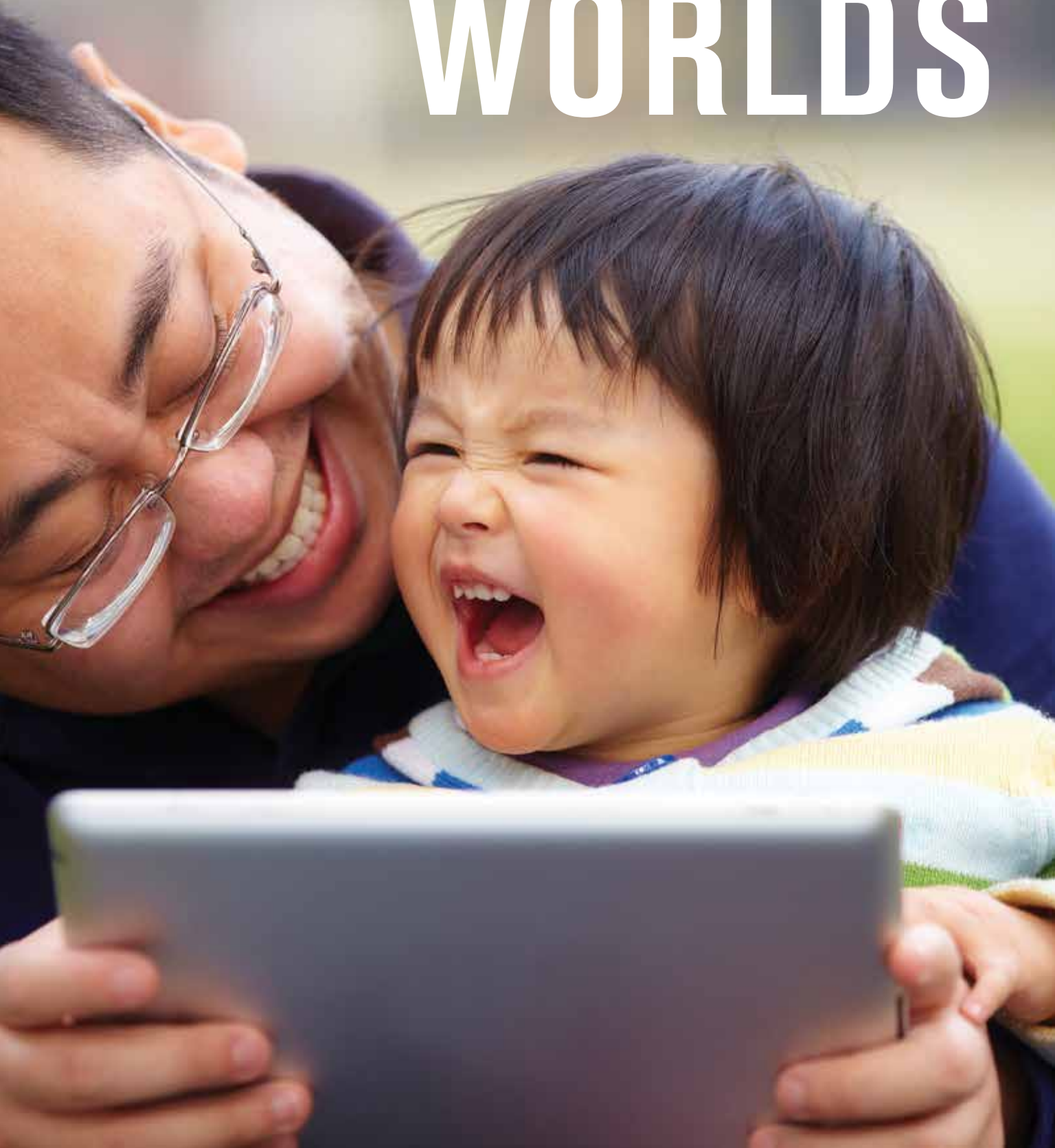


*Connecting*

EDC 2012 Annual Report

**WORLDS**



EDC is a global nonprofit organization that designs, delivers, and evaluates innovative programs to address some of the world's most urgent challenges in education, health, and economic development.

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**COLLABORATE**  
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**DISSEMINATE**  
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# *Transforming* LIVES



## FROM THE PRESIDENT

Every year, I have the privilege of looking in on EDC projects in other parts of the world. I speak with dedicated staff and meet students, educators, health workers, and entrepreneurs whose lives are touched by our work.

In 2012, I accompanied EDC project staff on a morning drive to Escuela Básica No. 5083 elementary school in a rural village outside Asunción, Paraguay. We visited the school, affectionately known as “the John F. Kennedy,” to observe in action a technology-assisted math program for early learners known as Tikichuela, which is funded by the Inter-American Development Bank.

Driving through the rugged and rain-washed fields leading to the hilltop school, a hemisphere away from EDC’s headquarters in Massachusetts, I reflected on the dream we share across geographic boundaries—that all children have the freedom and opportunity to learn and develop better lives. What I saw in the classroom made this vision real. The masterful and gifted teacher led her pupils through an animated lesson via interactive radio, and her students buzzed with excitement. It was stunningly apparent a new world was opening before them.



EDC connects people with new ideas and opens paths to better lives through education, health, and economic opportunity.



As a former literature and history professor, I felt an immediate connection to the teacher and students. Throughout the United States and around the world, EDC connects people with new ideas and opens paths to better lives through education, health, and economic opportunity.

Technology helps us forge many of these connections. With all manner of tools—radios, laptops, tablets, and, increasingly, mobile devices—we connect people with each other and with new sources of knowledge. However, much of our work is still done face to face in schools, conference rooms, vocational settings, and health centers. An overarching hallmark of EDC's work is that we engage with the people we serve.

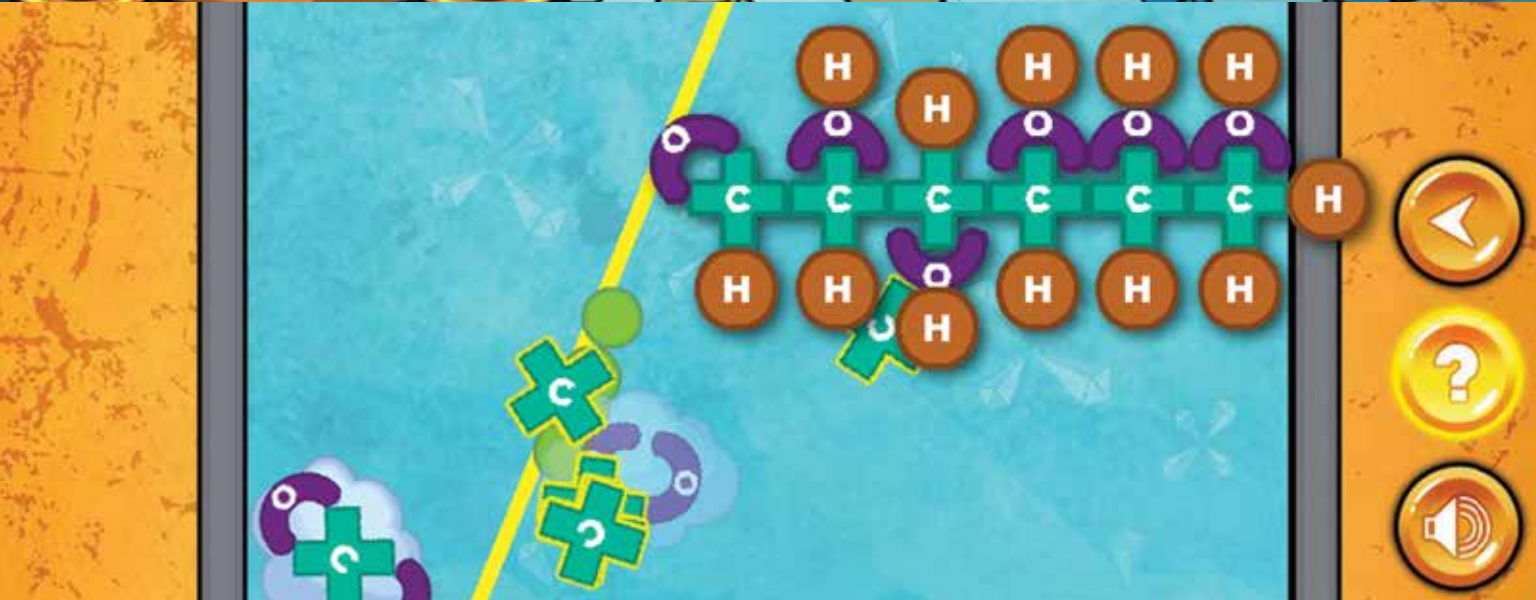
In 2012, EDC continued to broaden and add depth to our work around the world. In the United States, we have vibrant corporate offices in Boston, New York City, Washington D.C., and now Chicago, in addition to project offices from Maine and Georgia to California. Our field offices in 18 locations from Beirut to Manila and Nairobi to Sarajevo help us connect with millions of learners, entrepreneurs, and practitioners in nearly every part of the globe.

Visiting the students of Escuela Básica No. 5083, I was reminded that the school's namesake once called education "the mainspring of economic and social progress." President Kennedy's words ring as true today as they did in 1962. Our challenge in the 21st century is to use the many small miracles of technology to extend opportunity and transform lives. As British author E. M. Forster bid his readers: "Only connect."

In connecting our worlds, we transform lives.

A handwritten signature in cursive script that reads "Luther S. Luedtke".

Luther S. Luedtke  
*President and Chief Executive Officer*  
Education Development Center, Inc.



*Impact*

- 1,200 KIDS played video games designed by the Possible Worlds team
- 30 TEACHERS received professional development
- 4 GAMES were developed

# Learning at PLAY

Playing provides children with rich, multisensory experiences that help them make sense of what they learn in school. To study how digital games can contribute to this process, we created Possible Worlds, a series of video games that link gameplay and science education in new ways. Playing the games gives students images and experiences they then draw on as they learn about difficult science concepts in class.

Our research has helped us understand the promise and the challenges of this approach to improving learning. We are drawing on our findings to refine our materials and make them available on tablet computers.

When it comes to creating new tools for learning, it is important to imagine what is possible and to discover what works. At EDC, we do both.



TEACHERS CAN USE VIDEO GAMES TO  
ENHANCE CLASSROOM LEARNING.





# *Changing* FUTURES

Opportunity is everywhere. For small-business owners, it is increasingly online. EDC is helping entrepreneurs around the world join the global bazaar through the HP LIFE e-Learning program. The result of an innovative partnership with HP, this massive open online course (MOOC) provides participants with key business concepts and practice in using technology to grow their small businesses.

With its practical focus on finance, marketing, operations, and communication, HP LIFE is changing lives and futures. In 2012 alone, almost 30,000 people, from Tegucigalpa to Manila, logged on.

This included entrepreneurs like Natalia Echeverri of Argentina, who has launched a social media and marketing service for small businesses. “HP LIFE is a good way to learn about how we can improve our businesses with simple tools,” she says. And using HP LIFE’s resources, Natalia is doing just that.

SMALL-BUSINESS OWNERS FROM AROUND  
THE WORLD ARE USING TECHNOLOGY TO  
HELP THEIR BUSINESSES GROW.







*Impact*

**24,200 MESSAGES** exchanged in the HP LIFE forums

**28,632 PEOPLE** joined HP LIFE in 2012

**202 COUNTRIES/TERRITORIES** are represented



# Human GEMS

Improving teacher education is more than a matter of enhancing professional training. It also means updating materials, strengthening education policy, and providing sound learning environments.

And all of these are happening in Pakistan, thanks to the EDC-implemented USAID Teacher Education Project, a nationwide effort that revitalizes teacher training through new degree programs and thereby improves student learning outcomes. The result has been outstanding instructors graduating from colleges and universities with the knowledge, skills, and dispositions required to meet national professional standards.

Across Pakistan, expectations are being raised, and capacity is being built. In Lahore, the first-of-its-kind education conference brought researchers together. In a university in Islamabad, future teachers have a clearer path to a degree. And in primary schools from Karachi to Peshawar, teachers are integrating technology tools into instruction.

“We are all learning how to make our society a better one,” says Rohaniyyih Nabilzadeh, one of Pakistan’s future teachers. “It is education—and only education—that can bring forth the ‘human gems.’”

IMPROVING TEACHER TRAINING IS JUST  
ONE PART OF A NATIONWIDE STRATEGY TO  
STRENGTHEN EDUCATION IN PAKISTAN.





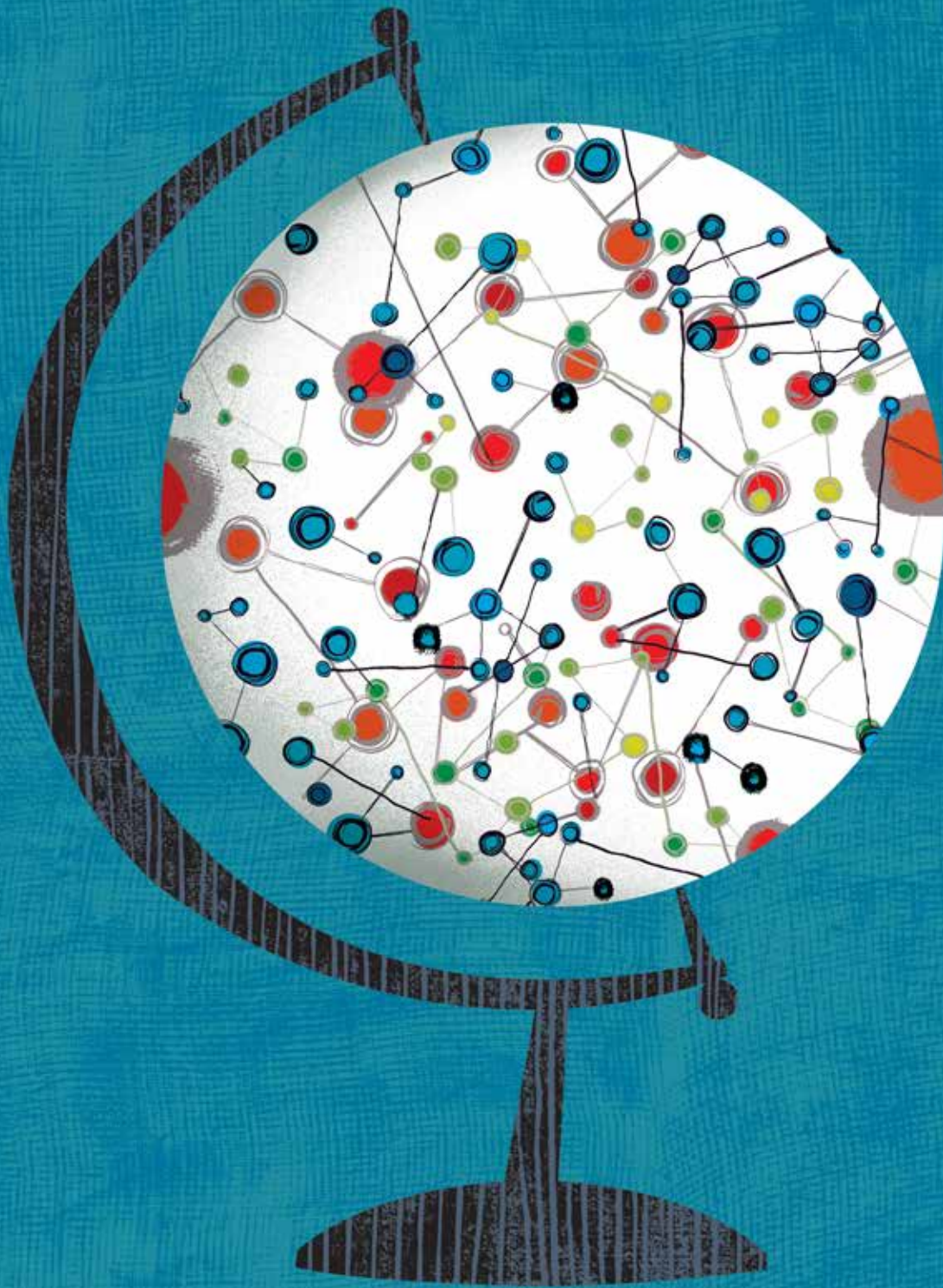
*Impact*

**110 COLLEGES** and universities supported

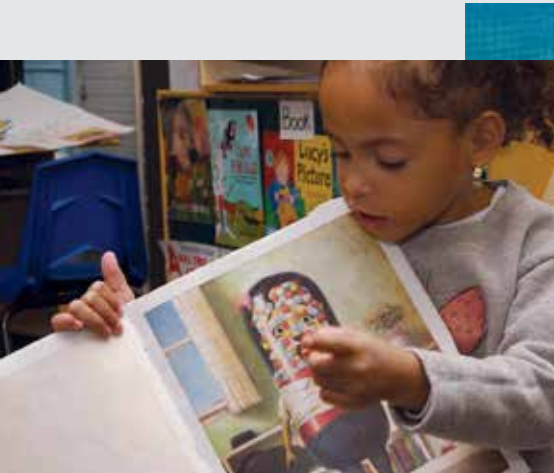
**60 NEW DEGREE PROGRAMS** launched

**1,354 UNIVERSITY** and college faculty trained





**EDC'S WORK IN 2012** comprised more than 250 projects spanning 30 countries and all 50 U.S. states.



# LEARNING AND TEACHING

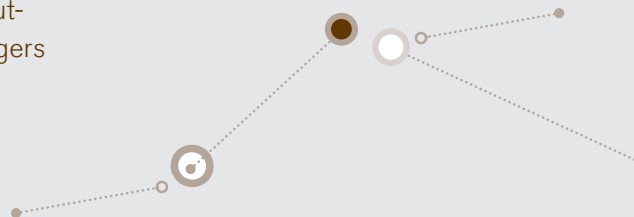
> EDC develops a **comprehensive mathematics** improvement program that enhances the preparation of general and special education teachers. Published by Corwin Press, *Math for All* is a partnership with Bank Street College of Education.

> Intel Corporation turns to EDC to implement **online professional development** programs for teachers. EDC's EdTech Leaders

Online redesigns the Teach Elements courses and prepares facilitators to deliver them to educators in 22 states.

> The U.S. Department of Education chooses EDC to support **early childhood** specialists in state education departments nationwide under the auspices of the new Center on Enhancing Early Learning Outcomes. Partners include Rutgers University and the Council of Chief State School Officers.

> With a three-year grant from the Bill & Melinda Gates Foundation, EDC will create, test, and scale Zoom In, a suite of **digital tools** to help middle school teachers develop instructional routines and curricular resources for teaching social studies and history.







# HEALTH AND HUMAN DEVELOPMENT

> EDC helps revise and launch the new **National Strategy for Suicide Prevention**. EDC's Suicide Prevention Resource Center director joins Health and Human Services Secretary Kathleen Sebelius and U.S. Surgeon General Regina Benjamin for ceremonies in Washington, D.C.

> Through the national Center for the Application of Prevention Technologies (CAPT), EDC delivers more than 100 Web-based **substance abuse prevention** courses reaching

3,000 state- and community-level practitioners. With staff across the country, the CAPT continues to strengthen substance abuse prevention efforts throughout the country.

> Facebook funds EDC to conduct research with schools, parents, and youth in 25 communities. EDC will identify strategies for improving school-based **cyberbullying prevention** efforts and supporting education and outreach via social networking sites.

> EDC surveys more than 40,000 youth as part of the MetroWest (Boston) Adolescent Health Survey, a 10-year initiative to monitor **health and risk behaviors** in 25 communities that began in 2006. The data are used by local communities to improve their health programs and policies.





# INTERNATIONAL DEVELOPMENT

> Supported by the U.S. Agency for International Development (USAID), EDC programs deliver **basic education** and job training to youth in Liberia; provide education, skills, and jobs for at-risk youth in Guyana; and build support for community schools in Zambia.

> USAID names EDC a winner in the international literacy competition All Children Reading: A Grand Challenge for Development. EDC will study the use

of low-cost mobile phones to improve the collection and use of student reading **performance data** in the Philippines.

> More than 3,000 youth gather in Kigali, Rwanda, to celebrate graduation from the EDC-implemented Akazi Kanoze **youth livelihoods** program.

The ceremony recognizes graduates, interns, trainees, and the newly employed. Rwandan First Lady Jeannette Kagame is the guest of honor.

> EDC launches Read Right Now! to help countries deliver effective **literacy instruction** on a large scale. This adaptable, research-based literacy program is rich in content and instructional guidance, simple for teachers to use, and designed to work in resource-lean environments.



# *The best and* **BRIGHTEST**

The United States needs more scientists, mathematicians, and engineers to fill the high-skilled technical positions that will define the 21st century economy. But it also needs more curriculum developers and education researchers to write the materials that will prepare students for these careers.

Partnering with the National Science Foundation (NSF), EDC created the Community for Advancing Discovery Research in Education (CADRE), a network that supports principal investigators and teams of DR K–12 awardees, and STEM Smart, an initiative that disseminates research on successful STEM education throughout the country. A key and unique feature of CADRE is the prestigious CADRE Fellows program, which mentors early career science and mathematics researchers. Through this fellowship program, CADRE is building a core community of some of the top science, mathematics, and research talent in the country today.

CADRE is an innovative effort to prepare the next generation of STEM leaders. It's the sort of collaboration that EDC is known for—bringing together the best and brightest to address issues of critical importance.

EDC IS SUPPORTING THE DEVELOPMENT  
OF THE NEXT GENERATION OF  
STEM PROFESSIONALS.





*Impact*

**10 CURRENT CADRE** fellows

**38 CADRE** fellows chosen from ~550 NSF projects  
between 2010–2012

**1,000+ PRACTITIONERS** reached via STEM Smart workshops





*Impact*

**5,000+ STUDENTS** tested

**6 COUNTRIES** represented

**8 LANGUAGE VARIATIONS** used

# *Ready to* **HELP**



The teachers of Mindanao, an archipelago in the Philippines, had a challenge with student reading assessment. While it only took a few minutes for them to administer a literacy assessment to their students, it took months for them to get the results. They were missing timely opportunities to help their students.

During implementation of the USAID Philippines EQuALLS2 Project, EDC designed and field-tested an electronic version of the Early Grades Reading Assessment (eEGRA), a literacy tool for use on laptops, mobile phones, and other devices. Because eEGRA is electronic, assessment scoring is instantaneous, allowing teachers to immediately evaluate whether students have developed the key skills for their grade level and to adjust instruction as needed.

It's a simple formula. When you provide teachers with the appropriate tools and support they need to teach and to assess and improve their classroom practice, students learn.



WITH BETTER ASSESSMENT TOOLS, TEACHERS  
IN COUNTRIES FROM SOUTH SUDAN (OPPOSING PAGE)  
TO THE PHILIPPINES (THIS PAGE) ARE ABLE TO  
TEACH LITERACY MORE EFFECTIVELY.



# *Spreading the* **WORD**

The quest to prevent suicide can feel like a long road. So when progress is made, it's important to share the news.

EDC is pioneering the use of webinars and other forms of online communication to help policymakers, practitioners, and researchers share information about the most effective tools to address this pressing public health issue. In 2012, our Suicide Prevention Resource Center (SPRC) held five research-to-practice webinars, which brought together 2,623 professionals across the United States.

Yet this number represents only a fraction of the people we are reaching. We connect with thousands more through social media, our websites, and weekly e-mail newsletters. No matter the tool, our goal is the same—to change the conversation about suicide prevention by closing the gap between up-to-date research and the people who can help.

SUICIDE PREVENTION PRACTITIONERS ACROSS  
THE UNITED STATES CAN USE  
TECHNOLOGY TO KEEP UP TO DATE.





Suicide in late-life is not an expected or "normal" response to the stresses of aging

## • Risk

- psychiatric illness
- social disconnectedness
- functional impairment
- physical illness
- pain



## • Resiliency

- Positive
- Emotion
- Close
- relation

well, Y., Van Orden, K., & Caine, E. (2011). Suicide in Older Adults. *Psychiatric Clinics of North America*.

Charles & Carstensen  
Gatz et al. 1996

*Impact*

**2,528 PARTICIPATED** in SPRC's suicide risk workshop

**1,514 PROFESSIONALS** completed an online training course

**11,000 SUBSCRIBED** to the Weekly SPARK e-newsletter

## FY 2012 FUNDERS

AdCare Educational Institute, Inc.

AdEase

Adobe Foundation

Allegan County (Michigan)

Community Mental Health

American Institutes for Research

Amgen Foundation

Association of American Medical  
Colleges

Atlanta (Texas) Independent  
School District

Bank of Africa Foundation

Berkshire Area (Massachusetts)  
Health Education Center

Bi-County (Massachusetts)  
Collaborative

Bill & Melinda Gates Foundation

Boston Public Schools

Breakthrough USA

Brigham and Women's Hospital

Brooklyn Historical Society

Calaveras County (California)

The California Endowment

California Institute for Mental Health

California Mental Health  
Services Authority

The Carl and Ruth Shapiro  
Family Foundation

Carnegie Hall Corporation

The Case Foundation

Central Michigan University

Charles Stewart Mott Foundation

The Chicago Community Trust

Chicago Public Schools

Cisco Systems, Inc.

City of Cleveland

The Claneil Foundation

Colorado State University

Committee for Children

Community Mental Health Services  
of Muskegon County (Michigan)

ConnectEd: The California Center  
for College and Career

Connecticut State Department  
of Education

Corinthian Colleges, Inc.

Corporation for Public Broadcasting

Department of the Army

Department of the Navy

Des Moines (Iowa) Public Schools

Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ)  
GmbH

Doris Duke Charitable Foundation

Education Connection

The Education Cooperative

Education International

Educational Testing Service

EDUCAUSE

Facebook, Inc.

Fidelity Charitable Gift Fund

Ford Motor Company Fund and  
Community Services

Free Spirit Media

Games for Change

The Global Fund to Fight AIDS,  
Tuberculosis and Malaria

Grant Wood Area (Iowa)

Education Agency

Gryphon Place

Gwinnett County (Georgia)

Public Schools

Hartford (Connecticut) Public Schools

Hewlett-Packard Development  
Company, L.P.

Hewlett-Packard GmbH

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IBM

Indiana Psychological Associates Inc.

Institute for Advanced Study

Intel Corporation

Intel Foundation

International Planned Parenthood  
Federation

The James Irvine Foundation

Jane's Trust

The Jed Foundation

K12 Handhelds, Inc.

Lane County (Oregon)

Lorain City (Ohio) School District

Los Angeles County Department of  
Mental Health

Louise R. and Loring Conant, Jr.

Louisiana Department of Education

LULAC National Educational Service  
Centers, Inc.

Maimonides School (Massachusetts)

Maine Department of Education

Massachusetts Department of  
Elementary and Secondary  
Education

Massachusetts General Hospital Revere  
HealthCare Center

Massachusetts State Science &  
Engineering Fair, Inc.

Medway (Massachusetts)

Public Schools

Mental Health Association of  
Middle Tennessee

MetLife Foundation

MetroWest (Massachusetts) Health  
Foundation

Middlesex Hospital

Ministry of Foreign Affairs, Norway

Moline (Illinois) School  
District No. 40

Monterey Institute for Technology  
and Education

Mount Holyoke College

NASA

National Alliance for the Mentally Ill  
New Hampshire

National Board for Professional  
Teaching Standards

National Institute for Early Education Research, Rutgers University  
National Institute on Out-of-School Time at the Wellesley Centers for Women  
National Institutes of Health, National Center for Research Resources  
National Institutes of Health, National Human Genome Research Institute  
National Law Enforcement Officers Memorial Fund  
National Science Foundation  
Nellie Mae Education Foundation  
Nevada Department of Health and Human Services, Office of Suicide Prevention  
New Hampshire Department of Education  
New Mexico Public Education Department  
New York City Department of Education  
Newton (Massachusetts) Public Schools  
North Central Charter Essential School (Massachusetts)  
Northeastern University  
Numedeon, Inc.  
Office of Naval Research  
Ohio Suicide Prevention Foundation  
Oklahoma Department of Mental Health and Substance Abuse Services  
O'Reilly Media, Inc.  
Organization for Ibero-American States  
Ottawa Area (Michigan) Intermediate School District  
Oxford (Maine) Elementary School  
Pace University  
Pamoja Education Limited  
Pearson Education, Inc.  
Pearson Foundation  
Pennsylvania Behavioral Health and Aging Coalition

Philadelphia Academies, Inc.  
Pittsburgh Public Schools  
Planned Parenthood League of Massachusetts  
Primary Source  
PTC Inc.  
Regional School Unit #19 (Maine)  
Rider University  
Robert R. McCormick Foundation  
Rockford (Illinois) Public Schools  
S. D. Bechtel, Jr. Foundation  
Sacramento County (California) Department of Health and Human Services  
Samaritan Medical Center  
Scholastic Inc.  
School Specialty, Inc.  
Scituate (Massachusetts) Public Schools  
Sesame Workshop  
The Sidney & Esther Rabb Charitable Foundation  
Silver Spring Networks  
Smithsonian Institution  
Somerville (Massachusetts) Public Schools  
Southern Regional Education Board  
Stanford University's Counseling and Psychological Services  
Stratford Foundation Inc.  
Sudbury (Massachusetts) Public Schools  
Tacoma (Washington) Public Schools  
TERC  
Thirteen/WNET New York Public Media  
Title I Dissemination Project, Inc.  
Traverse City Clinic, Pine Rest Christian Mental Health Services  
Tufts Health Plan Foundation (Massachusetts)  
Tuscola Behavioral Health Systems  
Unitarian Universalist Association

United Way Center for Excellence in Early Education  
The University of Arizona  
University of Illinois at Chicago  
University of Medicine and Dentistry of New Jersey  
University of Minnesota  
University of Nebraska–Lincoln  
The University of North Carolina at Chapel Hill  
University of Pittsburgh  
U.S. Agency for International Development  
U.S. Department of Education  
U.S. Department of Health and Human Services  
U.S. Department of Justice  
U.S. Department of Labor  
U.S. Department of State  
U.S. Department of Veterans Affairs  
Valmo Villages, Limited  
VCE  
Verizon Foundation  
Vision Education & Media  
VSF Germany  
Vulcan Productions Inc.  
W.K. Kellogg Foundation  
The Wallace Foundation  
Wallingford-Swarthmore (Pennsylvania) School District  
West Aurora (Illinois) School District 129  
WGBH  
Wheeler Clinic  
William T. Grant Foundation  
The World Bank Group  
World Health Organization  
Yellowstone (Wyoming) Behavioral Health Center  
Yonkers (New York) Public Schools  
YouthBuild USA



# FY 2012 FINANCIAL OVERVIEW

EDC'S REVENUE TOTALED \$194.5 MILLION IN FISCAL YEAR 2012. A SURPLUS OF \$1.9 MILLION BRINGS OUR NET ASSETS TO \$19 MILLION AS OF SEPTEMBER 30, 2012. EDC CONTINUALLY INVESTS ITS NET ASSETS TO SUPPORT OUR PROJECTS, PROGRAMS, AND RESEARCH.

## FINANCIAL STATEMENTS

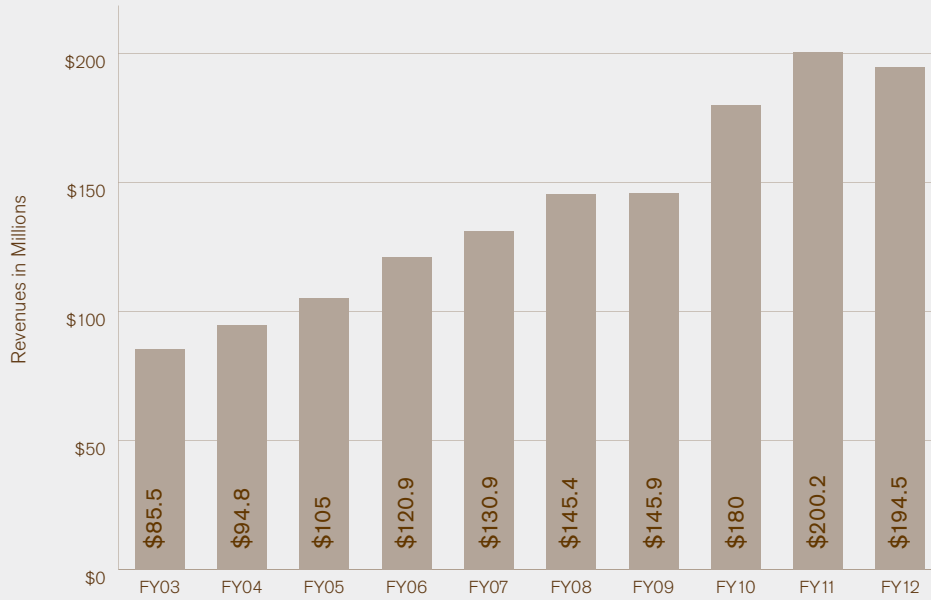
Fiscal years ended September 30, 2012 and 2011

\$, in thousands

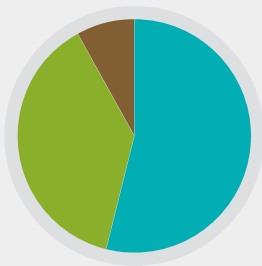
	2012	2011
<b>INCOME STATEMENT</b>		
Revenue (including change in temporarily restricted assets)	\$194,500	\$200,164
Expenses		
Salaries and Benefits	90,035	87,667
Materials, Supplies, and Other Costs	61,364	60,836
Subcontract Costs	41,229	48,275
<b>Total Expenses</b>	<b>192,628</b>	<b>196,778</b>
<b>Change in Net Assets</b>	<b>\$1,872</b>	<b>\$3,386</b>
<b>BALANCE SHEET</b>		
<b>Assets</b>		
Current Assets	\$44,795	\$48,257
Property and Equipment, Net	17,775	10,127
Other Assets	379	1,009
<b>Total Assets</b>	<b>\$62,949</b>	<b>\$59,393</b>
<b>Liabilities and Net Assets</b>		
Current Liabilities	\$30,587	\$32,521
Long-Term Liabilities	13,409	9,791
<b>Total Liabilities</b>	<b>43,996</b>	<b>42,312</b>
<b>Net Assets</b>	<b>18,953</b>	<b>17,081</b>
<b>Total Liabilities and Net Assets</b>	<b>\$62,949</b>	<b>\$59,393</b>

## GROWTH IN EDC ACTIVITY

Revenues from FY 2003 through FY 2012

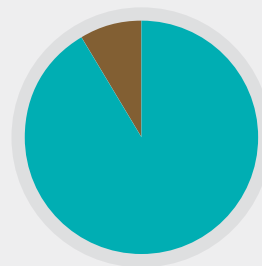


## SOURCES OF FUNDING



- U.S. Government: International (54%)
- U.S. Government: Domestic (38%)
- Private and Other Public\* (8%)

## EXPENSES



- Program Services (91.5%)
- Administration (8.5%)

\* Includes development banks, foundations, corporations, state and local agencies, and other nonprofits

# FY 2012 EDC TRUSTEES AND CORPORATE OFFICERS

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**Cheryl Hoffman-Bray, Vice President, Chief Financial Officer, and Chief Compliance Officer**

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**Siobhan Murphy, Vice President, Deputy to the President, and Director of Strategic Planning**

**Lydia O'Donnell, Senior Vice President and Director of Health and Human Development Division (HHD)**

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**Kent Noel, Vice President, IDD**

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**Gerald Reed, Vice President, HHD**

**Thomas Rielly, Vice President and Director of Operations**

**Sheila Skiffington, Vice President, LTD**

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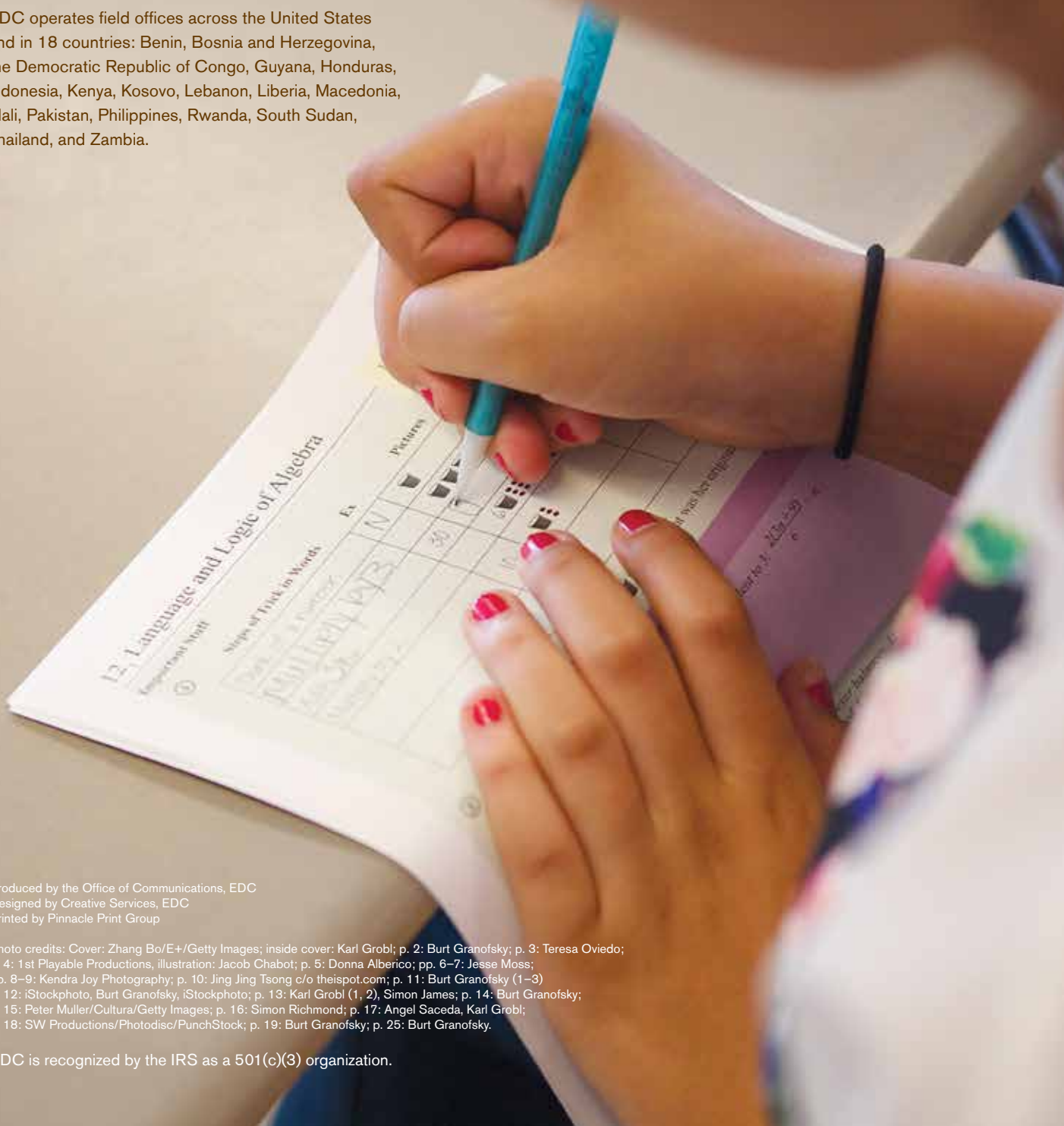
contact@edc.org

Boston | Chicago

New York | Washington, D.C.

### Field Offices

EDC operates field offices across the United States and in 18 countries: Benin, Bosnia and Herzegovina, the Democratic Republic of Congo, Guyana, Honduras, Indonesia, Kenya, Kosovo, Lebanon, Liberia, Macedonia, Mali, Pakistan, Philippines, Rwanda, South Sudan, Thailand, and Zambia.



Produced by the Office of Communications, EDC  
Designed by Creative Services, EDC  
Printed by Pinnacle Print Group

Photo credits: Cover: Zhang Bo/E+/Getty Images; inside cover: Karl Grobl; p. 2: Burt Granofsky; p. 3: Teresa Oviedo; p. 4: 1st Playable Productions, illustration: Jacob Chabot; p. 5: Donna Alberico; pp. 6–7: Jesse Moss; pp. 8–9: Kendra Joy Photography; p. 10: Jing Jing Tsong c/o theisshot.com; p. 11: Burt Granofsky (1–3) p. 12: iStockphoto, Burt Granofsky, iStockphoto; p. 13: Karl Grobl (1, 2), Simon James; p. 14: Burt Granofsky; p. 15: Peter Muller/Cultura/Getty Images; p. 16: Simon Richmond; p. 17: Angel Saceda, Karl Grobl; p. 18: SW Productions/Photodisc/PunchStock; p. 19: Burt Granofsky; p. 25: Burt Granofsky.

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