



Tool 5

CHALLENGE ACTION TREE

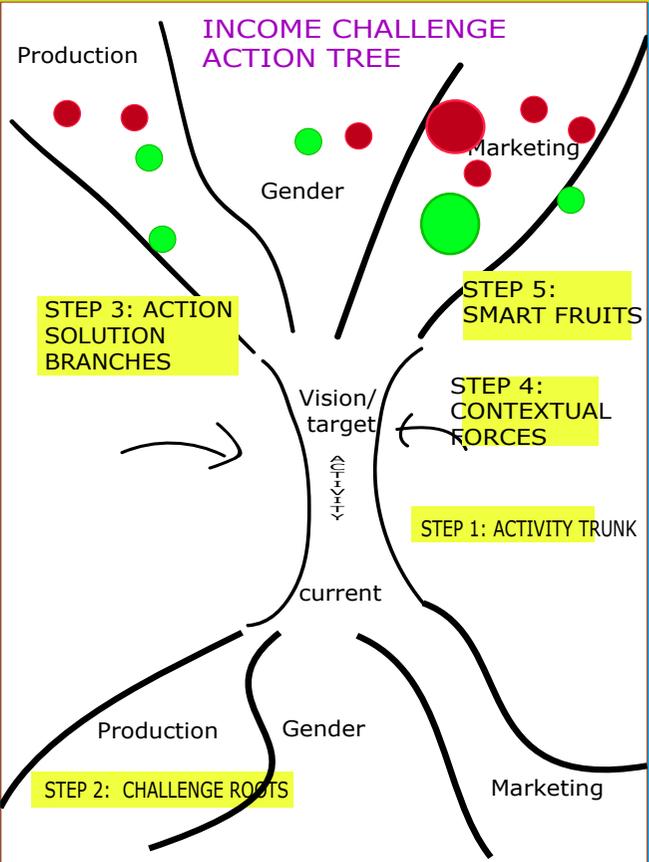
Steps and Workshop Facilitation

Participatory
Action
Learning for
Sustainability

Toolkit for
 GYEM Ethiopia

Linda Mayoux
 and
 Sarah De Smet

with GYEM staff
 and champions



Introductory narrative

Challenge Action Trees (CATs) are a key tool at all stages of any PALS process and can be adapted to many different issues and for use at all levels.

All challenge action trees follow the same basic steps:

- *Drawing the trunk, or issue.*
- *Identifying the roots - challenges/causes.*
- *Identifying the branches - specific solutions.*
- *Identifying the contextual forces acting on the trunk or linking the roots and branches.*
- *Committing to 'SMART fruits' or concrete action steps to change.*

The difference between the different trees lies in the categorisation of roots and branches relevant to particular issues.

It can be used by individuals, groups and organisations.

In GYEM CATs were used to identify challenges/solutions/ action commitments for increasing incomes from horticulture (described here) and later for challenges like alcoholism and addiction (see reports and links from:GYEM PALS blog <https://palsethiopia.wordpress.com>)



Aims

The plenary session of this tool is a good point at which to involve other stakeholders like private sector and government.

It is good to have some time for the farmers to ask the questions they have on production and marketing from these other stakeholders - ensuring that the questions from women and youth are equally considered as those from men.

For individual farmers and staff

- To analyse the different production causes of low incomes.
- To analyse the different marketing causes of low incomes and start to identify marketing strategies.
- To help people to analyse the interlinkages between gender and generational issues (including child labour and health and safety) in the household affecting horticulture production and marketing to link with Tool 4 Happy Family Tree.
- To differentiate challenges and solutions under individual or group control, and those due to contextual factors.
- To share and exchange ideas for solutions and identify what knowledge is already available in the community. Linking this to both technical and marketing training and gender commitments.
- To generate 10 individual 'SMART action fruits' to transfer to Tool 6: Livelihood Management Calendar (Livelihood Tool)
- To develop participatory skills in starting to deal with more sensitive issues, as well as reinforcing drawing skills.



For organisations

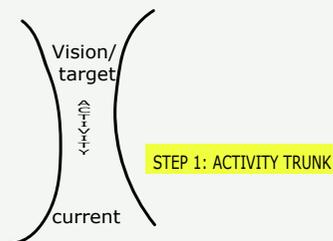
- To provide a participatory introduction to technical training and understand things from the farmer perspective.
- To get a quantified overview of the various challenges in each activity at the different levels.
- To get a quantified overview of potential solutions and what knowledge is already available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

Steps

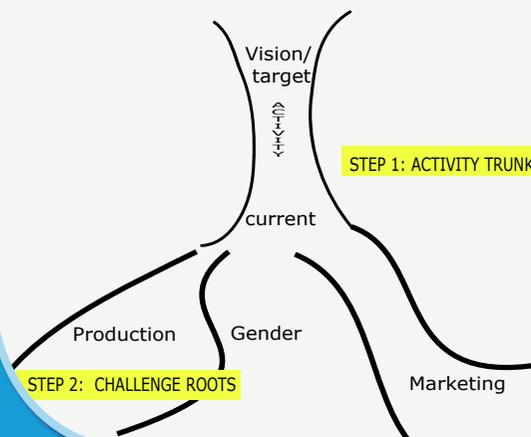
Draw this diagram on the next double page of the notebook diary. Turn the book sideways.

Remember to put a date.

INCOME CHALLENGE ACTION TREE



INCOME CHALLENGE ACTION TREE



The Contextual Forces outside the trunk

It should be emphasised that in the roots and the branches only those things that are under control of the farmer or their group should be placed.

Anything that is contextual for outsiders should be placed at the side of the trunk - for example 'drought' or 'lack of market' goes outside. What goes on the roots would be 'I have no drought preparedness' or 'I have not explored the market'. This is explained at the beginning - to get as many individual causes. Then reinforced and clarified at the group feedback stage.

The Middle Household Root and Branch

Clarify that the middle root is about gender and generational relations. It builds on the analysis from the Happy Family Tree.

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 or generational inequality.

Specific time should be given to this household root in the schedule as a recap from the Happy Family Tree. Make sure enough time is left - the analysis of production and marketing are covered in technical trainings and the livelihood business training. But the tree needs a solid central stem.

1 Trunk: issue

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

- income/activity vision at the top of the trunk: eg price per kg, kgs per plant, quality, hectares etc
- current situation in relation to the vision at the bottom of the trunk
- who in the household is involved in that crop production in the middle of the trunk.

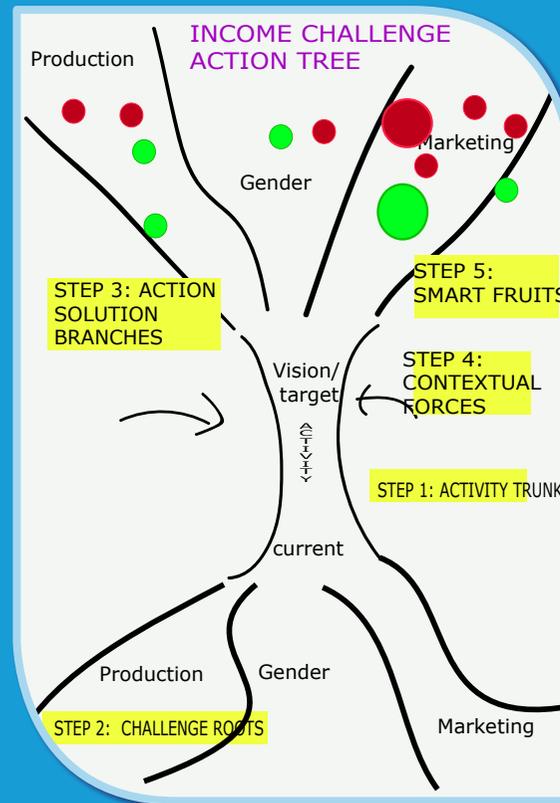
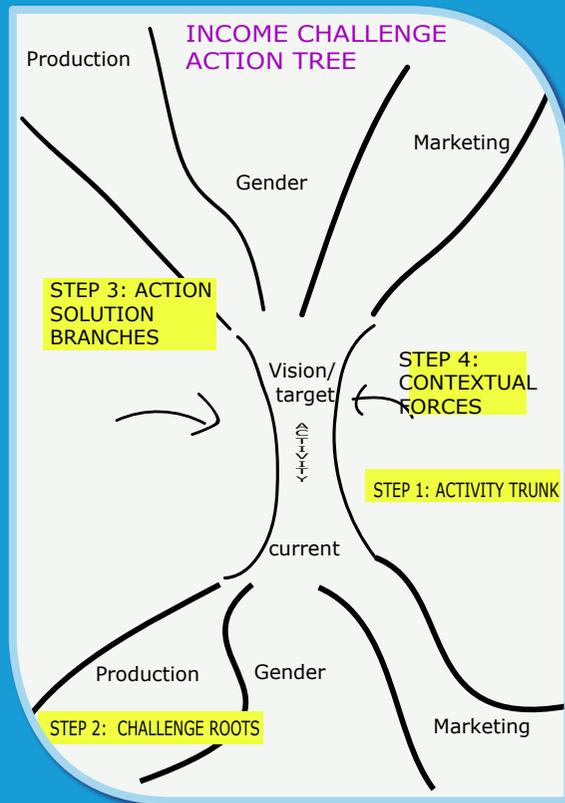
2 Roots: challenges

In the income tree the roots are divided into three basic categories:

- left: root: production challenges including environmental issues
- right root: market challenges including relationships with the company and informal traders
- centre root: household gender and generational challenges in the family including e.g. work cooperation, ownership, control of income, decision-making, child labour.

Put the most important things closest to the trunk.

Key steps



SPECIFIC INDIVIDUAL SOLUTIONS

Only individual solutions and actions are allowed.

Anything more general goes as opportunity forces to the top of the trunk - or down in the challenge roots if it does not yet exist.

General solutions like 'training' or 'microfinance' are not allowed.

3 Branches: specific solutions

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

Specific solutions are systematically identified for each challenge and placed on the branches, working down from the top of each branch in the same order as the challenges.

4 Fruits: 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 themselves take to start to bring about the solutions.

SMART FRUITS

So that we can ripen them each fruit must be SMART, i.e. Specific, Measurable, Achievable, Relevant and Timebound.

MONITORING

Fruits start green, then by implementing them we turn them red.

Facilitation overview

All of Days 2 of a 5-day livelihood strengthening workshop.

When used for peer sharing, the champion:

- *explains the purpose of the tool*

- *goes through the steps at the back of their notebook (by this time they are designing their own)*

The person learning:

- *fills in the plan*
- *ideally transfers to a flipchart*
- *says who they will share with*

Finally they can compare and share ideas and see how they can work together.

Participant preparation	<ul style="list-style-type: none"> • Bring your notebook diary with your other diagrams and your coloured pens
Facilitator preparation	<ul style="list-style-type: none"> • Prepare an introductory explanation based on the narrative above, reviewing the coop's GAPs technical materials and gender issues from the Happy Family Trees. • Depending on knowledge of likely skills of participants from the Catalyst Workshop and their likely range of economic activities, decide whether the main focus will be individual trees or group trees. If there are many activities, then the focus should more individual. If there are 4-5 main activities, then groups are more useful as the main use of time. • Put up a blank flipchart at the front of the room for interactive presentation of the tool • Make sure the seating arrangements are appropriate and seat yourself to the side etc as before.
Materials/ prepared inputs	<ul style="list-style-type: none"> • Individual diaries. • 1 flipchart and 4 differently coloured markers per group. • Digital camera to record diagrams and postits for translated versions for the report. Video camera to record plenary.
1 day 2x 3 hours with health break	<p>Morning</p> <ul style="list-style-type: none"> • Group formation as decided and agreed with participants by main activity (women and men are mixed) and final decision on balance between individual and group work (15 minutes) • Interactive presentation and drawing of the Challenge Action Tree in notebook diaries. The facilitator goes slowly through the steps with participants drawing on the blank flipchart while everyone else draws in their notebook diaries. <p>Afternoon</p> <ul style="list-style-type: none"> • Group sharing and further refinement of individual plans in activity groups, identification of opportunities and challenges and possible areas for collaboration (30 minutes - 1 hour) • Sharing and discussion 'cafe'. One group stays with their drawings while the others circulate to find out more about the drawings that interest them most. Then swap with a new group staying with their drawings. Focusing on action commitments. • Clarification recap of tool for peer sharing. Pairwise design of pictorial manual, shared and agreed within each group (1 hour) Introduction and interactive drawing of the framework on plenary flipchart and in Notebook Diaries. (10 minutes). • Plenary facilitator wrap up focusing on main action points for the organisation/cooperative and gender issues.
Outputs	<ul style="list-style-type: none"> • 1 individual increasing incomes CAT on a large flipchart per participant with 3-5 action fruits per participant. • Quantified group trees • List of common gender challenges • Photographs of each annotated tree • A list of the main issues for capacity-building.
Homework for participants	<ul style="list-style-type: none"> • Refinement of their own individual challenge action tree. Acting on commitments and sharing.
Homework for facilitator	<ul style="list-style-type: none"> • Analyse the information from the group trees and put actions onto excel sheet for monitoring. List issues for capacity-building.

Facilitation details

Forming the groups:

Participants should divide themselves by crop - choosing the crop they know most about. Not one where they have no experience. The aim is to bring together as much existing local knowledge as possible. Then the results are shared with everyone.

If there are large numbers of participants the crop groups can be divided eg into separate women's and two men's groups. It is good to have two groups for each sex so you can compare any differences between men and between women. Youth can also be in gender-disaggregated groups.

All farmers do their own personal CATs in their notebooks alongside a participatory group process going step by step.

They start by drawing the tree framework, with their vision for their chosen crop, current situation and household members involved in the trunk (See Step 1 above).

Group discussion

Each person is given 6 - 10 cards on which to draw their challenges - at least 2 per root. The colour of the cards should be different for women/men/youth so that these differences can be analysed later.

One person comes up and holds up the drawing of their most important challenge. They then ask the other participants to guess what the drawing represents. If the drawing is not clear participants suggest clarifications.

Once the challenge is clear the person asks if other participants also have the same issue. They take those cards and stick them all together on the relevant root. They ask how many people have the same issue and put the number on top of the pile of cards - using different colours for women/men and youth.

Then they are asked if the issue is a personal one for the

roots, or it is contextual for outside the trunk. If it is contextual then can it be re-phrased and drawn as an individual issue. This is a way of getting the discussion to be more specific on things that can be addressed by people themselves.

Everyone claps as they sit down. Then someone else comes to the front.

This process is repeated until all the cards are finished. If relevant for the economic activity, it is useful to place the production challenges in the order in which they occur in the production cycle. Putting the first activity at the bottom of the root and working upwards.

People draw the challenges relevant for them on the individual tree in their notebook.

People select 6 challenges most relevant for them - at least 1 in each root (NOT OUTSIDE THE TRUNK). They are given 6 more cards on which they draw ideas for solutions. But these solutions should be specific and things that they themselves can implement. Vague solutions like 'more training or inputs from the cooperative' or 'micro-finance' are not permitted.

The same process of people showing, discussing, placing

and counting numbers of people with the same issue is then continued as was done for the roots. It is important that the order of the solutions follows that of the challenges - the solution corresponding to the challenge at the bottom of the root is put at the top of the branch and then moving downwards.

When all the solutions have been discussed and quantified, people copy the relevant solutions onto the branches of their personal tree in their own notebooks.

Finally each participant circles the solutions that they themselves will implement. They identify the concrete SMART action fruits. It may be that they intend to follow all the best practices identified on the production branch. But they must also identify at least two actions on the market and household branches.

If time permits the numbers of cards per participant can be increased to get a wider range of issues and commitments.

This tree can also be shared with cooperatives and government for suggestions on assistance they can give. But this should be at the end of the training. The facilitator must ensure that possibilities of outside support does not detract from the individual action commitments.