



**People's Action for National Integration - PANI**



**COMMUNITY RESOURCE PERSON – KEY  
ENABLER TO INDIA'S WATER CHALLENGES**

Project  
Swera

# PROGRAM SWERA – WHAT IS THE VISION?

- An estimated 80% of India's freshwater resources are used in agriculture. With low water productivity, a portfolio of water intensive crops and over extraction of ground water; farmers in the country are facing significant challenges. A movement to catalyze large scale deployment of water efficient solutions in agriculture is the need of the hour
- Given this context; Hindustan Unilever Foundation (HUF) aims to support scalable solutions that can transform India's water footprint in agriculture from a highly inefficient state to one of 'more crop per drop'.
- The objective is to curate solutions designed for scale that could mitigate water related risks (through improved access or lower cost) for small farmers, significantly reduce water consumed in agriculture and deliver remunerative returns to farmers in diverse agro-climatic zones of India.
- The intent is to go beyond incremental improvements in water use efficiency in agriculture towards highly integrated solutions that can deliver sustained well-being for farmers. Specifically, HUF would support projects that demonstrate innovation and measurable outcomes in the following areas:
  - **Practice:** On-field behavior change solutions that lead to substantive water and input cost savings in traditional water intensive crops that improve crop yields and wellbeing for small farmers
  - **Markets:** Effective market-based institutions that support widescale adoption of indigenous, climate hardy and water responsible foods with consumers; connecting farmers and consumers with limited intermediaries; resulting in remunerative earnings
  - **People:** Catalyze water related rural job creation through cadres of trained community professionals equipped with robust water and crop management tools that drive change and adoption in their communities
  - **Technology:** Data-driven digital decision-making tools for rural communities for effective water conservation, ground water management, optimized regional crop portfolios and market access.

# CRP – A CRITICAL LINK IN THE VALUE CHAIN

Community Resource Person is a critical link in the entire value chain. The intervention at a village level will be successful (or not) based on the success of the CRP.

Program Swera's aim is to build a cadre of CRPs across the district of Balarampur, who can transition into entrepreneurs over 5 years and lead this effort almost independently (with some support from PANI or other organizations).



# CRP PROFILE FOR THE FUTURE



A community resource person is a woman from the village who:

- comes from a farmer family
- is above the age of 18
- is literate and can do some basic writing and maths
- has good and trusting relationship with other families in the community
- is credible and socially acceptable
- has the intent to be involved in social development/ work
- is selected from the community to be a community leader in agricultural and water conservation practices
- initiates the development agenda in her community and trains more women to be change agents
- can be the torchbearer for other communities
- is keen to be financial empowered
- has some aspirations for the future
- can ride a cycle/ bike

## **These job responsibilities can still be achieved**

- Community mobilization
- Farmer engagement, training, support and inspiring action
- Coordination with FRC and other service providers
- Farming and water budgeting techniques
- Data collection, monitoring and reporting

*Consolidated from Annexure 1, JD of a CRP*

# DREAM FOR CRPS IN 5 YEARS



## Year 1

- Settle into the role of a CRP and learn techniques related to farming and water conservation
- Build credibility in the village and be acknowledged as a CRP
- Learn about reporting, village level diagnostics, crop card, farmer card creation etc.
- Develop ability to influence farmers, communicate effectively, facilitate conversations in the community
- Learn about the Farmer Resource Center and explore ways to bridge the gap
- Create at least 3 demonstration sites per season

## Year 2

- Start the process of demand generation for services she can offer to the community
- Working with the FRCs to provide seeds, inputs to the farmers to increase their productivity
- Provide water conservation techniques and optimize water utilization
- Increase her earnings by getting commissions from the FRC (minimum of 5%)
- Start getting recognized as a technical expert
- Identity and train at least 1 other person as Shadow CRP

## Year 3

- Establish herself as an expert and 'go-to' person for the farmers to address any farming related issues
- Work with the Gram Panchayat to help creation of the village development plan for water resources
- Continue to learn about techniques related to farming and water conservation
- Work closely with the FRC and generate at least 25% of income through the FRC

## Year 4

- Establish herself as a true community leader
- 'Go to' person for any farming, water related issues in her village and neighboring villages
- Understand the ecosystem, trends in the environment and foresee what the community wants; what their requirements are and their willingness to pay
- Be the bridge between the FRC and farmers
- Earn at least 50% of income from services offered to the community

## Year 5

- Independently support her village and the neighboring villages with farmer needs
- In charge of a Farmer Resource Centre (*in a few cases*)
- Create demand and get paid for her services
- Train 1 or 2 more women in the community to support the farmers
- Be the one-point contact for the village and any agriculture related schemes/ intervention
- Become an entrepreneur and earn her own income

CRP to Entrepreneur – Create a replicable, scalable model that can be taken to the Government (or any other large-scale implementation)



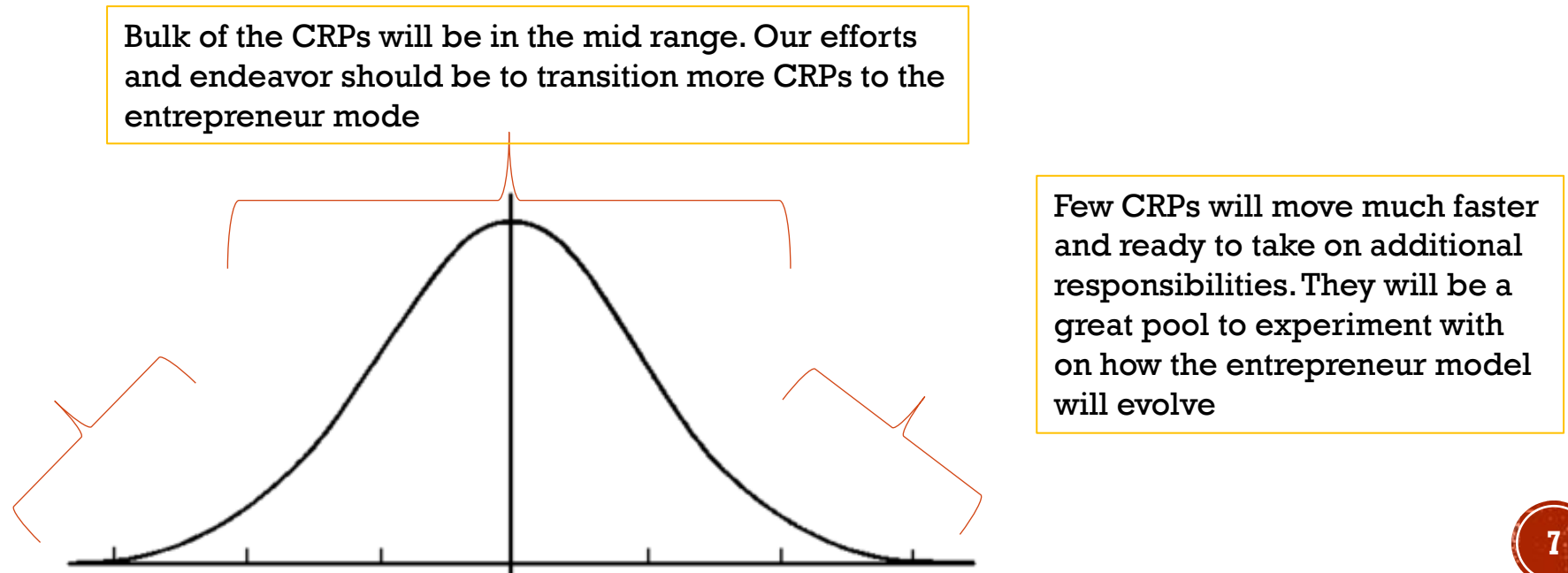
# RECOMMENDATIONS FOR CRPS PROFILE



- Since PANI is looking at a long-term, sustainable initiative for the community, it is important to train and build capacity of women/ girls who will stay in the village/ work with PANI beyond 5 years
- Right now the CRPs hired are predominately young, unmarried girls. While it will serve the purpose in the short term, it will compromise the long-term vision of the program
- There needs to be some diversity in the mix of CRPs hired to reduce the risk of attrition due to marriage and childbirth.
- Bring on board a mix of women – some young/ unmarried and some middle aged, married women. This mix will help in a few ways:
  - Retain the capacity and knowledge among women in the village
  - Bring in the perspective of maturity and experience vs. young and inexperienced (in farming)
  - Balance the kind of issues that the Block officers will end up working with
  - May improve the team dynamics due to the diversity
- Some of the secondary research for agriculture related programs like Krishi Sakhi, Village entrepreneurs etc. also suggest that keeping the age range broad helps in managing attrition and retaining the knowledge in the village
- Our recommendation is for the program to open this opportunity to all the women in the village above the age of 18. This will ensure a larger pool of applications and the most deserving of them will get selected. Selection criteria and process can be stringent to ensure all other aspects like education, willing to travel, family support etc. is taken care of at the time of selection

# SOME POINTS TO CONSIDER

- While there is an ideal transition year on year for the CRPs over 5 years, we have to plan and allow for:
  - CRPs who are ahead of the curve and may move faster than planned. They may be ready to take on the entrepreneur role much ahead of time. In this case, the ecosystem that we need to build, needs to be ready faster
  - CRPs who will have a longer learning curve. They may take much longer to move from one level to the other. How can we build the system to accommodate their pace of learning and help them move faster



The points in blue indicate selection criteria; the points in black indicate KSA for a great CRP; the points in red indicate KSA for a great Entrepreneur

- Basic mathematics and bookkeeping
- Agriculture and farming practices (basics)
- Technology and new practices in farming
- Use of technology to disseminate information and report data (smart phones/ pico projectors etc.)
- Knowledge about the market (input, output)
- Information about bank linkages and schemes available for farmers
- Information about support provided for agri-entrepreneurs

Knowledge



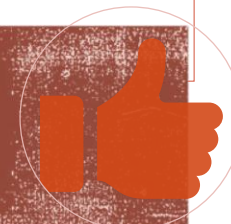
- Communication & Influence
- Facilitation Skills
- Planning, organizing and coordinating skills
- Data gathering and reporting
- Building & maintaining relationship
- Problem solving & Decision-Making skills
- Community mobilization
- Analytical skills
- Training and Coaching Skills
- Business Planning Skills
- Entrepreneurial Skills
- Liaison with govt. officials to increase network
- Innovation skills

Skills



- Confident
- Passionate
- Committed
- Self motivated and driven
- Keen to learn new things
- Resilience
- Appetite for risk
- Result orientation

Attitude





# KNOWLEDGE - DESCRIPTION

Knowledge	Description	Knowledge	Description
Basic Mathematics and Bookkeeping	<ul style="list-style-type: none"> <li>- Understands basic mathematical concepts like addition, multiplication, division etc.</li> <li>- Understands the importance of recording and identifying trends across data</li> </ul>	Knowledge about the market (input, output)	<ul style="list-style-type: none"> <li>- Understands the farming and water ecosystem in the GP and the district</li> <li>- Involves self in understand the market about the inputs and outputs of farming</li> <li>- Continuously seeks out information that helps her learn about the market</li> </ul>
Agriculture and Farming practice	<ul style="list-style-type: none"> <li>- Aware of the seasons and crops grown for each of the seasons</li> <li>- Aware of traditional farming practices followed by the family/ community</li> <li>- Understands the importance of water and water conservation</li> </ul>	Information about bank linkages and schemes available for farmers	<ul style="list-style-type: none"> <li>- Proactively seeks out information from various sources about help and support available for the farmers</li> <li>- Understands State and Central Government schemes for agriculture and knows how to access them</li> <li>- Understands ways to enable bank linkages for the farmers</li> </ul>
Technology and new practices in farming	<ul style="list-style-type: none"> <li>- Able to learn new farming and water conservation techniques and share it with the community</li> <li>- Proactive in identifying issues and seeking support to resolve technical issues</li> </ul>	Information about support provided for agri-entrepreneurs	<ul style="list-style-type: none"> <li>- Actively seeks out information, schemes, support available for agri-entrepreneurs in the district</li> <li>- Seeks information about training and development for agri-entrepreneurs by the government and finds ways to attend them</li> </ul>
Use of technology to disseminate information and report data	<ul style="list-style-type: none"> <li>- Able to use technology like smart phones, pads/ pico projectors etc. to disseminate information and capture information</li> <li>- Open to learning new tools and technology to support work on the field</li> </ul>		

# SKILLS - DESCRIPTION



Skills	Description	Skills	Description
Communication & influence	<ul style="list-style-type: none"> <li>- Able to share thoughts in a crisp and clear manner</li> <li>- Able to change style of communication based on the stakeholder (farmers, field supervisors, govt. officials etc.)</li> <li>- Able to listen attentively and respond appropriately</li> <li>- Asks the right questions to understand the situation better</li> <li>- Able to manage conflicts in an assertive manner</li> <li>- Able to understand other person's point of view and share her views clearly</li> </ul>	Problem Solving & Decision-Making skills	<ul style="list-style-type: none"> <li>- Able to break a problem down into key components</li> <li>- Able to ask for help (from seniors at PANI and outside) at the right time</li> <li>- Able to generate multiple solutions for a problem and choose the best solution</li> <li>- Able to make decisions that works for all stakeholders involved</li> </ul>
Facilitation Skills	<ul style="list-style-type: none"> <li>- Able to build rapport and make the group comfortable in meetings</li> <li>- Able to engage and hold attention of the group through the discussion</li> <li>- Able to moderate discussions based on the level of engagement from the group</li> </ul>	Building & maintaining relationship	<ul style="list-style-type: none"> <li>- Able to understand key stakeholders in her area of work and tries to build rapport with them</li> <li>- Is warm and welcoming in her interactions with people in the community</li> <li>- Able to develop relationships to support her work and personal development</li> </ul>
Planning, organizing and coordination skills	<ul style="list-style-type: none"> <li>- Able to plan and organize work based on the schedule of the farmers/ program teams</li> <li>- Able to coordinate with the field supervisor/ block officer and the farmers in the village to complete pending tasks and activities</li> <li>- Able to manage time for meetings, training programs and other deliverables defined by the program team</li> </ul>	Community Orientation	<ul style="list-style-type: none"> <li>- Able to understand challenges faced by the community and empathize with them</li> <li>- Able to work with the community keeping aside caste, creed, religion, socio, economic, political diversities</li> <li>- Able to keep the development of the community at the center of everything that is suggested/ done</li> </ul>

# SKILLS - DESCRIPTION



Skills	Description	Skills	Description
Analytical skills	<ul style="list-style-type: none"> <li>- Able to identify trends and inter-linkages between components</li> <li>- Able to identify root cause of an issue based on information available</li> </ul>	Entrepreneurial Skills	<ul style="list-style-type: none"> <li>- Has a vision for herself and is driven to be an entrepreneur</li> <li>- Identify opportunities to grow the enterprise</li> <li>- Raise funds through various sources to invest in the enterprise</li> </ul>
Data gathering and reporting	<ul style="list-style-type: none"> <li>- Able to capture data accurately in the format provided</li> <li>- Able to conciliate data into a report based on the format provided</li> <li>- Understands importance of accurate and timely data submission</li> </ul>	Innovation skills	<ul style="list-style-type: none"> <li>- Able to think out of the box to resolve issues in a creative manner</li> <li>- Able to look at problems with different perspectives to identify new ways to resolve them</li> <li>- Uses existing resources to drive innovation</li> </ul>
Training and Coaching Skills	<ul style="list-style-type: none"> <li>- Identifies women from the community who are committed and passionate about developing the community</li> <li>- Able to transfer technical knowledge and information in a short period of time</li> <li>- Able to coach and support the women and develop themselves to be experts in farming and water conservation</li> </ul>	Business Planning Skills	<ul style="list-style-type: none"> <li>- Able to put together a broad plan for herself and her enterprise for the year</li> <li>- Managing finances and cash flows to ensure sustainability</li> </ul>
		Liaison with govt. officials to increase network	<ul style="list-style-type: none"> <li>- Able to proactively engage with key stakeholders in the district to build her network</li> <li>- Leverages key people in her network to gain access to information and learning</li> </ul>

# ATTITUDE - DESCRIPTION



Knowledge	Description	Knowledge	Description
Confidence	<ul style="list-style-type: none"> <li>- Has a positive body language and presence that demonstrates confidence</li> <li>- Demonstrates ability to learn and perform news skills and tasks</li> </ul>	Keen to learn new things	<ul style="list-style-type: none"> <li>- Is curious and asks questions to learn new things</li> <li>- Continuously learns from her experiences and experiences from others in her life</li> </ul>
Passion	<ul style="list-style-type: none"> <li>- Dreams about a future and is willing to work towards it</li> <li>- Is focused on bringing in social change into the community</li> </ul>	Resilience	<ul style="list-style-type: none"> <li>- Has the ability to reflect, learn from failures and move on</li> <li>- Is resilient and can bounce back from difficult situations</li> </ul>
Commitment	<ul style="list-style-type: none"> <li>- Ability to commit to timelines and deliver results consistently</li> <li>- Pays attention to detail and quality of deliverables</li> </ul>	Appetite for risk	<ul style="list-style-type: none"> <li>- Willing to take risks to positively influence the outcomes of her life</li> <li>- Is able to assess risks and make calculated decisions that will work for her and others</li> </ul>
Self motivated and driven	<ul style="list-style-type: none"> <li>- Aspires for a better future and has a plan to achieve it</li> <li>- Has short term and long-term goals for herself, her family and her community</li> </ul>	Result orientation	<ul style="list-style-type: none"> <li>- Drives self and others towards achieve results</li> <li>- Continuously raises expectations for herself and others she works with</li> </ul>

# DISCUSSION POINTS FROM THE MEETING ON 26<sup>TH</sup> AUG

- Use the concept of a group/ SHG who can help with nominating/ hiring CRPs. This will also help with replacement of CRPs
- Shadow CRP is a voluntary position who will be recognized with appreciation and certification (based on the number of hours spent on field)
- Shadow CRP will also be the first option for replacement of CRP if required
- New model of developing the entire family as a CRP family is going to be piloted in a few blocks
- Introduce the 5-year plan and aspiration to be an entrepreneur during the FRC roll out. The following were some ideas discussed
  - Club it with the Entrepreneur development training that everyone will go through
  - Create a nice and simple video to explain the 5-year trajectory during roll out
  - Share success stories of FRCs from phase 2 to motivate them



# NEXT STEPS

- Use the dream for CRPs and description for knowledge, skills and attitude as a blueprint to define any systems and process related interventions for CRPs
- Continuously review the KSA and make changes to keep it current and relevant