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22 January 2015

Dear Friends,

Warm greetings from Firelight in the New Year. We hope 2015 has started off well for each one of you.

In today's edition of the Newsflash, we highlight the link between children, ecology, and climate change. Many community-based organizations are at the forefront of change and challenge in their communities. How do you articulate the link between climate change and children's vulnerability? How do you teach young children to take care of their environment?

We are sharing a UNICEF study done in South Africa on the impacts of climate change on children. We are also sharing ideas for introducing ecology into the early childhood classroom. Finally, we are sharing funding opportunities related to climate change and conservation.

How is your organization making the link between children and climate change? Tell us about it!

Sincerely,

The Firelight Team

*(Resource) Excerpts from "Exploring the Impact of Climate Change on Children in South Africa - Summary of Findings"*

*(Resource) Excerpts from "Pollution, Preservation & Ecology: Helping Young Children Learn About Renewable Resources"*

*(Call for Proposals) IUCN Netherlands Small Grants for the Purchase of Nature*

*(Call for Proposals) Global Forest Watch Small Grants Fund*

*(Call for Award Nominations) World of Children Accepting Nominations for Individuals Serving Children*

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Excerpts from "Exploring the Impact of Climate Change on Children in South Africa - Summary of Findings"

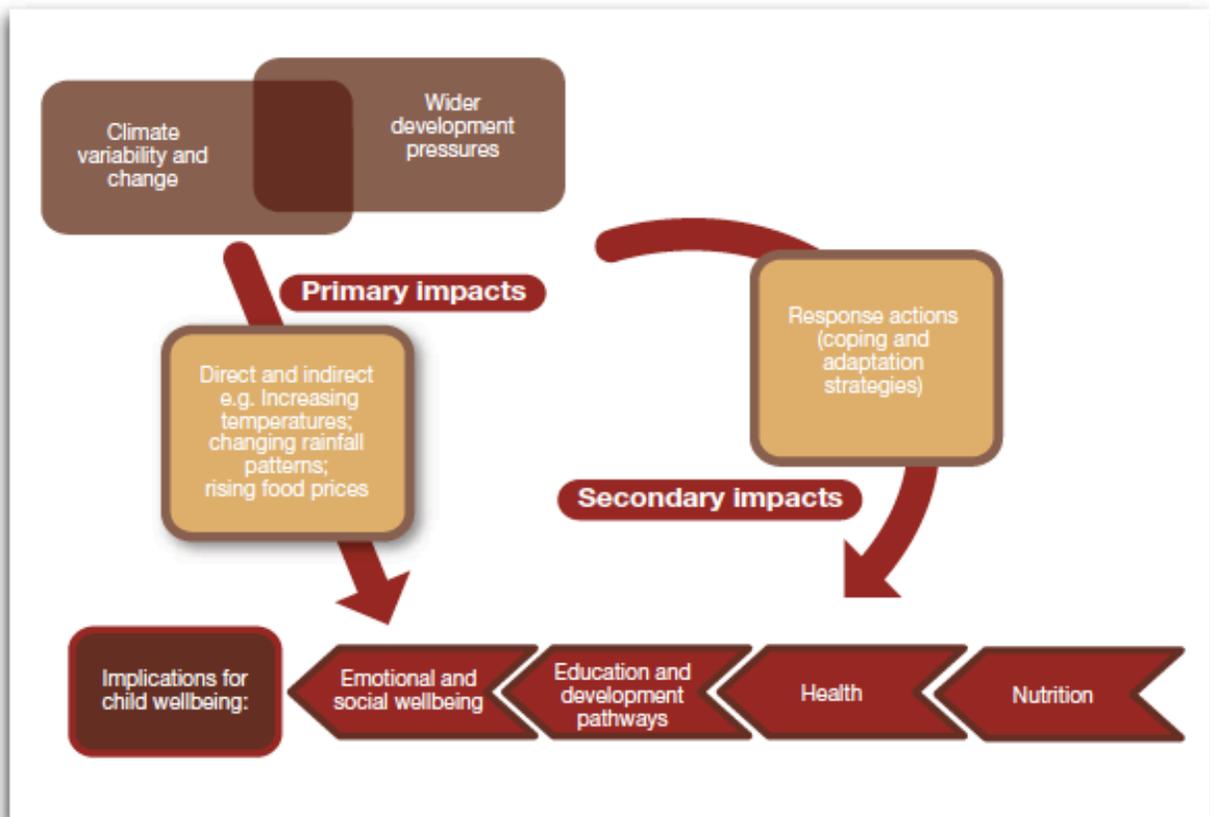
*We are including excerpts from the summary document put together by UNICEF, the Department of Women, Children, and People with Disabilities, and the Department of Environmental Affairs, and Overseas Development Institute. You can download the full document here: <http://bit.ly/1ypxzMN>.*

**Introduction:**

Children are disproportionately vulnerable to the impacts of climate change. The specific nature of their vulnerability is multidimensional, shaped largely by the physical, social, and emotional changes that take place over the course of childhood. These changes are intensified by children’s heightened sensitivity to negative or high-impact events during the early stages of development and by their general lack of agency and voice.

In the case of South Africa, the impacts of climate change on children need to be considered in relation to wider development pressures affecting the country. Challenges such as international economic shocks and stresses, high levels of poverty and inequality, population changes, effects of HIV and AIDS, management of scarce natural resources and rapid urbanisation will each interact with climate change. The results of those interactions will affect how far the effects of climate change are transmitted to children and households at the local level. With this in mind, an effective response to changing climate and development pressures requires efforts from all stakeholders as well as good coordination across multiple levels of governance, from household and community, through municipal and provincial, to national and international levels.

*Figure 1: Analytical framework used in the study*



## Recommendations at the Local Level:

At the provincial and local levels, options to integrate children's issues related to climate change into development policy processes include:

- The facilitation of participation by children in the development of conventional provincial plans, integrated development plans and adaptation plans;
- Water, sanitation and waste removal policies prioritising the provision of services to households where children are found, ensuring that the quantity provided in terms of free basic water and sanitation programmes is sufficient to meet the water requirements of children with their attendant risks of high temperatures, overcrowding, water-borne diseases and dehydration (Plans should make provisions for higher demand pressures on basic social services in the medium term in line with climate related risks for children, as identified in this study);
- Social development services becoming an integral part of any provincial and local government adaptation plan, with a clear identification of the protection risks children face in the case of climatic events (This would require, for example, establishing child-safe central gathering points in the case of an emergency where social workers, health workers and other support services can have easy access to children and children can be protected. Additional measures should include raising awareness of risk through campaigns, develop drills and evacuation procedures as well as promote early warning mechanisms);
- Education for parents and children by the different sectors, to ensure that both are aware of the risks of climate change, such as the heightened risk of abuse and harm, heat stress and others and providing them with clear guidance on how to best avoid these eventualities (this might include, for example, guidance on how to keep children cool in informal settlements and what to do if parent and child get separated during an event. Building codes and policies on school construction should also factor in the physical safety of schools and other places of learning);
- Participatory assessments on disaster risk to which children and adults can contribute, identifying hazards and challenges for children in schools, their households and the community.

As part of these efforts, provincial and local government should be supported so that officials understand their roles and responsibilities to children. How these can best be fulfilled, to maximise the adaptive capacity of children and their families through local development plans and other local programmes, should also be understood. There are numerous training programmes and manuals being developed about building climate change capacity at local government level. It is critical that these integrate child-related issues.

Access to information is a particular challenge. It inhibits participation by children and even by adults because of the scientific level of the dialogue and the publication in

English of documents. Extensive, successful awareness and communication programmes, targeted specifically at children, are required to enhance child participation in decision-making. Furthermore, relevant non-governmental organisations (NGOs) and government departments can support current awareness-raising initiatives. These initiatives would ensure that children's voices become the catalysts for change on household, community, local, provincial and national levels. For example, very practical measures include developing child-friendly policy briefs in different languages on core issues, to be disseminated by schools; or using inputs from the school-based State of the Environment competition in the development of policies as well as the awareness-raising material and other advocacy tools of NGOs and government departments.

Overall, given the dynamic context within which South Africa's climate change policy is developing, there is a great opportunity to further understand the impacts of climate change and to deliver positive benefits to vulnerable groups, particularly the children. Change will be driven not only by national government but, rather, provincial and local governments. Other development actors will play an important role in developing and implementing plans that are relevant for children. In responding to climate change, actions are needed across all scales to address the multidimensional needs of children. Importantly, children themselves can play significant roles in relation to climate change, transferring knowledge to their households and communities, promoting positive change and informing local level planners on how to reduce the risks they face in relation to the increased likelihood of disasters.

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(Resource) Excerpts from "Pollution, Preservation & Ecology: Helping Young Children Learn About Renewable Resources"

By Susan Bowers, Ph.D.

*How can we teach young children to care for nature? Excerpts in the article below discuss research that has been done related to young children and their awareness of the environment. It also suggests strategies to begin to teach young children to care for the nature around them. While it is written from the perspective of an American classroom, there are ideas here that may be useful in your work. The full article is available here: <http://bit.ly/1IEYpoD>.*

**"Why can't we live like you did when you were small? Play in clean forests, fish in every lake, drink clean water straight from the stream?"** (Gribble, 1994, p. 55).  
—*Statement by an elementary-age child read at the World Commission on Environment and Development, Bergen, Norway, 1990*

As evidenced by the quote above, children around the world wish for a clean environment. As they mature, children begin to recognize environmental issues, and the role of humans in addressing these concerns. Yet what is the role for early childhood educators in addressing this concern? How do we talk about pollution, preservation, and ecology? In

this article, we answer these questions and present research findings on children and the environment.

## **Definitions**

Ecology, or the “pattern of relations between organisms and their environment” (Webster, 1979, p. 357) is a fundamental principle which applies to many topics. We can discuss ecology as it relates to renewal and recycling of manufactured materials, for example, and/or we can discuss ecology as it relates to the renewal and recycling of nature, including wildlife and human populations. To recycle means “to process in order to regain material for human use” (Webster, 1991, p. 985). To pollute is to “contaminate (an environment), especially with man-made waste” (Webster, 1991, p. 911). When we preserve, we “keep safe from injury, harm, or destruction” (Webster, 1991, p. 931), while conservation refers to the “careful preservation and protection of something; planned management of a natural resource to prevent exploitation, destruction, or neglect” (Webster, 1991, p. 279).

## **How Young Children Think About Ecology**

Many educators are interested in discovering how children’s knowledge of pollution, preservation, and ecology unfolds. In general, we expect an understanding of this area to emerge parallel to the development of thought on other topics, although certain early childhood experiences might encourage interest in ecology.

## **How Can I Introduce Ecology?**

Research indicates the early childhood years are an important time for learning about the environment (Kidd & Kidd, 1997). While most of us recognize the futility of “teaching” advanced concepts to children who are not yet capable of understanding them, a curriculum can be centered around ecology in the early years. This curriculum is best focused on two objectives. First, what we will primarily be doing at this age is introducing concepts to children. This can occur in a variety of ways, including reading stories, talking about everyday occurrences, and bringing forward examples in creative and dramatic play. The second focus of our activities at this age can be modeling ecological practices for children (Kidd & Kidd, 1997; Wilson, 1993). This can occur through activities we engage in that children observe directly, by partnering with parents, and by establishing classroom procedures and practices that demonstrate a concern for the environment.

## **Research on Ecology and Children**

Recent studies suggest young children are aware of and interested in environmental issues. Palmer (1994) interviewed 124 four-year-olds, and asked them questions about photographs of environmental issues. Topics covered in the interviews included “rain forests, deforestation/endangered species, global warming, and waste materials” (p. 205). Palmer was particularly interested in finding out how much the children knew about these

topics, and whether their knowledge was superficial (at the surface), or whether it included a basic understanding of cause and effect. For example, a child might be able to identify that trees grow in a forest (superficial), but not understand the effect removing trees might have on the animals that live in the forest (cause and effect).

From the interviews, Palmer learned that most children were able to identify what was found in the photographs (e.g., trees, waste materials, snow). In addition, many of the children were able to describe what happens when the environment changes—indicating some understanding of cause and effect. About half of the children, for example, were able to describe what happened when trees were removed from an existing forest, and almost 90 percent were able to describe something that happened if snow (e.g., at the North Pole) became warmer.

In the Palmer study, one four-year-old gave this example of reasoning (prompted by a photograph of the rainforest): In response to the question, “Can you think of some...changes that might happen in the forest if the trees are cut down?,” the child said, “The animals live up on the trees and down on the trees...they won’t (if the trees went) have no houses...they would have no homes...and the sun can see them” (Palmer, 1994, p. 205, 209).

Another child noted, “They cut them up in logs...but if you cut too many, the world will die” (p. 209).

## **Ecology Can Include Many Topics**

Ecology, or the “pattern of relations between organisms and their environment” (Webster, 1979, p. 357) applies to many topics. In the early childhood classroom, we have the opportunity to be creative about how to introduce pollution, preservation, or ecology. One example is the environment, such as the beauty of clean air and water. All topics, if introduced, should be kept simple and should focus on the positive. We can introduce the importance of nature and outdoor spaces such as parks and gardens. We can also introduce ecology as it relates to the preservation of wildlife and endangered species, natural foods and fibers, the changing seasons, and/or the cycle from seed to harvest.

## **Classroom Ideas Introduce Concepts**

Again, a major focus in the early years will be to introduce concepts to children, with the expectation that children will only come to a full understanding as their thought processes mature. The introduction of pollution, preservation, and ecology itself is quite easy, and can occur in a variety of ways. Effective strategies include reading stories, talking about everyday occurrences, and bringing forward examples in creative and dramatic play. Many books about recycling and environmental issues are available as well. Environmental concepts can also be introduced into play and other classroom activities. We might have a “nature” corner or center where children can work on soil or water projects (with supervision!). “To hold the children’s interest, both the teacher and children

should frequently add new items (to the center)” (Wilson, 1993, p. 17). Pollution, preservation, and ecology can also be introduced in dramatic play by including props used by gardeners, park rangers, and trash collectors, or by staging a “play” which includes these activities.

Like other topics, learning experiences related to ecology in our classrooms should include those which are child-led or child-initiated (Hendrick, 1997; Wilson, 1993). “For children, curiosity is the starting point of learning...curiosity provides the incentive to investigate the world” (Herman, Passineau, Schimpf & Treuer, 1991, p. 1). That is, we should strive to “set the stage” for learning, such as bringing in materials which will spark children's interest and curiosity. Materials we can bring in from nature include “bags of sand, driftwood, dried grasses, and pressed leaves” (Wilson, 1993, p. 18). Such active exploration is consistent with the ideas of Piaget, who felt children learned through interactions with their environment (Crain, 2000).

We can also introduce ecology through field trips and nature walks. A good place to start is the local park district, which often has information about nature trails, planned programs, and child-friendly exhibits in the area. Examples of typical and fun activities you might find are places where children can “trace” the tracks of various animals printed on the floor, or “practice” recycling by sorting materials (pretend or real).

Finally, we can also make use of daily routines to introduce concepts to children. We “teach” ecology when we have children help care for a classroom pet or plant, when we plant a garden and watch it grow together, or when we help children learn to turn off the faucet or recycle paper materials.

### **Model Concern for the Environment**

A second way we can introduce pollution, preservation, and ecology to very young children is to serve as role models (Kidd & Kidd, 1997; Wilson, 1993). We do this when we show respect for the materials we use, such as rinsing paint brushes carefully or replacing the cap on the glue. We model an appreciation of nature when we stop to notice the leaves on a fall walk, or when we just talk about nature in positive terms. According to Wilson (1993), “Modeling conservation efforts and involving children in the process can have a positive impact on their lifelong attitudes and behaviors” (p. 19).

We can also practice good recycling habits in the classroom. We can practice recycling by separating paper from cans and plastic in trash. We can compost foodstuffs, when practical, and use recycled paper if possible and economical. We can make an effort to include reusable materials in the classroom, such as drawing with chalk on a slate rather than on construction paper. We can also model ecological principles for children by partnering with parents. Researchers suggest there are several ways to involve parents (Furman, 1990; Wilson, 1993), and that family involvement is linked to attitudes later in childhood (Eagles & Demare, 1999; Kidd & Kidd, 1997). We can share information directly, through parent newsletters—where we “teach” parents directly by writing about a

topic or indirectly by offering activities to try at home. We can send books home with children, both stories (fiction) and those containing facts or activities (nonfiction). We can also invite parents to participate in nature activities at our school or centers, and encourage them to engage in such activities at home. And thirdly, we can enlist parent participation by having parents save boxes, containers, cartons, and other supplies for classroom projects and activities.

### **Emphasize the Positive**

Be careful to approach pollution, preservation, and ecology from a positive angle rather than being overly negative or critical. As adults, it is easy for us to blame others for not doing enough or neglecting our natural resources. With young children, however, our goal should be introducing proactive and positive ways to improve the earth, rather than introducing the negative world of blame and doubt. Since preoperational children cannot distinguish reality from fantasy, we should be careful not to scare children with horror stories, scary information, or a sense of hopelessness about the earth.

### **Conclusion**

So, what is the role for early childhood educators in addressing pollution, preservation, and ecology? In this article, we have explored possible answers to this question. Should we “teach” ecology to young children through flashcards, lectures, or tests? No. But what we should do is set the stage for children’s lifelong appreciation of preservation and ecology. Two ways to do this, as have been discussed here, are by: a) Introducing simple concepts in positive ways, and b) Modeling our own efforts to care for the world around us.

*Susan Bowers, Ph.D., is a professor of early childhood studies at Northern Illinois University, and a child car consultant in the Chicago area. She has experience as a preschool teacher and director, as a parent counselor for child car resource and referral, and as a researcher in medical diagnostic settings. Dr. Bowers is also the author of a recent article on training early childhood professionals*

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(Call for Proposals) IUCN Netherlands Small Grants for the Purchase of Nature

### **Deadline will be announced: 31 January 2015**

The International Union for Conservation of Nature Netherlands (IUCN NL) is accepting grant applications from local NGOs working in Latin America, Asia, Africa and the Pacific for the Purchase of Nature (SPN). The fund is provided to purchase threatened nature, create safe reserves and connect wildlife habitats for endangered species.

SPN focuses on areas with a high biodiversity value that are crucial for the survival of endangered species. These areas are under high pressure from land conversion,

development projects, or logging. The local NGOs can protect these threatened ecosystems and safeguard them for future generations with SPN fund.

Maximum SPN fund will be EUR 85,000. A small amount of the fund can be used for initial investments to secure the sustainability and conservation impact of the purchase (fencing, signboards, guard's salary and accommodation etc.) besides the acquisition of land.

### **Priority Project Sites:**

- Land purchase in or adjacent to areas with a high biodiversity value, like, Alliance for Zero Extinction (AZE) sites, Important Bird Areas (IBAs) or Ramsar (wetland) sites.
- Areas with ecosystems hosting species listed “critically endangered” (CR) or “endangered” (EN) on the IUCN Red List.
- Land purchase involving ecosystems underrepresented in the public protected areas system.
- Areas with a strategic importance for the protection of the hinterland (buffer zones) or connect important areas (corridors).

### **Eligibility Criteria:**

- Applicants can be local NGOs with proven capacity to implement land acquisition projects.
- Applicants must have experience and capacity concerning the management of a conservation area; and in the field of project management, and financial management and control.
- Applicants must have local expertise.
- Applications from governmental institutions, and commercial (for profit) organizations are not considered for evaluation.
- Project must be located in one of the following regions – Africa, Asia, Latin America and the Pacific.
- The project should seek to harmonize with the needs, views, expertise and experience of local stakeholders.
- The project should take into account local participation in conservation and management of the area to be acquired.
- Project should not adversely affect the position of local stakeholders.

### **Application Process:**

In the first stage, pre-proposal must be sent in the format provided by IUCN. Proposals that are not in the format are not considered for evaluation.

The deadline for submitting a pre-proposal will be announced 31 January 2015.

For more information, please visit <http://bit.ly/1E60LKE> or <http://bit.ly/1a9xYrv>

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## (Call for Proposals) Global Forest Watch Small Grants Fund

Established in 2014, the Global Forest Watch Small Grants Fund (SGF) seeks to promote broad uptake and innovative use of Global Forest Watch by civil society around the world. The SGF provides financial and technical support to empower civil society organizations to apply Global Forest Watch data and technology in support of their work to strengthen local forest management and conservation practices, conduct evidence-based advocacy and campaigning, and promote greater transparency in the forest sector.

The 2015 application period is now open. Please read below for information on how to apply.

### **Eligibility:**

The Small Grants Fund seeks applications for projects that use or contribute to Global Forest Watch. Potential project concepts may include but are not limited to:

- Using GFW to monitor, assess, or map forest landscapes to support sustainable forest management, law enforcement, biodiversity conservation, land use planning, and/or recognition of the forest tenure rights of local communities;
- Using GFW to support evidence-based advocacy, campaigning, education, or training;
- Increasing forest transparency by (a) promoting disclosure of geospatial data by companies, governments or communities, by (b) aggregating and surfacing existing forest data, or by (c) developing new geospatial data for GFW;
- Using GFW for journalism or other evidence-based storytelling to support broad communication and to raise awareness about a specific issue;
- Generating original, policy-relevant research or analysis to discern spatial or temporal trends in land use, forest change or drivers of deforestation;
- Supporting baseline setting or measurement, reporting and verification (MRV) for REDD+ projects;
- Building a customized app (web- or mobile-based tool) using GFW's open source API;
- Using GFW to support legal investigations and/or court cases related to forest crimes.

Eligibility is restricted to organizations that meet the following requirements:

- Certified non-profit and non-governmental
- Implementing projects at a regional, national or sub-national level
- Annual budget of greater than \$30,000 USD
- Computerized financial systems for tracking and recording expenses
- Ability to fill out an organizational assessment document (containing questions regarding organization finances) in fluent English

Other considerations: Although not required, special consideration will be given to projects that promote gender equity or benefit women, and to projects that support poverty reduction and/or social justice.

### **How to apply?**

The application period for the 2015 cycle is now open. All applications must be submitted by March 1, 2015. The review process is not rolling; all applications will be reviewed after March 1 (see timeline below for more detail). All applications must be submitted electronically to be considered (<https://gfw.fluidreview.com>)

### **Timeline:**

January 6 Application period open  
March 1 Application submission deadline  
March 16-27 Shortlisted candidates notified  
April 1 Accepted candidates notified  
May 1 Projects initiated (all paperwork finalized)  
December 31 All projects completed

### **Frequently asked questions:**

*I'm implementing a project in conjunction with a number of organizations. Can I apply on behalf of multiple organizations?*

Unfortunately, funding can only be granted to one organization per application, although you may work with other partners to implement the project.

*I'm seeking funding for a small component of a larger project. Can I apply?*

Yes. The purpose of the fund is to promote uptake and innovative use of Global Forest Watch. However, you must articulate how GFW will be used for the relevant component of your project.

*I won't be able to finish the project by December 31, 2015. Can I apply?*

Yes. However, in your application, you must describe the activities and outcomes that can be achieved in the time allotted, and how they tie into the larger project goal.

*Can the application be filled out in languages other than English?*

Unfortunately, we can only accept applications in English. However, we can provide some level of guidance in Spanish, Portuguese, Bahasa and in select other languages as needed. Please contact [gfwfund@wri.org](mailto:gfwfund@wri.org) for more information.

*My project seeks funding to purchase equipment, seedlings, or other materials. Can I use the SGF award for this purpose?*

No. Given the short term of projects, we cannot award funding for this purpose. However, a portion of funding requested may go towards equipment, such as portable internet sticks, but we typically request that this amount be below \$5,000 USD.

*I applied to the SGF last year, but was not accepted. Will my application be given special consideration?*

No. All applications will be reviewed against the same criteria. However, we encourage previous applicants to apply.

*I'm not sure what Global Forest Watch is. How can I determine whether this platform can be used for my project?*

All applications must describe how GFW will play a critical role in the project. To find out more information about GFW, visit the about or how to pages. You can also view a summary of previous projects in the Guidelines for Applicants.

*Can I apply as an individual, not as an organization?*

No. Unfortunately, only organizations are eligible to apply. Please see the Guidelines for Applicants for more information.

*I work for a large, international organization, but we're implementing a project with a local partner. Can I still apply?*

Yes. International organizations are eligible to apply if the proposed project is at the national or subnational level. In this case, organizations are encouraged to work with local partners.

Do you have a question that's not on this list? Please consult this site (<http://bit.ly/1sESoVb>) where you can download Guidelines for Applicants.

**Deadline: 1 March 2015**

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(Call for Award Nominations) World of Children Accepting Nominations for Individuals Serving Children

World of Children's mission is to support life-changing work for children. They seek out only the most effective changemakers for children worldwide. They are accepting nominations for awards in four categories:

1. 2015 Education Award - minimum grant of \$50,000  
Recognizes an individual making extraordinary contributions to the education of children. This award is new in 2015.
2. 2015 Humanitarian Award - minimum grant of \$50,000  
Recognizes an individual making a significant contribution to children in the areas of social services or humanitarian services.
3. 2015 Health Award - minimum grant of \$50,000  
Recognizes an individual making a significant contribution to children in the fields of health, medicine or the sciences.

4. 2015 Youth Award - minimum grant of \$25,000  
Recognizes youth who are making extraordinary contributions to the lives of other children.

To help us maintain this gold standard, all Nominees must meet these minimum requirements.

#### **GENERAL REQUIREMENTS:**

- Nominees must have full knowledge that they are being nominated. We strongly recommend that the person you are nominating and the related organization assist you in completing the nomination form.
- Nominees must be available to participate in the Annual Awards Ceremonies held in New York City, USA on November 5, 2015. Travel and accommodations will be arranged and paid for by World of Children Award.
- Nominees must be nominated for one Award only. Individuals submitted for multiple categories will be disqualified.
- Nominee must have an existing non-profit organization in good standing. The organization must be able to receive grant funds if Awarded.
- World of Children Award excludes any work designed to specifically advance any one religion or political position. The Board of Governors of World of Children Award reserves the right to exclude Nominations it deems to be religious or political in nature.

#### **SPECIFIC REQUIREMENTS FOR HEALTH, HUMANITARIAN & EDUCATION NOMINEES:**

- Adult Nominees must do this work over and above their normal employment. Alternatively, the Nominee must work for little or no pay.
- Adult Nominees must have been doing this work for a minimum of 10 years. Individuals submitted with less than 10 years of work will be disqualified.

#### **SPECIFIC REQUIREMENTS FOR YOUTH NOMINEES:**

- Youth Nominees can be nominated for the Youth Award only, and must be under the age of 21 by the nomination submission deadline to be eligible.
- Youth Nominees must have been doing this work for a minimum of 3 years. Individuals submitted with less than 3 years will be disqualified.

#### **FREQUENTLY ASKED QUESTIONS:**

1. *Can I nominate an organization for an Award?*  
No. World of Children© Award was established to honor individuals who devote their lives to children. However, the cash grant that accompanies each Award must go to the sustainable organization led by the Nominee.
2. *Can I nominate someone who is no longer living, in memory of his or her work?*  
No. Awards are not given posthumously.

3. *Can I nominate myself?*

Yes. You can nominate yourself.

4. *Can I nominate someone who was nominated previously?*

Yes. There is no limit to the number of years a person can be nominated, unless that person received a World of Children Award previously.

5. *Can I nominate someone who has already been nominated this year by someone else?*

Yes. However, only one nomination will be reviewed. World of Children Award retains the right to select which Nomination Form/application to use, solely at its discretion.

6. *How do I determine the appropriate Award category?*

Awards are divided into four distinct categories. World of Children Health Award is for those providing services specifically in the fields of health, nutrition, medicine and pediatric sciences. World of Children Humanitarian Award is specifically for the social and humanitarian services. World of Children Education Award is specifically for the education and development services. World of Children Youth Award is specifically for a young person under the age of 21 who is providing exceptional services/support to other children. Please make your selection based on the of work your Nominee has conducted for children, and be sure to review the Award Requirements before submitting your nomination.

7. *Is my nomination information saved as I move throughout the online form?*

Your information is saved when you click the “Save” button located at the bottom of the form.

8. *What is the process of choosing Award Recipients?*

Each year, our National Selection Committee, Youth Award Review Committee and International Advisory Council review the final nominations to determine Honorees (Award Recipients). Our Board of Governors has the final decision regarding the annual Honorees. The Honorees travel to New York City in the United States for the World of Children Annual Awards Ceremony where they are recognized for their outstanding devotion to children. All Honorees must be willing to be screened and vetted in a formal investigative review process which will substantiate their work.

9. *When will I be notified if my Nominee is chosen as an Honoree?*

Finalist Honorees will be notified no later than September of each Award year.

10. *When and where will the Honorees be recognized?*

On November 5, 2015, World of Children Award will bring together all of the Honorees in New York City for an Awards Ceremony. Honorees must be able to

participate in all related events during this time.

*11. Is it appropriate to submit materials previously used for other grant applications?*

No. Our Nomination Application does now allow for the submission of other materials.

*12. How are funds disbursed?*

World of Children Award honors individuals whose work on behalf of children has been extraordinary. All grant funds are distributed directly to the sustainable organization for vulnerable children that is led by the Honoree. Funds are not available for personal use.

**IMPORTANT DATES:**

All Nominees must be able to attend the Awards Ceremony on November 5, 2015 in order to be considered for an Award.

January 2015 – Nominations open online

April 1, 2015 (at 11:59 pm PDT) – Nominations close

April – August 2015 – Review & Investigative Process

September 2015 – Honorees announced

November 5, 2015 – Annual Awards Ceremony in New York City

Nominations must be submitted through an online form here: <http://bit.ly/1Alhw0F>.

*Be warned that the form may be difficult to navigate on slow internet connections.*

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As part of the Firelight Foundation's Capacity Building Program, Firelight provides "Newsflashes" to share relevant resources and information with our active grantee-partners via weekly emails and via post on a monthly basis. We hope that by facilitating access to information for grassroots, community-focused organizations, programming for children and families, as well as organizational development, is enhanced. Past editions of the Firelight Newsflash can be found on our website:

<http://www.firelightfoundation.org/resources/newsflash>

We welcome your comments, feedback and ideas for upcoming Newsflashes at

[newsletter@firelightfoundation.org](mailto:newsletter@firelightfoundation.org)

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