27 June 2011

Dear Friends.

 We know that many of you conduct trainings in order to build and transfer skills, as well as to raise awareness about a particular issue. As you have proven, training is a very effective methodology as it increases the abilities of both the learner and the organization. Adults and children learn differently, however, and it is important to understand what is unique about the way adults learn in order to ensure that the training is relevant, useful, and sustainable. In turn, you as a facilitator will begin to develop the special skills necessary to train adults.

Therefore, this week's Newsflash is about *Adult Learning*; we will discuss how adults learn as well as how to create an environment that supports this learning style. We will provide easy-to-use resources, including monitoring and evaluation tools so that your organization can determine the success of the training.

We hope this newsflash provides you with meaningful information and resources!

Sincerely,

The Firelight Team

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Call For Proposals: European Commission; Enhancing Respect for Human Rights and Fundamental Freedoms

Call for Nominations: Development Achievement Award

Call for Concept Notes: USAID Global Development Alliance

Resource: Adult Learning Theory

Resource: Nonformal Education Manual

Resource: Asset Based Needs Assessment Template

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Call For Proposals: European Commission; Enhancing Respect for Human Rights and Fundamental Freedoms

The European Commission through the European Instrument for Democracy and Human Rights (EIDHR) has issued a call for proposals with the overall objective of enhancing the respect for human rights and fundamental freedoms in countries and situations where they are most at risk and where human rights defenders and civil society organisations work under severe constraints and are most under pressure.

Since this is a restricted call for proposals, only concept notes outlining the proposed project have to be submitted by the eligible applicants. Detailed proposals will be requested from shortlisted applicants after successful review of their concept notes.

The specific objective of this call is to provide direct support and protection to human rights defenders and to reinforce their capacities to do their work in the short and long-term, as well as to provide tangible support and means of action to local civil society in the promotion of human rights and fundamental freedoms in some of the world's most difficult, dangerous and unpredictable political situations and/or where they are the most vulnerable and threatened.

For the purpose of this call for proposals, the concept "most at risk" refers to countries and situations characterised by a serious lack of respect for human

rights and fundamental freedoms; where human rights and fundamental freedoms are systematically violated; where there exists high risk to human security making it difficult for civil society and human rights defenders to operate, and where there is little or no room for political pluralism. Therefore, the gravity and persistence of the violations together with the effectiveness of the action are two key considerations for assessing and prioritising action proposals.

There are two lots to be covered under this call for proposals:

Lot 1: In Country Actions: This lot targets actions taking place in one single country that aim at enhancing respect for human rights and fundamental freedoms and at supporting human rights defenders taking place either in countries either in situations where they are the most at risk.

Lot 2: Transnational Actions (global and/or regional): This lot targets global and/or regional actions aiming at enhancing respect for human rights and fundamental freedoms and at supporting human rights defenders taking place either in countries either in situations where they are the most at risk.

The deadline for submission of concept notes is 1 August 2011. For more information, visit this [link](#)

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Call for Nominations: Guardian International Development Achievement Award

The Guardian International Development Achievement Award 2011 is now open to accepting nominations to recognise some of the unsung heroes of international development. The Award is now in its third year and aims to celebrate the outstanding contributions to global poverty alleviation. It is run in association with Marie Stopes International and in partnership with Barclays and GSK, the award runs concurrently with the Guardian International Development Journalism Competition.

Nominations are sought of "people who have made a profound contribution to the alleviation of poverty, working above and beyond the call of duty to make a difference to the lives of some of the world's poorest people. This contribution can be made either directly – through their own work or activities – or indirectly as a result of others using their achievements to improve their lives (e.g. technological inventions or agricultural research)."

One nominee will receive the Award, provided that the quality of entries meets

the standard required by the judging panel. If entries do not meet the standard required, the judges reserve the right not to select an Award winner.

Entries must be made in accordance with the instructions given in this entry form and must be received on, or before, the closing date of midnight on 31 July 2011.

For more information, visit this link.

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Concept Notes Invited for USAID's Global Development Alliance

The United States Agency for International Development (USAID) is seeking concept notes for the FY2011 Global Development Alliance (GDA) Annual Program Statement.

The Global Development Alliance is an innovative public-private alliance model for improving social and economic conditions in developing countries. It invites interest from prospective partner organizations to form innovative Global Development Alliances that contribute significantly towards the achievement of results for USAID's key initiatives addressing issues of global health, climate change, food security, water, technology and innovation.

USAID is keen to support Alliance partners who will bring significant new resources, ideas, technologies and/or partners to address significant development problems and challenges. "Successful proposals will bring at least a 1:1 resource leveraging to address Agency initiatives or other significant development challenges within USAID's manageable interest. and will clearly articulate the unique value that the private sector brings to a particular development challenge or Agency initiative, such as helping to increase the scale, efficiency, effectiveness and/or sustainability of an initiative."

Through these partnerships, USAID seeks to support high-priority initiatives currently in operation such as Feed the Future (food security), Global Climate Change and the Global Health Initiative. In addition to these, there are other areas under which alliances can propose projects. These areas are:

-Anti-corruption/democracy and governance/civil society strengthening

-Humanitarian assistance

-Disaster preparedness, response and recovery

-Economic policy and trade and regulatory reform

-Information technology

Concept notes for discussion have to be submitted to the local USAID Mission located in one's own country. Based upon the review of the concept notes, full applications will be requested from the selected applicants. The concept notes will be accepted through 30 September 2011. For more information visit this **link**.

For the benefit of NGOs in developing countries, we have tried to simplify the concept of USAID's Global Development Alliance and how an organization can apply for it ∎

Simplifying the concept of USAID's Global Development Alliance

How to submit the concept note for USAID's Global Development Alliance

Example Projects supported under USAID's Global Development Alliance

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Adult Learning Theory

The document below will provide you with information about theories and principles of adult learning, easy-to-use strategies and techniques, and tips for maximizing the learning of adults.

It is important to remember that adults learn best when:

-They are in a supportive environment

-They are allowed to define their own needs

-They see personal growth opportunities in the training

-Material presented is relevant to perceived needs

-They participate actively in cooperative and individual exercises

-The educator respects the life experience of the learner

-Material can be immediately related to learner's life experience

-Direction of learning made explicit at the outset

-Instructions for learning activities are clear

-They experience a variety of training methods and media

-They are empowered with learning skills

-They receive timely feedback on practice activities

-They receive positive reinforcement for accomplishments

-Have their individual needs met

-They are taught course content that is relevant and in integrated patterns

-They feel free to question and challenge

-Their self-esteem and ego are respected

*To access worksheets and additional resources, please see attachment *"Adult Learning Theory"*

*To access a training toolkit, please click this link

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Nonformal Educational Manual

The Peace Corps created this impressive manual in 2004. The manual was designed to provide practical skills for engaging in nonformal education and some theory to help you create your own approach. While it is not about adult learning exclusively, it is full of rich information.

*To access this manual, please click this link

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Asset Based Needs Assessment Template

This simple template will help you to plan your training and carry it out effectively.[1]

As you use the matrix, it is important to keep the following in mind:

 -Focus on learners' needs. Help participants identify their own needs and propose solutions for meeting them;

-Use learners as resources. Strive to create settings where participants comfortable share knowledge and skills;

-Respect and value participant contributions;

-Stress relevant activities and practical outcomes. The training should help participants achieve some kind of gain that is valued by them;

-Good training may be placed anywhere on the spectrum of high to low facilitator control, and anywhere on the spectrum of high to low learner participation;

As you design a training program, reflect on the following questions:

-Who should decide what participants need to learn

-Who should take primary responsibility for ensuring that the learning outcomes are achieved?

-What resources do we expect and want participants to bring to the learning experience?

-In what kinds of learning activities should participants engage to achieve learning outcomes?

-What role will the trainer/facilitator have before, during and after the training

*To access the template, please see the attachment "*ABNATemplate*"

[1] *Knowledge*-Refers to what you (as trainers) want the participants to learn

Skills-Refers to what you want the participants to be able to do

Attitudes-Refers to what you want the participants to think/feel

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Methods and Assessment Strategies

It is always important to evaluate an activity or program; this is a key part of being a learning organization. This packet is a wonderful resource for evaluating your trainings. There are many simple, fun and effective strategies. Enjoy!

To access the packet:

1) Click here

2) Scroll down to "Nonformal Education Manual"

3) Open the pdf and find Appendix D: Methods and Assessment Strategies

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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/newsflash.php.

We welcome your comments, feedback and ideas for upcoming Newsflashes at newletter@firelightfoundation.org.