in the districts. Usually there is only one signboard painter in each district headquarters who attracts continuing attention from the general public. In addition, delegation of authority and self-reliance at the local level is encouraged in the programme.

2.4 Filmstrips

Two filmstrips have been prepared: one to bring the message of the role of women in the programme and one on the construction of simple brushwood checkdams to check soil erosion. While, as mentioned, there are still a few logistic problems to be overcome, filmstrips can help in drawing the attention of a different audience at a different time (evenings) and initiate discussions for follow-up extension efforts using any of the earlier mentioned aids. A number of other filmstrips prepared by FAO for other countries and by other agencies will also be tested once the logistic problems have been overcome.

3. COMMUNICATION AND EXTENSION AT NATIONAL AND DISTRICT LEVEL

The programmes described in the previous section are related directly to the community forestry development projects in the villages and addressed to the potential beneficiaries. They are complemented in the districts and at the national level by programmes intended to create a more general awareness about the role of forestry in rural development. They consist mainly of the following:

3.1 At least once every two years a meeting is held in each of the Divisional Headquarters with panchayat leaders and members of the District Panchayat. At these meetings the community forestry programme is explained and usually a few panchayat nurseries and plantations are visited. Panchayat leaders can discuss among themselves and with the leaders of the panchayats visited the advantages of joining the programme and ways and means to develop systems that can stop the environmental deterioration in their panchayats. Some of the extension tools described in section 2 are used at these meetings but the demonstration effect of visiting operational nurseries and successful plantation are likely to have more impact than any of these aids.

3.2 School Publication

The communication campaign pays particular attention to the primary and secondary schools in the programme area.

One reason for this attention is that the conservation of forests is of such importance to Nepal that its citizens should learn at a very early age about the proper harvesting of forest products and about conservation and protection.

Another reason is that schools, which are spread throughout the country, can be an effective channel of interpersonal communication on a national scale. If all the teachers and students can be persuaded to share their knowledge with their relatives and friends, a significant portion of the population can be reached. Based on this consideration, the school publication has been designed in such a way that it can also be used outside the areas where the programme is operational.

1/ Communicating with Pictures
by Anne Haaland, Consultant, and Diana Fusset,
UNICEF, Kathmandu.

The school publication is a combination of folder (for teachers) and wallchart (for students). The wallchart, measuring 43 x 68½cm, is folded double, folded again and folded a third time to form the folder.

Upon opening the folder, the teacher reads an official statement inviting all teachers to cooperate with the Community Forestry Development Programme. The second fold contains information on the problem of deforestation and what people should do to stop it. After reading this, the teacher is requested to use the wallchart during classroom instruction and to put it up on the wall, so that every student can go and read it. The wallchart contains basically the same information on deforestation and forest protection, but in simpler terms. It also contains a request to teacher and students to share the information with as many people as possible.

3.3 Radio Programme

From the very beginning the Community Forestry and Afforestation Division has been made responsible for a weekly 10-minute radio programme by the Ministry of Forest. While many different aspects of the programme falling under the authority of the Ministry of Forest are covered during this programme much emphasis is given to community forestry. Basic objectives of the community forestry component are as follows:

(i) to create awareness of the Community Forestry Development Programme (CFDP) and its benefits to the hill villagers;

(ii) to create understanding of how the programme works and the people's role in it;

(iii) to remove any doubts about the programme that hill people may have; and

(iv) to create a "bandwagon effect" for participation in the CFDP, i.e., that community forestry activities are taking place all over the hill areas.

The radio programme is oriented towards field activities, that is, much of the contents comes from or deals with people and events in the hill project areas. Voices and views of hill villagers are heard in the programme as much as possible. Pradhan Panchas (Panchayat leaders), ward leaders, heads of households, wives, teachers and even children are interviewed on various forestry-related topics. Activities such as on-going nursery establishment work in Panchayat X, fencing in Panchayat Y, seed collection in Panchayat Z are being reported. Delivery of materials and supplies, identification of PFs and PPFs, appointments of local persons as Panchayat Foreman and Watcher are other events being mentioned. The programme should abound in names of hill people, villages, panchayats and districts. Subjects and events correspond closely to CFDP field activities, e.g., explanation of CFD policies, rules and roles of villagers, establishment of nurseries, identification and demarcation of PFs/PPFs, local success stories on forest establishment and protection.

Some examples of content and format for broadcast presently undertaken or being planned are as follows:

	Content	Format
(i)	What CFDP is about, including simplified explanation of key points and aims of new policy, role of HMG, and role of panchayats and villagers.	This can be done as a series to be broadcast over a number of weeks, using various formats such as: (a) Straight talk by announcer, perhaps broken by short popular songs or music; (b) Interview with high forestry official; (c) Interview with Pradhana Pancha Panchayat leader who is well-informed and supportive of CFDP.

	Content	Format
(ii)	Relationship between forestry and livelihood of hill people (e.g. farming, water supply, fuelwood, fodder, etc.)	Interview with old man or woman who still remembers when there were good forests in his/her hill village and how life has changed since then.
(iii)	Benefits of community forestry and community action.	Series of interviews with Pradhan Pancha, farmer, wife from panchayats which have successfully undertaken community forestry.
(iv)	Coverage of actual nursery establishment and operation in a specific project panchayat. This will describe the role of HMG/CFAD, role of villagers, output capacity and species of seedlings, and process of seed collection and nursery establishment.	Series of interviews with PFF, CFA, DFO and Pradhan Pancha, as well as villagers who may have participated in nursery establishment.
(v)	The need for and process of identifying and demarcating PFs and PPFs, designed to allay fears or suspicions that Government is "plotting to take back" forests from people.	Interview with respected leader at panchayat level (Pradhan Pancha or religious leader?) or at national level (Secretary of Forest).
(vi)	Techniques of community action to protect PPFs, including community-agreed penalties or sanctions against forest violaters.	Interviews or straight talks by local leaders or forestry field workers in successful panchayats.
(vii)	Benefits of stall feeding livestock.	Interviews with villagers who use this practice.

3.4 Logo

One of the first needs of the Community Forestry Development Programme itself was to establish its identity by some visual means. A logo (symbol, comparable to trade mark) was required, which could be used on all printed materials (letter heads, publications, etc.) to link them to the programme. Ideally, this logo should communicate the concept of community forestry to the whole population - including non-literates.

A graphic artist suggested a design consisting of two hands, protectively shielding a tree. In the first few designs, pine trees were shown. This was soon changed to the shape of a broad-leaf tree, however, since pines are not the most popular trees in Nepal because they cannot be used for animal fodder and are not so good for fuel as other species. Eventually, a tree seedling was added within the framework of the logo, representing the idea that young trees should be planted as well.

The logo carries the programme's slogan: "PLANT TREES - PROTECT FORESTS". It is shown on the inside of the front cover page.

4. CONCLUSION

The majority of the programmes described has been developed in response to the needs identified by field workers responsible for implementing the programme at the village level. This approach has the great advantage that the materials and programmes developed will be accepted and used by them. A continuing dialogue with the field workers is necessary for adjusting the communication and training support programme. This is being formalized through semi-annual meetings and frequent field visits by staff from the central CFAD office.

Provision for feed-back from people to Project has also been built into a comprehensive monitoring and evaluation system, which is administered by a separate monitoring and evaluation unit as described in the activities, in particular, during joint selection (by DFO or CFA and Panchayat representatives) of sites, species, etc. and joint preparation of management plans.

The next step is to carry out an independent evaluation of the effectiveness of the different programmes and aids. For example, how often are extension flipcharts used? Do people in participating villages have a better understanding of community forestry? Is protection improved through extension activities? Where are the gaps in understanding? What are the main problems faced by the field workers? Are women and children being reached by the extension activities?

It is expected to carry out such an evaluation by early 1982, after which a longer term support programme will be designed. The Advisory Committee may wish to advise on various methodologies to be used during such an evaluation.

As this project formally started only in August 1980 it is too early to assess its impact particularly because the principal training and extension aids became available only in early 1981, and some are still in the process of being finalized. However, first indications are that both the training itself and the communication aids provided have improved the competence, confidence and morale of the field staff.

Annex 1

Programme for Training on Nursery Establishment and Plantation Techniques for PFFs and PFWs

Day	Event	Remarks
1st day	Welcome address by ..... Instruction about food and accommodation Objectives of the course Importance of trees and forests Planchayat Forests, Panchayat Protected Forests and Private Forest	
2nd day	1. Acquaint PFFs and PFWs with Village Forestry Programme and their role	Discussion
	2. Nursery layout - site - construction works - equipment, tools, chemicals, papers etc.	Discussion and Practical 1/
	3. Nursery calendar	Discussion
3rd day	4. Soil collection	Discussion
	5. Inoculation	Discussion
	6. Seed beds or boxes	Practical
	7. Method of seed sowing - small seeds - large seeds - line sowing - moisture - using newspaper, rice straw or grass	Discussion and Practical
	8. Care of germinated stock - protection (sun, heavy rains, forests and hailstorms) - shade - watering can with fine rose	Discussion and Practical

1/ Practical work should be done for at least 50% of the time.

(Annex 1, cont.)

Day	Event	Remarks
4th day	9. Construction of transplant beds	Discussion and Practical
	10. Use of polythene pots and pot filling	Discussion and Practical
5th day	11. Pricking out into polythene pots	Discussion and Practical
	12. Care of seedlings	"
	13. Direct sowing	"
6th day	14. Propagation from cuttings	Discussion and Practical
	15. Some disease and insect problems	Discussion
7th day	16. Fencing - live hedge and stonewall	Discussion and Practical
	17. Clearing the bush	"
	18. Pitting	"
8th day	19. Planting of seedling - polypot and bare root seedlings	Discussion and Practical
	20. Planting of bamboo	Discussion
9th day	21. Weeding and mulching	Discussion
	22. Fodder trees: Lopping techniques Time of lopping for different species	"
10th day	23. Utilization of wasteland Conservation of gullies and stream side	Discussion
11th day	Test	
12th day	Certificate distribution	
	Farewell Addresses	
	Trainees depart	

Note: In future the plantation and management section of this curriculum might be separated from the nursery establishment section and that training be given prior to the planting season.

Annex 2

IMPORTANT TREE SPECIES IN COMMUNITY FORESTRY

The following criteria were used in selecting species for the list:

- Species must be relatively fast-growing.
- First priority is given to species which are good for fuel or fodder.
- Multipurpose species are highly recommended.
- Species already growing and used in the area are more valuable than introduced species.

List of recommended species for Community Forestry in Nepal:

1.	Acacia catechu	- Khayer
2.	Acer oblongum	- Phirphire
3.	Aesculus indica	- Pangar
4.	Albizia lebbek	- Kalo Siris
5.	Albizia mollis	- Rato Siris
6.	Alnus nepalensis	- Utis
7.	Artocarpus lakoocha	- Badahar
8.	Arundinaria intermedia	- Nigalo
9.	Bassia butyracaea	- Chiuri
10.	Bauhinia purpurea	- Tanki
11.	Bauhinia variegata	- Koiralo
12.	Betula alnoides	- Sauer
13.	Betula utilis	- Bhaj Pattara
14.	Brassaiopsis hainla	- Seto Chuletro
15.	Bridelia retusa	- Gaiyo
16.	Castanopsis hystrix	- Patle Katus
17.	Cedrela toona	- Tooni
18.	Celtis australis	- Khari
19.	Choerospondias axillaris	- Lapsi
20.	Cryptomeria japonica	- Dhupi Salla
21.	Cupressus torulosa	- Dhupi
22.	Dalbergia sissoo	- Sissoo
23.	Dendrocalamus strictus	- Bans
24.	Erythrina arborescens	- Phalaydo
25.	Eucalyptus camaldulensis	- Mashala

(Annex 2, cont.)

26.	Ficus glaberrima	-	Pakhure
27.	Ficus lacor	-	Kavro
28.	Ficus nemoralis	-	Dudhilo
29.	Ficus roxburghii	-	Nimmaro
30.	Ficus semicordata	-	Khanyu
31.	Fraxinus floribunda	-	Lankuri
32.	Grevillea robusta	-	Kangiyo
33.	Grewia oppositifolia	-	Bhiul
34.	Juglans regia	-	Okhar
35.	Litsea cubeba	-	Siltimur
36.	Litsea polyantha	-	Kutmero
37.	Macaranga pustulata	-	Mallata
38.	Mahilus gamblei	-	Kathe Kanlo
39.	Michelia champaca	-	Champ
40.	Michelia doltsopa	-	Sated Champ
41.	Morus alba	-	Kimbu
42.	Pinus patula	-	Patula Salla
43.	Pinus roxburghii	-	Khote Salla
44.	Pinus wallichiana	-	Gobre Salla
45.	Populus ciliata	-	Bhote Pipal
46.	Populus deltoides x nigra	-	Lahare Pipal
47.	Prunus cerasoides	-	Paingyo
48.	Pyracantha crenulata	-	Ghangaru
49.	Quercus lamellosa	-	Banset
50.	Quercus leucotrichophora	-	Banjh
51.	Quercus semicarpifolia	-	Khasru
52.	Salix spp.	-	Bainsh
53.	Sapindus mukorossi	-	Ritha
54.	Saurauja nepaulensis	-	Gogan
55.	Schima wallichii	-	Chilaune

Annex 3

MINISTRY OF FORESTS

Training Wing

List of Modules

Course No.: F.4

Title : COMMUNITY FORESTRY ASSISTANTS - ENTRY LEVEL

Duration : 3 weeks

MODULE	TITLE
1.	Orientation; Introduction of Forestry Programmes
2.	Philosophy of Social Forestry
3.	Introduction to Management
4.	General Administrative Procedure; HMG's Financial Practices
5.	Applied Ecology; Elementary Soil & Water Conservation
6.	Introduction to Nursery Operations
7.	Nursery Practice
8.	Performing Nursery Tasks
9.	Forest Legislation and Forest Classification (Legal)
10.	Introduction to Plantation Practice
11.	Plantation Field Practice
12.	Orientation on Chautara Division by DFO
13.	Panchayat Nursery Operation
14.	Government Nursery Operation; Degraded Landscape
15.	Thokarpa Village (Panchayat)
16.	Thokarpa Plantations
17.	Panchayat Nursery Practice (Ramkot)
18.	Socio-economic Considerations Affecting Community Forestry Activities; Introduces Monitoring
19.	Introduction to Planning
20.	CFA Work Plan
21.	Speaking to Small Groups
22.	Student Presentations
23.	Identification of Village Needs and Impact Evaluation
24.	Motivation Meeting Exercise (extension flipcharts)
25.	Evaluation and Examination
26.	Closing Ceremony

17