

Module 7: Reporting

You will want your report to synthesize the wealth of information that you gathered in the field. The ‘analytical tools’ you will be using to write this report are basically synthesis, comparison, looking at similarities versus differences across groups and figuring out how the information gathered has (or has not) addressed the objectives and outputs of each of the activities carried out. The section on Topics is divided into research component and methods component, both of which this study addresses. The overview below shows a suggested annotated table of contents for an analysis Report. For CCAFS users the final report should not exceed 30 pages. The audience of your report may include both researchers and development practitioners who may want to use the results for the development of action research, so be careful to include all the findings that might be of use to others.

Components of the final report:

Executive summary of main findings

One-half- to one-page summary of the key lessons and findings of the study. Since we are tested the tools, this should include a brief overview of the strengths versus weaknesses/ limitations of the approach and training materials.

Introduction

- Brief description of the village and site in terms of geography, climate conditions and recent trends, farming practices, socio-economic issues and roles of men and women in agriculture and food security. This may be based on a literature review as well as your own observations and studies. (In this case, since an earlier village baseline survey was undertaken, this will be provided by CCAFS, with any additions you would like to make.)
- Brief description of the use of research tools used to retrieve information on climate analogues, climate information, institutions and mitigation, adaptation strategies and risks.

Receptiveness of the study

Brief description of how well the pre-study process went, including the sampling procedure for selection of participants, the process of speaking to and getting cooperation of village authorities, managing expectations, compensation issues and the first public meeting.

Topics

This section will analyse the research findings from days 2 and 3.

Topic 1: Climate analogues

Research component

Reminder of the objectives:

- to understand the extent to which different types of farmers are mobile (or not) and generate insights as to if, what and how they wish to learn from visiting climate analogue sites;
- to better understand how the use of other information and communication technologies (e.g. films such as short YouTube Videos or cell phones) may be ways in which to effectively share knowledge about what people are doing now in places with similar future climates for these different groups;
- to test the usefulness of gender-differentiated participatory resource maps (in this case, already available) in helping to enhance understanding of the potential of using the climate analogues tool in potential action research;
- to better understand the factors helping and hindering male and female farmers in learning from others about adaptive strategies for dealing with climatic uncertainties.

For **those who visit other villages** provide a summary of the answers to the following guiding questions:

- Where do they travel to? For what purpose? How often do they go there? How do they get there?
- Do other members of their households travel to these villages? Who? How often and for what purpose? How do they get to neighbouring villages? How easy is it to travel? What enables them and prevents them from travelling?
- What time of the year do they and their family travel the most?
- Are the nearby villages similar or different to theirs? If yes, in what ways?
- Are the villages they visit becoming drier or wetter or hotter or cooler?
- Do they think their village will become drier or wetter or hotter or cooler in the future? If so, then how will they make changes to make sure that they have enough food in the future?
- Do the villagers they visit have ideas on farming that they think may be useful to them to protect their family's ability to produce and eat enough food in the future?
- If they learned an adaptation technique or a new technique or idea from a neighbouring villager, what did they learn and how have they applied it if at all?

For **those who do not visit other** villages provide a summary of the answers to the following guiding questions:

- What is preventing them from travelling? (Note that women and men may have different restrictions on their mobility and the extent to which they interact with people outside of their own village. It is important to document any social restrictions on travel, in addition to any physical restrictions, such as poor roads).
- If they were to visit another village, what would they like to learn from other farmers?
- Would such visits help them? Why or why not?

The following broader questions may be used to facilitate analysis of information gathered in the climate analogue section of the report:

- Who would benefit from farmer to farmer exchanges and why? What the preventing and enabling factors to be mobile?
- How will or could farmer to farmer exchanges be beneficial?
- How can farmer to farmer exchanges be more inclusive of different types of farmers based on their gender, age, wealth, and/or ethnicity? Was there a difference between men's and women's ability to or interest in travelling to and interacting with other villages that could affect their participation in the analogue approach?
- What types of villages are conducive to information exchange?

Methods component

- Reflect on the effectiveness of using a Village resource map (if you have a good digital version/picture please insert it here). Did it help you communicate the concept of climate analogues?
- Reflect on the effectiveness of using a seasonal calendar (if you have a good digital version/picture please insert it here) if this was used. Did it help you communicate the concept of climate analogues?
- Did it help, for example, to discuss the potential of farmer-to-farmer exchanges, capture issues of mobility, and help you address the other objectives of this session?
- How effective was the use of focus group discussions for achieving the objectives of this session?
- Address how easy or difficult it was to use these tools. What should be changed about the methods to gather information on the possibility of farmer to farmer exchanges?
- How helpful, efficient and/or effective have the reporting guidelines been?

Topic 2: Weather forecast session

Reminder of the objectives:

- to better understand how we make weather information most useful and equitable to rural women and men including youths;
- to better understand which types of weather information is available to women, men and youths;
- to understand how and from where women, men and youths get information on weather;
- to better understand men's, women's and youths' abilities to use this information. This includes understanding the opportunities and constraints in accessing and using both daily and seasonal weather forecasts;
- to inform the design of action research to reach women, men and youths with weather and climate-related information that they can use it in making climate-smart agricultural decisions.

Research component

- Synthesize what the different groups said regarding local means of interpreting the weather and whether participants trust this more than other sources.

- Explain which groups found the daily versus seasonal forecasts of relevance, whether they were using, or would like to use them, and whether and what weather forecast information is shared within their households, and how this varies by women, men and youths.
- Provide a summary of the “Daily weather forecasts table” (see debriefing document) and describe the type of information men, women and youths receive and the channels through which they receive them. Did you see, or did they mention, any social differentiations in who received and used such information (e.g. poor versus wealthy households)?
- Explain whether and which respondents trust seasonal forecasts, whether these longer run forecasts are relevant to them, whether they would use them and whether information is shared in the household.
- How is the weather information they are receiving used by women, men and youths? Were you hearing similar or different things from these groups? What were the major similarities? The differences?
- Did the different groups trust traditional sources of information more than weather and seasonal forecasts? Why or why not?

Reminder of which results should be used in your analysis:

Use the sequence of questions in Module 5: Work plan on gender and climate change in agriculture and food security to help structure the synthesis of the three focus group discussions (men, women and youths).

Advice on what to consider when analysing results in order to meet the outputs of the Climate Information Session:

- Recommend the type of information that would benefit men, women and youths to manage risks, as well as the appropriate methods for delivery of climate information.
- Are there particular needs of any or the three groups that are not being met? Which communication mechanisms are preferred by men, by women and by youths?
- Identify the extent to which information is used in the household and by whom: Draw upon the answers to the questions regarding which household members access which information, as well as decision making about the information.
- Summarize ways women, men and youths receive information, including from where and from whom, as well as their reliance on local and received knowledge, in order to identify ways to deliver climate information to men, women and youths. In addition, research teams that may have gathered information during their background research on literacy rates and education may find it useful to interpret the villagers’ responses on accessing and using information based on their educational levels. This may, to some extent, explain why villagers use certain sources over others.

Methods component

- Share your experience in using the daily weather forecast and the seasonal forecast as a research tool to understanding the value of climate information.
- Reflect on the effectiveness of using a seasonal calendar (if you have a good digital version/picture please insert it here). Did it help initiate discussions on seasonal forecasts?

- How effective was the use of focus group discussions for achieving the objectives of this session?
- How did the gender-specific approach work out practically?
- How helpful, efficient and/or effective have the reporting guidelines been?

Topic 3: Understanding and catalysing gender-sensitive climate-smart agriculture initiatives

Reminder of the objectives:

- to explore how institutional arrangements (e.g. How are benefits or payments shared? How are project activities implemented promote adaptation, e.g. by individuals or groups?) can be strengthened to improve access to benefits of climate change-related interventions;
- to understand gender differences in access to climate-smart agricultural interventions and opportunities.

Research component

Please compare and contrast the different group session findings, and synthesise your findings with respect to these objectives. For example:

- What were the major kinds of agricultural practice changes discussed/being made by the women? By men? What were the main reasons the different groups were making such changes, and did they differ by gender or other social differentiation factors?
- Who and what did the different groups mention as assisting in making these changes?
- In terms of who provided them information on climate-smart agriculture practices, are there differences between what the men's group was saying compared to the women's group?
- Which were the main organizations/institutions with which participants (men and women respectively) were involved? Was there a difference? If yes, what was the difference – were men and women mainly interested in different organizations, if yes why?
- Were there any constraints for women (or men) in accessing or participating in activities and information provided by the most important organizations/institutions? If yes, what were they?
- What kinds of supporting factors did the different groups talk about? Were they mostly the same, or different?
- With respect to access to different types of projects or opportunities, what similarities and differences arose in terms of constraints to participation in projects/programmes, etc. between men's and women's groups?
- What kinds of strategies or approaches did the women discuss that they have seen with respect to equitable access to, and benefits from, participating in projects or collective action efforts helping them improve their agricultural practices? The men?
- What kinds of efforts did the two focus groups mention in terms of empowering marginalized groups to participate in any efforts to improve agricultural practices?

Methods component

- How effective were the facilitated focus group discussions in terms of addressing the objectives of this exercise?
- How effective was the Venn diagram tool in gaining an understanding of the institutional arrangements and 'rules of the game' related to support for changing farming practices?
- How effective was the changing farming practice tool in understanding change among men versus women?
- How helpful, efficient and/or effective have the reporting guidelines been?

Conclusion and recommendations

- Pull the major findings together from all of the above topics.
- Comment on the final public meeting and receptiveness of the findings.
- Highlight location specific concerns.
- Make recommendations for major opportunities for the target areas, and identify gaps in knowledge or other current constraints that could provide opportunities or niches for:
 - research (by CCAFS);
 - action research (by CCAFS partners such as the institutions of the implementation teams, other NGOs and local academia); and
 - development interventions (development partners such as FAO).