

Learning from Communities



\*  
Future.Edu  
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Future.Org  
\*

# IMPACT

\* Annual Report 2015

\* Seeing Best Practice



\* Learning from Professors



\* Peer-Driven Learning



Online Learning



FutureGenerations  
Graduate School

# WELCOME FROM THE EXECUTIVE DIRECTOR

## Friend of Future Generations,



The impact presented in this booklet is that people—in learning to work with what each has—can redirect their communities toward more just and lasting futures. *Anyone* can make the world better, *wherever* he or she might live.

We are learning how to use the resource that all people possess: our human energies. Rising quality of life comes—not through getting more, but through learning how to make what we have better. The evidence brought by Future Generations Graduate School shows this is possible. Communities need not wait for money, or for governments to change policies, or dynamic leaders. People can learn to use in constantly improving ways what they already have.

The process begins locally—then this improvement scales up, and greater improvement follows in both size and quality of life. The stories in this booklet share how learning better process has transformed communities.

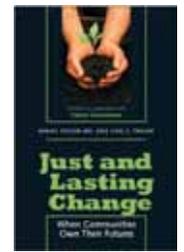
Enjoy the read!

Daniel C. Taylor  
*Executive Director*

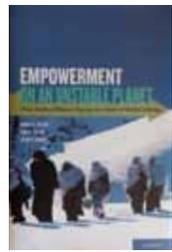
## Four Major SEED-SCALE Publications



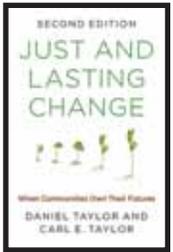
*Community-based Sustainable Development*  
UNICEF Publication (1995)



*Just & Lasting Change*  
1st Edition  
Johns Hopkins University Press (2002)



*Empowerment on an Unstable Planet*  
Oxford University Press (2012)



*Just & Lasting Change*  
2nd Edition  
Johns Hopkins University Press (2016)



“*The only way to develop communities is to have their participation and let them actively be involved.*”  
—Mohammad Paya, Class 2009

Opening Class at Gandhi's Ashram



The Future Generations Graduate School was founded in 2003. It is accredited by the USA's Higher Learning Commission. The graduate school grows out of the prior scholarship-based, Future Generations organization, which was founded in 1992 to study how community-based change can grow to large-scale impact. After a decade of applying that scholarship around the world, the evidence showed that it is now possible to have “double the impact, in half the time, for one-fifth the cost.”

Future Generations Graduate School teaches how to do this. The academic degree students earn is a Master's of Arts in Applied Community Change. It has two concentrations, one in conservation and another in peacebuilding. An expanded instructional program is also now being developed that will offer specialized certificates in a number of applied community-change topics.

Students enter as already working professionals in some field of community-based action. This work gives them a platform on which to learn. From the study of global best practices students learn how to effect forward change for communities targeted toward community objectives, and in achieving that also primarily utilize community resources.

“*Is there anyone thinking that education should be for the community? Future Generations is!*”  
—Shahid Mallick, Bangladesh, Class of 2011

Two Students Collaborating



## Two Concentrations

- Applied Conservation & Sustainable Living
- Kathryn W. Davis Peacebuilding

Three learning aspects are brought together: face-to-face learning, online learning, and community-based application. Each semester begins with courses taught online to master basis concepts. Then students gather for face-to-face learning with faculty in locations that are worldclass examples doing what students seek to learn. Students then apply their learning in their communities.

## Learning Outcomes

- **Critical Thinking**  
Analyze problems and reach evidence-based conclusions.
- **Community Change**  
Demonstrate knowledge and skills as agents of change and empowerment in their communities.
- **Knowledge of Development Issues**  
Demonstrate theoretical and practical understanding of social change issues by analyzing the social, economic, political, and environmental implications.
- **Implement Community Development**  
Design and implement community development programs, using SEED-SCALE and other social change models.
- **Monitoring and Evaluation**  
Employ quantitative and qualitative methods to monitor and evaluate a program.
- **Applied Skills of Scholarship**  
Use written, visual, and oral communications to explain complex community situations, helping communities process their change.
- **Research Use**  
Gather evidence and apply it to community problems.
- **Science and Technology**  
Utilize scientific methods and technologies to implement systems-based development strategies.

“*Most of us have had this experience where the professors and the books have the knowledge; here the community has the knowledge. We learned how to help them learn more.*”  
—Stanley Nderitu, Kenya, Class of 2013

Graduation at the National Geographic Headquarters



# THE GLOBAL NETWORK OF FUTURE GENERATIONS

[www.Future.Org](http://www.Future.Org)



Founded in 1992, the “family of Future Generations” is world encircling, with its members now located in 38 countries as either students or alumni of Future Generations Graduate School. In this network, six country-specific Future Generations organizations exist.

Additionally, other organizations have been created by alumni and are part of this growing global network

Connecting this web of like-minded community action is the original organization, [www.Future.Org](http://www.Future.Org), bringing together both alumni and programs.

An exciting possibility is coming together in this community-grounded network. This network is growing a process for bottom-up voices and experience to connect laterally into a world-embracing partnership. This is Future.Org. It is the organizing of community-based improvement of people all around the world.

Future.Org is an action network with a quarter century’s experience that supports and coordinates the global work of its membership. It gathers the contacts, skills, and resources scattered among network members so that the whole world team can strengthen each other’s endeavors. This global network helps with dissemination of the collective and individual findings. It uses its combined strength as well as its finance office (located in the grad school) to help specific projects and ideas raise money.

The network’s stories of success are told in this booklet.

- What we collectively do is informed by the scholarly process of SEED-SCALE that has been distilled from a century of human experience in social change.
- They are applications of that process in very different world sites all working from the bottom-up, utilizing our different top-down environments of policies, finances, and values. The result is impact that steadily grows.
- As our network strengthens through our growing successes we are sharing this with our colleagues, and through that each of us is becoming stronger.
- The message here is that we have grown because of what we learned. We have created the impact that you can read samples of in the pages here. No big donor supported us to make this happen.

Imagine ... if this can happen by us in our first ten years, using what we have access to, by building on scholarship-driven learning. Imagine where we shall be in a second decade as our collective scholarship grows, as our grad school numbers multiply, and as we work ever harder as a global network.



# SEED-SCALE THEORY OF CHANGE

This is today—life functions in an always-changing context. People’s aspirations seem to rise all the time ... and change constantly. This happens within a fluctuating global economy, which seems daily more unpredictable. In this, great global forces are poised of epidemics, massive movements of people, and of course the disrupted planetary climate.

SEED-SCALE helps analyze what is happening, grounding the meta socio-econo-biosphere in each community’s reality. SEED-SCALE is a full theory of social change (premises, method, analytic) that enables local level action, advising communities on how to act effectively, and immediately, with the resources that each community possesses.

It is a growth process. Improving one place, that community then draws other communities to this process. A rising quality of life is what each community seeks, and the SEED-SCALE process can help it grow toward that. Thus, any community can take hold of the change that is happening to it. Every community can transform what could be a victimizing process of life in today’s world into change that it evolves and, increasingly as it works at it, becomes a change that it owns.

A community collaboratively acting toward its objectives, using what it has, differs from the conventional approach of change coming from money supplied by a government or donor, and then made to happen by people paid to work for program objectives mandated by the funding source. This also differs from change following from the wishes of a strong leader (enlightened or otherwise). What students learn is summarized in the accompanying charts.

In this, interactions among people turn to using more effectively a resource that all in the world own: our energies of labor, creativity, patience, persistence, and cooperation. The more each is used, the more effective it becomes, and, as the combination of all of them is used, what grows is a new society.



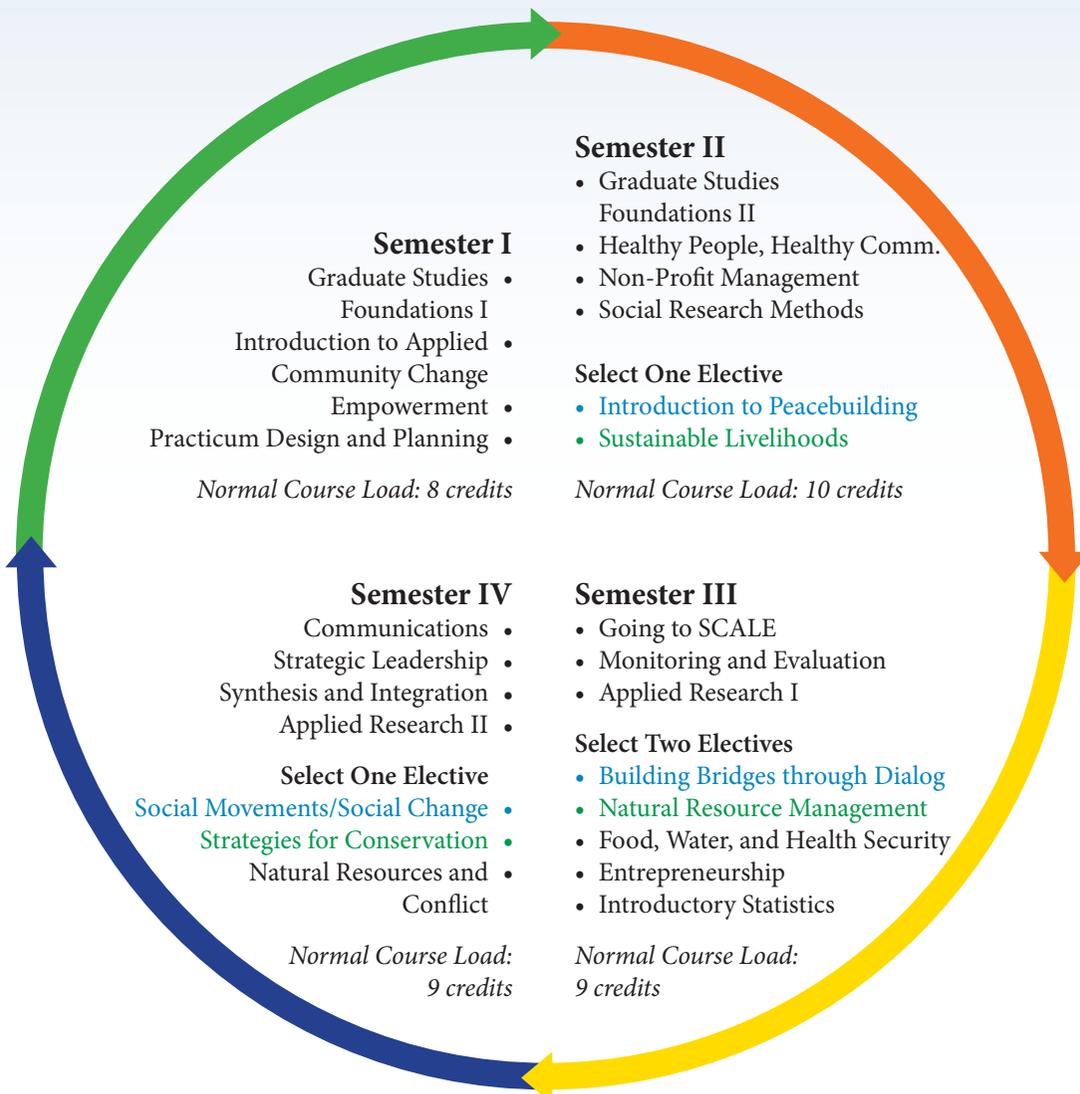
## Distinguishing Features of SEED-SCALE

SEED-SCALE		Traditional Development
Build on Successes	<b>Approach</b>	Fix Problem/Answer Needs
Human Energy	<b>Resource Used</b>	Financing
Evolutionary Growth	<b>Mindset for Planning</b>	Construction Engineering
Three-way Partnership	<b>Who Does the Work</b>	Professionals
Local Institutions	<b>Implementation</b>	Consultants/Project Units
Community	<b>Ultimate Accountability</b>	Donor



# HOW IMPACT IS CREATED

## Graduate School Curriculum



**Semester I**  
 Graduate Studies •  
 Foundations I  
 Introduction to Applied  
 Community Change  
 Empowerment •  
 Practicum Design and Planning •  
*Normal Course Load: 8 credits*

**Semester II**  
 • Graduate Studies  
 Foundations II  
 • Healthy People, Healthy Comm.  
 • Non-Profit Management  
 • Social Research Methods  
**Select One Elective**  
 • Introduction to Peacebuilding  
 • Sustainable Livelihoods  
*Normal Course Load: 10 credits*

**Semester IV**  
 Communications •  
 Strategic Leadership •  
 Synthesis and Integration •  
 Applied Research II •  
**Select One Elective**  
 Social Movements/Social Change •  
 Strategies for Conservation •  
 Natural Resources and  
 Conflict  
*Normal Course Load:  
 9 credits*

**Semester III**  
 • Going to SCALE  
 • Monitoring and Evaluation  
 • Applied Research I  
**Select Two Electives**  
 • Building Bridges through Dialog  
 • Natural Resource Management  
 • Food, Water, and Health Security  
 • Entrepreneurship  
 • Introductory Statistics  
*Normal Course Load:  
 9 credits*

- Each Student Selects a Concentration:**
- Kathryn W. Davis Peacebuilding Concentration
  - Conservation & Sustainable Living Concentration

# SUMMARY OF IMPACTS

Students who remain working in their communities after graduation	83%
Graduates who feel confident to be agents of change and empowerment in their communities	81%
Number of countries in the graduate school's global network	38

## Direct Benefits to Community

- Values and resources of each community are the starting point
- Community members are the focus of the learning
- Future Generations students teach this process
- Benefits grow in communities as they knit together in the global network of Future Generations

## Benefits to Organizations that Send Students

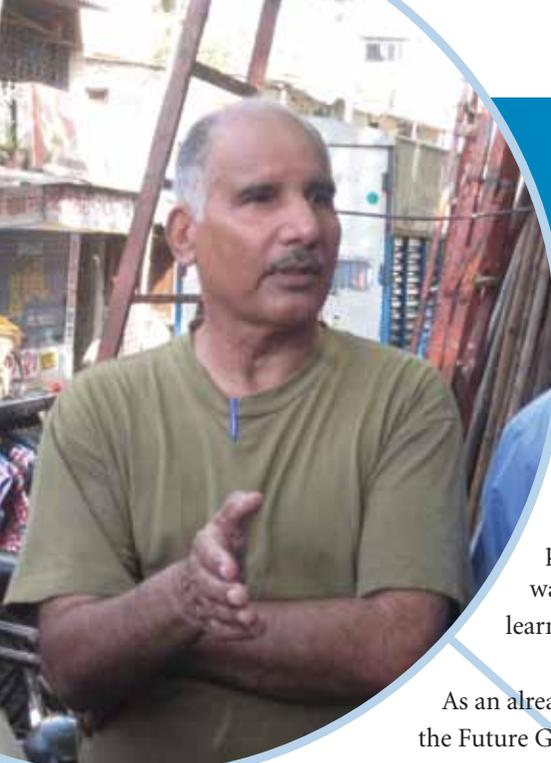
- Employees learn how to apply their studies in their work, thus their work improves
- Employees remain in-country, not having to leave work in order to learn
- Local organizations connect to global best practices

## Benefits to Students

- While going to school, they also continue with their jobs
- Staying in their communities, they join a global network of practitioners
- They receive an accredited international Master's Degree







## Hamidullah Natiq

Afghanistan Class of 2013

In the conflicts of the Afghan wars Natiq discovered that the safest way to travel was by old bicycle. This was remarkable because Natiq's ability to organize community-based action had drawn international attention; he was offered an armored vehicle. But bicycles safely passed angry factions. Across Afghanistan, Natiq was building a national reputation of *Ustaad*, or learned teacher, who was now going to the people.

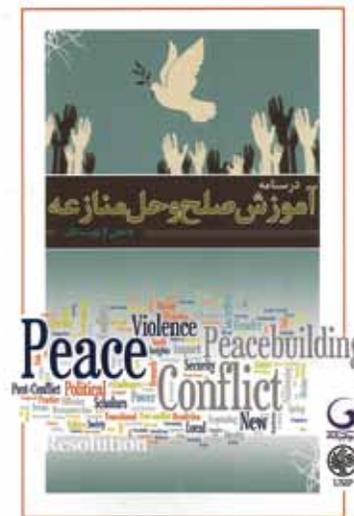
As an already respected teacher, he enrolled as a student in the Future Generations Master's degree. There was little to gain professionally for he already held great status. But Natiq wanted to learn global best practices in how the energies of his people could be turned to their advancement.

Especially, Natiq was moved by the example of Mahatma Gandhi that he learned while at Gandhi's ashram where the graduate school program begins. As his Practicum he decided to develop a *peace curriculum for Afghanistan's universities*. That required developing the curriculum itself and processing the new curriculum through the higher education establishment for Afghanistan.

With now an approved curriculum Natiq started to implement it in the Gawharshad Institute of Higher Education that had a priority on women and disadvantaged minorities, testing his curriculum, getting feedback from students and international

experts, and finding concepts tried by others across prior decades. He created a partnership with the United States Institute of Peace—an organization that is also a partner of Future Generations Graduate School in its Kathryn W. Davis Master's degree with a Peacebuilding Concentration.

Natiq kept working. Utilizing his extensive network of national credibility, he systematically started a national scaling up process of this curriculum so it will be included in the courses also of Kabul University, Herat University, and Nangahar University. In implementing this national curriculum, Natiq carefully followed the process based SEED-SCALE approach.



Higher Education Peace Curriculum for Afghanistan



### Impact Highlights

- Developed peace curriculum for Afghanistan's universities.
- Has begun national scaling up of peace curriculum.
- Prioritizes women and disadvantaged minorities.

“I entered Future Generations as an Assistant Superintendent of Police, and when I graduated with the Master’s degree I was promoted to Full Superintendent Area Commander, and since March am now head of Municipal Legislations. I fell in love with the idea of peace building at the grass roots level.”

Tjive started making gardens in schools, “we can’t expect the government to make peace for us. When we have land, we can improve our nutritious food intake. Teaching students to care for the land will teach them to be responsible in their communities. Many boarding schools in Namibia have unused land, even in an urban setting.”

“People are excited about the idea,” she says. “I understand now different aspects bring peace to a person – they need nutritious food, health education, prevention of diarrhea – when children suffer from these, they and their communities can’t truly have peace. You see, I am also a mother. Peace is much broader than simply conflict resolution and dialogue.”

Tjive has the land and the water; she has a fund for buying the seeds; she needs money to fence the area where the garden will be, but for that money she isn’t worried. She doesn’t believe in waiting until funds are secure. Instead, she believes in following her passion; the funds, she says, “will find her.”

Tjive’s second project is a ceramic water filtration system. During the Future Generations residential in Haiti, she learned about a filtration system she realized would be useful where families lack access to clean drinking water. She checked out options back in Namibia, then returned to Haiti to learn more, and submitted an “innovative product development” proposal to the Ministry of Trade and Industry. As a result, she has three-months of start-up funding to begin local manufacturing the filters and prepare to launch the business.

“I will be assessed for the three months, and if I am successful, then I will take over the plant and run it myself. This is something that I am going to do with passion.”

“Nobody was expecting a police officer to start a garden or create water filtration,” she says, “but because of my master program, I am bringing those things that will eventually help people have a peaceful environment.”



## Impact Highlights

- Two school gardens that pilot nutrition and caring for the land
- Local manufacture and sale of ceramic water filtration systems
- Creating peace is enhanced by promoting community health and happiness.





# TSERING NORBU

Tibet/China Class of 2009

In September 2014, at the Lincoln Center in New York City, the Equator Prize of the United Nations Development Program was awarded to Tsering Norbu and the Pendeba Society in the Tibet Autonomous Region of China. The Equator Prize is given by the U.N. every two years to the world's select projects that show significant sustainable development.

Norbu began his career as an employee of the Qomolangma (Mt Everest) National Nature Preserve. Young, out of high school, he attended a remote check post guarding Mt: Shishapangma (world's 14th highest mountain), a lonely post as almost all people go to see Mount Everest. Norbu used his time to read about conservation, and to self-study English and practice that with passing foreigners. This diligence coupled with uncommon happiness made him quick friends—and people took time to mentor him.

With such enthusiasm, he began full-time employment with The Mountain Institute. He started learning management skills working inside the administration of the nature preserve. He accessed training in mainland China, Nepal, Thailand, and continued to practice his English, developing a special flair for connecting words, "Let me make you some of my impeccable pancakes!"

Future Generations was impressed—giving him employment as a trainer in the Pendeba program. Pendebas are "workers who benefit the village." In

Advertisement for Pendeba Society website made out of white stones--located near base of Mt Everest.



this program villages select a representative to begin a sequence of training experiences in family health, entrepreneurship, reforestation, and agriculture. With their new skills, Pendebas help villagers improve village life, especially gathering villagers into "action groups" where they combine their energies and resources.

Having proven his abilities, Norbu entered Future Generations Graduate School. In his Master's Degree in Applied Community Change he realized a bigger vision. If Pendebas were successful by organizing at village level, why not organize all Pendebas into a Tibet-wide association? There were by then 800 Pendebas distributed across Tibet. Norbu's Master's practicum became reading Chinese law on nonprofits, then negotiating activation of those only once-before-used laws in Tibet, and ultimately creating the second nonprofit organization for Tibet: the Pendeba Society.

Under Norbu's leadership the Pendeba Society has flourished – so much so that it won the Equator Prize as well as a number of China-wide awards. More importantly, it has actively supported bottom-up action in social change by the hard-working Pendebas across the Tibet Autonomous Region of China.



## Impact Highlights

- Started Pendeba Society - Tibet's second nongovernment organization
- Promotes bottom-up community mobilization and village empowerment
- Won UN Equator Prize and also 7 seven Chinese national prizes

# HAITI TEAM

Classes of 2013 & 2015  
Robi, Savela, Daniel, Sabina, Jerry

A remarkable team of increasingly capable Haitians circles outward from five who have gone (or now going) through the Future Generations Graduate School: Savela, Robi, Sabina, Daniel, and Jerry. Their coming together into organization all began, though, in garbage cleanup.



Cite Soleil is the largest slum in the Western Hemisphere. Down streets from the wealthy homes above flows garbage. In 2010 Cite Soleil's streets were ankle deep in garbage. Then the people started to clean. Streets got so clean that after the cholera epidemic, people, to prove the cleanliness, ate food off the streets. But ... after clean streets, what next? Human energy carts away garbage, but how to use it to build community?

Daniel started a garden. Amid the shanties, out of gardens encircled by old tires with loam inside, vegetables and flowers started to grow. Larger lots grew whole gardens, and with this gentle life people began being gentler toward each other. Cite Soleil now shows a green statement of sustainability coming.

Savela had heard of the cleaning of the streets, she came down from her home first to see, then to help. Skilled in the ways of organizations and knowledgeable in the corridors of government, she moved papers—and soon the team was formally incorporated as Future Generations Haiti. With legal charter, aspirations could now act.

The energy Savela had noted in street-cleaning is called *Konbit*, which in Creole means “putting our hands together to resolve a problem.” *Konbit* is an ancient tradition in Haiti. As Robi developed as his Master's project, “when one farmer needs help he invites all his neighbors to a *konbit*, where they work all day in his fields with just traditional music to keep them going. Then the next time someone else calls a *konbit*, that farmer will spend his day helping the other ... the payment is the promise that when you need help, you will find it.” So, the Haiti team started systematic training.



Jerry owned a car, making money driving whomever wherever. One day he found himself driving the Future Generations group—and they wanted him to take them into the gang-ridden streets of Cite Soleil. He took them there, then the next day to another meeting, and instead of waiting in the car, he listened. SEED-SCALE ... that interested him. He asked for a copy of *Just and Lasting Change: When Communities Own their Futures*. The case studies from around the world fascinated him. Then he read *Empowerment on an Unstable Planet: From Seeds of Human Energy to a Scale of Global Change*.

Sabina started to document the saga of the people coming together to grow their futures—contributing not only in Robi's *konbit* work but also in ideas like Savela's and Daniel's and projects.

If we are doing this in “the worst neighborhood in Haiti”—what is happening across the country? The group began the Haiti Success Mapping Project. The United Nations was interested—Haitians creating change with Haitian resources—and it gave support. Their team crisscrossed three-fifths of the country, looking for successes. They found 107. They decided to help one success share with others. Teams from one place were put on buses, facilitators from Future Generations Haiti augmented the idea exchange, and so a process of country-wide collaboration began. Each one teach one.

Robi launched the Cite Soleil Peace Prize so people who were making such successes should get the recognition they had earned. In 2014 four prizes were awarded; the same again in 2015.

As Robi says, “There is good everywhere, and when you invest in the good ... you create more good!”

## Impact Highlights

- Research on Haiti's Traditional Mobilization Method--KON-BIT
- Helps mobilize communities in Haiti's largest slum
- Success Mapping across Haiti to identify local successes





**DeQa Osman**  
Somalia Class of 2015

DeQa, a lawyer by profession, took on the challenge: advancing women’s rights in Somalia. Three decades ago Somalia splintered into a series of quasi-independent administrations. The land has become now a hotbed of the terrorist group *Al Shabab* and also seafaring pirates. In the region of Puntland, DeQa advances women’s rights.

With this objective she won one of the prestigious Davis Peace Prizes for 2015. (From Future Generations, six students have won this prize over the years—see also the account in this Annual Report of James Latigo.) DeQa wanted to train 25 literate women each from ten different communities. But this proved to be a challenge because literacy rates in some of her priority communities could not provide qualified candidates. Another challenge was hiring car drivers to take her to these communities, “I’m not driving you there!”

DeQa solved the problem of non-literacy by “by being flexible with our selection criteria and updating training techniques so as not to presume literacy.” She solved the vehicle problem by finding people who owned cars who believed in the value of the program.

“Returning from the first community, I sat with my team to reflect on what went well and what didn’t. We decided to include men also to share their experiences and to hear the responses of women so as to foster a healthy dialogue about



issues such as domestic violence, gender discrimination, and other ways men and women saw the world through different eyes.”

With her teams, they worked to improve their methods. They kept going to villages, and at the end, 300 participants benefited, 167 women and 133 men.” Each of these persons is now promoting a quiet larger Somalian dialogue.

Many people thought that advancing women’s rights to be a Western idea. But for DeQa it was a women’s idea.. “The question of women was not an idea from outside - this is how you should think and believe.” To help people work through what is best for themselves, she built off their values.

To structure an open forum for both men and women she always had more women present than men—that would help give women the confidence of voice. And when discussions tended towards heating up, the facilitators were careful not to let the discussion slide into blaming one side or the other, avoiding always any tendency to start yelling.

One unanticipated outcome was that some families in the sessions started sending their girls to school. In another instance, a woman who was planning on filing for divorce was able to get her husband to engage in dialogue sessions. DeQa now plans on a career change to community development and peacebuilding—as a researcher and as a practitioner. “I realize now that in peacebuilding it is possible to be effective.”



**Impact Highlights**

- Launched training courses for women’s legal rights in Somalia
- Won 2015 Davis Peace Prize
- Initiating women-men dialogue on gender in Somalia

In 2003 as modern Afghanistan started to build from a collapsed Taliban, Besmillah opened a counter at Kabul Airport to sell soft drinks and snacks. Entrepreneurial by instinct, idealistic by nature, not knowing what the fast-changing world would then bring, Besmillah's counter grew into a shop—until one day a Future Generations staff member purchased a Coca Cola, spotted the young man's idealism and creativity, and offered him a new job.

With innate affinity and some formal training on computers, Besmillah was assigned to central Afghanistan to work on a health research project where it was known that health conditions were bad, especially for women and children. But how bad? No one had any real data.

Future Generations was testing a new method to find data from prior years. If

the pregnancy histories of a thousand or more women could be collected, might it be possible to recover “lost” data? To retrospectively look back and see what was the health status especially among the most discriminated ethnic group, Afghanistan's former slaves, the Hazara? Was it possible to get evidence on health status differentiated during the years of Soviet occupation, subsequent national civil war, then Taliban dictatorship?

A surprise came. Not only was reliable health data possible, but also the interview process was an educational forum. As village women told their pregnancy narratives in private sessions, under the creative leadership of a woman physician, Dr. Shukria Hassan, data gathering turned into health education by personal narrative. The women leapt from the floor, dancing around the room, as they understood why long-dead children had died and what they as mothers could do about this.

These women were organized into Family Health Action Groups. With other staff, Besmillah helped support these groups, connecting them into the community networks run out of simple village mosques. One year later, a follow-up survey showed huge impact, but then funding stopped even in the face of this great successes. But stories came back through Besmillah. Two years later it was

clear that the groups were continuing under the women themselves. They were using SEED-SCALE.

Future Generations went back, tracked down every woman. Besmillah led the teams with meticulous supervision from USA staff. Child mortality had dropped 42%--led by the women. This was in contrast to the best that had extended from the growing national network of Basic Health Services; their best had a 23% reduction at much higher cost. The government then implemented a national Family Health Action Group program.

Four years followed. In these years Besmillah was admitted into the Future Generations Master's degree. Because of political and personal challenges, a normally two-year program lasted six years, but that allowed him to follow the continuing saga of the women. Springs were being protected as they pressed their men to act. Roads were being improved as their community councils pressed government. Women's groups were holding classes where they taught each other to read and write. Those women are keeping their eyes on opportunity to learn new methods for solving their own problems.



## Impact Highlights

- Field surveyor for outstanding research on child mortality in Afghanistan
- Data systems manager for two follow up child mortality surveys
- Research created new national policies: Family Health Action Groups





# HEILTSUK NATION

**TEAM** Kelly, Mavis, Lori  
Classes of 2005, 2007, 2015

Thirteen thousand years! The Heiltsuk First Nation of Canada has experienced social change across a time frame that includes climate change, decimation of a population, and loss of vast lands. This nation that was once 6,000 square miles is now an island off the western coast of British Columbia, and under three of its citizens, Kelly, Mavis, and Lori it has some special leaders.

In 2015 a commercial herring fleet anchored off Heiltsuk waters; there by permission of the Canadian government despite that the Canadian Supreme Court had given the Heiltsuk the exclusive right in perpetuity to trade in their herring. Kelly led his people to “occupy” the offices of the Fisheries Department. That fleet left. Partly this is a story of nonviolent action learned by Kelly at Gandhi’s ashram in the beginning of his Master’s degree. More deeply, this is evidence of new empowerment among his Nation.

Mavis worked on human aspects. To pass to the youth their millennia-old heritage, she organized mentorship programs where youth were guided by businesses, organizations, and elders. There is a major challenge because youth drop out of school frequently, and addictions are common.. “In the Master’s one of the most helpful courses was fund raising—it also connected to program management,” Mavis said, “so I applied these skills.”

Her second project addressed the addicts. She has raised more than a million dollars and set up a sequence of multi-day therapy programs. “The issues all link together,” she said. “Our degree showed me not look at addiction as a stand-alone problem, but to see where perhaps progress



can be made in some area like employment or jobs skills, then that can build confidence to connect back to addictions.”

Kelly’s work was also connecting to systems. His practicum outlined a plan to build forest management off of tribal knowledge. He surveyed the Heiltsuk lands. Then with the method he worked out, tying the land to ancestral landmarks, he partnered with neighboring tribes. Several first nations reestablished their ancient land definition—then the Canadian federal government recognized this in 2013, including their definitions into what is now known as the Great Bear Rain Forest.

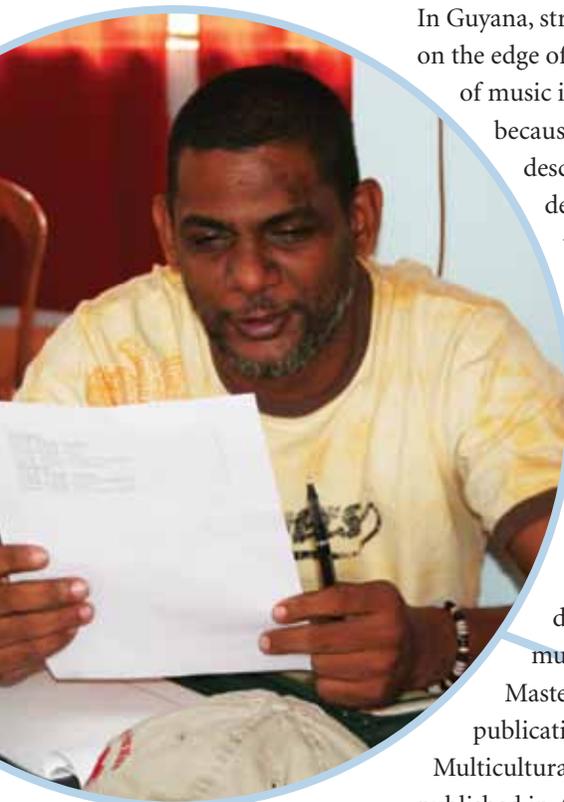
Beyond protection, in Kelly’s linking with other First Nations along the British Columbia coast, he garnered the value of their now-protected Great Bear Rain Forest. As a pan-nation group they put their conservation efforts onto the global carbon credits market, figuring out that they had sequestered more than thirty-three million tons of carbon. Specifically for the Heiltsuk that is 475,000 tons—and they have already received over a million dollars for this global service.



But in this fast-changing unpredictable world, even for a nation that is 13,000 years young, engagement needs to be on the world’s terms. And on this, the third Future Generations student is picking up the challenge. Lori is writing a national constitution. Her practicum project is just that: to write the Heiltsuk Nation’s constitution. She will have legal help and of course her nation’s input. But writing one’s nation’s constitution ... what a special treasure to carry on the future!

## Impact Highlights

- Protected fisheries, mobilized First Nations input for Great Bear Rain Forest
- Set up youth environmental education—then addiction remediation programs
- Writing national constitution for Heiltsuk First Nations



In Guyana, strife simmers in this South American country on the edge of the Caribbean. Rohan realized the potential of music in his ethnically torn country, ethnically torn because almost half its population are of African descent from former slaves and almost half are descended of indentured laborers from India, while one-twentieth of its population are from traditional tribal population.

Rohan entered the Future Generations Master's degree convinced music could be a "currency" of positive societal growth; music could bring Guyana together. He had on-going support from UNESCO as coordinator of Guyana's national school choirs. He began his degree with research, and evolved a multi-disciplinary understanding of the national musical diversity. In addition to grounding his Master's degree what resulted was an international publication "Research Based Curriculum Design for Multicultural School Music: A National Project in Guyana," published in *Action, Criticism & Theory for Music Education*, (August 2015).

Rohan took the research and changed that into a curriculum. "The objective of the curriculum is to celebrate the lifestyles, habits, and behaviors of Guyana's cultural diversity through music," says Rohan. "When the students learn about the music of each other's cultures, and create that music together ... that will increase tolerance and social harmony thus music becomes a catalyst for reducing and interrupting societal tensions."

With Guyana's Department of Education he will incorporate that idea into a nationwide, multi-cultural music project to celebrate Guyana's 50th Independence Anniversary in 2016. "Invariably, around every election time, tensions



arise between the two largest political parties. I want to replace that distrust with a force of people, art but more than art, a force to bring us together." Very interestingly, he plans to pilot this project through the penal institutions of Guyana.

A parallel project promotes native tribal musical traditions. Customary across Guyana are celebrations in September during Native American Month. These celebrations, Rohan says, are "an opportunity to generate or build upon previous discussions about tribal cultures and also to analyze the sharing of different ideas from different ethnic groups regarding indigenous music, plus non-tribal music."

"In the hinterlands today you see radio stations, discos, bars – all the latest pop music – from American pop to Caribbean genres. You also notice an decreased sense of identity from cultures and ideas foreign to their tribal customs – there is no attempt to preserve important elements of their own culture. Our work with the musical traditions seeks to find, bring together, and preserve this glue from our past to create a new glue for our present."

## Impact Highlights

- Leading research on African and Indian features of Guyanese music
- Creating national and local music dialogue through Guyanese schools
- Addressing loss of traditional music, especially of Amero-Indian tribal groups





**Asres Geda**  
Ethiopia Class of 2014

His project was to make sure each household had a toilet. A toilet is a powerful symbol—everyone understands the symbol—but Asres realized that it can be a symbol of much more than sanitation.

Working in southern Ethiopia, as a hydraulic engineer, Asres came into his Master’s degree leading a complex project in water supply, sanitation, and hygiene. Just one project when he entered required him to reach 96,000 Ethiopians. He had other projects also, all promoting water in its various uses. It was hard enough to focus on the required thousands of toilets to be installed and check for acceptable engineering. But there was more too with water: especially making it drinkable.

Numbers to be delivered and engineering were part of technical challenges of a “fluids engineer” Now he sees himself as a “community change practitioner.” A big job got bigger—and in doing so it also got smaller because he had partnership now with communities. His mode of work shifted to work collaboratively with communities to advance their overall wellbeing, and water in its many forms was an entry. With what might have seen to be expanded duties also came participation of the community with his work.

Now his teams may spend a first year educating the community on water use and hygiene *and life opportunity*,

not just understanding the fluid flow dynamics—in addition expanding into helping communities understand the science of water-borne diseases. What is resulting is empowerment about life: creating a “yes, we can!” ethic.

Improved water in its many forms leveraged community action by mothers, with additional accompanying education as well as community mobilization—and family roles began to change with unexpected consequences such as helping young girls to increase their school enrolment rate.

His earlier priority on community-led sanitation now expanded to equitable sharing of natural resource that included water, livelihood promotion, more effective leadership, project management, and even building roads through local provision of labor and materials. His employer, the



International Rescue Committee (IRC), was so impressed that Asres was promoted to oversee not just one but now three IRC field offices with more staff and substantially higher project delivery expectations.

Future Generations Graduate School was equally impressed. Asres was offered a Teaching Assistantship in SEED-SCALE for the Master’s degree class that followed his. As classes in the graduate school now follow on classes before, instances of earlier students helping others are being encouraged, training a rising faculty who will be working in a variety of institutions worldwide.



**Impact Highlights**

- Expanded large sanitation projects into holistic health understanding
- Used health to mobilize gender-based action such as increase girls schooling
- Expanded from his Ethiopia-based work into world teaching of SEED-SCALE

Kanno is a member of the Apatani tribe in the state of Arunachal Pradesh in northeast India. The Apatani are an ancient tribe living in remarkable balance with their lands. The state of Arunachal is at the east end of the Himalaya, located south of China's Tibet, east of the country of Bhutan, and touches the country of Myanmar.

Kanno is a skilled pediatrician. He has an uncommonly wide understanding of what shapes health—health is much more than absence of sickness. To Dr. Kanno health is grounded in both culture and natural environment.

In the Apatani rice paddies they also raise fish so the fish fertilize the rice, and with careful weeding of the rice three times a year rice harvests are bountiful even though

the plateau's altitude is 6,000 feet in the Himalaya. Apatani houses are made from a bamboo that grows in plantations cultivated across centuries and held up by beams from pines that research has shown to be sustainably harvested for over a century.

When he decided to expand his medical education with the Future Generations Master's degree, Kanno took deputation and study leave from his practice to assume the Executive Director position of Future Generations Arunachal. He brought the empowerment-based process into the tribal lives of a number of the tribes of Arunachal. His Master's practicum provided data to confirm that empowerment-driven health action by mother's groups was effective in creating improved health for those families.

Armed with data, Kanno then initiated a remarkable project among the people of another tribe (the Adi) where around a primary health care center he educated *every woman* in the surrounding villages about home-centered health practice. The women were trained to do what they could do in their homes, and for those things that they could not do they went to the clinic. Now five years later, it appears as though health indicators have risen to truly remarkably high levels.

But Kanno's interest returned to his Apatani plateau. He started a new organization grounded specifically in an Apatani identity so it would enhance community participation, one dedicated to promoting

the cultural and environmental legacies of the tribe, but also building on SEED-SCALE philosophy. He initiated an ecotourism program as well, one where tourists do "home stays" with the Apatani families. Among its many activities, this new organization has started a zero-waste project for their plateau.

He also started environmental clubs in schools, and they went out into the surrounding jungles. That momentum connected to other Apatani groups, most notably traditional village hunters who were re-trained as eco-tourist guides. There is now a "butterfly festival," and from that they rediscovered a large spectacular emerald butterfly, one not seen in India for many years, but named the *Kaiser-i-Hind* (Emperor of India). Against this rich cultural and natural base, assembling scholarly documentation, Kanno now leads a movement to getting UNESCO to designate the Apatani Plateau as a World Heritage Site.



## Impact Highlights

- Under his leadership, Future Generations Arunachal expanded considerably
- Set up a powerful demonstration of health improvement when all mothers in a region get health training
- Leading a livelihood and environmental protection initiative that is proposed as World Heritage Site





# JAMES LATIGO

Uganda Class of 2014

James grew up in the district of Uganda where The Lord's Resistance Army (LRA) originated. Few modern terrorists can equal Joseph Kony leader of the LRA, whose three-decade, mayhem included ethnic slaughter, child-sex slavery, mutilation, use of child soldiers, and abduction. But James seeks peace, building in positive ways upon humanity in the Acholi nationalism that also drives the LRA's terror.

As a student in the Future Generations Graduate School James received the Davis Peace Prize in 2012. He applied that prize money to address the issues that prompted Joseph Kony plus an intertwined cross-border rebellion of a parallel movement led by the Sudan People's Liberation Army. James' project was to promote dialogue and reconciliation between these communities in conflict.

He mapped out selected communities on both sides of the Uganda and South Sudan border, identified local leaders, trained community mobilizers, and held sensitization fora to unite the leaders and raise mutual awareness of each other. Finally he had a memorandum of understanding among them. As he said, "The project kick-started the process of empowering the border communities to learn from each other so that a process of reconciliation and peace can be promoted on a permanent basis."

The conviction that he brought was the imperative to work from African understanding. He believed it was the failed attempt by colonialism to rebuild Africa, and not respecting ancient customs, that underlay many of today's difficulties including borders. To address that, he found the courses of the Master's degree a toolbox to draw on. "You don't treat the community like an object, he said. "I learned so much, but when



I am helping others learn I use SEED-SCALE. It is a way of bringing together the whole curriculum to show a path for others."

From this work he has gone on to tackle one of the underlying causes of poverty and conflict in Northern Uganda: lack of land ownership. With the coming of colonialism, communal possession of the land disappeared. Land became viewed as personal.

Consequently, he is now protecting the rights of the Acholi people to communal land holdings through conducting a community participatory consultations -- as opposed to World Bank's proposal of "open market value to their land" through government support, a practice that encourages individual land titling that can be used as collateral to acquire bank loans. With the bank's plan, he worries, "the problem is that if they are unable to pay the loan back, then the bank can begin to sell away their lands."

Nurturing cross-border peace dialogue, challenging World Bank loans, living on

lands where rebellion armies also claim territory, with his Future Generations Master's degree, James is now the Acting Academic Director of the Marcus Garvey Pan-African University. His special focus is on linking these back to the Africa from which all have come.

## Impact Highlights

- Initiated cross-border peace dialogue between Uganda and South Sudan
- Won 2012 Davis Peace Prize
- Growing a counter movement to World Bank removing communal land rights



# FINANCIAL SUMMARY

The fiscal year 2014-2015 was another successful year in strengthening Future Generations finances. Financial milestones during the year include the achievements of increasing our 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.

We received a final completion letter for 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 Future Generations had set up 62 computer centers throughout West Virginia, many of which are still operating.

The year saw also successful conclusion of a \$200,000 one year grant for Support Services

for Veterans Families to assist in creating and maintaining housing for at risk veterans and their families. In addition, Future Generations is in the second year of 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. In April, 2015, we were awarded a \$200,000 grant from HRSA to assist in the treatment of veterans with PTSD, post-traumatic stress disorder. In September, 2015 we were awarded a \$1,200,000 grant from this same federal agency to assist in the transitioning of ex-offenders back into the general community.

Our long-time child health and pregnancy program with USAID in Peru came to a successful conclusion in September, 2014. The director of that program, Laura Altobelli, we are pleased to announce has moved into a research and teaching position with Future Generations Graduate School.

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. Donations from these donors totaled over \$1,400,000 for the year ending June 30, 2015, a doubling of contributions from fiscal year June 30, 2014.

Our endowed funds had an exceptional year with a permanent contribution in excess of \$1,700,000 for the funding of scholarships and the



school's alumni network. With the exception of a 5% annual distribution these funds are set aside for long term future development of students, alumni, and faculty of the Graduate School. Total assets of the endowed funds were in excess of \$10 million, a record as of June 30 2015.

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, 2015 Future Generations spent 86% 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 2015, as previously reported we have retired all short term and long term debt. Total assets increased \$1,040,000 or 11% in the just completed fiscal year. Our cash position grew approximately \$70,000 to \$370,000 at the end of the year.

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

## Statement of Financial Position June 30, 2015

Current Assets	\$462,000
Property and Equipment	326,000
Investments	10,095,000
<b>Total Assets</b>	<b>\$10,883,000</b>

## Liabilities and Net Assets

Current Liabilities	\$149,000
Net Assets	10,734,000
<b>Total Liabilities &amp; Net Assets</b>	<b>\$10,883,000</b>

## Statement of Activities for Year Ended June 30, 2015

Support and Revenue	
Government Contracts	\$523,000
Contributions	3,069,000
Tuition	460,000
<b>Total Support and Revenue</b>	<b>\$4,052,000</b>

## Expenses

Program Services	
Graduate School	\$1,967,000
International	399,000
Rural America	381,000
Total Program Services	2,747,000
Support Services	434,000
<b>Total Expenses</b>	<b>\$3,181,000</b>



# MEET THE STUDENTS

The next Master's degree class in Applied Community Change is expected to have 40 or more students.

The students will select concentrations for their study in conservation or peacebuilding, with some students adopting an individualized concentration focus.

So students can work together in collaborative study, student enrollment in this next class will focus in three world regions:

- *East Africa:* Uganda, Ethiopia, Somalia, Tanzania, Rwanda
- *Himalaya:* Nepal & India
- *USA:* The Appalachian Region

The next Master's class will continue to advance the innovative pedagogy that allowed Future Generations Graduate School

- To be so effective in making community impact
- To foster peace and enable conservation of natural resources
- To bring communities economic prosperity

The new format puts more direction of learning onto students.

Drawing on the learning resources the professors provide, students will select activities to allow them to apply that learning. Then from these they will develop academically rigorous proof of learning.

We Invite You to Help  
**Support this Expansion  
of Student Learning!**

# SUPPORT A STUDENT!

## How to Support

### Select an Area

- The Himalaya
- East Africa
- Appalachia in USA

### Will You Support a Student Who

- Nurtures Peace ?
- Grows Conservation ?

### Contribute

Online at:

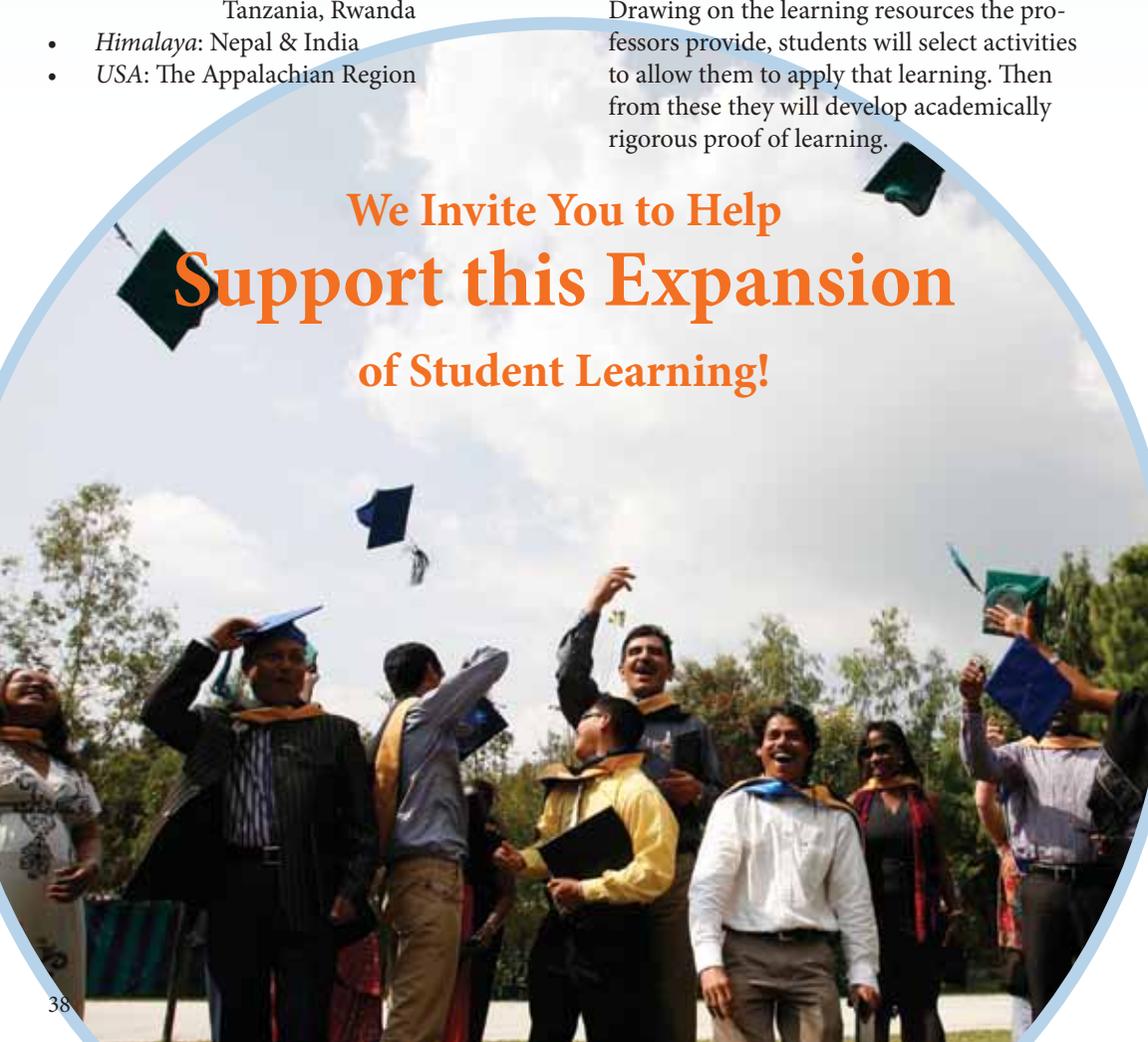
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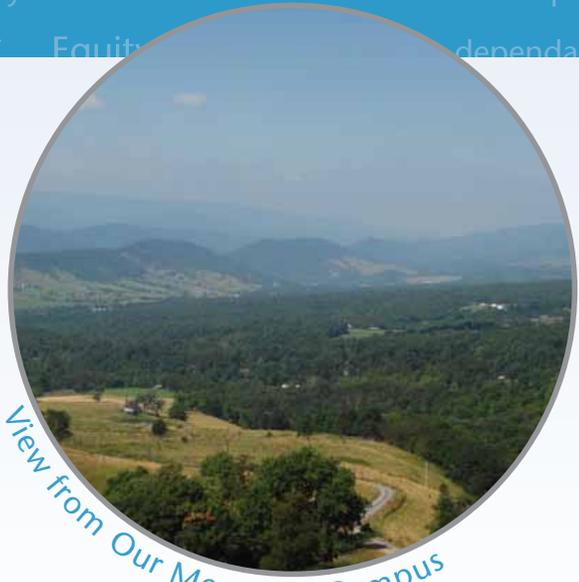


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