



USAID
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	UG312			
Country:	Uganda			
Country Project:	Agribusiness Development			
Host Organization:	West Acholi Cooperative Financial Services Limited (WACFIS)			
Partner:	Uganda Central Coop Financial Services Ltd (UCCFs), Microfinance Support Centre, Uganda Cooperative Saving and Credit Union Ltd (UCSCU)			
Assignment Title:	Loan risk and recovery management			
Objectives of the assignment:	<ul style="list-style-type: none"> To train WACFIS management and members on loan risk management and recovery strategies. 			
Assignment preferred dates:	October 2024 - March 2025			
Desired volunteer expertise:	<ul style="list-style-type: none"> Knowledgeable in financial management for small savings schemes/ SACCOS Experience working with financial institutions in loan and savings management Experience in credit access and financial literacy trainings for smallholder farmers in developing countries. Good analytical skills, with excellent communication and inter-personal skills 			
Type of Volunteer Assistance:	F Financial Services			
Type of CSA Activity	N Not applicable			
PERSUAP Classification ¹ :	III			
Approx. number of people to be trained ² :	Men (30+)	Women (30+)	Male Youth (15-29)	Female Youth (15-29)
	30	40	40	80

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:	July 31, 2024
Date of host agreement signing:	July 31, 2024
No. of previous assignments:	(2018-23): NA
Recommendations given (Total):	N/A
Recommendations applied (Total):	N/A
Name of ToT trainee (if already identified)	Odongo Patrick and Odongo Richard

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?	Women lack loan management and financial literacy skills, which the assignment is addressing. In addition, women are entering the space of managing finances that is traditionally reserved for men and so there are barriers of limited exposure of women to training opportunities.
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?	Men faces barriers of lack of loan management and financial literacy skills, which the assignment is addressing.
2.1 How does the assignment contribute to increasing the capacities of women?	Knowledge of loan management and financial literacy skills from the volunteer assignment will help women to run their SACCOs/VSLAs profitably.
2.2 How does the assignment contribute to increasing the capacities of men?	Knowledge of loan management and financial literacy skills from the volunteer

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

	assignment will help men to run their SACCOs/VSLAs profitably.
3.2 How does the assignment motivate women to participate?	WACFIS has a gender policy that encourages equal participation of women and men in all of its operational activities. WACFIS has committed to arranging pre-assignment gatherings with women to discuss the benefits of participating in the training. In addition, once the volunteer is identified, WACFIS will announce the opportunity to women staff and members to ensure they are able to attend the trainings on loan risk management and recovery strategies. The F2F team will support WACFIS management to ensure that they encourage attendance at the training sessions.
3.3 How does the assignment motivate men to participate?	WACFIS has a gender policy that encourages equal participation of men. WACFIS has committed to offer pre-assignment gatherings to discuss the benefits with women participants. In addition, once the volunteer is identified and communicated, WACFIS will announce the opportunity to women staff and members to train on loan risk management and recovery strategies. The F2F team will support WACFIS management in encouraging men to attend the training sessions, which will help them manage VSLAs more profitably.
4.1 How have the assignment's logistics been organized in a way that facilitates women's participation? If no logistical arrangements have been made yet, how can they be organized to facilitate women's participation?	Training sessions for WACFIS staff and members will take place on the cooperative's premises, while those targeting SACCO members and beneficiaries will be held at various member group locations. The cooperative has amenities that accommodate female participants, including separate toilets for women. Training will begin at 10.00 am and end at 4.00 pm with a 1-hour break, allowing female staff to attend

	<p>to their home responsibilities. The volunteer will travel to the member group sites to reduce the time women would spend travelling to the SACCO premises for training. Flexible training times for women farmer group members will be agreed upon during the first on-site meeting with the volunteer.</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>Training sessions for WACFIS staff will take place on the cooperative's premises, while those targeting SACCO members will be held at various farmer group locations. On the cooperative's premises, there are amenities that accommodate male participants, including separate toilets for men. The volunteer will travel to the SACCO group sites to reduce the time men would spend travelling to the cooperative premises for training. Flexible training times that favor men's participation will be agreed upon during the first on-site meeting with the volunteer.</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 have limited knowledge and skills in credit sales risk management that could potentially reduce bad debt and increase cash flow for their private business enterprises and for the SACCO.</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 associated with access to loan management knowledge and skills. The assignment will teach male youth skills in loan management to mitigate the risk of poor loan management. Male youth at the SACCO level will also learn debt recovery skills thus increasing cashflow for the host.</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 skills in loan management and financial</p>

	literacy. This will enable them to manage/utilize loans profitably.
2.2 How does the assignment contribute to increasing the capacities of male youth?	The assignment will provide male youth with skills in loan management and financial literacy. This will enable them to manage/utilize loans profitably.
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?	The barriers that could hinder female youth from participating in, and benefiting from, the assignment include timing and distance to the training venue. Training sessions for WACFIS staff will take place on the cooperative's premises, while those targeting SACCO members will be held at various farmer group locations. On the cooperative's premises, there are amenities that accommodate male participants, including separate toilets for men. The volunteer will travel to the SACCO group sites to reduce the time men would spend travelling to the cooperative premises for training. Flexible training times that favor female youth's participation will be agreed upon during the first on-site meeting with the volunteer.
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 that could hinder male youth from participating in, and benefiting from, the assignment include timing and distance to the training venue. Training sessions for WACFIS staff will take place on the cooperative's premises, while those targeting SACCO members will be held at various farmer group locations. On the cooperative's premises, there are amenities that accommodate male participants, including separate toilets for men. The volunteer will travel to the SACCO group sites to reduce the time men would spend travelling to the cooperative premises for training. Flexible training times that favor male youth's

	participation will be agreed upon during the first on-site meeting with the volunteer.
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 loan management 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

West Acholi Cooperative Financial Services Ltd (WACFIS) was registered as a Savings and Credit Cooperative in 2019 under the Cooperative Societies Act, (Cap. 112, laws of Uganda). Before this registration, farmers associated with the West Acholi Cooperative Union Limited in Acholi region identified limited access to finance from commercial banks as a major issue. In response, a resolution was adopted during an Annual General Meeting (AGM) to establish a SACCO. This led to the formation of WACFIS, a cooperative owned, designed, and managed by nine staff (33% women). WACFIS currently supports and benefits 1,114 members (63% women). Since its establishment, WACFIS has fostered a culture of disciplined collective savings. It has created investment opportunities for farmers by selling its own shares and providing credit facilities to registered members. As it continues to grow, WACFIS is committed to empowering its members by providing access to a diverse range of affordable financial services and products, such as savings, credit, investment options. WACFIS is working with members to accelerate the pooling of resources, translating individual member's entrepreneurial ambitions into a collective force for economic growth and social development, and providing a platform for financial growth and societal transformation.

B. ISSUE DESCRIPTION

As the number of WACFIS members grows, the probability of loan defaults will increase due to the increase in loans issued, coupled with farmers' failure to pay due to unanticipated poor crop harvests. These challenges require that the cooperative board and management be vigilant and thoroughly scrutinize the loan and credit management process. This includes reviewing loan requests, appraising clients, disbursing loans, monitoring performance and ensuring repayment. WACFIS management reports a loan default rate of 35%, and a repayment rate of 65%, which is not ideal. Most of the loans issued by WACFIS are agriculture related and the unpredictable weather conditions pose a risk. Therefore, WACFIS needs to develop knowledge and skills in loan management and recovery strategies which it currently lacks. WACFIS is requesting F2F technical assistance to provide training to both management and selected members involved in loan management and other financial literacy skills such as saving and financial discipline.

C. OBJECTIVES OF THE ASSIGNMENT

The main objective of the volunteer assignment is to review the current credit management process and documentation and provide recommendations for improvement. The volunteer will:

- Review the credit management system, procedures (review the entire process from: loan appraisal for new clients, loan disbursement, loan monitoring and repayment) and documentation.
- Assist in establishing an efficient credit management system based on findings and recommendations.

- Train staff and loan committee members in areas related to loan portfolio and credit management.
- Train members on saving as part of financial access.
- Train members in financial discipline as part of loan utilization.

D. HOST CONTRIBUTION

WACFIS will select training participants and ensure that the training venue, translation services, training supplies and transport for participants are available to facilitate a successful assignment. Two cooperative staff members will be assigned the role of ToT (Training of Trainer) trainees to work closely with the volunteer during assignment preparations and implementation of the assignment and ensure that the selected trainers 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:

- WACFIS staff and farmers will gain knowledge and skills in best practices for managing loans. This will help improve loan recovery by WACFIS management and loan utilization by membership beneficiaries.
- The loan risk management tools developed by the volunteer will help WACFIS to optimize profitability /cash flow while minimizing the risk of bad loans.

F. DELIVERABLES

The anticipated deliverables accomplished by the volunteer include:

1. Volunteer’s final report with recommendations (due before departure from Uganda).
2. Manual on loan and risk management for WACFIS (including samples of practical risk management tools).
3. Group presentation with the host, local stakeholders, and the CRS F2F team at the end of the assignment.
4. A minimum of 3 volunteer outreach activities in the US and/or in-country using appropriate media (print, radio, TV, group presentations, social media, etc.)

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 Gulu accompanied by the F2F team members to start the assignment. • Welcome and introduction to the WACFIS 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

- Knowledgeable in financial management for small savings schemes/SACCOs.
- Experience working with financial institutions in loan and savings management.
- Experience in credit access and financial literacy trainings for smallholder farmers in developing countries.
- Good analytical skills, with excellent communication and interpersonal skills.
- Ability to adapt to working conditions in developing countries.
- Good adult facilitation skills.

I. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- The volunteer will stay in Kampala at one of CRS's client hotels, [Fairway Hotel](#). The hotel will be booked and confirmed before the volunteer's arrival. The hotel includes services such as airport pickup and drop-off, breakfast, wireless internet, etc.
- In the field, the volunteer will be booked into [Bomah Hotel](#) located in Gulu town (to be confirmed prior to the volunteer's arrival). CRS Uganda will cover the costs of lodging against receipts. CRS HQ will provide the volunteer with a per diem advance to cover meals and incidentals.
- All required materials will be prepared ahead of time and will be provided to the volunteer.
- CRS Uganda will provide the volunteer with a laptop computer (if s/he needs one), local internet dongle (modem/EVDO) and mobile phone with charged local SIM-card. Any other required logistics and facilities can also be requested by the volunteer during her/his stay. CRS will provide a vehicle and accompany the volunteer to the location of the assignment.
- Security information will be provided by the CRS Uganda security focal person at the CRS Kampala office on Day 3.

J. ASSIGNMENT PREPARATION RECOMMENDATIONS

Training Materials and preparation

- While CRS F2F has crafted the SOW, the volunteer can enhance it further leveraging their professional expertise to effectively execute this assignment.
- Prior to the assignment, the volunteer is advised to prepare the necessary training and demonstration aids and written handouts. Soft copies of the handouts and any other paper materials can be printed for immediate use at the CRS office in Kampala on request by the volunteer.
- CRS will arrange a connection call between the volunteer and the host prior to the volunteer's departure from the US. At this point, all parties will review and confirm the objectives of the SOW.
- If the volunteer requires simple training aids like flip charts, markers, or tape s/he should make the request and obtain the materials from the CRS office in Kampala prior to traveling to the assignment site.
- Handouts can be translated into the local language in the locality of the assignment, if required.
- Depending on the training location and availability of electricity and an LCD projector, the volunteer may be able to use a laptop and projector for PowerPoint presentations.

Training Participant demographics

- 33% of the staff are women, and 33% are youth, and all hold diplomas and bachelor's degrees. At the membership level, 66% of the trainees are women, and 82% are youth.
- At the staff level, the target audience consists of literate, permanent staff. At the member level, the target audience will include a mix of illiterate and semiliterate people.
- The host will explain to the volunteer the social norms surrounding household finances in Uganda, where traditionally men have managed financial matters. However, these trends are changing, and as a result a significant number of women will participate in the assignment. In addition, WACFIS has 66 % women membership.

Roads and transportation

From Kampala to Gulu town, the road is tarmac and from the Bomah Hotel to the WACFIS office in Gulu, the road is tarmac. The other road to WACFIS' client membership is paved marram roads that 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 Gulu town; however, we ask volunteers to remain vigilant and scan their surroundings. Traveling early in the morning and late afternoon is not advisable. Aim to conclude daily activities between 8:00 am and 5:00 pm.

Communication:

Assignments Outside Kampala:

- Due to potential power outages in Gulu, it's advisable to ensure that electronic devices are fully charged when power is available, as the host may lack a generator.
- Internet access will be provided, with varying speeds dependent on the cellphone internet package. Occasional electricity outages and weak internet and cellphone signals may be encountered.
- The host location has electricity, internet, cell phone signal available in the area.

Working Environment and Culture

- The Ugandan business environment and culture values trust and forging meaningful relationships. We encourage you to accept any invitations from host staff or training participants to informal gatherings such as lunches, wedding parties, and cultural ceremonies to nurture personal relationships with them.
- Uganda takes a flexible approach to adhering to schedules and deadlines. When working with people, it's advisable to reinforce the importance of the agreed-upon deadlines and how any delays may affect the overall assignment.

Weather and climate

- Daily high temperatures are around 84°F, rarely falling below 78°F or exceeding 91°F. Daily low temperatures are around 65°F, rarely falling below 62°F or exceeding 68°.
- The average annual temperature of Kampala ranges between 68 and 79 °F. During the wet summer season of March -May and August-October you can expect heavy rainfall, and we recommend you pack a lightweight waterproof jacket and an umbrella. For the assignment location in Gulu, 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 <https://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](#) 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>	
CRS Country Program	
<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>
Host Organization	
<p>Bernard Kinyera Manager 0779390924 wacfissacco@gmail.com</p>	<p>Joan Lanyero Cashier 07780937913 joanlanyerokellcy@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?