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**FARMER TO FARMER**  
The USAID John Ogonowski and Doug Bereuter Farmer-to-Farmer Program



## CRS Farmer-to-Farmer Program Assignment Scope of Work

To express interest in this assignment please email [chi.olisemeka@crs.org](mailto:chi.olisemeka@crs.org)

Summary Information				
<b>Assignment SOW Code</b>	<b>UG316</b>			
Country:	Uganda			
Country Project:	Agribusiness Development			
Host Organization:	American Chamber of Commerce (AmCham)			
Partner:	AmCham members are categorized as its partners e.g. Coca Cola, CITI Bank			
<b>Assignment Title:</b>	Review of a five-year draft strategic plan			
Objectives of the assignment:	<ul style="list-style-type: none"> <li>Review and update a strategic plan that provides a framework within which AmCham can operate</li> </ul>			
Assignment preferred dates:	January-February 2025			
Desired volunteer expertise:	<ul style="list-style-type: none"> <li>Expertise in strategic planning, business planning, enterprise development/market research and market analysis.</li> <li>Experience working with a variety of stakeholders, including senior government officials, large multi-national corporations</li> </ul>			
Type of Volunteer Assistance:	O Organizational Development			
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)	Female Youth (15-29)
	8	4	1	1

Host Information	
Date of completion of baseline & capacity development plan data collection:	September 20, 2024
Date of host agreement signing:	July 18, 2024

<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.

No. of previous assignments:	N/A
Recommendations given (Total):	N/A
Recommendations applied (Total):	N/A
Name of ToT trainee (if already identified)	Eve Zalwango, General Manager

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 activity associated with this assignment topic? If so, how can the assignment address the particular barriers women face?	Yes, there are barriers including cultural norms and gender roles where the unequal distribution of domestic responsibilities means that women often have less time to engage in professional activities, including strategic planning. This imbalance can be a significant barrier to their participation in leadership roles. <sup>4</sup> Limited access to education for women reduces their ability to compete for leadership positions and participate effectively in strategic planning. <sup>5</sup> Other barriers include financial constraints where women lack resources to be able to participate in strategic planning roles <sup>6</sup> , lack of awareness and information about opportunities that can empower women in areas of leadership roles <sup>7</sup> , workplace discrimination which favors men in the work place while women are limited to domestic work <sup>8</sup> , and limited support networks meaning women often have fewer opportunities to participate in professional

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

<sup>4</sup> <https://www.monitor.co.ug/uganda/business/prosper/systemic-barriers-slowng-women-s-progress-4553186>

<sup>5</sup> Gender Equality Strategy 2022-2025, UNDP Uganda Country Office

<sup>6</sup> National Women’s Council Strategic Plan 2017-2021

<sup>7</sup> <https://www.kab.ac.ug>

<sup>8</sup> <https://www.monitor.co.ug/uganda/business/prosper/systemic-barriers-slowng-women-s-progress-4553186>

	<p>networks and associations that are crucial for career advancement and strategic planning. These networks provide valuable resources, information, and support that can help women succeed<sup>9</sup>. The assignment aims to address limited access to education by providing the training and will be open to all without any discrimination. This will equip women with the necessary knowledge and skills to participate in the organizational strategic planning.</p>
<p>1.2 Are there particular barriers to men’s participation in the activity associated with this assignment topic? If so, how can the assignment address the particular barriers men face?</p>	<p>Yes, men face barriers that limit their participation in strategic planning such as limited access to information, especially in rural areas where men may not have access to the necessary information and resources to effectively engage in strategic planning processes.<sup>9</sup> Economic constraints, such as financial limitations, can restrict men's ability to participate in strategic planning as they may need to prioritize immediate economic activities over long-term planning.<sup>12</sup> Educational gaps (inadequate education and training) can hinder men's ability to contribute meaningfully to strategic planning. This is particularly true for those who have not had access to higher education or specialized training.<sup>11</sup> Cultural norms and expectations around traditional gender roles can sometimes limit men's involvement in strategic planning, as they may be expected to focus on other more immediate responsibilities.<sup>9</sup> The assignment will offer training opportunities to men to develop the skills they need to do strategic planning.</p>
<p>2.1 How does the assignment contribute to increasing the capacities of women?</p>	<p>The assignment will provide knowledge and skills that will enable women staff to develop a strategic plan and to implement it.</p>

<sup>9</sup> National Women’s Council Strategic Plan 2017-2021

<p>2.2 How does the assignment contribute to increasing the capacities of men?</p>	<p>The assignment will provide knowledge and skills that will increase the capacities of men to develop, review and implement a strategic plan.</p>
<p>3.2 How does the assignment motivate women to participate?</p>	<p>AmCham will encourage women staff and board members to participate in the training. AmCham will offer pre-assignment gatherings with women staff and board members to discuss the benefits of participating, and once the volunteer is identified, AmCham will announce the opportunity to women staff and board members to encourage them to attend the training. The F2F team will ask AmCham to ensure women are mobilized to attend the training sessions. AmCham will also reduce women employees' daily job deliverables during the volunteer training period to allow for their participation.</p>
<p>3.3 How does the assignment motivate men to participate?</p>	<p>The assignment addresses the knowledge gap among the male staff and board members at AmCham which will motivate them to participate in this strategic plan review. In addition, AmCham will make it known well in advance to staff and board members once the volunteer is identified and selected to ensure maximum participation. AmCham will also reduce men employees' daily job deliverables during the volunteer training period to allow for their participation.</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>Training sessions for female AmCham staff and board members will take place at the AmCham offices. The office has amenities that accommodate female participants, including separate toilets for women. Training will fit within the normal work schedules with relaxed daily deliverables,</p>

	allowing female staff to attend to their usual domestic responsibilities, too.
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.	Training sessions for AmCham staff and board members will take place at their offices. The office has amenities that accommodate male participants, including separate toilets for men. Flexible daily deliverables will favor men’s participation in the volunteer training.
<b>Youth Empowerment:</b>	
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, male youth and female youth, often face several barriers when it comes to participating in strategic planning. Here are some common challenges: 1) Lack of awareness and knowledge where many young people are not aware of strategic planning processes or lack the necessary knowledge and skills to participate effectively, <sup>10</sup> 2) Limited access to the resources needed to engage in strategic planning, such as information, networks, and financial support, <sup>11</sup> 3) Cultural and social norms that restrict the participation of young people, especially young women, in decision-making processes, <sup>12</sup> 4) Power dynamics where existing power structures favor older, more experienced individuals, making it difficult for youth to have their voices heard and taken seriously, <sup>13</sup> 5) Gender inequality, meaning young women face additional barriers due to gender discrimination and stereotypes, which can limit their opportunities to participate equally with young men, <sup>14</sup> 6) Lack of opportunities for youth to be involved in strategic planning,
1.2 Are there particular barriers to male youth’s participation in the value chain associated with this assignment? If there are, how can the assignment address the identified constraints of the male youth?	

<sup>10</sup> <https://rutgers.international>

<sup>11</sup> <https://unwomen.org>

<sup>12</sup> Nutgers *ibid.*

<sup>13</sup> Nutgers *ibid.*

<sup>14</sup> UN Women, *ibid.*

	and when opportunities do exist, they may not be well-publicized or accessible. <sup>15</sup> The volunteer assignment aims to address the lack of awareness and knowledge by raising awareness about the opportunities and providing the necessary knowledge and skills to allow youth to participate effectively in strategic planning.
2.1 How does the assignment contribute to increasing the capacities of female youth?	The assignment will provide female youth with knowledge and skills in strategic plan development.
2.2 How does the assignment contribute to increasing the capacities of male youth?	The assignment will provide male youth with knowledge and skills in strategic plan development.
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?	There are no barriers to female youth participating in the assignment. AmCham encourages equal opportunities to female youth
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?	There are no barriers to male youth participating in the assignment. AmCham encourages equal opportunities for male youth.
<b>Climate Change</b>	
Will the assignment address climate change? (Yes/No) If yes, please include this in the issues description. How does this assignment plan to address the issue of climate change?	No, the assignment will not address climate change.

## A. BACKGROUND

### 1. Farmer-to-Farmer Program (F2F)

The CRS Farmer-to-Farmer program (F2F) is a five-year (2023-2028) USAID-funded program that provides technical assistance to farmers, farm groups, agribusinesses, and other agriculture sector institutions in developing and transitional countries to promote sustainable improvements in food security and agricultural processing, production, and marketing. The main goal of the program is to generate sustainable, broad-based economic growth in the agricultural sector through voluntary technical assistance. A secondary goal is to

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<sup>15</sup> Nutgers *ibid.*

increase the U.S. public's understanding of international development issues and programs and international understanding of the U.S. and U.S. development programs.

F2F volunteers are pooled from a broad range of US agricultural expertise including private farmers, university professors, bankers/certified accountants, animal health and nutrition specialists, soil scientists, and agronomists who can provide technical assistance to the local host organizations. The program introduces new innovations and skills to develop local organizations' capacity to participate in more productive, profitable, sustainable, and equitable agricultural systems while providing an opportunity for people-to-people exchange within the agricultural sector.

When the COVID-19 global pandemic broke out, CRS F2F introduced a paired remote volunteer (PRV) model whereby a US volunteer who does not travel provides remote support to a local/national volunteer who carries out the assignment in person. This model is still used for up to 10% of assignments.

For the 2023-2028 round of F2F, CRS is taking a gender-sensitive approach to programming, which includes conducting a gender assessment of each host prior to initiating assignments. CRS is also asking each host to identify at least one person to be a key trainee (under a Training of Trainer [ToT] model) for each assignment in the hope that this person will be able to replicate the training in the future. The volunteer report format will ask you to name the trainee (if there was one) and comment on their level of engagement.

The CRS F2F program in Uganda has identified Agribusiness Development and Nutrition as the topics of its assignments. These are known within F2F as 'Country F2F Projects.' The agribusiness development country project includes developing sustainable and resilient production systems (improved seed and other essential inputs, postharvest losses and value addition, climate change adaptation), and building the capacity of agribusinesses and cooperatives (business planning and management, market information, linkages, private sector engagement, entrepreneurship, organizational constraints). CRS has identified enterprises engaged in crop production, livestock, poultry, apiary, and aquaculture as areas to be supported under the agribusiness development project. The nutrition country project includes nutrition awareness, nutrition sensitive agriculture, product diversification, recipe preparation, safer uses and application of pesticides, food processing and preservation, and organizational constraints. CRS F2F's working geographic zones in Uganda are Buganda region, Acholi region, Ankole region, Busoga region and Bugisu region. Requests to work in other locations or on sub-sectors that fall outside of the two identified Country F2F Projects are sometimes considered but are seen as exceptions.

## **2. About the host organization**

The American Chamber of Commerce in the United States was founded in 1977 as a U.S based non-profit association. There are currently over 115 AmCham in over 105 countries across the globe, including Uganda. The American Chamber of Commerce (AmCham) Uganda has largely contributed to the growth of the country's agriculture sector, its contributions cutting across different sectors such as education, the service industry, and the manufacturing sector through agro-processing activities. Hence, F2F has developed a partnership with AmCham Uganda.

AmCham Uganda is a non-profit professional association founded in December 2008 by American investors in Uganda with an interest in fostering and promoting greater commercial and cultural ties, cooperation, and dialogue between Ugandan and American firms and related professionals. Its membership is tailored to the top leadership of firms – either CEO's or MD's currently hosting over 48 of the country's top performing firms. AmCham membership is open to American firms, multi-nationals, and local firms with strong business ties and interests with the United States. Some industries represented in this membership in Uganda include banking, automotive, energy, manufacturing, tourism & hospitality, ICT, food & beverage, communications, insurance sectors, and education, among others.

AmCham's vision in Uganda is to foster a greater cultural understanding, cooperation, and dialogue between Ugandan and American business organizations and professionals to promote strong commercial, economic and trade ties as well as promote investments in Uganda. Its mission is to bring together a community of US brands and businesses, US citizens participating in community development in Uganda, and Ugandan-based businesses wanting to do business with the US on a platform that allows for sharing business, new investment opportunities, and cross-cultural exchange. Its key activities include organizing monthly events for its members and business leaders to interact and foster business development in Uganda, lobbying and advocacy, thus, providing a platform for member-to-member business opportunities.

## **B. ISSUE DESCRIPTION**

Despite being in existence since 2008, AmCham Uganda has limited expertise in either reviewing or developing its own strategic plan. The cooperative also lacks the resources to hire a consultant to support this process. AmCham realizes that a strategic plan is critical for realizing its desired goals and requires the development of long-term (five-year) strategies to increase the profitability and competitiveness of its business of fostering cultural understanding, cooperation, and dialogue between Ugandan and American business organizations and professionals to promote strong commercial, economic and trade ties. The strategic plan will help streamline AmCham's business goals and act as a guiding document for the leadership of the organization to work towards achieving those goals.

## **C. OBJECTIVES OF THE ASSIGNMENT**

The main objective of this assignment is to facilitate and guide AmCham board and staff in the development of a 5-year strategic plan that will provide a strategic direction for the organization towards achieving its mission and vision. Specific assignment objectives include but are not limited to the following:

1. Conduct an organizational self-assessment through a SWOT analysis to gain a clear understanding of the current state of the organization.
2. Train AmCham board and staff in the development of a strategic business plan.
3. Together with the team, start developing the plan, incorporating a work plan and framework for evaluating and monitoring implementation progress.
4. Develop a roadmap for implementation of the strategic plan.

## **HOST CONTRIBUTION**

AmCham will select training participants and ensure that the training venue, translation services, training supplies and transport for participants are available to facilitate a successful assignment. AmCham will provide



the volunteer with transport from the hotel to the training venue. One staff member will be assigned the role of ToT (Training of Trainer) trainee to work closely with the volunteer during assignment preparation and implementation. The selected trainer will train other members of the organization after the assignment has been completed.

**D. ANTICIPATED OUTCOMES OF THE ASSIGNMENT**

- AmCham staff and board have gained knowledge and skills in developing a strategic plan.
- The AmCham strategic plan has led to business enhancement for the host’s partners as reflected in increased member subscriptions.

**E. DELIVERABLES**

The anticipated deliverables accomplished by the volunteer include:

1. Volunteer’s final report with recommendations due before departure from Uganda.
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. A draft strategic plan.

**F. DRAFT SCHEDULE OF VOLUNTEER ACTIVITIES IN COUNTRY**

Days	Activity
Day 1	<ul style="list-style-type: none"> <li>• Arrival at Entebbe International Airport (EBB); pick-up by Fairway Hotel shuttle.</li> <li>• Check-in at <a href="#">Fairway Hotel</a>, Kampala.</li> </ul> <p><b>NB:</b> If you encounter any difficulties, please request assistance from airport staff to call George Ntibarikure on (<b>WhatsApp or phone</b>) at <b>0772472103</b> or Robbinah Hakiza <b>0772490897</b></p>
Day 2	<ul style="list-style-type: none"> <li>• Rest day in Kampala.</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>• At <b>8:00am</b>, the volunteer will be picked up at the hotel by George Ntibarikure 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 Kampala accompanied by the F2F team members to start the assignment.</li> <li>• Welcome and introduction to the AmCham team.</li> </ul>
Day 4-16	<ul style="list-style-type: none"> <li>• The volunteer carries out the training, working directly with the host organization.</li> </ul>
Day 17	<ul style="list-style-type: none"> <li>• Debrief/exit meeting with the host in the presence of CRS staff.</li> </ul>

Day 18	<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>
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**G. DESIRABLE VOLUNTEERS SKILLS**

- Formal qualifications in business growth studies.
- Experience/expertise in developing strategic plans, business plans, enterprise development/market research and market analysis.
- Extensive knowledge and experience in strategic visioning, market analysis, financial analysis, operational skills, and sales and marketing.
- Experience working with a variety of stakeholders, including senior government officials, large multi-national corporations.
- Ability to adapt to working conditions in developing countries.
- Strong communication and interpersonal skills.
- Good adult facilitation skills.

**H. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS**

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

**I. ASSIGNMENT PREPARATION RECOMMENDATIONS**

**Training Materials and preparation**

- While CRS F2F has crafted the SOW, the volunteer can enhance it further leveraging their professional expertise to effectively execute this assignment.

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

### **Training Participant demographics**

AmCham currently has three staff: one male and two females. The board comprises nine people: seven males and two females. Among the employees, two are youth, while one is adult. All staff and board members have completed degree level of education ensuring literacy skills are not a concern.

### **Roads and transportation**

Since AmCham is Kampala-based, the road is tarmac from the Fairway hotel to the AmCham office.

### **Security and Health:**

- Nearby hospitals and clinics are easily accessible if needed. Should assistance be required, we kindly ask volunteers to adhere to the CRS travel insurance process and consult the CRS F2F volunteer handbook for guidance on accessing medical care during the assignment.
- In case of emergencies, volunteers should contact the host focal point or the F2F country team for assistance.
- There are no major security issues in Kampala; however, we ask volunteers to remain vigilant and scan their surroundings. Traveling early in the morning and late afternoon is not advisable. Aim to conclude daily activities between 8:00 am and 5:00 pm.

### **Communication:**

#### ***Assignments in Kampala:***

- Reliable electricity supply is not a major issue in Kampala. 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.
- The host is in Kampala and as a result electricity, internet, cell phone signal are available in the area.

### **Working Environment and Culture**

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

### **Weather and climate**

Average annual temperatures in Kampala range from 68 °F to 79° F. The chance of wet days in Kampala varies very significantly throughout the year. The wetter season lasts 9.1 months, from August 22 to May 27, with a greater than 59% chance of a given day being a wet day. The month with the most wet days in Kampala is April, with an average of 25.2 days with at least 0.04 inches of precipitation. The drier season lasts 2.9 months, from May 27 to August 22. The month with the fewest wet days in Kampala is January, with an average of 11.1 days with at least 0.04 inches of precipitation. Casual and comfortable clothes are the key when travelling in Uganda.

### **Recommended reading**

CRS recommends that volunteers become familiar with [CRS programming in Uganda](#), and the [Agribusiness Development](#) Country F2F Project description.

### **J. 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>
<b>Chi Olisemeka</b> Operations Specialist 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>
<b>CRS Country Program</b>

<b>George Ntibarikure</b> Project Director Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 772 472 103 Email: <a href="mailto:George.ntibarikure@crs.org">George.ntibarikure@crs.org</a>	<b>Robbinah Hakiza</b> Senior Project Coordinator Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 780 130105 Email: <a href="mailto:robbinah.hakiza@crs.org">robbinah.hakiza@crs.org</a>
<b>Host Organization</b>	
<b>Eve Zalwango</b> General Manager 0703220033/0782543825 manager@amchamuganda.co.ug	<b>Samatha Karungi</b> Administration Assistant 0750921496 admin@amchamuganda.co.ug

## 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?
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**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?