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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	ET303			
Country:	Ethiopia			
Country Project:	Agribusiness Development			
Host Organization:	Lume Adama Farmers' Cooperative Union			
Partner:	USAID Feed the Future-RTI, Agriteria, UNIDO, FAO, Ethio-Italy			
Assignment Title:	International Marketing of Beans and Chickpeas			
Objectives of the assignment:	<ul style="list-style-type: none"> • Provide technical support to the Union on export marketing and identifying international buyers 			
Assignment preferred dates:	Flexible			
Desired volunteer expertise:	<ul style="list-style-type: none"> • Extensive experience in marketing of white and red beans and chickpeas in the international market. • Familiarity with the current international rules, regulations, and dynamics of agricultural product marketing. • Formal qualification in international marketing, economics, agri-business, or a related field. 			
Type of Volunteer Assistance:	E Business/Enterprise Development			
Type of CSA Activity	Choose an item.			
PERSUAP Classification ¹ :	III			
Approx. number of people to be trained ² :	Men (30+)	Women (30+)	Male Youth (15-29)	Youth Female (15-29)
	6	3	0	0

Host Information	
Date of completion of baseline & capacity development plan data collection:	9/2/2024

¹ 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.

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.

Date of host agreement signing:	8/15/2024
No. of previous assignments:	(2018-23): N/A
Recommendations given (Total):	None
Recommendations applied (Total):	None
Name of ToT trainee (if already identified)	Selam Werk: Planning and budgeting officer

Gender, youth and climate considerations³	
Gender Sensitivity:	If yes, how? If no, why not?
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?	Women contribute labor to the production and marketing processes, but they typically have limited access to land, financing, and decision-making, which means they rarely have their own bean and chickpea businesses and have limited knowledge of marketing. The three women who are participating in this training (all of whom are management staff at the union) will acquire skills in the international marketing of beans and chickpeas, which may go some way towards removing the barrier stopping them from participating fully in this value chain.
1.2 Are there particular barriers to men’s participation in the value chain associated with this assignment topic? If so, how can the assignment address the particular barriers men face?	There are no observable barriers to men participating fully in the bean and chickpea value chains in the assignment area.
2.1 How does the assignment contribute to increasing the capacities of women?	The assignment will educate women and provide them with new skills regarding the marketing of good quality beans and chickpeas for the export market.

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

2.2 How does the assignment contribute to increasing the capacities of men?	The assignment will educate men on international marketing requirements and processes vis-à-vis export markets. This will support them in acquiring a better income from selling good quality products that meet international standards.
3.2 How does the assignment motivate women to participate?	Three women who are management staff have been invited and encouraged to participate in this training.
3.3 How does the assignment motivate men to participate?	Interested men who are management staff will have access to participate in the training. The host will advertise the training in locations where men (and women) can easily see it.
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 office which will allow the women and men staff 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.	
Youth Empowerment:	
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?	The major barriers to youth participation are lack of resources including land and capital, limited access to credit and lack of knowledge and skills in bean/chickpeas production and marketing. No female youth will be trained in this assignment.
1.2 Are there particular barriers to male youth's participation in the value chain associated with this assignment? If there are, how can the assignment address the identified constraints of the male youth?	The same as above
2.1 How does the assignment contribute to increasing the capacities of female youth?	No female youth will be trained in this assignment.
2.2 How does the assignment contribute to increasing the capacities of male youth?	No male youth will be trained in this assignment.

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?	Female youth are not part of the marketing team of the cooperative union, as a result they will not be part of the training.
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?	Male youth are not part of the marketing team of the cooperative union, as a result they will not be part of the training
Climate Change	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?	N/A

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

Lume Adama Farmers’ Cooperative Union of Mojo was established in 1997 with the objective of linking farmers to better markets, to improve the bargaining power of the members, add value to members’ products. The union is made up of 64,045 members (17% women). The cooperative provides mechanization, transportation, warehousing, agricultural inputs (seeds, chemicals and fertilizer) and training services to its members.

The area is well-known for wheat, bean, teff and chickpea production. The Union is engaged in wheat flour production and cattle fattening in addition to the different services they provide to their members.

B. ISSUE DESCRIPTION

The Lume Adama Farmers’ Cooperative Union has made substantial efforts to improve its marketing outreach to sell its products, but still faces certain challenges. Right now, the union is selling about 1,500 tons of beans and 750 tons of chickpeas on the local market each year. The union is currently planning to expand its marketing reach and increase its profitability by entering international markets. However, it has little to no experience in these markets.

A strong marketing plan is essential for the cooperative to manage its business, which involves several commodities and transactions. Therefore, the union needs to be equipped with international marketing abilities in order to establish a more profitable and effective business that sells its products within both domestic and international markets.

C. OBJECTIVES OF THE ASSIGNMENT

The main objective of this assignment is to help Lume Adama Farmers’ Cooperative Union’s staff gain

knowledge and skills regarding the international marketing of beans and chickpeas and enable the Union to develop a marketing strategy to improve its competitiveness within international markets.

The specific objectives of this assignment include:

- Improve staff’s knowledge/skills in conducting international market assessment and analysis
- Enhance staffs’ skills in developing a marketing strategy
- Assist staff in understanding international marketing dynamics and making informed decisions (supply, pricing promotion etc.)
- Improve participants’ skills in managing logistics efficiently and effectively

D. HOST CONTRIBUTION

Lume Adama Farmers’ Cooperative Union 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.

E. ANTICIPATED RESULTS FROM THE ASSIGNMENT

The anticipated outcomes of the assignment are:

- Improved knowledge and skills in international (export) marketing
- Increased revenue from export markets
- Effective marketing strategy developed

F. 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. Marketing strategy for exporting of beans and chickpeas.
4. 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.)

G. DRAFT SCHEDULE OF VOLUNTEER ACTIVITIES IN COUNTRY

Days	Activity
Day 1	<ul style="list-style-type: none"> • Arrival at Addis Ababa Bole International Airport (ABB); pick-up by Inter Luxury hotel shuttle. • Check-in at Inter Luxury Hotel, Addis Ababa. <p>NB: If you encounter any difficulties, please request assistance from airport staff to call Tatek Woldu (on WhatsApp or phone) at +251 91 1873970 or Lidia</p>

	Retta at +251 912091962.
Day 2	<ul style="list-style-type: none"> Rest day in Addis Ababa
Day 3	<ul style="list-style-type: none"> 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. 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. The volunteer may also prepare assignment-related materials while at the CRS office. Following the briefing, the volunteer will travel to Mojo accompanied by the F2F team members to start the assignment.
Day 4	<ul style="list-style-type: none"> Welcome and introduction to the Lume Adama Farmers' Cooperative Union team . Discussion of the SOW objectives and training plans.
Day 5 - 16	<ul style="list-style-type: none"> The volunteer carries out the training, working directly with the host organization.
Day 17	<ul style="list-style-type: none"> Debrief/exit meeting with the host in the presence of CRS staff.
Day 18	<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.

H. DESIRABLE VOLUNTEERS SKILLS

- Qualified in agribusiness, marketing, agricultural economics, business administration or related fields.
- Extensive experience in marketing of beans and chickpeas in international market.
- Familiarity with the current international rules, regulations, and dynamics relating to bean and chickpea marketing.
- 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 rural people.

I. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- The volunteer will stay in **Addis Ababa** at one of CRS's client hotels, **Inter Luxury Hotel** (<https://interluxuryhotel.com/>) 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 booked into **Dire International Hotel** located in Adama city (to be confirmed prior to the volunteer's arrival). 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.

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 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

- Three of the nine trainees are women and there will be no youth that participate in the training. Most of the trainees have bachelor's degrees.

Roads and transportation

- The road from Addis Ababa to the assignment site (Modjo town) is an express way. The road from Modjo to Adama city where the volunteer stays overnight is also an express way.

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 Modjo town; 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 Addis Ababa:

- Due to potential power outages in Modjo, 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 cellphone internet package. Occasional electricity outages and weak internet and cellphone signals may be encountered.

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

- October and November are mostly mildly hot and sunny in Modjo area with an average temperature of 79° Fahrenheit. Please visit 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 [Agribusiness Development](#) F2F Project descriptions.

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	
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Host Organization	
Name: Kasaye Cheru Position: Deputy Manager Phone number: +251 935993526 Email address: kasuhawin706@gmail.com	Name: Mesfin Eshete Position: Factory Manager Phone number: +251 910251423 Email address: mesfineshete55@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.

2.2 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?