

**The Barbets Duet Anniversary Convention
held at the
Terrace Resort, Bagamoyo, Tanzania
October 2nd & 3rd 2018.
Convention Report**

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Introduction

The Barbets Duet began 10 years ago. We now have more experience with our own sites and with working together, so this Anniversary Convention was a good time to look back as well as look forward. 'What have we learned in the past 10 years? Where do we go next?' For the most part, our sites and our Conventions have been self-financed, with a little assistance from the now-depleted Travel Fund, created by friends. If we want to be more ambitious, how can we pay for whatever we want to do?

With new people attending this year's Convention the founders resolved to discuss all these issues.

Members and Learning Sites in Attendance/Majina ya waliyohudhuria:

Name	Learning Site	Country
Sammy Muvelah	Lukenya	Kenya
Susan	Guest	Kenya
Passy Amayo	Guest, creating a new site at Ngong	Kenya
Oby Obyerodhyambo	Seme & Nkoroi	Kenya
Hilda Obyerodhyambo	Seme & Nkoroi	Kenya
Rading' Nyamwaya	Seme & Nkoroi	Kenya

Mwajuma Masaiganah	Mwasama School	Tanzania
Hamza	Mwasama School	
Amina	Mwasama School	
Nashon	Mwasama School student	Tanzania
Haji	Mwasama School student	Tanzania
Glory	Mwasama School student	Tanzania
Wasato	Mwasama School student	Tanzania
Mzee Machano Ali	Msichoke Seaweed Growers	Tanzania
Mwajuma A Mabewa	Msichoke Seaweed Growers	Tanzania
Mwajuma Hafidh	Msichoke Seaweed Growers	Tanzania
Mohammed Salum Said	Msichoke Seaweed Growers	Tanzania
Asha Mohammedi Ally	Msichoke Seaweed Growers	Tanzania
Swaumu Mzee Ahmadi	Msichoke Seaweed Growers	Tanzania
Fereji Majagu	Msichoke Seaweed Growers	Tanzania

Magode James Ikuya	Molo	Uganda
Sharon Amali	Molo	Uganda
Brenda Amali	Molo	Uganda
Felicity Jones	Woodland Valley Farm	UK
Barbara Heinzen	Hannacroix	USA
<i>Rose Lyimo, unable to attend</i>	<i>Himo</i>	<i>Tanzania</i>
<i>Hans Mtika, unable to attend</i>	<i>Himo</i>	<i>Tanzania</i>

Attendance at this convention was significant with every learning site, but one, represented. We also had three generations at the Convention. Not only did we have the founders and youths from the original learning sites, we had two guests and four pupils from the Mwasama Primary School in Bagamoyo. This added a completely different take on our mission and demonstrated that the work and philosophy of the Barbets Duet does have a future. The presence of youth members from all the sites was also beneficial as it demonstrated that the Barbets Philosophy can appeal to all generations. It is important that not only the youth change their behaviour, adults need to change their behaviour so that we can see a real increase in environmental regeneration.

Key Events & Discussions

Over the course of two days, the Convention covered a number of topics. Rather than having each site make a presentation on its work, this Convention discussed how we might spread our philosophy, and practice. In addition to creating change on our own sites, we want to encourage others to make effective changes in their places.

The following topics were discussed in Bagamoyo over two days:

1. The Barbets Duet philosophy & concept

2. Perceptions & expectations of the Barbets Duet and the Convention.
3. SWOT Analysis: The Founders' review of the Barbets Duet's strengths, weaknesses, opportunities and threats (a classic strategic planning exercise)
4. A Youth discussion of why they would hold a Barbets Convention in 2028 and what they might need to do to make it happen.
5. Next steps for the Barbets Duet project, particularly:
 - a. Communication
 - b. Accountability
 - c. Resource mobilisation
 - d. Accountability
6. The next Convention in 2020

At the end of each day, the group stepped outside to walk around. The first evening, we paid a visit to the nearby Bagamoyo fish market at the shore while on the second day everyone visited the campus of the Mwasama Pre and Primary School, founded by Mwajuma Masaiganah.

DAY ONE - MORNING

1. Barbets Duet Philosophy and Concept

Oby Obyerodhyambo gave a presentation of the Barbets Duet philosophy and concept to people who were new to the game. This is a short summary of his comments.

“The Barbets' Duet is: a network of learning sites (defined as a ‘*Jumuiya*’ during the Lukenya Convention of 2014) where people are experimenting with new ways of sustainably managing the land: environmentally, economically and socially. It is a group of like-minded individuals who champion the restoration of the environment whilst making a living on their learning sites. It is named Barbets Duet after the birds that sing in duet. The duet represents our determination to learn from both African and Western, modern and traditional knowledge. Comparatively this group of people not only communicate with each other, but share the same appreciation of the challenges our planet faces and through communication helping one another with the personal challenges each learning site faces.

The Goal of the group is

“To create new economic systems that reward the abundance of life”.

At the operational level the objectives of the group are:

- (1) to create new institutional forms which integrate ecological principles in everyday social, political and economic affairs;
- (2) to use these new institutions to generate incomes for people whose knowledge serves to maintain and increase environmental resources, especially biodiversity;
- (3) to test whether this income can be derived from greenhouse gases emissions trading (i.e carbon sequestration) or similar environmental trading schemes.

The Barbets idea is a 20 year experiment in managing the land differently to the previous destruction that has occurred over the last century. The project's results are measured in the ability to attain socio-economic and environmental changes.

1. Institutional reform - the integration of this philosophy into national legislation.
2. The learning sites are used to generate income whilst helping the environment, thus allowing the biodiversity to increase (sustainable development).
3. The creation of business and livelihoods should be encouraged and facilitated by governments to make such changes by giving compensation for looking after the environment, e.g. Msi-Choke should be subsidised for the environment they create for fish breeding.[BH4] ”

We are halfway through this 20 year experiment and have already been harmonising the knowledge of competing cultures through observation and conversation at previous conventions. There is a trial and error method that continues in all of the learning sites, and through it experimental markets can be developed (alternative markets such as grass fed beef in the UK).

Issues raised in discussion

There were 3 issues that arose from a discussion of this presentation.

1. *What does one have to do in order to have a site?*

The answer given by Oby, explained that a learning site does not need to be situated on acres of land but it has to strictly follow the Barbets philosophy. It has to be a learning area that restores the environment whilst providing an income. For example, it could potentially be one's parent's garden where one can grow fruit trees and then plant permaculture beneath the trees. This indicates that children as young as 7 can partake in this process, and gives hope for the future.

2. *The 20 year experiment - what happens after that?*

The answer given by Mzee Magode referred to the problems our planet faces that have been caused by man. Therefore the 20 year experiment is a time frame to see the work that is completed on each site has a positive impact on the environment. Once the first 20 years has been completed we can review them and then tailor the next 20 years according to what we have learned.

3. *The issue of the dilemma between restoration and livelihoods*

The need to be able to feed oneself and one's children is a huge issue. However the perception that surviving today at any cost doesn't improve one's chances of being able to survive tomorrow. Restoring the land is a viable way of gaining an income. It may take more work, but in the longer term it is the only way to enable our survival.

2. Perceptions and Expectations.

At the start of the Convention, participants were requested to write down on cards how they perceived the Barbets Duet group and what expectations they had for the 10th Anniversary Convention. What motivated them to want to attend the Barbets Duet Convention?

While Oby was presenting the Barbets Duet philosophy, the other founders went through the cards.

Participants' perceptions of the Barbets Duet group - Dhana ya washiriki juu ya kikundi cha Barbets Duet

We are a group that focuses on environmental restoration that wants to profit from keeping natural resources intact and has the ability to bring change to people's livelihoods so they too can benefit from environmental restoration. This philosophy allows us to boost the world and our ecology. This method of environmental regeneration is virtually unheard of, and as such outsiders may think we are crazy! This reaction stems from the fact that there is not much awareness of our existence, because the philosophy makes a lot of sense once it is implemented on the land.

We are an unstructured group of farmers and landowners that exchange ideas. The exchange of ideas in this network of people is imperative for us to reach our goals, as we can test and find out what works a lot quicker with the knowledge from our peers. This exchange of information creates social connectivity (friendships) which is hugely beneficial because as a collective we can create more change than on our own.

We are a fragile group with big dreams which is both an advantage and a disadvantage. Being able to dream big ignites passion in what we do; this in turn makes achieving our goals more attainable. We are intellectuals; the information that each person on each site has knowledge that is so important for our future makes each person an intellectual as the knowledge is unique to them and their real life experiences.

Participants' Expectations for the Convention and the Barbets Duet

People's comments about their expectations for the Convention and the group fell into two broad themes: Theme A: Learning and sharing, and Theme B: Ensuring a strong future.

Theme A: Learning and sharing / Kujifunza na kupashana habari.

Participants at the Anniversary Convention wanted to learn about:

- The Barbets Duet and its objectives
- Seaweed farming
- Protecting the environment
- Social and economic welfare/stability
- Other countries/sites and experiences
- How to overcome problems at different sites
- Resource management
- Application of knowledge from/to each site
- Learning English and Kiswahili
- Income generation and profitability
- Learning from our mistakes and improving our work
- Learning about the technologies we need to incorporate to achieve the goals

Theme B: What we need to do to ensure a strong future / Tunachopashwa kufanya kujenga msingi imara ya siku zijazo.

More broadly, thinking about the Barbets Duet project, they want to find ways to ensure a strong future for the group and its work. To do that, they said:

- We need values and clarity of purpose
- Develop a structure of friendships and networks
- Reflection on our history as a Jumuiya, where we are now and plan for the future
- Acknowledge and affirm that we are a group of communities (Jumuiya) with common goals and vision for our future
- Learn how sites can be connected to learn and support each other socially and economically
- Commit individuals and their responsibilities and obligations to the Jumuiya
- Dream of a worldwide integrated protection and conservation/restoration of our environment
- A possibility for an award or certificate at some point after all the knowledge gained at these conventions
- Tell our stories to build common experience.

DAY ONE - AFTERNOON

During the afternoon of the first day, the Convention was split into two groups. The Founders met separately to review the Strengths, Weaknesses, Opportunities and Threats of the Barbets Duet, a classic analysis used in strategic planning.

At the same time, the young people stayed in the meeting room to imagine a Barbets Convention in ten years time, in 2028. They were asked two questions: why would you want to hold this convention in 2028, and what would you need to do to ensure it happens?

3. SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis

Strengths

- Patience
- Current Progress Achieved

- Sacrifice-Volunteerism
- Skill
- Open to accepting error
- Not afraid of failure
- Understanding of our reality/hardship
- Commitment
- Motivation/passion
- Willingness to commit money
- Initial resources
- Flexibility
- Communication (Friendships)
- Innovation, initiative

Weaknesses

- Inadequate resources
- Scarcity of resources
- Inability to clearly articulate what we do
- Low visibility, e.g. in media
- Lack of time to interrogate our thinking
- Lack of theorization of our effort
- Poor inter-site communication
- Poor documentation
- Poor business knowledge
- Lack of an operational plan

Opportunities

- Create opportunities to partner with government & other organisations e.g. civil servants.
- Institutionalisation of Jumuiya (society)
- Create new social values about the environment and its work
- Make the rehabilitation of degraded land a fashionable enterprise.
- Shared human resource
- Youth involvement
- Learning opportunities e.g. internships
- Providing markets for our products
- Provide positive narratives about the environment, so it isn't all doom and gloom.
- To educate people on our ideas

Threats

- Possibilities of hostile takeover by government/ big businesses
- Our values are inconsistent with current economic systems
- People are unfamiliar with ecological/economic models where environmental regeneration is a product/market.
- The current narrative of the environment breeds hopelessness
- Livelihood verses environmental conservation dilemma

What did we learn from SWOT?

- The group has remained connected, highly motivated and friendly. The group, though faced by financial and technical challenges, has made a lot of progress in learning about their sites and how to work there. The group's biggest undoing has been the low level of inter-site communication and broadcasting of their activities widely.
- The group has great potential to catalyze change through advocacy and interaction with those in authority. The group also has potential to engage the youth and create transformation in the next generation. However, the failure to systematically process learning and knowledge from the sites has reduced the impact of the knowledge and experience.
- If the group realises its full potential there could be perception from the authorities that the group is usurping mandates and roles that are supposed to be the preserve of the state. The unfamiliarity of the majority with environmental restoration and market issues poses a difficulty with comprehension of the group's activities. The challenge of creating livelihood streams that protect/restore the environment is a daunting task, but the only way forward.

The Youths responded to the self-analysis of the Barbets Duet. Passy Amayo observed that we now needed to use this analysis to now work on the weaknesses.

3. What will it take for a convention to be held in 2028? Je, ni hatua zipi zitawezesha kuandaliwa kwa kongamano kama hili mwaka 2028

In order to answer this question, the youth used two questions...

What is our motivation to be here in 2028?

1. To help the environment. We want to help the environment for ourselves, for the many living things we share our environment with, and for future generations.
2. Financial Stability- We want to attain financial stability(, we want to have) now and in the future. Through looking at the learning sites it is possible to create income from environmental restoration.
3. Friendships- We want to continue creating friendships through our shared values, as was with the founding members.
4. Future Challenges-To seek and share new knowledge - we will have to face more challenges before we see real change, this network is able to mitigate, through finding knowledge that is then shared between us.
5. Legacy- To continue the legacy of the founders - the legacy created by the founders motivates us to continue the work they have began so that the restoration already undertaken shall not be in vain.

6. Learning Network-To extend and improve the network of people which has already proven to be beneficial to the individual learning sites; this can only be improved upon and by extending that network we increase our knowledge base.
7. Education-To catalyse a grassroots revolution; Children are the future, but the people who are in power need to be forced to create policy that contributes to environmental restoration. This requires everyone to join a movement that will engage change. The Barbets message needs to be spread among the younger generation so that the environment can be restored. Older generations and big business also must be educated on the importance of changing the current behaviour patterns e.g. plastic pollution. A grassroots revolution will ensure that our natural world does not cease to exist.
8. Preservation-We want to preserve the natural spaces we still have for our future.
9. Progressive- Demonstrate continuity for the betterment of all and not remain stagnant - our philosophy can be used to start green businesses thus made attractive to all.
10. Increased Social Standards - This philosophy is able to increase everyone's standard of living.
11. Build on the positive results already achieved- the results already shown in the learning sites are already very beneficial.
12. Enhance food security- Environmental restoration increases food security e.g. in planting more trees we increase the food security.
13. Travel- Broaden our horizons through experiential learning; the network allows us to experience different cultures and places.
14. Awareness- We want to create more awareness of the plight of the environment.
15. Protect the Flora and Fauna- the unnecessary purging of flora and fauna all over the planet must be countered. Not only is it a waste but it is not beneficial to our survival. e.g coastal ecosystems

What shall we do as a group to be here in 2028?

1. Create sustainable self-employment- Creating an income stream from an original learning site, or creating an other learning sites. For example, growing native trees, then selling the seedlings. This will enable us to increase social and economic welfare whilst restoring the environment.
2. Radical Generational change in perception- Making a love of the environment 'cool', so that many people start making these changes by creating their own learning sites. We want to stress that size of the site is not an object when starting a learning site; the idea is to eventually adhere to the values and principles of the group.

3. Create a Healthy & Strong Generation- Building a healthy and strong generation through eating sustainably sourced foods and exercise, therefore creating restoration of self.
4. Communication- Increasing the consistency of communication between the original sites and increasing visibility of the sites the Barbets public profile. An increase in the sharing and documentation; prior, current and future information. This can be done through Skype and an increased social media presence.
5. Increasing the number of sites- The more sites there are, the more environmental restoration goes on and the philosophy gains more traction. This in turn creates healthy companies.
6. Preserving fisheries and biodiversity- Creating more innovative ways, for example creating respect between the fishermen and Msi Choke, by showing the fishermen that having the seaweed growing acting as a sheltered environment for small fish can help increase fishing stocks if not hindered.
7. Active involvement-increasing the involvement of all the Barbets members and increasing linkages with other like-minded people/organizations.
8. Creating understanding of the original purpose of the Barbets Duet, and then sharing the understanding with others.
9. Leaving a legacy/creating a legacy -Through documentation of the current learning sites trials and errors; we have a more in-depth knowledge base, to help with future challenges.
10. Travel Funds- Each site needs to create their own travel fund to facilitate future conventions by setting aside a certain amount every month.
11. Preservation of existing sites- Each existing site must continue their environmental restoration plan.
12. Trial and Error- Must continue, so that one can learn what works and feed off that knowledge. Sharing results of what works and what doesn't is really important to speed things up but can be like trying to tell a child that they can't do it like that because this way is better but they still have to try it out themselves.
13. Dreaming Big- Visualising what a learning site could look like, and making a step by step programme to make that happen.
14. Self-financing- The self-financing of projects on each learning site shall continue.
15. Site Visits- Experiencing and visiting all Barbets sites, the current and future sites. Thereby creating stronger bonds, friendships and networks among ourselves and beyond.
16. Learning- Increasing the knowledge of new green technology, and integrating it with traditional practices.

17. Follow the barbets original philosophy and objectives.

18. Friendships- Creating stronger bonds and networks among ourselves and beyond.

DAY TWO: FINAL EXERCISE on NEXT STEPS

The second day began with a moment of reflection followed by the report on the SWOT analysis, which had not been done on Day One.

After that discussion, people were asked to focus on what the group needed to do next. Participants split into four groups to come up with strategies to develop our communication, accountability, resource management and knowledge management strategies. They then reported on their discussions in plenary.

Communication strategy

- We want to communicate who we are, what we are doing, what progress we have made, and the goals we want to achieve. We want to use our communication systems as a platform for resource mobilisation e.g. crowd- fund sourcing.

- We will have each site give quarterly updates (every 3 months). On a weekly basis there should be social media updates providing a positive narrative to engage the public. If a site wants to post more regularly that is encouraged.

- We want to influence human behaviour, impact government policy by providing information. To demonstrate examples of good practice that can be replicated by others. For example in smaller sites, e.g. own garden.

- We shall use the Barbets website, Facebook, Instagram, Twitter and email as our social media outlets. As well as social media, we can use notice boards, town hall meetings and school outreaches if we are trying to reach those who do not have access to digital media.

We also want to initiate communication with policy makers and local government.

Inter-site

communication needs to happen on email, whatsapp and monthly skype calls.

- We need to address three audiences

1. Primary- ourselves - Barbet learning site members.

2. Secondary- like minded individuals and organisations engaged in environmental restoration.

3. Tertiary- the general public and people with influence, opinion shapers like civil servants, religious leaders, like-minded celebrities e.g. Leonardo DiCaprio.

In order to achieve a better communication system each site must appoint a Site Communications Administrator (SCA) to make a quarterly report of all goings on at the site. The SCA will have access to all social media outlets to produce at least one post per week and will also organise the monthly skype call which will occur every 3rd Sunday in the month. There will be a template developed for the quarterly reports which will need to be written in both English and Kiswahili. Finally, each site should endeavour to engage their local authority or civil servant at least once every quarter to attempt to influence environmental policy and mainstream the environmental restoration agenda.

Accountability

- Each site must work hard and be committed towards achieving our goals.
- Each site will appoint their own administrator to enable constant communication and promotion of ideas and products among existing sites and other like minded organizations.
- Each site will also have to adhere to a peer review approach from another learning site to make sure that each site adheres to their set objectives and plans , so that as an organisation we can be better accountable to each other.
- Each site must develop goals that are short term, medium term and long term and a strategy or plan to reach these goals.
- Each site must develop a clear work plan with rules and regulations to guide their operations to enable them to achieve goals and objectives set. If goals aren't achieved the site in question needs to tell their peer reviewer the reason why they were unable to achieve their objectives/plans , e.g. it didn't rain enough for the grass lay to germinate.
- Peer review- each site will review and be reviewed by another site in a circular system. Nkoroi & Seme will review Molo, Molo will review Woodland Valley, Woodland Valley will review Hannacroix, Hannacroix will review Mwasama, Mwasama will review Himo, Himo will review Lukenya, Lukenya will review Msi-Choke, Msi Choke will review Seme.

Resource mobilisation

Resource mobilisation- this goes beyond financial input, but includes human resources, material resources and other skills that already exist within the group. How do we mobilise resources...

1. Monetary- organising a funds drive for cash projects - and developing a financial plan for each site.
2. Mapping and identifying the already existing skills within sites and among members e.g. financial management skills, communication skills, fundraising and resource mobilization skills, organizing skills, animal husbandry, writing skills, etc. These human resources can be outsourced to the sites needing the skills and their in-kind services monetized as support.

3. Developing an income generation plan for each Site –how we make money off the site (resource), this can be through production of crops/animals and/or processing of raw materials (through value addition).
4. Establish a Barbets revolving kitty fund. This kitty will be used to provide credit/loans to learning sites. The loans will be competitive and the applying site will have to convince a verification panel of the viability of the idea seeking funding. All loans will be subject to an interest rate that will be lower than commercial bank rates. The loan repayment period will also be specified.
5. Each site will need to develop an operational and marketing plan. Some sites may already have a business plan in which case they will only need to update the existing plan/ or if necessary do an overhaul.
6. Professional in house input - We have Brendah Amali and Sammy Muvelah who both have backgrounds in business development. They can be used as advisors for those who are maybe having problems with their business plan, or in implementing it etc.
7. Future Conventions- Every site has specific Jumiya activities that need money raised for. The conventions are one of these activities. Each site must raise the money specified in the budget so that a convention can go ahead.
8. The Barbets Book of Trial and Error needs to be finished, edited, as it may be a source of income. It can be marketed through the Barbets website.
9. Internship programme- Each site has to develop a learning programme (internship) which will be costed and marketed. Non-Barbet interns can be charged a fee for structured learning and experience. In order to achieve this those who have a background in education in Barbet can help other sites create a curriculum. As every site is a learning site we need to develop a curriculum.
10. Site open days- school outreach, community outreach. What are learning sites able to teach? For the tuition you can charge a fee and during the outreach there can be sales of the site-specific products for example mwani soap, oil and mwani, vegetables and fruits etc.

Knowledge management

The Knowledge Management group spent most of its time discussing what knowledge should be included in knowledge management. Each member of the group was asked for his or her opinion on what was important.

Our Intentions, results and experiences

Mzee Magode, from Molo, opened the discussion by stating that we need to share knowledge of our intentions or goals was the first issue mentioned. Why are we doing what we do? What problem are we trying to solve? Given those intentions, what have been the results? What has been the impact on employment, health, storm mitigation, health of fisheries, or other environments, have we inspired young people? Have we started new

businesses based on environmental activities and goals? etc. Finally, what was the experience of achieving those results? What were the challenges and what solutions were tried, with what outcomes?

Skills

Mwajuma Mabewa and Asha from Msichoke mentioned the importance of particular skills involved in what we do. For them, this meant preserving the fisheries, teaching others how to preserve fisheries and using their knowledge to reduce the impact of storms through seaweed farming. There is also skill in how to cut the seaweed, and how to use seaweed to create new products like soap and hand cream for human benefit. These skills are part of our knowledge in the Barbets Duet. Each site will have a similar set of skills.

Starting a new business

Brendah, from Molo, wants us to share knowledge on how to start new businesses that preserve the environment. What do we need to know to create successful businesses? She also mentioned that we need knowledge about outside conditions to be effective, such as knowledge of government policies, markets or the state of the economy that will affect our success.

Ecological principles

Barbara, from Hannacroix, thought we needed to share knowledge of basic ecological principles that any site could use. Even though the specific plants, ecology and climate of our sites are very different, the principles are often the same. Msichoke's use of seaweed farming to mitigate storm damage to the coast is an example of the principle of using wetland vegetation to reduce the impact of waves.

Integration of practice

Haji, from Mwasama School, mentioned the need to include practice in knowledge management. At the school, the students are taught how to plant fruit trees by planting them. He also mentioned that the students at one time had had their own shambas and suggested these should be brought back, as they provided practical education for the children.

Mwajuma Mabewa from Msichoke reinforced this point by saying that they teach young people by showing them, going on site visits and attending national shows. People also come to Msichoke to learn from them, and university people do research with Msichoke. She emphasized learning by showing, practicing and living together.

Needing both: learning by living, learning by 'books'

The Knowledge Management discussion concluded by observing that in the Barbets Duet that our knowledge management needs to integrate our ability to learn by living, showing and practicing - hands-on learning - with learning through 'books' broadly defined to include books, printed material and internet resources of all kinds.

Postscript on knowledge management from the report authors

· When starting a project there is always an Activity Rationale guiding our activity or a hypothesis we want to prove. For instance the Seme learning site could state that: The Goal of replacing dependence of rain-fed agriculture with drip irrigation, water harvesting and permaculture is based on the developmental hypothesis that if we systematically address the environmental, ecological, economic, social and cultural determinants that hinder the adoption of ecologically sound environmental, agricultural and economic strategies at the population level, then we will achieve transformational change at the individual, household, societal communities level. Every learning site should be able to express their change and learning objective in a succinct manner.

· There are four types of knowledge...

1. Knowledge of processes
2. Knowledge of environment
3. Knowledge of markets
4. Knowledge of products

· This knowledge is gained from practical experience and is a mixture of the traditional knowledge and modern science to create a new form of knowledge that can be transferred to different sites. Once it is taken to a different site and found beneficial there the information is changed again so is another form of information. Each type needs to be recorded.

· The knowledge gathered is disseminated into a number of forms...

1. The Barbets Book of Trial and Errors
2. Quarterly reports from every learning site
3. Regular meetings via skype or whatsapp and Convention reports
4. All digital media (see communication section above), the Barbets Duet Website.
5. Photographs and videos

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The internship programme mentioned above creates a new form of knowledge as the youth can take knowledge from their own sites to another learning site where they adapt that previous knowledge. This knowledge can then be documented in a work diary, which can then be stored and shared with the group.

Conclusion: Next Steps

By the time all four groups had reported on their suggested strategies, there was not enough time to debate the strategies in detail and pay a visit to the Mwasama School. The group decided to discuss arrangements for the next Convention before breaking for lunch and then visit the Mwasama School, a highlight of the entire meeting.

Next Convention: The first Northern Hemisphere Convention

Two years ago at the last convention the plan was to go to the UK for this year's convention. This did not occur due to poor planning. There are two questions to be addressed...

1. Do we need to have site visits?

Yes, is the answer. Before this convention, members of the group were discussing whether or not having site visits was a worthwhile activity, after all, getting to a site, costs both money and carbon emission. However the benefits outweigh the costs. By going to see **Mwasama** School and seeing all the environmental restoration that is going on there whilst a business is thriving just shows how useful site visits are. The use of social media and communication to update people is beneficial, but it does not allow for in -depth learning. This in-depth learning is really beneficial to other learning sites, and allows them to sequester more carbon, and increase profitability. For example the creation of a fish pond at **Mwasama** has helped the school become more self-sufficient on their food production. Thus that knowledge could be taken back to a site e.g. woodland valley farm and implemented to feed their guests. Additionally the use of the algae (bi-product of fish pond) as a fertiliser for the trees and plants that are being grown at **Mwasama** is another lesson that we may not have found out about. Furthermore that knowledge gained can be used to sequester carbon. Until you see a site you do not fully understand the processes that occur.

2. How are we going to get to the UK in two years time?

At the last convention it wasn't discussed in detail and a plan was not put in place. The following must be implemented by each site. A budget on a per person basis will be created. Each site will then decide how many people will attend. This budget will be released shortly to allow for adequate time for planning and fund-raising.

Each site must raise their own funds in order to attend. Every site will be encouraged to set up a Convention Savings Account into which a reasonable and affordable amount should be saved each month. This fund-raising effort will be tracked during the quarterly feedback meetings.

Based on the model of the Olympic/ Commonwealth Games or the World Cup the Host Site will be designated as Convention Convenor. The convenor will explore ways and means to make the convention financially viable (to the extent possible). This could involve identifying and curating public activities/ events during the convention that could raise money. This includes exhibitions, performances, public lectures, short one-day courses based on site experiences, sale of items etc. The hosting site will develop a hosting budget and all sites will brainstorm on how these costs will be funded so that the burden is not transferred to the hosting site.

Anyone interested in an internship at Woodland Valley Farm continuing after the convention should contact Felicity Jones. This internship program could be used as a way of crowd sourcing funds if the learning exchange is well pitched to donors and well-wishers.

Costs for local travels to interesting sites and around Cornwall will be borne by each individual participant.

This UK convention will be at least a week long in order to make the cost of travel worthwhile. During that week there will be 1-2 days of workshops/performances given by each site to the general public. The money raised will go towards the host site's expenses that it incurs from hosting the convention.

Each site will be encouraged to bring along items that can be sold at a Barbets Convention Fair to raise funds to defray their costs of attending. Items such as Msi-Chole soap that might have difficulty making it formally into the UK market can be sold at the fair.

The above plan shows that this trip is plausible, and necessary.

Mwasama School Visit:

Felicity Jones- "The first time I went to Mwasama School it was already a well established learning site. Between Chris Jones, Barbara Heinzen, Sankara Obyerodyambo, and myself we concluded that Mwasama School is the most important learning site as Mwajuma has shown the ability to teach future generations about the environment and sustainability whilst being able to make a living. We were all already impressed by everything that had been achieved; the performance hall, the classrooms, the original mango and palm trees, Teak trees, and food crops that were already growing, the education the children were receiving, the mosque on campus, the teachers and not forgetting the young enquiring minds.

Before we went to the school on this trip I asked how Mwajuma was, she said she was slowing down, and so I didn't expect to see masses of change. I don't know if there is a difference in the meaning of slowing down from the UK to Tanzania, but as far as I am concerned she has not only maintained the same level of dedication she may have increased it! We all clambered out of the vehicles that brought us to the school and all I could feel was how proud I was. Everywhere you looked was green, the trees had grown tall and strong, the kitchen garden had expanded, other new trees had been planted, the bamboo had grown tenfold. The young trees that had been planted during my internship had thrived and are tall.

As well as all of this, Mwajuma has brought chickens on site, has started incubating eggs successfully, and has created a catfish pond. This fabulous school is now almost fully self-sufficient on food production. If this wasn't enough Mwajuma has built her own dwelling on campus, used her bamboo to create a beautiful fence, and a fabulous pleasure garden, used for the children's birthday parties.

As stated above having the children from Mwasama gave an alternative view at this year's convention. After seeing the Mwasama site at the end of the convention, it is no wonder that the children are so insightful and happy. It is truly something that can be learned from. It shows that if hard work and dedication goes into a learning site you can create change. Gloria asked the question "What do you need to do to have a learning site?" The answer is demonstrated beautifully at the school, that regardless of size, you create an example of environmental restoration that benefits yourself as well as the environment. All I have left to

say is congratulations to all those at Mwasama, your site is a true inspiration, and carry on the fabulous work!”

This report was compiled by Felicity Jones, Woodland Valley Farm, Radding Obyerodhyambo, Seme & Nkoroi, and Passy Amayo, October, 2018

APPENDIX A:

The Convention Agenda - as drafted

Theme: What have we learned in the past 10 years? Where do we go next? How can we pay for whatever we want to do?

DAY 1, 1st OCTOBER

TIME SESSION 09:00 – 09:45 Circle the voice: 1 minute/person

INTRODUCTIONS: Name Where from? What do you expect from this meeting?

- As someone who has been with this a long time?
 - *As someone who is new to this group? Expectations in writing, posted on wall & reviewed*

09:45 -10:30 0945 -1200

TAKE A BREAK AFTER 1 HOUR

TWO TOPICS exercise 1: Describe Barbet group. 2: Tell us why you are here. Write each paragraph on a separate coloured index card, Post each card on the wall & cluster them during the break

First, think for 5 minutes, without talking. Everyone speaks in turn & answers both questions briefly. Try not to repeat what others have said, but add something new if you can. BE SPECIFIC!

A facilitator takes short notes on cards of 2 colours. One colour to describe the group; one colour for why individuals are here. The cards can be clustered.

12:00 – 13:00 PPT INTRODUCTION TO BARBETS DUET

Oby to introduce the Barbets Duet followed by plenary discussion of where we are now, given original goals. What have we learned? Consider working in small groups & reporting back.

13:00 – 14: 30 LUNCH

14:30 – 16:30 GROUPS

TWO GENERATION REVIEWS Founders: SWOT Analysis (Strengths, weaknesses, opportunities & threats)

Next generation: What will it take to have this meeting in 2028 and why will it happen? Each group works separately, then the SWOT analysis is presented; next generation will present on the morning of Day 2.

16:30 – 17: 15 BREAK

17:15 – 20:00 PLENARY

STORY TELLING each site to tell a story about the relationship between the site & the neighbouring community/family

20:00 – 22:00 DINNER

DAY 2 - 2nd October

TIME SESSION 0830 - 0900 Overnight thoughts

09:00 – 9:45 IMAGINING 2028

Youth present their conclusions about 2028, followed by a discussion

0945-1000 Break

1000-1300 breaks taken as needed

NEXT STEPS FOR THE GROUP - work in 4 groups 1. Resources mobilization, incl money 2. Knowledge management 3. Staying connected 4. Accountability First hour: Work in small groups for 1 hour. Each group covers all four topics, using 15 minutes for each topic. Decide what is the most important observation/topic and make 1 observation about all four topics. 45 minutes: Each group reports its 5 observations, which are noted on cards & posted. 1hr, 15 minutes: Circle the voice to allow everyone in the room a chance to add to the group reports. **Take ideas and place the impact v ease of implementation graph.**

Each group takes a different topic, using idea generation, plus impact v ease of implementation graph; Report back, 30 min/group

1300-1430 Lunch

1430-1600 SITES & GROUP STRATEGY

Work in country groups; consider resources, knowledge, connection & accountability. How will these work in your sites to support the site & the group?

1600-dinner Informal time & over-run

APPENDIX B: Concept Note

Barbets Duet



Barbets are tropical birds related to woodpeckers & toucans. Some barbets sing in duet, creating the sound of one voice

for more information:

see www.barbaraheinzen.com → Barbets



BRIEF CONCEPT NOTE

A mature oak tree can support 284 species of insect, provide food and nests for birds, acorns for mice and squirrels, and habitat for fungi. Its 'life' value is very high; its financial value is only realised once it is dead. Today's environmental crisis is the consequence of this paradox.

The Barbets Duet will create new economic systems that reward the abundance of life.

Rationale

The Barbets Duet is a 20-year experiment to invent environmental markets and their supporting rules and institutions. It is named after tropical birds called Barbets who often sing in duet. This symbolises the need to harmonise the knowledge of competing cultures for this invention to succeed. The rationale behind the Barbets Duet experiment is as follows:

1. A sound business is part of a clearly defined value chain of goods and services that create economic value and are supported by accepted property rights, trading rules, financial systems and managerial structures.
2. Environmental businesses – whether they are trading in watersheds, carbon emissions, biodiversity or clean air and soils – require new ways to be valued economically, but do not have clearly defined value chains or the support of accepted rules and institutions.
3. The Barbets Duet is an experiment designed to appreciate existing and develop new institutional foundations for secure, valuable environmental businesses that will support local people and others who support the natural world.
4. This experiment is starting in East Africa because of the wealth of institutional models that has existed locally in African societies to create high social equity while also sustaining the diversity and resilience of the natural world.
5. The Barbets Duet is organised around Barbet Learning Sites. The first five learning sites were established in East Africa. The first UK Site, in Cornwall, joined the experiment in October 2009 and the first North American site, on the Hudson River, New York, joined in May 2010.

Working Assumptions

The Barbets Duet is guided by several working assumptions. 1) The primary relationship is between people who manage the land (including marine resources) and those who manage markets. To increase healthy, bio-diverse landscapes, both types of managers need to learn new skills and develop new rules in the context of their practical affairs. 2) For this to occur, environmental managers (traditional and modern) and market managers need to engage directly with each other. 3) This engagement will be used to design multiple experiments at multiple Barbet Learning Sites to test different institutional arrangements based on cultural values that link peoples, land and markets. 4) In designing these experiments, both modern and traditional knowledge have something to contribute. 5) Each experiment will have people from different cultures working together equitably in practical settings. 6) Multiple experiments on multiple learning sites will stimulate rapid learning.

Unlike many other efforts, this experiment is deliberately long-term. Partners are working with timescales that are both immediate and across multiple generations, past and future.

Barbet Partners & Sites as of May 2016

Oby & Hilda Obyerodhyambo Seme & Nkoroi, Kenya

Oby & Hilda Obyerodhyambo currently work with civil society in Kenya, but have a background in development communication, community development, theatre and culture. They are working with family land on the shores of Lake Victoria in Seme, near Kisumu, Kenya. They are experimenting with water harvesting, tissue culture bananas, pawpaws, butternuts, watermelons, agro-forestry and the restoration of over-cropped and over-grazed land. They are also investing in indigenous trees and medicinal plants.

Sammy Muvelah, Lukenya, Kenya

Sammy Muvelah is an investment manager at Zimele Asset Management in Nairobi, Kenya. The land he is working on is in Lukenya, about 50 km outside of Nairobi, on a rocky hillside in dry rangeland. He is creating a woodland plantation of acacia to provide fuel and improve pasture for goats.

James Magode Ikuya, Molo, Uganda

James Magode Ikuya was in charge of Rural Mobilisation and Youth in The Movement, Uganda's governing political party. His site is in Eastern Uganda where he is working with twelve families along 21km of the Kanginima stream. This is a badly deforested part of the Mt Elgon watershed in eastern Uganda. His group is introducing high value cash crops (fish farming, bee keeping, fruit growing, oil seeds) and will also be replanting indigenous trees to restore lost watershed services and biodiversity.

Rose Lyimo, Himo, Tanzania

Rose Lyimo was one of the co-founders of Akiba Commercial Bank in Dar es Salaam, Tanzania, one of the first micro-lending banks in the country. She has just set up a small learning site in Himo, Tanzania where she will focus on raising medicinal plants, fruits, spices, timber and indigenous trees. She offers valuable experience relevant to financing the long-term investments of Barbet sites. Her son, Hans Mtika, is working with her.

Mwajuma Masaiganah & Msichoke Seaweed Growers Cooperative, Mlingotini, Tanzania

Mwajuma Masaiganah worked in coastal development, but now runs two primary schools in Bagamoyo and Serengeti, Tanzania. She encouraged the Msichoke Seaweed Farmers Cooperative to join the Barbets Duet. Msichoke are looking for ways to improve their income from seaweed farming (e.g. through producing soap & shampoo). They also hope to develop environmental incomes from the protection of mangroves and carbon trading. Mwajuma Masaiganah has also established her own learning site at the Mwasama Primary School in Bagamoyo, the Shamba Darasa, or Learning Garden.

Chris Jones, Cornwall, UK

Chris and Janet Jones manage Woodland Valley Farm in Ladock, Cornwall. It is an organic, low carbon farm producing beef and pork on permanent pasture. They have accommodation for visitors, so the farm can function as an ecotourism site and outdoor classroom for school children and others. See <http://www.woodlandvalley.co.uk/index.php>

Barbara Heinzen, Hannacroix Creek, New York, USA

Barbara Heinzen coordinates the activities of the Barbets Duet and works as an independent advisor in long term planning and scenario exercises for corporations and civil society. In 2011, she moved from Central London to her own Barbet site at the mouth of the Hannacroix Creek on the Hudson River. The Hannacroix Creek site is about 15 miles south of Albany, NY and is largely swamp forest. She is working with Eric Remillard to maximize wild biodiversity and provide high value deer hunting. See www.barbaraheinzen.com.

