



# HAPPY FAMILY HAPPY COFFEE



## Tool 3: Coffee Challenge Action Tree

**Linda Mayoux**

with

**Intan Dharmawati**

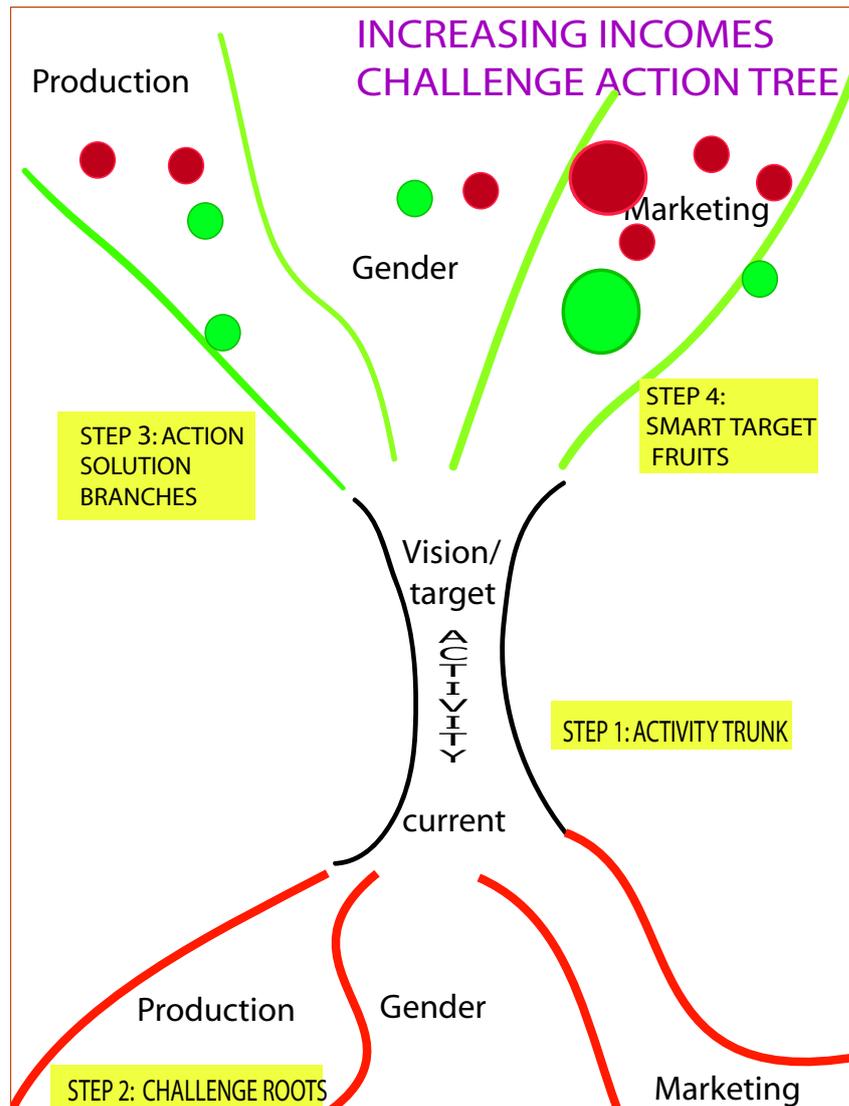
**Mashadi Mulyo**

**Catherine van der Wees**

**Indonesia Toolkit for  
Empowering Women, Youth and Men  
to Sustainably Implement  
Good Coffee Practices**



**Hivos**  
people unlimited



### Coffee Challenge Action Tree: Underlying narrative

Challenge action trees (CATs) are a key tool at all stages of any GALS process and can be adapted to many different issues. All challenge action trees follow the same basic steps:

- Drawing the trunk, or issue.
- Identifying the causes, or roots.
- Identifying possible solutions, or branches.
- Committing to SMART action steps to change, or fruits.

The difference between the different trees lies in the specific categorisation of roots and branches.

The Coffee CAT identifies challenges/solutions/action commitments for increasing coffee incomes. It has::

- lefthand root/branch: production (related to Good Agricultural Practices and examined in more detail in following technical GAPs trainings)
- righthand root/branch: marketing (related to eg relationships between farmers and companies and informal traders and perceptions of company services)
- middle root/branch: household (gender and generational issues examined further in Tool 4 Happy Family Tree).



### Aims of Coffee Challenge Action Tree

#### For participants

- To analyse the different production causes of low coffee incomes and give feedback to the company on these.
- To analyse the different marketing causes of low coffee incomes and give feedback to the company on these.
- To help people to analyse the interlinkages between gender and generational issues (including child labour and health and safety) in the household affecting coffee production and marketing to feed into Tool 4 Happy Family Tree.
- To share and exchange ideas for solutions to different dimensions of the challenges and identify what knowledge is already available in the community. Linking this to both GAPs training and gender commitments.
- To generate 6 individual 'SMART action fruits' for each participant to transfer to the Multilane Vision Plan
- To develop participatory skills in starting to deal with more sensitive issues, as well as reinforcing drawing skills.

#### For companies

- To provide a participatory introduction to GAPs training to understand things from the farmer perspective.
- To get a quantified overview of the various challenges in each activity at the different levels.
- To get a quantified overview of potential solutions and what knowledge is already available in the community to be built on in order to focus the GAPs trainings.
- To have a clearer understanding of farmer perceptions of their services compared to informal traders.
- To generate action priorities that can be implemented by farmers themselves and then built on by the company.
- To identify those challenges which cannot be resolved through individual actions and group sharing, as an input to tailored capacity building and other services for increasing incomes.



**Increasing Coffee Incomes Challenge Action Tree**

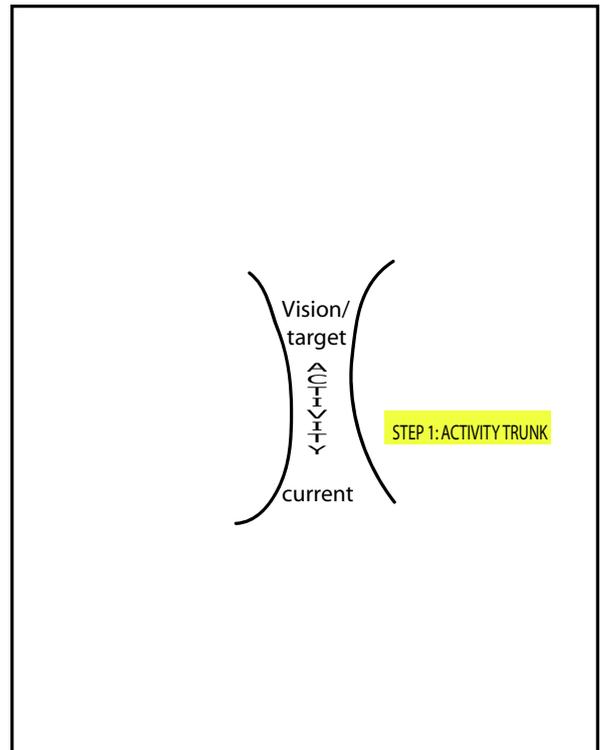
**Key steps**

**Draw this on the next double page of the notebook diary. Turn the book sideways. Remember to put a date.**

**Step 1: Trunk or issue – in this case increasing incomes**

Draw two lines in the middle of the paper for the trunk. Then put symbols for:

- who is involved in household coffee production in the middle of the trunk
- aimed for production/income eg from the vision journey towards the top of the trunk under branches
- current production/income eg from the vision journey towards the bottom of the trunk above the roots.



**Step 2 : different causes/challenges for the issue**

In this tree the roots are divided into three basic categories

- left: root: production including environmental issues
- right root: market including relationships with the company and informal traders
- centre root: household gender and generational relations in the family including work cooperation, ownership, decision-making, health and safety and child labour

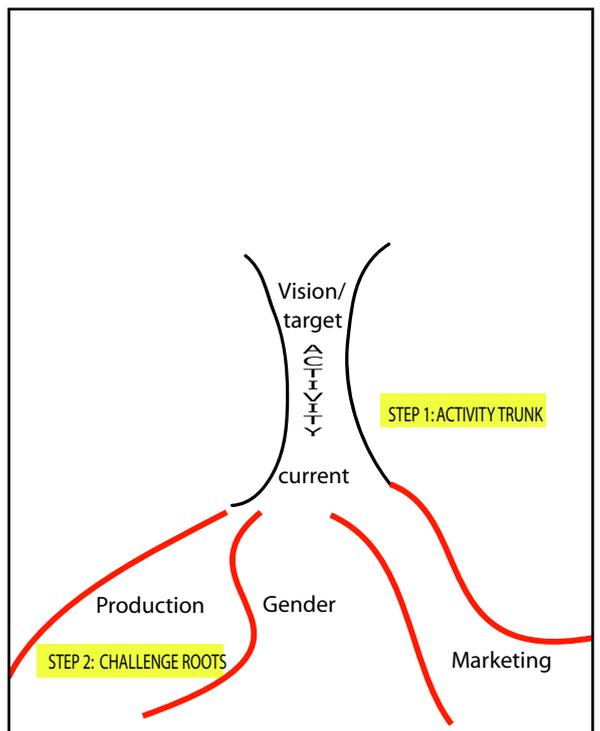
This ensures all three roots are adequately discussed.

Participants should be divided into two women's and two men's groups. Youth should also be in gender-disaggregated groups.

Each person is given 6 cards on which to put their challenges - 2 per root. The colour of the cards should be different for each group so that these differences can be analysed later.

One person comes up and presents the drawing of their most important challenge. They then ask how many other people have that challenge on their drawing and take those cards out of circulation. They can also ask how many people personally have that challenge and put the number of women/men/youth colourcoding for each on the card.

Then another person comes up and repeats the exercise. And so on until all the cards have been placed. As people put up their cards they should group them with the previous ones which they think are similar.



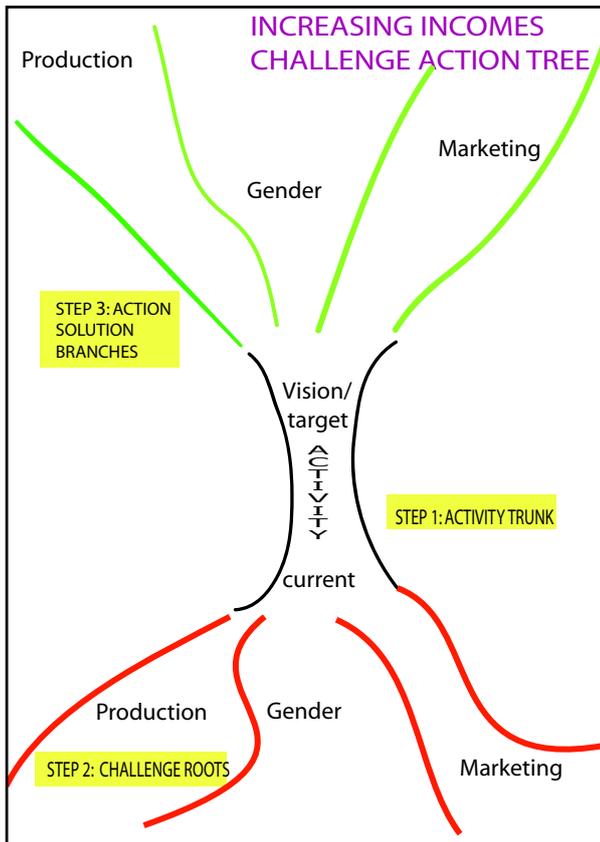
**NOTE:**

**Clarify that this middle root is about gender and generational relations, i.e. differences and inequalities between women and men in the household, not just 'household'. It includes things like land ownership, sharing of money and also health and safety and child labour. Anything else about the house or household, e.g. leaking roof on the storage bins or lack of working space, should go under production or marketing unless it is directly related to gender inequality.**



**Increasing  
Coffee  
Incomes  
Challenge  
Action  
Tree**

**Key steps**



**Step 3: Branches: for each cause/ challenge a solution**

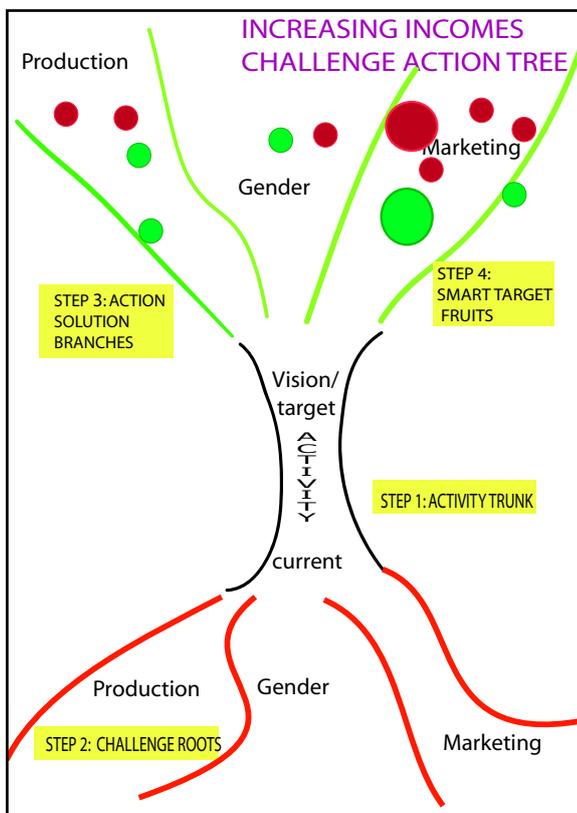
The branches are divided into the same three categories – production, household and market.

Following the same process as for the roots, and the same colour-coding, participants are each given 6 cards. They select the two challenges in each root that are most important for them and identify a solution that they themselves can implement.

Each person comes up, presents, discusses, places and quantifies their solutions in the same process as for the roots.

It is extremely important here that the solutions correspond to the challenges and are systematically placed in the same order up the branch. It is also important that they be specific and ones that participants themselves can implement -no general solutions can be accepted or vague demands to the company for 'more training or inputs'.

Once each group has completed the group tree challenges and solutions the group trees are presented to the plenary.



**Step 4. 'SMART' fruits: Individual action commitments**

Hypothetical solutions are not enough – that gives only leafy branches. The fruits are the most important part of the tree – that is what we grow the tree for. Fruits represent the individual actions each person can take to start to bring about the solutions.

Fruits start green, then by implementing them we turn them red. IMPORTANT: So that we can ripen them each fruit must be SMART, i.e. Specific, Measurable, Achievable, Relevant and Timebound.

Having heard all the ideas from the other groups, participants draw their own individual challenge action tree. They decide 3-5 solutions that are most relevant for them and decide on 1-3 SMART action fruits for each that they can start to implement (total 10 fruits) in a short time frame - most within 1 month.

These fruits are then fed back to the plenary and quantified. People then finalise their own commitments – they may have got some further ideas from others.

**Monitoring**

Farmers will track their progress in implementation to ripen the fruits by circling the green fruits with red.



**Facilitation overview**

<p><b>Participant preparation</b></p>	<ul style="list-style-type: none"> <li>• Bring your notebook diary with your other diagrams and your coloured pens</li> </ul>
<p><b>Facilitator preparation</b></p>	<ul style="list-style-type: none"> <li>• Prepare an introductory explanation, reviewing the GAPs materials and gender checklist below.</li> <li>• Put up a blank flipchart at the front of the room for interactive presentation of the tool</li> <li>• Make sure the seating arrangements are appropriate for people to sit comfortably in groups while doing individual drawings. And that there are passageways for people to come up and contribute from the front.</li> <li>• Seat yourself to the side, not the front. Do not hold the pen at any time.</li> </ul>
<p><b>Materials/ prepared inputs</b></p>	<ul style="list-style-type: none"> <li>• Individual diaries.</li> <li>• 1 flipchart and 4 differently coloured markers per group.</li> <li>• Digital camera to record diagrams and postits for translation.</li> <li>• Video camera to record plenary (optional).</li> </ul>
<p><b>Timing</b> 3 hours with health break</p>	<ul style="list-style-type: none"> <li>• Individual reflection on 2 key challenges for increasing coffee incomes in each root. (10 minutes)</li> <li>• Interactive drawing of the framework on plenary flipchart and in Notebook Diaries. (10 minutes).</li> <li>• Challenges: individual challenges (15 minutes); group discussion and qualification of challenges:(15 minutes)</li> <li>• Solutions: Individual solutions (15 minutes); group discussion and qualification of challenges:(15 minutes)</li> <li>• Plenary feedback (30 minutes)</li> <li>• Filling in the individual tree in the diary with SMART action commitments: 30 minutes.</li> </ul>
<p><b>Outputs</b></p>	<ul style="list-style-type: none"> <li>• Quantified group trees</li> <li>• 1 individual increasing incomes CAT on a large flipchart per participant with 3-5 action fruits per participant.</li> <li>• List of common gender challenges</li> <li>• Photographs of each annotated tree.</li> <li>• A list of the main issues for capacity-building.</li> </ul>
<p><b>Homework for participants</b></p>	<ul style="list-style-type: none"> <li>• Refinement of their own individual challenge action tree.</li> <li>• Acting on the change strategies identified and sharing this experience in their groups – what works, what does not work, what advice can they share with others, what advice do they need?</li> <li>• Sharing the methodology and what they have learned with at least one other person in their household or community or group.</li> </ul>
<p><b>Homework for facilitator</b></p>	<ul style="list-style-type: none"> <li>• Analyse the information from the group trees and put actions onto excel sheet for monitoring?</li> <li>• Add to your notes in the margin for future adaptation</li> <li>• Consider any issues and changes you want to make in the Happy Family Tree</li> </ul>

## Facilitation Notes

The version of the CAT given here has the farmers drawing directly on the Flipcharts rather than using markers and coloured cards. This is because drawing skills of farmers in Indonesia is judged to be good enough to draw quickly. If drawing skills are not good, then instead of drawing directly in notebooks and then copying to the group tree, farmers should draw with markers on coloured cards and stick these on the relative part of the tree on the group flipchart. Markers need to be used so that the tree can be photographed and also seen in the plenary.

If time permits then it is useful to incorporate further development of drawing skills. This is done through:

- Farmers first draw the relevant drawing from their notebooks on the group tree
- They ask other participants what they think it means before telling them
- Participants discuss whether the drawing is clear enough and how to improve it.

This makes the process fun. If time is short try this game can be played for just the first few drawings.

## Facilitation checklist

### GAPS

- How much do farmers already know on different GAPS issues?
- How much possibility is there for promoting information exchange between farmers to reduce cost of company trainings?
- What are the differences in knowledge between women, youth and men? What are the implications for targeting/inclusion in trainings?

### Marketing

- What are the farmer perceptions of company services?
- How do these compare to perceptions of Informal traders?
- Are there any constructive and feasible suggestions for improvement in company services?
- How do these differ between women and men? What are the implications for gender policy?

### Household/gender

Has there been discussion of issues like:

- land ownership, sharing of money and decision-making
- sharing of workload
- health and safety
- child labour.

Or have participants avoided discussing any of these? If so then the facilitator can sensitively say that these have been issues elsewhere and ask whether or not they are also issues here. These issues should be carried over to be examined in more detail in Tool 4 Happy Family Tree.

Are there differences in responses of women, youth and men?

What are the implications for gender policy? Are there any constructive suggestions for change?

How reliable is the quantification at this stage?

Does the discussion point to any important issues for the business case for gender and youth empowerment? eg implications for coffee quality of unequal land ownership, decision-making and/or workload?



**Facilitation  
details**