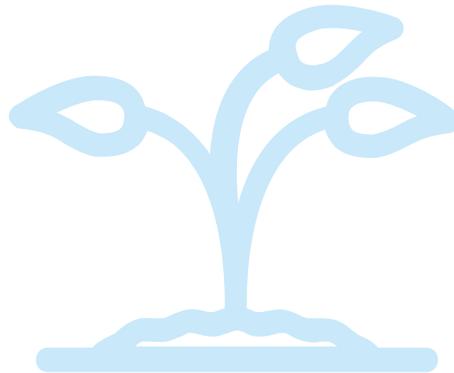


CAPITALIZING ON IFAD EXPERIENCE WITH LOCAL CHAMPIONS AROUND THE WORLD

November 2022





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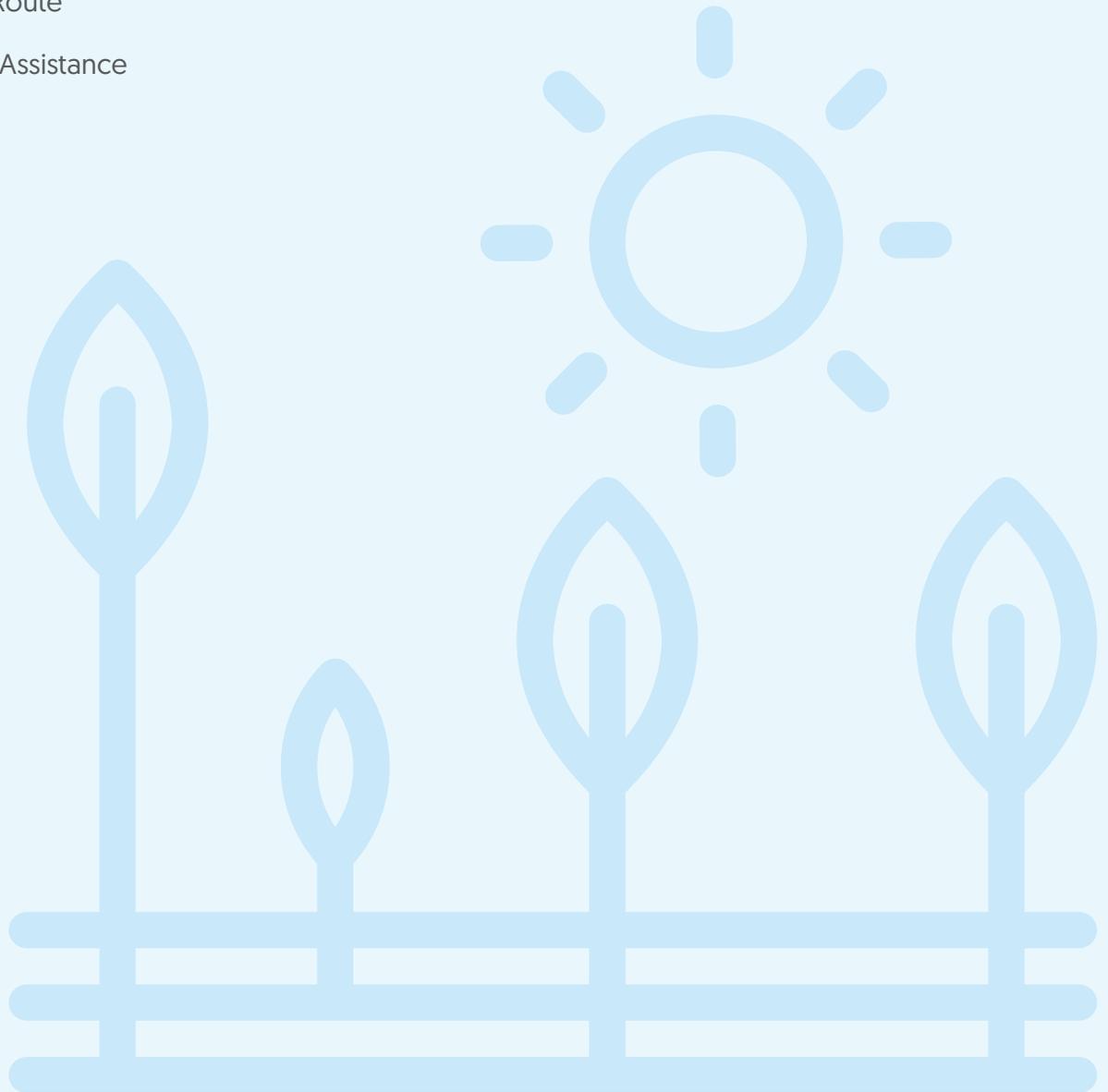
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Abbreviations

- LT** Learning Territory
- CLC** Community Learning Centre
- KA** Knowledge Adoption
- LCs** Local Champions
- LCA** Local Champions Approach
- LR** Learning Route
- TA** Technical Assistance



Abstract

The Local Champions Approach (LCA) is a horizontal approach of capacity building and technical assistance (TA) relevant to the needs, demands and characteristics of users. The approach generates incentives for users to adopt knowledge because it is based on the providers' evidence of success, their potential partnerships with users and the construction of relationships of trust and closeness between providers and users. On the other hand, it also encourages the sustainability of the providers' service because it has decreased costs and the potential to generate new initiatives between providers and other intermediaries of these services such as projects, local governments, among others. It also causes additional positive impacts such as the recovery, visibility and enhancement of local knowledge and the empowerment of women and young people who are LCs through their knowledge.

The providers of these services are the **Local Champions (LCs)** who are rural women and men with outstanding knowledge and experience in various areas of production, transformation, value added and market access. It can also refer to those with knowledge and experience in employment generation, technological solutions, climate change, renewable energies, rural finance, lobbying, among others. They are leaders in ideas and innovation in their communities.

The implementation of the LCA covers four main strategic lines related to the market for TA services and rural training: **1) Supply development (LCs):** This refers to the insertion and development of LCs as providers of TA services through a series of activities such as identification of LCs, systematization of their knowledge, registration, organization, and market connection, among others.

2) Demand development [users]: This refers to the identification of user needs and demand, identification of market possibilities, market connection and monitor and evaluation of the service. **3) Ecosystem development or enabling environment (intermediaries):** This refers to foster the connection between the LCs supply and users with the ecosystem surrounding the market such as projects, NGOs, local governments, producer organizations, among others (which are often also those who demand and finance these services). **Institutional development** (linkage with the State): This refers to the linkage of LCA with the State to promote the legitimacy and growth of this market through the registration and certification of LCs, as well as actions to promote contracting, discussion, and participation of LCs in different areas of advocacy and policy dialogue.

PROCASUR has played a leading role in the application of LCA in different countries in Africa, Asia and Latin America and the Caribbean during the last 20 years and more than 20 IFAD projects looking to improve access and quality of these services to the poorest. The following findings can be summarized from this experience:

Advantages of LCA: The implementation of LCA allows greater **access** to training and technical assistance to rural populations, especially those in remote areas and vulnerable groups. It is also an approach that is **relevant** to the realities of users and their territories because it is provided by people who know, live, and have succeeded in the same or similar realities. Therefore, the training and TA services offered are easily applicable by the users. The users feel much more comfortable to comment and ask questions to the LCs than to professional technicians who

are farther away from their realities. Also, the LCs services are culturally appropriate, considering uses and customs and ancestral knowledge. On the other hand, it rescues **local knowledge**, puts it into practice and uses local solutions for local problems. Finally, one of the most important advantages of the LCA is that it has **lower transfer costs** than the traditional service because i) there are lower costs of transportation, lodging and food normally provided by the users to their peers [LCs] and ii) because the LCs have other incentives to offer the service besides income, such as the recognition of LCs in the market and territory, which can generate potential initiatives of all kinds in the future. This document presents some examples of concrete experiences that show these advantages in practice.

LCA benefits: According to research on LCA benefits, it was observed that the income generated by the LCs can be monetary, in-kind or services exchange. They are considered complementary income for the LCs and are normally used for investment in education and capital goods for their productive activities. The research shows that there are also economic benefits for the users of LCs services due to the costs reduction by using services of other farmers in the area with cheaper solutions and inputs that are easily found. Other benefits include the network expansion of market agents [Local Champions, users, projects, private sector, local governments, and other actors that are part of the ecosystem], greater access to market information and new knowledge, recognition of LCs, their products, and initiatives in their communities, among others. On the other hand, the experiences of LCA generate a transformative power in the users because it allows them to be inspired by their peers and make important changes to their quality of life. This document presents some testimonies in this regard.

Role of LCs in new entrepreneurships: The paper outlines some experiences of the LCs role in rural associations and entrepreneurships. It is noted that they have been successful mentors of new ventures in other IFAD projects and that they have created their own organizations of LCs as a strategy for the sustainability of the service. In this sense, two main types of LC organizations are presented according to the experience: Community Learning Centers [CLCs] and Learning Territories [LTs].

LCA Institutionalization: This refers to the linkage between LCA and the State and the role of it for the sustainability of the LCs service. The text presents two interesting experiences in this regard: Chile and Peru. In the case of Chile, the government agency that offers TA and rural training services integrated the LCs as service providers. In Peru, a Local Champions Rural Strategy was developed by the Ministry of Agriculture to promote the participation of LCs in different areas. In both cases, LCA was tested and promoted in discussions and spaces for dialogue and political advocacy long before the public authorities took the lead in the institutionalization process.

Lessons from LCA: The paper presents some key lessons from LCA based on Procasur's experience. In brief:

- 1) The knowledge **adoption** by users depends on the relevance of the knowledge, the adoption cost, the follow-up carried out after the learning process and the risk aversion of the users. To measure the knowledge adoption, it is necessary to have monitor and evaluation tools from the beginning of the implementation of LCA.
- 2) To **scale up** the LCA it is necessary to define scaling objectives from the design of the LCA, maintain a simple scaling system and involve the different actors of the market in the LCA process by training, informing, and including them in the LCA implementation processes.

3) The LCA sustainability depends mainly on promoting the development of the four strategic lines of LCA (demand, supply, ecosystem, and institutional framework) in parallel from the beginning. From experience, the cases of LCA sustainability have been those that have managed to incorporate themselves into the market, for this it is necessary to adjust to the mechanisms allowed by the existing institutional and regulatory conditions. Finally, to summarize, LCA sustainability has been possible when: i) LCA have managed to influence public policy by allowing LCs services to be contracted directly by the State; ii) LCs have managed to establish private LCs companies offering their services, whether focused on a value chain or another common denominator; iii) The LCs are integrated as providers of training, technical assistance and follow-up services in member-owned organizations such as cooperatives, associations or LCs networks created from LC integration and training initiatives; and iv) The LCs supported by an IFAD project have been taken over by consecutive projects as service providers. This has allowed the LCs to be sustained over time and to influence public policies. This is one of the most evident lessons over the years because LCA need time to permeate in a country, it requires the commitment of several institutions, organizations, and projects.

The youth role in LCA: Youth (either as LCs or users) are change agents, especially in rural areas where changes are slower. From the experience it was observed that young people as LCs tend to offer mainly knowledge and experiences related to added value of products and trading process. They also reach more and better markets by using different marketing tools. On the other hand, they tend to use their own strategies based on the ease of connecting with others using technological tools such as social networks. In addition, they are used

to work based on cooperation with others. In the case of young users, it is observed that the LCs feel a particular incentive to work with them because they see the possibility of a future for the businesses and their communities.

Finally, Procasur has identified some opportunities for rural development projects to implement the LCA which are: 1) Promote the role of LCs to support the development of new youth businesses particularly in areas where young people have comparative advantages such as marketing or value-added products; 2) Create a network of LCs; 3) Use tools to disseminate and promote LCs, users, businesses and knowledge through the use of social networks and audiovisual tools. To this end, a series of implementation stages are proposed based on the development of the four strategic lines of the LCA that include diagnosis, identification of LCs, training of LCs, implementation of a pilot and



1. Introduction

Low productivity, food insecurity, persistent malnutrition, natural resource depletion, climate change and the food price crisis in rural areas of developing countries are the major challenges facing rural populations. One of the fundamental tools to address these challenges in rural areas is education, particularly, in this case, training and rural technical assistance (TA) services¹. Access to these services can help farmers with advice and information, brokering and facilitating innovations and relationships, coping with risks and disasters, and in many other ways [Babu and Joshi 2019; Kilelu et al. 2011; Hoffmann et al. 2009; Boteler 2007; van den Ban and Hawkins 1996]. At various points in time, these services have been shown to have positive effects on farmers' increased knowledge and skills, income levels, technology adoption, crop and livestock yields, and productivity [Davis 2008]. Other studies document the positive effects of public spending on these services compared to those of input subsidies [Benfica, Cunguara, and Thurlow 2015; Armas, Gómez Osorio, and Moreno-Dodson 2012; Allcott, Lederman, and López 2006; Rosegrant, Kasryno, and Pérez 1998], and other investments.

Recent research [2020] on agricultural extension in the world² indicates that most national governments have neglected public extension systems during the last three decades, mainly for the following reasons:

[i] The shift of developing countries from centralized to pluralistic systems³ of training and technical assistance services generates a set of services with different objectives, goals and motivations; [ii] Tendency to reduce the budget for these services in the world⁴; [iii] The plurality that exists in the actors providing these services is limited by the budget, so *it is common for international NGOs to cope with government resource constraints by providing mobility and operational funds to government extension agents, while the government provides the human resources. As a result of this limited pluralism, there is little competition among service providers and hardly any expanded options or choices for farmers*; [iv] The trend to decentralize this type of services in most countries to increase responsibilities to clients was not accompanied by sufficient fiscal transfer, which generated dependence of local governments on central government transfers for their activities. *In most cases, funding for services was insufficient and often donor-driven, with little consideration of financial sustainability*; [v] Public funding for extension services has been declining, is unstable, and most poorer countries continue to rely on donor funding to manage their extension systems.

¹Over time, the term “agricultural extension,” while still in common use, is being replaced by the term “agricultural advisory services” or technical assistance, indicating a less top-down approach that considers farmers and other producers as clients. Some have even expanded the term to “rural advisory services” to include livelihood sources other than agriculture and to focus more on the facilitation and intermediation role beyond technology transfer [Davis and Heemskerck 2012; Faure, Desjeux, and Gasselin 2012; World Bank 2012; Swanson and Rajalahti 2010]

²Kristin Davis, Suresh C. Babu, Catherine Ragasa. 2020. Agricultural extension: global status and performance in selected countries. Washington, DC. International Food Policy Research Institute.

³Extension services are provided not only by the State but also by a set of actors: NGOs, farmers' organizations, and the private sector.

⁴The study explains that the number of people providing these services in the public sector is rarely sufficient and salaries are low. This may be the reason for the high vacancy and turnover rates.

The deteriorated state of public extension systems generates a series of problems for rural populations:

1. Access and coverage: More and more people do not have access to rural training and technical assistance services and the lack of access is even greater in hard-to-reach, less populated and poorer populations.

2. Relevance and quality: On the other hand, since services are scarce, the service accessed by the poorest populations is generally not demand-driven and does not consider the characteristics and needs of users according to their territory, market, and other characteristics. In general, it does not have the necessary length or follow-up activities to ensure adequate adoption of knowledge.

3. Transaction costs: The transaction costs of providing these services in poor and remote rural populations are very high because technicians require more time and money to reach them. In addition, the inputs, materials, and machinery that the technicians use are often not available in these communities, which implies higher costs for the purchase and transportation or a lower quality of services if it is not possible to bring them there. This implies that these services are not sustainable over time.

4. Types of services: Finally, traditional TA and rural training services focus on technologies and hard skills (production and transformation), omitting fundamental soft skills in the current context, such as business design and implementation, market analysis, value added perspectives, communication strategies and promotion of goods and services, use of social networks, etc. On the other hand, the service technicians often do not base their knowledge on their own business experiences but

only on technical knowledge, which is necessary and very valuable, but not enough to encourage transformations by users.

On the other hand, the study provides an assessment of current extension systems and their performance in several countries. Here are some relevant recommendations according to this study⁵:

- i) Identify gaps left by the multiplicity of actors in the current plural system by focusing on specific target groups or value chains and define and coordinate the roles and responsibilities of these actors.
- ii) Assessing the performance of extension in meeting the needs of its clients requires strong monitoring and evaluation systems, which are currently non-existent or insufficient in most developing countries.
- iii) Introduce organizational and institutional innovations on a regular basis to enhance the capacity of extension professionals, improve their focus on farmers' problems, reduce their overload with multiple objectives, and increase the reach of extension in different agroecological zones.
- iv) Focusing access to these services on a demand-driven basis. This still requires identifying producers' information needs in an organizational context, setting priorities for services and sharing objectives and approaches among service providers. This implies building the capacity of producers and especially producer organizations to identify and prioritize their needs.
- v) Innovative policy and programmatic approaches are needed to reduce top-down approaches to information exchange. Increasing farmer participation in decision-making on the content

⁵Only those relevant to this study are mentioned in this section.

of technical assistance and training services will help move from a technology transfer orientation to market-oriented approaches. The use of the private sector, traders, volunteer farmers, lead farmers and young people such as entrepreneurs who wish to increase the outreach of advisory services will require appropriate attention at the policy level.

vi) The technical assistance and training service provider should be seen as a problem solver and service facilitator in rural areas.





2. Local Champions Approach

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2. Local Champions Approach

In this context, it is proposed to work with the Local Champions Approach (LCA) as a methodology to offer rural training and technical assistance (TA) services. **Local Champions (LCs) are rural women and men with outstanding knowledge and experience in various areas of production, transformation, value added and market access. It can also refer to those**

with knowledge and experience in employment generation, technological solutions, climate change, renewable energy, rural finance, lobbying, among others. They are leaders in ideas and innovation in their communities.

Among the services offered by the LCs are:⁶

LOCAL CHAMPIONS SERVICES	
KNOWLEDGE SERVICES	OTHER SERVICES
On-site training (training, technical assistance, mentoring and consulting)	Campaigns (vaccination, deworming, etc.)
Research	Projects
Information access	Purchase and products sale
Discussion and dialogue spaces	Tourist services or guided tours

The Local Champions Approach (LCA) is a horizontal approach of capacity building and technical assistance (TA) relevant to the needs, demands and characteristics of users. The approach facilitates greater coverage of the poorest and most remote population and generates incentives for users to adopt knowledge because it is based on the providers' evidence of success, their potential partnerships with users and the construction of relationships of trust and closeness between providers and users. On the other hand, it also encourages the sustainability

of the providers' service because it has decreased costs and the potential to generate new initiatives between providers and other intermediaries of these services such as projects, local governments, among others. It also causes additional positive impacts such as the recovery, visibility and enhancement of local knowledge and the empowerment of women and young people who are LCs through their knowledge.

⁶A list of LCs services with some examples is presented in Annex 1

The LCA is based primarily on the “know-how” of the LC, which is what gives it legitimacy. This “know-how” has been built on a productive, commercial, technological, associative, or territorial mobilization trajectory that has evidence of success. The LCA proposes that using LCs as service providers offers a series of advantages over traditional models in terms of learning costs, coverage, relevance, and quality of service. In addition, it can generate additional positive impacts such as the recovery, visibility and valorization of local knowledge, incentive to create farmers networks to improve their living conditions and farmers empowerment through the visibility of the value of their knowledge.⁷

The LCA theory of change states that people with knowledge, experience and evidence of success should be included as providers of rural TA and training services because they offer services based on users demand, can increase the coverage service by reaching remote places or places with diverse access problems, offer relevant services because they teach solutions proven in similar territories, value local knowledge, generate relationships of trust with the users and have lower knowledge transfer costs than traditional providers.

The implementation of the LCA covers four main strategic lines that seek to develop:

STRATEGIC LINES OF THE LOCAL CHAMPIONS APPROACH

L1: Supply development [LCs]: Insertion and development of Local Champions as TA service providers. This requires identifying and developing the capacities of the LCs according to the existing demand for TA, as well as organizing, evaluating their services, and connecting them with the ecosystem surrounding this market.

Activities: Diagnosis + Identification of LCs + Training and provision of inputs and materials + Implementation of services + Organization of LCs + Evaluation of LCs services.

L2: Demand Development (Final Beneficiaries): Demand identification, which includes identifying individuals and market demand for knowledge based on the needs of the markets targeted by the beneficiaries and tracking and connecting the demand with the service market and the ecosystem around it.

Activities: Diagnosis + Identification of needs and priorities + Identification of demanders + adoption follow-up + connection to the ecosystem.

L3: Development of the ecosystem [Enabling environment Intermediaries]: projects, NGOs, local governments, producer organizations, others): Identification of key actors for the supply and demand of these services, make LCA visible with these actors and offer tools to apply this approach from other spaces.

Activities: LCs fairs + Forums and awareness-raising events + LCs promotion materials and inputs + Partnerships + Transfer of capacities and inputs (toolkit) to replicate the LCs model to project technicians and local governments.

L4: Institutional development (advocacy and policy dialogue): Linking LCs and the ecosystem that surrounds them with the State through advocacy and policy dialogue.

Institutional development activities: Registration of LCs + LCs Certification + Insertion of the PP approach + Institutionalization of the model (profile + salary range + hiring).

⁷The latter is particularly important for women, who are Local Champions because it allows them to achieve greater confidence, respect, and authority among their peers.

The development of these four dimensions allows, in the short term, to offer demand-driven, relevant, and quality rural TA and training services and, in the long term, builds knowledge networks among farmers that allow them to generate new initiatives,

thus generating communities with more sustainable access to information and knowledge and, therefore, more productive, cost-efficient, innovative and with higher incomes.

LCA THEORY OF CHANGE	Problems	<ul style="list-style-type: none"> -Low productivity, innovation, market access and investment due to poor access to information and knowledge. -Little participation of young people in rural activities. -Farmers with high capacities and successful experiences in poor territories do not have sufficient incentives to share and innovate their knowledge.
	Causes	<ul style="list-style-type: none"> -Training, TA, and advisory services are insufficient, not always relevant, not always demand-driven or of high quality and are not sustainable due to decreasing budgets, with a multiplicity of actors, objectives, goals, and activities without coordination among them. -Little competition from service providers.
	Lca	<ul style="list-style-type: none"> -New knowledgeable TA service providers with evidence of success. -Providers with lower transaction costs and multiple incentives to offer these services. -Service objectives aligned with the demand of the territory, market, and farmers. -Suppliers that offer solutions relevant to demand and to rural territories -Sustainability depends on the incentives supported to participate in the market (business opportunities, private businesses providing TR services, etc.) and not on a fixed income.
	Strategic lines	<p>Offer development (LCs): Diagnosis + Identification + Training + inputs + material + implementation of services + Organization of LCs + Evaluation.</p> <p>Demand development (users): Diagnosis + identification of needs and demands + Adoption tracking + ecosystem connection</p> <p>Ecosystem development (projects, NGOs, etc.): LCs fairs + Awareness raising forums and events + LCs promotion material and activities.</p> <ul style="list-style-type: none"> -Alliances + Transfer of capabilities and inputs (toolkit). <p>Institutional development: Linking LCs with the State + LCs platform + LCs certification + Insertion in public sector.</p>
	Short-term results	<p>Trained LCs with more tools and experience to teach and various incentives to maintain the service: income, knowledge and networks that allow other initiatives.</p> <p>Access to a new demand-driven and relevant training and TA service menu.</p> <ul style="list-style-type: none"> -Ecosystem involved in the LCA. -Established LCs platform.
	Medium-long term results	<ul style="list-style-type: none"> -Rural communities with access to sufficient, relevant, quality, and sustainable training and technical assistance services. Users adopting new knowledge -Creation of knowledge networks between users, LCs and the LCA ecosystem. -Inclusion of young people in rural activities. -Certified LCs. -LCA included as an existing public and/or private service approach.
	Impact	<p>Rural communities increasing income from higher productivity and knowledge.</p> <p>Inclusion of farmers in sustainable knowledge networks</p>

2.1. Application of the Local Champions Approach in development projects

The LCA has different ways of application and insertion in development projects. For this purpose, a set of steps is suggested that should be adapted to the context and needs of each project, requesting organization and territory. These steps are organized in five main stages:

- 1) **Preparation:** Diagnosis of the service demand and LCs supply, determination of LCs profiles, LCs identification and register.
- 2) **Training and promotion:** Systematization of LCs knowledge, LCs training, generation of material for LCs and LCs promotion.
- 3) **Operation of services:** Execution of a test pilot where the LCs offer their services to youth in rural areas.
- 4) **Consolidation of LCs service:** Creation of LCs organizations, LCS certification, promotion, and linkage activities such as fairs, contracts, and conventions.
- 5) **Evaluation:** Evaluation of the process carried out to know the results and impact on the LCs, their demanders [TA service users] and intermediaries [project technicians, local governments, NGOs, and others].

These five stages are not exclusive, and it is possible to use only some of the steps according to the current situation and the demand. In each case use the most important steps according to objectives, time, and budget constraints.

This document will describe the main findings of the experiences using LCA in the world with the objective of understanding its advantages, lessons, and challenges.





3. Experiences of incorporating Champions in IFAD projects, governments and other organizations

3. Experiences of incorporating Local Champions in IFAD projects, governments, and other organizations.

PROCASUR has played a leading role in efforts to improve the access of hard-to-reach groups to extension and advisory services through proximity technologies. More than 20 IFAD-supported projects have tested the LCs tools with PROCASUR's support.

In Africa, Asia and Latin America and the Caribbean, PROCASUR supported, first through projects and then through policies and programs, the recognition and institutionalization of LCs as service providers. Today, it also continues to support the association of LCs in profitable enterprises - such as Community Learning Centers (CLC) or Learning Territories (LT) that work in partnership with the public, private and civil society sectors. This chapter systematizes the advantages of LCA, their benefits and institutionalization processes based on different experiences over the last 20 years.

3.1. Advantages of the Local Champions Approach⁸

3.1.1. Access and relevance

The LCA implementation allows more **access to** training and technical assistance to rural populations, especially those in remote areas and vulnerable groups. Access is a particularly important advantage in the LCA in places where the cost in time and money for the arrival of technicians is very high. Having LCs in these areas allows them to be attended and provides greater possibility of continuity. The same applies to security risk areas, either because they

are areas prone to natural disasters or due to other types of problems such as political instability, armed conflicts, pandemics, among others. In these areas, the LCs may be the only possibility of accessing technical assistance and rural training.

The LCA implementation is, above all, a **relevant** approach to the user's realities and territories because it is attended by people who know, live, and have succeeded in the same or similar realities. Therefore, the training and TA services they offer are easily applicable by users. In addition, since it is a horizontal approach, the people who receive this service feel more comfortable and more confident to comment and ask questions to the LCs than to professional technicians who are farther away from their realities. Finally, relevance also implies that the LCs offer services that are culturally appropriate, considering uses and customs as well as ancestral knowledge.

The relevance of LC services is given mainly because the LCs offer appropriate solutions for the characteristics of the territories and people living in them. An example of this is the LCs of Cambodia that offer TA and rural training services since 2013 and that were formed and integrated by the PADEE project of the government of Cambodia financed by IFAD with support from Procasur. Their services are focused on the production and marketing of organic

⁸A summary table of advantages is presented in Annex 2.

or ecological products. They were farmers who made the transition to clean production through a series of trainings offered by other LCs from Thailand. The knowledge exchange was so successful that, according to the evaluation data from the LCs in Cambodia, all those involved improved their income, productivity and reduced their production costs. The key to this process, according to those involved, was mainly **relevance**. The LCs in Thailand were able to offer them services that were appropriate to their territories with easily adoptable solutions and inputs that were common and cheap for them. After that, they were able to pass on to other farmers in their territories in Cambodia.

This experience is particularly interesting for two reasons:

1) Even if the LCs come from different countries and speak different languages, given that they are dedicated to the same thing and know the characteristics of life on the field, if they come from similar territories, their knowledge and TA may be pertinent for them and easier to adopt than those of professional technicians.

2) The Cambodia case showed that the exchange of LCs with farmers in other similar (though not the same) places can inspire substantial changes. Seeing knowledge applied elsewhere has an inspirational effect that stimulates farmers' imagination and ambition about what could be done with this knowledge in their territory. These quotes from Cambodian farmers after trainings with LCs from Thailand shows this.

"I had been experimenting with organic agriculture for four years, but it was just after coming back from Thailand that I actually began producing organic fertilizer and applying it to my farm. And just in one night, three people came to ask what I learned in Thailand. Actually, I was selected to go to Thailand because they know I am good at sharing knowledge."

[Mr. Chhin Chhorn, Local Champion from Takeo Province, Cambodia]

"I set up a collective where we sell vegetables coming from many farmers to negotiate a better selling price. Coming back from Thailand, I understood that this can become part of the Community Learning Centre: my shop can become a collecting Centre for organic products to send it to Phnom Penh, properly packaged and branded".

[Mr. Tem Toeung, Local Champion from Takeo Province, Cambodia]

On the other hand, there are other examples of LCs in the world that have allowed greater access to their services in remote communities and have offered solutions relevant to the territory. Perhaps the first example of this type was the Kamayoq school. The Kamayoq are Local Champions from southern Peru, particularly from areas over 3,500 meters above sea level, where access to Andean communities is difficult. The Kamayoqs have been offering services individually for many years until various institutions⁹ sought to support them to better insert them into the market. Thus, around 600 Kamayoq have been trained since 1997 with a series of trainings that lasted up to 8 months in what became known as the Kamayoq School. School members were first chosen by their community and hired directly by projects, including IFAD funded projects.

⁹Mainly the NGO Soluciones Prácticas with funding from the German Cooperation GIZ.

The training offered by the Kamayoq is focused on the cultural and social context of the populations. The training must always be culturally appropriate and must have strong ties of commitment to their communities. This is a characteristic aspect of the school that not all LCs necessarily have or demand. Perhaps for this reason, it is also observed and, it is confirmed in the evaluations, that they work mainly in their communities, which are their main employers.

In general, there are several examples of LCs in the world that have facilitated access to their culturally relevant services to rural communities with strong cultural roots of indigenous and Afro-descendant peoples. Normally, the LCs are part of these peoples and use and respect their uses and customs, as well as their ancestral knowledge. They are almost always legitimized by their communities, as they are elected by them.

3.1.2. Local knowledge valorization

The LCA rescues local knowledge, puts it into practice and uses local solutions to local problems. The LCs are farmers with successful experience who base their knowledge on “know-how”; in some cases, this knowledge has been inherited from generation to generation and is considered part of the cultural knowledge of the territory or sometimes it is an adaptation of external technologies or techniques according to the circumstances and characteristics in which the LCs live. For example, in Cambodia, the LCs adapted a technique to plant rice more efficiently that they learned from the LCs in Thailand, which consisted of germinating the rice seeds in

plastic trays, and when the plants reach 20 cm in height, they are thrown into the rice field like small parachutes, always landing with the soil side down. This method saves labor and time for farmers and improves yields.

In the case of cultural knowledge, time and circumstances often cause it to be forgotten or underestimated, so it is not put into practice. LCA seeks to enhance the value of this knowledge, leaving the LC as the protagonist in the knowledge stock. This approach, with appropriate support, can revalue valuable ancestral knowledge. An interesting case in this regard is the LCs known as Yapuchiris in Bolivia. The Yapuchiris¹⁰ offer technical assistance after a process of learning, research, and farmer innovation. This model was built among technicians and farmers who are members of the Producers Union Federation of the Altiplano, as a response to the lack of permanent technical assistance services in rural areas and to the fact that the few services that existed were usually generated by development projects that, due to their nature, are temporary. The Yapuchiris also rescued ancestral knowledge to forecast the climate and are working with the Bolivian National Meteorological Service (Senamhi) in a research project to join efforts and scientific and ancestral knowledge to generate long-term projections in what they call participatory agro-climatic monitoring¹¹.

Another interesting example is the Yachachiqs¹² of Peru. Several development projects in Peru, many of them funded by IFAD¹³, have used Local Champions as providers of rural technical assistance

¹⁰Yapuchiri is the ancestral figure of the Aymara culture who oversees informing his community when to harvest, foreseeing the rains, droughts and frosts that may occur, to obtain a better production.

¹¹Annex 3 describes the yapuchiri model and their climate monitoring activities.

¹²Name in the local indigenous language (Quechua) to designate the Local Champions

¹³These include the Rural Development Project in Micro-regions (PRODERM), MARENASS, Sierra Productiva, Mi Chacra Productiva, Corredor Puno-Cusco, Sierra Sur, among other experiences.

and training. Yachachiqs are LCs hired from a public call for proposals, who speak Quichua¹⁴ or another local language/dialect, who know and practice the local culture where the project is implemented. Their main task is to provide technical assistance and individualized training to users to facilitate the processes of productive technological innovations and enterprise management.

The Yachachiqs visits each household and works with the technologies that the family has decided to use in a demonstrative way. The Yachachiqs must have knowledge and experience in local technologies and follow up the learning processes related to the project.

3.1.3. Quality

According to PROCASUR's experiences, the quality of LCs services depends on several factors. The application of services that have proven success in a territory is a quality condition of the services of this approach, however, the quality also depends on other additional factors such as:

a) Adequate LCs identification: Experience has shown that the diagnosis of demand needs, the definition of the LC profile according to these needs and a careful process of LCs identification are key to the service quality. This implies that a preparatory diagnostic stage is necessary before the LCs provide services. If a good preparatory stage of the LCA (diagnosis-profile-identification and registration of LCs) is ensured, it is likely to be even more important than the implementation of the service itself.

b) The LCs knowledges and experiences: Not all territories have LCs with quality knowledge and experience in the topics demanded by the

same territory. It is important to quickly identify if this is the case to determine solutions. Procasur and other agencies implement two alternatives for this type of problem: i) Train LCs in specific topics: Some projects have based their strategy on strengthening local LCs through training in other places so that they can replicate what they have learned. This is the case of the PADEE project in Cambodia that invested in Learning Routes (a type of advanced study tour) for a group of LCs from 5 different provinces of the country. These guided studies allowed them to train in similar territories in Thailand and Vietnam, with other LCs who were experts in their areas of interest, mainly organic and high market value agriculture. After the training, the LCs applied what they learned with great success, which also built fame and a good reputation in their territories; ii) Bringing in LCs from similar territories who are experts in the needs of the LCs in the territory, as in the case of IFAD's Rural Opportunities project in Colombia. The project promoted the creation of producer's organizations in marginalized rural areas with the support of LCs. To this end, it identified groups of farmers with the potential and desire to create associations in specific areas and brought LCs from other regions of the country that had successfully led similar organizations in the same productive areas. Although the territory is not the same, the problems, solutions, difficulties, and markets are very similar; iii) Specific training to LCs: Many times, it is necessary to offer training to LCs that have knowledge and experience in their area but lack training in other needs of the territory. It is common that specific productive issues or issues related to market access and entrepreneurship are learning needs of the LCs themselves. If this is the

¹⁴Local language

case, it is possible to offer specific training through other LCs or simply face-to-face workshops. This has been the case in the 2019-2022 FORMAPROD project in Madagascar, where an extra workshop on entrepreneurship was offered at the request of the LCs themselves. The workshop proved to be useful since by the end of the project, almost all users had an entrepreneurship project; iv) Train to teach: It is important that the LCs learn to teach. Although many of them have experience, the process of systematizing and organizing knowledge, as well as teaching tools, allows them to transmit their knowledge in an easier, more solid, and organized way.

c) Other aspects related to the learning process:

Finally, there are other key aspects for the service quality, such as: time, quality of training materials, logistics, etc. These types of aspects are easier to control if the training process is prepared in advance and has the participation of local actors that can contribute, such as local governments and farmer organizations.

3.1.4. Service cost

One of the most important advantages of LCA is that it has lower costs of transferring TA services and rural knowledge. This is due to:

- i) LCs normally live close to the users of the services or have complete information on cheaper forms and types of transport to reach the users' territory. Therefore, the cost of transportation is lower than that of a professional in technical assistance and rural training.
- ii) Since it is a peer-to-peer training, the LCs normally have a lower cost of lodging and food than the professional technicians because the LCs are

familiar with the dynamics of work and life in the field, which include certain customs such as, for example, that the beneficiary farmers provide them with food and sometimes give them lodging at no cost or at a low cost.

In the study of economic benefits of LCs conducted by Procasur with support from the Ford Foundation in Colombia in 2018, it is observed that the 100 LCs that were interviewed comment that food is almost always provided by the users themselves¹⁵ and that, in some cases, they also provide lodging. This pattern is repeated in almost all the experiences with LCs. In these circumstances, according to the study, the greatest transaction cost of the LC service was transportation.

- iii) The LCs have other incentives to offer their services. One of the most important factors regarding the cost of transferring the services of the LCs is that the LCs have greater incentives to offer their services than traditional technicians. In the same study on economic benefits, it was observed that all the LCs said that the greatest benefit generated by offering these services is that it allows them to position themselves as experts in their area and territory, which, in addition to increasing self-esteem, generates a series of business and project management opportunities with their users and with all the members of the LC ecosystem (projects, NGOs, local governments, etc.). It also gives them greater credibility in the markets in which they sell these services, but also in those in which they sell their products. Therefore, while it is important that the LCs are remunerated to sustain the service, it is even more important to design strategies so that this type of incentive is maintained over time.

¹⁵Only 1% of the LCs reported expenditures on food.

In addition, it has been observed that the transaction costs of the LCs service are decreasing over time because the LCs begin to generate greater proximity to their clients, making it increasingly common for them not to incur lodging and food costs. In the study, it was observed that the LCs that offered services in the same areas or organizations had lower expenses than those that had clients in very different locations or that did not have continuity of service with their clients.

Therefore, in general, the price of hiring a LC is lower than that of hiring a technical assistance professional. This does not imply that technicians are being replaced by LCs, but rather that LCs can

be a way to increase service coverage and that there are circumstances in which hiring LCs can be more efficient. Both traditional and proximity services are complementary.

Although the cost of LCA knowledge transfer is lower than the traditional one, at the beginning the implementation of LCA can have a relatively important investment because it implies investment in the development and strengthening of the supply, i.e., in the development of capacities and skills of the LCs and their subsequent organization. On the other hand, it is necessary to work on the recognition and access of their services for the demand and the articulation with the ecosystem.

TA SERVICES TRANSFER COST		
	PROFESSIONAL TECHNICIANS	LOCAL CHAMPIONS
FOOD	Provided by them or their employers. Sometimes by their users.	Generally provided by the users themselves.
HOSTING	Provided by them or their employers.	Provided by its users at low or no cost.
TRANSPORT	Provided by them or employers.	Provided by the LCs usually at low cost because they are in nearby territories and/or know the dynamics of public transport in rural areas.
TEACHING INFRASTRUCTURE	Dependent mainly on the State, located in the headwaters of rural areas.	It is part of the homes, farms, and workshops of the LCs, contains different ongoing innovations and proven tools, located in a multiplicity of territories close to the users.
INPUTS	Inputs based primarily on technical expertise and established traditional industry.	Inputs based on what works in practice and can be easily accessed by users.
INCENTIVES TO PROVIDE SERVICES	Employment, income, professional ambitions, and commitment.	Commitment, generation of networks that improve business prospects and recognition, impact on their quality of life, visibility to other actors [NGOs, local governments].
REMUNERATION	Remuneration only monetary according to the professional technical market, dependent only on government funds, low orientation to direct payment of services by the user or intermediaries.	Remuneration according to agreements with users and partners. Monetary and non-monetary payments (in-kind and intangible).

3.2. Economic and social benefits of the Local Champions Approach

The experiences of IFAD and Procasur in applying the Local Champions Approach around the world show that the market for the provision of LC services generates various benefits for the agents involved. As indicated above, a study was conducted in Colombia to identify the economic benefits of LCA and its ecosystem in different parts of the country and three LCs organizations. Although the study contemplates only the conditions of Colombia, many of its results can be extrapolated to most of the experiences with Local Champions in the world where it is observed that, over time, market behavior tends to be similar. The most important results are the following:

- In general, Local Champions generate monetary income for the services offered. The services of Local Champions have been contracted mainly by the following actors: i) Government projects; ii) NGOs; iii) Private companies; iv) Producer organizations at the national or local level; v) Public institutions of rural extension or education. This income is variable¹⁶ and not constant and -therefore- is considered as complementary income.¹⁷
- Being considered as complementary income, the monetary income obtained by the Local Champions is mainly used as investment (personal and/or for the organizations to which they belong) in education and capital goods for their productive activities¹⁸.
- The interviews showed that the market also generates economic benefits for the users receiving the services of other farmers in the area (LCs). On the one hand, this approach reduces service costs, and, on the other hand, the Local Champions provide solutions to their users that are efficient in the territory because they are based on the territory conditions and value chains that they know well. Finally, the LCs explain that being farmers, they are familiar with the dynamics of work and life in the countryside, which include customs such as, for example, that the beneficiary farmers provide food and normally offer lodging as a sign of gratitude. This form of co-financing by the user is difficult to find in the traditional extension system.
- The LCs services also creates other types of medium and long-term economic benefits for those involved. Among the most important ones mentioned are:
 - i) *Broadening networks* of market actors (Local Champions, users, projects, private sector, local governments, and other actors that are part of the ecosystem). LCA generates a cycle of network expansion that allows LCs and the surrounding ecosystem to create new opportunities. This point will be expanded in the next section.
 - ii) *Greater access to market information* and new knowledge: the approach makes it possible to share knowledge and information with different actors in the same territory, which reduces one of the major market failures experienced

¹⁶There is no average price for the LCs service because its benefits are very diverse in time, people served and type of service. In Colombia, the average price in 2018 was between \$7 and \$35.

¹⁷Local Champions also generate non-monetary income, either in kind or in exchange. This is the case between farmers without the intervention of any other agent (government, project, NGO, company, or educational institution).

¹⁸In Colombia, the majority of Local Champions spent the money generated by these services on production improvement, education, acquisition of capital goods (motorcycles, lots, and computers) and debt repayment.

in remote rural areas, which is the information asymmetry regarding prices, costs, demand, supply, transaction costs, substitute goods and other aspects of rural products and services.

iii) *Recognition of Local Champions* in their communities. This aspect is one of the greatest benefits for the talents to participate in these processes because recognition translates into confidence and recognition of their products and initiatives.

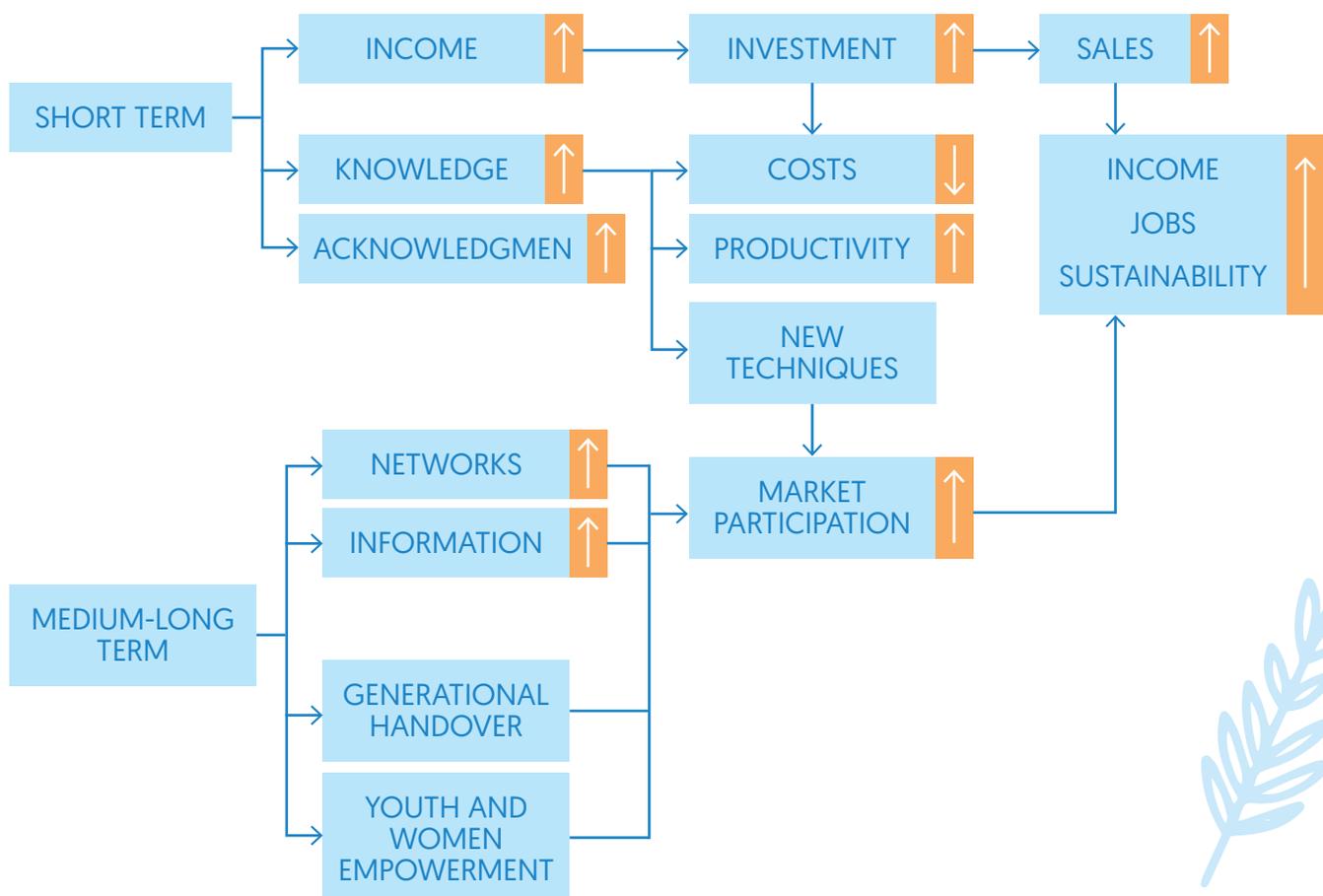
All these aspects generate, in the long term, higher income for the LCs and their users, visibility of the LCs as agents of change in their

territories or knowledge networks, access to new business opportunities, projects and markets, and sustainability in access to knowledge and information.

- Finally, other relevant benefits identified are i) recognition of local knowledge; ii) empowerment of women through their inclusion as talent, valuing their knowledge and making them a reference for their community; iii) generational replacement; iv) the creation of trusting environments that foster dialogue and greater exchange of knowledge.

The following figure summarizes the benefits of LCA in the short and long term.

BENEFITS OF THE LOCAL CHAMPIONS APPROACH



Source: Based on study of economic benefits of LCs in Colombia, 2018.

3.3. The role of LCs in different organizations

According to the surveys about LCs conducted by Procasur, most of the LCs expressed that they do this work mainly because they consider it an investment for future business opportunities or to participate in new projects or to access to new trainings or capacity building process. In general, they understand this process as a networking strategy. Therefore, their role on users' organizations or business or their own new initiatives are relevant to this study.

By working together, LCs can exchange knowledge, information, ideas, and projects. The approach then provides a space for dialogue and reflection for them. It also allows LCs and users to provide feedback to each other and create common projects for the future, such as enterprises, productive organizations or projects that allow them to reach markets or transform products. Also, the approach encourages rural youth entrepreneurship because the LCs guide the process of creating and implementing their ventures. It also encourages the involvement of other local and national actors, such as development projects, NGOs, local governments, or training institutions, which demand the services of LCs or are looking for farmers with this profile to lead initiatives.

The following section will recount some experiences of the role of the LCs in various types of organizations.

3.3.1. Local Champions as mentors of organizations or enterprises.

Local Champions have played an almost natural role in guiding the initiatives of others. A good example of this process was the IFAD-funded program in Colombia called Rural Opportunities Program. The program operated for 7 years (2007 and 2014) seeking

*to contribute to the fight against rural poverty by increasing employment and income of the poorest families, improving the competitiveness and market integration of rural microenterprises.*¹⁹ It also financed the strengthening of productive processes of rural microenterprise associations through training, support in the implementation of operational, planning, administrative, financial, monitor and evaluation instruments, as well as access to financial services for small investments in machinery, equipment, etc. and support with seed capital for the creation of a revolving fund for the associations.

After the first stage of implementation, the program selected successful farmer beneficiaries. They were trained and - subsequently - hired as LCs to train, guide and follow up new associations mainly with training and accompaniment in the development of planning and operational tools for the association. The follow up of LCs included three to five visits per association to train and help them to implement their association. Subsequently, some LCs were hired to strengthen the associations in market issues, which became known as "Business School". In addition, LCs were hired to evaluate the new associations. Finally, the program also hired successful local organizations to be LC coordinators, that is, to manage the LC service in their region and provide services to incoming organizations. The selection of LCs was demand-driven and classified by demographic region.

The LCs worked about 15 hours per association and each LC served several organizations. During and after the program some organizations, especially NGOs, joined the initiative to hire LCs to teach other farmers. In that sense, the program has been

¹⁹Development of investment opportunities and capitalization of assets of rural microenterprises -Rural Opportunities Program. Ministry of Agriculture and Rural Development, Colombia. August 2008.

instrumental in beginning to expand the LCA in other organizations.

The results of this program have been very positive. A field study found that of five outcomes achieved by the associations, four were positively correlated with some form of exchange with LCs, the most frequently mentioned were the increased production, technological change, product diversification and improved quality. In general, improvements in income and advances in empowerment processes depend on numerous internal and external factors that are variable. Training is one of these factors. For many associations, exchanges were the factor that determined the introduction of innovations at critical moments. This allowed a process of empowerment in different dimensions, including the economic one, and thus an improvement in income.

Many associations generated strategies and changes after the advice of the LCs that allowed them to remain in the market. Among the strategies mentioned are the signing of contracts with large companies at constant prices; the management of a revolving fund which, being an important asset of the association, also strengthens family economies; the promotion of productive diversification; and the improvements in production, transformation and commercialization processes that reduced the working day and - in many cases - improved working conditions.

3.3.2. Local Champions Organizations

LCs are organized by the common interest of providing services, gathering knowledge, creating knowledge networks with other LCs and actors in the ecosystem and other opportunities that are generated along the way. This section will present some interesting experiences of LCs organizations.

3.3.3. Community Learning Centre [CLC]²⁰

The Community Learning Centre [CLC] is a form of LCs organization that was managed through PADEE projects between 2013 and 2016²¹ and funded by IFAD in Cambodia. Its origin is in Thailand.

The demand for innovative methodologies to transfer knowledge and good practices to PADEE farmers was met with Procasur's experience in knowledge management. In this framework, seven members of the Ministry of Agriculture of Cambodia and the PADEE project participated in a Learning Route organized by Procasur in Thailand, through which they were able to learn first-hand about the experience of Community Learning Centers in Thailand, a recognized model for transferring knowledge among peers and providing rural extension services promoted by the Ministry of Agriculture and Cooperatives in Thailand [MOAC].

A CLC is a LCs organization from the same territory that offers TA and training services to different users and carries out community advisory and other project and enterprise management activities.

Inspired by the Thai experience, members of the Ministry of Agriculture, Forestry's, and Fisheries [MEFF] and the PADEE project, supported by Procasur, structured an initiative to implement this experience in Cambodia. Five CLCs were created in five provinces of the country. To this end, 26 LCs were identified and intensively trained, through Learning Routes in Thailand, to implement organic production techniques in Cambodia. In terms of capacity building, this first generation acquired practical knowledge on organic agricultural production, post-harvest techniques and

²⁰Two graphs summarizing the CLC model are presented in Annex 5.

²¹Project of Agricultural Development and Economic Empowerment (PADEE), financed by IFAD and implemented by the Cambodian Ministry of Agriculture [MAFF]. Its objective was to improve the living conditions of the rural poor in 5 provinces by diversifying income sources, improving productivity, facilitating access to financial services, technology, and markets.

market access through Learning Routes developed in Thailand, workshops, and Training of Trainers (ToT).

The result was that the LCs in the five PADEE provinces switched to sustainable farming methods (agroecology) and increased their incomes by reducing production costs with new techniques, diversified crops and cooperating with each other in a market-oriented approach. Once they became experts and were able to apply what they learned successfully, they began to train other farmers. According to the evaluations conducted, all the LCs were successful in increasing their incomes.²² The LCs successfully adopted what they learned and shared it with others. The group became a reference for all.

Subsequently, the CLCs defined some TA services and rural training among other types of services and activities such as the curriculum of 48 subjects or learning modules, organic products collection center, meetings of LCs, space for collecting organic market information, weekly congresses with farmers to resolve technical doubts and various events.²³ In 2015-2016, the five CLCs trained 4,349 farmers, most of them from districts other than their own, 50% of the farmers trained were women, 29% were young and 60% successfully adopted the technologies and practices taught.²⁴

Subsequently, the goal was for this generation to train new generations of LCs who would create their own CLC. By 2017, 15 CLCs had been created [5 established in 2013 and 10 in 2015] in which 76 LCs were working. Between 2013 and 2017, these CLCs received technical support from the PADEE project and

Procasur and were one of the models for providing training to other farmers with innovative solutions throughout the country. Once the project ended, the challenges for the CLCs were to maintain their operation as training centers. However, according to a recent document [2021] prepared by Procasur following up on the CLCs of Cambodia, it was observed that the IFAD project that came after PADEE, called ASPIRE, did not continue with the CLC model and some LCs became members of cooperatives, abandoning the CLCs. At present, the training service of each CLC no longer offers organized training.

However, some development agencies and NGOs hired the LCs on an individual basis rather than through an institutional contract to provide training to their target group. The CLCs continue to function as collection points to supply organic and agricultural products to contracted buyers in Phnom Penh. In addition, they function as field schools and farmers from the communities can visit them to see the solutions implemented.

“Some NGOs hired me as a trainer to train their target farmers, and they paid me USD 20 as a service fee, not counting per diem. At the CLC, we only have visitors who come to see what we are doing in relation to our farming activities and ask us for some techniques. At my CLC, I still collect the agricultural products to sell in the stores in Phnom Penh.”

[Dek Dul, LC of Takeo]

²²Procasur and Padee conducted at least two evaluations related to the success of the LCs: the evaluation of the CLCs in 2015 and the evaluation conducted at the completion of the Procasur Routasia project for IFAD.

²³A diagram of the Cambodia CLC model is provided in Annex 5.

²⁴Procasur. Completion report ROUTASIA, 2016.

“Farmers always come to my house to ask for help about their agricultural problems and others come to learn the techniques. They don’t call the agricultural officials anymore because they are far away from our village, and they are always late to help us. After I had the opportunity to learn the techniques from Thailand, I can now help farmers solve many problems related to farming techniques and solutions.”

[Veng, LC of Kandal]

This shows that, although an organization of LCs is a good strategy to promote the sustainability of the LCA, it is necessary to develop other strategic guidelines in parallel, such as the development of the LC ecosystem to promote their recruitment and

visibility by other projects and stakeholders, and the institutional development that allows the LCs to be recognized by law, thus facilitating their linkage with State entities. However, it is also observed that despite the little support that the LCs had after the project, they continued to provide services individually and managed to maintain some CLC activities that became sustainable and useful on their own.

Finally, some key factors that favored and detracted from the development of the CLC model in Cambodia during the follow-up case study conducted by Procasur in 2021 were identified and are worth mentioning for future applications.

Among the factors that favored the project were: i) the level of ownership of the project by the key



stakeholders: the technical experts, the local project and local government staff; ii) the enabling conditions generated by PADEE by supporting the intensive training process for the technical experts; iii) the support of the Thai LCs who hosted and taught the Cambodian technical experts in Thailand and provided them with technical assistance and follow-up in Cambodia. This facilitated the adaptation of the solutions offered on their own land and adapted to their environment. Among the factors that hindered the development of the CLCs is i) the lack of skills of the LCs in areas such as management, accounting, and administration; ii) the lack of continuity by other projects such as IFAD's ASPIRE project which did not integrate the LCs as technical assistance providers and only involved them as beneficiaries without considering their skills and knowledge.

3.3.4. Learning Territory (LT) - Belen de Umbria-Colombia

A Learning Territory (LT) is a knowledge management model that seeks to value the knowledge and good practices of Local Champions that have implemented innovative and successful solutions for rural development. It is usually made up of LCs (they can be a set of small enterprises or organizations) specialized and successful in value chains or other specific knowledge/experiences in each territory.

The LTs can have a productive, marketing and management vocation, among others. They are usually structured as local companies providing LCs services based on specific issues. In general, the LTs were implemented according to their territorial vocation. In some cases, the LTs were generated by the LCs themselves with the support of external agencies.

In other cases, it was these external instances that saw the potential of a territory and their LCs.

One of the most successful TAs has been the Belen De Umbria TA in Colombia. This LT is composed of several productive associations²⁵ with LCs experts on the development of productive organizations (technical, productive, commercial, organizational, and financial experts). It has become a learning space for those who start an agricultural enterprise in Colombia. The LT is constituted as a company that sells TA services and rural training provided by LCs.

This LT has sold services to private organizations, NGOs, projects and programs of cooperation agencies, public and educational entities. As a parameter, in 2016 this LT served 835 people from 12 of the 32 departments of the country generating revenues of US\$415,000.

3.3.5. Other LCs organizations

There are other LCs organizations created on the initiative of the LCs themselves after participating in various projects. One of these is the Caribbean Agribusiness Trainers Corporation (CORFACAR) in Colombia created in 2015 by a group of Caribbean LCs who worked for IFAD's Rural Opportunities program.

There are also associations of integrated LCs based on specific value chains. The Association of Ecological Promoters of the Sierra Nevada de Santa Marta (ASOPROMO) in Colombia provides technical assistance related to the installation and maintenance of sustainable agricultural production systems. The association specializes in coffee and cacao cultivation, as well as beekeeping. It provides

²⁵Asociación de Ebanistas de La Ceiba (ASOEBAC), Asociación Nacional Agropecuaria de Productores de Plátano de Belén de Umbria (ASPLABEL), Asociación de Productores de Lulo del Municipio de Belén de Umbria (ASLUBEL), Asociación de Productores de Acuicolas de Belén de Umbria (ACUABEL), and Asociación de Productores de Mora del Municipio de Belén de Umbria (ASMOBEL).

services to partners of producer organizations in which they are members, such as ApiSierra, Red EcoSierra, NGOs, and other organizations in the area. The LCs explained that the technical assistance includes visits to groups of farmers to provide training and visits to individual farms where they install equipment and provide follow-up. These are medium to long-term services, ranging from one to several months with several visits at different times.

3.4. Local Champions institutionalization

One of the most important strategic lines of LCA is institutional development. This chapter outlines the main LCA institutionalization activities and shares some lessons from the most important experiences in this regard. [Annex 6](#) presents a summary of this section.

This strategic line seeks to generate the necessary conditions for LCA to scale up based on the link with the State. To this end, it is necessary to carry out different advocacy and political dialogue actions that allow different goals to be achieved gradually. Each country has its own path according to its institutional characteristics.

It should be mentioned that it is important to generate spaces for linking LCAs with the State to give them visibility, legitimacy, and space in the market. However, this does not mean that the LCA should be financially dependent on the State. In other words, the contracting of LCs should be financed from various sources generated by the market itself, including users and all those from their ecosystem: projects, local governments, NGOs, research institutions, private companies, rural cooperatives, international cooperation, and state agencies. However, without the State linkage, it is very difficult to generate visibility, legitimacy, and access to this ecosystem because it is the State that should encourage the ecosystem and users to use

LCs services through actions such as registration, promotion, and certification of LCs.

In general, the processes pursued by the LCA in this dimension are the following, not necessarily in this order.

1. Registration: Local Champions must be registered to make visible their “know-how”, the background [knowledge and experiences] that prove this “know-how”, their demands for knowledge and future projects and other general characteristics. Registration is a tool to promote LCs and a first insertion into the market as a service provider. Registration is carried out in different stages. At the beginning, the interested project registers the LCs and, if possible, shares this registration on its own platform to promote them.

2. Certification: This process corresponds to the competent State body that certifies that Local Champions has valuable knowledge and the capacity to transmit it. In this way, the technical assistance and training services of the LCs are validated, and their contracting is simplified. There are mainly two different types of certifications in the countries: 1) Certification of Local Champions that recognizes the activity of the LCs and their knowledge in a comprehensive manner. This certification is simpler to design and implement and 2) Certification by competencies that certifies the specific “know-how” of each LC. This process has been tried in some countries, however, it is complicated to complete the process due to the diversity of knowledge and experience that a LC possesses, as well as the flexibility with which the certifying entity must act.

[Experiences in both cases are mentioned below. Certification is a process that is recommended because it encourages the sustainability of the LCA.](#)

However, it is not necessary to have certified LCs to insert them into workspaces. This certification process is implemented when the LCs are relatively organized and have experience in service provision. It is not a condition for their operation.

3. Public policy: An important goal of LCA can be to insert the approach into the country's public policies. This implies recognizing that the approach works and has legitimacy for the country. The following section will describe the most interesting experience in this regard: Peru.

4. Formal insertion of LCs: Another way of inserting LCAs into public policies is to include LCs in government institutions that provide technical assistance and training services. In these cases, the LCs become formal service providers based on the existing demand with the rights and obligations of any civil servant or service provider. Therefore, profiles, schedules, workload, and salary ranges are established. In the following section, the Chilean experience will be developed as an example of the insertion of LCs in public institutions.

5. Other spaces for advocacy and policy dialogue: There are intermediate actions for advocacy and policy dialogue that can be carried out before achieving insertion in policies or service provision institutions. These activities include discussion forums, working groups, meetings, and LC fairs, among others.

In Chile and Peru there were relevant processes of institutionalization of LCA. In the case of Chile, the government agency that offers TA and rural training services integrated the LCs as service providers. In Peru, a Local Champions Strategy was developed by the Ministry of Agriculture to promote the participation of LCs in different areas. In both cases, LCA was tested and promoted in discussions

and spaces for dialogue and political advocacy long before the public authorities took the lead in the institutionalization process. It was necessary for the public institution to be aware of this approach and to see evidence of results to integrate it.

There are stages in the LCA institutionalization process that, although different in each context, include the following activities 1) Definition of profiles and processes for LCs identification and registration; 2) Spaces for LCA promotion and dialogue; 3) Implementation and evaluation of a pilot of LCs in specific projects; 4) Certification of LCs; 5) Advocacy spaces to integrate LCA in public policies; 6) Integration of LCs in the public and/or private provision of rural TA and training services.

3.4.1. The LCA experience in Peru

Peru inserted the LCA into the country's public policies through the "National Strategy for the Local Champions Promotion" known as the "Local Champions School", which is part of the National Strategy for Family Agriculture of the Peruvian State's Agrarian Policy.

The purpose of the "Local Champions School" was to *contribute to expand and strengthen rural extension, technical assistance, and training services, tailored to the needs, and demands of family farming producers, consolidating the rural extension model*



of Local Champions, within the framework of the National Agricultural Innovation System (SNIA).

This strategy was the result of years of work and management seeking to strengthen technical assistance and training services through peer-to-peer methodologies, where IFAD projects played a fundamental role.²⁶ Another driver of LCA was the Cooperation Fund for Social Development (FONCODES)²⁷, a state agency that, through programs and projects, trains, and hires LCs for interventions in rural households. In Peru, LCA were also promoted by various NGOs involved in the LCs training, such as the Institute for an Agrarian Alternative (IAA) and “Practical Solutions”.

Some of the actions implemented under this strategy are:²⁸ 1. Development of a LCs platform by the National Institute for Agrarian Innovation (INIA); 2. LCs capacity building and competencies process by INIA and SINEACE²⁹, which is responsible for certifying specific competencies; 3. LCs hiring as providers of technical assistance and rural training services under different FONCODES programs and projects; 4. Strengthening of national, regional and local institutions for the promotion and management of LCs.

The Peruvian experience gives some important considerations:

1) Peru is the most important experience related to include the LCA in public policies. This achievement is due to a long-term process in which various public, private³⁰ and international institutions played a relevant role. The approach was well received in places where, informally, and privately, Local Champions already existed.

2) Not all LCA institutionalization experiences should follow Peru’s path. The approach must be adapted to the needs, demands, possibilities and characteristics of each country to be useful. However, knowing Peru’s experience allows for a broad vision of the linkage of this approach with the State.

3) In any case, it is important to work in parallel with the State from the beginning through dialogue and advocacy events to create the necessary conditions to involve the State in the Local Champions market.

3.4.2. The LCA experience in Chile

Chile inserted the LCA through the inclusion of LCs as providers of technical assistance and rural training services offered by the State. To this end, the LCs were integrated into the National Institute for Agricultural Development (INDAP)³¹, which is responsible for the provision of these services. Since 2013, INDAP introduced the Local Champions in the technical advisory programs. In 2017 it modified the rules of its technical assistance programs,³² including the LCs as an extension methodology.

²⁶Annex 7 includes a list of IFAD projects that have promoted the Local Champions Approach through the recruitment of LCs and the development of the demand and surrounding ecosystem in Peru since 1993.

²⁷FONCODES is part of the Ministry of Development and Social Inclusion and is an agency that manages programs and projects for productive development and economic and social infrastructure aimed at the poor population.

²⁸A summary table of Peru’s National Local Champions Strategy is presented in Annex 7.

²⁹National System of Evaluation, Accreditation and Certification of Educational Quality.

³⁰This section mentions the main institutions and projects involved in institutional development process. There are other organizations that are part of the LCA implementation such as universities or training centers.

³¹*It is a decentralized service under the Ministry of Agriculture of Chile whose purpose is: “To promote the economic, social and technological development of small agricultural producers and farmers, in order to contribute to raising their entrepreneurial, organizational and commercial capacity, their integration into the rural development process and at the same time optimize the use of productive resources”.*

³²Resolution No. 141632 of 08/09/2017

This process was inspired by INDAP's recognition of the need to move from a technical assistance scheme to the construction of "local innovation networks" that would include all members of the production chains and actors in the territories. A survey conducted prior to the implementation of the strategy among the various professionals in INDAP's technical teams showed that 97% used farmers' knowledge in their TA activities and that 70% recognized the existence of "Local Champions" in their areas of intervention. This is not surprising because the farmers who stand out for their knowledge and experience form part, formally or informally, of the rural training and technical assistance processes. Formal recognition makes it possible to use this knowledge and experience in a more efficient and targeted manner.

INDAP sought to move to a model of knowledge management for sustainable innovation in rural territories. To this end, it carries out the following actions:

1. **Integration of the figure of "Local Champions" in the technical regulations** of the different Programs (PRODESAL, SAT, PDTI, Productive Alliances)³³ Since 2015, the regulations of the main technical advisory programs, incorporate the inclusion of LCs in capacity building as an extension methodological alternative. This implies that the regulations allow and promote the services of Local Champions in these programs. The incorporation in a Directory of Local Champions and the methodology that guides their identification are in INDAP's regulations. Also,

Local Champions participate in an empowerment process through a workshop that allows them to know and learn how to use methodological and pedagogical tools that facilitate their provision of technical advisory services.

2. **Implementation of a Local Champions Program** with support from IFAD and PROCASUR. The program seeks to contribute to the identification, integration and scaling up of new ideas, good practices and innovative solutions applied to the production and business management of family agriculture and thus strengthen and extend local innovation networks, led by LCs who provide technology and knowledge transfer services in INDAP's programs. The LCs Program has been implemented in two stages: 1. The Management and Promotion of LCs and 2. The institutional scaling of the LCs Program in INDAP's technical assistance services platform.³⁴

3.4.3. The experience of institutionalization from the private sector

Finally, there are experiences of institutionalization of LCA from the private sector. One of the most important ones is the already mentioned Learning Territories (LT). The LTs receive visits from groups of producers and entrepreneurs to learn about the processes that led to their success in managing a production chain or other activities. These visits (which normally last several days) are mainly paid by intermediaries such as development projects, public institutions, NGOs, or educational institutions. In some cases, they are paid for by the farmers themselves.

³³In 2015, INDAP integrated LCs in activities aimed at training and productive development. Also, the norms of the Technical Assistance Service Program (SAT), which serves small producers with a higher degree of productive and entrepreneurial development, incorporate the figure of LC as a potential training and technical assistance agent. Recently, the PDTI regulations have also been reformulated, aimed at the indigenous population, where the figure of LC has been integrated as part of the technical assistance and training services.

³⁴A summary table of the Local Champions program of INDAP, Chile, is shown in Annex 7.

In Peru, the LT Cuy (Guinea Pig)³⁵ was formed to create spaces where LCs, with more than ten years of dedication to guinea pig production, train less experienced producers to execute the activity in a more efficient and successful way. The LT Cuy was born due to the lack of public or private programs aimed at promoting and transmitting good practices and knowledge to achieve sustainable guinea pig breeding.³⁶

This LT offers various TA and training services based on visits by groups of new guinea pig producers and Learning Routes. In addition, they generate income from the guinea pig sales. In 2017, the LT received approximately \$2,000 in income for LCs services (in guinea pig management, natural resource management and economic investment) and they received \$23,613 from the guinea pigs' sales.

Current regulations in Peru allowed the guinea pig LT to certify the competencies of their LCs as providers of technical assistance services in guinea pig management and production and, later, they were also certified as evaluators to certify other producers.



³⁵The guinea pig is a typical Andean animal like the rabbit that is sold for human consumption.

³⁶A summary table of the guinea pig AT curriculum is presented in Annex 7.



4. LCA lessons learned

4. LCA lessons learned

The lessons learned from the LCA are organized according to the topics that are considered central to its application: i) knowledge adoption; ii) LCA scale up; and iii) LCA sustainability. Some positive impacts as well as failures and challenges will be developed. Finally, the LCA transformative power is presented with some existing examples.³⁷

4.1. Knowledge Adoption (KA)

It refers to the knowledge adoption by users of the TA and rural training services offered by LCs. KA is one of the most important indicators of LCs' services effectiveness because it proves that knowledge works and convinces the users. Among the lessons learned regarding knowledge adoption are:

a) Evaluation system to measure knowledge adoption

Public systems of TA and training services generally do not contemplate the evaluation of their services, which prevents them from knowing their results and impacts. Therefore, for the implementation of LCA, it is important to introduce evaluation tools from the start of implementation.

b) Time adoption

Measuring KA of any kind requires sufficient time for users to test, adopt and take ownership of knowledge. Ideally, a quick adoption evaluation should be planned for at least 1 year after the service. However, project timelines do not always allow for such processes, so it is necessary to evaluate it with existing information. One possible tool is user surveys related to the availability and possibility of adoption, the follow-up process and the availability, trust, and credibility of LCs.

c) Factors facilitating KA

The project experiences show that knowledge adoption in LCA depends mainly on:

i) **Relevance:** The most important factor found to facilitate KA is the relevance of it. For this purpose, it is essential to identify in a timely manner the needs and demands of users and the appropriate LCs.

ii) **KA cost:** Experience teaches that it is essential that knowledge taught can be adopted only at affordable costs for users. Many useful and relevant solutions offered are costly so users do not want to adopt them and if they do adopt them, they cannot sustain the adoption in time. In this regard, LCs have an advantage because, being farmers themselves, this type of factor is implicit in their work.

iii) **Follow-up:** In any type of knowledge adoption, follow-up is fundamental to its success. It is perhaps the greatest challenge of KA because projects do not normally include user follow-up processes.

iv) **Risk aversion:** Another factor found is that not all users have the capacity and willingness to make risky changes in their productive or business activities, while the LCs are agents naturally disposed to change. The more radical the changes proposed by the LCs, the lower the adoption rate. In this sense, it is important to know the context of the users to know what kind of changes they are willing to make.

³⁷Annex 8 presents a summary table of this section.

Examples of Knowledge Adoption

PROJECT	DESCRIPTION
FORMAPROD MADAGASCAR (2019-2022)	<p>The project included a 3-month training pilot for young people between 14 and 29 years of age done by LC. Evaluation surveys show results regarding KA:</p> <ul style="list-style-type: none"> -Adoption probability rate: 99% -Probability of maintaining contact with the LCs: 100%. -Probability of requesting follow-up or consultation on adoption from LCs: 76% -% of users who designed an entrepreneurship during the pilot: 86.6%. <p>In this project it was possible to have more indicators than usual on KA because Procasur remained after the pilot with the project (which is not always the case because some projects seek support in one part of the implementation such as in the selection and training of LCs) and because this was the last project carried out with Procasur LCs (2022). The encouraging results regarding KA are because the pilot involved adopting knowledge during training, which is one of the most efficient strategies, but not always possible.</p>
PADEE - IFAD - PROCASUR CAMBODIA (2013-2016)	<p>The Cambodian LCs were initially trained as users under the LCA by LCs from Thailand. All applied what they learned and, according to the surveys, all were able to increase income, productivity, reduce costs and make investments. The key to this success according to the users was i) the knowledge relevance; ii) the follow-up by the Thai LCs; iii) the selection of appropriate and necessary knowledge for the users.</p>
ROUTASIA CAMBODIA VIETNAM BANGLADESH NEPAL (2013-2016)	<p>In different IFAD projects in Asia, the LCA were implemented to a greater or lesser extent under Procasur's ROUTASIA project. The results of the KA surveys are:</p> <ul style="list-style-type: none"> -Average KA rate: 41.3%: with a range between 60% in Cambodia and 10% Nepal. The reason for the disparity between countries is mainly due to different levels of work with LCA from each project and geographical and communication difficulties for monitoring in Nepal. Nevertheless, Nepal continued using LCs in its cooperatives as monitoring agents for its partners.

4.2 Scale up

In some projects it has been possible to implement actions for scaling up the LCA, seeking to replicate the experience in other areas, inherit the approach to new IFAD projects and insert concrete actions to promote and encourage work with LCs, such as registration, certification, hiring of LCs, among others. These are some lessons summarized from the experience:

- i) *Define scaling up objectives from the beginning:*
This implies that, the implementation will involve the

necessary tools for scaling up, such as a roadmap, for example. This was done in Cambodia, where the objective of the program was to scale up LCA from the beginning.

Another example is Madagascar, which sought to replicate the model in other regions of the country. To this end, a series of instruments were developed that allowed program technicians to adapt what was implemented according to the needs and conditions of other regions.

- ii) *Simplicity*: The initial scaling-up process must be simple, which means that it must have easy-to-use tools included in a toolkit, it must be focused on defined target groups and bring together the strategic stakeholders. In Cambodia, the scale up process was defined based on phases and levels of LCs that ended up being so complicated for the project that it could not be completed on time.
- iii) *Training processes and involvement of professionals and technicians*: No scaling up process works if the immediate technicians of the projects and the territories are not able to take ownership of it. In this sense, the following recommendations can be useful: 1) Implementation is a joint process of the interested project together with key actors, including Procasur. Therefore, the type and level of technical teams' involvement should be clear, defining responsibilities and incentives and 2) Local government technicians and -in some cases- from other projects, should participate in training processes that allow them to receive the *know-how* of the process. In the recent Madagascar project, at the end of the project, a one-week workshop was held for local technicians from different regions to learn the procedure to implement the LCA and the tools for it.

4.3. Sustainability

The greatest challenge of any approach to rural TA and training is sustainability. Lessons learned from LCA experiences on sustainability are as follows:

- i) The main characteristics of LCA that encourage sustainability are: 1) LCs living in the same territory as users; 2) Peer-to-peer approach generates trusting relationships, potential joint innovation and entrepreneurship initiatives and greater possibility of monitoring the adoption of knowledge; 3) Low and decreasing cost of knowledge transfer.
- ii) Sustainability depends mainly on promoting in parallel from the beginning, the development of the four strategic lines of the LCA (demand, supply, ecosystem, and institutional framework). This implies: 1) Identifying LCs according to users demand and LCs interested on sharing knowledge; 2) Promoting LCs through a LC platform; 3) Training LCs to build their own knowledge transfer tools by helping them to systematize their knowledge; 4) Creating conditions to involve LCs with other local actors in the future; 5) Initiating institutionalization processes such as LC certification proposals, LC fairs, forums and discussion spaces and third-party trainings. 6) Generating a monitor and evaluation system that allows to follow-up the users, LCs, and ecosystem after project implementation; 7) Build a multi-stakeholder roadmap for scaling up the LCA.

In summary, the emblematic sustainable cases have been:

- 1) When LCs have managed to establish private LCs, enterprises offering their services either focused on some value chain or other common denominator. This is the case of the Learning Territories described, such as Belen de Umbria in Colombia and Cuy in Peru. There are other cases, where associations of LCs offer TA services and rural training or implementation of projects on demand, based on the needs of a specific territory or according to a curriculum defined by LCs. This is the case of the Community Learning Centers (CLCs) in Thailand, Cambodia and Madagascar and other private organizations mentioned in this document such as CORFACAR or ASOPROMO in Colombia.
- 2) When the LCA is integrated as a method of training, technical assistance and follow-up to organizations owned by their members. This is the case of LCs in Nepal that provide follow-up

and advice to cooperative members, or the case of LCs in Colombia's production associations, especially those in the coffee chain.

- 3) Another example of sustainability are LCs networks created from integration and training initiatives of LCs. This type of activity allows LCs to create networks among themselves and share demands of different users according to their specialties, as well as to keep up to date with technological innovations and strategic alliances.
- 4) When LCA have been able to influence public policy by allowing LCs services to be contracted directly by the State, as in the cases of Perú and Chile.
- 5) Finally, there are cases in which the technical assistance teams supported by an IFAD project have been taken over by consecutive projects as service providers. This allowed the LCs to maintain their service over time and influence public policies. This is the case of Colombia and Peru. This is one of the most evident lessons over the years because LCA need time to permeate in a country, it requires the commitment of several institutions, organizations, and projects.

4.4. The LCA transformative power

The experiences of LCA implementation show, above all, a transformative power in the users because it allows them to be inspired by their peers and make important changes for their quality of life. Some of the transformations generated by LCA in the different experiences are: (i) The use of new technologies and crops adapted to the context allowing people to improve their productivity; (ii) Significant advances in the quality of life of LCs that managed to successfully apply what they learned and become referents in their communities; (iii) Greater participation of LCs and users in new initiatives and projects of different types and sources in their own territory, as well as greater connection with different actors in the LCA ecosystem; (iv) New emerging leaderships (LCs) more visible and recognized by the community and development agents; (v) Greater inclusion of women and young people who are LCs in leadership and decision-making positions because the recognition of their knowledge makes them referents; (vi) The relationship between peers generates spaces of greater trust and support between users and LCs, as well as greater self-esteem. This part of the document presents some testimonies in this regard.

Testimony 1: The LCs live close to us so we know them, we can express ourselves freely in front of them, we can ask all the questions we want without being embarrassed, which is what happens to us with the technicians. I have just started with these activities, but thanks to this training, I have already sold many chickens. I managed to equip my chicken coop with a watering trough, I prepared some food for my animals. Moreover, I was able to meet other young people with whom I will always be able to share my experiences. "

RASATAHARISOA Elvine Sydoxie, chicken breeding entrepreneur, Madagascar

Testimony 2: "I have been growing bananas on my own land, but seeing the changes that the LCs taught me, I took more land under lease, so I planted more bananas and increased my production generating more income".

Govinda Prashad Parajuli, LC user Nepal

Testimony 3: “As a LC I did an information gathering work that was a requirement to access projects for the area. I was connected through the Oportunidades project. They only paid me per diem, but I did it because it was a benefit for my region. In the end the \$5.9 billion project was approved, and they contacted me to [participate in] the execution.”

Jeider Osorio of Asopromo, Santa Marta, Colombia

Testimony 4: “When I came back from Thailand, I organized a training on how to produce effective microorganisms (EM) and how to transplant rice with the “parachute rice” technique. As a leader of the PADEE Common Interest Group, people respect me and listen to me. At first, some neighbors laughed at us, but now they see that our rice is growing bigger and stronger than last year, with less work and in less time, so they are getting interested. I have even decided to bottle the organic detergent I learned to make in Thailand, to distribute it for free to my neighbors to test and collect their opinions, and then sell it. I also contacted the headmaster of the school and the Buddhist monks nearby to organize training events on Organic Farming.”

Mr. Nget Som Ouen, LC Takeo, Cambodia

Testimony 5: Being a woman in the countryside is very difficult, even more so being a fisherwoman like me. Few men take you seriously and you need them to do so to improve your quality of life. LC’s work has helped me a lot in this because men listen to me, they know that I am an example to follow and that I have valuable knowledge and skills. Thanks to this I was able to participate more actively in my community, for example, I am invited to meetings and forums with the mayor’s office of San Pelayo and my association respects me a lot. In addition, I have been able to help many women, many different women’s groups in the community come to me to ask for support and I strengthen them, introduce them to contacts so that they can present proposals, etc.

Gloria Pastrana, LC, Córdoba, Colombia

Testimony 6: By sharing with other young people in the area and listening to the LC, I understood that I had to solve problems such as the near absence of seeds in my Commune. So, I want to become a seed producer and seller in my village.

RANDRIANOELISOA Jean Elie, student of Organic Horticulture, Madagascar

Testimony 7: “I am able to send my children to university in Phnom Penh because I increased my production and reduced costs by no longer buying fertilizer and pesticides and improving the quality of my products, which now allows me and other farmers to sell together as a group directly to the Phnom Penh market.”

Tim Toueng, Takeo CLC, Cambodia

4.5. The youth role in LCA

Youth are a catalyst for change, especially in rural areas where change is slower. Since LCA has a “transformative power” young people play an important role in this, either as LCs or users. This chapter presents some testimonies of young people who were LCs to understand the role they have played in this approach.

However, it is worth mentioning that to be successful and have a lot of experience it is necessary to have a relatively long track record. Therefore, LCs are generally not young, but middle-aged or older people. This is very important when designing proposals for LCs because forcing inexperienced young people to teach others can be counterproductive. New generations of LCs should be accompanied by training and mentoring of senior LCs.

But there are circumstances in which young people have been relevant LCs and whose experience has been fundamental in generating change:

i) Young people as change agents: Young LCs mainly offer knowledge and experiences that add value to products, reach more and better markets and use different marketing tools, mainly social networks. This type of LCs is usually found in semi-urban areas, but with roots in rural areas. Some of them have small marketing ventures or value enhancement of “boutique” products such as organic or special needs products. In Latin America and Africa, networks of young people have formed to share knowledge and support other farmers. Here is a testimony of a collective of young Local Champions:

Testimony 1: The producer cannot always do the marketing work because he does not have time, but it is different if he has partners who are also small and who value artisanal, quality, ecological, organic work. These strategic alliances must first be at the local level, prioritizing the local level. This type of process also encourages the producers' children to take the lead in this type of process. They are the ones who distribute the products, who sell, who make the added value, who have the Instagram page to sell in Bogota, etc.

Contributions at the meeting with the rural youth collective Tierra Libre, Colombia

ii) The connection value: Another comparative advantage of young LCs is that they manage to increase the products value through their own strategies based on the ease of connecting with

others. This is the case of LCs that managed to improve the sales conditions of rural products through the exposure of farmers' personal stories.

Testimonial 2: For me the interesting thing about our business [Tienda AlimentArte] is the contact with farmers and the possibility of telling their stories that have value. My parents know a lot about nutrition, and they are in that part of the business, but I am interested in promoting the products online and, above all, that farmers learn the value of their stories to promote their products.

Alejandra Naranjo Beltrán, 17 years old, AlimentArte

ii) **Networking:** Another characteristic of young people with LCs potential is that they have a natural tendency to work cooperating with others. This is evident in many cases of LCs that work especially in the trade and enhancement of products and is because they must deal with both sides of the market (supply of rural products and consumer demand) and is also a response to a world with increasingly intertwined relationships and greater communication among all.

For example, the small marketing ventures of young people are usually based on the use of the Internet

and social networks for the products promotion and sale based on the establishment of commercial alliances with producers on the one hand, and often specialized stores on the other.

One example is the company Angu from Colombia, whose representative is 27-year-old LC Catherine Ortega. She explains that the objective is to bring small farmers closer to markets with attractive prices. To achieve this, the promotion and added value of these products is the success factor.

Testimonial 3: We knew how to do that: a platform, image of the products, etc. So, we did what we knew and used it to convince potential suppliers. First you had to get the farmers excited and if you show them that there is a way to sell, then you win them over. I learn all the time about my products thanks to the sum of my partners. I know that if I talk to the people of the Huerta Verde enterprise, they will explain to me the importance of the production processes and the inputs for the products, I absorb that information and put it into my positioning strategy. The same if I visit Don José de Tulsi, I know that he knows very well the importance of a meat-free diet.

Catherine Ortega Gaviria, Owner Angu

ii) **young users:** Many users, in some cases most of the LCs' services are young people. In this scenario, the LC is a key agent because it has the tools to guide a new generation living in similar territories

and conditions. The LCs feel incentive to work with young people because they see young people as the possibility of a future for businesses and for their communities. Some testimonials:

Testimonial 4: I invited several children to my trips and encouraged other Local Champions from the association to bring their children to learn how the process works and how it is taught in the field. Little by little several of them were learning. When I was coordinator, I was able to recommend them to be hired and some of them like Linedi or Ruben Dario did very well. After this experience they continue to train and continue to offer services with other agencies. It is a good way to form leaders in the associations.

Wilinton Serna, Local Champion of Popayán, Colombia

Testimonial 5: The first thing that Catherine from Angu taught us is to organize ourselves, to see the most important needs, to be clear about the roles of each member, the steps to obtain the sanitary registration and the techniques to know the market. To know what the clients are interested in, what to say to sell. Now the internal structure is clear, and we are working to get the sanitary registration. We have also improved the image of the product with a paper that covers the chocolate, which is a thermal bag lined with cardboard, and we replaced the label with the seal. It looks better and is more environmentally friendly. This has had a positive impact on our customers.

Jonathan Molano, 17 years old, partner of Chocopeneya

Testimonial 6: We have learned to know when market prices are more interesting and to produce during those periods. To access the market, our LC encouraged us to form a cooperative and we are organizing it. It is very exciting because we are all young people just starting out, but she is guiding us.

Ismaelle, pig breeding student, Madagascar





5. Recommendations for IFAD's rural development projects

It is pertinent to seek innovative approaches to the provision of technical assistance and training services to strengthen, improve and multiply the project's work. In this sense, for this research, Procasur has identified some areas of opportunity and challenges for the projects in relation to LCA. In addition, it proposes a design workshop [Fieldlab] for the introduction of LCA in the project based on these opportunities and challenges.

5.1. Opportunities and Challenges related to LCA

The insertion of the LCA in a project that is being implemented should avoid cluttering the existing work. Also, Procasur advise the project to focus on young people. In this sense, it is proposed to include the approach based on the following principles:

1) **Promote the role of LCs to support the new youth businesses development:** It is suggested to look for mechanisms focused on youth market. For example: using tools that they appreciate such as

social networks, promoting spaces for entrepreneurship related to the added value of products and pedagogical tools that allow them to “connect” better with others such as storytelling or timelines.

2) **Create a Local Champions network:** Identify, register, and organize young LCs working through a network and supporting other young people through dissemination tools and other activities that add value to the goods and services offered by their users.

3) **Potential objectives to apply LCA in the project:** The proposed objective of the LCA application in the projects could be: i) to improve the capacities of users, ii) to prepare them to obtain employment or generate new businesses, iii) to make LCs visible as service providers and agents of change, iv) to engage the LCs ecosystem (other projects, NGOs, government, entrepreneurs, etc.) on the LCA and v) to stablish LCA as a sustainable approach in the country.



PROPOSAL TO APPLY LCA IN THE RURAL DEVELOPMENT PROJECTS

STAGE	ACTIVITIES
DIAGNOSIS	<ul style="list-style-type: none"> -Interviews with key stakeholders and field visits. -Fieldlab to identify user and project needs and demands, as well as LCs, ecosystem, and project opportunities. -LC profile definition. -Pilot design. -Resource location
IDENTIFICATION	<ul style="list-style-type: none"> -LCs identification among mentors and youth ambassadors. -Identification of the best entrepreneurs and employers that can be LCs. -Registration of LCs and knowledge systematization. -Mapping key players in the ecosystem
TRAINING	<ul style="list-style-type: none"> -Capitalization of LCs know-how -Training in pedagogical and knowledge organization tools. -LCs training on social networks. -Business training for LCs -Training for technicians and key players in LCA -Tools development for knowledge transfer and promotion of LCs and businesses.
PILOT	<ul style="list-style-type: none"> -Advice or train users. -Building the Local Champions Network -Visibilization strategy through social networks (TikTok, FB, Instagram) to promote the work of LCs, young users, and their ventures: business storytelling, outstanding LCs, key knowledge, and others.
SCALE UP	<ul style="list-style-type: none"> -LCs platform and promotion in social networks. -LCs certification - Events to promote the work of LCs and users to the ecosystem: LC fair, videos, and other policy dialogue events. -Evaluation -Scaling up roadmap.



6.

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Annexes

ANNEX 1: LOCAL CHAMPIONS (LCs) SERVICES		
A. KNOWLEDGE SERVICES	TYPE OF SERVICES	EXAMPLES
TRAINING	<ul style="list-style-type: none"> -Based on a defined Curriculum. -On specific or general topics. -Long, medium, or short term. 	Training pilots. (Madagascar) CLC in Cambodia Learning Routes
TECHNICAL ASSISTANCE (TA)	<ul style="list-style-type: none"> -According to demand. -Specialized in a topic/product/area. -Follow-up. 	Yachachiqs of Peru (project follow-up)
MENTORING	New partners/business ventures/activities/producers (Youth)	Coffee producer associations in Colombia have internal mentoring process of LCs. Colombian Opportunities Program
CONSULTING	<ul style="list-style-type: none"> -To businesses/cooperatives/associations - A projects -To farmer groups 	Colombian Opportunities Program Cooperative member producers in Nepal.
DISCUSSION AND DIALOGUE SPACES	<ul style="list-style-type: none"> -Fairs, forums, talks. -Meetings between farmers. 	Local Champions Fairs Meetings of LCs (Bolivia or Mozambique) Farmer congress in Cambodia
ACCESS TO INFORMATION	-LCs headquarters with information on products, prices, market, partners, etc.	CLCs in Cambodia Learning Territories in Belen de Umbria (coffee), in Cajamarca (Cuy and Chocó (artisanal fishing)
RESEARCH	<ul style="list-style-type: none"> -Recovery of ancestral knowledge. -Research on productive, environmental, social, etc. issues. 	Yapuchiris from Bolivia

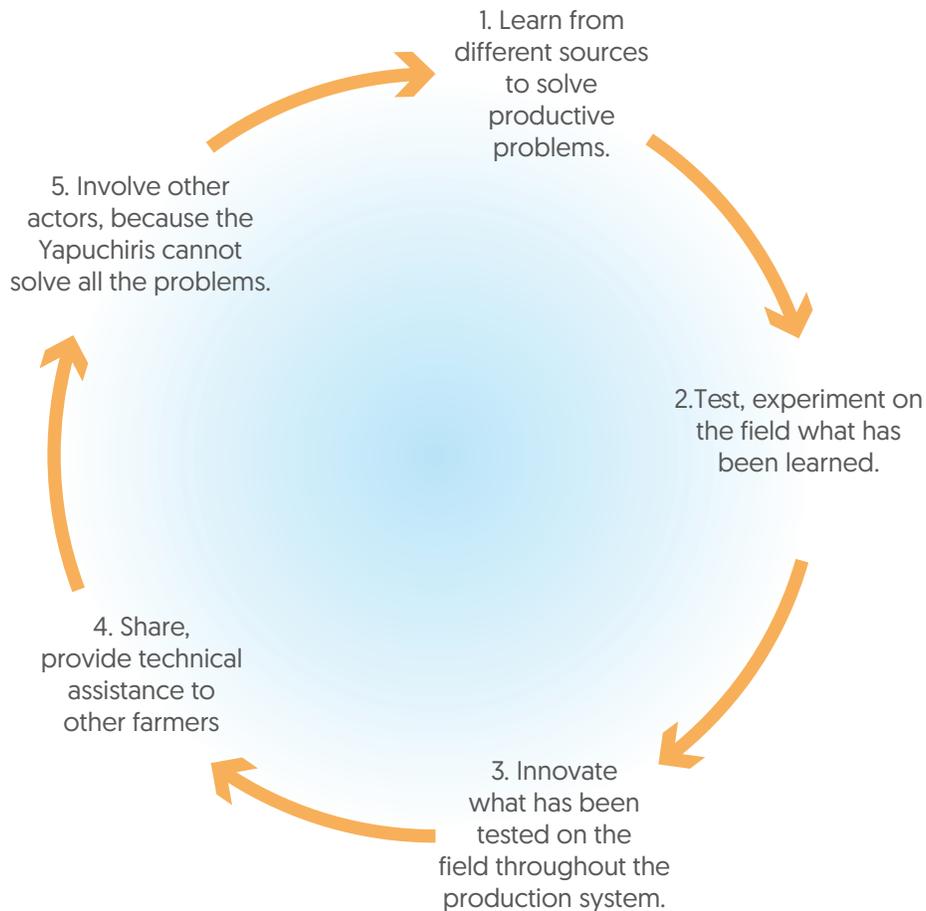
LOCAL CHAMPIONS SERVICES		
B. OTHER LCs SERVICES	TYPE OF SERVICES	EXAMPLES
CAMPAIGNS EXECUTION	Vaccination, deworming and other campaigns.	Kamayoq in Peru
PURCHASE AND PRODUCTS SALE	<ul style="list-style-type: none"> -Associated sales -Associated purchase of inputs -Associated purchase of machinery, transportation, or others. - Products Gathering -Value added to products 	CLC of Cambodia LT Cuy LT Café (Belén de Umbría)
PROJECTS	<ul style="list-style-type: none"> -Implementation of diagnostic, monitor and evaluation tools for specific projects. -Users follow-up. -Surveys 	LCs everywhere have worked individually or collectively at some point in these processes with different projects.
OTHER SERVICES	<ul style="list-style-type: none"> -Guided tours -Tourist services 	LT of Belen de Umbria and LT of Chocó

ANNEX 2: LCA MAIN ADVANTAGES

ADVANTAGES	DESCRIPTIONS	EXAMPLES
ACCESS	<ul style="list-style-type: none"> -Greater coverage due to the possibility of having LCs in many territories. -To remote locations that are difficult to access due to geographic or infrastructure conditions. -To unsafe places due to political, social, health or natural disaster problems. 	<ul style="list-style-type: none"> -Kamayoq School-Peru, 2007 -Oportunidades Program - Colombia, 2013 -Knowledge transfer for climate change adaptation in West Africa. Learning from a practical approach in Burkina Faso and Mali, 2020.
RELEVANCE	<ul style="list-style-type: none"> - To the realities of the users and their territories because it is attended by people who know, live, and have succeeded in these or similar realities and territories. 	<ul style="list-style-type: none"> - Local Champions, Padee project, Cambodia. 2015
LOCAL KNOWLEDGE VALORIZATION	<ul style="list-style-type: none"> - Rescues local knowledge (traditional knowledge or not), puts it into practice and uses local solutions to local problems. 	<ul style="list-style-type: none"> -Yapuchiris research in Bolivia, 2019.

ANNEX 3: THE BOLIVIAN LCA: YAPUCHIRIS

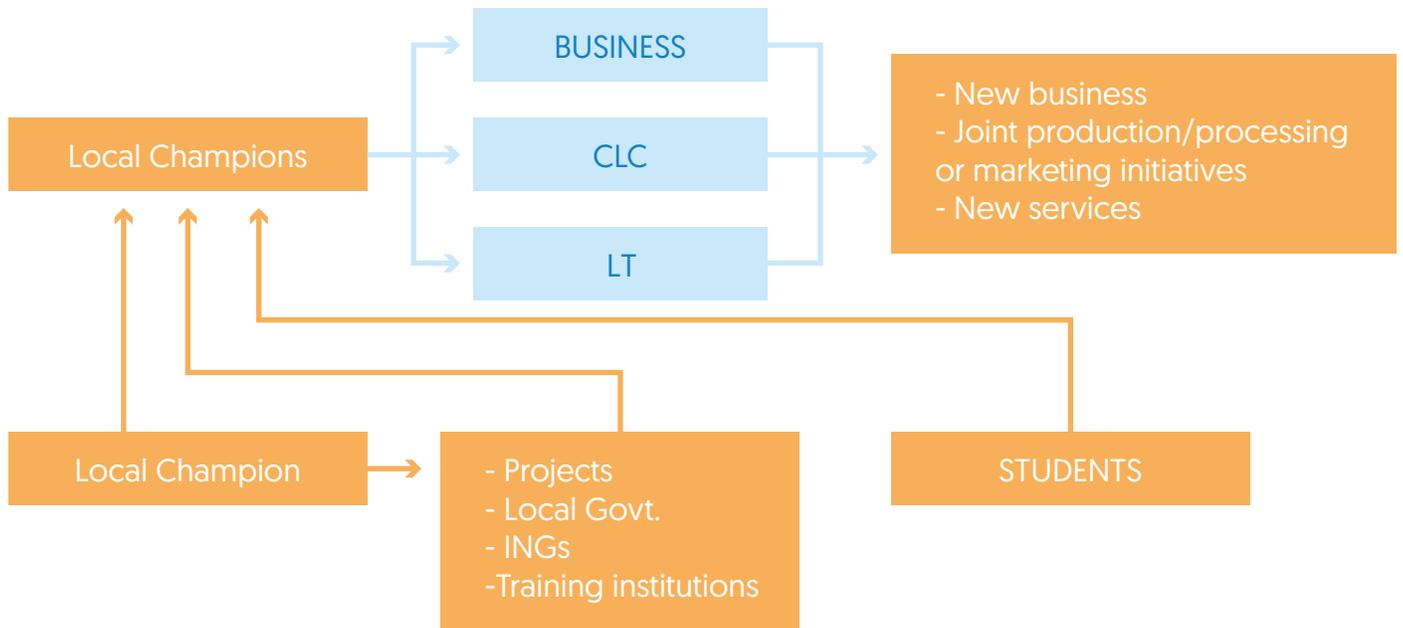
The Yapuchiris model seeks to build and disseminate knowledge through a cyclical process of five steps described below:



Participatory agroclimatic monitoring seeks to respond to the agroclimatic information demand from producers' organizations. To this end, it is proposed to: 1) Revalue and instrumentalize the systematic observation of natural indicators to generate local agricultural forecasts to manage the risk of crop losses through time and space planning of plantings; 2) Record the impact of climate variability on crops to understand how weather and climate

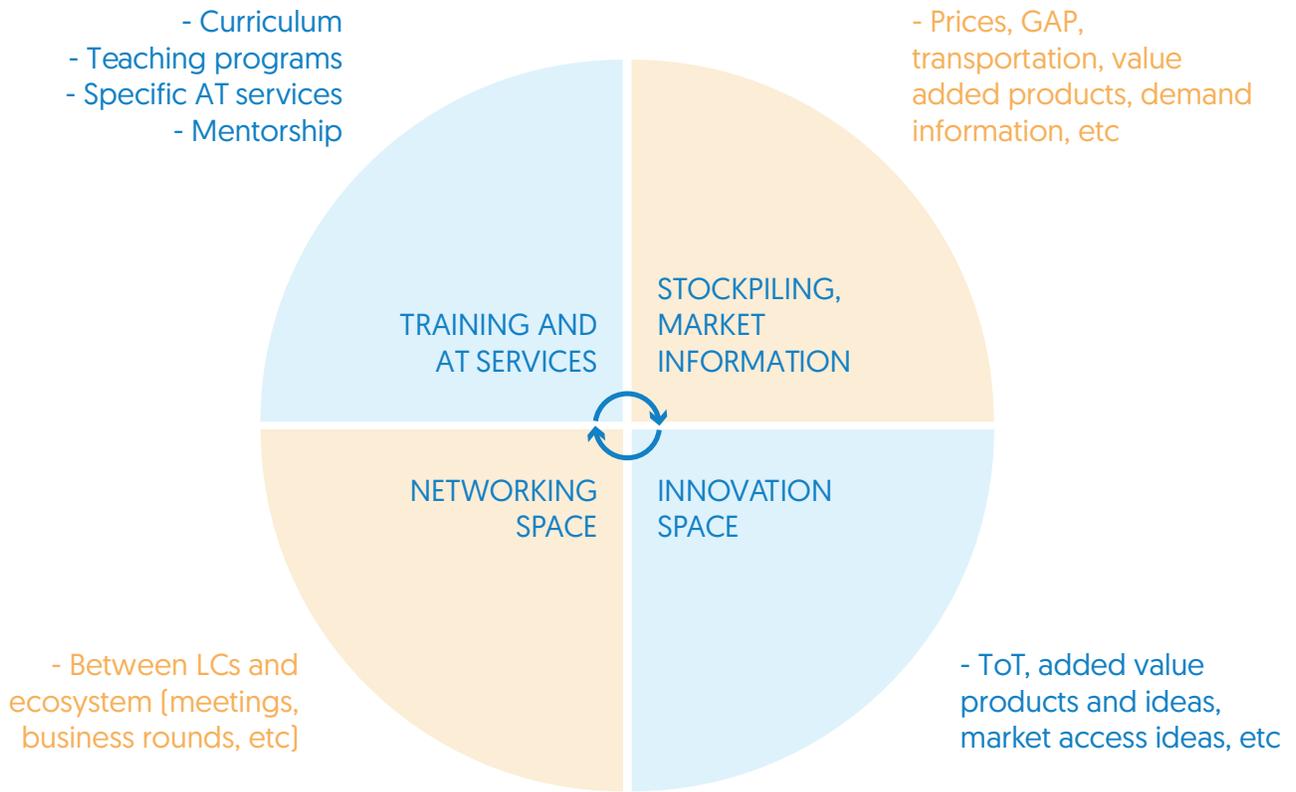
affect crop performance at the local level, through the daily record of the weather impact on crops, called Pachagrama; and 3) Train Local Agroclimatic Observers in different communities. The purpose of these instruments is to adapt agricultural planning to reduce losses and adapt productive management with new practices and technological options by context.

ANNEX 4: LOCAL CHAMPIONS NETWORK

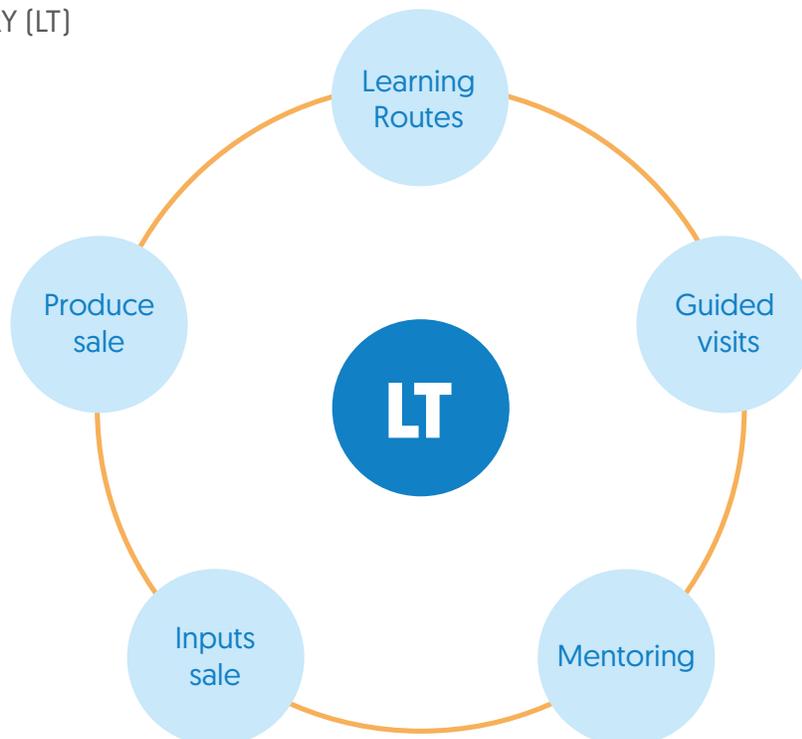


ANNEX 5: THE CLC MODEL AND LEARNING TERRITORY (LT)

COMMUNITY LEARNING CENTER (CLC)



LEARNING TERRITORY (LT)



ANNEX 6: SUMMARY OF LOCAL CHAMPIONS APPROACH EXPERIENCES IN PERU AND CHILE

A. AGRICULTURE AND IRRIGATION SECTOR PROJECTS WITH SUPPORT FROM IFAD			
PROJECT	PERIOD	AREA OF INTERVENTION	OBJETIVE
Project for the Promotion of Technology Transfer to Farming Communities in the Sierra - FEAS	1991-1995	Puno, Moquegua, Tacna	Make technical assistance and extension services available to Andean communities and create a market for services.
Natural Resource Management in the Southern Highlands - MARENASS	1995-1998	Apurimac, Ayacucho, Cusco	To increase the management capacity of communities and families, implement their own development activities, exercising their rights and duties as citizens, within a framework of gender equity.
Puno-Cusco Corridor Development Project - PUNO-CUSCO CORRIDOR	1998-2005	Arequipa, Cusco, Puno	Contribute to the reduction of poverty conditions of rural families and promote dialogue and feedback of public policies, through the development of business management skills and the increase of their income, as well as the strengthening of markets.
Strengthening Markets, Diversifying Income, and Improving Living Conditions in the Sierra Sur- SIERRA SUR I	2005-2010	Arequipa, Puno, Cusco, Moquegua, Tacna, Cusco, Moquegua, Tacna	Improve the human, natural, physical, financial, and social assets of men and women engaged in small-scale agriculture and off-farm activities that contribute to increased income-generating opportunities and improved living conditions.
Strengthening Markets, Diversifying Income, and Improving Living Conditions in the Sierra Sur - SIERRA SUR II	2010-2014	Apurimac, Arequipa, Puno, Cusco, Moquegua, Tacna, Apurimac, Puno, Moquegua, Tacna	To enhance the human, natural, material, financial, cultural, and social resources of men and women engaged in small-scale agricultural and non-agricultural activities in the Sierra Sur, to improve their livelihoods and promote opportunities to generate new income.
Project for the Strengthening of Assets, Markets and Rural Development Policies of the Sierra Norte - SIERRA NORTE	2013-2015	Amazonas, Cajamarca, La Libertad, Lambayeque	Improve the capacity of rural producers to value their assets and take advantage of the income-generating opportunities in the northern highlands of Peru. Increase the value of the human, social, natural, physical, and financial assets of rural inhabitants, small producers, and small farmers.

SOURCE: Trivelli, et al (2004), Sierra Sur II (2014) and Sierra Norte (2015).

A. Summary of Peru's National Local Champions Strategy

1. GENERAL OBJECTIVE

To contribute to expanding and strengthening extension services, technical assistance, and rural training, tailored to the needs and demands of family farming producers, consolidating the rural extension model of Local Champions, within the framework of the National Agricultural Innovation System (SNIA).

2. SPECIFIC OBJECTIVE

1. To increase the provision of extension services, technical assistance, and training for Family Farming through LCs.
2. Promote the incorporation of LCs as extension service providers.
3. Strengthen the national, regional, and local institutional framework for the promotion and management of LCs with the participation of intra- and inter-sectoral entities.

3. EXPECTED RESULTS

1. Increase in the number of family farmers who have access to extension, technical assistance, and training opportunities appropriate to their contexts and demands.
2. Increase in the number of LCs actively involved as agents for the transfer of extension, technical assistance, and skills to family farmers.
3. Greater incorporation of LCs in programs, projects, courses and activities for training and improvement of competencies, within the framework of the eventual operation of the National School of Local Champions.
4. Formalized coordination and joint workspaces with clear roles at the national, regional, and local levels for the promotion and management of LCs.

4. STRATEGIC GUIDELINES AND ACTIONS

1. DEVELOPMENT OF A PLATFORM FOR EXTENSION SERVICES, TECHNICAL ASSISTANCE AND RURAL TRAINING BASED ON LOCAL CHAMPIONS.

- Seeks to increase the supply of LCs as providers of agricultural extension services, technical assistance and rural training and technological information in programs, projects, and business plans for agricultural development (public and private), through the development of a service platform that identifies and registers LCs at the territorial level.

Strategic actions:

1. Development of Local Agendas for Agricultural Extension.
2. Formalization of the Local Technical Assistance Providers Network.

2. STRENGTHENING THE CAPACITIES AND SKILLS OF LOCAL CHAMPIONS

- Seeks to broaden the access of LCs to the programs, projects, courses, and activities supply for productive and entrepreneurial training, as well as research and technological updating.

Strategic actions:

1. Capacity building: Increased access of LCs to productive training programs, entrepreneurship, technological specialization courses and pedagogical development, in the territories and in partnership with educational institutions, regional and local governments, civil society organizations and MINAGRI.
2. Certification of competencies: Implementation of certification of competencies for LCs that consolidates and accredits their role as providers of agricultural extension services, technical assistance, and rural training, by specialized entities with official recognition, both public and private.

3. PROMOTION OF LOCAL CHAMPIONS AS PROVIDERS OF EXTENSION, TECHNICAL ASSISTANCE AND RURAL TRAINING FOR FAMILY FARMING PRODUCERS

- Seeks to generate and promote conditions that allow LCs to provide quality extension services, technical assistance and rural training in public and private programs, projects, and business plans.

Strategic actions:

1. Identification of market opportunities for extension, technical assistance, and rural training through LCs.
2. Dissemination and promotion of agricultural extension.
3. Articulation of the provision of extension services in the territory.

4. STRENGTHENING OF NATIONAL, REGIONAL AND LOCAL INSTITUTIONS FOR THE PROMOTION AND MANAGEMENT OF LOCAL CHAMPIONS

- Seeks that public and private entities linked to LCs design and develop coordinated and joint activities that generate synergies, to improve the conditions for the promotion and management of LCs, as well as for the provision of extension services, technical assistance, and rural training with quality.

Strategic actions:

1. Implementation of the National School of Local Champions.
2. Promotion of territorial networks of LCs.
3. National, regional, and local spaces for the promotion and management of LCs, within the framework of the National Strategy for Family Farming.
4. Development of monitoring and evaluation mechanisms and instruments to record the progress made in the implementation of the Strategy.

B. LOCAL CHAMPION PROGRAM INDAP-CHILE

STAGE	OBJECTIVES	RESULTS
<p>Project: Management and Promotion of Local Champions- 2016</p> <p>Location: Biobío and Maule Regions</p>	<ol style="list-style-type: none"> 1) Identify institutional opportunities for the integration of LCs in development activities: consulting, training, and technical assistance, financed by INDAP at the national level. 2) Design an institutional strategy for the valorization and inclusion of LCs in productive development programs, including a system for the registration and certification of LCs. 	<ol style="list-style-type: none"> 1) Six Local Knowledge Management Committees were formed in the Area Agencies of Chillan, San Carlos, El Carme, Cañete in Biobío and Cauquenes and Linares in Maule. 2) 06 Territorial Knowledge Asset Maps were prepared to identify good practices and experiences of innovative producers, whose productive and business practices are recognized as relevant to diversify and expand INDAP's technical advisory services. 3) Identification of 22 producers, men and women, and systematization of their experiences, knowledge, and productive and entrepreneurial innovations. 4) Development of a registry of LCs, linked to local advisory programs and other key actors in the territories. 5) A strategy with technical and normative recommendations for the institutional integration of LCs in INDAP's development program norms.
<p>Institutional Scaling of the Local Champions Program in INDAP's technical assistance services platform</p>	<p>Support the national scaling up, among INDAP's decentralized teams, of the methodological strategy for integrating LCs as providers of technical assistance services.</p>	<ol style="list-style-type: none"> 1) Socialization of the Program's methodology to the technical teams of four different regions of Chile for the identification and registration of LCs, according to the guidelines established in the Standard. 2) Identification of 34 LCs from the regions of Valparaíso and Los Lagos, incorporated to the Board of Directors. 3) To provide 22 LCs with technical and methodological tools to strengthen their role as providers of know-how-based technical assistance. 4) Since 2015, the regulations of the main technical advisory programs [PRODESAL, PDTI, SAT, Productive Alliances and Specialized Technical Advisory Service], incorporate the inclusion of LCs in capacity building as an extension methodological alternative.

SUMMARY OF TRAINING SERVICES IN THE CUY'S LEARNING TERRITORY

TOPICS	SUB-TOPICS	MAIN RESULTS EXPECTED FROM PARTICIPANTS
1. Selection and reproductive management in guinea pig breeding	<ol style="list-style-type: none"> 2. Identification of physical and productive characteristics of the animals according to breeds and types and selection criteria for breeding stock. 3. Cage management during selection and separation of breeding stock at the mating and weaning stage. 4. Strategies and practices for inbreeding control that contribute to genetic improvement. 5. Concept and application of quarantine in reproductive and productive management in guinea pig breeding. 6. Types and forms of application of animal registration for the reproductive management of guinea pigs. 	<ul style="list-style-type: none"> - Select according to productive characteristics for the genetic improvement of the animals, considering the possible fixation of the same. - Apply inbreeding control mechanisms in the management of the breeding stock and the purchase of new breeders. - Design and apply records for the management of productive plants.
1. Installation of pastures and processing of fodder for guinea pig production.	<ol style="list-style-type: none"> 1. Soil preparation techniques according to soil type. 2. Identification of seed varieties and their relevance according to ecological floor and soil characteristics. 3. Good practices in the irrigation system, mowing and renovation of pastures and associated crops. 4. Control of plant diseases. 	<ol style="list-style-type: none"> 1. Apply techniques for a correct pasture installation. 2. Produce organic fertilizers and apply agroecological pasture management strategies. 3. Apply disease control practices, with organic production of foliar and sulfosalicylic broths.
2. Management and productive technification in guinea pig raising	<ol style="list-style-type: none"> 1. Design of the shed and internal composition according to the type of guinea pigs, focusing of ponds and sanitary equipment. 2. Criteria and characteristics of an adequate mating, gestation, calving, weaning, and sexing for the selection of breeding stock and meat. 3. Types of diseases, symptoms, and treatment. 4. Composition of guinea pig feed in its different productive stages. 5. Dressing techniques. 	<ul style="list-style-type: none"> - Improve infrastructure for the improved management of guinea pigs. - Know the biosecurity protocols necessary for guinea pig production. - Apply good disease prevention and treatment practices. - Learn about the type of feed in its different stages of production. - To know the proper techniques for guinea pig slaughtering.
3. Strengthening of associativity and commercial management in guinea pig raising for family agriculture.	<ol style="list-style-type: none"> 1. Business organization models and benefits for small guinea pig producers. 2. Requirements, rules and guiding principles for the internal organization and operation of business organizations. 3. Strategies and instruments for commercial management and product promotion. 	<ul style="list-style-type: none"> - To know the rules, mechanisms and strategies for the organization, administrative operation, and commercial management of an association and/or cooperative of guinea pig producers. - To learn about guinea pig marketing strategies from packaging to market identification.

ANNEX 7: SUMMARY OF EXPERIENCES ON INSTITUTIONAL DEVELOPMENT OF THE LOCAL CHAMPION APPROACH

<p>LCA INSTITUTIONALIZATION ACTIVITIES</p>	<p>1.LCs registration and public platforms of LCs; 2. Certification of LCs; 3. Insertion in public policies; 4. Inclusion of LCs as TA providers and training of public agencies responsible for this activity.</p>
<p>ACTIVITIES TO PROMOTE THE INSTITUTIONAL DEVELOPMENT OF THE LCA</p>	<p>1) Spaces for LCA promotion and dialogue; 2) Pilot applications of LCs in specific projects; 3) Evaluation of the pilots carried out with LCs to obtain evidence of results; 4) Definition of profiles and identification processes of LCs according to the pilot experiences; 5) Registration of LCs based; 6) Sensitization on LCA with the surrounding ecosystem; 7) Proposals for certification of LCs and spaces for dialogue, coordination, agreement and approval of these proposals; 8) Certification of LCs; 9) Spaces for political advocacy to integrate LCs in public policies; 10) Integration of LCs in public policies; 11) Integration of LCs in formal public provision of rural TA and training services.</p>

TYPES OF INSTITUTIONALIZATIONS OF THE LOCAL CHAMPION APPROACH

<p>LOCATION</p>	<p>MAIN CHARACTERISTICS</p>
<p>CHILE</p>	<p>Integration of LCs as providers of TA and rural training services of the agency in charge of providing these services, which is the National Institute for Agricultural Development (INDAP).</p>
<p>PERU</p>	<p>Insertion of the LCA in the country's public policies through the "National Strategy for the Promotion of Local Champions", which is part of the National Strategy for Family Agriculture of the Peruvian State's Agrarian Policy.</p>
<p>LEARNING TERRITORIES</p>	<p>Organization of Local Champions based on their specializations within a specific territory that provide private rural TA and training services.</p>

ANNEX 8: LESSONS AND CHALLENGES OF THE LOCAL CHAMPION APPROACH

TOPICS	LESSONS	CHALLENGES
ADOPTION	<ul style="list-style-type: none"> -Evaluation system included on the project design to measure knowledge adoption. -Measuring adoption based on availability and ability to adopt, follow-up or potential for follow-up, and trust. - Ensure the relevance of what is taught. - The cost of adoption must be feasible and desirable. There must be follow-up possibilities. -What is adopted must be effective. -Take into account risk aversion 	<ul style="list-style-type: none"> -Maintain conditions for the post-project evaluation tools. -Diagnosis of the relevance and cost of solutions during the training process for LCs. -Diagnosis of user needs. Encourage or include follow-up mechanisms. -To carry out a good identification of LCs to improve the possibilities of transmitting effective solutions. -In the diagnosis include users who are willing to make changes.
SCALE UP	<ul style="list-style-type: none"> -Include scale up targets. -Seek simplicity in the replicability process. -Training and inclusion of ecosystem technicians. -Timely information on the new areas in which the approach is replicated. 	<ul style="list-style-type: none"> -Mechanisms to define scale up objectives. -Define specific functions of technicians in the LCA. -Generate spaces for discussion and dialogue to replicate the process.
SUSTAINABILITY	<ul style="list-style-type: none"> -LCA have characteristics that drive the sustainability of their service [same territory, trusted relationships, potential innovations, and business, decreasing costs]. -Sustainability depends primarily on driving the development of the 4 dimensions of the LCA in parallel. -Generate an evaluation system. -Insist on promoting institutionalism. -Promote replicability -Search for sustainability of LCs in IFAD projects. 	<ul style="list-style-type: none"> -Ensure that the advantages of LCA are maintained based on a good diagnosis of demand and identification of LCs. -Involve all ecosystem stakeholders as much as possible in implementation and training. -Promote spaces for dialogue, particularly with other IFAD projects. - Achieve certification of LCs. -Search for potential exit strategies for the project based on the country context.

ANNEX 9: SOME LCA RESULTS

COUNTRY	LCs	PERSONS SERVED	ADOPTION RATE	LCs THAT DID BUSINESS WITH OTHERS AFTER THE LCA EXPERIENCE	LCs THAT HAVE INVESTED THEIR OWN RESOURCES IN TEACHING	LCs IMPROVED THEIR INCOME AFTER THE LCA EXPERIENCE
CAMBODIA	26 (first gen)	4.349	60%	84.6%	26%	100%
NEPAL	20	1000*	10%	28%	14%	100%
VIETNAM	25	2000*	40%	62.5%	8%	100%
MADAGASCAR	12	140	99% (prob)			

*Estimated based on results of 2016 evaluation surveys.

DATA ON LEARNING TERRITORIES

COUNTRY	LCs	PERSONS SERVED	ANNUAL SERVICE REVENUES	MODEL EXPERIENCES
LT BELEN COLOMBIA	28	835	415.000	10
LT CHOCÓ COLOMBIA	17	83	58.000	6
LT CUY/ GUINEA PIG PERU	15	482		6

