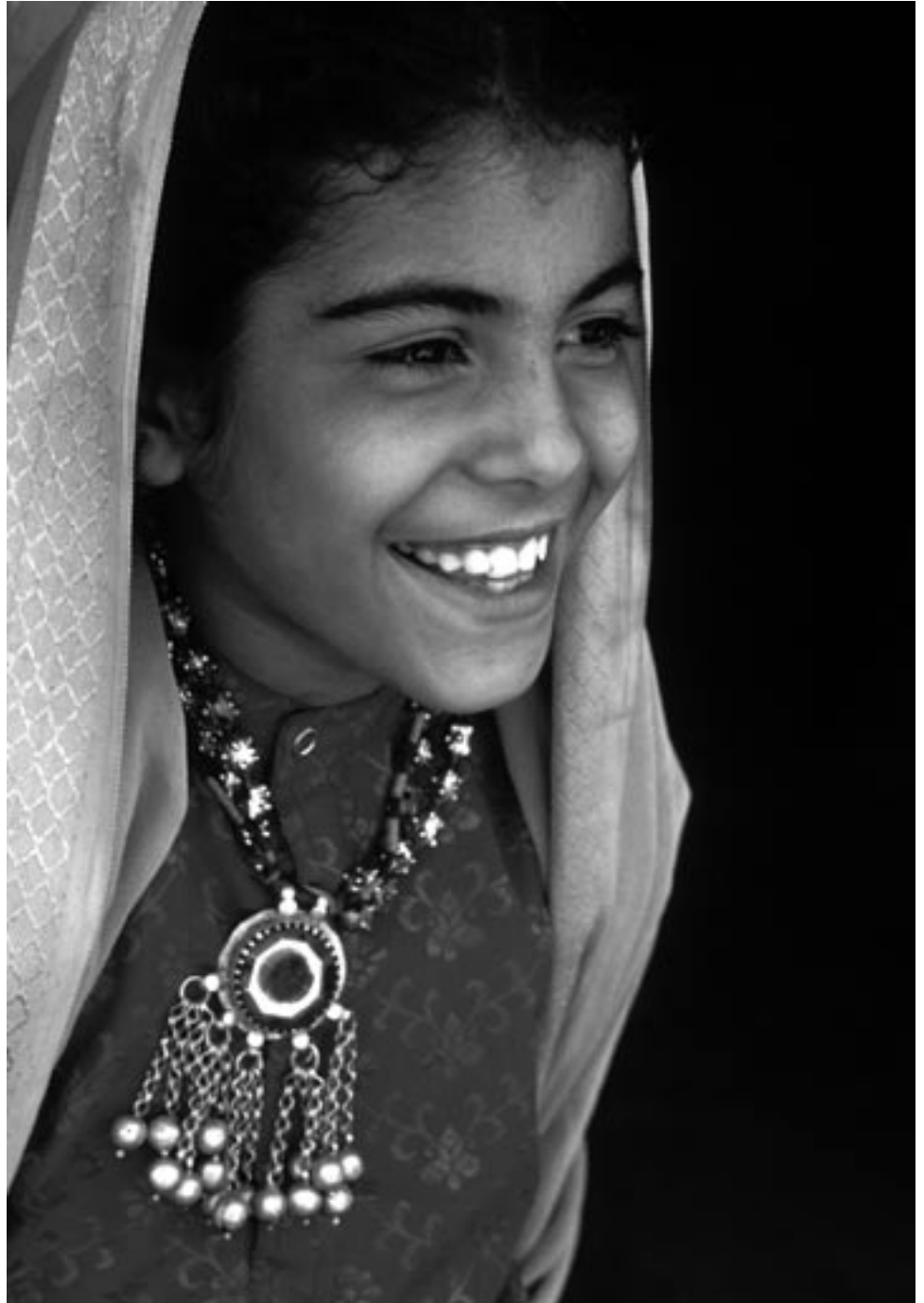


# FutureGenerations

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The Energy of People

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Annual Report 2005

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## Message from the Chairperson



*Celebrating the second place award: Hon. Flora MacDonald and Dr. Shukria Hassan represent Future Generations Afghanistan at the 2004 Global Development Awards in Dakar, Senegal.*

### Board of Trustees

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*Cover Photo: A Gujjar woman of a Muslim nomadic tribe in Uttaranchal, India. by: Sohan Singh, Director of Future Vision, a partner organization in Uttaranchal India.*

Colleagues:

Future Generations mobilizes the energy of people to create a better future. As a starting point, the organization supports a process (summarized on page 14) that helps communities identify and build upon their successes. Governments, organizations, and communities work in partnership to extend these successes to the regional level while engaging the participation of the poorest of the poor.

I have seen the impact of this process first hand. Communities bring forward their local resources to teach literacy, deliver healthy babies, and protect watersheds. When I ask community members what they most appreciate about Future Generations, they often answer, “new ideas that we can use and understand.”

This past year, Future Generations celebrated several notable achievements. The Master’s Degree program graduated its first class of nine students from six countries. Futuras Generaciones Peru helped the Las Moras primary health care facility achieve first place in a national competition sponsored by the Peruvian Ministry of Health. And Future Generations Afghanistan received the second place award for the “Most Innovative Development Project” at the 2004 Global Development Awards for its community-based approach to women’s literacy and health.

Most impressive about these achievements is that Future Generations partner organizations have used a common process to find sustainable and low-cost solutions. Innovations in how to engage the participation of people are emerging as global demonstrations from which others can learn.

Sincerely,

Hon. Flora MacDonald  
Chairperson, Board of Trustees, Future Generations  
Former Minister of Foreign Affairs, Canada  
Past Chairperson, International Development Research Center

## Message from the President

### Human Energy: The Critical Resource



*Inaugurating India's first Peace Park, the Tsangyang Gyatso Biosphere Reserve, on the India/Bhutan/China border. Daniel Taylor congratulates Pekyom Ringu, Deputy Conservator of Forests for Arunachal Pradesh.*

Friends:

How can the forgotten peoples of the world achieve a better life? How can their achievements be sustained over time? And how can the land, air, and water be preserved for future generations?

Human energy or the work of people is the force that can organize the resources needed for meeting today's global challenges. When the energy of people grows through collaborative action, it stimulates creativity, trust, and focus. This force can re-shape the human enterprise.

Future Generations researches, demonstrates, and teaches a process that mobilizes human energy to achieve equitable and sustainable change. Communities learn to invest their energy in sustainable solutions. They learn how to work in partnership with government, maximize locally available resources, and leverage outside-in support to create solutions that fit local circumstances.

As highlighted by the cross-cutting themes in this report, communities in four countries and an expanding network of Master's Degree alumni are adapting this process to promote equity and empowerment, conserve the land, air, and water, expand opportunities for women, and improve the quality and impact of their work. These communities now teach others through regional learning centers.

A significant task ahead is to continue learning with our partners and add to the global knowledge-base of community change and conservation. Over the next decade, Future Generations will promote and partner with "100 nodes of change" or community-based demonstrations, which will evolve more effective practices and serve as nodes of global learning.

We invite you to join this process.

Cordially,

Daniel Taylor  
President

## 2005 Achievements in Four Countries



### *Afghanistan*

In 2005, Future Generations Afghanistan focused efforts on researching and demonstrating three interventions that show promise for nationwide extension:

- *Learning for Life Skills* Approximately 400 mosque-based schools for 12,000 women are entry points for skills training in health and business development. Farmer's associations are training men in alternative livelihoods and agriculture.
- *Democratic Governance through Shuras (village councils)* The central Shaidan Valley *Shura* is an elected body representing *shuras* from 72 villages. It resolves conflict, organizes community action through workplans, coordinates government and NGO activities, and reintegrates ex-combatants into community life. This past year, approximately 500 ex-combatants participated in *shura* activities.
- *Community Health through Women-Only Health Workshops* Women-only health workshops organize women's action groups to train community health workers and community statisticians. The first demonstration of this approach mobilized mothers to improve community health throughout one district.

Regional demonstration and training centers are being established in Bamian and Ghazni Provinces to extend these lessons to neighboring districts and provinces.

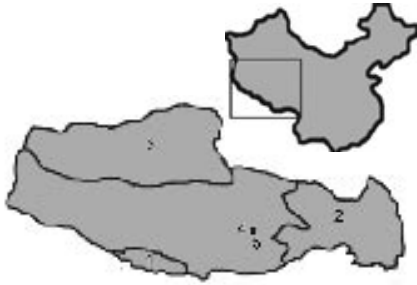


### *India*

Momentum grew in 2005 through partnerships with Future Generations India, Future Generations Arunachal, and the Government of Arunachal Pradesh. In Arunachal Pradesh, substantial progress was made toward extending activities statewide:

- *Village-level Governance* Training began for 6,000 *panchayats* (elected village leaders). An integrated curriculum was developed to teach processes of governance and community change. Over 50 people were trained to facilitate a multi-year learning program.
- *Community Change* Capacity development continued for 600 women who have formed self-help groups and 100 men who have formed farmer's clubs. These groups promote local solutions that improve health, literacy, income generation, and sustainable agriculture.
- *A Network of Biosphere Reserves* Future Generations partnered with government and communities to draft community-based management plans for Arunachal's two new biosphere reserves.

At the national level, Future Generations India and partner organization SBMA in Uttaranchal sponsored a training workshop on the Future Generations process of community change. Participants included 30 organizations from across India.



Protected areas in Tibet, China cover 40% of the total land area. This is up from less than 1% in the last 20 years.

1. Qomolangma (Everest) National Nature Preserve
2. Four Great Rivers Environmental Protection Plan
3. Changtang National Nature Preserve
4. Lhasa Wetlands National Nature Preserve
5. All-Tibet Pendeba (village worker) Project



## China

In 2005, work in the Tibet Autonomous Region focused on:

- *Integrating Community Change with Conservation* In the Qomolangma (Everest) preserve, local people live within and manage the protected area through the county-level administrative structure. Community stewardship is engaged through *Pendebas* (workers who benefit the village). This management strategy is being adapted to the ten-times larger Four Great Rivers region.
- *Enabling Community Change* *Pendebas* are trained in skills to advance village welfare and conservation. This past year, training continued for the 218 *Pendebas* in the Qomolangma preserve and extended to the Four Great Rivers region, where 300 people began what will be a multi-year learning program.
- *Strengthening Partnerships* Future Generations sponsored academic training and study tours for government leaders and staff. A new partnership with the David Suzuki Foundation of Canada will help implement an integrated conservation strategy in the Four Great Rivers region.

## Peru

In 2005, Futuras Generaciones Peru made substantial progress toward:

- *Supporting a national system of community-based health care* Since Peru decentralized its health services in 1994 with technical guidance from Future Generations staff, over 2,100 health centers covering 1/3 of the country became co-managed by community associations known as CLAS. Futuras Generaciones Peru continues to strengthen this model. A pilot demonstration, known as Model CLAS, evolves new approaches that enhance quality, ensure equity, and mobilize community participation.
- *Demonstrating a new approach through two regional demonstration and training centers in Huanuco and Cuzco* The Model CLAS in Huanuco serves as a demonstration and training center for 50 other CLAS in the region. This CLAS is Peru's award-winning demonstration for how to improve quality of care. This year, U.S. government funds were granted to begin a similar Model CLAS in Cuzco.
- *Enabling government support through more effective legislation* Health decentralization through CLAS was originally granted through a Supreme Decree by the Peruvian President. Futuras Generaciones Peru provided technical counsel and drafted legislation in support of a CLAS law to legitimize and secure the program. The new CLAS law may be considered by the next congressional session in 2006-2007.

## Graduating Master's Degree Students



*Graduating the first class:*  
Director of Academic Programs, Dan Wessner, hoods Nawang Gurung of Nepal.

Three years ago, Future Generations started an international Master's Degree for community change practitioners. This past year, a benchmark was achieved: Future Generations graduated its first class. From Zambia to Canada, nine graduates from six countries are now using their skills and international field experience to build capacity within their home communities.

Graduation ceremonies were held at 17,500 feet at the base of Qomolangma (Mt. Everest) in the Tibet Autonomous Region, a site chosen for its demonstration in how to integrate community development with conservation. The commencement address delivered by Board of Trustee member, William Carmichael, called upon graduates to pursue collaborative learning:



Trustee member  
William Carmichael

*"The nine individuals whom we salute in this magnificent setting are the trailblazers in a new educational program. And that program is itself a pioneering venture....And it is that commitment, to continuing learning, that I hope all of you who are graduating today will share: a commitment to continuing inquiry and deepening understanding not only in your individual professional pursuits but also in sustained relationships with Future Generations. Your next—and enduring—task, therefore, will be to keep pace with that expanding knowledge base and to contribute to it, whenever you can."*



*Leadership Seminar:*  
Drs. Henry Mosley and Ben Lozare, Professors at Johns Hopkins International School of Public Health, conducted a one-week seminar on leadership as part of the Master's Degree site residential in the United States.

Graduates completed two-years of interactive online course work, participated in four one-month site residentials in India, the United States, Peru, and China, and engaged in a final practicum application in their home communities.

Future Generations continues to improve upon its approach to education, which blends three teaching methods: interactive online learning, site-based residentials, and applied practicum research and analysis. The Director of Academic Programs, two endowed professors, and eighteen full-time and adjunct faculty have refined the course curriculum and structure. More will be learned in 2006-2007 as Future Generations engages with the next class of 19 students from 15 countries.

## A Sampling of Student Leadership

### *Kelly Brown Heiltsuk Nation, British Columbia, Canada*

Kelly Brown, a leader and salmon fisheries manager for the Heiltsuk Nation of British Columbia, works with his people to secure equitable co-management of land and water resources. For his practicum project, he worked with over 100 community members, government agencies, and organizations to complete a comprehensive land-use plan. He also worked with the tribal salmon cannery to reduce its annual deficit from \$500,000 to \$19,000.



### *Master's Degree alumni are working in the following countries:*

Zambia	Nigeria	Canada	India
United States	Nepal	China	



### *Bruce Mukwatu Health Communication Partnership, Zambia*

Bruce Mukwatu has led community-based primary health projects in Zambia for 20 years. For his practicum project, he initiated the Zambia Academy for Community Change to train institutions and practitioners to work more effectively with communities and then link these groups through a process of collaborative learning.



### *Pratima Singh CHIRAG Uttaranchal, India*

Pratima Singh works in the northern India state of Uttaranchal on a district-wide program for integrated youth development and conservation. For her practicum project, she worked with her organization, CHIRAG, to measure empowerment indicators among adolescent women. Her research showed that women who had received health training were empowered to begin practicing preventative behaviors.

## Promoting Empowerment and Equity



*Teamwork at the Luzmila Templo Community Center in Peru:* Two community volunteers and a registered nurse from the health center monitor the health of all the at-risk mothers and children in their neighborhood.

Future Generations and its global partners are evolving a process of change that enables communities to generate empowerment and equity. This process uses four key principles (outlined on page 14). As the empowerment process gains momentum, communities implement workplans to meet the needs of the most marginalized. Future Generations continues to work on new approaches to measuring empowerment and equity. The highlights below show that lives are being transformed.

### *Highlights from Peru*

Las Moras is on a steep mountain surrounding the city of Huanuco. As people from the country-side migrate to the city for opportunities, they move onto the cheaper mountain lots. Life is difficult with no electricity and running water, but residents are taking collective action to improve their lives. This year, a volunteer health promoter from the sector of Senor De Puelles stood before a group of 150 people to share her story:

*In 1982, only nine people lived in Senor De Puelles. Today, we have 1,108. Life in our sector has started to improve: we now know how many children and pregnant women are here. We know about diarrhea and respiratory diseases. I am one of five promotores teaching good health. We are visiting all of the families. Following a survey, our community made a workplan and started a composting program; within three months, we grew vegetables and medicinal plants. And soon, the municipality will send a truck to collect the garbage.*

### *Highlights from Afghanistan*

The central Shaidan valley *Shura* (village council) of Bamian Province provides a voice for 72 village *shuras* in the district. The *Shura* has promoted disarmament, poppy eradication, reforestation, and education. The *Shura* also represents Shaidan communities to government and NGOs, and helps to ensure that outside funds are invested wisely. Many ex-combatants lead these activities: one of them is named Hadi. Hadi carried a gun for two years. Then he learned to read and write in a school built by a group of young ex-combatants. He was so respected that the community chose him to be the school supervisor. Hadi organized an education committee that convinced elders to let boys and girls study together. A new school was constructed and registered with the government. Hadi now teaches in the morning and studies at Bamian University in the afternoon.

#### Empowerment

A process whereby individuals and/or communities are able to achieve more fully their potential for improving quality of life for themselves and others, thereby enhancing self-confidence, initiative and creativity.

*Henry Perry, Professor of Equity and Empowerment*

#### Equity

Seeking out those who are poor, forgotten, marginalized, wherever they are

*Raj and Mabelle Arole*

Distribution of benefits according to demonstrable need rather than on the basis of political or socioeconomic privilege

*Carl Taylor*



## Expanding Opportunities for Women



*A Village Welfare Worker presents her village data:*  
In Arunachal Pradesh, India, over 600 women organize collective action through 54 women's groups and 25 self-help groups

One powerful dynamic for the future is women's empowerment. Women eagerly seek practical skills to improve their lives. Women build upon their successes and teach others.

### *Highlights from India*

In Arunachal Pradesh, women are promoting gender equity. Over 600 women organize collective action through 54 women's groups and 25 self-help groups. Women have started adult education programs, organized magic shows and skits, and generated income through a ginger garden. Self-help groups are maintaining their revolving funds. In partnership with the Comprehensive Rural Health Program in Jamkhed, India, 137 women have been trained as Village Welfare Workers to collect data and promote health. This year, women from three sites in Ziro, Pasighat, and Palin gave their time to support women's groups in three new areas across the state. Women share stories of personal transformation, like this one.

*In the beginning, my son was one and one-half years old. Now he is five. As he has grown, I've learned to treat most of his illnesses or take him to the clinic. I learned better ways to feed him. I now understand he must go to school. I've come to know the importance of family planning. Once every woman in our group had a small baby-it was hard for us to even sit in the meeting. Now we women are learning how to take care of ourselves, as well as our children and community.*



*Learning to cut the umbilical cord:* In Afghanistan, women-only health workshops provide a space for women to talk and form friendships, discuss their pregnancies, and learn skills for protecting maternal and child health.

### *Highlights from Afghanistan*

Afghanistan has the highest maternal mortality rate in the world with enormous disparity between rural and urban areas. In rural areas, the greatest need is for local women to acquire the skills to save their families. The difficulty has been recruiting and training adult village women as community health workers.

Future Generations Afghanistan has piloted a new strategy of women-only health workshops. Twenty to 30 women are nominated by their villages to participate in an intensive women-only health workshop. Women eat, sleep, and live together for one week, forming close friendships. An all-female health team teaches an essential package of practical skills for safe deliveries and maternal and child health. Women then return to their villages to teach mothers. Initial findings suggest that these simple community-based interventions may lead to a significant reduction in maternal and child mortality.

## Conserving the Land, Air, and Water

Communities must be part of the conservation solution. The challenge is to identify low-cost methods that build the capacity of communities to improve their lives while protecting the earth's life support systems. Innovations are being demonstrated in the Himalayas on the border of China and India.



*The World's Greatest Canyons:*  
In China, Four Great Rivers is the fourth largest protected area in the world. A community-based management strategy will protect these magnificent watersheds.

### *Highlights from Tibet, China*

The Four Great Rivers protected area is the size of Italy. With 46 million acres, it is the fourth largest protected area in the world. It contains one-seventh of all the trees in China; it protects watersheds upon which a billion people in eight countries depend; and it has some of the most extraordinary geography and biodiversity in the world. This past year, Future Generations partnered with government agencies and the David Suzuki Foundation of Canada to design an innovative management model that uses locally available resources. Each county-level government will work with communities to design and implement its own management strategy. To increase community participation in these county-level plans, *Pendebas* (workers who benefit the village) will train local people in primary health, animal husbandry, sustainable forestry, and other practical skills.

### *Highlights from Arunachal Pradesh, India*

Arunachal Pradesh has the greatest cultural and biological diversity of any state in India. To integrate the needs of people with nature, the state government is establishing a network of biosphere reserves. In 2005, Future Generations worked with local communities and the Arunachal government to design community-based management strategies for two biosphere reserves, the Tsangyang Gyatso Biosphere Reserve/Peace Park on the India/Bhutan/China border, and the Dihang Dibang Biosphere Reserve. The planning strategy addresses five areas of need: resource inventory, social and environmental development, economic development, tourism, historic and cultural preservation, and education and training. Future Generations has sponsored field surveys and training workshops on how communities monitor biodiversity, and it has researched strategies to help communities benefit from the ecotourism potential of these protected areas.



*Bamian's Provincial Bird:*  
In Afghanistan, the central Shaidan Valley Shura petitioned to have the falcon designated as Bamian's Provincial Bird. The head of the National Environmental Protection Agency prepares to free a bird.

## Extending Local Successes to Regional Scale

Communities can learn from each other. Successes in one community can motivate change in another. Regional centers of action learning and experimentation are key components of this process. In these centers, host communities participate in a dual process: *action learning* to discover by doing, and *experimentation* to test and improve ideas. These learning centers demonstrate new ideas and extend the process of change by becoming a “classroom without walls.”

### *Highlights from Afghanistan*

A systematic process has been used to determine what works in Afghanistan. Three interventions improving local governance, providing learning for life skills, and conducting women-only health workshops have been successfully piloted. On that basis, two Centers for Action Learning and Experimentation in Ghazni and Bamian provinces will rapidly extend new approaches to the regional level and serve as a model for a national network of learning centers.

### *Highlights from China*

In less than 20 years, the percentage of land designated as protected areas in Tibet grew from less than 1% to over 40%. Within these protected areas, plans are underway to establish regional learning centers. Senior *Pendebas* (workers who benefit the village) will manage these centers and strengthen the people-based approach to nature conservation through the training of villagers.



### *Learning a Process of Change*

In India, Future Generations and partner organization SBMA in Uttaranchal hosted a two-week workshop in how to mobilize community energy. Participants included members of over 30 organizations from across India as well as community leaders from Afghanistan.

### *Highlights from India*

Three sites in Arunachal Pradesh now serve as centers of action learning and experimentation to facilitate statewide expansion through the training of 6,000 *Panchayats* (elected village leaders). This approach will provide a national example for how to strengthen local governance. A neighboring state has expressed interest in learning from Arunachal's experience.

### *Highlights from Peru*

The Las Moras center for action learning and experimentation works with 50 community health associations and three micro-networks of community-managed health facilities. With a multi-year grant from the United States Agency for International Development, a second regional center is being established in Cuzco.

## Expanding Impact through Education

Meeting the humanitarian needs of today and the unpredictable challenges of the future requires a commitment to continuous learning and global collaboration. For this reason, Future Generations identifies itself as an institution of higher education and a learning organization. The organizations' first statement of purpose in 1992 was to: "identify and inform others of examples that enhance an enduring earth and incubate demonstration projects that promote the learning of peoples, regeneration of the environment, and improvement of human welfare." Today, Future Generations mission, vision, strategies, and values are aligned to expand impact worldwide through an educational focus.

### *Mission Statement*

Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development. As an international school for communities offering graduate degrees in Applied Community Change and Conservation, we provide training and higher education through on-site and interactive online learning. Toward this end, we support field-based research, promote successes that provide for rapid expansion, and build partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come.

### *Vision*

Future Generations ten year vision seeks a global shift in practice that promotes more effective partnerships between communities, governments, and organizations to achieve community change and conservation. The organization will promote "100 nodes of change" or demonstrations that are evolving more effective practices that fit local ecology, culture, and economy. It is anticipated that Master's Degree alumni, partner organizations, and practitioners will contribute to this learning process and help mobilize community energy into large-scale social transformation in their own countries.

### *Strategy*

Future Generations has chosen to implement its organizational impact through three integrated strategies: to *research*, *demonstrate*, and *teach* a systematic process of equitable and sustainable community change.

### *Values*

Future Generations is a global team of diverse, qualified and dedicated people. Our values shape our approach to community change and conservation and guide the day-to-day operations of our offices and field work. The organization values collaboration, equity, sustainability, and the capacity of people to determine their own future. Future Generations located its international headquarters on a mountain overlooking family farms and national forest in Franklin, West Virginia to: value the insights and lessons of a rural community; keep administration costs low; and demonstrate energy conservation through use of wind-generation, solar heating, and an efficient office design.

# Summary Financial Report

A complete set of audited financial statements is available upon request.

## Statements of Financial Position *June 30, 2005*

Assets		Liabilities and Net Assets	
Current Assets	\$ 300,452	Current Liabilities	\$ 522,247
Investments	2,969,554	Long-Term Debt	137,017
Property and equipment	414,715	Total Liabilities	659,264
		Total Net Assets	3,025,457
<i>Total Assets</i>	<i>\$3,684,721</i>	<i>Total Liabilities and Net Assets</i>	<i>\$3,684,721</i>

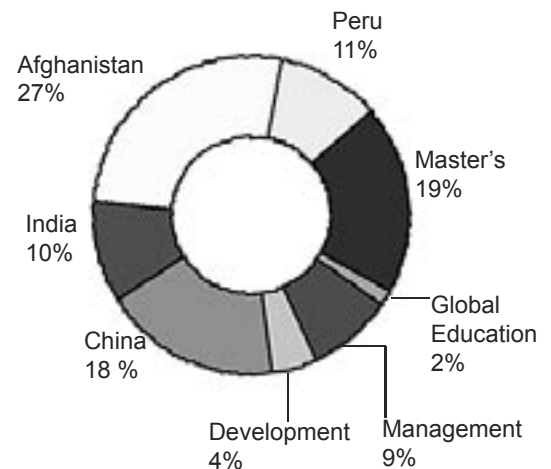
## Statements of Activities *For Year Ended June 30, 2005*

### Support and Revenue Total

Contributions	\$ 856,208
Grants	2,166,180
Program Service Fees	15,976
Investment Revenue	113,515
Government grants	92
Net assets released from restriction	0
<i>Total Support and Revenue</i>	<i>\$3,151,971</i>

### Expenses

	Total
Program Services	\$1,942,447
China programs	
India programs	
Afghanistan programs	
Peru program	
Masters program	
Global education program	
Total Program Services	\$1,942,447
Supporting Services	\$295,977
Institutional Management	
Institutional Development	
Total Supporting Services	\$295,977
<i>Total Expenses</i>	<i>\$2,238,424</i>



Percentage of Total Budget

## Senior Staff of Future Generations



*Honoring a dear friend and colleague:* Future Generations honors the memory of Chun-wuei Su Chien, the organization's first employee, who for 18 years served as Vice President of China Programs and provided extraordinary leadership for a people-based approach to nature conservation in the Tibet Autonomous Region.

Future Generations follows a uniform policy of nondiscrimination on the basis of gender, race, religion, and geographic origin.

Laura Altobelli, Dr. P.H., M.P.H.  
*Country Director, Peru*

Abdullah Barat  
*Afghanistan Site Director*

Fran Day, M.S.  
*Director of Administration*

Luis Espejo, M.D., M.P.H.  
*Community Development Specialist, Peru*

Nicholas Eye  
*Administrative Assistant*

Frances Fremont-Smith, Ed.M.  
*Country Director, China*

Nawang Gurung, M.A.  
*China Pendeba Coordinator*

Steve Green, C.P.A.  
*Internal Auditor*

Traci Hickson, M.A.  
*Director of Communications*

Torrill Iversen, M.D.  
*Health Program Director Afghanistan*

Ahmad Jaghori  
*Associate Country Director Afghanistan*

Mahmood Jaghori  
*Ghazni Site Director Afghanistan*

Tage Kanno, M.B.B.S.  
*Executive Director Future Generations Arunachal*

Dorothy Knapp, M.A.  
*Deputy Country Director Afghanistan*

Carol Mick, B.A.  
*Financial Manager*

Nalong Mize  
*Director of Program Operations India*

Michelle Simon  
*Administrative Assistant*

Carl Taylor, M.D., F.R.C.P., Dr.P.H.  
*Country Director, Afghanistan*

Daniel Taylor, Ed.D.  
*President*

George Taylor, M.S.  
*Director of Program Operations, International*

Jim Weaver, C.P.A.  
*External Auditor*

Dan Wessner, J.D., M.Div., Ph.D.  
*Director of Academic Programs*

### Full-time Faculty

Altobelli, Laura, Dr. P.H., M.P.H.  
Fran Day, M.S.  
Sheila McKean, Ph.D.  
Mike Rechlin, Ph.D.  
Dan Robison, Ph.D.  
Carl Taylor, M.D., F.R.C.P., Dr.P.H.  
Daniel Taylor, Ed.D.  
George Taylor, M.S.  
Dan Wessner, J.D., M.Div., Ph.D.

### Adjunct Faculty

John Augusto, M.A.  
Chris Gingrich, Ph.D.  
Karen Edwards, M.A.  
Lisa Schirch, Ph.D.  
Rob Whittier, M.S.L.S.  
Carolyn Yoder, M.A.

### Special Lecturers

Benjamin Lozare, Ph.D.  
Henry Mosley, M.D., M.P.H.  
Dong Yalang, M.A.

## Faculty

### Endowed Professors

Robert L. Fleming, Jr., Ph.D.  
*Prof. of Equity and Empowerment Conservation*

Henry Perry, M.D., M.P.H., Ph.D.  
*Prof. of Equity and Empowerment Health*

## Summary: Approach to Community Change

### SEED

Using a reliable and replicable system, communities can mobilize energy and sustain change at the local level.

### SCALE

Community-based successes can continuously improve in quality, and successes in one or several communities can expand rapidly to cover a larger region.

How does a community create solutions that fit its local circumstances? And, once started, how does a community sustain and expand its momentum? Future Generations is evolving an answer through research of what has worked in the field of community development over the last one hundred years. Scholarship and field demonstrations point toward a process for community change that can work in any type of community—rural, urban, disadvantaged, affluent, or one emerging from crisis—and can be applied to any issue that the community deems important. This process is called SEED-SCALE.

Global experience shows that four principles must be present. When all four are implemented, community energy grows; solutions evolve to fit the local economy, ecology, and values; change is sustained; and locale-specific solutions expand across whole regions. The principles are:

*Principle 1:* Build from success

*Principle 2:* Create three-way partnerships

*Principle 3:* Make decisions based on factual evidence; and

*Principle 4:* Seek behavior change as the outcome.

The SEED-SCALE framework builds from these principles and creates simple, one-page workplans. Seven tasks are repeated to generate a growing cycle of community energy. As communities are energized by their successes, the process evolves with rising sophistication. Successful communities become centers of action learning and experimentation.

### Resources Available for More Information

- [www.future.org](http://www.future.org)
- *Just and Lasting Change: When Communities Own Their Futures*, by Daniel Taylor and Carl E. Taylor published by Johns Hopkins University Press in 2002
- SEED-SCALE interactive learning cd-rom
- SEED-SCALE flip charts for community workshops

SEED-SCALE is distinct from many other approaches:

	SEED-SCALE	Common Approaches
Resource:	Energy/Time	Money
Who Does the Work:	Three-way partnership	Professionals/Leaders
Approach:	Build on Success	Focus on Failures
Guided By:	Evidence/Local Reality	Power and Opinion
Primary Outcome:	Change in Behavior	Prescribed Outputs
Evaluated By:	Achieving Workplan	Budget Compliance
Client and Control:	Community	Donor
Process:	Iterative	Design, Do it Right
Management Model:	Mentoring	Control of Process

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# FutureGenerations

## Summary of Activities

**Worldwide:** Future Generations advances research and understanding in a replicable process of equitable and sustainable community change, and offers formal academic training for community change practitioners through a Master's Degree in Applied Community Change and Conservation.

**Afghanistan:** Future Generations Afghanistan builds partnerships with local communities and government to improve mother and child health, to increase women's literacy and opportunities for income generation, and to engage ex-combatants in the reconstruction of their communities and restoration of the environment.

**China:** In the Tibet Autonomous Region, Future Generations partners with communities and government in designing and implementing a people-based approach to nature conservation, which now covers 40% of the region.

**India:** Future Generations India and Future Generations Arunachal promote statewide extension of social development and a network of biosphere reserves. The lessons learned are extended to other regions of India through partnerships and training programs.

**Peru:** Futuras Generaciones Peru demonstrates and expands the knowledge of how communities, government, and civil society can form effective partnerships that improve health and human welfare at the household and community level.

## How You Can Support This Work

- Consider an annual donation
- Help us recruit Master's Degree Students for the third class to begin September 2007
- Remember us in planning your estate gift

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