



2014 ANNUAL REPORT

FutureGenerations

FutureGenerations
GRADUATE SCHOOL

Empowering Communities to Shape Their Futures



VISION

Future Generations (the Civil Society Organization, Future.Org) was established in 1992 with the belief that community-based change was a proven alternative path to the then norms of international development. The global family of Future Generations organizations seeks a global shift in practice that promotes partnerships between communities, governments, and organizations to achieve community change and conservation, action that builds from successes in every community, guided by evidence, with a focus on changing behaviors as the outcome so as to achieve just and lasting futures for these communities. The organization will promote a vision of “100 nodes of change” or demonstrations that are evolving more effective practices that fit local ecology, culture, and economy—to grow a better world for present generations and generations yet to come.

MISSION

Future Generations Graduate School teaches and enables a process for achieving equitable change that empowers communities to shape their futures.

CORE VALUES

Specific underlying values form the foundation for learning objectives and outcomes that students are expected to achieve by the end of their studies.

This graduate program promotes respect for all life and the conditions for harmonious co-existence. It recognizes the dignity of every human being with particular interest in the well-being of families, children, and community. This program adopts a holistic and ecological approach to community change and conservation. It emphasizes equity, empowerment, and self-confidence, especially among marginalized members of the community. Future Generations Graduate School commits itself to follow an ethical approach to community change, conservation, and peacebuilding. It is committed to freedom of expression and the pursuit of truth in teaching and learning.

Future Generations Graduate School (Future.Edu) was established in 2003 with the specific focus of providing higher education degrees in Applied Community Change. In 2015, to focus on the higher education vision, the graduate school became fully autonomous and separate from its parent organization, Future Generations. Future Generations (Future.Org) is evolving into an action-based consortium of graduate school alumni and the globally scattered family of Future Generations organizations.



UPDATE FROM EXECUTIVE DIRECTOR, DANIEL TAYLOR

The future of Future Generations was reaffirmed in the May 2014 Board meeting, and it followed decisions made earlier that Future Generations would concentrate on growing the graduate school. Further, one of the four Working Groups in the recent Global Engagement Initiative (the Alumni Network group) recommended that the Alumni Network be expanded into a Global Network.

Based on recommendations from the Global Engagement Initiative and the Higher Learning Commission, the CSO and Graduate School will continue in their efforts to separate and realign themselves. The Future Generations (CSO) Interim Board is developing a reconstituted organization that will provide a financial and organizational support framework to the Action side of the Future Generations combined mission. The Graduate School will be the Academic side. Thus, we are holding to the long-standing duality in our Mission: to “teach and enable.” There will be two stakeholder groups in this new Future Generations – the Country Partners and the Alumni / Global Network.

Relating to “the country programs” the Board of Trustees reaffirmed in May that the country programs would become “autonomous.” This has essentially happened for all programs.

Below is a very quick summary of the Country Programs.

- Peru where its major USAID funding ended has cobbled together modest continuing support grants.
- Haiti with one grant is using all the overhead to keep its office open and its seven staff all work as volunteers.
- Afghanistan with its 84 staff has endured an assassination of one staff by a USA drone, two close incidences for other staff, and now looks to reform itself as a youth empowerment organization.
- India after years of dormancy is setting up what appears to be an innovative micro finance program for youth.
- Arunachal has turned its women’s action groups into self-financed self help groups and raised a corpus of funding that is producing modest support revenue.
- China that had voted to close its operations may be on the verge of a partnership with Coca Cola for addressing clean water issues for China.
- Rural America that did not get its continued funding for broadband extension, that did not get its expected funding for continuing assistance to veterans, appears on the verge of establishing itself as an independent organization funded around health for veterans.

Most Cordially,



Daniel C. Taylor
Executive Director



Future Generations Graduate School

Letter from the Chairperson

Friends,

Over the past 12 years since the Future Generations Graduate School recruited its first class, we have trained 125 students from 35 countries, how to serve their communities as more effective catalysts of change. Our accredited Master's Degree program in Community Change with concentrations in Conservation and Peace Building is meeting or exceeding the needs and expectations of practitioners of change in challenging settings across the globe.

Our most recent graduates of the class of 2014 (our 6th cohort) each shared, during a graduation ceremony held at the National Geographic Headquarters in Washington, DC, their thoughts about what this educational opportunity has meant to them. These are extraordinary students who are empowered and motivated by their two-year educational experience with us – just listen to a few of their own words:

- The Graduate School experience has transformed me. I will be taking what I have learned back to my community. (Guyana)
- This is the start. I am ready to take on the challenges. (Afghanistan)
- In the Future Generations Graduate School, we have no building, no classroom, but we have something more important: community. (Liberia)
- Even though it takes time, it is possible to change a community. (Afghanistan)
- I am eager, confident, excited to sow seeds of positive community change. (US)
- Let me emphasize that I am ready now to create positive social change. (Namibia)

These students, and our alumni now actively working in communities, embody the mission of our organization: *to teach and enable a process of equitable community change.*

Looking forward, we aim for continual improvement – in assessment of our impact, in enhancing the learning process, in creating a vibrant network of trained practitioners, and in taking to scale the lessons of empowered people able to assume responsibility for the changes they seek in their lives.

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

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



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EXECUTIVE DIRECTOR

Daniel Taylor
Franklin, WV

Dear Friends:

Future Generations and Future Generations Graduate School work to address two persistent challenges facing international development: 1) How to sustain the momentum and outcomes of community-based successes; and 2) How to achieve impact on a scale that meets the magnitude of need.

Guided by the SEED-SCALE methodology, communities in Afghanistan, Arunachal (India), China, Haiti, Peru and the United States actively work to build on their successes and achieve sustainable, scalable results. Future Generations partner organizations in these six countries adapt SEED-SCALE to activate community leadership and engage government decision-makers. These three-way partnerships led by communities focus on local priorities ranging from maternal health, women's leadership, community councils, and sustainable livelihoods to veteran's services and broadband adoption.

The accomplishments of Future Generations China's long-standing work on community development through the Pendeba Program received global recognition when it won the 2014 Equator Prize.

Future Generations Afghanistan continues to implement the National Solidarity Program's agricultural and educational programs. The Afghanistan program is presently redirecting its efforts toward engaging youth in reconciliation and the democratization process. Similarly, women's groups of Future Generations Arunachal are currently teaming up to create a statewide economic cooperative to market goods collectively to generate income. And, the work of Future Generations Haiti focuses on leadership and peacebuilding initiatives in Cite Soleil with future plans to relaunch the Success Mapping Project.

Future Generations Peru works in the poorest Peruvian homes to develop and test new strategies and interventions that improve the quality of maternal, neonatal and child health and nutrition. To date, Future Generations Peru field demonstrations have won 11 national awards for best quality in health services and in health promotion.

In 2012, Future Generations Rural America began serving veterans in West Virginia and Virginia exploring community-based partnerships for reaching rural vets. Another program, the *West Virginia Community Health Workers Network*, builds the capacity of rural community-based organizations to develop sustainable physical activity and nutrition education programs based on the community health worker (CHW) model. The project provides partners technical assistance in CHW best practices, project planning, budgeting, marketing, partnership development, evaluation, and fundraising.

As Future Generations continues to work with local partners in communities around the world, we value your much-needed support. We also look forward to future opportunities to engage you more directly in these efforts.

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





ORGANIZATIONAL STRUCTURE AND HISTORY

In 2003, the West Virginia Higher Education Policy Commission gave approval for Future Generations to offer a Master's in Applied Community Change and Conservation on the condition that the organization would begin the process to seek accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools. The first Master's class began in 2003. In 2006, Future Generations took action to create Future Generations Graduate School as a separate legal organization to run the academic programs. IRS recognition for Future Generations Graduate School of Research and Applied Studies in Community Change (EIN 20-4093450) was granted in 2006. In 2010, the Higher Learning Commission of the North Central Association of Colleges and Schools granted the Graduate School full accreditation.

In 2010, with review and approval from the Higher Learning Commission, Future Generations expanded its academic programs to a Master's in Applied Community Change with concentrations in Conservation and Peacebuilding. The Peacebuilding concentration was supported by the late peace philanthropist Kathryn W. Davis and is offered in collaboration with the Academy for International Conflict Management and Peacebuilding of the U.S. Institute of Peace. A conservation advisory council provides guidance and advice on the learning objectives and curriculum of the conservation concentration.

As the Graduate School has grown it has moved from starting a new class every other year to starting a new class every year, alternating between the two concentrations.

With a significant number of alumni working in communities worldwide, the Graduate School encourages alumni leadership through a growing Alumni Community of Learning and Action. This Alumni Community aims to facilitate collaboration and partnerships among alumni, document and spread state-of-the-art development tools and methodologies, and contribute lessons back to the Graduate School curriculum.

Future Generations Graduate School, a 509(a)(2) non-profit institution of higher education, is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

A MASTER'S DEGREE

The Master of Arts in Applied Community Change degree program educates community-based development practitioners to be agents of change and competent, participatory researchers. It is a professional applied master's degree enabled through a blended learning pedagogy. The primary learning focus is community-based, first in each student's home community where she or he learns from the reality of that place continually improving knowledge and skills for "applied community change." This community is the student's "desk," the place to which the curricular delivery of the graduate school is focused.

To enable this, the graduate school provides a residential experience every term of the two-year Master's degree where students see exemplary demonstrations of other communities "applying community change." In parallel to these community based learning experiences, each student is also taking a series of courses that combine classroom-based work and distance delivered education that may use a wide variety of media. From this coursework each student is gathering their learning from the world into a project (Practicum) that applies this learning journey of the Master's degree to directly benefit their community.

Through the usually two-year learning journey, Future Generations Graduate School seeks to provide a transformative learning experience of courses augmented and delivered through a blended approach. This includes making available online resources with face-to-face field residentials designed to create stimulating and safe places for critical thinking and reflective practice through dialogue, peer learning, collaborative activities, and community-based experiential learning. An emphasis in this learning is building a learning community among the class of students, where they grow in their peer-to-peer scholarship skills, helping each other.



INSTITUTIONAL GOALS

Promote Equity and Empowerment: The work of Future Generations Graduate School seeks to advance the lives of the most vulnerable peoples through a process that promotes equity and empowerment within communities. Future Generations pursues this goal as it seeks to work with the bottom poorest quintile of the world's population. Embedded in the promotion of empowerment is recognition that these populations, regardless of circumstances, have energies, capabilities, and resourcefulness within themselves to advance their own lives.

Expand Opportunities for Women: In communities worldwide, women are among the most vulnerable to poverty, ill health, and social forces of violence. Yet, in these communities, women are the most eager for the knowledge to be agents of change. Women seek the opportunities and skills to improve their lives and the lives of their families. Women are eager to build upon their successes and to teach other women in their households, villages, and neighboring communities. Future Generations Graduate School's goal to expand opportunities for women is achieved through ensuring that women as community leaders are well represented in the Master's program.

Conserve the Land, Air and Water: The needs of conservation connect to the needs of people, and communities need to be part of the conservation solution. A goal is to identify and promote low-cost methods that build the capacity of communities to improve their lives while protecting the earth's biodiversity and life support systems. The goals of conservation are achieved through designing new approaches to community-based conservation, training partner organizations, and helping communities extend their successes in health promotion to address the environmental issues of sanitation, food, and water security.



Scale-up successes: A goal is achieving large-scale change that moves beyond one community to improve lives across an entire region or nation. This goal has been pursued through a systematic process of working with country partners to facilitate the development of regional centers of action, learning, and experimentation. Although Future Generations Country Partners are rapidly moving toward autonomy, the principle of establishing learning centers will be continued in these countries and extended to locations where there are a sufficient critical mass of alumni who can also establish learning partnership centers as a mechanism for scaling up community change.

Expand Impact through Education: The mission, vision, strategies, and values of Future Generations Graduate School are aligned to extend the organization's impact through the process of education, as opposed to establishing and managing new programs.

SPOTLIGHT ON STUDENTS



Deqa Osman, our student of class 2015, who has been chosen as the Davis Project for Peace winner with her project "Advancing Somali women's rights and access to justice in Puntland State of Somalia."



Also Jonathan Tim Nshing from the same class, who was chosen as the runner-up and was selected for a peace prize with his project "Promoting Peace Awareness amongst Youths in Cameroon."



One of our current students from Haiti, Daniel Tillias, was recently featured in the Washington Post. Daniel's work in Cite Soleil is literally using "seeds" to go to "scale" -- propagating trees and small gardens through this community of several hundred thousand.

SPOTLIGHT ON ALUMNI



Tjivekumba Kandjii (Namibia)
Paz Magat (USA/Philippines)

August 2014 – Tjivee, a community police officer in Windhoek, Namibia, and Paz, who specializes in the use of sport for community development, teamed up to launch the Ohange Cup in Namibia’s capital. Through a soccer tournament and accompanying workshops, villagers and community police officers interacted and learned together about topics such as SEED-SCALE, neighborhood watch, and empowerment. Ohange Cup was so well received, it has now been approved by

the police as an annual program.

Yamini Bala (USA)

December 2014 – Yamini traveled to the WAIS Divide in Antarctica as part of the Velvet Ice scientific expedition studying the Antarctic Ice Sheet’s response to climate change.



Savela Jacques Berenji, Sabina Carlson Robillard,
Louino Robillard (Haiti)
Paz Magat (USA/Philippines)

September 2014 – Four members of the Class of 2013 collaborated on the Unity Cup in Cite Soleil, one of the most tumultuous areas in the Western Hemisphere.

Held on the United Nations International Day of Peace, a four team soccer tournament allowed gang members from around the region to play together on teams. Following the

tournament, a one-day workshop was held to bring together all of the sport-for-peace actors in the area to help them develop underlying theories of change, articulate their methodologies, and find common ground for collaboration. The model was so well received that it is being replicated by those who attended to gather groups in conflict in an even more inclusive way to include multiple age groups.

SUMMARY FINANCIAL REPORT

The fiscal year 2013-2014 was another successful year in strengthening Future Generations finances. Financial milestones during the year include the achievements of having a positive unrestricted net asset account, a balance sheet free of any long or short term debt, and an all-time record permanent endowment fund balance.

The year began with the successful conclusion of a \$4.5 million project by the US Department of Commerce for partnering with West Virginia fire stations to develop computer centers and promote broadband development and computer training. At the conclusion of the project in September 2013 Future Generations had set up 90 computer centers throughout West Virginia.

As the broadband program was winding down, Future Generations was able to develop several other federal awards within West Virginia. These awards include a \$190,000 one year grant from the Veterans Administration Support Services for Veterans Families to assist in creating and maintaining housing for Veterans and their families. In addition, Future Generations received a \$450,000 three year grant from the Health Resources and Services Administration for Rural Health Care Services Outreach Program which builds on our development of the computer centers.

These West Virginia federal grants were supplemented by a four year \$1.5 million grant from US AID contract in Peru to support Child Survival. This work is supplemented by a two year \$125,000 private contract to study pregnancy history in Peru.

In addition to government contracts, Future Generations was successful in obtaining several commitments from private donors and foundations for long term funding of classes and students within the Graduate School.

Finally, our endowed funds had an exceptional year earning approximately \$1.5 million in investment income. With the exception of a 5% annual distribution these funds are set aside for long term future development of students and faculty of the Graduate School. Total assets of the endowed funds increased by \$1.1 million or 14%.

Future Generations ratio of funds spent has averaged over 80% of spending on program services compared to general, administrative, and fundraising for the past five years. For the fiscal year ending June 30, 2014 Future Generations spent 82% of its available funds on program services. We expect this ratio to continue in the near future.

Our balance sheet improved substantially in fiscal year 2014, as previously reported we have retired all short term and long term debt. Total assets increased \$971,000 or 11% in the just completed fiscal year. Our cash position stayed stable at approximately \$300,000.

In the coming fiscal year, we expect our revenue to approximate \$2,500,000, same as fiscal year 2014. As of this writing, we have already received donations to our permanent endowment increasing those funds by \$1,250,000. We expect to finish the New Year with a small positive net change in unrestricted assets. Like most organizations, we will continue to work to expand our financial strength by seeking unrestricted funding, expanding our donor base, building our development team and expanding our permanent restricted funds.

It is difficult to discuss all aspects of our financial condition in one letter, but feel free to contact us with your questions and concerns. Our audited financial statements are available on request. Future Generations thanks you for your continued interest and financial support.

Respectfully reported,
Randy Brandt , Comptroller & Chief Financial Officer

FutureGenerations Graduate School

Class of 2014 student profiles: Applied Community Change with Concentration in Conservation



Kayana Amos - GUYANA - *Social worker with AGAPE Network in Georgetown, Guyana.* Kayana's work is focused in Linden, a mining town that is considered one of the most economically depressed communities in Guyana. Kayana feels that Linden's natural resources (bauxite, timber, and white sand) should be sustained for generations to come.



Pradeep Budhatoky- NEPAL – *Climate Change and REDD officer for FECOFUN/Hariyo Ban Program (Federation of Community Forestry User Groups/Green Forests Program).* Pradeep's focus is on climate change adaptation with community forestry user groups in Nepal, supporting program and policy implementation.



Joyce Chemitai - - UGANDA - *Teacher at Kapchorwa School and Staff of Marcus Garvey Pan African University.* Joyce advocates and works with the Benet people in Uganda, a community of indigenous hunters and gatherers who have suffered from state and commercial forest encroachers.



Mohammad Qasim Erfani - AFGHANISTAN - *Lecturer at Gawharshad Institute of Higher Education in Kabul.* Committed to educating women and promoting social change in Afghanistan, Erfani is excited about making connections between Gawarshad Institute and Future Generations Graduate School.



Bethany Garretson - UNITED STATES - *Field Instructor for Adirondack Leadership Expeditions.* Bethany teaches and mentors at-risk youth in an environmental context. A graduate of Paul Smith's College of the Adirondacks, she is passionate about nature and sharing it with others.



Asres Geda- ETHIOPIA - *Environmental Health Manager for the International Rescue Committee in Ethiopia.* Asres works with water, sanitation and hygiene (WASH) projects. Working with participatory, learning and action teams, he has experienced significant success in engaging the community in these WASH projects.

FutureGenerations Graduate School

Class of 2014 student profiles: Applied Community Change with Concentration in Conservation (cont'd)



Meaghan Gruber - UNITED STATES/NICARAGUA - *International Volunteer Coordinator for Bridges to Community*. Meaghan works with this service-learning organization to create connections between North Americans and Nicaraguans.



Mohammad Tahir Khalil- AFGHANISTAN - *Manager of the Nangarhar Office for Future Generations Afghanistan*. Khalil promotes a community- wide horticulture program with engagement of schools, farmers, and other actors.



Ashlei Laing- UNITED STATES/ITALY - *Volunteer with Aia de Tufo, an "agriturismo" (Family Farm Bed and Breakfast) in Tuscany, Italy*. Ashlei promotes permaculture as an environmentally restorative and sustainable practice. As a Peace Corps volunteer who served in Bulgaria, she looks forward to applying her peacebuilding skills.



James Ojera Latigo - UGANDA - *Program Director for Uganda Historical Memory and Reconciliation Council*. James works with the Acholi people in northern Uganda on land ownership and other issues. He approaches conservation in a holistic sense, seeking to restore the harmonious relationship that used to exist between nature and the community.



Bethany Lewis - UNITED STATES - *Volunteer Coordinator for Boys and Girls Club in Williamstown, WV*. Passionate about sustainable development and a Paul D. Coverdell Fellow (for returned Peace Corps volunteers), she is excited to bring the skills she receives from the MA program back home to her community located in the Mid-Ohio Valley region of West Virginia.

FutureGenerations Graduate School

Class of 2014 student profiles: Applied Community Change with Concentration in Conservation (cont'd)



Ugyen Lhendup - BHUTAN- *Coordinator of the Environmental Education and Advocacy Program with the Royal Society for the Protection of Nature.* Ugyen has implemented a number of community-based environmental projects focused on watershed management.



Alida Livingston - UNITED STATES - Alida works in the Peabody Project in Tarrytown, New York, which seeks to engage the community in preserving land along the Hudson River. She is passionate about engaging youth in conservation initiatives.



Chido Madiwa - ZIMBABWE - *Provincial Development Officer for the Ministry of Women Affairs, Gender, and Community Development.* Dedicated to working in rural communities, Chido has implemented projects such as the Holistic Management Programme, enabling communities to manage relationships between land, grazing animals, and water in order to restore biodiversity, turn dry areas into grasslands, and address poverty and hunger.



Samuel Meya - MALAWI - *Project Officer for Concern Universal.* Samuel seeks to mobilize community-based organizations in the areas of water, hygiene, and sanitation. He helps empower rural communities through livelihood support activities and equitable sustainable development.



Uchenna Onyeizu - NIGERIA- *Executive Director of the Martha Iyaya Development Foundation.* Uchenna works with his organization to address social development and environmental sustainability issues. Through the knowledge and skills gained in this MA, he hopes to effectively meet the sustainable livelihood and development needs in his community, Abuja.

FutureGenerations Graduate School

Class of 2014 student profiles: Applied Community Change with Concentration in Conservation (cont'd)



Sonam Rabten- BHUTAN - *Senior Quality Control Officer with the Mountain Hazelnut Venture*). Sonam's program is committed to planting 10 million hazelnut trees and linking small farmers in eastern and central Bhutan to export markets. Sonam hopes to benefit thousands of Bhutanese people, especially those in rural farming communities, and eventually balance rural-urban migration and preserve culture and tradition.



Anu Singh- NEPAL - *Ranger in the Biodiversity Sector Program for Siwalik and Terai in Nepal*. This government-funded program works with trees in an agro-forestry system ("trees outside of forests"), providing an important source of income for poor and marginalized communities. Anu ultimately hopes to improve her community's livelihood through the practice of public land forestry.



Amos Smith- LIBERIA - *Policy and Advocacy Officer for the Society for the Conservation of Nature in Liberia*. Amos works with his organization to advocate for the establishment of protected areas and create awareness for biodiversity conservation. After 14 years of civil war in Liberia, his conservation initiatives are especially critical and timely.



Antionette Stanley- NAMIBIA- *Training and Development Coordinator for Aminius Development Foundation*. Antionette seeks to improve living standards through grassroots development initiatives in the community of Aminius. Namibia is known for its community-based model of natural resource management and tourism, linking conservation with poverty alleviation.

CLASS OF 2014



FutureGenerations Graduate School

Class of 2015 Student Profiles: Applied Community Change and Peacebuilding

Mubarak Abdalla Kafei Adam - SUDAN - *Country Director of ASSIST - Sudan, a partner of the United Nations Development Program.* Mubarak works with three generations of internally displaced people (IDP) to help resolve conflict in regions near Sudan's border. An IDP and refugee himself, he is a returnee with a vision to achieve peace through community participation.



Yasar Ahmadzai - AFGHANISTAN - *Independent Journalist, Program and Media Officer for Democracy International.* Yasar closely collaborates with the Afghanistan Independent Election Commission, parliamentarians, and civil society organizations. He also has years of experience working with Afghanistan television networks, both reporting news and producing documentaries.



Arghawan Akbari - AFGHANISTAN - *Senior Finance and Human Resource Manager at Helvetas Swiss Intercooperation.* After living in England and Canada for several years, Arghawan has returned to Afghanistan to take part in the development of her country. She works with community development councils in remote districts to promote community-led change in a peaceful manner.



Maryam Amini - AFGHANISTAN - *Cofounder/Manager of Bibi Maryam High School.* A social entrepreneur, Maryam and her mother manage a private school in their hometown of Sheberghan, Jawazjan. They focus on providing opportunities to women. She also founded the first women's internet café in town. Her education is in Islamic Law.



Farid Bayat - AFGHANISTAN - *Research Officer with United States Institute of Peace.* Farid works in the Rule of Law Department's "Women's Access to Justice" project to examine the formal and informal justice system toward women and its performance in Afghan communities. As a peacebuilding trainer at the village level, he also works on a "Youth Participation in Politics" project.



FutureGenerations Graduate School

Class of 2015 Student Profiles: Applied Community Change and Peacebuilding

Donell Bess-Bascom - GUYANA - *Senior Community Development Officer at Central Housing and Planning Authority.* Donell works on a pilot project to provide affordable housing to Amerindians in Guyana's Hinterland. The communities design appropriate house solutions for their locale, and the project utilizes available natural and human resources in these areas.



Tiyese Chimuna - MALAWI - *Child Health and Nutrition Advisor for Save the Children.* Tiyese works with more than 500 community health workers to improve child health. She anticipates that skills developed in this Master's program will have a "multiplier effect," enabling her to transfer lessons directly back to her co-workers and community.



Nadia El Fallah - LIBYA/UNITED STATES - *Country Project Manager for Voice of Libyan Women.* Although Nadia was born and raised in Maryland, she has always felt connected to her Libyan roots. Nadia uses media and awareness-building events to advocate for women in her country. She recently helped lead her team on the very first and only national security assessment in Libya focusing on women's participation.



Adolphus Dupley - LIBERIA - *Associate Director of Community Services, Liberia Annual Conference, United Methodist Church.* Using a methodology known as "Partnership in Development," Adolphus seeks to engage community members in solving complex social problems of Liberia's post-conflict environment.



Popal Habibi - AFGHANISTAN - *Senior Program Officer with United States Institute of Peace (USIP).* Popal works in the grant department with USIP and seeks to partner with Future Generations Afghanistan's positive deviance project. He previously worked as a monitoring and evaluation specialist with the United Nations Development Program.



Rayhaneh Gulsum Hussaini - AFGHANISTAN - *Research Officer with United States Institute of Peace.* Particularly interested in engaging women in social change and peacebuilding, Rayhaneh leads peace and conflict-related research projects in several provinces. She previously worked with Afghanistan Research and Evaluation Unit as a research assistant.



FutureGenerations Graduate School

Class of 2015 Student Profiles: Applied Community Change and Peacebuilding (cont'd)

Bashar Al Katrib - SYRIA- *Senior Development Communication Officer for the Syria Trust for Development.* Living in the midst of Syria's crisis, Bashar maintains hope in human capital and looks forward to rebuilding. He is a member of United World College's selection committee for Syrian applicants and is a founder of



Syrian Society for Culture and Knowledge.

Judith Mandaza- ZIMBABWE - *Program Officer for Catholic Commission for Justice and Peace.* Judith advocates for peace and justice in the province of Mashonaland West. She also volunteers with the Institute for Young Women's Development.



Lori Mason - CANADA - *Work Opportunities, Incentive, Policy and Development Worker for Heiltsuk Social Development Department.* A native of Bella Bella and the Great Bear Rainforest, Lori is passionate about child welfare in Aboriginal communities. In the Work Opportunities project, she identifies temporary jobs for social assistance clients while strengthening their long-term employability skills.



Shadrach Meshach - TANZANIA - *Western Zonal Manager of "Roots and Shoots" for the Jane Goodall Institute.* Shadrach works on a cross border initiative that supports Burundian and Congolese returnees and Tanzanian communities. He helps these groups develop and rebuild their countries by promoting peace education and dialogue, rehabilitating child soldiers, and addressing interrelationships between conservation and peace through educational videos and leadership workshops.



Msafiri Msedi Ngololo - TANZANIA - *Investigation Officer for Commission for Human Rights and Good Governance.* Passionate about promoting human rights within the disabled population, Msafiri founded Tusaidiane Disabilities Resources and Charity Organization. His organization provides an inspiring environment for people with varying disabilities.



Jonathan Tim Nshing - CAMEROON - *Founder and Executive Director of Cameroon Youth Partnership.* Jonathan focuses on protecting the rights of young people infected with HIV/AIDS by providing them with vocational counseling, training, and information. He is also a school counselor and advocates for youth leadership and employment opportunities.



FutureGenerations Graduate School

Class of 2015 Student Profiles: Applied Community Change and Peacebuilding (cont'd)

Deqa Osman - SOMALIA - *IT Officer and Conflict Resolution Trainer for the Danish Refugee Council (DRC)*. Deqa works to engage Somali women and youth in peacebuilding and decision-making processes. With DRC, she supports refugees in urban and rural areas. With a special focus on training women, she teaches computer science classes at the University of Bosaso.



Danmore Shonhai - ZIMBABWE - *Gender Coordinator for Plan International*. As a youth, Danmore couldn't wait to escape from his rural community, but a new job led him back to the village where he was confronted with optimism and resilience. With Plan International, he coordinates technical support and dialogue for gender equality projects.



Mohammad Zakir Stanikzai - AFGHANISTAN - *Program Manager for Aga Khan Foundation*. Zakir works to train and support civil society organizations in Afghanistan. With more than 12 years of field experience, he has also worked with DAI/USAID, Church World Service, BRAC, and Afghan Development Association.



Jerry Simon - HAITI - *Program Assistant for Future Generations Haiti*. Jerry has also worked for USAID and OXFAM projects in Haiti. Committed to engaging Haitian communities and helping them build on their successes, he has worked with 24 communities across four departments of Haiti. He teaches training courses in computing and entrepreneurship in Cite Soleil.



Daniel Tillias - HAITI - *Program Director/Founder for Pax Christi Ayiti, an international Catholic peace movement*. Daniel founded this peace movement in Cite Soleil under the name of "Sakala," (Creole for an Alternative Community Center for Peace). Initially created as a peace program for youth involved in gangs, Sakala now addresses educational access, gender equality, and improved nutrition through gardening.



Huiling Yu - CHINA - *Future Generations China*. Huiling works to advance environmental and sustainable development efforts in Chinese communities. As she works to achieve this, she aspires to integrate issues of environmental protection and peacebuilding.



Overview of SEED-SCALE

SEED-SCALE offers a process by which almost any community can direct change underway within it, using resources they already have to respond to forces that are affecting them. Unlike other frameworks that presuppose money, mandate skilled workers, or insist on first establishing effective leadership, SEED-SCALE provides a process for change that any community can follow, once a collective community decision is made to begin. It is a standard process that leads to site-specific solutions.



Tree Planting in Shegar

SEED-SCALE, coalesced out of a dialogue from around the world that came together in the years before the 1995 United Nations Social Summit; two monographs were produced and circulated^[1]. Subsequently, field activities were launched to further understand the approach, and a subsequent volume was published in 2002^[2] and 2011^[3].

A growing amount of literature, from the daily news to academic scholarship, describes and analyzes what the problems are, when they started, why they happened, who did what to whom, where trends are likely to end—a long litany of w’s. The w’s are helpful, but the list mounts in a manner that makes it difficult to move out of this worrisome web of w’s to positive solutions. Instead of joining this descriptive trend, SEED-SCALE focuses on the h—the how of social change. It does this by focusing on the one resource available to us all: Human Energy. Resourcefulness is the end result, rather than a compulsion for consumption. Human Energy, technologies, social systems, information, financing will all follow. As momentum builds around the application of human energy, it will shape to local ecology, economy, and values.

The role of human energy is self-evident when stated this way, much simpler than the complexities of economics, much more attainable than vast sums of money, more universal than approaching social change through a professional discipline such as agriculture or health. The overarching commonality provided by energy is easy to understand, and is often stated by many. (It is easy enough to be a language for illiterates, and simple enough to be understood by politicians.) SEED-SCALE provides an “operating system for enacting Human Energy into social growth.”

The increasing use of proxies (of money, of professionals, of moving action to a distance and away from communities) has obscured the fundamental understandable character of the human quest. It is a collective endeavor, not an individual one, although recently we have celebrated individual successes through capitalism. Ultimately, every individual’s successes are built through an operating collective. Human enterprise must go forward building on the planet and the resources we all share—not exploiting them.

Site-specific solutions must be found: They must be grown to each situation’s ecology, economy, and values. Effective responses come when we are able to evolve new opportunities, grown out of today’s crises by reflecting on experience. Each crisis has inside energy that can be turned; the very forces that drive them contain energies that can become an opportunity. This requires a process—not simply a strategy, but a process—of working with the pre-existing energy in order to rechannel it. As people build their futures, what works is to have a system that adapts iteratively, that keeps communities (whether small or large) moving to the priorities they collectively decided to undertake.

^[1] Daniel Taylor-Ide and Carl E. Taylor. *Community-based Sustainable Human Development—Going to Scale with Self-reliant Social Development*. (New York: UNICEF, 1995).

^[2] Daniel Taylor-Ide and Carl E. Taylor. *Just and Lasting Change When Communities Own Their Futures*. (Baltimore: Johns Hopkins University Press, 2002).

^[3] Daniel C. Taylor, Carl E. Taylor and Jesse O. Taylor. *Empowerment on an Unstable Planet*. (New York: Oxford Press, 2011).