The ‘PING’

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

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

There are two levels of meaning of the PING: global and personal.

For the world, the PING is meant to light the path to Peace, Equality, and Justice.

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

The dash on the left is equity.

The dash on the right is justice.

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

“Ping-Min” (common people) “Jiao-Yu” (education) means mass education in Chinese. According to Dr. Yen, equal education and opportunity for all, corrects injustice. When there is equity and justice, there will be peace.

For each person, the PING inspires Calmness, Serenity, and Tranquility.

The Chinese maxim “Ping Xin Jing Qu” advises that when provoked and irate, “calm your heart and quiet your mind” to acquire serenity and tranquility.

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

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

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

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

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

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

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

With gratitude from us all,

Isaac Bekalo  James F. Kelly
President  Chairman Board of Trustees
Quality education requires more than just a well-designed curriculum, clean and safe facilities, or even books. While all of these are essential, more is needed to meet the unique needs of children from pastoral communities.

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

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

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

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

**Girls with education receives cool campaign bags.**

**Newly installed water is key to healthy learning.**

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

- Isaac Bekalo, IIRR President
Climate Smart Energy-Saving Stoves: Every day, children carry firewood to school to cook meals. With energy-saving stoves, kids no longer have to carry firewood and are free from hazardous smoke. The time they used to spend gathering kindling is now spent preparing for class. The benefit to the environment is significant too, as fewer trees are being cut down for fuel. Schools have also been able to reduce their fuel wood cost by as much as 90%.

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

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

Hostels/Dormitories: In 2015, two dorms, one each for boys and girls, were constructed and furnished in Samburu and Marabit counties of North Central Kenya.

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

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Hon. Governor Lenolkula opens the new boys dormitory.

Small energy saving stoves save women’s time.

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

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

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

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

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

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

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

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

Althea is 7 years old grade 2 student in Cavite, Philippines.
Over 1160 lbs (530 kg) of local vegetable seeds have been harvested in Cambodia. Students want to attend schools with gardens because the kids there are healthier. An increase in the consumption of a variety of vegetables has improved more schools adopt gardens, home backyard gardens are also becoming more commonplace. An increase in the consumption of a variety of vegetables has improved. A general shift from dependency on food aid to production of food at households has also been noted. Mutayi Sylvia is a teacher and promoter of BIG at Redeemer Primary School in Juba, South Sudan. She had this to say, “After receiving training from IIRR on BIG, I was motivated to grow vegetables. I have focused on onions and Kudra, a local vegetable variety, because of its high demand in the community. Last season, I harvested two huge bags of onions. It was more than enough for my family and I was able to sell the excess and buy a female goat. My wife and children are so excited, and we are taking up vegetable growing as a business.”

In South Sudan: There are 150 students organized into Farmers Field School. Children from the program are encouraging their parents to begin growing vegetables at home to better their nutrition and earn extra income. As more families construct gardens and begin consuming a larger variety of vegetables, their nutritional status also improves. A general shift from dependency on food aid to production of food at households has also been noted. IIRR began the innovative Goats4Girls (G4G) program to address this exact issue. Girls who are unable to attend school are provided two goats, so they can apply for their education by selling the kids. Damo Sako is a 15-year-old girl from Oromia Regional State in Ethiopia. In Grade 7 at Mucha Primary School. Her father has two wives, 16 and 18, and six boys, eight boys and eight girls. She is a very strong student, but at risk of dropping out due to her family’s economic situation. IIRR selected Damo to be one of the first six beneficiaries of its G4G initiative at Mucha Primary School. In 2014, she received her allotment of two goats and agreed to pass on the first born kid to another deserving girl. The father of the first born kid was supportive of Damo and managed to find a way to give her an additional goat to care for. As her goats grew, her herd quickly grew to seven, and her parents were glad to see her self-worth and enthusiasm increase. Damo gave her first born kid and started classes. With her growing herd, Damo has completed Grade 8 and hopes to attend a good secondary school after passing her state exam. With her growing herd, Damo has completed Grade 8 and hopes to attend a good secondary school after passing her state exam. As her goats gave birth, her herd quickly grew to seven, and her parents were glad to see her self-worth and enthusiasm increase. Damo gave her first born kid and started classes. With her growing herd, Damo has completed Grade 8 and hopes to attend a good secondary school after passing her state exam.

Another aspect of this program is that goat recipients are required to pass along one goat to another girl. This enables the impact of the program without increasing any costs. It also allows the girl and her family to experience the joy of giving, which fosters pride, dignity, and sells worth and creates community cohesion. IIRR aims to enroll hundreds of girls in Ethiopia and other eastern African countries by 2015. Goats4Girls is G4G in Ethiopia and other eastern African countries by 2015. Goats4Girls is a game changer and has boosted girls’ performance, which is usually low. It has also motivated parents to become supportive of girls’ education, which was not the case before. Since the G4G project was started, enrollment in our school has increased by over 30%! There are still many deserving girls who have dropped out of school, and IIRR will keep on up its good work.

One of the unique aspects of this program is that goats are given to girls as a gift. IIRR and its partners don’t support our education. In our community, all boys are given a gift when they are born, but girls don’t get anything. This program gives the first gift we have ever received in our lives, and it has restored our dignity and self-worth. It has also been supportive of our parents, and we feel more respected. It motivates us to work harder in school and become better model for many girls who, according to our tradition, marry very young.”

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

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

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

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Ensuring A Bright Future for Pregnant Teens

Sidonia Evasio is 19 years old and lives in the South Sudan. She hails from Western Equatoria, a largely agricultural region which, like the rest of the country, faces many challenges following the country’s independence in 2011. As a proud student at Namaiku Primary School, she was hard working and studious. Her parents were never very supportive from her school, a situation hard enough for an able-bodied student, but even more challenging for one with a disability.

Being born to a very poor family couple with no living ability to work,Sidonia faced a very serious challenge. However, she was resolute and determined to get an education. When a local charity gave her family a wheelchair to construct a latrine, Sidonia saw this as an opportunity for her school transport. She was so eager to start school, that not even her boyfriend refused to help. Her family arranged for her to go back to school, and her mother even offered to help care for her baby while she was at school.

In 2014, IIRR provided local community-based organizations, Community Peace Building and Protection Association (COPEBA), with advocacy and facilitation skills to support girls’ education. COPEBA formed an elders’ forum in Sidonia’s village, Namaiku, to support girls and formed a club that IIRR has organized in 2014.

Sidonia is a member of the club, and with her parents’ and the club’s support, she has become an advocate to prevent teen pregnancy in her school. She is now a role model to other young mothers also working to stay in school. After numerous conversations, Sidonia’s parents finally agreed she should re-enroll in school, and her mother even offered to help care for her baby while she was at school.

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

From a Wheelbarrow to a Wheelchair

Achuka Simon lost the use of his legs from polio as an infant, but he never lost his determination and spirit. As a Primary Five student at Aveko Primary School in North-Eastern Uganda, Achuka lived every day with his disability and had little choice but to drop out of school.

IIRR provided a local community-based organization, Community Peace Building and Protection Association (COPEBA) with advocacy and facilitation skills to support girls’ education. COPEBA formed a club for girls in Achuka’s village, Nahamun, to support girls and adolescents who drop out of school.

As a Primary Five student at Aveko Primary School, Achuka was graded 24th out of 42 students in his class to part of the first half. During promotional exams from Primary Four to Five, Achuka was graded 24th out of 40 pupils. He is now 15 years old and a strong believer of “disability is not inability.”

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

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

Sidonia back to school.

"I was excited to get a wheelchair from IIRR, and I can now wheel myself to school, especially if it’s not muddy. Other children now support me easily because it is easier for them to catch up to my pace."

Achuka Simon back to school.

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

“Achuka on a wheelchair. "

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

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Being born to a very poor family couple with no living ability to work, Sidonia faced a very serious challenge. However, she was resolute and determined to get an education. When a local charity gave her family a wheelchair to construct a latrine, Sidonia saw this as an opportunity for her school transport. She was so eager to start school, that not even her boyfriend refused to help. Her family arranged for her to go back to school, and her mother even offered to help care for her baby while she was at school.

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Resilient Livelihoods

- 135 poor farmers in the Philippines received livestock (goats, pigs, ducks and chickens). 26 of them gave one of the offspring to a deserving neighbor making a total beneficiaries 151. As such the benefits keep multiplying as each farmer passes on an offspring to the next farmer.

- Life for 450 farmers organized in 18 Farmer Field School Groups (25-30 in each group) are graduating from poverty. They are engaged in farming for business where they grow high value crops for market, do group learning and marketing and purchase high seeds. With a better income, they can better feed their families, send their children to school and afford better health.

A Shepherd’s dreams of becoming a lawyer

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

Eddy Gabriel Leleur is a shepherd boy from Samburu District in north-central Kenya. By the time he was four, both his parents had died and his elderly grandmother was raising him. In addition to tending to his herds all day long, Eddy sold charcoal door to door in his village to support his grandmother and himself. Eddy dreamed of attending a formal school, but since he worked during the day this was next to impossible.

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

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

Despite many continued challenges, Eddy persevered and was one of the top performers in his grade, scoring 324 (A-) in the Kenya Certificate of Primary Education (KCPE), earning him a Place in the prestigious Maralal High School. Today, Eddy Gabriel Leleur is a Form One (Grade 11) student at Maralal High School, pursuing his dream to become a lawyer so he can fight for the educational rights of pastoralist children in Kenya.

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

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

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

Climate Smart Agriculture

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

In Guinayangan, IIRR selected 12 villages and organized 214 families into 23 farming groups. These groups were taught nine new farming skills, including low-cost pig production, caged goat farming, intensive cassava production, and improved upland rice production technologies. Early results from this project in the Philippines are promising.

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

Better livelihoods through livestock

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

In 2015, IIRR dispersed 296 heads of livestock (pigs, poultry, and goats) to 126 poor households to help them become more self-reliant and resilient. IIRR provides free-range, native livestock that is easier to maintain without medication or expensive feed. This reduces the expenses required to raise livestock and maintain healthy animals.

After passing his first-born goat to one of his neighbors, he said, “The more we help each other in the barangay (village), no one will be left behind, and the better it will be for everyone.”
Every farmer who receives livestock is required to pass one of their first-born goat to one of his neighbors, he said, “The more we help each other in the barangay (village), no one will be left behind, and the better it will be for everyone.”

Empowering Women Through Farming

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

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

Apiyo’s husband and son join her in farming.

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

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

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

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

Now Apiyo could send three of her six children to school. She also bought two oxen and an ox plough to help expand her farm. She is able to make an additional 200,000 shillings ($60) per month by renting her oxen to other farmers. During the first season of 2016, Apiyo earns an additional 1,164,750 shillings ($347) for all her crops, which is 13 times more than what she earned when farming her 5 acres the old way.

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

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

IIRR promotes growing sunflower and soybeans as cash crops because they are less demanding to grow than other crops and have a higher potential for profit (e.g. sunflower and soybeans take approximately 90-120 days from planting to being ready for sale, in contrast with cotton and tobacco, which takes 180-210 days). Sunflower and soybeans can be planted three times a year, are drought tolerant, and have a limited weeding requirement. An oil production industry is being established in the region as well, so there is an active market for these crops once grown. And additionally, they can be used for soymilk, soy meat, and animal cakes.
From Animal Guide to Farm Consultant

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

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

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

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

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

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

“Harvested sunflower worth 2,760,000 Ush ($836), and groundnuts worth 1,340,000 Ush ($472),” Gaetano explained proudly. “I expanded my sunflower production from two acres to ten, which yielded 1,858kg valued at 7,920,000 Ush ($2,400).”

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

COMMUNITY-MANAGED DISASTER RISK REDUCTION

2015 CMDRR Highlights

- We have successfully innovated a bridge program that links post-disaster relief to long-term development. Farmers who typically depend solely on coconut farming now diversify their farms with other vegetables and crops, as well as livestock, and as a result have maximized the risk of losing everything.
- In Ethiopia, we have innovated the DRR approach into fire hazard prevention and management by training and equipping brigades of two major cities.
- We mobilized communities in Uganda to come together and construct a 1 km road. As a result, the village was connected to neighboring villages and now can access public services like shops, markets, and medical facilities.
- Coastal communities in the Philippines, Vietnam, India and Bangladesh have developed early warning systems against floods that enable them to evacuate their animals. Storm tracking and communication systems installed on boats warn fishermen to evacuate to safety before storms hit to prevent loss of boats and life.
The Philippines is very vulnerable to climate-related disasters like typhoons. After Typhoon Haiyan, known locally as Yolanda, IIRR sought to recover smarter and bridge post-relief and recovery initiatives into long-term development. The BRIDGE project - or building relief and recovery towards resilience in disaster-affected areas in Panay Region - was conceived and implemented in the Capiz Province. BRIDGE provided interventions that allowed the region to recover more rapidly from the aftermath of Typhoon Haiyan. In conjunction with the American Jewish Joint Distribution Committee (JDC) and the Jewish Federation of North America (JFNA), livelihood assistance was given to farmers, including small livestock and poultry, and climate-smart agricultural approaches were introduced. By the end of 2015, 65 farmers were using diversified and integrated farming, thereby decreasing the risk of losing all their crops following a disaster. A total of 979 farmers were trained on such techniques as Bio Intensive Gardening (using compost, raised beds, etc.) and Systems of Rice Intensification (increasing the productivity of irrigated rice by changing the management of plants, soil, water, and nutrients). Through these approaches, along with husbandry education, and climate change advocacy, farmers’ livelihoods are better protected.

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

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

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

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

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

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

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

From Carrying a Bicycle to Riding On It

During times of flooding, Kokorio Village, in North-eastern Uganda, was completely cut off from surrounding communities. The floods wiped-out roads, destroyed crops, and washed away homes. As each rainy season approached, villagers braced themselves for the destruction and isolation to come. Many of these problems could be mitigated by making the village more flood-resilient and improving the quality of the village’s main road.

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

As the result:

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

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

“Irrigation carrying a bicycle on your shoulders instead of riding it during the floods. It was terrible during the time of floods. I am happy about the project,” says Zechariah Lokiru, 63 years old, a resident of Kokorio village.
Using Information Communication Technology To Plan for Disaster

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

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

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

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

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

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

2. Participatory planning helps ensure communities are better prepared

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

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

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

Tracking and communication equipments provided to fisher folks.

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

To help fisherfolk from the Sundarbans, an area known for having the largest mangrove forest in the world, make better decisions at sea, a local NGO, An Organization for Socio-Economic Development (AOSED), with support from IIRR’s NGODPP, developed and piloted a Vessel Tracking System (VTS). This unique system retrofit technology available for vehicles and paired mobile phone services with fishing boats. AOSED piloted the project with 30 fishermen, who split in three groups, shared one fishing boat. Each of the groups were provided with a VTS system as well as safety equipment. When other fisherfolk saw how effective this technology was, they bought and installed their own VTS.

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

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

Fishermen in Bangladesh learning to use Vessel Tracking System (VTS).
Building a Community of Practice

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

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

The following are selected examples of our applied learning.

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

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

“This training is documentation and knowledge-sharing is very timely and relevant for today’s development community.” - Dr. Ashok Kumar, CEO of IDEA.

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

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

Y.C. JAMES YEN CENTER

Yen Center

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

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

Attracting More Visitors

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

Financial Contribution

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

A gathering Place for Development Community

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

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

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

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

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

87% Programming Expenses
11% Management & General Expenses
2% Fundraising Expenses

This means that for every $1.00 spent of IIRR:
- 87 cents goes to Programming Expenses
- 11 cents goes to Management and General Expenses
- 2 cents goes to Fundraising Expenses

STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS

in US Dollars

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<td>Management and General</td>
<td>497,397</td>
<td>-</td>
<td>-</td>
<td>497,397</td>
<td>612,742</td>
</tr>
<tr>
<td>Fundraising</td>
<td>124,569</td>
<td>-</td>
<td>-</td>
<td>124,569</td>
<td>207,902</td>
</tr>
<tr>
<td>Total 2015</td>
<td>$ 621,966</td>
<td>-</td>
<td>-</td>
<td>$ 621,966</td>
<td>$ 820,644</td>
</tr>
<tr>
<td>EXCESS (DEFICIENCY) OF REVENUES, GAINS AND OTHER SUPPORT OVER EXPENSES OF CONTINUING OPERATIONS</td>
<td>$ 2,159,761</td>
<td>-</td>
<td>-</td>
<td>$ 2,159,761</td>
<td>$ 2,907,025</td>
</tr>
<tr>
<td>Translation Gain (Loss)</td>
<td>(311,057)</td>
<td>-</td>
<td>-</td>
<td>(311,057)</td>
<td>(110,397)</td>
</tr>
<tr>
<td>TOTAL CHANGED in NET ASSETS</td>
<td>$ 1,848,704</td>
<td>-</td>
<td>-</td>
<td>$ 1,848,704</td>
<td>$ 2,796,628</td>
</tr>
</tbody>
</table>

NET ASSETS AT BEGINNING OF YEAR

|$ 1,209,722 | $ 2,926,290 | $ 717,982 | $ 4,853,994 | $ 4,384,532 |

NET ASSETS AT END OF YEAR

|$ 2,324,588 | $ 1,767,375 | $ 717,982 | $ 4,809,945 | $ 4,853,994 |

ANNUAL REPORT 2015
## STATEMENT OF FINANCIAL POSITION

### In US Dollars

<table>
<thead>
<tr>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$2,502,082</td>
</tr>
<tr>
<td>Accounts payable and other current liabilities</td>
<td>$305,797</td>
</tr>
<tr>
<td><strong>LIABILITIES AND NET ASSETS</strong></td>
<td></td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>$289,806</td>
</tr>
<tr>
<td>Total Net Assets</td>
<td></td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>$717,982</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$2,324,588</td>
</tr>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td>$739,360</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$2,502,082</td>
</tr>
<tr>
<td>Property and equipment - net</td>
<td>$366,997</td>
</tr>
<tr>
<td>Contributions receivable</td>
<td>$1,349,459</td>
</tr>
<tr>
<td><strong>LIABILITIES AND NET ASSETS</strong></td>
<td></td>
</tr>
<tr>
<td>Total Liabilities</td>
<td></td>
</tr>
<tr>
<td>Long-term liability</td>
<td>$2,973</td>
</tr>
<tr>
<td>Total Net Assets</td>
<td></td>
</tr>
</tbody>
</table>

### Development Activities

- **Development Agencies, Governments and Academic Institutions**
  - Department of International Development (DFID), back donor: United Kingdom Aid (UKAID)
  - Embassy of the Republic of Yemen, Ethiopia
  - Federated Campaign Stewards
  - Food and Agriculture Organization of the United Nations (FAO)
  - World Agroforestry Centre (ICRAF)
  - WFP Strategic Partnerships Office (WFP)
  - UN Foundation
  - United Nations Children’s Fund (UNICEF)
  - United Nations Development Programme (UNDP)

- **Foundations**
  - American Jewish Joint Distribution Committee (JDC)
  - Anonymous family foundation
  - International Rice Research Institute (IRRI)
  - Rockefeller Philanthropy Advisors
  - The Asia Foundation (TAF)

- **Individuals**
  - Mr. & Mrs. George D. O’Neill
  - Mr. & Mrs. Andy Phelps
  - Mr. & Mrs. James F. Munsell
  - Ms. Jane K. Boorstein
  - Mr. & Mrs. Ricardo Anzaldua
  - Mr. & Mrs. George E. SyCip
  - Mr. & Mrs. James C. Diao & Ms. Sandra van der Zwan
  - Mr. & Mrs. Richard Howe
  - Mr. Jerry Gillespie
  - Mr. Barry M. Fox
  - Mr. & Mrs. Mary E. SyCip
  - Mr. & Mrs. Benjamin Cox
  - Ms. Paulette Moulton
  - Mr. & Mrs. James F. Munsell
  - Mr. & Mrs. William R. Diao & Ms. Grace Young
  - Mr. & Mrs. Jerry Gillespie
  - Mr. & Mrs. Michael Forsberg
  - Mr. & Mrs. Jerry Gillespie
  - Mr. & Mrs. Robert Diao
  - Mr. & Mrs. Frank Elg

### Our Growth Partners

- **Mr. & Mrs. Michael Forsberg**: For significant support in fighting poverty.
- **Mr. & Mrs. Jerry Gillespie**: For continued support in fighting poverty.
- **Mr. & Mrs. Michael Forsberg**: For ongoing support in fighting poverty.

### Our Supporters

- **Mr. & Mrs. Michael Forsberg**: For their ongoing support in fighting poverty.
- **Mr. & Mrs. Jerry Gillespie**: For significant support in fighting poverty.
- **Mr. & Mrs. Robert Diao**: For ongoing support in fighting poverty.

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

- Mr. & Mrs. Andrew Davis
- Mr. & Mrs. John M. Mullally
- Mr. & Mrs. Jim McCord
- Mr. & Mrs. Barbara Pyle
- Mr. & Mrs. Ken Dallin
- Mr. & Mrs. Scott Purcell
- Mr. & Mrs. Mark Davis

### Our Champions ($10,000 and above)

- Mr. & Mrs. Andrew Davis
- Mr. & Mrs. John M. Mullally
- Mr. & Mrs. Jim McCord
- Mr. & Mrs. Barbara Pyle
- Mr. & Mrs. Ken Dallin
- Mr. & Mrs. Scott Purcell
- Mr. & Mrs. Mark Davis

### Special Tribute to Special People

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

- **Geraldine Kunstadter**: For opening her home so our community could come together and learn more about IIRR’s work in ending poverty.
Ending Poverty through Partnership

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

Give2Asia
We are grateful to Give2Asia for recognizing our program excellence and decades of leadership in community-led development. We also thank them for their excellent partnership built on our common principles of mutual trust and mutual respect.

YPAB members at Kunstadter event.

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

George and Isaac at Give2Asia Program Excellence Award.

IIRR staff: our people
Headquarters and US Office
Isaac Bekalo, President (Nairobi)
Kristina Buenaventura, Senior Accountant (Silang)
Alden Secretario, Finance Director (Silang)

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

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

P.H. Chin
Dorothy H. Cooke
Firew Kefyalew
Maisie Fulton
Anthony Good
James C. Johnson
Annie Gooch
I.Q. James Yen
Rebecca Lippincott
Florence K. Gardner
Mary Simpson
Y.C. James Yen

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Sheldon Farnam, Regional Finance Manager
Ruben Phayre, Driver
Eric Mwasha, Manager, Food Security and Health Creation
Jocelyn Ochuma, Administration Director
Tendai Shoko, Regional Communications Manager
Nyobele Orwai, Program Assistant
Ezra Giresa, Regional Coordinator, Sexual and Reproductive Health and Rights
Bernice Wangai, Communications Assistant

Ethiopia Country Office, Addis Ababa
Zambian Angola, Ethiopia Country Director
Yakub Ali, Program Manager, MSFWA
Wahab Mulla, Office Assistant
Salome Aremu, Capacity Building Officer
Mohamed Kaming, IT Assistant
Nurian street, Government Accountant
Mugoye Gombe, Project Assistant
Mugoye Gombe, Project Assistant

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Shores Drive, South Sudan Country Manager
L באチーム, Capacity Building Education Project
Solomon Asressie, Capacity Building Officer
Mulumebet Asefa, Office Assistant
Elizabeth Andargei, Capacity Building Officer
Yodit Aklile, Project Manager, EWESDA
Zerihun Lemma, Ethiopia Country Director
Ezekiel Sirya, Regional Coordinator, Sexual and Reproductive Health Rights
Nyaboke Omwega, Program Assistant
Tervil Okoko, Regional Communications Manager
Jacquiline Ochanda, Administration Assistant
Eric Mwaura, Manager, Food Security and Wealth Creation
Reuben Khalwale, Driver
Stallon Kamau, Regional Finance Manager

Uganda Country Office, Kampala
Pamela Nyabwate, Countries Director
Gabriel Agrios, Program Officer, Climate Change Adaptation/Disaster Risk Reduction and Food Security
Sarah Anyango, Project Coordinator, Education Project in Moroto District
Karina Cooper, Program Assistant
Agriculture Cluster Development

Edwin Neku, Project engineer
Alien Ondiga, Schools & Community mobilization
Mark Demy, Monitoring and Evaluation Assistant
David Nene, Project Officer, Reprogramming Project
Jacqueline Wamuyu, Manager, Pastoralism Education Project

South Sudan Country Office, Juba
Isaac Beven, South Sudan Country Program Manager
Girum Tsehaye, Sexual and Reproductive Health Rights Project Officer
Paul Tseben, Business Development Project

Ethiopia Country Office, Nairobi
Chrispim Oyekale, Kenya Country Director
Adal Aden, Driver
Kernell G establish, Schools Facilitator
Tony Cobine, Office assistant
Joseph Irungu, Project Officer, Food Security and Wealth Creation Project
Tanya Johnstone, Project Officer
Natural Resource Management

Kenya Country Office, Nairobi

Edwin Litarawan, Schools & Community mobilization
Jackson Lelegwe, Field Officer
Philip Lekuchula, Field driver
Martha Lekasula, Schools Facilitator
Bosire Jones, Education Assistant
Tarry Johnstone, Project Officer
Joseph Irungu, Project Officer, Food Security and Wealth Creation Project
Abdi Adan Abdi, Driver
Chrispin Mwatate, Kenya Country Director
Kenya Country Office, Nairobi

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Pakistan Country Office, Lahore
Muhammad Afzal, Program Director
Ali Aslam, Communications Manager
Shahzad, Profile Manager

South Sudan Country Office, Juba

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Shores Drive, South Sudan Country Manager
Elyn Fernandez, Program Specialist, DRR & CCA

Philippine Office, Quezon

Rene Vidallo, Program Manager, Food and Nutritional Security
Jofre Galang, Field Assistant
Gabriel Cruz, BIG Worker
Junedel Buhat, Field Assistant
Angelina Aljos, Program Assistant for Cavite

ANNUAL REPORT 2015

Regional Center for Asia, Silang

ANNUAL REPORT 2015

Maita Alida Ordoñez, Human Resources Coordinator
Sheila De Felice, Office Assistant
Ronnie De Castro, BIG Facilitator
Imelda Gonzalez, Finance Officer
Angie Dalusag, Finance Officer

ANNUAL REPORT 2015

Ending Poverty through Partnership

ANNUAL REPORT 2015

Ending Poverty through Partnership

ANNUAL REPORT 2015
At the workplace and at all times, our teams are guided by the ‘4Cs’: Excellence, Partnership, Values.

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

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

Not to conform but to transform
Not piecemeal but an integrated approach
Not odds and ends but a pattern
Not to resist but to work with them
Not to avoid but to transform

IIRR CREDO
Go to the people
Learn by doing
Teach by showing
They know
Start with what
Learn from them
Live among them
Work with them
Plan with them
Work with them

IIRR BOARD OF TRUSTEES
James F. Kelly
Economist, New York, NY, USA
Ricardo A. Aranaz-Montoya
Executive Vice-President and General Counsel, Key World, New York, NY, USA
David Bassiouni
Chairman & CEO, The Bassiouni Group; Senior Counsel, Met Life

IIRR Staff
Executive Director
Ricardo Anzaldua-Montoya
Advisors
SyCip Soros Veloso & Co.
Auditor (Member of Ernst & Young Global)
Cheung, SyCip, Prior & Co.
Headquarters
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uccoffice@iirr.org

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ethiooffice@iirr.org

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Procam Dima Building (Second Floor),
Nairobi, Kenya
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Phnom Penh,
Tel: +855 23-211-612
997 Off Fraser,
Parktown, Waterfalls,
Zimbabwe
997 Off Fraser,
Parktown, Waterfalls,
Kampala, Uganda
Tel: +63 414 444449
Tel: +256 754 283561
ugandaoffice@iirr.org

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 on our credo in the following key principles:

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

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

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

IIRR CREDO
Go to the people Learn by doing Teach by showing They know Work with them Plan with them Work with them

The workplace and at all times, our teams are guided by the ‘4Cs’: Excellence, Partnership, Values.

IIRR’s Vision
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THE BOARD OF TRUSTEES 50 YEARS AGO

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


The YEN LEGACY

James Yen (center back row) and colleagues of the Mass Education Movement in China, c.1930.