



Coffee Toolkit

# SUSTAINABLE COFFEE AS A FAMILY BUSINESS

Approaches and tools to include  
women and youth

Agri  
Pro  
Focus

 Fair &  
Sustainable  
ADVISORY SERVICES

Hivos  
people unlimited

 SUSTAINABLE  
COFFEE  
PROGRAM



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 SCEP SUSTAINABLE  
COFFEE  
PROGRAM

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# Preface

*We are pleased to release the first comprehensive set of recommendations to highlight farming as a family business and to improve the integration of women and youth into the coffee sector supply chain. Sustainable development of the coffee sector, especially in smallholder dominated production systems, is often hampered by unequal distribution of information, labour, and other resources and benefits within coffee-farming families. In many coffee-producing countries, young people do not find an attractive future in the coffee farms of their parents. We anticipate that the use of this toolkit will be instrumental in tackling these issues by enabling both public and private extensionists to provide relevant and more effective services to farming families involved in the coffee supply chain.*

*This toolkit is also a good example of a multi-stakeholder initiative that would not have been possible without the precompetitive collaboration of both the public sector, farmers, trade and industry. This type of collaboration is needed in the coffee sector to accelerate sustainable development and improve farmer livelihoods in coffee production. We'd like to thank our partners for making it possible, including USAID, Enclude, GALs, the ILO and Care; and with a special thanks to Hivos, Agri-ProFocus and Fair & Sustainable Advisory Services who developed this toolkit, and to our partners in the Sustainable Coffee Program Steering Committee and the 4C Association.*

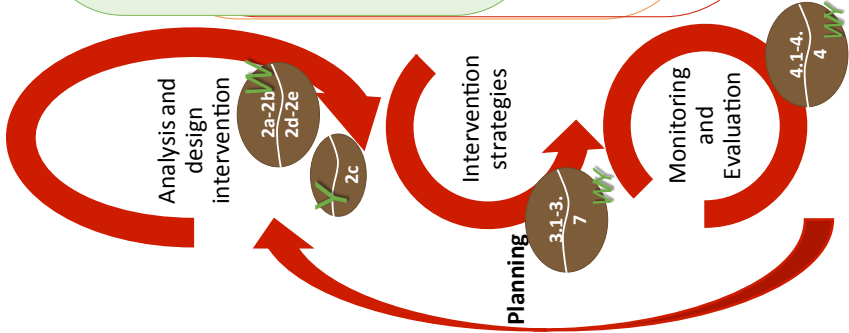
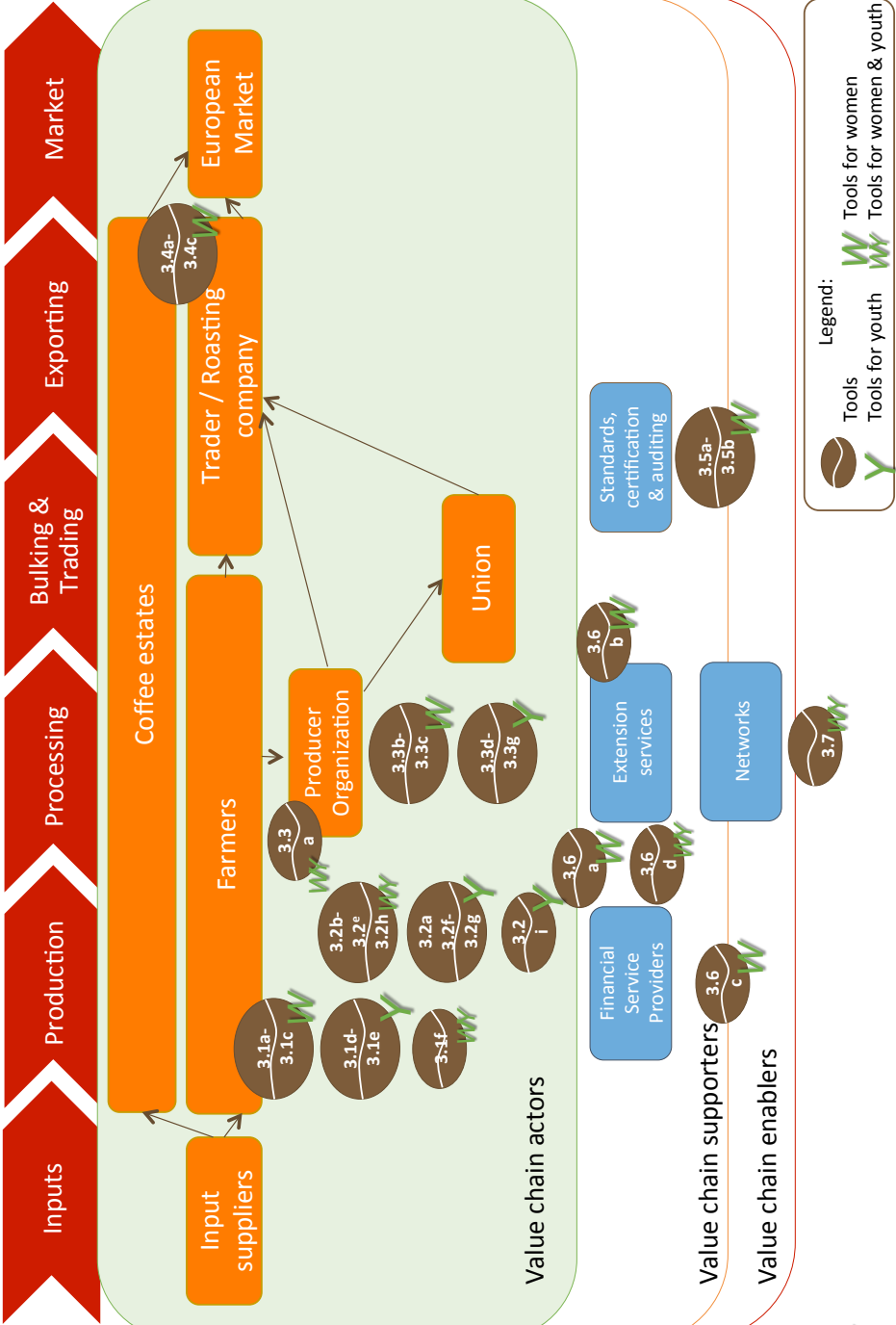
*-Ted van der Put, Program Director of the Sustainable Coffee Program*

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# Coffee Production Process:





# I Introduction

## 1.1 The business case for women and youth in coffee

### The challenge

Women form the majority of the world's estimated 25 million coffee farmers, yet coffee is seen as a men's crop. A sustainable supply of good quality and sufficient quantity of coffee for mainstream and specialty markets is often hampered by unequal distribution of information, labor, other resources and benefits within the coffee farming families. Women do much of the production activities, men tend to benefit more from training in sustainable coffee practices, inputs, income and other benefits derived from coffee sales. This unequal distribution leads to many inefficiencies in the coffee chain, and hampers the development of the coffee sector in general, and production in particular.

In many producing countries, average age of coffee farmers is increasing. Youth are not motivated to stay in coffee, face lack of ownership of land, coffee trees, access to training and finance, and benefits derived from coffee. As a result they leave the rural areas, looking for employment in towns. Continuation of coffee production by the "next generation" is therefore at stake, and poses a great risk for the coffee sector as a whole.

Coffee is, and likely will remain, an important cash and export crop. It is therefore important to address the challenges related to inclusiveness, encouraging youth to start working in the sector and providing social and economic empowerment for women. To do this, both men and women of different age groups need to be supported in grasping opportunities.

### The opportunity

This toolkit provides a range of approaches and tools that have been tried and tested. They can lead to considerable improvements in coffee quality and increase in coffee quantity, besides supporting more gender equality and youth involvement.

### Objectives

This toolkit intends to motivate and assist coffee roasters and traders and their practitioners to apply an inclusive approach to develop better functioning coffee chains benefitting both men and women of different age groups equally. It provides practical approaches and tools for all stages in value chain interventions. It is based on the second version of the Gender in Value Chain toolkit published by AgriPro-Focus in October 2013. The tools are selected from manuals produced by USAID, Enclude, GALS, ILO, Care and other organisations. This specific coffee toolkit has further been enriched by experiences from Hivos implemented gender programmes in the coffee sector and additional case studies written on

youth programmes in coffee commissioned by Hivos for the purpose of this toolkit.

### Who is the toolkit for?

- Coffee companies' staff working with different actors in the coffee value chain.
- Practitioners that work with or for coffee companies and support different actors in the coffee value chain.

### Types of tools offered:

1. Tools that support data-collection and research to gain insight into gender and/or youth constraints. It will help you to see opportunities and strategies for improvements.
2. Tools describing a way of working (approaches), combining a variety of interventions
3. Tools that support monitoring and evaluation of chosen interventions.



The book is structured according to the logic of the project cycle. This introduction is followed by Chapter 2 with tools for value chain analysis. Chapter 3 is dedicated to a large number of approaches for women and youth inclusive interventions at different levels in the

coffee chain. Chapter 4 provides some tools for monitoring and evaluation

The interventions in chapter 3 are organised according to different entry-points like: (1) Individuals and households, (2) Small entrepreneurs, (3) Producer organisations, (4) Large businesses, (5) Standards, certification and auditing (6) Service Providers and (7) Networks. For each entry point a variety of practical interventions is presented for you to choose from.

These entry points are based on the value chain development analytical framework, a systemic view integrating three important levels within a value chain network that allows discovering potentials and bottlenecks within these levels and in the dynamic interactions between them.

**Value chain actors:** The chain of actors who directly deal with the products, i.e. produce, process, trade and own them.

**Value chain supporters:** The services provided by various actors who never directly deal with the product, but whose services add value to the product.

**Value chain influencers:** The regulatory framework, policies, infrastructures, etc. (at the local, national and international level). In annex 1 the value chain development framework is explained more in depth.

### Use

- Design your own process - professional responsibility

This toolkit is not a ready-made recipe to integrate women and youth into your coffee chain. Rather, it offers a range of tools that could be used at every stage of your intervention. It is the responsibility of the professional to combine tools in a systematic approach to achieve real gender impact.

- All tools fit in a process involving different people at different steps.

Most tools describe one step in a process (e.g. the data collection, or the participatory analysis). The design of the other steps in the process and the involvement of the right mix of people in the different steps is the task of the practitioner.

- All tools will have to be contextualized and fit in this process.

It is the responsibility of the practitioner to adjust the tools to his or her specific situation.

Practitioners might need on-the-job-guidance/coaching to put in practice the tools and approaches presented in this toolkit. Agri-ProFocus, Hivos and ICCO are developing a network of coaches who can provide hands on assistance to organisations.

- Downloads

We encourage you to use and adjust the tools and to share your experiences and adjustments with us. For this reason this toolkit is also available in an online version via [www.hivos.org/coffee](http://www.hivos.org/coffee), [www.agriprofocus.com/gender-in-value-chains](http://www.agriprofocus.com/gender-in-value-chains) <http://www.sustainablecoffeeprogram.com/en/resources> and [www.sustainabilityxchange.info/](http://www.sustainabilityxchange.info/)

We are also interested in other tools you may consider useful. Experiences can be shared via the online platform of Agri-ProFocus [www.agriprofocus.com/](http://www.agriprofocus.com/) or on the Gender Action Learning System (GALS) via [www.galsatscale.net](http://www.galsatscale.net)

- Acknowledge this toolkit

Some resources of this toolkit have copyright, this needs to be acknowledged. In addition, Hivos, Agri-ProFocus and the Sustainable Coffee Program powered by IDH would like to be mentioned as source for the material.

### **Toolkit made visual**

To facilitate the understanding of how the different chapters and tools are connected we offer you a visual presentation on page 4 of this toolkit.

### **Disclaimer**

The tools are, as much as possible, described according to the original descriptions by the case holder, some tools are based on documents available in the public domain. Given the different origin of the tools, this toolkit does not provide a fully coherent approach. It aims at providing information on tools for gender-sensitive value chain development and youth inclusion available on the internet in a summarized form allowing practitioners to select the tools which best suit the organization, way of working and philosophy.

## 1.2 Applying a gender lens for agricultural development

### Quote:

*“... if women had the same access to those resources as men, they would produce 20-30 percent more food on their land ...”* - **FAO at Work 2010-2011**

FAO's research shows that women farmers are 20-30 percent less productive than men, but not because they manage their farms less well, or work less hard. The main reason for the gap between men's and women's performance is that the former have access to resources seldom available to female farmers – including land, financing and technology, among other things. In addition, women do not share fairly in benefits such as training, information and knowledge. If women had the same access to those resources as men, they would produce 20-30 percent more food and their families would enjoy better health, nutrition and education. If women had equal access to agricultural resources and services, food security would be greatly improved and societies would grow richer, and not only in economic terms.

According to the World Bank report 'Levelling the Field. Improving Opportunities for Women Farmers in Africa' (2014), closing Africa's gender gap is about more than just ensuring that women farmers have equal access to key productive resources. Differences in how a female farmer benefits from these resources (i.e. her returns to those inputs) often have a larger effect. The key issues to be addressed according to the report

include three (!) recommendations to solve labour-related problems of women to reduce the burden of household and family chores and to increase agricultural productivity of personal labour and hired labour.

Another World Bank report published in 2014, 'Voice and Agency: Empowering Women and Girls for Shared Prosperity', addresses the persistent constraints and deprivations that prevent many of the world's women from achieving their potential. 'Increasing women's voice and agency are valuable ends in themselves. And both voice and agency have instrumental practical value too. Amplifying the voices of women and increasing their agency can yield broad development dividends for them, for their families, communities and societies. Conversely, constraining women's agency by limiting what jobs women can perform or subjecting them to violence, for example, can create huge losses to productivity and income with broader adverse repercussions for development.'

### What is Agency?

*'Agency' is the ability to make decisions about one's own life and act on them to achieve a desired outcome, free of violence, retribution or fear. The ability to make those choices is often called empowerment. Agency is critical at the individual level, but is also about group and collective action.*  
**DCED 2014**

The Donor Committee on Economic Development (DCED) also stresses the importance of agency of women in its Guidelines for Practitioners: 'Measuring

Figure 2: WEE Main Components



Women's Economic Empowerment in Private Sector Development'. Economic empowerment is defined as follows: A woman is economically empowered when she has both: a) access to resources: the options to advance economically; and b) agency: the power to make and act on economic decisions.

### Women in coffee production

Women involved in coffee production experience similar challenges to the ones described above. Addressing these issues is important for a better functioning of the coffee value chain because gender-based constraints can hamper the efficiency of the chain, and therefore the quantity and quality of the product. Gender inequality can undermine workers' productivity and managerial efficiency.

Insight in these gender-based constraints is important for a successful upgrading of your coffee chain. This toolkit will assist you in doing so. Tool 2.b for example will help you in analysing the different dimensions of gender inequality in a coffee chain according to the Harvard Analytical Framework. The Harvard Framework was one of the first frames designed by researchers at the Harvard Institute for International Development, to help planners in designing project allocating resource equitably. The logic of the Framework is as follows:

### 1. Roles and time investment of men vs women

**Women work two-thirds of the world's working hours, yet receive only 10% off the world's income UNDP, 2010**

What are the roles of men and women? In which part of the value chain are women and men active? In which roles, as formal or informal workers, managers, producers, and entrepreneurs? How pervasive is gendered job segregation? What rewards and quality of work do women and men receive (for example, wages, working conditions, employment status, and social protection)?

### 2. Access to and control over resources and benefits

**Although they predominate in world food production (50-80%,) women own less than 10% of the land. UNDP, 2010**

What access do men and women have to land and other productive resources such as means of transport (ox-cart, bicycle), human capital (skilled labour), financial capital (savings, credit)? How do they benefit from the coffee revenues?

### 3. Decision-making

**Women use almost all their income from the sale of agricultural products and handicrafts to meet household needs. Men use at least 25% of their earning for other purposes. FAO at work 2010-2011**

How are men and women involved in decision-making? Do they have a say in the agriculture production of the family? Do women have a say over the use of coffee revenues for household (and other) expenditures? Are they involved in the governance of the value chain as members of producer organisations?

## What are the type of issues you might encounter analysing a coffee value chain?



### 1. Role of women in coffee production

Women's roles in the coffee workforce vary significantly from one country to another, and even within countries. In Vietnam, for example, women make up about 50% of the in-country traders, which is significantly more than in other countries. In Brazil, where a third of the world's coffee is produced, you find a very low percentage of women in field work and harvest, due to the high level of mechanized farming. In Uganda women do the majority of the field work, while men do the marketing and selling part.

These data show that a more equal distribution is needed to support women to fully use their potential in the commercial field. In agriculture it is important to analyze the workload of women. The recent World Bank report 'Levelling the Field' states that labour constraints are important barriers to women trying to improve their productivity. Agriculture in Africa depends heavily on manual labour, supplied by farmers' households, families and communities. Women typically assume a larger role in childcare and household responsibilities than men, which is likely to restrict their ability to work on their own farms or manage their labourers. The report states that women farmers also face many difficulties in hiring outside labour and effectively supervising them. Given

this workload it is understandable that women are not automatically interested in taking up additional activities in the coffee production, especially not in countries where coffee is considered a men's crop of which the benefits go to their husbands. Women are also active in other nodes of the coffee chain as employees of large enterprises; here it is especially important to look into labour and working conditions of female employees. The tools in this toolkit can be used as a guide when designing interventions that balance the work in the farmer family and create women-friendly working conditions for female employees in other nodes of the value chain.

## WORK



Woman



Woman → Family



## 2. Access to and control over resources and benefits

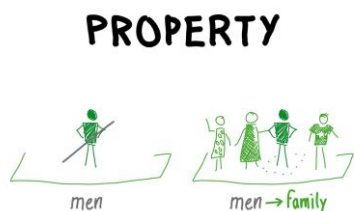


Figure 3: Access to and control over resources and benefits

Women's ownership of resources in coffee production is modest at all levels, but sometimes difficult to describe for several reasons. Regarding ownership of land for example, the distinction between ownership and user-rights, and co-ownership for married couples is sometimes unclear. There are of course differences from one country to another, but in general the productive resources, land but also equipment, and means of transport, are the property of men. Ownership of land is important for successful coffee production, as ownership is often linked to a lot of other benefits, such as ownership of coffee trees and therefore the income derived from coffee sales, and membership of producer organisations. On the basis of membership of cooperatives, members are invited for training etc. This explains why in most cases men are invited to and participate in trainings, even if the training relates to activities carried out by their spouses. Also other services like marketing, information services of the producer organization, but also credit, will more likely benefit men. This toolkit offers you tools to design appropriate interventions contributing to a more equitable distribution of resources and benefits.

## 3. Decision-making

### INCOME



Since it is mostly men who are members of producer organisations, they have a say in decisions regarding the coffee chain (e.g. related to marketing) and they can be elected as leaders. At family level the income from coffee sales are perceived as the income of the man, who decides on the use of it. This may result in women losing interest in investing in the coffee production, or even in women harvesting unripe beans and selling them to local buyers at a low price. This situation was for instance found in Uganda, where the Bukonzo Joint cooperative members participated in the Gender Action Learning System (GALS) programme (see tools 3.1a-3.1e). This Cooperative Society in West Uganda faced many problems; quality of the coffee received was generally low, and several farmers sold their coffee to individual traders instead of the cooperative, to mention just two major difficulties. Discussions with members showed that the men considered coffee to be a real 'man's' crop even though the women managed the farms in terms of picking, drying, hulling and sorting. As the men received the payment from the Cooperative and spent the profit according to their own views, the women would usually keep coffee for themselves, often picked when still unripe, and sell it directly to traders to have some earnings of their own.

The above shows how a lack of control over coffee revenues can influence the



productivity in the value chain in quantity as well as in quality. The tools provided in the toolkit help you to discover the locally relevant elements and include them when designing intervention strategies.

### **Promising examples**

Based on the Gender Action Learning System approach, the Bukonzo Joint Cooperative Society has gone through quite some changes. Currently men and women share more of the work on the farm, men and women go for joint land ownership and joint decision-making on the income, productivity levels have improved, quality has increased significantly, and there is far less side-selling than before.

This book presents various promising examples of organisations and companies who have successfully applied gender-sensitive approaches.

### **Credits**

FAO at work, Women Key to food security, 2010-2011

World Bank in partnership with the ONE Campaign, "Levelling the Field: Improving Opportunities for Women Farmers in Africa" 2014

World Bank 'Voice and Agency. Empowering Women and Girls for Shared Prosperity' under the leadership of Jeni Klugman and Lucy Hanmar, 2014

Donor Committee on Economic Development (DCED) 'Guidelines for Practitioners 'Measuring Women's Economic Empowerment in Private Sector Development' By Erin Markel, 2014

UNDP, 2010. Gender, Climate Change and Community-Based Adaptation, UNDP, New York.

**YouTube:** Oxfam Novib, WEMAN, IFAD 'Coffee value chain, Uganda' parts 1 and 2 (also available in French and Portuguese), GALS experiences of Bukonzo Joint

## **SHARED DECISION MAKING**



## 1.3 Applying a youth lens for agricultural development

**Quote:**

*“The way agriculture is packaged for youth is not appealing. Agriculture ‘is not the thing to do, if all else fails, go into farming ... doing agriculture is a sign of failure ... agriculture needs to be demystified ... it needs to be made more appealing and technology-driven, e.g. drip irrigation/ greenhouses, etc.’ ”* **HIVOS paper on youth and small-scale farming, 2012**

*“Efforts to engage youth involve elevating their voices and ensuring meaningful opportunities to contribute to resolving issues and promoting positive change in their communities and nations...”* **USAID Youth in Development report, 2012**

Compared to gender, youth in agriculture is a relatively new topic, but one that receives growing attention. Large organizations like USAID and the World Bank have started to research the situation of rural youth and development agencies, and businesses have started pilot projects to reach out to young farmers. These efforts bring several trends and challenges to the forefront and show examples of viable approaches. Generally accepted is the fact that structural change is happening as coffee producing countries are transforming rapidly from rural to service economies. In spite of this trend, coffee continues to be an important commodity. Nevertheless, the average age of coffee farmers is rising,

and youth is not motivated to get involved in the coffee production nor do they see job opportunities in the coffee chain. How can the potential of rural youth be unlocked?

The challenge for this sector is real, as young people are leaving rural areas looking for attractive lives and work in the cities and abroad. Youth migration is slow and not always immediately visible, but poses a real threat to the supply of coffee in terms of quantity and quality in the coming years.

An important lesson from the studies is that when you modernize coffee production and supply chains in a professional way, production and trade of coffee can deliver good returns and provide motivation to stay in rural areas. The biggest constraint is the lack of access to land and benefits. If these are addressed, youth is an ideal catalyst for change, given their greater propensity and willingness to adopt new ideas, concepts and technology. These are all critical in changing the way coffee farming is practiced and perceived. It is important to seek innovative ways to tempt younger persons to join the coffee value chain.

The pilot projects and studies present an overview of approaches and recommendations giving a good insight into the bottlenecks young people/farmers face in the coffee sector, bottlenecks that are similar for women involved in coffee.

In short, the key questions to be answered are similar to the ones presented in the Harvard Analytical Framework:

1. What are the roles of young men and women?
2. What access do young men and women have to land and other productive resources, such as means of transport (ox-cart, bicycle), human capital (skilled labour information),

financial capital (savings, credit)?  
How do they benefit from the coffee revenues?

3. How are young men and women involved in decision-making, on the agriculture production of the family on household expenditures, on value chain governance at the level of producer organisations, on household expenditures?

The USAID work with youth in development has inspired a framework to help planners in designing projects allocating resources equitably. The tool is presented in this toolkit (tool 2.c) and provides information relevant to the analysis of access to and control over resources and benefits by youth in each function of the coffee chain.

### **1. Role of youth in coffee production**

Parents often do not see a future for youth in coffee production, and do not give them a role in it, even if youth are present on the farms. The studies mentioned above and pilots show that few or no youth own coffee trees or are part of contract farming schemes. This is partly because heritage rules and traditions prevent families to hand over the legal responsibility of the farm to youth, which is likely to restrict their ability to work on their own farm or manage their labourers. Partly it is also because the workload combined with the financial returns does not automatically spark young people's interest in coffee production.

The tools in this toolkit can be used as a guide when designing interventions that encourage youth to find a career in coffee, not only in production but also in other parts of the value chain.

### **2. Access to resources**

As with women, youth ownership of resources in coffee production is low at all levels.

When a young farmer has no formal ownership of or responsibility for land and coffee trees, it is difficult to participate in training, or access credit and tools to apply innovative production methods.

This toolkit offers you tools to design appropriate interventions contributing to a more equitable distribution of resources.

### **3. Decision-making**

As male household heads are the members of the producer organisation, they have a say in decisions regarding the coffee chain (e.g. related to marketing) and they can be elected as leaders. Youths are underrepresented in membership and governance of farmers associations and have fewer resources in terms of technology and credit. At family level the income from coffee sales are perceived as the income of the male parent, who decides on the use of it. This may result in youth losing interest in investing in the coffee production or even in seeking innovations.

### **Promising examples**

This book presents several promising examples of approaches applied in different parts of the world by organisations and companies to sensitize and include youth in the coffee sector.



# II Value Chain Analysis

## Tool 2 a - Making a gender-sensitive value chain map

*By Vanderschaeghe, Lindo, Senders and Motz*

### Why use this tool?

Gender mapping focuses on making women visible in a coffee value chain. Although women are participating in all coffee value chain activities, they tend to be invisible:

- In the production process; as men are owners of the land and assumed to be the coffee producers, women's contributions as partner in the farm and family business stay hidden.
- In smallholder settings the family labour, particularly that of women and youth, stays invisible as generally the men as owners are invited to value chain analysis sessions. The same can be said when upgrading strategies are formulated within their farmer organization.
- Permanent and seasonal labourers and employees, particularly female workers on coffee estates, are also little visible as generally only higher management is invited to participate in a value chain analysis or the formulation of an upgrading strategy.

### What do you gain from using it?

- Get a global gender-sensitive picture of the value chain, the actors involved, their linkages and the percentages of men and women in each VC segment.
- Gain insight into where and how women are participating in the coffee value chain: as owner of coffee farms and coffee-related businesses, as unpaid labour in family businesses, or as wage labourers on coffee estates and coffee enterprises.
- Gain insight into the position and contribution of women in the value chain.
- Gain insight into the role position and contribution of women and men at each stage of the value chain.
- Identify constraints and opportunities for women to participate and upgrade their position in the value chain.
- Identify how gender inequality affects upgrading of the coffee value chain.

### Who applies this tool and for whom?

This mapping tool can be used in participative workshops with value chain actors (women as well as men). Although the general perception might be that women little participate in certain segments, the key to a good gender analysis is to go to the field with an open mind and make sure to invite both men and women of coffee producing households,

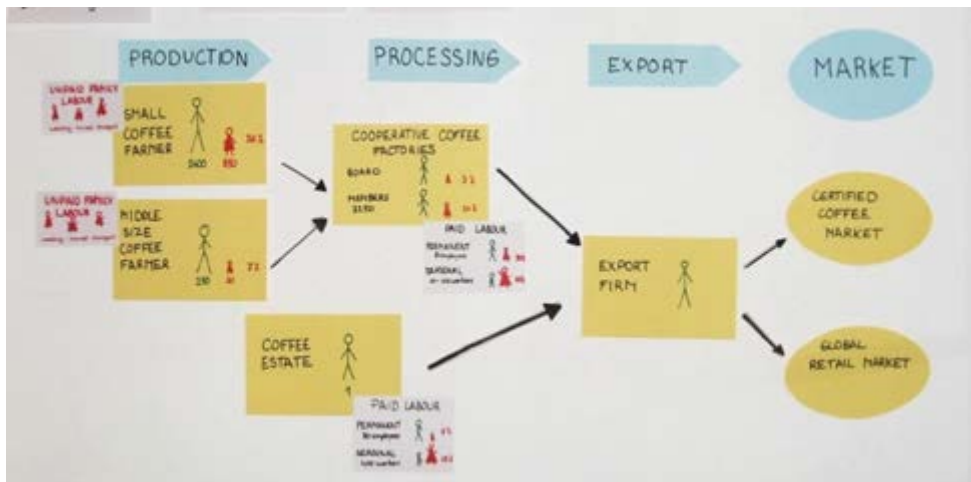
and interview women leaders in order to get an unbiased picture of the value chain.

### How does it work?

#### Step 1: Mapping of value chain actors

1. Define the specific geographic region (country and province) and/or a specific end product (e.g. organic, fair trade coffee) for your value chain mapping.
2. Identify the end market (low or high end consumers; USA/Europe/Japan) and write them on oval cards.
3. Identify the different value chain steps (links) of your coffee value chain and write them down on arrow-shaped cards of one colour: specify input supply, production, processing (wet and dry), collecting, trading, national sales or export. Put the cards in a logical order on a flipchart.
4. List the different actors in the value chain and write them down on cards of a second colour. Try to differentiate actors according to: size, legal status (family business, enterprise, cooperative, and government), technology, etc.
5. Identify the number of male and female owners per identified actor and add that to the cards. Use symbols for men and women or joined ownership. Use various sizes to make the differences more visual.
6. Put the cards in a logical order and place them on the flipchart below the respective value chain links.
7. Draw lines between actors to indicate main product flow.
8. Identify which actors contract hired labour. Make cards of a third colour to write down the numbers of men and women employed. Differentiate where needed between permanent and seasonal labour.
9. Lastly, identify where women provide unpaid family labour, working on the family farm with little or no control of coffee income, and add it to the map.

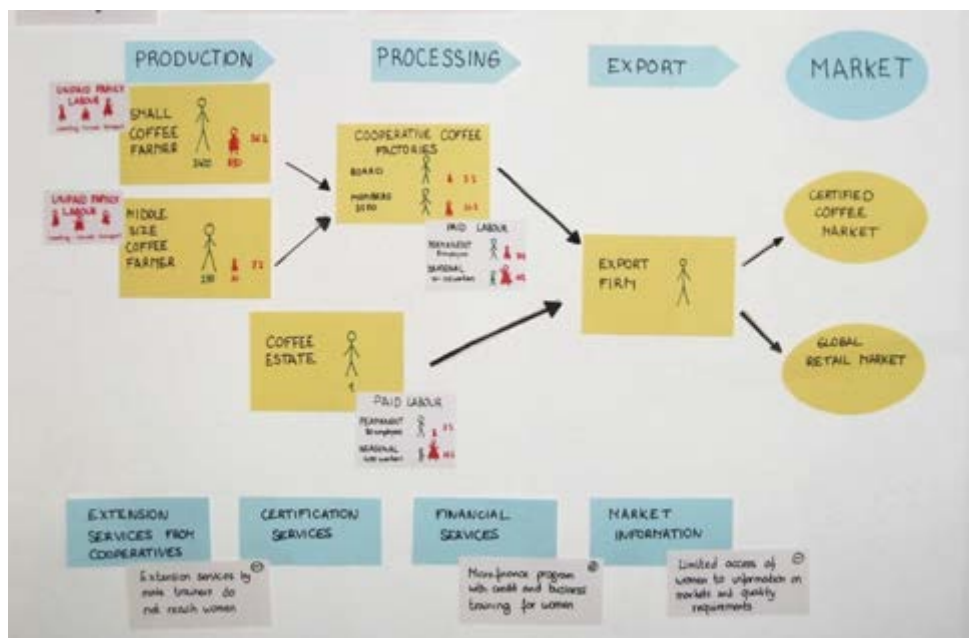
## EXAMPLE 1: MAPPING OF VALUE CHAIN ACTORS OF COFFEE VALUE CHAIN KENYA



**Step 2: Mapping of support services**  
 Identify the support services for the value chain actors at the different stages of the value chain. Write them down on cards of another colour. Examples of supporting service providers are extension services, certification services, financial services

(saving, credit and insurance) and business development services such as market information, trade facilitation, business management, brand development and quality assurance. Reflect also services that can alleviate women’s reproductive workload, such as childcare services.

**EXAMPLE 2: MAPPING OF SUPPORT SERVICES AND THEIR OPPORTUNITIES AND CONSTRAINTS FOR WOMEN, COFFEE VALUE CHAIN KENYA**



**Step 3: Opportunities and constraints for women at support service level**

The next step is to identify opportunities and constraints women face in accessing and benefiting from services that support their performance and improve value chain coordination and upgrading. Write main opportunities and constraints on cards. Mark opportunities with a + and constraints with a – sign. Guiding questions are:

- What is the percentage of women and men served by these service providers?
- Do women working on coffee farms owned by their spouses receive extension or credit services? Do female workers access job training?
- Are services designed considering specific needs and conditions of women like domestic obligations and



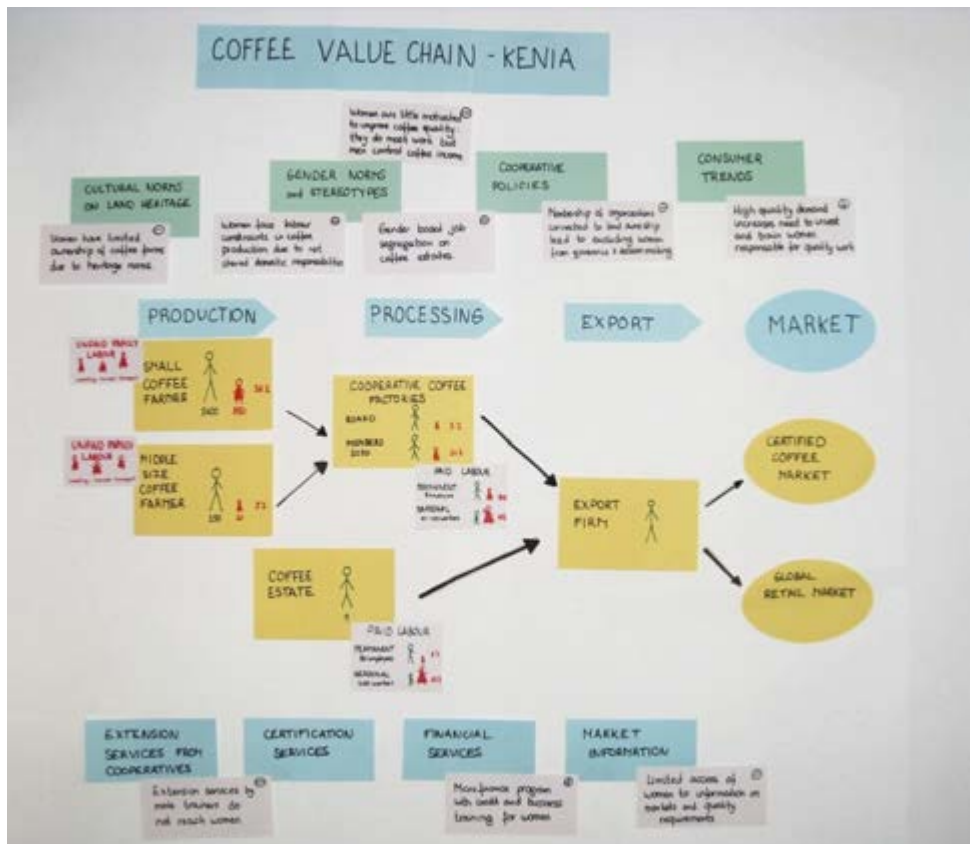
time constraints, limited mobility and market networking, limited property as collateral for loans, etc.?

- What are the main constraints women face in accessing supporting services?
- Which services present opportunities to improve the position of women in a coffee value chain?

#### Step 4: List factors in the VC environment which (dis)enable women empowerment

Identify important factors that affect the role and position of women in the value chain like land and property rights, infrastructure, public policies, labour policies, gender roles and stereotypes, coffee certification standards and regulations, consumers trends, women's rights movement, etc. Write them down on cards of a different colour.

### EXAMPLE 3: MAPPING OF ENVIRONMENT FACTORS PROVIDING OPPORTUNITIES AND CONSTRAINTS FOR WOMEN, COFFEE VALUE CHAIN KENYA





### **Step 5: Factors providing opportunities or constraints for women empowerment in coffee VC development**

The next step is to identify opportunities and constraints for women empowerment in the coffee value chain. Write them on cards and mark them with + and – signs.

Guiding questions are:

- How do cultural and/or legal norms influence land ownership practice?
- How does this influence women's access to membership of farmer organizations and connected services?
- How do social stereotypes influence opportunities and benefits for women in the coffee value chain, including paid labour?
- How does this influence the presence or absence of women in specific parts of the value chain, and appreciation and reward for their contributions? How does this affect VC upgrading, improving productivity, quality and management of the coffee VC?
- What constraints and opportunities do women have to upgrade/improve their position in the value chain, for instance increase decision-making and control of coffee income on family farms, improve employment conditions, or gain access to staff or management positions?
- Do standards and certification pay sufficient attention to the role and position of women?

### *Credits*

Vanderschaeghe, M., Lindo, P., Senders, A. and Motz, M. Based on APF gender & value chain toolkit version 2; APF gender in value chain workshops

## Tool 2 b - Access to and control over resources and benefits

*By Lindo based on March*

### Why use this tool?

This tool provides information relevant for the analysis of access to and control over resources and benefits by gender and age. It is based on the Harvard Analytical Framework, and is an important tool for making women and youth visible and for understanding gender dynamics and power relations within coffee households, responding to four basic questions: who does what, who owns, who decides and who benefits? It provides useful information for identifying constraints and opportunities for women and youth empowerment in the household and the coffee chain.

The Harvard Framework was one of the first frames designed by researchers at the Harvard Institute for International Development, to help planners in designing projects allocating resources equitably.

### What do you gain from using it?

- Identify the different roles in the division of labour between men and women, boys and girls at household level.
- Analyze gender dynamics in a target group in terms of gender roles, access and control of resources, and decision-making at household and community level.
- Better understand the different perceptions that men and women have about the same resource and its value.
- Discuss strategies for equal access to productive resources within producers' organizations and cooperatives.

### Who applies the tool and for whom?

- It can be applied in mixed groups (men and women), preferably with couples (marriage) in rural programmes, and organizations of producers or entrepreneurs.
- It can be applied in men-only or women-only groups for awareness-raising on gender gaps in economic matters.
- This tool can be applied at any level of the coffee chain: seedling producers, coffee farmers, coffee processors, etc.

### How does it work?

- Group discussions are facilitated around three themes; the tool provides guiding questions.
- Discussion should start in small groups, where men and women work separately, and continue in plenary.
- Ensure the groups are formed with people who are alike and have similar household dynamics; for instance work in separate groups of small and large coffee farmers.
- It is the role of the facilitator to 'unpack' easy answers (e.g. 'we do/ decide together')
- Matrixes are used to present the outcomes of the discussions.

### Step 1: Guiding questions on roles of men and women

- Which daily activities do women and men undertake at specific levels or functions of the chain? For instance for coffee farmers: which activities do men and women undertake from land preparation to harvesting, processing and selling coffee? Which supporting activities: feeding, cleaning, housing, and caring for household members?
- How much time do they invest? Try to reflect the % of work done by men or by women for each specific activity.
- What kind of activities do boys and girls conduct?

Figure 4: Matrix roles and tasks (Source: March, 1996 and Lindo, 2007)

| Matrix Roles and tasks (Not only productive tasks but also reproductive tasks like fetching water, firewood etc.) |                         |     |       |      |       |
|---|-------------------------|-----|-------|------|-------|
| Activities  | Time (in hours or days) | Men | Women | Boys | Girls |
| ...   | ..                      | XXX |       | X    |       |
| ...   |                         | X   | XXXX  |      |       |
|   |                         |     | XX    |      | XX    |

Figure 5: Distribution of time among men and women in coffee production in Dak Lak Province, Vietnam (Source: EDE Consulting, HIVOS, 2013).

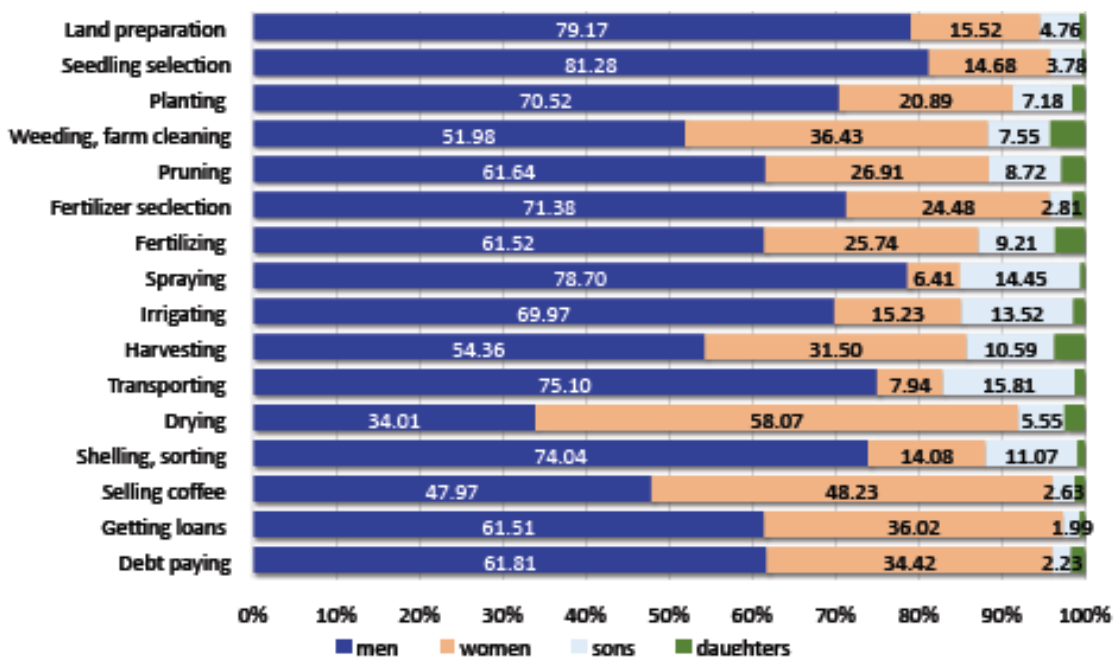
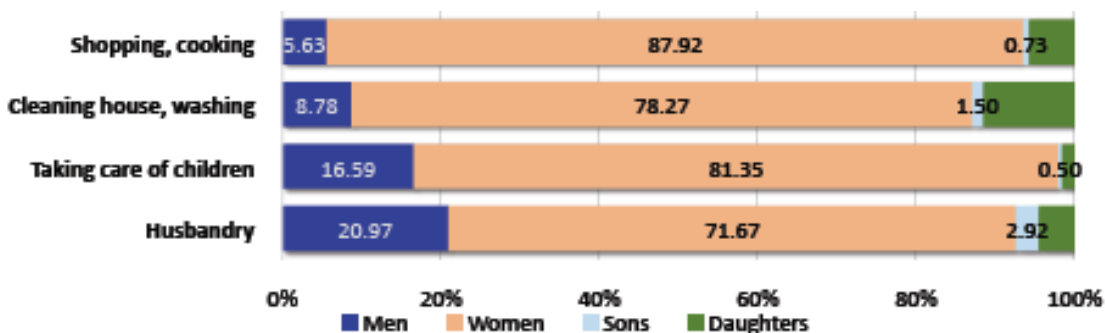


Figure 6: Distribution of time among men and women in household activities in Dak Lak Province, Vietnam (Source: EDE Consulting, HIVOS, 2013).



**Step 2: Guiding questions for the debate on access to and control over resources**

- What are the resources used to carry out the work identified in the activity profile: land, water, fertilizers, tools and equipment, technology, financial resources?
- Do women possess land, houses or other resources? Are these legalized in their names/ can they sell them?
- Which tools and equipment do men and women possess for cultivating, harvesting, processing, transporting activities?
- Which skills and access to technology do men and women have?
- Do men and women access credit; are there differences in amounts or credit conditions?
- What resources are available to and controlled by women?
- What resources are available to and controlled by young men and women?
- Which new skills and access to technology can young people introduce?

Figure 7: Matrix Access to and control over resources (Source: March, 1996 and Lindo, 2007)

| Matrix: Access to and control over resources |                       |                |                        |
|--|-----------------------|----------------|------------------------|
| Resources e.g.                               | Who owns the resource | How is it used | Who decides on its use |
| Land   |                       |                |                        |
| House  |                       |                |                        |
| Tools and Equipment                          |                       |                |                        |
| Technology                                   |                       |                |                        |
| Finance                                      |                       |                |                        |

Figure 8: Matrix Decision-making (Source: March, 1996 and Lindo, 2007)

| Matrix: Decision-making   |                        |                          |                         |                              |
|---------------------------|------------------------|--------------------------|-------------------------|------------------------------|
| Decision Activity         | How do men participate | How do women participate | How do sons participate | How do daughters participate |
| Use of income from coffee |                        |                          |                         |                              |
| New investments           |                        |                          |                         |                              |
| Changes of technology     |                        |                          |                         |                              |

### **Step 3: Guiding questions for reflection on decision-making**

- What kinds of decisions are made related to the coffee activity?
  - How is the money generated with the sales of coffee or related services used?
  - How is it invested? In whose name are the new assets purchased?
  - How is income redistributed within the family?
  - What kind of control do women have over income and resources that they generate?
- What kind of control do young people have over income and resources that they generate?
  - How do women participate and negotiate in decision-making within the household related to coffee?
  - How do sons and daughters participate and negotiate in decision-making within the household related to coffee?

### *Credits*

March, Candida, 1996, 'Concepts and Frameworks for Analysis and Planning in Terms of Gender'. Oxfam UK, Gender and Learning Team. Gender and Development Training Centre. Adapted by Patricia Lindo, 2007.

EDE Consulting, (2013). Research Report: Gender Roles in Smallholder Robusta Coffee Production in Dak Lak Province, Vietnam, commissioned by Hivos

## Tool 2 c - Youth inclusive value chain analysis

*From Making Cents International*

### Why use this tool?

Youth represent important opportunities for the development of the coffee value chain. They are the future and can introduce new skills, innovation to coffee farms and businesses, and new dynamism to value chain articulation. This tool analyzes where and how young men and women are active in the coffee value chain, and gives insight into the different set of opportunities and the additional constraints young people face to fully participate and earn a living from it.

### What do you gain from using it?

- This analysis makes visible where and how young men and women are active in the coffee value chain and what constraints and opportunities they experience.
- If youth is underrepresented in the coffee chain, this analysis provides an overview of opportunities to increase the participation of youth in the coffee value chain.

### Who applies this tool and for whom?

This tool is applied by companies and organisations interested in promoting the engagement of youth in the coffee value chain. The tool serves as the basis for systematic data collection based on which initiatives are developed.

### How does it work?

#### Step 1: Making youth visible in the coffee chain

Figure 9: Key information and questions

| Key Information to Obtain                       | Key Related Questions to Answer  |
|---|--|
| Are there youth in this value chain?            | <ul style="list-style-type: none"> <li>• Are youth currently active participants in this value chain?</li> <li>• Are youth consumers of the value chain's final product(s)? (Are they stakeholders?)</li> </ul>  |
| What are they doing?                            | <ul style="list-style-type: none"> <li>• In what activities in the value chain are youth participants? (Consider every link in the chain; potential roles include input providers, producers, processors, wholesalers, etc.)</li> <li>• In what activities are youth most prominent?</li> <li>• What is the approximate number of youth involved in each link in the chain?</li> </ul> |
| Are they capturing value from their activities? | <ul style="list-style-type: none"> <li>• Of the total value of the final product, what % is accruing to young people?</li> <li>• How does this compare to the value accruing to other value chain actors?</li> </ul>   |
| What opportunities are available to them?       | <ul style="list-style-type: none"> <li>• To what extent does this value chain feature missing value chain links that represent opportunities for entrepreneurship?</li> <li>• What are the current gaps between the skills and knowledge that young people have and what is required to take advantage of these opportunities?</li> </ul>  |

|                                  |   |
|----------------------------------|---|
|                                  | <ul style="list-style-type: none"> <li>• What are young people's attitudes towards risk?</li> </ul>   |
| What are potential entry points? | <ul style="list-style-type: none"> <li>• Of the opportunities identified above, which do you have the capacity to take advantage of?</li> <li>• What is the attitude of young people towards being involved in activities in the value chain?</li> </ul>  |
| What constraints do they face?   | <ul style="list-style-type: none"> <li>• Do young people own (or are they able to access) the primary assets required to engage in value chain activities? (This may include, for example, land, inputs, skills or capital).</li> <li>• What is the attitude of other value chain actors towards young value chain participants?</li> <li>• To what extent does the involvement of young people depend upon consolidating (group formation or merging into existing groups)?</li> </ul> |

## Step 2: Increasing the engagement of youth in the coffee chain

To translate this analysis into interventions that successfully integrate youth, the following considerations are important.

Figure 10: Key considerations and questions

| Key Considerations   | Key Related Questions to Answer   |
|--|---|
| What is my youth strategy?                                   | <ul style="list-style-type: none"> <li>• What are the primary objectives of the project? Does it aspire to greater youth inclusion; to enabling youth to capture more value from their existing activities; or both?</li> <li>• If the project aspires to greater inclusion, how is that defined?</li> <li>• Have we developed a theory of change?</li> </ul>   |
| Have our activities been designed in an inclusive manner?    | <ul style="list-style-type: none"> <li>• Have youth been consulted on programme interventions? Have they demonstrated buy-in?</li> <li>• To what extent have youth been integral in the actual design of the interventions (co-creation)?</li> <li>• To what extent have we engaged youth support systems (family, community) in the process of developing programmematic interventions?</li> </ul>   |
| Are our programmematic interventions likely to be impactful? | <ul style="list-style-type: none"> <li>• To what extent do proposed interventions focus on binding constraints?</li> <li>• To what extent do we believe that our proposed interventions will be successful in remedying these constraints?</li> <li>• To what extent do we believe that our interventions will "move the needle" on youth inclusion, including perceptions of youth as value actors in the value chain(s) that are the project's targets?</li> <li>• To what extent do we believe that our interventions will be scalable or replicable?</li> </ul> |



## *Credits*

Taken from the Inclusive Value Chain Analysis and Development: A Concise Handbook, produced Making Cents International under USAID contract no. EDH-I-00-05-00007-00 titled Kenya Horticulture Competitiveness project (KHCP). The project is implemented by Fintrac Inc.

## Tool 2 d - Making visible who contributes how to the quality of coffee

By Vanderschaeghe and Lindo

### Why use this tool?

Even though women perform much of the work in the production and processing of coffee worldwide, they are often not considered as coffee producers, and do not benefit equally from their work in the coffee value chain. Although women are mostly responsible for harvest, post-harvest and processing activities, essential to the quality and price of the coffee grain, their opinions and visions at farm level and producers' organizations are seldom consulted, they lack equal access to services to improve coffee production, and they lack incentives to participate as equal partners in the value chain.

This tool is a great tool for coffee households. It helps to visualize women's contribution to coffee production and quality, and reflects on the unequal distribution of benefits in the coffee value chain as a first step to position women as important and equal economic actors in farm, business and value chain development.

### What do you gain from using it?

- Make men's and women's contribution to the quality of coffee in the value chain visible.
- Create awareness regarding the important role women play in household economics and value chain-upgrading; strengthening the negotiating power of women in their families and productive organizations.
- Create awareness of the unequal distribution of benefits between men and women participating in the coffee value chain.

- Create awareness of the importance of shared benefits and decision-making between men and women to improve performance of coffee farming and value chain upgrading.

### Who applies the tool and for whom?

This is a participatory tool to be used in workshops with a group of producers or processors, inviting both men and women. As this tool looks into the household dynamics, it is important that both husbands and wives are invited to attend the workshop.

### How does it work?

#### Step 1: Preparation: visualization of value chain and market(s)

Before looking into women's and men's contribution to the quality of coffee, it is important that participants have clear market vision and can define product quality in terms of market requirements. A value chain mapping tool, which helps visualize and define different markets and their demands, and a differential of prices according to quality of coffee, can precede this tool (see tool 2 a Making a gender-sensitive value chain map).

#### Step 2: Group work on contribution of men and women to the quality of the product

Men and women work in separate groups to answer the questions below. Each group answers the same questions handed out on a flipchart:

- How do women contribute to the quality of coffee?
- How do men contribute to the quality of coffee?
- What benefits do women receive for their work to produce quality coffee?
- What benefits do men receive for their work to produce quality coffee?

Figure 11: Questions contributions men and women. See for example The coffee value chain Nicaragua figure 12 below

|  |   |
|--|---|
| <b>How do women contribute to the quality of coffee?</b>               | <b>How do men contribute to the quality of coffee?</b>            |
|  |   |
| <b>How do women benefit from their work to produce quality coffee?</b> | <b>How men benefit from their work to produce quality coffee?</b> |
|  |   |

### Step 3: Group work on distribution of benefits

After answering these first four questions, a next flipchart is given with the following question:

- Do men and women receive equal benefits?
- If not: What proposals do you have to ensure more equal benefits, and improve women's benefits of coffee production?

### Step 4: Plenary session to discuss the outcomes of the group work

Share the data in the plenary session and discuss differences and similarities in the perceptions men and women have about their respective contributions and benefits of participating in the chain, as well as how this affects value chain upgrading.

#### Questions for facilitation of plenary session:

- What do the women think about the men's opinions? What do the men think about the women's opinions?
- Why do the women say that their benefits aren't the same? Why do the men say that their benefits are the same, if for instance their wives aren't cooperative members and do not receive extension services?

### Step 5: Discussing the consequences of the situation

In plenary or in groups of men and women, participants respond to the final questions:

- Does the fact that women receive less benefit than men for their work, affect quantity or quality of coffee? How?
- What proposals do you have to ensure more equal benefits between men and women?

#### Recommendations for the process

- Facilitation should be focused on promoting the dialogue between men and women. Make the opinions and proposals of both groups visible and especially give voice and value to the women's contributions.
- Ask the right questions to make people reflect on the status quo; on the invisible value of women's work, on the unequal distribution of income and benefits in the household.
- Reveal the contribution of women to quality and value adding.
  - Women's reproductive and productive roles are often overlooked, but are key factors to product quality and value adding: fetching water, cleaning living and production areas, managing

personal and business hygiene;  
harvesting and post-harvesting;  
quality control of production  
processes.

- Also the budget management skills of women are important to business upgrading.
- Help people reflect on the complementary nature of men's and women's roles in a family business. Without women cooking, looking after kids and taking care of family property, men wouldn't have time or energy to dedicate to their productive roles.
- Question the unequal benefits women and men receive for their contribution to the family economy. Normally, participants will mention family benefits as nutrition,

education and health as 'benefits of women'. It is important that the facilitator puts the question precisely: 'What are the benefits to a person, woman or man?', 'How do men or women expand their assets (human, productive, financial, social, political) as a result of their participation in the value chain?'

- Connect issues on the chain's upgrading and growth with gender gaps and gender constraints.

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## EXAMPLE: THE COFFEE VALUE CHAIN IN THE NORTH OF NICARAGUA

Example of tool based on workshops with members of a Coffee Cooperative, mostly men, and their wives. Focusing on the contribution of men and women to the quality of coffee, the tool revealed that women carry out key activities linked to quality like careful harvesting, picking only the ripe fruits, ensuring clean water and hygiene of pulping, washing and drying infrastructure. Also women were more conscientious about the importance of good timing of the fermentation and drying process, which has a great influence on coffee quality. Reflecting on the benefits, men and women realized that the benefits considered to be the women's are mostly family benefits without a direct impact on women's assets, while men receive more benefits from coffee production, increasing their personal assets, both human (skills and self-esteem) as well as productive, financial and political.

As a result of the exercise, women proposed that cooperatives should ensure training for couples and not only for the cooperative members. The sensibilization on gender relations within the coffee household strengthens women's self-awareness regarding their contribution to the quality of coffee and family economy, the inequality in benefits received and their right to receive more benefits. This self-awareness gives them greater negotiating capacity within their families in relation to income from the coffee and other related benefits.

Figure 12: Example Coffee value Chain Nicaragua

| How do women contribute to coffee quality?  | How do men contribute to coffee quality?   |
|---|--|
| <ul style="list-style-type: none"> <li>• Selection of seed.</li> <li>• Maintenance of seedling nursery.</li> <li>• Transfer of plants and planting of coffee plants in farm.</li> <li>• Picking only the ripe coffee beans.</li> <li>• Washing with clean water and cleaning of processing infrastructure.</li> <li>• Pulping, fermentation, washing and drying of coffee.</li> <li>• Selection of coffee grains, removing damaged seeds.</li> <li>• Monitoring the fermentation and drying process, ensuring fermentation time is adequate.</li> <li>• Food preparation for coffee workers and taking food to the farm workers.</li> </ul> | <ul style="list-style-type: none"> <li>• Preparation of soil for nursery.</li> <li>• Preparing of land and digging holes for coffee planting.</li> <li>• Regulation of shade.</li> <li>• Preparation of organic compost.</li> <li>• Weeding.</li> <li>• Disease control.</li> <li>• Pruning of coffee trees.</li> <li>• Harvesting.</li> <li>• Pulping and washing of coffee.</li> </ul> |
| How do women benefit from their contribution to coffee quality?   | How do men benefit from their contribution to coffee quality?  |
| <ul style="list-style-type: none"> <li>• We receive support for nutrition of family, for health and schooling of kids.</li> <li>• We receive support to buy clothes and improve family living.</li> <li>• We receive same benefits as men if we are owner of a coffee farm and member of coffee cooperative.</li> </ul>   | <ul style="list-style-type: none"> <li>• We receive income from coffee sales.</li> <li>• Improvements to the coffee farm.</li> <li>• It allows us to acquire more assets such as land and animals.</li> <li>• We gain more knowledge and self-esteem.</li> <li>• Men decide on use of coffee prime in coffee cooperative.</li> </ul>   |

### Credits

Vanderschaeghe, Mieke and Lindo, Patricia (2009), in systematization of the process of validation of tools for addressing gender in productive organizations. Sustainable Economic Development Programme HIVOS – CEDECO.

## Tool 2 e - Activity mapping and the identification of gender-based constraints and design of possible actions to address these

By Terrillon, McEwan and Mayanja from CIP

### Why use this tool?

When developing an intervention for value chain upgrading, you are dealing with a variety of actors, e.g. farmers, organizations and enterprises. It is important to be aware that these actors are typically composed of men and women. Men and women play different roles and have different responsibilities in the activities involved in a production process. They face different constraints in accessing and controlling the resources needed to carry out their activities. These constraints have an impact on the value chain, because they can affect volumes and quality of the produce. By gaining insight into these different constraints, this tool helps to think of actions to address each of these constraints (disaggregated by gender) and to contribute to a successful value chain upgrading intervention.

### What do you gain from using it?

- Insight in the division of work (activities for men, women, youth) within different nodes of a value chain
- Insight in constraints faced by different gender groups in undertaking their activities in different nodes of the value chain
- Support to define actions to address these constraints

### Who applies this tool and for whom?

This tool is for companies that work with outgrowers or farmer cooperatives that aim to address gender-based constraints in order to improve the efficiency and quality

of the coffee production process. Either external consultants/facilitators can be hired, or experienced staff from the CSR/sustainability department itself can work with the coffee producers. It is a tool to provide a participatory workshop with coffee producers. For this workshop all members of the coffee-producing households should be invited. Depending on the time, the workshop can be carried out with the entire group, or a first start can be made with separate groups in order to ensure broad participation. In that case, make separate groups of men, women and youth, and schedule room for discussion and validation with all groups at the end of the workshop.



Coffee-producing farmers in Uganda, Gumutindo (Source: The Joint Marketing Initiative, August 2012).

### How does it work?

#### Step 0: Preparation

- This tool elaborates on tool 2 a: 'Making a gender-sensitive value chain map', which collects sex-disaggregated data along a specific value chain. The tool provides a holistic perspective on the different nodes and linkages in the value chain.
- The tool needs at least 3 hours to fill in; longer if you work with your target populations in separate focus groups.
- For group work it can be useful to draw the tables on a flipchart.
- In order to save time, the facilitators can fill in the sections pertaining to

actors, chain nodes and activities prior to using the tool in focus groups.

### Step 1: Identify the actors in the different nodes of the value chain

Use figure 13: 'Identification of gender-based constraints per actor and activity in the value chain'.

Adapt the first column to your context by listing each actor (e.g. small-scale producer, processor, and vendor) of each node of your value chain.

### Step 2: Activity mapping and degree of responsibility of activities

List and analyze activities carried out by the different actors identified in step 1 and mark who is responsible; include the degree of responsibility per gender (male, female and youth). Use X: somewhat active; XX: active and XXX: very active.

### Step 3: Identify constraints per activity

For every gender group, identify constraints faced per activity that limit access to and control of resources to carry out the activity and thereby affect quality and productivity of the coffee production.

### Step 4: Analyze the constraints

Fill in figure 14: 'Identification of potential actions to address gender-based constraints'.

Copy the identified constraints from figure 13 and put them in column 1. Specify to which target group (male, female, youth) the constraint applies.

Analyze the consequences of the constraints on the efficiency of the value chain; so on the quality and quantity of coffee production and the proceeds of production (column 2) and the causes of the constraints (column 3). Add as many rows as needed.

### Step 5: Formulate actions to address the constraints

Identify potential actions pertaining to the factors causing the gender-based

constraints; fill in the last column of figure 14. These can be, for example, technical trainings that target the household as a whole by mapping responsibilities, and having a planning that does not interfere with women's other tasks (for an elaborate example, see example incl fig 15).



*Analysing gender-based constraints in value chains, during TOT of Women Economic Associations project of the World Bank, Northern Uganda (Source: Lentink, 2013)*

### Suggestions for constraints at different levels

When identifying the constraints, keep in mind the following challenges/ inequalities faced by women (and youth) at different levels:

#### At household level:

- What is the sexual distribution of tasks and workload?
- What type of technology do women use to carry out their activities, and are these adapted?
- Who has access to/ control over resources such as land input, equipment, technologies etc.?
- Who has access to services? Which services?
- Who decides what to grow, how much and where?
- Who decides how much to market and where?
- What limitations hamper the quality and competitiveness of businesses owned by women?



- Who decides on use of benefits/ incomes earned?

**At organizational/ group level/ access to services:**

- How do women participate in different associations/groups? Do they face any constraints in participating? Why? What are the consequences of not participating?
- Which services do men and women get within the chain and how? Do women have access to training, meetings, markets, market information? If not, why?

**At chain level/ overall environment:**

- How much value added is produced in each part of the chain?
- Who creates it: men or women? Who earns more?
- Who decides on prices?
- What factors in the political, cultural or commercial environment contribute negatively to female participation?
- What opportunities do women have to upgrade their position in the chain?

**Credits**

Jacqueline Terrillon (freelance consultant), Margaret McEwan (research leader of CIP) and Sarah Mayanja (regional research assistant of CIP) developed this tool during a workshop provided in the gender in value chains coaching's track of Agri-ProFocus in Uganda (2012). Anna Lentink from Enclude further developed the tool.

Jacqueline Terrillon (2013), Gender Sensitive M&E Performance Measurement Report on Training. February 7 and 8, 2013. Kampala. Presented to Hanns R. Neumann Stiftung, DRAFT 1. February 12, 2013



*Coffee picking in Jinotega Nicaragua*

Figure 13: Identification of gender-based constraints per actor and activity in the value chain (Source: Terrillon, 2013)

| Actors by Value chain Nodes | Description of activities under each node of the Market Chain | Responsibilities/ roles and level of implication by gender |   |   | Which constraints are faced that limit access to and control of resources for the activity carried out, by gender |        |       |
|-----------------------------|---|--|---|---|---|--------|-------|
|                             |   | M  | F | Y | Male  | Female | Youth |
| Input Supply                |   |  |   |   |   |        |       |
|                             |   |  |   |   |   |        |       |
|                             |   |  |   |   |   |        |       |
| Production                  |   |  |   |   |   |        |       |
|                             |   |  |   |   |   |        |       |
|                             |   |  |   |   |   |        |       |
| Processing                  |   |  |   |   |   |        |       |
|                             |   |  |   |   |   |        |       |
|                             |   |  |   |   |   |        |       |

Figure 14: Identification of potential actions to address gender-based constraints (Source: Terrillon, 2013)

| Gender-based constraint(s) | Consequence | Cause/Factor leading to Gender-based constraint | Actions to address Gender-based constraints |
|----------------------------|-------------|---|---|
| Input Supply               |             |   |   |
|                            |             |   |   |
|                            |             |   |   |
| Production                 |             |   |   |
|                            |             |   |   |
|                            |             |   |   |
|                            |             |   |   |
| Processing                 |             |   |   |
|                            |             |   |   |
|                            |             |   |   |

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## EXAMPLE: ROLES OF WOMEN, MEN AND YOUTH IN THE COFFEE CHAIN IN UGANDA FOR THE HANNS R. NEUMANN STIFTUNG

The Hanns R. Neumann Stiftung (HRNS) is a private foundation which supports environmental programmes and runs grassroots projects with smallholder coffee farmers all over the world. HRNS' field officers in Uganda (Mityana, Masaka, Luwero and Kasese) were trained on how to mainstream gender in their activities to upgrade coffee value chains. They first mapped the value chain and then used the tables of this tool to define gender-based constraints, analyze causes and factors for the constraints, and subsequently formulate actions to address the different constraints.

During the discussion of the activity mapping in plenary it was concluded that men perform tasks that require physical strength (preparing land, planting) or technical know-how (pruning, pest/disease control), whereas women perform more tedious and time-consuming tasks (weeding, sorting, etc.). In addition, it was acknowledged that women are responsible for household chores and have to tend their vegetable gardens for household consumption, on top of their economic activities.

One of the causes for poor coffee quality was that there was competition amongst household members to harvest and sell the coffee; coffee was not picked at the right time. As a consequence proceeds were less and mistrust and violence in the household increased. An action to address this constraint is to organise household sensitization trainings on activity mapping and the advantages of shared household responsibility and decision-making for the welfare of family. If women and men decide together on coffee proceeds they have an incentive to produce better coffee (as for quality and quantity) together.

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Figure 15: Identification of gender-based constraints per actor and activity in the coffee value chain (Source: Terrillon, 2013)

| Actors by Value chain Nodes | Description of activities under each node of the Market Chain | Responsibilities/roles and level of implication by gender |     |    | Which constraints are faced that limit access to and control of resources for the activity carried out, by gender   |   |  |
|-----------------------------|---|---|-----|----|---|---|--|
|                             |   | M   | F   | Y  | Male  | Female  | Youth  |
| Input Supply                |   |   |     |    |   |   |  |
| n.a. workshop               |   |   |     |    |   |   |  |
| Production                  |   |   |     |    |   |   |  |
| Farmers                     | Land preparation  | XXX   |     |    |   | No control over land  |  |
|                             | Planting  | XX  |     |    |   | No decision-making power, because land not owned by women   |  |
|                             | Weeding   | X   | XXX | XX | Limited time to carry out<br>Lack of access to technical-time saving-solutions<br>Cultural norms about type of work | Limited time to carry out<br>Lack of access to technical-time saving-solutions                      | Limited time to carry out<br>Lack of access to technical-time saving-solutions |
|                             | Pruning   | XXX   |     |    |   | Lack of technical knowledge   |  |
|                             | Harvesting  | X   | XX  | X  |   | No access to coffee harvest proceeds; harvesting not correctly done (too early, among other things) |  |
|                             | Soil and water conservation                                   | XXX   | X   |    | Lack of technical   | Lack of technical knowledge   |  |

|                       |                          |     |     |    |                             |  |  |
|-----------------------|--------------------------|-----|-----|----|-----------------------------|--|--|
|                       |                          |     |     |    | knowledge                   |  |  |
|                       | Pest and disease control | XX  | X   |    | Lack of technical knowledge | Lack of technical knowledge<br>Limited access to inputs          |  |
| Post-harvest handling |                          |     |     |    |                             |  |  |
| Farmers               | Carrying                 |     | XXX | XX |                             | Lack of access to -time saving-solutions/tools                   |  |
|                       | Drying                   |     | XXX | XX |                             | Lack of technical knowledge                                      |  |
|                       | Storage                  | XX  | X   | X  |                             |  |  |
|                       | Collection center        | XXX |     |    |                             | Lack of mobility<br>Lack of access to membership of cooperatives |  |
|                       | Marketing and selling    | XXX | X   |    | Lack of know-how            | Lack of know-how   |  |
|                       | Receive proceeds         | XXX | X   |    |                             | Socio-cultural environment                                       |  |

Figure 16: Identification of potential actions to address gender-based constraints (Source: Terrillon, 2013)

| Gender-based constraint(s)   | Consequence                               | Cause/Factor leading to Gender-based constraint   | Actions to address Gender-based constraints   |
|--|---|---|---|
| Input Supply   |   |   |   |
| n.a. workshop  |   |   |   |
| Production   |   |   |   |
| No access to coffee harvest proceeds; harvesting not correctly done (too early, among other things)                  | Quality of coffee poor; proceeds are less | Lack of technical know-how  | Focus technical training on the coffee household as a whole (ensure convenient training times to not interfere with livelihood of household members)  |
|  |   | Mistrust in household (women sell too early to get access to proceeds, can cause domestic violence) | Household sensitization trainings on activity mapping and the advantages of shared household responsibility and decision-making for welfare of family   |
|  |   | No shared decision-making on coffee proceeds  |   |
| Lack of technical knowledge of weeding; pruning; harvesting; pest and disease control; and soil and water management | Low production of coffee                  | Lack of access to technical know-how  | Focus technical training on the coffee household as a whole (ensure convenient training times to not interfere with livelihood of household members)  |
|  |   | Lack of time/ access to technical time-saving solutions   | Promote women Friendly financial services in community<br>Community sensitization (promote a community that accepts women to access and own time-saving solutions)<br>Promote shared responsibility household chores and income |
| Processing   |   |   |   |
|  |   |   |   |

# III

## Intervention Strategies

### 3.1 Individual and Household level

#### Tool 3.1 a - Gender Action Learning System (GALS)

*Written by Linda Mayoux as part of Hivos, GALS@Scale project*

##### What is GALS?

GALS (Gender Action Learning System) is a community-led empowerment methodology using specific participatory processes and diagram tools which aims to give women as well as men more control over their lives as the basis for individual, household, community and organisational development. GALS is not only a 'methodology for women', but a mainstreaming methodology for women and men to address gender issues important to the effectiveness of any development, including coffee production. GALS in different forms has been used to promote gender justice by at least 100,000 women and men worldwide, including thousands of coffee farmers. GALS has evolved from the generic Participatory Action Learning System (PALS) methodology developed from 2001 for

small business and organisational planning with women, and later men, in savings and credit groups and small cooperatives (funded by Hivos, Trickle-Up US, Aga Khan Foundation Pakistan, and Kabarole Research and Resource Centre, Bukonzo Joint Cooperative Union in Uganda and Area Networking for Development Initiatives (ANANDI) in India). This work included a focus on participatory monitoring and impact assessment as part of DFID's Enterprise Impact Assessment Information Service (EDIAIS) and was adapted for use in value chain development in trainings funded by ILO in Ethiopia and Kenya. GALS (Gender Action Learning System) as a methodology specifically focused on promoting gender justice was developed under Oxfam Novib's Women's Empowerment Mainstreaming and Networking (WEMAN) programme including work with Microfinance Institutions in Latin America, Asia and Sudan linked to the MicroCredit Summit and work on value chains in Uganda, Rwanda and Nigeria under a co-funded Gender and Value Chain (GENVAD) project. It was first used for development of coffee production by Bukonzo Joint Cooperative Union, Uganda from 2009 as part of GENVAD, and from 2012 by TWIN UK in Uganda and DRC as part of the Great Lakes project funded by



Comic Relief. The tools presented here have been developed since 2013 for the Gender Action Leadership and Sustainability at Scale (GALS@Scale) project with private sector coffee companies in Tanzania, Kenya and Uganda funded by Hivos. This is simplifying the catalyst methodology at farmer level as the basis for group formation and self-upscaling, reinforced then by in-depth livelihood planning focusing on coffee and leadership development. The aim is to make it self-funding and financially sustainable beyond an initial one-year catalyst phase so that it can be integrated into the business expansion model in the private sector, linked to the GALS@Scale network.



### Why use this methodology?

Gender inequalities are now generally accepted not only as key causes of female and household poverty and constraints on women moving up the chain, but also of poor coffee quality, low production and inefficiencies throughout the coffee value chain for all stakeholders. Gender inequalities are also in contravention of the UN's Convention on Elimination of Discrimination Against Women (CEDAW) signed since 1979 by most national governments, the gender mandates of most development institutions, and the spirit of Corporate Social Responsibility and Fair Trade. But addressing gender

inequalities continues to be seen as both conflictual at farmer level, and costly to implement. Gender strategies have therefore been seen as something that required significant ongoing funding, rather than part of longer-term commercial investment in business expansion. GALS – if implemented in an empowering way - provides a proven methodology that can be adapted to most business, cultural and organisational contexts to address gender issues in a way that benefits not only women, but also men and other stakeholders, and can be fully self-sustaining as part of longer-term investment in a socially responsible business model.

### What do you gain from using it?

#### ***Empowerment and Gender balance for farmer and trader households:***

- GALS promotes participatory and analytical skills at all levels as a means of visioning, planning and implementing change as individuals, households, communities and organisations.
- GALS strengthens individual life and livelihood planning skills for women and men as a basis for mutual empowerment, joint decision-making and joint land agreements. This has reduced gender conflicts, increased incomes and efficiency of division of labour, and reduced unproductive expenditure. This has made men as well as women happier, and inspires youth and children to aim for a better future.
- GALS has led to significant changes in gender inequalities leading to empowerment of women (including equality in decision-making and freedom from gender-based violence) and also empowerment of men through enabling them to change the many destructive dimensions of 'normal masculine behaviour' enforced through

peer pressure and frustrations of life (including alcoholism that causes cancer, adultery that is a key cause of HIV, and violence that poisons relationships). Changes have come about for a significant number of people (40-60% in strong processes) in a relatively short time (1-6 months) as the basis for longer-term widespread change in other areas like property relations and political rights. Some changes are immediate as an 'enlightenment' on issues and 'wrangles' people had already been struggling with just before they learned a tool. Other changes require adaptation at wider community and institutional levels and collective efforts over a longer period.

- GALS has formed the basis for setting up of self- or locally-funded farmer groups where these did not exist.

#### **Improved coffee quality and increased quantity:**

- Coffee farming households, including women-headed households and youth, have been able to fully implement improved coffee practices and significantly improve both quality and quantity. Farmers reduce early distress sales and can wait until coffee traders can offer them the best prices for best quality coffee. Bukonzo Joint has been able to change coffee in the area from one of the worst qualities in Uganda to one of the best through integrating GALS with other organic and Fair Trade trainings. Bukonzo Joint has purchased their own processing and transport and are now exporting independently to Japan, the US and elsewhere. In Kilimanjaro Tanzania, women and men farmers who had previously thought coffee unprofitable are now implementing improved practices.

#### **Sustainable upscaling:**

- Experience in Bukonzo Joint Cooperative Union and Hivos GALS@Scale shows that the methodology can be financially sustainable after about one year as a significant contribution to improved quality, increased quantity and improved chain relationships between stakeholders.
- GALS planning at organisational level has supported continuation of cooperatives like Vuasu Cooperative Union in Tanzania, and started promotion of women in leadership, despite commercial changes and withdrawal of some trading companies from the area.

#### **How does it work?**

GALS is based on value principles of inclusion, respect and equity that underlie and are continually reinforced by distinctive participatory facilitation techniques and adaptations of four core diagram tools (road journeys/calendars, concept trees, circle maps and diamonds). These same techniques and tools are used and adapted for different purposes, reinforcing the underlying values, at different levels with different stakeholders.





### **Gender Justice**

- ‘Gender’ is simple - it means women and men treating each other as equal human beings with equal human rights.
- Breaking through gender constraints is liberating and fun for men as well as women.
- Women are intelligent actors in development, not helpless victims, with human rights established in international agreements like CEDAW signed by most governments.
- Men are allies in change – sharing resources and decision-making means they benefit from a happier and healthier family and society.
- Women and men develop achievable individual targets for change and road maps to move towards their visions, based on analysis of their current situation, past achievements and strengths/opportunities and weaknesses/challenges. Starting with the individual rather than households or groups enables true consensus to be negotiated on the basis of mutual respect for the visions of others, rather than imposing artificial consensus just for a ‘peaceful life’. It also enables participation of youth and single people as part of the process.
- Men as well as women identify gender-based barriers at individual, household and community levels which prevent everyone from achieving their vision, analyse the benefits of mutually

beneficial cooperation, and develop win-win strategies for changing unhealthy relationships – including changes in property ownership, decision-making, and work/leisure balance.

### **Action leadership**

- Inspire with visions and focus on opportunities. Focus first on win-win as the basis for building consensus on more sensitive issues. Action from Day 1 – some changes can be made immediately and add up to longer significant change.
- Inclusion and respect for all – everyone can be a leader. Everyone has responsibility for change, including sharing what they learn with others through pyramid peer upscaling.
- Progress is systematically tracked, first at individual level for individual learning and further progress, then shared and quantified at group level for mutual support and exchanging experience. Selected information is then aggregated and analysed by the organisation and supplemented by more qualitative investigation of issues arising.

### **Sustainable Scale**

- Contribution and participation are based on principles of inclusion, equality and respect and negotiation of individual enlightened self-interest, not imposing cooperation or exploitation. People identify other people in their own families and networks with whom they have a self-interest in sharing the gender messages and GALS methodology - either through love and a wish to help people who help them, or because without changing these people they cannot advance. The methodology thus scales up through a type of voluntary pyramid marketing – aiming for a chain of 1-5-3-3, but recent experience indicates the first tier

of sharing generally exceeds 1-30 over a year. Voluntary performance is the basis for later identification of the most effective community trainers to be certified and paid from the increased profits generated through improved production to upscale in new organisations and communities.

- Ways of reducing or eliminating recurrent costs of materials, meetings and activities are identified and implemented from the start – using locally available notebooks and pens people buy, convenient timing and location of meetings, member subscriptions for group costs etc., in order to save resources for investment where they are really needed.
- The empowerment and gender principles, participatory skills and diagrams are integrated throughout other business or organisational activities as the normal way of conducting more efficient transactions and effective supply chain trainings, as well as disseminating and reinforcing the methodology itself.



### Who applies the methodology and for whom?

- Community champions and facilitators: The main drivers in all GALS processes are GALS practitioners or 'champions' - women and men in communities who used the methodology to change their own lives, and share what they learned with others through pyramid peer sharing.

Champions are generally not existing leaders, but people who really need the methodology to turn their lives around, including people who cannot read and write, and people with alcohol and violence issues. In many cases these people have made very dramatic changes in their lives and become the most effective leaders of change in others. Existing leaders are informed and encouraged to join and contribute their skills and resources as equal participants in the process – particularly removing obstacles and blockages at higher institutional levels.

- Process catalyst and reinforcement team: The catalyst process is initiated, reinforced, supported and monitored by a small core of 'process catalysts' - senior and core implementing staff. They are guided for about a year by an expert consultant who progressively introduces more advanced facilitation techniques and tools, reviews progress and helps to design the most cost-effective and sustainable way of integrating the methodology into existing activities.
- Other organisational staff: Once the initial catalyst process is strong enough in the original communities (usually 3-6 months) upscaling can start through other staff learning from the original champions and process catalyst team, using the tools to change gender relations in their own lives and integration of the tools in their other activities and organisational planning.
- GALS network: GALS processes can link to the GALS national and global networks to arrange farmer to farmer and inter-organisational exchange visits and e-discussion to learn from and contribute to other processes and increase collective voice for gender advocacy. Details and links to GALS resources can be found at: [www.galsatscale.net](http://www.galsatscale.net).

## Stages of implementation

GALS has been implemented in different ways adapted to different business, cultural and organisational contexts – including communities where no organisation exists, cooperatives of varying sizes, private commercial companies and NGOs and donor agencies. Implementation is currently conceived for the Hivos GALS@Scale project, focusing on coffee farmers in Tanzania, Kenya and Uganda, in the following three phases that progressively introduce and strengthen core skills and tools:

### Step 1: Catalyst Phase – 0-6 months

Champion Catalyst Workshop/s (6 days) with 20-60 champions from one or more communities and organisations facilitated by GALS expert practitioner/s. This introduces at least the first four tools: Soulmate visioning, Vision Journey, Gender Balance Tree and Empowerment Leadership Map, together with songs and cultural innovations and basic facilitation and peer sharing skills. Champions then track and share progress in existing or new groups. Aiming to implement their visions and gender changes and for each champion to scale up by a factor of average 1 to 30 over 6 months.

Community peer sharing workshops (1 day each) immediately following the Champion Catalyst Workshops. The champions practice the facilitation skills, start to establish their leadership networks and reinforce their own understandings of the tools.

Inception meetings (1-3 days) for preliminary introductions and planning at organisational level and personal use of the tools by staff for gender mainstreaming in the organisation followed by sustainability planning after the first workshops.

Ongoing tracking of progress at individual level, group sharing of experiences and support from the local core catalyst team.

### Step 2: Livelihood and leadership strengthening – after 3-6 months

Livelihood and leadership strengthening workshop (6 days) to:

- review experience so far looking at the achievements (red ripe fruits) on the original diagrams.
- introduce more advanced versions of the basic diagram tools adapted for livelihoods (increasing incomes challenge action tree, household business tree, market map, livelihood calendar vision journey) and examine areas for collaboration to increase incomes. This starts to look at how the business case for gender and GALS could be established and how to collect the necessary information. The tools presented in this manual show adaptations of these for coffee production.
- introduce tools for leadership development (leadership soulmate visioning, leadership diamond, leadership challenge action tree and leadership vision journey) and reflect on GALS facilitation and peer sharing experience.
- introduce the core GALS monitoring tool for the whole process (Multilane Vision Journey).

Organisational/stakeholder visioning and planning using soulmate visioning, gender justice diamond, challenge action trees and organisational vision journey facilitated by the champions and core catalyst team to introduce the methodology properly for staff, demonstrate its proven value for the organisation and discuss ways of mainstreaming.

Ongoing implementation and tracking of progress at individual level, group sharing of experiences, organisational



quantification and aggregation of information on changes by the local core catalyst team and work on integration into the business model and supporting institutions.

**Step 3: Annual Review and sustainability plan – after 1 year**  
Annual GALS@Scale Review and Sustainability Planning Workshop

- brings together aggregated information on achievements relating to gender justice and deepens understanding and commitment to gender justice and women's human rights
- brings together aggregated information on achievements on livelihoods to establish the local business case for GALS
- brings together aggregated information on leadership, and the most effective strategies for pyramid peer sharing to accelerate voluntary scaling up and strengthen leadership networks
- identifies and certifies a core set of the best champions who have changed their own lives and taught a significant number of people in their own communities to a good quality standard, and who have participatory facilitation skills. They will qualify to be involved in upscaling, documentation and dissemination on a paid basis in other regions (locally, nationally or internationally) in recognition of their contribution to increasing profits of the company/cooperative and/or reducing costs for the service organisation.
- includes and trains field staff who will integrate gender justice and relevant GALS tools and processes into other organisational activities including technical and other training.

- includes and trains local government and other stakeholders in the sector/region who will be involved in upscaling.
- identifies any further resources and support needed at different levels.
- establishes local and/or commercial funding and/or further donor funding for continued upscaling to new communities and organisations and other gender, livelihood or leadership activities to further deepen the local process.
- agrees on, or at least initiates, a sustainability plan for further deepening gender and livelihood changes, strengthening leadership and scaling up for the following year.

Multimedia documentation to finalise training materials that can be used at different levels, and covering gender issues arising to feed into gender strategies and advocacy.



Figure 17: GALS Tools introduced

| <b>GALS Tools introduced at the different stages</b>   |   |
|--|---|
| <p><b>Catalyst workshop</b><br/>6-day inception workshop</p>                                       | <ul style="list-style-type: none"> <li>• Soulmate Visioning: develops individual visions and shares these as start of developing drawing and participatory skills and direction to the whole process.</li> <li>• Vision Journey: the basic GALS change planning framework where people plan how to achieve their vision, set SMART 'milestones', analyse opportunities and constraints, commit to actions and track progress over time.</li> <li>• Gender Balance Tree: initiates discussion of gender issues and identifies action commitments.</li> <li>• Empowerment Leadership Map: looks at relationship networks and opportunities for pyramid peer upscaling as the basis for subsequent collective action.</li> <li>• May introduce the Challenge Action Tree for at least one of the gender issues arising, e.g. alcohol, with at least some of the more advanced participants.</li> <li>• Establishes local cultural innovations in songs, dance and theatre as the 'fun' part and support peer sharing.</li> </ul>   |
| <p><b>Livelihood and leadership reinforcement workshop</b><br/>6-day workshop after 3-6 months</p> | <ul style="list-style-type: none"> <li>• Review and share achievements from tracking on the catalyst diagrams, and the songs and cultural innovations.</li> <li>• Livelihood and business development               <ul style="list-style-type: none"> <li>▪ Challenge Action Tree for increasing incomes,</li> <li>▪ household and/or individual business tree</li> <li>▪ market diversification map,</li> <li>▪ business calendar vision journey.</li> </ul> </li> <li>• Leadership               <ul style="list-style-type: none"> <li>▪ leadership soulmate visioning</li> <li>▪ leadership diamond</li> <li>▪ leadership challenge action tree</li> <li>▪ leadership vision journey</li> <li>▪ reinforcement of facilitation skills and cultural innovations.</li> </ul> </li> <li>• Multilane Vision Journey as the main 'parent' monitoring tool going forward – plots achievements in relationship to the original vision and establishing targets for achievement of the remaining desired changes, and new targets from the livelihood and leadership tools towards the business vision, gender balance and empowerment leadership.</li> </ul> |
| <p><b>Organisational planning workshop</b><br/>within 6 months</p>                                 | <ul style="list-style-type: none"> <li>• Organisational soulmate visioning to develop a collective vision for the whole organisation or process</li> <li>• Gender Justice Diamond for gender awareness throughout the organisation</li> <li>• Organisational challenge action trees to look at likely challenges in achieving the vision</li> <li>• Organisational vision journey</li> </ul>  |
| <p><b>Annual review</b></p>  | <ul style="list-style-type: none"> <li>• reviews and shares gender, livelihood and leadership achievements from</li> </ul>  |



**and  
sustainability  
planning  
workshop**

6 days  
after 1 year

aggregated tracking on the individual and organisational Multilane Highways, and the songs and cultural innovations.

- examines gender issues in relation to CEDAW or other relevant women's human rights framework using gender diamonds and challenge action trees
- examines livelihood, market and value chain issues using market maps and challenge action trees to establish the business case for gender and GALS
- examines peer sharing and leadership experience using leadership spider maps and challenge action trees to establish optimal strategies for sustainability
- reviews the vision using the soulmate process and develops a new organisational vision journey and individual multilane vision journeys for the next year.

*Credits/additional information*

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All resources and further details are available on [www.galsatscale.net](http://www.galsatscale.net)

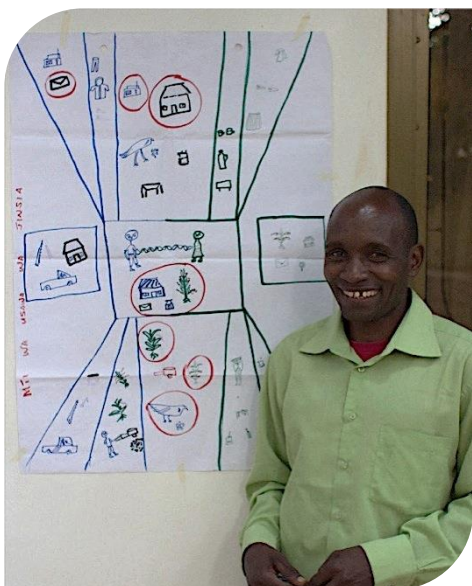
GALS © resources up to 2013 can be found together with other gender and value chain mainstreaming resources at [www.wemanresources.info](http://www.wemanresources.info) developed as part of the Oxfam Novib WEMAN programme.

The most recent resources for Hivos GALS@Scale process can be found on the GALS@Scale website: [www.galsatscale.net](http://www.galsatscale.net)

## Tool 3.1 b - Challenge Action Tree for increasing coffee incomes (GALS)

Written by Linda Mayoux as part of Hivos, GALS@Scale project

The Challenge Action Tree (CAT) for increasing incomes from coffee is an adaptation of the generic Challenge Action Tree (CAT) tool. It is the first of the four livelihood-strengthening tools that are used in Phase 2 at 3-6 months into a GALS process. It is best when preceded by the GALS catalyst process to develop participatory and communication skills. But it could be preceded by a one-day life visioning workshop to place coffee in the context of broader life goals and introduce the vision journey. Or it can be integrated as a stand-alone in multistakeholder workshops on coffee production.



### Why use this tool?

Most technical training for coffee production is delivered without reference to previous trainings people may have had, often duplicating effort and teaching things

people already know – in some cases better than the people delivering the training. Training often does not differentiate between the knowledge and training needs of women and men, or look at ways of addressing gender-based challenges. Service organisations and other chain stakeholders may be unaware of gender issues, or of factors other than price that may influence farmer choice of trader. Importantly, stakeholders up the chain often do not know or understand the (often different) solutions and strategies that women and men farmers employ to address the challenges they face. This means they are unable to support and build on existing strategies on the ground, and waste resources doing things that people can do for themselves, leaving few resources for things that farmers think are important and cannot address alone.

### What do you gain from using it?

#### For farmers

- Understand the different causes of low coffee incomes: production, marketing and household gender balance.
- Understand the interlinkages between gender issues in the household, production and marketing and increasing incomes for men as well as women.
- Share and exchange ideas with others for solutions to different dimensions of the challenges, and identify at least 5 individual 'SMART action fruits' or commitments to be tracked over time.
- Reinforce visual communication and participatory skills and learn an example of the Challenge Action Tree generic tool that can then also be used for other livelihood activities and issues.

#### For businesses and organisations

- To reinforce technical training, bring together the knowledge from different women and men farmers and identify

gaps in what has been understood from previous trainings.

- To identify the different gender challenges to increasing incomes from coffee and potential solutions that can increase uptake of technical improvements.
- To understand ways in which their services can be improved to increase reliability of quality supply.
- To promote farmer responsibility and commitment to improvement.

### **For multiple stakeholders**

- To provide a structured way of analyzing and sharing different perspectives on challenges and potential 'win-win' solutions, and develop a concrete plan of action to move forward.

### **Who applies the tool and for whom?**

This tool can be used by individual farmers or households, by groups or in larger workshops. Once learned it is easy for farmers to use it themselves, on their own or in groups, to analyze and track strategies for increasing incomes from coffee; and it can be disseminated through individual peer sharing.

Organisations or businesses can use the tool to quantify the challenges and strategies employed, either through aggregating individual and group trees, or as a participatory tool in workshops. It can also be used at organization level with staff to explore understanding of issues and potential solutions from an organizational perspective.

The tool is particularly effective as a means of bringing together the perspectives of different stakeholders in the coffee chain to develop win-win strategies that address multiple challenges at multiple levels, including gender issues. In workshops, participants sit in separate groups of women and men, subdivided by other relevant criteria to make groups of about 10. There can also be separate groups for

other stakeholders, e.g. traders, at different levels. Each group first does their own tree. Following standard GALS facilitation practice, the tool is introduced interactively with participants coming up in turn to draw on a flipchart at the front of the room while the other participants draw their own trees in notebooks. Depending on numbers of participants and facilitators, the main presentation may be at the front of the room in plenary, or in each group separately. The group trees are then presented, discussed and combined on a parent 'win-win' tree.

### **How does it work?**

The Challenge Action Tree for increasing coffee incomes from coffee follows the same basic steps as other GALS Challenge Action Trees, but the roots and branches are divided into 3, distinguishing production (left), marketing/ service delivery (right) and gender (middle). Depending on the purpose of the workshop and levels of participant skill and experience, the CAT can be used very rigorously with explicit discussion of the relationship between quality/quantity, market price and farmer profit, or discussion can be more open. Often the best strategy is to start open, then introduce these distinctions in relation to issues as they come up and as people gain confidence. Then clarify before people leave so they redraw their own individual tree at home in the way that is most useful to them, in the light also of discussions and clarifications on Tool 2 Household Coffee Business Tree.

Drawings are preferred, and fun drawing exercises can be done beforehand to make people feel at ease. If time is very short, and all the participants are literate and speak the same language, then things can be written. But drawing increases clarity, makes potentially conflictual issues seem more fun, and makes presentation more impactful. Developing visual

communication skills is an important part of multi stakeholder communication and engagement at any level.

Cards should be colour-coded for each group, at least disaggregating by gender, so that it is easy to distinguish the different responses from each stakeholder group/ women and men on the final parent tree. Feedback quantification on different opinions of the commitments will be colour-coded using blue, black and green pens with achievement tracking later in red. It is important therefore that both coloured cards and pens are available and these are used systematically if the tool is to be used rigorously rather than as a loose catalyst for informal discussion.

### **Step 1: Draw the trunk or challenge – in this case increasing incomes from coffee**

Someone comes up to the front and draws two lines in the middle of the flipchart to represent the trunk. They then put a symbol for coffee, indicating (an example) current production quantity/quality/number of trees/price/income/profit at the bottom towards the roots and target quantity/quality/number of trees production/price/income/profit at the top towards the branches. At the mid-point of the trunk they put symbols to represent gender balance in the family.

They then put four lines down from the trunk to the bottom of the paper to divide the space into 3 roots, and four lines to divide the top of the paper into 3 branches (see diagram).

As the person draws at the front, the other participants draw their own situation on a double page of their notebooks. The presenter draws in their own book as soon as they sit down.

### **Step 2: What are the roots? Dimensions of the challenge**

In CAT for increasing coffee incomes the roots are divided into three basic categories – production to the left,

market/service to the right and gender relations in the family in the middle – in order to make sure all three are adequately discussed.

Each person (or in pairs) is given 6 cards on which to put their challenges - at least 1 per root. One person (or pair) comes up and puts on their most important challenge, asking how many other people have that challenge, collecting any similar cards and placing them together in a stack on their respective root to take them out of the discussion. Then another person (or pair) comes up and repeats the exercise for a new challenge – this time inviting someone quiet from the back. And so on until all the challenge cards have been placed on their respective roots. Once all the cards have been placed, each card stack can be quantified through a show of hands of people to whom it applies, and numbers written on the top card in each stack.

**Important Note:** Clarify that the middle root is about gender relations, i.e. differences and inequalities between women and men in the household, not just 'household'. Anything else about the house or household, e.g. leaking roof or the storage bins or lack of working space, should go under production or marketing unless it is directly related to gender inequality.

### **Step 3: What are the branches? For each cause a solution**

In the increasing coffee incomes CAT the branches are also divided into three basic categories – production, household and market – in order to make sure all three are adequately discussed. And a solution must be suggested systematically for each challenge, following the same process as for the roots. Clarify again that the middle branch is about gender relations and differences and inequalities between women and men. Each person (or pair) is given 6 cards and must identify 6 solutions corresponding to a specific challenge, at least 1 for each branch. Explain that

solutions need to be specific. No general solutions like 'training' or 'awareness' can be accepted. We need to know exactly what training for whom, whose awareness about what.

People (or pairs) come up and place 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. When all the solutions have been placed in stacked groups, they are then quantified by a show of hands to indicate who thinks these are viable solutions (whether or not they are currently being implemented can be quantified as part of step 4) and the number is written on the top of the card stack.



#### **Step 4: What are the fruits: Individual SMART 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 which each person can take to start to bring about the solutions. For each branch there should be many individual fruits. **IMPORTANT:** Each fruit must be SMART, i.e. specific, monitorable, achievable, relevant and timebound.

Participants have time for individual reflection to decide 5 or more solutions (at least 2 on the gender branch) which are most relevant for them in moving forward (i.e. not things they are doing already) and decide on a SMART action fruit for each which they can start to implement. They

put these on their individual tree in their own books. These individual 'commitment fruits' are then fed back to the group and quantified through a show of hands with colour coding: blue for people who are doing it already (already ripe fruit), green (unripe fruit) for people who are aiming to do it and black (withered fruit) for those who do not want to do it or think it does not apply to them (e.g. strategies for married people if someone is single). People are invited, but never forced or embarrassed, to say why they do not want to do something – often there are good reasons and this opens up the discussion and makes it more honest.

It is important to photograph all the trees at this point as they will be changed in the plenary.

#### **Step 5: Combining women's and men's trees**

The different stakeholder trees are then fed back to the plenary by two group members to look at differences – particularly on gender. One group member presents and the other places the best card representing the commitment fruits on the respective branch of the parent tree. If it is the same as from another group then the cards are placed so that each can be seen (that is why group colour-coding of cards was important). While this is being done, the facilitators make a list of the commitment fruits from each group and make a card with a symbol for each. Then a vote is taken (show of hands or secret ballot depending on sensitivity at this stage) to agree on the commitment fruits – colour-coding numbers for each stakeholder group so that it is easy to identify areas of consensus and areas of disagreement. If time permits, and discussion is not too sensitive, then it is useful to start by quantifying with the same colour-coded pens as Step 4 how many people already implement a particular solution (blue), how many do not agree or do not think it applies (black), as well as how many commit to it

(green). Do it in this order to start and end on a positive note. If time is short then the focus should be on the constructive (green fruit) commitments and discussion around these to get a clear list of agreed ways forward for each stakeholder group, and each person. But the organisers can both refer to the group presentations for their wrap-up and do a post-analysis of the group trees to see how many people had already done things, to whom things do not apply etc., bearing in mind that at the group stage people did not have all the options in front of them. People also finalise their own commitments – they may have got some further ideas from others.



### **Step 6: Tracking over time**

Achievement of the fruits is then tracked at individual level and also shared within groups. Achievement turns the green fruits to red. If there is a follow-up workshop with the same participants, then change over time can also be measured.

### **Credits**

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All resources and further details are available on [www.galsatscale.net](http://www.galsatscale.net).

As with all GALS © tools, facilitators are referred to the generic GALS facilitation guidelines that can be found on the GALS@Scale website at [www.galsatscale.net/facilitation](http://www.galsatscale.net/facilitation). Large multi-stakeholder workshops in particular require experienced facilitation with one or preferably two lead facilitators, and some champions who can lead the groups.



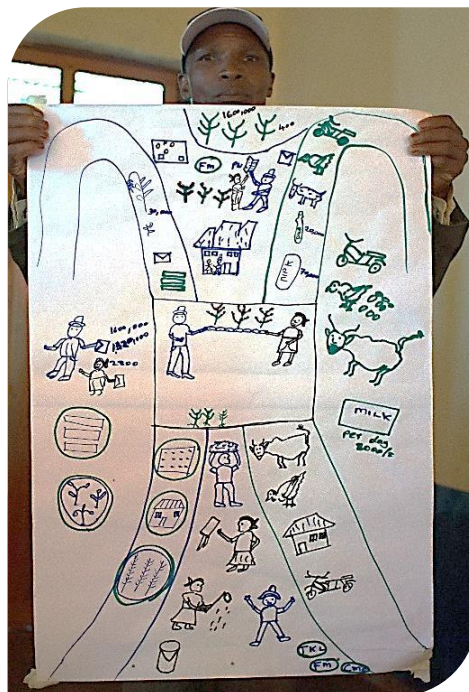
## Tool 3.1 c - Household Coffee Tree (GALS)

Written by Linda Mayoux as part of Hivos, GALS@Scale project

### Why use this tool?

In many countries men as well as women report that women perform most of the work in coffee production - an estimated 70%. However, because men own the land and hence also the trees, they generally claim the income. Some men spend the income for the family and to improve production. However, very many men (men themselves estimated 70% in communities in Uganda, Tanzania, Kenya and DRC) spend much of the income on alcohol, women in town or more wives. In some households men's expenditure on alcohol in one month is equal to the costs of the school fees for a term. Women have little incentive to invest in improving the coffee crop or coffee processing and prefer to spend their time on crops where they can have more control of the income. Both husbands and wives try to harvest coffee before the other, leading to volumes of unripe cherry being mixed into sales and causing very poor quality. Women who do most of the work have little incentive to invest in improving quality or increasing production. In some places like Kilimanjaro, many people are moving out of coffee and into other activities - particularly activities where women or youth can retain control of income. Even where coffee is profitable, companies have problems promoting best cultivation practices because of lack of unity in the household.

Indebtedness of traders up the chain leads to further mixing and bulking up with different qualities of coffee, undermining any incentives for farmers to improve quality. In coffee trader households, men's luxury expenditure and lack of consultation



Household Coffee Tree from Upendu Group, Mbinga, Tanzania.

between women and men seriously undermines the ability of households to save and hence for the traders to get out of debt relations with larger traders and move up to higher levels of investment and income. Lack of transparency at all levels fuels corruption and leakage of resources in a vicious circle – where women as the main producers are at the bottom of the chain.

### What do you gain from using it?

The aim of the household coffee tree is to help women and men to identify and plan what inputs are needed to increase coffee production, what the profits will be spent on to increase household assets, savings and well-being, and how income will be reinvested in coffee production and/or other activities that can further strengthen the coffee-based household livelihood. It looks at how increased coffee incomes can make the household tree grow straight so that women and children as well as men



benefit fully, and can build on the Gender Balance Tree from GALS Phase 1 to reinforce men's as well as women's sense of responsibility for the family rather than personal expenditure. Household expenditure can then be planned and tracked, rather than being an unpredictable leakage of income. This then enables more reliable planning of resources available for reinvestment in improving quality and quantity, thus also benefitting companies – building also on the discussions from the Challenge Action Tree for increasing incomes.

### Who applies the tool and for whom?

The tool is used at an individual or household level. Tools are most useful when details are put on and analysed carefully. This tool is therefore best used by people who have done the GALS Gender Balance Tree and so have an understanding of gender issues, and have drawing and analytical skills so they can go into details and quantification. But once learned it is easy for farmers and farm households to use it themselves and track how they spend incomes from coffee in the household, and how much they are reinvesting and saving. Individual household trees can also be shared within groups to compare strategies and ideas on how to increase success.

### How does it work?

All GALS trees have six parts:

1. trunk representing the issue (in this case moving from current production to increased target production) and main people involved,
2. roots (in this case inputs of different types),
3. branches (in this case outputs or incomes and the way they are spent)
4. forces linking roots and branches (in this case reinvestment and savings)
5. fruits starting green in relation to an existing situation (blue)

6. tracking over time whether fruits turn red (ripe and achieved) or black (withered and dead).

This tree can be used as a very detailed analysis with calculation of existing inputs, costs and incomes and profits with investment. However, the level of detail will depend on the existing levels of GALS drawing and analysis skills, and also on how much the participant(s) know about coffee and arithmetic. Its main purpose is to identify at least some clear ways forward that will increase profits whilst also increasing gender balance. More educated participants or people with a lot of coffee experience are likely to need to put on a solid analysis with systematic colour-coding to identify things they do not already know. But if skill or confidence is low, some of the detailed calculation and colour-coding can be omitted so people are encouraged to use the tool and deepen understanding over time as they track progress.

### Step 1: Trunk: what is the target production increase? Who is involved?

Put the household members in the middle of the trunk. Put women on one side and men on the other (in the same colour but different symbols).

At the bottom of the trunk put the current level of production and annual income from coffee last season (in blue). At the top of the trunk put your target production and anticipated income (in green) for next season (allowing as much as possible for market fluctuation in price).

### Step 2: Roots: What inputs are needed?

The household coffee tree has 3 roots:

- Left: current inputs to coffee production in the form of fixed assets (in blue with amounts of money where relevant). The most important assets should go at the top of the root.
- Right: current inputs to coffee production from other economic

activities (in blue with amounts of money where relevant).

- Middle: human resource inputs to coffee in the form of labour of different family members and hired labour (in blue with amounts of money where relevant).
- Then where relevant put amounts needed for the targeted increased production in green.
- Brainstorm on possible sources of the added resources needed - apart from cross-investment between roots - and mark these also on your roots. Identifying how you can bring in more resources will then increase the amount you will have available for reinvestment from the anticipated increased production.
- Have you included all the Good Practices from the Increasing coffee incomes Challenge Action Tree?
- Put the total costs needed for the new production, minus resources available from other sources, at the top of the trunk. Deduct this from the total anticipated income to calculate anticipated profit (all in green).

### **Step 3: Branches: how will the income be spent?**

The household coffee tree has 3 branches corresponding to each root:

- Middle – representing the main well-being purpose for increased incomes: Current expenditure on the household (in blue with amounts of money where relevant). From your anticipated profit, how much will you allocate for household needs like school fees, food etc.? Maybe also put a couple of treats at the top for good performance if you achieve your target (in green with amounts of money where relevant).
- Left: Current expenditure on fixed and rolling capital for coffee. From your input costs what will you cover? (in blue with amounts of money where

relevant) From your anticipated profit, how much will you allocate? (in green with amounts of money where relevant)

- Right: Current expenditure on other livelihood activities that can support coffee. How much will you allocate to investment in your other livelihood activities? (in blue with amounts of money where relevant) From your anticipated profit, how much will you allocate? (in green with amounts of money where relevant)

### **Step 4: Fertilising the tree?**

- When you add up the anticipated expenditures from all 3 branches, do these add up to the vision total profit in the top middle of the trunk?
- Is there any possibility for savings? If so, put the amounts in a savings box (current in blue, planned in green) on a linking line from the left or right branches to the roots to indicate circular 'fertilising'.
- For reinvestment? Put linking lines down from the branches to the roots to indicate circular 'fertilising' reinvestment. Current in blue, planned in green.

### **Step 5: Does our tree balance?**

- Are women and men now both working equally, bearing in mind also their contribution to unpaid household work? Ring any necessary changes to work inputs in green.
- Are women and men now benefiting equally from the coffee expenditure? Are women as well as men owning land? Controlling income? Investing in their businesses? Ring any changes to ownership and control in green.
- Are women as well as men generating savings? Ring any necessary steps to ensure this in green.
- Are women as well as men reinvesting? Ring any necessary steps to ensure this in green.

**Step 6: Track the green fruits**

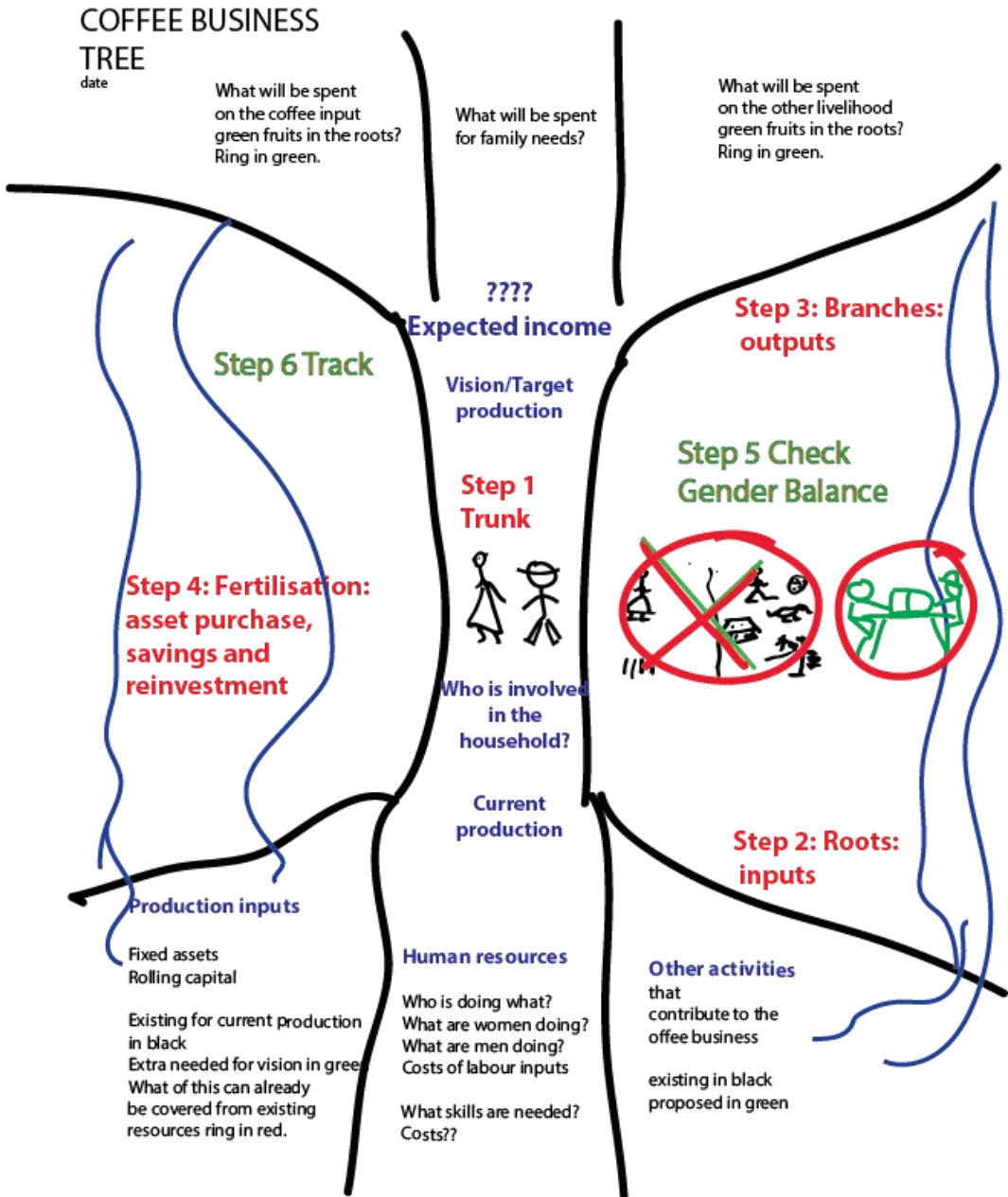
Track your changes in gender balance, and ring them in red once they have been achieved as red fruits. The other anticipated incomes, costs and profits will be tracked on Tool 3.1e Coffee Vision Calendar.

**Credits**

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All resources and further details are available on [www.galsatscale.net](http://www.galsatscale.net).

Figure 18: Coffee Business Tree



## Tool 3.1 d - Coffee Livelihood Market Map (GALS)

Written by Linda Mayoux for Hivos GALS@Scale project

### Why use this tool?

All livelihood development needs to be market-led. Marketing is often (or is often perceived as) a key constraint particularly for poor producers, and particularly for women. Marketing skills and knowledge are important for the ability to negotiate good prices. The GALS coffee livelihood market map introduces gender issues within households and markets themselves as an integral part of coffee market analysis. Control of marketing at the moment when cash is physically handed over, is also a key element in control of income within households and hence in giving women an incentive to invest in coffee. It also looks at potential complementary products that can be sold in the same locations as coffee or brought back home to cross-subsidise the time and financial costs of going to market. Individual maps can be aggregated in groups, organisations and multi-stakeholder workshops as collective maps. Through sharing market ideas and information between female and male participants from different stakeholder perspectives it is possible to start to address gender differences and identify new markets and/or new products which can then be further researched by women and men themselves, using their own networks with friends, relatives or other workshop participants and contacts.

Even though coffee companies and cooperatives may feel that it is not in their interests to train farmers in marketing skills, doing so is an important element in transparency and understanding the local

competition and the reasons why farmers may or may not continue to supply to them. If farmers are able to feed back reliable information in this way on a regular basis, companies do not need to employ expensive consultants. Responsible companies are likely to gain from this process as farmers clarify the benefits of selling to them.



### What do you gain from using it?

As with any discussions of marketing there will inevitably be commercially sensitive issues. But using this tool increases the potential for developing win-win strategies, even between farmers and commercial coffee companies.

#### For farmers:

- Identify the range of markets for different coffee qualities accessed by members of the household and examine in more detail the challenges and solutions from the CAT for increasing coffee incomes.
- Identify and discuss the gender division of labour and levels of intra-household collaboration in coffee production and marketing and strategies to improve these.
- Identify and discuss any gender inequalities in control of coffee income in different coffee quality markets and strategies to address these.
- Brainstorm the best individual or household marketing strategies to increase coffee incomes, including

quality specialisation or possible diversification to other products and markets that could complement coffee.

- Identify potential for collective strategies in marketing while avoiding market saturation.

### **For traders, companies and cooperatives:**

- Better understanding of marketing strategies (division of labour, control over income and market access) of women and men farmers for different qualities of coffee.
- Information base for ensuring more reliable supply through developing better pricing, incentives and improving transparency and trust in relationships with women and men farmers.

### **Who applies the tool and for whom?**

The Coffee Livelihood Market Map is best used as part of a GALS process where trust and communication with women and men farmers has been built up, together with drawing and participatory skills. It can also be used as a stand-alone market research tool.

Once learned, the tool can be used at an individual or household level to continually update their market information, track experience of entry into new markets, and identify other products that can complement coffee for a more stable livelihood and also cross-subsidise the expenses of going to and from the coffee market. Individual maps can also be shared within groups and across whole organisations to compare marketing strategies and ideas on how to increase success.

### **How does it work?**

The coffee livelihood market map is a version of the generic GALS market map tool based on some variant of the circle map. Depending on the purpose and the

activities, these may include any or all of the following:

1. Market maps for individual products e.g. coffee: location, prices, opportunities and challenges.
2. Examining different marketing activities by different household members - who goes to which markets and who controls the income.
3. Physical maps of specific markets to brainstorm on other possible products that can be sold in those same markets, and/or levels of saturation for particular products.
4. Market to value chain maps which take the immediate markets through to other levels to see where products go, and prices at different levels to see whether incomes can be increased through taking more control of higher levels of the chain.

The focus can be on coffee only, or on possibilities for livelihood diversification.

### **Step 1: What are the main products (coffee qualities, coffee bi-products and non-coffee products) which are marketed by members of your household?**

Draw a large circle in the middle of the paper with symbols for the main products sold by household members.

- Put products where the income is owned/controlled by men on one side, and income owned/controlled by women on the other side.
- Indicate relative income amounts by the size of the symbol.

### **Step 2: To which coffee markets does each member go for the different qualities and bi-products?**

Draw circles for each market distinguishing these as follows:

- Place them according to approximate geographical location, i.e. closer markets are drawn closer to the central circle or markets close to each other.

- The largest markets for that product should be marked in larger circles, the least significant in smaller circles.
- Indicate the quality of coffee or type of bi-product that is sold in each market.
- Markets which are male or female dominated or gender-equal should have the respective (large) symbols put next to them.

### **Step 3: How do we get there and how much does it cost?**

Draw roads between the coffee markets:

- The direction of marketing should be shown by the direction of the arrows. Where farmers go from one market to another without coming home, the lines should be drawn between the markets.
- Means of transport and costs should be put between the lines of the roads together.
- By each arrow put a large symbol to show whether it is women or men going, and next to this a money symbol to show who controls the income when they get home.

### **Step 4: What are the other advantages and disadvantages of each market?**

This question is best left open initially for participants to interpret. Open questions can often lead to answers that are extremely useful and relevant but that facilitators did not expect. Open questions can then be followed by specific questions, including for example:

- A central circle within each market can contain general information on the market, e.g. day(s) of operation, which days they go, whether there is a shelter, etc.
- A separate section can be made in the outer circle for each product traded, together with relative prices and quantities for each.
- Different symbols can show different types of buyer – those who consume directly, local traders, traders from the city etc., indicating gender.

- Markets where the highest incomes can be obtained can be circled in thicker lines.
- Are any of the advantages or disadvantages more relevant for women or for men? Put the respective symbol next to these.

### **Step 5: What things can/should I change?**

- Sad and smiley faces should rank degrees of satisfaction with the different products in each market.
- Which markets are most profitable? Bear in mind prices, amounts sold, transport costs, and who controls the income.
- What are the main challenges in each market? Are there any specific challenges which women or men face because of gender?
- What new products or markets can be profitable? Are there any gender issues which need to be addressed in enabling women/men to access them?
- Ring in green at least five products or markets where you think you could increase incomes. Will you do the work or share it? Will you control the income, or share it? How can you maintain gender balance?

### **Step 6: Track and adjust**

When participants get to each month, they should compare what was planned and what actually happens, adjusting the following months accordingly. Things achieved should be ringed as red fruits. Things that are not possible at all are ringed in black as withered fruits, and things postponed as green fruits.

### **Collective market map**

Collective maps can be produced, either aggregating information from individual maps at group meetings and then at organisational levels, or as part of a multi-stakeholder workshop. This enables farmers and also companies to exchange



information about the range of markets for different coffee qualities and/or the different complementary products that can increase incomes in each market, and examine the scope for livelihood diversification and/or collaboration to increase incomes, reduce costs and avoid market saturation.

### **Step 1: Market mapping for each economic activity: group discussion**

Participants form activity groups according to their business vision for coffee quality and/or other products – it is important they go to groups where they are already knowledgeable, not where they are just interested, because the aim is to really pool existing information and identify the gaps. Whether or not women and men should be put in the same group at this point will depend on the degree to which women as well as men would benefit from sharing information at this stage, and the level of conflict/sensitivity of gender issues. This will vary by context, economic activity and also the particular individuals participating.

Each activity group makes a collective market showing:

- A circle is drawn for each of the markets where people are buying and selling the product: all the markets currently used by participants, and ideas for any new ones.
- Relative demand and prices, and common challenges (e.g. transport costs will vary between people depending on individual location, but other challenges may not).
- The number of people already selling there and happy with those markets should put a mark in blue. People who have tried the market and rejected it should put a mark in black. People not currently selling in those markets who feel it would be worth trying should put a mark in green. Women and men mark themselves in separate lines or columns with different symbols.

- For each market, what are the main challenges which could be addressed through sharing/collective action to be discussed in more detail on the collective road journey? Again, identify through different symbols any issues specifically for women or specifically for men.
- Ideas for new products in each market.
- What are the main gender issues in marketing and also controlling the income? Mark these areas of the map with the appropriate (large) symbol.
- What things are not known? Put a large question mark on the relevant areas of the map.

### **Step 2: Market economy mural map: plenary feedback**

A large mural with multiple flipcharts, or a large cloth is put up at the front of the hall. Each activity group then feeds back the maps for each activity.

- The facilitator or participants map out each market as it is presented on the mural as a total overview of all the markets where participants go – deciding which market should be at the centre, other markets then marked in geographic location in relation to this central market, and marking differences in size of each market by size of circle. Symbols for products from each activity map are placed in each. This progressively builds up a full picture of the range of products in local markets and beyond where participants are operating and have knowledge.
- For each market, participants identify the main challenges for increasing incomes which could be addressed through sharing/collective action. Again identify through different colours or symbols any issues specifically for women or specifically for men.
- Numbers of women and men (counted separately) currently selling each product in each market are counted

and marked in blue. Women and men (counted separately) who previously sold products in those markets but have now given up are quantified in black. People not currently selling (may include people who previously gave up

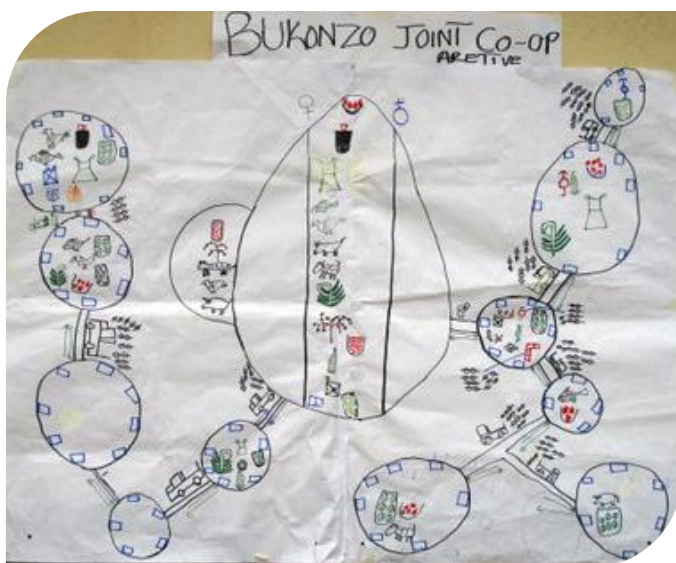
but after the discussion may try again) in those markets who feel it would be worth trying should be marked in green. Remember to put the total numbers of female and male participants somewhere at the top of the paper.

- The numbers of women and men who actually try these new products or markets will then be tracked and marked as red fruits in monitoring or impact assessment.

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## EXAMPLE: BUKONZO JOINT

Bukonzo Joint in Uganda has quantified and tracked the products sold in different markets for all its member coffee farmers as the basis for improving services and helping farmers to diversify livelihoods. This enables farmers (particularly women) to reduce vulnerability to market fluctuations and keep their coffee to sell to Bukonzo Joint when they can get the best price. It has also enabled them to identify gaps in member knowledge and help them exchange information.



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### Credits

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The tool as described here can be adapted in many different ways. For more details see [www.galsatscale.net/diagrams/maps/market](http://www.galsatscale.net/diagrams/maps/market)

**YouTube:** Oxfam Novib, WEMAN, IFAD 'Coffee value chain, Uganda' parts 1 and 2 (also available in French and Portuguese), GALS experiences of Bukonzo Joint



## Tool 3.1 e - Coffee Calendar Vision Journey (GALS)

Written by Linda Mayoux as part of Hivos, GALS@Scale project

### Why use this tool?

The GALS Coffee Tool 1, the Increasing Income Challenge Action Tree, looked at challenges, solutions and action commitments that can increase incomes from coffee. Tool 2, the Household Coffee Business Tree, was a one-time snapshot of the business and how other livelihoods do or could complement this. The Coffee Calendar Vision Journey now plots work input, incomes, costs and profits for coffee over a time of one year. This enables adjustments to planning to take account of peak and slack work periods and cash flow fluctuations.



*Coffee Calendar Vision Journey, Vuasu Cooperative, Same, Tanzania.*

Work, expenditures and reinvestment over the year are then tracked monthly to see whether achievements match prediction, enabling adjustments to the plan and better planning and prediction in subsequent years. The same tool can be also used for all the other complementary activities. These can then all be combined into one overview livelihood calendar with only the profits and work input to establish an optimal livelihood strategy that involves the whole the household and maintains gender balance. A version of this tool could be used in designing or applying for savings

and loan facilities from cooperatives or banks.

### What do you gain from using it?

#### Aims for participants

- Identify times of the year when there is too much or too little work from coffee, for whom, and the best times for other complementary activities that could be done by different household members.
- Calculate coffee profits over the year from income and cost analysis.
- Identify times of the year when there is a lot of profit that can be invested in coffee or in complementary activities, and times of the year when there is little income from coffee and household needs must be met from savings or other activities.
- Establish a monthly plan for savings, reinvestment and complementary activities.
- Identify times and issues where specific attention may need to be paid to ensure maintenance of gender balance.

#### Aims for organisations

- Increase understanding of the activity calendar and cash flow challenges that farmers face.
- Increase understanding of gender differences in these.
- Increase understanding of potential for complementary activities that could be supported.
- Increase understanding of savings needs that could be supported.
- Increase understanding of times when some sort of loan facility might be useful, and how this might be scheduled.

### Who applies the tool and for whom?

The Coffee Vision Calendar is a more advanced and detailed version of the Basic Vision Journey from GALS Phase 1. It assumes people have:

- developed drawing skills and familiarity with GALS tools through the GALS Catalyst tools;
- done the increasing incomes Challenge Action Tree from which they can transfer their opportunities and challenges;
- done the Household Coffee Tree as the basis for assessing total annual incomes, costs and profits.

The tool is used at an individual or household level. Once learned it is easy for farmers and farm households to use it themselves and track how they are performing on incomes, costs and profits. Individual household trees can also be shared within groups to compare strategies and ideas on how to increase success. It can also be used by organisations, cooperatives and/or banks for development of services and savings and/or loan products targeting women and men coffee farmers.

### How does it work?

The Coffee Vision Calendar is based on the same principles as other GALS Vision Journeys. The Coffee Vision Calendar produces a monthwise breakdown of anticipated work and other costs, expected incomes and profits, and resources for reinvestment. These can then be tracked in order to truly understand how your business will work. It is like a standard cash flow analysis, but is more useful because it keeps your vision clear before you, includes thinking on how to make the best of opportunities and avoid risks, and considers relationships within your family that can help or hinder you.

### Step 1: Draw the Framework with opportunities and challenges

- Draw the vision and current circle and add your target of anticipated production from the Household Coffee Tree.
- Join these with 8 lines, colour-coded as indicated.

- Draw 12 vertical lines across the road and number these by month, starting with the current month. Group these into seasons by putting thicker lines between the relevant months. This will help to clarify the diagram later. Put the year and date above the current month.
- Add opportunities and challenges from the Increasing Incomes Challenge Action Tree and any others you have thought of since.



### Step 2: Whose labour time for coffee and other contributing activities

In the top lane put in the labour required in each month, with a symbol for the activity using different symbols for women/men. The size of the symbol indicates the amount of time. If you wish, you can following the previous colour-coding convention, mark existing activities in blue and anticipated changes to achieve the vision in green. This will make it easier to track. It is also possible to divide the lane in two to put women and men on separate lanes. NOTE: you cannot assume household members will contribute their time without getting clear benefit.

### Step 3: Expected income for whom

Bearing in mind the opportunities and challenges, particularly market fluctuations, put your expected income each month in the second to top lane. You can colour-code to show income last year (blue) and anticipated increase (green).

**Step 4: Input costs for whom**

In the third lane put symbols for the inputs required in each month with amounts of money. Include here working capital, labour costs and essential fixed capital costs. You can colour-code to show income last year (blue) and anticipated increase (green).

**Step 5: Estimate the net business profit for whom**

Subtract the business costs from the expected income by month. Put this in the bottom lane. Here you should put only the anticipated profit in green. But you should also mark how much of this profit will be controlled and used by women, how much by men, and how much by both - putting the amount next to the respective symbol.

**Step 6: Household expenditure (optional lane)**

Looking at the opportunities and challenges and your Gender Balance Tree, estimate the amount of money needed from the profit to contribute to essential household expenses like food and school fees in each month. Here you can again colour-code for last year (blue) and anticipated (green).

**Step 7: Reinvestment: assets, savings (optional lane)**

Looking at the expected profit minus essential household expenses, consider when you might be able to save or buy productive assets with the remaining money in order to make your business grow, to start another complementary activity and/or help another family member with their business (in anticipation that they would then help you in return). Again here you only put the anticipated amounts in green. Then mark how much will be controlled and used by women and how much by men, how much by both - putting the amount next to the respective symbol.

**Step 8: Track and adjust**

When you get to each month, you need to compare what was planned and what actually happens, adjusting the following months accordingly. Things achieved should be ringed as red fruits. Things that are not possible at all are ringed in black as withered fruits, and things postponed as green fruits.

**Further adaptations and follow-up**

Business Vision Calendars following the same basic steps as the Vision Journey can be done for all activities in which the individual and/or other household members are involved. The main outputs can then be combined in an overview Livelihood Multilane Vision Calendar that shows the total plan for a person or household.

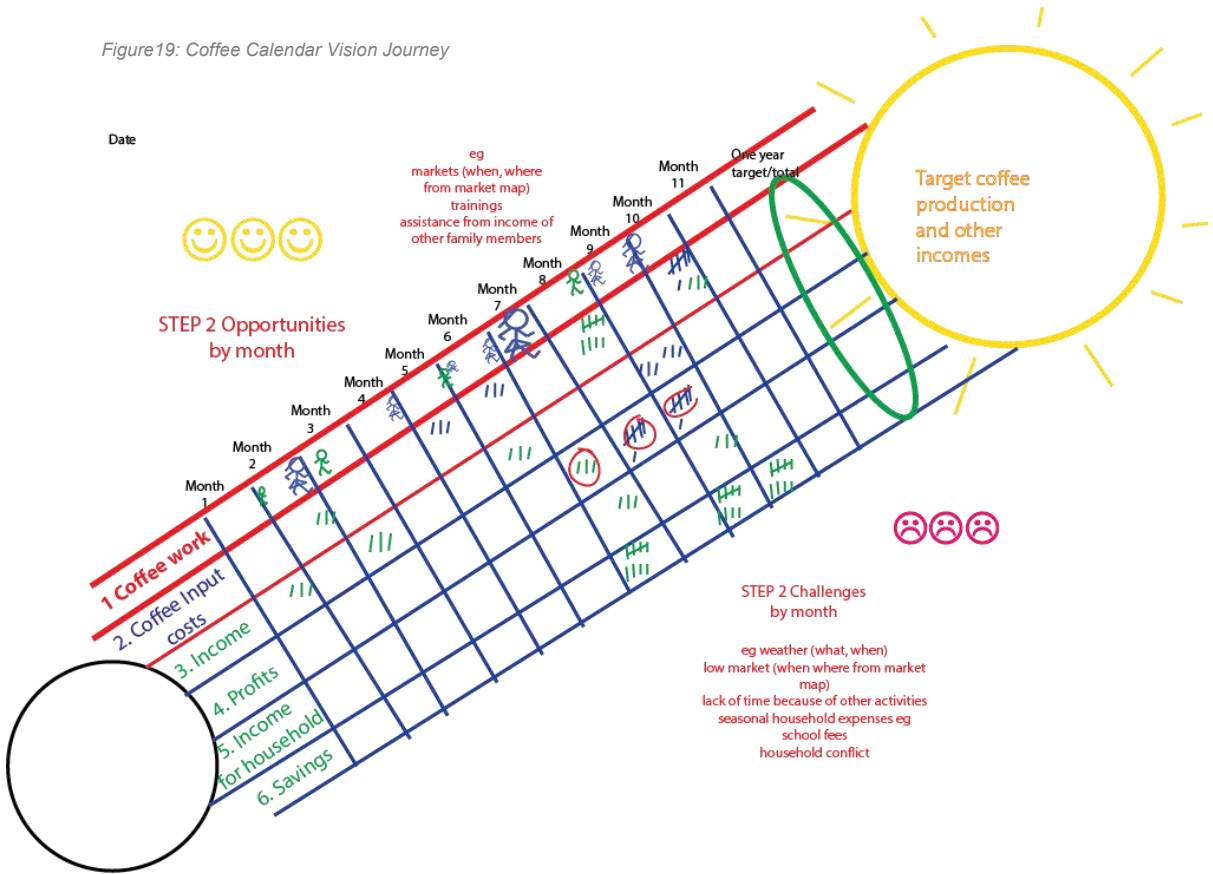
The outcomes from this can then be placed on the top lane GALS monitoring tool, the Multilane Vision Journey that combines the livelihood, gender and leadership plans into one tool. Details of this can be found on: [www.galsatscale.net/diagrams/journeys/multilane](http://www.galsatscale.net/diagrams/journeys/multilane)

**Credits**

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All resources and further details are available on [www.galsatscale.net](http://www.galsatscale.net)

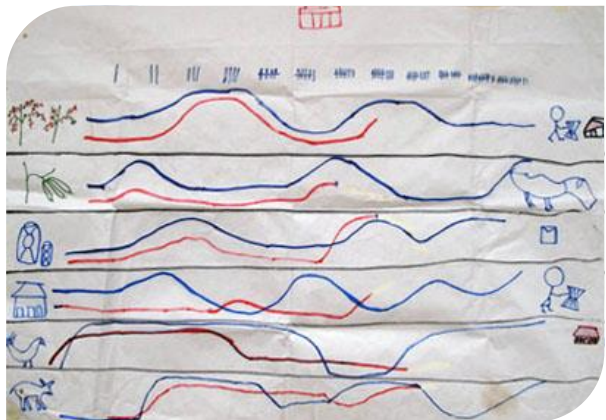
Figure19: Coffee Calendar Vision Journey



## EXAMPLE: LIVELIHOOD CALENDAR

An early simple version of a livelihood calendar by a woman GALS champion from Bukonzo Joint, plotting anticipated profits (blue) compared with actual profits (red). Coffee is at the top with beans, cooking oil sales, training, poultry and dairy underneath.

Under GALS@Scale this is now being developed to include a vision, work and gender balance in the household.



## Tool 3.1 f - The Household Approach

From *Agricultural Business Initiative Trust (aBi Trust)/ Hanns R. Neumann Stiftung*

### Why use this tool?

Most coffee is produced in small-scale farming households. Gender inequity affects the management and business performance of coffee farming, and hence of value chain performance. Women have little or no say in the management of the farm enterprise and use of benefits, although women do up much of the productive work in the coffee production. Particularly married women are usually poorly informed on issues pertaining to production, post-harvest handling and marketing. Their contribution to productivity and quality is not recognized socially or economically. As a result, women feel little motivated to invest in coffee production with little return for themselves.

The household approach is an intervention focused on households to reach more equitable sharing of responsibilities and decisions at household level, based on the conviction that coffee-producing households are able to improve their business performance and family livelihood through improving intra-household collaboration.

### What do you gain from using it?

- Insights in ways to improve business performance of family farming through enhancing gender equity within households and improving intra-household collaboration.
- Insights in strategies to promote gender equity in a non-confronting way, and harmony at household level.
- Insights in addressing gender equity in male-dominated value chains.

### Who applies the tool and for whom?

Development practitioners who are interested in the design of an integrated business and gender intervention strategy at the level of farmer households or producer organization. It focuses on working within the household, convening both husband and wife and other family members.

### How does it work?

This tool describes an *approach*, detailing the goals, principles and intervention strategies. The household approach combines complementary strategies at different levels. For each intervention strategy, suggestions are given how to carry out the strategy.

### The goals of the household approach

The household approach is focused on promoting changes in gender dynamics and hence business dynamics at household level. It assists households to participate in:

- joint visioning of the farming business that unites all household members
- joint planning to achieve this vision and ensure a more balanced sharing of roles and responsibilities within the household
- joint working to achieve the goals, sharing workloads and hence reducing workload for women
- more transparent information-sharing on production, post-harvest handling practices and marketing
- joint decision-making on benefits from production and household expenditures

The approach leads to increased production and productivity of coffee value chains due to pooled labour, proper budgeting and utilization of family revenue and hence increased adoption of improved technologies and re-investment in the businesses. The approach enables women



and youth to have access to production resources in the households and be part of decision-making. It increases women's self-esteem and confidence, because they become entrepreneurs and decision-makers in their homes and in the broader community and, consequently, are more empowered.

The approach leads to more harmony in households, which has a positive impact on food security, income and assets of the household, as on social and health issues: reducing domestic violence, mitigating risks and impacts of HIV/AIDS and promoting family planning.

### ***The principals of the household approach***

- It is a positive, non-confrontational way of addressing gender inequalities within the households and organizations, not intended to threaten or sideline men. By inviting all household members for every training, it gets the men on board to dialogue with women on gender issues, and it encourages them to support their wives, female relatives and women in the community.
- It is based on recognizing coffee farming as a family business (FaFB) and on winning both women's and men's commitment and support in improving their performance.
- The household approach works within a "Common good" framework that gives all household members a stake in resources, production and income.
- It emphasizes improvement of household livelihood and welfare as the ultimate purpose.
- It is an approach focused on promoting new gender dynamics in family business through implementing complementary strategies at different levels: trainings at household level focused on joint visioning, planning, and sharing benefits of value chain

participation; employing change agents to reach and counsel households, closing the gap investing in leadership and entrepreneurial training of women and youth, and awareness-raising at group, village and value chain level.

- The household approach employs a group approach through change agents to help reach households. Change agents are farmer leaders that are selected by the group members as role models. They acquire skills for counseling, following up and mentoring households within their groups.

### ***The main intervention strategies of the household approach***

Capacity building of the implementing organization in gender equality mainstreaming. This involves training of staff and board of implementing organizations in the household approach in order to get commitment, build capacity to apply the approach, and support to develop gender policies to guide the process of gender equality mainstreaming at institutional level.

Identifying, training and follow-up of change agents. Change agents are selected by group members as role models and are the main actors to roll down the approach to the household level. They mobilize members within their groups to participate in activities; assist households to make joint business action plans; and follow up households on joint action plan implementation. They mentor, counsel and mediate for conflict resolution at household level. They sensitize the communities to the importance of men and women working and making decisions together on the use of resources acquired, using different forums (e.g. churches, cultural events) disseminating information to and from the groups. Change agents are also in charge of monitoring change through regular visits.

### How?

- Change agents are selected by their group members based on: respectability and trustworthiness, ability to read and write, and proactivity in group.
- They are trained in gender-using gender analysis tools to help them appreciate the inequalities that exist in the specific value chain and get their commitment to champion the cause.
- They are further trained in counseling, communication and report writing. They work together with lead farmers and extension workers to do community sensitization.

Couple/ Household trainings conducted at group/ village level or producer organizations, convening household members to identify gender inequalities within the household and plan for collective actions to address them.

### How?

- Conduct separate and collective group discussions with use of participatory gender analysis tools such as time series, activity profile and access/ control over resources matrices. Each group/ household is expected to do this and then assess the impact the inequalities have in their household. (See Tool 2.d Making visible how men and women contribute to the quality of the coffee)
- Depending on the issues raised, the groups make collective pledges to respond to some of the gender issues affecting productivity and quality of the family business.
- Each household develops a vision drawing pictures of where they are and where they want to be in the coming years, and then plans on how to achieve the vision. The household heads are the chairs of the household planning process. These plans are the

ones followed up by the change agents to ensure their implementation.

Training of female and youth leaders to improve their self-confidence, skills, position and condition within households and in the communities. They are also trained in leadership and entrepreneurship to increase their competitiveness in agri-business.

Awareness campaign at community level promoting the message of farming as a family business.

### How?

- Organize community dialogues on gender issues at producer organization/ group level to build on community gender awareness, facilitated by staff and change agents.
- Promote drama shows to sensitize communities to gender inequalities and benefits of working together in households. Drama shows are especially effective to communicate the message and attract youth to be part of the intervention. Training and support for existing and new drama groups on issues related to family development, negative practices perpetuating gender inequalities, and promotion of harmony and development.

Radio awareness campaigns and IEC: Radio is a powerful way to reach many households beyond the project area, especially in rural or remote areas.

### How?

- Organize radio talk shows on issues selected by farmer groups. Model households are invited to share their experiences and success stories; listeners are linked to change agents for more information and guidance. Through discussing topics such as land rights or domestic violence, communities can be sensitized to gender equity.



- Design spot messages. Regular spot messages (weekly) in the first year are important to help the message reach the population and change people's attitudes.
- Other Information, Education, Communication (IEC) strategies through T-shirts, posters, bill-boards, fliers, pens, TV documentaries, visuals are also a way of carrying out sensitization of communities. Clear messages need to be identified and conveyed.

Gender training for the value chain actors to make women's contributions visible,

promote the need of their active participation within households and organizations, and improve gender equality along the value chain and community generally (see Tool 2.a Making a gender-sensitive VC map, for example).

Hold annual stakeholder meetings to bring on board chain actors, policy makers, religious, traditional and cultural leaders, and other interest groups like NGOs or CBOs. This is a way to promote and engage them in discussions on gender equality issues, and get their input, commitment and support as part of the strategy.

### *Credits*

ABi Trust Uganda, 2010-2013, Integrated household approach to promote gender equality mainstreaming in value chains for increased women's income and economic empowerment. The household approach was a pilot project by DANIDA with the National Union of Coffee Agribusinesses and Farm Enterprises (NUCAFE). This idea was then interlinked with evaluation results of the Agricultural Sector Programme (ASP) in Zambia to come up with the aBi Trust model of the integrated household approach. The approach was adapted by aBi Trust Uganda as the implementing model for all her partners including NUCAFE, Hanns Neumann Stiftung and MDFA. Kyarimpa, Peninah (Gender for Growth Fund Manager aBi Trust Uganda),

Terrillon, Jacqueline and Joynson-Hicks, Emma (2013). Building a Business Case for Gender Equality in Sustainable Coffee Value Chains through the Household Approach.

**YouTube** Hanns R. Neumann Stiftung (HRNS)  
 Improving Gender Relations in Coffee-Farming Households - Full Version (EN) 17min36  
 Improving Gender Relations in Coffee-Farming Households - Trailer (EN) 3min42  
 Improving Gender Relations in Coffee-Farming Households - Trailer (FR) 3min42

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## EXAMPLE: THE BUSINESS CASE FOR GENDER EQUALITY IN SUSTAINABLE COFFEE VALUE CHAINS THROUGH THE HOUSEHOLD APPROACH

The Hanns R. Neumann Stiftung (HRNS) has been supporting the coffee value chain development in Uganda since 2009, under the name “Building Coffee Farmers Alliance in Uganda Project” (CFAU), in alliance with the Douwe Egberts Foundation (DEF) and International Coffee Partners (ICP). The CFAU project targets seven districts (Luwero, Nakaseke, Nakasongola, Masaka, Mityana, Mubende, Kasese) and up to 53,000 households. A gender survey in 2010 revealed several challenges within coffee farming households.



“HRNS added the household approach as a gender component to the CFAU project in 2011 with the support of the AgriBusiness Initiative (aBi) Trust and the Bill and Melinda Gates Foundation (BMGF) after realizing that their interventions did lead to increased coffee production and incomes for households, but may not have resulted in significant improvement of livelihoods. “

Women in coffee farming households in Uganda are responsible for up to 70% of productive activities on an unpaid (family labour) basis. However, they have little or no say in the management of a farm enterprise and the use of coffee income. Married women usually don't own resources (land and trees, equipment), are poorly informed on issues pertaining to production, post-harvest handling and marketing, and participate little in coffee-related interventions outside the household, such as marketing, trainings, or skill development in agronomic practices to improve coffee productivity and quality. Practices such as not picking red ripe cherries of coffee or storing coffee in the rain are common and affect the quality. Issues of mistrust and stealing of coffee among family members and an increased number of domestic violence cases are present, especially during the coffee marketing season.

Women have a crucial role to play in value addition activities (tend the coffee garden, pick, dry, sort, etc.). On top of this productive role, they often have to grow food crops on a piece of land and have to do the household chores. They are sometimes unable to support their husbands because they lack the time or are exhausted. When women's work is not visible, nor valued, when women are not informed nor involved in decision-making on production, post-harvest handling or marketing, they feel demotivated. Yet their contribution is crucial to ensure enhanced productivity and quality. Their involvement in decision-making on expenditures at household level is also paramount in ensuring improved quality of life of the family.

Notwithstanding the important role of women in family coffee farming, the CFAU project was not reaching married women since 95% of women participating in CFAU project were widows or singles. As a response to this gender survey, the household approach (see tool

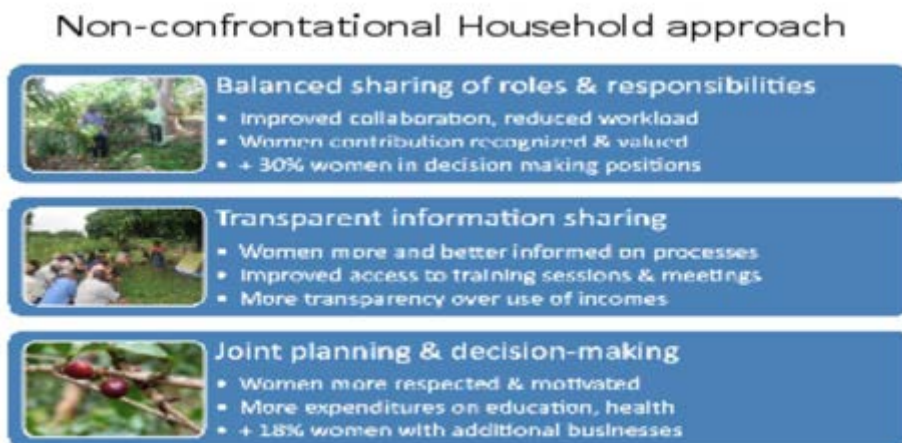
3.1f description) has been implemented since 2011 in five districts: Luwero, Masaka, Mityana, Mubende and Nakasongola. In April 2013, HRNS carried out an M&E survey in the Masaka and Luwero districts. It was aimed at assessing achievements by the gender project reached in 2012 by comparing households under the gender component to a control group. The main benefits for coffee-farming households and the coffee sector are described below.

The household approach embedded in the CFAU project not only positively changed gender relations within the household, but also positively impacted productivity and quality of coffee households, increasing their income by 44% compared to the control group. This also triggered a positive impact on others actors in the coffee sector: a more constant and reliable supply of quality coffee to coffee exporters. The return on the investment measured by the increase of coffee income of households on the total cost of programme per household is 479% with gender intervention, compared with 375% without gender intervention. The household approach contributed to the creation of a vicious circle generating social, economic and financial benefits for actors along the chain and leading to a win-win situation for all.

The testimonies in figure 43 illustrate the importance of information-sharing and joint planning at household level for improved farm enterprise performance.

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Figure 20: Changes in gender relations within households resulting from household approach implementation (Source: aBiTrust, 2013).



## Testimonies of participants in the household approach:

*“Previously, my husband never involved me, never revealed the amount of money from the coffee sales. Excluding me from knowing how much money he got from coffee would hurt my feelings and I would be demotivated to work on the coffee garden. I used to fake sickness during the months when we would be weeding and harvesting coffee to avoid working on the garden where I do not benefit. After sensitization on joint planning and joint decision-making my husband now informs me about the proceeds from coffee sales and we plan together to address family needs. I am now happy to work on the coffee garden and this has resulted in increased production. We used to produce approximately 10 bags of coffee per season but now we have reached 30 bags per season. The income obtained from coffee is being used to pay school fees for our children.”*

Ssemuju Herman and Nassali Rose of Butalaga DC Masaka, 2012

*“Before the gender sensitization, I lost a lot of coffee. I never involved my wife in supervision of workers. I have a big coffee shamba. Almost two bags of coffee every season were lost. By involving my wife no coffee is lost and we decide together on how the money is utilized and we have been able to plant more coffee trees and build a new permanent house”.* Mr. Kiwanuka Rajab, Chairperson, Nabumbugu Company, Mityana

Source: Terrillon & Joykson-Hicks, 2013

## 3.2 Small entrepreneurship

### Tool 3.2 a - The Coffee School: Professionalizing rural youth to access skilled jobs and create services for a competitive and sustainable coffee value chain

*Based on the experience of The Coffee School in Ocotal, Nueva Segovia, Nicaragua*

#### Introduction

The lack of qualified human resources in the coffee sector limits the possibility of improving coffee quality and productivity, and creating a better position for this product in the international market. Many coffee-producing regions face this problem, particularly because of the deficiencies of the educational system and the failure to link education with the needs of local economies.

This tool was created on the basis of systematizing good practices developed in The Coffee School in Ocotal. The School was created in northern Nicaragua in 2003, as a response to the crisis generated by the drop in coffee prices, and as a way of seeking out new quality markets for the region's coffee. The municipal government promoted a partnership between key actors from the coffee sector, including export companies and cooperatives, and the national vocational training institute. Market options were analyzed, and existing gaps related to knowledge, services and qualification of human resources were identified, in order to reposition Nueva Segovia's coffee in quality markets.

The Coffee School of Ocotal provides technical training to young women and men in coffee farm management, extension services, rural mechanics, coffee cupping, and baristas. An important percentage of the School's students come from coffee-producing cooperatives, or are employees of coffee estates, coffee processors and coffee exporters.

#### Why use this tool?

The tool is a guide for people who want to develop training programmes that improve the skills of young women and men who are working in the coffee sector. It is mainly geared toward generating job opportunities for young people within the coffee value chain, and helping young people create their own businesses linked to the coffee sector.

#### What do you gain from using it?

- The design of a vocational training programme that responds to the need for upgrading of the different actors in the coffee chain, and generates innovation based on an understanding of the market.
- The design of a vocational training programme that generates skills among young women and men, so they can obtain skilled jobs and/or start up their own businesses that provide services to the coffee chain.

#### Who applies the tool and for whom?

Public and private sector entities that want to develop or improve vocational training programmes for young people in the coffee sector.

#### How does it work, and what determines its success?

The following recommendations are important to consider if you want to set up a coffee school as a tool for training human resources, with a special focus on

employability and entrepreneurship among young men and women.

### **Step 1: Linking different actors**

One important condition when creating “a coffee school” as a vocational training center for young people is motivating a range of actors to take part in the process, in order to ensure that the coffee school responds to the sector’s needs with respect to competitiveness and innovation, and will be sustainable.

It is very important to bring together a range of actors who can contribute:

- A clear understanding of the coffee sector’s needs, in terms of qualified human resources and new services for the different links in the coffee chain.
- Know-how and innovation on growing, processing and marketing coffee along the coffee value chain.
- Experience in developing vocational training processes for young people.
- Financing the training programme.
- Local leadership that makes people join.

Examples of the different actors that should be brought together to build “a coffee school” are detailed below, along with the roles that each actor might play:

- Cooperatives and associations of small-scale farmers. Given that cooperatives know a lot about the needs of the farming families that are part of the chain, their role is aimed at providing information about training needs, so that cooperatives can improve the services they provide to members. This might include training of young men and women to be promoters to provide technical assistance to coffee-producing families, particularly in good agricultural practices and management of organic and fair-trade certification,

and empowering women and youth in the farming family. At cooperative level, professional training is needed for the management of coffee processing and coffee exportation. Having local mechanics that can repair the coffee processing machinery is important to ensure quality of the process during the harvest period. Having skilled coffee tasters at cooperative level is a key asset to upgrade the product and improves the negotiation position when dealing with coffee buyers. Other needs include cooperative organization and the involvement of cooperative members’ sons and daughters.

- Associations of large-scale coffee producers. One of their roles is providing information about human resource needs, such as training for coffee farm management or coffee cupping, and service needs, such as the provision of coffee plants (nurseries), and maintenance services for coffee processing machinery.
- Coffee processing plants and exporting companies. One of their roles is providing information about the kinds of technical human resources that are needed for dry coffee processing, coffee cupping, as well as the service needs of their companies.
- Both cooperatives and export companies need trained human resources in the area of international trade who have knowledge about international markets. They also need resources with specialized training in export management, and know-how about coffee market trends and niche markets. It would also be helpful to have personnel who speak English.
- Local governments. They have knowledge about the local economy, and they play a key role in mobilizing local actors and promoting the construction of a coffee school, as part of their local development plans.

Below are examples of actors that can play an essential role in transferring knowledge because they “know how to do things,” and can bring in human, financial or material resources:

- Vocational training centers, which can be partners of the coffee schools and provide advice and assistance in designing training curricula.
- Another possible role for professional technical training centers is taking on the responsibility of training, from designing the curriculum to teaching. One advantage of working with vocational training centers is their experience in developing comprehensive training programmes, which include life skills training.
- Private coffee growers and exporters can provide skilled human resources as teachers (production, cupping, exporting), as well as financial resources (scholarships for their employees). These companies know the current trends and needs of the market, and can play a vanguard role with regard to innovation and technological development.
- Local universities and professional technical training centers can provide teachers, physical installations for classes, and material resources for training.
- Universities and specialized centers (scientific research, technological development and the transfer of technology and knowledge related to coffee production) play a key role in providing teachers with cutting-edge knowledge about topics and technology used in coffee cultivation, coffee bean quality, adaptation to climate change, managing natural pests and diseases, varieties that are resistant to coffee rust disease, the development of ecological technologies, and coffee sustainability in general.

- Private and community-based (NGOs) service providers and public institutions can provide financial resources and/or scholarships for their employees.
- Donors. They provide financial resources and experts as teachers.

Generating a cooperative relationship between different actors involved with The Coffee School can be achieved in different ways, and can take different forms, depending on the historical, cultural and institutional contexts of the territory in question.

### **Step 2: A strategic vision of the market position**

One key aspect related to the success of a coffee school is the strategic views of different actors involved with the coffee chain when the decision is made to build a training center. There could be issues related to the coffee chain's competitiveness (or lack of it), or the need to find new markets, or other problems. Developing a common vision about the changes that are needed to upgrade the coffee value chain and increase competitiveness is an important step.

Key questions include:

- How do we want to position the region's coffee in international markets?
- What niche markets generate higher revenues and more sustainability for families and companies producing coffee?
- What skills do we need to develop to gain access to these international niche markets?

The need to transform coffee farms, upgrade coffee quality and obtain certifications to gain access to niche markets motivate different actors to hire young people who can bring in new knowledge and skills. One central objective



of building a Coffee School for young people is to educate young men and women in new ways of doing things, in order to achieve better quality and thereby become more competitive and sustainable.

### **Step 3: A curriculum that empowers youth and responds to the needs of the coffee value chain**

The Coffee School's curriculum should provide a good combination of technical contents about production, commercialization, and organization; the development of families and communities; modules that aim at the empowerment of young men and women improving their life skills; and gender and inter-generational dialogue. It is important to focus on strengthening the identity, engagement and pride of young people within the local coffee economy, helping them to visualize and plan for a future in coffee in rural areas, instead of leaving for precarious employment in towns.

Thus, the school promotes comprehensive learning, which should utilize participatory and democratic teaching methodologies.

To successfully incorporate young people, different strategies or differentiated curricular structures should be designed and implemented, according to the profiles of target groups, which include:

- a) Young people who will take over the farms of their parents.
- b) Young men and women who work as employees for coffee companies or coffee cooperatives.
- c) Future entrepreneurs.

One of the first tasks is identifying gaps with respect to human resources in general (knowledge, technology and innovation), and the absence of services that are needed to improve the chain. The active participation of young people at this stage is essential.

Key questions that need to be asked when developing The Coffee School curriculum include:

- What are the current gaps between the skills and knowledge of young people, and the skills needed to make the chain more competitive?
- What are the current gaps in the coffee chain with respect to processes and/or services that could represent new opportunities for young people interested in creating new businesses?
- What are the skills that young people need to develop in order to take advantage of these opportunities?
- What are the life skills young men and women need to develop in order to live a meaningful life?

Content that could be part of the training curriculum includes: coffee cupping, certification processes to gain access to niche markets, managing coffee plant nurseries, good agricultural practices in coffee cultivation, and mechanics for processing machinery. Business management skills are an important part of training for young people who want to start their own business.

Another key element for ensuring inclusion and gender equity is adapting programmes to the socio-economic and cultural contexts in which young people live. For example, courses could be organized at weekends or other convenient times, to facilitate access to courses by young people who work.

### **Step 4: Planning, selecting students, and monitoring the process and its impact**

Developing The Coffee School's strategic plan is an essential step. This important mechanism helps to define the professional areas included in the training programme, and helps determine who will receive training. The definition of these

aspects will respond to the needs of the coffee sector.

Another essential step will be to jointly select the students together with key actors from the coffee sector, who will determine the needs of their cooperatives or private companies. It is important to define clear criteria for selecting students and for systematically monitoring student performance, together with coffee producers' organizations and coffee companies.

Training results should be evaluated through the use of specific indicators, both quantitative and qualitative, to measure the impact that the Coffee School's training has on individuals and on organizations and companies. These indicators could measure changes in: quality certifications, improvements in farm or company management, the leadership of young people in producer organizations, and increases in youth employment.

Finally, a basic monitoring system should be created that tracks job creation for Coffee School graduates, and the generating of new businesses related to the coffee chain.

This monitoring will require the development of simple databases containing information about jobs where graduates are working, in order to evaluate the impact of the resources and efforts invested in the training programme. Other mechanisms might include: bulletins or other publications about successful cases of young people who have set up businesses, or who stand out as leaders in associations of coffee producers, or who are producing for international markets.

### *Credits*

This tool was designed by Mieke Vanderschaeghe and Patricia Lindo, based on the experience of The Coffee School in Ocotal, Nicaragua. June 2014.

Borjas, L. (2010). Experiencia de la Escuela del Café de Ocotal. Unpublished article.

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## EXAMPLE: THE COFFEE SCHOOL OF OCOTAL

The Coffee School of Ocotal was created in 2003, as an initiative of the Municipal Government of Ocotal, in the Nueva Segovia Department in northern Nicaragua. It was established to provide vocational training to young men and women, generate job opportunities, and develop business initiatives in the coffee sector.

This training programme's success is based on the fact that it arose as a joint initiative of the local government and private businesses in the municipality, in response to the crisis of coffee prices at the beginning of the 2000s. The Mayor of Ocotal, Marta Adriana Peralta, brought together different actors involved with the coffee chain: cooperatives of coffee producers, coffee brokers (including one large exporting company) and an important private service provider.

At the end of 2007, the Mayor and the National Technological Institute of Nicaragua (INATEC) signed an agreement through which INATEC would administer The Coffee School. The School has received support from private companies and from cooperation agencies, strengthening its curriculum and setting up a coffee cupping laboratory, placing this training center at the forefront of knowledge about coffee production, and improving coffee quality and productiveness in the northern zone of Nicaragua. It has also received support from public research institutes and independent professionals wanting to contribute to the region.

By 2013, The Coffee School had trained 445 young producers (35% women), who are also the sons and daughters of members of different organizations; 31 technicians (17% women); and 31 service providers (17% women). The Coffee School has also trained the administrators of different coffee estates and agronomists without previous specialized training in coffee production, helping to strengthen skills at all levels of the coffee chain and improving the quality of the coffee produced.

In 2013, the following professionals were trained: 154 young people trained as coffee farm managers; 152 promoters; 25 young coffee producers (32% women) who received phytosanitary training related to coffee production; 94 coffee cuppers (71% women), and 20 more young people (50% women) who were trained as baristas.

The coffee chain in the Nueva Segovia department has undergone many changes. Coffee produced here has been placed in international markets as quality coffee, and over the years it has won first prizes in the international "cup of excellence" competition for high-quality coffee.

*I have a better standard of living, my family is living better, I produce 48 quintals per manzana, and I have participated three times in the "cup of excellence" competition. (A young coffee producer trained at The Coffee School in 2004)*

Perhaps one of the most visible effects has been among coffee cooperatives and exporters, who are now able to negotiate more effectively with international buyers.

*Before, the large buyers would say that only 20 percent of our coffee was high quality. Now, we qualify for Starbucks, now we have a cupping laboratory, and we have realized that our coffee is high quality. (A private coffee company from Ocotal)*

Young people have played a key role in dynamizing and professionalizing the services of the coffee cooperatives to their members: technical, financial and marketing services which improve the management of the cooperatives, ensuring the generational changes needed in the organization. Currently, the internal monitoring systems required for organic and fair trade certifications of most of the cooperatives depend on a network of young promoters who monitor coffee farms and help older farmers to fill in the forms. Almost all of the cooperatives have young cuppers, enabling them to better manage quality and increasing their negotiating power with buyers. They now have mechanics that can repair the equipment and machinery in the coffee processing plants, and young people trained as roasters to insure a more uniform quality coffee for the domestic market.

Other young people, previously working in temporary or low-paid work, have professionalized as farm managers or are preparing to start their own businesses.

*I got a scholarship from Exportadora Atlantica to study at the Coffee School. It was a life change. I worked as a gardener, cleaning roses. Now I am the manager of the coffee estate "Promesas" in San Blas. I honestly did not know about coffee, I knew about coffee my way. That is where life started changing, and also income; before I earned 350 pesos, now 6,000. (young peasant, male, aged 28)*

*I went in 2011 to the Coffee School, I had no idea what was cupping, but felt very interested. I went to work at a cupping laboratory for 8 months, as a seasonal job. After that, I finished the course for barista. Together with a friend we want to put a coffee shop in Ocotlán, we are doing our first trials and are starting to gain clientele. Here in the city there is no coffee shop. (Young woman, aged 22)*

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## Tool 3.2 b - Managing your money

From CARE International Rwanda

### Why use this tool?

This is a very practical tool to provide a workshop to rural micro-entrepreneurs to help them improve their money management practices. Sound money management practices are crucial for the survival of any business. This tool is particularly suitable for women, because it starts with the basics and explains how to manage your money in a simple and fun way. People participating in the workshop do not have to be literate.

### What do you gain from using it?

Guidance in facilitating a workshop on money management which will provide participants with:

- Insight in types of saving goals, distinguishing between needs and wants and long-term and short-term plans
- Insight in prioritization and planning of expenses
- Insight in how to separate business and personal money
- Insight in how to track money in and out
- Exercises to practice with budgeting

### Who applies the tool and for whom?

Practitioners that aim to improve the money management practices of agricultural entrepreneurs.

### How does it work?

#### Step 0: Preparation

- Materials: note cards, markers, tape, counting objects (e.g. stones, bottle caps).
- Read through the tool in advance to make sure it is all clear. The italicised parts are the guides to the facilitator.

- Draw tables on a whiteboard, blackboard or flipchart, or use handouts to show the guiding illustrations of this tool.

#### Step 1: Setting your goals (10 minutes)

*Ask the group:* What are your dreams for the future?

*Invite 2-3 volunteers to share their dreams.*

*Explain the following, and show the pictures for each type of goal:*

These dreams about the future can be called goals. A goal is something you want to achieve in the future – perhaps related to your family, perhaps in your business. A goal might be to visit a relative who lives in another place, to learn a new skill, or to buy a mobile phone.

Goals that involve what we want to do with the money we save are savings goals. Generally, these savings goals fall under one of three categories, the THREE TYPES OF SAVINGS GOALS: *(show the pictures in figure 21 while you explain)*

*Ask the group:* Which of your goals are for personal or family use? Emergencies? Future opportunities?

You can do three things with money (show figure 22).

#### Step 2: Saving goals (15 minutes)

*Say:* I am going to tell you a story about Fred and Judith. Listen carefully! I want you to think about Judith's and Fred's savings goals.

*Read the story of Judith and Fred, in the box below.*

Figure 21: The three types of saving goals (Source: CARE, 2010)




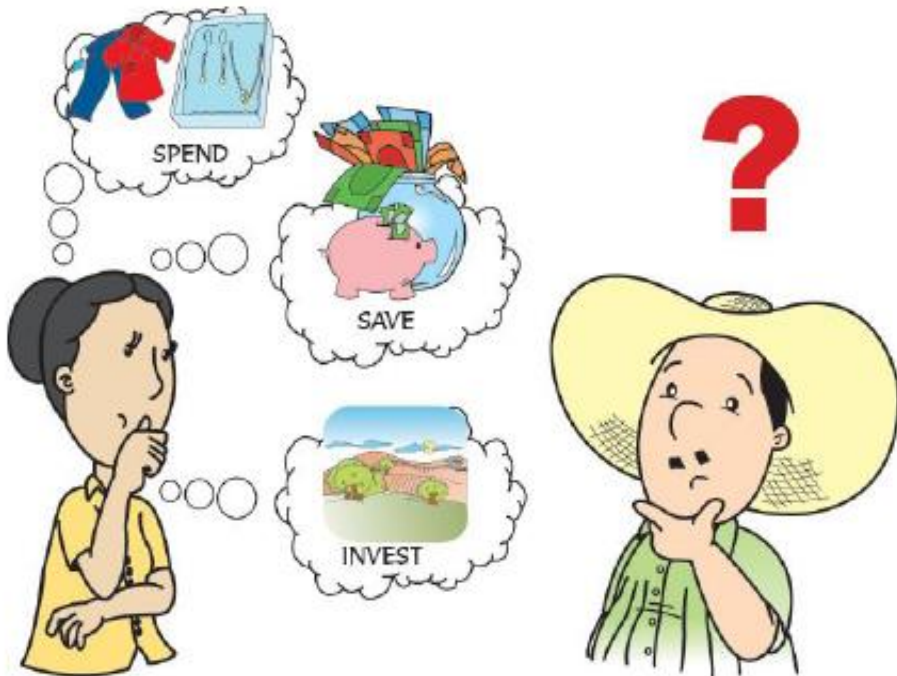
|  |  |   |
|--|--|---|
| <p><b>1. PERSONAL OR FAMILY USE –</b><br/>like a mobile phone, the fee for the metal for the roof of your house.</p>  | <p><b>2. EMERGENCIES –</b> save in case of a fire, a landslide, or a drought, for example.</p>  | <p><b>3. FUTURE OPPORTUNITIES –</b> renting or buying land, buying a pig, goat or cow, or starting a business.</p>  |
|--|--|---|

Figure 22: Three purposes for money (Source: Triodos Facet, 2013)

## You can do three things with money:



When you have finished reading the story, ask:

- What are Judith's and Fred's savings goals? [home improvement, chickens, money to buy medicine during the rainy season, a mobile phone, local beer, a second-hand bicycle]
- Which goals are for personal or family use? [home improvement, mobile phone, local beer]
- Which are for emergencies? [medicine during the rainy season]
- Which goals are for future investment? [chickens, used bicycle]

Wrap the session up by saying: Like Judith and Fred, you have savings goals.

## Fred and Judith's Goals

Judith and Fred are married and live in Gulu with their 4 children. Judith buys avocados in bulk and sells them; her husband grows and sells sorghum.

They just joined a VSLA, and are dreaming about the future. Judith and Fred both want to improve their house by adding a metal roof. They have also discussed buying chickens, which they could use to produce fertilizer, eggs, and more chickens! Both agree that they should save some money for the rainy season, in case they or their children get sick.

Together, Fred and Judith also discuss their personal dreams and goals. Judith dreams of buying a mobile phone this year! Fred has kept a little money aside to buy local beer twice a week, and he plans to buy a second-hand bicycle to help expand his business.

(Source: CARE, 2011)

How can having a savings goal help you to save?

*[When you save for something you really want, or is important to you, you are motivated and have discipline to control your spending]*

### Step 3: Prioritize expenses (15 minutes)

*Ask the group:* In a typical week, what do you spend money on? How about in a typical month?

*If possible, draw a small picture on a notecard for each expense that participants mention. When you have a list of 10-15 expenses, lay them out where everyone can see. Then tell participants to do the following:*

Now, as a group, I would like you to prioritize these expenses.

Decide and agree on which expenses are the most important and which are the least.

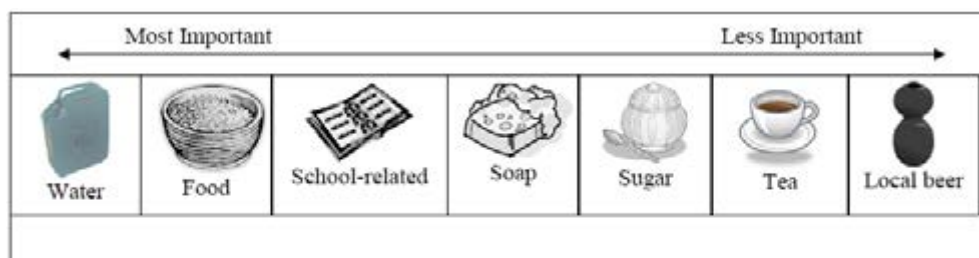
Ask yourselves which expenses you cannot live without making, and which are not important to survival. Rank them from here (show participants the place for most important) to here (show participants the place for least important.)

Say: The expenses we have that are necessary for our survival are called **NEEDS**. Some needs are urgent – we need them immediately, like food and water – and other needs are important, like a roof or school fees. Those needs are more towards the middle of our example.

Things like tea or local beer are pleasurable, but they are not necessary for survival. We call these things **WANTS**.



Figure 23: Ranking of expenses (Source: CARE, 2010)



#### Step 4: Plan expenses (15 minutes)

*Explain:* Remember Fred and Judith?

Let's review their story and think about their wants and needs.

*Retell the story of Fred and Judith. Then ask:*

- What are Fred and Judith's wants? [*Chickens, mobile phone, local beer, and a used bicycle.*]
- What are Fred and Judith's needs, in addition to food and water? [*Avocados to sell for Judith's business, farm inputs for Fred's sorghum, a metal roof, money for the rainy season.*]

*Explain:* When we prioritize expenses we must think of needs and wants. Which expenses are necessary to our survival?

Which are not as urgent? In order to grow, we must plan for some of our wants and our future expenses. To do that, we must understand how long it will take us to meet certain goals. Think for a moment about Fred and Judith's goals, and your own.

- Which of Fred and Judith's goals will take more time – such as 6 months or more – to reach? [*Maybe the mobile phone or bicycle and a full metal roof.*]
- Which of your personal goals might take a year or more to reach?
- Which of Fred and Judith's goals will take only a few weeks or months to reach? [*A chicken, a little money for the rainy season, local beer.*]

- Which of your goals might take only a few weeks or months to reach?

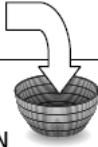
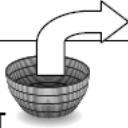
*Allow 2-3 participants to give examples of each to the large group. Then explain:* A goal that will take just a few months to reach – such as 1-6 months – is a **short-term goal**. You can reach a short-term goal in a short amount of time. A goal that will take longer to reach – such as six months, a year or more – is a **long-term goal**. A long-term goal is a big dream that you hope to achieve someday in the future.

*Summarize the session by asking:*

- What do we need to think about when we plan our expenses? [*The three Types of Goals, Wants and Needs, and Long-term and Short-term goals.*]

*Say:* To meet our goals and to grow, we must prioritize well. One way to do this is to **budget**. A budget is simply a plan for all our money in and money out. I'd like you to think about your money in and money out. You can do this in your head, or you can use a small notebook. If you want to use a notebook, even if you have not gone to school, you can ask someone to help you write dates, and make an X or another mark to symbolize a certain amount of money. We will use this information to make a small budget. Show everyone the example in figure 24 below, and allow those who want to copy it into their notebooks to do so.





Figure 24: Budget example (Source: CARE, 2010)

| <br>MONEY IN |        |         | <br>MONEY OUT |        |          |
|---|--------|---------|---|--------|----------|
| Date  | Amount | Source? | Date  | Amount | On What? |
|   |        |         |   |        |          |

**Step 5: Money in and money out (15 minutes)**

Give the participants time to think about and note down their own income and expenses in the last week.

Figure 25: Box budget (Source: CARE, 2010)

| Money In  | Money Out   |
|---|---|
| <b>1. Income</b><br> | <b>2. Expenses</b><br>     |
|   | <b>3. Savings</b><br>      |
|   | <b>4. Debt / Loans</b><br> |

**Step 6: Tracking money in and money out (15 minutes)**

Ask: How did the tracking of money in and money out go?

Thank them for writing this down. Then, present the example box budget in figure 25.

Explain that this box represents a budget – or a record of money in and money out. Each box represents a certain category of money in or money out.

Say: In our “Box Budget”:

- Box 1 represents income – all your money in.
- Box 2 represents your money out, or expenses.
- Box 3 represents savings – the money you put away for personal use, emergencies, or investments.
- Box 4 represents your debt or loan repayments.

Ask: When you look at your own budgets, what are some of the items that you will list in the INCOME box? What about EXPENSES? SAVINGS? DEBTS and LOANS?

Allow several volunteers to offer answers for each category. Offer your own examples or suggestions if participants have a difficult time coming up with ideas.

Then explain:

We have been talking about balancing finances. A simple budget plan for the week, or month, helps to track the amounts of money involved in each of the 4 components - (income; expenses; savings; and debt/loan repayments) – in such a way that the total amounts for Boxes 2, 3, and 4 **never add up to more than Box 1**.

### **Step 7: Business and household expenditures (10 minutes)**

*Start by saying:* I just showed you an example of how to track income and expenses using a budget. There is one more consideration when you are making your budget. This is the difference between BUSINESS expenses and HOUSEHOLD expenses.

*Ask:* In your opinion, why is it important to separate business and household expenses?

*Allow 2-3 volunteers to answer. Then say:*

Failing to separate business and household expenses is like buying a sack of sugar with a hole in it. Your “money in” will appear to leak – like a sack with a hole – if you do not plan expenses well! I will read a list of expenses, one by one. If you think the expense is a business expense, RAISE 1 HAND. If you think the expense is a household expense, DO NOT RAISE YOUR HAND. If you think it could be both, RAISE 2 HANDS.

Read the list of expenses in the text box.

*After each expense, ask 1 volunteer from each place to share the reason they chose business, household, or both. Add any information that the volunteer leaves out.*

*When you have finished, ask:*

- What are other expenses related to business? [*Business expansion, transportation of goods, repairs and maintenance, stock, farm inputs.*]
- What are other expenses related to the household? [*Medical expenses, food, home repairs, clothes, school fees, tea.*]

### **Step 8: Practice budgeting (10 minutes)**

#### **COMMON EXPENSES**

1. School supplies [household]
2. Rent for a plot of land [business and/or household, depending on whether the family will consume the crop, sell it, or both]
3. Fertilizer [business and/or household, depending on whether the family will consume the crop, sell it, or both]
4. Transport to town to sell vegetables [business]
5. Jerrycans [household]
6. Repair of a second-hand bicycle [business or household]
7. Seedlings or seeds [business and/or household, depending on whether or not the family will consume the crop, sell it, or both]
8. Transport to a health center [household]
9. Stock for a small store [business]

*(Source: CARE, 2010)*

*Place the Box Budget where everyone can see it. Get your counting objects ready ahead of time for this step.*

*Say:* Remember Judith and Fred? They also participated in this workshop. After they learned to budget, they decided to give it a try. They are planning this week’s money in and money out in advance.

1. This week, they will begin with their income from last week. They have 2,000 Shillings to spend. (Place 20 counters on the *INCOME* box.)
2. In their household, they plan to spend 700 Shillings on food and other necessities. (Place 7 counters in one of the parts of the *EXPENSES* box.)
3. For both their businesses together, they think they will spend 800 Shillings. (Place 8 counters in the other part of the *EXPENSES* box.)
4. In their savings group, Judith plans to save 300 Shillings. (Place 3 counters in *SAVINGS*.)
5. Judith must also pay back a loan this week. She owes 300 Shillings. (Place 3 counters in the *DEBT / LOANS* box.)

Ask:

- What is the problem? [Judith and Fred have a deficit of 100 Shillings this week.]
- What could they do to solve this problem? [Save a bit less, find a way to spend a little less.]

Ask participants what questions they have about the budget. Give participants time to copy the budget into their notebooks if they wish to do so. Tell them budgeting is a challenge at first but it gets easier with practice!

### Credits

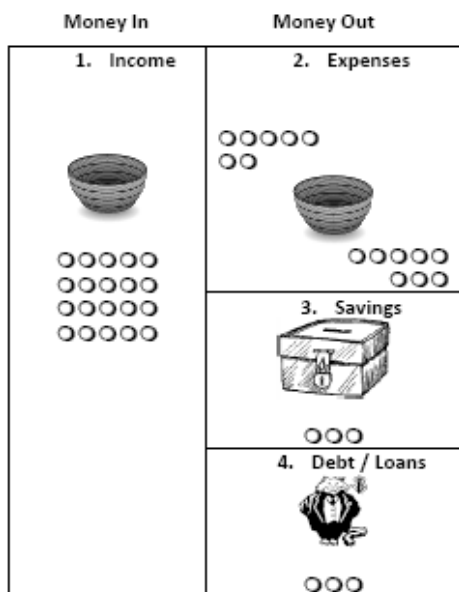
CARE International Rwanda, 2011, Financial Education for VSLAs, guide for field officers as trainers. Based on the work of Microfinance Opportunities and the Global Financial Education Programme.

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Adapted from the 'Consolidation of Peace through the Strengthening of Women Economic Associations' project in Uganda for the World Bank/TDRP, by Triodos Facet, 2013.

Figure 26: Common expenses (Source: CARE, 2010)



Ask for volunteers to help add up each side. They will notice that the budget for Money Out is 100 more than the Money In. Explain the terms **SURPLUS** and **DEFICIT**. A surplus means there is money left over, while a deficit means there is not enough.

## Tool 3.2 c - Input management in the production cycle

*From ILO, Gender + Entrepreneurship Together (GET); GET Ahead for Women in Enterprise Training Package and Resource Kit*

### Why use this tool?

This is a practical tool to gain insight into all the inputs involved in a production process and in the different phases of a production cycle. Small entrepreneurs do not always have a clear overview of the inputs involved in their production process, e.g. they tend to neglect the time spent in the preparation phase. Gaining insight into all the inputs is the first step in running a profitable business. This in turn contributes to the sustainability of a business (such as producing, processing or selling coffee).

### What do you gain from using it?

Let participants of the workshop:

- identify and learn how to manage the key inputs in the production of goods or services
- understand the different steps in a production cycle

### Who applies the tool and for whom?

This tool is a guide to facilitate a training session on 'input management in the production cycle'. It can be applied by organizations that aim to promote enterprise development among low-income women and men. When actors in the coffee value chain know how to run their business profitably, they can carry out their activities in a sustainable manner.

### How does it work?

#### Step 0: Preparation

- The tools and raw materials for making a product or providing a service (see above) should be borrowed and/ or bought in advance.
- Inputs for a product and a service suitable in the given location – see examples:
  - Example of production – lemonade production:  
5 plastic cups, 1 large jar, 2 tablespoons, 1 knife, 1 tray, 10 lemons, 100 grams of sugar, 1 large bottle of drinking water
  - Example of a service – hairdressing:  
1 set of hairdressing utensils: water bowl, comb, towel, scissors, mirror  
Raw materials needed as inputs: water, shampoo
- Ask for volunteers to act as the entrepreneurs: one to demonstrate the making of a product and the other to demonstrate the provision of a service.
- Participants may be shy to do a role-play which involves physical contact with another person (in this case brushing and/ or cutting a customer's hair).
- Trainers need to respect this and give the role-players the freedom to act as they want: do not force them in any way.
- Flipcharts and markers are needed.

#### Step 1: 5 minutes

Introduce the aims of the exercise: to learn how to manage the key inputs in the production of goods or services. The participants will see two short production cycles demonstrated: one for making a product and one for providing a service. Two volunteers will act as entrepreneurs and demonstrate the production process by transforming raw materials with their labour and tools into a finished product or

service. By observing and analyzing, the participants identify the key elements of a small-scale production cycle.

**Step 2: 45 minutes**

Ask the participants what they think are the **main inputs** needed in producing goods and providing services.

Conclude that there are 3 main types of input: raw materials, equipment and labour.

Figure 27: Production chart (Source: Bauer et al., ILO, 2004)



Explain that participants (apart from the 2 volunteers) will be divided into 6 small groups:

- 3 groups will observe the 3 inputs (equipment, raw materials, and labour time) in lemonade production

- 3 groups will observe the 3 inputs in hairdressing.

For each production process the 3 groups will have different tasks:

Task of Group 1:

- Fill in the Raw Material List (either on flipchart or print)
- How do you think the materials can be better managed? Describe each suggestion in detail.

Task of Group 2:

- Fill in the Labour Time List (either on flipchart or print)
- How do you think the steps can be better managed? Describe each suggestion in detail.

Task of Group 3:

- Fill in the Tools and Equipment List (either on flipchart or print)
- How do you think the tools/ equipment can be better managed? Describe each suggestion in detail.

Each group will put its findings on a flipchart. Ask the participants to observe the action carefully.

The two volunteers can now demonstrate how they prepare their delicious lemonade and make those fancy hairstyles.

Figure 28: Raw Materials List (Based on: Bauer et al., ILO, 2004)

| Items | Quantity | Remarks |
|-------|----------|---------|
|       |          |         |
|       |          |         |
|       |          |         |
|       |          |         |

Figure 29: Labour Time List (Based on: Bauer et al., ILO, 2004)

| Process/Step | Time (minutes) | Remarks |
|--------------|----------------|---------|
|              |                |         |
|              |                |         |
|              |                |         |
|              |                |         |

Figure 30: Tools and Equipment List (Based on: Bauer et al., ILO, 2004)

| Items | Quantity | Remarks |
|-------|----------|---------|
|       |          |         |
|       |          |         |
|       |          |         |
|       |          |         |
|       |          |         |



### Step 3: 30 minutes

Ask the groups to present their findings. Go through the different inputs and suggestions for improvement and discuss:

- For the raw materials: check whether all items were used, and whether there are left-overs.
- For the labour: check whether participants have written down the time that was needed for each step in the production of the lemonade or the hairdressing service. Include the time spent by assistants, if any. Include the time spent in talking with the customer. Mention that some of the steps involved were not shown in the exercise, such as the buying of raw materials, and distribution and storage.
- For the tools and equipment: check whether participants have listed all tools and equipment. Mention that there may be a need for other types of equipment related to steps in the production cycle that were not shown in the exercise, for example a fridge for storage.

The outcome of this part of the exercise should be kept available for tool 4.2d 'Costing and Pricing'.

Encourage participants to further analyze and exchange experiences on labour time, quality, quantity, inputs and outputs. Start on a general discussion of the production process, using the points below:

- How could one modify/ substitute tools and equipment to increase productivity, or simplify and improve the production or service process?

Explain that each production process consists of 3 main steps:

- Prepare: This involves preparing required components and getting materials (transport); measuring the ingredients (inspection and operation);

cutting vegetables, preparing beef slices, washing the salad (operation).

- Do: Putting the cooking oil in the pan (operation); laying the beef slices or the vegetables in the pan; cooking and frying (operation).
- Put away: Removing the finished product from the pan (transport); keeping the fried slices in a container (storage).

It is important to know how much time you spend on each step. People often forget to calculate the time spent on preparatory activities, or the time spent on talking to customers.

Sometimes women who start a small business do not calculate their labour time at all, in other words the time that they work in their business. Remember that time is a cost, because the time you need for your business cannot be used to do anything else. For more information on this topic, see tool 4.2d 'Costing and Pricing'.

### Step 4: 15 minutes

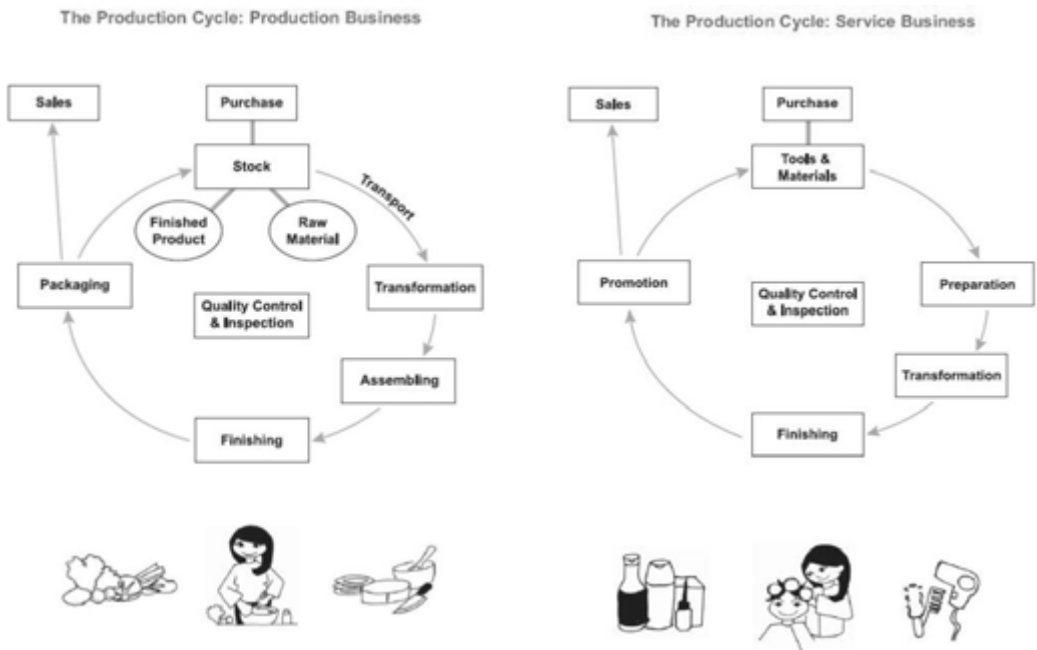
Show the 'production cycle' both for a business which produces and sells goods and a service business (in the online version of the toolkit these can be downloaded separately).

By and large, the cycles shown will have been completed. Ask the participants to relate the steps in the exercise to the steps in the production cycle. Discuss each of the steps with the participants. Invite them to explain the main steps in the production cycle of their own business.

In conclusion, emphasize that every production process can be improved upon.

Make sure that the participants have fully understood the different elements of production, as these will become important for a better understanding of finances later on.

Figure 31: Production cycle for businesses (left) and for services (right) (Source: Bauer et al., ILO, 2004)



### Credits

Bauer, Susanne, Gerry Finnegan and Nellen Haspels (2004) 'Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise: Training Package and Resource Kit', Bangkok, Berlin and Geneva, International Labour Office, 2004. Exercise 19 'All It Needs to Create a Product or Service', from Module 3.3 Production, Services and Technology of the business project part, p. 191-200.

## Tool 3.2 d - Costing and Pricing

From ILO, Gender +

Entrepreneurship Together (GET)

'GET Ahead for Women in

Enterprise Training Package and Resource Kit'

### Why use this tool?

Costing is the way you calculate the total costs of making and selling a product or providing a service. Many small entrepreneurs are not aware of all their costs (e.g. labour time is often not regarded as costs) and therefore may operate their businesses at a loss. Good costing practices will help an entrepreneur to have better control over the costs and set better prices. Consequently, it allows for better informed decision-making and managing an income-generating activity in a profitable way. This in turn safeguards sustainability of a business (such as producing, processing or selling coffee).

### What do you gain from using it?

Let participants of the workshop:

- understand how to calculate the cost of a product or service
- know how to set (profitable) prices

### Who applies the tool and for whom?

This tool is a guide to facilitate a training session on 'costing and pricing'. It can be applied by organizations that aim to promote enterprise development among low-income women and men. When actors in the coffee value chain know how to run their business profitably, they can carry out their activities in a sustainable manner.

### How does it work?

#### Step 0: Preparation

- The outcome of the group work of Tool 3.3b 'Input management in the

production cycle' needs to be available for steps 1 and 4 in this exercise: the flipcharts listing the main inputs for lemonade production.

- Prepare headings on flipcharts or boards: Start-up Costs; Operational Costs; Fixed Costs and Variable Costs, for use during step 2 (optional)

#### Step 1: 20 minutes

Recall the experience of Tool 4.2c: A demonstration was given of the operation of a production and a service business. Ask participants what the three main inputs or cost elements are in making a product (Materials, Labour and Tools/Equipment).

Show the Materials, Labour and Tools/ Equipment Lists of the lemonade production completed by the participants.

Ask participants whether there are any other costs an entrepreneur incurs when producing and selling lemonade? What other costs can they think of? (business registration fee, tax, rent for the workplace, interest on loans, electricity, water, transport, advertising and promotion etc.)

Write the answers on cards and stick them on the wall. Add other costs if required. Explain that these costs are **overhead costs**.

Go to Step 3 for groups with little business experience. For more advanced groups, explain the difference between fixed costs, variable costs and start-up costs as in step 2 below.

#### Step 2: 20 minutes (optional)

Ask the participants if we can simply add up the material costs, the labour costs, the cost of tools and the other costs mentioned by the participants to calculate the cost of 1 cup of lemonade? (No, because some of these costs are higher when we produce more. Other costs stay the same when we produce more).

Explain the difference between fixed costs (also called overhead costs or indirect costs), variable costs (also called direct costs) and start-up costs.

**Fixed costs** are the costs that do not vary with the number of goods or services produced and sold by the business (rent, salary for regular workers in the business etc.). Fixed costs can change over time. Rent can increase over time, for example, but this has nothing to do with the amount of products produced or sold.

**Variable costs** are the costs that vary with the number of goods or services produced by the business (raw materials, salary of workers who are paid per unit of output or who can be hired as extra labour to deal with extra production/sales).

**Start-up costs** are the costs that are only incurred once to start the business (business registration fee, fee to open a bank account, purchase of land).

Ask participants to categorize the different costs as either “fixed costs”, “variable costs” or “start-up costs”. Re-arrange the cards on the wall in 3 columns under the words “fixed costs”, “variable costs” and “start-up costs”.

The costs of tools and equipment are fixed costs. Tools and equipment have to be replaced when they are old. Therefore, we have to calculate the replacement costs of tools and equipment per month or per year. These replacement costs are called “depreciation costs”.

Different types of tax can either be fixed or variable costs. Businesses that pay a fixed amount of tax every month or year can consider this a fixed cost. Businesses that pay import tax on raw materials can consider this a variable cost since it increases with the amount of

production. Businesses that pay a certain percentage of their profit as “profit tax” will not include this tax in their cost calculation. Once they have calculated how much profit they will make, they deduct the profit tax from the amount of profit made.

Labour costs can be fixed or variable. The time a businesswoman spends at her market stall every day – no matter how much she produces or sells – are fixed labour costs. The extra hours that she herself, other family members or workers spend to produce orange juice are variable labour costs.

### **Step 3: 10 minutes**

Continue with further discussing labour costs, because participants need to understand that ‘TIME is MONEY’. Explain why it is necessary to include both the labour time of the businesswoman and the labour time of other people working in the business in cost calculations:

- The time that a businesswoman spends on the business is a cost, because she cannot use that time for other purposes. She is busy with her business (this is known as ‘opportunity costs’).
- Women tend to consider the time spent working in the household for their family or in their business as ‘free’ time. This is not true in either case. Their labour contribution is vital for the well-being of their family and it is also necessary for business success.
- They have to decide whether they want to pay themselves a regular salary and see this as a ‘cost’ to their business, or whether they pay themselves only if they know how much profit they make.
- All businesswomen need to check regularly if their business brings in enough money or not. It does not make sense to work very hard for many hours and earn very little.

Figure 32: Chart for cost per unit (for service and production) (Source: Bauer et al., ILO, 2004)

| Product:                        |                  | Monthly production:             |      |
|---------------------------------|------------------|---------------------------------|------|
| Raw materials                   | Purchasing unit  | Purchasing price                | Cost |
|                                 |                  |                                 |      |
|                                 |                  |                                 |      |
|                                 |                  |                                 |      |
|                                 |                  |                                 |      |
| Equipment                       | Purchasing price | Number of months it can be used |      |
|                                 |                  |                                 |      |
|                                 |                  |                                 |      |
|                                 |                  |                                 |      |
|                                 |                  |                                 |      |
| Labour costs                    |                  |                                 |      |
|                                 |                  |                                 |      |
|                                 |                  |                                 |      |
| Overhead costs                  |                  |                                 |      |
|                                 |                  |                                 |      |
|                                 |                  |                                 |      |
|                                 |                  |                                 |      |
| Total costs per month           |                  |                                 |      |
| Total costs per product/service |                  |                                 |      |

**Step 4: 30 minutes**

Put figure 62 (Chart for cost per unit) on the board and explain that this is a chart to calculate the cost per product (for example a cup of lemonade) or per service (for example a haircut). Guide the participants through the steps of calculating the cost of 1 cup of lemonade.

Tell participants to assume that the business produces and sells 1,500 cups of

lemonade every month, and that the only labour time involved is the time needed to produce the lemonade (for example, the lemonade is sold at a supermarket and picked up every day by the supermarket's truck). Demonstrate how to calculate the cost of making lemonade.

- For Cost of Materials per Month: Invite a participant to calculate on the form.

- For Equipment Costs per Month: Demonstrate how to calculate depreciation cost of tools and equipment. For example: The monthly depreciation cost of a tool such as a knife or a chopping board is the cost of this tool divided by the number of months that it can be used. Write the monthly depreciation on the form.
- For Labour Costs per Month: Invite a participant to calculate on the form
- For Overhead Costs per Month: Demonstrate how to calculate other overhead costs per month (transportation, water for cleaning etc.) and write them on the form.

Invite a participant to calculate the total cost per month and the total costs per product.

Give the participants another example. Imagine that the businesswoman produces and sells the same amount of 1,500 cups every month. But instead of selling the lemonade to a supermarket, she sells it herself at the market. She spends four hours a day to produce the lemonade, to travel to and from the market, and to sell the lemonade there. Ask a participant to make the necessary changes in the Chart. Make sure that all the labour costs are included.

#### **Step 5: 30 minutes**

Divide participants into groups to make their own cost calculation. The groups can use the results of the hairdressing example of Tool 3.2c, or they can use their own production or service business as an example.

Let them use figure 33 'Chart for cost per unit' and calculate:

- The costs of materials per month
- The labour costs per month
- The equipment costs per month (depreciation)
- The overhead costs per month
- The total costs per month and per product.

While the participants work in groups, walk around to observe and assist group work if required.

After 30 minutes, ask the groups to put the flipcharts on the wall. Go over them one by one and correct the calculations if required.

#### **Step 6: 15 minutes**

Refer to the results of step 4 and ask participants to set a price for 1 cup of lemonade. How much should we charge for a cup of lemonade? How do we set this price?

Invite participants to answer. Probe until the three main pricing criteria have been mentioned.

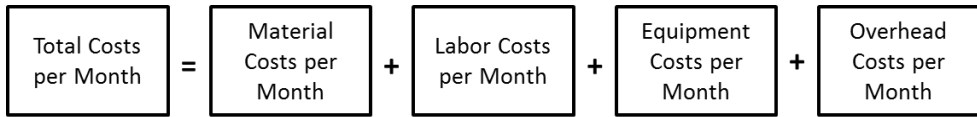
Put figure 34 (Pricing form) on the wall. Agree upon a price level for the lemonade, and write it in the "Our Price" box.

Generalize as follows:

- cost-based pricing: real product costs + x%
- competitor-based pricing: what do competitors charge?
- market-based pricing: what are clients willing or able to pay?

Figure 33: Chart for 'cost per unit'

→ Summarize how to cost a product:



$$\text{Costs per Product} = \frac{\text{Total Costs per Month}}{\text{Products per Month}}$$

Figure 34: Pricing form (Source: Bauer et al., ILO, 2004)

| Pricing form                   |  |   |
|--------------------------------|--|---|
| <b>Product:</b>                |  |   |
| <b>Our Price:</b>              |  |   |
| Total costs per product        |  | → |
| Competitor's price             |  | → |
| Price client is willing to pay |  | → |

**Step 7: 10 minutes**

Ask the groups to take 10 minutes to discuss and decide:

- What price are you going to sell your product or service for?
- How did you arrive at that price?

After 10 minutes, ask the group to present their results.

**Step 8: 10 minutes**

In plenary, ask participants to look again at the total costs per cup of lemonade in the lemonade costing exercise. Ask them:

- If you sell your lemonade at this price, do you make a loss? A profit?
- How many cups do you sell? (1,500 cups per month)

- How much money do you get from sales? (selling price x 1,500 cups) How much does it cost you to produce that many cups? (Total Costs per cup x 1,500 cups) What is special about the two amounts? (the same)
- So what does break-even mean? (Total Sales = Total Costs, you make neither a profit nor a loss).

Point at the price that participants set for a cup of lemonade, and ask them:

- If you sell your lemonade at this price, do you make a profit? (Yes) How much profit do you make per cup? (Profit per cup = Selling price – Total Costs per cup)
- How much profit in total do you make every month? (Profit per cup x 1,500 cups)



**Step 9: 5 minutes**

Ask the groups to go back to the results of their costing and pricing exercises and work out:

- If they sell at the price they decided on, how much do they earn per product? How much do they earn per month?
- Let the groups work for 5 minutes and let them present the results.
- To conclude, ask the participants to repeat:
  - how to calculate the cost of a product/ service
  - how to set the price of a product/ service, and
  - why it is important to include your labour costs in these calculations.

## EXAMPLE OF THE 'HEALTHY LEMONADE FOR ALL' BUSINESS

Figure 35: Example of chart for cost per unit (Source: Bauer et al., ILO, 2004)

| <b>Product: Lemonade</b>               |                         |  |             |
|--|-------------------------|--|-------------|
| <b>Monthly production: 1,500</b>       |                         |  |             |
| <b>Raw materials</b>                   | <b>Purchasing unit</b>  | <b>Purchasing price</b>                | <b>Cost</b> |
| lemons                                 | 1,500 lemons            | 80 per lemon                           | 120,000     |
| sugar                                  | 2 kg                    | 1,500 per kg                           | 3,000       |
| plastic cups                           | 1,500 cups              | 50 per cup                             | 75,000      |
| drinking water                         | 375 liters              | 160 per liter                          | 60,000      |
| straws                                 | 15 bags                 | 500 per bag                            | 7,500       |
| <b>Equipment</b>                       | <b>Purchasing price</b> | <b>Number of Months it can be used</b> |             |
| Knife                                  | 1,500                   | 12 months                              | 125         |
| Press                                  | 2,100                   | 6 months                               | 350         |
| Cutting board                          | 1,500                   | 24 months                              | 62.5        |
| Jar                                    | 5,000                   | 12 months                              | 416.67      |
| <b>Labour costs</b>                    |                         |  |             |
| Labour time                            | 25 hours                | 1,000 per hour                         | 25,000      |
|  |                         |  |             |
| <b>Overhead costs</b>                  |                         |  |             |
| Water for cleaning                     | 0.5 m3                  | 500 per m3                             | 250         |
| Transportation                         |                         |  | 2,000       |
|  |                         |  |             |
| <b>Total costs per month</b>           |                         |  | 293,704.17  |
| <b>Total costs per product/service</b> |                         |  | 195.8       |

## *Credits*

Bauer, Susanne, Gerry Finnegan and Nelien Haspels (2004) 'Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise: Training Package and Resource Kit', Bangkok, Berlin and Geneva, International Labour Office, 2004. Exercise 22 'Costing and Pricing', from module 3.4 Finance of the business project part, 217-224

## Tool 3.2 e - A mini market study

*From ILO, Gender + Entrepreneurship Together (GET); GET Ahead for Women in Enterprise Training Package and Resource Kit*

### Why use this tool?

This tool enables (aspiring) entrepreneurs to get more familiar with the different aspects of marketing, by providing practical guidance on how to carry out a market study. Studying the market is important, because it informs one about the clients' needs and about supply from competitors. This is needed to run a profitable business and improve business operations. This tool gives examples, tips and a field exercise to carry out a small market study.

### What do you gain from using it?

Creating producers and entrepreneurs that can run their businesses sustainably is important for the production chain as a whole. This tool enables participants to analyse the 'market' in a comprehensive way (taking into account demand, competitors, price-product combinations, selling channels) and stimulates a business-minded attitude. It is particularly suited for women and youth because it is a relatively simple exercise which can be carried out at local markets.

### Who applies the tool and for whom?

Organizations that aim to improve the marketing skills of entrepreneurs in emerging markets.

### How does it work?

#### Step 0: Preparation

Participants will prepare for and carry out field work (step 3) by visiting businesses (shops, street or market traders) in small

groups (2-4 participants in each group). They will interview owners or staff of businesses and their customers, and review the location and display of these businesses. There are many ways of organizing such field work, and the training team needs to decide what is most relevant for participants and what is feasible in terms of available and easy-to-reach locations and logistics:

- All participants should at least interview one person and carry out one observation inside and/ or outside businesses.
- Depending on the situation, you can ask small groups to each visit one type of business in a location of their choice, for example, one group can look at trade shops, another can select handicraft businesses, etc. If participants already have a business or a clear business idea, they may wish to visit the same type of business that they (plan to) have. Or, each group can visit a different market place or producers' group. Or, ask each group to interview or observe businesswomen and businessmen and/or both female and male shop assistants or clients to draw out differences between the sexes in the market study.
- If participants can visit 'model' enterprises, you may need to request the cooperation of business owners in advance.

This exercise can be the last of the day and the reporting of their findings will take place on the following day.

### **Step 1: Key Questions in Market Research (10 minutes)**

Introduce this exercise as an opportunity to practice market research. Highlight that market research is essential for people or groups who want to go into business. Ask participants what they would want to know if they did market research for their own business. List key points on a flipchart or board, using the Key Questions in Market Research (see textbox below).

#### **Key questions in market research**

**WHY** What do you need to know and why: The purpose of the research

**WHAT** What will be studied: the market, consumers, consumer habits, channels of distribution and selling

**WHO** Which people do you need to contact? (observe and/or interview): (potential) customers, other businesses (competitors)

**HOW** Who will do the research: you, or somebody else? Which methods will you use: interviews, observation, review of statistics

**WHERE** Which place: is it easy or difficult to reach? What does it look like?

**Use your Eyes, Ears, Mouth, Touch and Smell!**

*(Source: Bauer et al., ILO 2004)*

To illustrate this, give the example of Ms. Sameth. Ms. Sameth is thinking about selling drinks at the entrance of the university where there are many university teachers and students. Sameth would

need to buy a mobile cart and this is an expensive investment for her. Before starting this business, she needs to know whether she will be able to attract enough customers, and what the preferences of these customers are. Therefore, she decides to do a simple market study by interviewing potential customers at the entrance of the university, and by buying drinks and chatting with people who already sell drinks there.

### **Step 2: Develop questionnaire (45 minutes)**

During this step, participants will develop a brief questionnaire to prepare for their Mini Market Study. Explain that a market study usually consists of finding out information about the product or service you plan to provide in your business by:

- interviewing customers about their preferences.
- Note: These can be individual customers, for example the women and men who go to a repair shop to get their bicycle fixed, or who buy groceries for the family. But customers can also be other shops. For example, a group of village women who produce handicrafts will sell these to tourist shops, which makes these shops their customers. In this case it is useful for the producers' group to find out from the staff or owners of the shops about the preferences of their customers, the tourists.
- interviewing owners or staff of businesses which sell similar products or services about the product or service and the competition.
- looking at the location of the businesses, and the display inside the shop or in the market stand.

Divide participants into 4 to 6 small groups. Give each of them their assignment (see under Preparation) or let them select the type of business, location or product group

that they want to study. In each group, each participant will:

- interview staff or owners of businesses and/ or (potential) clients of selected businesses: at least one interview by each participant
- observe the location and the interior of these businesses

Ask each group to design their own brief questionnaire for their Mini Market Study. Give them some tips regarding the types of questions they may want to focus on, using the Questionnaire for the Mini Market Study (textbox below).

## Questionnaire for the Mini Market Study

Example questions for interviews about customer preferences with staff or owners of businesses

- |                                     |  |
|-------------------------------------|--|
| • Who buys?<br>(not always obvious) | Profile of customers? Are they also users? |
| • Why do they buy?                  | Need, prestige; habit; price               |
| • What do they buy?                 | Size, quality, colour, design              |
| • When do they buy?                 | Seasonal, daily, weekly, event-related     |
| • Where do they buy?                | Market, home, post, mall, location, other  |
| • How do they buy?                  | Orders, impulse, credit, bulk              |
| • How often do they buy?            | Regular, casual, occasional                |
| • How much do they buy?             | User rates, quantities                     |

## Example questions for interviews about the competition with staff or owners of businesses

Who are your competitors?

What are their advantages?

What are their disadvantages?

Is there a lot of competition?

What do you do to attract customers so that they come to you and do not go to your competitors?

## Key points for observations

- Use all your senses: Eyes, Ears, Mouth, Touch and Smell
- Is the place easy to reach?
- Is the interior and display clean and attractive?
- What are the attitudes of the sales people towards the customers?

*(Source: Bauer et al., ILO 2004)*

### **Step 3: Discuss questionnaire (15 minutes)**

Ask the groups to present their questionnaires and let the other participants give comments and suggestions for improvement. Before participants start with their field work, make sure they understand some basic do's and don'ts in interviewing:

- Interviews are best done on a one-to-one basis
- Ask each person you want to interview if he or she has time to answer some questions (select a quiet time, when it is not busy)
- Briefly introduce yourself and the aim of the interview
- Start with some friendly remarks, and easy questions, because you need to establish contact with the person you interview and 'break the ice'
- Ask open questions: What do you think about ...? Why did you select this shop to do your grocery shopping?
- Avoid closed questions: questions that people can only answer by saying 'yes' or 'no'
- Avoid suggestive questions that may lead the responding person's answer in a certain direction
- Ask only a few questions that are really important to reach your aim: the objective of the market research
- Speak clearly in a language that your respondents easily understand
- Keep track of a logical sequence in your questions: Do not 'jump' from one subject to another
- Thank the respondent at the end of the interview.

Ask the groups to divide work among them, discuss their findings together and prepare for reporting in plenary after the field work.

### **Step 4: Market study field work (time to be determined)**

Participants carry out the field work.

### **Step 5: Present results (15 minutes)**

Coming back from the field work (the next day), the groups will discuss their findings and prepare their presentations. Each group will then briefly present their key questions and main findings to the whole group.

### **Step 6: Discussion (15 minutes)**

Conclude the session by discussing the following questions:

- How did it go? Was it easy or difficult?
- What were the main lessons you learned?
- Did you identify any differences between female and male entrepreneurs, their businesses and their clients or customers? If yes, what did you learn and why?
- What are the main points to consider for a future market study?
- Is it useful to do a market study? Why is it important?
- Is it important to plan a market study? Why?

Summarize these points as a conclusion to the session.

### **Credits**

Bauer, Susanne, Gerry Finnegan and Nelien Haspels (2004) 'Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise: Training Package and Resource Kit', Bangkok, Berlin and Geneva, International Labour Office, 2004. Exercise 18 'Mini Market Study', from Module 3.2 Marketing, p. 178-187.



## Tool 3.2 f - Youth employment in value addition

*By Enclude based on Vava Coffee, Tunki Coffee and Café Mai Dai Credo selling Flores Bajawa Arabica Coffee*

### Why use this tool?

This 'tool' presents three showcases of successful youth entrepreneurship and employment in selling processed coffee in the regional market. By adding value to raw coffee locally, a new market segment is created. This in turn creates the possibility to capitalize on the product as coffee-producing countries and shift margins from non-coffee producing countries.

### What do you gain from using it?

- Inspirational examples on how to add value to raw coffee, create local demand and stimulate youth entrepreneurship
- A list of best practices to add value locally

### Who applies the tool and for whom?

This tool can be used by organisations that want to encourage young (aspiring) entrepreneurs to enter the coffee sector and make a good living out of it.

### How does it work?

**Step 1: Study example cases on how to add value to raw coffee, create local demand and stimulate youth entrepreneurship**

Example 1: Vava Coffee in Kenya and Eastern Africa: 'Every Bean a Story'

Example 2: Tunki Coffee, Peru

Example 3: The emergence of coffee shops in Indonesia, kick-started by the local government

**Step 2: Translate best practices for value addition and marketing coffee locally to own context**

Best practices in value addition, creating local demand, and youth entrepreneurship can be derived from three example cases from Africa, Asia and Latin America.

Figure 36: Best practices

### Best Practices for value addition and marketing coffee locally By means of the 5 Ps of Marketing

#### Product

Attention for **quality** of coffee

- source raw coffee locally;
- build a sustainable relationship with the coffee producers;
- control the processing process and add value by practices to build high-quality end product

#### Price

- Create added value by processing (e.g. wet-milling, blending, roasting, state-of-the-art packaging)
- Farmers get a better price due to improved bargaining position
- Other actors in the coffee value chain can benefit from added value, sustaining

|   |
|---|
| the local economy by selling locally  |
| <b>Place</b>  |
| <p>Tap into the specialty coffee <b>market segment</b>:</p> <ul style="list-style-type: none"> <li>○ Using labels or certification for export</li> <li>○ Spread your corporate's own social responsibilities and sustainability message</li> <li>○ Create local demand by searching suitable sales channels and/or by creating your own sales channels (local cafés)</li> </ul> |
| <b>Promotion</b>  |
| <p>Attention for <b>branding</b>:</p> <ul style="list-style-type: none"> <li>○ design attractive packaging</li> <li>○ tap into the emotions of consumers by providing the message of the origin of the coffee</li> <li>○ tap into the sustainability and ecology trend</li> </ul>   |
| <b>People</b>   |
| <ul style="list-style-type: none"> <li>○ Technically support farmers to produce premium quality coffee</li> <li>○ Make use of qualified staff / educate them to taste and blend to produce a product that stands out</li> <li>○ Motivate people by showing the potential and profitable margins in the coffee sector</li> </ul>   |

## EXAMPLE 1: VAVA COFFEE IN KENYA AND EASTERN AFRICA: 'EVERY BEAN A STORY'

Vava Coffee Ltd, a coffee company based just outside Nairobi-Kenya, combines a sustainable business model with contributing to sustainable livelihoods for communities. The social enterprise was founded in 2009 by entrepreneur Vava Angwenyi.

Vava Coffee stands out because of the premium quality and successful marketing of the coffee's ethical and sustainable sourcing. The coffee beans are locally sourced from smallholder farmers from three estates in the Nyeri region. Vava Coffee provides the farmers with education, training, and machinery to further their agricultural knowledge and



Vava Coffee CEO, Vava Angwenyi, displays some of her company's products (Source: Business Daily, 2013).

expertise, thereby creating sustainability for their operations. In addition the three estates all educate and encourage their children to become the next generation of coffee farmers on their respective estates. Vava is proud of her coffee's quality, which is safeguarded by sourcing premium quality beans as well as by the processing (e.g. the open- air drying).

Each product tells the story of the people producing the coffee; as also articulated by the product's slogan: 'Every Bean a Story'. The product smartly taps into the emotions of end-consumers. In addition, Vava Coffee packages its coffee in vibrant, colourful cloth bags sewn by women in local slums affected or infected with HIV/Aids. This is conducive to a sustainable business model as it provides Vava Coffee with a group of workers who will remain loyal to the firm and produce high-quality packaging. Working for Vava Coffee generates a consistent income as well as a respected place in the community.



*Vava's packaging made by women of local slums (Source: NTV Kenya, 2014)*

These win-win scenarios exemplify the power and potential of Kenyan businesses when they undertake an ethical commitment to sustainable business and community development. Africa is rich in natural resources but the continent is not known for adding value to its raw materials. This is a loss for African business owners and workers alike as it results in foreign companies capitalising on the value addition piece while

employing non-Africans. Identifying this weak link in African business practices, Vava blazed a new trail in African entrepreneurship by adding value to her

coffee. She wants to empower Kenyans and prove that we too can market our own commodities and sell them in international markets as finished Kenyan commodities. Since 2011 Vava sells coffee that is roasted and packaged on Kenyan soil in the European market.

Vava also taps into the local market. At the start she had to be very creative to turn Kenyans into coffee enthusiasts, but slowly she has changed the mind-sets of Kenyans to love coffee as much as she does. Locally the coffee is sold at Banana Box, Beth International Ltd., Karen provision store, Spinners Web Kenya and Foodplus, among others. By supplying both to the local market and export market, Vava has a monthly turnover of 800,000 to 1 million KES (~7,000-9,000 EUR).



*CEO Vava checks the coffee drying process and (right) tasting of coffee blends (Source: Amazing series, 2011)*

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## EXAMPLE 2: TUNKI COFFEE, PERU



Fig 37. Tunki emblem of Peruvian quality coffee.

coffee has turned into the emblem of Peruvian quality coffee. The producers of Tunki Organic Coffee are small farmer families. They belong to the indigenous groups Quechua and Aymara, the forbears of the Inca. In the 'Land of Surpluses', which is what Peru is called in Quechua, Tunki coffee is traditionally cultivated sustainably on small terrace plantations in the southern region of the Peruvian Andean jungle, north of Lake Titicaca at the entrance of the Tambopata National Reserve. This national park is known for its unique diversity of species, including a bird called 'Cock of the Rocks' or 'Tunki' which inhabits only this area, hence the symbolic name of the organic coffee.

CECOVASA (cooperative Central de Cooperativas Agrarias Cafetaleras) is Peru's second-largest coffee producers' organisation. It was founded in 1970 by a group of farmers who got together with the purpose of selling coffee at a fair price. In 1998 CECOVASA created a specialty coffee programme to promote and develop the organic coffee sector. Currently 1972 of its 5000 producers are part of this programme. The majority are young producers. Nowadays CECOVASA's 'Tunki'



Each family brings in their coffee (Source: Freeman Trading Ltd., 2014)

With the help of the Rainforest Alliance the coffee beans are grown with reduced direct rays of sunshine under shadow trees. The hand-collected harvest is washed with natural Andean spring waters and sun-dried. Since 1993 CECOVASA has been Fairtrade certified. Independent from the world market, the price of the direct trade includes an ad for fair incomes of the small farmers as well as for the guaranteed sustainable agriculture. Education of children and advanced training of farmers on topics of quality and logistics such as investments in production facilities and infrastructure were realized through these additional earnings. Every year another small farmer gets the opportunity to participate in tasting competitions with the harvest of his parcel of land. Both a sustainable and fair income for the farmers as well as the improvement and maintenance of the ecological quality of coffee and its environment are guaranteed.

In 1998 a generation of young technicians took charge of the Production department:



*Each lot is cupped by 2 Q graders (Source: Freeman Trading Ltd., 2014)*

Leonardo Mamani Peralta (1974) and Edgard Cusi Tito (1976). An important part of CECOVASA's success is its coffee-tasting training; four tasters travelled to Honduras in order to train in CCCH and Becamo labs. Two of them kept on working with CECOVASA and passed the Q Grader qualification. Tiberio Yujra, a 30-year-old coffee expert, is the first one of his category in Peru and travels to many other countries to dispense gourmet coffee identification programmes.

After winning the People Choice Award in the national coffee quality exhibition of SCAA in 2010, Tunki became famous and the demand for this coffee kept growing.

Sales rose from 12 containers to more than 100 after the year 2000. However, the cooperative also gained ground in the national market with roasted and milled coffee. The sale of roasted and milled coffee began in Lima. The coffee is directly sold in CECOVASA's office in Lima and is also distributed to various cafeterias. CECOVASA improved its final product and the packaging. Now the cooperative sells coffee in Puno and Lima. In addition, it is exporting through a cafeteria in Canada and through an English client who promotes Tunki coffee in Britain.



*Tunki Coffee shop in Canada (Source: Tunkicafeshop, 2014)*



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## EXAMPLE 3: THE EMERGENCE OF COFFEE SHOPS IN INDONESIA, KICK-STARTED BY THE LOCAL GOVERNMENT

The Indonesian Agriculture, Plantation and Livestock Agency (APLA), a local government body in Indonesia, applies a market development approach for Bajawa's Arabica Coffee.



The APLA supported farmers to set up UPHs (processing facilities) to enhance their roles in processing and marketing the coffee. Until 2005, all the coffee in Flores was dry-processed, blended and sold to exporters. The cherries were simply dried on the ground and the farmer would receive low prices. Without any financial incentive, the quality of this coffee was extremely low. In 2005, with APLA's help two farmer groups (Fa Masa and Suka Maju) began processing the coffee using the Standard Operating Procedure. This is a strict processing procedure, involving pulping, wet-milling, fermenting and sun-drying. This qualified the coffee to be exported to the coffee speciality segment in the United States, under the name of

'Flores Bajawa'. It is an organic certificate, since the farmers only use organic manure and composting. This year, five more farmer groups have decided to undertake wet-processing and all seven groups are now certified organic, receiving prices which amount to a 140% increase in farmer revenue. Processing and marketing has clearly improved their bargaining position. The improved image of the coffee sector attracts young entrepreneurs to set up sub-UPHs and get into the coffee (processing) business.

Next to exporting, part of the APLA's approach is to create a market for the coffee locally. Café Mai Dia was opened in 2012, a place to sell and promote Flores Bajawa coffee. The Cafe recruited local young women as staff. Two of these staff members did an internship in cafes in the city of Yogyakarta for three weeks. Yeni



Astutik, 29 years old, had the opportunity to observe how to manage a cafe and afterwards could apply the lesson in Mai Dia Café in Bajawa. Yeni loves her job: *'Before this I didn't know a thing about coffee. Now I feel that I know the taste of different coffees and can tell them apart. During our internship in Yogya, we got to practise how to make espresso. We brought our own coffee sample from here to make it. I think it tastes stronger. Ngada is the best Arabica coffee producer, the flavour is unique and different from most coffees from*



Coffee at Café Credo (Source: internet 2014)

other places.' Fransisca Foa, 29 years old, another staff member, is also happy to: '*... promote Arabica coffee, so our coffee will be sold as far as the United States and Australia*'.

While the café's revenue, only 15 cups of coffee at Rp. 5,000 each, is still modest, the young staff sees potential for the future development of the coffee business. The café's opening hours are limited to the working hours of the government's office. However, the public can rent the café for conferences. This creates additional income for the Agriculture, Plantation and Livestock Agency. Through managing this café, the staff learn about running a coffee-based business. Seeing the trend of the coffee that they promote, the young people are convinced that coffee could give Bajawa a promising future.

The limited operational hours in Cafe Mai Dia encouraged Richardus Pakka, 35 years old, to open Cafe Credo. His Cafe is opened from 7 in the morning to 10 in the evening. The aroma of Arabica coffee creates a relaxed atmosphere which can be felt the moment people enter the café. As an area famously known as the producer of Arabica coffee and categorized into quality category 5, it is not so surprising that this coffee is the Cafe's specialty. For its coffee supply, Cafe Credo relies on the local coffee processed by the Famasa UPH, a group that contributes to the internationally well-known image of Bajawa arabica coffee. The majority of its customers are young people and visitors from outside Ngada, either domestic or international ones, especially guests from the hotel opposite the Cafe. Four months after its opening, assisted by Vera, a young woman, Cafe Credo has earned Rp. 200,000 revenue per day, with potential to grow. Richardus Pakka is planning to offer snacks to go with the coffee to increase revenue. His dream is to open branches in Ende and Ruteng.

## Credits

Business Daily Africa, 2013, Vava Coffee blazes the trail in value addition.

<http://www.businessdailyafrica.com/Vava-Coffee-blazes-the-trail-in-value-addition/-/1248928/1885926/-/kgsdl6/-/index.html>

Amazing series, the Kenyan Entrepreneur, 2011, 'One woman's mark on coffee'.

<http://www.youtube.com/watch?v=WHWPSvslIDc>

NTV Kenya, 2014, Women and Power. 'Vava Angwenyi joins the jet set riding on the coffee bean'.

<http://www.youtube.com/watch?v=3u41iqARKZo>

CECOVASA, 2014,

<http://www.cecovasa.com.pe>

Tunki Café Shop, 2014,

<http://www.tunkicafeshop.com>

Freeman Trading Ltd., 2014,

<http://www.freemantradingltd.com>

Hivos Indonesia, Darmawati, I. A., 'Youth and Sustainable Coffee in Bajawa, Ngada, NTT – Indonesia', 2014

Old Bisbee Roasters, 2014,

<http://www.oldbisbeeroasters.com/Indonesian-Organic-Flores-p/flores.htm>

Awevision Multitama, 2010,

<http://www.youtube.com/watch?v=EWpUBalro1s>



## Tool 3.2 g - Training coffee cuppers: A gradual process of experience and learning

### Why use this tool?

Professional tasters are the first to evaluate green coffee when processing is complete, the last to approve the production roast, and are called to evaluate final beverages at the retail level. The (specialty) coffee industry needs to confirm that employees in this crucial role have the knowledge and skills required to do the job.

### What do you gain from using it?

Cupping results facilitate contract negotiations with counterparts worldwide. Independent of geographic, linguistic or cultural barriers, buyers and sellers benefit from a common language, a shared understanding of product value linked to quality and taste.

It facilitates roasters to source coffees that meet their requirements; it supports producer organizations to understand the value of their coffee and market it accordingly; it supports evaluating defective coffees and sort out claims; it supports technical assistance programmes to improve the quality of the coffee; it supports the creation of new blends.

### Who applies this tool and for whom?

Cupping programmes will serve green coffee buyers and sellers, including producers, exporters, importers, roasting company buyers, as well as quality control specialist in roasting and retailing companies, and company owners responsible for hiring of said people.

### How does it work?

#### Step 1: Understand the process

A standard coffee cupping procedure involves assessing the appearance of green coffee beans (“eye cupping”), then

deeply sniffing the coffee bean and coffee grounds to evaluate aroma. Tasting is done by loudly slurping (technically termed as “aspirate”) the coffee so it spreads to the back of the tongue. The cupper then tries to measure aspects of the coffee's taste, specifically the BODY or mouth feel, FLAVOUR (taste characteristics in the cup; also check out the SCAA's Flavour Wheel), ACIDITY (comparable to the effect of carbonated water in soda beverages: without it, soda will taste rather stale), and AFTERTASTE (the observed lingering flavours). Coffee is tasted a few times from warm, medium warm, to sufficiently cool - just above room temperature. As coffee cools in the cup, it is often possible to detect new flavours, or in some instances, detect undesirable flavours such as astringency. The best coffees will have positive characteristics at both ranges of temperature. Coffee beans' flavour profile can sometimes embody the region where they were grown. Thus, it is possible that cuppers are able to identify the coffee's origin during the cupping. The industry's professional standard for coffee cupping calls for a strict and scientific-like protocol covering everything from calibrating cuppers, venue selection, coffee bean qualification, roast profile, grind size, the exact number of stirs you make in breaking the crust, etc.

#### Step 2: Participate in trainings

A cupper's training must be a progressive programme of understanding based upon factual study and direct experience. Knowledge alone is not enough; a good cupper must constantly train his or her sensory system. At the same time, a good factual basis is necessary so the cupper is able to put their experience in context and make reasonable conclusions based upon their perceptions.

The learning process for cupping is gradual as the cupper's sensitivity develops with use over time. One must also discover which techniques of slurping and spitting

work best. The degree of concentration that can be maintained by the individual for longer periods also develops. The amount of cupping that can be accomplished before “palate fatigue” sets in (the point at which perception is less clear to the cupper) also grows with daily cupping. If the cupper in training practises while paying close attention (rather than simply performing the exercise by rote), the subtleties and nuances of flavour gradually unfold. The trainer plays a role in this development by pointing out more detailed perceptions and providing explanations.

Classes and tests can be taken any time at SCAA events and applied toward obtaining the certificate. Candidates must pass the written and practical sensory tests for each module within 2 years of completing the module.

The Q grader program offered by the Coffee Quality Institute offers starter and advanced level courses.

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## EXAMPLE: WHAT A CUPPING TRAINING CAN DO

Many producers are eager to learn what buyers want and get to know their own product from seed to cup. As it turns out, buyers are also eager for producers to know their product in terms of cup quality. Craig Holt, owner of Atlas Coffee Importers and chairperson of the CQI board of trustees, agreed to volunteer his expertise to lead a coffee-tasting seminar on how production methods impact cup quality.

Craig put together a curriculum relating coffee processing methods to cup quality. The idea was to create a complete picture of the value chain so producers could internalize how the success of each cup depends on every step from the very beginning of coffee processing. The anticipated outcome is for producers to use their knowledge of quality to build a competitive advantage for their coffee in the market.

The participating producers were asked to bring correctly and incorrectly picked beans, meaning: 1) cherry that was still green (picked too early) 2) cherry that was picked when it was perfectly ripe 3) cherry that was picked overripe 4) cherry left to dry on the tree 5) mouldy cherry 6) cherry that was insect-bitten and 7) cherries that float in water (floaters). We had the farmers cup these coffees side by side to taste the differences in what they were picking and selecting.

Another cupping table was dedicated to a lesson in sampling and what buyers expect. Coffee buyers typically receive a “type” or “offer” sample that should accurately represent the quality of the coffee the supplier is proposing. Just before the coffee ships, the buyer will approve or reject an additional Pre-Shipment Sample before allowing the coffee to be shipped. We cupped an actual offer sample that was purchased next to its corresponding Pre-Shipment Sample that was rejected by a buyer. This was to teach the importance of accurate sampling, as well as to shed some light on reasons why buyers reject shipments.

The seminar also contained an element of mentorship. Lydia Nabulumbi is an experienced, well-trained, successful quality control manager at Gumutindo Coffee Cooperative in Eastern Uganda. She was the assistant trainer during the seminar and roasted the many coffee samples. Lydia's success as a female Ugandan quality manager was exemplary to the aspiring participants. Lydia also led a session on sample roasting for the cooperatives who are installing cupping labs.

The three-day seminar helped 24 participants access information from the perspective of a coffee buyer, but its success depends on how the cooperatives will use and share the information with the rest of their farmer-members.

Semliki Coffee Cooperative, Uganda has installed a cupping lab at their headquarters. Training participant Joweria Nyandere is their up-and-coming quality control manager.

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### *Credits*

Joint Marketing Initiative by Twin Trading, UK.  
[www.twin.org.uk](http://www.twin.org.uk)

Coffee Quality Institute, USA; Q Grader program.  
[www.coffeeinstitute.org](http://www.coffeeinstitute.org)

SCAA: Cupping Handbook and Green Coffee  
Classification Chart. [www.scaa.org](http://www.scaa.org)

## **Tool 3.2 h - Diversification to safeguard livelihood of coffee farmers**

*Illustrated by FNC Colombia and the FairTrade Carbon Partnership in Ethiopia*

### **Why use this tool?**

In order for farmers to stay interested in producing coffee, those aiming at the sustainability of the sector should address the degree of profitability for the farmers, and the extent to which they can safeguard their livelihood in the coffee business. This is particularly important for (potential) youth coffee farmers.

### **What do you gain from using it?**

- Awareness on the importance of diversification of income for coffee farmers
- Examples of possibilities to safeguard the livelihood of coffee farmers

### **Who applies the tool and for whom?**

Organizations and companies that want to work on safeguarding the sustainability of raw coffee supply by helping (young) coffee farmers to achieve a sustainable livelihood in coffee production by diversification.

### **How does it work?**

#### **Step 1: awareness of the importance of diversification**

Coffee farming needs a lot of time investment; for example picking berries by hand provides the highest quality coffee. However, a steady income from coffee is not assured. Yields are seasonal and it takes four years before a coffee tree starts to produce berries. In addition, coffee is sensitive to changing weather conditions and diseases. Moreover, the price of coffee depends on world market prices. Therefore finding additional sources of income for coffee farmers related to farming and coffee is a way to spread risks and make coffee farming more attractive. Diversification can be done in different ways: focusing on food safety, innovative ideas, or processing. Regardless of which diversification strategy is chosen, stimulating the entrepreneurial attitude of farmers will help them seize opportunities and secure a livelihood in coffee farming. There are several ways to train farmers in entrepreneurship. A hired external consultant, or staff from companies that source from coffee farmers, can build capacity in this area by using tools 3.2b to 3.2e of this toolkit. Seeing coffee production as a business helps farmers to make a good living out of coffee and thus ensures sustainability of the coffee sector.

## Step 2: inspiring examples as input for possible diversification strategies

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### EXAMPLE 1: INTEGRATED STRATEGY; IMPROVED COFFEE FARMING, EMPOWERMENT AND FOOD SAFETY IN COLOMBIA.



*Coffee growers planting food crops (Source: FNC, 2013)*

The Colombian Coffee Growers Federation (FNC)'s 'Young Coffee Growers Program' exists of two main pillars: 1. Empowerment and social network building and 2. Sustainable Coffee Farming. Under the latter there are three main activities: (i) Implementation of coffee productive projects in the farms; (ii) Implementation of food security farm orchards and complementary products and (iii) Improvement of the post-harvest processing infrastructure.

Before this programme started, the average daily income per coffee grower family was USD 3.90. This didn't cover basic expenses; they bought about  $\frac{3}{4}$  of their food. 70% of the families had trouble securing good nutrition (quantity as well as quality). The image of coffee farming amongst youth was not good; hard working and receiving little income. Youths looked for jobs in the cities with more quick cash options. To get the youth interested in coffee, FNC applied an integrated strategy to promote empowerment and build the capacity of young farmers to implement sustainable farming systems based on solid coffee (good quality and quantity) and on food security crops in their family farms. This way it aims to foster settlement in rural areas and the coffee sector, and in the long term to contribute to improved socio-economic conditions and quality of life. Coffee production and income from coffee was improved through training in Good Agricultural Practices. Training in entrepreneurship and support in processing paved the road for income from value addition, and training in nutrition and food crops improved food safety for the families that are part of the programme. The combined package makes being a coffee farmer an attractive livelihood again.

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## EXAMPLE 2: AGRI-BUSINESS PRACTICES OF NEEMA YOUTH GROUP IN KENYA

The Neema youth group, part of Cirigwa Farmers' Cooperative Society in Mount Meru region, Kenya, is part of the Basic Needs programme. The youth empowerment objectives are (i) both men and women have access to land (either inherited, bought or leased); (ii) both have access to coffee trees and other sources of income for diversification; (iii) access to knowledge and skills; (iv) an equal division of labour and benefits and (v) equal opportunity to participate in decision-making.

Consequently, the group did not only receive training in Good Agricultural Practices and leadership and group formation, they were also trained in entrepreneurship by an external consultant. This stimulated the group to invest some money to buy input to set up a cereal business. They saved as a group, which enabled them to invest in a business together. Having saved more money as a group paved the way to access more formal loans. After they made their first profit from their cereal business, they were inspired to scale up. They bought inputs and sold in bulks. After that, they acquired a loan to increase volumes even further.

Besides the cereal business they plan to acquire common land, build a nursery for vegetables and expand the GAP services they provide to other farmers.

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## EXAMPLE 3: CARBON CREDITS AND REFORESTATION FOR A SUSTAINABLE COFFEE LIVELIHOOD IN ETHIOPIA

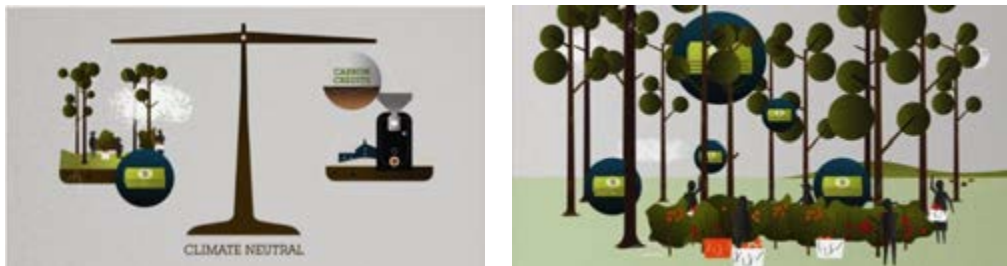
Coffee production is sensitive to rising temperatures caused by climate change and deforestation. The genetic base of "Coffee Arabica" in the south-west of Ethiopia is endangered as well. The Oromia Coffee Farmers Cooperative Union in Ethiopia (OCFCU, 200,000 members) has entered a partnership with Max Havelaar and ICCO to protect the gene base of their coffee and reduce the impact of climate change on the coffee chain.



A carbon tool was used to determine the carbon footprint along the coffee chain, resulting in an average of 2.36 CO<sub>2</sub> eq emissions per kg roasted coffee; 42% of the emissions occur during harvesting and yield.

To reduce the emissions at farm level, OCFCU decided to implement fuel-efficient cookstoves, starting with 15,000 households and 30,000 stoves. Every household uses one stove for regular cooking and one to bake Injera, a flatbread traditionally made of teff flour. These efficient stoves reduce the use of firewood by 50%, the release of harmful soot particles by 24-45%, and CO<sub>2</sub> emissions up to 90% compared to traditional cooking. Furthermore, women save 30 minutes on cooking time.

Figure 38:



Certification of this carbon emission reduction creates a new source of income: carbon credits. In the FairTrade Carbon Partnership with stichting Max Havelaar and ICCO, OCFCU receives a fair price for the carbon credits, meaning that the income of this carbon credit is used as a source of income for the households involved in cooperative coffee production. These carbon credits are purchased by the coffee roasters and retailers to compensate for the CO<sub>2</sub> emissions in the whole coffee chain up to roasting and distribution. In this way they can make their coffee climate-neutral.

The first income from carbon credits is used to pay off the cookstove. Once the loan is paid off, the income from carbon credits is a new source of income for the households involved in coffee production. With increased soil fertility due to reforestation, increased income, and time saved from collecting fuel wood, the coffee-producing households can invest in business development of non-timber products such as fruit, seeds, medicines etc, diversify, and so safeguard their income.

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## Credits

FNC, 2014, 'Case Study: Youth in Coffee: Young Coffee Farmers Program', Venecia – Antioquia, Colombia

FairTrade Carbon Partnership, Ethiopia (Stichting Max Havelaar, OCFCU and ICCO/ FairClimateFund )

FNC, Mejía Cuartas, A. (2013), Youth & Gender, Coffee Sustainability Forum

**YouTube:** 'Max Havelaar, 2013, A Climate-neutral Coffee Value Chain'

Hivos Kenya, 2014, The Neema Youth Group – Cirigwa Farmers Cooperative Society Meru Kenya.



## Tool 3.2 i - Young Agri-Business Service Providers

By Kyagalanyi Coffee Ltd, Hivos and Utz certified in Uganda; illustrated by an initiative of the Agriculture Plantation and Livestock Agency in Indonesia

### Why use this tool?

This tool provides examples of approaches to create youth employment by training them to be services providers of Good Agricultural Practices in the coffee sector. Involving young people in service provision to coffee farmers creates youth employment and boosts the youths' interest in coffee and promotion of coffee production in the community as smart livelihood.

### What do you gain from using it?

By showing the project of 'Coffee Youth Teams' of Kyagalanyi Coffee Ltd., examples of strategies are provided to:

- create youth employment in the coffee sector as Business Service Providers;
- increase coffee production by increasing access to training in Good Agricultural Practices for coffee farmers;
- promote the coffee sector as a sound livelihood for young people.

### Who applies the tool and for whom?

Organizations and companies that want to involve youth by creating employment opportunities as service providers in the coffee sector.

### How does it work?

#### Background

Kyagalanyi Coffee Limited (KCL) is one of the oldest licensed coffee exporters in Uganda following the liberalization of the Ugandan coffee industry in 1992. They are

one of the leading green coffee exporters in Uganda with export volumes of circa 400,000 bags a year. They source high-quality Robusta and Arabica coffee from all major coffee-growing areas in Uganda and work with over 8,000 farmers across the country to improve yields and quality of their produce through several sustainability initiatives. This 'Coffee Youth Teams' project will start in 2015 and is part of Kyagalanyi's sustainability approach. Below is a description of the expected activities.

Figure 39: Kyagalanyi's working areas (Source: Kyagalanyi, 2014)



### Step 1: Formation of Coffee Youth Teams

A minimum of 120 rural youth between the ages of 18 and 35 will be assisted to create their own employment and thereby earn an income. 40 Coffee Youth Teams will be formed in the operational areas of KCL's coffee schemes. Each team will consist of a minimum of 3 youths, to be selected after a rigorous interview procedure. The aim is to have at least one woman per team.

## Step 2: Training & feedback workshops

Each team will receive several trainings on GAP skills, business development, UTZ principles, gender aspects and the use of smart phones for M&E purposes. The trainings will be provided by Kyagalanyi, HIVOS, UTZ and Metajua. The business training will focus on business skills and entrepreneurial skills and the development of business models, including attractive price structures for GAP services. Feedback workshops will allow the teams to exchange successes and failures, learn from each other and introduce a competitive element.

## Step 3: Embedding Coffee Youth Teams in existing commercial coffee structures

Each team will be supervised by a commercial guardian. These are trusted, entrepreneurial individuals that have good relations with KCL and have a vested interest in improving coffee production. Supervision by the guardians will promote the commercial drive, accountability and performance of the teams. KCL will sign MOUs with the teams and guardians that spell out the rights and responsibilities of each party. Each team will be linked to one or more reputable agro-input dealers.

## Step 4: Service delivery by Coffee Youth Teams

Each team will offer two lines of services to farmers in their area:

- Provision of GAP services with high labour and/or knowledge demand. This includes planting, stumping with a motor saw, pruning, weeding, harvesting, and applying agro-inputs. Each team will provide 125 GAP services in year 1, increasing to 250 GAP services from year 3 onwards. Farmers will pay for all services.
- Management of farms for aged or absent farmers. Each team will manage a minimum of 2 farms in year 1 and 5 farms from year 3 onwards.

The commercial guardians and KCL will create buy-in from the community through meetings.

The aim is that 5,200 coffee farming households benefit from increased, sustainable coffee production due to better management of their fields by December 2017. It is expected that this will increase coffee production –and household income– by 20% on average.



*Training in coffee tasting (Source: Kyagalanyi, 2014)*

The project will fully equip each team for their work. Payback will be arranged through a 'Service for equipment payment plan' whereby each team has to provide a minimal number of services per month. The anticipation is that each team member will earn 30 euros per month in the first year, increasing to 60 euros per month in year 3.

In addition, each team will serve as a role model for 12 secondary school classes and showcase the opportunities of creating your own employment (in coffee). The aim is that 24,000 secondary school children benefit from the role model provided by the

Coffee Youth Teams to create their own employment (in the coffee value chain).

**Step 5: M&E of Coffee Youth Teams**

The project will develop strategies to measure the impact of GAP service delivery by the youth teams. To do so, each team will use a smartphone to (geo)-track provision of GAP services, coffee yields, income, and school trainings. KCL will use monthly automated reports to monitor and strengthen team performances.

**Step 6: Scaling out**

The Coffee Youth Teams will present their services to the larger coffee community at

the district Coffee Shows, organised annually by Café Africa. In year 3, the project will organise field days for coffee value chain partners, including UCDA, MAAIF and coffee exporters to share the successes and failures of the approach. Facebook and other internet forums will be used to share the concept with a wider community. The project will also produce a short film and information leaflets to promote the Coffee Youth Teams concept in other areas.

**Step 7: Evaluation and joint learning**

An external evaluator will evaluate the project to determine best practices. There will be one joint national youth learning event, funded by Hivos.

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## EXAMPLE: LOCAL GOVERNMENT'S CREATIVE WAY TO GET YOUNG PEOPLE BACK TO RURAL AREAS IN INDONESIA

Young people are no longer interested in staying in their homeland, in places far from Jakarta, in the kampongs. This is especially true if they followed higher education. This also happens in Bajawa, Ngada. Concerned about this, the local government recently invited all scholars to return to their homeland.

As part of their overall programme to develop the coffee sector in Bajawa, The Agriculture, Plantation and Livestock Agency opens up employment opportunities for Bachelors of Agriculture to become site managers who will assist coffee farmers to produce quality coffee.

One of the Bachelors of Agriculture, most of whom are women, is 30-year-old Adelheid Loga. She was immediately interested in the job, back in 2009. She states: *“My background is agriculture and I want to dedicate my life to farmers. People here grow coffee as their primary commodity. I was interested to join the Agriculture Agency programme to help these farmers.”*

As a site manager, she visits the field every day to help farmers with technical issues of coffee processing following the Standard Operational Procedure suggested by Jember Cocoa Research Center. Together with her colleagues, Adelheid gives the farmers directions throughout the entire process; from the initial stage when farmers submit their coffee berries, to processing and then exporting them. The site managers also help with bookkeeping, marketing, and capital aid management, in cooperation with the coffee cooperative.

Every UPH (Processing Unit) is assisted. At the start of the initiative in 2009 every UPH (Processing Unit) had one site manager. Unfortunately, since the local government faced

budget deficits, since 2014 one site manager is in charge of three UPH. They visit the UPHs in turn. Every Sunday, they will join the farmer's meetings and get information on their petty cash, the amount of coffee berries they process, etc.

Adelheid enjoys her experience as a site manager a lot; the most exciting thing for her is that: *"I got to know the farmers and became close with them, building close relations with them like with my own family."*

In addition to the benefit of having a new family, Adelheid also sees opportunities to further develop coffee in this place.

For this reason, if the time comes when the government stops hiring site managers, she plans to continue the work she is doing and

join the other farmers to process coffee in the UPH. *"I am basically a farmer already,"* she says jokingly.



Site manager Adelheid (source: Hivos, 2014)

Adelheid is not alone: more young people now are getting excited about the coffee trend in their kampongs. Adelheid notices that young people now witness the benefits that can be gained from the coffee business and the positive influence that coffee has on the welfare of the community. Consequently more and more of them now start to join in, either on the plantation or in the UPH, and even become members of the cooperative.

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## Credits

Kyagalanyi Coffee Ltd, Hivos, Utz and Metajua Uganda, 2014, Coffee Youth Teams, project proposal for develoPPP.de, BMZ. KfW-DEG.

Hivos Indonesia, Darmawati, I. A., 'Youth and Sustainable Coffee in Bajawa, Ngada, NTT – Indonesia', Case: A Bachelor of Agriculture Dedicates her life to Farmers', 2014

Pictures: Kyagalanyi Coffee Ltd, 2014, <http://kyagalanyi.co.ug/sustainability/kyagalanyi-coffee-services/>

## 3.3 Producer Organizations

### Tool 3.3 a - Effective decision-making between household and producer organization

*By Vanderschaeghe, Lindo and Sánchez for HIVOS*

#### Why use this tool?

Even when coffee production is a family business where women and youth take an important part in production, processing and value-adding, most coffee producer organizations are adult and male-dominated; men make up the majority of the membership and the board.

As long as the producer organization addresses its members as individual producers and not as representatives of their family business, it reinforces the assumption that men are the only coffee producers, and strengthens the practice that only men make decisions at cooperative and household level on production, services and benefits from coffee farming without involving household members.

It is important that the producer organization ensures that all family members, (older) women and young men and women, are informed and can take part in the decision-making process when deciding which services to develop as an organization, whether to adhere to organic certification schemes, how to invest profits, etc.

This tool focuses on the interaction between the producer organization and the household economy and the need to democratize decision-making processes.

#### What do you gain from using it?

- Create awareness of communication and decision-making practices between coffee producer organizations and households and within the household of the members of producer organizations.
- Reflect on the importance of organization members making informed economic decisions, in consensus within their household, involving women and youth, rather than making decisions by themselves.
- Decide on what organizations can do to promote communication and democratic decision-making within the households and organization.

#### Who applies the tool and for whom?

This is a participatory tool to be used in workshops with farming organizations and collective enterprises. As this tool looks into the household dynamic, it is important that both husband and wife, sons and daughters are invited to attend the workshop.

#### How does it work?

This is a two-hour participatory workshop.

#### Step 1: Division in groups

Explain that participants are going to create a role-play. The participants are divided into two or more groups of no more than six or seven people per group.

#### Step 2: Orientation of the role-play

The subject of the role-play will be the dialogue between different household members representing communication and negotiation within the household about a decision made at cooperative level on coffee production and trade.

Ask people to represent in a role-play what happens when a cooperative member returns home from an assembly of the cooperative with a decision that affects coffee farming. The role-play has to show how s/he tells his family (or not) about the

decision and how household members will react. Make sure at least one group represents a bad case scenario (no communication in household) and one group represents a good case scenario.

Possible topics for the role-play:

- Cooperative decided to grant loans to his members for carrying out improvements on the farm.
- Cooperative decided to go for organic certification of member farms.
- Cooperative decided to upgrade quality requirements of products they receive from members for collective selling.

### **Step 3: Role-play**

Each group prepares their role-play, making up a short script and allocating the different roles (member, member's wife/ husband, sons, daughters, grandparents, etc.)

### **Step 4: Presentation of role-play**

Each group presents their role-play to the other groups.

### **Step 5: Reflection - plenary session**

In a plenary session, all participants reflect on the following questions:

- How was the information about the cooperative decision presented to the household members?
- How did you perceive the household communication? Who participates in the decision-making process? Who is heard? Who makes the final decision?
- How do decisions made by the cooperative members affect the lives of women, sons and daughters in the household?
- What can organizations do to improve communication within the family and between household and organization with regard to production and management decisions?

## **Recommendations for the process**

- The role-play allows us to see that different family members have different points of view, interests and concerns when faced with the same topic. For instance on the loan grant, questions of women and youth focused on how much will the interest be, what will they have to put up for collateral, how much time will they have to repay the loan, what will be the most important investment etc., all of which enriches the discussion and the decision-making process.
- The final plenary session ends with the conclusion that good communication and participation by all household members is very important in order to make the best analysis of new commitments or changes in farming practices, business management or marketing of coffee.
- The more family members are invited and can take part in cooperative meetings, the more complete the information received will be, and the better the decisions made by the cooperative and the family will be, ensuring improvements all round.

## **Credits**

Vanderschaeghe Mieke, Lindo Patricia and Sánchez Javier, 2009, In "Systematization of the validation of tools for addressing gender in producer organizations". HIVOS - CEDECO, 2009.



## Tool 3.3 b - Increasing women's access to producer organizations through analysis of Gender-based Constraints

By Vanderschaeghe and Lindo based on USAID 2009

### Why use this tool?

Producer organizations can facilitate collective learning and risk-sharing while increasing the potential for upgrading production and quality improvement. Members have access to new and more services, including inputs, finance and training. In addition, members' bargaining power is increased. Women are often excluded from membership or do not benefit equally. This tool helps to provide insight into the constraints women face in accessing (services of) producer

organizations; it also provides strategies to counter these constraints. The tool is based on the Gender-based Constraints Approach of USAID (see the tool 2.e).

### What do you gain from using it?

- Insight in the constraints women face in accessing (services of) producer organizations.
- Insight in the factors causing women to access (services of) producer organizations.
- Examples of strategies to counter women's constraints in accessing (services of) producer organizations.

### How does it work?

#### Step 1: Strategies are formed to counter Gender-based Constraints for women in accessing producer organizations

Below, three Gender-based Constraints are elaborated, as are the strategies to counter these constraints

Figure 40: GbCs and counter strategies (Source: Vanderschaeghe and Lindo)

| 1. Women are often constrained in accessing (services of) producer associations |   |
|---|---|
| Causes/ factors contributing:   | Strategy:   |
| Exclusive membership criteria, based on land ownership.                         | Encourage association membership to be based on criteria like participation in coffee production rather than land ownership.<br>Raise awareness on land ownership rights and advocate equitable land distribution.<br>Support better enforcement of existing legislative framework regarding land policy. |
| The assumption that only men are coffee producers.                              | Demonstrate women's contributions to family businesses, producer organizations and value chains.<br>Build awareness that coffee production is a family business and that producer organizations should focus on family members' own perspectives and needs.   |



|  |  |
|--|--|
| The single membership policy of associations where men, as heads of the household, represent (the interests of) the entire household | Encourage membership of “wives” and other family members.<br>Encourage change of association rules to promote household members to attend meetings and trainings and to access benefits. |
| Services are only delivered to members.  | Design service delivery focused on household members.<br>Design alternative service delivery schemes for non-producer association members (e.g. rural sales agents).                     |

## 2. If women are allowed to be members, they are often constrained in participation

| <i>Causes/factors contributing:</i>  | <i>Strategy:</i>   |
|--|--|
| Women are not aware of the fact that they are invited to be (allowed to be) members. | Ensure that information about new associations is announced through communication channels used by both men and women. |
| They cannot afford the membership fees.  | Encourage entry and membership fees at a level and on a payment schedule both men and women can manage.                |
| Time constraints limit their participation in meetings.                              | Ensure that meetings are held at times and in venues that facilitate women’s participation.                            |

## 3. If women participate as members, they do not access leadership positions

| <i>Causes/factors contributing:</i>  | <i>Strategy:</i>  |
|--|---|
| Perceptions about men’s and women’s leadership qualities; the perception that women lack leadership qualities. | Invest in leadership training for women and youth.<br>Provide training on association governance that establishes gender-equitable principles of leadership and decision-making (quotas).   |
| Structural constraints for women on time, mobility and other issues.   | Investigate potential barriers to women’s leadership positions within associations and work out action plan.<br>Ensure that leadership responsibilities are adjusted to women’s domestic responsibilities.<br>Promote sharing of roles and responsibilities at household level. |

## **Step 2: Checklist for thinking about constraints and solutions concerning women's access to and position in producer organizations**

- What are the criteria for membership in the association?
- What are the benefits to members?
- How many members are men? How many members are women?
- How much are membership fees (registration and subscription)?
- What is the schedule, frequency, and location of meetings?
- Do you believe that being a man or a woman helps someone to become an association leader?
- What is the number and sex of association officers?
- What are the qualifications needed to become an association leader?
- Which resources (financial, time, other) are required to be an association leader?
- What is the role and position of women within the mixed organization?
- How are the power relations within the organization?
- What are female leaders'/ groups' capacities to influence decision-making about sector services and value chain development?
- Investigate potential barriers to women's entry and continued membership into associations.
- Investigate potential barriers to women's leadership positions within associations.

### *Credits*

Vanderschaeghe Mieke and Lindo Patricia based on Gender-based Constraint Tool of USAID, 2009 in: Promoting gender equitable opportunities in agricultural value chains: a handbook and Anna Lentink from Enclude (formerly Triodos Facet)

## **Tool 3.3 c - Standard for gender equality in cooperative organizations**

*From Confederation of Cooperatives of the Caribbean and Central America (CCC-CA) and HIVOS*

### **Why use this tool?**

Gender equality is an indispensable condition for day-to-day coexistence in the cooperative organisation and for strengthening the relationship with its members, as well as for its development as a socially responsible economic organisation. In guaranteeing gender equality and thus compliance with women's rights in a cooperative organisation, one guarantees optimisation of the performance of staff and also better attention to members, regarding them as owners, clients and investors.

Cooperatives are economic enterprises based on principles of equal rights and opportunities. They strive for democratic decision-making that seeks social welfare, and are committed to the community. They are strategic partners to potentiate economic participation and equal opportunities of women in society and they promote new gender relations.

This requires a clear vision and the urgency to set up actions towards seeking a strong integration between the development of women in terms of their empowerment and participation in management, and the transformations needed by the cooperative structures at every level to become democratic and equal spaces, friendly towards the participation of women with equal opportunities and treatment, turning this equality into a daily practice.

This tool is based on the cooperative principles and values and capitalizes on the good practices that have been developed until now in the cooperative movement. It provides a standard of gender indicators at governance, management and associative levels. It is a user-friendly tool for diagnosis, designing a gender action plan, monitoring progress, and communicating with business partners, certification bodies or donors.

This tool is part of the Gender Equality Certification system developed by Confederation of Cooperatives of the Caribbean and Central America (CCC-CA) with support of HIVOS and Swedish Co-operative Centre to certify cooperatives on gender equality.

### **What do you gain from using it?**

- Diagnose and monitor the progress of cooperative organizations with regard to gender equality by measuring compliance with a set of gender indicators at governance, management and associative levels.
- Reflect on good practices, successes and bottlenecks that have occurred in the process for gender equality.
- Allow the cooperative organisation to establish policies and programmes for developing the necessary conditions to comply with women's rights and thus with equal opportunities.
- Create awareness with evidence that gender equity is beneficial to organisations, not only for women but also for men, families, co-operatives and society in general.

### **Who applies the tool and for whom?**

This tool is applied by a cooperative organisation. It can also be used by an external organisation that is interested in promoting gender equality in a cooperative partner, for joint analysing and defining

priorities for actions to mainstream gender in the organisation.

**How does it work?**

The tool should be used in a regular and planned way to assess progress of gender equality. Based on the results of the assessment, the necessary actions can be set up to achieve a permanent improvement in terms of gender equality.

**Step 1: Organise the gender assessment of the cooperative**

An ad hoc committee, representing the board and the management of the organisation and the gender committee, can perform the gender assessment. Make sure board and management are fully engaged in the gender assessment so as to ensure their commitment to the effectiveness of the process and the action plan resulting from the assessment. Organise focal groups with female staff to have their valuation on topics like labor conditions and gender discrimination, and with female membership to reflect on access and quality of services.

**Step 2: Assess the indicators of the Standard for Gender Equality**

The Gender Standard contemplates three dimensions in the cooperative organisation. Within each of these dimensions, indicators are established that reflect good gender performance.

1. Policy dimension: refers to cooperative governance where decisions are made and resources controlled, where planning occurs and policies are defined.
2. Corporate dimension: where the economic action of the cooperative is organised. It is the structure usually constituted by management, and the one where labour relations occur.
3. Associative dimension: refers to all actions the cooperative carries out with its members, as well as production of goods and services.

Check the degree to which requirements established in the Gender Standard are met, and generate objective evidence of the assessment process.

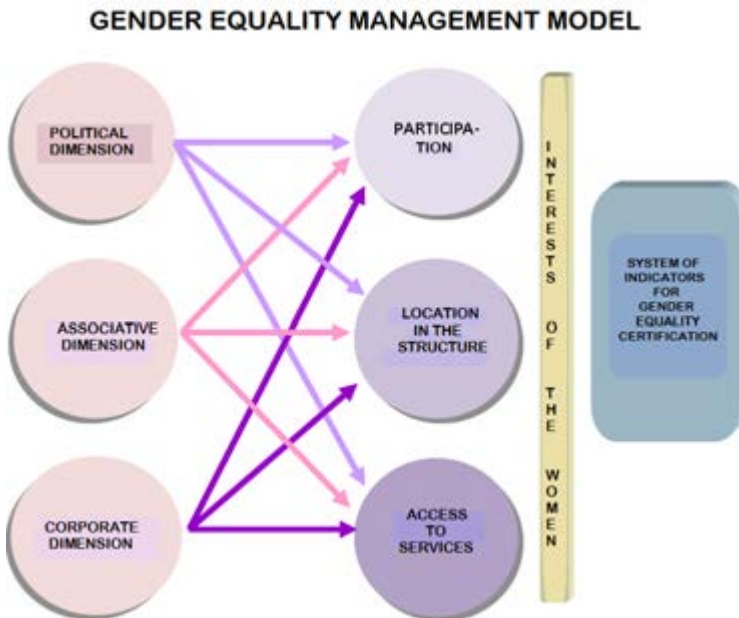


Figure 41: Gender Equality Management Tool

Figure 42.:The standard for gender equality in cooperative organizations

| Criteria   | Must  | Indicator  |      |                             |                |                  | Verification method  |
|--|---|--|------|-----------------------------|----------------|------------------|--|
|  |   |  | Poor | Efforts made but no results | Efforts geared | Results obtained |  |
| <b>1. Policy dimension - cooperative governance</b>          |   |  |      |                             |                |                  |  |
| 1.1 Participation of women in governance bodies.             | 1.1.1 Have guidelines that ensure participation quota of women in governance.                       | 1.1.a Number of women in governance is equivalent to established quota for women.              |      |                             |                |                  | Diagnosis of condition and position of women. Minutes of assemblies, appointments of women in governance bodies, plans to promote applications of women. |
|  | 1.1.2 Manage actions to ensure compliance with established quota for women.                         | 1.1.b Number of applications promoted for positions on the Board.                              |      |                             |                |                  |  |
|  | 1.1.3 Have mechanisms that visualize participation and contributions of women in the organisations. | 1.1.c Number and types of mechanisms to visualise participation and contributions of women.    |      |                             |                |                  |  |
| 1.2 Configuration of quota for "quorum" at the Assembly.     | 1.2.1 Have guidelines that ensure gender representation in assemblies.                              | 1.2.a Application of participation quota of women in "quorum" of the assembly.                 |      |                             |                |                  | Minutes of the assemblies.   |
|  | 1.2.2 Have actions that ensure gender representation in assemblies.                                 | 1.2.b Number and type of actions that ensure gender representation in assemblies.              |      |                             |                |                  |  |
|  | 1.2.3. Have mechanisms to verify gender representation in assemblies.                               | 1.2.c Number and types of mechanisms to verify gender representation in assemblies.            |      |                             |                |                  |  |
| 1.3 Definition of guidelines, practices and definitions with | 1.3.1 Have a legal framework that incorporates a gender equality perspective                        | 1.3.a Approval of institutionalization and practice of gender perspective, participation quota |      |                             |                |                  | Policy paper on Gender Equality. Budget for management   |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| a gender perspective.  | including gender language.   | and changes to by-laws, regulations, planning.   |  |  |  |  | thereof approved. Constitution act of the women's or gender committee. |
|  | 1.3.2 Have a Policy for Gender Equality that considers needs and interests of women in its contents.       | 1.3.b Gender Equality policy designed and being implemented with its respective budget.  |  |  |  |  |  |
|  |  | 1.3.c Gender Equality Policy integrates the women's agenda in its contents.  |  |  |  |  |  |
|  | 1.3.3 Have a political structure (Gender Committee) that ensures management of the Gender Equality policy. | 1.3.d A gender structure is constituted (Women's or Gender Committee) in the style of other committees to monitor policy implementation. |  |  |  |  |  |
| 1.3.e The political structure has a work plan and people responsible for its implementation. |  |  |  |  |  |  |  |

## 2. Corporate dimension - management

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
| 2.1 Labour relations with Gender Equality. | 2.1.1 Have a formally established functional structure that guarantees management of the Gender Equality policy.                       | 2.1.a A functional structure for implementation of the Gender Policy is introduced in the organisation chart.                           |  |  |  | Institutional organization chart, constitution act of the gender committee, publications, tools for the application of the Gender Equality Policy. |
|  |  | 2.1.b The functional structure has a work plan and people responsible for its implementation.   |  |  |  |  |
|  | 2.1.2 Have communication mechanisms to divulge legal frameworks with regard to women's rights: labor rights, gender violence and equal | 2.1.c Number of publications and activities developed, on laws for the defence of labor, civil, political and economic rights of women. |  |  |  |  |

|   |  |   |  |  |  |  |  |
|---|--|---|--|--|--|--|--|
|   | opportunity laws.  |   |  |  |  |  |  |
|   | 2.1.3 Ensure awareness of existing laws and their application.   | 2.1.d Number and type of activities to raise awareness on laws for the defence of labor, civil, political and economic rights of women.                 |  |  |  |  |  |
| 2.2 Human resources policy with equal opportunities.                            | 2.2.1 Ensure existence of policies for the distribution of staff at different levels of the organisation with equal opportunities. | 2.2.a The organization chart has a balance between men and women in assigning management, technical and operational functions.                          |  |  |  |  | Institutional organisation chart with positions by gender. Same salaries for men and women. Policy guidelines on affirmative actions for the promotion of women. |
|   | 2.2.2 Ensure labor promotion policies for women as an affirmative action.  | 2.2.b Evaluation mechanisms are in place to close the salary gap between men and women.   |  |  |  |  |  |
|   |  | 2.2.c The gender equality policy has affirmative actions to promote women at the workplace.   |  |  |  |  |  |
| 2.3 Human resource development and corporate culture have a gender perspective. | 2.3.1. Ensure human resources development policies and corporate culture with a gender perspective.                                | 2.3.a Participation of women in training is at least 50%.   |  |  |  |  | Workshop participation listings. Planning of Gender Equality workshops.  |
|   | 2.3.2. Have programmes for gender training and for the development of women's capacities.  | 2.3.b Participation of women and men in training is at least 50% of each.   |  |  |  |  |  |
|   | 2.3.3. Have a corporate culture of zero tolerance to gender discrimination and sexual harassment and gender-based violence.        | 2.3.c Quantity or percentage of women that were promoted to the board or to technical or management positions.<br>2.3.d Procedure for denouncing gender |  |  |  |  |  |



|   |   |   |  |  |  |  |   |
|---|---|---|--|--|--|--|---|
|   |   | abuses in place and resolving.  |  |  |  |  |   |
| <b>3. Associative dimension – services to membership</b>            |   |   |  |  |  |  |   |
| 3.1 Volume, type and percentage of services used by women.          | 3.1.1 Have statistical information by gender on the use of services.      | 3.1.a Existence of a statistics system by gender to determine equality of opportunities in the services offered by the cooperative organisation to its members. |  |  |  |  | Listing of statistical variables by gender.     |
|   | 3.1.2 Have specific services that are included in the agenda of women.    | 3.1.b Percentage of compliance of agenda through the issuance of services with a gender perspective.  |  |  |  |  |   |
| 3.2 Management of the women's agenda in the cooperative's services. | 3.2.1. Include women's agenda in the general planning of the cooperative. | 3.2.a Women members of the cooperative elaborate their agenda, which is included in the general planning.   |  |  |  |  | Women's Agenda of the Cooperative Organization. |
|   | 3.2.2 Have a mechanism for periodic renewal of the women's agenda.        | 3.2.b Guidelines of the women's agenda with respect to services are implemented for at least 80%.   |  |  |  |  |   |
|   |   | 3.2.c Strategy to visualize participation and contribution of women is defined and being implemented.   |  |  |  |  |   |

### **Step 3: Set up a gender action plan**

Highlight the positive results the cooperative reached on gender equality and communicate them to the organisation. Where performance is poor or no results are obtained, reflect on the bottlenecks that have occurred in the process for gender equality. Identify opportunities and actions to improve equal relations in the cooperative organisation and work out a gender action plan with clear responsibilities and funds.

### ***Credits***

Gender Equality Certification in Cooperative Organizations. Julia Herrera Cevallos and Ana Victoria Guevara. Confederation of Cooperatives of the Caribbean and Central America (CCC-CA), HIVOS 2013.

This tool is part of the Gender Equality Certification system developed by Confederation of Cooperatives of the Caribbean and Central America (CCC-CA) with support of HIVOS and Swedish Co-operative Centre. For more information, contact Julia Herrera, the contact person for Certification System from CCC-CA ([genero@ccc-ca.com](mailto:genero@ccc-ca.com)) or HIVOS ([gvargas@hivos.org](mailto:gvargas@hivos.org); [mquesada@hivos.org](mailto:mquesada@hivos.org))

## Tool 3.3 d - Group formation Workshop

By Enclude, illustrated by St Longinus UPH, Bajawa Hivos Indonesia

### Why use this tool?

Group formation is a way to empower individuals; it both motivates the members to work towards a common goal and combines resources, such as knowledge, network and credit; group activities generate economies of scale. This is specifically useful for youth and women because it is easier to get control and access to resources in a group than as an individual.



### What do you gain from using it?

- A practical guide to carry out a workshop on group formation and functioning:
  - Increasing the participants' knowledge of the function of a group and how to have a strong group;
  - Increasing the participants' awareness on the importance of group rules for the effective functioning of the group.
- An illustration of how group creation empowered and motivated youth to produce coffee in Bajawa, Indonesia.

### Who applies the tool and for whom?

Organizations that want to motivate and empower youth to form groups to produce (coffee) as a group. A person with good facilitation skills (and if possible a person known and respected by the target group in the community; see example below for a driving force of youth empowerment in Indonesia) is required to lead the workshop.

### How does it work?

#### Step 0: Preparation

You need flipcharts, markers and the cartoons of step 7 printed out on A4 sheets or drawn on a flipchart.

The facilitator must prepare the workshop well; make sure to read the facilitators' notes and to let the participants arrive at the learning points of the workshop.

#### Step 1: Objectives workshop (10-15 minutes)

Present the objective and activities of the workshop:

At the end of the workshop participants will have increased their awareness on the importance of group rules for the effective functioning of a group.

#### Step 2: Trust-building exercise (5 minutes)

Introduce the trust-building exercise by explaining the objectives: (i) assess the importance of strengthening trust within the group and (ii) reflect how they (will) implement rules and regulations in their group enterprise. Divide participants into 3 subgroups.

#### Step 3: Group work (10-20 minutes)

Participants work in small groups in which they discuss "how can you build trust and members' commitment in a group?"

#### Step 4: Presentation (15 min)

Each subgroup will present their discussion results in plenary.

## Facilitator's notes

### Important points for the proper functioning of a group:

- All members should have the same reasons for joining a group, e.g. economic aims, social aims. If everyone has different aims, this can lead to disagreements or conflict.
- Members should be similar types of people, they should be keen to work hard together and should be of similar economic status- this will reduce conflict and increase the likelihood of good understanding between them.
- Members should be permanent village residents.
- Members should think carefully about including relatives in the group - relatives often get on well with each other, but sometimes the presence of members from the same family in one group can cause problems for other members.
- Members should have realistic expectations about group membership - joining a group will not mean that all problems are instantly solved. Being in the group involves responsibilities as well as benefits. It involves working hard to build up strong activities which will later start to show good results. Quick results

### Step 5: Discussion (10-20 minutes)

Have a discussion on the outcomes.

Guide the participants to come up with the conclusions on the importance of respect and how to get commitment to implement activities within the group. Use the facilitator's notes to make a summary of the learning points.

Method: brainstorming and lecturing

### Step 6: Group rules (15-20 minutes)

Use the method of asking the questions below in plenary (brainstorming) and write down the answers of the participants on a flipchart; keep the answers in mind to guide the process.

#### ***What are group rules?***

Group rules form an agreement drawn up by members of a group to direct and guide their activities. The group rules apply to all, both leaders and members.

## Facilitator's notes

### What makes a successful group:

- Members have the same interest(s) and clear objectives.
- Members are honest, and willing to work hard to achieve their objectives.
- Members decide on rules and regulations for their group and agree to follow them.
- Members hold regular meetings.
- Members participate in discussions, decision-making,

### Why do we need group rules?

We need group rules for several reasons:

- To draw up suitable regulations to help us achieve our objectives
- To run activities efficiently
- To understand responsibility of members
- To understand responsibility of leaders
- To know the rights of members
- To help to ensure transparency and to build an atmosphere of trust amongst group members
- To ensure that regulations are not infringed upon and to show what steps to take if regulations are contravened.

Figure 43: Group rules help to guide and direct the group members and their activities. Group rules are for the benefit of the group, and commit each member to their responsibilities. Group rules help to avoid, and solve, problems and conflicts.



### The group rules should be clear on:

- The purpose and objective of the group
- The organization and structure of the group e.g. number of members
- The leadership structure and responsibilities of leaders and their period in office
- The responsibilities and rights of the group members (including by-laws regarding penalties for infringing on the group rules)

- How many members must be present at a meeting (the quorum) to make decisions made at the meeting binding
- The group's financial arrangements e.g. membership fees or contributions, sharing of profit.

### When can we use group rules?

Figure 44: Group Rules apply to all members, both leaders and ordinary members. They help to ensure transparency and to build an atmosphere of trust amongst group members. Group rules help to understand the rights and responsibilities of leaders and members.



- To ensure that we stick to our goals
- To educate new members
- For the election of new leaders
- To set membership fee and ensure timely payment
- As guide when running the common enterprise
- To begin a new group activity
- When communicating with other stakeholders (local government, others)
- To replace leaders who are not doing their jobs properly
- To keep a check on the group treasurer
- To ensure the regulations are not infringed on.

### Step 7: Conclusion

Conclude the workshop by summarizing the learning points, illustrate these by showing and explaining the cartoons of figure 43 and 44.

### Credits

Enclude, Lentink, A, 2014, based on training module: 'Group Dynamics and Leadership Skills' developed by Enclude for the World Bank/ TDRPs 'Consolidation of Peace by Strengthening Women Economic Associations' in Northern Uganda, 2013

Hivos Indonesia, Darmawati, I. A., 'Youth and Sustainable Coffee in Bajawa, Ngada, NTT – Indonesia', 2014

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## EXAMPLE: PASTOR PIONEER MOTIVATING YOUTH GROUP FORMATION AND COFFEE PRODUCTION

The young pastor Yohanes Brechmans Ngaji (called Romo Mans) was assigned a new job as a pastor in St. Longinus Parish. St. Longinus is rich in coffee plantations; the majority of the community consists of coffee farmers. The coffee farmers produce Arabica coffee, known internationally for its quality and unique flavour. Coffee production in the area therefore offers great opportunities.

At the same time, Romo Mans observed many of his congregation being trapped in a vicious circle of debt and poverty. This was mainly due to spending too much money on traditional celebrations.

Consequently, he attempted to overcome this poverty circle. He started by replacing the parochial levies with coffee beans. This was a smart solution, because most farms produce coffee in the area anyway. The ones who do not produce coffee can buy it from the farmers, which in turn provides the farmers with an income. This increased solidarity within the community. In addition, the pastor prohibited people from celebrating first communion and other adat events by throwing big and expensive parties. Instead he introduced the education arisan (a kind of tontine) in which he also talked about Good Agricultural Practices of Coffee.



The parochial contribution of coffee was used as input for the pastor's new youth empowerment programme. Due to the poverty and hardship suffered by coffee farmers, young people preferred to leave the area and work in the city. Others stayed in the area, but preferred working in an office or driving a taxi to being a farmer. Romo saw the youth of his

parish being unmotivated to work and had his own strategy to get to them: *"I tried to get into their world first, particularly when they hang out together. I would intentionally invite some coffee investors to explain to them what the future could hold when entering the new coffee business."* By making sense of the world of the youth, the pastor and his team succeeded to activate the young people to form a group. Since 2011 thirty young people are part of the St. Longinus group. They do activities that strengthen group solidarity and at the same time acquire skills in leadership, financial management and organizational responsibility. In the meetings there are mentors from the Catholic Youth Organisation who motivate the youth, and let them visit coffee plantations.



The group carries out all activities required to process the coffee together; from weighing, recording, peeling-off, washing, sorting-out, fermentation, grinding to drying-up. Starting with 2 tons of coffee from the congregation's dues, in 2012 St. Longinus UPH successfully processed 83 tons of coffee beans with a selling price of Rp. 5,000/kg (Rp.3,000 difference from the market price). The quality of the coffee is good; it received grade A by an investor. For

running the UPH, the young people are paid Rp. 500,000 per month; freelancers are paid Rp. 5,000 per hour to wash and sort out the coffee beans. To overcome the period between the harvests the group has started a coffee shop in the nearby nature reserve. They built the shop themselves and run it together. The employment opportunities and high prices motivate other young people to get into the coffee business as well. This pastor unleashed the youth's potential: *"Indeed, we are so succesful because of these young brothers and sisters; because I could have a discussion group with them; I got so many inputs from young people who have clear visions."*

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## Tool 3.3 e - Sensitize Coffee Producer Organizations on the involvement of youth

By Enclude and Sustainable Management Service Kenya, a subsidiary of Ecom

### Why use this tool?

One of the constraints for young coffee farmers is getting access to resources. Access to land is by far the most problematic one. Often traditional ownership structures make it difficult to acquire land from older farmers. There are several ways to overcome the problem of land; most effective is probably involving the older farmers and creating win-win situations. It is best to start sensitization at the cooperative level, because it is evident that young farmers have to be involved to safeguard the future of the coffee sector.



SMS Kenya trains smallholders on Good Agricultural Practices (Source: Condesa, 2014)

### What do you gain from using it?

- An example strategy to overcome the issue of access to land for young coffee farmers
- An example strategy to acquire buy-in from older coffee farmers to involve youth.

### Who applies the tool and for whom?

Organisations that want to involve young coffee farmers in the coffee sector by

means of working with Coffee Producer Organisations.



Coffee production of Ruthaka Farmers Co-op, trained by SMS in Kenya (Source: Condesa, 2014)

### How does it work?

Sustainable Management Services in Kenya is carrying out a project called Basic Needs and 4S@Scale; focusing on the empowerment of youth and women within coffee cooperatives.

They start with sensitization meetings at the management level of cooperatives. Cooperatives have a lot of potential to influence the perceptions of the older members and to support the youth; this can bring change in the wider sense.

The second step is to let fathers give their children a small piece of land to manage. (For instance if an older farmer has 500 coffee trees, convince him to give his son/daughter 50 trees to take care of).

At the same time SMS provides training on Good Agricultural Practices to young coffee farmers; the uptake of new practices is much higher by these youngsters; they learn fast and can apply quickly. Consequently, the yields of young farmers are much higher than those of their fathers; 10-15 kgs per tree versus 2 kgs per tree. This convinces fathers of the potential of the young farmers. Slowly this will stimulate them to let their children manage more trees, or even give them ownership of land.

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## EXAMPLE: THE NEEMA YOUTH GROUP, MERU, KENYA

The Neema Youth Group works on the slopes of Mount Kenya. The group was formed in 2012 and currently has 14 members (4 male and 10 female). The group was formed to merge sources and strengths of individuals to acquire a steady regular income. Group formation was one of the requirements to be enrolled in the Basic Needs project (from SMS, a.o.). Within this project, groups are trained on GAP and on money management, entrepreneurship and group formation.

One of the impediments of youth to get involved in coffee production is the lack of access to required resources: coffee trees, training in Good Agricultural Practices, inputs, finance and land. For women it is difficult to own land. Men do inherit land, but usually only when the parents die. The coffee cooperatives only accepted new members that own land and produce coffee.

Through the Basic Needs project this youth group got officially registered at the Cirigwa cooperative and acquired access to training. Since each member is registered as a member of the Cirikwa cooperative society, the members are able to increase their influence in the cooperative. The women members in the group are now more appreciated by their male counterparts, especially in the group's management. SMS sensitized the management to involvement of youth and encouraged the group's members to become involved in their fathers' farms. As a consequence six members of the Neema group are now managing (part of) their fathers' coffee trees.

Together as group they started to save and loan, which increased access to credit. As a group they assist older farmers with coffee production; pruning, spraying, harvesting and feeding livestock. In addition this they run a successful cereal business. The group now farms coffee and non-coffee crops, such as tomatoes, watermelons and vegetables, and they rear chickens. They earn 500-750 KES per week individually and the chairman currently has 60 coffee trees. Their plans for the future are to expand their cereal business, have individual businesses for all members, a greenhouse for vegetables, a communal piece of land and a cyber café for the group. The group is in the process of consolidating finance for a coffee tree nursery, which will allow them to sell coffee seedlings to the members of the cooperative.

The Neema group has learnt to grow coffee as a business; all member are now coffee farmers and this has raised their living standards. One of the youth stated, *"We were poor and idle and very much involved in alcohol, until when we decided to form a group that would help us."*

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### Credits

Sustainable Management Service Kenya  
(subsidiary of Ecom), Karani Ireri, E., 2014,  
email conversation  
Condesa, 2014, [http://www.condesa.com.au/\\_blog/Condesa\\_Blog/post/Kenya\\_Sustainable\\_](http://www.condesa.com.au/_blog/Condesa_Blog/post/Kenya_Sustainable_)

Management\_Services  
Hivos, Caroline Mukeku and Catherine van der Wees

Case study Neema and Vijana uprising youth groups, 2014

## **Tool 3.3 f - Methodology for engaging rural youth in the cooperative and the coffee sector**

*Based on the experience of the Union of Agricultural Cooperatives SOPPEXCCA in Jinotega, Nicaragua*

### **Introduction**

In many rural communities with coffee-based economies, the farms or agricultural plots are so small and the number of children is so large that families have a limited capacity of transferring or passing their land on to their children as an inheritance. Consequently, many young people are forced to leave their families and communities to search for jobs on larger farms or estates, or to move to cities or emigrate to other countries.

Thus, organizations of coffee producers have developed strategies aimed at creating economic opportunities for young people, which include seeking funding for purchasing land close to their communities, providing resources to help them grow their own coffee, and supporting education and vocational training, so that young people can get jobs in their own communities, producing both coffee and associated crops.

### **Why use this tool?**

The tool consists of a group of methodological steps that help organizations of coffee producers to promote strategies that encourage young people from rural areas to become part of the coffee value chain. These steps include building their capacities, increasing access to jobs, support youngsters to start a coffee farm or create their own businesses, as well as contributing to their community's overall development.

### **What do you gain from using it?**

- Local capacities are improved, and new generations of farmers, both men and women, are engaged in the coffee sector.
- Young people gain more access to resources in the coffee sector, and to organizations and cooperatives in this sector.
- Job opportunities and business initiatives are created for young people in the coffee value chain.
- Young people feel proud and more involved with the coffee chain and the communities where they live.

### **Who uses this tool and for whom?**

Organizations and cooperatives of coffee producers.

### **How is it used, and what determines its success?**

A step-by-step guide for designing and implementing a methodology that engages young people is presented below:

#### **Clearly define the strategy's objective**

This should be collectively defined by the organization. Organizations and cooperatives of coffee producers have different ideas about the roles that young people can play in the coffee value chain, or in producer organizations. The members of coffee producers' organizations and cooperatives want their children to continue their work on coffee farms or in related businesses. However, young people do not always find the idea of staying in rural areas attractive, nor do they find opportunities in local economies.

Defining the organization's objective for engaging young people with the coffee sector should include the following steps:

### **Step 1: Clarify the organization's views and expectations**

This means clarifying what adults expect with respect to promoting young people's involvement in the coffee sector. Some of their ideas might include:

- Promoting a new generation of members of organizations or cooperatives, and including young people in the organization's activities.
- Allocating resources for young people, so they can produce their own coffee crops.
- Training young people in order to generate business initiatives linked to the coffee sector, or that help the sector diversify.
- Allocating resources to young people to ensure their access to different educational programmes, and supporting their job insertion at different links in the coffee chain.

### **Step 2: Clarify young people's views and expectations**

This means identifying their expectations with respect to the coffee sector. To do this, visualization and reflection techniques can be used with groups of young people of both sexes, to help them define their dreams and goals. It is important to determine whether or not these young people are interested in developing a professional relationship with the coffee sector. Help them visualize their life vision and life plan and reflect collectively on constraints and opportunities to reach their vision, as an input for strategies a cooperative can put in place to support youth. (See also GALS tools)

### **Specify the strategy's actions**

Once the common aspects of the organization's and young people's views and expectations have been determined, the next step consists of defining the strategy that will be used with young people. It is important to make sure that

young people play an active role in designing the actions.

Examples of the kinds of actions that can be undertaken:

- Promote a new generation of members of organizations, including sons and daughters, and their participation in the organization's key activities. For example, define quotas to ensure that young people take part in courses on cooperative organization, or quotas to guarantee youth participation in training workshops about coffee crop management techniques. Conduct youth leadership training and courses about young people's rights. Invite youth groups to participate as observers in the organization's decision-making processes. Finally, set up youth commissions, or promote their own organizations. These activities have been successful in many different producer organizations.
- Promote the capitalization of young people's efforts, to enable them find job opportunities in the coffee sector. For example, resources can be allocated to young people for financing the purchase of land and/or planting coffee, or for financing businesses that provide services to the coffee chain. The organization can promote the idea of legally transferring land titles to offspring and provide assistance to members wishing to do so. Resources can also be used for technical training about coffee farming.
- Allocate resources to support education at different levels. Obtain funds for increasing access to secondary, technical and professional education for adolescents and young adults in rural areas. This could become an organizational policy, focusing on professions linked to improving quality in the coffee chain, in areas like administration, accounting,

management, commercialization, English, and customer services; and in other social development needs of coffee producers' organizations and communities, such as teachers, doctors, etc.

- Support the insertion of young people into different jobs that are part of the coffee chain. For example, setting up plant nurseries, providing machinery maintenance services, producing biological fertilizers and pesticides, creating businesses linked to diversifying coffee farms (cocoa, beekeeping), and providing training for baristas and coffee cuppers, who in turn offer services to cooperatives.



*Coffee cupper in the laboratory on coffee quality of SOPPEXCCA*

### **Include recreational and creative elements in the strategy**

One factor that reduces the attractiveness of staying in their communities is the lack of recreational options, or other activities that would motivate creativity among young people. Although such activities are really the responsibility of local governments, thousands of farm communities around the world lack such options for their youth.

Various experiences with organizations and cooperatives of coffee producers have

shown that strategies which respond to the interests of young people should provide, at a minimum:

- Basic resources for local sports activities.
- Basic resources for creative or artistic activities, such as theatre groups, dance, music, or video production by young people themselves.
- Basic resources for personal development courses such as self-esteem, reproductive rights, and gender relations.
- Basic resources for promoting environmental conservation, since this is something that young people find important.

Methodologies should include the use of creative and interactive learning techniques, which help young people to better incorporate what they have learned and to generate more self-esteem.

### **Promote young people's active participation in designing, planning, implementing and monitoring actions**

The methodology for engaging young people in the coffee sector uses an approach aimed at youth empowerment.

This means that, on the one hand, actions should be designed, planned and implemented in consultation with young people, and should also be validated by them. Thus, the use of focal groups and other participatory consultative techniques is recommended.

On the other hand, social and business leadership training courses for youth should also be developed, to ensure the strategy's effectiveness. Such training will strengthen young people's capacities and allow them to assume positions within organizations and businesses in the near future.

This also means promoting the definition of their own agendas, in which young people specify the technical training they are interested in obtaining in terms of professional and job development options, as well as opportunities for personal development.

Finally, young people should be involved in monitoring the strategy. The use of focal groups and participatory techniques is suggested, both as part of the monitoring methodology and for measuring the strategy's impact on engaging rural youth in the coffee sector.

### Credits

The tool "Methodology for engaging young people from rural areas in the coffee sector" was designed by Patricia Lindo and Mieke Vanderschaeghe, based on the experience of UCA – SOPPEXCCA, in Jinotega, Nicaragua. August 2014.

Lindo, P. and Vanderschaeghe, M. (2014). Case study: The strategy for engaging youth of UCA-SOPPEXCCA. HIVOS-AgriProFocus. Unpublished.

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## EXAMPLE: THE STRATEGY FOR ENGAGING THE YOUTHS OF THE UNION OF AGRICULTURAL COOPERATIVAS UCA-SOPPEXCCA, JINOTEGA, NICARAGUA

The Union de Agricultural Cooperatives (UCA) SOPPEXCCA was founded in Jinotega, Nicaragua in 1997. Today 650 men and women producers with their families are organized in 15 cooperatives in the UCA SOPPEXCCA. 37% of the membership is female. SOPPEXCCA Nicaragua stands out as being a union of cooperatives that sells high-quality coffee in organic, fair trade and speciality markets. UCA SOPPEXCCA has received various acknowledgements and awards for the quality of its produced coffee and for its family approach which involves women and youth from a gender equality and intergenerational perspective.



Figure 45



SOPPEXCCA's intergenerational approach focuses on the promotion and organization of young men and women in the Youth Movement and their training as promoters, as a strategy to engage young people in the development of the cooperatives and their communities. Besides, SOPPEXCCA has a programme called "Muchachitos del Café" (Children of Coffee), to promote alternative education in primary schools on leadership, participation, environmental education, culture and sports for younger kids.

*12 years ago, the idea of defining a policy for youth arose in SOPPEXCCA ... To manage a fund to finance the purchase of land close to their families or for starting their own businesses, so young people don't have to emigrate and can stay to work in their own communities. First we only had funds for training them in the field of cooperative movement ...now we got new funding, and requirements were defined so youth could access credits for the purchase of land.*

*(SOPPEXCCA founder and member of the Board)*

The mechanisms and actions for engaging youth in SOPPEXCCA include:

- Scholarships to finance high-school or university education. Currently SOPPEXCCA gives scholarship to 54 youngsters, daughters and sons of members, benefiting on average three young people from each cooperative. In addition to performing well at school, another requirement for being awarded the scholarship is that the student has to engage in different activities in support of cooperatives, e.g. support to farmer families with farm records to comply with certification standards, or managing cooperative account records and promoting and divulging the cooperative's principles and rules among members.

*In the afternoons, I participate as a promoter in the cooperative, helping seven producer families register their farm activities and the occurrence of pests and diseases (young student).*

- Access of young women and men to funds for land purchase. SOPPEXCCA has allocated 45% of its funds to land for young people from the Youth Movement, who are prioritized as beneficiaries of the credit fund.
- Development of vocational training of young people in partnership with local training centres in areas such as the agricultural technician, coffee cupper, barista, internal inspectors for organic and fair trade certifications, promoters for coffee quality, and environmental promoters. Two young people are the "master cuppers" in SOPPEXCCA's cupping laboratory. One is also a barista, was selected for seven consecutive years (2005-2012) as the official coffee roaster of the international Cup of Excellence competition, and is one of the two Nicaraguans in the international panel of 22 judges.
- Access to youth employment. SOPPEXCCA has an affirmative action policy to employ graduated sons and daughters of members. Its quality control laboratory is managed by young people who permanently assess the coffee of farmers to improve quality. Young people are employed in the coffee shops SOPPEXCCA opened in Jinotega and in the capital Managua, pioneering a culture of quality coffee consumption in local markets. Junieth Leiva is an example of personal and professional growth in young women. At the age of 12 she began to participate in cultural activities in the "Coffee Kids". Later she joined the movement of young environmentalists of SOPPEXCCA and started to work as one of the supporting staff in SOPPEXCCA's central office. She passed a barista course



and now runs the small café shop owned by SOPPEXCCA in the centre of the city of Jinotega. With her income she pays her university studies. She says:

*At first I did not like the things related to the cooperative, but I started to enjoy the teamwork, working to help other people ... if I had not participated in SOPPEXCCA, I wouldn't have achieved what I am now.*

- SOPPEXCCA generates alternative spaces for recreation and youth participation in their communities, groups of young painters, literacy programmes, music and culture programmes, and initiatives for small businesses selling handmade products or travel services. These actions also focus on promoting the roots and identity of the young people within their communities, while contributing to solutions to problems like environmental, health and literacy.

*I was part of the dance group, SOPPEXCCA promoted, then I got involved in sport activities and environmental actions, to reforest and as a tour guide (young female).*

Investment in human capital proved to be a cornerstone of SOPPEXCCA's business model. Much of its success as a cooperative of small farmers accessing speciality markets is attributable to its team of trained young volunteers and technical staff who assisted coffee producers and others across the entire production chain. (International American Foundation, <http://www.iaf.gov/>)

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## Tool 3.3 g - Leadership Workshops for Young Coffee Growers

*By Enclude and the Colombian Coffee Growers Federation*

### Why use this tool?

Well-equipped leaders are required to get things done in the community. Democratic leaders can represent interests of groups. This tool can empower male and female youth and older women to speak up and participate in the community, and in coffee cooperatives specifically.

### What do you gain from using it?

- Practical guidance on how to facilitate a workshop that will raise awareness and stimulate leadership skills in the workshop's participants.
- How to embed Leadership training in a Young Coffee Farmers Programme (see the example of FNC Colombia in the box at the bottom)



*Young female coffee growers, Colombia (Source: FNC, 2013)*

### Who applies the tool and for whom?

This tool can be used by organisations that aim to empower youth to take up responsibilities within coffee production and represent the interest of productive groups. It is a guide to provide a participative workshop on leadership; it can be applied by coffee companies/

organisations or trainers/facilitators contracted by these organisations.

### How does it work?

#### Step 0: Preparation

Trainers/facilitators need to prepare the session well by familiarizing themselves with the material and the objectives of the workshops and exercises. Prepare the materials (ppt or flipchart, handouts) needed during the workshop in advance. Flipcharts and markers are needed, as well as cards with the character explanations for the role play.

#### Step 1: Introduction of this Leadership Styles and Good Governance workshop

Explain the objective and activities of this session.

The participants will be able to (i) experience the influence of the different leadership styles on group outcome and (ii) practice good governance.

Explain the activities; there will be some lecturing and brainstorming and a role play, first in groups and afterwards in plenary.

#### Step 2: Introduction of the exercise: leadership style role play

Introduce the topic by explaining the role of a group leader. To be able to undertake the leadership functions (such as planning, organizing, directing and controlling) the group leader should have certain leadership skills. S/he must have the qualities to motivate people and to direct them so that things are done by and with the people.

Method: Lecture

Divide the group into two smaller groups (four people per subgroup). Each group is given some material to 'build' with (e.g. straws, pins, paper, tape, and stapler). The trainer will appoint one leader and two observers in each group. (Hints: The trainer can appoint leaders according to their personal characteristics i.e.

autocratic, laissez faire; however, be cautious - during discussions some participants might offend some of the role-players by giving out personal criticism about their personal characteristics – moderate accordingly.)

### Step 3: Role play

The other participants act as observers and are asked to keep the following questions in mind:

1. Who is the leader of the group?
2. Describe his/her leadership style, giving examples of his/her behaviour.
3. What is the atmosphere in the group?

4. How much are the other members of the group involved and participating?
5. Is any behaviour of the group members directly related to the way the leader is behaving?

Before starting the exercise the leaders of the two groups are briefed separately by the trainer. They are told to behave as an autocratic leader and a laissez faire leader respectively (see briefing notes below). If the group is very small the trainer can also act as an observer.

## The Laissez Faire Leader

Your job is to be a 'let it happen' (laissez faire) leader.

Display this style of leadership to your group without informing them of what you are doing.

The task of the group is to build a structure out of the material given. The structure will be judged after the exercise for its height, strength and beauty.

The structure is to be constructed from the members' individual ideas. You should be friendly but should only respond if the members ask you something. You should not direct the group in any way.

You can tell them what the task is, but avoid making any suggestions about what is to be done, how it is to be done, or who is to do it. Let every member decide what is to be done. Do not praise or criticize anyone's work.

## The Autocratic Leader

Your job is to be a dictator. Display this style of leadership to your group without informing them of what you are doing.

The task of the group is to build a structure out of the material given. The structure will be judged after the exercise for its height, strength and beauty.

This structure is to be constructed entirely according to your ideas. Do not tell the members of your group your ideas, nor give them information about what the finished structure will be like. Simply give them their work. Give tasks and orders, but do not accept any suggestions. Do not allow them to choose what to do. Do not allow the members to talk to each other. They must speak directly to you if they have anything to say. Feel free to criticize or praise their work in whatever way you like.

#### **Step 4: Observation**

Ask the groups to do the exercise for 15 minutes and alert the observers to observe the process.

#### **Step 5: Open the discussion and close the role play**

Processing: Ask members of each group to share their experience of the leadership during the exercise and to state how satisfied they feel about:

- the way their leaders motivate them
- their own participation in the task
- the structure built by their group

The observers are asked to give their observations.

Then the leaders tell the others about the leadership style they were supposed to play.

Close the role play at the end; let the participants shake off their role and become themselves again.

#### **Step 6: Open discussion**

Summarize the learning points by presenting the Trainer's notes and link them with the role play.

#### **Objectives**

To empower leaders and members to understand different aspects of leadership:

- Responsibilities and tasks of leaders (chairperson, secretary, treasurer)
- Responsibility of group members to leaders
- Types of leadership styles, advantages and disadvantages

#### **Who is a leader?**

A leader is a person (man or woman) selected to lead others in order to achieve certain objectives/goals.

#### **What is leadership?**

Leadership involves taking responsibilities for overseeing and monitoring group functions and each step in the group's operations. Leaders are assigned people, recognized and accepted by all members to carry out this role. Usually, 'leader' refers to a group chairperson (male or female member of the group), but it may also refer to the whole committee consisting of chairperson, secretary and treasurer

## **Trainer's notes – Leadership Skills**

### **Purpose:**

Leadership skill development in this training is provided in order to develop and improve leadership qualities and capabilities and to induce leadership attitudes and organizational skills necessary for management. This workshop will help a group to run their common enterprise in a transparent and democratic manner. This topic helps to raise awareness regarding different leadership styles, and helps the groups to define their needs in terms of leadership.

It is beneficial for everyone to understand what it takes to be a good leader. Experience shows that at the local level, group leaders rarely possess relevant skills necessary for managing of their groups. Many local leaders are selected by means of traditional practices, which are often not democratic. This type of leadership is loosely connected and denies the participation of the wider communities - particularly women and youth - in decision-making because traditionally, they are not represented in leadership positions.

Figure 46: Responsibilities of Each Leadership Position (Source: Enclude, 2012)

| Position          | Responsibilities   |
|-------------------|--|
| Chairperson       | <ul style="list-style-type: none"> <li>To organise meetings</li> <li>To chair meetings (leading discussions and summarize)</li> <li>To encourage members to participate in discussion, decision-making and work</li> <li>To ensure use of and compliance to the group rules</li> <li>To ensure that secretary and treasurer meet their obligations</li> <li>To ensure payments of membership contributions and sharing of profit</li> <li>To delegate work and assignments</li> <li>To maintain peace in the group</li> <li>To represent the group</li> </ul>                |
| Secretary         | <ul style="list-style-type: none"> <li>To write agenda and minutes of meetings</li> <li>To maintain all group records including attendance at meetings and self-help activities</li> <li>To read minutes of the meetings</li> <li>To maintain group correspondence and to report to the group</li> <li>To maintain the record book</li> <li>To assist the chairperson</li> </ul>   |
| Treasurer         | <ul style="list-style-type: none"> <li>To maintain group financial records</li> <li>To safeguard and manage the group's finances and contributions</li> <li>To give receipts for the money received</li> <li>To keep cash-book and receipts of purchases, sales and received money</li> <li>To assist the chairperson</li> <li>To report to members about expenditures, receipts and balances in bank, and money due to be collected</li> </ul>  |
| Committee members | <ul style="list-style-type: none"> <li>To prepare the agenda and schedule meetings</li> <li>To report on committee activities</li> <li>To make suggestions and give advice to the group</li> <li>To promote decision-making</li> <li>To implement actions after decision-making</li> <li>To monitor fulfilment of the group rules and to discipline members</li> <li>To delegate tasks in order to encourage participation</li> <li>To contact relevant resources, persons, groups and institutions</li> <li>To represent the group in day-to-day group decisions</li> </ul> |

**Why is leadership important?**

To oversee and coordinate group activities, and enable the group to run smoothly and achieve its goals.

**Who can become a leader?**

Any group member (male or female) qualified by the group to carry out the duties can become a leader.

Figure 47: Leadership types (Source: Enclude, 2012)

| Qualities of a good leader  | Qualities of a weak leader   |
|---|--|
| Active, energetic, motivating others<br>Respectful<br>Not an alcoholic/drun kard<br>Not shy<br>Brave<br>Honest<br>Patient<br>Able to communicate with others<br>Acts with discretion: Able to keep group secrets<br>Likes working with others | Not capable to lead others<br>Not patient<br>Dictating<br>Not trustworthy<br>Not cooperative<br>Dominated by partiality<br>Selfish<br>Full of irritation |

**How can a leader be found?**

Some people are natural leaders, others have hidden skills because they have never had the opportunity to show or use them. Through discussion about qualities and selection of qualified members, people can become aware of necessary skills to lead a group or to carry out certain

functions in a group committee. Moreover, discussions about the selection of qualified members may be enhanced through communication training.

Briefly explain the 3 leadership styles:

1. Autocratic leadership
2. Democratic leadership
3. Laissez-faire leadership

Figure 48: Leadership types (Source: Enclude, 2012)

| Type                     | Characteristics   | Advantages                                | Disadvantage  |
|--------------------------|---|---|---|
| Autocratic, Dictator     | This is a leadership style which gives directives to people, what to do? How to do it? S/he expect good results from them.  |   | This type of leadership involves instruction-giving with too much threat; people have no time to ask questions; as a result they will perform poorly. |
| The laissez-faire leader | This type of leadership delegates his or her responsibility to someone who is capable of working on behalf of him/her. There is room to discuss existing problems, and find the solutions. He/she does not give direction to the group. | Everyone is required to contribute ideas. | It is time-consuming; it takes time to come to a consensus. The group loses its direction in most cases.  |

|            |   |   |   |
|------------|---|---|---|
| Democratic | All members have equal opportunity to participate. Any member can become a leader so long as they are qualified and accepted by the group. It means that elections to change the leaders take place regularly. This rotation of duties helps to promote participation.<br>Participatory leadership refers to the way the leaders carry out their functions; they encourage all members to be involved as much as possible in the operation of all group affairs by keeping them well informed, by delegating tasks and by maintaining open discussions. | This is a good type of leadership since it involves everyone in the decision-making and planning process. | This is a relatively time-intensive process in terms of reaching group consensus. |
|------------|---|---|---|

Ask participants about the relation between leadership style and:

- Situation. In which type of situation is which leadership style more appropriate?
- Delegation. Which type of leader likes to delegate? How should you delegate tasks?
- Motivation and productivity.

Different situations call for different types of leadership. Explain that a group leader should always combine different leadership styles according to the situation and the tasks to be carried out. Also, experience shows that the behaviour of workers, their feelings about their leader and the end results (production) differ per type of leadership.

Method: brainstorm and lecture.

### Step 7: Styles to motivate

Have a brainstorm session on ways in which leaders can motivate the members of the group. Try to focus the discussion on immaterial things rather than issues such as money.

Conclude with a Lecture summarizing the learning points.

### Recommendations for the process

The leadership training process should be embedded in local participative structures that allow applying the developed skills once the young farmers return to their communities (see example of FNC below).

### Credits

FNC, 2014, Leadership Workshop in the "Esteban Jaramillo Farm", Venecia – Antioquia, Colombia

Lentink, A, 2014 based on modules from the 'Consolidation of Peace through the Strengthening of Women Economic Associations' project in Uganda for the World Bank/TDRP, by Enclude (formerly Triodos Facet), 2013

Regional Coffee Growers Committee of Antioquia ([www.federaciondecafeteros.org](http://www.federaciondecafeteros.org)) and FUNDECAFE (Coffee Education Foundation).



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## EXAMPLE: YOUNG COFFEE GROWERS PROGRAMME, FNC COLOMBIA

A significant trend around the Coffee Growing areas is the increase in the age of the producer population. In Colombia it reaches 50 years old on average. The family heads are usually the farm managers, responsible for directing and decision-making in their crops. For the young coffee farmers to remain in their region of origin, they need work and income opportunities as well as options to assume responsibility and leadership roles in their communities.



To guarantee the sustainability and strength of the coffee sector in the future, the Colombia Coffee Growers federation (FNC) started the Young Coffee Farmers Programme in 2009. It is a comprehensive programme with two main pillars: (i) build the capacity of young farmers to grow quality coffee through Good Agricultural Practices training and guarantee their livelihood through extended agribusiness, (ii) empower young people and build their social networks.

To become motivated to participate in society, the youngsters require personal and social skills like leadership, teamwork, alternative conflict resolution and democratic participation. To this effect FNC provided Leadership workshops for young coffee growers in Antioquia. The workshops are provided to young farmer populations (aged between 15 and 33) who are participants in the Young Coffee Farmers Programme. This means that they have been selected on the basis of some criteria (such as motivation and access to land). As part of the programme they are officially registered coffee-growers within FNC. The workshop is one of the aspects of the wider strategy of the programme.

The workshop aims to strengthen leadership in the rural areas and the Coffee Sector, within the democratic and participative structures of the Colombian Coffee Growers Federation. The workshops are learning places that foster participation, analysis, reflection, and search for changes in



behaviour and practices that promote improved quality of life for the young farmers and their families. The learning methodology is flexible to cope with the specific conditions of the participants in the rural areas, like distant locations and difficult transport, time constraints due to work or school commitments, and low formal education levels.

25 to 30 young farmers attend a 1 to 3 days face-to-face workshop directed to foster leadership within the local coffee guild structures and strategic plans, focusing on development of personal skills and oriented towards action as per their local priorities. The workshop structure includes the presentation of the coffee guild institutional structures, development of leadership skills, and promotion of identity and ownership towards the rural areas and the coffee sector. The training topics like leadership types, the importance of effective teamwork and strategies, and local participation and development work are addressed in different ways. Experts facilitate experiential exercises directed to understand and apply skills as well as encourage the participants to exercise their leadership potential.

### Step 1: Design the workshop's contents

Determine the exact objectives of the workshops; what should the participants know and be able to apply at the end? How does it fit within the wider programme of youth inclusion in coffee production? Review local and coffee sector strategic development plans and relevant institutional documentations, to give a framework to the participation mechanisms and action lines. Determine the subjects and objectives of each session of the workshop in cooperation with expert facilitators.

Figure 49: Example of a Workshop Agenda for 3 days (source: FNC, 2014)

| Day | Hours | Themes   | Content   | Facilitator                  |
|-----|-------|--|---|------------------------------|
| 1   | 4     | Leadership   | Definition, styles and functions.   | Expert management trainer    |
| 1   | 4     | Values   | Behaviour, freedom and responsibility.  | Expert management trainer    |
| 2   | 6     | Institutional knowledge and Coffee Sector Structures | Challenges and opportunities within the coffee sector.<br>Cooperativism, coffee growers and coffee institutions.<br>Coffee participative structures and mechanisms.<br>Coffee Democracy & election rules. | Guild's leaders              |
| 3   | 2     | Leadership & Communication                           | Elements for good communication.  | Expert communication trainer |

|   |   |                    |   |               |
|---|---|--------------------|---|---------------|
| 3 | 2 | Economy and coffee | Basic economic concepts and coffee as an economic alternative.<br>Competitiveness in the coffee sector. | Coffee expert |
| 3 | 2 | Closing            | Life Plan<br>Evaluation and commitments   | Trainer team  |

### Step 2: Design and prepare training materials

While designing and collecting the training content/materials, take the educational level and interests of the young participants into consideration. Select the documents and adjust to ensure understanding of content by young rural population. For the presentation of this material, practical methodologies should be used that allow interaction of the participants to achieve a higher level of participation and ownership. Make use of expert trainers where needed.

For materials, you could think of: name tags, assorted markers, pens, pencils, notebooks, cardboards, heavy masking tape, rulers, scissors, erasers, sharpeners, glue pens, transparent tape, colored chalks, paper, colored balloons, whistle and stopwatch, signs, balls in different sizes, candy packages.

### Step 3: Workshop Implementation

The workshop begins with a welcoming presentation to explain the objectives, the agenda and the work methodology. As preparation, the participants can receive short documents or online materials that serve as references for the training. During the closing session, the participants structure a "life plan" to follow up and apply what they learned, and evaluate the workshops.

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## 3.4 Large Businesses

### Tool 3.4 a - Business as a direct employer

*From Oxfam International, GRI & IFC and UNIFEM & UNGC*

#### Why use this tool?

Companies and especially large companies could do much more to improve their business by better representing and supporting women employees.

#### What do you gain from using it?

- Improve the efficiency of your business.
- Addressing gender equality in the labour force and in the board room of your own company enables you to attract and retain the best employees, increase productivity, improve morale, reduce absenteeism, increase return on investment in staff training and career development, enhance your corporate image and reputation, and increase innovation. There is also evidence on the link between numbers of women in management and on the Board, and a company's financial performance. Companies with women at the top: "make better decisions, produce better products, and retain several key business advantages over more homogeneous companies". Finally, evidence suggests that commercial teams which reflect the demographic characteristics of the market are better positioned to respond to changing consumer needs, and that products developed in this way can better respond to the needs of the consumer base.
- Meet the equality requirements
- Companies in most countries where they directly employ personnel are

obliged to promote the rights of women and guarantee that female workers enjoy equal wages, adequate working conditions and fair career prospects. These obligations are supported by the ILO. The ILO Constitution's Preamble also stresses 'the provision of an adequate living wage'. The CEDAW (The Convention on the Elimination of All Forms of Discrimination against Women), adopted in 1979 by the UN and signed by 64 countries a year later, is an international bill of rights for women, and dedicates a chapter to women's rights in employment.

- Applying the Women's Empowerment Principles -- Equality Means Business is a joint initiative of UN Women and the UN Global Compact. The Principles outline seven steps for business on how to empower women in the workplace, marketplace and community. The Principles highlight that empowering women to participate fully in economic life across all sectors and throughout all levels of economic activity is essential to build strong economies; establish more stable and just societies; achieve internationally agreed goals for development, sustainability, and human rights; improve quality of life for women, men, families and communities; and propel business' operations and goals.
- Avoid sexual harassment.
- Companies look for practical examples of how to establish a zero-tolerance policy towards all forms of violence at work, including verbal and/or physical abuse and prevent sexual harassment.

#### Who applies this tool and for whom?

This tool provides a checklist of possible actions to be taken by the management of a company. The checklist can also be used for lobbying by personnel of the company to encourage their management to address gender equality.

## How does it work?

### Step 1: Implementation and Practice

#### **A. Ensure Gender Equality in Organizational Governance and Values**

Organizational governance and values should be the starting point for reporting gender-related organizational practices, as an organization's governing principles and values affect everything it does.

In order to implement gender equality at the governance level, an organization can make a clear and explicit commitment to gender diversity in the organization's mission statement, in order to:

- Produce an organizational plan on how to achieve the organization's commitment to gender diversity with measurable targets (e.g. numbers of women as board members and in management positions), assigned responsibility, a timetable for action, and procedures for monitoring implementation.
- Establish a budget for gender initiatives at the organizational level.
- Identify a board-level individual who champions the organization's gender-equality policy and plan.
- Appoint a person or team to manage gender equality within the organization.
- Include gender as a performance indicator on the organizational scorecard.

#### **B. Gender Equality in the Workplace**

The following policies, initiatives, and activities may help facilitate the goal of gender diversity and equality in the workplace:

- Ensure fair and comparable wages, hours, and benefits, including retirement benefits, for comparable work regardless of gender. Conduct regular fair-pay reviews
- Undertake recruitment and retention campaigns that target women and men

for occupations that are not normally considered "typical" for their gender

- Ensure both women and men participate in recruitment panels
- Provide professional development opportunities such as formal or informal networking and equal mentoring opportunities for women and men at all levels, including those women working in non-traditional fields
- Prohibit discrimination based on marital, parental, or reproductive status in decisions regarding employment or promotion
- Implement concrete, verifiable actions promoting work-life balance, such as flexible work options, family leave, dependent care, wellness programmes, and work force exit and re-entry opportunities. Allow employees to take time off work for childbirth, parental leave, and family-related responsibilities
- Allow time off from work for employees seeking medical care or treatment for themselves or their dependents, including family planning, counseling, and reproductive health care, and support opportunities of return to positions of equal pay and status in the event of ill-health.

At infrastructure level:

- Provide protection from exposure to hazardous or toxic chemicals in the workplace, particularly when those substances have known or suspected adverse effects on the health of women and men, including their reproductive health
- Ensure there are separate toilets and, where necessary, changing facilities for female and male employees
- Consider supporting access to childcare either by providing childcare services or by providing information and resources regarding such services.

**C. Special point of attention: avoid sexual harassment in the workplace in three steps**

The key to preventing sexual harassment is for employers and management to make it clear to every employee and workplace participant that sexual harassment is unacceptable in the workplace. This can be done by developing a clear sexual harassment policy, communicating it to each workplace participant, and making sure that it is understood. In addition, it is important that appropriate behaviour be modelled by management throughout the workplace.

- Training. It can't be said often enough - make sure that all of your employees, from managers down to the newest hourly worker, know what sexual harassment is and that it is not tolerated. Regular training sessions are best, but every business should have a carefully drafted policy at the very least that every employee and new hire must read and understand
- Encourage appropriate behaviour by management and coordinators. Line managers should understand the need to model appropriate standards of

professional conduct at all times. As mentioned earlier, it is useful to include accountability mechanisms in position descriptions for managers

- Prohibit and prevent all forms of violence in the workplace, including verbal, physical, and sexual harassment. Provide information on violence against women to employees
- Implement initiatives (for instance employee consultations) to identify and address security issues, including the safety of female employees while in the workplace, as well as during travel to and from the workplace and on company-related business trips
- Respond to complaints appropriately. Have a process in place by which employees can express their concerns confidentially, without having to involve the alleged harasser in the chain of reporting. Treat every concern seriously and don't brush off rumors without giving them the attention they deserve. It could also take the shape of women's committees that report to management to address and resolve issues surrounding discrimination and harassment.

**Step 2: Measurement**

Figure 50: Suggested Measures of Gender-Equality Performance in the Workplace (Source: GRI & IFC, 2009)

| Organizational objective             | Measurement |  |          |
|--------------------------------------|-------------|--|----------|
|                                      | Basic       | Moderate   | Advanced |
| Have a fair and unbiased wage system |             | Ratio of remuneration of all employees and by employee category, by gender |          |

|  |  |  |  |
|--|--|--|--|
|  | Management approach to flexible work schedules   | Uptake rate of flexible working arrangements, by gender                            |  |
|  | Initiatives to provide child-care support and/or facilities to employees                                   | Maternity/paternity/ parental leave return rates, by gender                        |  |
| Offer equal job opportunities                              | Initiatives to promote equal opportunities at the workplace  | Ratio of job applications to new contracts signed, by gender                       |  |
| Support human resource development                         | Average hours of training per year per employee by gender and by part-time and full-time employee category | Percentage of promotions in the organization's main employee categories, by gender |  |
| Ensure a safe and healthy work environment                 | Initiatives to provide information, education and training on sexual harassment in the workplace           | Total number of incidents of sexual harassment and action taken, by gender         |  |
| Have in place an effective grievance mechanism for workers | Available channels within organization for filing gender-based discrimination grievances                   |  |  |

*Orange = qualitative performance measurement examples  
Red = quantitative performance measurement examples*

**Step 3: Report on achievements and progress made**

Publicly report on progress to achieve gender equality. Although many companies now recognize the business case for gender equality and have launched programmes and initiatives aimed at empowering women, few are monitoring

their performance or communicating their progress in a transparent way.

Companies that do report on their progress have found that doing so helps to set gender equality goals and targets. Being able to communicate progress can also create a competitive advantage.



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## EXAMPLE I: GENDER POLICY IMPLEMENTED BY TCHIBO

Since 2000 several studies revealed that sexual harassment is widespread in agriculture, especially in plantation settings. A study published in 2002 by International Labour Rights Fund (ILRF) revealed that in the Kenyan coffee and tea sector:

- Over 90 percent of all respondents experienced or observed sexual abuse within their workplaces.
- 95 percent of all women who had suffered workplace sexual abuse were afraid to report the problems for fear of losing their jobs. Women who reported sexual abuse were often fired or demoted.
- Supervisors on coffee and tea plantations were not only abusing women workers, but also their young daughters who live with their mothers on the plantations.
- 70 percent of the men interviewed viewed sexual abuse of women workers as normal and natural behaviour.

The respondents agreed that abuse occurs in plantations when a male supervisor/manager comes to a woman worker seeking sex under threats of firing or demotion, or with promises of promotion.

In response to these and other findings Tchibo, a leading German coffee and consumer goods company, started a gender programme which includes trialling innovative approaches to promote dialogue. In the course of workshops and company visits, managers and employees learn to communicate better at work, tackle challenges and solve problems together. Another element of the work is offering suppliers specific trainings for supervisors via the Ethical Trading Initiative. The training aims to give supervisors information and practical approaches to address discrimination and harassment, and has shown positive results in countries like South Africa and Kenya.

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## EXAMPLE II: A PRACTICAL APPROACH TO SENSITIVE ISSUES

WIETA is a not-for-profit, voluntary association of many different stakeholders in the South African agriculture sector (wine, fruit and horticulture), who are committed to the promotion of ethical trade in this sector. WIETA has a strategic partnership with farm worker organisations and labour unions working in the sector and give training and advice to farm workers, supervisors and management on sensitive issues like discrimination and sexual harassment.

WIETA has as a general rule that members shall not tolerate incidences of sexual or racial harassment at the workplace; including gestures, language or physical contact that is racially or sexually coercive, threatening, abusive or exploitative.

They emphasize that farms establish clear internal disciplinary rules and procedures to avoid incidences, but more importantly raise awareness among staff and have a complaint procedure that, where necessary, leads to disciplinary actions and repair of damage.

WIETA developed a two-day course for supervisors aiming at improving their understanding of discrimination and sexual harassment, and their ability to promote equal treatment of workers. A practical action-planning session helps supervisors to put that learning into practice.

The training includes explanations on what the legal definitions of for instance harassment are, how people experiences it themselves and what internal rule they would like to have in their own workplace.

The sessions are based on people's day to day experience, use role play and drawings to get real life examples out in the open and jointly determine what should be the internal rule. Pilots in six workplaces in Kenya and three sites in the UK revealed a number of positive changes, including improved communication between workers, supervisor and managers; increased confidence among supervisors, including women supervisors, and a reduction in summary dismissal and disciplinary cases.

Impact of supervisor training based on pilots

- Development of new policies and procedures and/or revision of existing ones.
- Improved implementation of existing policies and procedures.
- Better communication of policies and procedures to workers.
- Improved communication between workers, supervisors and managers.
- Increased confidence and ability of supervisors to manage difficult situations, and consequent reduction in management time spent resolving these issues.
- Increased confidence of female supervisors to take on responsibilities.
- Reduction in summary dismissal and disciplinary cases.
- Fairer allocation of work tasks.
- Better understanding of cultural diversity, discrimination and harassment.
- Clearer understanding of 'acceptable' standards of behaviour.
- Increased reporting of issues by workers due to improved understanding of rights and procedures.

The end result is a workplace where people want to work and where operations are done more efficiently. People are more focused on their work and there is less absenteeism and sick leave. Furthermore, there is increased retention and recruitment of skilled staff and workers.

The supervisor training can be combined with a half-day training for managers, which aims at making managers aware of the challenges faced by supervisors in upholding workers' rights on discrimination and sexual harassment.

[www.wieta.org.za](http://www.wieta.org.za)  
[www.ethicaltrade.org](http://www.ethicaltrade.org)

## *Credits*

Oxfam International, 2012, Gender equality, it's your business. Briefings for Business No 7. International Edition. © Oxfam International February 2012.

IFC & GRI, 2009, Embedding Gender in Sustainability Reporting, A Practitioner's Guide Executive Summary. IFC In partnership with the governments of Germany, Iceland, and Switzerland.

United Global Impact and UNIFEM, 2009, Women's Empowerment Principles. Equality Means Business.

In addition, a presentation providing an overview of the Women's Empowerment Principles can be found on Slideshare.

Tchibo Sustainability Report 2010

International Labour Rights Fund, May 2002, Pattern of sexual violence against women & their daughters revealed in production of imported Kenyan coffee

Ethical Trading Initiative training programme

**YouTube:** 'Women's Empowerment Principles: Equality Means Business'

## Tool 3.4 b - Business as a key player in value chains

*From Oxfam International, GRI & IFC and UNIFEM, Bill & Melinda Gates Foundation*

### Why use this tool?

Women make up a growing percentage of the global agricultural labour force and produce a high percentage of all basic foodstuffs. However, women face unequal access to essential inputs, land ownership, and services – such as credit and extension – all of which are crucial for successful farming. Research commissioned by the Bill & Melinda Gates Foundation shows that by increasing women's participation in smallholder sourcing and support programmes, many international food companies can improve crop productivity and quality, grow the smallholder supply base, and improve access to high-value markets.

### What do you gain from using it?

- Avoiding reputational damage and strengthening your brand. Being aware of the real conditions in your value chain, and engaging in a constructive dialogue that drives continual improvement in gender equity, greatly reduces a company's risk of sudden reputational damage. Consumer and media interest in supply chain conditions is growing as the world becomes smaller and more interconnected. Adopting an honest, longer-term relationship with your supply base, rewarding suppliers who best meet your gender equality and human rights standards and buyers who source product from the best suppliers, will result in higher standards throughout your chain, longer-term commercial relationships, and a more stable business model.

- Increased crop quality and productivity. There are also compelling business cases for purchasing more from women smallholders, and for providing better inputs and training as women form the majority of the agricultural producer base in many parts of the world. Evidence shows that enabling women to have equal access to inputs, services, and land improves yields. It shows that female smallholders often pay greater attention than men to crop quality, and that productivity tends to increase as a result of increasing their access to technical training.
- Growing the supply base. Research showed that women can be particularly effective at recruiting new members to out-grower schemes and producer groups. Successfully attracting female members can therefore help to establish new out-grower schemes, as well as expand existing operations. Moreover, successfully bringing women smallholders into supply chains is likely to be even more important in the longer term, because it is generally known that increasing numbers of men are leaving rural areas in search of alternative employment, leaving the women to take charge of smallholder farms.

### Who applies this tool and for whom?

This tool provides a checklist of possible actions to be taken by the management of a company. The checklist can also be used for lobbying to encourage the management to address gender equality in their supply chain.

### How does it work?

The tool deals with the following 3 steps, which can be considered as consecutive steps, although in reality they will be dealt with interchangeably:

## Step 1: Implementation and practice

### **A. Increase women's membership and participation in smallholder sourcing schemes:**

To address the typically low level of female membership in contract farming schemes and producer groups:

- Ensure that the membership criteria for your contract farming schemes and smallholder supplier groups offer equal opportunities for women and men.
- Actively recruit for women members.
- Actively source from women's smallholder groups.
- Encourage men to give a share of their land or crops to their wives, so that women can join the group or scheme in their own right.

To address the underrepresentation of women in leadership or management positions within producer groups and contract farming schemes:

- Introduce quotas for women's representation on boards and committees of contract farming schemes and producer groups.
- Encourage and support women to stand for election to these committees.

Explain the importance and benefits of women's representation to men, to help overcome cultural barriers and general feelings of resistance to change.

### **B. Ensure that women benefit from services provided by or on behalf of your company**

The following recommendations are relevant to all companies that support the provision of technical training, extension services, or production inputs for smallholders. This includes situations where the actual training is delivered by an external (partner) organization.

To help combat women's low participation rates in technical training and extension programmes:

- Ensure that women farmers, including female family members of male contract farmers, are directly invited and encouraged to attend training and extension sessions, for example by setting quotas for women's participation in training sessions.
- Make sure that training and extension methods are appropriate for women.
- Recruit a mix of female as well as male company extension staff wherever possible, because experience shows that female trainers and extension workers are usually more effective than men at reaching and training women farmers.

To ensure that women are not excluded from credit and input provision schemes provided by your company:

- Ensure that entry and guarantee requirements for your credit schemes are women-friendly, for example by using group-guarantee mechanisms rather than requesting land as collateral.
- Improve women's access to pesticide application and personal protective equipment, for example by providing shared equipment for smallholder groups.
- Ensure that women receive information about pesticide application and health risks, for example by providing information in local languages.

## Step 2: Measurement

Figure 51: Suggested Measures of Gender-Equality Performance in the Supply Chain (Source: GRI & IFC, 2009)

| Organizational objective                                    | Measurement  |  |   |
|---|--|--|---|
|   | Basic  | Moderate   | Advanced  |
| Do business with organizations that respect gender equality | Description of gender equality in procurement policy and plans | Percentage of suppliers that have gender equality policies or programmes | Percentage of suppliers that report on their gender equality policies and practices   |
|   |  |  | Gender composition of supplier workforce  |
|   |  |  | Percentage of suppliers' managerial posts, by gender  |
| Promote women's entrepreneurship and supplier diversity     |  |  | Financial value and percentage of total procurement by supplier company and type of good or service, broken down by gender and type of supplier |
|   |  |  | Male - female ratio suppliers' shareholders   |

Orange = qualitative performance measurement examples

Lime = quantitative performance measurement examples

### Step 3: Reporting on achievements

Report regularly on achievements made. The management and reporting of sustainability issues, including gender, are typically considered the domain of large organizations, but are increasingly being embraced by SMEs within the global supply chain.

A scorecard developed by Oxfam for their Behind the Brand campaign gives useful indicators for following and reporting on achievements.

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## EXAMPLE I: PRODECOOP

Since its initial work to promote gender justice in 2003, PRODECOOP has managed to mainstream gender across all levels of the organization. In 2008, PRODECOOP approved and introduced a 5-year gender policy which included the following:

- 40% of leaders at PRODECOOP have to be women. The introduction of this quota has increased female leadership from 17 in 2008 to 104 in 2013.
- 1 USD of all Fairtrade premiums received per quintal (46 Kg) is invested in PRODECOOP's gender programme. PRODIMUJER was established: an economic development programme aimed at increasing female members' income and promoting diversification.
- An ongoing awareness campaign to make the role of women in coffee more visible.
- A training programme for field staff introducing specific methodologies for working with women farmers and ensuring women get access to technical assistance. Female membership increased and production levels went up.

With the support of external parties like WIEGO, a network established to support female farmers around the world, PRODECOOP also developed a clear communication strategy of the gender policy for all audiences. They are now known for their gender-sensitive organizational culture, combined with good performance as a smallholder coffee farmer organization and a reliable business partner.

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## EXAMPLE II: FRICH

The FRICH (Food Retail Industry Challenge Fund) project supports tea company Finlay's out-growers in Kenya to set up five new cooperatives. To ensure that female as well as male out-growers can join the cooperatives in their own name, the project bases membership eligibility on the grower having been assigned land where they have control over the produce: formal land titles are not necessary (which is important as most African women do not own land). Moreover, as women producers are often registered under their husbands' names even when the husband is not involved in farming, the project insists that, in such cases, the woman must be registered as the member. Finally, to ensure that women (and youth) are represented in the cooperatives' governance structures, quotas have been established at the various management levels: for example, each buying center must elect one older man, one older woman, one young man, and one young woman to form its committee.

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## *Credits*

Oxfam International, 2012, Gender equality, it's your business. Briefings for Business No 7. International Edition. © Oxfam International February 2012.

Oxfam "Behind the Brand" campaign, the scorecard.

Improving opportunities for women in smallholder-based supply chains: Research done on behalf of Bill & Melinda Gates Foundation by Man-Kwun Chan, 2010.

IFC & GRI, 2009, Embedding Gender in Sustainability Reporting, A Practitioner's Guide Executive Summary. IFC In partnership with the governments of Germany, Iceland, and Switzerland.

United Global Impact and UNIFEM, 2009, Women's Empowerment Principles. Equality Means Business.

In addition, a presentation providing an overview of the Women's Empowerment Principles can be found on Slideshare.

Twin, 2013: Empowering Women Farmers in Agricultural Value Chains, gender report

## Tool 3.4 c - Business and the community

*From Oxfam International, GRI & IFC and UNIFEM & UNGC*

### Why use this tool?

More than ever, communities are looking at the private sector to share resources and create meaningful change. This is not only the case in communities where businesses sell their products, but also where they source and/or produce. Businesses usually promote gender equality through their human resource and sourcing policies (see tool 3.4 b), but another way to engage with the wider community is through charitable contributions and investments. This tool provides tips on how to let the wider community benefit from your business.

### What do you gain from using it?

An increased developmental impact can improve a companies' image and stimulate a more sustainable way of production, by:

- developing a more inclusive recruitment pool within the community
- building loyalty with customers and suppliers
- stimulating innovation within your business and potentially even opening up new market opportunities.

### Who applies this tool and for whom?

This tool provides a checklist of possible actions to be taken by the management of a company. The checklist can also be used as a lobbying instrument by workers and others to encourage the management to address gender equality.

### How does it work?

#### Step 1: Implementation and Practice

The following provides a range of steps you should consider when working on an organization-wide gender approach and community engagement strategy.

### **Achieving women's empowerment:**

- Consult with women during the scoping process of community projects and ensure their representation when you identify and select community initiatives to fund. It is also important to include women in decision-making and governance structures of community engagement programmes, so they can participate in determining how funds will be spent, where and on whom.
- Find out if there are any existing public sector-supported initiatives with a gender focus that might be of interest to you. Consider whether such initiatives might be worth leveraging in a tripartite (private sector, community and government) arrangement.
- Ensure that any partnership (whether public or private) fits your views on gender.
- Work closely with local governments and communities on policies and practices that promote gender equality and the empowerment of women.

### **Building Women's Capacity:**

- In order to enable women's effective participation in local community programmes throughout the design and implementation stages, it is important to identify women's learning needs and help ensure that these needs are addressed.
- Provide career information and training programmes designed for the local community that are accessible by and targeted at both women and men.
- Consider establishing programmes to encourage women to enter non-traditional areas (of work).

## Step 2: Measurement

Carry out a social impact assessment.

- Ensure that gender-differentiated impacts on local communities are taken into account during an environmental and social impact assessment process, and that gender - disaggregated data are included in the baseline information obtained.

## Step 3: Reporting

Transparency is considered to be a crucial element in corporate social responsibility. Therefore report regularly on achievements made. You can use the performance measurement examples as guidance for your report.

Figure 52: Suggested Measures of Gender-Equality Performance and the Community (Source: GRI & IFC, 2009)

| Organizational objective  | Measurement   |  |  |
|---|---|--|--|
|   | Basic   | Moderate   | Advanced   |
| Contribute to the well-being of women and men in the affected communities | Initiatives, including donations and grants, to address equality in the community                             | Management approach to the consultation of local women in devising community engagement/ investment programmes |  |
|   | Management approach to determining community engagement/ investment activities, including policy and criteria | Total number of community engagement/ investment programmes targeting women                                    | Total number of direct beneficiaries of community engagement/ investment programmes, broken down by gender |
|   |   | Management approach including gender impact assessments to address gender-related community impacts            | Total monetary value of community engagement/ investment programmes, broken down by beneficiaries' gender  |

Orange = qualitative performance measurement examples

Red = quantitative performance measurement examples

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## EXAMPLE: COMMUNITY ENGAGEMENT

### Health investments:

The Grounds for Health model for establishing sustainable cervical cancer care involves a one-of-a-kind partnership between public and private sectors. The entire process starts with an invitation from a co-op to screen and treat women in the community, and ends with Grounds for Health leaving a strong and sustainable cervical cancer programme in the hands of the community. The programme increases access to a range of reproductive health services in addition to cervical cancer screening, including family planning and prevention and treatment of sexually transmitted infections. It also facilitates connections between the community organization and local health services. The work is funded by the industry and the methodology is developed in conjunction with the community including a strong presence of women.

*Figure 53 Health partnership model*



### Prevent domestic violence:

Fair Trade USA: “One of the farms we are working with, Finca La Revancha in Nicaragua, has implemented several trainings to prevent domestic abuse against women.” (and other general training to support women at the farm and in the communities around the farm).

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## *Credits*

Oxfam International, 2013, Behind the Brands campaign. [www.behindthebrands.org](http://www.behindthebrands.org)

Oxfam International, 2012, Gender equality, it's your business. Briefings for Business No 7. International Edition. © Oxfam International February 2012.

Grounds for Health

<http://www.youtube.com/user/GroundsforHealth>

IFC & GRI, 2009, Embedding Gender in Sustainability Reporting, A Practitioner's Guide Executive Summary. IFC In partnership with the governments of Germany, Iceland, and Switzerland.

## 3.5 Standards and certification

### Tool 3.5 a - Gender, standards and certification

*From ISEAL, Hivos and Oxfam*

#### Why use this tool?

Gender rights offer an opportunity for standards and certification systems to reach higher impact in tackling gender inequity, especially within the social criteria dimension. Furthermore, sustainability standards and certification systems are an important component of companies' corporate responsibility programmes. A recent report called "The State of Sustainability Initiatives Review 2014 – Standards and the green economy" published by IISD shows that gender is usually not explicitly mentioned within standards criteria, but is a factor in auditing practices when looking at governance/empowerment, labour rights and health and safety issues. This makes standards and certification systems less gender-blind than they seem at a first glance, but it needs a closer look.

#### What do you gain from using it?

- Avoid reputational damage and strengthening your brand.

Being aware of the real conditions in your value chain, and knowing which standard(s) and certification system(s) pay adequate attention to gender equity, greatly reduces a company's risk of sudden reputational damage. Consumers are sensitive to stories on sexual violence, child labour and the position of women in the work force or farmer group. Selecting a standard becomes crucial especially when you as a company want to combine it with a supplier support program (organised by the standard or yourself).

- Increased crop quality and productivity.

As mentioned earlier in this toolkit, there are also compelling business cases for purchasing more from women smallholders, and for providing better inputs and training to them. Evidence shows that enabling women to have equal access to inputs, services, and land improves yields. It shows that female smallholders and workers generally pay greater attention than men to crop quality once they receive proper technical training.

- Growing the supply base.

Research shows that women can be particularly effective at recruiting new members to out-grower schemes and producer groups. Successfully attracting female members can therefore help to establish new out-grower schemes, as well as expand existing operations. Moreover, successfully bringing women smallholders into supply chains is likely to be even more important in the longer term, because it is generally known that men are increasingly leaving rural areas in search of alternative employment, leaving the women to take charge of smallholder farms.

#### Who applies this tool and for whom?

This tool provides a checklist of elements to look at by company staff while selecting a code of conduct or standard. The checklist can also be used by practitioners to encourage companies to address gender equality in their supply chain.

#### How does it work?

The tool deals with the following 3 steps, which can be considered as consecutive steps; in reality they will be dealt with interchangeably:

## Step 1: Implementation and practice

### **A. Selecting standard and certification system on gender inclusiveness:**

It is important to assess codes and standards from a gender perspective, and assessing the gender sensitivity of the auditing process. The following list of gender issues can be used for coffee:

- Women's reproductive health and rights (maternity, pregnancy, breastfeeding) including access to medical services
- Scope of the code, meaning status of temporary workers
- Sexual harassment, violence against women, risk of HIV/Aids infection
- Access to childcare and separate changing facilities
- Compulsory overtime and access to safe transport

Background to some of these elements:

- Many laws and codes do not apply to temporary workers, creating a gap between the permanent and the informal workforce. Women are often the majority of temporary/non-permanent workers. Codes of conduct should explicitly include permanent as well as temporary workers, and include that temporary workers should receive equal benefits.
- Forced and unexpected overtime work is especially problematic for women, as it might be difficult to arrange childcare and children will be left unattended.
- If no public transportation is available, safe transportation home must be provided after dark.
- Sexual harassment must be prohibited. Including more women in senior/management positions must be

stimulated, also because this might give women a better opportunity to safely report incidences of sexual harassment.

- Health and safety: Special protection for pregnant or breastfeeding women should be included: they should not carry heavy loads or apply toxic agrochemicals. Access to sanitary facilities and dressing rooms in case of changing into protective clothing are also especially important for women. In addition, medical assistance is especially important for women, including maternal health care for pregnant women. Special attention should be given to HIV/AIDS in the code.

Generally audit teams are set up using a mix of experience levels and technical expertise, but gender is not always part of the equation. This should be actively promoted and can be requested by businesses and/or producer organizations.

### **B. Increase women's membership and participation in smallholder sourcing schemes:**

Please see tool 3.4 a "Business as a direct employer" for elements to address the typically low level of female membership in contract farming schemes and producer groups. This tool also addresses the underrepresentation of women in leadership or management positions within producer groups and contract farming schemes.

### **C. Ensure that women workers benefit from services provided by or on behalf of your company**

As in point b we refer to tool 3.4 a and b to read recommendations.



## Step 2: Measurement

Figure 54: Suggested Measures of Gender-Equality Performance in the Supply Chain (Source: GRI & IFC, 2009)

| Organizational objective                                      | Measurement  |   |   |
|---|--|---|---|
|   | <i>Basic</i>   | <i>Moderate</i>   | <i>Advanced</i>   |
| Do business with organizations that respect gender equality   | Description of gender equality in procurement policy and plans   | Percentage of suppliers that have gender- equality policies or programmes | Percentage of suppliers that report on their gender- equality policies and practices  |
|   |  |   | Gender composition of supplier workforce  |
|   |  |   | Percentage of suppliers' managerial posts, by gender  |
| Promote women's entrepreneurship and supplier diversity       |  |   | Financial value and percentage of total procurement by supplier company and type of good or service, broken down by gender and type of supplier |
|   |  |   | Male - female ratio suppliers' shareholders   |
|   |  |   |   |
| Promote use of standards with clear gender-inclusive criteria | Description of gender equality in criteria (governance, health & safety section and basic labour rights) | Standard systems working with mixed audit teams (male/female)             | Gender-inclusive audit reports received   |

*Red = qualitative performance measurement examples*

*Orange = quantitative performance measurement examples*

## Step 3: Reporting on achievements

Report regularly on achievements made. Management and reporting of sustainability issues, including gender, are typically considered the domain of large organizations, but are increasingly being embraced by SMEs within the global supply chain.

A scorecard developed by Oxfam for their Behind the Brand campaign gives useful indicators for following and reporting on achievements.

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## EXAMPLE: AUDIT EXPERIENCE OF IMAFLORA, BRAZIL

Recently a team of auditors from Imaflora, the Brazilian member of the Sustainable Agriculture Network (SAN), met with unfortunate circumstances during an audit to the Rainforest Alliance / SAN standard. On a farm in the south-central region of Brazil, an area considered to have very modern agriculture and a strong level of governance, auditors discovered that female rural workers hired for the same job as their male counterparts were being paid lower salaries. Although the farm managers attempted to justify the difference in pay, the farm owner was surprised by this evidence of gender discrimination when contacted by the auditors.

Circumstances such as these prevent approval of the farm for certification because the SAN standard has a critical criterion that deals with discrimination against workers on the basis of gender, ethnicity, race, age or religion. Unlike non-critical criteria, upon which compliance can be improved gradually, full compliance with critical criteria is mandatory to achieve certification. As a result, this indicator of gender discrimination requires immediate resolution for the farm in order to move forward in the certification process.

There are many ways that certification can impact women and have implications for gender equity. SAN and Rainforest Alliance have identified different strategies for identifying gender issues and promoting gender rights.

For example, the situation described was discovered by an audit team composed of both a man and a woman. In general, women auditors have more awareness and sensitivity to investigate this type of situation; conversely, female workers and community members often do not feel comfortable communicating with male auditors. SAN will soon be adopting an auditor training policy that requires certification bodies to include women on their staff. This should ensure that female workers or community members impacted by certification have more input in audits.

The experience at Imaflora of actively involving women in the audit team has also shown the potential to create indirect outcomes that have a broader impact on gender equity. For instance, women who are given the opportunity to lead auditing teams are empowered to take up strong roles in the certification process, which advances their professional trajectories and improves the gender equity of the standards sector as a whole.

In many cases these same lead auditors interact from a position of authority with farm managers and company owners who are accustomed to a traditionally male-dominated world where women are not typically part of decision-making. This supports gradual change in agriculture towards the recognition of women as important and equal social actors.

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## *Credits*

International Institute for Sustainable  
Development: State of Sustainability Initiatives  
Review 2014,  
[http://www.iisd.org/pdf/2014/ssi\\_2014.pdf](http://www.iisd.org/pdf/2014/ssi_2014.pdf)

Workshop on Gender, Standards and  
Certification with ISEAL members organised by  
Hivos May 2014

ISEAL program on impacts and gender;  
experiences of ISEAL members.  
[www.isealalliance.org](http://www.isealalliance.org)

Oxfam: Behind the brand campaign.  
[www.behindthebrands.org](http://www.behindthebrands.org)

## **Tool 3.5 b - New standard development specifically targeting women: W+** *From Hivos and WOCAN*

W+ Standard is a unique certification label developed by Women Organizing for Change in Agriculture and Natural Resource Management (WOCAN) that endorses projects that create increased social and economic benefits for women participating in economic development projects or environment projects, including those that provide renewable energy technologies, time and labour-saving devices, forest and agriculture activities, and employment opportunities. W+ is thus an innovative framework to quantify and monetize the social capital created by women, and to recognize and reward their contributions to sustainable environments and communities.

### **Why use this tool?**

Women still form the majority of farmers and natural resource managers, yet are often excluded from decision-making and do not have equal access to resources. Strengthening women's empowerment will provide environmental, social and economic benefits for climate change adaptation and mitigation, resilience, and food security.

Governments, development agencies and investors are increasingly funding women's empowerment and gender equality, based on women's rights and on evidence of improved project outcomes. However, many still lack any robust means of measuring these outcomes in a way that can be simply communicated.

W+ measures women's empowerment in six domains: Time, Income & Assets, Health, Leadership, Education & Knowledge, and Food Security. It produces

quantified women-benefit units that contribute towards post-2015 Sustainability Goals (SDGs), Climate Financing, or Corporate Social Responsibility (CSR) targets.

### **Who applies this tool and for whom?**

This tool provides a checklist of elements to look at by company staff.

### **How does it work?**

Existing or new projects should assess how the W+ Standard can be integrated into their project. Any type of economic development project or environment project is potentially applicable: forest, renewable energy, clean water, agriculture, etc. Projects must plan for and measure progress in at least one of the six domains: Income and Assets, Time, Education and Knowledge, Leadership, Food Security, and Health. Once projects are defined and underway, their outcomes will be monitored and measured and verified by an external auditor approved by WOCAN. Organizations/projects that have obtained satisfactory results will be issued W+ certificates for a specific number of units which can then be sold to corporations, investors and individual buyers. W+ will also provide a new revenue stream to women and their groups through the benefit-sharing mechanisms required by the Standard.

## **Step 1: Implementation and practice**

### **A. Selecting a project**

Any carbon offset project (carbon project activity) for which there is an existing standard, methodology or protocol is eligible for incorporating W+ into their offset project or carbon project activity. Some types of projects are likely to lend themselves better to the implementation of W+, but project developers are encouraged to examine all possible applications of the W+ Standard.

### **B. Present a project idea**

A project developer submits a Project Idea Note which present the main aspects of the project, including:

- type of project,
- location,
- goals and objectives and specific activities envisioned for the implementation of W+ to achieve measurable benefits in the six domains identified in W+.

It is strongly recommended that project developers discuss their Project Idea with WOCAN in order to ensure they have considered and incorporated site, community and country-specific conditions into their project plans. Gender issues vary significantly from region to region. In order to avoid creating conflicts of interest, WOCAN wishes to provide project developers the benefit of their extensive network and experience in the area of gender and women's empowerment in developing economies.

#### **Step 2: Implementation and external verification / measurement**

Certification to the W+ Standard requires measureable improvements from a baseline established at the time of Project Idea Note submittal and acceptance. The following performance descriptions are intended to serve as guides in assessing

project performance. The project scope or sphere of influence determines the boundaries of the issue being measured. For example, one project may choose to report on the domain of Leadership just within the operations of the project itself, while another may choose to include labour, services, or stakeholder engagement from the wider community. Not all domains must be acted upon, but all must be taken into consideration when designing a W+ project. Inclusion of outcomes or goals for each of the domain areas in a project is mandatory. The project must provide an assessment that it will 'do no harm' in these six domains as a result of project implementation, even if activities spanning each domain are not included in the W+ project.

Projects must undergo an independent third-party verification of project implementation. Project developers select the verifier for their project, but WOCAN must approve the verifier. Approved verifiers may either be auditing firms already approved by other standards bodies (VCS, Gold Standard, CDM, etc. for the project type) or they may be W+ approved auditors who are assigned to the W+ component of a project.

## Domains and Outcomes with Illustrative Examples of Indicators, Activities and Means of Verification:

Figure 55: Domains of Outcomes with illustrative examples of Indicators, Activities and Means of Verification. Source: WPlus Programme Guide V1.0: April 2013

| Domain                   | Outcome  | Indicator   | Activity  | Means of Verification   |
|--------------------------|--|---|---|---|
| <b>Income and Assets</b> | <ul style="list-style-type: none"> <li>• Increased income in households</li> <li>• Increased ownership of assets</li> <li>• Increased community funds under women's control</li> </ul> | <ul style="list-style-type: none"> <li>• Increase in women's income generation</li> <li>• Control over use of household income by women</li> <li>• Access to business management development initiatives</li> <li>• Increase in assets (land, trees, equipment, livestock)</li> </ul> | <ul style="list-style-type: none"> <li>• Facilitate linkages to micro finance institutions</li> <li>• Support development of women's savings and loan initiatives (e.g. through seed funds)</li> <li>• Facilitate links to new business opportunities based on agro-enterprise development</li> <li>• Development of projects and proposals for funding</li> <li>• Provide seed funding for or investments in women's cooperatives</li> <li>• Advocacy for women to obtain titles, certificates of ownership and leasehold</li> </ul> | <ul style="list-style-type: none"> <li>• Record-keeping, business papers, savings records, schemes for savings</li> <li>• Titles, bank accounts, journals, local records, money, record-keeping (women's access to local funds)</li> <li>• Daily wage payment records</li> <li>• Bank accounts in women's names</li> <li>• Certificate of ownership or leasehold over land/forests, tools, animals, jewelry, household assets and community assets</li> <li>• Ownership of business or partial ownership within cooperative</li> <li>• Women's statements of increased control; itemized expenditures for which they no longer need to consult, or seek permission from, husbands</li> <li>• Documentation of loans applied for and loans approved</li> <li>• Invitations to participate in trainings; training schedules adjusted for women's convenience</li> </ul> |

| Domain                    | Outcome  | Indicator  | Activity   | Means of Verification  |
|---------------------------|--|--|--|--|
| Time                      | Improved well-being and increased productivity | <ul style="list-style-type: none"> <li>• Reduced drudgery</li> <li>• Increased discretionary time</li> <li>• Increased sharing of work traditionally done only by women by men</li> </ul>  | <ul style="list-style-type: none"> <li>• Provision of time saving technologies and tools (ex. hand held tractors, biogas or solar cook stoves, water pumps, water purification systems displacing the use of wood or coal for boiling, storage facilities, etc.)</li> <li>• Gender awareness</li> </ul>  | <ul style="list-style-type: none"> <li>• Time spent in gathering fuel, fodder, and water</li> <li>• Times spent in tasks such as weeding, where labour and time saving options can be applied.</li> <li>• Time spent cooking</li> <li>• Time spent managing/working with livestock</li> <li>• Time spent hauling manure and soil nutrients to the field</li> <li>• Time spent in post-harvest activities</li> <li>• Time spent in family care</li> <li>• Numbers of hours/day spent on leisure/rest</li> <li>• Time spent on community activities</li> <li>• Time spent on self-improvement</li> </ul> |
| Education (and Knowledge) | Increased knowledge and skills                 | <ul style="list-style-type: none"> <li>• Increased access to literacy/numeracy and business skills</li> <li>• Increased access to new ideas</li> <li>• Increased access to extension services, including agriculture and health</li> </ul> | <ul style="list-style-type: none"> <li>• Provision of classes or training on basic reading and writing, numeracy, business skills, GPS and computer skills, banking, leadership, gender awareness language, health (general, reproductive), technical skills for agriculture, forest management, livestock</li> <li>• Provision of exposure visits to see successful activities of others</li> <li>• Coordinated local activities to share knowledge and skills</li> <li>• Establishment of mentorship programmes</li> </ul> | <ul style="list-style-type: none"> <li>• Records of classes, certificates of completion, attendance lists, etc.</li> <li>• Invitations to participate in skills development trainings</li> <li>• Accommodations made to meet women's schedules and facility/logistic needs</li> <li>• Records of exposure visits</li> <li>• Records of local cooperative learning events</li> <li>• Records of mentorship programmes and their outcomes</li> </ul>   |



| Domain            | Outcome                                   | Indicator   | Activity   | Means of Verification  |
|-------------------|---|---|--|--|
| <b>Leadership</b> | Increased decision-making roles for women | <ul style="list-style-type: none"> <li>• Increased representation in governance bodies</li> <li>• Increased numbers of women in executive positions of governance bodies</li> <li>• Increased quality of participation in community groups</li> <li>• Women are actively supported /encouraged (by men) to participate and voice their opinions</li> <li>• Increased numbers of women's groups</li> </ul> | <ul style="list-style-type: none"> <li>• Establish quotas for representation of women in governance bodies</li> <li>• Increased effectiveness of women's groups to advocate, manage funds, negotiate and network through leadership and entrepreneurship skill development and coaching</li> </ul> | <ul style="list-style-type: none"> <li>• Number of women members, and women's groups</li> <li>• Meeting minutes that document decision-making processes</li> <li>• Interviews and documentation of household changes in decision-making</li> <li>• Target representation rates or quotas (e.g. 33% as in India)</li> </ul> |

| Domain        | Outcome  | Indicator   | Activity  | Means of Verification   |
|---------------|--|---|---|---|
| Food Security | Decreased food insecurity (goal to decrease underfeeding and malnutrition) | <ul style="list-style-type: none"> <li>• Decrease in periods of food insecurity</li> <li>• Increase in yields</li> <li>• Increased access to seeds and seed diversity</li> <li>• Increased access to veterinary services</li> </ul> <p>(Veterinary services are open for longer hours to accommodate women and men)</p> | <ul style="list-style-type: none"> <li>• Provision of technical inputs (including seeds, tools, storage bins, irrigation, etc.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Amount of food in storage; amount of food purchased from daily wage payments</li> <li>• Yields as per locally used units (baskets, etc.)</li> <li>• Seed diversity in seed storage</li> <li>• Numbers of livestock and their health</li> </ul>   |
| Health        | Improved health  | <ul style="list-style-type: none"> <li>• Improved air, water quality</li> <li>• Improved sanitation and services</li> <li>• Access to Health Education and functional health posts</li> <li>• Changes in disease rates</li> <li>• Changes in infant and maternal mortality</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Installation of improved services (e.g. cook stoves, methane digesters),</li> <li>• Opening of new health posts and provision of staff and supplies to existing health posts</li> <li>• Collecting information on health and disease in the community</li> </ul> | <ul style="list-style-type: none"> <li>• Change in indoor air quality with improved lung functions (less asthma, bronchitis, infections)</li> <li>• Change in GI diseases</li> <li>• Number of facilities (e.g. cook stoves)</li> <li>• Distance to clean water resource</li> <li>• Distance to functional health post</li> <li>• Pre and post natal care availability</li> <li>• Evidence of public health communication materials</li> <li>• Records of disease prevalence</li> <li>• Records of mortality rates</li> </ul> |

### Step 3: Reporting on achievements

W+ projects submit annual reports and any available supporting verification documents, and provide self-scores and verifier scores for their project outcomes following the W+ rating scale.

W+ certification will be granted to projects scoring 51 points or more. Ratings falling below 51 points will fail to receive a W+ Certification, although these projects may remain registered with the W+ programme for up to three months if a viable plan for addressing identified deficiencies is submitted to and approved by the WOCAN W+ programme.

The project should be rated on its ability to increase women's economic and social empowerment in the implementation of activities. The Scoring System below can be used to describe the general situation of women or groups within the project boundary, not necessarily individual women.

Project developers should check their situation against these parameters to determine their baseline score.

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## EXAMPLE: PILOT PROJECT IN NEPAL

In May 2014, WOCAN commenced the W+ Pilot Project in Nepal in partnership with the Alternative Energy Promotion Centre (AEPIC) and the South Pole Group. The project will be implemented within the Biogas Distribution Programme of AEPIC in Kavre and Sindhuli Districts.

The WOCAN W+ Team currently conducts the first field-testing of the W+ Standard, specifically using the TIME domain to measure women's time saved as a result of biogas technology. The use of biogas digesters provides households with a clean and renewable energy source, and relieves women (the primary collectors) of gathering and processing fuel wood. The baseline surveys conducted will measure the amount of time women spend on domestic tasks and how the use of biogas affects the way they spend their time. By decreasing time spent on activities related to fuel wood collection and cooking, women are freed up to pursue income generation, community leadership, education, and other activities.

This Pilot Project will also establish the benefit-sharing mechanisms required for W+ certification and establish a rigorous measuring and monitoring system for project outcomes and impacts.

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### Credits

Women Organizing for Change in Agriculture and Natural Resource Management (WOCAN), [www.wocan.org](http://www.wocan.org) and [www.wplus.org](http://www.wplus.org)

ISEAL programme on impacts and gender; experiences of ISEAL members. [www.isealalliance.org](http://www.isealalliance.org)

## 3.6 Service Providers

### Tool 3.6 a - Analyzing services from gender and youth perspectives

By Vanderschaeghe, Lindo and Sánchez for Hivos

#### Why use this tool?

One of the most important gaps in service delivery is about gender. Often, the lack of use of services by women is attributed to their lack of interest: “Women are not interested in technical training” and so on. Rarely will service providers and producer associations try to understand the causes of why women are not accessing their services. Likewise, service providers rarely focus on young people working in the family farm or looking for a future in the coffee business, and their specific needs and concerns are hardly heard. This tool offers new insight and inputs to service providers and economic associations for the design of products and services assuring gender equality and youth involvement. At the same time, it can be used to monitor and evaluate the effectiveness of their services from gender and youth perspectives.

#### What do you gain from using it?

- Insight into the differences in men and women’s perceptions, young and older, about the type and quality of services offered by coffee cooperatives and service providers.
- An assessment of the different needs and interests for services in the coffee sector, in particular women’s and youths’ demand for production and business services.
- Insights for the design of products and services that help empower youth and women.

#### Who applies the tool and for whom?

This is a participatory tool to be used in workshops with a group of coffee farmers or coffee-related businesses, inviting men and women. As most economic actors are family businesses, it is important that both husband and wife are invited to attend the workshop. Invite service providers as observers.

To focus on the needs of youth, make sure the invitation reaches young people, inviting daughters and sons of existing coffee farmers, but also young people working in the coffee sector or looking for business opportunities there.



Workshop in Coffee Cooperative “José Alfredo Zeledón”, San Juan de Río Coco, Nicaragua (Source: Vanderschaeghe et al, 2009)

#### How does it work?

Men and women work in separate groups. Try to divide the group into subgroups that have similar conditions with regard to access to and need of services. For instance, women members normally have more access to services of coffee cooperatives than spouses of male members who do not receive those services. Make separate groups of young

men and women to focus on their needs to start and improve their business.

### **Step 1: Drawing of services in the value chain**

Ask each subgroup to make a collective drawing on a flipchart responding to the question: 'Which services do you receive to improve your performance and respond to market demand? Who is providing this service?'

Write down on another flipchart: 'What other services do you need in order to improve the performance of your business in the coffee value chain?'

### **Step 2: Exchange between subgroups (men vs. women)**

In a plenary session, one representative of each subgroup explains the meaning of the drawing of his group. Next, each group is asked to comment on the drawing of the other groups.

- What do men think of the women's drawings?
- What do women think of the men's drawings?
- What similarities and differences do you perceive in the drawings and the needs of men and women?
- What similarities and differences do you perceive in the drawings and the needs of young people?
- Why do these differences exist?

Make people reflect on the differences between men and women. The facilitator makes a summary of similarities and differences.

### **Step 3: Service evaluation**

In a plenary session, the group decides on one or two important services to evaluate. Each group is asked to respond, on a flipchart, to the following questions for each of the services analyzed:

1. Who receives the service? (Number of men and women, adults or youth)

2. Are there any criteria or conditions to access the service? (Be cooperative member, have assets as collateral for credit, etc.)
3. How is the service delivered?
  - How is the service promoted? Who is invited?
  - Timing?
  - Place?
  - Methodologies – material used?
  - Who delivers (men or women)?
  - Cost?
4. Which of these topics represent a barrier for women to access the service or use it efficiently?
5. Which of these topics represent a barrier for young women or men to access the service or use it efficiently?
6. Does the service transmit messages that challenge or confirm existing gender relations and stereotyping?
7. Are you satisfied with the service?
8. Do you have any suggestions for improving the service?

### **Step 4: Reflection – plenary session**

Groups present the results to the plenary session. The facilitator helps to make a summary of the most important reflections and recommendations for service improvement from a gender perspective.

*Time: 3 hours.*

#### *Materials:*

- Flipchart
- Masking tape
- Fine markers of different colors
- Thick markers

### Recommendations for the process

- Not only productive and business services, but also reproductive services (day-care center, health services, etc.) are important for women to relieve their workload and schedules.
- The tool can also be used for designing new services that respond to needs and conditions of women and young people.



*Workshop in Coffee Cooperative “José Alfredo Zeledón”, San Juan de Río Coco, Nicaragua (Source: Lindo et al, 2009)*

### Credits

Lindo, Patricia, Mieke Vanderschaeghe and Javier Sánchez, 2009, Workshop for the validation of tools for addressing gender in producer organizations, Hivos, 2009.

## Tool 3.6 b - GAP training for women

Based on IFC - ECOM experiences

### Why use this tool?

Women constitute a large percentage of labour on coffee farms, particularly in coffee picking and postharvest handling activities. However trainings often do not reach women. Women are regularly excluded from farmer training and other personal development opportunities.

### What do you gain from using it?

A gender sensitive approach to target women in agricultural extension in order to increase women's farming skills and improve overall productivity and quality of coffee.

### Who applies the tool and for whom?

Coffee companies

### How does it work?

Focus and develop coffee trainings tailored to women needs, by:

- Adjusting training schedules to women's time schedules.
- Using female trainers and women volunteers.

- Adapting agricultural training material to the activities women carry out in the production process of coffee .
- Training on the use of a simple financial management tool to help women farmers- often in charge of managing household income- document and analyze household and farm expenditures.
- Engaging women union and farmer association leaders.
- Alliancing with banking system to improve access of women to finance.



Figure 1: Training material from IFC/ECOM

## EXAMPLE: IFC HELPS INDONESIAN WOMEN COFFEE FARMERS TO IMPROVE PRODUCTIVITY AND FAMILY INCOME

**Jakarta, Indonesia, June 3, 2013** – IFC, a member of the World Bank Group, and PT Indo CafCo, a subsidiary of global coffee trader ECOM Agroindustrial Corp., have helped hundreds of women coffee farmers in North Sumatra double their farms' productivity and raise their incomes.

Women make up 80 percent of coffee farmers in North Sumatra, but are often excluded from training and other development opportunities. Over the past three years, IFC has been working with PT Indo CafCo to train 6,000 farmers, including 1,600 women, on good agricultural practices. The farmers are therefore able to produce more and better-quality coffee beans, which can then be sold for higher prices, thereby increasing their incomes.

“In North Sumatra, women farmers play a significant role. They are the ones who are



working on the farms every day to grow coffee beans,” said Melanie Landthander, sustainable manager of PT Indo Cafco. “Teaching these women the right farming techniques is key to raising productivity on their coffee farms.”

An IFC survey of coffee farmers in North Sumatra showed that training groups consisting of both male and female farmers reported a 102 percent increase in their productivity level, while those groups comprising only men reported only an 87 percent increase in their productivity level. Those farmers who did not receive training from the ECOM-IFC supported program reported only a 34 percent increase in productivity.



“The project implemented by IFC and PT Indo CafCo in the Simalungun district of North Sumatra makes us realize that equipping women with the right agricultural practices can help us improve crop yield and the quality of the beans,” says Ir. Amran Sinaga, head of the Agriculture Office of the Simalungun district. In Vietnam the Good Agricultural Practices trainings were focused on a better application and reduction of inputs and limitation of bulks, costs and negative impact on the environment. Head of the Women Farmers Group In Simalungun District, Indonesia, explains that she and the other members were inspired and motivated to improve their practices when IndoCafco and IFC took them on a study trip to a succesful coffee farm. They learnt three important lessons: (i) planting shading trees is important for coffee; (ii) not tu use banned pesticides and (iii) to break the soil surrounding the coffee plants.

To encourage women’s participation, IFC and PT Indo CafCo employed women trainers and women volunteers, engaged women union and farmer association leaders, and adjusted the training schedule to accommodate women’s needs. They also developed gender-specific training materials and introduced a simple financial management tool to help women farmers, who are often in charge of managing the household income, document and analyze household and farm expenditures.

“Empowering women in key sectors such as agribusiness has been one of IFC’s strategic focuses,” said Sarvesh Suri, IFC’s country manager for Indonesia. “Based on our experience, supporting women with training programs that suit their needs can improve productivity and increase family incomes in the rural areas.”



### **About IFC**

IFC, a member of the World Bank Group, is the largest global development institution focused exclusively on the private sector. We help developing countries achieve sustainable growth by financing investment, mobilizing capital in international financial markets, and providing advisory services to businesses and governments. In FY12, our investments reached an all-time high of more than \$20 billion, leveraging the power of the private sector to create jobs, spark innovation, and tackle the world's most pressing development challenges.

### **For more information**

- visit [www.ifc.org](http://www.ifc.org).
  - **Youtube:** 'Integrating women into sustainable coffee production: Indonesia and Vietnam' produced by ECOM
-

## Tool 3.6 c - Knowing the financial system and how it might fail (female) coffee chain actors

*From DFID & GIZ and Enclude for FLO*

### Why use this tool?

This tool provides guidance to make an analysis of the financial services system in which coffee producers and processors operate. It is a checklist to see where the financing gaps are for (female) coffee chain actors. In addition, it looks into the macro, meso and micro level of the supply side and also into the demand side of financial services.

### What do you gain from using it?

- Insights into the characteristics of a well-functioning financial system at all levels of society
- Overview of possible financing constraints of the coffee supply chain
- Insights into barriers faced by women specifically to access financial services, from the supply side as well as the demand side

### Who applies the tool and for whom?

People who want to optimize coffee production (both quantity and quality) by analyzing in which ways lack of access to finance can affect an efficient coffee supply chain.

### How does it work?

#### Step 1: The characteristics of a well-functioning financial system

In thinking through how to intervene in support of greater financial inclusion, including for women, it is helpful to first consider what the characteristics of a well-functioning financial system are. A well-functioning financial system is one that has:

- a clear and appropriate policy and regulatory framework that is implemented effectively;
- adequate, credible information available to different market players (including providers, consumers and regulators);
- appropriate knowledge-based services to the same players;
- access to an effective payments infrastructure;
- effective competition between suppliers;
- a diversity of sustainable suppliers;
- innovation in products and processes.

Of course, a programme may not be aiming to have an impact across the entire financial system, but it is nevertheless useful for programme designers to understand how a more targeted programme might contribute to an enhanced financial system.

With these elements in place, a financial system might reasonably be expected to deliver a choice of products and services that, over time, become increasingly accessible to more people – including poorer people – and actually get used.

Financial products that do not meet the needs of customers may be physically accessible, but the quality of access may be poor – for example, the product may be expensive or the service delivery cumbersome. This has a big impact on people's willingness to stick with a product. As a result, it is possible to see high lapse rates on bank accounts or insurance policies, because people cannot maintain a minimum balance or keep up with monthly premiums. For this reason, it is important that we look beyond mere access and focus on usage patterns as well.

**Step 2: Three-tier market structure (macro, meso, micro): supply – plus a fourth tier: demand**

It has become commonplace to analyze markets by reference to a three-tier structure:

1. Macro: policies, regulations, macroeconomic factors – the rules and environmental factors that govern how markets operate.
2. Meso: market information, payments systems, services to market players (such as those provided by credit information bureaus, apex organizations, rating agencies, market research firms, etc.) – the information and services that lubricate market activity.
3. Micro: financial institutions – banks, insurance companies, parastatals, microfinance institutions, etc. – the organizations that actually deliver financial services.

Deficiencies in any or all of these three layers could cause markets to fail. For example, financial markets may have an appropriate regulatory framework and good market information, but lack suppliers who compete and innovate.

Simply put, the three-tier structure of macro, meso and micro describes the supply side of financial markets. However, effective supply must be met by effective demand. For this reason, it is important to add a fourth tier – that of the individual consumer – to ensure that the demand side of financial markets is properly taken into consideration.

**Step 3: Inclusive and well-functioning financial systems – the supply side**

The table below distributes the seven market characteristics over the three supply side levels (macro, meso and micro). Per level the possible gender-based barriers are depicted, as are possible actions to address these barriers.

Figure 56: Inclusive and well-functioning financial systems – the supply side (Source: Napiet et al., DFID, GIZ, 2013)

|              | Characteristic  | Institutions involved  | Possible gender barriers   | Potential actions   |
|--------------|---|--|--|---|
| <b>Macro</b> | (1)<br>Clear and appropriate policy and Regulatory framework    | <ul style="list-style-type: none"> <li>• Financial market regulator and supervisor</li> <li>• Central bank</li> <li>• Government departments (e.g. Ministry of Finance)</li> </ul> | <ul style="list-style-type: none"> <li>• Rules relating to asset ownership and registration, and inheritance</li> <li>• Recognition of collateral types</li> <li>• Know Your Customer (KYC) regulations (e.g. if proof of identity not available)</li> </ul> | <ul style="list-style-type: none"> <li>• Legal and regulatory reform and implementation</li> </ul>                        |
| <b>Meso</b>  | (2)<br>Adequate credible information available to market actors | <ul style="list-style-type: none"> <li>• Credit bureau</li> <li>• Rating agencies</li> <li>• Asset registries</li> <li>• ID systems</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Women not captured appropriately in the system (e.g. if credit records from MFIs are not captured)</li> <li>• Lack of records (e.g. no ID, name not on collateral deeds) leading to poor credit rating</li> </ul>   | <ul style="list-style-type: none"> <li>• Improve systems and processes to better assess women’s credit history</li> </ul> |

|   |   |   |   |  |
|---|---|---|---|--|
| <b>Micro</b>                                | (3)<br>Appropriate knowledge-based services to same market actors | <ul style="list-style-type: none"> <li>• Accountants</li> <li>• Lawyers</li> <li>• Consultants</li> <li>• Financial advisors</li> </ul>   | <ul style="list-style-type: none"> <li>• Availability of gender-specific expertise in the market</li> </ul>   | <ul style="list-style-type: none"> <li>• Advocacy and awareness training</li> <li>• Gender training for professionals</li> </ul>   |
|   | (4)<br>Access to an effective payments infrastructure             | <ul style="list-style-type: none"> <li>• Payments service providers and other financial institutions (e.g. VISA, Moneygram)</li> <li>• Mobile network providers and mobile cash</li> <li>• Central bank</li> </ul>  | <ul style="list-style-type: none"> <li>• Women remit more frequently (study in Vietnam) so could be hit by high costs</li> <li>• Access to mobile phones (e.g. no ID)</li> <li>• Distance from payment services</li> </ul>  | <ul style="list-style-type: none"> <li>• Review adequacy of existing payments options, including interlinkage between traditional and mobile solutions, cost and accessibility</li> </ul>  |
|   | (5)<br>Effective competition between suppliers                    | <ul style="list-style-type: none"> <li>• Private sector institutions (e.g. banks, insurance companies, nonbank financial institutions, payments companies)</li> <li>• Microfinance institutions (MFIs) and development</li> <li>• Finance institutions (DFIs)</li> <li>• Other (e.g. SACCOs, ROSCAs)</li> </ul> | <ul style="list-style-type: none"> <li>• Uncompetitive provision of services more likely to be demanded by women</li> <li>• Existing institutions unsuited to women's needs</li> <li>• Few women in senior management positions and on boards, so less able and/or willing to focus on women's specific requirements</li> </ul> | <ul style="list-style-type: none"> <li>• Funding of DFIs to fill the gap where there is limited or no effective competition</li> <li>• Interventions to enable competition between market players (e.g. credit guarantees)</li> <li>• Industry advocacy and gender awareness training with linked change process</li> <li>• Transformative leadership capacity in institutions to pioneer gender equality</li> </ul> |
| (6)<br>A diversity of sustainable suppliers |   |   |   |  |
| (7)<br>Innovation in products and services  |   | <ul style="list-style-type: none"> <li>• Lack of gender awareness and perceived demand for tailored products</li> <li>• Few women in senior management positions</li> <li>• Risk averseness leading to products with reduced risk (e.g. lower maturity investment loans)</li> </ul>                             | <ul style="list-style-type: none"> <li>• Industry advocacy and gender awareness training</li> <li>• Demonstration of successful innovations that can be replicated by the private sector (e.g. M-Pesa)</li> <li>• Gender dimension in research</li> </ul>   |  |

In practice, at micro level there are different finance sources available to the coffee supply chain actors:

- Own capital

Often improvements can be made in the use of own resources of farmers and cooperatives and unions, such as using profits as working capital. External finance always comes at a cost, so it is important that capital is used wisely.

- Buyer

Coffee processing/ exporting companies can support smallholder farmers by providing inputs, or providing credit for medium and long- term finance to improve coffee production.

- Local bank

Generally smallholders do have some access to short-term finance, mainly through MFIs and SACCOs. Usually it is difficult for smallholders to access credits from commercial banks. Interest rates are usually high; there are collateral requirements (land) and banks often need financial statements of customers. Smallholders are perceived as risky clients, because they have low yields and lack traditional sources of collateral. Banks also associate the coffee sector as a risk, because of volatile coffee prices, unpredictable weather and the bad management image of cooperatives. Long-term finance is perceived as even riskier and thus harder to access by smallholders.

- Alternative finance

To bridge the (mainly long-term) finance gap, there are social investment funds (e.g. Root Capital, Triodos Sustainable Trade Funds) and donor/NGO funds available to farmers and other coffee producers. Often NGOs cooperate with social funds to

A well-designed programme that aims to provide a range of services will need to take into account the expertise and specialism of different institutions, the cost of various delivery options and the availability of services in the market, and develop partnering strategies accordingly.

simultaneously provide capacity building (e.g. financial management training to make lending to farmers less risky) and improve access to finance for farmers.

These social funds work with local financial service providers by designing financial products relevant to farmers and stepping in as temporary risk-taker. Usually it takes some time for banks to see that there are alternative ways to finance farmers without risk. In the warehouse financing system, for example, the coffee serves as collateral. A social funds/donor can be valuable by facilitating a long-term relationship between farmers and finance sources.

#### **Step 4: The demand side – constraints and actions**

Demand-side barriers to women accessing financial services relate mostly to the community and individual level and are summarized in figure 57.

Some demand-side barriers can be addressed in the design of the financial services, e.g. by designing a specific product or service delivery system. Other demand-side barriers require parallel or linked support services, such as health, training, etc. These may be developed by the institution providing financial services or through a linked organization or contractor. Operating across five countries in Latin America, Pro Mujer is a microfinance and women's development organization that serves as a prominent example of how finance can be combined with other services.

*Figure 57: Constraints and actions to access financial services-the demand side*

| Barriers   | Actions   |
|--|---|
| <p>Social and cultural factors contributing to gender inequality and women's social, economic and, specifically, financial exclusion</p>   | <p>Support civil society, women's groups and networks to:</p> <ul style="list-style-type: none"> <li>• provide information;</li> <li>• advocate at various levels;</li> <li>• strengthen women's social support systems alongside financial services.</li> </ul> <p>Develop community-based gender training for men and women, boys and girls, and gatekeepers alongside and as part of financial services. Train community-based facilitators to become trainers, who are then able to mobilize and train women's groups, e.g. to encourage them to join SACCOS.</p>   |
| <ul style="list-style-type: none"> <li>• Women's lack of access to health, education and training services</li> <li>• Lack of access to employment and assets</li> <li>• Problems with mobility and ability to link with others</li> <li>• Lack of self-esteem and decision-making power</li> <li>• Care and household responsibilities</li> <li>• Lack of ID</li> <li>• Other factors of discrimination and exclusion such as race, religion, disability</li> </ul> | <p><b>Specific products or service delivery methods</b> and legal, policy and regulatory reform: mobile banking, use of mobile phones and technology to reach remote geographical areas, products with no need for formal ID and collateral, group saving and lending, health insurance components of credit, mandatory savings and insurance.</p> <p><b>Access to income</b> through social transfers, employment, microenterprise.</p> <p><b>Linked services</b> for women: health, education, training and skills, business development services.</p> <p><b>Personal development</b> for women: support groups and networks, self-esteem, leadership, assertiveness and gender training.</p> <p><b>Support for care responsibilities:</b> cash transfers, crèche and child-minder clubs, an extended school day, care for the elderly and the infirm.</p> <p><b>Investment in time and labour-saving</b> infrastructure.</p> |



Figure 58 below depicts possible finance demand constraints and actions to address these barriers in the coffee production chain specifically.

Figure 58: Overview of finance constraint of the coffee supply chain  
Source: Enclude (formerly Triodos Facet) for FLO, 2013

| Level                                      | Problem/ challenge                         | Reason  | Possible solution   | Need for finance  |
|--|--|---|---|---|
| Production (farmer)                        | Low yields                                 | Age of plants   | Renovation of plants  | Medium-term finance for setting up nurseries and rejuvenating plantations   |
|  |  | Lack of maintenance   | Better maintenance  | Short-term finance for hiring seasonal workers  |
|  |  | Lack of fertilizer and other inputs                           | Access to inputs  | Short-term finance for acquiring inputs   |
|  |  | Lack of access to land (specifically for women)               | Access to land  | (i) Long-term finance<br>(ii) Short-term finance raising gender awareness   |
|  | Low quality                                | Use of bad chemicals  | Improve agri-economic practices   | Short-term finance for quality inputs   |
|  |  | Agro-economic practices                                       | Training on agri-economic practices   | Short-term finance for training   |
| Dry processing                             | Low quality coffee                         | Weak sorting and grading                                      | Better equipment (i) and knowledge (ii)   | (i) Long-term finance<br>(ii) Short-term finance for training   |
|  | High cost of renting processing equipment  | Dependence on external processing                             | Acquisition of own processing material  | Long-term/ asset finance  |
| Coffee sales to cooperative                | Lack of sufficient supply from farmers     | Insufficient cash to pre-finance sufficient production inputs | (i) Advance payment from cooperative<br>(ii) Bank loan to cooperatives and unions to pre-finance farmers                    | Short-term finance  |
| Coffee sales from cooperative up the chain | Volatile coffee prices on the local market | Changing prices world market                                  | (i) Close monitoring of world market prices<br>(ii) Transparent pricing/payment system<br>(iii) Training on pricing/payment | (i) Build up own reserve fund from profits of union/cooperative<br>(ii) Short-term finance; overdraft facility<br>(iii) Short-term finance; warehouse financing |

|  |                                  |   |   |  |
|--|----------------------------------|---|---|--|
|  |                                  |   | system and risk management<br>(iv) Keeping coffee in stock until prices are good                          |  |
|  | Lack of supply from cooperatives | Lack of working capital of organizations up the chain (unions/ buyers) to pre-finance cooperative | (i) Increase rotation speed of capital<br>(ii) Access new source of income (from large buyer or MFI/bank) | Short-term finance                               |
|  |                                  | Inefficient logistic system   | (i) Use right vehicles and packing material to get coffee in good state<br>(ii) Training logistics        | (i) Long-term finance<br>(ii) short-term finance |

Tool 3.6 d provides a tool to carry out a workshop that can serve as input to design relevant products for (coffee) farmers, preferably done in cooperation with a financial service provider.

Non-financial measures (e.g. capacity building in financial management) are often

required in tandem with improving access to finance. Credit should be used to reinvest in the business to let it grow and become more riskworthy for formal finance institutions. Tool 3.2 b provides a tool to carry out a workshop with coffee producers to improve money management.

### Credits

Napier, M., C. Melamed, G. Taylor and T. Jaeggi, 2013, Promoting Women's financial inclusion: A toolkit. DFID, GIZ. TopKopie GmbH, Frankfurt am Main. February 2013. From Chapter 3. Project design. 3.2 Knowing the financial system and how it might fail women. p. 39-43.

Enclude (formerly Triodos Facet) for FLO, 2013, FLO GPFU – Draft Desk Study Report p.35-43

## **Tool 3.6 d - Agri-market research tool for financial service providers: Gendered Agricultural Calendar**

*By Anne Marie van Swinderen, Triodos Facet, for the HIVOS-Triodos Fund*

### **Why use this tool?**

This tool provides a guideline to facilitate a workshop with (potential) clients of financial service providers to draw an agricultural calendar of income and expenditures. In order to match demand and supply of financial services, it is important to carry out market research; knowing the clients' needs is an important step. This is a tool to acquire an overview of farmers' annual cash-flows to determine their repayment capacities. It is a participatory tool and discerns between female and male agricultural producers. Income and expenditures of agricultural producers can fluctuate greatly throughout the year, because of the different production seasons. Also between men and women producers there are often large differences; men are often resource owners of cash crops, while women have smaller but more regular sources of income.

Insights on repayment capacities can serve as input for financial service providers to design appropriate financial products with appropriate repayment schedules. This will ensure commercially sustainable products. In addition it will increase access to finance for male and female agricultural producers.

### **What do you gain from using it?**

- An understanding of the cash-flow of female and male agricultural producers
- An understanding of the repayment capacities of female and male agricultural producers

- Input to design loan products with suitable repayment schedules for agricultural producers

### **Who applies the tool and for whom?**

Financial service providers, or organizations building the capacity of financial service providers, aiming to design products for female and male agricultural producers.

### **How does it work?**

#### **Step 0: Preparation**

To carry out the workshop, 4 experienced participatory group facilitators who speak the local language are needed.

To draw the calendars, the following material is required:

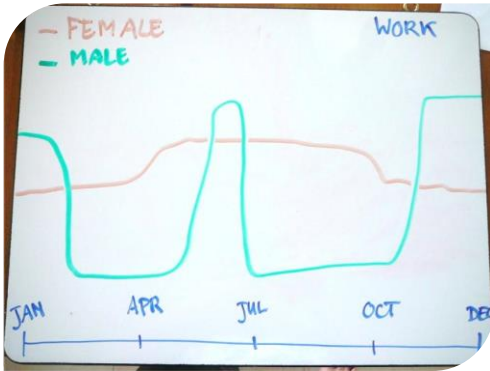
- 12 sheets of paper, at least 60 cm x 40 cm;
- 4 x 3 colored markers;
- wide sellotape (to put the papers on the wall, but the groups may prefer to write on the floor)

#### **Step 1: Formation of small groups**

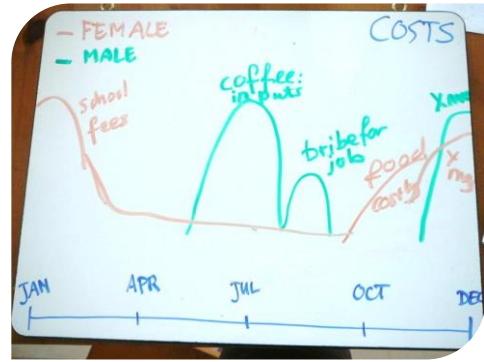
Form four small groups of 5 to 6 people to discuss and draw the calendars. Try to form relatively homogeneous groups, separate men and women, and if possible make groups of similar age, sectors, similar size farms, etc.

#### **Step 2: Drawing workload over the seasons**

Invite the group to identify their workload over the seasons. What are they doing when? This should combine agricultural and other work. They can either do this for an average of the group or they can choose one representative person in the group and map her/ his precise situation. Allow them to roughly draft the calendar according to the example graph depicted in figure 69; in the workshop, more details on types of work should be given.



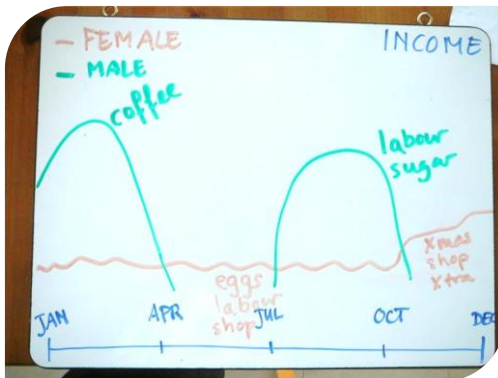
Workload calendar (Source: van Swinderen, 2013)



Costs calendar (Source: van Swinderen, 2013)

### Step 3: Drawing the income calendar

Make another calendar map for income: show with income peaks where the income comes from. With steady income, also indicate in writing what the income consists of. See the picture in figure 70 below for an example of a rough way of making such a calendar map.



Income calendar (Source: van Swinderen, 2013)

### Step 4: Drawing the cost calendar

The third calendar we make is of expenses. In a process similar to the one before, draw a peak when there are more costs, and a dip when there are fewer costs. The group should be stimulated to think about periods when they have no more food on the farm and would need to buy food; costs for the farm, costs for health, education, etc.

### Step 5: Discussion and identification of learning points for design of repayment schedules

Each group brings their three calendars back to discuss in the larger group.

- First, focus on the work calendar: identify the differences and similarities between the different calendars of the four groups. Then discuss briefly what the work fluctuations means for loan repayment and savings. Pay particular attention to the differences between male and female producers. Obviously the seasons when people are really busy will be more difficult to make repayments if this involves a lot of travel time.
- Secondly, discuss the income calendar. See where the income peaks are, and identify the months without any income. Particularly look at differences between men and women. Their income may not coincide. On the basis of this map, the group can identify in which months most loan repayment can take place, and in which months least.
- Thirdly, look at the cost calendar; discuss expenditures over the seasons and identify when these are highest. Again differentiate between men and women.
- Finally, it is important to combine the income and expenditure calendars and

identify to which extent income coincides with expenditures. When there is a lot of income but little expenditure, these will be the times when the most loan repayment can take place. The reverse, when there is no income but high costs, are obviously the seasons when farmers really cannot repay any loans without having to borrow that money elsewhere.

### **Step 6: Drawing of ideal loan repayment calendar**

As a group, make a calendar for ideal loan repayment schedules, separately for women and men.

### **Recommendations for the process**

Try to be open-minded and flexible during the workshop. It may be difficult for the target group to think in concepts and draw simplified maps and calendars of their activities. The focus should be on gathering input from the clients to be able to design useful products for the target group of the service provider.

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## **EXAMPLE: COAC MAQUITA**

This tool was used in a one-day workshop with clients of COAC Maquita. The Savings and Credit Cooperative Maquita Cushunchic (COAC Maquita) was founded in 1998 by grassroots organizations of women living in the South of Quito, the MCCH Foundation (Trading as Cushunchic Maquita Brothers), the New Land Foundation, and the Fund Ecuadorian Populorum Progressio (FEPP), with the aim of providing financial services to its members in the Southern suburbs of Quito.



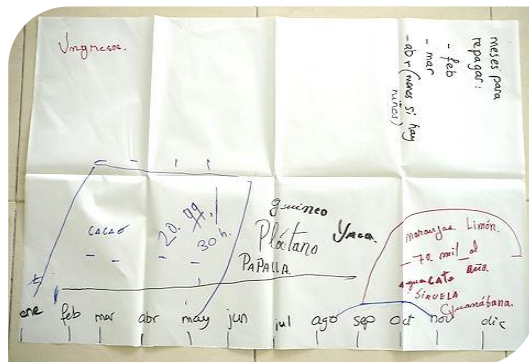
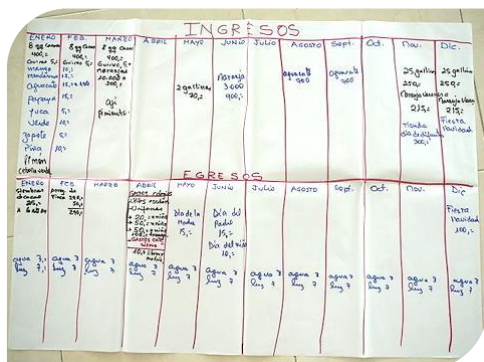
*Drawing income and expenditures calendars, women's group (left) and men's group (right) (Source: van Swinderen, 2013)*

During the workshop two staff members of Maquita were present, as well as the Triodos Facet consultant. Male and female producers drew their own maps in small groups (see pictures above)

During the discussion of the maps in plenary it became apparent that the incomes of the groups are well divided over the seasons; only a few months were identified in which loan repayment is not possible. Specifically women have several income sources, although modest, such as the sale of chicken eggs. These can be sold throughout the year. In

addition, they can cope with emergencies by selling the chickens or other small animals they own.

Specialized producers in a product (monoculture) have cash flows that are much more concentrated. Cocoa farmers in particular receive their income during the months of January to April. The costs are higher during May to August, because in these months people need to spend money on labour for maintenance and renewal of land plants and cocoa. For this segment it would be useful to have a repayment schedule focused on the months of January to April and less repayment during May to August.



The income (ingresos) and expenditures (egresos) calendar of the women group (left) and income (ingresos) calendar of the men group (right) (Source: van Swinderen, 2013)

Ideal repayment schedules for men and women were quite distinct. Men are often owners of cash crops; they need a lot of money at once to invest in the planting and cultivation of the cash crop. Afterwards they sell slowly and can pay back their money in smaller amounts. These are the traditional microfinance loans. Often, women's finance needs are the opposite. For example, they rear meat chickens (broilers) and need finance for several inputs such as feed, medicines, etc. They need this finance gradually, right from the beginning of the production up to the end of the production cycle. This means they need access to finance that is disbursed in small, frequent amounts. Financial solutions for women could involve depositing their microfinance loan in a mobile wallet and withdraw it gradually as they need to buy inputs. Or they need the possibility to arrange an overdraft on their account.

## Credits

Swinderen, A.M., van, (Triodos Facet) 2013, within the 'Sustainable Agricultural Finance Expansion Programme for Partners of Hivos and Hivos Triodos Fund', 2013-2015. The programme aims to increase access to finance for small agricultural producers, agricultural

SMEs and producer organizations by strengthening the capacity of MFIs. The tool above was developed working with Maquita (Ecuador) and Sembrar Sartawi (Bolivia) and based on Participatory Action Learning and PRA methodologies.



## 3.7 Networks

### Tool 3.7 - The role of networks in gender and youth development

#### What is it?

An inter-organizational network is defined as a set of organizations related through common affiliations or through exchange relations. Networks enable organizations to deal with complexity by empowering people to connect with whoever they need, whenever they need.

Well-functioning networks follow three simple principles:

- Organizations and people only actively engage in collaboration when the benefit they derive is greater than the time, effort, and other resources it takes to collaborate
- Collaborative networks are fit for the purpose
- Every network has a choreographer, the individual or entity that organizes the network and is responsible for achieving the purpose of the network.

#### Why use this tool?

Networks in the coffee sector continuously seek ways to address challenges that exist in the industry, among which gender and youth, to improve the economic, social and environmental conditions of those who make their living from coffee. Members are coffee farmer organizations, traders (importers and exporters), industry players (coffee roasters and retailers) and often also civil society organizations. Core activities of these networks include:

1. Promoting and cooperating with sustainability standards and initiatives in the market to stimulate supply and demand of verified and certified coffee;
2. Addressing the issues of coffee sustainability in a multi-stakeholder

coffee platform with specific attention for improving quality, market access, gender and youth;

3. Exploring how coffee farmers can become more resilient to climate change, and contribute to its mitigation by working with development agencies and other partners.

To execute capacity-building and promotion programmes, the networks seek partnerships with development agencies, UN programmes or business promotion forums like IDH, Hivos, ITC, SCAA etc.

#### Who applies this tool and for whom?

Networks are of interest to any stakeholder in the coffee sector addressing gender and/or youth development.

#### How does it work?

In this chapter we give two specific examples of networks in coffee: the African Fine Coffee Association (AFCA) with a regional audience, and the 4C Association (4CA) with a global outreach.

As networks, AFCA and 4C provide a platform to present and promote specific topics; to look at what members need and create opportunities for members to express what they need. Network staff also look at what members do; they look at members' capabilities and set out to stimulate/ delegate work to members if they are better placed to execute it than AFCA or 4C staff themselves.

A few years ago, network staff together with a few members discussed the future of coffee and started to communicate with members about who carries the burden (women) and who will do the work in the future (youth). "If you want a sustainable future, you need to recognize the work of women, address their position, and work on succession planning," was the general feeling. The future depends on women and youth. They are currently in the lower parts



of the value chain and this situation needs to change.

From discussing the future and the position of women and youth, the networks went on to develop a policy on gender and one on youth, and translate these policies into strategies and action plans. Network staff revisited all the existing programmes and interventions (from Hivos to ITC and others) to try and create synergies and bring more focus into the interventions.

Objectives of the developed gender and youth programme include:

- Increased % of quality coffee produced and marketed by coffee-farming family enterprises; meaning that the quality / quantity of families running viable coffee farming businesses needs to go up (stable income throughout the year from coffee and non-coffee);
- Increased % of women and youth along the whole coffee chain at different levels; meaning % increase of women and youth in management

positions at different levels of the coffee chain and % increase of women and youth in coffee-based enterprises;

- Improved market linkages with families and women who produce quality coffee;
- Increased quality tailor-made services targeting families;
- A coffee sector which is better aligned around families, women and youth.

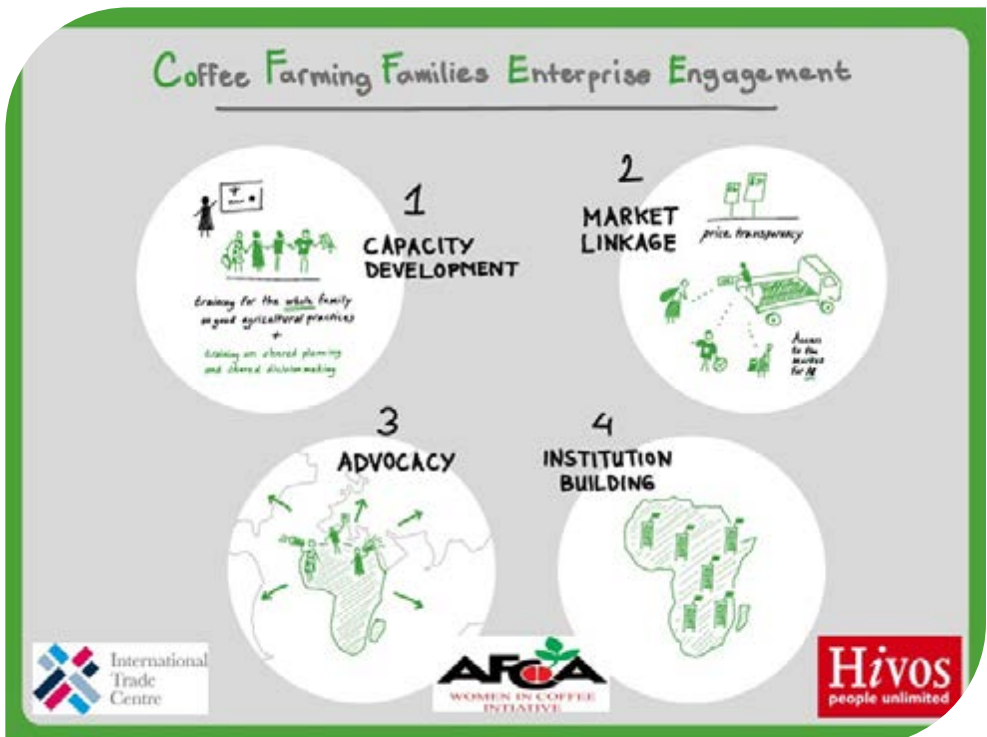
Both networks continue to design targeted training sessions and make tailor-made programmes on all topics identified. They prefer to work with accredited training sessions so that participants (especially youth) can get a diploma to show their qualifications when looking for a job.

#### Credits:

[www.4c-coffeeassociation.org](http://www.4c-coffeeassociation.org)

[www.womenincoffee.org](http://www.womenincoffee.org)

[www.eafca.org](http://www.eafca.org)



# IV Monitoring and Evaluation

## Tool 4.1 - Theory of Change *Based on MDF, Hivos and DCED material*

### Why use this tool?

A theory of change defines as clearly as possible not only the ultimate outcomes and impacts you hope to achieve, but also the avenues through which you expect to achieve them:

- it shows a causal pathway from here to there by specifying what is needed for goals to be achieved;
- it requires you to articulate underlying assumptions which can be tested and measured;
- it changes the way of thinking in terms of what you are doing to what you want to achieve and starts there.

A Theory of Change provides a roadmap to get you from here to there. If it is good and complete, your roadmap can be read by others and show that you know how to chart your course. This is helpful in your communication with other stakeholders involved:

### What do you gain from using it?

- A theory of change helps to identify priorities and make informed strategic choices.
- It also helps staff and stakeholders to work towards a common purpose,

promoting collaboration for shared goals and objectives.

- Crucially, a theory of change also helps an organization to use new data and evidence to assess and improve its effectiveness.

### Who applies the tool and for whom?

Practitioners (from development organizations, companies, government) interested in designing effective intervention strategies for inclusive economic development, who monitor the results achieved and capture lessons learned in implementing the interventions.

### How does it work?

#### Step 1: Share the vision

Define and share the main elements of the vision, i.e. long-term positive changes in terms of poverty reduction and empowerment for women or youth, to which all stakeholders will contribute; e.g. sustainable, profitable and resilient coffee sector; improved family livelihood and quality of life; gender equality.

#### Step 2: Analyze the stakeholders

- Define main stakeholders that are part of the long-term change (the vision) in terms of contributing to or hindering change, e.g. male and female farmers, roasters, service providers, traders, standards bodies etc.

- Assess their interests and the way in which these interests are likely to affect the envisaged change.

### Step 3: Build Outcomes Map

- Map desired changes
- Make sure that these changes are challenging - they would not have occurred by themselves, without effort
- In every change, mention the stakeholder
- Make clear to an outsider why one change precedes the other.
- We distinguish between 3 spheres of changes:
  - Activities and outputs under our direct control (sphere of control)
  - Changes in behavior, or outcomes (sphere of influence)
  - Changes in state, or impact (sphere of interest)

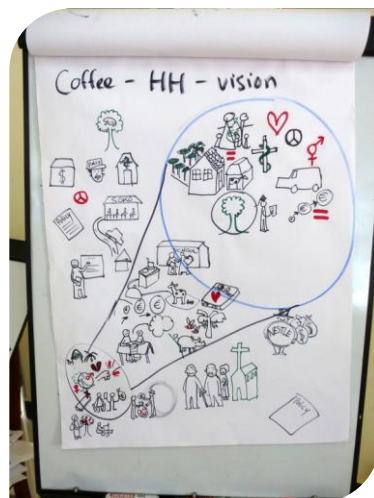
It is important to define women's access to resources and agency at an outcome level. This means understanding and articulating how access to opportunities and the capability to respond to these opportunities can be improved. Here changes tend to be seen in:

- community participation
- leadership
- decision-making
- workplace participation
- norms and conditions
- occupational segregation
- participation and roles and responsibilities
- changes in policies and how they affect women

See next page for fig 60, an example developed by Hivos



Source: Training for Gender in value chain coaches, organised by Agri-ProFoucs, Hivos and ICCO, Arusha 2013



#### **Step 4: Check assumptions**

Ask yourself the following questions:

- Check the 'if – then' relationship: If this change happens - does that lead to the other (desired) change?
- Can you explain how it works?
- Can you explain why this is important?
- If this does not change, how will it affect other change elements?
- Does it relate to other change elements?
- Do you know what makes this change a reality? What helps bring about this change?

Appraisal

- Plausibility => Are we convinced this is how change takes place
- Feasibility => Will pushing the buttons produce the desired change
- Testability => can we really test our theory – will we know if the theory is correct

#### **Step 5: Develop indicators**

The Indicators stage is when details are added to the change framework. By collecting data on each outcome, the initiative can identify what is or isn't happening and find out why.

Each indicator has four parts: population, target, threshold and timeline.

- Who is changing? (women enrolled in the programme)
- How many do we expect to succeed? (perhaps 90% of the enrolled women)
- How much is good enough? (a \$12 per hour job for at least six months?)
- By when does this outcome need to happen? (perhaps within two months of graduation)

#### **Step 6: Identify interventions, choose your “change buttons”**

Identify the outcomes that your programme will address, based on:

- The history and mandate of the organisation
- The readiness of stakeholders to change/ be influenced
- Strategic choices based on (joint) decisions
- Priorities of beneficiaries, national governments, etc.

# Women@Work

## Theory of Change - in Coffee

### Sphere of Control

#### International NGO's

- Increased relation of trust with other stakeholders
- Increased efficiency
- Shared agreement on a business case to invest in gender integrated coffee VC

#### Traders

- Increased relation of trust with other stakeholders
- Increased efficiency
- More expertise in gender integrated coffee value chain
- Shared agreement on a business case to invest in gender integrated coffee VC
- Gender sensitive policies and management

#### Service Providers

- Increased relation of trust with other stakeholders
- Increased efficiency
- More female representation in staff
- Gender sensitive services available

#### Standard bodies

- More female representation in staff
- Gender sensitive auditing is taking place
- Gender sensitive policies and management

#### Financial institutions

- Funds provided for making VC gender sensitive

**Partnerships created**  
**Support mobilised**  
**Joint action**

### Sphere of Influence

#### Service Providers

- Continuous attention for gender issues in VC

#### Producers Organisations

- Knowledgeable on good agricultural practises, standards, gender and management
- Internal audits with gender sensitive indicators
- Increase in leaders / change agents
- Price information accessible for female and male farmers

#### Standard Bodies

- Gender sensitive standards
- Continuous attention for gender issues in VC

#### Auditors

- Continuous attention for gender issues in VC

**Awareness created**  
**Capacity Strengthened**  
**Conditions set**

## Sphere of Influence

### Male & Female Farmers

- Knowledgeable on good agricultural practises, standards, gender and management
- Price information accessible for female and male farmers
- Men's recognition of women's roles in household and daily food security
- Increased motivation to work in coffee production

### Roasters

- Use of positive tested mechanisms and models to improve position of women in coffee production

### Financial Institutions

- Funds for male and female farmers to invest in coffee production and other crops

Awareness created  
Capacity Strengthened  
Conditions set

## Sphere of Interest

### Household male & female

- Sustainable and improved household income from primarily coffee production
- Income diversification and increased food security
- Increased ownership of resources (e.g. trees, land) by women

Sustainable,  
profitable and  
resilient coffee  
sector



Improved quality  
of life (*house,  
nutrition, assets,  
consumption,  
water sources*)



Improved  
livelihood  
=  
reduced poverty



Gender equality  
& empowerment

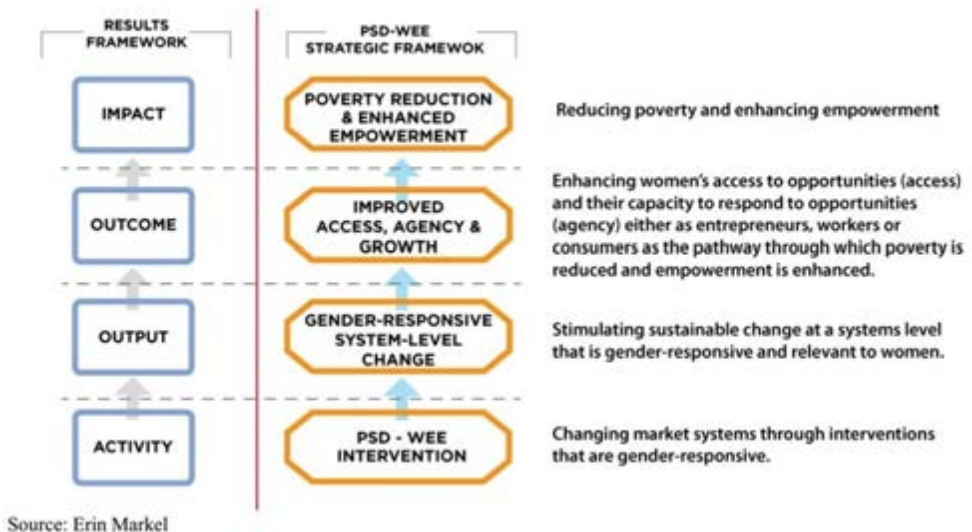
Actual change in  
production  
Emancipation

Impact

## Step 7: Translate your Theory of Change into Results Chains

Figure 61: Results Chains

Figure 4: PSD-WEE Results Framework<sup>25</sup>



### Credits

MDF is a global training and consultancy agency, with over 25 years of experience in international co-operation. The Theory of Change logic is integrated in many of their courses. <http://www.mdf.nl/home/>

The Donor Committee on Enterprise Development (DCED) (2014) 'Measuring Women's Economic Empowerment in Private Sector Development Guidelines for Practitioners' by Erin Markel



## Tool 4.2 – Data collection for monitoring and evaluation

Based on DCED WEE framework

### Why use this tool?

Monitoring and evaluation is about checking whether targets and objectives have been reached, but also about learning. It is about whether we have contributed to including women and youth in the coffee production on a (more) equal footing and about whether this has contributed to higher quality and increased quantity of coffee produced.

### What do you gain from using it?

An answer to the question: are we achieving our objectives related to the inclusion of women and youth?

- What are the successes?
- What are the remaining obstacles?
- What do we need to do differently to be successful in achieving our gender objectives?

### Who applies the tool and for whom?

Practitioners (from development organizations, companies, government) interested in designing effective intervention strategies for inclusive economic development, monitoring the results achieved, and consolidating lessons learned in the implementation of the interventions.

### How does it work?

#### Step 1: Formulate indicators related to our objectives

Select your indicators in accordance with your approach to inclusiveness. Different outcomes will be formulated for initiatives in which women and youth inclusiveness is *mainstreamed* versus the ones that *target* women and youth. The first being more ambitious and focused in their aim to

enhance the access to skills and other resources.

Ensure a mix of access to resources & agency indicators.

Access to resources can be measured with indicators as commonly used in Private Sector Development programs:

- increases in income,
- skill development and access to resources
- employment opportunities

The most important is to do this in a sex-disaggregated manner.

Agency refers to indicators around

- time-use
- decision-making abilities
- physical mobility

See the figure 62 for examples of indicators to measure household-level dynamics from the PSD-WEE Program. Indicators are taken from: World Bank Gender in Agriculture; USAID, Women's Empowerment agricultural Index (WEAI); CIDA, ICRW; and other organisations

#### Step 2: Decide on a combination of methods on how to collect and analyze your data.

AWID (Association for Women's Rights in Development) did research on how to develop more effective M&E systems for those engaged in women's rights and empowerment work at the grassroots, national, regional and global level. This resulted in 12 main insights, 9 of which seem to be most relevant in the context of inclusive economic development; they are listed below.

For methods of collecting and analyzing data, both qualitative and quantitative, read the document 'Measuring Women's Economic Empowerment in Private Sector Development Guidelines for Practitioners' by Erin Markel.

## General insights on the effectiveness of M&E

1. Make M&E a learning partnership, not a performance test
2. Approaches that include multiple M&E frameworks / tools / methods are more effective than frameworks that use just one approach
3. Balance quantitative and qualitative assessment techniques
4. Legitimize and value participatory approaches
5. Make M&E systems flexible and adaptable
6. Also track & assess negative changes, resistance and reversals as a result of actions
7. Approaches that assess contribution to change (like theories of change) work better than attribution-based frameworks (like logframes)
7. Tailor indicators and results to time frames to make them more realistic, it is better to under-promise and over-deliver than the other way around
8. Invest in the creation of baselines

Source: AWID

### *Credits*

The Donor Committee on Enterprise Development (DCED) (2014) 'Measuring Women's Economic Empowerment in Private Sector Development Guidelines for Practitioners' by Erin Markel

Association for Women's Rights in Development (AWID) (2011) 'Strengthening Monitoring and Evaluation for Women's Rights: Twelve Insights for Donors', by Srilatha Batliwala

Figure 62: Basket of Indicators to Measure PSD-WEE Household-level Dynamics

|   | Category  | Indicator (s)  | Quant or Qual |
|---|---|--|---------------|
| 1 | Access to income.   | Additional net income accrued to an individual as a result of the programme per year.                                | Quant         |
|   |   | Perception of increase in income as a result of the programme per year.  | Qual          |
| 2 | Decision-making regarding income, productive assets, investments, and expenditures. | % of recent household expenditure decisions in which women have participated over the previous X weeks.              | Quant         |
|   |   | Ability to make decisions regarding programme-relevant household expenditures.                                       | Qual          |
|   |   | Ability to make programme-relevant decisions regarding the purchase, sale, or transfer of assets (small and          | Qual          |
|   |   | Perception of importance of women's additional income to household due to intervention.                              | Qual          |
|   | Division of labour, time, responsibilities.   | Number of hours per day saved due to intervention.   | Quant         |
|   |   | Number of hours spent on domestic chores per day   | Quant         |
|   |   | Satisfaction of available leisure time.  | Qual          |
|   |   | Ability to make decisions regarding use of time.   | Qual          |
| 4 | Freedom/restriction of mobility.  | Access to programme-relevant services, within and outside their residential locality, as compared to community norms | Quant or Qual |
|   |   | Changes in attitudes towards women and their mobility.   | Qual          |
| 5 | Changes in domestic violence and household conflict/tension.                        | Number of known incidences of domestic violence in the community.  | Qual          |
|   |   | Changes in attitudes towards violence against women.   | Qual          |
| 6 | Gender norms, and men's and women's attitudes towards gender roles.                 | Changes in attitudes towards women and programme-relevant work.  | Quant or Qual |
|   |   | Changes in attitudes towards women and access to programme-relevant services (mobility).                             | Quant or Qual |
| 7 | Women's and men's sense of self-worth or confidence                                 | Perceptions of self-worth, and/or confidence.  | Qual          |

Source: Erin Markel, 2014. Page 19-21

## Tool 4.3 - Costs and benefits of VC-upgrading strategy for men and women

By Lindo and Vanderschaeghe based on the Gender Analysis Matrix from UNIFEM

### Why use this tool?

Selecting a value chain development strategy bears the risk of having a negative impact on some stakeholders, especially those who are hardly visible or have no voice. This matrix is a useful participatory assessment tool to quickly determine how a value chain development intervention will affect or is affecting men and women, young and adult, from the perspective of different stakeholders. It is also a very user-friendly instrument to evaluate the impact of an intervention from the perspective of different actors.

This analysis can be used in the planning phase of value chain intervention or for monitoring and evaluation.

### What do you gain from using it?

- Assess the possible or actual costs and benefits of the value chain upgrading strategy for different actors in the value chain, considering relevant dimensions such as amount of work, income, social position or market position.
- Analyze costs and benefits differentiated by gender and youth. Reflect on underlying causes and solutions for more gender-equitable and youth-inclusive outcomes, and by doing so create awareness of the gender and youth bias in VC strategy development.
- Create awareness of the interdependency of actors in a value chain; how the upgrading of one actor

can affect the socio-economic conditions of other actors in their community and value chain.

- Plan actions to overcome negative impact and increase benefits.

### Who applies the tool and for whom?

This is a tool for participatory multi-actor analysis to be used in workshops that bring together different chain actors; men and women producers, processors, exporters, etc. It is important to have a balanced audience of men and women. To focus on the impact and needs of young men and women, organize a specific workshop or invite them to a mixed session and make sure they can work separately so their voice can be heard.

### How does it work?

#### Step 0: Prepare the workshop

- Design the matrix for analysis (as explained below). On the horizontal axe, pertinent categories for the specific value chain are chosen; on the vertical axe the relevant actors are chosen. Differentiate between men and women. Include young men and young women as specific categories. Community stands for all other actors not mentioned above (workers, consumers, etc.).
- When using this tool in the planning stage: design a participatory presentation of the chain upgrading strategy. For example, let the participants design a map or a role-play that will allow them to picture planned changes in technology, markets, horizontal and vertical linkages and the implications of these changes on people's life.

#### Examples of categories in the matrix:

- Time and work: This refers to changes in workload and work quality, tasks and skills required (skilled versus unskilled, formal education, training) and labour

capacity (do people need to be hired or can members of the household or the actual business do it?)

- **Income and control of resources:** This refers to changes in income and control over resources, such as land, animals, and credit.
- **Market position:** This refers to changes in economic power positions between value chain actors as a result of chain-upgrading strategy.
- **Social position:** This refers to changes in social position, gender or intergenerational relations as a result of the value chain upgrading intervention.

Categories in the matrix can be adapted to specific situation and needs. Other relevant categories can be health, food security, etc.

### Step 1: Carry out the workshop with the participants

Duration: 2 – 3 hours

Use the cost-benefit matrix for reporting. You can use different colours for positive and negative changes. See figure 82 for an example of a cost-benefit format.

*The different workshop stages are:*

1. Participatory presentation of the chain development strategy (in case the tool is used in the planning phase).
2. Explain the exercise to the participants and present the matrix on a poster on the wall, elucidating the different categories and actors.
3. Address the following questions and write down the answers in the matrix on the wall.

Figure 63: Example of a cost-benefit matrix

| Actors                    | Work | Income | Market Position | Social Position |
|---------------------------|------|--------|-----------------|-----------------|
| Female coffee producer    |      |        |                 |                 |
| Male coffee producer      |      |        |                 |                 |
| Coffee cooperative        |      |        |                 |                 |
| Export company            |      |        |                 |                 |
| Community (men and women) |      |        |                 |                 |

*Legend: Black colour is positive impact for the actor at stake, Blue colour is negative impact.*

In the planning phase of the chain upgrading strategy:

- How will your future participation in the value chain change your work and the skills needed to do it? How will it affect your time use and the time you have for other activities?
- How will it change your income? How will it change the control of your income or other resources?
- How will it change your social and gender relations within the household and the value chain?

In the monitoring and evaluation phase of the chain upgrading strategy:

- How did the value chain intervention change your work, income and control of resources, social and gender relationships?

Some questions to deepen the discussion and come to a proposed action:

- Who benefits and who is loses due to chain upgrading?
- Do we notice differences between changes in the lives of men and women? What are the causes?
- To what degree are these changes desired?
- How can the negative impact be minimized? How can obstacles or negative factors be dealt with?
- What actions can be taken to overcome negative impact?

Let the participants answer the questions in groups. Hand out a copy of the matrix on paper, which each group then completes

with initial help and monitoring from the facilitators.

The groups are formed corresponding to the different nodes in the chain, or corresponding to gender criteria (men and women in separate groups).

Each group presents its completed matrix in a plenary session. The facilitator helps to summarize and highlight the most important positive and negative changes.

### **Step 2: Systematize the information**

Information obtained in the workshop should be systematized. The results can be used to improve the chain upgrading strategy, to monitor it and/ or to assess its impacts.

### **Recommendations for the process**

We recommend the presence of two facilitators with the ability to dig further into the first answers given, ensuring that women's (or men's) voices are not drowned out.

The tool can also be used with one type of value chain actor. The different categories on the vertical axe can be: men, women, household and other actors/ community.

### **Credits**

Lindo, Patricia and Vanderschaeghe, Mieke developed this tool adapted from: Parker, Rani, 1993, 'Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers.' UNIFEM.

## EXAMPLE: THE IMPACT OF VOCATIONAL TRAINING OF YOUNG PEOPLE ON THE COFFEE VALUE CHAIN, NORTH NICARAGUA

This tool was used for the assessment of the changes generated by the vocational training of young people from coffee communities in the North of Nicaragua (Ocotal and Jinotega). Technical training was provided on coffee farm management, extension services, rural mechanics, coffee cupping, baristas and cooperative organization. Young men and women participated and reflected on the following leading questions: “What are the positive and negative changes resulting from the vocational training you received in a) skills and work, b) in performance and income and c) in social position, self-esteem and relations with others? Reflect on changes in your life, changes in your family and coffee farm, changes in the cooperatives and coffee estates, and changes in the communities.”

Using the same tool to assess the impact from the point of view of coffee cooperatives and coffee companies provides good feedback to evaluate and improve the programme.

Figure 64: Cost-benefit matrix of the vocational training program, Nicaragua (Source: Vanderschaeghe & Lindo, 2014) from the point of view of young men and women.

| Actors                                       | Skills and work   | Performance and Income  | Social Position  |
|--|---|---|--|
| Changes in my own life (young men and women) | Acquirement of new knowledge and skills. Access to new job opportunities: coffee cupper in an export company, technical assistance to farmers, trainer of baristas, qualified jobs in coffee companies. “I was a gardener. With the studies, I was able to ascend to the post of coffee estate manager. “We have a better understanding of the workplace and labour opportunities”. More job mediation needed to help graduates find a job. | “The technical training helps us steer our future. It gives us access to jobs and income to finance college studies.”<br>“Our income has increased.”<br>“We are paid good fees for the courses of barista we give”.<br>Jobs and income in coffee sector (exp. coffee cupping) are seasonal.<br>Difficulty for young people to access credits to start their own business. | Less economical dependence of young people on their parents.<br>“I was 16 and quite immature, the courses helped me grow personally and professionally.”<br>“The course helped me to visualize myself as an entrepreneur. I am starting a coffee shop so local people can appreciate the quality of our local coffee.” |
| Changes in my family and coffee              | “I have started to work in the family   | Better productivity and quality of coffee.  | “I was motivated to improve my   |



|   |   |  |   |
|---|---|--|---|
| farm business   | farm with my father. We are motivated and are planting 3,000 coffee trees.”<br>“Our knowledge improves the agricultural practices in the coffee farms of our families”. | “I produce 48 quintals per manzana, and I have participated three times in the “cup of excellence” competition. We have improved our standard of living”.<br>“We learned in the Coffee School to drink good coffee”.<br>“I am married, I have a baby of nine months, now I contribute to the family income.” | relationship with my father and work together.”<br>“My image with my family and friends has totally changed. They see me as more mature and ask me for advice.” |
| Changes in the coffee cooperatives and coffee companies | “We instruct cooperative members to fill the farm registers for certification and help those who do not read and write.”  | “We have improved the accountability of the cooperative.”<br>Improvement of productivity and quality of coffee farms. Less incidence of rust than neighbour farms.   | “Now cooperative members see us with more confidence. They ask us for advice and if we can, we help them. Before they just saw us as an annoyance.”             |
| Changes in the community                                | There is more employment of young people trained in the coffee school.  | Coffee shop is an opportunity to consume our local quality coffee.<br>New services for tourists.   | “Before, they saw us as lazy guys, now they treat us with respect.”   |

Legend: Black colour is positive impact for the actor at stake, blue colour is negative impact.

## Tool 4.4 - Documenting and learning from experiences: how to build a case study

By Terrillon, illustrated by SMS and Hivos Kenya

### Why use this tool?

Many organizations develop approaches and strategies to improve gender and/or youth mainstreaming in value chain facilitation. By doing this they achieve interesting results in terms of improved and more equitable relations at household level, youth and women's empowerment, and entrepreneurship for improved livelihoods and value chain performance. Keeping track of changes in behaviour, attitudes, perceptions and mentalities can be a challenge. Case studies are a useful way to capture, package and share relevant information. When designed well, case studies can stimulate learning, critical reflection, conceptualization and experimentation. By drawing up case studies, an organization's own performance can be improved, but if case studies are shared the performance of other organizations can also be improved. Case studies can be inspiring and serve as a learning tool.

### What do you gain from using it?

- Build organizational memory to avoid 'reinventing the wheel', thus ensuring effectiveness and efficiency.
- Improve the organization's performance, outreach and impact by identifying and capturing innovative and effective approaches, practices and tools, and use these for future interventions.
- Disseminate and share experiences with like-minded organizations to stimulate acceptance and adoption of innovations, strategies and practices for replication or up-scaling purposes.

### Who applies the tool and for whom?

Practitioners (development organizations, companies, government) interested in consolidating lessons learned in implementing an intervention.

### Basic principles of communication

**Head:** What do you want the audience to know? (facts, data, etc.)

**Heart:** What do you want them to feel? How is your story going to change the way they feel about the issue? How is it going to « touch » them?

**Hands:** What will they want to do after reading the story? How is it going to inspire their actions?

(Source: Macaux)

### How does it work?

#### Step 0: Preparation

#### Choosing the case study

The answers to the questions below can help to choose a relevant case study:

- Do you have experiences or lessons learned that you want to share?
- Can this story/ approach be used to make the issues/ challenges addressed better known and understood by other stakeholders in the agricultural sector?
- Do you feel you have developed interesting innovative approaches? Can this approach be replicated/ up-scaled?

While selecting your story, you can also use the basic principles of communication explained in the textbox above.

In addition, it is important to develop stories about concrete changes in the lives of target populations. The use of testimonies can help you shape a story.

### Collecting information

To draw up your case study you need sex- and age-disaggregated data; it is recommended to collect these in every step of your intervention:

- Context analysis: How is the problem affecting women and men, adults and youths, differently?
- Implementation: Who participates in different activities (trainings, extension etc.) and in what proportions?
- Outcomes: What is the change (quantitative and qualitative) in the lives of target groups?



### Case description:

#### Step 1: Introduction

Explain the rationale for documenting this intervention:

- Why did you choose this story as a case study (see step 0)?

#### Step 2: Describing the context

Define the context and the relevance of the intervention: what is the problem?

- What are the symptoms/ indicators of the problem?
- What are the consequences?
- What are the root causes of the problem?
- What are the target populations, disaggregated by sex and disaggregated by age? How many?

- What were the reasons to start with the intervention?
- What gender-based constraints/ gender inequalities are you addressing?
- What gender equality and women's empowerment objectives do you want to achieve?
- What youth-based constraints are you addressing?
- What youth involvement and empowerment objectives do you want to achieve?

#### Step 3: Describing strategies/ interventions

Describe the process: How was it carried out? What was done?

- When did the experience start? Who initiated?
- What are the key actors/ institutions and what is their role? What are the opportunities they can seize? How can they contribute to solving the problem?
- Was youth actively involved as decision-makers in the planning or implementation of the intervention? Were women actively involved as decision-makers?
- What have you done to solve the problem?
- What main activities were carried out, in chronological order? By whom?

#### Step 4: Describing results/outcomes

Describe the results/ outcomes following your interventions and analyze the change:

- What was the situation **before** your intervention? What was the particular problem? Can you give concrete examples of the situations **before** the intervention and **now**?
- What was supposed to happen and what happened? Why?
- What has changed following your intervention (including attitudes, behaviours, habits, perceptions)? What

are the changes in the lives of young men and women? What are the changes in lives of women and their families? What are the changes at organizational level?

- What are the changes in the performance of the coffee chain?
- What other interventions/ development (e.g. a new regulation) could have contributed to or negatively impacted this change?

### **Step 5: Drawing lessons learned**

What lessons would you like to learn from this intervention and share?

- What worked well? What achievements are you proud of? What were the **key success** factors?
- What were the challenges? How did you overcome them?
- What have you learned?
- What do you recommend for future interventions? What would you do in

the same manner and what would you do differently?

### ***Additional documents to consult***

Davies, Rick and Dart, Jess (2005), 'The Most Significant Change (MSC) Technique', April 2005, available at:  
<http://www.mande.co.uk/docs/MSCGuide.pdf>

### ***Credits:***

Terrillon, Jacqueline (2013), developed during the gender coaching's track of Agri-ProFocus in Uganda. Based on the Most Significant Change technique:

Davies, Rick and Dart, Jess (2005), 'The Most Significant Change (MSC) Technique', April 2005.

Macaux, W.P., Using the Head Heart Hands Model. The Clinical Practice of Leading Change. Genertivity LLC.

Hivos Caroline Mukeku and Catherine van der Wees

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## **EXAMPLE: THE VIJANA UPRISING YOUTH GROUP, MERU COUNTY, KENYA**

**Head:** Scattered, uninspired youth can change in two years into focused and visionary youth who implement coffee and other agricultural activities for a living and inspire the community to change their perceptions and attitudes about youth and embrace them in sustainable development.

**Heart:** Give hope, inspiration: it can be done, youth can be encouraged to take up coffee, old people can also change; stimulate learning, conceptualization and experimentation.

**Hands:** Spread the word to other youths and the whole sector, roll out and scale up youth programmes, support existing groups. Trigger discussion. Show cases of youth in coffee. Improve performance of youth group itself, inspiring and serving as a learning tool.

### ***Introduction***

Sustainable Management Services in Kenya, a subsidiary of ECOM, looked at cooperatives which were doing something with youth within the Sustainable and Secure Smallholder Systems at Scale programme of Hivos funded by the Ministry of Foreign Affairs in the Netherlands. This case study shows that youth in Kenya can play a role in reviving the coffee sector in Kenya. The Vijana Uprising Youth Group is an existing initiative in the Cirigwa Farmers Cooperative Society in Meru under the 4S@scale programme. The

Chairman of the cooperative is supportive of youth, as 15% of youth are members of the cooperative.

### **Context**

Youth were hanging around, were not doing anything useful. They were locked out of cooperatives, did not own land, could not own trees, did not work on the land, as they did not see any benefits and did not get any trainings.

As a consequence, only older coffee farmers received training. However they did not implement what they were trained on, nor did they pass on the knowledge to their wives or children. This led to a reduction of productivity to 1-2 kg of coffee per tree. Consequently, young people did not see a future in coffee farming and moved away to the cities.

The root cause of the problem is that men do not inherit land until the parents die, while women do not inherit land at all and only have a chance to get access to land if they marry. In the last stage of their lives, parents are not very productive and land and trees are often neglected. There are few opportunities for youth to own land. Only those who own land and the trees can be members of a cooperative, and get training and credit. Cooperative governance is male-dominated, women and young people do not have a say unless they are registered members.

The target population of this intervention is youth between 18-35 years, both girls and boys. Cirigwa Farmer Cooperative Society has 650 members, of which 15% (100) are under the age of 35. The youth empowerment objectives are that both men and women have access to land (either inherited, bought or leased), both have access to coffee trees, other sources of income for diversification, access to knowledge and skills and stimulation of equal division of labour and benefits, and equal opportunity to participate in decision-making.

### **Strategies/interventions**

The key actors/institutions and their roles are:

- Basic Needs Project (Phase 1: 2012- 2014, phase 2: 2014-2016). The project funds various trainings: in GAP: pruning, chemical application and safe use, composting, record-keeping, farm management, nutrition, disease management. Other skill trainings include: financial literacy and savings, youth rights, management of groups and resources, and family issues (family maintenance, conflict resolution, family planning);
- Sustainable Management Services (SMS), Kenya, gives the GAP training and guidance to the groups on a quarterly basis;
- Vijana Uprising Youth Group. The group existed already before the project, but was officially registered on 12 July 2012. The Group has 22 members: 10 male and 12 female. The Group meets twice a month;
- Cirigwa Farmers Cooperative Society is giving the members of the youth group an opportunity to register as members based on production of coffee.

The main activities carried out:

- Group was formally registered
- Requesting older people to give land to the group to work on
- Trainings in different subjects
- Taking HIV patients and mentally challenged people into account
- Farming on their own, their parents' and sick people's plots; both coffee and other crops (tomatoes and water melon) and poultry

- Community awareness of engagement of women and youth in agriculture
- Through Annual General Meeting and special meetings at Cooperative and other committee meetings, youth are given room to sensitize other members
- Participation in educative meetings at cooperative
- Applying for loans from micro-finance institutions (Faulu on baking, K-REP on poultry keeping) to set up bakery and poultry business. Brainstorming on Youth and UASO fund.
- Organize seminars to sensitize other youth to form groups. The goal is to have 2-3 potential new groups

### **Results**

After the intervention, the youth became organized; they pooled their savings to buy chicken houses for poultry, and supplements for HIV positive patients. They acquired a joint piece of land as demo plot and planted 200 new variety coffee trees.

Youth embrace new visions and ambitions as farmers and entrepreneurs individually and as a group. As a group they encouraged other members to grow new varieties, by setting the right example; the youth bought new varieties

from their savings three years ago. Individually they are progressing as well; one of the members already increased production from 350 kg to 700 kg from 200 trees.



Now motivation, commitment and participation of youth is high. In addition there is willingness of the cooperative to involve the youth. Youth involvement seems to be recognized as an important strategy for the continuation of the agricultural and coffee sector. SMS now considers youth as possible promoter farmers. Also the community is more positive towards the youths; one father gave them a piece of land as demonstration plot. One of the women's relatives took out a coffee loan and gave the money to the youths to start a small hotel business.

### **Lessons learned**

Some of the key factors of success include togetherness; working as a group. The group has learned that togetherness can overcome individual problems.

Also the saving component is important: youth are saving now in the group and use the savings for income-earning purposes. This way they are becoming more financially stable. They received 50.000 KES to expand general group services and activities from the Women Enterprise Fund.

Youth embraced individual visions and ambitions. They directly applied what they learnt in trainings.

Asking older people to give them a piece of land to work on was a succesful strategy. It started with the father of the chairman of Vijana Uprising Group who gave 50 coffee trees to the chairman and also handed over the management of the rest of his coffee farm. After the other members learned of it, this started to be a trend; eight members of Vijana Uprising now have been given coffee trees by their fathers.

There was a positive change of attitude of youth towards coffee farming. Cirigwa cooperative society has recently had an increase of youth members; 34 new farmers under the age of 35 registered. This means that older farmers have decided to share their land with the youths.

Youth attended the Annual General Meeting and Special General Meetings of the cooperative. Women are more vocal and are listened to. Youth have more confidence and courage and influence in decision-making. Access to land remains a challenge for Vijana Uprising Youth Groups. They still lack resources to acquire the land. However, they applied to micro-finance institutions for projects, and saved money. They currently earn money by selling piglets, tomatoes, chickens etc. to earn an income and they plan to save to buy a big piece of land to cultivate coffee jointly as an estate.

Another challenge is that power structures take long to change; a change in cooperative law to accept youth could have contributed to a more positive change.

***Recommendations for future interventions are:***

- Use GALS vision planning and vision journey at the start of the intervention to ensure that everybody is focused on the objectives;
- Use GALS challenge action tree to equip youngsters to solve problems;
- Use GALS Diamond tool to identify what is a good / bad leader/ member of groups/cooperatives;
- The cooperative at the higher level should recognize the efforts of the youth and consider them for positions at management level;
- Train the youth in entrepreneurship to be able to compare the different activities, and see which one is the most profitable as an additional income-generating activity;
- Offer the professional skills of youth (being trained in GAP) as services to other farmers at a fee;
- Involve the community from the start, so they have time to get used to the idea, and parents and other people of the community can see the potential of the youth to raise the productivity of the farm;
- Take time to sensitize older farmers that involving youth when acquiring land and buy-in is important for the sustainability of the coffee sector;
- Strengthen capacity on business and gender skills with the objective to scale up;
- Use young coffee farmers as Youth Promoter Farmers; SMS linked one male and one female youth with existing promoter farmers as internship. Later the youth can be a promoter farmer and train other youths. Give incentives to those promoter farmers who have youths as interns. Those who do not, get less pocket money for example;
- Pursue different existing sources of funding, i.e. the Youth Fund, Women Fund and Uwezo;
- Facilitate the different youth groups to learn from each other; for example, train some on the GALS approach and let them train others in the approach.



## Annex 1 - Value Chain development; underlying concepts

### What is “Value Chain”?

Value Chain (VC) is defined here as an analytical as well as an operational model. The model starts with the assumption that a product is rarely directly consumed at the place of its production. It is transformed, combined with other products, transported, packaged, displayed etc. until it reaches the final consumer. In this process the raw materials, intermediate products and final products are owned by various actors who are linked by trade and services, and each add value to it.

Various types of public and private services, like business development services, electricity, transport, financial services, etc., are as important as favourable framework conditions, i.e. laws and regulations and their enforcement. The Value Chain model supposes that by understanding interactions between all these actors, it is possible for private and public agencies to identify points of intervention to (1) increase efficiency and thereby increase total generated value, and to (2) improve the competence of intended actors to increase their share of the total generated value.

### Why is value chain development important?

Globalization does not only patch up market gaps and bring producers and consumers closer together; it also brings regional and international competition into local markets. For instance, any agricultural produce not consumed by the farmers' families is a product in the market (local to international) and competes with products coming from nearby or far away. Therefore, all farmers offering their produce for sale are instantly part of a

value chain. Reasons for intervention may include the following:

1. Some people need support in becoming actors in existing value chains.
2. More important than belonging to a value chain is the role people play in it, i.e. their negotiation power in the value chain.
3. Some actors are stuck in value chains that exploit low income possibilities. They require support to explore new opportunities.
4. By strengthening one actor in a value chain there is the possibility of creating competitive advantages for the whole system. In such cases, a large number of people competing in local, regional or global markets can benefit from these advantages.

### General strategies

The strategic approach to supporting value chains and related services is similar to any donor intervention in complex systems: Focus on changing processes and behaviour and not just on solving identified problems.

- Avoid taking up functions that are part of the business cycle (i.e. take care not to substitute local entrepreneurs).
- Work with existing commercial initiatives and do not establish new marketing channels that are not sustainable, even if they offer fairer terms for farmers during the project life span.
- Do not set up interventions which compete with existing businesses and other services, unless you are very sure about their viability and sustainability.
- Address market imperfections and withdraw when markets function.

### A systemic view of value chains

A systemic view integrates three important levels within a value chain network and allows discovering potentials and

bottlenecks within these levels and in the dynamic interactions between them.

**Value chain actors:** The chain of actors who directly deal with the products, i.e. produce, process, trade and own them.

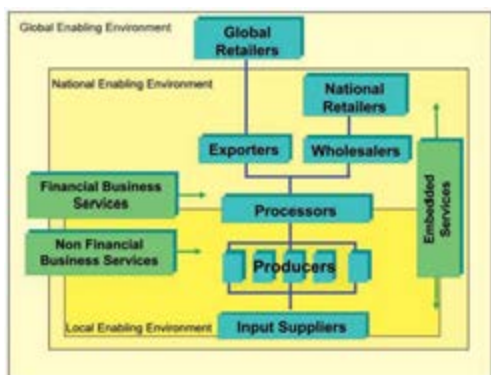
**Value chain supporters:** The services provided by various actors who never directly deal with the product, but whose services add value to the product.

**Value chain influencers:** The regulatory framework, policies, infrastructures, etc. (at local, national and international level).

### Public interest in Value Chain development

While entrepreneurs invest in private interests, development agencies should invest in matters of public interest, such as improving access to commercial activities, promoting fair-trade schemes, small entrepreneur capacity building, labour standards and corporate social responsibility.

Figure 65: The value chain system (adapted from USAID, 2006)



### Public interest in Value Chain development

While entrepreneurs invest in private interests, development agencies should invest in matters of public interest, such as

improving access to commercial activities, promoting fair-trade or organic schemes, small entrepreneur capacity building, labour standards and corporate social responsibility.

Public interventions in markets inevitably lead to changes in the existing markets. Where no market for a specific product exists, or an existing market is monopolized by a single company, the creation of a market or the removal of a distortion can nevertheless be the objective of a development intervention.

The key issue of donor intervention is “leverage”: How do development agencies work for systemic change to reach tens of thousands of people rather than apply direct assistance to help a few enterprises or farmers? At which points can leverage be applied to reach the intended systemic change in a sector?

Development agencies should only intervene in VCs when:

1. There is some sort of ‘market failure’ – a lack of finance or information for example, or a high potential to upgrade a well-functioning Value Chain
2. The overall benefits of interventions to correct this market failure exceed the costs
3. The outcome of the intervention is in the public interest (i.e. food security, poverty alleviation, environmentally sound practices, etc.).

Value chain development interventions are based on an analysis of the value chain system. The interventions address bottlenecks at the levels of value chain actors, supporters and influencers. Subsequently, results are measured at the various levels and in different ways.

## **Rise of the Making Markets Work for the Poor approach (M4P)**

Recently, the Making Markets Work for the Poor (M4P) approach has been gaining ground. M4P is not a substitute of the value chain development approach, but builds on it. Just as within the VCD approach, the key principle is to facilitate systemic change, rather than being an actor in the value chain or business supporter. Interventions in market systems are most sustainable and reach the greatest scale when they are pursued by market actors, not development actors. Yet in practice, development actors have been intervening directly in markets and taking on market roles, both as value chain actors as well as value chain supporters. Consequently, past economic development interventions fell short when measured in terms of sustainability of impact, scalability and/ or cost-effectiveness.

M4P is a comprehensive approach which is based on thorough analysis of the economic realities of the poor; VCD is an important starting point for this analysis. Even more than VCD, the M4P approach stresses the importance of understanding local, national and global market systems that influence the economies in which the poor participate. Sustainable solutions can be found by identifying and addressing the drivers behind these failures. For this reason, systemic change in market systems has a central place in the M4P approach. Figure 2 summarizes the main principles of M4P. For further elaboration of M4P, 'The market development (M4P) approach: a summary' is also recommended (see credits).

There is growing evidence that M4P works; major programmes, in different contexts and market systems, have been able to measure tangible results, such as increased numbers of people accessing new services and increased income. SDC,

together with DFID, SIDA, and UNDP, advocate the M4P approach in order to promote inclusive market development as a means of sustaining growth and reducing poverty in developing countries.

## **Credits**

Roduner, D., 2007, Donor interventions in value chain development. Working Paper. Community of Practice on Value chains in rural development. Financed by SDC, Berne, VCD CoP, July 2007.

Napier, M., C. Melamed, G. Taylor and T. Jaeggi, 2013, Promoting Women's financial inclusion: A toolkit. DFID, GIZ. TopKopie GmbH, Frankfurt am Main. February 2013.

SDC, 2010, The market development (M4P) approach: a summary. With support by Springfield Centre for Business in Development Ltd., United Kingdom. May 2010.

## M4P: a summary

M4P is an approach to developing market systems that function more effectively, sustainably and beneficially for poor people, offering them the capacities and opportunities to enhance their lives. Applicable to development agencies and governments working in both economic and social fields, it is an approach defined by a number of important characteristics.

M4P is an approach to development that provides guidance not only for understanding the poor in the context of market systems (analysis), but also for determining how to bring about effective change (action). Analysis should identify the underlying systemic constraints that impinge upon market systems, and concentrate on addressing these. Its focus is on developing market systems, assessed with respect to different market functions and players: public and private, formal and informal. This systemic character of M4P defines many of its most important features.

By addressing underlying causes (rather than symptoms) of weak performance, M4P is concerned with unleashing large-scale change. Interventions, which may be small in themselves, should continually strive to leverage the actions of key market players to bring about extensive and deep-seated systemic change.

Sustainability is a prime concern of M4P. This means considering not just the existing alignment of key market functions and players, but also how they can work more effectively in the future, based on the incentives and capacities of players (government, private sector, associations, etc.) to play different roles.

M4P requires that agencies and governments play a facilitating role. As external players they seek to catalyze others in the market system (while not becoming part of it themselves). For governments (except where they are playing longer-term roles within the market system) and agencies, facilitation is inherently a temporary role.

Finally, as an overarching framework M4P does not necessarily replace other specific methodologies and tools, rather it provides a transparent and multi-disciplinary framework within which these can be utilized and adapted to address their limitations and so enhance their efficacy.

# SUSTAINABLE COFFEE AS A FAMILY BUSINESS; ADDING VALUE TO THE COFFEE CHAIN

Women form the majority of the world's estimated 25 million coffee farmers, yet coffee is seen as a men's crop. Women do much of the production activities, but men tend to benefit more from training in sustainable coffee practices, inputs, income and other benefits derived from coffee sales. This unequal distribution leads to many inefficiencies in the coffee chain, and hampers the development of the coffee sector in general, and production in particular.

In many producing countries, the average age of coffee farmers is increasing. Youth are not motivated to stay in coffee as they face lack of ownership of land, coffee trees, access to training and finance, and benefits derived from coffee. As a result they leave the rural areas and look for employment in towns. The continuation of coffee production by the "next generation" is therefore at stake, which poses a great risk to the coffee sector as a whole.



## Objectives

This toolkit aims to motivate and assist coffee roasters and traders and their practitioners to apply an inclusive approach to develop better functioning coffee chains equally benefiting both men and women of different age groups. It provides practical approaches and tools for all stages in value chain interventions. It is based on the second version of the Gender in Value Chain toolkit published by AgriPro-Focus in October 2013.

The tools are selected from manuals produced by USAID, Enclude, GALS, ILO, Care and other organisations. This specific coffee toolkit is further enriched by experiences from Hivos-implemented case studies written on youth programmes in coffee.

## Design your own inclusive approach to coffee as a family business

This toolkit is not a blueprint or guideline. Rather, you are presented with a range of tools to choose from and to customize for your intervention.

*This toolkit was developed by Angelica Senders and Marjoleine Motz of Fair & Sustainable Advisory Services, Anna Lentink of Enclude (formerly Triodos Facet), gender in value chains expert Mieke Vanderschaeghe, and Jacqueline Terrillon, coach of the gender in value chains coaching track of Agri-Pro-Focus in Uganda under overall responsibility of Catherine van der Wees from Hivos.*

*This toolkit is a product of the cooperation between Hivos, Agri-ProFocus and the Sustainable Coffee Program, powered by IDH, the Sustainable Trade Initiative.*

