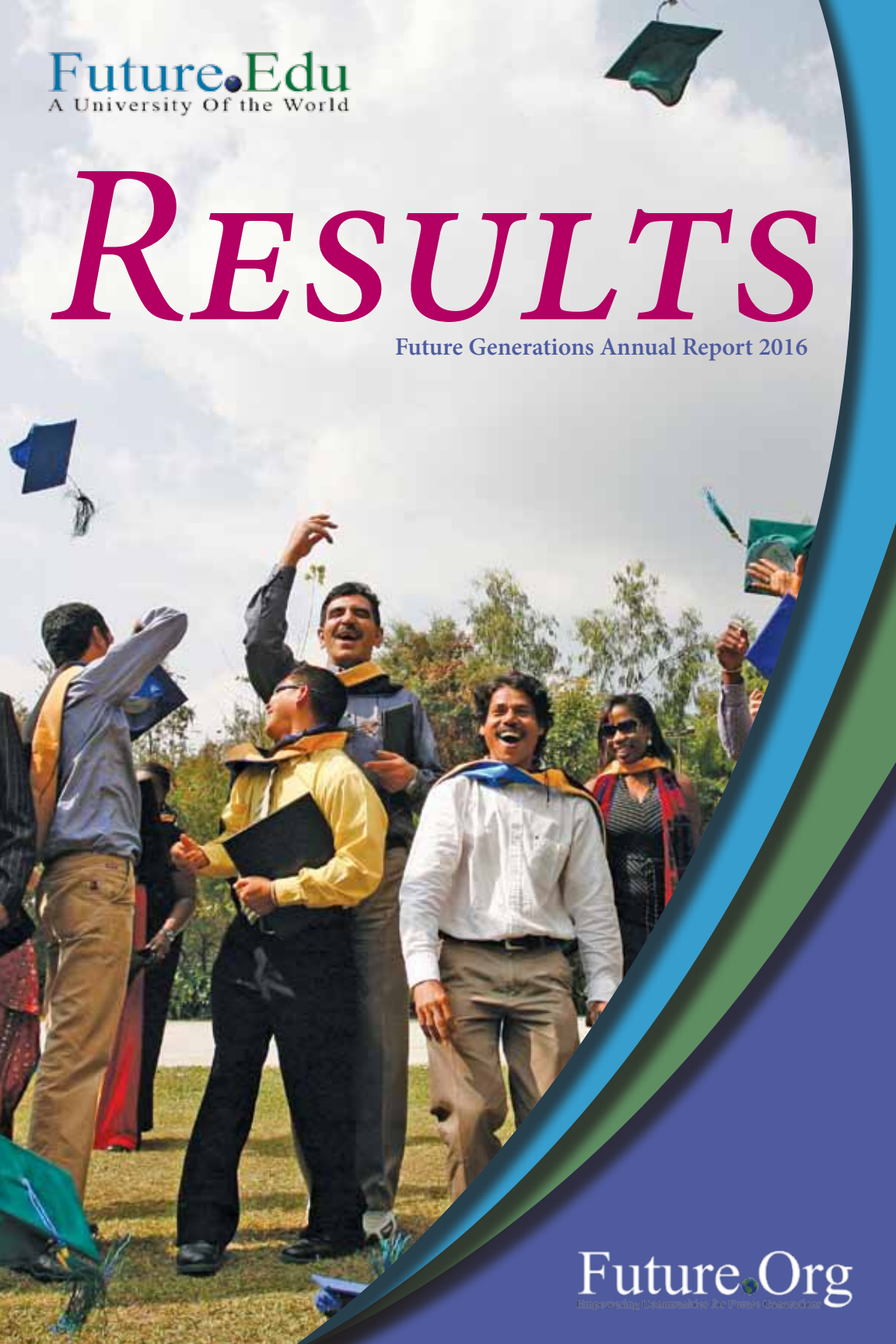


Future.Edu
A University Of the World

RESULTS

Future Generations Annual Report 2016



Future.Org
Empowering Us to Realize the Future Generations



Letter from Chair, Board of Trustees



Dear Colleague – WELCOME!

The Future Generations family of seven world-circling organizations shares the purpose of learning from and building upon the world's successful examples of people-base development—and from that purpose very significant results unfold.

This work began in 1992 at the behest of UNICEF. Across two and a half decades, changes in people's lives have mounted every year—representative examples are presented in this report. Large-scale impact is possible *that reaches previously marginalized social sectors*. Not only can such impact be achieved, it can be achieved at very low cost.

The accredited Graduate School of Future Generations (Future.Edu) teaches this process through its Master's Degree in Applied Community Change. The global family of partner organizations plus the growing numbers of alumni from the graduate school (Future.Org) show the results.

Lives change. The improved quality of life endures across decades. Consequences continue to grow as students, alumni, country programs, and the graduate school prove it is by people cooperating together that just and lasting change can extend around-the-world.

I welcome you to read this exciting report.

Cordially,

A handwritten signature in blue ink that reads "Ronald E. Carrier".

Ronald E. Carrier, Ph.D.
Chairman, Board of Trustees

Letter from the Executive Director



Dear Friend,

The word RESULTS on this report cover speaks of how it is possible to achieve results “at double the impact, in half the time, for one-fifth the cost” compared to conventional social change.

Compare the result narratives that follow against the financial information in this report. How is so much produced for so little, from health to conservation to peacemaking to poverty alleviation?

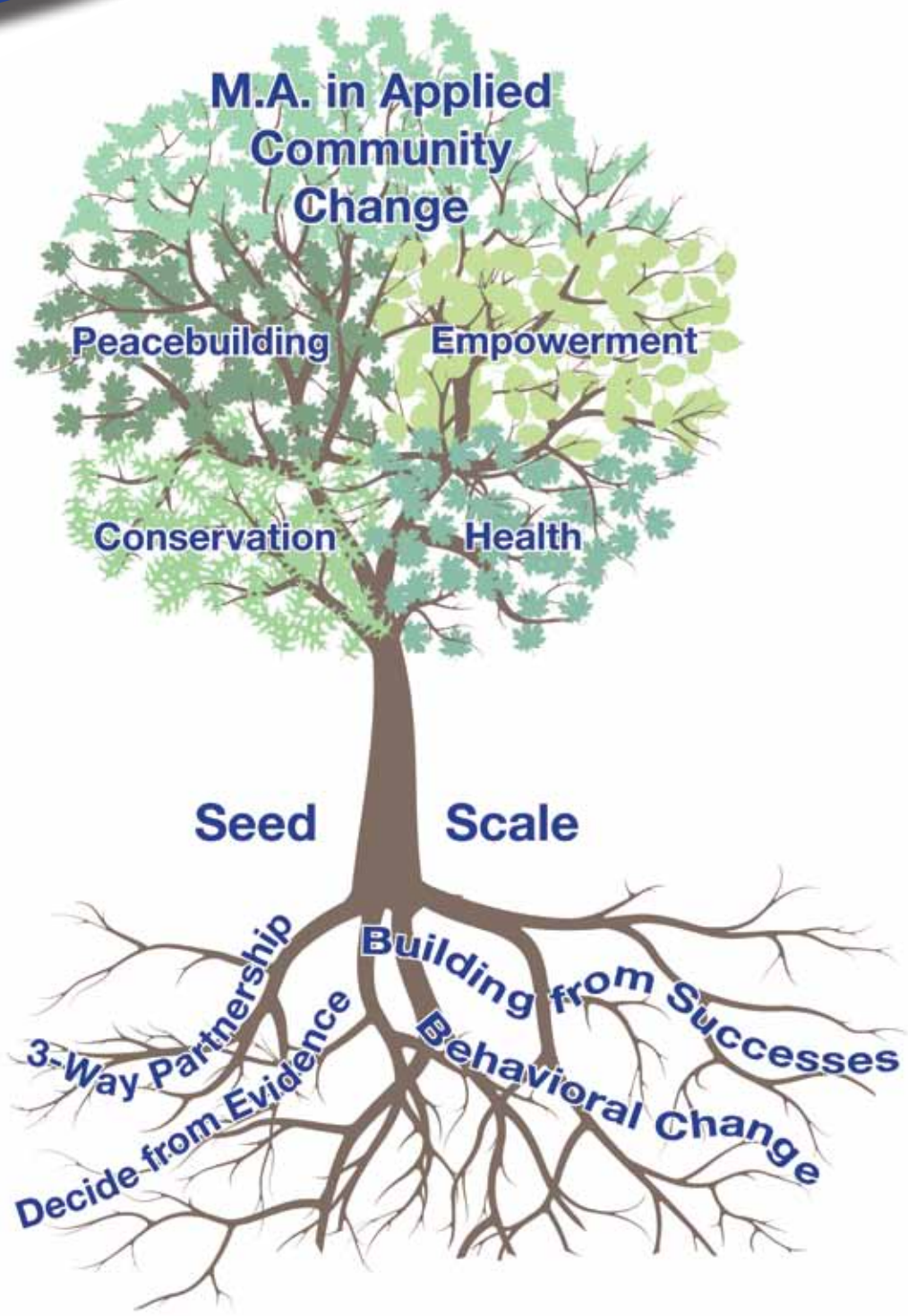
The answer is by teaching, not delivering services. People learn how to make change using resources they primarily already have. This contrasts with the traditional “run project” approach driven by money (something most people don’t have).

Education can reach all (equity). Once given, it cannot be taken away (sustainability). Impact extends by human energies (a resource all have in approximately equal measure), a resource that promotes cooperation (not competition). Communities advance as whole units, as a result.

The Graduate School of Future Generations (Future.Edu) and the Future Generations family of alumni and country programs (Future.Org) in this way is growing more just and lasting ways of living. The approach can be done in almost any place. It produces results, and typically requires one-fifth the cost—in joining this process you also can achieve such results.

A handwritten signature in blue ink that reads "Daniel Taylor".

Daniel C. Taylor, Ed.D.
Professor & Executive Director



Academic Results



Graduate Program Grows with Global Results

Thirty students enrolled in the current master's class this year. When they graduate in 2017, they will add to the seventy-five graduates now living and working in thirty-eight countries on six continents.

Across a decade and a half, these academic programs deliver increasing results. Results where participants learn how to make the world a better place. Future Generations teaches these skills and mentors students as they apply them in their home communities. The result is life change in a growing network around the world.

Distinctive about this learning is *student direction*. Students learn what is most useful to them. The learning process separates into

Learning Activities (where students select from a range of possible activities) and *Learning Artifacts* (where students choose the type of evidence most helpful to their work to prove their learning).

The school grows in global impact as rising numbers of students make a difference in their communities. The program focuses now on three regions: Appalachia, East Africa, and the Himalaya, where possibilities exist for scale-level impact. Each region is led by a regional academic director who facilitates interaction amongst the students and assists them in utilizing their communities as classrooms—allowing greater collaboration between students and faculty.



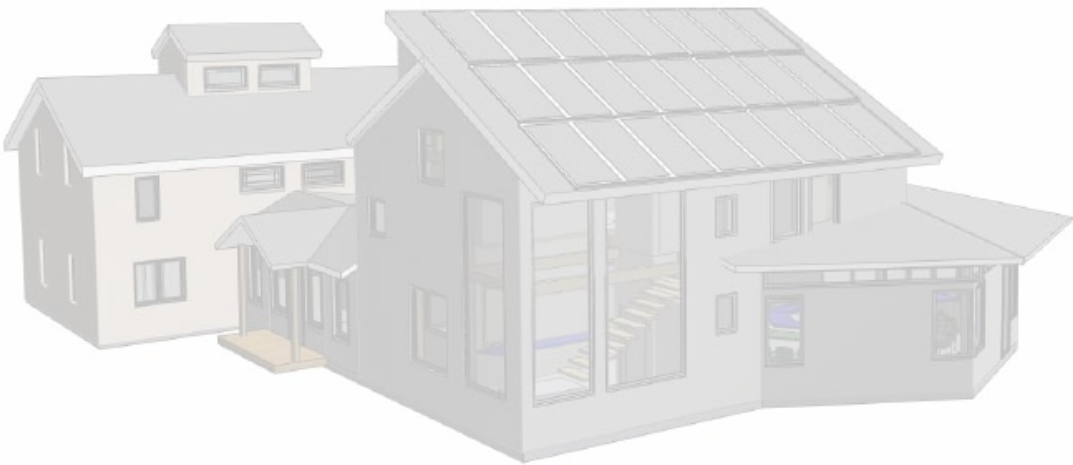
North Mountain Campus Doubles in Size

The graduate school's office space will double in size by 2,500 square feet this next year on its seventy-five acre mountaintop campus. The expansion will support growing numbers of students and faculty and feature a large, hexagonal meeting area for groups to gather and guide programming decisions.

The new building will be constructed with beautiful exposed timber framing and ultra-efficient SIPs (super insulated panels). The south facing roof will hold a solar array that, along with our existing 10 kW turbine, will

power the entire campus. The meeting space in the new building features large windows that will provide expansive views of the South Branch Valley and of the Shenandoah and Blue Ridge Mountains beyond.

Harry Teague, an acclaimed architect based in Aspen, Colorado, is designing the new construction. Teague designed the current iconic Aspen Music Tent, the Aspen Center for Physics, and numerous other buildings throughout Colorado. This is his first project in the Appalachian Mountains.



Certificate Courses

Bhutan

Assistant Professor Nawang Gurung (Class of 2005) and Graduate School alumna Tshering Lham Tshok (Class of 2017) ran a SEED-SCALE certificate course in Bhutan's capital, Thimpu, earlier this year. Together, they trained twenty field managers from a variety of Bhutanese NGOs.

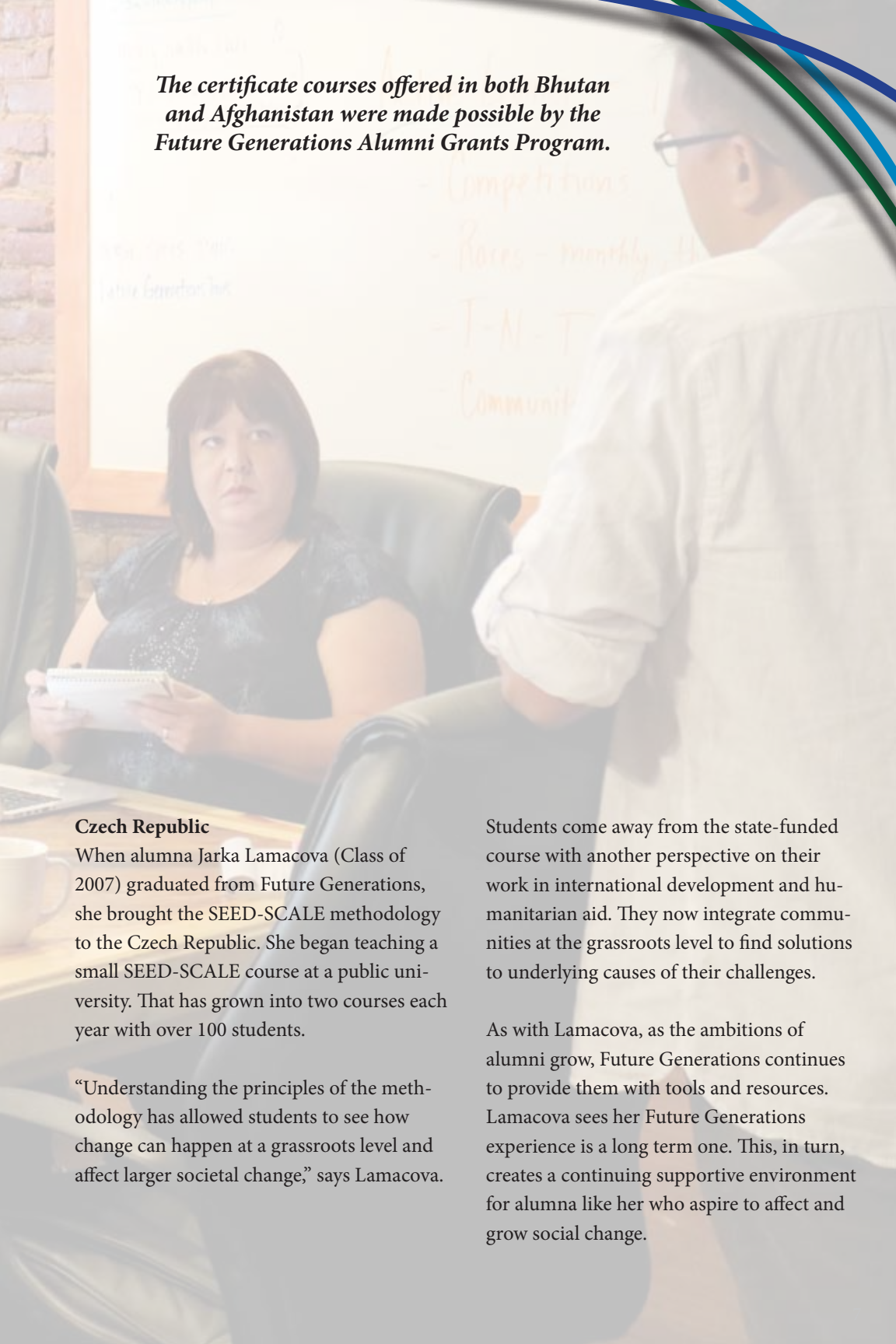
The course began with a month-long residential. Six months later Gurung and Lham Tshok followed up with students in their communities. The students developed action plans for work in agriculture, housing, traditional medicine, conservation, and other areas.

These twenty will in turn train another 700. This "train the trainers" model allows the Graduate School to reach expanding numbers of individuals with minimal resources.

Afghanistan

Future Generations Empowerment is a new organization created in Afghanistan to work alongside Future Generations Afghanistan. Led by sixteen Graduate School alumni, its goal is to spread peace by working with Afghanistan's large youth population.

Among its growing programs, Future Generations Empowerment held a research methods course and a workshop on dealing with conflict for government employees at Afghanistan's Deputy Ministry of Youth Affairs (DMoYA) Department in the Department of Research and Policy. This and other courses reached sixty Afghans in government and civil society. Plans are underway to scale up offerings to reach 300 in the next year.



The certificate courses offered in both Bhutan and Afghanistan were made possible by the Future Generations Alumni Grants Program.

Czech Republic

When alumna Jarka Lamacova (Class of 2007) graduated from Future Generations, she brought the SEED-SCALE methodology to the Czech Republic. She began teaching a small SEED-SCALE course at a public university. That has grown into two courses each year with over 100 students.

“Understanding the principles of the methodology has allowed students to see how change can happen at a grassroots level and affect larger societal change,” says Lamacova.

Students come away from the state-funded course with another perspective on their work in international development and humanitarian aid. They now integrate communities at the grassroots level to find solutions to underlying causes of their challenges.

As with Lamacova, as the ambitions of alumni grow, Future Generations continues to provide them with tools and resources. Lamacova sees her Future Generations experience is a long term one. This, in turn, creates a continuing supportive environment for alumna like her who aspire to affect and grow social change.

Research Results

Abraham Lincoln's role in advancing rural America. The story of women's pregnancy histories in Afghanistan. How scientific data drove the successful global campaign against tobacco. How the University of Natal harbored black activist organizations during the final years of apartheid South Africa. The Green Bay Packers—America's only community-owned professional sports team. These are the five new chapters in the second edition of *Just & Lasting Change: When Communities Own their Futures* that Johns Hopkins University Press released earlier this year.

The first edition of the book has sold steadily since it was first published fourteen years ago. In addition to the new chapters, all earlier chapters have been significantly revised.

SECOND EDITION

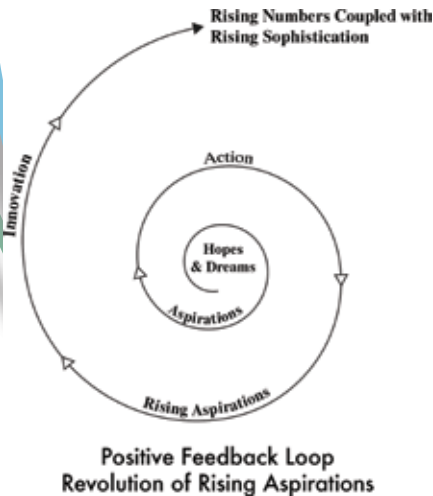
JUST AND LASTING CHANGE



When Communities Own Their Futures
DANIEL C. TAYLOR AND
CARL E. TAYLOR

Knowledge and evidence grows. Future Generations faculty, alumni, and students joined with distinguished scholars from around the world to author the chapters.

The major evolution in SEED-SCALE that occurred since the first edition is clarity on “how to lead social change using resources every community has.” The case grows stronger that while it helps to have money, leaders, and a supportive government, these are not essential. Any community can start dramatically improving its conditions when it knows how—that can grow into just and lasting change.



A Method that Works

“Unprecedented methodology that works.” That’s how Future Generations Graduate School Professor of Health Dr. Laura Altobelli describes the *Sharing Histories* project that she leads in Peru.

Sharing Histories is a non-traditional method of sharing stories to train community health workers (CHWs). The method ties personal stories of childbirth and childrearing to medical training of CHWs. Community health workers become better equipped to work with women improving their health behaviors.

Sharing Histories adapts to multiple types of training. Preliminary evidence suggests significant effectiveness to help mothers reduce child stunting in vulnerable rural populations. As one CHW attested, “by sharing histories, they [CHWs] take more interest in

the topic and the new knowledge sticks with them.”

Over four years, *Sharing Histories* documented a 7.8% decrease in the percentage of children with stunting. Videos of the approach have aired nationwide on public television and in conventions.

Future Generations Peru (of which Altobelli is the director) has received significant recognition, taking the SEEDs of community health efforts to SCALE by changing national and municipal legislation. Altobelli and her team have raised over three million dollars of international donor funding since 2005 to support their innovations. Their work is a testament to the need for Future Generations Graduate School to continue teaching the *Shared Histories* methodology around the world.





Pioneering Ornithology in Nepal

Birds of Nepal, co-authored and illustrated by Future Generations Professor Bob Fleming, was the Himalayan region's

first modern ornithological field guide. It has been an invaluable contribution to generations of Nepalese scientists. All the published editions have sold out. In addition to this guide, Bob was the lead author along with two co-authors of *Across the Tibetan Plateau* (published by WW Norton in English, Chinese, and Tibetan). This book documents the ecosystems and conservation efforts of Tibet. Bob has also published a dozen Occasional Papers with Future Generations Graduate School, highlighting community-based approaches to social development, health, and nature conservation.

Fleming reflects on how a significant change has come to conservation efforts: “Back in the ‘50s and ‘60s, we [conservationists] were

“ *How can you major in life? How can you major in the beauty of the world? You have to choose a major to get a degree, but those were the things I wanted to study. . . My interests are in the beauty and diversity of nature, and having my Ph.D. in zoology was a stepping stone that gave me access to different areas of the world.* ”

exclusionary, believing that national parks should not have people living there. Future Generations really opened my eyes to see how that system doesn't work. . . ‘no-man, no-go’ areas like Yellowstone National Park don't work.”

Fleming and Future Generations support an alternative model to conservation which relies on citizens in the management of park systems and encourages collaboration and shared responsibility between government agencies and private landowners. Qomolangma (Mount Everest) National Nature Preserve, established with support from Future Generations, is a shining example of this model. In a little over a decade, the preserve succeeded in doubling wildlife populations, reducing deforestation by two-thirds, and protecting water supplies of local villages while at the same time expanding access to health care and education.

At present, Fleming is working on a monograph that, once completed, will highlight the opportunity for all of us to think about how the entire planet is connected as one great biosphere.



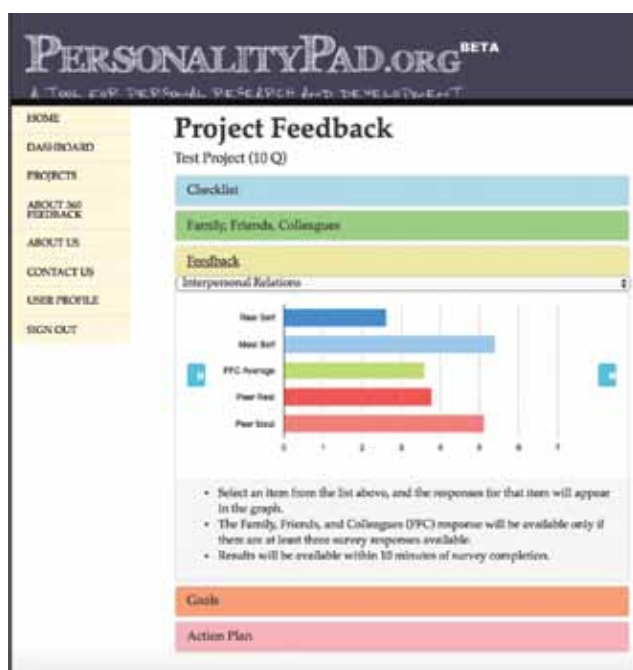
Assessment - 360° Feedback

Understanding oneself and making personal change is difficult. Future Generations Assistant Professor Jesse Pappas, along with a team of colleagues, created the Personality Pad to facilitate these tasks.

“The Personality Pad’s goal is to assist with self-insight and self-development,” says Pappas. It uses a system of 360° feedback.

“Essentially, 360° feedback provides insight about how individuals perceive themselves

Pappas and his team’s goal is to adapt this well-established professional tool for personal use. Findings suggest that individuals have a greater understanding of their personality after interpreting their 360° feedback. In many cases, this leads to actionable plans to implement personal development.



compared to how they are perceived by the people around them” (www.personalitypad.org).

The National Science Foundation has funded Pappas’ work on the Personality Pad since 2011. Thousands of individuals worldwide have used it to gain self-insight and set self-development goals.

Pappas is adapting the technology also to the specific needs of the Graduate School. “One unique but challenging aspect of the Future Generations cohort module is an extremely diverse group of students, in terms of culture, previous academic training, and learning styles. The Personality Pad could go a long way in improving the teaching effectiveness of our faculty.”

Food Security

Reading the Tea Leaves

Siang Tea Industries Ltd. has provided relief to flood-affected and landless communities in the Indian state of Assam by training 4,000 laborers to work on or start their own small tea plantations. This is just one way that the company, in conjunction with Future Generations Arunachal, has created a business model that combines profit with sustainable community change. By offering technical training and high quality tea to community members, Siang Tea has increased its number of grower-suppliers from fourteen in 2006 to sixty-five in 2016—a 364% increase in a decade's time.

Other results this partnership has achieved include:

- Teaming up with Donyi Polo Tea Estate (run by Manoj Kumar (Class of 2017)) to create thirteen community-based “self-help” groups (see page 23 for more on these).
- Lowering the number of documented malaria cases in the Sille-Oyan Circle sub-district of Arunachal Pradesh from 155 in 2007 to eleven in the first half of 2016.
- Running workshops on how to construct bio-composting pits and to use local herbs to make organic pesticides.
- Converting 150 (soon to be 250) hectares to a certified organic production site.
- Establishing a 400 hectare preservation adjoining the Donyi Polo Tea Estate to provide native animal species and migratory birds with an environment where they can thrive.

Siang Tea Industries is developing an enviable model for businesses to thrive in the market while also empowering workers in local communities and safeguarding the environment for the enjoyment of generations to come.





Turning Waste into Food

“In three years, 525,000 pounds of food scraps were turned into 315,000 pounds of compost for farmers,” explains alumna Kristen Baskin (Class of 2009). Baskin started her small business, Let Us Compost, to address both food waste and a lack of good compost in her hometown of Athens, Georgia. She got the idea during a residential in India when the class visited a place where Indians could either buy composting toilets or learn how to make them.

Baskin recently started a non-profit organization, Vulture Cycles, that employs cyclists to ride to homes, schools, businesses, and established collection

sites throughout Athens to pick up compost. Riders then transport it to a facility where it is made into compost for sale to farmers. They now have 300 clients from whom they pick up, and fifty farmers who buy their compost.

“Future Generations taught me not to fear any kind of success—instead to collect the successes and walk forward with our community, keeping it going. Future Generations continues to inundate my composting dreams in Athens with guidance, inspiration and structure, and I’m glad it’s taken me nine years to get there—with long stretches in between—social change is like that—slow, iterative, and more powerful because of it,” reflects Baskin.



Creating Economic Opportunities for West Virginia Farmers

Three years ago, Future Generations Professor Mike Rechlin helped start a 20,000 tap maple syrup operation in the Potomac Highlands. This opened the door to new opportunity for West Virginia farmers. In the short time since, he published *Maple Syrup: An Introduction to the Science of a Forest Treasure*, helped establish the WV Maple Syrup Producers Association (WVMSPA), and has led workshops throughout the state teaching how to produce maple syrup.

The number of new maple syrup producers and existing producers has grown substantially under Rechlin's mentorship. At present, he is working to secure funding for a project that will explore how to brand West Virginia syrup to consumers who prefer heavier, darker sweeteners than people from the northeast.

A few valleys to the east, Instructor Luke Taylor-Ide helped grow a local farmers market near the Potomac Headwaters. He co-founded a non-profit organization that enabled the local farmers market to receive grants to pay for workshops, trainings, equipment, and kids' programs.

"To survive, the market had to be seen as a community thing, not just a commerce thing," he says. "The market can achieve its mission even if no food is actually sold." But there is an economic benefit to the community as well. It doubled in size from 2014 to 2015—in number of vendors, customers, and money it brings in.



Education Results



Students Connect with their Communities and the Land

Bethany Garrettson (Class of 2014) started the *Osgood Pond Semester* program (paul-smiths.edu/Osgood) while still a student at Future Generations. The *Osgood Pond Semester* at Paul Smith's College is a residential community for Paul Smith's students "to learn to connect with themselves, their community, and the land."

Students focus on their lifestyle and consumption choices. The goal is to bring awareness and practice to the connection between how they live in the modern world and their connection to the environment.

"Nowhere [at Paul Smith's College] is hands-on learning implemented more than at the Osgood Farm site," according to one student who participated.

The first class came in the fall of 2015. Since then another class took part

in a shorter summer program in 2016. *Osgood Pond Semester* has received wide support from the Paul Smith's Community. It is now seeking to transition to a larger location that can host up to fifty students.

It is Bethany's hope that others will support Future Generations so that others like her—eager to find community-driven solutions—can receive an education that is invaluable to practitioners who otherwise cannot afford this type of higher education based on theory *and* evidence.



Utilizing Community Strength

Through three regions in Liberia, the Community Integrated Development and Need-Based Project (CIDNEP) reached 15,000 people in seven communities. Adolphus Dupley (Class of 2015), Associate Director with Liberia's Department of Community Services, began CIDNEP after learning the principles of SEED-SCALE.

The influential idea for him was building on local successes and understanding community capacity. The result increased community access to essential services—education, water, sanitation, health, and agriculture—in Liberia's most densely populated regions. “We created a partnership between all parties so needs are met,” says Dupley.

Prior to enrolling in the Graduate School, Dupley ran the predecessor project to CIDNEP. It used a one-size-fits-all approach.

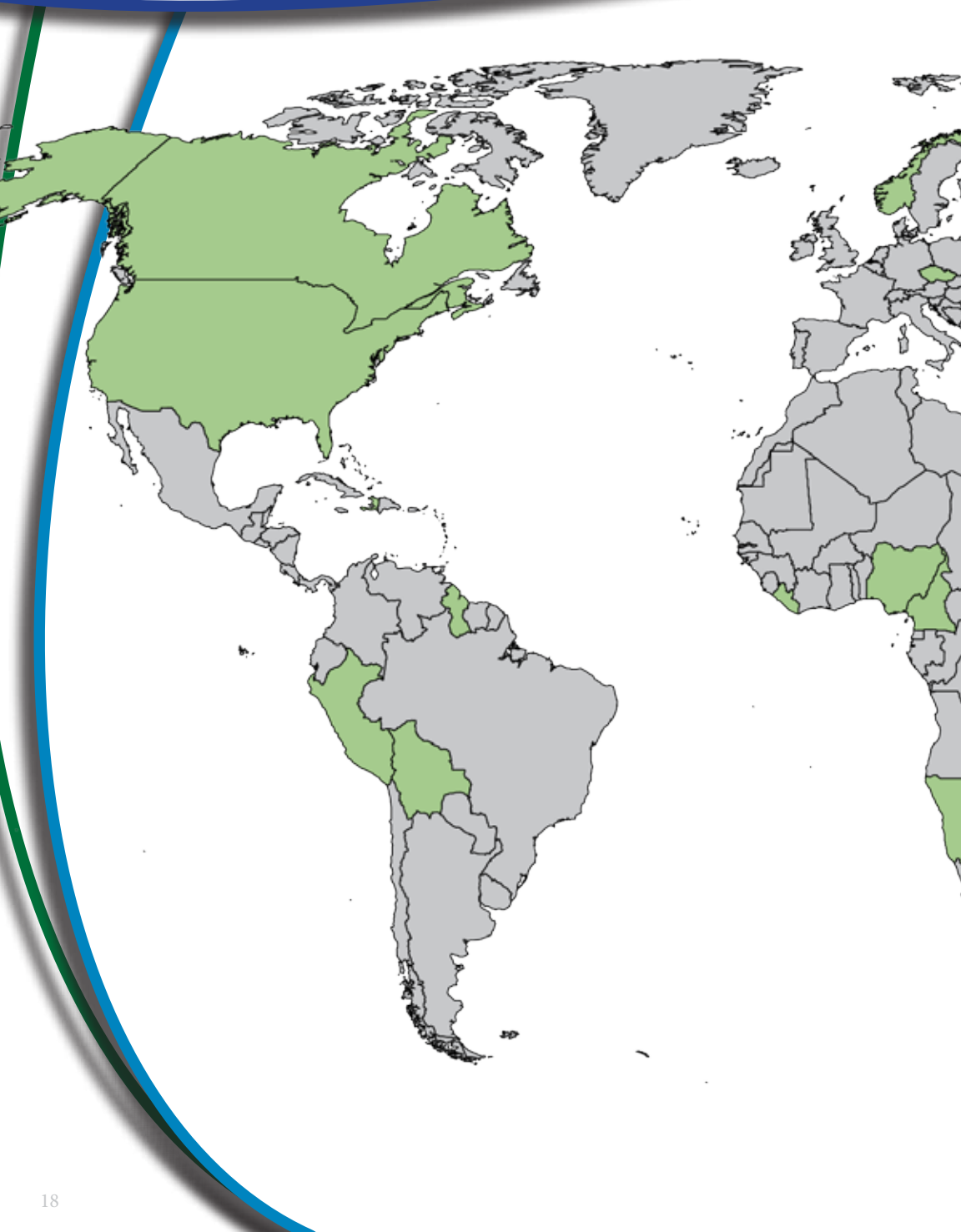
“There was no particular attention being paid to community capacity, knowledge, and involvement,” he remarks.

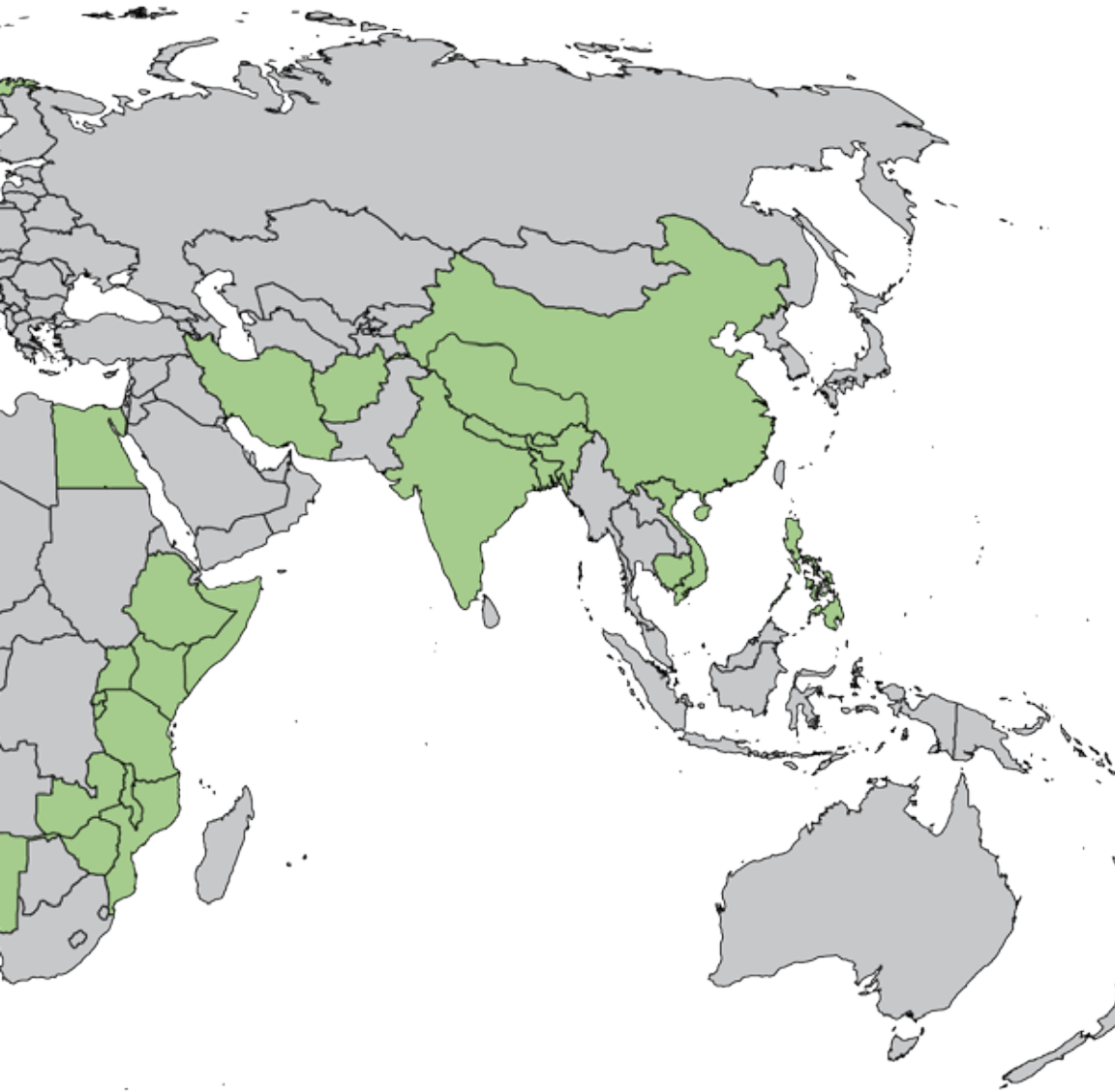
The Community Integrated Development and Needs-Based Project reached more people in its first year than its predecessor ever did. More than half are women. “We have made interventions in areas of gender where for the first time in some of these communities women are now playing major leadership roles,” notes Dupley. In addition to gender equity, the project addresses underground water pollution, forest resource management, and peacebuilding.

“*Future Generations Graduate School provides one of the best opportunities for graduate education on the globe today. One can really come out of the program as an international caliber change agent.*” Adolphus Dupley, Class of 2015



Global Results





● Students from 34 Countries

Peacebuilding Results

Peace through Sports

Future Generations Afghanistan found a unique way to engage the country's large but marginalized youth population from the political process: volleyball.

The organization coordinated and funded a ten day volleyball tournament in 2015 that brought together teams from different communities in Daikundi Province. The tournament's goal was more than just recreation. It was a competition of joy, and communities became enthusiastic through the tournament. The Governor himself joined his local team.

When the tournament was held again in 2016, community support was even stronger. Now they coordinated their own teams and practices. The number of teams doubled. The competitive volleyball program started by Future Generations Afghanistan provides youth with a positive outlet for spending their time. It establishes positive relationships in their communities.





Peacebuilding in Haiti

Louino Robillard (Class of 2013) received the *Commitment to Community Award* by Roots of Development in Washington, DC, earlier this year. Robillard was recognized for his work in the Cite Soleil neighborhood of Port-au-Prince, Haiti.



Advocating for Rural Communities

From early in her career, Shannon Elizabeth Bell (Class of 2015)

knew her research must benefit the people

she was studying. Bell recently published *Fighting King Coal: The Challenges to Micromobilization in Central Appalachia* (MIT Press, 2016). Along with her previous book, the award-winning *Our Roots Run Deep as Ironweed: Appalachian Women and the Fight for Environmental Justice* (University of Illinois Press, 2013), *Fighting King Coal* brings to light the myriad environmental injustices taking place in the coalfields of Appalachia.

Bell is now an Associate Professor at the University of Kentucky, but her books and career build from her Future Generations



practicum when she was a master's student. Her practicum, *West Virginia Photovoice*, bridged activism and the academy through in-depth interviews, participant observation, geospatial viewshed analysis, and document analysis.



One important insight from her graduate work with Future Generations was building from successes. She led fifty-four women in five coal-mining communities through an eight-month process of “telling the story” of their communities. These stories included the strengths, beauty, and challenges, as well as the participants’ ideas for change. Many ideas became realities thanks to the visibility that *Photovoice* provided. Roads were repaired, municipal waterlines were built, and a community park and pool were reopened. The project increased participants’ sense of efficacy and empowerment.



Women's Empowerment through Microenterprise

Self-Help Group is structured around a 3-way partnership.



Future Generations began work in Arunachal Pradesh, a rugged and beautiful region in Northeastern India, in 1994. They started women's groups that focused on preventative health issues.

In 2012, Assistant Professor Nawang Gurung (Class of 2005) returned to the region to expand these groups both in numbers and with new levels of training. These groups address a number of issues in the community, but the main emphasis is on sustainable income generation.

Gurung employed a 3-way partnership and innovative financing model. It supports groups in fifty-six villages in six districts. Each group has ten to twenty members and its own bank account—to provide loans to members to start microenterprises. A Central Coordinating Committee maintains a larger account that local groups can draw from. Both the central and local bank accounts act as endowments and the groups have now created a sustainable funding base using a percentage of the interest earned.

Empowerment



Improving African-American Community Life through Black Churches

“Anybody isn’t coming to save anybody. You’ve got to save yourself,” argues James Patterson (Class of 2005). When no one else was addressing health, education, and wellness in Charleston’s African American community, he decided it was up to him.

Patterson created the Partnership of African American Churches (PAAC), a non-profit that pools the resources of black churches of southern West Virginia to address pressing needs in the black community. The idea is based on SEED-SCALE’s emphasis on partnerships. In most communities in the area, churches are the only African-American controlled institutions.

The partnership operates a Prevention Recovery & Wellness Center that has trained over 100 recovery coaches—about half the recovery coaches in the entire

state. It also has an Education Initiative that enrolls 129 students at three community learning centers. Older students mentor younger students during the fall. In the summer, among other things, they prepare 290 daily lunches for ten Charleston Area Housing Developments.

“Over the years we generated a lot of numbers,” says Edna Green, PAAC’s Assistant Director. “But I think what is most important is that our foundation is the SEED-SCALE model. We have brought small congregational communities together, positioning them to have access to government and larger bases of funding.”





Laying the Foundations of Democracy

Since 2013, Future Generations Afghanistan established Community Development Councils (CDCs) in eighty-two communities within the Kiti District. The CDCs resulted in 138 community improvement projects:

- 47 Water & Sanitation Projects
- 48 Irrigation Projects
- 11 Road Construction & Renovation Projects
- 18 Education Projects
- 10 Social Development Projects
- 4 Electricity Infrastructure Projects

Future Generations Afghanistan began establishing CDCs in insecure regions of Afghanistan nearly a decade ago. The above

project is part of Afghanistan's National Solidarity Program, designed by the Afghan government with World Bank funding to lay the foundations of local democratic governance across rural Afghanistan.

As with prior work in women's literacy in 490 mosques, conservation, and research in shared pregnancy histories that changed Afghanistan's national health policy, the goal of the above present effort is to include Afghan citizens in the decision-making process. This ownership of their futures will affect the trajectory (and security) of their communities, locally and nationally.

Conservation Results




The Yeti Trail

“I cannot promise what we will find or how conditions will turn out,” began an invitation sent by Future Generations faculty earlier this year. “We shall take a new trail into the jungle that has never been travelled before, even by the local villagers.”

The Yeti Trail is an eighteen mile path cut through the heart of Makalu-Barun National Park (MBNP) in Nepal. It is also the latest conservation project in an area where Future Generations has been involved since its earliest days.

Though Future Generations supported the trail’s construction, the local communities conceived and constructed it—then they raised local and government funds. For three decades, these villagers have protected the jungle. Now with strong local protection in place partnered with government, the people seek to show it to visitors as well. To accomplish this, they created a task force called *Barun Bachaon! (Let’s Save Barun!)*.

For a quarter century now, Future Generations helped grow MBNP and other parks around the highest mountains in the world: Everest, Lhotse (4th highest), and Makalu (5th highest). Above the heights of these mountains is a taller story—these parks show examples of how people can nurture the recovery of both wild animals and forests and make a living at the same time.

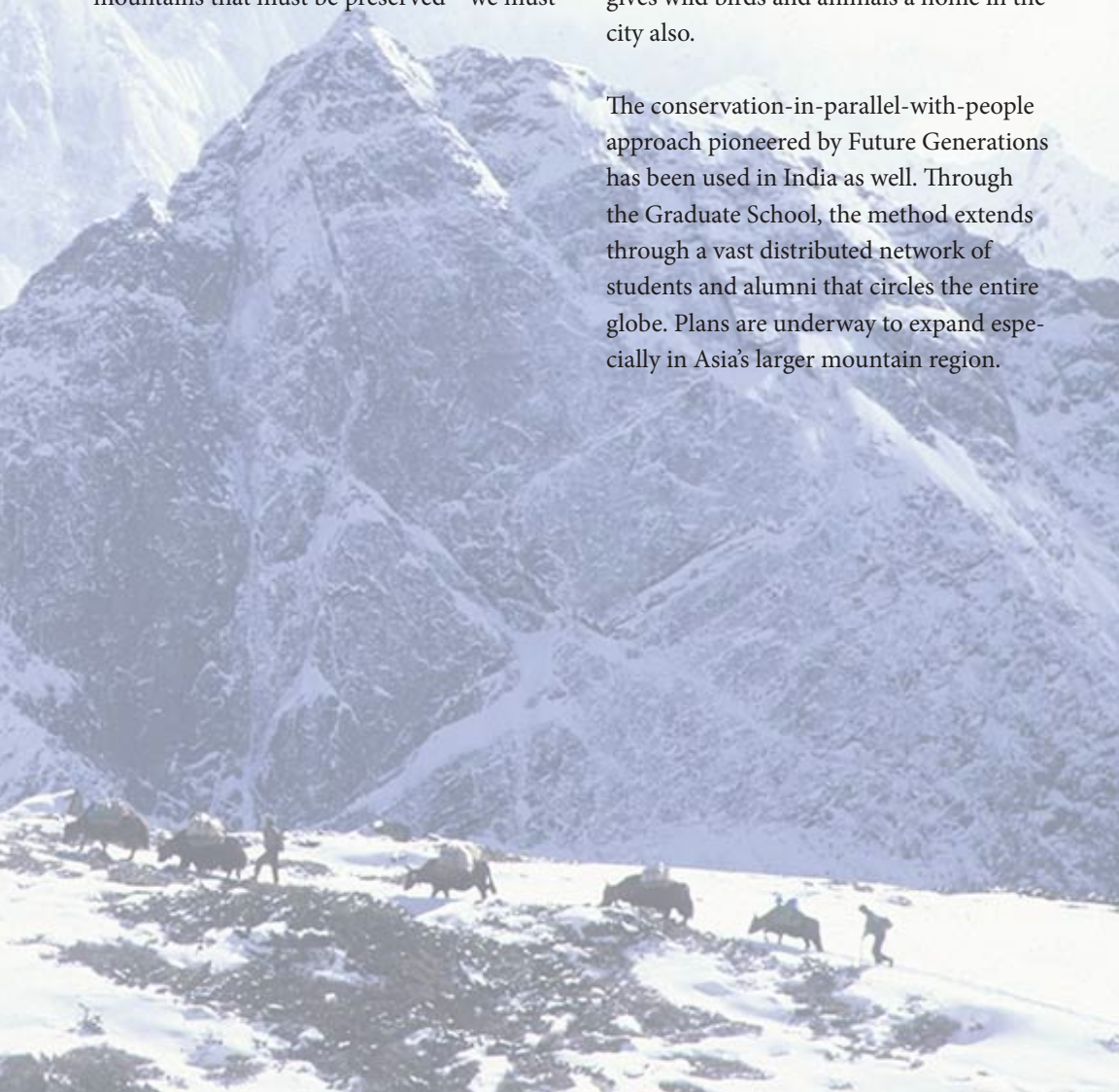


It was in these valleys that Dan'l Taylor and Bob Fleming from Future Generations and a team of Nepali scientists showed that the Himalayan Black Bear is the explanation for the legendary Yeti prints that had captured the public imagination. The creation of MBNP was an effort to protect the bear—and its entire pristine ecosystem.

It is not just the remote jungles and high mountains that must be preserved—we must

also preserve our own backyards. Future Generations staff identified wetlands behind Lhasa's Potala Palace. At the time, they were slated to be filled in for the expanding city. Future Generations was able to work with the government to create an urban park twice the size of New York's Central Park. Today, Lhasa City circles these wetlands. It gives city dwellers access to green space while increasing adjacent land values. It gives wild birds and animals a home in the city also.

The conservation-in-parallel-with-people approach pioneered by Future Generations has been used in India as well. Through the Graduate School, the method extends through a vast distributed network of students and alumni that circles the entire globe. Plans are underway to expand especially in Asia's larger mountain region.





Local Priorities

The University of Michigan selected longtime Future Generations Professor Daniel Robison's work for inclusion in a set of International Planning Case Studies. Robison's work focuses on the current conflict between economic growth and environmental concerns in Bolivia.

Robison is helping the community stand up to both international interests and the Bolivian government, which is trying to build a bridge and a dam in environmentally sensitive areas. As an innovator in sustainable tourism, Robison also created the most biodiverse golf course in the world on his farm in Rurrenbaque, Bolivia.

Robison is applying SEED-SCALE in his community to utilize local leadership and create partnerships. His life's work blends environmental activism and scholarly research for sustainable use of natural resources in the Amazon.

Thanks to his inclusion in the International Planning Case Studies, this work will be an example for developing countries throughout the world.

A Model Eco-Community in China

Beijing's Watershed Protection and Pollution Control Project (WPPCP) is a comprehensive clean-up and conservation effort in ShangZhuang, China with promising results after just one year.

A coalition of government agents, volunteer villagers, and outside experts organized three trainings on recycling, water safety and health, and “zero waste.” Fifty-seven villagers (5% of ShangZhuang's population) participated in these workshops—a strong base for community-wide extension of the learning. One-hundred and ninety volunteers from business, nine university student volunteers, and sixty-five ShangZhuang villagers attended the “zero waste” community action and water quality monitoring effort.

The WPPCP is led by Yu Huiling (Class of 2015) with Future Generations China. ShangZhuang was chosen because it is situated between two reservoirs which together supply drinking water for twenty million residents of the Beijing area. This is a small community that can be an example to China's capital city, a “model eco-community.”

“I see a beautiful future for this community,” Huiling expresses. “Once we've cleaned up its environment after three years, we have more plans ... with the creation of a nature school and a place for healing in its natural environment of the forest.” Huiling and Future Generations China are working with stakeholders and levels of Chinese government to launch similar projects in other ecologically strategic areas of the country.



Personal Journeys



Lifelong Learning

“You stop learning, you start dying,” insists Ruben Puentes, Professor and Director for Innovation & Partnerships at Future Generations Graduate School. His career reflects his desire to expand—as a soil scientist for a government agency, a teacher for a U.S. university, the leader of a network of researchers in transnational migration, and Associate Vice President of the Rockefeller Foundation ... plus a part-time potato grower on his farm in Uruguay. For Puentes, life is always a classroom.

Puentes’ task at the Graduate School is to strengthen the Master’s Degree in Applied Community Change curriculum along with student teaching and advising: “This is a

unique opportunity to continue learning, not only from faculty colleagues but from the students themselves.”

Puentes’ students appreciate his global experience that links community development, natural resources management, and agriculture. Most are practitioners themselves with diverse experiences, and their questions force Puentes to continue learning.

“Education is in the learning, not the teaching,” Puentes says. “Future Generations Graduate School is the place to be for those with a passion for learning; it is difficult to find a better place either to start or continue a lifelong learning journey.”



Completing Impossible Tasks

“My team members dismissed our task as impossible,” says Brenda Engola (Class of 2013), when she moved to Somalia from her home in Uganda to lead peacebuilding efforts for the International Rescue Committee (IRC). Their task was to mobilize communities to articulate a vision for their future and gather resources from amongst themselves to drive that vision forward. “There was no precedent for a humanitarian organization requesting communities to contribute a substantial amount of resources to their own development.”

“Thanks to Future Generations Graduate School, I was able to say ‘It’s not impossible, and it’s not a joke. I have seen successes in India, Haiti, the U.S., and Africa. If it worked there, there is no reason why it should fail in Somalia.”

Engola’s team ultimately supported twenty communities to articulate their visions and to contribute land, building materials, money, and time. “It was amazing to witness the sense of empowerment rise. Community members realized they actually had something to contribute.”

Because of her success in Somalia, Engola moved to IRC headquarters where she provides support to twelve countries in Africa, Asia, and the Middle East. Each is a unique humanitarian challenge, she says. “I use all my learning, which is essentially about placing communities at the forefront of the



protection of their individual and collective human rights.”

For Engola, the graduate program required her to be an active community practitioner while studying. This allowed her to continuously refine what she was doing at work. The result has been Engola’s professional growth to find successes that use community-driven solutions and the confidence to take on challenges for meaningful impact in lives affected by conflict.

Global Network



The Future Generations Global Network launched this year in an effort to leverage the potential of the organization's alumni and faculty. The Network is led by Dang Ngoc Quang (Class of 2007).

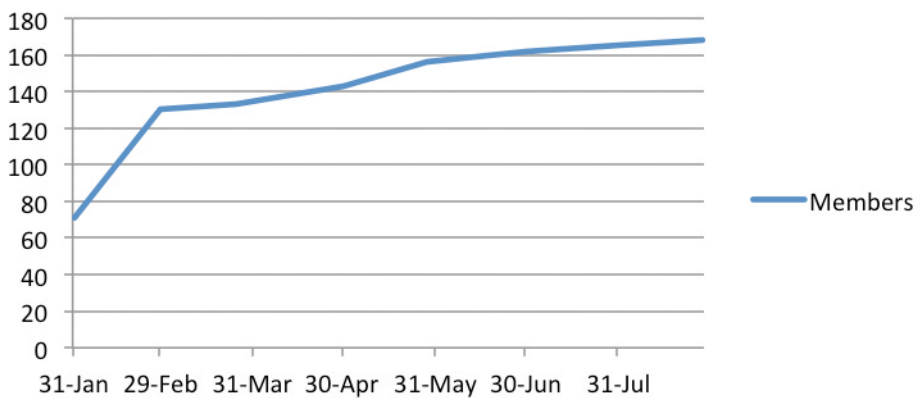
Quang utilizes social media platforms to engage the global Future Generations family. In seven months, the Network has already engaged all eligible alumni. One network goal is to understand alumni interests and needs. Quang's polled members and found that access to learning opportunities, funding opportunities, and alumni meet-ups are

what the group needs most. Now, Quang is mobilizing the team to provide these to each other.

A great deal of data has been generated by Quang since creating the Network and its active Facebook page. Using this, and recognizing the need for continued support of its nexus, the Graduate School and Global Network are working in tandem to generate content and resources for alumni. In leveraging the resources of all parties, both Network and Graduate School are taking SEED-SCALE to heart to grow the change leaders that comprise the Future Generations family.



Global Network Membership Growth First Half 2016



Financial Summary

Future Generations Graduate School and Future Generations, Inc. separated financially effective July 1, 2015. Each has parallel management focusing on parallel missions for equitable community change. One focuses on learning, the other on gathering global practice.

Future Generations Graduate School

Fiscal year 2016 saw continued strengthening of the Graduate School's finances. The net asset account increased in excess of \$900,000 to a balance of \$11,650,000. The balance sheet remains free of long and short term debt. The permanent endowment fund balance increased \$600,000 to an all-time record fund balance of \$10,413,000. The endowment on a per pupil basis is one of the strongest in the country, lending financial stability to the Graduate School while providing funds to assist with tuition.

Steps also further strengthened the permanent restricted assets by strengthening the withdrawal requirements. These included reducing, in the present unpredictable global markets, the withdrawal from 5% to 4% and changing the withdrawal basis from current fair market value to a three-year rolling average of fair market value.

The School issued a record number of scholarships to its students in fiscal year 2016, in excess of \$525,000 to over forty students.

The Graduate School expanded its faculty. Expenses increased in excess of \$40,000 to

\$2,011,000 for the academic year. In addition to strengthening our existing programs the school is in active development of new programs.

Future Generations, Inc.

Future Generations, the non-profit, among its global activities focused on several large federal government contracts that will

Statement of Financial Position June 30, 2016

Assets

Current Assets	\$601,000
Property & Equipment	\$364,000
Investments	\$10,767,000
Total	\$11,732,000

Liabilities & Net Assets

Current Liabilities	\$79,000
Net Assets	\$11,653,000
Total	\$11,732,000

run over the next several years. The first was reported in the prior year with Health Resources and Services Administration to assist in the treatment of veterans with post-traumatic stress disorder (PTSD). Also last year, Future Generations, Inc. began another contract with this federal agency to assist in transitioning ex-offenders back into the general community. Both contracts resulted in payments from the U.S. government in excess of \$400,000. In the coming fiscal year ending June 30, 2017 these revenues are expected to exceed \$600,000.

In addition to its federal contracts, Future Generations, Inc. guides and directs the Alumni Network for Future Generations Graduate School. This network promotes alumni engagement with community change in the many countries of the Graduate School's alumni. To this end, over a dozen grants totaled in excess of \$32,000 for programs created by alumni. In the coming years, grants will annually exceed \$100,000.

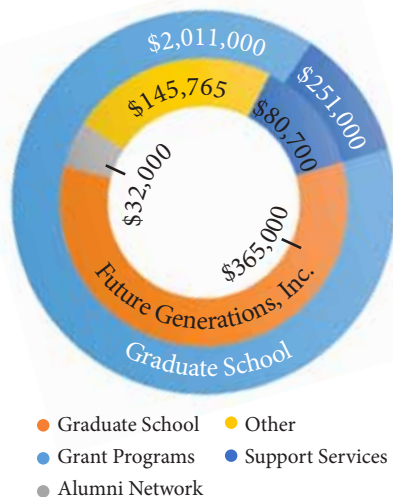
Both Future Generations, Inc. and the Graduate School have a ratio of funds spent that averaged over 85% on program services. For the year ended June 30, 2016 this ratio exceeded 88%. This has been the case over the life of both organizations, and it is expected to continue.

Accompanying is a summary of the financial assets and activity. Neither organization has significant liabilities. Both organizations track restricted funds in designated accounts. For the year ending June 30, 2017, the Graduate School will operate with a budget of approximately \$3 million with income from donations, tuition, and investments.

While all aspects of financial condition cannot be summarized in one short letter, the organization is open for contact with your financial questions and concerns. Audited financial statements are available on request. The worldwide family of Future Generations thanks all prior donors for their steadfast and continued interest and financial support.

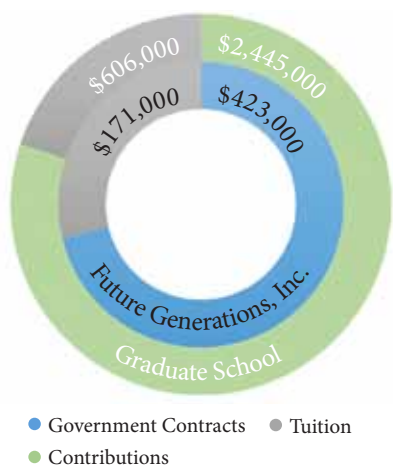
Total Expenses

Graduate School: \$2,262,000
 Future Generations, Inc.: \$623,465



Total Support & Revenue

Graduate School: \$3,051,000
 Future Generations, Inc.: \$594,000



Respectfully reported,

Randy Brandt, C.P.A.
 Comptroller

PEOPLE LIKE YOU

People like you made the results highlighted in this report. Your support is needed to continue to spread this around the world. Alumni are extending the lessons; new students send in applications to learn.

Your gift will grow capacities and partnerships that improve our applied practical education, because:

- Coursework happens in the students' communities so results start immediately
- Students pass on to others what they have learned—making real life impact
- Communities learn to use what they have to drive change

Thousands of lives can be changed—education is a process that grows ... in peoples lives and by extending across boundaries.

With your gift, people will learn how to use more efficiently and effectively the resources they have already—it is a learning process that once adopted causes their whole lives to grow, that radiates out through communities. Proof is given in this report.

CAN GIVE LIKE THIS...

People like you are the real heroes of these students and communities. Our dream is to make higher education accessible and relevant. You can be part of that by contributing in one of the ways below:

Mail check or correspondence to:

Future Generations Graduate School
390 Road Less Traveled
Franklin, WV 26807

Donate online:

www.future.edu/support-a-student

Email accounts@future.edu for information on:

- Planned Giving
- Stock Transfers
- Wire Transfers



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