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Volunteer Name: Carmen Byce

Country: Ethiopia

Country project: Horticulture

Host: Melka –Jebdu Nunnery

Venues: Nunnery Grounds, Dire Dawa

Audience: Nunnery Staff and Orphans

Number of people trained/assisted: 45

Date/duration: 02 January- 09 January 2016



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1. Assignment Objectives as in SOW

Improved **leadership and life skills for the youth at the nunnery** to enable the young leaders to engage in profitable agribusiness interventions and serve as role models to their peers





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2. Achievement of the assignment objectives

Completed **40 hours of training for 43 girls and 3 nunnery staff**. The training was developed to be **hands-on and engaging and focused on group discussion, participant-led activities and fun games**. Two classes of about 20 students each, from grades 5-10 attended 2-3 hours of training each afternoon.



First day: Notice the girls' expressions. ...hesitant and nervous. Now, compare this to pictures from our final day together. It took time for the girls to become fully comfortable discussing difficult subjects with me. The training schedule and activities reflected this and the need to build trust over time.



2. Achievement of the assignment objectives: TRAINING OUTLINE

Day 1: Focus Group Needs-Assessment conducted with nunnery leadership as well as a representative sample of girls

Day 2: Communication- Focus on building confidence. Students shared short stories or dramas with the class to practice skills learned.





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2. Achievement of the assignment objectives: TRAINING OUTLINE

Day 3: Leadership and Teamwork- Group discussion on the characteristics of a strong leader, best practices for effective management, and tools for working effectively on a team. Girls demonstrated skills in competitive team building game.

Day 4: Conflict Resolution- Girls explored their natural responses to conflict and discussed effective means for conflict resolution. Using real-life scenerios developed with the nuns, the girls brainstormed appropriate solutions.





2. Achievement of the assignment objectives: TRAINING OUTLINE

Day 5: Setting and Achieving Goals- Group discussion on setting S.M.A.R.T goals and developing an action plan to work through these goals and to work through or around challenges/obstacles. Participants created a short-term goals as well as a five-year vision and goal statement.





2. Achievement of the assignment objectives: TRAINING OUTLINE

Day 6: The Student is now the Teacher-Girls created group presentations to highlight key lessons learned in each of the five previous sessions. These were shared with their peers and with the nuns as a means to informally gauge participant learning and to observe the notable improvement in their public speaking and team leadership capabilities.





4. Anticipated Impact

- Participants **demonstrated a very high level of comprehension** of the key learning points and most **demonstrated good to excellent mastery of the key skills.**
- Girls will **demonstrate immediate improvement in professional skills** that that will position them as leaders in their community.
- Girls will **demonstrate strengthened resilience** to internal and external challenges and respond to stressors and conflicts in a constructive manner.
- With continued support from the nunnery management, the girls will continue to **refine these skills and apply them to their daily lives**, particularly in their support of the management of the nunnery's 40 acres of agricultural (citrus/vegetable) production.



4. Anticipated Impact

While individually, the training is anticipated to have life-long impacts, **for the impacts of this training to be sustained and institutionalized**, the volunteer recommends the following action plan:

	Specific Action	Responsible	By when
Establish Peer-to-Peer Life Skills Program	Using the volunteer's training as the foundation and working with the 43 students that attended (grades 5-10), develop a peer-to-peer life skills program that pairs an older mentor with a younger mentee for each of the nunnery's 100+ students. Ideally, the pairs would meet weekly allowing the mentee an opportunity to discuss challenges they are facing at school, at home, or in their nunnery chores (including support of the agricultural production area). Monthly, Nunnery management should host mentor meetings with the girls in groups of 15-30 by age groups for refresher and new training and skills development.	Nunnery Management	No later than Summer 2016
Partner with Local Professional to Provide Counseling and Health Support	If a need arises, seeks support from local teachers, counsels and/or psychologists to provide targeted counseling or training for areas outside of the nunnery management's area of expertise. This is of particular importance for the girls that continue to struggle to cope using the mechanisms provided through this training and for those that have suffered extreme psychological stressors.	Nunnery Management	Within 60 Days



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5. Recommended future volunteer Assistance

- **Youth Agricultural Education Assistance-** Provide ToT to nunnery management to establish hands-on learning opportunities for the orphans on the 40+ acres of agricultural land to build on past volunteer assistance but with a closer integration of the development of technical and soft skills. This may be accomplished using methodology similar to the FFA or 4H programs allowing student groups to manage small plots of land, maintain farm financial and agronomic records, and compete in peer challenges to demonstrate real world applications of life and management skills. These efforts would complement the peer-to-peer mentoring program recommended above.
- See report for detailed recommendations.



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5. Recommended future volunteer Assistance

- **Citrus Orchard Management-** Within six months, the nunnery would benefit from assistance specifically to respond to extreme drought conditions and to help trees recover from periods of limited water.
- **Continued Climate-Smart Agricultural Assistance-** With drought a likely long-term challenge for the nunnery, continued assistance to build on past volunteers' recommendations for improved techniques for drought tolerant vegetable production will be essential.
- **Nutrition-** Girls expressed enthusiastic interest in learning the basics of nutrition and healthy cooking. These skills would benefit both the nunnery management and the girls who will eventually manage their family's nutrition decisions in the next 3-10 years.
- **English-Language-** The nunnery teachers and students emphasized the need for improved English proficiency to prepare the girls to excel in standardized testing to qualify for universities for advanced studies in agriculture and other fields.





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(Ah - Me - Se - Gi - Na - Le - Hu)
THANK YOU!