

THE REGIONAL SCHOOLS AND COLLEGES PERMACULTURE (ReSCOPE) PROGRAMME

Dates : 3rd to 5th June 2009

Venue : SACDEP Centre, Thika, Kenya

Subject: **Strategic Planning Workshop No. 2 Session one**

List of participants:

1. Gertrude Zulu- Shinkanga, Community Youth Concern, Zambia; ReSCOPE Board Chair
2. Eliud Ngunjiri, RODI Kenya; ReSCOPE Board vice chair
3. Charles Mazinga, Ministry of Education, Malawi; ReSCOPE Board Treasurer
4. Daniel Sithole, SCOPE Programme and Natural Farming Network, Zimbabwe; ReSCOPE Board member
5. Josephine Kizza, St Judes Family Projects, Uganda; ReSCOPE Board member proxy for Elijah Kyamuwendu
6. Mr. Mutura, SACDEP Kenya; ReSCOPE partner representative
7. Jane Wairimu Gatumia, SACDEP Kenya; ReSCOPE partner representative
8. Margret Mbuthi, RODI Kenya; ReSCOPE partner representative
9. Mugove Walter Nyika, ReSCOPE Programme Coordinator, Malawi
10. Chiyanjano M'manga, ReSCOPE Programme Administrative Assistant, Malawi
11. John Wilson, Facilitator, Zimbabwe

Introduction

Gertrude Zulu-Shinkanga, the Chair of the ReSCOPE Board, welcomed the participants to the workshop. She asked the participants to introduce themselves and gave a special welcome to the facilitator, John Wilson. She asked the Co-coordinator to give a background to the workshop before giving a further introduction of the facilitator. Mugove explained that following the first ReSCOPE strategic planning session that was held in Lusaka in December 2006, the ReSCOPE

Programme had set short term objectives which were focused on setting up the regional office and which have now largely been achieved. It was therefore time to take stock of the intervening period and to look ahead into the next phase.

He said that the strategic planning that we were starting today would be a five month process which is beginning with a three day session to look at experiences over the last two and a half years and the lessons that could be obtained from there. From this we would look at our context and come up with the main strategic issues that we needed to focus on in the next phase. We will formulate a strategic objective for each issue identified and begin to flesh out or unpack each objective. We will end the three – day session with a plan of action to guide us over the next five months. Over the period after leaving this workshop we will in small teams develop concept papers for each strategic objective. At the end of the five months in October this year we will meet again for two days to review the concept papers and refine them. We will try to match the timing of the two day session with the 9th International Permaculture Conference and Convergence (IPC9) which will be held in Lilongwe, Malawi from the 2nd to the 6th of November 2009.

The IPC9 convergence requires all participants to have been trained in Permaculture and we have a Management Committee resolution that all ReSCOPE Board members be trained in Permaculture. We will therefore combine the Board training with the two day strategic planning session during the week ending 29 October 2009 in Lilongwe, Malawi so that we can link up with the IPC9 events that will happen during the following week. The Board training will now be a three day Introduction to Integrated Land Use Design (ILUD) and Permaculture course. The standard training in Permaculture is a two week course but we will apply for a waiver of that requirement.

Moving back to the three day session beginning today, Mugove said that the overall purpose of the workshop was to develop an inspiring and creative way forward for ReSCOPE as it moves into its second phase, based on deep learning from the first phase. The specific objectives were that by the end of the workshop the participants will have:

- Drawn out the key learnings from ReSCOPE's first phase (in particular learnings that usefully inform the future of ReSCOPE)
- Developed a picture of ReSCOPE's various relationships internally and with the stakeholders and the current state of these relationships
- Determined the trends in the context that are of particular significance to ReSCOPE as it looks ahead to the future and explored the implications of these trends to ReSCOPE
- Revisited and refined ReSCOPE's vision and purpose and its values and how it puts these into practice
- Developed a set of strategic objectives for the next three years for ReSCOPE and done some ground work on how these will be achieved
- Drawn up a next steps plan to keep the strategic planning process going

The Board was also going to take advantage of the workshop to have its meeting in the evening on Wednesday. John offered to show a video on the food crisis on Thursday evening. Eventually the two events swapped their time slots with the video being shown on Wednesday and the Board meeting taking place on Thursday.

Mugove then handed over to the facilitator, John Wilson, whom he said had been part of the ReSCOPE story and vision from way before the formation of the Programme in 2006.

John thanked Mugove for the introduction and said that it was a pleasure for him to work with the ReSCOPE Programme. He said that the feedback from the Tudor Trust was that they felt that the ReSCOPE Programme had not yet managed to light the fire, to capture the enthusiasm and imagination of the partners in the participating countries who are crucial in keeping the fire burning. He said that the success of this Programme largely hinges on the Board members because it is their organizations that have to do the work on the ground. He said that normally people would do what they would like to do. He outlined the process of the workshop as follows:

- *Welcome and introduction*
- *What's happened? Not happened? Why? Why not? Assumptions learnt?*
- *Context: What's happening in the world out there? Relevant trends? Implications?*
- *Vision, purpose, values and identity*
- *Strategic intuition, other experiences? What has been learnt? Where's the energy for action?*
- *Strategic objectives 2010 -2012*
- *Next steps plan*

He then led the participants to reflect on the ReSCOPE Programme through the following questions and responses

:

Q1. What makes ReSCOPE special or unique in your eyes?

- Connecting schools and communities, government agencies and civil society organizations.
- Dealing with children in school: pupils/learners
- Focusing on schools as centres of learning.
- Focusing on ecological land use and nature
- Working with young people (the future generation) to give skills that will help to sustain the environment, nutrition plus incomes
- Provides unique learning experiences in land utilization, with the participation of government, community and CSOs i.e. team work.
- Its clarity in terms of what it wants/is focusing on Permaculture and schools.
- Opportunity to prepare and produce a future generation of food producers.
- Original idea of working with school children.
- Using schools as centres of excellence for communities.
- Holistic approach

- Using children to reach out to communities
- Involvement of children/students as part of reviving agricultural systems in Africa.
- Coordination of stakeholders
- Capacity building for CSOs and teachers, skills building for learners...

Q2. What most burning question do you have about the future of ReSCOPE?

- ReSCOPE is coming at a time when conventional systems are collapsing, a time of global warming and climate change, global food crisis, when the capitalism model is being questioned/collapsing.
- How will ReSCOPE reach out or roll out to other schools.
- How do we get ReSCOPE to be financially stable to assist itself and support country desks
- Will ReSCOPE survive the global threats i.e. Land grabbing, GMOs, globalization, etc.
- What is its best way in making a difference?
- How much effort is put in to ensure steady funding for ReSCOPE's work?
- How ReSCOPE Programme can be main streamed into the education system in Kenya.
- How can ReSCOPE be positioned to really handle the huge expectations that are building up in the region?
- Sustainability in terms of financial resources.
- Sustainability of ReSCOPE in the face of dwindling donor resources due to the economic crisis
- Will ReSCOPE attain the desired impact at country levels
- How will ReSCOPE evolve from a Programme to a network when it scales up?

MWN presented a time line to give the background of the ReSCOPE Programme from the 1970s to date.

1970s Bill Mollison and David Holmgren develop the concept of Permaculture, They draw on both ecology and tradition

1987 First Permaculture training workshop in Africa is held in Botswana

1988 Establishment of Fambidzanai Permaculture Centre in Zimbabwe

1989 – 1995 Several Permaculture organizations formed by people trained at Fambidzanai.

1989 to 1991 St Vincent School implements Permaculture following a workshop facilitated by Fambidzanai

- 1991 Minister of Education visits St Vincent's school and is impressed. Asks Fambidzanai and Ministry to work together
- 1994 after fundraising and planning, SCOPE Programme launched in 18 schools.
- 1995 There was the first evaluation
- 1997 SCOPE housed in Ministry of Education
- 1999 District level piloting started
- 2004 Cluster level piloting, regional interest and concept developing
- 2006 ReSCOPE planning and launch
- 2007 In January and February fundraising and planning for ReSCOPE
- 2007 In April first Regional Integrated Land Used Design Training (ILUD) that was held in Zimbabwe
- 2007 In May the RESCOPE Programme office opens, registration with Council for Non Governmental Organizations in Malawi (CONGOMA).
- 2007 June, the Steering Committee meets to launch ReSCOPE Board. Registration with NGO Board
- 2007 October – First Management Committee meeting, new partners join.
- 2008 May and June - Management Committee Meeting in Kenya, filed visits, new partners
- 2008 November Management Committee Meeting in Uganda and field visits, new partners
- 2009 ReSCOPE Programme website launched: www.rescopeprogramme.org
- 2009 ReSCOPE becomes IPC 9 Secretariat www.ipc9.org and chairs PLAN Africa.

Following this presentation, there was a discussion on the impact of the Programme especially in the respective countries. It was agreed that the impact was a mixed bag and it varied from country to country.

In Zimbabwe there have been massive disruptions caused by the political and economic instability to the extent that schools were closed for much of the year 2008 and the first term of 2009. Many teachers left for neighboring countries and the NGOs including the SCOPE Programme were forced to close their operations for a while. The SCOPE Programme is now on the recovery path and the cluster activities are being revived. The partnerships with organizations like Environment Africa and with the Ministry of Education have been a strong point of the Programme in Zimbabwe

In Malawi, the Ministry of Education has a School Health and Nutrition (SHN) Department which has developed a SHN policy and strategy with the following components:

- School meals
- School gardens
- Micronutrient supplementation
- Water and sanitation
- HIV prevention, care and support
- Woodlots

- Orchards and
- Recreation

ReSCOPE can continue to work well together with the Ministry of Education if it intensifies its work on the aspects listed above. ReSCOPE is part of the technical working group on SHN in Malawi and a pilot project on productive school environments has been implemented in 8 districts with the support of German Technical Cooperation (GTZ). The SHN department coordinates the technical working group which includes other partners like the World Food Programme and the Food and Agriculture Organization. This project is about to be evaluated and is running in 40 schools out of the 5307 primary schools in Malawi. The SHN department is a member of the Global and African Child Nutrition Forum of which Zambia, Kenya and Uganda are also members. The ReSCOPE Programme could become a member.

In Zambia, ReSCOPE partners met the Principal Secretary and Director of Planning in the Ministry of Education in 2007. The Ministry of Education is supportive and a demonstration is being established at Kamulanga school in Lusaka with the support of Community Youth Concern (CYC), the Ministry of Agriculture and Terre des Hommes, Germany. The Ministry of Agriculture local extension officer provides technical support to the school. The Government Agricultural Training and Research (GART) Centre in Chisamba has also been supportive of the work of CYC. The other ReSCOPE partners in Zambia are Kasisi Agricultural Training Centre, Zambia Civic Education (ZAMCIVIC) and the Steadfast Action Foundation (SAF). Kasisi has set up a one hectare Permaculture Production trial plot that is being jointly monitored with the University of Zambia's School of Agriculture.

In Kenya there are now 7 ReSCOPE partners but 5 of these have joined recently. SACDEP in Thika is working with 10 schools at the coast while RODI in Ruiru is working with 23 schools in its Sustainable Organic Agriculture Programme (SOAP). The schools include public and private schools as well as schools for the physically challenged. The ReSCOPE partners in Kenya recently held a meeting that was sponsored by the partners themselves. This work has been continuing in spite of the lack of formal support from the Ministry and the fact that Agriculture is no longer part of the curriculum in primary schools. RODI also trains prison Officers in various skills and gives them certificates accredited to formal higher education institutions.

In Uganda Kulika Trust has been working with 40 schools while St Judes is working with 14 schools. There are good relationships with the Ministry of Education at the local level. EMESCO has recently joined the ReSCOPE partnership and there are a number of other organizations that are interested in partnering with ReSCOPE including one organization in Rwanda. In Uganda the schools work with their local key farmer trainers (KFTs) who provide technical support to the schools in sustainable agriculture.

What hasn't happened that might have been?

The following were identified as gaps in the work of the ReSCOPE Programme by the participants:

- Have a concept we would like to sell but not capacitated in
- Having more partners - getting 10 or 20 organizations on board in each country “build our biceps” to approach the Ministry of Education
- Sharing of experiences at country level: establishing country platforms
- Strategic alliances with the Ministry of education for various reasons e.g. misconceptions, contacts, identifying entry points.
- Pushing and more reminding from the regional level.
- Inclusion of Ministry officials in ReSCOPE meetings
- Membership of ReSCOPE in key forums such as the global child nutrition forum
- Strategies to motivate teachers, children and schools as a whole.
- Louder and more advocacy on what the programme/ReSCOPE is about.
- A fire has not been lit /not catching peoples imagination yet the button has not been pressed.
- Identifying local champions’ schools, Ministry of Education, officials, teachers, students, parents and political leaders.
- Use of competitions – rewarding good practices
- Sharing of in-country experiences continually
- Documentation of the Malawi and Zimbabwean experiences
- Reaching out strategically
- Torch bearer schools
- More of a bang
- Exchange programmes across countries
- More funding /funders
- Getting more tenders involved
- More saleable /marketable ReSCOPE

The Coordinator then gave a presentation on the stakeholders to the ReSCOPE Programme as outlined in the table below:

STAKEHOLDER	LINKAGES		STATE OF THE RELATIONSHIP
	EXPECTATIONS	CONTRIBUTIONS AND POTENTIAL CONTRIBUTIONS	
The Tudor Trust	-ReSCOPE to grow	-Initial support for	Since before the

	<p>and support its partners.</p> <p>-ReSCOPE should find other funding partners to support its work</p>	<p>the set up of ReSCOPE</p> <p>-Core support for ReSCOPE admin</p> <p>-Support for capacity building of staff, Board and partners</p>	<p>inception of ReSCOPE.</p> <p>Supported the initial planning workshop for the setting up of ReSCOPE.</p> <p>Healthy links</p>
Terre des Hommes (TDH), Germany	-ReSCOPE to capacitate TDH partners in biodiversity issues	-support for the training of TDH partners	<p>-Since before the formation of ReSCOPE.</p> <p>-ReSCOPE office is in a country not supported by TDH and that complicates the relationship.</p>
PLAN Africa	-ReSCOPE to support the scaling up of Permaculture programmes	-Links to potential funding partners	<p>-Since mid 2008</p> <p>-healthy</p>
Threshold Foundation	-ReSCOPE to support the PLAN Africa Initiative	-support for activities that are linked to PLAN Africa	<p>-Since mid 2008</p> <p>-healthy</p>
Tecovas Foundation	-ReSCOPE to support the PLAN Africa Initiative	-support for activities that are linked to PLAN Africa	<p>-Since mid 2008</p> <p>-healthy</p>
Re Community of Norway	ReSCOPE to support the implementation of Permaculture in schools at Katwe,	Support for the Katwe initiative	<p>-Since November 2008</p> <p>-healthy but not responsive</p>

	Western Uganda		
Potential partners such as NORAD and the Development Fund of Norway	<p>-ReSCOPE should link with Norwegian NGO in order to receive NORAD funding</p> <p>-ReSCOPE should link with the FAIR Programme in Malawi in order to receive support from the Development Fund of Norway</p>	<p>-support only through Norwegian NGO</p> <p>-support only through the FAIR Programme</p>	<p>-conceptual stage</p> <p>-conceptual stage</p>
PELUM	-ReSCOPE to help PELUM members to fund raise for schools projects	-more PELUM members could initiate schools programmes and join ReSCOPE	<p>-since 1994</p> <p>-healthy</p>
Education Ministries	ReSCOPE and its partners to provide resources for the implementation and monitoring of the schools Permaculture programmes	<p>-Supporting the access to schools by ReSCOPE and its partners</p> <p>-Creating an enabling policy environment</p> <p>-contributing staff time to the programmes</p>	-tricky relationships in most cases
Lead organizations -RODI Kenya -Kulika Uganda -Min of Educ. Malawi	<p>-Support for the setting up of a country network</p> <p>-capacity building of the lead organizations and</p>	<p>-recruitment of new partners</p> <p>-coordinating with other partners</p> <p>-engaging with the relevant govt</p>	<p>-Since 2007</p> <p>-Limited by resources</p>

<ul style="list-style-type: none"> -Community Youth Concern, Zambia -SCOPE Zimbabwe -- SA 	<p>other partners</p>	<p>agencies</p>	
<p>Other partner organizations</p> <ul style="list-style-type: none"> -St Judes - Uganda -EMESCU – Uganda -SACDEP –Kenya -Smart Initiatives-Kenya -COSDEP, Kenya -Grow Bio intensive, Kenya -NECOFA, Kenya -CYC, Zambia -ZAMCIVIC, Zambia -Steadfast Action Foundation, Zambia -Kasisi, Zambia -PaNthunzi, Malawi -MOET, Malawi -Biowatch, S.A. -SEED, S.A. -Food & Trees for 	<ul style="list-style-type: none"> - Support for the setting up of a country network -capacity building of staff of the partners -exchange visit programmes 	<ul style="list-style-type: none"> -Support for regional initiatives -implementation in the schools that they work with 	<ul style="list-style-type: none"> -Since 2007 -Limited by resources

Africa, S.A.			
The Board	-capacity building of members	-organizational development of the Programme -Managing the Programme -providing guidance and supervision to staff	-since 2007 -limited by resources
ILUD Facilitators	-looking to ReSCOPE for opportunities to train	-available to train partners	-since 1998 -healthy
SCOPE Programme	-looking to ReSCOPE for help in fund -raising	-examples for new partners to visit -experienced trainers	-healthy

Uniqueness of the ReSCOPE Programme

- School gardens attractive and productive
- Challenging existing system
- New frontiers and partner organizations
- Specific niche /not competing with other networks
- Use of locally available resources
- Children actors in their environment and children as agents of change
- Participation of all stakeholders at the school
- giving children space to be creative
- Relevant messages passed on from children to children and from children to parents
- Connections between school and community, parents and school, Ministry of Education and Communities
- Roll of schools as centres for their communities
- Schools helping orphans and other vulnerable children
- Diversity/wealth in school grounds
- Preparing students holistically
- Enhancing teaching and learning using locally available resources (TALULAR)
- Creates opportunities for learners to discuss other life issues.

In the evening participants watched a video on the food crisis.

DAY 2. Thursday, June 4, 2009

Reflections on the first day

1. What was strongly confirmed for you yesterday about the way forward for ReSCOPE?

- Things that have not happened in ReSCOPE e.g. inclusion of government officials in ReSCOPE meetings, Identifying champions who can take the work forward
- The need to expand and be felt more, having its activities in more places.
- Importance of networking to reach many more and have bargaining power.
- That ReSCOPE has a crucial role to play in Africa.
- The way forward for ReSCOPE: work closely with Ministry of Education, partners of ReSCOPE requires studying the relevant government policies and be housed in the Ministry of Education.
- ReSCOPE needs to come in a bang in the region to light the fire, build the capacities of partners, and building strategic alliances with ministry of education.
- Need for fundraising to support activities, need to be innovative in partnership, strategies and working with goals.
- ReSCOPE needs to clarify its identity and its focus and be able to communicate this very clearly.
- The need for ReSCOPE to see how it fits in with and relate together on networking type initiatives.
- ReSCOPE has a lot to offer but needs to be proactive, innovative and market its profile to operate and compete in a fast changing environment

- ReSCOPE is on the right path in contributing to positive development in agriculture and sustainable livelihoods but there is a big threat from the multi-national using bio-chemicals so need to be proactive

2. What new insight(s) about the way forward for ReSCOPE did you have yesterday?

- New Insights: Working with the Ministry of Education and to be aware of government policies and structures, have to know government policies.
- What is ReSCOPE doing to stand the current global trends.
- That ReSCOPE can and has to be entirely flexible if it is to respond effectively to the changing context.
- Insight about way forward: The implications from emerging issues towards ReSCOPE agenda need to be strategized well.
- Focusing on private schools as well. Taking stock of positive trends and building positively on them.
- Strengthening of lobbying activities may be employing an information officer? Need to link ReSCOPE strategy to global endeavours
- How important and critical to the process the relationship with the Ministry of Education.
- ReSCOPE could be network at country level with support from small regional team.

- How can we vigorously market the positive gains ReSCOPE has achieved and give hope for the future of the ecosystem to sustain humanity in a holistic approach
- Networks at country level



3. What new question(s) emerged for you yesterday in relation to ReSCOPE's way forward?

- New Questions: Where does ReSCOPE get funds to enable its activities to continue smoothly
- How are the structures like for new members to be recruited and to train or equip the existing ones with relevant information?
- What form should ReSCOPE take? A programme? A Network? A Consultancy? An Association or Initiative?
- Question emerged in relation to way forward: - Capacity of ReSCOPE to scale up the programme. The office has two officers only.
- What should ReSCOPE do to show it has an answer to the many global threats the world is facing – what buttons should it press?
- Do we really need to go the network way or we are better off remaining a programme.
- What is the most appropriate role for the regional team and body?
- Role for the regional team

Discussion: The problems with networks

1. The networks tend to do the work that the members are supposed to do. The network secretariat and the members compete for the same donor funds
2. They tend to be top down in approach
3. They tend to be dependent on external resources. Instead they should raise resources on the ground where the members are

ReSCOPE Vision, Mission

Vision

“Quality of life in African communities is improved”

Mission

To transform schools in Africa into productive centres that are rich in agro-ecological resources for the communities they serve.

Name

Schools Integrated Design Institute (SIDI)

The ReSCOPE Values

- Caring for the earth and respect for all forms of life
- Children as custodians of the future
- Integrity, transparency and accountability
- Partnerships, empowerment, democracy and sharing
- Creativity, innovation and fun
- Non discrimination

Putting our values into practice: What must we do or produce:

- Running the organization / Culture of the organization
- Relating to various stakeholders
- In our direct work.

Caring for the earth and respect for all forms of life

- **Resource** recycling strategies
- Creating habitats around the offices
- Teaching partners about this value

Children as the custodians of the future

- Fostering child participation
- Giving the children a voice
- Rights based approach to development

Integrity, transparency and accountability

- Annual reports shared widely
- Newsletters
- Clear communication strategy
- Seeking feedback and acting on it
- Document and share experiences
- Diverse Board of Directors
- Use of electronic social networking tools

Partnerships, Empowerment, Democracy and Sharing (PEDS)

- Clear communication, strategy or approach
- Seeking feedback and acting on it
- Capacity building or training in such a way that people can go out and do things on their own.
- Seek out document and share experiences or studies.
- Close collaborations with Ministry of education and other government departments.
- Diverse board reorientation country or gender.
- Capacity building of partners, stakeholders

Creativity, Innovation and Fun

- Use of locally available resources
- Innovative environment
- Accepting new ideas

Non discrimination

- Diverse Board of Directors

What is happening in the context that is relevant to the work of ReSCOPE positive or negative and at whatever level community – global?

- Increasing awareness of sustainable Agriculture in Ministries of Agriculture
- A new Green Revolution for Africa (AGRA) subsidies for fertilizers, only way for Africa to feed itself is with high inputs
- There are a number of other networks in same field
- GMOS being pushed more and more
- Instability or potential instability politically
- Huge clearance for mono-cropping continues
- Global financial crisis - funding more difficult
- Narrowing of diets, big influence on policy
- Sustainability better known - more awareness to day
- Africa continues to be bombarded by the industrial mentality through adverts, lifestyles, fast food culture, mono-crop culture, supermarkets and dumping ground
- Funding through networks
- Land grabbing - New scramble for Plan Africa
- Government Agriculture policies weak
- A lot of question marks around conventional approaches
- Mobility or exodus of teachers especially in Zimbabwe
- COMESA liberalization – threat of GMOs from SA
- Weak agricultural policies
- Awareness that traditional foods are healthy
- Increasing use of herbal remedies
- Corruption spreading
- ICT spreading
- Spreading very fast – information technology , gathering information for marketing , potential for educational activities
- Donor funds being channeled to guts through depends on countries
- Depending poverty
- Varies between countries teachers availability
- Land degradation at community level is continuing
- Regional cooperation growing
- Promotion of bio-fuels threatening food security
- Workshop allowance mentality of trade i.e. possible flooding of domestic markets in Africa
- Dumping and re-introduction of DDT
- In schools teachers overloaded, examinations approach dominates, Employment forums
- Agriculture is not appreciated or supported i.e. very low status

- Some opportunities to integrate relevant principles into different subjects
- Breaks everything up, not holistic and doesn't show connections between everything

WHAT DOES THIS ALL MEAN FOR THE SECOND PHASE OF RESCOPE?

- ✦ More advocacy, campaigns and lobbying
- ✦ Opportunity of work to be done
- ✦ Call for innovation
- ✦ Build and communicate ReSCOPE profile
- ✦ Ride on government structures resources, policies
- ✦ Develop curriculum frameworks for adoption in countries
- ✦ Flexibility – responsiveness
- ✦ Collaboration with like-minded networks
- ✦ Linking donors
- ✦ Produce booklets on relevant issues
- ✦ Fund raising for country programmes
- ✦ More linkages with other networks
- ✦ Create awareness among CSO's
- ✦ Recruitment of CSO partners
- ✦ Influencing policies
- ✦ Explain the concepts to new and potential partners
- ✦ Value addition and marketing of cluster products
- ✦ Document and produce resource materials
- ✦ Working demonstration in schools
- ✦ Establish country networks that run their own shows
- ✦ School to school extension/learning
- ✦ Selling the concept to donors
- ✦ Developing a selling package for the Programme
- ✦ Ride on other events
- ✦ Ride on SHN Programmes
- ✦ Ride on fashions such as climate change, MDGS
- ✦ Participate at shows
- ✦ Suggests a lot of opportunity for ReSCOPE as the approach offers alternatives to emerging issues, collaboration between partners and with the other networks.
- ✦ Build market and communicate ReSCOPE profile
- ✦ ReSCOPE has to be innovative to deal with issues, in the relationship building, inspiring in providing solutions.

- ✦ Negative as it is ReSCOPE has something to offer. Therefore must take stock of the positive trends to give us courage.
- ✦ Be aware of government policies, structures and resources
- ✦ Curriculum framework from ReSCOPE for all countries (adapted in each country)
- ✦ Fast changing therefore need for flexibility and being proactive.

In the evening the ReSCOPE Board held its Biennial General meeting where Gertrude Zulu-Shinkanga and Eliud Ngunjiri were re-elected Chair and Vice chair respectively. Charles Mazinga will be Treasurer and together the three will form the Management Committee of the Programme

DAY 3, Friday June 5, 2009

Reflected on

- 1) What have emerged as SIDI/ReSCOPE's main strengths
- 2) What are the main areas that need strengthening?

Quote: No matter how urgent things become, never stop reflecting – John Wilson

Current strengths

- Tools for schools to make a difference for example Integrated Land Use Design (ILUD) process
- Interested partners
- See unique characteristics through powerful concept and air of potential
- Pooling different country experiences has begun
- Unique niche.
- It's regional with potential for bioregional impact
- Inherent energies in current members
- Concept applicable at School and practical at homes/farms
- Access to government bodies and other agencies
- Responding to global issues at a local level.
- Responding to the issues facing young people
- Good ICT communication
- Use of local resources

Areas that need strengthening (Weaknesses)

- Resource mobilization especially since it is a regional organization, joint country and in country
- In-country coordination
- CSO – government links especially in East Africa
- Documentation
- Campaigns, lobbying and Advocacy
- Torch bearer schools

- Selling the idea to Donors
- Under manned
- Pools of trainers at country levels
- Research dimensions

TAPPING OUR ENERGY TO CREATE MOMENTUM FOR IN COUNTRY ACTION

What would you really like to do over the next few years with SIDI in your country? Think about what inspires you, what lights a flame or presses a button. Write ideas as they come...some may be more general and some may be very specific...that's fine. They should be in the realm of the possible but they also be very challenging at the same time.

ZIMBABWE

- Assess impact of Zimbabwe's situation on SCOPE activities
- Resuscitate where needed
- Build collaboration with other organizations
- Strengthen clusters for example add value and help with marketing
- Link schools to other forums
- Document e.g. DVD (most significant changes /milestones)
- Website link regional
- Increase joint proposals
- Accelerate Curriculum integration
- Further strengthen School community links

KENYA

- Link with more CSO's
- Awareness raising
- Focus on food production through school to school learning
- Recruit
- Work via network
- Advocate together influence policy
- Sell concept through donors
- Link to climate change
- TALULAR –
- Calendar of celebrations

UGANDA

- Identify other organizations, through radio adverts, direct communication, personal contacts and meetings
- Simple manuals for teachers

- Demonstrations in schools
- Ministry of Education links at local and national levels
- Link with opinion leaders
- Report and share with others
- Evaluation
- Exchange visits
- Train teacher facilitators
- Teacher incentives/motivation

MALAWI

- Know nutritious locally available foods
- Food and nutrition security
- Create environments that are conducive to learning
- Healthy and safe environment
- School gardens and different types of vegetables
- Delivery of SIDI Programme through conducive environment
- Communicate at all levels on SIDI strategies
- All activities run by properly trained persons, support teachers according to SIDI strategy or guidelines
- Faster understanding of SIDI nationally, market the Programme e.g. open days and agriculture shows

ZAMBIA

- Ride on the back of of the Kasisi Permaculture trial production plot
- Develop resource materials
- Seed collection focus
- Schools to identify torch bearers
- Know nutritious locally available food
- Link to School health and Nutrition for sustainability
- Training of Trainers for teachers
- Meeting more potential members
- Strengthen the SHN programmes by networking with the Ministry of Education
- At least 2 schools and the CYC farm block as well developed torch bearers
- Document uses of local plants

ENERGIES FOR THE REGIONAL OFFICE

- Running a demand driven technical support service,
- Developing relevant resource materials
- Connecting with like-minded networks
- Facilitating exchange programmes
- Developing and running a distance education programme

- Developing case studies
- Jumping onto opportunities for furthering the objectives of the initiative
- Training of trainers curriculum framework
- Connecting partners to opportunities that come along
- Probing and stimulating partners – reminding them
- Connecting partners to each other
- Sharing experiences on curriculum integration and other in country experiences
- Sensitizing potential partners, donors, government and important partners

Areas for strategic objectives

1. **In country platforms with technical backstopping**
2. **Training**
3. **Documentation and Resource materials**
4. **Strategic alliances/Networking**
5. **Resource mobilization**
6. **Organizational capacity/coherence**

STRATEGIC OBJECTIVES FOR SIDI.

By the end of 2012

1. each participating country will be having a functional country platform (with technical back stopping, learning, networking and advocating for integrated Land use Design ILLUD) in schools and among donors).
2. There will be a pool of facilitators establishing centres of excellence in schools.
3. partners will have developed a culture of effective documentation

4. SIDI will have in place systems and structures that are able to stimulate innovative growth of the Programme.
5. SIDI will have developed strategic alliances and productive relationships with a range of external partners.

STORIES OF THE FUTURE AROUND EACH OBJECTIVE

It's September 2011, a little more than a year into SIDI/ReSCOPE's second phase. What is happening as far as progress towards achieving the objective? Tell the story. In describing what is happening (and how etc) weave into your story of the future the following where possible:

- **barriers that have been overcome or are being overcome**

- **various partners/stakeholders the Programme is working with**
- **what are proving to be the critical success factors**
- **Responses to issues/ trends in the context that are relevant to this objective**
- **The main benefits of progress towards the objective**
- **How SIDI/ReSCOPE incorporated/is incorporating learnings from the first phase and the shifts it made in this second phase**

Objective 1: Country platforms

- Recruitment of partners in countries
- Convincing CSO to work with schools
- Acceptance of schools to work with ReSCOPE partners
- Ministries of Education accept Integrated Land Use Design in schools
- Harmonizing different techniques
- Availability of resources to run the forums
- Motivated staff and Board
- Efficient communication between the secretariat and country platforms
- Networking, learnings, advocating for ReSCOPE or SIDI
- Country platforms with clear guidelines for participation, communication and monitoring.
- Learning to work together and complementing each other (pulling in the same direction)
- Accepting schools to be strategic intervention points

Benefits

- Shared information
- Learning from each other's best practices

Various partners/stakeholders of the Programme working with schools implementing integrated land use design, involved in capacity building, helping schools to establish gardens. SIDI partners will be providing extension work in schools while they will be getting support from the country forum and the SIDI secretariat will be providing technical support to partners and to the country forum while development partners will be giving money to the individual partners and to the forum.

Critical success factors

- ❖ Ministry of Education accepting the Programme in schools
- ❖ Recruitment of CSO's to the Programme
- ❖ Availability of resources to run the forum
- ❖ Networking, learning, advocating for SIDI
- ❖ Building on the barriers that have been overcome and experienced

Objective 2: Training

- School feeding programme sustained through local resources
- Flourishing school gardens
- Schools as productive centres of excellence
- Communities moving towards sustainable livelihoods
- Healthy relationships between government and schools and communities
- Improved nutrition of school aged children
- School feeding programmes improving learning
- Communities using schools as centres of learning
- Enhanced relationship between schools and communities as a result of this cooperation
- Teachers as resource persons/facilitators
- Networking among partners
- Adequate food in the communities
- Sustainable land use systems established
- Multiplier effect being felt as children replicating activities at home

Objective 3: Documentation

- A local television station showing a documentary on a SIDI success story
- SIDI newsletter or magazines carrying a variety of articles from a wide range of partners.
- Proposals written by partners
- The PELUM Association's Ground Up magazine carries excerpts of case studies of outstanding schools and of interviews with children, and parents.
- SIDI flyers or brochures are at the reception desks of all partners
- The in-flight magazine of a local airline carries an article on a SIDI partner's project.
- SIDI is hosting a workshop for journalists to break the barrier of neglect by the media.
- A regional documentation centre is opened as an example to country platforms.
- Documentation skills are incorporated into the TOT programmes for SIDI
- Documentation is incorporated into the programming by all partners
- One issue of the PELUM magazines features the schools programmes
- SIDI partners are attending a workshop on writing skills
- The ministry of information is producing a documentary video on a SIDI success story in collaboration with a SIDI partner in Uganda.

Objective 4: Systems and Structures for innovative growth

- SIDI Board meeting more frequently
- Management Committee e-conferencing
- Strategic plan is operational and responsive to emerging issues
- Policies in place and operational

- Effective communication
- Greater participation of the partners in running the Programme's activities
- Transparency is stimulating effective participation
- Resource constraints being overcome with clear assistance strategy in place
- Country platforms have clear guidelines on partner participation and communication etc.
- Healthy relationships between government and SIDI
- Healthy relationships with funders
- Increased capacity of the secretariat to service country platforms in terms of information dissemination, coordination and technical backstopping

Objective 5: Strategic alliances and Resource mobilization

- SIDI Board meeting more frequently i.e. responding, timeously to innovation
- Management Committee e-conferencing
- Strategic plan is operational and responsive to emerging issues
- Policies in place and operational
- Effective communication – greater participation of members in the running of the Programme and stimulate innovation through information sharing.
- Country Platforms have clear guidelines on member participation, communication etc the transparency is stimulating effective participation
- Resource constraints being overcome with clear assistance strategy in place.

CLOSING, REFLECTION AND NEXT STEPS

It was a very productive 3 days for the Programme and gratitude was extended to all

The change of name will be a gradual process

The Coordinator will initiate an email discussion on the form that the Programme should take in the next phase. The discussion will focus on the question: *How can the regional office best serve the partners?*

The secretariat will circulate the workshop report by the 20th of June and send a summary report to the Tudor Trust by the same date.

The concept papers on each strategic objective will be developed by September by the members by September 30. By the same date there should also be a write up on the values in practice for the Programme.

A format for documenting case studies should be developed and used to document a case study from each country

The Programme brochure should be revised and SIDI's voice should be written up on a one page document. After this there will be a drive to get more partners on board by the end of August 2009.

NEXT STEPS PLAN

WHAT TO BE DONE	BY WHO	WITH WHO?	WHO ELSE TO INFORM?	BY WHEN
Workshop report	Walter	Chiyanjano	All	20 June
Feedback to the Tudor Trust	Walter		All	20 June
Values in practice		Daniel Gertrude	All	30 Sept
Develop concept/story for objective 1	Walter	Eliud Charles	All	30 Sept
....for objective 2	Walter	Gertrude Jane	All	30 Sept
....for objective 3	Walter	Josephine Margaret	All	30 Sept
....for objective 4	Walter	Eliud Charles	All	30 Sept
....for objective 5	Walter	Daniel Margaret	All	30 Sept
Partner drive reminder	Walter	All	All	Ongoing
SIDI's voice one page write up	Walter	All	All	30 Sept

Reflections on 3 day strategic planning session 1: Workshop Evaluation

- IN WHAT WAYS HAVE THESE 3 DAYS CHANGED OR SHIFTED OR STRENGTHENED YOUR UNDERSTANDING OF THE ATTITUDE TOWARDS THIS REGIONAL SCHOOLS PROGRAMME
- ✓ The uniqueness, specialness and potential of SIDI has been re-ignited in me along with a realization that the selling of it is going to have to be well articulated and convincing. I also now understanding SIDI as very much in-country driven with a regional dimension that can spur it on and give it momentum. Each country needs to follow its own course while learning from elsewhere. The region must drive the in-country
- ✓ When I heard the progress of our partners in Malawi, Zimbabwe and Zambia, I picked a lot of strength to go back and approach the Ministry of Education in my country for their support. The idea of training teachers in schools to work as facilitators is fantastic. Getting champions in schools e.g. teachers, learners or even parents is also great. Documentation as a way to share successes in partner countries has also shifted me.

- ✓ Through sharing with who have implemented, the impact of ReSCOPE activities have given tips, ideas on practicability of implementing the programme in my area
 - ✓ Strengthened my support towards ReSCOPE, widened my understanding
 - ✓ Can be built from the bottom up
 - ✓ Positive contribution to globalization
 - ✓ We are creating rich resource centres and resources for Permaculture
 - ✓ Connecting in-country and regionally; integrated development
 - ✓ Changing mindsets towards development
 - ✓ I was struggling with the idea of how to achieve our SOAP Programme/approach to Permaculture. Now I am happy because we only need to harmonize the two because the key things are focusing on schools and ecological land use
 - ✓ Focus on schools and pupils has been strengthened
 - ✓ The idea of having to depend on the regional schools programme to run our business has shifted
 - ✓ Gave me more insight into the numerous possibilities that are out there in terms of documentation
 - ✓ The purpose of the organization is much more clearer
 - ✓ I now understand how the organization came to being
 - ✓ That ReSCOPE is a very unique organization with a unique concept/idea
- WHAT DID THE WORKSHOP NOT ACHIEVE THAT IT MIGHT HAVE OR THAT YOU HAD HOPED IT WOULD?
 - Maybe a little more on the vision. It would be nice to spell that out more
 - Expected to see some videos on successful work of SIDI in schools especially in Malawi, Zambia and Zimbabwe
 - To go through the applications to assess whether they are meeting our organization's expectations
 - Didn't clearly define objectives and activities and hence homework taken
 - Basing on what we planned it shows we achieved all proposed tasks
 - It went beyond my expectations
 - I thought there would be time for a field trip
 - More debate on what form we want the regional programme to take. We debated a bit on the disadvantages of a network but no clear proposal was put forward
 - A forum of experience sharing – more time
 - It would have been good to come up with the organization goal, vision, mission and core values
 -
 - WHAT WORDS DO YOU HAVE FOR YOUR COLLEAGUES?
 - ∞ The next few years will depend heavily on each individual involved while it is gathering momentum. Everyone here has a critical and important role to play while it is gathering momentum, everyone has a critical role to play
 - ∞ It's the right time to work up and join SIDI
 - ∞ The field is ready for us to work, let each cut a space/portion to create change through schools
 - ∞ United we stand, divided we fall. Let's get united and achieve our mission
 - ∞ Yes we can do it

- ∞ Come join us we have something to share
 - ∞ Creativity can open doors and minds
 - ∞ We are challenged to light up/ or give high hope to land development that is threatened with degradation with through dangerous use of resources
 - ∞ Let us be the torch bearers of SIDI and also make sure we fulfill the promises of working /doing the action plans
 - ∞ Don't give up!
 - ∞ They are amazing – vast amount of knowledge, very cooperative, humble and down to earth; respect for each other's opinion but very serious people.
 - ∞ Good facilitator – brilliant and quite focused
- ANY OTHER COMMENTS
 - ❖ We need such workshops in the near future
 - ❖ It's a challenging task that needs regional support
 - ❖ Very well facilitated workshop
 - ❖ Just the right size of group
 - ❖ The most productive 3 days in the Programme's history
 - ❖ Let us keep the momentum created during this workshop to move ReSCOPE to achieve its objectives
 - ❖ We need to do something about the mosquitoes in the conference room
 - ❖ Like the famous sayings: '*Your disorder is our order*' and '*Our diversity is our uniformity*' is we don't have to do everything in a similar way, let's celebrate our diverse approaches in achieving the same goal
 - ❖ The bulk of the work is ahead of us. Let the spirit of cooperation demonstrated be carried on
 - ❖ Walter keep up the good work. There is light at the end of the tunnel

ANNEX ONE

Phases of social development in Social organisms

Phase One

PIONEERING

BeginningCreativity, charisma, impulse, inspiration, come together Organization ... informality, familiar relationships ...through personality and innovation, A Calling

Phase Two

DIFFERENTIATION/SCIENTIFIC MANAGEMENT

Formalization, Standardization. Systems, departments, jobs with boundaries... rules and regulations replace responsiveness and strategic considerations

Phase Three

INTERGRATION

Structured, focused, creative and flexible Routines but in a way which encourages mobility and responsiveness

