ABSTRACT

Part of our ethical responsibility as development practitioners is to re-image our work drawing from various perspectives, approaches and development contexts. The purpose of this interactive symposium will be to identify and share development models emerging directly from developing world contexts. Acknowledging that many of the models that currently inform our development practice originate from a northern perspective, these models often have limited/short-term impact on development. As scholar-practitioners we should strive to document models arising from in-depth, long-term collaborations set in development contexts. This session provides an opportunity for participants to review samples models and share and critique other models known to them. Participants will then determine which models might be most appropriate to document and share in published form.

This session is an interactive symposium and collaborative discussion designed to allow participants to share their experiences and models of development with an eye towards further collaboration and active exploration of book (/series) development.

The Need

The majority of models that currently inform our practice as development professionals originate from a northern perspective. More effective for addressing development challenges are the models that arise from in-depth, long-term collaborations set firmly within development contexts. We need to identify and document these models that emerge from the global south and highlight their strengths and effectiveness.

The challenge to development practitioner-scholars is to cultivate a deep sensitivity towards and awareness of such emergent models. We need to assume a dedicated ethical stance and immerse ourselves in flexible and responsive development practice. To do this requires us to facilitate the exploration, articulation, documentation and dissemination of models of development from ‘developing perspectives’. As scholar-researchers with professional connections, we often are positioned to document, publish and disseminate these emergent models, and thus have the responsibility to do so in concert with our practitioner-colleagues.

Some Models for starting Consideration

The following eight models drawn from the author’s experience over the past 20 years are offered for initial consideration and critique:
a. Nurturing Partnerships for Development - an emerging model of NGO relations from Southern Africa;

b. Facilitating Collaborative Development - a model and guide for team product development strategies;

c. Characteristics of Effective Participatory Trainers - a skills and attributes inventory;

d. Spiraling Towards Sustainability - supporting facilitator and training program development through experiential learning;

e. Cultural Referencing - a tool for exploring the shared cultural context of participatory training;

f. Joint Institutional Assessment of NGOs - a process for determining the strength and current capacity and support needs of NGOs;

g. Participatory Evaluation - an illustration of power and varied implementation as associated with stages of women’s group development;

h. Symbolic Analysis - a deep technique for guiding curriculum development and analysis.

Nurturing Partnerships for Development

This model presents a matrix that examines the characteristics and stages of partnership development exhibited in relationships between International and local NGOs (Mullinix, 1998, 2000d, 2001; Mullinix and Long, 1997).

Facilitating Collaborative Development

This offers a model for working with teams of people to develop proposals, curriculum, and other products which benefit from input from multiple sources and perspectives. (Mullinix, 1994, 2000a).

The Collaborative Development Model Includes:

* 5 Phases and 14 Steps in the Process
* Three Grouping Strategies
* Three Collaborative Support Strategies and
* Two stages of Transitional Focus Checkpoints

Characteristics of Effective Participatory Trainers

This is a practical inventory of skills, knowledge, abilities and attributes of an effective participatory trainer. The inventory is structured with a dual level – showing relative abilities of participatory trainers and master participatory trainers and has self-assessment instrument versions (Mullinix, Aipinge, Amupanda et al, 1998).

Spiraling Towards Sustainability

This model presents a rationale for and a stepped process used in nurturing the development of participatory trainers and master participatory trainers (Mullinix, 1999).
Cultural Referencing

This framework offers a tool for visually representing and considering the impact of participant cultures on the dynamics of a training environment. It offers a way to address the cultural milieu created in participant-centered learning environments and the challenges presented by cultural differences (Mullinix, 2000b).

Joint Institutional Assessment of NGOs

This describes a rationale, conditions, steps and process for conducting Joint Institutional Assessments as an entry point and evaluative strategy for supporting NGO development (Mullinix and Long, 1997).

Participatory Evaluation

A model of women’s group development offers a reference for effectively facilitating participatory evaluation as a tool for empowerment (Mullinix, 1993; Mullinix and Akatsa-Bukachi, 1998).

Symbolic Analysis

This technique for analyzing learner-centered curriculum designs and nonformal education and training uses graphic symbols to consider varied and appropriate uses of techniques, participation, directiveness and movement (Mullinix, Aipinge, Amupanda, Areseb, Engstrom, February, Sinkonde, and Zaire, 1998; Mullinix, 2000c).

Developing Perspectives

Discussion of the above models is meant to provoke additions, critique and consideration of what makes for an effective development model. Based on the above, some anticipated criteria include:

- Tested models or frameworks that emerge from developing settings as the result of practitioner collaboration;
- Developed models/frameworks based on long-term, contextually-grounded experience in developing settings.
- Models that are able to explicitly acknowledge contributing practitioners and primary point of origin of influences on the model.

Discussion and additional ideas may inform a plan to develop these and other collected models into a book or, with sufficient contributions and interest, perhaps a series. The current title Developing Perspectives is meant to ‘work’ both as a descriptive title and a proactive stance for development practitioner/scholars. The intended audience for this session or such a book (or series) would be development practitioners working at both policy and grassroots levels. It is hoped that international organizations, NGOs and CBOs working with development issues (and perhaps graduate students studying development) might also find this a useful reference.

Ultimately, this symposium and any resulting publications are intended to provoke and encourage sustained awareness of the importance of nurturing and documenting development models that emerge from grounded development practices situated in developing world perspectives.
**Invitation:** Symposia participants with models and stories of their own to share are invited to do so both within the symposium and if interested in disseminating this more broadly, to contact Dr. Mullinix (bbmullinix@gmail.com).

**References**


Following its development, the ARCS Model was field tested in two inservice teacher education programs. Based on the results of these field tests, the ARCS Model appears to provide useful assistance to designers and teachers, and warrants more controlled studies of its critical attributes and areas of effectiveness. During the transition from the original model to the ARCS Model, the four categories were renamed as indicated below to strengthen the central feature of each and to generate a useful acronym. For example, lack of perceived relevance might be the primary problem in a World History class, and low expectancy for success (i.e., low confidence) in a required algebra class for non-college bound students. Paper 21 - From Digital Literacy to Capability: Developing Digital Literacies through Family Engagement. Essay 1 - Childhood, digital culture and parental mediation. Essay 2 - Transforming pedagogy for the early years in digital learning contexts (why we have to play with toy cars before we can get a driving license). In this context, a media childhood means multimedia which are valuable from the point of view of the development and education of the child; then, it really becomes a childhood: cheerful, attractive, interactive and community-led, thanks to the possibilities of communication, being active in the world of media, compensating for the deficiencies of family and the local environment, providing new opportunities to. All developing countries accepted the welfare state model but with some changes of their individual likings and needs. However, the welfare model did not succeed in securing the desired development. The machinery of state, particularly the bureaucracy proved to be inefficient and corrupt. Welfare goals were secured partially and that too with undesirable delays. The welfare model also made the people dependent upon the state and they largely failed to develop. (3) Socialist/Marxist Model of Development: The Socialist model of development is a general model in which several socialist thinkers a In addition to developing typologies that enlist and describe various generic e-business models, scholars of e-business have also attempted to distinguish first- and second-order themes among the components of e-business models. Table 2 presents a summary of these efforts. --Insert Table 2 about here --Business model representations. Several authors have attempted to represent business models through a mixture of informal textual, verbal, and ad hoc graphical representations (e.g., Amit & Zott, 2002). Weill and Vitale (2001) introduce a set of simple schematics intended to provide tool