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.
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.
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.

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
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.
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.
Impact

24,200 MESSAGES exchanged in the HP LIFE forums

28,632 PEOPLE joined HP LIFE in 2012

202 COUNTRIES/TERRITORIES are represented
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.
FY 2012 HIGHLIGHTS

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.
FY 2012 HIGHLIGHTS

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.
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.
10 CURRENT CADRE fellows

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

1,000+ PRACTITIONERS reached via STEM Smart workshops
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.
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.
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 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
EDUCUSE
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
Howard Hughes Medical Institute
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
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

$\text{, in thousands}$

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
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<tbody>
<tr>
<td><strong>INCOME STATEMENT</strong></td>
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<tr>
<td>Revenue (including change in temporarily restricted assets)</td>
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<td>$200,164</td>
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<tr>
<td>Expenses</td>
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<td></td>
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<tr>
<td>Salaries and Benefits</td>
<td>90,035</td>
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<td>Materials, Supplies, and Other Costs</td>
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<td>60,836</td>
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<tr>
<td>Subcontract Costs</td>
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<td>48,275</td>
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<tr>
<td>Total Expenses</td>
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<td>196,778</td>
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<td>Change in Net Assets</td>
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<td><strong>BALANCE SHEET</strong></td>
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<td>Assets</td>
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<tr>
<td>Current Assets</td>
<td>$44,795</td>
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<td>Property and Equipment, Net</td>
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<tr>
<td>Other Assets</td>
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<td>Total Assets</td>
<td>$62,949</td>
<td>$59,393</td>
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<tr>
<td>Liabilities and Net Assets</td>
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<tr>
<td>Current Liabilities</td>
<td>$30,587</td>
<td>$32,521</td>
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<td>Long-Term Liabilities</td>
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<tr>
<td>Total Liabilities</td>
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<tr>
<td>Net Assets</td>
<td>18,953</td>
<td>17,081</td>
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<tr>
<td>Total Liabilities and Net Assets</td>
<td>$62,949</td>
<td>$59,393</td>
</tr>
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</table>
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%)

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

EXPENSES
Program Services (91.5%)
Administration (8.5%)
FY 2012 EDC TRUSTEES AND CORPORATE OFFICERS

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Shelley Pasnik, Vice President, LTD
Gerald Reed, Vice President, HHD
Thomas Rielly, Vice President and Director of Operations
Sheila Skiffington, Vice President, LTD
Rebecca Jackson Stoeckle, Vice President, HHD
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.