



**GREEN
FLOWER**
FOUNDATION

ANNUAL REPORT

2019



GREEN FLOWER FOUNDATION
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ANNUAL REPORT 2019

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1. Editorial

Dear Readers, we are pleased to share the progress made by the Green Flower Foundation during the year 2019.

As explained in the 2018 annual report, we have been able to move on to the concrete execution of our project which started 31 October 2018, following the official recognition of our foundation by the Ethiopian authorities.

This report will enable you to identify our success as well as the challenges encountered during the year 2019.

2. Green Flower In a few words

The foundation offers young people professional training schemes in organic horticulture. We work in partnership with institutions, companies, communities and individuals who share our passion for innovative education, entrepreneurship and sustainable development. We currently have a project in Ethiopia and hope to replicate this project in other regions and/or countries in the long term.

A. Foundation Board

Elisabeth Assal - Bouchardy (President)
Mathieu Assal (Secretary)
Andreas Wigger (Treasurer)

B. Advisory Council

Anne Guimond KostECKI
Charles Milo
Ammanuel Abbate
Gabriel Beasrat Belew
Ruth Avison Dang

C. Our Operational Team

Geneva Office Paul Descheemaeker (Operations and Project Coordinator) replaced by Julie Porchet – Octobre 2019

Ethiopia Office Ali Mohammed Ibrahim (Head of Office) – Left in August 2019
Meron Tobiaw (Project Assistant) replaced by
Hanna Birru Daka – Juillet 2019
Getachew Abraha (Project Accountant)
Elias Dawit (Assistant Project Manager) - July 2019

3. Our Project in Ethiopia

GFF, in partnership with the Bishoftu Polytechnic College (BPC), offered the first training course in organic horticulture in Ethiopia no later than October 2018.

At the start of the school year in November 2018, 35 students (14 boys, 21 girls) began this new course, which is unique in the country.

In October 2019, the second batch started with a total of 12 students including 9 girls and 3 boys. This low number of students enrolled is due to the change in the school system in Ethiopia. The mainstream school system initially provided access to TVET (vocational training) from the end of the 10th grade. However, since 2019, the government has been encouraging students to continue their studies up to grade 12. This reform is not yet compulsory but will be by 2021. As a result, many students continue their education until the 12th grade, which has led to a drop in the number of enrolments.

The curriculum

Throughout 2019, we have been working with representatives from the Ministry of Education, the Ministry of Agriculture, federal and regional TVET (Technical and Vocational Education Training) representatives to develop a specific curriculum for organic horticulture.

As a result of this coordination work, specific skills for organic harvesting were added to the existing curriculum. Thus, students benefiting from this training will have a general diploma with an organic specialization.

At the moment the teachers are still obliged to teach conventional horticulture in class. On the other hand, the practical teaching in the school garden respects the practices and techniques of organic horticulture. The students therefore benefit from both conventional and organic training.

Dual training

The objective of the dual training scheme is to offer students a program consisting of 50% practice and 50% theory. This has been made possible thanks to the internships and the school garden and its facilities. Also, the garden's facilities allow more opportunities for practice.

The construction of the infrastructure in the garden

2019 saw the construction of new infrastructure in the garden.

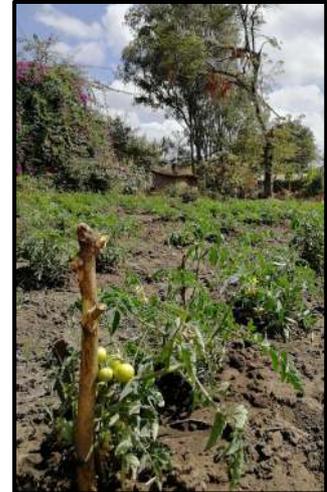
A traditional greenhouse of 288 m² has been built, as well as two more greenhouses (net) of 360 m² and 72 m².

The gardens have a total surface area of 3,420 m². This size means we can plant a greater variety of products and by the same token, enhance the students' knowledge.

Thanks to the greenhouses, it is now possible to grow more delicate plants, aromatic herbs, cuttings, and so on.



Production of the school



The management of the garden has been difficult because the water pump, which we use to irrigate the garden, has broken down several times due to the unstable electricity.

In order to solve this problem sustainably, we have decided to invest in a solar panel system and a new water pump.

This investment will ensure long-term security for the future of the garden. This system will also provide the necessary electricity for our computer room.

We also invested in two 10'000 liters water tankers to secure the irrigation of the garden in case of a problem with the pump.

Practice in the school garden

The vocational training scheme is based on the idea that students make progress when they put what they have learned in the classroom into practice. The land made available by BPC has enabled us to create gardens where students can do just that; soil preparation, weeding, sowing, plant irrigation, insect control, organic fertilizer, compost, etc. right up until the harvest and sale of the produce.

In 2019, the organization of the practical work was not optimal as they still had not reached 50% of the allocated training as we would have liked. We still need to work with the teachers to enhance their teaching programme and include more practice into their teaching content. This paradigm shift requires consideration and time to realistically change the habits of the teachers because the Ethiopian mainstream approach is based purely on theory so the hands-on approach is new to them.

Internships

Internships are an essential part of the training. Not only do they allow students to put their knowledge into practice, but they also make connections with the professional world.



Genesis Farm – Bishoftu – Internship place

In 2019, students were sent to three different internship locations.

- Green Path food, Butajira. GreenPath Food is a specialized food company that produces and supplies premium quality organic food products through a network with small partner farms in East Africa.

- Genesis Farm, Bishoftu.

The Genesis Farm is one of the largest farms in Bishoftu. This farm deals with all stages of a product's life cycle; from the cuttings, to the selling in their own grocery store, to the creating compost.

- Agricultural Research Center, Bishoftu.

The Debre Zeit Agricultural Research Center (DZARC) is in charge of improving the characteristics of various plant products such as Tef, wheat, chickpeas, lentils, fodder crops, etc. The DZARC is also responsible for the development of new products in the agricultural sector.

Over the period of 10 days the students get the opportunity to share and work with agricultural professionals. A unique experience that also confronts them with the realities of this world and prepares for their future post-student lives.

English courses

At the same time, we have also set up English classes that the students attend for 6 hours a week. Learning English broadens their horizons.

Bishoftu is indeed located 60 km from the capital where many market opportunities are still to be developed. The 4-5-star hotels and the wealthy population are looking for high-quality products and are potential customers.

At the end of 2019, some students were able to converse in English with the committee members during the visits.

Entrepreneurship courses

At the end of 2019, we introduced the students to the Mentoring Group's project, the Business Project Challenge, which will be officially launched January 23, 2020.

The aim of the Business Project Challenge is to establish connections for our students with entrepreneurs based in Ethiopia and get them working on concrete projects concerning the production of organic fruit and vegetables.

The students then have 5 months to work on the development of a solution to meet the challenge set by the entrepreneur. The students are supported by their teachers and mentors who guide them over 5 months.

At the end of the exercise, they have to present their work in English. This project represents a good opportunity for them to work and perfect their command of English and develop speaking skills in a true-to-life context. It is additionally an excellent exercise in project management.

The students

At the beginning of the year 2018, our class had 35 students, this number increased to 41, as students decided to join during the year. We are happy to share that 35 students (87%) of the first batch passed their first-year exams and are continuing on their training programme.

The importance of organic farming seems to have resonated with our students. They are aware of the vulnerability of the environment and understand that this natural wealth is a precious gift to be preserved. Many also realize that the price of chemical input (pesticides, fertilizers, etc.) is high and therefore inaccessible to most Ethiopian small farmers.

Teacher training

Teachers have the opportunity to develop their knowledge in organic farming in many ways. We organized 2 training courses and numerous visits to organic farms in 2019.

The first 2-week training scheme was carried out at Sustainable Agriculture Tanzania, which is a specialised center for organic agriculture in Tanzania.

The second training scheme, of 7 days, was at an organic farm in Butajira, Ethiopia.

Finally, visits to organic farms in Ethiopia allowed them to discover different techniques and practices. So many aspects that they later share with the students in practice and classes.

The teachers also followed an interactive seminar on how to teach different brain types and learner styles to enable them to adapt and reach more learners so they can achieve better results in their learning.

Other investments

Investments have also been made to equip teachers and students. A computer was given to each of the two professors so that they could work on the development of course materials. A projector was provided for the courses.

Students also benefit from a computer room where they have access to two computers and a printer. Having access to computers is a real added value for our students. First of all, because they can familiarize themselves with this tool, which most of them have rarely touched. They can find information on all kinds of subjects and thus develop more in-depth knowledge as well as a broader vision of the world.

Finally, the in-house library has increased including numerous books on a variety of topics (agriculture, marketing, cooking, classics etc.).

In order to facilitate and accelerate progress in the field, a car has been imported into Ethiopia. Public transport is very limited and unreliable, it was necessary to equip our local team with a means of transport.

The car will allow our employees to deliver the products at any time, and transport all the necessary tools and equipment (shovels, rakes, etc.).

Other investments have been made to enable our team to work (computer, telephone, printer, etc.). Finally, the GFF premises in Ethiopia have been moved to BPC, which means we can always be on-site and in constant communication with the teachers, school administration as well as the students. At the same time, we save on the cost of rent.

Income generating Unit

Another challenge for the project is the organization of the sales of the products. In order to assess and target the demand for organic fruit, vegetables and herbs, we met with various consumers such as high-end hotels, embassies, expatriates and of course the Ethiopian population itself.

It is clear that the current supply is well below the demand, which confirms the underlying objective of our project.



Practice exercises in the garden

The income generated from the sales will, in the long term, ensure the maintenance of the garden's infrastructure. The money made will be used to buy seeds, pay the gardeners and support the possible investments necessary for the good functioning of the garden.

Since the start of the second school year, the arable land has doubled in size, resulting in us planting even more varieties of plants.

Here is a non-exhaustive list of the variety of our products; lettuce, beetroot, tomato, Chinese cabbage, black cabbage, cauliflower, broccoli, leeks, red and yellow onion, celery, etc. But also, aromatic herbs that are very difficult to find in Ethiopia, such as sage, coriander, basil, dill, and thyme.



The garden and the Greenhouse of the school

4. Evaluation of the objectives

You will find attached a document evaluating all the objectives set after 1 year.
See: "Objectives 2019".

5. Financial statements

You will find attached the audit certificate for the accounts prepared for 2019.
See "Attestation comptabilité 2019".

6. Contact us, support us

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