Food and Agriculture Organization of the United Nations

Farmer Field Schools Innovation Series

Innovating with Farmer Field Schools

to accelerate transitions toward sustainable, resilient and fair agrifood systems

Over three decades, Farmer Field Schools (FFS) have proven to be fertile spaces where women and men from farming communities generate, test, and adapt ideas that respond to local challenges and support food security and nutrition, climate resilience, ecosystem health and inclusive rural development.

This brief speaks to rural development organizations, researchers, and practitioners seeking practical pathways to accelerate innovation for agrifood system transformation. It provides a new lens to intentionally nurture and scale innovations in the context of FFS interventions, and highlights practitioners' recommendations to improve the contributions of the FFS approach to innovation towards more sustainable, fair and resilient agrifood systems. It is part of a new series of guidance notes and factsheets which draw on documented experiences of innovations in development interventions using FFS.

Context

The need for innovation to tackle pressing sustainability challenges in agrifood systems has never been greater. With the 2030 deadline only 5 years away, the Sustainable Development Goals (SDG) Report 2025 delivered the stark assessment that only 35 percent of SDG targets are on track or making moderate progress, while nearly half are moving too slowly, and 18 percent have regressed. Climate change, biodiversity loss, ecosystems degradation, hunger, and inequalities demand innovative solutions that are locally-rooted yet scalable. Rural communities, among the worst hit by this confluence of pressures, are also key initiators and drivers of local solutions that improve both their livelihoods, their adaptive capacities and ultimately contribute to sustainability transitions (Toillier *et al*., 2024).**Community-driven innovation (CDI)** is a process where local communities identify needs, generate ideas, and implement solutions, often with external support, but always with community ownership at its heart. UN agencies, including FAO, promote CDI as a key approach to achieve sustainability - tailored to the unique conditions of each context, addressing the diversity of local situations across regions and diverse needs of user groups (women, men, youth, people with disabilities, indigenous groups...) while putting long-term sustainability, local ownership and resilience as priorities. The 2025 High-Level Political Forum on Sustainable Development concluded with calls for an increased and critical role for local communities and civil society in getting the world back on track to achieve the SDGs. Compared to other innovation approaches, CDI is indeed more effective for addressing multiple SDGs simultaneously and promoting gender equality. The time has come to give more space, visibility and dedicated support to CDI. Grounded in 35 years of experience with multiple successes and a wide international network of practitioners, promoters and implementers of FFS, FAO through its Global Farmer Field School Platform is stepping up efforts to boost the contributions of Farmer Field Schools to innovation and sustainability transitions.

What is innovation?

Innovation consists in doing something new and different, whether solving an old problem in a new way, addressing a new problem with a proven solution, or bringing a new solution to a new problem (UN, 2019)

Innovation (in agrifood systems) is used as a verb (to innovate) referring to the process by which individuals, communities or organizations generate changes (in the design, production or recycling of goods and services, or in the surrounding institutional environment) that are new to their context and foster transitions towards sustainable agrifood systems for food security and nutrition. Innovation is also used as a noun to refer to the changes generated by this process. Innovation includes changes in practices, norms, markets and institutional arrangements, which may foster new networks of food production, processing, distribution and consumption that may challenge the status quo (HLPE, 2019).

Biodigester installation in a CARE's FFBS participant household in Honduras.

© CARE Honduras

Innovating with FFS

Innovation has always been at the heart of Farmer Field Schools. The FFS approach was designed in 1989 to empower rural producers and their communities to co-create solutions to their problems by strengthening their knowledge of local agroecosystems and improving decision-making skills and group collaboration. Field Schools are characterized by participatory, hands-on, and season-long learning processes, in which a group of producers from the same village observe, experiment, and analyze together on their own fields or animals. The design of FFS interventions is guided by a set of **non-negotiable principles of FFS** that remain central while adaptable to diverse contexts.

Over time, FFS have been implemented in different ways across regions, reflecting local needs, capacities and objectives. This diversity has allowed the approach to adapt and scale, with variations, broadening the scope beyond production alone. Because of their practical nature, collective problem-solving orientation and potential to strengthen farmers' understanding

FFS group during an Access Agriculture video-based training session in Uganda.

© Access Agriculture

The non-negotiables of farmer field schools

(FAO Farmer Field School Guidance Document)

- **Farmer-driven**: local needs and priorities define the agenda of each FFS group.
- **Co-creation of knowledge**: Farmers' local knowledge – alongside science-based knowledge – co-creates new knowledge, science and support services.
- **Learning-by-doing**: discovery and field-based experimentation are central.
- **Facilitation, not teaching**: facilitators support reflection and action rather than deliver lectures, and must be well qualified (technical, methodological, organizational skills).
- **Diversity**: in age, gender and experience – enriches FFS and ensures the solutions are adapted to different needs.
- **Group empowerment based on trust**: observation, analysis, debate and decision-making and monitoring are collective.
- **Contextual relevance**: FFS curricula and practices are developed with the rural community.

These principles safeguard FFS as inclusive spaces where men and women farmers are recognized and empowered as experts and innovators in their own right.

of complex agroecosystems, FFS remain highly relevant to support innovations for agroecological and sustainable transitions.

Yet, in some cases, the approach has drifted towards more top-down models of technology transfer, moving away from the locally-rooted participatory co-creation and discovery-based spirit of FFS. Some deviations risk eroding the quality of the approach and weakening its potential as a space for genuine co-creation and empowerment.

In addition, innovations coming from FFS groups or programmes are often not documented and not necessarily scaled. New ways of using FFS could be explored for innovation scaling in territories, in combination with other mechanisms.

This series intends to shed light on certain types of FFS interventions that are recognized as innovative by the stakeholders involved. These examples are used as case studies to consolidate knowledge and best practices on "innovating with FFS". The collection and analysis of the cases are guided by two questions:

- **How do FFS interventions contribute to innovation for the Sustainable Development Goals (SDGs) and sustainability transitions?**
- **How to increase the contributions of FFS interventions to innovation?**

FFS farmers facilitator working with expert in the Sayapatri Community IPM Resource Center in Nepal.

© Sayapatri-IPM center

Pathways to innovate with FFS

The analysis identified three ways to innovate with FFS:

Innovations through FFS

FFS can act as amplifiers of innovations developed in other contexts or conditions, adapting them to a new context and spreading them in a territory or a value chain through facilitated peer learning. For example, since its creation, FFS played a significant role in introducing and scaling Integrated Pest Management (IPM) across Asia, Africa, the Near East and Latin America through the FAO Global IPM Facility (FAO, 2019). More recently, in Honduras, biodigesters were introduced through a Farmer Field and Business Schools programme led by CARE. Biodigesters helped farmers to improve farm waste management and household energy use. The operation of the biodigesters was supported through women-led platforms and an innovative rotational funding model rooted in the local financial ecosystem, enhancing women's empowerment and promoting circular economy practices. In this case, FFS act as a mechanism to support the scaling of innovations.

Mobilizing FFS in this way is especially relevant for rural advisory and extension services, development partners and the private sector, as FFS provide safe and creative spaces to test innovations as solutions in specific contexts, with local adaptation during the FFS process.

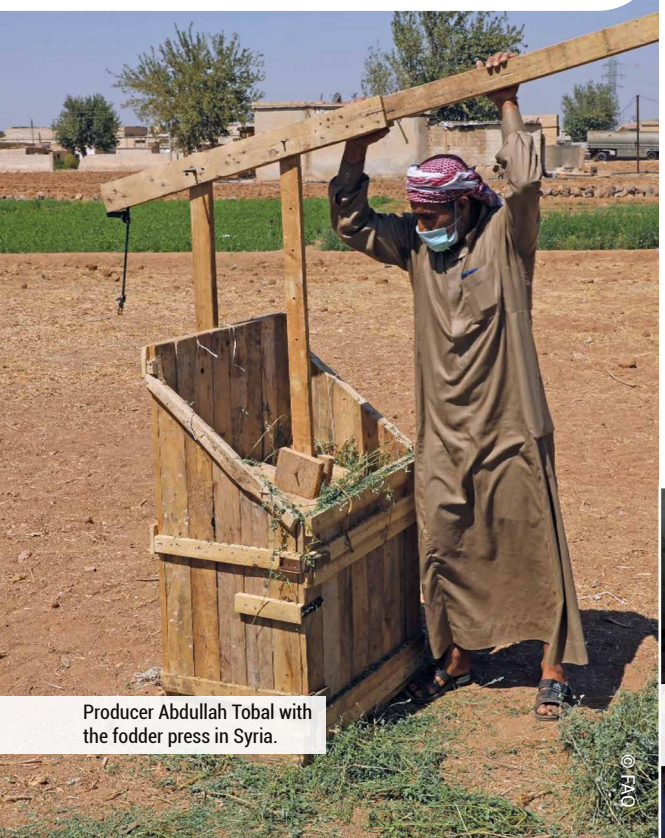
CARE's FFBS participants being trained on biodigester utilization.

© CARE Honduras

Innovations from FFS

FFS are fertile ground for homegrown new solutions that arise directly from blending outside knowledge with farmer-driven experimentation. In Syria, after joining a Livestock Field School (FS), herder Abdullah Tobal designed a low-cost fodder compressor from discarded ammunition boxes. Working with fellow FFS farmers, he refined the design and put it freely at the disposal for other producers. Born of necessity, this "open social innovation" helped rural communities cope with feed scarcity in a protracted crisis environment, illustrating the ingenuity and problem-solving that FFS are designed to nurture.

This way of mobilizing the FFS approach for innovation is particularly relevant to **development partners, researchers, FFS master trainers and facilitators (of FFS, innovation platforms or Living Labs)**, who work to validate, support, collect or amplify community-driven experimentation emerging from the field.



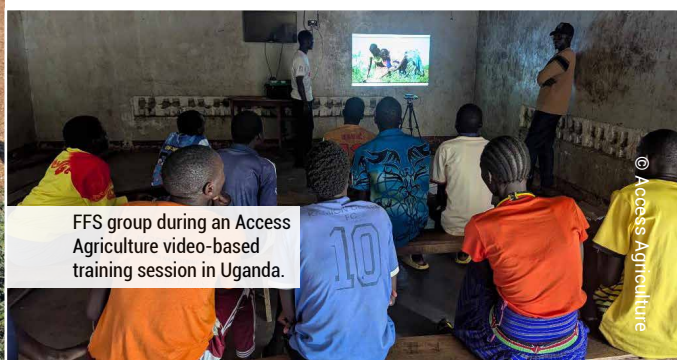
Producer Abdullah Tobal with the fodder press in Syria.

© FAO

Innovations in FFS

Many innovations also take place in the methodology of FFS itself, with improvements in the support services offered to farmers, leading to better outcomes and impacts. For instance in Uganda's Karamoja region, smart projectors were used by Access Agriculture and FAO in conjunction to FFS to deliver training to low-literacy groups, sharing technical information to everyone and breaking down barriers of exclusion. In Egypt, FFS was used to meet the communication and capacity development needs of people with disabilities. FFS was co-adapted by date producer Khaled Mohamed, his wife Nehmedo Riad AbdelHamied who acted as sign language interpreter, and FFS facilitators to meet the needs of producers with hearing and speech impairment. The result is a locally-adapted, inclusive learning environment that has allowed a marginalized group to co-learn sustainable practices, build confidence, and improve their livelihoods. There is a long history of FFS practitioners innovating with the approach, for instance with adaptations such as Agro- Pastoral Field Schools; Junior Farmer Field and Life Schools; FFS on malaria Integrated Vector Management for human health; powering FFS facilitators and producers with appropriate digital tools; and myriads of other innovations (FAO, 2019).

This way of innovating with FFS is particularly relevant for **policymakers, NGOs, training institutions, and any organization delivering innovation support services to farmers and addressing inclusion issues,** since they demonstrate how new ways of using FFS can help address the evolving needs of rural communities, leaving no one behind in transforming local agrifood systems towards sustainability.



FFS group during an Access Agriculture video-based training session in Uganda.

© Access Agriculture

Innovating with FFS for sustainable solutions

In 2024, FAO launched the first **FFS Innovation Award** to collect and showcase the creativity emerging from Farmer Field Schools worldwide. 90 applications from 35 countries highlighted the remarkable diversity and breadth of innovations in FFS interventions, ranging from technical and organizational solutions to new services and policy approaches.

A Batwa woman in DIG's FFS plots to reintroduce traditional forest foods in Uganda.

© DIG

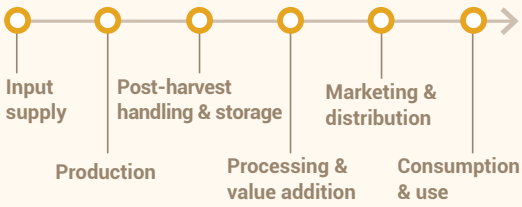
The entries illustrate three broad categories of innovation:

Product or process innovations

are the largest category of innovations received in the 2024 innovation award, with 37 innovations received, offering examples of how FFS provide a structured environment for testing agricultural practices and innovations. In Nepal, the Sayapatri Community IPM Resource Center, founded by local farmers trained as FFS facilitators, innovatively combined farmer-led production of biopesticides with training and advisory services, reducing reliance on chemical inputs, strengthening community-led agroecological practices and creating local employment.

Product innovation in agrifood systems refers to the introduction or significant improvement of tangible outputs along the value chain, such as new crop varieties, animal breeds, farming tools, or processed goods. It involves creating or adapting products that better meet the needs of farmers, consumers or markets.

Process innovation refers to the development or improvement of methods and practices applied at different stages of the agricultural value chain, from input supply to marketing. It emphasizes "how" things are done rather than the final product itself, focusing on efficiency, quality, sustainability or adaptability.

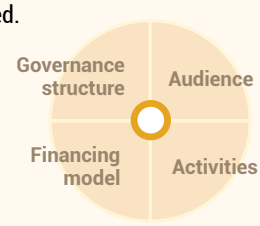


Service innovations emerge strongly among the innovations received for the 2024 Innovation Award. This is not surprising, since FFS are social learning spaces designed to strengthen local capacities and co-create support services with rural communities. For example, in Uganda, the NGO Development In Gardening (DIG) adapted the FFS approach to integrate Batwa indigenous food knowledge, revitalizing cultural heritage while addressing nutrition.

Service innovations can take many forms along four key dimensions:

- **Who they reach (audience):** for example, agricultural producers, youth, women, indigenous peoples, people with disabilities.
- **What they do (activities):** for example, new training content, technical advisory services, facilitation, research support, peer-to-peer learning, networking, market brokering...
- **How they are financed (financing models):** for example, through public budgets, donor projects, commercial revenues, community savings or hybrid arrangements
- **How they are organized (governance and delivery):** for example, via participatory partnerships, NGOs, cooperatives, farmer organizations, private sector companies or through integration into public services.

A service innovation refers here to the design or improvement of support services for farmers, farmer organizations, or rural communities, with the aim of strengthening their capacity to access knowledge, resources, and opportunities. It goes beyond the introduction of new services to include changes in the target audience, the nature of support activities delivered by service providers, the financing mechanisms, or the way services are managed.



Policy or institutional innovations: fewer examples of policy or institutional innovations were received for the FFS Innovation Award 2024. Policy and institutional innovations may take different forms - for instance the official recognition of FFS facilitators or farmer-trainers as certified providers of advisory services; or the creation of institutional mechanisms that fund or incorporate FFS into government or donor-supported programmes. Past examples include the integration of FFS into national extension or education systems (FAO, 2018). For instance, in Kenya, FAO has trained faculty members of Pwani University as FFS Master Trainers, and FFS is used to build the technical, practical and organizational skills of university students (Mweri *et al.,* 2018).

The relative underrepresentation of policy and institutional innovations among the 2024 submissions may indicate that practitioners do not always recognize policy or institutional changes as a potential topic or outcome of FFS interventions, or that they lack access to relevant policy spaces where such changes could be influenced. It may also point to the fact that many FFS initiatives continue to operate primarily as project-based interventions, with sometimes limited pathways for institutional integration or influence. This may call for a better understanding of the pathways of impact of FFS interventions on institutional and policy change, and for continuous, deliberate engagement with ministries, local governments, and policy platforms to help translate FFS learning and innovations into broader systemic changes.

Policy and institutional innovations here refer to the development and implementation of new or significantly improved policies, strategies, institutional frameworks or approaches, at any level, that improve the outcomes and impact of Farmer Field Schools to create more effective and adaptive solutions for complex challenges and addressing successfully societal problems. These can be formally legislated, embedded in programs, or informally institutionalized.

INNOVATION PHASES

Innovation is a phased process in which each phase requires different types of inputs and outputs in terms of activities, capacities, and investments in order to succeed and move from one phase to another (Faure *et al*., 2019). In agrifood systems, the phases are often supported by different actors through different mechanisms, resulting in the formation of complex networks that interact over several years or even decades until innovations and impacts are achieved.

The innovation cycle can be seen as a four-step process: **seeding, pilot testing, scaling,** and **sustaining.**

Phase 1 Seeding
Detect, select, and secure innovative ideas/projects

Phase 2 Pilot testing
Realization of innovation pilots in real conditions in order to consolidate the bases of their model and establish their viability

Phase 3 Scaling
Experimentation and positioning towards scaling up, by engaging potential users who did not participate in the prototyping. Scaling always needs to take into account the adaptation of an innovation to new contexts—each context being unique

Phase 4 Generalization and sustaining
Trigger policy, institutional and organizational transformations to sustain the innovation over the long term in large territories or value chains

Drawing on over 30 years of FFS experience in FAO and as evidenced by the applications for the first FFS Innovation Award in 2024, it is clear that FFS interventions add significant value from the very early phases of innovation (seeding and pilot testing) - by providing safe and inclusive spaces for experimentation, collective analysis, and rapid learning. These early phases are where creativity thrives: farmers and practitioners of the FFS approach can share and try out new ideas, supported by peer-to-peer exchange and facilitator guidance, and implementation teams working hand in hand with researchers, local authorities, and partner organizations locally.

The later stages of scaling and sustaining innovations appear to be more challenging, as complementary types of mechanisms and support interventions are needed within FFS interventions.

Innovation scaling is a deliberate and planned effort to enable the use of innovations to have positive impact for many people across broad geographies (OECD, 2024). Vertical scaling refers to changing the policy and/or institutional environment through higher-level influencing. Horizontal scaling refers to the process of expanding impact through replication. Scaling innovation, or bringing innovations to a broader reach and impact, is a complex process that requires the involvement of various actors. It is not a single-actor endeavor and typically necessitates a coordinated effort across an ecosystem of stakeholders. Innovation scaling is critical in agriculture and food systems to increase food, nutrition and water security, alleviate poverty and help smallscale producers adapt to climate change. Despite this potential, many scaling ecosystems are ineffective, and innovation uptake remains limited.

CARE's FFBS members during field day in Nepal.

© CARE Nepal

Moving from promising local innovations led by farmers or by individual development projects to widely adopted solutions demands dedicated resources, deliberate coordination efforts with different types of stakeholders to connect local initiatives to regional or national frameworks. Research and extension organizations may play a critical role in facilitating the adaptation of innovations to different contexts, strengthening farmers' skills, or supporting advocacy efforts with policymakers and investors. Farmer organizations are also critical stakeholders to link local solutions to the markets.

Without these connections, many innovations remain trapped in what can be called the "niche stage": they work well locally but are not scaled out whereas they could help solve problems in many other places. Such linkages are being built in many FFS initiatives in various manners, (FAO, 2019; FAO, 2018; Neza *et al.,* 2021). Yet addressing them more strategically, intentionally and systematically in combination with dedicated scaling strategies and mechanisms (such as living labs, innovation platforms or regional innovation programmes) would most probably help to overcome the innovation scale-up chasm.

A group of FFS farmers communicating in sign language in Egypt.

© FAO

Moving forward

FFS interventions can unlock remarkable creativity, yet many innovations remain confined to local niches. While operational recommendations will need to be further defined in collaboration with practitioners, early insights suggest that turning this creativity into systemic change requires structured support by development actors across four key areas of FFS interventions:

1 Tracking and scouting

Field teams should make intentional efforts to identify proven science-based innovations but also grassroots and low-cost innovations for testing in FFS (i.e. what we have called above accelerating innovations "*through*" FFS). For instance, FFS programmes can broaden the actors involved during FFS curriculum development workshops (including farmer organizations, local private sector, mechanics, field NGOs, Living Labs, other programmes supporting co-innovation or participatory technology development...). FFS groups should also be supported to track local innovations before they decide on their field experiments. To support this, programmes can take inspiration from the shodyatras ("journeys of exploration", a collective walk through villages and towns in search of knowledge, creativity and innovations at grassroots) promoted by the Honey Bee Network in India (Gupta, 2006); or from the "Learning Routes" approach developed by Procasur (Procasur, 2025).

- **Key actors:** Development project teams, facilitators and FFS groups themselves can all play a frontline role in tracking innovations - supported by extension services, researchers and local development organizations who can help assess and refine them.

2 Testing and incubation

Co-design and experimentation within FFS groups should remain the cornerstone of all FFS interventions to improve the quality of trials and support the creativity of groups in coming up with solutions. This requires skilling facilitators without compromising on the length and quality of Training of Facilitators; and supporting farm-led joint research with scientists (PROLINNOVA, 2010; Wettasinha, 2010; Dietsch, 2025). Promising ideas could be incubated through Local Innovation Support Funds (LISFs) or similar mechanisms that channel flexible resources directly to farmer innovators.

- **Key actors:** FFS groups, facilitators, and local NGOs drive testing and piloting with the support of scientists, private partners or other experts; donors and development partners provide the financial backing needed for incubation.

3 Scaling and connection

Efforts to innovate with FFS need to be linked to meso-level and subnational innovation platforms, incubators, and networks where they can be refined, shared, and connected to investments. FFS should be strategically articulated with other approaches, such as Living Labs (LLs) or Farmer Research Networks (FRNs) to strengthen cross-learning and visibility under the umbrella of multi-sector, long-term programmatic approaches, aiming at achieving innovation scaling and societal changes. Pathways to innovate with FFS need to be evidenced in order to feed such programmatic approaches, bridging farmer-led innovation with systemic change.

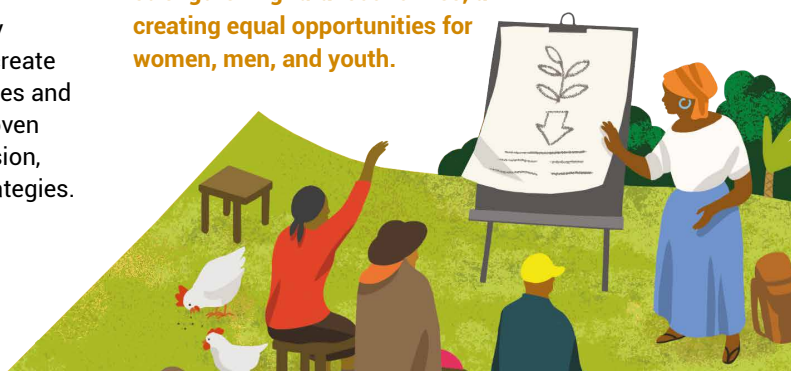
- **Key actors:** Local governments, policy platforms, and innovation hubs help create these linkages, while national ministries and development partners ensure that proven innovations are integrated into extension, education, and rural development strategies.

4 Documentation and learning

Structured documentation of innovations generated by FFS groups or by development interventions is important to support their scaling. Development programmes and researchers should invest in strategic and time-effective ways to track, document and systematize and share innovations that emerge from individual FFS participants, from FFS groups or from FFS programmes (innovations "*from*" and "*in*" FFS). Innovation portfolios curated at different levels in countries (territorial, value chains or national levels) can inspire programmes by local authorities, NGOs, commodity boards, national agencies or farmer organizations. They could then be included in and shared through broader platforms (such as the Global Farmer Field School Platform, or the new FAO Science, Technology and Innovation (STI) Portal and its Agricultural Technology and Innovation Outlook (ATIO) Knowledge Base) to raise awareness on the potential of local innovations, and to influence policy making and donor investments.

- **Key actors:** Facilitators and farmer groups ensure documentation at community level, while research institutions and FAO consolidate lessons into databases, repositories, and awards that make innovations visible and replicable.

Focused efforts on these four areas when designing and implementing FFS interventions will accelerate the contribution of FFS to innovation to meet the SDGs. It will help move from isolated successes towards systemic transformation and accelerate the contribution of FFS programmes to greater impacts in regenerating productive ecosystems, strengthening rural economies, and creating equal opportunities for women, men, and youth.



Acknowledgements

The authors, Zoé Despretz, Anne-Sophie Poisot, Aurélie Toillier, and Jordan Houegban (FAO Office of Innovation) wish to express their gratitude to the many organizations and practitioners whose efforts in scaling and adapting the Farmer Field School approach have informed this brief. Examples from FAO Syria, FAO Egypt, Oxfam Novib, CARE, Access Agriculture, Development in Gardening (DIG), PROLINNOVA and many others illustrate their continued commitment to farmer-led learning, experimentation, and innovation to drive more inclusive, sustainable, and resilient agrifood systems. The design of the publication is by Studio Bartoleschi.

FFS group under Oxfam's Sowing Diversity, Harvesting Security program.

References

- Barrett, C.B., Benton, T.G., Cooper, K.A., *et al*. 2020. *Bundling innovations to transform agri-food systems. Nature Sustainability*, 3(12): 974–976. https://doi.org/10.1038/s41893-020-00661-8
- Dietsch, L. (2025). *Shared experiences of implementing action research projects funded by the FORI programme.* Groupe d'Expérimentation et de Recherche - Développement et Actions Localisées (GERDAL); AgriCord https://www.agricord.org/sites/default/files/2025-09/FO-RI%20CAPITALISATION_REPORT_EN_FV.pdf
- Faure, G., Toillier, A., Triomphe, B., Hocdé, H. & Gasselin, P. 2019. How to strengthen innovation support services in agriculture with regard to multi-stakeholder approaches. *Journal of Innovation Economics & Management*, 28(1): 145–169. https://doi.org/10.3917/jie.028.0145
- FAO. 2016. *Farmer field schools guidance document – Planning for quality programmes.* Rome. https://openknowledge.fao.org/handle/20.500.14283/I5296E
- FAO. 2018. *Institutionalizing Farmer field school approach – experiences from Latin America.* Rome. https://openknowledge.fao.org/server/api/core/bitstreams/afcf7374-18b9-48df-abda-c0e9c13bc840/content
- FAO. 2019b. *Farmers taking the lead – Thirty years of farmer field schools.* Rome. https://openknowledge.fao.org/server/api/core/bitstreams/0aeb1ccf-4136-48e5-a9a5-7abe3a78b8a3/content
- FAO. 2022. *Assessing agricultural innovation systems for action at country level – A preliminary framework.* Rome. https://doi.org/10.4060/cb0614en
- FAO and IMAGO. 2025 *(forthcoming). The Enduring Legacy of Farmer-led Revolution: A look at Farmer Field School (FFS)*, in *Scaling Series - Exploring FAO's Approach to Scaling Innovation for Greater Impact.* Rome
- HLPE. 2019. *Agroecological and other innovative approaches for sustainable agriculture and food systems that enhance food security and nutrition.* A report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security. Rome. http://www.fao.org/3/ca5602en/ca5602en.pdf

- Neza, B.N., Higiro, J., Mwangi, L.W. and Ochatum, N. 2021. *Institutionalizing farmer field schools – Twigire Muhinzi National Extension System in Rwanda.* Rome, FAO and IFPRI. https://doi.org/10.4060/cb7131en
- Gupta, A. 2006. From Sink to Source: The Honey Bee Network Documents Indigenous Knowledge and Innovations in India. Innovations Technology Governance Globalization 1(3):49-66. https://doi.org/10.1162/itgg.2006.1.3.49
- Mweri, B. Duveskog, D., Mounde, L., Pratt, O. 2018. Institutionalizing Farmer Field Schools in institutions of higher learning: The case of Pwani University. Sixth African Higher Education Week and RUFORUM Biennial Conference, Nairobi. https://www.researchgate.net/publication/339998933_Institutionalizing_Farmer_Field_Schools_in_institutions_of_higher_learning_The_case_of_Pwani_University
- OECD. 2024. *DAC Guidance on Scaling Development Outcomes. Best Practices in Development Co-operation.* Paris, OECD Publishing. https://doi.org/10.1787/621810cc-en
- Procasur. 2025. *Rural Solutions*. Available at: https://procasur.org/en/rural-solutions/?jsf=epro-posts:filtro&tax=category:17
- PROLINNOVA, 2010. *Tapping the energy of farmers' creativity: supporting farmer-led joint research*. Leusden. https://prolinnova.net/wp-content/files/documents/resources/publications/policy_briefs/policybrief_prolinnova_nov2010_a4.pdf?utm
- Toillier, A., Guillonnet, R., Bucciarelli, M. & Hawkins, R. 2020. *Developing capacities for agricultural innovation systems: lessons from implementing a common framework in eight countries.* Rome, FAO and Paris, Agrinatura.
- Toillier, A., Guillonnet, R., Dolinska, A., Henriquez, P., Perez, M. & Lima de Faria, M., eds. 2024. *Activating agricultural transitions to sustainability through participatory research and co-innovation. Stories of change across Africa, Asia and Latin America from the DeSIRA initiative.* Paris, CIRAD. 76 pp. ISBN 978-2-87614-849-9. https://doi.org/10.19182/agritrop/00229
- UN Innovation Network. 2019. *UN Innovation Toolkit.* https://www.uninnovation.network/innovation-toolkit
- United Nations. 2025. *The Sustainable Development Goals Report 2025.* New York. https://doi.org/10.18356/d3229fb0-en
- WEF & FAO. 2022. *Transforming food systems: pathways for country-led innovation. White paper – January 2022.* Geneva. https://openknowledge.fao.org/items/9a565ef2-1c53-4e89-b380-01202ad82599
- Wettasinha, C, Waters-Bayer, A. 2010, *Farmer-Led Joint Research: Experiences of Prolinnova Partners*, International Institute of Rural Reconstruction (IIRR). Silang. https://prolinnova.net/wp-content/files/documents/resources/publications/2010/farmer-led_joint_research_final.pdf

Global Farmer Field School Platform

FAO Office of Innovation

Farmer-Field-Schools@fao.org

Visit our platform