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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	ET315			
Country:	Ethiopia			
Country Project:	Agribusiness Development			
Host Organization:	Lume Adama Farmers' Cooperative Union			
Partner:	USAID Feed the Future-RTI, Agritera, UNIDO, FAO, Ethio-Italy Cooperation			
Assignment Title:	Improving of Agricultural Mechanization Service			
Objectives of the assignment:	<ul style="list-style-type: none"> Provide technical support on improving the efficiency of mechanization services provided by the union to optimize the use of machines in the field. 			
Assignment preferred dates:	Flexible			
Desired volunteer expertise:	<ul style="list-style-type: none"> Experience in management of farm mechanization services Formal qualifications in agriculture, agricultural mechanization or agricultural engineering 			
Type of Volunteer Assistance:	T On Farm/Technology Transfer			
Type of CSA Activity	N Not applicable			
PERSUAP Classification ¹ :	II			
Approx. number of people to be trained ² :	Men (30+)	Women (30+)	Male Youth (15-29)	Youth Female (15-29)
	15	10	5	5

Host Information	
Date of completion of baseline & capacity development plan data collection:	9/2/2024
Date of host agreement signing:	8/15/2024

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.

No. of previous assignments:	(2018-23): N/A
Recommendations given (Total):	None
Recommendations applied (Total):	None
Name of ToT trainee (if already identified)	Melese Leta: Agronomist

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 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

Lume Adama Farmers' Cooperative Union of Mojo was established in 1997 with the objective of linking farmers to better markets, to improve the bargaining power of its members, and to add value to its members' products. The union is made up of 64,045 members (17% women) and it provides mechanization, transportation, warehousing, agricultural inputs (seeds, chemicals and fertilizer) and training services to its members.

The Mojo area is well-known for wheat, bean, teff and chickpea production. The Union is engaged in wheat flour production and cattle fattening in addition to the other services they provide to their members.

B. ISSUE DESCRIPTION

Lume Adama Farmers' Cooperative Union's mechanization department operates a fleet of ten tractors, consisting of six Case tractors (127 horsepower), two New Holland tractors (125 horsepower), and two Massey Ferguson tractors (110 horsepower), along with one baler for use by its members. The union offers ploughing and harrowing services to its members, utilizing these tractors. The estimated number of farmers using the mechanization services is about 9,000 individuals per year - only 15% percent of its members. The union is, however, planning to reach 50% of its members within the coming five years. Effective management of the tractor fleet is crucial to the interests of both the union and its members. However, there is currently no clear or comprehensive agricultural mechanization management system in place, including systems for repair and maintenance.

Therefore, the union requests a F2F volunteer who can provide technical support on improved and systematic management of agricultural mechanization services.

C. OBJECTIVES OF THE ASSIGNMENT

The general objective of this assignment is to improve the overall management of the agricultural mechanization services of the cooperative.

The specific objectives are as follows:

- Develop a comprehensive system for the effective management of the agricultural mechanization services provided by the union.
- Minimize financial losses resulting from inefficient management of the agricultural mechanization services.

- Increase revenue generated from the mechanization services.

D. GENDER, YOUTH, AND CLIMATE

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 and/or value chain activity associated with this assignment topic? (Please provide evidence of research.) If so, how can the assignment potentially address the particular barriers women face?	<p>Women in Ethiopia face several barriers to participating in agricultural mechanization. Some of the key challenges include:</p> <p>Lack of Awareness and Training: Many women lack awareness and knowledge about new agricultural technologies. There is also a shortage of women training officers or experts to provide necessary skills.</p> <p>Sociocultural Norms: Traditional gender roles and norms often limit women's involvement in mechanized farming. The gendered division of labor typically assigns women to less mechanized tasks.</p> <p>Affordability of Machinery: The high cost of agricultural machinery makes it difficult for women, who often have lower incomes, to afford these technologies.</p> <p>The assignment will address lack of awareness about agricultural mechanization technologies and how to improve efficiency of business oriented agricultural mechanization services.</p>
1.2 Are there particular barriers to men’s participation in the value chain and/or value chain activity associated with this assignment topic? (Please provide evidence of research.) If so, how can the assignment potentially address the particular barriers men face?	<p>Men in Ethiopia also face several barriers to participating in agricultural mechanization. Some of the key challenges include:</p> <p>High Initial Investment: The cost of purchasing and maintaining agricultural</p>

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

	<p>machinery is often prohibitively high for many smallholder farmers.</p> <p>Lack of Access to Credit: Many farmers struggle to obtain the necessary financial support to invest in mechanization due to limited access to credit facilities.</p> <p>Technical Expertise: There is a shortage of technical knowledge and expertise required to operate and maintain mechanized equipment</p> <p>The assignment will address lack of awareness how to improve performance of business oriented agricultural mechanization services.⁴</p>
<p>2.1 How does the assignment contribute to increasing the capacities of women?</p>	<p>The assignment will increase the knowledge and skills of women staff in agricultural machinery management, safety measures and machinery fleet planning.</p>
<p>2.2 How does the assignment contribute to increasing the capacities of men?</p>	<p>The assignment will increase the knowledge and skills of men staff in agricultural machinery management, safety measures and machinery fleet planning.</p>
<p>3.1 How does the assignment motivate women to participate? What steps will the host take to encourage women to participate in the training?</p>	<p>Two women currently working in the agricultural mechanization department will be invited and encouraged to participate in this training. Staff from other departments who are interested will also be encouraged to attend. The host will advertise the training in locations where women can easily see it. A seminar will be organized at Adama University for women staff who are interested in agricultural mechanization.</p>

⁴ FAO Gender and Mechanization - <https://africa.unwomen.org/sites/default/files/Field%20Office%20Africa/Attachments/Publications/2020/Gender%20and%20Agricultural%20Mechanization%20Rapid%20Assessment%20in%20EthiopiaJune%202020.pdf>

<p>3.2 How does the assignment motivate men to participate? What steps will the host take to encourage men to participate in the training?</p>	<p>Men in the agronomy and mechanization departments have been invited and encouraged to participate in this training. The host will advertise the training in locations where men can easily see it. A seminar presentation will be organized at Adama University for male staff who are interested in agricultural mechanization.</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 held on the host’s premises, allowing both women and men staff to participate. The timing of the training will be agreed between the host and all participants - men and women – ensuring everyone can fully participate.</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>Youth Empowerment:</p>	
<p>5.1 Are there particular barriers to female youth’s participation in the value chain and/or value chain activity associated with this assignment topic? (Please provide evidence of research.) If so, how can the assignment potentially address the particular barriers female youth face?</p>	<p>Female youth in Ethiopia face several barriers to participating in agricultural mechanization. Some of the key challenges include:</p> <p>Limited Access to Resources: Young women often have less access to land, credit, and financial services, which are crucial for investing in mechanization.</p> <p>Lack of Training and Skills: There is a significant gap in training and skills development for female youth. Many lack the necessary knowledge and technical expertise to operate and maintain mechanized equipment.</p> <p>Sociocultural Norms: Traditional gender roles and societal expectations can limit young women's involvement in mechanized farming. These norms often dictate that women should focus on less mechanized, more labor-intensive tasks.</p>

	<p>Affordability of Machinery: The high cost of agricultural machinery is a major barrier. Young women, who typically have lower incomes, find it challenging to afford these technologies.</p> <p>Limited Awareness: There is often a lack of awareness about the benefits and availability of agricultural mechanization among female youth.</p>
<p>5.2 Are there particular barriers to male youth’s participation in the value chain and/or value chain activity associated with this assignment topic? (Please provide evidence of research.) If so, how can the assignment potentially address the particular barriers male youth face?</p>	<p>Male youth in Ethiopia face several barriers to participating in agricultural mechanization. Some of the key challenges include:</p> <p>Limited Access to Land: Young men often struggle to obtain land, which is a critical resource for agricultural activities.</p> <p>Financial Constraints: Access to credit and financial services is limited, making it difficult for young men to invest in mechanized equipment.</p> <p>Lack of Training and Skills: There is a shortage of training programs that provide the necessary skills and knowledge to operate and maintain agricultural machinery.</p>
<p>6.1 How does the assignment contribute to increasing the capacities of female youth?</p>	<p>The assignment will increase the knowledge and skills of male and female youth in agricultural machinery management, safety measures and machinery fleet planning.</p>
<p>6.2 How does the assignment contribute to increasing the capacities of male youth?</p>	
<p>7.1 Are there particular barriers that might prevent female youth from participating in and benefiting from this assignment? How has the assignments been planned by the host to remove those barriers?</p>	<p>There are no observable barriers for female youth participating fully in the assignment area.</p>
<p>7.2 Are there particular barriers that might prevent male youth from participating in and benefiting from this assignment? How has the assignment been planned by the host to remove those barriers?</p>	<p>There are no observable barriers for male youth participating fully in the assignment area.</p>

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

E. HOST CONTRIBUTION

Lume Adma Farmers' Cooperative Union will mobilize its staff to attend the trainings conducted by the volunteer. Additionally, the host will assign at least one key personnel (agronomist, Melese Leta) to work closely with the volunteer during preparations for the trainings and throughout their implementation. This collaboration will ensure that the key staff can subsequently train other members of the organization after the assignment has been completed.

F. ANTICIPATED OUTCOMES OF THE ASSIGNMENT

- Improved income from mechanization business
- Less financial loss due to better tractor maintenance
- Improved access of smallholder farmers to quality mechanization services

G. DELIVERABLES

The anticipated deliverables accomplished 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. A minimum of 3 volunteer outreach activities in the US and/or in-country using appropriate media (print, radio, TV, group presentations, social media, etc.)
4. Training manuals (to be used by Melese Leta when she trains others in the future).

H. DRAFT SCHEDULE OF VOLUNTEER ACTIVITIES IN COUNTRY

Days	Activity
Day 1	<ul style="list-style-type: none"> • Arrival at Addis Ababa Bole International Airport (ABB); pick-up by Inter Luxury hotel shuttle. • Check-in at Inter Luxury Hotel, Addis Ababa. <p>NB: If you encounter any difficulties, 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	<ul style="list-style-type: none"> • 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. • 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 Mojo accompanied by the F2F team members to start the assignment.
Day 4	<ul style="list-style-type: none"> • Welcome and introduction to the Lume Adama Farmers Union team. • Discussion of the SOW objectives and training plans.
Day 5 - 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.

I. DESIRABLE VOLUNTEERS SKILLS

- Educational background in agricultural mechanization.
- Experience in management of mechanization services.
- Ability to adapt to working conditions in developing countries.
- Strong communication and interpersonal skills.
- Good adult facilitation skills.

J. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- The volunteer will stay in **Addis Ababa** at one of CRS's client hotels, [Inter Luxury Hotel](#), (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 remainder of the assignment, the volunteer will be booked into **Dire International Hotel** <https://direinthotel.com/> located in **Adama** (to be confirmed prior to the volunteer's arrival). CRS Ethiopia 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 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.

K. 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.
- 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 50% of the trainees are women and youth. The majority of the staff have bachelor's degrees, and the other staff have high school diplomas.

Roads and transportation

- The road from Addis Ababa to the assignment site (Mojo town) is an express way. The road from Mojo to Adama city where the volunteer will stay overnight is also an express way.

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 **Mojo and Adama**, 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:

- Reliable electricity supply is not a major issue in Mojo. However, electricity might be switched off for a few hours in the city to perform regular maintenance. Therefore, it's advisable to ensure that electronic devices are fully charged when power is available.
- The volunteer can access free Wi-Fi from the hotel and the host office during the assignment.

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 Mojo, with a maximum average temperature of +79°F during the day and a minimum of +41°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.

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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Host Organization	
Name: Kasaye Cheru Position: Deputy Manager Phone number: +251 935993526 Email address: kasuhawin706@gmail.com	Name: Mesfin Eshete Position: Factory Manager Phone number: +251 910251423 Email address: mesfineshete55@gmail.com

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.

2.2 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 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?