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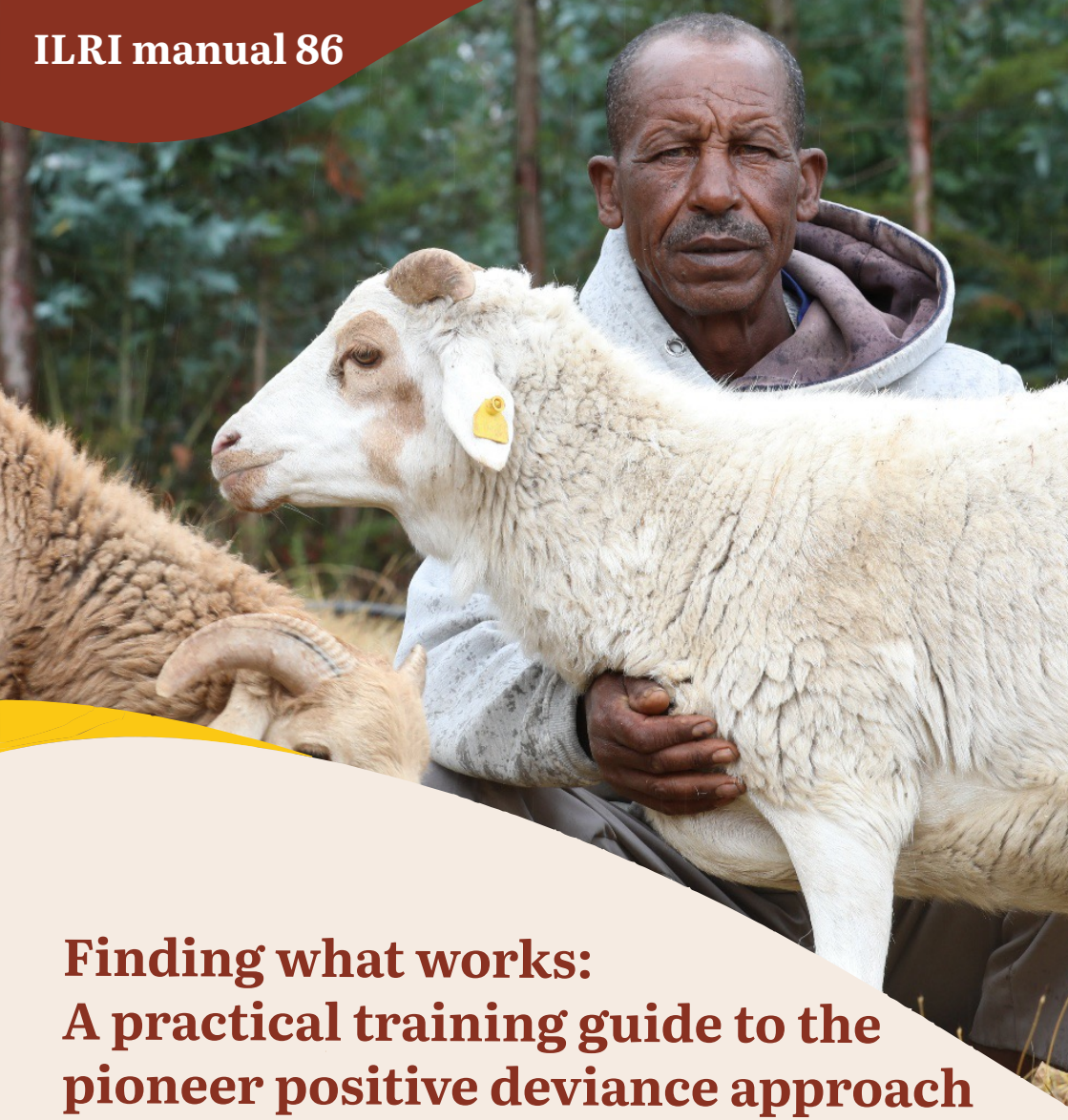

Finding what works: A practical training guide to the pioneer positive deviance approach

Locally-led climate action through producer-led scaling

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Finding what works: A practical training guide to the pioneer positive deviance approach

Locally-led climate action through producer-led scaling

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International Livestock Research Institute

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Acronyms

APHs	Adaptation pioneer households
FFS	Farmer field school
F-LI	Farmer-led innovation
F2F	Farmer to farmer
F2F FDs	Farmer to farmer field days
F2F SN	Farmer to farmer scaling networks
MELIA	Monitoring, evaluation, and learning impact assessment
NARS	National agricultural research system
PD	Positive deviance/deviants
P-PD	Pioneer-positive deviance

Glossary

Term	Definition
Adaptation pioneers	Pioneers in adaptation to climate change, or "adaptation pioneers", refer to positive deviant farmers who differ from the typical average farmer in their adaptation practices in comparable situations. Rather than viewing them as individual farmers, often perceived to be men, the emphasis is on households or families, depending on the context and the boundary of definition.
Adaptation practices	Implemented practices in response to the impact of climate change.
Adaptation technologies	Specific technologies that belong to a specific adaptation practice.
Adaptation pioneer households	Positive deviant households or family farms that are more effective at adapting to climate change than others in the same circumstances. In case they involve non-related household members such as laborers, we use household rather than family as a term of reference.
Endogenous innovations	Place-based innovations emerging from adaptation pioneer households (APHs).
Farmer-led field day	A farmer-led field day in P-PD is a structured, on-farm learning event hosted by the identified pioneer families, where neighboring farmers facing the same agroecological and socioeconomic constraints come to observe, ask questions about, and discuss the practice that has made the pioneer successful – with the pioneer narrating their experience, reasoning, and results in their own words.

Term	Definition
Farmer-led innovation	The process by which farmers themselves generate, adapt, test, and refine new practices, technologies, or ways of organizing their farming systems, often in response to changing conditions (climate, market, labor, policy). It emphasizes farmer agency as farmers are the originators and drivers of change, not passive recipients of externally introduced technology. It is often informal and experimental in nature; trial-and-error, local experimentation, sometimes supported by peer exchange or loose interaction with researchers/extension agents. It can produce genuinely novel solutions, not just adaptations of existing knowledge. Innovation here does not have to be "proven" yet or widely diffused, it is about the generative process itself.
Farmer to farmer scaling networks	Networks between farmers and farmers organization.
Farmers	Smallholder farmers as well as forest dwellers, pastoralists, and fisherfolk.
Knowledge networks	Networks between APHs and other actors, farming, and non-farming.
Pioneers	A pioneer is a farmer/farming household/farming family who, on their own initiative, experiments with and improves technologies on their farm to enhance productivity and build more sustainable livelihoods under climate change. What counts as "new" or "innovative" depends on context. Pioneers are often motivated by the perceived novelty and potential for broader livelihood gains, rather than external incentives. They typically are seen in their communities as different from others, thinking outside the box, willing to take risks, and testing practices others might avoid.

Term	Definition
Pioneer practices	Existing practices already being used by a subset of farmers ("positive deviants" or "pioneers") within a community, who, despite facing the same constraints as their neighbors, achieve notably better outcomes (yield, income, resilience, nutrition, etc.). The emphasis is on identification and documentation, not invention: the practice already exists in the community; the approach is about finding it, understanding why it works, and helping it spread to others facing similar constraints. It implies a comparative/evaluative step: pioneers are identified by being outliers in outcomes relative to peers with similar resource endowments, which is what gives the practice credibility for scaling.
Validation	Communities validate practices through lived experiences. This can be assisted by external actors when appropriate, e.g., through feed sample analysis. However, there is no validation of knowledge, only validation of practices. Different knowledges can co-exist, and in P-PD none is worthier than the other.

Chapter 1: Introduction

This guide presents an approach that helps farmers boost productivity using solutions that already exist within their own communities. Every community has pioneers — people who have already found effective solutions on their own. We call this the pioneer-positive deviance (P-PD) approach, though in conversations with farmers, pastoralists, and other partners, we simply say "pioneers" rather than "positive deviants".

A team at the International Livestock Research Institute (ILRI) developed this approach, but the underlying ideas are not new. Pioneer farmers drove the organic farming movement in 1970s Europe, often dismissed as irresponsible at the time. In the same decade, positive deviance emerged from public health research, and has since been applied extensively in agricultural research worldwide.

P-PD is documented across publications, blogs, videos, and guidelines — including one developed specifically for Ethiopia: "Pioneer-positive deviance: Applications for the agricultural extension system in Ethiopia", which covers the approach's concepts, principles, and practices.



This guideline adds practical examples to help practitioners understand positive deviance and adapt it to their own context. At its core, P-PD reflects a fundamentally different way of working with people: it recognizes that community knowledge, ideas, and solutions are valid and scalable in their own right. Research and extension services can support this validation — for example, by analyzing feed samples and sharing results back with the community — but the community itself has the final say on whether a practice is scalable.

1.1 Training objectives, content, and target groups

The manual provides the background on the implementation of the P-PD approach for two purposes: 1) to have sufficient understanding to implement, 2) to train others on the implementation. Therefore, the objective of the training is to equip participants with a solid understanding of the P-PD approach for implementation, and practical tools to train others on the implementation.

The training is organized into three chapters:

- Chapter 2: Understanding positive deviance
- Chapter 3: Embedding the P-PD approach in the Ethiopian extension system
- Chapter 4: Implementing P-PD in practice

The primary target group includes extension experts, researchers, producer-facing non-governmental organizations (NGOs), community-based organizations (CBOs), and private sector organizations working in extension and outreach that plan to implement the approach together with the communities they work with.

1.2 Training approach and methods

The training adopts an experiential, participant-centered approach that builds on participants' knowledge and experience. Learning follows a reflective cycle: participants draw on their experiences, engage with new concepts, and apply them to their work. Methods should be adapted to contexts to enhance relevance and effectiveness, so that participants can implement the approach based on the training and the implementation guide.

Key methods include:

- Small group discussions: Structured discussions (5–6 participants) to explore and analyze key issues
- Role-plays: Simulated real-life situations to deepen understanding through action and reflection
- Problem scenarios: Context-specific cases that promote critical thinking and problem-solving
- Probing questions: Open-ended questions that stimulate deeper reflection and dialogue
- Storytelling: Sharing real experiences to enhance engagement and understanding
- Gallery walks: Interactive group activities to review, discuss, and reflect on displayed ideas or outputs
- Liberating structures: a set of facilitation methods (microstructures) designed as alternatives to conventional ways of organizing group interaction

1.3 Session 0: Opening, participant introduction, and expectations

Welcome participants, facilitate brief introductions, and clarify expectations, objectives, and ground rules to align the group and set the tone for the training.

Write the training objectives and agenda on flipchart papers and display them on the wall of the training room. This provides a visible reminder of what participants hope to gain from the training.

Ask each participant to write down what they expect from the training and how they plan to apply what they learn. Use the following prompt:

- What brought you to this training?
- How do you plan to apply what you learn from this training in your work?

Ask participants to come up with two or three expectations and one way they intend to apply what they learn in their work.

In plenary, ask them to share their expectations and intentions. Capture their responses on a flipchart.

Then, briefly present the learning objectives and agenda of the training and compare these with participants' expectations.

An overview of the training program lets participants know what to expect. Distribute the training program and go through it, highlighting break times (see Annex 1).

Ask participants to identify what they could do to meet their learning expectations. Write down ground rules on a flipchart and tell participants that these will guide group interaction and time management for the

duration of the training. Explain that the training will use experiential, problem-based, reflective, and collaborative learning approaches and that participants will draw on their experiences and reflect on and connect new learning with their work situations.



Chapter 2: Understanding positive deviance

This chapter introduces the positive deviance (PD) approach and its adaptation into the pioneer–positive deviance (P-PD) approach for agricultural extension and development. Participants will explore the core principles, guiding concepts, and appropriate applications of PD through practical examples and case studies, building a foundation for applying the approach to identify and scale community-driven solutions.

Duration: 8 hours

Content	Chapter gains	Methods and activities
• PD definitions • PD guiding principles and characteristics • When to use PD • Illustrative PD stories • From PD to P-PD	• Define the PD approach • Locate key PD literature, training resources, and guidance available through the PD community of practice • Describe the core principles and characteristics of PD and explain how the P-PD approach builds on them • Illustrate the essence of PD using simple stories and practical examples	• Brainstorming • Group reflection • Troika method • Storytelling • Web of connectedness or yarn web game • 15% solutions. • Role play video

2.1 Session 1: Defining positive deviance

This session enables participants to explain what PD is based on literature-based definitions, but packaged in everyday language, establishing a shared foundational understanding essential for practice. Through a structured learning journey from individual interpretations to a collective group

consensus aligned with the PD community of practice and supported by a clarifying video, participants build conceptual clarity. The session closes with a reflective feedback exercise where participants compare their initial and final understanding of PD.

Learning objectives

By the end of the session, participants will be able to:

- Explain confidently the concept of PD
- Reflect on what this definition means for their practice

Activity 1.
Individual reflection on the definition of PD

- This activity aims to surface participants' understanding of PD at the outset to ensure they can build on this and move towards a jointly agreed definition at the end.

Ask participants to reflect individually on their understanding of PD and write their answers on flashcards:

- If a colleague asks you to explain what PD is in a sentence, what would your answer be?
- If that is hard for you, what information are you missing to be able to provide such an explanation?

Activity 2.
Group reflection on definition of PD with Troika method

This activity aims to enrich participants' understanding of PD and learn from each other's different interpretations.

We introduce the Troika method (often referred to as Troika consulting), a liberating structure tool designed for rapid peer-to-peer coaching and problem-solving. It helps individuals gain new perspectives on personal or professional challenges by utilizing the "local wisdom" of their colleagues in small groups.

- Form triads: Groups of 3 people
- Roles: One person is the "client" (asks for help); two are "consultants" (offer advice)

Activity 2.
Group reflection on definition of PD with Troika method

The process (approximately 10 minutes per round):

- Reflect (1 min): Everyone thinks of a challenge, in this case how to define PD based on their own knowledge and experiences
- Share (1–2 min): The client shares their challenge and the help needed
- Clarify (1–2 min): The consultants ask only clarifying questions
- Consultation (4–5 min): The client turns away (turns off camera/mutes if online) and listens silently while the consultants brainstorm, discuss, and offer ideas
- Takeaways (1–2 min): The client turns back and shares what was most valuable
- Rotate: Repeat until everyone has been the client

Finally, all the groups will share their experiences with everyone in the forum.

Activity 3.
This activity aims to introduce the definition of positive deviance through YouTube video

- Watch the video together.
- Flashlight round: ask everyone in the group one significant word or phrase they remember.
- In a group discussion, reflect on how this video has influenced their definition of PD. Share the link so participants can watch it again by themselves for more clarity.

https://www.youtube.com/watch?v=0ULZWOm5ukg

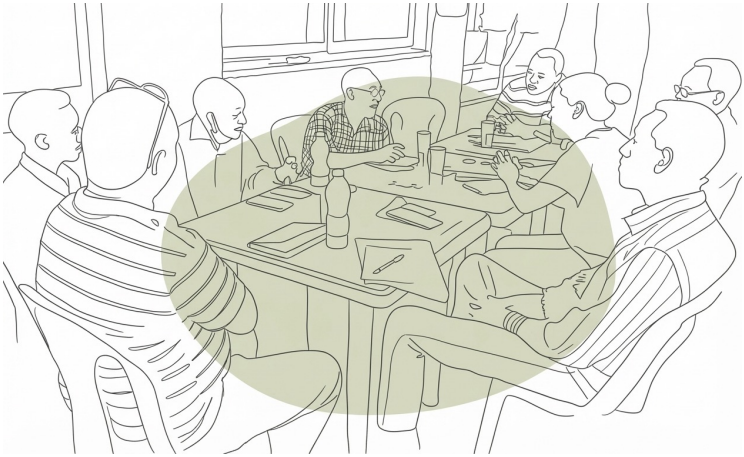
2.2 Session 2: Positive deviance guiding principles and characteristics

This session enables participants to explain what PD is and where it came from using storytelling, and it guides them towards some basic resources about PD that are easily accessible. This will also help to deepen the understanding of PD. The learning process is structured using different media, and uses both individual reflection as well as pair and group interactions. The session concludes with an activity where participants will be able to share their insights for others to read anonymously.

Learning objectives

By the end of the session, participants will be able to:

- Explain PD in plain language, including its origin and core idea, using a short story or example from their own context
- Describe the mindset shift required for PD, moving from a deficit-focused to an asset-based, community-driven way of thinking about problems and solutions
- Apply at least three guiding principles of the PD approach to a simple scenario or reflection exercise



Activity 1. Positive deviance in plain language

The core idea of PD: In any community facing a problem, there are always a few people who have found a way to succeed despite having the same challenges, resources, and circumstances as everyone else. Positive seviance deviance is about finding those people, learning what they do differently, and helping the rest of the community adopt those same behaviors.

- Break it down word by word by writing on a flipchart.
- Positive: it's a good difference, not a bad one.
- Deviance: they differ from the norm and perform better than expected.

Tell a story for a simple example: In a village where many children are malnourished, most families are poor and struggle to feed their kids well. But a few families, just as poor, have healthy, well-nourished children. What are those mothers doing differently? Invite participants to reflect on it by considering:

- What did you learn from the story? What new perspectives or insights did you gain?

Activity 1. Positive deviance in plain language

Encourage a few participants to share similar experiences from their work.

Key resources:

- Website of PD collaborative: https://positivedeviance.org/
- The power of positive deviance: How unlikely innovators solve the world's toughest problems, June 16, 2010, by Richard Pascale, Jerry Sternin, Monique Sternin
- Interview with Arvind Singhal: https://www.youtube.com/watch?v=xvVcX7aTUrQ

The Vietnam Story:

The Birth of Positive Deviance

Vietnam, 1990

Jerry Sternin was sent by Save the Children to fight severe malnutrition in rural communities of Vietnam. The Vietnamese foreign minister, having seen many such missions in the past, gave him just six months to make a difference.

Six months. Whole villages of malnourished children. Almost no budget. And a problem that experts said required fixing poverty, poor sanitation, and lack of education first.

Sternin called that kind of thinking "true but useless." He knew he couldn't fix poverty in six months. So, he asked a different question:

"Are there any children in these villages who are NOT malnourished — despite being just as poor as everyone else?"

The answer was yes.

Working with the four poorest communities in the district, the Sternins invited local staff to identify poor families who had managed to avoid malnutrition despite facing the same challenges and obstacles as their neighbors – and without access to any special resources. These families were the positive deviants.

So, what were those families doing differently? They were feeding their children smaller portions of food, more often during the day.

And they were collecting tiny shrimps or crabs from the rice paddies and adding these, along with sweet potato leaves, to their daily soups or rice dishes - even though most families avoided these foods, considering them low-class.

The solution had been there all along - in the paddies, in the soil, in the hands of a few quietly successful mothers. Nobody had thought to look.

But Sternin knew that simply *telling* people what to do wouldn't work. He worked with local mothers to form cooking classes in the villages, where mothers learned how to prepare nutritious meals using these local foods, practiced hand-feeding their children, and learned the benefit of four small meals over two large ones.

The results were remarkable. Within a year, 80% of the formerly malnourished children who participated had been rehabilitated - a figure that later rose to 93%.

And the change stuck. An independent study by the Harvard School of Public Health found that children who hadn't even been born when the Sternins left the villages were at the same enhanced nutritional levels as those who had directly benefited from the program.

Jerry Sternin went on to take the positive deviance approach to a total of 14 Vietnamese villages.

The lesson for practitioners:

The shrimps and sweet potato leaves were always there. The knowledge was always there. The solution was already inside the community — it just needed someone to *look for it, name it,* and *create the conditions for others to discover it themselves.*



Activity 2.
Understanding the mindset shift

Print out the following on cards:

Typical way of thinking	Positive deviance thinking
 Communities have problems we need to solve	 Communities already have solutions we need to find
 Experts bring answers from outside	 Answers come from within
 We teach people what to do	 People discover and teach each other
 Change is driven by programs	 Change is driven by the community

In pairs, ask participants to sort in two groups, the "Typical way of thinking" and the "Positive Deviance thinking".

1. Encourage them to discuss and write down on the cards what they think makes the difference between the two.
2. Ask them to select one example each and explain with a practical example from their own work.

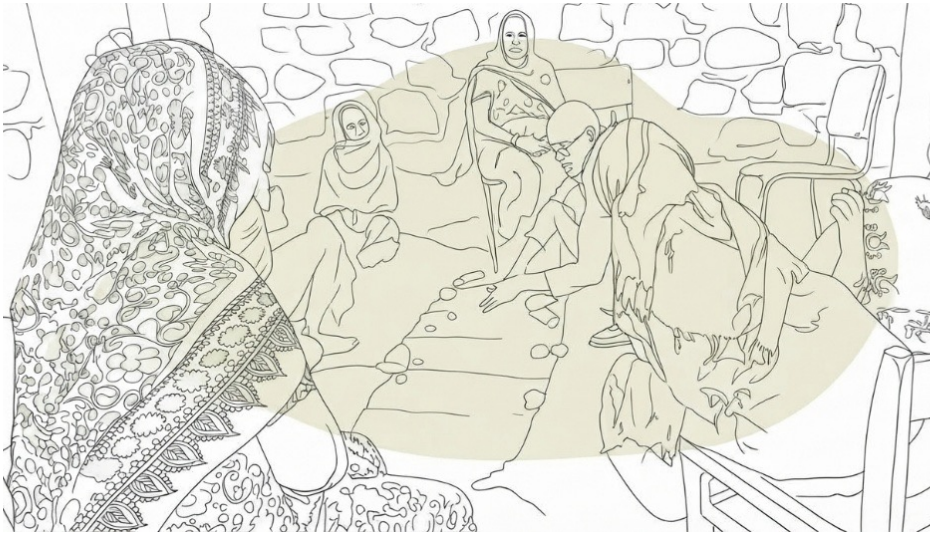
Activity 2. Understanding the mindset shift

3. Form a circle with the group and get a ball of wool. Each speaker throws the ball to another, sharing their example. This activity visually connects stories, creating a "web" between participants

- **Form a circle:** Have all participants stand or sit in a circle facing inward.
- **Start the thread:** The facilitator starts with the ball of wool, holds onto the end, and states the common goal of this exercise, to share experiences that relate to the mind shift change that PD creates.
- **Throw and connect:** The facilitator tosses the ball of wool to a participant across the circle, ensuring to keep holding on to the end of the string.
- **Weave the net:** The participant who catches the ball shares their name, a hobby, a personal fact, and a "me too" moment that matches a commonality in how the mind shift can happen through PD. They then hold onto their section of the string and throw the ball to another person who has not yet received it.
- **Create the web**: Continue this process, ensuring everyone holds onto their part of the thread while tossing the ball, creating a complex, visible web of yarn across the circle.
- **Finalize the network**: Once everyone is connected, the final person tosses the ball back to the facilitator to close the loop.
- **Example video:** Hall of Icebreakers: Yarn Web

https://www.youtube.com/watch?v=pnnV38PXZ-U

Remember:
"The solutions you are looking for already exist in your community — your job is to help people find them."



Activity 3.
Embracing guiding principles of the PD approach

Guiding principles of the PD approach (from PD guide of the collaborative) Remember these basic principles when initiating the PD approach in a community:

- The community owns the entire process.
- All individuals or groups who are part of the problem are also part of the solution and hence the PD process involves all parties who affect the problem. "Don't do anything about me without me."
- The community discovers existing uncommon, successful behaviors and strategies (PD inquiry).
- The community designs ways to practice and amplify successful behaviors and strategies and unleashes innovation.
- Community members recognize that "someone just like me" can get results, even in the worst-case scenarios (social proof).
- PD emphasizes practice instead of knowledge—the "how" instead of the "what" or "why." The PD mantra is: "You are more likely to act your way into a new way of thinking than to think your way into a new way of acting".
- The community creates its own benchmarks and monitors progress.

Activity 3.
Embracing guiding principles of the PD approach

- PD process facilitation is based on deep respect for community, its members, and its culture, and focuses on interactive engagement and capacity to let the community lead.
- The PD process expands existing networks and creates new ones.

We will follow these guiding principles throughout the process. After the group has been given 5 minutes to read through the principles, the facilitator asks participants to write down their thoughts on how this might change the way they work with their clients, e.g., farmers, on flashcards and post them on a wall. These will be left there for other participants to read through privately and add their own thoughts to those as well.

2.3 Session 3: When to use positive deviance

This session enables participants to differentiate in which scenarios it makes sense to apply PD, and where it may not be applicable. The learning process is structured to start with material and explanations from the facilitator, in an interactive setting. It then moves on to individual reflection and group work with mutual consultation. The session concludes with a review of the new understanding of when best to use PD in practical implementation.

Learning objectives

By the end of the session, participants will be able to:

- Identify scenarios where PD is appropriate and distinguish them from situations where PD is not suitable, using clear criteria or decision points
- Reflect on and articulate how PD could (or could not) apply to their own work context, drawing on personal experience and group consultation
- Explain at least two practical considerations that influence the decision to use PD in implementation

Activity 1. When to use and when not to use PD

The facilitator prepares this on a flipchart and briefly explains the content to participants gathered around for the explanation.
Table 1: Differentiation of applicability of P-PD

Table 1: Differentiation of applicability of P-PD

Use it when	Do not use it when
There is a clear boundary to a well-defined challenge that is affecting a substantial number of people	There is no clear boundary to a well-defined challenge
The aim is to facilitate farmer-led changes	The aim is to disseminate externally driven changes
There are farmer-led innovations with potential for transformation	There is no evidence of the successful implementation of the innovation by farmers
The aim is to introduce/promote need-based innovations	The aim is to introduce/promote recommended externally driven innovations
There is a challenge in "how" known practices are implemented, and scope for farmer-led adaptations, but it is not widely known	The challenge is purely technical and cannot be addressed through farmer-led adaptations
There is a commitment (resource, learnership, collaboration) to locally led solutions	Local challenges are structural and require external interventions
Key collaborators are locally present and committed	The objective is to drive quick and large-scale change driven by external actors

Activity 1.
When to use and when not to use PD

In summary:

Positive deviance should be considered as a possible approach when a concrete problem meets the following criteria:

- The problem is not exclusively technical but also relational and requires behavioral or/and social change.
- The problem is complex, seemingly intractable, and other solutions have not worked.
- Positive deviant individuals or groups exist and solutions are possible.
- There is sponsorship and commitment from local leadership to address the issue. Adapted from: https://positivedeviance.org/

Activity 2.
Connecting to own work experience

This is done as a group exercise called 15% solutions (15% Solutions — Liberating Structures). The purpose is to encourage participants to discover and focus on what each person has the freedom and resources to do now (20 minutes).

You can reveal the actions, however small, that everyone can do immediately to try out PD. At a minimum, these will create momentum, and that may make a big difference. These 15% solutions show that there is no reason to wait around, feel powerless, or fearful. They help people pick it up a level. They get individuals and the group to focus on what is within their discretion instead of what they cannot change.

With a simple question, you can flip the conversation to what can be done and find solutions to big problems that are often distributed widely in places not known in advance. Shifting a few grains of sand may trigger a landslide and change the whole landscape.

Activity 2.
Connecting to own work experience

Five structural elements – minimum specifications

1. Structuring invitation: In connection with their personal challenge or their group's challenge, ask, "What is your 15% solution? Where do you have discretion and freedom to act? What can you do without more resources or authority?"
2. Materials needed and how space is arranged: Chairs for people to sit in groups of 2–4; no tables required.
3. How participation is distributed: Everyone is included. Everyone has an equal opportunity to contribute.
4. How groups are configured: First alone, then in pairs or small groups.
5. Sequence of steps and time allocation:
    - First, each person generates his or her own list of 15% solutions: 5 minutes.
    - Individuals share their ideas with a small group (2–4 members): 3 minutes per person and one person at a time
    - Group members provide a consultation to one another (asking clarifying questions and offering advice): 5–7 minutes for each individual, one at a time.

Purposes

- Move away from blockage, negativism, and powerlessness.
- Have people discover their individual and collective power.
- Reveal bottom-up solutions.
- Share actionable ideas and help one another.
- Build trust.
- Remember unused capacity and resources (15% is always there for the taking).
- Reduce waste.
- Close the knowing-doing gap.

Activity 2.
Connecting to own work experience

Tips and traps

- Check each item to assure that it is within the discretion of the individual.
- Be ready for big things to emerge via the butterfly effect.
- Reinventing the wheel is okay.
- Each 15% solution adds to understanding of what is possible.
- Clear, common purpose and boundaries will generate coherence among many 15% solutions.
- Make it a routine to ask for 15% solutions in meetings (15% solutions are otherwise commonly unnoticed and overlooked).
- While introducing the idea, tell a story about a small change made by an individual that sparked a big result.

Learn more from Professor Gareth Morgan, who has popularized the concept through journal articles like Morgan, G. and Zohar, A. (1998), "The 15% approach: quantum change incrementally!" Holland Management Review, 53, pp. 14–25. Attribution: Liberating Structure developed by Henri Lipmanowicz and Keith McCandless. Inspired by Professor Gareth Morgan.

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Attribution: Liberating Structure developed by Henri Lipmanowicz and Keith McCandless. Inspired by Professor Gareth Morgan.

Remember:
"You cannot cross the sea merely by standing and staring at the water." R. Tagore



2.4 Session 4: Stories on positive deviance

This session uses stories to make positive deviance concrete and relatable. Through a shared video, group discussion, and a personal storytelling exercise, participants will examine what counts as a PD story and why stories matter for spreading new behaviors.

Learning objectives

By the end of the session, participants will be able to:

- Identify and describe the core elements of a PD story and distinguish these from other types of success stories
- Recognize PD behaviors in their own communities and begin to use personal or local stories to illustrate and promote PD in their work

Activity 1: Video-based reflection

For this activity, first watch this video together:

- Tutorial: Positive deviance approach–https://www.youtube.com/watch?v=wx4MU55IsIM Tutorial: Positive Deviance Approach–YouTube (India)
- Watch the video together.
- Flashlight round: ask everyone in the group one significant word they remember.
- In a group discussion, reflect on how this video has influenced their definition of PD. Share the link so participants can watch it again by themselves for more clarity.

Activity 2: Pioneer stories

Encourage participants to share stories of what they now realize they know as PD in their own lives. The stories should contain the following elements:

- Whose story is it?
- How do you know them?
- Explain what is positive deviant about their behavior?
- How did you realize that?
- What potential impact do you see in others learning from them?

Write this story on a sheet of paper and then share it with a randomly assigned person in the room. Finally, put up all the stories for the gallery walk.

2.5 Session 5: From positive deviance to pioneer-positive deviance

This session introduces the P-PD approach, which builds on decades of PD experience and ILRI's work in Uganda, Kenya, Colombia, and Ethiopia to recognize and empower farmers as knowledgeable actors. Through a structured roleplay, participants explore how P-PD identifies and supports pioneer households, and how researchers, extension agents, and farmers can co-design solutions as equal partners.

Learning objectives

By the end of the session, participants will be able to:

- Explain the core idea of P-PD and how it differs from, and complements, traditional model-farmer and extension approaches
- Identify key characteristics of the P-PD process and use them to assess whether a given situation is suitable for P-PD and to plan context-appropriate, inclusive implementation steps
- Anticipate and discuss social, gender, and institutional tensions that can arise when introducing P-PD in real community settings and propose practical ways to address them

Building on several decades of experience with PD, and its adaptation through ILRI's research in Uganda, Kenya, Colombia, and Ethiopia since 2019, P-PD reverses the traditional flow of knowledge, recognizing and empowering farmers as knowledgeable actors.

P-PD focuses on identifying and learning from individuals within a community who find unique, successful solutions to common challenges despite having no additional resources or advantages.

P-PD encourages a co-design process in which researchers, extension workers, and farmers collaborate as equal partners, centered on identifying and supporting adaptation pioneer households.

Characteristics of the PD process

- Leverages innovations generated by community members themselves
- Engages multiple stakeholders in applying discovered PD behaviors and strategies
- Starts small to demonstrate success
- Connects people or groups who have not connected before
- Targets the widest range of appropriate community members
- Creates opportunities to practice and "learn through doing" in a safe, peer-supported environment
- Uses existing resources and assets purposely and extensively
- Uses multi-channel, multi-target, culturally appropriate communication strategies

Activity 1: Roleplay

This roleplay simulates a community meeting where extension agents introduce P-PD and attempt to identify positive deviants in livestock farming. It is designed to surface the social, gender, and institutional tensions that arise in real P-PD introduction before trainees encounter them in the field.

Activity 1:
Roleplay

Group	Role and brief
Group A: Extension officers/ development agents (DAs)	You are excited about P-PD but worried about explaining it clearly. • Your task: deliver a clear, simple pitch to the assembled community, and facilitate the meeting toward a concrete next step (e.g., agreement on how positive deviants will be identified, or at minimum, a date and format for follow-up). • One of you should chair the meeting once all groups convene; decide amongst yourselves who. Success looks like: The meeting reaches at least one concrete, agreed next step, and all groups feel they were heard, even if not fully satisfied.
Group B: Community leaders	• Rumor has it the DAs want to replace the model farmer approach. • As most of you are model farmers, you feel threatened:your status and credibility are built on the old system. • Prepare arguments to protect the model farmer approach and prove what P-PD really means for your position.
Group C: Male farmers	• You are interested but annoyed at being told to bring your wives. • It is harvest time. Who will manage the livestock and cooking while you are both away? • Decide your position: what you expect from this meeting and what you want out of it.
Group D: Female farmers	• You have heard you should attend with the men. • Someone has to stay with the children, the house, and the livestock, and someone has to prepare food. • You are unsure you will be able to speak up even if you attend. • Decide amongst yourselves whether you will attend, and what (if anything) you want out of it.

Activity 1:
Roleplay

Group E: Potential pioneers (male and female)	• You have quietly been doing something differently, and it has worked. • You do not usually attend meetings unless you are a model farmer, which only some of you are. • You have heard the model farmers are nervous about this meeting. • You are proud of what you have achieved but wary: being singled out could be read by neighbors as showing off, undermining relationships, or inviting jealousy. • Decide how visible you want to be in this meeting, and what you would need to feel safe being named as someone doing things differently.

Timing

- Preparation: 30 minutes in separate groups
- Roleplay: 25–30 minutes (extended from the original 15–20 to allow tensions to surface and be negotiated, not just declared)

Debrief: 20–25 minutes

Run the debrief in two stages.

Stage 1: Open reflection

- What did you learn from this experience?
- How did it feel to be in the shoes of someone else?
- How comfortable were you in your role?
- Were you able to explain or understand what P-PD means?
- Given this experience, what would you do differently in practice?

Stage 2: Introduce clarifications

Distribute or display the table below. Ask participants to map what they just experienced onto it: where in the roleplay did farmer-led innovation (Group E's original practice) and pioneer-practice identification (Group A's task) come into tension or alignment?

Activity 1:
Roleplay

	Farmer-led innovation	Pioneer practices (P-PD)
Origin of the practice	Created/adapted by farmer(s), possibly novel	Already exists in the community
Core process	Generation/ experimentation	Identification/ documentation/ dissemination
Evidence basis	Process-oriented; may be unproven	Outcome-oriented; positive deviants already show measurable success
Role of external actor	Facilitator of farmer experimentation, sometimes co-design	Investigator/ cataloguer who finds and validates what is already working
Relationship to formal systems	Can run parallel to, in tension with, or feed into formal extension	Explicitly framed as complementary to, not a replacement for, formal extension

Closing note for facilitators: P-PD is, in a sense, a way of harvesting the most successful outputs of farmer-led innovation that have already proven themselves under real local constraints, rather than starting the innovation process from scratch. Use this to bridge back to Group B's anxiety: P-PD is not replacing the model-farmer system, it is adding a complementary, evidence-based layer to it.

Chapter 3: Embedding the P-PD approach in the Ethiopian extension system

This chapter guides participants to reflect on current extension practices, emphasizing a shift from top-down technology transfer to a participatory, decentralized, knowledge-brokering role. The session explores embedding the P-PD approach in extension methods to foster community-led development by reframing extension personnel's mindset and role toward active community engagement, valuing everyday knowledge, and supporting context-specific participatory processes.

Duration: 8 hours

Content	Chapter gains	Methods and activities
• Overview of Ethiopia's extension system • Needed shift in extension paradigm • Applying P-PD principles in extension work • P-PD's role in participatory extension • P-PD skills for extension agents	• Justify shifting to participatory, decentralized extension • Define embedding the P-PD approach • List key skills for P-PD implementation.	• Interactive discussion • Small group exercises • Gallery walks • Reflection and application



3.1 Session 1: What makes extension effective

This session guides participants to reflect on their extension experiences through a progressive individual-pair-group learning process. An interactive presentation then clarifies key concepts, followed by guided reflection to consolidate learning and identify practical applications for their work.

Learning objectives

By the end of the session, participants will be able to:

- Assess what works in extension and why
- Link extension practices to development outcomes

Activity 1:
Individual reflection

Ask participants to reflect individually on their extension experiences:

- What was a successful extension experience you were involved in?
- Describe a challenging or unsuccessful extension experience.
- What made the difference in each case?

Encourage participants to look beyond technical outcomes and consider relational factors, including relationships and trust-building with farmers or communities, gender inclusion and equitable participation, effective communication strategies, levels of farmer or community empowerment, and broader participatory processes. Include also reflections on where the extension content came from: whose knowledge and whose technologies were at the center? How much space was given to farmers' own knowledge and lived experiences in the process?

Activity 2:
Pair sharing

This activity deepens individual reflection on insights gained in Activity 1, but now through pair sharing which promotes team learning.

Ask participants to work in pairs (gender and experience mix).

Ask pairs to share:

- Their two extension experiences (success and challenge)
- Key factors that influenced the outcomes

While pairs discuss, circulate to encourage sharing of personal insights and experiences, prompt clarification of key ideas, and facilitate building collective understanding.

Ask pairs to record 3–4 key factors that make extension effective on flipcharts.

Activity 3: Group presentation and discussion

Ask pairs to share their flipcharts. As they share, capture key responses. Group similar ideas, synthesize common themes, and highlight effective extension characteristics. Guiding reflection questions:

- What patterns do we see across extension experiences?
- What makes extension impactful or ineffective? Why?
- Who benefits, and who is left out? Why?

Ensure discussion explicitly identifies what influenced extension content and how it was delivered: to what extent were different kinds of knowledge and farmer-led innovations considered? Which narrative dominated in the prioritization of practices?

Activity 4: Interactive presentation

Deliver a brief presentation to connect participants' experiences to concepts and principles, eliciting examples and stories from their field work. Ask questions and reference participants' contributions to reinforce learning and foster engagement. Cover the following in your presentation:

- Extension drives change, innovation and inclusion. Effective extension goes beyond technical information to enable behavior change through experiential learning, reflection, and practice, fostering innovation by creating safe spaces for experimentation, feedback, and peer exchange that accelerate adaptive management and uptake of "best-fit" practices. It promotes inclusion by designing accessible methods, addressing structural barriers, and explicitly valuing diverse voices and knowledge systems.
- Extension fosters community empowerment and builds social capital. Extension is a tool for community empowerment, helping groups analyze their own challenges, set priorities, and collectively decide which practices to test and scale. Participatory extension builds social capital through practical strategies such as facilitating regular peer learning circles, co-designing community action plans, establishing farmer-to-farmer mentorship networks, and supporting inclusive community forums that foster trust, mutual support, and shared responsibility to sustain learning and innovation beyond individual projects.

Activity 4: Interactive presentation

- Effective extension practice is built on trust and respect, relevance to farmers' realities, participatory co-learning, cultural and contextual sensitivity, empowerment through capacity building, and gender-responsive social inclusion to enable equitable decision-making, sustained improvements, and locally owned solutions.

Effective extension practice is characterized by adaptability to local contexts, promotion of environmental sustainability, support for economically viable solutions, and commitment to social equity.

Activity 5: Reflection and application

Ask participants to first reflect individually, then share their reflections in pairs using the following questions:

- What is one area where you would like to improve in your extension work?
- Which concrete actions will you will apply immediately?

Invite pairs to present their key points in plenary. Capture the responses on flipcharts and synthesize the main insights. Use this discussion to reinforce a core message: extension is not merely about delivering technical messages but about facilitating learning, experimentation, and sustainable behavior change.

3.2 Session 2: Ethiopia's extension system overview

This session enables participants to reflect on how the extension system operates in practice, drawing on their own experiences. It outlines the current structure and highlights persistent challenges to help participants recognize the need for change.

Learning objectives

By the end of the session, participants will be able to:

- Map extension system structure and identify actors' roles.
- Reflect on how the system works in practice
- Identify strengths, gaps, and opportunities

Activity 1: Interactive brainstorming and discussion

Ask participants: "When you hear "Ethiopia's extension system", what comes to mind?

Write down responses on flipcharts and highlight main points.

Ask participants to individually write 3–5 points, considering:

- Key actors
- Main activities
- How the system works in practice

Invite participants to share their outputs. Record key points on flipcharts, clustering similar ideas together.

Briefly summarize the discussion by highlighting that:

- There is a gap between how the extension system is designed and how it functions in practice.
- The approach is often perceived as top-down, with opportunities to strengthen participatory engagement.
- While the system has strong foundations, there are clear opportunities to make it more inclusive, participatory, and responsive.

Activity 2: Extension reality check

In small groups, ask participants to discuss and record their responses on flipcharts:

- How is the extension system supposed to work?
- How does it work in your area?

Guiding questions:

- Where are the biggest mismatches?
- What explains these gaps?

Have groups share outputs in plenary.

Capture main points on flipcharts and highlight key gaps with causes.

Activity 3: Interactive presentation

Deliver a brief presentation, inviting participants to share examples, stories, and practical insights throughout. Cover the following in your presentation:

Core goals:

- Technology dissemination and adoption
- Productivity improvement
- Food security

Activity 3: Interactive presentation	Dominant approaches: • Top-down planning • Blanket recommendation/message • Package-based extension • Group extension method • Recent shift toward participatory and pluralistic approaches
Activity 4: Reflection and application	In pairs, ask participants to discuss: What one action will you take in your work to bridge extension system gaps? Groups share 1–2 commitments. Capture commitments on flipcharts and highlight key insights.

3.3 Session 3: Needed shift in extension paradigm

Through guided reflection and group analysis, participants explore the limitations of top-down extension models and reimagine extension as a participatory, inclusive, and facilitative process. The session culminates in designing context-specific participatory practices that can be applied in their own work.

Learning objectives

By the end of the session, participants will be able to:

- Distinguish between top-down and participatory extension
- Value participation, local knowledge, and co-learning
- Redesign extension activity using participatory principles
- Shift from instructor to facilitator roles

Activity 1:
Reflection

Ask participants to individually reflect and note down:

- How do you usually deliver extension services?
- Who speaks most?
- Who decides what is delivered?

In pairs, ask participants to share their individual reflections.

Discussion questions:

- Who holds knowledge?
- Who makes decisions?
- How are farmers involved?
- What works well? What does not?

In plenary, ask pairs to share their outputs.

Capture responses on flipcharts and highlight key insights.



Activity 2: Interactive presentation and reflection

Deliver a brief presentation on paradigms: definition and their influence on extension practice.

What is a paradigm?

- A framework for thinking and doing
- A set of shared assumptions that guide decisions and action
- Often invisible but powerful in shaping behavior

In pairs, ask participants to reflect on:

- What extension paradigm currently dominates your daily practice?
- How might invisible assumptions limit participation and inclusive extension services in your area?
- What one shift in thinking could enhance farmer empowerment?

Summarize responses on a flipchart and highlight key insights.

Then, deliver a brief presentation on conventional and participatory extension paradigms,

inviting participants to share examples or share stories from their experience.

Conventional extension paradigm

- Public-dominant
- Expert-driven
- Top-down
- Technology transfer focus
- Uniform extension package
- Farmers as recipients
- Model farmer approach

Participatory extension paradigm

- Farmer-centred
- Interactive and dialogical
- Builds on everyday knowledge and lived experiences
- Farmers as co-creators
- Inclusive
- Context specific

Activity 3: Comparing extension paradigms

In small groups (3–4 participants, gender-mix), compare conventional vs. participatory extension paradigms across these aspects:

- Role of experts
- Role of farmers
- Knowledge flow
- Decision-making
- Gender inclusion
- Outcomes

Ensure groups compare:

- Who has voice and influence (youth, women vs men)?
- Who controls decisions and resources?
- Who benefits from extension outcomes?

In plenary, ask groups to share their outputs.

Capture main points on flipcharts. Ask participants to reflect on:

- Which approach dominates your work?
- Why?

Capture and highlight key insights on flipcharts. Emphasize that extension is not just about what we do, but how and with whom we do it.



Activity4: Interactive presentation

Deliver a brief presentation, asking participants to share examples.

Why paradigm shift is needed:

- Low adoption of technologies
- Mismatch with local realities
- Limited ownership by communities
- Exclusion of women and marginalized groups

The new role of extension workers:

- Facilitator
- Listener
- Connector
- Co-learner

Evolution of extension: From top-down transfer to participatory, facilitative approaches

- Trace the shift from expert-driven, directive extension models to contemporary participatory and facilitative approaches that position farmers and communities as co-creators of knowledge.
- Highlight how early "technology transfer" models often resulted in low adoption, whereas participatory methods have improved relevance, ownership, and sustainability.
- Emphasize current trends toward decentralized, relationship-based extension that responds to local context, learning styles, and power dynamics.

A participatory extension paradigm should include:

- Gender-transformative approaches (challenging harmful norms)
- Recognition of intra-household dynamics (decision-making, control over resources)

Activity 5: Application and reflection

In groups, design a practical extension activity that:

- Engages farmers actively
- Uses everyday knowledge
- Encourages dialogue
- Includes youth, women and marginalized groups

Use the following design template

- Topic
- Objective
- How farmers participate
- Tools and methods
- Inclusion strategy

Ask groups to display extension designs on the walls of the training room.

Ask participants to walk around and give feedback on extension designs using sticky notes.

In plenary, ask participants to reflect on:

- What changes are realistic in your context?
- What challenges do you foresee?
- What is one thing you will change in your extension practice?

Capture main points and highlight key insights.

- Extension facilitates change, not just delivery.
- Farmers are not passive. They are knowledge holders.
- Participation is not optional. It is essential for impact.
- Mindset shift is the first step to change.
- Small practical changes can lead to big transformation.

3.4 Session 4: Behaviors and competencies for extension agents

This session focuses on the behaviors and competencies that extension agents need to effectively apply the P PD approach in their daily work with farmers and communities. Participants will identify key interpersonal, technical, and facilitative skills, reflect on how these manifest in their practice, and plan concrete ways to strengthen them.

Learning objectives

By the end of the session, participants will be able to:

- Describe key behaviors and skills for P-PD in extension
- Reflect on personal strengths and gaps
- Identify two actions to build facilitative, participatory, and practice-oriented skills

Use this structured instructional sequence (individual reflection, small group discussion, and pair based planning) to guide participants in identifying and strengthening the behaviors and competencies required to effectively apply the P-PD approach in their extension practice.

Activity 1: Brainstorming

Explain that this session builds on what has already been discussed about participatory and practice driven extension. The focus will now be on the behaviors and competencies extension agents need to effectively apply the P-PD approach.

Invite participants to first brainstorm individually, reflecting on:

- What kind of extension agent do farmers need for a P-PD approach?
- What behaviors and skills would this agent demonstrate in the field?

Record responses on flipcharts and highlight key points.

Activity 2: Interactive presentation

Deliver a brief presentation on the core behaviors and key competencies required for P-PD guided extension, inviting participants to share examples from fieldwork.

Briefly restate that P-PD guided extension is participatory, learner-centered, and practice driven, and emphasize that the agent's behavior is as important as the technical content.

Core behaviors required for P-PD guided extension:

- **Facilitation:** Guiding group discussions, managing dynamics, and creating space for all voices, especially women, youth, and marginalized groups
- **Active listening:** Paying full attention, checking understanding, and responding to farmers' concerns and questions without rushing to solutions
- **Humility and openness:** Valuing other people's knowledge, acknowledging one's own limitations, and being willing to learn from farmers and communities
- **Inclusivity and respect:** Ensuring equitable participation, challenging exclusionary norms, and demonstrating cultural and gender sensitivity
- **Empathy and trust building:** Showing genuine interest in farmers' realities, building long term relationships, and maintaining confidentiality and integrity

Key competencies for P PD practice:

- Co diagnosis of problems and needs: Working with farmers to analyze constraints and opportunities together, listening and learning rather than imposing external assessments
- Participatory planning and co design: Engaging farmers in designing activities, selecting practices to test, and agreeing on roles, responsibilities, and timelines
- Supporting experimentation and adaptive learning: Helping farmers plan small scale trials, observe outcomes, reflect, and adapt practices based on their own experiences
- Facilitation of reflection and dialogue: Structuring regular reflection sessions to turn practice into shared learning

Activity 2: Interactive presentation

- Communication and facilitation skills: Using clear, context appropriate language, participatory methods, and active learning techniques
- Documentation and knowledge sharing: Capturing lessons in simple, accessible formats and supporting farmers and communities to share experiences within and across groups
- Gender and inclusion-sensitive practice:
    - Applying tools and attitudes that explicitly promote the participation, voice, and agency of women, youth, and other marginalized groups
    - Conducting basic gender analysis (roles, access, control, decision-making)
    - Facilitating safe spaces for women's and youths' voices and participation
    - Challenging exclusionary norms respectfully and contextually
    - Power awareness and facilitation: Recognizing and managing power dynamics within groups to ensure balanced participation and prevent domination by more vocal or privileged individuals

Activity 3: Individual reflection

Ask participants to reflect individually:

- Which of these behaviors and competencies do you already demonstrate?
- Which are more challenging for you?
- How do your own assumptions about gender influence your work?
- What will you do differently to ensure inclusion?

In pairs, ask participants to share their reflections with each other.

Ask pairs to share their reflections in plenary.

Record responses on flipcharts and highlight key insights.

Activity 4: Small group discussion

In small groups, ask participants to share and record on flipcharts:

- One strength in their behavior and competency profile
- One area they would like to develop

Ask groups to share their responses in plenary.

Record responses on flipcharts, highlighting key ideas.

Activity 5:
Pair and apply

In pairs, ask participants to:

- Identify one concrete action they will take in their next field activity to strengthen a specific behavior or competency
- Note down one change they will experiment with in their facilitation style or engagement approach

Ask pairs to share their actions or changes in plenary.

Capture key points on flipcharts and highlight emerging themes.

Emphasize that extension guided by P-PD hinges on the agent's daily behaviors as much as on methods and tools.

Briefly summarize the required behaviors and competencies and why they matter for P-PD:

- Active listening: Builds trust and ensures learner-centered dialogue in P-PD
- Facilitation skills: Guides participatory discussions without dominating
- Empathy and adaptability: Tailors practice-driven advice to diverse contexts
- Continuous learning: Models behavior for effective, ongoing extension impact

Chapter 4: Implementing P-PD in practice

This chapter focuses on the practical application of the P-PD approach within the Ethiopian extension system. It equips participants with the tools needed to translate P-PD theory into practice.

Duration: 12.5 hours

Content	Chapter gains	Methods and activities
• Finding PD in a community • Defining PD questions and indicators • Setting validation criteria for P-PD • Documenting PD practices • Disseminating PD practices • Linking P-PD with farmer field schools	• Identify PDs in their own communities and formulate clear PD questions and indicators • Apply simple validation criteria to confirm and document PD practices • Plan and facilitate peer-to-peer dissemination of PD practices through farmer networks and field days • Explain how P-PD complements and strengthens existing approaches such as farmer field schools	• Small group work • Role play • From data point to handbook page • Field day planning exercise • Guided farm walk role play • Reflection and feedback

4.1 Session 1: How to find positive deviance in a community

This session introduces how to begin the P-PD approach in a community: you start by identifying positive deviance on a given topic in a co-design process, and then find the actual positive deviant or pioneer households later through the same process.

The learning process is structured to move from concept (why positive deviance, why co-design) to method (how to define indicators) to hands-on practice (applying indicators to real or simulated household data), closing with a discussion of common pitfalls drawn from ILRI's own pilot experience.

Learning objectives

By the end of the session, participants will be able to:

- Explain the core premise of P-PD in practice and why it starts from the community and not the facilitator
- Co-design, with community stakeholders, a shared definition of the positive deviance and its indicators
- Anticipate and mitigate common risks

Activity 1: Finding positive deviance in extension

This activity aims to give participants hands-on practice translating a vague community "success story" into a concrete, checkable list of positive-deviance indicators, using the same consultative, iterative process described above.

Working in small groups representing different stakeholder types (farmers, extension), participants draft indicators for positive deviance for the following question: Are there extension officers in your area with the same background as others, but who are more effective in reaching out to farmers?

1. How do you define "effective"?
2. What are the indicators of being effective in reaching out to farmers?
3. How would farmers, as the clients, describe the positive deviant behavior of these extension officers?
4. How would other extension officers describe the positive deviant behavior of these extension officers?
5. List the indicators and assess whether they help you to understand positive deviant extension behavior.
6. Is this a replicable example? What can others learn from them?

Activity 1: Finding positive deviance in extension

Gather all groups together and share your experiences and insights.

- **Defining the entry point:** Co-designing the positive deviance question and indicators. Before finding positive deviance, the site(s), the specific adaptation practice, and the objective of the search must be clear. This requires formulating a clear question that identifies whether there are individuals, households, or groups who achieve better-than-expected outcomes despite facing similar constraints. The question should follow the structure: Are there any farmers/herders who…?
- **Examples:** Are there children under the age of five from poor, rural households who are well-nourished? Are there sheep farmers with farm sizes of less than 2 ha who make a profit through sheep fattening? Are there dairy farmers with less than 5 lactating cows whose cows produce an average of at least 10 liters per day?
- **Key diagnostic questions for the community:** What resources were needed to achieve these outcomes, and where did they come from? How did this outcome emerge (outside organization, government initiative, or endogenous/inside development)? Who were the main actors driving the change, and what made them successful?
- **Who should be involved:** The process should involve project partners, farmers, local government, NGOs and other livestock-focused organizations, cooperatives/local groups, market-based organizations, and local research organizations.
- **Co-design is essential, not a formality:** Agreement on what positive deviance is in this context must go through repeated consultation with all concerned stakeholders (e.g., if it is manifested through a specific aspect of feed management, feed-supplement companies must be part of the conversation, not just farmers and extension officers) to avoid gaps later.
- **Gender lens at this stage:** Ask what typical behavior is, what appropriate/expected behavior is, and what happens if someone does not conform to help surface how gender norms shape (and are shaped by) positive deviance.
- **Facilitation tool used for co-designing the definition of positive deviance in the community:** Use participatory resource mapping in small groups (e.g., drawing exercises with community members), group interviews, transect walks, or community workshops.

Activity 1: Finding positive deviance in extension

- In this process, communities co-design the indicators for positive deviance. For example, if these are the questions, then the community workshop can lead to a rephrasing of the entire question, or at the minimum to a refinement of the numbers:
  - Are there sheep farmers with a farm size of less than X ha who make a profit through sheep fattening?
  - Are there dairy farmers with less than X lactating cows that produce on average at least X liters per cow per day?
- Additional indicators in an example for climate adaptation in smallholder dairy farming in Kenya were:
  - Awareness of climate change
  - Type of livestock/feed practice
  - Pioneering character (endogenous innovation rather than adoption, unique ways of knowing/learning, willingness to try and abandon failures, willingness to share knowledge)
  - A set of more quantitative indicators, which only work if you have the data to substantiate them:
    - Milk yield (l/day/cow)
    - Calving interval, age at first calving
    - Farm diversity
    - Diversity of income sources
    - Number of sub-technologies applied, "technology advice" (cube root of households helped), months with food shortages

These indicators are the result of the co-design process, emerging from interaction with the community.

4.2 Session 2: What does validation mean?

In this session, participants will learn what "validation" means for P-PD. Key learning points include how validation works when it relies on community validation rather than scientific evidence, and how to communicate this to

outsiders as a valid step in the process. This session enables participants to treat validation not as a single yes/no checkpoint, but as a process that protects the credibility of the whole P-PD process over time.

Learning objectives

By the end of the session, participants will be able to:

- Define validation as used in the P-PD approach
- Explain why farm visits and long-term personal engagement remain necessary
- Describe at least two practical measures for validation
- Validate gender-equity claims within households

Activity 1: Validation role-play: statistics vs. reality

This activity aims to confront you with a core tension you may encounter in practice: a household that looks like a strong positive deviant on paper (e.g., via survey indicators) but does not hold up during a simulated farm-visit interview (e.g., inconsistent answers, exaggerated practice adoption).

Working in pairs (one plays "validator", one plays "household member"), participants practice probing questions that surface this gap, then debrief as a group on what made certain households pass or fail validation and what that implies for indicator design.

Discussion questions:

- What differences emerged between the "reported" practices and the "observed" reality during the validation role-play? What factors might explain these gaps?
- Which questions or validation approaches helped reveal whether a household was a genuine positive deviant rather than simply appearing successful on paper?
- What lessons does this provide for designing positive deviance indicators and ensuring that validation processes are fair, inclusive, and context-sensitive?

Activity 1: Validation role-play: statistics vs. reality

Validation is not simply a process of confirming survey results; it is a learning process that combines community knowledge, dialogue, and field observation to distinguish genuine positive deviants from misleading signals. Strong validation approaches rely on well-designed indicators, respectful probing, and engagement with multiple household members to understand the practices, behaviors, and conditions that truly contribute to success.

- **Validating positive deviants:** Build credibility through community verification and field learning. As a rule of thumb, the validated share of positive deviants typically ranges from 3–15%. Small samples of about 10 farmers/site allow close personal engagement and tend to work better. However, allowing a too small nomination by some community members, without a clear pathway for the wider community to benefit, can create resentment, therefore this issue needs to be addressed in the process early on.
- **Validation is a process** where a list of positive deviant or pioneer households emerging from the community process explained above is checked against the agreed indicators by the community, and then randomly through farm visits to create a better practical understanding. Validation is built into the process itself (identify candidates, then verify through interviews and farm visits) and benefits from close, personal engagement with a smaller sample.

  The ILRI team has tested a quantitative pathway for identifying and validating positive deviance. However, ILRI's pilots found a high elimination rate during validation, because household surveys do not always capture the real situation, with farmers sometimes answering in ways that do not fully reflect their actual situation. Validation via farm visits is therefore more effective because it catches survey-based false positives.
- **Validation also has a gender dimension:** equitable intra-household decision-making is difficult to validate because households may not want to openly disclose how they make decisions or may feel their practice does not match community expectations of the "household head". Validating for this can only be understood over time and requires talking to multiple household members (not just heads) and building in gender-equity indicators from the start.

4.3 Session 3: Documenting pioneer practices: From citizen science to farmer handbooks

This session aims to walk participants through the option of using citizen science and show how the data and insights it generates are transformed, through a structured co-design process, into shareable knowledge products such as farmer handbooks, booklets, and posters.

Learning objectives

By the end of the session, participants will be able to:

- Distinguish the two models of citizen-science data collection and identify when each is appropriate
- List the categories of data typically collected and their intended use
- Outline the five-step co-design process for turning validated farm data into training materials
- Identify at least three risk management practices needed to protect pioneer households and data integrity
- Draft an outline for a simple farmer handbook based on a given set of citizen science findings



Activity 1: From data point to handbook page

This activity aims to give participants direct practice converting a small, realistic dataset (e.g., feed formulation records from a handful of pioneers) into a single co-designed handbook page — deciding what to keep, how to anonymize it, and how to phrase it for a farmer audience rather than a technical one. Groups draft their page, then exchange it with another group playing the role of "pioneer reviewers", who give feedback before a short plenary discussion on what changed and why — reinforcing the manual's emphasis on iterative validation with pioneer households before materials are finalized.

Key learning points to be covered

- **Purpose of citizen science:** Once pioneers are known, citizen science builds a deeper understanding of how they achieve different outcomes from others, identifying gaps and opportunities and feeding results back to the pioneers themselves in a format useful to them (results are only shared with others in anonymized form).
- **Two data-collection models:** (1) Researchers/enumerators conduct regular farm visits and record data together with farmers; and (2) pioneer households are trained and equipped to record their own data (farmer-led data collection).
- **Types of data collected:** The decision on this must be part of the co-design process between the extension agents and the farmers. Examples are socio-economic data (labor, income/expenditure, impact across household members) and technical/biophysical data that can be analyzed by extension officers or scientists, if wanted by the pioneers. This is tied to a commitment to return the results to the pioneers.

Farmer-led data collection process

- Train pioneer households on tools — digital (smartphone) or paper, assisted or independent; measurement techniques (e.g., livestock heart girth, age determination); sample collection (e.g., feed/feed supplements).
- Collect data at set intervals (monthly/quarterly).
- Research and/or analyze records and samples.
- Feed results back to pioneer households

Activity 1: From data point to handbook page

From data to farmer handbooks: Co-design of training materials

- Analyze farmer-led data and share it (anonymized) with a wider group of partners not just APHs.
- Hold a collaborative design workshop to shape training-material content around APHs' actual practices and technologies.
- Prepare draft materials and circulate them to partners and APHs for feedback and final approval.
- Hold a feedback workshop on the final outputs and agree on a dissemination/training strategy.
- Disseminate and train others using the finished manuals.

Real example: ILRI co-developed booklets and posters with and for farmers and extension officers in Kenya and Ethiopia, based on farmer-led innovations in feed conservation and feed management.

Practical cautions from ILRI's experience:

- Sharing results back with pioneer households (in a format useful to them) is mandatory; it is a trust issue, not a nice-to-have.
- Contacts of APHs must never be shared with third parties without explicit prior permission.
- The process is resource-intensive:
    - Plan carefully together with pioneer households what data to prioritize and at what interval to collect it.
    - Feed and soil sample analysis is expensive but yields high-value information.
    - Not every pioneer household will sustain data quality. This needs ongoing, supportive quality checks rather than one-off training.
    - Drop-out risk exists if record-keeping feels burdensome; motivation grows once the pioneers see the value of the feedback they receive.
    - Developing training materials is time- and resource-consuming, but valuable. Always pair it with a realistic dissemination strategy from the outset.

Activity 1: From data point to handbook page

- Consider accessibility issues: even in communities with high literacy levels, secondary illiteracy can be an obstacle. Also, in some households, the household head may be a gatekeeper and not allow universal access to the information (e.g. the classical drawer next to the TV that can be a hoarding place for such materials).

This session enables participants to see documentation not as a one-off reporting exercise but as an evolving pipeline — from raw farm-level data to analyzed and validated knowledge, to co-designed, disseminated learning materials that farmers themselves helped shape. The learning process is structured to trace one continuous thread as it moves from citizen science data collection, through analysis and feedback, to a finished, field-tested farmer handbook, so participants see how each stage depends on the one before it.

4.4 Session 4: Sharing with others: Farmer to farmer field days

This session focuses on how participants facilitate sharing of PD practices through existing farmer networks, using farmer field days and peer-learning events. Participants plan and practice inclusive activities that enable pioneer farmers to demonstrate and explain their PD practices to other farmers in a supportive, peer-led setting.

Learning objectives

By the end of the session, participants will be able to:

- Explain the value of farmer-to-farmer field days for peer learning
- Organize participatory field days to highlight local best practices
- Facilitate inclusive, interactive learning for all community members
- Record key lessons and recommend follow-up actions to scale success

Activity 1: Small group discussion

In small groups, participants discuss the benefits of farmer-to-farmer learning, compare it with conventional extension approaches, and share examples from their own experience.

Discussion questions

- What advantages does learning from fellow farmers offer compared with conventional extension training or meetings?
- Why are locally successful farmers often more trusted and influential than external advisors?
- What factors make peer learning effective in your community?

Farmer-to-farmer learning is effective because it builds on local experience, trust, and practical evidence. Farmers are more likely to adopt practices they see working under conditions like their own.

Activity 2: Field day planning exercise

Groups develop a simple field day plan, including the objective, host farmer, demonstration topic, agenda, facilitator roles, and key discussion questions.

Discussion questions

- What should participants learn or be able to do by the end of the field day?
- How can demonstrations encourage participation instead of just showcasing technologies?
- How will you ensure women, youth, and other household members have opportunities to contribute?

A successful field day is built on clear goals, local relevance, and active participant engagement, not simply receiving information.

Activity 3: Guided farm walk role play

Participants take turns facilitating a demonstration stop, explaining a practice, asking open-ended questions, encouraging peer discussion, and managing participant interactions.

Reflection questions

- Which facilitation techniques encouraged participants to ask questions and share their own experiences?

Activity 3: Guided farm walk role play

- How did the facilitator create an interactive discussion instead of delivering a lecture?
- How could the demonstration be improved to make learning more engaging and inclusive?

Effective facilitators guide conversations rather than dominate them. By asking open questions, encouraging peer exchange, and linking observations to participants' own experiences, they create meaningful learning opportunities.

Activity 4: Reflection and feedback

Participants reflect on what worked well, the challenges encountered, and practical ways to improve participation, facilitation, and learning during future field days.

Reflection questions

- What aspects of the field day worked well, and why?
- What challenges might limit participation or learning in a real field day?
- What specific improvements would you make when organizing your next field day?

Reflection is an essential part of learning. Reviewing successes, challenges, and participant feedback helps improve future field days and strengthens continuous learning and adaptation.

Learning resources: Why farmer-to-farmer field days?

Farmer-to-farmer field days are learning events held by pioneer farmers to share practical experiences, innovations, and lessons with fellow farmers. Unlike conventional field days, these events recognize local solutions and farmers as valuable sources of knowledge. Participants learn by observing real practices, asking questions, discussing challenges, and reflecting on how successful practices can be adapted to their own farms. This approach strengthens social learning by encouraging knowledge exchange among farmers facing similar farming conditions and challenges.

Activity 4:
Reflection and feedback

Key principles of farmer-to-farmer learning

- Build on local success: Demonstrate practices that have been successfully implemented under local conditions.
- Farmers lead the learning: Pioneer farmers explain their practices, including successes, challenges and lessons learned.
- Learning is interactive: Participants actively observe, ask questions, share experiences and discuss possible adaptations.
- Technical experts provide support: Extension officers and researchers clarify technical issues without dominating discussions.
- Learning continues beyond the event: Field days should encourage ongoing farmer interactions, exchange visits, and continued experimentation.

Preparing and planning a field day

Successful field days require careful planning. Facilitators should identify a suitable pioneer farmer, agree on learning objectives and demonstration topics, prepare learning stations, assign facilitator roles, and ensure all required materials and documentation tools are available. Planning should begin two to four weeks before the event by selecting the host farm, identifying demonstration topics, visiting the farm, and identifying participants and partners. One week before the event, facilitators should confirm the program and participant list.

During the field day, participants should be welcomed, introduced to the objectives, and guided through different demonstration stations where the pioneer farmer shares practical experiences. Facilitators should encourage questions, discussion, and reflection throughout the event. After the field day, organizers should collect participant feedback, document lessons learned, and conduct follow-up farm visits or telephone interviews to assess learning and practice adoption.

Activity 4:
Reflection and feedback

Roles and responsibilities

- Pioneer farmer: Demonstrates farming practices, shares personal experiences and encourages discussion
- Extension officer: Facilitates discussions, provides technical clarification, and supports follow-up
- Research team: Documents learning, collects feedback, and answers technical questions where necessary.
- Project partners: Provide specialist knowledge and logistical support
- Participants: Observe demonstrations, ask questions, share experiences, and reflect on how practices can be adapted to their own farms

Monitoring, evaluation, and follow-up

Information collected during and after the field day helps assess learning and improve future events. Facilitators should record participant attendance (including women, youth, and farmer groups represented), key lessons learned, practices farmers intend to implement, and evidence of social learning such as new farmer connections, exchange of contacts and plans for future collaboration. Within one to three months after the event, follow-up visits or telephone interviews should assess whether farmers implemented new practices, the benefits and challenges experienced, continued interactions among participants, and any joint activities that have emerged.

Common challenges and practical solutions

Farmer-to-farmer field days may face challenges such as passive participants, dominant speakers, lecture-style demonstrations, limited participation by women and youth, large groups, or inadequate follow-up. These can be addressed by using open-ended questions, organizing small-group discussions, encouraging practical demonstrations, deliberately involving women and youth, dividing participants into rotating learning groups, and promoting continued interaction through farmer networks, exchange visits, and follow-up communication.

Activity 4: Reflection and feedback

Farmer-to-farmer field days are most effective when farmers are recognized as teachers, demonstrations are practical and interactive, and learning continues beyond the event through strong farmer networks and ongoing knowledge sharing. The facilitator's role is not to provide all the answers, but to create an environment where farmers learn from one another and collectively improve their farming practices.

4.5 Session 5: How to align with other extension approaches: Example of FFS

This session enables participants to understand how the established farmer field school (FFS) approach and the P-PD approach can complement each other in practice. The learning process is structured to enable a thorough understanding of where these approaches are similar, and where they differ, to come to a synergistic model of implementation of the two.

Learning objectives

By the end of the session, participants will be able to:

- Explain synergies between FFS and P-PD
- Implement the two together practically
- Be specific about the role of pioneer households in FFS
- Consider other potential benefits of combining FFS and P-PD

Activity 1: Understanding FFS from a P-PD perspective

This activity aims to provide a theoretical background of how FFS and P-PD can complement each other. The facilitator will distribute the handout toolbox for FFS and P-PD and provide the explanation either through a PowerPoint or flipchart presentation, depending on facilities and context.

Activity 1: Understanding FFS from a P-PD perspective

Ask participants to reflect individually on their understanding of the synergies between FFS and P-PD and write their answers on flashcards:

- If a colleague asked you to explain how FFS and P-PD can complement each other, what would your answer be?
- If that is hard for you, what information are you missing to be able to provide such an explanation?

Activity 2: Group reflection on synergies between FFS and P-PD with the Troika method

This activity aims to compare participants' understanding of synergies between FFS and P-PD and learn from each other's different interpretations. We introduce the Troika method (often referred to as Troika consulting), a liberating structure tool designed for rapid peer-to-peer coaching and problem-solving. It helps individuals gain new perspectives on personal or professional challenges by utilizing the "local wisdom" of their colleagues in small groups.

- Form triads: Groups of 3 people
- Roles: One person is the "client" (asks for help); two are "consultants" (offer advice)
- The process (approximately 10 minutes per round):
    - Reflect (1 min): Everyone thinks of a challenge, in this case how to make use of synergies between FFS and P-PD based on their own knowledge and experiences.
    - Share (1–2 min): The client shares their challenge and the help needed.
    - Clarify (1–2 min): Consultants ask only clarifying questions.
    - Consultation (4–5 min): The client turns away (turns off camera/mutes if online) and listens silently while the consultants brainstorm, discuss, and offer ideas.
    - Takeaways (1–2 min): The client turns back and shares what was most valuable.
    - Rotate: Repeat until everyone has been the client.

Finally, all the groups will share their experiences with everyone in the forum.

Activity 2:
Group reflection on synergies between FFS and P-PD with the Troika method

Learning resources

FFS is a participatory, interactive learning approach in which groups of farmers with a shared interest meet regularly to explore the "how and why" of agricultural practices through hands-on experimentation and observation. As a widely adopted extension method, FFS emphasizes experiential learning and group-based decision-making to build farmers' problem-solving skills and capacity to adopt new technologies. In Ethiopia, FFS plays a significant role in the agricultural extension system, fostering knowledge exchange, innovation, and adaptive capacity through peer-to-peer learning and practical engagement.

P-PD does not replace standard FFS or extension approaches but complements them, strengthening existing FFS delivery through several pathways — most notably by involving pioneer farmers as trainers. These pathways include:

- Basing the FFS curriculum on pioneer households' innovations
- Engaging pioneer households as trainers, delivering practical sessions on their farmer-led innovations
- Identifying positive deviant groups within a larger set of FFS groups through comparison, then using insights on what distinguishes them to support other groups toward similar performance
- Forming FFS groups composed entirely of pioneer households pre-selected through the P-PD process, with sessions held on their farms and their innovations forming the curriculum's core. Involving the whole household allows the curriculum to address the farm holistically, incorporating innovations relevant to men, women, and youth, even where these differ across household members. This supports a more socially inclusive and gender-sensitive implementation of FFS, particularly for women and youth, whose voices are often underrepresented. Input from other farmers, external trainers, or extension officers is added on demand, based on the group's own decision after the initial session.

Activity 2: Group reflection on synergies between FFS and P-PD with the Troika method

- Enabling pioneers to form a group that continues with F2F extension after the FFS ends, or that develops into a business-oriented start-up built around the innovation or the training process itself
- Leading FFS pioneer households to become key contributors to farmer-led solutions, share their knowledge with others, and build an expanded social network — ideally sustaining an active group beyond the life of the FFS itself

Practically this means:

Step 1 Preparation: Assess context, and training of trainers. In this example, you train pioneer farmers to become FFS trainers/facilitators.

Step 2: FFS establishment

- Group organization: note that in some cases, pioneer households have already formed groups.
- Work with pioneer households to understand which problems their solutions are focused on.
- Support them in documenting their experiments, e.g., through the P-PD approach to citizen science.
- Identify pioneer households that can be host farms.
- Co-design the learning curriculum with pioneer households, extension officers, and other relevant actors.

Step 3: FFS implementation/events

- The pioneer households host the FFS events on their farms seasonally.
- The events include group meetings and F2F field days.
- The objectives are to observe, record, discuss, and analyze practices together so they can be improved and scaled.

Activity 3: Put learning into practice

This final activity consolidates the key learning from the training and helps participants translate it into realistic action they can implement in their own work. Participants apply the P-PD approach to a real situation and identify a small, practical first step they can take after the training.

Activity 3:
Put learning into practice

Ask participants to think of one real extension situation from their own work where they are currently trying to address a challenge with farmers or communities.
Ask participants to spend five minutes writing a brief description of their own situation.

Then ask them to reflect on the following questions:

- What is the problem or challenge?
- What might I do differently after this training?
- Where could P-PD help me find or learn from what is already working locally?
- How would I involve farmers in defining the problem and identifying possible solutions?
- How would I identify, understand, validate, document, and share a promising pioneer practice?
- Which existing extension approach or platform could support this process—for example, farmer-to-farmer learning or FFS?
- What would my role be: instructor, or facilitator/listener/connector/co-learner?

After individual reflection, ask participants to form pairs.
Each participant briefly explains their situation and proposed approach to their partner. The partner listens and asks questions that help make the proposed action more realistic and practical.

Then ask each participant to consider:

What is one thing I could do differently when I return to work?

Ask participants to write down one specific first action, including:

- What will I do?
- Where or with whom will I do it?
- When will I take the first step?

Activity 3: Put learning into practice

Invite a few participants to share their first action with the group.

Facilitator closing message:

Remind participants that they do not need to apply everything they learned at once. The purpose is to start with one real situation, use the P-PD approach to explore what is already working, learn with farmers and communities, and build from existing local practice. The first step can be small, but it should be practical and within the participants' influence.



Annex 1: Recommended training program

Time/ duration	Topic/session	Key activities	Training methods	Training materials
DAY 1 — Chapter 1 and 2: Understanding positive deviance (part 1)				
0830–0850 (20 min)	Registration	Participant registration; distribution of training materials	—	Registration form, pens, writing pads, name tags, training manual
0850–0950 (60 min)	Opening: Welcome, introductions & expectations (Chapter 1)	Welcome and opening remarks; participant introductions; individual reflection on expectations; sharing of expectations and intentions in plenary; overview of training objectives, agenda, and ground rules	Individual reflection, plenary sharing, facilitated discussion	Flipcharts, markers, flashcards, training program handout
Health break — 20 min				
1010–1020 (10 min)	Chapter 2 Overview & learning objectives	Present chapter objectives and learning content: PD definitions, guiding principles, when to use PD, PD stories, from PD to P-PD	Interactive presentation	PPT/flipchart
1020–1200 (100 min)	Session 1: Defining positive deviance	Individual reflection on defining PD (flashcards); Troika method group consultation on definitions; PD collaborative video with flashlight round and group reflection	Individual reflection, Troika method, video, group discussion	Flashcards, flipcharts, video link, projector
Lunch break — 60 min				

Time/ duration	Topic/session	Key activities	Training methods	Training materials
1300–1500 (120 min)	Session 2: PD guiding principles and characteristics	"PD in plain language" and the Vietnam story; mindset-shift card sort (old vs. PD thinking) with Web of Connectedness / Yarn Web game; presentation and reflection on the Guiding Principles of PD	Storytelling, card sort, Yarn Web game, reflective writing	Flipcharts, cards, ball of wool/yarn, flashcards, handout of guiding principles
Health break — 20 min				
1520–1650 (90 min)	Session 3: When to use positive deviance	Facilitated review of when-to-use / when-not-to-use table; 15% solutions exercise connecting PD to participants' own work	Facilitated presentation, 15% solutions	Flipchart/ poster of comparison table
1650–1700 (10 min)	Daily wrap-up	Quick recap of key insights and preview of Day 2	Plenary	Flipchart

DAY 2 — Chapter 1 (part 2) and Chapter 2 (part 2) and Chapter 3 (part 1)				
0830–0840 (10 min)	Recap of Day 1	Brief recap of key insights from day 1	Plenary	Flipchart
0840–0940 (60 min)	Session 4: Stories on positive deviance	Video on PD (India example) with flashlight round; participants share personal/professional PD stories; stories displayed for a gallery walk	Video, storytelling, gallery walk	Projector, paper for stories, wall space
0940–1110 (90 min)	Session 5: From PD to P-PD (incl. roleplay)	Presentation on P-PD characteristics; community-meeting roleplay (extension officers, community leaders, male/female farmers, potential pioneers); two-stage debrief (open reflection + farmer-led innovation vs. pioneer practices table)	Roleplay, small-group preparation, structured debrief	Role briefs/ cards, comparison table handout

DAY 2 — Chapter 2 (part 2) and Chapter 3 (part 1)				
Health break — 20 min				
1130–1140 (10 min)	Chapter 3 overview and learning objectives	Present chapter objectives and content: extension system overview, paradigm shift, behaviors and competencies	Interactive presentation	PPT/flipchart
1140–1310 (90 min)	Session 1: What makes extension effective (Part 1)	Reflect individually on extension experiences, then share and discuss key factors in pairs	Individual reflection, pair sharing	Flipcharts, markers
Lunch break — 60 min				
1410–1450 (40 min)	Session 1: What makes extension effective (Part 2)	Group presentation and synthesis of factors that make extension effective; interactive presentation on extension, empowerment and social capital; individual/pair reflection and application	Group presentation, interactive presentation, reflection	Flipcharts
1450–1620 (90 min)	Session 2: Overview of Ethiopia's extension system	Brainstorm on "Ethiopia's extension system"; small-group "extension reality check" (design vs. practice); interactive presentation on core goals and dominant approaches; reflection and commitments	Brainstorming, small-group discussion, interactive presentation	Flipcharts, markers
Health break — 20 min				
1640–1700 (20 min)	Daily wrap-up	Recap of key insights and preview of Day 3	Plenary	Flipchart

DAY 3 — Chapter 3 (part 2) and Chapter 4 (start)				
0830–0840 (10 min)	Recap of Day 2	Brief recap of key insights from Day 2	Plenary	Flipchart
0840–1040 (120 min)	Session 3: Needed shift in extension paradigm	Individual/pair reflection on how extension is delivered; presentation on paradigms; comparison of conventional vs. participatory extension paradigms; presentation on why the shift is needed and the new role of extension workers	Reflection, pair sharing, interactive presentation, small-group comparison	Flipcharts, printed paradigm cards
Health break — 20 min				
1100–1230 (90 min)	Session 4: Behaviors and competencies for extension agents	Brainstorm on the extension agent farmers need; presentation of core behaviors and key competencies for P-PD; individual reflection, small-group discussion and pair action-planning	Brainstorming, interactive presentation, individual/ small-group reflection	Flipcharts, flashcards
Lunch break — 60 min				
1330–1340 (10 min)	Chapter 4 overview and learning objectives	Present chapter objectives: finding positive deviance, validation, documentation, farmer-to-farmer field days, aligning with FFS	Interactive presentation	PPT/ flipchart
1340–1540 (120 min)	Session 1: How to find positive deviance in a community (part 1)	Small-group exercise drafting indicators of positive deviant extension behavior; presentation on co-designing the PD question and indicators, key diagnostic questions and stakeholders to involve	Small-group exercise, interactive presentation	Flipcharts, worked examples
Health break — 20 min				
1600–1700 (60 min)	Session 1 (continued): Applying indicators & common pitfalls	Applying co-designed indicators to real/ simulated household data; discussion of common pitfalls (e.g., community resentment, elite capture) from ILRI's pilot experience	Facilitated application exercise, discussion	Sample data sheets, flipcharts

DAY 4 — Chapter 3 (part 2) and Chapter 4 (part 1)				
0830–0840 (10 min)	Recap of Day 3	Brief recap of key insights from Day 3	Plenary	Flipchart
0840–1010 (90 min)	Session 2: What does validation mean?	Validation role-play ("validator" vs. "household member") probing gaps between reported and observed practice; group debrief on what makes validation credible	Role-play (pairs), group debrief	Role-play prompts, flipcharts
Health break — 20 min				
1030–1200 (90 min)	Session 2 (continued): Validating positive deviants	Presentation on validation as a process (community verification + farm visits), sample sizes, and the gender dimension of validation	Interactive presentation, discussion	PPT/ flipchart
Lunch break — 60 min				
1300–1430 (90 min)	Session 3: Documenting pioneer practices (part 1)	"From data point to handbook page" exercise: groups draft an anonymized handbook page from a sample citizen-science dataset; exchange with "pioneer reviewer" group for feedback	Small-group exercise, peer review, plenary discussion	Sample dataset, flipcharts
Health break — 20 min				
1450–1620 (90 min)	Session 3 (continued): Citizen science to farmer handbooks	Presentation on citizen-science models, data types, farmer-led data collection process, and the five-step co-design pipeline from data to farmer handbooks; practical cautions from ILRI's experience	Interactive presentation, discussion	PPT/ flipchart, ILRI booklet examples
1620–1700 (40 min)	Daily wrap-up and reflection	Reflection on documentation as an evolving pipeline; recap of key insights and preview of Day 5	Plenary reflection	Flipchart

DAY 5 — Chapter 4 (part 2) and closing				
0830–0840 (10 min)	Recap of Day 4	Brief recap of key insights from Day 4	Plenary	Flipchart
0840–1040 (120 min)	Session 4: Sharing with others — farmer-to-farmer field days	Small-group discussion on benefits of farmer-to-farmer learning; field-day planning exercise; guided farm-walk roleplay; reflection and feedback on facilitation techniques	Small-group discussion, planning exercise, roleplay, reflection	Flipcharts, field-day planning template
Health break — 20 min				
1100–1230 (90 min)	Session 5: How to align with other extension approaches (FFS)	Individual reflection on FFS–P-PD synergies (meta cards); Troika method group consultation; presentation of the "toolbox FFS and P-PD" and the three-step practical implementation pathway	Individual reflection, Troika method, interactive presentation	Meta cards, toolbox FFS and P-PD handout, PPT/flipchart
Lunch break — 60 min				
1330–1430 (60 min)	Training synthesis and action planning	Participants synthesize key learning across the three chapters and draft individual action plans for applying P-PD in their work	Individual/ pair planning, plenary sharing	Action-plan template, flipcharts
1430–1500 (30 min)	Post-test and training evaluation	Administer post-test; complete training evaluation form	Written assessment	Post-test forms, evaluation forms
1500–1530 (30 min)	Closing remarks and certificate distribution	Closing remarks; distribution of certificates; group photo	Plenary	Certificates

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