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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

Summary Information	
Assignment SOW Code	UG321
Country:	Uganda
Country Project:	Agribusiness Development
Host Organization:	Kyendangara Area Cooperative Enterprise Limited (KACE)
Partner:	Sasakawa Africa Association, United States Africa Development Foundation, The Columbia Project -TCP Global
Assignment Title:	Gender training for enhanced inclusive agricultural productivity for KACE
Objectives of the assignment:	<p>To equip KACE staff and selected representatives from Rural Producer Organizations (RPO) with the knowledge and skills that will help them to promote gender equality within their organizations in support of equitable, productive, and resilient agriculture for smallholder farmers. Training topics will include.</p> <ul style="list-style-type: none"> • Introduction to gender concepts and social norms in an agricultural setting (gender roles and responsibilities, gender equality and equity, access to resources, decision-making and leadership etc.) • Understanding the drivers of gender-based violence (GBV) and how to identify, address and prevent risk factors contributing to GBV for smallholder farmers. • Gender integration guidance: a checklist (tool) for integrating gender into KACE’s agricultural value chains.
Assignment preferred dates:	February 2024
Desired volunteer expertise:	<ul style="list-style-type: none"> • Qualifications in gender studies • Experience in teaching gender concepts • Knowledge and skills in developing/applying gender integration tools for smallholder farmers • Good communication/facilitation skills
Type of Volunteer Assistance:	O Organizational Development
Type of CSA Activity	N Not applicable
PERSUAP Classification ¹ :	III

¹ USAID precisely classifies PERSUAP in four categories: PERSUAP Type I assignments make recommendations on the use of

Approx. number of people to be trained ² :	Men (30+)	Women (30+)	Male Youth (15-29)	Female Youth (15-29)
	40	60	20	20

Host Information	
Date of completion of baseline & capacity development plan data collection:	May 1, 2024
Date of host agreement signing:	May 1, 2024
No. of previous assignments:	2024: <ul style="list-style-type: none"> • UG305: Organizational Website Development 2018-23 (9 assignments): <ul style="list-style-type: none"> • Leadership and management • Strategic plan development • Streamlining of financial records for KACE • Climate-smart agriculture • Integrated Pest Management • Improved nutrition practices for children under five (CU5), women of reproductive age and nursing mothers • Marketing strategy • Monitoring & Evaluation • Soya bean value addition
Recommendations given (Total):	46
Recommendations applied (Total):	42
Name of ToT trainee (if already identified)	Florence Niwamanya, Project 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.

specific pesticides; Type II assignments provide advice on the safe and effective use of pesticides; Type III assignments do not involve the use of pesticides in any way; and Type IV assignments are associated with other USAID projects and collaborators and are likely to be covered by those projects' PERSUAPs.

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

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 organization

Kyendangara Area Cooperative Enterprise Limited (KACE) is a farmer's cooperative enterprise located in Kyendangara ward, Mahyoro town council, Kitagwenda District. The cooperative was established in 2005 and later registered as a cooperative enterprise in March 2022. KACE has a total membership of 1,296 farmers, 50% female and 30% youth. These members were selected from 40 farmer groups organized into 4 registered rural producer organizations (RPO).

KACE's team of 10 staff (40% women) supports rural smallholder farmers in improving food security, nutrition, and income through various initiatives. These include extension trainings in good agronomic practices, postharvest handling, and nutrition sensitive agriculture. Additionally, KACE facilitates the bulk purchase and marketing of maize and rice grain. KACE's main products are rice, maize and processed maize flour and it offers services such as maize shelling and milling, and agro-input support services. The agro-input services enable cooperative members to easily access high quality, subsidized agro-inputs such as seeds, fertilizers, and pesticides. Recently, 40% of KACE's members have ventured into coffee farming and the cooperative plans to add coffee as one of its new products.

With the support of agricultural development partners such as the Sasakawa Africa Association, the United States Africa Development Foundation (USADF), the Uganda Cooperative Alliance and Kitagwenda Local Government, KACE established a \$60,000 maize mill with a milling capacity of 1 ton per hour. KACE has been milling maize and marketing maize flour for the past two years. Recently, KACE invested \$5,405 in an agro-input shop, and an additional \$13,513 was invested in the purchase of maize and branded packaging bags for processed maize flour.

B. Issue description

Women and youth in the host community face barriers that limit their participation and productivity in agriculture value chains including limited access to resources like land, tools and credit. They also face discrimination and exclusion from leadership and decision-making positions. Most of the causes of gender-based violence or domestic conflict faced by KACE members are rooted in how money from agricultural sales is spent. In the majority of households, men control the income from agricultural produce, yet they contribute less to providing basic needs to their families. Some women feel that they cannot bear the extra economic burden of providing basic needs for their families and this sometimes escalates into violent domestic conflict. Additionally, men are the primary decision-makers in agricultural and household matters, which limits women's influence on the choice of crops, farming techniques, access to financial services, and marketing etc. Also, as primary producers of food for household consumption, when women are denied access and control of available family land on which to grow food, it affects their ability to produce enough food, impacting the overall food security of their families. KACE staff and farmer group representatives have never had any formal gender training. They lack fundamental knowledge of gender dynamics and how to address gender-based violence concerns at organizational and farmer group level. Therefore, KACE's management team has asked F2F to provide a gender training in order address gender inequality and foster inclusive agricultural production and productivity for KACE members.

C. Objectives of the assignment

The overall objective of the assignment is to equip KACE staff and selected RPO representatives with the knowledge and skills they need to promote gender equality and equitable, productive, and resilient agriculture for small holder farmers

Specific objectives will be as follows.

- To train KACE staff and selected RPO members on the basic concepts of gender, gender roles, and gender equality within farming communities.
- To train participants in gender-based violence (definitions and forms of GBV, introduction to Psychological First Aid.³
- To train farmers on approaches for identifying risk factors contributing to GBV among smallholder farmers and to jointly (with participants) identify mitigation measures to address the risk factors.
- To train participants in the gender continuum (a concept that acknowledges that gender is not limited to the binary of "man" and "woman" or "boy" and "girl") as a tool for assessing the level of gender integration in their work (gender blind, gender sensitive/responsive and gender transformative) and train the team to improve this.
- To review findings and recommendations of KACE Gender Organizational Index-ODI and facilitate the participants to develop action plan to address the gender gaps identified during the ODI assessment (KACE GODI assessment tools will be shared with volunteer)
- To facilitate participants on how gender dynamics affect resilience to climate change

³ <https://www.wrapanigeria.org/wp-content/uploads/2023/06/Psychological-First-Aid.pdf>

- To develop gender integration guidance: a checklist (tool) for integrating gender into KACE’s agricultural value chains.

D. Gender, youth and climate considerations table

Gender, youth and climate considerations⁴	
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?	Traditional gender roles such as caring for children and cooking food for the family often restrict women’s mobility and participation in public activities including training sessions. ⁵ Limited access to resources like land, credit and agricultural inputs compared to men, make it difficult for women to implement new farming technologies learned in training programs ⁶ . Safety concerns and lack of transportation can restrict women's ability to travel to training locations ⁷ . Women may also not be aware of the available training opportunities due to inadequate information dissemination and low literacy levels. The assignment will enhance the capacity of women in understanding gender dynamics for smallholder farmers and will promote shared responsibilities between men and women, for equitable relationships and reduced gender-based disparities for KACE members.
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?	Traditional and social views on gender roles may lead men to see gender training as irrelevant or unnecessary for them, believing it is solely for women. ⁸ Due to social stigma men may fear being stigmatized or ridiculed by their peers for participating in gender-focused programs,

⁴ Refer to the annex section for the guidelines on answering the questions, along with examples

⁵ <https://www.centerforfinancialinclusion.org/gender-norms-on-and-off-the-farm-engaging-smallholder-women-in-finance-and-climate-smart-agriculture/>

⁶ <https://www.worldfarmersorganisation.com/breaking-barriers-the-role-of-advocacy-in-empowering-female-farmers>

⁷ <https://cgspace.cgiar.org/server/api/core/bitstreams/96bebcc1-a7b8-4169-8475-cb3ec1011ab7/content>

⁸ <https://womenstudies.mak.ac.ug/wp-content/uploads/2024/06/online-versionHQ-08012024-singned-compressed-compressed-3.pdf>

	<p>which are often perceived as women's issues.⁹ Time constraints, economic pressures and low literacy levels for smallholder farmers may limit their ability to fully participate in gender trainings. This assignment will address the barriers by promoting the benefits of gender training for men by creating an inclusive and supportive environment and ensuring that training sessions are accessible and relevant to male all participants.</p>
<p>2.1 How does the assignment contribute to increasing the capacities of women?</p>	<p>Women will acquire knowledge and skills in gender concepts that will help them to identify and address gender inequality concerns and contribute to fostering an environment of inclusive sustainable agriculture within KACE.</p>
<p>2.2 How does the assignment contribute to increasing the capacities of men?</p>	<p>Gender training will equip men with the knowledge and skills to create more inclusive, equitable and resilient agricultural practices for KACE to the benefit of all.</p>
<p>3.1 How does the assignment motivate women to participate? What steps will the host take to encourage women to participate in the training?</p>	<p>An environment that encourages discussion and sharing will be created. For example, where necessary women-only groups will discuss sensitive topics like sexual harassment to help them feel more comfortable about expressing their opinions and concerns, and sharing their experiences. Certificates will be given to women participants.</p>
<p>3.2 How does the assignment motivate men to participate? What steps will the host take to encourage men to participate in the training?</p>	<p>The men who were selected to participate in the assignment were first consulted by the KACE chairman to confirm their willingness to volunteer their time and participate in the assignment. Men participants will be awarded certificates at the end of the training.</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 will take place on KACE's premises, close to the homes of the women participants. The cooperative has amenities to facilitate women's participation including women's toilets</p>

⁹<https://www.watetezi.org/wp-content/uploads/2021/12/CHALLENGES-FACED-BY-SMALL-HOLDER-FARMERS-IN-UGANDA-AND-HOW-THEY-CAN-BE-ADDRESSED.pdf>

	<p>separate from those of men. Training will begin at 10:00am every day and end at 1:00pm. This flexible training schedule will allow women time to attend to their family's needs before and after the training sessions.</p>
<p>4.2 How have the assignment's logistics been organized in a way that facilitates men's participation? If no logistical arrangements have been made yet, how can they be organized to facilitate men's participation?</p>	<p>Training will take place at KACE premises which is close to the homes of the men participants. Training will begin at 10:00am every day and end at 1:00pm. The flexible training schedule will allow men time to attend to their different businesses/farm enterprises.</p>
<p>Youth Empowerment:</p>	
<p>5.1 Are there particular barriers to female youth's participation in the value chain and/or value chain activity associated with this assignment topic? (Please provide evidence of research.) If so, how can the assignment potentially address the particular barriers female youth face?</p>	<p>Traditional cultural and social norms can limit young women's participation in training programs. They are often expected to prioritize household responsibilities over external activities.¹⁰ Young women frequently have less access to resources such as land, credit, and technology, which can make it difficult for them to apply technologies acquired in trainings¹¹ and safety concerns and lack of transportation can restrict young women's ability to travel to training locations. The assignment will select accessible training venues that are free from security threats and ensure that training sessions are accessible and relevant to all participants.</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>Time Constraints: Balancing farming responsibilities, education, and other activities can limit availability of male youth to attend training sessions.¹² The need to prioritize income-generating activities over training sessions can be a significant barrier, especially if the training</p>

¹⁰ <https://www.watetezi.org/wp-content/uploads/2021/12/CHALLENGES-FACED-BY-SMALL-HOLDER-FARMERS-IN-UGANDA-AND-HOW-THEY-CAN-BE-ADDRESSED.pdf>

¹¹ <https://agrilinks.org/post/promoting-productivity-and-empowerment-female-smallholder-farmers-uganda>

¹² <https://cgspace.cgiar.org/bitstreams/b9b49296-69c9-4aa8-8762-8a8ee3f5c9c1/download>

	<p>does not offer immediate financial benefits.¹³</p> <p>The assignment will involve promoting the benefits of gender training for male participants by creating inclusive and supportive environments and ensuring that training sessions are accessible and relevant to all participants.</p>
6.1 How does the assignment contribute to increasing the capacities of female youth?	Female youth will gain knowledge of gender norms and skills in challenging and addressing gender discriminatory practices in agriculture to promote a more inclusive and supportive environments for all farmers. ¹⁴
6.2 How does the assignment contribute to increasing the capacities of male youth?	Male youth will gain knowledge of gender norms and skills in challenging and addressing gender discriminatory practices in agriculture to promote a more inclusive and supportive environments for all farmers. ¹⁵
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 barriers stopping female youth from participating in the assignment. Female youth participants live near the host training venue, which is free from security threats. KACE encourages the participation of female youth during the training sessions.
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 barriers to male youth participating in the assignment. Male youth participants live near the host training venue. The host area is free from security threats. KACE will encourage equal participation of male youth during trainings.
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. Gender training will enhance the capacity of participants with knowledge and skills in gender responsive approaches to address climate change.

	Participants will be able to promote gender-sensitive climate-smart agriculture and empower women, men and youth to participate in climate action.
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E. HOST CONTRIBUTION

KACE will mobilize participants to attend the gender training. The organization will assign at least one key personnel to be trained under a Trainer-of-Trainers model. This person will work closely with the volunteer in preparing the training and developing the safety guidelines. They will be able to train others after the volunteer assignment has ended.

F. ANTICIPATED OUTCOMES OF THE ASSIGNMENT

- KACE staff and RPO representatives have developed a good understanding of gender concepts and gender dynamics in agriculture.
- Participants have acquired the knowledge and skills to identify risk factors associated with GBV and have acquired skills in applying gender transformative approaches to respond to and prevent GBV risk factors.
- The Gender Organizational Development Index (GODI) score for KACE has improved.

G. 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. KACE gender integration toolkit for smallholder farmers.

H. DRAFT SCHEDULE OF VOLUNTEER ACTIVITIES IN COUNTRY

Days	Activity
Day 1	<ul style="list-style-type: none"> • Arrival at Entebbe International Airport (EBB); pick-up by Fairway Hotel shuttle. • Check-in at Fairway Hotel, Kampala. <p>NB: If you encounter any difficulties, please request assistance from airport staff to call George Ntibarikure on WhatsApp or phone at 0772472103 or Robbinah Hakiza at 0772490897.</p>
Day 2	<ul style="list-style-type: none"> • Rest day in Kampala.
Day 3	<ul style="list-style-type: none"> • At 8:00am, the volunteer will be picked up at the hotel by George Ntibarikure and taken to the CRS office for introductions and briefings. • The volunteer will be briefed by the F2F team about the host and discuss with the team the related logistics and anticipated outcomes of the assignment.

	<ul style="list-style-type: none"> • The volunteer may also prepare assignment-related materials while at the CRS office. • Following the briefing, the volunteer will travel to the field in the company of George or Robbinah.
Day 4-12	<ul style="list-style-type: none"> • The volunteer carries out the training, working directly with the host organization.
Day 13	<ul style="list-style-type: none"> • Debrief/exit meeting with the host in the presence of CRS staff.
Day 14	<ul style="list-style-type: none"> • In-country/virtual debrief with CRS staff and/or USAID Mission. • Reimbursement of expenditure and liquidations (if any) with the finance department, as required. • Submission of volunteer reports, training attendance sheets, assignment reports, PPT presentations and any reference materials to the CRS F2F team. • The volunteer departs for the US.

I. 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.
- For the remainder of the assignment, the volunteer will be booked into [Golden View Hotel Ibanda](#) located in Ibanda town (to be confirmed prior to the volunteer's arrival). 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

- The target audience will be literate and semi-illiterate people, youth and non-youth and both KACE staff and Rural Producer Organization representatives.
- Gender and age-specific considerations that need to be considered for this specific host: 40 males and 60 females above 30 years will be trained. 20 female youth and 20 male youth will be trained.

Roads and transportation

From Kampala to Ibanda, the road is tarmac. The journey takes eight hours. From Ibanda to Kitagwenda district where the volunteer will work, the road is marram, which can be dusty in dry season (November to early March) or slippery in wet season (late March to early November).

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 Ibanda district; 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 Outside Kampala:

- Due to potential power outages in Ibanda and Kitagwenda, it's advisable to ensure that electronic devices are fully charged when power is available, as the host may lack a generator.
- Internet access will be provided, with varying speeds dependent on the cell phone internet package. Occasional electricity outages and weak internet and cell phone signals may be encountered.
- The host location has electricity, internet, and cell phone signal 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 between 68 and 79°F.
- At the assignment location, the warmest month is February (73.6°F) while the coldest month is July (70.3°F). 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 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.

CRS Baltimore	
Chi Olisemeka Operations Manager Farmer-to-Farmer Program 228 W. Lexington Street Baltimore, MD 21201 +1 410-951-7271 Email: chi.olisemeka@crs.org	
CRS Country Program	
George Ntibarikure Project Director Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 772 472 103 Email: George.ntibarikure@crs.org	Robbinah Hakiza Senior Project Coordinator Farmer-to-Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 780 130105 Email: robbinah.hakiza@crs.org
Host Organization	
Emmanuel Ntamushobora Chairman Kyendangara Area Cooperative Limited Mobile cell phone +256 772 949733 Email: kyendangaraace@gmail.com	Florence Niwamanya Project Manager Kyendangara Area Cooperative Limited Mobile cell phone +256 777 315029 Email: florenceniwamanya@gmail.com

Annex

Gender Consideration Questions

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

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

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

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

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

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

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

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

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

2.1 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?