

Firelight Newsflash! 13 April 2009 - Youth Enterprise, Training for Transformation & Contests for Kids

Resources on Youth Enterprise, Employment, and Livelihoods Development

View document online at:

http://www.youthenterpriseconference.org/sitemanager/cuteeditor_files/uploads/ListofInternetBasedResources.pdf

Example: The Children, Youth and Economic Strengthening (CYES) Network website brings together practitioners, donors and academics to build a body of knowledge on effective economic strengthening programming for the benefit of children and youth. The Network's web site, the CYES Global Learning Platform, maps activities around the globe; houses related resources, funding opportunities, and events; offers commentary from leading experts; and provides space for dialogues and discussion.

Visit www.cyesnetwork.org to learn more and get involved.

2009 Global Youth Enterprise Conference

29-30 September 2009, Washington D.C.

Making Cents International will convene practitioners, donors, educators, youth, members of the private sector, representatives of governments, and other partners in youth enterprise, employment, and livelihood development for the 2009 Global Youth Enterprise Conference. Conference participants will be part of a growing community committed to investing in young people, and the innovations necessary to ensure programs and policies achieve greater impact, sustainability, and scale. Making Cents supports this community regularly meeting to share lessons learned, promising practices, and new ideas that create economic opportunities for young people.

For more information on the conference,
see: <http://www.youthenterpriseconference.org/>

Training for Transformation

Over the next few weeks, Firelight will be sharing portions of a 3-part book, entitled "Training for Transformation" to inspire us and to help us all reflect about how we can raise awareness that mobilizes local initiatives and human and material resources to meet the needs of vulnerable children and families.

"Training for Transformation" is a methodology for community development that was developed in sub-Saharan Africa in the 1970s and 80s. Based on the theoretical work of Paulo Freire, the 3-part book presents a training method that is very practical. Although it is now out of print, it remains a very important and relevant resource for organizations working at the community level to eradicate poverty and oppression.

Enjoy and feel free to share your feedback!

Who was Paulo Freire?

The Brazilian educator Paulo Freire (1921-1997) is among most the influential educational thinkers of the late 20th century. Freire's most well known work, *Pedagogy of the Oppressed* (1970), is has been very influential, especially in Latin America, Africa and Asia. Throughout his work, he argues for system of informal education that emphasizes learning as an act of culture, liberation, and freedom.

Training for Transformation: A Handbook for Community Workers, Book 1, Chapter 1: Roots of this Method

By Anne Hope & Salley Timmel, Mambo Press

Key Principles of Freire

1) No education is ever neutral

Education is either designed to maintain the existing situation, imposing on the people the values and and culture of the dominant (i.e. domesticating people, as one tames an animal to obey its master), OR education is designed to liberate people, helping them to become critical, creative, free, active and responsible members of society.

2) Relevance - issues of importance NOW to participants

People will act on the issues on which they have strong feelings. There is a close link between emotion and motivation to act. All education and development projects should start by identifying the issues which the local people speak about with excitement, hope, fear, anxiety, or anger.

3) Problem-posing

From the beginning all people are recognized as thinking, creative beings with the capacity for action. The aim is to help people identify the aspects of their lives which they wish to change, to identify the problems, find the root causes of these problems, and work out practical ways in which they can set about changing the

situation. The whole of education and development is seen as a common search for solutions to problems.

4) *Dialogue*

The challenge to build a just, egalitarian socialist society is very complex. No individual knows exactly how to do it. No one has all the answers. And no one is totally ignorant. Each person has different perceptions based on their own experience. The so-called "educated" have a lot to learn from the people since we have been raised mainly through the institutions of the dominant class. To discover valid solutions, everyone needs to be both a learner and a teacher. Education and development must be a mutual learning process.

5) *Reflection and action*

Most real learning and radical change takes place when a community experiences dissatisfaction with some aspect of their present life. We can provide a situation in which people can stop, reflect critically upon what they are doing, identify any new information or skills that they need, get this information and training, and then plan action.

Often the first plan of action will solve some aspects of the problem, but not deal deeply enough with the root causes of the problem. By setting a regular cycle of reflection and action in which a group is constantly celebrating their successes, and analysing critically the causes of mistakes and failures, they can become more and more capable of effectively transforming their daily life.

Guidelines for Community Workers

1) *Work with the poor and oppressed, not for them*

Help people to understand, analyse, plan, and carry out. But do not do it for them. People have a right to reject expert advice and to make mistakes. Development comes from within a people's own understanding of their needs and rights. So they must decide the major issues and the basic needs and how to tackle them.

2) *Development is an awakening process*

Development is a way in which people see themselves and awaken to their right to live as human beings. Without this awakening, there is little we can do -- or should try to do. The people are intelligent and have much experience. Draw out their strength. Listen to them.

3) *Let the people grow*

Development is building up the people, so that they can build a future for themselves. Development is an experience of freedom as people choose what to do. It is a difficult experience for those who have lived in dependence and without hope for a long time. To decide and do something brings dignity and self-respect. Development efforts should therefore start with the people's potential, and proceed to their enhancement and growth.

Small socio-economic programs are not only for economic achievement. Achievement is important because it builds confidence and makes next steps possible. The most important benefits are for the people to pinpoint the areas of exploitation, learn the processes of planning and implementing, and above all practise decision-making as a community.

4) *Build up the people's solidarity*

Development occurs as liberated people build together with other people, in solidarity. As oppressed people, moving into freedom and opportunity, we can either become selfish and oppressive ourselves, or move into relations of solidarity with others, sharing and caring for one another, and marching together towards a new society in which our full humanity is assured.

5) **Build up the people's organisation**

People must carry out their own liberating activities which keep their local community free of exploitation.

Establish links with other groups, and with national institutions, in order to increase bargaining power, and make it possible to participate more widely in the struggle for a new society.

Cross the river in a crowd and the crocodile won't eat you. ~ Proverb from Madagascar

International Contests for Kids Drawing Competition for Children on Gender Equality

Deadline: 15 May 2009

Calling on children aged 8 - 10 in developing countries to express their vision of gender equality. This call was extended on International Women's Day 2009 by the European Commission (EC), who will convene a jury composed of children from the 27 European Union member states. They will select 2 drawings per region, and award a prize totalling €1,000 for each region. An exhibition will be

inaugurated during the autumn of 2009. In addition, the winning drawings will be included in a booklet which will be distributed in the schools of the participating countries and in the European schools that have participated in the competition.

<http://www.comminit.com/en/node/287324>

International Essay Contest

Deadline: 30 June 2009

Inviting young people throughout the world up to 25 years of age to submit essays for the 2009 International Essay Contest for Young People. Entries are divided into 2 age categories for the awarding of prizes: up to 14 years and 15 - 25 years. The competition's theme is "The role of science in building a better world: What kind of science and technology do you think is needed for realizing a more equitable, prosperous and sustainable world for all? Please express your vision for the future of science, including examples of studies or researches you wish to engage in."

<http://www.comminit.com/en/node/269692>

International Peace Pals Art Competition and Exhibition

Deadline: 30 July 2009

Encouraging children throughout the world between the ages of 5 and 15 to participate in The 11th Annual International Peace Pals Art Competition and Exhibition. Entries are divided into 4 age categories for the awarding of prizes: 5-8 years, 9-12 years, 13-15 years, and 16-19 years of age. The competition's theme is 'Peace in My Community'. Pictures should include the message "May Peace Prevail on Earth". Awards will be decided by a panel of international judges. First, second, and third place entries in each of the categories will be made into greeting cards, which will be awarded to all winners.

<http://www.comminit.com/en/node/267243>

As part of the Firelight Foundation's Monitoring, Evaluation and Technical Assistance (META) 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. We welcome your comments, feedback and ideas for upcoming Newsflashes at newsletter@firelightfoundation.org.