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**CRS Farmer to Farmer Program  
Volunteer Assignment Scope of Work**

<b>Summary Information</b>	
<b>Assignment Code</b>	<b>UG224</b>
Country	Uganda
Country Project	Livestock Country Project
Host Organization	St. Anthony School for the Deaf Nkozi
Assignment Title	Situation analysis of school activities (Education and Agriculture components) and development of a 3-year business plan to guide future investments
Assignment preferred dates	August – September 2019
Objectives of the assignment	A situational analysis is part of the main objective of assisting St. Anthony in putting together a short to long term business plan to ensure the financial health and sustainability of the school’s agribusiness activities to support the school’s mission of quality education for deaf children
Desired volunteer skill/expertise	Agribusiness Marketing Specialist
Type of Volunteer Assistance	Business/Enterprise Development (E)
Type of Value Chain Activity	Marketing (M)
PERSUAP Classification	Type III

**A. BACKGROUND**

CRS Farmer-to-Farmer program (F2F) is a five-year USAID funded program (2019-2023) with a primary goal of reducing hunger, malnutrition, and poverty across six countries: Benin, East Timor, Ethiopia, Nepal, Rwanda and Uganda. The program aims at achieving this goal through advancing inclusive and

sustainable agriculture led growth aimed at generating sustainable, broad-based economic growth in the agricultural sector. The program's secondary goal is to increase US public understanding of international development issues and programs and share the knowledge back in the US. To achieve its goals, F2F program provides volunteer technical assistance to farmers and farmer groups (associations and cooperatives), private agribusinesses, agriculture education institutions in developing countries like Uganda to address host identified technical needs in selected agricultural value chains. F2F volunteers are pooled from a broad range of US agricultural expertise, from private farmers with varied experience, university professors, bankers/certified accountants, animal health and nutrition specialists, soil scientists, marketing specialists and agronomists who support local host organizations. F2F program introduces innovation and develops local organizations' capacity for more productive, profitable, sustainable and equitable agricultural systems while providing an opportunity for people-to-people interactions within the agricultural sector. In Uganda, F2F program focuses on technical interventions in the livestock and agribusiness value chains.

The Global Food Security Strategy (GFSS) for Uganda, 2018, highlights the need to invest in vulnerable and poor populations who do not have access to adequate assets, skills and capabilities to fully invest and participate in market systems<sup>1</sup>. Such populations will need to be supported in terms of developing their capacity over time to participate in value chains to become sustainable livelihood options. People with disabilities (PwDs) are part of the vulnerable populations who are usually excluded from participation in mainstream productive activities and active employment due to their disability. PwDs may also be limited in terms of accessing critical resources such as education (formal or informal) which further reduces their employment opportunities. St. Anthony School for the Deaf is an educational institution started to help improve educational access for children with hearing impairment.

St. Anthony School for the Deaf was started by its founder in 2008 with a vision to bridge the gap between deaf children and the hearing world through building their self-confidence and hard work. The school enrolls deaf children aged 4 - 25 years to acquire an education while engaging in the school's agricultural activities as part of learning and gaining practical skills valuable for future productive engagement with external employment, despite their disability. St. Anthony is a privately-run special needs boarding school primarily for children with hearing impairments with a few with multiple disabilities. It is managed by the director and founder (Fr. Anthony Ssenkaayi) who manages broadly the two arms of the school: 1) the education arm (comprised of 67 pupils and 20 teaching and non-teaching staff with classes from kindergarten to Primary seven), and 2) the agricultural arm (livestock enterprises: poultry, piggery; crops: maize, banana plantation, and coffee; and processing: a feed mill for on-farm feed formulation for the poultry and piggery units.

## **B. ISSUE DESCRIPTION**

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<sup>1</sup> Global Food Security Strategy (GFSS), 2018.

St. Anthony School for the Deaf is operating different agricultural enterprises (maize, coffee, bananas, vegetables and fruits, poultry, piggery) alongside its core education service provision. The food and revenues from the enterprises are used to meet the food needs and operational costs of the school while supporting most of the deaf children whose parents or caregivers are not able to pay school fees and others school requirements. The food crops (maize, bananas and others) are used as food sources for the school; coffee is also a source of revenue but on a smaller scale. The school farm is actively engaged in a poultry business which was started in 2016. The farm currently keeps 4,500 laying birds (for eggs and poultry meat from the off-layers), however, the numbers fluctuates between 4,500-6,300 birds at any given point. The farm harvests between 70-75 trays of eggs per day (a tray consists of 30 eggs) which are mainly sold around Kampala markets. Piggery is another component of the farm, with currently 80 pigs which are reared for pork or piglets for sale depending on available market opportunities. Currently, the farm procures raw materials and formulates poultry and piggery feed on site using its own feed mill. However, the farm is challenged by the price fluctuations of maize bran - a key ingredient which is purchased from near-by shops. These price fluctuations ultimately impact on the cost of production, reduce expected revenues from product sales and make planning and forecasting difficult. In addition to diversification of agriculture enterprises as revenue sources, the school is looking at investing in a maize mill to produce its own maize bran for animal feed and maize flour for school consumption, while providing a milling service for pay to the community and providing employment opportunities for disabled youth both from the community and those transitioning out of grade P-7. The school is currently not connected to the main power grid, which is critical for the anticipated operation of a desired “new” electrically-powered maize mill and a reliable source of electricity for the school. Establishing the maize mill and access to electricity all require funds for which the administration is currently constrained and is searching for potential partners to support these new investments.

To streamline and possibly consider investing in other new business ventures, a detailed strategic business/situation analysis of the school’s current activities is needed. There is a need for the rationale behind continuing with current ventures and/or identifying and investing in other agricultural enterprises to be evidence-based, backed with numbers to justify the need to diversify further and create a business case for the school but also for potential development partners who may want to support the school financially. Therefore, before considering any extra financial investment, a situational analysis is needed for the school and its activities, keeping in mind the anticipated need to invest in electricity to operationalize a maize mill.

The USAID-funded Feed the Future (FTF) Uganda Youth Leadership for Agriculture (YLA) Activity Implemented by Chemonics International Inc. aims to increase economic opportunities for approximately 350,000 Ugandan female and male youth ages 10-35 in agriculture-related fields to increase their incomes and build entrepreneurship, leadership, and workforce readiness skills. YLA is a five-year Activity which is now in its fourth implementation year. The Activity works with and through the private sector preferably the youth led business to reach its objectives. Chemonics International Inc. – a Feed the Future (FtF) implementing partner, under its Youth Leadership for Agriculture (YLA) activity, is considering partnering with St. Anthony School for the Deaf by providing support to identify agricultural enterprises

as means of building sustainability of the school. However, before this potential support is granted, YLA needs to better understand the business potential and constraints of the school, which enterprises are the cash-cow, and how the different enterprises feed/complement each other to provide a business case for future investments. The FtF YLA team has requested CRS' F2F technical assistance to conduct a situational analysis of St. Anthony School for the Deaf, with a focus on the agriculture and education activities to provide a business case for recommended areas of improvement and need for additional services (e.g. maize milling). The results/information from this assignment will guide the school and its partners in decision-making around future investments.

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

This volunteer assignment is part of the main objective of assisting St. Anthony in putting together a short to long term business plan to ensure the financial health and sustainability of the school's agribusiness activities to support the school's mission of quality education for deaf children:

- Conduct a detailed situational analysis of the school's current activities, conducting a cost analysis and assessment of the business' viability for each of its current agricultural enterprises and the anticipated engagement in maize value addition;
- Determine the complementarity of each of these enterprises and how they feed into the school's education activities while maintaining the core vision of providing opportunities for the deaf children and PwDs within the community to engage in productive work/employment.

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Specific assignment objectives activities will include but are not limited to:

1. Cost-benefit analysis of current agriculture enterprises (poultry, piggery, coffee, feed mill as key income generating enterprises; and crops maize, bananas as sustenance crops) and how they complement the school's education component;
2. Assessment of the challenges faced by each of the enterprises, the business viability of each and their growth potential to achieve financial sustainability of the school;
3. Exploration of potential opportunities to use the poultry venture and other agricultural business activities on site as hands-on vocational training and/or employment for students at the school who are graduating from the Primary seven;
4. Market assessment of grain value chains in the local and surrounding area to determine supply/demand and cost-benefit analysis with respect to the school investing in an electrically powered mill on-site;
5. Develop a 3-year business plan for the school

**Target audience:** The volunteer will work closely with the school director (Fr. Anthony) as the key point of contact. However, the volunteer may also interact directly with the staff in the different units on the agriculture side and teachers on the education arm. The volunteer will work with a translator during interaction with farm workers.

#### **D. ANTICIPATED RESULTS FROM THE ASSIGNMENT**

The results from the situational analysis will help inform the development of the strategic business plan.

Conducting a situational/market analysis is an integral component of the business development process; done correctly and at the right time in the development process can prevent major project failures through identification of critical investment or growth opportunities, and strategic allocation of organizational resources. Therefore, information gathered through this analysis exercise will help inform the current business viability of each of the agriculture enterprises, and their complementarity in view of the school's education activities. This information will further provide a business case for the necessity of investing in electricity and venturing into maize value addition. This information will help to guide the administration of St. Anthony in terms of next steps for investment, as well as guide FtF YLA in the next course of action in terms of potential funding. The assignment should be conducted with consideration and sensitivity for the special needs of the target audience, the deaf children at school and PwDs, especially the youth within the community.

#### **E. HOST CONTRIBUTION**

The school director will work closely with the volunteer to provide information as needed; he will also allocate key staff to work closely with the volunteer. Chemonics-FtF YLA team will also provide briefing to the volunteer and support the school in implementation of volunteer recommendations.

#### **DELIVERABLES**

1. Volunteer assignment final report due BEFORE departure from host country
2. A detailed situational analysis report compiled by the end of the assignment
3. A 3-year business plan developed
4. Group presentation with local stakeholders at the end of the assignment
5. Training attendance lists for people interacted with during the assignment
6. Volunteer debrief with CRS team, FtF YLA team, and USAID
7. Assignment related photos

#### **F. SCHEDULE OF VOLUNTEER ACTIVITIES IN UGANDA**

The volunteer will be expected to spend 2 - 3.5 weeks in country, with a strong preference for the longer duration.

Day	Activity
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Day 1	Travel from home to US international airport
Day 2	Arrival at Uganda Entebbe Airport picked by Fairway Hotel shuttle to Kampala and check in at Hotel
Day 3	At 9.00 am, the volunteer is greeted at the hotel by CRS staff and thereafter go to CRS office for introductions and briefings including host brief, logistics, expectations and anticipated outcomes. Discuss the scope of work objectives with Chemonics- FtF YLA team and CRS teams.
Day 4	Travel to host site to commence the assignment. Discuss the scope of work with the host for a clearer understanding of host needs.
Day 5	Volunteer familiarization with host activities (both agriculture enterprises and education activities), and relationships with key partners (who are the host partners and their different roles, internal and external partners to the organization, competitors, etc). Together with the host, the volunteer develops a schedule of activities/meetings to kick start the situational analysis exercise.
Day 6-9	Through interactions with the director and respective unit staff, conduct a cost analysis of all enterprises: poultry, piggery, feed mill, and crops. Identify links between the education component and school farm activities.
Day 10-12	Conduct a market assessment and business viability of investing in a maize mill and main power grid connection. How would investing in maize value addition complement or add value to existing enterprises, what justification would this additional service add to achieving overall school sustainability?
Days 13- 14	Write out a detailed situational analysis report providing recommendations for key investment areas to trigger self-sustainability of the school while meeting the vision and mission of the school in serving the special needs of hearing impaired and being an advocate for PwDs in the community.
Day 15	Debriefing at CRS office with USAID Mission, Chemonics – FtF YLA, and CRS staff. Volunteer will finalize his/her reporting at CRS office and fill out all necessary M&E forms as well finalize advances and expenditures with finance.
Day 16	Depart for US
TBD	Outreach event in the US

## G. ACCOMMODATION AND OTHER IN-COUNTRY LOGISTICS

In Kampala, the volunteer will stay at Fairway Hotel & Spa ([www.fairwayhotel.co.ug](http://www.fairwayhotel.co.ug)). While in the field, the volunteer will reside at a hotel within the host locality (Nkozi). The exact hotel details will be confirmed before volunteer arrival in country.

CRS will pay for hotel accommodation and provide the volunteer with per diems to cater for meals and other incidentals. For more information, please refer to Uganda country information that will be provided.

**H. RECOMMENDED ASSIGNMENT PREPARATIONS**

CRS strongly recommends that the volunteer becomes familiar with Uganda’s agriculture sector with emphasis on the crops (maize) and livestock -poultry for eggs and piggery. Flip charts, markers, masking tapes can be obtained at CRS offices in case the volunteer wishes to make some illustrations. Details on weather, security and appropriate clothing are included in the country visitor’s information pack.

**I. 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 contacts provided below, copying the CRS Baltimore contact.

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