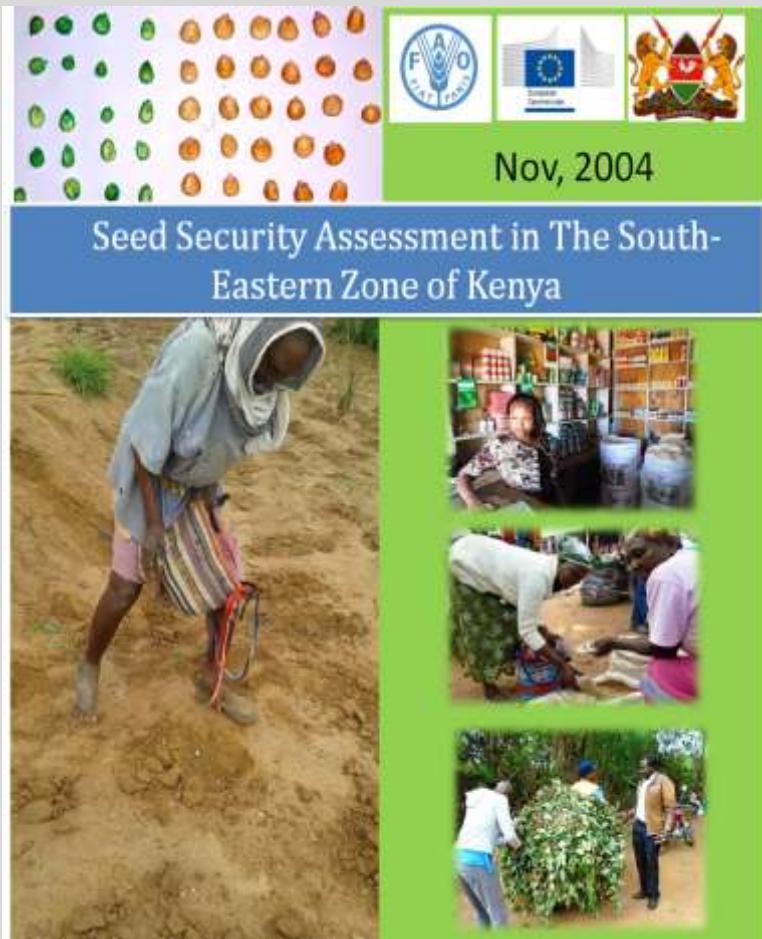


FAO

SSA Data Management and Analysis Training



SSA Reporting



Objectives

1. Have a clear understanding of the SSA reporting format
2. To provide evidence-based, factual information to seed security practitioners and other interested parties.
3. Provide practical recommendations to seed security practitioners.
4. Learn the principles of report writing



Introduction

Purpose of writing a report

- Provide historical record
- To support planning and decision-making for improvements
- Public relations
- Information dissemination
- Document your contributions to the learning environment
- To see how your efforts mattered
- Accountability

Report Format

Report title:

- Choose a title that is descriptive of your assessment keeping your main audience in mind.
- The title should be concise. A good one should be able define the geographic or livelihood zone coverage within a given country
- Examples
 - Seed Security Assessment (SSA) in the marginal south-eastern livelihood zone of Kenya
 - OR
 - Seed Security Assessment (SSA) in Makueni, Tharaka-Nithi and Kitui Counties in south-eastern Kenya

Acronyms, Acknowledgment & Summary

- **Acronyms:** Provide a complete list of all the acronyms used in the body of the report in an alphabetical order
- **Acknowledgment:** it is important to acknowledge all who supported the assessment process – the donors, organizations, and individuals who provided financial, logistical, security and technical support. People who provided primary and secondary should equally be acknowledged
- **Summary:** Summarize the background, objectives, methodology, results putting the main findings upfront, conclude and include a summary of key recommendations (1-2 pages).

Executive Summary

- This will be useful for people, including funders, politicians and policy makers, who have very little time to read but do need to know about the entire SSA story.
- One to two pages long, use sub-headings and bullet lists to break up text and increase readability.
- Summarize the main points from the evaluation. Put the main findings upfront. Conclude and include a summary of key recommendations.

Part 1: Introduction

1.1 Background information

- This introduces the context in which SSA took place.
- It describe the geographical, socio-economic, political, agricultural and seed historical context and setting.

1.2 Rationale

- The justification as to why it was necessary to conduct SSA.

Part 1: Introduction

1.3 Objectives

- Why the assessment was carried? What did the assessment tend to understand.
- In what situations was the assessment carried out?
 - a) Post-disaster / emergency
 - b) Non-emergency/baseline:
 - c) Protracted crisis:
- NOTE: The overriding goal of any seed security assessment (SSA) is to understand the seed security situation based on the elements SSCF – availability, access, quality, varietal suitability and resilience

Part 2: Assessment Methodology

2.1 The assessment area

- Description of geographic and agro-ecological zones where the assessment was conducted
- Participating organizations

2.2 Training

- The timing, duration and number involved. What was the objective of this training

2.3 Data collection

- When was this? How many people involved
- What SSA tools (HH, LM, KII, FGD) and sampling procedure and sample size used

Part 2: Assessment Methodology

2.4 Data management and analysis

- Statistical package used in handling quantitative and qualitative data (Pivoted table, SSPS,)
- Summaries of analysis curries

2.5 Limitations of the assessment

- Explain the limitation the study could have had. Where there some areas not reach due to security reason? What else?

Part 3: Findings/Results and Discussion

- This section presents results – what the data tells you. Usually, it will contain a mix of summaries of quantitative and qualitative data.
- Présent quantitative data as tables, pie charts or graphs where appropriate. Present qualitative data as descriptive themes.
- Use quotes to illustrate key themes and allow the voices of people who were part of the assessment to be heard but also consider the confidentiality of your informants.
- This section also provides meaningful interpretation of the data, which goes beyond mere presentation of result.

Part 3: Findings/Results and Discussion

Structure

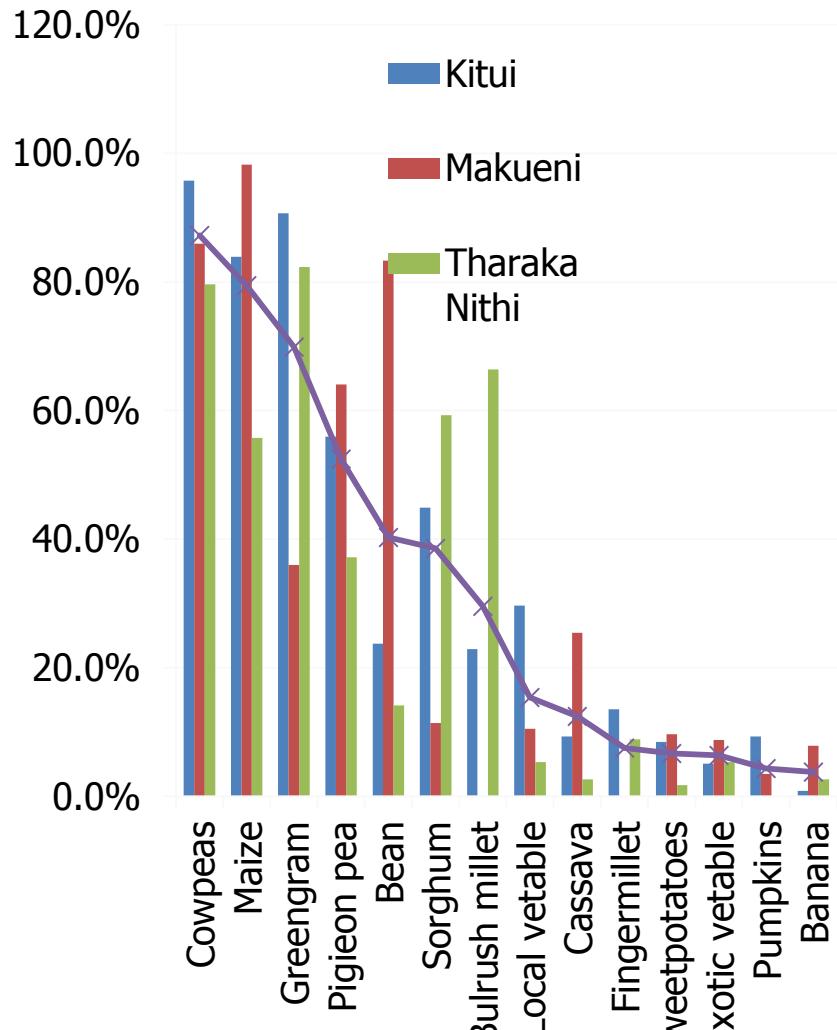
3.1 Household demographics and characteristic

- Size, gender, education
- Resources, income, savings and access to credit
- Others – food and nutrition security

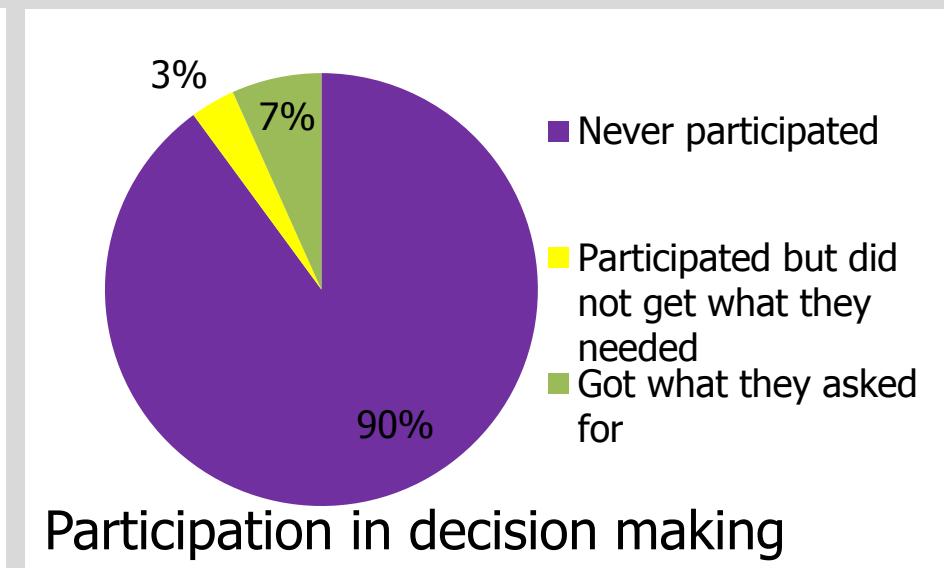
3.2 Cropping/seed system profiles

- Crop diversity, major crops and their uses
- Area cultivated, seed rates and practices
- Crop performance
- Crisis/disasters and responses (seed aid)

Summary of quantitative and qualitative data



Percent of HH planting different crops



Participation in decision making

Row Labels	OSS		LMS	
	2013	2014	2013	2014
Year				
Maize	34.5	32.8	25.4	22.5
Green grams	44.1	34.6	45.8	54.0
Beans	66.8	66.0	24.1	24.8
Cowpea	49.1	42.5	37.8	36.7
Bulrush millet	55.4	49.3	41.9	43.7
Pigeon peas	53.6	65.7	37.3	29.4
Sorghum	14.3	18.8	34.4	55.3
Finger millet	20.9	21.1	76.9	78.9
Overall	44.9	42.2	33.9	34.2
STDEV	17.9	18.1	16.5	19.0

Percent contribution of seed sources

Part 3: Findings/Results and Discussion

3.3 Seed security at households and community levels

- Examine major seed sources, **indicators** of seed availability, access, seed quality, varietal suitability and resilience of the seed system

3.4 Local market seed supply and demand

- Report on the demand and supply of seed in the local market with focus on the indicators of seed security elements

3.5 Formal seed sector operations

- Examine plant breeding activities (if any), seed production and supply (players and products); demand of varieties, quality, access etc

Summary of qualitative data

Box 3.1: Untimeliness of seed aid

“I received 4kg of bulrush millet (KatPM3) and also 4kg of green gram N26 (Angle) from the agricultural office. I was not interested in cowpea because I had enough. This time around, they brought in seed late when I had already planted all my fields using my own seed. I am keeping the seed I got for the next season. I will refund them with what I had planted” Susan Musyoki (women famer) from Kilome Sub-county.



Part 4: Conclusion and Recommendations

- This section is short and is used to reinforce the main “take home messages” from the assessment.
- Conclusions summarize what the assessment has found. Critical for SSA are the five elements of the conceptual framework
- Recommendation should be linked to your findings/discussions, and identify who has main responsibility for action.
- Recommendations can be directed at professional practice or the service organizations (potential users) whose work impacts on the seed security.

Conclusion and Recommendation

- Recommendations have to be specific and prioritized with a time frame (e.g., in a short term or a longer term) to the extent possible so that the next measures can easily be taken.
- Avoid vague and impractical recommendations/lessons learned.
- Lessons have to be generalized and conceptualized so that they will widely be applicable.

Principles of report writing

Accuracy-

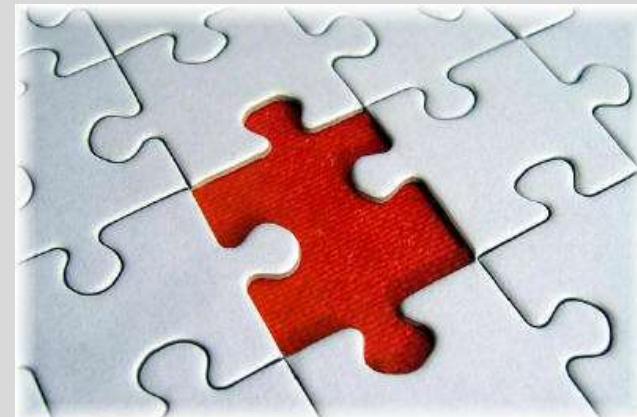
- Report factual information – e.g., “we observed a number of time”, “the majority of the famers reported”
- Be aware of feelings that may destroy objective descriptions. Strong feelings can cause the writer to seek evidence to support his/her feelings and reject evidence that does not support them.
- Make distinctions between fact and hearsay/opinion/conclusions.
- Be clear about the meaning of words and avoid jargon.
- Proofread the report and rewrite as needed



Principles of report writing

Completeness

- Report all the facts discovered during the assessment.
- In most cases, the only information the reader will have will be the information in the report.
- Partially stated facts can be misleading and misinterpreted.
- Explain why certain information is lacking or incomplete.
- Provide a detailed explanation of the possible source of additional information and undeveloped leads.



Principles of report writing

Conciseness

- Avoid unrelated, extraneous, incidental, and nonessential information and detail.
- Pay attention to grammar.
- Avoid flowery expressions and repetition. A report is not a literary or creative writing exercise.
- A good report will give the reader a clear idea or picture of the assessment.



LESS
IS
MORE.



Principles of report writing

Impartiality/Objectivity

- Report the material and evidentiary facts without addition or subtraction.
- Do not conceal or withhold information.
- Do not assume results. Avoid formulating preconceived ideas
- Maintain an unbiased and open mind about the results



Principles of report writing

Report Formatting

- Arrange the contents of the report in discrete sections to facilitate the reader's review and understanding of the report.
 - Title page, table of contents, executive summary, body of the report, separate appendices, and labels for all charts and tables found within the text.
- Write in chronological order and avoid ambiguous sentences and vague statements.

Principles of report writing

Visual Appearance: A good report is written in a style that is easy for program stakeholders to read and understand.

- Have good, font size, letterings, spacing etc. for easy readability. Avoid over crowded tables, graphs or charts.

Language: Avoiding large amounts of (statistical) jargon and use of “the agency’s language”.

- Technical terms do not necessarily need to be avoided, but should be defined or explained.
- In addition, it is helpful to provide definitions of terminology that are used throughout the document.