



**USAID**  
FROM THE AMERICAN PEOPLE

**FARMER<sup>T</sup>OFARMER**  
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>ET314</b>			
Country:	Ethiopia			
Country Project:	Nutrition			
Host Organization:	Ethiopian Guenet Church Development and Welfare Organization (EGCDWO)			
Partner:	Compassion IET, Hope International, Dorcas Aid, Tearfund UK, World of Worth, Fida International, One Child, Nehemiah Czech			
<b>Assignment Title:</b>	Improved Practices of Vegetable Home Gardening			
Objectives of the assignment:	<ul style="list-style-type: none"> <li>Provide training on improved vegetable home gardening techniques</li> </ul>			
Assignment preferred dates:	Flexible			
Desired volunteer expertise:	<ul style="list-style-type: none"> <li>Formal qualifications in horticulture, crop/plant science or related fields</li> <li>Practical experience in vegetable home gardening techniques</li> </ul>			
Type of Volunteer Assistance:	T On Farm/Technology Transfer			
Type of CSA Activity	N Not applicable			
PERSUAP Classification <sup>1</sup> :	II			
Approx. number of people to be trained <sup>2</sup> :	Men (30+)	Women (30+)	Male Youth (15-29)	Youth Female (15-29)
	15	69	4	5

Host Information	
Date of completion of baseline & capacity development plan data collection:	10/17/2024
Date of host agreement signing:	10/03/2024

<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:	(2018-23): Seven assignments. <ul style="list-style-type: none"> <li>• Climate Smart Agriculture for Improved Productivity</li> <li>• Nutrition Training Food Processing and Recipe Demonstrations</li> <li>• Leadership</li> <li>• Strategic plan development</li> <li>• Resource mobilization and grant management</li> <li>• Manual Development on local resource mobilization</li> <li>• Grant project proposal writing</li> </ul>
Recommendations given (Total):	None in this phase
Recommendations applied (Total):	N/A
Name of ToT trainee (if already identified)	Ayantü Debela: Project Coordinator

## A. BACKGROUND

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

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

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

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

For the 2023-2028 round of F2F, CRS is taking a gender-sensitive approach to programming, which includes conducting a gender assessment of each host prior to initiating assignments. CRS is also asking

each host to identify at least one person to be a key trainee (under a Training of Trainer [ToT] model) for each assignment in the hope that this person will be able to replicate the training in the future. The volunteer report format will ask you to name the trainee (if there was one) and comment on their level of engagement.

The CRS F2F program in Ethiopia has identified Agribusiness Development and Nutrition as the topics of its assignments. These are known within F2F as 'Country F2F Projects.' The Agribusiness Development country project includes developing sustainable and resilient production systems, strengthening market systems (market information, linkages, infrastructure), building the capacity of agribusinesses and cooperatives, and strengthening research extension advisory service. CRS has identified maize, wheat, teff, coffee, beans, milk, beef, and poultry as commodities to be supported under the agribusiness development country project. The Nutrition country project provides technical support on nutrition-sensitive agriculture, crop and livestock production diversification, nutrition awareness, food processing techniques, recipe preparation, and organizational development. CRS F2F's working geographic zones in Ethiopia are Oromia, Amhara, Addis Ababa, SNNP, Sidama and Tigray. Requests to work in other locations or on sub-sectors that fall outside of the two identified Country F2F Projects are sometimes considered but are seen as exceptions.

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

Ethiopian Guenet Church Development and Welfare organization (EGCDWO) is a local, faith based, non-profit organization established in 1999 in Addis Ababa with the objective of ensuring that the holistic needs of poor, vulnerable and marginalized community members of Ethiopia, including orphans, are met through integrated development activities. The organization is made up of 156 staff (53% women) and smallholder farmers. The organization's main activities focus on: agriculture; child development (protection, education, health); community empowerment; youth development; education (contributing to the government's efforts to provide equitable access to education); environmental sustainability; support for the elderly; prisoner health; water, sanitation and hygiene (WASH); and emergency relief. With regards to child development, In terms of agriculture specifically, EGCDWO engages in introducing climate-smart agriculture techniques, distributing drought-resistant and high-yield crop varieties, facilitating access to markets for farmers to sell their produce, promoting organic farming and sustainable resource management, reforestation and soil conservation, and supporting home gardens to boost household nutrition.

## **B. ISSUE DESCRIPTION**

The majority of EGCDWO's vulnerable recipients are women and children who are undernourished and lack adequate knowledge of proper home gardening practices. The host's beneficiaries in Holeta and Bishoftu are facing problems of malnutrition and ill health resulting from insufficient food intake. This frequent illness reduces their productivity and, in the case of children, leads to poor academic performance and drops in school attendance. To address this, technical assistance is required for proper home gardening planning and management, and for community members to understand the significance of home gardening for improving livelihoods and ensuring nutrition

security. Technical support areas include horticultural crops and variety selection, improved management practices, garden design for vegetable production, improved planting and management practices, harvesting, post-harvest management and input utilization.

**C. OBJECTIVES OF THE ASSIGNMENT**

The primary objective of the assignment is to demonstrate and provide training on improved vegetable home gardening techniques to farmers and communities.

The specific objectives are as follows:

- Training and demonstration of improved vegetable production technologies (selection of planting materials, input management, cultivation, weeding, pest management, etc.) of important horticultural crops including carrots, tomatoes, row cabbage, broccoli, onions, potatoes, black cabbage.
- Home garden planning for integrated vegetable production considering agro-ecological suitability, nutrition, market needs, and other related factors.

**D. Gender, youth and climate considerations table**

Gender, youth and climate considerations <sup>3</sup>	
Gender Sensitivity:	If yes, how? If no, why not?
1.1 Are there particular barriers to women’s participation in the value chain and/or value chain activity associated with this assignment topic? (Please provide evidence of research.) If so, how can the assignment potentially address the particular barriers women face?	<p>Women in Ethiopia face several barriers to participating in home gardening of vegetables. Some of the key challenges include:</p> <p><b>Cultural Norms and Gender Roles:</b>            Traditional gender roles often limit women's access to land and decision-making power in agricultural activities. Whereas home gardening is seen more as the realm of women than of men, women are typically responsible for household chores and childcare, which reduces the time they can dedicate to gardening.</p>

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

	<p><b>Workload:</b> Women already have a heavy workload managing household responsibilities, farming, and community roles. Adding home gardening can further strain their time and energy.</p> <p><b>Access to Resources:</b> Women often have limited access to essential resources such as land, seeds, tools, and financial services. This lack of access hinders their ability to start and maintain vegetable gardens.</p> <p><b>Extension Services:</b> Agricultural extension services are often male-dominated and may not adequately address the specific needs of women farmers. This can result in women receiving less support and information about best practices in vegetable gardening.</p> <p><b>Education and Training:</b> Limited access to education and training opportunities means that women may lack the necessary skills and knowledge to effectively engage in home gardening.</p> <p>The assignment will enable women to acquire home gardening skills.</p> <p>Home gardening plays a significant role in improving nutrition and food security including access to diversified food and increased food security which contributes to improved nutritional status.</p>
<p>1.2 Are there particular barriers to men’s participation in the value chain and/or value chain activity associated with this assignment topic? (Please provide evidence of research.) If so, how can the assignment potentially address the particular barriers men face?</p>	<p>Men in Ethiopia also face several barriers to participating in home gardening of vegetables. Some of the key challenges include:</p> <p><b>Cultural Norms and Gender Roles:</b> In many communities, home gardening is traditionally seen as a woman's activity.</p>

Men are often expected to focus on larger-scale farming or other income-generating activities, which can discourage their involvement in home gardening.

**Workload and Priorities:** Men often prioritize other agricultural activities or employment opportunities that are perceived to be more economically beneficial. This can limit the time and effort they are willing to invest in home gardening.

**Access to Resources:** While men generally have better access to land and resources compared to women, they may still face challenges in accessing specific inputs for home gardening, such as quality seeds, tools, and technical knowledge.

**Extension Services:** Agricultural extension services may not always provide targeted support for home gardening, focusing instead on larger-scale farming practices. This can result in men receiving less information and support for home gardening.

**Perception and Value:** Home gardening is sometimes undervalued compared to other agricultural activities. Men may not see it as a worthwhile investment of their time and resources, especially if the economic returns are perceived to be lower.

The assignment will enable men to acquire skills in improved home gardening. It will also create awareness among men of the importance and benefits of home vegetable home gardening.

2.1 How does the assignment contribute to increasing the capacities of women?	It increases women and men’s knowledge and skills related to improved home gardening.
2.2 How does the assignment contribute to increasing the capacities of men?	
3.1 How does the assignment motivate women to participate? What steps will the host take to encourage women to participate in the training?	The host will set up a time and place that works for women, and place information about the training in areas that are visible to women.
3.2 How does the assignment motivate men to participate? What steps will the host take to encourage men to participate in the training?	Place information and advertisements about the training in areas that are visible to men.
4.1 How have the assignment’s logistics been organized in a way that facilitates women’s participation? If no logistical arrangements have been made yet, how can they be organized to facilitate women’s participation?	The training will be held at the host’s field offices and on nearby farms which will allow the women and men staff , beneficiaries and farmers to participate. The timing of the training will be agreed between the host and all participants - men and women – so that they are free to participate fully.
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 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>Female youth in Ethiopia face several barriers to participating in home gardening of vegetables. Some of the key challenges include:</p> <p><b>Cultural Norms and Gender Roles:</b> Traditional gender roles often limit young women's involvement in agricultural activities. They may be expected to focus on household chores and childcare, leaving little time for gardening</p> <p><b>Access to Resources:</b> Young women often have limited access to land, seeds, tools, and financial services. This lack of access can hinder their ability to start and maintain vegetable gardens.</p>

	<p><b>Education and Training:</b> Limited access to education and training opportunities means that young women may lack the necessary skills and knowledge to effectively engage in home gardening.</p> <p><b>Workload:</b> Female youth often have a heavy workload managing household responsibilities and school or other activities. This can reduce the time and energy they can dedicate to gardening</p> <p><b>Perception and Value:</b> Home gardening may be undervalued compared to other activities. Young women may not see it as a worthwhile investment of their time and resources, especially if the economic returns are perceived to be lower</p> <p>The assignment will enable female youth to acquire skills in improved home gardening. It will raise their awareness of the importance and benefits of home vegetable gardening.</p>
<p>5.2 Are there particular barriers to male youth’s participation in the value chain and/or value chain activity associated with this assignment topic? (Please provide evidence of research.) If so, how can the assignment potentially address the particular barriers male youth face?</p>	<p>Male youth in Ethiopia face several barriers to participating in home gardening of vegetables. Some of the key challenges include:</p> <p><b>Cultural Norms and Gender Roles:</b> Traditional views often associate home gardening with women, which can discourage young men from engaging in this activity</p> <p><b>Economic Priorities:</b> Young men may prioritize other income-generating activities that are perceived to be more lucrative, such as larger-scale farming or non-agricultural jobs</p> <p><b>Access to Resources:</b> Although young men generally have better access to land and resources compared to young women, they may still face challenges in obtaining specific inputs for home gardening, such as</p>



	<p>quality seeds, tools, and technical knowledge</p> <p><b>Education and Training:</b> Limited access to education and training opportunities means that young men may lack the necessary skills and knowledge to effectively engage in home gardening.</p> <p><b>Perception and Value:</b> Home gardening is sometimes undervalued compared to other agricultural activities. Young men may not see it as a worthwhile investment of their time and resources, especially if the economic returns are perceived to be lower.</p> <p>The assignment will enable male youth to acquire skills in improved home gardening. It will raise their awareness of the importance and benefits of home vegetable gardening.</p>
6.1 How does the assignment contribute to increasing the capacities of female youth?	It increases the knowledge and skills of female and male youth regarding improved home gardening.
6.2 How does the assignment contribute to increasing the capacities of male youth?	
7.1 Are there particular barriers that might prevent female youth from participating in and benefiting from this assignment? How has the assignments been planned by the host to remove those barriers?	There are no observable barriers for female and male youth participating fully in the assignment area.
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?	
<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?	<p>Yes,</p> <p>Home gardening can play a significant role in both mitigating and adapting to climate change. Home gardens can help sequester carbon by incorporating practices like no-till gardening, which maintains soil structure and stores carbon in the soil. Growing your own vegetables reduces the need for transportation and packaging, thereby lowering your carbon footprint.</p>

	Using organic and sustainable gardening practices, such as composting and avoiding synthetic fertilizers, can reduce greenhouse gas emissions.
--	--

**E. HOST CONTRIBUTION**

EGCDWO will mobilize its staff to attend the trainings conducted by the volunteer. Additionally, the host will assign at least one key personnel to work closely with the volunteer during preparations for the trainings and throughout their implementation. This collaboration will ensure that the key staff can subsequently train other members of the organization after the assignment has been completed.

**F. ANTICIPATED OUTCOMES OF THE ASSIGNMENT**

- Farmers are practicing improved vegetable production techniques
- Participants have acquired increased awareness of the nutritional value and health benefits of vegetables
- Farmers’ incomes have increased thanks to their improved vegetable production methods

**G. DELIVERABLES**

The anticipated deliverables accomplished by the volunteer include:

1. Volunteer’s final report with recommendations (due before departure from Ethiopia).
2. Group presentation with the host, local stakeholders, and the CRS F2F team at the end of the assignment.
3. A minimum of 3 volunteer outreach activities in the US and/or in-country using appropriate media (print, radio, TV, group presentations, social media, etc.)

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

Days	Activity
Day 1	<ul style="list-style-type: none"> <li>• Arrival at Addis Ababa Bole International Airport (ABB); pick-up by Elilly Hotel hotel shuttle.</li> <li>• Check-in at <a href="https://elillyhotel.com/l">https://elillyhotel.com/l</a>, Addis Ababa.</li> </ul> <p><b>NB:</b> If you encounter any difficulties, please request assistance from airport staff to call Tatek Woldu on WhatsApp or phone at <b>+251 911873970</b> or Lidia Retta at <b>+251 912091962</b>.</p>
Day 2	<ul style="list-style-type: none"> <li>• Rest day in Addis Ababa</li> </ul>

Day 3	<ul style="list-style-type: none"> <li>• At 7:30am, the volunteer will be picked up at the hotel by a CRS driver and taken to the CRS office for introductions and briefings.</li> <li>• The volunteer will be briefed by the F2F team about the host and discuss with the team the related logistics and anticipated outcomes of the assignment.</li> <li>• The volunteer may also prepare assignment-related materials while at the CRS office.</li> <li>• Following the briefing, the volunteer will travel to <b>EGCDWO</b> office located in Addis Ababa accompanied by the F2F team members to start the assignment.</li> <li>• Welcome and introduction to the <b>EGCDWO</b> team.</li> <li>• Discussion of the SOW objectives and training plans.</li> </ul>
Day 4 - 12	<ul style="list-style-type: none"> <li>• The volunteer carries out the training, working directly with the host organization.</li> </ul>
Day 13	<ul style="list-style-type: none"> <li>• Debrief/exit meeting with the host in the presence of CRS staff.</li> </ul>
Day 14	<ul style="list-style-type: none"> <li>• In-country/virtual debrief with CRS staff and/or USAID Mission.</li> <li>• Reimbursement of expenditure and liquidations (if any) with the finance department, as required.</li> <li>• Submission of volunteer reports, training attendance sheets, assignment reports, PPT presentations and any reference materials to the CRS F2F team.</li> <li>• The volunteer departs for the US.</li> </ul>

#### I. DESIRABLE VOLUNTEERS SKILLS

- Formal qualifications in horticulture, crop/plant science or related fields
- Hands-on experience in production of vegetables and other horticultural crops
- Experience in adult training or learning alliances with smallholder farmers, community development/extension workers, members of community-based organizations, etc
- Ability to adapt to working conditions in developing countries.
- Strong communication and interpersonal skills.
- Good adult facilitation skills.
- Respect for the cultural and religious norms of the rural people

#### J. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- While in Addis Ababa the volunteer will stay at one of CRS's client hotels, [Elilly Hotel](#), or another hotel that will be booked and confirmed before the volunteer's arrival. The hotel includes services such as airport pickup and drop-off, breakfast, wireless internet, etc.
- For the remainder of the assignment, the volunteer will be stay at Bishoftu Noora Hotel <https://nooraresort.com/>. CRS Ethiopia will cover the costs of lodging against receipts. CRS HQ will provide the volunteer with a per diem advance to cover meals and incidentals.
- All required materials will be prepared ahead of time and will be provided to the volunteer.

- CRS Ethiopia will provide the volunteer with a laptop computer (if s/he needs one), local internet dongle (modem/EVDO) and mobile phone with charged local SIM-card. Any other required logistics and facilities can also be requested by the volunteer during her/his stay. CRS will provide a vehicle and accompany the volunteer to the assignment location.
- Security information will be provided by the CRS Ethiopia security focal person at the CRS Addis Ababa office on Day 3.

## **K. ASSIGNMENT PREPARATION RECOMMENDATIONS**

### **Training Materials and preparation**

- While CRS F2F has crafted the SOW, the volunteer can enhance it further, leveraging their professional expertise to effectively execute this assignment.
- Prior to the assignment, the volunteer is advised to prepare the necessary training and demonstration aids and written handouts. Soft copies of the handouts and any other paper materials can be printed for immediate use at the CRS office on request by the volunteer.
- CRS will arrange a connection call between the volunteer and the host prior to the volunteer's departure from the US. At this point, all parties will review and confirm the objectives of the SOW.
- If the volunteer requires simple training aids like flip charts, markers, or tape s/he should make the request in advance and obtain the materials from the CRS office.
- Handouts can be translated into the local language in the locality of the assignment, if required.
- Depending on the training locations and availability of electric power and LCD projector, the volunteer may use a laptop and projector for PowerPoint presentations. This information will be provided during the volunteer and team connection call.

### **Training Participant demographics**

- 80% of the trainees are women and 10% are youth. Most of the trainees are stay-at-home home moms.

### **Roads and transportation**

- While carrying out the training with the host in Bishoftu, the volunteer will stay at Ellily Hotel in Addis Ababa. While carrying out the training with the host in Holeta, the volunteer will stay at Noora Resort in Holeta. Both assignment locations are located around 40km from the capital. The roads to both nearby cities are asphalt but roads to the training areas (farms) will mostly be rough roads.

### **Security and Health:**

- Nearby hospitals and clinics are easily accessible if needed. Should assistance be required, we kindly ask volunteers to adhere to the CRS travel insurance process and consult the CRS F2F volunteer handbook (pg. 8) for guidance on accessing medical care during the assignment.

- In case of emergencies, volunteers should contact the host focal point or the F2F country team for assistance.
- There are no major security issues in Holeta and Bishoftu. That said, we ask volunteers to remain vigilant and scan their surroundings. Traveling early in the morning and late afternoon is not advisable. Aim to carry out daily activities between 8:00 am and 5:00 pm.

### **Communication:**

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

### **Working Environment and Culture**

- The Ethiopian business environment and culture values trust and forging meaningful relationships. We encourage you to accept any invitations from host staff or training participants to informal gatherings such as lunches, wedding parties, and cultural ceremonies to nurture personal relationships with them.
- Due to the value placed on social hierarchy, the highest-ranking person usually makes the decisions.
- Ethiopia takes a flexible approach to adhering to schedules and deadlines. When working with people, it's advisable to reinforce the importance of meeting agreed-upon deadlines and how that may affect the outcome of the assignment.

### **Weather and climate**

- November, December and January are mostly warm months in Addis Ababa, Holeta and Bishoftu with temperatures ranging between a maximum of 79°F during the day and a minimum of 41°F at night. Please visit <https://www.accuweather.com> to check the weather forecast closer to your travel dates for any unexpected changes and to pack accordingly.

### **Recommended reading**

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

### **L. 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 Manager Farmer-to-Farmer Program 228 W. Lexington Street Baltimore, MD 21201 +1 410-951-7271 Email: <a href="mailto:chi.olisemeka@crs.org">chi.olisemeka@crs.org</a>	
<b>CRS Country Program</b>	
<b>Tatek Woldu, Program Manager</b> CRS Ethiopia Office, P.O. Box 6592 Addis Ababa, Ethiopia Phone +251-11-278-8800, Mobile: +251-911873970 Email: <a href="mailto:tatek.woldu@crs.org">tatek.woldu@crs.org</a>	<b>Lidia Retta, Sr. Project Officer</b> CRS Ethiopia Office, P.O. Box 6592 Addis Ababa, Ethiopia Phone +251-11-278-8800, Mobile: +251-912091962 Email: <a href="mailto:lidia.retta@crs.org">lidia.retta@crs.org</a>
<b>Host Organization</b>	
<b>Name: Liben Tsegaye</b> Position: Executive Director Phone number: +251 936009935 Email address: <a href="mailto:libentsegaye@egcdh.org.et">libentsegaye@egcdh.org.et</a>	<b>Name: Asrat Eshetu</b> Position: Program Manager Phone number: +251 912739320 Email address: <a href="mailto:asrateshetu@egcdh.org.et">asrateshetu@egcdh.org.et</a>

## Annex

### **Gender Consideration Questions**

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

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

**Example:** *A poultry farm in Ethiopia has requested a volunteer to assist with maintaining its poultry machines. As part of the training, key team members will learn how to maintain the machines. Are women usually involved in this activity, both within the Ethiopian poultry value chain as a whole and within the host organization specifically? What barriers typically deter women from pursuing this line of work if they want*

*to? How can the assignment help break down these barriers to encourage more women to engage in poultry maintenance work if they wish to - initially within the host organization and potentially beyond?*

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

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

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

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

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

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

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

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

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

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

Is the topic relevant to women's lives? If not, how can it be tailored to be relevant? Are there special advertisements targeting women? Are advertisements posted at locations where women typically visit to ensure they are aware of the event? Are there any pre-assignment gatherings to discuss the benefits with women participants? If the host is an enterprise, what is the enterprise doing to include its women staff in the training?

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

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

Is the topic relevant to men's lives? How can the team ensure that men recognize the benefit of the topic even if it's not typically of interest to them or their responsibility such as nutrition/food preparation assignments? Are there special advertisements targeted towards men? Are advertisements posted at

locations where men visit? If the host is an enterprise, what is the enterprise doing to include its male staff in the training?

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

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

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

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

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

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

**Youth Consideration Questions**

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

## **Climate Consideration**

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

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