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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	UG311			
Country:	Uganda			
Country Project:	Agribusiness Development			
Host Organization:	Kyevo Farm Limited			
Partner:	European Union (for coffee production), Makerere University (for animal health management). Diversey (supplier of cleaning material based in Kenya).			
Assignment Title:	Promoting best practices in piggery management			
Objectives of the assignment:	To provide training in holistic piggery management practices.			
Assignment preferred dates:	October - November 2024			
Desired volunteer expertise:	<ul style="list-style-type: none"> • Formal qualifications in piggery /livestock production/management • Specialized expertise in animal science • Wide experience with smallholder piggery production systems in developing countries. • Experience in post-production business enterprise involving piggery enterprises such as setting up a slaughterhouse etc. 			
Type of Volunteer Assistance:	T On Farm/Technology Transfer			
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)
			10	7

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:	May 8, 2024
Date of host agreement signing:	May 8, 2024
No. of previous assignments:	(2018-23): 3 assignments. <i>Assignment titles</i> <ul style="list-style-type: none"> • Poultry waste management • Cashew nut agronomy • Poultry feeding
Recommendations given (Total):	10
Recommendations applied (Total):	10
Name of ToT trainee (if already identified)	Geoffrey Ambayo, head of the piggery section

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, women face barriers such as gender norms that dictate their roles in the piggery value chain. These sometimes become mental barriers that limit women’s initiative in pursuing empowerment. Restrictions rooted in religion, class and ethnicity are common and limit women’s access to knowledge. The assignment will offer equal opportunities for women and men in terms of participation in piggery as a business.
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?	Yes, men have limited skills in piggery management. The assignment will provide the skills.

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

2.1 How does the assignment contribute to increasing the capacities of women?	Through knowledge and skills provided by the volunteer, women's capacities in piggery management will be enhanced.
2.2 How does the assignment contribute to increasing the capacities of men?	Through knowledge and skills provided by the volunteer, men's capacities in piggery management will be enhanced.
3.2 How does the assignment motivate women to participate?	The host will inform heads of department from poultry dairy and piggery about the training opportunity and invite and encourage women to participate in the training. Prior to the assignment, women will be gathered to discuss the benefits of the training and how the training will ensure women have equal competitive advantage to men.
3.3 How does the assignment motivate men to participate?	The host will inform heads of department about the training opportunity and invite and encourage men to participate in the training. Prior to the assignment, men will be gathered to discuss the benefits of the training and how the training will ensure men have equal competitive advantage to women.
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?	Transport and meals will be provided by the host. Daily work expectations will be relaxed to allow time for training. Additionally, there will be flexibility in terms of start time and duration of the training in case of any urgent work-related issues. The training venue will be at the workplace.
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.	Transport and meals will be provided by the host. Daily work expectations will be relaxed to allow time for training. The training venue will be at the workplace.
Youth Empowerment:	
1.1 Are there particular barriers to female youth's participation in the value chain associated with this assignment? If there	The main barrier to female youth's participation in the value chain is related to

are, how can the assignment address the identified constraints of the female youth?	those in 1.1. The assignment will offer knowledge and skills but also create awareness about such gender norms that exclude female youth from full participation in piggery enterprises.
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?	The main barrier to male youth’s participation in the value chain is lack of skills, which the assignment is addressing.
2.1 How does the assignment contribute to increasing the capacities of female youth?	Knowledge and skills from the volunteer assignment will help female youth master their jobs at Kyeyo.
2.2 How does the assignment contribute to increasing the capacities of male youth?	Knowledge and skills from the volunteer assignment will help male youth master their jobs at Kyeyo.
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 that might prevent them from benefiting from the training.
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 that might prevent them from benefiting from the training.
Climate Change	
Will the assignment address climate change? (Yes/No) If yes, please include this in the issues description. How does this assignment plan to address the issue of climate change?	No. The assignment focuses on piggery management.

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

Kyeyo Farm is a private enterprise located 23 miles (37 km) west of Kampala in the vicinity of Kakiri. It is owned by Mrs. Lucy Mbonye. The farm was established in 2014 and sits on a total land area of 400 acres. The land is utilized for various farming activities, including pasture production for hay and silage. The farm has 243 improved (Friesian breed) dairy cows comprising 63 milking cows, 19 dry herds and the remainder being young stock, including calves. The farm also boasts a piggery, improved (hybrid) goats, ducks/geese, over 50,000 layer-birds, and 20,000 broiler parent stock.

The farm employs 181 workers in its poultry, dairy, and piggery units. Milk production currently averages 19-22 liters per cow per day, totaling 800 liters daily. Milking is performed using automated milking equipment. The farm continues to grow steadily with the recent introduction of a battery cage system of poultry rearing to accommodate more birds and improve management.

Kyeyo Farm has established a poultry hatchery unit to produce day-old chicks. The hatchery has an operational capacity of 30,000 eggs per production shift, which helps to address their own supply issues while also supplying day old chicks to neighboring poultry farmers. Coupled with reduced transport costs for neighboring farms, demand for day-old chicks is exceeding supply. The piggery unit has a breeding stock to produce piglets for sale but it also rears piglets to maturity at the farm to sell to slaughterhouses. Clients in piggery business also buy piglets from Kyeyo farm.

CRF F2F sees Kyeyo Farm as significantly contributing to growth in the piggery subsector, specifically using the breeding stock to produce piglets for the market. This ensures the local availability of seed stock primarily to meet the farm's own needs and, secondarily, those of smallholder farmers within the locality, ensuring the availability of good quality piglets.

B. ISSUE DESCRIPTION

Piggery production at Kyeyo Farm faces challenges that hinder productivity, primarily related to health management issues such as ticks, worms, fleas and diseases (Newcastle and swine fever among others). These issues lead to low pork production. In addition, emerging business opportunities and production challenges necessitate new control and preventive measures, requiring the farm to stay updated with changing trends.

There is a shortage of expertise and knowledge in piggery management at Kyeyo farm, with staff lacking the necessary skills to address these challenges. In addition, the staff does not know how to start and operate a slaughterhouse to sell dressed pork as a business opportunity.

Kyeyo Farm is requesting F2F technical assistance to train its staff in good piggery management practices. Additionally, it would like the volunteer to advise management on how to create new opportunities within the value chain, including starting a pork business. The volunteer will also provide guidance on the necessary infrastructure requirements and help set up a framework for the business startup.

Kyeyo Farm has designated five male youth and two female youth to be trained. This technical assistance aims to address constraints related to piggery nutrition and health management. CRS will organize a short training session with another group to extend the benefits of the volunteer's assistance. This will be discussed with the volunteer during the briefing.

OBJECTIVES OF THE ASSIGNMENT

The general objective of this volunteer assignment will be to provide knowledge and skills in holistic piggery farm management. The specific objectives are:

- To train piggery staff on holistic piggery management practices.
- To provide training on biosecurity measures.
- To develop simple standard operating procedures (SOP) as a guide to streamline operations and improve production efficiency.

- To train piggery staff on the developed SOPs and provide refresher training on pest and disease diagnosis.
- To help establish a framework to set up a slaughterhouse as a basis for selling pork.

C. HOST CONTRIBUTION

The host will provide transportation back and forth between the volunteer’s place of accommodation and the training site on a daily basis. The host will also provide office space for the volunteer during the assignment, training materials like stationary and any other practical material as required by the volunteer.

In addition, Kyeyo Farm identified Geoffrey Ambayo as personnel to work closely with the volunteer during preparations for the trainings and in the implementation of the trainings. As key staff, they can train other members of the organization after the assignment has been completed.

D. ANTICIPATED RESULTS FROM THE ASSIGNMENT

The anticipated outcome results of the assignment are:

- Improved piggery management at Kyeyo Farm, contributing to increased productivity, sales, and income for Kyeyo Farm and its clients.
- A road map for Kyeyo Farm to start a piggery slaughterhouse as a foundation for a pork business.
- A simple SOP manual to build Kyeyo Farm’s capacity to train current and future staff and assist other organizations to address piggery challenges.

E. 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. A standard operating procedure manual

F. 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 Kakiri accompanied by the F2F team members to start the assignment. • Welcome and introduction to the Kyeyo Farm 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.

G. DESIRABLE VOLUNTEERS SKILLS

- Formal qualifications in veterinary practices.
- Experience in piggery management.
- Experience working with pig farmers transitioning from subsistence to commercial farming.
- 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

- For the duration of the assignment the volunteer will be booked into one of CRS's client hotels, Fairway Hotel www.fairwayhotel.co.ug in Kampala. 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.
- 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 such as reading materials, flip charts and markers 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 2 or 3.

I. 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

Kyeyo Farm currently employs 7 local staff in the piggery unit, comprising 5 males and 2 females. All employees are youth and have completed either a diploma or bachelor's degree, ensuring that literacy skills are not a concern.

Roads and transportation

From Fairway Hotel to Kyeyo Farm, part of the road is tarmac, and the other section is marram, which can be dusty during the dry season or slippery in the rainy 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 Kakiri; 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 Kakiri, 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 in Kampala ranges from 68-79°F. During the wet summer season of April and May and September and October you can expect heavy rainfall, and we recommend you pack a lightweight waterproof jacket and an umbrella. For the assignment location, the warmest month is February (91°F) while the coldest month is June (55°F). Casual and comfortable clothes are the key when travelling in Uganda. Please visit www.accuweather.com to check the weather forecast closer to your travel dates for any unexpected changes and to pack accordingly.

Recommended reading

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

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

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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?
-

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?