

Nor Luyce Mentoring Center For Youth

Gyumri, Armenia

3 Year Strategic Plan

September 2013

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**EXECUTIVE SUMMARY**

**“The most important gift anyone can give a girl is a belief in her own power as an individual, her value without reference to gender, her respect as a person with potential”**

**-Emilie Buchwald**

Nor Luyce is committed to improving the lives of teenage girls from orphanages and socially vulnerable families in Gyumri, Armenia. In the next three years the organization is dedicated to growing its number of participants, improving its organizational capacity, and understanding better the impact of its work.

This plan was put together through the hard work of the following individuals:

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Executive Director

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US Peace Corps Volunteer

**VISION**

Nor Luyce believes that teenage girls from orphanages and low income families can be self-sufficient and successful young women.

**MISSION**

Nor Luyce provides teenage girls from orphanages and low income families with a one on one mentoring relationship presenting an opportunity to have a role model and to learn more from their mentors. Along with their mentoring relationship the girls have a chance to participate in different skill building trainings to make their career plans, be compatible with their peers and be able to live self-sufficiently.

**NOR LUYCE’S ORGANIZATIONAL VALUES**

Encourage Creativity

A Commitment to Cooperation and a Sense of Community

Educational and Personal Growth will lead to self-sufficiency which is good for the individual and the society in which they live

Have Fun

All people have worth regardless of gender, family status, or economic condition

Those who are advantaged have an obligation to help those who are disadvantaged

Children need emotional support from caring, empathic adults

Children need marketable skills to create a successful future

**BACKGROUND AND PROCESS**

In September 2013, the Nor Luyce Mentoring Center For Youth (Nor Luyce) conducted a Strategic Planning Workshop and a Monitoring and Evaluation Workshop where they learned more about these subjects, identified key elements for their success, developed a 3 year plan, as well as a 1 year action plan for the organization. The following document is the information that was discussed and the plan that was created.

**ORGANIZATIONAL ASSESSMENT**

***SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)***

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Weaknesses** |
| **Internal** | * New ideas
* Creativity
* Educational meetings
* Group meetings
* Help with education
* The professions of different mentors (psychology, Armenian language, English language, education)
* Individual relationships
* Mentoring phase
* Understanding each other
* Desire to do more by staff
* Overhead costs are covered
 | * Lack of PR
* Stability in participation
* A lack of diversity among mentor professions
* Lack of equipment
* The space
* Lack of volunteer coordination
* There is no stable end to the program (when the phases end and when the year ends)
* Lack of monitoring and evaluation program and self-evaluation/reflection
* Volunteers not showing up
* Lack of ownership
* Lack of HR knowledge
* Indifference of mentors and mentees
 |
|  | **Opportunities** | **Threats** |
| **External** | * Birthright Volunteers
* Peace Corps Volunteers
* Donors outside of Gyumri
* Donors in Gyumri
* Organizations that help with staff training
* University and College Professors in Gyumri
* Cooperation with Small Organizations
* Orphanages and Child Care Center
* Grants from different donors
* Board members
 | * Lack of understanding of organization and its mission
* Orphanage directors
* Old participants lying about currently participating in the program
* US Embassy’s mentoring program
* Competition with other organizations that want to work with orphanages/ youth
* Others not wanting to rely on us
* Outside funders will group us with other organizations that do not properly use their funds
* Short term programs of other organizations interfere with our long term participation
* People think we are a religious organization because of our name
 |

***What Contributes to Our Success?***

**Internal Factors**

* Preparation
* Interactive Methods
* Teambuilding
* Communication
* Knowing each other well and getting to know each other better
* Trust
* Creating clear goals
* Creating defined phases, which include ages of participants and numbers in each phase
* Enthusiasm

**External Factors**

* Cooperation with organizations that work with youth, where we can recruit new mentors and mentees (local universities, NGOs in Gyumri, etc.)
* Networking and being out in the community (NGO fairs, participating in local events)
* Grants for Equipment and additional projects
* Mentors with different professions (sociology, psychology, education, computer science, etc.), match mentees up with mentors who study what they are interested in
* Realizing projects with other local and international organizations

*After assessing Nor Luyce’s current situation, the planning committee developed a strategy that will work with our strengths and develop our weaknesses.*

**IMPLEMENTATION OF VISION**

***Strategic Focus***

Nor Luyce’s overall strategic focus is to strengthen the organization’s capacity and sustainability, increase our local and international presence, and continue development of our 3 phase program.

***Strategic Priorities***

1. To create self-sufficient, healthy, globally aware young women who have set personal and career goals and an action plan of how to achieve this.
2. To strengthen our organization’s capacity and sustainability through individual employee development, a sense of ownership by staff, volunteers, and participants, improved human resources, development of a financial plan, and improved monitoring and evaluation.
3. To increase our local and international presence through networking, social media, and workshops/conferences.

***Key Strategic Initiatives***

To increase the organization’s general budget

To sustain a scholarship fund for all deserving participants

To develop human resource materials and guidelines (ie. Employee handbook, job descriptions, employee reviews)

To expand the program to include 30 new mentees in the next 3 years, 10 new mentees per year

To develop and expand the board of directors

***Measuring Our Success***

Nor Luyce will have an established scholarship fund by the end of 2014 and will help send at least 10 of our participants to a university or technical college in the next three years.

We will have increased organizational capacity, demonstrated through our active board, planning processes, conferences and trainings attended, and improved internal human resource materials.

With our enlarged network, the organization will have access to more grants and funding, social capital, and other opportunities and will be able to better keep track of all information through improved organizational practices.

Nor Luyce has also decided on six overall verifiable indicators that will guide the practices of the organization:

* Career, professional and educational skills
* Physical Health
* Emotional Health
* Financial Health
* Global Citizenship
* Independence and Life Skills

During our three phase program, participants will develop skills under each of these indicators. We believe that development in each of these areas will fulfill our mission of developing self-sufficient, healthy, globally aware young women.

**APPENDIX A**

***Logical Framework for Priority 1 (for 1 year)***

|  |  |  |  |
| --- | --- | --- | --- |
| **Design Summary** | **Verifiable Indicators**  | **Monitoring Mechanism** | **Assumptions/ Risks** |
| **Goals** |   |   |   |
| **To give girls the means to become self-sufficient, healthy, globally aware young women, who have set personal and career goals and who have created an action plan of how to achieve them.** | Career, Professional, and Educational Skills | number of applications to university |   |
|   |   | written goals and how to achieve them |   |
|   |   | completed career plan |   |
|   | Physical Health | surveys completed at the beginning and the end of the program to determine change in knowledge |   |
|   | Emotional Health | Self-esteem test taken at the beginning and the end of the program |   |
|   |   | staff observation |   |
|   | Financial Health | individual personal budgets |   |
|   | Global Citizenship | prepared materials about countries and test about what they have learned about the countries (post-meeting where they learn about a country) |   |
|   | Independence and Life Skills | at the end of each phase a focus group and individual meetings will be conducted with participants, parents, orphanage directors, and/or school teachers.  |   |
|   |   | Staff Observation |   |
| **Purpose** |   |   |   |
| 1. By the end of the first phase participants will have a more aware sense of self. | 1a. Participants will know their strengths and weaknesses, whether they are extroverts or introverts, and how to control their emotions. | 1a. After 10 months participants will have completed an individual journal with their mentors.  | Assumption: The participants want to learn more about themselves and will want to attend our meetings |
|   | 1b. Participants will learn how to represent themselves properly within their communities. | 1b. Observation from staff and questionnaires to people who come into contact with participants (teachers, parents, orphanage directors, social center directors) | Risk: Parents will not want their children to participate  |
| 2. By the end of the second phase participants will have increased their computer skills and will have a clearer idea of their future career path. | 2a. Participants will have an action plan for their futures, # of action plans | 2a. Completed individual career plan, CV, and cover letter. | Risk: The orphanage directors will not allow their children to participate |
|   | 2b. Participants will gain confidence in conducting research, writing papers, and presenting public presentations. | 2b. Completed research on the computer for their PowerPoint Presentations in front of other participants, # of completed presentations | Risk: Lack of interest |
|   | 2c. Participants will improve their computer skills | 2c. Pre- and Post- tests will be conducted and skills will be used to complete career plans and presentations | Risk: Girls will not have enough time to practice their computer skills, in addition to our trainings, so skills will not improve |
| 3. By the end of the third phase participants will have a clear understanding of finance and independence | # of completed meetings and individual budgets created | The group meeting coordinator will keep track of attendance, staff will help participants complete budgets  | Risk: None of the participants will want to go to university |
| 4. Participants will become more aware of the world around them, gain additional life skills, and will increase their cultural development. | 4a. Participants will learn more about their own and other’s cultures | 4a. questionnaire will be given to participants at the end of cultural meetings and participants will research countries and present knowledge learned to other participants. | Assumption: We will have enough interested mentors and mentees |
|   | 4b. Participants will learn about and celebrate holidays from other countries. | 4b. Informal interviews and staff observation | Risk: People will not have enough time and won’t want to be responsible |
|   |   |   | Risk: Participants will only care about themselves and not care about the world around them |
| **Outputs** |   |   |   |
| **Phase 1** |   |   |   |
| By July 2014 all phase 1 participants will have completed 10 phase 1 meetings. | Have a sign in sheet at each group and individual meeting.  | Staff will keep track of who attends meetings in master list | Risk: Being unable to complete all of our planned meetings |
| By the end of June 2014, all participants will have attended 20 individual meetings.  | Individual Meeting Journals will be completed. | Mentors will check in with Individual Meeting Coordinator to monitor progress of journals | Risk: Not being able to find proper experts or experts may not want to come |
|   |   | Mentors complete monitoring report | Assumption: Good mentor-mentee matches |
| Each mentor-mentee pair will prepare and present 1 phase 1 group meeting by July 2014. | The scheduled mentor-mentee meeting | 1 realized educational or fun group meeting presentation done by mentor/mentee pair | Risk: Participants leaving the program early |
| **Phase 2** |   |   | Risk: Participants will try to start program late so that they can get their education paid for |
| By the end of May 2014 participants will have completed a career plan. | The # of created career plans | Individual parts turned in at the end of each meeting, which will become the overall career plan | Risk: MARRIAGE |
| By the end of May 2014 participants will have completed 16 phase 2 meetings. | Have a sign in sheet at each group and individual meeting.  | Staff will keep track of who attends meetings in master list | Risk: Misuse of staff members’ trust by mentees (lying, etc.) |
| By the end of May 2014 each phase 2 participant will have completed 1 PowerPoint presentation, on a topic of their choice.  | The # of prepared and realized PowerPoint Presentations | Staff working with participants to realize their research and presentations |   |
|   |   | turned in research |   |
|   |   | turned in presentation |   |
|   |   | observation of presentations |   |
|   |   | evaluation forms from other mentees |   |
| **Phase 3** |   |   |   |
| No participants in this phase currently |   |   |   |
|   |   |   |   |
| **Phase 4** |   |   |   |
| By the end of May 2014, participants will have participated in 9 group meetings | Scheduled and realized meetings | Staff will keep track of who attends meetings in master list |   |
| By the end of June 2014, participants will have participated in 1 Physical Health training series. | Scheduled and realized training series | Staff will keep track of who attends training series in master list |   |
| By the end of June 2014, participants will learn about at least 1 new country and its culture.  | Scheduled and realized cultural events | Attendance and questionnaires will be completed by each participant |   |
| **Activities** |   |   |   |
| **Phase 1** |   |   |   |
| Create a schedule of 10 meetings for participants. | Completed Phase 1 meeting schedule | By the end of July of each year, completed schedule for the new year | Risk: Trying to do too many things |
| Create the actual presentations for the meetings. | Completed presentations | Presentations will be revised and completed at least 4 days before the group meeting. Prepared materials will be printed out to determine that the meeting is prepared. | Assumption: Time Management |
| Schedule individual meetings for each pair. | Completed Individual Meeting schedule (draft schedule and final schedule) | Draft schedule completed by the end of July | Risk: Not being committed to doing good work |
|   |   | By Sept. 15 final schedule is created | MARRIAGE/BABIES |
| Coordinate the actual meetings. | Individual Meeting Coordinator observes and keeps track of | Individual Meeting Coordinator notebook, individual meeting journals completed, mentor check list completed at the end of each meeting | Risk: Future personal plans, better paying jobs for staff |
| Schedule and coordinate each mentor-mentee presentation. | Completed Schedule of presentations and completed presentation material | Staff will create and confirm schedule and each pair will work with the group meeting coordinator to guarantee presentation material is completed and ready for the presentation | Risk: Unforeseen events where we need to change meeting dates |
|  |   |   | Risk: Girls not wanting to work on individual presentations or having the means to do it |
| **Phase 2** |   |   |   |
| Create and hand out a career plan toolkit.  | Completed career plan | At the end of each meeting staff will collect career plan materials and make sure that they are completed, if not, participants will complete at the next meeting.  | Risk: Participants not wanting to fill out monitoring materials |
| Create a schedule of 16 meetings for participants | Completed Schedule of presentations | By the end of July of each year, completed schedule for the new year |   |
| Create the actual presentations for the meetings. | Completed presentation material | Presentations will be revised and completed at least 4 days before the group meeting. Prepared materials will be printed out to determine that the meeting is prepared. |   |
| Schedule and coordinate each participant presentation. | Completed Schedule of presentations and completed presentation material | Staff will create and confirm schedule with each phase 2 mentee and each mentee will work with the group meeting coordinator to guarantee presentation material is completed and ready for the presentation |   |
| Provide support to participants while they research their presentation topics and create PowerPoint presentations | By the end of January mentees will choose their topics | Collection of the titles of the topics |   |
|   | By the end of April materials will be completed | Materials collected from mentees and discussions with staff |   |
|   | By the end of May each mentee will have completed 1 presentation | Completed presentations, photos, sign-in sheet, and evaluations |   |
| Invite outside experts to present at predetermined group meetings and coordinate the meetings | Presenter's participation in the group meeting | confirmation that presenters are coming, realized presentations, and evaluation of the presenters and information at the end of each meeting |   |
| **Phase 3** |   |   |   |
| No participants in this phase currently |   |   |   |
| **Phase 4** |   |   |   |
| Create and coordinate a schedule of 9 meetings and 1 training series for participants. | Completed Schedule of presentations | By the end of July of each year, completed schedule for the new year |   |
| Create the actual presentations for the meetings. | Completed presentation material | Presentations will be revised and completed at least 4 days before the group meeting. Prepared materials will be printed out to determine that the meeting is prepared. |   |
| Find and coordinate experts for the training series. | When group meetings are scheduled, make notes of experts needed (at least 3 experts brainstormed for each meeting), experts will be invited at least 1 week before the schedule group meeting | Meetings with experts, verbal agreements, and materials provided by experts, photos, and experts are present at meeting |   |
| Schedule and realize at least one cultural event about a new country. | Determine which countries to focus on and what type of meeting we would like to hold by December of each year | Session Outline will be completed and task list will be created for the meeting |   |
| **Inputs** |   |   |   |
| Funding (snacks, transportation fees, salaries, materials, rent, etc.) |   |   |   |
| Staff |   |   |   |
| Mentors |   |   |   |
| Mentees |   |   |   |
| Outside Experts |   |   |   |
| Other Volunteers |   |   |   |
| A space to meet |   |   |   |
| Handouts, projector, meeting materials, computers |   |   |   |
| Creativity  |   |   |   |
| Time  |   |   |   |
| Furniture  |   |   |   |