This thesis explores new ways of researching transitions within agriculture to increase sustainability, using experiences from facilitating Participatory Learning and Action Research groups with farmers, advisors and researchers. A systemic research and learning process enabled outputs and outcomes on intra-group and individual production transitions, as well as insights into co-researching practice. The use of Systems Ecology within the Participatory Learning and Action Research approach is discussed as a means to facilitate research and transition quality and usability.

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SLU generates knowledge for the sustainable use of biological natural resources. Research, education, extension, as well as environmental monitoring and assessment are used to achieve this goal.

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