



USAID
FROM THE AMERICAN PEOPLE

FARMER TO FARMER
The USAID John Ogonowski and Doug Bereuter Farmer-to-Farmer Program



**CRS Farmer-to-Farmer Program
Assignment Scope of Work**

To express interest in this assignment please email chi.olisemeka@crs.org

| Summary Information | | | | |
|---|--|-------------|--------------------|----------------------|
| Assignment SOW Code | UG305 | | | |
| Country: | Uganda | | | |
| Country Project: | Agribusiness Development | | | |
| Host Organization: | Kyendangara Area Cooperative Enterprise Limited (KACE) | | | |
| Partner: | Sasakawa Africa Association, United States Africa Development Foundation, The Columbia Project -TCP Global | | | |
| Assignment Title: | Organizational Website Development | | | |
| Objectives of the assignment: | <ul style="list-style-type: none"> To facilitate the development of a website that will increase brand awareness, sales, and revenue. | | | |
| Assignment preferred dates: | June 2024 | | | |
| Desired volunteer expertise: | <ul style="list-style-type: none"> Formal qualifications in ICT. Proven experience in web design, digital design, and graphics. Knowledge and skills in designing websites for agricultural marketing or specialized expertise in agribusiness. Marketing is an added advantage. Practical knowledge of brochure design and product package branding for agribusiness enterprises. Good interpersonal and communication skills. | | | |
| Type of Volunteer Assistance: | E Business/Enterprise Development | | | |
| Type of CSA Activity | N Not applicable | | | |
| PERSUAP Classification ¹ : | III | | | |
| Approx. number of people to be trained ² : | Men (30+) | Women (30+) | Male Youth (15-29) | Female Youth (15-29) |
| | 4 | 0 | 1 | 2 |

¹ USAID precisely classifies PERSUAP in four categories: PERSUAP Type I assignments make recommendations on the use of specific pesticides; Type II assignments provide advice on the safe and effective use of pesticides; Type III assignments do not involve the use of pesticides in any way; and Type IV assignments are associated with other USAID projects and collaborators and are likely to be covered by those projects' PERSUAPs.

² CRS may invite non-host member participants to attend the training or invite volunteers to give a lecture or training session to a university or relevant professional association. Numbers to be confirmed.

| Host Information | |
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| Date of completion of baseline & capacity development plan data collection: | May 1, 2024 |
| Date of host agreement signing: | May 1, 2024 |
| No. of previous assignments: | (2018-23): Nine assignments <ul style="list-style-type: none"> • Leadership and management • Strategic plan development • Streamlining of financial records for KACE • Climate Smart Agriculture • Integrated Pest Management • Nutrition assignment targeting Children Under Five (CU5) • Marketing strategy • Monitoring & Evaluation • Soya bean value addition assignment. |
| Recommendations given (Total): | 46 |
| Recommendations applied (Total): | 42 |
| Name of ToT trainee (if already identified) | Mugisha Eriah (Store Manager) |

| Gender, youth and climate considerations ³ | |
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| Gender Sensitivity: | If yes, how? If no, why not? |
| 1.1 Are there particular barriers to women's participation in the value chain associated with this assignment topic? If so, how can the assignment address the particular barriers women face? | Due to higher literacy rates among men in the host area, online marketing is predominantly dominated by men. In contrast, women face challenges in acquiring and using ICT tools such as computers and smartphones. Recognizing this, KACE intends to empower its two female team members by providing training in basic computer knowledge and skills. Although these women currently have access to a computer and the internet, they lack the necessary skills required to develop an online marketing plan for KACE. This assignment aims to enhance their capacity, enabling them to update |

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| | KACE's website for marketing the cooperative's agricultural products and services. |
| 1.2 Are there particular barriers to men's participation in the value chain associated with this assignment topic? If so, how can the assignment address the particular barriers men face? | Men participants lack the knowledge and skills in website development and maintenance. The assignment will enhance their capacity to regularly update and maintain the cooperatives's website to ensure effective marketing of agricultural products and services. |
| 2.1 How does the assignment contribute to increasing the capacities of women? | The assignment will increase the capacity of two women to update the website and market KACE products and services. |
| 2.2 How does the assignment contribute to increasing the capacities of men? | The assignment will increase the capacity of five men to update the website and market KACE products and services. |
| 3.2 How does the assignment motivate women to participate? | KACE's top leadership was intentional in selecting and ensuring its two female staff to participate in the assignment because their present role is relevant to the assignment topic. For example, the agro-input attendant will gain knowledge and skills in marketing KACE agro-products online. KACE ensured that wireless internet was connected to the Project Manager's office in advance of the website development assignment. |
| 3.3 How does the assignment motivate men to participate? | Top leadership selected the five men to participate in the assignment because of their present roles are relevant to the assignment as sales officers, storekeeper, accountant, and extension staff. Four men have access to computers and internet as a way prepare them for the assignment |
| 4.1 How have the assignment's logistics been organized in a way that facilitates women's participation? If no logistical arrangements have been made yet, how can they be organized to facilitate women's participation? | Training will take place at KACE premises which is close to the homes of the participants. The cooperative has amenities to facilitate women's participation including women's toilets separate from those of men. Training will begin at 10:00am every day and end at 1:00pm. The flexible training schedule will allow women time to attend to their family's needs before and after the training. |

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| <p>4.2 How have the assignment’s logistics been organized in a way that facilitates men’s participation? If no logistical arrangements have been made yet, how can they be organized to facilitate men’s participation.</p> | <p>All five male participants are KACE staff, and the assignment will not interfere with their official work. Three of the participants live close to the training venue while two live 5km from the training venue. Staff who live far will have access to the cooperative’s motorcycles to ease their transport to and from the training venue.</p> |
| <p>Youth Empowerment:</p> | |
| <p>1.1 Are there particular barriers to female youth’s participation in the value chain associated with this assignment? If there are, how can the assignment address the identified constraints of the female youth?</p> | <p>The lack of access to and ownership of ICT gadgets, including smart phones and computers, and the lack of knowledge and skills in digital marketing are some of the barriers to female youth participation in online marketing for agriculture, both at the community and organizational level.</p> <p>However, female participants from KACE identified for the website development assignment have access to computers and the internet, but they lack skills and knowledge in website development, digital marketing, and maintenance. The assignment will enhance their capacity by increasing their knowledge and skills necessary for updating KACE’s website for agricultural marketing.</p> |
| <p>1.2 Are there particular barriers to male youth’s participation in the value chain associated with this assignment? If there are, how can the assignment address the identified constraints of the male youth?</p> | <p>Same as above</p> |
| <p>2.1 How does the assignment contribute to increasing the capacities of female youth?</p> | <p>Two female youth will gain knowledge and skills in updating website for marketing KACE products and services.</p> |
| <p>2.2 How does the assignment contribute to increasing the capacities of male youth?</p> | <p>One male youth will gain knowledge and skills in website development, digital marketing, and updating the cooperative’s website.</p> |
| <p>3.1 Are there particular barriers that might prevent female youth from participating in and benefiting from this assignment? How has the assignment been planned to remove those barriers?</p> | <p>There are no barriers to female youth participating in the assignment. Two female youth participants live near the host training venue, which is free from security threats. KACE encourages equal participation of both</p> |

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| | female youth and male youth during the training sessions. |
| 3.2 Are there particular barriers that might prevent male youth from participating in and benefiting from this assignment? How has the assignment been planned to remove those barriers? | There are no barriers to male youth participating in the assignment. Three of the male youth participants live near the host training venue. Motorcycles will be provided to those that live further away. The host area is free from security threats. KACE will encourage equal participation of both female youth and male youth during trainings. |
| Climate Change | If yes, how? If no, why not? |
| Will the assignment address climate change? (Yes/No) If yes, please include this in the issues description. How does this assignment plan to address the issue of climate change? | No. The website development assignment will not address climate change |

A. BACKGROUND

1. Farmer-to-Farmer Program (F2F)

The CRS Farmer-to-Farmer program (F2F) is a five-year (2023-2028) USAID-funded program that provides technical assistance to farmers, farm groups, agribusinesses, and other agriculture sector institutions in developing and transitional countries to promote sustainable improvements in food security and agricultural processing, production, and marketing. The main goal of the program is to generate sustainable, broad-based economic growth in the agricultural sector through voluntary technical assistance. A secondary goal is to increase the U.S. public's understanding of international development issues and programs and international understanding of the U.S. and U.S. development programs.

F2F volunteers are pooled from a broad range of US agricultural expertise including private farmers, university professors, bankers/certified accountants, animal health and nutrition specialists, soil scientists, and agronomists who can provide technical assistance to the local host organizations. The program introduces new innovations and skills to develop local organizations' capacity to participate in more productive, profitable, sustainable, and equitable agricultural systems while providing an opportunity for people-to-people exchange within the agricultural sector.

When the COVID-19 global pandemic broke out, CRS F2F introduced a paired remote volunteer (PRV) model whereby a US volunteer who does not travel provides remote support to a local/national volunteer who carries out the assignment in person. This model is still used for up to 10% of assignments.

For the 2023-2028 round of F2F, CRS is taking a gender-sensitive approach to programming, which includes conducting a gender assessment of each host prior to initiating assignments. CRS is also asking each host to identify at least one person to be a key trainee (under a Training of Trainer [ToT] model) for each assignment in the hope that this person will be able to replicate the training in the future. The volunteer report format will ask you to name the trainee (if there was one) and comment on their level of engagement.

The CRS F2F program in Uganda has identified Agribusiness Development and Nutrition as the topics of its assignments. These are known within F2F as 'Country F2F Projects.' The agribusiness country project includes developing sustainable and resilient production systems (improved seed and other essential inputs, postharvest losses and value addition, climate change adaptation), and building the capacity of agribusinesses and cooperatives (business planning and management, market information, linkages, private sector engagement, entrepreneurship, organizational constraints). CRS has identified enterprises engaged in crop production, livestock, poultry, apiary, and aquaculture as areas to be supported under the agribusiness development project. The nutrition country project includes nutrition awareness, nutrition sensitive agriculture, product diversification, recipe preparation, safer uses and application of pesticides, food processing and preservation, and organizational constraints. CRS F2F's working geographic zones in Uganda are Buganda region, Acholi region, Ankole region, Busoga region and Bugisu region. Requests to work in other locations or on sub-sectors that fall outside of the two identified Country F2F Projects are sometimes considered but are seen as exceptions.

2. About the host organization

Kyendangara Area Cooperative Enterprise Limited (KACE) is a farmer's Cooperative Enterprise located in Kyendangara Local Council 1, Kyendangara ward, Mahyoro town council, Kitagwenda District. The cooperative was established in 2005 and later registered as a Cooperative Enterprise on March 21, 2022. KACE has a total membership of 1,296 farmers, 50% female and 30% youth. These members were selected from 40 farmer groups organized into 4 registered Rural Producer Organizations (RPOs).

KACE's team of seven staff (28% women) supports rural smallholder farmers in improving food security, nutrition, and income through various initiatives. These include extension trainings in good agronomic practices, postharvest handling, and nutrition sensitive agriculture. Additionally, KACE facilitates the bulk purchase and marketing of maize and rice grains. KACE's main products are rice, maize and processed maize flour and it offers services such as maize shelling, maize milling, and agro-input support services. The agro-input services enable cooperative members to easily access high quality and subsidized agro-inputs such as seeds, fertilizers, and pesticides. Recently, 40% of KACE members have ventured into coffee farming and the cooperative plans to add coffee as one of its new products.

With support from agricultural development partners such as Sasakawa Africa Association, United States Africa Development Foundation (USADF), Uganda Cooperative Alliance and Kitagwenda Local Government, KACE has established a \$60,000 maize mill with a milling capacity of 1 ton per hour. Maize milling and marketing of maize flour have been ongoing for the past two years. Recently, KACE invested \$5,405 in an agro-input shop, and an additional \$13,513 was invested in the purchase of maize and branded packaging bags for processed maize flour.

B. ISSUE DESCRIPTION

Despite establishing a maize mill and obtaining the Q-Mark (a symbol of quality from the Uganda National Bureau of Standards) for milling and marketing of maize flour, Kyendangara ACE faces challenges of low sales and profitability of its brand products of maize flour and rice. These challenges stem from a limited customer base which prevents KACE from selling its products beyond its current geographical area. Many potential customers are unaware of the products and services offered by KACE.

To address these challenges, KACE aims to leverage online marketing to capture a wider market for its products and services, thereby improving sales and revenue. The cooperative plans to create a website that will showcase and promote all its offerings beyond the local region. This increased visibility will benefit not only the Ugandan clientele but also regional markets in countries such as Rwanda, the Democratic Republic of Congo, and Burundi. They do not intend to sell their products through the website, however.

Currently, KACE staff lack the necessary skills to develop a website that aligns with the marketing strategy supported by a previous Farmer-to-Farmer volunteer. As a result, KACE is seeking Farmer-to-Farmer technical assistance from a volunteer with expertise in website development for business purposes.

C. OBJECTIVES OF THE ASSIGNMENT

The general objective of this assignment will be to develop a user friendly and easy to navigate website that will help KACE reach more customers beyond its current geographical area while increasing brand awareness, sales, and revenue.

The specific objectives are as follows:

- To conduct a thorough assessment of KACE's brand, products and services.
- To discuss current and future markets for KACE's products and services with KACE's staff and management team. Information gathered will be used to design the website.
- To train KACE staff on how to develop a website including creating a domain name, language scripting for a dynamic website, content management systems that can be edited using smart phones if computers are not available.
- To test the website with the aim of assessing how well the website will serve potential users.
- Design brochures to help the cooperative establish and communicate its goals, objectives, products, and services to both new and existing clients.

D. Host Contribution

KACE will select training participants and ensure that the training venue, translation services, training supplies and transport for participants are available to facilitate a successful assignment. KACE's store manager will be assigned the role of ToT (Training-of-Trainers) trainee to work closely with the volunteer during assignment preparations and implementation to ensure that they can train other members of the organization after the assignment has been completed.

E. ANTICIPATED RESULTS FROM THE ASSIGNMENT

The anticipated results of the assignment are:

- The website will boost the customer base for KACE's products and services beyond the current geographical area leading to increased sales and income.
- KACE will effectively promote its brand products of maize flour and rice on the website and will compete favorably in local and regional markets, leading to future business growth and development.

F. DELIVERABLES

The anticipated deliverables accomplished by the volunteer include:

1. Develop a website for KACE.
2. Develop website a manual and design brochures for KACE.
3. Volunteer’s final report with recommendations (due before departure from Uganda).
4. Group presentation with the host, local stakeholders, and the CRS F2F team at the end of the assignment.
5. A minimum of 3 volunteer outreach activities in the US and/or in-country using appropriate media (print, radio, TV, group presentations, social media, etc.)

G. DRAFT SCHEDULE OF VOLUNTEER ACTIVITIES IN COUNTRY

| Days | Activity |
|----------|---|
| Day 1 | <ul style="list-style-type: none"> • Arrival at Entebbe International Airport (EBB); pick-up by Fairway Hotel shuttle. • Check-in at Fairway Hotel, Kampala. <p>NB: If you encounter any difficulties, please request assistance from airport staff to call George Ntibarikure on (WhatsApp or phone) at 0772472103 or Robbinah Hakiza 0772490897</p> |
| Day 2 | <ul style="list-style-type: none"> • Rest day in Kampala. |
| Day 3 | <ul style="list-style-type: none"> • At 8:00am, the volunteer will be picked up at the hotel by George Ntibarikure and taken to the CRS office for introductions and briefings. • The volunteer will be briefed by the F2F team about the host and discuss with the team the related logistics and anticipated outcomes of the assignment. • The volunteer may also prepare assignment-related materials while at the CRS office. • Following the briefing, the volunteer will return to Fairway Hotel in Kampala. |
| Day 4 | <ul style="list-style-type: none"> • The volunteer will travel to the field in Western Uganda in the company of a CRS driver and either George or Robbinah • Welcome and introduction to the KACE team. |
| Day 5-13 | <ul style="list-style-type: none"> • The volunteer carries out the training, working directly with KACE |
| Day 14 | <ul style="list-style-type: none"> • Debrief/exit meeting with the host in the presence of CRS staff. |
| Day 15 | <ul style="list-style-type: none"> • The volunteer will travel back to Kampala in the company of CRS driver, George or Robbinah. |
| Day 16 | <ul style="list-style-type: none"> • In-country/virtual debrief with CRS staff and/or USAID Mission. • Reimbursement of expenditure and liquidations (if any) with the finance department, as required. • Submission of volunteer reports, training attendance sheets, assignment reports, PPT presentations and any reference materials to the CRS F2F team. • The volunteer departs for the US. |

H. DESIRABLE VOLUNTEERS SKILLS

- Formal qualifications in ICT.
- Proven experience in web design, digital design, or graphics.
- Extensive knowledge and experience in designing websites for agricultural marketing, specialized expertise in agribusiness, (knowledge of marketing is a plus).
- Practical knowledge of website development, brochure design and product package branding for agribusiness enterprises.
- Good interpersonal and communication skills.

I. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- In Kampala, the volunteer will stay in at one of CRS's client hotels, Fairway Hotel www.fairwayhotel.co.ug. The hotel will be booked and confirmed before the volunteer's arrival. The hotel includes services such as airport pickup and drop-off, breakfast, wireless internet, etc.
- For the duration of the assignment, the volunteer will be booked into **Golden View Hotel** located in **Ibanda Town**. CRS Uganda will cover the costs of lodging against receipts. CRS HQ will provide the volunteer with a per diem advance to cover meals and incidentals.
- All required materials will be prepared ahead of time and will be provided to the volunteer.
- CRS Uganda will provide the volunteer with a laptop computer (if s/he needs one), local internet dongle (modem/EVDO) and mobile phone with charged local SIM-card. Any other required logistics and facilities can also be requested by the volunteer during her/his stay. CRS will provide a vehicle and accompany the volunteer to the location of the assignment.
- Security information will be provided by the CRS Uganda security focal person at the CRS Kampala office on Day 3.

J. ASSIGNMENT PREPARATION RECOMMENDATIONS

Training Materials and preparation

- While CRS F2F has crafted the SOW, the volunteer can enhance it further leveraging their professional expertise to effectively execute this assignment.
- Prior to the assignment, the volunteer is advised to prepare the necessary training and demonstration aids and written handouts. Soft copies of the handouts and any other paper materials can be printed for immediate use at the CRS office in Kampala on request by the volunteer.
- CRS will arrange a connection call between the volunteer and the host prior to the volunteer's departure from the US. At this point, all parties will review and confirm the objectives of the SOW.
- If the volunteer requires simple training aids like flip charts, markers, or tape s/he should make the request and obtain the materials from the CRS office in Kampala prior to traveling to the assignment site.
- Handouts can be translated into the local language in the locality of the assignment, if required. Depending on the training location and availability of electric power and an LCD projector, the volunteer may be able to use a laptop and projector for PowerPoint presentations.

Training Participant demographics

- KACE currently employs seven staff comprised of five male and two female. Among the male employees one is a youth while the remaining are adults. A majority of the team have attained a level of education in different academic fields ensuring that literacy skills are not a concern.

Roads and transportation

- The volunteer will travel by ground transportation from Kampala to Ibanda. It is approximately 5 hours' drive from Kampala to Ibanda district.
- The road from Kampala to Ibanda is tarmacked with some sections of broken tarmac and road works. In Ibanda district, the volunteer will stay at Golden View Hotel, travelling to and from the hotel daily to the host location during assignment implementation. The road from Ibanda to KACE is gravel but not bumpy.

Security and Health

- Nearby hospitals and clinics are easily accessible if needed. Should assistance be required, we kindly ask volunteers to adhere to the CRS travel insurance process and consult the CRS F2F volunteer handbook for guidance on accessing medical care during the assignment.
- In case of emergencies, volunteers should contact the host focal point or the F2F country team for assistance.
- There are no major security issues in **Ibanda District**; however, we ask volunteers to remain vigilant and scan their surroundings. Traveling early in the morning and late afternoon is not advisable. Aim to conclude daily activities between 8:00 am and 5:00 pm.

Communication:

- Reliable electricity supply is not a major issue in Kampala and in Ibanda districts. However, electricity might be switched off for a few hours in either of the towns to perform regular maintenance or during bad weather conditions that could cause electricity outages. Therefore, it's advisable to ensure that electronic devices e.g. laptops, mobile phones, and cameras are fully charged when power is available.
- Unless there are internet interruptions, the volunteer can access free Wi-Fi at Golden View Hotel and the host office during the assignment.

Working Environment and Culture

- The Ugandan business environment and culture values trust and forging meaningful relationships. We encourage you to accept any invitations from host staff or training participants to informal gatherings such as lunches, wedding parties, and cultural ceremonies to nurture personal relationships with them.
- Uganda takes a flexible approach to adhering to schedules and deadlines. When working with people, it's advisable to reinforce the importance of the agreed-upon deadlines and how any delays may affect the overall assignment.

Weather and climate

- June marks the first month after Uganda's longer wet season. You can expect mainly warm and dry days with the occasional rain shower. The volunteer is encouraged to bring an umbrella or raincoat. Casual and comfortable clothes are the key when travelling in Uganda.

- Average temperature in western Uganda in the host region, vary between 15°C (60°F) and 24°C (76°F). Visit www.accuweather.com to check the weather forecast closer to your travel dates for any unexpected changes and to pack accordingly.

Recommended reading

CRS recommends that volunteers become familiar with [CRS programming in Uganda](#), and the [Agribusiness Development](#) or [Nutrition](#) Country F2F Project description

K. KEY CONTACTS

To express interest in this assignment, please email the CRS Baltimore contact listed below. To find out additional information about the host, issue description or field conditions, please email the country contact provided below, copying the CRS Baltimore contact.

| | |
|---|---|
| CRS Baltimore | |
| Chi Olisemeka Operations Specialist Farmer-to-Farmer Program 228 W. Lexington Street Baltimore, MD 21201 +1 410-951-7271 Email: chi.olisemeka@crs.org | |
| CRS Country Program | |
| George Ntibarikure Project Director Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 772 472 103 Email: George.ntibarikure@crs.org | Robbinah Hakiza Senior Project Coordinator Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 780 130105 Email: robbinah.hakiza@crs.org |
| Host Organization | |
| Emmanuel Ntamushobora Chairman Kyendangara Area Cooperative Limited Mobile cell phone +256 772 949733 Email: kyendangaraace@gmail.com | Florence Niwamanya Project Manager Kyendangara Area Cooperative Limited Mobile cell phone +256 777 315029 Email: florenceniwamanya@gmail.com |

Annex

Gender Consideration Questions

1.1 Are there particular barriers to women's participation in the value chain associated with this assignment topic? If so, how can the assignment address the particular barriers women face?

This question examines the unique constraints women may face in participating in the value chain as it relates to the assignment topic. It requires the F2F team to identify and state what those constraints are and explain how the assignment plans to address them. Consider the constraints on both the value chain and organizational levels.

Example: *A poultry farm in Ethiopia has requested a volunteer to assist with maintaining its poultry machines. As part of the training, key team members will learn how to maintain the machines. Are women usually involved in this activity, both within the Ethiopian poultry value chain as a whole and within the host organization specifically? What barriers typically deter women from pursuing this line of work if they want to? How can the assignment help break down these barriers to encourage more women to engage in poultry maintenance work if they wish to - initially within the host organization and potentially beyond?*

1.2 Are there particular barriers to men's participation in the value chain associated with this assignment topic? If yes, how can the assignment address the particular constraints of men?

This question examines the unique constraints men may face in the value chain as it relates to the assignment topic. It requires the F2F team to identify and state what those constraints are and explain how the assignment plans to address them. Consider the constraints on both the value chain and organizational levels.

Example: *A Farmer-to-Farmer nutrition-related assignment will demonstrate how to prepare spinach so it retains its Vitamin A. Women in the community cook the food. Men prefer their spinach cooked in oil which dissolves the vitamin A. The volunteer will show the participants how to sauté spinach without oil.*

What barriers limit men from participating in the cooking demonstrations? How can the assignment help break down these barriers to encourage more men to participate in the assignment?

2.1 How does the assignment contribute to increasing the capacities of women?

This question focuses on how the assignment will contribute to the increased capacity (knowledge, skills) of women. State in what ways this assignment aims to increase the capacities of women.

2.1 How does the assignment contribute to increasing the capacities of men?

This question focuses on how the assignment will contribute to the increased capacity (knowledge, skills) of men. State in what ways this assignment aims to increase the capacities of men.

3.1 How does the assignment motivate women to participate?

This question focuses on the steps the F2F team and/or host organization plan to take or have taken to encourage and motivate women to attend the training sessions.

Is the topic relevant to women's lives? If not, how can it be tailored to be relevant? Are there special advertisements targeting women? Are advertisements posted at locations where women typically visit to ensure they are aware of the event? Are there any pre-assignment gatherings to discuss the benefits with women participants? If the host is an enterprise, what is the enterprise doing to include its women staff in the training?

3.2 How does the assignment motivate men to participate?

This question focuses on the steps the F2F team and/or host organization plan to take or have taken to encourage and motivate men to attend the training sessions

Is the topic relevant to men's lives? How can the team ensure that men recognize the benefit of the topic even if it's not typically of interest to them or their responsibility such as nutrition/food preparation assignments? Are there special advertisements targeted towards men? Are advertisements posted at locations where men visit? If the host is an enterprise, what is the enterprise doing to include its male staff in the training?

4.1 How have the assignment's logistics been organized in a way that facilitates women's participation? If no logistical arrangements have been made yet, how can they be organized to facilitate women's participation?

This question examines whether the F2F team and host organization have considered the specific logistical challenges faced by women. This differs from motivation, as it focuses on whether women can realistically attend once motivated. Considerations include:

- Are training hours scheduled when women typically have fewer household responsibilities?
- Are training hours such that women can safely return home afterwards?
- If training occurs during afterschool hours, are there areas for children to play safely while parents attend?
- Is the meeting venue situated in a safe area?
- Is the meeting location convenient in terms of proximity to participants' homes?
- Are there any travel restrictions that may pose challenges for women or young females attending?

4.2 How have the assignment's logistics been organized in a way that facilitates men's participation? If no logistical arrangements have been made yet, how can they be organized to facilitate men's participation.

This question examines whether the F2F team and host organization have considered the specific logistical challenges faced by men. This differs from motivation, as it focuses on whether women can realistically attend once motivated. Considerations include:

- Are training hours scheduled when men typically have fewer work-related responsibilities?
- The duration of the training; men tend to respond better to shorter trainings.
- Is the meeting location convenient in terms of proximity to participants' home or place of work?
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Youth Consideration Questions

The following questions are similar to the ones above; however, we ask that F2F team - *in consultation with the host* - analyze constraints and barrier specific to male youth and female youth.

1.1 Are there particular barriers to female youth's participation in the value chain associated with this assignment? If there are, how can the assignment address the identified constraints of the female youth?

This question examines the unique barriers that keep female youth (not women or male youth) from participating in the value chain associated with the assignment. Once some of the barriers have been identified, how can this assignment help remove those barriers?

1.2 Are there particular barriers to male youth's participation in the value chain associated with this assignment? How can the assignment address the particular constraints of the male youth?

This question examines the unique barriers that keep male youth (not men or female youth) from participating in the value chain associated with the assignment. Once some of the barriers have been identified, how can this assignment help remove those barriers?

2.1 How does the assignment contribute to increasing the capacities of female youth?

This question focuses on how the assignment will contribute to the increased capacity (knowledge, skills) of female youth. State in what ways this assignment aims to increase the capacities of female youth.

2.2 How does the assignment contribute to increasing the capacities of male youth?

This question focuses on how the assignment will contribute to the increased capacity (knowledge, skills) of male youth. State in what ways this assignment aims to increase the capacities of male youth.

3.1 Are there particular barriers that might prevent female youth from participating in and benefiting from this assignment? How has the assignment been planned to remove those barriers?

This question focuses on identifying barriers that may hinder female youth from fully engaging and benefiting from volunteer-led training sessions. Once barriers are identified, the team must address these constraints to ensure participation. Examples of barriers include:

- *Logistics*: Some young women may face restrictions on traveling alone to attend the trainings.
- *Active participation*: Some may feel uncomfortable expressing their thoughts and opinions in a setting where adult men and women, as well as young males, dominate the room.

3.2 Are there particular barriers that might prevent male youth from participating in and benefiting from this assignment? How has the assignment been planned to remove those barriers?

This question focuses on identifying barriers that may hinder male youth from fully engaging and benefiting from volunteer-led training sessions. Once barriers are identified, the team must address these constraints to ensure participation. Examples of barriers include:

- *Active participation*: Some male youth may feel uncomfortable expressing their thoughts and opinions in a setting where adult men and women dominate the room.

Climate Consideration

1.1 Will the assignment address climate change? (Yes/No) If yes, please include this in the issues description. How does this assignment plan to address the issue of climate change?

