

**Educational Initiative, in October 2023, by *Peter Hesse***

***Early basic education* remains to be the key development instrument in our ONE world in diversity – also in Germany.**

**During my world travels I witnessed what works and what does not in development aide in countries claiming to want various kinds of assistance for their population. In reality, development mostly serves those countries' leaders. Disadvantaged people are frequently neglected.**

**After visiting Haiti for Christmas in 1980, I woke up to reality. I needed to re-learn. Along with celebrating 100 years in my family business Schmincke-artists colours in Germany. In Haiti, 1981 developed to what I now call *my second life*. I also met Carol Guy-James and realized that *my first life* as a businessman needed a new purpose. Supported by some mysterious inner guidance, I realized that my purpose, my *reason for being* concerned permanent learning. In Haiti, a failing state, deprived people had never *learned to learn*. Early childcentered Montessori preschool became a solution. Please see in English: [www.solidarity.org](http://www.solidarity.org) – a chance for life.**

**In Germany many of us are lucky, we inherited basic positive Western European values from our ancestors and learned them almost automatically after our birth. More conscious learning began when we, like most children in *ONE world in DIVERSITY*, started to interact with other children or when – at about 2,5 years – good preschool helped them to consciously learn to handle basic letters for reading and writing and understand decimal system numbers to later solve calculating problems. Preschool-age until the beginning of basic school at about five or six is also important because our emotional system *learns*, remembers negative, but equally well positive events, especially LOVE in the ages of preschool- and school-children.**

**Children with parents from different cultures, migrating to Europe may feel that their early childhood values do not necessarily fit into European (or German) behavioural norms. This can even be a reality, when Children have been loved, like most parents love their children in all cultures. Early childhood experiences creating a problem in European and German norms can be transformed to better fit their newly chosen culture, provided, migrants' meet open minded hosts with emphatic inner structures. But such change is not always easy. We, however, need radical change in and for a new peacefully loving world !**

**Please excuse a short excursion into my wishes and hopes:**

The other option is that we Europeans, we Germans *all* accept to be more open-minded – like for example I witnessed young people in Tel Aviv, Israel – to become truly multicultural, even when they still live under national political stress and aggressions from revengeful neighbouring inhabitants. Some of them refuse to make peace with the early historically home-claiming Jewish settlers. Nazi-refugees who were settling in Palestine during or after the second world-war had obtained the formal permission of the post world-war United Nations to finally recreate their own country, Israel.

Being of European origin with German parents, I was considered growing up in Nazi-Germany as “Quarter-Jewish”, which does not even exist in the traditional Jewish terminology – but growing up in war-time Germany – this simply implied that I was neglectable (as long as I did not live in France during the Nazi-occupation of parts of France). I, however, feel a kind of collective German guilt defending the existence of Israel. My multicultural admiration of the Israelites, whom I had found living in Tel Aviv during my first visit to Israel in multiple harmony, is a reality and my hope for our Humanity’s future in our *ONE world in DIVERSITY*

Back to the original purpose of my thoughts and impulses of my German appeal for the key-importance of early childhood learnings:

Since our natural DIVERSITY in all of nature, including us humans, cannot be discarded or overlooked – it is simply a reality. Why not make this globally accepted fact also to be our guide in education? Maria Montessori had observed young children’s natural learning. Her recognition changed pre- and primary-school didactics radically.

Schools on various levels – at least in Germany and in most global didactical systems – are tied down by tradition and bureaucracy. Learning humanity remains deprived, as long as such procedures are not banned. In Germany this means, breaking down rubber walls of State rules and traditional procedures. *FREE LEARNING* could be the call to action. *FREE* may also be a political and finally a desirable financial request; but *FREE* means also without unwanted subjects. The most important meaning of *FREE* can become, when schools of all kinds offer individualized learning for those learners who will be motivated to specialize for leading a successful life in dignity.

This will need the assistance of practical volunteers with basic language skills in the appropriate learning framework. Migrating specialists should be encouraged without formal bureaucracy. They will benefit for their esteem but learners will benefit directly. This basically simple idea, to improve learning through involving existing and (hopefully) willing specialists in the learning process is will have to be made acceptable by existing bureaucratic structures. My basic belief is, however: ALLES IST MÖGLICH – *all is possible*.

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