



For the betterment of the world

## The world of thought of TwoWings

*"The world of humanity possesses two wings – the male and the female. As long as these two wings are not equally strong, the bird will not fly."*

*"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom."*



## This is the way TwoWings works

### **Equivalent partners**

In development cooperation the Southern hemisphere and their disadvantaged population stratum are not regarded merely as passive recipients, solicitants or almsmen. The cooperation with the local partners is characterized by effective consultation and mutual respect.

### **Avoid preconceived solutions**

Development should not be a process of imitation of the so-called "developed" countries. A project should not apply prefabricated plans; rather the goals and their implementation must be reached with flexibility and concepts that are adapted over

and over again. No ready solutions may be offered to the problems rather the projects should support the participants to find and to apply solutions.

### **Releasing potential**

The selected projects don't place their main focus on the deficits that need to be overcome, rather on the potentials and resources that can be promoted and developed.

### **Sustainability**

When selecting a project, the sustainability of the project and its effect and impact on the participants as well as the concerned population group are in the foreground. Development processes - and no straw fires - are launched.

### **Openness - as device**

TwoWings is nonpartisan and nondenominational. The promoted projects are open to people of all

racess, ethnics and religions and no restrictions exist concerning this matter.

### **Certified efficiency**

TwoWings attaches great importance to voluntary work. Cost-increasing bureaucracy is being avoided in every field of activity. Many volunteers and competent co-workers enable an effective handling of donations. So that this can also be documented, TwoWings is being audited by the SOT Süd-Ost Treuhand GmbH, an audit firm and tax consulting company.

# TwoWings

## Enabling a future through education

People in Zambia, women in India, Mongolia and Papua New Guinea, Learners in North-Sumatra, Colombia and Bolivia – they all can have hope for a better life, in which the potential latent within them is released and is advanced by education. The independent TwoWings Network supports projects in this and other countries that offer help to self-help. Since its foundation in 1996, it is a concern for TwoWings not to develop dependencies through its support but to offer people the possibility in a partnership to improve their living conditions lastingly by their own effort. The development projects and organizations supported by TwoWings are characterized by the fact that they inspire the people concerned through education and enable them to take care of their own life and to commit themselves to the advancement and welfare of their families and villages. This brochure introduces the TwoWings Network and some of the projects that have been supported so far.

On the TwoWings Homepage [www.twowings.com](http://www.twowings.com) you can find an overview of all projects and up to date information regarding TwoWings.







## TwoWings - a network with many competencies

Under the guiding principle „Releasing Human Potential“ – to enable a future through education, TwoWings is committed to draw the attention of the public to innovative and sustainable, education-oriented development projects and development organizations and enlist friends and supporters as well as acquire financial contributions for this purpose. TwoWings was established in 1996 as an independent network in Austria and supports sustainable development projects and organizations world-wide. Common among these projects is that the people don't turn into passive recipients of development help. Rather, these projects inspire the people to take care of their lives themselves

and to engage themselves with their newly acquired abilities and skills for the advancement of their families, village-communities and region. These are projects that address one's heart and mind. The projects are open for all people – irrespective of skin color, religion or ethnic affiliation. The North-South-Advisory Board of TwoWings is composed of four members of each the Northern and Southern hemisphere and decides on the allocation of the funds for the projects. Through this procedure it is being guaranteed that development funds will not be requested by the northern representatives alone – without taking into account the interests of the southern representatives – but

rather the funds will be requested in consensus of the whole Advisory Board. By this, TwoWings is striving to take into account the basic idea of a partnership and a balanced cohabitation between the “North” and the “South”. In addition to this, it is guaranteed that projects are being selected that are adjusted to the local needs, are well-designed and are being borne by the inhabitants. The Board of Trustees of TwoWings, comprising university professors and experts, as well as TwoWings honorary members advocate as ambassadors the TwoWings idea for the betterment of the world.







## Releasing human potential Education which inspires

Education should release the potential of the human being and should inspire.

It should awaken our deepest motivation for knowledge and learning.

It should be holistic and touch one's heart and mind.

It should be encouraging.

It should not have our weaknesses in mind but always our talents and potential.

It should inspire and enable us to engage ourselves for the betterment of the world.





## Laying a foundation for the future

Population of Chad still benefits from the impulse of a completed project

According to a report from the United Nations, the Republic of Chad is placed at the eleventh position concerning the least developed nations of the world. The population on average has to cope with an amount of less than 3 USD a day, 73% of the population have no access to clean drinking water. The adult alphabetisation rate amounts to 53% for men and only 36% for women. A project gives hope.

### Education for a better life

APRODEPIT, association for the promotion and development of pisciculture, was a recognized non-governmental organisation with its seat in Sarh, a city at the Chari River in the south of the country. The paramount goal was education to improve the general living conditions.

### Ecology as Basis

After the fish population was reduced drastically in the region and there were nearly no fish in the Chari River anymore, an important basis for living was lost to an essential part of the population. The reason for this catastrophe was to be found mainly in the lack

of knowledge of the fishers about the ecological prerequisites for the preservation of the fish population. Inadmissible fishing practices where close-meshed nets and even dynamite were being used signified the end of the fish population. The water surface sank, the fish nearly became extinct. There was an urgent call for action, in order to save the life in the river.

### Nature and population benefit

Kosse Malle (†), the founder of the organisation, started with pisciculture in Bongor in 1980. He wanted to utilize his knowledge which he acquired in a particular pisciculture-education in a project. With the help of a co-worker he first dug up two ponds. Here approximately 3000 Tilapia were bred. This fish grows very quickly and multiplies rapidly. Success proved him right. Together with 11 other families APRODEPIT was established. Additionally to the fish-breeding they specialized in fish preservation through desiccating and curing as well.

### Great potential

The organization started a tutorial for the training of pisciculture entrepreneurs. This rescued the fish-population in the region. On site new technologies were applied and secured fish-zones were decided upon. The people took part in the projects and learned the necessary expertise concerning fish-breeding and the commercial exploitation of the catch. In the meantime 143 groups are already working in the region of Sarh, 98 male and 45 female groups.

### Sustainability in many fields

The organization has laid important foundations for other areas. Wood clearing, wildlife protection, improvement of school education and cessation of the discrimination of women shifted more and more into the centre of interest. A school and own alphabetisation classes were called into being. Now it is up to the population of Chad to follow the traces of APRODEPIT into a prosperous future.





## Into a new life through education

Women's forum offers women in Guatemala a new life – education and alphabetisation

María Pérez Sales never went to school. Her mother died when she was seven years of age and since she was the only girl among five siblings, she had to take care of the household. And so she cooked, cleaned and did the laundry, while her father was at work and her four brothers were in school or playing.

“One time the dinner was not ready when my father came home from work”, she told us, “and he became so angry that he beat me with the belt so badly until I had welts on my skin.” The girl moved to her maternal grandparents after this incident.

### **Path of life seems predetermined**

Admittedly María had a better life there as the grandparents were good to her. But they also didn't send María to school. She had to herd the sheep. The tranquil time lasted for six years and then the return into the household of her father, an early marriage, characterised by violence and therefore short, civil war, torture and finally the escape to Mexico followed. At the age of 19 María Pérez Sales returns

to her home-community San Ildefonso Ixtahuacán, marries and adopts two children. She finally wants to learn how to read, write and calculate. Years go by without her getting closer to her goal. That is what the life of a simple girl in Guatemala can look like.

### **Turn of the millennium brings women's rights**

The civil war ends formally in 1996 with the signing of a peace contract. This intends that in Guatemala a national women's forum will be established, which is responsible for the implementation of all contents of the peace contracts specifically concerning women, for example alphabetisation of women and the strengthening of their political and social rights. The women's forum ADIMH, Asociación de Desarrollo Integral de Mujeres Huehuetecas (Association for the extensive support of the women of Huehuetenango), represents the umbrella organization “Foro de la Mujer”, in which all women's organisations of the civil society assemble, in order to stand up for the economic, cultural, political, social and civil rights.

### **Women learn to speak up**

ADIMH has members in the whole province of Huehuetenango, because the association has established so-called “coordinadoras municipales” in almost all communities. These small women's offices allow a dialogue between all women. Representatives for the district council are being elected here. These representatives learn in trainings by ADIMH, how they can assert the concerns of women in political institutions successfully, which laws exist for women and which rights all citizens of Guatemala are entitled to. In each district council in Guatemala an office for women is reserved by law. Nevertheless, it is not always easy, to assert this right.

### **Mutual assistance**

We are told by María Felipa, a co-worker of ADIMH in the community San Gaspar Ixchil, how difficult it was for women to establish their own group and to find acknowledgement: “The mayor didn't want to hear about a participation of the women in political decisions in the community – no matter if it was a



law or not. The women were scared to defy him and the opinion of many other men in the community.” The ability to assert oneself, willpower and tenacity have proven successful. The women have supported and encouraged each other in the groups and have asserted their demands. Today, there is a women’s group in San Gaspar Ixchil and also a representative in the district council.

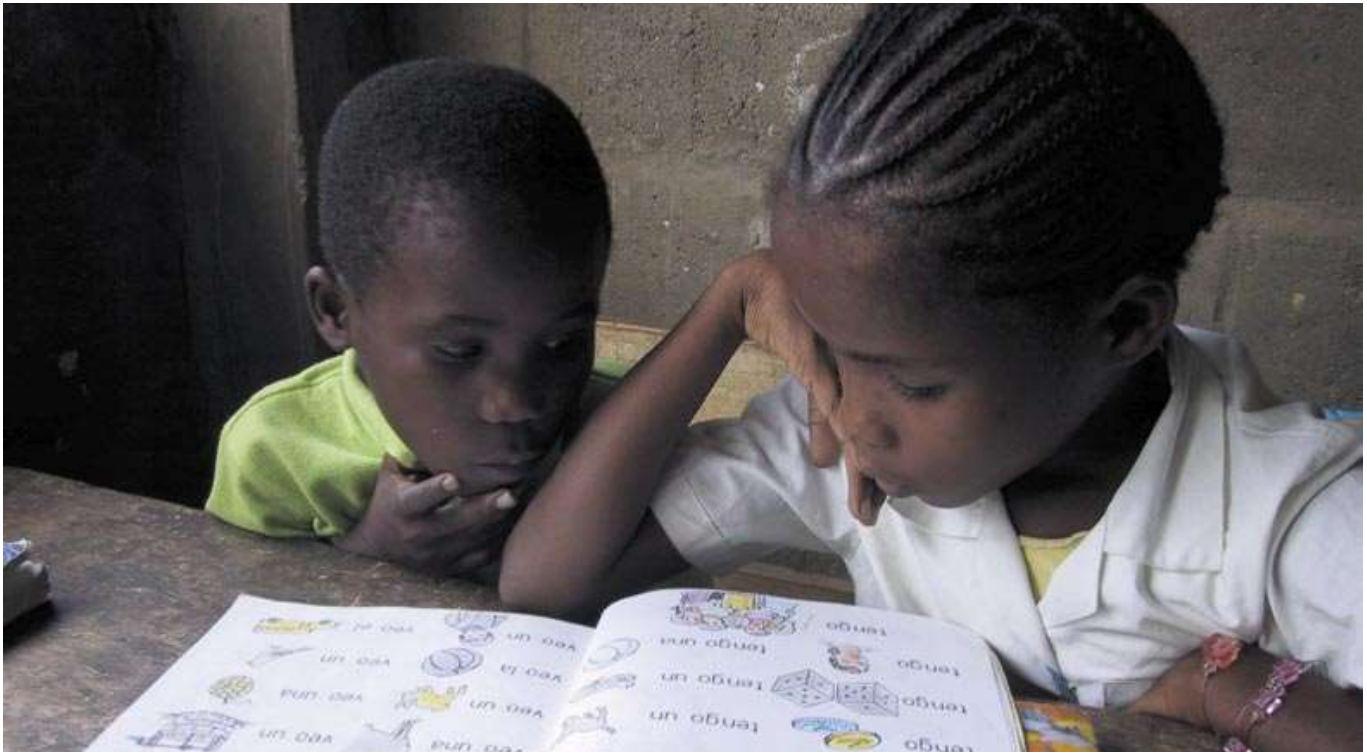
#### **Reading and writing as basis**

However, what is just as important for women as a political representation is the ability to read, write and to calculate. 39 per cent of the women are illiterate. The project ADIMH offers an alphabetisation programme, because reading and writing are essential prerequisites to find work. Sometimes the lessons take place at the school of the respective location, sometimes also in the backyard of a private house. A plastic-tarpaulin is stretched over wooden frameworks in order to at least be protected of the worst rain or the glowing sun. María Pérez Sales, who in the meantime is 39

years old, has finally realized her wish: in the ADIMH-school building in the district-capital Huehuetenango she has already completed the course for beginners and is now preparing herself for the next step. In the political and social life of her home-community San Ildefonso Ixtahuacán she is playing an important role.

#### **New self-confidence helps**

Felipa Carrillo has also learned how to read, write and calculate with ADIMH. She and her siblings had quit school after one year when they were children in order to work for the family on a coffee plantation. Today their life isn’t easy either. The economic situation in their home community Todo Santo Cuchumatán is difficult. The coffee crisis has even exacerbated the circumstances. Felipa Carrillo has already visited some courses for the women. She has engaged herself for another alphabetisation group and could bring about an establishment in her village.



## Education creates new ambience

Training program assists the rural population of Columbia with goal-oriented teaching units

Columbia is characterised by a high rate of crime and violence as well as extreme poverty, rural exodus and lacking access to education. While developing suitable training programs, one was confronted with great difficulties. In the year 1974 professors and students of the University Del Valle in Cali, Colombia, started a field test and tried a new way of knowledge transfer with a group of approximately 20 youth.

The NGO Fundaec, Fundación para la Aplicación y Enseñanza de las Ciencias (foundation for the application and teaching of the sciences), was established. The goal was to develop, together with the rural population, a school system conceived for the local circumstances, which would teach the people those abilities that will enable them to cause a change as "Promoter of Community Wellbeing" in their rural or urban surroundings.

### Customized educational programs

Fundaec brings together the traditional knowledge of the natives with the potentials of modern science

and intellectual insights. On this basis, it does research, trains and promotes concrete projects. The fields of research and activity include agriculture, education, technology, business foundations and community development.

### Demonstration project

Fundaec was praised by Professor Ernst Ulrich von Weizsäcker as being one of the "best pedagogic projects" and is a world-wide EXPO 2000 project. It is based on a positive image of man. The basic prerequisite is the conviction that man himself is the key to escaping his apparent hopelessness. The curriculum recognized by the education ministry includes three stages. The conclusion of the third stage is equivalent to a high school diploma.

### Teaching and learning without hierarchies

A network of approximately 40.000 students takes part in a decentralized education system which enables them to establish local projects and structures for the improvement of the community life. If the demand for a school group exists

somewhere, a person with a high school diploma is chosen who is willing to conduct a group of 10 – 25 tutors. The tutors receive training, teach later and form an atmosphere of learning without hierarchies. The curriculum is interdisciplinary. During their education the students can remain in their home community and utilize their acquired knowledge in the daily work. In order to integrate the experience of the village community into the project, group consultations have been introduced.

### Fundaec has good prospects

Fundaec has also developed in over 30 years. Today, there are three big branches. Besides the school system introduced here, a university was established in 1990 offering an education that lasts for approximately six years. As a third working branch, Fundaec has called into being agrarian production facilities. In specific courses the population learns how to further process native products and how to sell them at the market.



# Education for the advancement and welfare of the community

A program supports the development in Papua New Guinea and the Solomon Islands

Rays of Light Foundation is working to address the educational needs of young people in the sparsely inhabited, remote regions of Papua New Guinea and the Solomon Islands. The shortage of school places for those entering the high school system leaves many Year 8 students (the last grade in primary school) without an option to continue their education. Lack of high school facilities, insufficient funds, and previous poor academic performance can prevent some students in rural areas from continuing their education. Such circumstances limit the future of young people in rural areas and bring a premature end to their education at a stage so vital in their intellectual and spiritual development.

“Preparation for Social Action (PSA)” is divided into three levels of study. Those who complete the first level earn the designation “Promoters of Community Well-Being”. This corresponds to the first two years of secondary school, regarded as the last stage of basic education in some systems.

The program is open to both those who do not have access to any other form of secondary education, as well as those who are already pursuing a high school education in another context. The principal motive for enrolling in the program should be the desire to become an effective agent of change. It is expected that, upon completion of this entry-level course of study, participants will have developed a strong sense of purpose to take charge of their own intellectual and spiritual growth and to contribute to the transformation of society.

The curriculum of the Preparation for Social Action program is academically rigorous, and, according to many evaluations carried, matches the finest programs in the world. What distinguishes PSA from most other educational programs is the emphasis on both intellectual and moral empowerment.

Through a research-action-learning approach the participants apply their newly found knowledge in the fields of service relevant to their community’s

needs and are actively involved in individual and collective transformation, working for the material and spiritual improvement of the community and becoming true protagonists of their own development. Service to the community is a central feature of the PSA curriculum.

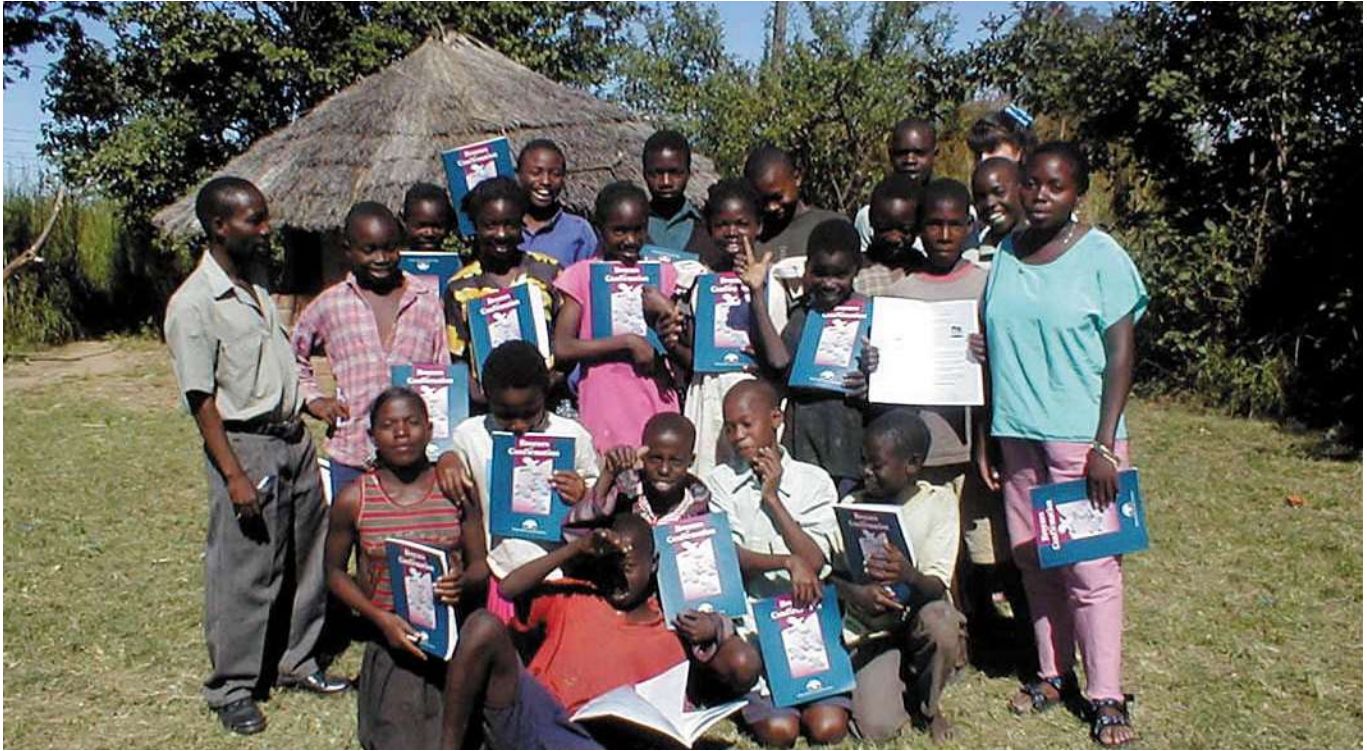
The “Promoters of Community Well-Being” level of the PSA program contains 26 units of instruction. Rather than divide knowledge into the traditional subject areas, the program focuses on teaching different capabilities which integrate relevant elements from the universe of knowledge in order to create educational materials that prepare students to work for the transformation of present-day society. For practical purposes the 26 units are broadly grouped into five areas including mathematics, language, science, technology and service to the community; however each unit incorporates knowledge from different disciplines, integrating relevant concepts, information and skills to form capabilities in the students which empower them in a path of service to the community.

As a tutorial course, the PSA program is carried out in small groups in a local setting with the assistance of a tutor. The tutor is a trained teacher who knows more than the student. Yet, the teacher is also a learner. Tutors guide the students through the textbooks, raise questions and help find answers, clarify obscure matters, encourage reflection on real-life experience, and supervise experiments and social action. They do not lecture or dictate, but nor are they mere facilitators of group discussion. Participants benefit from being “true protagonists” of their own development, learning from their own reflections and consultation with others. In the next years, the Rays of Light Foundation will assist hundreds of students to complete the PSA Program and thus to enable a future through education.

The PSA program was developed by FUNDAEC, a Columbian development organization. FUNDAEC

has thirty years of experience concerning the education of young people in village surroundings. More than 30.000 youth were able to complete their education this way. The PSA Program developed by FUNDAEC is not only being successfully applied already in Papua New Guinea and the Solomon Islands but also in Zambia, Kenya, Uganda and Cameroon. It is being adapted to the respective cultural and social conditions with much tact and intuition.





## In Zambia the school comes to the pupils

A project sends tutors to the villages

Orientation to successful establishments in other parts of the world

The rural population of Zambia is regarded as one of the poorest of the African continent. Zambia is especially affected by a high mortality rate because of the HI-Virus. This fact also explains why 45 per cent of the population in Zambia is less than 15 years of age and there are about one million AIDS orphans.

### **AIDS as greatest problem**

The magnitude of the disastrous epidemic also has catastrophic effects on the education system. More and more children have to quit school in order to look after their parents who have AIDS and to take care of their siblings as well as earn a living.

Every year two thirds of the trained teachers die of AIDS. The median of completed school years in rural areas of Zambia is 4,9 years in comparison to 8,2 years in the cities. The low quota of children starting school is to be found in the lack of primary as well as secondary schools in the rural areas as well as the poor education offered in the primary schools.

### **Way to school as martyrdom**

The average student goes to school seven kilometres by foot every morning, hasn't eaten anything, is tired, is lacking nourishment, suffers from intestine-parasites, is sweating with the arrival and cannot concentrate. He or she sits together with 50 other children whose condition is similarly poor. The receptivity of the children is correspondingly minimal. The teacher is insufficiently qualified, has a low motivation and is underpaid. He doesn't speak English – the language of instruction – very well. Acoustics and ventilation are meagre, the classroom is dark, there is no chalk, the blackboard mirrors. The school is a foreign world that conveys knowledge to the students inadequately. The curriculum is not useful, not for them nor for their social environment or the society which will expect them on the labour market as grown-ups.

### **Development school as goal**

Inshindo wants to make a contribution to break through this vicious circle of quitting school and the low rate of school beginners in the secondary levels.

The project was initiated in order to teach children and youth in their village communities with the help of local tutors. The goal is to establish a development school that orientates itself at the successful model of the Fundaec development school.

### **Orienting education to the needs**

The maxim of the project is the consideration of the local educational needs. The first of the 18 planned exercise books to the many different topics have already been published. An important component of the curriculum is „social learning“. Experience has shown that capabilities are composed of the following elements: knowledge, skills, corresponding attitudes, understanding of concepts and the application of universal principles on everyday problems. After the successful completion of the development of the curriculum, the educational program is to be communicated to other regions of Africa.





## Abating the poverty of the poorest

Women in India are still strongly discriminated  
Basic knowledge and vocational skills as new basis

The children mortality rate is high, medical care and hygiene are a catastrophe, hardly anyone can read and write: The Madhya Pradesh district in India is regarded as one of the poorest regions of India. Especially the rural female population – the Bhil and Bhilala – are strongly affected thereby.

No education, no esteem Malnutrition, lacking hygienic conditions when giving birth and concerning infant care and lacking access to basic education aggravates the living conditions especially of women drastically. One quarter of all female newborns do not survive their fifteenth birthday. Women have a low status in their families; they often don't visit schools and usually don't get paid for their work.

### Knowledge is being conveyed to the children

The "Barli Development Institute for Rural Women" was established in 1985 in the megacity Indore in central India. In the focus of interest from the very beginning of this activity was to address the needs of the most underprivileged population stratum.

Through the further education of women one thing is mainly guaranteed: that the knowledge is consequently conveyed to the children and other family settings. The Barli development institute in this context acts on the maxim of "help to self-help". One is concerned with the needs of the people in question. In a six-month stay free of charge, the girls and women learn reading and writing, hygiene and health precautions, agricultural cultivation as well as a craft. Barli attaches importance particularly to the fact that the craft finds buyers on the local market. It has become increasingly obvious that batik and tailoring are sources to generate income not only for the women but for supplying for whole families in Madhya Pradesh.

### New principles generate feeling of self-worth

With the communication of universally recognized principles such as the equality of men and women, girls and women are helped to develop more self-confidence. Every year the Barli Institute trains approximately 170 girls and women. After the conclusion of the education program virtually all

can read and write, use clean boiled drinking water and have an occupation that generates income. The population has great confidence in the organization.

### Renewable energy in the household

Firewood for cooking is a scarce good in the region. Since they usually cook inside the premises, there are lung and eye ailments because of the development of smoke. This circumstance is met by the Barli institute with the use of solar cooking appliances. These solar cooking appliances are also being used in the homes of former Barli participants.

### New trainers

Many of the former students decide to be educated to become trainers. This way they can reshape their own lives. One of the greatest tributes given to the institute was the Global 500 Award presented by the United Nations in 1992, as well as being listed among the 81 most successful basic educational projects in the INNOV databank of the UNESCO.





## Education for the youngest reasonable

Indonesia's children have poor access to education  
 One year long course for adolescent primary school teachers

Indonesia, with its 210 million inhabitants, is regarded as the fourth most populous country in the world. The rural areas like the Mentawai Islands and North Sumatra are regarded as among the poorest: No access to clean drinking water and sanitary installations characterise the rural areas of Indonesia. Schools are also hardly accessible.

### **School attendance under most difficult conditions**

Mentawai is extremely difficult to reach. In the rainy season, the streets are not passable and the waves are too dangerous for a transit per boat. Many children and youth suffer in Mentawai from malaria, cholera, skin-illnesses and typhus. In most regions of Mentawai, there is – if at all – only one primary school. Many of these schools are closed for some months in a year due to the chronic lack of teachers. The routes to school are often simply too long and dangerous for children. A study has yielded that the likelihood of school attendance with each further kilometre is reduced by 2,5 per cent.

### **Promoting infants already**

During the world educational conferences in the year 1990 in the Thai Jomtien and a decade later in Dakar, Senegal, it became increasingly clear that development advancement should already grasp with infants. The organization "Bhinneka Tunggal Ika" is also of this opinion. The goal is to educate youth – with its "Empowerment of Youth in Child Education Program" – in a one year long course who will consequently work as primary school teachers.

### **Basic education**

The target group here are children and youth aged 4 – 12 years who should be given an elementary basic education in reading, writing and calculating. In addition to that, they take part in hygiene and health precaution courses. Principles are also being conveyed to the children and youth such as the equality of man and woman, the unbiased encounter with people from different ethnic, religious backgrounds and social stratum of society.

### **Reaching several thousand children**

In October 2000 the first four education centres were built, another four were completed in October 2001. Several thousand children and youth have already participated in programs in the education centres of Bhinneka Tunggal Ika.



## Education in the field of development policy in Austria

For many years, TwoWings has gained important experiences in the development cooperation with projects in the whole world. In Austria, there are many people as well – particularly in the academic field – who would like to become active in this area

or show a strong interest in topics concerning the global struggle against poverty and would like to advance sustainable developments.

Since 2005, TwoWings offers numerous workshops and seminars especially for students in an annual

cycle, in which concrete development projects are reviewed as well as principles and attitudes for sustainable development cooperation are consulted about together.







## The secret of our success

In the understanding of TwoWings, to release the potential of the people is the basis for every sustained development. TwoWings is not a “common” aid organization. The philosophy TwoWings is committed to is offering help to self-

help. This idea serves as central theme in regard to all projects that TwoWings supports world-wide. Only if the people whom we want to support, are not permanently dependent on our assistance but understand the support as impulse to become

active themselves in changing and improving their situation, can this assistance be of lasting benefit. Education is thereby the key to success.







## Education for generations

Only if people can read and write and at least receive an education that corresponds to their needs, they can also convey their knowledge to their children and grandchildren. That is why TwoWings examines all projects carefully before it supports them. It is just

as important to encourage the people to use their newly acquired abilities not only for themselves. Our goal is it that these abilities will be introduced into the village communities to secure their advancement as well. Our experience has shown that with 30

Euro per month the education of a young person in developing countries can be guaranteed – with the effective application of the funds.





*TwoWings Award 2005*  
**Dr. Jane Goodall**

## TwoWings Award

### An award for humanitarianism and commitment

Sir Peter Ustinov, an honorary member of TwoWings who has already passed away summarized it on the occasion of the Two Wings Award ceremony in 2002: "Development-cooperation is not a drop on the hot stone but always a drop into the ocean." Even if it often appears hopeless, to engage oneself for someone else or the improvement of the circumstances in distant countries, there are people

who time and again enter this venture. The Board of Trustees of the TwoWings presents the TwoWings award to a personality who has been involved unremittingly in development cooperation. One of the aims of the presentation of the award is to draw the attention of the public to the commitment and the projects of the award winners. Only by this it can be demonstrated what individuals can bring

about. The expenses for the event are to the most part borne by sponsors. As acknowledgement for the merits concerning humanitarianism and philanthropy the award winners receive an artistically designed bronze figure by the sculptor Martin Müller.

*TwoWings Award 2003*  
**Waris Dirie**



*TwoWings Award 2000*  
**Prof. Dr. Maria Hengstberger**



*TwoWings Award 2008*  
**Friedensnobelreisträger Yunus**



*TwoWings Award 2002*  
**Laudator: Sir Peter Ustinov**

