JOIN A UNIVERSE OF LEARNING, RESEARCH, AND ACTION

Join a Universe of Learning, Research, and Action
LEARN TO CHANGE YOUR FUTURE USING WHAT YOU ALREADY HAVE
CHANGE GROWS THROUGH EMPOWERING PEOPLE
CREATE A MORE JUST & LASTING FUTURE FOR ALL

JOIN US
BUILD FROM SUCCESS

West Virginia Broadband Opportunities Program

Communities anywhere can open their doors—Future Generations teaches this. In 2010, only 43% of people in West Virginia’s rural areas had Internet breadth at home. Gaining access to the world by Internet opened the state to global connection. Future Generations launched the Broadband Opportunities Program to make computers and the Internet more accessible and useful to West Virginia’s families.

The project focused on rural, low-income, and geographically isolated communities. The Future Generations team found that in almost every town, a strong volunteer network already existed: local fire departments and rescue squads. They were lifelines in times of need; they also doubled daily as community centers. And they were locally funded by bake sales, barbecues, and Bingo games. To build on this success, Public Computer Centers were set up at these facilities.

During the first year, 26 stations became operational. To build on this success, Public Computer Centers were set up at these facilities.

For each station, squad members selected trusted mentors in the community. The mentors managed the center and facilitated trainings for the local community. Mentors were trained on both instruction of computer-related curricula and on how to operate, administer, and promote their local computer centers.

Community members began applying for college, completing online job applications, and creating resumes and cover letters. Local businesses started completing their mandated training courses online. For each station, squad members selected trusted mentors in the community. The mentors managed the center and facilitated trainings for the local community. Mentors were trained on both instruction of computer-related curricula and on how to operate, administer, and promote their local computer centers.

One small success at a time, this project is an example of how to operate community change. Commitment of the communities made the successes.

The list goes on.

Governance:

Successes.

Future.Edu | Future.org

Future Generations University
premises research, learning, and action for inclusive, sustainable change worldwide.

This mission begins with our students. They are local leaders. They think and act with vision and principles.

They mature as they empower their communities.

The stories that follow are of these students applying their knowledge and skills in communities. They see (and take) access to the assets communities hold. They evolve research questions and gather data. The path they create leads to behavioral change.

Behavior change is what humanity and the planet needs as the future approaches with climate change, as countries wrestle with identity, as people struggle to find peace and grow justice. Such a mission of Future Generations is for this generation and the planet needs as the future grows.

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The team combined prior experience in open-source mapping with its knowledge of SEED-SCALE. Eight individuals were trained and deployed to four regions. There they used snowball sampling techniques, one success leading to other examples. Communities deemed especially instructive were visited by senior team members who distilled these examples from which other communities could learn. The cases were then systematically uploaded onto an interactive online map called Wozo Haiti—creating a widely visible multi-media portrait of Haitian creativity, resilience, and progress.

Successes included:
• Employing anti-seismic building techniques with local materials
• Leveraging sports as a tool for peace
• Sustainable community microfinance structures
• Local agricultural achievements

To advance this for national learning, Future Generations Haiti supported four regional conferences. Then it concluded the program by inviting 24 of the most effective communities to Port-au-Prince for a two-day workshop to display to the broader Haitian public.

The communities had learned and developed strong relationships across the country. Haitian successes were informing other Haitian successes. The online map was used by journalists to advocate change to the national narrative about community organizations, and by NGOs to identify potential community partners for collaboration.

Now, five years later, preparations are underway to run the project again … larger, better, and with increasing proof of Haitian national resilience.
Tibet, Chun-Wuei began to notice the ubiquitous sale of wild animal pelts and body parts. Many were endangered species. Rather than adopting the normal conservation strategy of trying to stop killing these animals, which would cause hardship to villagers protecting domestic flocks from predators such as the snow leopard, Chun-Wuei grasped the idea of ‘stopping commercial selling.’ She positioned herself for two months as a lobbyist with the government, and a Tibet-wide ban resulted on commercial sale of pelts and body parts of wild animals. Today, every species of wild animal across Tibet has its population growing.

Chun-Wuei’s flagship project was her role in the Gomolamga (Mt. Everest) National Nature Preserve. Her work there began in 1987 with The Mountain Institute where she helped lay out the boundaries for what was then the largest national park in Asia, a park three times the size of Yellowstone. The Everest ecosystem captivated her, and she got to know people in all its 300 villages. Committed to cultural advancement, she prompted Future Generations to restore three of the historic and important monasteries—personally funding reconstruction of Rongbuk nunnery at the base of Everest by each month having five to ten percent of her salary withheld for that purpose.

Future Generations salutes the legacy of Chun-Wuei for the awe-inspiring way she committed herself to preservation of the Mt. Everest region and all Tibet, and especially its people.

Tsering Norbu, Class 2009, used his practicum to establish The Pendeba Program in Gomolamga Nature National Preserve. A formal structure was needed to expand inclusion of local communities in bottom-up conservation begun by the Pendeba Program. After the seemingly impossible of creating a new nonprofit organization in Tibet, he expanded The Pendeba Program into a durable bottom-up partnership with government and world-circling partners.

The Pendeba Program integrates health with ecotourism and conservation. Norbu found that the impacts of this participatory nature conservation led the people in the QNNP to increased awareness of conservation and sustainable development, improved livelihood, development of drinking water supply, and building of schools. The result was seeing how the forests and natural resources were contributing to their health and livelihood. A positive feedback loop had been created of conservation with social development.

The Pendeba Program serves as a Scale Squared Center—that is a teaching place—generating conservation and eco-tourism business. With the Pendebas as the vanguards, the society provides a center that is sharing insights and organizing workshops. Life and healthcare of communities is improving, such as mother and child care, environment sanitation, and micro-income generations. This earned The Pendeba Program the support and participation of local communities, as well as recognition from the broader society. In 2012, The Pendeba Program achieved China’s top grade (5 A) for a Social Organization. Not just a recipient of local recognition, The Pendeba Program was also the winner of the United Nations Development Programme’s Equator Prize in 2014.
DECISIONS BASED ON EVIDENCE

Alumnus Ajmal Shirzai

Ajmal Shirzai is a Future Generations University alumnus and Afghanistan Country Director. His national team, at times 100+ members and containing other Future Generations alumni, has been growing “seeds” of peace despite cascading national insecurities. This program, grounded in the four principles of SEED-SCALE, is scaling up in one of the most challenging contexts in the world. Their method of community-led evidence-gathering stimulates local engagement, promotes unity, and informs program development.

An example is found in districts of Nangarhar Province where girls go to school, clinics are open, and telecommunications work. There, peace grew from the inside-out, reducing the need for outside interventions.

Where the larger dynamics seek war, their approach identifies areas where the government lacks control but where peace exists. An example is found in districts of Nangarhar Province, where girls go to school, clinics are open, and telecommunications work. There, peace grew from the inside-out, reducing the need for outside interventions.

Applying this in Bohkbah District of Laghman Province, the team created 40 community-based infrastructure projects, and was the first organization to successfully function in 17 years. Expanding his team, Shirzai implemented the National Solidarity Program in four provinces. Community Development Councils were created that built from the positive (not the crisis), and community members prioritized their development activities. Activities were 100% successful in Nangarhar, Laghman, and Daikundi Provinces, and 50% successful in Ghazni. In these dangerous neighborhoods, safety came from partnering with communities who were benefiting from the services collaboratively created.

Another approach used was stereotype analysis where conflict between two tribal groups had prevented previous projects. One tribal group had joined an insurgent group, the other the Government. Tribal Group A was split into two, consisting of tribal elders and youth, and sat with Shirzai and his team. All were asked what their positive and negative behaviors and attributes were, as well as those of their rival group. This same process was repeated with Tribal Group B. Bringing Groups A and B together, they discussed together and found common ground, identifying projects that utilized the positive attributes of each group to reduce the negative. After this, both tribes made district committees and collaborative development plans.

A third method mixed listening and visioning. Youth from all over Afghanistan were asked to analyze their current situations. Then, they were asked their visions for the future (5-10 years). Talking about a shared future, they identified opportunities in their current situations to realize their visions. They then assessed challenges in achieving this future. Having established these, the youth focused on activities to achieve their visions. So far, this process has been implemented in seven regions with plans for Afghanistan-wide engagement.

Through this evidence-based decision-making, communities are involving local people in growing community development, planning, and decision-making. The most successful programs and communities organize into learning centers. As the process gains momentum, networks of learning enable expansion of successful initiatives. Behavior change, the fourth principle of SEED-SCALE, is the outcome, creating sustainable peace and development for the communities.
Quang also has become a global leader in the Future Generations family, guiding the ongoing shared research of the Future Generations Global Network (Future.Org). This organization links together a world-circling forum of his fellow graduates and the various national Future Generations organizations. As the administrator of Future.Org, he connects his colleagues and the lessons they can teach each other from their varied sites. Consequently, applied scholarship is advancing, linked around the world through examining key performance indicators of change. This analysis informs progress toward scaling up and sustaining their respective programs.

Her Majesty Queen Mother Tshering Pem Wangchuck congratulates Mr. Quang on the conferral of his Master of Arts, Class 2007 Commencement Ceremony, Royal Palace in Thimphu, Bhutan.

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BEHAVIOR CHANGE IMPACT

Dang Ngoc Quang grew up in the countryside nearby Ha Long Bay, Vietnam, a coastal region that endured heavy wartime bombing. Studying by candlelight, Quang excelled in school. He secured a six-year scholarship for studies in Russia. There he combined history, philosophy, physics, and sociology. Upon his return to Hanoi, he served five years in the military.

With this resume, Quang was selected as one of two Vietnamese staff for the Mennonite Central Committee, the first North American nonprofit allowed to work in Hanoi after the war. As the U.S. embargo lifted and worldwide agencies opened offices in Hanoi, he saw the best and worst of western relief and development intervention. In response, he began to devise a Vietnamese approach to social research to meet the needs of peace-time development. And with his own savings, he launched the Rural Development Services Centre (RDSC) to provide critical indigenous research across several provinces.

RDSC compellingly presents this Future Generations approach to Vietnam's rural development sector. As a result, scores of international nonprofits call on Quang and his growing RDSC staff. He provides in-house training across Vietnam. He mentors his staff’s peer-to-peer learning. He equips many development personnel in Hanoi with a tool box of knowledge and skills for Vietnamese-contextualized research and development work.

Dang Ngoc Quang (second from left) with Nazir Rasuli, fellow Master's student, during a residential class in India practicing interviewing techniques under faculty supervision.
So in 1992, Future Generations began tackling humanity’s toughest challenge: How to improve our lives … and sustain this progress? The approach taken was to look at what had worked. Especially what has worked for communities that had to advance with what they had. AND, to make the challenge greater, what was the evidence for how progress could be sustainable (with regard to the environment, while keeping out of debt and holding off values that defined their lives)? Future Generations did not want theories; evidence was to guide our conclusions.

Around the world, community-based advancement was underway. But how was it happening? Further, how could it be replicated and scale-up when there was little money.

The SEED-SCALE method has grown in sophistication from first a method on how to scale up, to now a comprehensive theory. SEED describes the start, growing local opportunities. The method then guides growth in quantity as well as quality (SCALE).

Understanding has matured for how progress can be monitored using local indicators. Abiding findings are:

- Act as a local partnership—assume no help will come from outside.
- The resources you have will likely be those you already have—more will come only once you have success.
- Best practices can be learned—improving the quality of life is fundamentally continual learning.
- Rising quality of life draws in people—once they join, sophistication follows, with that further quality of life rises.
- Community is created, and from a cooperating community comes forward social change.

As SEED-SCALE has evolved over the quarter century, increasingly it appears to evolve site-specific solutions on a reliable basis. It has an ever-wider range of methods that are documented in the books Just & Lasting Change: When Communities Own Their Futures, 2nd Edition (Johns Hopkins University Press, 2016) and Empowerment on an Unstable Planet: From Seeds of Human Energy to a Scale of Global Change (Oxford University Press, 2012).

Successes that have resulted around the world include:

- Nature Preserves in three countries—national park in Nepal adjacent to Mt. Everest; another in China on the slopes of Mt. Everest; another in Lhasa, the largest urban park in Asia; another extending out from the deepest gorge on Earth; and two others in India started and led by communities.
- Health Action in five countries—where mothers are the care providers, home the primary care facility, and behavior change the lasting health improvement.
- Peacebuilding & Violence Reduction in four countries—where action focuses on supporting ‘the good guys.’ This grows not only peace but also cohesive progress in fractured societies.
- Life Relevant Learning—in Asia, Africa, and South, Central, and North America. This then informed a global university—because the answer to the initial 1992 challenge for sustainable scaling-up is learning localized. Draw relevant lessons from your local life, apply these in a continual feedback learning process … set these up so others learn.
- Future Generations University, the product of this quarter century of learning evolution, nurtures this learning because it is coupled to on-going research.

Along the quarter century trail, some projects at first initiated good work, but ultimately were not sustainable. In India, a national program reached out to train youth and nonprofit organizations … but few groups wanted this service. In China, a project...
### The SEED-SCALE Process

When attempting to tailor program principles to specific outcomes, the goals are not always defined. To aim high, the SEED-SCALE criteria can help to ensure that programs are indeed aiming at and actually achieving results. Three who hold

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### SEED-SCALE Summary

#### Local Growth

- **A Graduate’s Community**
  - A Master’s graduate of Future Generations University.
  - A Global citizen.
  - A leader in his or her field.
  - A responsible leader in a position of power.
- **A Classmate’s Community**
  - An advocate for inclusive, equitable, experimental, and traditional development.
  - An advocate for social change.
  - An advocate for sustainability.
  - An advocate for social change.
- **Philanthropic Society**
  - A philanthropist.
  - A funder of arts and culture.
  - A funder of social change.
  - A funder of social change.

#### Seven Tasks for Momentum

1. **Hold partners accountable**
   - For success.
   - For the experiences of others.
   - For the experiences of others.
2. **Learn from the experiences of others**
   - For the experiences of others.
   - For the experiences of others.
   - For the experiences of others.
3. **Identify successes already occurring**
   - In the community.
   - In the community.
   - In the community.
4. **Focus on behavior change rather than on providing services**
   - For the experiences of others.
   - For the experiences of others.
   - For the experiences of others.
5. **Plan methods more carefully to strengthen the principles of SCALE**
   - For the experiences of others.
   - For the experiences of others.
   - For the experiences of others.
6. **Identify similarities and differences**
   - In the community.
   - In the community.
   - In the community.
7. **Form a three-way partnership between the Bottom-up, the Top-down, and the Middle-out**
   - For the experiences of others.
   - For the experiences of others.
   - For the experiences of others.

#### Definitions of SCALE

1. **Self-Evaluation**
   - Systems for Communities to Adapt Learning and Expand
   - Efficiency (rising sophistication and quality of life)
   - Sustainability (environmental, economic, and cultural)
   - Testability (rising sophistication and quality of life)
   - Scalability (rising sophistication and quality of life)
   - Scalability (rising sophistication and quality of life)

#### Dimensions of SCALE

- Self-evaluation for effective decision-making"
1992 – 2017
Achievements & Milestones

FUTURE GENERATIONS instrumental in creating this
Photograph was taken at the base of the east face

Community-based demonstrations grow around Mt. Everest
Task Force Meetings held at the UNICEF Innocenti Center in Florence, Italy and Johns Hopkins Evergreen House in Baltimore, Maryland (USA)
Partnerships formed with government and communities in Tibet, China
Construction begun on two training centers in QNNP
Advisement to Peruvian Ministry of Health to create Local Committees for Health development and conservation

The Pendeba Program launched with trainings begun from the Pendeba Training Centers
Future Generations released monographs on Pendeba Training Centers
Restorations begun at the Rongbuk Monastery Nunnery
Lalu Wetlands National Nature Preserve established in Lhasa, Tibet
“Voices of Future Generations” radio program launched
Four Great Rivers Protection Initiative begun across 40 million

Arunachal-India founded with assistance of Future Generations
Logging banned in the Four Great Rivers Region of China
Future Generations granted a $1 million permanent endowment to train Tibetans in Dehra Dun, India
Future Generations-India established
SEED-SCALE research published in nature conservation and sustainable development

More than 200 Pendeba trainees equipped in the QNNP
North Mountain, WV acreage purchased for constructing Future Generations offices
Idea introduced for a Future Generations Graduate School to train leaders of Their Futures

Chu Wa Temple restored in Tibet, China
First of three Endowed Professorships funded
Future Generations-Afghanistan founded
Future Generations Graduate School tested feasibility of a global Master’s Degree for strengthening a national co-managed health system

First class matriculated in the Master of Arts in Applied Community Change program

Class 2007 Commencement for Master’s Degree held at the Royal Palace in Thimphu, Bhutan
Peruvian Congress passed National... Director launched The Green Long March, continuing annually to 2010
Tibetan, Chinese, and English editions of... training of more than 2,000 Panchayat village councils
Across the Tibetan Plateau: Ecosystems, Wildlife, and Conservation... (W.W. Norton, 2006) published

Class 2009 Commencement for Master’s Degree held at Kings Forest, Nepal
The American Recovery Act (2009) funded the creation of rural public computer centers with 60
Future Generations Graduate School received full accreditation from Higher Learning Commission
Future Generations restructured to be an incubator of social change in peacebuilding, conservation, community capacity, and health
Future Generations-Haiti founded to support Soley Leve, a people’s movement from Cite Soleil, Haiti
Future Generations Rural America, begun as a veteran’s support program, following the West Virginia broadband project model
Konbit Soley Leve expanded participation to 26 out of 38 neighborhoods in (Oxford University Press, 2012) published
Future Generations trained 150 computer mentors to run a computer refurbishing program in West Haiti

Class 2011 Commencement for Master’s Degree held in Kathmandu, Nepal
Future Generations-China co-hosts the first China Forum for Nature
Future Generations received Malaysia’s... (W.W. Norton, 2006) published
Future Generations Graduate School launched the Kathryn W. Davis Peacebuilding... program
Master of Arts in Applied Community Change began its Kathryn W. Davis Peacebuilding class 2011 Commencement for Master’s Degree held at National Geographic Society headquarters
Future Generations taught 200 Panchayat village councils in Nepal
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Class 2014 Commencement for Master’s Degree held at U.S. Institute of Peace in Washington, D.C.
The Pendeba Society, Tibet, awarded the United Nations Equator Prize
West Virginia Broadband Project expanded to 62 computer centers providing Internet access to 37,000 people
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Just and Lasting Change: When Communities Own Their Futures

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Future Generations China co-hosts the first China Forum for Nature
Future Generations-Haiti taught 200 Panchayat village councils in Haiti
Future Generations Rural America, begun as a veteran’s support program, following the West Virginia broadband project model
Class 2015 Commencement for Master’s Degree held at National Geographic Society headquarters

For 25 years, Future Generations has called the beautiful community of Pendleton County home. The area and people embody many of the values the institution believes in and promotes worldwide. Newness is shown in the modern mountaintop main offices. But the university also advances heritage. It has become the stewards of a landmark of the community: the Anderson House, using it to house faculty and community-change collaborators from around the world.

This 117-year old home in the Queen Anne style was built over three years by William Anderson as a wedding present for his bride for a total cost of $1900, using timber harvested from the surrounding land and firing the bricks on site. The house was home to the majority of the Anderson family for over a century, and even hosted parties for troops in WWII who were stationed at nearby Seneca Rocks, preparing for an expedition into the Alps.

As with monasteries in Tibet, ancestral practices in India, and our home in West Virginia, the university blends preservation of each community’s legacy and simultaneously ushers forward sustainable opportunities for generations to come.

The margins, whether Virginia, Tibet, Afghanistan, or Pendleton County, are evolving solutions where local resources are used with optimal cost-effectiveness. From the margins, what is evolving is capacity to reach all. The university’s location on North Mountain proves this point. Isolation prevents hiring faculty locally and forces the institution to forge a global faculty using information technologies. Daily classes and colleagues video-connect around the world. Faculty are already in nine countries, soon to be more. From our North Mountain campus, faculty are exposed to the realities for which we seek solutions.

The margins, such as our North Mountain campus, can be a benefit of living away from cities and congestion. The university is seated at the headwaters of the Potomac River headwaters. These temperate forests are among the most diverse in the world, having a richness of microclimates and altitude zones that created unique habitats for natural wildlife which has represented it as an international nature reserve of critical importance.

Around our campus, land not national forest or in private protection is ancestral family farms. These people may have low ranking in socio-economic indicators, but their creativity resilience quotient has inspired many insights that propelled Future Generations work, especially in conservation and learning extension.

One feature of margins today is how easy it is to enter from them into the global mainstream allowing Future Generations University to evolve a universe of global learning. Where an earlier age prescribed location by geography, the new opportunity is location shaped by learning, and this can happen anywhere. Knowledge and skills, the more they are shared, the more all improve.

And so, in the era we rapidly approach, any place can become the center of a learning world. And for the challenges in the world that come, solutions can be grown to close the gaps. From the margins, where resources are scant and creativity high, new ways grow. For, the margins circle the world. In this band of otherwise neglected opportunity, Future Generations University is evolving new answers.

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The global family of Future Generations organizations seeks a global shift in practice that builds on successes in every community, leads with evidence, and focuses on changing behaviors to achieve just and lasting futures for these communities. Thus, the global family promotes a vision of “100 nodes of change” or demonstrations that are evolving more effective practices that fit local ecology, culture, and economy. Their objective is to grow a better world for present generations and generations yet to come.

After a decade away designing international programs for other institutions, Dan Wessner returned to Future Generations University because “it aims for something beyond traditional higher education.”

Over the next five years, he believes “the place of learning will shift from campuses to communities. Whether it’s a person or a group or a country wanting to live sustainably on the planet, Future Generations validates the research and hopes of communities—for the future is theirs to shape and own.”

Future Generations already partners broadly to facilitate community-grounded and globally-minded cadres of students. Its graduates are in 40 countries. It seeks to cultivate more partnerships to sustain the work of these scholars, researchers, and stakeholders of just and sustainable change. Future Generations also nurtures and funds a Center run by its graduates. Their lifelong network takes seriously the University’s vision—to examine and advance “100 communities of change” worldwide. Dan adds, “The work of our students and graduates requires robust learning online, face-to-face, in the field, and among communities. They challenge the notion that learning inside computers is our future. Rather, let us together create an innovative and path for scholarship.”

“As students imagine how to grow better communities, they elevate education. Further peace, conserve nature, create equitable jobs, design smarter technology, provide health for all, and model spirited leadership. These can and should be the deliverables of higher education. Where communities are the classrooms. And the world is the campus.”

With committed partners and smart education platforms, this vision is accessible, affordable, and applied by promising students. They advance their own jobs and vocation, even as they create a better world.

One of the seven global offices of Future Generations University is the Posner Center for International Development in Denver, Colorado. Posner is an example of how Future Generations is based in a global network of partners. Other examples are named throughout this report.

Posner is an up-cycled 1874 horse barn that was once home to 100 horses and the trolleys during the Silver Rush of the Rocky Mountains. This space today is home to 55 international organizations working in more than 100 countries on issues of poverty from 18 sectors of development. Here is the IEEE Global Classroom, where practitioners of many countries interact virtually and face-to-face for integrated development studies.

The 61 organizations at Posner also carry out research, learning, and action to achieve collaborative and sustainable change. Their work spans development sectors that are core to Future Generations research and courses—communication, community leadership, ecosystem resilience in climate chaos, education, engineering enterprise, health, linguistics, nonprofit management, and peacebuilding. They reinforce that empowerment is a product of what people can do.

Posner organizations couple research with performance. Their drive is to discern the “how” of social change. They combine research with fieldwork to apply lessons and demonstrate the potential of social change underway. By collaborating, all who want to advance the quality of life can advance the future vision that is available to all.

Shared learning advances all (unlike competition for money). The more that learning is shared via partnerships, such as at Posner and with others, the more we will solve the challenges that portend in the decades ahead.

Future Generations University promotes research, learning, and action for inclusive, sustainable change worldwide.

Our Mission

Our Vision

Our Performance

Future Generations University promotes research, learning, and action for inclusive, sustainable change worldwide.
For Whom Are Knowledge and Skills Being Grown

Future Generations University listens to partners—civic groups, nonprofits, governments, professional associations, communities—who describe their assets, their interests, their vision of positive change, and their desire to learn. The university then co-designs specializations. These sustain positive, inclusive change in communities—today, in scores of countries, on four continents, for future generations.

Students may be leaders, staff, teachers, entrepreneurs, researchers, or affiliates. They may be fresh out of college, mid-career, or community leaders. They have a passion to advance well-being. They thirst for knowledge and skills to apply to their work and service. They research, learn, and act in both local and global networks. Then as alumni, they advance their careers, and they benefit their communities and organizations. In so doing, through their university education they discern a life vocation.

Under the umbrella of the overarching degree—the Master of Arts in Applied Community Change—five specializations are offered that cover ecosystem resilience in climate chaos, engineering enterprise, leadership and development, linguistics and development, and peacebuilding.

How Blended Learning Works

The university is community-grounded where community is the agent of change (not the target, nor viewed as free labor). Community is a full partner in the research of social movements and sustainable development. Blended Learning is the pedagogy that ensures communities are active as students and as instructors.

Students capture the above multiple modes of learning in an ePortfolio. These are developed across the length of the Master’s degree. ePortfolios present each student’s story, research methods, community-based project, deliverables, and partnerships describing their work.
The Master of Arts in Applied Community Change is grounded in the theory and practice of the power of human energy. Continually maturing understanding of this method emerges from partners with whom the curriculum is co-designed. The partners connect especially East Africa, the Indian Subcontinent, South America, Appalachia, and Southeast Asia.

To complete the Master’s degree requires four core courses in community change, four field-based project research courses, and four courses in a specialization. Optional regional and global residentials can enrich the course schedule. They span from Gandhi’s Ashram to West Virginia to the Mekong Delta, introducing students to practitioners and communities of sustainable positive change.


Knowing that graduate-level students are active adults with duties to family, community, work, society and state, the university’s curriculum is flexible. A global classroom is created with online platforms – so each student’s home is a desk in a global learning experience. This engages innovative teaching, supports peer-to-peer discourse, and mentors field research opportunities. Created ultimately are engaged communities in action.

For students who do not have the time or resources for a Master’s degree, also offered are online and print resource materials, training workshops and videos. For non-degree instruction there are certificates, and multi-course diplomas that parallel the specializations of the Master’s degree.

Engineering Enterprises calls on engineers to lead community enterprise and holistic development, and on entrepreneurs to deploy the goods engineers design in service to communities. A global design revolution directs our technical skills toward meeting basic human needs. It draws on local rural and urban business sensibility, community engagement, and human needs. Participants will learn how SEE Smart Village grows leaders of human-centered design, sustainable business, and proactive learning in service to the world.

Leaders for Peace prepares students to grow peace by “supporting the good guys,” finding the peaceful places in points of conflict…. and then growing these. In nurturing seeds of peace, communities re-weave social fabric torn by conflict. Students use social science research, community engagement methods, and new modes of communication to grow this potential. This specialization builds off the legacy of Kathryn W. Davis, a longtime champion of peace and founder of the Davis Project for Peace.

Linguistic Development Education builds student capacity to design, create, deliver, monitor, evaluate, and improve the effectiveness of language and development curricula embedded in the context of different countries. Language teachers are key middle-out actors who guide intercultural communication and link regional and global discourses on development, science, commerce, and security.

Ecosystem Resilience in Climate Chaos examines civilizations, environment, and people advancing together. It finds the balance of ecology and improved quality of life. This approach emerged from work with Chinese colleagues during the launch of a huge national park around Mt. Everest. Expanding on those lessons from a quarter century ago, we draw now on the case studies of our graduates who demonstrate these practices in the jungles of India, the forests of Uganda, and urban recycling in North America.

Leadership & Development enables students to make an impact at the community level. They master a core set of skills, equipping them to lead more effective nonprofit work and community development. Learning is through examining a wide range of successful projects, organizations, and leadership examples. Acquired are effective communication, facilitation, and administrative capabilities. Typical students are AmeriCorps volunteers, nonprofit employees, government workers, and social entrepreneurs.

The five specialization tracks include:

- **Leadership & Development**: Enabling students to make an impact at the community level. They master a core set of skills, equipping them to lead more effective nonprofit work and community development. Learning is through examining a wide range of successful projects, organizations, and leadership examples. Acquired are effective communication, facilitation, and administrative capabilities. Typical students are AmeriCorps volunteers, nonprofit employees, government workers, and social entrepreneurs.

- **Ecosystem Resilience in Climate Chaos**: Examines civilizations, environment, and people advancing together. It finds the balance of ecology and improved quality of life. This approach emerged from work with Chinese colleagues during the launch of a huge national park around Mt. Everest. Expanding on those lessons from a quarter century ago, we draw now on the case studies of our graduates who demonstrate these practices in the jungles of India, the forests of Uganda, and urban recycling in North America.

- **Engineering Enterprises**: Calls on engineers to lead community enterprise and holistic development, and on entrepreneurs to deploy the goods engineers design in service to communities. A global design revolution directs our technical skills toward meeting basic human needs. It draws on local rural and urban business sensibility, community engagement, and human needs. Participants will learn how SEE Smart Village grows leaders of human-centered design, sustainable business, and proactive learning in service to the world.

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Kathryn Davis, who generously launched peacebuilding training at Future Generations, had a favorite phrase: “There will always be conflict, so we need to prepare more for peace than for conflict.”

Future Generations brings fifteen years of scholarship, and seven years of training to the challenge. Work started in Afghanistan where the SEED-SCALE method launched cooperation among 490 mosques. It was followed by six years of systematic study in five countries funded by the Carnegie Corporation. Then Kathryn Davis saw the potential of SEED-SCALE and started the Master of Arts peacebuilding concentration.

People learn to find people and places where peace already exists … strengthen these pockets, then larger peace grows. Even in the midst of conflict, there are peaceful moments. Use these as beginnings, and grow them. Killing draws one into the conflict. Find the good, and support it.

Kathryn was intrigued by this approach. Innately she knew it, but she liked the scholarship Future Generations had developed and also the large demonstrations. Consequently, she made a commitment now a decade deep. As students came out of the training, she became enthusiastic when she listened to them. She knew making peace was hard … and dangerous. But, recognizing the role youth especially have in inheriting a peaceful future, she said, “This positive method makes sense. Where some sprout of peace grows … help it grow more. Others try violence, and we can see their success!”

Peace-filled social systems resist being sucked into the larger chaos. The Future Generations method strengthens one pocket to draw in adjacent communities. This grows relationships in their societies—out from families, gathering communities in protection of shared natural resources, and in collecting around an asset almost all value: their children.

Students at Future Generations University learn how to do this. Strengthening communities from the inside—while dangerous, is safer than going into battle. And a very powerful energy is created: hope. In hope rising, relationships rekindle in place of rising fear.

Kathryn experienced this positive growing at age seven, marching for women’s suffrage with her mother, wearing their yellow dresses and roses. Then, in 1920 at age thirteen, she saw women get the vote. Peace is not a victory from war or held by a treaty—peace is growing relationships. In a formal academic way, Kathryn learned this again when she earned her Ph.D. in International Studies in Geneva during the era of the League of Nations.

Her outreach then expanded after her husband’s service as U.S. Ambassador to Switzerland in the 1970s. Her philanthropic investments radiated out to a growing range of institutions, expanding dramatically with her signature Projects of Peace that gives an annual $10,000 peace-growing award to students at 100 colleges and universities around the world. Future Generations University is one of these institutions.
MEET OUR FACULTY

JESSE PAPPAS
Assistant Professor & Director of Assessment
EDUCATION
Ph.D. University of Virginia
M.A. James Madison University
B.S. B.C. Chi Soo University
BIOGRAPHY
Andrew Brown is a Senior Program Officer at Johns Hopkins University. He is a professional educator with over 25 years of experience in higher education, including development and strategic planning. His work focuses on international education and capacity building, with an emphasis on education for sustainable development. He has held faculty and administrative positions at institutions in the United States and abroad, and has experience in both academic and professional development roles. He is currently pursuing an Ed.D. in Higher Education Administration at West Virginia University.

DANIEL TAYLOR
Professor, Equity & Empowerment (Social Change), President
EDUCATION
Ed.D. Harvard University
M.Ed. Harvard University
M.A. The George Washington University
B.A. University of North Carolina
BIOGRAPHY
Daniel Taylor was appointed a Marshall Scholar in Thailand, where he studied Natural Resources Economics, focusing on the role of women in sustainable forest management. He also worked on a government-employee community development project in the remote island of North Carolina. He hitchhiked across Africa, from North to South. He was an exchange student in India as well as a consultant in Agroecology Management (CIAT) for five years in Latin America. He also founded and led Innovation Partners with fieldwork in tropical countries that have been involved in community development. He has spent over 30 years of experience in training communities that pursue sustainable development. Under the United Mission of Nepal, he led the World Bank on microfinance. He has been an independent consultant to the World Bank and other organizations and has been involved in designing leadership level conservation plans for tropical communities. He has been involved in designing leadership level conservation plans for tropical communities. He has been involved in designing leadership level conservation plans for tropical communities. He has been involved in designing leadership level conservation plans for tropical communities.

SUSHILA NEPALI
Assistant Professor
EDUCATION
Ph.D. University of Virginia
B.S. B.C. Chi Soo University
BIOGRAPHY
Sushila Chatterjee Nepali is an international development expert with over 30 years of experience in the field of community development. She has held several high-level positions, including dean of Future Generations University in the United States, and has served as a consultant to the United Nations, World Bank, and other organizations. She is an expert in sustainable development and has conducted extensive research in the areas of community development, poverty reduction, and human rights. She has published numerous articles and books on these topics and has been involved in the development of educational programs and curricula at Future Generations University. She is a professional in sustainable development and has been involved in the development of educational programs and curricula at Future Generations University.

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Luke Taylor combines academic interest in educational leadership with a research approach to social change that hinges on multi-year appeals of past 30 years. He has worked on community-based research projects with children and youth for at-risk and affluent communities. He has a strong background in education platforms and has been involved in the development of educational programs and curricula at Future Generations University.

MEIKE SCHLEIFF
Assistant Professor & Director of Research
EDUCATION
Ph.D. Johns Hopkins University
M.A. Catholic University of America
B.A. B.A. Adels Academy
BIOGRAPHY
Meike Schleiff brings over 20 years of experience in educational research, program development, and capacity building. She has extensive teaching experience and has taught primarily at Johns Hopkins University and other institutions in the United States, including the University of North Carolina and the University of Florida. She has served as the lead architect of the GROW Project, an educational program for at-risk and affluent communities, and has played a key role in the development of educational programs and curricula at Future Generations University. She is an expert in community development and has conducted extensive research in the areas of community development, poverty reduction, and human rights. She has published numerous articles and books on these topics and has been involved in the development of educational programs and curricula at Future Generations University. She is a professional in sustainable development and has been involved in the development of educational programs and curricula at Future Generations University.

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Academic Director
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Ph.D. Johns Hopkins University
M.Ed. Harvard University
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### Beyond leading Future Generations University, Daniel holds an endowed professorship.
Daniel's work at Future Generations for twenty-five years. He led the research endeavor that articulated the SEED-SCALE theory of change. The long-standing research he's done on the Yeti, a quest began as a child, has resulted in new findings. His latest book, The Ecology of a Mystery, goes beyond the breakthrough he gave in the 1980s, as he has persisted in exploring leads opened by his mystery. It led to founding a major transborder conservation program surrounding Mount Everest. Michael Rechlin has been implementing the CLAS system. This program in Las Moras was an outstanding success and has been implemented in two other areas of community-based change. Beginning from women mothers and expecting mothers to now sharing pregnancy histories between communities. Laura's work with Future Generations has been a bedrock for establishing successful, evidence-based methodologies for community-based change.

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As a student of the late Carl Taylor at Johns Hopkins University in 1981, she was introduced to the CLAS system. This program in Las Moras was an outstanding success and has been implemented in two other areas of community-based change. Beginning from women mothers and expecting mothers to now sharing pregnancy histories between communities. Laura's work with Future Generations has been a bedrock for establishing successful, evidence-based methodologies for community-based change.
Robert L. Fleming

Bob Fleming decided to make the entire world his classroom, claiming, “It’s confining to spend so much time in a room teaching, grading tests, and keeping people in line.” He wanted to take learners into the world. Beginning in 1970, Bob led what has now totaled hundreds of outings, allowing him to teach and research simultaneously. Beginning in the Himalaya, his work has now expanded to all seven continents on Earth.

Future Generations University drew him back into academics because the university is in the real world. So, Bob holds an endowed professorship. In the ’50s and ’60s, he [Conservationists] were world. So, Bob holds an endowed professorship.

Bob Fleming is working on a longer Himalayan monograph that, once completed, will highlight how our entire planet is connected as one great biosphere. He has published a dozen Occasional Papers with the university, highlighting applied research and community-based approaches to development, health, and nature conservation. He’s also co-authored two influential books on the natural history of the Himalayan region. The first, Across the Tibetan Plateau, with Dorje Tsering and Liu Wulin has editions in English, Chinese, and Tibetan languages. This book influenced the Chinese Government to invest seventy million dollars in Tibetan conservation. An earlier publication, Birds of Nepal, with Dorje Tsering and Liu Wulin has editions in English, Chinese, and Tibetan languages. This book influenced the Chinese Government to invest seventy million dollars in Tibetan conservation. An earlier publication, Birds of Nepal,

Johan Reinhard

Johan Reinhard went to Nepal in 1968 to study tribal groups undergoing a change from nomadic herdsman to settled agriculture. They had lived in isolated forested lowlands, and, being in the jungle lacked electricity, stores, schools, healthcare facilities, roads—about everything associated with modern society. The area had such virgin forest that all settlers were moved out of it in the 1980s in order to create Bardia National Park.

Johan was especially concerned so little was known about belief systems of ethnic groups and how they interacted with the environment. After eight years in Nepal, Johan began research in the Andes in 1980— and continues to work in both regions. His Andes project was much different than the one he had in Nepal. Instead of focusing on small, related groups in one country, Johan investigated beliefs and customs spread over five Andean countries. In the process, his research went beyond trying to understand present-day ecologies and sacred landscapes to applying this approach to cultures of the ancient past. These included some of South America’s most enigmatic archaeological sites, such as Machu Picchu, the Nazca Lines, and the ceremonial centers of Chavin and Tiahuanaco. Incas demonstrated a remarkable interaction with the landscape. The archaeological discoveries made on sacred mountains included rare Inca artifacts and frozen mummies that have gone to museums in three countries and increased awareness of the importance of indigenous peoples and their cultural patrimonies. Educational programs, traditional crafts, and a greater role of local communities in development projects were among the initiatives aided by his work.

As this work has gone forward, Johan has realized that more—much more—can be done to help both Andean and Himalayan peoples. They face many of the same challenges. He has been pleased to find an institution devoted not only to local involvement in environmental and health-related projects but also to indigenous leaders to carry the work forward. He uses innovative methods to teach, while promoting exchange of knowledge across countries and cultures.
The whole rationale behind Key Indicators, what communities identify as their real needs. measuring that purpose of the grant and addressing then is there’s sometimes a disconnect between achieving the purpose of that grant—and the tragedy to show whether or not they’ve been successful in health, for example, and then they gather evidence Organizations may get a grant to improve child spend a lot of time and resources.

... a great way for Future Generations to put the Key Indicators approach into action. We have a long history of using Key Indicators to measure different countries around the world. The lessons to be learned and applied are... Examples of local peace indicators:

• How many dogs are barking at night used as a sign of security
• Using a child health measure to know if a community is getting healthier
• Women feeling safe walking in the streets as a sign of security

The government’s Project 2020 grows a future of peace-time development through education. At the same time, the national objective of bilingualism has been set, so that positions Vietnam to be a Southeast Asian leader of school and teachers. The Delta is a cultural hub where Vietnamese-English bilingual instruction to bend bamboo

Street scene in Nam Tho—building community resiliency as climate change approaches

Bending Bamboo in Vietnam

of the Delta faces greater challenges year-by-year because of climate change. The Delta is a vast plain at O’altitude, so it is preparing for rising seas, salination of rice paddies, unpredictable monsoons, depleted aquifers, overpopulation, urbanization, pollution, upstream Chinese dams, the militarization of offshore oil beds, global trade, and its own development voice. As Vietnam was victorious in war by mobilizing of people, it will succeed in mobilization by mobilizing teachers and students.
Brenda Engola

Brenda Engola, Class 2013, has excelled as a peacebuilding practitioner, although she did not intend this career at first. In 2009, her work expanded to peacebuilding in conflict-ridden Karamoja, Uganda. Prior to that, peacebuilding had been a small component of the programs for which she was responsible, human rights protection for internally displaced persons.

"The conflict map was like a spider web, involving several ethnic groups," Brenda explained, "not just in Uganda, but Kenya, South Sudan, and Ethiopia. I developed an insatiable desire to learn more about this practice and was keen to explore innovative ways of achieving impact through our interventions. The search for innovation and greater impact in resolving complex conflicts and/or mitigating their effects ultimately hooked me in this field.

After earning her Master of Arts in Applied Community Change, Brenda has continued to find the principles of SEED-SCALE relevant. Her humanitarian work is in areas of ongoing conflict that are experiencing natural disasters, or recovering from such. She also supports the transition of internally displaced persons and/or recovering from such. She also supports the transition of internally displaced persons.

Her humanitarian work, which she was responsible, human rights protection for internally displaced persons.

Her humanitarian work is in areas of ongoing conflict that are experiencing natural disasters, or recovering from such. She also supports the transition of internally displaced persons.

The principle of building from community success has been especially helpful to her work, given that it is the most likely to be compromised or learning sites for the exchange of ideas and best practices between other communities. Her success with this in Uganda vaulted her to setting up programs in twelve countries.

Brenda led a project to enhance women’s participation in peacebuilding processes within a community that was highly patriarchal. This increased the skills, capacities, and confidence of women, while opening up space for their more meaningful participation in peacebuilding and later, in their economic empowerment. The communities from which these women came developed into SCALE Squared Centers, or learning sites for the exchange of ideas and best practices between other communities. Her success with this in Uganda vaulted her to setting up programs in twelve countries.

"I draw my inspiration from the people I work with ... They challenge me not just to give my best but also to find in them their best so they can give to others."

Future Generations University challenged her to think outside her work. When she started her Master’s, she was working with an NGO that focused on multi-sector development. Future Generations University holistic approach pushed her to work with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects. Her practicum work was not just with the community, other NGOs, and the Ministry of Health. Meaghan had observed that often NGOs or individuals work alone or without fully involving the community, leading to failed projects...
For two decades, Share and Care Nepal has been growing local capacity for change in vulnerable communities through a variety of programs in health, women’s empowerment, conservation, and disaster preparedness planning. Now the organization seeks to transform what was a traditional classroom instructional approach by adapting the blended learning approach of Future Generations University. Two of Share and Care’s staff, students in the MA program, lead the way.

EMPOWERMENT ON AN UNSTABLE PLANET FROM SEEDS OF HUMAN ENERGY TO A SCALE OF GLOBAL CHANGE


Advanced here is the thesis that a more effective and universal foundation for social change and environmental restoration is not money, but human energy. Case study supported chapters describe the global context for community-based change, then each of the component methods of SEED-SCALE. The book is distinctive because it presents the challenge of social change in the context of community complexity. No simple intervention will unravel this complexity, but using a simple-to-do process reliably evolves answers for communities that are particular to its time and place.

Local Health Administration Committees (CLAS): Opportunity and Empowerment for Equity in Health in Peru

By Laura C. Altobelli and Carlos Acosta-Saloi (Chapter in Social Determinants of Health: From Concept to Practice, 2016)

Engaging Communities for Improving Mothers’ and Children’s Health

By Laura C. Altobelli, August 1998


Shared Administration Program: Opportunity and Empowerment for Equity in Health in Peru by Laura C. Altobelli and Jorge Pancorvo, May 2000.

Health Reform, Community Participation, and Social Inclusion by Laura C. Altobelli, August 2008

(for more Future Generations publications, go to Future.Edu)
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Scale-level, Inclusive, Sustainable Change:
Building from Success
Partnering with Community, Government, & Experts
Making Decisions Based on Evidence
Prosperity Through Learning New Behaviors
Together ... Let’s Shape a Just & Lasting Future!

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