

**SUGGESTIONS
FOR
ONE WORLD
DEVELOPMENT**



- I. [early childhood
EDUCATION](#)
- II. [Project
MANAGEMENT](#)
- III. [FACILITATORS
in Partnership](#)

To government- and UN-officials, NGOs and individuals - worldwide -
who were engaged in ONE world development at - or around - the
WORLD SUMMIT FOR SOCIAL DEVELOPMENT
in March 1995 in Copenhagen.



No one can BE developed
but Solidarity is needed
- fast -
to help those who try to help themselves
in and for ONE world.

1. Suggestion for ONE world development

One precondition for development - including social integration and alleviation of poverty: **early childhood education.**

For sustainable long-term development, **top quality early childhood and primary education and adult training** adapted to the respective cultural, economic and technical situation, has highest priority. One practical approach in this framework is the subject of this suggestion for ONE world development.

INITIATIVE PRE-SCHOOL EDUCATION for children in ONE world

Learning goals, criteria and guidelines for determining the best possible holistic educational concepts and methods (didactics) for the second part of the all-important first 6 years of life.

A follow-up initiative to the "World Conference on Education for All (Meeting Basic Learning Needs)" in 1990 in Thailand.

The objective of this initiative is to provide a guide to best possible holistic pre-school in the framework of early childhood education in ONE world.

Self-initiative and self-help being prime factors for individual (as well as for state) self-development in (and of) the developing world in the framework of the respective culture, the ability to use one's head and heart for thinking and problem-solving is particularly important. Such abilities, learning skills, as well as basic positive attitudes can best be learned at pre-school age - if not even earlier. The first appr. 6 years of life are also the best time to promote and safeguard the child's natural creativity and spiritual potential.

The first 2-3 years in early child development can best - if not only - be secured and encouraged by loving and caring **parents**. Family support services should help when needed. But quality pre-school can also be of great help for a child's growth in the years directly following the very first 2-3 years of life. This would also comply with the UN-Convention on the Rights of the child, art. 29.1.a "... the education of the child shall be directed to: The development of the child's personality, talents and mental and physical abilities to their fullest potential." Of great importance is however, **what** children should learn in pre-school and **how** it is to be taught in which framework.

The learning goals for children from about 3-6 years of age - as defined by the German INITIATIVE VORSCHUL-DIDAKTIK (Initiative Pre-School Education) at their first meeting in 1992:

Learn to learn; develop and unfold positive attitudes towards life, especially towards other human beings and towards one's own responsibility in a social environment; promote and preserve individuality, creativity and spirituality; develop problem-solving capabilities for ONE world in recognized variety.

Wherever traditional methods to further the child's necessary mental flexibility before

the primary school age are being lost or are insufficient to develop positive attitudes and capacities to cope with inevitable change in ONE future world - especially if parents, due to ignorance and/or hardship, cannot provide it - children are missing opportunities for self-development which cannot be made up for later. In addition to love, care and understanding from the parents, stimulus is needed, adapted to the child's natural learning behaviour and cultural environment. This may be done in various more or less formal ways, mostly however through good pre-schools which correspond to the criteria and guidelines hereafter.

There are methods proven in practice (like Montessori), but also didactical approaches and activities mainly aiming at large scale coverage, which fail to achieve the goal of the best possible early childhood development and are a waste of resources. If it is not possible to provide a chance for early holistic personal development to children in the ONE world using the best possible educational methods - as a **precondition for culturally adapted practically based school education** from the age of appr. 6 years - the gap between the more and the less development countries will widen still further.

For children as well as for states it is equally true:

True development must grow from "the bottom upwards" and from inside.

For children this works best in the early years before school-age. Development from the bottom and from inside are preconditions for **ONE world**.

Criteria and guidelines for good quality pre-school*

***(Pre-school is being defined here as the institutional care and education of children from appr. 3 to 6 years of age before reaching primary-school age. Not meant is a preparatory year to primary-school, possibly called pre-school.)**

The members of this initiative do not wish to imply that learning only starts at the age of three. On the contrary, the outstanding importance of the very first years in the development of a child is strongly emphasized; but is not the subject of this project.

Fundamental concepts

- **Orientation towards the development of the child based on a continuously growing holistic (mental/spiritual/physical) view of human beings**
- **Work with children and with their parents is equally important**
- **Pre-school should be integrated in the surrounding social framework and should encourage its participation**

Concerning the pre-school educators

- **Best possible holistic pedagogical training and retraining is a precondition. This includes primarily the abilities: conscious recognition of the individual communication with the child and furthering of the individual development potential of the child: ability to cooperate with**

children, colleagues, parents, institutions.

- Theoretical learning must be combined with practical training in a pre-school. The pedagogical education may include the support by technical electronic media as learning aids.
- Children establish relationships with their educators and should work with them long-term. This cannot be achieved without securing the educators existence and their profound motivation.
- It is necessary to establish, finance and maintain a support system for the training and further education of the pre-school teachers and their instructors.

Pedagogical principles

- The learning path towards mental consciousness is achieved through grasping the world with the bodily senses. Therefore sensory experience is a basic element in pedagogical work.
- The pedagogical work must be based on practical sensible activities which are aligned to local values and principles of action, which provide insight into the interdependence of the various aspects of life. Activities which a child can understand and which the child acts upon are in the foreground of pedagogical work.
- Meaningful learning grows from the relevant situation in real life. Creativity, positive attitudes towards life, joy of learning and concentration grow out of the ability to understand.
- Joy and willingness to communicate are to be furthered. The wealth of speech and language expressions should be opened up for children.
- Imitation and subsequent use in the child's own meaningful activities are to be encouraged.
- The child must be able to live and to grasp what she learns; grasp in the true sense of the world and related to her own experiences.
- Play is a major component of the child's life. The seriousness of playing must be recognized and stimulated. The child's play corresponds to the adult's work. Play must not be subject to a purpose.
- Didactical material used by children to work with, to train specific skills, or to play with in a creative way, must correspond to learning steps which a child can comprehend, and match the child's development stage.
- Small children, in particular, have intensive needs for movement, which require due attention and space.
- Harmonious rhythmic change between phases of movement and rest is to be aimed at as a working method and a tool for health.
- Rhythm is help in life-orientation and a source of strength. It is important for the child to be able to gain security through the rhythm in his environment created by culture and nature.
- The surroundings, the local culture and nature are to be recognized and integrated in a responsible way.
- Artistic penetration of the pedagogical work as well as artistic activities of the children are to be cared for as a basis of a child's development of his personality.

- **Best-possible use of locally available material is essential.**

To be rejected are

activities and principles which lead to early intellectualization and overloading with information which suppress the children's spontaneity for example

- **Frontal "teaching" as a main method**
- **Simply repeating what the teacher says**
- **Uncritical transmission of educational values from other cultures**

Technical electronic media as learning aids are to be rejected in this age-group. Even children's programs place too high demands on the pre-school child's ability of abstraction and perception. Film and TV prevent sensible holistic learning, disturb learning in direct contact with the environment and with other people, and promote isolation and speechlessness.

**Minimal framework-conditions
for pre-school especially in the developing world**

- **Secure space, inside and outside, for movement, play and concentration with sufficient air and light.**
- **Flexible, multifunctional and local furniture which can be handled by children. At least one sitting space for each child.**
- **Water for drinking and for washing. children must not suffer hunger.**
- **Hygiene, health and nourishment are to be seen as one in the educational situation. There needs to be cooperation with health-workers, wherever possible.**
- **Material for handling/experimenting/playing which stimulates the imagination in multiple ways should be adapted to children, and be of natural, locally available origin.**

Concerning the parents

- **The parents are to be encouraged to send their children to pre-school and later to school and to promote the creation of schools.**
- **Parents have to be won as partners, who allow the pedagogical work in the pre-school and in school, who understand that work and actively support it. Parents' abilities are to be integrated.**
- **Pre-school can and will also be a source for the development of the community as well as for the further training of parents especially mothers.**

Didactical pre-school concepts and methods which are based on the above learning goals, which fulfill the above criteria and follow those guidelines, are basically to be recommended.

The sectors printed in **bold** letters in this paper are the result of 6 meetings

(from Nov. 1992 to Aug. 1993) of these members of the Germany initiative:

Mrs. Birgit Hollbrügge, Laborschule University Bielefeld;
Mrs. Gerd Matheus, Kindernotheilfe e.V., Duisburg;
Mrs. Dr. Helga Merker, (Sozialpädagogisches Institut NRW), Köln;
Mrs. Erna Moskal , Ministry for Health and Social Affairs, Düsseldorf;
Mr. Klaus Christ, Mrs. Angela Grenzebach, Mr. Thomas Noack, Mr. Thomas Zöllner,
Christian-Morgenstern-Schule, Wuppertal,
and the initiator of the initiative, Peter Hesse.

Early childhood educators in ONE world are invited to cooperate with the INITIATIVE in contributing their opinions to reach the widest possible agreement. Please contact us. We will respond!

2. Suggestion for ONE world development

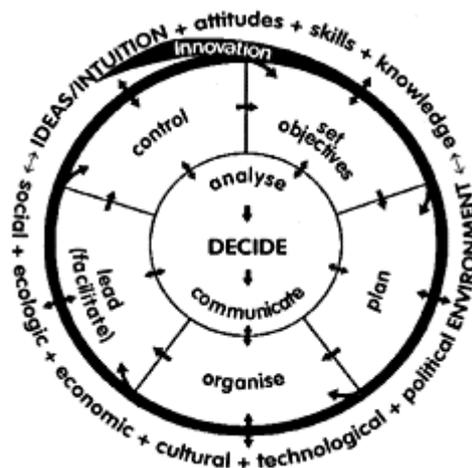
To facilitate development - including alleviation of poverty, productive action and social integration: **Project MANAGEMENT**

A tool to reach goals

Any conscious process starts with more or less precise goals, more or less precise ideas of what I/we want to achieve, to get done, to obtain. Those goals may come from totally different origins. In this process intuition and rational do not need to be contradictions. Intuition through inner/higher guidance and conscious systematic use of the rational mind can blend in to facilitate successful and meaningful problem-solutions. The process also adapts itself to various cultural frameworks.

The simple PROJECT MANAGEMENT-process, suggested hereafter, shall help groups of people working together to reach a goal of whatever type to get there. The process, which can be taught/trained in 2-3 day seminars is a result of many years of professional management-training-activity. The process has been boiled down to essential basic management steps and adapted to project-needs where formal learning is uncommon. Anybody with management practice should be able to lead this process.

Training seminar for groups to reach a common goal in time through planned and organized group activity



First (1/2) day:

MANAGEMENT-SYSTEM:

The management-functions of the circular-model - setting objectives / planning / organizing / leading / controlling - as well as the ever-needed central functions analyzing / DECIDING / communicating should be discussed in groups which are used to abstract thinking. The whole system should be seen as interdependent in itself and with the surrounding human and environmental factors which influence it and which are being influenced by the management-system.

In groups with little or no abstract training, but which are used to think and act in a concrete way, the first (½) day should be used to informally discuss and deepen the common understanding of and reveal existing problem-solving approaches/ideas on:

- what problem is to be solved
- what are the existing social and hierarchical structures influencing the process
- what are the usual decision-procedures
- what are (if existing) the traditional ways of group cooperation/group-work
- what are the relevant "taboos" to be observed.

Managementsystem - illustrated -

using the example of a team of 3 friends planning and organizing the climb of a mountain. All Management-functions should be systematically treated and discussed. Modern leadership may well be explained through this model.



Introduction of the poster

P. 1 goal(s).

In groups with learning experience and project-practice, every group-member should be asked individually to formulate on paper as precise as possible the goal to be reached. This will most likely reveal different goals in detail. At the end of the first (½) day all group members should have reached a common understanding of the goal to be reached through the process.



The poster P.1 has proven to be understood even by illiterate, totally untrained participants.

In groups with no or little learning-experience the group-leader should try to reach a common understanding of the necessity and the content of one problem solving goal by free discussion and - if possible - through active role playing by the participants.

Second day (morning):

P. 2 - influences (Force-field-analysis)

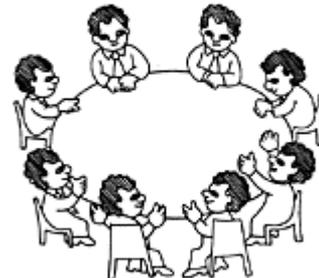
A tool to isolate and understand positive and negative forces inside and outside the group influencing the possibility of reaching a goal.

By simply discussing separately what strengths and weaknesses enhance or hinder the possibility to reach an agreed goal from inside the group, the participants will extract ideas for problem-solving action. Discussion of the group's own weaknesses and limits will help the group to avoid mistakes.

The following discussion of influencing forces from outside the group should also be divided into first the positive, helping forces in respect to the goal and second the negative, hindering outer forces.

More experienced groups should add to each of the 4 categories of forces, ideas of how to reinforce the positive and how to weaken the negative influences.

The process makes it easier to define realistic precise objectives later.



Second day (afternoon):

P. 3 - objectives

For groups with little or no learning- or management-experience this section has proven to be the most difficult part of the process. Groups (also those with "higher" background) tend to describe what should be **done** (action). Objectives however should "only" define what should be **reached** (a result), - if possible - **how much** (measurable quantity), **when** (date) and **who** shall be **responsible**.

In the poster P. 3 the second-last bracket (person with "thoughts") is inserted to discuss and note **preconditions** which have to be fulfilled to reach a specific objective.

While a goal may still be vague and usually is not linked with a date, an objective should be as precise and measurable as possible, must be linked to a date and should always clarify who is responsible to reach it. Such precisions are often missing even in professional management-reality. They are however a precondition for clear planning.

Third day: **P 4 - plan**

A simple listing of what must be **done** in what **order** and including a **date** for the beginning and for the ending of each activity must only be supplemented with the name(s) of the person(s) who shall execute the activity. This end-date of the last activity should match the date in the corresponding objective. Such simple planning device will be easily understood even by untrained groups if the following process-steps are observed:

1. Collection of all necessary activities - at random on a board - as they come to the minds.
2. Assorting of those activities in a logically following order.
3. Adding start- and ending-times to each activity.
4. Decide on "who will do what".

(Trainers should not try to introduce "critical path"-thinking here, since this would normally need more time to be understood.

P. 5 - matrix

To clarify in a simple way **who** in a project-team shall do **what**, the matrix is easily introduced and understood even by untrained groups. Simply list all group members vertically and all activities as determined in the plan horizontally from 1. to 4. (in the example-poster). A symbol, like x, will indicate who shall do what. If several group-members shall be assigned to one activity it may be useful and is easily understood by the participants, to circle the x of the group member who shall coordinate or lead the activity-group. '

	x			
		x		
			x	
				x

For advanced project-groups, more symbols, like double circles or stars, may be introduced to identify members with specific functions (like accounting for an activity)

1							
2							
3							
4							

P. 6 - plan + matrix

This combination-form to integrate all group members and the plan's time-framework has proven to be a useful tool to finalize a project-management-process and to visualize the result for all people involved for the whole duration of the project.

The left half of the P. 6 -form being the agreed plan, one simply adds all

other remaining group-members and helpers to the names of those responsible for planned action and repeats the activities from the plan horizontally as indicated on the right side of the poster. This allows those responsible for planned activities to be assigned also to other activities in the matrix-part of this combined form. P. 6 should remain posted for the full project-life time.

3. Suggestion for ONE world development

A method for truly demand-driven aid to alleviate poverty:
"Partnerschafts-Helfer" (partnership-helpers)

FACILITATORS in partnership

How to reach the materially poor

The Problem: Funding from outside a developing country to **alleviate poverty** mostly passes through governments and/or government related central agencies of the developing country, and does very often not - or at least not sufficiently - reach the target groups of the poor. Corruption and/or mismanagement on all levels are frequent reasons for this problem. But even well-intended honest help-projects are often conceived on levels too remote from the truly needy people. The poor are rarely in a position to formulate and articulate their needs in a way that enable public funding from outside their country. Even with best intentions of those "higher levels" who formulate projects for international funding there is too much diversion and administrative cost involved for effective and direct alleviation of poverty.

International funding is rarely direct enough.

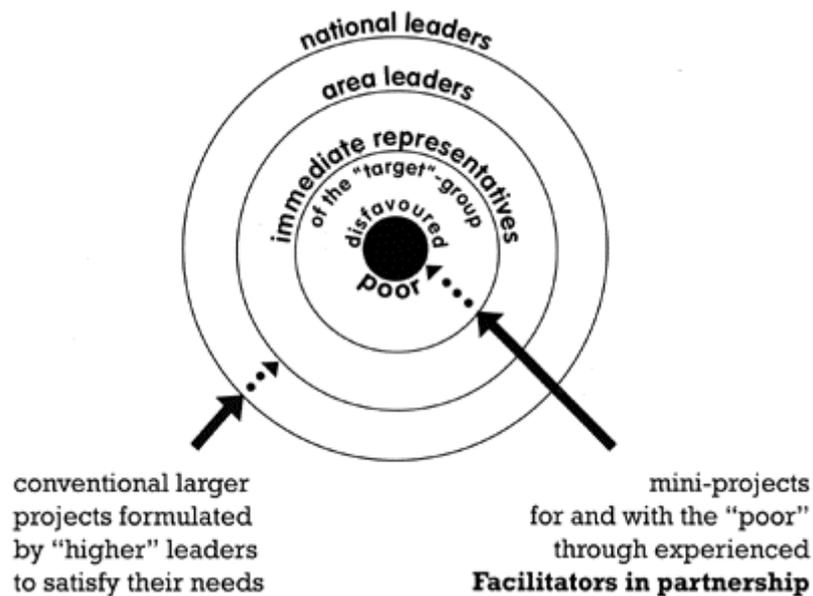
An additional problem can be over-funding which kills local self-help-initiative.

International funding strategies are usually "demand-driven" - but by whose demand? The only area where the usual system may work is for larger infrastructure-projects but not for multiple microprojects to alleviate poverty through small bottle-neck-opening contributions directly for those needy people who try to help themselves.

"Trickle-down" rarely works; "trickle-up" is effective.

At least for funding which is intended to alleviate poverty directly by strengthening the productive capacity of the poor we need a strategy through which **the true needs** of the poor are established locally **in the true partnership with trustworthy facilitators**.

Only where trustworthy self-help organizations of the poor exist, facilitators do not need to work predominantly and directly with the poor themselves or their immediate self-elected local representatives but also with the "higher" level of those self-help organizations.



To reach the suffering people directly (or at least their immediate representatives) experienced helpers - **facilitators** - are needed who are **trustworthy, capable** and **willing** to work **directly** with the poor and their immediate representatives to find out **in true partnership** where and how self-help initiatives can be supported without damaging local self-help motivation. To bridge cultural and language gaps, **partnership-facilitators** from donating countries or international organizations may have to cooperate with trustworthy local partners, which could be called **partnership-agents**.

The purpose of the partnership-facilitator-model is direct bottle-neck-opening help for self-help-initiatives. The final goal of all assistance should be to enable **sustainable holistic self-development in peace, freedom and dignity.**

The partnership-facilitators

Facilitators in partnership should be morally reliable citizens of the donating countries or from member-states if multinational organizations are the donators. They should be mature people who have gained experience with the poor target group; preferably speak their language and respect their culture and value systems. They should be willing and able to locally work as partners with the poor.

They may either be **part-time facilitators in partnership**, if they mainly work in specific projects with and for a target group - or they may be **full-time facilitators in partnership** if they return to the target groups with no other specific assignment but after having gained experience there in previous projects.

In the original German model it was foreseen to install facilitators in partnership through **accreditation** by the minister, responsible for development-assistance. This was supposed to be an honor and be granted in recognition for successful work in former projects with the poor. The state-agency or private organizations who sends help-workers to developing countries were supposed to suggest such qualified help-workers to the minister. In reality this accreditation does not (yet?) work, but the responsible minister has delegated the task of selecting and sending out facilitators

in partnership to a semi-private Organization (German development service, ded), who receives funding mainly from the ministry for this task. - (Please see end of text for a short history of the model in Germany.)

The selection process may be structured to be an "honorable distinction" of qualified experienced practitioners or in any other suitable way. It is however essential that partnership-facilitators truly accept such guidelines for their work

Guidelines for facilitators in partnership

- The priority group to receive development assistance should be people who are deprived of their basic needs like clean air and water, food, basic health care and clothing, shelter and learning opportunities for a life in dignity, but who cannot fulfill those basic needs, even though they try.
- It is equally important to strengthen the will, the skills and opportunities for self-help as well as for helping others (charity).
- Help must be directed to the smallest possible self-help-structure.
- Working partners of the partnership-facilitators are predominantly the local natural traditional leaders of the poor, as long as they are truly recognized by the poor and do in no way exploit or suppress them.
- Groups, including informal groupments and specially neglected segments of the population - often women - should receive priority. It should however be possible to help individuals too, provided this is not unjust to the individuals environment.
- All help must be given, consciously observing that it does not create any undesirable side-effects, like social injustice towards those who do not receive help, environmental damage, a passive recipient-mentality or new human, technological and financial dependencies.
- Help may only be given where those responsible are personally reliable and honestly engaged, live in adequate modesty and possess a minimum of problem-solving capability in the respective value-system.
- Self-help structures in traditional rural and village environments should receive priority.
- Self-help organizations which are not only created to obtain foreign aid are to be supported. Motivation, skills and opportunities to create honest self-help organizations should be furthered.
- Development-goals must not be decided without those who need help. They must participate as partners in all planning and implementation .
- Problem-solving paths of those who want to help themselves have priority. To avoid pseudo-modernistic erring, problem-solving-paths must however be checked through dialogue.
- Peoples' dignity, value-system and culture, their spiritual and religious beliefs as well as their human relationship must always be respected.
- Logic and rational thinking should only be used predominantly as long as they do not damage local cultural value-systems.
- Where traditional values block harmonious holistic development because of changes in framework-conditions, peoples' attitudes may only be addressed with utmost care and responsibility.
- Those who are being helped must at least contribute their own engagement and must make - whenever possible - some adequate contribution.

- All help must lead to lasting improvements and must therefore be reflected beyond its duration.
- All help must be limited in time. The recipients self-help capacity must grow to be self-sufficient.
- All technical assistance must be adapted to the future local maintenance-capacity and energy resources of the recipients.
- Where training is involved, skills and problem-solving capacities have priority over mere transfer of knowledge.
- Problem-solving experience must be shared.

The key idea of the partnership-facilitator-model is to enable **smallest financial bottle-neck-opening-contributions** directly where they are needed most - along with help to **connect people** who could better help themselves by cooperating in a given local situation. Facilitators in partnership should also link knowledge on basic needs of the poor with their sending state or multinational organization and be a transmitter for problem-solving know-how.

Financial aspects of the model

Facilitators in partnership shall be given a budget for direct financial bottle-neck-opening contributions to the poor. This budget shall allow unbureaucratic fast small-scale help without administrative burdens. The partnership facilitator should have the right to decide himself (or after **local** consultation with his sending Organization) who should receive how much help for what purpose. The total amount to be allowed for each needy situation should be limited to 10 % of the budget of a part-time facilitator, respectively to 3-5 % of a full-time facilitator. There should be no minimum. Full-time facilitators should receive a budget of 2-3 times the amount of the part-time facilitator. Part-time facilitators receive no remuneration for this task outside of their regular pay for their specific main project-assignment. Full-time facilitators are paid like development personnel assigned to projects.

Local partnership-agents may receive contributions for their relevant expenses but no salary. Full-time partnership-facilitators may also receive some contributions for their relevant expenses but part-time facilitators only as much as they are active outside of their project areas.

The size of the budgets for the part-time and full-time facilitators in partnership depend on the spending capacity of those help-workers. Guided by field experience it was originally suggested in 1988 that German part-time facilitators shall receive DM 50.000,- and full-time facilitators DM 150.000,- (plus expenses). Since bottle-neck-opening mostly needs very small amounts and since overspending is dangerous, even full-time facilitators mostly need less than DM 100.000,- per year to be effective. Their own "cost" is of course relatively high compared to their budget; but it is more important to spend small amounts well to truly alleviate poverty than to save on the cost of facilitating and waste large amounts of project-money as in many conventional big projects.

Facilitators in partnership have given proof of very careful small scale spending effectively supporting development self-help initiatives. Of course it is most important to select the right people for this facilitating task.

The model implies a strong component of **voluntary engagement** by the facilitators. "Partnership-facilitator" should never be considered a financially interesting "job". More important is the privilege to spend public money in a limited way and according to the above "guidelines" with a minimum of bureaucratic procedure and being "officially" **trusted** to do so.

Of course there will be more or less administrative necessities remaining according to the sending states or multinational organizations' laws and regulations. But in this framework, there should be as much freedom and trust and the least possible bureaucracy. (The system even works in highly bureaucratic Germany - see below).

Limits of the model

Of course the partnership-facilitator-model is limited in quantity to the number of suitable and willing applicants. It also needs to be acceptable to the respective developing country and it cannot replace larger integrated state-projects. But it can be a tool for effective alleviation of poverty with public money from outside through a decentralized flexible decision-structure. It does not pretend to be totally new or sensationally different. But it was certainly new in Germany when it was inaugurated in 1988 after 4 years of conceptual and political preparation and most important: **It works.**

Trusting experienced people to spend public money for effective help to fight poverty without damaging self-help initiatives by overfunding and without loss of funds through corruption is worth trying.

The history of the partnership-facilitator-model

(Partnerschafts-Helfer-Modell - but now called differently by the deed) in Germany:

Soon after initial small-project experience with and for poor village people in Haiti in 1981 it became obvious to me that the really poor in those remote areas had no chance to express their self-development needs in an effective way to benefit from international funding. The mostly illiterate villagers generally knew quite well what would help them in their struggle for survival but there was nobody to interpret their very modest small scale needs to allow the formulation of an international project. Their needs were simply too small. Foreign helpworkers assigned to larger projects with the "target group" of the poor did however very often get in contact with the "real" small-scale problems of the poor but rarely had sufficient "free" funds for unplanned bottle-neck-opening help. German development-workers in larger projects in Haiti (and some "free" voluntary helpworkers like myself) sometimes were able to effectively help with their own small more or less private "side-budgets" and occasionally tap into an embassy-fund which the German embassy was given by the German foreign minister (not by the minister responsible for development-assistance!). In the early eighties this used to be DM 50.000,- per German embassy in a developing country. Some other countries' embassies practised comparable systems.

It was therefore simply logical to envisage the enlargement of a system of "down-to-earth" small-scale development assistance. At that time I was however

underestimating how rigid bureaucracy can be in defending its right to the final decision on how and where public money should be spent. Trusting its own experienced citizens in the field to make the right decision without asking "at home" first, was new in Germany at that time - at least in the development ministry.

Fortunately - with access to open minded German members of parliament - such administrative hurdles could be overcome. In our case, Professor Dr. Winfried Pinger, MdB, chairman of the CDU-parliamentary fraction for economic cooperation and development, discussed the idea in detail with me and encouraged me to present a concept of the model. Later Prof. Pinger and other leading members of parliament, like Rudolf Binding and Dr. Volkmar Köhler, all curators of our foundation, continued to help promoting the idea. It took 4 more years to refine the model step by step in discussing it with the parliamentarians, ministry-officials and field-practitioners and passing it through political working-groups until - in June 1988 - a two year test-project was started with one facilitator (Partnerschafts-Helfer) in each of those 4 countries: Dominican Republic, Kenya, Zimbabwe and Togo. The responsible ministry had commissioned the semi-private German Development Service (ded) to test the model in using partly full-time facilitators and partly part-time facilitators in various local structures. During the test-phase I visited each of the 4 countries - one week each - to integrate field-experience into the final model.

The model was clearly a success but its planned enlargement in 1990 was financially restrained by the German reunification. However, by now, January 1999, 50 facilitators in partnership are successfully working in 38 countries, half of them in Africa. Half of the facilitators are financed by the development ministry, the others by large German NGOs. Their average yearly budget is "only" DM 70.000,-, which has proven to be sufficient, since they even pay smallest contributions to mini-self-help-projects very carefully and in a responsible way.

On the basis of the right selection of experienced and engaged practitioners trusting them to do "the right thing" has proven to be "the right thing".

Peter Hesse