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

Summary Information				
<b>Assignment SOW Code</b>	<b>ET319</b>			
Country:	Ethiopia			
Country Project:	Nutrition			
Host Organization:	Wolkite University			
Partner:	Emana, ACED Spain International, Guage Zone Development Association, Central Ethiopia Education Burao, Culture and tourism Bureau			
<b>Assignment Title:</b>	Nutrition Sensitive Agriculture			
Objectives of the assignment:	<ul style="list-style-type: none"> <li>• Train university staff and students in nutrition-sensitive agriculture, enhancing the linkages between agriculture and nutrition and encouraging staff to take nutrition into account when providing agricultural research and extension services.</li> <li>• Strengthen the capacity of Wolkite University agricultural staff to integrate nutrition into their institutional practices and policies.</li> </ul>			
Assignment preferred dates:	Flexible			
Desired volunteer expertise:	<ul style="list-style-type: none"> <li>• Formal education in nutrition, public health, agriculture, or other relevant disciplines around the nexus of agriculture, nutrition, and gender.</li> <li>• Demonstrated experience integrating nutrition into agriculture projects and knowledge of nutrition-sensitive agriculture.</li> </ul>			
Type of Volunteer Assistance:	T On Farm/Technology Transfer			
Type of CSA Activity	N Not applicable			
PERSUAP Classification <sup>1</sup> :	III			
Approx. number of people to be trained <sup>2</sup> :	Men (30+)	Women (30+)	Male Youth (15-29)	Youth Female (15-29)
	20	12	10	10

### Host Information

<sup>1</sup> USAID precisely classifies PERSUAP in four categories: PERSUAP Type I assignments make recommendations on the use of specific pesticides; Type II assignments provide advice on the safe and effective use of pesticides; Type III assignments do not involve the use of pesticides in any way; and Type IV assignments are associated with other USAID projects and collaborators and are likely to be covered by those projects' PERSUAPs.

<sup>2</sup> CRS may invite non-host member participants to attend the training or invite volunteers to give a lecture or training session to a university or relevant professional association. Numbers to be confirmed.

Date of completion of baseline & capacity development plan:	10/22/2024
Date of host agreement signing:	08/15/2024
No. of previous assignments:	(2018-23): Six assignments. <ul style="list-style-type: none"> <li>• <i>Research Grant Project Writing</i></li> <li>• <i>Agronomy</i></li> <li>• <i>University leadership</i></li> <li>• <i>Nutrition Training, Food Processing and Recipe Demonstrations</i></li> <li>• <i>Use of R software</i></li> <li>• <i>Geographic Information System (GIS) and remote sensing</i></li> </ul>
Recommendations given (Total):	None in this Phase
Recommendations applied (Total):	NA
Name of ToT trainee (if already identified)	TBD

## 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**

Wolkite University was established in 2011 with the objective of raising the standard of living in society through problem-solving research, technology transfer and high-quality education that can lead to rapid and sustainable development in line with national priorities. The university is made up of 2,310 staff (32% women) and provides problem-solving research, technology transfer and high-quality education to the community.

Wolkite University encompasses seven colleges, one of which focuses on agriculture and natural resource management. Within the Department of Agriculture, the following sub-departments provide undergraduate and graduate programs: Agribusiness and Value Chain Management, Agricultural Economics, Animal Production and Technology, Horticulture, Natural Resource Management, Plant Science, Wildlife and Ecotourism Management. In addition to academic instruction, the university provides research and extension services focused on the provision of knowledge-based training and consultancy to address the challenges of the surrounding communities.

## **B. ISSUE DESCRIPTION**

Most of Wolkite University’s research and extension services don’t encompass nutrition-sensitive livelihood practices that expand access to a range of safe and high-quality meals. In fact, the majority of its research and extension activities focus on the production and dissemination of improved cereal seeds such as maize, wheat and sorghum. Small livestock rearing and the production of nutrient-dense fruits, vegetables, legumes, and bio-fortified crops are not being widely promoted by the university and other extension service providers such as the district office of the Ministry of Agriculture. It has also been

observed that coordination between the outreach programs of the agriculture and public health departments of the university is weak. The host is therefore requesting the technical support of a F2F volunteer to build the capacity of its staff and students in integrating nutrition goals into agricultural practices to ensure that researchers and extension workers are better equipped to produce positive nutritional outcomes.

**C. OBJECTIVES OF THE ASSIGNMENT**

The main objective of this assignment is to improve the integration of nutrition-sensitive agriculture into the research and extension practices of Wolkite University.

The specific objectives of the assignment are:

- To evaluate the host’s practices in integrating nutrition-sensitive agriculture into their education, research and extension practices.
- To design and conduct a participatory training on nutrition-sensitive agriculture for the staff and students of Wolkite University.
- To provide recommendations for increased household production, access to, purchase, and consumption of nutrient-rich foods that can be integrated into research and extension services.

**D. GENDER, YOUTH AND CLIMATE**

Gender, youth and climate considerations <sup>3</sup>	
Gender Sensitivity:	If yes, how? If no, why not?
1.1 Are there particular barriers to women’s participation in the 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 accessing nutritious food, which can impact their overall health and well-being. Some of the barriers include:</p> <p><b>Access to Resources:</b> Women frequently have less access to land, credit, and agricultural inputs compared to men. This disparity can hinder their ability to produce or purchase nutritious food.</p> <p><b>Time Constraints:</b> Women often bear the primary responsibility for household chores and childcare, leaving them with limited time to engage in income-generating activities or attend nutrition education programs.</p>

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

	<p><b>Seasonal Food Insecurity:</b> Seasonal variations in food availability can significantly affect women's nutritional status, especially in rural areas. During lean seasons, women may have less access to diverse and nutritious foods.</p> <p><b>Health and Nutrition Education:</b> Limited access to education and information about nutrition can prevent women from making informed choices about their diets and the diets of their families.</p> <p>By sensitizing the research and extension workers to focus on integrating nutrition into their extension work, the assignment will contribute to improving women's understanding of and access to nutritious food items.</p>
<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>	<p>Men in Ethiopia also face several barriers to accessing nutritious food, which can impact their health and productivity. Some of the key barriers include:</p> <p><b>Economic Constraints:</b> High levels of poverty and limited income can restrict men's ability to purchase diverse and nutritious foods. This is particularly challenging in rural areas where economic opportunities are scarce.</p> <p><b>Food Availability and Accessibility:</b> Seasonal food shortages and poor infrastructure can limit access to nutrient-dense foods. In some regions, the availability of fresh produce and other nutritious foods is inconsistent.</p> <p><b>Cultural Practices:</b> In some communities, cultural norms and practices may prioritize certain foods for specific groups,</p>

	<p>potentially limiting men's access to a balanced diet.</p> <p><b>Health and Nutrition Education:</b> Limited access to education and information about nutrition can prevent men from making informed dietary choices. This lack of knowledge can lead to poor dietary habits.</p> <p><b>Work Demands:</b> Men often engage in physically demanding labor, which increases their nutritional needs. However, long working hours and the nature of their work can limit their ability to access and consume nutritious meals regularly.</p> <p>By sensitizing the research and extension workers to focus on integrating nutrition in their extension work, the assignment will contribute to improving access to nutritious food items for men.</p>
2.1 How does the assignment contribute to increasing the capacities of women?	The assignment will contribute to improving the knowledge of women in nutrition sensitive agriculture.
2.2 How does the assignment contribute to increasing the capacities of men?	The assignment will contribute to improving the knowledge of men in nutrition sensitive agriculture.
3.1 How does the assignment motivate women to participate? What steps will the host take to encourage women to participate in the training?	Women and men staff and students who are studying and working in the agriculture, nutrition and public health departments have been invited and encouraged to participate in this training. The host will advertise the training in locations where women and men can easily see the advertisement.
3.2 How does the assignment motivate men to participate? What steps will the host take to encourage men to participate 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?	The training will be held at the university which will allow the women and men staff and students to participate. The timing of

<p>4.2 How have the assignment’s logistics been orgnaized in a way that facilitates men’s participation? If no logistical arrangements have been made yet, how can they be orgnaized to facilitate men’s participation?</p>	<p>the training will be agreed between the host and all participants - men and women – so that they are free to participate fully.</p>
<p><b>Youth Empowerment:</b></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 accessing nutritious food, which can impact their health and development. Some of the key barriers include:</p> <p><b>Economic Constraints:</b> Limited economic opportunities and high levels of poverty can restrict young women's ability to purchase diverse and nutritious foods.</p> <p><b>Education and Awareness:</b> Lower levels of education and limited access to nutrition information can prevent young women from making informed dietary choices.</p> <p><b>Cultural Norms and Gender Roles:</b> Traditional gender roles and societal expectations can limit young women's autonomy and decision-making power, affecting their ability to secure nutritious food.</p> <p><b>Health Services:</b> Limited access to health services and nutrition programs can affect young women's nutritional status, especially in rural areas.</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 accessing nutritious food, which can impact their health and development. Some of the key barriers include:</p> <p><b>Economic Constraints:</b> Limited economic opportunities and high levels of poverty</p>

	<p>can restrict young men's ability to purchase diverse and nutritious foods.</p> <p><b>Food Safety and Hygiene:</b> Concerns about food safety and hygiene can influence dietary choices. In some areas, the availability of safe and hygienic food options is limited, leading to a preference for packaged foods, which may not always be nutritious.</p> <p><b>Access to Resources:</b> Young men often have limited access to land, credit, and agricultural inputs, which can hinder their ability to produce or purchase nutritious food.</p> <p><b>Education and Awareness:</b> Limited access to education and information about nutrition can prevent young men from making informed dietary choices. This lack of knowledge can lead to poor dietary habits.</p> <p><b>Cultural Norms and Practices:</b> Cultural norms and practices can influence food distribution within households, sometimes prioritizing certain foods for specific groups, which can affect young men's access to a balanced diet.</p>
6.1 How does the assignment contribute to increasing the capacities of female youth?	The assignment will contribute to improving the knowledge of female youth in nutrition sensitive agriculture.
6.2 How does the assignment contribute to increasing the capacities of male youth?	The assignment will contribute to improving the knowledge of male youth in nutrition sensitive agriculture.
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?	There are no observable barriers for female youth participating fully in the assignment.



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?	There are no observable barriers for male youth participating fully in the assignment.
<b>Climate Change</b>	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?	Yes, climate change can affect the supply and demand patterns of nutritious food items and their prices. In cases of such crisis, it will be good to know how to manage the food system in the rural settings.

## E. HOST CONTRIBUTION

The host will provide transportation back and forth between the volunteer’s place of accommodation and the training site on a daily basis. The university will mobilize its staff and students to attend the trainings to be conducted by the volunteer. The university 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 members of the organization after the assignment has been completed.

## F. ANTICIPATED OUTCOMES OF THE ASSIGNMENT

- The host’s overall understanding of nutrition-sensitive agriculture has improved.
- Nutritional-sensitive agriculture is integrated into institutional practices and policies at Wolkite University.
- The community is more aware of how to integrate nutrition into its agricultural and food consumption practices.

## 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 in nutrition sensitive agriculture (for future use by the ToT trainee).

## H. DRAFT SCHEDULE OF VOLUNTEER ACTIVITIES IN COUNTRY

Days	Activity
Day 1	<ul style="list-style-type: none"> <li>• Arrival at Addis Ababa Bole International Airport (ABB); pick-up by Inter Luxury hotel shuttle.</li> <li>• Check-in at <a href="#">Inter Luxury Hotel</a>, Addis Ababa.</li> </ul>

	<p><b>NB:</b> If you encounter any difficulties, please request assistance from airport staff to call Tatek Woldu on WhatsApp or phone at <b>+251 911873970</b> or Lidia Retta at <b>+251 912091962</b>.</p>
Day 2	<ul style="list-style-type: none"> <li>Rest day in Addis Ababa</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>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.</li> <li>The volunteer will be briefed by the F2F team about the host and discuss with the team the related logistics and anticipated outcomes of the assignment.</li> <li>The volunteer may also prepare assignment-related materials while at the CRS office.</li> <li>Following the briefing, the volunteer will travel to Wolkite University accompanied by the F2F team members to start the assignment.</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>Welcome and introduction to the Wolkite University team.</li> <li>Discussion of the SOW objectives and training plans.</li> </ul>
Day 5 - 12	<ul style="list-style-type: none"> <li>The volunteer carries out the training, working directly with the host organization.</li> </ul>
Day 13	<ul style="list-style-type: none"> <li>Debrief/exit meeting with the host in the presence of CRS staff.</li> </ul>
Day 14	<ul style="list-style-type: none"> <li>In-country/virtual debrief with CRS staff and/or USAID Mission.</li> <li>Reimbursement of expenditure and liquidations (if any) with the finance department, as required.</li> <li>Submission of volunteer reports, training attendance sheets, assignment reports, PPT presentations and any reference materials to the CRS F2F team.</li> <li>The volunteer departs for the US.</li> </ul>

## I. 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 Sirano Hotel located in Wolkite (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.

## **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.
- 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**

- A third of the trainees are youth and 42% are women. Most of the staff at the university have either a bachelor's or master's degree, or a PhD.

### **Roads and transportation**

- From Addis Ababa to Wolkite, the road is asphalt. From Sirano Hotel to Wolkite University campus, the road is also asphalt. The road from the hotel to the university is about 13km taking about 20 minutes by car.

### **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 Wolkite; 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:**

- Internet access will be provided, with varying speeds dependent on the cellphone internet package. Occasionally, weak internet and cellphone signals may be encountered.

**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 Wolkite with average temperatures ranging between a maximum of +79°F during the day and a minimum of +41°F at night. Visit [www.accuweather.com](http://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 [Nutrition](#) 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.

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

<b>Tatek Woldu, Program Manager</b> CRS Ethiopia Office, P.O. Box 6592 Addis Ababa, Ethiopia Phone +251-11-278-8800, Mobile: +251-911873970 Email: <a href="mailto:tatek.woldu@crs.org">tatek.woldu@crs.org</a>	<b>Lidia Retta, Sr. Project Officer</b> CRS Ethiopia Office, P.O. Box 6592 Addis Ababa, Ethiopia Phone +251-11-278-8800, Mobile: +251-912091962 Email: <a href="mailto:lidia.retta@crs.org">lidia.retta@crs.org</a>
<b>Host Organization</b>	
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## Annex

### Gender Consideration Questions

#### **1.1 Are there particular barriers to women’s participation in the value chain associated with this assignment topic? If so, how can the assignment address the particular barriers women face?**

This question examines the unique constraints women may face in participating in the value chain as it relates to the assignment topic. It requires the F2F team to identify and state what those constraints are and explain how the assignment plans to address them. Consider the constraints on both the value chain and organizational levels.

**Example:** *A poultry farm in Ethiopia has requested a volunteer to assist with maintaining its poultry machines. As part of the training, key team members will learn how to maintain the machines. Are women usually involved in this activity, both within the Ethiopian poultry value chain as a whole and within the host organization specifically? What barriers typically deter women from pursuing this line of work if they want to? How can the assignment help break down these barriers to encourage more women to engage in poultry maintenance work if they wish to - initially within the host organization and potentially beyond?*

#### **1.2 Are there particular barriers to men’s participation in the value chain associated with this assignment topic? If yes, how can the assignment address the particular constraints of men?**

This question examines the unique constraints men may face in the value chain as it relates to the assignment topic. It requires the F2F team to identify and state what those constraints are and explain how the assignment plans to address them. Consider the constraints on both the value chain and organizational levels.

**Example:** *A Farmer-to-Farmer nutrition-related assignment will demonstrate how to prepare spinach so it retains its Vitamin A. Women in the community cook the food. Men prefer their spinach cooked in oil which dissolves the vitamin A. The volunteer will show the participants how to sauté spinach without oil.*

What barriers limit men from participating in the cooking demonstrations? How can the assignment help break down these barriers to encourage more men to participate in the assignment?

### **2.1 How does the assignment contribute to increasing the capacities of women?**

This question focuses on how the assignment will contribute to the increased capacity (knowledge, skills) of women. State in what ways this assignment aims to increase the capacities of women.

### **2.2 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?