



*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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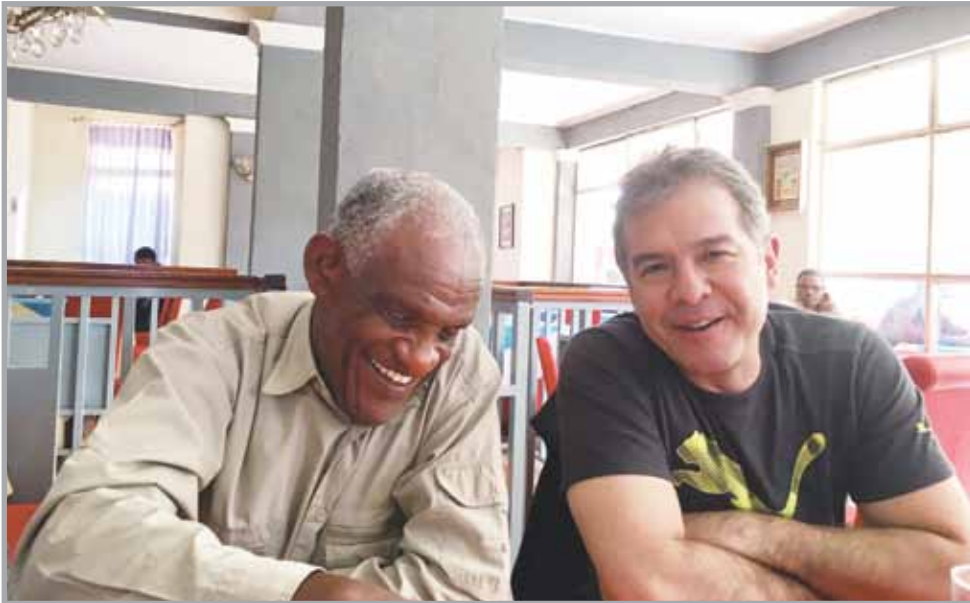


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# MESSAGE



Isaac Bekalo, President

Ricardo Anzaldúa-Montoya, Chairman

## Dear Friends and Partners,

Thank you for making 2017 yet another remarkable year for IIRR and for our partner communities, despite our continued fundraising challenges. 2017 marked the second year of our Strategy 2020 implementation. As usual, our dedicated staff, community partners and trustees have done an incredible job at expanding and deepening our field programs while continuing to strengthen our services. To improve on oversight and accountability, we have invested in a new financial software program that will enable our finance team to report more accurately and efficiently. We continue to keep our fundraising and management overhead at a remarkably low 13 percent, allowing us to dedicate the bulk of our resources (87%) to programs. Our ongoing goal is to keep our overhead low while increasing our services in the field. Your dedication truly makes this possible!

2017 is also significant for IIRR's governance. James F. Kelly, who served as trustee, finance, and budget committee chair, treasurer, and board chairman for over 30 years, is replaced by Ricardo Anzaldúa-Montoya, who has also served IIRR as legal adviser, legal counsel, and vice chair. The board also elected Mary Chan, a longtime IIRR trustee, as the vice chair. This will facilitate the preparations for the transition to a new president.

Isaac Bekalo, our current president and chief executive officer, plans to retire by the end of the year. After nearly 30 years of dedicated service as regional director for Africa and the 6th president of the institute for the last 10 years, Isaac believes it is time for a new leadership to come onboard and continue the good work of the institute.

### Here are selected program highlights:

- Our education programs in Kenya, Ethiopia, Uganda, and South Sudan reached over 23,000 students at various grade levels, including hundreds of children with special needs. The number of special needs children who benefited in Kenya increased from 25 in 2016 to 384 (a 1436% increase) in 2017.
- Our school nutrition scale-up program continued to expand in 2017. In the Philippines, Cambodia, and Myanmar, IIRR reached over 85,000 children in primary schools and day care centers. In the Philippines, 90 child development centers have set up Bio-Intensive Gardens to improve nutrition.
- Uganda facilitated the formation of 225 farmer groups with a total membership of 6,700, of which 3,943 are females. These groups collectively saved a whopping 725,531,000 Uganda Shillings (\$201,536 USD).
- IIRR is officially registered in Zimbabwe, although funding remains a challenge for our young programs there. We are currently pursuing a similar registration process in Myanmar. With a generous multi-year funding (\$571,000 USD) by IDRC, Myanmar is set to test a climate-smart village program which was adapted from the Philippines in four agro-ecological zones of the country.

- 2017 marked the end of a successful Phase 1 collaboration with Give2Asia and also the beginning of Phase 2, which will run until 2019. We also partnered with UN-Habitat GLTN on documenting and packaging a major publication about land and conflict.
- The Yen Center, our global headquarters, continues to serve as a livelihood learning and nature discovery site. In 2017, more than 20,000 development practitioners, community leaders, students, and youth visited our campus. This spike in attendance was more than a 133% increase in the number of visitors in 2016.

With utmost sincerity, we wholeheartedly thank you – our partners, donors and friends – for your purposeful generosity and ardent dedication to our mission and calling. None of IIRR’s actions and accomplishments in 2017 would have been possible without your financial and other resource-based assistance and collaboration. We encourage you to read our report and we are open to all feedback and questions. We look forward to your continued input and support in 2018.



Isaac Bekalo  
President

Ricardo Anzaldúa-Montoya  
Chairman, Board of Trustees



UGANDA

# UGANDA



**Karamoja, Acholi and Lango Sub-regions**

## EDUCATION

Using the **Inclusive Education model**, IIRR carried out activities in 13 Schools in the Karamoja Region, reaching a total of 8,476 children (4,033 boys and 4,443 girls).

- Girls' school attendance increased from 1,086 in 2016 and 3,592 in 2017 in 13 schools
- 819 girls were supported to enroll and remain in 11 schools
- 112 children with special needs were enrolled and supported in 13 schools; 54 were retained throughout 2017
- 11 severely disabled students were provided with special desks, special toilet seats, cycle wheels chairs, and strapped sandals
- 229 teachers taught special needs students and collaborated with District officers to provide services for these students
- 65 (14 females, 51 males) teachers were trained on curriculum management and inclusive education
- 1,002 teaching and scholastic materials, including reference textbooks, pens, pencils, books were distributed in 11 target schools

In 2017, IIRR Uganda implemented interventions on three key focus areas:

1. Education, with particular attention towards children with special needs
2. Agricultural development and food security
3. Financial inclusion and economic empowerment for women and youth

IIRR implemented projects in two learning communities: Karamoja and Northern Uganda. IIRR also organized Applied Learning activities in the Southwestern, Eastern, and Central regions of the country.



## Education

The Government of Uganda introduced Universal Primary Education (UPE) and Universal Secondary Education (USE) programmes in 1997 and 2007 respectively, leading to a gross enrolment increase of about 85%.

While 78% of children in Uganda access some form of education, the geographical distribution of this number strongly disfavors the pastoral Karamoja region. The literacy rate in Karamoja stands at 12% (as per the Uganda Bureau of Statistics Report, 2016/2017).

Further, children (especially girls) in Karamoja are faced with challenges that limit access to education: poverty, hunger, cultural belief against formal education, and lack of scholastic material such as books and pens. Girls rarely get a chance to enroll in school, instead engaging in low cost work for cash to support their families. Some girls are married off early to gain an income from dowry and 73% of the girls in the region do not complete Primary School.



A Story of Positive Change:

### Lomuria regains her mobility

**Lomuria Teddy, 22**, comes from Nadunget Sub-County, Moroto District, and is in Senior 4 (Grade 9) at Kangole Girls' Secondary school in Napak District - the only school with some facilities for physically disabled children like dormitories. Lomuria was born without major health problems but became very sick at 8 months. Her parents could not afford treatment fees and her limbs became severely damaged as her condition worsened. She is unable to walk and uses a wheelchair. Although the wheelchair helps her move between classrooms, Lomuria was unable to use the standard toilet seats in the school's bathroom. Instead, she was forced to utilize a disposable bag and ask her friends to drop it in the toilet after use. This caused embarrassment and inconvenience for everyone in the school community. Lomuria was also unable to fit her wheelchair behind the standard school desks in her classroom and had to sit at an uncomfortable angle.



In August 2017, Lomuria's teachers contacted IIRR staff and asked them to visit the school and devise some solutions to improve the life of Lomuria and other children with special needs. IIRR brought in a customized desk and toilet seat that allowed Lomuria to focus during lessons and use the bathroom on her own. Lomuria expressed her gratitude for IIRR's assistance: ***"My life is much easier now. I can sit comfortably at my new desk and I can roll my wheelchair to the toilet without inconveniencing my friends. They are happy for me. I know I will be able to use my desk even when I get to Advanced Level (Grade 10 and 11 classes). I thank IIRR for making my life better!"***



## Youth opportunity and learning

- 3,000 youth in 30 schools in the greater northern Uganda region participated in the Youth Opportunity and Learning Project
- 60 teachers, who are school club Patrons and Matrons, have participated in the program and were also trained on Youth Leadership Development Skills, Club Management and Life Skills
- 280 leadership kits were distributed to clubs in 15 schools, aiding co-curricular activities, critical thinking, and creativity among the youth
- 267 Champion student leaders were trained on Community Service Leadership Skills and are applying them to improve their community sanitation and health. Students have planted trees and cleaned health center facilities, markets, and roads



## Vegetable oil development

The Vegetable Oil Development Project is aimed at improving household incomes and living standards through increased production and productivity of oil seeds in Northern Uganda. The region is still recovering from a brutal 20-year conflict between the Ugandan military and Joseph Kony's insurgent Lord's Resistance Army. Millions of farmers are still struggling to recover their yields and to refocus their energies. Farmers were largely unaware of new crops, improved farming technologies, and post-harvest handling techniques that have emerged over the course of the conflict.

As the conflict neared its end, IIRR partnered with researchers, traders, processors, and the Ugandan government to organize the distribution of soybeans, simsim, ground nuts, and sunflower seeds.

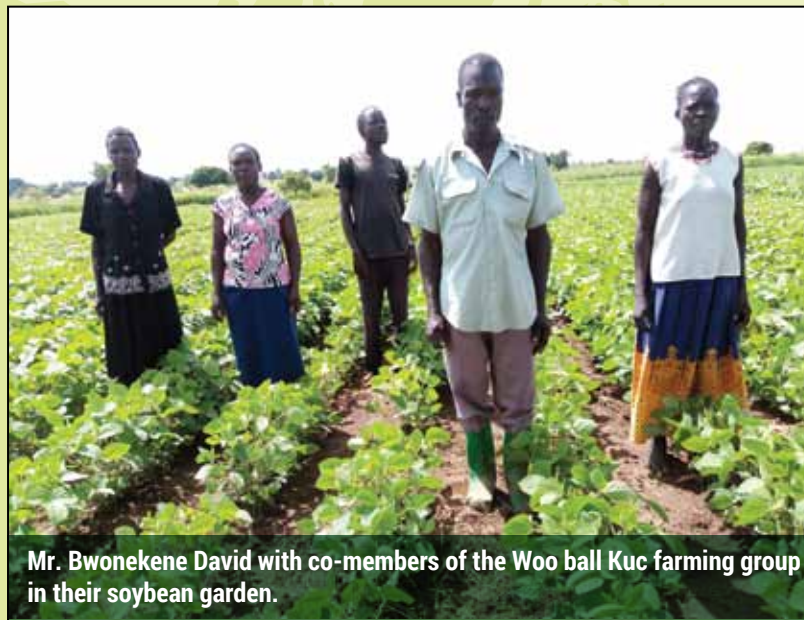


## Bwonekene's growing yields

**Mr. Bwonekene David** is a 40 year-old farmer who is married and has eight children. He lives in Palwong Village in the Amuru District of Northern Uganda and farms with the Woo BaloKuc farming group. Before he came into contact with IIRR's Vegetable Oil Development Project, David grew mostly rice, beans, and cassava. He earned little from rice, which has become a surplus crop in Amuru as rising temperatures and volatile price fluctuations made the harvesting of other staples more difficult.

During the planting season in 2015, David bought sunflower and soybeans from a local IIRR outpost. He planted an acre of each new crop and ultimately harvested 350 kilograms of sunflowers and 400 kilograms of soybeans. He sold them for 950,000 Ugandan shillings, a far higher return than he had received from his earlier crops.

These funds helped David send his daughter to secondary school. He was also able to reinvest his income



Mr. Bwonekene David with co-members of the Woo ball Kuc farming group in their soybean garden.

for a second planting season. In preparation, he bought 3 kilograms of Augsun sunflower seeds and 40 kilograms of soybeans. The resulting harvest led to a 1-ton yield of soybeans and a 22-ton yield of sunflowers, both of which are still in stock and awaiting sale.

In 2017, David had his most profitable yield yet, yielding 22 tons of sunflowers and another ton of soybeans. He recently sold the

harvest for a combined price of 11.8 million Ugandan shillings (over \$3,500). He used part of the earnings to buy two oxen and an ox-plough to further expand his plantings. He was also able to pay for the university tuition fee of one of his children. Recently, he worked with IIRR-affiliated financial services providers to acquire a low-interest loan from Uganda's largest financial lender, DFCU Bank. He has already repaid his loan.

## In 2017,

- IIRR formed 225 farmer learning groups with a total of 6,750 farmers (3,958 female)
- 225 farmer groups trained in functional VSLA
- Total savings of Uganda Shilling 363,567,000 UGX (\$103876)
- 209 farmers were able to procure oxen
- 120 pairs of oxen were procured for animal traction among farmers
- 3 groups procured mechanized equipment (soy beans thresher, sesame sorting machine)
- 31 farmer groups linked to financial institutions such as Post Bank and accessed loans worth 682,200,000 (\$194914 USD)
- 200 farmer groups profiled for farmer institutional development
- 270 farmer groups seasonal plans developed
- 222 farmer groups developed and use Vision Road Journey
- 320 farmer groups adopted the gender mainstreaming tool

## Adyee Foster Parent and Restocking Group Works towards poverty eradication

**Adyee Foster Parent and Restocking Group** is a farming and family services group in Adyee Parish of the Kitgum District in Northern Uganda. After receiving training through IIRR's Vegetable Oil Development Project in 2015, Adyee was able to produce four acres of two sunflower seed varieties. The group also planted two acres of soybeans. The combined yield netted 1,300,000 UGX (\$364).

At the end of 2016, Adyee was able to acquire a water pump using the funds they generated from their plant sales. After further consultation with IIRR farm experts, the group decided to invest on potatoes for the 2017 dry season. Adyee harvested and sold 400 bags of hybrid sweet potato vines, which were sold at 12,000,000 UGX (\$3,350). In 2018, they sold 114 bags worth 2,040,000 UGX (\$550). Adyee Foster Parent and Restocking is expanding potato vine production. They currently have 3 acres planted and believe that future sales of the vines will bring in high profits and enable the cultivation of many more acres of sunflowers and soybeans. In 2017, the group planted 2.5 acres of sesame, 3 acres of sunflower, 5 acres of groundnuts, and 1.5 acres of soybeans and they harvested



**Mr. Lapat Erinesto of Adyee Foster Parents and restocking group**

26 bags, 24 bags, 46 bags and 8 bags respectively. The sunflowers were sold at 1000 UGX per kg totaling 1,440,000 UGX (\$400) and the rest are yet to be sold. The group currently have 8 acres of sesame, 7 acres of sunflower, 8 acres of groundnuts, and 5 acres of soybean in the planting process.

## Project for Financial Inclusion in Rural Areas (PROFIRA)

IIRR has been closely working with Community Savings and Credit Groups (CSCGs) in the mid-Northern Ugandan subregions of Lango and Acholi through a program called Project for Financial Inclusion in Rural Areas (PROFIRA). Membership in the CSCGs is between 30 to 50 individuals who deal with various income-generating activities, with farming on top of the list. The groups are popular in the country as a method of pooling the economic resources of rural families. Before the intervention, most group members had limited understanding of financial organization, credit management, responsible investing, effective marketing, or contact with larger and more formal financial institutions (FFIs). In addition, CSCGs often suffer from internal conflicts and collective feelings of negativity.

PROFIRA has greatly improved the household levels of income for CSCG members. The CSCGs have seen an increase in accumulation of assets and investment capacity. PROFIRA is currently working with 311 groups made up of 8,708 members. 73.5% (6,400) of participating CSCG members are women. 26.5% (2,307) are men and 30% (2,612) are youths.



## Enterprise Development Assistance for Women Entrepreneurs

IIRR believes that the expansion of women-owned enterprises is one of the keys to raising household incomes and, eventually, to growing national economies. In Uganda, however, female entrepreneurs are faced with several constraints: limited access to capital, lack of technical and business skills, occupational segregation, and limited connections to financial institutions. These obstacles are worsened by the effects of climate change, which has rendered useless large swaths of land in an agricultural sector with a 70% female workforce.

In order to increase financial inclusion for women and youth, IIRR has partnered with UN Women to undertake interventions in Moroto, Gulu, and Kampala Districts that included:

- Strengthening woman-run Village Savings and Loan Associations.
- Teaching women about marketing and finance.
- Offering connections to FFI and other financial groups.
- Giving seminars on technological innovation and mobile communication.



- IIRR enrolled 311 CSCGs in PROFIRA and linked the Groups with local governments, NGOs, and local development organizations
- 15,000 members were trained on bookkeeping, business management, and personal financial management
- 300 CSCG representatives received training on loan management, group leadership, and other planning and managerial skills
- 215 CSCGs were linked to clusters and cooperatives to boost their productivity and to become more visible to Formal Financial Institutions
- Total Group Saving reached 725,531,000 UGX (\$201,536 USD)
- Total Loan Portfolio reached 671,288,000 UGX (\$186,469 USD)
- Welfare Social Insurance fund reached 43,720,000 UGX (\$12,144 USD)

### More specifically in 2017,

- 2,951 micro enterprise women were empowered.
- 2000 were equipped with business skills to help them in managing their businesses profitably and were supported to access markets and financial services. This was achieved through trainings, coaching, and mentoring business support.
- 1,451 Women Entrepreneurs were trained in different business-related areas including Entrepreneurship, Enterprise Selection, Financial literacy, Business management and start ups, Marketing, record keeping, group governance, Climate Smart Agriculture and green



SOUTH SUDAN

# SOUTH SUDAN

Pastoral Livelihood & Educational Field Schools

Bio Intensive Gardening (BIG)

## Integrated livelihoods and education field schools

- A total of 584 learners are enrolled: 151 children (119 males, 32 females), 276 youth (206 males, 70 females) and 157 adults (92 males, 65 females)
- 12 community facilitators (11 males, 1 female) trained as mobile teachers supporting learners in the cattle camps
- 30 youth trained as Community Animal Health Workers
- IIRR built capacity of 60 youth and adults on honey production. The group is now organized into a honey producers association
- A total of 301 youth and adults selected among the learners, were trained in post harvest fish handling including processing and marketing
- 120 selected members from the cattle camps were trained on proper milk handling, including value addition and marketing

## South Sudan Program

South Sudan, with its vast natural resources and favorable agro-ecological conditions, has immense potential for sustainable economic development. About 50 percent of the total land surface area<sup>1</sup> is prime agricultural land. Unfortunately, South Sudan also faces a number of challenges in the forms of widespread poverty, skewed income distribution, and the inadequate delivery of social services, which has slowed the progress of food security initiatives and agriculture sector recovery and rehabilitation.

The International Institute of Rural Reconstruction South Sudan Country Programme has partnered with the Presbyterian Hunger Project and the Newman's Own Foundation since 2013 to implement the Bio-Intensive Gardening (BIG) Program. The objective has been to contribute to the food and nutrition security of the country. The BIG Program is being implemented in 5 schools in Juba County, directly targeting 150 children learners and 10 teachers. Each school has formed an agriculture club with at least 20 learners with the guidance of two teachers. The strategy adopted in implementing BIG is to train the teachers and learners and encourage them to replicate the skills and technologies in their homes in order to address food security and nutrition challenges.

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1 The total area of Southern Sudan is estimated to be about 640,000 sq km.

## Integrated livelihoods and education field schools

Agro-pastoralist communities in the Lakes Region of South Sudan are transhumant. Some of the household members take care of the cattle and live in cattle camps. These communities are marginalized and have limited access to basic services such as education, livelihood support activities, and social services.

Under the Pastoral Livelihoods and Education Field School 4 Learning Centres, IIRR partnered with FAO and UNESCO in piloting the Integrated Livelihood and Non-Formal Education Model in three cattle camps and 1 in an Agro-Pastoral Community.

- A total of 584 learners enrolled: 151 children (119 males, 32 females), 276 youth (206 males, 70 females) and 157 adults (92 males, 65 females)
- 12 community facilitators (11 males, 1 female) trained as mobile teachers supporting learners in the cattle camps
- 30 youth trained as Community Animal Health Workers. The trainees have helped strengthen livestock disease surveillance, reporting, and management in the cattle camps
- As part of the youth and adult curriculum, IIRR trained 60 youth and adults on honey production. The group is now organized into a honey producers association. IIRR is currently facilitating market linkages
- A total of 301 youth and adults selected among the learners were trained on post-harvest fish handling, including processing and marketing. This is greatly contributing to the livelihood diversification of the pastoral communities. The trainees are now organized into model fisher folk groups
- 120 selected members from the cattle camps were trained on proper milk handling, including value addition and marketing. This has helped boost milk marketing and minimize milk wastage

## Food security and resilient livelihoods

- 1,616 (956 females, 660 males) small holder farmers living in host communities in the Great Lakes Region of South Sudan mobilized into 40 Agro Pastoral Field Schools and mentored. The groups are now serving as production units to mediate conflicts affecting livelihoods across the Great Lakes Region. The groups are engaged in crop and vegetable production, including livestock management

### *BIG in school*

- 150 children (8 – 13 years) mobilized into agriculture clubs. The clubs are engaged in producing vegetables in the school club gardens and encouraging replication at home. This has contributed to strong linkage between the school and the community. School leaders indicate that children participating in BIG activities attend school regularly



A Story of Positive Change:

## Juliana Poly: Generations connect

At 16, **Juliana Poly** was terrified of being sold into marriage—a fate extremely common in Wulu Province’s Jurubele Village. Parents in Wulu often view their female children as sources of wealth whose arranged marriages can mean the difference between starving and surviving. Instead of looking at their daughters as potential breadwinners, parents view them primarily as brides.

Juliana and her parents both decided to enroll at IIRR’s farming and literacy classes at Bulabandango Learning Center. In the classes, Juliana and her parents learned vegetable growing, investing strategies, numeracy, and literacy. Juliana’s parents realized the importance of educating their children. They even assured Juliana that they will continue to support her education and will let her decide when she is ready to get



Juliana attending a youth class session in Wulu

married. Juliana is now confident that she will be able to join mainstream primary schools within the next year. She is happy that her studies do not preclude her from helping her parents tend their flock and maintain their plots. The classes, which run for two hours during afternoons on Monday through Friday, allow her the freedom to continue honoring her community’s traditional livelihoods.

## Martha Amale: New knowledge, new harvest

**Martha Amale** is a 30-year-old member in the Adult Class at Bulubadango Learning Centre in Wulu County. *“Vegetable growing has sustained the livelihood of my family,”* Martha says. *“We could not afford food and basic household requirements such as salt, soap, and sugar. Life was miserable, as there was no other source of income for us.”* Martha, like many other Learning Centre members, had only limited knowledge about growing vegetables and had a young, relatively immobile family and few tools. Martha’s family hoped to cultivate more of their land, but were not healthy enough to traverse their own property.



Since Martha enrolled as a member of the Adult Class, she has mastered many topics related to vegetable cultivation. She is happy with the teachers in her class: *“Our facilitators teach us as we work. I am applying the knowledge and skills I gained from the Learning Centre to grow a variety of vegetables at my home.”* Martha has opened a ‘half-feddan’-sized (half-acre) patch, where she is currently growing “Sukuma Wiki” tomatoes and eggplants that IIRR provided in conjunction with the Learning Centre. Martha has sold 26,000 SSP (\$200 USD) of vegetables using this new patch. In turn, this money has allowed her to buy soap, salt, and clothes for her children. She was also able to pay outstanding school fees for two of her kids.

Martha has also started communicating with traders who have come to her gardens looking for vegetables to sell in nearby markets. This new interest has encouraged Martha to expand her garden for the next planting season.



A Stories of Positive Change:

## Sunday Majimo Ubour

**Sunday Majimo Ubour** is a Primary 6 student at Mayo Girls Primary School. She planted a small plot with watermelon and an indigenous plant called “kerkede”. Sunday harvested the crops and sold them to her teachers and neighbors. She used the money to help her mother start a small fruit and juice stand outside their home. Her mother is now a well-known merchant in Gudelle, the makeshift refugee community where they live. Sunday’s mother tells each customer about the BIG program and speaks often of the gratitude and amazement she feels at her young daughter’s generosity in helping her to start her business.



Sunday showing her Kerkede in the Mayo Girls Primary garden.



Evalin harvesting lubie seed for next year’s planting



Poni with her eggplants and tomatoes.

## Evalin Juma Effrem

**Evalin Juma** is a Primary 7 student at Mayo Girls Primary School and is a passionate member of the school’s Agriculture Club. She appreciated IIRR for giving each student their own plot to manage at school.

Evalin says, *“In my plot, I cultivate Lubie and Dodo, two local vegetables. I was trained well on how to manage the crops. I earned about 6,000 SSP (\$46 USD) from the sale of the vegetables. I invested 1,000 SSPP back into the club and used 5,000 SSP to pay for my transport to school every morning and for my school lunches. I wake up early every morning and spend about 45 minutes attending to my plot before classes start. I have also encouraged my mother to start a vegetable garden after reaping all these benefits.”*

## Poni Jada

**Poni Jada** is a student at Gabat Primary School and a proud member of the school’s Agriculture Club. Poni openly talks of how she acquired her skills at the BIG training that changed her life. For one, Poni has learned how to manage her own vegetable garden where she has planted eggplants and tomatoes. Restaurant owners in nearby Juba—the capital of South Sudan—visit Poni’s garden each morning to buy fresh vegetables and some produce in the surrounding area. Poni uses her earnings from her garden to support her brother’s secondary school fees and to buy him school supplies. Poni plans to expand her garden and make further connections to restaurants around the country.



PHILIPPINES

A map of the Philippines with three circular callouts highlighting specific regions. The first callout is for Cavite, showing Cavite City, Lagsan, and Batangas. The second callout is for Quezon, showing various municipalities. The third callout is for Capiz, showing Iloilo. The map also shows major islands like Luzon, Visayas, and Mindanao, and surrounding bodies of water like the South China Sea and Philippine Sea. A scale bar at the bottom indicates 400 km and 400 miles.

## PHILIPPINES

- **Nutrition in schools and Child Development Centers**
- **Attaining food security and resilience through family farms**
- **Attaining food and environment security through climate smart approaches**

## The Philippine Program

IIRR's Philippine program focuses on food and nutrition security in schools, Child Development Centers, and communities. The school nutrition program uses Bio Intensive Gardening (BIG) to improve the health of children and to positively impact their learning. In 2017, the Philippine program continued its work in the three learning communities of Cavite, Quezon, and Panay in Capiz Province. The following figures and stories illustrate this amazing work.

### Nutrition in schools and Child Development Centers

IIRR partnered with the Philippines' Food and Nutrition Research Institute (an initiative dually funded by the Department of Science and Technology and the Department of Education) to develop an Integrated School Nutrition Model that addresses malnutrition among Filipino school children. IIRR implemented the Model in public elementary schools and Child Development Centers. To support the learning process, IIRR worked with schools and set up 'crop museums' and light houses that serve as models and grew over the past years.

- 58 schools, with a combined population of 80,222 school children, have participated in the program
- 1,598 schools and 626 parents have received nutritional training at the 58 lighthouse schools
- 237 schools serve as crop museums and community seed banks for nutritionally-relevant indigenous crops
- 90 Child Development Centers in three provinces set up gardens benefiting 3,393 children
- 254 local and regional-level social welfare and development staff have been trained
- 335 households have been given garden starter kits

A Story of Positive Change:

## **Analn Berber and Mariel Mendoza: From motivated trainees to inspiring trainers**

**Analn Berber**, 45, and **Maricel Mendoza**, 41, are Child Development Workers (CDW) in the municipality of General Emilio Aguinaldo in Cavite Province. In 2015, IIRR trained 14 CDWs in the municipality about the Integrated Nutrition Model and provided material support in gardening, supplementary feeding and nutritional education.

Berber has been a CDW at Angel's Love Child Development Center for 21 years. She recalls, *"Before, the only vegetables we used in feeding were malunggay leaves (horse radish tree) and hotpepper. When IIRR came, they provided us with planting materials for various indigenous vegetables. They also taught us how different food preparation methods could create more nutritious meals. Now, students appreciate the diverse taste of indigenous vegetables."*



Berber also advocates nutrition during barangay village sessions and parent meetings. This way, community members are reminded to plant their own vegetables and cook and eat local produce. Berber even shared her own personal recipes: *"I influenced my neighbors to create delicious vegetable dishes like Siomai. They tasted it and really loved it!"*

Mendoza, who has been a CDW at Smart Kids Child Development Center for 20 years, noticed significant changes following IIRR's intervention: *"Before, we didnt have anything that we could call a 'garden'. We tried to plant vegetables, but we ended up having to purchase most of the greens we used in meals from the market. When IIRR arrived, they taught us about Bio-Intensive Gardening (BIG) and*



*soon we were able to establish our own garden. Now, we use vegetables from the garden in all of the meals we prepare."*

She added, *"In the past, we only conducted nutrition education once a year through our 'Pabasasa Nutrisyon' (Readings on Nutrition) seminar. IIRR taught us several new methods for teaching nutrition education. Now, I manage to conduct nutrition education during parents' monthly meetings. With the help of parents, we were able to create nutripuzzles and vegetable story books for children."*

Mendoza finished on a personal note: *"I have been so inspired by IIRR's intervention that I've composed a song using the names of indigenous*



*vegetables. This way, my pupils can easily remember the vegetables that we eat and plant in the garden."*

Berber and Mendoza are now IIRR's liaisons and cooking demonstrators during trainings on the Integrated Nutrition Model to 54 CDWs in Silang, Cavite Province. Berber and Mendoza hope to continue gardening and innovate new ways to improve the nutrition of children in their municipality.

## Growing Strong: Benedict Mañago

Twelve-year-old **Benedict Mañago** is one of thousands of Filipino children who suffered from severe wasting. He's a Grade 6 student at Sunnybrooke Elementary School in General Trias City, Cavite Province, where IIRR implemented an integrated school nutrition plan. Before the intervention, Benedict was severely wasted and underweight. His coaches and teachers noticed his athletic potential, but his poor health prevented him from making it into the volleyball or basketball teams.

Benedict is among the 99 students who have benefited from Sunnybrooke's implementation of the Integrated School Nutrition Model. He participated in the 200-day Feeding Program, during which he ate iron-fortified rice and vegetables from the school's new garden. As he gained strength, he learned about nutrition and started growing vegetables with other students.



Sunnybrooke's Integrated School Nutrition Model implementation includes a Bio-Intensive Gardening (BIG) program, an ecological gardening approach that restores and sustains school gardens. Sunnybrooke grew indigenous crops known for their nutritional value and hardiness. Students and parents helped maintain the garden and also shared their own harvested vegetables to the feeding center to be served to undernourished students

According to Benedict's teachers and to his nutritional data taken at the end of the 2016-2017 school year, Benedict's health greatly improved—he gained 4.0 kilograms and grew 3.15 cm taller.

## Attaining food security and resilience through family farms

More than 500 million family farms comprise the majority of the world's agricultural land and produce most of the world's food. These small parcels play a critical role in ensuring global food security, protecting the natural environment, and addressing rural poverty and malnutrition. Small family farms also address new challenges of climate change by integrating trees, limiting pollution, and combining diverse farm enterprises into community projects. Small farms are also owned by poor families and are often their main source of food and nutrition. Since 2015, IIRR has been designing a new series of interventions to help rural farmers achieve nutritional security and financial independence amidst climate change risks. In the Philippines, IIRR is modeling this approach in the municipality of Maragondon, in Cavite Province. The program aims to diversify income sources for farmers, intensify production, offer nutritional education, integrate small livestock into family farming, and teach methods of environmental sustainability.



## IIRR's accomplishments in this program are:

- 25 unique educational programs for farmers on crop diversification, farm diversification, crop intensification, climate preparedness and sustainability, dietary diversity, nutritional principles, and investment strategies
- 60 small family farms are being diversified and intensified by incorporating production of fruit trees, root and tuber crops, cereals, indigenous and market vegetables, legumes, cash crops, and intensive feed gardens promoting food security, improving nutrition and dietary diversity, providing additional income, and enhancing biodiversity
- 66 small family farmers are now raising native pigs and native chickens which provide reliable and safe food (animal protein), while augmenting economic assets and income sources
- 26 small family farmers were trained on native pig roasting and cassava processing to enhance their sources of income from crops and livestock



## Bernardo Pelayo: Discovering entrepreneurship in farming

**Bernardo Pelayo**, 48, is a family farmer from Layong Mabilo Village, Cavite Province. He is a widower who has been raising his four children—two sons and two daughters—on his own for the last 21 years. He has been able to send all four of his kids to college using proceeds from farming his land, raising and selling livestock, and occasionally selling bananas and other crops in local markets.

In 2014, Pelayo was exhausted with his work and frustrated with his meager income. He decided to develop and till his late wife's farm with hundreds of cardava banana trees and to tend his father-in-law's farm animals. Later that year, Pelayo joined IIRR's Family Farming Project. IIRR helped him develop and diversify his farm with root tuber crops, peanuts, ginger, pineapple, and several types of fruit trees.

Pelayo's children supported their father's new endeavors. His eldest



daughter invested 10,000 Pesos (\$191 USD) on additional Rambutan, Durian, and Mangosteen trees, while his eldest son provided capital when needed. Pelayo's youngest son, who is taking technical-vocational courses in Senior High School and hopes to study Agriculture in college, helps him tend farm animals and plant fruit trees and crops.

Pelayo is very eager to attend IIRR trainings about new farming techniques. In collaboration with IIRR, he recently planted different varieties of peanuts to check their adaptability and tested hybrid legumes (cow peas mixed with rice beans). Pelayo's hard work is starting to pay off, especially with his banana trees and cash crops. He looks forward to reaping further harvest in the months ahead.

## Attaining food and environment security through climate smart approaches

Guinayangan is a third-class municipality in Quezon Province. It has 54 villages spanning both mountainous and coastal areas. Most of its residents depend mainly on rice and coconut production for their livelihoods. The municipality, nicknamed “Seafood Paradise,” is bounded on the east by the Ragay Gulf and is famous for its marine products.

In recent years, Guinayangan has been experiencing unpredictable seasons due to climate change. The dry season is longer, and the wet season is harsher – typhoons and hurricanes hit frequently. In 2014, rice farmers experienced a total crop failure because of dry soil and

inconsistent rainfall. Coconut production has also decreased due to prolonged dry spells. As most farmers only plant a single type of crop, these inconsistencies are particularly devastating. Consequently, male household members have been forced to seek employment opportunities in urban areas.

IIRR collaborated with Guinayangan’s local government in implementing an intervention, which demonstrates community-based approaches to climate change and ensures farmer partners have basic food security. IIRR is devoted to helping farmers improve their practices and yields, while simultaneously working to limit agriculture’s contribution to (and vulnerability to) climate change.

### In a span of 4 years, the community-based adaptation model has reached:

- 3288: local farmers from all 54 villages of the municipality, wherein 52% are female and 48% are male
- 1788 total number of distributions of plant and livestock start-up materials
- 180 on-site activities, which includes learning group capacity building, learning group meetings, LGU capacity building, outreach and scaling out
- 48 trained farmers-cooperators who conduct different participatory action researches that aims to address climate-related risks in their villages
- 11 impact areas (CSA learning sites) under various ecosystems including forest and watershed, upland, lowland rice-based, and coastal areas
- 8 farmer-managed community support structures so materials can be sourced locally. Facilities ranges from nurseries to simple breeding centers
- 204 farmers who have raised pigs, 14 farmers who have raised ducks, and 56 farmers who have raised goats under the new program



## Vicencio Vertucio and Ariel Flores: Diversified farm and perspective

When travelling to the upland areas of Guinayangan, it is typical to see coconut trees in all directions because, they are the primary source of income of farmers. Unfortunately, coconut monocropping decreases farmers' chances of adapting to risks related to harsh climatic conditions. When typhoons strike, farmers are left with no source of income and scarce food. Therefore, upland farmers diversify the landscape to increase their resiliency.

**Vivencio Vertucio** used to practice monocropping because it was easier to manage. However, he often experienced the devastating effects of typhoons.

*"The weather today has become too unpredictable unlike before, when I was younger,"* he said. Luckily, he learned that the local government and IIRR were helping farmers adapt to this challenge. He attended learning group meetings and was able to receive planting materials of different crop species like black pepper and cacao. He



is now growing 23 crops on his farm, including banana, rambutan, mango, black pepper, cacao, guyabano, calamansi, mahogany, sour plum (lepoti), and others. When asked what his motivation was in adapting diversification, he said *"I'm not doing this for myself alone. I am now old and these crops takes time to mature, especially the fruit-bearing trees. I'm improving my land for my children and grandchildren."*

The benefits of these long-term crops are yet to be felt as the project has started just 3 years ago. *"I wish IIRR had this farm diversification project in Guinayanagn long time ago,"* Vivencio quipped. As of now, there are hundreds of farmers in Guinayangan who has been adopting the farm diversification technologies that IIRR has been spearheading.



In the Cadig area, Ariel Flores tested 17 varieties of sweet potatoes. He intends to incorporate the best-suited varieties to his farm. Ariel's family also depends on coconut production for their daily living expenses, but he needs additional income to send all his kids to school. After the participatory varietal selection, together with farmer invites, Ariel successfully selected Tres Kolores and NSIC Sp30. During the field day, Ariel shared, *"Because I decided to plant sweet potatoes, I was able to send one of my children to college. I have to travel to the town proper during weekend markets just to sell my produce. It was not easy but worth it."*

Ariel started planting sweet potato in his farm since 1990, but it only on a small patch. Harvests were intermittent and only produced enough food for

personal consumption. In 2015, he started planting several varieties promoted by IIRR and he also started planting in bigger areas. Since then, he has harvested regularly and earns Php2,000 per week or more. That enabled him to send one of his sons to college. Sending a son to college costs about Php4,000 per month for living and lodging expenses excluding the semester tuition of Php2,300. Due to his success, there are now more than 30 farmers growing sweet potato in their village. Ariel's fourth son, who is in high school, is inspired to pursue college education and Ariel is preparing to support him.

During field days, Ariel shares cuttings with invitees to influence them to try resilient crops like sweet potatoes. He hopes that other farmers can also discover the benefits of welcoming other options in farming. The experience showed that farmer-to-farmer sharing is an excellent method of building a climate-smart village.





MYANMAR



## MYANMAR

### Food Security and Resilient Livelihoods

- Established 4 climate smart villages as model communities that demonstrate community-based adaptation in rural areas in Myanmar
- Trained and mobilized 100 households to demonstrate new techniques in agriculture and use of improved crop varieties to small-holder farmers
- Trained 50 school teachers and administrators about the value of school gardens and the contribution to addressing malnutrition in school children
- Provided technical assistance in setting up 4 school gardens in public basic education high schools

### IIRR Myanmar

As much as 25% of Myanmar's households live below the official poverty line and about 10% live below the food poverty line. Myanmar is at risk from a wide range of natural hazards, including cyclones, floods, and droughts that severely affect the livelihoods of the poor and contribute to food insecurity. Climate risks and associated livelihood impacts are an additional burden to local communities. Responses to climate change differ from location to location, so it is crucial that adaptation measures recognize the value of targeted, community-based strategies and processes.



The Myanmar Program is IIRR's newest country program in the Asia region. The program aims to contribute to the development of Myanmar by pursuing programs on climate-smart agriculture, food security and nutrition, resilient livelihoods and rural development. While the initial program activities started in 2014, IIRR ramped up its efforts in 2016 by collaborating with local partners to implement Climate Smart Village programs including school gardens and climate-smart agriculture. IIRR is also active in providing capacity development assistance to local NGOs and their networks through training and learning events.

- Trained and mobilized 100 households to demonstrate new agricultural techniques, including the use of improved crop varieties that make small-holder farming more climate-resilient
- Trained 50 teachers and administrators about the value of school gardens and their contribution to improving malnutrition in school children
- Provided technical assistance in setting up 4 school gardens within public high schools

## Food security and resilient livelihoods

- Established 4 Climate Smart Villages as model communities that demonstrate community-based adaptation. Over the next three years, these villages will serve as learning sites for farmers from at least 20 villages in 4 townships



## Global learning and leadership

- 15 local NGOs in Myanmar were trained in Community-Managed Disaster Risk Reduction, enabling them to implement local programs on community resilience
- 50 NGOs from Myanmar and Vietnam gathered to exchange lessons and strategies in building disaster resilience in rural areas of the two countries
- 135 local and international NGOs gathered at various learning events to exchange experiences and plans to address climate change in agriculture, malnutrition and disasters in Myanmar. These learning events built collaboration and partnerships among stakeholders for program effectiveness

A Story of Positive Change:

### Budding BIG Project in Yangon, Myanmar

**U Mang Tual Khen Mang**, 52, is the caretaker and gardener at East Dagon Basic Education High School, one of IIRR's BIG lighthouse schools in Yangon, Myanmar. Mang has worked at East Dagon for eight years and is glad that the swampy area on the school's campus has now been converted into a useful space.

*"The garden area looked like a forest before," Mang shared. "It was dangerous for the students to explore because there were a lot of snakes."*

After consulting with IIRR, Mang applied his new knowledge of Bio-Intensive Gardening to the school garden. He has been thrilled by the resulting harvest and was pleased by how the garden has become a central learning hub for students interested in agriculture. Teachers at East Dagon have even organized learning activities designed to give students a chance to experiment with different cultivation strategies.

According to the Township Education Officer, Daw Nilar Nyunt, Dagon's agricultural education has historically been limited to the four walls of the classroom.

*"Usually, students learn agriculture through theories, not by actually planting," she said. "In the garden, however, children gain real-world knowledge that they can apply to their family gardens at home."*

Nyunt has helped implement IIRR's BIG Project in more than 30 schools under her management. In May 2017, she joined IIRR in organizing a BIG orientation attended by the headmasters and headmistresses of the schools that she oversees. Through Nyunt's support, IIRR is organizing further partnerships in Yangon to establish school gardens and improve student nutrition.





KENNYA



# KENYA

## EDUCATION

- Learning materials were provided to assist children with special needs including hearing aids for the deaf, Horse shoe tables, sign language books 1 – 8, Abacus, blackboard rulers, number boards, letter boards, and other learning materials (charts and maps)
- The number of children with special needs reached with Cluster Education Forums increased by 1,436% from 25 in 2016 to 384 in 2017
- A total of 3,765 learners (2,111 boys, 1,654 girls) in 5 primary schools in Kenya benefitted from improved and interactive learning after teachers were trained in inclusive education
- A total of 813 girls in 2 secondary schools were reached indirectly after selected girls were supported with exposure visits.

## Education

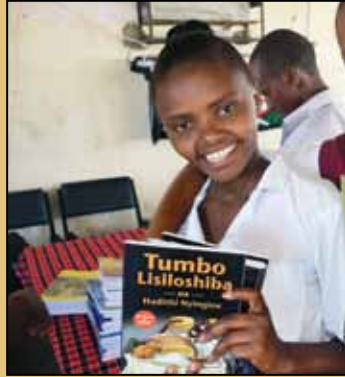
- 139 teachers (72 male, 67 female) were trained and equipped with skills on inclusive education and on managing special needs learners
- Learning materials were provided to assist children with special needs including hearing aids for the deaf, Horse shoe tables, sign language books 1 – 8, Abacus, blackboard rulers, number boards, letter boards, and other learning materials (charts and maps)
- 51 Board of Management (BoM) members (34 male, 17 female) from 5 cluster schools were trained on how to engage in Cluster Education Forums, with special emphasis on giving girls a second chance in education
- The total number of learners supported through Cluster Education increased from 868 in 2016 to 4,578 in 2017
- The number of girls increased by 360%, from 563 in 2016 to 2,029 in 2017
- The number of children with special needs reached with Cluster Education Forums increased by 1,436% from 25 in 2016 to 384 in 2017
- Girls' achievement in national primary examination and transition to secondary school improved very significantly in one of the primary schools, Logologo. 93% of girls (27 of 29) proceeded to secondary school, up from 80% (8 of 10) in 2016
- A total of 3,765 learners (2,111 boys, 1,654 girls) in 5 primary schools in Kenya benefitted from improved and interactive learning after teachers were trained in inclusive education
- A total of 813 girls in 2 secondary schools were reached indirectly after selected girls were supported with exposure visits. The girls and their teachers are replicating what they learned from the exposure visits.

A Story of Positive Change:

## Emma Nang'inda: Champion leader of Girl's Summer Camp

**Emma Nang'inda** is a Form Three student at the Loglogo Secondary School in Karare, Northern Kenya. She has served as the president of school for the last year. She manages to balance her leadership responsibilities with her classes, in which she consistently excels. Emma has a twin sister in the same class; they compete intensely, but joyfully. Emma is also an active member of the Girls for Girls Club, the School Scouts, and Loglogo's drama program.

Emma credits much of her ability to maintain a positive scholastic attitude to her experiences at IIRR Giving Girls a Second Chance Summer Camp, which she first attended in 2014. At the Camp, Emma has learned new methods of organization, conflict resolution, and writing. She deeply values the Camp and uses its teachings to move toward her ultimate goal of becoming a motivational speaker.



Emma does not see any contradiction between her deep Christian faith and her desire to be an independent and politically-powerful woman. She goes to Church multiple times per week and has always used religion as her prime motivator. She thanks God at the end of every public speech she gives. IIRR has recognized Emma's inspiring efforts and recently awarded her the 2017 award for Best Outstanding Youth Leader in Kenya.

## Maria Labarakwe: Goats for Girls

**Maria Labarakwe** is a mother of four girls and two boys and is a beneficiary of Goats for Girls. In October 2017, IIRR distributed 35 Galla goats to needy girls in the Loglogo Cluster of Northern Kenya.

Maria did not get to go to school, but she intensely values education and was determined to send her own children to school. After the death of her husband, Maria struggled for years to earn a living for the family. She eventually managed to organize a fundraiser that would help support the education of her children. Maria's eldest son is currently a standard three student courtesy of that fundraiser, and each of her other children have also enrolled in school.

Maria believes in the power of education to transform the lives of young women. She sees daily the differences in resources and coping mechanisms between those who went to school and those who weren't granted educational opportunities.

Maria's daughter, Nchiliwan Labarakwe is a Standard Five student in Loglogo who has benefited particularly from the program. Not only has she raised money for her own schooling through her sales of goat milk, but



she has also developed advance knowledge in raising livestock that can provide further income as she pursues her academic dreams. As per IIRR's guidelines, Nchiliwan will finish this season of tending the Galla goat before giving the animal to her friend and classmate Seseyan Marleni so that she, too, can learn these valuable strategies of livestock care and entrepreneurship.

## Sexual and Gender-Based Violence (SGBV) Project

- Created awareness for 8,427 community members on the negative effects of SGBV. They in turn are supporting the ending of SGBV in their communities
- 180 trained community conversation facilitators are now facilitating community dialogue to end SGBV
- 7 dialogue groups have been established and are working closely with 180 trainers to end SGBV in Northern Kenya
- Distributed 4,589 IEC/BCC materials to sensitize communities against the harmful effects of FGM-C, beading and early marriages
- 17 radio talk show programmes were aired live using local language to reach communities with anti-FGM messages in support of ending SGBV. An estimated total of 2,000 community members were reached through the radio programmes and positively influenced to end SGBV
- 123 primary school teachers were sensitized on the harmful effects of FGM and early forced marriages and have become a positive force to support and protect girls against SGBV
- 180 community leaders have been sensitized and now support to end SGBV
- 72 police officers and 67 paralegals were trained to support better management of SGBV cases and prosecution of perpetrators. Two gender desks have been established to advocate for the abolition of SGBV
- 77 health care providers and 69 social workers are providing SGBV counseling and health services

## IIRR combats female genital mutilation and early marriage by providing homes for survivors

IIRR has been working on combating Sexual and Gender-Based Violence in Northern Kenya, with particular emphasis on ending Female Genital Mutilation (FGM) and early marriages. They have been working with partners like the Wamba Nomadic Girl Child Rescue Centre to accommodate girls saved from FGM and early marriages in Samburu County, Kenya.



Since 2006, Resina Lolmakar has been rescuing girls from early marriages and FGM in the areas surrounding Wamba, in the Eastern part of Samburu County. Resina is the coordinator of Wamba Nomadic Girl Child Rescue Centre, located in the Embakasi area of Wamba. The Centre currently houses 100 girls, including 21 boarders. Non-residents come during the day for various services, including counseling, mentoring, and basic education.

According to Resina, most of these young women have either been rescued or have escaped from forced marriages, FGM, or forced labor. *“Some girls are given away to work for their relatives. Some bring themselves to the rescue centre, while others are brought by community members. The most vulnerable ones are allowed to stay at the centre full-time,”* she explains.



The Centre also advises parents about the importance of school-based education and on the dangers of retrogressive culture and SGBVs. Resina follows up with rehabilitated young women and makes sure that they do not undergo FGM or forced early marriages after reuniting with their parents.

The Wamba Nomadic Girl Child Rescue Centre has been working closely with IIRR, the Kenya Ministry of Culture and Sports, the Local Children's Office, and the IIRR-funded Community Conversation Facilitators (CCFs) to raise awareness and to rescue girls who have been abused.

*"At the Centre, we equip girls with life skills and encourage them to continue with education,"* Resina adds.

*"To my fellow Samburu people: We must stop the retrogressive cultures that violates the rights of individuals. We must embrace the good parts of our culture"-* Resina Lolmakar, Coordinator, Wamba Nomadic Girl Child Rescue Centre.

## Chief Patrick Stelio Lembwakita uses the law to combat SGBVs

**Patrick Stelio Lembwakita** is the Assistant Chief of Wamba's branch of the Samburu County Government. He has collaborated with IIRR's various SGBV Projects since their inception in 2016. Chief Lembwakita facilitates meetings and briefs Wamba's law enforcement team on each aspect of the project. Chief Lembwakita has personally rescued six girls and one boy from situations of SGBV. Five of the young women had been on the way to child marriage; the sixth was about to undergo Female Genital Mutilation (FGM) at a hidden location several miles outside of the village.

*"This girl, who was already been taken to a secret location, was also pregnant,"* Chief Lembwakita says. *"Her pregnancy was going to be forcefully aborted in line with the Samburu traditions."* Upon receiving information about the young woman's location, Chief Lembwakita alerted the local police, who arrested the girl's parents. Although her parents were ultimately responsible for their daughter's situation, they also agreed to pass it on to her location. The Chief says that the parents came to one of the IIRR-organized Community Dialogues and expressed their doubts about their daughter's situation to the Community Conversation Facilitators (CCFs). This rescue process was one of the most critical interventions the CCFs have facilitated thus far.

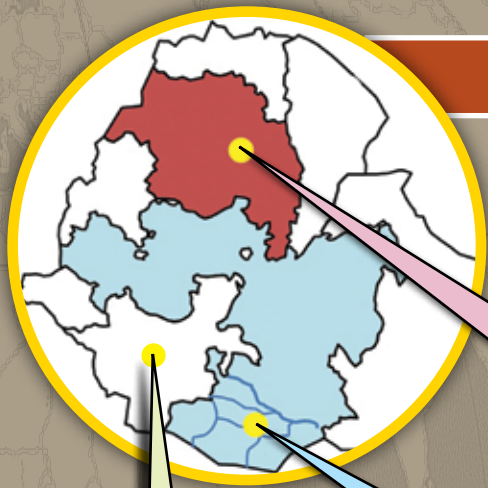
Says Chief Lembwakita: *"Child marriages and FGM are bad and outdated practices that are destined to die off whether we like it or not. The journey is forward and there is no going back. I advise the elders to desist from interfering with the life and rights of the youth by insisting on burdens like FGM and child marriages. What the elders are pushing has no benefit to individuals or the society."*





ETHIOPIA

# ETHIOPIA



## Amhara Region

- Bahir Dar
- Gondar
- Dessie
- Kombolcha

## Oromia

- Yabelo/Borena Zone
- Adola/Goji Zone

## Southern Nations, Nationalities, and Peoples' Region (SNNPR)

- Hawasa
- Dilla
- Hossaena
- Welaita Sodo

## IIRR Project Working Area Map

## Ethiopia

Ethiopia's population is around 100 million (2017 estimate), and the proportion of children below the age of 15 is an incredibly high 41.5%. This influx of children creates a huge demand for primary education (Grades 1-8).

IIRR in Ethiopia focused on implementing an education program for pastoralists and marginalized populations. The program is centered in the most disadvantaged pastoral zones of Southern Oromia.

The majority of interventions in 46 schools resulted in:

- Increased access to primary schools
- Improved retention of students at all levels
- Improved reading skills for students in primary school and preschool
- An increase in relevant reading materials, teacher training, and economic, nutritional, and residential options for students
- Solar panels in close to 500 schools
- Primary school access total: 19,875 (9,106 girls)
- Pre-primary access total: 1236 (642 girls)
- Hostel facility used as a rescue center for 48 vulnerable girls each year
- 1,550 girls received goats and passed them on to other girls

Taking such trends into account, IIRR in Ethiopia focused on implementing an education program for pastoralists and marginalized populations. The program is centered in the most disadvantaged pastoral zones of Southern Oromia.

### The specific interventions in the region include:

- The Pastoral Education Project (PEP)
- The Sexual and Reproductive Health and Rights (SRHR) Project
- The Economic and Social Empowerment of Youth (ESEY) Project
- The Equalizing Educational Opportunity through Materials (EEOM) Project
- The Goats for Girls (G4G) Project in 46 primary schools and 26 preschools.

A Story of Positive Change:

## Taytu Adole: IIRR's library support improves girls' education

**Taytu Adole** is a Grade Six student at Chembie Primary School. During her first six years in school, she had to share textbooks with a group of students because the school had only limited copies. The children had to create schedules to share the books to complete their homework. Oftentimes, they were often unable to track down copies before assignments were due. After IIRR collaborated with Chembie to build a new library and purchase electronic tablets and load them with textbooks, this challenge has been ameliorated. Taytu now goes to the library during her free periods to finish her work using the new textbooks and reference materials. She is particularly motivated by the tablets, which offer an exciting electronic format when physical textbooks become tiring. As Taytu noted, *"Thanks to IIRR, my academic performance and reading habits have improved."* Yet Taytu also wants to remind IIRR and her community that there is still work to be done—often, she says, students still have to wait their turn for the tablets and reference books.



Students reading in Chembie School Library.

**Aster Belala**, who attended her primary and secondary education at Chembie, is now the librarian of the school. Aster, who has a college diploma in teaching, oversees the reference books, the fifteen tablets and their textbook contents, the two laptops, and the IIRR-funded tables and reading chairs that now grace the library space. Around 100 students use the library each day. She remembers the group system of textbook distribution with sadness, but also with hope given the access that IIRR helped Chembie achieve. Aster is particularly enthusiastic about the tablets, which she says help students become acquainted with new technologies that they will need to master before they pursue higher education. *"Had I gotten this chance, I could have been in a better position,"* Aster says. Like Taytu, Aster noted that the available reference books, tablets, and laptops are not



enough to accommodate the needs of 1,400 students at Chembie.

**Nigussie Tamirua**, Chembie Primary School's director, noted that the school library had no reference materials before due to budget limitations and the overwhelming organizational realities of keeping the school running. He expressed his gratitude for IIRR's facilitation of the library's new reading materials and technologies. Nigussie is heartened by how much time students are spending reading in the library. He also revealed his hope that IIRR will provide further materials so that all 1,400 of Chembie's students can benefit. Mostly, however, he expressed pure gratitude: *"Thank you to IIRR for providing such life changing materials".*



## Education Program

In 2017, IIRR launched a pilot project entitled Improving Second Cycle Primary School Students' Retention and Learning Achievement in Pastoral Communities in the Adola Rede and Goro Dola Woredas (Districts), in the Guji Zone of Oromia. The initiative introduced the Cluster Approach in fifteen Second Cycle Primary Schools and three nearby high schools, the College of Teacher Education, and the Woreda Education Offices. The Cluster Approach focuses on organizing comprehensive remedial learning programs, Continuous Professional Development (CPD), and parent groups.

## Chembie Secondary School: Fostering educational access for young women

**Mihret Roba** is a Grade 10 student at Chembie Secondary School. Until two years ago, she lived with her family ten kilometers away from the school. Around that time, Mihret finished primary school and learned that her parents were not willing to send her to secondary school. Instead, they wanted her to get married. Mihret reached out to IIRR representatives, who enrolled her in the on-campus hostel program at Chembie so that she could continue her education. After several months of negotiations, Mihret's parents agreed to provide her expenses for food and schooling, despite their dire economic straits. Now, their daughter is working to becoming a surgeon. Mihret wishes that the thousands of Ethiopian young women facing child marriage could share in her opportunities.

**Demboba Jirsa**, a member of the Chembie community, is vocal in her opposition to early marriages and routinely speaks out to parents who don't believe in female education. Demboba is a huge supporter of the on-campus Chembie Hostel, which she has seen help many young women continue their schooling. Demboba is impressed by the safety and comfort of the hostel, and has also seen how the residents develop support networks and encourage one another to study. Demboba believes that the women of Chembie and the surrounding areas gravely need more hostels like this.



Mihret Roba in Chembie school

**Ablo Seifu**, the director of Chembie Secondary School, explained that female enrollment in secondary school is dramatically lower than that in primary school because of community prejudices against female education and because of early marriages. The Chembie hostel, which accommodates 48 female students, has started to reverse this trend. In 2014, the year before IIRR constructed the hostel, 45 young women dropped out of Chembie Secondary. In 2015, only eleven girls dropped out, and in 2016 the number had fallen to four. Female academic performance has also improved as a result of the study networks and spaces in the hostel. Seifu is confident that many more female students for whom education once seemed unattainable will be able to finish Secondary School because of the hostel.

## Rahmet Hussein: No longer afraid of school

**Rahmet Hussein** used to walk two hours to school every day. By the time she enrolled in secondary school, several of her female friends have been abducted while on their daily journeys to and from campus. Before starting her secondary education, Rahmet contacted IIRR and moved into the on-campus Free Hostel. *"Thanks to the Free Hostel, I was protected from harm,"* Rahmet says. Rahmet began training to become a teacher in 2014 and will graduate this year.

*"Thank you, IIRR, for providing a safe and comfortable space for girls to study,"* Rahmet says. She hopes that IIRR can expand its programs and provide more food programs for students.

Rahmet practicing teaching in class.



## Shegi Lole: A scholar gets a chance

**Shegi Lole** says that IIRR came at a critical point in her life. After secondary school, she applied to several teaching colleges, but was turned down because of their limited budgets and small quotas for women. Almost out of options for further study, Shegi contacted the Local Education Office, who recommended her and four other young women to IIRR's Girls Education Scholarship. All five women have now graduated with honors.

Shegi is very grateful for the support she received from IIRR, who paid for her education and small-group tutorial classes. *"My life is now wonderful,"* Shegi says. *"I am working, married to a man I chose, I have a newborn baby, and I am able to support my parents."*

*"Thank you, IIRR, for changing the course of my life,"* she says with a huge smile on her face.

Shegi Lole thanking IIRR for the support.





CAMBODIA





## Food Security and Resilient Livelihoods

- The capacities of 603 households in Koh Kong Province were enhanced. These households are managing fishery/natural resources that support sustained livelihoods
- The capacity of 5,000 small holder farmers of Banteay Meanchey and Oddar Meanchey Provinces were enhanced and they are now producing quality rice, vegetables, and cassava
- 1,005 producers were trained on climate change resilience practices and are now applying them
- 2,000 households in Koh Kong and Mondul Kiri Provinces are now producing salinity-resistant and drought-resilient crops
- 1,649 members of the Village Development Fund and Savings Group were capacitated and are now capable of managing funds

In addition to the BIGs, IIRR has also organized several other nutrition-focused interventions at participating schools. IIRR installed handwashing stations and functional latrines, which significantly reduced the prevalence of cough, diarrhea, sore eyes, and itchiness. Students have learned to fairly distribute the vegetables among themselves, to be vocal in their desire to engage in civic discourse, and to reach those most in need of assistance in their communities.



Students in their taro garden



School administrators visit a BIG garden in hopes of applying the curriculum at their own schools



A Story of Positive Change:

## Intensive rice growing techniques

Rice is the staple food and main source of family income for smallholder farmers in Cambodia. However, the dearth of high-quality seeds, the consistently high production costs, and Cambodian market volatility have all destabilized rice production, particularly among the rural poor.

**Mr. Inn Sam Eng**, 49, and his wife, Ms. Dol Savath, 43, are rice farmers in the Trapeang Prasat District in Oddar Meanchey Province. They have six children—five daughters and one son. Eng has been an active participant in village meetings and NGO activities since he moved to Trapeang Prasat District in 2005. *“I like to learn new practices or new ideas, which I apply to my life if they seem like they could have a good impact,”* Eng said.

In early 2017, IIRR partnered with the German development organization GIZ’s RED III Initiative to teach Intensive Rice Growing Techniques in Eng’s village. Eng heard about IIRR’s program in



Banteay Meanchey and traveled to the Province twice for educational visits focused on rice production. Eng was particularly interested in learning new strategies for selecting seeds, since seed quality is one of the most important factors in yield. He bought 10 kilograms of Phkar Romduol Foundation Seed, one of Cambodia’s most respected rice grains. Eng planted the seeds and harvested 1,680 kilograms. His yield—4.2 tons/hectare—was more than twice the Province average. Eng invested 608,000 riels (\$152 USD) in the planting and sold his yield for 3,825,000 riels (\$956 USD). Despite the success, Eng is looking ahead and focusing on improving his business position: *“This income is not perfect, but I will do better next year because I have already produced a great base of new seeds for the next planting season and have developed a number of buyer contacts.”*

Eng is now convinced that the quality of the seeds is the key to growing high-yield rice: *“When we do rice farming, we need to think that we produce rice for selling. There are many traders who want to buy our rice, but we must produce good quality crops or else we will be offered a low price. In other words, we must use purified seed. If we do, we can all succeed.”*

IIRR selected Eng as a demonstration farmer to introduce rice production techniques to other farmers in Trapeang Prasat District. He now offers tutorials on land preparation, seedling germination, seedling cultivation, fertilizer application, water management, and pest management. He has developed a deep relationship with IIRR and has become a major educational force in the region.



**Mr. Sam Eng participating in the farmer’s field day and training organized by the project**

## Rice cultivation before and after the rainy season



Rice farming is the most important agricultural activity among Cambodian smallholder farmers. Although many farmers find success with rice, thousands lack technical knowledge and skills in planting and cultivating. Farmers in the Banteay Meanchey Province have a limited understanding of appropriate rice growing techniques, fertilizer application, and pest management. To address these limitations, IIRR, with financial support from Germany's GIZ development agency, trained Banteay Meanchey farmers on intensive rice growing techniques.

**Svay Duong Heung** is one of the farmers who attended IIRR's training sessions. He lives with his wife, Nun Rom, and his six children in Popel Village, in the Preah Netre Preah District, Banteay Meanchey Province. Both Heung and his wife recognized their need for increased yield and

income from their rice farm and decided to see if IIRR's trainings could help them achieve these goals.

At the sessions, Heung learned about appropriate fertilizer application, the importance of selecting purified seeds, new methods for land and water management, and proper strategies for cultivating seedlings and managing pests. IIRR encouraged Heung to move his planting date from the beginning of the rainy season to several weeks later, to account for potential droughts and other climate variations that often occur at the start of the season. Heung said, *"We reduced our vulnerability from erratic rainfall and prolonged drought. More importantly, we harvested a far higher yield compared before."*

IIRR also encouraged Heung to try two smaller rice productions per year, instead of just one cycle. The first cycle is from October to January—near the

end of the rainy season—and the second is from April to July—near the beginning of the rainy season.

Since the first planting, Heung's rice yield has increased by 34%. Heung has harvested 36.2 tons of rice and earned a net profit of \$1800 USD from each planting.

The income Heung has generated from his new approaches to rice planting has been used to cover his family's daily expenses, the education of his children, and to make agricultural investments. Heung invested \$800 USD in a water pump, a rehabilitated canal, and a small pond. Heung and his wife have gained new confidence in their business and have enthusiastically spread IIRR's rice-growing techniques to other farmers in their community.

## Shrimp processing

**Ms. Bun Vang**, 38, lives in Mondul Seima District in Koh Kong Province with her husband and four children. They earn a living by fishing and processing local shrimp.

In 2017, Vang enrolled in IIRR's project Promoting Resilient Community Fisheries in Koh Kong (PRCF-KK), a project supported by the EU. In this project, farmers are taught fishery management, adaptive fishing strategies toward climate change, and conservation-conscious fishing. Financially-sustainable aquaculture practices are developed and farmers also learn strategies for value-addition, marketing, and investment.

Before Vang enrolled in the Project, she had limited skills in shrimp processing, had few connections in the shrimp processing industry, and had virtually no negotiating power with buyers. She also lacked public speaking skills and had trouble keeping her own books. Since enrolling in the PRCF-KK Project, Vang has improved her methods of



shrimp processing, has learned how to efficiently manage her books, has joined a woman's business group, has improved her communication with buyers, and has implemented Good Hygiene Practices (GHPs) that attract more lucrative and reliable merchants. She has also eliminated the use of chemicals in drying her shrimp, which makes her product far healthier to eat. She has earned a net profit of 16,000,000 Riels (approximately

\$4,000 USD) each season since she enrolled in PRCF-KK.

Vang's hygienic practices and elimination of chemicals have been particularly effective, given that most of her competitors do not do these. New buyers from as far as Phnom Penh and several provinces in Thailand have traveled to Mondul Seima to purchase her shrimp.

Vang hopes to develop a logo for her product and to begin buying advertisement space in publications and trade journals, so that buyers can recognize her shrimp when they visit local markets.

# Building A Global Community of Practice and Collaborative Leadership

*"IRR continued its work of systematically linking development practitioners to grassroots experiences."*



## Building a Global Community of Practice

In 2017, IIRR continued its work of systematically linking development practitioners to grassroots experiences – in the process building a global community of practice that leads to collaborative leadership in development. Our global community of practice and collaborative leadership is focused on:

- Capturing field-based experience in the form of success stories and case studies and using these stories as materials for our trainings
- Facilitating south-to-south learning exchanges through study programs, trainings, workshops, and symposiums to encourage replication and scaling up
- Building a global community of practice and collaborative leadership through learning communities where experienced IIRR field staffers take lead roles



The following are a few selected examples of activities in 2017:

### NGO Disaster Preparedness Program

Since 2014, IIRR and partner Give2Asia have been implementing the NGO Disaster Preparedness Program (NGODPP) in Asia. In March 2017, a five-day conference was organized in the Philippines to convene international donors and leaders of partner NGOs and local organizations engaged in disaster preparedness work. Titled “Disaster Preparedness and the Power of Local Leadership,” this conference aimed to learn from the experiences of leaders from different countries, to provide a platform for potential donors and partners, and to see the networks of local NGOs and their south-to-south engagements. Delegates came from Bangladesh, Cambodia, China, India, Indonesia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Taiwan, and Vietnam.



After the conference, a three-day consultations were organized in the Philippines, Indonesia, and Nepal, where at least 50 local NGOs from Bangladesh, Indonesia, Myanmar, Nepal, Philippines, and Timor Leste were gathered. It catalyzed the formation of country and regional networks of CBOs that will sustain learning exchanges and implement DRR, preparedness, relief, and recovery. These initial country conferences served as entry point towards forming a network of CBOs in Asia referred to as Community of Practice (CoP). The CoP seeks to help increase and strengthen the capacities of CBOs in disaster preparedness and response and to share knowledge resources of local NGOs to a wider NGO community in Asia.

### Promoting Innovations in Disaster Risk Reduction and Management

Building on the rich body of knowledge and experiences shared during the NGODPP



conference, IIRR and the Humanitarian Leadership Academy organized a series of round table discussions titled, "Promoting Innovations in Disaster Risk Reduction and Management." These were conducted in India, Myanmar, and Cambodia and were attended by local NGOs and CBOs. The discussions focused on good practices undertaken by NGOs and government agencies in the respective countries, identified areas for capacity development to strengthen the quality of local DRRM programs, and discussed possible areas on collaboration and partnership work.

### Leyte Sab-a Peatland Swamp Forest Restoration Initiative

In 2017, IIRR embarked on a five-year initiative with the Forest Foundation Philippines to conserve, rehabilitate, and protect the Sab-a Basin Peatland Forest in Leyte Province in the Philippines. IIRR has begun convening



stakeholders in the Leyte-Sab-a Basin, especially the Technical Working Group (TWG), and apprising them of the project and its goals. A stakeholder consultation meeting has been held and site visits were organized in four target villages in the Municipalities of Sta. Fe and Alangalang. Major issues and potential actions and recommendations were identified, including analyzation of local needs, issues, and concerns.

### In Africa, IIRR:

- Partnered with the Global Land Tool Network (GLTN) of UNHABITAT to produce a publication on land and conflict. It draws on cases from nine countries in Asia, Africa, and Latin America with a range of conflict parties: farmers, herders, landlords, villagers, mining companies, host communities, displaced people, gangs, and various government levels. While each conflict is different, the book emphasized is on practical and adaptable methods. The book will be released in 2018
- Facilitated the second convening of the YieldWise Initiative, which brought together the leading partners and stakeholders in the post-harvest reduction initiative. IIRR also produced booklets and posters capturing the work of partners on three value chains: tomatoes, mango, and maize in Nigeria, Kenya, and Tanzania, respectively

# Yen Center IIRR Global Headquarters

**"Over 20,000 visitors learn about diversity, climate change, and integrated livelihoods at the Yen Center."**



**Peace Corps Volunteers learned how to play  
Filipino Folk Games**

**"I wanted to take a moment and acknowledge and thank you for the wonderful improvements done on the cottage I stayed in this past week at IIRR. The upgrades were remarkable - from the beautifully hand-carved furniture, modern pantry, overall cleanliness - and my favorite, the comfy bed!"**

***"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  
Peace Corps - Philippines



## Testimonial

“The James Yen Center is not just another retreat or training center. Rather, it is a center that lives the mission of IIRR Founder, Dr. James Yen, to go to the people, live among them, and learn from them. Future Generations University students had the privilege of staying at the Yen Center for two weeks in October 2017 as the final field residential in their MA in Applied Community Change. The Yen Center staff definitely “lived among us”, going out of their way to make us feel at home, providing excellent meals, setting up field visits, arranging comfortable transportation, coordinating an unforgettable graduation celebration, and responding to many other everyday needs.”

*“Thank you to all who made our stay so memorable. We look forward to our next trip to the Philippines!”*

**Christie Hand**  
Chief Academic Officer  
Future Generations University

## The Yen Center

A total of 20,450 visitors spent a night or more learning and reflecting in our eco-friendly livelihood learning campus. The visitors were oriented about our community and how their patronage contributed to Rural Reconstruction work. The number of visitors was a 33% increase from 2016. Among the most significant groups are:

- Around 120 volunteers and staff of the US Peace Corps, who have been visiting the Yen Center, a total of 11 times since 2011
- Around 25 volunteers and language teachers from the Japan International Cooperation Agency, who have been visiting since 2015
- Around 25 volunteers and language teachers from the Korea International Cooperation Agency, who have been visiting since 2012
- Around 40 development workers from the World Vision, who have been visiting since 2012
- Around 120 development workers from Save the Children, who have been visiting since 2016
- 1,750 students and staff of the De la Salle University Manila
- Hosted the commencement exercises of 19 students who received their MAs in Applied Community Change from the Future Generations University



The Yen Center enjoyed collaborating with our development organization partners: Pathways, TORM, the Philippines Education Foundation, the Department of Education, and De la Salle University.

- Implemented the 3R–Reduce, Replace, and Redesign–methodology (as advocated by the Zero Carbon Resorts for Sustainable Tourism) in various campus facility enhancement projects to lessen carbon footprints. The 3R methodology was used extensively in the transformation of the Gold Cottage
- Hosted the Humanitarian Leadership Academy's second year of operation
- Partnered for the third year with the National College of Science and Technology in creating opportunities for marginalized Filipino Youth to have access to relevant education and training
- Continuously developed the Sustainable Livelihood Learning Site as an interactive farm with a Solid Waste Management Program



**Future Generations University Class of 2017 MA in Applied Community Change**



**IIRR received a membership certificate from Zero Carbon Resorts for Sustainable Tourism representatives**



**Visit from former IIRR Chairman of the Board Mike Gerber**



**Caritas Austria staff from Philippines learns about our Sustainable Livelihood practices**



**Save The Children during their Emergency Response Training simulation**



**JICA Volunteers during their language and cultural class**

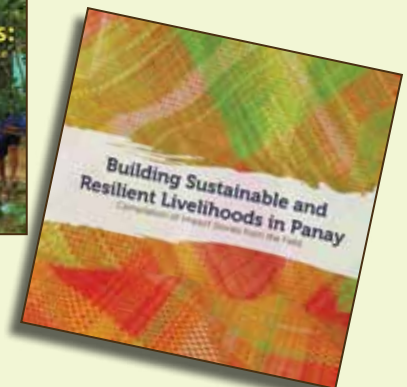
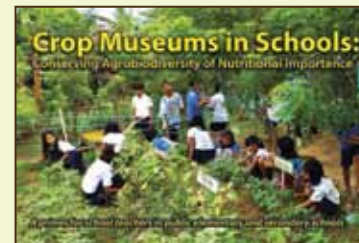
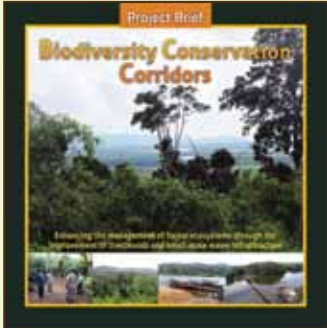
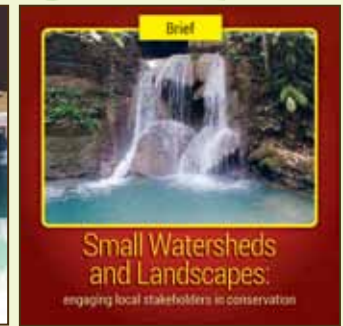
# IIRR Publications 2017

myanmar

philippines



cambodia



## Financial Performance in 2017

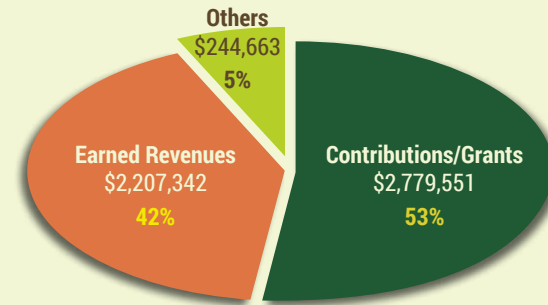
We are sincerely thankful to our donors, partners, and volunteers who provided the resources necessary to achieve our work and mission. Because of your generous support, our 2017 revenue reached \$5.2 million, of which \$2.8 million (53%), came from partners, including the Asian Development Bank (ADB), Food and Agriculture Organization of the United Nations (FAO), Starr International Foundation, Technical Centre for Agricultural and Rural Cooperation (CTA), Ford Foundation, and various other supporters. The remaining \$2.4 million (47%) of revenue, came from training courses, technical assistance, and other services that augment the development funds for the communities we serve.

2017 spending was \$4.3 million, of which \$3.7 million (87%) was used for the implementation of our core programs: Education, Food Security and Resilient Livelihoods, Disaster Risk Reduction, and Climate Change Adaptation. The remaining 13%, or \$574 thousand, was expenses for management, general operations, and fundraising.

Charity Navigator, which ranks organizational impact for donors, has awarded us its highest rating – four stars – for the 5<sup>th</sup> year in a row.

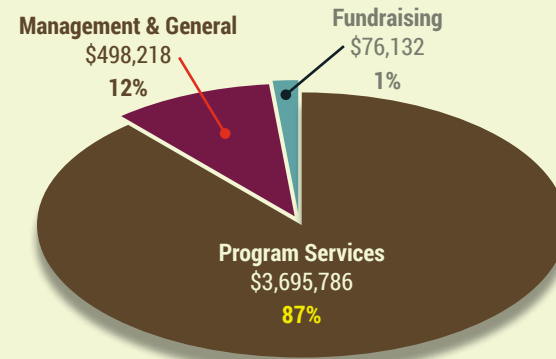
We entered a new 5-year development plan in 2016 called Strategy 2020, which sets a solid financial platform for providing continued service to our communities.

### REVENUES



Contributions/Grants	\$2,779,551
Earned Revenues	2,207,342
Others	244,663
<b>TOTAL</b>	<b>\$5,231,556</b>

### EXPENSES



Program Services	\$3,695,786
Management & General	498,218
Others	76,132
<b>TOTAL</b>	<b>\$4,270,136</b>

## STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS

in US Dollars

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total 2017	Total 2016
<b>REVENUES, GAINS AND OTHER SUPPORT</b>					
Contributions/Grants:					
Foundations	\$139,107	\$1,836,007	\$ -	\$1,975,114	\$3,040,730
Governments	-	226,918	-	226,918	705,656
Individuals	187,478	33,003	-	220,481	75,147
Corporations	-	357,038	-	357,038	2,712
Use of campus facilities	636,790	-	-	636,790	494,042
Training courses, study missions and technical assistance	1,327,571	-	-	1,327,571	1,211,791
Workshops	242,143	-	-	242,143	387,262
Publication Sales	838	-	-	838	2,889
Others - net	244,663	-	-	244,663	515,566
Net assets released from restrictions:					
Satisfaction of program restrictions	2,938,866	(2,938,866)	-	-	-
Expiration of time restrictions	15,000	(15,000)	-	-	-
	<b>5,732,456</b>	<b>(500,900)</b>	<b>-</b>	<b>5,231,556</b>	<b>6,435,795</b>
<b>EXPENSES</b>					
Program Services:					
Learning Community	2,515,422	-	-	2,515,422	4,725,197
Applied Learning	1,180,364	-	-	1,180,364	775,504
	<b>3,695,786</b>	<b>-</b>	<b>-</b>	<b>3,695,786</b>	<b>5,500,701</b>
Supporting Services:					
Management and General	498,218	-	-	498,218	702,744
Fundraising	76,132	-	-	76,132	110,138
	<b>574,350</b>	<b>-</b>	<b>-</b>	<b>574,350</b>	<b>812,882</b>
	<b>4,270,136</b>	<b>-</b>	<b>-</b>	<b>4,270,136</b>	<b>6,313,583</b>
<b>EXCESS (DEFICIENCY) OF REVENUES, GAINS AND OTHER SUPPORT OVER EXPENSES OF CONTINUING OPERATIONS</b>	<b>\$ 1,462,320</b>	<b>(\$500,900)</b>	<b>-</b>	<b>\$ 961,420</b>	<b>\$122,212</b>
Translation Gain (Loss)	50,993	-	-	<b>50,993</b>	46,885
<b>CHANGE in NET ASSETS</b>	<b>\$ 1,513,313</b>	<b>(\$500,900)</b>	<b>-</b>	<b>\$ 1,012,413</b>	<b>\$ 169,097</b>
<b>NET ASSETS AT BEGINNING OF YEAR</b>	<b>\$ 2,679,871</b>	<b>\$ 1,581,189</b>	<b>\$ 717,982</b>	<b>\$ 4,979,042</b>	<b>\$ 4,809,945</b>
<b>NET ASSETS AT END OF YEAR</b>	<b>\$ 4,193,184</b>	<b>\$ 1,080,289</b>	<b>\$ 717,982</b>	<b>\$ 5,991,455</b>	<b>\$ 4,979,042</b>

## STATEMENT OF FINANCIAL POSITION

in US Dollars

	As of December 31	
	2017	2016
<b>ASSETS</b>		
Cash and cash equivalents	\$1,688,736	\$1,603,145
Investments	756,541	725,654
Contributions receivable	2,236,750	1,892,077
Other receivables	1,302,759	790,235
Property and equipment - net	271,169	280,902
Prepayments and other assets	22,424	51,845
Pension assets	33,509	15,280
	<b>\$6,311,888</b>	<b>\$5,359,138</b>
<b>LIABILITIES AND NET ASSETS</b>		
Accounts payable and other current liabilities	\$319,151	\$369,637
Pension liability	-	-
Long-term liability	1,282	10,459
<b>Total Liabilities</b>	<b>320,433</b>	<b>380,096</b>
<b>Net Assets</b>		
Unrestricted	\$4,193,184	\$2,679,871
Temporarily restricted	1,080,289	1,581,189
Permanently restricted	717,982	717,982
<b>Total Net Assets</b>	<b>5,991,455</b>	<b>4,979,042</b>
	<b>\$6,311,888</b>	<b>\$5,359,138</b>

- 1 Data extracted from the audited financial statements of IIRR for the year ended 2017. The audited financial statements for 2017 and prior years are available at IIRR website: [www.iirr.org](http://www.iirr.org).
- 2 Latest annual report filed with the Attorney General of the State of New York is available at IIRR or at 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 wants to 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 to enable communities to reach their full potential and to implement solutions to poverty. Thank you!

### Development Agencies, Governments and Academic Institutions

Anonymous  
 Asian Development Bank (ADB)  
 Bureau of Agricultural Research (BAR), Department of Agriculture (DA)  
 Caritas Austria  
 Catholic Organization for Relief and Development (Cordaid)  
 Consultative Group for International Agricultural Research (CGIAR)  
 European Union (EU)  
 Food and Agriculture Organization of the United Nations (FAO)  
 International Development Research Centre (IDRC)  
 International Fund for Agricultural Development (IFAD)  
 Ministry of Finance, Economic Planning and Development (MoFPED)  
 Ministry of Agriculture, Animal Industry and Fisheries (MAAIF)  
 Organization for Rehabilitation & Development in Amhara (ORDA), back donor: Swedish International Development Cooperation Agency (Sida)  
 Participatory Ecological Land Use Management (PELUM)  
 Polish Center for International Aid (PCPM)  
 Swedish International Development Cooperation Agency (Sida)  
 Technical Centre for Agricultural and Rural Cooperation (CTA)  
 The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)

## Foundations

Anonymous  
American Jewish Joint Distribution Committee (JDC)  
Charities Aid Foundation (CAF)  
Chevy Chase Methodist Church  
Forest Foundation Philippines (FFP)  
Give2Asia  
Humanitarian Leadership Academy (HLA)  
Latter Day Saints Charities (LDS-C)  
Metrobank Foundation, Inc.  
Newman's Own Foundation (NOF)  
Presbyterian Church  
Richard Howe Foundation  
Rockefeller Foundation  
Starr International Foundation  
Ford Foundation

## Companies and company - sponsored foundations

Anonymous  
Bright Funds  
Knight Charitable Account  
Network for Good  
Square Card

## Our Diamond Stars (\$20,000 and above)

Mr. Allen & Mrs. Jane K. Boorstein  
Mr. Tony Gooch & Mrs. Florence Davis  
Mr. Ricardo Anzaldua-Montoya  
Mr. Paul D. Marquardt

## Our Super Stars (\$15,000 - \$19,999)

Mr. James C. Diao & Mrs. Catherine N. Knickerbocker  
Mr. Washington SyCip  
Mr. & Mrs. George E. SyCip

## Our Shining Stars (\$10,000 - \$14,999)

Mr. & Mrs. James F. Munsell  
Ms. Wendy O'Neill

## Our Champions (\$5,000 - \$9,999)

Ms. Mary Chan  
Mr. Richard Lincer  
Mr. Allan Leedy  
Mr. & Mrs. Richard Menschel  
Mr. Charles Schwab  
Mr. & Mrs. George D. O'Neill

## Our Advocates (\$1,000- \$4,999)

Mr. & Mrs. Alan Appelbaum  
Mr. & Mrs. Isaac Bekalo  
Mr. & Mrs. James Boorstein  
Mr. Lee Charles Bucheit  
Mr. & Mrs. Leon Ferrance  
Mr. & Mrs. Amity Franks  
Mr. Alfred Goldstein  
Ms. Elaine Golin  
Mr. Ward Greenberg  
Mr. Seth Grosshandler & Mrs. Kim Wainwright  
Mr. Richard Howe  
Ms. Mary Ayokanmi Joseph

Ms. Geovanna Lim  
Ms. Lisa Milton  
Ms. Annie Paulson  
Ms. Anne Pelon  
Mr. & Mrs. Andy Phelps  
Mr. & Mrs. Van Rennes  
Mr. & Mrs. Daniel Silver  
Mr. Matthew Slater & Mrs. Faith Roessel  
Mr. & Mrs. Dane Smith  
Mr. & Mrs. Martin Spalding  
The Tierney Family

## Our Supporters (\$500 - \$999)

Mr. Andres Batista  
Mr. Kenneth Bartels & Ms. Jane Condon  
Mr. Benjamin Cox  
Ms. Shukura McDavid  
Ms. Molly K. Heines  
Mr. Ariel Adia & Ms. Theresa Hollnsteiner  
Mr. Adam Weinstein & Ms. Holly Leicht  
Ms. Victoria Melendez  
Ms. Mary Racelis  
Mr. Roger Thomas  
Mr. Kim Winick & Mrs. Susan Wei  
Mr. Ziyang Cheng & Ms. Xiao Qing Yen  
Ms. Sandra van der Zwan-Katz

# A special tribute to special people

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



**Tony Gooch**

*Tony Gooch served IIRR for more than 50 years as a legal adviser, general counsel, trustee, and chairman. He was most passionate about the work of Rural Reconstruction and was the most outstanding “give-get” donor. The IIRR family profoundly misses Tony, who passed away on 24 January 2017. We are grateful to him and he will always be remembered by all of us at IIRR.*



**James F. Kelly**

*Jim Kelly served IIRR for over 30 years as a trustee, treasurer, chair of finance and budget committee, and board chair from 2009-2017. Jim was replaced by Ricardo Anzaldúa-Montoya as board chairman on January 2018 but he continues to serve as trustee and treasurer. He serves IIRR with full commitment and dedication and we are sincerely grateful to Jim.*



**Washington SyCip**

Wash was not just a business icon but a champion of development in many fronts. He served IIRR as a trustee, trustee emeritus, and donor. He generously helped the Institute rebuild the assembly hall when it was consumed by fire. Wash passed away on October 7, 2017 while traveling to Vancouver, Canada with his son George, who is our current trustee. Wash will always be remembered by all of us at IIRR and by all of our communities.



**Mrs. Jane K. Boorstein**

*Like in previous years, Jane continues to surprise us with her generous year-end gift. We are sincerely grateful!*



**Mrs. Geraldine Kunstadter**

*Geraldine continues to open her home for us to bring friends and supporters to network and showcase our work. Thank you from all of us at IIRR!*



# IIRR Young Professional Advisory Board (YPAB)



## IIRR staff: Our people

### Headquarters and US Office

Isaac Bekalo, President (Nairobi)  
Billy Joe Cunanan, Senior Accountant (Silang)  
Bethsaida Laurino, Finance Officer (Silang)  
Shukura McDavid, Development Manager  
(New York)  
Alden Secretario, Finance Director (Silang)

### Africa Regional Centre Office, Nairobi

Firew Keyfalew, Assistant Academic Director for Africa

### Kenya Country Office, Nairobi

Chrispin Mwatate, Program Director  
Gabriel Bakhwenya, Accounts Assistant  
Zeituna Hussein – Community Mobilizer, SGBV Project – Merti, Isiolo  
Reuben Khalwale, Driver  
Ruth Kirui, Project Officer, Sexual Gender Based Violence (SGBV) Project  
Maximillan Leinte, Project Officer, CLI-MARK  
Martha Lekasula – Community Mobilizer, Education Project – Maralal, Samburu  
Eric Mwaura, Manager, Food Security and Wealth Creation  
Catherine Ndungu, Finance Officer  
Jacquiline Ochanda, Administration Assistant  
Steven Kakuma Seree – Community Mobilizer, SGBV Project – Kargi/Korr, Marsabit  
David Roba, Project Officer, Education Project  
Bernice Jane Wambui, Communications Assistant

### Ethiopia Country Office, Addis Adaba

Zerihun Lemma Damenu, Country Director  
Meseret Beyene, Pastoralist Education Project Assistant  
Beza Seboka Daba, Administration Officer  
Meheret Garuma Dibissa, IT Assistant  
Workneh Nigatie Endeg, Project Coordinator  
Misrak Gizachew, Accountant  
Mekebeb Mamo Guyale, Project Assistant  
Mulumebet Assefa Kebede, Project Assistant  
Jatani Sora Liban, CTA Focal Person  
Seblewongel Bishaw Mengistu, Project Assistant  
Roba Otoki, Pastoralist Education Project Assistant  
Mingizem Maru Shibeshi, Capacity Development Coordinator  
Getachew Sileshei, EWESDA Sustainability Support Advisor  
Berhane Seyoum Tesemma, Senior Accountant  
G/Selassie Wubneh Tsehaye, Logistic Officer  
Getachew Tamiru Urgessa, Pastoralist Education Project Manager  
Dida Wako, CTA Project Officer



### South Sudan Country Office, Juba

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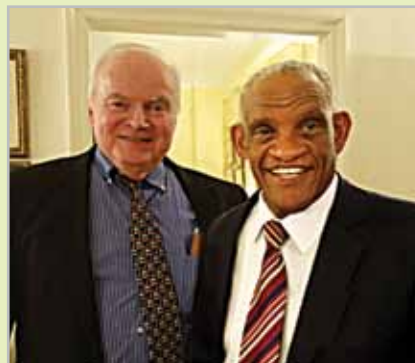
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## The Jimmy Yen Society

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
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Elizabeth Leslie	DeWitt Wallace
	Y.C. James Yen

# Looking back: Learning from history

World council, world court, and international police force have their important places. But these international political organizations are only superstructures. They must be built on something in the hearts and minds of people backed by the intelligence and conscience of the great masses of the world's people. Otherwise, they are doomed to fall as they failed before. Mobilize the one-fourth to level up the three-fourths! Really enlightened nationalism is internationalism. Your own country is only secure when others do not envy you. You can only be sure of your own bread when there are no starving people around you. I think that the idea and ideal of building up collective security and collective prosperity is the only sound one now. No nation today is secure alone, no nation is even healthy alone, because the diseases and germs of other nations will be brought there, too. This perhaps is the most potent motive for world reconstruction. The majority of people must be appealed to on the plane of self-interest.

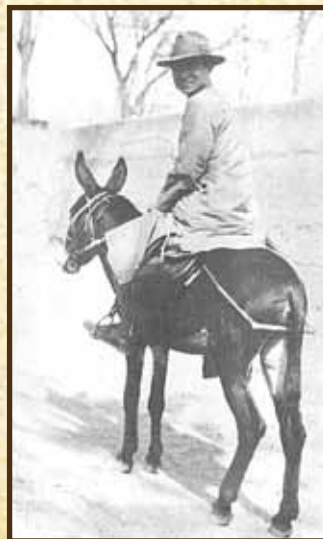
Y.C. James Yen



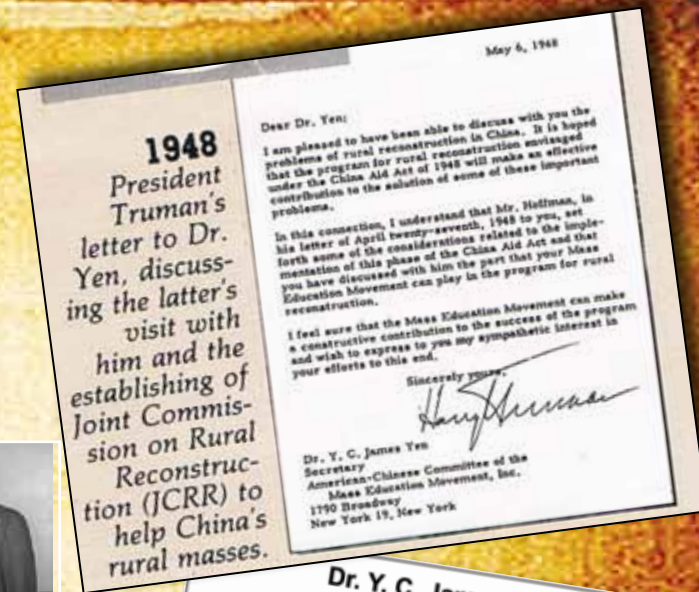
Ladybird Johnson  
(IIRR, 1967)



Dr. Yen with Albert Einstein



Dr. Yen with King of Thailand



1948  
President Truman's letter to Dr. Yen, discussing the latter's visit with him and the establishing of Joint Commission on Rural Reconstruction (JCRR) to help China's rural masses.

May 6, 1948

Dear Dr. Yen:

I am pleased to have been able to discuss with you the problems of rural reconstruction in China. It is hoped that the program for rural reconstruction envisaged under the China Aid Act of 1948 will make an effective contribution to the solution of some of these important problems.

In this connection, I understand that Mr. Hoffman, in his letter of April twenty-seventh, 1948 to you, set forth some of the considerations related to the implementation of this phase of the China Aid Act and that you have discussed with him the part that your Mass Education Movement can play in the program for rural reconstruction.

I feel sure that the Mass Education Movement can make a constructive contribution to the success of the program and wish to express to you my sympathetic interest in your efforts to this end.

Sincerely yours,  
*Harry Truman*

Dr. Y. C. James Yen  
Secretary  
American-Chinese Committee of the  
Mass Education Movement, Inc.  
1790 Broadway  
New York 19, New York



Dr. Y. C. James Yen  
Yale '18  
Oxford Cup Roll No 007

Respected worldwide as a leading humanitarian and educator, Dr. Yu-Chuen James Yen received the Oxford Cup at Beta's 148th General Convention at the Grove Park Inn, Asheville, N.C., on August 20, 1967. He had been known for long Chinese, bringing functional literacy to the common man for the first time.

Asked by the National War Work Council of the YMCA to go to France upon graduation from Yale to assist with the thousands of coolies in the Chinese Labor Corps recruited by the Allies in World War I, he began his literacy aid which turned out to be a "crusade" affecting millions.

Jimmy Yen founded the Chinese Mass Education Movement in 1923. He worked with the government to bring about primary health care to the villages and started an unprecedented program of "village scholars." This program brought the most modern techniques of agriculture and animal husbandry to the hinterlands by educating a chosen few and then having them educate the masses.

To carry this work to the world, he founded the International Institute of Rural Reconstruction in 1960. His unique practical training assisted the people of Asia, Africa, Latin America and the Philippines.

President Reagan in 1987 awarded him the Eisenhower Medalion of People to People International, recognizing his efforts toward world peace. A distinguished body of scholars and scientists, asked to pick "the ten greatest revolutionaries of our time" to receive Copernican Citations in 1943 marking the 400th anniversary of the death of Copernicus, listed him along with Albert Einstein, Henry Ford, Orville Wright, Harvey Firestone and Thomas Edison. A 1987 Presidential End Hunger Award for lifetime achievement cited him for "developing and disseminating a sustained, integrated program to overcome the root causes of hunger and poverty in the Third World."

He was imaginative and aggressive in tapping some of his Beta contacts for help in his crusade. Among these were Stanley S. Kresge, Michigan '24; Charles P. Taft, Yale '18, and Supreme Court Justice William O. Douglas, Whittier '20. He told the Convention audience how such men helped him draft IRR by-laws, raised funds for IRR and served on its board at his request.

Jimmy Yen died of pneumonia in New York City on January 17, 1990, at age 96.

Robert T. Howard, DePaul '37, Historian



INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION

Website: [www.iirr.org](http://www.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, and learn to live lives 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.