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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>UG320</b>			
Country:	Uganda			
Country Project:	Agribusiness Development			
Host Organization:	Jakana Foods Limited			
Partner:	American Chamber of Commerce, African Development Foundation, Makerere University			
<b>Assignment Title:</b>	Supply Chain Management			
Objectives of the assignment:	<ul style="list-style-type: none"> <li>• To conduct an analysis of the host’s operations and management processes and identify areas for improvement.</li> <li>• To establish a framework of KPIs and provide guidance on change management strategies.</li> <li>• To conduct a staff training needs assessment and develop a training plan.</li> <li>• To provide guidance on profitability analysis.</li> <li>• To identify and recommend operational management tools.</li> </ul>			
Assignment preferred dates:	January, February or March, 2025			
Desired volunteer expertise:	<ul style="list-style-type: none"> <li>• Supply chain expertise required</li> <li>• Experience in supply chain/logistics/procurement management, preferably related to manufacturing supply chain management.</li> <li>• Proficiency in the use of operational management tools.</li> </ul>			
Type of Volunteer Assistance:	E Business/Enterprise Development			
Type of CSA Activity	N Not applicable			
PERSUAP Classification <sup>2</sup> :	III			
Approx. number of people to be trained <sup>3</sup> :	Men (30+)	Women (30+)	Male Youth (15-29)	Female Youth (15-29)
	5	6	3	2

<sup>1</sup>

<sup>2</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>3</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.

Host Information	
Date of completion of baseline & capacity development plan data collection:	March 12, 2024
Date of host agreement signing:	March 12, 2024
No. of previous assignments:	(2018-23): 3 assignments: <ul style="list-style-type: none"> <li>• Market analysis</li> <li>• Human resource development</li> <li>• Induction of human resource operations manager</li> </ul> (2018-23): 1 assignment: <ul style="list-style-type: none"> <li>• Business growth strategies</li> </ul>
Recommendations given (Total):	14
Recommendations applied (Total):	14
Name of ToT trainee (if already identified)	Meg Hilbert, Managing Director and Harriton Ingerson, Human Resources Manager

## 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 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**

[Jakana Food Limited](#) (JFL), located in the Kawempe division of Kampala district, was established in 1994. The company’s main objective is to process high quality natural and gourmet food products made from local raw materials sourced in Uganda. Their products cater to local consumers, as well as large scale markets within the region, and gourmet markets internationally. JFL has two product lines: a dried fruits line focused on pineapple, four types of sweet banana, mango, papaya, and jackfruit; and an all-natural fruit juice line focused on banana, orange, mango, pineapple, tropical punch, and passion fruit. The products are branded “natural organic” since no additives/preservatives or sugars are added to the juices or dried fruits. JFL is a privately-operated company comprised of 33 staff (33% women) with eight senior leadership positions including a Chief Executive Officer and Managing Director. The company also produces dried mango, jack fruit, bananas and pineapples, juices, and jam, as well as spices such as dried cinnamon leaves, chili peppers, banana fibers, and solar dryers to local and export markets. Additionally, Jakan offers market services/market linkages, packaging services, educational school tours on organic farming, new product development training or contract manufacturing to food processing companies, development training for young entrepreneurs and farming communities, and educational tours for students and school educators.

CRS F2F sees JFL's direct trade model prioritizing fairness and environmental responsibility throughout their value chain. Through their fair trade program, buyers are encouraged to collaborate with JFL to support community development efforts. Fair trade premiums directly benefit the communities they work with, creating a positive impact on the local economy and society. Today, brand Jakana is a well-recognized and popular brand among Ugandan consumers.

## **B. ISSUE DESCRIPTION**

As a food processing company, Jakana Foods Limited ran into a problem with one of its product lines related to the issue of sourcing many products all at once. For example, while JFL is known for producing natural dried fruits, it sought to diversify its products to include hair extensions made from banana fibers in order to offer biodegradable and ecofriendly hair products to its clients, and also offer jobs to local farmers especially women. To produce hair extensions, the company orders 25 different chemicals from all over the world. There is a lot of supply chain coordination to do with lead times, shipping hazardous materials etc. This has resulted in the company's need for an operations management expert to provide guidance and training to set the company back on the right track. Jakana Foods Limited seeks to improve and make more efficient all its processes related to converting raw materials into final products and getting them to the ultimate customer. The company needs to streamline its activities to eliminate waste, maximize customer value, and gain a competitive advantage in the marketplace. To achieve this, Jakana Foods Limited is requesting F2F technical support from a volunteer supply chain expert to help in streamlining the production and distribution of Jakana's products. This will help the company reduce costs and deliver products to the consumer faster and more efficiently.

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

The general objective of this assignment is to streamline the production and flow of goods. The specific objectives are as follows:

To conduct an analysis of the host's operations and management processes and identify areas for improvement. Activities will include:

- Comprehensive analysis of current operations management processes, identifying inefficiencies and areas for improvement.
- Research and presentation of industry best practices in food processing operations to inform recommendations for optimization.
- Review (ahead of time) of essential policy documents, including Standard Operating Procedures (SOPs), Quality Assurance policies, and Safety Protocols, ensuring compliance with industry regulations.
- Creation of a detailed process map for critical operational workflows to visualize and streamline processes for enhanced efficiency.

To establish a framework of KPIs and provide guidance on change management strategies. Activities will include:

- Providing guidance during the implementation of new tools and processes, including change management strategies to facilitate smooth transitions.

- Establishing key performance indicators (KPIs) and a framework for ongoing monitoring and evaluation of operational improvements, ensuring continuous improvement and profitability tracking.

To conduct a staff training needs assessment and develop a training plan. Activities will include:

- Evaluating current staff skills and competencies and identifying gaps that require training to support the implementation of new tools and processes.
- Designing a comprehensive training plan that includes hands-on workshops, e-learning modules, and ongoing support for staff to effectively use new tools and adhere to updated policies.

To provide guidance on profitability analysis:

- Performing a financial analysis to identify cost-saving opportunities and areas for increasing profitability through optimized operations.

To identify and recommend operational management tools e.g., ERP systems, inventory management software etc. suitable for the business, focusing on scalability and integration capabilities.

## A. GENDER, YOUTH AND CLIMATE

Gender, youth and climate considerations <sup>4</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?	According to a UN Women 2023 policy brief, <sup>5</sup> women’s barriers to participating in supply chain management in Uganda revolve around the women’s lack of capacity and access to information, financial challenges and regulatory and legal constraints <sup>6</sup> . In addition to that, supply chain management is perceived as a male-dominated activity, with men occupying most management roles in distribution and warehousing. This perception, alongside limited educational opportunities, has made it more difficult for women to gain entry or advance in the supply chain industry. <sup>7</sup> The assignment will offer women education/training on key

<sup>4</sup> Refer to the annex section for the guidelines on answering the questions, along with examples

<sup>5</sup> <https://unwomen.org/sites/default/files/2023-11/policy-brief-a-gender-responsive-just-transition-for-people-and-planet-en.pdf>

<sup>6</sup> <https://www.ppda.go.ug/download/>

<sup>7</sup> <https://www.journalofsupplychainmanagement.com/>

	aspects of supply chain management as stated in the scope of work objectives, thereby addressing the issue of women's capacity.
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?	Men's participation in supply chain management is associated with barriers such as limited knowledge and skills which the assignment will address. Refer to 1.1 for references.
2.1 How does the assignment contribute to increasing the capacities of women?	The assignment provides knowledge and skills in supply chain management that increase women's capacity. The women will learn how to conduct an analysis of their operations, assess staff's training needs and perform a profit analysis.
2.2 How does the assignment contribute to increasing the capacities of men?	The assignment provides knowledge and skills in supply chain management that increase men's capacity.
3.1 How does the assignment motivate women to participate? What steps will the host take to encourage women to participate in the training?	With Jakana Foods limited offering equal job and training opportunities, women and men are motivated to participate in the assignment training to gain knowledge and skills that help them take on and fulfil supply chain management responsibilities.
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 assignment training will be given at a time which is agreed upon by the women and men who participate in the training and will allow them to participate. They will be given time off from their work duties to participate. This will offer a trade-off between work and family.
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?	
<b>Youth Empowerment:</b>	
5.1 Are there particular barriers to female youth's participation in the value chain and/or value chain	Female youth face barriers such as the lack of female university students studying

<p>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>logistics, and the inflexibility of work hours, and the subsequent challenge of work-life balance<sup>8</sup>. The assignment will address female youth training in supply chain management.</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's participation in supply chain management is associated with barriers such as limited education and experience<sup>9</sup>, skills mismatch, lack of awareness and career guidance<sup>10</sup>, high unemployment rate, economic barriers, and workplace experience. The assignment will provide training on supply chain management that is evidence based as per the scope of work objectives.</p>
<p>6.1 How does the assignment contribute to increasing the capacities of female youth?</p>	<p>The assignment will provide knowledge and skills in supply chain management that increase female youth capacities.</p>
<p>6.2 How does the assignment contribute to increasing the capacities of male youth?</p>	<p>The assignment will provide knowledge and skills in supply chain management that increase male youth capacities.</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>The barriers that can prevent female youth include work and family responsibilities. The assignment training will be given at a time which is agreed upon by men and will allow them to participate. They will be given time off from their work duties to participate. This will offer a trade-off between work and family responsibilities.</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>The barriers that can prevent male youth include work and family responsibilities. The assignment training will be given at a time which is agreed upon by men and will allow them to participate. They will be</p>

<sup>8</sup> <https://www.sciencedirect.com/science/article/>

<sup>9</sup> <https://fundforyouthemployment.nl/wp-content/uploads>

<sup>10</sup> <https://peoplethatdeliver.org/strategies>

	given time off from their work duties to participate. This will offer a trade-off between work and family responsibilities.
<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?	The assignment will not address climate change.

**D. HOST CONTRIBUTION**

JFL will share 50 percent of the volunteer transportation costs to take the volunteer to and from the hotel and JFL offices. In addition, JFL will mobilize target staff members and potential supply chain participants to attend the training by the volunteer. JFL will assign two key personnel to collaborate closely with the volunteer during preparations for the assessments and in the implementation of the assessments themselves to ensure that they can train other members of the organization after the volunteer’s assignment ends.

**E. ANTICIPATED OUTCOMES OF THE ASSIGNMENT**

- JFL’s operational management tools are in place.
- Operational and management processes have improved.
- Staff are performing more efficiently.

**F. 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. Staff needs assessment completed and staff training plan developed.

**G. 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 WhatsApp or phone at <b>0772472103</b> or</p>



	Robbinah Hakiza at <b>0772490897</b> .
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 Kawempe within Kampala accompanied by the F2F team members to start the assignment.</li> <li>Welcome and introduction to the Jakana Food Limited team.</li> </ul>
Day 4-14	<ul style="list-style-type: none"> <li>The volunteer carries out the training, working directly with the host organization.</li> </ul>
Day 15	<ul style="list-style-type: none"> <li>Debrief/exit meeting with the host in the presence of CRS staff.</li> </ul>
Day 16	<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>

## H. DESIRABLE VOLUNTEERS SKILLS

- Formal qualifications in supply chain management.
- Experience working in supply chain/logistics/procurement management with progressive responsibilities, preferably related to manufacturing supply chain management.
- Ability to adapt to working conditions in developing countries.
- Strong communication and interpersonal skills.
- Good adult facilitation skills.

## I. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- The volunteer will stay at one of CRS's client hotels, Fairway Hotel: [www.fairwayhotel.co.ug](http://www.fairwayhotel.co.ug). 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 training materials such as flip charts will be prepared ahead of time and will be provided to the volunteer.
- CRS Uganda will also 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.

## **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 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**

- Senior leadership (25% women, 62% youth) will participate.

### **Roads and transportation**

From Kampala to Kawempe, the road is tarmac. The journey takes 30 minutes from Fairway Hotel to Jakana Foods Limited's 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 Kawempe; 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:**

- 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**

- The average annual temperature in Kampala ranges from 68-79°F.
- During the wet summer season of March, April and May you can expect heavy rainfall, and we recommend you pack a lightweight waterproof jacket and an umbrella.

### **Recommended reading**

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

## **K. KEY CONTACTS**

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

<b>CRS Baltimore</b>
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<p><b>Host Organization</b></p>	
<p><b>Meg Hilbert Jaguary</b>  MD Jakana Foods Limited &amp; President American  Chamber of Commerce (AmCham) Uganda  Mobile (256) 703 551709 (Whatsapp) Mobile  (256) 787 427476 phone number  Email: <a href="mailto:jakanafoodsMeg@gmail.com">jakanafoodsMeg@gmail.com</a>  <a href="http://www.JakanaFoods.com">www.JakanaFoods.com</a>;  <a href="http://www.AmChamUganda.co.ug">www.AmChamUganda.co.ug</a></p>	<p><b>Sanda Harriton</b>  Human Resource Manager  0789648317  <a href="mailto:harritoningerson@gmail.com">harritoningerson@gmail.com</a></p>

## Annex

### Gender Consideration Questions

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

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

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

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

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

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

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

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

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

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

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

**3.1 How does the assignment motivate women to participate?**

This question focuses on the steps the F2F team and/or host organization plan to take or have taken to encourage and motivate women to attend the training sessions.

Is the topic relevant to women’s lives? If not, how can it be tailored to be relevant? Are there special advertisements targeting women? Are advertisements posted at locations where women typically visit to ensure they are aware of the event? Are there any pre-assignment gatherings to discuss the benefits with

women participants? If the host is an enterprise, what is the enterprise doing to include its women staff in the training?

### **3.2 How does the assignment motivate men to participate?**

This question focuses on the steps the F2F team and/or host organization plan to take or have taken to encourage and motivate men to attend the training sessions

Is the topic relevant to men's lives? How can the team ensure that men recognize the benefit of the topic even if it's not typically of interest to them or their responsibility such as nutrition/food preparation assignments? Are there special advertisements targeted towards men? Are advertisements posted at locations where men visit? If the host is an enterprise, what is the enterprise doing to include its male staff in the training?

### **4.1 How have the assignment's logistics been organized in a way that facilitates women's participation? If no logistical arrangements have been made yet, how can they be organized to facilitate women's participation?**

This question examines whether the F2F team and host organization have considered the specific logistical challenges faced by women. This differs from motivation, as it focuses on whether women can realistically attend once motivated. Considerations include:

- Are training hours scheduled when women typically have fewer household responsibilities?
- Are training hours such that women can safely return home afterwards?
- If training occurs during afterschool hours, are there areas for children to play safely while parents attend?
- Is the meeting venue situated in a safe area?
- Is the meeting location convenient in terms of proximity to participants' homes?
- Are there any travel restrictions that may pose challenges for women or young females attending?

### **4.2 How have the assignment's logistics been organized in a way that facilitates men's participation? If no logistical arrangements have been made yet, how can they be organized to facilitate men's participation.**

This question examines whether the F2F team and host organization have considered the specific logistical challenges faced by men. This differs from motivation, as it focuses on whether women can realistically attend once motivated. Considerations include:

- Are training hours scheduled when men typically have fewer work-related responsibilities?
- The duration of the training; men tend to respond better to shorter trainings.
- Is the meeting location convenient in terms of proximity to participants' home or place of work?
- 

### **Youth Consideration Questions**

**The following questions are similar to the ones above; however, we ask that F2F team - *in consultation with the host* - analyze constraints and barrier specific to male youth and female youth.**

**1.1 Are there particular barriers to female youth’s participation in the value chain associated with this assignment? If there are, how can the assignment address the identified constraints of the female youth?**

This question examines the unique barriers that keep female youth (not women or male youth) from participating in the value chain associated with the assignment. Once some of the barriers have been identified, how can this assignment help remove those barriers?

**1.2 Are there particular barriers to male youth’s participation in the value chain associated with this assignment? How can the assignment address the particular constraints of the male youth?**

This question examines the unique barriers that keep male youth (not men or female youth) from participating in the value chain associated with the assignment. Once some of the barriers have been identified, how can this assignment help remove those barriers?

**2.1 How does the assignment contribute to increasing the capacities of female youth?**

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

**2.2 How does the assignment contribute to increasing the capacities of male youth?**

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

**3.1 Are there particular barriers that might prevent female youth from participating in and benefiting from this assignment? How has the assignment been planned to remove those barriers?**

This question focuses on identifying barriers that may hinder female youth from fully engaging and benefiting from volunteer-led training sessions. Once barriers are identified, the team must address these constraints to ensure participation. Examples of barriers include:

- *Logistics*: Some young women may face restrictions on traveling alone to attend the trainings.
- *Active participation*: Some may feel uncomfortable expressing their thoughts and opinions in a setting where adult men and women, as well as young males, dominate the room.

**3.2 Are there particular barriers that might prevent male youth from participating in and benefiting from this assignment? How has the assignment been planned to remove those barriers?**

This question focuses on identifying barriers that may hinder male youth from fully engaging and benefiting from volunteer-led training sessions. Once barriers are identified, the team must address these constraints to ensure participation. Examples of barriers include:

- *Active participation*: Some male youth may feel uncomfortable expressing their thoughts and opinions in a setting where adult men and women dominate the room.

**Climate Consideration**

1.1 Will the assignment address climate change? (Yes/No) If yes, please include this in the issues description.

How does this assignment plan to address the issue of climate change?