



FutureGenerations

TWO ORGANIZATIONS, ONE MISSION
ANNUAL REPORT 2009

UNIVERSAL
PRINCIPLES FOR
IMPROVING PEOPLE'S
LIVES AND PLACES

Peruvian farmers learn the four principles to create workplans and improve community action.



FutureGenerations Graduate School

Peruvian Alex Vargas joins the Dean and peers from Mozambique and Bolivia as part of the 2009 graduation ceremonies in Nepal.

CONTENTS

I. WELCOME

Letter from the President	2
Letter from the Chairman of the Board	
Future Generations	3
Future Generations Graduate School	4

II. UNIVERSAL PRINCIPLES AND COUNTRY ACTION PROGRAMS

Afghanistan: Build Community Action by Focusing on Successes	5
Peru: Strengthen Three-Way Partnerships	7
China: Make Decisions Based on Evidence	9
India: Focus on Collective Behavior Change	11

III. HISTORICAL MILESTONES OF FUTURE GENERATIONS AND THE FUTURE GENERATIONS GRADUATE SCHOOL

IV. GRADUATE SCHOOL

Master’s Degree in Applied Community Change and Conservation	15
Cross-Disciplinary Curriculum	17
Faculty Research in Community-based Approaches	19
Applied Learning in Communities	21

V. FINANCIALS, STAFF, AND DONORS

Financial Summary	23
Summary Financial Report	24
Contributing Donors	25
Senior Staff	26

LETTER FROM THE PRESIDENT



Friends:

If there is one lesson in international development, it is that there are no universal solutions to poverty, health, climate change, and conflict. But, the Seed-Scale theory of change suggests that there is a universal process to create appropriate solutions for each locale. This Annual Report is organized according to the Seed-Scale principles identified through research and field action over the last 17 years.

Future Generations, the Civil Society Organization, applies these principles in Afghanistan, China, India, and Peru. Field results feed lessons back to the Future Generations Graduate School, which conducts research and offers a Master's Degree in Applied Community Change and Conservation.

Students, now from 22 countries, have learned to be more effective community change agents. Courses begin on the porch of Gandhi's study center in central India and introduce the Seed-Scale principles. Through the two-year program that follows, student projects lead to real-world results in their home communities.

During the last six years, one of my greatest joys has been mentoring our graduate students. One example from 2009 is Tsering Norbu from the remote Everest region of Tibet, China. Norbu achieved the extraordinary by establishing the second non-profit organization ever registered outside of Lhasa. The new Pendebeba Society partners with more than 270 community service volunteers in the Qomolangma (Everest) National Nature Preserve.

This year, I was deeply moved by the response of our donors to these innovations. Despite the economic downturn, new and recurring donors came forward. Individuals contributed as did foundations such as Carnegie Corporation and corporations like Goldman Sachs. With this support Future Generations maintained a strong financial position. Thank you!

We look forward to sharing news in the coming year.

Daniel Taylor
President
Future Generations and
Future Generations Graduate School

FUTURE GENERATIONS
LETTER FROM THE CHAIRMAN



Trustees

- James M. Brasher III
New York, NY
William D. Carmichael
Chairman
Greenwich, CT
Peter Ide
Tunis, Tunisia
Bettye Musham
New York, NY
David Schwimmer
London, UK
Daniel Taylor
Franklin, WV
Caroline Hsiao Van
Hong Kong, China
Hon. Flora MacDonald
Trustee Emeritus
Ottawa, Canada
Christopher Cluett
Seattle, WA
(ex-officio)

The results of development initiatives in Africa, Asia, and Latin America, and of external assistance for such undertakings over the past 60 years, are at best mixed. Although impressive gains have been made in some settings, 1.5 billion people—one quarter of the population of the world’s developing regions—still live in conditions of abject poverty, barely surviving on the equivalent of no more than US \$1.25 per day. The factors underlying this disappointing record are both numerous and diverse: ineffective governance, ethnic discrimination and conflict, and environmental degradation, to cite but a few. But misguided assistance strategies that pay too little heed to the priorities of the intended beneficiaries, and to nurturing capacities within the targeted communities for addressing their own most pressing needs, should also figure prominently on any such list.

Since its founding in 1992, Future Generations has utilized and carefully honed an approach to development assistance that focuses on harnessing and enhancing the capacities of communities to address their top-priority needs with their own resources and to forge partnerships with government and civil society organizations to facilitate access to other needed services. The Future Generations approach places considerable emphasis on evidence-based decision making and the development of readily comprehensible benchmarks to measure progress in realizing community goals. It has also devised, refined, and successfully employed a set of strategies for assuring the spread of important innovations well beyond the communities in which they are initially introduced.

In this Report, several of the “universal principles” that constitute the underlying framework for our work in community development and conservation are illustrated in the diverse cultural contexts of Afghanistan, China, India, and Peru—the four overseas settings in which Future Generations was engaged in substantial action initiatives in 2009. The impact of that work—in improving maternal and child health, empowering women through literacy and skills acquisition, promoting the conservation of natural resources, in nurturing more participatory and effective governance—is duly noted.

The work that this Report describes is made possible by the generosity and confidence of individual and institutional donors, for which my colleagues and I are most grateful. We also hope that other readers of this Report will consider joining their ranks.

A handwritten signature in dark ink that reads "William D. Carmichael". The signature is written in a cursive, slightly slanted style.

William D. Carmichael
Chairman of the Board, Future Generations

FUTURE GENERATIONS GRADUATE SCHOOL LETTER FROM THE CHAIRMAN

In six years, the Future Generations Graduate School has made remarkable progress in developing a new and effective model of higher education for community leaders. The Master's Degree Program in Applied Community Change and Conservation has trained leaders from 22 countries.

In 2009, faculty continued to improve the curriculum and introduce new communication technologies. They guided our third class of students through the completion of their community-based practicum (thesis) projects. Field residentials and a web-conferencing system strengthened global learning and dialogue.

Trustees, faculty, and staff completed a second institutional self-study as part of the accreditation process of the Higher Learning Commission of the North Central Association of Colleges and Schools. This self-study is part of an ongoing process to strengthen a learning experience that is grounded in communities.

Also this year, the third class of students from eight countries graduated in a stunning ceremony held at the King's Forest in Nepal. Twenty students have been recruited and enrolled in Class IV.

The Graduate School's student scholarship fund and endowments make this learning opportunity possible for students from the world's poorest regions. The Guyanese and American Business and Professional Council works with us to raise scholarship support for the seven Guyanese students enrolled in Class IV.

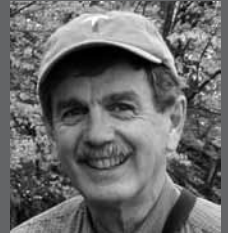
The Graduate School provides learning experiences for students who are actively engaged in informing and facilitating community action. Our "blended learning" approach extends best practices in community change in a sustainable and scalable process beyond the two-year master's program. For example, students from Class III use their new skills to increase the use of organic farming methods in rural Uganda, engage urban youth in Mozambique in conflict resolution, and promote conservation in Bhutan.

This Annual Report introduces our faculty, course offerings, and program content, along with examples of the creative research being pursued by our students. Learn with us and consider supporting our student scholarship fund. Together, we will help communities learn to own their futures.

Sincerely,



Christopher Cluett
Chairman of the Board, Future Generations Graduate School



Trustees

Christopher Cluett
Chairman

Seattle, WA

Michael Stranahan

Aspen, CO

Anne Petersen

Stanford, CA

Patricia Rosenfield

New York, NY

Daniel Taylor

Franklin, WV

William D. Carmichael

Greenwich, CT

(ex-officio)

#1. FOCUS ON LOCAL SUCCESSES



In 2009, more than 1,700 women and girls learned literacy and life skills in homes and mosques in Qarabagh District of Ghazni Province, Afghanistan. Photo by Daniel Taylor

PRINCIPLE ONE: BUILD FROM SUCCESSES IN COMMUNITY ACTION

Start dialogue with communities by focusing on past successes. Every community can produce a long list of problems. Faced with a list of failures, communities place their fate in the hands of external and/or government aid programs.

Future Generations offers a sustainable path, one that builds local capacity, ensures community ownership, and focuses on what people can do themselves. With communities, we focus on local successes and expand these to more people and into new areas.

In Afghanistan, women's health action groups and community development councils learn to build upon their existing assets. Governments and donors can join with communities to identify and expand these successes.

BUILDING FROM LOCAL SUCCESSES IN AFGHANISTAN

In 2009, four examples of building on successes are rooted in Afghanistan’s great strengths—families.

Community Health Action Groups

Across Afghanistan, mothers are the key health care providers. By focusing on mothers and homes, Future Generations developed a new method for training Community Health Workers that reduced child mortality by 46%.

From 2005-2006, women in two remote valleys of Bamyan Province learned basic health skills in women’s only workshops. Women shared stories of their own pregnancies; health lessons were then developed around these real-life stories. Empowered with new skills, women returned to their villages and created health action groups.

Although the program ended in 2006, women continued their volunteer service. In 2009, an evaluation team from Johns Hopkins documented the 46% reduction in child mortality. This evidence led the Afghanistan Ministry of Health to pilot a project that links the country’s more than 20,000 Community Health Workers with family health action groups.

Community Development Councils

As a partner of the National Solidarity Program, Future Generations strengthens local governance and facilitates community development councils. Country Director, Aziz Hakimi, advocates that “community governance systems must be the new platform on which to build a larger peace.”

As part of this work, in 2009 Future Generations trained the 15-member council in Khogyani District in Nangarhar Province to develop workplans. The council combined the efforts of three villages representing 300 families and organized a “savings box system” to match local funds and labor with government grants. Wealthier families donated to the savings fund. The council used these funds to hire a schoolteacher and upgrade three wells.

Community Action Groups for Literacy

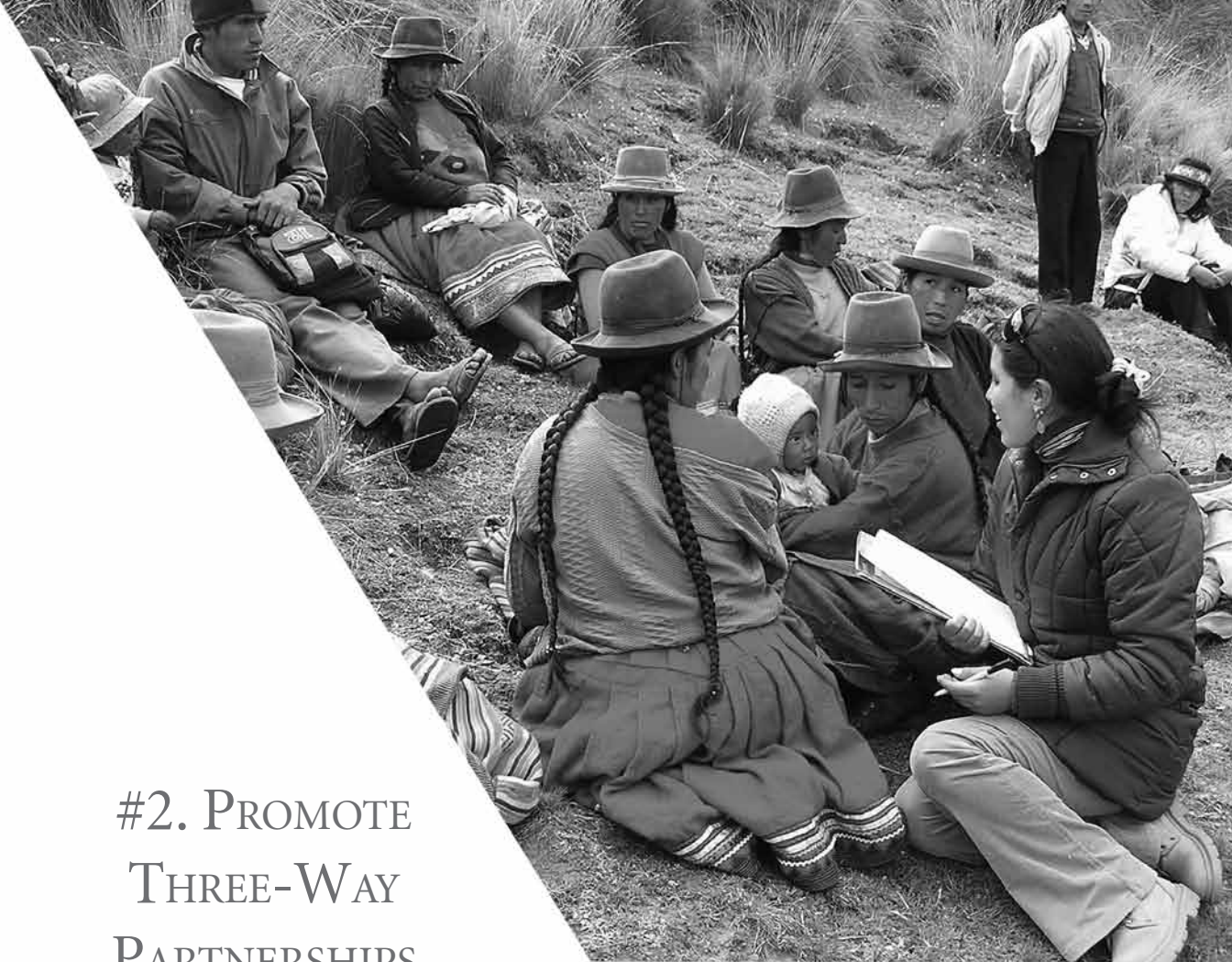
With funding from the Flora Family Foundation and Canada Fund, Future Generations trained 1,700 women and girls through literacy classes based in homes and mosques in Qarabagh District of Ghazni Province. While development programs in many other districts in Ghazni have been suspended due to insurgency, Qarabagh communities refuse to compromise on education.

Government Capacity to Extend Research and Training in Rural Development

To expand such community-based efforts, Future Generations Afghanistan signed a Memorandum of Understanding with the Ministry of Rural Rehabilitation and Development (MRRD) to build government leadership capacity for research and training. Future Generations will serve as a technical advisor to the Afghanistan Institute of Rural Development (AIRD), which uses research and education to build government capacity across multiple agencies.



A community development council in Nangarhar Province meets to develop their workplan. Photo by Aziz Hakimi



#2. PROMOTE THREE-WAY PARTNERSHIPS

In rural Cusco, new partnerships among municipalities, health clinic personnel, and community health agents are improving services and promoting health prevention in the home.
Photo by Laura Altobelli

PRINCIPLE TWO: PROMOTE THREE-WAY PARTNERSHIPS

Three partners are needed to sustain and expand successes:

1. Communities mobilize bottom-up energy and lead in their own development
2. Governments provide enabling support with top-down policies and resources
3. Change agents increase local skills and capacity

When communities are full partners leading in their own development, successes are more sustainable. When governments support with new policies and resources, successes expand to more communities. When appropriate change agents are involved, quality improves and solutions emerge to fit the local ecology, culture, and economy.

STRENGTHENING THREE-WAY PARTNERSHIPS IN PERU

In the early 1990s, Future Generations staff and a team from the Peruvian Ministry of Health visited villages in need of health services. Communities said the old health system did not meet their needs. Doctors were only interested in getting back to the city. Using the principle of three-way partnerships, the government gave communities more control over their clinics. Today, 2,158 clinics are co-managed by a local health care committee, known as CLAS.

Community's Role Each community nominates members to serve on a CLAS health committee, which also includes the doctor and a municipal government representative. The committee develops an annual health plan with the regional health ministry, administers the budget, hires and fires personnel, and ensures quality health services. Community members also volunteer as community health agents and develop workplans to address local needs.

Government's Role Congress passed a new law to increase the role of citizens in co-managing their health services. Future Generations advocated with Congress and advised the Ministry of Health on the passage of this law [LawN 29124]. At the local level, the regional ministries of health advise and review the annual health plans; municipal governments fund health training and community workplan projects.

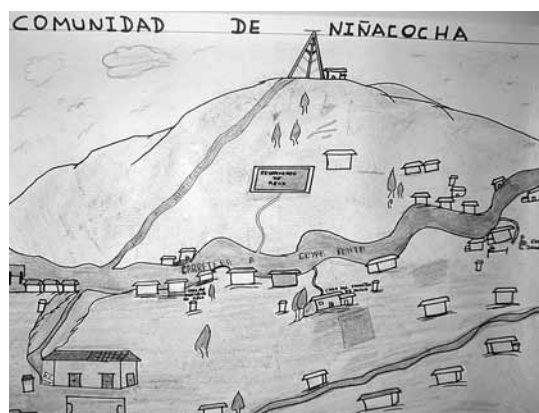
Future Generations Role Future Generations Peru works as an outside-in partner to strengthen the national CLAS health system. Primary goals are to improve linkages among all partners, build their skills, and develop new outreach and management systems to improve the quality of health services.

In 2009, 28 primary care clinics in Cusco, serving 250 indigenous Quechua-speaking communities, improved the quality of their health services. This work was part of program *Nexos* ("linkages"),

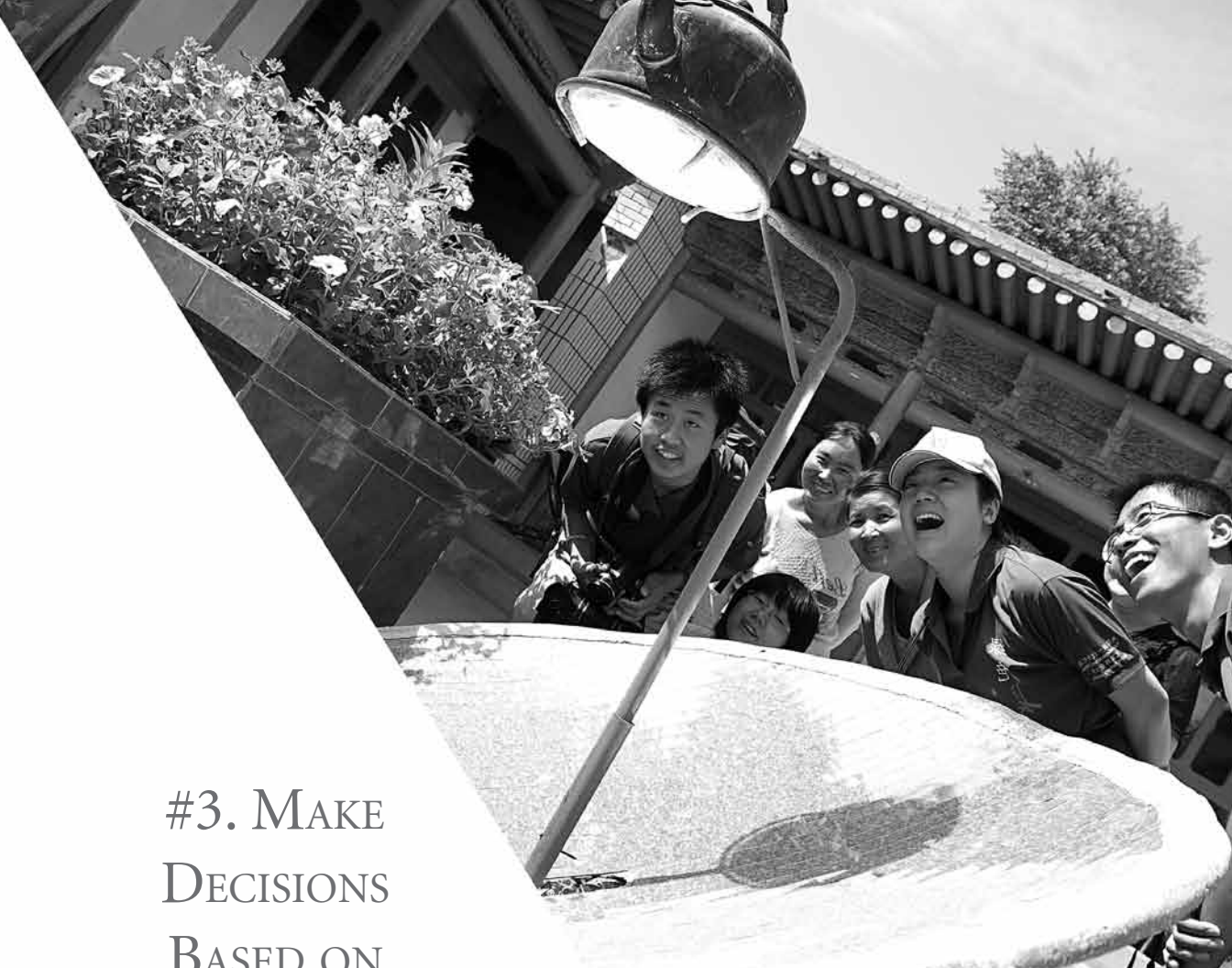
which was implemented by Future Generations from 2005 to 2009 with funding from the Child Survival and Health Grants Program of the United States Agency for International Development.

Future Generations Peru provided training and facilitated dialogue to link the local health system more effectively with municipal governments and more than 700 trained community health agents. With each partner playing a more effective role, the program achieved significant improvements in 21 maternal and child health indicators. Chronic child malnutrition declined by 9%.

In addition, municipal governments contributed US \$4.0 million through a participatory budgeting process to support health activities, hire health staff, and invest in health infrastructure based on local workplans.



Future Generations Peru links volunteer Community Health Agents (CHA) with health personnel. Each CHA is assigned a sector of households to monitor at-risk patients. One of their first projects is to make a map and complete a census. With evidence from Future Generations, this "sectorization" strategy is under consideration to be made official policy of the Cusco Regional Health Department. Photo by Laura Altobelli



#3. MAKE DECISIONS BASED ON EVIDENCE

As part of their 2009 case studies on green energy, students document the increase in solar hot water cookers in China. Photo by Joanna Wong

PRINCIPLE THREE: MAKE DECISIONS BASED ON EVIDENCE

Decisions that affect people's lives are increasingly made distant from where those decisions will be implemented and by people who incompletely understand that locale. As a result, such decisions are often wrong, late, or not useful. Decisions are most useful when they are based on local evidence and are made by those who will live with the consequences.

Local evidence also provides an objective common ground to strengthen partnerships and decision making. Lacking such data, partners are more likely to make decisions on the basis of opinions.

Many types of evidence can be used: scientifically collected surveys, photographs, government records, input/output measures, and key indicators. It is important that such evidence can be independently verified.

MAKING DECISIONS BASED ON EVIDENCE IN CHINA

The Green Long March began in 2007 as a youth movement to document China's environmental successes. Youth from universities across China set out along ten routes and documented more than 500 environmental successes, creating a national database for more effective action.

In 2009, the third Green Long March continued with students from 50 universities. The objective was to increase the potential of this student-led program to have a measurable impact on reducing greenhouse gases and improving the environment.

Students conducted 40 in-depth case studies on green energy in 17 provinces. They identified an "energy success story" in their region, evaluated the program's success, and suggested ideas for replicating it in other parts of China. Training in the case study method was provided by Future Generations and Green Long March Founding Partner, Goldman Sachs.

Many case studies analyzed the viability of alternative energy options such as solar power and biogas. Students in Guangdong province assessed practical incentives and barriers to biogas in farming villages and made recommendations to the provincial Environmental Bureau on how to expand the use of biogas.


A further addition to the 2009 Green Long March was the Green Seed Award program, which gives small grants to student teams to start their own environmental projects. Twenty-eight grants were awarded to implement such projects as energy-efficient CFL lightbulb distribution. In Beijing, students designed and implemented an evaluation tool to measure energy wasted by lights left on in unoccupied classrooms and dormitories. In Sichuan Province, students coordinated the construction of an energy-efficient water filter in a village heavily affected by the 2008 earthquake.

Students with the most outstanding case studies and Green Seed Award projects presented their results to environmental youth volunteers and academics as part of the first Green Long March National Student Forum in Beijing. This forum disseminated the evidence of what is working across China's university system.

In recognition of its national impact, in 2009 the Green Long March received China's *Mother River Award*, the highest honor presented to a non-governmental environmental protection project.



Along the Grasslands Route in Inner Mongolia, students conducted a case study of a large-scale wind farm using Suzlon technology. Students learned trends in wind energy development and assessed the potential for the household use of wind energy. Photo by Clay Baylor



#4. FOCUS ON CHANGES IN PEOPLE'S BEHAVIOR

Across Arunachal Pradesh, India, more than 150 women's groups and farmer's clubs improve the status of women, ban child marriage, expand kitchen gardens, and promote health.
Photo by Daniel Taylor

PRINCIPLE FOUR: FOCUS ON BEHAVIOR CHANGE

Social change happens when entire communities change their behaviors, whether it is as simple as washing hands for health prevention or using less electricity to reduce greenhouse gases. Future Generations partners with communities and governments to scale up these impacts.

The Seed-Scale process offers an easy-to-understand 7-task approach to achieve collective behavior change. Tasks lead to community workplans with each community member playing a role. Over time, workplans become more sophisticated, with communities addressing such priorities as health, food security, literacy, and conservation.

Behavior change requires persistence. At first, gains appear to be small and slow, but one person's behavior adds to another's, a tipping point is reached, new social norms emerge, and behaviors change. Officials and change agents join in to extend and sustain this impact.

BEHAVIOR CHANGE IN ARUNACHAL PRADESH, INDIA

The wildest jungles remaining in all of India and the country's most diverse tribal cultures are found in Arunachal Pradesh, a remote state in Northeast India bordering China, Bhutan, and Myanmar.

Over the last decade Future Generations Arunachal initiated a community-led movement of social change and conservation. Initial efforts involved women in mapping contaminated water supplies to eliminate the source of cholera. This led to the establishment of women's groups and the training of women as Village Welfare Workers. Then, men joined through farmer's clubs.

Today, more than 150 women's groups and farmer's clubs are changing deep-seated social norms. They improve the status of women, ban child marriage, start kitchen gardens, reduce alcoholism and domestic violence, and promote health. The groups meet regularly and develop workplans to implement new projects. They have increasing support from their village councils.

In 2009, a team of these community leaders assisted three new sites with no previous access to social services. The intent was to measure the impact of women's empowerment and health interventions. Known as "The Best Practices Project," this effort extends the key lessons learned over the last ten years and establishes a sustainable monitoring and evaluation system.

Tage Kanno, Executive Director of Future Generations Arunachal, commented that through this process he expects to achieve in two years what it took ten years to achieve in the original sites.

Teams of trainers, master trainers, and a specialist in working with tribal women's groups began holding Women's Only Workshops for more than 60 women from 21 villages. Women gained skills

in basic health, how to start kitchen gardens and microcredit programs, and how to create women's action groups in their own communities. The training also used the new "pregnancy history" approach developed by Future Generations in Afghanistan, which stimulates learning and bonding among women as they share stories of their own pregnancies.

Following the training, one woman was so excited that she "didn't want to go home." Another talked about how she cried listening to the other women's stories. They liked how the trainers from Future Generations came from across the state and around the world. One woman said: "You came too late. You should have come a long time ago! Too many have died unnecessarily already!" With this enthusiasm, the women returned to their villages and started 24 new women's action groups.

In addition to village-level training, Future Generations Arunachal has transformed a primary health clinic, operated through a Public-Private Partnership with the government, into a statewide training center for village health workers.



As one indicator of collective behavior change, women have created 59 Self-Help microcredit groups to pool their resources. One group started a weaving coop and takes government contracts. Others operate bamboo, ginger, and cardamom plantations. Photo by Ellen Lampert

- Future Generations founded with a charge from UNICEF to review and disseminate global evidence in community-led development integrated with conservation 1992
- Partnerships begin with communities and government in Tibet, China to integrate development and conservation
- Pendebeba program begins in Everest region of Tibet, China 1994
- Staff advise Peru's Ministry of Health in establishing community co-managed health system
- Under UNICEF sponsorship, Future Generations released two monographs on the Seed-Scale process at the United Nations Social Summit in Copenhagen 1995
- Lhasa wetlands nature preserve, largest urban preserve in the world, established
- Future Generations Arunachal founded, following successful work with women's groups to prevent cholera epidemic 1997
- Four Great Rivers Protection Initiative begins across 40 million acres in southeastern Tibet, China
- Published *Just and Lasting Change: When Communities Own Their Futures* with Johns Hopkins University Press 2001
- Future Generations Peru founded at request of former Minister of Health to strengthen the national community co-managed health system
- Future Generations Afghanistan founded and began community-based work in the central highlands 2002
- Future Generations pilots "blended learning" to test feasibility of starting a master's degree program to train community leaders
- Board approves new mission for Future Generations, incorporating a focus on applied higher education 2003
- Future Generations Graduate School founded and first class of students begins master's degree program 2003
- Future Generations Afghanistan receives the Global Development Network's second place award for the world's most innovative community development program 2004
- President, Daniel Taylor, receives Order of the Golden Ark for "uncompromising dedication to sustainable, community-based conservation and development"
- Future Generations Peru extends programs to Cusco 2005
- Graduation ceremonies for Class of 2005 held at the base of Qomolangma (Everest) in Tibet, China
- Future Generations Graduate School formally registered as a separate non-profit 2006
- North Central Association of Colleges and Schools of the Higher Learning Commission grants the Future Generations Graduate School *candidacy* for initial accreditation 2007
- Future Generations publishes *Across the Tibetan Plateau* with W.W. Norton.
- Future Generations begins the Green Long March in China
- Master's Degree Class of 2007 graduates at the Royal Palace in Bhutan 2008
- Future Generations Canada established with a focus on supporting work underway in Bamyan, Afghanistan
- Master's Degree Class of 2009 graduates at the Kings Forest in Nepal 2009
- The Green Long March receives China's Mother River Award



HISTORICAL MILESTONES

A process for integrating social development with nature conservation in Tibet, China has been used in the diverse conditions of Afghanistan, India, and Peru. This same process, known as Seed-Scale, is now integral to the curriculum of the Future Generations Graduate School. Photo by Daniel Taylor

“There are no universal solutions, but there is a universal process to identify appropriate local solutions.”

Carl Taylor, Senior Health Advisor
Future Generations

FUTURE GENERATIONS GRADUATE SCHOOL

Future Generations Graduate School offers a two-year master's degree for students who work with communities worldwide, either as local leaders or as the staff of civil society organizations and government agencies. The Graduate School also supports research on community-based approaches to conservation, child health, and peacebuilding.

The Master's Degree in Applied Community Change and Conservation builds the skills and capacity of mid-career community leaders. Instead of relocating to a campus, students remain in their countries and continue serving their communities throughout the two-year program.

The program blends three instructional modes: on-site field residencies for one month each term, online learning, and an applied practicum (thesis) project in each student's community.

See < www.futuregradschool.org > for complete details and student profiles.

ONLINE LEARNING

In a cybercafe in the capital city of Uganda, one of the few places in the country with a reliable internet connection, Joy sits in front of a computer and logs into the course site. As the sun sets, Hermengildo logs in from another cafe on the coast of Mozambique. In Bhutan, Tshering has stayed late at her office to use the computer. In Phoenix, Arizona, Wendy is in the waiting room of a family clinic. She opens her laptop and clicks her way in to the online seminar (webinar).

Online learning is a core component of the Future Generations master's program. From all over the world, students are connecting with each other and faculty to discuss lessons, challenges, and strategies for community-led development.

In 2009, Future Generations continued to improve this learning experience with more interactive features and opportunities for online peer-to-peer and faculty dialogue.

INTERNATIONAL SITE RESIDENTIALS

For one month each term, students join peers and faculty for an on-site residential.

Term I INDIA Begins at Gandhi's ashram with a focus on social change movements and includes community-based health, development, and conservation programs in Maharashtra and Arunachal Pradesh

Term II UNITED STATES Begins in the Adirondack State Park in New York and includes training in leadership, conflict transformation, and nature conservation

Term III PERU Begins in Cusco at Machu Picchu and includes a study of Peru's national health care system and field observations focused on food and water security

Term IV NEPAL and CHINA Begins in Kathmandu, Nepal, includes a trek in Sagarmatha National Park with a focus on environmental conservation activities, and concludes with graduation at the base of Mt. Everest in Tibet, China

COMMUNITY PRACTICUM

Lessons are focused through 20 months of "clinical" field work and research in each student's home community. To complete their practicum project, each student conducts research that centers on a core question of importance to their sponsoring community. Through the practicum, students share lessons with their communities to improve action and results.

Practica have focused on such topics as organic farming, fisheries and forestry management, peacebuilding among urban youth, and women's health action groups.

A major benefit is that students learn to identify the learning resources that exist within their communities and countries, thus supporting a process of lifelong learning beyond the master's degree program.



CROSS-DISCIPLINARY CURRICULUM

Above: Students integrate lessons in health, food security, and community-based conservation during a site visit to the Apatani Plateau of Arunachal Pradesh, India. For centuries, the Apatani have raised fish in their rice paddies. Photo by Nalong Mize

Right: Students practice research skills through a focus group discussion in India as part of their Term I residential. Photo by Nalong Mize

DEEPENING THE SKILL SETS OF COMMUNITY LEADERS

Tshering Lham Tshok from Bhutan entered the master's degree program in 2007 to become a more effective community change agent as part of her job with the Bhutan Royal Society for the Protection of Nature. Although she had formal training as an economist, she sought to expand her knowledge in the fields of community health, nature conservation, and leadership to address Bhutan's complex environmental and development challenges.

The Master's Degree in Applied Community Change and Conservation helps mid-career students like Tshering expand core knowledge and skills to design and implement comprehensive solutions.

The curriculum integrates community-based approaches to primary health, conservation management, food and water security, peacebuilding, and leadership. Students develop skills in critical thinking, leadership, program design and management, monitoring and evaluation, evidence-based decision making, and communications.

INDIA RESIDENTIAL - A COMPREHENSIVE INTRODUCTION TO COMMUNITY CHANGE AND CONSERVATION



One-month site residentials each term help students integrate lessons and formulate more comprehensive solutions. In Term One, for instance, lessons in community change, health, and research are integrated through hands-on assignments as part of the India residential.

Course: Introduction to Community Change

Mahatma Gandhi founded the Sevegram Ashram in central India to practice self-reliance as the basis for the regeneration of India. Here, he showed how all of India could be changed through the enormous energy of people operating at the village level.

Future Generations brings its master's degree students to Sevegram for a one-week immersion in social change movements as part of the course Community Change and Conservation. Professor Daniel Taylor describes the experience.

“Our students meet for the first time at Gandhi’s study center, where they begin to live and breathe the vision and success of a social movement based on the energies of people. This experience, waking at 5am the way Gandhi did, joining in simple meals and in evening discussions on the porch where Gandhi met with world leaders and leprosy patients, leads to lasting bonds among students and reinvigorates commitments to their communities.”

Course: Healthy People, Healthy Communities

Each year in India, 2.4 million children die of preventable causes, but effective responses are emerging at the community level. The Healthy People, Healthy Communities course, led by Dr. Henry Perry, introduces students to three of India’s most inspiring examples of community-based primary health care.

The first is the Comprehensive Rural Health Program in Jamkhed, a 40-year old program in Maharashtra that has trained illiterate women as village health workers in 300 villages, reduced caste discrimination, and improved food security and the environment through organic agriculture.

The second is the Society for Education, Action, and Research in Child Health (SEARCH), where community health workers carry out home-based interventions that have reduced neonatal mortality by 70% and deaths from pneumonia by 55%.

The third is Future Generations Arunachal, which has trained more than 200 tribal women as village health workers and created a model primary health center through a government partnership.

In conjunction with the Research Design and Methods Class, students also learn to develop, pre-test, and conduct surveys and focus groups.



FACULTY RESEARCH IN COMMUNITY-BASED APPROACHES

Above: Robert Fleming, endowed Professor of Equity and Empowerment in Conservation, joins students in the Peruvian Andes to introduce the region's landscape and ecology. Photo by LeeAnn Shreve

Right: Henry Perry, the Carl E. Taylor Professor of Equity and Empowerment in Health, takes notes at a community health clinic as part of the Term III residential in Peru. Photo by Julia Posteraro

Future Generations faculty have exceptional credentials in core sciences as well as extensive field experience. They come from five countries (United States, China, Peru, India, and Bolivia) and have worked in 85 countries, with particularly extensive research and field operations in Afghanistan, Bangladesh, Bolivia, Haiti, Guyana, India, Nepal, China, Peru, and Vietnam.

FACULTY RESEARCH IN COMMUNITY-BASED APPROACHES



Community-based Approaches to Improving Child Health

Professor Henry Perry, who has taught the *Healthy People, Healthy Communities* course for six years, draws upon his own experience in managing Hôpital Albert Schweitzer in Haiti and founding the Andean Rural Health Program in Bolivia. Most recently, Dr. Perry co-chaired a comprehensive review of the global evidence of the effectiveness of community-based primary health care in improving the health of children. This study reviewed 469 published articles and program documents, affirming the effectiveness of 19 key community-based interventions. This study was supported by UNICEF, the World Health Organization, the World Bank, the CORE Group/USAID and Future Generations.

Nature Conservation and Communities

Professor Robert L. Fleming Jr. has been completing a series of Occasional Papers that focus on biodiversity, natural history, and conservation management of the 2200-mile Himalayan mountain range. He has been studying the biodiversity and people of this mountain system for 40 years, making innumerable field trips. He leads a course in Human Ecology of the Himalayas and mentors students who are focused on conservation-related community practicum projects. Most recently, he co-authored *Across the Tibetan Plateau: Ecosystems, Wildlife, and Conservation*, published in 2007 by W.W. Norton.

Engaging Citizens and Communities in Peacebuilding

Research faculty member, Jason Calder, directs a multi-year research initiative, with funding from Carnegie Corporation, to study the role of citizens and communities in shaping the course of peace and conflict transformation.

This year, research partners from Afghanistan, Burundi, Guyana, Nepal, and Somaliland deepened case studies of their home countries. Roxanne Myers of Guyana and Bandita Sijapati of Nepal presented their studies at the Understanding Cumulative Impacts Workshop hosted by the Reflecting on Peace Practice Project. Future Generations also co-hosted a meeting in London with Conciliation Resources to facilitate comparative learning across the five case studies. Participants identified the key roles that community-based approaches play in influencing peace. These approaches:

- Influence the actions and choices of elites to pursue or not to pursue violence
- Bring about key moments or critical events that represent actual or potential turning points in the course of a conflict
- Impact peace through increasing numbers of people across regions
- Link bottom-up action and top-down engagement in ways that contribute to peace



APPLIED LEARNING IN COMMUNITIES

2009 Graduate, Alex Vargas of Future Generations Peru, studied and implemented approaches for sustaining the efforts of volunteer Community Health Agents (above), who link rural households with the often distant health clinics.
Photo by Laura Altobelli

Unlike other graduate programs that require students to relocate to a campus, the Future Generations Graduate School requires that students remain within communities.

A two-year practicum (thesis) project involves research and the implementation of community-based development or conservation efforts. Each term, one course is devoted to strengthening research skills for the practicum project. In addition, a faculty member with expertise in the student's chosen topic mentors the student throughout program. Students are also encouraged to identify mentors and learning resources within their own countries.

Student profiles and practica descriptions are available at:
< www.futuregradschool.org >

APPLIED LEARNING IN COMMUNITIES

Future Generations has graduated three classes of students who remain committed to their communities. Post-graduation surveys from 2009 show that 100% of students continue to support community development and conservation initiatives in their home countries.



*2009 Graduate
Joy Bongyereire, Uganda*

Joy's practicum focused on the use of chemical fertilizers among potato farmers in the Kisoro District and ways to promote organic alternatives. "So far," says Joy, "my colleagues and I are applying the Seed-Scale principles to scale up our activities. We are now able to improve service delivery in our communities." In addition, through a Davis Prize for Peace grant made possible through her enrollment in the graduate school, Joy seeks to build stronger partnerships among conservation agencies and communities to protect Uganda's rare mountain gorillas.



*2009 Graduate
Hermenegildo (Gil) Mulhovo
Mozambique*

Gil's community is Mafalala, one of the most dangerous suburbs of Mozambique, near the capital city of Maputo. A course in Strategic Peacebuilding led Gil to the question: "How can we transform this angry energy into constructive energy?" He then identified three key successes in Mafalala that can be motivating factors for transforming conflict into peace. His practicum (thesis) project used art, culture, and sports as entry points for engaging marginalized groups, especially youth, in a dialogue for peacebuilding.



*2007 Graduate
Dang Ngoc Quang, Vietnam*

Quang developed his practicum in collaboration with the Rural Development Services Centre, a Vietnamese civil society organization. Quang studied the impact of a microcredit program, particularly how it empowers poor women. He used this evidence to create a network of civil society organizations focused on issues of food security. Since graduating, he has established three model farms and knowledge centers to disseminate technical knowledge to local citizens. He also shares his skills through a three-month internship program that he developed to help Vietnamese undergraduates gain experience in community development.



*2005 Graduate
Shannon Bell, United States*

Shannon went on to obtain a Ph.D. in Sociology from the University of Oregon. For her dissertation, she built on the community-based practicum that she began as a Future Generations Master's Degree student.

In 2009, Shannon used the participatory action research method of "Photovoice" with 40 women living in five coal-mining communities in Southern West Virginia to study ways of overcoming the challenges to grassroots mobilization in Appalachia.

Bell recruited women through local churches, gave them cameras, and asked them to "tell the story" of their communities through photos. The five groups met once every three weeks for eight months to discuss their photos, identify concerns, create "Photostories," and focus on solutions.

FINANCIAL SUMMARY

Through a worldwide year of financial uncertainty, Future Generations and the Future Generations Graduate School experienced a fiscal year of relative stability. This is after the outstanding growth experienced in FY 2008 when contributions, grants, and program service fees grew by 49%.

In FY 2009, endowment funds declined by a net amount of 16%. Total assets declined by \$239,000 or 4% in FY 2009 for a total of \$6,202,963. Cash on hand increased by \$561,000 during FY 2009 primarily due to collection of program receivables. Total net assets, the assets not encumbered by debt, grew \$40,000 to \$4,757,966 in FY 2009.

Total contributions, grants, and program service fees grew \$103,000 to \$5,128,289 or 2% in FY 2009. Again, this follows FY 2008 when contributions and grants increased by 49% in FY 2008 to \$5,025,000, up from \$3,362,000 in FY 2007.

Program service expenses remained relatively flat with a small decline of \$224,000 or 6% for the 2009 fiscal year. This tracks with the same decline in our contributions, grants, and program service fee revenues. Total program services were \$3,511,876 for FY 2009 compared to \$3,736,000 for FY 2008.

Expenses for supporting services increased \$332,000 to \$919,099 for the year ended June 30, 2009. The increase was necessary to increase capacities for administration and fundraising. The increase should not be considered unusual since support services remained unchanged in FY 2008 while total contributions increased 49% and program services increased 27%.

Future Generations is fortunate to have an endowment that contributes to graduate school operations and associated research. The endowment declined by a net of \$276,000 due to a combination of market investment losses (net of dividend income) and distributions for program expenses. New contributions to the endowment totaled \$618,000 in FY 2009. Fortunately as of December 31, 2009, most of the market losses have been reversed leaving a net decline of 3%. The endowment had a value of \$4,503,000 on June 30, 2009, but recovered to \$5,756,000 as of December 31, 2009.

All of us at Future Generations thank you for your support during the past year. The improved financial situation and stability would not have been possible without you.



Randy Brandt, CPA

Comptroller

Future Generations and the Future Generations Graduate School

SUMMARY FINANCIAL REPORT

JUNE 30, 2009

The following summary report was derived from the audited financial statements of Future Generations, Inc., which includes the combined reports of Future Generations and the Future Generations Graduate School. The complete audited financial statements, together with the auditor's report, are available upon request from Future Generations by emailing info@future.org.

Statements of Financial Position *June 30, 2009*

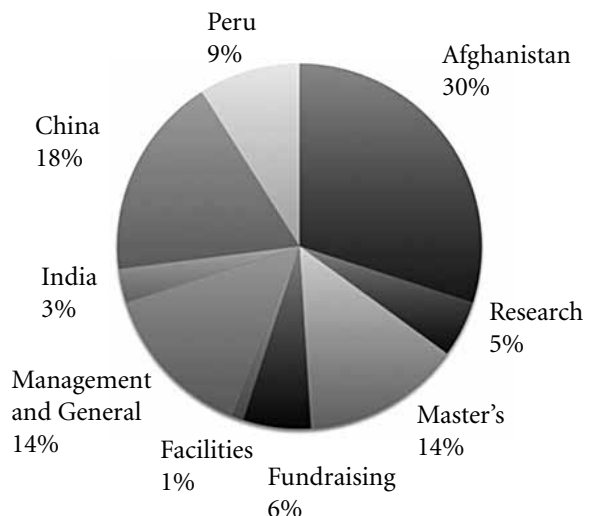
Assets		Liabilities and Net Assets	
Current Assets	\$1,374,312	Current Liabilities	\$ 250,000
Investments	4,503,408	Long-Term Debt	1,069,596
Property and equipment	325,243	Total Liabilities	375,401
		Total Net Assets	4,757,966
Total Assets	\$6,202,963	Total Liabilities and Net Assets	\$6,202,963

Statements of Activities *For Year Ended June 30, 2009*

Support and Revenue	Total
Contributions and Grants	\$4,960,521
Program Service Fees	167,768
Total Support and Revenue	\$5,128,289

Expenses	Total
Total Program Services	\$3,511,876
China	
India	
Afghanistan	
Peru	
Master's program	
Research	
Total Supporting Services	919,099
Management and general	
Fundraising	
Facilities	
Total Expenses	\$4,430,975

Expenses as a Percentage of Total Budget



2009 DONORS

INDIVIDUALS

Thomas Acker
 Wilson Alling
 Barbara Andrus
 William and Georgeann Andrus
 Anonymous
 Edward Armbrecht
 Vic Arrington
 Indra Bekti
 Alpine Chandler Bird
 Don Bird
 Barbara Bellafore
 Timothy Brace
 Randall Brandt
 James M. Brasher
 Chloe Breyer
 Jason Calder
 William D. Carmichael
 Damian Christey
 Chris Cluett
 Douglas Collison
 Margaret Courtwright
 Nicholas Cunningham
 Agnes Gund
 Karen D'Attilo
 Kathryn W. Davis
 Anne P. Reed Dean
 Jane Debevoise
 Ellen Driscoll
 Alice Eastman
 Sarah Epstein
 Wes Ernsberger
 Alexa Faraday
 Robert Fleming
 Frances Fremont-Smith
 Paul and Carol Fremont Smith, Jr.
 Timothy Golden
 Anne Grady
 William Greenough
 Mary Hall
 Christina Hand
 Traci Hickson
 Tahira Homayun
 Shirley Hufstedler
 Peter Ide
 Fran Jernigan
 Walter Juda
 Judith Journey
 Jonathan Kaplan
 Jennifer Anne Katze
 Deirdre Kieckhefer
 Gretchen Kossack
 Nicholas Lapham
 Tom and Rebecca Lowe
 Peter and Paula Ludner
 Flora MacDonald
 Allan Mackay
 Casey Mallinckrodt
 Nancy Manter
 Scott and Hela McVay
 James and Agnes Metzger
 Carol Mick
 Jamie and Alden Murphy
 Bettye Musham
 Adelaide Parsons
 Vikash Parekh
 Charles Paterson
 Henry Perry
 Anne Petersen
 Margaret Phillips
 Michael Rechlin
 Elizabeth Rendeiro
 Laurance Rockefeller
 Jonathan Rose
 Patricia Rosenfield
 David Schwimmer
 Clyde and Helen Shallenberger
 Leeann Shreve
 Michelle Simon
 Steve and Sally Smith
 Doris Solbrig
 Charles Southwick
 Michael Stranahan
 Lee Stuart
 Drew Tanner
 Daniel Taylor
 Harry Teague
 Daniel and Lucinda Trewell
 Caroline Hsiao Van
 Rebecca Vaus
 Carl Wagner
 Warren Family
 Linda Waterbury
 Gordon and Elaine Wolman
 Ray Yip
 Anthony Yu
 Mei Zhang

FOUNDATIONS AND AGENCIES

Anonymous
 Bill and Melinda Gates Foundation
 Bridgemill Foundation
 Carnegie Corporation of New York
 Conrad N. Hilton Foundation
 Critical Ecosystem Partnership Fund (CEPF)
 Ashoka Trust for Research in Ecology and Environment (ATREE)
 Flora Family Foundation
 Johnson Family Foundation
 Kresge Foundation
 Li & Fung (1906) Foundation Limited
 LostandFoundation, Inc.
 Mennonite Foundation, Inc.
 Prince Albert II of Monaco Foundation
 Rapidan Foundation
 Rockefeller Brothers Fund
 Simons Foundation
 Toledo Community Foundation
 US Agency for International Development
 ZeShan Foundation

CORPORATIONS

American Express Travel Related Services
 Arcandor
 BP
 Cinereach, LTD
 Goldman Sachs (Asia) LLC
 Patagonia
 Starbucks
 Suntech
 Suzlon Energy Limited
 Swire Pacific Limited
 Travel+Leisure Magazine

SPECIAL THANKS

American Public Health Association
 Arunachal Pradesh, Health and Family Welfare Dept.,
 National Rural Health Mission, and Dept. of Public
 Health Engineering and Water Supply
 Asia Society
 BDA (China) LTD
 Cindy George
 Robert Gibson
 Bill McKibben
 Nancy Novogrod
 James Patterson
 Patricia Rosenfield
 Royal Geographic Society, Hong Kong
 Manjunath B. Shankar
 Marian Seigel
 Sidwell Friends School
 Carl E. Taylor
 Betsy Taylor
 UNICEF (China)
 Caroline Hsiao Van

SENIOR STAFF

EXECUTIVE MANAGEMENT

Daniel Taylor
President
Future Generations and
Future Generations Graduate School

Victor Arrington
Executive Vice President

Thomas Acker
Dean, Graduate School

Casey Mallinckrodt
Vice President of Advocacy

SENIOR STAFF

Laura Altobelli
Country Director, Peru

Bamin Anya
Research and Development Associate,
India

Randy Brandt
Comptroller

Jason Calder
Research Director, Peacebuilding

Damian Christey
Technology Manager

Luis Espejo,
Program Manager, Peru

Merisha Enoe
Project Coordinator, China

Maggie Fan
Finance Manager, China

Guangchun Lei
Country Director, China

Nawang Gurung
Community Development Director,
China

Aziz Hakimi
Country Director, Afghanistan

Christie Hand
Registrar and Online Coordinator

Kellen Harper
Communications Coordinator

Traci Hickson
Director of Communications

Ishfaq Hussain
Financial Manager, Afghanistan

Tage Kanno
Executive Director, Future
Generations Arunachal, India

Jeannette Lockard
Administrative Assistant

Carol Mick
Financial Manager

Samiullah Nasari
Program Manager, Afghanistan

LeeAnn Shreve
Director of Admissions and Financial
Aid Administrator

Michelle Simon
Accounting Assistant

Carl Taylor
Senior Health Advisor

Luke Taylor-Ide
Program Coordinator, International

Alejandro Vargas
Project Coordinator, Peru

Rebecca Vaus
Assistant to the President

GRADUATE SCHOOL FACULTY**Dean**

Thomas Acker, S.J., Ph.D.

Endowed Professors

Robert L. Fleming, Jr., Ph.D.
Equity and Empowerment in
Conservation

Henry Perry, M.D., M.P.H., Ph.D.
Equity and Empowerment
in Health

Daniel Taylor, Ed.M., Ed.D.
Equity and Empowerment in
Community Change

Faculty

Laura Altobelli, Dr.P.H., M.P.H.

Sheila McKean, Ph.D.

Mike Rechlin, Ph.D.

Dan Robison, Ph.D.

Carl Taylor, M.D., F.R.C.P.
Dr.P.H.

Dan Wessner, J.D., M.Div., Ph.D.

Adjunct Faculty

Karen Edwards, M.A.

Lisa Schirch, Ph.D.

Lhakpa Sherpa Ph.D.

Tirtha Sherpa Ph.D.

Special Lecturers

Benjamin Lozare, Ph.D.

Henry Mosley, M.D., M.P.H.

Future Generations follows a policy of nondiscrimination and does not discriminate on the basis of race, color, creed, religion, national/ethnic origin, gender, sexual orientation, or age.

Future Generations
Future Generations Graduate School
North Mountain Campus
HC 73 Box 100
Franklin, WV 26807 USA
Telephone (304) 358-2000
Fax (304) 358-3008
Email: info@future.org
graduate@future.org

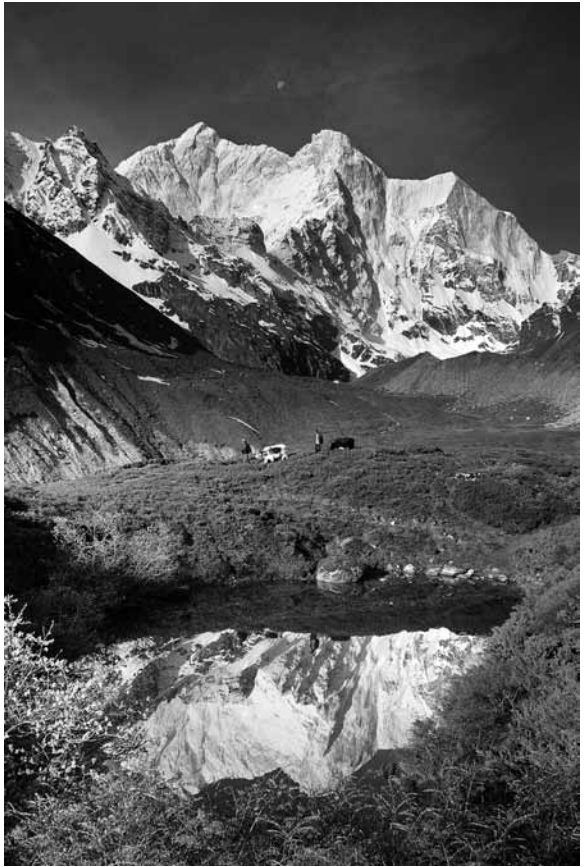
Future Generations Afghanistan
PO Box 290
House 1649, Kart-e-Char, Main Double Road
Near District 3 Police Stations
Kabul, Afghanistan
Telephone 011-93-799-374-515/482
Email: afghanistan@future.org

Future Generations Arunachal
Vivek Viha, H-Sector
Itanagar 791 113
Arunachal Pradesh, India
Telephone + 91.360.2215355
Email: arunachal@future.org

Future Generations China
6U Beijing Fortune Plaza
7 Dongsanhuan Middle Road
Chaoyang District
Beijing 1000020 China
Tel. 011-8610-6533-0451
Email: china@future.org

Future Generations India
1 Factory Road
Ring Road South
New Delhi 110 029
India
Email: india@future.org

Future Generations Peru
Av. Primavera 2049
Santiago de Surco, Lima 33, PERU
Tel. +511-436-9619, 436,9623
Email: peru@future.org



The Qomolangma (Everest) National Nature Preserve, the size of Massachusetts, celebrated its 20th anniversary in 2009. More than 270 local volunteers known as *Pendebas* work as conservation stewards, promote health, and expand opportunities for villages throughout the protected area. Photo by Daniel Taylor

www.future.org

Mission Statement:

Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development.