



**GREEN
FLOWER**
FOUNDATION

ANNUAL REPORT

2020



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ANNUAL REPORT 2020

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1. Editorial

Dear readers,

We are pleased to share with you the progress made by the Green Flower Foundation during the year 2020.

Throughout this report, you will have the opportunity to discover the progress and successes related to our project. We are pleased to report some real progress with our goals, despite the unforeseen challenges that arose due to the COVID-19 pandemic this past year. The virus impacted Ethiopia, and more specifically our project, as early as March, leading to an unexpected closure of schools. Consequently, the training of our students had to be extended by a full year. We are now pleased to announce that the college, BPC, reopened its doors on November 16th, 2020.

2. Green Flower Foundation in a few words

The foundation aims to develop teaching projects that promote techniques that advance sustainable development. We are currently developing a project in Ethiopia, where we work in partnership with institutions, companies, communities, and individuals who share our passion for innovative education, entrepreneurship, and sustainable development.

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3. The project

GFF, in partnership with Bishoftu Polytechnic College (BPC), launched Ethiopia's first organic horticulture vocational training program in October 2018. Unfortunately, the COVID-19 pandemic hit Ethiopia as early as March 2020, forcing the Ethiopian government to close all schools. As a result, local authorities were unable to continue training students at a distance. further, the technical means available to the schools and the students did not allow it.

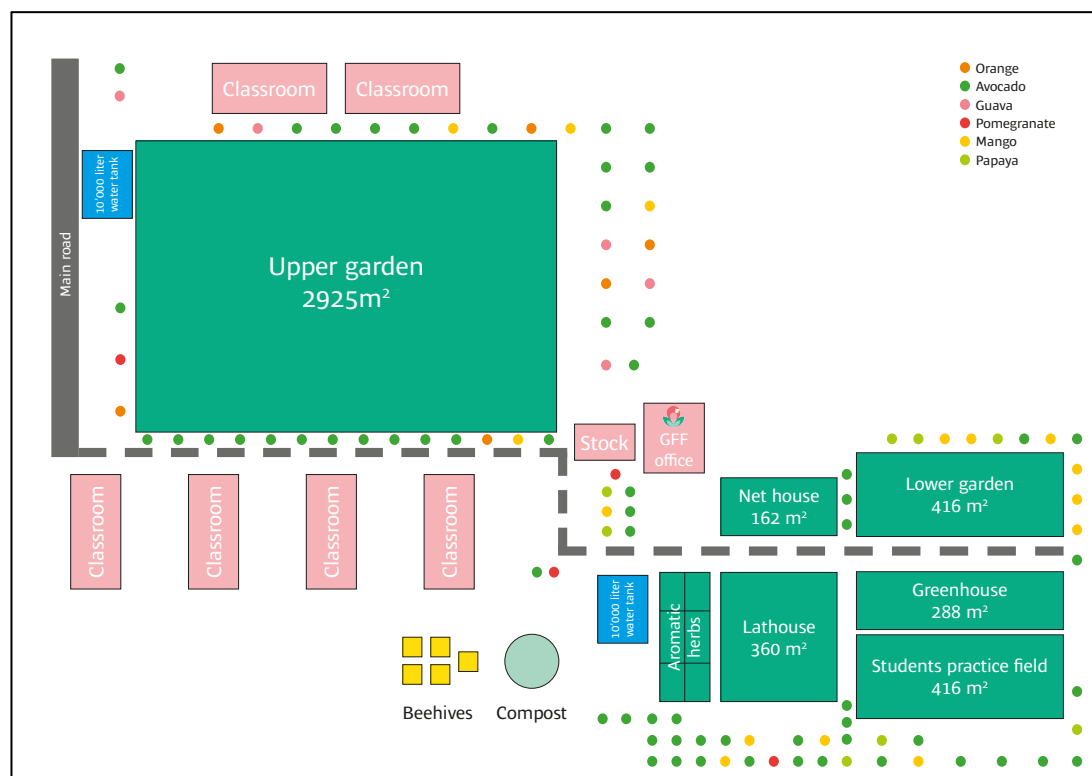
As a result, all trainings were suspended and automatically extended for one year. Thus, the students, who were initially expected to complete their training in June 2020, will obtain their diplomas in June 2021.

Fortunately, our training was able to start again on November 16th following the reopening of the school.

The Garden

Following the closure of the schools, GFF focused its efforts on developing the garden and selling the produce grown. By the end of 2019, the garden had a total of 3,420m² of cultivable area. In order to cultivate a greater variety of vegetables and herbs, the size of the garden was expanded to 4,500m² this year.

As you can see on the map below, we now have a traditional greenhouse of 288m², as well as a nethouse and a lathouse of 162m² and 360m².



The greenhouses allow students to practice all stages of a plant's life, starting with the creation of cuttings. The cuttings, once mature, are planted in the greenhouses or the open field, depending on the variety.

Thanks to the installation of the water pump and solar panels in 2019, the water supply is now ensured. Following the expansion of the garden, we have also made investments in irrigation systems (drip irrigation), to facilitate the daily work, save the necessary volume of water, and optimize the growth of the crops.

Since April, our teams have also been making the necessary compost. In this way, the soil is fertile with the guarantee that no chemicals are added.

A shelter has also been built so that the harvested vegetables can be prepared and stored in a cool place.



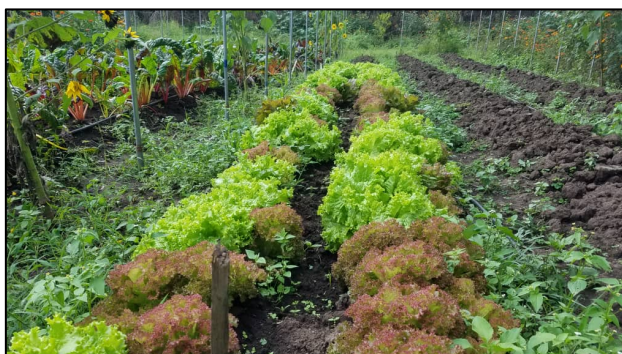
As part of the Green Legacy, a government initiative to plant millions of trees across Ethiopia, GFF has planted about 100 fruit trees in BPC's compound. Eventually, students will be able to learn how to manage and maintain these trees.

Last October, five beehives were set up near the crops. The purpose of installing the hives is to enhance the biodiversity of the garden and improve the pollination of the plants and, consequently, the quality and quantity of the crops.

We aim to give short training sessions to the students on the importance of bees and beekeeping in general to pique their curiosity and, we hope, create real interest.

Beehives provide many benefits for nature, but they can also bring financial benefits. For example, the trade of honey and other beekeeping products such as wax, pollen, and propolis can be an additional source of income for farmers.





Finally, during this year we realized that it was difficult to obtain organic seeds. While modified or hybrid seeds are readily available, unprocessed seeds are not offered at street-front seed dealers.

Only a minority of Ethiopian farms use and harvest untreated seed. The market for these seeds is therefore limited and the variety of available seeds is scarce.

With this in mind, we have decided to develop our organic seed reserve within the school and take care to keep seeds from our production.

To overcome this difficulty, we are also in discussions with the Ethiopian government to be able to officially import organic seeds from foreign countries.

At the same time, we are trying to develop a seed exchange network with a few organic farms.

Finally, we have built a small guardhouse to secure all the installations we have built. Guards ensure the security of the garden and the school, but as the garden stretches over 4'500m² it is difficult to ensure the security of all the infrastructures without having an overall view.

The Curriculum

As explained in our last annual report, significant work was done in 2019 to develop a new national curriculum. 3 out of 4 levels had been developed and validated, while the development of the 4th level was completed in mid-December. This work requires the collaboration of many people specialized in education and agriculture, as well as government officials. The sanitary restrictions undertaken by the Ethiopian government did not allow us to carry out this work before December.

Thus, the 4 levels were developed and validated by the government. Thanks to this new curriculum 175 TVET schools, such as BPC, will be able to offer this new training.

Practice in the school garden

With a total of 4'500m² of the garden, the school is now perfectly equipped to carry out the practical courses necessary for the students' learning.

To date, the students have a program including a total of 9 hours of practical classes per week. The teachers unfortunately do not respect this quota.



During the first quarter of 2020, students have shown their willingness to do more practice, which reinforces our choice of the course's structure.

Home gardening

In order to compensate for the interruption in training due to COVID, we developed a project called "Home-gardening" in May.

Home gardening has resulted in the development of a learning kit for the home. We identified plants and established a planting plan that the students could carry out at home. The kit included: a care guide for the selected plants, seeds, organic compost, and organic fertilizers.

Teachers and the GFF team then regularly visited the homes of the participating students to advise them as they progressed.

Since both the school and the students appreciated this project, we plan to continue this type of action in 2021. Indeed, it is an opportunity for the students to carry out their experiments and to perfect their learning.



Internships

Internships are an essential part of the training. Not only do they allow students to put their knowledge into practice, but they also allow them to connect with the professional world and create a network.

In 2020, the students in our first cohort were able to complete a 10-day internship at three different facilities: GreenPath Food, Genesis Farm and Selam Village.

As a reminder, here is a short description of these internship locations:

- GreenPath Food, Butajira. GreenPath Food is an agricultural company specializing in the production of top-quality organic vegetables and herbs. GreenPath Food works with a network of farmers that it trains and from whom it buys vegetables for export.

- Genesis Farm, Bishoftu. Genesis Farm is one of the largest farms in Bishoftu. This farm carries out all the stages of the life cycle of a product; from cutting, to selling in their grocery store, to creating compost.

- Selam Village, Addis Ababa. Selam Village is originally an orphanage that was developed in 1986 by a Swiss man. As the project has grown over the years, it now has many places of integrated training: agriculture, mechanics, truck driving, catering, sewing, etc. With many organically cultivated crops, this school was a perfect training place for our students.

The internships for the second year students were due to take place in April and therefore had to be cancelled. However, they will be carried out in 2021.



Finally, at the beginning of the school year in early November, a short 4-day training course was offered to the students.

Organized by ISD (Institute for Sustainable Development), this training, initially intended for experienced organic farmers, was very instructive for our 7 participating students.

These same students will present the content of this training to their classmates who were unable to attend.

English classes

Like the other branches, English classes were suspended in March and will resume in December, at a rate of 4 hours of classes per week.

Learning English seems essential to us, as it will allow students to broaden their perspectives. Indeed, with the organic agriculture sector almost non-existent in Ethiopia, many opportunities are to be seized from the foreign community.

Entrepreneurship courses

In January 2020, we started the Mentoring Group's project called the Business Project Challenge.

Taking place over 5 months, the purpose of this exercise is to connect our students with entrepreneurs in Ethiopia and get them working on concrete projects related to organic vegetable production.

Before the school closed, the students had the opportunity to do two sessions with their mentors and three sessions with the GCP teachers. These sessions are a new opportunity for the students to practice their English and develop their entrepreneurial skills.

This project was also stopped completely in March and will resume in January 2021, giving time for our team to reorganize the work sessions with the mentors. Indeed, we need to find two new mentors to replace those who have left Ethiopia since March.

The Students

As explained at the beginning of this report, our program had a total of 53 students at the start of the 2019 school year. Indeed, in November 2018 the program had 35 students (14 boys, 21 girls); by October 2019 the class had grown to 41 students. That same year a second class was created with 12 new students (9 girls and 3 boys).

As a result of COVID-19, schools were closed and the school program was postponed for one year. This delay in schooling made it impossible to accommodate an additional class.

This delay in the program has also had a significant impact on some students. As a result, in November 2020 a total of 36 students came back to finish their studies. In the second class, which initially had a total of 12 students, only 7 returned, and it is no longer affiliated with our program. Indeed, students have decided to choose another specialization and have re-enrolled in another program.

In order to ensure the success of their training and to support them in this unprecedented situation, we are evaluating the possibility of carrying out tutoring/remedial courses so that the students do not have any gaps in their training.

Teacher Training

To compensate for the current impossibility to train teachers abroad, we found an expert in organic agriculture who came to train the teachers directly at BPC. Thus, for 3 months, the teachers received personalized training adjusted to their needs, at the rate of one session per week. This training will be maintained until the teachers obtain all the necessary skills.

The teachers also participated in the 4-day training organized by ISD in November. ISD is an organization based in Addis Ababa that supports Ethiopian farmers who wish to make the transition to organic agriculture. This training allowed the teachers to exchange with Ethiopian farmers working according to organic principles and experts in the field.

Income-generating Unit

The Income-generating unit is an important point of the project. Indeed, the income generated by the sale of vegetables from the garden should enable the sustainability of the training and the maintenance of the infrastructure.

It is also an opportunity for the students to participate in all stages of the garden's life: they can learn how to harvest, prepare, and deliver the products. However, they will have to undertake a complete experience of the sales process once they own their own farm.

To promote our project and the quality of our vegetables, we have approached a few people and organizations interested both in supporting the training of the students and in the organic quality of the garden's products. Thus, we deliver our product to individuals, companies, and the Swiss embassy. The vegetables are also sold to hotels in the capital, and the community of Bishoftu and BPC.



Continuous work is carried out in order to develop and diversify our clientele and our sales outlets. These actions also allow us to sensitize the population to the benefits of organic products, but also to develop the future sales market for students.

Network

The development of a new sector requires strong support. This is why, throughout this year, we have paid special attention to the development of new partnerships. Indeed, a well-supplied network can bring many benefits, such as internship places, jobs, potential clients, or communication support.

Also in aim of development and exchange, we are continually expanding our partnerships with actors (NGOs/companies) related to the organic farming sector. Thus, we now have a large number of partners, such as FIBL, Bio vision, GreenPath Food, Selam Village, PAN UK, Bright Future Foundation, IFOAM, ISD, and others.

4. Outlook for the future

The assessment of the evolution of this project, after two years of development, is very positive. Most of our objectives have been achieved and the training is stable.

However, after a careful analysis of the situation, we believe GFF must extend its support to BPC. Indeed, when we launched our project, a deadline of 3 years was set (October 2021). This time frame allowed us to train a first class and then conduct an analysis of the training as a whole and the opportunities available to the students. Following the closure of the schools, our first class did not have the opportunity to finish its training and therefore a complete analysis has not yet been possible.

Secondly, we believe that BPC will not yet have the full capacity to manage the production of the garden and sales optimization on its own by October 2021. This presumption has been confirmed by BPC, which has asked us to continue our support for an additional year. Based on these analyses, GFF opens the possibility of extending its support, to a lesser extent. A new action plan is currently being developed.

At the same time, GFF is also working on the implementation of a new support program for alumni. Indeed, GFF's primary goal is to improve the employability and entrepreneurial dimension of young Ethiopians. That is why we are evaluating the possibility of developing a support program for future entrepreneurs wishing to start a business related to organic agriculture.

Thus, GFF desires to combine these two projects to be able to provide assistance to BPC and full support for the business development of the most ambitious alumni.

5. Evaluation of the objectives

You will find a document evaluating the objectives set in the Appendix.
See: "2020 Objectives".

6. Financial report

You will find the financial report in the Appendix.
See: "Financial Report 2020".

7. Contact us, support us

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