



Food and Agriculture
Organization of the
United Nations

ANNOTATED REFERENCE LIST OF TRAINING DOCUMENTS ON FARMER FIELD SCHOOLS ON FORESTRY AND AGROFORESTRY

A toolbox for master trainers and facilitators



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by

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ABBREVIATIONS

ACDI/VOCA	Agricultural Cooperative Development International and Volunteers in Overseas Cooperative Assistance
AESA	agroecosystem analysis
AFESA	agroforestry ecosystem analysis
AFFS	agroforestry Farmer Field Schools
AGIR	Global Alliance for Resilience Initiative
ASEAN IPM	association of southeast asian nations integrated pest management knowledge network
AusAID	australian agency for international development
CAHOVA	canadá – honduras de cadenas de valor agroforestales
CARI	centre d'actions et de réalisations internationales
CATIE	Centro Agronómico Tropical de Investigación y Enseñanza
CEAP	champs écoles agropastoraux
CEDEAO ECOWAS	Communauté économique des États de l'Afrique de l'Ouest / Economic Community of West African States
CGIAR	Consultative Group for International Agricultural Research
CIFOR-ICRAF	Center for International Forestry Research and World Agroforestry
D&D	diagnosis and design
ECA	escuela de campo para agricultores
ECBFMP	enhancement of community-based forest management programme
ESP	environmental service programme
FAO	Food and Agriculture Organization of the United Nations
FFS	Farmer Field Schools
FIDA	international federation of women lawyers nigeria

FIDAR	fundación para la investigación y desarrollo agrícola
GEF	Global Environment Facility
GGCA	Global Gender and Climate Alliance
IFAD	International Fund for Agricultural Development
IIED	International Institute for Environment and Development
INBAR	International Bamboo and Rattan Organization
IPM	integrated pest management
IPPM	integrated production and pest management
ITTO	International Tropical Timber Organization
IUCN	International Union for Conservation of Nature
JICA	Japan International Cooperation Agency
KASAKALIKASAN	Department of Agriculture's National IPM Program Philippines
KFS	kenya forestry service
PRA	participatory rural appraisal
RAAN	north atlantic autonomous region
RECOFTC	Regional Community Forestry Training Center
SOCODEVI	sociedad de cooperación para el desarrollo internacional
SWOT	strengths, weaknesses, opportunities and threats
TOF	trees outside forests
ToT	training of trainers
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
WWF	World Wide Fund for Nature

GLOSSARY

Agro-ecosystem analysis (AESA) is the process of examining the different components of the agroecosystem and studying how they interact, affect and/or could affect the growth and development of the plant and/or tree. The AESA is one of the cornerstones of the Farmer Field Schools (FFS) approach and is practiced by all FFS members through all stages of the FFS cycle. This includes weekly recording and analysis of the living and non-living factors within a production system to develop skills for accurate estimates and informed decision making. By working in subgroups and presenting the results in plenary, farmers also develop their presentation and communication skills.

Ballot box exercise is a diagnostic tool. It is a pre-evaluation exercise employed at the beginning of the FFS to assess the knowledge of FFS members. The results can point out objectives and special topics of the FFS that should be emphasized as well as weak areas of knowledge or the learning needs of participants. Used as a post-test, it can indicate improvements in knowledge among FFS participants and determine needs for follow-up. This field-based test has the format of multiple-choice questions with three choices for each question. The different "polling stations" have pockets or boxes below each option to contain the participant's votes. The participants rotate allowing sufficient time to respond to each question. With this method, participants can answer confidently without feeling shy to make mistake because other participants do not know how other members have answered. It is easy to answer even for illiterate members.

Curriculum summarizes the main learning objectives and topics, and the schedule of an FFS. It is tailored to the local context and reflects the gaps and priorities of FFS members with regard to the enterprise selected and other relevant livelihood activities. Topics may be added or modified in the course of an FFS according to changing environmental conditions and other factors affecting the farm, forests or agroforestry system being studied.

Community-based forestry (CBF) includes "initiatives, sciences, policies, institutions and processes that are intended to increase the role of local people in governing and managing forest resources."^a It also includes formalized customary and indigenous processes as well as government-led initiatives. It may involve decentralized and devolved forest management, smallholder forestry schemes, community-company partnerships, small-scale forest-based enterprises, and indigenous management of sacred sites of cultural importance.

^a **Gilmour, D.** 2016. *Forty years of community-based forestry: a review of its extent and effectiveness*, by D. Gilmour. FAO Forestry Paper 176. Rome, FAO. www.cbd.int/financial/doc/fao-communityforestry2016.pdf

Comparative experiments are season-long studies that compare a farmer's practice with an innovative practice, such as spraying pesticides versus integrated pest management (IPM). Therefore, they integrate local knowledge and skills with new practices and solutions. Farmers are provided with the chance to study and discover the effect of certain practices on the crop, tree and agroecosystem. They are part of a process of collective investigation that compares options and allows producers to choose the solution most suited to local conditions. The trial plots are regularly observed and analysed and data from weekly AESA records is used to monitor and measure the impact of the different practices.

Diagnostic tools can take the form of pre-condition assessment surveys, baseline studies and community consultations, among other, to understand the needs and demands of the partner community, which is the first step in developing an FFS study plan. Depending on the focus of the FFS and of the intervention within which it is implemented, different types of diagnostic tools may be used to collect the information needed.

Daily Activity Clock/ Gender Clock illustrate all the different kinds of activities carried out in one day. They are particularly useful for looking at relative workloads between different groups of people in the community, e.g. women, men, rich, poor, young and old. Comparisons between Daily Activity Clocks show who works the longest hours, who concentrates on a small number of activities and who must divide their time for a multitude of activities, and who has the most leisure time and sleep. The Gender Clock is a particular clock exercise used to show the differences between the workloads of women and men.

Enterprise is the focal activity, or learning enterprise, of an FFS, e.g. nurseries, wood lots for timber, fodder production and management, fruit orchards and home gardens, etc.

Exchange visits are organized as part of the curriculum to motivate the group by sharing experiences with other FFS farm groups to learn about their successes. Visiting other farms, the FFS groups gain experience that supports their learning progress.

Group dynamics are used to create a pleasant learning environment, facilitate learning and make space to reflect and share. They enhance communication, problem solving and leadership skills as well as team building and group cohesion.

Farmer Field School facilitators are not teachers. Their main role is to guide the learning process by creating a space for participants to creatively learn about the selected enterprise, using non-formal adult education approaches. To this end, they help guide activities and group discussions and help groups reach a consensus on the actions needed. Throughout FFS implementation, their tasks include: facilitating exchange of knowledge and experiences; supporting the design of comparative experiments; ensuring that the curriculum reflects local need and opportunities; introducing new ideas; filling knowledge gaps (or inviting experts to do so); enabling consensus-building; and documenting the process and results. Before the start of the FFS, facilitators organize preparatory activities such as community consultations, FFS group formation and organization, selection of the learning activity/enterprise and preparation of the curriculum. Facilitators are usually government staff, NGO extension workers, producer organization staff, community-based forestry workers or

community members. They are trained as facilitators by FFS master trainers in a formal course aimed at developing their technical and facilitation skills, complemented by on-the-job coaching and refresher courses, often throughout a production cycle.

Farmer Field School on agroforestry focus on agricultural production-oriented activities. These may include aspects of integrated annual crop and perennial tree production, fruit tree and plantation management in family farming, and soil conservation, as well as climate change adaptation initiatives.

Farmer Field School on forestry refers to the adaptation of the field school approach to a broad array of tree applications for either an economic or environmental purpose. This may include natural forest management, afforestation, and woodlots and community-based forest, landscape and watershed management, as well as initiatives for longer-term climate change mitigation.

Field visits are special encounters during the field school. The FFS group invites producers and technicians to learn about the experiences of FFS farms and shares their successes with the wider community, exchanges ideas and receives feedback. Participants develop the ability to communicate their learning to community members and different stakeholders interested in learning about the FFS in forestry and agroforestry experience.

Non-timber forest products (NTFPs) include any product or service other than timber that is produced in forests, including fruits, nuts, vegetables, fish and game, herbs and medicinal plants, flowers, resins, essences, barks, etc.

Non-wood forest products (NWFPs) exclude all woody raw materials. Consequently, timber, chips, charcoal and fuelwood, as well as small woods such as tools, household equipment and carvings, are excluded. Non-timber forest products (NTFPs), on the other hand generally include fuelwood and small woods; this is the main difference between NWFPs and NTFPs.

Special topics can take the form of short-term experiments, demonstrations or simply group discussions. Special topics can be a response to what happened in the previous FFS session or an opportunity to deepen the knowledge on a particular process, a topic concerning the agroecosystem, or even social concerns that affect the community. Each FFS session includes a special topic, which is decided by the group and reflects their interest and need.



Participant sharing his knowledge about the local use of non-timber forest products during a Farmer Field School on agroforestry in Mozambique.

Transect walks are structured walks through a selected area, village, agricultural areas and/or local forests, where local facilitators together with community members, leaders and farmers observe the environmental characteristics of the area and the main activities of the people. Transect walks are a participatory and diagnostic tool used at the beginning of a project. The aim is to collect information from key informants and direct observations to obtain an initial overview of the area and data for participatory mapping. It serves to identify and visualize different agroecological zones and land use patterns, and helps the community to observe and map their own gaps. In this way, it aims to learn about the physical and functional structure of the village to gather information about the local farming system and the natural environment or forests. The results can be a cross-sectional sketch, village mapping, photo records or a small case study by observing and recording different elements of the agroecological zones and land use system.

Trees outside forests (TOF), are trees growing on land that is not categorized as forest (e.g. other wooded land and other land with tree cover).^b The term refers to single trees, clumps of trees and trees with a sparse canopy cover that do not meet the definition of forests in terms of degree of canopy cover, spatial extent and forest as major land-use.^c

^b FAO. 2018. Terms and definitions – FRA 2020. Forest Resources Assessment Working Paper 188. Rome. <https://www.fao.org/3/i8661en/i8661en.pdf>

^c FAO. 2019. Trees, forests and land use in drylands: the first global assessment – Full report. FAO Forestry Paper No. 184. Rome. <https://openknowledge.fao.org/server/api/core/bitstreams/4db91cfa-6a0d-4e40-82ce-a7d2297c6a6c/content>

EXECUTIVE SUMMARY

This annotated reference list is the direct result of the identified need and key recommendations of FAO's stocktaking study on Farmer Field Schools (FFS) applied to forestry (FAO, 2023) to update technical resources, identify discovery learning activities and to document and share lessons and FFS curricula on forestry and agroforestry. The study evidenced the potential of FFS to support capacity building and empowerment of rural people in the use of forests and trees to diversify production and improve livelihoods while contributing to climate change mitigation and ecosystem restoration.

The annotated reference list provides a compilation of training materials, guides, and curricula that apply the FFS approach for advanced capacity building in forestry and agroforestry. Some additional training documents included do not apply FFS but some of its key components of human-centered, participatory learning approach. This compilation gives an overview of 30 selected training materials in English, Spanish, and French. These materials were published by FAO, international government and non-governmental organizations and partners, including experiences across Africa, Asia and the Pacific and Latin America and the Caribbean and 14 different country examples. Topics covered include natural resource management, community forestry, woodlot development, agrobiodiversity, forest management, trees outside forests, forest gardens, nurseries, cacao, integrated farm management and enterprise development.

This list of training materials is based on a review of existing manuals on forestry and agroforestry and closely related training materials. The materials, gathered through online searches and consultation with key colleagues, were reviewed based on their application of the FFS key components and their relevance to capacity-building in forestry and agroforestry. On this basis, 31 manuals were selected out of the initially identified 85 documents. The resulting reference list includes a table providing an overview of the key documents identified, organized by region, the main topics, language, and application of the FFS key components (See [Table 2](#)). This publication provides a brief summary of the most relevant sections of each key document. Each summary covers the context of the development of the guideline as well as key sections on diagnostic tools, comparative experiments, agroecosystem analysis (AESAs), special topics and other relevant sections. Finally, the last section of this document provides additional training materials and documents that may be relevant to specific topics, and as technical background material, on forestry and agroforestry, livelihoods, gender, producer organizations, and production and restoration.

This publication responds to the need identified by compiling selected training documents, such as manuals and guides, to adapt, implement, and expand FFS on forestry and agroforestry. The text is aimed at experienced FFS master trainers and facilitators, technical support officers, as well as extension workers, who are familiar with or who are already using the FFS approach. The

document serves as a working tool, and practical resource base, for master trainers and facilitators. For example the Annotated Reference List can be used to introduce a specific technical topic, adapted agroecosystem analysis with trees, comparative experiments such as tree nurseries, or as inspiration to creatively adopt FFS on forestry and agroforestry in their own local and regional context to enhance capacity-development for small-scale forest and farm producers and family farmers. Building on existing training materials, tested practices and lessons learned, this document also provides an overview of potential resources that will assist in the planning and design of future FFS on forestry interventions.



Technical workshop on Farmer Field Schools applied to forestry and agroforestry.

1 INTRODUCTION

This publication is a result of a joint effort between FAO's Office of Innovation and the Forestry Division on applying the Farmer Field School (FFS) approach to forestry to strengthen rural advisory services, education, and capacity-building related services adapted to the needs, interests and capacities of smallholders, producer organizations and forest communities to enhance local and social innovation. Strengthening capacities of these actors is essential for addressing issues collectively related to sustainable forestry and food production, halting deforestation and restoring ecosystems. This effort responds to FAO's Priority Programmes on Innovation for sustainable agriculture production (Better Production [BP]1); small-scale producers' equitable access to resources (BP4); and biodiversity and ecosystem services for food and agriculture (Better Environment [BE]3).

Over the last three decades, FFS have proven to be an effective approach to discovery-learning and capacity-building, to help rural populations innovate with clarity and purpose while building the social skills required for rural transformation and empowerment. The FFS approach is based on people-centred learning, the creation of a risk-free environment for knowledge exchange among small-scale producers, including farmers, foresters, pastoralists, Indigenous Peoples and local communities. The FFS also builds participants' technical and decision-making skills, incorporating principles from adult education, and emphasizes self-directed, experiential learning.

Since the early 1990s, several FFS applications have either directly or indirectly addressed major forestry-related themes, such as fruit tree and plantation management; dryland woodlots and pastoral systems; agroforestry; soil conservation; conservation agriculture; climate change adaptation and mitigation; and community forestry management. Experiences of FFS, especially in smallholder forestry and agroforestry, have generated a diverse, well-tested, decentralized knowledge base, which has enabled smallholders to navigate the complexity and functioning of landscapes. By applying knowledge gained through FFS, farmers can sustain or improve land productivity while reducing their reliance on external inputs.

These outcomes have been achieved by increasing the presence of trees and perennials in production systems, establishing agroforestry systems, small-scale woodlot production, and landscape management. These are strategies that are beneficial in reducing greenhouse gas emissions, diversifying crop and tree production, and improving soil health conditions. These efforts have resulted in better production and the restoration of on-farm and landscape agroecosystems.

Several examples from Africa, Asia, and Latin America demonstrate that FFS on forestry have empowered small-scale producers, have fostered the necessary knowledge, skills, and social organization for regenerative natural resource stewardship within small-scale and family farming. Documenting and sharing the diverse learning exercises and training documents, which have effectively promoted ecological literacy in fundamental biology, forestry, agroforestry and other critical elements, can benefit communities, producer organizations, development partners, and other stakeholders interested in advancing sustainable forestry and agriculture production.

Annotated reference list of training documents on Farmer Field Schools on Forestry and Agroforestry:

1. Introduction

This publication, which compiles training materials, guides, and curricula that apply FFS principles to forestry and agroforestry, aims to support FFS graduates and practitioners interested in the organization of FFS learning sessions by providing a list of comprehensive training documents that adhere to FFS principles. The importance of strengthening the knowledge and skills of trainers and practitioners cannot be overstated. By enhancing their capabilities, we ensure the continuous improvement and dissemination of best practices and learning experiences within the FFS approach, which can foster innovation and resilience in local communities and enhance the leadership and organizational capacities of small-scale producers that are essential for more effective and sustainable production.



Landscape under agroforestry and agrosilvopastoral systems.

2 THE FARMER FIELD SCHOOL APPROACH

► **BOX 1. WHAT IS A FARMER FIELD SCHOOL?**

Introducing the Farmer Field School approach

Faced with the unwanted health, economic and environmental challenges associated with conventional agriculture, in the mid-1980s, a group of creative biologists and educators at the Food and Agriculture Organization of the United Nations (FAO), who were working on issues related to rice production in Southeast Asia, developed and applied an innovative knowledge-based, learning-action approach that follows the phenological stages of crops and led to the creation of the Farmer Field School. The FFS draws particularly on self-directed adult education, discovery-based learning that can help farmers discover the basic biological and ecological functioning that underlies agriculture. Between 15 and 30 interested community members work with a facilitator to identify the challenges they face with a crop, tree or animal of interest, and to map local technical knowledge. Subsequently, the participants map out a series of technical alternatives and special topics to discuss during about 20 half-day sessions distributed throughout the productive cycle.


An FFS does not seek to teach everything about a crop; instead, it focuses on what participants need to know to address their priority production, and more widely, livelihood concerns. The FFS keep lectures to a minimum. Meetings take place in the field. Instruction is hands-on and based on self-discovery, usually performed in comparative “learning plots”, where participants can test ideas and evaluate the outcomes of alternative practices. The facilitator guides participants through a series of learning experiments, for example, an insect’s life cycle, fertilization or nutritional regimes, and fungal growth.

Participants design a series of open-ended experiments to identify farming options and opportunities, such as distance for planting, new varieties and multicropping. By the end of the season, participants will typically have met 20 times or more. In addition, participants hold a field day to share their insights with community members and neighbours. The FFS close with graduation, but many groups decide to carry on with further activities. Graduates may choose to conduct an FFS that focusses on a new topic of interest, carry out new experiments, or plant a crop together to raise money for a revolving fund.

Options depend on the participants’ motivation and creativity. Participants acquire the self-esteem and practical problem-solving skills required to devise effective alternatives. In addition, many FFS graduates develop leadership and social skills to strengthen organizational capacities through their group work and collective activities both during and after the FFS.

Annotated reference list of training documents on Farmer Field Schools on Forestry and Agroforestry:
2. The Farmer Field School approach

► **TABLE 1. THE FARMER FIELD SCHOOL**

<p>NON-FORMAL EDUCATION is characterized by hands-on group learning</p>	<p>FARMER-CENTRED APPROACH is adapted by the local population</p>	<p>SEASONAL TRAINING PROGRAMME OVER AT LEAST ONE PRODUCTION CYCLE – from seed to seed, egg to egg, or calf to calf</p>
<p>The Farmer Field School (FFS) approach:</p> <ul style="list-style-type: none"> • builds on local knowledge systems while testing and validating scientific concepts developed elsewhere; • enhances participants’ skills for critical analysis and problem-solving; • develops observation skills, transforming observations into scientific evidence; • promotes collective action, fosters group cohesion and community decision-making to improve agriculture and livelihoods; • helps rural communities transform current production systems, which drives change towards more sustainable practices and systems <p>An FFS group:</p> <ul style="list-style-type: none"> • Comprises 15 to 30 farmers from the same locality who are interested in learning about improved practices; • is supported by a trained facilitator; • meets regularly during the growing season/ productive cycle, often on a weekly basis; • carries out experiments – farmers identify production problems, brainstorm potential solutions, and set up study plots to compare local practices and improved practices; • promotes empowerment beyond the field; • fosters social capital building at the community level. 		<p>A weekly session includes:</p> <ul style="list-style-type: none"> • Agro-ecosystem analysis (AESA). The FFS participants observe and monitor all elements of the agroecosystem and farm, and learn how to make management decisions. Participants work in small groups and collect all the data from their experiments. Each group prepares a poster to summarize the findings, discuss the situation observed and present management options. Participants debate the proposed options and agree on the best. The FFS facilitators ensure full participation and help the group reach a sound technical decision. The collective recommendations are implemented on the learning plot, and the process is repeated throughout the season. The AESA is used not only for crops, but also trees, livestock and fish. During the measurement of the different elements the wider production ecosystem is always considered. [See photo A] • Group dynamics activities. These activities are used as icebreakers and for the group to learn about teamwork. The activities enhance group cohesion and make learning more fun. [See photo B] • Topic of the day. The “topic of the day” helps participants gain an in-depth knowledge of specific issues. A wide-range of special topics may cover technical issues, or any subject of importance to the group, such as basic business skills, nutrition, gender roles and HIV/AIDS. For example, “setting up an insect zoo” is a discovery-learning process that teaches the functions of insects and predation: pests and their natural enemies are put together in a vial, and farmers observe how they react. [See photo C]
<p style="text-align: center;">A</p> 	<p style="text-align: center;">B</p> 	<p style="text-align: center;">C</p> 
<p>Source: FAO. 2019. <i>Farmers taking the lead: thirty years of Farmer Field Schools</i>. Rome, FAO. 72 pp. www.fao.org/publications/card/en/c/CA5131EN Note: More information can be found on the Global Farmer Field School platform: www.fao.org/farmer-field-schools. Photos A, B, C: ©FAO/Kerstin Kessler</p>		

Annotated reference list of training documents on Farmer Field Schools on Forestry and Agroforestry:
2. The Farmer Field School approach



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Diagnostic exercises and group analysis discussions at a Farmer Field School.

Farmer Field School principles

Initially FFS focused on crop pest management, then expanded to broader, holistic agroecosystem management. The FFS have addressed a wide range of topics regarding crops, livestock, soil water and landscape management, integrated farming systems, business, climate change and more. Active in many countries and regions, FFS adapt their key features of ecological literacy, discovery-learning and farmer collaboration to solve immediate problems in local contexts that have global implications. Numerous programmes have also applied the FFS approach to different aspects of agroforestry.⁴ These different applications have enabled FFS to evolve and respond to smallholders and rural producers' needs while maintaining the foundational bases of the approach. To clearly understand the guiding principles of the field school approach, it is important to examine the key features and characteristics of the methodology, as presented in **Box 2**.

► **BOX 2. FARMER FIELD SCHOOLS: NON-NEGOTIABLE PRINCIPLES**

Adaptation is at the core of Farmer Field Schools (FFS). These principles guide adaptation to local context and needs:

- ▶ Farmers' needs and interest define and drive FFS.
- ▶ Farmers' local knowledge – alongside science-based knowledge – co-produces and co-creates new knowledge, science and public services.
- ▶ The learning process is informal:
 - Sessions take place in fields or forests.
 - Training is in groups.
 - Education is hands-on, experiment-based: learning through discovery.
 - Local and outside knowledge are integrated through observation, critical analysis, sharing and debate.
 - Conclusions and implementation are based on the knowledge generated, enhancing decision-making skills.
- ▶ Learning is a continuous process – regular meetings are held at critical crop/tree life cycle/production stages.
- ▶ Learning is a continuous process – regular meetings are held at critical crop/tree life cycle/production stages.
- ▶ Diversity – in age, gender and experience – enriches FFS.
- ▶ Building trust is key, enabling skills related to:
 - critical analysis;
 - feedback and evaluation;
 - planning and group work and collaboration.
- ▶ Facilitators smooth the learning process. They must be qualified (technical, methodological, organizational)
- ▶ FFS content is adapted to the local context – activities are specific to the situation and location.

Source: FAO. 2019. *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>.

Annotated reference list of training documents on Farmer Field Schools on Forestry and Agroforestry:
2. The Farmer Field School approach

► BOX 3. KEY ELEMENTS OF THE FARMER FIELD SCHOOL DESIGN

- Non-formal adult education – Adults have substantial life experience and are largely independent, self-directed learners.
- Interactive group learning – People learn best in groups, where they can interact and exchange ideas based on their diverse life experiences.
- Content linked to crop, tree and animal stages/life cycle – Farmers address technical content immediately as it emerges with the development of the crop or animal, and the labour and cultural activities associated with production.
- The field is the best place to learn – Rural people prefer applied knowledge and learn best during hands-on interaction with their crops and animals in the field.
- Basic scientific concepts – Every farm and every season is different; farmers need to manage general concepts and apply them to specific local contexts.
- Continual learning and experimentation – Agriculture and forestry is a highly dynamic enterprise, and as a result, farmers never stop learning and innovating.
- Farmers become experts – Participants become critical thinkers, highly capable of independently solving problems and taking on the challenges of their agricultural development.

Source: FAO. 2023. *Enabling “Response-ability” – A stocktaking of Farmer Field Schools in smallholder forestry and agroforestry*. Rome., based on Gallagher, K. 2003. Fundamental elements of a Farmer Field School. *LEISA Magazine*, 5(6): 5–6.



Farmer Field School master trainers and facilitators presenting the results of field school interventions in Malawi.

3 OVERVIEW OF TRAINING DOCUMENTS ORGANIZED BY REGION

Table 1 provides an initial overview of the FFS training materials on forestry and agroforestry, organized by region. The table is easily navigated and eases access to relevant, helpful information and resources by highlighting key information on the technical topic, language and application of the FFS approach, including the various key components. Using the elements provided in the previous section, these materials can provide a place to start creating adapted learning materials to apply FFS to forestry and agroforestry most effectively!

► **TABLE 2. TRAINING DOCUMENTS**

Title of publication	Region	Subregion	Main technical focus	Language	Diagnostic	Comparative experiments	Agroecosystem analysis	Special topics	FFS approach
Farmer Field Schools (FFS) on sustainable management of clumping bamboo: facilitators' manual	Global		Bamboo	English	•	•	•	•	•
Participatory techniques for community forestry - a field manual	Global		Community Forestry	English	•				
Discovery learning on land and water management: A practical guide for Farmer Field Schools	Global		Soil conservation, biodiversity, marketing	English	•	•	•	•	•
Bringing climate change adaptation into Farmer Field Schools: A global guidance note for facilitators	Global		Climate change adaptation, farm forestry enterprises	English	•	•	•	•	•

Title of publication	Region	Subregion	Main technical focus	Language	Diagnostic	Comparative experiments	Agroecosystem analysis	Special topics	FFS approach
Farmer Field School implementation guide: farm forestry and livelihood development	Africa	Kenya, East Africa	Farm forestry FFS, livelihoods, tree nurseries, woodlots	English	•	•	•	•	•
Implementation guide for Farmer Field Schools	Africa	Ethiopia	Woodlots, tree intercroppin	English	•	•	•		•
Forest garden: technical manual	Africa		Forestry and agroforestry tree management practices, tree care	English	•			•	
Forest garden: facilitator's guide	Africa		Forest gardens, (fruit) tree management	English	•			•	
AGROBIODIVERSITY A training manual for farmer groups in East Africa	Africa	East Africa	Agroforestry, communal forestry resources, nutrition	English	•	•	•	•	•
Farmer Field School approach and methodology for Liberian cocoa farmers – tree crop extension project	Africa	Liberia	Shade-grown cacao, tree crop extension	English		•	•	•	•
Training of trainers of Farmer Field School on coffee production	Africa	Uganda	Shade-grown coffee	English					•
Farmer Field School facilitators' manual Volume 1: Integrated soil, water and nutrient management in semi-arid Zimbabwe	Africa	Zimbabwe	Integrated soil, water and nutrient management	English			•	•	•
Manuel de formation participative sur la production de mangue biologique à travers les vergers-écoles au Burkina Faso	Africa	Burkina Faso	Mango production and tree management	French				•	•
Collection of special topics for associated CEAPs led by local facilitators	Africa	Niger	Agrosilvopastoralism, assisted natural regeneration, fodder	French				•	•

Title of publication	Region	Subregion	Main technical focus	Language	Diagnostic	Comparative experiments	Agroecosystem analysis	Special topics	FFS approach
Asia-Pacific									
Agroforestry in rice-production landscapes in Southeast Asia - a practical manual	Asia-Pacific	Southeast Asia	Agroforestry, trees in rice-production landscapes	English	•				•
Invisible forests - trees in rice landscapes in Lao People's Democratic Republic PDR - V2 FFS Special Topics Curriculum	Asia-Pacific	Lao People's Democratic Republic	Trees in rice landscapes, food security, biodiversity	English	•			•	•
Field guide of discovery-based exercises on FFS for agroforestry	Asia-Pacific	Philippines, Asia-Pacific	Agroforestry, nursery management, community-based forest management	English	•	•	•	•	•
Trees outside forests module for RRI Phase II training manual	Asia-Pacific	Philippines	Trees outside forests	English		•		•	•
Environmental Service Programme (ESP) agroforestry training of trainers (ToT) curriculum preparation	Asia-Pacific	Indonesia	Agroforestry nurseries, kebun management	English	•			•	•
Soil health for paddy rice: A manual for Farmer Field School facilitators	Asia-Pacific	Viet Nam, Philippines, Lao People's Democratic Republic, Asia-Pacific	Soil system	English	•	•	•	•	•
FFS on Integrated soil management: Facilitator's manual	Asia-Pacific	China, Philippines, Thailand, Viet Nam	Soil management, field exercises	English	•			•	•
Farm business school - Training of farmers Programme South Asia	Asia-Pacific	South Asia	Farm business school (FBS), entrepreneurship	English	•			•	
Mainstreaming gender into forestry and interventions in Asia and the Pacific	Asia-Pacific		Gender in forestry interventions	English				•	
Guide for soil-nutrient management and conservation for Farmer Field Schools	Asia-Pacific		Natural resource conservation, improved production	French	•	•	•	•	•

Title of publication	Region	Subregion	Main technical focus	Language	Diagnostic	Comparative experiments	Agroecosystem analysis	Special topics	FFS approach
Latin America and the Caribbean									
Agroforestry Farmer Field School: Facilitator's guide	Latin America and the Caribbean	Jamaica	Agroforestry	English	•	•	•	•	•
Forest management. Training notebook: Module 4. Field school for promoters of the Selva Chiapas, Mexico: training notebook	Latin America and the Caribbean	Mesoamerica	Forest management	Spanish				•	
Methodological guide for the implementation of FFS in agroecological silvopastoral systems	Latin America and the Caribbean	Colombia	Agroecological silvopastoral systems	Spanish	•			•	•
Manual for cocoa field schools with indigenous populations in the North Atlantic Autonomous Region (RAAN)-Nicaragua	Latin America and the Caribbean	Nicaragua	Cacao, agroforestry, enterprise development	English	•		•		•
Comprehensive training system in natura resource management, biodiversity conservation, and productive aspects based on the methodology of socio-environmental field schools.	Latin America and the Caribbean		Biodiversity, value-addition,	Spanish	•	•	•	•	•
Toolkit: For the facilitator of Farmer Field Schools with an integrated farm management approach	Latin America and the Caribbean		Integrated farm management, income generation	Spanish	•		•	•	•
Cocoa Farmer Field Schools methodological guide	Latin America and the Caribbean	Peru	Priority Programmes on Innovation	Priority Programmes on Innovation	•		•	•	•

Annotated reference list of training documents on Farmer Field Schools on Forestry and Agroforestry:
3. Overview of training documents organized by region



Women working on agroforestry seedlings and nurseries during field school interventions of the PROMOVE Agribiz Project in Mozambique.

4 TRAINING DOCUMENTS

This section provides a compilation of selected training documents on FFS on forestry and agroforestry in English, followed by materials in Spanish and French. Documents with the most detailed information, focussed on forestry and agroforestry, as well as the key FFS principles are listed first. In addition, some of the references are listed thematically in sequence and together. The title of the publication and the main aspects is followed by a short summary, which provides a preliminary insight into the development context and the main FFS resources. Diagnostic tools and comparative experiments, AESA and special topics, follow if included.

4.a Training documents in English

"FARMER FIELD SCHOOL IMPLEMENTATION GUIDE: FARM FORESTRY AND LIVELIHOOD DEVELOPMENT"

AUTHORS: Kenya Forestry Service (KFS)/Japan International Cooperation Agency (JICA)/FAO |

DATE: 2011 | **PAGES:** 355 | **LANGUAGE:** English | **COUNTRY:** Kenya

MAIN TOPIC: Livelihood Farmer Field Schools, forestry enterprise development and tree nurseries

LINK: <https://knowledgecentre.resilientfoodsystems.co/assets/resources/pdf/i2561e.pdf>

This FFS implementation guide on farm forestry and livelihood development was created by the KFS, JICA, and FAO to assist KFS staff and farmer facilitators and wider stakeholders in the implementation of FFS in support of farm forestry or forestry-based livelihood development following a 12-month farm forestry field school programme. The guide is designed to help facilitators and groups select enterprises to be initiated and to evaluate performance through the introduction of a mobile phone-based monitoring system. In addition, the text provides an overview of FFS with FAO's RuralInvest toolkit, which is a tool that supports FFS in the creation of opportunities for investment and scaling up of FFS experiences. Annex 1 includes an enterprise catalogue and recommendations for selecting a forestry related enterprise, tree nursery and livelihood enterprise.

The guide introduces diagnostic tools on tree nursery enterprise planning and establishment, including farmers self-assessment, ballot box exercise and cost benefit analysis. Examples are presented on comparative studies, listed as participatory comparative experiment (PCE), such as intercropping melia with maize. There are designs for comparative experiments for wood lots for timber or poles and firewood, fruit orchard, fodder bank for livestock, bamboo planting, nurseries, home garden and beekeeping. All are listed in the text as enterprises, and are covered as special topics. Detailed comparative experiments and analysis of tree nurseries are introduced. Experiments are covered on seed pre-treatment, species germination performance, seed sowing, seedling



beds, grafting and the effect of fertilizer, manure and root pruning on seedling growth. The guide recommends AESA of forestry systems covering crop and tree growth, i.e. seed quality, tree phenology and growth, quality of tree/crop and health. The document Farmer Field School (FFS)-based woodlot development promotion gives a complementary presentation of the guide above showing how the enterprises were implemented in the field, such as woodlot establishment with food crops.

"IMPLEMENTATION GUIDE FOR FARMER FIELD SCHOOLS"

AUTHORS: JICA

DATE: 2017 | **PAGES:** 174 | **LANGUAGE:** English | **COUNTRY:** Ethiopia

MAIN TOPIC: Woodlots and tree intercropping

LINK: www.jica.go.jp/Resource/project/ethiopia/005/materials/ku57pq000028p3ax-att/implementation_guide.pdf

This FFS implementation guide was prepared for FFS facilitators working under the Oromia Bureau of Agriculture and Natural Resource (OBANR) together with JICA. The 12-month curriculum focuses on sustainable natural resource management and aims to improve environmental and natural resource conditions, rural livelihoods and extension services by incorporating key concepts and practical suggestions from experiences in Ethiopia. Throughout the guide, specific activities are suggested and linked to either the dry or rainy season. In addition to the well-developed questions for group discussions, diagnostic tools are integrated such as a ballot box for knowledge assessment and “ten stones” for participant selection and decision-making. Special emphasis is placed on comparative experiments on trees and crops with examples of their design, for tree nurseries; the use of fertilizer compared to compost; tree intercropping; orchards; fodder trees and woodlots. The comparative experiments build on the guide presented above and the designs in Kenya, but are specifically adapted and modified for the context in Ethiopia. Species covered include mango, avocado, papaya, grevillea, Eucalyptus, Cordia africana and Melia volkensii. The AESA is carried out on trees and plants, their quality and growth. Furthermore, issues are covered that relate to forest stand agreements, selection of tree species and land tenure are suggested for woodlot enterprises.

"FARMER FIELD SCHOOLS ON SUSTAINABLE MANAGEMENT OF CLUMPING BAMBOO: FACILITATORS' MANUAL"

AUTHORS: Consultative Group for International Agricultural Research (CGIAR)/International Bamboo and Rattan Organization (INBAR)

DATE: 2021 | **PAGES:** 81 | **LANGUAGE:** English | **COUNTRY:** Global

MAIN TOPIC: Sustainable management of clumping bamboo

LINKS:

1. https://www.inbar.int/wp-content/uploads/2021/02/Feb-2021_Farmer-Field-Schools-on-Sustainable-Management-of-Clumping-Bamboo-Facilitators-Manual-Part-1.pdf
2. https://www.inbar.int/wp-content/uploads/2021/04/Apr-2021_Farmer-Field-Schools-on-Sustainable-Management-of-Clumping-Bamboo-Facilitators-Manual-Part-2.pdf

This manual, by INBAR, was written as part of the CGIAR Research Program on Forests, Trees and Agroforestry, provides guidelines for facilitators on setting up bamboo FFS groups to implement a one-year FFS curriculum on sustainable management of clumping bamboo. The guide offers diagnostic tools on the analysis of the problems of bamboo cultivation, a seasonal calendar, institutional analysis of stakeholders, village resource mapping, transect walks and visualization of land-use patterns and sketching of bamboo to recognize sympodial (clumping) and monopodial (running) bamboo species and scoring. The comparative experiments focus on integrated pest management (IPM), natural enemies and increasing the understanding of ecological principles in the agroecosystems, solar drip irrigation, and management practices of a bamboo plantation.

The AESA covers IPM on a newly established bamboo field, bamboo growth and production, bamboo clump management for timber production, age determination and thinning. Special topics cover land preparation; preparation of fire breaks; organic matter in the soil; nutrients in the soil; compost making; preparing a fence around the plot; comparing water runoff on different surfaces; determining contour lines; spacing and pit-posting; digging planting holes; bamboo pests and diseases; ecosystem and integrated pest management; ecosystem understanding; IPM; bamboo plantation maintenance; trenching and mulching; the concept of an ecosystem; bamboo rhizome propagation; planting; pruning and de-budding and harvesting methods.

"PARTICIPATORY TECHNIQUES FOR COMMUNITY FORESTRY - A FIELD MANUAL"

AUTHORS: International Union for Conservation of Nature (IUCN), Australian Agency for International Development (AusAID), World Wide Fund for Nature (WWF)

DATE: 1998 | **PAGES:** 137 | **LANGUAGE:** English | **COUNTRY:** Global

MAIN TOPIC: Community forestry and nurseries

LINKS: <https://portals.iucn.org/library/efiles/documents/fr-is-004.pdf>

This field manual, developed by AusAID, IUCN and WWF, introduces participatory techniques that can be used within community-based forestry.^d The text is mostly relevant to the implementation of community forestry in Nepal and during natural resource management programmes. Participatory rural appraisal (PRA) is applied to offer different participatory tools and techniques such as negotiating nursery and plantation establishment with a toolkit on participatory local data collection. The PRA diagnostic tools include building rapport, rankings, time charts, seasonal diagrams, semi structured walks, participatory mapping, aerial photographs, participatory use of photographs, group meetings, workshops and direct observation.

"AGROFORESTRY FARMER FIELD SCHOOL: FACILITATOR'S GUIDE"

AUTHORS: United States Agency for International Development (USAID)/Agricultural Cooperative Development International/Volunteers in Overseas Cooperative Assistance (ACDI/VOCA)

DATE: 2013 | **PAGES:** 199 | **LANGUAGE:** English | **COUNTRY:** Jamaica

MAIN TOPIC: Agroforestry planning and design

LINKS: https://tapipedia.org/sites/default/files/01_agroforestry_farmer_field_school_jamaica_2013pdf.pdf

The FAO Forestry Department partnered with ACDI/VOCA and the Rural Agricultural Development Authority (RADA), the Tropical Agricultural Research and Higher Education Center (CATIE), and other stakeholders to develop a training programme to apply the FFS approach to guide national and local efforts to integrate fruit and timber trees into agricultural production areas in Jamaica. This facilitator's guide was developed to support Agroforestry Farmer Field Schools (AFFS) implementation in Jamaica. There are five main sections: Facilitation tools; AFFS management practices; AFFS innovations; agroforestry as business modules; and resource material and reference guides. The guide introduces the agroforestry farm planning methodology with a selection of diagnostic tools that combine the agroforestry diagnosis and design (D&D) methodology developed by the



^d Community-based forestry (CBF). CBF includes "initiatives, sciences, policies, institutions and processes that are intended to increase the role of local people in governing and managing forest resources" (Gilmour, 2016). It also includes formalized customary and indigenous processes as well as government-led initiatives. It may involve decentralized and devolved forest management, smallholder forestry schemes, community-company partnerships, small-scale forest-based enterprises, and indigenous management of sacred sites of cultural importance.

Annotated reference list of training documents on Farmer Field Schools on Forestry and Agroforestry:

4. Training documents

Center for International Forestry Research and World Agroforestry CIFOR-ICRAF, with the strengths, weakness, opportunities, and threats (SWOT) analysis and various cropping system methodologies.

The diagnosis is divided into three parts: biophysical, agroforestry and social and economic. Tools are presented for assessing farm assets and livelihoods strategies, identifying problems and opportunities by participatory mapping of the farm – family structure and goals, work percentage of family members – and visioning of the future for family and farm. assessing farm inventories and yield by transect walks, farm mapping inventories of trees and other woody perennial plant species, SWOT analysis, prioritization of agroforestry innovation, listing of wood and non-wood products,^e and a climate change problem tree. Comparative experiments investigate soil types on water runoff with AESA to diagnose soil erosion and to select land stabilization options. The guide also introduces a specialized AESA for agroforestry that relates to the different layers of agroforestry systems including the overstory to observe the shade canopy and all activity (seeding, fruiting) occurring, and the understory to observe the small trees, bushes and fruit trees, next to plants, pests, defenders, diseases, weeds, water and weather. The AESA also includes aspects on ease of movement, drainage, nutrition status, shade canopy management, innovation opportunities such as wind break, home garden multistory, farm production information: major timber species/fruit tree species/vegetable – planting pattern and spacing, stage of production, average height/diameter; beneficials and pests. Special topics are presented throughout the guide in form of the different modules, including climate-smart agroforestry, agroforestry farm planning, tree nursery management, land husbandry, windbreaks, tropical home gardens, fodder banks, shade management in cocoa and coffee farms, planting and protecting seedlings, life after AFFS and agroforestry as business.

"FOREST GARDEN: TECHNICAL MANUAL"

AUTHORS: Trees for the Future

DATE: 2017 | **PAGES:** 282 | **LANGUAGE:** English (FR) | **COUNTRY:** Global/Sub-Saharan Africa

MAIN TOPIC: Forest gardens

LINKS: https://www.advancingnutrition.org/sites/default/files/2020-02/technical_manual.pdf

The manual on the forest garden approach was developed by the team at Trees for the Future and draws from their own experiences at the grassroots level and that of several partners, including the United States Peace Corps, CATIE, ACDI/VOCA, the Technical and Operational Performance Support (TOPS) Permagarden Technical Manual, CIFOR-ICRAF,



^e Non-timber forest products (NTFPs) and non-wood forest products (NWFPs): NTFPs refer to any product or service other than timber that is produced in a forest. This may include fruits and nuts, vegetables, fish and game, medicinal plants, resins, essences, and a range of barks and fibres such as bamboo and rattans, and a host of palms and grasses. NWFPs may overlap and be similar to NTFPs, except that NWFPs exclude all wood products.

and the New Zealand Digital Library. This technical manual foresees a four-year curriculum and is structured around 16 chapters. The forest garden approach focuses on the revitalization of degraded land enabling families to transition from degraded plots towards productive and sustainable forest gardens by applying a phased approach over the course of up to four years.

The manual builds on diverse experiences in the context of Sub-Saharan Africa. The aim is to diversify farming systems with trees and food crops to meet subsistence needs and market opportunities and assist farming families to become self-sufficient in their production of food, timber, and non-timber forest products. Although this manual does not apply the FFS approach, it uses similar participatory learning and facilitation tools.

This manual presents various diagnostic tools such as forest garden dream field; calendars; top and side view mapping; as well as storytelling; learn-and-teach; action planning and rapid participatory assessment. The collection of special topics covers nurseries; care for soil and seeds and management; fruit tree management and grafting (mango, avocado, cashew, citrus, banana, papaya); agroforestry practices (windbreaks, living fences, green walls, alley cropping, contour planting, dispersed planting, firebreaks, fuelbreaks and greenbreaks) and tree management.

"FOREST GARDEN: FACILITATOR'S GUIDE"

AUTHORS: Trees for the Future

DATE: 2017 | **PAGES:** 17 | **LANGUAGE:** English (FR) | **COUNTRY:** Global/Africa

MAIN TOPIC: Forest gardens

LINKS: https://www.advancingnutrition.org/sites/default/files/2020-02/facilitators_guide.pdf

The facilitator's guide is designed for use in conjunction with the technical manual presented above to provide both facilitators and farmers with the resources and guidance needed to pursue the forest garden approach within a four-year curriculum. The guide is aimed at trainers, extension workers and specialists who are working with farmers to help them discover agroforestry techniques in a three-phased approach to increase both their income and food security in a restorative way. The guide includes stimulating guiding questions for discussion and analysis.

The guide includes various activities involving group dynamics:^f breathing exercises; name that soil; sorting vegetable families; walking the field and recalling a top view map; human value chain; together with diagnostic tools on designing the forest garden system; mapping learning exercises; dream field; visualizations; calendar of events; forest garden



^f Group dynamics are used to create a pleasant learning environment, facilitate learning and make space to reflect and share. They enhance communication, problem solving and leadership skills as well as team building and group cohesion.

design; peer reviewing and on group sustainability planning such as why we should collaborate, collective input needs and market opportunities.

Special topics include, among others, seed pretreatment, spacing methods, digging, starting your vegetable nursery, starting your market garden, earthwork techniques for soil and water conservation, why to prune and train. Topics also cover transplanting slower growing seedlings from germination beds; harvesting and preparing plantain and banana suckers; timber trees; planting timber trees and perennials and grafted fruit trees; how to prune and harvest agroforestry trees; how to prune fruit trees; how to harvest and store fruit; collecting and storing fruits.

"AGROFORESTRY IN RICE-PRODUCTION LANDSCAPES IN SOUTHEAST ASIA - A PRACTICAL MANUAL"

AUTHORS: FAO/ CIFOR-ICRA

DATE: 2017 | **PAGES:** 44 | **LANGUAGE:** English | **COUNTRY:** Southeast Asia

MAIN TOPIC: Integrating trees in rice-fields

LINKS: <https://openknowledge.fao.org/handle/20.500.14283/i7137e>

This manual sets out the steps to guide rural advisory and agricultural extension workers to successfully integrate trees in rice-field and associated farms and landscapes using practical tools for implementing agroforestry practices on farms in Southeast Asia. Developed in collaboration by FAO with CIFOR-ICRAF, the manual builds on manifold experiences, consultations, and visits, especially in Indonesia, Lao People's Democratic Republic (PDR), the Philippines and Thailand. The FFS approach is introduced as one of the best ways to share learning and knowledge and to discover technologies. There are also activities such as farmers' demonstration trials, using farmers' self-managed plots as knowledge centres, farmers' cross-visits, "rice and agroforestry" groups and development of concepts into farmers' enterprises.

The manual provides good guidance on setting up FFS on trees outside forests (TOF),⁸ looking at trees on agricultural land and at landscapes more holistically. A yearlong FFS curriculum sets an example; although longer-term planning, for three years and longer, is encouraged with the goal of promoting increasing productivity, climate resilience, a healthy environment and enhanced livelihoods. To assist understanding of the issues in the landscape, the manual introduces participatory landscape appraisal (PaLa), which is explained in detail in the book's Appendix and complements the PRA approach combined with AESA. The diagnostic tool "NotJustAnyTree" is applied to conduct seeds and seedling surveys and a recommendation is made to employ market surveys and simple mapping exercises to visualize non-timber products, the environment, as well as to estimate transportation costs.

"TREES OUTSIDE FORESTS MODULE FOR REGIONAL RICE INITIATIVE PHASE II TRAINING MANUAL"

AUTHORS: FAO

DATE: 2015 | **PAGES:** 17 | **LANGUAGE:** English | **COUNTRY:** Philippines

MAIN TOPIC: Trees outside forests (TOF)

LINKS: https://tapipedia.org/sites/default/files/trees_outside_forests_module_fao_2015.pdf

This manual, for FFS facilitators and coordinators, refers to the previous publication and specifies how the topic and practices on trees outside forests can be implemented using the FFS approach. This is accomplished by introducing an adapted AESA and special topics for a four-month FFS growing season. The agroforestry ecosystem analysis (AFESA) includes TOF, production, environmental services, trees, non-trees – bamboos and palms – and shrubs on different types of rice fields in combination with sketch maps and record making. The special topics are about different TOF species, their benefits in rice production and possible negative effects on crops, as well as on the planning and decision-making involved in establishing a tree seedling nursery.

"INVISIBLE FORESTS - TREES IN RICE LANDSCAPES IN LAO PDR - VOLUME 2 FARMER FIELD SCHOOLS SPECIAL TOPICS CURRICULUM"

AUTHORS: FAO

DATE: 2015 | **PAGES:** -- | **LANGUAGE:** English | **COUNTRY:** Lao People's Democratic Republic PDR

MAIN TOPIC: Trees in rice landscapes

LINKS: <https://knowledgecentre.resilientfoodsystems.co/assets/resources/pdf/trees-in-rice-landscapes---curriculum---draft-04-1.pdf>

This separate annex is part of an extensive FAO report of the work on trees in rice fields in Lao People's Democratic Republic PDR and FFS and contains two draft modules for the FFS special topics rice landscapes and trees. It aims to help rice farmers understand the linkages between trees growing in rice landscapes, food security and biodiversity conservation. This is achieved by exploring how trees grow along watercourses and adjacent to woodlands provide the habitats for a wide range of animal and plants; why good stewardship of these trees and woodlands is essential for maintaining food security, especially during dry seasons and droughts; and what farmers can accomplish by protecting and planting economically important trees. The text includes an adapted rice agroecosystem analysis. The proposed rice-trees special topics session is scheduled to take place more or less during weeks 12 to 15 of the seasonal FFS. The special topics emphasize working with satellite imagery that can be used in conjunction with community-drawn land use sketch maps for recording, visioning and planning exercises. Working sheets are included on "wild food bowls" and cards for threats and options in the improvement of rice landscape ecosystems.

"FIELD GUIDE OF DISCOVERY-BASED EXERCISES ON FARMER FIELD SCHOOLS FOR AGROFORESTRY"

AUTHORS: Enhancement of Community-Based Forest Management Programme (ECBFMP) / KASAKALIKASAN (Department of Agriculture's National IPM Program Philippines) / Association of Southeast Asian Nations Integrated Pest Management Knowledge Network (ASEAN IPM)

DATE: 2009 | **PAGES:** 334 | **LANGUAGE:** English | **COUNTRY:** Philippines and Asia-Pacific

MAIN TOPIC: Agroforestry, nursery management, community-based forest management

LINKS: https://tapipedia.org/sites/default/files/field_guide_of_discovery-based_exercises_on_ffs_for_agroforestry_2009.pdf

This field guide is co-published by the Project for the ECBFMP, Department of Environment and Natural Resources-Region III, KASAKALIKASAN, and ASEAN IPM Knowledge Network integrates best practices and learning experiences on agroforestry farming systems in the Philippines and the Asia-Pacific Region based on the shared experiences of FFS facilitators, farmer-practitioners and technical experts. Field walks, soil maps, farmer-validated baseline surveys, material-flow charts and the ballot box exercise, with a broad listing of possible questions and answers serve as diagnostic tools. The AESA on agroforestry, here presented as AFESA, includes two boards, one for AFESA of agricultural crops, and a second for AFESA of fruit and forest trees while different groups can focus their observations on forest or hedgerow species, shade-tolerant crops and vegetable crops. Comparative experiments on farmers' crop protection (FCP) and IPM are conducted on two major agricultural crops to be grown with fruit and forest species. The guide is a resource for an extensive collection on specific topics: nursery management and forest plantation establishment; forest ecology and agroforestry; integrated soil and nutrient management for the uplands; integrated pest management for agroforestry crops and post production and livelihood technologies for agroforestry systems. The annex includes an activity guide and a curriculum.

"ESP AGROFORESTRY TRAINING OF TRAINERS (TOT) CURRICULUM PREPARATION"

AUTHORS: USAID

DATE: 2015 | **PAGES:** 245 | **LANGUAGE:** English | **COUNTRY:** Indonesia

MAIN TOPIC: Kebun management

LINKS: https://tapipedia.org/sites/default/files/esp_agroforestry_tot_curriculum_preparation_usaid_2013.pdf

The document for training of trainers on agroforestry focuses on curriculum preparation in Indonesia, and specifically on increasing the income of family farmers from their kebun (housegarden or pekarangan). It offers a ToT roadmap, and its curriculum should be seen as a living document with a foreseen training time of 4 months.



The document is structured on five closely interrelated core training themes: agroforestry nurseries and planting; kebun management and improvement; training facilitation and networking; field school management and agroecosystems and watershed management. Overall, the learning process in the curriculum follows a progression from smaller to larger in physical scale, from the nursery, to the kebun, to the village and market. Diagnostic tools and special topics are introduced, covering the growth of bamboo clumps, insect zoo, age determination, pruning and disbudding, morphology, value chains, seedling and trenching and mulching.

"AGROBIODIVERSITY A TRAINING MANUAL FOR FARMER GROUPS IN EAST AFRICA"

AUTHORS: FAO

DATE: 2018 | **PAGES:** 196 | **LANGUAGE:** English | **COUNTRY:** East Africa

MAIN TOPIC: Agrobiodiversity

LINKS: <https://www.fao.org/3/19307en/19307EN.pdf>

This manual introduces the concept of agricultural biodiversity and draws on FAO's long-standing experience with training farmers particularly through the FFS network in Kenya. Its eight different modules can be used independently, based on the user's objective: introduction to agrobiodiversity; crop diversity; utilization and nutritional value of traditional crops; livestock and agrobiodiversity;

inland aquatic biodiversity; agroforestry and communal forestry resources; soil and water management and agrobiodiversity, natural pest control and pollination services. Diagnostic tools cover developing an action plan to enhance diversity, recording making and mapping of trees on farms. Comparative experiments are applied on woodlots for timber with agricultural crops. The trial compares the performance of two timber species planted with moderately spaced agricultural crops and crop yields; woodlot for poles and firewood; effects of intercropping cereal and grain legumes on household food security and on the adaptability of traditional leafy vegetables. In addition, the AESA provides an example of data collection parameters that take into account multiple crops in a field. The special topics are presented combined with role plays that focus on aspects such as different types and sources of seeds, local seed multiplication and bulking, changes in eating habits, nutrients, their functions and sources, preparing traditional foods, mapping a home garden and improving its design to support nutrition and the empowerment of woman.

"FARMER FIELD SCHOOL APPROACH AND METHODOLOGY FOR LIBERIAN COCOA FARMERS – TREE CROP EXTENSION PROJECT"

AUTHORS: International Fund for Agricultural Development (IFAD) / Ministry of Agriculture Liberia

DATE: 2020 | **PAGES:** 57 | **LANGUAGE:** English | **COUNTRY:** Liberia

MAIN TOPIC: Shade-grown cocoa

LINKS: https://www.moa.gov.lr/sites/default/files/documents/Cocoa%20FFS%20Training%20Manual%20%28Final%20Version%29_1.pdf

This training manual, published by IFAD and the Liberian Ministry of Agriculture, focuses on shade-grown cocoa and is for cocoa FFS facilitators. The manual emphasizes combinations of plantation crops that can raise the income of smallholder cocoa farmers. Comparative experiments and AESA focus on the comparison of the application of integrated pest and production management (IPPM). The document presents special topics on cocoa pre-planting activities and nursery establishment, field layout and field planting, crop maintenance in the field, rehabilitation of cocoa farms, the three types of pruning, IPPM, flowering and postproduction, harvesting and processing, market and marketing chain analysis, record keeping, child labour, climate change and climate adaptation

"TRAINING OF TRAINERS OF FARMER FIELD SCHOOL ON COFFEE PRODUCTION"

AUTHORS: Hanns R. Neumann Stiftung

DATE: 2017 | **PAGES:** 44 | **LANGUAGE:** English | **COUNTRY:** Uganda

MAIN TOPIC: Shade-grown coffee production

LINKS: https://tapipedia.org/sites/default/files/training_of_trainers_of_farmer_field_school_on_coffee_production_hrns_2017_0.pdf

This manual aims to guide TOT on FFS on coffee production; a yearlong FFS curriculum is foreseen. Various group diagnostics are introduced such as voting, spider web, problem periodization and ballot box and a sample AESA sheet is provided on coffee as well as information on the distribution of trees to be observed; observations and record making on the shade distribution of coffee and other trees on the plots. The appendix covers special topics on shade analysis, determining soil moisture, pruning, identifying life in the soil, plan of commercialization based on cash flow, and "daily activity clock" related to gender to sensitize family members on their roles and their contribution to daily productive and reproductive activities. The manual presents an example of a yearlong training curriculum on shaded coffee as well as examples of curricula for bean, banana and maize crops

"FARMER FIELD SCHOOL FACILITATORS' MANUAL VOLUME 1: INTEGRATED SOIL, WATER AND NUTRIENT MANAGEMENT IN SEMI-ARID ZIMBABWE"

AUTHORS: FAO / Department of Agricultural Research and Extension in Zimbabwe / International Crops Research Institute for the Semi-Arid Tropics (ICRISATO)

DATE: 2005 | **PAGES:** 131 | **LANGUAGE:** English | **COUNTRY:** Zimbabwe

MAIN TOPIC: Integrated soil, water and nutrient management

LINKS: <https://knowledgecentre.resilientfoodsystems.co/assets/resources/pdf/farmer-field-school-facilitators-manual-complete-pdf.pdf>

This facilitator's guide provides key FFS insights on soil management practices and integrated soil, water and nutrient management to improve smallholder productivity; although it does not specifically focus on forests. The manual contains the following special topics: local knowledge of the land; soil profile study; soil particle size experiment; feeling soil texture; examining soil structure; root doctor; making a rain gauge; understanding the water cycle; water infiltration rates in soil; soil cover; demonstrating transpiration in plants; crop water requirements; viability of the soil; nutrient flow mapping; identifying nutrient deficiencies in crops and the management of organic resources.

"DISCOVERY LEARNING ON LAND AND WATER MANAGEMENT: A PRACTICAL GUIDE FOR FARMER FIELD SCHOOLS"

AUTHORS: FAO

DATE: 2017 | **PAGES:** 349 | **LANGUAGE:** English | **COUNTRY:** Global

MAIN TOPIC: Land and water management

LINKS: <https://openknowledge.fao.org/handle/20.500.14283/i6897en>

This document provides practical guidance on the establishment and implementation of FFS combining local innovations and AESA for trainers and FFS facilitators in introducing and promoting improved land and water management. Agroforestry systems are introduced for fodder trees, fodder crops, their management and utilization. The set of exercises includes diagnostic tools for resource mapping; transect and soil walks; identification of local innovations; exploration of market options; matrix assessment as ranking; livelihoods analysis; seasonal calendar; stakeholder analysis; gender and socio-economic analysis; problem analysis in different seasons; individual matching and pairwise ranking. The ASEA presents indicators for monitoring soil experiments and ideas for rotating when visiting different farms.

Comparative experiments cover natural and agricultural ecosystems, e.g. by observing soil organic matter in forests and fields; the decomposition of organic matter;



comparing healthy and poor soils; and using maize to study soils. The practical guide includes a range of topics on soils; fodder trees; management; and fodder crops; rainwater management; biodiversity and farm management; commercialization and diversification. Group dynamics include the “bottle game” on nutrient movements and the “umbrella” to understand soil cover and protection.

"SOIL HEALTH FOR PADDY RICE: A MANUAL FOR FARMER FIELD SCHOOL FACILITATORS"

AUTHORS: FAO

DATE: 2021 | **PAGES:** 88 | **LANGUAGE:** English | **COUNTRY:** Viet Nam, Philippines, the Lao People's Democratic Republic, Asia-Pacific

MAIN TOPIC: Soil health

LINKS: <https://www.fao.org/3/ca8167en/ca8167en.pdf>

This manual supports FFS facilitators, trainers and master trainers in the integration of soil health into FFS curricula, especially in the context of paddy rice cultivation. Baseline surveys and diagnostics include transect walks and informal interviews, participatory mapping, focus group discussion and community feedback meetings. The AESA explores the connections between soil, roots and plants with soil sampling in three different crop stages. The manual focuses on comparative field studies on soil health, applying organic versus inorganic fertilizer on paddy rice, amounts and timing of fertilizers to improve the use of nutrients, green manure and/or crop rotation with legumes, crop rotation and fertilizers. Moreover, the manual offers a rich variety of special topics on soil health, composition, structure and texture, including a curriculum example.

"FARMER FIELD SCHOOL ON INTEGRATED SOIL MANAGEMENT: FACILITATOR'S MANUAL"

AUTHORS: FAO/ United Nations Development Programme (UNDP)

DATE: 1998 | **PAGES:** 69 | **LANGUAGE:** English | **COUNTRY:** Global/
China/Philippines/Thailand/Viet Nam

MAIN TOPIC: Integrated soil management

LINKS: <https://www.fao.org/3/b1056e/b1056e.pdf>

This manual is intended for field extension workers, trainers, farmer leaders and field development workers to facilitate implementation of FFS on integrated soil management (FFS-ISM), which lasts 4 to 5 months for annual crops and 12 months for perennial crops.

The manual presents a wide range of diagnostic tools: diagnosis of soil fertility, soil types and their location, soil profile analysis, fertilization practices, nutrient deficiencies including soil mapping activities with field visits, field inspections, problem prioritization through individual and pair coordination and to identify solutions through group workshops and plenary discussions. In addition, special topics include soil chemical characteristics and soil fertility (fertilization practices, crop nutrient deficiencies, soil analysis with the soil test kit) and soil management.

"BRINGING CLIMATE CHANGE ADAPTATION INTO FARMER FIELD SCHOOLS: A GLOBAL GUIDANCE NOTE FOR FACILITATORS"

AUTHORS: FAO

DATE: 2021 | **PAGES:** 200 | **LANGUAGE:** English | **COUNTRY:** Global

MAIN TOPIC: Climate change adaptation

LINKS: <https://www.fao.org/3/cb6410en/cb6410en.pdf>

The guidance note was developed by FAO to support FFS master trainers and facilitators in promoting climate change adaptation in FFS. The guide contains important information on how the climate is changing, and how these changes affect smallholder farmers' agricultural, aquaculture and agroforestry systems. The note provides guidance to FFS practitioners in the use of a "climate change lens" to identify, test and adapt new practices that respond to changes and variability in local weather. A baseline assessment on vulnerability to climate change is also introduced. Community resource mapping, matrix and mapping exercise and seasonal calendars are used as diagnostic tools. While focusing on adaptation to climate change for FFS, this guidance note presents comparative experiments that assess the benefits of traditional forest enterprises versus farm forestry enterprises, the effects of silvopastoral systems on yields, income and resilience to climate change comparing traditional systems and silvopastoral systems and on comparing



adaptive varieties. Special topics include the benefits from trees outside of forest; testing seed germination; maximizing soil cover to reduce soil moisture losses and field studies on multiple agroforestry systems; weather stresses; weather threats and adaptive options; community-based adaptation plans; traditional knowledge on predictors of climate events and mulching.

"FARM BUSINESS SCHOOL – TRAINING OF FARMERS PROGRAMME SOUTH ASIA"

AUTHORS: FAO

DATE: 2011 | **PAGES:** 135 | **LANGUAGE:** English | **COUNTRY:** South Asia

MAIN TOPIC: Farm business schools and entrepreneurship

LINKS: <https://www.fao.org/3/i2137e/i2137e.pdf>

This training manual on market-oriented farm business management was developed by FAO for extension workers to help them develop their farm management skills so they, in turn can assist farmers. The aim of this training manual is to build the capacity of farmers so they can improve their entrepreneurial and management skills while working with limited resources. The manual offers relevant diagnostic tools and special topics to aid understanding of marketing and markets, market surveys, record keeping, group marketing, group buying and saving, understanding contract farming and contract appraisal, and value addition. Furthermore, the manual includes practical working sheets, such as on the difference between farm business and farm enterprise, farm vision goals and strategies, choosing an enterprise and the components of farm business planning.


"MAINSTREAMING GENDER INTO FORESTRY AND INTERVENTIONS IN ASIA AND THE PACIFIC"

AUTHORS: FAO/Regional Community Forestry Training Centre for Asia and the Pacific (RECOFTC)

DATE: 2011 | **PAGES:** 135 | **LANGUAGE:** English | **COUNTRY:** South Asia

MAIN TOPIC: Farm business schools and entrepreneurship

LINKS: <https://www.fao.org/3/i2137e/i2137e.pdf>

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"MAINSTREAMING GENDER INTO FORESTRY AND INTERVENTIONS IN ASIA AND THE PACIFIC"

AUTHORS: FAO/Regional Community Forestry Training Centre for Asia and the Pacific (RECOFTC)

DATE: 2011 | **PAGES:** 142 | **LANGUAGE:** English | **COUNTRY:** Asia and the Pacific

MAIN TOPIC: Mainstreaming gender into forestry interventions

LINKS: <https://www.recoftc.org/sites/default/files/publications/resources/recoftc-0000233-0001-en.pdf>

This training manual was developed to enhance the knowledge and skills of trainers in facilitating gender mainstreaming, including gender analysis and its integration into the design of forestry interventions. The manual is relevant to forestry-related interventions and practices that seek to promote participation and reduce gender inequality among forest dependent women and men, especially among marginalized people in rural areas. The document provides special topics on gender equality, gender analysis and gender sensitive interventions in the context of forestry.

Annotated reference list of training documents on Farmer Field Schools on Forestry and Agroforestry:
4. Training documents



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Farmers learning about soil moisture and water retention practices at a Farmer Field School.

4.b Training documents in Spanish

"MANEJO FORESTAL. CUADERNO DE CAPACITACIÓN: MÓDULO 4. ESCUELA DE CAMPO PARA PROMOTORES Y PROMOTORAS DE LA SELVA CHIAPAS, MÉXICO: CUADERNO DE CAPACITACIÓN"

"Forest management. Training notebook: Module 4. Field school for promoters of the Selva Chiapas, Mexico: training notebook"

AUTHORS: Centro Agronómico Tropical de Investigación y Enseñanza (Tropical Agricultural Research and Higher Education Center – CATIE)

DATE: 2007 | **PAGES:** 91 | **LANGUAGE:** Spanish | **COUNTRY:** Mesoamerica

MAIN TOPIC: Forest management

LINKS: <https://repositorio.catie.ac.cr/handle/11554/2972>

This document is part of a series of technical manuals developed by CATIE, which focuses on participatory capacity-building in forest management. The module includes special topics on forest management, how to harvest timber, the management of non-timber products, characteristics of the forest and types of natural forests, deforestation, causes and implication, forest goods and services, ecosystem services, plantation management and spacing, germination and seeding management, forest nurseries, silvicultural treatments and harvesting

"GUÍA METODOLÓGICA PARA LA IMPLEMENTACIÓN DE ESCUELAS DE CAMPO DE AGRICULTORES (ECA) EN SISTEMAS SILVOPASTORILES AGROECOLÓGICOS"

"Methodological guide for the implementation of Farmer Field Schools (FFS) in agroecological silvopastoral systems"

AUTHORS: FAO

DATE: 2015 | **PAGES:** 152 | **LANGUAGE:** Spanish | **COUNTRY:** Colombia

MAIN TOPIC: Silvopastoral agroecological systems

LINKS: <https://openknowledge.fao.org/server/api/core/bitstreams/c8bfd244-ef47-448e-b16a-8f7ee3708c4a/content>

This training document provides technical facilitators and producers with the tools to develop experimental training in agroecological silvopastoral systems and to sensitize producers in the recognition of the importance of trees and shrub species as integral component of the silvopastoral system. Diagnostic tools are combined with group dynamics, ballot box, fruit salad and plenary discussions, among others, to familiarize participants with the different silvopastoral models and to define main tree and shrub species in the region. Various special topics are presented in a technical manner ↓

and include leading questions and group activities on themes on learning to manage regrowth times between herbaceous and shrub species, the propagation of forest and shrub and forb species, knowing the different ways of obtaining seeds, seed collection, identifying the different ways to propagate forage and forest plant material, potentiate the establishment of silvopastoral systems through the existing material on the farms and offering other types of forage to improve nutritional conditions and animal welfare.

"MANUAL DE ESCUELAS DE CAMPO EN CACAO CON POBLACIONES INDÍGENAS DE LA RAAN-NICARAGUA"

"Manual for cocoa field schools with indigenous populations in the North Atlantic Autonomous Region (RAAN)-Nicaragua"

AUTHORS: JICA / the World Bank / JSDF /Asociación Coordinadora Indígena y Campesina de Agroforestería Comunitaria Centroamericana (Central American Indigenous and Peasant Coordination Association for Community Agroforestry – ACICAFOC

DATE: 2012 | **PAGES:** 41 | **LANGUAGE:** Spanish | **COUNTRY:** Nicaragua

MAIN TOPIC: Cacao production

LINKS: https://www.researchgate.net/publication/280878645_Manual_de_escuelas_de_campo_en_cacao_con_problaciones_indigenas_de_la_RAAN-Nicaragua

This guide for field school facilitators integrates the exchange of successful experiences among cacao producers in Nicaragua and serves as a supportive tool in the development of agroforestry systems on cocoa farms to increase production. The curriculum is followed over the course of one year, and covers topics on innovative mechanisms, marketing opportunities and sustainable enterprise development. Diagnostic exercises such as the ballot box include learning materials on the valorization of cacao production, the undergrowth for floor management, productive and phytosanitary diagnosis, diagnostic of the adequate shade level in the production system, and commercialization strategies to facilitate social and environmental sustainability.

The AESA deals with natural enemies and the life cycle of different organisms in cocoa and weed diagnostics for soil management. The guide includes a brief overview of group dynamics and presentation techniques as well as a draft curriculum for FFS on cocoa.

"GUÍA METODOLÓGICA DE ESCUELAS DE CAMPO DE AGRICULTORES DE CACAO"

"Cocoa Farmer Field Schools Methodological Guide"

AUTHORS: Swisscontact

DATE: 2012 | **PAGES:** 122 | **LANGUAGE:** Spanish | **COUNTRY:** Peru

MAIN TOPIC: Cacao production

LINKS: https://tapipedia.org/sites/default/files/guia_metodologica_de_eca_de_cacao_swisscontact_2012.pdf

Building on shared experiences, experiments and knowledge acquired by farmers in Peru, this methodological guide includes a detailed section on the steps required to set up an FFS and its methodology and a second section on FFS for cacao cultivation in the different phenological stages. The document presents various diagnostic tools such as community and main cultivation mapping, ballot box, cultivation plans, such as matrix and cultivation cycle to analyse problems. The AESA is adapted to cacao production and includes a comparison of conventional and learning farm plots. Several special topics offer insights into integrated cultivation management, understanding production costs, seed collection, transplanting, pruning, improved flowering, and improved fruit harvest while introducing integrated crop management

"SISTEMA DE CAPACITACIÓN INTEGRAL EN MANEJO DE RECURSOS NATURALES, CONSERVACIÓN DE LA BIODIVERSIDAD, Y ASPECTOS PRODUCTIVOS BASADO EN LA METODOLOGÍA DE ESCUELAS DE CAMPO SOCIO AMBIENTALES"

"Comprehensive training system in natural resource management, biodiversity conservation, and productive aspects based on the methodology of socio-environmental field schools"

AUTHORS: USAID

DATE: 2009 | **PAGES:** 66 | **LANGUAGE:** Spanish | **COUNTRY:** Latin American Countries

MAIN TOPIC: Integrated natural resource management

LINKS: https://tapipedia.org/sites/default/files/sistema_de_capacitacion_integral_en_manejo_de_recurso_naturales_usaid_2009.pdf

The FFS method is explained in detail and group exercises are included for facilitators, which are illustrated with pictures showing the context of Central and South America. Emphasis is placed on participatory diagnosis of production axes, including matching legumes and stones as material, ballot box, spider web group diagnosis on the advantages and disadvantages, to analyse the importance and problems of the selected crops and the economic aspects of the crop enterprise. The AESA covers aspects of insects on farms and includes comparative observations of crops for biological control. Observations are recorded on flowering, shade coverage, fruits, tree crowns, branches, ground cover,



soil moisture and organic matter and detailed observations on parasites and plagues among others. Special topics concern the valorization of the production of the cultivation of interest, economic analysis of the cultivation enterprise, monitoring the cultivated farms, value chains and conservation of natural resources

"GUÍA DE HERRAMIENTAS: PARA EL FACILITADOR DE ESCUELAS DE CAMPO DE AGRICULTORES CON ENFOQUE DE MANEJO INTEGRAL DE LA FINCA"

"Toolkit: For the facilitator of Farmer Field Schools employing an integrated farm management approach"

AUTHORS: Catholic Relief Services (CRS) / Howard G. Buffet Foundation

DATE: 2012 | **PAGES:** 71 | **LANGUAGE:** Spanish | **COUNTRY:** Latin American Countries

MAIN TOPIC: Integrated farm management

LINKS: https://tapipedia.org/sites/default/files/guia_de_herramientas-facilitador_de_eca_manejo_integral_de_la_finca_crs_2012.pdf

The proposed timeframe for the curriculum is three years. This guide aims to provide the elements required to apply the FFS methodology by employing a comprehensive farm management approach. The innovative perspective of this guide motivates learning beyond one crop and encourages understanding of the farm as a system. Diagnostic tools address the productive status of the various components of the farm and utilizes a planning matrix and future mapping. The maps of the current and future farm can be compared after one year to model and reflect progress, which is focused on integrated management and sustainable agriculture. The AESA includes observations and records on various farm components such as farmyard, crops, agroforestry system, forest, coffee, as well as on livestock and poultry. The guide includes specific topics on the principles of integrated farm management, basic costs and marketing on the farm, identification of marketing opportunities and product prioritization, commercialization, income generation and organizational management. Organization of field days on the FFS farm and exchange visits form part of the curriculum to motivate the group through the sharing of their experiences with other FFS farm groups to learn about their successes.

Annotated reference list of training documents on Farmer Field Schools on Forestry and Agroforestry:
4. Training documents



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Field day at a Farmer Field School where farmers are learning about pruning and overall tree management.

4.c Training documents in French

"MANUEL DE FORMATION PARTICIPATIVE SUR LA PRODUCTION DE MANGUE BIOLOGIQUE À TRAVERS LES VERGERS-ÉCOLES AU BURKINA FASO"

"Manuel de formation participative sur la production de mangue biologique à travers les vergers-écoles au Burkina Faso"

AUTHORS: FAO

DATE: 2009 | **PAGES:** 69 | **LANGUAGE:** French | **COUNTRY:** Burkina Faso

MAIN TOPIC: Organic mango production

LINKS: <https://fr.scribd.com/document/294649034/Manuel-formation-mangue-biologique-pdf>

The FFS manual on organic mango production is intended for facilitators and adapts teaching to integrated production and crop-pest management through producer field schools on orchards. Each module of this manual focuses on the best practices required for organic mango production under the FFS approach. The manual can be used to train grower supervisors from seed to fruit, and includes grafting techniques and tree management. The publication covers combinations of plantation crops and home gardens; a variety of special topics are supported by complementary images. The catalogue of special topics includes nursery definition, identification of the main mango varieties, seed preparation, sowing and transplanting, vegetative propagation, establishing a mango orchard, integrated pest management, harvesting and traceability and certification.

"GUIDE SUR LA GESTION ET LA CONSERVATION DES SOLS ET DES ÉLÉMENTS NUTRITIFS POUR LES CHAMPS-ÉCOLES DES AGRICULTEURS"

"Guide for soil-nutrient management and conservation for Farmer Field Schools"

AUTHORS: FAO

DATE: 2009 | **PAGES:** 176 | **LANGUAGE:** French | **COUNTRY:** Africa

MAIN TOPIC: Soil nutrient and conservation management

LINKS: https://tapipedia.org/sites/default/files/guide_sur_la_gestion_et_la_conservation_des_sols_des_elements_nutritifs_fao_2004.pdf

Guidance is provided on improved integrated soil and nutrient management practices for natural resource protection and improved production for small-scale producers through FFS. The diagnostic tools are employed to enhance observations and discussion and problem analysis include transect walks to observe field and landscape variations; ↓

mapping of natural resources and the choice of crops based on soils; problem tree and causal diagrams and individual and pairwise voting. The guide introduces different comparative soil experiments on covering the soil with a legume to increase soil nitrogen and crop yields; compost-mineral fertilizer combination; deep ploughing to improve rooting, water availability and yields; liming acid soils to reduce aluminium toxicity; grass strips between contours to reduce runoff and soil loss. These AESA indicators are introduced to monitor short-term changes in soils, nutrients and site conditions. Annex 1 presents a compilation of special topics that include soil functions according to landscape, soil type and soil nutrients, such as the comparison of forest soils and cultivated soils and the degree of water infiltration. Additional special topics cover maximizing soil cover, benefits of organic matter, soil moisture and biological activity, crop residues and external inputs, beneficial effects of legumes and cover crops, cultivation methods, and water-holding capacities among others.

"RECUEIL DE SUJETS SPÉCIAUX POUR LES CEAP ANIMÉS PAR DES FACILITATEURS LOCAUX"

"Collection of special topics for associated CEAPs (champs écoles agropastoraux – agropastoral farm schools) led by local facilitators"

AUTHORS: International Federation of Women Lawyers (FIDA) Niger

DATE: 2021 | **PAGES:** 295 | **LANGUAGE:** French | **COUNTRY:** Niger

MAIN TOPIC: Agroforestry systems

LINKS: https://tapipedia.org/sites/default/files/recueil_de_sujets_speciaux_pour_les_ceap_fida_niger_2021.pdf

This collection of special topics by FIDA Niger cover agroforestry systems, such as assisted natural regenerations, improved land clearing and improved fallow, wind breaks – how to improve the forest species used, forest nursery management, plant and plant maintenance, live hedge techniques, conservation agriculture, light stripes, as well as dune fixation, pasture management, intercropping and diversification of production.

Annotated reference list of training documents on Farmer Field Schools on Forestry and Agroforestry:
4. Training documents



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Group discussion about Farmer Field School curricula development during a technical workshop on FFS on forestry and agroforestry.

5 THE GLOBAL FARMER FIELD SCHOOL PLATFORM

In 2018, the **Global Farmer Field School Platform** was created by FAO as a hub for all stakeholders involved in FFS implementation globally and to support the FFS community. It has become a reference hub to setup quality FFS, which has achieved interconnected and integrated impacts at community level and beyond. The Global FFS Platform facilitates the exchange of knowledge and expertise, develops, and provides access to reference tools and documents, enhances capacity-development and project support and supports FFS institutionalization and evidence-based policies. A total of 136 countries are active in the global group online (d-group) and more than 20 partners belong to the Global FFS Platform partner network, which was established to share knowledge, build bridges and strengthen networks.

The thematic page on forestry presents learning and experiences related to FFS forestry applications and provides quality reference tools and documents to enhance forestry and agroforestry interventions: <https://www.fao.org/farmer-field-schools/ffs-overview/forestry/en/>.



Farmers learning about tree pruning during a Farmer Field School visit in Mozambique.

6

ADDITIONAL RESOURCES AND REFERENCES

The additional materials listed here can be used by master trainers and facilitators to deepen their technical knowledge and in the preparation for a special topic.

6.1. Forestry and agroforestry

Agroforestry: A primer

AUTHORS: Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF)
DATE: 2022 | **PAGES:** 181 | **LANGUAGE:** French | **COUNTRY:** Global
LINKS: <https://www.cifor-icraf.org/knowledge/publication/25264/>

Agro-forestry field school of the USAID Environmental Services Program

AUTHORS: USAID
DATE: 2012 | **PAGES:** 13 | **LANGUAGE:** English | **COUNTRY:** Indonesia
LINKS: https://www.academia.edu/5177813/Agro_forestry_Field_School_of_the_USAID_Environmental_Services_Program

Escuelas de campo para el manejo integral del fuego

AUTHORS: International Tropical Timber Organization (ITTO)/ Instituto Nacional de Bosques Guatemala (INAB)/Vivamos mejor
DATE: 2013 | **PAGES:** 31 | **LANGUAGE:** Spanish | **COUNTRY:** Guatemala/Latin America and the Caribbean
LINKS: https://www.itto.int/files/itto_project_db_input/2975/technical/INFORME%20DE%20EJECUCION%20DE%20ECAS.pdf?v=1709376958

Forest garden: training of trainers guide

AUTHORS: USAID/ Trees for the Future

DATE: 2017 | **PAGES:** 60 | **LANGUAGE:** French | **COUNTRY:** Sub-Saharan Africa

LINKS: https://www.advancingnutrition.org/sites/default/files/2020-02/training_of_trainers_guide.pdf

Técnicas Participativas para Actividades Forestales Comunitarias. Manual de Camp

AUTHORS: IUCN

DATE: 2004 | **PAGES:** 140 | **LANGUAGE:** Spanish | **COUNTRY:** El Salvador, Latin America and the Caribbean

LINKS: https://tapipedia.org/sites/default/files/an_agroforestry_guide_for_field_practitioners_world_agroforestry_2013.pdf

Manual de prácticas de viveros forestales

AUTHORS: Universidad Autónoma del Estado de Hidalgo

DATE: 2010 | **PAGES:** 52 | **LANGUAGE:** Spanish | **COUNTRY:** Mexico

LINKS: https://www.uaeh.edu.mx/investigacion/icap/LL_IntGenAmb/Rodri_Laguna/2.pdf

An agroforestry guide for field practitioners

AUTHORS: Ministry of Land and Environment Protection Republic of Korea (MoLEP)/World Agroforestry

DATE: 2013 | **PAGES:** 103 | **LANGUAGE:** English | **COUNTRY:** Republic of Korea

LINKS:

The agroforestry field guide: A tool for community based environmental education

AUTHORS: WWF UK

DATE: 2003 | **PAGES:** 103 | **LANGUAGE:** English | **COUNTRY:** Viet Nam

LINKS: https://d2ouvy59p0dg6k.cloudfront.net/downloads/gmp_agroforestry_fieldguide.pdf

Training manual for applied agroforestry practices

AUTHORS: University of Missouri
DATE: 2018 | **PAGES:** 366 | **LANGUAGE:** English | **COUNTRY:** United States of America
LINKS: <https://cra.missouri.edu/wp-content/uploads/2022/09/agroforestry-training.pdf>

Evaluation of the Agroforestry Farmer Field Schools on Agroforestry Management in South and Southeast Sulawesi, Indonesia

AUTHORS: CIFOR-ICRAF
DATE: 2016 | **PAGES:** 38 | **LANGUAGE:** English | **COUNTRY:** Indonesia
LINKS: <https://apps.worldagroforestry.org/downloads/Publications/PDFS/WP16002.pdf>

AGFORWARD - Best practice leaflets

AUTHORS: European Union FP7 project
DATE: 2017 | **PAGES:** 12 | **LANGUAGE:** English | **COUNTRY:** Europe
LINKS: <https://www.agforward.eu/best-practices-leaflets.html>

AGFORWARD - Innovation leaflets

AUTHORS: European Union FP7 project
DATE: 2017 | **PAGES:** - | **LANGUAGE:** English | **COUNTRY:** Europe
LINKS: <https://www.agforward.eu/Innovation-leaflets.html>

6.2. Drylands and silvopastoralism

Grazing with trees – A silvopastoral approach to managing and restoring drylands

AUTHORS: FAO

DATE: 2022 | **PAGES:** 180 | **LANGUAGE:** English | **COUNTRY:** Global

LINKS: <https://www.fao.org/3/cc2280en/cc2280en.pdf>

Farmer Field School curriculum on climate smart agriculture in central dry zone

AUTHORS: FAO/Association of Volunteers in International Service Foundation (AVSI) Foundation

DATE: 2019 | **PAGES:** 58 | **LANGUAGE:** English | **COUNTRY:** Myanmar

LINKS: <https://www.fao.org/documents/card/en/details=CA3628EN/>

Guide méthodologique des champs-écoles de la région des Savanes au Togo

AUTHORS: Agronomes et Vétérinaires Sans Frontières

DATE: 2017 | **PAGES:** 60 | **LANGUAGE:** French | **COUNTRY:** Togo

LINKS: https://www.avsf.org/app/uploads/2023/12/guide-methodo-champs-ecoles_togo_avsf_2017.pdf

Les champs école pour une agriculture intelligente face au climat – Guide pratique du facilitateur

AUTHORS: MINAGRI Niger/ FAO

DATE: 2021 | **PAGES:** 119 | **LANGUAGE:** French | **COUNTRY:** Niger

LINKS: <https://duddal.org/files/original/2144e98c3b07bef879ec290ce973d8b4d86ef6c9.pdf>

Capitalisation de l'expérience pilote des CEAP au Burkina Faso

AUTHORS: FAO/ Global Environment Facility (GEF)

DATE: 2017 | **PAGES:** 32 | **LANGUAGE:** French | **COUNTRY:** Burkina Faso

LINKS: https://tapipedia.org/sites/default/files/capitalisation_de_lexperience_pilote_des_ceap_au_burkina_faso_fao_2018.pdf

Matrices de thèmes pour la formation des facilitateurs CEAP ACC au Sénégal

AUTHORS: FAO

DATE: - | **PAGES:** 8 | **LANGUAGE:** French | **COUNTRY:** Senegal

LINKS: https://tapipedia.org/sites/default/files/matrices_de_themes_pour_la_formation_des_faciliteurs_ceap_acc_senegal_fao.pdf

Conception de nouveaux curricula de formation intégrant les aspects d'adaptation au changement climatique

AUTHORS: FAO/ Global Environment Facility (GEF)

DATE: 2017 | **PAGES:** 8 | **LANGUAGE:** French | **COUNTRY:** Senegal

LINKS: https://tapipedia.org/sites/default/files/conception_curricula_de_formation_dadaptation_au_changement_climatique_fao_2017.pdf

Manuel de formation des facilitateurs CEP - Modules de formation sur les Bonnes. Pratiques d'ACC au Mali

AUTHORS: Ministry of Agriculture and Animal Resources (MINAGRI Mali)/FAO/GEF

DATE: 2011 | **PAGES:** 8 | **LANGUAGE:** French | **COUNTRY:** Mali

LINKS: https://tapipedia.org/sites/default/files/manuel_de_formation_des_faciliteurs_cep_mali_fao-gef_2011.pdf

Vulnérables mais résilientes – Bonnes pratiques développées par les populations du Sahel et d’Afrique de l’Ouest

AUTHORS: Alliance globale pour la résilience sahel et Afrique de l’ouest (Global Alliance for Resilience Initiative – AGIR) /CLISS/ Union Économique et Monétaire Ouest Africaine / La Communauté économique des États de l’Afrique de l’Ouest / Economic Community of West African States (CEDEAO ECOWAS)

DATE: 2017 | **PAGES:** 7 | **LANGUAGE:** French | **COUNTRY:** West Africa and Sahel

LINKS: https://tapipedia.org/sites/default/files/vulnerables_mais_resilientes_sahel_et_dafrique_de_louest_agir_cilss_2017_2.pdf

Projet de renforcement de la résilience par le biais de services liés à l’innovation, à la communication et aux connaissances (BRICKS)

AUTHORS: World Bank/GEF

DATE: 2016 | **PAGES:** 78 | **LANGUAGE:** French | **COUNTRY:** Sub-Saharan and West Africa

LINKS: https://tapipedia.org/sites/default/files/projet_de_renforcement_de_la_resilience_bricks_world_bank-gef_2016.pdf

Savoirs de paysans et lutte contre la désertification : recueil de fiches de Lutte Contre la Désertification – Association CARI

AUTHORS: Centre d’Actions et de Réalisations Internationales – (CARI Association)

DATE: 2013 | **PAGES:** - | **LANGUAGE:** French | **COUNTRY:** Sahel

LINKS: https://tapipedia.org/sites/default/files/05_savoirs_de_paysans_et_lutte_contre_la_desertification_cari_2013.pdf

6.3. Livelihoods, gender, and producer organizations

Diversification for climate resilience - Thirty options for forest and farm producer organisations

AUTHORS: International Institute for Environment and Development (IIED)
DATE: 2021 | **PAGES:** 171 | **LANGUAGE:** English | **COUNTRY:** Global
LINKS: <https://www.iied.org/sites/default/files/pdfs/2022-02/2031IIED.pdf>

Women's empowerment through collective action - How forest and farm producer organisations can make a difference

AUTHORS: IIED/FAO
DATE: 2020 | **PAGES:** 129 | **LANGUAGE:** English | **COUNTRY:** Global
LINKS: <https://www.fao.org/3/ca8713en/CA8713EN.pdf>

Smallholder forest producer organizations in a changing climate

AUTHORS: FAO
DATE: 2017 | **PAGES:** 24 | **LANGUAGE:** English | **COUNTRY:** Global
LINKS: <https://openknowledge.fao.org/server/api/core/bitstreams/42748188-0804-4d68-be07-98ee4851fb02/content>

El género en las Escuelas de Campo: Cápsulas para el aprendizaje y la inclusión

AUTHORS: CATIE
DATE: 2017 | **PAGES:** 12 | **LANGUAGE:** Spanish | **COUNTRY:** Mesoamerica
LINKS: <https://repositorio.catie.ac.cr/handle/11554/1565>

Training manual on gender and climate change

AUTHORS: IUCN/UNDP/ Global Gender and Climate Alliance (GGCA)/FAO/UNESCO/
Women's Environment and Development Organization (WEDO)/ Gender and Water Alliance/
International Network on Gender and Sustainable Energy (ENERGIA)
DATE: 2009 | **PAGES:** 262 | **LANGUAGE:** English | **COUNTRY:** Global
LINKS: <https://portals.iucn.org/library/sites/library/files/documents/2009-012.pdf>

Guide to investing in locally controlled forestry

AUTHORS: World Bank Growing Forest Partnerships Initiative
DATE: 2012 | **PAGES:** 132 | **LANGUAGE:** English | **COUNTRY:** Global
LINKS: <https://openknowledge.fao.org/items/921b2147-d2e2-4138-88b5-8394b6b5640f>

Las escuelas de campo del MAP-CATIE: práctica y lecciones aprendidas en la gestión del conocimiento y la creación de capacidades locales para el desarrollo rural sostenible

AUTHORS: CATIE
DATE: 2012 | **PAGES:** 66 | **LANGUAGE:** Spanish | **COUNTRY:** Mesoamerica
LINKS: https://www.researchgate.net/publication/264551809_Las_escuelas_de_Campo_del_MAP-CATIE_practica_y_lecciones_aprendidas_en_la_gestion_del_conocimiento_y_la_creacion_de_capacidades_locales_para_el_desarrollo_rural_sostenible

A Trainer's Guide for Participatory Learning and Action

AUTHORS: IIED
DATE: 1995 | **PAGES:** 283 | **LANGUAGE:** English | **COUNTRY:** Global
LINKS: <https://www.iied.org/sites/default/files/pdfs/migrate/6021IIED.pdf>

Introducing the farm business school - A training package

AUTHORS: FAO

DATE: 2016 | **PAGES:** 129 | **LANGUAGE:** English | **COUNTRY:** Global

LINKS: <https://openknowledge.fao.org/items/b8c97ca0-8ea7-49a5-881c-7afea8c04642>

Sistematización ECA - Cambios IMH y la visión empresarial familiar

AUTHORS: Red de Desarrollo Sostenible Honduras (RDS-HN/ Sociedad de Cooperación para el Desarrollo Internacional (SOCODEVI)/ Canadá - Honduras de Cadenas de Valor Agroforestales (CAHOVA)

DATE: 2020 | **PAGES:** 12 | **LANGUAGE:** Spanish | **COUNTRY:** Honduras

LINKS: https://tapipedia.org/sites/default/files/sistematizacion_eca_cambios_imh_y_la_vision_empresarial_familiar_2020.pdf

6.4. Production and restoration

Guía metodológica de escuelas de campo para facilitadores y facilitadoras en el proceso de extensión agropecuaria

AUTHORS: FAO/Instituto Nicaragüense de Tecnología Agropecuaria

DATE: 2011 | **PAGES:** 34 | **LANGUAGE:** English | **COUNTRY:** Nicaragua

LINKS: <https://openknowledge.fao.org/items/dfef70d9-64dc-46ed-8150-edc834cce478>

Planificación Agroforestal de Fincas: Manual para familias productoras

AUTHORS: Centro Agronómico Tropical de Investigación y Enseñanza (CATIE)

DATE: 2009 | **PAGES:** 48 | **LANGUAGE:** Spanish | **COUNTRY:** Costa Rica

LINKS: www.canacacao.org/wp-content/uploads/Manual-Planificación-Agroforestal-de-Fincas.pdf

A guide to the Restoration Opportunities Assessment Methodology (ROAM)

AUTHORS: IUCN/WRI

DATE: 2014 | **PAGES:** 64 | **LANGUAGE:** English | **COUNTRY:** Global

LINKS: <https://portals.iucn.org/library/sites/library/files/documents/2014-030.pdf>

Guía para implementar Escuelas de Campo en el sector cacao

AUTHORS: FAO

DATE: 2020 | **PAGES:** 20 | **LANGUAGE:** Spanish | **COUNTRY:** Honduras

LINKS: <https://tapipedia.org/es/content/gu%C3%ADa-para-implementar-escuelas-de-campo-en-el-sector-cacao#>

Sistematización ECA – Cambios Productivos y Ambientales

AUTHORS: SOCODEVI/CAHOVA

DATE: 2020 | **PAGES:** 12 | **LANGUAGE:** Spanish | **COUNTRY:** Honduras

LINKS: https://tapipedia.org/sites/default/files/sistematizacion_eca_cambios_productivos_y_ambientales_socodevi_2020.pdf

Curriculum for Farmer Field Schools in climate smart agriculture

AUTHORS: CATIE/ UNDP

DATE: - | **PAGES:** 79 | **LANGUAGE:** English | **COUNTRY:** Belize

LINKS: https://www.adaptation-undp.org/sites/default/files/resources/undp_curriculum_climate_smart_agriculture_belize.pdf

Strengthening climate resilience through people-centered approaches: Farmer Field Schools and Dimitra Clubs in Senegal

AUTHORS: FAO/ GEF

DATE: 2021 | **PAGES:** 8 | **LANGUAGE:** English | **COUNTRY:** Senegal

LINKS: https://www.thegef.org/sites/default/files/publications/GEF_GoodPracticesBriefs_Senegal_r2%20%281%29%20%281%29.pdf

Guía práctica para realizar asistencia técnica a sistemas productivos agroecológicos familiares y comunitarios

AUTHORS: The Nature Conservancy

DATE: - | **PAGES:** 48 | **LANGUAGE:** Spanish | **COUNTRY:** Colombia

LINKS: https://www.nature.org/content/dam/tnc/nature/en/documents/AFC_Guia_Asistencia_tecnica_paginas_baja.pdf

Agroforestería: Opción Tecnológica para el Manejo de Suelos en Zonas de Laderas – Manual de Capacitación

AUTHORS: Fundación para la Investigación y desarrollo Agrícola (FIDAR)

DATE: 2003 | **PAGES:** 80 | **LANGUAGE:** Spanish | **COUNTRY:** Colombia

LINKS: <https://es.scribd.com/document/67018819/manual-capacitacion-agroforesteria>

7 NOTES

¹ FAO. 2019. Farmers taking the lead: thirty years of Farmer Field Schools. Rome. 72 pp. www.fao.org/3/ca5131en/CA5131EN.pdf

² FAO. 2023. Enabling farmer-led ecosystems restoration – Farmer Field Schools on Forestry and agroforestry. Rome. <https://doi.org/10.4060/cc6315en>

³ FAO. 2023. Enabling “Response-ability” – A stocktaking of Farmer Field Schools on smallholder forestry and agroforestry. Rome. <https://doi.org/10.4060/cc8043en>

⁴ FAO. 2023. Enabling “Response-ability” – A stocktaking of Farmer Field Schools on smallholder forestry and agroforestry. Rome. <https://doi.org/10.4060/cc8043en>



ANNOTATED REFERENCE LIST OF TRAINING DOCUMENTS ON FARMER FIELD SCHOOLS ON FORESTRY AND AGROFORESTRY

A toolbox for master trainers and facilitators

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