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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](mailto:chi.olisemeka@crs.org)

Summary Information				
<b>Assignment SOW Code</b>	<b>UG310</b>			
Country:	Uganda			
Country Project:	Nutrition			
Host Organization:	Gertrude Memorial Community Health Centre			
Partner:	Baylor College of Medicine, Mayanja Memorial Hospital Foundation, Ministry of Health, Kitagwenda DLG			
<b>Assignment Title:</b>	Promoting household level food handling, preparation, preservation and hygiene practices.			
Objectives of the assignment:	<ul style="list-style-type: none"> <li>• Provide training on food handling and preservation techniques.</li> <li>• Develop recipes for the new products and procedures for their preparation to preserve the nutrients therein.</li> <li>• Design and conduct cooking demonstrations focusing on biofortified foods grown within the household and other locally sourced foods available and accessible by the household.</li> <li>• Provide training on the importance of food hygiene and practices.</li> </ul>			
Assignment preferred dates:	November-December 2024			
Desired volunteer expertise:	<ul style="list-style-type: none"> <li>• Expertise in food preparation and preservation techniques at the household level.</li> <li>• Expertise in nutrition or public health with a focus on health promotion and nutrition education.</li> <li>• Extensive knowledge of community nutrition and Social and Behavior Change Communication (SBCC) for nutrition programs.</li> <li>• Knowledgeable on the consumption patterns of farming communities in developing countries.</li> <li>• Good adult learning and facilitation skills.</li> </ul>			
Type of Volunteer Assistance:	P Processing/Technology Transfer			
Type of CSA Activity	N Not applicable			
PERSUAP Classification <sup>1</sup> :	III			
Approx. number of people to be trained <sup>2</sup> :	Men (30+)	Women (30+)	Male Youth (15-29)	Female Youth (15-29)

<sup>1</sup> 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.

<sup>2</sup> 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.

	40	186	28	80
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Host Information	
Date of completion of baseline & capacity development plan data collection:	April 29, 2024
Date of host agreement signing:	April 29, 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)	Not yet selected

Gender, youth and climate considerations <sup>3</sup>	
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 is lack of knowledge and 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 barriers to men’s participation include cultural norms that associate food preparation as the work of women and any man doing cooking is regarded as inferior among the peers. Also, because it is not a practice for men to get involved in food preparation, there is general lack of knowledge and skills. The assignment will build on the changing trends around the cultural norms due to awareness creation by government and other development to have men involved in family nutrition. Also, the

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

	assignment will provide the necessary knowledge and skill in food preparation.
2.1 How does the assignment contribute to increasing the capacities of women?	Knowledge and skills of best practices in food handling, preparation preservation and hygiene from the volunteer assignment will help women to improve their household nutrition.
2.2 How does the assignment contribute to increasing the capacities of men?	Knowledge and skills around best practices for food handling, preparation, and preservation gained from the volunteer assignment will enlighten men and encourage them to financially support women in improving their household nutrition.
3.2 How does the assignment motivate women to participate?	Women have requested improvements in their household food preparation, handling, and preservation techniques. Focusing on these aspects of the assignment will motivate women to participate actively.
3.3 How does the assignment motivate men to participate?	Knowledge and skills from the volunteer assignment plus the host's medical awareness creation on the importance of good nutrition to good health and for disease control will motivate men to participate or support women in the volunteer assignment. Also, men will be encouraged to because good health means less medical expenditure incurred by men.
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?	Trainings will take place close to the households of participants. Sessions will run daily from 10:00 a.m. to 1:00 p.m. and then from 2.30pm to 4.30pm. This flexible schedule is designed to allow women 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	Same as above. In many cases, men share responsibilities with their wives. For

arrangements have been made yet, how can they be organized to facilitate men's participation.	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.
<b>Youth Empowerment:</b>	
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 skills 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 like adult males as mentioned above; cultural norms and lack of skills which the assignment is going to provide. Some male youth will be trained as ToTs to encourage other youth to participate.
2.1 How does the assignment contribute to increasing the capacities of female youth?	The assignment will provide female youth with skills in food preparation, handling and reservation etc.
2.2 How does the assignment contribute to increasing the capacities of male youth?	The assignment will provide male youth with skills in food preparation, handling and reservation etc. Same as 2.1
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 designated household level training venue, which is free from security threats. GCHC offers equal opportunities to 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?	The barriers to male youth participating in the assignment are those associated with cultural norms and lack of knowledge and skills. Male youth participants live near the designated household-level training venue, which is free from security threats. GCHC is offering equal opportunities to both female youth and male youth to participate in the training sessions. Also, due to the financial implications associated with health

	management in respect to nutrition, male youth will consider the training as a cost saving.
<b>Climate Change</b>	
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. Improving household level food handling and hygiene practices from the 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**

Gertrude Memorial Community Health Centre (GMCHC) is a rural, community-based, private, not-for-profit healthcare center established in 2021, located in Nyarurambi village, Rwenjaza sub-county, Kitagwenda district. It serves about 6,000 locals and people from five nearby sub-counties in Kitagwenda, Kamwenge, and Ibanda districts. GMCHC primarily supports rural healthcare, with 90% of beneficiaries being women and children. With the mission of "imitating Christ's healing mission of compassion," GMCHC aims to provide quality care and aspires to become a regional hospital for women and children. Key objectives include reducing maternal, perinatal, infant, and childhood mortality and morbidity rates, promoting nutrition health, and addressing HIV/AIDS and malaria in children under five years. GMCHC also focuses on reproductive health and the physical and psychosocial development of children and adolescents.

CRS F2F recognizes GMCHC's role in healthcare provision and nutrition education as vital for reducing infant and childhood mortality and morbidity rates in the community.

## **B. ISSUE DESCRIPTION**

GMCHC's community faces challenges such as food spoilage, food poisoning, quality loss, nutritional loss, and commercial loss due to poor knowledge and skills in food handling, preparation, preservation, and hygiene. These issues impact the nutritional quality of foods, which is detrimental to people's health at all stages of development. Improper food preparation methods, such as excessive water use during cooking, lead to nutrient loss. Within GMCHC's operational areas, there are rising cases of stunting in children due to food deficiencies or diet-related diseases like kwashiorkor and marasmus. Improving nutrition through food fortification or biofortification with micronutrients such as iron and Vitamin A, and proper food preparation techniques is essential.

Improving nutrition is often associated with women's empowerment (knowledge, skills, among others) and is a key to achieving the desired impact. Women are significant contributors to household food security and are particularly affected by food insecurity and malnutrition due to limited decision-making power. Men, who are typically the primary decision makers, often choose to sell the food rather than retain it for household consumption. GMCHC seeks technical assistance to improve household nutrition practices for both women and men.

As a result of the challenges, GMCHC is seeking Farmer-to-Farmer technical assistance from a volunteer with expertise in food handling, preparation, preservation, and hygiene at the household level. This support aims to help improve nutrition within household communities.

## **OBJECTIVES OF THE ASSIGNMENT**

The general objective of this nutrition assignment is to promote household-level food handling, preparation, preservation and hygiene practices.

The specific objectives are:

- To train participants in food handling and preservation techniques.
- To develop new food recipes and procedures that preserve the nutrients in the food.
- To design and conduct cooking demonstrations focusing on locally sourced foods that are available and accessible by Ugandan household.
- To train participants on the importance of food hygiene and practices.

## **C. HOST CONTRIBUTION**

GMCHC will mobilize target members that include young and adult mothers as identified by the community outreach focal person and surrounding communities to attend the trainings to be conducted by the volunteer. The organization will assign at least one key personnel as a trainee under the Training-of-Trainers (ToT) model to work closely with the volunteer during preparations for the trainings and implementation of the trainings themselves to ensure that the key staff can train other members of the organization after the assignment has been completed.

## **D. ANTICIPATED RESULTS FROM THE ASSIGNMENT**

The anticipated outcomes of the assignment are:

- Improved nutrition which will save lives and yield high economic returns for GMCHC members and the surrounding communities.
- Benefits to the poor and disadvantaged, reducing spending on malnutrition-related diseases and increasing productivity, leading to sustainable socioeconomic gains.
- Enhanced nutrition knowledge and products, leading to a balanced diet, reduction in deficiencies, and decreased incidence of nutrition-related diseases.
- Empowered women with knowledge and skills to improve household nutrition.
- Empowered male ToTs trained to improve household nutrition.

## **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. Trainings conducted and people trained.
5. Training guidelines/manual developed.

#### F. DRAFT SCHEDULE OF VOLUNTEER ACTIVITIES IN COUNTRY

Days	Activity
Day 1	<ul style="list-style-type: none"> <li>• Arrival at Entebbe International Airport (EBB); pick-up by Fairway Hotel shuttle.</li> <li>• Check-in at <a href="#">Fairway Hotel</a>, Kampala.</li> </ul> <p><b>NB:</b> If you encounter any difficulties, please request assistance from airport staff to call George Ntibarikure on (<b>WhatsApp or phone</b>) at <b>0772472103</b> or Robbinah Hakiza <b>0772490897</b></p>
Day 2	<ul style="list-style-type: none"> <li>• Rest day in Kampala.</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>• At <b>8:00am</b>, the volunteer will be picked up at the hotel by George Ntibarikure and taken to the CRS office for introductions and briefings.</li> <li>• 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.</li> <li>• The volunteer may also prepare assignment-related materials while at the CRS office.</li> <li>• Following the briefing, the volunteer will travel to Kitagwenda accompanied by the F2F team members to start the assignment.</li> <li>• Welcome and introduction to the GMCHC team.</li> </ul>
Day 4-16	<ul style="list-style-type: none"> <li>• The volunteer carries out the training, working directly with the host organization.</li> </ul>
Day 17	<ul style="list-style-type: none"> <li>• Debrief/exit meeting with the host in the presence of CRS staff.</li> </ul>
Day 18	<ul style="list-style-type: none"> <li>• In-country/virtual debrief with CRS staff and/or USAID Mission.</li> <li>• Reimbursement of expenditure and liquidations (if any) with the finance department, as required.</li> <li>• Submission of volunteer reports, training attendance sheets, assignment reports, PPT presentations and any reference materials to the CRS F2F team.</li> <li>• The volunteer departs for the US.</li> </ul>

#### G. DESIRABLE VOLUNTEERS SKILLS

- Formal qualifications in food technology or nutrition.
- Experience in household-level food handling, preparation, preservation, and hygiene practices.
- Expertise in nutrition or public health with a focus on health promotion and nutrition education.
- Extensive knowledge in community nutrition and Social and Behavior Change Communication (SBCC) for nutrition programs.
- Knowledgeable on the consumption patterns of farming communities in developing countries.
- 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

- 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 airport pickup and drop-off, breakfast, wireless internet, etc.
- For the duration of the assignment in the field, 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.

## 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

- The target audience will be a mix of illiterate and semiliterate people, with more women than men. There will be youths and adults.
- Over 70 % of total beneficiaries are women and 60% are youth (young women [ $\leq 29$ ], adult women [ $\geq 30$ ], men [ $\geq 30$ ], young men).

- The assignments will involve more women both youth and adult as per the categories, but men will also be encouraged to participate in the training.
- The host 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 social norms surrounding food preparation in Uganda, which is mainly handled by women, meaning there could be less male involvement in the assignment.

### **Roads and transportation**

From Kampala to Kitagwenda and Kamwenge, the road is tarmac. From Club Afreka to GMCHC office, most of the road is tarmac, while from GMCHC to household communities it is marram which can be dusty in dry season or 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; 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 Kitagwenda, 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.

### **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°F to 78°F. 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 October-December period is punctuated by occasional 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 [Nutrition 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.

<b>CRS Baltimore</b>	
<b>Chi Olisemeka</b> Operations Manager Farmer-to-Farmer Program 228 W. Lexington Street Baltimore, MD 21201 +1 410-951-7271 Email: <a href="mailto:chi.olisemeka@crs.org">chi.olisemeka@crs.org</a>	
<b>CRS Country Program</b>	
<b>George Ntibarikure</b> Project Director Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 772 472 103 Email: <a href="mailto:George.ntibarikure@crs.org">George.ntibarikure@crs.org</a>	<b>Robbinah Hakiza</b> Senior Project Coordinator Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 780 130105 Email: <a href="mailto:robbinah.hakiza@crs.org">robbinah.hakiza@crs.org</a>
<b>Host Organization</b>	

<p><b>James Musinguzi</b> Executive Director Telephone: (256) 784955752 (on WhatsApp as well) Email: <a href="mailto:gertrudememorial@gmail.com">gertrudememorial@gmail.com</a></p>	<p><b>Turyamusiima Alex</b> Outreach Community Focal person/Lab technician Telephone: 0778199116 Email: <a href="mailto:alexuryamusiima4@gmail.com">alexuryamusiima4@gmail.com</a></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?