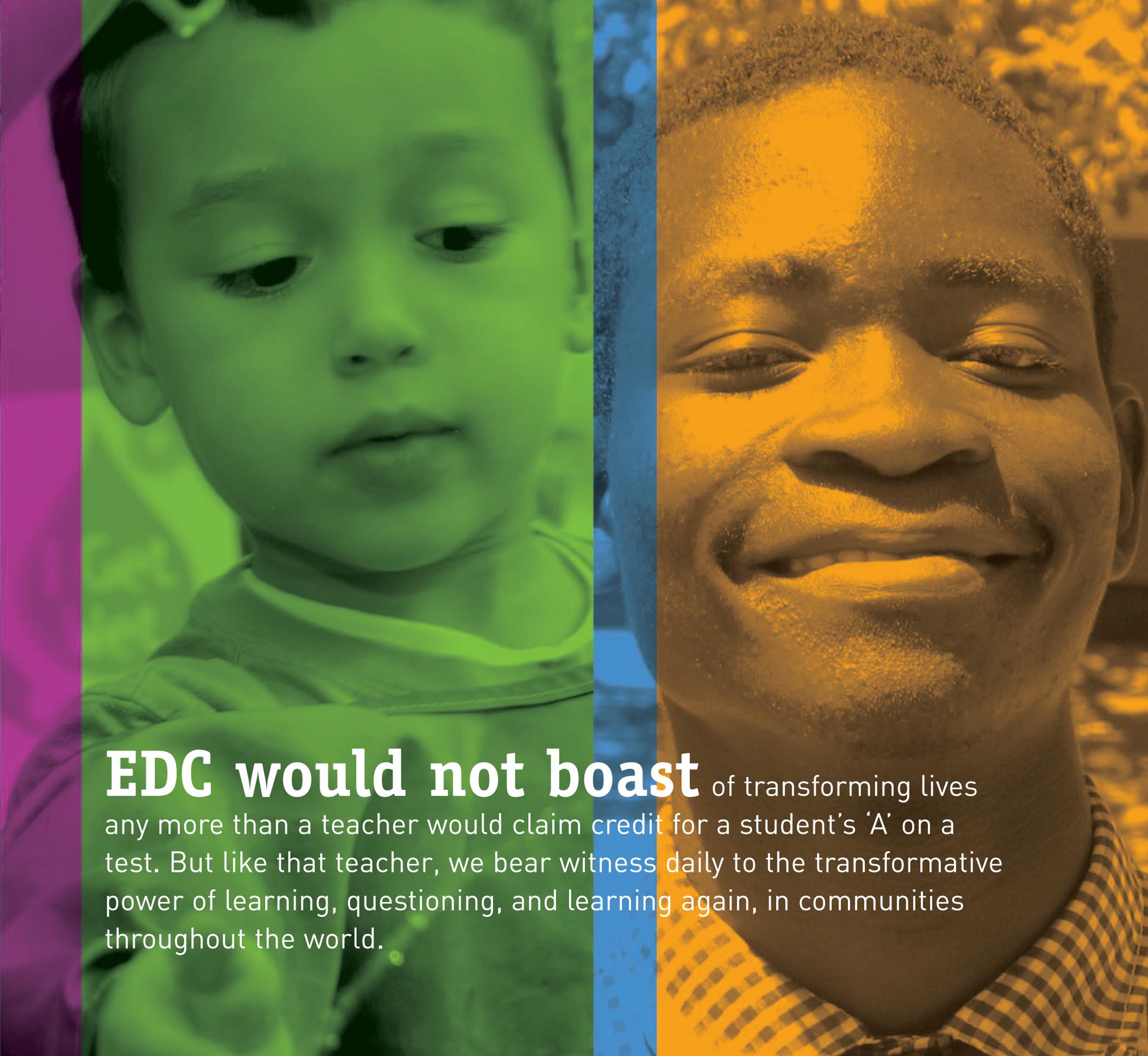


TRANSFORMING LIVES

EDC ANNUAL REPORT 2006





EDC would not boast of transforming lives any more than a teacher would claim credit for a student's 'A' on a test. But like that teacher, we bear witness daily to the transformative power of learning, questioning, and learning again, in communities throughout the world.

EDUCATION DEVELOPMENT CENTER, INC. OVERVIEW



Who We Are

EDC's staff includes teachers and health professionals, community organizers and mathematicians, scientists and education researchers, and people with highly specialized management, financial, and technology skills. Our diversity positions us to serve a broad range of clients and communities around the world.

What We Offer

- Project planning and design
- Curriculum and materials development
- Technology research and application
- Training and technical assistance
- Public policy development
- Social marketing
- Research
- Evaluation
- Online learning
- Professional development

We like our footprint to be not just wide but deep. We take the long view and seek lasting impact.

Roy Zimmermann
Senior Project Director
International Education Systems Division



A LETTER FROM THE PRESIDENT



Dear Friends,

What is EDC's role in today's world? How are we different from other large international nonprofit organizations? I have answered these questions many times since I joined EDC in April 2006. With growing pride, I have cited EDC's noble beginnings almost 50 years ago, its recent stunning growth, and its impressive cadre of skilled professionals.

This annual report tells the story of some of the innovative programs EDC has been entrusted to create and deliver and of four people whose lives or work have been transformed in our midst.

The images and text of this report inspired me to look again at James Agee and Walker Evans' *Let Us Now Praise Famous Men* (1941), which brought the inherent dignity and human needs of the Great Depression to the attention of citizens and policymakers alike. In partnership with government agencies, foundations, corporations, and social entrepreneurs, EDC is working to provide the conditions essential for human dignity and development—education, health, economic opportunity, and social justice.

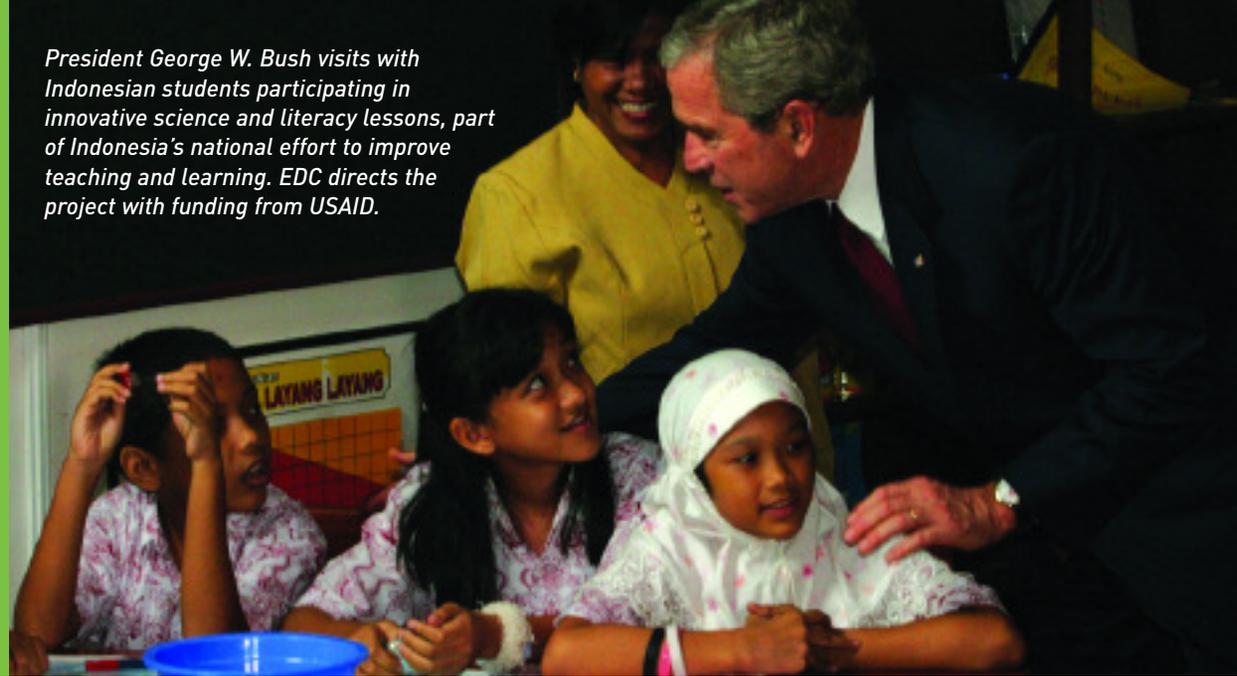
At its core, EDC is devoted to promoting humankind's well-being and social progress. Over this past year, I have had the privilege of seeing firsthand EDC's transformative work around the world. The meaning, self-sufficiency, knowledge, and hope we offer through our research and development programs feed the mind and spirit as fundamentally as relief organizations feed the body.

Best regards,

Luther S. Luedtke
President and Chief Executive Officer

2006 HIGHLIGHTS

President George W. Bush visits with Indonesian students participating in innovative science and literacy lessons, part of Indonesia's national effort to improve teaching and learning. EDC directs the project with funding from USAID.



Supporting Teachers

Supporting classroom teachers has always been an EDC imperative. This year our programs reached *more than half a million teachers* in 50 countries outside of the U.S. We use distance-learning tools, such as radio and the Internet, to provide teachers in some of the poorest and most remote regions of the world with up-to-date materials and training. In the United States, our programs reach teachers *in all 50 states and most urban districts*, bringing professional training, resources, and curricula to all grade levels and subject matters. In addition, EDC is providing online training and materials to the nearly 3,000 teachers who work in the Department of Defense Education Activity's 200 schools, which enroll more than *100,000 students in 13 countries*.

Advising Policymakers

EDC experts are frequently called on to advise government and other leaders on pressing issues in health and education. This year:

- Alex Quinn, director of the Adult Literacy Media Alliance, served on the board of the National Coalition for Literacy, advising the coalition on *adult basic education*.

- Mildred Z. Solomon, director of the Center for Applied Ethics, served on the U.S. Secretary of Health and Human Services Advisory Committee on *Organ Transplantation*.
- Margaret Honey, director of the Center for Children and Technology, joined government, business, and education leaders on an expert panel to consider the impact of *information literacy* on the global society, workforce readiness, and public policy.
- Nancy Ames, director of the Center for Family, School, and Community, participated in the National High School Center's working group that functions as a best-practices clearinghouse for top issues in *high school reform*.
- Wayne Harvey, director of the Mathematics Learning and Teaching division, led a panel discussion on *the national challenge of preparing K-12 mathematics teachers* for the American Mathematical Society Committee on Education.

Advancing Science, Technology, Engineering, and Mathematics

EDC is helping the United States prepare the next generation of workers, creators, and leaders in science- and technology-related fields:

- The ITEST Learning Resource Center helps students and teachers build their information and communication skills and knowledge through project-based learning programs in schools, universities, after-school programs, and museums. This year ITEST reached *108,000 students and 3,800 teachers* in grades 6-12.
- The Center for Children and Technology provides research for *The Partnership for 21st Century Skills*, the country's leading advocacy organization working to promote better programs in information and communication technologies in America's public schools.
- The Ford Partnership for Advanced Studies is an *academically rigorous, interdisciplinary curriculum* that provides students with the content knowledge and skills necessary for future success in such areas as business, economics, engineering, and technology.



Elementary-level teachers take part in a SmART Schools performance and workshop. SmART Schools teacher and mentor Cathy Davis Hayes was named the 2007 Rhode Island Teacher of the Year.

- The FunWorks Web site (<http://thefunworks.edc.org>) offers a digital library of career exploration resources for young people. Tapping “real world” experiences and children’s current interests and passions, the site allows them to explore exciting careers in science, technology, engineering, and mathematics. The site was designed for and by youth—*more than 300 young people* participated in the design and launch of this one-of-a-kind resource.

Conducting Rigorous Research

We have a long history in both health and education research, with expertise in a full range of methodologies:

- EDC hosts the Northeast and Islands Regional Educational Laboratory (NEIREL) which is 1 of 10 labs funded by the federal government’s Institute of Education Sciences. NEIREL conducts *large-scale, randomized, control-treatment studies* on major educational programs and carries out fast response research reviews and data analyses to directly inform decisions about educational policies and programs.
- Researchers in early childhood education are using varied, rigorous research methods to *uncover what*

works in professional development for preschool teachers. One study, involving 110 teachers and more than 1,100 four year olds, examines the impact of a language and literacy professional development program. The study will employ a variety of standardized tests and assess teachers through classroom observation. Another study of a professional development program in science literacy will give educators empirical evidence on effective strategies for advancing science teaching in preschool.

- EDC researchers are key contributors to the national debate about the best way to teach science. Staff have *synthesized 20 years of research* that assesses the impact and meaning of “inquiry science.” Their study details the effect that inquiry instruction has had on students’ understanding of basic scientific concepts and their ability to apply them to problem-solving.

Making a Global Impact

An area of continued growth is our work with governments and agencies around the world to improve nations’ health and education:

- In *Botswana*, EDC is developing the first comprehensive set of materials to teach students about HIV/AIDS and

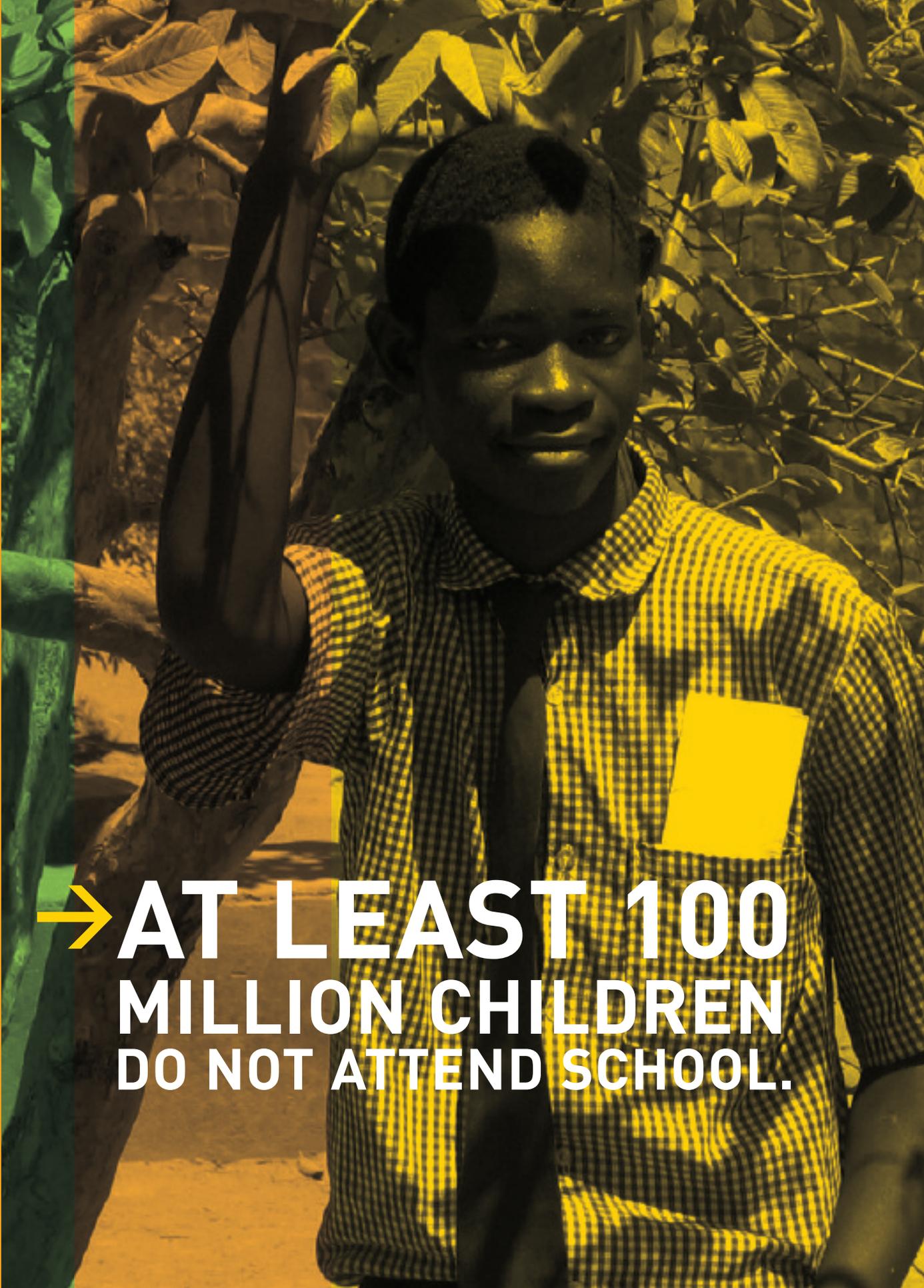
sexually transmitted infections and develop their skills in making healthy choices. All primary and secondary schools in the country will offer the curriculum.

- Across the *Philippines*, EDC works to increase access to education and livelihood skills for young people, especially in regions afflicted with poverty and conflict. Staff collaborate with local agencies to strengthen formal and non-formal basic education; expand teaching of English, math, and science; and improve opportunities for out-of-school children and youth.
- EDC is a key player in transforming *Indonesia’s* educational system to become a more locally developed, interactive program. Staff work in more than 100 districts in six provinces to improve the quality of teaching and learning in the country’s public and private sector primary schools.
- In several *Caribbean* nations, EDC is working with UNESCO to assist decision-makers in the education sector in strengthening their approach to HIV/AIDS prevention.

LADDO MULEFU'S STEADY DETERMINATION

Wisdom “Laddo” Mulefu has become something of a hero at EDC. Depending on who you talk to, he’s the boy who traveled countless miles just to find a school that would enroll him . . . the boy who wouldn’t take “no” for an answer . . . the boy whose wholesale love of education blossomed before our very eyes.

Sera Kariuki, an EDC educator in Zambia, has known about Laddo ever since he completed EDC’s grades 1–5 Interactive Radio Instruction (IRI) program for orphans and vulnerable children in Kafue township. Word spread quickly about his accelerated mastery of math and English. “It seemed unbelievable,” Kariuki recalls. “He was older and had almost missed an opportunity to get an education. The formal system considered him ‘over age.’ But once he enrolled in the IRI school, he roared through the first five grade levels in just three years. Laddo was ready for grade 6 and wanted to enroll in formal primary school. It was a very difficult time for students completing grade 5 IRI lessons. A few were lucky to transfer into government schools. But many were forced to drop out of school, and others ended up on the streets [or] in early marriages, or simply disappeared through the cracks,” says Kariuki. “We were waiting and hoping the Ministry of Education would provide grades 6 and 7 IRI lessons.”



→ **AT LEAST 100
MILLION CHILDREN
DO NOT ATTEND SCHOOL.**



In the meantime, Laddo was determined to get himself into grade 6 and prove his ability. “He went around asking heads of school to let him enroll,” says Kariuki. “Nobody believed that he had completed the first five grades. He wore rags and no shoes. He didn’t have a school uniform, and he didn’t look like a child who went to school.

“But he was different. He had so much confidence.”

Laddo’s story took hold at EDC because we were lucky enough to witness his transformation—and we know there are millions like him.

In many African countries, EDC broadcasts radio lessons in communities where distance, poverty, and lack of infrastructure prevent children from attending school. Children meet, under trees; in homes, churches, or cement-block classrooms—wherever communities can find space.

When Laddo first listened to English and math lessons, he was bored, or maybe just distracted. His home responsibilities loomed large. Laddo’s father had died when he was nine months old and his mother when he was five. Laddo and his 10 siblings are known as “double orphans”—a term born of the relentless toll of AIDS in Africa. Laddo lives with his older sister in a shanty compound, 45 kilometers from Lusaka. Next to their home, traders work on the river bank, selling pig meat and sundries in unsanitary conditions.

“He was older and had almost missed an opportunity to get an education.”

Sera Kariuki
Project Director

“Life has been unfair to me ever since our parents died. My siblings love me and are proud of me, but they have their own children,” he says. As Laddo continued to work on basic lessons, he began to understand more: “The simple English used in the program helped me understand the lessons.”

A unit on manners and life skills piqued his curiosity. “The idea of the life-skills lessons is to reach children who aren’t getting much guidance at home and offer them information and skills to help them lead safe and healthy lives,” says Kariuki.

In his quest for a new school, Laddo asked some older boys about Nakatete Basic School, a local school. They discouraged him. You’d never get in, they said. But Laddo went to see Rachel Hang’andu, the school’s head teacher, anyway. Laddo made a terrible first impression, Hang’andu

told us. She thought he was mentally unstable and was worried because his clothes were dirty and tattered. But Laddo’s attitude trumped his appearance. He insisted that she give him an entry exam. His scores were high, and she offered him a seat in grade 6.

Laddo scrimped and saved in order to have enough money to pay K25,000 (\$5) for enrollment. His sister bought a small piece of cloth and convinced a local tailor to make Laddo a school uniform for just a few kwachas. “I sent him books, and he’d send me letters,” says Kariuki. “After a while, we started a system where I send money for books and shoes once a year.”

When he started at the new school, Laddo’s new classmates had a lot of laughs at his expense. His shoes were plastic, and he did poorly in class. “When I started school at Nakatete Basic School, my classmates laughed every time I raised my hand,” he recalls.

“It’s so difficult to be poor and orphaned,” says Kariuki. “Kids like Laddo are very sensitive about it. They feel different.”

But by the second term, his grades improved, and by the third term, he was the best student in class. The big boys started defending him when they discovered he was a good football player. By seventh grade, Laddo was one of the top 10 students in the entire province. Now, at age 16, he is excelling in eighth grade, and the school has offered to cover the expense of his fees. Sometimes he even has time to go back to Sinu Community School to teach radio lessons to second and third graders.

For more information on the Zambia Quality Education Services Through Technology Project, see page 18.

A young child with dark skin and hair is looking up with a curious expression. Above them, a large, dark, cylindrical object is being held. To the right, a hand is holding a glass filled with a bubbly liquid. The background is a light-colored, textured surface. The image is divided into three vertical color bands: green on the left, blue in the middle, and purple on the right.

→ **CLOSING THE ACHIEVEMENT
GAP IN SCIENCE MEANS
STARTING EARLY.**

PRESCHOOL PHYSICS WITH JANE PARFITT



At first glance, Jane Parfitt's pre-K classroom at the Highland Park Child Care Center in Woonsocket, Rhode Island, looks like any good preschool classroom. There's the writing center and book corner, the dramatic play area, the blocks, easels, and cubbies. There's the alphabet strung on the wall, along with quilts and family pictures.

But look closer and you'll notice something unexpected: Around the room are images of the preschoolers doing science. One poster features Parfitt's students building elaborate ramps with rolling balls. Their engineer-style drawings depict the structures with notations on the speed the balls travel. Another poster displays hand-drawn diagrams of the life cycle of a sunflower, along with photographs of the children planting seeds in the school garden. A third depicts children engaged at the water table, deploying tubes, pumps, and turkey basters to investigate the effect of air pressure on water flow.

Thanks to Parfitt, these students have become expert observers, questioners, and recorders. They document what they learn and share it with others. In other words, they behave like scientists.

Parfitt is cultivating scientific habits of mind among her little five year olds, something few preschool teachers today know how to do. But just as she has long understood the importance of starting early with literacy and numeracy, she now sees the potential of starting early in science too.

“A serious investment in children requires a serious investment in teachers.”

**Joanne Brady
Director, Center for Children & Families**

But most preschool teachers simply don't know enough about science to teach it well. "In the past, the assumption was that preschool teachers didn't need content knowledge," says Joanne Brady, director of EDC's Center for Children & Families. "Well, we disagree. We think science literacy is critical among teachers. A serious investment in children requires a serious investment in teachers."

Parfitt is a student of EDC's Foundations of Science Literacy, a college-level science course for preschool teachers. She is learning how to make important concepts in the physical sciences accessible and fun for preschoolers. "With their innate curiosity about the world around them, young children are eager to engage in science inquiry," explains Ingrid Chalufour, lead developer of Foundations.

Parfitt welcomed the opportunity to shore up her knowledge of the physical sciences. And after more than 20 years in preschool classrooms, she finds

that Foundations has reinvigorated her teaching and expanded it in new directions.

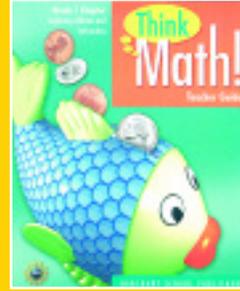
"It's been a long time since I've been a science student," says Parfitt. "So I really appreciated learning more about some of the science concepts behind what we see going on all around us. I have a better understanding of those concepts now, and I have a better idea of how to teach them to children." She adds, "We were so excited to get new ideas for how to use the balls and ramps and the water table with the children."

Parfitt has also noticed a change in her students. "They are more focused, and they notice more," she says. "We hear a lot of experimenting and 'Look at this!' They know I might ask them to draw what they are seeing, so they pay close attention and look for significance. They are becoming very keen observers."

Brady sees the course as an important step in the national effort to close the achievement gap in science: "Teachers need content knowledge about the physical sciences so they can begin to learn how best to teach that content to preschoolers—and the most disenfranchised students are the most critical to reach early."

For more information on Foundations of Science Literacy, see page 18.

EDC FUNDERS 2006



Think Math!

This new K–5 mathematics curriculum fosters students' computational fluency by providing practice in basic skills-building and opportunities to investigate new ideas and solve meaningful problems.

It is the result of five years of research and testing

in 150 classrooms with more than 3,500 students.

AAA Foundation for Traffic Safety

adidas Group

Adobe Systems Incorporated

Aetna Foundation

Agence Intergouvernementale de la Francophonie

American Cancer Society

City of Ames, Iowa

The Annenberg Foundation

Annenberg/CPB

Argosy Foundation

Artemisia

Astra Foundation

The Atlantic Philanthropies (USA) Inc.

AT&T Foundation

Bank of America

Bank Street College of Education

Bertelsmann Foundation

Bibliotheca Alexandrina

Bill & Melinda Gates Foundation

Booth Ferris Foundation

City of Boston, Massachusetts

California State University at Sacramento

Center for the Study of Politics and Media

Canadian International Development Agency

Caribbean Community Secretariat

Carnegie Corporation of New York

Charles Stewart Mott Foundation

Children's Hospital Boston

Controlled Risk Insurance Company/Risk Management

Foundation of the Harvard Medical Institutions

Corporation for National and Community Service

Council of Chief State School Officers

CR-USA Foundation for Cooperation

CRP, Incorporated

Cuyahoga County (Ohio) Board of
County Commissioners

Department of Justice Affairs

Death Penalty Information Center

Department of Defense Education Activity

Deutsche Bank

Dolan DNA Learning Center

Eastern Bank

ENACT

ExxonMobil Corporation

FIA Foundation for the Automobile and Society

Ford Foundation

Ford Motor Company Fund

Forest Pharmaceuticals, Inc.

Foundations, Inc.

Global Environment Facility

Harcourt, Inc.

Heinemann

Hewlett-Packard Development Company, L.P.

Institute of Museum and Library Services

Intel Corporation

Intel Foundation

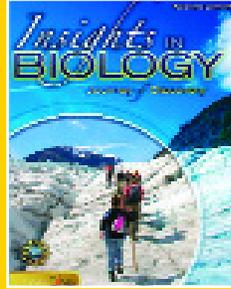
Inter-American Development Bank

International Committee of the Red Cross

Iowa State University

The Ittleson Foundation

Jane's Trust



Insights in Biology: Journey of Discovery

With an emphasis on observation in scientific inquiry, the lessons in this high school biology curriculum engage students in work with patterns and predictability, collection and analysis of data, and application of concepts of developmental biology.

Japan Foundation

Center for Global Partnership

The Jason Program

The Jed Foundation

Learning Point Associates

Liz Claiborne Inc.

Lower Pioneer Valley Educational Collaborative

Lumina Foundation for Education

MADD

Maine Department of Education

Massachusetts Department of Education

Massachusetts Department of Public Health

McCarthy Dressman Education Foundation

MetLife Foundation

Metro South/West Regional Employment Board

MetroWest Community Health Care Foundation

Michigan Department of Labor and Economic Growth

Office of Career and Technical Preparation

Microsoft Corporation

Milwaukee (Wisconsin) Public Schools

NASA

NASD Investor Education Foundation

National Academy Foundation

National Endowment for the Arts

National Institute for Literacy

National Science Foundation

Netherlands Ministry of Foreign Affairs

New England Institute of Addiction Studies

New Hampshire Department of Health and
Human Services

Child Development Bureau

The New York Botanical Garden

New York City Department of Education

The New York Community Trust

New York State Education Department

New York State Office of Alcoholism and Substance
Abuse Services

Ohio Department of Job and Family Services

Oklahoma Department of Career and
Technology Education

Open Society Institute

Oregon Health & Science University

Palm Beach County (Florida) Sheriff's Office

Partnership for 21st Century Skills

PBS

Pennsylvania Liquor Control Board

Pier Wisconsin

Pittsburgh (Pennsylvania) Public Schools

Rhode Island Department of Elementary and
Secondary Education

Rider University

The Robert Wood Johnson Foundation

The Rockefeller Foundation

Rotary International

RTI International

Southwest Educational Development Laboratory

The Spencer Foundation

The Starr Foundation

State and Territorial Injury Prevention Directors
Association

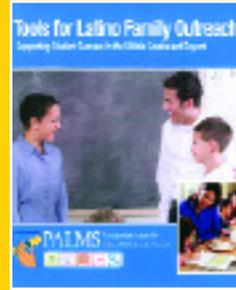
Swedish International Development Cooperation Agency

Swiss Agency for Development and Cooperation

Teachers College, Columbia University

TERC

EDC FUNDERS 2006 CONTINUED



Tools for Latino Family Outreach: Supporting Student Success in the Middle Grades and Beyond

This toolkit assists school leaders in building outreach programs that engage Latino families. The toolkit incorporates findings from an EDC study on best practices for reaching out to Latino families and was field-tested for usability in five middle-grades schools across the United States.

Thirteen/WNET

Time Warner

Tobacco Technical Assistance Consortium

UNESCO

UNICEF

United Nations Foundation

United Nations Girls Education Initiative

United Steelworkers Union

Institute for Career Development

Universal Education Foundation

University of Massachusetts

University of Pittsburgh

University of Rochester

U.S. Agency for International Development

U.S. Agency for International Development/Jamaica

U.S. Department of Education

Institute of Education Sciences

Office of Elementary and Secondary Education

Office of Innovation and Improvement

Ready to Teach Program

Office of Safe and Drug-Free Schools

Office of Special Education and
Rehabilitative Services

Office of Special Education Programs

U.S. Department of Health and Human Services

Administration for Children and Families

Centers for Disease Control and Prevention

Division of Adolescent and School Health

National Center for HIV, STD, and TB
Prevention

Health Resources and Services Administration,
Maternal and Child Health Bureau

National Institutes of Health

National Heart, Lung, and Blood Institute

National Human Genome Research Institute

National Institute of Child Health and
Human Development

National Institute of Nursing Research

National Institute on Alcohol Abuse
and Alcoholism

Public Health Service

Health Resources and Services Administration

Substance Abuse and Mental Health Services
Administration

Center for Mental Health Services

Center for Substance Abuse Prevention

U.S. Department of Labor

Occupational Safety and Health Administration

U.S. Department of State

Middle East Partnership Initiative

U.S. Department of Transportation

National Highway Traffic Safety Administration

U.S. Department of Veterans Affairs

Veterans Health Administration

U.S. Embassy in Uruguay

Verizon Foundation

Wabash Center

The Wallace Foundation

Weyerhaeuser Family Foundation

Anna Whitcomb

Winthrop Rockefeller Foundation

World Health Organization

IMPACT ACROSS THE NATION

“Our curriculum and professional development programs are known for their ‘conceptual spine.’ Yes, we understand the change process, but our work is also deeply embedded in content and disciplinary knowledge. We know our subjects.”

Nancy Ames
EDC Vice President

EDC is home to more than a dozen national resource centers. Every day, professionals and practitioners turn to us for advice on the country’s most important health and education issues.

- **Suicide Prevention**

The Suicide Prevention Resource Center assists health and community organizations as they develop effective programs and policies. The center’s Web site includes news and events, an online library, training tools, and other resources. Learn more about our work in suicide prevention on page 16.

www.sprc.org

- **Mental Health Promotion and Violence Prevention**

The National Center for Mental Health Promotion and Youth Violence Prevention is a resource for the nation’s school districts and communities as they meet the mental health needs of students and families.

www.promoteprevent.org

- **Special Education**

To improve the educational experience and outcomes for students with disabilities, the Urban Special Education Leadership Collaborative offers training, personalized technical assistance, policy sharing, and distance-learning opportunities for special and general education leaders working in urban districts.

www.urbancollaborative.org

- **Mathematics Curricula**

As school districts around the country select and implement mathematics curricula, they can draw on the resources of the K–12 Mathematics Curriculum Center. The center helps teachers and administrators make thoughtful, informed decisions, provides

resources that support good curriculum selection and implementation, and connects research and practice in mathematics instruction.

www2.edc.org/mcc/

- **Substance Abuse Prevention on Campus**

The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention assists colleges and universities with policies and programming to prevent substance abuse and violence. The center provides trainings, technical assistance, and publications to support these efforts.

www.higheredcenter.org

- **Child Care Safety**

To ensure the health and safety of child care settings, EDC operates the Healthy Child Care Consultant Network Support Center, which offers training and assistance to child care health consultants.

<http://hccnsc.edc.org>

- **Diversity Resources**

The Gender, Diversities, and Technology Institute is a clearinghouse for current information on diversity issues. The Institute synthesizes the latest information on research, policy, and programming and fosters dialogue through publications, electronic communications, national and international forums, and media events.

www2.edc.org/GDI



→ MORE THAN HALF THE
YOUNG PEOPLE
IN HAITI TODAY ARE
UNEMPLOYED.

A SECOND CHANCE FOR MANOUCHEKA LIZAIRE

The slums that ring downtown Port-au-Prince, Haiti, are some of the most impoverished on Earth, symbols of entrenched poverty, desperation, and despair.

For 19-year-old Manoucheka Lizaire, home is a dangerous place: “I don’t feel safe here because of violence and shootings all the time,” she says. “Rape and murder are very common, and people live in fear.”

After her mother died, Manoucheka was forced to drop out of school and fend for herself in the city. “My father could not afford to pay for school tuition,” she explains. “When my mother was alive, my life was much better. She struggled to take care of us and was working very hard to help me. When she died, my life changed completely.”

From dropout to vagrant to teen mother, Manoucheka’s life quickly unraveled as she followed a path familiar to girls living in poverty. In Haiti alone, thousands of teens are like Manoucheka—out of school and living on the streets, in domestic servitude, or with families too poor to provide them with an education. And as the economy continues to deteriorate, their ranks are growing fast; currently only two-thirds of 6 to 12 year olds are enrolled in school.



Manoucheka Lizaire

“If these young people don’t see a way to improve their lives, they won’t stick around.”

**Melanie Beauvy
Program Manager**

But Manoucheka has begun to find a way out. With her two-year-old daughter enrolled in school, she is participating in a youth empowerment program called IDEJEN. “My main motivation to come to this center came from the belief that I could learn technical skills and have basic education classes,” she says.

IDEJEN operates 12 youth centers in Haiti, each providing 50 teens with an education in basic reading, writing, and mathematics. Manoucheka and her peers also receive lessons in health, sexuality, nutrition, conflict resolution, and other life skills. In addition, they learn a marketable trade, such as sewing, woodworking, auto mechanics, and hotel services. IDEJEN centers also

offer these destitute teens one hot meal a day, access to health care, and a place to belong.

“We start where the young people are,” says Melanie Beauvy, associate director for youth involvement and IDEJEN program manager. “For instance, we don’t rely on textbooks to teach literacy—we use magazines and newspapers instead. In mathematics, we use real scenarios—many of these kids need to handle money on the street, so we start there.” In addition, center staff work with a psychologist to learn about the emotional challenges that out-of-school youth face and how best to reach these youth.

Staff members hope the teens will find productive work and begin to build stable lives, but few have illusions about the hard realities of their world. “If these young people don’t see a way to improve their lives, they won’t stick around,” explains Beauvy.

Now that Manoucheka has finished the basic education and life-skills portion of the program, she has begun an internship at a food market where she also receives mentoring on business skills. When she finishes the program, she plans to get a job at a supermarket. Ultimately, she hopes to earn enough money to start her own business so she can become an employer for other young people like herself.

For more information on IDEJEN, see page 18.

LARRY LEWIS

A TIRELESS ADVOCATE

Larry Lewis rarely appears in the limelight. Sometimes he gets written up in a local Michigan newspaper, but he certainly doesn't seek it out. Ask him about his work, and he'll tell you that the truly inspiring work is being done by his wife, who has been a clinician for as long as he's been a community organizer. Try to steer him back to his work, and he names everyone on his team and describes them all as indispensable.

"My wife has been my inspiration for 30 years," says Lewis. "She's a private therapist who focuses on suicide prevention." In the late 1990s, she persuaded him to join her at a national rally in Washington about suicide prevention, and his life changed. The angst and mystery of suicide both devastated and captivated him.

Lewis, like many others around the country, was galvanized by the U.S. Surgeon General's *Call to Action to Prevent Suicide*, released in 1999. Characterizing suicide as a public health crisis, the Surgeon General urged communities and states to get to work, make a plan.

"We got organized on the way back from that march in Washington. We didn't have a prevention group in Michigan then," says Lewis.

In 2003, 1,028 people committed suicide in Michigan—about three a day—leaving behind



→ EVERY YEAR IN AMERICA,
SUICIDE CLAIMS
32,000 LIVES.



6,108 survivors. That year, with Lewis as the driving force, the Michigan Suicide Prevention Coalition was formed.

As chairman of the coalition, Lewis has guided the state to claim suicide as a major public health problem.

“I wanted to keep people from suffering,” says Lewis. “I’ve never lost someone to suicide, but talking with survivors was such an inspiration.”

Fast forward to 2005. The coalition’s formal 10-goal state plan on suicide prevention was approved by Michigan’s Surgeon General. Much more than a symbolic proclamation, a state plan is a real accomplishment, a result of countless hours of study, consensus building, and community organizing. With a plan in place, state decision-makers are compelled to set goals, assess priorities, and make research-based decisions about how best to address suicide prevention.

The 35 members of Lewis’s coalition are true activists. They know what it takes to make things happen at the local level. They have worked long and hard in community organizations around the state. Many of them work in “community collaboratives,” pooling their scarce social services dollars and personnel to make sure that people get the services they need.

“Our state has been hit so hard economically, with the decline of the auto industry,” says Lewis. “There are so many budget issues, shrinking resources, and few resources for mental health. When you develop

“No matter how successful we are, there’s more we can do, more people we can train.”

Larry Lewis
Coalition Chairman

a state plan, you don’t just say, ‘Here it is.’ We worked with our 79 community collaboratives, and we piggybacked our program onto theirs.”

Lewis first connected with EDC in 2005, when he attended the EDC-based Suicide Prevention Resource Center’s (SPRC) regional conference. SPRC offers people like Lewis training, assistance, and resources to do their jobs better—understanding what works, what the research says, and how communities can be sure that their programs are effective. SPRC staff travel throughout the country, offering training to local and state practitioners, and they went to Michigan to work with Lewis and his colleagues in 2006. SPRC ultimately trained Lewis to offer workshops himself, to communities throughout Michigan.

In just a year, Lewis has trained about 150 Michiganians in the science of suicide prevention.

“When you look at what we’ve accomplished in five or six years, we’ve caught up with states that have been at this for longer than we have,” says Lewis. “But no matter how successful we are, there’s more we can do, more people we can train.”

“Our training gives community practitioners the skills to identify the resources they have, figure out what they still need, and set priorities” says SPRC Director Lloyd Potter.

SPRC, with its focus on best practices, also pointed Lewis toward other specialized training, and assisted him as he wrote a grant proposal to the Substance Abuse and Mental Health Services Administration (SAMHSA)—which the state ultimately received—to expand Michigan’s work. SAMHSA funds SPRC to offer Michigan, as well as about 80 other grantees, ongoing assistance and support.

In doing this work, Lewis is making good on a personal promise he made when he accepted the benefits of the GI Bill after the Vietnam War: “I wanted to pay back what the community had given me.”

Lewis reflects, “At every tragedy, we recognize that we need to redouble our efforts. It humbles us and makes us well aware that we are never done with this work. I’m proud of so many people doing this work. No one does this alone.”

For more information on the SPRC, see page 18.

Pictured, left to right, are Larry Lewis’s colleagues Rita Turner, Linda King, Margaret Keys-Howard, and LaNeice Jones.

THE STORIES CONTINUE ...

Visit www.edc.org/annualreport to view four audiovisual presentations that illuminate the work behind these inspirational portraits.



ZAMBIA QUALITY EDUCATION SERVICES THROUGH TECHNOLOGY PROJECT

Zambia Quality Education Services Through Technology Project (QUESTT) is one of 19 projects bringing interactive radio instruction to children in developing countries. It is part of EDC's International Education Systems Division.

Funder: U.S. Agency for International Development
Director: Sera Kariuki (skariuki@edc.org)

For more information about EDC's international projects, visit: <http://main.edc.org/international>



EQUIP3/HAITIAN OUT-OF-SCHOOL YOUTH LIVELIHOOD INITIATIVE

EQUIP3/Haitian Out-of-School Youth Livelihood Initiative, or IDEJEN as the project is known locally, provides 650 teens with a basic education, life skills, and a trade—all free of charge. The program is expanding to reach 2,200 additional youth through 44 centers.

Funder: U.S. Agency for International Development
Director: Paul Sully (psully@edc.org)

For more information about EDC's international projects, visit: <http://main.edc.org/international>



FOUNDATIONS OF SCIENCE LITERACY

Foundations of Science Literacy is part of a larger research effort to design and evaluate effective teaching and learning strategies in preschool science. Developed in collaboration with Head Start partners, Foundations places special emphasis on reaching English-language learners and low-income children who demonstrate lower levels of science proficiency than their peers.

Funder: U.S. Department of Education, Institute of Education Sciences
Director: Nancy Clark-Chiarelli (nclark-chiarelli@edc.org)

For more information about EDC's work in early childhood, visit: <http://ccf.edc.org/>



THE SUICIDE PREVENTION RESOURCE CENTER

The Suicide Prevention Resource Center (www.sprc.org) serves states, communities, colleges and universities, and others around the country who are developing programs and policies to prevent suicide. It is part of EDC's Health and Human Development Programs.

Funder: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services
Director: Lloyd Potter (lpotter@edc.org)

For more information about EDC's health programs, visit: <http://hhd.org>

BEAUTY IN THE FACE OF GRIEF

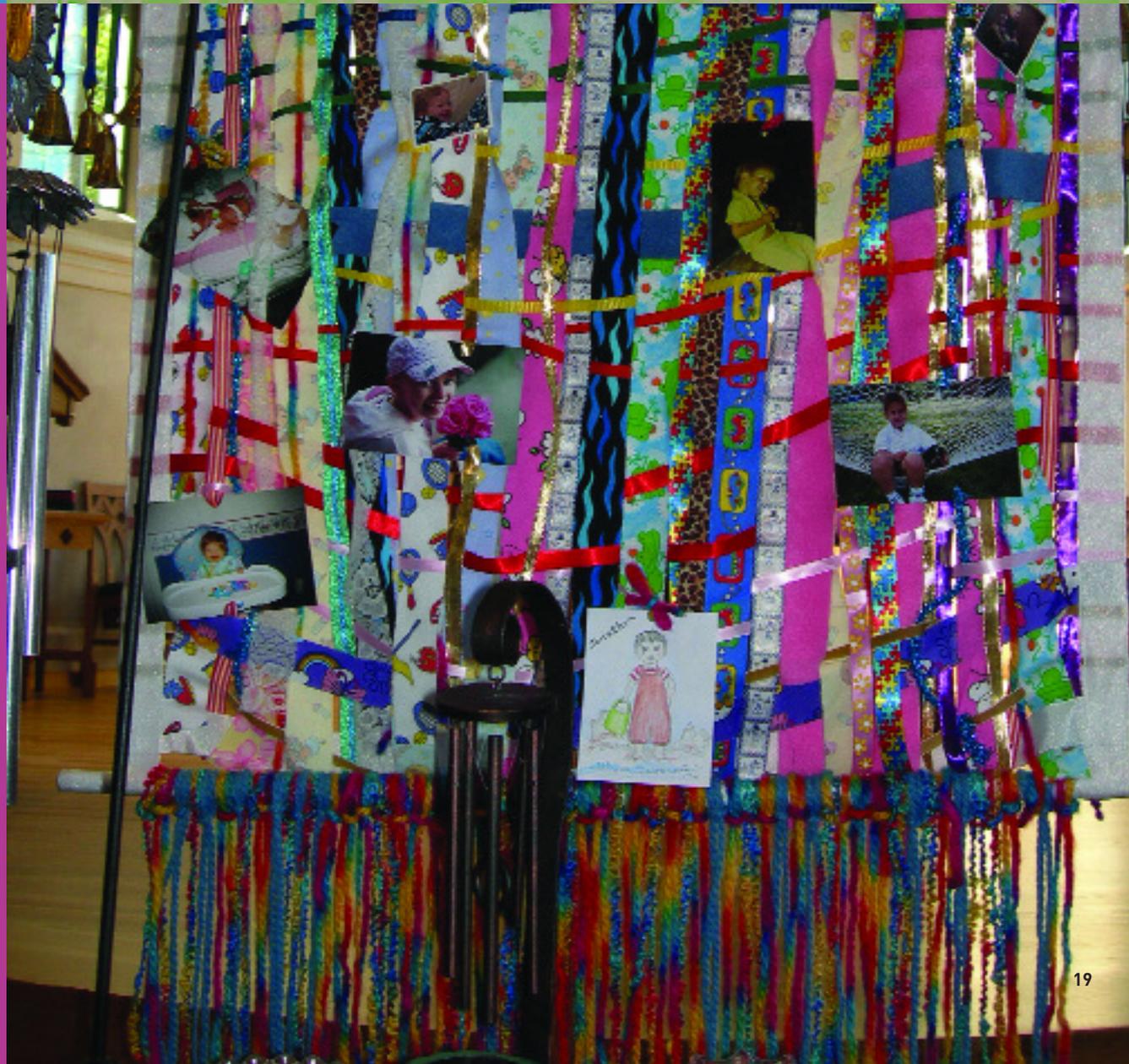
This weaving, hanging in the chapel of Duke University Divinity School, was created by families in memory of their children who have died. Parents and professional caregivers crafted the tapestry as part of an educational retreat sponsored by EDC's Initiative for Pediatric Palliative Care (IPPC) and the Duke Institute for Care at the End of Life.

EDC staff offer these retreats to teams of clinicians from children's hospitals, hospices, and home care organizations across the country. Two of IPPC's signature attributes are the involvement of bereaved parents as equal participants with health care professionals and the use of EDC's award-winning curriculum, designed to enhance the knowledge, attitudes, and skills of clinicians serving children with life-threatening conditions and their families.

IPPC is based at EDC's Center for Applied Ethics. To learn more, visit www.ippcweb.org.

“Our challenges include how to honor the knowledge and insight of all parties—children, parents, social workers, physicians, nurses, chaplains, child-life specialists—and to create an environment in which all are learning from each other, as equals, all the time.”

David M. Browning
Director
Initiative for Pediatric Palliative Care



FINANCIAL OVERVIEW

EDC continues to experience significant growth. Revenue increased 15% in fiscal year 2006, primarily in our international programs. A surplus of \$3.1 million brings net assets to \$8.1 million as of September 31, 2006. EDC continually invests its net assets to support our projects, programs, and research.

Financial Statements (in \$000s)

Fiscal Year 2006

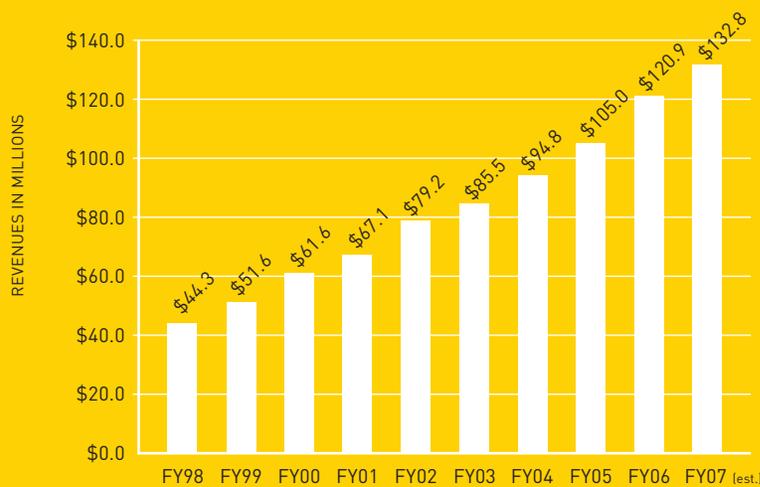
	FY2006	FY2005
→ INCOME STATEMENT		
Revenue	\$120,876	\$104,963
Program Costs		
Salaries and Benefits	57,803	53,071
Other Direct Costs	52,017	43,962
Other Indirect Costs	7,936	7,133
Total Program Costs	117,756	104,166
Change in Unrestricted Net Assets	\$3,120	\$797
→ BALANCE SHEET		
Assets		
Current Assets	\$24,331	\$21,118
Property and Equipment, Net	2,383	3,345
Other Assets	632	650
Total Assets	\$27,346	\$25,113
Liabilities and Net Assets		
Current Liabilities	\$18,373	\$19,105
Long-Term Liabilities	826	981
Total Liabilities	19,199	20,086
Net Assets	8,147	5,027
Total Liabilities and Net Assets	\$27,346	\$25,113

“We have a reciprocal relationship with teachers. We learn as much from them as they learn from us. They stay with us as partners for a long time.”

Nancy Clark-Chiarelli
Project Director
Center for Children & Families

Growth in EDC Activity

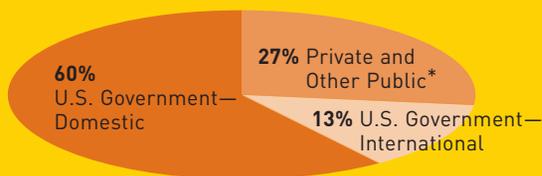
Revenues from fiscal year 1998 through the fiscal year 2007 budget:



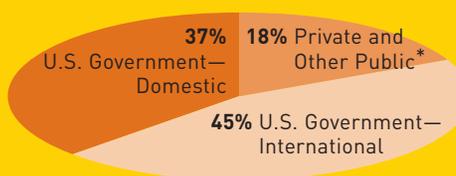
Sources of Funding

International work has grown dramatically since fiscal year 2000.

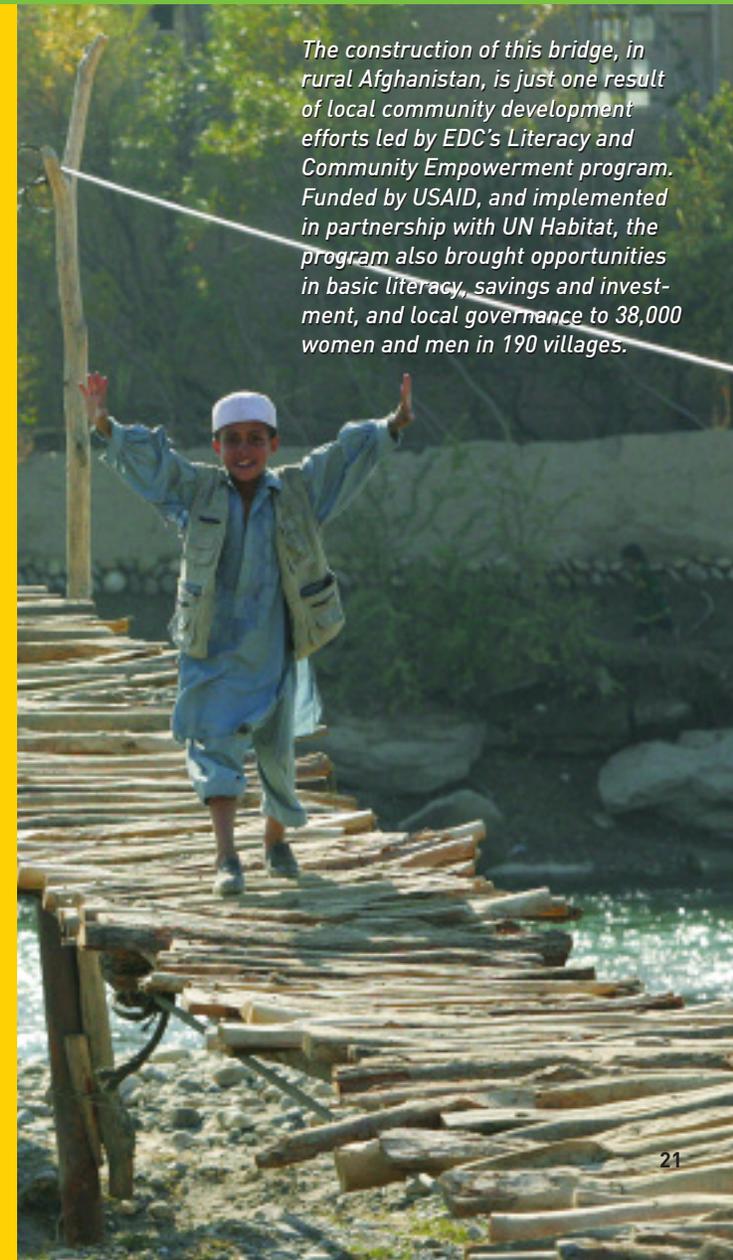
FY 2000 \$61.6MM



FY 2006 \$120.9MM



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



The construction of this bridge, in rural Afghanistan, is just one result of local community development efforts led by EDC's Literacy and Community Empowerment program. Funded by USAID, and implemented in partnership with UN Habitat, the program also brought opportunities in basic literacy, savings and investment, and local governance to 38,000 women and men in 190 villages.

CORPORATE OFFICERS

Students in the ITEST MapTEACH project canoe the Lost Summer Trail in Minto Flats, Alaska. Through this project and others like it across the country, ITEST introduces middle school students and teachers to hands-on, career-oriented projects in science, technology, engineering, and mathematics.



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“We are often asked to share our expertise in countries around the world, but our real skill lies in the way we collaborate with in-country partners and incorporate local expertise. This way of working produces programs that respond to genuine needs and stand the test of time.”

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*Resigned October 2006



EDC OFFICES

“EDC is a very humane place. We maintain lively intellectual conversations and a real commitment to the ideas that matter to us.”

Katie Culp
Senior Project Director
Center for Children and Technology

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International

EDC operates field offices in more than 20 countries to support our project initiatives.

EDC is a registered Private Voluntary Organization with the United States Agency for International Development. EDC has been designated by the United Nations Department of Public Information as an Associated Non-Governmental Organization.

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“When we create curricula, we invite all kinds of people to contribute: teachers, cognitive psychologists, scientists, experts on children with special needs, young people, older people. We’re all headed toward the same goal, each bringing a different perspective. The results are always extraordinary.”

Jackie Miller
Senior Scientist
Center for Science Education



Thirteen million children and their teachers in primary schools across India receive EDC's interactive radio program. Funded by USAID, the program delivers quality instruction in English, mathematics, science, and social studies as well as training for teachers.



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