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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 | TL315 |
| Country: | Timor-Leste |
| Country Project: | Nutrition |
| Host Organization: | Universidade da Paz (UNPAZ) |
| Partner: | MoH, PMBCTL, Plan, Water Aid, Care, Japan University, CRS F2F |
| Assignment Title: | Revitalizing the Nutrition Teaching Curriculum |
| Objectives of the assignment: | To assist the faculty of medical sciences and public health in reviewing the existing nutrition teaching curriculum to ensure it is a culturally relevant, gender-sensitive and evidence-based curriculum that equips faculty students with the practical skills, interdisciplinary knowledge, and globally required competencies to address local and global nutrition challenges effectively and to promote sustainable health outcomes in their communities. |
| Assignment preferred dates: | March 15 - 29, 2025 |
| Desired volunteer expertise: | <ul style="list-style-type: none"> • Advanced degrees in nutrition, dietetics, public health, or a closely related field are essential to ensure expertise in the latest nutritional science, research methods, and curriculum development. • Experience in designing, revising, and implementing academic curricula, particularly in higher education and nutrition or health sciences. • Familiarity with emerging research areas such as microbiome health, plant-based diets, and nutrition’s role in disease prevention. • Expertise in public health principles, community-based nutrition, and culturally responsive health education to adapt the curriculum to diverse populations and local contexts. • Familiarity with the cultural and dietary practices specific to Timor-Leste and surrounding regions to create relevant and respectful curriculum content. • Ability to integrate nutrition with related fields, such as environmental science, food security, and psychology, to support a well-rounded and interdisciplinary curriculum. • Skills in designing and delivering training programs for faculty, to ensure effective and engaging delivery of the updated curriculum. |

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| | <ul style="list-style-type: none"> Experience in developing evaluation frameworks to assess curriculum effectiveness and establish feedback mechanisms for ongoing improvement. | | | |
| Type of Volunteer Assistance: | O Organizational Development | | | |
| Type of CSA Activity | N Not applicable | | | |
| PERSUAP Classification ¹ : | III | | | |
| Approx. number of people to be trained ² : | Men (30+) | Women (30+) | Male Youth (15-29) | Youth Female (15-29) |
| | 4 | 11 | 0 | 0 |

| Host Information | |
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| Date of completion of baseline & capacity development plan data collection: | October 01, 2024. |
| Date of host agreement signing: | September 24, 2024. |
| No. of previous assignments: | N/A |
| Recommendations given (Total): | N/A |
| Recommendations applied (Total): | N/A |
| Name of ToT trainee (if already identified) | TBC |

| Gender, youth and climate considerations ³ | |
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| 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? | Yes, women in Timor-Leste face limited access to education, particularly tertiary education, due to traditional mindsets that prioritize women's roles in housekeeping and favor sons over daughters when it comes to educational investment. As part of the effort to revitalize the teaching curriculum, this assignment aims to integrate gender-sensitive curriculum design and provide training for faculty and staff to better understand and address the challenges faced by women learners. |
| 1.2 Are there particular barriers to men's participation in the value chain associated with this assignment topic? If so, | Yes. With 27% of participants in the curriculum revitalization project at |

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

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

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| <p>how can the assignment address the particular barriers men face?</p> | <p>Universidade da Paz (UNPAZ) being men, it's clear that men are underrepresented. In some contexts, nutrition, public health, and education are often perceived as "female-oriented" professions. This can create a stigma around men's involvement, discouraging their participation and limiting their representation in these fields. In addition, financial barriers have become one of the challenges for men to access to higher education. This assignment will ensure the curriculum positions nutrition and public health as fields relevant to all genders by highlighting the universal importance of health and nutrition, and emphasize diverse career pathways such as research, policy-making, and community leadership, which may appeal to male students and professionals.</p> |
| <p>2.1 How does the assignment contribute to increasing the capacities of women?</p> | <p>Involving women in curriculum development allows them to contribute directly to the design and direction of nutrition education, giving them a voice in what is taught and how it is delivered. This experience empowers women to advocate for a curriculum that is inclusive and responsive to the needs of both men and women.</p> |
| <p>2.2 How does the assignment contribute to increasing the capacities of men?</p> | <p>The curriculum's emphasis on gender-sensitive health education can increase men's awareness of the unique health challenges faced by women and other gender groups. This fosters a more balanced approach to public health, encouraging men to support gender-inclusive practices in their professional and community roles.</p> |
| <p>3.2 How does the assignment motivate women to participate?</p> | <p>Women who participate in curriculum design and revision have the opportunity to influence the direction of nutrition and public health education. This sense of empowerment can be motivating, as women can advocate for a curriculum that reflects their needs, values, and experiences. Therefore, the host will ensure equal opportunity (>50% women</p> |

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| | attendees) for women to participate in the assignment. |
| 3.3 How does the assignment motivate men to participate? | Same as above. |
| 4.1 How have the assignment’s logistics been organized in a way that facilitates women’s participation? If no logistical arrangements have been made yet, how can they be organized to facilitate women’s participation? | The assignment is planned to accommodate various schedules, enabling women to balance their professional and personal commitments. A welcoming and inclusive atmosphere encourages women to share their ideas freely, fostering open dialogue. Additionally, forming teams made up of both men and women to review the curriculum will promote collaboration and ensure that women's voices are represented in the decision-making process. Finally, translation services will be provided by a Peace Corps volunteer to bridge any language barriers. |
| 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. | Same as above. |
| 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? | Yes, there are notable barriers preventing young women from engaging in the host's value chain. Cultural norms that prioritize boys over girls in education, financial barriers that limit investment in education, and early marriage and pregnancy among adolescent girls—often due to a lack of education and information—are significant challenges preventing young women from accessing higher education. As this assignment seeks to support the host in revitalizing its nutrition teaching curriculum, it is expected that the curriculum will include culturally appropriate and gender-sensitive content, empowering females to address nutrition-related health issues specific to their gender. This helps females feel that the curriculum is relevant to their lives and communities, increasing their investment in the project. |
| 1.2 Are there particular barriers to male youth’s participation in the value chain associated with this assignment? If | Same as above. |

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| there are, how can the assignment address the identified constraints of the male youth? | |
| 2.1 How does the assignment contribute to increasing the capacities of female youth? | Even though there is currently no female youth representation, the curriculum being revitalized may address topics like gender roles, health disparities, and the importance of female participation in family and community nutrition. Including female youth in the development of such content would help them better understand the importance of gender equity in public health, and how they can contribute to changing attitudes and behaviors regarding nutrition and gender roles. |
| 2.2 How does the assignment contribute to increasing the capacities of male youth? | Same as above |
| 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? | Yes, there will be no female youth representation in this assignment, as it is specifically designed for university lecturers. As a result, female youth will not directly benefit from this assignment. However, an additional course on the process of revitalizing academic curricula will be offered to young female students to help them benefit from this initiative. Details of this course will be discussed with the faculty as part of the logistical arrangements for the assignment. |
| 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? | Same as above. |
| 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? | No. Revitalizing the nutrition teaching curriculum impacts institutional development yet has no direct correlation with climate change. |

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 Timor-Leste has identified Agribusiness Development and Nutrition as its areas of focus. These are known within F2F as 'Country F2F Projects.' The Agribusiness Development project includes as priority commodities candlenut, virgin coconut oil, vanilla, coffee, and cacao, and will promote household industries processing plantation waste, particularly coffee, into organic fertilizer. The Nutrition project includes livestock, fish, and nutritious crops (biofortified maize, sweet corn, Bok choy, broccoli, and orange-flesh sweet potato). F2F Timor-Leste's working geographic zones are Dili, Ermera, Aileu, Maliana, Manatuto, Baucau, Viqueque and Lautem. 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

Universidade da Paz (UNPAZ), or University for Peace, is a private higher education institution founded in 2004, located in Dili, Timor-Leste. Officially recognized by the National Commission for Academic Assessment and Accreditation, UNPAZ is a leading coeducational university with an enrollment of 10,000 to 14,999 students.

UNPAZ offers a range of accredited higher education programs, including pre-bachelor's degrees (such as certificates, diplomas, and associate or foundation degrees) and bachelor's degrees across various disciplines. The university also provides a comprehensive array of academic and non-academic services, including a library and administrative support, to promote student success.

The university's faculties include Agricultural Technology, Engineering, and Public Health and Medical Sciences. UNPAZ also operates an outreach program that extends educational opportunities to rural districts across Timor-Leste. Campus expansion and development are supported through grants from the European Commission.

The Faculty of Public Health and Medical Sciences consists of seven departments, including Health Management Policy, Nutrition Science, Environmental Health Science, Reproductive Health, Epidemiology, Biostatistics and Health Information Systems, and Nursing. The Nutrition Department within this faculty has become a focal point of the Farmer-to-Farmer nutrition country project.

B. ISSUE DESCRIPTION

The current Nutrition Teaching Curriculum at Universidade da Paz (UNPAZ) is increasingly becoming outdated, primarily due to the lack of advanced expertise and capabilities among faculty lecturers responsible for delivering the curriculum. The existing curriculum fails to reflect the latest research, best practices, and evolving global trends in nutrition science, which are crucial for preparing students to address modern public health challenges.

The faculty members, many of whom are part-time instructors, have limited exposure to current developments in the field of nutrition and may not possess the specialized knowledge required to effectively revise or update the curriculum. Furthermore, there is a lack of ongoing professional development and training opportunities for these lecturers, which hampers their ability to integrate new teaching methodologies, evidence-based practices, and interdisciplinary approaches into the curriculum.

As a result, the outdated curriculum does not fully equip students with the necessary skills, knowledge, or critical thinking abilities needed to respond to contemporary issues such as nutrition-related chronic diseases, food security, and sustainable dietary practices. This gap in faculty capabilities and curriculum relevance is hindering the university's ability to produce graduates who are well-prepared to meet the demands of the rapidly evolving nutrition field.

Addressing these deficiencies requires investing in faculty development programs, updating the curriculum to align with global standards, and providing the necessary support and resources to ensure that the teaching staff can effectively deliver modern, evidence-based nutrition education. Therefore, a Farmer-to-Farmer volunteer is requested to assist the university on this matter by leading faculty members through a process of updating the curriculum while training them to do it themselves in the future.

C. OBJECTIVES OF THE ASSIGNMENT

The general objective of this assignment is to support the faculty of Medical Sciences and Public Health in reviewing the current nutrition curriculum, with the aim of developing a comprehensive, culturally relevant, gender-sensitive, and evidence-based Nutrition Teaching Curriculum. The specific objectives are as follows:

1. Offer professional development for faculty members through training to enhance their ability to deliver updated, interactive, and impactful nutrition education.
2. Assist and train the faculty lecturers in updating the curriculum to meet global nutrition and public health education standards, ensuring that UNPAZ graduates are competitive and well-prepared for the global job market.
3. Integrate the latest research and best practices in nutrition, including advancements in chronic disease prevention, sustainable diets, and new approaches in dietary management.
4. Expand hands-on learning opportunities, such as case studies, simulations, and fieldwork, to strengthen students' skills in nutritional assessment, counseling, and community-based interventions.
5. Adapt the curriculum content to reflect the dietary practices, health challenges, and cultural values specific to Timor-Leste and surrounding regions, fostering locally informed and effective nutrition strategies.
6. Incorporate insights from public health, environmental sustainability, food security, and psychology into the curriculum to give students a holistic understanding of nutrition's role in health and development.
7. Ensure required skills such as critical assessment on nutritional information, and evidence-based discussions are included in the curriculum for students learning engagement.
8. Establish a structured process for regular curriculum review and feedback collection from students, faculty, and nutrition professionals to keep the curriculum relevant and responsive to emerging trends.

D. HOST CONTRIBUTION

UNPAZ, as the host, will provide a training venue, an office space for the volunteer during the assignment, and necessary supplies. The host will encourage its employees and lecturers to attend the training sessions conducted by the volunteer. Additionally, UNPAZ will designate at least one key staff member to collaborate closely with the volunteer during both the preparation and implementation stages of the training. This will ensure that the key staff member gains the skills needed to continue curriculum revision independently, following the volunteer's recommended process. A local translator will also be hired to assist with translation during training sessions and will provide daily transportation between the volunteer's accommodation and the training site.

E. ANTICIPATED OUTCOMES OF THE ASSIGNMENT

- The university's nutrition curriculum aligns with international standards in nutrition and public health education.
- The revised curriculum incorporates local dietary practices, health issues, and cultural values, creating a more relevant and impactful approach to nutrition education.
- Interdisciplinary perspectives, including public health, environmental sustainability, food security, and psychology, have been integrated into the curriculum to provide students with a comprehensive understanding of nutrition's role in health and development.

- A structured process for ongoing curriculum review and feedback collection from students, faculty, and nutrition professionals has been established, allowing key staff to maintain the curriculum’s relevance and adaptability to emerging trends.

F. DELIVERABLES

The anticipated deliverables accomplished by the volunteer include:

- An updated and comprehensive nutrition curriculum that aligns with global nutrition and public health education standards, reflecting local dietary practices, health challenges, and cultural values.
- A guide detailing the integration of interdisciplinary knowledge—such as public health, environmental sustainability, food security, and psychology—into the curriculum, supporting a holistic approach to nutrition education.
- Technical guidance in developing teaching resources, lesson plans, and reference materials to assist instructors in delivering the updated curriculum effectively.
- Creation of supplementary materials, including case studies or examples, to help students understand the local context of nutrition and public health.
- Training sessions for key staff (future trainers) and lecturers on the updated curriculum, emphasizing methods for delivering interdisciplinary content and incorporating culturally relevant nutrition practices.
- Establishment of a structured, sustainable process for regular curriculum review and feedback collection from students, faculty, and professionals in nutrition, ensuring the curriculum remains current and adaptable.
- A detailed report documenting the curriculum revision process, challenges encountered, and recommendations for future improvements, serving as a reference for future updates (due before departure from Timor-Leste).
- A debrief presentation summarizing the work completed, key outcomes, and recommendations for sustaining the curriculum's relevance and impact.
- 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 THE COUNTRY

| Day | Activity |
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| Day 1 | <ul style="list-style-type: none"> • Arrival at Presidente Nicolau Lobato International Airport; pick-up by a driver from the Arbiru Beach Hotel. • Check-in at Arbiru Beach Hotel, Dili. <p>NB: If you encounter any difficulties, please request assistance from airport staff to call: Mariano Pereira (on WhatsApp or phone) at +6707833911 or Isidoro Pereira at +67078171629</p> |
| Day 2 | <ul style="list-style-type: none"> • Rest day in Dili |

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| Day 3 | <ul style="list-style-type: none"> • At 8:30 am local time, the volunteer will be picked up at the Arbiru Beach 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 visited the host accompanied by the F2F team members for an introductory meeting and discussion on the SOW and the assignment timeline. |
| Day 4 - 12 | <ul style="list-style-type: none"> • Welcoming and opening of the training at the host site. • The volunteer carries out the training, working directly with the host organization. |
| Day 13 | <ul style="list-style-type: none"> • Debrief presentation at the host in the presence of CRS staff. |
| Day 14 | <ul style="list-style-type: none"> • In-country 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, electronic devices, PPT presentations, and any reference materials to the CRS F2F team. |
| Day 15 | <ul style="list-style-type: none"> • The volunteer departs for the US. |

H. ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS

- The volunteer will stay in Dili at the Arbiru Beach Hotel during the assignment. The hotel includes services such as airport pickup and drop-off, breakfast, wireless internet, laundry, etc. CRS Timor-Leste will cover the costs of lodging. 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 provided to the volunteer. CRS Timor-Leste will provide the volunteer with a laptop computer (if s/he needs one), a local internet dongle (modem/EVDO), and a mobile phone with a 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 Timor-Leste security focal person at the CRS Dili office on Day 3.

I. ASSIGNMENT PREPARATION RECOMMENDATIONS

Training Materials

- 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 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

The total number of participants for this assignment will be 15 staff members, of which 73% are women, all of whom are employees of the host organization. Additionally, some interested members may be invited to join the discussion at the host's discretion. Most employees have completed their bachelor's degrees and reside near the host location. They are friendly and cooperative, making collaboration during the assignment easy. While English may pose a challenge, the face-to-face program will provide a local translator to help bridge the language gap.

Roads and Transportation

- The road conditions in Dili, the capital of Timor-Leste, vary widely depending on location. In central areas, main roads are generally paved and in fair condition, though some may have potholes and require periodic maintenance. These primary roads are suitable for regular vehicles and are frequently used by cars, motorcycles, and public transportation.
- As you move away from the center, road conditions can become more challenging. Many secondary roads are narrow and may be poorly paved or unpaved, making them rougher and sometimes only accessible by motorbikes or four-wheel-drive vehicles. During the rainy season, these roads can deteriorate further, with erosion and flooding affecting accessibility. In hillside areas surrounding Dili, roads are often winding, steep, and may lack guardrails, adding another layer of difficulty for drivers.
- Dili experiences noisy traffic throughout the day. Additionally, traffic signs are not always fully respected by vehicle riders. Therefore, it's recommended that the volunteer exercise caution when crossing the road, especially when using crosswalks.
- The commute from the hotel to the host organization takes approximately 10-15 minutes and the host will arrange a vehicle to pick up and drop off the volunteer daily.

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 Dili; 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 within the time interval of 8:00 am and 5:00 pm.
- There is a restaurant inside the hotel for the volunteer. However, nearby restaurants are accessible to volunteers in the evening from Arbiru Beach Hotel including online food delivery. CRS advises against volunteers venturing out after 8 pm.

Communication

- Due to potential power outages in the town, it's advisable to ensure that electronic devices are fully charged when power is available, as the host may lack a generator.
- Free Wi-Fi is available 24/7 at the Arbiru Beach Hotel, where the volunteer will be staying during the assignment.
- Internet access at the assignment location will be provided, with varying speeds dependent on the cellphone internet package. Cellphone signals are strong.

Working Environment and Culture

- Timorese people are hospitable, welcoming, and respectful. However, it's worth noting that some individuals outside the host organization may behave disrespectfully when under the influence of alcohol, so it's recommended to avoid nighttime outings. In case of emergencies, volunteers should contact the host focal point or the F2F country team for assistance.
- Timor-Leste 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

- Dili has a tropical climate, characterized by warm to hot temperatures year-round, with little variation. Average daytime temperatures range from 82°F to 93°F, while nights are typically mild, ranging from 68°F to 75°F.
- The year is divided into two main seasons: the wet season and the dry season. The wet season lasts from November to April, with high humidity and frequent rain showers, sometimes leading to heavy

downpours and occasional flooding. During this season, the humidity can be quite intense, adding to the feeling of heat.

- The dry season, from May to October, brings more moderate humidity and very little rain, making this period popular for outdoor activities. Overall, Dili’s climate is warm and humid, with temperatures that stay relatively stable throughout the year.

Recommended reading

- CRS recommends that volunteers become familiar with [CRS programming in Timor-Leste](#), and the [Nutrition Country F2F Project](#) description.
- More ex-pat friendly information about Dili can be found at [Dili Guide – expat life | Timor-Leste](#).

J. 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.

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