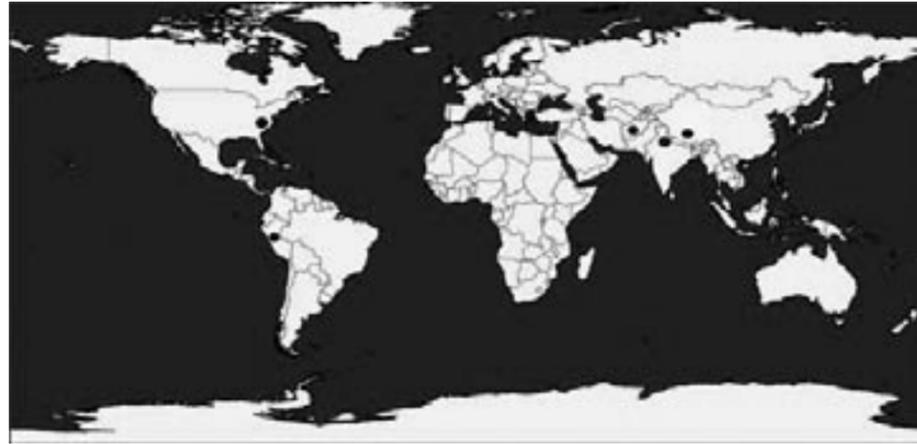


FutureGenerations International  
HC 73 Box 100  
North Mountain  
Franklin, WV 26807 U S A  
phone: (304) 358-2000  
fax: (304) 358-3008  
email > [info@future.org](mailto:info@future.org)

FutureGenerations Afghanistan  
Street 9 Karte 3  
Kabul  
Afghanistan  
Telephone +93 202 500 864  
email > [afghanistan@future.org](mailto:afghanistan@future.org)

FutureGenerations India  
D-271, 2nd Floor  
Defence Colony  
New Delhi - 110024  
India  
phone: +91 11 24515292  
email > [india@future.org](mailto:india@future.org)

FutureGenerations Peru  
Av. Andres Reyes 165-E  
San Isidro Lima 18  
Peru  
phone: + (511) 442-5235  
email > [peru@future.org](mailto:peru@future.org)



## FutureGenerations

[www.future.org](http://www.future.org)

### Mission Statement

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

### Summary of Activities

**Worldwide:** Future Generations advances a replicable process of locally based change and offers formal academic training in this process.

**In Afghanistan:** Future Generations works through village councils and 400 mosques to create a national model of local empowerment.

**In China:** Future Generations has helped to protect over 40% of the land area of Tibet and is expanding village-based community-led change.

**In India:** Across two Himalayan states, Future Generations promotes both social development and a network of nature preserves.

**In Peru:** Future Generations supports nationwide expansion of the community-based management of health care.

---

# FutureGenerations

---

Future Generations researches how to improve the lives of people and protect the environment; demonstrates the lessons in China, India, Peru, and Afghanistan; and teaches through a Master's Degree Program.

---



---

## Learning to Re-Shape the Future

---

# Annual Report 2004

---

## Message from the Chairperson

### Board of Trustees

Flora MacDonald, Chair  
*Ottawa, Canada*

James M. Brasher III  
*New York, NY*

Tom Cardamone  
*Aspen, Colorado*

Christopher Cluett  
*Seattle, Washington*

Peter Ide  
*Falls Church, Virginia*

Elizabeth Parr-Johnston  
*Halifax, N.S. Canada*

Patricia Rosenfield  
*New York, NY*

Michael Stranahan  
*Aspen, Colorado*

Daniel Taylor  
*Franklin, West Virginia*

As the world seeks solutions for the challenges of our time, Future Generations offers what is most difficult to find: scholarship, field demonstrations, and education in the process of how communities can re-shape their futures.

The global impact of Future Generations can be seen in its four country programs (Afghanistan, China, India, and Peru) and in eight other countries where Future Generations Master's Degree students are working with their communities. These communities and their government partners are demonstrating innovative and cost-effective solutions in such fields as conservation, maternal and infant mortality, literacy for women, and conflict resolution.

In recognition, this year Future Generations was awarded the Order of the Golden Ark by Prince Bernard of the Netherlands for its "uncompromising dedication and contribution to sustainable, community-based conservation and development..." Further recognition came when India honored me with the prestigious *Padma Sri* award for my service with Future Generations India. And most recently, Future Generations Afghanistan has been selected as one of the three finalists for the Japanese award for the Most Innovative Development Project.

The impact of Future Generations comes from its approach to community-based change. Future Generations researches, demonstrates, and teaches a process for change that mobilizes community energy and allows local programs to scale up to the regional and national levels.

The results are tangible and can be seen in the energy and self-confidence that radiates from people who have learned how to improve their lives. This last year, as I visited sites where Future Generations is active, I was impressed by the progress of the people with whom we work—nomads on the Tibetan plateau, mothers in Peru, community leaders in India, women in Afghanistan, and students in our Master's Degree program. Each has been effective in finding solutions that fit their needs and available resources.

Sincerely,



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

## Process of Change

Summary of the SEED-SCALE Process for Re-shaping Community Futures

### SEED

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

### SCALE

Community-based success in one or several communities can expand rapidly to cover a larger region.

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

*Principle 1:* Build from success; find what is working and strengthen that;

*Principle 2:* Create three-way partnerships: bottom-up energy of people, top-down assistance from government, outside-in ideas of change agents;

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

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

The SEED-SCALE framework builds from these principles and creates simple, one-page workplans. Seven tasks are repeated to generate a growing cycle of community energy:

1. Create (and periodically recreate) a Local Coordinating Committee;
2. Identify past community successes from which to build;
3. Visit other communities to learn ideas and methods that can be adapted at home;
4. Conduct a self-evaluation to gather evidence about locally-specific needs;
5. Set priorities and create a local workplan;
6. Take action and encourage all partners to implement their workplan tasks; and
7. Make needed mid-course corrections to sustain community momentum.

As communities are energized and encouraged by their successes, the process evolves with rising sophistication. Successful communities become centers of action learning and experimentation. They are strengthened by partnerships with government and non-government organizations who support the local workplans. More communities learn, aspirations rise, government and agencies enable the process, and the four principles are reinforced to work more effectively.

For more information on this process of change, please visit the website, [www.future.org](http://www.future.org), or contact Future Generations for information on the following resources:

- *Just and Lasting Change: When Communities Own Their Futures*, by Daniel Taylor and Carl E. Taylor published by Johns Hopkins University Press in 2001; and the
- SEED-SCALE interactive learning cd-rom.

## The Staff of Future Generations

Laura Altobelli, *Country Director, Peru*

Audrey Apang, *India Site Director*

John Augusto, *Director of Academic Programs*

Abdullah Barat, *Afghanistan Site Director*

Kathleen Brennan, *Administrative Assistant*

Jose Cabrejos, *Peru Site Coordinator*

Chun-wuei Su Chien, *China Country Director (Emeritus)*

Fran Day, *Director of Administration*

Ricardo Diaz, *Peru CLAS Specialist*

Luis Espejo, *Peru Community Development Specialist*

Robert L. Fleming, Jr., *Professor of Equity and Empowerment (Conservation)*

Frances Fremont-Smith, *Country Director, China*

Nawang Gurung, *China Pendeba Coordinator*

Shukria Hassan, *Afghanistan Health Program Director*

Traci Hickson, *Director of Communications*

Ahmad Jaghori, *Associate Country Director, Afghanistan*

Mahmood Jaghori, *Afghanistan Site Director*

Dorothy Knapp, *Deputy Country Director, Afghanistan*

Carol Mick, *Financial Manager*

Nalong Mize, *Director of Program Operations, India*

Henry Perry, *Professor of Equity and Empowerment (Health)*

Michelle Simon, *Administrative Assistant*

Carl Taylor, *Country Director, Afghanistan*

Daniel Taylor, *President*

George Taylor, *Director of Program Operations, International*

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

## Message from the President

This annual report shows that it is possible to create transformative change at the community level. In communities, energy can ignite. When this energy takes off, as it has in so many of our programs, major change follows. In 2004:

- Teaching began in our Master's Degree—students are enrolled from 12 countries;
- Demonstrations further evolved in our programs in Tibet, China, India, Peru, and Afghanistan; and
- Research continued to inform our understanding of the dynamics of how communities change.

This last year brought positive change for tens of thousands of people—particularly women and survivors in war-torn regions. In Afghanistan, over 400 communities started mosque-based literacy programs. In China, a successful village-based social service program expanded to the two largest nature preserves in Tibet. In India, a world peace park was created. In Peru, a community-managed health center has become a training and learning site for its region.

The reason for this global impact is our method, which builds upon the world's most important resource—community energy. As highlighted by the cross-cutting themes in this report, when communities learn how to re-shape their futures, they generate solutions that advance the future of women, conserve natural resources, and continue to expand in size and quality.

Evidence shows that the process works and will adapt to fit the culture, ecology, and economy of diverse communities. I invite you to join this process in the coming year and participate in this growing knowledge-based solution. It is an exciting journey.

Cordially,



Daniel Taylor  
President

## The Future Generations Impact In Four Countries

### Afghanistan



In Afghanistan, Future Generations partners with communities and governments toward action for a stable civil society in which local communities engage in participatory decision-making and collaborative change. Operations are through a national affiliate, Future Generations Afghanistan, which has worked to:

- create region-wide community-based momentum in three provinces in the central highlands with impacts in education and mother and child health;
- coordinate and train local *shuras* (village councils) in the process of making and implementing village workplans;
- establish 400 mosque-based literacy classes that are now teaching over 11,000 women and children;
- train community leaders and literacy teachers through regional workshops and international study tours; and
- train government ministries in the process of mobilizing community participation.

### India



Future Generations operates in two states: Arunachal Pradesh, a remote land with vast subtropical jungles and more than two dozen tribal groups, and the newly formed state of Uttaranchal. In Arunachal Pradesh, Future Generations Arunachal, a local organization, works to expand community mobilization statewide and implement a network of biosphere reserves. In Uttaranchal, the work concentrates on community mobilization through three partner organizations: Shri Bhuvaneshwari Mahila Ashram, Central Himalayan Rural Action Group, and Future Vision. These partners have worked with Future Generations India, a national coordinating office in Delhi, to:

- establish regional demonstration and training centers for community change;
- facilitate the design and development of the Dihang Dibang Biosphere Reserve, and the new Tsangyang Gyatso Peace Park/Biosphere Reserve;
- design and provide local-level training for village welfare workers, farmer's club members, and local coordinating committees;
- partner with government to extend change through a coordinated training program designed for 6000 locally-elected *Panchayat* members; and
- facilitate learning through participation in Future Generations Master's Degree program.

## Summary Financial Report

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

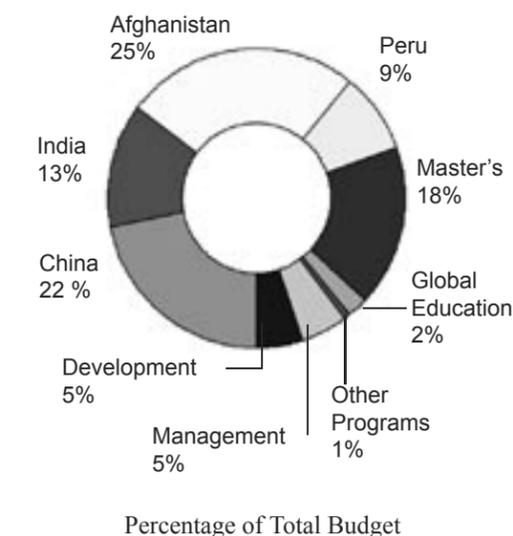
### Statements of Financial Position *June 30, 2004*

| Assets                 |                    | Liabilities and Net Assets              |                    |
|------------------------|--------------------|---|--------------------|
| Current Assets         | \$429,262          | Current Liabilities                     | \$644,957          |
| Investments            | \$1,978,656        | Long-Term Debt                          | \$100,126          |
| Property and equipment | \$449,075          | Total Liabilities                       | \$745,083          |
| <b>Total Assets</b>    | <b>\$2,856,993</b> | Total Net Assets                        | <b>\$2,111,910</b> |
|                        |                    | <b>Total Liabilities and Net Assets</b> | <b>\$2,856,993</b> |

### Statements of Activities *For Year Ended June 30, 2004*

| Support and Revenue                  | Total              |
|--------------------------------------|--------------------|
| Contributions                        | \$1,216,854        |
| Grants                               | 1,098,500          |
| Program Service Fees                 | 22,566             |
| Investment Revenue                   | 98,101             |
| Government grants                    | 0                  |
| Net assets released from restriction | 0                  |
| <b>Total Support and Revenue</b>     | <b>\$2,436,021</b> |

| Expenses                         | Total              |
|----------------------------------|--------------------|
| Program Services                 | \$1,875,329        |
| China programs                   |                    |
| India programs                   |                    |
| Afghanistan programs             |                    |
| Peru program                     |                    |
| Masters program                  |                    |
| Global education program         |                    |
| Other programs                   |                    |
| <b>Total Program Services</b>    | <b>\$1,875,329</b> |
| Supporting Services              | \$208,858          |
| Institutional Management         |                    |
| Institutional Development        |                    |
| <b>Total Supporting Services</b> | <b>\$208,858</b>   |
| <b>Total Expenses</b>            | <b>\$2,084,187</b> |



## Funding and Financial Overview



Future Generations international offices in Franklin, West Virginia sit on a 3800 foot ridge overlooking a valley of national forest land and family farms.



Future Generations offices are heated with solar energy. Solar panels on the roof heat water from a nearby spring that is stored in an insulated holding tank beside the office.



The 10kwh wind generator provides the office electricity.

Future Generations is an educational institution; the primary commodity of transfer to communities is knowledge and a process for community change. Future Generations also supports field programs, which serve as demonstration sites and field campuses for the Master's Degree program. The uncommonly low administrative costs of Future Generations are emblematic of the organization's efficiency. In 2004, 90% of the annual budget was spent directly on programs.

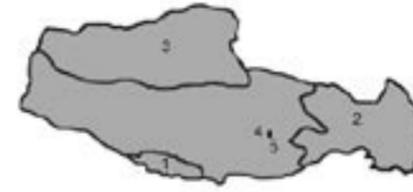
### Efficiencies in program support management

- By stressing the transfer of knowledge, and having communities invest the majority of program costs, programs achieve great impact, and once started and staffed, tend to continue with local funding.
- Workplans create a lean management structure tightly aligned to a community mission and give field staff flexibility to spend according to needs.
- As local people become trained and assume responsibilities, program costs go down.
- An innovative structure to manage grants reduces accounting costs.

### Efficiencies in administration and fundraising

- The organization pays no rent and has a small mortgage on its 45-acre campus and offices. The main office was built with a donation from the Andrus Trust.
- One benefit of a wind-generator is a negligible electricity bill.
- A high-speed Internet connection is provided free by a communications company in exchange for leasing space on the wind generator tower.
- Water from a mountain spring means no water bill.
- Solar heating and a well-insulated office greatly reduce heating costs.
- Salaries are modest due to a low-cost rural location.

Future Generations is a 501(c)3 non-profit organization. The organization's work is supported by donations from individual donors, foundations, and charitable organizations. In addition, income is generated from a modest but growing endowment.



### China

#### Tibet Autonomous Region

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

In China, Future Generations supports local communities in the Tibet Autonomous Region through its ability to work with local and national level governments in designing and implementing a new approach to nature conservation. The objective is to protect plants and animals in this unique high-altitude environment and at the same time improve the lives of people living in these nature preserves. Future Generations has worked to:

- increase the amount of protected areas in Tibet from less than one percent to over 40 percent;
- design, establish, and promote the Qomolangma National Nature Preserve;
- design and provide local-level training for the *Pendeba* Program (locally elected village workers) in three national nature preserves;
- initiate and support the Four Great Rivers Ecological Environmental Protection Plan; and
- train personnel in order to broaden knowledge and skills to support conservation and community development in Tibet.

### Peru



Over six million people in Peru receive health care from 2,100 primary care centers managed by community associations known as CLAS (*Comunidades Locales de Administracion de Salud*). CLAS are managed by a locally elected community board. *Futuras Generaciones Peru* supports this system by helping CLAS associations create centers for experimentation and action learning to improve and expand the quality and impact of the program. *Futuras Generaciones Peru* has worked to:

- draft new national legislation to support the continuation of CLAS;
- conduct research on the cost-efficiency of the CLAS program and disseminate findings to influence health policy;
- translate and publish the Spanish language edition of the book, *Just and Lasting Change: When Communities Own Their Futures*;
- create a regional training center in the suburb of Las Moras in the region of Huanuco;
- initiate training for 50 CLAS in the Huanuco region; and
- develop plans to establish the second and third regional training centers in 2005.

## Learning and Teaching: Master's Degree in Applied Community Change and Conservation



Pratima Singh works in the northern India state of Uttaranchal on a district-wide program for integrated youth development and conservation.



Kelly Brown, a community leader for the Heiltsuk Nation of British Columbia, works with his people to secure equitable co-management of land and water resources.



Ikwo Udoh of Lagos, Nigeria is just beginning volunteer service in the area of community change with marginalized communities in the Niger Delta.

Learning the process and skills of community change requires a blended learning approach for which Future Generations is uniquely positioned. Staff and faculty have significant worldwide experience in researching, monitoring, and working directly with communities and governments in large-scale community change and conservation projects. Much of this work is well established in Future Generations country programs, which are the field campuses of this two-year academic program.

Students learn in three interrelated ways.

*Site-based instruction* occurs at four country field campuses (two months per year):

China: Campus for Applied Conservation

India: Campus for Social Empowerment

Peru: Campus for Healthy Communities

USA: Campus for Researching Alternatives.

*Distance learning* informs and prepares students on a continuing basis, provides a means for students to stay engaged and challenged, and keeps students informed and in touch with faculty and one another (ten months per year).

*On-the-job practicums* allow students to apply and evaluate new skills in community-based change under the guidance and support of faculty (ten months per year).

This blended learning approach operates through the following sequence:

### Admissions

Students are admitted into the program with the sponsorship of a community that they will be working with for the duration of the program.

### Term One

Three-months distance learning via Internet to master core concepts.

One-month site-based learning in two states of India with class-based instruction and field-work in how to start community-based change.

### Term Two

Five-months distance learning combined with application of lessons in home community.

One-month site-based learning in U.S.A. on alternatives in community change and conservation.

### Term Three

Five-months distance learning combined with application of lessons in home community.

One-month residential in Peru on taking community-based projects to scale.

### Term Four

Five-months distance learning combined with applied lessons in home community.

One-month residential in Tibet, China and Nepal, synthesizing the two years of instruction with a focus on project monitoring.

Graduation ceremonies occur at the base of Qomolangma (Mt. Everest).

## Taking Community-based Change to Scale



The Las Moras health facility in Peru, improved with funds re-invested by the community committee, is now part of the regional training center.



Women's groups, farmer's clubs, and local coordinating committees use this new Learning and Doing center in India as a base for extending service.



Women literacy students in Afghanistan have requested new reading materials that teach them practical skills. Future Generations Afghanistan is developing a curriculum in basic health that can be integrated into the existing literacy classes.

Future Generations has been studying how community-based projects can scale up their impact. Understanding continues to evolve. Research and field experience show that while expansion in the number of participating communities is important, there must also be qualitative growth. Examples from the last year point to some of the successes and challenges of going to scale and how to balance growth in quantity with quality.

### Highlights from Peru

Across Peru, 2,100 community health centers provide 35 percent of the primary health care services of the country. But with rapid expansion, it has become clear that two issues are critical to sustain the program. Legislative adjustments together with improved training and field-based experimentation are needed to continue to evolve better models of how services are delivered. This year, *Futuras Generaciones Peru* worked diligently to move these two areas forward. The first regional demonstration and training center in central Peru has become a training site for 50 community health associations in the district and is a national model for how to improve quality. Quality improvements include more reliable and accessible health services, close monitoring of infants and pregnant mothers, and improved community leadership in the form of 50 trained health promoters who extend health care to the home and organize neighborhood clean-up, tree planting, and income generation projects.

### Highlights from Tibet, China

In less than twenty years, the percentage of land under conservation management in Tibet has grown from less than 1% to over 40%. This is "going to scale" in size. This year showed how conservation in Tibet is "going to scale" in quality. The *Pendebe* Program, a village-based service program, expanded to two new nature preserves, and the lives of local people have improved in terms of maternal and child health, income generation opportunities, and in the increasing confidence of local people.

### Highlights from Afghanistan

In less than two years, mosque-based literacy programs for women and children in the central highlands region of Afghanistan have expanded to nearly 400 villages. As more communities hear of the success, demand grows. Future Generations Afghanistan worked this year to improve the quality of this growing program by training literacy teachers and developing a primary health curriculum that can be taught in each literacy class. Women students will not only learn to read and write, but will gain practical skills to help their families.

## Conserving the Land, Air, and Water



Wild Yak populations in the Changtang National Nature Preserve increased through the conservation approach of Tibet's Department of Forestry.



In 2004, Future Generations helped Arunachal Pradesh, India, start a new biosphere preserve that adjoins an existing preserve in Bhutan. This World Peace Park will benefit people and species like the Red Panda.



Young *mujahadin* in Shaidan District have put down their weapons and formed village councils that create workplans for local change. In 2004, among many activities, they organized their communities and planted 150,000 trees.

The quality of life for every community is tied to the protection of earth's life support systems. But often conservation work is practiced without the support of local communities. Future Generations has been researching and practicing ways to protect the environment while at the same time improving the lives of local people. The results are exciting. The Tibet Autonomous Region has become a global leader in a new model that integrates nature conservation with community development. In northeast India, Arunachal Pradesh established its second biosphere reserve. And, in Afghanistan, conservation activities are building community collaboration and hope for the future.

### Highlights from Tibet, China

Four nature preserves are the focus of Future Generations work in Tibet (see the map on page 4). After two decades of helping to create these preserves, in 2004 Future Generations focused on strengthening their management plans—turning the focus to systems that will guarantee the gains over the long-term. Because local people live within the nature preserves, management plans that benefit and provide a role for local people are essential. In 2004, the village-based *Pendeba* Program began in the Four Great Rivers area and trained 380 *Pendeba* workers in primary health, sustainable forestry, and agriculture. The results again confirm that environmental protection is most successful when it directly involves local people.

### Highlights from India

Over the last seven years Future Generations helped create India's Dihang Dibang Biosphere Reserve, trained community members to conduct wildlife research in the Talle Valley Wildlife Sanctuary, and promoted non-timber forest products and new methods of sustainable forestry. In 2004, the momentum continued. Future Generations Arunachal cooperated with the government in creating the Tsangyang Gyatso Biosphere Reserve on the India/Bhutan/China border and designated this as India's first World Peace Park.

### Highlights from Afghanistan

Two decades of war, the last four of which came with a tenacious drought, caused many of the trees of Afghanistan to be cut. In 2004, young ex-combatants in the Bamian region, among their other activities, organized the planting of 150,000 trees—and made a plan to stop the village donkeys from eating the saplings. The 35 village councils decided to catch and tie-up the donkeys and fine the donkey owners. Collaboration such as this turned out to be extremely effective in protecting the trees, leading to the decision to plant even more saplings in 2005.



Myima Pentock works as education coordinator for the Lhasa Wetlands at the Tibetan Plateau Institute of Biology in Tibet, China.



Bruce Mukwatu works in Zambia as the Community Empowerment Manager with the Health Communication Partnership, which has initiated a nationwide community-based program covering almost 73 Districts.



Shannon Bell of the Cabin Creek Community Health Center in West Virginia organized a photovoice project to empower the shy women of Cabin Creek to voice their ideas through photos.

Sixteen students from twelve countries make up the first class of Future Generations Master's Degree Program in Applied Community Change and Conservation. Community practitioners from Afghanistan, Australia, Canada, China, Ethiopia, India, Peru, Nepal, Nigeria, Mozambique, the United States and Zambia bring a wide range of professional skills to this collaborative learning process and develop a worldwide network of support to improve their communities.

Students are supported through a peer-to-peer exchange and a faculty experienced in the field of community change. A global network of community development professionals participate as full-time and adjunct faculty. Henry Perry, for instance, brings fifteen years of experience in working directly with community-based health programs in Bangladesh, Bolivia, and Haiti, and adjunct faculty member, Mike Rechlin, has taught and practiced sustainable forestry in Nepal and the United States.

The first class began in January 2004 with a three month distance learning session centered on three courses: Sustainability and Development; Pedagogy of Place Practicum; and Introduction to SEED-SCALE. This learning was followed by a five-week residential program in India. As one of the most culturally and ecologically diverse countries in the world, India is a classroom on the grandest scale. Three community sites provided lessons in how to start and sustain community-based change. Field visits included lessons in both health and conservation as entry points for change.

Following the residential site visit in India, students returned to their home communities to apply lessons and to take four new distance learning courses via the Internet. Term Two courses included: Getting Started with Community Change Practicum; Community Development and Conservation; and Organizations, Leadership, and Group Decision Making. Students are on track to complete Terms Three and Four with graduation pending in 2005.

### Program of Study

- Two years of learning
- Three instructional modes
  - > site-based
  - > distance learning
  - > applied learning
- Four site-based locations
  - > India
  - > U.S.A.
  - > Peru
  - > China
- Four focus areas
  - > Community Change
  - > Globalization, Localization and Sustainability
  - > Change Skills and Empowerment
  - > Understanding and Monitoring Community Change

For a course catalog and application materials for the next class, visit the website, [www.future.org](http://www.future.org), or email, [masters@future.org](mailto:masters@future.org).

## Mobilizing the Energy of Communities



Charcoal, a man once addicted to alcohol, was inspired by the work of the village welfare workers to change his life. His new name is Rocket. He now chairs the local coordinating committee for Palin.



30 Afghan community leaders (including 11 women) traveled to India for a one-month learning exchange hosted by Future Generations India.



The *Pendeba* Program in Tibet, China trains a person from every village within the nature preserves in practical skills for primary health, nature conservation, and income generation.

Since 1992, Future Generations has been engaged in understanding the process of social empowerment, specifically how people can gain the confidence and skills to take ownership of their futures and improve their lives. Future Generations has also been researching the question, “How to be a good partner with communities and government?” Outside change agents are often tempted to take over projects and to stifle community energy. Research and field experience, however, show that four key principles (outlined on page 14) are necessary to mobilize and sustain community energy.

### *Highlights from Afghanistan*

During 2004, 35 *shuras* (village councils) in Shaidan District of central Afghanistan were trained in the SEED-SCALE process and made workplans that addressed local needs. Workplans led to community actions. Local people used locally available resources to build a school and library, open access to a coal mine, and plant 150,000 trees. The 35 *shuras* then created a joint *shura* to coordinate their workplans. The social empowerment was so strong that they collectively recognized the danger of poppy growing and pulled up their poppy plants. They then began a self-imposed disarmament, removing the guns from their communities. The United Nations Development Program reported that “*Shaidan has apparently become a weapons-free and poppy-free community through popular choice, and we feel that it is particularly deserving of support.*”

### *Highlights from India*

The Palin site in Arunachal Pradesh inaugurated its Learning and Doing Center in 2004. Community groups and leaders come from all over the state to learn how to create women’s groups and farmer’s clubs. This year, planning began for four additional Learning and Doing Centers. These sites of action will be the primary training centers for 6,000 elected community leaders. The training curriculum under development includes primary health care, non-timber forest products, micro-credit programs and literacy.

### *Highlights from Tibet, China*

The *Pendeba* Program, a community-based management approach that has been growing for ten years in the Qomolangma (Everest) National Nature Preserve (QNNP), trains local people in nature conservation, primary health care, and income generation. During 2004, plans were developed to scale-up this program within the QNNP through the creation of ten regional training centers. Also this year, the program expanded to two new nature preserves: 380 *Pendebas* were trained in Linzhi Prefecture, 24 were trained in the remote, Changtang National Nature Preserve, and plans were made to begin training in Chamdo Prefecture.

## Advancing the Future of Women



In Afghanistan, 400 communities in three provinces have organized mosque-based literacy programs for over 11,000 women and children. Communities provide the mosques, support the teachers, and demand grows.



This young Peruvian mother’s child almost died as a newborn, but survived and is growing well due to close follow-up in the home by a trained health promoter.



Nearly 50% of all the *Pendeba* health workers in Tibet are women. They play a significant role in reducing maternal and child mortality.

### *Highlights from Afghanistan*

In Ghazni and Dai Kundi Provinces, the energy of women grew rapidly in 2004 around women’s desire to learn how to read and write. Future Generations Afghanistan helped the women design and implement their own cost-effective solution: mosque-based schools. Communities provide the mosques, and the women select their teacher. By the end of 2004, 400 communities were running such mosque-based literacy classes and teaching over 11,000 women. As women learn to read and write, they are requesting information on other practical skills. The curriculum will soon include maternal and child health.

### *Highlights from Peru*

The regional training center established by *Futuras Generaciones Peru* in 2004 developed a city-wide program to extend health services to mothers in the home. More than 50 women have volunteered to be community health promoters. Elected by their neighbors, they promote good health, and monitor infants and pregnant mothers. Health promoters are also taking on greater leadership roles and organizing community workplans for tree-planting, garbage clean-up, latrine building, kitchen gardens, and controlling juvenile gangs.

### *Highlights from India*

Future Generations has learned that an effective way to empower women is to teach mothers how to save their children. Mothers can reduce child deaths by 50%; and through better hygiene, immunizations, and good nutrition, they can prevent two-thirds of sickness. Inspired by these results, mothers are ready to start improving their own conditions. Women’s groups in four primary sites are learning to read and write, run revolving loan funds, address the problems of alcoholism and child marriage, and collect and maintain data about their communities.

### *Highlights from Tibet, China*

Mrs. Chhoden is a *Pendeba* of the Gangga Xaing Ngapa village of the Dingri County. She is 40 years old with three children, ages 3 to 15. After her first training in 1996, she started teaching women about sanitation, safe-motherhood, family planning, and nature conservation. But in the beginning, she had many problems motivating villagers to learn new behaviors. Through persistence, good advice, and wise referrals to the regional hospital, she has gained their confidence. Today, community members and leaders seek her advice. She and her village have planted more than 1,000 trees, established a water system with three taps (which has led to a decrease in diarrhea), and have saved the lives of many women and children. Mrs. Chhoden continues to attend the refresher training courses provided by Future Generations. As an experienced leader, she now teaches other young *Pendebas*.