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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	ET313			
Country:	Ethiopia			
Country Project:	Agribusiness Development			
Host Organization:	Livestock Development Institute (LDI)			
Partner:	N/A			
Assignment Title:	Improving Success of Artificial Insemination (AI) for Dairy Animals			
Objectives of the assignment:	<ul style="list-style-type: none"> • To provide technical assistance in cattle semen production including proper semen collection, evaluation and packaging • To upgrade the artificial insemination skills of AI technicians 			
Assignment preferred dates:	Flexible			
Desired volunteer expertise:	<ul style="list-style-type: none"> • Extensive experience in semen production, evaluation, and packaging. • Practical skills in Artificial Insemination of dairy cows. • Formal education in dairy physiology, animal science, or veterinary medicine. 			
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)	Youth Female (15-29)
	15	8	5	3

Host Information	
Date of completion of baseline & capacity development plan data collection:	10/08/2024

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.



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Date of host agreement signing:	08/08/2024
No. of previous assignments:	None
Recommendations given (Total):	N/A
Recommendations applied (Total):	N/A
Name of ToT trainee (if already identified)	Dr. Bula Agegnehu (Email: bulaagegnehu@yahoo.com) Coordinator of AI Services

Gender, youth and climate considerations³	
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, most of the AI technicians are men because the assumption is that AI requires considerable physical strength to restrain dairy cows and provide the insemination. The assignment addresses challenges related to AI efficiency and enables women to successfully implement dairy cow insemination, including proper restraining of cows prior to insemination.
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?	No.
2.1 How does the assignment contribute to increasing the capacities of women?	The assignment will improve women’s knowledge and skills in improving the conception rate of AI dairy animals.
2.2 How does the assignment contribute to increasing the capacities of men?	The assignment will improve men’s knowledge and skills in performing successful AI of dairy cows.

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



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<p>3.2 How does the assignment motivate women to participate?</p>	<p>The host actively encourages women’s participation by inviting female AI technicians and staff to attend the training. The host will post the advertisements in locations where women can easily see them.</p>
<p>3.3 How does the assignment motivate men to participate?</p>	<p>Interested men staff of the host and AI technicians will be invited to participate in the training. The host will post the advertisement in a place where men can easily see it.</p>
<p>4.1 How have the assignment’s logistics been organized in a way that facilitates women’s participation? If no logistical arrangements have been made yet, how can they be organized to facilitate women’s participation?</p>	<p>The training will be conducted at the host’s office which will allow women staff to participate. A convenient timing for the training will be agreed upon by the host and women participating in the training.</p>
<p>4.2 How have the assignment’s logistics been organized in a way that facilitates men’s participation? If no logistical arrangements have been made yet, how can they be organized to facilitate men’s participation.</p>	<p>The technical support will be conducted in host’s office which will give direct access to men staff to participate. The convenient timing for the training will be agreed between the host and men participating in the training.</p>
<p>Youth Empowerment:</p>	
<p>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?</p>	<p>The major constraints for both male and female youth to participate in AI technology is lack of hands-on training on artificially inseminating dairy cows. The assignment will provide practical training which will improve the AI skills of female and male youth employed by the institute.</p>
<p>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?</p>	<p>Same as above.</p>



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2.1 How does the assignment contribute to increasing the capacities of female youth?	The assignment will improve the female youth’s knowledge and skills in performing successful AI.
2.2 How does the assignment contribute to increasing the capacities of male youth?	The assignment will improve the male youth’s knowledge and skills in performing successful AI.
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?	No, the training will be equally accessible to both male and female youth. The training will be conducted in the host’s office and at a time convenient for all participants.
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?	No, the training will be equally accessible to both male and female youth. The training will be conducted in the host’s office and at a convenient time for all participants.
Climate Change	If yes, how? If no, why not?
Will the assignment address climate change? (Yes/No) If yes, please include this in the issues description. How does this assignment plan to address the issue of climate change?	No

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.



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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 Ethiopia 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, strengthening market systems (market information, linkages, infrastructure), building the capacity of agribusinesses and cooperatives, and strengthening research extension advisory service. CRS has identified maize, wheat, teff, coffee, beans, milk, beef, and poultry as commodities to be supported under the agribusiness development country project. The Nutrition country project provides technical support on nutrition-sensitive agriculture, crop and livestock production diversification, nutrition awareness, food processing techniques, recipe preparation, and organizational development. CRS F2F's working geographic zones in Ethiopia are Oromia, Amhara, Addis Ababa, SNNP, Sidama and Tigray. 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

The Livestock Development Institute (LDI) was established by the Ethiopian government in 2021 through the merger of two prominent institutions: the National Artificial Insemination Center (NAIC) and the Ethiopian Meat and Dairy Industry Development Institute (EMDIDI). LDI's mission is to support the private sector by improving livestock production, processing, and export capacity through research, consultancy, and capacity development. The products of the institute - particularly the improved dairy genetic materials - are supplied to private dairy farms at a subsidized cost, thereby giving dairy farmers access to improved dairy semen and eventually



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increased production and profitability. NAIC has been producing and distributing dairy semen since 1984, while EMDIDI has provided comprehensive support to the meat and dairy industry since 2009.

LDI is tasked with improving livestock breeds, increasing productivity, enhancing the quality and safety of processed animal products, promoting investment and market opportunities, and facilitating technology transfer. To fulfill its mandate, LDI has established three main departments: the Animal Breed Improvement Department, the Livestock Products and Feed Processing Department, and the Socioeconomic and Value Chain Development Department. The institute operates a dairy breed improvement farm in Holeta, 45 km west of Addis Ababa, and a dairy bull semen collection, evaluation, and packaging center in Addis Ababa. Additionally, LDI provides a 45-day training program for individuals aspiring to become artificial insemination technicians.

B. ISSUE DESCRIPTION

LDI is the only facility in Ethiopia that produces semen for nationwide use and is responsible for coordinating artificial insemination operations across the country. Currently, the institute houses about 93 bulls, of which only 54 are used for semen collection. Many dairy farmers who use LDI's semen report a low conception rate in artificially inseminated dairy cows, with a success rate of less than 48%. Contributing factors to the low conception rate include poor semen quality, inadequate semen handling and preservation, limited skills of AI technicians, and high embryo mortality.

To address these issues, LDI has requested technical support from the F2F program to enhance the efficiency of artificial insemination. This support would involve physical and retrospective evaluations to improve semen production procedures, an assessment of semen handling and preservation practices followed by LDI and AI technicians, and the provision of hands-on training for AI technicians to upgrade their skills.

C. OBJECTIVES OF THE ASSIGNMENT

The objectives of this assignment are to:

- Improve dairy production efficiency by improving the success rate of AI services provided by LDI
- Assess and improve the quality of the semen collected at LDI
- Evaluate and improve semen handling and preservation procedures followed by LDI and AI technicians
- Improve the insemination techniques of AI technicians

D. HOST CONTRIBUTION

LDI will mobilize staff to attend the trainings conducted by the volunteer. The host will also assign at least one key personnel to work closely with the volunteer during preparations for the trainings and in the implementation of the trainings themselves to ensure that the key staff can train other staff of the organization after the assignment has been completed.



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E. ANTICIPATED OUTCOMES OF THE ASSIGNMENT

- Improved quality of semen produced at LDI
- High conception rate of artificially inseminated dairy animals
- Improved dairy production
- Improved income of dairy farmers

F. DELIVERABLES

The anticipated deliverables by the volunteer include:

1. Volunteer's final report with recommendations (due before departure from Ethiopia).
2. Group presentation with the host, local stakeholders, and the CRS F2F team at the end of the assignment.
3. Training manuals related to Artificial Insemination.
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 (not dates)	Activity
Day 1	<ul style="list-style-type: none"> • Arrival at Ethiopia Airport; pick-up by Inter Luxury Hotel shuttle. • Check-in at Inter Luxury Hotel. <p>NB: In case you encounter any difficulty, please request assistance from Airport Staff to call Tatek Woldu (on WhatsApp or phone) at +251 911873970 or Lidia Retta at +251 912091962</p>
Day 2	Rest day in Addis Ababa
Day 3	<ul style="list-style-type: none"> • At 7:30am, the volunteer will be picked up at the hotel by a CRS driver and taken to the CRS Office for introductions and briefings. • 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. • Volunteer may also prepare study materials while at the CRS Office. • After the briefing, the volunteer will travel to LDI, which is in the outskirts of Addis Ababa city.
Day 3	<ul style="list-style-type: none"> • Introduction to the host and working environment.
Day 4-14	<ul style="list-style-type: none"> • Carry out the assignment and provide orientation to the host staff.
Day 15	<ul style="list-style-type: none"> • Debrief/exit meeting with the host in the presence of CRS staff.
Day 16	<ul style="list-style-type: none"> • Facilitate an in-country/virtual debrief with CRS staff and/or USAID Mission. • Finalize reimbursement of expenditures and liquidations (if any) with the finance department, as required.



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	<ul style="list-style-type: none"> • Submit volunteer reports, training attendance sheet, assignment report, PPT presentation and any reference materials to CRS F2F team. • Depart for the USA.
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H. DESIRABLE VOLUNTEERS SKILLS

- Formal qualification in animal physiology, animal science or veterinary medicine.
- Experience and skills in semen collection, handling, quality control, and performing AI.
- Ability to adapt to working conditions in developing countries.
- Strong communication and interpersonal skills.
- Good adult facilitation skills.

I. ACCOMMODATION AND OTHER IN-COUNTRY LOGISTICS

- The volunteer will stay in **Addis Ababa** at one of CRS’s client hotels, **Inter Luxury Hotel** (<https://interluxuryhotel.com/>) or another hotel that will be booked and confirmed before the volunteer’s arrival. The hotel includes services such as airport pickup and drop-off, breakfast, wireless internet, etc.
- For the duration of the assignment, the volunteer will stay in the same hotel. CRS Ethiopia will cover the costs of lodging. 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 Ethiopia 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 assignment location.
- Security information will be provided by the CRS Ethiopia security focal person at the CRS Addis Ababa 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 on request by the volunteer.



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- 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 in advance and obtain the materials from the CRS office.
- Handouts can be translated into the local language in the locality of the assignment, if required.
- Depending on the training locations and availability of electric power and LCD projector, the volunteer may use a laptop and projector for PowerPoint presentations. This information will be provided during the volunteer and team connection call.

Training Participant demographics

- More than 31% of the trainees are women, and 26% are youth.
- Most of the trainees have a Bachelor's degree or above.

Roads and transportation

- The road from Addis Ababa to LDI is asphalt and convenient. During rush hours (morning 8:00 to 10:00 am; afternoon 4:00-5:00pm) traffic congestion is expected.

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 (pg. 8) 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 the town; however, we ask volunteers to maintain vigilance and scan their surroundings. Traveling early in the morning and late afternoon is not advisable. Aim to conclude daily activities within the time interval of 8:00 am and 5:00 pm.

Communication:

- 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.



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Working Environment and Culture

- The Ethiopian 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.
- Due to the value placed on social hierarchy, the highest-ranking person usually makes the decisions.
- Ethiopia takes a flexible approach to adhering to schedules and deadlines. When working with people, it's advisable to reinforce the importance of meeting agreed-upon deadlines and how that may affect the outcome of the assignment.

Weather and climate

- November, December and January are mostly warm months in Addis Ababa with temperatures ranging between a maximum of +72°F during the day and a minimum of +36°F at night. 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 Ethiopia](#), and the [Agribusiness Development Country F2F Project](#) description.

K. KEY CONTACTS

To express interest in this assignment, please email the CRS Baltimore contact listed below. To find out additional information about the host, issue description or field conditions, please email the country contact provided below, copying the CRS Baltimore contact.

CRS Baltimore
<p>Chi Olisemeka Operations Manager Farmer-to-Farmer Program 228 W. Lexington Street Baltimore, MD 21201 +1 410-951-7271 Email: chi.olisemeka@crs.org</p>
CRS Country Program



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<p>Tatek Woldu, Program Manager CRS Ethiopia Office, P.O. Box 6592 Addis Ababa, Ethiopia Phone +251-11-278-8800, Mobile: +251-911873970 Email: tatek.woldu@crs.org</p>	<p>Lidia Retta, Sr. Project Officer CRS Ethiopia Office, P.O. Box 6592 Addis Ababa, Ethiopia Phone +251-11-278-8800, Mobile: +251-912091962 Email: lidia.retta@crs.org</p>
<p>Host Organization</p>	
<p>Asrat Tera Dolebo (PhD), Director General, Livestock Development Institute(LDI) P.o.Box 22692 Tel. +251 114390060 Cell phone +251 966196130 Addis Ababa, Ethiopia</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*



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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.

2.2 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



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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.



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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:



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- *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?