



empowering communities
to end poverty



The 'PING'

The PING is a Chinese ideogram, a symbol expressing an idea that cannot adequately be summarized in words.

It was the logo of the Mass Education Movement founded in China in 1923 by Dr. Y.C. James Yen and now is the logo for the International Institute of Rural Reconstruction (IIRR) established in 1960.

There are two levels of meaning of the PING: GLOBAL and PERSONAL.

For the world, the PING is meant to light the path to PEACE, EQUALITY, and JUSTICE.

The horizontal bar on top represents the mind or brain – essential for the success of any effort.

The dash on the left is equity.

The dash on the right is justice.

The cross in the center represents compassion for the neglected poor.

'PING-MIN' (common people) 'JIAO-YU' (education) means mass education in Chinese. According to Dr. Yen, equal education and opportunity for all, corrects injustice. When there is equity and justice, there will be peace.

For each person, the PING inspires CALMNESS, SERENITY, and TRANQUILITY.

The Chinese maxim 'PING XIN JING QU' advises that when provoked and irate, "calm your heart and quiet your mind" to acquire serenity and tranquility.

In honor of our founder, his background, and his beliefs, IIRR has adopted the PING as its logo.

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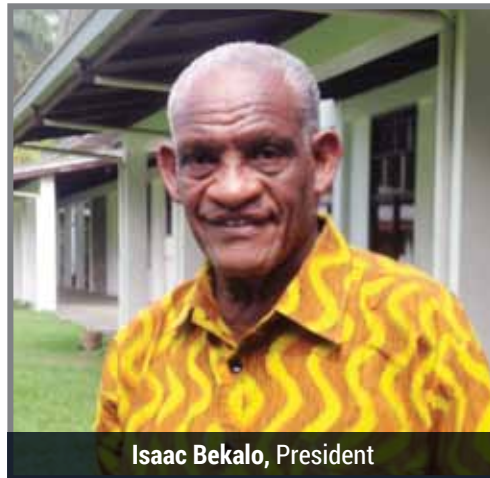
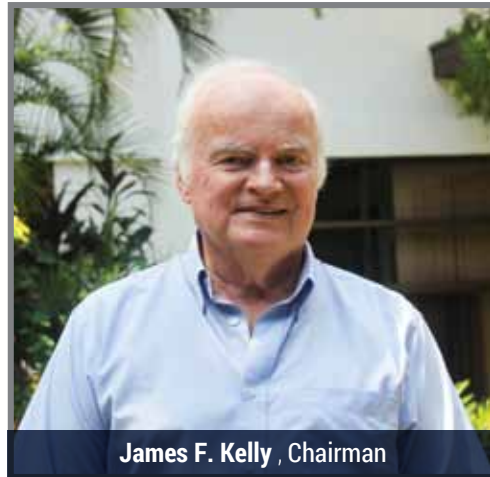
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Dear Friends and Partners,



2016 was another exciting year, and our first year of the five-year Strategy 2020 implementation. We expanded our work to two deserving countries, Myanmar in Southeast Asia, and Zimbabwe in Southern Africa. We also launched a major campaign to end Sexual and Gender-Based Violence (SGBV), especially against girls and women among the pastoralist communities of northern Kenya.

In the Philippines, and globally, we launched a huge scale-up program for school-based nutrition using school and community-based Bio-Intensive Gardening (BIG). In the Philippines alone, the lighthouse schools that serve as learning hubs for up to 10 schools each grew from 58 to 300, benefiting 200,000 children. In partnership with the Philippine Department of Education, plans are being laid out to broaden the program to 2,732 schools to benefit 1.8 million children. Our county programs in South Sudan, Ethiopia, Kenya, Cambodia, and Myanmar implemented BIG programs aimed at improving school nutrition in 40 schools, thereby benefiting thousands of school children and community members in the surrounding villages.

In Ethiopia, Kenya, and Uganda, we have supported education for over 50,000 students, where the majority are pastoralist children who were not given equal educational opportunities. We have enrolled school dropouts, especially girls, constructed dormitories and sanitary facilities, installed solar lighting in over 100 schools, supplied water to schools, built classrooms, trained teachers, provided learning materials, and installed energy-efficient stoves in schools that save time and trees.

Through a 'Giving Girls A Second' chance initiative funded by an anonymous donor, we have enabled over 1,000 girls in Kenya and Uganda to gain critical social and additional life skills, whereby they assumed leadership roles in their schools and communities and used their newly learned skills to earn income that supports their education.

We have forged new partnerships and strengthened existing ones. We partnered with UNWomen to end SGBV in all its forms. With the Department of Agriculture and Climate Change Agriculture and Food Security (CCAFS) in the Philippines, we have established new model climate smart villages and strengthened existing ones. Our partnership with Humanitarian Leadership Academy in the Philippines, Give2Asia, FAO in South Sudan, UNICEF in Uganda, and Polish Center for International Aid (PCPM) in Ethiopia further strengthened our efforts to attain disaster risk and climate change resilience by enabling communities and their leadership to take charge. We have documented series of "goodbye poverty stories" where our livelihood program has transformed the lives of many individuals. We have illustrated the above with specific stories and photos throughout this 2016 Annual Report.

During the year, we thanked and said goodbye to one of our trustees, Victoria Melendez, who served on the Board for several years and was also a member of the Finance Committee. While we were saddened to say farewell to Victoria, we were happy to welcome back Mary Chan, who rejoined our Board in 2016. Mary is a Managing Director and Relationship Manager at First Republic Bank in New

York. She first became involved with IIRR in 2006, when she joined as a trustee and as a member of the Finance Committee.

Finally, on behalf of our trustees, staff, and most importantly, the communities you have supported, we would like to thank all of you, our supporters and well-wishers, for the continued trust and confidence you have shown in our mission and ambitions, and we trust that you will continue with your support and advice in the years to come.



Isaac Bekalo

President



James F. Kelly

Chairman, Board of Trustees



A SNAPSHOT AT STRATEGY 2020

The International Institute of Rural Reconstruction (IIRR) is a community development, operational research, and training organization with nearly 100 years of development experience. IIRR is a 501(c)(3) non-profit organization registered in the United States of America with its headquarters based in Silang, Cavite, Philippines. We maintain a strong presence in eastern Africa, and Southeast Asia where we have teams placed in Ethiopia, Uganda, South Sudan, Kenya, Zimbabwe, Philippines, Cambodia and Myanmar. We also maintain a small office in New York City where the majority of our board members live.

IIRR strategy for 2011 to 2015 – commonly referred to as Strategy 2015 – ended in December 2015. For this reason, IIRR engaged in developing a new strategy to cover the period between 2016 and 2020, which will be known as Strategy 2020. A comprehensive review of Strategy 2015 was undertaken towards its end in 2015.

While remaining true to its mandate, focus, and fundamental philosophy, this strategy has made a number of shifts in its programming approaches and orientation with a view to ensuring greater effectiveness and sustainability. These include deliberate efforts to build on the teachings and principles of rural reconstruction and Dr. Yen, its founder and Rural Reconstruction, a participatory and people centered development approach.

Both these elements focus on rebuilding the lives of the rural poor, enabling them to move out of poverty and into healthy, sustainable lives. Additionally, IIRR shall pursue a flagship program approach with a more integrated, and focused approach where each country will focus on one flagship or country program around which all other initiatives are built. The flagship program orientation also seeks to ensure the establishment or consolidation of the learning communities (LC) approach. We have, in this regard, reorganized our programs globally into 'two plus one' flagship programs:

- Education for pastoralist communities
- Food security and resilient livelihoods
- Global learning and collaborative leadership

Special attention will be paid towards accelerating and scaling up the impact of our work utilizing the tested and proven models. These will be realized by working with and through partners, influencing developmental practices, leveraging local resources, and playing a collaborative leadership role. A system's orientation approach will be adopted wherein different levels of strategic partnerships and engagements will be established with actors from civil society, peoples' organizations, and public and private sectors.

Increased efforts will be made to link the capacity development work (applied learning) to field experience, especially from the learning communities. With immediate effect, a scale-out and up on the specific program components will

be undertaken. In the Philippines and Southeast Asia where food security and livelihood resilience is the flagship program, IIRR will embark on scaling-out and up school-based nutrition using bio-intensive gardening (BIG) with initial focus in the Philippines followed by Cambodia, South Sudan, and other countries. In the Philippines, the Department of Education has already replicated BIG in 340 schools. Both the Philippines and Southeast Asia programs have chosen Food Security and Livelihood Resilience for its flagship to build on its accumulated strengths.

In Eastern Africa, initial focus will be to scale up success of education, primarily focusing on girls' education. Ethiopia and Kenya have chosen education as their flagship program, which will enable them to accelerate scaling-up. Uganda and South Sudan will integrate education into their food security and livelihood resilience programs. Further, IIRR will continue to invest in our own capacity development, focusing on:

- Establishing and operationalizing clear institutional structures and systems;
- Strengthening leadership and governance capacities at all levels;
- Invigorating resource mobilization efforts, including own-generated resources; and
- Enhancing our knowledge development and sharing capacity.

Specific organizational areas to be further strengthened include: systems finance, human resources, management information system, monitoring, evaluation, and learning.



EMPOWERING EDUCATION

- 50,000 pastoralists' kids accessed quality education in Eastern Africa
- 200,000 young children benefitted from school nutrition program using BIG in schools in the Philippines
- Kids in 100 schools in Ethiopia empowered by solar lights can now read at night and their reading ability significantly improved



Universal Free Primary Education has done wonders in enrolling tens and thousands of kids to school. Unfortunately, many of them, especially girls, continue to drop out because of several challenges. Free education is not always free. Parents must provide uniforms, books, school supplies, and personal needs of students. Many poor families don't have the means to cover these costs, hence their kids drop out of school. Additionally, quality of education is a major challenge across the countries we work, and many schools don't have qualified teachers, adequate classrooms, dormitories, water, electricity, and sanitary facilities. Many kids go to school hungry, which seriously affect their concentration and academic performance. In addition to enrolling thousands of kids, we partnered with local authorities, parents, and local development organizations in installing solar lights, energy saving stoves, and initiating school gardens where kids now enjoy nutritious meals among others. The following are the 2016 highlights.

School heads, teachers, parents of over 15 schools formed two cluster education forums to give girls a second chance:

Uganda

- In Uganda 3,621 learners (1,997 boys and 1,624 girls) enrolled.
- 617 girls are being supported to re-enroll, remain in school, perform well, and support themselves economically through our earn and learn program.

Ethiopia

- In Ethiopia, 19,875 (9,106 female) students enrolled. From these figures, 88.2% were retained throughout the academic year.
- 1,236 (642 female) pre-school children enrolled in 26 schools. 100 schools were fitted with solar light. We also distributed over 20,600 assorted learning materials in 46 schools.
- 100 solar lights have been installed in 100 schools to give students, especially girls, the ability to read at night. As a result, the school performance of girls improved significantly.

- 20,000 assorted reading materials (text books, children story books and other reading materials) were printed, purchased and distributed to 146 schools.

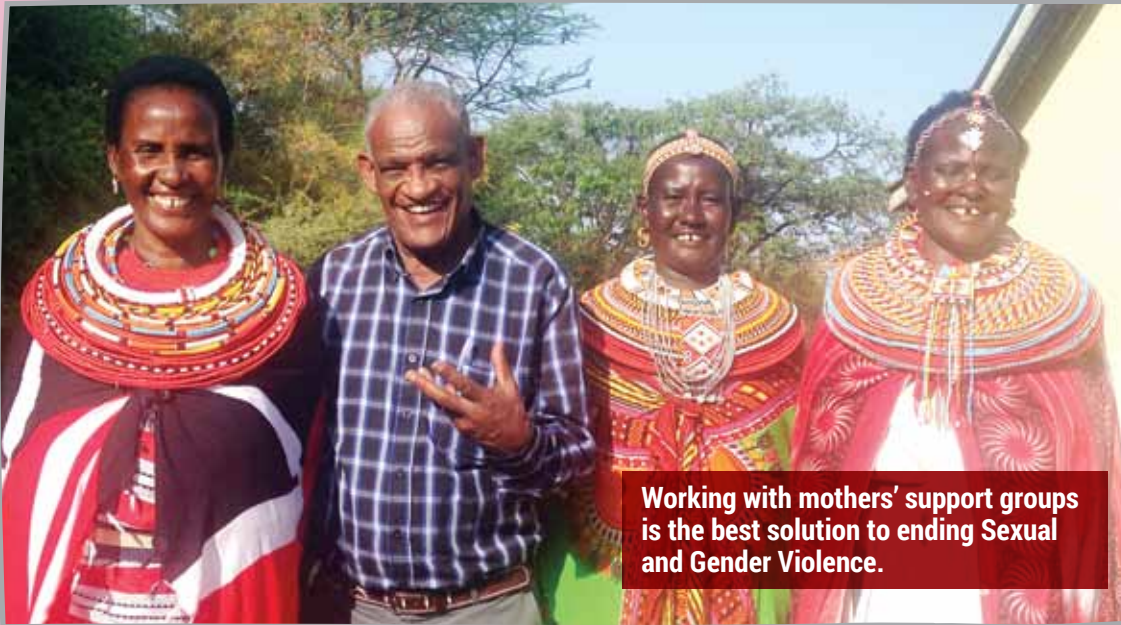
Kenya

- In Kenya, we enrolled 26,210 learners (12,630 girls) in 70 schools, constructed 9 new classrooms, 2 hostels that house 200 learners (100 girls and 100 boys), and have expanded educational opportunities to a total of 514 learners (273 boys and 241 girls).
- 33 schools have been installed with energy saving stoves, benefiting 16,285 students (8,296 boys and 7,989 girls). The stoves have unburdened students from fetching firewood and allowed them to prepare meals quickly. This has enabled the schools to save fuel and labor cost between 82-120%.
- 32 water tanks were constructed benefiting 11,424 students for washing and drinking, significantly reducing tiredness and absenteeism, while improving general health.
- 8,050 learners (6,171 girls and 1,879 boys) benefiting from ventilated latrines constructed in 40 schools .
- Over 1000 girls from 40 schools participated in solidarity camps, also known as summer camps, where they learn from and are inspired by role models from their own communities.

Philippines

- The number of lighthouse schools and crop museums increased from 58 at beginning of 2016 to 300 at the end of the year, benefiting 200,000 students.
- BIG school gardens have expanded to 40 schools in South Sudan, Myanmar, Cambodia, Kenya and Ethiopia
- 1,839,445 students from 2,732 public elementary schools in the Philippines received nutrition, environment, and DRR information.
- 40 of schools adapted BIG nutrition gardens in the Philippines, Myanmar, Cambodia and South Sudan, Kenya, and Ethiopia.

KENYA



Working with mothers' support groups is the best solution to ending Sexual and Gender Violence.

Isaac with Samburu women elders.

Strengthening Responses to Sexual and Gender Based Violence

Young girls at home, schools, or communities suffer different forms of physical, emotional, and psychological abuses. They are physically abused (beaten, raped), forced to marry older men at a young age and sexually harassed. They are denied of opportunities and ownership of resources and are subjected to traditional practices of genital mutilation. In their schools and communities, they are bullied by boys and men, and parents will often not allow them to attend class. Because they lack social and economic support, most them dropout from school early.

In partnership with UNWOMEN, IIRR integrated a Sexual and Gender Based Violence (SGVB) project into its ongoing education program for pastoralist communities in Northern Kenya where SGVB is a serious problem for women, especially for young girls. The project aims to build awareness of the parents, community members, community leaders, and police in stopping practices that are harmful to women and girls. Together with local partners, IIRR organized rescue centers for victims of abuse, rape, and those who escaped from early and forced marriage.

The following two stories illustrate the problems, and the role IIRR and partners play.

Hope after Rescue

"We used to see old men walking home with sugar and tea leaves, thinking they were just normal visitors. We did not know that they had come to request our parents to marry us until **Stellah** heard from neighbors. After hearing the story, I shared it with one of my best friends, **Ntoninye**, whose parents also wanted to marry her to an old man. We then decided to run away without informing our parents. We walked the whole day without food and water until we reached **Wamba** where one community member took us to the chief's office. We were then introduced to a woman whom we were told works with an

organization called IIRR. We have never stepped in a classroom and even never knew what education was. All we used to do at home was herd cattle and goats in the forest. Our father never used to care about us because we are girls. We have brothers who went to school but they never mentioned to our fathers that they need to take us to school. We are now enrolled in Ntepes Primary School and we were told our new classroom was constructed by IIRR. We feel IIRR are good people who love to rescue children and would like to see us progress in our studies. They have been a great help for us. They have visited us, bought us hygiene kits, underwear, school sweater, mattresses to sleep on, and even asked how we are progressing on our studies. We like English and mathematics. When we grow up and study hard, we would like to be county representatives so we can rescue other girls from early/forced marriage in our village. We want to one day sensitize our community about the importance of girl education so that they can learn and know their rights as women and girls.”

Finding Rescued Friends

Ever since she was born, 11-year-old **Ntubsha Lekonchere** had never stepped in a school. Her father and mother never saw the importance of education because she is a girl. One day she decided to find her friends, Stellah and Ntoninye, who ran away from home after hearing that they were to be married off to older men in her village. She heard that they had been enrolled in school and was eager to be in school just like her friends. She decided to travel all the way to Wamba to look for her friends. She asked where



Ntubsha far right with her friends' Stellah and Noninye after receiving hygiene kits and bedding.

Ntepes Primary school was and went directly to the school. She was not immediately admitted because she had beads on her neck and did not have uniform. Ntubsha was brought to the chief's office, which referred her to IIRR office. As part of SGBV project, IIRR supported her with some of the urgent materials like hygiene kits and bedding. Ntubsha says she is happy to have run away from home. ***"I now feel safe and secure in school"*** says Ntubsha, while blushing. She says she would like to be a woman representative in her county so she can help rescue many other girls who have been denied of education and suffering from forced marriage.

The Head Teacher remarks, ***"They are children who are passionate about their studies. They spend most of their time staring at pictures in the text books and charts. They ask a lot of questions with an aim of wanting to know more. Their progress is positive, and with our support I know they are girls with bigger dreams. I want to thank IIRR for having responded to their needs and giving them support."***

UGANDA

Giving Girls a Bright Future with a Second Chance

With no hope to receive an education, **Loumo Lillian** was left to “waste away” simply because she was orphan.

Loumo is the third child in a family of five. Her father passed in 2011 and her mother developed mental disorders, which made her incapable of caring for her children. Unable to pay for school fees, Lillian dropped out of Nadunget Secondary school in 2013. Now, the 17-year-old girl is happy to be in school again, currently in Senior Three.

With IIRR’s Giving Girls a Second Chance initiative under the education programme, scholarships are offered to gifted but disadvantaged children to further their education. The project works to improve the academic performance of girls by hiring more teachers and improving girl participation in extra-curricular activities. The project enhances parents and District stakeholders’ monitoring of school programs. Lillian is among the 15 girls who benefitted from the project.

“I have benefitted from IIRR’s direct scholarship. I have no worries paying school fees now. This gave me the opportunity to work hard and I took the first position in class last year. I have continued to work hard and I want to be a doctor when I finish school. Being in school has helped me to interact with other girls through the school clubs. This has helped me gain self-confidence. I was trained with the rest of the girls to make my own sanitary pads so I don’t have to worry when I don’t have money to buy from the shop. I have received two



Loumo Lillian sewing with her newly learned skill

goats, which are being taken care of by my brother. When I sell them, I can raise income for my school needs. I have learned skills in bakery through holiday programs, and I make local bread at home for sale. I am able to sew different garments, which we sell to raise an income. With IIRR’s assistance, my future is bright.”

KENYA AND UGANDA

Cluster Education Makes a Difference

Kenya Education Fund (KEF) is a nationwide scholarship that supports students in Kenya. In the 2016, pupils of Loglogo received an opportunity to fill KEF application forms through IIRR. The process of distribution, filing of form, and final submission to the head office was facilitated by IIRR in collaboration with the school management.

When the results of KCPE were announced late December, it was a joyous occasion for Loglogo Muslim Primary. The school emerged as the best in the cluster for the second time in a row with a mean score of 307 in 2016 (up from 270 in 2015). The highest scoring boy, Lokuti Matacho who scored 343 marks, and the highest scoring girl, Kulamo Reigo who got 298 marks, got the KEF scholarship. Matacho was admitted to Kanyakine Secondary in Meru, while Kulamo was admitted to St. Marys Girls Isiolo. Additionally, two boys also benefitted from the Islamic Foundation Scholarship and were admitted to WAMY Secondary School in Isiolo. Because of the outstanding results, the school enrollment increased progressively in the last three years: 286 in 2015, 327 in 2016, 346 in 2017. Remarkably, the school had also registered 100% transition for the second year in a row.



Pastoralist pupils in Northern Kenya, *'Learning does not stop in classrooms'*.



Boys and girls displaying confidence in one of the cluster schools in Uganda.

UGANDA

Raising Goats to Provide an Education for a Family

Jackie is 21-years-old and a mother to two children aged four and five. When she married at the age of 15, she lost hope for an education. She quit school after having only completed primary class 7. By the time she was 17, she had given birth to two kids who are now in KG1 and KG3. Jackie is the only person in her household who earns an income to pay for the school fees of her children per term and her husband per term. She also pays school fees for her brother in law who is attending class.

When she dropped out of school, Jackie joined a sexual and reproductive health project initiated by IIRR in Nwoyas where she became a community conversation facilitator (CCF) in 2014.

To encourage the community conversation facilitators, IIRR formed them into village loan and saving groups, which Jackie became a member of. Each CCF member is eligible to receive a loan from the group once they have completed their basic training on financial literacy, developed a simple business plan, and selected an enterprise that has a chance to succeed.

Jackie took a 350,000 Shilling (\$100) loan from her group and used some of the money to purchase three goats. Her goats have multiplied and she used the rest of the funds to purchase and plant peanuts.

Selling some of the peanuts she has harvested and the goats she now owns, Jackie has become a sponsor for her own two kids, her husband and her brother-in-law. Jackie has also enrolled in a vocational training school where she is learning how to sew.



Happy Jackie with her herd of goats.

Jackie said, *"IIRR empowered me to take care of my household."*

ETHIOPIA

A Changed Life Transforms Others

Badane Demisie comes from a poor family. Her parents have seven children: four girls and three boys. Both parents are illiterate and her father has health problems. Her family's livelihood is subsistence farming and they do not have cash crop or livestock to generate alternative income. Only Badane and her elder brother, Wako, were sent to school. Badane and Wako are trying to push their primary education forward but don't have the hope to continue high school due to lack of finances. Badane was frequently absent from school and usually searches for jobs to generate enough income to purchase learning materials and a uniform. As a result, Badane had no good academic standing in class.

In 2015, IIRR and local partner, GIRDA, identified 120 girls that will receive two goats each to support their education. In Bechara primary school, 10 girls were identified, including Badane. Badane was thrilled, saying, ***"Now I am in a strong position to continue schooling. I hope I don't fear any financial constraint, which will compel me to quit my education. My aim is to complete higher education"***. She adds, ***"My goats gave birth to a nanny goat, and now I am among those girls ready to transfer the nanny goat to the next beneficiary girl who have similar problems and challenges in her education. Thanks to IIRR and GIRDA, I will reach to where I desired through the support of Goats For Girls (G4G)."***

The G4G project enabled her to attend school regularly without absenteeism. Her motivation to study and ability to complete homework improved. ***"I have a bright future and long education ladder through which I can support myself, my family and my community,"*** said Badane.

The school director, Assefa, says ***"This project gave girls with economic challenges a chance to continue their education. The project is mobilizing***



Badane with her herd of goats.

more families to assist and send their daughters to schools. The transfer of nanny goats to another girl is continuous and strategic to provide hope for more girls to share resources among themselves."

Empowering Kids and Communities with Smart Nutrition

IIRR implemented a 3-year (2012 -2015) action research entitled “**Integrated Approach to Address Food and Nutrition Security in the Philippines**” in collaboration with the Department of Education Division of Cavite and the Food and Nutrition Research Institute of the Department of Science and Technology (FNRI-DOST).

The first phase of the research project, funded by International Development Research Centre (IDRC), developed and adapted an integrated school nutrition model combining school gardening, supplementary feeding, and nutrition education in the Philippines’ Cavite Province.

The research results showed that providing additional nutrients for undernourished school children using iron-fortified rice and indigenous vegetables from school gardens significantly improved the children’s nutritional status. Additionally, enhanced knowledge, attitude, and practices on gardening and nutrition were observed among parents. The project tested and successfully sustained bio-intensive nutrition gardens and crop museums that aimed to retrieve and conserve crop cultivars, while also improving year-round availability of a diverse range of climate-resilient, locally adapted, and nutritionally important vegetables.

In partnership with the Department of Education Bureau of Learner Support Services and Region 4A, FNRI-DOST, and the Department of Agriculture Region 4A, a follow through 28-month action research project entitled “**Improving Food and Nutrition Security in the Philippines Through School Interventions**” is being implemented to fine tune and scale up the model. From 28 schools in



Yangon community BIG in Myanmar.

the province of Cavite, the project now covers 5 provinces in Region 4A, with 2732 public elementary schools and a total population of 1,839,455.

The scaling up of the model relies primarily on lighthouse schools (LS). Lighthouse schools are expected to demonstrate the model using the research guides and are responsible in transferring the innovation to other schools in Region 4A. LS are also the designated crop museums where seeds will be mass produced for schools and communities. So far, 303 LS have been established across Region 4A. The school crop museums will be responsible in providing planting materials to the rest of the schools within their district. Forty schools in Cambodia, Ethiopia, Myanmar, and South Sudan are adapting nutrition gardens.



FOOD SECURITY & LIVELIHOOD RESILIENCE

- Nearly 15,000 farmers in Eastern Africa and South East Asia has said “goodbye to poverty”
- 4,480 (2,928 female) oil seed farmers organized in 175 farmer learning groups in Northern Uganda saved USG 635,743,900 (\$200,000)
- 9,600 household heads and 3,600 women and youth are economically empowered in Ethiopia’s Eastern Amhara region. They are organized and linked to market chains where they sell their produce to local and regional market

Ending Poverty through Food Security and Resilient Livelihoods

The Food Security and Livelihood Resilience (FSLR) Program seeks to lift hundreds of thousands of the poor and marginalized rural households in Asia and Africa from poverty by addressing multi-dimensional challenges of food, nutrition, and livelihood insecurities. Three program outcomes are anticipated:

- Provide the extremely poor/vulnerable (marginalized communities, women, girls, elderly, children, people with special needs) with access to social protection to help lift them from poverty;
- Provide communities and households with food security so that they can better withstand shocks and uncertainties; and
- Provide communities, groups, and individuals (youth and women in particular) with equitable access to resources and opportunities, accumulate assets, and enable them to withstand crises.

The thematic focus of FSLR Program are:

- Sustainable intensification of agriculture-based livelihoods with special attention to youth and women;
- Strengthening poor rural value chains and developing small and micro-enterprises with special focus on youth and women;
- Management of risks and vulnerabilities that threaten food, nutrition and livelihood security;
- Health and nutrition; and
- Education for marginalized communities.

The following stories illustrate the progress made in 2016.



Learning by doing in Lighthouse schools.

Farmers Say “Goodbye to Poverty”

Uganda

- 4,480 farmers (2,928 female) in 175 farmer learning groups organized around Oil Seed Project have:
 - Saved US\$ 635,743,900 (\$200,000);
 - Formed 35 local seed business and produced 61.5 tons of quality seeds of which they sold 38.6 tons for the local community. These seeds are declared quality seeds;
 - 100 farmers procured plow oxen and 700 households use energy saving stoves; and
 - 175 Farmer Group (FGs) developed seasonal farming plans, 96 FGs registered at sub-county while 79 FGs are registered at district. Also, 175 FGs developed vision road journey and their constitutions.

Pamela and Isaac at a sunflower farm in Northern Uganda.



Ethiopia

- 9,600 household heads and 3,600 women and youth are economically empowered in Eastern Amhara. These groups are organized in support groups where they jointly purchase farm supplies and irrigation equipment. They are linked to local market chains where they sell their produce to local and regional consumers;
- 61 fuel wood selling women around Addis Ababa are organized and trained in alternative income generating scheme (sewing) and have said goodbye to daily backbreaking ferrying of fuel wood from the hills of Addis to the city dwellers. By not cutting down trees, they are also helping the environment. This project is supported by the Polish Embassy's small grant scheme; and
- Membership of 4,000 women in the Women Entrepreneurs Association in Amhara (AWEA) was facilitated through continuous coaching and mentoring. The women developed new business plans and did major restructuring in their organization.

Philippines

- 542 households received improved access to diverse food sources for supplementary nutrition (204 through BIG-related projects, 119 through BRIDGE/AMIA projects, and 219 through the CSA program);
 - 628 undernourished women and children received supplementary nutrition and improved access to food. 549 grew food through day care gardens and 79 through container gardens;
 - 67 poor farmers benefitted from cassava and lechon (roasted pig) where individuals and groups are linked to market 20+ households through the cassava local value chain;
 - Six food security and nutrition, livelihood, and resource management models and tools are being tested to develop:
 - family farming;
 - psycho-social support in post disaster resilience building;
 - decision support system utilizing climate-information;
 - community participatory action research tool;
 - payment for ecosystems services; and
 - influencing local agricultural extension services through CSA.
- Five key national agencies and one international agency (CCAFS) are utilizing learning and knowledge from LCs;
 - Department of Education, Agriculture and Environment and Natural Resources;
 - Food and Nutrition Research Institute of the Department of Science and Technology; and
 - SEARCA and CGIAR Program Climate Change Agriculture and Food Security in South East Asia.



Mel Belmin and his mother ready for cassava planting.

PHILIPPINES

Efren's Journey from Factory to Farming

Unlike most farmers in the Philippines, **Efren Caisip**, 34, did not grow up in a farm. He only decided to become a farmer eight years ago when he was earning less than \$200 a month in a factory in Batangas Province. When he got married, he knew his earnings would not be able to sustain his family needs. So, he decided to quit his job and venture into farming.

"When I told my wife, she asked if I knew how to farm. I didn't. So I told her I will learn how to do it." Efren shared. "In farming, as long as you're a hard worker, you will not lack."

Efren and his wife, Myla, left Batangas and moved to the town of Maragondon in Cavite Province where Myla's parents own a parcel of agricultural land. Efren began watching how the farmers worked until he learned how to till the soil and plant crops. Initially, he only planted and sold cassava and corn. To augment the family's income, he also worked as laborer earning \$5 a day.

When Efren became part of IIRR's Family Farming Program, he and his wife learned new farming practices. He also received seedlings for vegetables and fruits like ginger, pineapples, banana, pomelo, papaya, sugar apple, and rambutan. In 2016, he earned \$400 from selling papaya and \$140 from selling pineapples. Additionally, Efren received a goat from IIRR and earned \$60 from the young goat he sold. Efren explained that since his pineapples were free from chemical fertilizers, his buyers enjoyed the taste and bought more from him. He built a small stand near his house to display his farm's produce and allowed buyers to pick pineapples straight from his farm. He regularly earns income from bananas, which he brings to the market every two weeks. In 2016, he was also entrusted to take care of at least ten pigs and shares the income with the owner.



Efren and his family in their integrated farm.

Efren shares that with his farm now growing diverse crops, his income has increased. He renovated his house and purchased appliances like a television, and an amplifier. He is also contributing money to pay for taxes on the farm, which is owned by his mother-in-law.

Despite living in a country where more people prefer employment work over farming, and where agriculture is often linked to poverty, Efren displays confidence and passion about his work, *"I prefer my life now as a farmer,"* he said. *"I prefer it over the working in a factory."*

SOUTH SUDAN

Growing Vegetables Nourishes Families

Aluel Chol, 30, is a mother of six children - four boys and two girls and is an active member of Panda Agro Pastoral Field School (APFS). Before joining the APFS, Aluel says that only one of her children was attending primary school because the family could not afford to pay school fees for the others. The children were malnourished being unable to afford two meals a day.

Prior to coming in contact with IIRR, Aluel was growing vegetables on a small garden approximately one quarter feddan (1.038 acres), from which she earned fewer than 2,500 SSP (\$25). This was not enough to meet her basic needs, let alone send her kids to school.

Aluel says her community became excited when the APFS methodology was introduced by IIRR and FAO in 2015. They decided to form Panda APFS group, which comprises 25 members - 20 women and 5 men.

She says that with guidance from their facilitator trained by IIRR and FAO, Panda APFS group received a wide range of trainings on vegetable and crop production. She shared that they have plots where the group performs comparative studies to better understand the issues in growing crops. Additionally, APFS members practice Agro Ecological System Analysis (AESA), where they learn pest identification and management.

"We were encouraged to establish individual vegetable plots at our homes. I established two vegetable plots approximately half a feddan in size, and started growing a variety of vegetables such as kudra, kale and onions where I apply the knowledge from the group study plots," she says. As the result, she now earns 15,000 SSP (\$150) from the two plots she cultivated. Aluel was able to pay fees worth 10,000 SSP (\$100) and used the 5000 SSP (\$50) to buy household needs. With the knowledge and skills she has acquired, Aluel hopes to increase the size of the plots to be able to raise enough funds to pay school fees for the children.

"I have benefited a lot since I joined the Agro Pastoral Field School. My family now has access to a variety of vegetables for household consumption. We take two meals a day and the health of my children has improved in a short time. I no longer frequent the health centers to get supplementary feeding for my children. We bulk our harvest and sell the vegetables as a group to get income for my family. From this income, I am able to send three of my children to school: one in primary 6, one in primary 4 and the other in primary 2. I use the savings from the sale of vegetables to buy clothes and pay for treatment of my children when they get sick. Although our group's activities are sometimes afflicted with insecurity, we have remained committed to our group objectives. I am happy to participate in the APFS group activities and appreciate this project."



Aluel with her indigenous vegetable harvest.

ETHIOPIA

A Glimmer of Hope for Survival

The rural communities in Ambassel, Tehuledere, Bati, and Dewachefaworedas are challenged by erratic rainfall distribution, drought, flood, and pest infestation. These extreme events affect the agricultural productivity and income of smallholders. The communities' ability to adapt to disasters is low due to lack of knowledge and skill. In most of the target kebeles (neighborhoods), drought is a critical hazard as identified through PDRA. Accordingly, drought mitigation DRR plans are prepared by the community through the facilitation of IIRR. One such plan is to use ground water for irrigation.

Mohamed Biru is a 46-year-old farmer who lives in the Dawachefa district of Kachurkebele. He is married and has five children (three girls and two boys). As most dwellers of the kebele, his family livelihood is entirely dependent on agriculture. He has 0.75 hectare (1.8 acres) of land in which he strives to maintain by producing cereals, mainly sorghum and maize. Though the farmland is relatively flat and fertile, he harvests his entire farmland only once per year during the rainy season. He occasionally uses underground water to produce meager vegetable crops.

After he visited community ponds constructed by farmers supported by the Harvest Plus Project in adjacent village, she saw how their lives were changed for the better. This motivated him to change his farming practices. He and his fellow farmers organized a 12-member group where each member contributed 500 ETB (\$23) to cover the cost of a pump and an excavator to drill the borehole. The project supported them with industrial materials and covered technical costs. The group members excavated ponds and planted tomato, onion, pepper, and mung-bean in them.

Mohamed planted onion and tomato on a 0.25 hectares (.61 acres) of land and earned 30,000 ETB (\$1325). He invested 5000 ETB (\$230) for seed, fuel, and labor after which he gained a net profit of 25,000 ETB (\$1100). He says, "***This income was not conceivable in the past years. Harvest Plus makes life simple, and inspires us to work harder***".

Mohammed has opened a bank account and saved money for household consumption, educational expenses of his children, and agricultural inputs costs. Before, Mohamed uses group water pumps to irrigate his land. Now, he is set to purchase his own water pump to expand the irrigable land and to earn more income. Even though drought is still a very critical problem in the area, ground water harvesting and utilization for irrigation has enabled farmers to become productive beyond their individual/household survivability.



Mohammed and his irrigated farm vegetable.

UGANDA

Beatrice's Vision of Establishing a Piggery Foundation

Beatrice is a member of IIRR's Sexual and Reproductive Health Facilitation Team in Gulu District, Northern Uganda. She took advantage of the loan plan IIRR provided to a group of community conversation facilitators (CCF) and borrowed 650,000 Shilling (\$200). Beatrice bought two young piglets for 50,000 Shilling (\$15) each. She took good care of the two female pigs and each gave birth to piglets. Later, more pigs gave birth, providing Beatrice with 30 pigs of all ages and sizes, with an estimated worth 5,000,000 Shilling (\$1,550).

Using the remaining money she borrowed, Beatrice bought two sewing machines and additional materials and tools to make sandals and ladies leather bags. She produces one every day worth 50,000 Shilling (\$15) in a community where per capita income is less than a dollar a day.

In addition, Beatrice has flocks of ducks and chickens that provide additional income. Beatrice now employs two tailors and four of her brothers who care for her pigs, ducks, and chicken. She is expanding her piggery house to accommodate more than 100. When asked what her future dream Beatrice said, "*I will establish my own piggery foundation.*"



Beatrice with her growing herd of pigs.

UGANDA

Creating Successful Multi-Enterprise Farmers

"Growing oil crops has changed my life!" exclaims Okoyo, as he recounts his story.

Okoyo Jimmy, 35-years-old, is married with four children and is a member of Pur Ber farmer group in Acet Village, Northern Uganda.

"In 2016, I hosted demonstration farms for soya beans and sunflower seeds. IIRR trained us in farmer institutional development, farming as a business, complementary enterprise establishment, general agronomic practices and management, and business and market linkages.

As a result, I purchased high quality sunflower seeds and planted three acres. Later, I harvested 2,925 kgs (6,448 pounds), from which I earned 3,510,000 Shilling (\$1,003). I used the money to purchase two pairs of ox-ploughs, construct a poultry unit, and reinvest in soya and sunflower production.

Currently, three acres of soya beans are expected to yield 30 bags (9,184 pounds), with an estimated income 5,000,000 Shilling (\$1,470). I have three acres of sunflower expecting to yield 60 bags and earn around 4,500,000 Shilling (\$1,323). For season A 2016, I expect a net income of 7,000,000 Shilling (\$2000).

Another enterprise I engage in is vegetable and fruit production, specializing in green pepper, tomatoes, and pineapple. It is estimated to generate 500,000 Shilling, that is \$143."



Jimmy proudly displays his sunflower seeds.

Okoyo also owns a pesticide and herbicides sprayer. He earns an additional income by spraying other gardens at a cost of 20,000 Shilling (\$6) per acre.

Okoyo continues, *"My production and productivity have increased and I am planning to begin dealing in agro-inputs business towards the end of 2016. I will also start constructing a permanent house. My children are in boarding school and I have also sent my wife back to school to study nursery teaching."*

SOUTH SUDAN

A BIG Life Transformation

Mrs. Lina Keji has been employed as a cleaner at Gabat Primary School since 2009. When IIRR introduced Bio-Intensive Gardening in the school, she was excited to see children being taught how to dig, and carry out farming activities. She was particularly excited with the first harvest of eggplants.

Lina says that this was a turning moment in her life. She requested the school administration to allocate her a small plot within the school compound. The request was accepted and she started growing Kudra eggplants, a local vegetable variety. She purchased vegetable seeds for 1500 SSP (\$14) and planted them in June 2016. In September 2016, she started harvesting eggplants.

Lina explains, "I was surprised with the yield I got. Every day I leave the school, I go home with eggplants and Kudra from my plot. Previously, we couldn't afford two meals a day in my home. I now sell some to get income for purchasing seed for the next planting. I have so far received 9,750 SSP (\$92) from the sales. I enjoy my work as an employee in the school and my family are now happy with my work.

I always attend the agriculture club sessions in their garden and I apply the knowledge when working in my plot. I support the agriculture club by taking care of the school gardens when the students are in class or on holiday and protect the gardens against stray animals.

My worries are gone. I will continue growing vegetables and even encourage other parents in my community to do the same. I plan to expand my plot so that I get an increased yield and income. I will be able to support my children with school requirements. I am happy that this skill will remain with me forever. Thanks to IIRR!"



Lina happily harvests her eggplant

COMMUNITY MANAGED DISASTER RISK REDUCTION

- New Farming Practices Provide Resilience Against Disaster and Hardship
- Using Technology to Save Lives and Livelihoods
- Transforming Landscapes and Livelihoods in South Wollo



PHILIPPINES

New Farming Practices Provide Resilience Against Disaster and Hardship

PHILIPPINES – In the mountains of Ivisan, a town in the Capiz Province, 66-year-old farmer Plecenda Celino is drying piles of corn in front of her house. She and her family are in the middle of harvest season and vast acres of corn are still left to be gathered.

The copious state of Plecenda's farm today is very different from what it was three years ago, when Typhoon Haiyan swept through her province. The storm destroyed all her crops, including her coconut trees, and damaged her house. She was also physically injured.



Plecenda couldn't hold her smile after her bumper corn harvest.

"On our way to the evacuation site, I was swept away by the strong winds and my head was hit by a piece of wood," she says. "One of her children with a disability was also hurt. I just prayed to God to give me strength to survive."

The Bridge Program

Haiyan disrupted the lives of many people in Capiz. In Ivisan, many poor farmers lost their source of food and livelihood. To help these farmers become resilient against disasters, IIRR developed the Bridging Relief and Recovery Towards Resilience Building in Disaster Affected Areas in Panay (BRIDGE) Project in 2013. Supported by the American Jewish Joint Distribution Committee and the Jewish Federations of North America, the project introduced farming and livelihood practices that are proving to be resilient to disasters, and changing climate.

Plecenda joined BRIDGE in 2013 and received training on different farming technologies. Her corn cultivation improved after she learned to plant only one seed per hole. *"I used to plant 3 seeds in one hole," she said. "But the sizes of the yield were inconsistent because many are too small. When I planted just one, the yield of each stalk came out bigger."* Having used only a third of the seeds she used to plant, she also saved some of the money she uses to buy seeds.

Plecenda observed that the farming practices she learned from BRIDGE produced better yields. Before, her family only earned around \$40 to \$100 from corn, but in their last harvest, they earned more than \$700. They also have enough crops left for their own consumption until the next harvest season, allowing them to eat three times a day.

Aside from corn, Plecenda also received rice, peanut, and vegetable seeds from IIRR. Recently, she returned the required quantity of corn seeds to IIRR, which in turn will be given to other BRIDGE members. She also received a goat in August 2016, which her family has named Cenda. Plecenda is planning to plant more fruit trees and other varieties of corn. The land her family is farming right now is a public land, and Plecenda is hopeful that the government will soon grant her application for land ownership.

Using Technology to Save Lives and Livelihoods

When disaster strikes – either due to extreme weather or violence – poor communities are often the hardest hit. As climate change further take its toll, and storms and droughts intensify, at-risk communities are further pushed to the brink.

IIRR has long-championed CMDRR (Community Managed Disaster Risk Reduction) as a means to mitigate the impact of disasters on the poor and vulnerable. By working directly with affected communities and local governments, we help communities plan for disasters before they happen.

IIRR, in partnership with Give2Asia, provided training, advocacy and technical support to 25 local organizations implementing CMDRR-based resilience programs in 6 vulnerable countries. Eight organizations also received innovation grants to test different community resilience models for their scalability.

Early results from this program are encouraging. In the six countries where we work, over 11,000 people in 80 villages have been reached, and most importantly, there is a demonstrated increase in their capacity to prepare for disaster.

India and Bangladesh

- **Protecting the livelihoods of the poor and vulnerable from disaster**
 - In India, an early-warning flood system was created to serve 25 villages so they are now able to evacuate their animals and other livelihood assets in advance of flooding in their villages;
 - In Bangladesh, a tracking and communication system was installed on fishing boats to inform poor fishermen of changing weather patterns at sea so they can prevent boats from being lost in storms; and



Fishers in Sundarbans Khulna, Bangladesh explaining the vessel tracking system installed in their fishing boats.

Philippines

In the Philippines, coastal communities in Lanao del Norte in the island of Mindanao implemented a mangrove restoration program by setting up mangrove nurseries and conducting mass planting of mangroves. Mangroves are important livelihood asset for these coastal communities by securing fish stocks. In this community also, the mangroves provide refuge during storms and armed conflicts by giving the community a place to hide.

Myanmar and Indonesia

- **Participatory planning helps ensures communities are better prepared**
 - In Vietnam, the program emphasized the needs of persons with disabilities and actively solicited their opinions to better understand their specific needs during floods; and
 - In Myanmar and Philippines, village-level disaster responders led evacuation drills and practiced an early warning system to share information about impending disasters.

India and Indonesia

- **Community-led and innovative approaches are being adapted by governments**
 - In India, the local NGO Aaranyak, implemented a novel flood warning system that leverages technology and social networking and mobilization in Lakhimpur district in the State of Assam, India. Aaranyak installed automatic water level monitors in strategic areas. These electronic machines are supervised by a community volunteer who is provided with a mobile phone to contact the authorities as well as community leaders downstream. The system is benefiting at least 3,000 individuals who are living in floodplains and are exposed to floods. The district government of Lakhimpur will be adapting this system for replication in other flood areas in the district; and

- In Indonesia, the NGO Yayasan IDEP is working closely with the district government of Klungkung in the island of Bali in building the district's capacities for disaster preparedness and response. IDEP is doing this by leveraging their work on community-managed disaster risk reduction in two villages of the districts. IDEP already facilitated risk assessments and mapping, preparedness planning, organizing of village disaster management groups and conduct of tsunami drills.

Bangladesh

- **Sundarbans Adjacent Fishers Enabling to Resilience building (SAFER) Project**

To enable the fishers of the Sundarbans in making better decisions at sea, the local NGO, An Organization for Socio-Economic Development (AOSED) with support from the NGODPP, developed and piloted a Vessel Tracking System (VTS) paired with mobile phone services. The VTS instrument is originally designed for vehicles. In collaboration with the technology provider, AOSED retrofitted the instrument for fishing boats.

AOSED piloted the project with 30 fishers in three groups of 10 fishers and one fishing boat. Each group were provided with VTS system, as well as safety equipment in their boats. Other fishers who saw the importance and effectiveness of the VTS bought and installed their own VTS and equipment using their own resources. Fishers can now receive real time weather information while fishing. They are also able to regularly communicate with their families to let them know of their safety. In 2015 fishing season, acting on the early warning information, over 300 fishers were safe from losing their boats and getting killed.



ETHIOPIA

Transforming Landscapes and Livelihoods in South Wollo

Delmo micro watershed is found in multiple districts of the South Wollo zone in Ethiopia. From its total land area of 126 hectares (311 acres), more than 53 % of the watershed is exposed to excessive run-off and soil erosion, which causes poor soil fertility and forage. These are the main causes of poverty in the area.

IIRR, in collaboration with regional partner ORDA and the local government, engaged communities in comprehensive land husbandry practice aimed at transforming the landscapes and their livelihoods through improved productivity, environmental rehabilitation, and livestock development. The practice involved building improved terraces and checking dam sand micro basins. Farmers also grew seedlings of coffee, apples, and grass strips forage. In addition, communities constructed 23 water harvesting structures, 148 fuel-saving stoves, and families were given 80 solar panels given to reduce use of fuel wood that destroys the environment.

Early results of these intervention are encouraging. Incidences of run-off and soil erosion have reduced in over 40 hectares (99 acres) of farmland and the area has been put under normal crop cultivation and



Construction of water harvesting structures.

enhanced forage production. The watershed has become a learning center and is being visited by many groups eager to replicate a similar practice. The local government has declared the project a model for other districts and zones and vowed to replicate and scale the practice.

BUILDING A GLOBAL COMMUNITY OF PRACTICE AND COLLABORATIVE LEADERSHIP

- 
- Systematically linking and building a global community of practice and collaborate leadership with learning communities while ensuring that the IIR technical staff are more involved and connected to grassroots development.
 - Establishing mechanisms for capturing and ensuring inputs from country and field staff in development, reviews of improvements of our training curriculum, and materials.
 - Systematically documenting field-based success stories, cases, or important lessons and use these as part of the materials or content for applied learning (products and services).

Linking 'Know-How' With 'Do-How'

Over time, IIRR created a global niche for itself by linking technical know-how with practical 'do-how'. To date, good progress has been made towards developing various products and services in this regard.

In 2016, we have made deliberate efforts towards further consolidation and scaling up of what was formerly known as Applied Learning sub program by building a collaborate leadership. This sub-program includes:

- Systematically linking and building a global community of practice and collaborate leadership with learning communities while ensuring that the IIRR technical staff are more involved and connected to grassroots development.
- Establishing mechanisms for capturing and ensuring inputs from country and field staff in development, reviews of improvements of our training curriculum, and materials.
- Systematically documenting field-based success stories, cases, or important lessons and use these as part of the materials or content for applied leaning (products and services).

More specifically in 2016 we have worked with:

- The Rockefeller Foundation in Eastern Africa, and convened two important postharvest meetings and documented best practices from Nigeria, Kenya and Tanzania with focus on three value chains of Maize, Mango and Tomato.
- Hosted study mission for senior government officials of Bhutan on Addressing Risks of Climate Induced Disasters.
- Facilitated trainings on writing and documentation for senior government officials of Ethiopia's Ministry of Finance and Economic Development.



Ronnie, IIRR BIG Facilitator, shows how integrated nutrition garden works.

- Hosted a major training in Southeast Asia on Disaster Risk Reduction and local leadership building in partnership with Give2Asia.
- Conducted baseline for the disaster preparedness and rehabilitation of small and medium enterprise (SMEs) in the Philippines

Ending Poverty through Partnership

Partnerships are central to IIRR's success in its development work. Although our primary partners are communities affected by poverty, we also work with local and international development actors. Our core values are mutual respect, mutual trust, mutual knowledge, and mutual help. At IIRR, we believe that these communities have the knowledge and skills to solve their own problems with minimal external assistance. But they need a catalyst they can work with, and that's where we come in.

While IIRR staff may contribute "technical know-how", the community brings "practical do-how" to the partnership. Thus, we complement each other's skill



Lito, IIRR Farm Supervisor, teaches by showing.

sets. The knowledge, skills, and experience that partners offer allow us to make a greater impact than if we worked independently. It is through partnership that IIRR replicates and scales out/up the models tested in learning communities.

Future Generations University

Higher education is an essential ladder for economic prosperity, healthy civil societies, and fulfillment of individual aspirations. IIRR teamed up with Future Generations University, based in Franklin, UW, USA, to increase the effectiveness of community change practitioners, who, for family, financial and host of other reasons, couldn't pursue graduate education. Our partnership is based on blending IIRR's pragmatism with Future Generations University's technical expertise. The partnership began in 2016 when IIRR recruited 14 students from five countries. IIRR has also appointed an academic director who will coordinate this initiative and additional faculty. It is a two-year program where students earn MA in Applied Community Change. The plan is also underway to integrate several IIRR short courses into certificate and diploma programs that benefit IIRR and Future Generations University.

"Partnership with IIRR continues to enrich Future Generations University. IIRR colleagues serve as faculty and IIRR staff are students in our professional programs. Through this collaboration with these individuals, our university partners learn with some of the most experienced and informed people-sensitive experts in international social change.

More deeply than the deep professional exchange is what we have learned from the insights of Dr. Jimmy Yen. One of Future Generation's founders was fortunate to have known personally and learned from Dr. Yen. They taught together and they argued together--and their shared insights are at the foundation of our parallel efforts to extend the emphasis on 'going to the people ... and teach by showing and learn by doing.' Such mutual growing is one of the joys of real partnerships."

Dr. Daniel Taylor

President and CEO

Future Generations University

Polish Center for International Aid (PCPM)

IIRR partnered with PCPM in the areas of education and disaster risk reduction. Both organizations aim to build the capacity of communities and their support organizations. To date, IIRR and PCPM have installed solar lights in 450 schools in Ethiopia, enabling thousands of kids to read at night and teachers to prepare their lessons.

“IIRR has been a trusted partner of PCPM in implementing what turned out to be the largest program focused on installation of solar lighting in Ethiopia’s schools. Over the period of four years (2012-16), IIRR and PCPM installed solar lighting in over 450 schools in the area between Shashemenne, Konzo, Moyale, and Negele. The results were visible to the naked eye – particularly at night. Classrooms with solar lighting enabled evening education for the children from poorest families. School libraries - equipped with solar lighting and large quantity of books - became not only cradles of learning and knowledge but also the only place in the village where children and young adults could read books, do their homework, and prepare for the exams once the sun sets. We are glad and happy to see the result of this Polish Aid-funded program reflected in exam grades of the elementary school children. It is not only the light from the solar-powered lamps; it is the light of education.”

Dr. Wojtek Wilk

CEO PCPM - Polish Center for International Aid

National College of Science and Technology

Started in 2016, IIRR and NCST trained more than 1,000 youths who completed or dropped out from high school to become readily employed. The graduates are trained in industry knowledge & skills, with underpinning values of faith, love of country and humanity, hope, justice, mutual respect, and peace. IIRR houses these youth during their initial two-month training and provides options such as BIG, which they may consider as complementary source of livelihood. IIRR and NCST will continue creating opportunities to marginalized Filipino youth to have access to relevant education and training programs that will help them acquire employable skills.



“More than a thousand out-of-school students who came from the regions and provinces of CaLaBaRzon, Ilocos, Bicol, Mountain Province, and Metro Manila underwent relevant education and training at the James Yen Center. In two years of partnership, IIRR and NCST IIRT mutually served as ‘co-parents’ to these young men and women in molding them to become productive members of our society and continue our mission of empowering our marginalized Filipino youth.”

Emerson B. Atanacio

President & CEO

National College of Science and Technology

Humanitarian Leadership Academy

IIRR hosts and programmatically partners with the Humanitarian Leadership Academy (HLA) whose mission is to enable people around the world to prepare for, and respond to, crises in their own countries. IIRR hosts HLA and provides campus facilities, support, and technical assistance. The partnership aligns with IIRR’s Disaster Risk Reduction and Climate Change Adaptation Program.

IIRR Partners With Rockefeller Foundation To Prevent Post-Harvest Loss

In 2016, through partnership with the Rockefeller Foundation, IIRR documented initiatives aimed at reducing post-harvest losses in mango, maize, and tomato value chains in Africa. The initiatives, implemented by three Rockefeller Foundation partners working in the value chains, link smallholder farmers to markets, aggregate the farmers to train them in post-harvest loss management while promoting adoption of technologies and aggregating their crops to meet buyer needs, and use innovative means to improve farmers' access to finance and technologies. The work is being done by TechnoServe on mango value in Kenya, AGRA on maize value chain in Tanzania, and PYXERA Global on tomato value chain in Nigeria.

The IIRR interacted with the three partners, farmers, traders, and other stakeholders along the respective value chains, resulting in the production of three training videos for the mango value chain and four practical guides currently in draft form.



Food and Agriculture Organization of United Nations (UNFAO)

Our long and strategic partnership with UNFAO currently focuses on Uganda and South Sudan. UNFAO works towards protecting people's livelihoods from crises and strengthens their capacity to absorb the impact of, and recover from disruptive events. The partnership is directly linked to IIRR's DRR/CCA and Resilient Livelihood Programs that aim to reduce/eliminate poverty within vulnerable communities. UNFA provides much needed financial resources while IIRR, together with local partners, implement various initiatives.

Ministry of Agriculture (Uganda)

The Ministry of Agriculture promotes sustainable agriculture systems to reduce and end poverty among Ugandans, which is aligned to IIRR's effort to end poverty. We collaborated with the Ministry to increase the domestic production of vegetable oil and its byproducts, thus raising rural incomes for smallholder producers and ensuring the supply of affordable vegetable oil products to Ugandan consumers. As the result, 175 farmer groups were formed and strengthened, 175 farmer learning platforms were established, and 175 farmers were linked to oilseeds value chain actors.

C.D. Glin during the opening of the first Yieldwise convening.

UNICEF (Uganda)

UNICEF's mandate is to advocate for the protection of children's rights, to help meet their basic needs, and to expand their opportunities. Children are integral in IIRR's nutrition and DRR programming. Mothers are now able to provide different dietary requirements for their children to help nourish them.

In Uganda, UNICEF and IIRR collaborated to enhance national and district-level capacity to integrate child-focused DRR and emergency preparedness and response strategies, which are being coordinated by the Office of Prime Minister. Two hundred six disaster risk monitors were trained and are now able to relay early warning information. The District Disaster Management Committees trained to interpret early warning messages relayed on their district-specific dashboard to inform actions.

UN WOMEN

In Kenya and Uganda, IIRR partnered with UN Women to end sex and gender-based violence, and support women entrepreneurs. The partnership aims to eliminate discrimination that denies women opportunities from becoming a social and economic force. The partnership involves working with a variety of actors like the government, community leaders, private sector actors, and law enforcing agencies.

Organization for Rehabilitation and Development in Amharic (ORDA)

ORDA and IIRR have partnered for nearly 10 years. ORDA's mission is to empower poor communities and their local supporting organizations in Amhara Regional State, while building sustainable environments. As a result, thousands of poor farmers have been trained, organized in groups, linked to market chains, and have secured sustainable livelihoods. In process, ORDA's capacity in M&E and DRR has improved over the years.



"We celebrate with CAFFMACO their 40th Foundation Anniversary."

What Training Participants say about IIRR

"Overall a good course to gain a broad perspective on climate change actions for food and livelihood security using participatory processes. It's evident from the course that IIRR has extensive experience in engaging communities on climate change work. Trainers/facilitators are fun-loving and knowledgeable people! Especially love the working culture and warm hospitality of the entire IIRR family! Maraming salamat!"

Carol Liew

Senior Manager, Mercy Relief, Singapore, carol@mercyrelief.org participant in International Course on Engaging Communities for Climate Change Actions for Food and Livelihood Security

"The training came at the right time. The facilitators performed their roles satisfactorily. In fact, the entire training not only widened my scope about climate change but helped in clearing certain issues that before were unclear to me. Generally, I quite appreciate the training because it will greatly assist me in the programmes I am already running in 3 states in my country."

Emeka Okoli

Director Technical Services, Ministry of Agriculture, Nigeria
emekaokolibl@gmail.com



Team learning the IIRR way



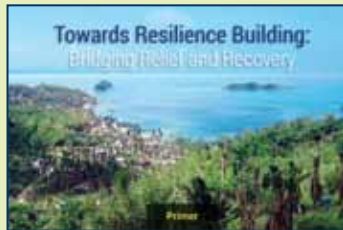
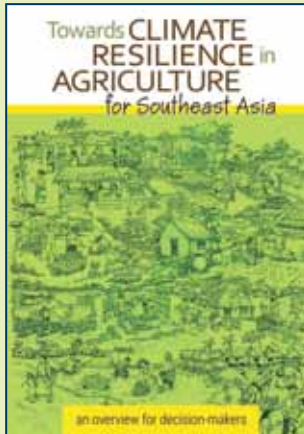
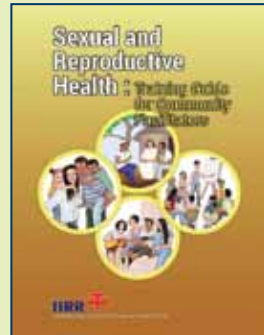
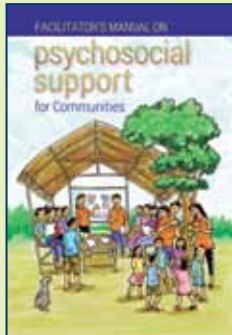
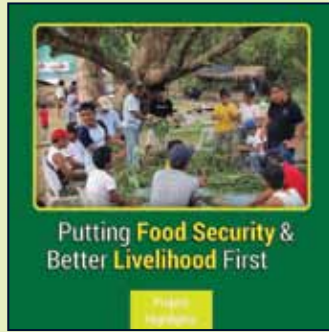
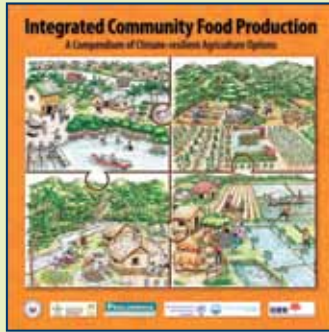
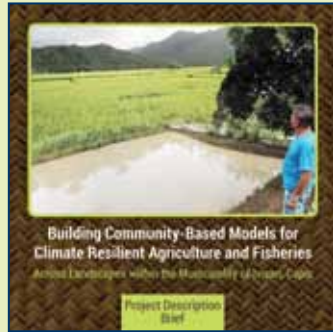
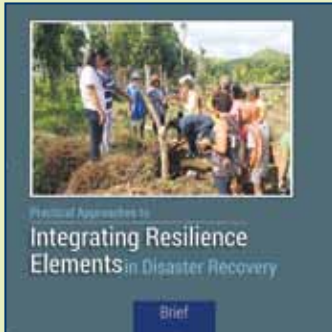
Isaac with students from Remnin University of China or People's University

"The training is an eye opener, most especially in the area of school feeding program where the vegetables are from the school gardens. BIG is another aspect of the training I will lay more emphasis when I get back to my country."

Akeem Oreagba

Training and Technical Assistance Officer, Lagos, FADAMA, Nigeria, akeemoreagba@yahoo.com

2016 PUBLICATIONS





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- Over 15,000 visitors learn about diversity, climate change, and integrated livelihoods at Yen Center

The Yen Center

In its 2020 strategy, the Yen Center aims to further transform itself into a more attractive, marketable, and profitable learning natural discovery facility that is able to pay for its operation cost and improvement and generate surplus to support the Institute's learning community programs. To realize these goals, the Yen Center developed a business plan that charts this direction.

The Yen Center continued its landmark success in 2016. Our team embarked on the innovative project of upgrading local breed of chickens, pigs, goats, and ducks, while making sure that our guests find the Center to be a comfortable "home-away-from-home".

The following are highlights of the Yen Center's accomplishments in 2016:

- More than 15,000 visitors came to the campus and learned about natural diversity, integrated livelihoods, and resilience to changes in climate;
- Increased patronage of our trusted partners in using our facilities. These are notable development organizations like Peace Corps, Japan International Cooperation Agency, World Friends of the Korea International Cooperation Agency, Department of Agriculture, and Save the Children;
- Successfully hosted the inaugural year of the Academy Center of the Humanitarian Leadership;
- Hosted more than 1,000 Out-of-School Youth students trained to acquire employable skills in partnership with National College of Science and Technology;
- Recorded and photographed 59 bird species in the campus through the kindness of the Wild Bird Club of the Philippines; and
- Successfully piloted the breeding between native and exotic chicken, pigs, and goats for dispersal of improved and disease resistant stalks to local communities.

Below is a testimonial for the director of one of our trusted partner Peace Corps:

"I always look forward to my trips to IIRR for Peace Corps events. The grounds are peaceful and beautiful – a great escape from city life in Manila. I love to take walks in the morning and listen to the birds and enjoy the fresh air. And most especially, we are so grateful to the warm and hospitable staff who always are smiling, and go above and beyond to be responsive to our requests.

On behalf of all the Peace Corps Philippines staff and volunteers, thank you for making IIRR feel like a second home to us."

Monica Collier
Country Director





Philippine Eagle at IIRR



Where trainees are trainers



Chicken farm at IIRR



Where learning is fun

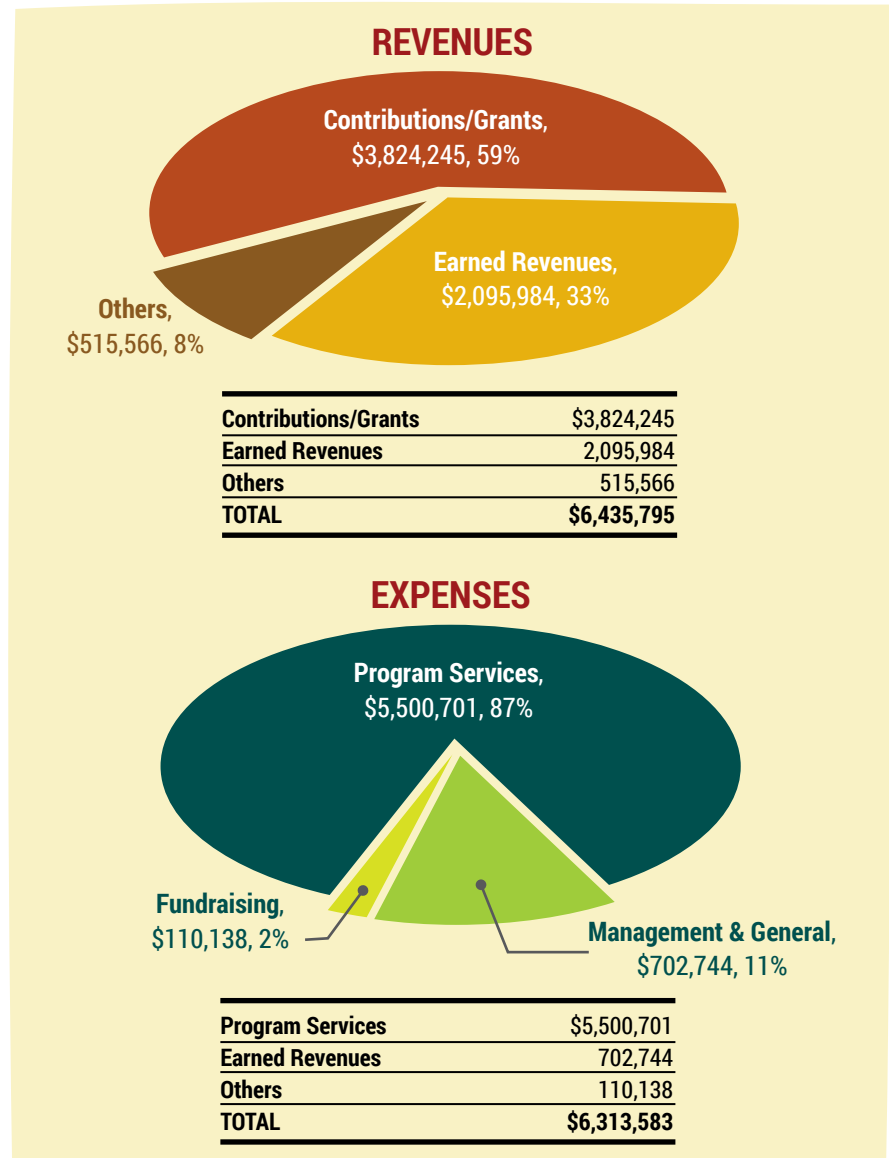
Financial Performance in 2016

We are sincerely thankful to our supporters, donors, partners, and volunteers who provide resources necessary to achieve our work and mission. Because of your generous support, 2016 revenue reached \$6.4 million, of which \$3.8 million or 59% came from partner project funding, namely, Ministry of Finance, Economic Planning & Development - Uganda, International Development Research Centre (IDRC), European Union (EU), Technical Centre for Agricultural and Rural Cooperation (CTA), Rockefeller Philanthropy Advisors, and various other contributors supporting our programs. The remaining 41% of revenue, or \$2.6 million, came from offering training courses, technical assistance, and other services that augment the development funds for the communities we serve. Total 2016 revenue showed a 23% (\$1.2 million) increase from the previous year.

2016 spending was \$6.3 million, of which 87% or \$5.5 million was used for the implementation of our core programs, namely, Education, Food Security and Resilient Livelihoods, Disaster Risk Reduction, and Climate Change Adaptation. The remaining 13%, or \$812,882, were expenses for Management, General Operations, and Fund Raising.

Charity Navigator, which works to guide intelligent giving by donors, has awarded us its highest four-star rating for the 4th year in a row.

We entered a new 5-year development plan in 2016 as our Strategy 2020 sets a solid financial platform for providing continued service to our communities.



STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS

in US Dollars

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total 2016	Total 2015
REVENUES, GAINS AND OTHER SUPPORT					
Contributions/Grants:					
Foundations	\$56,144	\$2,984,586	\$ -	\$3,040,730	\$3,849,869
Governments	-	705,656	-	705,656	137,721
Individuals	50,047	25,100	-	75,147	89,028
Corporations	2,712	-	-	2,712	-
Use of campus facilities	494,042	-	-	494,042	516,833
Training courses, study missions and technical assistance	1,211,791	-	-	1,211,791	366,282
Workshops	387,262	-	-	387,262	129,902
Publication Sales	2,889	-	-	2,889	11,754
Others - net	515,566	-	-	515,566	196,118
Net assets released from restrictions:					
Satisfaction of program restrictions	3,886,528	(3,886,528)	-	-	-
Expiration of time restrictions	15,000	(15,000)	-	-	-
	6,621,981	(186,186)	-	6,435,795	5,297,507
EXPENSES					
Program Services:					
Learning Community	4,725,197	-	-	4,725,197	3,549,812
Applied Learning	775,504	-	-	775,504	758,174
	5,500,701	-	-	5,500,701	4,307,986
Supporting Services:					
Management and General	702,744	-	-	702,744	596,446
Fund Raising	110,138	-	-	110,138	126,067
	812,882	-	-	812,882	722,513
	6,313,583	-	-	6,313,583	5,030,499
EXCESS (DEFICIENCY) OF REVENUES, GAINS AND OTHER SUPPORT OVER EXPENSES OF CONTINUING OPERATIONS	\$308,398	(\$186,186)	-	\$122,212	\$267,008
Translation Gain (Loss)	46,885	-	-	46,885	(311,057)
CHANGED in NET ASSETS	\$355,283	(\$186,186)	-	\$169,097	(\$44,049)
NET ASSETS AT BEGINNING OF YEAR	\$2,324,588	\$1,767,375	\$717,982	\$4,809,945	\$4,853,994
NET ASSETS AT END OF YEAR	\$2,679,871	\$1,581,189	\$717,982	\$4,979,042	\$4,809,945

STATEMENT OF FINANCIAL POSITION

in US Dollars

	As of December 31	
	2016	2015
ASSETS		
Cash and cash equivalents	\$1,603,145	\$2,502,082
Investments	725,654	739,360
Contributions receivable	1,892,077	1,349,459
Other receivables	790,235	242,018
Property and equipment - net	280,902	289,806
Prepayments and other assets	51,845	54,217
Pension assets	15,280	-
	\$5,359,138	\$5,176,942
LIABILITIES AND NET ASSETS		
Accounts payable and other current liabilities	\$369,637	\$305,797
Pension liability	-	58,227
Long-term liability	10,459	2,973
Total Liabilities	380,096	366,997
Net Assets		
Unrestricted	\$2,679,871	\$2,324,588
Temporarily restricted	1,581,189	1,767,375
Permanently restricted	717,982	717,982
Total Net Assets	4,979,042	4,809,945
	\$5,359,138	\$5,176,942

- 1 Data extracted from the audited financial statements of IIRR for the year ended 2016. The audited financial statements for 2016 and prior years are available at IIRR website: www.iirr.org.
- 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 U.S. 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. Donations and contributions made to IIRR are tax deductible.

Our valued Supporters and Partners

IIRR is very grateful to our donors and we take this special opportunity to acknowledge the following institutions and individuals for their commitment to the rural poor. Your generosity and support are helping us enable communities to reach their full potential and implement solutions to poverty. Thank you!

Development Agencies, Governments and Academic Institutions

Anonymous

Bureau of Agricultural Research (BAR), back donor: Department of Agriculture (DA)

Caritas Austria

Consultative Group for International Agricultural Research (CGIAR)

Department of International Development (DFID), back donor: United Kingdom Aid (UKAID)

Embassy of the Republic of Poland, Ethiopia

European Union (EU)

Food and Agriculture Organization of the United Nations (FAO)

World Agroforestry Centre (International Centre for Research in Agroforestry), back donor: the Consultative Group for International Agricultural Research (CGIAR)

International Development Research Centre (IDRC)

International Fund for Agricultural Development (IFAD)

International Fertilizer Development Center (IFDC)

Ministry of Agriculture, Animal Industries and Fisheries, back donor: Uganda

Government and International Fund for Agricultural Development (IFAD)

Ministry of Finance, Economic Planning and Development

Ministry of Water and Environment (MWE)

Notre Dame Academy

Organization for Rehabilitation & Development In Amhara (ORDA), back donor: Swedish International Development Cooperation Agency (Sida)

Participatory Ecological Land Use Management (PELUM), back donor: The Ford Foundation
Polish Center for International Aid (PCPM)
Swedish International Development Cooperation Agency (Sida)
United Nations Children's Fund (UNICEF)

Foundations

Adam Smith International Africa Limited back donor: Department of International Development (DFID)

Anonymous

American Jewish Joint Distribution Committee (JDC)

American Jewish World Service (AJWS)

Boeing Global Corporate Citizenship

Foundation of Philanthropic Funds

Give2Asia

Latter Day Saints Charities (LDS-C)

Newman's Own Foundation (NOF)

Participatory Ecological Land Use Management (PELUM)

Philippine Tropical Forest Conservation Foundation (PTFCF), Inc.

Rockefeller Philanthropy Advisors

The Diao Family Foundation

The Ford Foundation

Technical Centre for Agricultural and Rural Cooperation (CTA)
United Methodist Committee on Relief (UMCOR)

Companies and company - sponsored foundations

Adam Smith International Africa Limited (ASI)
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Ms. Jane K. Boorstein
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Mr. & Mrs. George E. SyCip

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Ms. Elizabeth Milton
Mr. & Mrs. James F. Munsell
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Mr. Joseph Gagnon
Mr. Allan Leedy
Ms. Susan C. Wei & Dr. Kim A. Winick
Xiao Qing Yen

IIRR would also like to thank all other supports whose contributions played a significant role in fighting poverty.

Special Tribute to Special People



We would like to recognize the special contribution of Mrs. Jane Boorstein (\$25,000) to support general operation.

IIRR Young Professional Advisory Board (YPAB)



Geraldine

Lisa

Once again, Mrs. Geraldine Kunstadter opened her home and hosted a gathering of IIRR friends and supporters.

IIRR Young Professional Advisory Board Members having fun at work.



The Jimmy Yen Society

IIRR's Board of Trustees created the Jimmy Yen Society to honor supporters who have included IIRR in their estate planning. These supporters include those who have made a bequest to IIRR in their wills, those who have named IIRR as a beneficiary of an insurance policy, and those who have endowed a fund or program managed by IIRR. If you or a family member should be added to this list, please let us know by contacting us. We extend our thanks to the following members of the Jimmy Yen Society:

P.H. Chin	Pam Levin
Dorothy H. Cooke	Rebecca Lippincott
Maisie Fulton	GA Mudge
Florence K. Gardner	Marie Simpson
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Bethsaid Laurino, Finance Officer
Shukura McDavid, Development Manager
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Africa Regional Centre Office, Nairobi

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Mulumebet Asefa, Office Assistant



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 Education Project
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 Mobilization and Facilitation
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 Development
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 Godfrey Arineitwe, Project Assistant – Agribusiness
 Cluster Development
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 Natural Resources / Climate Change Adaptation
 Mary Immaculate Awori, Project Assistant –
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 Peter Bryon Okot, Project Manager, Agriculture
 Extension Services & Business Partnership
 Development
 Samule Ojok, Administrative Assistant
 Ambrose Oketayot, Administrative Assistant
 Sparks Philip Sentamu, Project Officer – Records
 and Grants Management

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Agribusiness Cluster Development
Ellen Twizere, Project Officer, Sexual and
Reproductive Health Project
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Zimbabwe Office

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Soil Muzenda, Assistant Livelihoods expert

Regional Center for Asia, Silang

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Cambodia Country Office, Phnom Penh

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George gets a basket of organic vegetables for hosting expensive dinner for potential donors and IIRR friends

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Cleary Gottlieb Steen & Hamilton LLP
New York, NY, USA

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Manila, Philippines

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International counsel to IIRR

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Families and Communities

Donald L. Holley, Senior Counsel at Cleary
Gottlieb, Steen & Hamilton, LLP

Our Contacts

Headquarters

Km. 39 Aguinaldo Highway,
IIRR Y.C. James Yen Center,
Biga 2, Silang, Cavite 4118, Philippines
Tel: +63 46 430 0016
headquarters@iirr.org

Yen Center

Km. 39 Aguinaldo Highway,
IIRR Y.C. James Yen Center,
Biga 2, Silang, Cavite 4118, Philippines
Tel: +63 46 430 0016
yencenter@iirr.org

U.S. Office

601 W. 26th St. #325-1
New York, NY 10001 USA
Tel: +1 917 410 7891
us.office@iirr.org

Africa Regional Center

Westlands, Prof. George Saitoti Avenue,
Procmura Prica Building (Second floor)
Nairobi, Kenya
Tel: +254 20 237 0039/41/43
africa@iirr.org

Ethiopia

Mekanissa, In Chesire Foundation's
Compound
PO Box 7931
Addis Ababa, Ethiopia
Tel: +251 11 3212 864
ethiopia@iirr.org

Kenya

Westlands, Prof. George Saitoti
Avenue,
Procmura Prica Building (Second
floor)
Nairobi, Kenya
Tel: +254 20 237 0039/41/43
kenya@iirr.org

South Sudan

Hai Mission,
Opposite Juba National Stadium after
Bishop Wyne next to MSF
compound
Juba, South Sudan
Tel: +211 955 752094
southsudan@iirr.org

Uganda

Plot 6, Charles Lwanga road,
Minister's Village, Ntinda-Kampala,
Uganda
PO Box 35536
Kampala, Uganda
Tel: +256 414 664495

Tel: +256 754 286331
uganda@iirr.org

Zimbabwe

463 Gardenia Road,
Lochinvar, Harare, Zimbabwe
Tel: +263 4 776 136/71
zimbabwe@iirr.org

Regional Center for Asia

Km. 39 Aguinaldo Highway,
IIRR Y.C. James Yen Center,
Biga 2, Silang, Cavite 4118,
Philippines
Tel: +63 46 430 0016
asiaregion@iirr.org

Philippines

Km. 39 Aguinaldo Highway,
IIRR Y.C. James Yen Center,
Biga 2, Silang, Cavite 4118,
Philippines
Tel: +63 46 430 0016
philippines@iirr.org

Cambodia

#A1, Street 1986, Sangkat Phnom
Penh Thmey,
Khan Sen Sok, Phnom Phenh
Tel: +855 23-211-612
cambodia@iirr.org

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

IIRR's VISION

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

IIRR's MISSION

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

VALUES

We are inspired by and follow our credo, which is a set of our operational principles. Our continuous effort to build the individual capacity of the poor and those who work with them is anchored in our belief in the following key principles.

Partnership. We work in partnerships based on mutual respect, trust, knowledge, and help.

Teamwork. We use a multi-disciplinary approach that places value on diversity, inclusiveness, and open communication.

Excellence. We are guided by highly professional work ethics that demand professionalism, transparency, accountability, and good governance.

Individual qualities. At the workplace and at all times, our teams are guided by the '4Cs': Competence, Creativity, Character, and Commitment.

The Board of Trustees 50 Years Ago

The International Mass Education Movement (IMEM), an outgrowth of Jim Yen's MEM in China, was established in 1951. In 1960, the year IIRR was established, the two organizations merged and the Board of the former became the first IIRR Board. One of the four signatories of the original papers of incorporation of IIRR was DeWitt Wallace, the editor-in-chief of Reader's Digest. He is seated third from the right. The other signatories were William O. Douglas, Justice of the US Supreme Court, John Leslie, and James Yen, who became IIRR's first President, a position he held for 18 years.



The Annual Meeting of the Board of Trustees in New York, June 9, 1966 (left to right) Coleman Burke, Jarvis Cromwell, Thomas Bancroft, Charles Taft, Ridley Watts, Pearl Buck, Y.C. James Yen, Walter Judd, DeWitt Wallace, Wilbur Malcomb, Mrs. Edward Moore.

The YEN LEGACY



DR. Y. C. JAMES YEN

1960 RAMON MAGSAYSAY AWARDEE

FOR

INTERNATIONAL UNDERSTANDING

FOR SHARING THE WEALTH OF HIS EXPERIENCE AND
CREATIVE LEADERSHIP IN RURAL RECONSTRUCTION
IN ASIA.

MANILA ON 31 AUG. 1960



INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION

Website: www.iirr.org