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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	TL306			
Country:	Timor-Leste			
Country Project:	Nutrition			
Host Organization:	National University of Timor-Leste (UNTL)			
Partner:	CRS, WHO, and Gov of Timor-Leste			
Assignment Title:	Enhance research design and analysis capacity for the Nutrition Department of the National University of Timor-Leste.			
Objectives of the assignment:	<ul style="list-style-type: none"> • Enhance the capacity of the Nutrition Department in research design (including the ability to state a research problem), delivery modality, and analytical skills. • Increase the Nutrition Department’s knowledge of scientific writing and publications. • Provide sound and doable recommendations that enable the National University (Nutrition Department, in particular) to continue carrying out research in the future. 			
Assignment preferred dates:	October 5 – 19, 2024			
Desired volunteer expertise:	<ol style="list-style-type: none"> 1. University Professor in the Faculty of Medicine and/or Public Health 2. Researcher and or Academic Journal Publisher 3. Active or retired Associate Professor 			
Type of Volunteer Assistance:	O Organizational 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)	Youth Female (15-29)
	4	7	100	100

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	
Date of completion of baseline & capacity development plan data collection:	2 July 2024
Date of host agreement signing:	22 May 2024
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 considerations ³	
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?	Yes. The data collection for the research was mostly done manually which forced enumerators (data collectors) to go down to the fields for data collection and consequently, it enabled women not to participate due to distances and travel days. The assignment is expected to present means of data collection using digital platforms or tools to enable women to fully participate in the value chain activity.
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?	No. Collecting data at the community level is not a problem for men – they have time & resources to travel.
2.1 How does the assignment contribute to increasing the capacities of women?	As per the discussion during the baseline activity, women employees reported that malnutrition is a big issue in the country. However, the university has a lack of research and publication on this subject due to a lack of research capabilities. There is very little research and other development partners. Lack of research capabilities has become an issue for both students & teachers (both males/females) which this assignment will try to address. Hence, this assignment will enable the women employees how to design, deliver, and analyze research. Also, increase the skills of scientific report writing and publications.
2.2 How does the assignment contribute to increasing the capacities of men?	Same as above.

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

3.2 How does the assignment motivate women to participate?	The assignment has been designed based on the needs collected during the baseline assessments which will increase 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 assignment will be done at the University lounge which will allow women to participate in the assignment since they have to come to the university as employees or lecturers. Also, the assignment will be done during working hours and finished before dark to allow women to participate. Both host and volunteer will discuss and agree on the assignment schedules to allow more participation. Lastly, the translation will be provided to facilitate the women's participation.
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?	No. The female youth (nutrition department) who will be participating in the assignment are active students at the Uni, so they have no objection to attending the assignment. Also, the assignment will be conducted during lecturing hours which will allow them to participate. Lastly, female youth have no problem with traveling to municipalities.
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?	Same as above.
2.1 How does the assignment contribute to increasing the capacities of female youth?	According to the baseline data collection, more than 50% of the active students at the Nutrition Department are female youth. This assignment will enable the female youth how to design, deliver, and analyze research. Also, increase the skills of scientific report writing and publications in the future.
2.2 How does the assignment contribute to increasing the capacities of male youth?	Same as above.
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 lecture hours and at the campus which will allow the participation of female youth. A local

	translator will be provided to facilitate the information flow.
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	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. Research design and delivery training 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 Development 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

The Universidade Nacional Timor Lorosa'e (*National University of East Timor*) was founded on November 17, 2000. As the only public university in Timor-Leste, UNTL plays a crucial role in providing the human capital needed for sustainable and proactive national socioeconomic development.

With six campuses, nine colleges, and seven research centers, UNTL is the largest Timorese university in terms of the number of students, university professors, and budget. Forming the country's intellectual elite, it also sets the standard in the country for teaching, research, and extension - the three pillars of higher education. In 2017, the university was classified by the Webometrics Ranking of World Universities as the best university in its country.

UNTL's Faculty of Medicine and Health Science is dedicated to excellence in medical education. The faculty comprises seasoned medical professionals who impart knowledge through innovative teaching methodologies. The university's emphasis on research and community engagement equips students with a well-rounded understanding of healthcare practices.

There are four departments under the Faculty of Medicine and Health Science, and the nutrition department is one of them. The nutrition department enrolls nearly a hundred students across the country annually. As part of its teaching process, the finalist students complete their field assignments at the National Hospital, community health centers, schools, and communities for three to six months. At the health facility level, the students assist with meal menus and food processing for in-bed patients to ensure that nutritious meals are provided daily. While in the schools and communities, the students carry out socialization on nutritious food items, conduct cooking demonstrations for mothers, and provide breastfeeding information. In addition, most of the final-year students in the nutrition department start their professional careers as nutritionists at local NGOs, national hospitals, community health centers, and private clinics including being teachers at high schools. It simply shows that nutrition graduates have a big impact on nutrition activities after their studies.

A. ISSUE DESCRIPTION

Timor-Leste has one of the highest incidences of malnutrition in Southeast Asia. The causes include low incomes, low agricultural productivity, food insecurity, limited access to health services and markets, and a lack of understanding of health and nutrition. Approximately 80 percent of the population – living predominately in rural areas – depends on subsistence food production. This means families grow limited amounts and types of food. They don't have enough money to buy additional food, resulting in gaps in food security and nutrition.

In 2021, World Vision through one of its projects called *Better Food Better Health Project* confirmed that more than 50% of children under five are stunted, 11% are affected by wasting, and nearly 38% are underweight ([Improving nutrition in Timor-Leste with nutrition-sensitive agriculture | World Vision Australia](#)). In addition, the Timor-Leste [Food and Nutrition Survey in 2020](#) revealed that children under 5 years have a severe stunting prevalence of 17% and more than 35% of households (12,881 households surveyed) had poor food consumption.

While malnutrition has become a major issue in Timor-Leste, the country still lacks lack of data and research on the topic, which inhibits the planning and mitigation strategies of the government and development partners in both the short and long-term. Academic institutions including the Nutrition Department of the National University

are not able to fully contribute to this particular problem by conducting research due to the absence of knowledge and skills in designing, delivering, analyzing, and reporting quality research for publication.

Therefore, this assignment aims to address the knowledge and skills gaps of the Nutrition Department in conducting research in the health arena in general and in the nutrition field in particular.

B. OBJECTIVES OF THE ASSIGNMENT

The general objective of the assignment is to increase the knowledge and skills of both lecturers and students of the Nutrition Department of the National University on the research program. The specific objectives are as follows:

- Enhance the Nutrition Department's capacity in research design (including the ability to state a research problem, elaborate contextual framework, questionnaire, and literature reviews), delivery modality (tools), and analytical skills.
- Increase the Nutrition Department's knowledge of scientific writing and publications.
- Provide sound and actionable recommendations that enable the National University (Nutrition Department, in particular) to continue carrying out research in the future.

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 a space for the volunteer during the assignment and a venue for training. The Nutrition Department will mobilize both lecturers and students to attend the training to be conducted by the volunteer. The host will assist the volunteer with translation and necessary training materials (i.e., projector, board marker, etc.).

D. ANTICIPATED RESULTS FROM THE ASSIGNMENT

The anticipated outcomes of the assignment are:

- Participants are able to design, deliver, and analyze research on the country's nutrition sector for the university and relevant stakeholders.
- Participants are able to write scientific research reports, present the findings through seminars or workshops, and submit publications.
- Participants continue to research the health arena in general and nutrition in particular which will help decision-makers and other stakeholders to do better planning.

E. DELIVERABLES

The anticipated deliverables accomplished by the volunteer include:

1. Technical expertise tailored to the research program.
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 Sunset Inn Hotel. • Check-in at Sunset Inn Hotel, Dili. <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 Sunset Inn 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. • After the briefing at the CRS Office, the volunteer and the F2F team will have an initial introductory meeting with the Dean of the Faculty of Medicine. • Discussion of the SOW objectives and training plans. • Drop off volunteer at the Sunset Inn Hotel.
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

- University Professor in the Faculty of Medicine and/or Public Health
- Researcher and/or Academic Journal Publisher
- Active or retired Associate Professor
- 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 **Sunset Inn Hotel**. The hotel includes services such as airport pickup and drop-off, breakfast, wireless internet, and a fantastic, reasonably priced fine-dining restaurant!
- 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 place of the assignment.
- For the duration of the assignment, the volunteer will continue to stay at the **Sunset Inn Hotel** located in Dili (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

The Nutrition Department (host) of the National University has 11 lecturers (4 males and 7 females) and more than 700 active students. Both lecturers and students (a quarter of them) will be the beneficiaries of this assignment. 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.

While all trainees possess a good level of English, any translation required will be provided by the focal point nominated by the host.

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 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; however, we ask volunteers to remain vigilant and scan their surroundings. Traveling early in the morning and late afternoon/evening 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. However, CRS advises against volunteers venturing out after 8 pm.

Communication

- Dili is the capital city of the country where electricity is not a big issue. However, electricity might be switched off for a few hours in the city due to regular maintenance, and therefore, it's advisable to ensure that electronic devices are fully charged when power is available.
- The volunteer can access free WIFI from the hotel and a dongle will be provided during the assignment.

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

- The temperature in Dili is warm (minimum 82 degrees Fahrenheit) therefore shorts are recommended for activities outside the office i.e., practical training in the field. However, it is not recommended to wear shorts in the office during training or presentations.

Recommended reading

- CRS recommends that volunteers become familiar with [CRS programming in Timor-Leste](#), and the [Nutrition](#) Country F2F Project description.
- 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	
Lizia Claudina Lecturer +670 76575396 liziaclaudina17@gmail.com	Remigia Ximenes Lecturer +670 77183883 remigiximenes@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?