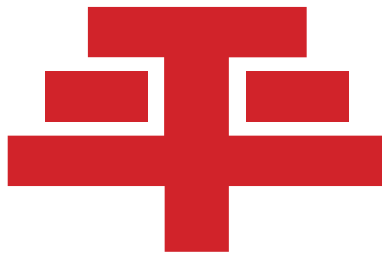




INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION

# Strategy 2020





## The 'PING'

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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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# Executive Summary

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

IIRR strategy for 2011 to 2015 – commonly referred to as *Strategy 2015* – ended in December 2015. For this reason, IIRR engaged in developing a new strategy to cover the period between 2016 and 2020, which will be known as *Strategy 2020*. A comprehensive review of *Strategy 2015* was undertaken towards its end in 2015. Each region then proceeded to define its strategic direction for the next five years as input into the development of the overall global strategic direction under *Strategy 2020*. The senior management team and trustees took key recommendations and proposals of each region to further refine their objectives and form a basis for the strategic focus, principles, positioning, and organizational set-up for IIRR over the next five years – as elaborated in this strategy document.

While remaining true to its mandate, focus, and fundamental philosophy, this strategy has made a number of shifts in its programming approaches and orientation with a view to ensuring greater effectiveness and sustainability. These include deliberate efforts to bring back rural reconstruction and the 'Yen Legacy' to the center of its work. Both these elements focus on rebuilding the lives of the rural poor, enabling them to move out of poverty and into healthy, sustainable lives.

Additionally, IIRR shall pursue a *flagship program* approach with a more integrated and focused approach where each country will focus on one flagship or country program



around which all other initiatives are built. The *flagship program* orientation also seeks to ensure the establishment or consolidation of the learning communities (LC) approach. We have, in this regard, reorganized our programs globally into 'two plus one' flagship programs:

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

Special attention will be paid towards accelerating and scaling up the impact of our work utilizing the tested proven models. These will be realized by working with and through partners, influencing developmental practices, leveraging local resources, and playing a collaborative leadership role. A system's orientation approached will be adopted wherein different levels of strategic partnerships and engagements will be established with actors from civil society, peoples' organizations, public and private sectors. Increased efforts will be made to link the capacity development work (applied learning) link to field experience, especially from the Learning Communities. With immediate effect, a scale-out and -up on the specific program components will be undertaken.

- In the Philippines and Southeast Asia where food security and livelihood resilience is the flagship program, IIRR will embark on scaling-out and -up of school-based nutrition using bio-intensive gardening (BIG) with initial focus in the Philippines followed by Cambodia, and in Africa South Sudan, and other counties. In the Philippines, the department of education has already replicated BIG in 340 schools. Both the Philippines and Southeast Asia programs have chosen Food Security and Livelihood Resilience for its flagship to build on its accumulated strengths.
- In Eastern Africa, initial focus will be to scale up success of education, primarily focusing on girls' education. Ethiopia and Kenya have chosen education as their flagship program, which will enable them to accelerate scaling-up. Uganda and South Sudan will integrate education into their food security and livelihood resilience programs.

Further, IIRR will continue to invest in our own capacity development, focusing on:

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

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

To deliver high quality program, IIRR needs to strengthen its organization and management. The following organizational and management concerns will be addressed:

■ **Diversify and increase IIRR's revenue**

IIRR will grow its revenue from a 2015 base of US\$6.5 million to US\$12 million by 2020. To attain this ambitious goal, IIRR will strengthen fund raising locally and internationally. An important priority is to strengthen IIRR's presence in the US (New York) to serve as an important contributor in mobilizing resources. Over time, we will build a small team (3-5) staff. Additionally, IIRR will continue to build on the success of its local fund raising by forming new partnerships with more experienced international development organizations. More importantly, IIRR regional offices and the Yen Center will focus efforts on boosting earned income revenues that will enable us to build a stronger organization. To attain success in fund raising, IIRR will articulate its organizational identity and brand and communicate effectively, which will require a greater investment.

■ **Enhance governance and leadership quality and practices**

Building on the progress made in Strategy 2015, IIRR will continue to strengthen its organizational leadership by hiring seconds-in-command at all levels. At the county and regional levels, IIRR will hire program or operations directors who will also act as deputies. At the global level, IIRR will hire an Executive Vice President and Director of Development for the US office. At the governance level, IIRR will strengthen diversity by attracting more female trustees and bring on board members from various communities, like Asian-Americans, African-Americans, and people from the diaspora.

■ **Strengthen human resources development and management system**

IIRR will grow the human resource quality and quantity in tandem with the growth/consolidation of field programs. We will ensure that all core functions, including Collaborative Leadership, and Learning, Monitoring and Evaluation (LME) are filled with competent staff. Further, IIRR will establish and operationalize a Human Resources Management and Development System. Management will regularly undertake activities that foster team spirit, respect, and tolerance.

■ **Strengthening systems**

Building on the progress made, IIRR will strengthen its financial management systems and policies to ensure that the organization's resources are efficiently utilized through accurately and promptly reported action, and that generated records comply with the highest international standards. New Monitoring and Evaluation and Management Information Systems will be established that will provide management and all key users accurate information on a timely basis to expedite timely decisions and track evidence of our work.



The strategic plan is organized into seven sections:

**Section 1** provides an introduction and background on IIRR and its organizational identity.

**Section 2** summarizes outcomes of the context analysis and important opportunities.

**Section 3** presents an overview of strategic analysis and major choices.

**Section 4** presents theories of change and the program goal.

**Section 5** describes IIRR institutional approaches – building on the Yen Legacy.

**Section 6** discusses organizational development and systems.

**Section 7** describes IIRR leadership, governance and structure.

IIRR considers this strategy document as the main guiding document for its programming and operations over the next five years and will be used as a basis of developing IIRR country-specific business plans.







# 1.0 Background and Identity

The work of IIRR is anchored in the principles and teachings of its founder Dr Y.C. James Yen, who said that:

*People are the foundation of the world. If the foundation is firm, then the world will enjoy tranquillity. But three-fourths of the world's people are underhoused, underclothed, underfed and illiterate. In other words, three-fourths of the world's foundation is weak. Now as long as this continues to be true we have a very poor foundation upon which to build the world. Fortunately, the poor have potential powers for self-development. What they lack is the opportunity to release and develop those powers. Therefore IIRR is in the business of releasing the powers of these hard-working people to attain equity, justice and peace.*

**- Dr James Yen**





## 1.1 Building on Our Near 100 Years of Sustainable Development Experience

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IIRR has over 95 years of experience in empowering communities to overcome poverty through people-centered and sustainable development approaches called “Rural Reconstruction”. Since the early 1920s, Dr Y.C. James Yen – the founder of the Chinese Mass Education Movement that would later become IIRR – was responsible for bettering the lives of over 200 million Chinese peasants through the power of functional literacy. Even after IIRR was formally established in 1960 as an international development, training, and operational research organization, we have continued to empower the rural poor to end poverty in Asia, Africa, and Latin America.

IIRR utilizes a community-driven, innovative, and sustainable development approach that is integrated and people-centered, a process pioneered in the early 90s when these concepts were little-known to the development community. This philosophy of development guides all our work; we do not offer handouts. We offer education and capacity building so community members and local organizations can enact changes relevant to them. The core tenet at IIRR is to develop sustainable and effective solutions to poverty reduction by working with and learning from local communities. Like Dr Yen, we believe that outsiders can help, but insiders must do the job.

We have strong anti-poverty programs in three countries in Southeast Asia (Philippines, Cambodia, and Myanmar) and five countries within Eastern and Southern Africa (Kenya, Ethiopia, Uganda, South Sudan, and Zimbabwe). These countries and regions collaborate with more than 125 local development partners and, deliberately, all our 140 staff members are locals.

We are a United States-based 501(c)(3) private voluntary organization headquartered in the Philippines closer to the people we work with and to make the work relevant and cost-effective.

We know poverty is interlocking with no simple solutions. That is the reason we implement integrated and holistic programs. Areas of impact include: education for nomadic pastoralist communities; food security and resilient livelihoods; community driven and managed disaster risk reduction; and building collaborative leadership through global exchange, learning, and sharing.





## 1.2 Strategy 2020 Development Process

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The development of Strategy 2020 commenced with a review of Strategy 2015 to understand IIRR's performance against set goals, best practices, innovations, lessons, and recommendations that could inform the next Strategy. The outcomes of the review were used as the basis of determining IIRR's future direction. The review of Strategy 2015 and development of Strategy 2020 offered opportunities for joint analysis and an opportunity to reflect and learn on the organization's identity, positioning, and strategic focus.

In each region (Africa and Asia) we engaged teams of experienced consultants to facilitate and lead unbiased participatory meetings of strategy review process, undertake context analysis and set direction for strategy 2020. The consultants visited selected project sites, met with community representatives, staff, trustees, partners and donor representatives and gathered pertinent information that shaped this strategy. They also reviewed various documents and conducted in-depth research to understand context relevant to IIRR's work. In each region the consultants facilitated review and reflection workshops with staff and partners which enabled to reach critical agreements on critical issues about programs and organization. Finally, the senior management team and trustees used key recommendations of the consultants and farther refined it which formed the final agreements of this strategy.

The planning process for this strategy was participatory with active engagement from IIRR staff, board of trustees, and key stakeholders.



# 2.0

# The Development Context and Opportunities for IIRR

Food Security & Nutrition  
Income Poverty and Inequality  
Education  
Demographic Trends  
Women's Empowerment and Gender Equality  
Changing Funding Architecture  
Technology, Infrastructure Development & Innovation  
A Changing Environment for Civil Society  
Sustainable Development Goals (SDGs)  
Youth

## 2.1 Context Analysis

Alignment with Sustainable Development Goals  
The Flagship program approach  
Food security, nutrition and agriculture  
Focus on women and youth  
Integrated education  
New frontiers for resource mobilization  
Building collaborative leadership and global sharing  
Working with youth and women

## 2.2 Important Opportunities

## 2.3 Strategy 2015: Achievement Highlights

Yen Center  
Consolidation/ program growth in Africa  
School-based nutrition in the Philippines  
Improved learning  
Strong systems and procedures  
Decentralization worked  
Partnership  
Growth in finance and fundraising  
Roles of countries and regions

## 2.4 Key Points of Attention from Strategy 2015

Yen Center  
New country programs  
Consolidation  
Learning  
Monitoring and Evaluating  
Sustainability and scaling up  
Learning challenges  
Systems and procedures  
Decentralization  
Partnership  
Governance and leadership  
Human resources management  
Factors beyond IIRR's control

# The Development Context and Opportunities for IIRR

## 2.1 Context Analysis

### 2.1.1 Poverty, income and inequality

According to UNDP:

*...extreme poverty rates have been cut by more than half since 1990. While this is a remarkable achievement, one in five people in developing regions still live on less than \$1.25 a day, and there are millions more who make little more than this daily amount, plus many people risk slipping back into poverty. Poverty is more than the lack of income and resources to ensure a sustainable livelihood. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making. Economic growth must be inclusive to provide sustainable jobs and promote equality...*

In Asia and Africa, the incidence of extreme poverty has fallen significantly, but inequality has risen in many countries and vulnerability to poverty remains high. In 2011, the Asia and Pacific region accounted for 56% of people living on less than \$1.25 a day, which equates to 62% of the total world population living on less than \$2 a day. In the past two decades, income gaps have widened in many countries in Africa and in Southeast Asia, such as the Philippines and Malaysia. In Africa, with its rapid economic growth, a similar situation looms where the benefits of growth are being skewed and disproportionately shared. According to the World Bank, sub-Saharan Africa had the second highest income inequality data in the world, next to Latin America and the Caribbean. It emerged that a tiny group of less than 4% captures the majority of wealth in Africa's progress. It has been noted that spatial, gender, and income inequalities deny people their basic socio-economic rights and a stake in the system, which sometimes fuels political conflict.



## 2.1.2 Food security, nutrition and agriculture

UNDP, FAO and UNICEF data indicate that hunger is still a major problem where close to 800 million people are undernourished, the majority of them in developing countries of Asia and Africa. Also in these countries, poor nutrition causes nearly half (45%) of deaths in children under five and over 66 million primary school-age children attend classes hungry across the developing world, with 23 million in Africa alone. Over 500 million small-scale producers (including women) use rainfed agriculture to provide food for up to 80% of the world population.



Agriculture, the single largest employer, also remains the largest contributor to the economy and source of livelihoods in the Horn and Eastern Africa (HEA) and Southeast Asia (SEA) regions. In Southeast Asia, agriculture contributes an average of 22% to the countries' GDP with the highest in Myanmar at 36% where agriculture accounts for up to 70% of total employment. In Eastern Africa, 70% of the population rely on agriculture, which is much higher than the average of 48% for the whole of Africa.

Food security remains a major challenge in HEA and SEA. The whole of Asia and the Pacific accounts for more than 60% of the world's hungry and undernourished people. One in every four undernourished people in the world lives in Africa and 56% of all undernourished people in Africa live in Eastern Africa where 32% of the population is undernourished. Malnutrition among school children is also seen to impair their ability to learn. In Eastern and Southern Africa, UNICEF noted that vulnerable children – including girls, nomadic children, and children with disabilities, children orphaned by HIV/AIDS or armed conflict, and natural disasters – are at particular risk of missing out.

The consequences of extreme weather events resulting from a changing climate – mainly droughts, floods and cyclones in HEA – have contributed to a decline in agricultural production. In many parts of HEA and SEA, large tracts of agricultural land are being converted into residential, commercial, and industrial zones. There is also limited financial, policy, and other forms of support to small holder farmers. Youth who have the energy to work in farms are migrating into urban centers and joining the labor force in construction other cash paying industries.





As the result, despite its strong potentials and importance, agriculture does not seem to be attractive to the youth and see it only as a fallback in the absence of other options. Agricultural development specialists around the world are concerned that young people are disinterested in remaining in rural areas to take up farming. Agriculture is rarely the first choice of many, even among those who study it.

These situations call for greater investments in agriculture to boost food security and livelihood resilience. Programs need to focus on:

- Enhancing and adapting climate smart approaches that protect the environment
- Facilitating social protection schemes in volatile and conflict contexts
- Building new responses to growing urbanization and/or decentralization in the case of pastoralists

### 2.1.3 Education

Education is considered as one of the most powerful instruments for reducing poverty and inequality, and laying a foundation for sustained economic growth. In SEA countries, while net enrolment rates in primary education are high, significant dropout rates are noted at the secondary level and overall quality of public education is low. In HEA, despite progress over the past ten years, millions remain out of school.



Kenya and Ethiopia are still among the ten countries with the highest number of out-of-school children in the world. HEA and SEA countries have particularly struggled to realize global targets, such as Education for All (EFA).

Common challenges in the education sector include poverty, high pupil-to-teacher ratios, and distance from home to school, inadequately qualified teachers, insufficient educational infrastructure, outdated and irrelevant curricula, and limited involvement of communities in school affairs. In many cases, education is also negatively impacted by conflicts and insecurity, droughts, floods, and food insecurity.

In fragile areas where IIRR works, investments in education need to address other issues that affect it (e.g. food insecurity, energy, and general resilience







building). Efforts to work closer with the government and private sectors (systems orientation) are also needed. Finally, education also needs to include elements of agriculture, livelihoods, employable vocational skills, and leadership development to help communities graduate out of poverty. For young people, one alternative is to create employment opportunities in rural areas by reinforcing on, off, and non-farm income generating opportunities in-line with the local contexts. This includes improving productivity in the agricultural sector, exploring effective livelihood diversification, and promoting youth entrepreneurship that can provide greater opportunities of employment, skills development, and innovative products and services.

### 2.1.4 Demographic trends

The HEA and SEA regions continue to experience an expanding young population, a rising middle class, growing urbanization, and increasing movements between rural and urban areas as well as between countries. In the last 30 years, Africa's population has doubled and its urban population has tripled.

In the whole of Asia and Pacific, the population reached 4.3 billion people in 2014 – equivalent to 60% of the world's total. The region is challenged by unplanned urbanization driven by a globalization-led and urban-biased development. More than 2 billion live in urban areas, representing about 55% of the world's urban population.

The growing middle class has, on its part, increased spending power proven by the growing number of shopping malls, high-class restaurants, and coffee shops in major cities in HEA. The noted growth contributes to increased pressure on essential services, infrastructure, and employment opportunities and markets. The demographic shifts call for stronger efforts at generating productive employment, investing in human capital development, addressing urban poverty and promotion of markets, and business-models of development.

### 2.1.5 Women's empowerment and gender equality

Women's empowerment is a crucial step in achieving gender equality. While Africa and Asia have made some progress, achieving gender equality remains a long way to go. In many countries, girls continue to be denied their right to education, an irony at a time when girls' education has been proven to be one of the most cost-effective strategies to promote development and economic growth. In Eastern and Southern Africa, UNICEF notes that poverty, poor access to school, lack of sanitary facilities, and social norms – such as gender-based violence, early child





marriage, female genital mutilation, and prohibition of pregnant girls from attending school have prevented girls from realizing their basic rights and life dreams. In Southeast Asia, Cambodia, Myanmar, and the Philippines have all achieved gender parity in primary and secondary education, although the Philippines exhibits a reverse gender gap where girls outperform boys in most education indicators – enrolment, attendance, completion and performance. Studies have shown that educated mothers tend to have healthier, better nourished babies, and that their own children are more likely to attend school, thus helping break the vicious cycle of poverty.



Women also experience huge inequalities as regards access to assets, livelihoods, and employment. Kenya is a case in point where women have historically shouldered an overwhelming amount of responsibilities while being denied opportunities equal to their male counterparts. In agriculture, for instance, which creates over 80% of Kenya's jobs and 60% of income, women do the vast majority of agricultural work and produce/market the majority of food. Yet they earn only a fraction of the income generated and own a nominal percentage of assets. They are also limited from owning,

acquiring, and controlling property throughout Kenya, regardless of social class, religion, or ethnic group. If women attempt to assert property rights over men or in-laws, they are often ostracized by their families and communities. This practice of disinheritance seems to be on the rise, particularly in areas hit hard by poverty.

In the whole of Africa, access to and ownership of land are less equitable between men and women. In Cambodia, Myanmar, and the Philippines, women employment is more vulnerable, they have limited access to or ownership of land and other productive assets, fewer wage employment opportunities, lower wages, and low participation in public decision making.

## 2.1.6 Changing funding architecture

The development sector financing modalities have drastically changed over the last five years as donors face critical funding constraints. A gradual shift from conventional charity/aid funding towards more business-like support, such as social enterprise and impact investment, as a means to address sustainability concerns within the sector is urgently needed.





Financial crises and threats of terrorism have forced major donor countries to divert most of their development aid towards domestic needs, like security and supporting their weakened institutions. In particular, the Euro Zone turmoil has led to several governments tightening their budgets with a direct impact on development aid. While funding from traditional donors is becoming scarcer and less predictable, the new global ODA architecture is becoming significantly more complex with a wide range of new actors, priorities, and tools, which leads to fiercer competition and additional specialisation.

On a positive note, new donors are coming to the field that may offer new funding opportunities. Following the models of USA and Europe, countries like Brazil, Russia, China, Turkey, and Malaysia are providing new approaches to aid. For example, some gulf countries are putting forth a district business model where the government, private sector, and foundations work together with a single entity. This is similar to a pushing for greater collaboration between public and private partnerships (PPPs), and civil society organizations (CSOs), resulting in an increased convergence in the roles/approaches of these sectors. Governments in HEA and SEA increasingly promote PPPs to supplement their financing.

## 2.1.7 Technology, infrastructure development and innovation

HEA and SEA regions have, over the last decade, experienced major improvements in the ICT infrastructure, which has led to innovations, such as eBanking, eHealth, eGovernment, and eEducation. Governments in both regions are also investing heavily in infrastructure development, especially roads, railway lines, and ports. However, the benefits of these advancements are not equally felt between the rural and urban areas. Thus a role exists for CSOs to ensure that the ICT boom and penetration reach disadvantaged populations – to be inclusive, appropriate, and responsive to specific 'local' conditions and needs.

The growth in the ICT sector can spur growth in other sectors as industries look to leverage the infrastructures backbone. In particular, ICT growth and innovation represents a high potential opportunity for CSOs to deliver outcomes more effectively and efficiently. This includes, for instance, the potential for greater access to markets and market information using the developing infrastructure and mobile telephone technology. ICT could play a major role in Education DRR (early warning systems). There are equally great opportunities for the development sector to explore, such as partnering opportunities with developers of mobile applications to drive the development of cheap, simple APPs that are easily accessible and promote development for the poorest.





## 2.1.8 Climate change, natural and human-made hazards

Climate change is a fundamental threat to sustainable development and the fight against poverty. Although patchy, evidence shows that GDP growth in African countries is under threat from the impact of natural hazards, particularly agricultural drought. The HEA region continues to experience less predictable rainfall, increasing frequencies and severity of drought, and more regular flooding – these, amongst others, have led to the reduction and increased uncertainty to agricultural yields, more volatile prices, and unstable household incomes. In Southeast Asia, climate change has made the dry seasons drier and the wet seasons' wetter. Higher intensity typhoons, prolonged dry spells, and excessive flooding have become the new norm. These, together with human-made conflicts (especially in the Philippines, Myanmar, and South Sudan) have had adverse effects on agriculture, livelihoods, and education. Globally, human-made conflicts and health epidemics are on the rise.

Over the years, several countries have made efforts towards building climate change resilience. For example, the African Union and the African Development Bank developed concrete strategies towards addressing climate change effects, focusing on climate risk management and adaptation as well as clean energy investment. Independently, many countries in the regions where IIRR works are experimenting with different approaches to offset the impacts of natural hazards on their economies, including contingency funds, emerging risk transfer schemes, and investments to address disaster risk in their national and local public planning and budgeting. However, most have not dedicated sufficient funds for longer term mitigation of climate change effects.

## 2.1.9 A changing environment for civil society

Devolution has become a major development in countries of both regions in recent years. This has led to decentralized systems of governance with government resources being channelled more via local government units and the grassroots. This has allowed local government authorities to take greater control over program and investment priorities. However, these potential advantages have been negated by corruption, which is evidently present in all countries in both regions. For example, in HEA region, the World Bank estimates that possibly 250,000 jobs are lost in Kenya because of corruption. In the Philippines, despite the significant gains in the anti-corruption platform of the current administration, corruption persists at all levels.

On the policy front, there are new NGO bills being enacted by countries in both regions that are either favourable or restrictive to civil society. In Sudan, there is a





requirement that 60% of all staff be local and that all NGOs pay taxes. In Ethiopia, the CSO law has a 70:30 rule that requires NGOs to dedicate 70% of their funding to communities and only 30% for administration, which includes salaries, travel, training, and sub-grants to local partners. In Kenya there is an attempt to cap foreign funding to CSOs to 15% of their total budgets and similar laws are being enacted in Cambodia and other countries that reflect the government's overall distrust and desire for more control over CSOs within the country. On the other hand, CSOs in the Philippines operate in a more favourable environment, and as a result there continue to be among the most vibrant in the world with their participation institutionalized at almost all levels of governance.

## 2.1.10 Youth

Young people between the ages of 15-24 account for almost one-half of unemployment globally (2006 International Labor Organization (ILO) report). The figures are even more alarming in low income countries. More specifically, rural youth especially girls lack the required confidence to pass job interviews. Even if they have the skills comparable to the male counterparts, they are not selected for the jobs.



**Joblessness is driving many young people to streets and get actively involved in elections to overthrow governments they perceive as not been responsive to their unemployment needs. AfDB warns that "As events in North Africa [the Arab Spring] have shown, lack of employment opportunities ... can undermine social cohesion and political stability," As the result it not uncommon to find jobless university graduates across low income African and Asian countries doing menial jobs like cleaning in hotels, selling food on the road sides or get employed as laborers in constructions or commercial flower farms. Large number also migrate to Gulf countries seeking domestic labor.**

Investing in a girl's education is a good idea. Not only does such an investment increase her skills and confidence, it also delays marriage. By delaying marriage, population growth is checked. And educating a girl also means that when she does marry, there is less likelihood that she will be the victim of gender-based violence, as well as greater likelihood that household economy and health will improve, resulting in reduced morbidity and mortality.



For youth (both boys and girls), IIRR seeks strategic interventions that tie education and economic development and link youths to technology, markets and job opportunities. Youth skills development to make them productive and independent is a key part of our new strategy for entrepreneurship development and wealth creation.

## 2.1.11 Sustainable Development Goals (SDGs)

The unattainability of most of the Millennium Development Goals (MDG) targets by most countries led to a rethink and a definition of new targets such as the Sustainable Development Goals (SDGs). MDGs faced a number of criticisms, such as being established through a bureaucratic and technocratic process, contained various untested assumptions through broad input, and a rather narrow concept of development preferring immediate results over social, economic, and ecological sustainable ones. While both agendas have a lot in common, SDG proponents see poverty as one of a number of global issues to be addressed.

The new SDG Agenda entails 17 goals designed to end poverty, provide prosperity, and individual well-being while protecting the environment by 2030. IIRR's work is directly linked to:

**SDG 1** – End poverty in all its forms everywhere

**SDG 2** – End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

**SDG 3** – Ensuring Healthy Lives and promote well-being for all at all ages

**SDG 4** – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**SDG 5** – Achieve gender equality and empower all women and girls

**SDG 8** – Promote inclusive and sustainable economic growth, full and productive employment and decent work for all

**SDG 13** – Take urgent action to combat climate change and its impacts

**SDG 16** – Promote peaceful and inclusive societies for sustainable development and build effective, accountable and inclusive institutions at all levels

**SDG 17** – Strengthen global partnership for sustainable development



## 2.2 Important Opportunities

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### 2.2.1 Alignment with Sustainable Development Goals

The new United Nations (UN) Sustainable Development Goals (SDGs) of No Poverty, Zero Hunger, Good Health, Quality Education, Gender Equality, Clean Water, Reduced Inequality, Climate Actions, Strengthen Institutions and Build Partnership for Sustainable Development, perfectly align with our mission, areas of impact, and interventions. These give IIRR the opportunity to learn from and share our decades-long experience of sustainable development principles and practices with the world community.

### 2.2.2 The Flagship Program Approach

Integrated approaches that incorporate environmental management, disaster risk reduction and climate change adaptation, capacity development, wealth creation, and policy advocacy are needed, implying a 'one-program-approach' or a system orientation. Agriculture also needs to be made more attractive to young people by transforming farming into a profitable and dignified enterprise or employment alternative. This will go a long way to halt rural-urban migration, which is draining the farming communities of a productive workforce.

### 2.2.3 Food security, nutrition and agriculture

Opportunities for using agriculture as engine of development include: existence of large tracks of uncultivated land; prioritization of agriculture by the HEA and SEA governments; giving women needed support like access to land and inputs; improving infrastructure like roads, communication, connectivity and electricity; and potential for use of technology and increased attention to agri-based value chain development.

### 2.2.4 Focus on women and youth

Youth and women will be the primary focus for IIRR's Strategy 2020. There is a global concern towards youth radicalization, huge unemployment deficit, rural-urban migration, and passive engagement of youth and women in development and leadership. An opportunity exists for strengthening youth leadership to



become active participants and learners focusing on leadership development, building positive skills, civic engagement, and the fostering of positive attitudes that enable them to set personal economic and leadership goals. IIRR has already started programs for youth leadership, adolescent sexual and reproductive health, earning, and learning upon which these foundations can be built.

African and Asian leaders are trying to defuse the youth unemployment time bomb. African leaders in 2009 in Addis Ababa, Ethiopia declared 2009–18 the “African Youth Decade” and resolved to mobilize resources, including from the private sector for youth development. Their plan of action emphasized the need to address both unemployment and underemployment. Similar efforts are taking place in Asia. IIRR sees as an important opportunity to collaborate with government and private sectors to graduate millions of youth from poverty and give them hope that will shield them for the temptations of joining radical groups.

## 2.2.5 Integrated education

Traditionally, education is a “lone wolf” where development organizations focus only on the improvement of academic performance. What makes IIRR’s Pastoral Education Program (PEP) unique and transformative is the integrated and holistic approach. To be able to focus in school, children must have their basic needs guaranteed. These needs are simple:

- Nutritious meals to support mental development
- Clean water for drinking and sanitation
- A reading light to be able to do their homework at night, especially for girls who do household chores during the day, and only have time to read at night

IIRR has also pioneered a cluster education approach that brings several schools to learn together and share resources. Further, the IIRR approach will focus on learning outcome and not only academic progress and integrates leadership, sexual and reproductive health, business and entrepreneurship that enables youth to earn and learn at the same time. These approaches will be further improved and replicated in other countries and scaled.

## 2.2.6 New frontiers for resource mobilization

In addition to intensifying our efforts to mobilize resources in the US and locally, an important positive trend is the emergence of several new government donors. Traditional OECD/DAC donors still account for more than 90% of the total ODA, but non-DAC donors, such as Brazil, Russia, India, China, Turkey, the Philippines, and Malaysia are developing new approaches to aid. As an example, the Gulf







Countries are putting forth a distinct business model where the Government, private sector, and foundations work within a single entity. IIRR will seek new prospects to tap into these new opportunities.

## 2.2.7 Building collaborative leadership and global sharing

Working in partnerships creates huge opportunities for learning and sharing. More than 125 IIRR partner organizations have immense development experiences to learn from. The process of working together through regional and international training helps shape collaborative leadership models made up of multiple organizations. Through our practical, yet cutting-age publications, produced using Writeshops, have awarded opportunities to advocate time-tested development approaches that influence policies and practices. Our Learning Communities offer excellent opportunities community change trainings some of current theory based trainings.

## 2.3 Strategy 2015: Achievement Highlights

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The review of the IIRR Strategy 2015 noted the following successes.

### 2.3.1 Yen Center

The Yen Center was possibly the biggest success story during Strategy 2015, having grown from an annual deficit to becoming the Institute's major own revenue center making significant contributions to our community development work in the Philippines. The Yen Centre has evolved into a real learning center where visitors come to learn from IIRR's unique discovery programs and gain exposure to functional systems for dispersal of livestock, seeds, and plant materials.

### 2.3.2 Growth and consolidation of programs:

Strategy 2015 breathed life into the Asia program, which was extremely weak at the start of the strategy period. Some of the key achievements in this regard include development of the Philippine program, which did not exist prior to 2011. Although more needs to be done, new country programs in Cambodia and Myanmar are also coming along. In the Philippines, where malnutrition is very high among children in lower grades, IIRR has successfully piloted a school nutrition



program in 52 public primary schools. The same is replicated into 340 schools by the Department of Education of the Philippines government. The program serves as a model for the integrated school nutrition program for the Department of Education in the Philippines and is being replicated in Cambodia and South Sudan. School-based nutrition will be IIRR's focus program for replication globally.

IIRR work in Africa is at an advanced stage compared to Asia. IIRR managed to get full legal status in South Sudan. The Uganda and Kenya programs are exemplarily vibrant and became the two leading programs during Strategy 2015. Because our education programs in Ethiopia and Kenya have not only thrived and expanded, they have also become true models for an integrated and holistic approach. The two programs collectively benefit over 25,000 children and the region's entire education program is ready for mass replication and scaling up.

### 2.3.3 Strong systems and procedures

IIRR strengthened its internal policy environment by developing various policy documents. Key areas of improvement include financial management such as better financial systems, financial information flow, structured system audits, and reporting timeliness. These improvements have consistently earned IIRR a 4-star status (highest rating) by Charity Navigator, a US-based agency that rates non-profits. Separately, internal communication significantly improved with better interpersonal interaction and information flow between staff, managers, and trustees. Yearly, IIRR produces an annual program and audit reports that are widely shared with partners and donors. Over the five-year period, the senior management team has produced several policies (conflict of interest, whistleblower, gender, HIV/AIDS, confidentiality, document retention, and partnership) that were approved by the Board of Trustees.

### 2.3.4 Partnership

In addition to working with over 100 grassroots partners, IIRR has signed major global and regional partnership agreements with over 15 prominent organizations like UN-FAO, UN-HABITAT, Give2Asia, National College of Science and Technology, Save the Children, Humanitarian Leadership Academy, and many more. During the same period, partnerships have been strengthened with the local and national governments of the countries involved. These new collaborations have enhanced the visibility and respect for IIRR nationally and globally.





## 2.3.5 Growth in finance and fund raising

IIRR grew its programs significantly over the last five years. Although the overall target of US\$8 million for Strategy 2015 was not attained, a solid growth of 74.5% was seen. Comparing the figures between 2011 and 2014, IIRR almost doubled its revenue base by bringing on board many new donors. It is worth noting that IIRR spent only 13-17% for management and overheads with 83-87% of the total revenue spent directly on programs.

## 2.4 Key Points of Attention from Strategy 2015

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The successes noted in Section 2.2 notwithstanding, a few areas of attention were noted that require further work in the coming periods. These include the following.

### 2.4.1 Learning monitoring and evaluation

Whilst IIRR has made great progress in various programs, the system for Learning, Monitoring and Evaluation (LME) as well as Management Information System (MIS) remains weak. IIRR faces challenges in tracking change and generating figures at individual, group and community or organizational levels. Systematic implementation and related timely funds utilization has always been a challenge. This has pushed most of the implementation to the last quarter of the year.

Although IIRR prides itself as a learning organization and inventing Writeshops to generate in-house knowledge products, this process has yet to be systematized.

### 2.4.2 Systems and procedures

While significant progress has been realized, concerning good policies and systems, effective implementation has been a challenge. Key areas (systems) that require further strengthening include LME, MIS, finance, and communication, including the organization's website. There is a particular need to strengthen timeliness and internal/external reporting accuracy. Systems for inter-office billing and overhead cost allocation also need improvements.





### 2.4.3 Partnerships

IIRR has chosen to work with partners recognizing that there will be challenges. Financial accountability, delayed reporting on finance, and program progress have and will remain as challenges because of the limited capacity of many of the partners. Also, because of the vast areas our programs cover, providing them with effective capacity support and coaching has been a serious limitation. Going forward, proper vetting of partners to make sure they have the needed structure, systems, and capacities to deliver their share of the bargain, remains crucial.

### 2.4.4 Governance and leadership

Leadership succession has not been systematic – a challenge faced within management and the Board. Second-line leaders are not in place in most cases. A good number of Board members feel they do not have enough knowledge about programs to support fund raising. This is partly because many of the trustees are actively employed and lack the time to visit projects in the field. Board diversity, in terms of gender balance, region, and country and community representation (the diaspora community, African-Americans, Asian-Americans) is another critical challenge.

### 2.4.5 Human Resource Development and Management

While the quality of IIRR staff remained generally good, some insufficiency or instability was noted. In some countries there was high staff turnover which affects quality programming. There were also noted concerns around the need to streamline applicable remuneration (terms, benefits) across countries within a region. There are concerns that IIRR has not taken enough measures to ensure leadership succession by bringing on board seconds in command.



## 3.0 The Strategic Choices

### 3.1 Identity, Vision, Mission, Values, Principles

- Flagship program approach
- Re-introduction of rural reconstruction
- Consolidation vs. expansion
- Scaling out and scaling-up
- Role delineation
- Linking capacity development to practice
- Internal capacity development (IIRR, partners)
- Leadership strengthening
- Systems approach
- A more vibrant and competitive Yen Center

### 3.2 The Strategic Shifts and New Directions

# 3.0 The Strategic Choices

## 3.1 Identity, Vision, Mission, Values

Although poor and illiterate, rural people have the potential for self-development and dignity, and need to be treated with respect and not with pity. In this strategy, IIRR affirms that the existing set of its identity, that is its Vision, Mission, and Values, are relevant for coming years.

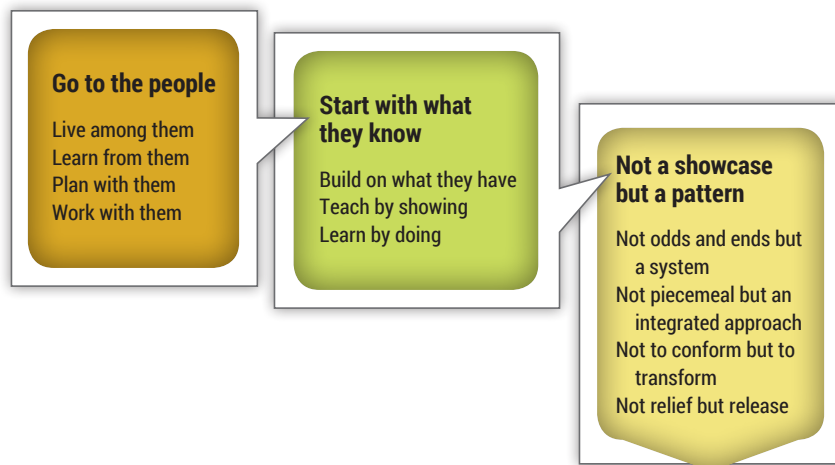
### 3.1.1 IIRR's Vision

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.

### 3.1.2 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.

### 3.1.3 IIRR's Credo





### 3.1.4 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.



## 3.2 The Strategic Shifts and New Directions

IIRR has made a number of decisions regarding the strategic direction to be outlined in the next strategy (focus, approaches/principles, positioning, and being). The following section describes some of the key points of departure between *Strategy 2015 and Strategy 2020*.





### 3.2.1 Flagship program approach

Integrating IIRR's different initiatives was seldom observed, resulting in stand-alone projects. Strategy 2020 will adopt an integrated program approach with greater linking of different initiatives around a prioritized or flagship country program, namely: *Food Security and Resilient Livelihoods and Education for Pastoralist Communities*.

It is equally important for IIRR to carefully define its target groups (women and youth) and Learning Communities through participatory processes, work with partner institutions, and ensure that flagship programs have gender-transformative components to address existing gender and other forms of inequalities that hinder citizens from attaining their full potential and living lives of quality and dignity.

Social protection mechanisms and relevant safety nets also need to be built in. The flagship program orientation seeks to ensure a more integrated programming approach, including linking relief and development initiatives. This will entail more deliberate effort towards having fully developed learning communities. Each developed country program will implement 2-3 well-designed, resourced, and managed learning communities within the flagship program framework.







### 3.2.2 Re-introduction of rural reconstruction- the ‘Yen Legacy’

IIRR will bring back rural reconstruction and the ‘Yen Legacy’ to the heart of its work. The concept of rural reconstruction, which envisioned rebuilding the lives of the rural poor so that they can move out of poverty and on to healthy, sustainable lives, remains relevant today. Global poverty remains a massive and predominantly rural phenomenon with 70% of the developing world’s 1.4 billion extremely poor people living in rural areas. In Sub-Saharan Africa and Asia, the problem of poverty is a predominantly rural problem.

In the most populated Asian countries, 80–90% of the poor live in rural areas. Participatory and people-centered community-led approaches fit well with the SDG goals and priorities.

### 3.2.3 Scaling out and up

Under Strategy 2020, IIRR will accelerate and scale up the impacts of its work through proven models of our partnerships, our skills at influencing practices, and our ability to leverage donor contributions. Examples include the integrated school nutrition model in the Philippines, community-managed DRR in the Philippines and Uganda, and pastoralist education in Eastern Africa. Other models that are being tested include climate-smart agriculture in the Philippines, nutritious gardens or BIG in schools in Cambodia and South Sudan, and pro-poor value chain development and agro-enterprise models in Uganda.

For purposes of scaling up and out, and ensuring quality is maintained, it will be important for IIRR to be very deliberate as to where (geographic location), to what extent (scale), and for whom (target beneficiaries) it will bring its tested models to scale, considering internal capacity and resources.

### 3.2.4 Consolidation vs. expansion

Over the next 5 years, IIRR will consolidate its work rather than expand geographically or programmatically. Mature program countries (Philippines, Uganda, Kenya, and Ethiopia) will each have one flagship program with a specific geographic focus (learning community). Young program countries (Cambodia, South Sudan) will strengthen initiated interventions with the flexibility to explore new



opportunities and will decide on a specific flagship and geographic concentration after two years. New program countries (Myanmar, Zimbabwe) will continue to explore and pilot some initiatives and will decide on a flagship and concentration at an appropriate time.

Outside of the flagship program and the agreed upon geographical concentration, no long-term programmatic activity will take place other than technical assistance and training.

### 3.2.5 Role delineation

There is some requirement for delineating the roles and responsibilities between regions and countries, especially in the areas of resourcing, oversight, monitoring (program and financial), and knowledge management. There will be solid coordination between the region and countries, as experience-based learning should be happening within country.

Regions will assume “midwifing” new countries and be in charge of applied learning where we can build collaborative leadership, cross-country programming, and fund raising support. Countries will assume responsibility for developing and delivering quality programming, developing strong learning communities that can demonstrate impact, show evidence for effective resource sourcing and utilization, and systematic documentation of lessons and evidence from our work, then packaging and disseminating widely.

### 3.2.6 Linking capacity development to practice

Greater deliberateness towards anchoring IIRR’s capacity development work on its field experiences has been observed. This includes a focus on community change training that more systematically and aggressively incorporate study programs and roving workshops where the majority of learning happens by seeing and doing.

Through Writeshops we will focus on generating spin-off products relevant to communities and their local development organizations. IIRR will systematically adapt the use of Writeshops for its own internal documentation process and popularize it within the wider development community. While many are already using the tool, IIRR needs to further innovate and identify various less costly methods.





### 3.2.7 Internal capacity development (IIRR, Partners)

IIRR will pay special attention to strengthening weak systems, like Learning Monitoring and Evaluation (LME) and Management Information System (MIS). IIRR will adapt a “pathway to change” to track its significant achievements, which will be applied in all of its programs and projects. For partners, a concerted effort on capacity building and developing systems for reporting and financial accountability will be exerted. A comprehensive organizational capacity assessment process will be undertaken prior to forming a formal partnership.

### 3.2.8 Leadership strengthening

IIRR will establish a clear leadership succession by bringing in second-line leaders. At the global level, this includes hiring of a Executive Vice President to be based in the Philippines, while relevant countries will hire program directors who will serve as deputy country directors. This must be coupled with deliberate succession planning at all governance and leadership levels.

In the coming years, IIRR will move towards appointing more women to management and board possibly a youth representative to the board as well. It will also support continuing leadership training inculcating the spirit of visionary leadership, strengthening communications at all levels with the leadership strongly connected with field staff to promote innovation and out-of-the-box thinking, and delegating and recognizing authorities at different levels. Strong leadership will be indicated by high staff morale and level of volunteerism, donor and partner confidence, effective and strong in-place systems, growth at all levels, opportunities for staff capacity enhancement, and cross-country learning.

### 3.2.9 Systems approach

Involvement of the public and private sector authorities for instance in our Education program was often wanting. IIRR will thus be more deliberate in developing strategic partnerships across different sectors and levels. Where appropriate, IIRR will play a role of collaborative leadership. Security management, systems, and procedures will also need to be put in place.





### 3.2.10 A more vibrant and competitive Yen Center

Sustaining and further building on what it has been achieved over the last five years to become a major revenue center for the organization. Plans will be implemented to transform the Center into a more vibrant, attractive, competitive, and profitable facility for a variety of learning events. Our aspiration is to make the Yen Center eventually become known as a “Livelihood Learning and Nature Discovery Center” – a step towards becoming a mini eco-tourism destination.

These new developments and aspirations will necessitate some changes in the way the Yen Center will be promoted and marketed. We will continue to cultivate partnerships that will not only utilize the facility, but create synergy with our development goals and aspirations.



4.0

# Theories of Change and Program Goals

4.1 Choice of Flagship & Program Goals

4.2 IIRR's Theory of Change





4.0

# Theories of Change and Program Goals

## 4.1 Choice of Flagship Program Approach

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Through a consultative process and based on a proven track record, each county and region has made a flagship program choice upon which it will build sub-components.

Kenya (Northern Region) and Ethiopia (Southern Region) will focus on Education for Pastoralist Communities as their flagship program. In both countries, a track record has been built around interventions in basic and formal education in pastoralist areas. Practical innovations, like shepherd classes, mobile schools, cluster education forms, reading shades, continuous teachers education, improving learning environments, safety of children especially girls, integration of Sexual and Reproductive Health Rights (SRHR), and appropriate teaching materials have been effectively innovated. Additionally, both country programs have already some experience in linking DRR and Livelihoods activities to Education Programs.

The Uganda Country Program has built a reputation for quality interventions in Food Security and Resilient Livelihoods, so selection of this program as its Flagship was logical. Food, nutrition and livelihood security will be enhanced in an approach that will carefully manage risks and vulnerabilities in disaster-prone areas in the north (Gulu) and northeast (Karamoja).

The South Sudan program is young and the situation in the country is still volatile and insecure. A few more years of exploring opportunities and piloting interventions are required before a comfortable choice of a flagship program can be made here. For now, the South Sudan program will experiment with various options.

Food Security and Resilient Livelihoods will be the common flagship program in the Philippines, Cambodia, and Myanmar. This builds on the strong models already tested in the Philippines along climate-smart agriculture, Bio Intensive Agriculture (BIG) for school and community nutrition, and building resilience. These models are to be replicated in Cambodia and Myanmar. The flagship will be further enriched with new components, such as agricultural value chain development, employable vocational skills development, social protection, natural resource management, post-disaster livelihood recovery, and education.



## 4.2 IIRR's Theory of Change

Using a very rigorous process, IIRR teams have come up with theory of change that embraces our legacy and program strength. Consistent to the general theory of change, the teams have also developed theories of change for each of the flagship programs. The overall theory of change and one for each of the flagship programs, summarizes the principles, interventions, expected results/outcomes, and goal/impacts of IIRR and its programs over the next five years.

### 4.2.1 Overall theory of change

At the organizational level, IIRR seeks to contribute to, empower, and innovate resilient communities enjoying dignified and quality life in harmony with the environment. IIRR believes that for this to happen, three conditions (outcomes) are necessary:

- Existence of sufficiently enlightened communities who are able to realize their full potential
- Supported communities accumulate sufficient assets, access and use available opportunities, and adequately adapt to shocks and vulnerabilities
- IIRR and other development actors can, and effectively deliver, sustainable developmental services to supported communities

These outcomes will be preceded by a number of preconditions, amongst these are:

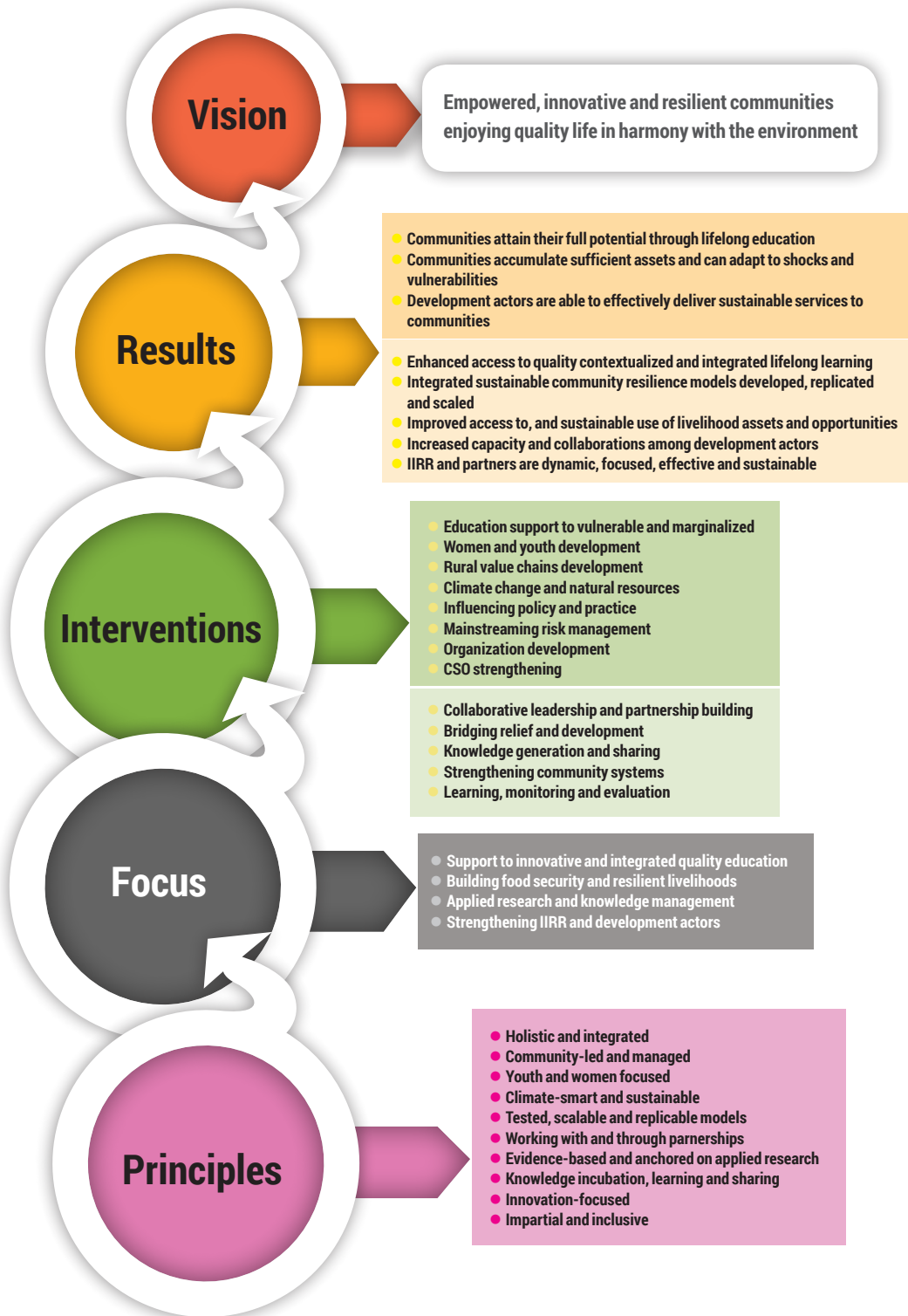
- Enhanced access to quality, contextualized, and integrated lifelong education
- Existence, operationalization and scaling-up of integrated sustainable community resilience models
- Improved access to, and sustainable use of livelihood assets and opportunities
- Greater CSO capacity, and collaborations between development actors

In order to enable intermediate outcomes (preconditions), IIRR will implement and/or support various interventions centered on education for vulnerable and marginalized groups, including:

- Women and youth development
- Strengthening food security and livelihood resilience, amongst others through rural value chains development, Climate Change adaptation, and natural resources management
- Knowledge generation and sharing
- Capacity development.

The following diagrams illustrate our overall theories of change and for each of the two flagship programs.

## IIRR OVER-ALL THEORY OF CHANGE





## 4.2.2 Food Security and Livelihoods Resilience (FSLR) flagship program

### Program goal

The program seeks to contribute to the graduation of hundreds of thousands of the poor and marginalized rural households in Asia and Africa from poverty by addressing the multi-dimensional challenges of food, nutrition, and livelihood insecurities. Three program outcomes are anticipated:

- Extremely poor/vulnerable (marginalized communities, women, girls, elderly, children, people with special needs have access to social protection to graduate them from poverty
- Communities and households are food secure and can withstand shocks and uncertainties
- Communities, groups and individuals (youth and women in particular) have equitable access to resources and opportunities, accumulate assets and are able to withstand shocks.

### Program components/interventions

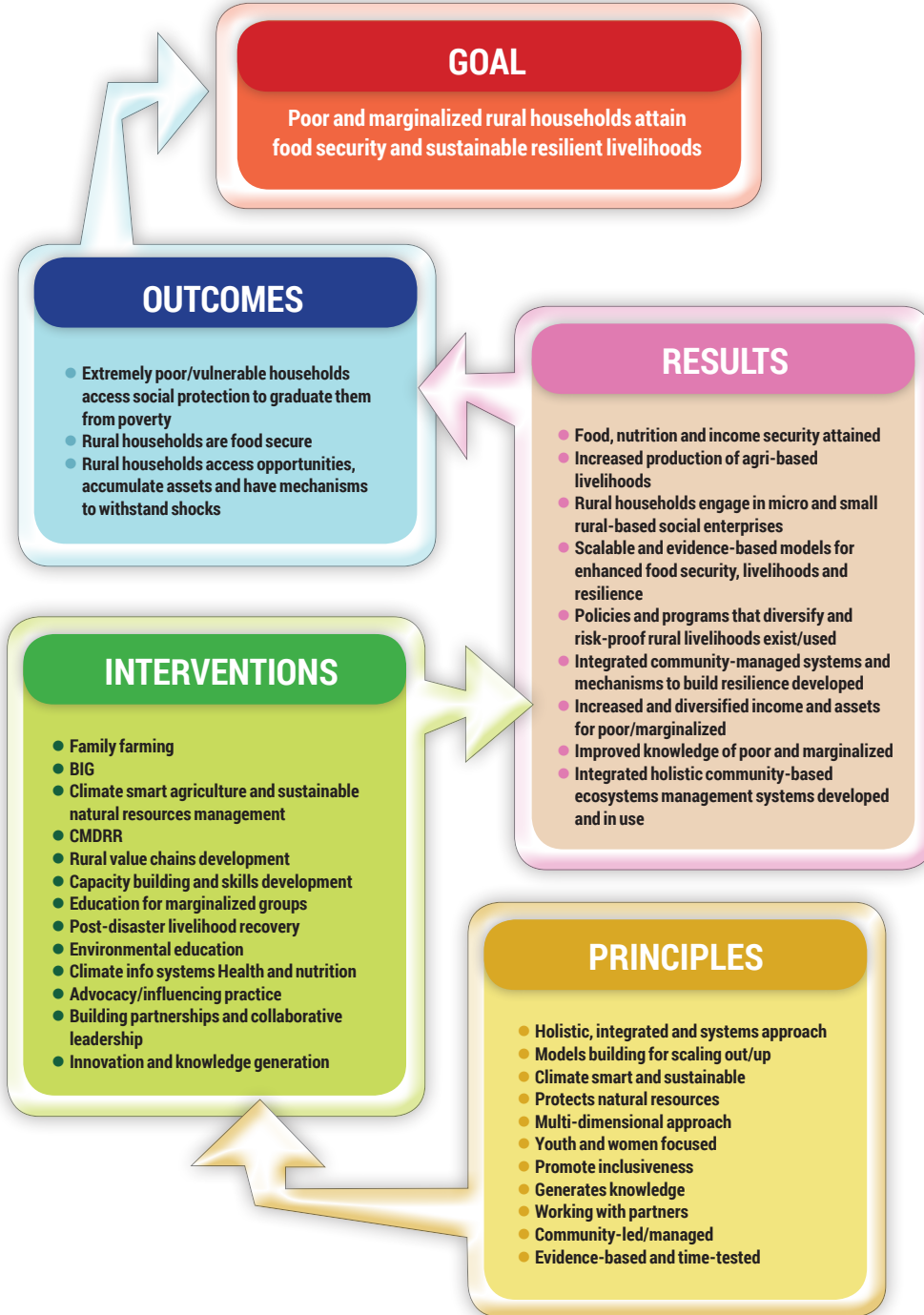
The FSLR program will be characterized by the following five major thematic components:

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



The theory of change diagram below illustrates these points in more detail.

## IIRR Theory of Change for Food Security and Resilient Livelihoods





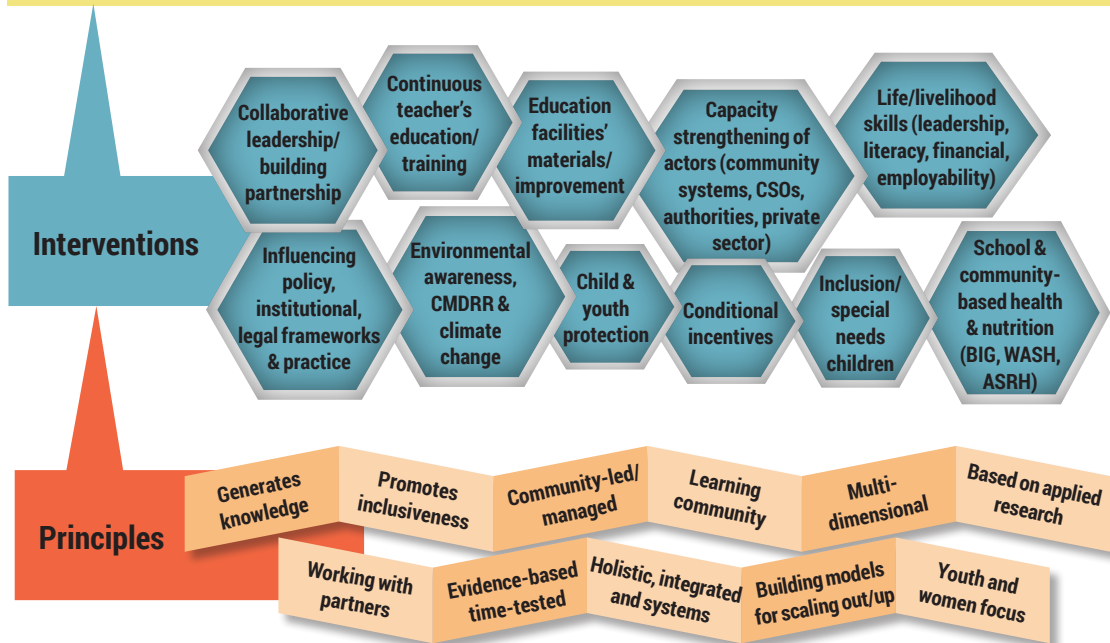
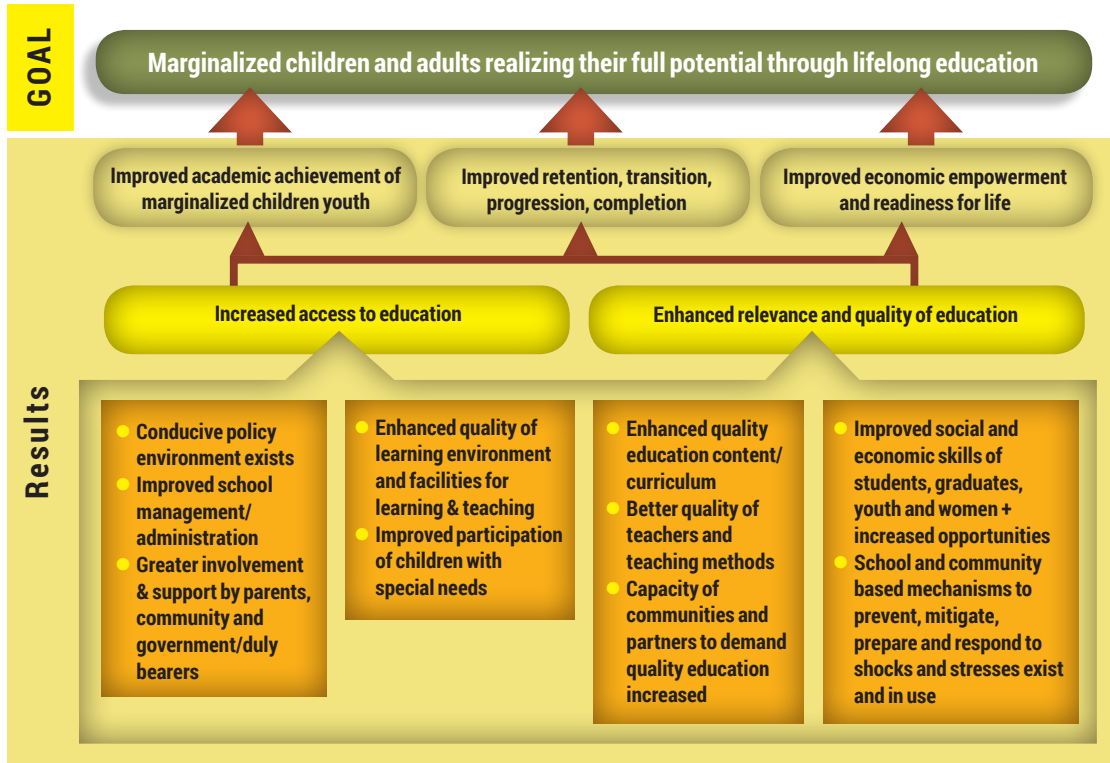
### 4.2.3 Education for pastoralist communities

Through this program, IIRR seeks to facilitate access to quality education, especially for pastoralist children and youths. By improving access to education and enhancing its relevance and quality, IIRR envisages achieving the following outcomes of its program by 2020:

- Pastoralist children and youth, particularly girls or young women, improve their academic performance;
- Schools in pastoralist areas substantially improve their retention, transition, progression and completion rates establishing a clear link across the educational system from early child development to secondary and tertiary education
- Youth, particularly pastoralist girls or young women, are economically empowered and ready for life.
- Sexual and reproductive health and rights as the basis for life-long learning, especially for girls, is mainstreamed in the educational system.
- Strengthen community and school systems to prevent discrimination in all its forms (gender based violence, genital mutilation/cut, rights to SRHR, and others).
- Support special needs children/youths in education and life skills development.



# IIRR Theory of Change for Education for Marginalized Communities Program





IIRR believes that the multiple and interlocking problems facing education in marginalized areas can only be addressed through a comprehensive, holistic program and will pursue this approach encompassing components such as:

- Quality learners and learning
- Quality learning environments
- Quality content
- Quality processes
- Quality outcomes

#### 4.2.4 Global learning and building collaborative leadership

Over time, IIRR created a niche for itself globally for linking capacity development (training) with practical field practice linking the technical know-how with the practical 'do-how'. To date, good progress has been made towards developing various products and services in this regard.

In the coming years, IIRR will make deliberate efforts towards further consolidation and scaling up of Applied Learning by building a Collaborative Leadership. Key outcomes of this sub-program include:

- Systematically link Applied Learning and Collaborative Leadership with Learning Communities while ensuring that the IIRR technical staff are more involved and connected to the developments at the field level.
- Establish mechanisms for capturing and ensuring inputs from country and field staff in development, reviews of improvements of applied learning curriculum, and training materials.
- Systematically document field-based success stories, cases, or important lessons and use these as part of the materials or content for applied learning (products and services).
- Clarify and document the roles and responsibilities of applied learning between the regional offices and the countries. This will also include 'profit' sharing agreements between the two levels as far as resources generated from joint applied learning initiatives pertain.



**IIRR**  
**5.0 Approaches:**  
**Building on**  
**Yen Legacy**





## 5.0 IIRR Approaches: Building on Yen Legacy

Over the past six decades, IIRR has developed and tested pro-poor and participatory-orientation approaches along with a set of development principles that are unique and relevant which are called “the Yen Legacy”. These include:

### 5.1 Community-led and Managed Approach—

*Outsiders can help but insiders must do the job.*

— Dr James Yen

IIRR’s work is centered on the principles espoused by its founder, Dr James Yen, who believed that communities have the potential power to solve their interlocking problems. This is partly premised on the belief that rural communities have accumulated local knowledge that can be built upon and optimized.

IIRR’s role is to provide opportunities and create an environment that allows communities to take control and be actively engaged. This often involves building their capacities through “learning by doing”, helping them to reflect on their experiences and to choose the best course of action. The best course of action is often a mix of “technical know-how” from the resources of outsiders and the “practical do-how” of local communities. Taken together, these lead to a state of empowerment where local communities take the driver’s seat and decide on necessary actions. This requires a “lead from behind” role for IIRR and other external facilitators so that communities develop and claim ownership of their own development.


### 5.2 Holistic and Integrated

*Not odds and ends but a system; not piecemeal but an integrated approach*

— Dr James Yen

There are four basic problems for poor people around the world: poverty, illiteracy, diseases, and bad governance. These problems are interlocking – demanding a holistic





approach to solving them. For this reason, IIRR works with affected communities and partners to design and try out integrated solutions to the many interlocking problems. In addressing education problems, for example, we first find out why parents don't want to send their kids to school. We take all raised concerns into consideration when we design holistic education interventions. Different activities and strategies should be implemented to support and complement one another, leading to a systematic and holistic solution to the problem.

### 5.3 The Learning Community Approach

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The learning community is a programmatic approach where a group of people with shared geography, interests, values, or aspirations and actively engage in group learning to find innovative solutions to problems or attain common goals. In the learning community, members are engaged in a process where all members participate fully in the development process so that the efforts are sustained.

The learning community concept builds on the rural reconstruction credo, which promotes going to the people, learning from them, planning with them, and building on what people know. It is where IIRR and our local development partners can learn together and jointly incubate new poverty reduction models. It provides a set up where practical development approaches are developed, validated, and tested for wider replication or scaling up. It provides practical learning venues for IIRR's training and study missions.

### 5.4 Marginalized Youth and Women Focused

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*Time is pressing – the old ones are too old and the little ones are too little. The middle group, the youth group, is most strategic. They will be the leaders of the country, for good or for ill.*

– Dr James Yen

Investing in the youth, especially in girls' education, not only increases their skills and confidence but also delays marriage, which means fewer children per couple and more time for women's social and economic personal development. Although several governments in Asia and in Africa have made affirmative action policies that strive for proper representation of women in leadership positions, equitable access to opportunities, resources and basic services as well as safety and security, are key challenges that persist. IIRR seeks strategic interventions that tie education and economic development and link youths to technology, markets, and job opportunities.





Youth skills development to make them employable and independent is a key part of our new strategy for entrepreneurship development and wealth creation. IIRR has, over the years, made significant progress in girls education and functional adult literacy for young women, especially in pastoralist and marginalized communities.



## 5.5 Builds Partnerships/ Collaborative Leadership

Partnerships are central to IIRR’s success in its development work. Our primary partners are communities affected by poverty. We are partners in the efforts of communities, not leaders. Partnership is based on our core values of mutual respect, mutual trust, mutual knowledge, and mutual help. At IIRR, we believe that these communities have the knowledge and skills to solve their own problems with minimal external assistance. But they need a catalyst they can work with, and that’s where we come in.

While IIRR staff may contribute “technical know-how”, the community brings “practical do-how” to the partnership. Thus we complement each other’s skill sets. The knowledge, skills and experience that partners offer allow us to make a greater impact than if we worked independently. It is through partnership IIRR replicates and scales out/up the models tested in learning communities.



## 5.6 Knowledge Generation and Sharing

*Operation without research is stagnant. Research without operations is sterile.*

– Dr James Yen

Since its early days, IIRR has served as a knowledge hub for distilling, packaging, and disseminating lessons through learning conferences and seminars. Unlike many development organizations that focus in producing change agents, we focus in producing agents of learning. An important aspect of IIRR’s learning approach is through action research with communities. Results of this research are disseminated through our publications, international training, technical assistance, customized





training, study missions, and south-south exchanges. Thus, global learning and sharing becomes an integral component of our holistic and integrated program.

Our global learning and sharing program is based on a simple philosophy: If it is to bring about successful outcomes, development work must satisfy three important requirements:

- It is effective and has impact
- Contributes to building the capacities of development
- Contributes to the body of knowledge on programs

## 5.7 Scaling Out and Up

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In learning communities, IIRR, affected communities, and our local development partners learn together and jointly construct new poverty reduction models for wider replication and scaling. In the coming years, IIRR will identify initiatives and technologies that worked well in one country or region and replicate it in another. We will also scale out/up initiatives and technologies that have worked in a given community or clusters of communities in a country or a region to other communities within and without the same country.

Replication and scaling out/up will be a shared responsibility between IIRR and all key development actors. The aim is to graduate hundreds of thousands from poverty and ensure that the technologies are climate smart and sustainable and don't harm our environment and natural resources. Simple, low-cost methods, like organizing exchange visits or conducting training to trainers, will be adapted to ensure a wide-scale replication.



6.0

# Organizational Development Systems: Goals & Interventions

6.1 Overall Aim  
6.2 Key Interventions

Aims  
Interventions  
Resource Mobilization and Diversification  
Leadership and Governance  
Human Resources Management  
Systems and Policy Environment

6.3 The US Office  
6.4 The Yen Center

6.5 Monitoring Evaluation and Communication

## 6.0

# Organizational Development Systems: Goals and Intervention

To effectively deliver on the program goals and outcomes, IIRR needs a strong organizational plan and clear structure that delivers. Building on the successes of previous strategy, IIRR will implement the following goals and objectives.

## 6.1 Overall Aim

To further build on the organizational development progress realized during Strategy 2015. The following specific goals are proposed:

- To strengthen IIRR's Human Resources management as a basis of making IIRR an employer of choice, able to attract, develop, motivate, and retain high caliber personnel.
- Diversify and grow IIRR's revenue base.
- To strengthen management systems and policy environment
- Enhance the governance and leadership quality and practices



## 6.2 Key Interventions

The following interventions are proposed as a basis of realizing the above listed management goals:

### 6.2.1 Human Resources Development and Management (HRDM)

Building on the progress made during strategy 2015, IIRR management will strengthen its HRDM system. It will pursue this goal in a decentralized but coordinated manner. The following objectives will be attained.

- Grow the human resource quality and quantity in tandem with the growth/consolidation of programs for field operations. Ensure all core functions, including AL and LME, are filled.
- Establish and operationalize an HRD plan. Also, to further streamline titles, positions, and reward/compensation management system/structures across and within regions and countries.
- Improve staff well-being and competitiveness of working terms and environment.
- Regularly undertake human resources management activities that foster team spirit, respect for or tolerance towards diversity – continue strengthening its hard working and dedicated human resources.
- Ensure gender diversity in all key positions, such as board and management
- Fill in all vacant positions of seconds-in-command to ensure organizational strength and attain smooth succession

### 6.2.2 Strengthen Financial and Management Information Systems

Systems and clear policies are crucial for IIRR to attain its programmatic and organizational goals. Building on great success attained during strategy 2015, IIRR will further:

- Strengthen financial management systems and policies to ensure that the organization's resources are efficiently utilized, accurately, and promptly reported upon and its records comply with the highest international standards
- Establish a new Management Information System that provides management and all key users, appropriate accurate information on a timely basis to allow management decisions to be made.

- Strengthen the MEL system and policy and practice to enhance tracking and reporting the organization's programmatic and financial performance. The LME shall be computerized and fully integrated with the organization's MIS system.
- Streamline the roles, responsibilities, and tasks between regional offices and countries. Also agree on a suitable balance between the autonomy and interdependence between the two.
- Ensure smooth and systematic application of all policies and develop and execute new ones

### 6.2.3 Resource mobilization and diversification

IIRR is in a period of growth and transition. Over the last five years, the organization's technical expertise has matured, its country operations have expanded, and its professional networks have extended to include a wider range of counterparts and development partners. The budget of IIRR has almost doubled, increasing from about US\$ 3 million globally in 2009 to over US\$6.4 in 2015. During the next 5 years (2016–2020), we aim to double the current revenue to \$12 million.

In support of the above strategic shift, and taking into account the diverse range of needs across the IIRR country offices, the following broad strategies have been adopted:

- Articulate IIRR's organizational identity and brand and communicate effectively
- Diversify and strengthen IIRR's funding partnerships toward a more predictable institutional funding base that will bring programs to scale, build the necessary infrastructure at the Learning Community sites, and attract and keep competent technical staff
- Expand earned income revenue to increase unrestricted funding; this will help reduce overhead costs and build donor confidence. We will also use unrestricted funds as a match to attract more program funding
- Strengthen and synchronize IIRRs global approach to major development partners at country, regional, and global levels

Combined, these strategies should increase the predictability and reliability of IIRRs programmatic funding to allow for expansion and scale-up over time.

## 6.3 The US Office

The primary goal of US Office is to raise funds for, support, and maintain a close contact with the Board of Trustees and build partnerships and increase the stature of IIRR with US organizations and individuals. This strategy aims to revitalize the US Office to play a more active and significant role at supporting the current direction and growth of IIRR to accelerate progress. This includes some strategic shifts like:

- Strengthening IIRR's presence in the US (New York) to serve as an important contributor in mobilizing resources. Over time, build a small staff team (3–5) that may include coordinator of YPAB, interns, office administrator, and a fund raising officer/assistant.
- Support the efforts of Young Professional Advisory Board members to expand IIRR's network in the US.
- Diversify and grow the funding base by cultivation of more meaningful and sustainable partnerships with US-based development partners, foundations, and individuals.
- Ensure effective communication of IIRR programs with the US audience and build a stronger support for IIRR work.
- Provide effective support to the board and energize the board to effectively contribute towards the goals of IIRR.
- Maintain active communication with the US audience by improving connectivity with the internet and effectively utilizing social media.





## 6.4 The Yen Center

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Capitalizing on the gains and challenges during Strategy 2015, the Yen Center will focus specific priorities over the next five years.

The overall goal is to further transform the Yen Center into a more attractive, marketable, and profitable learning and nature discovery facility that is able to pay for its own operating costs and improvements while generating resources for the Institute's programs in Learning Communities. More specifically:

- **Further transform the Yen Center into a "Livelihood Learning and Nature Discovery Center".**
  - Develop demonstration site for climate smart agriculture and agri/agri-based livelihood
  - Restore old campsite into a Nature Park connected to the main demo site via a nature trail
  - Rehabilitated old motor pool for use by the Youth Development Program (in partnership with NCST) and others
  
- **Upgrade and improve the lodging facilities and services to increase their marketability and profitability.**
  - Upgrade the housing units for staff comfort and the office spaces to reflect a better and more professional image for the organization.
  - Upgrade internet connectivity.
  - Upgrading and equipping of 24 rooms of the GAA Hostel for high-end guests.
  - Modernize conference hall facilities.
  - Install a more sustainable water system.
  
- **Intensify promotion of the hostels and food services to encourage wider use and responsive to the needs of development organizations (international organizations, NGOs, national government agencies, local government units)**
  - Annual revenues of the Yen Center to breach US\$ 1 million by 2020
  - Hotel operations continuously improve and service excellence achieved
  - Implemented effective marketing promotion





## 6.5 Monitoring Evaluation and Communication

Significant progress has been made in our communication. Evidence of our work is being documented by our programs, our unique product Writeshops is being adapted globally by many prominent organizations, and our website has become vibrant and user-friendly. But more must be done to effectively monitor and track the evidence of our work and effectively communicate our findings. During Strategy 2020, IIRR staff will:

- Continue to use our website as our main platform to effectively communicate internally with staff and trustees and externally with development partners and supporters
- Make use of common online file sharing and email services that allows access to documents, templates, files, and coordination of our work within and across countries and regions
- Track evidence of our work and communicate them effectively. This will include high quality photos, stories, reports, and case studies
- Continue conversations with alumni of IIRR training sessions and provide relevant information about our work and, in turn, learn from them
- Continue to popularize and effectively use Writeshop as an IIRR-unique product and further innovate to generate by-products that will benefit the poor and those who work with them
- Develop a computerized system that can track real time information from work in Learning Communities and share these lessons widely
- Strengthen MEL and Communication by hiring competent staff at regional and headquarter levels



# 7.0 Leadership and Governance





# 7.0 Leadership and Governance

Building on the success attained during Strategy 2015, IIRR will strengthen the leadership and governance systems. It will have a capable management and leadership team at all levels, a better engaged and diverse board where accountability and communication systems are clearly laid out.

## 7.1 The IIRR Management

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Decentralization and team-based management approach has worked. It has empowered leaders at different levels (field, country, and regions), which has motivated and made them responsible and accountable. During the next five years, we will build on the success and solidify a team-based decentralized management at field (LC), country, regional, and headquarters.

## 7.2 Learning Community Centers (Field Offices)

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Because of limitations in large and multi-year funding, the learning communities have not been very strong during Strategy 2015. However, progress was made in establishing eight learning communities (three in the Philippines, two in Kenya, two in Uganda, and one in Ethiopia). Strategy 2020 makes it clear that it is the responsibility of country programs. In this regard:

- Each country will develop and manage only 2-3 learning communities in locations identified and agreed on during the strategy development process
- Formation of new LCs will only be done by the approval of regional management team upon the recommendations of the country and regional directors following the guidelines to establish LCs that include multiyear funding to provide adequate transport and staffing.
- Each learning community will have a field office with at least three staff and multi-year funding





## 7.3 Country Offices

Led by country directors or country program managers, the country offices are places where all important programmatic decisions are made.

- The country office primary role is to establish and ensure effective functioning of LCs.
- Systematic documentation, packaging, and dissemination of lessons from LCs.
- Ensures that LCs are staffed, adequately funded, effectively managed, and their lessons recorded. They need to serve as learning models for our global sharing, replication, and scale-up.
- All countries will hire seconds-in-command (program directors).
- Effective management of partnerships at national and operational levels is required.
- The country directors report to regional directors.
- Country directors negotiate and sign approve grants up to \$500,000. Grants higher than this amount will be signed by regional directors



## 7.4 Regional Centers

Regional Centers are support units. They are tasked with the critical role of supporting countries in high level documentation, packaging and sharing of lessons from across countries. Regional offices do not implement LC programs on the ground but provide technical and fund raising support to countries and LCs. More specifically, the regional centers are responsible to:

- Develop and implementing regional and global learning and collaborative leadership initiatives
- Cross-fertilize lessons from across countries and enrich training curriculum for collaborative leadership
- Form regional management teams that will advise the directors on program, finance, and management matters.
- Incubate development and growth of new country programs and seek board approval through the President



- Host a regional management team to advise the regional directors in key programs and management matters
- Develop and seek funding for multi-country projects, which will be implemented by each of the countries
- All country offices will hire seconds-in-command (program directors)
- Regional directors negotiate and sign grants up to \$ 1 million. Grants higher than 1 million will be signed by the President or Executive Vice President who reports to the President.

## 7.5 Headquarters

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Because of resource limitation and with strong desire to channel most of our development funds to programs instead of spending on huge overhead, we have maintained a very small HQ. With the joining of the Executive Vice President (EVP) and development manager at the US office, we anticipate a modest growth. The primary purpose of the HQ is to mobilize resources and provide a general oversight for the organization. Led by the President, who reports to the chairman of the board and, through the chain, to the rest of Trustees, the HQ will have the following functions.

- Led by the President, HQ will hire the Executive Vice President before the end of 2016.
- Coordinate fund raising cross the organization and ensure that all funds received are accounted properly and effectively and efficiently used for the intended purpose.
- Annual budgets, audits and financial and program reports are produced and approved by board and circulated in time.
- Ensure program monitoring and evaluation as well as Management Information Systems are developed and functioning.
- Coordinate with a GMT and seek advice on program, management, and other important decisions. GMTs are responsible for monitoring the implementation of Strategy 2020.
- Reformulate the GMT to include the EVP, regional program directors, and regional finance managers. It will also include directors of special regional or global programs, like partnership with an academic institution, M&E, and communication.
- The Headquarters will be headed by the President and through the President by the vice President. The President has the board authority to negotiate all grant and other institutional agreements

## 7.6 The IIRR Governance

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The Board of Trustees is responsible for IIRR governance and accountability. The role of the trustees includes setting policies; approving budgets and audit reports; hiring/firing

the President; exercising final oversight over all programs and finances; and adherence to government and organizational policies and regulations. The board reviews and approves policies presented by the President/CEO and is responsible appraising his/her performance. In the coming years, the Trustees will:

- Strengthen diversity by attracting more female trustees and bring aboard members from various communities, like Asian-Americans, African-Americans and people from the diaspora.
- Review modalities for renewal of board tenure and succession (length of tenure, succession planning), and board set up and operations
- Establish greater roundedness of board members on IIRR's actual work in the south, through frequent and, if possible, regular field visits by individual members or as a group.
- Operate a level of 15–17 active trustees who share and are committed to the vision and mission of the organization.
- Actively engage in supporting the President and senior management in resource mobilization through giving and getting.
- Create strategic links for management with individuals and organizations that have the potential to support IIRR.

## 7.7 The IIRR Structure

A clear organizational structure ensures effective communication and unity of command. At the top of IIRR's hierarchy is board of trustees who make policy decision and are responsible for governance and oversight of the organization. The President and CEO is responsible for fund raising, the formulation of the organizational, policies, and program strategies for approval by the Board. The President leads the senior management team composed of all directors and regional finance managers.

International directors of non-program units and the EVP will report to the President while directors of regions and leaders of monitoring and evaluation will report to EVP. The EVP, who is next in line to the President, is responsible for program quality and smooth workflow. He/she is also responsible for formulation and execution of organizational systems and procedures such as monitoring and evaluation, Management Information System (MIS), finance and human resources, among others.

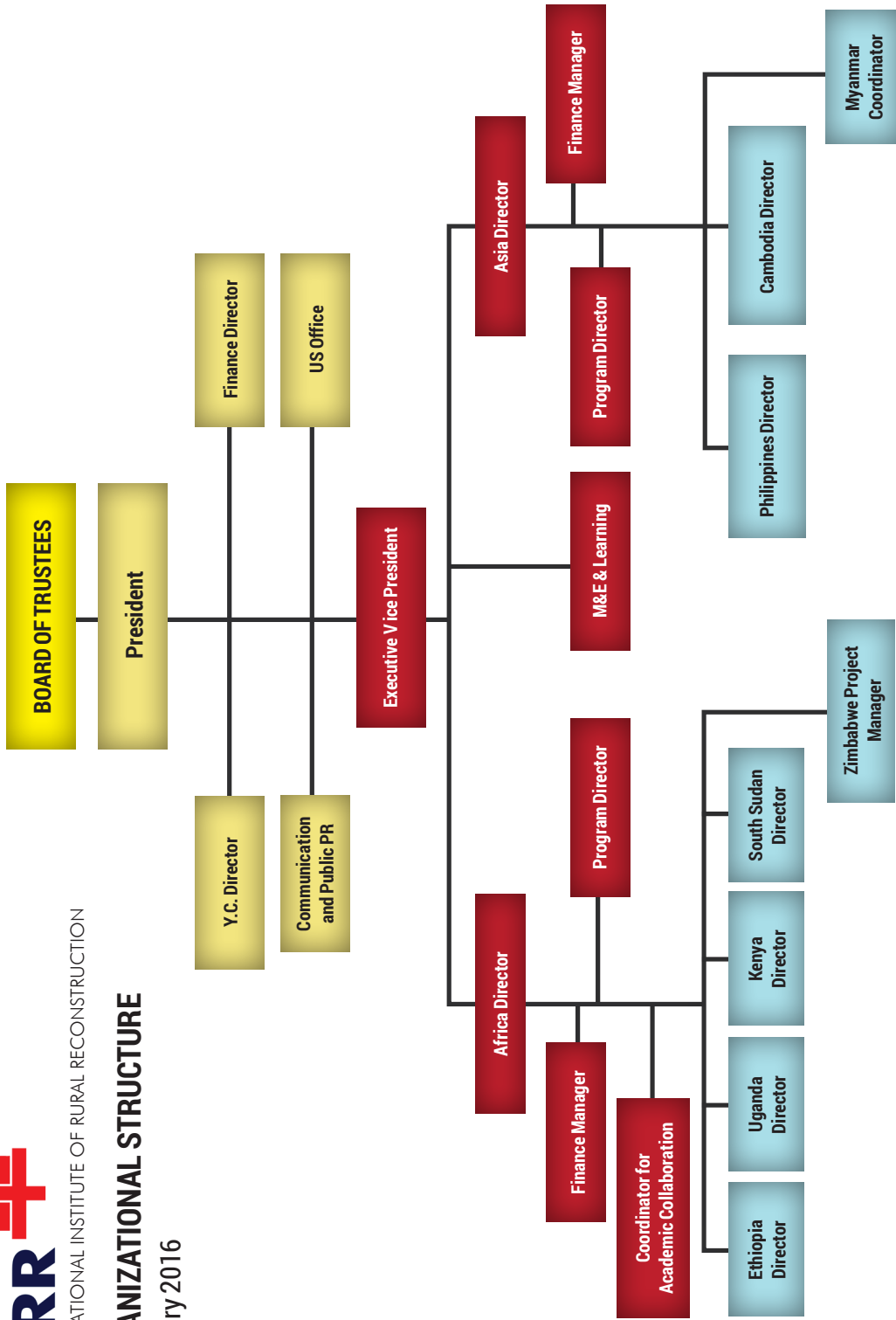
Country directors are answerable to Regional Directors, who are also responsible for the technical staff based at the regional centers. Each country, region and all operating centers will develop specific structure relevant to their growth. The following organizational chart illustrates how IIRR will communicate and its command structure.



INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION

## ORGANIZATIONAL STRUCTURE

January 2016





# INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION

