



# Future Generations University

With Communities Worldwide—  
A Quarter Century of Impact

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# JOIN A UNIVERSE OF LEARNING, RESEARCH, AND ACTION



LEARN TO CHANGE  
YOUR FUTURE  
USING WHAT YOU  
ALREADY HAVE



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# CHANGE GROWS THROUGH EMPOWERING PEOPLE



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CREATE A MORE  
JUST & LASTING  
FUTURE FOR ALL  
JOIN US

**Future Generations University** promotes research, learning, and action for inclusive, sustainable change worldwide.

This Mission begins with our students. They are local leaders. They think and act with vision and principles. They mature as they empower their communities.

The stories that follow are of these students applying their knowledge and skills in communities. They see (and have access to) the assets communities hold. They evolve research questions and gather data. The path they create leads to behavioral change.

Behavior change is what humanity (and the planet) needs as the future approaches with climate change, as countries wrestle with identity, as people struggle to knit peace and grow justice. Such a mission of Future Generations is for this generation and generations yet to come.

Join change-makers from around the world. The momentum underway seeks a Vision to foster leaders of 100 communities who use theory and practice to fit change to local ecology, culture, and economy. You have the opportunity to grow this momentum worldwide.

The method advanced by the university is called SEED-SCALE. Proof of its effectiveness is in the evidence that follows. Learning how it is done is the focus of the university's instruction and research.

# BUILD FROM SUCCESS

## West Virginia Broadband Opportunities Program



Communities anywhere can open their doors—Future Generations teaches this. In 2010, only 43% of people in West Virginia's rural areas had Internet broadband at home. Gaining access to the world by Internet opened the state to global connection. Future Generations launched the Broadband Opportunities Program to make computers and the Internet more accessible and useful to West Virginia's families.

The project focused on rural, low-income, and geographically isolated

communities. The Future Generations team found that in almost every town, a strong volunteer network already existed: local fire departments and rescue squads. They were lifelines in times of need; they also doubled daily as community centers. And they were locally funded by bake sales, barbecues, and Bingo games. To build on this success, Public Computer Centers were set up at these facilities.

During the first year, 26 stations became equipped with 10 computers connected to broadband and supporting supplies.

  
60 Public Computer Centers

  
170 Computer Mentors

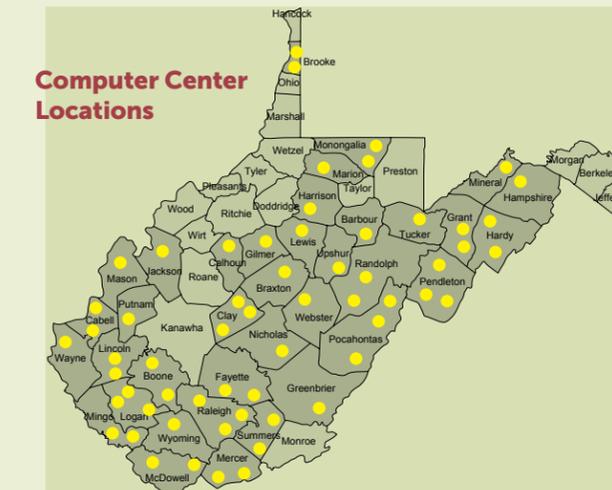
  
44,376 Digital Literacy Course Hours

  
64 Youth Technology Camp Attendees

  
37,031 Project Participants

  
30,550 New Broadband Subscribers

*Fire & Rescue stations became "one-room universities" by installing Public Computer Centers*

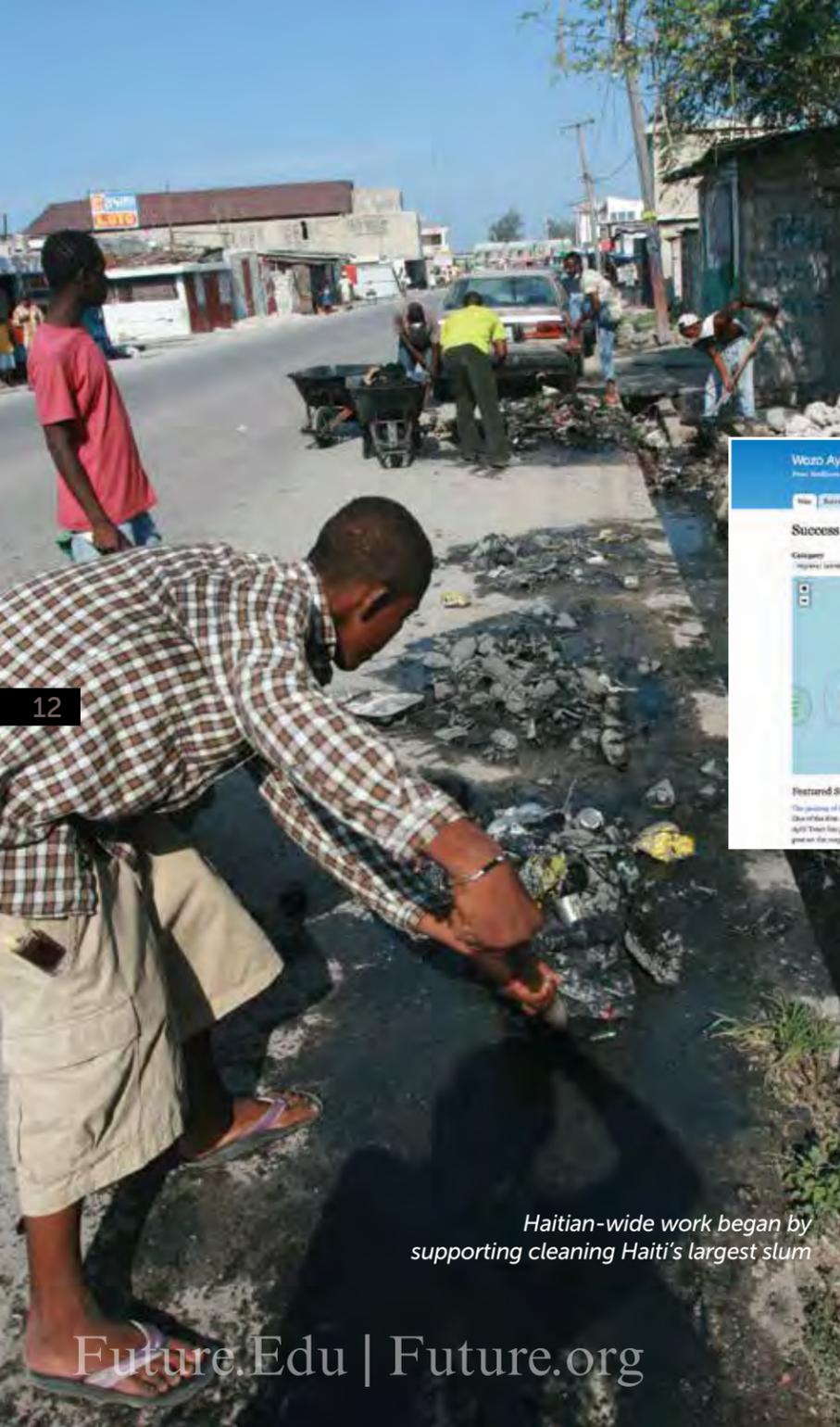


For each station, squad members selected trusted mentors in the community. The mentors managed the center and facilitated trainings for the local community. Mentors were trained on both instruction of computer-related curricula and on how to operate, administer, and promote their local computer centers.

Community members began applying for college, completing online job applications, and creating resumes and cover letters. Local businesses started reducing their costs and increasing revenues through online research. Firefighters started completing their mandated training courses online. The list goes on.

Kids programs were introduced. Refurbished computers were sold. Community creativity expanded both uses and numbers of people. People who had been isolated understood the value they could derive, and collectively began harnessing that energy. Seven years later, in many communities these centers continue on their own.

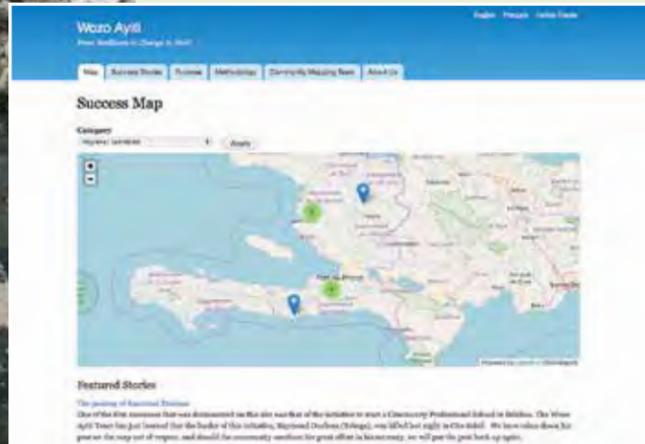
One small success at a time, this project is an example of how to operate community change. Commitment of the communities made the successes.



Haitian-wide work began by supporting cleaning Haiti's largest slum

## Success Mapping in Haiti

Given the 'building from success' emphasis of SEED-SCALE, Future Generations Haiti began mapping to highlight instances of Haitian-driven community development.



The team combined prior experience in open-source mapping with its knowledge of SEED-SCALE. Eight individuals were trained and deployed to four regions. There they used snowball sampling techniques, one success leading to other examples. Communities deemed especially instructive were visited by senior team members who distilled these examples from which other communities could learn. The cases were then systematically uploaded onto an interactive online map called Wozo Haiti—creating a widely visible

multi-media portrait of Haitian creativity, resilience, and progress.

Successes included:

- Employing anti-seismic building techniques with local materials
- Leveraging sports as a tool for peace
- Sustainable community microfinance structures
- Local agricultural achievements

To advance these for national learning, Future Generations Haiti supported four regional conferences. Then it concluded the program by inviting 24 of the most effective communities to Port-au-Prince for a two-day workshop to display to the broader Haitian public.

The communities had learned and developed strong relationships across the country. Haitian successes were informing other Haitian successes.

The online map was used by journalists to advocate change to the national narrative about community organizations, and by NGOs to identify potential community partners for collaboration.

Now, five years later, preparations are underway to run the project again ... larger, better, and with increasing proof of Haitian national resilience.



# CREATE THREE-WAY PARTNERSHIPS

## Chun-Wuei Su Chien

A Great Change Agent of Future Generations



The incomparable Chun-Wuei Su Chien was the first employee of Future Generations. A woman who took visions and turned them into results, she led an extraordinary expansion across the Tibetan Autonomous Region from 1992 until her tragic passing in 2005

Chun-Wuei Su Chien grew up in Taiwan and moved to the U.S.A., where she raised her three children. Before joining Daniel Taylor to collaborate on nature conservation and development work in Tibet, she worked as a psychologist, then as the Asian Curator for the artist Robert Rauschenberg.



Chun-Wuei in discussions with Hu Jintao, Governor of Tibet Autonomous Region, later President of China

Passionate about the potential of the Tibetan people and the priority of having Tibetans lead their own change, Chun-Wuei made over 50 trips to Tibet from her home in Baltimore. Each trip, she simultaneously advanced protection for Tibet's extraordinary natural diversity and improvements to villagers' quality of life.

She took personal responsibility to safeguard Tibetans' welfare and the natural resources upon which they depended. One example is her watching truck after truck coming from southern Tibet, each loaded with timber. "How many are coming?" she wondered. She discovered that some days as many as 350 truck-loads of timber were headed to the economic growth of mainland China. "What are the impacts of all this timber cutting?" She set out to investigate the problem.

Today, in the area where Chun-Wuei was concerned, there exists a coherent land management scheme and seven nature preserves. This network spans 40 million acres in the Four Great Rivers Ecosystem, gathering the headwaters of the Yangtze, Mekong, Salween, and Brahmaputra rivers.

She also co-founded the Pendeba Program (Pendeba means "workers who benefit the village") and watched its expansion from the Mt. Everest Region through Southeast Tibet and into Northern Tibet. Over 800 Pendebas were trained by her equally dedicated colleague, Nawang Singh Gurung (see below). Today, this program continues under leadership of their protégé, Tsering Norbu (see right).

Enjoying the bazaars of every town in

Tibet, Chun-Wuei began to notice the ubiquitous sale of wild animal pelts and body parts. Many were endangered species. Rather than adopting the normal conservation strategy of trying to stop killing these animals, which would cause hardship to villagers protecting domestic flocks from predators such as the snow leopard, Chun-Wuei grasped the idea of 'stopping commercial selling.' She positioned herself for two months as a lobbyist with the government, and a Tibet-wide

ban resulted on commercial sale of pelts and body parts of wild animals. Today, every species of wild animal across Tibet has its population growing..

Chun-Wuei's flagship project was her role in the Qomolangma (Mt. Everest) National Nature Preserve. Her work there began in 1987 with The Mountain Institute where she helped lay out the boundaries for what was then the largest national park in Asia, a park three times the size

of Yellowstone. The Everest ecosystem captivated her, and she got to know people in all its 300 villages. Committed to cultural advancement, she prompted Future Generations to restore three of the historic and important monasteries— personally funding reconstruction of Rongbuk nunnery at the base of Everest by each month having five to ten percent of her salary withheld for that purpose.

Future Generations salutes the legacy of Chun-Wuei for the awe-inspiring way she committed herself to preservation of the Mt. Everest region and all Tibet, and especially its people.



*Nawang (center) as outsider brings district leader (left) to dialogue with village leader (with armband) to implement logging regulations*

## Nawang Gurung

Forging three-way partnerships was crucial to the success of the Pendeba Program. Pictured is Nawang, Class of 2005, connecting the Prefecture Chief of the Forestry Department with a community leader at the district level. Nawang saw logging occurring and realized a strategic opportunity for conservation.

Nawang went to the District Chief and requested he visit the community in question with Nawang and the Community Leader. It was explained that logging was going on, and that the community needed motivation their environment. With the District Chief's support, Nawang and the Community Leader went into other communities to train Pendebas to expand work at the community level. From here, the skills and awareness scaled up.

## Pendebas

### A Sustainable Future in a Fragile Land

Tsering Norbu, Class 2009, used his practicum to establish The Pendeba Program in Qomolangma Nature National Preserve. A formal structure was needed to expand inclusion of local communities in bottom-up conservation begun by the Pendeba Program. After achieving the seemingly impossible of creating a new nonprofit organization in Tibet, he expanded The Pendeba Program into a durable bottom-up partnership with government and world-circling partners.

The Pendeba Program integrates health with ecotourism and conservation. Norbu found that the impacts of this participatory nature conservation led the people in the QNNP to increased awareness of conservation and sustainable development, improved livelihood, development of drinking water supply, and building of schools. The result was seeing how the forests and natural resources were contributing to their health and livelihood. A positive feedback loop had been created of conservation with social development.

The Pendeba Program serves as a Scale Squared Center—that is a teaching place—generating conservation and eco-tourism business. With the Pendebas as the vanguards, the society provides a center that is sharing insights and organizing workshops.

Life and healthcare of communities is improving, such as mother and child care,



*Norbu (right) on village visit with Pendebas (two on left)*

*5,000 square foot Pendeba Training Center built by Future Generations*



# DECISIONS BASED ON EVIDENCE



Ajmal Shirzai leading a training session on how to gather evidence

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## Peace & Development in Afghanistan

Alumnus Ajmal Shirzai

Ajmal Shirzai is a Future Generations University alumnus and Afghanistan Country Director. His national team, at times 100+ members and containing other Future Generations alumni, has been growing "seeds" of peace despite cascading national insecurities. This program, grounded in the four principles of SEED-SCALE, is scaling up in one of the most challenging contexts in the world. Their method of community-led evidence-gathering stimulates local engagement, promotes unity, and informs program development.

Where the larger dynamics seek war, their approach identifies areas where the government lacks control but where peace exists.

An example is found in districts of Nangarhar Province where girls go to school, clinics are open, and telecommunications work. There, peace grew from the inside-out, reducing the need for outside interventions.

Applying this in Bohkbah District of Laghman Province, the team created 40 community-based infrastructure projects, and was the first organization to successfully function in 17 years. Expanding his team, Shirzai implemented the National Solidarity Program in four provinces. Community Development Councils were created that built from the positive (not the crisis), and community members prioritized their development activities. Activities were 100% successful in Nangarhar, Laghman, and Daikundi Provinces, and 50% successful in Ghazni. In these dangerous neighborhoods, safety came from partnering with communities who were benefiting from the services collaboratively created.

Another approach used was stereotype analysis where conflict between two tribal groups had prevented previous projects. One tribal group had joined an insurgent group, the other the Government. Tribal Group A was split into two, consisting of tribal elders and youth, and sat with Shirzai and his

team. All were asked what their positive and negative behaviors and attributes were, as well as those of their rival group. This same process was repeated with Tribal Group B. Bringing Groups A and B together, they discussed together and found common ground, identifying projects that utilized the positive attributes of each group to reduce the negative. After this, both tribes made district committees and collaborative development plans.

A third method mixed listening and visioning. Youth from all over Afghanistan were asked to analyze their current situations. Then, they were asked their visions for the future (3-5 years). Talking about a shared future, they identified opportunities in their current situations to realize their visions. They then assessed challenges in achieving this future. Having established these, the youth focused on activities to achieve their visions. So far, this process has been implemented in seven regions with plans for Afghanistan-wide engagement.

Through this evidence-based decision-making, communities are involving local people in growing community development, planning, and decision-making. The most successful programs and communities organize into learning centers. As the process gains momentum, networks of learning enable expansion of successful initiatives. Behavior change, the fourth principle of SEED-SCALE, is the outcome, creating sustainable peace and development for the communities.



Future Generations started 490 mosque-based schools for women, such as this one, across Afghanistan's central highlands

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*Dang Ngoc Quang (second from left) with Nazir Rasuli, fellow Master's student, during a residential class in India practicing interviewing techniques under faculty supervision*

# BEHAVIOR CHANGE IMPACT

## Dang Ngoc Quang

Dang Ngoc Quang grew up in the countryside nearby Ha Long Bay, Vietnam, a coastal region that endured heavy wartime bombing. Studying by candlelight, Quang excelled in school. He secured a six-year scholarship for studies in Russia. There he combined history, philosophy, physics, and sociology. Upon his return to Hanoi, he served five years in the military.

With this resume, Quang was selected as one of two Vietnamese staff for the Mennonite Central Committee, the first North American nonprofit allowed to work in Hanoi after the war. As the U.S. embargo lifted and worldwide agencies opened offices in Hanoi, he saw the best and worst of western relief and development intervention. In response, he began to devise a Vietnamese approach to social research to meet the needs of peace-time development. And with his own savings, he launched the Rural Development Services Centre (RDSC) to provide critical indigenous research across several provinces.

Quang then enrolled in the Future Generations Master of Arts, where his approach to development shifted to community-based theories and methods. These he applied to Vietnam's ecology, culture, and economy. This was no small change for him. While his prior learning had emphasized modernization theory (from western development academe) and dependency and Marxist theory (from Russian and Vietnamese academe)—both assuming the guidance of the State—Quang's Future Generations learning reoriented his focus on the capacity of people. Through local leadership, education, and citizen science, communities learn to research, analyze, and affect their own well-being. With careful comparative analysis, RDSC compellingly presents this Future Generations approach to Vietnam's rural development sector.

As a result, scores of international nonprofits call on Quang and his growing RDSC staff. He provides in-house training across Vietnam. He mentors his staff's peer-to-peer learning. He equips many development personnel in Hanoi with a tool box of knowledge and skills for Vietnamese-contextualized research and development work.



Quang also has become a global leader in the Future Generations family, guiding the ongoing shared research of the Future Generations Global Network (Future.Org). This organization links together a world-circling forum of his fellow graduates and the various national Future Generations organizations. As the administrator of Future.Org, he connects his colleagues and the lessons they can teach each other from their varied sites. Consequently, applied scholarship is advancing, linked around the world through examining key performance indicators of change. This analysis informs progress toward scaling up and sustaining their respective programs.

*Her Majesty Queen Mother Tshering Pem Wangchuck congratulates Mr. Quang on the conferral of his Master of Arts, Class 2007 Commencement Ceremony, Royal Palace in Thimphu, Bhutan*





### BUILD FROM SUCCESS

Grow what is working  
(not fixing failure)



### CREATE 3-WAY PARTNERSHIPS

Gather a team among all  
involved



### DECISIONS BASED ON EVIDENCE

What's happening really  
(not what people think)



### SEEK BEHAVIOR CHANGE

This is sustainable ...  
and it can grow

# OUR METHOD

So in 1992, Future Generations began tackling humanity's toughest challenge: How to improve our lives ... and sustain this progress? The approach taken was to look at what had worked.

Especially what has worked for communities that had to advance with what they had. AND, to make the challenge greater, what was the evidence for how progress could be sustainable (with regard to the environment, while keeping out of debt and holding



to values that defined their lives)? Future Generations did not want theories; evidence was to guide our conclusions.

Around the world, community-based advancement was underway. But how was it happening? Further, how could it be replicated and scale-up when there was little money.

The SEED-SCALE method has grown in sophistication from first a method on how to scale up, to now a comprehensive theory. SEED describes the start, growing local opportunities. The method then guides growth in quantity as well as quality (SCALE).

Understanding has matured for how progress can be monitored using local indicators.

Abiding findings are:

- Act as a local partnership—assume no help will come from outside.
- The resources you have will likely be those you already have—more will come only once you have success.
- Best practices can be learned—improving the quality of life is fundamentally continual learning.
- Rising quality of life draws in people—as they join, sophistication follows, with that further quality of life rises.
- Community is created, and from a cooperating community comes forward social change.

As SEED-SCALE has evolved over the quarter century, increasingly it appears to evolve site-specific solutions on a reliable basis. It has an ever-wider range of methods that are documented in the books *Just & Lasting Change: When Communities Own Their Futures*, 2nd Edition (Johns Hopkins University Press, 2016) and *Empowerment on an Unstable Planet: From Seeds of Human Energy to a Scale of Global Change* (Oxford University Press, 2012).

Successes that have resulted around the world include:

- Nature Preserves in three countries—national park in Nepal adjacent to Mt. Everest; another in China on the slopes of Mt. Everest; another in Lhasa, the largest urban park in Asia; another extending out from the deepest gorge on



Bill Clinton reading Presidential Medal citation to Future Generations Co-founder Carl Taylor at The White House, 1994. Carl is also being congratulated by UNICEF Executive Director Jim Grant whose 1992 charge launched Future Generations

- Earth; and two others in India started and led by communities.
- Health Action in five countries—where mothers are the care providers, home the primary care facility, and behavior change the lasting health intervention.
- Peacebuilding & Violence Reduction in four countries—where action focuses on supporting 'the good guys.' This grows not only peace but also cohesive progress in fractured societies.
- Life Relevant Learning—in Asia, Africa, and South, Central, and North America. This then informed a global university—because the answer to the initial 1992 challenge for

- sustainable scaling-up is learning localized.
- Draw relevant lessons from your local life, apply these in a continual feedback learning process ... set these up so others learn.
- Future Generations University, the product of this quarter century of learning evolution, nurtures this learning because it is coupled to on-going research.

Along the quarter century trail, some projects at first initiated good work, but ultimately were not sustainable. In India, a national program reached out to train youth and nonprofit organizations ... but few groups wanted this service. In China, a project

## Distinguishing Features of SEED-SCALE

	SEED-SCALE	Traditional Development
Key Resource	Human Energy	Financing
Planning Mindset	Evolutionary Growth	Construction Engineering
Planning Process	Agenda → Plan → Budget	Budget → Agenda → Plan
Who Does the Work	Three-way Partnership	Professionals
Implementation Structure	Local Institutions	Consultants/Project Units
Ultimate Accountability	Community	Donor
Approach	Build on Successes	Fix Problems/Answer Needs
Criteria for Decisions	Evidence	Power, Opinions & Habits
Major Desired Outcome	Behavior Change	Measurable Results
Criteria for Evaluation	Strengthening 4 Principles	Budget Compliance
Learning Mode	Iterative, Experimental	Get it Right the First Time
Management Mode	Mentoring	Control
Commitment Horizon	Depends on Utility of Partnership	Depends on Donor's Budget Cycle

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that launched with 80 institutional partners got co-opted by politics. In America, extension took off across our home state of West Virginia ... then shut down because it had been founded on a grant.

Often forgotten in this work that does not hold to office hours or the safety of desks, are the long days with staff driving home late (or off the road). Demands of family and advancing community often create sometimes unbearable pressures.

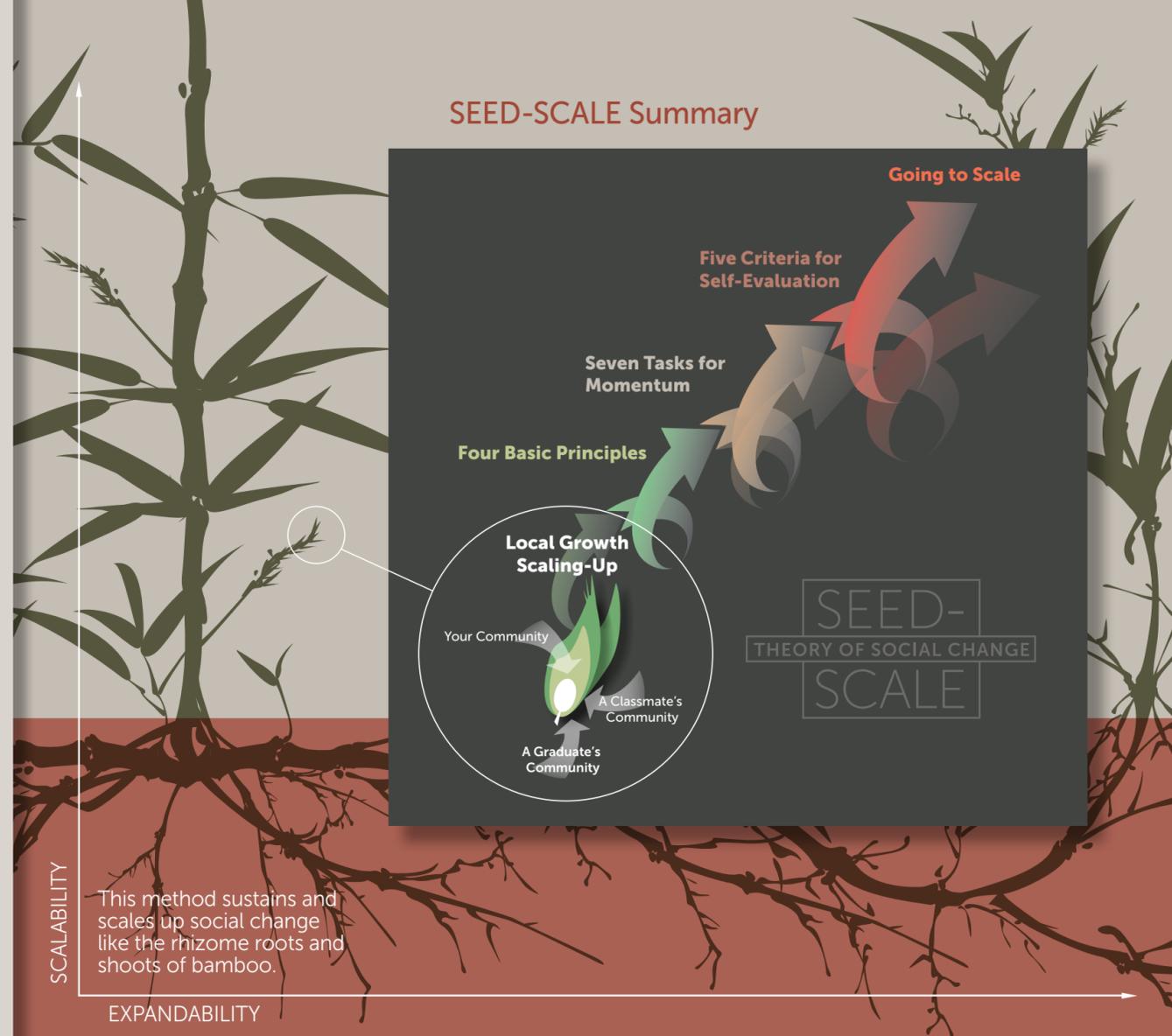
The larger point is: social change is the hardest task before humanity, more difficult than the commonly vaunted brain surgery or sending a

rocket to the moon. Social change is even more difficult for communities on society's margins.

As this history grows, SEED-SCALE becomes more robust. Teams around the world grow more experienced and more interlinked, sharing knowledge and helping each other. The 15-year old Future Generations University with the 25-year old, action-oriented Future Generations (now a center within the university) creates a framework for this mission:

**Future Generations University promotes research, learning, and action for inclusive, sustainable change worldwide.**

## SEED-SCALE Summary



This method sustains and scales up social change like the rhizome roots and shoots of bamboo.

EXPANDABILITY

SCALABILITY

## THE SEED-SCALE PROCESS

While it attempts to offer simple procedures to build solutions of great complexity, the various acronyms, principles, tasks, and criteria that make up SEED-SCALE can be confusing; therefore the definitions and key elements are laid out here for easy reference.

### SEED-SCALE

SEED: Self Evaluation for Effective Decisionmaking  
SCALE: Systems for Communities to Adapt Learning and Expand

### Four Basic Principles

1. Build from success
2. Form a three-way partnership between the Bottom-up, the Top-down, and the Outside-in
3. Make decisions based on tangible evidence and data rather than opinions
4. Focus on behavior change rather than on providing services.

### Seven Tasks for Momentum

1. Organize a local coordinating committee
2. Identify successes already occurring
3. Learn from the experiences of others
4. Gather data about local results
5. Make a work plan
6. Hold partners accountable
7. Make midcourse corrections to strengthen the Four Principles.

### Five Criteria for Self-Evaluation

1. Inclusiveness (wealth/poverty, female/male, ethnic diversity, and religion)
2. Sustainability (environmental, economic, and cultural)
3. Holism
4. Interdependence
5. Iteration

### Dimensions of SCALE

- **SCALE<sup>1</sup>**: Stimulating community awareness, learning, and energy (numerical expansion)
- **SCALE<sup>2</sup>**: Self-help centers for action, learning, and experimentation (rising sophistication and quality of life)
- **SCALE<sup>3</sup>**: Synthesis of collaboration, adaptive learning, and extension (expanding enabling environment)

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## Future Generations University Advisory Council



**Brenda Gourley** (U.K.) Former Vice-Chancellor, Open University (U.K); Former Vice-Chancellor, University of Natal (South Africa)



**Kul C. Gautam** (Nepal) Former Assistant Secretary General United Nations; Deputy Executive Director of UNICEF, Coordinator of the 1990 World Summit for Children



**David Hales** (U.S.A.) Former President, College of the Atlantic; Former Deputy Assistant Secretary of the Interior, U.S. Government



**Patricia Rosenfield** (U.S.A.) Senior Fellow, Rockefeller Archives Center; formerly, Chair, Carnegie Scholars Program



**George Rupp** (U.S.A.) Former President, Columbia University and Rice University; former President, International Rescue Committee



**Susan Stroud** (U.S.A.) Executive Director, Innovations in Civic Participation; co-founder the Talloires Network (a network of universities committed to education on civic engagement and social responsibility); Founding Director of AmeriCorps

## Future Generations University Current Board of Trustees

**Ruben Puentes** (Board Chairman), Punta del Esta, Uruguay—Starting his career as a potato farmer in Uruguay, then a decade with Texas A&M University, Ruben spent two decades in leadership of The Rockefeller Foundation, leaving as Associate Vice President for Knowledge Management.

**Chris Cluett**, Seattle, Washington—A distinguished sociologist of people and transportation, Chris had a long career with the Batelle Corporation. Continuing from his Peace Corps, then USAID assignments in Nepal in the 1960s, Chris has remained active with Nepal.

**Issac Bekalo**, Addis Ababa, Ethiopia—Born in Ethiopia, and still holding deep grounding in solving the challenges of rural life, then trained in The Philippines in Organizational Development, Isaac has been President of the International Institute of Rural Reconstruction.

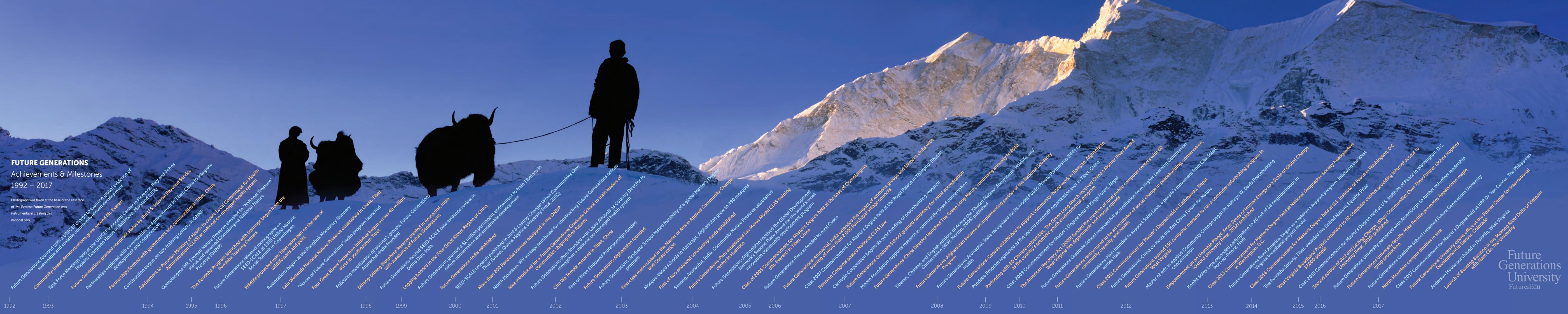
**Shannon Bell**, Blacksburg, Virginia—As a Master's graduate of Future Generations University, Shannon's career in sociology took a focus on solutions for women by women engaging with the coal industry. She is now Associate Professor at Virginia Tech University.

**Deepak Gopalakrishna**, Washington, D.C.—A transportation engineer, Deepak develops integrated approaches to optimize the performance of transportation systems. He is also adjunct faculty in the George Washington University, Department of Geography.

**Michael Stranahan**, Aspen, Colorado—Engaged for four decades with making education useful. After his education at Harvard, Mike started as a teacher of mathematics, then was a host on Aspen Public Radio, and continued as a mentor of children in pottery.

**Kent Spellman**, Fairmont, West Virginia—Coming to West Virginia for public service, Kent moved across the linkage between for-profit and not-for-profit. He spent two decades developing the West Virginia Community Development HUB to help West Virginia's communities most in need.

**Daniel C. Taylor**, Spruce Knob, West Virginia—Growing up in India, Dan'l moved to West Virginia in the 1970s, co-founding The Mountain Institute, then national parks around Mt. Everest, and from this West Virginia base launching the global family of Future Generations organizations.



# FUTURE GENERATIONS

## Achievements & Milestones

1992 – 2017

Photograph was taken at the base of the east face of Mt. Everest; Future Generation was instrumental in creating this national park.

- 1992 Future Generations founded with a UNICEF charge to examine global evidence of sustainable and scalable community-driven development
- 1993 Community-based demonstrations grow around Mt. Everest
- 1994 Task Force Meetings held at the UNICEF Innocent Center in Florence, Italy and Johns Hopkins Evergreen House in Baltimore, Maryland (USA)
- 1995 Future Generations granted nonprofit status by the U.S. Internal Revenue Service
- 1996 Partnerships explored with communities and government in Tibet, China to integrate development and conservation
- 1997 Partnerships formed with government and communities in Tibet, China
- 1998 Construction begun on two training centers in QNWP
- 1999 Qomolangma (Mt. Everest) Nature Preserve elevated to "National Treasure" status and renamed Qomolangma National Nature Preserve (QNMP)
- 2000 The Pendebea Program launched with trainings begun from the Pendebea Training Centers
- 2001 Future Generations released monographs on SEED-SCALE at 1995 United Nations Social Summit in Copenhagen
- 2002 Wildlife protected with Tibet-wide ban on the sale of wildlife parts and pets
- 2003 Restorations begun at the Rongbuk Monastery Nunnery
- 2004 Lulu Wetlands National Nature Preserve established in Lhasa, Tibet
- 2005 "Voices of Future Generations" radio program launched
- 2006 Four Great Rivers Protection Initiative begun across 40 million acres in southeastern Tibet
- 2007 Following mobilization of women's groups, Future Generations Dihang-Dibang Biosphere Reserve created in Arunachal, India with assistance of Future Generations
- 2008 Logging banned in the Four Great Rivers Region of China
- 2009 Future Generations hosted SEED-SCALE case evidence review in Dehra Dun, India
- 2010 Future Generations granted a \$1 million permanent endowment to train Tibetans in nature conservation and sustainable development
- 2011 SEED-SCALE research published in *Just & Lasting Change: When Communities Own Their Futures* (Johns Hopkins University Press, 2002)
- 2012 More than 200 Pendebea trainees equipped in the QNWP
- 2013 North Mountain, WV acreage purchased for constructing Future Generations offices
- 2014 Idea introduced for a Future Generations Graduate School to train leaders of communities shaping their futures
- 2015 Chu Wa Temple restored in Tibet, China
- 2016 First of three Endowed Professorships funded
- 2017 Future Generations-Afghanistan founded
- 2018 First class matriculated in the Master of Arts in Applied Community Change and Conservation
- 2019 Mosque-based schools in Hazarajat, Afghanistan grew to 490 mosques
- 2020 First of two endowed scholarship funds established
- 2021 Simong, Arunachal, India, Community Nature Preserve established
- 2022 Future Generations-Peru established Las Moras Model CLAS training center in Huanuco
- 2023 Future Generations-Afghanistan received the Global Development Networks Second Place Award for the world's most innovative community development program
- 2024 Class of 2005 Commencement for Master's Degree held at the base of Gomolangma (Mt. Everest) in Tibet, China
- 2025 Future Generations-Peru extended to rural Cusco
- 2026 Future Generations-Arunachal, India extended the impact of Across the Tibetan Plateau. Ecosystems, Wildlife, and Conservation (W.W. Norton, 2006) published
- 2027 Future Generations-Afghanistan became an implementing partner of the National Solidarity Program
- 2028 Future Generations-Peru extended to support Soley Leve, a people's movement from Cite Soleil, Port-au-Prince, Haiti
- 2029 Future Generations-Arunachal, India recognized for its model Public-Private Partnership (PPP) for peacebuilding research in community-based conservation
- 2030 Future Generations-Afghanistan received full accreditation from Higher Learning Commission
- 2031 Future Generations-Peru extended to support Soley Leve, a people's movement from Cite Soleil, Port-au-Prince, Haiti
- 2032 Future Generations-Arunachal, India recognized for its model Public-Private Partnership (PPP) for peacebuilding research in community-based conservation
- 2033 Future Generations-Afghanistan received full accreditation from Higher Learning Commission
- 2034 Future Generations-Arunachal, India recognized for its model Public-Private Partnership (PPP) for peacebuilding research in community-based conservation
- 2035 Future Generations-Afghanistan received full accreditation from Higher Learning Commission
- 2036 Future Generations-Arunachal, India recognized for its model Public-Private Partnership (PPP) for peacebuilding research in community-based conservation
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- 2039 Future Generations-Afghanistan received full accreditation from Higher Learning Commission
- 2040 Future Generations-Arunachal, India recognized for its model Public-Private Partnership (PPP) for peacebuilding research in community-based conservation



Autumn colors around the cliff on our North Mountain campus

# NEXT 5 YEARS

## Our Location is Our Strength

### The Margins Circling the World

Future Generations is nurturing a world-circling universe of learning, growing this outward from the world's margins—connecting the margins with answers.

Systems and services supposed to help people today reveal gaps. The gaps increasingly threaten not just the margins but the global socio-econo-info-biosphere that makes today's world one. These gaps also offer opportunities—and in this Future Generations is finding cost-effective solutions.

The margins, whether West Virginia, Tibet, Afghanistan, northeast India, Haiti, or Peru, are evolving solutions where local resources are used with optimal cost-effectiveness. From the margins, what is evolving is capacity to reach all.

The university's location on North Mountain proves this point. Isolation prevents hiring faculty locally and forces the institution to forge a global faculty using information technologies. Daily classes and colleagues video-connect around the world. Faculty are already in nine countries, soon more. Isolation from expensive real estate allows affordable housing for employees at all salary levels. Such connection gives daily experience with the realities for which we seek solutions.

Entry to the Future Generations University North Mountain Campus



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Future.Edu | Future.org



Inside the World Room in the expanded North Mountain campus complex

The margins, such as our North Mountain campus, are also stunning—a benefit of being away from cities and congestion. Our campus overlooks the Potomac River headwaters. These temperate forests are among the most diverse in the world, having a richness of microclimates and altitude zones that created refugia from which the natural world has regenerated (as our mountain valleys were once all clear-cut).

Around our campus, land not national forest or in private protection is ancestral family farms. These people may have low ranking in socio-economic indicators, but their creativity resilience quotient has inspired many insights that propelled Future Generations work, especially in conservation and learning extension.

One feature of margins today is how

easy it is to enter from them into the global mainstream allowing Future Generations University to evolve a universe of global learning. Where an earlier age prescribed location by geography, the new opportunity is location shaped by learning, and this can happen anywhere. Knowledge and skills, the more they are shared, the more all improve.

And so, in the era we rapidly approach, any place can become the center of a learning world. And for the challenges in the world that comes, solutions can be grown to close the gaps. From the margins, where resources are scant and creativity high, new ways grow. For, the margins circle the world. In this band of otherwise neglected opportunity, Future Generations University is evolving new answers.



For 25 years, Future Generations has called the beautiful community of Pendleton County home. The area and people embody many of the values the institution believes in and promotes worldwide. Newness is shown in the modern mountaintop main offices. But the university also advances heritage. It has become the stewards of a landmark of the community: the Anderson House, using it to house faculty and community-change collaborators from around the world.

This 117-year old home in the Queen Anne style was built over three years by William Anderson as a wedding present for his bride for a total cost of \$1900, using timber harvested from the surrounding land and firing the bricks on site. The house was home to the majority of the Anderson family for over a century, and even hosted parties for troops in WWII who were stationed at nearby Seneca Rocks, preparing for an expedition into the Alps.

As with monasteries in Tibet, ancestral practices in India, and our home in West Virginia, the university blends preservation of each community's legacy and simultaneously ushers forward sustainable opportunities for generations to come.

Future Generations University

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## Our Mission

Future Generations University promotes research, learning, and action for inclusive, sustainable change worldwide.

## Our Vision

The global family of Future Generations organizations seeks a global shift in practice that builds from successes in every community, leads with evidence, and focuses on changing behaviors to achieve just and lasting futures for these communities. Thus, the global family promotes a vision of “100 nodes of change” or demonstrations that are evolving more effective practices that fit local ecology, culture, and economy. Their objective is to grow a better world for present generations and generations yet to come.



Community members practicing delivery of babies and sanitary care of umbilical cord



Field Study in Peru for Ecosystem Resilience in Climate Chaos specialization



After a decade away designing international programs for other institutions, Dan Wessner returned to Future Generations University because “it aims for something beyond traditional higher education.”

Over the next five years, he believes “the place of learning will shift from campuses to communities. Whether it’s a person or a group or a country wanting to live sustainably on the planet, Future Generations validates the research and hopes of communities—for the future is theirs to shape and own.”

Future Generations already partners broadly to facilitate community-grounded and globally-minded cadres of students. Its graduates are in 40 countries. It seeks to cultivate more partnerships to sustain the work of these scholars, researchers, and stakeholders of just and sustainable change. Future Generations also nurtures and funds a Center run by its graduates. Their lifelong network takes

seriously the University’s vision—to examine and advance “100 communities of change” worldwide.

Dan adds, “The work of our students and graduates requires robust learning online, face-to-face, in the field, and among communities. They challenge the notion that learning inside computers is our future. Rather, let us together create anew an innovative place and path for scholarship.”

“As students imagine how to grow better communities, they elevate education, further peace, conserve nature, create equitable jobs, design smarter technology, provide health for all, and model spirited leadership. These can and should be the deliverables of higher education. Where communities are the classrooms. And the world is the campus.”

With committed partners and smart education platforms, this vision is accessible, affordable, and applied by promising students. They advance their own jobs and vocation, even as they create a better world.



Meeting in IEEE Global Classroom of the Posner Center

## Posner Center

One of the seven global offices of Future Generations University is the Posner Center for International Development in Denver, Colorado. Posner is an example of how Future Generations is based in a global network of partners. Other examples are named throughout this report.

Physically, Posner is an up-cycled 1874 horse barn that was once home to 100 horses and the trolleys during the Silver Rush of the Rocky Mountains. This space today is home to 61 international organizations working in more than 100 countries on issues of poverty from 18 sectors of development. Here is the IEEE Global Classroom, where practitioners of many countries interact virtually and face-to-face for integrated development studies.

The 61 organizations at Posner also carry out research, learning, and action to achieve collaborative and sustainable change. Their work spans development sectors that are core to Future Generations research and courses—communication, community leadership, ecosystem resilience in climate chaos, education, engineering enterprise, health, linguistics, nonprofit management, and peacebuilding. They reinforce that empowerment is a product of what people can do.

Posner organizations couple research with performance. Their drive is to discern the “how” of social change. They combine research with fieldwork to apply lessons and demonstrate the potential of social change underway. By collaborating, all who want to advance the quality of life can advance the future vision that is available to all.

Shared learning advances all (unlike competition for money). The more that learning is shared via partnerships, such as at Posner and with others, the more we will solve the challenges that portend in the decades ahead.

## For Whom Are Knowledge and Skills Being Grown

Future Generations University listens to partners—civic groups, nonprofits, governments, professional associations, communities—who describe their assets, their interests, their vision of positive change, and their desire to learn.

The university then co-designs specializations. These sustain positive, inclusive change in communities—today, in scores of countries, on four continents, for future generations.

Students may be leaders, staff, teachers, entrepreneurs, researchers, or affiliates. They may be fresh out of college, mid-career, or community leaders. They have a passion to advance well-being. They thirst for knowledge and skills to apply to their work and service. They research, learn, and act in both local and global networks. Then as alumni, they advance their careers, and they benefit their communities and organizations. In so doing, through their university education they discern a life vocation.

Under the umbrella of the overarching degree—the Master of Arts in Applied Community Change—five specializations are offered that cover ecosystem resilience in climate chaos, engineering enterprise, leadership and development, linguistics and development, and peacebuilding.

**Future Generations University learning is**  
**Asset-driven** for community change  
**Applied** in work and communities  
**Accessible** anywhere, anytime  
**Available** to active adult learners  
**Affordable** tuition  
**Advancing** life vocations

*Discussion underway in the new World Room in the expanded campus.*

## How Blended Learning Works

The university is community-grounded where community is the agent of change (not the target, nor viewed as free labor). Community is a full partner in the research of social movements and sustainable development. Blended Learning is the pedagogy that ensures communities are active as students and as instructors.

Whether enrolled in a Certificate, a Diploma, or the full Master of Arts, the learning process fosters regard for each other. All participants live out reciprocity with rich discourse and peer-reviewed research. Through applied studies, research, and service, the learning process contributes to the resilience of communities and a planet facing change.

- Dynamic global classroom
- Peer-to-peer discourse on research
- Field-based observation and collaboration
- Community-engagement
- Optional regional and global residentials

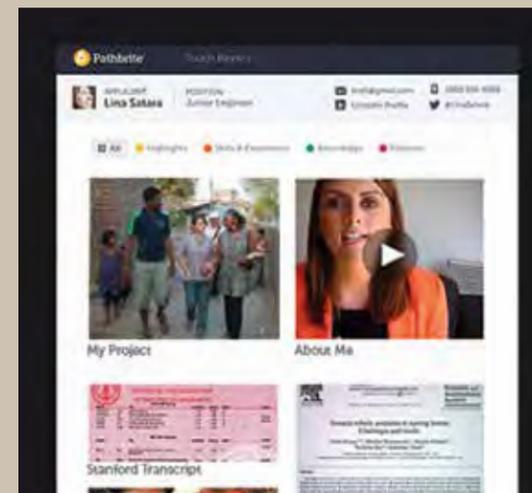
Blended Learning creates a global classroom that reaches the frontiers of worldwide education. Useful content, dynamic instruction, facilitated participation, smart educational tools, library access, and ancillary resources draw the learning process together.

Peer-to-peer discourse, faculty engagement, rapport, group assignments, and field-based collaboration then take over. As peers, learning engages each member seriously and fraternally, critically and helpfully reviewing each other's work. Co-mentoring extends from online studies to applied field learning and research.

Optional regional and global residentials introduce students to leading development practitioners. And ultimately, communities weigh in, and adapt, with wisdom borne of their context, struggle, and commitment.

Completing their studies, graduates go through a Commencement Ceremony that is genuinely that: the opportunity to begin lifelong learning and collaboration with a global network of classmates. The Future Generations Global Network (Future.Org) is a Center within the university (Future.Edu). This network grows the capacity of the world-circling Future Generations family to peer-review, co-design, fund, and learn from each other's work. As communities are the university's classrooms, the world is the campus. Joining Future.Org with Future.Edu, the university has birthed its own expanding community.

### e-Portfolios



Students capture the above multiple modes of learning in an ePortfolio. These are developed across the length of the Master's degree. ePortfolios present each student's story, research methods, community-based project, deliverables, and partnerships describing their work.

# MASTER OF ARTS IN COMMUNITY CHANGE

## Engaging Communities with Equity & Empowerment Worldwide

The Master of Arts in Applied Community Change is grounded in the theory and practice of the power of human energy. Continually maturing understanding of this method emerges from partners with whom the curriculum is co-designed. The partners connect especially East Africa, the Indian Subcontinent, South America, Appalachia, and Southeast Asia.

To complete the Master's degree requires four core courses in community change, four field-based project research courses, and four courses in a specialization. Optional regional and global residenceals can enrich the course schedule. They span from Gandhi's Ashram to West Virginia to the Mekong Delta, introducing students to practitioners and communities of sustainable positive change.

Knowing that graduate-level students are active adults with duties to family, community, work, society and state, the university's curriculum is flexible. A global classroom is created with online platforms – so each student's home is a desk in a global learning experience. This engages innovative teaching, supports peer-to-peer discourse, and mentors field research opportunities. Created ultimately are engaged communities in action.

For students who do not have the time or resources for a Master's degree, also offered are online and print resource materials, training workshops and videos. For non-degree instruction there are certificates, and multi-course diplomas that parallel the specializations of the Master's degree.



Swearing in Ceremony for AmeriCorps Volunteers

The five specialization tracks include:

**Leadership & Development** enables students to make an impact at the community level. They master a core set of skills, equipping them to lead more effective nonprofit work and community development. Learning

is through examining a wide range of successful projects, organizations, and leadership examples. Acquired are effective communication, facilitation, and administrative capabilities. Typical students are AmeriCorps volunteers, nonprofit employees, government workers, and social entrepreneurs.



**Ecosystem Resilience in Climate Chaos** examines civilization, environment, and people advancing together. It finds the balance of ecology and improved quality of life. This approach emerged from work with Chinese colleagues during the launch of a huge national park around Mt. Everest. Expanding on those lessons from a quarter century ago, we draw now on the case studies of our graduates who demonstrate these practices in the jungles of India, the forests of Uganda, and urban recycling in North America.

**Engineering Enterprise** calls on engineers to lead community enterprise and holistic development, and on entrepreneurs to deploy the goods engineers design in service to communities. A global design revolution directs our technical skills toward meeting basic human needs. It draws on local rural and urban business sensibility, community engagement, and human needs. Participants will learn how IEEE Smart Village grows leaders of human-centered design, sustainable business, and proactive learning in service to the world.



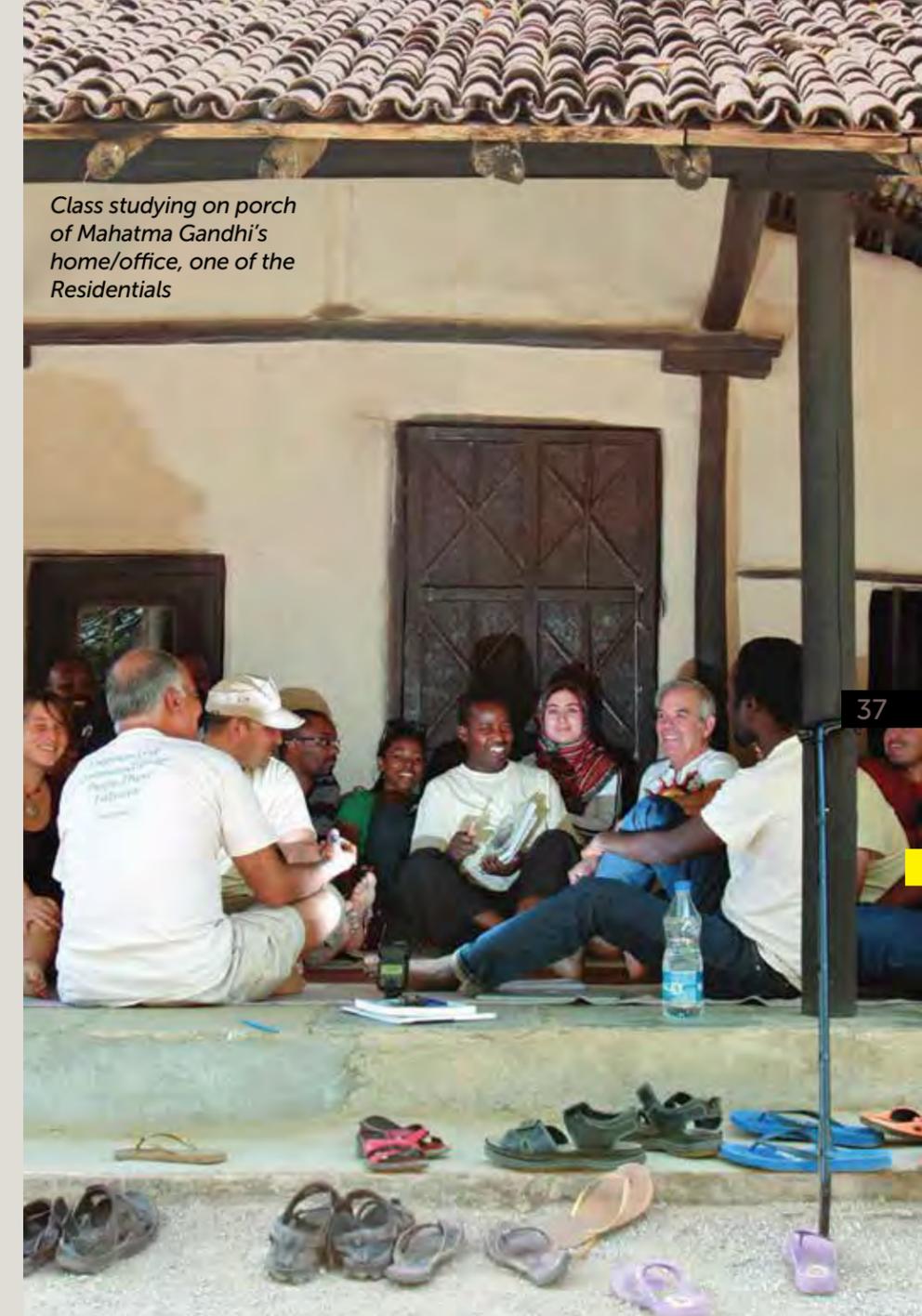
Master's student learning from village women



Learning how a solar cooker works

**Leaders for Peace** prepares students to grow peace by "supporting the good guys," finding the peaceful places in points of conflict ... and then growing these. In nurturing seeds of peace, communities re-weave social fabric torn by conflict. Students use social science research, community engagement methods, and new modes of communication to grow this potential. This specialization builds off the legacy of Kathryn W. Davis, a longtime champion of peace and founder of the Davis Project for Peace.

**Linguistic Development Education** builds student capacity to design, create, deliver, monitor, evaluate, and improve the effectiveness of language and development curricula embedded in the context of different countries. Language teachers are key middle-out actors who guide intercultural communication and link regional and global discourse on development, science, commerce, and security.



Class studying on porch of Mahatma Gandhi's home/office, one of the Residenceals

# Peace Building at Future Generations University

## The Kathryn W. Davis Peace Scholars

Kathryn Davis, who generously launched peacebuilding training at Future Generations, had a favorite phrase: "There will always be conflict, so we need to prepare more for peace than for conflict."

Future Generations brings fifteen years of scholarship, and seven years of training to the challenge. Work started in Afghanistan where the SEED-SCALE method launched cooperation among 490 mosques. It was followed by six years of systematic study in five countries funded by the Carnegie Corporation. Then Kathryn Davis saw the potential of SEED-SCALE and started the Master of Arts peacebuilding concentration.

People learn to find people and places where peace already exists ... strengthen these pockets, then larger peace grows. Even in the midst of conflict, there are peaceful moments. Use these as beginnings, and grow them. Killing draws one into the conflict. Find the good, and support it.

Kathryn was intrigued by this approach. Innately she knew it, but she liked the scholarship Future Generations had developed and also the large demonstrations. Consequently, she made a commitment now a decade deep. As students came out of the training, she became enthusiastic when she listened to them. She knew making peace was hard ... and dangerous. But, recognizing the role youth especially have in inheriting a peaceful future, she said, "This positive method makes sense. Where some sprout of peace grows ... help it grow more. Others try violence, and we can see their success!"



Peace-filled social systems resist being sucked into the larger chaos. The Future Generations method strengthens one pocket to draw in adjacent communities. This grows relationships in their societies—out from families, gathering communities in protection of shared natural resources, and in collecting around an asset almost all value: their children.

Students at Future Generations University learn how to do this. Strengthening communities from the inside—while dangerous, is safer than going into battle. And a very powerful energy is created: hope. In

hope rising, relationships rekindle in place of rising fear.

Kathryn experienced this positive growing at age seven, marching for women's suffrage with her mother, wearing their yellow dresses and roses. Then, in 1920 at age thirteen, she saw women get the vote. Peace is not a victory from war or held by a treaty—peace is growing relationships. In a formal academic way, Kathryn learned this again when she earned her Ph.D. in International Studies in Geneva during the era of the League of Nations.

Her outreach then expanded after her husband's service as U.S. Ambassador to Switzerland in the 1970s. Her philanthropic investments radiated out to a growing range of institutions, expanding dramatically with her signature Projects of Peace that gives an annual \$10,000 peace-growing award to students at 100 colleges and universities around the world. Future Generations University is one of these institutions.

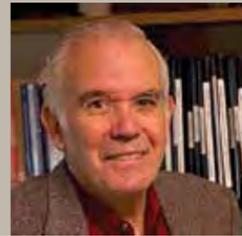
### Davis Peace Project Winners

- 2017** Fisseha Getahun (Ethiopia)  
Developing Peace between a Leprosy-Affected and Surrounding Communities in Addis Ababa
- 2016** Emmanuel Kotin (Ghana)  
A Community United Against Terrorism
- 2015** Deqa Osman (Somalia)  
Advancing Women's Rights and Access to Justice
- 2015** Nshing Jonathan Tim (Cameroon)  
Promoting Peace Awareness amongst Youths
- 2014** Reyhaneh Hussaini (Afghanistan)  
Promotion of Peace through a Cultural Dialogue of Hindu and Muslim Youth
- 2013** James Latigo (Uganda)  
A Community Driven Cross-border Peacebuilding Project
- 2012** Stanley Nderitu (Kenya)  
Kuresoi Peace Project
- 2011** Goldie Scott (Guyana)  
Promoting Non-violence among Guyanese Youth
- 2010** Rene Claude Niyonkuru (Burundi)  
Building Relationships and Trust for Peaceful Elections
- 2009** Joy Bongyereire (Uganda)  
Peacebuilding and Natural Resource Management

## Our Students' Countries of Origin



# MEET OUR FACULTY



**DANIEL C. TAYLOR**  
Professor, Equity & Empowerment (Social Change), President

**EDUCATION**  
Ed.D. Harvard University  
Ed.M. Harvard University  
B.A. Johns Hopkins University

**BIOGRAPHY**  
Daniel Taylor has been engaged in social change and conservation for four decades with a focus on building international cooperation to achieve ambitious projects. He founded the eight Future Generations organizations worldwide (including the accredited Future Generations University). He also founded and led The Mountain Institute. In 1985, after providing the scientific explanation for the yeti, he led in creating Nepal's Makalu-Barun National Park and in close partnership with the Tibet Autonomous Region, Chinas Qomolangma (Mt. Everest) National Nature Preserve, Lalu (Lhasa) Wetlands National Nature Preserve, Four Great Rivers Nature Preserve, and other international nature preserves.



**RUBEN PUENTES**  
Professor & Director  
Innovation Partnerships

**EDUCATION**  
Ph.D. Texas A&M University  
M.S. Texas A&M University  
B.A. Universidad de la Republica, Uruguay

**BIOGRAPHY**  
Ruben Puentes is a seasoned professional with a 45+ year track record of international development work and a strong sense of purpose for alleviating poverty, reducing inequities, improving the wellbeing of vulnerable populations, and protecting the environment. Experience in building capacities for community change that last over time. Ruben has an extensive overseas career, is comfortable managing diverse portfolios, and knows how to work along all phases of the program life cycle including evaluation and upscaling.



**DAN ROBISON**  
Professor & Director of Practice

**EDUCATION**  
Ph.D. University of Reading  
B.S. Kansas State University  
B.A. Kansas State University

**BIOGRAPHY**  
Dan Robison was born and grew up in Bolivia. He was an exchange student in Thailand and as an undergraduate, hitchhiked across Africa from North to South. He was appointed a Marshall Scholar to the United Kingdom and in 1987 obtained a Ph.D. at the University of Reading with fieldwork in tropical Bolivia. He was in the Agroecological Studies Unit at the International Center for Tropical Agriculture (CIAT) for five years in Cali, Colombia, and since 1993 has been an independent consultant in Agroecology and Protected Areas Management based in Bolivia. Dan has been a faculty member at Future Generations since the first cohort in 2005.



**CHRISTIE HAND**  
Assistant Professor & Chief Academic Officer

**EDUCATION**  
M.A. Texas State University  
B.A. Central Washington University  
B.A. Seattle Pacific University

**BIOGRAPHY**  
Christie Hand is committed to ensuring that higher education is relevant and accessible to all. Towards this end, she is enthusiastic about trying new models and approaches which help to increase the reach of higher education and enable greater success. She worked in Cameroon, West Africa, for six years in linguistics and has 25 years of experience in higher education and is international work. Christie has been at Future Generations since 2007 and is currently pursuing an Ed.D. in Higher Education Administration at West Virginia University.



**ANDREA BROWN**  
Professor

**EDUCATION**  
MS.W. University of Maryland  
B.S. Chico State University

**BIOGRAPHY**  
Andrea Brown is a Senior Program Officer at Johns Hopkins University, Center for Communication Programs. She has over ten years of experience working in international health with an emphasis in community and social behavior change. She has vast experience in training and capacity building. She currently works on strategic behavior change communication strategies to distribute long-lasting insecticidal nets (LLINs) as well as supports the development of strategies to ensure continuous distributions and appropriate use of mosquito nets to communities.



**SCOTT LAWSON**  
Assistant Professor

**EDUCATION**  
M.Div. Columbia Theological Seminary  
M.A. The George Washington University  
B.A. University of South Carolina

**BIOGRAPHY**  
Scott Lawson is Assistant Professor for Innovation and Entrepreneurship at Future Generations University. He also serves as a consultant on strategy, culture, and organizational change. He is currently working on a capacity building project at the University of North Carolina, Chapel Hill. For nine years, he served as CEO of SOW Asia Foundation, a nonprofit organization in Hong Kong committed to scaling positive social impact. He is also an ordained Minister of Word and Sacrament in the Presbyterian Church (USA). He is married to Rev. Marybeth Asher-Lawson and has a daughter, Grace, at university.



**SUSHILA NEPALI**  
Assistant Professor

**EDUCATION**  
Ph.D. Tribhuvan University  
M.S. Norwegian University of Life Sciences  
B.A. Tribhuvan University

**BIOGRAPHY**  
Sushila Chatterjee Nepali is a professional in community-based natural resource management and conservation. She earned her M.S. in Natural Resource Management and Sustainable Agriculture from the University of Life Sciences in Norway and her PhD in Forestry from the Institute of Forestry Tribhuvan University in Nepal. She has worked in the field of conservation for more than 20 years, particularly as an advocate for gender equality and social inclusion. She has been involved in designing landscape level conservation plans for Nepal, conducting national level NGO evaluation, and reviewing GESI policy for the Ministry of Local Development.



**JESSE PAPPAS**  
Assistant Professor & Director of Assessment

**EDUCATION**  
Ph.D. University of Virginia  
M.A. James Madison University  
B.S. Virginia Polytechnic Institute and State University

**BIOGRAPHY**  
Jesse Pappas earned his Ph.D. at University of Virginia, where he studied self-insight, intentional self-development, and the role of emotion in self-perception. His professional interests now include student motivation, professional development, and innovative learning assessment strategies. Jesse has traveled and taught in Central and South America, India, and Europe, and his work has been published in journals such as *Social Psychology Quarterly*, *Journal of Personality*, and *the Journal of Cleaner Production*. He lives with his wife Kristen, son Max, and cat Mel in Crozet, Virginia.



**MICHAEL RECHLIN**  
Professor

**EDUCATION**  
Ph.D. State University of New York, College of Environmental Science & Forestry  
M.S. University of Michigan  
B.S. University of Michigan  
AAS Paul Smith's College

**BIOGRAPHY**  
Mike Rechlin has practiced sustainable forestry and protected areas management in the United States, Nepal, India, and Tibet for thirty years. He has extensive teaching experience and has designed educational programs for many international groups visiting the Adirondack Park of New York State. Presently retired, Mike has held academic appointments at Principia College, Paul Smith's College, and the Yale School of Forestry and Environmental Studies. He served as dean of Future Generations Graduate School from 2010 to 2013.



**MEIKE SCHLEIFF**  
Assistant Professor & Director of Research

**EDUCATION**  
DrPH Johns Hopkins Bloomberg School of Public Health  
M.S.P.H. Johns Hopkins Bloomberg School of Public Health  
B.S. Berea College

**BIOGRAPHY**  
Meike Schleiff brings a background of community-based mentoring, teaching, research, and program implementation to Future.Edu. She has worked extensively with communities and young leaders in Haiti through The GROW Project, the nonprofit that she co-founded with Haitian colleagues, and has also been engaged in community development planning, implementation, evaluation, and training in Ethiopia, Guyana, Uganda, India, and the Appalachian region in the USA.



**NAWANG GURUNG**  
Assistant Professor & Regional Academic Director

**EDUCATION**  
M.A. Future Generations Graduate School  
M.S. New Hampshire College  
B.A. University of Massachusetts

**BIOGRAPHY**  
Nawang S. Gurung studied to be a Civil Overseer in Butwal, Nepal, and earned his Master of Science in Community Economic Development in Boston. Back home in the Himalaya, his 45 years of community-building has included health care center and bridge construction, off-grid hydro power, and multiuse water systems. Under the United Mission of Nepal and Future Generations, Nawang has directed integrated community health and development programs in Nepal, India, and Tibet, China.



**FIREW KEFYALEW**  
Assistant Professor & Regional Academic Director

**EDUCATION**  
M.A. Addis Ababa University  
B.A. Addis Ababa University

**BIOGRAPHY**  
Firew Keyfalew has hands-on experience in programming of various projects/programs working in Ethiopia, Rwanda, Kenya, and South Sudan over the past thirty-one years. He has worked as Ethiopia Country Director for the International Institute of Rural Reconstruction, Child Protection Project Officer for UNICEF-South Sudan, Program Development Officer for Save the Children Sweden (Southern Sudan Program), Country Director for University College Cork, Ireland's Ethiopia and Rwanda Field Offices, and Guidance and Counseling Officer for the Ministry of Education in Ethiopia.



**LUKE TAYLOR-IDE**  
Instructor & Regional Academic Director

**EDUCATION**  
Ed.M. Harvard University  
B.A. College of the Atlantic

**BIOGRAPHY**  
Luke Taylor-Ide combines academic interest in applied education with a parallel field-oriented approach to social change, having had extended, multi-year assignments in Afghanistan, India, and rural America. In Afghanistan he led in completing a rigorous community-based health survey, then shepherding its findings into new national health policy enabling women. In India, he focused on studying the traditional socio-economic relationships of indigenous tribal groups, and addressing the impacts of modernization on sustainable living.



**DAN WESSNER**  
Professor & Accreditation Liaison Officer

**EDUCATION**  
Ph.D. University of Denver Korbel School of International Studies  
J.D. University of Virginia School of Law  
M.Div. Princeton Theological Seminary  
B.A. Stanford University

**BIOGRAPHY**  
Dan Wessner has researched and taught community development for three decades in China, Vietnam, and the United States. He is modeling and testing integrative education platforms for at-risk and affluent communities that pursue Sustainable Development Goals per local contexts within planetary limits. His lead on the University's accreditation process addresses the interests and needs of our globally dispersed student and alumni bodies.

# RESEARCH FACULTY

## Daniel C. Taylor



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Beyond leading Future Generations University, Daniel holds an endowed professorship. Studying social change has been at the core of Daniel's work at Future Generations for twenty-five years. He led the research endeavor that articulated the SEED-SCALE theory of change. To validate the theory of change, he oversaw application trials—in conservation where local systems were used to administer parks, in peace through building out from pockets of peace in larger violent contexts, and in health by emphasizing mothers as primary care providers and homes as primary care facilities.

Major publications resulted: 1st and 2nd editions

*of Just & Lasting Change: When Communities Own Their Futures, as well as Empowerment on an Unstable Planet: From Seeds of Human Energy to a Scale of Global Change.* Departing from Daniel's customary focus in the Himalaya, he has documented a range of intriguing case examples of community-based change from the role of Abraham Lincoln in developing rural America to why cities (from Curitiba in Brazil to New York City) have effectively incubated responsible environmental programs.

The long-standing research he's done on the Yeti, a quest began as a child, has resulted in new findings. His latest book, *Yeti: The Ecology of a Mystery*, goes beyond the breakthrough he gave in the 1980s, as he has persisted in exploring leads opened by this mystery. It led to founding a major transborder conservation program surrounding Mount Everest, then other preserves across the Himalaya. Now, he's taking the research into understanding the meaning of the wild in today's domesticated world.

Future Generations University advances four decades of Daniel's study on how the world can be a classroom. A person's life experience and special experiences can be learning structures to help them become better equipped with skills for their life and work. Life happens—the opportunity he is developing is how to turn what is happening somewhat randomly toward the better through intentional action, using partnerships and resources available.



## Laura Altobelli

Laura Altobelli, DrPH, M.P.H, currently serves as Future Generations Peru Country Director and holds an endowed professorship in primary health care for Future Generations University. Laura applies life-long experience in research, public policy advocacy and evaluation, as well as program planning and management to designing and scaling-up solutions for strengthening public health systems in developing countries.

As a student of the late Carl Taylor at Johns Hopkins University in 1981, she was introduced to the idea of empowering communities to take control of their own health. From then until 1996 she worked for various international organizations focusing on healthcare reform and policies. In

1996, she was introduced to the CLAS healthcare system in Peru. In 2002 when she joined Future Generations, she implemented a pilot program integrating SEED-SCALE with the CLAS system. This program in Las Moras was an outstanding success and has been implemented in two other areas of Peru.

Throughout her work, Laura relentlessly focused on research. She's written numerous publications focusing on maternal, neonatal and child health and nutrition and how to provide effective relationships between community and government partnerships in healthcare.

Laura also did a study on whether or not SEED-SCALE is truly an effective method for community empowerment and change, working backwards from this established ideology. The research found that SEED-SCALE truly is a successful methodology for community-based change.

Her most recent work focuses on how sharing histories is an effective tool for learning and education within communities. Beginning from women sharing pregnancy histories between mothers and expecting mothers to now a huge array of applications, she proved these methodologies work.

Laura's work with Future Generations has been a bedrock for establishing successful, evidence-based methodologies for community development in the primary healthcare realm.

## Expanding Opportunities in West Virginia

Professor **Michael Reclin** has practiced sustainable forestry and protected areas management in the United States, Nepal, India, and China's Tibet for over forty years. He served as the institution's dean from 2010 to 2013, and continues to teach his signature course, PSK 603: Natural Resource Management, in the Master of Arts in Applied Community Change program.



The course provides students with a sense of place-based history, so they gain understanding of resource management practices that have been used in their home communities. The central takeaway Mike hopes students gain is the importance of involving community in land and local resource management practices—whether "making decisions in their neighborhoods or having conversations about resources at the bar over drinks with their friends."

Mike is also introducing a new certificate course to the university: Maple Sap Collection and Syrup Processing. This course will be offered in partnership with the West Virginia Department of Agriculture, West Virginia Veterans and Warriors to Agriculture Program, and the West Virginia Maple Syrup Producers Association.

Mike's first experience with a sugar bush was as a graduate student at the University of Michigan in the early 1970's. In 1974, he taught his first course on the topic, titled "Stalking the Syrupy Sap." Subsequently, he taught courses on sugaring at Principa College and Paul Smith's College. He presents years of research findings in his 2015



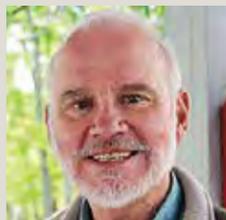
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Student pouring maple sap into container for transport

book; *Maple Syrup: An Introduction to the Science of a Forest Treasure.*

Though he feels funny saying he has a "passion" for Maple Syrup (after all, it's hard not to like), what gets Mike excited about this industry is helping people use a local resource in a sustainable way. Maple syrup production in West Virginia presents great potential for residents to generate sustainable livelihoods using this largely untapped natural resource.

## Robert L. Fleming



Bob Fleming decided to make the entire world his classroom, claiming, "It's confining to spend so much time in a room teaching, grading tests, and keeping people in line." He wanted to take learners into the world. Beginning in 1970, Bob led what has now totaled hundreds of outings, allowing him to teach and research simultaneously. Beginning in the Himalaya, his work has now expanded to all seven continents on Earth.

Future Generations University drew him back into academics because the university is in the real world. So, Bob holds an endowed professorship. "In the '50s and '60s, we [Conservationists] were exclusionary, believing national parks should not

have people living there," Bob recalled, "Future Generations opened my eyes to see that system doesn't work. . . 'No-man, no-go' areas like Yellowstone National Park don't work."

With Future Generations now for twenty-five years, Bob's contributions have focused in the Himalaya Mountains of Nepal and Tibet, China, especially the Qomolangma (Mt. Everest) National Nature Preserve, established in 1989. In a little over a decade, it succeeded in doubling wildlife populations and reducing deforestation by 2/3, while expanding access to health care and education.

Bob is working on a longer Himalayan monograph that, once completed, will highlight how our entire planet is connected as one great biosphere. He has published a dozen Occasional Papers with



the university, highlighting applied research and community-based approaches to development, health, and nature conservation. He's also co-authored two influential books on the natural history of the Himalayan region. The first, *Across the Tibetan Plateau*, with Dorje Tsering and Liu Wulin has editions in English, Chinese, and Tibetan languages. This book influenced the Chinese Government to invest seventy million dollars in Tibetan conservation. An earlier publication, *Birds of Nepal*, was the region's first modern ornithological field guide, an invaluable contribution to the subsequent generation of Nepalese scientists; all five of the published editions have sold out.

Whether scuba diving in Oceania to study coral reefs, canoeing through African rivers in quest of elephants, or studying the flowers of Western Australia, Bob encourages all to join him by making the decision to "major in life" and learn to appreciate all its forms, using the entire planet as a classroom.

## Johan Reinhard



Johan Reinhard went to Nepal in 1968 to study tribal groups undergoing a change from nomadic hunting and gathering to settled agriculture. They lived in isolated forested lowlands, and, being in the jungle lacked electricity, running water, schools, stores, healthcare facilities, roads—about everything associated with modern society. The area had such virgin forest that all settlers were moved out of it in the 1980s in order to create Bardia National Park.

Although many communities in Nepal fared better, it became clear all shared challenges of education, income stability, social inequality, and health, along with loss of environmental resources from deforestation and overgrazing. In the 1970s, he directed Nepal Peace Corps training programs, where he learned of development projects that worked best in a Nepal setting. These inevitably involved local participation both in planning and carrying out of projects. Yet few government and non-government organizations attempted to do this beyond a superficial level. As an anthropologist,

*Above, Joe dusting off the frozen Inca (what National Geographic termed "The Ice Maiden") mummy he discovered on the summit of an Andean peak. Right, Pilgrim descending the Bodhnath Stupa, Kathmandu Nepal*

Johan was especially concerned so little was known about belief systems of ethnic groups and how they interacted with the environment.

After eight years in Nepal, Johan began research in the Andes in 1980— and continues to work in both regions. His Andes project was much different than the one he had in Nepal. Instead of focusing on small, related groups in one country, Johan investigated beliefs and customs spread over five Andean countries. In the process, his research went beyond trying to understand present-day ecologies and sacred landscapes to applying this approach to cultures of the ancient past. These included some of South America's most enigmatic archaeological sites, such as Machu Picchu, the Nazca Lines, and the ceremonial centers of Chavin and Tiahuanaco.

Incas demonstrated a remarkable interaction with

the landscape. The archaeological discoveries made on sacred mountains included rare Inca artifacts and frozen mummies that have gone to museums in three countries and increased awareness of the importance of indigenous peoples and their cultural patrimonies. Educational programs, traditional crafts, and a greater role of local communities in development projects were among the initiatives aided by his work.

As this work has gone forward, Johan has realized that more—much more—can be done to help both Andean and Himalayan peoples. They face many of the same challenges. He has been pleased to find an institution devoted not only to local involvement in environmental and cultural conservation, but also to training of indigenous leaders to carry the work forward. He uses innovative methods to teach, while promoting exchange of knowledge across countries and cultures.



*Bob's photographs bring nature's special wonders to our world of learning*





Working with a community in India to develop Key Indicators useful to them

**Examples of local peace indicators:**

- How many dogs are barking at night used as a sign of security
- Using a child health measure to know if a community is getting healthier
- Women feeling safe walking in the streets as a sign of security

in the peace and conflict sector, we were able to partner with them and adapt their methodology. This approach allowed us to be able to triangulate a community perspective with the inclusion of local expert understandings.

We were able to implement the study at major cost reduction in true SEED-SCALE fashion. Drawing upon current students and alumni who were already engaged in some kind of peace work to implement the project kept our project from becoming as costly as USIP's approach. It also enabled us to have great global reach and involve communities in eight different countries around the world.

In addition to gathering data, our implementation team gained another level of understanding of their community's situation, priorities, and how local problems were being understood. Most importantly, it provided a set of indicators that could be used to track future progress in that particular context. At the end of the study, each researcher determined next steps for follow-up in their communities.

Ideas that came forward include building these indicators into monitoring and evaluation plans for ongoing or upcoming projects, and advocating for policy change to improve local peace conditions. This participatory research methodology enables communities to take ownership of their circumstances and leverage results to achieve change.

# LIFELONG LEARNING

## Bending Bamboo in Vietnam



*Bending Bamboo* equips educators in Vietnam's Mekong River Delta to be competent and confident language teachers and change-makers. Vietnam has a distinctive vision for these teachers: they are to present sustainable change through innovative English language instruction that is specific to the context of the Delta. This helps the Delta become evermore holistic and integrative.

School-based learning in Vietnam is more than mastering knowledge ... it also masters improved ways of living at the community level in increasingly urban environments.

The government's Project 2020 grows a future of peace-time development through education. At the same time, the national objective of bilingualism positions Vietnam to be a Southeast Asian leader of socio-economic development. The hub city of the Delta—Cần Thơ—is to model proactive resiliency in the face of climate change.

To grow this model, teachers are to lead the country by using Vietnamese-English bilingual instruction to introduce ideas, cultivate discourse with the world, and grow sustainable development choices in Vietnam. The lessons to be learned and applied are environmental and natural resource care, as well as innovative regional action on climate change.

With a legacy of six wars in the 20th Century, Vietnam seeks prosperity to avoid war in the future. In this, the densely-populated rice basket

of the Delta faces greater challenges year-by-year because of climate change. The Delta is a vast plain at 0°altitude, so it is preparing for rising seas, salination of rice paddies, unpredictable monsoons, depleted aquifers, overpopulation, urban migration, pollution, upstream Chinese dams, the militarization of offshore oil beds, global trade, and its own development voice. As Vietnam was victorious in war by mobilization of people, it will succeed in development by mobilizing teachers and students.

Future Generations University will work with Nam Cần Thơ University and IEEE Smart Village to build the capacity of 10,000 teachers of the Delta. Key among these stakeholders is Future Generations Master's graduate Dang Ngoc Quang, who helps guide the Bending Bamboo Local Coordinating Committee.

Working with the government, scores of teachers have been recruited to create a *Bending Bamboo* curriculum, which combines language and development studies into texts for these Delta teachers and their 2 million students, who are expected to apply lessons at home among a population of 22 million. The teachers advance their own language, development, and research competence through in-country workshops, global online courses, and initial graduate studies. Quang's invaluable contribution is teaching and mentoring contextual social research across this curriculum.



Street scene in Hanoi, bustling toward resiliency as climate chaos approaches



### Meike Schleiff

Meike Schleiff's current focus is on Key Indicators, a main aspect of SEED-SCALE. Using Key Indicators opens a practical path to evidence-based decision-making. And making evidence-based decisions is an area where communities often either struggle or spend a lot of time and resources.

Organizations may get a grant to improve child health, for example, and then they gather evidence to show whether or not they've been successful in achieving the purpose of that grant—and the tragedy then is there's sometimes a disconnect between measuring that purpose of the grant and addressing what communities identify as their real needs.

The whole rationale behind Key Indicators,

regardless of sector, is that you're responding to community priorities by identifying a way communities can get the information they need. To do this, we are using key indicators and then tracking them over time to see if there is change in this variable important to each community. The community is centrally involved in gathering data and then owning the results on whether or not they're making progress.

The EPI (Everyday Peace Indicators) Project was a great way for Future Generations to put the Key Indicators approach into action. We have a long history of using Key Indicators to measure different projects, and have developed an imperfect database of examples.

When we identified that USIP (United States Institute of Peace) was working on a parallel methodology

## Brenda Engola

Brenda Engola, Class 2013, has excelled as a peacebuilding practitioner, although she did not intend this career at first. In 2009, her work expanded to peacebuilding in conflict-ridden Karamoja, Uganda. Prior to that, peacebuilding had been a small component of the program for which she was responsible, human rights protection for internally displaced persons.

"The conflict map was like a spider web, involving several ethnic groups," Brenda explained, "not just in Uganda, but Kenya, South Sudan, and Ethiopia. I developed an insatiable desire to learn more about this practice and was keen to explore innovative ways of achieving impact through our interventions. The search for innovation and greater impact in resolving complex conflicts and/or mitigating their effects ultimately hooked me in this field."

After earning her Master of Arts in Applied Community Change, Brenda has continued to find the principles of SEED-SCALE relevant. Her humanitarian work is in areas of ongoing conflict that are experiencing natural disasters, or recovering from such. She also supports the transition of internally displaced persons and refugees.

The principle of building from community success has been especially helpful to her work, given that it is the most likely to be compromised and yet is crucial for long-term sustainability. "Within the context of the people I serve, particularly those who have fled their homes,"



their displacement. I view this as foundational."

Brenda led a project to enhance women's participation in peacebuilding processes within a community that was highly patriarchal. This increased the skills, capacities, and confidence of women, while opening up space for their

more meaningful participation in peacebuilding, and later, in their economic empowerment. The communities from which these women came developed into SCALE Squared Centers, or learning sites for the exchange of ideas and best practices between other communities. Her success with this in Uganda vaulted her to setting up programs in twelve countries.

"I draw my inspiration from the people I work with .... They challenge me not just to give my best but also to find in them their best so they can give to others."



Brenda in class on front porch of Gandhi's home/office

## Meaghan Gruber

Meaghan Gruber, Class 2014, was drawn to community change work when she travelled to the mountains of Nicaragua in the early 2000s. Here she began to question how lives could improve in such areas that are poor in resources, but rich in the quality of its people and their collective capabilities. After her university years studying the socio-economic and historical contexts that had given rise to the conditions, she returned and began working with NGOs that were focused on water access, school building, scholarship programs, and income generation.

Future Generations University challenged her to think outside her work. When she started her Master's, she was working with an NGO that focused on multi-sector development. Future Generations holistic approach pushed her to work with team and community, equipping her team to evaluate next steps.

The most beneficial aspect of the program for her was the diversity of her fellow Master's students. This led to thinking about ideas in different ways, creatively collaborating across the world, and understanding similarities in challenges and how those may be addressed. Meaghan says, "They taught me new ways to see the world—for that, I am forever indebted."

She again applied this basis to her action research practicum, which looked at community voice. Applying her knowledge of the three-way partnership, she provided invaluable research on behalf of her NGO within a proposed health clinic plan in a rural community, enabling it to work successfully with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just another proposed development project pushed onto a community, but fostered a collaborative effort based on community energy.

From that beginning, Meaghan joined a social enterprise called Cacao & Terra Nicaragua to reforest by planting cacao—and produce fine-quality chocolate. "I'm constantly inspired by the organization, determination, and creativity that I witness on a daily basis in my work," Meaghan confesses. The SEED-SCALE principles of working with human energy, building from success, and using three-way partnerships ensure a much more sustainable future for communities.



Above, stages in growing and processing cacao, and below, Meaghan happily holding soon-to-become chocolate



# PARTNERS

## Future Generations Global Network (Future.Org)

Research started Future Generations. It sought to knit together what was known about how to make applied community change happen. Could communities start in whatever circumstance they were in, grow to their priorities, and continue to advance inclusively and sustainably?

It was shown by this research that partners were necessary for this growth. Existing partners within each community can expand their actions. Newly available partners can be called upon to close factions in a community. The partner-shaping aspect of the global Future Generations family is Future.Org.

A partnership exists between Future Generations University (Future.Edu) and Future Generations Global Network (Future.Org). The University advances the learning. The Global Network facilitates the application. Future.Org is operationally an autonomous "Center" within Future.Edu. Two groups comprise Future.Org: the several country partners and the alumni of Future.Edu. The Center serves both groups by gathering knowledge and skills from all over the world to continue the learning experience.

Historically, Future.Org came first—founded in 1992 with the research/action mission to: "support field-based research, promote successes that provide rapid expansion, and build partnerships with an evolving network of communities that are working together to improve their lives, and the lives of generations yet to come." This purpose continues now as a collection of partnerships. Coming together is a universe of learning—the two circles of Future.Edu and Future.Org.

**FutureGenerations | Arunachal**

**FutureGenerations | India**

**FutureGenerations | Afghanistan**

**FutureGenerations | Haiti**

**FutureGenerations | China**

**FutureGenerations | Peru**

Partners include: Higher Learning Commission, Projects for Peace, Johns Hopkins University Press, Strength in Peers, AmeriCorps, Share and Care Nepal, Peace Corps, Coverdell Fellows, Carnegie Corporation of New York, Oxford University Press, Johns Hopkins Center for Communication Programs, West Virginia Higher Education Policy Commission, DNG, Posner Center, Department of West Virginia Agriculture, IIRR, United States Institute of Peace, The Hub West Virginia, University of Gondar, and Core Group.

## Partnering with Share and Care Nepal



For two decades, Share and Care Nepal has been growing local capacity for change in vulnerable communities through a variety of programs in health, women's empowerment, conservation, and disaster preparedness planning. Now the organization seeks to transform what was a traditional classroom instructional approach by adapting the blended learning approach of Future Generations University. Two of Share and Care's staffers, students in the MA program, lead the way.

Partnership between Future Generations with Share and Care Nepal began in the early 1990s. The founder of Share and Care, Ramesh Khadka, pivoted their work from charity and welfare to empowerment-based development, adopting the SEED-SCALE method that had just been synthesized from a UNICEF task force.

In particular, the SEED-SCALE principle of building from success (focusing on what's working and making that better rather than focusing on needs and asking for help) traces throughout this organization's history. A clinic in Pharpping grew into a "School for the Community." Now, in addition to primary care

services, wide-ranging educational opportunities of life skills are available for women and youth.

This idea of "School for Community" is being taken to national scale by two students of the Class 2017, Bhim Nepali and Sunil Shrestha. Expanding Share and Care's Community Development and Management Diploma, they are evolving on-the-ground nation-wide trainers.

With their initiative, the Community Development and Management curriculum will be transferred to online learning coupled with field-based, mentored practice to enhance community development practitioners all over Nepal. Bhim and Sunil are working under Professor Daniel Taylor, who is excited because this project represents opportunity for Nepal-wide impact.

A first training session ran in March of 2017, introducing an online learning management system (Moodle) and web-conference platform (Zoom). Given Nepal's isolation, electronic learning management systems have great potential. The blended learning vision allows graduates of their Community Development and Management Diploma to become Master Trainers at the village-level. These graduates, by having a continuing electronic and applied learning platform, will be kept up-to-date with material and techniques.

Additionally, Ramesh (Share and Care Founder) and Nawang Gurung (Share and Care Chairman and Future Generations Regional Academic Director) have plans to link Share and Care with nonprofits countrywide. Using the blended learning method to train nonprofit organizations all over Nepal, these organizations then become partners to Share and Care. Cascade learning grows, but always community grounded.



Above, Women's Action Group in the Nuwakot District organizing for improvements in their community.

Below, Future Community Development leaders working together to master use of the newly introduced online learning platforms.



## A QUARTER CENTURY OF GIVING

### INDIVIDUALS

Abraham, Matthew  
 Acevedo, Nicole  
 Acker, Tom  
 Adamson, Lee  
 Afshari, Fouzia  
 Agar, Virginia  
 Ahmadi, Hakim  
 Albert, Jr., Orrin  
 Ali, Rahul  
 Alimi, Hanife  
 Allen, JoAnna  
 Alling, Wilson & Patty  
 Alrich, Thomas  
 Alter, Afshaan  
 Alter, Stephen  
 Amin, Assadullah  
 Amin, Homaira  
 Amstutz, Margaret B.  
 Andrus, Barbara  
 Andrus, Bill and Georgeann  
 Apple, Nancy  
 Armbrecht, Edward  
 Arrington, Victor  
 Ashenden, Cheryl  
 Ashton, Catherine  
 Askaryar, Qudsia  
 Aslanian, Carol  
 Asprey, Claudia  
 Azimi, Said Seiam  
 Azizian, Najma  
 Bacon, Stephen  
 Baker, Timothy  
 Bakhtiar, Farid  
 Baldine, Anne Maria  
 Baraily, Sarra  
 Barakat, Daud  
 Baran, Jenny  
 Barekzai, Nina  
 Barnes, Peggy  
 Barr, Cadence  
 Barr, Lyda  
 Baskin, Kristen & Kenny  
 Bassett, James  
 Bates, Richard  
 Batista-Garza, Karina  
 Baum, Luisa  
 Bazter, Douglas  
 Bazin, Suzanne  
 Beachy, Scott  
 Bech, Terry  
 Bedu, Delphine  
 Behsudi, Homaira  
 Bekti, Indra  
 Bell, Shannon  
 Bery, R. N.  
 Bird, Donald  
 Birkinshaw, Sue  
 Bland, Brian  
 Blanding, Erin  
 Blosser, Daniel  
 Bogdanovitch, Phil  
 Bogolub, Larry M.  
 Bony, Alain  
 Bourke, Laura  
 Boyer, Nancy  
 Boyer, Shirley  
 Brace, Timothy  
 Bradby, Kirsten  
 Braddy, Mark  
 Brafman, Ori  
 Brammall, Archana  
 Brandt, Elizabeth  
 Brandt, Randall  
 Brasher, James  
 Brazelton, Angela  
 Breyer, Chloe  
 Breyer, Joanna  
 Brothers, John  
 Brown, Charlie & Tia  
 Bryant, John & Nancy  
 Budd, Peggy  
 Burck, Bill  
 Burck, Bradley  
 Calder, Jason & Kelly James  
 Calder, Walter & Doris  
 Callahan, Ian  
 Campbell, Alfreda  
 Campbell, Douglas  
 Campbell, James Gabriel  
 Canfield, David  
 Cantwell, Paul  
 Carmichael, William, D.  
 Carrico, Romona  
 Carroll, Annie  
 Carter, Gregg  
 Cartwright, Nigel  
 Casey, Jennifer  
 Castle, Peggy  
 Chan, Robert  
 Chang, Shungho  
 Chao, Bernard  
 Chauhan, Jessica  
 Chen, Chi Shiang  
 Chen, I-Chaun  
 Cheuk, Michael & Jennifer Koo  
 Chien, Chi-Bin  
 Chien, Chi-Kai  
 Chein, Chih-Hsien  
 Chien, Chun-Wuei Su  
 Ching, Lm Lai  
 Chiu, Pak Ming  
 Chiu, Tzu-I  
 Christey, Damian  
 Christianson, Mavis & Duane  
 Chu, Li  
 Clark, Duncan L. J.  
 Clayton, Jamine  
 Clingerman, Yuri  
 Cluett, Chris  
 Cochran, Shiela  
 Coe, Virginia  
 Colburn, Donald  
 Collison, Douglas  
 Colvard, Karen  
 Conlan, Dorothy  
 Connor, Charles  
 Coperthwaite, William  
 Courtwright, Margaret  
 Cranmer, Philip  
 Creamer, Ronald  
 Crider, Philip  
 Crompton, Sandra  
 Cronin, Rona  
 Crowe, John  
 Crummett, Bethel  
 Cunningham, Nicholas  
 Curt, Margaret  
 D'Abreo, Sheena  
 Dahlquist, Karl  
 Dail, Roderick  
 Danfield, Ruth  
 Danish, Rahila  
 Daskalopoulos, Lindsay  
 Karen D'Attilo  
 Daud, Masood  
 Dauod, Mohammad  
 Davenport, Debbie  
 Davies, Cathy  
 Davies, Janet  
 Davis, Alida  
 Davis, Bernard  
 Davis, Camille  
 Davis, Chris  
 Davis, Kathryn  
 Davis, Linda  
 Davis, Wade  
 Davis, Robert  
 Davydova, Anna  
 Dawson, John  
 Day, Frances  
 DeBay, Chelsea  
 De Ferrari, Gabriella  
 DeBevoise, Jane  
 Demers, Stephen  
 Denys, Celestine  
 Derkowski, Ashlie  
 Diani, Masood  
 Ding, Zongyi  
 Dodwell-Groves, Jill  
 Doeden, Jon  
 Dong, Nelson  
 Downen, Karen  
 Driscoll, Ellen  
 Dunphy, Miles  
 Duran, Alex  
 Earnest, Robert  
 Eastman, Thomas  
 Eberly, Sheri  
 Ebrahimi, Mohammed  
 Edgecombe, Anita  
 Emmerson, Craig  
 Epstein, Sarah  
 Fehrner, Leroy  
 Fai, Kong Wok  
 Faiq, Sara  
 Faiq, Shukria  
 Faqiri, Meena  
 Faraday, Alexa  
 Fast, Anna  
 Fay, Daryl  
 Faiberg, Hannah  
 Kasahara, Caroline  
 Firor, Eve  
 Fleming, Robert & Linda  
 Flinn, Michael  
 Flora, Nirmolini  
 Flueckiger, Joyce  
 Flynn-Silva, Nancy  
 Ford, Anabel  
 Ford, Bonita  
 Forman, Catherine  
 Fosse, Gudrun  
 Fox, Elizabeth  
 France, Shondell  
 Freeman, Constance  
 Fremont-Smith, Jr. , Paul  
 Fu, Adrian  
 Gallup, Sarah  
 Garrett, Wilbur  
 Gauldin, James  
 Lacey, Cindy  
 Getze, Susan  
 Gibson, John Robert  
 Glenn, Carolyn  
 Glider, Barbara  
 Golden, Timothy  
 Goldman Sachs  
 Gopalakrishna, Deepak  
 Gordon, John  
 Gordon, Mary Alice  
 Gordon, Wendy  
 Gosling, Vivian  
 Gouker, Toby  
 Grace, Helen  
 Grady, Anne  
 Grant, William  
 Grasky, Jean  
 Green, William & Quanita  
 Greenough, William  
 Lerche, Marcus  
 Murphy, Alden  
 Musham, Bettye  
 Myers, Joan  
 Myers, Laura  
 Nabi, Naseer  
 Naderpoor, Farhad  
 Nazary, Nasima  
 Nderitu, Stanley  
 Neill, Margaret  
 Nespoulos, Fabien  
 Neuhoff, Stefan  
 Newbury, Paul  
 Noble-Mark, Briana  
 Norris, Joye  
 Northrup, Robert  
 Oliphant, Alan  
 Oppenheimer, Ann  
 Harper, David  
 Harrison, J.B.  
 Hartman, Asenath  
 Hartman, Stephanie  
 Hasimee, Abdul  
 Hatami, Yousuf  
 Hays, Charles  
 Heath, Jessie  
 Hembd, Jerry  
 Henderson, Martin  
 Hendricks, James  
 Henley-Cohn, Jesse  
 Herf, Charles  
 Heuring, Paul  
 Heymann, Margaret  
 Heynen, Bastian  
 Hickson, Traci  
 Hillary, Lee  
 Hindmarsh, Julie  
 Hinley, Thomas  
 Hoffmann, Kathryn  
 Holdeman, Liz  
 Homayun, Tahira  
 Hong, Sarah  
 Hooten, Maggie  
 Howell, Janet  
 Hsia, Heidi Mei  
 Hsiao, Joyce  
 Huang, Susan  
 Lapham, Amanda  
 Lapham, Nicholas  
 Larson-Sawin, Greg & Jennifer  
 Lau, Paul  
 Lau, Tony  
 Lavianlivi, Helen  
 Lawder, Robert  
 Lawrence, Linda  
 Lebon, Alain  
 Ledford, Jamie  
 Lefebvre, John  
 Lei, Guangchun  
 Lenz, Patricia  
 Leonard, Michael  
 Lerche, Marcus  
 Lerner, Susan  
 Li, Erica  
 Lindgaard, Kurt  
 Ling, Marion  
 Lippincott, Wallace  
 Litwin, Eric  
 Lo, Hai Men  
 Lo, Mary  
 Luc Le Maon, Jean  
 Lunder, Peter  
 Lutterkordt, Ursula  
 Lyons, Frederick & Robyn  
 MacDonald, Flora  
 Honourable  
 Machet, Franck  
 Machula, Paul  
 MacKay, Allan Harding  
 Kakkar, Gulmakay  
 Kanahara, Satoko  
 Kandjii, Tijvekumba  
 Kanu, Jr., Kingsley  
 Kanwisher, John  
 Kapinos, Pavel  
 Kaplan, Jonathan  
 Kasahara, Norio  
 Katona, Stephen  
 Katze Kraus, Jennifer  
 Kbatwati, Soubhaan  
 Kelly, Kevin  
 Kemp, Louise  
 Khorrami, Abaas  
 Khorrami, Ali  
 Kieckhefer, Deirdre  
 King, Harley  
 Kleinman, Helen  
 Knepper, Kathleen  
 Koehn, Richard  
 Koo, Eric & Elizabeth  
 Koshan, Aseem  
 Koshy-Eicher, Elizabeth  
 Kossack, Robert  
 Kozak, Anne  
 Kubiak, Mateusz  
 Lacey, Byron  
 Lacy, Jessie  
 Laing, Karen  
 Lamb, Susan  
 Lapham, Amanda  
 Lapham, Nicholas  
 Larson-Sawin, Greg & Jennifer  
 Lau, Paul  
 Lau, Tony  
 Lavianlivi, Helen  
 Lawder, Robert  
 Lawrence, Linda  
 Lebon, Alain  
 Ledford, Jamie  
 Lefebvre, John  
 Lei, Guangchun  
 Lenz, Patricia  
 Leonard, Michael  
 Lerche, Marcus  
 Lerner, Susan  
 Li, Erica  
 Lindgaard, Kurt  
 Ling, Marion  
 Lippincott, Wallace  
 Litwin, Eric  
 Lo, Hai Men  
 Lo, Mary  
 Luc Le Maon, Jean  
 Lunder, Peter  
 Lutterkordt, Ursula  
 Lyons, Frederick & Robyn  
 MacDonald, Flora  
 Honourable  
 Machet, Franck  
 Machula, Paul  
 MacKay, Allan Harding  
 Madiross, Chriss  
 Magat, Paz  
 Magat, Stephen  
 Malilayar, Jashmeena  
 Malins-Smith, Roland  
 Manter, Nancy  
 Manzo, Robert  
 Marra, Amber  
 Martin, Dan  
 Mason, Lori  
 Masood, Sayed  
 Masumi, Masoom  
 Masumi, Noor  
 Matsui, Martin  
 Matthiessen, Peter  
 McBayer, Kenneth  
 McClennan, Kim  
 McConatha, Douglas  
 McCorquodale, Paul  
 McCown, George  
 McCulloch, Thomas  
 McCullough, Patricia  
 McGee, Joan  
 McLennan, Carter  
 McMaster-Carr Supply Company  
 McVay, Scott & Hela  
 Meekhof, Don & Laverne  
 Melanson, Chris  
 Melville, Donald  
 Memela, Gugu  
 Merrill, Charles  
 Messerschmidt, Donald  
 Metzger, James  
 Mick, Carol  
 Mimran, Masha  
 Ming, Stanley  
 Mohamed, Rayman  
 Moir, Lyn  
 Monaghan, Gail  
 Moore, Kathryn  
 Morrison, Rebecca  
 Mouzon, Joseph  
 Mow, Joe  
 Muchow, Don  
 Mufti, Mohammed  
 Murphy, Alden  
 Musham, Bettye  
 Myers, Joan  
 Myers, Laura  
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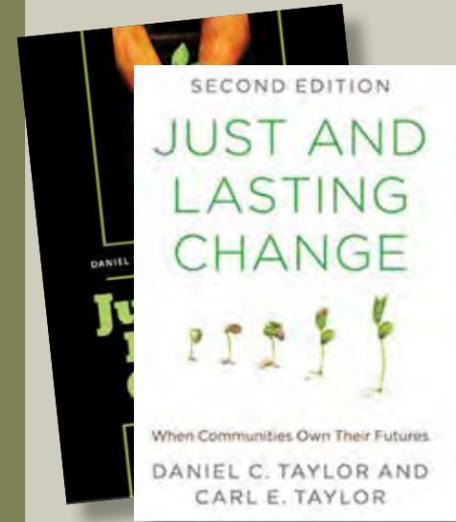
# BOOKSHELF



## ACROSS THE TIBETAN PLATEAU ECOSYSTEMS, WILDLIFE, AND CONSERVATION

Robert L. Fleming, Dorje Tsering, & Liu Wulin (W.W. Norton, 2007, Foreword by Jimmy Carter).

This book presents a unique view across the Tibetan Autonomous Region of China, visiting all prefectures with a focus on the extraordinary natural wealth of this highest part of Earth. Ecosystems are described from low altitude (1,500 feet) tropical jungles at the bottom of the world's deepest valleys to the world's highest summits. Today, eighteen nature preserves exist, permanently protecting 54% of the land area of Tibet. The community-government partnership model Future Generations introduced is found in all eighteen preserves. Published in English, Chinese, and Tibetan, the Chinese language version of this book was influential in raising more than \$70 million from the Chinese government for Tibet's nature conservation.



## JUST AND LASTING CHANGE WHEN COMMUNITIES OWN THEIR FUTURES

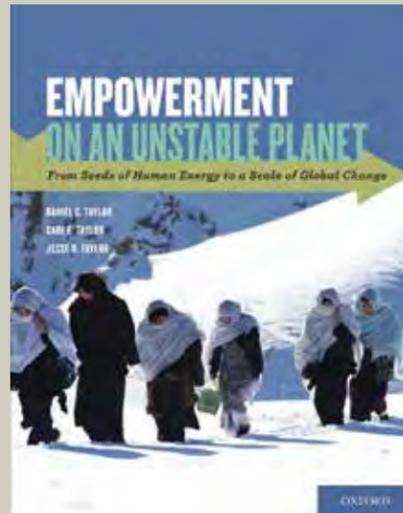
Daniel C. Taylor and Carl E. Taylor (Johns Hopkins University Press - 1st Edition 2002, 2nd Edition 2016)

A comprehensive guide to transforming communities rapidly and in locally appropriate ways. The book presents a theory, illustrates and supports the theory with extensive case studies drawn from a century of experience around-the-world, then presents as appendices two handbooks outlining how to implement the SEED-SCALE approach.

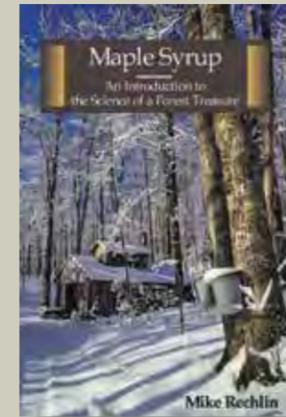
## EMPOWERMENT ON AN UNSTABLE PLANET FROM SEEDS OF HUMAN ENERGY TO A SCALE OF GLOBAL CHANGE

Daniel C. Taylor, Carl E. Taylor, and Jesse O. Taylor (Oxford University Press, 2012)

Advanced here is the thesis that a more effective and universal foundation for social change and environmental restoration is not money, but human energy. Case study supported chapters describe the global context for community-based change, then each of the component methods of SEED-SCALE. The book is distinctive because it presents the challenge of social change in the context of community complexity. No simple intervention will unravel this complexity, but using a simple-to-do process reliably evolves answers for communities that are particular to its time and place.



## Books & Articles



## Maple Syrup: An Introduction to the Science of a Forest Treasure

By Mike Rechlin, 2015



## Effectiveness in Primary Healthcare in Peru

By Laura Altobelli. Chapter in Improving Aid Effectiveness of Global Health, 2015.

## Fighting King Coal The Challenges to Micromobilization in Central Appalachia



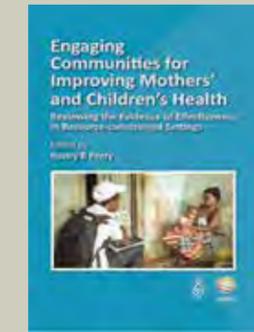
By Shannon Elizabeth Bell  
In the coal-mining region of Central Appalachia, mountaintop-removal mining and coal-industry-related flooding, water contamination, and illness have led to the emergence of a grassroots, women-driven environmental justice movement.

## Local Health Administration Committees (CLAS): Opportunity and Empowerment for Equity in Health in Peru

By Laura C. Altobelli and Carlos Acosta-Saal. Chapter in Social Determinants Approaches to Public Health: From Concept to Practice, 2011.

## Passion for Pine: Forest Conservation Practices of the Apatani People of Arunachal Pradesh

By Michael A Rechlin. Published in Himalaya, the Journal of the Association for Nepal and Himalayan Studies, 2006.



## Engaging Communities for Improving Mothers' and Children's Health

By Dr. Henry Perry, September, 2017. A study begun at Future Generations with contributions from Future Generations staff Carl E. Taylor and Meike Schleiff.



## Community-Based Sustainable Human Development

By Daniel Taylor and Carl E. Taylor. This "little green book" is the first SEED-SCALE publication and was presented to 150 heads of state at the 1995 United Nations summit on Social Development in Copenhagen.

## Reports & Handbooks

### Training Community Leaders for MNCH in Peru

By Laura Altobelli, June 2015.

### Health in the Hands of Women: A Test of Teaching Methods

By Laura Altobelli, December 2014.

### Pendeba Training Manual

By Nawang Gurung, June 2009.

### Community-based Conservation: Is it More Effective, Efficient, and Sustainable?

By Michael A. Rechlin, Daniel Taylor, Jim Lichatowich, Parakh Hoon, Shiva Shankar Pandey, Bhishma Subedi, and Jesse Taylor, March 2008.

### Cost Efficiency of CLAS Associations for Primary Health Care in Peru

By Laura C. Altobelli and Anna Sovero U., May 2006.

### Shared Administration Program and Local Health Administration Associations (CLAS) in Peru

By Laura C. Altobelli and Jorge Pancorvo, May 2000.

### Health Reform, Community Participation, and Social Inclusion

By Laura C. Altobelli, August 1998.

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