CLIMATE ADAPTATION TOOLKIT

COUNTERCULTURE

twin

TABLE OF CONTENTS

PART I

INTRODUCTION

1 | WHAT IS THIS TOOLKIT?

This toolkit is designed to help users plan and execute climate change adaptation workshops with coffee farmers. These workshops guide coffee farmers through a structured decision-making process where they:

1. Identify climate change impacts
2. Develop potential solutions to adapt to those impacts, and
3. Identify their most feasible and impactful adaptation solutions

The workshop activities are based in participatory research methodologies and therefore rely heavily on the knowledge and participation of workshop attendees to generate and evaluate ideas. In this context, the use of these methodologies results in the identification of adaptation solutions that are:

1. Specifically tailored to the environmental and social conditions of the area
2. Feasible based on the resources available to coffee farmers in that area, and
3. Fully owned by farmers, since ideas were generated and planned by the farmers themselves.

This toolkit is modular. It leads the user through the workshop design process so that each workshop is specifically tailored to meet the goals of the facilitating and participating organizations.

Why is this Toolkit Necessary?

The amount of arable land suitable for growing coffee is predicted to be reduced 50% from current levels by 2050 due to climate change. [1]These climatic changes are already impacting coffee production around the world, threatening the global supply of coffee and the livelihoods of the 25 million families who depend on its production.

Although the term climate change refers to a gradual change in conditions like average temperature and precipitation, these changes can also include increases in near-term disruptions like droughts and landslides. The combination of these short and long-term effects necessitates solutions that help coffee farmers adapt to current conditions while also building the resilience to withstand future disruptions.

Since the impacts of climate change vary widely from region to region, solutions must also vary depending on the impacts that region is experiencing now and is predicted to experience in the future. The success of solutions is also highly dependent on regional, or even local, variations in things like geography, cultural contexts, organizational capacities and resource availability.

The workshop presented in this toolkit is designed to identify solutions that take all of these variables into account. The workshop uses participatory action research methodologies to provide a

1 A bitter cup: climate change profile of global production of Arabica and Robusta coffee

decision-making framework for coffee farmers. **This framework helps farmers identify impactful and feasible climate change adaptation solutions specific to their community needs while considering local resource availability.**

Toolkit Development

Counter Culture Coffee and Twin developed this workshop in response to the issues they were both seeing in their value chains. Working with The Nicholas School of the Environment at Duke University, Counter Culture completed a series of studies about climate change impacts within three of their value chains.[2] These studies confirmed the variability in both impacts and feasible solutions among the different coffee-growing regions. Twin, recognizing the value of the participatory methodologies used as part of their gender-based and other work with smallholder producer organizations, wanted to apply similar practices to address climate change within their value chains. Both organizations identified the need for a tool that would help them address this urgent issue and that would allow them do so efficiently while continuing to incorporate participatory methodologies.

Continuing the partnership with Duke University, Counter Culture and Twin combined their knowledge and experiences to develop and test this two day participatory workshop. Recognizing the urgency of the issue, the companies created this toolkit so that the workshop can be replicated by other companies and organizations across the wider coffee industry.

Who is this Toolkit for?

This toolkit is designed to be used by any type of actor within the coffee value chain. At the time of publishing, this specific workshop had been tested successfully at both a cooperative and a large farm. The authors believe it can be modified for use with any type of coffee-growing organization—an association, an independent washing station, etc.

This toolkit is intended to help users develop their own climate change adaptation workshops. It contains all of the resources needed to design a workshop, as well as instructions for modifying the workshop for different audiences and situations. **Workshop facilitators and participants will end the workshop having identified the 2-3 most impactful and most feasible adaptation solutions for their organization. These solutions will be specific to the participating organization based on the climate change effects in their location and their available resources.**

2 Climate change and coffee communities in Latin America [https://dukespace.lib.duke.edu/dspace/handle/10161/9688] and Adaptation to climate change by smallholder coffee producers in Latin America [https://dukespace.lib.duke.edu/dspace/handle/10161/11921]

2 | HOW TO USE THIS TOOLKIT

This toolkit provides all of the necessary resources to develop and execute a participatory climate change adaptation workshop. Here is a brief explanation of the sections:

1. **Introduction**

2. **Methodology.** This section provides the background for understanding the participatory methodologies upon which this workshop is based.

3. **Concepts.** This section provides detail on the concepts underlying the workshop and is intended for use by facilitators. The concepts explained here are woven throughout the workshop—participants do not necessarily need to be able to define these concepts, but facilitators do. Knowing these concepts will help facilitators keep activities on track and in-scope as well as being able to answer any questions from participants.

4. **Workshop Design, Implementation, and Follow-up.** This section contains all of the resources needed to conduct the workshop itself, from pre-planning through follow-up.

5. **Additional Resources.** This section contains resources that are not necessary to planning and conducting a workshop, but which facilitators may find helpful.

6. **Feedback.** Each workshop that comes out of this toolkit will be different. We would like to hear about your experiences using this toolkit so that we can continue to add information and depth to the materials. Please see this section on how to send feedback.

7. **Appendix.** This section contains templates, examples, and other tools that are necessary for conducting the workshop. No explanatory material is housed here, rather the other sections will refer to the resources in this section.

Every workshop that is designed using this toolkit will be a little different depending on variables like workshop location, participant literacy levels, facilitator experience, etc. This toolkit is intended to help facilitators put together a workshop based on their needs and circumstances, rather than explaining how to replicate an existing workshop design.

PART II

WORKSHOP METHODOLOGY

3 | INTRODUCTION TO PARTICIPATORY ACTION RESEARCH

The methodology employed by this workshop differs from a more traditional training in that it relies heavily on a Participatory Action Research (PAR) framework. Scholar Robert Chambers is hailed as one of the first users of such participatory methodologies and approaches, which, when applied, enable local people to first share, enhance, and analyze their knowledge of life and conditions, and then to plan and act on that knowledge.

The foundation of PAR framework is the idea of "civil science," or the everyday process by which people make sense of their environment. Research through civil science is often used to measure what people already know, focused on a specifically local set of relationships and conditions. Because of this, conclusions are often not generalizable given that they are particular to the area of study.

Participatory research applies the civil science approach by building partnerships between researchers and the "subjects" for the duration of or at any point during the study. PAR takes these methods one step further—its explicit goal is to enact social or political change for those who are involved in the study or project. The exact nature of this change is unknown beforehand, given that it is a result of the study itself. The workshop described in this toolkit relies on participatory processes that are grounded in PAR structure and intentions. Even though the workshop is not conducting any "research," it is designed to generate knowledge from participants and to promote change through solution identification. Participants and facilitators form a relationship, research how climate change is affecting participants, and think through what could be done in response. Because of this, the solutions that participants come up with will not be known until after the workshop is over. Since the ideas surrounding solutions are generated by the participants themselves, participants are interested in, and motivated to put these solutions into action.

The PAR approach is a cyclical and iterative process, consisting of four steps: planning, action, observation/evaluation, and reflection. In the planning phase, the facilitator or researcher chooses an area of study that is relevant to the participants, and then carries out the predetermined strategies ensuring that all participants are supported and empowered. Next, both scientific and local knowledge is harnessed during observation and evaluation. The structure can evolve according to changes in inputs and outputs as events proceed, utilizing reflection to assess whether or not the study's structure was effective. PAR capitalizes on collaboration and social relations to yield the most accurate, relevant, and useful information for the community with which the research is being conducted (see graphic below).

The PAR approach is structured in a way that does not explicitly tell participants what to do, but instead introduces a guided and structured decision-making process. It empowers communities to generate their own knowledge and apply it in decision-making. This stems from the core PAR concept that the participants have the ideas and solutions they need to adapt to the problems they face—no outsider can match that knowledge. Embracing this idea can help address the power dynamics that can emerge during traditional trainings, where an outside "expert" comes into a community to impart the necessary solutions. Based on this holistic and profound understanding of the problem and solutions, participants make collective decisions about the best way forward. In creating this workshop, Counter Culture and Twin specifically chose a framework based on participatory methodologies over a more traditional training approach. This stems from the belief that the people experiencing a problem have the opportunity to provide information that goes beyond outsider knowledge and that personal relevance increases their engagement in the project and final products.

Before this workshop was first conducted, Twin had employed participatory processes and systems in their Gender Actions Learning System (GALS) workshops. The GALS workshop design focuses on spurring "discussion, awareness and motivation 'from within' the participants themselves so that they own the change process and are able to facilitate themselves." Participatory methodologies like PAR are supported by, and grounded in, a body of research, and are useful tools that have been tested in other situations and workshops beyond the one described in this toolkit.

Listening

Meetings, focus groups, mapping, seasonal calendars, questionnaires, field notes, observation, photos, video

Analysis

Focus groups, meetings, social interactions, key health and environmental risk practice messages, dialogue

Action

Action planning, interactive workshops, demonstrations, door to door, educational material development, advocacy

4 | HOW THIS WORKSHOP DIFFERS FROM TRADITIONAL TRAININGS

Application of PAR methodologies in this workshop

Participatory Action Research methodologies are the backbone of this workshop. The workshop activities and their progression are designed to harness participants' knowledge about location-specific climate change impacts and available resources and to use that knowledge to generate potential solutions in a systematic way rather than making decisions based on what intuitively sounds appealing, what a supply chain partner or other external organization might be pushing, or what has or hasn't been tried in the past.

This methodology is particularly useful in addressing climate change in coffee-growing communities for a few reasons. First, scientific data about climate change trends and impacts at the regional and local levels is limited. Participants can help fill-in these data gaps with experiential knowledge and observations. Second, participants have a greater depth of knowledge than the facilitators about the resources available for implementing solutions, particularly resources like social capital that can be difficult to assess from the "outside" of a community. Finally, participating in problem analysis and solution generation helps create buy-in for taking action among participants. The workshop activities focus on spurring discussion, awareness and motivation 'from within' the participants themselves so that they own the change process.

Trainings versus this workshop

Trainings are a common intervention in coffee-growing communities. These trainings often rely on technical experts to teach participants about a new practice, like making compost or keeping bees. Participants leave these trainings having learned a new skill.

This workshop differs from this traditional training model in a few key ways:

1. The facilitators of this workshop do not need to be experts in climate change science or in how to implement adaptation solutions.
2. Although there are a few sections of the workshop intended to give participants more information about climate change, the majority of the information in the workshop comes from participants themselves. In order to identify adaptation solutions that are tailored to a location and organization, that solution must be based on information about that place and those people. The best source for this type of information is the participants themselves. They know how weather patterns have been changing, what the impact has been on their livelihoods, and what resources they have to address these impacts without needing to know or use scientific terminology.
3. This workshop provides a framework for thinking through a problem. The output of the workshop is not a new skillset, it is a prioritized list of adaptation solutions.
4. The ultimate success of the workshop in providing help with climate change adaptation is dependent on how the chosen solutions are implemented. The workshop does not address how to implement solutions, although it does provide materials for planning the implementation process.

Strengths and weakness of this approach

These differences offer strengths and weaknesses when compared to a traditional training intervention. Here is a basic assessment of what we see as those strengths and weaknesses:

Strengths:

Specificity. Adaptation solutions are tailored to the climate change impacts and the resources available to address those impacts in that location and within that specific participating organization.

Respect. Participants feel that their opinions are valued.

Buy-in and ownership. Participants are more likely to support implementation of solutions that they helped choose.

Empowerment. Participants work through the problem to identify solutions on their own with limited outside information, helping them identify new problem-solving capacities within themselves. They learn the skill of solving problems together in a way that makes sense for their communities.

Relationship-strengthening. Participants are able to express their issues to other members of the value chain. Facilitators learn about the history of the organization, the issues its members see as most important, and what resources exist in the region. This information-sharing helps create a stronger relationship between the participating organization and the facilitating organization.

Weaknesses:

Implementation. This workshop does not focus on how to implement the chosen adaptation strategies. The work of planning implementation has to happen after the workshop and is highly dependent on the commitment of the parties involved.

Future climate predictions. The level of information about how the climate is predicted to change in any given geography varies widely. For some locations, it may be difficult to find information and the chosen adaptation strategies may no longer be a good fit for climatic changes that occur in the future.

Skills. Participants do not learn new skills in this workshop aside from the ability to think through a problem systematically.

PART III

CONCEPTUAL BACKGROUND FOR FACILITATORS

5 | KEY CONCEPTS

The following concepts are important for facilitators to understand, both because they form the foundation of the workshop activities and because some of them also need to be explained to participants during the workshop.

5.1 Adaptation versus Mitigation

When discussing potential solutions to climate change, those solutions are generally divided into two broad categories: adaptation and mitigation. **Within climate change, adaptation solutions respond to changes in climatic conditions that have occured, are occurring, or are predicted to occur.** When used in reference to climate change, mitigation refers to solutions that address the causes of climate change. These solutions generally work to reduce the emission of greenhouse gases or lower the amount of greenhouse gases that already exist in the earth's atmosphere.

Both terms are applicable to the coffee industry. Cafés, for example, might work on mitigation by purchasing energy efficient equipment to lower their use of electricity. Farmers might work on mitigation by reducing their use of nitrogen-based fertilizers. Unlike mitigation, however, most of the current adaptation work is focused on coffee farming practices. Although the climate is changing globally, many coffee-growing regions, due to their proximity to the equator and the specific microclimate required to produce coffee, are experiencing more climate change impacts than most coffee-consuming countries at the moment.[1]

This workshop focuses solely on identifying adaptation solutions. This should be made clear to participants in the introduction, however, the facilitator should continue to remain mindful of this distinction during activities related to solution-generation. Participants may identify mitigation-oriented solutions.This is ok, but adaptation and mitigation concepts should be discussed and explained so that mitigation solutions do not make it onto the list for voting.

For more information on this topic, see https://scied.ucar.edu/longcontent/climate-mitigation-and-adaptation.

5.2 Adaptation versus Resilience

In the context of this workshop, adaptation is a change in ecological, social, or economic systems that is made in response to observed or expected changes climatic conditions. Adaptation is reactive. In general, adaptation is viewed as a group of processes and actions that help a system absorb changes that have already occurred, or may be predicted to occur in the future. For the specific case of environmental change and climate adaptation, it is argued by many that adaptation

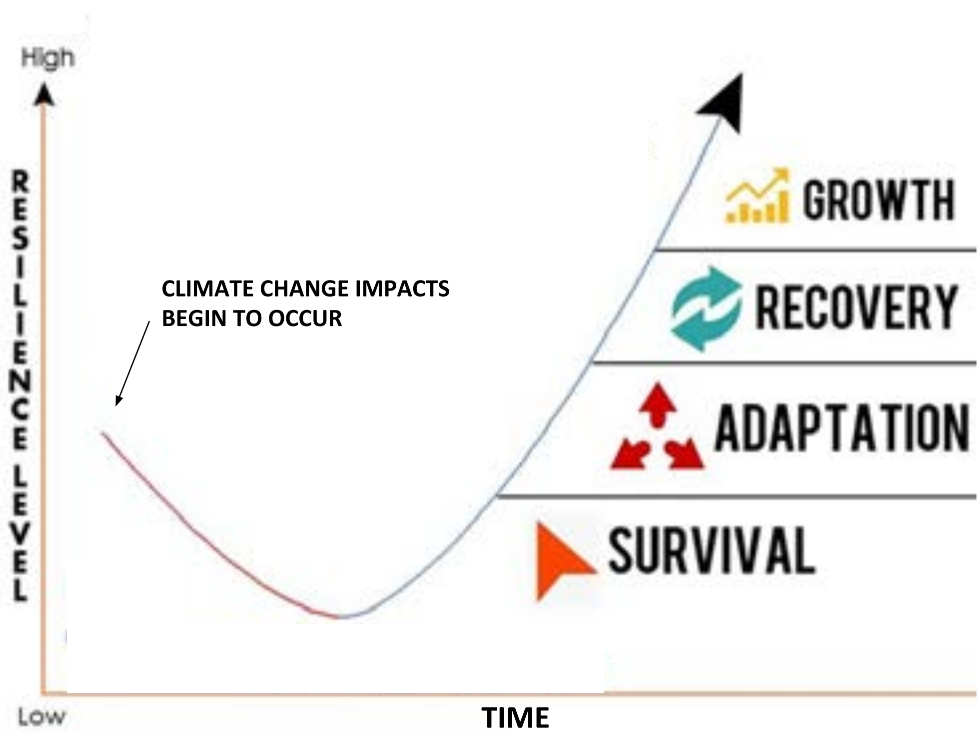
1 http://fairtrade.com.au/~/media/fairtrade%20australasia/files/resources%20for%20pages%20-%20reports%20standards%20and%20policies/tci_a_brewing_storm_final_24082016_web.pdf

should be defined strictly as encompassing only active decision-making processes and actions—in other words, deliberate changes made in response to climate change.[2] Installing an irrigation system is an example of an adaptive practice.

Resilience is the idea that a system, in this case a farm, cooperative, coffee-growing community, etc, can continue to endure or even prosper when subjected to stress. In this context, sources of stress might be droughts, freezes, low coffee prices, etc. A system's ability to withstand stress depends on having options and multiple sources of support. Resilience is preventative in the context of reacting to climate change impacts. Diversifying sources of income is an example of a resilient practice.

Adaptation and resilience are closely related concepts. Adaptive practices help coffee farmers adjust to, and thrive in, their current climatic circumstances. As those circumstances change, adaptive practices must also change; therefore, adaptive practices are generally seen as solutions that address short-term needs. In theory, resilient practices are meant to create an environment where farmers can thrive no matter what climatic changes occur. Both types of practices are valuable and the "best" types of solutions for any given location will vary depending on factors like current productivity levels and predicted changes in temperature.

This graphic provides a useful depiction of the relationship between adaptation and resilience:



Modified from http://www.adaptfaster.com/the-resilience-academy/

2 [Adaptation to Environmental Change: Contributions of a Resilience Framework]

This academic article provides more detail on the similarities and differences between adaptive and resilient practices. It is not necessary to read and understand this article in order to plan and conduct this workshop. The introduction to this toolkit also provides information on adaptation.

5.3 Climate versus Weather

Weather is the day-to-day state of the atmosphere, and its short-term variation in minutes to weeks. People generally think of weather as the combination of temperature, humidity, precipitation, cloudiness, visibility, and wind. **Climate is the weather of a place averaged over a period of time, often 30 years[3].**

The concepts of climate and weather are both important to this workshop. Although weather occurrences may be temporary, they can still be disruptive. A heavy rain during coffee tree floration, for example, can have a large impact on productivity that harvest year. If this is a frequent occurrence at a workshop location, for example, potential adaptive solutions might arise to address it that are both impactful and feasible. Climate is important to consider over the long-term. If, for example, climate models predict that, in 20 years, coffee will not be able to grow in the region where a workshop is being conducted, potential resilient solutions like income diversification might arise to address this long-term effect.

For more on this topic, see https://www.nasa.gov/mission_pages/noaa-n/climate/climate_weather.html.

5.4 Feasibility

This workshop asks participants to evaluate potential adaptation solutions by comparing the resources they have available to them or could acquire to the resources they need to implement a solution. The more feasible a project is, the more likely that project will be successful. In the case of this workshop, the more resources available to implement an adaptation solution, the more probable that solution will be successful.

Synonyms for feasible in the context of this workshop include: viable, possible, do-able.

In some cases, feasibility can change. For example, say a project requires the use of a truck, but no one in the community has one. The feasibility of that project is low. If someone in the community gets a truck, the feasibility of that project increases. In contrast, say a project requires flat farmland in order to build the necessary structures, but most of the farming areas in the community are steep. That steepness or flatness is not something that is easily changed. The feasibility of the project is low and will remain low barring a major change.

Feasibility is not the same as impact. A solution might be very easy to implement, but the impact of that solution might be low. In that case, looking at a solution that is slightly less feasible but has a

3 https://nsidc.org/cryosphere/arctic-meteorology/climate_vs_weather.html

much higher impact might be a better decision.

For more information about feasibility and feasibility studies generally, see https://www.investopedia.com/terms/f/feasibility-study.asp.

5.5 Impact

In the context of this workshop, the word impact is used to describe the size of an outcome. In other words, how much change will happen as a result of that outcome? For example, a project that will only change the circumstances for 5 people in a cooperative with 100 members, is a low-impact project. A project that will change the circumstances of all 100 members, but only a small amount, is also low-impact.

The concept of impact is related not only to size, but also to to time. A project might have a small result that lasts a long time, or a a big result that lasts for perhaps one year. These solutions could both have a high impact depending on the timeline being considered.

The concepts of impact, feasibility, and time are interrelated. It is not possible to say, for example, that a high impact solution is always better or that a solution that gives an immediate results is always the best choice. The workshop is designed so that participants take each of these variables into consideration when thinking about adaptation solutions.

For more information on this topic, see http://www.researchtoaction.org/2016/02/what-do-we-mean-by-impact/.

5.6 Cause, Effect, Solution

These concepts are important to explain to participants during the Problem Tree Exercise.

A cause is why something happens. A cause can be man-made or natural. A cause can be intentional when something is done expecting a certain outcome or unintentional where the outcome is unanticipated. Most causes are complex—that is why the problem tree has multiple spaces on the roots to list causes, even though each tree only addresses one problem.

An effect is the outcome that occurs as the result of a cause. Effects are tangible—they can be seen, heard, felt, observed, etc.

A solution is a potential way to solve a problem. Good solutions address the causes of a problem rather than the effects. If a cause is addressed, the effect will also be addressed. The opposite is not necessarily true. If an effect is addressed, the cause underlying the effect can persist and continue to produce other effects.

For more on cause and effect in relation to project management, see https://www.projectmanagement.com/articles/280822/Cause-and-Effect-Analysis.

6 | INTRODUCTION TO THE FIVE-RESOURCE FRAMEWORK

Selection of feasible and impactful climate change adaptation solutions requires participants to identify the types of resources and capital they have access to. This is accomplished through what is known as the capital asset model. The model breaks capital down into five types:

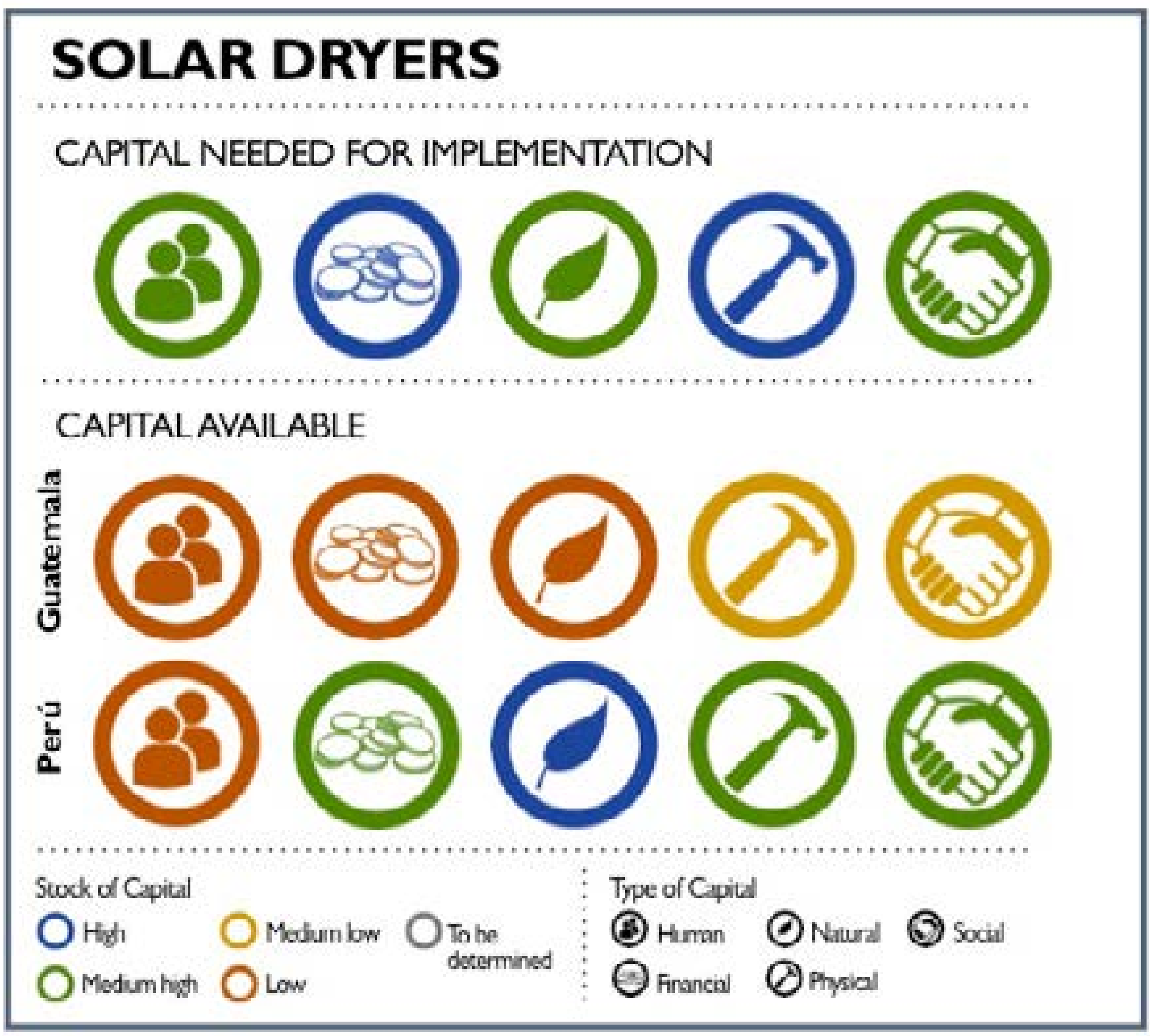
- **Financial:** the monetary assets which facilitate economic production
- **Human:** the productive capacities of the community
- **Natural:** the environmental resources and ecological services
- **Physical:** manufactured assets
- **Social:** the social network of trust, norms and shared values

https://coastadapt.com.au

Workshop activities use this five-resource framework to help participants determine which adaptation solutions are most feasible. Even if a given solution is impactful, access to necessary resources in all five areas can determine whether it is possible to implement. Using this framework will also prevent participants from focusing only on the obvious assets they may have access to; physical and capital assets are usually the easiest to think of but not always the most important for a given solution. Mapping out all five resources pushes participants to think about other essential components of successful projects that may lie in social or human capital capacities.

It is important to consider that challenges associated with increasing capital vary across the five types. For example, money and time barriers often prevent new physical capital from being built, whereas land rights might make acquiring more natural capital difficult. It's also important to note that resources can be found on the individual level, on the cooperative level, and outside of the community.

This framework was applied to past projects done collaboratively by Counter Culture Coffee and Duke University masters students (see **Feasibility presentation example** in the Appendix). In 2015, students interviewed cooperative members in Colombia, Guatemala, and Peru about the climate change impacts and challenges they were facing. From this, the students developed a list of 17 recommended adaptation solutions that the cooperative members could adopt to maintain livelihoods and remain profitable in coffee. Each cooperative chose three solutions for a feasibility analysis. The the specific goal of this part of the study was to determine which of the three solutions would be feasible at these specific cooperatives. The study analyzed feasibility by comparing the resources each co-op had or could easily acquire to the resources needed to implement each solution using the Five Resources Framework. Between the two cooperatives involved in the study, five solutions were pursued and certain solutions were more feasible for one cooperative and less feasible for the other. For example, both cooperatives chose to study the feasibility of building solar dryers. This solution turned out to be very feasible for the Peruvian cooperative, but not feasible for the Guatemalan cooperative based on their limited access to flat terrain—a need identified under the "physical" pillar of the Five Resource Framework. Below is a visual representation of this feasibility analysis and the differences between the two cooperatives.



When applied, the framework will generate solutions that are tailored to the specific resources and access to capital that a cooperative has. This was the case in past Counter Culture and Duke studies. This workshop utilizes the Five Resources Framework to ensure that the solutions participants come up with are feasible given their unique circumstances.

7 | COFFEE AND CLIMATE CHANGE

The ways in which climate change will affect coffee-growing regions geographically, and the degree of impact is not consistent from one area to the next, even on very fine spatial scales. Predictions on shifts in rainfall patterns, direction and degree of temperature change, and pest infestation have been made in some areas, but other regions are not as well studied and knowledge gaps exist. Despite this, there are a few general trends that are universally known for how climate change will affect coffee production and how the consequences will affect farmers and all other coffee industry actors.

Temperature and rainfall conditions are the most important natural factors affecting potential coffee yield. They affect the growth and the development of the plants in different ways at different stages of the crop growth cycle. For example, a prolonged dry season and high air temperature during blooming could lead to flower abortion, whereas water stress reduces photosynthesis, and overall growth is depressed by colder conditions. Growth of Arabica coffee cherries will accelerate as temperatures increase, which leads to decreased quality. Aside from direct crop impacts, incidence of pests and diseases is expected to increase as temperatures rise. Extreme weather events are also expected to increase in coffee-growing tropical regions.

As the viability of certain regions for coffee growing shifts, farmers may lose their coffee yield, source of family income, and total livelihood. Since smallholder farmers account for 70% of global coffee production, consideration of how they will be affected by climate change is essential to the future of coffee. Even if farmers are able to compensate with strategies such as increased irrigation, higher production costs will drive up the price of coffee to the detriment of all along the value chain. In addition, coffee production may concentrate in the few remaining viable areas, increasing risk of high volatility. Studies show that under all potential climate scenarios, coffee production is expected to fall, leading to higher prices and increased competition among high quality products. However, one of the most important takeaways is that small-scale coffee farmers will very likely suffer as climate change progresses. This immediates the need for adaptation strategies that will make coffee farmers, and their families and communities, more resilient to change.

See the **List of Resources** in the Appendix for more detailed information on how climate change is affecting specific regions. CIAT provides an extensive database of climate change studies for various countries, but there are some gaps in the data. It is important to know, or at least approximate, how the climate is changing where the workshop is being conducted to best create solutions that will work in the long term.

PART IV

WORKSHOP DESIGN, IMPLIMENTATION AND FOLLOW UP

8 | BEFORE WORKSHOP

8.1 The Facilitator Role

Who is the Facilitator?

For the purposes of this toolkit, the word "facilitator" is used to cover any role related to the planning and execution of the workshop. These roles include:

- Communicating with the participating organization to coordinate workshop logistics
- Creating the workshop agenda
- Preparing workshop materials
- Giving instructions during the workshop
- Taking notes/photos during the workshop
- Writing the workshop summary
- Communicating with the participating organization to coordinate follow-up plans

Anyone who feels comfortable fulfilling these roles can facilitate this workshop. Ideally, the facilitator role will be shared by more than one person, particularly during the workshop itself. We recommend two facilitators for a small group (12-15) and three facilitators for a large group (16-30). See Facilitation Tips for information about dividing up roles among co-facilitators.

This role can be fulfilled by someone within the participating organization, familiar with the participating organization, or completely external to the participating organization. It is important to note that while the it's the facilitator's job to guide activities to make sure they stay within the scope of the workshop, the facilitator should not otherwise influence the outcome of the workshop. It might be difficult, though not impossible, for someone within or close to the participating organization to retain this level of neutrality throughout the workshop.

Facilitator Experience

Facilitators must consider their comfort level in facilitating the workshop. What previous facilitation experience do they have? What is their fluency level in the language of the participants? Having no prior experience with facilitation does not mean facilitators should not plan a workshop. However, it might mean that they have to bring in outside facilitation help, and then include that in the workshop budget. If there is a language barrier, the budget should also include interpretation and translation costs.

8.2 Identifying a participating organization

In general, the process of choosing a participating organization starts with a needs assessment. This can range from a formal process (see **List of Resources** in the Appendix) if the organization looking to do the workshop does not know potential participating organizations well, or it can be an informal process if the organizations have been working together for a long time. The purpose of the needs assessment is to gauge both the interest in, and the need for, a workshop to generate climate change adaptation solutions.

Once potential participating organizations have been identified, the next step is prioritization. There is not one correct way to prioritize the following variables. The weight facilitators give to each one is at their discretion, depending on organizational priorities and goals for the workshop.

1. **Geographic Location**

   Physical climate change impacts, both current and predicted, are different in every region. The amount of data available about these impacts is inconsistent. Up to 50% of the land where coffee is currently grown will no longer be suitable for coffee production by 2050. However, there are also some areas are predicted to have very little change from current climatic conditions, while others will benefit from changing conditions.

   Facilitators might choose to prioritize workshop location based on which regions have the biggest risk of future loss of coffee production. Arguably, the livelihoods of these farmers are the most at risk in the long run. However, facilitators could also prioritize workshop locations based on current conditions—who is struggling with adaptation the most now, regardless of future climate predictions. These two workshops would look very different; the first would be geared toward resilience solutions, while the second toward adaptation solutions.

   See the **List of Resources** in the Appendix for a list of resources related to location-specific climate change impacts and predictions.

   Again, the amount of scientific data available varies widely. It is unlikely that facilitators will find information specific to the regions under consideration. It is important to spend time doing due diligence looking for data, but don't let the lack of specific data prevent workshop planning at any given location

2. **Organizational Capacity and Structure**

   In order to increase the probability of successful implementation of the solutions identified during the workshop, it is important to consider the capacity available for implementation before choosing a workshop location. If facilitators have already established a working relationship with an organization, they might have a sense of that organization's capacity to implement projects and/or their ability to take on new projects based on past experience. If not, facilitators might need to ask these questions directly to the organization. Depending on how much the facilitator wants to know before choosing a location, these types of questions can be answered as part of the pre-planning process (see Pre-Planning Questionnaire) and/or part of the pre-workshop activities (see Optional Pre-Workshop Activities).

It is also important to understand an organization's structure—not only to help asses their capacity to implement solutions, but also to ensure an effective mix of participants at the workshop itself and to plan implementation effectively.

Often the considerations of organizational capacity and structure overlap. Take, for example, a cooperative that is experiencing leadership instability. It would be difficult to plan and implement a project under these circumstances. Other capacity/structural issues can be planned around. If, for example, a large cooperative has one technical advisor who is responsible for training member farmers on new initiatives, the organization could seek funding for additional trainers or think about innovative ways to disseminate information to members in order to implement workshop solutions.

3. **Relationship: Existing and Future**

   Facilitators should consider the relationship between their organization and potential participating organizations:

- Volume
  - If the facilitating organizations is a direct actor in the value chain, how much coffee do they buy from the organization? How valuable is the organization's coffee to their business?
  - How much volume does the participating organization represent within the region?
- History
  - Have there been any joint projects between the two organizations? If so, how successful were those projects?
  - How strong has past communication been between the organizations?
- Future
  - Do the facilitating organization plan to keep purchasing from the participating organization in the future? The same volume? More volume?

4. **Timing**

   This workshop requires participants to dedicate 2-3 days of their time. Some organizations would prefer not to have a workshop during harvest season. Others might prefer to have it during harvest season if members will already be traveling to a central location. The best way to figure out optimal timing is to first provide the organization with information about what the workshop requires, and then ask for their timing preferences.

5. **What is the facilitating organization's role? What are its goals for the workshop?**

   It is important for facilitators to consider their organization's role when thinking about where to do a workshop. For example, buyers might prioritize locations based on volume. NGOs might choose to do the workshop at the cooperative that will have the biggest impact on the economic or social conditions in a region.

Prioritization of locations also depends on the facilitating organization's goals for the workshop. To secure a future supply of coffee from an area, it might be best to choose a location that is strategic sourcing region. Alternatively, choosing a location where the climate will be inhospitable to coffee production in the future could address the goal of helping rural communities become more resilient to climate change.

Facilitators must be clear about their organization's role in the coffee value chain and goals for a workshop. This will help ensure that the workshop is mutually beneficial to all parties involved.

For more information on setting workshop objectives, see Defining Workshop Objectives.

6. **Potential Regional Partners**

   Consider what other coffee-related businesses and organizations work in the area. This would include people like exporters, but also potentially non-profits and governmental organizations. Would any of these organizations have an interest in the outcome of the workshop? Could they provide resources for the workshop itself and/or the implementation of selected solutions? If, for example, an exporter in a region has expressed interest in helping farmers adapt to climate change, this could be a good place to hold a workshop, knowing that farmers would have potential additional resources for implementing solutions.

8.3 Pre-Planning Questionnaire

The facilitator's first communication with the organization should begin by explaining the workshop. See the **Logistical coordination doc example** in the Appendix for an example of what this first communication might look like.

The following questions should be answered prior to planning the details of the workshop. This can be done through communication between the facilitator and the participating organization or knowledge the facilitator already has based on their previous experience with the organization. Not all of the questions need to be answered at once. Asking is always better than assuming. We recommend initiating communications at least two months prior to the anticipated workshop date.

Workshop Objectives

1. What are the participating organization's members and leaders hoping to get out of this workshop? Facilitators may also choose to share their own workshop objectives at this point, perhaps in response to the organization's answer to this question to avoid influencing their ideas. See also Defining Workshop Objectives.

Timing

1. When is the ideal time to have a two day workshop? Would the facilitator and organization benefit from a one-day meeting/farm visit prior to the workshop? If so, see Optional Pre-Workshop Activities.
2. Is there any reason why people could not attend for two days in a row for about 8 hours a day?
3. Are there any holidays the workshop should be planned around?
4. When is the coffee harvest? Would scheduling a workshop during this time impact participants' ability to attend?
5. What is a good time to get started each morning, based on local custom and any travel considerations?
6. Is there a certain time that the workshop needs to end by each day? For example, because of daylight levels or bus schedules?

Physical Space

1. Does the organization have a space that accommodates x number of people that can be used for two full days in a row?
2. Is the space inside or outside?
3. Does this space have reliable electricity?
4. Is there access to wifi at the workshop location? At the organization's space (if different)?
5. Does the space have, or does the organization own, tables and chairs that can be used during the workshop?

Participants

1. Can the participating organization get x participants for the workshop? (12 is the minimum required. 30 is the suggested maximum)
2. Ideally, participants will represent all facets of the organization. The most successful workshops include participants with different genders, a range of ages, a range of roles, and a range of experience. Is the participating organization able to recruit participants who represent these different facets?
3. What language or languages will the participants speak?

4. What is the literacy level of the participants?

   a. Not able to read or write

   b. Able to read and understand words and short phrases, cannot write

   c. Able to read and write

5. Are there any power dynamics that the facilitators should be aware of? (ex. workers are afraid to share in front of employer, certain individuals tend to dominate discussions)

6. What degree of experience do participants have with workshops? With trainings?

Food and Beverage

1. Can the participating organization coordinate an on-site lunch each day of the workshop, provided by the facilitating organization?

2. Can the participating organization provide coffee and water each day?

3. Is there a store near the workshop location to purchase items like crackers?

Travel and Accommodation

1. Do facilitators need to organize travel for any of the participants?

2. What is the best way for the facilitator(s) to travel from X (probably the airport) to the workshop location?

3. Where is the best place for the facilitator(s) to stay during the workshop?

Acquisition of Materials

1. Is there a place in town for facilitators to buy supplies like markers, big paper, and tape or should they buy them prior to arrival?

Organization History, Capacity, Structure

The extent to which facilitators need to ask these questions will depend on their history with the organization. Consider which questions need answered before arrival and which questions could be asked in an in-person meeting before the workshop. (See Optional Pre-workshop Activities)

1. What is the history of the participating organization?

2. How is the organization structured?

3. Can the organization please provide a few examples of projects it has implemented in the past? What went well? What problems arose?

4. What are the current initiatives happening at the organization?

5. What experience, if any, does the organization have with receiving outside funding?

6. What, if any, governmental or non-profit organizations has the organization worked with in the past?

8.4 Defining workshop objectives

This workshop is designed to output a list of the 1-3 most impactful and most feasible adaptation solutions for the participating organization. This output will be influenced by the objectives for the workshop (see Pre-Planning Questionnaire). It is best to articulate these objectives prior to planning the workshop agenda so that the language and activities can be modified to keep workshop outputs within the desired scope.

Here are some examples of objectives that could influence the workshop output:

- An express desire for adaptation solutions over resilience solutions or visa versa
- A desire to limit the scope of the workshop to agriculture-based solutions only
- A desire to expand the scope of the workshop to focus less on coffee and/or agriculture and more on livelihoods
- An agreement to fund solutions resulting from the workshop

Some of these example objectives, such as an agreement to provide funding, simply need to be noted. Others could be achieved by adjusting the language used by the facilitator during the workshop. Objectives will also inform which activities the facilitators decide to include, or not include, in the workshop agenda.

8.5 Creating a workshop agenda

The workshop agenda will be based on the answers generated in the Pre-Planning Questionnaire as well as the workshop objectives described above. Some of the these variables merit further explanation:

- **Language barriers.** Try to identify any language or literacy barriers that exist between workshop participants and facilitators prior to planning the workshop. Nuanced problems can arise even if all those involved speak a common language. For example, words that the workshop framework heavily relies on, such as “viability” and “feasibility” can lose their contextual or specific meaning through translation from English to a different language.

This can make it difficult for participants to grasp key concepts, or successfully work through activities. Think about ways to define a concept in the local language that rely on description and explanation instead of direct translation.

- **Literacy levels.** Literacy levels could differ among participants. Be aware that if literacy levels are low, some activities may not work as designed. The facilitator might have to rely more heavily on pictures instead of text and verbal explanations instead of presentations. Idea generation, discussion, and feedback might have to occur without writing. It is best to plan ahead and prepare work-arounds for those activities that rely most heavily on reading and writing.

- **Technology and electricity.** Consider the technologies available at the workshop site. If access to electricity, internet, a printer, or projector will be limited or non-existent, some activities will have to be adjusted beforehand. It is important to adjust the pre-workshop checklists accordingly with the necessary supplies and changes. Also keep in mind that activities might have to be adapted last minute in the absence of planned- for technologies or materials.

- **Desired scope of workshop.** Given the structure of the activities and farming background of participants, the scope of the workshop can tend to examine problems, solutions, and resources from an exclusively agricultural perspective. This will likely be the base assumption for farmers unless facilitators explicitly design a workshop agenda that counteracts this tendency. There is nothing inherently wrong with a scope that only includes agricultural solutions, and those solutions could be the most feasible and impactful. However, the facilitator must choose early on whether or not to intentionally expand the workshop scope. This choice will have a direct impact on the thought processes of participants and the final solutions that the workshop generates.

  Changes could include something as simple as asking more refined guiding questions during activities, for example during the resilient vs. non-resilient practices activity, about non-agricultural assets and practices that the community might have. It could also mean intentionally focusing on specific community examples, such as social structures or diverse sources of income, that make the community more resilient to environmental changes. Larger-scale changes might mean including additional non-topical exercises that foster creative thinking processes, inspiring participants to move beyond their agricultural perspective.

- **Desired level of involvement post-workshop.** Before planning the workshop, facilitators should decide how involved they will be in the implementation of any resulting solutions. This level of involvement can range from providing a planning template (See Creating a Follow-up Plan), to funding implementation, to creating a joint implementation plan with shared performance indicators. None of these levels of involvement are "more correct" than others and each involve trade-offs. A joint implementation plan with shared indicators, for example, probably increases the chances for successful solution implementation. However, it could also mean that facilitators do not have the capacity to facilitate workshops with other partners. These decisions should be made clear from the outset, beginning with the pre-planning process. If funding towards solution implementation will not be offered, state that explicitly. This will not only avoid any confusion and potential issues later on, it will also impact solution development during the workshop itself since promised funding impacts the feasibility of solutions.

The following is a suggested process facilitators can use to create a workshop agenda:

1. Set workshop objectives
2. Start with the suggested progression of activities (See Detailed descriptions of potential activities). Add or take out activities based on:
    - a. Workshop objectives and desired scope of the workshop
    - b. The time allotted for the workshop
    - c. The literacy level of participants
    - d. The physical space where the workshop will be held
3. Consider activity flow. How does each activity build on the one preceding? Will the order of activities make logical sense to participants?
4. Modify the facilitator guide to reflect the progression of activities chosen in step #2.
5. Modify the specific instructional language in the facilitator guide as needed, based on:
    - a. Participants' prior experience with workshops and trainings
    - b. Participant familiarity with concepts
    - c. Local language and customs
    - d. The scope of the workshop
    - e. Workshop objectives
    - f. The physical space where the workshop will be held
    - g. What role the facilitator's organization will play in implementing solutions

The activities detailed in this toolkit were developed for use under the following circumstances and should be modified as workshop conditions differ:

- For a buyer to use with a producer-partner

- For a two day workshop (consecutive)
- For a workshop with 12-30 participants
- Best used with participants who can read and write

The Appendix contains a **Workshop agenda example, To-Do lists,** and a **List of workshop supplies and materials**.

8.6 Creating Evaluations

Participant evaluations are a critical part of the workshop. Evaluations should enable and encourage participants to share their opinions freely, without fear of reprisal or embarrassment. Evaluations should provide the facilitator with information about how to improve the workshop in the future.

Timing

Traditionally, evaluations are given at the end of the two-day workshop. If this is how facilitators decide to administer evaluations, they should tell participants during the workshop introduction so they are thinking about their opinions as the activities progress. Evaluations could also be done at the end of each workshop day.

Formal versus informal feedback

Even if the evaluation takes place at the end of the workshop, facilitators can ask for informal feedback throughout. This can help build a relationship of trust between the facilitator and the participants. It can also help participants synthesize what they learned from an activity. Sample informal questions include:

1. How do you feel about what you just did?
2. How did the group work together? What did you like about working with your group?
3. What did you learn/ see/observe....from the last activity?

Every workshop should also include a more formal way for facilitators to receive feedback.

Designing a formal evaluation

When choosing a way to ask for formal feedback, consider the following:

- What questions do facilitators want participants to answer?

> Sample questions:

- For feedback on the structure of the workshop
    - o How did you feel about the length of activities?
    - o Did the progression of activities make sense?
- Specific activities
    - o Did you find the climate/cropping calendar useful?
    - o What would you change about the problem tree exercise to make it better?
- Methodology
    - o Did you experience any issues while working in small groups?
    - o Did you feel that your opinion was heard and recorded during activities?
- Effectiveness
    - o Was there any information you would have liked during the workshop that you did not receive?
- Facilitation
    - o Did you feel like the instructions for each activity were clear?
    - o Did you feel comfortable sharing your ideas throughout the workshop?

- Make questions participant-focused. For example, instead of "Did you like the facilitator?", ask "Did you feel comfortable sharing your opinions during activities?"

- What is the literacy level of participants? If the level is high, a written evaluation form that includes open-ended questions is best. If the level is low, participants could express their opinion by placing stickers on a spectrum, using symbols like smiley and frowny faces to answer or placing or pebbles in a jar.

- Consider that some participants may have never been asked to give their opinion on a process. The facilitator may need to explain what feedback they are looking for and how they will use that feedback.

- Read group dynamics. Some participants might feel comfortable giving feedback in the form of a group discussion, while others may not.

- Leave with a written record. If participants are not filling out individual written evaluations, make sure to record the feedback before leaving the workshop. This can be done by taking notes, making a video, and/or taking pictures of results.

The Appendix contains **Sample workshop evaluation forms**.

8.7 Optional Pre-Workshop Activities

In Counter Culture's experience, not all of the questions in the Pre-Planning Questionnaire can be answered, or at least answered fully, prior to the workshop. Answering questions about an organization's history, etc. could create a large time burden for the participating organization. We have used two alternative strategies for learning more about an organization, its history, and its current projects: an in-person meeting with the organization's leaders and a farm visit prior to the workshop. Both of these activities can be done the day prior to the workshop. Again, the facilitating organization might already be able to answer some of these questions if they have a history of working with the participating organization. In those cases, it can still be very helpful to do the two activities listed here, modifying the questions based on what the facilitator already knows, but keeping in mind that asking is always better than assuming.

Pre-Workshop Meeting with Leadership

What: A 1-3 hour meeting prior to the workshop to gather additional information about the participating organization.

Who: Facilitator(s) and organizational leaders. This does not have to be the entire board of the cooperative, for example, just people who can speak to the history and current state of the organization. It helps to have both management and technical staff represented in order to get a full picture.

When: At least one day prior to the workshop. Include the meeting in the schedule you send to the organization (see **To-Do Lists** in Appendix)

Questions will vary based on the information you want to collect. Sample questions:

- How is the cooperative structured? Do you have any committees or working groups within the organization?
- What types of projects have you tried in the past? Were these projects successful?
- Are there any common problems/obstacles that you run into in executing projects?
- Are there any types of projects you have a particular interest in doing?
- Have you started or completed any projects specifically because of climate change impacts?
- Do you have any experience with applying for, and receiving, outside funding?
- Do you have any existing partnerships with nonprofits, universities, or governmental organizations?
- Who else buys your coffee?

Farm Visit(s)

It can be helpful to have both formal (the pre-workshop meeting) and informal (farm visits) ways to learn more about an organization prior to the workshop.

What: A visit to the farm or to farms that belong to members of the participating organization in order to provide context on current agricultural practices within the organization.

Who: The facilitator(s), representative leaders from the organization, a technical advisor, farmers.

When: At least one day prior to the workshop. Include the meeting in the schedule you send to the organization (see **To-Do Lists** in Appendix)

Start with a farm tour and ask questions as they arise. For example:

- How common is x practice among members?
- How do you pick, process, and dry coffee?
- Who does the labor during harvest season?
- Have you had any issues with weather in the past few years?
- What are your biggest challenges?
- What varieties of trees do you have and what is their age? Is this common among members?

Based on the information collected during these meetings/visits, consider whether any adjustments to the workshop are necessary.

9 | FACILITATION TOOLS

9.1 Facilitator Guide

The facilitator guide serves as a detailed agenda for the people leading the workshop. Each person facilitating should have access to a guide during the workshop.

The facilitator guide is a living document. The guide should be customized before each workshop, using the protocol discussed in Creating a Workshop Agenda. Depending on facilitator preference, the language in the guide where the facilitator reads specific instructions may need to be translated into the language used by the participants. The guide will only been seen and used by facilitators—it should be modified to meet the needs of each workshop and each facilitator's preferences.

The Appendix contains an example, editable **Facilitator Guide**. This guide contains the presenter notes for the sample presentations within the text.

9.2 Taking notes

This workshop is a dynamic process. Each activity results in an output that needs to be captured, but the discussions in and around those activities can be equally full of information that facilitators should capture and record for later analysis. The best way to capture all of this information is to have a dedicated notetaker. These notes need to capture two things: 1) the outputs of each activity and 2) observations on the workshop process itself.

1. **Activity outputs**

   Almost every activity will produce a tangible output. Some of these outputs will be captured naturally as the workshop progresses—the 4-6 most concerning climate change impacts, for example. Other outputs, such as solution ideas that don't make the cut in the voting process, still need to be captured and delivered as information to the participating organization after the workshop.

   The best way to capture activity outputs is to take photos. Take pictures of every output each group produces as they are produced. It is much easier to take photos in the moment than at the end of the workshop. It is also easier to label these photos immediately after the workshop when memories are fresh.

2. **Process observations**

   Although facilitators will receive feedback from participant evaluations, they should also keep their own record of how the workshop went. What activities worked well? Which need refinement? What concepts need better or different explanations? How did timing work out? The extent to which you are able to make these notes during the workshop will depend on how many facilitators you have. If no one is able to dedicate themselves to this task while the workshop is happening, make these notes as soon as the workshop ends each day. Whether someone is taking notes during the workshop or making notes after, this type of debrief session among facilitators can be a very useful way to share observations and discuss any potential adjustments for the next day.

These notes will serve as the record of the workshop. The better they are, the better the workshop summary will be, and the easier it will be to refine the workshop in the future.

9.3 Facilitation Tips

In conducting this workshop, facilitators may encounter new challenges or unexpected hiccups, and thus must be prepared to adapt quickly. This toolkit is intended to provide facilitators, whether new or experienced, with all of the materials needed for a successful workshop. That being said, a good facilitator will work with a mindset of anticipating problems before they occur and be able to make adjustments to the workshop while it's happening to course-correct. Here are a few tips based on our experiences:

1. **Divide up facilitation roles clearly**

   When you are working with another facilitator(s), especially for the first time, take time before the workshop to talk about your strengths and weaknesses as facilitators. Some people might be good at synthesizing information from an activity, while others excel in taking notes, or prompting people to participate. Based on this discussion, divide up the roles in the facilitator guide. One person does not have to be the lead facilitator (the one reading instructions) for the entire workshop—you may decide to divide up days or activities. What's important is that you know who will take the lead during each activity and what help that leader will need from their co-facilitators.

2. **Read the room**

   All facilitators will need to observe participants and activities clearly. If people look confused, for example, they might need more explanation from a facilitator. If you expect to hear groups discussing and it is quiet, participants might need better activity instructions or questions that jump-start their thinking process. If people look bored and/or sleepy, the facilitator might need to add a stretch break or a movement-based activity.

   Facilitators are also responsible for setting people at ease and their behavior and demeanor can set the mood for the whole room. A big part of getting adequate responses from people is them feeling seen, heard, valued, and comfortable with sharing their opinion. Simple pleasantries like "good morning/how was lunch/the weather..." are a good way to set the tone for a comfortable relationship between the facilitator and participants.

3. **Plan and look out for disruptive power dynamics**

   Watch for any signs that workshop participants aren't participating fully, whether it's because they can't or because they don't feel comfortable doing so, and make adjustments. The facilitator might, for example, make a general statement to the group, make new working groups, or ask participants privately about what is happening. The goal with any of these adjustments is to ensure everyone is participating and contributing to the best of their ability.

   Although you might ask about potential power issues that could arise in your Pre-Planning Questionnaire, you may not always get a full answer and/or people themselves may not be fully aware of the existing dynamics. The person answering that questionnaire, for example, might be a leader who is unaware that his/her presence in the workshop might stifle other participants from sharing their ideas. Some potential issues may be obvious in the planning process—a farm owner participating in the workshop with his employees, for example. That does not necessarily mean the participant mix should be altered, it just means that the facilitator might want to modify activities during the workshop planning process. Common sources of power dynamics that stifle participation include: gender, age, time spent in the organization, economic status (for example, landowner vs. farmworker) and role in the organization.

4. **Conflict resolution**

   Sometimes conflicts arise between participants that cannot be anticipated by the facilitator. It is not the facilitator's job to solve long-standing personal disputes; it is their job to create a comfortable and productive environment for collaboration. Therefore, if a disruptive conflict arises, the facilitator's job is to solve the conflict to the point where the workshop can continue productively. This may require a mediated conversation or, in extreme cases, the removal of disruptive participants. For more information about conflict resolution, see http://www.amanet.org/training/articles/the-five-steps-to-conflict-resolution.aspx.

5. **Be flexible**

   No workshop will run exactly as planned and according to schedule. Participants might show up late or leave early, for example, and facilitators need to be flexible. Allow time in the workshop schedule for making adjustments—almost any activity can be condensed if time becomes an issue. Follow the lead of participants. The facilitator might, for example, notice that participants want to contribute to more than one problem tree. As long as it's not disruptive, that's fine. It may even result in better problem trees!

Every workshop will be different. With each experience, facilitators will get a better sense of when to make adjustments and how to better plan for those adjustments up front. The first few times facilitating will be learning experiences and that's okay. As long as facilitators come to the workshop prepared and participants share ideas, the workshop will be a success.

10 | DURING WORKSHOP

10.1 Room Set-up

The ideal room set-up makes participants feel comfortable and welcome. It makes activities easy to do and facilitates collaborative small group work as well as large group discussion. Participants should be able to hear and see any time someone is talking to the group. The configuration of the room can change throughout the day as needed. Tables for group work are helpful, but not necessary—all templates can be filled in while taped to the wall. The room should have plenty of wall space for displaying visual aids and group outputs.

- **What to have ready when participants arrive each day**
  - Tables and chairs in the desired arrangement
  - Name tag supplies
  - Sign-in sheet
  - Coffee and water
  - Projector set-up, tested, and focused
  - Video camera if you are filming

- **What to have hanging on the wall for reference when participants arrive each day**
  > Agenda for the day
  > Ground rules
  > Definitions for reference
    - Ex. Feasibility, climate change, 5 resources (with icons)
- **Have on hand to use as needed**
  > Large sheets of paper
  > Markers
  > Pens
  > Tape
  > Sticky notes and/or scrap paper
  > Printed facilitator guide
  > Voting dots
  > Highlighters
- **Day 1**
  > At each table
    - Paper and a writing utensils for each person
  > On the wall
    - A tape line with ends marked for the resilient vs non-resilient practices exercise
  > Have the following items ready upon arrival
    - Any templates participants will need to fill in
      o Ex. Climate/cropping calendars, Problem Tree
    - Any examples
      o Ex. Sample climate/cropping calendar, Sample problem tree
    - Any large papers you will need to fill in as you go
      o Ex. List of challenges
- **Day 2**
  > At each table
    - Paper and a writing utensil for each person
  > On the wall
    - Two tape lines in an "L" shape to be used for the feasibility vs. impact activity
  > Have the following items ready upon arrival
    - Any templates participants will need to fill in
      o Ex. Large blank resource matrix for the group to fill in together, small blank

resource matrix for each group, small blank solution feasibility matrix for each group

- Any examples
    - Ex. Pre-filled resource matrix example
- Any large papers you will need to fill in as you go
    - Ex. List of possible solutions
- Evaluation materials

10.2 Detailed Descriptions of Potential Activities

Below is a detailed description of each activity, which compose the heart of the workshop. The optimal composition and progression of the activities may vary based on workshop objectives, scope, etc. See Creating a Workshop Agenda for instructions on setting a workshop agenda. The order outlined here is one of the suggested ways to structure the workshop, since each activity builds on the one before it, and ends with a list of ranked adaptation solutions based on impact and feasibility. See the **Facilitator Guide** in the Appendix for suggested instructions for each activity.

1. **Drawing Ideas**

   Description and Objectives:

   Conducted right after initial introductions, this activity is intended to make participants comfortable with sharing their ideas with the group. Working individually, participants make three different drawings based on the facilitator's instructions. Participants then exchange drawings with their neighbor and answer the facilitator's questions. These questions are designed to make participants feel that they can express their ideas via picture even if they don't think of themselves as "good" at drawing. The questions also demonstrate that something can be drawn multiple ways and still convey the same idea.

   Depending on the literacy level of participants, the facilitator might ask them to draw their answers for each activity rather than write. If this is the case, this activity could be expanded to further increase participants' comfort with expressing concepts through drawing.

   Materials: Pen and paper for each participant

   Set-up: n/a

   Examples: n/a

2. Climate/Cropping Calendar

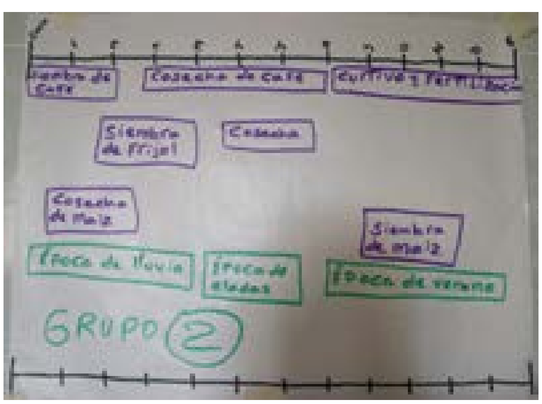
Description and Objective:

The purpose of this activity is to guide participants through first identifying "normal" climate and agricultural patterns, and then identifying changes that have occurred due to changes in the climate. Facilitators begin by going through an example calendar with the group. Next, participants develop a list of important topics that they feel should be included on the calendar, such as important crops or weather patterns. Participants are then split into groups and organize the important topics just discussed onto a climate cropping calendar template, using example calendars to explain what they should look like. Once the calendars are complete, have participants add-on how these cycles have changed and then present their calendars to the large group. The facilitator then leads a group discussion about commonly identified challenges and how those are impacting crops and livelihoods. During this discussion, the scribe starts a list of challenges. The product of this activity should be one climate/cropping calendar per group and a list of challenges/impacts farmers are facing.

Materials: Calendar example, calendar templates, markers/pens, tape, blank poster-sized paper for writing list of challenges/impacts, blank poster-sized paper for writing climate and crop lists

Set-up: Hang example calendar for participants to see. Hang a blank poster-sized paper to capture climate and crop lists. Distribute one poster-sized calendar template to each group. Hang a blank paper on the wall for the scribe to begin making a list of challenges/impacts.

Examples:



3. Resilient versus Non-resilient Practices

Description and Objectives:

The purpose of this activity is to discuss agricultural practices at the producer and organization level that make participants more or less resilient to climate change. The facilitator should give all participants sticky notes and pens and construct a paper or tape spectrum with "stronger" and "weaker" on either end on the wall. The facilitator should begin by pointing out that there are some agricultural practices that make crops and livelihoods stronger and more able to withstand changes in the climate and some that make them weaker and less able to withstand changes. Participants will identify at least 2 practices, write them down on separate sticky notes, then place them somewhere along the spectrum constructed on the wall. Once all sticky notes have been placed, the facilitator will prompt the group with questions meant to uncover more challenges/impacts to add to the list started in the calendar exercise, such as why certain practices make the community more or less resilient and why they choose to do it. The product of this activity is a completed resilient to not-resilient spectrum with sticky notes indicating agricultural practices and additional challenges/impacts added to the on-going list.

Materials: Paper, sticky notes, pen/pencils, tape

Set-Up: Give everyone sticky notes and pens. Create a paper or tape spectrum on a wall with "stronger" and "weaker" on either end.

Examples:

4. **Climate Change Presentation**

Description and Objectives:

This is one of the few presentations included in the workshop, and presents a basic but critical introduction to climate change and how it impacts coffee production. The presentation also describes how climate change is impacting coffee farmers through the use of a specific example. Waiting to give this presentation until after the first two activities is essential; participants should first generate ideas about what is happening in their community before facilitators introduced any of their own ideas. The facilitator will present using a computer and projector and allow time for questions, as well as time to add to the running list of challenges/impacts.

Materials: computer, projector

Set-up: n/a

Examples: See **Climate Change Presentation** in the Appendix

5. Challenge/Impact prioritization

Description and Objectives:

During this activity, participants vote on the challenges that they feel are most prevalent. Facilitators set up the activity by first compiling all of the participant-generated challenges/impacts from the past few activities onto a piece of poster paper, then hanging it at the front of the room. All participants should be given five dot stickers to vote with. At the end of this activity, the list should be narrowed down to an amount decided by the facilitators before the workshop, based on the number of workshop participants. This will be accomplished as participants vote by placing dot stickers next to the challenges they feel are most prevalent or important in their community. This may take a couple rounds of voting to accomplish. Voted can also be "weighted," as in participants can place more than one dot next to a problem they consider particularly important. The outcome of this activity is a shortened list of four to six of challenges.

Materials: Paper, markers, dot stickers

Set-up: Give everyone dot stickers. Put poster/paper at front of the room with list of challenges.

Examples:

6. **Problem Tree**

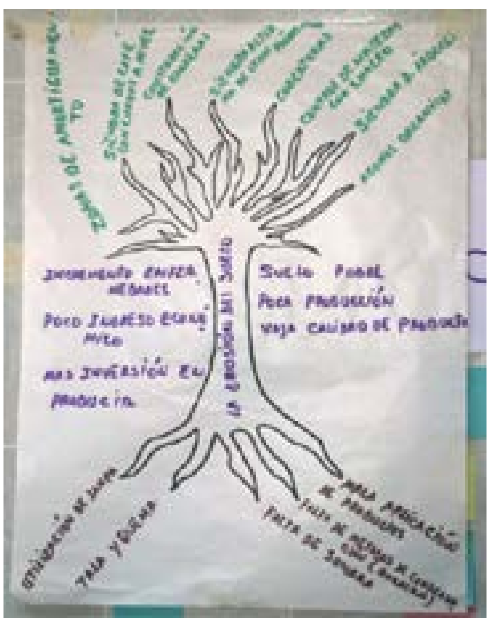
Description and Objectives:

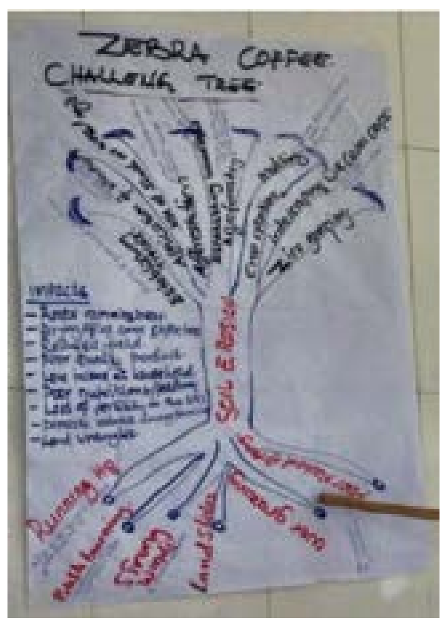
By using the Problem Tree template, participants will identify the root causes of problems and the resulting effects, and will end by brainstorming as many solutions as possible. Split participants into new groups to promote idea-sharing and generation. The facilitator will explain the format of the activity, using an example problem tree. Each group will take on one of the four to six prioritized challenges. Groups will start by placing problem causes on the roots, with the facilitator explaining the concept of "causes" as needed. Effects will then be written on the trunk of the tree. Lastly, participants will think of and write down potential solutions to the problem on the branches of the tree. Solutions can be a range, from things the community is already doing to creative, out-of-the box ideas. The outcome of this activity is a problem tree for each of the four to six prioritized challenges with causes, effects, and solutions written down.

Materials: Paper, pens/pencils, problem tree example

Set-up: Give everyone pre-drawn trees and pens. Hang example of problem tree.

Examples:





7. **Feasibility Presentation & The Five Resources Framework**

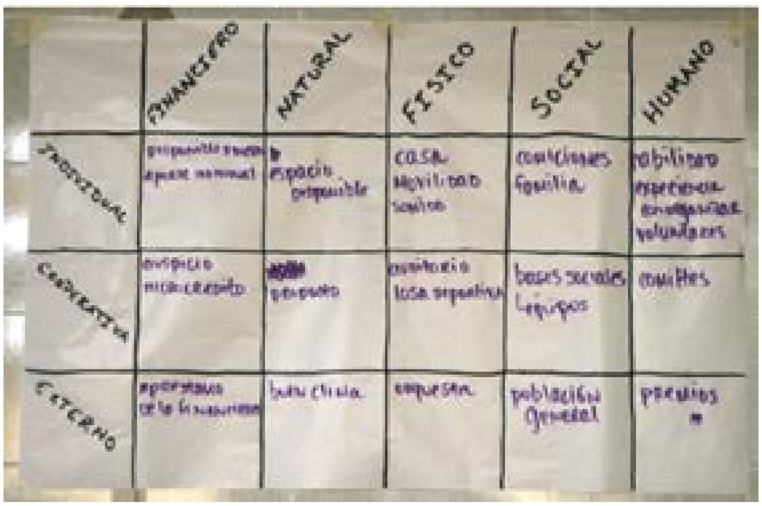
Description and Objectives:

In this activity, participants are introduced to the concept of feasibility, and given ideas and examples of other potential adaptation solutions. The point of this presentation is to begin thinking about how to narrow down the solutions generated by the problem tree exercise using the concept of feasibility. Participants are told about the Five Resources Framework, where resources are organized into five categories: human, physical, social, financial and natural. Participants make a list of what their organization has, which they will then use as a reference in the solution feasibility activity. Another important concept outlined here is how access to different resources can determine which solutions are more or less feasible. Examples from past workshops will guide learning.

Materials: Computer, projector, blank poster-sized resource matrix to ID assets, marker, tape

Set-up: Hang blank resource matrix to ID assets on the wall to fill in

Examples: See **Feasibility presentation example** in the Appendix



8. **Resource Matrix to ID Needs**

Description and Objective:

During this activity, participants will apply the Five Resources Framework to think through what is needed to plan a community gathering. Using a familiar example first will ensure that participants understand the framework before using it to work through the problem tree-generated solutions. Participants should be able to see the definition of the five resource framework as they work through this activity.

First, facilitators go through an example matrix with the group that has already been filled out. Then, participants fill out a matrix together as a large group. The outcome of this activity is a completed matrix on a familiar topic that will guide participants as they think through the resources they need for their climate change adaptation solutions.

Materials: Sample resource matrix to ID needs, blank resource matrix to ID needs (see **Resource Matrix to ID Needs** in Appendix)

Set-up: Hang sample and blank matrices on the wall

Examples: n/a

9. ## Solution Prioritization

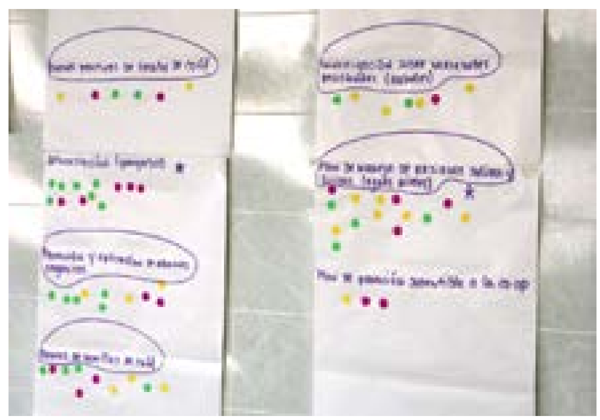
Description and Objectives:

During this activity, participants use the resources framework mindset to narrow down the solutions generated by the problem trees. Facilitators refer to the framework definition as well as the resource matrix to ID assets that the group created during the feasibility presentation. Working in their problem tree groups, participants select two to three solutions from their tree that they consider most feasible after thinking through the resources they have access to. After all groups have narrowed down their trees to the most feasible solutions, all participants vote on the solutions that are most attractive and feasible overall. The voting process is similar to the dot voting for the challenge prioritization activity in that participants get five votes that they can "weight" towards certain solutions they consider most feasible. The outcome of this activity is a list of four to six prioritized solutions that are the overall most attractive and feasible.

Materials: Problem trees, paper, pens/markers, resource matrix to ID assets, definition of five resource framework, Poster/paper, dot stickers

Set-up: Poster/paper at front of the room with solutions written out

Examples:



10. ## Solution Feasibility

Description and Objectives:

This exercise brings together the previous two activities, using the five resource framework to identify both assets and needs. Working off of the shortened list of attractive and feasible solutions, participants identify what resources are needed for each solution, whether or not their cooperative or community has those resources, and how hard it might be to gain access to missing resources. Working in groups, participants fill out the matrices with resources they have and do not have, then use highlighters to categorize how easy or difficult it would be to acquire the resources not currently held by the cooperative or community. Lastly, participants are asked to think about the element of time, considering how long each solution would take to implement and generate results. The outcome of this activity is a comprehensive list of the resources required for each solution, matrix of what resources the participants currently have and do not have, and indication of how difficult it may be to acquire missing resources.

Materials: Poster/paper, pens/pencil, have/don't have matrix, highlighters (see **Resource Matrix to ID Assets** in Appendix)

Set-up: Poster/paper at front of the room with solutions written out, print out have/don't have matrix, display the matrices from "narrowing down solutions" around the room as reference.

Examples:

11. ## Impact Versus Feasibility Graph

Description and Objectives:

During this activity, participants determine the level of impact and feasibility for each of the final 4-6 solutions. Facilitators place a graph with "Impact" on the x-axis and "Feasibility" on the y-axis at the front of the room, explaining how the graph shows a relationship between the two concepts. Working one solution at a time, participants determine the feasibility of each based on the resource matrices completed in the prior activity. They then think through the same solution in terms of impact, including how each one works over the short and long term. The facilitator places each solution accordingly on the graph using a sticky note for each solution. The outcome of this activity is a graph of the solutions, potentially with priority solutions identified.

Materials: Poster/paper, sticky notes, matrices from prior exercise

Set-up: Poster/paper at front of the room with large graph with graph drawn out, each solution written out on a sticky note

References:

Examples:

11 | AFTER WORKSHOP

11.1 Analyzing evaluations and feedback

After the workshop has ended, the facilitators will have multiple sources of feedback to analyze and synthesize—from formal evaluations to the facilitator's own notes. This feedback will generally fall into three categories:

1. Participant thoughts and feelings on the process
2. Objectively, what parts of the process went well and what parts did not
3. Facilitator effectiveness

An analysis of participant thoughts and feelings should be included in the workshop summary (see Writing a Workshop Summary) created by the facilitator and shared with the participating organization. Depending on the type of evaluation(s) used, this could be an expository summary and/or a numerical analysis. If, for example, participants are asked to indicate whether they liked the workshop, the summary could then report something like "75% of participants indicated liking the workshop". If the formal evaluation asked an open-ended question like "What did you feel this workshop was missing?", the summary could also say something like "Participants felt like they needed more information about climate change predictions in their region". The analysis of feedback in the workshop summary should also include notable facilitator observations that may have influenced the outcome of the workshop—for example, that the women did not participate or that there was a lot of conversation around certain topics.

Feedback types 2 and 3 are for the facilitator. This feedback can come from participant evaluations, but it can also come from the participating organization's leadership and/or discussions with co-facilitators. The best time to ask for and analyze this feedback is within a week of the workshop so that it is fresh in everyone's minds. The facilitator should use feedback on the workshop process to decide how they want to design and run future workshops. This type of feedback could also be used in a case study-type analysis. The facilitator should use the third type of feedback to decide what, if anything, they would change about the way they run future workshops. For example, should they ask more guiding questions during activities? Are they lacking any facilitation skills that can be learned or practiced? The facilitator should also take time to reflect on their preparation for the workshop. Did they feel adequately prepared? What, if anything, would they do in the future to feel better prepared and/or plan for contingencies?

11.2 Creating a follow-up plan

The solutions selected by participants at the end of the workshop are not ready for implementation. They require more research to understand the information, resources, and time required for implementation since participants are not likely to have access to this level of information during the workshop. In general, the leadership of the participating organization is best positioned to take on this additional research, since they likely have the easiest access to organizational records, membership demographics, and technical information.

Once potential solutions have been adequately researched, the participating organization must decide which solution or solutions they want to implement. They might choose the solution identified as most feasible and most impactful during the workshop, however this will not always be the case. For example, they might choose to implement a different solution if they discover during follow-up research that the resources required for the most feasible and impactful solution are much larger and/or harder to attain than previously thought. This is why additional research is required post-workshop.

The Appendix provides a **Solution implementation matrix template and examples**.

It is important to set clear boundaries and expectations around post-workshop work. The level of follow-up involvement by the facilitating organization is at their discretion, but should be made clear to both the facilitating and the participating organizations before planning the details of the workshop. Prior to the workshop, facilitators should clearly communicate to what extent they will:

1. Assist in follow-up research on solutions
2. Assist in planning solution implementation
3. Finance, or help secure financing for solution implementation
4. Ask for measurement of indicators related to solution implementation

Regardless of the planned level of involvement post-workshop, it is helpful to set timelines around what will happen when the workshop is finished. At the least, the participating organization should know when to expect a workshop summary from the facilitator(s). Aside from that event, timelines are flexible—it could be anything from "I'll check-in via email in six months" to "Please send me a completed planning template by X" to "I will be back in two months for an in-person planning meeting". The more involvement a facilitating organization has in the follow-up work, the more detailed their post-workshop plan will be.

11.3 Writing a workshop summary

Facilitators should write a summary after each workshop to share with the participating organization. Not only does this summary serve as a record of what transpired during the workshop and give both the facilitator and the organization a shared base of knowledge to work from, it also relates back to the Participatory Action Research methodology underlying the workshop. Participants should be able to give their full attention to participating and not have to worry about playing a note-taking role as well. Additionally, a summary will help both organizations move into the "Action" phase of PAR. A workshop summary should contain the following elements:

- Purpose: what were the objectives for the workshop?
- Background: why did these organizations decide to do this workshop?
- Overall outcome: what were the final solutions chosen by workshop participants?
- **List of challenges and solutions:** a complete list, before and after voting
- **Evaluation results:** a synthesis of relevant formal and informal participant feedback
- **Analysis:** what issues did the participants discuss throughout the workshop? How did they arrive at the final solutions and their placement on the graph? What dynamics did the facilitator notice? Does the facilitator have any recommendations moving into the follow-up work?
- **Photos:** include or link to photos, both explanatory (ex. photos of each problem tree) and for marketing purposes

See the Appendix for **Workshop summary examples**.

11.4 Building on Existing Adaptations

The workshop process could arrive at solutions that the participating organization is already implementing, even if that was not the explicit goal of the existing project in the first place. Such projects are often small in scale or exist only in a pilot phase and need additional work to be scaled to an organization-wide level. This was true during the first workshop conducted by Counter Culture and Twin with Chirinos, and it reaffirmed their belief that farmers are already adopting implementing agricultural practices that build climate change resilience, even if the practices are not adopted specifically for that reason. Arriving at already-existing solutions is not a mistake or failure of the workshop. However, the follow-up work changes a bit to help the participating organization build upon the adaptations that already exist. Some important questions to consider as the facilitator evaluates the situation are:

- How useful is the solution in its current state?
- Is the solution being used at all? If so, how many who have attempted to adopt it are using it?
- Is the solution supported by the participating organization or spontaneously initiated by individual growers?

- Is the solution well-known among the organization's members? If so, what is their opinion on the effectiveness of the solution?
- Was the adaptation created for any specific purpose, and is this purpose shared between those who use it?
- What practices or iterations of the solution are working or not working?
- Will the solution continue to grow on its own?
- Can the solution be modified easily, and does it need to be modified at all?
- Is the adaptation doing the best it possibly can to impact farmer resilience in the face of climate change?

After addressing these key components, the facilitator should have a better idea of the state of the adaptation, and can move forward with the existing post-workshop frameworks. Filling out the follow-up template may be easier and more complete for these existing adaptations.

Though it is attractive to latch onto existing adaptations, it is also important to not lose focus on feasible, impactful solutions generated by the workshop. Perhaps some solutions could be even better for the participating organization and community, even if they take more upfront work than those solutions that already exist. These types of conversations could happen in successive communication with the participating organization if there is not time immediately after the workshop. If there is time, however, taking a moment to discuss how the solution does or does not fit with other efforts could prove valuable to solution implementation success.

11.5 Now What?

After the facilitating organization has successfully designed and executed a workshop, listened to feedback, and made any follow-up plans, it is worth taking a moment to step back and think about what the workshop means in the context of a bigger picture. Consider the following questions:

- Does the organization want to repeat the workshop in a different location? If so, what criteria should be used to select and prioritize subsequent locations?
- To what extent, if any, does this workshop get incorporated into the facilitating organization's existing strategy?
- How will the organization use the feedback from the first workshop to improve subsequent workshops? What is the protocol to ensure continuous improvement on each iteration of the workshop? Please see the Feedback section for information about how to share what you learned with other toolkit users.
- Will the facilitating organization change its relationship with the participating organization as a result of going through a workshop? For example, will purchasing volume increase? Will the participating organization receive priority consideration for future projects? Did any issues arise during the workshop that don't relate directly to climate change, but may require addressing (limited organizational capacity for example)?

PART V

ADDITIONAL RESOURCES

12 | WRITING A WORKSHOP CASE STUDY

In addition to a workshop summary, facilitators may also decide to write a case study on the workshop or a series of workshops. The information in this case study would overlap with much of the material in the workshop summary, with slight differences and additions.

A case study is a useful document to produce following a workshop. Facilitators will have a wealth of knowledge, outcomes, and feedback upon returning from the workshop. A case study is an effective platform for informing outside stakeholders about specific workshop outcomes, offering reflections and lessons learned on workshop process, and promoting use and understanding of the workshop methodology.

The type of case study written on a workshop may differ from more traditional formats. Business case studies are usually meant to analyze a particular set of problems and spur discussion over potential outcomes. In a more general sense, case studies are written about a process in which detailed consideration is given to the development of a particular situation over a period of time. This later definition best suits the piece that facilitators might want to write post-workshop, and resulting case studies are more expository than analytical. Even though insights and recommendations for future workshops are included, this is not the focal point of the document. The case study included in this toolkit on the workshop conducted at the Chirinos cooperative in Peru can be used to guide the writing process. Here is a possible outline facilitators might use when writing a case study:

- **Summary:** This section should be written last after the rest of the document is complete. It includes all of the important results and insights from the workshop.
- **Introduction:** This section should begin by broadly describing and discussing relevant issues and challenges that necessitated the workshop, as well as previous work or relationships between the facilitating and participating organizations. The last few sentences should describe the workshop date, location, facilitators, and outcomes.
- **Methodology:** The Chirinos case study included this section to describe the unique Participatory Action Research approach. Additional case studies could choose whether to include this information, but it perhaps is not as pertinent given that this is not the first iteration of the workshop structure. If facilitators do want to include methodology, perhaps a brief statement about why this workshop was selected over traditional training structures would be useful, especially since the outcomes of this workshop are different than a training.
- **Workshop Structure:** This section should start out by describing any activities that took place prior to the workshop before diving into a description of the workshop itself. Facilitators chose the scope, structure, and activities to include as part of the toolkit process, so the key objectives and flow of various activities will look different from workshop to workshop. This section should explicitly state the workshop objectives, activity order, and a brief description of each activity and its outcomes. Including pictures is a great way to engage readers, especially with the activities that are more difficult to visualize.

- **Results:** The workshop should produce a list of prioritized solutions that are ranked based on feasibility and impact. This section will contain this list, along with any relevant information about the choice of those solutions. For example, the Chirinos workshop happened to result in solutions that the cooperative had already begun implementing. Thus, it was important to include this information in the case study, as well as how other strategies might be more feasible given increased access to resources.
- **Key Takeaways:** This section will detail all workshop analysis, feedback, and improvements. Success or shortcomings of the workshop are explained, as well as important observations or insights that would improve future workshops.
- **Conclusions:** This final section goes beyond stating the outcomes of the workshop by describing what those involved gained from the experience. This can include things such as relationship building, demonstration of commitment to growers, communication established, and information learned.

The overall goal of the case study is for readers to gain an understanding of a particular workshop's location, goals, scope, results, and insights. The Chirinos case study was first written as a longer, 10-page document with full details in each section. It was subsequently modified into two shorter versions that included only the most important points and insights from each section. Deciding on different versions for different audiences, or structure of the case study overall, is ultimately up to each individual facilitator based on what best fits their needs or workshop experiences.

Example case studies can be found in the Appendix.

13 BUDGET PLANNING

The budget needed to put on this workshop is highly dependent on these factors:

1. Location of facilitator(s)
2. Location of workshop
3. Number of workshop participants

Some of the expenses listed here are optional.

Category	Description	Estimate (USD)
Travel for facilitator(s)	Airfare, ground transportation	TBD depending on facilitator location and workshop location
Travel for participants	Transport to and from workshop for two days. Optional	10-20

Category	Description	Estimate (USD)
Meals for facilitator(s)	3-4 days worth of meals	TBD depending on location and number of facilitators
Meals for participants	Lunch for 2 days during workshop. Optional: breakfast, coffee, snacks	TBD depending on location and number of participants
Travel for facilitator(s)	Airfare, ground transportation	TBD depending on facilitator location and workshop location
Travel for participants	Transport to and from workshop for two days. Optional	10-20
Meals for facilitator(s)	3-4 days worth of meals	TBD depending on location and number of facilitators
Meals for participants	Lunch for 2 days during workshop. Optional: breakfast, coffee, snacks	TBD depending on location and number of participants
Workshop supplies_permanent	Projector, laptop. Optional - can be done solely with printed materials	250+
Workshop supplies_per workshop	Paper, pens, markers, tape, etc. (see section IV.A.6: List of Workshop Supplies and Materials)	30-50
Facilitation assistance	Pay for additional facilitators during the workshop if necessary	TBD
Other_optional	SIM card to coordinate logistics once in workshop country	Depends on country

14 Accessing capital and resources

As discussed in the Creating a Follow-up Plan, the work for accessing capital and resources does not end at the close of the workshop. The solutions identified in the workshop will require further research and the implementation of those solutions will require further planning. This toolkit provides some informational resources for that process in the **List of Resources**, but it is not intended to cover how to go about those processes in detail.

PART VI

FEEDBACK

FEEDBACK

The creation of this toolkit was and will continue to be an iterative process. Each workshop that is planned and conducted using the resources here offers a learning opportunity, both for the toolkit authors as well as fellow toolkit users.

We are interested in hearing your feedback on this toolkit. Did you find it useful? Was there information you found lacking or missing? Was anything unclear?

We're also interested in hearing about the workshops that come out of this toolkit. In the future, we hope to provide a forum for toolkit users to share their experiences and learn from each other. If you use this toolkit to plan and conduct a workshop, we'd love to read your workshop summary and/or comments about your experience. We will not share anything without permission.

Please send all feedback to Meredith Taylor: mtaylor@counterculturecoffee.com and Hannah Ward: HannahWard@twin.org.uk