

Module 6: Reporting formats

Audit trail - log

You should keep an audit trail of all your activities. It should include information ranging from discussions on the applicability of the tools in the respective countries, training sessions, the quality control process, oddities found in the data compared with actions taken, steps taken when analysing the data and writing the report. The audit trail is part of the debriefing document.

Transcribing discussions and analysing findings – the debriefing document and the site analysis document

All the discussions should be recorded as they take place in the notebooks of the note takers. The outputs of the group work (maps, diagrams, etc.) will need to be copied or saved to keep complete the record of the activities. You must ensure that you complete your notes and collect outputs at the end of each activity. Furthermore, you must ensure that the relevant sections of the Debriefing Document are fully completed at the end of each day in the village. The debriefing documents and all other outputs from the field work should be submitted to CCAFS together with the analysis report.

Electronic files and hard copies

The templates for the debriefing document and analysis report will be distributed in both electronic form and hardcopy. A copy of the files, saved with village identifications should be sent to the CCAFS team along with the sampling frames as appropriate.

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.

Date	Activity	Changes made	Comments

Meeting with village authorities

Role in the village (administrator, traditional leader, etc.)	Age group (tick appropriate boxes)			Sex	
	Young person	Adult	Elderly	Male	Female

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: _____

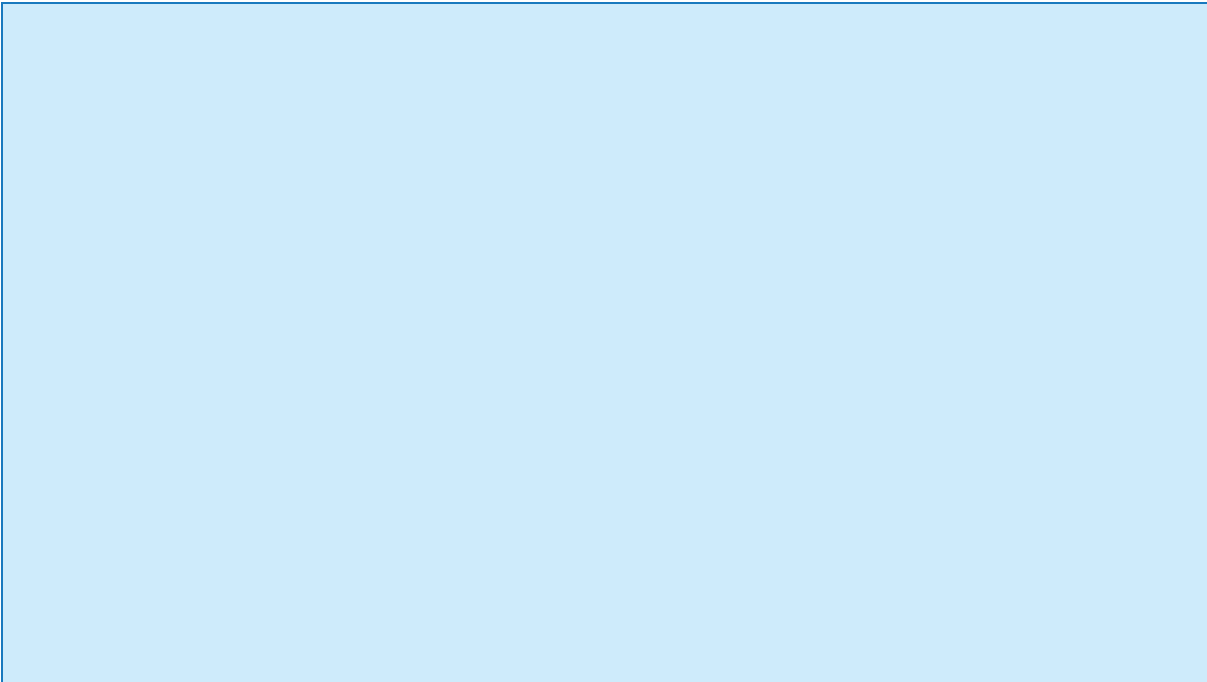
Time taken: _____

(Estimated) total number of males: _____

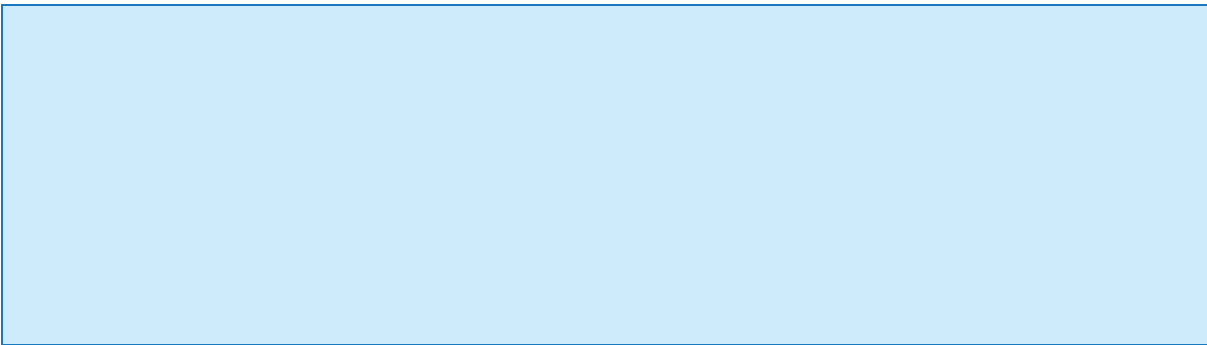
(Estimated) total number of females: _____

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)

Age group	Female
Young people	
Adults	
Elderly people	

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

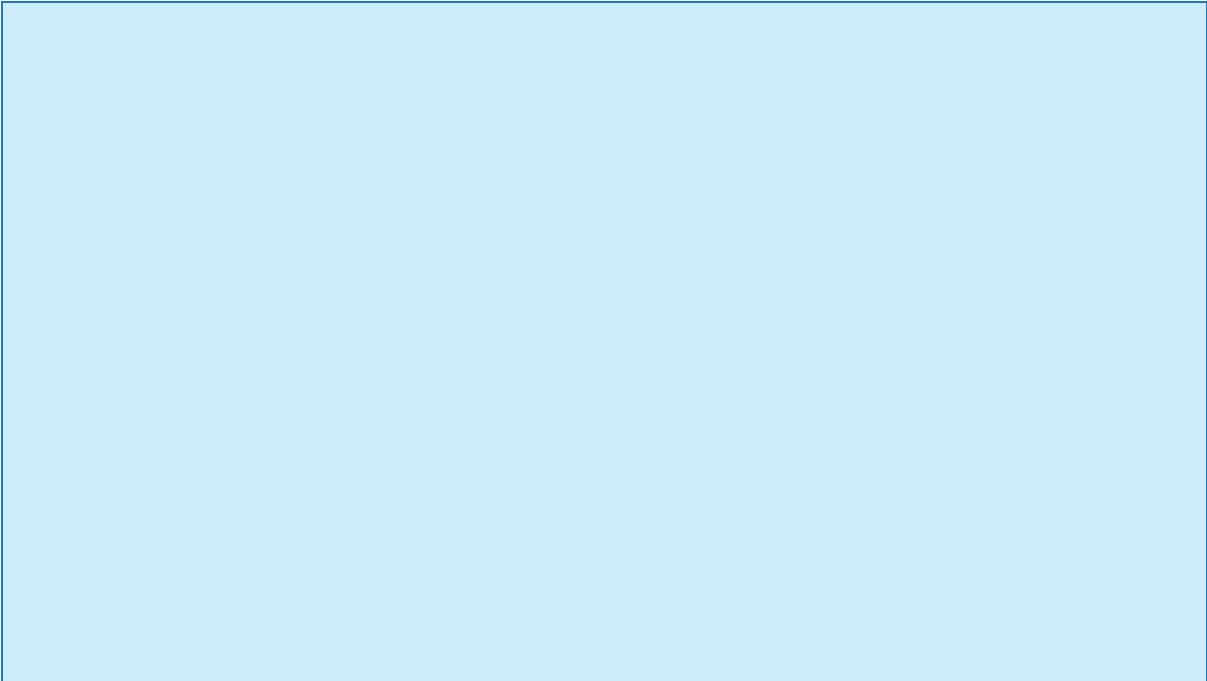
Contextual Factors	Enabling Factors of Mobility	Preventing Factors of Mobility
Reasons for visiting other villages	Methods of travel	Constraints to travel
Types of information sought	Frequency and time of visits	Who doesn't travel?
Types of information shared	Who travels?	Why?
Examples of information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

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).

Age group	Male
Young people	
Adults	
Elderly people	

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

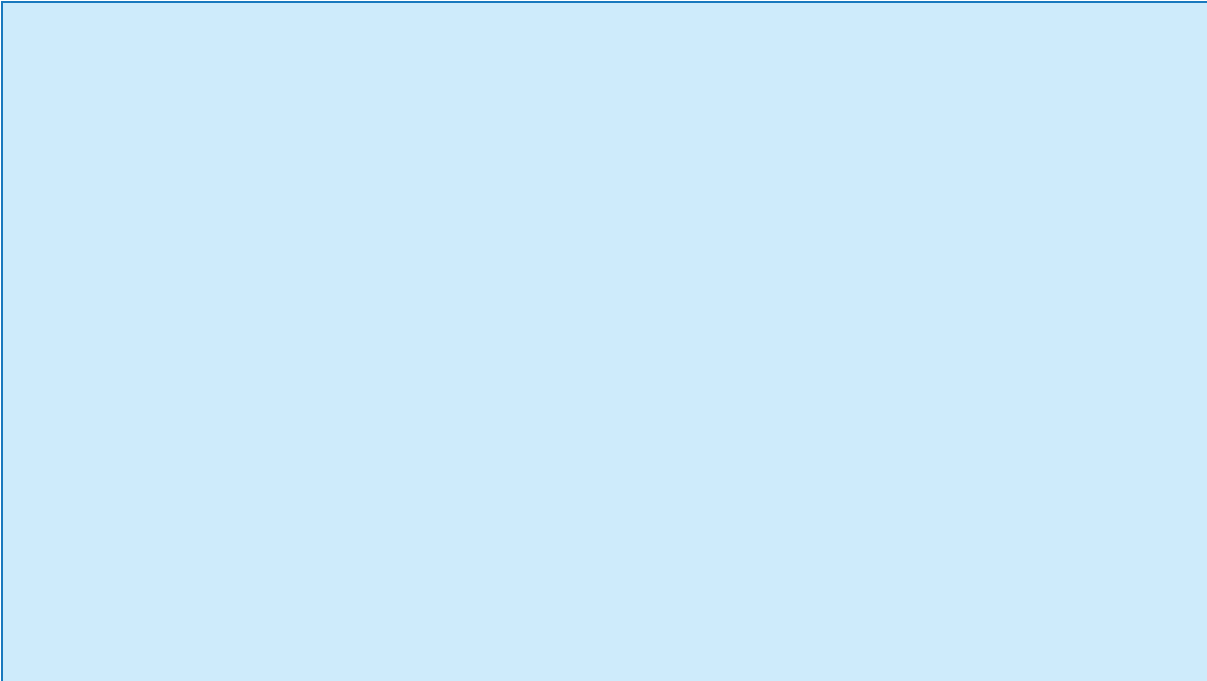
Contextual factors	Enabling factors of mobility	Preventing factors of mobility
Reasons for visiting other villages	Methods of travel	Constraints to travel
Types of information sought	Frequency and time of visits	Who doesn't travel?
Types of information shared	Who travels?	Why?
Examples of information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

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)

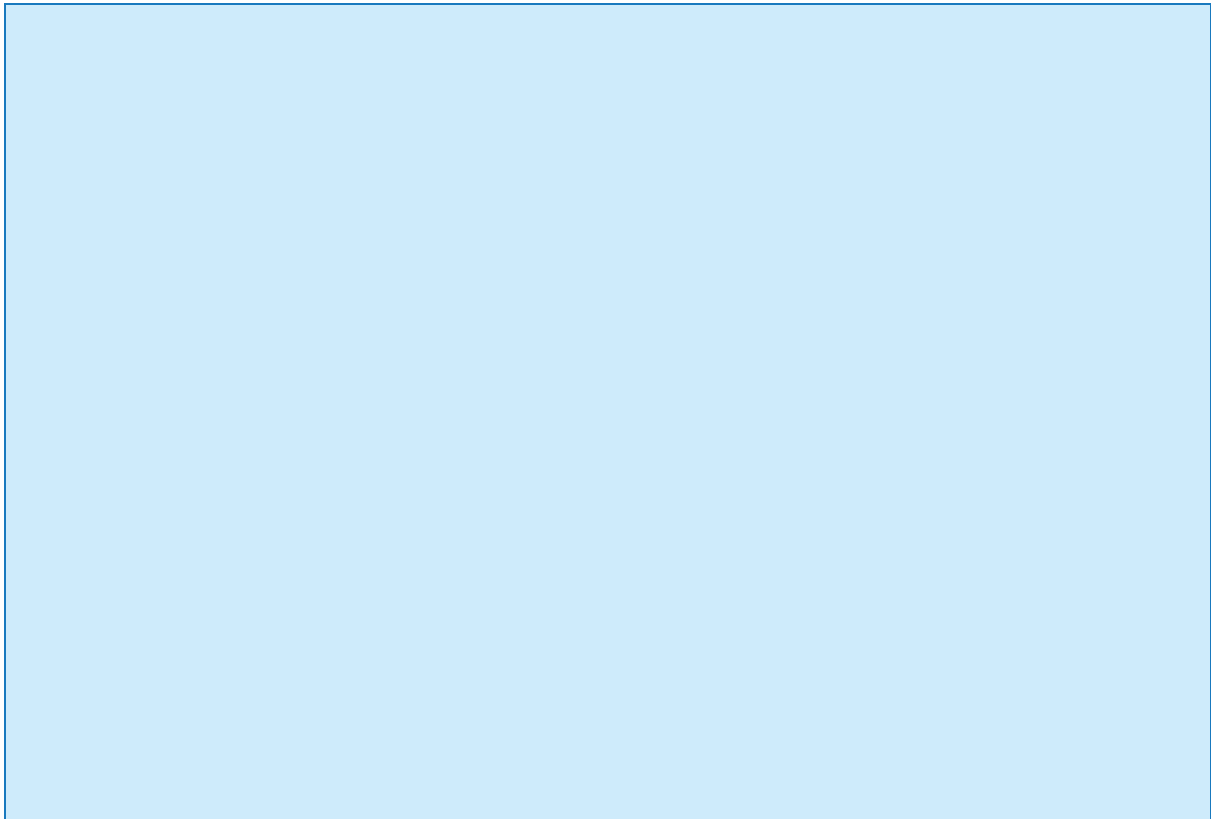
Age group	Female
Young people	
Adults	
Elderly people	

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

Daily weather forecasts – women's session

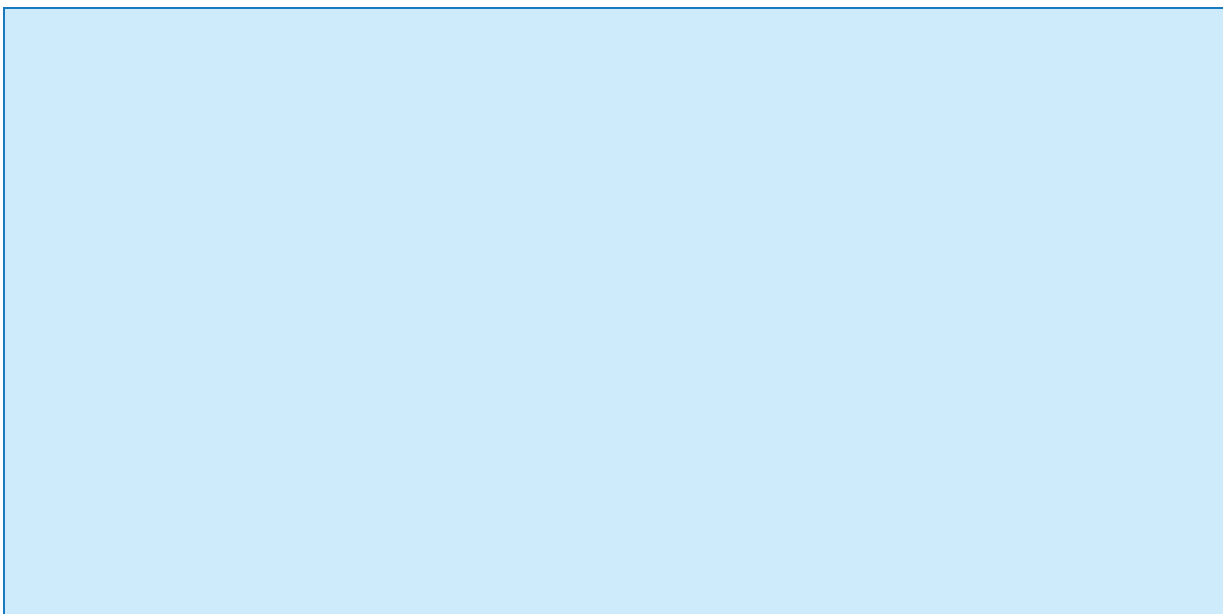
Participants that use daily weather forecasts	Participant that do not use daily forecasts
Who uses forecasts?	Who does not?
Number or part of the households that use daily weather forecasts	Why not?
	Would they like to? Why?
Weather information channels	Which channels would they prefer to use?
Format – is it useful?	Format preferred
Frequency of use	How often would you use your preferred format and how would you use it?
	When would you use it (time of year)
Is it trusted/ reliable?	
How is it used? Examples of actions	If daily forecasts are not trusted: are other sources relied on? Which?

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.



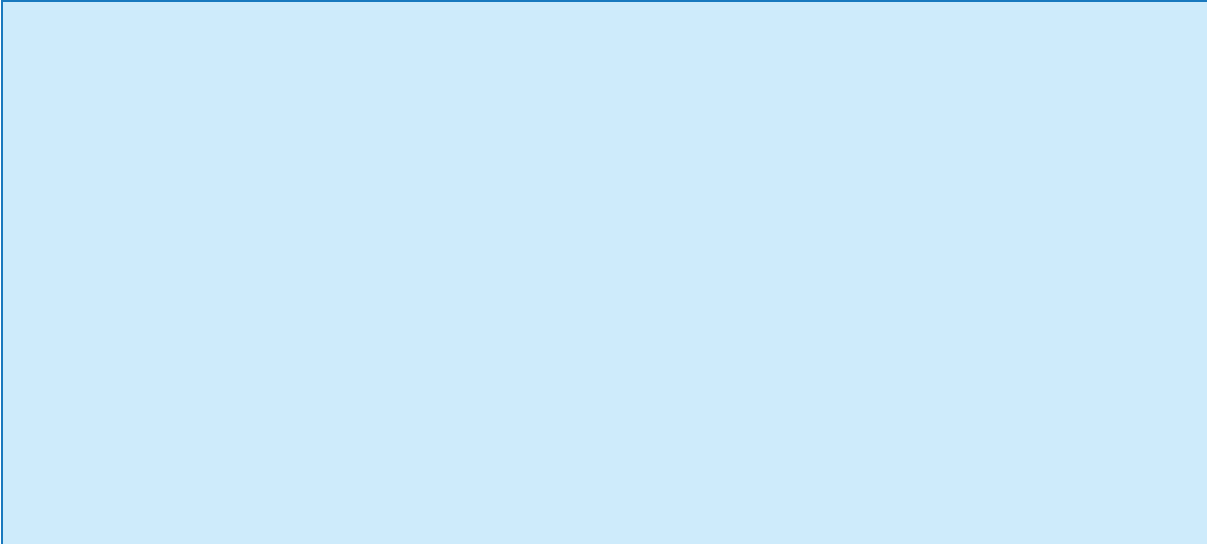
Seasonal forecasts – women’s session

Participants that use seasonal forecasts		Participant that do not use seasonal forecasts	
Who uses forecasts?		Who does not?	
From where or whom do you get the forecasts?		Why not?	
		Would they like to? Why?	
When are the seasonal forecasts used?		When would they use them (time of year)	
Format or channel?		Preferred format or channel?	
Is it trusted or reliable? Why/Why not?			
If yes: How is it used? Examples of actions	If not: are other sources relied on? Which?	How could seasonal information be used? Examples of actions	If seasonal forecasts are not trusted – which sources are relied on instead?
Would the format and channel make a difference? Why/why not?		Would the format and channel make a difference? Why/why not?	
Is the information shared? With whom?			

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)

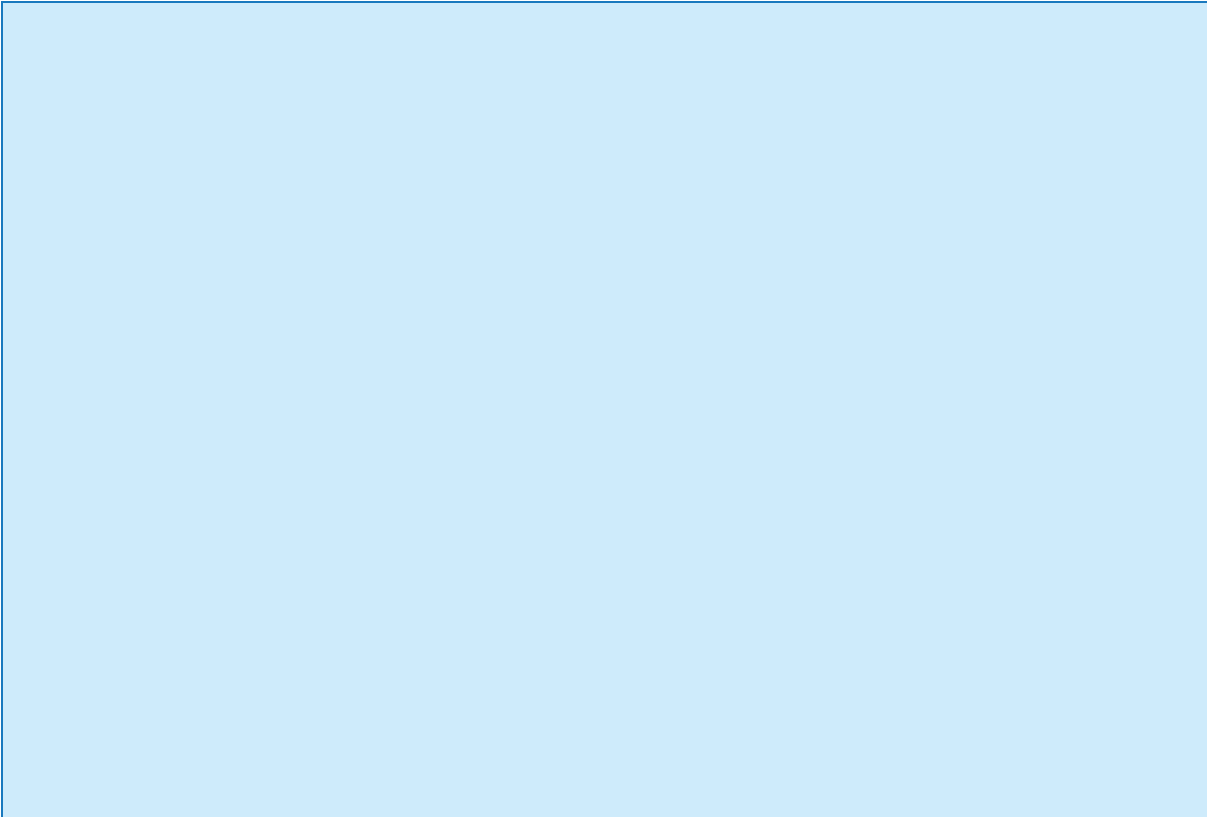
Age group	Male
Young people	
Adults	
Elderly people	

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

Daily weather forecasts – men's session

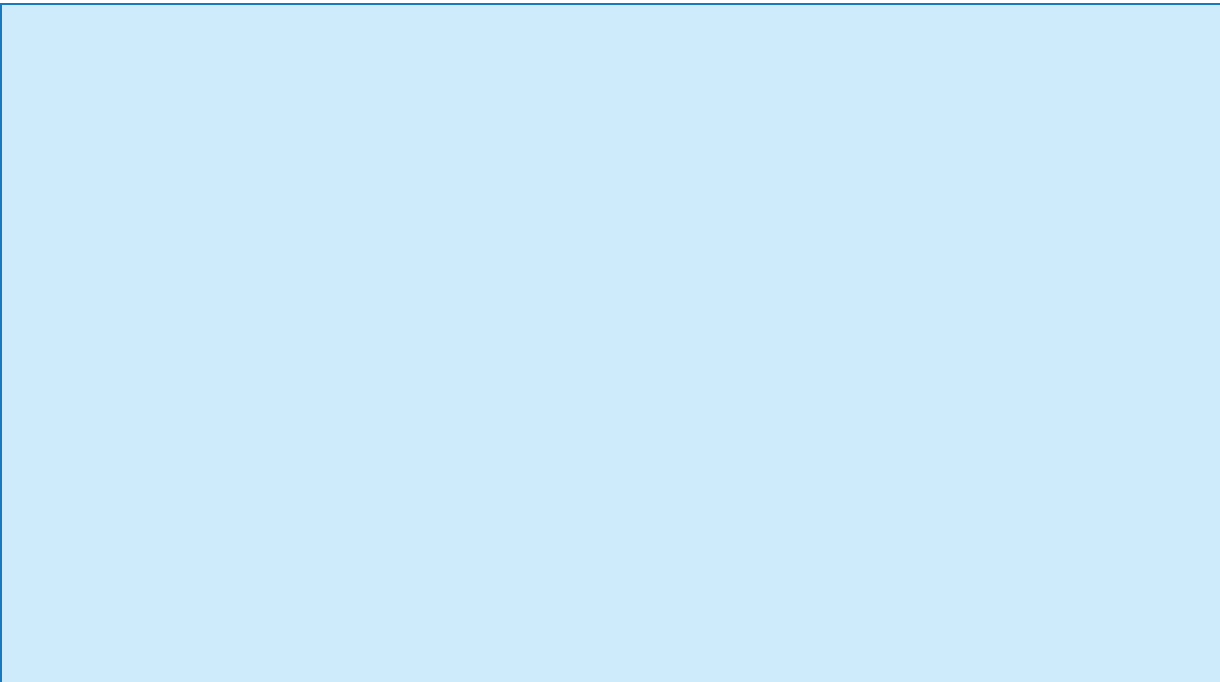
Participants that use daily weather forecasts	Participant that do not use daily forecasts
Who uses forecasts?	Who does not?
Number or part of the households that use daily weather forecasts	Why not?
	Would they like to? Why?
Weather information channels	Which channels would they prefer to use?
Format – is it useful?	Format preferred
Frequency of use	How often would you use your preferred format and how would you use it?
	When would you use it (time of year)
Is it trusted/ reliable?	
How is it used? Examples of actions	If daily forecasts are not trusted: are other sources relied on? Which?

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.



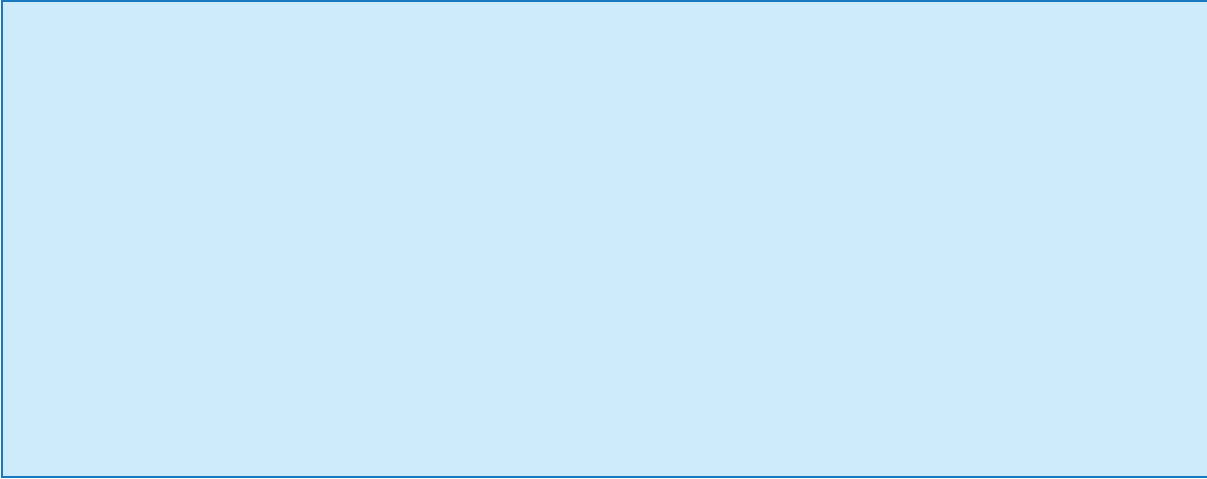
Seasonal forecasts – men’s session

Participants that use seasonal forecasts		Participant that do not use seasonal forecasts	
Who uses forecasts?		Who does not?	
From where or whom do you get the forecasts?		Why not?	
		Would they like to? Why?	
When are the seasonal forecasts used?		When would they use them (season/time of year)	
Format or channel?		Preferred format or channel?	
Is it trusted or reliable? Why/Why not?			
If yes: How is it used? Examples of actions	If not: are other sources relied on? Which?	How could seasonal information be used? Examples of actions	If seasonal forecasts are not trusted – which sources are relied on instead?
Would the format and channel make a difference? Why/why not?		Would the format and channel make a difference? Why/why not?	
Is the information shared? With whom?			

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)

Age range	
Females	

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

Daily weather forecasts – female youths’ session

Participants that use daily weather forecasts	Participant that do not use daily forecasts
Who uses forecasts?	Who does not?
Number or part of the households that use daily weather forecasts	Why not?
	Would they like to? Why?
Weather information channels	Which channels would they prefer to use?
Format – is it useful?	Format preferred
Frequency of use	How often would you use your preferred format and how would you use it?
	When would you use it (time of year)
Is it trusted/ reliable?	
How is it used? Examples of actions	If daily forecasts are not trusted: are other sources relied on? Which?

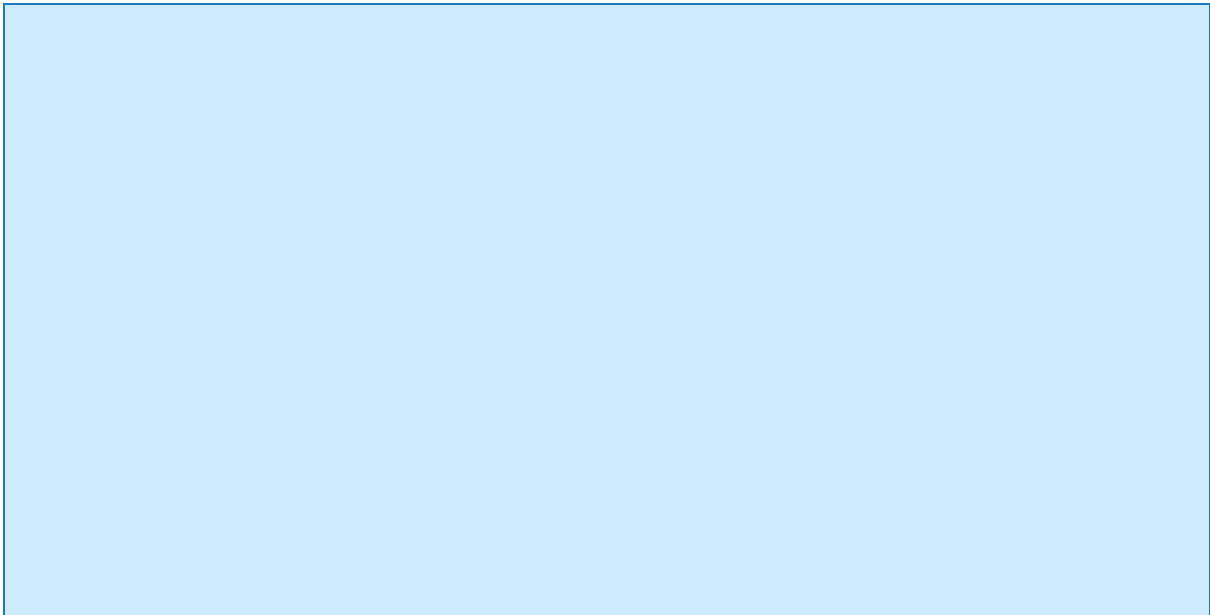
Insert the **daily weather forecast** presented and note down any additional information provided by participants regarding the weather forecast session not captured in the table above.

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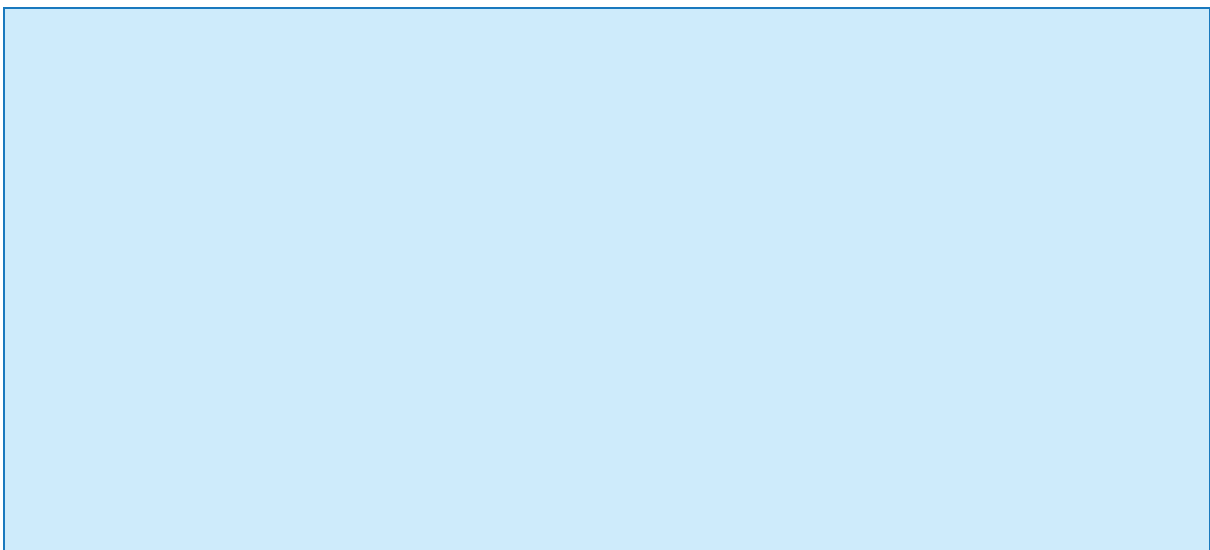
Seasonal forecasts – Female youths’ session

Participants that use seasonal forecasts		Participant that do not use seasonal forecasts	
Who uses forecasts?		Who does not?	
From where or whom do you get the forecasts?		Why not?	
		Would they like to? Why?	
When are the seasonal forecasts used?		When would they use them (time of year)	
Format or channel?		Preferred format or channel?	
Is it trusted or reliable? Why/Why not?			
If yes: How is it used? Examples of actions	If not: are other sources relied on? Which?	How could seasonal information be used? Examples of actions	If seasonal forecasts are not trusted – which sources are relied on instead?
Would the format and channel make a difference? Why/why not?		Would the format and channel make a difference? Why/why not?	
Is the information shared? With whom?			

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)

Age range	
Males	

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

Daily Weather Forecasts – Youths' session

Participants that use daily weather forecasts	Participant that do not use daily forecasts
Who uses forecasts?	Who does not?
Number or part of the households that use daily weather forecasts	Why not?
	Would they like to? Why?
Weather information channels	Which channels would they prefer to use?
Format – is it useful?	Format preferred
Frequency of use	How often would you use your preferred format and how would you use it?
Is it trusted/ reliable?	When would you use it (time of year)
How is it used? Examples of actions	If daily forecasts are not trusted: are other sources relied on? Which?

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.

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Seasonal forecasts – male youths’ session

Participants that use seasonal forecasts		Participant that do not use seasonal forecasts	
Who uses forecasts?		Who does not?	
From where or whom do you get the forecasts?		Why not?	
		Would they like to? Why?	
When are the seasonal forecasts used?		When would they use them (time of year)	
Format or channel?		Preferred format or channel?	
Is it trusted or reliable? Why/Why not?			
If yes: How is it used? Examples of actions	If not: are other sources relied on? Which?	How could seasonal information be used? Examples of actions	If seasonal forecasts are not trusted – which sources are relied on instead?
Would the format and channel make a difference? Why/why not?		Would the format and channel make a difference? Why/why not?	
Is the information shared? With whom?			

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)

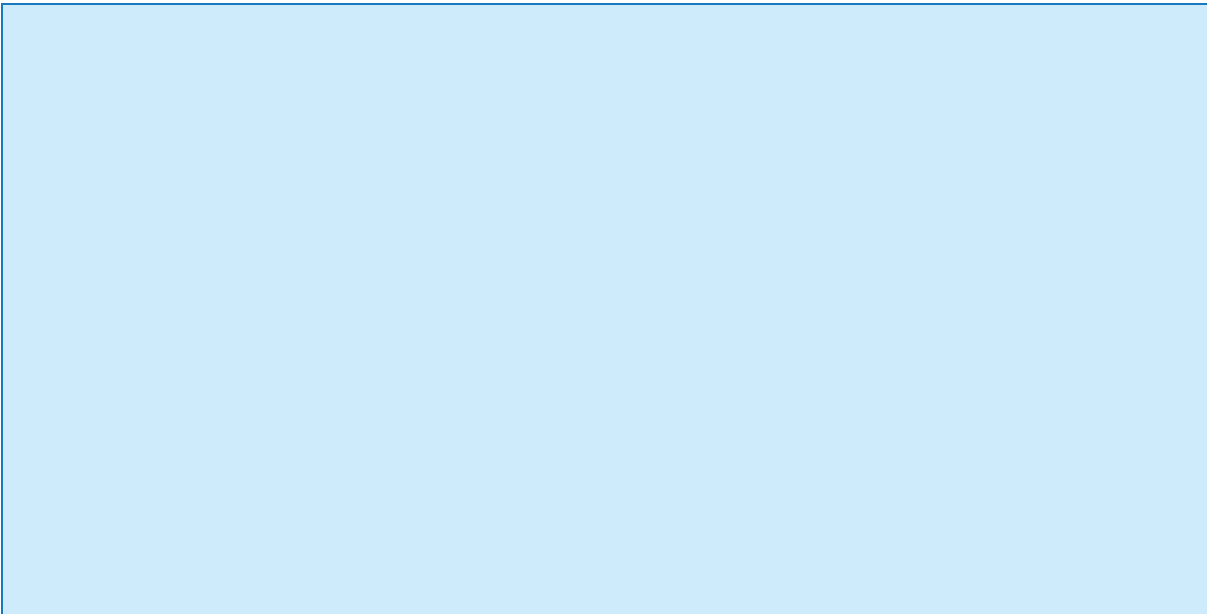
Venue: _____

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).

Age group	Female
Young people	
Adults	
Elderly people	

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

Name	Objective	Achievements related to climate-smart agriculture	Links to other institutions	Any conflicts? If yes which?	Who has access?	Constraints faced by women?	Who relies most on the institution?

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 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

Climate-smart agriculture practices being pursued	Who participates? (% men, %women)	How do men and women participate?	How are benefits shared?	Women's constraints to participation	Women's access to benefits	Strategies for inclusive participation	Strategies for equitable benefit sharing	Strategies for empowering marginalized groups
Practice 1								
Practice 2								
Practice 3								
Practice 4								
Practice 5								

Reporting on changing farming practices – women’s session

List 3–5 farming practice changes

Practice change	Who has changed their behaviour?	What was the change and why the new practice?	Driver (needs what drove this (is behind this)?)	Who helped this change come about?	Who decided to make the change?	How did you learn about the new practice?	Who provided the info?	Supportive factors or change and/or problems created by the change	Who was affected?
Change 1									
Change 2									
Change 3									
Change 4									
Change 5									

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).

Age group	Male
Young people	
Adults	
Elderly people	

Insert the Venn diagram – men's session



Reporting on the institutions or organizations: Men's session based on the Venn diagram

Name	Objective	Achievements related to climate-smart agriculture	Links to other institutions	Any conflicts? If yes which?	Who has access?	Constraints?	Who relies most on the institution?

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

Climate-smart agriculture practices being pursued	Who participates? (% men, %women)	How do men and women participate?	How are benefits shared?	Women's constraints to participation	Women's access to benefits	Strategies for inclusive participation	Strategies for equitable benefit sharing	Strategies for empowering marginalized groups
Practice 1								
Practice 2								
Practice 3								
Practice 4								
Change 5								

Reporting on changing farming practices- men's group

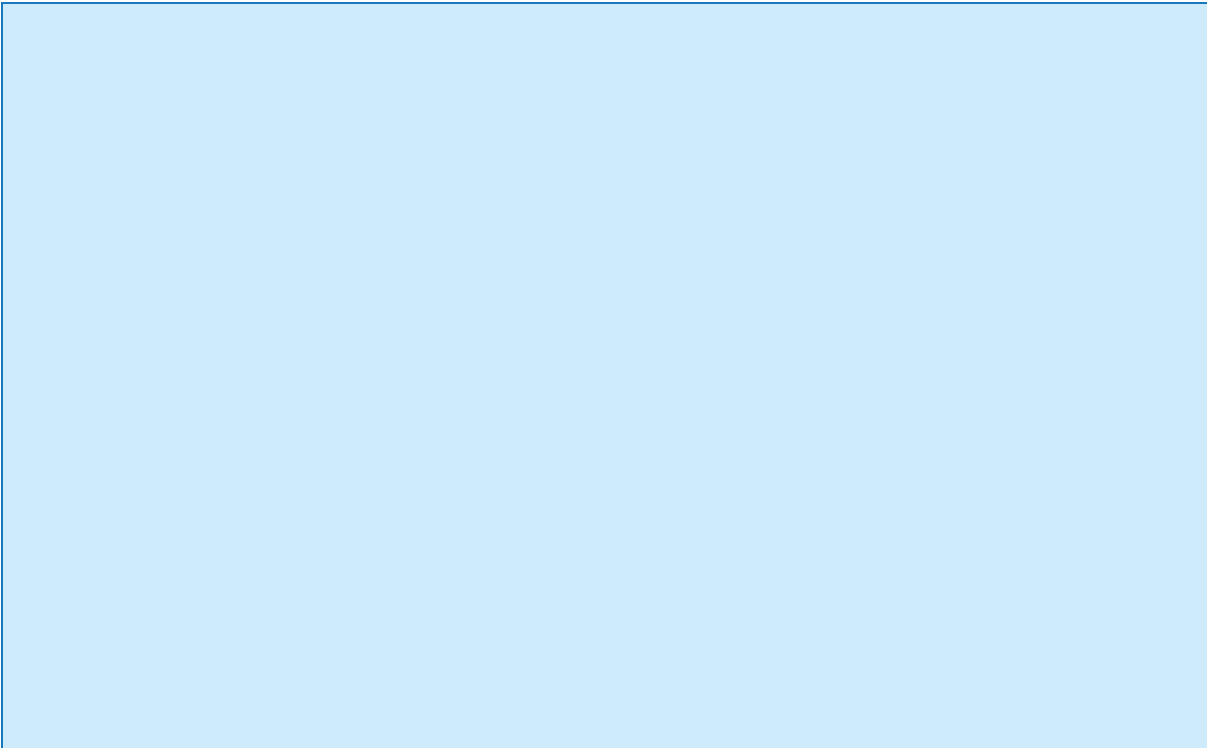
List 3–5 farming practice changes

Practice change	Who has changed their behaviour?	What was the change and why the new practice?	Driver (needs what drove this (is behind this)?)	Who helped this change come about?	Who decided to make the change?	How did you learn about the new practice?	Who provided the info?	Supportive factors or change and/or problems created by the change	Who was affected?
Change 1									
Change 2									
Change 3									
Change 4									
Change 5									

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)

Age group		
	Male	Female
Young people		
Adults		
Elderly people		

Notes

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