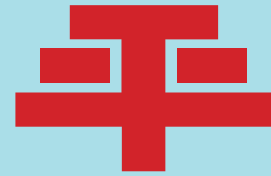




**Ending Poverty
Through Partnership**

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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Isaac Bekalo, President



James F. Kelly, Chairman Board of Trustees

Dear Friends and Partners,

This year we finished Strategy 2015, our 2011-15 strategic plan and have been busy developing Strategy 2020, our plan for the next five years. Strategy 2020 builds upon our past successes while scaling-up our current efforts. The goal is to take the legacy of our founder, Dr Y.C. James Yen, and ensure rural reconstruction remains the cornerstone of IIRR's work.

One of the great accomplishments of 2015 was our work on education. We developed a holistic approach to delivering quality education that seeks to remove all barriers. To ensure children, especially girls, are able to remain in school during times of drought rather than travel long and risky distances to fetch water, we integrated water and sanitation into our school projects. We sought to create positive learning environments by constructing new dorms and classrooms that have solar lights, energy-smart stoves, and good ventilation. IIRR created school gardens to foster healthy eating and we have seen a significant reduction in malnutrition as a result. Through these interventions, and more, school dropout rates have declined significantly, especially for girls, and performance has vastly improved.

We believe in the potential of individuals and organized groups to find innovative solutions to shared problems. In 2015 we have helped to form and strengthen the capacity of numerous groups, such as mother action groups, community elders' forums, girls' summer camps, school sexual and reproductive health clubs, goats4girls groups, and girls sport clubs. These groups worked hard with their communities, and as a result primary school enrollment soared, fewer girls dropped out due to pregnancy, girls' confidence greatly improved, and girls were able to independently pay for their own schooling.

Another great success in 2015 was our livelihood resilience programs, focused on climate smart and adaptive agriculture. In Uganda and the Philippines particularly, many small-scale farmers were taught about climate-resilient and market-oriented agriculture. Many IIRR-trained farmers now have better incomes than salaried professionals like teachers, nurses, or civil servants. They are better able to care for their families, send their children to school, secure improved housing, and even create employment for others.

2015 also marked a year of stronger partnerships. At our global headquarters, The Yen Center, we now host two organizations. The Humanitarian Leadership Academy (HLA) is an initiative of Save the Children International that aims to train thousands of humanitarian workers worldwide. IIRR hopes to increase knowledge of our Community Managed Disaster Risk Reduction program through this partnership. We have also partnered with the National College of Science and Technology in the Philippines to train youth from poor families in industrial skills. Last year, 786 youth were given key skills that make them more employable. We were also proud to receive a 2015 Give2Asia Program Excellence Award for our partnership with Give2Asia and shared commitment to community-led development.

All this work has been accomplished through the generous support of our partners. We thank you for sharing our belief that it is possible to end poverty and stop injustice. With all the progress we have made, there is still much more to do. As we embark on our new and ambitious Strategy 2020, we know our supporters will once again help us achieve our vision of a world in which everyone lives their life with quality and dignity and in harmony with the environment.

With gratitude from us all,


Isaac Bekalo
President


James F. Kelly
Chairman Board of Trustees



EDUCATION



“Quality education that will yield greater learning outcomes requires more than just a well designed and scholarly curriculum, state of the art facilities, and abundance of books or academically well qualified and trained teachers. It is holistic and integrated.”

- Isaac Bekalo, IIRR President

Education

- Re-enrolled 3,930 kids in formal primary school and shepherd classes through the Education is Cool campaign.
- Installed solar lights in 250 schools in Kenya and Ethiopia, vastly improving student performance, especially for girls.
- Built water storage tanks in 38 schools to improve the hygiene of thousands of children and save time and energy for girls who usually travel long distances to fetch water.
- Installed climate-smart energy-saving stoves in 34 schools to save children the time-consuming chore of collecting firewood
- Increased enrollment due to 20 climate-smart classrooms, new toilets, and two dormitories accommodating 180 students. Girls now feel safer because of these new facilities and their performance has improved.
- Boosted the confidence and leadership skills of 1,395 girls who participated in summer camps.
- Reduced drop-out risk of 785 girls who received goats to help pay for their own school expenses.
- Trained 296 primary school teachers from the Philippines, South Sudan and Cambodia on school nutrition gardens (BIG). These teaches have in turn trained thousands of students, established their own gardens, and influenced communities around them to establish gardens as well.



Girls with education receives cool campaign bags.

Quality education requires more than just a well-designed curriculum, clean and safe facilities, trained teachers, or even books. While all of these are essential, more is needed to meet the unique needs of children from pastoral communities.

Access to water allows children, especially girls, to stay in school during times of drought instead of traveling long, risky distances to fetch water. Having lights in schools enable students to read at night after completing household chores. Energy-saving stoves decrease the time children spend fetching firewood, and in turn reduce tardiness and absenteeism at school. Dormitories and hostels keep girls safe from threats of abduction or early marriages that can result from long commutes to and from school.

Attending summer camp, joining clubs, and taking part in organized sports keep children, especially girls, engaged in school, and build their assertiveness, confidence, and leadership skills. Engaging parents and gaining community support also helps remove cultural and traditional obstacles to girls' education. And finally, when girls and young mothers are economically empowered, they learn business skills that help them become independent and realize their self-worth and dignity.

The followings are select examples of IIRR's accomplishments in education in 2015:

Water in Schools: In 2015, 38 water storage systems (34 in Kenya and 4 in Ethiopia) were installed in schools. This has significantly increased girls' punctuality and attendance and decreased the incidences of abduction, and other forms of gender-based violence, that normally occur when girls trek long distance to fetch water. Meals are also now being cooked with clean and safe water.



Newly installed water is key to healthy learning.



Ending Poverty through Partnership

Climate Smart Energy-Saving Stoves: Every day, children carry firewood to school to cook meals. With energy-saving stoves, kids no longer have to carry firewood and are free from hazardous smoke. The time they used to spend gathering kindling is now spent preparing for class. The benefit to the environment is significant too, as fewer trees are being cut down for fuel. Schools have also been able to reduce their fuel wood cost by as much as 50%.



School stoves saves money, energy and environment

Solar Lights: In 2015, a total of 250 solar panels were installed (225 in Ethiopia and 25 in Kenya). This has enabled children, especially girls whose time is split between household chores and homework, to read at night. Teachers also make use of solar lights to prepare their lessons and can help student-formed study groups at night as well. Having light in schools has the added benefit of improving security for girls who are easy targets when it gets dark.



The added benefit of improving security for girls

Improved Classrooms: In hot and humid areas, teachers often lead classes under the shade of trees to escape the heat. In 2015, IIRR built 20 new “climate smart” classrooms in Ethiopia and Kenya, which are specifically designed to stay cool. They are well ventilated and have good aeration, leading to a much more conducive learning environment. Because of the additional classrooms, enrollment increased significantly. Teachers report students are more alert and attentive and teaching is more fun and relaxed.



Small energy saving stoves save women's time.



Conducive learning environment in a new classroom.

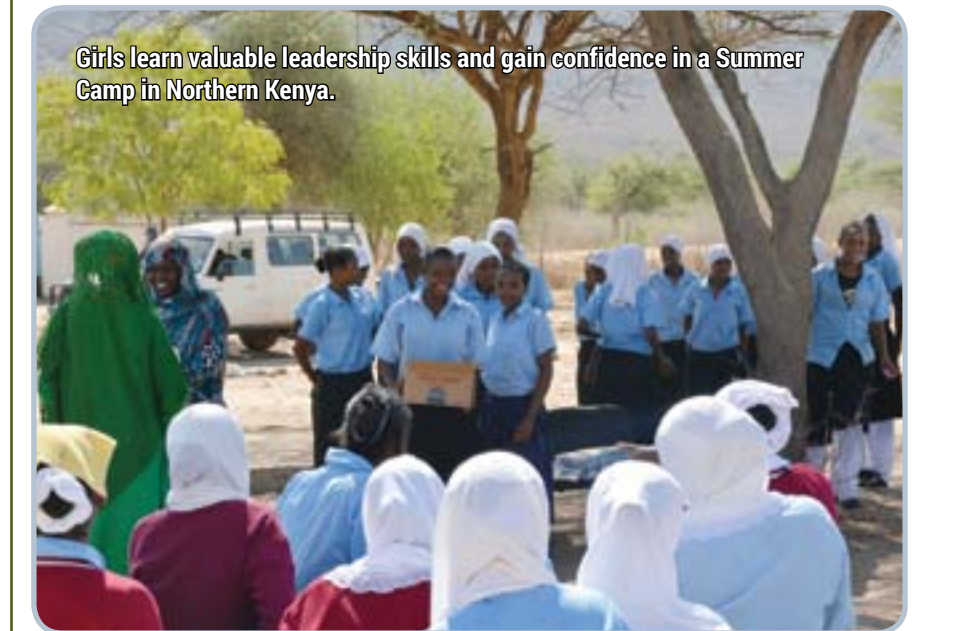
Hostels/Dormitories: In 2015, two dorms, one each for boys and girls, were constructed and furnished in Samburu and Marabit counties of North Central Kenya. Each dorm accommodates up to 90 students. These dorms provide a safe environment for girls who are often harassed by men/boys on their way to school. By living in the dorm, girls can fully concentrate on their studies since there are no household chores occupying their time. They can also interact with fellow girls and have time for extra-curricular activities like clubs and sports, which help build their assertiveness and confidence. There is also a correlation to a reduced incidence of teenage pregnancy for girls who live in the dormitories, and the dorms also serve as Rescue Centers for girls who are under threat of being forced into early marriage within their communities.



Hon. Governor Lenolkula opens the new boys dormitory.

Samburu country governor Hon Moses Lenolkula told the crowd upon the opening of the Lksin Primary School dormitory, *“Construction of a dormitory in this school was a very good idea by IIRR. This will reduce the high number of girls who drop-out of school, and also help increase literacy levels among the community. Empowering female students benefits to the whole community. In appreciation of IIRR’s work, the county government commits to build a boys’ dormitory to help young herder boys get an education.”*

Girls Camps, Clubs and Sports: Girls camps allow female students from neighboring schools and communities to meet one another and engage with role models (teachers, chiefs, police officers, nurses, members of parliament, etc.) who have come from similar backgrounds as themselves and succeeded in life. Through interactions with these mentors, girls learn valuable leadership skills and gain confidence. As a result, it has been noted they interact better with teachers and can articulate their needs to their parents and school authorities better. They have also increased their negotiation skills with parents and men who wish to marry them while they are still young. There is evidence that girls who participate in camps have reduced dropout rates and perform better than other students in national and school exams. A total of 1,395 girls participated in summer holiday camps.



Girls learn valuable leadership skills and gain confidence in a Summer Camp in Northern Kenya.

Special Needs Education: The Kenyan National Survey for Persons with Disabilities counts 1.3 million people living with disabilities in the country, which is 3.5% of the total population. The global average is 15%. This notable discrepancy is largely because many families hide away their children with disabilities. Of all children with disabilities who should be in school, only 39% have attended primary school and only 9% attended high school. In 2015, IIRR provided three schools in Kenya with tools to help students with special needs. These included: 40 teacher's guides for the 5 examinable subjects for each class (1-8), 14 braille machines for pupils, 19 foldable walking canes, braille sentence builders, communication boards, speech kits, wooden abacuses, counters, pegboards, 5 wheelchairs, and multiple hearing kits. Two classrooms were also rehabilitated with ramps for the visually impaired. These tools have made it much easier for special needs children to thrive in their classrooms. In Uganda, 12 girls received eyeglasses, four were fitted with lumber corsets, two boys provided wheelchairs, one girl given crutches, and two girls underwent eye surgery to restore their eyesight.

Goats for Girls (Goats4Girls): The Goats4Girls program is an "earn and learn" initiative that aims to provide economic opportunities for girls to stay in school while simultaneously earning an income. Each girl receives two mature goats to start their herd. They then pass on two young goats (the first born) to another girl selected by community leaders and teachers, and can sell the other kid goats to pay for school expenses and other personal needs.

In 2015, IIRR dispersed 906 goats to 453 girls, and an additional 664 goats were passed on to 332 girls by beneficiaries from previous years. As the result, 785 girls who dropped out of school, or were at risk of dropping out school, were able to continue their education.

Through the program, girls finally have control of their own destiny. And for young women who have never owned anything before, having the goats provides a unique sense of control and empowerment. In 2016, IIRR plans to expand this program to 1,000 girls in Ethiopia, Kenya, and Uganda.



Students in Isagargaro Integrated School using brailles provided by IIRR.



Happy Ethiopian girl with her healthy looking goats.



Kids in Philippine school proudly display the beans they have harvested.

Healthy Eating and Healthy Learning: When kids are hungry and undernourished, they can't concentrate on their studies. In the Philippines, IIRR has adopted the Bio Intensive Gardening (BIG) approach to support school nutrition programs in Cavite province. In addition to supplementing school feeding programs with healthy vegetables, BIG is a powerful tool to teach children and community members about nutrition, climate change, food system and the environment. In 2015, IIRR, in conjunction with partners in the Philippines, South Sudan, and Cambodia, trained 122 elementary schools teachers. Additionally, in the Philippines, 296 parents/caregivers received seed packages so they could start their own gardens at home.



Grade 5 kids learn by doing.

In the Philippines: The Department of Education recommended that all schools include BIG in their school gardening programs, and also encouraged each school to have a crop museum. Eleven daycare centers in two municipalities (Magallanes and General Emilio Aguinaldo) adopted BIG and nutrition training. Since then, the cost of purchasing vegetables has reduced since vegetables are readily available in their gardens, and more varieties of vegetables are available to feed their students. There has also been an increased awareness of indigenous vegetables as teachers and parents also plant gardens in their own backyards.



Althea was one of 146 under-nourished schoolchildren who joined a school supplementary feeding program where the main ingredients were fresh garden vegetables grown in school gardens. After successful intervention, she has the following to say:

"You may say that I didn't grow bigger or taller, but eating vegetables made me active and strong and enhanced my resistance to illness. I am no longer sickly and I want to be a teacher."

Althea is 7 years old grade 2 student in Cavite, Philippines.



Kids and parents exchange vegetables and seeds.



South Sudan school students in action.

In South Sudan: There are 150 students organized into Farmers Field School. Children from this program are encouraging their parents to begin growing vegetables at home to both better their nutrition and earn extra income. As more families construct gardens and begin consuming a larger variety of vegetables, their nutritional status also improves. A general shift from dependency on food aid to production of food at households has also been noted. Mutayi Sylvia is a teacher and promoter of BIG at Redeemer Primary School in Juba, South Sudan. He had this to say, *“After receiving training from IRR on BIG, I was motivated to grow vegetables. I have focused on onions and Kudra, a local vegetable variety, because of its high demand in the community. Last season, I harvested two huge bags of onions. It was more than enough for my family and I was able to sell the excess and buy a female goat. My wife and children are so excited, and we are taking up vegetable growing as a business”.*

In Cambodia: Over 1160 lbs (530 kg) of local vegetable seeds have been harvested and distributed to eight schools, as well as monks and other community members. As more schools adopt gardens, home backyard gardens are also becoming more commonplace. An increase in the consumption of a variety of vegetables has improved the nutritional status of students, teachers, and community members. It has also been seen that students want to attend schools with gardens because the kids there are healthier.



Damo Sako gives one her kid goats to another deserving girl.

“I will, from time to time, sell some of my goats to meet all of these needs, and my goats will keep on multiplying. Now I will no longer burden my poor parents, especially my mother who bore most of my burden.”

Goats Improve Girls' Education in Ethiopia

It is proven that girls who attain more years of primary education are at less risk for child marriage and early pregnancy, and are more likely to have higher incomes as adults. However, in many parts of Ethiopia, families cannot afford to send their daughters to school.

IIRR began the innovative Goats4Girls (G4G) program to address this exact issue. Girls who are unable to attend school are provided two goats, so they can pay for their education by selling the kids.

Damo Sako is a 16-year-old girl from Oromia Regional State in Ethiopia. She is in Grade 7 at Mucha Primary School. Her father has two wives and 16 children, eight boys and eight girls. She is a very strong student, but at risk of dropping out due to her families economic situation. IIRR selected Damo to be one of the first six beneficiaries of its G4G initiative at Mucha Primary School.

In 2014, she received her allotment of two goats and agreed to pass on the first-born kid to another deserving girl. Her father was supportive of Damo and managed to find a way to give her an additional goat to care for. As her goats gave birth, her herd quickly grew to seven goats, and honoring her agreement, Damo gave her first-born kid to a fellow classmate.

With her growing herd, Damo has completed Grade 8 and hopes to attend a good secondary school after passing her state exam. *“I will be joining a secondary school away from home which requires renting a hostel room. I need to buy clothes, books, and other school and personal supplies. I also need money to buy food,”* said Damo. *“I will, from time to time, sell some of my goats to meet all of these needs, and my goats will keep on multiplying. Now I will no longer burden my poor parents, especially my mother who bore most of my burden.”*

The school principal, Awol Bitata, told the IIRR team that, *“this project is a game changer and has boosted girls' performance, which is usually poor. It has also motivated parents to become more supportive of girls' education, which was not the case before. Since the G4G project was started, enrollment in our school has increased by over 30%! There are still many deserving girls who have dropped out of school, and I hope IIRR will keep up its good work.”*

One of the unique aspects of this program is that goat recipients are required to pass along one goat to another girl. This doubles the impact of the program without increasing any costs. It also allows the girl and her family to experience the joy of giving, which fosters pride, dignity, and self-worth and creates community cohesion. IIRR aims to enroll hundreds of girls in Ethiopia and other eastern African countries (Kenya, Uganda, and South Sudan) in G4G who dropped out of school mainly for economic reasons.

“Our society doesn't value girls and so our parents don't support our education. In our community, all boys are given a gift when they are born, but we girls don't get anything. The goat project is the first live gift we have ever received as girls, and it has restored our dignity and self-worth. It has increased cooperation with our parents, and I feel we are more respected. It motivates us to work even harder in school. I would like to be a teacher and become a role model for many girls who, according to our tradition, marry when they are very young.” – Damo Sako





Catherine looking after her goats.

Catherine is a 16 year old student at Pope Paul VI Secondary School in Nwoya District in Northern Uganda. She is being raised by a single, windowed mother and has been sent out of school numerous times because she couldn't pay her school fees. Catherine received two goats from IIRR's Goats for Girls campaign. This is what she says about her goats:

"My goats have given birth, and I gave one kid to my sister so she could also continue with school. I will look after my goats well so that they can help pay for my tuition when I join university. My mother is weak and cannot afford to pay, so the income I receive from the goats will be a huge help. I want to become a doctor and I am looking forward to achieving my dream. Thank you IIRR for the initiative."



Sidonia back to school.

"Am very thankful to IIRR and COPEBA. They gave me a chance to go back to school. I believe with education I will be a better woman in the society and my dream is to serve the people of Western Equatorial as a political representative in the state government."

Ensuring A Bright Future for Pregnant Teens

Sidonia Evasio is 19 years-old and lives in the South Sudan. She hails from Western Equatoria State, a largely agricultural region, which, like the rest of country, faces many challenges following the country's independence in 2011.

As a proud student at Namaiku Primary School, she was hard working and studious. Her parents were very supportive of her education and worked hard to ensure she had everything she needed for her studies.

Sidonia dreamed of a bright future and knew staying in school would provide her the tools to make her goals a reality. This made it all the more devastating when, in 2013, she found out she was pregnant. Her boyfriend refused to help and her parents disowned her. All alone, with a new baby to take care of and no support, Sidonia had little choice but to drop out of school.

In 2014, IIRR provided a local community-based organization, Community Peace Building and Protection Association (COPEBA), with advocacy and facilitation skills to support girls' education. IIRR trained them in advocacy and facilitation skills to support girls' education in the area. COPEBA formed an elders' forum in Sidonia's village, Namaiku, to support girls and young mothers who drop out of school. When the forum learned about Sidonia's situation they met with her parents and discussed the importance of her going back to school and finishing her education. After numerous conversations, Sidonia's parents finally agreed she should re-enroll in school, and her mother even offered to help take care of her baby while Sidonia was in class.

Since that meeting, Sidonia has been thriving and is currently waiting to sit for her national examination that will qualify her for joining secondary school. She is a role model to other young mothers also working to stay in school, and has become an advocate to prevent teen pregnancy in her community. She also joined the Girls for Girls club that IIRR has organized at her school as a champion for girls' education.



Achuka on a wheelbarrow.



Achuka on a wheelchair.

From a Wheelbarrow to a Wheelchair

Achuka Simon lost the use of his legs from polio as an infant, but he never lost his determination and spirit. As a Primary Five student at Acherer Primary School in North Eastern Uganda, Achuka lives approximately 40 minutes from his school, a distance hard enough for an able-bodied student, but even more challenging for one with a disability.

Being born to a very poor family coupled with not being able to walk posed a serious challenge to Achuka. However, he was resolute and determined to get an education. When a local charity gave his family a wheelbarrow to construct a latrine, Achuka saw this as an opportunity for his school transport. He was so eager to start school, that not even beginning Primary One at 9 years old, when most other students start at six years bothered him. For years, his brother graciously pushed him to and from school each day in the wheelbarrow, only missing a day when his family required the wheelbarrow for farm work.

IIRR began an education project in Moroto District in 2015. One of the components was to help Special Needs Children access education. Through this program, Achuka got a wheelchair to help him better get around.

"I was excited to get a wheelchair from IIRR, and I can now wheel myself to school, especially if it's not muddy. Other children now support me easily because it is easier to push the wheelchair."

Since receiving his wheelchair, Achuka's academic performance has greatly improved. He went from being one of the lowest performing students in his class to part of the first half. During promotional exams from Primary Four to Five, Achuka was graded 24th out of 42 pupils. He is now 15 years old and a strong believer of "disability is not inability".

IIRR works to ensure children like Achuka get a chance at a better life. In some communities, children with disabilities are considered bad omens and hidden in their homes. IIRR works to break down these stereotypes by engaging parents, schools, and governments, and advocates that all children have equal access to education despite any physical or mental challenges.

Interventions for Special Needs Children have included eye surgery and lenses for the visually impaired, wheelchairs and crutches for children with walking difficulty, and lumber corsets for those with back deformities. Remedial teaching and scholastic materials have also been provided to help students who need extra help catching up to their peers.



Eddy with his loving grandmother in front of their Manyatta (hut).

A Shepherd's dreams of becoming a lawyer

In pastoralist areas of Kenya, it is common for children to take care of the family's livestock. They spend their days following the herds, and during the dry season, children often migrate with their animals to "foda," or low-lying regions, where grass and water can be found. This makes it extremely challenging for children from pastoralist communities to get an education. IIRR developed shepherd schools - mobile schools and feeder schools - to address the unique educational needs of these children.

Eddy Gabriel Leleur is a shepherd boy from Samburu District in north-central Kenya. By the time he was four, both his parents had died and his elderly grandmother was raising him.

In addition to tending to his herds all day long, Eddy sold charcoal door to door in his village to support his grandmother and himself. Eddy dreamed of attending a formal school, but since he worked during the day this was not possible.

Eddy learned about IIRR's shepherd class designed for herders who could not attend day school. He joined the late afternoon and early evening shepherd class at Loltulelei Primary School, where he finished class 3. He desperately wanted to continue his education in regular schools, but he couldn't get away from the responsibilities to his animals.

When he turned seven years old and was ready to move to grade 4, a severe drought hit the region and all his grandmother's animals died. It was a great economic loss to Eddy and his grandmother, but opened the door for his education. With a herd no longer to care, his grandmother decided to enroll Eddy in school full-time.

Despite many continued challenges, Eddy persevered and was one of the top performers in his grade, scoring 324 (A-) in the Kenya Certificate of Primary Education (KCPE), earning him a place in the prestigious Maralal High School. Today, Eddy Gabriel Leleur is a Form One (Grade 9) student at Maralal High School, pursuing his dream to become a lawyer so that he can fight for the educational rights of pastoralist children in Kenya.

There are 22 shepherd schools throughout Samburu County with over 900 students enrolled. Over 600 students have successfully transitioned to formal education, and some of the strongest scholars are now in secondary schools waiting to sit for the Kenya National Secondary Certificate Examination in 2015. During the first quarter of 2015, this program has enrolled 3,243 children who had dropped out of school into shepherd classes and formal primary schools.

There are hundreds and thousands of deserving pastoralist children like Eddy who are denied the opportunity to go to school like. Through your generous donation to IIRR's Pastoral Education Program, you can guarantee these young people's access to life transforming education

RESILIENT LIVELIHOODS



Resilient livelihoods are among the most significant ways of addressing rural poverty, leading the poor to a productive life of dignity, self-worth and transformation.

Resilient Livelihoods

- 125 poor farmers in the Philippines received livestock (goats, pigs, ducks and chicken). 26 of them gave one of the offspring to a deserving neighbor making a total beneficiaries 151. As such the benefits keep multiplying as each farmer passes on an offspring to the next farmer.
- Life for 450 farmers organized in 18 Farmer Field School Groups (25-30 in each group) are graduating from poverty. They are engaged in farming for business where they grow high value crops for market, do group learning and marketing and purchase high seeds. With a better income, they can better feed their families, send their children to school and afford better health.

Food Security and Livelihood Resilience

Our Food Security and Resilient Livelihoods program aims to end poverty for millions of poor and marginalized rural households in Asia and Africa by addressing the many challenges of food, nutrition, and livelihood insecurities. IIRR works to ensure that communities and individuals have equitable access to resources and opportunities, are able to accumulate assets, and can withstand adversity. Selected outcomes of our work in 2015 are illustrated in the following stories and pictures.



Department of Education officials learning about school crop museum.

Climate Smart Agriculture

In 2015, IIRR, in partnership with CCAFS, started a four-year research project to better understand how to scale-up climate-smart agricultural practices. The project had two research sites: one in Guinayangan, Philippines, managed by IIRR, and the other in HaTinh Province, Vietnam, managed by the World Agroforestry Center (ICRAF).

In Guinayangan, IIRR selected 12 villages and organized 214 families into 23 farming groups. These groups were taught nine new farming skills, including low-cost pig



Farmers learn about vaccination of young pigs.

production, caged goat farming, intensive cassava production, and improved upland rice production technologies. Early results from this project in the Philippines are promising.

- Farmers learned techniques to increase productivity. Cassava production was considered for household consumption only, but with education, farmers were encouraged to increase production and grow some to sell at the market. Previously, only 19 farmers in three villages grew cassava, but after intervention, 40 farmers in eight villages began to grow the crop. A women's cassava flour producers group was also formed.
- An improved pig feed formulation was introduced and gained popularity among female farmers. Because the feed was more cost-effective, and women could make more money raising pigs, there was an increased interest in pig production. Sixty farmers in eight villages now raise pigs, up from four farmers in one village.
- Farmers are rediscovering traditional agricultural practices, which are innately climate smart. A traditional upland rice variety known as "kamoros" is slowly regaining popularity, as it is has been shown to outperform newly introduced varieties. Similarly, the traditional practice of planting mung beans as post-rice cover, which provides an additional source of income, is again gaining acceptance. Native pigs were not in fashion, but thanks to the introduction of improved breeds from research centers, low-cost medicines and feed, along with consumer-education, they are once again in high demand.
- The local agricultural office has improved and incorporated CSA practices in its regular services to farmers. For example, in order to receive a goat, farmers must practice caged goat farming and the growing of forage. Similarly, as part of the pig dispersal program, alternative pig feed formulation is promoted. And finally, the practice of cassava and legumes intercropping is now intergrated into the corn and high-value crops production system.

Better livelihoods through livestock

In the Philippines, pigs and poultry are integral to household consumption and play a critical role in nutrition, but poor households often can't afford to own their own livestock nor pay for expensive feed. Raising pigs, poultry, and goats help with a family's food security and decrease their risk when other forms of income, like crops, fail.

In 2015, IIRR dispersed 296 heads of livestock (pigs, poultry, and goats) to 125 poor households to help them become more self-reliant and resilient. IIRR provides free-range, native livestock that is easier to maintain without medication or expensive feed. This reduces the expenses required to raise livestock and maintain healthy animals.



Ruperto celebrates the arrival of his twin goats.

After passing his first-born goat to one of his neighbors, he said, ***"The more we help each other in the barangay (village), no one will be left behind, and the better it will be for everyone."***

Every farmer who receives livestock is required to pass one of their first-born animals to another farmer. This strategy maximizes the benefit of the program. For example, 26 farmers have already passed one head of livestock to 26 new households, increasing the number of beneficiaries to 151.

Farmers raising native pigs are able to sell each piglet at Php 2,000 (US\$42.46). Fredesminda Valsote, a mother of nine, received one female pig that gave birth to 11 piglets. She sold one of them for Php 2,500 (US\$53.20), passed one on to another farmer, and has nine remaining. Farmers like Fredesminda see livestock as an asset they can sell in case of a family emergency or if they need cash to pay for school fees or supplies. After a year, the total direct beneficiaries have reached 170 farmers who received livestock.

Farmers have also being innovative, and are using the livestock to make even more money. For example, one native pig raiser is selling lechon (roasted pig) and increasing his profits that way.

Ruperto, 42, from Capiz Province in the Philippines, is one of the farmers who received goats: ***“It was not as hard as I thought in the beginning. I am actually having fun because I am learning new things...as long as there is ample space where the goats can graze freely, and enough forage crops around them for food, they will survive and grow healthy.”*** After passing his first-born goat to one of his neighbors, he said, ***“The more we help each other in the barangay (village), no one will be left behind, and the better it will be for everyone.”***

Empowering Women Through Farming

Apiyo Labareta is a 50-year-old groundnut (peanut) and bean farmer from Northern Uganda. During the Lords' Resistance Army Rebel War from 1996-2006, Apiyo and her family were forced to flee their home and settle in an Internally Displaced Persons (IDP) camp.

In the camp they relied fully on emergency aid, as there was no land on which to farm. She and her husband along with their six children lived in a one-room, grass-thatched, mud house with no windows. Poor sanitation caused serious health problem, and diseases like cholera, typhoid, and malaria were a common occurrence. Her husband began abusing alcohol.



Apiyo's husband and son join her in farming.

Apiyo says: ***“Things have changed for the better. My husband also has stopped drinking alcohol and now supports me in running the family farm. We are a family now!”***

In 2007, Apiyo's family was resettled back to their ancestral home along with other community members. They had to start from scratch, and life became very hard. Apiyo was given 5 acres of land, but since she had limited knowledge of crop production, she had poor harvests and faced constant food insecurity. In order to support her family, she looked for alternate means of employment and became a casual farm laborer.

IIRR, in partnership with the Food and Agriculture Organization of the United Nations (FAO) worked with Farmer Field and Life School (FFLS) to create capacity groups. FFLS members were trained on better farming methods, such as planting and weeding early, proper spacing of plants, pest and disease management, planting drought-resistant and early maturing crops, postharvest handling, and marketing. They also learned basic financial literacy skills to better understand their profits and keep more accurate records.

Apiyo is one of many farmers who joined a FFLS group and received training. Using the skills she learned from IIRR, during the first year of her farming, she planted 1 acre each of groundnuts, beans, and rice. In one harvest season Apiyo earned 1,475,000 shillings (\$447) for all her crops, which is 30 times more than what she earned when farming her 5 acres the old way.

Now Apiyo could send three of her six children to school. She also bought two oxen and an ox plough to help expand her farm. She is able to make an additional 200,000 shillings (\$60) per month by renting her oxen to other farmers. During the first season of 2016, Apiyo aims to make a net profit of 2,670,000 shillings (\$809) from her expanded and better managed farm.

Apiyo says: ***“Things have changed for the better. My husband also has stopped drinking alcohol and now supports me in running the family farm. We are a family now!”***

From Subsistence to Successful

Gaetano Okwera, 52 years old, is a sunflower farmer from Gulu District in Northern Uganda. He was a subsistence farmer, mainly growing crops like sorghum, cassava, beans, and groundnuts for his family to eat. Once a year he would grow cotton and tobacco, both very labor-intensive and requiring the use of expensive chemicals and fertilizers.

Gaetano never thought of using his farming skills to make more money until he attended IIRR's Farmer Field School Platform (FFSP). In 2015, IIRR trained 18 farmer groups, including Gaetano's 25-member group from Gulu District. They were trained on better agricultural practices, entrepreneurship, Farming as a Business (FaaB), enterprise selection, and how to analyze profitability. Gaetano was also able to join an oil crop production group where he learned from more experienced farmers.

IIRR promotes growing sunflower and soybean as cash crops because they are less demanding to grow than other crops and have a higher potential for profit (e.g. sunflower and soybean take approximately 90-120 days from planting to harvesting for sale, in contrast with cotton and tobacco, which takes 150-180 days). Sunflower and soybean can be planted three times a year, are drought tolerant, and have a limited weeding requirement. An oil production industry is being established in the region as well, so there is an active market for these crops once grown. And additionally, they can be used for soymilk, soy meat, and animal cakes.



Gaetano shows his motorbike to Pamela, IIRR's Uganda Director.

“The right skills and association has lifted me from poverty and even given me stature in the community!”

Although Gaetano had grown sunflowers before, he was less knowledgeable about alternative varieties with a higher yield and different strategies to maximize profit. In order to turn his farming into a business, Gaetano took part in a loan scheme that provides members with small loans at low interest rates. He borrowed 200,000 Uganda Shillings (Ush) (\$61) from the group, and because of his training, decided to focus on sunflower and soybeans. The money was used to buy seeds, expand his gardens, and pay for labor and other farming costs.

"I harvested sunflower worth 2,760,000 Ush (\$836), and groundnuts worth 1,560,000 Ush (\$472)," Gaetano explained proudly. "I expanded my sunflower production from two acres to ten, which yielded 7,856kg valued at 7,920,000 Ush (\$2,400)."

Gaetano's family is no longer poor. With his earnings he has bought two motorbikes to transport his farm products to the market, two oxen to help till the soil, and well as a small shop. His farm is now used as a learning and demonstration farm in the community and he plans to buy more land in the future.

From Animal Guide to Farm Consultant

Nyeko Francis, from Northern Uganda, dropped out of high school eight years ago when he could no longer afford his school fees. He is now a married man and a subsistence farmer. He joined a local farmers' group that grew sunflowers, but since it was mainly local varieties and they recycled seeds from their farms, production was low and his crops fetched a low price.

In partnership with Ministry of Agriculture Animal Industries and Fisheries (MAAIF) and funding from the International Fund for Agricultural Development (IFAD), IIRR is entering the second phase of its Vegetable Oil Development Project in five districts of Northern Uganda. IIRR is working with 175 farmer groups, comprised of 5,000 farmers, to provide technical agricultural and agribusiness services. These include introducing better quality seeds, improved postharvest handling, and instruction on farming as a business.

Nyeko Francis is one of the many farmers who participated in this program and transformed his life from a subsistence farmer to a semi-commercial farmer.



"I used to work as an animal traction guide, but now I own my own pair of oxen purchased with the money I earned from my first season harvesting soybeans and sunflower. People now pay me to use my oxen for plowing! So far, I have earned 1,070,000 Uganda shillings (\$324) from renting out my oxen. My plan is to become a commercial farmer for vegetable oil crops and stop growing tobacco completely. I also hope to build a permanent home for my family. My neighbors see my success and are now interested in joining [IIRR's farmers'] groups themselves."

Nyeko currently grows over five acres of oil crops on a commercial basis each season. He has increased his production output from 1 ton to 7 tons per season earning him roughly 8,400,000 Uganda shillings (\$2,545). He has also integrated piggyery into his farm which generates a regular income of 1,200,000 Uganda shillings (\$364). Because of his rich knowledge of oil crop production, Nyeko now serves as local consultant, training and helping other farmers become successful like him.

COMMUNITY-MANAGED DISASTER RISK REDUCTION



2015 CMDRR Highlights

- We have successfully innovated a bridge program that links post-disaster relief to long-term development. Farmers who typically depend solely on coconut farming now diversify their farms with other vegetables and crops, as well as livestock, and as a result have minimized the risk of losing everything.
- In Ethiopia, we have innovated the DRR approach into fire hazard prevention and management by training and equipping brigades of two major cities.
- We mobilized communities in Uganda to come together and construct a 1 km road. As the result, the village was connected to neighboring villages and now can access public services like shops, markets, and medical facilities.
- Coastal communities in the Philippines, Vietnam, India and Bangladesh have developed early warning systems against floods that enable them to evacuate their animals. Storm tracking and communication systems installed on boats warn fishermen to evacuate to safety before storms hit to prevent loss of boats and life.

Community Managed Disaster Risk Reduction (CMDRR) and Climate Change Adaptation (CCA)

The aim of IIRR's CMDRR/CCA program is to ensure communities are able to withstand the devastation caused by natural disasters and adapt to climate change. In line with the Sustainable Development Goals, our efforts focus on urgent actions to combat climate change and its impact. In 2015, we emphasized resilience-building measures, such as promoting climate-resilient agriculture, integrating livelihoods resilience into Disaster Risk Reduction (DRR), and bridging post-disaster relief efforts to long-term development.

2015 was a year of increased learning and building upon past successes, particularly in the Philippines, Uganda, Indonesia, Bangladesh, and India.

Below are select examples of some of our lessons and accomplishments.



Kid in Africa participates in CMDRR tree planting activity.

A "BRIDGE" to a Better Future

The Philippines is very vulnerable to climate-related disasters like typhoons. After Typhoon Haiyan, known locally as Yolanda, IIRR sought to recover smarter and bridge post-relief and recovery initiatives into long-term development.

The BRIDGE project - or building relief and recovery towards resilience in disaster-affected areas in Panay Region - was conceived and implemented in the Capiz



Farmers' training using diversified and integrated farming techniques as Bio Intensive gardening.

Province. BRIDGE provided interventions that allowed the region to recover more rapidly from the aftermath of Typhoon Haiyan. In conjunction with the American Jewish Joint Distribution Committee (JDC) and the Jewish Federation of North America (JFNA), livelihood assistance was given to farmers, including small livestock and poultry, and climate-smart agricultural approaches were introduced.

By the end of 2015, 65 farmers were using diversified and integrated farming, thereby decreasing the risk of losing all their crops following a disaster. A total of 979 farmers were trained on such techniques as Bio Intensive Gardening (using compost, raised beds, etc.) and Systems of Rice Intensification (increasing the productivity of irrigated rice by changing the management of plants, soil, water, and nutrients). Through these approaches, along with husbandry education, and climate change advocacy, farmers' livelihoods are better protected.

Below are two examples of the impact the BRIDGE program has had on farmers:

Nestor dela Cruz is a 61-year-old rice farmer from Malocloc Sur. He is a father of four and earns an average of \$23 per month. His family's main source of income and food is from his farming. The BRIDGE program advocated the use of alternative crops and promoted drought-resistant crops and vegetables. Given Nestor's 30-year farming experience, and because he lived through the last great drought in 1997-98, he was eager to try these techniques. He was the only farmer in his area who decided to not only to plant rice, and instead made the educated gamble to plant squash as his alternative crop. In his second cropping season, which was usually rice and from which is normally made \$250, he doubled his earnings by planting squash and papaya. According to Nestor, he harvested around 3 tons of squash and made approximately \$600.



Nestor proudly showing his new crop of squash.

Ricardo Obrigue, father of six, is a 62-year-old vegetable farmer from Mianay. Prior to being involved with BRIDGE, his average monthly earnings on his 500 square meter lot was around \$200 dollars. Through the project, he was provided planting materials and tools to nearly double his vegetable farm. Ricardo planted different vegetables, such as bitter melon (Ampalaya), tomatoes, eggplant, and other high-value crops and fruit trees. With these new crops he now earns an average of \$400 dollars per month. Ricardo also learned to better utilize the uncultivated land under his coconut trees by planting multi-story crops. If something happens to his coconut trees, the other crops will still enable him to earn some amount of income. To further diversify his livelihood sources, he was given a pair of goats and a buck. He was able to rent his buck to other farmers for breeding, as well as sell any goat kids that may be born.



Ricardo says, "bitter melon is no more bitter."

Reducing the Risk of Urban Fire Disaster

Governments and NGOs don't often focus their resources on fire prevention, but it doesn't mean it is any less destructive than disasters like flood or drought. In Ethiopia, fire brigades have been in place for several decades, but their capacity barely meets the needs of ever-expanding urban centers.

The population of large cities is growing at a rapid rate, as more of the rural population migrates into city centers. Existing fire brigades, if they exist at all, have limited capacity to fight fires. They lack proper equipment, fire trucks, and training to respond effectively to fires. Data from the Regional Industry and Urban Development Bureau of Amhara Region shows that only 50%, or five of the ten major cities in Ethiopia, have Fire Brigades. The same is true in Southern Nations, Nationalities, and Peoples' Region, where only four cities have fire brigades. The region's capital, Hawassa, has 258,800 inhabitants (data from 2007 census) and experiences an average of three fire incidents a week. Most often these fires occur in poor neighborhoods or market centers where the poor earn their livelihoods. Without adequate fire-fighting infrastructure, the poor are disproportionately bearing the brunt of fire-related disasters.

IIRR has partnered with PCPM (Polish Center for International Development) to provide capacity-building and logistical support to two of the largest cities in Ethiopia, Bahirdar and Hawassa. The goal is to pilot a fire disaster reduction approach and develop a model from which other cities can learn. Fifty firemen were trained in basic firefighting skills and safety measures and were fitted with necessary firefighting accessories and equipment. The aim is to have trained firefighters teach others to multiply the effect of the program.

Although the program is still in its initial phase, results are positive. ***"The training and equipment provided by IIRR has made our fire brigade stronger, and shown the regional authority how we can strengthen and create fire brigades in other cities,"*** said the Bahirdar City Administration Finance and Economic Development Department Head. Similarly, Thomas, the commander of the fire brigade in Hawassa told the training team, ***"the simple skills we learned to protect our personal safety will make a huge difference when we are on duty. We have witnessed our friends get hurt in action and seen the pain that caused themselves and their families."***



PCPM staff training the Ethiopian firefighter on proper use of waterhose.



From Carrying a Bicycle to Riding On It

During times of flooding, Kokorio Village, in North-eastern Uganda, was completely cut off from surrounding communities. The floods wiped-out roads, destroyed crops, and washed away homes. As each rainy season approached, villagers braced themselves for the destruction and isolation to come. Many of these problems could be mitigated by making the village more flood-resilient and improving the quality of the village's main road. Unfortunately, the District Government didn't have the funds to do so.

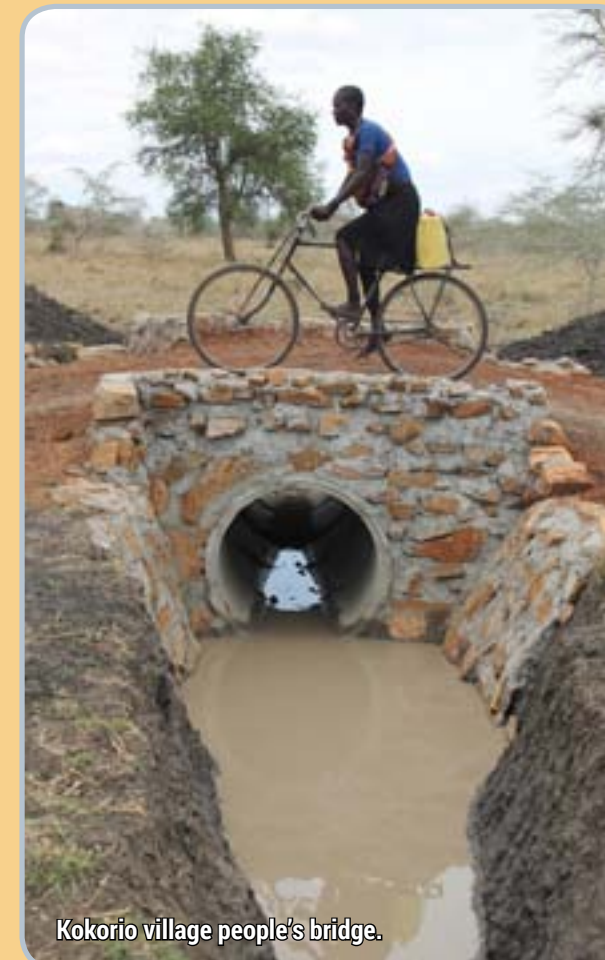
With support from IIRR's cash for work initiative, determined community members took on the challenge to fix the impassable 1 km road and better their lives. The road now links three sub counties, and the 22,800 residents of Kokorio can move easily from their village to neighboring communities and the Matany Trading Centre.

As the result:

- even during the rainy season, villagers can still buy groceries, milk, vegetables and grain, and sell their animals,
- there is year-round access to treatment from Matany Hospital, and children can go to school without interruption,
- farmers can garden without break because their fields don't flood nor soil get waterlogged,
- the local government included a roads rehabilitation fund in its annual budget,
- and aid organizations like World Food Program (WFP) can easily reach Kokorio and other villages with emergency relief aid

The project also established a Community Environmental Conservation Fund for members to promote various environmental conservation initiatives.

"Imagine carrying a bicycle on your shoulders instead of riding it during the floods. It was terrible during the time of floods. I am happy about the project," says Zechariah Lokiru, 63 years old, a resident of Kokorio village.



Kokorio village people's bridge.



Using Information Communication Technology To Plan for Disaster

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

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

IIRR, in partnership with Give2Asia, provided training, advocacy and technical support to 25 local organizations implementing CMDRR-based resilience programs in six vulnerable countries, including India, Bangladesh, Indonesia, Myanmar, Cambodia, and the Philippines. Eight organizations also received innovation grants to test different community resilience models for their scalability.

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



Tracking and communication equipments provided to fisher folks.

1. Protecting the livelihoods of the poor and vulnerable from disaster

- In India, an early-warning flood system was created to serve 25 villages so they are now able to evacuate their animals and other livelihood assets before flooding occurs in their villages.
- In Bangladesh, a tracking and communication system was installed on fishing boats to inform poor fishermen of changing weather patterns at sea so they can prevent boats from being lost in storms.
- In the Philippines, coastal communities in the Northern Mindanao Region established a mangrove restoration program to help rehabilitate this threatened natural resource. Mangrove nurseries were created and mass re-planting conducted. Mangroves are an important livelihood asset for these coastal communities because they secure fish stocks and help fragile ecosystems. Mangroves also provide refuge during storms, as well valuable shelter during armed conflicts.

2. Participatory planning helps ensures communities are better prepared

- In Vietnam, the program emphasized the needs of persons with disabilities and actively solicited their opinions to better understand their specific requirements during times of flooding.
- In Myanmar and Philippines, village level disaster responders led evacuation drills and practiced an early warning system that will share information about impending disasters to local villagers.

3. Community-led and innovative approaches are being adapted by governments

- In India, authorities have adapted a community-managed early warning system to give villages early notifications of impending floods. The authorities also committed to establish other flood early warning devices in additional river basins following the model of a local NGO.
- In Indonesia, the NGO Yayasan IDEP is working closely with the district government of Klungkung, Bali to help bolster the district's disaster preparedness and response plan. IDEP is expanding upon established CMDRR in two villages of the district by facilitating risk assessments and mapping, implementing preparedness planning, and conducting tsunami drills.

Bangladesh: Sundarbans Adjacent Fishers Enabling to Resilience Building (SAFER) Project

To help fishermen from the Sundarbans, an area known for having the largest mangrove forest in the world, make better decisions at sea, a local NGO, An Organization for Socio-Economic Development (AOSED), with support from IIRR's NGODPP, developed and piloted a Vessel Tracking System (VTS). This unique system retrofitted technology available for vehicles and paired mobile phone services with fishing boats.

AOSED piloted the project with 30 fishermen, who split in three groups, shared one fishing boat. Each of the groups were provided with a VTS system as well as safety equipment. When other fishermen saw how effective this technology was, they bought and installed their own VTS.

Fishermen now have the ability to get real-time weather information while at sea. They are also able to regularly communicate with their families to let them know of their safety.

In 2015 fishing season, acting on the early warning information, over 300 fishermen were able to get to safety and protect their boats before storms hit.



Fishermen in Bangladesh learning to use Vessel Tracking System (VTS).

APPLIED LEARNING, TRAINING & PUBLICATIONS



Applied Learning

- Continued our good practice of knowledge generation. More than ten publications of varying content and size were generated, packaged, printed, and distributed
- Continued to strengthen the development community through trainings, technical services, and study programs that foster south-south exchange

Building a Community of Practice

One of IIRR's unique specialties is its ability to link capacity development (training) to field practice. In other words, bridging the technical know-how of experts with the practical "do-how" of community leaders. Our teams conduct trainings, facilitate south-south exchanges, assist study programs, and provide technical assistance to the development community.

In 2015, IIRR continued growing its partnership for global learning with a series of training and other capacity-building events. The training courses focused on: food security in the context of climate change and the environment, participatory approaches in agricultural development, regenerative agriculture and right to food and food sovereignty, disaster risk reduction, and food security and livelihoods.



Dr. Julian Gonsalves, IIRR Asia Program Advisor, explains the importance of BIG.

The following are selected examples of our applied learning.

- In Nepal, in Kathmandu and Kavre District, our teams trained four women and nine men from seven organizations on food security in the context of the changing climate.
- Fifteen government officials (3 women and 12 men) from the Kingdom of Bhutan went to the Philippines on an IIRR-sponsored study program to learn how the Philippines was handling household food security in a changing climate and environment.
- Writing clinics were organized in Kenya and India for 23 organizations (nine in India and fourteen in Kenya) to come together and write and revise 24 case studies and five policy briefs.
- IIRR trained 15 senior government officials from the Ethiopian Ministry of Finance and Economic Cooperation (MOFEC) on program coordination and management (PCM) of donor projects.
- A clinic on how to best measure community resilience in disaster risk reduction (DRR) was held for seven participants from Indonesia, Nepal, Philippines and Timor-Leste.



IIRR trainings are learning by doing.



Ending Poverty through Partnership

Selected participants testimonials:

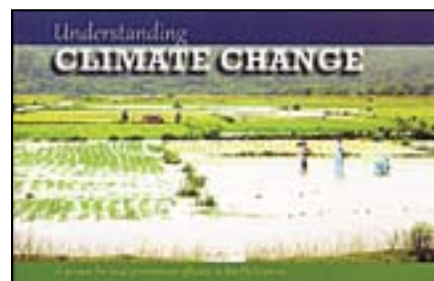
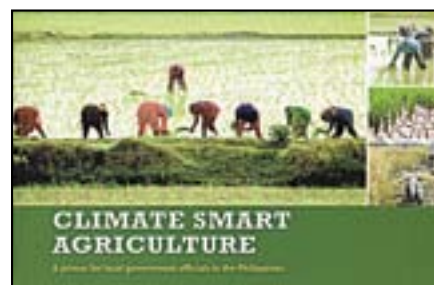
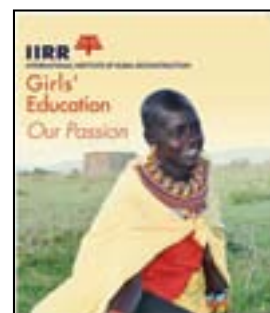
"We came as strangers, we are going away as a family." - Bhutanese participant.

"This training in documentation and knowledge-sharing is very timely and relevant for India's development community." - Dr. Ashok Kumar, CEO of EDA

"The workshops and the fieldwork I attended connected theory with practice and deepened our understanding of the vital importance of CMDRR [community managed disaster risk reduction]" - Maksudur Rahman, Chief Executive of Bangladesh Environment and Development Society (BEDS)

After returning home, and implementing some of what he learned, Maksudur Rahman wrote, *"we now assess CDR (Community Disaster Risk) using PDRA tools. We have begun collecting information to map out the vulnerable Sundarbans coastal area communities and divided them in three groups - male, female and children (boy and girl) - using the PDRA tools."*

PUBLICATIONS



Y.C. JAMES YEN CENTER



Yen Center

- Hosted 15,000 visitors, 1,000 more than last year
- In partnership with NCST, trained 786 youth to become employable in technical industries
- Signed a partnership agreement with the Humanitarian Leadership Academy (HLA) of Save the Children International to train and equip thousands of humanitarian workers

The Yen Center

The Yen Center is a retreat center located outside of Manila in the Philippines. It is a learning and demonstration center whose mission aligns with IIRR's work to end poverty. The center provides livestock and vegetables to surrounding communities. Over 100 families were given indigenous pigs, ducks, chicken, and goats, as well as seeds and seedlings to plant their own gardens. Additionally, the campus demonstration centers supply the more than 29 schools with "crop museums" to showcase indigenous plants and seeds.

Attracting More Visitors

In 2015, the Yen Center hosted over 15,000 guests, a thousand more than the previous year. Most guests paid for the use of the facilities (hostels, function halls, food services, etc.), further increasing revenue. The majority were given demonstrations of IIRR's sustainable livelihood models including Bio Intensive Gardening, livestock care, and our orchards. Visitors who used the nature sanctuary include: Peace Corps, World Vision, WorldFish, Plan International, and the Japan International Cooperation Agency.



Financial Contribution

The Yen Center is now a major contributor to IIRR's annual revenue. In 2015, it brought in \$542,000, or approximately 10% of the organization's total revenue. Those who use the facility include development organizations, educational groups, faith development organizations, and The Youth Development Program. Most of the profits are used to maintain and improve the center, but we anticipate that income generated will soon also be used to support our community work and operations.

A gathering Place for Development Community

In 2015, we formed two important partnerships, one with Humanitarian Leadership Academy (HLA) and the other with the National College of Science and Technology (NCST). NCST sought out the Yen Center to host 786 students who are being trained for careers in science and technology. Many of these students dropped out of high school and are from very poor and marginalized communities. The Yen Center also hosted the first Humanitarian Leadership Academy. HLA aims to train thousands of development workers and community leaders to prepare for and respond to crises in their own countries. We hope these partnerships will lead to programmatic collaboration in the years to come.



Peace Corps volunteers on fun training.



NCST students relax under the shade of IIRR's majestic trees.

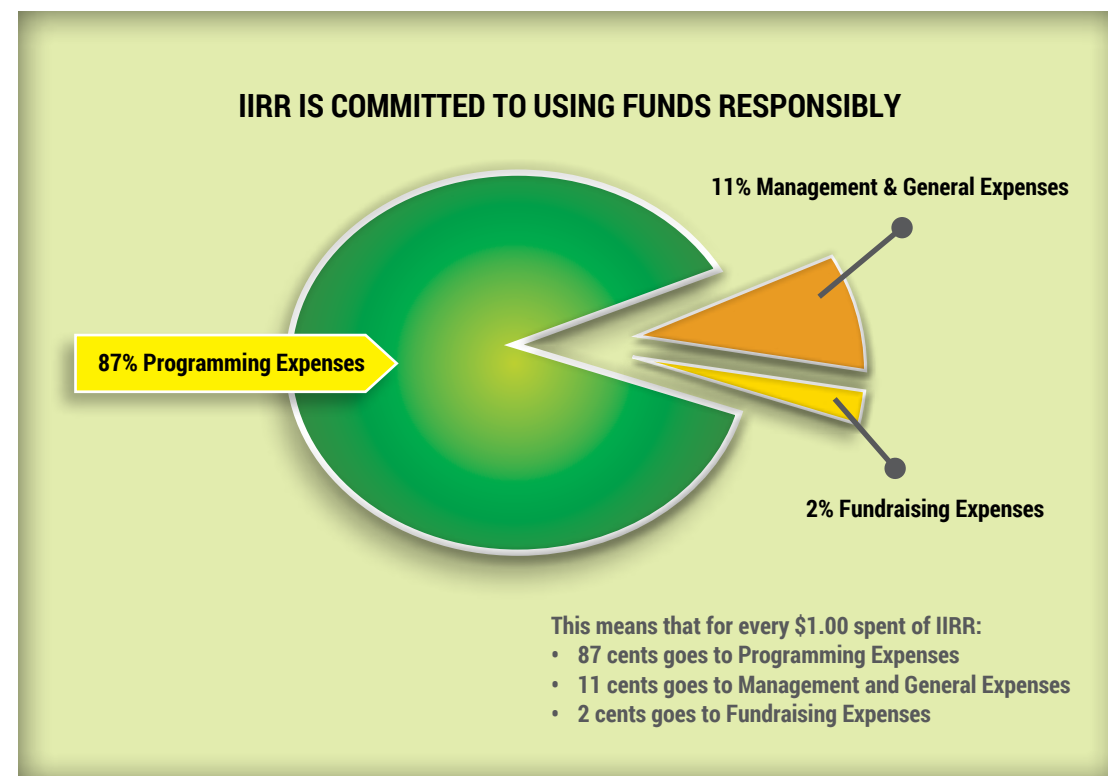
Financial Performance in 2015

2015 revenue has reached \$5.2 million, of which 78% (\$4.1 million) was from contributions and grants from our generous partners, namely, Department for International Development (DFID), United Nations Children's Fund (UNICEF), Swedish International Development Cooperation Agency (Sida), and American Jewish Joint Distribution Committee (JDC). The other 22% (\$1.1 million) was generated by IIRR staff from training courses, technical assistance, and workshops.

Spending for the year totalled \$4.9 million. IIRR programs such as Education for Pastoralists and Other Marginalized Communities, Food Security and Sustainable Wealth Creation, Disaster Risk Reduction and Climate Change Adaptation, and Applied Learning account for 87% (\$4.3 million) of all spending. The remaining 13% (\$621,000) went to general operations and fundraising.

Charity Navigator, who works to guide intelligent giving, awarded IIRR its highest four-star rating for the 4th year in a row recognizing how efficiently we manage our funds and execute programs.

In 2016, we are entering another 5-year development plan, as our *Strategy 2020* sets a solid financial platform for providing continued services to our communities.



STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS in US Dollars

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total 2015	Total 2014
REVENUES, GAINS AND OTHER SUPPORT					
Contributions/Grants:					
Foundations	\$ -	\$ 3,849,869	\$ -	\$ 3,849,869	\$ 4,287,066
Governments	-	137,721	-	137,721	348,379
Individuals	39,123	49,905	-	89,028	114,741
Corporations	-	-	-	-	676,320
Use of campus facilities	516,833	-	-	516,833	395,950
Training courses, study missions and technical assistance	366,282	-	-	366,282	678,250
Workshops	129,902	-	-	129,902	92,131
Publication Sales	11,754	-	-	11,754	4,991
Gain on changes in market value of investments - net	5,376	-	-	5,376	47,310
Others - net	113,626	-	-	113,626	52,746
Net assets released from restrictions:					
Satisfaction of program restrictions	5,071,410	(5,071,410)	-	-	-
Expiration of time restrictions	125,000	(125,000)	-	-	-
	6,379,306	(1,158,915)	-	5,220,391	6,697,884
EXPENSES					
Program Services:					
Learning Community	3,573,243	-	-	3,573,243	3,913,156
Applied Learning	758,174	-	-	758,174	1,384,225
	4,331,417	-	-	4,331,417	5,297,381
Supporting Services:					
Management and General	497,397	-	-	497,397	612,742
Fund Raising	124,569	-	-	124,569	207,902
	621,966	-	-	621,966	820,644
	4,953,383	-	-	4,953,383	6,118,025
EXCESS (DEFICIENCY) OF REVENUES, GAINS AND OTHER SUPPORT OVER EXPENSES OF CONTINUING OPERATIONS					
	\$ 1,425,923	(\$ 1,158,915)	-	\$ 267,008	\$ 579,859
Translation Gain (Loss)	(311,057)	-	-	(311,057)	(110,397)
CHANGED in NET ASSETS	\$ 1,114,866	(\$ 1,158,915)	-	(\$44,049)	\$469,462
NET ASSETS AT BEGINNING OF YEAR	\$ 1,209,722	\$ 2,926,290	\$ 717,982	\$ 4,853,994	\$ 4,384,532
NET ASSETS AT END OF YEAR	\$ 2,324,588	\$ 1,767,375	\$ 717,982	\$ 4,809,945	\$ 4,853,994

STATEMENT OF FINANCIAL POSITION in US Dollars

	As of December 31	
	2015	2014
ASSETS		
Cash and cash equivalents	\$ 2,502,082	\$ 2,011,991
Investments	739,360	750,219
Contributions receivable	1,349,459	2,474,609
Other receivables	242,018	322,945
Property and equipment - net	289,806	271,631
Prepayments and other assets	54,217	20,063
	\$ 5,176,942	\$ 5,851,458
LIABILITIES AND NET ASSETS		
Accounts payable and other current liabilities	\$ 305,797	\$ 997,464
Pension liability	58,227	-
Long-term liability	2,973	-
Total Liabilities	366,997	997,464
Net Assets		
Unrestricted	\$ 2,324,588	\$ 1,209,722
Temporarily restricted	1,767,375	2,926,290
Permanently restricted	717,982	717,982
Total Net Assets	4,809,945	4,853,994
	\$5,176,942	\$5,851,458

- 1 Data extracted from the audited financial statements of IIRR for the year ended 2015. The audited financial statements for 2015 and prior years are available at IIRR website: www.iirr.org.
- 2 Latest annual report filed with the Attorney General of the State of New York is available from IIRR or from the offices of the Attorney General of the State of New York, Department of Law, Charities Bureau, 120 Broadway, New York, NY 10271.
- 3 The Institute is exempt from Federal income taxes under Section 501 (c) (3) of the U.S. Internal Revenue Code and has been classified as an organization which is not a private foundation under Section 509 (a).

The Institute qualifies as an organization to which contributions are subject to special limitation provisions under Section 170 (b) (1) (a) of the Code. Donations and contributions made to IIRR are tax deductible.

Our valued Supporters and Partners

IIRR is very grateful to our donors and 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 implement solutions to poverty. Thank you!

Development Agencies, Governments and Academic Institution

Department of International Development (DFID), *back donor: United Kingdom Aid (UKAID)*
 Embassy of the Republic of Poland, Ethiopia Federated Campaign Stewards
 Food and Agriculture Organization of the United Nations (FAO)
 World Agroforestry Centre (International Centre for Research in Agroforestry), *back donor: the Consultative Group for International Agricultural Research (CGIAR)*
 InterChurch Organisation for Development Cooperation (ICCO)
 International Development Research Centre (IDRC)
 International Fertilizer Development Center (IFDC)
 International Institute of Tropical Agriculture (IITA)
 International Rice Research Institute (IRRI), *back donor: the Consultative Group for International Agricultural Research (CGIAR)*

Irish Aid
 Ministry of Agriculture, Animal Industries and Fisheries, *back donor: Uganda Government and International Fund for Agricultural Development (IFAD)*
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 Presbyterian Hunger Program
 Send a Cow Uganda
 Swedish International Development Cooperation Agency (Sida)
 United Nations Children's Fund (UNICEF)
 United Nations Development Programme (UNDP)

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American Jewish Joint Distribution Committee (JDC)
 Anonymous family foundation
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 United Methodist Committee on Relief (UMCOR)
 United Way

Companies and company - sponsored foundations

Anonymous
 Bright Funds
 Network for Good

Individuals

Our Shining Stars (\$10,000 and above)
 Mr. Tony Gooch & Mrs. Florence Davis
 Mr. & Mrs. George E. SyCip
 Ms. Wendy O'Neill

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

Mr. & Mrs. Ricardo Anzaldua
 Ms. Jane K. Boorstein
 Mr. & Mrs. James F. Munsell
 Mr. & Mrs. Andy Phelps
 Mr. & Mrs. George D. O'Neill

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

Mr. & Mrs. Isaac Bekalo
 Mr. Roy W. Diaio & Ms. Grace Young
 Mr. & Mrs. Leon P. Ferrance
 Ward A. Greenberg, Esq.
 Mr. Seth Grosshandler & Mr. Kim Wainright
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 Ms. Susan C. Wei & Dr. Kim A. Winick
 Ms. Sandra van der Zwan

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

Special Tribute to Special People

In addition to their monetary support, we would like to recognize the following individuals for their unique support.

Geraldine Kunstadter: For opening her home so our community could come together and learn more about IIRR's work in ending poverty.



IIRR Young Professional Advisory Board (YPAB)

We have many dedicated young professionals, most of them from New York City who are inspired by our work and willing to devote their time to help grow our network. We thank you all for your energy and kind heart.



YPAB members at Kunstadter event.

George SyCip

In addition to being a dedicated trustee and supporter of our BIG program in the Philippines, George is active in hosting events that connect IIRR to individuals and the potential to form partnerships. Thank you George for your generosity.



IIRR BIG Demonstration Garden is now George SyCip Demonstration Garden.

Give2Asia

We are grateful to Give2Asa for recognizing our program excellence and decades of leadership in community led development. We also thank them for their excellent partnership built on our common principles of mutual trust and mutual respect.



George and Isaac at Give2Asia Program Excellence Award.

The Jimmy Yen Society

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

- | | |
|-----------------------|--------------------|
| P.H. Chin | Pam Levin |
| Dorothy H. Cooke | Rebecca Lippincott |
| Maisie Fulton | GA Mudge |
| Florence K. Gardner | Marie Simpson |
| Anthony Gooch | Abbie Mann Sparks |
| Arthur Gritz | Henrietta Swope |
| James G. Johnson, Jr. | Ellen Auchincloss |
| | Tiffany |
| Elizabeth Leslie | DeWitt Wallace |

Y.C. James Yen

IIRR staff: our people

Headquarters and US Office

- Isaac Bekalo, President (Nairobi)
- Kristina Buenviaje, Senior Accountant (Silang)
- Alden Secretario, Finance Director (Silang)



IIRR Senior management team

Africa Regional Centre Office, Nairobi

- Peter de Keijzer, Africa Regional Director
- Firew Kefyalew, Assistant Academic Director for Africa
- Gabriel Bakhwenya, Accounts Assistant
- Jacquiline Furechi, Regional Human Resource and Administration Officer



Africa Regional Team

Stallon Kamau, Regional Finance Manager
 Reuben Khalwale, Driver
 Eric Mwaura, Manager, Food Security and Wealth Creation
 Jacqueline Ochanda, Administration Assistant
 Tervil Okoko, Regional Communications Manager
 Nyaboke Omwega, Program Assistant
 Ezekiel Sirya, Regional Coordinator, Sexual and Reproductive Health Rights
 Bernice Wambui, Communications Assistant

Ethiopia Country Office, Addis Ababa

Zerihun Lemma, Ethiopia Country Director
 Yodit Akille, Project Manager, EWESDA
 Elizabeth Andargei, Capacity Building Officer
 Mulumebet Asefa, Office Assistant
 Solomon Asressie, Capacity Building Officer
 Miheret Garuma, IT Assistant
 Misrak Gezachew, Accountant
 Mekbib Guyale Mamom, Project Assistant
 Mingizem Maru, Capacity Development Coordinator
 Seblewongel Mengistu, Project Assistant



Ethiopia Team

Beza Seboka, Administration Officer
 Getachew Tamiru, Pastoralist Education Project Manager
 Dr. Workeneh Nigatie, Project Manager, HARVEST
 Gebreselassie Wubneh, Logistics Officer
 Meaza Wudeneh, Accountant

Kenya Country Office, Nairobi

Chrispin Mwatate, Kenya Country Director
 Abdi Adan Abdi, Driver
 Kamila Galgalo, Schools Facilitator
 Tunu Godana, Office assistant
 Joseph Irungu, Project Officer, Food Security and Wealth Creation Project
 Tarry Johnstone, Project Officer, Natural Resource Management
 Bosire Jones, Education Assistant
 Martha Lekasula, Schools Facilitator
 Mariastellah Lekopole, Office Assistant
 Philip Lekuchula, Field driver
 Jackson Lelegwe, Field Officer, Natural Resource Management
 Edwin Ltarawan, Schools & Community mobilizer



Kenya Team

Edgar Makale, Project engineer
 Alex Omuhinda, Schools & Community mobilizer
 Mark Onyango, Monitoring and Evaluation Assistant
 David Roba, Project Officer, Wellspring Project
 Jacqueline Wattimah, Manager, Pastoralist Education Project

South Sudan Country Office, Juba

Isaac Bwire, South Sudan Country Program Manager
 Simon Taban, Sexual Reproductive Health Rights Project Officer
 Paul Fox Yassamoi, Business Development Officer



Isaac Bwire, Country Program Manager, South Sudan

Uganda Country Office, Kampala

Pamela Nyamutoka Katooro, Country Director
 Gabriel Agiro, Program Officer, Climate Change Adaptation/ Disaster Risk Reduction and Food Security
 Sarah Ajwang, Project Coordinator, Education Project in Moroto District, Karamoja Region
 Daniel Ampiere, Project Assistant, Agribusiness Cluster Development



Pamela Katooro, Country Director
 Francis Eswap, Program Director

Evelyn Amon, Finance and Administration Officer
 Jimmy Asiku, Project Assistant – DRR
 Robert Kaliisa, Project Officer / Business Development Officer
 Andrew Kasule, Driver
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 Alfred Kilama, Project Officer / Team Leader - VODP Project
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 Miriam Lorika, Program Coordinator
 Richard Nabigunda, Monitoring and Evaluation Officer
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 Ellen Twizere, Project Officer, Sexual and Reproductive Health Project

Zimbabwe Office

Zwanyadza Soroti, Regional Coordinator for Southern Africa, Zimbabwe



Regional Center for Asia, Silang

Marissa Espineli, Director
 Wilson John Barbon, Program Manager, Disaster Risk Reduction and Climate Change Adaptation
 Dulce Dominguez, Training Associate
 Elyn Fernandez, Program Specialist, Disaster Risk Reduction and Climate Change Adaptation
 Julian Gonsalves, Senior Program Advisor



Asia, Philippine Staff

Maita Alida Ordoñez, Human Resources Coordinator
 Arlita Rico, Finance Officer
 Annie Secretario, Administrative Assistant
 Sheilah Vergara, Program Manager, Applied Learning
 Rene Vidallo, Program Manager, Food Security and Sustainable Wealth Creation
 Francia Villavicencio, Program Specialist for Livelihood

Cambodia Country Office, Phnom Penh

Or Thy, Cambodia Country Program Manager
 Chy Kalayan, Field Assistant



Thy digs BIG beds.

Philippine Country Office, Silang

Emilita Oro, Director
 Angelita Algo, Project Assistant for Cavite
 Darlyn Angeles, Field Assistant
 Irish Baguilat, Program Manager, Food and Nutrition Security
 Jeffrey Bonon, Field Assistant
 Junedel Buhat, Field Assistant
 Gabriel Cruz, BIG Worker
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 Farah Gaul Urdelas, Field Coordinator

Yen Center, Silang

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 Kenneth Arceo, Information Technology Assistant
 Gina Cantada, Operations Coordinator
 Imelda Gonzalez, Finance Officer
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 Joel Llantero, Electrical/Telecom Services
 Sinon Mallannao, Housekeeping Officer
 Raul Mojica, Waterworks Services
 Joselito Ramos, Farm Officer
 Noreen Vergara, Development and Marketing Officer



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Philippine Counsel to IIRR

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Russell Philips, Jr.

Retired Executive VP, Rockefeller Brothers Fund, New York

Washington SyCip

Founder, The SGV Group, Makati, Philippines

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IIRR CREDO

Go to the people

Live among them
Learn from them
Plan with them
Work with them

Start with what they know

Build on what they have
Teach by showing
Learn by doing

Not a showcase but a pattern

Not odds and ends but a system
Not piecemeal but an integrated approach
Not to conform but to transform
Not relief but release

IIRR's Vision

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

IIRR's Mission

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

Values

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

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

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

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

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



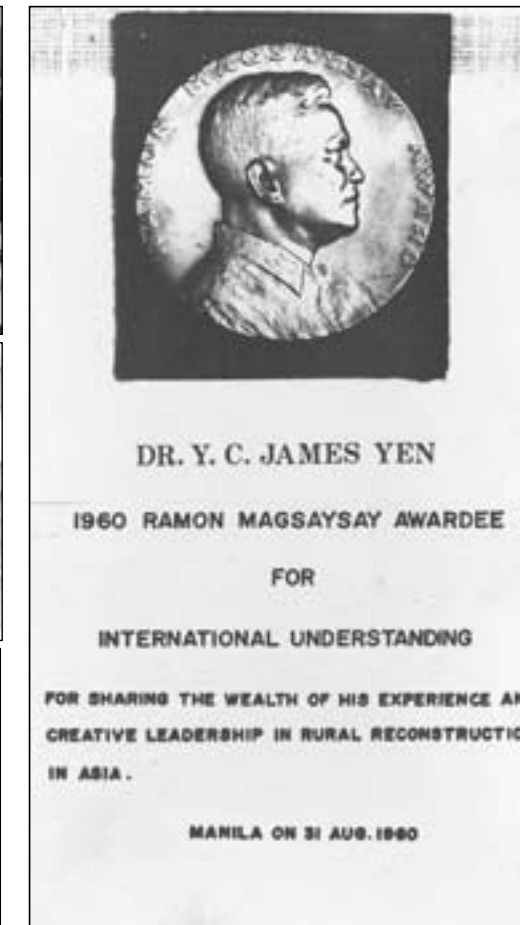
THE BOARD OF TRUSTEES 50 YEARS AGO

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



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

The YEN LEGACY



A woman in a patterned top is smiling and holding a large leaf in a field. The background shows a field with plants and a sign that says 'Lanones'.

INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION

Ending Poverty through Partnership