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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 nicole.picon@crs.org

Summary Information				
Assignment SOW Code	TL305			
Country:	Timor-Leste			
Country Project:	Agribusiness Development			
Host Organization:	Ermera Ai-Kulat Mutin Organico (EAMO)			
Partner:	CRS, MDF, USAID, UNDP, IADE, SASCAS, MJED, New Zealand Embassy			
Assignment Title:	Producing Quality Seeds for White Mushrooms			
Objectives of the assignment:	<ol style="list-style-type: none"> 1. Prepare seed production plans for dry and wet seasons considering local socio-economic and agroecological conditions. 2. Provide hands-on training for the EAMO team on seed production, seed growing, and seed quality control including postharvest management. 3. Provide sound and doable recommendations to improve the seeds' quality for better results. 			
Assignment preferred dates:	August 12 – 23, 2024			
Desired volunteer expertise:	<ol style="list-style-type: none"> 1. Theoretical and technical expertise in seed production. 2. Experience in seed system development for various climate seasons. 3. Experience in seed postharvest management. 			
Type of Volunteer Assistance:	P Processing/Technology Transfer			
Type of CSA Activity	P Productivity			
PERSUAP Classification ¹ :	III			
Approx. number of people to be trained ² :	Men (30+)	Women (30+)	Male Youth (15-29)	Youth Female (15-29)
	4	0	7	9

Host Information	
Date of completion of baseline & capacity development plan data collection:	7 May 2024
Date of host agreement signing:	30 April 2024

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.

No. of previous assignments:	N/A
Recommendations given (Total):	N/A
Recommendations applied (Total):	N/A
Name of ToT trainee (if already identified)	TBD

Gender, youth and climate considerations³	
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?	No. There is no specific barrier for women to participate in the value chain since women have been involved in growing white mushrooms.
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?	Same as above.
2.1 How does the assignment contribute to increasing the capacities of women?	The assignment will increase women’s capacity to produce quality seeds.
2.2 How does the assignment contribute to increasing the capacities of men?	The assignment will increase men’s capacity to produce quality seeds.
3.2 How does the assignment motivate women to participate?	The core business of the host is growing white mushrooms for income generation. As employees, the ability to produce quality mushroom seeds will enable women to carry out their roles that will contribute to the increase of mushroom production. The host will elaborate on the impact of this assignment on the employees' (including women) day-to-day work that will engage the women's participation.
3.3 How does the assignment motivate men to participate?	Same as above.
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?	The EAMO office, where the training will take place, is located in the center of town and is easily accessible for women (employees and unemployed female youth). The training will finish before dark to allow the participants to go home safely. Also, the training will happen during working hours and there is an interval in between the training for women to do some private activities i.e., breastfeeding, etc. Lastly, the translation will be provided to facilitate the women's participation.

³ Refer to the annex section for the guidelines on answering the questions, along with examples.

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.	Same as above.
Youth Empowerment:	
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?	Yes. Male youth tend to dominate in the value chain due to cultural experiences that heavy work (i.e., female youth can only do the housekeeping) will be done by male youth. Consequently, female youth lack of skills to do what male youth do. Hence, this assignment will increase the knowledge and skills of youth female and enable them to do the same things as male youth do. Also, a translator will be provided to bridge the communication and discussion during the assignment.
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?	Yes. Lack of expertise in seed production including postharvest management due to lack of training/education has become a challenge for male youth in the current value chain activity. This assignment is expected to address the issue through the training provided.
2.1 How does the assignment contribute to increasing the capacities of female youth?	Providing equal opportunity for female youth to participate in the hands-on training through this assignment will enable them to fully participate in the host value chain.
2.2 How does the assignment contribute to increasing the capacities of male youth?	Hands-on training on growing white mushrooms will give opportunities for male youth to increase their knowledge and skills.
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?	No. The training will be done during working hours that will allow the participation of female youth. The assignment will enable them to carry out their roles i.e., seed growing. Although English will be a challenge, a local translator will be provided to assist with the translation.
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?	Same as above.
Climate Change	
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?	If yes, how? If no, why not? No. Producing quality seeds impacts capacity development yet has no direct correlation with climate change.

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 Timor-Leste has identified Agribusiness Development and Nutrition as its areas of focus. These are known within F2F as 'Country F2F Projects.' The Agribusiness project includes as priority commodities candlenut, virgin coconut oil, vanilla, coffee, and cacao, and will promote household industries processing plantation waste, particularly coffee, into organic fertilizer. The Nutrition project includes livestock, fish, and nutritious crops (biofortified maize, sweet corn, Bok choy, broccoli, and orange-flesh sweet potato). F2F Timor-Leste's working geographic zones are Dili, Ermera, Aileu, Maliana, Manatuto, Baucau, Viqueque and Lautem. 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

Ermera Ai-Kulat Mutin Organico (EAMO) or Ermera White Mushroom Organic is a youth-led enterprise that was established in June 2018 in Fatuquero, Ermera Municipality. EAMO places emphasis on self-care and providing services to others, especially empowering youth and agricultural communities to improve their skills and knowledge of the agricultural sector. As an agribusiness, organic white mushrooms have been EAMO's main product since its inception. Currently, EAMO employs ten staff, more than 50% of whom are men. Unemployed

male and female youth in Fatuquero are engaged by EAMO to actively participate in EAMO's white mushroom production and gain experience and skills.

As a youth-led entrepreneurship that operates in the agribusiness development sub-sector, EAMO is seeking opportunities to learn and grow. EAMO has approached various partners and stakeholders for support, including Catholic Relief Services (CRS). EAMO is seeking technical assistance through F2F volunteers to facilitate and support the growth of its business and help it achieve financial and technical independence. EAMO will assign at least one key personnel to work closely with the volunteer during preparations for the training and in the implementation of the training itself to ensure that the key staff can train other members of the organization after the assignment has been completed.

A. ISSUE DESCRIPTION

EAMO is well known for its organic white mushroom production which it sells to supermarkets in Dili and local stores in Ermera municipality. Although demand for organic white mushrooms continues to be high, supply has become an issue for EAMO due to the organization's limited production capacity. A lack of knowledge and skills on the part of EAMO's employees, including poor post-harvest seed management, has resulted in low production, with half of all seeds failing to grow. This assignment aims to address these issues.

B. OBJECTIVES OF THE ASSIGNMENT

The general objective of the assignment is to provide hands-on training to EAMO's employees and unemployed youth in **quality white mushroom seed production**. The specific objectives are as follows:

- Prepare seed production plans for dry and wet seasons considering local socio-economic and agroecological conditions.
- Provide hands-on training for the EAMO team on seed production, seed growing, and seed quality control including postharvest management.
- Provide sound and actionable recommendations to improve the seed quality.

C. HOST CONTRIBUTION

The host will provide daily transportation between the volunteer's place of accommodation and the training site. The host will also provide office space for the volunteer during the assignment and a venue for training. EAMO will mobilize unemployed youth and surrounding community members to attend the training to be conducted by the volunteer. The host will assist the volunteer with translation and necessary training materials (i.e., seeds, projector, etc.).

D. ANTICIPATED RESULTS FROM THE ASSIGNMENT

The anticipated outcomes of the assignment are:

- Enable EAMO to prepare seed production plans within different seasons to increase mushroom production which will lead to better income.
- Enable EAMO to control and ensure the quality of seeds postharvest to contribute to the quality of mushroom production.

- Increase the technical skills and knowledge of EAMO employees, some of whom are youth, to become a more competitive enterprise in the long run.

E. DELIVERABLES

The anticipated deliverables accomplished by the volunteer include:

1. Technical expertise tailored to seed production plans.
2. Volunteer’s final report with recommendations (due before departure from Timor-Leste).
3. Group presentation with the host, local stakeholders, and the CRS F2F team at the end of the assignment.
4. 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.)

F. DRAFT SCHEDULE OF VOLUNTEER ACTIVITIES IN THE COUNTRY

Day	Activity
Day 1	<ul style="list-style-type: none"> • Arrival at Presidente Nicolau Lobato International Airport; pick-up by a driver from the Palm Beach Hotel. • Check-in at Palm Beach Hotel, Dili (Palm Beach Hotel - Tourism Timor-Leste (timorleste.tl)) <p>NB: If you encounter any difficulties, please request assistance from airport staff to call: Mariano Pereira (on WhatsApp or phone) at +6707833911 or Isidoro Pereira at +67078171629</p>
Day 2	<ul style="list-style-type: none"> • Rest day in Dili
Day 3	<ul style="list-style-type: none"> • At 8:30 am local time, the volunteer will be picked up at the Palm Beach Hotel (by a CRS driver 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 travel to Ermera accompanied by the F2F team members to start the assignment. • Welcome and introduction to the Ermera Ai-kulat Mutin Organico (EAMO) team. • Office tour and presentation on EAMO’s structure, vision, and mission. • Discussion of the SOW objectives and training plans.
Day 4 - 12	<ul style="list-style-type: none"> • The volunteer carries out the training, working directly with the host organization.
Day 13	<ul style="list-style-type: none"> • Debrief/exit meeting with the host in the presence of CRS staff.
Day 14	<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.
Day 15	<ul style="list-style-type: none"> • The volunteer departs for the US.

G. DESIRABLE VOLUNTEER SKILLS

- Formal qualifications in agriculture and or similar fields, such as agribusiness.
- Extensive knowledge and practical experience in white mushroom seed production plans, seed system development, and postharvest management.
- Ability to adapt to working conditions in developing countries.
- Strong communication and interpersonal skills.
- Good adult facilitation skills.

H. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- Before traveling to the assignment's location, the volunteer will stay in Dili at the **Palm Beach Hotel**, Dili ([Palm Beach Hotel - Tourism Timor-Leste \(timorleste.tl\)](http://timorleste.tl))
- The hotel includes services such as airport pickup and drop-off, breakfast, wireless internet, etc.
- All required materials will be prepared ahead of time and provided to the volunteer. CRS Timor-Leste will provide the volunteer with a laptop computer (if s/he needs one), a local internet dongle (modem/EVDO), and a mobile phone with a 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.
- For the duration of the assignment, the volunteer will stay at the *BIAMALI Guest House* to be confirmed prior to the volunteer's arrival. CRS Timor-Leste will cover the costs of lodging. CRS HQ will provide the volunteer with a per diem advance to cover meals and incidentals.
- Security information will be provided by the CRS Timor-Leste security focal person at the CRS Dili office on Day 3.

I. ASSIGNMENT PREPARATION RECOMMENDATIONS

Training Materials

- 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 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 in advance and obtain the materials from the CRS office.
- Handouts can be translated into the local language in the locality of the assignment if required.
- Depending on the training locations and availability of electric power and LCD projector, the volunteer may use a laptop and projector for PowerPoint presentations. This information will be provided during the volunteer and team connection call.

Training Participant demographics

EAMO currently employs 10 local staff (7 males and 3 females). Among the male employees, 6 are youth, while the remaining are adults. Most staff have completed high school, so literacy skills are not a concern. The host will nominate a focal point to support the volunteer with the logistical arrangements for the assignment as well as assist the volunteer in understanding and possibility of addressing the gender dynamics. In addition, unemployed youth (10 people) who are currently doing volunteer work at EAMO will also participate in the training. So, the total number of participants for the training will be 20 people.

Roads and Transportation

- Dili experiences noisy traffic throughout the day. Additionally, traffic signs are not always fully respected by vehicle riders. Therefore, it's recommended that the volunteer exercise caution when crossing the road, especially when using crosswalks.
- The assignment site is located in Fatuquero, Ermera, which is an hour's drive from Dili. Part of the road is likely to be rough, due to poor maintenance.
- The commute from the hotel to the host organization takes approximately 10-15 minutes and the host will arrange a vehicle to pick up and drop off the volunteer daily.

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 (pg. 8) 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 Dili and Ermera; 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 within the time interval of 8:00 am and 5:00 pm.
- In Dili, nearby restaurants are accessible to volunteers in the evening from Hotel Plaza. However, CRS advises against volunteers venturing out after 8 pm.

Communication

- Due to potential disruptions to electricity supply in the town, it's advisable to ensure that electronic devices are fully charged when power is available, as the host may lack a generator.
- Internet access will be provided, with varying speeds dependent on the cellphone internet package. Cellphone signals are strong.

Working Environment and Culture

- Timorese people are hospitable, welcoming, and respectful. However, it's worth noting that some individuals outside the host organization may behave disrespectfully when under the influence of alcohol,

so it's recommended to avoid nighttime outings. In case of emergencies, volunteers should contact the host focal point or the F2F country team for assistance.

- Timor-Leste takes a flexible approach to adhering to schedules and deadlines. When working with people, it's advisable to reinforce the importance of meeting agreed-upon deadlines and how that may affect the outcome of the assignment.

Weather and climate

- *Weather at assignment location:* The weather in Ermera municipality is typically cloudy due to its hilly terrain, with temperatures ranging between 16 and 29 degrees Celsius. Nighttime temperatures may be slightly colder, so bringing a hoodie is advisable. Shorts are also recommended for comfortable wear.

Recommended reading

- CRS recommends that volunteers become familiar with [CRS programming in Timor-Leste](#), and the [Agribusiness Development](#) or [Nutrition](#) Country F2F Project descriptions.
- More ex-pat friendly information about Dili can be found at [Dili Guide – expat life | Timor Leste](#).

J. 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	
Nikki Picon Operations Specialist Farmer-to-Farmer Program 228 W. Lexington Street Baltimore, MD 21201 410-951-7366 Email: nicole.picon@crs.org	
CRS Country Program	
Mariano Pereira Country Project Director F2F +670 78339911 mariano.pereira@crs.org	Isidoro Pereira Project Coordinator +670 78171629 isidoro.pereira@crs.org
Host Organization	
Julio Soares EAMO Director +670 75028792	Januario Goncalves Project Manager +670 76486385 ajanujanu022@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?

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?