

Hope Rises for Us All



As Communities Adapt ... Worldwide

Double-the-Impact, in Half-the-Time, for One-Fifth the Cost



As Communities Adapt, Hope Rises for Us All

EXTRAORDINARY impact comes from ordinary people. The following pages show examples of communities learning to act together to improve what they already have. Communities learn how to allocate resources and employ evidence to make decisions using the SEED-SCALE method for development. What results are behaviors growing sustainably. Together, we can make 2021 better than the last year.

Double-the-Impact, in Half-the-Time, for One-Fifth the Cost. Double-the-impact happens because work is done by the

community, in the community, so impact reaches all.

Half-the-time occurs because extension is through learning—learning to work effectively & efficiently. Costs tumble because resources used are primarily those found locally. This helps people adapt to today's changing world and empowerment flourishes. Global forces victimize them less-and-less. This is what we mean when we say "Community." A group that shares something in common and grows the potential to act together!

—Join Us!

Dear Friend—

Extraordinary Impact Comes from Ordinary People. Here's How:

Learning skills appropriate to place raises the quality of life wherever we live.

Skills are learned that are transferable through learning together. The accompanying calendar shows such world-circling learning.

All these examples are using what people already have—each place is learning to act as communities improving what they have.

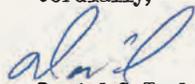
Rising quality of life grows! It is sustainable because it is growing from what is there—it is appropriate to and rooted in these places.

Communities advancing in this way draw in other communities. Change is rising across a region from our collaborating together.

Communities don't need to wait. With Future Generations, they learn how to allocate resources, how to employ evidence to make decisions. What results is behaviors growing sustainably.

Thanks for being part of this team. We shall make 2021 better than the year we are all leaving with its difficult challenges.

Cordially,



Daniel C. Taylor, President

Amplify Hope in 2021!

THE ACCOMPANYING CALENDAR invites you to lift off from 2020's dangers and join in evolving more just and lasting futures (download the calendar at future.edu/calendar). The January image on the calendar shows the potential butterfly effect we can have, leaving 2020's crocodiles in the swamp.

Twelve paths for the future are shown. For the academics among you, there is evidence. For the practitioners, here are case examples. These twelve paths outline how communities are advancing.

Please share this calendar with your friends. We can send hard copies if you request. In sharing with others, you advance proof of how hope grows from the bottom-up, by communities.

That hope grows counters the despair that came in 2020 in the code of the novel virus. Viruses are not alive—but the code in their RNA tipped the living world into calamities—financial peril, civil strife, food insecurity. These crocodiles are with us still.

This calendar shows an alternative. It points to a code that people learn. People in 41 countries, over a thousand

communities, are creating a butterfly effect. From their wings, hope rises. They show a path toward justice and sustainability. The code they use is termed SEED-SCALE. It advances the whole of community life. Seemingly small flapping of wings ripple out rising progress, and their communities take off.

SEED-SCALE enables communities to use the structures of their governments and businesses, to use also the resources each community has. As a result, futures fitted to each community grow. This is the butterfly effect. (For more on how SEED-SCALE operates, see the month of May in this calendar.)

With SEED-SCALE life quality has improved for millions. It guides women's literacy initiatives in Afghanistan, maternal health programs in Peru, conservation efforts in China, monitoring ecology in Nepal, and sustainable economic opportunity in Appalachia.

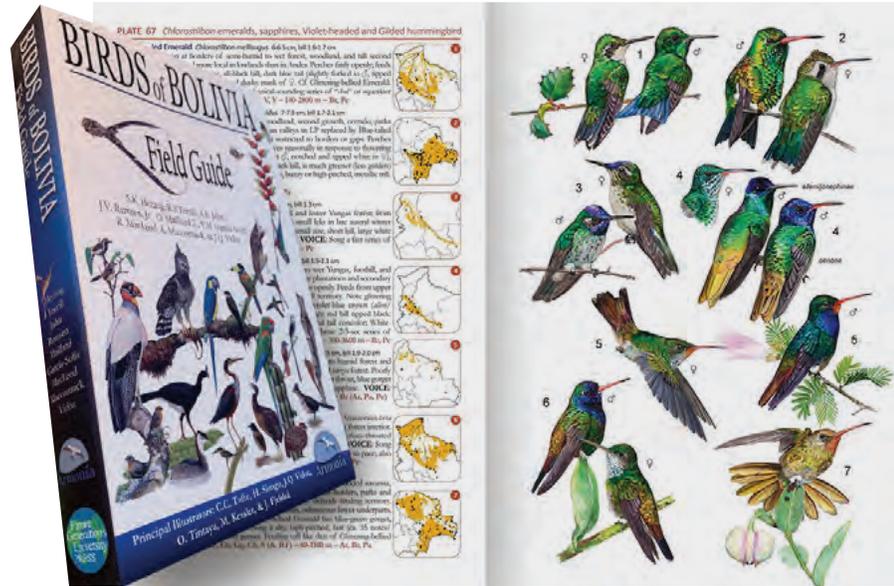
The method can work anywhere (already in 41 countries). Some projects work spectacularly, others struggle, but none so far have failed. We are learning through research, learning, and action how to do all this even more effectively.







A Different Way to do Research



RESEARCH at Future Generations is applied—this means it benefits people and is done in partnership. Communities are neither targets of research nor free labor used by the research. Their people jointly carry out the research, and they are the context to which maturing knowledge returns.

Sebastian Herzog, Ph.D., demonstrates this as he rides his horse out of a swamp. He has been studying Bolivia's birds, data about the 1399 species in that country, then shares this in a bird guide—the first birding manual in the country. The result is people understand Bolivia's birds and, by extension, one of the most diverse ecologies in the world.

Birds of Bolivia (English Edition, co-published by Future Generations University Press and Asociacion Armonia. The Spanish edition is published by Asociacion Armonia alone.)

Future Generations has similar research underway in other countries in maternal health, women's empowerment, economic development, conservation, peace, the whole complexity of local life. Two dozen University faculty today engage in community-centered study. Their scholarship is used by people, and it is published in scholarly journals.

Research with community allows people to take informed action. Here are four examples:

In Appalachia, research pioneers a syrup industry to

improve livelihoods and protect the land. The research began with maple syrup, but given Appalachia's diversity of trees, this research now explores previously untapped tree syrups such as walnut, sycamore, and black birch opening for farmers a diversity of income. (To learn more, see also calendar text for March.)

In Vietnam, researchers partner with national teachers who through our Master's degree create a new English language curriculum. They then train 10,000 teachers across Vietnam.

The curriculum builds from the Sustainable Development Goals (SDGs) as Vietnam advances toward a more sustainable future. (For those details, see calendar text for June.)

In Peru, researchers partner with health practitioners and government agencies to focus on mothers as the #1 health care providers. This research has been growing for 26 years; it launched a partnership-driven revision of the country's health services that today reaches a third of the population. (See www.future.edu/research/health)

In Nepal, Bolivia, Uganda and the USA, researchers listen to birds. With today's warming climate, birds are moving as their habitats shift. By analyzing bird songs using our special artificial intelligence tools, we are understanding how birds are adapting with a changing environment.

Pioneering Sustainability

Economically, Environmentally, Culturally

APPALACHIAN FORESTS were once the most extensive temperate hardwoods on Earth. Ninety-nine percent is now gone. Research in syrups, including maple, black walnut, sycamore, and black birch opens multiple benefits.

Value goes beyond money and environmental restoration—though this research promises both—as in learning from trees, people reconnect with cultural traditions while applying modern technologies to

enhance their incomes and protect the environment.

It is easy to focus on a forest being just trees. But a forest holds larger contexts of ecosystem benefits and culture in addition to their economic value. The forests of Appalachia were cut because they were owned by people who did not live on this land. Value was only in trees felled then timber sold. That caused the watershed to decline all the way to the Chesapeake Bay.

In seeing trees as more than the source of sweetness, in understanding more than an ecology now recovering, what is being restored with Future Generations research is an understanding of the future. Rooted in earth, reaching to the sky, growing trees also help stabilize Earth's climate that teems with carbon from trees living eons ago.

Conservation and economic benefit grow. Farmers earn a living as Nature rebounds. Being preserved are watersheds and avian, reptilian, and mammal protection. Tree saps recover as an understanding from centuries in Appalachia, that began with Indigenous populations, was continued by first settlers, and now is being modernized with Science.

With others, Future Generations launched the Southern Syrup Association. This studies how best to extract tree saps by experimenting with technologies such as piping, filtration, centrifuging, and new tap design. The research advances marketing of the products. In this work, Future Generations is training landowners on what has been learned. Partnerships are promoted so sap collected by one farmer is trucked to a neighbor who has the evaporating equipment. A pan-Appalachian community of syrup producers is growing as well.







Artificial Intelligence Tools to Understand **Climate Change**

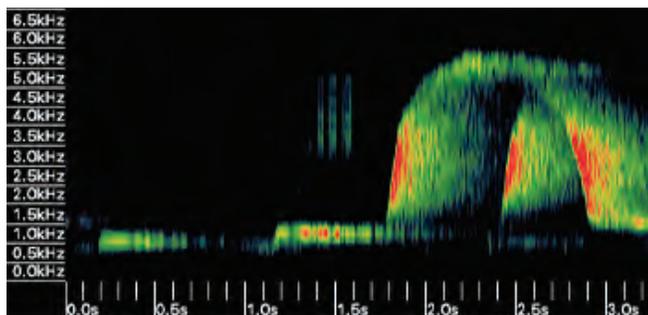
NATURE IS TALKING. Using tools from Artificial Intelligence we are beginning to understand what birds, amphibians, and insects are saying. Future Generations bioacoustics research, using such tools, equips policy makers and communities to inform their decisions about a changing climate.

A rich chorus has been until now only sounds. Birds singing. Insects chirping. Amphibians croaking. Small mammals squeaking. Their messages are complex, but now in the age called Anthropocene, listening to this can tell humans a lot about what our domesticating species is causing on the wild.

Using hard science, Future Generations researchers look for patterns in terabytes of sound data. Recordings of birds, insects, amphibians, and mammals small and large are buttressed by photographs, plus temperature, humidity and vegetation surveys. Analyzing all this data, understanding grows of ecosystem variation—the role of sound, though, has been consciousness opening.

Listening to and recording nature, however, is one part of this project. A second part is listening to the people who live close to nature. In their stories are legacies of life, locally outlining what Nature has meant to them. Each community feels this multiplicity—every community our researchers work with has its narratives of how this has come to them. As Nature changes with the Anthropocene, this research is also attending to what the people closest to the change have been saying.

In Bolivia, researchers collect data adjacent to and inside Madidi National Park, the most biodiverse park in the world. Madidi spans from tropical Amazon jungle to the snow-clad Andes. The partnership crosses conservation stakeholders, communities, and bird-tourism businesses.



In Nepal, the project operates in a valley descending off the eastern massif of Mount Everest to biological tropics. This is in a national park Future Generations personnel initiated. People at the edge of this valley take care of the bioacoustic monitors. And, to benefit them, leaders of the communities are trained in SEED-SCALE to evolve life quality for their villages.

In the USA, the ends of the Potomac River are being monitored—from the highest point on the river, with a monitor outside Washington D.C., to sites on the Chesapeake Bay. Partners for this project are experiential educators.

Another project site is in the upper Nile Valley in Uganda, partnering with local communities and government.

- Tools already created by this research allow:
- Sounds, once recorded, to be labeled with their known source.
- Sounds then to be sorted using artificial intelligence to build off the first labeling to identify sounds not previously encountered.
- Make available a sound storage platform in “the cloud” so others can use the data from these extraordinary locations.
- As the trained Artificial Intelligence model matures, it can deploy to a variety of devices.

This project connects cutting-edge bioacoustics and machine learning with community knowledge.

Future Generations Work is **Twice-as-Effective for One-Fifth-the-Cost**

SEED-SCALE is how Future Generations leads change. Find our free resources at www.SEED-SCALE.org.

This way of thinking allows any community to adapt to the place, time, and opportunities it has. Grown is not a solution, but a pathway where people shape a future fitted to how the fast-changing world is coming to them.

This way of thinking has resulted in site-specific paths of change in 41 countries, and is attested to in three decades of scholarship. So far, it works everywhere it has been applied.

With SEED-SCALE, communities marshal bottom-up energies to:

- Continue going forward with what's already worked for them
- From this evidence, they grow by partnerships

- Using their top-down systems of government, business, religion, civic organizations.
- Innovating with learning, technologies, and examples that they adapt.

New behaviors start emerging. Behaviors are reinforced by results. There is a key distinction on how this approach differs. SEED-SCALE heralds an inside-out transformation by communities. It is not a being done-to. Nor does it focus on one sector alone. It grows the whole community's ability to advance its potential.

Cracks open in old systems—it is learning that opens the cracks. Through these rise new behaviors. Widening opportunities, SEED-SCALE improves the quality of life. From strengthening relationships advance forward-moving energies that improve multiple aspects of community live.

Being multiplied is humanity's enduring currency: human energy. Every person already possesses this currency. (There are no have-nots with this wealth.) This currency has many aspects: creativity, compassion, cooperation, and comity, which collectively create community.

This calendar for 2021 shows the range opportunities that are advancing. They emerge planted in the soil of each place, nourished using their top-down realities. They scale up informed by outside-in learning from Future Generations.

As this emerges, the consequence has these features:

- Inclusive (gender, ethnicity, income, religion), the values that define that group
- Sustainable for environment, financing, and culture
- Holistic, advancing the whole ness of life
- Interdependent, the community connects increasingly to the outside world
- Iteratively, always emerging, never done

Uniting them all is this method of thinking and organizing that creates community ownership.







A School Curriculum for a Sustainable Future

VIETNAM is keeping traditional roots in its soil, but arcing toward a future with the world. Bending Bamboo is the name of a curriculum being crafted for the nation by Future Generations University's Master's degree alumni. This curriculum opens Vietnam with the language of the world and with the globally agreed to agenda for world development.

Two dynamics rush at Vietnam: the world economy and climate change. Vietnam pivots toward both, and it has proven itself as a pivoting expert. (It has the lowest Covid mortality rate of any country over 100 million people—as of this writing, only 37 deaths.) Now with the economic challenge and climate change, Vietnam pivots again.

Climate change is around the world, shown in record hurricanes, fires as never before, floods getting higher each year. Economic drivers were rising before Covid, and shall become more unpredictable. Vietnam is taking proactive preparations for its people (as it did when Covid appeared on its borders, and it kept the virus at bay).

Vietnam is firm about retaining its culture, yet it pivots to converse with the world that surges on the once isolated nation. English is being learned as a parallel language, not as a second language. Vietnamese is the language in the home, English to engage the world. The intent is to open the field of commerce for its products sent worldwide. The second pivot positions the nation to a sustainable future for the changing climate. The near sea level Mekong Delta makes Vietnam globally one of five countries most vulnerable to climate change.

The language of the world is being learned through a curriculum with its content shaped by the Sustainable Development Goals (SDGs), the agenda every country has agreed to. In this curriculum those goals are localized. Examples students learn (from 3rd grade through 12th) present the realities students daily walk through. The Mekong Delta is a rice basket being invaded by the seas. Salination enters rice paddies, infiltrates aquifers, against a backdrop of evermore unpredictable monsoons. And as Vietnam now rapidly urbanizes, these waters surge frequently deep onto city streets.

Vietnam fights now not a political war; their new engagement is the agenda which creates quality of life. To meet the world changing, they've awakened to both its



language and its goals. Through Bending Bamboo, they bend to these coming realities.

Bending Bamboo is a partnership between Future Generations University, national researchers, Vietnamese higher education institutes, and importantly, the Vietnamese government. Now, six pilot schools train teachers, and partner universities vet the curricula, creating the institutional base to reach 10,000 educators across the Delta.



A Faculty with Decades of Practicing What They Teach

FUTURE GENERATIONS UNIVERSITY advances a distinctive discipline: Applied Community Development. Many universities teach community development—but usually from specialties such as Economics, Health, Policy, Education, and the like. Future Generations gathers all aspects that affect community life. Then, it engages these with a bottom-up method.

Applied Community Development is the discipline, and applied means doing what is being taught. What is being taught, Community Development, means advancing the quality of community life. Future Generations University faculty are subject experts,

globally experienced, and practitioners.

Bottom-up economics is taught by Anthony Flaccavento (right), a community organizer with four decades experience supporting coal miners advocating for healthcare and helping tobacco farmers transition to better-paying organic crops to build sustainable food systems.

Social research is taught by Julie Maldonado, an anthropologist who consulted for the United Nations and World Bank on displaced peoples. In America, she works with Indigenous tribes helping them adapt to climate change.

Food and water security is taught by Dan Robison, who lives in Earth's biodiverse area, implementing his ideas on an Amazonian farm with a focus on agroforestry and advocating alternatives to slash and burn agriculture.

Linguistic competence is taught by Dan Wessner, a professor with three decades of applied work in Vietnam, now focusing on how language can be used for sustainable development.

The SEED-SCALE system of thought is taught by Luke Taylor-Ide, trained in human ecology and educational methods who has worked with successful growth and development in northeast India, China, and Afghanistan.

Across twenty-six years faculty member, Nawang Gurung, evolves and implements community-based curricula. He designs applied training at the community level with usable applications of SEED-SCALE.

Communications is taught by Andrea Anshel who has taught the subject from Madagascar to Maryland. Her specialty is communicating so behaviors change, especially on life-saving behaviors in the health field.

Chief Academic Officer is Kelli Fleming who is also Director of Academic Innovation. She brings a decade developing information technologies in New Zealand and many years living in Nepal, India, and Bangladesh.

Mapping is taught by Naomi Bates (left), an engineer who worked in hydrology and high-tech applications of light detection and ranging—and now applies these skills analyzing the sounds of Nature.







Grounded in Communities

A Partnership in Arunachal Pradesh

ARUNACHAL PRADESH (India's northeast state) is an example of Big Community with 123 sub-tribal communities. Future Generations is the only international group permitted to work there.

From one tribe to another, Women's Action Groups have grown. Farmer's clubs also. At community level they are learning to advance how a community has the potential to advance together (SEED-SCALE's definition of community). Their community partnerships learned innovations that improved their lives and allow them to keep cultural values as they continue to advance.

Experiments grow in food security and income generation, with an emphasis on specialty crops that raise village income. Remarkable changes have steadily increased in home-centered health actions. Traditional tribal crafts are also being adapted for sale in the outside-Arunachal markets.

In protecting their environment, Arunachal Pradesh has more jungle than any other state in India; 77% of the state's area. Jungles span from lowland tropics to Himalayan snows, a habitat wealth that ranks it as one of the 25 biodiversity hotspots on Earth.

Ngunu Ziro is a community organization that came out of the statewide work of Future Generations Arunachal. Their tribe, the Apatani, has century old practices of conservation and development. One example is sustainable blue pine cultivation with a two-century legacy. Rice cultivation is another example where young fish are placed in the paddies when flooded for rice germination. Fish waste fertilizes the sprouting rice, allowing rice to grow quickly at some of the highest elevations in the world.

In their jungles lives the clouded leopard, the rarest of the world's great cats. Future Generations partnered with Apatani hunters to photograph this elusive leopard. Camera traps were set through the jungle. After months of learning the leopard's ways, the team captured it. See photograph on calendar. The full story appeared in National Geographic Magazine (September 2000).

Following "discovering" this most elusive leopard, a local organization formed to advance conservation and community. This is Ngunu Ziro. Leopards are difficult to get close to. Barbequed rats, the tribal delicacy, are not popular outside the tribe's special tastes. But butterflies are abundant. So, Ngunu Ziro started a butterfly festival,

rediscovering the Kaiser-i-Hind (Emperor of India), a dinner-plate-sized, radiantly emerald, fast-flying giant of the tree-tops.

The group grows a distinguishing blend of old values and new opportunities—for example sharing their way of life with people from outside through home-stays in traditional village homes, learning the Apatani rituals and values. Another activity is bicycling tours through the protected forests and villages of the Apatani Plateau.

Wherever Future Generations works, focus is always on community. Sustainable communities. Inclusive engagement of their peoples. Actions raise livelihoods. Let us continue these values together.

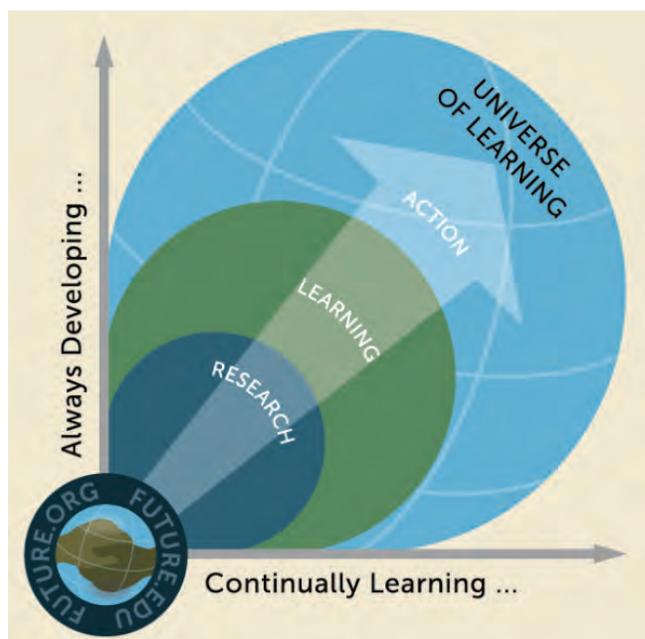


Learning through Doing ... Then Doing Again, To Learn Better

LEARNING at Future Generations University is special—in what we teach, and also how we teach it.

Classes begin online, then learning grows by doing. Faculty guide that learning as students apply its localized implementation in their communities, fulfilling their lessons through labs that cement the learning growth. Students return online to share their experiences, bringing to each class session a global diversity of practices where faculty mentor this world-based class.

Online learning applied in communities by doing is the University's specialty. As students gather online, they may hear a chicken in India in the background, or car traffic in Addis Ababa, and they see their faculty's offices in the Future Generations University on an Appalachian mountaintop.



Traditional learning happened on campuses. Recently, and especially with Covid-19, people came to learning by Internet. But for two decades, Future Generations has been evolving a special approach of online learning. The Internet is a pathway to classroom-of-the-world. Online learning connects classes as walkways connect on a traditional campus.

Students are in their residences (just that their residences are communities not dormitories). To these places, faculty mentor as would a coach from the sidelines in sports. By video, faculty advise as play goes forward, assigning needed case readings, talking one-on-one, and assembling peer groups where players coach and students practice with each other.

Courses are designed around Labs, that is the application of learning in these world places. That learning is shown around improving the work students are already doing. Now with global support to these locales, students figure out how to do the work better. Faculty and peers co-mentor—Zimbabwe to Appalachia. Most importantly, the learning is in the world where real change is underway.

Theory is coming to reality. Delivery is on a computer screen, listening to professor, watching illustrative videos, discussing with classmates. But application is local from this global learning source.

Campus is the most sophisticated of laboratories—the whole of Earth, the reality of Life. To learn in these labs, the student is already there. Travel and support costs are paid-for. Being there, being funded, they have the place, relationships, and opportunities not only from which to learn, but also with which to improve those places and relationships to push forward rising opportunities.

They are learning as they grow into leading. When they graduate from being a Future Generations University student, they enter the Future Generations Global Network of alumni and country-based programs.





Shaping a **Better World**

FUTURE GENERATIONS is rooted in communities. Headquarters for this network that circle the world is a mountaintop in Appalachia. We are not based in a capital city. Future Generations intentionally is where our priority populations also live: communities marginalized by geography, ethnicity, wealth, or some dynamic that separates that population from opportunities.

Our location is our strength. Our Mission is for:

Research, Learning, Action for Inclusive & Sustainable Change Worldwide

Our ideas and actions achieve this because we are daily advancing toward this. From our mountains, slums, savannas, all have resources, and all are places of strength. When you live there, you have learned this—now we learn more. We have found that living on the margins is also beautiful. It is sustainable. Happily, we drive West Virginia's country roads and not the impacted city traffic and noise.

Community-based action circling the world,

Engaging the complexities of life from where people live ...

Reaching to the humanity's most marginalized populations.

Future Generations Global Network (Future.Org) is an umbrella network. It consists of six country partner organizations (Afghanistan, China, Haiti, India, Nepal, Peru) and alumni in 41 countries who graduated with Master's degrees in Applied Community Development from Future Generations University (Future.Edu).

Global Network and University share the same Mission. The Global Network focuses on action, with country offices and alumni also engaging in research and non-degree granting learning programs. The University, meanwhile, leads with learning, with examples presented in earlier months of this calendar of the research programs.

The Global Network evolves toward a world-circling association.

Future Generations Afghanistan is one member of the Global Network. It has 900 staff working in ten provinces

of the country, all advancing community-based answers in challenging environment, succeeding because their method fosters local specificity.

Future Generations Arunachal in India has Women's Action Groups and Farmers' Clubs across that state. Supported in large part by a micro-finance loan program that gives seed capital to members and a modest overhead for administrative coordination.

The Appalachian Sustainable Development Learning Chapter grew from research on the potential of maple syrup as a commercial product in Appalachia, expanding to other syrups with a focus on providing income in winter when farmers lack a revenue source.

Ethiopia, with a cluster of Master's alumni, started another Sustainable Development Learning Chapter. Partnering with the International Institute for Rural Reconstruction (IIRR), they assess the Ethiopian experience to find the proven practices for sustainable development.

The Sustainable Development Learning Chapters process will be adding new global centers during 2021. All will be doing Action Learning & Experimentation to evolve more-fitted-to local community solutions.

Look at change from the bottom—that's the peoples' view

Other countries (Haiti, China, Peru, Nepal) have different constituent structures of their memberships—

Most global organization advance the quality of people's lives by extending a service. Others (such as universities) train. Institutes do research. Differentiating the Future Generations Global Network are two features.

First, community-driven action, typically from communities at socio-economic margins.

Second, multi-sectoral engagement with the whole of community life (health, education, governance, income generation, inclusion of the excluded) gathered by localized planning.



Action and a New Way of Thinking

AS 2021 LOOKS TO THE FUTURE, the opportunity continues, now to generate the future of 2022. Agreed on by every country is an agenda toward which we all head in the year 2030: the Sustainable Development Goals (SDGs), 17 goals, with 169 targets, and 232 criteria to assess our forward going.

The SDGs are a new way of thinking—they give the path to a sustainable future. They bring all aspects of life together.

Toward the SDGs, Future Generations heightens its special role: people from the bottom-up. Our family of action adds also a second feature: bringing all goals together (poverty, hunger, education, health, safe water, decent work, peace, industry, climate, oceans, cities ...) Action on everything, from the bottom-up, that gathers people for the way forward.

Daniel Taylor, President of Future Generations, understood how this the way forward when he was a boy growing up in a village in India.

"I remember working as a pharmacist assistant to my doctor father. Dad would see patients, write a prescription, I'd count the pills from the right bottle, and tell each patient how to take them. We did that for free, lines were long, patients kept coming back. Giving pills was not getting people healthy. Medicine is not health care; it is sickness care. Dad soon moved into public health, and we installed water systems and latrines (not so much fun), then as an adolescent boy I tried to explain child health to village mothers (totally confusing).

Not confusing was watching the Indian jungles disappear across those years. Yes, from jungles on the opened land, because of new agricultural practices by 'development experts' famines stopped. Yes, incomes were rising because of crop yields. I saw fewer ox-carts, more motor scooters. Homes no longer were made of mud. When very young, my playmates ran around the village (no more accurately, they helped their parents work the fields and with child care at home). Twenty years later they were going to school, girls and boys, and tractors were used in the field."

All of these aspects were creating a rising up by the community. But the process is more complicated—experts and donors were claiming development was being done to people. Indeed, the people's lives were changing, but other dynamics were overlooked with attention on 'development.' Chemicals on the fields changed the soils. The water pumped out for irrigation dropped the water level by 50 feet. Educated children went to jobs in the city and left behind a village of the elderly. Every country has agreed to the SDGs, but to gain truly Sustainable Development, will

evolve when the people make the way forward their own.

Development is the most complicated process humans do. The core understanding is that people do it (it is not done to them). Getting people to advance as a community takes more skill than brain surgery (instruments can be controlled). It is harder, much harder to control one's neighbors—but it is possible is to grow cooperation (when you learn how).

Though humans have been advancing for millennia, we are just learning the how-to-do-it process. This is where the SDGs give guidance. They've encapsulated what is agreed to as where the future is. Governments and business (some more sincerely than others) are assisting. Daniel has been studying for many decades of the role of how. Here is his experience again:

"After my years in schooling, I signed up as an employee of the U.S. State Department. My job was to be the 'planner' who got the people of Nepal to adopt family planning. My budget was a million of dollars, (prescribed by good intentions from one side of the world that surging populations would damage the Himalaya, stretch fragile family finances, and create too many children to care for.)

As I gave out answers and money like pills, the experiences I had learned as a child matured: communities sharing and growing their potential creates the momentum. This is a learning process, not a need for aid. To grow communities sustainably, they must learn how to do this themselves, using what they have.

But they cannot do it on their own—if they could have, they would have ...long ago. For all of us we have a responsibility to join with them in learning ... there are roles for each of us, and we shall grow too when we do."

Communities will rise when they learn how. The learning is not being told what to do—it is being mentored, evolving skills on the foundation of local realities there already.

Whatever the policies (that is the reality) people need to learn how to use them. In using them positively, those policies also evolve. People weak in power have the power in their doing good that can evolve their systems for the better.

Such bottom-up momentum needs support. Don't pay for the service to grow. But reduce risk as we try at first unfamiliar actions. Open access to resources and appropriate technologies. People who are growing need accompaniment. In going forward together, we all learn.

Communities don't need to wait—the SEED-SCALE system of thought guides an evolving toward the SDGs. It localizes that big growth, using what communities already have.



ABLE
MENT

GOALS

4

MEMBER
EQUALITY

RESPONSIBLE
CONSUMPTION
AND PRODUCTION

13

14 LIFE
BELOW WATER

15 LIFE
ON LAND



The Luminaries Who Lead

FUTURE GENERATIONS is an ecosystem of practitioners, thinkers, and educators. Earlier on this calendar were introduced representative faculty, researchers, staff, and some community partners.

Two Boards of Trustees give oversight to the active global team—one for Future Generations University, a second for Future Generations Global Network. Expertise on each board spans the diversity of the work being overseen.

With the University, it is across the management of a world-circling learning and research connecting academic sectors.

With the Global Network, the oversight has leaders representing the three areas where country programs and alumni concentrate: Africa, Asia, and the Americas.

Guiding the University is an Advisory Council of former university vice-chancellors and presidents, leaders of international development organizations, high ranking members of the United Nations and United States government, plus founders of civic organizations.

Future Generations Advisory Council



A distinguished diplomat, senior official with the United Nations and development practitioner, **Kul Gautam** (Nepal) served as the Deputy Executive Director of UNICEF and Assistant Secretary-General of the United Nations, becoming a vocal champion of the Sustainable Development Goals.



A leading thinker on the role of higher education in promoting social justice, **Brenda Gourley** (U.K.) served as the Vice Chancellor and Chief Executive Officer for both The Open University (U.K.) and the University of Natal (South Africa).



Ruben Puentes (Uruguay) started his career as a potato farmer before spending a decade as a research scientist with Texas A&M University and two decades in leadership at The Rockefeller Foundation, focusing on poverty alleviation and protecting the environment. He now serves on both Future Generations Advisory Council and Future Generations University Board of Trustees.



An expert on the history and practice of philanthropy, **Patricia Rosenfield** (USA) is a Senior Fellow at the Rockefeller Archive Center, has led projects for the Ford Foundation, directed the Carnegie Corporation's Scholars Program, and oversaw a program on social and economic research on tropical diseases for the World Health Organization.



As former President and CEO of the International Rescue Committee (IRC), **George Rupp** (USA) oversaw relief and development operations in 25 countries as well as advocacy efforts around the world. Prior to the IRC, he served as President of Columbia University and Rice University.



With a throughline in her career promoting civic engagement, **Susan Stroud** (USA) was the founder and Executive Director of Innovations in Civic Participation, co-founder of the 260-university strong Talloires Network committed to education for social responsibility, and steered the launch of AmeriCorps as the senior advisor to the Director of the White House Office of National Service.



Dedicated to improving the learning outcomes of his students through sound policy and innovative solutions, **Rajan Welukar** (India) has more than 35 years' experience with the Indian Higher Education System, as a teacher, development leader, administrator, and policy advisor, including, currently, as Vice-Chancellor of AURO University.

Future Generations University Board of Trustees



David Hales, Chair, served as President of the College of the Atlantic, Chair and President of Second Nature, the managing organization of the American College and University Presidents Climate Commitment, and as Director of the Michigan Department of Natural Resources. He served in the Carter administration as Deputy Assistant Secretary of the Interior. He was the first American to serve as Chair of the World Heritage Convention.



With an in-depth understanding of global health, economic development, and human rights, and more than 35 years' experience in fundraising, development, and innovation, **James Brasher III** (USA) served as the Founding Director of the Global Philanthropists Circle, a global collaboration network of leading donors, and is now the Principal of Development Counsel.



After a 30-year tenure with the United Nations serving in Malaysia, Myanmar, and Afghanistan, as well as in the position of Director of the UN Development Programme's Emergency Response Division, **Edmund Cain** (USA) oversaw all domestic and international grant programming at the Conrad N. Hilton Foundation.



An expert in the fields of servant leadership, education, and institutional research, Sister **Georgia Christensen**, FSPA (U.S.A.) has 40 years' experience as a teacher, professor, administrator, supervisor, trainer, and evaluator in school systems across the United States and internationally in Cameroon and Zimbabwe. Christensen's term begins 2021.



With 40 years of experience practicing bottom-up economics, organizing low-income families for housing rights, building sustainable food systems, and transitioning tobacco farmers to better-paying organic crops, **Anthony Flaccavento** (USA) runs a private consulting firm. SCALE, Inc. focused on designing, planning and implementing sustainable economic development. Flaccavento is Board Treasurer.



An alumna of Future Generations University, The Honorable **Chido Madiwa** (Zimbabwe) has 25 years' experience working in the civil service, culminating in a position as Director of Gender. Currently, she holds a seat in Parliament and serves as Chairperson for the Parliamentary Portfolio on Women's Affairs and the Parliamentary Portfolio on Small and Medium Enterprises, as well as serving as a member of the Environment Committee and the Local Government Committee.



Known for designing iconic structures like the Aspen Music Tent and Harris Concert Hall, architect **Harry Teague** (USA) has left a mark internationally, helping restore a damaged monastery in Taksindu, Nepal, and designing what has become a cottage-industry of homestays and trekking huts in Tibet's Qomolangma National Nature Preserve, a park initiated by Future Generations.



Growing up in India, **Daniel Taylor** (USA) moved to West Virginia in the 1970s, co-founding The Mountain Institute, then national parks around Mt Everest, and along with his father, Carl Taylor, led the task force designed by UNICEF that would become the global family of Future Generations organizations. See DanielCTaylor.org.

Future Generations Global Network Board of Trustees



With over 30 years of experience in program development, capacity building and research, **Firew Kefyalew** (Ethiopia), Chair, has worked in child protection and reintegration with

UNICEF, as Country Director of the International Institute of Rural Reconstruction, and as an Assistant Professor of Participatory Action Research and Project Management at Future Generations University.



Trained as a civil overseer with a focus on community economic development, **Nawang S. Gurung** (Nepal) has dedicated 45 years to community building. He has spearheaded the development of healthcare centers, bridges, off-grid hydropower, and multiuse water systems in the Himalayas while also directing integrated community health and development projects in Nepal, India, and Tibet, China, with a career focused on research, learning and application with Future Generations.



Currently serving as Chief of Staff within the Ministry of Tourism and Country Director of Future Generations Haiti, **Savela Jacques Berenji** (Haiti) has worked in the nonprofit, private and public sectors, focusing on social change, peace, and the role of sports and culture in community building.



A member of Future Generations Afghanistan, **Amanullah Hotak** (Afghanistan) graduated from Future Generations University in 2013 with a focus on peacebuilding and security in conflict areas after conducting extensive field-based research in Ghanzi Province, Logar Province and Nangarhar Province.



Serving as Chair of Slow Food Kenya, Future Generations alumnus **Stanley Nderitu** (Kenya) focuses on the relationship between food policy and small scale farmers, indigenous communities, conservation, and biodiversity. Previously, he received a Davis Projects for Peace grant to fund his proposal to establish outreach clubs fostering peace and goodwill among youth in Kuresoi.



For more than 20 years, alumnus Reverend **James Patterson** (USA) has led the Partnership of African American Churches (PAAC), a West Virginia nonprofit that works with 21 congregational communities to empower communities of color, while also serving on the board of several community-based organizations, including Habitat for Humanity, West Virginia Center on Budget and Policy, and the Ethics Committee of Thomas Memorial Hospital.



Together ...
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Lasting Future!

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