



*Not relief...
but release*

2012 Annual Report

IIRR 

Vision

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

Mission

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

Values

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

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

IIRR Credo

Go to the people

Live among them

Learn from them

Plan with them

Work with them

Start with what they know

Build on what they have

Teach by showing

Learn by doing

Not a showcase but a pattern

Not odds and ends but a system

Not piecemeal but an integrated approach

Not to conform but to transform

Not relief but release

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Message from the Chairman and the President

2012 was another great year for IIRR in many ways. First, we made major improvements in the Yen Center, making it a productive resource that supports our development work in Asia. Second, we expanded our geographic reach to two new countries, Cambodia and Zimbabwe. This meant a significant increase in the quality and size



James F Kelly

A handwritten signature in blue ink that reads "James F. Kelly".

Chairman, Board of Trustees

of our staff. We continued to strengthen systems and procedures within our own organization and those of our partners, as targeted in our Strategy 2015. Through our programs and by strengthening the institutions of our partners, we continued to facilitate the release of the potential of women and men, girls and boys, to realize their dreams for themselves, their communities and their organizations.

Yen Center. In 2012, we completed the second round of renovations that began in

2011. We now have a well-maintained campus with air-conditioned hostels and cottages, livelihood learning and demonstration sites, bio-intensive gardening (BIG) plots, a goat-raising facility and robust stands of bananas and pineapples. The various learning opportunities and improvements in the facilities attracted the most number of visitors since the center was established in the 1960s. These include international development organizations like the Peace Corps, Voluntary Service Overseas (VSO), Heifer International, Korean International Cooperation Agency and World Vision, among others.

Geographic expansion.

In 2012, we opened our country office in Phnom Penh, Cambodia. This is a bold and historic move for our Regional Center for Asia after operating for over 50 years from our headquarters in the Philippines. Our Asian efforts have been bearing fruit. In 2012, we conducted 10 international and customized trainings and completed 3



Isaac Bekalo

A handwritten signature in blue ink that reads "Isaac Bekalo".

President

technical missions, through which we enhanced the capacity of hundreds of development managers and practitioners.

We opened a project office in Harare, Zimbabwe, to coordinate a value chain-based livelihood learning program for three southern African countries: Mozambique, South Africa and Zimbabwe. The focus is to unleash the potential of smallholder producers by linking them to markets and agricultural financial services. This opportunity was made possible through generous funding from the Ford Foundation.

Improving human resources. During 2012, we managed to attract several senior staff: a Communications Director, a Coordinator for the Global Livelihoods Learning Project funded by the Ford Foundation, the Yen Center Manager, and country program coordinators for Cambodia, South Sudan and Zimbabwe. In consultation with the Global Management Team, we promoted long-serving and committed senior staff to country director positions in the Philippines and Uganda. Not only did the quality of our staff grow in 2012, the number increased too – from 69 at the end of 2011 to 86 a year later.

Strengthening systems and governance. Our Strategy 2015 calls for continuous improvement of our management systems and governance to ensure that our organization is transparent and accountable. It is

particularly important for IIRR as a capacity development organization to lead by example. In 2012, a process for improved internal controls was put in place where two external consulting firms (one for each region) were hired and the first phase of this work was completed. The IIRR Board has approved new gender and HIV/AIDS policies, both of which were updated by management. A lot of work has also gone into improving our website, which increasingly serves as a platform for interaction with our partners and supporters.

Farewell and welcome. We bade farewell to long-serving trustee Jane Boorstein, who retired after 25 years of dedicated service, particularly with respect to our work in Ethiopia. The Board took action to add two prominent women trustees to further strengthen the gender diversity of our governance.

Fundraising and financial management. 2012 was also marked by strong growth in finance and fundraising. With several multi-year grants from generous donors like the Ford Foundation, the International Development Research Centre (IDRC) and the Swedish International Development Cooperation Agency (Sida), the total revenue rose to a record \$6.5 million in 2012, leading to a surplus of nearly \$2 million. We also note that in 2012 our management team attained 96% of the approved operating budget revenue of \$5 million, while adding 10 new donors. To be

more transparent about the use of the funds entrusted to us, our finance team and managers worked hard to refine our financial reporting systems. Our country and program managers are actively involved in financial matters, budgeting and reporting.

Achievements and progress in programs. In this report, we present selected stories highlighting where IIRR and partners have worked together to enable communities to realize their dreams. These stories include:

- How farmer field schools have provided food security to Ugandan households
- How bio-intensive gardens have spread in the Philippines
- How simple tools have helped achieve gender equality in Bati, northern Ethiopia
- How we help pastoralists to balance herding and learning in Kenya and Ethiopia
- How villages in Rosario, Cavite, Philippines improved their disaster resilience
- How goats help girls to go to school and escape abduction and early marriage

The stories in this publication reflect the uniqueness of the IIRR approach to poverty reduction through innovation and capacity development.

We have chosen the title ***Not relief but release*** for this annual report. The words are taken from the last line of the rural reconstruction credo (reproduced on the inside front cover of this report). We realize that relief has its place in alleviating human suffering caused by massive disasters. But by *releasing* the potential of people through capacity development and strengthening communities, we ensure lasting development.

Release goes beyond just enabling individuals and communities to grow their own food or overcome malnutrition. To *release* enables them to build strong community structures and systems, capacitating them to be accountable, and to work together in partnerships to overcome their common problems.

In closing, we want to express our sincere gratitude to all of you, our friends and well-wishers, for your support during 2012. We look forward to your continued assistance to our communities, who resiliently rally against their common enemies of poverty, disease, illiteracy and poor governance, by championing equity, justice and peace.

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*Production in agriculture is
one of the basic aspects of
rural reconstruction*

- James Yen

Food Security and Sustainable Wealth Creation



Farmer field schools: Ugandan farmers tell their success stories in their own words

A farmer field school (FFS) is more an opportunity than a place. An FFS is typically operated by the farmers themselves to share useful knowledge with their peers.

Esther's story

Esther Auma is member of an FFS called Gang Ber Ki Mon (which translates to 'a home is good with a woman') in Patiko village in northern Uganda. She is 54 years



Farmer field school participants receiving vouchers representing their savings in the presence of the FAO country representative.

old, married with four children and takes care of six grandchildren.

'The rebels (the Lord's Resistance Army) killed two of my children. After that I thought I should also kill myself. But after joining the FFS group, I was elected chairperson and I gained many skills. I learned how to talk to widows in my village, and also youths who were drunkards. I encouraged them to work hard. I used the FFS training to train other community members and schoolteachers on good agronomic practices.

'Gang Ber Ki Mon is the best women's group in Patiko. All our members have kitchen gardens. Cooking has become easier since what we cook is available around the house. We sell our surplus too. Many community members are requesting us to help them construct kitchen gardens.'

Joel's story

Joel Opiyo is a member of an FFS in Paidongo parish in Bobi sub-county. He is 38 years old and married with 6 children.

'I was abducted at the age of 19 and stayed in captivity for 3 years. The rebels also killed three of my brothers, so when I returned I found myself responsible for seven orphans. I was depressed and started hanging around with bad groups engaged in drinking. But

when I joined the FFS, my farming skills improved. Now I have skills in enterprise selection and pest and disease management. I can also draw a business plan for whatever I am going to do. I bought a plot, put up a structure, and started selling drinks and consumables.

‘The technology of kitchen gardens has really helped us. My wife earns her own money by selling vegetables. We have enough to eat and we make money selling our surplus.’

Julius’ story

Julius Iluk is a 54-year old farmer from Lula village in Gulu district. He supports a family of nine.

‘I own a 25-acre farm that I sometimes share with friends who have no land. At first, I lived by myself without associating with groups. I

had little knowledge of good farming practices and limited knowledge of farming as a business. I also faced difficulties like the political war of northern Uganda, drought and waterlogging, all of which affected my farming activities.

‘But after joining the FFS, I learned about good agronomic practices like row planting and increased my yield. I’ve also improved my interpersonal skills and now enjoy peace



The FAO country representative distributing village saving and loan association (VSLA) kits to the FFS in Awach.

with other members of the community. I also want my home to become a learning center for the community with the knowledge I have gained.’

Stories like these vividly illustrate the remarkable resilience of ordinary people who simply want to support themselves and be proud of their work. IIRR runs a similar program in Ethiopia called Pastoralist Field Schools.

What's the BIG deal?

Simple technology is the best technology. Just 7 months after training in bio-intensive gardening (BIG) in Cavite Province, Philippines, the results are literally on the table.

BIG is a low external input gardening approach that emphasizes indigenous vegetables with high nutritional value and various soil and water conservation techniques that are simple to apply.

'Our school garden used to be underutilized because it was so dry, but this is no longer the case now that we are applying BIG principles. We are growing indigenous crops like amaranth, sweet potato and various legumes that are highly nutritious and need less maintenance. Also, surrounding the garden with *Gliricidia sepium* [gliricidia is the world's second most important multi-purpose legume tree] made it cooler, so the water we use to irrigate the crops evaporates slower.'

So says Patrick Velasco, a schoolteacher who underwent BIG training at the IIRR campus in Silang.



School gardens are mandated by the Philippines' Department of Education to support the supplementary feeding program. But sustaining the gardens proved to be a challenge. An assessment conducted by IIRR and partners revealed that the gardening practices employed by schools were highly dependent on external inputs. Fertilizers and seeds were sourced outside the school and the gardens were functional only for a short period of time within the school year. The feeding program

thus depended on vegetables that could be found in the market. Also, because the gardens were not functional all year round, other teachers were unable to incorporate them into their lesson plans.

To address the problem, IIRR partnered with 27 public elementary schools to implement the BIG approach.

After attending a training session in Silang, three teachers from a school in the town of Tanza implemented BIG



Facing page and above: Schoolchildren find that tending a garden is more fun than sitting at a desk all day – and they enjoy eating the fruits of their labor.

practices in their school garden. The children planted a diversity of vegetables instead of the short-term leafy vegetables previously grown that required considerable attention. The diversity of the garden now enables the school to harvest various vegetables all year round and to utilize the garden as a learning area.

The schools are saving money as well. Previously, the gardens consumed a lot of water, but with the application of BIG principles the water bills have been reduced. According to Velasco, for the past several months rainwater has been sufficient to water the crops.

‘We have also implemented the deep-dug raised bed technology of BIG and I have observed that crops planted with this technology perform much better than those that were planted in a regular garden bed,’ he says.

Precilla Montano, the feeding teacher, adds: ‘Before, we relied on one particular vegetable for a certain recipe in the school feeding program, but after amaranth was introduced, we found that both teachers and children liked it, and it’s a lot less work to cultivate.’

IIRR’s school garden BIG work has been so successful that we are now teaching BIG in suburban communities and youth institutional facilities.

And that’s what the BIG deal is all about!

From skeptic to advocate: developing a farmer trainer

It has not rained for months. Clarito Cueto, a 29-year-old rice farmer, watches and waits for a downpour to drench the soil so he can get to work. He is eager to share a new way of planting rice with his neighbors. Clarito, who heads the village agriculture committee, is a farmer trainer. Recalling his introduction to System of Rice Intensification (SRI) during a course conducted by IIRR, he says:

‘I sat at the back and quietly listened to the expert talking about the basic principles of SRI. Initially I was skeptical about the new approach. And here was this trainer telling us that an 10-day-old single rice seedling planted with a 25x25 cm spacing can survive without standing water – this was in complete contrast to our usual practice!’

Despite his uncertainty, he tried the new approach, and after a single season he saw the difference. First, he only used half the number of seeds – a mere handful (100 grams) generated 5-7 kg. Second, the plants had more tillers. And third, the stalks were more robust and resilient to wind. He was convinced.

Convincing lead farmers is the first step. The next step is to get them to train their peers. Public extension is both costly and unsustainable because once the extension agents leave, the technologies are abandoned. IIRR’s Village Scholars Program seeks approaches to rural reconstruction that are simple, practical, inexpensive and adaptable – approaches that reflect IIRR’s philosophy to ‘learn from the people, plan with the people, start with what they know.’

This philosophy is exemplified in IIRR’s Quezon Learning Community Program. Guinayangan, Clarito’s municipality, is characterized by poverty and heavy reliance on



Farmer trainers have brought new prosperity to Quezon rice farmers with SRI.

agriculture. Half the households live below the poverty threshold of 1,403 pesos (US\$33) per month. The main crop is coconut, planted in 79% of the town's total agricultural land, followed by rice, maize and bananas. With the onset of climate change, Guinayangan is vulnerable to changes in weather and temperature.

This project in Quezon aims to improve resilience of livelihoods and food security, thereby reducing vulnerability. The project advocates a farmer-centered ridge-to-reef approach that integrates farming and fishing. The project has two components:

- Promotion of climate-smart agricultural technologies and diversification of livelihoods.
- Enhancement of the ecosystem of the municipality's watershed. This will be achieved through conservation initiatives and multi-stakeholder participation in the project.

Promoting the adoption of climate-smart approaches is difficult. For example, Guinayangan has been plagued by drought for decades. One would therefore assume that SRI, which calls for less use of irrigation water, would be quickly adopted by farmers. But widespread adoption is problematic because farmers are dependent on rainwater and cannot control the timing of irrigating their fields, and timing is crucial to SRI. With such problems in mind, IIRR provides platforms for sharing such as farmers' days

and model farms, where farmers take center stage by sharing their experiences.

No farmer can afford to accept new technologies without proof that they will work. But the results brought about through SRI turned Cueto from skeptic



Clarito Cueto – a farmer champion

to advocate. His excitement with the new approach to farming was contagious – even after a long day in the field, he continued to share his enthusiasm with his fellow farmers as they rested in the shade.

Says IIRR's Learning Community Coordinator Maggie Rosimo, 'We were wary as we traveled the long bumpy road to Guinayangan to watch Clarito conduct his first training session. We needn't have worried. He was ready. The demonstration field had been prepared flawlessly. He had plowed the bone-dry soil, manually irrigated the land with well water, and planted the seedlings. His presentation was perfect. The farmers were listening to one of their own, not an outsider just there for the day. We knew that we had found not just a farmer trainer, but a farmer champion!'

HARVESTing gravel to attain gender equality

Over 85% of Ethiopian women reside in rural areas. Most of them are engaged in subsistence agriculture. These heroic women face remarkable hardships every day as they struggle to manage both the productive and reproductive roles imposed on them by the culture into which they were born.

An average working day for an Ethiopian woman farmer involves carrying a load of firewood for several kilometers, manually grinding several kilograms of grain, cooking for her entire family, cleaning her home, raising her children and helping her neighbors look after the community. Even if she had the time for personal growth or education, she would be prevented from pursuing these benefits because of social and economic discrimination. Worst of all, she is barred from participating in decision making both in the household and the community.

Although women contribute 65% of the work, they enjoy only 30% of the benefits

accrued by the household. They are not only deprived of their basic rights but are exposed to different forms of abuse by their spouses.

The HARVEST project works in four *woredas* (districts) of eastern Amhara province. The project, *Gender-responsive livelihood diversification for vulnerable people*, was designed and implemented in partnership with



The gravel tells all. When the men see where the women place their gravels, they begin to see things from a new perspective.

the Organization for Rehabilitation and Development in Amhara (ORDA). Through participatory learning and action, the project uses five parameters to measure gender inequities:

1. Gender division of labor
2. Resource utilization
3. Benefit utilization
4. Service utilization
5. Decision making

The HARVEST team wanted a tool that could be used by the villagers themselves to measure gender balance. What they came up with was ideal. It uses local materials to develop pithy answers to profound questions. It's called the *gravel tool*.

The gravel tool works by bringing 10 couples together, with men and women sitting separately. Each group makes a table using sorghum stalks to represent columns and rows.

Every member then takes 10 stones each and places them into cells representing their experiences in their daily routines. The HARVEST facilitator records the results on paper. The men and women then meet together to discuss the gender imbalances and to reach a consensus on how to make their lives more equitable in terms of the five parameters.

According to the reports collected from gender officers of all *woredas*, promising changes have been registered in a short period of time since the groups conducted gender analysis. Husbands are supporting their wives in household



chores such as baking, cooking, fetching water, collecting firewood and transporting grain for milling. Most importantly, women are participating in household decision making.

Significantly, the gravel tool enabled the women to communicate their problems to their husbands without provoking and embarrassing them. But perhaps the best indicator is that the women report improved relationships with their husbands – and that along with that increased respect and cooperation, the household income has also seen a similar boost!

An unexpected benefit – a smile!

Full speed ahead with pineapple fiber

PAMANA (*Pagpapaunlad ng mga mamamayan sa nayon* – ‘Development and advancement of community citizens’) is an umbrella organization for cooperatives.

PAMANA and IIRR decided to collaborate on a joint project with the Batas Multi-Purpose Cooperative (BMPC), whose membership consists mostly of pineapple farmers.

The BMPC members decided to take advantage of their major crop and start a project using pineapple fiber to

generate income. Once this was agreed, they needed to source funding for working capital and to purchase a decortivating machine to strip the fiber from the pineapple leaves. The initiative got a helpful push when Sheilah



The decortivating machine in action.

Vergara, a member of the IIRR team, submitted the idea in a competition called BiD Challenge Philippines, which was organized by Philippine Business for Social Progress. Her submission won the grand prize, a cash award. Shortly thereafter, BMPC’s proposal was approved by the Australian Aid-Direct Aid Programme (AusAid-DAP) for the purchase of a decortivating machine, and another proposal to strengthen capacity was approved by Accenture.

Local enterprises are successful when the people who run them get technical assistance and mentorship so that they learn valuable lessons in fundraising, planning and business expansion.



Left: Grand prize for a grand idea – IIRR’s Sheilah Vergara. Right: The Australian donor representative inspects the fiber.

Our motto has proved valid a million times: Not relief but release.

James Yen

A group of people, many wearing yellow shirts, are gathered on a dark, muddy beach. Several blue and green boats are beached along the water's edge. The scene is hazy, suggesting a coastal area affected by a disaster. The text 'Community-Managed Disaster Risk Reduction' is overlaid in large yellow letters on the left side of the image.

Community-Managed Disaster Risk Reduction

Preparing for disasters in the Philippines

The Philippines is currently ranked third in the World Risk Index because of its exposure to climate change impacts and its lack of capacity to face these impacts. During 2012, intense monsoon rains and typhoons battered the Philippines, causing costly disasters in both the countryside and cities.

Responding to this onslaught of natural disasters, IIRR bolstered its Disaster Risk Reduction and Climate Change Adaptation (DRR & CCA) program by working to build more resilient communities. In the Philippines, we focused on the municipality of Rosario, Cavite Province. Rosario is the most densely populated municipality in the province with more than 16,000 people per square kilometer.

IIRR started working in Rosario in 2010 by assisting 9 of Rosario's 20 villages to implement various protection measures against flooding. This initiative was subsequently scaled up to the municipal level, and our CMDRR-trained community leaders began to assist the remaining 11 villages in the municipality to develop participatory assessments and risk reduction plans. Our start-up work in the villages got the attention of the municipal government, which decided to increase its commitment. Building on the disaster risk reduction plans



Planting mangrove trees is one of the best measures to prepare for the risk of flooding in seaside areas.

of all 20 villages, the government worked with IIRR to develop a long-term plan to manage its mandated DRR Trust Fund.

At the village level, community leaders and organizations are now using this information to gather outside support for realizing important DRR measures. Many villages were able to get external funding for various flood prevention actions, such as river dredging and canal rehabilitation, to better absorb flood waters.

Our work was heavily concentrated on the three most at-risk villages. We assisted these communities by helping to develop their contingency plans, assessing and improving their early warning systems, and training their emergency response teams.

But more work is needed to understand the underlying causes of why Rosario is so much at risk of flooding. Part of the problem has to do with unbridled urbanization which has led to poor health and sanitation. Over the next 2 years, IIRR will implement additional projects to protect the livelihoods of the poor. Our focus will be on the provision of clean water and better hygiene and helping the local government find ways to balance urbanization with environmental concerns.



The IIRR team works closely with the village volunteers.

IIRR's program in Rosario is supported by the United Methodist Committee on Relief (UMCOR) and the Philippine-Australia Community Assistance Program (PACAP).

Putting it all together in Karamoja

Community-Managed Disaster Risk Reduction (CMDRR) places the community at the forefront of identifying risks to food security and livelihoods.

Integrated Watershed Management (IWM) is the process of involving communities to formulate and implement a course of action involving the land and water resources of their watershed.



Working together: 'fanya juu fanya chini' ('forward and backward') soil terracing reduces surface run-off.

IIRR is working to link CMDRR with IWM in a unified front against food insecurity in the Karamoja watershed in northern Uganda. IIRR supported 13 implementing partners of two important local initiatives: the Karamoja Livelihood Improvement Programme and the Northern Uganda Social Action Fund.

Over 400 agro-pastoral groups totalling 12,060 farmers were empowered to identify and prioritize hazards that affect the land and water resources within their communities. The hazards included cattle raids, livestock diseases, crop pests and diseases, drought, and floods.

Plans were formulated and eight interventions were identified:

1. Tree nursery establishment for forestation of degraded areas
2. Backyard gardening through establishment of kitchen gardens to support household nutrition and generate income
3. Soil and water conservation through soil terracing to prevent surface run-off and ensure water retention
4. Riverbank gardening as an adaptive measure to drought
5. Energy saving to reduce pressure on natural vegetation
6. Cereal banking as a measure to mitigate the effects of drought
7. Apiary for income generation
8. Ponds and well desilting





IIRR works with its partners in all its client countries to find ways to reduce the risk of disasters.



A group of young African children in school uniforms, smiling and looking towards the camera. The children are wearing red and white uniforms. The background shows a classroom setting with blue and white striped walls.

Education for Marginalized Communities

Once people start to read, their minds begin to grow and they want to learn how to live.

James Yen

Goats to the rescue!

The pastoral communities of Gorodola of southern Ethiopia have a traditional practice called *hirpha debere*. Through the practice, ‘haves’ transfer part of their wealth to the ‘have-nots’ as a support mechanism during accidental loss of livestock. When the receivers regain economic status, they will transfer the resource to other members of the community.

This has been the community’s traditional way of coping, but over the last half-century – which has been characterized by recurrent and prolonged droughts – the practice has waned. Many people, especially the young, have not



Through an ancient practice, goats are made available to girls, who use the income from their animals to attend school.

been able to obtain the assistance that was once extended to their elders.

IIRR, in collaboration with a local NGO called Dubaf, has successfully tested the practice as a development intervention. Through IIRR’s Economic and Social Empowerment of Youth (ESEY) project, Dubaf purchased 70 young female goats at a total cost of 35,000 birr (US\$1,890) and distributed them to 35 disadvantaged girls in Gofi Yambo and six other pastoral associations, each of whom was given two goats.

As part of the arrangement, the girls’ parents added one female goat to the two allotted by the ‘raise-a-goat and transfer-the-kid’ scheme. All the goats gave birth at least once (and many of them gave multiple births), enabling each of the beneficiary girls to own a total of about five goats, not including the one they passed on to another girl. At a rate of 700 birr (US\$38) per head, the total goat-based assets of the beneficiaries are now about 147,000 birr (US\$7,944).

This traditional goat transfer scheme has enabled many girls to cover their school expenses while reducing the likelihood of dropping out of school to marry and bear children. In a setting that traditionally prevented women from owning property, the project has improved their economic status and given them a brighter future.



The goat scheme has worked wonders for the most disadvantaged members of the community.

Rehima Ibrahim is a 16-year-old girl who stayed home and did domestic chores while her brothers attended school.

Rehima was invited to participate in the ESEY goat scheme. As a project beneficiary, Rehima received two female goats. By mid-2012, she had saved enough money from selling goats to open a small shop, which now brings in extra cash for the family. And following the *hirpha debere* tradition, Rehima gave a female goat to her sister, who in turn gave one to another girl. The idea is to continue the scheme until all the disadvantaged girls are in school.

Rehima now has enough money and property to continue her education. She had this message for other girls:

My dear sisters, be strong today. Focus on your education and say NO to early marriage!

Has the project been successful? Take a look at these results:

- None of the girls dropped out of school because of early marriage.
- Those who had previously dropped out of school for a prolonged time resumed their education.
- In-school female students improved their academic performance, some attaining first ranks.
- The economic status of the beneficiaries improved.
- Community perceptions about the role and value of girls have changed.

The success of the ESEY project has been remarkable because it builds on a local cultural practice that links economic empowerment to education.

Goats for girls – a working combination.



From herding to learning: IIRR's PEP program gets pastoralist children in school

IIRR has been implementing a Pastoralist Education Project (PEP) in northern Kenya, Uganda and Ethiopia since 2006. The project team works to expand opportunities for pastoralist or other marginalized children to access quality education.

The project's specific objectives are to increase access to education for both girls and boys, to improve retention in school, and to encourage transition from grade level to grade level.

Since its inception in Kenya, PEP has worked with 36 schools in 9 districts through 9 implementing local development partners.

The project team implemented the project by focusing on children between 5 and 8 years old who had not yet enrolled in school. They also organized evening classes for children unable to attend class during the day because of their herding responsibilities.

In areas where public schools were distant and travel insecure, the team set up small feeder schools, and for the nomadic communities of

Isiolo, Marsabit and Moyale they set up mobile schools.

Graduates from the feeder and mobile schools are encouraged to join nearby public schools to continue their education. These approaches are recognized by Kenya's Nomadic Education Policy (2010) as appropriate strategies to support children of pastoralist communities.

Additionally, school management committees have been



Every teacher's dream class - every child reading!

trained and supported to focus on enrollment and to build physical structures such as classrooms and toilets. The program worked through local partners who are recognized and trusted by pastoralist communities.

In March and April 2012, the PEP project team conducted a mid-term evaluation of the project to assess achievements. A total of 18 schools were visited, 10 of



Pastoralist families are gradually embracing the idea of sending their children to public schools.



Samburu girls at evening school after completing their herding duties.

which were PEP-funded and supported. The evaluation established that the program has been quite successful, given the difficulties inherent in educating nomadic people. School records showed that student enrollment, retention and transition have steadily increased at all levels. Some schools, such as the Farakoren and Rage Primary Schools, attracted such high enrollments that



When the whole community participates, things get done.

they developed into full-time primary schools.

In some areas, PEP trained and built the capacity of local partner organizations to acquire funds for furthering the project objectives.

Still, much remains to be done. Too many children remain out of school due to a combination of factors, and the local partners and communities understand full well the challenges they face.

Achieving quality learning for all is an enormous challenge, but because the PEP team follows the Yen precept – *Start with what they know, Build on what they have* – communities are becoming involved in their children's education.

Applied Learning



When man has won the fight against illiteracy, he wants to carry on the battle against his other foes – poverty, disease and misgovernment.

James Yen

IIRR and Cordaid teaming up in South Sudan

In May 2012, IIRR and the Catholic Organisation for Relief & Development Aid (Cordaid) joined together to support CMDRR in the emerging country of South Sudan.

They sought South Sudan-based NGOs as local partners:

- 5 Catholic Dioceses (Malakal, Tambura, Wau, Yambio and Yei)
- Rural Action Against Hunger
- Fashoda Youth Forum
- Sudan Aid Juba
- Women Development Group
- Hope Agency for Relief and Development

The partnership conducted a training in sets of 2-3 organizations per state in Western and Northern Bahr el Ghazal, Western and Central Equatoria, and Upper Nile. A total of 56 participants attending the trainings (13 women).

Through field practices, the partner organizations gained experience in conducting the various CMDRR assessments within their own communities. The participants affirmed

that all four rounds of training were relevant and had improved their ability to apply DRR interventions in their respective organizations.

During the coming months, IIRR will provide coaching and mentoring support to the nine partners, conduct a refresher training session, facilitate a stakeholders' reflection meeting, and gather recommendations for further support and action planning.



Community participation is essential for success.

Training courses

I sent a participant to one of IIRR's training courses in the Philippines. This person came back changed. I thought – whatever you did to him worked. His view about development has changed. This person was later promoted to take over my role in the organization in Bangladesh.

So says Dr Craig Meisner, Research and Extension Manager of the Cambodia Agricultural Value Chain Program (CAVAC).

Training has always been an integral part of IIRR. From its first course in 1965, IIRR has grown into a major international training institution renowned for quality and practical knowledge and for incorporating field experience into all our courses.

Participation – both total and female – in IIRR training is on the increase. Over the years, IIRR has continued to be competitive given the rise in the number of institutions offering development-related training courses.



What do our participants say?

Often times I leave trainings disappointed by how little I learned, but here I really appreciated the commitment to making learning interactive, practical and fun. I am inspired by the IIRR approach and appreciate the committed, talented staff.

Kristen Stelljes, Packard Foundation

I had a wonderful time with IIRR. The training was well organized, the interaction of the people was good. IIRR is a real transparent organization, and I hope to come for more training with IIRR.

Wahdatullah Wardak, FAO Afghanistan

Helping partners publish

Through its Applied Learning program, IIRR continues to organize training sessions in various aspects for a diverse clientele, but especially for development partners in support of their programs and projects. During 2012, IIRR's Africa-based Applied Learning staff organized more than 30 courses for participants from all over the African continent. About 80% of these courses directly resulted from client and partner requests.

The two most frequently requested training courses were those on participatory Monitoring and Evaluation (M&E) and the use of the Outcome Mapping (OM) methodology. By training project teams to focus on development results, IIRR has developed an impact-oriented culture.

In 2012, IIRR organized participatory M&E and OM training sessions for the Ford Foundation, Cordaid Ethiopia, Makerere University, the International Livestock Research Institute, the Kenya Agricultural Research Institute, and two Tanzanian civil society organizations.

One of these Tanzanian organizations, Sikika, is an advocacy group based in Dar es Salaam working to strengthen the citizen's voice in calling for responsive governance and accountability in the health sector. The organization is well named – sikika means 'be heard' in Kiswahili. Like many other advocacy groups, Sikika was strong on activities but unclear on how to demonstrate the results of its efforts.

During the training session, Sikika participants explored organizational, institutional and policy changes and developed indicators that could be tracked. By the end of the workshop, the team was able to identify the

cultural and institutional changes required as well as the activities needed to support those changes. Six months later, the Sikika team had produced a range of publications – mostly short, targeted brochures and booklets.



Sikika's advocacy and policy-lobbying publications.

Valuing the value chain

With a partner called FoodSTART, IIRR designed a unique course on *Integrating a value chain perspective in rural development*. FoodSTART,

an abbreviation for Food Security through Asian Roots and Tubers, is a project of the Peru-based International Potato Center (CIP).



The weakest link in any chain is the one that breaks first. It is therefore essential to maintain a holistic view of the entire value chain, always remembering the people, the beneficiaries of our efforts.

FoodSTART, with its on-the-ground experience in roots and tubers, was a natural choice as a partner organization by IIRR, which continually seeks kindred spirits in rural reconstruction.

CIP's experience and reputation on value chain development were complemented by IIRR's strengths in practical, action-oriented training. The value chain course design is a work in progress. The rich inputs of FoodSTART and feedback from the various field visits to farms, markets and enterprises in Cavite have contributed enormously to the design.

There's no such thing as a bad writeshop!

The writeshop has been IIRR's strong suit since we started the process in the 1980s. So many other organizations have used and developed the writeshop approach to produce publications that we should have patented the process!

IIRR continues to further the approach, constantly adapting it to the various needs of the organizations who request it. The writeshop, since the old cut-and-paste days, has evolved to embrace all the conveniences of electronic media, particularly electronic publishing and online sharing to the advantage of participants, organizers and the environment.

Take for example the revision and update of the training manual in *Community-managed disaster risk reduction* funded by Cordaid and Caritas Germany. First published in 2007, the manual has been translated into seven languages and remains relevant for all practitioners of disaster risk reduction.

During 2012, IIRR held eight writeshops, reaching 150 development workers.

From the original design of getting everything done in about two weeks, the writeshop has adapted according to

availability and demand. Recently, the focus is more on content. The only constant with writeshops is that they're hard work! But when the end result is a useful publication, the effort is far from wasted. So moved was freelance editor Paul Mundy by the intensity of the writeshop he attended in November 2012 that he set his thoughts to verse:



Tired of writing on paper? Try writing in the air!

*Yes, writeshops are a hassle,
And your sleep is close to none.
When you think you've finished,
You've only just begun.
You get home quite exhausted
But when the book is done
You will look back on it –
And remember it was fun!*

'Writeshops, Oh, Writeshops!'
Paul Mundy, December 2012



The YC James Yen Center

For several decades, the Yen Center has served as IIRR headquarters. It is a lodestone for rural reconstruction workers from all over the world who come to share valuable insights and lessons in development from their work.

The center offers opportunities for sharing knowledge and practices in its various function halls and throughout its well-appointed campus. The center, which is situated in a well-maintained eco-friendly environment, has hostel rooms, cottages, conference halls and a dining area. It is equipped with a fiber optic internet connection and other amenities such as a swimming pool, a basketball court, a recreation room and a camping facility with tent sites, an obstacle course, nature walks, arts and crafts, swimming lessons, learning demonstration sites and even a spot for a bonfire.

The Yen Center also houses a museum and memorial to Dr YC James Yen and his wife, Alice Huie Yen, the founders of IIRR. Their personal mementos are available for viewing along with a unique history of rural reconstruction.



Parade of nations. Flag bearers from the Philippines, Korea and Afghanistan display their colors at the Yen Center during a joint function that welcomed a Korean organization and bid farewell to a group of Afghan trainees.



New offices

Cambodia



Or Thy, Program Coordinator

IIRR Cambodia was established in May 2012. Since then, IIRR Cambodia has conducted international training courses for development professionals of government agencies and NGOs on gender, climate change, agricultural extension, micro business, finance, food security, and management for rural areas. A total of 458 participants, more than half of them (258) women, attended training workshops.

South Sudan

IIRR opened its office in South Sudan in 2006 and finalized its registration with the government in 2012. The Country Program Manager, a specialist in community-

managed disaster risk reduction and climate change adaptation, has been on board since 2007.



Zerihun Lemma, South Sudan Country Program Manager

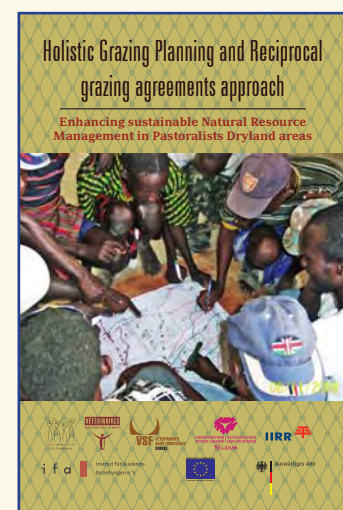
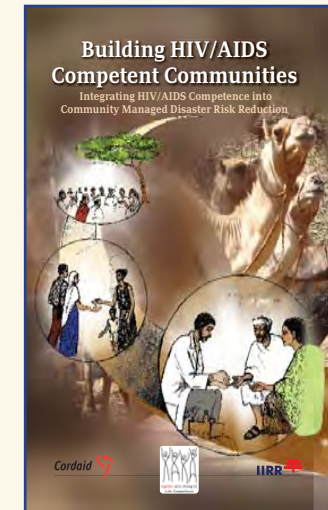
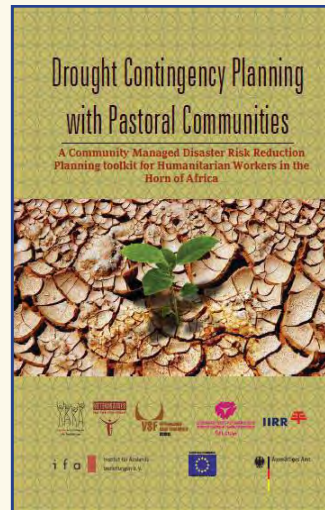
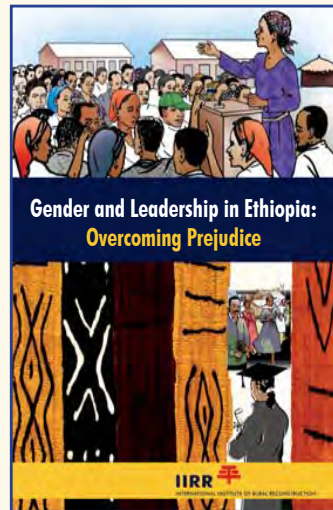
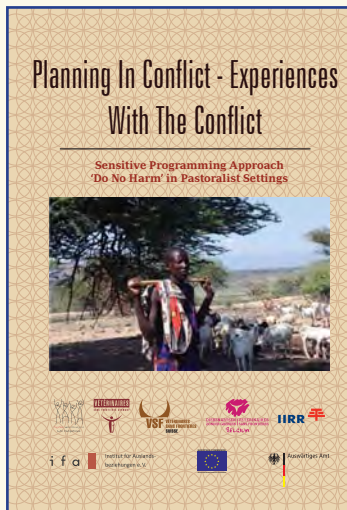
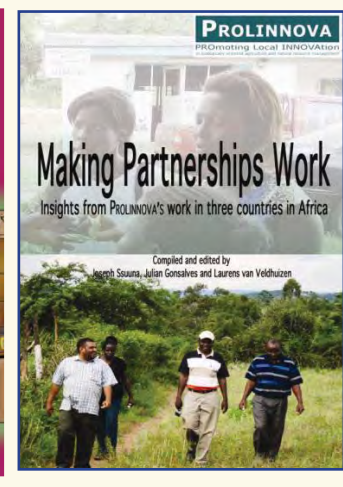
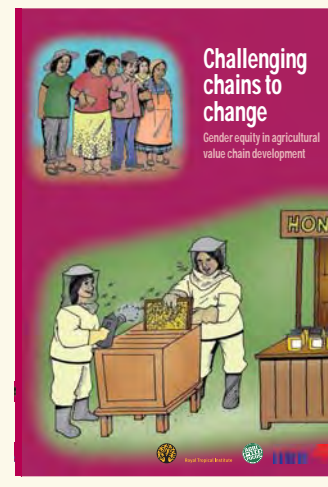
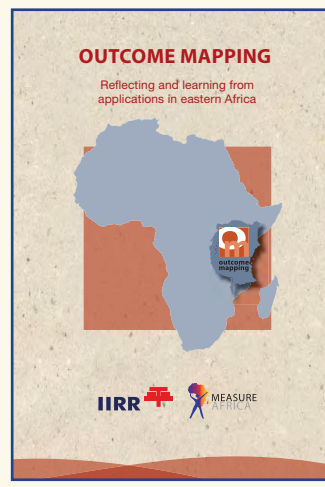
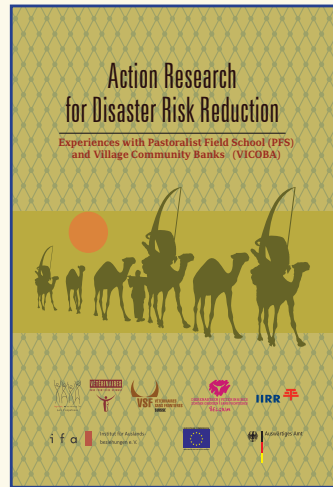
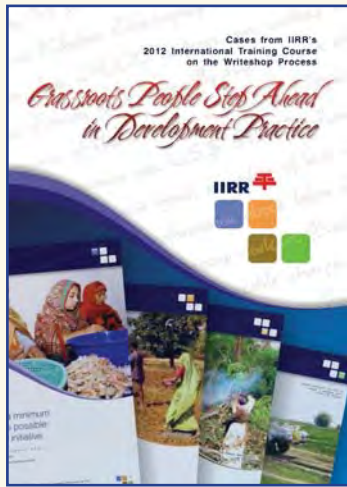
Zimbabwe



Tarisai Mubonderi, Virtual Livelihood Project Coordinator for Southern Africa

IIRR's project office for Southern Africa opened in Harare in November 2012. The office is responsible for coordinating the Virtual Livelihoods School Initiative in Zimbabwe, South Africa and Mozambique. The first activity was a stakeholder analysis done in December.

IIRR publications during 2012



Our valued donors

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

In the interest of space, we are only able to print the names below of those who have given \$200 or more.

Development agencies, governments and academic institutions

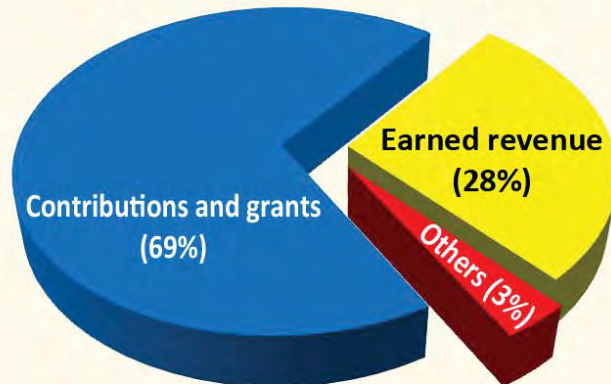
British Council
Canadian International Development Agency (CIDA)
Catholic Organization for Relief and Development Cordaid)
Combined Federal Campaign, United States
Danish International Development Agency (Danida)
Department of International Development (DFID), UK
Department of Social Welfare and Development (DSWD), Philippines
Direct Aid Program (DAP), Australia

Food and Agriculture Organization of the United Nations (FAO)
Habitat for Humanity
Interchurch Organization for Development Cooperation
International Fund for Agricultural Development (IFAD)
Oxfam Novib
Philippines-Australia Community Assistance Program
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Government of Poland
Presbyterian Hunger Program
The Royal Netherlands Embassy, Ethiopia
Swedish International Development Cooperation Agency (Sida)
United Nations Development Programme (UNDP)
United Nations Human Settlements Programme (UN-Habitat)

Foundations

Aga Khan Foundation
Amhara Women Entrepreneurs Association
Anonymous family foundation
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The Diao Family Foundation
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FJC Foundation of Philanthropic Funds (Mr James Boorstein)
The Ford Foundation
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Newman's Own Foundation
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Philippine Tropical Forest Conservation Foundation (PTFCF)
The Reich Fund (Mr & Mrs Seymour Reich)
Starr International Foundation
United Methodist Committee on Relief
United Way

Sources of revenue, 2012



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ACM Landholdings Inc.
Alnor Oil Company
Bright Funds
Cleary Gottlieb Steen & Hamilton LLP
Network for Good
Philippine Business for Social Progress
Walch Communications

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\$10,000 & above

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Mr Pao-Hsiung Chin
Mr Tony Gooch & Mrs Florence Davis
Mr Donald L. Holley
Mr James G. Johnson, Jr.
Mr & Mrs George D. O'Neill
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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. office@iirr.org.

Our thanks are extended to the following members of the Jimmy Yen Society:

P.H. Chin	Pam Levin
Dorothy H. Cooke	Rebecca Lippincott
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Florence K. Gardner	Marie Simpson
Anthony Gooch	Abbie Mann Sparks
Arthur Gritz	Henrietta Swope
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Mr Yasuharu Nagashima	Ms Xiao-Qing Yen & Mr Ziyang Cheng

Financial Performance in 2012

Overview

In accordance with generally accepted accounting principles as applied to not-for-profit corporations, IIRR showed a surplus of \$1,927,696 in 2012 before currency translation loss, as compared with the 2011 deficit of \$188,601. This improvement was mainly attributable to substantial multi-year grants obtained and recorded during 2012 for use in that year and subsequent years. On an operating basis, IIRR recorded a surplus of \$288,609, as compared with the 2011 surplus of \$151,966.

Of total revenues, gains and other support (\$6,544,363) in 2012, \$4,502,892 (69%) consisted of contributions and grants, and \$2,041,471 (31%) consisted of earned income from training courses, technical assistance, workshops, study programs, use of campus facilities, publication sales and other earned income.

Revenues, gains and other support

Contributions and grants

Total contributions and grants in 2012 were \$4,502,892, an increase of \$2,319,920 (106%) from 2011, principally because of the recognition of significant multi-year grants in 2012. Particularly notable were grants from George and Abby O’Neill (\$435,000) for the Pastoralist Education Program, Ford Foundation (\$404,800) for facilitating global learning for value chain and financial services, and from the International Development Research Centre (IDRC) (\$336,318) for nutrition research in the Philippines.

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

Aggregate income in these categories was \$2,041,471, an increase of \$805,749 (65%) from 2011. The significant increase is attributable

to study programs and workshops conducted and increased usage of campus facilities by development partner organizations.

Expenses

Program services

Program service expenses are classified in accordance with IIRR’s current program components: the learning community program and the applied learning program. Aggregate expenses of program services were \$3,842,033 in 2012, an increase of 21% over 2011. Expenses of the learning community program increased by \$360,585 (16%) while expenses for the applied learning program increased by \$314,820 (33%). The increase in expenses for applied learning was attributable to the corresponding increase in the revenues from study programs and workshops.

Supporting services

Aggregate expenses for supporting services were \$774,634 or 17% of total expenditures in 2012 compared with \$440,667 (12%) in 2011.

Liquidity and capital resources

Cash at year’s end was higher in 2012 than in 2011. The increase was attributable to the collection of grants and from revenues generated through study programs, workshops and use of campus facilities. Total net assets were 40% higher on 31 December 2012 than on 31 December 2011. Of total net assets at 31 December 2012, \$651,309 (10%) were unrestricted, \$4,958,068 (78%) temporarily restricted, and \$717,982 (12%) consisted of permanently restricted endowment funds. The temporarily restricted funds will become available for use in 2013 and subsequent years upon compliance with donor restrictions and agreements.

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

Years ended 31 December

	Unrestricted	Temporarily restricted	Permanently restricted	Total 2012	Total 2011
Revenues, gains and other support					
Contributions/grants					
Foundations	\$ 183,747	\$ 3,182,528	\$ -	\$ 3,366,275	\$ 1,893,341
Governments	-	501,095	-	501,095	10,766
Individuals	123,105	85,438	-	208,543	271,827
Corporations	1,710	425,269	-	426,979	7,038
Study programs	487,099	-	-	487,099	125,266
Technical assistance	344,691	-	-	344,691	344,826
Workshops	320,578	-	-	320,578	168,974
Use of campus facilities	317,014	-	-	317,014	201,061
Training courses	300,633	-	-	300,633	276,037
Gain on changes in market value of investments	83,560	-	-	83,560	2,814
Publication sales	37,596	-	-	37,596	26,329
Others	150,300	-	-	150,300	90,415
Net assets released from restrictions:					
Satisfaction of program restrictions	2,784,569	(2,784,569)	-	-	-
Expiration of time restrictions	125,000	(125,000)	-	-	-
	5,259,602	1,284,761	-	6,544,363	3,418,694
Expenses					
Program services					
Learning Community Program	2,571,696	-	-	2,571,696	2,211,111
Applied Learning Program	1,270,337	-	-	1,270,337	955,517
	3,842,033	-	-	3,842,033	3,166,628
Supporting services					
Management and general	603,119	-	-	603,119	362,442
Fundraising	171,515	-	-	171,515	78,225
	774,634	-	-	774,634	440,667
	4,616,667	-	-	4,616,667	3,607,295
Excess (deficiency) of revenues, gains and other support over expenses of continuing operations	642,935	1,284,761	-	1,927,696	(188,601)
Translation gain (loss)	(117,551)	-	-	(117,551)	(138,675)
Change in net assets	525,384	1,284,761	-	1,810,145	(327,276)
Net assets at beginning of year	125,925	3,673,307	717,982	4,517,214	4,844,490
Net assets at end of year	\$ 651,309	\$ 4,958,068	\$ 717,982	\$ 6,327,359	\$ 4,517,214

Learning Community Program. This program aims to: (1) enable people and their communities to effect meaningful change in their lives through research and learning processes; and (2) generate knowledge about participatory human development through practical experience. Capacity building of people and their institutions is achieved at the community level through this program.

Applied Learning Program. This program aims to contribute to the global body of knowledge on organizational and program effectiveness and good governance through practical trainings, workshops, conferences, technical assistance, study programs and publications. The focus is to transform field experience into a unique, informed, evolving and on-site learning through interaction between community members and development practitioners engaged at national, regional and global levels.

Statement of financial position (US\$)

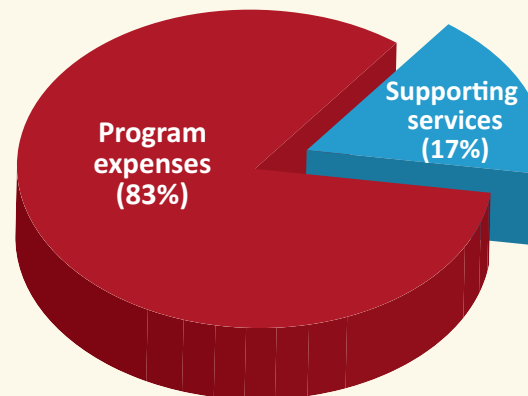
	As of 31 December	
	2012	2011
Assets		
Cash and cash equivalents	\$ 1,951,146	\$ 1,309,991
Investments	1,000,069	757,156
Contributions receivable	3,110,697	2,271,889
Other receivables	665,250	272,647
Property and equipment (net)	251,565	228,850
Prepayments and other assets	16,739	17,848
Pension asset	2,437	2,606
Total assets	6,997,903	4,860,987
Liabilities and net assets		
Accounts payable and other current liabilities	670,544	343,773
Net assets		
Unrestricted	651,309	125,925
Temporarily restricted	4,958,068	3,673,307
Permanently restricted	717,982	717,982
Total net assets	6,327,359	4,517,214
Total liabilities and net assets	\$ 6,997,903	\$ 4,860,987

1 Data extracted from the audited financial statements of IIRR for the year ending 31 December 2012. The audited financial statements for 2012 and prior years are available by writing to IIRR.

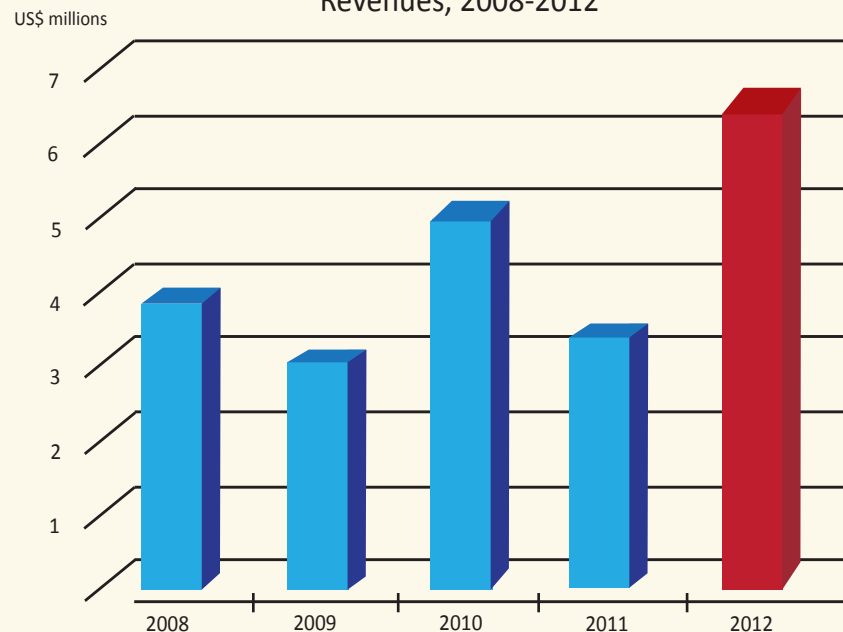
2 The latest annual report is available from the offices of the Attorney General of the State of New York, Department of Law, Charities Bureau, 120 Broadway, New York, NY 10271, or from IIRR..

3 IIRR is exempt from federal income taxes under Section 501 (c) (3) of the US Internal Revenue Code and has been classified as an organization which is not a private foundation under Section 509 (a). The institute qualifies as an organization to which contributions are subject to special limitation provisions under Section 170 (b) (1) (a) of the code.

Allocation of expenses, 2012



Revenues, 2008-2012



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Gabriel Bakhwenya, Accounts Assistant
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Lawrence Njoroge, Project officer
Julius Nyangaga, Monitoring and Evaluation Manager
Janet Nyaoro, Applied Learning Manager

People are the foundation of the nation. If the foundation is firm, then the nation enjoys tranquility.

- James Yen

Judith Opiyo, Administrative Assistant
Ezekiel Sirya, Regional Coordinator—Sexual Reproductive Health Project
(*from December*)

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Aweke Agegnehu, Accountant (*from November*)
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Annie Secretario, Administrative Assistant

Sheilah Vergara, Program Specialist–Training & Capacity Development
Rene Vidallo, Program Specialist–Agriculture & NRM *(from May)*

Cambodia Country Office, Phnom Penh

Or Thy, Program Coordinator *(from May)*

Philippines Country Office, Silang

Emilita Oro, Director
Irish Baguilat, Field Coordinator–FSSWC
Enrico Caja, Project Coordinator *(from April to October)*
Mark Cervantes, Program Specialist, DRR & CCA *(until April)*
Jeline Corpuz, Field Assistant–FSSWC
Ronnie De Castro, Bio-Intensive Gardening Facilitator
Luningning Reyes, Administrative Assistant
Magnolia Rosimo, Learning Community Coordinator
Gonzalo Servano, Jr, Field Coordinator, DRR & CCA
Christy Tacugue, Project Coordinator–Integrated Food and Nutrition Security

Yen Center, Silang

Philip Usi, Manager *(from April)*
Mark Bayot, Front Desk Assistant *(from October)*
Gina Cantada, Operations Coordinator
Imelda Gonzalez, Finance Officer
Edward Iglesias, Housekeeper
Joel Lantero, Electrical/Telecom Services
Raul Mojica, Waterworks Services
Glaiza Sarmiento, Front Desk Assistant *(from April to October)*
Noreen Vergara, Development and Marketing Officer

Abbreviations

CMDRR	Community Managed Disaster Risk Reduction
DRR & CCA	Disaster Risk Reduction & Climate Change Adaptation
ESEY	Economic and Social Empowerment of Youth
FSSWC	Food Security and Sustainable Wealth Creation
IDRC	International Development Research Centre (Canada)
NRM	Natural Resource Management
PEP	Pastoralist Education Program

The Yen legacy

Pearl Buck, one of the most important writers of the 20th century, was the first American woman to win the Nobel Prize for Literature. Most of her writing reflected the environment where she grew up as the daughter of American missionaries to China. She became a close friend of Dr YC James Yen, the founder of IIRR, and later served on the institute's Board of Trustees, as you can see from the photograph on page 48.

In the summer of 1940, just as the Second World War was getting under way, Ms Buck invited Dr Yen to her home in the Pennsylvania countryside because she wanted to understand his rural reconstruction movement in China. In her own words:

I wanted to get to the soul of this man and see what made it burn....'Come home with us,' I said to James Yen. 'In the country time is like a great empty bowl. You can fill it with whatever you like. I want hours in which to ask you questions.'

Tell the People, the book that came out of this fascinating colloquy between two of the intellectual giants of the century, describes the

fascinating story of how James Yen came to realize his purpose in life and what he would do to fulfill it. During his long and productive life, Yen filled many empty bowls.



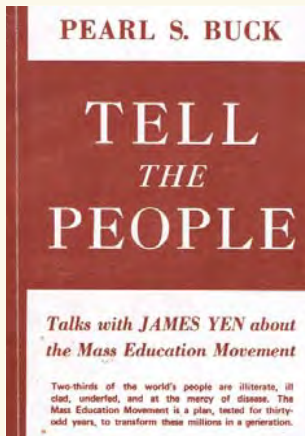
Pearl Buck with President John Kennedy in 1962.



James Yen (seated) serving in France, 1918.

It all started during World War I. The Allies were looking for someone fluent in English and Chinese who could help in welfare work for the great numbers of Chinese laborers in France. Enter James Yen, fresh from graduating from Yale and eager to help. But a strange thing happened to him in France. As Ms Buck says:

He had never known them [the Chinese laborers] in his



own country...They were workmen and he was a scholar. But here in France, he came to know them. He found that although they could not read or write this was no fault of their own. They had never had a chance to learn, for there had been none to teach them.

When he returned to China, Yen was unable to re-enter the scholarly world into which he had been born. His calling was elsewhere. He needed to use his abilities to help rural people become literate, and in so doing to gain control of their lives. His call was inspirational for others, and soon the Mass Education Movement got under way.

Yen came to understand that for rural reconstruction to succeed, four distinct problems that kept the bowls of rural people empty had to be addressed. These problems



James Yen on his way to a remote village, 1928.



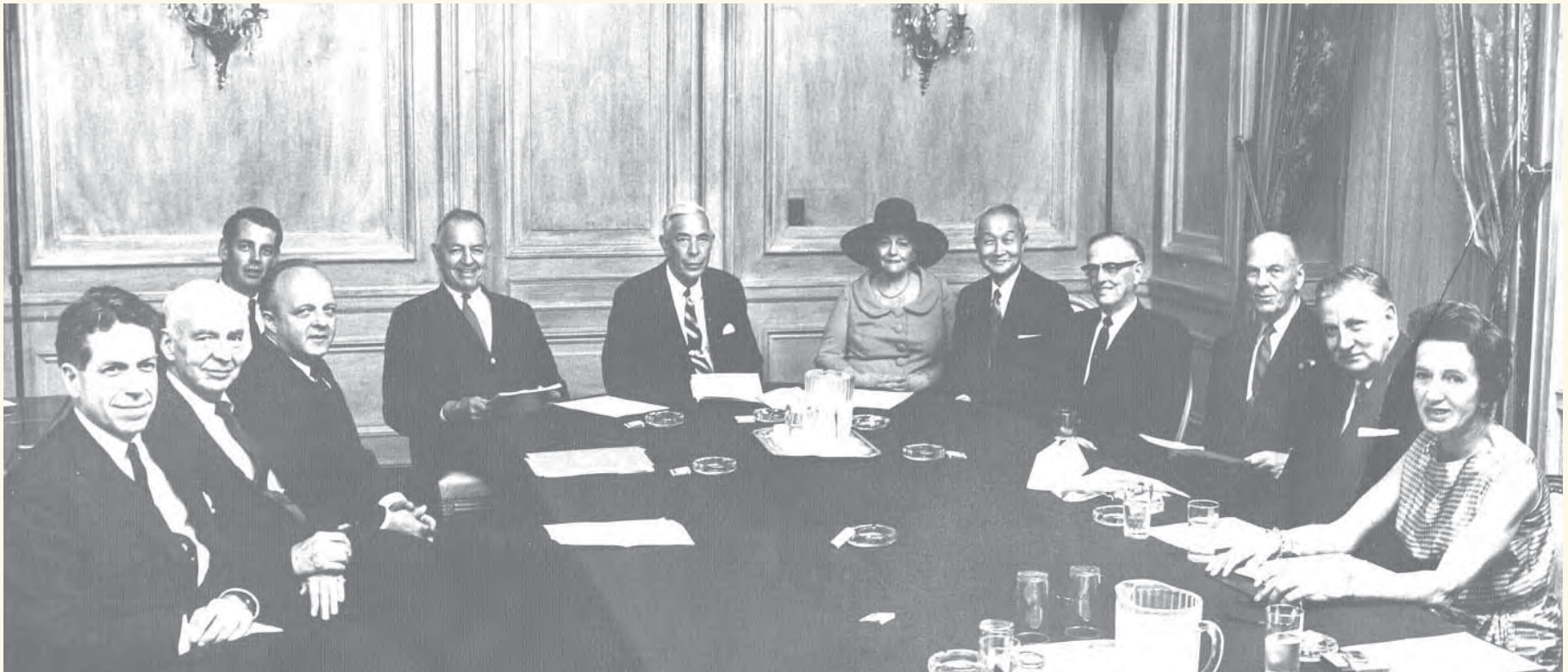
New York, 24 May 1943. James Yen with Albert Einstein when both were honored with the Copernican Citation.

were poverty, ignorance, disease and civic inertia. To combat poverty, what was needed were livelihoods; to combat ignorance, education; to combat disease, health; and to combat civic inertia, self-governance.

These principles became the bedrock of the Mass Education Movement, and they are instilled in the IIRR mission to this day. James Yen would settle for nothing less than a reconstructed rural society, not only in China but throughout the world. His legacy is embedded in each of our programs and is our theme for this report.

The Board of Trustees 47 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 that of the latter. 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 at New York, 9 June 1966.

Left to right: Coleman Burke, Jarvis Cromwell, Thomas Bancroft, Jim Johnson, Charles Taft, Ridley Watts, Pearl Buck, James Yen, Walter Judd, DeWitt Wallace, Wilbur Malcomb, Mrs Edward Moore.



James Yen (center, back row) and his colleagues at Ting Hsien, where the Mass Education Movement in China began. On the doors behind them is the Ping, the logo of both the Mass Education Movement and IIRR. Photo taken about 1930.



Our logo

The **Ping** is a Chinese ideogram, a symbol expressing an idea. It was the logo of the Mass Education Movement founded in China in 1923 by Dr YC James Yen. In honor of his background and his beliefs, IIRR has adopted the **Ping** as its logo.

The horizontal bar on top represents the mind, the dash on the left is equity, the dash on the right is justice, and the cross in the center represents compassion for the neglected poor.

According to Dr Yen, when there is equity and justice, there will be peace.



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