

Navigating Change in Agroforestry Extension

- **Description:**

A practical 2-day training module that equips advisors with the skills to lead change, engage stakeholders, and support agroforestry adoption.

- **What you will gain:**

Understanding of key change models (Lewin, Kotter, change curve)

Strong communication and stakeholder engagement skills

Practical tools to plan and support change processes

Confidence to manage resistance and guide transitions

- **Includes:**

Interactive exercises and real-world case studies

Planning templates and facilitation tools

- **For:**

Agroforestry extension advisors, facilitators, and rural development professionals

Introduction

Agroforestry – integrating trees with crops and livestock – promises transformative benefits for climate resilience, carbon sequestration, biodiversity, and farm livelihoods. Across Europe, policies like the EU Green Deal and CAP eco-schemes are encouraging agroforestry adoption. Yet **real change on the ground is slow**, as shifting from traditional farming to agroforestry entails significant adjustments for farmers and communities. Change is often met with uncertainty or resistance: farmers may be wary of new practices, communities may question short-term costs, and institutions may cling to familiar approaches. In this context, extension advisors play a pivotal role as **change facilitators** – bridging research and policy to farming realities and helping stakeholders move from awareness to action.

This training module is designed to empower agroforestry advisors with practical change management skills. **Leading change is fundamentally about communication and deliberate creation of new realities.** Advisors must not only share knowledge, but also inspire vision, address fears, and guide people through the transition process. We will draw on classic change models (like Lewin’s stages and Kotter’s 8 steps) and apply them to agroforestry adoption. Through hands-on exercises, case examples, and reflective activities, participants will learn how to **create a sense of urgency for agroforestry**, build stakeholder buy-in, sustain momentum, and solidify new practices into the “new normal.” By the end, advisors will feel confident



FIGURE 1. AF4EU workshop meeting



as proactive change agents helping farmers and communities embrace agroforestry innovations for a sustainable future.

Learning Objectives

By the end of this 2-day training, participants will be able to:

- **Understand key models of change** (Lewin, Kotter, Satir's change curve, etc.) and apply these frameworks to plan and guide agroforestry adoption processes.
- **Clarify the extension advisor's role and attitude** in change, adopting a facilitator mindset that builds trust, encourages participation, and adapts to stakeholders' needs during change.
- **Communicate effectively during change processes**, using active listening, empathy, and strategic messaging to create buy-in and handle concerns or conflicts.
- **Reflect on personal experiences with change** to enhance self-awareness and empathy, increasing their capacity to cope with uncertainty and guide others through transitions.
- **Utilize practical tools and methods** for supporting change, such as Force Field Analysis, change curve mapping, Appreciative Inquiry, resource mapping, and visioning exercises, and know when to apply each tool.
- **Design and support change interventions** in agroforestry settings – from initial idea through implementation – including how to create urgency, build coalitions, generate quick wins, address resistance, and anchor new practices.
- **Handle resistance and emotional responses constructively**, recognizing common reactions to change and responding with techniques that reduce opposition and maintain morale.
- **Leverage resources and strengths** (existing community assets, farmer knowledge, incentives, peer support) to drive change, and foster a positive, resilient environment for innovation.

Ultimately, participants will be equipped to **lead communication-driven change** – deliberately helping create new farming realities where trees and agriculture thrive together.

Training Structure Overview

This module is structured as a two-day interactive workshop (approximately 6–7 hours per day including breaks) blending short presentations, group discussions, participatory exercises, and agroforestry-specific case studies. **Day 1** establishes foundational concepts of change and the advisor's role, introducing change theories and communication skills. **Day 2** builds on these foundations with advanced techniques (handling resistance, creative tools for change) and a capstone exercise to integrate learning into practice.

Participants will engage in role-plays, self-reflection, planning activities, and collaborative scenario work – all tailored to real-world agroforestry contexts. The sessions are sequenced so that each activity builds on previous ones: for example, understanding a change model in the morning is applied in an exercise in the afternoon. By the end of Day 2, teams apply all key learnings in a realistic change management simulation, ensuring that knowledge is translated into practical skills. Trainers are provided detailed session guides, including suggested timing, content outlines, facilitation notes, exercise instructions, agroforestry examples from Europe, and tips for success. An annex of tool templates and further reading is provided for continued use after the workshop.



Audience & Format

Audience: This training is intended for extension advisors, facilitators, and other professionals in agroforestry (or sustainable agriculture) across Europe's AKIS (Agricultural Knowledge and Innovation Systems). It assumes participants have some background in agroforestry or extension, but **no prior formal training in change management**. The module connects general change concepts to the specific challenges of introducing agroforestry practices at farm and community levels.

Format: The workshop can be delivered in-person or in a hybrid format with up to approximately 20 participants. The style is highly participatory – combining brief lectures with interactive methods (brainstorming, role-play, small group work, personal reflection). A classroom or training hall with movable seating is ideal to allow break-out groups and activities. Flipcharts, markers, and sticky notes will be used extensively for group work and visual brainstorming. A projector is useful for showing a few slides or videos (e.g., an illustration of a change model or a short case study clip), but much of the learning happens through **discussion and practice rather than slide presentations**. Participants should feel comfortable to share experiences; the trainer's role is to facilitate peer learning as much as to impart knowledge.

Throughout the module, **cultural sensitivity and inclusivity** are emphasized – acknowledging that attitudes toward change can vary by region, culture, or personality. The trainer should encourage an open atmosphere where all participants can voice hopes or concerns about leading change. By using agroforestry-specific scenarios, the training remains grounded in the real context that advisors face, making the content immediately applicable in the field.

Day 1: Foundations of Change in Agroforestry

Day 1 builds motivation and foundational knowledge for understanding and facilitating change. Participants will explore what change means in the agroforestry context and the pivotal role of the advisor in enabling it. We introduce influential change models (from Kurt Lewin’s classic 3-step model to John Kotter’s 8-step process) to provide a roadmap of how change unfolds. Through agroforestry examples, participants see how these models translate into practice (e.g. “unfreezing” traditional mindsets to try alley cropping). The day also focuses on **communication skills and stakeholder engagement** – since producing change is largely a communication-driven process of creating new shared understandings. Participants will reflect on their own experiences with change, practice active listening and dialogue, and learn to identify driving and restraining forces in a change effort. By the end of Day 1, they will have a toolkit of concepts and initial strategies to plan and initiate change processes, setting the stage for the more advanced topics on Day 2.

Schedule at a Glance (Day 1)

09:00–09:30	Welcome, Introductions, and Workshop Overview
09:30–10:45	Session 1 – Introduction to Change and the Advisor’s Role
10:45–11:00	Break
11:00–12:30	Session 2 – Understanding Change Models (Lewin, Kotter, Satir)
12:30–13:30	Lunch
13:30–15:00	Session 3 – Communication Strategies for Change
15:00–15:15	Break
15:15–16:30	Session 4 – Personal Reflection & Planning for Change
16:30	Day 1 Wrap-Up & Reflection Assignment

(Note: Timing can be adjusted based on participant number and interaction level. Each session includes interactive components as detailed below.)

Session 1: Introduction to Change and the Advisor’s Role (09:30–10:30)

Objective

Set the stage for the training by exploring what we mean by “change” in the context of agroforestry adoption. Participants will recognize common barriers to change in agriculture and how an advisor’s approach can influence success. By sharing personal experiences, the group will appreciate the human side of change – both its challenges and opportunities – and build motivation for learning change management skills. **Advisor attitudes** (openness, empathy, patience) that facilitate change are highlighted, creating a supportive mindset from the start.

Key Topics

- Why Change is Challenging (and Needed) in Agroforestry:** Discuss why adopting agroforestry practices often requires significant change for farmers. Brainstorm in plenary: *“What changes when a farmer shifts from conventional farming to agroforestry?”* Expected points: new techniques to learn, altered farm layout, different short-term costs/benefits, involvement of new stakeholders (e.g. forestry department, cooperatives), etc. This highlights that agroforestry is not just a technical adjustment but a **holistic change** in farming system and mindset. Also discuss why this change is worthwhile: to meet climate challenges, improve sustainability, open new income streams. Emphasize that **change is both necessary** (for long-term resilience) and **hard** (people must leave comfort zones). This frames the advisor’s mission: to help make necessary change possible and less daunting.
- The Role of the Extension Advisor as a Change Agent:** Introduce the concept of the advisor as a facilitator of change (not just an expert dispensing advice). Unlike top-down “instruction,” change facilitation means **working alongside farmers**, understanding their starting point, and guiding them through each step. Key

advisor attitudes and skills are discussed via group input: *“What qualities in an advisor help farmers embrace new practices?”* (Possible answers: listening, trustworthiness, credibility, enthusiasm, patience, flexibility, respect for local knowledge, etc.) Contrast directive vs. facilitative approaches: e.g., instead of simply telling a farmer to plant trees, a good advisor **engages in dialogue**, explores the farmer’s goals, addresses fears, and co-develops solutions. Emphasize the importance of **building trust** – farmers are more willing to try changes when they trust the person guiding them. An extension advisor who demonstrates empathy (truly understands the farmer’s perspective) and positive belief in the farmer’s ability to change will be far more effective.

- **Types of Change – Incremental to Transformational:** Briefly note that change can range from small adjustments (incremental change, like trying one new tree species) to transformational shifts (overhauling farm design to agroforestry system). Agroforestry adoption can be **incremental (adding one component at a time)** or **systemic (redesigning entire farm)**. Advisors should gauge how ready a farmer or community is for change – some may start small, others may leap. Recognizing this helps tailor the approach: gradual change might require continuous encouragement, while big change needs strong upfront vision and support.
- **Personal Experience with Change:** To humanize the topic, have participants reflect on their own lives. *Quick individual reflection (2 minutes): “Think of a significant change you personally went through (professional or personal). What made it hard or easy? Who or what helped you through it?”* Then ask a few volunteers to share their stories or insights. This often reveals common themes: fear of the unknown, excitement for something new, the importance of support from friends/family, the impact of good communication, etc. Link these insights to our context: farmers feel similar emotions when asked to change practices; an advisor can play a role akin to the supportive friend or mentor in those stories. **Key message:** experiencing change ourselves teaches us empathy for others in change. Encourage participants to remember their feelings during change – this will help them be patient and supportive with farmers.



CASE STUDY: Small Steps to Big Change- Silvopasture Introduction (Ireland)

Casey, J. (2025). Combining cattle with forestry. AF4EU. <https://doi.org/10.5281/zenodo.18482925>

This case reflects AF4EU practice abstracts on integrating livestock with trees (e.g., cattle with forestry systems). Farmers in Ireland introduced silvopasture using species such as oak (*Quercus robur*) and willow (*Salix spp.*), initially through small-scale trials. The main challenge was farmer hesitation due to uncertainty about grazing impacts, tree management, and productivity trade-offs. Advisors addressed this by encouraging incremental adoption—starting with a few tree rows or shelter belts rather than whole-farm redesign. Demonstration plots and peer examples helped farmers observe benefits such as improved animal shelter, better pasture condition, and long-term productivity gains.

Key takeaway

Small, low-risk trials allow farmers to test agroforestry in practice, building confidence and enabling gradual scaling—demonstrating that **incremental change is often the most effective pathway to transformation.**

“People change at their own pace – the advisor’s job is to encourage and guide, not push too hard or judge.”

After this session, participants should feel **positive and engaged**, aware that their own behaviour and mindset as advisors can greatly influence change outcomes. A tone has been set that no question is foolish and every challenge is surmountable together.

Tip for Success: *“Be the guide on the side, not the sage on the stage.”* – In change processes, an advisor should aim to **facilitate rather than dictate**. Empower stakeholders to contribute ideas and make decisions about the change. This inclusive approach builds ownership, making lasting change more likely.

Session 2: Understanding Change Models – Lewin, Kotter, Satir (10:45–12:00)

Objective

Introduce participants to foundational **phase models of change** that describe how change unfolds over time. By learning these models, advisors gain a structured lens to plan and navigate change processes instead of feeling lost in chaos. We will cover Kurt Lewin’s simple three-stage model, John Kotter’s eight-step model for leading change, and introduce the concept of change “curves” (Satir’s model) to foreshadow dealing with emotions. Participants will apply these models to agroforestry scenarios, seeing how theory translates to practice (e.g., “unfreezing” a community’s old habits before introducing a new silvopasture system). By the end of the session, participants should be familiar with change frameworks and able to identify which stage a change initiative is in, and what actions are needed next. These models will be referenced throughout the training.

Key Topics

Lewin’s 3-Stage Change Model

Present Kurt Lewin’s classic framework of **Unfreeze – Change – Refreeze** forms.appportal.ct.gov. Use a simple metaphor: *“Think of a frozen block of ground (current practice) – to plant a tree, you must first thaw (unfreeze) the soil, then make the change (dig hole and plant), and finally let it set and stabilize (refreeze) so the tree takes root.”* Explain each stage in plain terms:

- **Unfreeze:** Preparing for change by creating awareness that the status quo isn’t working or won’t suffice for future. In agroforestry, unfreezing might mean helping farmers question pure monocropping – e.g., showing evidence of soil erosion or declining yields to create openness to new ideas. It often involves **building motivation and urgency** for a change (e.g., “Without trees, our soil will degrade further in 10 years”). It also means **reducing resistance** by building trust and addressing initial concerns *before* pushing new practices.
- **Change (Transition):** The period where new ideas or behaviours are introduced and implemented. Here farmers might start a pilot agroforestry plot, or a community begins training sessions on tree planting. This stage can be **uncomfortable** and **chaotic** – old habits are being replaced. Advisors should provide a lot of support, guidance, and encouragement during this phase. It helps to have a clear vision and plan to follow (we will see Kotter’s steps for this).
- **Refreeze:** Establishing stability after the change, so the new practice becomes “the new normal.” In our context, this means ensuring the agroforestry practice is **integrated** and **sustained**. For Example: after initial planting, continue follow-ups, help incorporate the new system into routine farm management, and celebrate successes so that the farmer internalizes the benefits and does not slip back to old ways. Refreezing could involve formalizing new norms (for example, a cooperative adds tree management to its regular extension checklist, or a farmer secures a long-term subsidy for maintaining trees, anchoring the change financially).
- Lewin’s model is simple but powerful: it reminds us **not to skip the preparation (unfreezing)** and **to consolidate gains (refreezing)**. Many initiatives fail because they either rush in without readiness or move on too soon before new habits stick.



EXAMPLE: Applying Lewin

Scenario: In a village, fields are suffering from wind erosion. An advisor wants to introduce windbreak hedgerows (lines of trees) as a solution.



Unfreeze: The advisor organizes a community meeting showing before-and-after data from a nearby village that planted windbreaks and saw 30% less soil loss. Farmers discuss their challenges; the advisor listens and emphasizes shared concerns about soil fertility. Farmers begin to agree something must change.

Change: The community agrees to plant a 500m stretch of windbreak on a trial basis. The advisor provides training on planting and maintenance; farmers plant the trees (new practice) over a weekend with advisor's guidance.

Refreeze: Over the next year, the advisor sets up a schedule where villagers take turns watering and monitoring the hedgerow. The group establishes a "Hedgerow Committee" to integrate tree care into normal farming activities. By the second year, seeing reduced wind damage, farmers view the hedgerow as an indispensable part of their farming system (new status quo).

This example shows the stages in action and reinforces how preparing people and following through are as important as the change event itself.

Kotter's 8 Steps for Leading Change:

Introduce John Kotter's more detailed roadmap, which expands on Lewin's model with specific actionable steps. Kotter's 8 Steps (from his book "*Leading Change*" portal.ct.gov) are:

- 1. Create a Sense of Urgency** – Help others see the need for change through compelling evidence or experiences; e.g., highlight urgent issues (soil degradation, climate impacts) and opportunities (premium markets for agroforestry products) so stakeholders feel "*we must act now.*" In practice, an advisor might start by showing dramatic drone footage of erosion gullies to spark urgency, or noting a new grant that has a deadline, pushing timely action.
- 2. Form a Powerful Guiding Coalition** – Assemble a group with influence and enthusiasm to lead the change. For advisors, this means **identify change champions:** progressive farmers, supportive local officials, cooperative leaders, or NGO partners who will work together to promote agroforestry. A diverse team (farmers, extension agents, community leaders) can spread the message and support peers.
- 3. Develop a Vision and Strategy for Change** – Craft a clear vision of what the change will achieve and a basic strategy of how to get there. In agroforestry, the vision could be "*Our community's farms will have productive trees integrated on 30% of land, boosting incomes and ecosystem health in 5 years.*" The strategy outlines how (training, demo plots, phased planting, etc.). Advisors should involve stakeholders in shaping this vision so it resonates.
- 4. Communicate the Vision** – Continually communicate the change vision through multiple channels and voices. Advisors and coalition members should talk about the agroforestry vision at every opportunity – at community meetings, informal gatherings, on local radio – linking it to people's values (e.g., "*planting trees will ensure our children inherit fertile land*"). Communication must be clear and consistent, addressing concerns honestly and reinforcing optimism.
- 5. Remove Obstacles / Enable Action** – Identify and tackle barriers so people can act on the change (Kotter calls it removing obstacles and empowering others). For example, if lack of seedlings is a barrier, the advisor helps set up a tree nursery or connects to a tree supplier. If bureaucratic rules hinder agroforestry (like a policy against trees on farmland), work with authorities to get exceptions or inform farmers of proper procedures. This step often involves training to build skills and confidence and adjusting structures or incentives to encourage participation.
- 6. Create Short-Term Wins** – Plan for quick, visible successes to build momentum. In an agroforestry project, a "short-term win" might be a successful pilot plot in the first season, or the first 10 farmers signed up and



satisfied. Celebrating these early wins (field days to show off a thriving silvopasture, publicizing a farmer's increase in income from fruit trees after one year) helps convince skeptics, reward participants, and justify continuing the effort.

- 7. Consolidate Gains and Broaden the Change** – Do not let up after initial wins; use the credibility from early successes to drive deeper and broader change. For advisors, this means once a few farmers adopt, recruit more farmers in the next season, or extend agroforestry to other practices (e.g., add beekeeping with the new trees). It may involve iterating: refining techniques based on feedback, providing advanced training, and maintaining enthusiasm. Essentially, avoid declaring victory too early – keep pushing until agroforestry is widespread and the benefits firmly outweigh any remaining doubts.
- 8. Anchor the Change in the Culture** – Ensure the new ways are firmly rooted. In a village context, this could mean agroforestry becomes a proud part of the local identity or routine – e.g., an annual “Tree Planting Day” is established, schools start agroforestry clubs, local bylaws protect on-farm trees. For advisors in institutions, it might mean the extension service formally includes agroforestry in its advisory programs and budgets going forward. The idea is to make agroforestry the new normal so the change sticks for the long term.

Present these steps in a relatable way, perhaps visualizing them on a flipchart “staircase” climbing to the goal. Stress that **Kotter’s model is not strictly linear** in community practice (steps can overlap), but it provides a comprehensive checklist to guide change efforts. It is especially useful for larger scale or group changes (community or organizational changes), while Lewin’s works for both individual and group. Borrow ideas from Kotter: for instance, always remember to build a coalition (do not work alone) and celebrate small wins (keep morale up).

Satir’s Change Curve (Human Response to Change)

While Lewin and Kotter describe external phases and actions, **individuals also go through an internal emotional journey** during change. Virginia Satir’s model (originally from family therapy) and the “change curve” concept (often illustrated similarly to Elisabeth Kübler-Ross’s grief curve) show emotional stages: from status quo through resistance/chaos to a new status quo. We explore this on Day 2 when focusing on emotions and resistance. It is normal for people to experience anxiety or a drop in confidence at the start of a change (a “valley of chaos”), before things improve. An advisor should be aware of these human factors: logical plans (Lewin/Kotter) must be paired with empathy for what people feel at each stage.

Tool Highlight: Force Field Analysis (Lewin’s tool) – As a bridge between theory and action, introduce **Force Field Analysis**, developed by Lewin [researchgate.net](https://www.researchgate.net). It’s a simple method to list and weigh “**driving forces**” vs. “**restraining forces**” for a change. An advisor can use this with a farmer or group to diagnose what factors will help the change and what factors hinder it. For example, driving forces for adopting agroforestry might include: available subsidy, a model farmer in the area, climate benefits, curiosity/interest from youth. Restraining forces might include: lack of know-how, upfront costs, fear of lower short-term yield, cultural preference for open fields. By making these forces explicit, one can discuss strategies to strengthen the drivers and reduce the restraints – essentially tipping the balance towards successful change. Force Field Analysis can be done on paper or a board, and it encourages participation (people enjoy contributing factors and seeing them mapped out).



Activity – Force Field Analysis (20 min)

Break the participants into small groups (3-5 people each). Give each group an agroforestry change scenario to analyse (or let them propose one relevant to their work). For instance: “Convincing dairy farmers to plant trees for silvopasture”, or “Introducing a new fruit tree alley cropping system in a grain farming region.” Each group draws



a T-chart: left side “Driving Forces (Why change will succeed)”, right side “Restraining Forces (Why change might fail)”. In 10 minutes, they brainstorm as many forces as possible.

Then have them discuss: **How could we increase or leverage one driving force? How could we minimize one key restraining force?** (5 minutes). After, invite two groups to quickly share one interesting force they identified and their idea to address it. The trainer can enrich the discussion, e.g., if one group mentions “tradition” as a restraining force, suggest ways to respect tradition while introducing innovation (perhaps involving respected community figures in the project to give it legitimacy).

Outcome: Participants practice using a change model tool and realize that every change has opposing forces – but by being strategic, they can influence those forces. This sets the mindset of proactively managing factors around a change, rather than ignoring barriers.



CASE STUDY: Building Urgency and Coalition- Hedgerow & Landscape Restoration (Belgium/Netherlands)

Hallez, T. (2025). Restoring Traditional Arable Practices like 'Bolle Akkers': The Role of Agroforestry in Revitalizing Heritage Farming Systems. *AF4EU*. <https://doi.org/10.5281/zenodo.18504029>

AF4EU practice abstracts highlight landscape-scale restoration initiatives, including hedgerow systems and traditional agroforestry practices. In these cases, advisors worked with farmers and local stakeholders to address soil erosion, biodiversity loss, and declining ecosystem services. Urgency was created by linking these issues to tangible farm risks (e.g., yield loss, erosion damage), while coalitions were formed between farmers, local authorities, and environmental organisations. Demonstration areas and shared planning helped align interests and build trust across stakeholders.

Key takeaway

Change gains momentum when advisors combine **clear, locally relevant urgency with strong stakeholder coalitions**, ensuring that farmers are supported both socially and institutionally. Following a structured approach (urgency + coalition + vision) kick-started broad change. Advisors didn't just push information – they built a team and a narrative that caught on. This exemplifies Kotter's early steps and shows the importance of local champions in agroforestry change.

Tip for Success: *“Plan the change and change the plan (when needed).”* – Use models like Lewin's or Kotter's to **plan a pathway for change** but stay flexible. Real life may not follow the model exactly – be ready to adapt. For instance, if you encounter unexpected resistance, you might loop back to creating more urgency or revising the vision with stakeholder input. A model is a guide, not a rigid prescription. Combined with your on-the-ground insight, it helps ensure no critical element of change (like stakeholder buy-in or clear vision) is overlooked.

Session 3: Communication Strategies for Change (13:00–14:30)

Objective

To examine the **practical communication and intervention skills** that extension advisors need to facilitate change. Even the best change plan (from Session 2) can falter without effective communication – change is a social process. In this session, participants will learn and practice techniques for engaging stakeholders, conveying the vision, and addressing concerns. We cover **active listening, persuasive messaging, stakeholder involvement, and conflict management** in the context of agroforestry change. The session balances theory (principles of good communication) with practice (role-playing dialogues). By the end, advisors should understand that *how* they communicate is as important as *what* they communicate in producing change. They should gain tools to conduct productive conversations that build understanding, commitment, and collaboration.

Key Topics

“People Support What They Help Create”

Introduce this core principle. Advisors should aim for **two-way communication** – involving farmers and stakeholders in the conversation about change, rather than one-way lectures. When people feel heard and see their input shaping the project, they are far more likely to embrace it. This means using participatory communication methods (workshops, focus group discussions, on-farm trials co-designed with farmers) rather than only top-down instruction. For example, instead of telling a farmer “*plant these 100 trees here,*” an advisor might say “*Let’s walk your farm and discuss where trees could fit best; what do you think about species A vs B?*” This inclusion builds ownership.

Active Listening and Empathy

The foundation of effective communication during change is listening. Discuss what **active listening** entails: giving full attention, observing body language, asking clarifying questions, and summarizing what you hear to ensure understanding. Have the group brainstorm phrases that demonstrate listening, such as “*It sounds like you’re concerned about...*”, “*What I’m hearing is... did I get that right?*” Emphasize empathy – trying to genuinely understand the farmer’s perspective (their fears about trying agroforestry, their hopes, their economic reality). An empathetic advisor might respond to resistance by first acknowledging it (“*I understand you’re worried the trees might use too much water; that’s a valid concern...*”) before offering input or reassurance. Consider the idea of “**meeting people where they are**” – tailoring your approach to their current mindset. This might involve using local language or metaphors, recalling the values that matter to them (tradition, family, profit, land stewardship) and framing change in that light.

Crafting a Compelling Message

Advisors often have to “sell” the change idea in a positive way. This means clearly articulating benefits and addressing the audience’s self-interest. Key tips for messaging:

- **Use simple, clear language:** Avoid jargon like “*silvopasture systems*” if farmers are not familiar – maybe say “*grazing cows among trees for shade and fodder.*”
- **Focus on benefits that resonate:** If a farmer is economically motivated, highlight income and savings (“*These trees can provide fruit or timber that add to your earnings*”). If they are environmentally minded, emphasize soil, water, biodiversity benefits. If community well-being is a value, talk about how agroforestry can reduce flooding for the whole village, etc.

- **Share success stories:** Concrete examples of other farmers who succeeded are powerful. A short story of “*Farmer Elena increased her herd’s health and got new fruit income by planting walnut trees in her pasture*” is more convincing than abstract theory. Advisors should collect and share such stories. Even better, arrange peer exchange where those farmers speak directly.
- **Use visuals:** When possible, use pictures or drawings – e.g., before-and-after photos of land with trees, or a simple sketch of what a farm could look like with trees integrated. Visualization helps people imagine the change.
- **Be honest about challenges, but positive:** Acknowledge that any change has difficulties (maintenance, waiting years for trees to mature) but then discuss how to overcome them (support available, long-term gains). This builds credibility; people know you are not sugar-coating everything.

Stakeholder Engagement and Dialogue

Communication is not only between advisor and individual farmer – often it involves groups and networks. Discuss strategies for group communication:

- **Community Meetings / Workshops:** How to run them effectively – set a welcoming tone, use interactive methods (like mapping concerns on a flipchart, or having small group breakouts to discuss), manage dominant vs. quiet participants, and ensure outcomes are recorded. Emphasize that meetings should not be one-way; include Q&A, brainstorming, or farmers presenting their ideas. Possibly mention tools like focus group discussions or coffee networking methods to engage stakeholders in conversations about change.
- **Field Demonstrations and Farmer Field Schools:** These are communication interventions where seeing is believing. Advisors can organize demo plot visits or field days where farmers witness agroforestry in action and can ask the host farmer questions. Such peer learning often communicates the feasibility and benefits of change more effectively than an advisor’s lecture. Explain how to facilitate a field day: ensure the host shares not just success but challenges, allow ample time for informal chatting (often farmers open up more to peers during a tea break under the trees), and highlight observable results (have participants look at soil under trees vs open field, etc.).
- **Media and ICT:** In modern extension, consider local radio segments, WhatsApp groups, or Facebook pages to spread information and success stories about agroforestry. Many farming communities now use smartphone messaging – an advisor might create a WhatsApp group with participating farmers to share tips, photos of progress, and answer questions, creating a continuous communication channel. Make sure to moderate positively and encourage peer sharing in the group, not just advisor broadcasts.

Addressing Concerns and Resistance Constructively

Communication is critical when facing questions or pushback. Advisors should welcome questions and concerns as a sign of engagement. Techniques to handle concerns:

- **Don’t dismiss fears:** If a farmer says “*I think trees will compete with my crops for water,*” avoid replying “*No, that’s not a problem, just do it.*” Instead, validate first: “*I see why you’d worry about water – that’s important. In some cases it can be an issue, but there are ways to manage it, like choosing drought-tolerant tree species or proper spacing. Let’s talk about how we could address that on your farm.*” This way, the person feels heard and you move into problem solving together.

- **Ask open-ended questions:** If someone is resistant, invite them to elaborate: “*What specifically makes you unsure about this idea?*” Sometimes just letting them voice it fully can reduce emotion and you get valuable information. It might reveal a misunderstanding you can clarify, or a constraint you can help solve.
- **Find common ground:** Maybe a farmer resists because they think you are suggesting something that will reduce their crop yield. Emphasize you share the same goal (maintain yield and improve long-term prospects). Show how the change aligns with their interests: “*You want more fodder for cows in summer, right? These trees could provide that and shade, solving two problems.*” Aligning the change with what matters to them flips the narrative from “advisor’s project” to “our shared goal.”
- **Remain calm and respectful:** Some stakeholders might be openly negative or even angry about a proposed change (perhaps due to past bad experiences). The advisor should stay professional, not defensive. Sometimes taking the discussion offline and one-on-one can help if someone is very agitated in a meeting. Show respect for their experience: “*I respect that you’ve farmed for 30 years and know this land deeply. I’m not here to tell you you’re wrong – I see my role as bringing an idea that might help with the issues you’ve mentioned like the summer drought. How do you think we could test if this might work, in a way that you’re comfortable with?*” Engaging them in designing a small test can transform an opponent into a cautious experimenter.

Communication in Conflict Situations

If change efforts lead to conflicts (perhaps between stakeholders – e.g., one farmer’s trees shading a neighbour’s field causing tension), advisors might need basic conflict resolution skills. Outline a simple approach: bring parties together, let each explain their perspective without interruption (the advisor ensures respectful tone), identify the underlying needs of each side, then brainstorm solutions or compromises. Often, finding a **win-win** (like adjusting tree placement or offering compensation) is possible if communication is facilitated. Advisors are not full mediators but knowing how to calm a heated discussion and keep it solution-focused is valuable.



Activity – Role-Play “Advisory Conversation” (30 min):

Have participants practice a one-on-one conversation between an advisor and a sceptical farmer. Split into pairs. One person is the **Advisor**, the other a **Farmer** resistant to an agroforestry change. Give each “farmer” a scenario card describing their concern (examples: “*I’ve always farmed this way, why change now?*”, “*Trees will harbour pests that could ruin my crops*”, “*I can’t afford to wait years for returns*”, “*My neighbours will think I’m foolish if this fails*”).

The advisor’s task is to apply the communication skills discussed: **listen actively, acknowledge the concern, and respond persuasively yet respectfully**. Spend about 5–7 minutes for the conversation, then have pairs briefly debrief: the farmer tells the advisor what worked well or if something made them more convinced versus more defensive. Then switch roles and do a second scenario so everyone practices being the advisor. After, discuss in plenary: “*What phrases or approaches seemed to really help the conversation?*” Collect a few good examples (e.g., an advisor using a personal story: “I saw another farm with the same worry, and they found...”). Also discuss “*What not to do?*” if any advisor accidentally was too dismissive or lecturing, talk about how to rephrase that.

Outcome: Participants get a safe trial of addressing resistance with good communication techniques and learn from each other which approaches feel constructive.



CASE STUDY: Communicating Change in a Cooperative- Value Chains & Marketing (Southern Europe)

Couso-Viana, A., Ferreiro-Domínguez, N., Santiago-Freijanes, J. J., & Mosquera-Losada, M. R. (2025). Constructing value chains for increased product sustainability. *AF4EU*. <https://doi.org/10.5281/zenodo.18483664>

AF4EU materials emphasise the importance of linking agroforestry to value chains and market opportunities. In cooperative settings, advisors worked with farmers to communicate agroforestry not just as an environmental practice but as a way to create differentiated products (e.g., honey, nuts, or pasture-based livestock products). Initial resistance stemmed from unclear economic benefits and poor communication. By reframing agroforestry around market value, using storytelling and branding strategies, and involving trusted cooperative leaders, advisors improved engagement and participation.

Key takeaway:

Effective communication must connect agroforestry to **farmers' economic realities**, showing clear benefits and using trusted channels—highlighting that **how change is communicated determines whether it is accepted**. Tailor your message to what stakeholders care about and choose the right messenger if needed (sometimes another farmer or expert voice can succeed where you alone cannot). Informal, personal communication (chat in the barn) can often achieve more than formal presentations – it builds trust.

Tip for Success: *“Listen at least as much as you talk.”* – Especially early in the change process, spend time listening to farmers' stories, worries, and ideas. By understanding their worldview, you can adapt your communication to fit their context. An advisor who listens well gains respect and uncovers valuable information that can be used to tailor the change initiative (for example, learning that a farmer values tradition might inspire you to frame agroforestry as reviving an old tradition of hedgerows, rather than a brand-new experiment).

Session 4: Personal Reflection & Planning for Change (14:45–16:15)

Objective

Consolidate Day 1's lessons by turning the focus inward and encouraging participants to reflect on their **personal relationship with change** and how it affects their work as advisors. This session reinforces that to lead others through change, advisors should be aware of their own attitudes, strengths, and growth areas in managing change. Participants will engage in a guided reflection exercise to examine a change they have experienced or are currently facing, and extract lessons about coping strategies and emotions. The session then transitions to planning for application: participants begin to outline how they would approach an agroforestry change scenario, integrating the models and communication strategies learned so far. This serves as a preparation for the Day 1 homework and sets up deeper exploration on Day 2. By the end of Session 4, participants should have greater self-awareness and a rough action plan for a change case, boosting their confidence that *"I can do this"* using the new tools.

Key Topics and Activities

The Advisor's Mindset: Reflection on Change

Introduce the idea that effective change agents are self-reflective. Ask: *"How do you typically react to change in your life or work?"* Some may say they embrace it, others feel anxious or resistant initially. Point out there is no "right" or "wrong" – but being aware of your tendency helps manage it. For instance, if you know you tend to be cautious, you can empathize with cautious farmers but also push yourself to be more encouraging about taking calculated risks. If you love change and innovate constantly, that is great, but remember others may need more time – don't get frustrated if they're slower. This awareness prevents us from projecting our own attitude onto others.



Activity - personal Change Timeline Exercise (20 min)

Each participant will create a quick "change journey" map for a significant change they went through (it could be related to work, like adopting a new extension method, or personal, like moving to a new city). Provide paper and markers.

Instructions (5 min): Draw a timeline of that change from start to finish, marking key moments (e.g., when it started, high points, low points, when it felt successful). Annotate it with a few words on how you felt at those points (excited, confused, frustrated, proud, etc.). Encourage a simple diagram – even a line graph of morale over time. After drawing, have them write next to it: *What factors or actions helped you overcome the low points?* Was it advice from someone, information, internal determination, time, financial support, etc. This identifies **personal coping resources**.

Now, **pair up and share (10 min each)**: Each person explains their change story to a partner. The partner listens for what helped and what was hard. Then they discuss how those insights might inform working with farmers. For example, if someone realized *"I was overwhelmed until I got proper training in the new software at my job – after that I felt confident,"* they might conclude *"Proper training is crucial for farmers too; until they feel competent with agroforestry techniques, they'll be anxious."* Another might find *"I only embraced the new policy at work after seeing my colleague succeed with it,"* which parallels how farmers might need to see a neighbour succeed. Reconvene and ask a few volunteers: *"One insight from your personal change that you can apply to helping others change?"* Document key points on a flipchart.

Likely insights: the importance of support, small steps, patience, good communication, time to adjust, etc. This exercise makes the theoretical points hit home personally and shows advisors they already have instinctive knowledge about change from their own life.



Identifying Personal Strengths and Areas to Grow

Building on reflection, have participants take 2 minutes to write down: “*What personal strengths do I bring as a change facilitator?*” and “*What is one thing I want to improve about how I handle change?*” Strengths might be patience, technical knowledge, enthusiasm, networking skills, etc. Areas to improve could be “listening more, not rushing, better planning, handling conflict calmly,” etc. Encourage honesty – this is just for themselves (they can share if comfortable, but it is primarily a self-assessment). Suggest that knowing these will help them partner with others too – e.g., if you are not strong in detail planning, maybe team up with someone who is when executing a change project, and you bring your strength of motivating people. The goal is to foster self-improvement mindset – great change agents continuously develop their own skills.

Integrating Day 1 – Planning a Change Process:

Now shift from reflection to action planning. Explain that we will carry forward everything learned by starting to design a change intervention for an agroforestry scenario of their choosing, which they will refine as homework and discuss tomorrow. This begins to apply models + communication in a concrete plan.

Each participant (or you can allow pairs if they share a common interest) should pick a real or hypothetical change scenario relevant to their work. Ideally something they care about – perhaps “*persuade 20 farmers in my region to adopt hedgerow planting,*” or “*get my extension agency to include agroforestry in its program,*” or even a personal change like “*I want to shift my own advisory approach to be more participatory.*” It can be big or small. The important thing is it is meaningful to them.

On a worksheet or notebook, have them outline a **basic change plan** (prompt questions on a slide or flipchart):

- 1. Define the Change:** What exactly do you want to see happen? (e.g., “*Smallholders in X village integrate fruit trees into their cropping system over the next 3 years*” or “*Our advisory team adopts an Appreciative Inquiry approach in farmer trainings*”). Being specific helps.
- 2. Who is Involved:** Identify key stakeholders for this change and their roles (farmers, co-op leaders, local government, youth groups, etc.). Who might champion it with you? Who might resist?
- 3. Use a Change Model:** Sketch out how to apply Lewin or Kotter. If Lewin: How will you ‘unfreeze’ – what will you do to create awareness/urgency and prepare people? Then what initial change action will you facilitate? How will you ‘refreeze’ – ensure it sticks? If Kotter: jot a few ideas for steps 1–3 (urgency, coalition, vision) appropriate to your case.
- 4. Communication & Engagement:** Note two communication actions you will take. For instance, “*Organize a field visit to a successful agroforestry farm nearby (to inspire and create urgency)*” or “*Set up a WhatsApp group for interested farmers for ongoing Q&A.*” Or as simple as “*Schedule one-on-one meetings with the three most influential farmers to get them onboard early.*”
- 5. Anticipate Resistance:** List one or two likely objections or challenges, and how you plan to address them (drawing on the Force Field Analysis or role-play learnings). For example, “*If cost is a barrier, I will connect them to the new agroforestry grant and help with application*” or “*If older farmers are sceptical, involve a well-regarded elder who supports the idea to talk to them.*”
- 6. Quick Win:** Identify what could be a quick win in this scenario to show progress (e.g., “*Plant one demonstration plot at the school within 6 months as a showpiece*”).

Give about 15 minutes for individuals to work on this outline. Trainers circulate to assist or give ideas if someone is stuck. Emphasize this is a brainstorm draft, not a formal plan – the aim is to apply concepts and prep for sharing.



- **Share a Few Examples:** If time allows (about 10 min), invite 1-2 volunteers to briefly describe their scenario and one element of their plan (maybe the most interesting tactic or the biggest anticipated challenge). Peer feedback can be invited: “*Anyone have a suggestion for this scenario?*” Ensure this does not turn into long presentations – keep it informal and supportive. Praise creative ideas and draw connections to today’s content (“*Great, Maria plans a radio segment to create buzz – that’s a fantastic way to create urgency and reach many people, aligning with Kotter’s steps.*”). This sharing can inspire others and shows practical variety.
- **Recap Key Learnings of Day 1:** Before closing, ask the group for **key words or takeaways** from today. Write them on a flipchart or whiteboard. They might say: “Unfreeze!”, “Listen!”, “SMART communication”, “Stakeholders”, “Force field”, etc. Add any important ones not mentioned. Reinforce how these concepts interlink: For example: “*We learned a structure (models) and the soft skills (communication) – together these are powerful. A plan without good communication can fail, and communication without a plan can drift; we need both.*”



Day 1 Wrap-Up & Homework:

Thank everyone for their active participation. Outline that Day 2 will build on this by tackling how to handle the toughest parts of change – resistance and sustaining momentum – and introducing creative methods like Appreciative Inquiry. To prepare, their homework is to finish the short change plan they started. They should flesh it out or organize their notes into a 1-page summary. This can be in any format (bullet points, short paragraphs, even a simple flowchart) – it is not for grading, but for their use. The next morning, carry out a peer feedback activity so they can get ideas on their plan from others. Encourage them to think freely and even discuss with colleagues in the evening if they like.

Suggest they take 5 minutes tonight to reflect: *“How do I feel about change now, after today’s sessions?”* Sometimes we ask participants to write a journal entry or simply mull it over – this can personalize the learning further.

Finally, encourage some rest and informal networking in the evening. Perhaps suggest, *“If you feel like it, ask your neighbour what change plan they are working on – a little conversation over dinner could spark new thoughts”*.

Tip for Success: *“Change starts with you.”* – As an advisor, model the change mindset you want to see. Show curiosity, willingness to adapt, and optimism. When farmers see you embracing new ideas (e.g., you try a new participatory exercise or share how you are changing your approach based on feedback), they are more likely to trust you and consider changing themselves. Personal congruence – walking the talk – builds credibility.

Day 2: Advanced Tools & Tackling Resistance in Change

Day 2 builds on the foundation by equipping participants with strategies to address deeper challenges in change processes and to solidify their ability to design effective change interventions.

We delve into the **human side of change** – managing resistance, fear, and emotional ups and downs that accompany transitions. Participants will learn resource-based and creative approaches (like Appreciative Inquiry and visioning) to engage stakeholders positively and keep momentum. We also focus on sustaining change: how to ensure new practices are maintained and scaled up. The day is highly interactive: participants will share experiences from their homework, practice conflict-resolution communications, and work in teams on a **capstone simulation** where they apply all their skills to solve a complex change scenario. By the end of Day 2, participants will have hands-on experience in planning and executing a change process, and a clear understanding of how to handle challenges along the way. The day concludes with reflection, key take-home messages, and encouragement to apply these methods in their real advisory work.

Schedule at a Glance (Day 2)

09:00–09:30	Recap of Day 1 and Peer Feedback on Change Plans
09:30–11:00:	Session 1 – Dealing with Resistance and Emotions in Change
11:00–11:15:	Break
11:15–12:45:	Session 2 – Resource-Based Approaches & Creative Tools (AI, Visualization)
12:45–13:45:	Lunch Break
13:45–15:15	Session 3 – Change Management Simulation: Designing an Intervention
15:15–15:30:	Break
15:30–16:30	Session 4 – Real-World Problem Solving & Conclusion
16:30	Final Discussion, Evaluation, and Closing

Morning Recap & Peer Feedback (09:00–09:30)

Start Day 2 by re-energizing the group and reinforcing yesterday’s content. Do a quick quiz or interactive review: for example, a trainer can throw a soft ball around; whoever catches must share *one concept* from Day 1 (like “Kotter’s Step 1 is urgency” or “One tip: listen more”). This light exercise jogs memories in a fun way. Next, move to the homework review: pair up participants (or small groups of 3) and have them exchange their one-page change plans. Each person gets approximately 5 minutes to explain their scenario and plan to their partner(s). The listener provides feedback or suggestions: *Is the goal clear? Did they identify stakeholders and possible resistances? Can you suggest an additional driving force or a communication idea?* Encourage positive feedback first (what is good or innovative in the plan) and then one suggestion to consider. After both share, the trainer can ask a couple of people to briefly share something they liked in their partner’s plan or a common challenge noticed.

Often, participants realize they had similar concerns (e.g., many worried about getting youth involved or finding funds for change). The trainer can address one or two common points: *“I heard a few mention difficulty engaging older farmers – that’s a classic challenge; today’s session on resistance will give you strategies for that.”* Thank them for doing the homework – point out how thinking through their own case makes the training more relevant. Transition: *“Now that you all have a scenario in mind, let’s arm you with more tools to tackle the tough parts – dealing with resistance and using creative methods to inspire change.”*

Session 1: Dealing with Resistance and Emotions in Change (09:30–11:00)

Objective

Tackle the inevitable **resistance** and emotional turmoil that accompany change processes. Participants will learn that resistance is a natural human response and not a sign of failure – and more importantly, they will gain techniques to address it constructively. Explore further the **Satir Change Curve/ Kubler-Ross Curve** to understand typical emotional stages (denial, frustration, exploration, acceptance) that individuals or groups go through. Advisors will practice strategies for guiding people through these stages, such as providing empathy during the “chaos” phase and reinforcing positive steps as acceptance grows. We will cover methods to reduce resistance: building trust, finding and addressing root causes of fear, turning resisters into collaborators. Through a role-play or case discussion, participants will hone their ability to stay calm and effective when confronted with negativity or backlash. By the end, they should feel more prepared to handle objections, conflict, and setbacks in agroforestry change projects, maintaining momentum without alienating stakeholders.

Key Topics

Understanding Resistance – It’s Not Futile, It’s Human

Begin by normalizing resistance. Ask: “*What kinds of resistance have you observed when introducing new ideas to farmers or colleagues?*” Participants might mention: outright refusal (“*No, I won’t do that*”), excuses (“*I am too busy, maybe next year*”), passive compliance (nodding but not following through), or even community pushback (rumours, meetings opposing a project). List these.

Discuss why people resist: fear of loss (money, status, comfort), fear of failure or the unknown, lack of trust in the idea or the person proposing it, previous bad experiences, peer pressure to stick with the norm, or simply change fatigue (too many changes at once). Emphasize that resistance often comes from legitimate concerns; it can be a protective mechanism. In agroforestry, for example, a farmer’s livelihood is at stake – it is rational to be cautious. This reframing helps advisors approach resistance with empathy rather than frustration.

The Change Curve (Satir / Kübler-Ross Adaptation)

Present a simple diagram of the change curve: a horizontal axis of time and a vertical axis of morale or performance. Typically, it shows:

- **Status Quo:** initial comfort zone where performance is normal.
- **Foreign Element/Disruption:** the introduction of change (e.g., advisor suggests a big shift). Often followed by...
- **Resistance/Denial:** initial reaction might be to deny the need (“*Everything is fine, why change?*”) or resist (“*This won’t work here*”) A very Irish expression of resistance to change is “*My forefathers would turn in their graves, if I did so...*”). Emotions: shock, denial, anger. Performance may dip slightly as energy goes into opposing or avoiding the change.
- **Chaos (Satir) / Depression (Kübler-Ross):** As the change progresses and old ways are destabilized, people can hit a low point of confusion or poor performance – the “*valley of despair.*” They might feel lost, anxious, or incompetent with new tasks (e.g., trees die because of new maintenance mistakes, leading to “*See, this is bad*” feelings). This is the critical phase where many give up if not supported.
- **Gradual Acceptance/Integration:** If they persist through chaos, they start finding new solutions or seeing small successes. Mood improves, confidence returns. They explore the new ways more positively (“*Maybe this can work after all...*”).



- **New Status Quo:** Finally, if the change is successful, a new normal is established at equal or better performance than before. People accept or even champion the new practice, and it stabilizes. Often morale is higher at this end point due to mastery of a new skill or seeing benefits.

Explain that different people move through these stages at different speeds; some might never fully accept (especially if change was imposed). Advisors can use this model to diagnose where individuals or the group are and adjust their approach. For example, if most are in denial, focus on urgency and information (unfreeze stage). If they are in chaos, focus on hands-on support and encouragement (do not introduce more changes at that moment). If nearing integration, start empowering them to take ownership and celebrate progress.

Strategies for Managing Resistance

Provide concrete approaches:

- **Build Trust Early:** We keep coming back to trust because a lot of resistance softens when there is trust. Advisors should invest time in relationship building. If people trust your intentions and competence, they will be more open to following you through the uncomfortable phases. This means being transparent (no hidden agendas), following through on promises, and sometimes starting small to prove yourself. For instance, advisors might pilot a tiny change with a farmer and do it well – that success builds trust for bigger asks.
- **Listen to Understand:** Use the active listening from Session 3. Often, letting someone voice all their objections without interruption already diffuses some resistance – they feel respected. Ask probing questions to get to root causes. What is the *real* barrier? Sometimes the stated objection (“no time”) masks a deeper one (“*I’m afraid of failing*”). By understanding, you can address the right issue.
- **Provide Support and Reassurance:** During the “chaos” phase, people need extra reassurance. For farmers, this could be making yourself more available (extra field visits, phone check-ins) when they first implement the new practice or pairing them with a friend (maybe an early adopter mentor). Reassure them that struggles are normal (“*Yes, those seedlings dying are part of the learning – we anticipated some losses, don’t be discouraged*”). Remind them of the vision or reasons they started.
- **Adjust the Pace if Needed:** If resistance is extreme, it might be a sign things are moving too fast. It is okay to slow down the change or break it into smaller steps. For example: If a community resists converting 50ha to agroforestry at once, maybe start with 5ha demonstration and evaluate after a year. Gradual success can melt resistance.
- **Involve the Resisters:** This may seem counterintuitive, but bringing a resistant person into the project planning can convert them. Give them a role or ask for their input: “*How do you think we could make this idea work better for farmers like you?*” Sometimes their criticisms contain valid points that, once addressed, improve the project. Also, being on the inside often changes their perspective (they feel heard and responsible for success).
- **Use Peer Pressure Positively:** Just as peer pressure can cause resistance (nobody wants to be the odd one out trying something new), it can also reduce it. Work to get a critical mass or influential community members on board. As more people start to accept, the remaining resisters may gradually follow (“*If my neighbour is doing it and hasn’t gone bankrupt, maybe it is okay*”). This is where Kotter’s “guiding coalition” and “short-term wins” help – they create social proof.
- **Offer Incentives (and Reduce Risks):** Sometimes resistance is practical – “*I can’t afford this.*” Work with what motivates people. Can you secure a subsidy for participants? Provide free seedlings or fencing for the trial period? Can risk be reduced by guaranteeing that if the farmer loses money due to the experiment, the project will compensate (if such funds exist). Even moral incentives like public recognition can help – e.g., an “Innovation award” for participants. Be careful: incentives support change, but should not be bribes that are



the only reason people participate; the goal is genuine commitment, but a nudge can help overcome that initial barrier.

- **Stay Positive and Patient:** The advisor's demeanour during resistance matters. If you become defensive or angry, it fuels the fire. Instead, maintain a calm positivity. Express confidence in the community: *"I know we can figure this out together."* Share reminders of progress: *"Remember, last month none of these trees were in the ground, and now you've planted 50 – that's an achievement!"* Optimism is contagious, especially when grounded in real milestones. Patience is key – some people may come around only after seeing results over time. As one proverb says, *"the best advocates for change are often former sceptics who saw the light on their own terms."* Give them that time and keep doors open.

Dealing with Emotional Outbursts or Conflict

Sometimes resistance can manifest as public confrontation (e.g., a farmer shouting at a meeting *"This is nonsense!"*). Coaches advisors on keeping composure:

- **Do not respond with anger or dismissal.** Acknowledge the emotion: *"I hear that you're really upset and this issue is important to you."*
- **Remain respectful:** *"Thank you for sharing your feelings. Let's discuss this."* If needed, suggest a break or a private talk if the setting allows.
- **Find any point of agreement:** *"We all want what's best for our community's farms, on that we agree. We just have different ideas of how to get there."* This can lower the adversarial tone.
- **If the conflict is between stakeholders,** act as a neutral facilitator to let each side be heard (as touched on in Session 3). Remind everyone of the shared goals.
- **Safety Valve:** In some cases, creating a channel for venting can be useful – for example: an anonymous question box or survey where people can air concerns without fear. The advisor can address those concerns in a subsequent meeting (*"Some of you have worries about... here's some info on that."*).

When to Persist vs. Pivot

Advisors should also discern if resistance is telling you something fundamental. Is the change itself flawed or ill-timed? For example, if after much effort an entire community is resistant because the practice truly does not fit their context (maybe an agroforestry design that isn't culturally acceptable or economically viable there), an attentive agent may **pivot** – adjust the change approach to better meet local conditions, rather than bulldozing through. Share that it is important to get feedback and be willing to adapt the plan (Agile mindset). However, distinguish that from normal resistance which can be worked through. This comes with experience – but basically, if the majority are resistant and you have tried all inclusive methods, ask *"Are we addressing the right problem? Is there another way to reach the goal that they would support more?"* Sometimes a small adjustment (different tree species selection, different scheduling) can turn resistance into acceptance.



Activity – Resistance Role-Play (30 min):

This exercise gives participants practice in a tense scenario. Form new small groups of 3: one person is the **Extension Advisor**, one is a **Resistant Farmer**, and one is an **Observer**. Provide each "Resistant Farmer" a specific persona card describing why they are opposed. For example:

- Farmer A: Very traditional, says *"My father and grandfather farmed this way, trees have no place in our fields. You outsiders don't understand."*
- Farmer B: Very concerned about short-term income, *"I have debts; unless you can prove this pays off this year, I can't risk it."*



- Farmer C: Past negative experience, “*Tried planting trees 10 years ago and it failed. Never again, it was a waste of time.*”
- Farmer D: Community leader who thinks “*This project favours some farmers over others; I won’t support it unless it’s fair.*”

The Advisor’s task: engage in a 5-minute conversation to try to move the farmer from an emphatic “No” towards at least openness. They should use active listening, acknowledge concerns, and employ some strategies discussed (e.g., offering a small trial, mentioning a success story, finding common ground).

The Observer’s task: watch and note what techniques the advisor used and the reaction. After 5 minutes, have observers give feedback: *What did the advisor do well? Was there a moment that defused some resistance or perhaps triggered more?* The farmer can share how they felt too – did anything the advisor said make them soften a bit? Then rotate roles if time permits, so each gets a turn as advisor dealing with a different type of resistance.

Debrief with whole group: “*What was the hardest part about dealing with resistance?*” (e.g., managing emotions, finding the right argument, etc.) and “*What approaches seemed to work?*” List effective tactics they found, reinforcing those that align with our covered strategies (listening, empathy, offering solutions, etc.). Discuss that not every resistant person will be convinced in one conversation – it often takes multiple interactions and seeing real progress. The aim is to practice staying constructive under pressure.



CASE STUDY: Turning Resistance into Collaboration- Mixed Systems & Farmer Involvement (Greece/Spain)

María Rosa Mosquera Losada, Nuria Ferreiro-Domínguez, Francisco Javier Rodríguez-Rigueiro, Ana Couso-Viana, Antonio Rigueiro-Rodríguez, Rosa Romero-Franco, Juan Luis Fernández-Lorenzo, María Pilar González-Hernández, & José Javier Santiago-Freijanes. (2025). Mixing Livestock in a Forest. AF4EU. <https://doi.org/10.5281/zenodo.18504066>

Georgios Mpakogiorgos, Vassiliki Lappa, Andreas Papadopoulos, & Anastasia Pantera. (2025). Mixing Livestock in a Forest: Silvopastoralism. AF4EU. <https://doi.org/10.5281/zenodo.18505644>

AF4EU practice abstracts frequently highlight mixed livestock systems (e.g., combining grazing animals in forested areas) as innovative but initially controversial practices. Farmers often resisted due to concerns about management complexity, animal health, or unfamiliar techniques. Advisors addressed this by involving sceptical farmers directly in planning and testing systems, allowing them to influence decisions and observe results firsthand. This participatory approach helped uncover practical improvements while building trust. Over time, former sceptics became advocates as they experienced benefits such as improved forage diversity and ecosystem resilience.

Key takeaway:

Resistance is not a barrier but an opportunity—**engaging sceptics as partners strengthens both the process and outcomes of change**. There is a potential hidden value in resistance – it can highlight issues to solve and create strong champions once addressed.

Tip for Success: “*Keep the door open for late adopters.*” – In any change, some will embrace early, others will hang back until they’re convinced. Never write anyone off permanently. Continue to share information and welcome them, even if they said ‘no’ at first. As they observe others benefit, they may change their mind. By not alienating or shaming the resisters, you make it easy for them to join later. An advisor’s impartial support for *all* farmers, not just the early enthusiasts, builds a reputation for fairness and patience, which eventually erodes resistance.

Session 2: Resource-Based Approaches & Creative Tools (11:15–12:45)

Objective

Introduce and practice positive, creative methodologies that advisors can use to engage communities in change. While previous sessions focused on managing problems and resistance, this session flips the perspective to opportunities and strengths. Participants will learn about **Appreciative Inquiry (AI)** – an approach that starts with what is working well and envisioning a desired future – which can generate enthusiasm and hope in change processes. They will also explore **Resource Mapping** (identifying local assets and capacities that can support change) and **Visualization techniques** (helping people mentally and visually picture the benefits of change). These tools are especially useful in agroforestry to get stakeholders excited about possibilities (for example: a future landscape full of trees and life) and to empower them by acknowledging existing knowledge/resources. The session includes an interactive exercise using AI or visioning, so participants experience the difference of a positive inquiry. By the end, advisors will have alternative methods to the traditional problem-solving approach – methods that can create a safe, inspiring space for people to embrace change by building on strengths rather than focusing only on deficits.

Key Topics

Appreciative Inquiry – Focusing on Strengths

Introduce Appreciative Inquiry (AI) as a philosophy and method for organizational or community change that contrasts with problem-centric approaches cabidigitallibrary.org. Instead of asking “What’s wrong and how do we fix it?” AI asks “*What’s working and how can we get more of it?*” Explain the core idea: every individual or community has something that works well, and change can be catalysed by amplifying those strengths. This approach generates positive emotions – people feel valued and motivated – which are fuel for change.

Outline the **4D cycle of AI** (Discovery, Dream, Design, Destiny):

- **Discovery:** People share stories of **when they felt most successful, proud, or satisfied** in their work or community. In an agroforestry context, even if agroforestry is new, they might share any experience of a positive change or accomplishment on their farm (for example: “*The year I tried a new crop variety and it doubled my yield,*” or “*We formed a cooperative and it improved our marketing*”). The aim is to uncover the factors that made those successes possible (community cooperation, openness to learn, a supportive policy, personal determination, etc.). This highlights existing **resources and strengths** – like skilled farmers, strong neighbourly help, local knowledge of trees, etc.
- **Dream:** Based on those strengths, people are invited to imagine an ideal future for their farm or community without constraints. “Dream” big: “*It’s 10 years from now and our agroforestry initiative has been wildly successful – what does our village look like? What is happening?*” Encourage vivid details: e.g., “*I see green corridors of trees along every field, birds are back, farmers have diversified income from timber and fruits, youth are employed in tree nursery businesses...*” This future visioning taps into people’s hopes and creates a shared vision. It is essentially a positive version of the “vision” step we talked about with Kotter, but co-created by the community.
- **Design:** Now, how to move from “what is” to “what could be.” In this phase, stakeholders design practical proposals or projects to realize parts of their dream, leveraging the discovered strengths. For example, if in Dream they envisioned every farm having fruit trees, in Design they might come up with: “*Set up a community fruit tree nursery powered by local youth (since we discovered we have enthusiastic 4H club members and unused land by the school).*” Or “*Establish a farmer-to-farmer mentor system because we have some early adopters – pair them with those starting out.*” The design should still feel exciting and rooted in positive core (not “*we must fix X deficiency*” but “*we will build X because we have Y asset*”).



- **Destiny (or Deliver):** This is about implementation and sustaining momentum. Communities make commitments, form teams, and set things in motion. The energy from Dream/Design propels action. Importantly, AI often results in voluntary, community-driven action because people feel it is *their* dream, not an external mandate.

Emphasize how AI could be applied by advisors: For instance, when starting an agroforestry group, instead of beginning with “*What problems do you face?*” you might ask “*What successes have you already had in farming that we can build on?*” or “*What do you value most about your farm and community that agroforestry might enhance?*” – questions that lead into a constructive conversation and get people thinking about how change aligns with their values and achievements.

Resource Mapping (Asset-Based Approach)

This tool complements AI by explicitly identifying existing resources that can support the change. It is sometimes called Asset-Based Community Development (ABCD). Explain that often communities focus on what they lack (money, equipment, etc.), but taking stock of what they *have* can reveal surprising support for change. Resources can be:

- *Human resources:* knowledgeable elders (perhaps someone in the village knows a lot about trees or herbal plants), enthusiastic youth, skilled labour, local leaders who can influence others.
- *Natural resources:* existing trees or forests nearby that can provide seeds or seedlings, available land that can be used for demonstrations, water sources for irrigation, etc.
- *Social resources:* farmer groups, cooperatives, women’s groups or local NGOs – any community organization that can mobilize people.
- *Institutional resources:* local extension office (the advisor themselves is a resource), government programmes (like grant schemes or technical training), research institutions that might partner (a nearby university doing agroforestry trials).
- *Financial/resources:* maybe a community fund or a well-off community member who can sponsor a small project, or existing tools/machinery that can be repurposed.

A resource mapping exercise might involve drawing a simple map or table of these assets. For example, on a flipchart, draw circles for different resource categories and brainstorm what fits in each for a given community. Draw an actual map of the district/village marking out assets (e.g., “*Community Hall – can host meetings; River – could irrigate trees; School – students who can help plant trees as learning,*” etc.).

Highlight how an advisor did this in practice: *Case snippet:* In a region of Ireland, to promote a forestry project, the facilitator first did an asset-mapping with villagers and found out there was a long-standing tradition of communal labour exchange (called a “*meitheal*” in Gaelic). They tapped into this by organizing a communal tree-planting day using that tradition, which made implementation much easier – people were previously used to helping each other for harvests and applied it to planting. The resource mapping also revealed a retired forester living locally (a human asset) who became a key technical advisor. This approach raised confidence: villagers said, “*We realized we actually have a lot to work with, not just problems.*” That mentality boosts change readiness.

Suggest that resource mapping can be a group exercise early in a change project – it shifts focus from “*we need external help*” to “*we have power and assets here.*” Advisors should still help fill gaps (like linking to external resources where truly needed) but empowering communities to use what they have fosters self-reliance and motivation.

Visualization and Creative Visioning

While we touched on vision in a rational sense, here we encourage creative techniques to help people see and feel the change:

- **Guided Visualization:** The advisor can lead a short guided imagery session in a workshop. For instance, *“Close your eyes and imagine your farm 10 years after implementing agroforestry. Walk through it in your mind: What do you see? What do you hear (birds, wind in trees)? How do you feel about it? What are your family members saying about the farm? What are your income sources?”* This can be powerful especially for those less vocal – it engages senses and emotion. Afterward, ask a few to share what they imagined. Often, people articulate very motivating images (*“I imagined that my well has water year-round because of more trees...”*).
- **Drawing or Collage (Vision Boards):** Provide paper, markers, or even old magazines for a community meeting – have small groups draw the *“future farm”* or *“our village in 2030 if the project succeeds.”* This is a fun, inclusive activity. When groups present their drawings, there are usually common elements (more trees, healthy animals, better roads, whatever). The advisor can note these and help the group form a coherent vision statement afterward. The visual aspect helps communicate the vision back to everyone in a non-technical way. Hang these drawings up as a reminder during the project.
- **Spatial Mapping:** Using tools like GIS or simply transparent overlays on a map: show current land use vs. a scenario with agroforestry. If you have any tech like simple computer sketches or even just coloured pencils on a map, it can help people literally see where trees could be and discuss it. This can also surface practical considerations (like *“Oh, trees here might block that neighbour’s view – maybe better along this border instead”*). It makes the planning more interactive and real.
- **Role-Playing Future Success:** Another creative idea: have someone play a journalist from the future interviewing farmers about the successful agroforestry initiative. Participants, in role, speak as if change has happened: *“Yes, back in 2025 we started planting, and now our yields have improved....”* This playful approach can boost confidence (*“we can talk like it happened, so maybe it can happen”*).

The point of these creative methods is to **engage emotions, imagination, and a sense of possibility**. Data and logic alone rarely inspire people; seeing and feeling a better future does. For farmers who have only known one way of doing things, physically visualizing an alternative landscape can be the first step to believing it is possible.

Combining Creative with Analytical

Note that these positive/creative tools don’t replace analysis, they complement it. One might do an appreciative inquiry to set a vision and then still need to do a risk analysis and training (Day 1). The difference is the energy and engagement level – by starting with positive images and existing strengths, the community is more energized to tackle the small detail planning and problem-solving. Advisors can weave these approaches at different stages: e.g., kick off a project with an AI workshop to build enthusiasm, use resource mapping to plan, handle resistance with communication skills, etc.



Activity – Appreciative Interviews (20 min):

To let participants experience a taste of AI, do a paired interview exercise:

- Pair people (try to pair from different regions to get diversity). One is interviewer, one interviewee for 10 minutes, then swap.
- Interview question (Discovery stage): *“Can you tell me about a time you were part of a successful change or project in your community or work? What happened and what factors made it successful?”* The interviewer’s



job is to listen and then ask probing questions to get at success factors: “*Why do you think it worked so well? What did you value in that experience?*” They should take notes on key factors/strengths mentioned.

- Next question (Dream stage, a mini version): “*Based on that, what do you dream could happen with agroforestry or sustainable farming in your community? If everything aligned perfectly, what change would you love to see in 5-10 years?*” Let them be imaginative.
- After both rounds, have each pair briefly report one insight: one strength they heard and one element of their partner’s dream. Write strengths on one flipchart (“*Our strengths*”) and dreams on another (“*Our visions*”).
- It is likely that you will hear strengths like “*strong community spirit*”, “*we trust each other when someone leads*”, “*innovative young farmers*”, etc., and dreams like “*farms full of fruit trees and happy families prospering.*” Highlight how focusing on these positive elements felt.

Many will say the conversation was pleasant, energizing, and they learned something new about their partner’s community that is admirable. Contrast this with a typical conversation about problems which can be draining or contentious. Doing appreciative interviews among farmers can reveal surprisingly useful knowledge (maybe one farmer quietly solved a problem others struggle with – AI brings that out for all to learn) and it puts farmers in a mindset of “*we have done good things, we can do more.*”

If time allows, do a quick **vision drawing** in groups: give paper and have the groups sketch one combined vision for “*an agroforestry-rich community.*” Even 5 minutes to doodle and 1 minute per group to show it can lighten the mood and show how creative expression yields common goals (for example: the sketches might have trees along fields and smiling farmers – a sign that deep down many want similar outcomes).



CASE STUDY: Appreciative Approach in Action- Successional Agroforestry & Community Innovation (Finland/Italy)

Kähkönen, T., Den Herder, M., & Finch, J. (2025). Successional silvoarable agroforestry and community supported agriculture. Zenodo. <https://doi.org/10.5281/zenodo.18489559>

AF4EU technical materials include examples of successional agroforestry and community-supported agriculture systems, where innovation builds on existing farmer knowledge and local strengths. Instead of focusing on problems, advisors facilitated discussions around what farmers were already doing well—such as diversified cropping or local marketing. These strengths were then expanded into agroforestry systems that combined trees, crops, and value-added activities. This approach reduced resistance and created a shared vision rooted in local identity and success.

Key takeaway:

Focusing on strengths and existing successes creates positive momentum—showing that **change is more effective when it builds on what already works rather than what is lacking**. The appreciative, strength-based start created local pride and motivation rather than defensiveness, unlocking cooperation that a problem-focused approach might not have achieved.

Tip for Success: “*Celebrate every step forward.*” – A resource-based approach means also recognizing and celebrating the positive at each stage. When a small win happens, appreciate it publicly (thank the contributors, mark the occasion). Use creative means to celebrate – harvest festivals under newly planted trees, social media posts highlighting farmer champions, etc. Celebration and appreciation feed a virtuous cycle: people feel their efforts are valued, which encourages them to continue actively supporting the change.

Session 3: Change Management Simulation – Designing an Intervention (13:45–15:15)

Objective

Allow participants to integrate and apply all the concepts and tools from the training in a realistic group exercise. This simulation challenges them to collaboratively design a change management plan for a given agroforestry scenario, reinforcing learning by doing. It simulates the complex reality of extension work: balancing technical steps, stakeholder dynamics, communication strategies, and unforeseen challenges. By working in teams, participants also practice teamwork and pooling their diverse ideas (just as a real “guiding coalition” would). The exercise boosts confidence as they realize they can systematically approach a change process from start (unfreezing/urgency) to finish (anchoring and evaluation). It also surfaces any remaining questions or areas of difficulty, which can be addressed in the debrief. Ultimately, this session should cement the training content in participants’ minds through practical application, leaving them ready to translate the experience to their own projects.



Activity – “Plan the Change” Simulation (60 min):

Setup

Divide participants into small teams of approximately 5 (mixing backgrounds/regions if possible for rich perspectives). Present a detailed scenario that all groups will work on *or* allow each group to choose a scenario (if they have very relevant ones from their Day 1 homework, they might prefer to do that). To ensure comparability, a single scenario might be easier for debrief, but engagement is highest when they feel ownership. A compromise: provide 2-3 scenario options and let each group pick one.

Example Scenarios

1. *“Silvopasture Adoption in Dairy Cooperative”* – A cooperative of dairy farmers has been struggling with heat stress on cattle and pasture degradation. The advisor(s) want to introduce silvopasture (planting trees in pastures for shade and fodder). Some younger farmers are interested, older ones are sceptical. The cooperative board is cautious about investing cooperative funds for this. How to achieve widespread adoption in 3 years?
2. *“Hedgerow Revival in Grain Farming Region”* – An area largely removed hedges decades ago. Now soil erosion and biodiversity loss are issues. The extension team aims to convince farmers to replant hedgerows on field boundaries. There is government incentive money, but farmers remember hedges as extra work and loss of land. One local environmental NGO is very pro-hedges, but farmers find them pushy. Design a change strategy to get at least 50% of farmers to plant hedgerows.
3. *“Introducing Agroforestry into an Extension Service”* (an internal change) – Suppose the participants themselves are part of an extension department that has never covered agroforestry. They need to get their colleagues and bosses to incorporate agroforestry extension into their program and budget. Many colleagues are unfamiliar with it and prefer sticking to traditional advice topics. How to lead this change within the organization so that agroforestry becomes a standard part of extension offerings?

(Choose scenarios relevant to participants’ actual work for realism. If all are external advisors, scenario 3 might be less relevant; it is more for organizational change. The first two are community-level changes.)

Task

Each group will create a **mini change management plan** for their scenario. They should address the following (write these on a flipchart for reference):



- 1. Vision & Goals:** Define the specific change you want (for example: “30 farmers adopt silvopasture on 10% of their land within 3 years”) and a compelling vision statement or slogan for the effort (something that would inspire stakeholders – e.g., “Cool Cows, Rich Pastures Initiative 2025”).
- 2. Key Stakeholders & Coalition:** Identify who needs to be involved to make this change successful. Who are the champions you will recruit in your guiding coalition (e.g., an influential farmer, vet, co-op leader, youth rep)? Any external partners? Make a note of major groups affected and how you’ll engage them (farmers, local authorities, etc.).
- 3. Unfreezing/Urgency:** What will you do to “unfreeze” and create urgency or interest? Any baseline assessment or demonstration of problem? (e.g., gather data on milk yield drop from heat, or bring in an expert talk, or organize a visit to a farm already doing it). How will you convince people change is needed *now*?
- 4. Communication & Participation:** Outline your communication plan – how will you spread the vision and keep people engaged? Consider channels (meetings, WhatsApp, local radio, demonstration plot field days, pamphlets, etc.) and key messages. How will you involve stakeholders in planning (to ensure it is participatory, not one-way)?
- 5. Quick Wins:** Identify one or two short-term wins you will aim for in the first year and how you will achieve them. (e.g., “Establish one model silvopasture farm and showcase improved cow health by end of Year 1,” or “Get 5 km of hedgerows planted by next spring and show reduced soil runoff in those fields.”) Think of how to celebrate these wins.
- 6. Dealing with Resistance:** Predict at least two likely resistance points (specific examples). For each, note a strategy to handle it. (for example: if older farmers are resistant – pair them with young farmers in a “buddy” program to transfer some enthusiasm, or have a respected local endorse the project. If workload is a concern – maybe offer labour support for initial planting via volunteer groups.)
- 7. Resources & Supports:** List existing resources you’ll leverage (link to resource mapping – for example: a grant from government, a local tree nursery, training materials from FAO, community traditions, etc.) and note if any major gap needs addressing (like “need funding for waterers – will apply to X fund”).
- 8. Anchoring the Change:** How will you make sure this change sticks long-term? Think of final steps: integration into local institutions/policies, creating local expertise, forming a committee to continue overseeing the practice, including the new practice in co-op rules or school curriculum, etc.

Each group can use flipchart paper to outline or draw their plan. They have roughly 30 minutes to discuss and prepare. Encourage them to be concrete and draw from the entire toolbox: maybe one will use an appreciative question to set vision, another will sketch a stakeholder map, another will timeline Kotter steps. Mention that creativity is welcome – they can present as a story, a diagram, or just bullet points.

Group Presentations

Allocate approximately 5 minutes per group to present their plan (depending on number of groups, adjust time – possibly only 3-4 min each if many groups). Encourage visual aids if they have (point to their flipchart). After each, allow 2 minutes of Q&A or feedback from the audience and trainer. As a trainer, look to reinforce key points:

- Did they identify a clear urgent reason and vision? If not, ask “*What’s the core message to convince people this matters?*” and help them refine.
- Are stakeholders well considered? If they missed someone important (for example: forgot local government in hedgerow plan when policies might matter), gently prompt them.
- Highlight any especially good idea the group had as a model for others (“*Group B’s idea of a ‘friendly competition’ between villages for most trees planted is a great way to create excitement!*”).



- If a plan element seems weak, ask others for suggestions: “*Group A wasn’t sure how to get elders involved – anyone have an idea?*” This brings collective wisdom.

Keep the atmosphere positive and peer-learning oriented, not critical. The aim is to learn from each other and realize there are many ways to approach a scenario.

Debrief Discussion (15 min)

After presentations, facilitate a discussion:

- “*What was challenging about this exercise?*” (Possible answers: balancing idealism vs. realism, agreeing within group, addressing many unknowns.)
- “*What new insight did you gain while doing it?*” (They might say they appreciated the Kotter framework as a guide, or realized how important stakeholder mapping is, etc.)
- Emphasize how they effectively used the training content: “*I noticed every group anticipated resistance and had a plan – that’s excellent, because initially many of us tend to ignore resistance. Now you’re all thinking ahead!*” or “*Each plan had a coalition of different actors – this shows we understand we can’t do it alone.*”
- If any component was consistently missing or weak across plans, discuss it. For example, if few mentioned anchoring, ask how to ensure continuity, adding tips if necessary.
- Also note differences: one group might have focused more on creative engagement (vision rallies, etc.), another on technical training; point out both are needed and one can incorporate multiple approaches.

Conclude the simulation by congratulating them: “*Look at what you’ve done – in a short time, you sketched out complex change strategies. This is exactly what you can take back to your work. You might spend weeks or months refining such plans in reality, but the process is the same. Now you have a framework to start with instead of a blank page.*”

Tip for Success: “*Plan with people, not for people.*” – One observation to drive home: the groups that really considered stakeholder input (even in this simulation) likely had stronger plans. In real life, **co-creating the plan with those affected is key**. Use tools like community workshops, participatory mapping, or even involve local sceptics in planning (as we learned). A plan done *with* the community will have far fewer hurdles in execution than one imposed *on* the community.

Session 4: Real-World Problem Solving & Conclusion (15:30–16:30)

Objective

Reflect on the entire training, address any remaining real-world concerns, and consolidate key lessons for participants to take forward. This session starts with a short “project in crisis” scenario discussion (optional, if time) to test participants’ ability to adapt when things don’t go according to plan – a final nod to the unpredictability of change. Then it transitions to wrapping up: summarizing key success factors in change management, encouraging participants to apply their new skills, and obtaining feedback on the training. It is about making sure participants leave feeling confident, inspired, and clear on next steps.

If time permits, begin with a quick Crisis Challenge (especially if everything has gone smoothly so far, it is useful to discuss handling a crisis as a capstone):

- **Quick Scenario – “When Things Go Wrong”:** Present a mini-scenario where despite planning, multiple issues occur at once. For example: *“In the silvopasture project, a severe drought hits in year 2 killing many saplings, a promised government grant is cut in half, and a group of farmers protests that the project is favoring richer farmers.”* Ask *“What would you do now?”* Have them call out ideas or discuss in buzz groups for 5 minutes. Then share a structured approach:
 - Revisit risk management: which risks materialized, execute contingency plans (e.g., replant with drought-resistant species, seek alternate funding, adjust targets).
 - Strengthen communication: hold an urgent meeting with stakeholders to acknowledge problems openly and show a plan (transparency maintains trust).
 - Re-engage the coalition: mobilize champions to help problem-solve (maybe local government/authorities can provide emergency water, etc.).
 - Prioritize: maybe some activities pause to focus on core ones (for example: maintain existing trees vs. expanding new areas during crisis).
 - Emotional support: people might be demoralized – acknowledge feelings and rally them around why not to give up (reiterate long-term importance). This conversation assures participants that even if change projects face setbacks, the principles still apply – communicate, adapt, seek support – rather than panicking or blaming. It is a realistic end note that change is rarely linear, but with a proactive approach, crises can be managed (and yield lessons).

Conclusion and Key Messages

Key Success Factors Recap

Present a slide or flipchart with 5–6 bullet points summarizing the most important lessons (some may come from the groups’ own suggestions earlier). For example:

- **Vision and Purpose Drive Change:** Always start with a clear, compelling “why” – whether it’s better livelihoods or land restoration, keep that vision in focus for everyone.
- **People-Centric Approach:** Change is about people. Build trust, listen, involve stakeholders, and communicate constantly. Technical plans must go hand-in-hand with attention to human feelings and relationships.
- **Plan and Adapt:** Use models and tools to plan (so you cover all bases – goals, stakeholders, risks, etc.), but stay flexible and responsive to feedback and changing conditions. Iteration is not failure, it is learning.



- **Leverage Strengths:** Don't just fix problems – identify and use the strengths, resources, and positive deviance in the community. It is more motivating and sustainable.
- **Small Wins & Long-Term Commitment:** Generate short-term successes to build momentum, but also strategize for the long haul (how to make it stick, policies, cultural shifts). Change is not an event, it's a process.
- **Resilience in Face of Challenges:** Expect resistance and setbacks; meet them with patience, creativity, and support networks.

Engage Allies, Not Just Individuals

Change accelerates when you mobilize networks (farmer groups, local champions, youth clubs) rather than working one-by-one. Create a community around the change – it is easier to maintain momentum when people encourage each other.

Persistence and Patience

Meaningful change (like transforming farming practices) takes time. There will be highs and lows. The advisor's steady commitment – continuing to show up, assist, and encourage over time – often makes the difference.

After discussing these, relate them back to module sessions (for example, “*Engage People – that was Sessions 3 and 1; Anticipate Risks – we did that in resistance and scenario planning.*”) to reinforce the learning loop.

Participant Feedback and Next Steps

Invite participants to reflect on their experience. Use a quick feedback method: e.g., go around and have each person say **one key learning** they are taking away. Their responses might range from “*I will definitely do a stakeholder map for my next project*” to “*I realized I need to listen more to farmer concerns*” or “*Kotter's model gave me a clear roadmap.*” Acknowledge each comment. It is rewarding for both trainer and group to hear these, and it reinforces their commitment publicly.

Ask if they have any outstanding questions or scenarios not covered. Perhaps someone wonders, “*How do I handle change if I'm new to a community and an outsider?*” or “*What if the change is mandated by policy – how to create buy-in then?*” Encourage a brief discussion or follow-up resources for such questions. It is okay if not everything was answered – change management is a vast topic – but ensure they know where to seek answers (offer to be contactable, or refer to manuals/web resources).

If using written evaluations, distribute them at this stage or do a quick plus/delta (one thing they liked, one thing to improve in the training) with sticky notes on a flipchart. This not only helps improve future trainings but also prompts reflection.

Provide Resources

Ensure participants know how to access materials from the training:

- Circulate the details of the tools (stakeholder analysis matrix template, force field worksheet, etc.), at the end of this document.
- Mention key references for further reading: e.g., Kotter's book “*Leading Change*”, websites or networks like the European Agroforestry Federation (EURAF) where they can find case studies and connect with peers.
- Highlight any upcoming events or communities of practice: “*There's an agroforestry advisor online forum (AF4EU) – we'll add you to it so you can continue sharing experiences,*” or “*Next year's agroforestry conference has a session on social aspects – consider submitting a case study!*”

Encourage them to keep in touch with each other – perhaps propose they all exchange emails or create a WhatsApp group now for this cohort. This way they can ask questions or share progress after the training,



sustaining the peer support network formed here. As a trainer, offer your contact for follow-up queries or if they want you to review a change plan they draft – this shows your investment in their success beyond the workshop.

End on an uplifting note. Reiterate the importance of their role: *“As extension advisors, you are agents of positive change. The trees won’t get planted and sustained if we don’t win hearts and minds – and you now have tools to do that.”* Perhaps share a final anecdote or a quote:

“The best time to plant a tree was 20 years ago. The second best time is now.” Connect it to change: *“It’s never too late to start a change that will benefit future generations – and you can start now with what you learned.”*

Thank everyone sincerely for their participation, insights, and energy. If certificates of completion are prepared, hand them out as a formality (people appreciate tangible recognition). Perhaps organize a group photo with everyone – symbolizing the team spirit in change-making.

Conclusion for Extension Advisors

- Change is rarely easy – whether it is a farmer rethinking long-held practices or an extension service adopting new methods. This training has shown that change is not a mysterious force; it's something we can understand, guide, and nurture. As an agroforestry advisor, you are not just a technical expert but a change leader. You have the ability to help farmers and communities envision a better future and step by step, make it real.
- In the training module, we have explored how change models provide a roadmap, how empathetic communication builds bridges, and how focusing on strengths can generate energy for change. We practiced handling resistance with patience and turning fears into opportunities for dialogue. We learned to plan meticulously but also to embrace adaptability – because plans will evolve as we learn. Perhaps most importantly, we reinforced that people drive change: by inspiring shared vision, building trust, and empowering stakeholders, we create the conditions where new ideas take root and thrive.
- In agroforestry, producing change can literally mean planting trees that will grow for decades. It requires foresight and sustained effort. Think of yourself as “planting” ideas and “cultivating” new habits. Just as a tree needs watering and care in early years, a change initiative needs consistent communication, follow-up, and encouragement. There will be weeds of doubt to remove, storms of setbacks to withstand, and you may not see the full canopy of results immediately. With each small victory – a farmer agreeing to try, a successful demo harvest, a policy adjustment in favour of agroforestry – the roots of change go deeper. Change becomes something people own and champion, not something imposed or dreaded.
- In conclusion, believe in the change you seek to create. As an advisor, you need to use your head – the frameworks and analysis – but also your heart – the empathy and passion for helping people. Change management is as much an art as a science, and you will continue to refine it with each experience. There will be challenges, no doubt, but obstacles are often opportunities in disguise: they push us to be creative, to build stronger partnerships, and to deepen our resolve. By being a facilitator of change, you are helping sow the seeds for a better future in which agroforestry thrives – a future that we deliberately create through effective communication, collaboration, and courageous change-making.



Change Management Tools, Templates and References

Force Field Analysis (Lewin's Tool)

Description:

Force Field Analysis – originally developed by Kurt Lewin in 1951 – is a method for listing and weighing “driving forces” and “restraining forces” in a change process. It helps change facilitators identify factors that support a proposed change and those that hinder it, in order to strengthen the drivers and reduce the barriers. By visualizing change as a balance of forces, this tool aligns with Lewin's model of unfreeze–change–refreeze (preparing for change, making the change, and solidifying the new state) ifm.eng.cam.ac.uk. It is widely used in organizational change management to diagnose the situation and strategize interventions. For example, in adopting agroforestry, driving forces might include available subsidies and community interest, while restraining forces might include lack of know-how and upfront costs. Using Force Field Analysis, an advisor can collaboratively find ways to increase the driving forces and reduce the restraining forces, tipping the balance toward successful change.

Force Field Analysis is a structured tool to identify and compare the driving and restraining forces for a specific change, and is used to plan strategies for strengthening supports and weakening barriers to change.

Template Instructions:

- Draw a two-column table: one for 'Driving Forces' and one for 'Restraining Forces'.
- Brainstorm with stakeholders to list at least five forces in each column.
- Assign a weight (1–5) to each force to assess its impact.
- Discuss actions to strengthen driving forces or reduce restraining ones.

Kotter's 8-Step Process for Leading Change

Description:

Kotter's 8-Step Model – introduced by Harvard professor John P. Kotter in 1995 – provides a comprehensive roadmap for implementing change in organisations. The eight steps are:

- (1) Create a Sense of Urgency;
- (2) Build a Guiding Coalition;
- (3) Form a Strategic Vision and Initiatives;
- (4) Enlist a Volunteer Army (communicate the vision and gain broad support);
- (5) Enable Action by Removing Barriers;
- (6) Generate Short-Term Wins;
- (7) Sustain Acceleration (consolidate gains and keep moving);
- (8) Institute Change (anchor the new approaches in the culture) kotterinc.com

Kotter's framework expands on Lewin's simpler three-stage model by detailing specific actions that leaders should take to drive change and ensure it sticks. This model is especially useful for large-scale or organizational changes. Following these steps helps change agents avoid common pitfalls — for instance, establishing urgency



and building a coalition at the start prevents complacency, and celebrating short-term wins helps maintain momentum. Kotter's approach has become a widely cited guide for managing change effectively in businesses, communities, and various institutions.

Kotter's model is a step-by-step framework to lead change processes effectively, focussing on urgency, coalition-building, vision, empowerment, wins, and institutionalizing change.

Template Instructions:

- Create a table with eight rows – one for each step.
- Fill in actions, stakeholders involved, timeline, and indicators of success per step.
- Use for planning and tracking progress of a community or organizational change project.

Appreciative Inquiry (AI) – Strengths-Focused Change

Description:

Appreciative Inquiry is a participatory change approach pioneered by David Cooperrider and Suresh Srivastva in 1987 as a positive alternative to traditional problem-solving. Instead of asking “What’s wrong and how do we fix it?”, AI asks “What’s working well, and how can we build on it?”. It operates on the principle that every organization or community has strengths and successful experiences that can be the foundation for future growth. AI typically follows a 4D cycle:

Discovery (identifying what gives life – the best of what is);

Dream (envisioning what could be – a hopeful future);

Design (co-constructing the future – what should be);

Destiny/Delivery (sustaining the change – what will be) .

By engaging stakeholders in sharing success stories and envisioning an ideal future, Appreciative Inquiry generates enthusiasm, hope, and a shared vision for change. It contrasts with deficit-based approaches by focusing on opportunities and existing assets, which can increase motivation and collective buy-in. This strengths-focused methodology has been applied in organizational development, community change, and team building to unlock creativity and positive energy for change.

Appreciative Inquiry is a positive, strengths-based approach to change. It builds energy by focusing on what works well and co-creating a shared vision for the future.

Template Instructions:

- Interview individuals or groups using the 4-D cycle: Discover, Dream, Design, Deliver.
- Document key strengths and positive experiences (Discovery).
- Facilitate visioning conversations (Dream),
- Collaboratively plan actions (Design).
- Agree on commitments and follow-up (Deliver).



Resource Mapping (Asset-Based Community Development)

Description:

Resource Mapping is an asset-based approach to change, emphasizing identification of existing resources, capacities, and strengths in a community or organization. Popularized by John P. Kretzmann and John L. McKnight's work (1993) on Asset-Based Community Development (ABCD), this tool shifts focus from needs and deficiencies to assets and opportunities. In practice, resource mapping involves cataloguing all types of resources — human (skills, knowledge, local champions), natural (land, materials), social (groups, networks), institutional (programs, organizations), and financial assets — that can support the change initiative.

For example, a farming community mapping its assets might highlight knowledgeable locals, an unused plot for tree nurseries, active cooperatives, or existing grant programs. By creating a visual “map” or list of these assets, stakeholders often realize they have more to work with than they thought, building confidence and a sense of empowerment. Resource mapping (also known as community asset mapping) is typically done early in a change project to inform planning: it helps the group leverage what they already have and identify where external support is truly needed. This builds self-reliance and positive momentum for change, as people see that local strengths can be harnessed to achieve their goals.

Resource Mapping identifies local human, natural, social, and institutional resources to support change. Builds confidence by shifting focus from deficits to assets.

Template Instructions:

- Draw five resource categories: Human, Natural, Social, Institutional, Financial.
- Facilitate group brainstorming to list resources under each category.
- Create a visual map or chart for future use and planning.
- Use this map to identify which assets can support your initiative and where gaps exist.

Visioning Exercises (Guided Visualization and Future Visioning)

Description

Visioning Exercises are creative techniques that help stakeholders imagine a desired future state in vivid detail, making the abstract idea of change more tangible and inspiring. Rooted in practices of guided imagery and organizational development (e.g., “Preferred Futuring” outlined by L. Lippitt in 1998), these exercises engage people's emotions and imagination in the change process. Common visioning methods include guided visualization, where a facilitator asks participants to close their eyes and picture their community or organization years after a successful change (for instance, “Imagine your farm 10 years after adopting agroforestry – what do you see, hear, and feel?”). Others involve creating vision boards or drawings in small groups to depict the ideal future (“our village in 2030 if our project succeeds”). Scenario mapping or even role-playing a future success story (e.g., acting out a news interview after the change) are also forms of visioning. The purpose is to help participants articulate a shared vision and emotionally connect with it. By envisioning positive outcomes – greener landscapes, thriving farms, healthier communities – people can break out of present-day limitations and generate innovative ideas for achieving that future. Visioning builds a sense of possibility (“seeing is believing”) and can increase commitment to the change, as stakeholders have co-created a compelling picture of what they are working toward.



Visioning Exercise are tools to help stakeholders imagine a successful future and articulate a shared vision. Encourages creativity and emotional engagement.

Template Instructions:

- Use guided imagery: Ask participants to close eyes and visualize their future farm or village.
- Facilitate drawing or collage-making: Have groups depict their ideal future landscape.
- Summarize common themes into a vision statement.
- Display and use these visions to anchor change efforts.

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Kotter, J. P. (1995). "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, 73(2): 59–67. (Introduces Kotter's 8-Step change model.) Available at: Harvard Business Review website hbr.org/hbr.org.

Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Evanston, IL: Institute for Policy Research. (Classic handbook on asset-based community development.) Available at: Internet Archive archive.org/archive.org.

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OUTCOMES OF THE COURSE MODULE

- Understanding of key change models (Lewin, Kotter, change curve)
- Strong communication and stakeholder engagement skills
- Practical tools to plan and support change processes

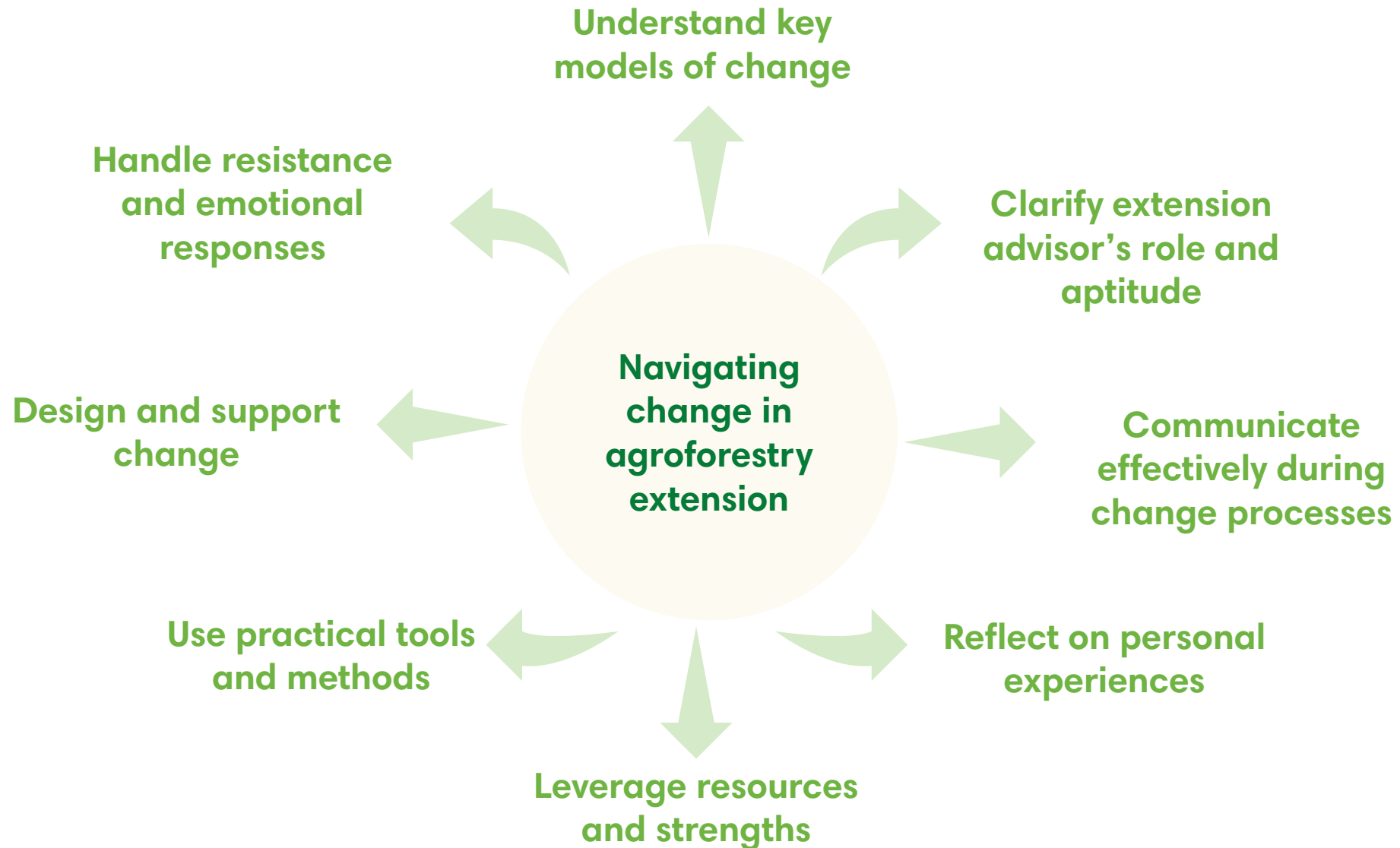
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Navigating change in agroforestry extension



Day 1: Foundations of Change in Agroforestry

- Introduction to Change and the Advisor's Role
- Understanding Change Models (Lewin, Kotter, Satir)
- Communication Strategies for Change
- Personal Reflection & Planning for Change
- Wrap-Up & Reflection Assignment

Day 2: Advanced Tools & Tackling Resistance in Change

- Dealing with Resistance and Emotions in Change
- Resource-Based Approaches & Creative Tools (AI, Visualization)
- Change Management Simulation: Designing an Intervention
- Real-World Problem Solving & Conclusion

Day 1: Foundations of Change in Agroforestry

- Introduction to Project Management (PM) in Agroforestry
- Project Initiation – Setting Goals & Engaging Stakeholders
- Work Planning and Setting SMART/Sprint Goals
- Detailed Project Planning – Budgets, Risk & Sustainability

Day 2: Foundations of Project Management in Agroforestry

- Agile Project Execution & Digital Tools
- Scaling Projects & Securing Funding
- Monitoring, Evaluation & Learning (MEL)
- Problem-Solving Simulation & Conclusion
- Final Discussion, Closing Remarks & Evaluations

Introduction to Change and the Advisor's Role

- **Why change is challenged and needed**
- **The role of the extension advisor as a change agent**
- **Types of change (incremental to transformational)**
- **Personal experience with change**



HOLISTIC CHANGE

to foundational **phase models of change** that describe how change unfolds over time

Lewin's 3-stage change model

TAKE HOME MESSAGE: not to skip the preparation (unfreezing) and to consolidate gains (refreezing).

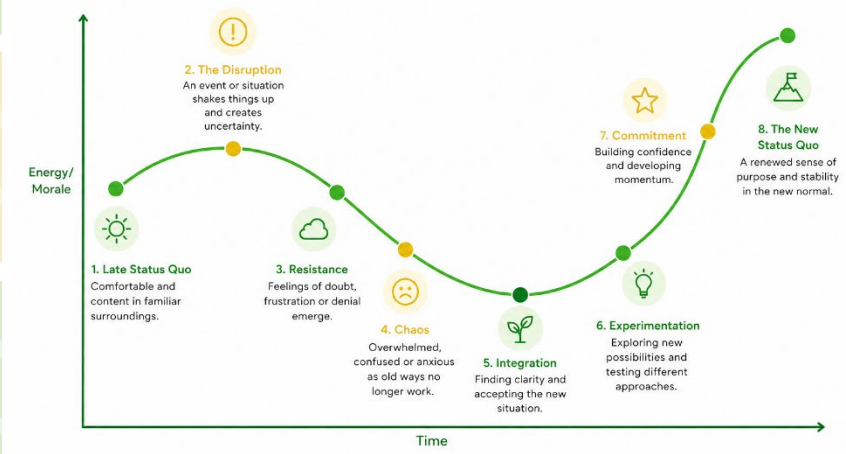


Kotter's 8 steps for leading change



Satir's change curve

individuals also go through an internal emotional journey during change



Activity – Building a WBS and Timeline (45 min)

1. Small groups
2. AF scenario to analyse (10 min)
3. Discussion *how could we increase or leverage one driving force?* (5 min)

“People Support What They Help Create”

01. Crafting a Compelling Message

01 Use simple, clear language

04 Use visuals

02 Focus on benefits that resonate

05 Positivity & honesty

03 Share success stories

03. Addressing Concerns and Resistance Constructively

DON'T DISMISS FEARS

FIND COMMON GROUND

ASK OPEN-ENDED QUESTIONS

REMAIN CALM AND RESPECTFUL



02. Stakeholder Engagement and Dialogue



Community meetings & workshops



Media & ITC



Field demonstrations and Farmer field schools



Activity – Role-Play “Advisory Conversation” (30 min):

1. Split in pairs (advisor and Farmer)
2. AF scenario to discuss (5-7 min)

Personal Reflection & Planning for Change

01. The Advisor's Mindset: Reflection on Change

Basic change plan	
Define the change	
Who is involved	
Use a change model	
Communication and engagement	
Anticipate resistance	
Quick win	

How do you typically react to change in your life or work?



Activity - personal Change Timeline Exercise (20 min)

1. Draw a timeline and anotate it
2. In pairs, discuss change history (10 min)
3. Share insights

*template available

02. Identifying Personal Strengths and Areas to Grow



*What personal strengths do I bring as a change facilitator?
What is one thing I want to improve about how I handle change?*

Integrating Day 1 - Planning a change process



Assignment - Day 1 reflection

Sessio 2 will build on tackling hardest parts of change, including the introduction of creative methods such as Appreciative Inquiry.

HOMEWORK: Finnish the short change plan you have started (1-page summary)

REFLECT: How do I feel about change now, after today's sessions?

Day 1: Foundations of Change in Agroforestry

- Introduction to Project Management (PM) in Agroforestry
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Day 2: Advanced Tools & Tackling Resistance in Change

- **Agile Project Execution & Digital Tools**
- **Scaling Projects & Securing Funding**
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- **Problem-Solving Simulation & Conclusion**
- **Final Discussion, Closing Remarks & Evaluations**

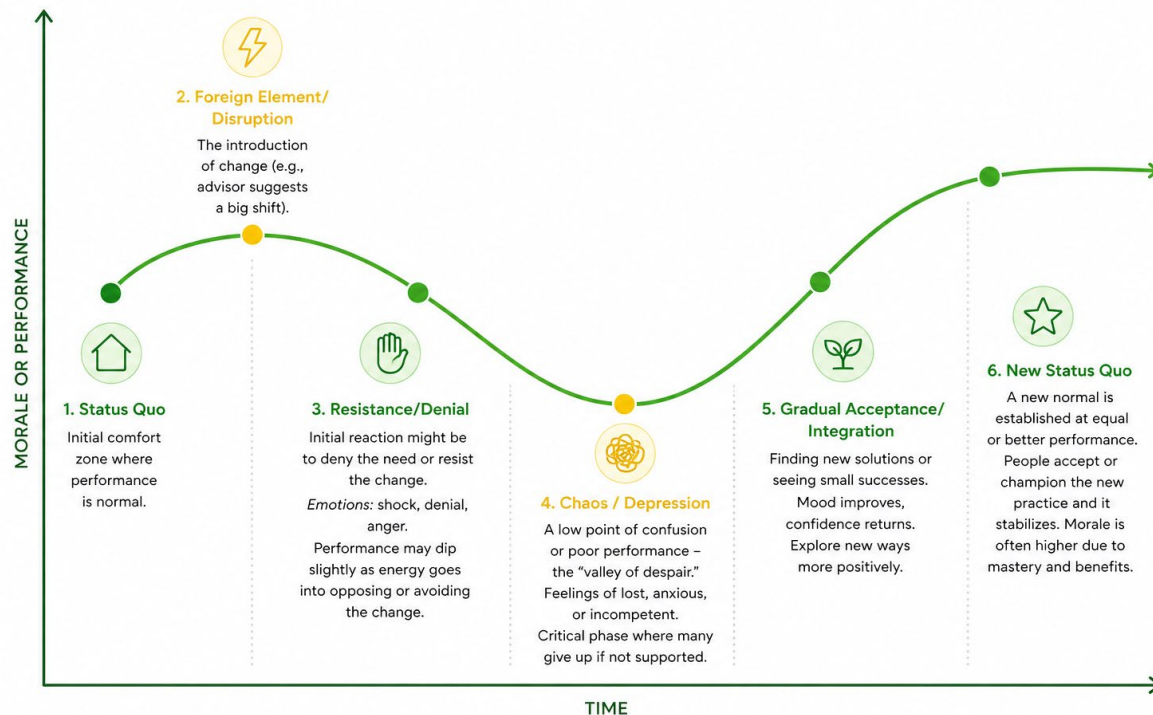
Dealing with Resistance and Emotions in Change

01. Understanding Resistance – It's Not Futile, It's Human



What kinds of resistance have you observed when introducing new ideas to farmers or colleagues?

02. The Change Curve (Satir / Kübler-Ross Adaptation)



03. Strategies for Managing Resistance

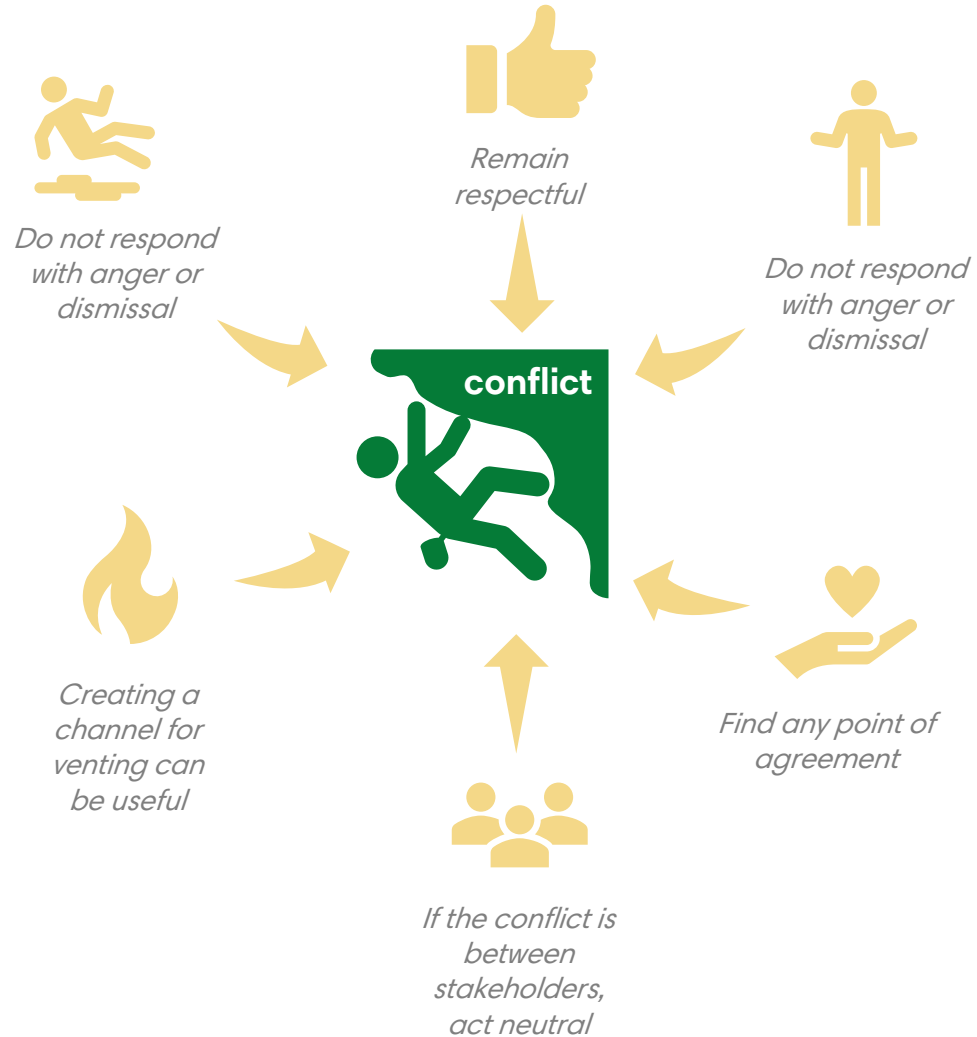
- 1 *Build trust early*
- 2 *Listen to understand*
- 3 *Provide Support and Reassurance*
- 4 *Adjust the Pace if Needed*
- 5 *Involve the Resisters*
- 6 *Use Peer Pressure Positively*
- 7 *Offer Incentives (and Reduce Risks):*
- 8 *Stay Positive and Patient*



Activity – Role-Play “Advisory Conversation” (30 min):

1. Split in pairs (advisor and Farmer)
2. AF scenario to discuss (5-7 min)

04. Dealing with Emotional Outbursts or Conflict



05. When to Persist vs. Pivot

Advisors should also discern if resistance is telling you something fundamental. Is the change itself flawed or ill-timed? Are we addressing the right problem? Is there another way to reach the goal that they would support more?

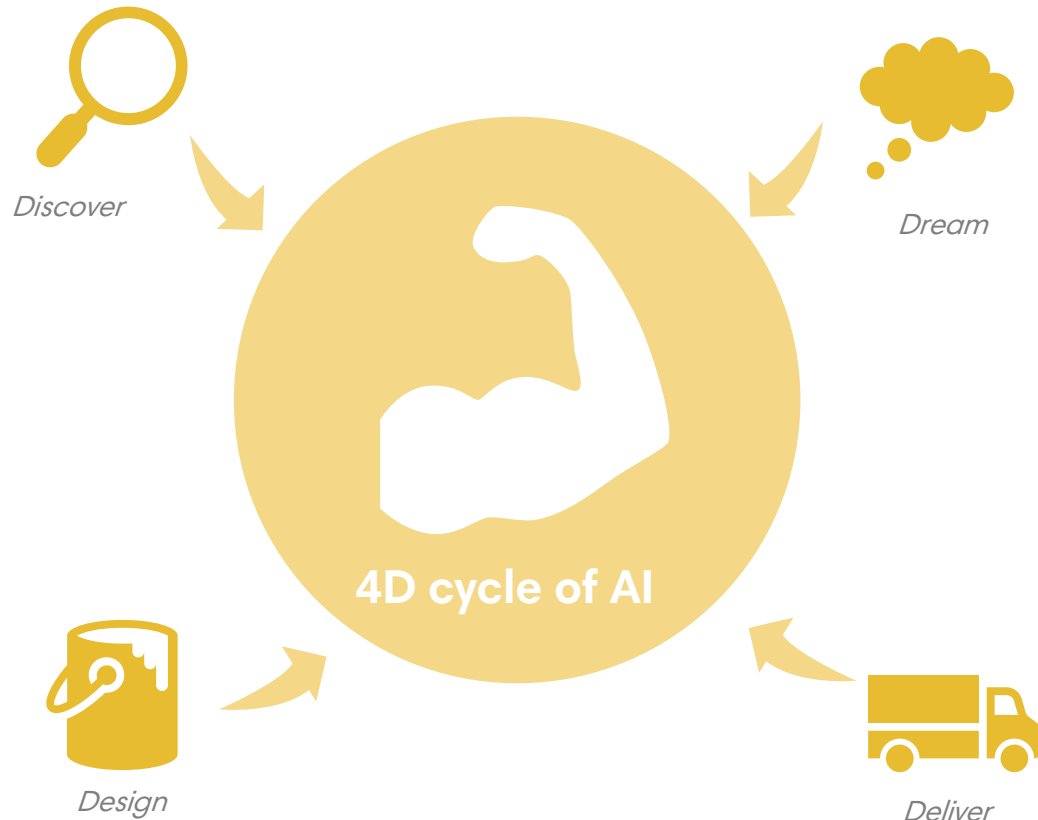
Activity – Resistance Role-Play (30 min):

1. Split in groups (Extension advisor, resistant Farmer, observer)
2. Resistant Farmer should follow the role in the cards (*pre-made scenarios available in handouts)
3. Advisor should engage in a 5 min conversation to move the Farmer from resistant to openness.
4. Observer watch
5. Debrief

Resistance role-play

My father and grandfather farmed this way, trees have no place in our fields. You outsiders don't understand	
I have debts; unless you can prove this pays off this year, I can't risk it.	
Tried planting trees 10 years ago and it failed. Never again, it was a waste of time.	
This project favours some farmers over others; I won't support it unless it's fair.	

01. Appreciative Inquiry – Focusing on Strengths



02. Resource mapping (asset-based approach)

- Human resources
- Natural resources
- Social resources
- Institutional resources
- Financial/resources

03. Visualization and Creative Visioning

- Guided visualization
- Drawing or collage
- Spatial mapping
- Role-playing

Activity – Appreciative Interviews (20 min):

1. Split in pairs (interviewer-interviewee, 10 min)

Questions: Can you tell me about a time you were part of a successful change or project in your community or work? What happened and what factors made it successful? , "Why do you think it worked so well? What did you value in that experience?" , Based on that, what do you dream could happen with agroforestry or sustainable farming in your community? If everything aligned perfectly, what change would you love to see in 5-10 years?"




2. Pair to write one strength and dreams or visions on flipcharts. Alternatively do a vision drawing.



Activity- “Plan the Change” Simulation (60 min)

1. Split in groups of 5
2. Present a detailed scenario (you can choose for day 1 homework, or use available examples in handouts)
3. Each group will create a mini-change management plan for their assigned scenario (templates available) (5 min per group + 3-4 min questions)
4. Group presentation
5. Debrief discussion

“Plan the Change” Simulation

<p>Silvopasture Adoption in Dairy Cooperative</p> <p>A cooperative of dairy farmers has been struggling with heat stress on cattle and pasture degradation. The advisor(s) want to introduce silvopasture (planting trees in pastures for shade and fodder). Some younger farmers are interested, older ones are sceptical. The cooperative board is cautious about investing cooperative funds for this. How to achieve widespread adoption in 3 years?</p>	
<p>Hedgerow Revival in Grain Farming Region</p> <p>An area largely removed hedges decades ago. Now soil erosion and biodiversity loss are issues. The extension team aims to convince farmers to replant hedgerows on field boundaries. There is government incentive money, but farmers remember hedges as extra work and loss of land. One local environmental NGO is very pro-hedges, but farmers find them pushy. Design a change strategy to get at least 50% of farmers to plant hedgerows.</p>	
<p>Introducing Agroforestry into an Extension Service* (an internal change)</p> <p>Suppose the participants themselves are part of an extension department that has never covered agroforestry. They need to get their colleagues and bosses to incorporate agroforestry extension into their program and budget. Many colleagues are unfamiliar with it and prefer sticking to traditional advice topics. How to lead this change within the organization so that agroforestry becomes a standard part of extension offerings?</p>	

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“Plan the Change” Simulation

<p>Vision & Goals</p> <p>What change do we want to achieve, and what vision will inspire it?</p>	
<p>Key Stakeholders and coalition</p> <p>Who needs to be involved, and how do we build a strong coalition?</p>	
<p>Unfreezing/Urgency</p> <p>How can we create urgency and show why change is needed now?</p>	
<p>Communication & Participation</p> <p>How will we communicate the vision, and ensure active participation?</p>	
<p>Quick wins</p> <p>What quick wins can build momentum in the first year?</p>	
<p>Dealing with resistance</p> <p>What resistance might arise, and how can we overcome it?</p>	
<p>Resources and supports</p> <p>What resources can we leverage, and what gaps must we address?</p>	
<p>Anchoring the change</p> <p>How do we embed the change so it lasts long term?</p>	

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Quick Scenario – “When Things Go Wrong”:

In the silvopasture project, a severe drought hits in year 2 killing many saplings, a promised government grant is cut in half, and a group of farmers protests that the project is favoring richer farmers.” Ask “What would you do now?”

- Revisit risk management
- Strengthen communication
- Re-engage the coalition
- Prioritize
- Emotional support



THANK
YOU!

