CCAFS - FAO debriefing document

Dates in village (from/to):

Names of research facilitators:

________________________
________________________

Names of note takers:

________________________
________________________

Name of block or village:

CCAFS country and village ID:

Check list:

Upon leaving the village, you should check that the team:

- Has compiled notes of the qualitative topics in this debriefing document
- Check that all documents have the site name on every page
- Check that all sections of this debriefing document have been completed

________________________
Signature of the research facilitator

________________________
Signature of the note taker
**Auditing**

In the audit trail detail the dates and activities carried out, based on the step-by-step guide and the implementation guide. The audit trail should also include comments on the pre-visit arrangements, sampling procedures, invitations, etc. Add rows as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Changes made</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Meeting with village authorities**

<table>
<thead>
<tr>
<th>Role in the village (administrator, traditional leader, etc.)</th>
<th>Age group (tick appropriate boxes)</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Young person</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Adult</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elderly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

Discussions during the meeting revolving around the topics of this study and any other relevant information should be captured.

**Day 1 - Public community meeting**

Venue:  
Time taken:  
(Estimated) total number of males:  
(Estimated) total number of females:  
Was informed consent obtained? (Y/N)  
Was there any discussions or disagreements? Elaborate.

Observations or comments about other discussions during the public meeting.
Day 2 - topic 1: Climate analogues session for women’s group
Group 1 (women)

Venue:          
Time taken:     

Focus group discussion members (insert number of participants)

<table>
<thead>
<tr>
<th>Age group</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people</td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td>Elderly people</td>
<td></td>
</tr>
</tbody>
</table>

Climate Analogues Recording Table (please expand boxes as needed to capture what group participants are saying with respect to these factors!)

<table>
<thead>
<tr>
<th>Contextual Factors</th>
<th>Enabling Factors of Mobility</th>
<th>Preventing Factors of Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons for visiting other villages</td>
<td>Methods of travel</td>
<td>Constraints to travel</td>
</tr>
<tr>
<td>Types of information sought</td>
<td>Frequency and time of visits</td>
<td>Who doesn’t travel?</td>
</tr>
<tr>
<td>Types of information shared</td>
<td>Who travels?</td>
<td>Why?</td>
</tr>
<tr>
<td>Examples of information you would like to receive</td>
<td>Trigger or driver (Who or what triggered/triggers travel)?</td>
<td></td>
</tr>
<tr>
<td>Examples of ways in which you’ve been able to use information from visits to other villages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scan and insert the extended Village resource maps.

Provide any additional issues, comments or observations that were raised in the session by participants that could not be captured in the table above.
Scan and insert the *seasonal calendar* if used.

Provide any additional issues, comments or observations that were raised in the session by participants that could not be captured in the table above.
Day 2 - topic 1: Climate analogues session for men’s group

Group 2 (men)

Venue:

Time taken:

Focus group discussion members (if there are not enough lines in this box, continue overleaf. Do not write names, but insert number of participants).

<table>
<thead>
<tr>
<th>Age group</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people</td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td>Elderly people</td>
<td></td>
</tr>
</tbody>
</table>

Climate Analogues Recording Table (please expand boxes as needed to capture what group participants are saying with respect to these factors!)

<table>
<thead>
<tr>
<th>Contextual factors</th>
<th>Enabling factors of mobility</th>
<th>Preventing factors of mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons for visiting other villages</td>
<td>Methods of travel</td>
<td>Constraints to travel</td>
</tr>
<tr>
<td>Types of information sought</td>
<td>Frequency and time of visits</td>
<td>Who doesn’t travel?</td>
</tr>
<tr>
<td>Types of information shared</td>
<td>Who travels?</td>
<td>Why?</td>
</tr>
<tr>
<td>Examples of information you would like to receive</td>
<td>Trigger or driver (Who or what triggered/triggers travel)?</td>
<td></td>
</tr>
<tr>
<td>Examples of ways in which you’ve been able to use information from visits to other villages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scan and insert the extended Village resource maps.

Provide any additional issues, comments or observations that were raised in the session by participants that could not be captured in the table above.
Scan and insert the *seasonal calendar* if used.

Provide any additional issues, comments or observations that were raised in the session by participants that could not be captured in the table above.
Day 2 - topic 2: Weather forecast sessions for women’s group

Group 1 (women)  

Venue:  

Time taken:  

Focus group discussion members (insert number of participants)

<table>
<thead>
<tr>
<th>Age group</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people</td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td>Elderly people</td>
<td></td>
</tr>
</tbody>
</table>

Please capture the information shared by participants in the tables below (expand boxes where necessary).

**Daily weather forecasts – women’s session**

<table>
<thead>
<tr>
<th>Participants that use daily weather forecasts</th>
<th>Participant that do not use daily forecasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who uses forecasts?</td>
<td>Who does not?</td>
</tr>
<tr>
<td>Number or part of the households that use daily weather forecasts</td>
<td>Why not?</td>
</tr>
<tr>
<td>Weather information channels</td>
<td>Which channels would they prefer to use?</td>
</tr>
<tr>
<td>Format – is it useful?</td>
<td>Format preferred</td>
</tr>
<tr>
<td>Frequency of use</td>
<td>How often would you use your preferred format and how would you use it?</td>
</tr>
<tr>
<td></td>
<td>When would you use it (time of year)</td>
</tr>
<tr>
<td>Is it trusted/ reliable?</td>
<td></td>
</tr>
<tr>
<td>How is it used? Examples of actions</td>
<td>If daily forecasts are not trusted: are other sources relied on? Which?</td>
</tr>
</tbody>
</table>
Insert the **daily weather forecast** presented and note down any additional information provided by participants regarding the weather forecast session not captured in the table above.

Scan and insert the **seasonal calendar** if used.

Provide any additional issues, comments or observations that were raised in the session.
### Seasonal forecasts – women’s session

<table>
<thead>
<tr>
<th>Participants that use seasonal forecasts</th>
<th>Participant that do not use seasonal forecasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who uses forecasts?</td>
<td>Who does not?</td>
</tr>
<tr>
<td>From where or whom do you get the forecasts?</td>
<td>Why not?</td>
</tr>
<tr>
<td>Why not?</td>
<td>Would they like to? Why?</td>
</tr>
<tr>
<td>When are the seasonal forecasts used?</td>
<td>When would they use them (time of year)</td>
</tr>
<tr>
<td>Preferred format or channel?</td>
<td></td>
</tr>
<tr>
<td>Is it trusted or reliable? Why/Why not?</td>
<td></td>
</tr>
<tr>
<td>If yes: How is it used? Examples of actions</td>
<td>If not: are other sources relied on? Which?</td>
</tr>
<tr>
<td>How could seasonal information be used? Examples of actions</td>
<td>If seasonal forecasts are not trusted – which sources are relied on instead?</td>
</tr>
<tr>
<td>Would the format and channel make a difference? Why/why not?</td>
<td>Would the format and channel make a difference? Why/why not?</td>
</tr>
<tr>
<td>Is the information shared? With whom?</td>
<td></td>
</tr>
</tbody>
</table>
Insert the **seasonal weather forecast** presented and note down any additional information provided by participants regarding this session not captured in the table.

Any additional overall thoughts shared regarding the use of daily weather forecasts and seasonal forecasts?
Day 2 - topic 2: Weather forecast sessions for men
Group 2: (men)

Venue: ______
Time taken: ______

Focus group discussion members (insert number of participants)

<table>
<thead>
<tr>
<th>Age group</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people</td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td>Elderly people</td>
<td></td>
</tr>
</tbody>
</table>

Please capture the information shared by participants in the tables below (expand boxes where necessary).

**Daily weather forecasts – men’s session**

<table>
<thead>
<tr>
<th>Participants that use daily weather forecasts</th>
<th>Participant that do not use daily forecasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who uses forecasts?</td>
<td>Who does not?</td>
</tr>
<tr>
<td>Number or part of the households that use daily weather forecasts</td>
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<tr>
<td>Format – is it useful?</td>
<td>Format preferred</td>
</tr>
<tr>
<td>Frequency of use</td>
<td>How often would you use your preferred format and how would you use it?</td>
</tr>
<tr>
<td>Is it trusted/reliable?</td>
<td>When would you use it (time of year)</td>
</tr>
<tr>
<td>How is it used? Examples of actions</td>
<td>If daily forecasts are not trusted: are other sources relied on? Which?</td>
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</tbody>
</table>
Insert the **daily weather forecast** presented and note down any additional information provided by participants regarding the weather forecast session not captured in the table above.

Scan and insert the **seasonal calendar** if used.

Provide any additional issues, comments or observations that were raised in the session.
### Seasonal forecasts – men’s session

<table>
<thead>
<tr>
<th>Participants that use seasonal forecasts</th>
<th>Participant that do not use seasonal forecasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who uses forecasts?</td>
<td>Who does not?</td>
</tr>
<tr>
<td>From where or whom do you get the forecasts?</td>
<td>Why not?</td>
</tr>
<tr>
<td>When are the seasonal forecasts used?</td>
<td>When would they use them (season/time of year)</td>
</tr>
<tr>
<td>Format or channel?</td>
<td>Preferred format or channel?</td>
</tr>
<tr>
<td>Is it trusted or reliable? Why/Why not?</td>
<td></td>
</tr>
<tr>
<td>If yes: How is it used? Examples of actions</td>
<td>If not: are other sources relied on? Which? Examples of actions</td>
</tr>
<tr>
<td>If seasonal forecasts are not trusted – which sources are relied on instead?</td>
<td></td>
</tr>
<tr>
<td>Would the format and channel make a difference? Why/why not?</td>
<td>Would the format and channel make a difference? Why/why not?</td>
</tr>
<tr>
<td>Is the information shared? With whom?</td>
<td></td>
</tr>
</tbody>
</table>
Insert the **seasonal weather forecast** presented and note down any additional information provided by participants regarding this session not captured in the table.

Any additional overall thoughts shared by the group regarding the use of daily weather forecasts and seasonal forecasts?
Day 2 - topic 2: Weather forecast sessions for female youths
Group 3: (female youths)

Venue: ______
Time taken: ______

Focus group discussion members (insert number of participants)

<table>
<thead>
<tr>
<th>Age range</th>
<th>Females</th>
</tr>
</thead>
</table>

Please capture the information shared by participants in the tables below (expand boxes where necessary).

**Daily weather forecasts – female youths’ session**

<table>
<thead>
<tr>
<th>Participants that use daily weather forecasts</th>
<th>Participant that do not use daily forecasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who uses forecasts?</td>
<td>Who does not?</td>
</tr>
<tr>
<td>Number or part of the households that use daily weather forecasts</td>
<td>Why not?</td>
</tr>
<tr>
<td>Weather information channels</td>
<td>Which channels would they prefer to use?</td>
</tr>
<tr>
<td>Format – is it useful?</td>
<td>Format preferred</td>
</tr>
<tr>
<td>Frequency of use</td>
<td>How often would you use your preferred format and how would you use it?</td>
</tr>
<tr>
<td>Is it trusted/ reliable?</td>
<td>When would you use it (time of year)</td>
</tr>
<tr>
<td>How is it used? Examples of actions</td>
<td>If daily forecasts are not trusted: are other sources relied on? Which?</td>
</tr>
</tbody>
</table>
Insert the **daily weather forecast** presented and note down any additional information provided by participants regarding the weather forecast session not captured in the table above.

### Seasonal forecasts – Female youths’ session

<table>
<thead>
<tr>
<th>Participants that use seasonal forecasts</th>
<th>Participant that do not use seasonal forecasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who uses forecasts?</td>
<td>Who does not?</td>
</tr>
<tr>
<td>From where or whom do you get the forecasts?</td>
<td>Why not?</td>
</tr>
<tr>
<td>When are the seasonal forecasts used?</td>
<td>When would they use them (time of year)</td>
</tr>
<tr>
<td>Format or channel?</td>
<td>Preferred format or channel?</td>
</tr>
<tr>
<td>Is it trusted or reliable? Why/Why not?</td>
<td></td>
</tr>
<tr>
<td>If yes: How is it used? Examples of actions</td>
<td>If not: are other sources relied on? Which?</td>
</tr>
<tr>
<td>How could seasonal information be used? Examples of actions</td>
<td>If seasonal forecasts are not trusted – which sources are relied on instead?</td>
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<tr>
<td>Would the format and channel make a difference? Why/why not?</td>
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</tr>
<tr>
<td>Is the information shared? With whom?</td>
<td></td>
</tr>
</tbody>
</table>
Insert the **seasonal weather forecast** presented and note down any additional information provided by participants regarding this session not captured in the table.

Any additional overall thoughts shared by the group regarding the use of daily weather forecasts and seasonal forecasts?
Day 2 - topic 2: Weather forecast sessions for male youths
Group 4: (male youths)

Venue: ______
Time taken: ______

Focus group discussion members (insert number of participants)

<table>
<thead>
<tr>
<th>Age range</th>
<th>Males</th>
</tr>
</thead>
</table>

Please capture the information shared by participants in the tables below (expand boxes where necessary).

**Daily Weather Forecasts – Youths’ session**

<table>
<thead>
<tr>
<th>Participants that use daily weather forecasts</th>
<th>Participant that do not use daily forecasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who uses forecasts?</td>
<td>Who does not?</td>
</tr>
<tr>
<td>Number or part of the households that use daily weather forecasts</td>
<td>Why not?</td>
</tr>
<tr>
<td>Weather information channels</td>
<td>Which channels would they prefer to use?</td>
</tr>
<tr>
<td>Format – is it useful?</td>
<td>Format preferred</td>
</tr>
<tr>
<td>Frequency of use</td>
<td>How often would you use your preferred format and how would you use it?</td>
</tr>
<tr>
<td>Is it trusted/ reliable?</td>
<td>When would you use it (time of year)</td>
</tr>
<tr>
<td>How is it used? Examples of actions</td>
<td>If daily forecasts are not trusted: are other sources relied on? Which?</td>
</tr>
</tbody>
</table>
Insert the **daily weather forecast** presented and note down any additional information provided by participants regarding the weather forecast session not captured in the table above.

### Seasonal forecasts – male youths’ session

<table>
<thead>
<tr>
<th>Participants that use seasonal forecasts</th>
<th>Participant that do not use seasonal forecasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who uses forecasts?</td>
<td>Who does not?</td>
</tr>
<tr>
<td>From where or whom do you get the forecasts?</td>
<td>Why not?</td>
</tr>
<tr>
<td>When are the seasonal forecasts used?</td>
<td>When would they use them (time of year)</td>
</tr>
<tr>
<td>Format or channel?</td>
<td>Preferred format or channel?</td>
</tr>
<tr>
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</tr>
<tr>
<td>If yes: How is it used?</td>
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<tr>
<td>Examples of actions</td>
<td>How could seasonal information be used?</td>
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<td>Would the format and channel make a difference?</td>
</tr>
<tr>
<td>Is the information shared? With whom?</td>
<td></td>
</tr>
</tbody>
</table>
Insert the seasonal weather forecast presented and note down any additional information provided by participants regarding this session not captured in the table

Any additional overall thoughts shared by the group regarding the use of daily weather forecasts and seasonal forecasts?
Day 3 - topic 3: Understanding and catalysing gender-sensitive, climate-smart agriculture initiatives - women’s group
Group 1 (women)

Venue: ______
Time taken: ______

Focus group discussion members (if there are not enough lines in this box, continue overleaf. Do not write names, but insert number of participants).

<table>
<thead>
<tr>
<th>Age group</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people</td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td>Elderly people</td>
<td></td>
</tr>
</tbody>
</table>

Insert the Venn diagram – women’s session
**Reporting on Institutional Issues - women’s session**

Reporting on the institutions and organizations based on the Venn diagram

<table>
<thead>
<tr>
<th>Name</th>
<th>Objective</th>
<th>Achievements related to climate-smart agriculture</th>
<th>Links to other institutions</th>
<th>Any conflicts? If yes which?</th>
<th>Who has access?</th>
<th>Constraints faced by women?</th>
<th>Who relies most on the institution?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The following tables relate to relevant examples of climate-smart agricultural practices that are being pursued (or they’d like to pursue). They could include, but are not limited to: tree nurseries or other tree planting initiatives, water management-related, soil fertility or management-related; crop-related; livestock-related (production, marketing, information-related). Please list in the following table the 3-5 most important agricultural practices that this group wants to discuss, because they are very important for their livelihoods, they have been experiencing change with respect to these practices, or other reasons that the group feels they are important.

**Reporting on climate-smart agriculture practices - women’s session**

<table>
<thead>
<tr>
<th>Climate-smart agriculture practices being pursued</th>
<th>Who participates? (% men, %women)</th>
<th>How do men and women participate?</th>
<th>How are benefits shared?</th>
<th>Women’s constraints to participation</th>
<th>Women’s access to benefits</th>
<th>Strategies for inclusive participation</th>
<th>Strategies for equitable benefit sharing</th>
<th>Strategies for empowering marginalized groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice 5</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
# Reporting on changing farming practices – women’s session

List 3–5 farming practice changes

<table>
<thead>
<tr>
<th>Practice change</th>
<th>Who has changed their behaviour?</th>
<th>What was the change and why the new practice?</th>
<th>Driver (needs) what drove this (is behind this)?</th>
<th>Who helped this change come about?</th>
<th>Who decided to make the change?</th>
<th>How did you learn about the new practice?</th>
<th>Who provided the info?</th>
<th>Supportive factors or change and/or problems created by the change</th>
<th>Who was affected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change 1</td>
<td></td>
<td></td>
<td></td>
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Day 3 · topic 3: Understanding and catalysing gender-sensitive, climate-smart agriculture initiatives - men’s group

Group 2 (men)

Venue: ______

Time taken: ______

Focus group discussion members (if there are not enough lines in this box, continue overleaf. Do not write names, but insert number of participants).

<table>
<thead>
<tr>
<th>Age group</th>
<th>Male</th>
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<tbody>
<tr>
<td>Young people</td>
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<td>Adults</td>
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<td>Elderly people</td>
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Insert the Venn diagram – men’s session
**Reporting on the institutions or organizations: Men’s session based on the Venn diagram**

<table>
<thead>
<tr>
<th>Name</th>
<th>Objective</th>
<th>Achievements related to climate-smart agriculture</th>
<th>Links to other institutions</th>
<th>Any conflicts? If yes which?</th>
<th>Who has access?</th>
<th>Constraints?</th>
<th>Who relies most on the institution?</th>
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The following tables relate to relevant examples of climate-smart agricultural that are being pursued (or they’d like to pursue). They could include, but are not limited to: tree nurseries or other tree planting initiatives, water management-related, soil fertility or soil management-related; crop-related; livestock-related (production, marketing, information-related). Please list in the following table the 3-5 most important agricultural practices that this group wants to discuss, because they are very important for their livelihoods, they have been experiencing change with respect to these practices, or other reasons that the group feels they are important.

**Reporting on climate-smart agriculture practices - men’s session**

<table>
<thead>
<tr>
<th>Climate-smart agriculture practices being pursued</th>
<th>Who participates? (% men, %women)</th>
<th>How do men and women participate?</th>
<th>How are benefits shared?</th>
<th>Women’s constraints to participation</th>
<th>Women’s access to benefits</th>
<th>Strategies for inclusive participation</th>
<th>Strategies for equitable benefit sharing</th>
<th>Strategies for empowering marginalized groups</th>
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<td>Practice 1</td>
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### Reporting on changing farming practices - men’s group

List 3–5 farming practice changes

<table>
<thead>
<tr>
<th>Practice change</th>
<th>Who has changed their behaviour?</th>
<th>What was the change and why the new practice?</th>
<th>Driver (needs) what drove this (is behind this)?</th>
<th>Who helped this change come about?</th>
<th>Who decided to make the change?</th>
<th>How did you learn about the new practice?</th>
<th>Who provided the info?</th>
<th>Supportive factors or change and/or problems created by the change</th>
<th>Who was affected?</th>
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</thead>
<tbody>
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<td>Change 1</td>
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</table>
Note down any additional information related to the activities on institutional issues or approaches and changing farming practices.

Overall comments on the use of the changing farming practices tool and discussions.
Day 4 - Presentation of the summary in the public meeting
Public meeting attendance (tick appropriate boxes; insert number of participants)

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Notes
Capture any discussion in the meeting revolving around the topics of this study and any other relevant information.