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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	UG308			
Country:	Uganda			
Country Project:	Agribusiness Development			
Host Organization:	Nkoma Area Cooperative Enterprise			
Partner:	Kamwenge DLG, KILM Trust, Master Card Foundation, Techno Serve, IAM/ New Kakinga Millers, Equity bank, WFP			
Assignment Title:	Financial literacy training			
Objectives of the assignment:	<ul style="list-style-type: none"> • To train SACCOs/VSLAs in best practices in financial management. • To build the financial literacy skills of Nkoma SACCO farmer groups, focusing on the importance of loans and savings for growing farm businesses and managing finances for business growth. • To support SACCOs/VSLAs in improving their records systems, calculating loan interest, repayment schedules, fines, and share-out at the end of the cycle. 			
Assignment preferred dates:	August-October, 2024			
Desired volunteer expertise:	<ul style="list-style-type: none"> • Knowledgeable in financial management for small savings schemes/ SACCOs • Experience working with farmer cooperatives in business growth and financial management • Experience in credit access and financial literacy trainings for small holder farmers in developing countries. • Good analytical skills, with excellent communication and inter-personal skills 			
Type of Volunteer Assistance:	F Financial Services			
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)
	60	80	20	30

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:	April 30, 2024
Date of host agreement signing:	April 19, 2024
No. of previous assignments:	(2018-23): N/A
Recommendations given (Total):	N/A
Recommendations applied (Total):	N/A
Name of ToT trainee (if already identified)	Joseph Mugisa who doubles as ACE manager

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?	The main barrier to women's participation in the value chain is lack of financial management and literacy skills, which the assignment is addressing.
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?	The main barrier to men's participation in the value chain is lack of financial management and literacy skills, which the assignment is addressing.
2.1 How does the assignment contribute to increasing the capacities of women?	Knowledge of financial management and financial literacy skills from the volunteer assignment will help women to run their SACCOs/VSLAs profitably.

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

2.2 How does the assignment contribute to increasing the capacities of men?	Knowledge of financial management and literacy skills from the volunteer assignment will help men to run VSLAs /SACCOs profitably.
3.2 How does the assignment motivate women to participate?	Women-led SACCOs/VSLAs requested financial literacy skills to run their organizations successfully. Having this as the focus of the assignment will motivate women to participate in the assignment. In addition, Nkoma ACE management is intentional in selecting and ensuring that women led SACCOs/VSLAs participate in the assignment.
3.3 How does the assignment motivate men to participate?	Men-led SACCOs/VSLAs are looking to improve their financial literacy skills to run their organizations successfully. This motivates their participation in the assignment. In addition, Nkoma ACE management is intentional in selecting and ensuring that men-led SACCOs/VSLAs participate in 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 respective SACCOs/VSLAs premises which are close to the homes of the participants. Training will begin at 10:00am and end at 1:00pm daily. The flexible training schedule will allow women time to attend to their family’s needs before and after the training.
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. (In most cases men share responsibilities with their wives. For example, a man will bring food home but of course the women will cook, could drop children to school and even bring water from the well.)
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?	Female youth face barriers such as lack of financial management and literacy skill which

	the assignment is going to provide. Same as 1.1
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?	Male youth face barriers such as lack of financial management and literacy skill which the assignment is going to provide Same as 1.2
2.1 How does the assignment contribute to increasing the capacities of female youth?	The assignment will provide female youth with skills in financial management, record keeping etc. Same as 2.1
2.2 How does the assignment contribute to increasing the capacities of male youth?	The assignment will provide male youth with skills in financial management, record keeping etc. Same as 2.2
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?	There are no barriers to female youth participating in the assignment. Female youth participants live near the host training venue, which is free from security threats. Nkoma ACE encourages equal participation of both 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 prevent male youth from participating in the assignment. Male youth participants live near the host training venue, which is free from security threats. Nkoma ACE encourages equal participation of both female youth and male youth during the training sessions.
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 financial literacy 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 development 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

Nkoma Area Cooperative Enterprise (ACE) is a farmer's Cooperative Enterprise located in Kamwenge district. The cooperative was established in 2006 with the objective of improving smallholder farmers' incomes and livelihoods by improving their productivity and access to competitive markets. Nkoma ACE is a legally registered cooperative involved in production, processing, and marketing activities along the maize value chain. The

cooperative has a total membership of 975 members (456 males, 519 female) of which 84 are youth, organized into seven Rural Producer Organizations (RPOs) which form the ACE's constituents.

The ACE is comprised of farmers who are members of the organization. Representatives from these farmer groups form the Annual General Meeting (AGM), which is the apex body of the organization. The board is democratically elected by the General Assembly (GA) at the AGM, with a chairman leading and working closely with the rest of the members. Additionally, a supervisory committee of three members is elected to oversee the organization's activities on behalf of the board. This committee supervises the management (two males and three females) and reports back to the board. The management consists of a manager who executes the day-to-day activities of the cooperative.

Nkoma Area Cooperative Enterprise offers various services to its members including farmer trainings, setting up demonstration plots, providing input supplies to farmers at subsidized rates, bulking, maize milling, and marketing of farmers' produce. The farmer members engage in two major activities: crop farming and Village Savings and Loans Associations (VSLAs). The crop enterprises include maize and beans with coffee as an emerging enterprise that the cooperative is encouraging its members to engage in. Farming is done on small land parcels and yields are low, averaging between 1.0 to 1.8 tons per acre.

B. ISSUE DESCRIPTION

Nkoma ACE has over 40 farmer groups operating VSLAs to provide financial services in amounts that are generally too small and too frequent to ever be provided by the formal finance sector. However, some of the challenges with this system include the tendency to distribute all saved money and accrued interest/fines throughout the year and start the cycle the following year without reserving some funds as operating capital. This risky behavior means that group members cannot access funds after all the money is spent. As a result, members find it difficult to meet their financial obligations such as procurement of agro-inputs, access to medical services, and paying for school fees in a timely manner since all the money will have been distributed.

The other challenge is lack of understanding of basic financial concepts, especially regarding money management. Once the savings and profits are distributed at the end of the cycle, members do not have a strategy for how the funds will be spent, either to diversify their farming activities, start up a new business venture/enterprise individually or as a group, or to acquire assets. In most cases the funds are misused, and not accounted for, hence the need for a training focused on improving financial planning.

Ideally, when a member joins a VSLA they learn key principles for managing money, and the groups establish the parameters for savings amounts and conditions for borrowing, and calculate the share-out at the end of the cycle to determine their profits. Nkoma ACE savings groups are far from this level of proficiency due to their lack of the necessary skills in financial management.

Currently, Nkoma ACE's management lacks the necessary skills and knowledge to offer financial literacy training to its VSLA members. As a result, Nkoma ACE is seeking Farmer-to-Farmer technical assistance from a volunteer with expertise in financial management who will also be able to train someone to go on and provide these trainings to others.

C. OBJECTIVES OF THE ASSIGNMENT

The objective of this volunteer assignment is to build the capacity of Nkoma ACE VSLAs in financial literacy. The training will focus on at least 14 farmer groups that have VSLAs. The volunteer will address and provide technical support in specific areas outlined below:

- Understanding of basic financial concepts: members will learn the key principles of managing money, how to save and access credit/loans, basic financial terms and definitions and possible investment areas for funds either shared out annually or received as loans.
- Calculation of loan repayments and the interest options available on loans.
- Improvements in recordkeeping systems for savings, loans, and repayment schedules.
- Strengthening of group cohesion and conflict resolution amongst the savings groups, especially when dealing with loan defaulters.
- Establishing a simple recording system for each savings group; the volunteer will work with them on improving their system for better monitoring and evaluation of savings and loans within the group.

D. HOST CONTRIBUTION

The hosts will mobilize VSLA members to attend the trainings to be conducted by the volunteer and will facilitate transport of the participants and refreshments where necessary. Nkoma ACE will also assign at least one key personnel to work closely with the volunteer during preparations for the trainings and in the implementation of the trainings themselves under a ToT model to ensure that the key staff can train other members of the organization after the assignment has been completed.

E. ANTICIPATED RESULTS FROM THE ASSIGNMENT

The anticipated outcomes of the assignment are:

- The members of the VSLAs have gained knowledge and have the capacity to internally control and benefit from their savings. Through this assignment, the VSLA group members will be empowered to understand how their community savings and loan association functions.
- The farmers/group members are able to determine appropriate savings amounts and borrowing guidelines, calculate loan repayments, and understand the different interest options available as well as how to calculate the share-out at the end of the cycle to determine their profits.
- Group cohesion has been strengthened, and the leaders of the different groups are able to resolve conflicts arising from loan default.
- An improved records system is in place and, using new forms, leaders are able to streamline processes and make informed decisions.
- The members are knowledgeable on different investment options either individually or at the group level for the funds obtained from the savings/loans. Farmers are more financially resilient (especially in terms of managing health emergencies), household consumption patterns have improved and members are able to pay to send their children to school.

F. DELIVERABLES

The anticipated deliverables accomplished by the volunteer include:

1. Volunteer's final report with recommendations (due before departure from Uganda).

2. Group presentation with the host, local stakeholders, USAID and the CRS F2F team at the end of the assignment.
3. 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.)
4. Trainings conducted and people trained.
5. Training guidelines/records templates/manual developed.

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 travel to Kamwenge accompanied by the F2F team members to start the assignment. • Welcome and introduction to the Nkoma ACE team.
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. • The volunteer departs for the US.

H. DESIRABLE VOLUNTEERS SKILLS

- Formal qualifications in financial management.
- Experience in savings and credit cooperatives, microfinance institutional development, or community managed savings groups.
- Good working knowledge of credit policies and procedures, credit management, and finance management.
- Experience in credit access and financial literacy trainings for smallholder farmers in developing countries.

- Experience working with farmer cooperatives on business growth and financial management.
- Ability to adapt to working conditions in developing countries.
- Strong communication and interpersonal skills.
- Good adult facilitation skills.

I. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- The volunteer will stay in Kampala at one of CRS's client hotels, [Fairway Hotel](#). 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 Club Afreka located in Kamwenge town (to be confirmed prior to the volunteer's arrival). 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.

Training Participant demographics

- 60% of the trainees are women and 15% are youth. Only the manager and chairman of the board have a diploma. The target audience will be a mix of illiterate and semiliterate people who are the members of the cooperative.

- The host will explain to the volunteer the social norms surrounding finances at household level in Uganda, which is mainly handled by men traditionally, however the trends are changing, meaning there could be more women involvement in the assignment.

Roads and transportation

Provide information about the road conditions.

- The volunteer will travel by ground transportation from Kampala to Kamwenge. It is approximately 6-7 hours' drive from Kampala to Kamwenge district.
- The road from Kampala to Kamwenge is tarmacked with some sections of broken tarmac and road works. In Kamwenge district, the volunteer will stay at Club Afreka, travelling to and from the hotel daily to the host location during assignment implementation. The road from Kamwenge to Nkoma ACE is gravel and could be bumpy, dusty in dry season and slippery in wet season.

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 Kamwenge town; 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:

Assignments Outside Kampala:

- Due to potential electricity instability in Kamwenge, 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. Occasional electricity outages and weak internet and cellphone signals may be encountered.
- The host location has electricity, internet, and cell phone signal available in the area.

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

- The average annual temperature of Kampala ranges from 68-79 °F. During the wet summer season you can expect heavy rainfall, and we recommend you pack a lightweight waterproof jacket and an umbrella. For the assignment location, daily temperatures range from 62°F to 82°F. Casual and comfortable clothes are the key when travelling in Uganda.

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	
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Host Organization	

<p>John Byoruganda Board Chairperson 0772954134 Email: byorugandajohn@gmail.com</p>	<p>Joseph Mugisha Manager 0773354323 Email: mugishajoseph555@gmail.com</p>
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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?