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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 chi.olisemeka@crs.org

Summary Information				
Assignment SOW Code	UG309			
Country:	Uganda			
Country Project:	Agribusiness Development			
Host Organization:	Maintain Youth in Business (MYIB)			
Partner:	GOAL, Mastercard Foundation, Food Safety Associates Ltd, Feed the Future- IAM project, Kamwenge DLG, Export Trade Group.			
Assignment Title:	Design and operationalization of a monitoring and evaluation (M&E) system for MYIB operations.			
Objectives of the assignment:	<ul style="list-style-type: none"> • Provide a framework for the design and deployment of monitoring guidance and tools, data analysis and visualization techniques, feedback, and reporting mechanisms. 			
Assignment preferred dates:	October-November 2024			
Desired volunteer expertise:	<ul style="list-style-type: none"> • Good understanding of the basics of Monitoring and Evaluation (M&E) particularly for agriculture development projects. • Qualifications and experience in project management or M&E desirable. • Good writing, analytical and communication skills • Adult facilitation skills 			
Type of Volunteer Assistance:	S Building Capacity of Support Services (eg., extension 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)
	37	65	37	65

Host Information

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.

Date of completion of baseline & capacity development plan data collection:	April 19th 2024
Date of host agreement signing:	April 19th 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)	Moses Katushabe (M&E Officer)

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 activity 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 monitoring and evaluation is lack of M&E skills, which the assignment is addressing.
1.2 Are there particular barriers to men’s participation in the activity 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 activity is lack of M&E skills, which the assignment is addressing.
2.1 How does the assignment contribute to increasing the capacities of women?	Knowledge of M&E and skills from the volunteer assignment will help women to carry out their work successfully.
2.2 How does the assignment contribute to increasing the capacities of men?	Knowledge of M&E and skills from the volunteer assignment will help men to carry out their work successfully.
3.2 How does the assignment motivate women to participate?	MYIB village agents who lead M&E efforts expressed a need for enhanced M&E skills to effectively carry out their work. Having M&E as the focus of the assignment will motivate women to participate in the trainings. In

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

	<p>addition, MYIB’s management is intentional in selecting and ensuring that women village agents participate in the assignment.</p>
<p>3.3 How does the assignment motivate men to participate?</p>	<p>MYIB village agents who lead M&E efforts expressed a need for enhanced M&E skills to effectively carry out their work. Having M&E as the focus of the assignment will motivate men to participate in the trainings. In addition, MYIB management is intentional in selecting and ensuring that all village agents participate in the assignment.</p>
<p>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?</p>	<p>Training will be conducted at the respective village agents’ premises, which are conveniently located near the participants’ homes. Sessions will run daily from 10:00 a.m. to 1:00 p.m. and then 2:00pm to 3:30pm. This flexible schedule is designed to allow women to attend to their family’s needs before and after the training.</p>
<p>4.2 How have the assignment’s logistics been organized in a way that facilitates men’s participation? If no logistical arrangements have been made yet, how can they be organized to facilitate men’s participation.</p>	<p>Same as above. In many cases, men share responsibilities with their wives. For example, a man might bring food home, while the woman prepares the meals. Additionally, men may drop children off at school or bring water from the well.</p>
<p>Youth Empowerment:</p>	
<p>1.1 Are there particular barriers to female youth’s participation in the activity associated with this assignment? If there are, how can the assignment address the identified constraints of the female youth?</p>	<p>Female youth face barriers such as lack of M&E knowledge and skills which the assignment is going to provide. Same as 1.1</p>
<p>1.2 Are there particular barriers to male youth’s participation in the activity associated with this assignment? If there are, how can the assignment address the identified constraints of the male youth?</p>	<p>Male youth face barriers such as lack of M&E knowledge and skills which the assignment is going to provide. Same as 1.2</p>
<p>2.1 How does the assignment contribute to increasing the capacities of female youth?</p>	<p>The assignment will provide female youth with knowledge and skills in monitoring and evaluation. Same as 2.1</p>

2.2 How does the assignment contribute to increasing the capacities of male youth?	The assignment will provide male youth with knowledge and skills in monitoring and evaluation. 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. MYIB 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 male youth participating in the assignment. Female youth participants live near the host training venue, which is free from security threats. MYIB 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 M&E 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

Maintaining Youth in Business (MYIB) is a privately owned agribusiness and off-taker company founded in 2017. The company offers a wide range of services in agribusiness, milling, tractor services, business skilling, and mentorship along various value chains (coffee, beans, and maize) through its network of village agents who mobilize farmers into groups. The agents offer services like input provision, product aggregation and provision of extension services and information related to weather and markets. The company works with only contracted farmers and offtakes most of their production. MYIB offers training to farmers in enterprise development, good agronomic practices, institutional development, climate smart technologies, business planning, post-harvest handling, value addition, , and collective marketing, among others. All the services and products are designed to create more job opportunities for farmers in agribusiness and help them earn incomes that contribute to improved standards of living, while conserving the environment for future use by other farmers. The increased volumes produced by the farmers help the company to meet its contracted market obligations.

The company has a 15,000 metric ton (MT) capacity grain store located in Kamwenge town council where grain cleaning and conditioning are conducted before processing and delivery to markets. The processing plant has a capacity of 30 tons of grain per day.

CRS F2F sees the role of MYIB in encouraging youth engagement in agriculture as a cornerstone of the country's agricultural development.

B. ISSUE DESCRIPTION

MYIB has not yet established a well-functioning monitoring and evaluation system to systematically track implementation and outputs and measure the impact of its projects such as coffee processing, maize processing, input distribution, and milk bulking activities. There is a need to create transparency and accountability (for the beneficiaries, stakeholders and donors), improve project performance, allocate resources effectively, promote learning and data-driven decision-making, and manage the organization systematically.

MYIB aims to have a well-functioning M&E system consisting of tools that can be used to monitor and evaluate MYIB projects that include maize processing, input supply, coffee processing, milk bulking and selling, among others, but lacks the technical capacity and therefore requests CRS Farmer-to-Farmer for volunteer assistance. By providing technical assistance in this area, MYIB will be able to assess the crucial link between implementation and beneficiaries on the ground and decision-makers, retain and develop institutional memory and have a more robust basis for running the business.

Target audience: MYIB has paid-up staff and village agents who earn commission from extension services offered to the MYIB clientele of farmers. MYIB staff supervise village agents who in turn offer extension services to MYIB's clients.

C. OBJECTIVES OF THE ASSIGNMENT

The specific objectives for the volunteer will be to provide technical support in the areas of:

- Jointly design, develop, and operationalize an M&E framework for MYIB's operations and partner farmer projects that include coffee processing, maize processing, input distribution, and milk bulking activities. This includes creating and deploying monitoring guidance and tools, employing data analysis and visualization techniques, and establishing feedback and reporting mechanisms.
- Train on how to Coordinate data collection and analysis, including compiling raw data, providing technical leadership in defining data analysis and visualization techniques, and documenting lessons learned and best practices to support programming, strategic planning, and decision-making.
- Design and facilitate a workshop for MYIB's staff and village agents (ToTs) on 1) designing, developing and operationalizing the M&E framework; and 2) results-based management (RBM), M&E, reporting protocols, data sense-making, and incorporating M&E findings.

D. HOST CONTRIBUTION

MYIB will mobilize its village agents, aged 16-35 years, who are trained to train other village agents and farmer group leaders involved in M&E. These agents provide services such as extension messaging, input supply, postharvest handling, and marketing of farmers' produce. The organization will also assign at least one key personnel (M&E Officer and the supervisor of the village agents) to work closely with the volunteer during

preparations for the trainings and implementation of the trainings. This ensures 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 outcome results of the assignment are:

- The staff of the MYIB have gained the knowledge and capacity to implement an M&E system for their operations.
- The village agents have gained the knowledge and capacity to collect data for the projects implemented at beneficiary/farmer level.
- An improved M&E system is in place, and using the tools provided, MYIB’s leaders can streamline processes and make informed decisions.

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, 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. Established M & E system

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 MYIB team.
Day 4-16	<ul style="list-style-type: none"> • The volunteer carries out the training, working directly with the host organization.

Day 17	<ul style="list-style-type: none"> • Debrief/exit meeting with the host in the presence of CRS staff.
Day 18	<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 Monitoring and Evaluation.
- Experience in planning, evaluating, and IT (data design, assessment, and reporting)
- Good understanding of M&E basics for agricultural projects.
- Other required skills may include good knowledge and understanding of any of the MYIB projects such as coffee processing, maize processing, input distribution, and milk bulking activities.
- 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

- While in Kampala, the volunteer will stay 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 breakfast, wireless internet, etc.
- For the training, however, the volunteer will be booked into **Club Afreka** located in Kamwenge (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.
- Depending on the training location and availability of electric power and an LCD projector, the volunteer may be able to use a laptop and projector for PowerPoint presentations.

Training Participant demographics

- The target audience will be literate, with more women than men. There will be more youth (ages 16–34) than adults (age 35+).
- Gender and age-specific considerations that need to be considered for this specific **host**:
 - Gender and age play a role in MYIB's activities. For example, the turnout at training meetings is higher amongst women than men in the context of village agents.
 - Men village agents will also be trained.
- Gender and age-specific considerations for the volunteer **assignment**:
 - More women tend to respond to training opportunities. Individuals aged 15-34 years old are primarily encouraged to attend trainings, as this is MYIB's definition of youth. However, others are also welcome as those over 35 years of age contribute to increasing the volume of produce MYIB purchases from farmers.
 - MYIB will mobilize training participants to ensure that there are equal opportunities for both men and women to participate. The host will explain to the volunteer the aspects surrounding MYIB's current M&E set-up and the roles played by staff, village agents, and beneficiaries within that M&E system.

Roads and transportation

From Kampala to Kamwenge, the road is tarmac. From Club Afreka to MYIB's office, most of the road is tarmac, with a small section of paved marram road that can be dusty during the dry season or slippery in the 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:

- The host location has electricity. Internet and cell phone signal are available in the area.
- 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 not have 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.

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 20°C to 26°C. The wet summer season of April and May is when you can expect heavy rainfall, and we recommend you pack a lightweight waterproof jacket and an umbrella. The period October -December is punctuated with some rains especially in December. Casual and comfortable clothes are the key when travelling in Uganda. At the assignment location, temperatures vary from 13°C/55°F during the coldest month (June) to 33°C/91°F during the warmest month (February).

Recommended reading

CRS recommends that volunteers become familiar with [CRS programming in Uganda](#), and the [Agribusiness Development](#) 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

<p>Chi Olisemeka Operations Manager Farmer-to-Farmer Program 228 W. Lexington Street Baltimore, MD 21201 +1 410-951-7271 Email: chi.olisemeka@crs.org</p>	
<p>CRS Country Program</p>	
<p>George Ntibarikure Project Director Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 772 472 103 Email: George.ntibarikure@crs.org</p>	<p>Robbinah Hakiza Senior Project Coordinator Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 780 130105 Email: robbinah.hakiza@crs.org</p>
<p>Host Organization</p>	
<p>Yusuf Asimwe Chief Executive Officer Tel (256) 785528476 asiyusu@gmail.com</p>	<p>Moses Katushabe M &E Officer Tel (256) 777345980 katushabemoses94@gmail.com</p>

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?