



*Not piecemeal...
but an integrated
approach*

Vision

We envision a world of equity, justice and peace where people achieve their full potential and live a life of quality and dignity in harmony with the environment.

Mission

We enable communities and those who work with them to develop innovative yet practical solutions to poverty through a community-led development approach and widely share these lessons to encourage replication.

Values

We are inspired and live by our credo. Our continuous effort to build the capacity of the poor and those who work with them is based on our belief in four principles:

- ***Partnerships.*** We work in partnerships based on mutual respect, knowledge, trust and help.
- ***Teamwork.*** A multi-disciplinary approach, valuing diversity and inclusive communication.
- ***Excellence.*** Highly professional work that demands accountability and good governance.
- ***Individual qualities.*** Character, Competence, Commitment and Creativity - the '4 Cs'.

IIRR Credo

Go to the people

Live among them

Learn from them

Plan with them

Work with them

Start with what they know

Build on what they have

Teach by showing

Learn by doing

Not a showcase but a pattern

Not odds and ends but a system

Not piecemeal but an integrated approach

Not to conform but to transform

Not relief but release

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Message from the Chairman and the President

From honoring the best performers on our staff for the first time in many years to bidding farewell to one of our beloved trustees, 2013 was a year of many remarkable moments at IIRR.

Alan Dunning, who served as a trustee of IIRR for several years, and recently chaired both the Finance and Budget Committees, passed away in October 2013 after a year-long battle with cancer. Alan's wisdom, concern, and solid counsel are and will be severely missed by his fellow Trustees, and by the Chairman in particular.

Like in 2012 and previous years, we have maintained progress towards achieving our Strategy 2015. We increased our operating

Isaac Bekalo



President



revenue by 10% above the 2012 level and six new donor partners joined our global efforts to reduce poverty. We piloted adolescent sexual and reproductive health programs in Ethiopia, South Sudan and Uganda, and implemented a livelihood diversification initiative with coconut farmers in Quezon, one of the poorest provinces of the Philippines.

Our Board of Trustees held its September executive meeting at our headquarters in the Philippines, and we used the occasion to acknowledge and thank the best performers on our staff. We also organized a learning mission to India for 10 senior staff members (four

country directors and six best performers) to learn from the experiences of Indian organizations for replication upon return. This led to the design of a Young Professional program that will result in

James F Kelly



Chairman, Board of Trustees

deploying 18 college graduates to various projects sites in six countries. The board approved \$60,000 as one-year seed money to support this initiative, which will be piloted in 2014.

The bulk of our commentary for this Annual Report is generated from reflections and lessons from our education program over the past several years. The

various stories illustrate how our teams and partners have integrated various development components to deliver sustainable, quality education to hard-to-reach pastoralist communities in eastern Africa.

Because IIRR knows that addressing a single issue does not solve multiple problems, we work hand in hand with affected communities to design integrated solutions to



interlocking problems. In addressing education problems, for example, we first find out why parents choose not to send their kids to school. Perhaps they need help tending livestock or fetching firewood. Or the kids don't get enough to eat and cannot concentrate on their studies. Or girls are afraid to walk long distances for fear of being assaulted. Or the lack of water discourages children from staying in school all day. Or they don't have enough money to pay fees or buy uniforms. Or there's no light for their kids to study at night. Or because they know that competent teachers and adequate learning materials are often hard to come by in pastoralist areas. We take all these issues into consideration when we design our education interventions. We target alternative approaches that are flexible, sensitive, acceptable and culturally appropriate.

In this report we highlight several innovations like shepherd classes, mobile schools and feeder schools that provide basic education. We are well aware that these interventions are not ideal in themselves, but they serve



as important stepping stones for thousands of kids to transition to formal primary schools. Where rudimentary schools were started under trees just a year or two ago, today our partner communities have proudly erected permanent school structures and staffed them with competent teachers – all financed and supported by the communities and their governments.

Provision of quality education requires more than permanent buildings. Schoolchildren need water, health facilities, light, food, qualified teachers, libraries, books and much more. We know that because no single donor can provide all these needs, we need to catalyze other donors, local government and concerned communities to work together to ensure that learning can proceed uninterrupted. By partnering with Polish NGO in Ethiopia,

for example, we installed solar lights in 130 schools so that pastoralist students can study during the evening. Taking advantage of the new solar lights and in the absence of libraries in these remote schools, parents showed their enthusiastic support by constructing reading sheds where kids and parents can meet to share learning materials.

Much of our work takes place in dry areas where lack of water often causes schools to close. Once again, by

mobilizing local communities, local NGOs and government agencies, we installed roof catchments and water storage tanks to keep schools open and kids learning.

In celebration of our collaborative efforts with our community friends, supporters and partners, we have collected some outstanding success stories in education over the years. We hope you will enjoy them and that you share our enthusiasm for this type of direct intervention to foster learning, particularly when it is focused on livelihoods.





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Visa na Mikasa

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Ajali

Simba na Sungura

Na

hadithi nyingine fupi

Nisaidie

Nisaidie

MY FIRST BOOK OF
African Stories

Kiwanda
na S...

Marafiki wa Peta

Innovations in education

Because IIRR knows that addressing a single issue does not solve multiple problems, we work hand-in-hand with affected communities to design integrated solutions to interlocking problems.

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We take all these issues into consideration when we design our education interventions. We target alternative approaches that are flexible, sensitive, acceptable and culturally appropriate.

This report tells how we do it.

Shepherd classes: stepping stone to formal schools

IIRR adapts shepherd classes to meet the community's needs by arranging classes in the evening hours. We know this is not the best education system, but it's a realistic one. By adapting the system to the pastoralist lifestyle, we encourage parents and children to embrace education while maintaining their traditions and culture. The results



Evening classes may not be ideal for youngsters, but in the case of pastoralists, there's really no other option. Best of all, their passion for learning is spectacular.

have been amazing. In Kenya, for example, we have supported the establishment of 10 shepherd classes that provide basic schooling to 1,018 kids (534 boys, 482 girls). Some of these children have transitioned to formal day schools with their parents' permission, and a number of them have successfully joined secondary schools.

Mobile schools: learning while moving

When families are forced to relocate because of drought or conflict, we organize mobile schools where kids, teachers and learning materials all move together so that classes can recommence wherever the community resettles. We also arrange with other schools in the area to temporarily accommodate kids during mobility. This arrangement may seem strange, but the point is that it works for highly mobile communities.

Mobile schools are most appropriate for children in the early childhood development (ECD) years (up to Grade 3, about 10 years of age) when the kids are still under direct parental care. Upon reaching Grade 4, most of these children move on to public boarding schools.



From crude beginnings...



...schools for mobile communities begin to take shape...



The new Kalacha primary school

...and eventually become enduring structures that attract pastoralists from far afield.

In Kenya, IIRR has supported:

- 5 mobile schools with a population of 535 learners (273 boys, 262 girls)
- 9 mobile ECD centers with a population of 541 learners (293 boys, 248 girls)
- 10 feeder schools with a population of 964 learners (531 boys, 433 girls)

Right: The first batch of Rage mobile schoolchildren that moved to a formal school. Below: Joshua Gayere, a former shepherd class pupil who is currently a secondary school candidate.



The success of the mobile schools is beyond dispute – six of the feeder schools have evolved into full-fledged primary schools. Currently, IIRR supports 11 public primary schools (classes 1-8) with a total student population of 3,323 (1,268 boys, 2,055 girls), all of whom have moved on from shepherd classes and ECD centers.

Three of the mobile schools – Dima Ado, Lakole and Rage – are now supported by the government as full-fledged primary schools. Children no longer move with the herds but remain in school, pursuing their education during normal school hours. As a clear indication of community support for this intervention, in Halango

From bush school to first place in the district

Rage Primary School in Kutur Village, Marsabit County, Kenya, was established by the Kalacha Women Group (a small community-based organization) in 2006. Its original aim was to provide early child development education. With no resources, the women started the school under a tree. Later, they progressed to a small mud structure built by the community. Today, the school is stone-built with iron roofing. It is a full-fledged primary school with 8 classrooms and 185 students (104 boys, 81 girls), 7 teachers, 5 toilets and a bore hole that provides adequate water supply year round.

2013 is a celebratory year for the Pastoralist Education Program, the Kalacha community, and the entire district. The reason? The program's pioneer class from the year 2006, the very same students who started their academic career under a tree, posted impressive results in the Kenya Certificate of Primary Education. The highest score was an exemplary 337 marks out of 500, with a class mean score of 306 marks, meaning all 10 candidates qualified for secondary education. This is way above the national mean score of 254. Rage school also topped first place in the district.

This result is hard to believe for a bush school that was made possible only through collaborative efforts of teachers, the community, local government and IIRR. The experience has motivated parents and inspired their confidence to send their children to school. 'We anticipate increased enrollment this year (2014). We already have eight candidates, including four girls, which is not an easy find in this part of the country!' says a visibly excited head teacher.

village the number of households increased from 15 to 40 after a primary school was established there. Now that these schools have been established, communities can access basic services such as maternal and child care, nutrition, immunization and supplementary feeding – all of which are critical for active learning. Although these particular services are not IIRR focus areas, we have become adept at creating links and coordinating with organizations with appropriate mandates.

Early child education in Uganda

IIRR's education interventions in Uganda strategically target children in the preschool and primary levels. It is at these ages that we stand the best chance of stimulating attitude change in the post-conflict communities in the northern part of the country.

The main objectives in 2013 were to enhance the quality of instruction, improve early grade reading, and create child-friendly schools. Parents were motivated to send their children to school and to support them with basic scholastic needs. These efforts resulted in an increased enrollment from 604 in 2012 to

826 in 2013. An internal assessment conducted in November 2013 reported that at level 2 of the government-aided primary schools hosting the ECD centres, reading competence improved from 15% in 2012 to 45% in 2013. The retention of children, which increased to 88% from ECD to primary 1, was attributable to teacher training, which was mainly focused on innovative teaching methodologies and strengthened school governance.

During one parent-teacher meeting, the parents reported that their involvement in school activities had significantly improved teacher attendance. This welcome development is a direct result of children pressing their parents to let them come to school.

The head teacher of Bidati Primary School reported that the children who go through the ECD grasp concepts quickly. Their handwriting is clear and they are active in class. Best of all, they develop a keen sense of self esteem.



ECD instills a high level of pride in young students.

Water: the life-blood for learning

Pastoralists live in harsh, dry environments. Schools in these areas often shut down for lack of water. While the provision of water is not our mandate, we need to address any problems that negatively affect learning. We deal with water problems by partnering with organizations that install tanks to collect rainwater from roof catchments, construct earthen dams, or protect springs. These storage tanks constitute a bridge between rainy seasons, helping to ensure that learning continues uninterrupted.

In Ethiopia, in partnership with a Polish NGO, we installed 24 roof storage tanks to ease water shortages in schools.

In Kenya, IIRR works with two local partners, Pastoralist Integrated Support Program (PISP) and Community Initiative Facilitation and Assistance (CIFA), who have provided water for sanitation and school feeding programs by trucking it in. Also, the local government,



Communities construct hand-dug wells for their schools.



Two of the 24 storage tanks installed by IIRR in southern Ethiopia.

through the Arid Lands Program, has provided water storage tanks to 10 schools. Such pooling of resources with various actors has ensured a child-friendly learning environment that meets non-academic but essential needs for continued learning. Provision of water during the dry season results in reduced mobility, which in turn results in lower dropout rates and increased retention and transition of students.

Solar lights enhance reading and performance

Communities in remote rural areas don't have electricity. This means kids can't study at night. For most households, the only source of light is a kerosene lamp, but the fumes and soot damage eyes and cause respiratory problems. We help install solar lights in schools where kids congregate at night and study before they go to bed. In southern Ethiopia, solar lights have been installed in 130 schools to enable children to do homework and read during the evening.

In Kenya, we have provided solar lamps to shepherd classes, primary schools and individuals. Motivated by



Kids in southern Ethiopia seize the opportunity to use solar lighting for evening studies (left). Solar energy also powers mobile phones, which do double duty by providing internet connectivity (above).

this new exciting development, communities themselves constructed reading sheds where children and their parents can read together during evening classes.

Hostels provide safe learning for girls

Girls in the pastoralist areas are particularly disadvantaged. They cannot travel long distances to schools for fear of being abducted, molested or subjected to other forms of sexual harassment. We work with local

traditional, religious and political leaders to establish norms that protect girls. In Ethiopia, IIRR supported two local organizations to build hostels so that girls can learn in a secure environment.

One girls' hostel was constructed in a very poor community called Chembe (in Adola District, Guji zone, Oromia Regional State). Constructed in partnership with a local organization called Girja Integrated Rural Development Association (GIRDA), the hostel accommodates 48 girls, 6 in each room. Building on this early success, IIRR and GIRDA supported the girls to cultivate a vegetable garden on a piece of land given to them by the community. IIRR also provided a water pump to irrigate the garden. The girls now effectively utilize their extra time to grow vegetables and develop gardening skills.

Is it working? The results speak for themselves. Of the 7 girls who successfully passed the national college entrance exam, 4 joined a university, while the other 3 joined a preparatory school. This is a first for pastoralist girls, something simply unheard of until now. It is both astonishing and wonderful

Kersi's story

Kersi Garbicha is an 18-year-old resident of Dillo district. Dillo has no secondary school, so Kersi attends school in Yabello town, some 125km away. In Dillo, girls face numerous challenges like abduction, early marriage, long distances and economic hardship – all of which discourage them from attending school.

There is also a cultural problem. In these communities, because families believe that the main benefit from girls is dowry, or bride price, they don't value education for girls.

When Kersi was only 8 years old, her parents decided to marry her off to an old man she didn't even know. Reacting to the frightening reality of a forced and unnatural marriage, Kersi ran away and found her way to the district capital, where she joined a school. It was hard for her to abandon her family and community, but faced with early marriage she felt she had no choice.

Luckily for her, she was selected by Gayo Pastoralist Development Initiatives, a local NGO, together with community leaders and government officer, for a girls' scholarship program for secondary education. Through hard work and determination, Kersi successfully passed the Grade 10 national examination and joined preparatory classes, which qualified her to enroll in a university.

After she joined the preparatory program and got very good results, her parents, upon learning about her success, decided to welcome her back and rescinded their decision about an early marriage. Today, Kersi is a happy, proud girl advancing her education and looking ahead to the university.

Says Kersi: I would like to thank IIRR's girls' scholarship program for the opportunity it gave me to reach this level. There are so many girls like me who could be freed if similar support could be extended to them.



Safe and sound – Ethiopian girls in front of their hostel.

that a simple hostel building has resulted in so many benefits – addressing the risk of girls’ abduction, reducing dropout rates, increasing retention and transition rates, and sending a signal to surrounding communities to send their girls to school. In addition, it has drawn the attention of the local government and bilateral organizations like UNICEF, which provided sufficient soap, sanitary pads and tissue paper for the 2012/13 academic year, and committed to provide similar support plus pocket money during 2013/14.

In Kenya, in partnership with local organizations Pastoralist Integrated Program (PISP) and Isogargaro Women’s Group, IIRR arranged for girls who completed classes to join boarding schools in North Horr and Kalacha.

Economic support sustains girls’ education

After completing primary school, the majority of the girls are unable to proceed to secondary education because they lack financial support. IIRR’s economic and financial support is designed to help girls complete at least high school and if possible to proceed to college. Here are three examples.

1. Goats for girls. The goats for girls program in Ethiopia is a creative strategy that enables girls to own assets that support their education. The community selects deserving girls, each of whom receives two goats from the project. The parents of each girl provide another goat, making a total of three goats for each girl. Each girl then commits to pass on two kids to another deserving girl. Goats are prolific producers. It is common for ewes to bear kids twice a year, and twins and even triplets are common. The process continues in a snowballing effect, benefiting hundreds of girls. This strategy empowers the girls and makes them less dependent on their parents, who traditionally place little value on girls’ education. More importantly, when parents see that their daughters



Share and share alike – the goats for girls project has been working beautifully.

are economic assets, they encourage them to stay home and in school longer, thereby delaying early or arranged marriage. Even just a one-year delay in marriage gives the girls a significant measure of maturity as they acquire important life skills. In some schools, the goats for girls initiative has dramatically increased female enrollment. Starting with 35 girls, the program has snowballed to benefit 546 girls in Gorodolo district, all of whom are now able to attend school by selling some of the kids to cover their expenses.

2. Integrated Functional Adult Education (IFAE). Adult literacy programs don't succeed when the sole purpose

is literacy and numeracy. Poor people can't afford to sacrifice their limited time for something that does not solve their daily problems in a practical way. But when economic activity is integrated with adult education, there is no lack of interest. In Kenya, IIRR supported 10 community adult learning centers with an enrollment of 379 learners (342 women, 37 men). Over 50 learners from these centers have gone ahead to successfully sit the Adult Basic Education and Training 1 (ABET1) exam. In Ethiopia, the program is being implemented in 15 adult learning centers in four districts, with 1,030 (918 female, 112 men) learners.



From young warriors to peaceful learners...



3. Scholarships for girls. The IIRR partnership sponsored 85 girls in secondary and tertiary schools for a total of US\$105,882 through a scholarship fund. In both Ethiopia and Kenya, the scholarships provided educational materials, uniforms, sanitary pads and school fees. Without such support, the majority of the girls will drop out of school and accept their only other option – early, forced or arranged marriage. In Ethiopia over 500 girls were sponsored.

Never too old to learn...



An advisor explains how the scholarship program works to nine deserving young ladies.

Scholarships for girls in Ethiopia: overcoming the odds

Hezbalem's story

Hezbalem is from rural Ethiopia where she grew up not knowing her parents. When she was 10, she moved to Addis Ababa to work as a babysitter. But Hezbalem wanted to make something more of herself. She managed to pay her own school fees by selling lottery tickets, but as she grew older, her sight started to wane, and eventually she became blind. She was forced to quit school so that she could learn Braille.

Despite her misfortunes, she did not lose hope. Thanks to a scholarship fund, she was able to continue her education and successfully passed her elementary school exams. She continued to sell lottery tickets until she reached 10th grade when she became a recipient of a scholarship from IIRR's Economic and Social Empowerment of Youth (ESEY) program. She now receives a stipend every month to cover school-related costs. She's been excelling in school and receiving high marks, and recently entered high school as an 11th grader.

Hezbalem believes that it's extremely important to educate girls. 'The road to learning is challenging,' she says, 'so girls like me should get the support they need to overcome those obstacles.'

Few would question Hezbalem's right to speak about challenges!

Shebi's story

Shebi, the youngest of nine children, is the only one in her family who got the opportunity to attend school. She completed her primary and secondary education in Adoal town after dropping out of school several times because of family economic problems, the need for domestic labour, pressure to get married and other cultural barriers. Sometimes she sold sugarcane to pay her school fees.

To sustain her hope to complete college education, Shebi applied for a scholarship with IIRR's ESEY program. Today, Shebi is fully sponsored at Bule Hora Teacher Training college. She is a confident, competent young woman who achieves excellent results and is not afraid to compete with boys, which is not common in her area. Shebi is one of nine deserving girls on scholarship at Bule Hora.

Says Shebi: 'Not many girls are lucky like me to attend college. In my community, girls are not even allowed to express themselves in front others, let alone prepare to become a teacher. I will always be thankful to ESEY project which has enabled me and others who would otherwise have dropped out of school long time ago and become mothers of many kids by now. The girl's scholarship program has restored our broken hopes and it is my desire to serve my community and become a role model.'

Well done, Shebi!

In each of these cases the learners have successfully used their new skills to improve record-keeping of their sales, read letters from friends, improve their families' hygiene, read the weights of their crops in the market, use the basic functions of mobile phones, participate in school management meetings, and monitor their children's performance. Above all, their confidence is enhanced and they understand the importance of supporting their children's education. The Ethiopia IFAE groups are organized into income-generating activities that include beekeeping, animal fattening, vegetable production and livestock marketing. Because of the program's flexibility, young mothers and girls unable to attend formal schools can join these classes to improve their skills.



Sexuality and reproductive awareness is crucial for girls' continued learning

In the conservative communities where we work, teenage pregnancy, miscarriages, and sexually transmitted infections cause many girls to drop out of school.

In seven high schools (3 in Ethiopia, 2 in Uganda, 2 in South Sudan), IIRR has designed a sexual reproductive

health and rights (SRHR) program to address problems of sexuality and reproduction among girls. Through this program, girls are organized into clubs to protect themselves from unsafe sex, sexual and gender-based violence, and to know and defend their rights in and out of school. They are empowered with knowledge about sexual and reproductive health and encouraged to impart what they learn to fellow students who are not club

members, as well as to their mothers, who are usually illiterate.

Bright and mature girls are selected and trained as school conversation facilitators (SCFs). The SCFs then lead dialogues in the club sessions to raise awareness on SRH issues and act as champions for the rights of the girl child. Club patrons are also trained and sensitized on SRH issues and encouraged to help the club members compose poems, songs, and skits with SRH themes to raise awareness in both in-school and out-of-school communities.

Increased knowledge on SRH issues helps young people to avoid early pregnancy and sexually transmitted infections like syphilis, gonorrhea and HIV/AIDS, thereby reducing school dropout rates.

Here are some impressive early results:

- During the first year of implementation, the program trained 30 bright and mature girls as champions.
- Girls were empowered and attained improved transition rates to institutions of higher learning.

- Students gained knowledge on SRH issues.
- The SCFs gained leadership skills.
- Club members gained communication skills and became more confident and assertive.
- Positive changes in behavior are noted in students as a direct result of club activities.

These activities are bringing about a paradigm shift in the way society views and values the girl child. Girls are sensitized on their right to education and encouraged to claim that right. Importantly, they will help their mothers to learn about contraceptives and other SRH services.



The IIRR Ethiopia team training SRHR facilitators.

A learner-friendly environment matters

An interactive learner-friendly environment is essential for delivery of quality education. Children learn best in a print-rich environment where they can actively interact with one another as they enjoy a variety of text, pictures, and other materials.



Classrooms full of learning materials and activities that enhance the learning experience.



Active participation enhances learning.

IIRR has partnered with governments and other stakeholders to make learning centers attractive and child-friendly. We have trained teachers on how to conduct ‘talking classes’ where children actively participate in learning using a variety of creatively designed instructional materials. In Kenya, teachers have

developed books out of children's stories and use them to teach reading. Teachers have also been trained on how to use various teaching and learning aids like displaying pupils' pictures and stories and newspaper and magazine cuttings on current themes, and setting up science and mathematics corners and vocabulary trees.

The majority of teachers in IIRR-supported schools use interactive learning approaches that promote children's participation by making learning fun. Teachers use games and songs, group and pair work, class projects, excursions, displays of children's work, debates, and role playing. Prizes awarded to children in such events go a long way in cultivating reading during the early years. Teachers now appreciate that incorporating play and other outdoor activities is conducive to effective learning.

Improved classrooms and sanitary facilities enhance learning

Although IIRR does not construct schools, we support all efforts to improve the learning environment. When the community and school leadership initiate the construction of a classroom, we help them complete the project.



Parents constructing a learning shed.

Parents provide labor and local materials and we cover the costs of any materials unavailable locally or unaffordable such as corrugated iron sheets or nails.

In Kenya and Ethiopia, several learning centers that started under the trees now have well-built school buildings.

In partnership with organizations like the Ayudder Foundation, Solidarities International, local governments and Child-Fund, more than 70 classrooms have been built in Kenya, Ethiopia and Uganda.

Separate toilets reduce girl dropout rates

In many remote villages, community schools do not have separate toilets for girls and boys. While this may sound so simple, it can be one of the causes for girls to drop out from school. Girls are embarrassed to share toilets with boys. We support schools and communities to construct separate toilets for girls and boys. In Kenya and Uganda, 58 separate toilets for boys, girls and teachers have been constructed.



Reading leads to effective learning

Reading is fundamental to effective learning. But kids in rural and pastoralist communities face several challenges. First, their parents can't read or write, which means they don't get support at home. Second, their teachers are not good readers themselves. Third, they don't have access to relevant reading materials and there are no libraries. Fourth, the education system doesn't place much importance on reading. To address some of these challenges, we have made four specific interventions.

1. Assessing the reading level of kids. Our program started by assessing reading and comprehension levels in the early grades to determine the type of support kids need. The professional early-grade reading experts we recruited to conduct the assessment categorized them as fast, medium, slow and no reader. The information obtained was used to design customized support for each category and to use this information as a baseline to compare progress after the intervention. The 2012 and 2013 reading assessments showed progress – the children's average mean score of 65% increased to 76%. Positive progress in reading also has a direct positive influence on performance in other subjects.



Early grade reading assessment professional testing a student's reading level.

Teachers are trained to use Early Grades Reading Assessment (EGRA) to check on progress, and this has been extremely useful in identifying children with reading difficulties so that remedial interventions can be developed for them. The innovative 'reading festivals' among cluster schools and in villages promote the culture of reading. The increased volume of reading materials has expanded reading opportunities for children across all project clusters.

2. Reading clubs enhance healthy competition. In Ethiopia, reading clubs were established in each school involved in IIRR's Pastoralist Education Project (PEP). The clubs set up reading sheds, arrange for students to read during the flag ceremony, organize inter-class reading competitions, and award prizes to top readers. A sense of healthy competition is created among students and schools. PEP awarded prizes to students at the district level, a total of 30 prizes (15 boys and 15 girls) from the five districts. This led district, zonal and regional governments to organize reading conferences where the experiences engendered by IIRR interventions were shared.

In Kenya, the reading festival was introduced to encourage and nurture early reading habits among children, where poems, stories, songs, writings, and short quizzes were undertaken among schools, with prizes awarded to best performing schools and individuals.

3. Reading sheds attract mass reading. Most schools do not have the resources to establish organized libraries, and long distances to schools where books are available discourage children who would otherwise be glad of an opportunity to read. With this problem in mind, IIRR



Reading clubs make learning a social experience.



Reading sheds provide a welcome and stimulating learning experience for rural people. Left: a Samburu mother takes her children to the local library. Below: a trained parent supervisor watches kids reading under community-built reading shed.

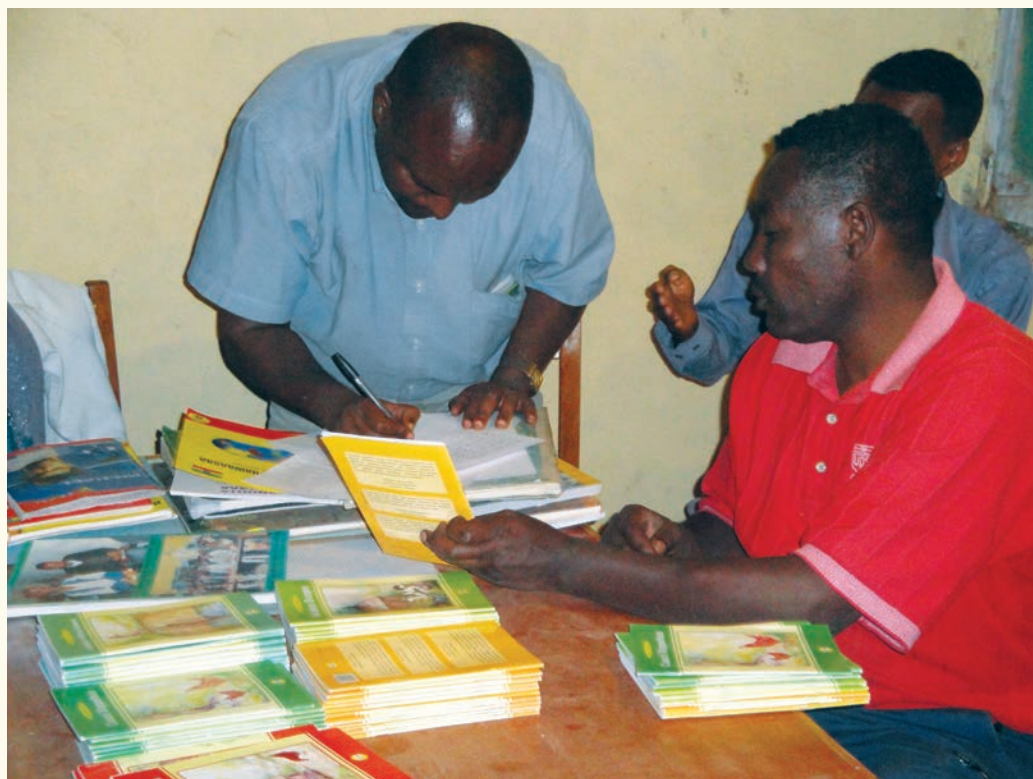
constructed more than 15 reading sheds in Ethiopia and Kenya. This initiative ignited all sorts of creative approaches – kids reading while herding, students coming together to read to each other, parents requesting their children to read to them, and so on. An intriguing spinoff of this initiative is that in the course of setting up the sheds, the roles and responsibilities of the community, government, and implementing partners are promoted and shared.



4. Innovating reading materials. Rural schools in pastoralist areas generally receive few reading materials, and the few they do get are often irrelevant. IIRR makes significant efforts to fill these gaps. Each school or learning center has several learning corners, including a bookshelf containing a set of readers. Teachers use locally available resources to establish other learning corners to stimulate learning. They display children's writing and artwork and create opportunities for them to discuss what they have written or drawn. Pictures depicting various careers and lifestyles expose pastoralist children to different situations outside their village. Such simple measures can spark interest in education as a tool for self and community development.

In Kenya, a popular children's Kiswahili magazine called *Tusome Pamoja* ('Let's Read Together') has been launched. The magazine is the collaborative outcome of children's and teachers' efforts and contains authentic stories and pictures portraying the lives and experiences of pastoralists. The children stories, school events and home experiences are collected and sorted for inclusion in *Tusome Pamoja*.

IIRR also facilitates learning through reading in a number of other ways:



High demand calls for careful maintenance of reading materials.

- 12,000 supplementary reading materials were procured and disbursed to schools and district education offices to increase the reading habits of lower grade students.
- In Kenya, over 2,000 grade-level readers, activity books and assorted play materials were provided to 24 lower grade classrooms and community reading sheds. And

to sustain the availability of readers for learners, IIRR linked several schools with the national and community library services.

- Using the writeshop (a process pioneered by IIRR), we bring community leaders, teachers and child learning specialists together with editors, artists and designers to develop simple and well-illustrated learning and reading materials within a short period. These materials are based on local culture and illustrated using familiar local scenes that make reading and learning fun.
- IIRR Ethiopia produced and distributed 11,000 copies of children's story books known as *Mijuu* (which means 'let us read' in Oromiffa). Because children read what they already know from oral tradition and because they know the writers, who are friends or teachers, they read with greater interest. This has ignited a very high interest among the school community to collect folktales and convert them into reading materials. *Mijuu* is now the most popular story book around, and both children and parents have been motivated to read actively. In 2013, *Mijuu* Volume III was printed and the USAID/PACT-funded education program has requested IIRR to allow it to reprint the *Mijuu* series for wider dissemination.
- In Uganda, special reading corners with lockable bookshelves were made to encourage kids to read.

To aid reading of pupils further, two schools enacted a 'Literacy Hour' where pupils are given a choice of books to read for one hour each day, assisted by their teacher.

Education quality is teacher quality

It is difficult to find and post qualified teachers in remote village schools. The dropout ratio of teachers in some village schools is as high as that of the students themselves. To retain teachers and keep them motivated, IIRR has designed a three-pronged approach:

- Provide sponsorship for in-service teacher training in local public teacher training colleges during summer vacation.
- Support attendance in thematic workshops (both onsite and residential).
- Support in-school teacher/peer mentorship, coaching and supervision.

In addition to motivating teachers to stay on the job, the teaching quality has improved immensely as demonstrated by a former bush school. IIRR, in partnership with government teacher training institutions, has trained about 100 teachers to sharpen their pedagogy skills and other areas like teaching early grade reading and comprehension.

Other initiatives to support teachers include the following:

- In Ethiopia, 67 newly assigned teachers to PEP-targeted schools were trained, 73 teachers and cluster resource center supervisors received a refresher course, and 13 college instructors underwent a training of trainers course.
- IIRR Uganda, in collaboration with the Government Teacher Training Institution, set up the Gulu Core Teachers Training Outreach Program. The program has trained and oriented 25 care givers and early childhood teachers to adopt the phonic/sound approach in teaching the alphabet in the lower primary grades. The teachers were also equipped with skills of making teaching and learning aids using locally available materials. The program improved reading competence from 25% in 2012 to 48% in 2013 at primary level 2.

- Also in Uganda, a total of 48 teachers were taught the skills of making learning aids from local materials and appropriate reading materials.

Peer learning enhances education delivery

Peer learning is the best way to transfer new ideas in a non-threatening manner. Forming cohorts of schools provides an opportunity for teachers to learn from other



Graduates from the teacher college at Garrisa, Kenya.

teachers and principals. Just as community leaders who have performed well can serve as models for other communities, exemplary teachers and principals serve as good learning models for their peers. Teachers, community leaders and principals visit other schools and communities to learn from one another in well-coordinated learning exchange programs. To further strengthen school leadership, six clusters have been formed with support from the Cluster Education Forum (CEF), which brings together 5-7 schools with oversight monitoring support by local officials, parent representatives, and local implementing partners. The CEFs have successfully abolished the use of commercial examinations by training teachers to set and mark examinations.

Strong community leadership key for quality education

IIRR recognizes the central role parents play in improving their children's learning. In Kenya, Parental Action Groups (PAGs) in six clusters have been formed and are active in mobilizing parental and community participation in various education activities like constructing reading sheds and classrooms.

Over 100 PAG members and 40 volunteers have been trained on various aspects of children's reading



Male elders are all ears at a school meeting.

development. As a result, 12 community reading sheds have been constructed by PAG members, thus providing children with a place to read under the supervision of parents and community members. In addition, over 120 school management committee members have been trained to develop and implement action plans for their respective schools. Over 600 children across the 10

community reading sheds are actively borrowing books and participating in other activities that promote active learning.

IIRR Uganda has trained 240 parents and care givers in children’s rights, gender issues, and entrepreneurship within four ECD schools. This consists of practical training fused with role playing and drama, delivered in the local language. The training gave parents and caregivers the opportunity to feel involved and to freely express ideas concerning these important issues.

Partnership to strengthen local government for quality education

Because county or district education leadership is crucial to success in education, we work with leaders and support their efforts. They actively participate in exchange visits organized by IIRR and local partners to learn from experiences of other schools, regions or countries. Our staff works with them to develop simple yet effective supervisory tools to measure quality of learning. They also participate in various activities like developing learning materials and curricula, evaluating school performance, and mentoring teachers. By working together, we get the critical support we need and the leaders acquire the crucial skills needed to do their work more effectively and to gain a sense of ownership of the process.



Kalacha women elders discuss the status of the local school system.

Safe schools for hazard-prone communities

In countries like the Philippines, hazards like floods and earthquakes – or typhoons like Haiyan, which wreaked havoc in the central part of the country in November 2013 – disrupt learning and threaten the lives of children. Our safe school program was therefore conceived to reduce the risks that children face during hazard events. Because

children are in school most of the day, there is high possibility that they will be in school when disaster strikes. Parents, teachers, children and community members are educated about disaster risk reduction and emergency preparedness in schools.

IIRR piloted the safe school model in Tacdugan elementary school in Ticao Island, Masbate province, where risk assessment and planning in school and capacity building on emergency preparedness were undertaken. Central to the safe school program is the establishment of the School Emergency Response and Risk Reduction Team (SER²T) which takes on the responsibility of leading the integration of disaster risk reduction in school activities. The pilot project also built a disaster-resilient classroom using a participatory design process where parents, teachers and students were actively involved. To date, the safe school

program has been extended to 12 public elementary and 5 secondary schools where SER²T teams were trained and organized.

Enhancing learning by addressing hunger and malnutrition

Hungry and malnourished kids cannot concentrate on learning. In Region 4A, which includes Cavite province, where IIRR has its headquarters, 27% of children aged 6-10 are underweight and 26% are stunted (see box). Based on school records, underweight and sickly children are often either absent or drop out of school. Those who continue are usually underachievers with low test scores, inactive in school, and unable to pay attention in class.

IIRR, through its school gardening and nutrition program, demonstrated the effectiveness of a three-pronged approach to address malnutrition: bio-intensive nutrition gardens, supplementary feeding, and nutrition education. Through this program, 27 public elementary schools with a total student population of over 36,000, half of whom are students in Grades 1-3, have directly benefitted from the program.

Bio-intensive gardens (BIGs) tended by the students themselves are able to provide indigenous, nutritious vegetables to support the school feeding program. The program enables the children to learn about the



Metrobank Masbate Branch Manager Teofilo Tambago inaugurating the Philippines' first 'safe school'.

importance of caring for the environment and adaptation to climate change. IIRR, in partnership with the Department of Education, develops nutritious and tasty recipes and conducts interactive nutrition education sessions for parents and their children through interactive discussions, cooking demonstrations, and nutrition exercises and games to ensure utilization of fresh vegetables, not only in schools, but also at home. The BIG program is implemented in 52 elementary schools.



Bio-intensive gardening has been a huge success in Filipino schools.

Some problems to address:

- 3 in every 10 Filipino children aged 6-10 are underweight
- 3 in every 10 Filipino children aged 6-10 are under height
- 9 in every 100 Filipino children aged 6-10 are underweight-for-height or wasted
- 8 in every 100 Filipino children aged 6-10 are overweight
- 20% of Filipino children aged 6-12 are anemic
- 1% of Filipino children aged 6-12 are Vitamin A-deficient

BIG spreads to South Sudan to help address malnutrition in schools

Ravaged by over two decades of civil war, South Sudan is one of the poorest and most food-insecure countries in the world. Unable to afford healthy food, kids of poor families suffer from severe malnutrition. Considering the unqualified success of the school BIG and nutrition program

in the Philippines, IIRR suggested adapting a similar program in South Sudan as both a short- and long-term solution. In partnership with Plan International South Sudan and the Presbyterian Hunger Program, IIRR initiated a BIG and nutrition program in 15 primary schools around Juba, Lainya and Yei counties of Central Equatoria State. IIRR trained 50 school and community garden promoters and provided gardening tools and seeds.

This initiative has provided students with the opportunity to learn and care about their environment, to grow their own food during school hours, and to take their knowledge and skills home. Some of the schools are even able to sell extra vegetables and earn income to cover some of their school expenses. The IIRR South Sudan team is confident that this intervention will lead to huge impact in nutrition, which in turn will positively affect learning. Children, teachers and parents are positive about this program, as the following statement by John Taban, Deputy Head Teacher, Gimunu Primary School, Yei County, demonstrates:

In South Sudan others are keen to give us fish for our daily needs, but with this BIG project you showed us how to put up our own fish pond, how to manage it, and to fish whenever we need, which is sustainable!

Building capacity of local organizations enhances quality learning

IIRR advocates for people's participation as the foundation for sustainable change. Currently, IIRR is working with over 25 partners to bring education to marginalized communities. By joining forces, IIRR leverages the resources and talents of these organizations and the people who work with them. It is the local community itself that can best address the needs and aspirations of the people, particularly the poor and marginalized. The local community leaders must take the lead in sanctioning rules against girls' abduction, early marriage, genital



Working toward a BIG success in South Sudan.

mutilation and other harmful cultural practices crucial to success in education. Through partnership, we can build a collective voice that will have greater impact on policy and governance. We believe that local communities and other civil society partners can better understand, represent and address the needs and aspirations of poor people.

The following are the concrete results of our capacity building.

- Some small community-based organizations (CBOs) have graduated to becoming local NGOs. For example, two Kenyan organizations, the Kalacha and Isogargaro women's groups, both of which were small CBOs under PISP (which managed their budgets and implementation), are now independent, confidently managing their own budgets and implementing their own activities. They have even attracted other partners like Windle Trust and World Vision.
- Some NGOs have become anchor organizations that support smaller organizations. For example, in Kenya, Alacha, which was a tiny CBO with only a modest annual budget of US\$8,000 supplied by IIRR, now attracts about US\$50,000 through its own resource mobilization efforts. In 2012, Alacha scooped the UNDP national civil society award (Amkeni) for best performing local NGO, attributed partly to the

Irish Baguilat, BIG Program Coordinator with the IIRR Philippines team, shares her experiences with teachers and students in Juba.

organizational strengthening and capacity development imparted to them by IIRR.

According to UNDP, Alacha is a 'very well organized CBO with a high potential to achieve great things.'

- In Ethiopia, the Girja Integrated Rural Development Association (GIRDA) and Gayo succeeded in acquiring funding to implement education projects in Adola Woreda and Borana Zone.
- IIRR has also linked partners to various donors, education experts and development agencies, enabling them to expand to other areas of development. The Isogargaro women's group, largely due to IIRR interventions, was selected by World Vision Kenya as a partner in rolling out a child sponsorship program in Laisamis district, helping to identify, support and track over 200 vulnerable children in this pastoralist area.



Addressing the root causes of poverty in an integrated manner leads to better, more sustainable solutions. The

IIRR team works in each of our seven countries toward this common goal. As we do so, we put in practice our credo:

Not relief but release!



Educating the educated

Those who educate others must first be educated themselves. Through the Applied Learning Program – which consists of trainings, study programs, exchange visits, technical assistance, south-south and south-north exchanges, and writeshops – IIRR facilitates global learning.

Each year IIRR designs, packages, and offers practical and action-driven activities that benefit development professionals all over the world. The field experiences of communities and IIRR development partners are used to facilitate these learnings. In 2013, we implemented numerous activities (see the boxes below).



Applied Learning Program in 2013

Asia Region

- Total number of trainings: 26
- Total number of participants: 784
- Gender representation: 356 males, 428 females
- Number of organizations represented: 60

Africa Region

- Total number of trainings: 25
- Total number of participants: 703
- Gender representation: 389 males, 314 females
- Number of organizations represented: 22



Applied learning in the field.

Here's what some of our partners had to say about our Applied Learning Program:

Clear objectives, good facilitators, good material!

Vu Minh Duc, Action Aid International Vietnam

This training helped to broaden my knowledge on community-managed disaster risk reduction. It helped improve my fieldwork for better impact.

Semina Kafle, RRN Nepal

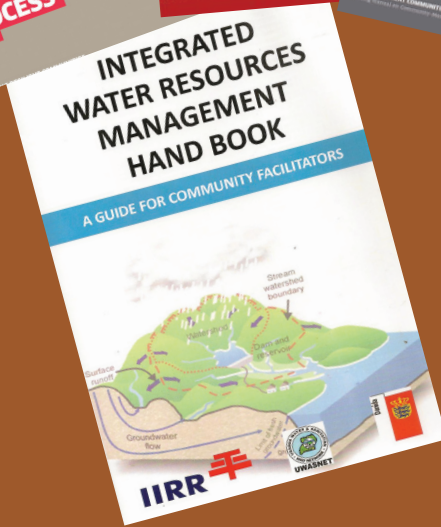
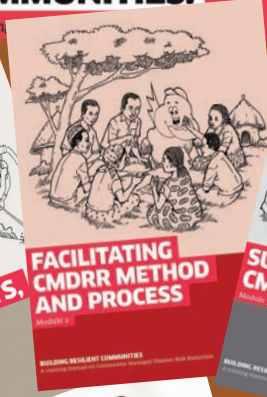
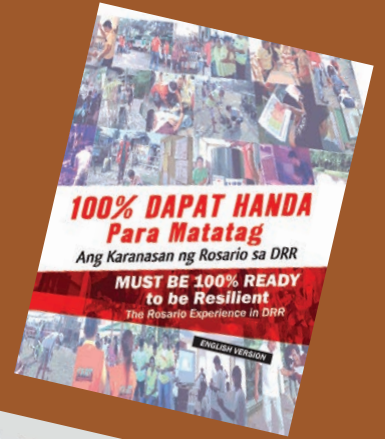
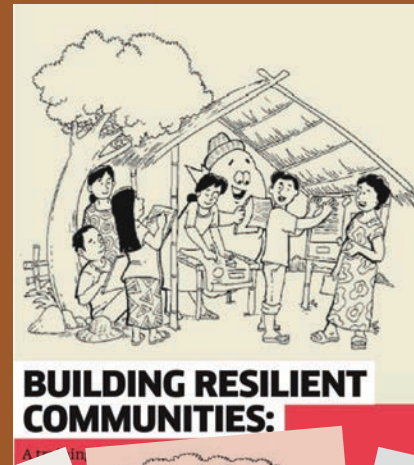
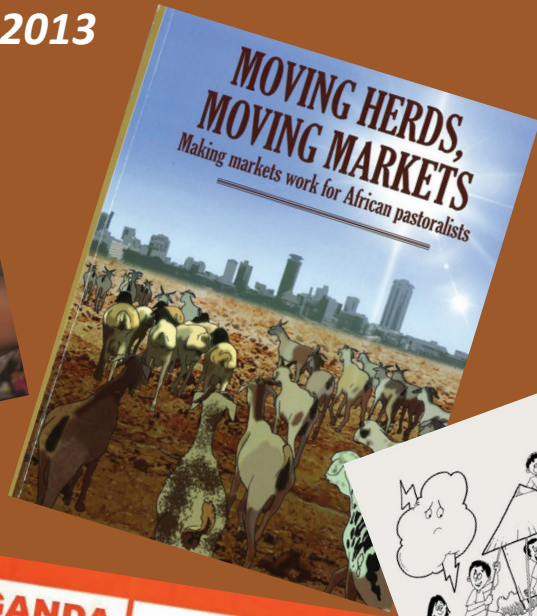
IIRR is the best place for getting new and modern knowledge regarding capacity building.

Obaidullah Khan, GIZ/GFA Baghlan Agriculture Project, Afghanistan

It is a learning lab for anyone who visits here. One can witness lots of examples of success on regeneration agriculture.

DM Ilangarathna, CARE International Sri Lanka

IIRR publications during 2013



Strengthening the base for learning

Dr James Yen, founder of the Rural Reconstruction movement, established the IIRR campus in 1960 on 54 hectares in rural Silang in Cavite province, 140 km south of Manila. Cavite thus became the focal point for IIRR's field research and served as IIRR's social laboratory. Rural reconstruction methods have been developed in partnership with local communities here for more than three decades. These experiences inform IIRR's international courses and study programs, which we share with organizations across the globe.

As the cities around Silang continue to encroach on farmland, the IIRR campus, which was named the Yen Center in honor of our founder, has remained an island of green in a rapidly urbanizing area. The IIRR campus is a refuge for a wide array of fauna and flora, including many species of trees over 50 years old.

In 2013 the IIRR campus hosted a total of 13,780 visitors and we expect this number to reach 20,000 in 2014. Local visitors included students and faculty from high schools and colleges as well as members of various clubs and community organizations. Foreign visitors included Peace Corps volunteers and groups from over 25 countries who came for training in the restful setting provided by the Yen Center. Our campus presents a golden opportunity



Students of all ages regularly attend workshops at the Yen Center to learn about team building and the environment.

to create awareness about the environment, such as alternative pathways to small-scale, intensive and agro-ecological farming, nutrition, and climate-adaptive approaches.

During the year, with support from Florence Davis, the President of Starr Foundation, and Tony Gooch, former Board Chair of IIRR, we developed a Livelihood Learning and Nature Discovery Center to create awareness about sustainable livelihoods and the environment.



Tony Gooch and Florence Davis

NGOs that support community livelihood programs visit Yen Center seeking short, practical training courses for groups of women, youths and farmers. Whatever the length of the courses, our various learning sites provide excellent opportunities to teach by showing and learn by doing.

Youth internships. In recent years, high schools and colleges have requested IIRR to provide their agriculture students with on-the-job internships for partial credit toward graduation. In this regard, we have developed learning options such as fruit and vegetable cultivation, fish ponds, and animal husbandry.

Support for IIRR Philippines. Our Philippine program has embarked on an energetic, climate-smart agriculture, livelihoods and nutrition research program. Currently the program is supporting 52 public primary schools and 15 communities in Cavite enrolled in bio-intensive gardening (BIG) and nutrition research programs. The IIRR Philippines team has also established five crop museums as teaching sites for other schools and communities. Through the BIG program, teachers, students and community leaders are trained to educate others.

Support for international programs. IIRR Asia Region program annually hosts several south-south study programs, learning exchanges, roving trainings and other teaching missions. Several of these involve livelihoods,

particularly household food security in the context of changing climate. In January, the Regional Center for Asia hosted 28 leaders from educational institutions in Afghanistan and is now preparing a similar program for 24 senior Ethiopian government officials. These and other groups are very interested in learning from practice rather than theory.

Bio-intensive gardening and nutrition. Participants in IIRR's BIG programs receive an overview of intensive



The BIG project promotes the cultivation of indigenous, nutritious vegetables.

organic gardening, vegetable seedling production, nursery techniques, and the importance of backyard gardens for household nutrition and climate change adaptation. Residential trainees learn about intensive planting methods, plant diversity, and the importance of cultivating indigenous vegetables. Hands-on activities include bed preparation, preparation and use of green manure, intensive planting techniques, insect control, and crop management. The Yen Center's BIG site multiplies seeds, seedlings, cuttings, tubers and other planting materials for distribution to partner schools and communities.

Animal husbandry. Yen Center's facilities expose young learners to the care of goats and other animals in support of household livelihoods. Residential trainees learn such activities as feed augmentation, identification of fodder grasses, and how to use manure.

Yen Center is also constructing facilities to demonstrate the benefits of aquaculture, an increasingly important livelihood activity that holds great promise in providing protein to undernourished households.



Goats are easy to care for and multiply quickly.

The impact of the agriculture workshops at Yen Center is well articulated in this letter from a school teacher in Ternate, Cavite.

As an agriculture teacher at Ternate Central School in Cavite, Philippines, I am faced with so many challenges. Frequent infestation of pests and insects were my main headaches. To keep the garden looking good and productive, I always depended on using chemical fertilizer and pesticides until I got sent to attend gardening training at IIRR campus.

There I learned about diversification, crop rotation, minimum tillage, zero tillage, cover cropping, ecological balance, among others. Though only a 3-day training, I started to regain my passion for gardening and working with nature in general. It was then that I realized that one's outlook about a job is more important than the skill one possesses. At that time, agriculture to me was not something to be excited about.

After the BIG training, I employed what I had learned step by step. In a few months' time, I witnessed that pest infestation was reduced due to the diverse crops and I didn't plant the same

vegetable after each harvest. I completely stopped using chemical inputs and surprisingly I still manage to maintain the garden's productivity. I started appreciating every single organism in the garden and I came to understand that nature has its own way of rewarding those who work with it. A few months later, I was able to contribute some vegetables to the feeding center.

I'm not an agriculture major but I love to garden. I believe this makes me more than qualified for my job. My enthusiasm didn't stop in school; I was able to apply my learning at home. I started growing vegetables in front of my house and later my neighbors started doing the same. At first, my neighbors had hard time believing I'm a teacher because they see me tilling the soil most of the time.

Yes, agriculture is being looked down at times and not appreciated by many teachers. But for me, I enjoy it. Today, I am a more confident teacher and I can talk about gardening to anyone.

Silvestre D. Alano
Agriculture Teacher, Ternate Elementary School
Department of Education, Division of Cavite



Financial Performance in 2013

Overview

The 2013 Operating Basis shows IIRR recorded a surplus of \$237,235 as compared with a surplus of \$288,609 in 2012. In accordance with generally accepted accounting principles as applied to not-for-profit corporations, IIRR showed a deficit of \$1,822,091 in 2013 before currency translation loss, as compared with the 2012 surplus of \$1,927,696. The deficit in 2013 was mainly attributable to substantial multi-year grants obtained and recorded in 2012 and in prior years and implemented in the current year 2013.

Of total revenues, gains and other support (\$4,598,390) in 2013, \$2,165,615 (47%) consisted of contributions and grants, and \$2,432,775 (53%) consisted of earned income from training courses, technical assistance, workshops, study programs, use of campus facilities, publication sales and other earned income.

Revenues, gains and other support

Contributions and grants

Total contributions and grants in 2013 were \$2,165,615, a decrease of \$2,337,277 (52%) from 2012, principally because of the recognition of significant multi-year grants in 2012, as noted above. Particularly notable in 2013 were grants from Ford Foundation (\$894,500) for Virtual Value School for Southern Africa and Africa Regional Value Chain and Market Capacity Development in Africa scheduled for implementation from 2013 to 2015, and from the United Nations Human Settlements Programme (UN-Habitat) (\$400,000) for support to UN-Habitat workshops.

Training courses, technical assistance, workshops, study programs, use of campus facilities and other earned income

Aggregate income in these categories was \$2,432,775, an increase of

\$391,304 (19%) from 2012. The significant increase is attributable to study programs, technical assistance and workshops, and an increased usage of campus facilities by development partner organizations.

Expenses

Program services

Program service expenses are classified in accordance with IIRR's current program components: the learning community program and the applied learning program. Aggregate expenses of program services were \$5,663,434 in 2013, an increase of 47% over 2012. Expenses of the learning community program increased by \$1,506,125 (59%); the increase is attributable to the implementation of the current year and multi-year grants from the prior year. The expenses for the applied learning program increased by \$315,276 (25%); the increase in expenses for applied learning was attributable to the corresponding increase in the revenues from study programs, technical assistance and workshops.

Supporting services

Aggregate expenses for supporting services were \$757,047 or 12% of total expenditures in 2013, compared with \$774,634 (17%) in 2012.

Liquidity and capital resources

Cash at year's end was lower in 2013 than in 2012. The decrease was attributable to the implementation of current year's grant and multi-year grants from prior years. Total net assets were 31% lower on 31 December 2013 than on 31 December 2012; this is the effect of the deficit discussed above. Of total net assets at 31 December 2013, \$214,022 (5%) was unrestricted, \$3,452,528 (59%) temporarily restricted, and \$717,982 (16%) permanently restricted endowment funds. The temporarily restricted funds will become available for use in 2014 and subsequent years upon compliance with donor restrictions and agreements.

Statement of activities and changes in net assets (US\$)

	Unrestricted	Temporarily restricted	Permanently restricted	Total 2013	Total 2012
Revenues, gains and other support					
Contributions/grants:					
Foundations	111,386	1,734,733	-	1,846,119	3,366,275
Individuals	84,406	116,834	-	201,240	208,543
Corporations	18,188	49,149	-	67,337	426,979
Governments	-	50,919	-	50,919	501,095
Training courses, study missions and technical assistance	1,411,334	-	-	1,411,334	1,132,423
Use of campus facilities	415,085	-	-	415,085	317,014
Workshops	314,970	-	-	314,970	320,578
Gain on changes in market value of investments	118,176	-	-	118,176	83,560
Publication sales	7,581	-	-	7,581	37,596
Others	165,629	-	-	165,629	150,300
Net assets released from restrictions:					
Satisfaction of program restrictions	3,282,175	(3,282,175)	-	-	-
Expiration of time restrictions	175,000	(175,000)	-	-	-
Sub-total	6,103,930	(1,505,540)	-	4,598,390	6,544,363
Expenses					
Program services:					
Learning Community Program	4,077,821	-	-	4,077,821	2,571,696
Applied Learning Program	1,585,613	-	-	1,585,613	1,270,337
	5,663,434	-	-	5,663,434	3,842,033
Supporting services					
Management and general	574,093	-	-	574,093	603,119
Fundraising	182,954	-	-	182,954	171,515
	757,047	-	-	757,047	774,634
Sub-total	6,420,481	-	-	6,420,481	4,616,667
Excess (deficiency) of revenues, gains and other support over expenses of continuing operations					
	(316,551)	(1,505,540)	-	(1,822,091)	1,927,696
Translation gain (loss)	(120,736)	-	-	(120,736)	(117,551)
Change in net assets	(437,287)	(1,505,540)	-	(1,942,827)	1,810,145
Net assets at beginning of year	651,309	4,958,068	717,982	6,327,359	4,517,214
Net assets at end of year	214,022	3,452,528	717,982	4,384,532	6,327,359

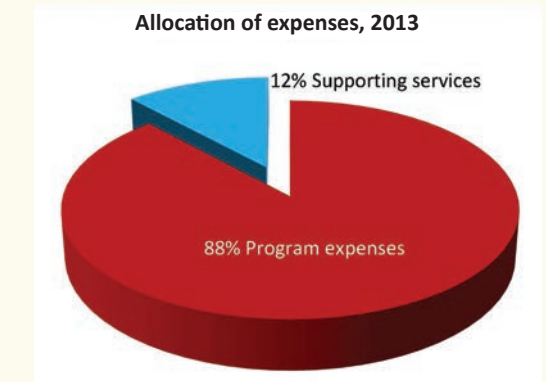
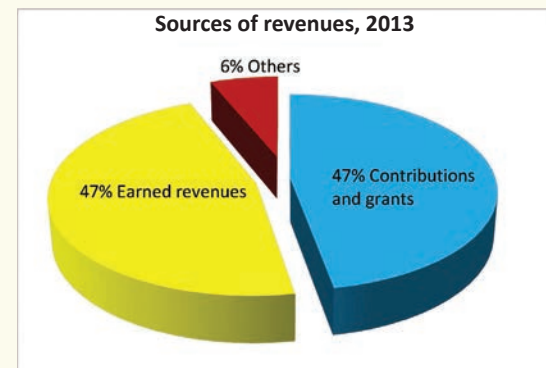
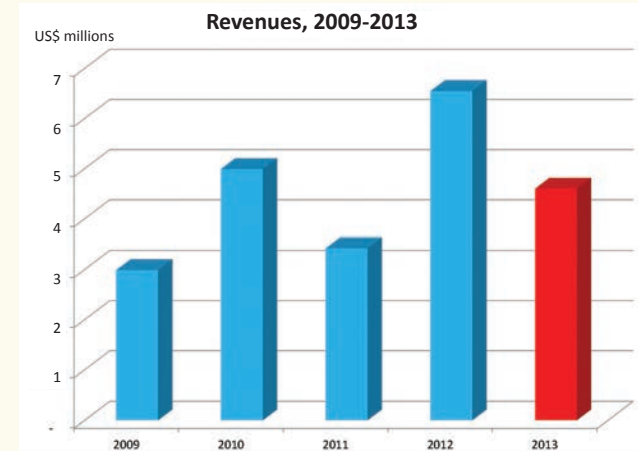
Learning Community Program aims to: (1) enable people and their communities to effect meaningful change in their lives through research and learning processes; and (2) generate knowledge about participatory human development through practical experience. Capacity building of people and their institutions is achieved at the community level through this program. **Applied Learning Program** aims to contribute to the global body of knowledge on organizational and program effectiveness and good governance through practical trainings, workshops, conferences, technical assistance, study programs and publications. The focus is to transform field experience into unique, informed, evolving and on-site learning through interaction between community members and development practitioners engaged at national, regional and global levels.

Statement of financial position (US\$)

As of 31 December

	2013	2012
Assets		
Cash and cash equivalents	1,462,588	1,951,146
Investments	1,086,229	1,000,069
Contributions receivable	1,387,577	3,110,697
Other receivables	559,901	665,250
Property and equipment (net)	236,572	251,565
Prepayments and other assets	18,003	16,739
Pension asset	-	2,437
Total assets	4,750,870	6,997,903
Liabilities and net assets		
Accounts payable and other current liabilities	363,341	670,544
Pension liability	2,997	-
	366,338	670,544
Net assets		
Unrestricted	214,022	651,309
Temporarily restricted	3,452,528	4,958,068
Permanently restricted	717,982	717,982
Total net assets	4,384,532	6,327,359
Total liabilities and net assets	4,750,870	6,997,903

1. Data extracted from the audited financial statements of IIRR for the year ended 2013. The audited financial statements for 2013 and prior years are available by writing to IIRR.
2. Latest annual report filed with the Attorney General of the State of New York is available from IIRR or from the offices of the Attorney General of the State of New York, Department of Law, Charities Bureau, 120 Broadway, New York, NY 10271.
3. The Institute is exempt from federal income taxes under Section 501 (c) (3) of the US Internal Revenue Code and has been classified as an organization which is not a private foundation under Section 509 (a). The Institute qualifies as an organization to which contributions are subject to special limitation provisions under Section 170 (b) (1) (a) of the code.



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Abbreviations

CMDRR	Community-managed Disaster Risk Reduction
DRR & CCA	Disaster Risk Reduction & Climate Change Adaptation
ESEY	Economic and Social Empowerment of Youth
NRM	Natural Resource Management
PEP	Pastoralist Education Program
SRH	Sexual and Reproductive Health
VCD	Value Chain Development
VLISA	Virtual Livelihood School of Africa



No less than five First Ladies attended the Inaugural Ceremony of the Yen Center campus in 1967. Each planted a commemorative tree.



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