



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 nicole.picon@crs.org

| Summary Information | | | | |
|---|---|-------------|--------------------|----------------------|
| Assignment SOW Code | TL314 | | | |
| Country: | Timor-Leste | | | |
| Country Project: | Agribusiness Development | | | |
| Host Organization: | CU-ROHALIK | | | |
| Partner: | MAFP, CRS, MARY MACKILLOP, SEECOP, LANAMONA, BEHAFU | | | |
| Assignment Title: | Strategic Plan Development | | | |
| Objectives of the assignment: | To guide CU-ROHALIK in developing its strategic plan to achieve its mission, addressing the unique needs of its members and community. | | | |
| Assignment preferred dates: | Nov 9 -23 or Nov 16-30 | | | |
| Desired volunteer expertise: | <ul style="list-style-type: none"> • A degree in business administration, finance, economics, public policy, or a related field. Advanced degrees (MBA or equivalent) are often preferred. • Demonstrated experience in developing and implementing strategic plans, preferably within the financial services sector or nonprofit organizations. • Skills in branding, outreach, and member engagement to effectively promote the host’s services and initiatives. • Proficiency in data analysis and interpretation to inform strategy development and measure outcomes effectively. • Knowledge of budgeting, financial analysis, and investment strategies to help guide financial planning. • Ability to work collaboratively with diverse teams and stakeholders, fostering a culture of inclusion and shared vision. • Strong critical thinking and problem-solving abilities to navigate challenges and develop innovative solutions. | | | |
| Type of Volunteer Assistance: | E Business/Enterprise Development | | | |
| 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) |

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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| Host Information | |
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| Date of completion of baseline & capacity development plan data collection: | August 21, 2024. |
| Date of host agreement signing: | August 21, 2024. |
| No. of previous assignments: | N/A |
| Recommendations given (Total): | N/A |
| Recommendations applied (Total): | N/A |
| Name of ToT trainee (if already identified) | TBC |

| Gender, youth and climate considerations ³ | |
|--|--|
| Gender Sensitivity: | If yes, how? If no, why not? |
| 1.1 Are there particular barriers to women's participation in the value chain associated with this assignment topic? If so, how can the assignment address the particular barriers women face? | Yes, there are significant barriers preventing women from participating in the host's value chain. According to the baseline data, over 90% (12 out of 13) of employees and leadership positions are held by men, highlighting the underrepresentation of women. As this assignment aims to assist the host in developing its strategic plan, it's essential that future strategies consider ways to enhance women's participation in the value chain. The volunteer will be briefed on this during the orientation meeting with the F2F team. |
| 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? | Same as above. |
| 2.1 How does the assignment contribute to increasing the capacities of women? | While the volunteer will assist the host in the process of the strategic development, both women and men will contribute their insights to shape the organization's future by collectively addressing its challenges. This process of sharing will enhance participants' learning, boost their morale, increase their engagement, and cultivate a sense of ownership in the organization's success. |

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

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| 2.2 How does the assignment contribute to increasing the capacities of men? | Same as above. |
| 3.2 How does the assignment motivate women to participate? | The assignment offers women a platform to express their perspectives and ideas, empowering them to play a meaningful role in shaping the organization's future. By participating in the planning process, women can develop their skills and gain valuable experience, boosting their confidence and abilities. This involvement fosters a sense of ownership over the organization's direction, making them feel more connected to its success and goals. |
| 3.3 How does the assignment motivate men to participate? | Same as above. |
| 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? | The assignment is planned to accommodate various schedules, enabling women to balance their professional and personal commitments. A welcoming and inclusive atmosphere encourages women to share their ideas freely, fostering open dialogue. Additionally, forming diverse teams promotes collaboration and ensures that women's voices are represented in the decision-making process. Finally, translation services will be provided by a Peace Corps volunteer to bridge any language barriers. |
| 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. | Same as above. |
| Youth Empowerment: | |
| 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? | Yes, there are notable barriers preventing young women from engaging in the host's value chain. The absence of any employed female youth underscores their underrepresentation in this area. As this assignment seeks to support the host in formulating its strategic plan, it's crucial that future strategies focus on improving the participation of young women in the value chain. The volunteer will receive this information during the orientation meeting with the F2F team. |
| 1.2 Are there particular barriers to male youth's participation in the value chain associated with this assignment? If | Yes. While male youth are currently employed by the host and involved in its |

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| there are, how can the assignment address the identified constraints of the male youth? | value chain, having only 2 out of 13 employees represents a minimal presence. This indicates that there are still barriers to male youth participation in the host's value chain. This assignment will encourage consideration of this issue in the strategic plan development to promote greater male youth involvement in the future. |
| 2.1 How does the assignment contribute to increasing the capacities of female youth? | N/A |
| 2.2 How does the assignment contribute to increasing the capacities of male youth? | This assignment will help male youth develop essential skills, including strategic thinking, project management, and analytical abilities, through their active participation in the planning process. It will also provide opportunities for them to connect with mentors and peers, expanding their professional networks. Additionally, by tackling real-world challenges within the assignment, male youth will enhance their critical thinking and problem-solving skills. |
| 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? | See 1.1 |
| 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? | Yes, male youth often speak less out of respect for older individuals. Therefore, it's recommended that the assignment ensures equal opportunities for all participants to share their opinions. Also, the lack of English proficiency poses a significant barrier for male youth to benefit from this assignment. However, a local translator will be hired to help bridge this gap. |
| 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. Strategic Plan Development impacts enterprise development yet has no direct correlation with 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 Timor-Leste has identified Agribusiness Development and Nutrition as its areas of focus. These are known within F2F as 'Country F2F Projects.' The Agribusiness Development project includes as priority commodities candlenut, virgin coconut oil, vanilla, coffee, and cacao, and will promote household industries processing plantation waste, particularly coffee, into organic fertilizer. The Nutrition project includes livestock, fish, and nutritious crops (biofortified maize, sweet corn, Bok choy, broccoli, and orange-flesh sweet potato). F2F Timor-Leste's working geographic zones are Dili, Ermera, Aileu, Maliana, Manatuto, Baucau, Viqueque and Lautem. 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

Credit Union ROHALIK (CU-ROHALIK), locally known as Credito Uniao Rai Osan Hamutuk Liberta Kiak, was established on October 9, 2021, in Talimoro, Gleno, Ermera Municipality. Its office is situated at the East Timor Coffee Institute (ETCI) in Gleno. As a member-owned financial cooperative, CU-ROHALIK offers a variety of financial services, including savings accounts, loans, and other banking options for its members who are groups of farmers. Unlike traditional banks, which operate for profit, CU-ROHALIK functions on a not-for-profit model, prioritizing the needs of its members over generating shareholder profits. Through its loan programs, CU-ROHALIK aims to enhance the quality of life for its members through their horticultural production.

CU-ROHALIK's mission is to manage member funds following cooperative principles and guidelines, deliver prompt and accurate services, achieve improved business outcomes for its members, and offer innovative, competitive, and value-added financial products and loan solutions supported by technology.

To oversee its operations, CU-ROHALIK has a board council that offers advisory and technical support to the management team. The management is led by a president and consists of an executive team with 15 full-time employees, of which 93% are male. The executive team's primary responsibility is to handle daily operations and deliver services to its valued members. Currently, CU-ROHALIK has a total of 338 members typically engaged in sorghum, vegetables, and coffee production (among others), and membership is expected to grow in the future.

B. ISSUE DESCRIPTION

In today's evolving financial landscape, strategic planning is essential for credit unions seeking to enhance their services and better serve their members. This Strategic Plan Development assignment aims to establish a clear framework for CU-ROHALIK to navigate current challenges and seize opportunities over the next five years.

CU-ROHALIK, established in 2021, has been a cornerstone of financial support in the community in Ermera. However, the absence of a comprehensive strategic plan has led to significant operational and competitive challenges that jeopardize its future growth and member satisfaction. This situation has made the employees unclear about CU-ROHALIK's goals and priorities and consequently, it has led to misaligned efforts across departments, resulting in duplicated work and decreased efficiency. Hence, technical support from a Farmer-to-Farmer (F2F) volunteer is requested to help CU-ROHALIK develop a comprehensive five-year strategic plan to fulfill its mission to serve its valued members and the community.

C. OBJECTIVES OF THE ASSIGNMENT

The general objective of this assignment is to guide CU-ROHALIK in achieving its mission while addressing the unique needs of its members and community. The specific objectives are as follows:

- Objective 1: To develop a strategic plan that provides a roadmap for the host, outlining its goals and objectives, and helping to align efforts across the organization.
- Objective 2: To assist the host in defining its priorities and goals, allowing management to make informed decisions that support the overall mission and vision of the credit union.
- Objective 3: To develop a strategic plan that leads to greater member satisfaction and loyalty.
- Objective 4: To develop a strategic plan that leads to improved financial performance by identifying growth opportunities and managing risk effectively.
- Objective 5: To assist the host in differentiating itself from competitors by focusing on unique offerings and innovative services tailored to its members.
- Objective 6: To develop a strategic plan that enhances the host's role in the community, guiding initiatives that promote financial literacy and support local development.

- Objective 7: To train and enhance the capacity of one or two staff members at the host organization, ensuring they gain a deeper understanding of the Strategic Plan and the process of strategic plan development, so they can effectively explain it to new staff or members in the future.

D. HOST CONTRIBUTION

(Delete after SOW is drafted. List all cash and in-kind contributions by the host towards the assignment's implementation).

CU-ROHALIK (host) will provide daily transportation between the volunteer's place of accommodation and the training site. The host will also provide office space for the volunteer during the assignment, a training venue, and supplies. The host will mobilize its employees to attend the training to be conducted by the volunteer. In addition, the host will also assign at least one key personnel to work closely with the volunteer during preparations for the training and in the implementation of the training itself to ensure that the key staff can train other members of the organization after the assignment has been completed. Lastly, a local translator will be hired to provide a translation service during the training.

E. ANTICIPATED RESULTS FROM THE ASSIGNMENT

The anticipated outcomes of the assignment are:

- Participants have gained a clear understanding of the organization's strategic goals and how their roles contribute to achieving these objectives.
- The assignment has fostered collaboration among team members, encouraging diverse perspectives and strengthening relationships within the organization.
- The staff members have developed skills in strategic planning, project management, and communication, enabling them to effectively share this knowledge with others.
- By incorporating employees' (and members') feedback into the strategic plan, the organization has seen increased member satisfaction and loyalty as their needs and preferences are better addressed.
- The strategic plan outlines initiatives that enhance the host's engagement with the community, ultimately increasing its visibility and relevance.
- By establishing a clear path for growth and development, the host is better positioned to achieve long-term sustainability and financial stability.
- One or two employees have gained a deeper understanding of the Strategic Plan and the process followed to develop it, so they can effectively explain it to new staff or members in the future.

F. DELIVERABLES

The anticipated deliverables accomplished by the volunteer include:

1. A comprehensive document outlining the organization's vision, mission, values, goals, objectives, and strategies for the upcoming period.

2. A detailed analysis identifying the organization’s strengths, weaknesses, opportunities, and threats, providing a foundation for strategic decision-making.
3. A set of measurable indicators and benchmarks to assess the progress and effectiveness of the strategic initiatives, along with a timeline for regular evaluations.
4. A framework for identifying potential risks associated with the strategic initiatives, along with mitigation strategies to address these risks.
5. Volunteer’s final report with recommendations (due before departure from Timor-Leste).
6. A presentation summarizing the key components of the strategic plan, including major findings, recommendations, and next steps, to be delivered to stakeholders.
7. 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 THE COUNTRY

| Day | Activity |
|------------|--|
| Day 1 | <ul style="list-style-type: none"> • Arrival at Presidente Nicolau Lobato International Airport; pick-up by a driver from the Sunset Inn Hotel. • Check-in at Sunset Inn Hotel, Dili. <p>NB: If you encounter any difficulties, please request assistance from airport staff to call: Mariano Pereira (on WhatsApp or phone) at +6707833911 or Isidoro Pereira at +67078171629</p> |
| Day 2 | <ul style="list-style-type: none"> • Rest day in Dili |
| Day 3 | <ul style="list-style-type: none"> • At 8:30 am local time, the volunteer will be picked up at the Sunset Inn Hotel by a CRS driver 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 Ermera accompanied by the F2F team members to start the assignment. Check-in at Biamali Guesthouse |
| Day 4 - 12 | <ul style="list-style-type: none"> • Welcome and introduction to the CU-ROHALIK team. • Office tour and presentation on CU-ROHALIK’s structure, vision, and mission. • Discussion of the SOW objectives and training plans. • The volunteer carries out the training, working directly with the host organization. |
| Day 13 | <ul style="list-style-type: none"> • Debrief/exit meeting with the host in the presence of CRS staff. |
| Day 14 | <ul style="list-style-type: none"> • In-country debrief with CRS staff and/or USAID Mission. • Reimbursement of expenditure and liquidations (if any) with the finance department, as required. |

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| | <ul style="list-style-type: none"> • Submission of volunteer reports, training attendance sheets, assignment reports, PPT presentations, and any reference materials to the CRS F2F team. |
| Day 15 | <ul style="list-style-type: none"> • The volunteer departs for the US. |

H. DESIRABLE VOLUNTEER SKILLS

Desired volunteer expertise:

- A degree in business administration, finance, economics, public policy, or a related field. Advanced degrees (MBA or equivalent) are preferred.
- Demonstrated experience in developing and implementing strategic plans, preferably within the financial services sector or nonprofit organizations.
- Skills in branding, outreach, and member engagement to effectively promote the host’s services and initiatives.
- Proficiency in data analysis and interpretation to inform strategy development and measure outcomes effectively.
- Knowledge of budgeting, financial analysis, and investment strategies to help guide financial planning.
- Ability to work collaboratively with diverse teams and stakeholders, fostering a culture of inclusion and shared vision.
- Strong critical thinking and problem-solving abilities to navigate challenges and develop innovative solutions.

I. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- Before traveling to the assignment’s location, the volunteer will stay in Dili at the Sunset Inn Hotel. The hotel includes services such as airport pickup and drop-off, breakfast, wireless internet, laundry, etc.
- All required materials will be prepared ahead of time and provided to the volunteer. CRS Timor-Leste will provide the volunteer with a laptop computer (if s/he needs one), a local internet dongle (modem/EVDO), and a mobile phone with a 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.
- For the remainder of the assignment, the volunteer will stay at the Biamali Guesthouse in Ermera to be confirmed prior to the volunteer’s arrival. CRS Timor-Leste will cover the costs of lodging. CRS HQ will provide the volunteer with a per diem advance to cover meals and incidentals.
- Security information will be provided by the CRS Timor-Leste security focal person at the CRS Dili office on Day 3.

J. ASSIGNMENT PREPARATION RECOMMENDATIONS

Training Materials

- 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.
- 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 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

The total number of participants for this assignment will be 15 staff members, of which 93% are men, all of whom are employees of the host organization. Additionally, some interested members may be invited to join the discussion at the host's discretion. Most employees have completed their senior high school education and reside near the host location. They are friendly and cooperative, making collaboration during the assignment easy. While English may pose a challenge, the face-to-face program will provide a local translator to help bridge the language gap.

Roads and Transportation

- Dili experiences noisy traffic throughout the day. Additionally, traffic signs are not always fully respected by vehicle riders. Therefore, it's recommended that the volunteer exercise caution when crossing the road, especially when using crosswalks.
- The assignment site is located in Talimoro, Ermera town, which is an hour's drive from Dili. Part of the road is likely to be rough, due to poor maintenance.
- The commute from the hotel to the host organization takes approximately 10-15 minutes and the host will arrange a vehicle to pick up and drop off the volunteer daily.

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 Dili and Ermera; 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 within the time interval of 8:00 am and 5:00 pm.
- In Dili, nearby restaurants are accessible to volunteers in the evening from Sunset Inn Hotel. However, CRS advises against volunteers venturing out after 8 pm.

Communication

- Due to potential power outages in the town, 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. Cellphone signals are strong.

Working Environment and Culture

- Timorese people are hospitable, welcoming, and respectful. However, it's worth noting that some individuals outside the host organization may behave disrespectfully when under the influence of alcohol, so it's recommended to avoid nighttime outings. In case of emergencies, volunteers should contact the host focal point or the F2F country team for assistance.
- Timor-Leste 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

The weather in Ermera municipality is typically cloudy due to its altitude, with temperatures ranging between 61 and 84 degrees Fahrenheit. Nighttime temperatures may be slightly cooler, so bringing a sweater is advisable.

Recommended reading

- CRS recommends that volunteers become familiar with [CRS programming in Timor-Leste](#), and the [Agribusiness Development](#) Country F2F Project description.
- More ex-pat friendly information about Dili can be found at [Dili Guide – expat life | Timor-Leste](#).

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 | |
|--|--|
| Nikki Picon Operations Specialist Farmer-to-Farmer Program 228 W. Lexington Street Baltimore, MD 21201 410-951-7366 Email: nicole.picon@crs.org | |
| CRS Country Program | |
| Mariano Pereira Country Project Director F2F +670 78339911 mariano.pereira@crs.org | Isidoro Pereira Project Coordinator +670 78171629 isidoro.pereira@crs.org |
| Host Organization | |
| Mario M. Soares President +670 77960442 mariomadeira86@gmail.com | Afonso Amaral Secretary +670 75412225 |

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?