**Remote Paired Volunteer Assignment: Ethiopian or East African volunteer to be paired with virtual supporting American volunteer**

**To express interest in this assignment, Ethiopian and East African volunteers please email** **haile.deressa@crs.org** **or** **assefa.degefu@crs.org. Interested American volunteers for virtual support please email** **chi.olisemeka@crs.org****.**

**CRS Farmer to Farmer Program**

**Volunteer Assignment Scope of Work**

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| --- |
| **Summary Information** |
| **Assignment Code** | ET290 |
| Country: | Ethiopia |
| Country Project: | Crops |
| Host Organization: | Debre Marikos University |
| Partner: | N/A |
| Date of baseline data collection: | 11/10/2021 |
| Date of host agreement signing: | 2/4/2020 |
| Number of previous volunteer assignments: Note, if this is the first/new host, please discuss with Peter & Nyambura  | 2 |
| Volunteer recommendations given (Total): | 8 | Volunteer recommendations applied (Total): | 3 |
| Assignment Title: | Leadership training for Debre Markos University |
| Objectives of the assignment: | To improve leadership and management performances of Debre Markos University staff (college deans and department heads) |
| Assignment preferred dates: | November, 2022 |
| Desired volunteer skill/expertise | * Extensive knowledge and experience in higher education leadership and management
* Previous experiences of providing leadership training to other public or private organizations
* Minimum MSc degree in leadership or management studies
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| Type of Volunteer Assistance | Organizational Development (O) |
| Type of Value Chain Activity | Information and Input Support Services (S) |
| PERSUAP Classification[[1]](#footnote-1)[1] | III |
| Number of people to be trained | Men | Women | Youths |
| 20 | 10 | 10 |
| Will the assignment address gender gaps? (Yes/No)If yes, please include these in the issues description | No |
| Will the assignment address climate change? (Yes/No)If yes, please include this in the issues description | No |
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1. **BACKGROUND**

CRS Farmer-to-Farmer program (F2F) is a five-year (2019-2023) USAID funded program implemented 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 and 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 these goals, F2F program provides volunteer technical assistances to farmers and farmer groups (associations and cooperatives), private agribusinesses and agricultural education institutions to address key technical and institutional problems identified by the hosts in selected agricultural value chains.

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 assistances to the local host organizations. The program introduces new innovations and skills to develop local organizations’ capacity for more productive, profitable, sustainable, and equitable agricultural systems while providing an opportunity for people-to-people exchange within the agricultural sector.

The development of higher education is a key contributor for economic growth and development of countries. Despite the clear importance of higher education for economic growth and social development, investment in the sector in developing countries is very limited. Over the past two decades, Ethiopia has invested considerable resources in the higher education system, often with the support of external aid and lending agencies. However, the number of students enrolled in higher education institutions continued to rise rapidly reflecting intensified demand for research capacity development. However, increased competition for scarce public funds have reduced government’s capacity to support higher academic institutions in research and academic development. The effect of the squeeze on resource availability has been exacerbating by inefficiency in resource utilization. Therefore, for higher academic institutions, the Ethiopian government encourages to mobilize resources as to be self-supporting institutions in the long run and they are guided by strategies to do so.

Debre Markos University was established in 2007. The university is located at 300 kilometers from the capital city Addis Ababa in the North-West and 265 kilometers from Bahir Dar city, the capital of the Amhara National Regional State, in the South-East. The area receives an annual rain fall of 1380 ml, and has minimum and maximum temperatures of 15 0C and 220C, respectively. The university is founded in an area with immense agricultural potential, suitable weather conditions and tourist attraction sites. There are some individual and collaborative efforts to support agricultural research and development and provide community services in the area. Key intuitions working with Debre Markos University include Bahir Dar University, Addis Ababa university, Nelson Mandela university, University of Vienna, BOKU university, Antenna foundation, and others. Yet, the university has limited capacity in terms of both skills and knowledge in leadership and management to properly undertake its activities.

Debre Markos university offers a wide range of programs through its five colleges (agriculture and environment, health science, natural and computational science, social science and humanities, and business and economics), three institutes (technology, land administration and education and behavioral sciences) and two schools (medicine and law). The academic staff qualifications comprise 11 associate professors, 201 PhD, 96 assistant professors, 956 lecturers, 141 assistance lecturers, 364 laboratory technicians and the student population in all the programs (regular, summer, extension, and distance) was 33,400 in 2019/2020 academic year.

1. **ISSUE DESCRIPTION**

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has been widely applied and been recognized as effective and

powerful tool in detecting land cover and land use change [1].

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health of crop, extent of infestation, potential yield and soil

conditions. It applied to explore agricultural applications such as

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soil moisture estimation, yield estimation, agriculture water

management, agro meteorological etcMohammed Abuna dairy has been working on a dairy sector (dairy value chain) for the past fourteen years without creating a clear map for a business to follow and course correct, when need be, goals, mission statement, timeline and communication (strategic plan). This is caused by limited knowledges and skills on strategic plan development by the firm. Because of this, Mohammed Abuna dairy is facing a limitation on reviewing the company's past performance and predict its future performance and gives it a road map to follow. Hence, Mohammed Abuna dairy is requesting technical support from F2F program to develop strategic plan of five years. The volunteer will work with the host staff, local expertise and beneficiaries to develop strategic plan that will be applicable by the host.

As an emerging institution, Debre Markos University has limitations in the leadership and management performances. There are activities deans of colleges and heads of departments need to perform to lead effectively like building a community of scholars, setting direction and empowering others. These leaders engage in direction setting behavior and finding a way for institutional development. They need to be balanced in their approaches to leadership. However, leaders of the Debre Markos University usually come to their positions without leadership training, prior executive experience and clear understanding of roles associated with the position. They lack skills to track changes that occur in the process and adapt and apply measures for further quality improvement.

In addition to the teaching-learning processes the University conducts problem-solving researches and provides demand-based services to the local communities. However, the success mainly depends on level of linkage between the university, communities and other local stakeholders which also requires quality leadership. Due to poor leadership quality of the leaders and limited flow of information between the research wing and community, the community is unable to benefit from the University’s research outputs.

The deans of colleges and heads of departments therefore require capacity development training to properly steer the academic leadership and offer required directions to both students and lecturers to their satisfaction. To address these challenges, Debre Markos University has requested F2F for volunteer technical assistance in providing leadership training to the deans of colleges and heads of departments to prepare them to respond to the dynamic contexts and effectively deliver their roles. In general, this assignment of leadership training will help to improve Debre Marikos University’s performance in terms of delivering quality education, research, and community services.

1. **OBJECTIVES OF THE ASSIGNMENT**

The main objective of the assignment is to provide training for leaders of the University, Deans, and department heads on educational leadership with focus on improving performance of the university.

Specific objectives of the assignment include:

* Train college deans and department heads of the University to improve their leadership quality
* Improve the leaders’ response to changes and adapted measures for further quality improvement
* Enhance the leader’s problem-solving skills in delivering education, research, and community services
* Help leaders to develop skills to overcome common barriers to communication, collaboration, and networking with others
* Improve the leaders’ coaching skills
* Enhance leaders’ skills and knowledge for conflict management

This assignment will directly contribute to leadership development of the University leaders and indirectly to other beneficiaries. The expected number of direct target beneficiaries of this technical assistance is 40 leader staffs of the University.

1. **HOST CONTRIBUTION**

The host has committed to mobilize staff of the University for the volunteer’s technical support. The host will also avail key personnel to work closely with the volunteer in assisting her/him during training and practical demonstration sessions. CRS will cover lodging and other related costs of the volunteer against receipts. In coordination with the host and the volunteer, CRS will also arrange and pay for transport services for daily use to and from the office.

1. **ANTICIPATED RESULTS FROM THE ASSIGNMENT**

It is anticipated that the training will lead to:

* Improved educational leader skills
* Improved organizational performance
* Improved service delivery
* Improved problem-solving skill
* Improved skill on project planning and delegating
* Improved conflict resolution techniques
1. **DELIVERABLES**

The major deliverables of this assignment include, but not limited to:

* Training materials
* Leadership guidelines or manual (training content) developed before the actual training
* Training lists with people trained and subject areas as per the training reporting formats
* Volunteer end of assignment report with recommendations to the host organization action plan and recommendations to CRS
* Conduct a final debriefing (PowerPoint presentation) with the host organization (plus key stakeholders) and CRS/USAID
* Conduct in country outreach events in Ethiopia using social media (for local volunteers)
* Conduct outreach activities about the assignment in USA (US volunteer) using appropriate medias (print, social etc.)
1. **SCHEDULE OF VOLUNTEER ACTIVITIES IN ETHIOPIA**

| **Day** | **Activity** |
| --- | --- |
| Day 1 | * Receive security and general orientation
* Travel to the host place in Debre Markos with CRS staff and meet the host staffs
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| Day 2 | * Discuss and clarify SOW, anticipated outcomes, and work plan
* General orientation with the host, first-hand briefing on the main objectives and modality of the assignment and adjustment of the agenda for the coming days (work planning session)
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| Day 3 | * Conduct further assessment on the assignment
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| Day 4-14 | * Carry out the assignment and provide orientation to the host staff
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| Day 15 | * Briefing / exit meeting with the host in the presence of CRS staff
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| Day 16 | * Facilitate in country/virtual debriefing with CRS staff and/or USAID Mission
* Finalize reimbursement of expenditures and liquidations (if any) with finance as required
* Submit volunteer reports, training attendance sheet, assignment report, PPT presentation and any reference materials to CRS F2F team
* Depart for his/her place
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1. **DESIRABLE VOLUNTEERS SKILLS**

The volunteer needs to have the following skills, qualifications, and competencies:

* Extensive knowledge and experience in leadership and management
* Formal qualifications in leadership/management studies are desirable.
* Extensive experience conducting leadership training for adults
* Experience in University leadership
* Strong communication and interpersonal skills
* Willingness and flexibility to train and technically assist the staff whenever required
* Respect for the cultural and religious norms of the rural people
1. **ACCOMMODATION AND ANOTHER IN-COUNTRY LOGISTICS**
* The volunteer will stay in a hotel near to the assignment place booked and confirmed before the volunteer the assignment star date. The hotel will have rooms that include services such as breakfast and wireless internet etc.
* CRS will provide a vehicle and accompany the volunteer to the place of assignment.
* CRS Ethiopia will arrange hotel accommodations and cover the lodging bills against receipts.
* CRS HQ will provide the volunteer with a per-diem advance to cater meals and incidentals.
* CRS Ethiopia will also reimburse the volunteer with laundry costs against receipts.
1. **RECOMMENDED ASSIGNMENT PREPARATIONS**
* Although CRS F2F has developed such hinting SOW, the volunteer can fine-tune through her/his professional qualifications to successfully carry out this assignment.
* Prior to the assignment, the volunteer is advised to prepare necessary training and demonstration aids and written handouts. Softcopies of the handouts and any other paper materials can be printed for immediate use at the CRS office in Addis Ababa on request by the volunteer.
* If the volunteer requires simple training aids like flip charts, markers, or tape s/he should make the request and collect from the CRS office in Addis Ababa prior to the assignment.
* Translation of handouts to the local language can be done in the locality of the assignment, if required.
* Depending on the meeting places and availability of electric power and LCD projector, the volunteer may use a laptop and projector for power point presentations
1. **REMOTE/LOCAL VOLUNTEER ROLES AND RESPONSIBILITIES**

Both volunteers participate in a call to discuss objectives and collaboration approach at the start of the assignment. Collaboration platforms vary depending on the assignment and connectivity. The most frequently used platforms are MS Teams and WhatsApp. The volunteers are highly encouraged to visit [CRS’ F2F Digital Resource Library](https://f2flibrary.crs.org/Presto/home/home.aspx?_ga=2.141716784.32617302.1616765386-2022794543.1567520784), and search for resources that they could use or customize for training. Upon completion of your assignment, volunteers are requested to send any resources they would like to contribute to the library (whether created or found) to farmertofarmer@crs.org.

The local volunteer is responsible for assignment design, preparation, training, developing assignment reports, conducting action planning with hosts and outreach in country, and achieving the assignment objectives. The local volunteer works directly with the host with assistance/input from the US volunteer. Assignments usually last up to 2 weeks; Sometimes extending beyond two weeks due to pending follow up visits, emails etc. Local Volunteers are asked to track assignment hours per day, to stay under 112 hours (14 days x 8 hrs.).

Virtual support from a paired US volunteer helps provide supplementary training resources, fill in the gaps for technical areas, and share creative ideas and solutions. Two specific responsibilities are to: (i) complete the outreach component of the assignment and (ii) support the in-country volunteer as needed. US Volunteers typically put in 4-8 hours per week, depending on the nature of the assignment and collaboration.

1. **KEY CONTACTS**

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**3. Host Organization**

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1. [1] USAID precisely classifies PERSUAP in four categories; **PERSUAP Type I** assignments directly related to pesticides recommendations, **Type II** as assignments with indirectly related with pesticides, **Type III** assignments related to curriculum review and designing, business plan development and strategies development and **Type IV** as assignments associated with other USAID projects and collaborators.  [↑](#footnote-ref-1)