RURAL DEVELOPMENT TOOLKIT SERIES

TOOLKIT 8

Development and Mobilization of Local Resource Persons

ANSAB
Rich Biodiversity and Prosperous Communities

ASIA NETWORK FOR SUSTAINABLE AGRICULTURE AND BIORESOURCES (ANSAB)

OTHER ANSAB RURAL DEVELOPMENT TOOLKITS IN THIS SERIES (2010)

BUSINESS PLANNING FOR COMMUNITY BASED NATURAL PRODUCT ENTERPRISES

This Toolkit offers skills, methods and tools with which the field facilitators can support rural people to prepare and implement the business plan for their enterprises. The purpose is to build the capacity of facilitators and enterprise leaders on how they can support a rigorous process of planning and successful operation of sustainable community-based natural product enterprises.

PARTICIPATORY BIODIVERSITY MONITORING IN COMMUNITY MANAGED FORESTS

This Toolkit provides methods and tools needed to generate useful data to periodically assess the biodiversity status and to track the impact of community based forest management on biodiversity. The purpose is to derive important lessons for improving management that promotes the conservation of biodiversity while maximizing the value of forest products and services.

ENTREPRENEURSHIP DEVELOPMENT OF NATURAL RESOURCES DEPENDENT COMMUNITIES

This Toolkit focuses on developing entrepreneurial skills and capacities of local communities, especially the poorest among them, to promote the development of sustainable community based natural product enterprises. The purpose is to provide guidance in developing and implementing programs on developing entrepreneurship skills and culture at the community level.

SUSTAINABLE FOREST MANAGEMENT CERTIFICATION OF COMMUNITY MANAGED FORESTS

This Toolkit focuses on group forest management certification. The major objective of the toolkit is to provide important methods and tools for developing and implementing the Forest Stewardship Council's (FSC) group forest management certification so that the communities achieve a position of getting recognition and rewards for their good practices, while conserving the forest and biodiversity.

MARKETING INFORMATION SYSTEM FOR NATURAL PRODUCTS

This Toolkit focuses on the process of setting up a marketing information system (MIS) program and the methods of collection, processing and dissemination of information on markets and marketing of natural products. The objective is to provide guidance in developing and implementing the MIS for natural products in order to enhance market transparency and good value chain governance.

CHAIN OF CUSTODY CERTIFICATION FOR COMMUNITY FOREST ENTERPRISES

This Toolkit provides field practitioners and program managers with up to date methods, tools and techniques for obtaining and implementing the Forest Stewardship Council's (FSC) Group Chain of Custody certification. The purpose is to enable small companies and cooperatives promote their certified products in national and international markets and get rewarded.

PARTICIPATORY INVENTORY OF NON-TIMBER FOREST PRODUCTS

This Toolkit provides practical methods and tools to determine total stock and harvestable amount of the selected NTFPs and derive specific recommendations for forest management interventions. The objective is to provide participatory inventory method that provides a basis for sustainable forest management.

Development and Mobilization of Local Resource Persons

ASIA NETWORK FOR SUSTAINABLE
AGRICULTURE AND BIORESOURCES (ANSAB)
2010

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Preface

Rural development presents an immense challenge both to theorists and practitioners in the field. Many rural development and conservation projects end up in utter frustration because they are not equipped with effective methods and tools. ANSAB itself has tried various approaches since its establishment in 1992. We have developed a practical combination of environmental, social and economic interventions that conserve biodiversity, create jobs and provide income for the rural poor in remote but resource-rich areas of Nepal. The encouraging outcomes of these interventions have led us to pursue the successful approaches over the past several years.

By 2009, we were able to organize and develop 393 enterprise-oriented community forest user groups and 1,166 economic entities, which generated US $6.82 million in annual total monetary benefits to 78,828 individuals and, at the same time, brought over 100,000 hectares of forests and meadows in Nepal Himalaya under improved community management. When applied properly under an enabling policy environment, this approach can transform rural poor women and men into well governed, organized entrepreneurs that are capable of accessing the market as well as essential business development services. By creating economic incentives to local stewards, the approach helps to reverse deforestation and enhance the stock of natural wealth for improved and sustained flow of ecosystem services and for climate change mitigation and adaptation. Building on these insights, we have been producing a number of manuals, toolkits, and guidelines. This Rural Development Toolkit Series represents the continuation of our attempt to present our learning to a wide range of development practitioners. This Series consists of eight separate but interrelated toolkits. These toolkits offer practical guidance on the key methods and tools that were developed, tested and refined over the years by working with local communities, development partners and government agencies. These capture the experiential knowledge of dozens of people working for ANSAB and are published after a thorough field testing and peer review. These toolkits are primarily designed for field facilitators and managers of development and conservation programs who have some basic facilitation skills and experience of working with rural people. We are hopeful that the toolkits will prove useful to other rural development and conservation programs, and consequently, to a wider application of our fruitful approach. It is expected that users will adapt the methods and tools presented here to work in different social contexts.

This Toolkit “Development and Mobilization of Local Resource Persons” focuses on the process and methods of recruiting, training and mobilizing local resource persons (LRPs) so that development services could be more effectively delivered in rural settings through locally available human resource even beyond the termination

of a development project. This toolkit is divided into 4 stages. A number of steps are suggested for each stage and a number of activities are recommended for each step. Practical tools and considerations are provided along with activities when required.

We are thankful to the blue moon fund (bmf) for providing the grant that allowed us to develop the Series and for encouraging us to translate ANSAB expertise into simple-to-use toolkits. The main contributors of the toolkit are Sushil Gyawali, Bhishma Subedi, Chandika Amagain, Bhuwan Dhakal. Surya B. Binayee through his work in ANSAB program contributed to the evolution and development of the methodology. A number of ANSAB staff (especially Nabaraj Panta, Gopal Sharma, Shambhu Charmakar, Prakash Katwal and Govinda Baral), donors (the Ford Foundation, USAID), partners, NGOs and local communities contributed to this methodology through their involvement in ANSAB programs. Hari Dhungana, an experienced ANSAB technical expert, edited the Series.
We welcome suggestions and feedback from readers and users as we are very much keen on periodically updating the toolkits to make it more productive and useful.

Bhishma P. Subedi, Ph.D.
Executive Director, ANSAB

Acronyms

ANSAB	Asia Network for Sustainable Agriculture and Bioresources
CFUG	Community forest user group
CRC	Community resource center
HVC	High value crops
IPM	Integrated pest management
LRP	Local resource person
NGO	Non-governmental organization
NTFP	Non-timber forest product
OP	Operational plan
SIYB	Start and Improve Your Business
VDC	Village Development Committee

Glossary

Facilitator: A person who supports the local community and other groups to conduct a specific activity or a range of activities primarily in reference to the objectives of a development program

Monitoring: A process for tracking the change in a natural or human-managed system over time

Service package: A package containing details of services that the local resource persons can offer.

Start and improve your business: A training package developed by ILO to develop enterprise skills of communities using exercise and game methods.

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About this Toolkit

This toolkit provides guidance to program managers and facilitators on how they can recruit, train and mobilize Local Resource Persons (LRPs) in order to deliver programs and projects effectively and efficiently in the rural areas. The LRPs are individuals drawn from the local community from amongst those with interest and commitment to local development. They are then trained for the delivery of specific development services to the communities to which they belong to. Being local, the LRPs can better understand the community characteristics and deliver the services accordingly (see Box 1). Further, as the project cannot continue forever, such local resource persons will maintain sustainability of the required services in the village. In ANSAB's experience such LRPs are effective in:

- Carrying out activities that cannot be carried out by external facilitators because of political conflict or other tensions in the locality
- Carrying out activities that should be repeated (e.g., every year, season, or month) such as for providing harvesting training for NTFP collectors or financial auditing of community organization
- Carrying out activities in which the facilitator is better positioned to organize the overall activity but not the delivery of specific skills, such as skill development training on natural products (e.g., briquette making training, handmade paper making training)
- Collection of data, such as for baseline studies or market analysis, which requires more time but could be carried out by local people with some training
- Raising awareness at local level about natural resources and their potential benefits
- Supporting local organizations to keep records of different activities and their income and expenses
- Supporting external facilitators to organize meetings with different agencies and communities and to relay messages
- Supporting communities to coordinate with different organizations for collaboration and support
- Supporting communities for operational activities during development of enterprises
- Assisting in the preparation and implementation of CFUG Constitution and Management plan
- Supporting a program when it plans to expand its services to larger number of communities
- Initiating and implementing program activities with greater confidence of local communities
- Supporting programs to build good rapport with local communities

BOX 1: Importance of LRP

LRPs can become an important part of a development program for sustainable and effective delivery of services required at the local level. Working through LRPs can enhance local ownership of the program, allow the program to be culturally more sensitive, and avoid difficulties faced by program staff while working under conflict conditions. Most importantly, the LRPs can be graduated into locally available service providers after the termination of the program itself and can become a valuable resource for the community.

But only the LRPs having following qualities can accomplish the above mentioned challenging tasks:

- At least a basic education to understand operational technicalities of program services
- Patient, having simple lifestyle and motivated on community development activities
- Helpful and hardworking
- Having learning attitude
- Ability to understand the problems of communities
- Having good presentation skills and convincing power
- Respecting punctuality
- Not involved in social crime or partisan activities

Objectives of the Toolkit

This toolkit aims to provide guidance to development program managers and facilitators to recruit, train and mobilize LRPs for an effective and efficient delivery of services in rural settings. This toolkit provides methods, procedure and tools about how to:

- Select appropriate LRPs and develop their understanding of development program objectives and skills for working with the community
- Mobilize LRPs for effective and efficient delivery of services for rural development.

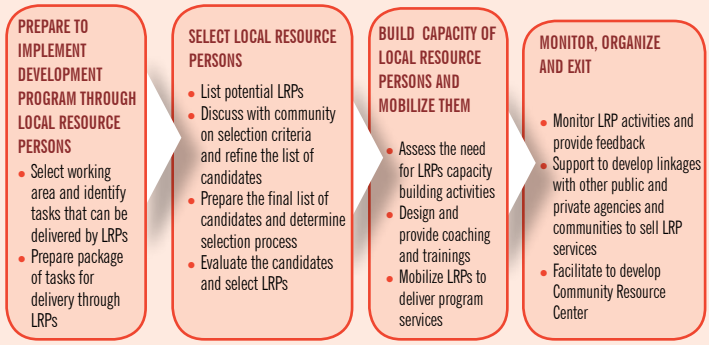
Who is this toolkit for?

This toolkit is intended for development program managers and facilitators. Further, this toolkit can also be a valuable resource for program planners, community groups, students and LRPs themselves.

What does this toolkit contain?

This toolkit presents the methods, procedure and tools for developing and mobilizing the LRPs in four stages (see Figure 1). There are a number of steps in each of these stages, and activities and tools and other considerations are presented according to the steps.

FIGURE 1: **Framework of the toolkit**



Stage One

Prepare to Implement Development Program Through Local Resource Person

The stage one of this toolkit guides facilitator through how the development program managers and facilitators prepare the groundwork for implementing their programs through the local resource persons (LRPs). It is important in the beginning to identify the working area and the components of a development program that can be delivered through the LRPs. Once the activities are identified, a package of task should be prepared, by including a detailed description of the activities to be performed by the LRPs. This Stage of the toolkit has two steps (see Figure 2).

Having gone through the steps of this stage, the facilitator will be able to:

- Identify the program activities suitable to deliver through LRPs
- Prepare packages of tasks for delivery through LRP

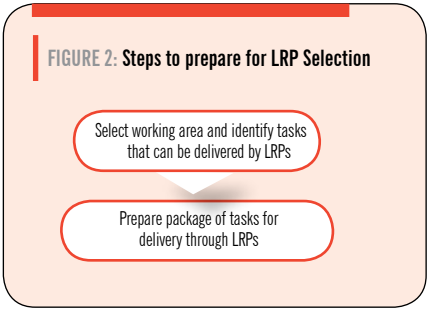


FIGURE 2: **Steps to prepare for LRP Selection**

Step 1: Select working area and identify tasks that can be delivered by LRPs

At the first step, the program facilitator has to determine which or the entire program areas should be selected for working through the LRPs and to determine the tasks to be delivered through them. The working area selection depends upon the spatial spread of the program and nature of its activities.

After selecting the working area, specific tasks of the program that can be entrusted to LRPs should be identified. The range of the task depends upon the resources, specific circumstances of the working area, the time frame of program implementation, availability of local personnel, and demand

BOX 2: Examples of tasks identified for LRPs in ANSAB programs

- Prepare CFUG constitution
- Support in resource inventory
- Prepare CFUG management plan
- Support in business planning process
- Support in enterprise development activities
- Support to communities in record keeping and accounting
- Form CFUG sub-groups
- Conduct field based trainings
- Conduct NTFP harvesting training
- Collect baseline information
- Train farmers on high value crop (HVC) cultivation.
- Support in integrated pest management (IPM) practices in HVCs
- Provide plant protection service
- Conduct skill development trainings for entrepreneurs

from the community. The facilitator should review the activity plan of the program, identify the people required to accomplish the activities and decide whether LRPs are needed for the specific activities. If yes, the facilitator should develop the list the tasks to be carried out by the LRPs(see Box 2, for example).

Step 2: Prepare package of tasks for delivery through LRPs

The facilitator,working with the program manager, needs to prepare the package of the tasks to be carried out by LRPs. The package should contain the following:

- Detailed description of the work to be carried out by each LRP
- How the specific task is to be accomplished?
- What methods are to be followed?

The contents of the package depend upon the type of work. But it should mention each and every action in detail. For example, if a program is to develop an enterprise, all the activities required for the process has to be listed (see Box 3) and for each activity, task has to be identified. The task should include methods of carrying out the activity, required materials and tools, and outcomes. The package of task is later discussed with potential LRPs and is customized for its effective delivery.

BOX 3: Activities in an ANSAB's service package on Enterprise development

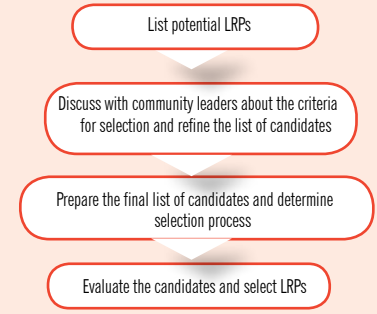
- Information collection for enterprise option selection and business planning
- Awareness campaigns
- Entrepreneurship development training
- Market study and linkage
- Business plan preparation
- Initial capital collection
- Infrastructure setup
- Production skill development training
- Instituting quality control mechanism
- Developing monitoring system

Stage Two

Select Local Resource Persons

The stage two of this toolkit guides you through the process of selecting local resource persons (LRPs) in ways that meet the requirement of the program and satisfy the expectations of the community. The LRPs may be selected from amongst existing ones (if available) or from inexperienced people. The program area may already have trained LRPs capable on the identified activities. If not, the facilitator needs to list the most potential LRPs for the program and proceed for the selection. Sometimes, there may not be potential LRPs in the area and hence the facilitator needs to select the LRPs from the adjoining villages. The process of LRP selection has

FIGURE 3: **Steps for Selecting LRPs**



BOX 4: Selection of Agrovet owner as an LRP, A case study of Surkhet district, Nepal

Mr. Dil Bahadur Khadka is an Agrovet owner. He sells agricultural and livestock inputs in Chhinchu Bazaar, a market in Surkhet district, western Nepal. He is technically sound in his business.

While implementing the Business Development Services-Marketing, Production and Services (BDS-MaPS) project in Surkhet, ANSAB realized the importance of developing LRPs. The project supported to develop many producer groups regarding High Value Crops (HVC) in the area. There were few staffs in the project for supporting farmers on agricultural and livestock inputs. The project was also planning to develop business development service (BDS) provider for delivery of services as the project was only for three years.

While collecting information on potential LRPs, Mr. Khadka was found a competitive candidate. During the project period, he could deliver services with support from the project and after the project by embedding cost of his services in the cost of inputs he sells to farmers. Therefore, there was high chance of continuation of his services after the project.

So the project staff described him the terms and condition as well as benefits of working as an LRP. The need of developing LRPs was also discussed during producer group meetings and final decision was made by producer group to select him. In this way, he was selected as a LRP for Chhinchu cluster to provide BDS services in agriculture and livestock. During the project period, he effectively provided services on HVC production and marketing and afterward he is providing his services continuously.

FIGURE 4: **Setting Priorities for LRP Selection**

four steps (see Figure 3).The output of this Stage is to select appropriate LRPs for their mobilization in the program.

Step 1: List Potential LRPs

At the first step, facilitator should undertake the following activities:

- Collect information through field visit and discuss with community leaders on the following:
  - Are there LRPs already trained in the area? Who are they? What experience and training do they have?
  - Can the previous LRPs be mobilized in the program?
  - Who others would be potential LRPs in the community?
- Make a list of potential LRPs. It may include fresh people and draw from women and disadvantaged groups. They should not necessarily be trained in the technical functions of the program. The number should be two to three times of the number actually required for the program.
- While making the list, the priority should be as given in Figure 4.
- Consult the community leaders on the list and add new one (if any) upon their suggestion.

Step 2: Discuss with community on selection criteria and refine the list of candidates

At the second step, the facilitator organizes informal as well as formal meetings with community leaders to discuss about the program and the need of LRPs. In the meetings, the criteria of selecting the LRPs should be discussed and agreed. Sometimes, the leaders may lobby for their own relatives, causing bias in the LRP selection. Thus criteria should be decided in joint meeting of local leaders, and not individually. With those criteria, the list of potential LRPs should be narrowed down.

Step 3: Prepare the final list of candidates and determine selection process

At the third step, the facilitator and community leaders should hold a meeting of the whole community. In this meeting, the facilitator describes the program and the need of LRPs and shares the LRP selection criteria and asks the community members

advise the best potential individuals. They should be encouraged to make advice on the selection criteria and to be inclusive of the community and gender. The meeting prepares the final list of candidates in reference to the criteria and advice from community members. The meeting then forms a LRP selection committee, which will be responsible for final selection in the next step.

Step 4: Evaluate the candidates and select LRPs

In the fourth step, the facilitator and LRP selection committee jointly evaluate the potential LRPs and make a final selection in the following manner.

1. Discussion and interviewing

The facilitator and the LRP selection committee hold discussion and interview with the shortlisted LRPs. The interview should include the following items to check the candidates' competency and interest:

- Expertise on the targeted services
- Experience on the targeted services
- Interest on the targeted services
- Availability of time for daily and long term task

BOX 5: Selecting LRP when there are individuals with required capacity and interest

Sometimes, without any formal process of selection, potential LRPs could be suggested by the facilitator if they have proven most competent amongst of the potential LRPs in knowledge, skill and experience. In such a case, the facilitator must have witnessed good performance of the person. The facilitator should share the qualities of the required LRPs to community group and let them select the person. If the person is competent and well known in the community, the community is highly likely to select him/her.

As an example, ANSAB was carrying out a feasibility study for an enterprise. During the study, briquette making was identified as an appropriate enterprise option at Sikre, Attarpur VDC of Sindhupalchowk district, Central Nepal. The facilitator proposed Dev Bahadur Shrestha to be the leader of the enterprise because he showed community leadership qualities (refer Toolkit on Entrepreneurship Development of Natural Resource Dependent Communities, in this series to understand about leadership qualities). While working for the enterprise, he became more capable after getting hands on support from the facilitator. Afterward, briquette enterprise in his district or outside started getting his services for developing enterprises. In this case there was no meaning for facilitator to go through all the process of LRP selection for briquette enterprises. Thus, the facilitator suggested the community to select him as LRP for briquette enterprises. This was well accepted by the community, and now all the enterprises in the district started getting his services for production and quality improvement in briquette.

- Incentives expected and types of incentives
- Relationship within the community

2. Practical test

The facilitator and the selection committee may also organize a training or workshop program to test the capacity of the shortlisted LRPs on the identified tasks. In this program, the facilitator and selection board assign certain tasks to the candidates and test their performance.

3. Selection of LRPs

The facilitator and the LRP selection committee hold a meeting to make a final selection of the LRPs. They take the discussion/interviewing and/or practical test as the main basis for the decision (see Box 5). They also consider favorably the candidates that are women or are from marginalized groups of the community. Usually, the decision is made in consensus between them. If the consensus is not reached, a majority decision should be followed.

Stage Three

Build Capacity Of Local Resource Persons And Mobilize Them

The stage three of this toolkit guides the facilitator through orienting, training and mobilizing the selected LRPs in the program activities. This Stage has three steps (see Figure 5) and the activities in each of these steps are presented below. At the end of this stage the facilitator will be able to:

- Understand the capacity needs of the LRPs
- Train LRPs to make them capable to deliver the services

Step 1: Assess the need for LRPs capacity building activities

At the first step, the facilitator assesses the activities needed for the capacity development of the selected LRPs. The LRPs have the potential but may not have enough skills and experience for immediately mobilizing them for the delivery of services. Thus, the facilitator needs to find out the gaps in knowledge and skills for each of them and should work on fulfilling those gaps. For this,the facilitator may prepare questionnaire and ask them about capacity needs. The facilitator also reviews their existing skills and experience against the activities of the program. Then the facilitator identifies the specific skills and competencies for which training and coaching should be arranged.

Step 2: Design and provide coaching and trainings

At the second step, the facilitator plans for necessary training on the basis of the training needs of the LRPs. Following activities should be carried out:

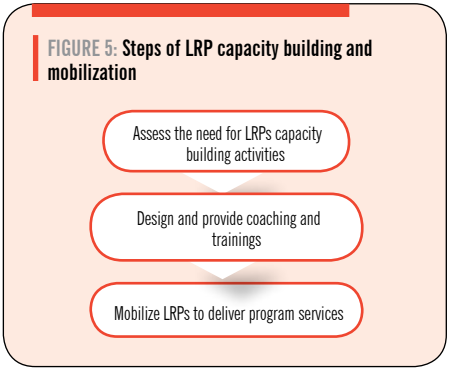


FIGURE 5: **Steps of LRP capacity building and mobilization**

1. Identify the trainer

The facilitator identifies the specific skills and knowledge that can be offered by him/herself and those that require external trainer(s). If required, the facilitator should find the trainer(s) and negotiate the training program, training fees, and training dates.

2. Design of session plans for training

The facilitator and trainer(s) jointly prepare session plan of the training incorporating the training needs of the LRPs. The session plan should show each session with methods, time, tools and training materials. For example, a simplified session plan for Start and Improve Your Business (SIYB) training for LRPs is given in Table 1.

3. Arrange logistics for the training

The facilitator then arranges logistics of the training as follows:

- Finalize the training venue (decide residential or non-residential)
- Gather training materials and other

TABLE 1: **Example of Session Plan- SIYB (Brief version)**

DAY)	SESSION 1	SESSION 2	SESSION 3	SESSION 4
1	• Registration • Introduction • Objective of training	• Business concept	• Game Module 1	
2	• Characteristics of Natural Products Enterprises	• Characteristics of successful entrepreneur	• Game Module 2	
3	• Identification of enterprise opportunities	• Business screening and prioritization • SWOT analysis of existing enterprise environment	• Game Module 3	
4	• Market, marketing and market survey	• Assessment of Policy, regulatory and institutional environment	• Integrated business management exercise	• Concept of enterprise management and factors affecting enterprise functioning
5	• Game Module 4		• Component of business plan	
6	• Preparation of business plan			
7	• Presentation and feedback of Business Plan		• Action planning	• Evaluation, and closing

materials (stationery, white board, multimedia projector, etc.)
- Communicate to trainers and participants and sign a contract with trainers
- Set time for breaks (tea/coffee, lunch etc.) and communicate with venue organizers

4. Conduct the training

According to the session plan, the facilitator and the trainers conduct training to the LRPs. The trainers should focus on:

- Applying participatory and participant centered methods
- Providing enough examples
- Using role play method (see Box 6)
- Providing necessary hands-out after each session
- Playing subject related games
- Avoiding monotonousness
- Using visual methods wherever relevant
- Interacting and evaluating after each session confirming the trainees became clear on the subject matter

- Encouraging trainees for active participation

5. Evaluate the training

At the end, the overall performance of the training is evaluated. For this, the trainers provide a questionnaire to the trainees to fill up. The questions include:

- Was the training useful?
- Was the subject matter practical?
- Which topics were more useful and interesting?
- How was the presentation of the trainer?
- To what extent you shared your experience?
- What do you think about the management of the training?
- What is the practical application of the training?
- What are your suggestions for future improvement of the training?

The response is compiled for future reference and reflection by the trainers.

6. Prepare detailed work plan

At the end of the training, the trainees are asked to prepare a detailed work plan on how they will adopt the learning of the training in carrying out program activities. The plan should cover:

- What are the activities to be carried out?
- When to carry out the activity?
- Who to carry out the activity?
- Where to carry out the activity?
- How to carry out the activity?

BOX 6: Role-play method

In the role-play method, imaginary field situation is created and the trainees are given different roles to handle the situation. Afterward, trainees reflect their feeling on the act and the trainer sums up the learning of the role-play by suggesting trainees on how they could relate this act in the real field.

Step 3: Mobilize LRPs to deliver program services

At the third step, the facilitator mobilizes the LRPs to deliver program services on the basis of the work plan and task packages

BOX 7: Important points for the facilitator for LRP mobilization

- Discuss with LRPs on different field scenario and strategies for each scenario, before sending them to the field
- Provide sufficient support and guidance in the initial stage
- Understand the quality of work of the LRPs and support them accordingly
- Encourage and motivate LRPs and appreciate their work
- Interact frequently with LRPs

(see Box 7). The facilitator guides the LRPs as they begin their following tasks:

- Meet with community group
- Conduct the field work
- Meet the facilitator for sharing and planning on a monthly basis

1. Meet with community group

The LRPs should hold a meeting with community members (in case of CFUG, this

should be CFUG executive committee) to share the work plan. The meeting prepares a detailed plan about how the LRP and the community work together. They identify the location, date, and time for carrying out awareness activities and assign roles to community members and the LRP.

2. Conduct field work

As per the plan prepared with the community, the LRPs carry out field activities in participation of community members. Before the LRPs' field work, the facilitator should discuss with them to build their confidence. The facilitator should mobilize senior LRPs, whenever available, in the field to observe the activities of the LRPs in order to provide support and feedback. This arrangement forms a hands-on-training for the LRPs.

BOX 8: Development of Senior LRPs

Out of the total 25 LRPs selected in Bajhang for forest certification, 3 LRPs were developed as senior LRPs based on their capacity, academic qualification, experience and work quality. They were mobilized to support other village level LRPs so that the latter were able to implement the program effectively.

BOX 9: Development of Senior LRPs

While implementing forest certification program in Bajhang district of far-west Nepal, ANSAB was developing the LRPs for CFUG constitution and OP preparation, awareness campaign and CF inventory. Due to conflict situation, the regular communication of facilitator with the LRPs was difficult and the problem faced by the LRPs in program implementation was not known to the facilitator. Thus the facilitator met the LRPs every month in the district headquarters. As the LRPs were local, it was easier for them to travel around the district even under severe insurgency. Through such monthly meetings, the facilitator was able to identify their problems and could offer suggestions to tackle them.

3. Meet the facilitator for sharing and planning on a monthly basis

The LRPs should meet the facilitator and/or senior LRPs on a monthly basis so that the former receive feedback and suggestions and can plan their activities for next month. They also discuss the difficulties faced by the LRPs and the new field circumstances. If necessary, this meeting can also be held every two weeks. This meeting builds further confidence of the LRPs.

Stage Four

Monitor, Organize and Exit

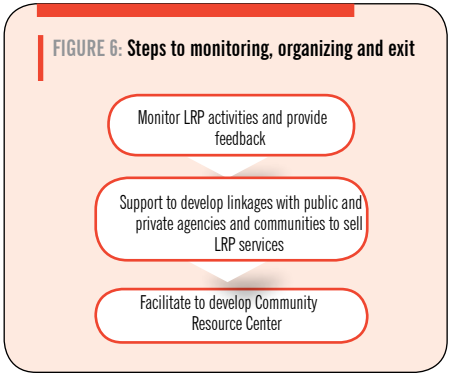
The stage four of this toolkit guides the development program managers and facilitators on how they can institutionalize and consolidate the provision of service delivery in rural areas through the local resource persons (LRPs). Once LRPs are recruited and trained in the service delivery, the responsibility of the facilitators working in a development program is to ensure that the LRPs consolidate their skills, seek market for their skills and institutionalize the mechanism of service delivery beyond the duration of the development program.

This Stage contains three steps (see Figure 6). It starts with enhancing LRPs' skills through continuous monitoring of LRP activities and providing them feedback. Then the facilitator helps the LRPs develop linkages with organizations that potentially purchase the LRP services. Finally, the facilitator helps the LRPs organize themselves into and establish a community resource center (CRC) (Please go though step three of this stage for details about CRC) through which they could market and offer their services beyond the development program. Doing this allows the development program exit from the target area and makes sure that important skills are retained at the local level and are delivered in a sustainable manner.

By the end of this Stage, the facilitator will be able to:

- Enhance LRPs capacity to be able to deliver important services to the community
- Support the LRPs to get organized into the CRC
- Ascertain that service delivery capacity retains at the community beyond the phase out of the development program.

FIGURE 6: **Steps to monitoring, organizing and exit**



Step 1: Monitor LRP activities and provide feedback

At the first step, the facilitator monitors LRP activities in order to ascertain that they are delivering the services in a proper way and with necessary skills. The facilitator undertakes the following three activities for this:

1. Monitoring visit: The facilitator should make on-site monitoring of LRPs' work through field visit once in 15 days or every month. The facilitator makes note of the strengths, weaknesses and mistakes of the LRPs' work without interfering with the work itself.

2. Evaluation of performance: After the monitoring visit, the facilitator should carefully examine the performance of LRPs and evaluate their work quality and attitude. During the evaluation the facilitator should gather the strengths, weaknesses and mistakes separately. Based on the evaluation, some LRPs stand out to be excellent one, while for some others need additional training to build their capacity. In the later stages, the facilitator can provide more responsibility to these LRPs and can mobilize them in other areas as well.

3. Providing Feedback: The facilitator provides feedback to each LRP about their performance. The facilitator should admire their strengths and provide clear suggestions against the weaknesses and mistakes. The feedback should be provided on an individual basis if the problems are unique to an individual. But if the problems are common and recurring, feedback can be provided to the whole group together. The monthly sharing and planning meeting between the facilitator and LRPs provides a proper platform for providing feedbacks.

Step 2: Support to develop linkages with public and private agencies and communities to sell LRP services

As the LRPs become capable to deliver services for the development program, the facilitator should support them make linkages to government agencies, NGOs and others who can become clients for the LRP's services in the future (see also Box 10). Thus in the later stages of LRP development and before the phasing out of the development program, the facilitator and LRPs should:

- Identify organizations conducting programs for which the LRPs' service will be essential
- Organize meetings with these potential clients and share about the LRPs' skills, and request them to use those LRPs for the program implementation
- Hold meeting of facilitator and LRPs to discuss about ways to increase their networking with the client organizations.

Step 3: Facilitate to develop community resource center

At the third step, the facilitator should encourage the LRPs to organize into and establish Community Resource Center (CRC). The CRC pools together specific skills, strengths and competencies of individual LRPs so that they can offer a broad range of services to client organizations over a long term. It serves as an institution with which the LRPs explore a range of client organizations and provide their services in an organized way. Thus the LRPs can provide their services to the communities in and around the district.

BOX 10: Case of Mangal Khadka,Bajhang, Nepal

Mangal Khadka was selected in 2002 as LRP of Binayak Community Forest User Group, Bajhanag under a forest certification program by ANSAB. After the 7-day capacity building training, he was mobilized for 3 years as LRP for CFUG OP and constitution preparation, CF inventory and awareness campaign in the village. With his better performance and his interest in enterprise development in the community, ANSAB provided him a 20-day SIYB training in Kathmandu. Because of his good work as LRP and with new skills, he became well recognized in the district. This helped him to get a job of school teacher after the termination of certification program in 2005. On the other hand he continued to serve as LRP in different program as per the need of community. Now he is one of field facilitators of an NGO in Bajhang and is providing services to greater number of CFUGs on forest certification.

The facilitator and LRPs should carry out the following activities for the development of the CRC:

1. Meeting of LRPs

The facilitator and LRPs meet to discuss the need of CRC and how it can serve as an institution for the LRPs to capitalize on

BOX 11: Steps for initiating CRC

1. Preparation of draft constitution of the CRC as an organization
2. Finalization of constitution through General assembly of all members
3. Registration of the organization
4. Office establishment

their skills and competencies. Once they understand the importance of CRC, they discuss on the ways of initiating the CRC (see Box 11). The CRC may be registered as an NGO or as the wing of an established NGO or federation or a private company. The specific activities therefore vary according to the organizational nature of the CRC. They allocate roles amongst them for the specific tasks and set the time-frame.

2. Establishment of CRC

After the meeting, the LRPs organize themselves and proceed for establishing the CRC. As per the role division, the LRPs carry out their respective tasks. The facilitator should closely observe the activities of the LRPs and support them when necessary. Once the documents are ready, the CRC is formally registered in the related authority, or recognized as a wing of another organization. Once the CRC is registered or recognized, the LRPs establish their office at a place convenient to all LRPs.

3. Make service package for CRC

Now the LRPs and the facilitator jointly develop the service packages that the CRC could deliver. The packages serve as promotional tool for the marketing of CRC services. To develop the service package, the LRPs identify the services they could provide as their unique capacity and on the basis of the need of the communities. The packages can be developed as flyers or brochures or more detailed documentation, depending upon the nature of publicity required to sell CRC services.

4. Support the CRC to deliver the services

As the newly established CRC may not be immediately able to generate sufficient income to sustain its operation, the development program should help to create the environment for the delivery of their services. The major support is to link the CRC to public and private agencies for selling its services. The facilitator should encourage developing a business model for the CRC to engage with communities and client agencies.

For example, a community-certified scheme for the procurement of CRC services can be adopted. In this scheme, the development program assures the CRC, through a written agreement, the payment of agreed amount of funds against the satisfactory delivery of services. The services identified by the program have to be delivered by the CRC according to the agreed terms and conditions. In this scheme, the program should raise awareness among communities that they are entitled to receive quality services from CRC and that the community has the role to certify whether the CRC's work is satisfactory. The development program disburses agreed amount of funds to the CRC only upon receiving a certification from the community of the satisfactory accomplishment of the agreed activities. The community (represented by its executive committee) fills up a form (see Annex 1) to indicate their evaluation of the performance of the CRC.

Annex 1 Sample of a Form to Certify Accomplishment of Service Delivery

Name of Program
Certificate Of Accomplishment Of Service Delivery

Name of the Organization:

Address: Logo:

Name of the Service:.....Code No.

Name of Service Recipient:

Name of service providing organization:

Service Tenure: Starting Date: ..... Completion Date: .....

Representative from service providing organization:

NAME	SIGNATURE
Coordinator	
1.	
2.	
Resource Person	
1.	
2.	
3.	

Mr. /Ms. ……

……

As per the above mentioned specifications, the service/s received by this organization in specified time period has been below-satisfactory/satisfactory/good/excellent. This certification is thus provided, as a recommendation, for full payment of the service provider. The organization has paid amount of NPR …… by cash/cheque to be contributed as per the agreement.

.....
Name
Post
Date:
Organization's Logo

Note: The details of the services received has been enlisted in next page of this certification

DATE	NAME OF SERVICE PROVIDER	SIGNATURE	DETAILS OF SERVICES

FOR THE PURPOSE OF SUPPORTING ORGANIZATION

As per this certificate,the amount of NPR .....to be paid by ..... to ..... resource center is recommended.

Recommended by: ..... Signature: ..... Date: .....
Approved by: ..... Signature: .....Date: .....

Service Code No

Some Relevant Publications from ANSAB

- ANSAB and FAO. 2009. Challenges and Opportunities for Nepal's Small and Medium Forest Enterprises.
- Subedi, B. P. 2006. Linking Plant-Based Enterprises and Local Communities to Biodiversity Conservation in Nepal Himalaya. ANSAB. Adroit Publishers, New Delhi.
- ANSAB and FECOFUN. 2005. Forest Certification in Nepal (In Nepali). Kathmandu
- ANSAB and SNV/Nepal. 2003. Commercially Important Non Timber Forest Products (NTFPs) of Nepal (In Nepali). Kathmandu.
- ANSAB. 2003. Forest Products Based Enterprise Development. Field Manual (In Nepali). Kathmandu.
- Subedi, B. P., Binayee, S.B., Ojha, H.R. and Nicholson, K. 2002. Community Based Enterprises in Nepal: Case Studies, Lessons and Implications. ANSAB and SNV/Nepal, Kathmandu.
- ANSAB, EWW and IRG. 2006. Role of Natural Products in Resource Management, Poverty Alleviation, and Good Governance: A Case Study of Jatamansi and Wintergreen Value Chains in Nepal.
- ANSAB. 1999. Monitoring the Effects of Community Based Conservation and Commercial Utilization of Natural Products in Humla, Nepal.
- ANSAB. 1999. Socio-Economic and Institutional Impacts of Community Based Ecosystem Management Project in Humla, Nepal.
- Video Documentaries on

- Forest Certification - Steps Towards Sustainability (English and Nepali)- 30 Minutes
- In Search of Yarshagumba (English and Nepali)- 29 Minutes
- Community Enterprises (In Nepali)- 29 Minutes

The Asia Network for Sustainable Agriculture and Bioresources (ANSAB) is a civil society organization that has been conserving biodiversity and improving livelihoods across South Asia for almost twenty years. It places community empowerment and economic incentives at the heart of its approach, believing that as people benefit from natural resources they become more motivated to conserve them – and vice-versa. ANSAB implements a variety of innovative solutions in line with this core conviction, such as the creation of enterprises based on the sustainable use of natural resources, especially Non Timber Forest Products (NTFPs), and the establishment of payment-schemes for environmental services, especially for Reducing Emissions from Deforestation and Forest Degradation (REDD) plus. It has notably pioneered the Forest Stewardship Council (FSC) certification in Nepal and introduced the concept of subgroup in community forestry to ensure that ultra-poor and marginalized people benefit from the natural resources of their communities. ANSAB is also deeply involved in climate change mitigation and adaptation as the issue continues to threaten the environmental and economic progresses achieved so far – in Nepal as in the rest of the world.

ANSAB

Rich Biodiversity and Prosperous Communities

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