FutureGenerations

&

FutureGenerations
Graduate School

TWO DECADES OF GLOBAL IMPACT

Conservation

Health

Higher Education

Peacebuilding

Community-based Learning

1992–2012

MISSION

To Teach and Enable an Equitable
Process of Community Change that
Integrates Development
with Conservation

Welcome

Letter from the Chairperson

Future Generations

Friends:

Future Generations was founded in 1992 with the purpose of learning from and building upon the world's successful examples of community development.

At the behest of UNICEF in the early 1990s, we conducted a systematic review of effective community-based initiatives. A particular focus of this research was how to achieve large-scale geographical impact, drawing on the examination of successful community-based approaches to maternal and child health, nature conservation, and peacebuilding.

From these studies and through our ongoing country partnerships in Afghanistan, China, India, Peru, and Haiti, we have learned that community development is most successful and sustainable when it arises from the aspirations, capacities, and resources of local people.

These conclusions may sound self-evident but global practice today does not follow this path. Action today is typically driven by experts, promotes dependency, and requires considerable outside resources. In contrast, the approach of Future Generations enhances the decision-making capabilities of communities through use of a methodology now tested in some of the world's most challenging situations.

The results presented in this two-decade report reflect our deep trust in the ability of people in partnership with their governments to set their own priorities and shape their own futures. Going forward, we are building on those results to incubate, test, and apply ever more effective strategies for community change.

For our friends who have been with us on this journey since the beginning, thank you. And for all of our new friends, welcome.

Sincerely,

Patricia Rosenfield, Ph.D.
Chair of the Board, Future Generations

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Letter from the Chairperson

Future Generations Graduate School

Friends:

Since 2003, Future Generations Graduate School has evolved an effective model of higher education. Accredited in 2010 by the Higher Learning Commission, we have trained community leaders from 29 countries.

Our Master's Degree program offers students the opportunity to learn from global experience without having to relocate. Mentored by outstanding faculty, they apply skills directly in the places where they live and work. Intensive training occurs in four one-month residentials in countries like India, Kenya, and Nepal. This "blended learning" approach extends best practices in community change in a sustainable and scalable process beyond the two-year program.

In May 2012, I joined the Asia regional alumni symposium held in Chiang Mai, Thailand. An active alumni network, now with regional gatherings in Asia, Africa, and North America, continues to promote opportunities for continuous learning. Alumni share the results of their ongoing work in communities and the advances they and their communities have made since graduation and the completion of their applied practicum project.

Also featured in this report is a new educational program that the Graduate School began across the state of West Virginia, our institutional home. In partnership with volunteer fire and rescue squads, we are creating learning centers in 60 rural communities using high-speed internet and our hallmark approach of community engagement. We seek to extend this approach to more places in rural America.

We invite you to engage with us, learn with us, and support us.

Sincerely,

Christopher Cluett, Ph.D.
Chair of the Board, Future Generations Graduate School

Future Generations

- 1992 Co-founded by Carl and Daniel Taylor with a charge from UNICEF to review and disseminate global evidence in scaling up community-led development

- 1993 Task Force Meetings based out of UNICEF Innocenti Center in Florence, Italy and Johns Hopkins Evergreen House in Baltimore, Maryland (USA)

- 1995 Under UNICEF sponsorship, Future Generations released two monographs on the SEED-SCALE process at the United Nations Social Summit in Copenhagen

- 2001 Purchased 40 acres as a home campus on the summit of North Mountain, West Virginia (USA)

- 2002 Published *Just and Lasting Change: When Communities Own Their Futures*; Johns Hopkins University Press

- 2002-2006 Significant growth occurs through the creation of a Graduate School and fieldwork expansion

- 2004 Daniel Taylor receives the Netherlands' Order of the Golden Ark for "uncompromising dedication to sustainable, community-based conservation and development"

- 2011 Restructuring of the Future Generations Civil Society Organization (CSO) to be an incubator of social change innovations in the areas of peacebuilding, conservation, community capacity, applied technology, and health

- 2012 Published *Empowerment on an Unstable Planet: From Seeds of Human Energy to a Scale of Global Change*; Oxford University Press

Tibet Autonomous Region of China and Pendeba Society

- 1993 Partnerships begin with communities and government in Tibet, China to integrate development and conservation

- 1994 Qomolangma (Mt. Everest) Nature Preserve elevated to "national treasure" status and becomes Qomolangma National Nature Preserve (QNNP). Pendeba Program begins, and QNNP Training and Visitor Center breaks ground in May. Restoration of Paba Temple begins

- 1995 Construction begins on two training centers in QNNP

- 1996 Wildlife are more protected with the passing of a Tibet-wide ban on sale of wildlife parts and pelts. Restorations begin of nunnery at Rongbuk Monastery

- 1997 Four Great Rivers Protection Initiative begins across 40 million acres in southeastern Tibet, China

- 1998 Logging banned in Four Great Rivers region

- 2000 More than 200 Pendebas trained in the QNNP

- 2002 Restoration of ChuWa Temple

- 2003 Future Generations granted a $1 million endowment to train Tibetans in nature conservation and sustainable development. Four Great Rivers Ecological Environment Protection Plan approved, and Pendeba training begins in Four Great Rivers region

- 2007 Published *Across the Tibetan Plateau*; W.W. Norton and Company, Inc. Separate Chinese and Tibetan editions also released

- 2009 Pendeba Society founded as the second non-profit organization ever to be registered in the TAR

Future Generations Peru

- 1994 Carl Taylor advises Peru's Ministry of Health in establishing CLAS, the national framework for a community co-managed health system

- 2002 Future Generations Peru registered. Dr. Laura Altobelli serves as Country Director

- 2004 Regional demonstration and training center established as the Las Moras Model CLAS in Huánuco

- 2005 Programs extend to rural Cusco

- 2007 National CLAS Law passed through Peru's Congress

Future Generations Arunachal, India

- 1997 Future Generations Arunachal founded as a local non-profit following successful work with women's groups to prevent cholera epidemic

  Future Generations assists in the creation of Dihang Dibang Biosphere Reserve

- 2006 Extend impacts from women's groups and farmer's clubs to the training of more than 2,000 panchayats (village councils)

- 2008 Modeled an award winning Public-Private Partnership (PPP) for health

- Ongoing: Future Generations Arunachal grows in autonomy and strength through the extension of more localized action groups

Future Generations India

- 2001 Founded with nationwide India mandate
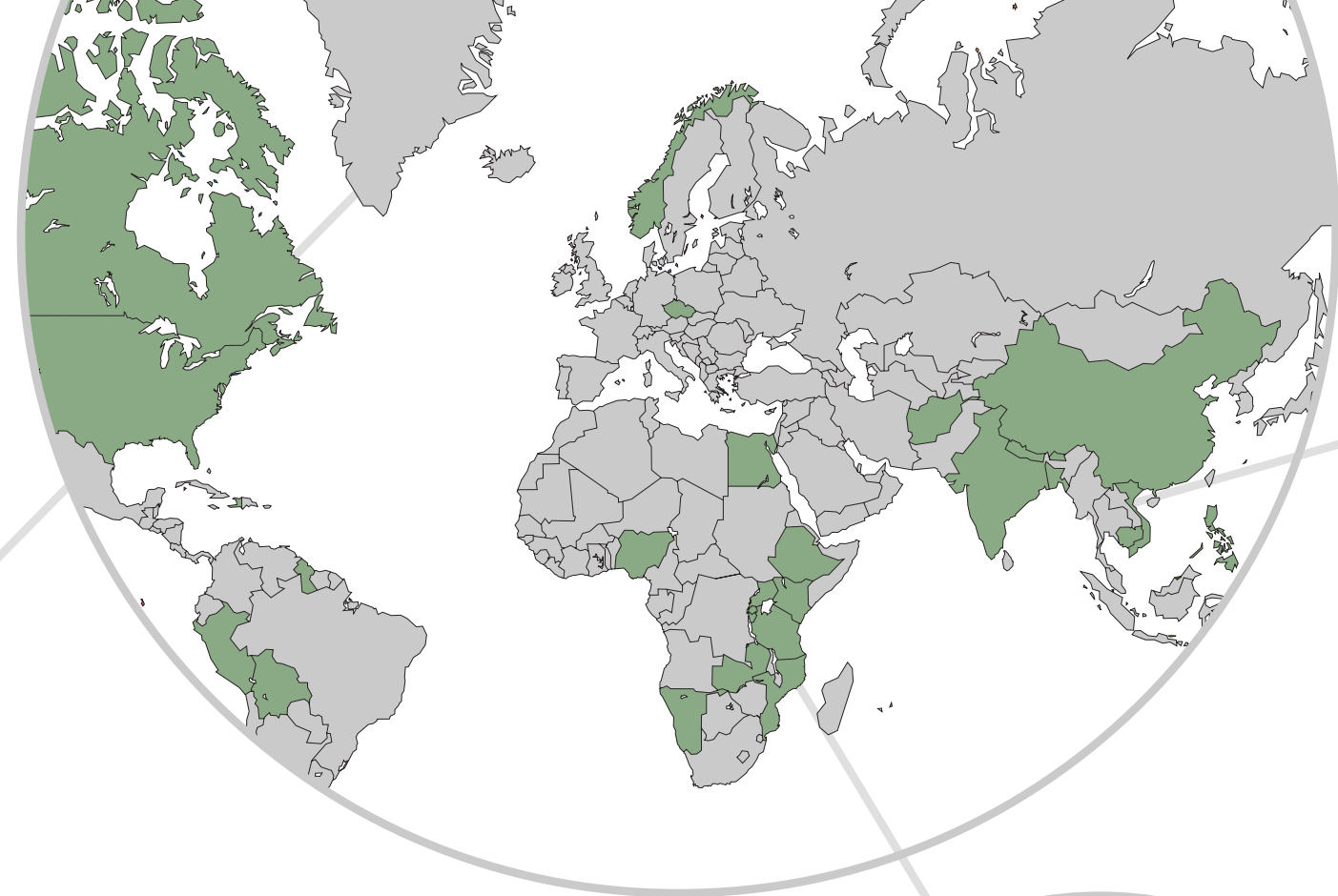
Future Generations Graduate School

- 2001 Future Generations President introduces the idea for a Future Generations Graduate School program that will engage an evolving network of communities working together to shape their futures

- 2002 Future Generations pilots "blended learning" to test feasibility of starting a Master's Degree program

- 2003 Future Generations Board approves new mission for Future Generations, incorporating a focus on applied higher education

- 2003 Future Generations Graduate School founded and first class of students begins Master's Degree program in Applied Community Change and Conservation

- 2005 Graduation ceremonies for Class of 2005 held at the base of Qomolangma (Everest) in Tibet, China

- 2006 Registers as a separate non-profit organization

- 2007 Master's Degree Class of 2007 graduates at the Royal Palace in Bhutan

- 2007 Higher Learning Commission grants candidacy for initial accreditation

- 2009 Master's graduation held in Nepal

- 2010 Graduate School receives full accreditation Michael Rechlin welcomed as new Dean

- 2011 Master's class graduates in Kathmandu, Nepal

- 2012 Graduate School starts a Master's in Applied Community Change and Peacebuilding concentration

Future Generations Afghanistan

- 2002 Founded and begins community-based work in the central highlands

- 2003 Mosque-based schools in Hazarajat, Afghanistan grow to 438 in two years and later to 900+

- 2005 Receives the Global Developments Network's 2nd place award for the world's most innovative community development program

- 2007 Becomes an implementing partner of the National Solidarity Program and begins extensive program expansion in Nangarhar

Future Generations China

- 2007 Director, Francis Fremont-Smith, begins the Green Long March
- 2009 The Green Long March partners with 80 universities and becomes China's premiere youth environmental program and receives China's Mother River Award
- 2010 Dr. Guangchun Lei becomes Director
- 2011 Future Generations China co-hosts the first China Forum for Nature

Future Generations Canada

- 2008 Established with a focus on supporting community-based work in Bamyan, Afghanistan

Future Generations in West Virginia

- 2010 $4.4 million grant from the 2009 American Recovery Act awarded to equip 60 fire departments and rescue squads across West Virginia with technology and training to spread the benefits of broadband (high-speed) internet through public computer centers
- 2012 Future Generations trains more than 150 computer mentors and runs computer refurbishing program

Future Generations Haiti

- 2011 Founded to support the Soley Leve people's movement of Cite Soleil, an urban outgrowth of Port a Prince with 400,000 residents
- 2012 Soley Leve grows to include participation from 26 out of 38 neighborhood blocks

Evolution of the SEED-SCALE Theory of Change

While Future Generations has been innovative and bold in designing a two-organizational structure that links a civil society organization working in some of the world's most spectacular and hard-to-reach places with an accredited graduate school, the most distinguishing organizational feature to evolve over two decades is the SEED-SCALE theory of change. SEED is the process of activating empowerment at the community level; SCALE is the process of expanding successes and innovations in terms of both quality and the number of communities reached.

Using this theory of change, every community in the world can advance according to their own priorities. Equitable, sustainable, holistic change is available to all. Moreover, this process of advancement does not require outside resources, funds, or experts to lead the way.

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

SEED-SCALE provides an easy to understand framework to mobilize human energy for lasting outcomes that maximize local resources. This is distinct from budget-driven development. As noted above, many other features distinguish SEED-SCALE from more traditional aid approaches. Local institutions rather than professional organizations lead the implementation. Work begins by focusing on successes rather than needs. SEED-SCALE does not disregard finances, professionals, nor needs, but reorients the poverty mindset to a process of empowerment.

SEED-SCALE starts inside the community. Rather than reaching out to provide services, it builds local capacity to reach out and access external services and resources. SEED-SCALE shifts development from a cycle of service delivery to a process of social change led by communities.

Community Based Sustainable Human Development

A Proposal For Going To Scale With Self-Reliant Social Development

Children, Environment and Sustainability: Primary Environmental Care (PEC)

SEED-SCALE began in 1992 when Jim Grant, then Executive Director of UNICEF, approached Daniel and Carl Taylor with the realization that traditional aid was not working. "I want the two of you to co-chair a task force," Jim said, "to explain the lack of correlation between the amount of money UNICEF invests in a project and project output." At the time, Jim had a passion to understand why investments were not leading to more results, especially on a larger scale. Jim's charge ultimately was to seek out the hidden dynamics of social change.

Future Generations thus began in November of 1992 to lead two global task forces on social change: one to understand *how* to scale-up local successes and the second to understand *how* to sustain successes using primarily local resources. The organization coupled research with performance through research questions to understand the "how" of social change and combined this research with fieldwork to apply lessons and demonstrate the potential of SEED-SCALE.

Based in rural Appalachia, Future Generations was founded with few financial resources. This starting point was more of an asset than a hindrance. Using SEED-SCALE, fieldwork catalyzed change by building the capacity of communities and governments to use their existing resources more effectively.

Fieldwork initially centered in the Qomolangma (Mount Everest) National Nature Preserve (QNNP) in China's Tibet Autonomous Region. From Mount Everest results scaled up dramatically: a people-based approach to nature conservation known as the Pendeba program expanded across the QNNP to the 46 million acre Four Great Rivers region;

SEED-SCALE is a process of community change based on a systematic review of what has worked in the field of international community development over the last 100 years. SEED-SCALE synthesizes key principles and tasks for activating empowerment at the community level and scaling up successes in partnership with government.

Above: SEED-SCALE was first presented in this "little green book" to 150 heads of state at the 1995 United Nations summit on Social Development in Copenhagen.

Left Top: Community workplans are a hallmark of SEED-SCALE to guide local action. This workplan appears on the wall of a community health center in Peru.

Left Bottom: The late Dr. Carl Taylor, an original task force synthesizer of SEED-SCALE, shares lessons with students of the Future Generations Graduate School.

continues

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Future Generations research and advocacy led the People's Congress to pass new laws banning the sale of all endangered animal parts; and the city of Lhasa approved the Lhasa Wetlands Nature Preserve, the largest urban nature preserve in Asia. In other countries, SEED-SCALE was applied to other priorities. In Peru, it led to nationwide health reform through policies that gave communities shared management of their health services. In northeast India, scaling up occurred in Arunachal Pradesh where community-based action groups mobilized reductions in child mortality and significantly raised the status of women.

What was causing such change? Although Future Generations invested funds to train community and government partners, the driver of change was an empowered community attitude and orientation toward using local resources more effectively coupled with government policies and financing to grow local successes. SEED-SCALE enabled a new system of relationships to identify and expand successes within diverse local contexts. Communities and governments both improved their partnership skills by applying core principles and tasks.

Four Principles to Grow Empowerment

1. Build on success and strengthen what is working. Doing so makes communities feel they can do more. Do not focus on fixing failures.
2. Create three-way partnerships between bottom-up (citizens and community), top-down (government, funding and values), and outside-in (change agents and former residents).
3. Make decisions based on tangible evidence (not opinions and power).
4. Seek behavior change (rather than provision of services) as the outcome.

Using the four principles and seven tasks, SEED-SCALE enabled communities to take ownership of their development process. Instead of being victims of global forces or waiting for donors to appear, groups organized to improve their lives. They then shared the lessons of SEED-SCALE and examples of their successes to more communities through regional "learning and doing centers."

Research and field applications of SEED-SCALE informed two white papers released at the 1995 U.N. Social Summit in Copenhagen and two books that have shaped global discourse on international development practices.

SEED-SCALE has been adapted within a diverse range of cultural, political, and economic contexts and across a wide range of development sectors. Practitioners, communities, and governments may all use SEED-SCALE to adapt and improve their existing work.

Above: The first class of the Future Generations Graduate School (2005) celebrates their graduation at 16,000 feet at Rongbuk base camp in the Everest region of Tibet, China. Alumni in 29 countries extend innovations in their own communities using principles of SEED-SCALE.

Right: Prince Mustafa, Director of Afghanistan's Environmental Protection Agency, stands in front of a SEED-SCALE poster illustrating the role of partnerships in Bamyan Province.

Objective	How
1. Develop leadership	Organize local coordinating committee
2. Find a starting point and resources	Identify past successes
3. Obtain a relevant education	Learn from experience of others
4. Fit situation to ecology, economy, and values	Gather knowledge about local situation
5. Determine direction and partner roles	Create workplans, make them public
6. Coordinate people and resources	Act per plans, hold partners accountable
7. Keep momentum on track	Make mid-course corrections per 4 principles

In 2002, Johns Hopkins University Press published, *Just and Lasting Change: When Communities Own Their Futures*, which described the process as: "a universal system to evolve locally specific solutions." In 2012, Oxford University Press published *Empowerment On An Unstable Planet,* described by Alfred Sommer, Dean Emeritus of Johns Hopkins Bloomberg School of Public Health, as presenting "an alternative path to development...scaling up the power and impact of local communities to solve their own problems."

For the last two decades, Future Generations theory of change has grown clearer:

- Social change results from the cumulative actions of people: human energies are the foundation of change. Once mobilized, these energies cause cascading social, economic, and environmental change.

- The SEED-SCALE process can be applied by any community worldwide to address any local priority.

- As communities, people learn this process best with the support of mentors.

- The goal is not to be developed, but to be always developing through a process of learning and iteration.

In 2003, Future Generations created the Future Generations Graduate School as a global learning platform to extend the SEED-SCALE process and create a feedback loop of research and application to improve the process. The Future Generations Graduate School was founded to train community development practitioners worldwide. Future Generations continued its field applications through its registered civil society organization, then working in Afghanistan, India, China, and Peru.

By 2012, Future Generations had grown partnerships in nine locations worldwide, leading to a global network of new Future Generations organizations that share a common mission. In accord with the dates that work began (rather than registration dates) these organizations are:

1992 Future Generations
1992 Future Generations China
1994 Future Generations Peru
1997 Future Generations Arunachal
1999 Future Generations India
2002 Future Generations Afghanistan
2003 Future Generations Graduate School
2006 Future Generations Canada
2011 Future Generations Haiti

Double the Impact—Fraction of Cost and Time

The SEED-SCALE process often creates lasting community change in half the time with double the impact and about one-fifth the cost of traditional development approaches. Evidence shows that change occurs when the poorest and most hard-to-reach communities invest their own human energies and learn the skills to reach out to existing services.

SEED-SCALE is efficient and scalable because two parallel currencies are being used: money and human energy. Government services and the work of nonprofit organizations bring in monetary support, while SEED-SCALE parallels this support by enabling communities to use their energies.

Human energy is an especially powerful resource in areas where social capital is plentiful. Human energy promotes cooperation among partners by bringing them together—not competing and working against each other. Human energy is already at work in communities—SEED-SCALE systematically applies this currency.

SEED-SCALE helps communities direct the use of resources they already possess—allowing people to take ownership of their futures. This ownership leads to more accountability of financial resources and local workplans.

How SEED-SCALE leads to efficient change across sectors
Income Generation: Human-energy based networks that pay attention to the needs of the poorest of the poor open new opportunities for services and benefits that do not depend upon income as well as microcredit, ecotourism, agroforestry and other creative income generation options.

Health: SEED-SCALE allows communities to improve health in the home first. When health care begins by changing behaviors at home, communities proactively prevent many illnesses before they manifest.

Governance: Volunteer groups from the community reduce the need for organized government services, thereby creating more efficient solutions, lower taxes, and less dependence on government funds. These groups also gain decision-making skills and learn to access and use existing government services more efficiently.

Example from Peru—Leveraging Government Services

Future Generations Peru works as an outside-in partner to strengthen the national community-based primary health care program. From 2005-2009, the organization invested $1.5 million to strengthen 28 primary care clinics in Cusco serving 258 primarily rural Quechua-speaking communities. The organization facilitated dialogue and provided training to link the local health system more effectively with municipal governments. More than 700 volunteer community health agents were trained, leading to significant improvements in 21 health indicators. Today, much of this work continues without additional outside funding. In partnership, municipal governments contributed $2.9 million to health infrastructure and an additional $314,468, part of which was distributed through a participatory budgeting process based on local workplans. Two primary care clinics in Cusco transformed into regional learning centers that expand good practices in district-led coordination of community-oriented maternal health strategies. The national and regional Ministry of Health has also adopted various strategies and educational methods and materials that were developed as part of this project.

Conservation: Engaging local people to protect the environment reduces the costs of hiring professional wardens. Local people become engaged because conservation action leads to an improved quality of life. SEED-SCALE provides each community within a conservation area a systematic set of options to improve life.

Peace: Human-engaged networks protect each other. Citizen and community action are powerful enough to transform structural violence and influence attitudes and relationships.

Learning: Learning groups form around community priority topics. Communities use local buildings for multiple purposes and access the existing knowledge of local citizens.

Human energy does not necessarily negate the need for monetary support. Monetary support is always needed for providing professional clinics, schools, conservation managers, etc. On the other hand, when communities act for themselves, they use existing professional services are more efficiently. Human energy enables communities to take what they have and do more. When all available people use all available resources, their community achieves more—whether it is the poorest or richest of communities.

Example from Afghanistan—Using Mosques for Schools

In a war-ravaged Afghanistan, most of the schools were destroyed. In 2002, Hazara communities in the central highlands identified their local assets and realized that mosques could be used as schools, since the buildings are used little more than on Fridays each week. Though men and women were invited to initial literacy classes, the women seized this opportunity most.

The first mosque-based school soon grew to a dozen—the idea leapt over a ridge and other valleys. Soon, 100 mosque-based schools had women coming, sometimes in numbers so great that double class shifts were needed. Future Generations provided textbooks and trained teachers; a teacher supervisor traveled to teach at each of these "schools." Soon communities began identifying and supporting local teachers; each community had at least one woman with a basic education or a returned refugee who had learned to read outside of Afghanistan.

In two years, 438 mosque-based schools had begun throughout the central highlands. As women became literate, lessons expanded into home-centered health (including family planning), income-producing skills, and financial management.

Author Isobel Coleman of the Council on Foreign Relations visited Future Generations Afghanistan's early field sites. Coleman says that international organizations "… would have to find ways to work with the pervasive and powerful force of Islam, not against it." Lasting change comes from a desire within the community and culture.

Achievements

In two decades, Future Generations has partnered with communities and governments in some of the world's most hard-to-reach places to mobilize self-reliant social change. This process of empowerment continues to generate innovations that spread through the global network of Future Generations organizations and the alumni network of the Graduate School. A summary of key achievements include:

Health: 1) Informed national policy in Peru and Afghanistan to link homes to health systems; 2) Linked conservation with health benefits through a new type of volunteer community worker in Tibet, China; 3) Researched and applied empowerment-based methods to train thousands of mothers and community health workers; 4) Reduced child mortality by 46% in pilot sites in Afghanistan and achieved significant improvements across 21 major health indicators in Peru.

Conservation: 1) Played a significant role in protecting more than 58 million acres of diverse Himalayan habitat through 11 protected areas that are led by community and government partnerships; 2) Partnered with 80 Chinese universities to raise environmental awareness and influence behaviors through the Green Long March.
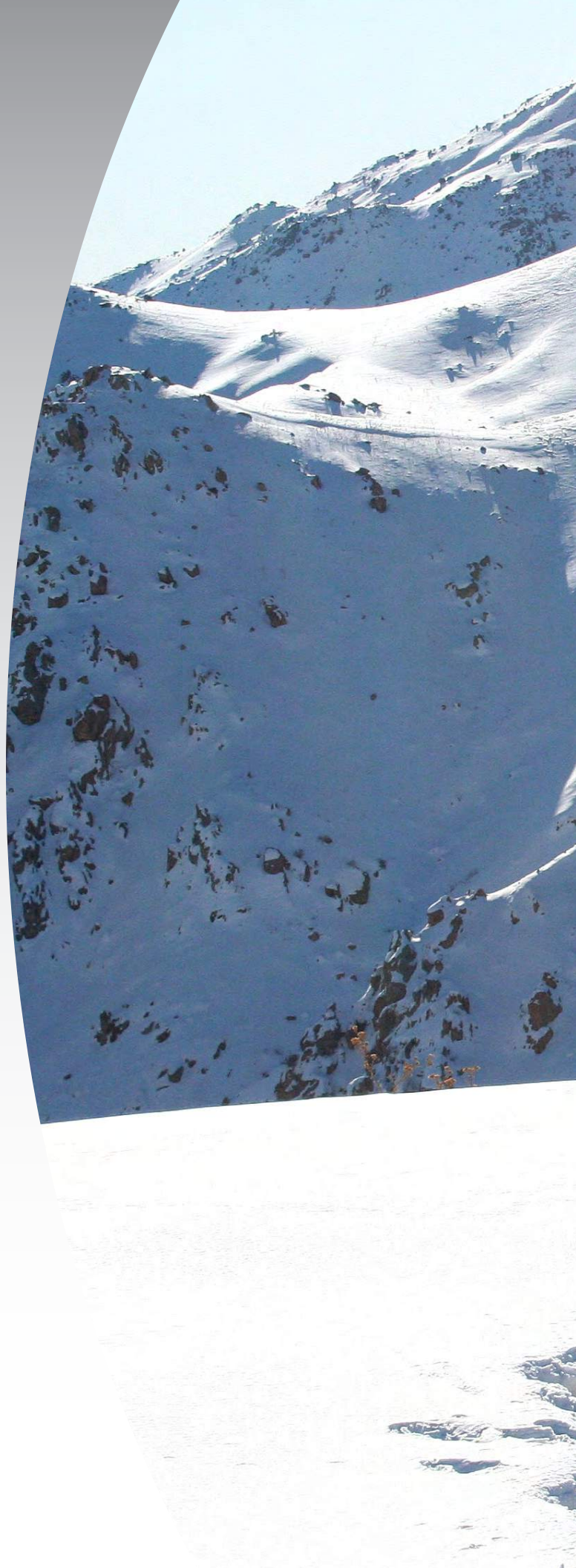
Community-based Learning: 1) Set up more than 900 mosque- and home-based schools for women and girls in Afghanistan; 2) Equipped 60 volunteer fire departments with public computer centers and trained more than 150 computer mentors across West Virginia to promote digital inclusion and open new educational and economic opportunities through broadband internet.

Peacebuilding: 1) Researched the role of citizens and communities in shaping the peace of regions and nations; 2) Applied the methodology of positive deviance to the peacebuilding sector to identify and learn from "what works"; 3) Launched a Master's Degree concentration in peacebuilding to build capacity worldwide through an applied learning curriculum.

Community-based Learning

Since 1992, Future Generations has specialized in community-based approaches to build the capacity of marginalized communities throughout the world. Working in close three-way partnerships with communities, government, and outside experts, Future Generations raises the capacity of communities to create locally appropriate solutions that last. These solutions build off of community successes and global best practices instead of focusing on past failures.
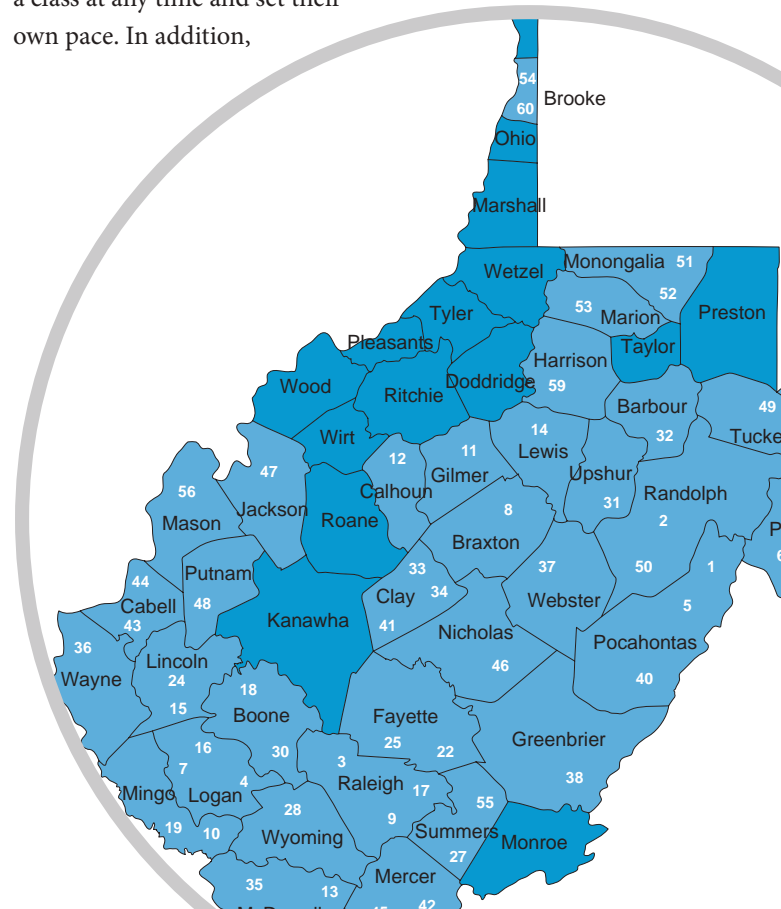
Building Community Capacity in Rural America

More than 445 volunteer fire departments serve communities across West Virginia. These anchor institutions are lifelines to families and double as community centers. To build on this success in volunteer service, Future Generations equips and empowers fire departments and emergency rescue squads with technology and training to benefit families.

With a $4.4 million three-year grant (2010-2013) from the 2009 American Recovery and Reinvestment Act, Future Generations partners with 60 fire departments and rescue squads to set up computer training centers.

Fire departments in 31 counties have donated more than 12,000 volunteer hours to increase access to broadband (high-speed) internet. Volunteers donated their time to transport and assemble equipment, run cabling and electricity, paint rooms, install carpet, and run training programs.

Each computer center is open to the public for a minimum of 10-hours per week. Each center is equipped with 10 computers connected to broadband, a printer, projector or flat-screen tv, digital camera, headphones, webcam, and other supplies.

Squads manage their computer centers with the help of a person they select to be trained as a computer mentor. Mentors are trusted community members who help their neighbors overcome the fear of learning new computer skills. Future Generations has trained more than 150 computer mentors.

"It is rewarding to help others face and conquer their fears of technology and using the internet." – Caron Warner, Computer Mentor

Each mentor participates in training workshops and receives ongoing training and support. Computer mentors also network with each other, participating in monthly webinars and a Facebook page to exchange knowledge and experiences.

This project creates new "community access points" for online education and peer-supported learning. Computer mentors teach scheduled computer skills classes. In most centers, these classes run for 2-hours, 2-times a week. Educational partner organizations provide a range of other training programs:

- West Virginia State Library Commission–educational resources and software tutorials for students
- New River Community College–green entrepreneurship and energy audit training
- Partnership of African American Churches–online support groups for chronic disease self-management
- Monongahela National Forest–online mapping
- Johns Hopkins University Bayview Medical Center–emergency preparedness

Many courses are self-paced and based on the "open entry, open exit" system of learning, which allows users to begin a class at any time and set their own pace. In addition,

other community members and organizations are invited to teach courses of local interest, such as genealogy or desktop publishing. In some centers, mentors run after school programs or arrange with West Virginia Adult Basic Education Programs to offer GED classes.

To monitor impact in computer and broadband use in homes and businesses, Future Generations conducts baseline and follow-up surveys. In 2010 and 2011, 1500 door-to-door household surveys were conducted in 50 communities using a randomized cluster sampling method. In 2010 and 2011, a randomized telephone survey was conducted with more than 800 small businesses. Data from the 30 year-one communities show that 34% of households lack a computer, 40% have no internet, and 52% have no access to broadband.

Affordability of computers, software, and broadband subscriptions remains a major barrier to low-income families. To reduce costs, Future Generations partners with internet service providers to offer a reduced subscription package to low-income families. The organization also runs a computer refurbishing center that purchases used computers in bulk and repairs, cleans, and upgrades them with memory, wireless internet cards and the Linux operating system. Participating fire department and rescue squads purchase these computers at cost and resell them in their communities.
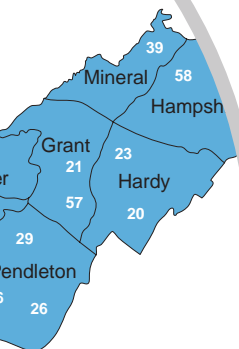
"High-speed internet has given us a way to be connected with organizations and educational institutions around the world. It has given the words, 'being involved,' a whole new meaning."

–Elwood Groves, Hillsboro

"I started college in 2010. The computer center and high-speed internet enabled me to do this."

– Tasha Blackburn, East Lynn

During the summer of 2011, three volunteer fire departments organized technology day camps for youth. Sixteen youth in third-to-fifth grades joined staff and computer mentors for one-week camps to increase their computer skills and get creative with technology. Activities gave youth opportunities to use digital photo and video cameras and learn new software. The children were also able to keep a computer they took apart and rebuilt. To continue this momentum, Future Generations and Frontier Communications hosted the state's first youth video-production contest.

@ *Visit www.futurewv.org for more data and stories.*

Afghanistan - Communities Learning to Shape Their Futures

Since 2002, Future Generations Afghanistan has strengthened the resourcefulness of Afghan communities to shape and sustain solutions that meet local priorities. Using the SEED-SCALE process, communities learn skills to build from successes and maximize available resources through the implementation of local workplans. This process increases skills in local governance and enables communities to strengthen partnerships with government agencies. Since 2002, actions of *shuras* (village councils) and community development committees have evolved solutions in primary health, income generation, education, and horticulture. In addition to the mosque-based literacy classes and horticultural successes featured here, the health and peacebuilding sections of this report share more details.

Mosque-based Literacy Programs for Women and Girls

When work first began in the central Hazarajat region in 2002, communities in Ghazni Province were eager for women and girls to learn to read and write. Rather than waiting on government assistance to build a school and provide a teacher, Future Generations worked with a cluster of communities to maximize their available resources:

- the mosque as a classroom, and
- one woman in the village who had obtained up to an eighth grade education

With these local assets and support from the mullah, the first school began with women and girls meeting six days a week in their village mosque. In two years, this idea spread to include 438 mosque-based schools teaching approximately 11,000 women and girls in Ghazni and Dai Kundi Provinces.

Quickly, the women wanted to put their literacy to use. They asked for health manuals and learning in skills that would benefit their families. Future Generations worked to integrate health training and food preparation courses into the existing literacy classes.

In 2007, this emphasis on mosque-based literacy classes also extended to village homes as part of the Local Governance and Community Development program (LGCD). In 2007, 365 community action groups helped to set up 933 new home- and mosque-based classes in literacy, health and income generation for 25,597 beneficiaries (women and girls comprised 71%).

During a monitoring trip to Waghaz District a Future Generations LGCD supervisor visited a class. The LGCD supervisor spoke with Karima, one of the literacy and health students. She said, "When I was illiterate I could not read or understand anything. But now I can read anything and write successfully my name and address. I and my family are very happy about the literacy courses. I can solve my family and other's problems with my little education."

Afghan High Schools Start Horticultural Learning Centers

With training from Future Generations Afghanistan, three high schools in Khogyani District of Nangarhar Province are expanding economic options for youth and partnering with farmers and government to strengthen local leadership and rural development planning.

Each high school has planned, designed, and managed a horticultural training center. These new orchards are hands-on learning assets for rural education.

Youth and their communities not only learn horticultural skills and the value of trees for increasing family income, but they learn leadership skills in group planning to manage their horticultural learning centers and gain a deeper appreciation for their local environments.

"In addition to the project's financial and academic benefits for students, the project strengthens local governance and coordination between education, agriculture, and the community development sector, linking directly to country development."

—Mr. Fazelrehman, head of Khogyani's Education Department

Each school takes responsibility for gathering stakeholders for the site-specific planning of their orchards, which may include almonds, apricots, pears, pomegranates, and cherries, as well as other non-fruit bearing trees like poplars, pines, and willows.

Barbihar High School, Malikyar Hotak High School, and Khairmena School have finished the necessary land preparation, fencing, and construction of deep wells for irrigation. Since March 2011, youth and faculty have been planting apricot, lemon, orange, and pine trees.
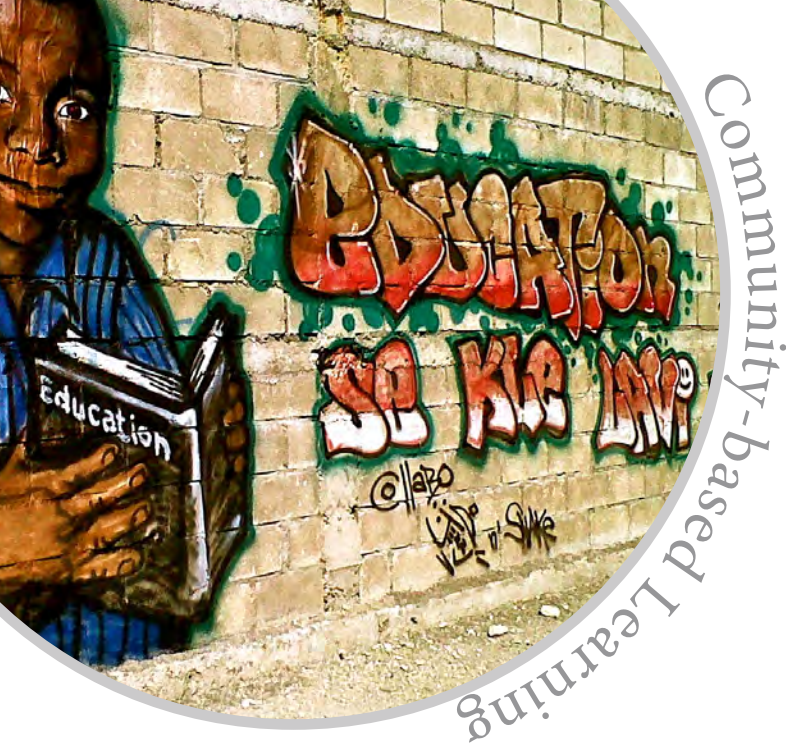
In June 2011, 30 faculty designed an environmental curriculum that will help 2,000 students understand the local ecology, potential threats to the environment, and the benefits of tree planting and habitat protection. More than 120 youth and community members have volunteered for the project. A next step is to encourage the formation of school eco-clubs.

This project is part of a comprehensive strategy to build local capacity for governance and development planning in Khogyani District. Future Generations Afghanistan has been working in this district since 2007 as an implementing partner of the National Solidarity Program.

In Nangarhar, Afghanistan, youth, farmers and members of Khogyani's agriculture cooperative show great interest in a new horticultural program. Juma Gul, a farmer from Khairmena says, "I am very happy to see trees in schools. This will be a center for farmers, students, and the entire community, where we will share all progressive thoughts for the future."

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Cite Soleil, Haiti
From a Red Zone to a Green Zone

In 2011, young men and women including former gangsters formed the social movement, Konbit Soley Leve, to take back their streets from the trash, waste, apathy, and violence that had marked Cite Soleil as the most dangerous urban "red zone" in the western hemisphere.

Soley Leve is a not an organization, but a konbit, a volunteer movement of Haitians working for the benefit of other Haitians. In the countryside, when a task is too great for one farmer, he will call konbit and his neighbors will gather to give their time and energy.

The Konbit Soley Leve movement was first inspired by La Difference, a neighborhood block that calls konbits to clean up tons of trash and sewage that wash regularly from Port-a-Prince through the canals of Cite Soleil after every big storm. In less than a year, the Konbit Soley Leve movement has spread the action of konbit to nearly all of Cite Soleil's neighborhood street blocks.

Using their own energies instead of relying outside funding, each street block of Cite Soleil calls a weekly konbit. Former gangsters set aside their guns for shovels and paintbrushes. Violent crime and rape cases have been reduced in neighborhoods where Soley Leve is active. Evidence suggests a correlation between the number of trees planted and the

reduction of violence in neighborhood blocks. New street names and graffiti art reflect positive attitudes. As the people reshape their "Red Zone" into a "Green Zone," successes multiply.

Future Generations works as an outside-in partner with the Soley Leve movement in Haiti to strengthen durability through mentorship and training in the SEED-SCALE process, with a special emphasis on success mapping and community workplans. Three members of Soley Leve are enrolled in Future Generations Master's Degree program, and as part of this learning process, have created a Creole training program and handbook to build skills in community-driven development.

In addition to their weekly konbits, neighborhood blocks learn skills to develop six-month workplans that build from local strengths and resources and work toward collective goals. Konbit Soley Leve supports this process through training and partnerships with other groups, such as Haiti Communitere, which created a workshop coop with tools and technologies for recycling materials into public goods.

@ *Visit www.future.org/haiti for multi-media from Cite Soleil and the Soley Leve movement.*

Blue and green lines denote the 26 out of 38 neighborhood blocks that have joined the Soley Leve Konbit movement; once a week, neighborhoods call konbits to clean and regreen their streets. See www.soley-leve.org for updates.

Konbit Soley Leve participants have learned skills to do success mapping across neighborhood blocks. More than 200 examples of success have been documented. In partnership with Community OpenStreetMap Haiti, a community of open-source mappers who were trained after the earthquake of 2010 to map projects that were of community and humanitarian interest, Soley Leve leaders have an opportunity to extend SEED-SCALE training and the experience of Cite Soleil to other towns across Haiti.

Konbit Soley Leve is a movement calling neighbors together to transform their public space from a "red zone" to a "green zone." Actions have cleaned canals filled with massive waste and garbage, planted trees, and used graffiti to reflect the shift in consciousness.

"Shortly after we formed the konbit, a large storm caused Canal St. George to overflow and flood La Difference. The cleanest neighborhood of them all, the area that had been the pride of Cite Soleil for years was under water! ...The staff of La Difference called a konbit. People from every corner of Cite Soleil came to help out and in less than two hours La Difference was as clean as always. This showed us that the force of the people is greater than that of money."
 –Robillard "Robi" Louino, an active member of Soley Leve and a Future Generations Master's Degree candidate

How Communities Learn

The SEED-SCALE process is designed to help communities sustain actions that grow from their own successes. An annual cycle of seven tasks guides local action groups, enabling them to identify their successes, study the experiences of others, and implement workplans to meet their own priorities. Throughout this process, community members learn in many ways—through skits, stories, and art, through workshops and hands-on group activities, and outreach to other communities through site visits and interaction using new technologies. This photo essay showcases the many ways that communities continue to learn.

Volunteer service workers from across the Everest region join each other for group learning.

Before Google Earth, villages learned "balloon mapping," with digital cameras to map their towns.

Haitians call a Konbit neighborhood work party to clean their streets.

A tribal woman dons the dress of a man as part of a village skit to teach more respect for women.

Health staff, municipal leaders, and community members create joint health workplans.

Health

"Homes are the world's number one health care facilities; mothers are the world's number one health care providers; behavior change is the sustainable, available-to-all health intervention." (Carl E. Taylor)

Since 1992, building on the decades of research by Senior Health Advisor, Carl E. Taylor, Future Generations championed his tenet to maximize health impact. Health promotion and disease prevention occur primarily in homes under the leadership of mothers, and when aggregated healthy homes create healthy societies.

While most modern health interventions focus on medical services provided by doctors and nurses, Dr. Taylor worked with Future Generations to focus on "health for all" and initiate cutting edge trials of home-centered primary health care. Over two decades, Future Generations advanced empowerment-based methods for training thousands of mothers and community health workers and advanced innovations in linking health systems to homes.

The national expansion of CLAS required a parallel evolution in the quality of services. Using the SEED-SCALE process, Future Generations Peru established eight CLAS in Huánuco and Cusco as regional demonstration and training centers to evolve and teach best practices that strengthen linkages to the home and engage community participation.

The Las Moras Health Center on the periurban outskirts of Huánuco became the first Model CLAS. Community Health Agents (CHAs) visit the homes of pregnant women and mothers of children under age two; educate them on preventive behaviors; spread knowledge of danger signs; and promote their timely use of health services.

CHAs also organize their sector of households to implement a wide range of community workplans that improve the environment and address other social problems such as domestic violence, violent youth gangs, and dangerous homeless dogs.

CHAs support each other through a new legal Association of CHAs. As an Association, they raise funds, lobby for training courses, and organize small joint businesses.

Peru's National Community Co-managed Health System

In 1994, Peru's Minister of Health invited Future Generations Senior Health Advisor, Carl E. Taylor, to help redesign Peru's national primary health care system, which until then was focused on medical care provided by doctors who were unaccountable to communities. The new Shared Administration Program formalized community-government partnerships to manage primary care clinics. From 1994-2011, the program scaled-up to 2,158 community co-managed clinics providing one-third of national primary health coverage; new national legislation was promulgated to institutionalize the program; and Future Generations Peru systematized a process for improving quality.

Peru's Shared Administration Program heralded several innovations, leading Dr. Halfdan Mahler, former Director General of the World Health Organization, to remark that "This is what I have been looking for since Alma-Ata."

For the first time, public health funds were decentralized and deposited into the bank accounts of private non-profit associations called Comunidades Locales de Administración de Salud (CLAS). Today, these local health committees have legal oversight over the management of primary care facilities, including personnel and budgeting. This strategy has resulted in more public and private funds for primary health care, greater efficiency in the use of resources, and increased quality and utilization of services.

> "We know what happens in the health of our community: we walk, we hold meetings, we are interested in the people. We give them advice, and we accompany them to the health post. Seeing and doing, they understand better and are enthusiastic to make changes in their own homes.
>
> —Las Moras Community Health Agent, Jactay Sector

Through such innovations, from 2003-2005, the Las Moras Health Center reduced chronic malnutrition in children ages 6-35 months from 46% to 18% and increased coverage of immunizations in children 12-23 months of age from 57.1% to 78.2%.

The Las Moras Model CLAS continues to pilot new ideas and share experiences with other CLAS and government personnel throughout the country. Future Generations Peru advances this Model CLAS strategy in other regions, including rural Quechuan-speaking villages of Cusco and more remote Amazonian sites in Huánuco.

From 2005-2009, Future Generations Peru piloted the Model CLAS approach in rural Cusco with funds from USAID's Child Survival and Health Grants Program. Five CLAS and 28 health facilities gained skills and partnerships that achieved results across 21 major health indicators, including the reduction of chronic malnutrition in children 6-35 months of age from 38.4% to 29.8%.

In Huánuco, the Las Moras and Cusco Model CLAS experiences along with new funds from a second USAID child survival grant (2010-2014) expands the work to four new remote Amazonian districts, where the organization trains CHAs, organizes women leaders, and applies a new community-based child growth and nutrition promotion strategy.

Across Peru, community associations co-manage one-third (2,158) of all primary health care clinics. Community governance and budgeting improve the quality of services and extend good health practices to the home.

Future Generations Peru plays a special role in building the capacity of all partners–communities, health centers, and municipalities–to improve the quality of health care and engage mothers and families.

Participation and local workplans lead to better services in health centers, better behaviors in homes, and community-wide improvements that address a wide range of local priorities using locally available resources.

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the prior decade. The team traveled to three valleys in remote new locations with no prior access to social services. VWWs taught more than 60 women from 21 villages, using health action in the homes and a new training methodology known as Pregnancy Histories as the initiating force of larger social change. Women have learned basic health practices, how to start kitchen gardens, microcredit programs, and manage Women's Action Groups. As a result 24 new Women's Action Groups were started.

Since 2006, Future Generations Arunachal has also worked to link health systems to the "last kilometer to the home" by engaging the community in the co-management of a primary health clinic. A Public-Private Partnership between a government-run clinic and a community association modeled after CLAS in Peru transformed the clinic into a district-wide training center for Village Welfare Workers.

Women's Action Groups of Arunachal Pradesh, India

In 1997, Future Generations Arunachal initiated community-led social change and used health to engage community action. By starting with health, communities saw immediate success in saving their children from cholera. Collective action healed divides among ancient factions. From this unity grew holistic health action, more accountable governance, inclusive roles for women, and rising family income.

One early health action had women map contaminated water supplies to help eliminate the source of cholera. Empowered by their success, the women established Women's Action Groups in each village and selected leaders for training as Village Welfare Workers. Men later adapted the model and established Farmer's Clubs. Then youth started eco-clubs.

Today, more than 100 Women's Action Groups and Farmer's Clubs are changing deep-seated social norms. They improve the status of women, ban child marriage, start kitchen gardens, reduce alcoholism and domestic violence, and support each other in wide-ranging home-centered health actions. With support from their village councils, these groups meet regularly and develop workplans to implement new projects.

With a growing understanding of what works, in 2009 a team of Village Welfare Workers (VWWs) and staff of Future Generations Arunachal began the Best Practices Project to test the effectiveness of activities that they had evolved over

In the tribal communities of northeastern India, mothers join Women's Action Groups and learn health skills from other mothers trained as Village Welfare Workers.

Today, more than 100 women's action groups, farmer's clubs, and youth groups across five districts promote health, expand kitchen gardens, improve water quality, and increase household income.

Afghanistan Maternal and Child Health

In 2002, Afghanistan provided a special opportunity to apply SEED-SCALE concepts and reveal the potential of community-based health approaches. At the time, few professional health services were in place and mothers were caring for families with limited health knowledge.

The Afghan government spent ten years extending a Basic Package of Health Services (BPHS) to communities. The Ministry of Public Health (MoPH) trained more than 20,000 Community Health Workers (CHWs) to provide basic health care at the village level. Maternal and child health has improved dramatically, but a key question remains: how to sustain the current momentum of 20,000 CHWs?

In 2006, under Carl Taylor's leadership, a nine-month pilot project began in Yakawlang Valley in Bamyan Province that used an empowerment-based method to train CHWs. With the support of village elders and a safe space for the influential mothers-in-law of the village to participate, women's-only-workshops provided basic health skills. Rather than starting with a "textbook approach," the facilitator invited women to share the stories of their own pregnancy histories. These stories provided context for health education and empowered women with solutions to save lives.

The trained women went back to their communities and initiated Family Health Action Groups (FHAGs). FHAGs served three major functions: 1) They supported and maintained the momentum of the volunteer CHW; 2) They expanded health knowledge and organized village action to implement health workplans; and 3) They solved the challenge of linking BPHS to the "last kilometer to the home" through knowledge of prevention and a referral system for more complicated illnesses.

In 2010, the Ministry of Public Health institutionalized the FHAG approach as national core component of its community-based health strategy and began widespread implementation in nine provinces.

continues

"Family Health Action Groups are the fourth element of the community-based health care program....We cannot improve by just having a health center if we are not going inside the community."
—Dr. Arwal, Director of Department of Community Health, Afghanistan Ministry of Public Health

Photo of Afghan Community Health Worker (CHW) by Katrina Aitken. Future Generations piloted a new approach that engages Family Health Action Groups to support the work of CHWs in each village. These groups promote good health behaviors and implement village improvement projects.

In the remote Yakawlang Valley of Bamyan Province in rural Afghanistan, a new method for training women as Community Health Workers led to a 46% reduction in child mortality. More mature, post-menopausal women with higher social status and fewer daily duties were nominated for training by village councils. Instead of a textbook, women learned skills through the sharing of their own pregnancy histories as part of women's-only-workshops. Each woman returned to her community and organized a Family Health Action Group to share lessons and skills. Today, the Afghanistan Ministry of Health implements the innovation of Family Health Action Groups across nine provinces.

Dr. Arwal, Director of MoPH's Department of Community Health, says that Family Health Action Groups (FHAGs) are the fourth element of the community-based health care program. He says, "Our work aims to find a solution to the main problems regarding the poor health situation in Afghanistan. Both maternal and child mortality rates are very high. We cannot improve by just having a health center if we are not going inside the community. Community Health Workers have been very effective in improving health care. For example, in 2011 the Ministry of Public Health showed that 66% of family planning services was delivered by the CHWs."

In 2009, an independent evaluation by Johns Hopkins University found that two years after Future Generations Afghanistan piloted this new approach to train CHWs and form FHAGs in Yakawlang Valley that child mortality fell

by 46%. More importantly, CHWs and FHAG members continued their participation as volunteers with no outside support or funding. Prior to the Ministry of Public Health adopting the FHAG approach, the best BPHS projects had only managed a 22% reduction in child mortality using a traditional service delivery approach. The FHAG approach, therefore, appears to be twice as effective and cost less.

FHAGs implement village health workplans and support the work of community health workers. In 2006, Fatima, a CHW from Yakawlang, discovers the value of women and men playing their own roles to solve a problem.

Coming home from a training workshop, Fatima realized that her village water source, the spring, was not clean. In fact, it was very dirty. She gathered women to talk about the problem, and they decided to ask the men to help clean the spring and cover it.

Day after day passed, and the men did nothing. Finally, Fatima gathered three of her neighbors, and they started to clean up the spring. Some men came over to talk to the women.

"What are you doing?"
"We are cleaning the spring."
"But, you are not able to do it."
"We are able. We asked you to do it, but you did nothing."
"This is not good. It is better we do it."

Fatima: "Great! Remember also that it needs to be covered, or it will become dirty again."

So the men set to work. The next day the spring was clean and covered with a lid of mud.

In the next workshop, the trainer heard this and asked:

"What happened then? Have you had much diarrhea in the village lately?"

Fatima: "Within a few days, the diarrhea stopped in our village. It has not been a problem since."

Examining Health Care at the Global Level

Dr. Carl Taylor led the community health work at Future Generations from 1992 until 2009. As Senior Health Advisor, Carl advanced operations research to blend research with action. He championed the organization's efforts to improve the lives of children who have the highest incidence of preventable diseases. According to Dr. Taylor, the most accessible and sustainable solutions to child health were in the hands of mothers–actions led by mothers to prevent disease, improve nutrition, and recognize danger signs. He noted that these actions are even more effective when mothers work collectively as part of women's action groups. These types of solutions, known as community-based primary health care (CBPHC), reach beyond the walls of clinics to provide basic health services and partner with communities.

To understand the effectiveness of CBPHC, from 2005-2007 faculty from the Future Generations Graduate School led a systematic review of the global evidence. The Task Force, chaired by Dr. Carl E. Taylor and co-chaired by Dr. Henry Perry, conducted their review as part of the Working Group on CBPHC of the American Public Health Association. More than 70 people were involved. Along with Future Generations, other funders included the World Health Organization, UNICEF, and the World Bank.

The task force reviewed 469 published articles and program documents affirming the effectiveness of 19 key community-based interventions, including approaches that improve child nutrition; prevent and treat childhood pneumonia, diarrhea, and malaria; and promote behavior changes in the home, such as hand washing and family planning.

The review also noted the paucity of evidence documenting the impact of long-term field trials utilizing comprehensive primary health care approaches, and recommended that this be a key priority for donor investment. The review also identified a need to test sustainable methods to scale up effective CBPHC interventions across large regions and nations.

@ *Download the report, How Effective is Community-based Primary Health Care in Improving the Health of Children, on the publications page of future.org.*

Dr. Carl Taylor lived by the motto, "our community walking forward together." Until he died at the age of 93 in 2010, Carl worked toward a vision of health for all, having co-drafted the Alma-Ata declaration in 1978. He said in a recent interview before his death that "we have an opportunity now to go back to the kind of thinking at Alma-Ata" and a community-based approach that enables the people themselves to take ownership of their own health care. Dr. Taylor founded the Dept. of International Health at Johns Hopkins University, was UNICEF representative for China, and worked in more than 90 countries over his lifetime. He co-founded Future Generations in 1992 and was instrumental in the organization's primary health work and SEED-SCALE process of community change. He served as Future Generations Senior Health Advisor in Peru, India, and China, and at the age of 88, served as Country Director of Future Generations Afghanistan.

THE MANY ACTIONS OF COMMUNITY HEALTH WORKERS

The community service worker sustains community functions. People with time and energy to spare come forward to serve and to learn new skills. Historically, this is the way communities have taken care of themselves.

The efforts of the community service worker know almost no bounds. Future Generations continues to test new methods for training and mobilizing these volunteers. In this photo essay, we highlight the many local adaptations and actions of Community Health Workers, who:

- Map and monitor families in special need
- Make necessary referrals to the health center
- Provide maternal and home pregnancy care
- Link health with nature conservation and other local priorities
- Prepare for emergencies, such as floods and fires
- Organize community workplans

Peru, Community Health Agent (volunteer)

Pendeba - worker who benefits the village - Tibet Autonomous Region, China (volunteer)

Afghanistan, Community Health Worker (volunteer)

Village Welfare Worker, Arunachal Pradesh, India (volunteer)

Volunteer Fire Fighter, West Virginia, USA

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Conservation

Since 1992, Future Generations has played a significant role in protecting more than 58 million acres (an area greater in size than Washington State) of extremely diverse Himalayan habitat at the headwaters of Asia's great rivers. These conservation successes, including 11 protected areas, are led by community and government partnerships that ensure long-term benefits by harmonizing human wellbeing with ecosystem protection.

While the conservation focus is most strongly evident in the Tibet Autonomous Region of China, with the centerpiece around Mt. Everest, achievements are visible in Arunachal Pradesh India, and recently have been growing China-wide and globally through partnerships with the Future Generations Graduate School and its alumni network.

- **Social and Community Impact:** To engage communities, conservation efforts are more effective and sustainable when linked with other local priorities that create a range of social and community benefits, such as improvements to health and nutrition, social capital and infrastructure, and livelihoods.

- **Biodiversity Conservation:** Communities can be strikingly effective at enforcing locally determined regulations—in particular protection of habitats and wildlife populations. When communities buy into conservation goals, they bring knowledge and resources, including surveillance and social controls, that increase impact and reduce costs.

- **Sustainability:** To achieve lasting impact, community partnerships are essential to adapt management strategies over time and according to changing ecological, economic, and social dynamics.

Key Lessons in Nature Conservation

Of particular value to nature conservation are incentive-oriented strategies that encourage community ownership of the conservation agenda with clear benefits for local people. This evidence, which emerged from the field work of Future Generations in Asia, was further supported by a global literature review and case study analysis sponsored in 2007 by the Gordon and Betty Moore Foundation. Future Generations continues to integrate key lessons into its overall strategy:

- **Economic and Social Benefits:** Conservation requires community participation and partnership. Conservation becomes expensive and problematic when attempted solely by professionals. Benefits to the community must be clear and of such value to offset the expected demands of conservation. Benefits may be concrete such as income from agrobiodiversity, ecotourism, and sustainable resource use or they may be in the form of noneconomic cultural and social enhancements.

- **Community Capacity for Conservation:** Local institutions enable communities to be active partners in conservation. With training, communities gain skills to adapt practices and strategies and learn how to strengthen linkages with outside groups and government partners.

The founding of the Qomolangma (Mt. Everest) National Nature Preserve required a new type of government-community partnership for nature conservation. Rather than hiring outside wardens, local people were trained as conservation stewards and community service workers to bring health and education benefits. Future Generations China Director, Chun-Wuei Su Chien, meets with Hu Jintao, then Party Secretary of the Tibet Autonomous Region, for championing a new vision of community-based nature conservation in China.

Achievements in Community-based Protected Area Design and Management

Traditional protected areas relocate people outside of the park and attempt to guard the boundaries with wardens. As an alternative, the biosphere reserve model, advanced with innovations by Future Generations, views local residents as allies for conservation and protects larger areas of land by building local capacity and integrating social benefits.

Since biosphere reserves were first advocated at the 1982 World National Parks Congress, they have taken many shapes and forms. With imaginative local partners, Future Generations was among the first organizations to apply and adapt the biosphere reserve model in Asia.

Primary innovations were to: 1) Ensure that protected area boundaries encompassed pre-existing political units (e.g. counties and states) to protect larger areas and promote ease of management, and then to use conservation science to designate land use zones; 2) Increase and sustain local capacity and social incentives for nature conservation by training a network of village service volunteers in skills to meet local priorities, including health and livelihoods.

The Highest Place on Earth for the Highest Cause on Earth: People Learning to Live with the Land

This rare view of the northern slope of Qomolangma (Mount Everest) symbolizes the highest priority before humanity—learning to live in balance with natural systems.

Protected Area Achievements of the Tibet Autonomous Region of China

Qomolangma (Everest) National Nature Preserve (QNNP): Future Generations staff led in the creation and design of the QNNP, which encompasses four counties and borders Nepal's Makalu-Barun National Park (also instigated by Future Generations personnel), Sagarmatha National Park, Langtang National Park, and Manaslu Conservation Area, to create a contiguous protected area the size of Switzerland.

The 90,000 residents of the QNNP maintain the highest agricultural and religious sites in the world—not to mention four of the world's six highest peaks. This high arid plateau is cut with five green and forested valleys. Through training, technical consultancy, and fund allocation, Future Generations contributed significantly to the conservation and social developments of the QNNP.

Lhalu Wetlands (left): The Lhasa Wetlands National Nature Preserve is the world's highest urban wetland and largest urban preserve in Asia. Spreading beneath the Potala Palace and now totally surrounded by Lhasa, this 1,605 acre protected area preserves open space and provides critical ecological services as the "lungs of Lhasa." Future Generations first proposed the Lhasa Wetlands in 1996 and provided key technical training to staff of government agencies to preserve this inside-the-city wetlands. Lhasa's children now use this space as an outdoor nature center.

In two decades, the QNNP management model has decreased deforestation by 80%, increased populations of endangered species including snow leopard, blue sheep, and Tibetan wild ass, and significantly reduced child mortality. Future Generations, in partnership with Future Generations China and the locally registered Pendeba Society, continues to build capacity on a local and professional level.

Notably, Future Generations has:

- Helped develop and ten years later revise a master plan for the QNNP
- Initiated a successful Tibet-wide ban on the sale of endangered animal parts and skins
- Initiated the Pendeba program to build village-level capacity in conservation, health, and livelihoods and transferred this program to an autonomous, locally registered non-profit founded by an alumnus of the Future Generations Graduate School (QNNP Pendeba Society)
- Initiated and funded a visitor welcome and training center in Shegar, a gateway to Mt. Qomolangma (Everest)
- Opened eight tree nurseries and set in place a series of reforestation experiments that raised the elevation for domestic tree cultivation to 15,000 feet
- Provided training for a network of family-owned hotels to help local people benefit from increasing tourism
- Played a significant role in restoring three Tibetan monasteries, including: Rongbuk (the highest monastery in the world), ChuWa Temple (place of the ascendence of Milarepa), and the Paba Temple of the Kyirong Valley.

Four Great Rivers: The Four Great Rivers Ecological Environment Protection Plan, approved in 2001 by the Tibet Autonomous Region Government of China, placed 46 million acres with seven core preserves, under conservation management to protect ecosystem services for China and the world. Containing one-seventh of the forest resources of China and the second largest concentration of biodiversity in Asia, Four Great Rivers protects the upper drainages of the Yangtze, Mekong, Salween, and Brahmaputra rivers. Twenty percent of humanity lives downstream. In the late 1990s, Future Generations was instrumental in raising alerts of the region's prior unsustainable logging rates, leading to an initial logging ban and later a sustainable forestry plan with Chinese government investments that now total more than US$40 million in reforestation. Future Generations has since trained many government staff and more than 1,200 Pendebas (community service volunteers) and partnered with ESRI and the David Suzuki Foundation on mapping the region's biodiversity assets.

Protected Area Achievements of Arunachal Pradesh, India

Dihang Dibang Biosphere Reserve (DDBR): Established in 2000 as the first biosphere reserve in Arunachal Pradesh, India, the DDBR spans three districts, has a core zone representing 80 percent of the 1.26 million acre protected area, and is home to approximately 10,000 tribal people. The DDBR protects rare plants and animals spanning the tropics, subtropics, temperate, alpine, and arctic zones. Much of the core zone is within the subtropics, an increasingly rare ecosystem type worldwide. Additionally, the DDBR protects eight members of the cat family. The DDBR is also significant for its protection of the upper watershed of the Dibang (Brahmaputra) river. Leading the government-community partnership through this period was Mr. Pekyom Ringu, DDBR Director and Deputy Conservator of Forests of Arunachal Pradesh.

Eko Dhumbing Community Forestry Reserve: Eko Dhumbing, the first Community Forestry Reserve in Arunachal Pradesh, was created utilizing a new clause in the Indian National Forestry Act. The size of Rhode Island, these legendary tribal lands are managed for biodiversity and for the good of the people. Writer Bill McKibben was on site for the initial planning of this protected area. In *Deep Economy*, he describes: "One man, Onyok Sitang, who'd been the best hunter in town, talked about how he'd given up the gun; instead, he used a video camera that the Future Generations team had left behind on their last visit." People who had been poachers were trained to do conservation studies, monitor biodiversity, practice sustainable forestry, and implement a range of self-help projects.

The Four Great Rivers region of the Tibet Autonomous Region of China is known as a "sea of forest." This region and the northeast Indian State of Arunachal Pradesh have one of the most rumpled geographies in the world. With the world's deepest gorge, four times deeper than the Grand Canyon, ecosystems span from subtropical to temperate to arctic-like. This geological and ecosystem diversity with some of world's last intact subtropical forests make this one of the world's rare biodiversity hotspots with the second largest concentration of biodiversity in Asia.

- Improved sanitation through new latrine designs
- Improved water access through hand pumps
- Initiated local businesses and improved livelihoods through greenhouse operations, tourism hospitality, and animal husbandry

Today, the Pendeba Society of the QNNP, the first non-profit organization to be registered in Shigatse and founded by an alumnus of the Future Generations Graduate School, provides a support network and offers practical skills training for more than 270 Pendebas working across 406 villages.

In 1998, the United Nations recognized the program as one of the world's 50 most successful examples of sustainable human development. The Pendeba Program is part of a permanent display in the Hall of Biodiversity at the American Museum of Natural History in New York City.

At the 2011 China Forum for Nature, 150 managers of nature preserves from across China learned of the Pendeba program and expressed interest in adapting the innovation to their protected areas.

Pendebas, Community Service Volunteers for Conservation and Social Development

In 1994, Future Generations pioneered a community-based strategy for ensuring that local people living within the protected areas of the Tibet Autonomous Region benefitted from nature conservation. With local partners, the organization began training a new type of conservation and community service volunteer, known as a Pendeba, Tibetan for "worker who benefits the village." Pendebas are locally nominated volunteers from each village who improve family health, advance options for income generation, spread conservation concepts, and organize communities to meet local priorities.

From 1994-2012, Future Generations and local partners trained 400 Pendebas in the QNNP, 1,200 in the Four Great Rivers region, and 60 in the Changtang National Nature Preserve. Pendebas have:

- Reduced child mortality and improved child and maternal health
- Advocated for wildlife and communicated village concerns about predation from snow leopard to government and worked for livestock safety enclosures
- Advocated for the forests and fragile mountain juniper, leading to an 80% reduction in deforestation in the Everest region, while at the same time organizing village tree nurseries as a source for fuel and fodder
- Promoted and extended solar lights and stoves
- Protected wetlands and cropland by fencing out livestock with more effective earthen brick corrals

Pendebas, Tibetan "workers who benefit the village," spread conservation concepts and learn skills to bring health and economic opportunities to their communities. In this village, Pendebas report sheep losses due to snow leopard attacks, up to an average of 60 a year. Farmers are compensated, snow leopard populations are rebounding, and the Bearded Vulture or Lammergeyer (*Gypaetus barbatus*) that feeds on carrion is also increasing in number.

> **"My deepest impressions of the Green Long March were the feelings of responsibility both for my team and the environment...Preparation was intense."**
> —Li Yuqian, Chairperson of the Beijing Forestry University School of Nature Conservation graduate student committee

Green Long March

From 2007 through 2010, Future Generations China mentored university students across China as they sought environmental solutions on campuses and communities. In partnership with Beijing Forestry University, the Green Long March provided thousands of youth from 80 universities with opportunities to dialogue, travel, and learn from China's environmental successes. Student-led teams promoted environmental awareness and surveyed China's environmental successes along ten routes, representing the major ecological zones of China. Green Seed Awards provided the most outstanding student groups with seed funds to implement green projects. Highlighted achievements include:

- A nationwide network of 80 universities committed to environmental action

- Support from the Chinese government and key environmental leaders through the Communist Youth League and the State Forestry Administration

- Documentation of more than 500 examples off China's environmental successes

- Implementation of 40 Green Seed Award projects in communities and on campuses

- Documentation of the first Green Long March in the Cinereach film, *The Road Ahead*

- National awareness activities organized over four years as part of Earth Day and World Environment Day as well as events in Beijing during the 2008 Olympic Games

- Expansion of lessons through a Model Eco-Community, linking sustainable livelihoods with the protection of the Yuan River wetlands in Hunan

A Chinese university student conducts a survey to learn about community-based successes in nature conservation as part of the Green Long March, China's largest environmental youth movement. Student-led teams promoted environmental awareness and surveyed China's environmental successes along ten routes, representing the major ecological zones of China. The March, co-organized by Future Generations China and Beijing Forestry University, was endorsed by the State Forestry Administration and received significant support from founding sponsor Goldman Sachs, as well as Swire, Suntech, Suzlon Wind Energy, Li&Fung 1906 Foundation Ltd., and ZeShan Foundation.

THE DIVERSITY OF HIMALAYAN WILDLIFE

Future Generations has partnered with government agencies and communities across the Tibet Autonomous Region, China and Arunachal Pradesh, India to protect and monitor the region's rare and endangered wildlife. In 1994 in Tibet, the organization helped place a ban on the sale of animal parts, and this along with other conservation actions has led to increased population numbers of endangered species. In Arunachal Pradesh, India, youth eco-clubs and former hunters have been trained to use infrared camera traps to monitor wildlife. Future Generations staff were the first in the world to successfully photograph the Clouded leopard in the wild as well as the birthing of the Tibetan antelope.

Future Generations and IFAW partnered with government agencies

Populations of the Tibetan Wild Ass (*Equus hemionus kiang*), an indicator species of the high grasslands, are recovering.

The Takin (*Budorcas taxicolor*), a goat antelope of the Himalayas, forages at 1800-2800 meters (5900-9186 feet).

to ban the trade in animal parts in the Tibet Autonomous Region.

The Clouded leopard (Neofelis nebulosa) is one of eight species of cat in the eastern Himalaya.

Still wet and less than an hour old, Tibetan antelopes (Pantholops hodgsonni) are all born within hours of each other in the same location to reduce the impacts of predation.

Peacebuilding

Future Generations focuses on community-led processes for social change in complex and often insecure environments. In 2006, following four years of successful work in Afghanistan and with the understanding that many practitioners enrolled in the Future Generations Graduate School are from regions of conflict, Future Generations launched a new research focus on peacebuilding—the building of relationships between people, social groups, and state institutions that prevent violence and address the root causes of war, terrorism, and violent conflict.

(Photo: Guyanese researcher, Roxanne Myers, describes the coastal towns of Guyana as "zebrified" with strict village lines dividing Indo- and Afro-Guyanese. Following long-standing ethnic tensions, the elections of 2006 were among the first to be peaceful. What worked? This question guides case study research in Guyana and five other countries. Ongoing research informs field trials in Afghanistan, Haiti, and Guyana.)

Case Studies of Macro-Scale Peace Solutions Influenced by Citizens

Afghanistan
Recognizing Afghan capacities at the village level, the National Solidarity Program, a nationwide community-driven development program employing government, community, and NGO partnerships, has been one of the only large-scale successes in Afghanistan's reconstruction.

Burundi
Government and NGOs mobilized local peace committees in several of the most insecure regions of Burundi, helping to prevent violence and manage tensions during the country's civil war; these committees may now play an active role in the country's transitional justice process.

Guyana
Tapping into latent citizen and community desires for peace, international and local civil society organizations mounted a successful citizen movement that helped to bring about the first elections free of post election violence.

Nepal
In the midst of a civil war, Nepali political and citizen groups organized a massive people's movement that ended the rule of a centuries-old monarchy and brought recalcitrant parties together behind a peace agreement.

Somaliland
Tribal and clan-based conflict resolution processes that have served Somali society for centuries were mobilized to forge peace and create a new nation as the rest of Somalia collapsed into chaos in the early 1990s.

Evolving Innovations:
Finding the Positive Deviants

With funding from the Carnegie Corporation of New York, in 2006 the Engaging People in Peace Project, led by principal investigator Jason Calder, began a systematic review of the role of citizens and communities in building peace. The project has reviewed academic literature and partnered with researchers from Afghanistan, Burundi, Guyana, Nepal, and Somaliland to conduct case studies.

Initial research led Future Generations to test new approaches to peacebuilding based on the concept of positive deviance with field trials in Afghanistan, Guyana, and Haiti. Future Generations aims to find communities and groups in society that have already negotiated their own peace and to spread these locally-grown models.

The concept of positive deviance (PD) originates from the field of nutritional sciences and has been applied to other domains of social change, including health systems, food security, and educational reform. Future Generations is the first to apply positive deviance to the challenges of peace and security. When applied to complex social problems, positive deviance illuminates contextually and culturally-relevant strategies

to social change and thus avoids the pitfalls associated with externally-conceived solutions to local problems. A positive deviance approach seeks to understand what has worked and why, and to engage other communities to apply this learning.

In Afghanistan, support from the Rockefeller Brothers Fund and United States Institute of Peace, enables the Engaging People in Peace Project and Future Generations Afghanistan to collaborate on a joint project to identify positive deviance in the realm of peace and security. Anecdotal evidence suggests that throughout the conflict-affected areas of Afghanistan some communities are finding ways to effectively protect or exempt themselves from violence. The project identifies communities that have managed their security and development needs and are enjoying relative peace in order to analyze how they have approached their relations with outside actors.

In Haiti, an assessment trip in 2011 sought to identify communities of positive deviance in a country reeling from decades of natural and man-made disasters. These efforts helped to catalyze a social movement of youth in the gang-stricken slum of Cite Soleil in Port-au-Prince. Known as Konbit Soley Leve, this movement has spread quickly across 30 neighborhoods with community clean-up and self-help projects that have involved gang members and broken down barriers between once isolated communities. Future Generations builds local capacity to "map" similar successes from around the country and network them into a national movement for change based on the demonstrated capabilities of Haitian culture.

Above: Throughout conflict-affected areas of Afghanistan some communities are finding ways to protect or exempt themselves from violence. Future Generations identifies and learns from these communities to spread these locally-grown models.

Upper Left: In Guyana, a citizen's movement with international partners sustained diverse and extensive peacebuilding intervention for three years, including community dialogue across ethnic divides, to prevent election violence in 2006.

Lower Left: Future Generations convened peacebuilding researchers from six countries to bring forward lessons learned from case studies focused on the role of citizens and communities in engaging peace.

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Guyana

Guyana's 2006 elections were the first in recent history unmarred by post-election violence. Ethnic violence between Guyanese of Indian descent—the majority—and those of African descent occurred with the elections of 1992, 1997, and 2001. While many feared violence would return on a larger scale, the 2006 elections broke the cycle. Elections provided the space for Guyana to gain political stability, consolidate democracy, and attract foreign investments for development.

What lessons does this experience offer to Guyana and countries worldwide? Guyanese researcher, Roxanne Myers, looked into the roles of citizens, communities, civil society, business, media, government, and international actors. In 2006, "three types of peacebuilding interventions," says Roxanne, "were critical." These were: 1) community dialogue across ethnic divides, 2) public awareness campaigns, and 3) capacity building in conflict transformation. Efforts were diverse, extensive, and sustained for three years leading up to the 2006 election.

"The coastline of Guyana," describes Roxanne, "where 90 percent of the population resides, is like a zebra, with alternating communities of different ethnic stripes. Mixing does occur in the workplace and marketplace, but for the most part communities keep to themselves. The peacebuilding efforts brought these communities together in new and creative ways and directly involved an estimated 30 percent of the population." Guyanese were learning to work together as

one people for shared benefits through projects that created everything from libraries to playgrounds.

One farming community organized the electrification of their street. Youth ran initiatives in collaboration with citizen sector organizations and local governments. "Then there were spontaneous, community organized peace campaigns," she says, "like the time 100 bikers rode 50 miles for three days into towns, waving placards with peace messages." These collective activities inspired a country-wide change in attitude and behavior toward the elections. The rejection of violence by the Guyanese citizens isolated potential spoilers and was critical to the non-violent election outcome.

Guyana still faces challenges to sustain and consolidate the gains of the 2006 elections. However, the widespread fears that the country would be engulfed by ethnic violence have not returned since the powerful civic mobilization of this period.

Upper left and center (Photos by Kiran Panday) A Maoist insurgency raged in Nepal for a decade, killing more than ten thousand people. In 2006, communities and citizen groups at local, regional, and national levels mobilized across class, caste, ethnic, and religious divides to topple the monarchy and help end the 10-year Maoist conflict. This movement continues to serve as a check on political parties and their leaders.

Nepal

A decade-long Maoist insurgency in Nepal killed more than 15,000 people. In 2006, a Seven Party Alliance (SPA) reached a 12-point understanding with the Maoists toward a common goal of ending the rule of King Gyanendra, reinstating parliament, and opening elections to all parties for a Constituent Assembly to draft a constitution.

In April 2006, the SPA called for a large scale people's movement against the monarchy, which became known as Jana Andolan II. This movement represented a massive organizing of people and demonstrated the positive impact of citizens and communities in transforming violent conflict at the national level. Communities and citizen groups at local, regional, and national levels mobilized across class, caste, ethnic, and religious divides and waged a 19-day protest that eventually brought down the king and cleared the way for a comprehensive peace agreement to end the war.

In Kathmandu, more than 10% of the city residents

joined, despite the curfews and the king's orders to shoot protestors on sight. Voices were raised across rural areas as well. In Chitwan, one civil society organizer said he joined to "free people from the shackles of two guns [those of the Maoists and the king] since the mainstream parliamentary parties had proven themselves incapable of doing so."

In a highly diverse society like Nepal where social exclusion, discrimination, and marginalization along caste, ethnic, and regional lines penetrate the core of society, Jana Andolan II served as a platform, gathering the marginalized to participate and voice their demands. One civil society representative spoke on behalf of people with disabilities: "During the course of the movement, people from all quarters were participating and we felt that we needed to tell people that despite our disabilities, we too were citizens of this country who were equally concerned about its future.…We viewed the protests as an opportunity for us to reclaim our citizenship."

Such collaborative peacebuilding by *the people* is the focus of Future Generations peacebuilding research. Several factors contributed to the Jana Andolan II:

- The participation of civil society legitimized the goals of the movement, which was led by low-level cadres, professional associations, youth and community groups.
- People were motivated by hope for a peaceful resolution and by signs that their grievances would be heard.
- Rural-urban linkages, facilitated by a vibrant media, increased solidarity.
- A new democratic space for women allowed them to join.
- The expansion of the education system fostered participation among youth.

Many regarded the gains of the movement to be short-lived: mainstream parties remained non-inclusive and unrepresentative; civil society diverged; and the Maoists did not fully renounce violence even after the signing of the comprehensive peace agreement.

Despite these setbacks, the outpouring of popular sentiment during the Jana Andolan II toppled the monarchy, reduced violence, and continues to serve as a check on political parties and their leaders. Public pressure has not disappeared.

This case study was conducted by Bandita Sijapati of our research partner organization, Social Science Baha in Nepal.

Strengthening Local Governance in Afghanistan

Since May 2002, Future Generations Afghanistan has worked in rural, insecure provinces to bring forward the collective action of people. Community Development Councils (CDCs) and local action groups are re-establishing leadership and building partnerships with development agencies and government. The Future Generations approach allows the Afghan people to focus on their own priorities and build on their own resourcefulness.

Dialogue with communities first began in the Shaidan District of Bamyan Province, an area estimated to have had 80% of its men in active combat. Abdullah Barat, Future Generations community development specialist who continues to be supported directly by Future Generations Canada, mobilized 25 ex-combatants, calling themselves pagals (people crazy enough to believe in a better future). These men reached out to 500 ex-combatants, built a school/community center, learned to read and write, taught children and conducted adult education programs. Pagals then became members of their village shuras (councils), and in the summer/fall of 2003 planted 150,000 trees. Today, 65 shuras in Shaidan are organized into the Shaidan Villages Central Shura, which coordinates village workplans and increases the ability of communities to be equal partners with government and nongovernmental organizations in community development.

When Shaidan shura members informed their relatives of these successes, lessons in empowerment extended to an urban settlement for displaced persons on the outskirts of Kabul. This multi-ethnic urban settlement in Kabul, known as Deh Khodiadad, organized its own shura. As a first step, they conducted a household survey to gather data on their community's needs. With support from the Sunshine Lady Foundation, the shura initiated three community learning centers and many local sub-committees to meet a range of needs from voter registration and literacy classes to water taps and solar-electrification. The Deh Khodiadad shura remains a force for positive change in an area that was initially populated by refugees and displaced persons.

Future Generations Afghanistan continues to be an implementing partner of the National Solidarity Program (NSP), the "largest people's project in Afghanistan" that has mobilized nearly 22,000 Community Development Councils in all 34 provinces. As part of the NSP, Future Generations builds the skills and capacity of communities to plan and manage their own development projects. By strengthening local leadership and linking communities to national government support networks, the program meets needs based on local priorities.

Kathryn W. Davis Master's Degree in Applied Community Change and Peacebuilding

Lessons from peacebuilding research and field trials inform the curriculum of a new Master's Degree in Applied Community Change with a concentration in peacebuilding. Future Generations Graduate School partners with the United States Institute of Peace to build the skills of mid-career community leaders working in regions of conflict.

In 2012, 22 peacebuilders from 12 countries began a two-year Master's program. Instead of relocating to a campus, students remain in their own countries and continue serving their communities. The program blends three instructional modes: on-site field residentials for one month each term (India, Kenya, Haiti, and U.S.A.), online learning, and an applied practicum (thesis) project in each student's community. Classes, taught by USIP and Future Generations Graduate School faculty, include Introduction to Peacebuilding, Social Change Peacebuilding and Empowerment, and Peacebuilding and Social Media.

The Master's program expands the work of USIP's Academy for International Conflict Management and Peacebuilding. "The Institute is excited to partner with Future Generations in providing advanced education and training to already active citizens from around the world," stated Pamela Aall, provost of the USIP Academy. "Through its Academy and programs like this, the Institute is able to share its nearly 30 years of conflict management experience and increase the capacity of local peacebuilders."

The Master's program is named after peace philanthropist Kathryn W. Davis whose generous grant made possible the program with scholarships for the first class of students.

Since 2009, three Future Generations students from Mozambique, Uganda, and Kenya have received the Davis Peace Prize, grants of $10,000 that allow students to design grassroots projects that address the root causes of conflict.
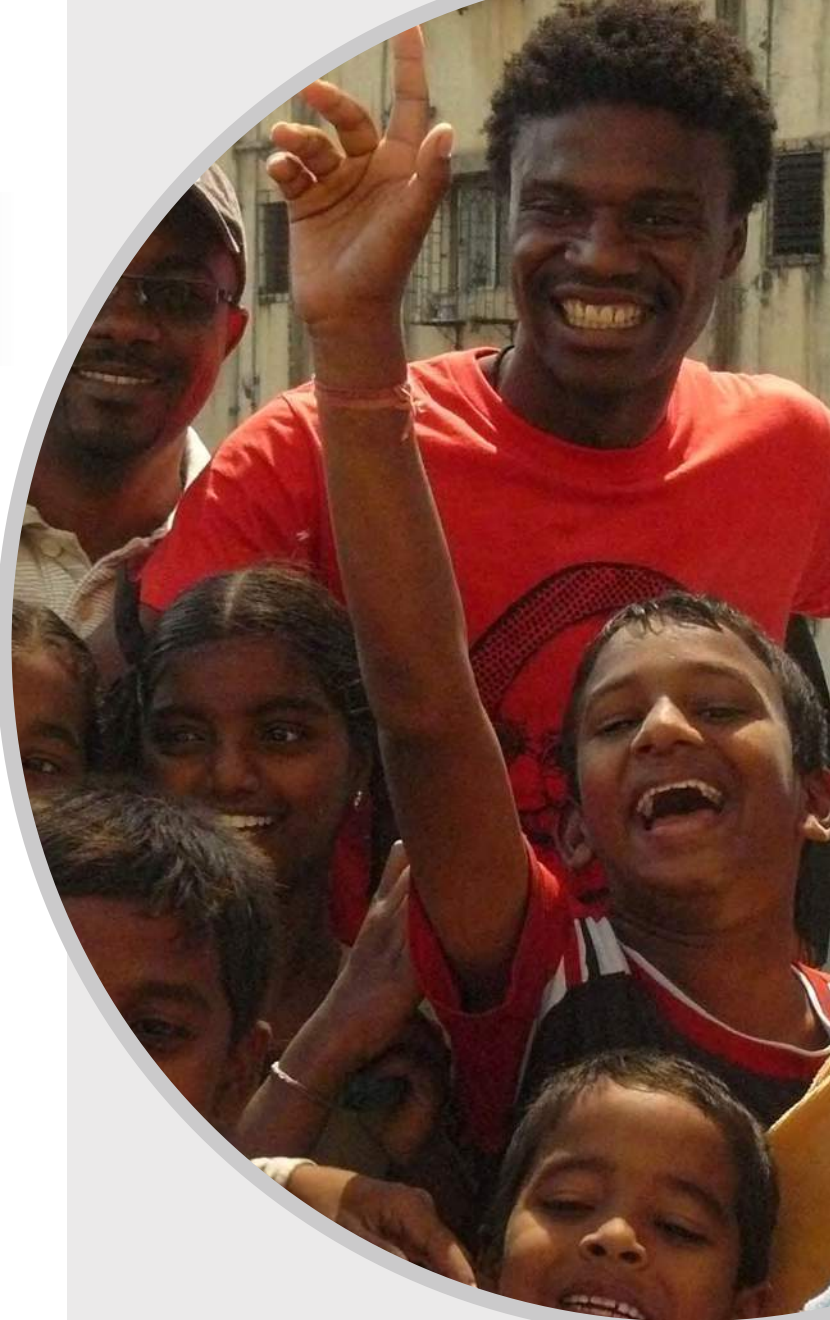
Above: Master's degree candidates from Cite Soleil, Haiti, an urban slum outside of Port-a-Prince, visit the slums of Mumbai as part of their Term I site residential in India. As in Haiti, enthusiasm abounds for shaping a better future through community action.

Upper and Lower Left: Across Afghanistan, Community Development Councils (CDCs) and local action groups are re-establishing leadership and building partnerships with development agencies and government.

International Research Partners

How can citizens and communities help create the conditions of peace? This is the focus of a multi-year Future Generations study with support from the Carnegie Corporation of New York. This project joins the collective experience of scholars and practitioners from five countries (Afghanistan, Burundi, Guyana, Nepal, and Somaliland) with Future Generations own insights and experiences. This photo essay introduces you to our research partners, who are all engaged in the practice of bottom-up peacebuilding.

Rene Claude Niyunkuru of the Burundi Association of Peace and Human Rights

Aziz Hakimi, Case study researcher for Afghanistan and former Country

Bandita Sijapati of Social Science Baha, Nepal

Roxanne Myers, Co-Chair of Partners for Peace & Development, Guyana

Director of Future Generations Afghanistan

Rakiya Omaar of African Rights and researcher of the Somaliland Case Study

Higher Education for Development Practitioners

For a decade, the Future Generations Graduate School has pioneered a new model of applied higher education that focuses learning in the community and enables the world's most promising development practitioners to advance social change with new skills and strategies. The Graduate School offers a Master's Degree in Applied Community Change with concentrations in conservation and peacebuilding.

A 501(c)(3) non-profit institution of higher education, the Graduate School is authorized by the West Virginia Higher Education Policy Commission and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

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Students enter the Master's Degree Program as representatives of communities.

India Residential

Scholars learn how to start community-based change.

USA Residential

Students learn how to keep change sustainable.

Peru Residential

Students and their communities learn how to scale up their impact.

Master's Degree Program Overview

Founded in 2003, the Future Generations Graduate School fills a special niche in higher education by offering an applied Master's Degree program for mid-career community development practitioners who work directly with communities, organizations, and governments worldwide. The Graduate School serves lifelong learners who are dedicated to their communities and who seek new skills and knowledge to strengthen partnerships and spread innovations.

The Master's Degree in Applied Community Change, with dual concentrations in conservation and peacebuilding, builds the skills of development practitioners to work at the community level and apply strategies that scale up solutions in alignment with the United Nation's Millennium Development Goals. Graduates gain skills, knowledge, and strategies to:

- Promote equity and empowerment
- Expand opportunities for women
- Conserve land, air, and water
- Extend local successes to regional scale
- Promote peace through community-based action, and
- Expand impact through education

As of 2012, the Graduate School has trained and graduated practitioners from 29 countries who advance community-based solutions in primary health, nature conservation, sustainable livelihoods, local governance, and peacebuilding. Upon graduation, 98% of graduates remain in their own communities and countries and join the global alumni network to further spread innovations in social change.

Key Features

- The community rather than the classroom is the locus of learning.
- Students spend the majority of their graduate studies at work in their own communities. They remain in their own countries and keep their jobs.
- The pedagogy blends three modes of learning: online instruction; site-based, face-to-face learning as part of four month-long residentials; and an applied practicum (thesis) project.
- Students gain from dialogue and cross-cultural learning with a diverse cohort of peers and faculty.

Financial Strength: The total two-year cost for the program is about half that of a conventional international Master's degree. Anonymous gifts have funded a $2.5 million scholarship fund and additional endowed professorships. The Duane Stranahan Charitable Lead Trust funded two full Master's classes. Kathryn W. Davis sponsored the creation of a new Peacebuilding Master's concentration, and a growing number of individuals have given generous student scholarships.

Nepal Residential and Graduation

Lifelong Learning: Graduates enter into a larger network of social change—referred to in the institution's Vision Statement as "100 nodes of positive change." Graduates become part of a lifelong "learning and doing network for empowerment."

"This program combines broad and sound conceptual advances with practical on the ground experience....It provides a unique approach to improve our understanding of contemporary problems."
—Francisco Sagasti, FORO Nacional Internacional Lima, PERU

Two-Year Schedule Supports Community-based Learning

Designed for the working community development practitioner, the two-year Master's Degree program focuses learning in the community. Each term (Terms I-IV) offers new courses that blend online instruction with a one-month site-based residential. Throughout the two-year program, students are guided by faculty and advisors on the implementation of their practicum projects.

A typical five-month term of study (with one month off between each term) includes:

Two months of Interactive Online Coursework in each student's home community where they apply lessons through a practicum project

A one-month Face-to-Face Field Residential where students meet with each other and faculty in a different country each term to learn from outstanding examples of community change in such countries as India, Kenya, Peru, Haiti, Nepal, and the United States

Two months of Interactive Online Coursework and applied practicum work in each student's home community

Pedagogy for Community-based Learning

Online Instruction

Face-to-Face Field Residentials

Applied Practicum

Empowering Curriculum

The curriculum introduces students to practical approaches and tools for leadership and community engagement. Subjects span broad theory to specific knowledge in the health sciences, social sciences, environmental sciences, and organizational management, presenting a breadth of knowledge that is essential but often lacking among community development and conservation professionals.

Overall learning objectives expect students to master subject matter in community-based approaches to social change, environmental conservation, peacebuilding, program design and management, monitoring and evaluation, and communications, and research.

In addition, students learn and practice strategies for community empowerment. They are exposed to a broad body of development theory and approaches, including SEED-SCALE, which shapes the syllabi of several courses.

Learning occurs through a community-based pedagogy that brings together three instructional modes. A combination of face-to-face learning at outstanding global field sites, interactive online instruction, and applied practica allows students to learn from faculty, from each other, from other professionals, and most importantly from their communities.

Student Diversity

In the complex interdependent world, societal and environmental answers all appear different—but this graduate program achieves diversity by gathering commonality around a shared process of learning. The student body is uncommonly diverse—29 countries have now sent students—and the faculty are professionals who have themselves improved the world. The results of this rich education are shown in the performance of the students.

Countries	Professions	Organizations
Afghanistan	Communications Specialist	Afghanistan Inst. for Rural Dev.
Bangladesh	Community Development	Afghanistan Ministry of Health
Bhutan	Specialists	Africa 2000 Network
Bolivia	Directors of Government	Agape Network
Burundi	Agencies	An Giang University
Cambodia	Economist	Andean Rural Health Care - Bolivia
Canada	Executive Directors of CSO's	Assc. for Peace & Human Rights
China	Land-Use Manager	Bhutan Society for the Royal
Czech Republic	Lawyer	Protection of Nature
Egypt	Medical doctors	Bina Hill Institute - Guyana
Ethiopia	Nutritionalist	Biodiversity Conservation for Rural
Guyana	Physicial therapist	Development - Uganda
Haiti	Police officer	BRAC
India	Public Health Nurse	Cabin Creek Health Center, WV
Iran	Radio broadcaster	Foundation for Community
Kenya	Secondary school teacher	Development Mozambique
Mozambique	Senior Program Officers of	Future Generations
Namibia	Civil Society Organizations	Gawharshad Institute of Higher Ed
Nepal	Social worker	Haiti Communitere
Nigeria	Translator/interpreter	Heiltsuk Tribal Council
Norway	University Teacher	Institute of International Sport
Pakistan		International Rescue Committee
Peru		Konbit Soley Leve - Haiti
Rwanda		Me to We/Save the Children
Tanzania		Ministry of Labor - Guyana
Uganda		Organization of Rural Poverty
United States		Alleviation
Vietnam		Radio Publique Africaine
Zambia		Red Cross Nepal
		Shunakow Eco Education Center
		The Pendeba Society - Tibet, China
		TREE (Bangladesh)
		Volunteer Youth Corps - Guyana
		West Virginia Partnership of
		African American Churches
		World Health Organization
		World Relief
		World Vision Tanzania
		Youth Governance and
		Environmental Programme

Examples of Student Practicum Topics

Community change toward natural resource conservation and health in Tibet, China

Community readiness for change: An entry point survey of Egun community in Nigeria

For our children's tomorrow: Heiltsuk Nation land-use management plan

Zambia Academy for Community Change

Primary health care in Cabin Creek, West Virginia, USA

Understanding the impact of BRAC's Water, Sanitation and Hygiene Program in rural Bangladesh

Comprehensive community care for frail elderly people in the El Alto City – Bolivia

Urban violence: Rechanneling angry energy for peacebuilding in Mozambique

Access to water in Ezbet El Haggana, Egypt

Czech Republic youth learn global issues

Primary EduCare: Toward a new model of education in Detroit, Michigan, USA

@ *For more topics, visit Student Profiles on www.future.edu*

Faculty Spotlights

Dean, Mike Rechin, PhD, has practiced sustainable forestry and protected areas management for 30 years. He has served as an adjunct faculty member of the Graduate School since 2003, and he led the Graduate School's first self-study as part of the accreditation process in 2007. Most recently, Mike served as the Chair of the Biology Department at Principia College. For 12 years, he directed the Forestry Division of Paul Smith's College and has been a research affiliate at the Yale School of Forestry and Environmental Studies.

Robert Fleming, PhD, is a distinguished global natural historian—with a focus on the greater Himalayan biomes. Bob devotes much of his endowed professorship work to assembling field data from his lifetime of expeditions into virtually all the Himalayan biomes.

Shukria Hassan, MD, brings 25 years of deep experience transforming the health of women and children across Afghanistan. Her particular focus has been to evolve ways women can improve health care in the home through empowerment-based training and mutual support groups.

Daniel Taylor, EdD, has experimented with community-based education for four decades in a variety of cultural contexts. The focus of his research and writing for the last 20 years has been to understand how the dynamics of human energies can be used to drive local social change that grows to scale.

Educational Partners

Asia Network for Sustainable Agriculture- NEPAL
Students learned techniques to conduct resource inventories, develop sustainable harvest plans, and devise strategies in micro-enterprise development.

Comprehensive Rural Health Program - INDIA
Students take village tours and attend lectures to learn how to improve the status of women, reduce caste divisions, demonstrate viable techniques in organic farming, and reduce rates of infant mortality.

Ministry of Health - PERU
Students are privileged to meet with representatives from the government's Shared Administration Program and regional ministries of health to learn about Peru's national system of community co-managed health care.

United States Institute of Peace - USA
USIP's Academy of International Conflict Management and Peacebuilding partners with Future Generations on the design and instruction of peacebuilding courses.

Johns Hopkins University - USA
Faculty from Johns Hopkins University, Dr. Henry Mosley (Professor, Department of Population, Family and Reproductive Health) and Dr. Ben Lozare (Associate Director and Chief, Training Division, Center for Communication Programs) offer an intensive one-week leadership training seminar. The seminar uses group exercises to guide students through five core disciplines of leadership identified in Peter Senge's book, *The Fifth Discipline: The Art and Practice of the Learning Organization.*

During the 2011 Peru Residential, guest instructors from the USA-based Jacob Burns Film Center, Holen Kahn and Theresa Dawson (pictured) taught a course module in "Media Empowerment through Image-Based Communications." Through classroom and hands-on group assignments in Cusco, students learned techniques to record and edit videos for storytelling, data collection, and evidence-based decision making.

Rezaul Karim

Bangladesh

Alumni Spotlight
Class of 2011

Rezaul is a veteran of community development with 22 years of field and managerial experience with BRAC. BRAC is considered the world's largest non-government organization with a focus on health, poverty reduction, and the education and empowerment of the poor.

Within BRAC, Rezaul has worked in the areas of child health, women's health and development, family planning, and water and sanitation. As a Senior Regional Manager of a Water, Sanitation, and Hygiene program serving more than 37 million people, Rezaul manages 1,300 staff in seven of the program's 40 districts. He and his staff build community capacity, mobilize village action groups, and strengthen partnerships with government.

Rezaul grew up in a remote village, witnessed the country's liberation war in 1971, and experienced famine with the country in 1974. Since childhood, he has volunteered with communities and has a passion to serve people and society.

He began his career as a newspaper journalist in Dhaka, reporting on contemporary sociopolitical problems in the mid 1980s. "I tried to work for the people as a journalist," he said, "but at the time our country was ruled by dictatorship, and as a reporter I could do little to bring about social change. When the opportunity arrived to serve people in the countryside with BRAC, I was ready. The Future Generations Master's Degree program is a real opportunity for me, not only because it is an advanced degree in my field, but because I really appreciate the new skills in facilitating community-based interventions."

Rezaul developed a concept for establishing village level committees to promote water, sanitation, and hygiene in seven districts. His program, with funding from the Government of the Netherlands, involves an ambitious goal of making hygienic latrines available to 100% of all families regardless of economic class and ensuring that the village water supply and latrines are well maintained by the community. To date, hundreds of village committees are involved in this project. Rezaul works to sustain this level of community involvement by building a stronger sense of local ownership.

During her first year as a Master's student, alumna Joy Bongyereiere co-founded a community-based organization in her home country of Uganda. Biodiversity Conservation for Rural Development (BCRD-Uganda), registered in 2008 with the Kisoro District Local Government, engages rural smallholder farmers, indigenous Pygmies (Batwa), and other minority groups in community-development projects to alleviate poverty and promote conservation.

Joy developed the idea of creating BCRD-Uganda after attending a one-month India field residential while completing her Master's Degree.

She states: "The Master's program inspired me to initiate something new. India exposed me to organizations like the Jamkhed Comprehensive Rural Health Program, and interactions with the other students and faculty resulted in my inspiration to create this community-based organization."

Joy's passion for helping smallholder farm families, indigenous and minority groups of Africa's Albertine Rift region, especially the Virunga Landscape, began when she was young. After graduating from Makerere University with a political science and public administration degree, Joy began work with Africa 2000 Network-Uganda.

Joy's work experience in helping households to transform their land into ecologically sustainable and financially productive farms proved valuable in her studies as a Master's Degree student. Her practicum (thesis) project focused on the widespread use of chemical fertilizers among potato farmers in Kisoro District and new methods for promoting organic alternatives. Joy's second project focused on farmers bordering two of Uganda's national parks, which are home to the world's rarest mountain gorillas.

In 2009, Joy received a $10,000 Davis Peace Prize to reduce conflict among local farmers and Uganda's wildlife agencies over the management and protection of endangered mountain gorillas. She is also a 2008 AWARD (African Women in Agricultural Research and Development) Fellow.

Joy Bongyereire

Uganda

Alumni Spotlight
Class of 2009

@ *Visit BcrdUganda.blogspot.com to read Joy's Blog.*

Dang Ngoc Quang

Vietnam

Alumni Spotlight
Class of 2007

Quang grew up in northern Vietnam in the 1960s, experiencing first-hand the rural, war-time life. He spent six years attending rural secondary schools. Living and working with peasant families shaped his passion for community service. Fortunate to have educational opportunities, Quang went on to obtain a degree in physics from Kharkov University in the Ukraine (1975) and later a BS at University of the Humanities in Hanoi (2002). Quang obtained his Master's Degree in Applied Community Change and Conservation from Future Generations Graduate School in 2007.

After graduating from a one-year development management training program at the Institute for International Relations for Project Administrators (1991), Quang shifted from his government job at the Ministry of Science and Technology to work in social development. Quang's first work in the community development field was with the Mennonite Central Committee, a North American NGO working in Vietnam, in 1992-1994. Using the skills and insight he gained from organizing community-based microfinance services for poor men and women in villages, Quang founded Rural Development Services Center (RDSC)—one of the first, non-government Vietnamese organizations.

The mission of RDSC continues today under Quang's leadership: to facilitate the active participation of communities in implementing and managing their own integrated rural development programs, with a special focus in the Phu Tho, Quang Binh, and Kontum Provinces of Vietnam.

Since 1995, RDSC has catalyzed and trained more than 2,000 participants from 500 community-based organizations–local and international NGOs and local government agencies that are now managing a range of support and educational services for poor smallholder farmers. Among the organization's major accomplishments, RDSC's curriculum and training programs have significantly increased smallholder agricultural income through improved value chains and market access.

As an alumnus of the Future Generations Graduate School, Quang remains an active member of the growing alumni network that continues to dialogue and advance innovations in building community capacity for integrated development. Most recently, RDSC has partnered with the Future Generations Graduate School to develop an online learning platform and training program for the 500 organizations serving smallholder farmers across Vietnam.

@ *Learn more at www.rdscvn.org*

James strives for social justice in southern West Virginia. In 2000, he founded the West Virginia Partnership of African American Churches to provide a leadership role in solving the health, education, juvenile justice, and economic development problems disproportionately affecting the African American population in the state.

As Pastor of the Institute Church of the Nazarene for the last 20 years, Rev. Patterson envisions that church congregations are the source of community empowerment needed to initiate social change and generate local solutions.

Patterson's leadership style and approach to empowerment is evident in the structure and operations of his organization. While the Partnership of African American churches provides a collective voice, each congregation has an autonomous decision-making process that allows them to adapt solutions to the specific needs of their congregation. This approach has proven successful in sustaining the energy levels of volunteers and in encouraging creative solutions.

@ *Learn more at: www.paac2.org*

Also from West Virginia, Traci has a BA in Human Ecology from College of the Atlantic and received the Thomas J. Watson Scholarship, which allowed her to study the role of community radio for social development and conservation for one year in six countries.

Traci has been working with Future Generations in many capacities since 1999 to support institutional communications and development. In 2010, she adapted the principles of SEED-SCALE to co-design a new field initiative in West Virginia that partners with 60 volunteer fire departments and trains local computer mentors to promote digital inclusion and increase community access to educational and economic opportunities.

With Musicians United to Sustain the Environment, she founded two web radio stations for the web of life. EARTHDAY.FM draws on a playlist of 5,000 songs with an environmental message, spanning six decades, many topics, and genres. WEBOFLIFE.FM specializes in environmental songs for children. Listenership continues to grow with more than 16,000 listeners over Earth Day 2012.

@ *Listen online at www.earthday.fm*
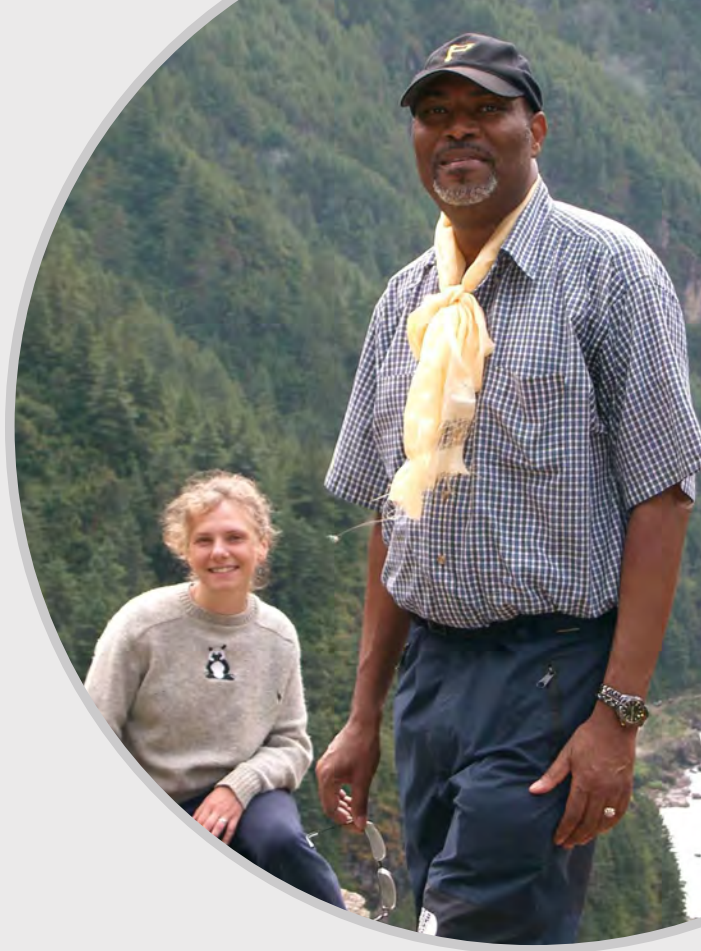
James Patterson & Traci Hickson

United States

Alumni Spotlight
Class of 2005

Learning From Communities

Throughout the two-year program, Master's students gain skills and knowledge to learn more deeply from their own communities. As part of this process, students have an opportunity to tap into the global knowledge base and learn directly from some of the world's most exemplary sites of community-based development and conservation. For one month each term, students meet face-to-face with peers and faculty for a global site residential and participate in a range of classroom and hands-on group assignments and fieldwork. Students return home to continue their online coursework and practicum (thesis) project with renewed energy, new insights, and more meaningful peer-to-peer relationships. As a result, 98% of graduates remain in their home communities making change happen while maintaining connections with an internationally diverse and active alumni network.

Historically the one-month site residentials have occurred in India, China, Kenya, Peru, Bhutan, Haiti, Nepal, and the United States. These pictures showcase a range of student experiences as part of these residentials.

Dean Mike Rechlin teaches a hands-on course in community forestry in Nepal.

In Nepal, a trek in Sagarmatha National Park provides students

In Peru, a course in Food and Water Security includes a range of agricultural site visits.

In India, students are greeted by village women's groups.

with opportunities to explore the impacts of tourism.

In Adirondack State Park of New York, students join Bill McKibben and Ellen Page to celebrate a 100 year legacy of conservation achievement.

LESSONS LEARNED

Colleagues:

As I reflect across the 20 years from when we first started Future Generations, what are the abiding lessons?

The first is the endurance of our achievements. Typically, I return to communities, even after many years, and work continues. Although staff from Future Generations come and go, communities maintain and grow their activities. Sometimes communities have organized more formal self-sustaining groups, as in the remote Indian village of Palin in Arunachal Pradesh, which established its own Learning & Doing Center.

Most enduring is the new empowerment mindset, such as the one that inspires Tibetan village workers to volunteer for nearly 20 years. Future Generations and the SEED-SCALE process inspire a fundamental change in the way people relate, one of cooperation that begins with the use of local resources and the rising aspirations that small successes will grow.

Our local partners are not waiting for gifts—change grows through partnerships and mutually beneficial connections. In these communities, I find a fundamentally different attitude from that of dependency where expectations are to receive outside help. Instead I find a "let's do it together" attitude that draws in partners.

People's empowerment is what I find when I return to communities—be that in Tibet and across China, or in once isolated jungles of Arunachal in India, or the 2,000+ communities of Peru, or in war-riven Afghan villages that assemble internal capacity, or in Haiti as people change a "red zone" to a green sustainable future.

I also see this changed attitude in graduates of our Master's Degree program. To me, our graduates prove that the true product of two decades is a product that can be taught. Future Generations does not give a service or hand out money—rather we teach communities to grow a transformative community process through SEED-SCALE.

The result is the evidence in this report. Details of the process are described in our two books *Just and Lasting Change: When Communities Own Their Futures* and in *Empowerment on an Unstable Planet: From Seeds of Human Energy to a Scale of Global Change*. More understanding can be gained from the websites: www.future.org, www.future.edu, and www.seed-scale.org.

Looking forward to the future,

Daniel Taylor
Executive Director
Future Generations & Future Generations Graduate School

Lessons in Empowerment

Excerpts below are all from *Empowerment on an Unstable Planet: From Seeds of Human Energy to a Scale of Global Change* (New York: Oxford University Press, 2012).

EMPOWERMENT, "the dynamic is often largely dismissed because it is so difficult to measure and even harder to predict. However, empowerment is real…it is increasingly recognized as fundamental to social change, especially given the increasingly recognized limits to the sustainability of current economic models…. Can the processes by which people take ownership of the future be sparked, guided, and replicated in the myriad contexts and conditions under which communities attempt to adapt to the turmoil of the modern world?" (p. 65)

"The difference between empowerment and traditional development is not so much that they seek different objectives but that they have different emphases. Empowerment seeks to mobilize the community (so it can bring together its resources). Traditional development seeks objectives that are known ahead of the project, usually objectives held by a donor, a government, or a community that has created its own priorities. Until now, what has been absent is the awareness that there are two approaches." (p. 42 & 43)

"What can people who lack access to the economic growth engine or are excluded for some other reason do to participate in the benefits of modernity? The answer is that they can either wait for help to come to them, or they can go out and help themselves…. bringing together a way to operationalize

people-based action…. Doing so engages their energies, which until then have been outside the process, in the larger societal momentum. But the most important feature of this process is that it is available to all." (p. 43 & 44)

"Most contemporary approaches, while recognizing society's complexities, do not utilize the central feature of complex systems: the interaction among the parts. Instead, they focus on the parts as discreet entities, perhaps adding new parts, upgrading old ones, or changing positions among them, but always with the view that it is the parts themselves that matter. Therefore, the results of most contemporary actions are partial and do not utilize the potential of the whole." (p. 16)

"By changing only their relationships to each other, the same people with the same educations and financial resources can bring an epidemic under control or they can succumb to it. By changing only their relationships, the same people with the same educations and financial resources can take a peaceful community to war, or they can bring an end to violence. In complex adaptive systems, the whole changes when relationships among the parts regroup; something new is created out of the old whole." (p. 16 & 17)

What is it that directs this emergent ordering? In complex systems a set of procedures directs the interactions among the dynamics." (p.17)

"Three points are key:

- Work with what is there. Predicating action on scarce resources or things that are limited immediately creates a barrier to getting started.

- Use a method that grows a sense of community, rather than singling out individuals or small groups as either particularly needy or successful.

- Recognize people's risk-adverse nature. People are more comfortable seeking the sure, if small, successes and building on these rather than jeopardizing their scant resources." (p. 11)

"A continuum of efficacy and control spans our worldview; the actions of our days move within it. On one end, life is self-fashioned; on the other, we live as guests in the designs of others. We can create our world, building our relationships and shaping our realities or, we can be residents in a world that has been built for us. In practice, we will always be doing some of both…. Begin with this truth, and cultivate that real but elusive essence—that resilient engagement with life." (p. 4)

Lessons in Scaling Up Community Successes

Since its inception, Future Generations has focused on the question of how to scale up the many community-based successes around the world. Twenty years ago, the organization focused on going to scale as a process of expanding the geographical coverage and the number of beneficiaries. In recent years, Future Generations has recognized and begun to monitor another dimension of scale—improvements to the quality of community-based action.

A discourse of discovery connects the experience of practitioners with applications in some of the world's more challenging contexts.
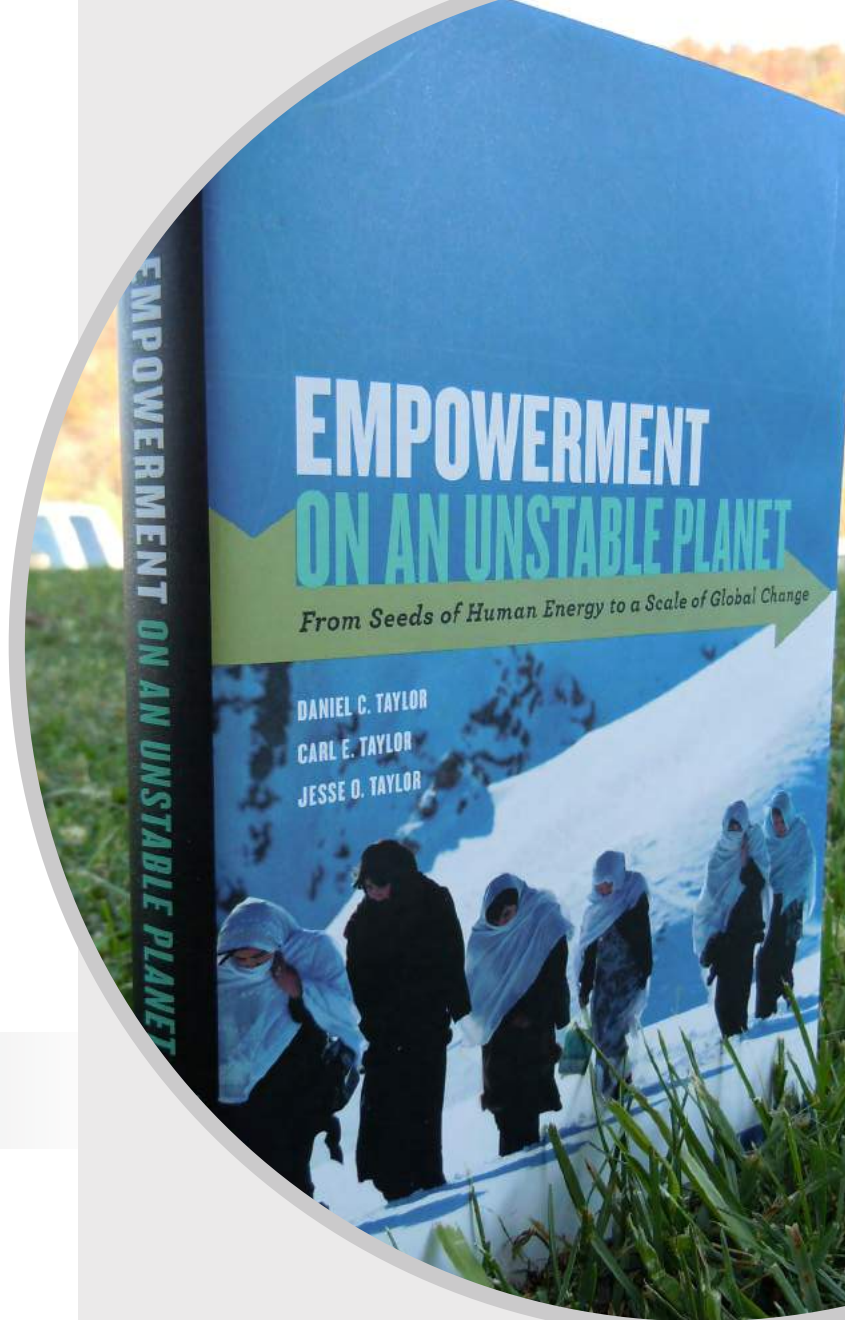
Above: Released by Oxford University Press in 2012, *Empowerment on an Unstable Planet: From Seeds of Human Energy to a Scale of Global Change* presents SEED-SCALE as an alternative path to development.

Upper Left: Maryam Saffi is a Future Generations Master's candidate for the class of 2013. As a lawyer, trained in Islamic Law at Kabul University, she has focused on the Afghan people's perceptions of democracy and on analyzing the parliamentary election process. She works for Democracy International.

Lower Center: Community health agents in Peru display the SEED-SCALE evaluation criteria (equity, integration, iteration, interdependence, sustainability, and collaboration). Communities use these criteria to stay on track.

occur inside communities by changing the way its members function and relate with one another.

Growing by Learning: The Role of Demonstrations

In a dynamic world (culture, economics, demographics, climate), communities must always be adapting. Thus, scaling up comes out of two types of learning: person-to-person, the process of showing people known as action learning; and community experimentation where each community learns to improve and adapt innovations. Action learning extends knowledge so more persons are involved, and experimentation improves knowledge and demonstrates the potential to make change more desirable.

The SEED-SCALE process values the role of regional demonstration and learning centers. These are sites of exemplary community action. When coupled with government partnerships, these sites transform into learning and extension centers to expand effective practices. These regional centers also continue the process of experimentation – testing and evaluating new ideas and innovations.

Sustaining Impact: Use Resources that Already Exist

Growth requires resources. While most development starts with a resource quest (fundraising), SEED-SCALE starts with

- In the Tibet Autonomous Region, a nature preserve near Mount Everest grew ten-fold in size and prompted more preserves leading to the protection of 40% of Tibet; simultaneously community action scaled up in quality to improve health and livelihoods.

- In Peru, an innovation in shared community-government management of health clinics grew to 2,158 communities and a new national health law.

- In Arunachal, India, a group of women responding to a cholera epidemic launched a statewide network of Women's Action Groups and Farmers' Clubs.

- In the United States across the State of West Virginia, 60 fire and rescue squads expanded their services and local engagement through computer learning centers.

- In Afghanistan, a research project on women's health led to the creation of a new national policy for community-based health services.

- In Haiti, cleaning one neighborhood slum grew into community mobilization to clean a 200,000-person slum and continues to expand nationwide.

- In China, organizing college students for environmental awareness grew into China's largest youth environmental movement with 80 universities.

From all of these cases, lessons have emerged. The centrality of readjusting relationships within social systems is pivotally important. Change occurs from the inside out as the inside learns to make its processes function better. Change needs to

a resource answer: use local resources and get to work. In a manner similar to biology that grows from its place, sinking roots into local soil, it is possible for socio-economic growth to grow from local resources. Each place differs, but by being grounded each becomes sustainable.

The growth that follows is nourished through partnerships. Learning occurs through cooperation among the bottom-up with top-down and outside-in actors because the opportunity to learn is an option available to all instead of a scarce commodity. The optimal base has been provided for scaling up. Thus, scaling up can reach the previously unreached.

Two Interlinked Feedback Loops Quantity:
Quality & Rising Aspirations

First, a feedback loop links quantitative growth with qualitative. When people see lives improving, they copy the improvement process; projects grow in size. As more people engage, an evolution of ideas occurs and new options come forward. Rising quality of life attracts more people, more people cause quality to improve, and growth self-assembles.

The Revolution of Rising Aspirations is a second feedback loop. People seek what is important to them (safety, family, fame, health, and wealth). Such aspirations spark actions, actions lead to successes, which inspire more aspirations. Communities continue toward their objectives; their achievements lead to new aspirations and onward.

From this process, civilization increases its quality of life for more people across time. Such is the scaling up that SEED-SCALE enables as evidenced by two decades of extraordinary impact made by ordinary people using modest financial means.

Above: With technical support from Future Generations Peru, the Peruvian Ministry of Health scaled up the community co-management of health care to 2,158 clinics nationwide. Today, Future Generations Peru supports the scale-up of quality in health services and community action through regional demonstration and learning centers.

Upper Left: Future Generations Graduate School includes a course focused specifically on how students can begin to scale up their community-based successes.

Lower Left: Former faculty, Drs. Carl Taylor and Henry Perry, co-chaired a task force of the American Public Health Association to review the effectiveness of community-based approaches in improving child health. Lessons will continue to influence global health practices.

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Peter Ide *USA*											
Chun-Wuei Su Chien *China*											
Wade Davis *Canada*											
Flora MacDonald *Canada*											
Michael Stranahan *USA*											
Bill McKibben *USA*											
Chris Cluett *USA*											
Tom Cardamone *USA*											
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David Schwimmer *USA*											
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Thomas Acker *USA*											
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Bettye Musham *USA*											
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D. Charlie Brown *USA*											

Two Decades of Giving

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Virginia Agar
Hakim Ahmadi
Orrin Albert, Jr
Rahul Ali
Hanife Alimi
Nathan and Eugenie Allen
Wilson and Patty Alling
Thomas Alrich
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Chi-Kai Chien
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Philip Crider
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Constance Freeman
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Two Decades of Giving

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Barbara Glider
Timothy Golden
John Gordon
Mary Alice Gordon
Wendy Gordon
Vivian Gosling
Helen Grace
Anne Grady
William Grant
Jean Graskey
William and Quaneta
   Greenough
Patricia Green-Sotos
John Grover
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Jerry Hembd
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Jennifer Jones
Indra Jonklaas
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Pavel Kapinos
Jonathan Kaplan
Norio Kasahara
Jennifer Katze-Kraus
Soubhaan Kbatwati
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Richard Koehn
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Robert Lawder
Linda Lawrence
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John Lefebvre
Guangchun Lei
Patricia Lenz
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Erica Li
Kurt Lindgaard
Marion Ling
Eric Litwin
Hai Men Lo
Mary Lo
Jean Luc Le Maon
Peter Lunder
Ursula Lutterkordt
Frederick and Robyn Lyons
The Honourable Flora
   MacDonald
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Roland Malins-Smith
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Sayed Masood
Masoom Masumi

Noor Masumi
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Donald Melville
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Rayman Mohamed
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Elisabeth Rendeiro
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Masood Said
Jorge Sakamoto
Besmillah Sakhizada
Francois Ch Sangiorgio
Holly Sarian
Moslem Sawez
Aloisia Schmid
Iris Schroder
Manuela Schumacher
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    Schwimmer
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Jannie Scriabin
Paul Seefeldt
Ruth Seefeldt
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Pritica Shah
Rohan Shah
Clyde Shallenberger
Nancy Shallenberger
Manjunath Shankar
Homa Sharifi
David Shaw
Wayne Shaw
Peta Sheehan
Han-Yin Shen

Lawrence Shen
Wan Kang Shen
Shalla Sherzoy
Genevieve Shishak
Zingrin Shishak
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Anu Singh
Arun Singh
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Gladys Taylor-McGarey
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Maurice Turley
Frank Underwood
Jolene Unsoeld
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Annie and Reginald Van
Caroline Hsiao and Douglas Van
Christine Van
Margaret Van and Tom Boswell
Vikki and Winston Van
Steve Van Rooy
Thomas Vaughan
Rebecca and William Vaus
Ella Venet
Monica Vetter
Andres Villo Maricq
Susan Vitalis
Kris Von Schalburg
Ronald Voorhees
David Wagner
Emma Wagner
Leung Mee Wah
Maheha Wahed
Karim Wahid
Wariko Waita
Saliha Wakil
Sue Warren
Warren Family
Claudine Weatherford
Elizabeth Weber
Frederick Weiner
Catherine Whitcomb
John Whitehead
Chris Whitwood
Alana Wiens
Scott Wilcox
Stephen Wilkins
Maria Williams
Rachel York Williams
Lise Wilm
Magdalena Wojnar
Lee Wolosky

Two Decades of Giving

Janet and Zi Tak Wong
Laura Wray
Rachel Wyon
Kilangsungla Yanger
Ray Yip
Qudsia Yousufi
Anthony Yu
Malina Yung
Bilal Zekhnini
Mei Zhang

Foundations/Agencies/ Corporations

Acker Foundation
Afghan Research and Evaluation Unit
Afghanistan Ministry of Rural Rehabilitation and Development
Alan B. Slifka Foundation
American Express Company
American Jewish World Service
American Public Health Association
Anglo American - UK
Appalachian Regional Commission
Arcandor
Asia Foundation
Asia Society
Barrick Gold Corporation
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Funding Exchange National Community Fund
GCIS Ltd
Global Communication
Goldman Sachs
Goldman Sachs - Asia, LLC
Goldman Sachs Gao Hua Securities Co Ltd
GoodSearch
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Hancock Point Chapel Society
Harry Frank Guggenheim Foundation
Heng Ngai Charitable Foundation Ltd
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Inner Trip Reiyukai International (ITRI)
Institute of Population Health - University of Ottawa
International Community Foundation
ISBER/MesoAmerican Research Center

James Hoggan & Associates, Inc.
Japan International Cooperation Agency
Jetline Company Ltd
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Ministry of Public Health
Morgan Stanley & Company Inc.
MSH Management Sciences for Health
Mufti and Associates
Mulago Foundation
Nick Simons Foundation
Northern Arizona University
ONE Foundation
Open Society Institute
Organization for the Advancement of Afghan Women
Patagonia
People 4 Earth
Pew Charitable Trust
Prince Albert II of Monaco Foundation
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Retired Teachers Association of Canada
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Rockefeller Brothers Fund
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Sea Change Foundation
Sequoia Foundation
Shanghai Expo Youth Forum
Shelby Collum Davis Charitable

Trust
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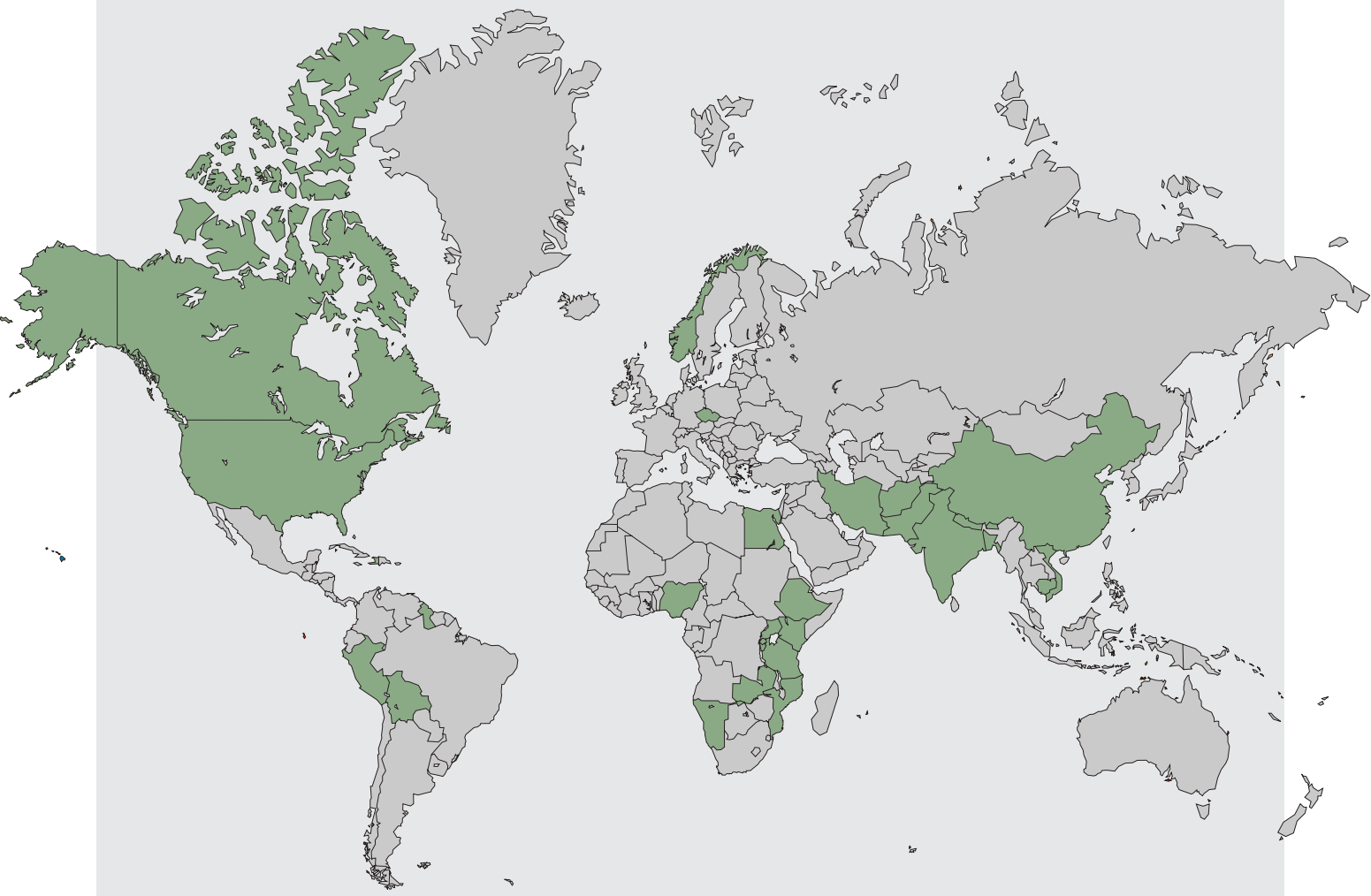
**A Process of Community Change
Leading to Lasting Impacts
Based on Local Priorities**

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