Farmer to Farmer
Volunteer Assignment Scope of Work

This assignment is Virtual and should be done by an American volunteer.

Please contact maria.figueroa@crs.org to express interest

Summary Information	
Assignment code	ET245
Country	Ethiopia
Country Project	Livestock
Host Organization	Selale University
Assignment Title	University Leadership
Assignment Preferred Dates	Virtual, as soon as possible
Assignment Objectives	• To provide skills leadership skills for host staff on university education leadership with focus on problem solving, and crisis/change management • Enhance skills and knowledge for conflict management • Improve networking and connection with US academic institutions for the host
Desired Volunteer' Skill/Expertise	• Extensive knowledge and experience in higher education leadership and management, • Advanced skills in change, crisis and conflict management • Formal qualifications in leadership/management studies are desirable. • Extensive experience conducting leadership training for adults
Type of Volunteer Assistance	Organizational Development (O)
Type of Value Chain Activity	Information and Input Support Services (S)
PERSUAP Classification	Type 3

A. BACKGROUND

CRS Farmer-to-Farmer (F2F) Program is a USAID funded 5-year program (July 2018 – June 2023) that will provide technical assistance from United States (U.S) volunteers to farmers, farmer groups (cooperatives and associations), agribusinesses and other agriculture sector institutions. The program objectives are to facilitate economic growth within targeted agriculture

sub-sectors, enhance sub-sector inclusiveness to expand participation to a broader range of individuals and communities and to increase the American public's understanding of international development issues and US international development programs. Volunteers, recruited from all States and the District of Columbia, are individuals who have domestic careers, farms and agribusinesses, or are retirees who want to participate in development efforts. F2F program will assist in agriculture development, commodity value chain competitiveness and firm upgrading by providing technical assistance to introduce new technologies, innovations and development of local capacity for more productive, profitable, sustainable and equitable agriculture systems.

Ethiopia's education system expanded rapidly in the decades after 1991. Higher education's transform the needs and demands of the stakeholders into goals and aims and finally to educational activities, research undertakings and community outreach activities to set and achieve goals, standards and maintain quality. To date Ethiopia has made a considerable progress in the area expansion.

Universities in Ethiopia faces more demands from more stakeholders and must operate in a context of unprecedented changes in technology, policy, demography and the financial environment. Therefore, it is vital that leaders across the whole higher education spectrum are well-equipped with a diverse skill set and are exposed to the many experiences from Ethiopia and beyond.

The higher education sector has come a long way since its beginnings. There were just three public universities, 16 colleges, and six research institutions in 1986 enrolling fewer than 18,000 students. Today, there are 30 public universities, as well as a growing private sector. Ethiopia did not have a single privately owned tertiary institution before the early 1990s, but there are now 61 accredited private Higher Education Institutes. The overall number of tertiary students in both public and private institutions exploded by more than 2,000 percent, from 34,000 in 1991 to 757,000 in 2014, per UIS data.

Salale university is located in Fiche town in central Ethiopia. The town of Fitche is located about 114KM from the capital Addis Ababa towards the north along Addis Ababa to Bahir Dar road. Fitche is situated in the highland, an elevation between 2,738 and 2,782 meters above sea level and latitude and longitude of 9°48′N 38°44′E respectively. Due to this elevation, the climate tends to be more temperate. The university is relatively new and started its operation in 2017. It has 5 colleges with 30 undergraduate programs. One of the largest colleges in this university is the College of Agriculture and Natural Resource. This college has seven departments; Horticulture, Plant science, Animal science, Agricultural Economics, Natural resource management, Water resource and irrigation management and Rural development and agricultural extension. Selale University has been actively engaged in teaching-learning processes, conducting problem-solving researches and providing demand-based community services to the community.

B. ISSUE DESCRIPTION

Ethiopia has witnessed an impressive growth in the offer of higher education opportunities, with "new generation" universities emerging alongside older ones across the country. With expansion of universities the need for effective, adaptable and pragmatic university leadership has become much important than ever. Higher education institutions depend on effective leadership in the creation of a conducive teaching and learning environment for students and staff. New universities in Ethiopia are currently faced with different challenges such as low level leadership experience, ,ethnic-based conflicts among students, and unexpected pandemics like COVID-19 that demand new and advanced leadership knowledge and skill sets. The community and government expectation of the new university put an enormous challenge for new universities. The leaders in the new universities take up their positions without strong prior executive experience, and with no clear understanding of the ambiguity and complexity of their roles. Most of the deans have not been adequately prepared nor are they supported for the deanship expectations.

Teaching-learning processes, conducting problem-solving researches and providing demand-based community services to the community are the major pillars of the University. And their effectiveness largely depends on their strong linkage among them. Research output without appropriate linkages to community service is not worthy. However, due to the university low leadership skills with this aspect the flow of information is restricted between research and the community. And the community is not getting benefits from the research outputs.

So technical support and training are needed in leadership development for deans and staff, which prepared them well to respond to the dynamic context wherein they operate and provides the necessary supports for covering their roles effectively. The technical support is needed to improve the quality of education and respond to the pressing needs of university managers to confront the challenges of an evolving education environment. Thus, with this regard appropriate leadership development interventions is needed.

C. <u>OBJECTIVES OF THE ASSIGNMENT</u>
The general objective of the assignment is to provide skills leadership skills for host staff on university education leadership with focus on problem solving, and crisis/change management. The specific objectives of include;
- Train staff to improve higher education leadership
- Provide problem solving skills for host staff
- Enhance skills and knowledge for conflict management

D. <u>ANTICIPATED RESULTS FROM THE ASSIGNMENT</u>
After F2F volunteer support the following outcomes are anticipated
- Improved educational, conflict, change and management skills
- Improved organizational performance
- Improved service delivery
- Enhanced organizational leadership capacity
- Improved networking with US educational institutions

E. <u>HOST CONTRIBUTION</u>
- The host is committed to create a schedule with the volunteer for the virtual assignment

- The host will be available for virtual meetings and remote communications

F. ASSIGNMENT DELIVERABLES
The major anticipated outputs of this assignment include, but not limited to:
- Training materials
- Leadership guidelines or manual developed (training content) before the actual training
- 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 and CRS/USAID

G. SCHEDULE OF VOLUNTEER ACTIVITIES

Day	Activity
Day 1	• Introduction with CRS F2F staffs and briefing with virtual platform (to be confirmed before the meeting) • General orientation and briefing about the program
Day 2	• Introduction to the host by means of virtual platforms (to be confirmed before the meeting) • 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). • Discuss anticipated outcomes and work plan
Day 3-15	• Conduct the virtual assignment
Day 16	• Conduct virtual debriefing session

H. DESIRABLE VOLUNTEER SKILLS
The volunteer will 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
- Experience in remote assistance
- Good communicator and interpersonal skills
- Ability to training staff virtual and flexibility to accommodate various views

I. KEY CONTACTS

1. CRS Baltimore
Maria Figueroa
Recruitment Manager
EA Farmer to Farmer Program
228 W. Lexington Street
Baltimore, MD 21201; 410-951-7366
Email: maria.figueroa@crs.org

2. CRS/Ethiopia
Haile Dolango, F2F Program Manager
CRS Ethiopia Office, P. O. Box 6592;
Addis Ababa, Ethiopia
Phone: +251-112-788800, Mobile: +251-912-665684
Email: haile.dolango@crs.org

Lidia Retta, Project officer
CRS Ethiopia Office, P. O. Box 6592
Addis Ababa, Ethiopia
Phone +251-11-278-8800, Mobile: +251-912-091962
Email: lidia.retta@crs.org

3. Host Organization

Dr. Yeshimebet Bogale (PhD)
Public and External Relations Directorate, Director
Email: yeshiemebete@gmail.com
Mob. +251 911042982
Salale University
Fitche, Ethiopia

Dr. Tsegaye Deyou (PhD)
Associate Professor of Chemistry (Organic Chemistry, Natural Product Chemistry)
Vice President for Academic Affairs
P.O.Box 245
Mob. +251930364625
Selale University, Fitche, Ethiopia

Genanew Gofe Gonfa (PhD)
Associate Professor of Mathematics President
Mobile: +251941199469
Selale University, Fitche, Ethiopia