

# FutureGenerations

FutureGenerations

# Graduate School

**Two Organizations, One Mission  
Annual Report 2010**



**Global Lessons  
Coming Home**

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Pages with brown background  
feature programs of the  
Future Generations Graduate School



## Mission

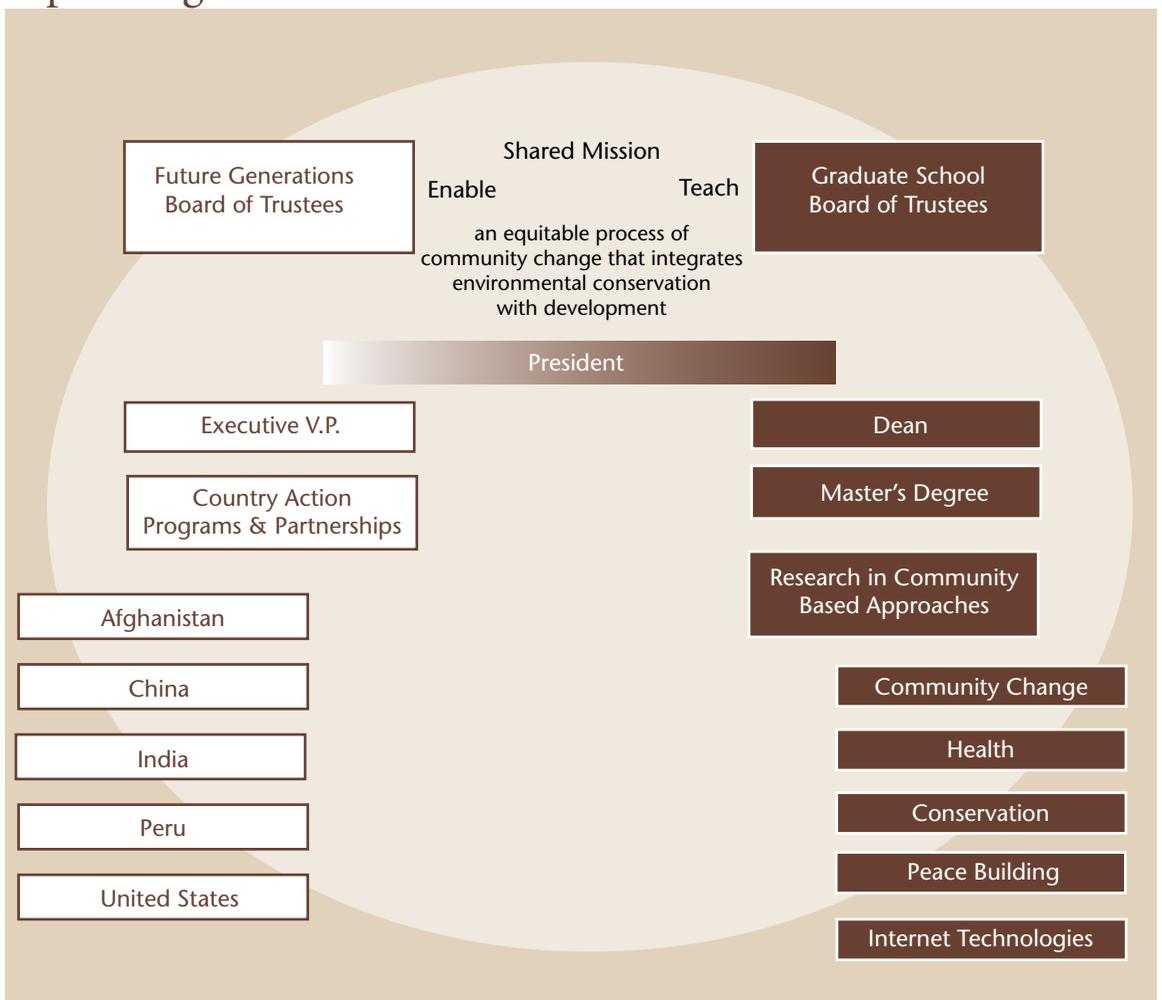
Future Generations and the Future Generations Graduate School teach and enable a process for equitable community change that integrates environmental conservation with development.

## Synergy of Two Organizations

As an action-oriented civil society organization and an accredited graduate school, we:

- Incubate effective demonstrations of community change through partnerships in Afghanistan, China, India, Peru, and the United States
- Conduct applied research to develop and evaluate community-based approaches
- Build local capacity worldwide through a Master's Degree in Applied Community Change and Conservation

## Operating Structure



# Letter from the Chairman

## *Future Generations*



Friends:

Future Generations was founded in 1992 with a charge from Jim Grant, the former executive director of UNICEF, to learn from and disseminate global lessons for improving people's lives and places.

### Trustees

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We specialize in a partnership-based approach that strengthens linkages and skills among communities (bottom-up human energy), governments (top-down enabling policies and financing), and organizations (outside-in technical support) to address the needs of people living on the margins of society and protect fragile ecosystems.

In 2010, we advanced five core lessons shared in this annual report:

*Neighbors Teach Neighbors*—Mentor and strengthen learning networks so neighbors, communities, and peers share good practices

*Health Happens at Home*—Mothers are the most important health care providers; Empower them with new practices and linkages to government health systems

*Conservation is Everyone's Job*—Instead of setting land apart to protect it, make conservation a priority in everyday life, everywhere that people live

*People Create Peace*—Learn from communities that have maintained peace in the midst of conflict and expand these successes

*Communities and Governments Connect*—Build the skills of communities and governments to coordinate action and shape their futures through workplans

In 2010, these innovations were applied across Afghanistan, China, India, and Peru and, with great excitement, expanded to our home of West Virginia.

For everyone who has been with us on this journey since the beginning, thank you. And, for all of our new friends and partners, welcome.

Cordially,

Daniel Taylor, Ed.M., Ed.D.  
Chairman of the Board, Future Generations

# Letter from the Chairman

*Future Generations Graduate School*

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Colleagues:

In 2010, seven years after its founding, the Future Generations Graduate School gained full accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools. Accreditation certifies that the Graduate School's Master's Degree program in Applied Community Change and Conservation meets high standards of quality and integrity and affirms our pedagogy, which shifts educational focus from the classroom to the community.

Our program serves widely diverse groups of mid-career development practitioners in communities across five continents. Students and alumni, now from 26 countries, face common problems but pursue solutions unique to their cultures and contexts.

Our pedagogy of blended learning allows students to remain in their communities throughout the two-year program, while learning from a network of global peers, outstanding faculty, and site visits to renowned development programs. Our students learn first-hand from global experiences and apply new knowledge and skills in their home countries.

In this report, student profiles speak to the power of education in accelerating and elevating the impact of student leadership in communities.

Also featured is a new educational program that the Graduate School began across the state of West Virginia, our institutional home. In partnership with volunteer fire departments, we are making computers and high-speed internet more accessible and useful for families. Neighbors teach neighbors the basic computer skills to advance their lives.

We invite you to support our innovative approach to community-based education and welcome your help in recruiting students and supporting our student scholarship fund.

Sincerely,

A handwritten signature in black ink that reads "Chris Cluett". The signature is written in a cursive, slightly slanted style.

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

## **Trustees**

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# Future Generations

## Future Generations Graduate School

(students and alumni from 26 countries)

Builds the skills and capacity of mid-career community development practitioners worldwide

*2010 Major Achievement:* The United States Higher Learning Commission of the North Central Association of Colleges and Schools accredited the Graduate School. The Class of 2011, with 15 students from 7 countries, began with coursework in social change, health, and research combined with a one-month field residential in India

## 1. Future Generations Canada

Stimulates and assists the establishment of councils (*shuras*) by the local people in the 72 villages of the Shahidan Valley of Bamyan Province, Afghanistan

*2010 Major Achievement:* Extended this development to adjoining valleys as the councils work to provide a better standard of living for their people

## 2. Future Generations in West Virginia

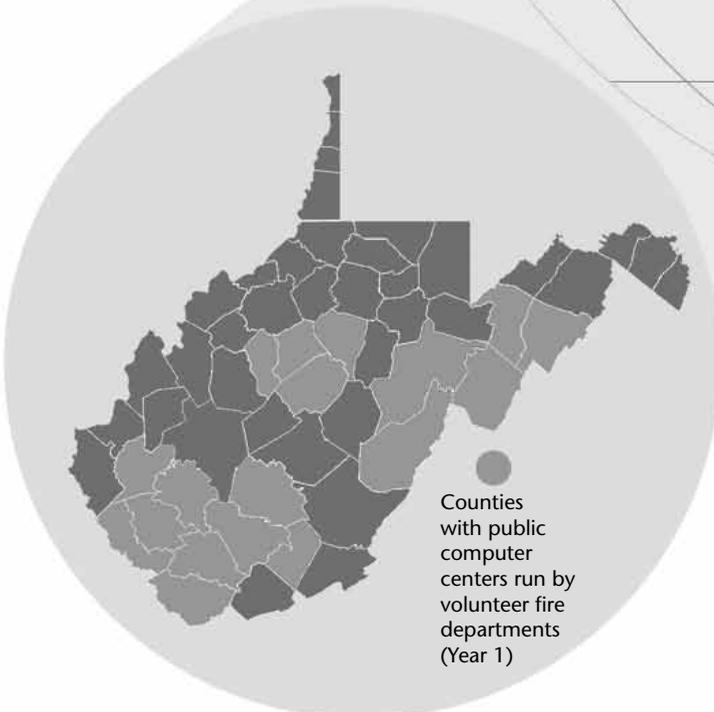
Equips West Virginia's volunteer fire departments and emergency rescue squads with training and technology to make broadband internet more useful to families

*2010 Major Achievement:* Launched a statewide project, equipping an initial 30 of 60 fire departments with computer centers and a range of training programs

## 3. Future Generations Peru

Strengthens collaborative management among communities and government for equitable and sustainable solutions in health and development

*2010 Major Achievement:* In Cusco, improved the quality of 28 primary health care centers and the capacity of 258 communities and 17 municipalities to support the health of mothers and children, reducing chronic child malnutrition by 9%



Counties with public computer centers run by volunteer fire departments (Year 1)

## 4. Pendeba Society (Tibet, China)

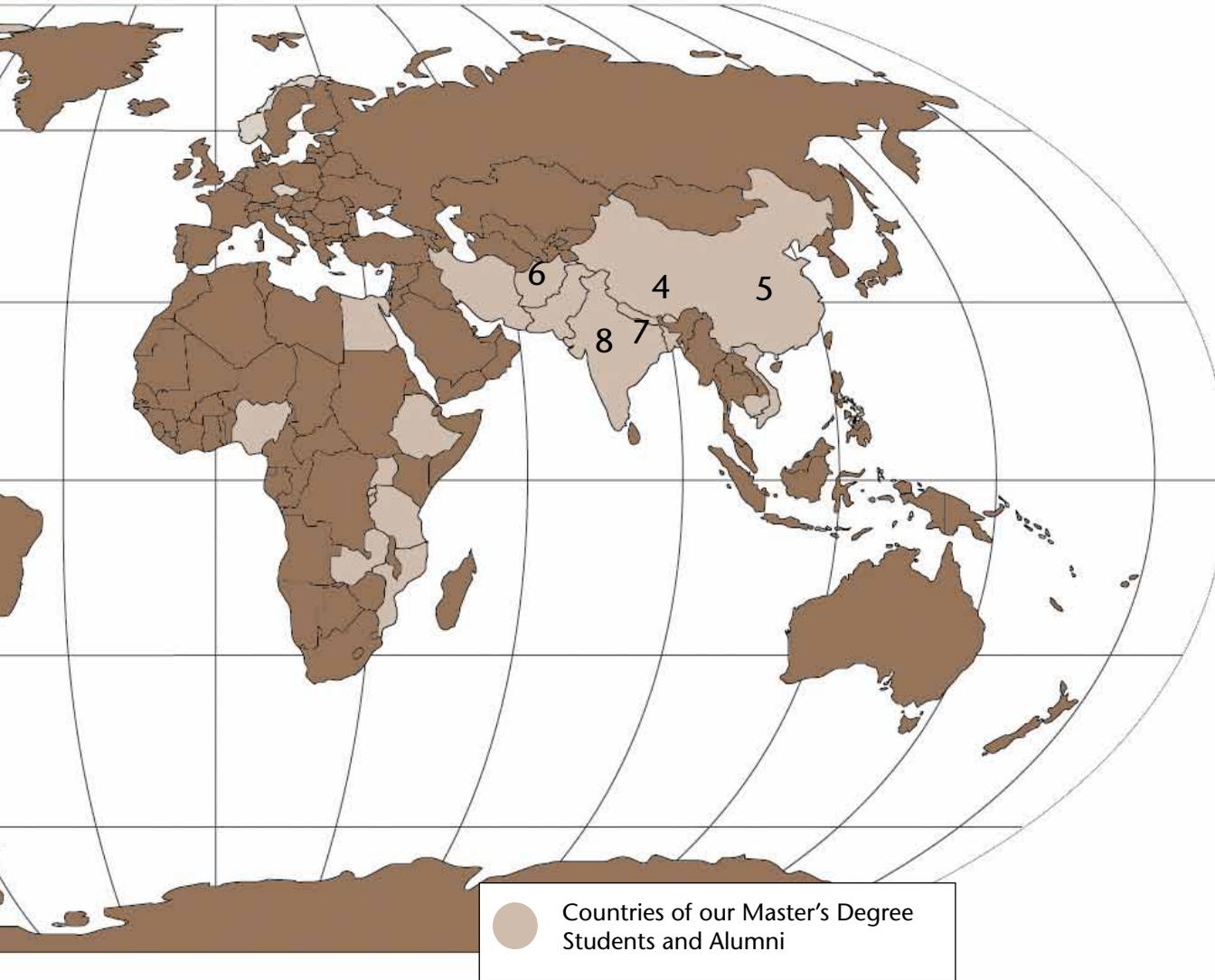
This independent non-profit organization, the first to be created in Shigatze Prefecture, established by an alumnus of the Future Generations Graduate School, strengthens a network of more than 270 volunteer village service workers and conservation stewards known as Pendebas

*2010 Major Achievement:* Implemented a regional eco-tourism capacity building program

## 5. Future Generations China

Provides communities with the training and tools to protect the environment and improve livelihoods

*2010 Major Achievement:* The fourth annual Green Long March trained 5,000 youth from 80 Chinese universities to identify and spread regional solutions for climate change on campuses and in communities



## 6. Future Generations Afghanistan

Strengthens the resourcefulness of communities and promotes partnerships with government for a secure, equitable, and sustainable future

*2010 Major Achievement:* 111 Community Development Councils organized and implemented more than 60 workplans that met local priorities for water security, income generation, and conflict resolution

## 7. Future Generations Arunachal

Mobilizes human energy for community development and conservation across the state of Arunachal Pradesh, India

*2010 Major Achievement:* In three new tribal communities with no prior access to social services, 22 Women's Action Groups learned skills to improve the health, income, and status of women

## 8. Future Generations India

This organization, now being restructured, is a registered trust with a nationwide mandate across India

# Neighbors Teach Neighbors

*Mentor and strengthen learning networks so neighbors, communities, and peers share good practices*

A primary force for positive social change is collaborative learning among people in communities, demonstrated most powerfully when neighbors teach neighbors:

- In *Afghanistan*, communities started more than 900 literacy classes for 15,000 women and girls in homes and mosques
- On the *Tibetan Plateau*, 270 village volunteers spread conservation concepts, planted tree nurseries, and reduced deforestation by 80%
- Across *China*, youth from 80 universities promoted environmental awareness on campuses and in communities
- In the jungles of northeast *India*, 92 women’s action groups taught mothers skills to improve health, nutrition, and income
- In the Andes highlands of *Peru*, primary health centers trained 700 community health agents to encourage good health practices
- In *West Virginia*, 56 computer mentors started “digital literacy” classes at their volunteer fire departments

Within these diverse cultures and contexts, Future Generations motivates and trains communities to build upon their successes and maximize the resources that are already available to them.

As successes grow, Future Generations transforms some of the most innovative sites into regional learning centers. These “classroom without walls” share and expand successful practices. Our Master’s Degree students also learn from these sites during their four one-month field residencies in India, the United States, Peru, and Nepal.



Eight young people trained by Future Generations conducted more than 900 household surveys in 30 communities across West Virginia to gauge the use of broadband internet and to ask residents what types of computer training they would find most useful.

## The Power of Women's Action Groups

Tribal women's groups across Arunachal Pradesh, India have been meeting regularly for more than ten years. Women motivate each other, learn basic health skills, start kitchen gardens, and run micro-credit programs. De-worming camps for children, native plants workshops, and environmental youth activities rally more participation.

By learning together, women gain the self-confidence and strength in numbers to improve their lives.

*At the age of 20, Chukhu Mary, arm-in-arm with the members of her women's group, escaped her servitude of child marriage and got permission to attend the government primary school. Mary became a child bride at the age of ten. Her father sold her for the price of eight Mithuns (Himalayan cattle). She spent most of her childhood working in the fields and jungle and was never permitted to go to school. After becoming a member of the women's action group, Mary met Project Supervisor Punyo Rina, who introduced her to other victims of child marriage. Through this support network, Mary successfully challenged her marriage arrangement in court. She is now divorced and married to the youngest son of her former husband, attends school, and continues to meet with her women's group.*

Mary's success in changing her life situation is just the beginning. As she continues to gain skills, the enduring impact will be seen when she ensures that her children do not suffer the same fate.

Women like Mary not only have support from their local women's group, but have access to the skills and strategies of more well-established women's groups.

Future Generations Arunachal currently works with a statewide network of 92 women's groups across five districts.

Three of these sites serve as "Learning and Doing Centers" that expand successful practices in health and nutrition, sanitation, income generation, environmental protection, and governance.

Based on an evaluation of training methodologies, Future Generations Arunachal will set up a wider learning network for action groups that uses peer mentoring between older and newer sites.

"A village welfare worker named Osam welcomed us to the porch of her bamboo hut. She told us how she walks two miles to work in the rice fields, yet has time to meet with her women's group. She had a notebook that she used to register all deaths in her village that showed she had cut the death rate in half."

- Author, Bill McKibben



## West Virginia Communities Expand the Benefits of Broadband

Future Generations headquarters and campus are based in rural West Virginia. This place lifts our spirits through the beauty of nature and the generosity of neighbors. Living here also reminds us of the inequalities faced by rural communities as they seek to improve their health, livelihoods, and educational opportunities.

West Virginia has assets from which to build a better future. In keeping with our methodology to build from success, we launched a broadband technologies program that partners with volunteer fire departments and rescue squads.

From the southern coalfields to the Potomac highlands, more than 445 volunteer fire departments serve communities. These anchor institutions are lifelines to families and double as community centers. They are gathering places for learning in service of community.

With a \$4.4 million grant from the American Recovery and Reinvestment Act, over the next

three years Future Generations will partner with 60 fire departments to set up public computer and learning centers.

This project offers a community-based response to address a major gap in broadband computer access and learning. Data collected by Future Generations shows that 34% of households lack a computer, 40% have no internet, and 52% have no access to broadband (high-speed) internet. Although broadband infrastructure is expanding, factors of affordability, time, and lack of basic skills deter the use of broadband in the home.

In year one, 30 fire departments will set up learning centers (each with 10 computers), offer training in basic computer skills, and open them to the public for a minimum of 10 hours per week.

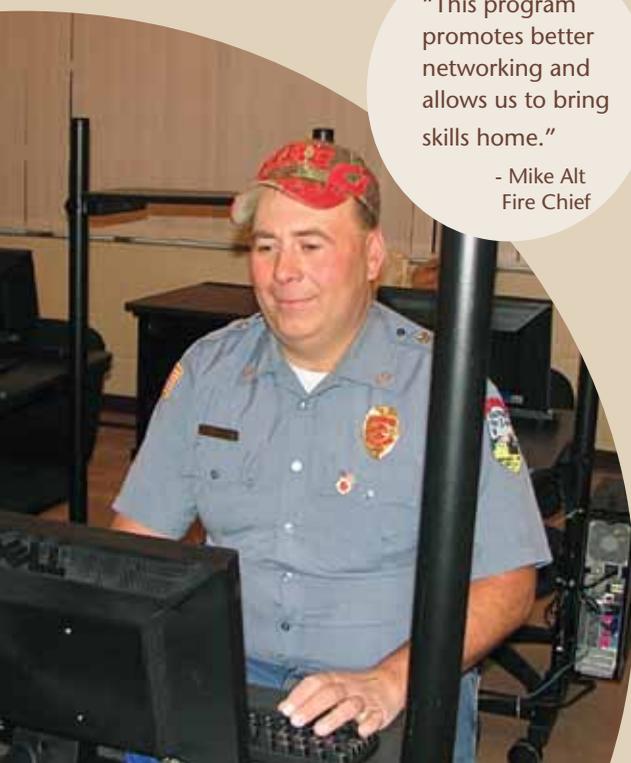
Squads manage their computer centers with the help of a person that they select to be trained as a computer mentor. Mentors are trusted community members who help their neighbors overcome the fear of learning new computer skills.

*Computer Mentors of Circleville:* This fire department nominated three mentors. Caron Warner has been a volunteer for 40 years and has been using computers to help manage her husband's auto repair business. Caron mentors alongside Ginger Wimer and Gail Powers. They are also training a fourth mentor—a 70 year old retired school teacher who is learning to use computers for the first time.

The mentors report positive feedback from school children doing homework and adults learning new skills. Although one participant uses computers for her job and knows the basics, she comes to the lab for self-improvement and to ask questions that she might be embarrassed to ask at work.

"This program promotes better networking and allows us to bring skills home."

- Mike Alt  
Fire Chief



*“In this area, nothing like this has ever been offered for the community, by the community,”* says Gail. Caron adds that *“the class atmosphere is very comfortable; everyone knows each other.”* Ginger adds: *“We are bringing the internet to those without access or who can’t afford it. It also lets people who are taking classes through unemployment do their online homework.”*

Fire department volunteers also benefit. Director of the WV Fire Marshall’s office, Sterling Lewis, says that *“all firefighters are required to do a tremendous amount of training and testing. As much of this training is available online, travel costs can be reduced and save firefighters time.”*

Other community members and organizations are also invited to share their knowledge or use the space for special group training.

One educational partner, Beverly Baccala of WV Adult Basic Education, recognizes that *“digital literacy may be an ideal incentive for reducing the state’s 18.9% illiteracy rate since literacy is a basic requirement for using computers.”*

The Monongahela National Forest’s mapping division provides training in online mapping. Mission WV offers an e-commerce academy as well as more advanced software training. The WV Partnership of African American Churches (PAAC) helps communities start online support groups for chronic disease self-management and substance abuse prevention.

According to James Patterson of PAAC and an alumnus of the Future Generations Graduate School, *“broadband access is about equity...it is a social determinant for wellbeing, because with broadband, people are more connected and have more control over their education, income, and health.”*



*“As a computer mentor, volunteer firefighter, and EMT, I am able to help neighbors that I’ve known for years. For me, it is about being there for people and giving support on a professional level.”*

- Charlotte Squires  
Computer Mentor



**BROADBANDUSA**  
CONNECTING AMERICA'S COMMUNITIES



See [futurewv.org](http://futurewv.org) for more details, full survey results, and mentor spotlights

# Health Happens at Home

*Mothers are the most important health care providers; Empower them with new practices and linkages to government health systems*

An effective health care system is rooted in the home. Health improves when mothers know basic prevention skills, can detect symptoms among newborns, practice good nutrition, know their family planning options, and have access to well-trained community health workers and a referral system.

A key challenge has been *how* to link government health care systems with mothers in the home for sustainable health outcomes.

Through research, field demonstrations, and a Master's Degree program, Future Generations identifies, applies, and disseminates the global lessons coming forward.

*Research:* With UNICEF and the World Health Organization, Future Generations co-sponsored a review of the global evidence of community-based health care in improving the health of children.

*Field Demonstrations in Four Countries:* As an outside-in implementing partner, Future Generations: 1) Provides technical training for community health workers, 2) Trains government partners in how to create stronger linkages with communities, and 3) Enables communities to create workplans that address other social determinants of health.

*Graduate Education:* Our graduate students visit and learn from such renowned community-based health and development programs as the Comprehensive Rural Health Program in Jamkhed, India.



See "Publications" on [future.org](http://future.org) for the report: *A Review of the Evidence: How Effective is Community-based Primary Health Care in Improving Child Health?*

In three remote sites in the jungles of northeast India, with no access to social services, tribal women form local action groups and learn skills to improve health in the home.

## Linking Homes with Primary Health Care Centers

In the Andes highlands of Cusco, Future Generations provided training and technical support to strengthen linkages among 28 rural primary care health facilities, 258 communities, and 17 municipal governments.

“Project NEXOS” (Linkages) organized primary care health facilities to partner with more than 700 trained Community Health Agents (CHAs). CHAs volunteer their time to promote good health and identify at-risk mothers and children through routine house visits. Each CHA is responsible for a specific sector of households.

In Pitumarca, acute diarrhea, respiratory infections, and malnutrition were prevalent, and few families utilized the existing health services. The President of the Pitumarca CHA Association describes the transformation:

*“Before the NEXOS Project came, babies were born wherever the mother was; there was no order in the communities or in the houses. When this project came, Future Generations trained us all, even taking us to learn from other communities in Huánuco... Now, malnutrition is going down, diarrhea in children also. The houses are clean, have latrines, and our children don’t get sick. People now come from other places to see our communities because Pitumarca is a learning center for good health.”*

“I love my community and have always volunteered because I learn many things and want to continue moving forward, toward the future.”

- Casimiro Huaraya Casimiro  
Community Health Agent, Cusco and  
President of the Pitumarca CHA Association

Data from 2005 and 2009 show that:

- Chronic malnutrition in children 6-23 months of age declined from 38.0% to 29.8%
- Underweight children 0 – 23 months of age declined from 17.6% to 12.0%
- Diarrhea rates dropped from 27.6% to 17.4%
- Exclusive breast feeding increased by 9%
- Maternal deaths declined by 75%
- The percentage of mothers who know danger signs in pregnancy rose from <10% to 59%

Today, health center staff, municipalities, and volunteer CHAs sustain these impacts.

This work in Cusco, funded by the U.S. Agency for International Development’s Child Survival and Health Grants Program, is part of a comprehensive strategy to strengthen Peru’s national health system. Since 2002, Future Generations has improved the quality of community health administration associations, known as CLAS, which partner with the government to co-manage 2,158 of Peru’s 7,100 primary health care centers. *See more on page 26.*



## The Pregnancy History Approach for Maternal and Child Health

More than 200 tribal women from the jungles of Arunachal Pradesh, India find solidarity in Women's Action Groups. They meet in small groups to share one of the most intimate experiences of their lives—having children. Many women, in locations so remote that they have had no prior access to formal health care services, share the heartache of losing a child and the details of what went wrong.

Many women lost children due to complications that could have been prevented through basic knowledge and skills. As they share their own pregnancy histories, a female health nurse or village welfare worker trained by Future Generations coaches women in ways to prevent deaths and improve health. Women then return to their homes to share new knowledge and skills.

"Yam came up with a good metaphor for development. She said that our roots are community. 'If roots are not strong, how will fruits come?'"

-Betsy Taylor, facilitator



This method of training and mobilizing women as community health workers through the sharing of their own pregnancy histories was piloted in Bamyan, Afghanistan in 2006. The pregnancy history method, along with the mobilization of Family Health Action Groups, led to a 46% decline in child mortality and encouraged women to continue volunteering as community health workers. Since then, the Afghanistan Ministry of Health has formally incorporated Family Health Action Groups as the fourth component of their community-based primary health care system and expanded it to nine of Afghanistan's 34 provinces.

## Public-Private Partnership for Health

Since 2006, Future Generations Arunachal has managed the Sille Primary Health Center along the Brahmaputra River as part of a Public-Private Partnership for health. Local volunteers transformed the unclean and underutilized facility into a fully restored health center. The organization hired new health personnel and put in place a system for community oversight. Today, the health center doubles as a training facility to educate mothers in basic health care and prevention. Dr. Tage Kanno, director of the program, envisions that all primary health care centers in Arunachal could serve as health extension sites, ensuring that *every* mother knows how to care for herself and family.



Visit the "News Room" on [future.org](http://future.org) for a field blog by the staff of Future Generations Arunachal

## Angela Mutashobya, Class of 2011: Preventing HIV/AIDS and Alleviating Poverty in Tanzania

In the early 1980s, when Angela Mutashobya was still in primary school, her peers started to miss class because their parents were sick. Her home in the Kagera region of Tanzania quickly became an epicenter of the HIV/AIDS pandemic, infecting 30% of the population by the 1990s. Angela's response was to continue her education and help her community. Since 2003, she has worked with World Vision to lift up educational and economic opportunities for orphans, women's groups, and people living with HIV/AIDS.

Through World Vision's HIV/AIDS counseling and orphan support project, Angela provides education and comprehensive support (emotional, spiritual, scholastic, and vocational) to 2,000 orphans. She also works with 23 women's micro-credit groups, helping more than 900 women set up small businesses.

Although she has been a project coordinator for seven years, Angela has never had any formal education in community development. She enrolled in the Future Generations Master's Degree program to learn from other global development practitioners and to develop new skills and strategies.

Angela is particularly interested in the application of SEED-SCALE, a process of community change central to the Master's Degree curriculum.

*"We have one exciting approach called SEED-SCALE," she says, "which recognizes that humans are the most important resources that can bring about change. As I gain community mobilization skills, I have come to learn that it is better to work with a community's available resources and then to scale up the process."*



"This program is applied. What I learn, I take and immediately use in my community."

- Angela Mutashobya

Following her Term I residential in India, Angela returned to Tanzania to introduce the process of SEED-SCALE. She organized a district meeting of women's groups. Together, they created a workplan to improve support for the more than 700 people living with HIV in their district and reduce the negative impacts of HIV/AIDS. Angela turned this workplan into a grant proposal and raised \$396,000 from World Vision partners in Switzerland. She was also promoted from a project coordinator to a program coordinator.



See [future.edu](http://future.edu) for a video profile of our Master's Degree student from Tanzania

# Conservation is Everyone's Job

*Instead of setting land apart to protect it, make conservation a priority in everyday life, everywhere that people live*

With a growing human population, climate change, and 21% of all known mammals facing extinction, people and governments everywhere must be part of the conservation solution. With Future Generations, this begins at home where we power our office with a wind generator. Internationally, we promote people's participation in conservation through:

*Field Demonstrations:* Historically, protected areas removed people from the land, but newer conservation models, such as the Qomolangma National Nature Preserve (QNNP) in the Tibet Autonomous Region of China, reinforce linkages among nature conservation, cultural sustainability, and human development. The staff of Future Generations catalyzed the creation of the QNNP, which spans four counties, is the size of Denmark, and makes conservation the responsibility of all government agencies and villages within the protected area.

Across China, we provide opportunities for more than 5,000 youth from 80 universities to identify and expand conservation practices on campuses and in communities.

In the jungles of northeast India, we train former hunters and youth to monitor biodiversity in wildlife sanctuaries.

*Graduate Education:* Our students visit and learn from such protected areas as the Adirondack State Park in New York and Sagarmatha National Park in Nepal.

*Research:* The Graduate School publishes a series of occasional papers by endowed professor Robert L. Fleming Jr., who chronicles biodiversity and conservation along the 2200 mile Himalayan Mountain Uplift.



See "Publications" on [future.org](http://future.org) for occasional papers on the Himalayas and a 2008 study funded by the Gordon and Betty Moore Foundation on the effectiveness of community-based approaches to nature conservation

In the Tibet Autonomous Region of China, villagers of the Qomolangma (Everest) National Nature Preserve participate in nature conservation and improve life for people. More than 270 village service workers volunteer their time to promote good health, spread conservation concepts, and incubate income generation projects.

## Volunteers Protect Nature and Improve Livelihoods

Across the Qomolangma (Everest) National Nature Preserve in the Tibet Autonomous Region of China, more than 80,000 ethnic Tibetans live in widely scattered villages and make their living from the land. These families are also the stewards of the preserve, taking action to stop the killing of wild animals, planting tree nurseries, and operating a trash service for the Everest base camp. Community stewardship has decreased deforestation by 80% and revived the populations of endangered species, such as Snow Leopard and Blue Sheep.

Today, increasing numbers of tourists create opportunities for income generation as well as challenges for protecting the region's fragile ecology. With a network of more than 270 trained Tibetan village volunteers, known as *Pendebas*, the Pendeba Society prepares local people to manage tourism so that it minimizes harm to the environment and benefits communities.

In 2010, the Pendeba Society began a new eco-tourism training program for Pendebas, 80% of whom are women. Training includes hands-on skills in comprehensive Tibetan style hospitality, such as food preparation and guesthouse design, and involves site visits to learn from successes and challenges in Yunnan Province.

Pendebas learn skills to:

- Promote conservation concepts and minimize the harm of tourism
- Improve health, hygiene, and sanitation
- Develop and manage eco-tourism businesses, including nature guide services, guest houses, restaurants, tea-houses, and handicrafts

New Pendeba-run eco-tourism businesses aim to create a sustainable income base for Pendeba volunteers and their villages.

The Pendeba Society, founded by an alumnus of the Future Generations Graduate School, is the first non-profit organization to be registered in Shigatze Prefecture. The Pendeba Society is the local adaptation of a program begun in 1994 by Future Generations, which addressed the growing need for local participation in the QNNP. Today, this model for local stewardship also spreads throughout the 46 million acre Four Great Rivers region in southeastern Tibet, where Future Generations has trained more than 600 Pendebas.

"The Pendeba training program is so helpful, providing us with many skills and opportunities..."

- Pendeba Dolma



## Youth Promote Regional Solutions to Climate Change

In 2010, more than 5,000 youth from 80 universities in China set out on the Green Long March to promote solutions for climate change on campuses and in communities. In addition to raising awareness along regional routes, 65 student teams implemented Green Seed Award projects to identify and expand successful practices.

The eight routes of the 2010 Green Long March spanned China's 32 provinces and major ecological regions. Future Generations China, in partnership with Beijing Forestry University, trained students in skills to design, evaluate, and expand environmental projects in collaboration with government and communities.

"My deepest impressions of the March were the feelings of responsibility both for my team and the environment... Preparation was intense."

- Li Yuqiang, Chairperson of the Beijing Forestry University School of Nature Conservation graduate student committee

With the theme of regional solutions for climate change, student activities along each route focused on effective practices unique to each region.

The Gold Coast Route, for instance, passes through a "greenbelt" of wetlands and mangroves that buffers coastal storms, stores carbon, and supplies water. This year, youth from seven universities worked with communities in coastal urban centers to explore effective practices in:

- Integrated coastal management
- Mangrove forest preservation
- Water resource management
- Urban energy efficiency

One team from Xianmen University, the Green Field Association, received first place for their Green Seed Award project, which created a digital map of the Haimen Island Mangrove Forest Reserve and an eco-tourism plan to educate visitors on the importance of mangroves.

Swire Pacific Limited has been a gold level sponsor of the Gold Coast Route for three years. Patrick Yeung, General Manager of John Swire & Sons (China), comments that "*the Green Long March fits so well with our environmental focus and most importantly it is a very interactive program in which many of our employees participate, allowing us to invest ourselves.*"

Other gold level sponsors include founding sponsor Goldman Sachs, Suzlon Energy, the International Community Foundation, and Li & Fung (1906) Foundation Limited.



## Suzanne McRae-Munro, Class of 2011: Linking Conservation with Social Development in Guyana

With her organization, Conservation International, Suzanne coordinates grants and technical support for Guyana's first community owned conservation area. Located in Guyana's biologically diverse Rupununi Region (with rare species like the Harpy Eagle and Giant River Otter), Wai-Wai Amerindian communities manage more than 1.5 million acres (625,000 ha) of ancestral lands.

Since 2006 when the Wai-Wai were granted Absolute Title, they have managed their lands by blending traditional approaches with modern concepts of land-use zoning. These achievements are part of a decade-long effort of the Government of Guyana to invest in community-based approaches that protect rainforests as carbon sinks and regulators of climate.

As a student in the Master's Degree program, Suzanne strengthens partnerships with the village of Masakenari, which is undertaking a mid-term evaluation of its five-year management plan. Through her practicum project, Suzanne enables the Wai-Wai to address current challenges and identify new opportunities for linking nature conservation with sustainable income generation.

*"The experience gained through this Master's program," says Suzanne, "equips me to better support communities as they demonstrate that conservation and development are not mutually exclusive but part of a common path that fully incorporates the full value of nature and is beneficial to all of us."*

Suzanne also uses new knowledge and skills to improve her research and grant making strategies. She says that *"the ideas really came together during the field residencies. I saw the power of women's groups improving health and promoting organic farming in Jamkhed, India, and the success of the Adirondack State Park in New York, a great case study in how to link conservation and development."*



*"This Master's program helps me promote more effective community participation as part of Guyana's Low Carbon Development Strategy."*

*-Suzanne McRae-Munro*

# People Create Peace

## *Learn from communities that have maintained peace in the midst of conflict and expand these successes*

The *Engaging Peoples in Peace Project* of the Future Generations Graduate School learns from global experience and applied research in five countries where citizens and communities have influenced the wider dynamics of peace and conflict. With funding from Carnegie Corporation of New York and the US Institute of Peace, lessons are disseminated, tested at the country level, and integrated into the curriculum of the Master's Degree program.

Participant researchers from Afghanistan, Burundi, Guyana, Nepal, and Somaliland have identified the key roles that community-based approaches play in influencing peace. These approaches:

- Influence key elites to pursue or prevent violence
- Catalyze actions at key moments or during critical events to turn the course of a conflict
  - Mobilize increasing numbers of people across key spaces
  - Link bottom-up action and top-down engagement

Details of Nepal, Afghanistan, and Burundi are featured in the following pages. Summaries of Guyana and Somaliland are below.

*Guyana:* Guyana's 2006 elections were the first in recent history unmarred by post-election violence stemming from an ethnic divide among Guyanese of Indian and African descent. Three types of peace building interventions helped break the cycle of violence. These included: 1) community dialogue across ethnic divides, 2) public awareness campaigns, and 3) capacity building in conflict transformation.

*Somaliland:* As the Somali state collapsed into chaos in the early 1990s, traditional leaders in the north engaged communities in a peacemaking process based on traditional conflict resolution practices. This process ended factional fighting and created a relative oasis of peace in this troubled region.

In the midst of conflict, some Afghan communities have maintained their security and development needs. Future Generations focuses on the strategies and skills that these communities use to protect themselves from the violence around them.



## Global Lessons in Peace building: The Case of Nepal

A decade-long Maoist insurgency in Nepal killed more than 10,000 people. In 2006, a Seven Party Alliance (SPA) reached a 12-point understanding with the Maoists toward a common goal of ending the rule of King Gyanendra, reinstating parliament, and opening elections to all parties for a Constituent Assembly to draft a constitution.

In April 2006, the SPA called for a large scale people's movement, known as the *Jana Andolan II*, against the monarchy. This movement represented a massive organizing of people and demonstrated the positive impact of citizens and communities in transforming violent conflict at the national level.

Communities and citizen groups at local, regional, and national levels mobilized across class, caste, ethnic, and religious divides and waged a 19-day protest. In Kathmandu, more than 10% of the city residents joined, despite the curfews and the king's orders to shoot protestors on sight. Voices were raised across rural areas as well. In Chitwan, one civil society organizer said he joined to *“free people from the shackles of two guns [those of the Maoists and the king] since the mainstream parliamentary parties had proven themselves as being incapable of doing so.”*

In a highly diverse society like Nepal where social exclusion, discrimination, and marginalization along caste, ethnic, and regional lines penetrate the core of society, *Jana Andolan II* served as a platform for the marginalized to participate and voice their demands.

One civil society representative spoke on behalf of people with disabilities: *“During the course of the movement, people from all quarters were participating and we felt that we needed to tell people that despite our disabilities, we too were citizens of this country who were equally*

*concerned about its future.... We viewed the protests as an opportunity for us to reclaim our citizenship.”*

Several factors contributed to the *Jana Andolan II*:

- The participation of civil society legitimized the goals of the movement, which was led by low-level cadres, professional associations, youth and community groups.
- People were motivated by hope for a peaceful resolution and by signs that their grievances would be heard.
- Rural-urban linkages, facilitated by a vibrant media, increased solidarity.
- A new democratic space for women allowed them to join.
- The expansion of the education system fostered participation among youth.

Many regarded the gains of the movement to be short-lived: mainstream parties remained non-inclusive and unrepresentative; civil society diverged; and the Maoists did not fully renounce violence even after the signing of the comprehensive peace agreement.

Despite these setbacks, the outpouring of popular sentiment during the *Jana Andolan II* toppled the monarchy, reduced violence, and continues to serve as a check on political parties and their leaders.

**This case study was conducted by our research partner, Social Science Baha in Nepal.**



See the complete Nepal case study on the “Publications” page of [future.org](http://future.org)

## Communities Have Clues to Peace

Throughout insecure areas of Afghanistan, some communities have protected themselves from violence while meeting their security and development needs. These are cases of “positive deviance” that offer examples of good practice for wider application. Future Generations Afghanistan and the Future Generations Graduate School began a collaborative action learning project to identify these resilient communities, learn from them, and apply findings to improve peace building policy and practice.

In the view of many Afghans, the majority of international assistance efforts have been inefficient, wasteful, externally driven, and not locally accountable. The positive deviance approach illuminates strategies that fit local cultures and therefore avoids the pitfalls associated with externally conceived solutions.

“Communities already making use of their own strengths can become champions in demonstrating locally tested ways to achieve change.”

- Pierre Fallavier, Director, Afghanistan Research and Evaluation Unit, a steering committee partner

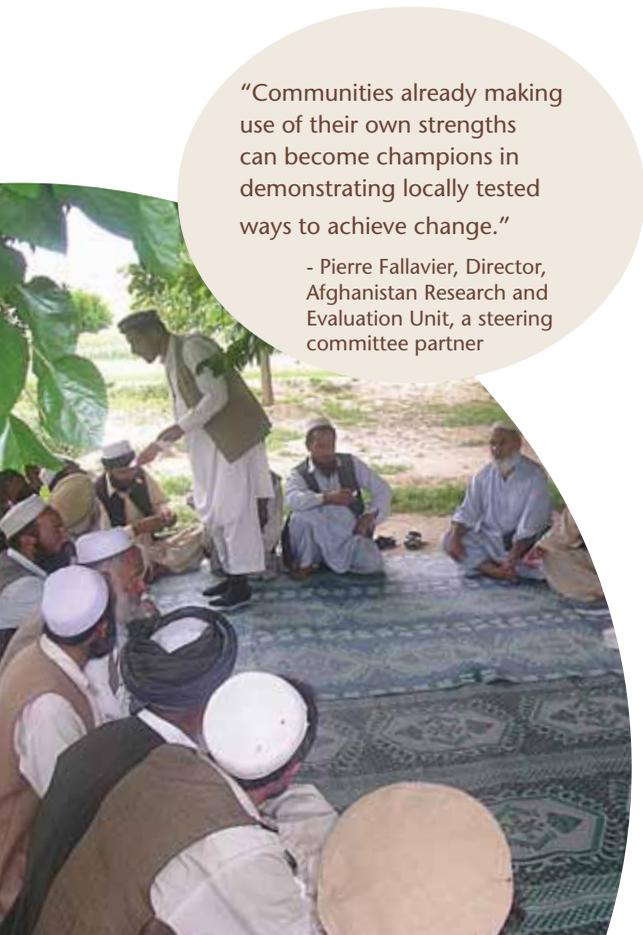
With an emphasis on collaboration, a steering committee of Afghan public sector and nongovernmental organizations guides the project with training and technical support from Future Generations Afghanistan. These partners benefit from the learning process and ensure that project objectives and methodologies are widely shared.

Rather than contracting with outside researchers, Future Generations trains a team of Afghans nominated by steering committee partners. More than 20 staff from 10 organizations in Afghanistan will complete a course on social science research.

Research teams will then conduct surveys in communities that have been selected and screened through secondary data analysis and discussions with project partners. Communities that share their experiences and strategies with the project during the research phase will have the opportunity to share their stories with other communities.

As former Future Generations Afghanistan Country Director, Aziz Hakimi,\* notes: *“The ‘clear, hold and build’ paradigm of counterinsurgency is meeting stiff resistance, whereas building from local strengths is largely untried. With this opportunity, Future Generations is in a unique position to influence the nature of the development and peace building debate in Afghanistan.”*

\*Aziz Hakimi was Afghanistan Country Director from 2008-2010. Ajmal Shirzai joined as Country Director in 2010.



## Rene-Claude Niyonkuru, Class of 2011: Promoting Peace in Burundi

At the age of 14, Rene-Claude saw his schoolmates murdered when ethnic violence swept Burundi. He did not turn on his attackers but dedicated his life to peace.

What can one person do to bring peace in a country divided by ethnic violence and where over 80 percent of the population lives below the poverty line? For Rene-Claude, solutions exist in communities.

As a young man, Rene-Claude continued his schooling in Burundi. He graduated with a Bachelor's Degree in criminal law and founded the Burundi Association of Peace and Human Rights, where he has worked for 15 years to involve citizens in promoting peace.

From 1993 to 2005, ethnic divides between the Hutu and Tutsi fueled a 12 year civil war. Although Burundi's situation has improved, tensions resurfaced during the elections of 2010.

Rene-Claude spent last year facilitating 32 community dialogues with participation of both Hutus and Tutsi as well as ex-combatants, ex-political prisoners, women's groups, and youth associations. These "local peace councils" provide a space for dialogue and healing, resources to reconstruct lives, and the confidence to confront threats to peace. This work was funded in part by a \$10,000 Davis Project for Peace award.

*"We all have good theories about government, peace, and conflict," says Rene-Claude, "but this Master's Degree program has given me multiple perspectives on my actions, my impact, and how to sustain peace. We are learning how we can plan with communities, how we can change our own behaviors to value people's ideas, and to think beyond project management to how we can sustain positive change."*



*"I am connected to a global learning community. I learn from peers worldwide and see new strategies for community development." - Rene-Claude Niyonkuru*

Rene-Claude, like many of our students, is a mid-career professional who works day-to-day on the frontlines of violence and poverty. He enrolled in the Master's Degree program because as he says, *"it did not take me away from Burundi to study, and the program reflects my belief in communities."*



See [future.edu](http://future.edu) for a video profile of our Master's Degree student from Burundi

# Communities & Governments Connect

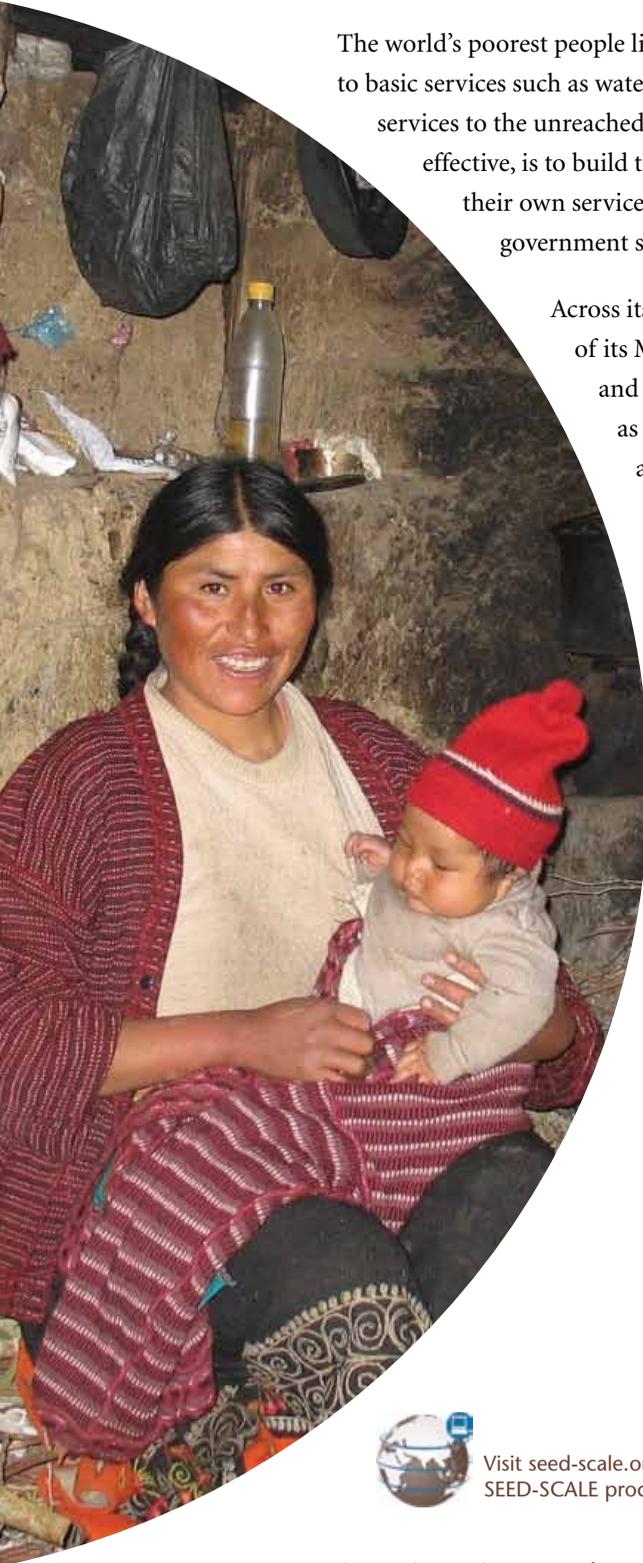
*Build the skills of communities and governments to coordinate action and shape their futures through workplans*

The world's poorest people live in conditions of extreme poverty, lacking access to basic services such as water, sanitation, and health. One response is to deliver services to the unreached. The second response, and the one proven increasingly effective, is to build the capacity of the poorest communities to mobilize their own services, utilizing local resources and partnering with existing government support structures.

Across its international field programs and within the curriculum of its Master's Degree program, Future Generations teaches and enables a process of equitable community change known as SEED-SCALE. This process strengthens partnerships among communities, governments, and outside-in change agents to meet local priorities using primarily local resources.

Local coordinating committees gain skills to create and implement workplans. To support these workplans, government agencies provide top-down financing and policies, and outside-in organizations offer technical training and access to the global knowledge base.

Initial workplans are often simple, focusing on an easily achievable goal. With the process in place and successes to build from, local committees continue to improve their workplans and adapt them to the changing needs and rising expectations of their communities.



Visit [seed-scale.org](http://seed-scale.org) for a self-paced curriculum on the SEED-SCALE process

In Peru, Future Generations trains teams of municipal officials, health sector personnel, and community health agents to develop and implement workplans for improving health. This process reduced chronic child malnutrition in Las Moras (Huánuco) by 28% percent and across more than 250 communities in Cusco by 9%.

## Communities Shape Their Futures with Workplans

In recent years, communities in Nangarhar Province, Afghanistan have seen their populations double as family members return from neighboring countries. Families that could once support themselves through agriculture now have two and three times as many members. Jobs outside the home are scarce.

Today, with training from Future Generations and financing structures from the government's National Solidarity Program, communities mobilize their own solutions.

In Khogyani district of Nangarhar Province, Future Generations Afghanistan trains and partners with 111 Community Development Councils (CDCs). These locally-elected, volunteer councils identify local priorities, create workplans, and implement their own development projects. Women provide input either as members of CDCs or through women's subcommittees.

This year, CDCs completed 68 development projects benefitting more than 8,000 families:

- Four community centers
- Three safe drinking water reservoirs
- 40-meter water intake system
- 682-meter flood retaining wall
- 20-meter irrigation canal
- 30 concrete culverts
- Seven wells with hand pumps
- Female tailoring and literacy courses

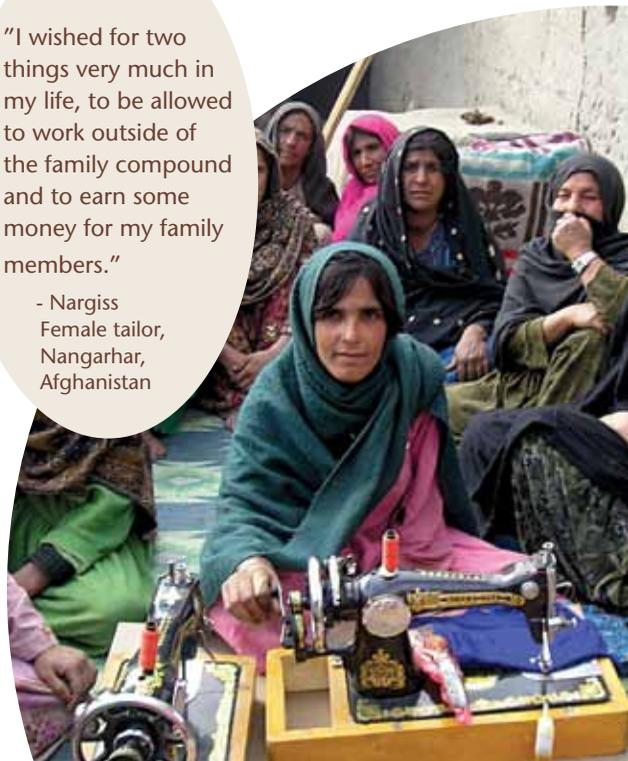
According to the head of one CDC, their village has transformed both economically and socially. *"Our community center,"* he says, *"provides a space for our community to come together, share thoughts, hold meetings, inform everyone of our social progress, and plan for the future."*

Another major outcome, he says, is that *"social problems have decreased as our community knows how to resolve their conflicts. Previously, we solved our problems with gunfire, but now we convene village meetings to find solutions to each issue. This was not so ten years ago, but is today."*

Together, communities also allow women more freedoms through such opportunities as literacy and tailoring courses outside of the home. A tailoring course and shop for women has doubled family income in some cases. One woman says that her new skills have made her *"so happy and confident...When my family returned to my village,"* she said, *"it was destroyed; there was no work for our family, even for men, so we, the women, had no hope. Now, I teach tailoring to my sister and may easily raise my voice and tell you my story."*

*"I wished for two things very much in my life, to be allowed to work outside of the family compound and to earn some money for my family members."*

- Nargiss  
Female tailor,  
Nangarhar,  
Afghanistan



## Shared Workplans and Open Budgets Transform Lives

Health care in the community of Las Moras in Huánuco, Peru consisted of a poorly equipped one-room health post staffed by an auxiliary nurse and visited by few patients. Many of the residents of this peri-urban settlement on a steep hillside also lacked electricity, garbage pickup, and water.

New government legislation and technical training from Future Generations Peru have since transformed lives in Las Moras. Today, the Las Moras Health Center, managed by a community health administration association, known as CLAS, is a self-sufficient, award-winning, national demonstration and training center. The CLAS of Pitumarca in Cusco has achieved similar success, receiving a national award for Best Practice in Public Management.

“Future Generations has supported us a lot, they have taught us to work as a team, raised our awareness, and given us opportunities to learn. We have achieved joint management and have become more independent.”

- Lic. Clorinda Huaman Manager,  
CLAS Health Center in Pitumarca, Cusco

At Las Moras and Pitumarca, one sees how communities partner with municipalities, health center staff, and the regional health ministry to create budgets that improve the quality of health services and meet other local priorities.

Future Generations Peru trains teams of municipal officials, health sector personnel, and community representatives to shape a strategic vision based on local data and priorities and create workplans to guide budgets and tasks.

Through participatory budgeting and workplans, the Las Moras and Pitumarca Health Centers have added birth centers, purchased equipment, and increased their staff and doctors. Health center staff now train and supervise Community Health Agents. In addition, community workplans that address other needs, such as sanitation and water, are shared with the municipal government for inclusion in the planning process.

Last year, the Peruvian government passed new legislation increasing the role of district-level municipalities in managing primary health care services. Municipalities in Las Moras and Pitumarca demonstrate effective partnerships.

In Pitumarca, for instance, the municipality created a multi-sector health committee. The mayor galvanized a coordinated effort among the institutions in his district. The Manager of the Pitumarca CLAS Health Center now says: *“There is coordination among all the institutions that work in the field of health, as well as the police, the parish, and others; we work hand in hand. Everyone is involved, knows what the health problems are, and how they may work toward the solution.”*



## Jacqueline Robertson-Wilson, Class of 2011: Governments Supporting Community-powered Change in Guyana

In a mountainous inner region of Guyana, Jacqueline links government policy with community participation among a diverse community of indigenous people, St. Lucians, Afro- and Indo-Guyanese, and Brazilian miners.

Jacqueline, a Social Services Worker with the Ministry of Labor in Guyana, describes her community of Mahdia as having a high level of dependency on the mining industry. *“This dependency,”* she says, *“has led to many social ills, including child abuse, inequity, substance abuse, trafficking in persons, and domestic violence.”*

As a student in Future Generations Master’s Degree program, Jacqueline’s goal is to activate community participation to create sustainable solutions. She envisions a Guyana where people of all ages and ethnicities are empowered to take ownership of their futures.

She currently facilitates four community groups focused on such issues as domestic violence and child trafficking. Jacqueline encourages collaboration, provides a safe space for dialogue, and trains local leaders in methods to create action plans based on a shared vision.

Jacqueline initiated two of these groups following her participation in the Term I Master’s Degree field residential in India, where she observed the effectiveness of women’s action groups. She returned to Guyana and created “Women on the Move,” which empowers youth, single mothers, and the unemployed with leadership and vocational skills. “Women on the Move” also advocates for children and raises awareness of child trafficking laws.



“I learn leadership skills to bring about just and lasting social change for my region’s diverse people.”

-Jacqueline  
Robertson-Wilson

She works with another group originally named the Fire Disaster Committee (created in response to a 2010 fire that left dozens homeless). Following a Term II U.S. residential course in Leadership and Organizational Dynamics, Jacqueline facilitated leadership workshops and enabled this group to broaden their vision, renaming themselves the Mahdia Development Committee.

# Financial Summary

Fiscal year 2010 reflected a period of leadership and programmatic transitions and growth. The year began with the successful completion of three major grants in Peru, Afghanistan, and Tibet, China and accreditation of the Graduate School.

Our leadership transition involved hiring a dean and an interim president, working alongside our founding president during a board-supervised transition.

Although several grants came to a close, late in the fiscal year we secured new funds through highly competitive grant review processes that validated the quality of our programs. These multi-year awards include: \$4.4 million for a West Virginia broadband project from the US Department of Commerce; \$1.5 million for child health in Peru from the US Agency for International Development's Child Survival and Health Grants Program; \$124,000 for peace building research in Afghanistan from the US Institute of Peace; and awards in Afghanistan from the National Solidarity Program and the Japanese International Cooperation Agency.

In 2010, our support service costs (administrative and fundraising) accounted for 28% of our total expenditures, a consequence of increasing our leadership base, concluding major grants, and securing new funds late in the fiscal year. In 2011, with significant programmatic growth, we are on course to return to a ratio of program activities/support services closer to 83/17, consistent with the average we achieved between 2007 and 2009.

Our balance sheet improved in fiscal year 2010 due to growth in our endowment of \$1.3 million to a total of \$5.8 million (\$850,000 came from new contributions and \$450,000 from earnings in excess of distributions). Total assets increased \$742,000 or 12%. Future Generations reduced its debt by \$180,000 during the year. Our cash declined by \$547,000 from \$1,036,000 to \$489,000 as we completed restricted programs and paid off debt.

We will continue to increase our financial strength by seeking unrestricted funds, deepening our donor base, and continuing to expand our programmatic impact.



Randall A. Brandt, C.P.A.

Comptroller

Future Generations and Future Generations Graduate School

*If you have any questions about these financials or audit, please contact Randall Brandt at 304-358-2000 or email [randy@future.org](mailto:randy@future.org).*

# Summary Financial Report

June 30, 2010

The following summary report includes both Future Generations Graduate School and Future Generations and comes from the audited financial statements of Future Generations, Inc. Our auditor is Martin, Beachy & Arehart, PLLC of Harrisonburg, Virginia.

## Statements of Financial Position *June 30, 2010*

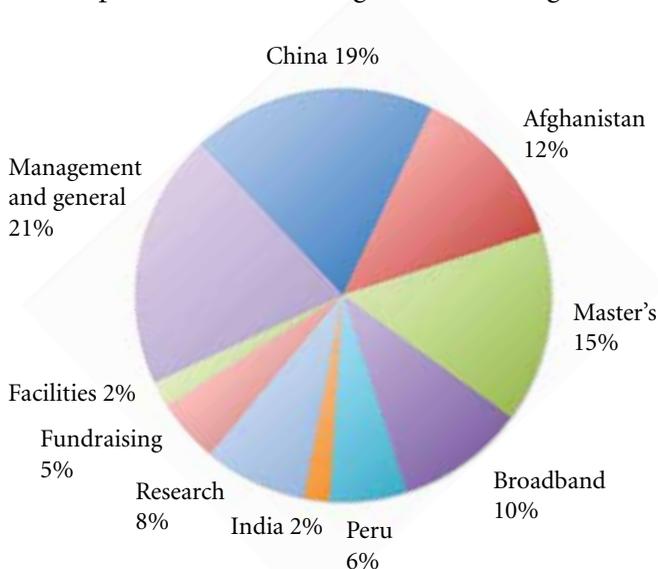
Assets		Liabilities and Net Assets	
Current Assets	\$ 834,777	Current Liabilities	\$ 515,102
Investments	5,803,105	Long-Term Debt	940,318
Property and equipment	306,691	Total Liabilities	1,455,420
		Total Net Assets	5,489,153
<b>Total Assets</b>	<b>\$6,944,573</b>	<b>Total Liabilities and Net Assets</b>	<b>\$6,944,573</b>

## Statements of Activities *For Year Ended June 30, 2010*

Support and Revenue	Total
Contributions and Grants	\$3,219,704
Program Service Fees	133,867
Investment Revenue	146,685
Unrealized gains (losses)	394,287
<b>Total Support and Revenue</b>	<b>\$3,924,112</b>

Expenses	Total
<b>Total Program Activities</b>	<b>\$2,309,753</b>
China	
India	
Afghanistan	
Peru	
Master's program	
Research	
<b>Total Supporting Services</b>	<b>\$883,172</b>
Management and general	
Fundraising	
Facilities	
<b>Total Expenses</b>	<b>\$3,192,925</b>

Expenses as a Percentage of Total Budget



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