



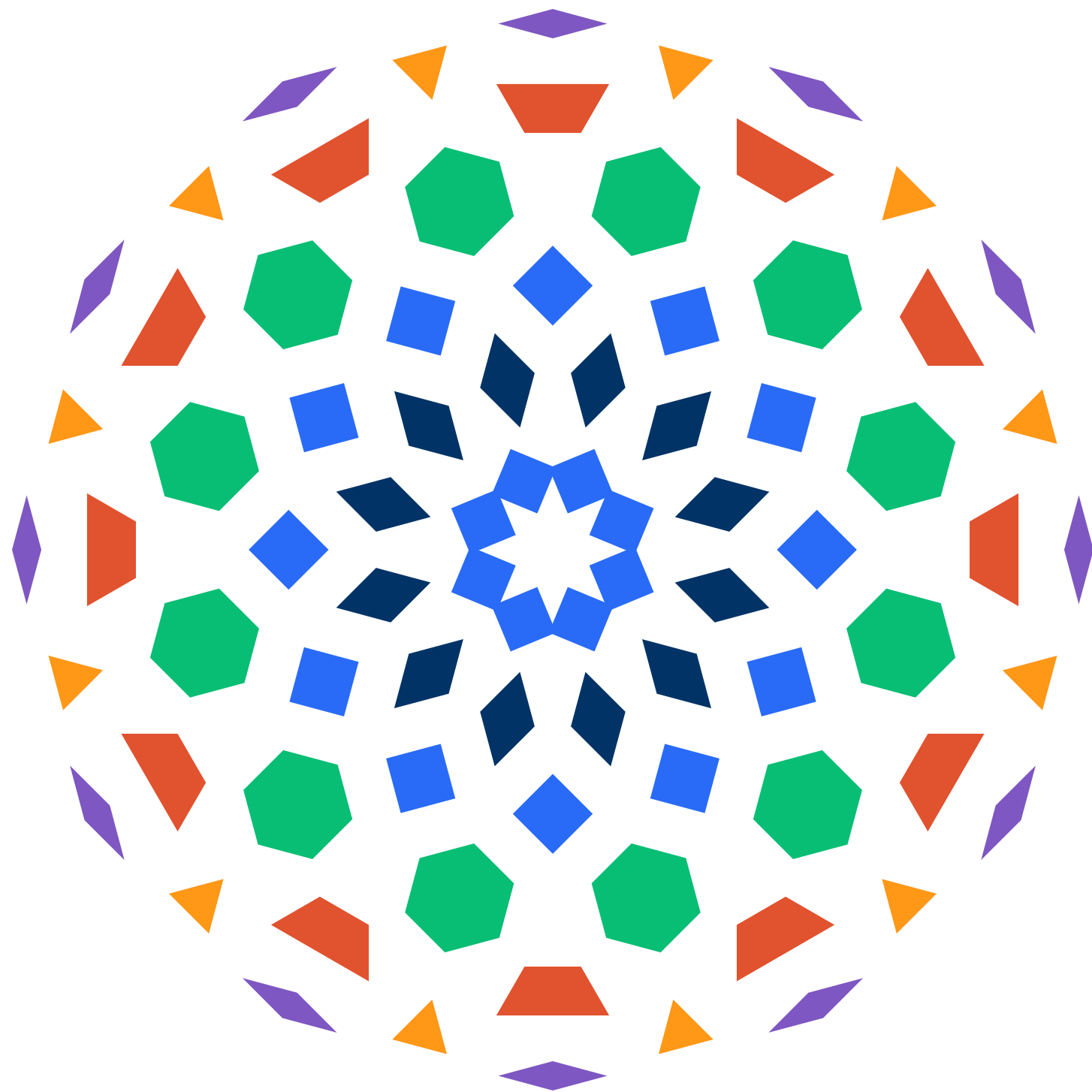
EDC.ORG

STRATEGIC VISION 2024-2026

# Transform Together

Championing People and Strengthening Systems





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Opposite: Pattern blocks form the inspiration for EDC's new visual identity. This set of mathematics manipulatives originally developed as part of EDC's Elementary Science Study curriculum in the 1960s. The six color-coded shapes were designed with play, discovery, and learning in mind.



# 1 Responding to the Moment

For decades, EDC has worked alongside partners worldwide to champion human development, prosperity, and opportunity. The core pillars of our work—education, economic development, and health—form the foundation that enables individuals and communities to thrive.

In the face of a rapidly changing, uncertain world, this work is more important than ever. From extreme weather to societal polarization, and the lingering impacts of the global pandemic, the world is increasingly hyper-connected—and so are our challenges.

Over the last several months, EDC came together as a community to reflect on the kind of meaningful contribution we want to make as a nonprofit organization with more than 65 years of experience. Through workshops and discussions with colleagues, our Board of Trustees, and valued partners, and as we examined EDC’s interdisciplinary strengths, values, and track-record, we identified this truth: Our mission endures—and we have greater ambitions. We want to create lasting change.

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*A better world is possible  
when we transform it together.*

Our strategic vision focuses on championing people and strengthening systems to ensure communities thrive in this moment—and beyond—by **advancing holistic, cross-issue solutions that remove barriers to opportunity**. Specifically, we set cross-cutting ambitions that transcend boundaries and sectors, ensuring our efforts not only uplift individuals but also strengthen entire systems.

These ambitions focus on supporting learners, as well as families, teachers, schools, caregivers, and systems entrusted to support them; equipping individuals with essential skills for a complex world shaped by artificial intelligence (AI); and creating healthy environments that integrate critical mental health and safety needs across the places where we **learn, work, and live**.

By continuing to align our efforts with the strengths of partners, communities, and individuals as well as the changing needs of the world, we seek to empower people, foster resilience, and promote sustainable progress. We don't want to merely respond to our changing world—we want to actively help shape it for the better.

Our vision and the work ahead go beyond aspiration. It is our call to action. We invite you to **join us**.



# 2 Our Purpose

We have always seen education, youth and economic development, and health as interlocking pieces that foster greater human potential. By working within and transcending these sectors, we address the multifaceted challenges that affect us all.

## ◆ Learn

Education is not merely the acquisition of knowledge but the ignition of potential. It is the spark that propels individuals toward a future rich with opportunities. EDC is dedicated to fostering learning environments that enable minds to explore, question, and innovate.

Early childhood development and learning

Primary and secondary education

Higher education

Teacher professional learning

STEM

Out-of-school learning

## ◆ Work

Meaningful work is a cornerstone of human fulfillment. Economic opportunities are not just avenues for financial prosperity, they are bridges to purposeful contributions. EDC is committed to cultivating environments where work is a vehicle for personal growth, community development, and global progress.

Career and technical education

Future-ready skills

Youth skills and economic development

Innovation and entrepreneurship

## ● Be Well

Health is the bedrock upon which thriving societies are built. It is not merely the absence of illness but the presence of holistic well-being. EDC recognizes that achieving physical and mental well-being is connected to the environments, structures, and relationships that nurture resilient communities.

Aging

Behavioral and mental health

Maternal, child, and family health

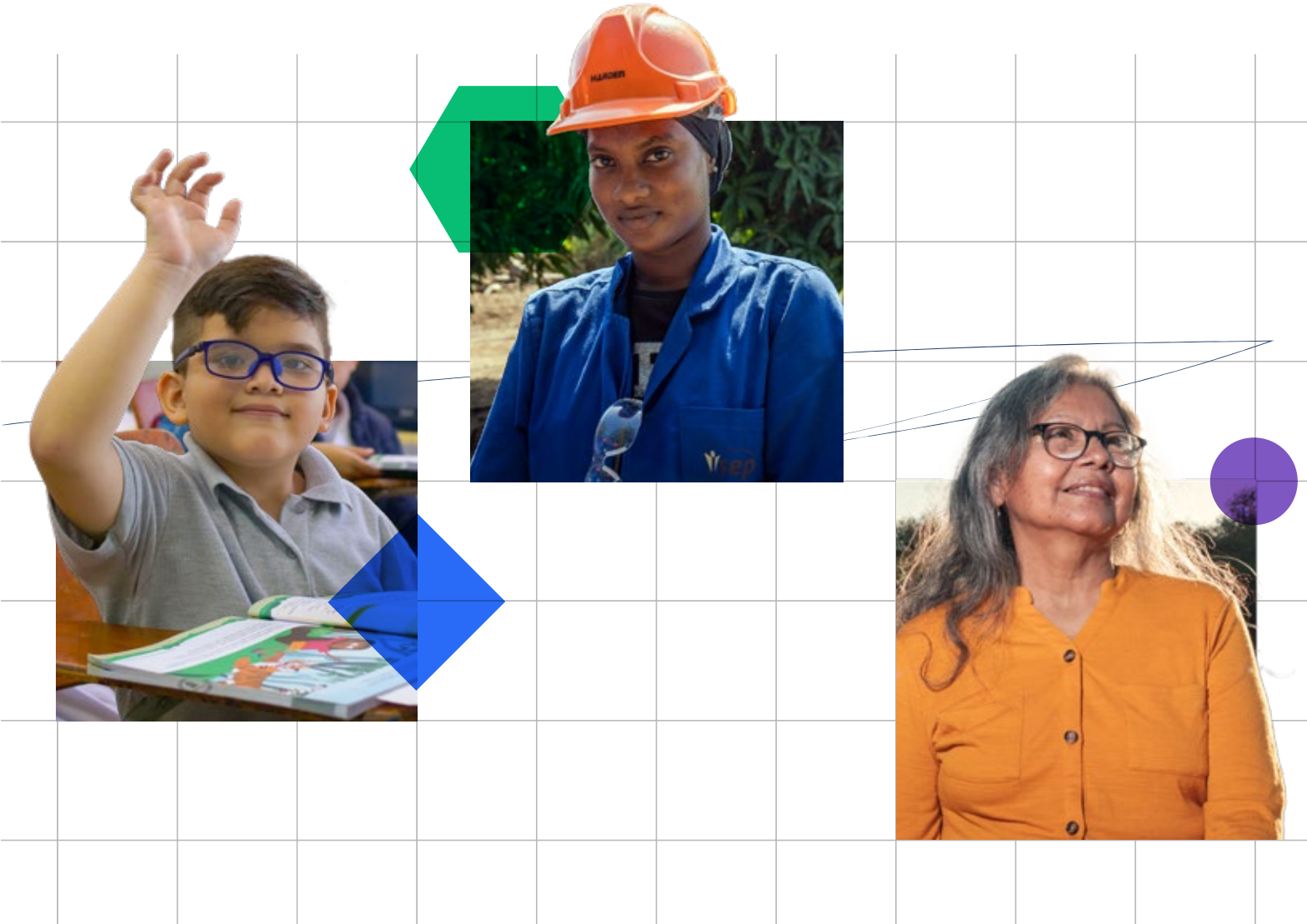
School health

Suicide, addiction, violence, and injury prevention



Piece by piece, partnership by partnership, together we create a more connected and caring world.

*EDC works with partners worldwide to advance every person’s journey to learn, work, and be well.*



# 3 Our Ambitions

In response to urgent global needs and governmental priorities, we have developed four cross-cutting ambitions that will allow us to address the interconnected challenges to learning, working, and being well. Over the coming years, we will work collaboratively and creatively toward a world where...

01 Children have quality education and care in their crucial early years.



02 People have the skills, agency, and resilience to flourish in a changing world.



03 Teachers and education systems are equipped to meet the ever-changing needs of learners.



04 Everyone’s well-being is enhanced by safe environments, quality health care, and nurturing relationships.








## AMBITION 1

# Children have quality education and care in their crucial early years.

### Investing in Children’s Early Years

#### THE CHALLENGE

-  Globally, the participation rate in organized preprimary learning programs has stagnated at roughly 75% since 2015. The rate is lower in regions with higher concentrations of poverty.
-  In the United States, childcare expenses are untenable for most families.
-  Education and care systems are disconnected and often fail to address the intersecting challenges of poverty, poor nutrition, violence, and isolation.

#### THE OPPORTUNITY

*The first years of a child’s life are the foundation for all that follows.* Strategic investments in early childhood development and health set children on a path to full and fulfilling lives. For example, economists calculate a \$13 return for every \$1 invested in early care in the United States and as much as a \$37 return in Sub-Saharan Africa.

Our vision includes programs that advance early childhood development and health policies, programs, and practices, with a particular focus on the early relationships children have with adults. We will continue to forge partnerships at national, state, and community levels to develop the capacity to sustain comprehensive initiatives that promote early education, safety, and physical and mental health. We also will engage with funders and investors, prioritizing multigenerational learning, community well-being, social and civic development, and economic growth as integral to cost-effective, high-quality interventions.

## AMBITION 2

# People have the skills, agency, and resilience to flourish in a changing world.

### Building Resilient Skills

#### THE CHALLENGE

⌚ According to the World Economic Forum, by 2027, approximately 25% of jobs will change—69 million new jobs will be created, and 83 million current jobs will be eliminated.

🌐 Globally, about 69% of people ages 16–24 lack secondary education skills.

🔄 Nearly two-thirds of global tech leaders say job candidates don't have the skills or experience they need, and more than half are concerned by a general shortage of candidates.

#### THE OPPORTUNITY

*The massive shifts taking place in societies and economies* due to AI, demographic transitions, the global pandemic, and the growing value of data literacy are remaking the settings where young people learn and will work.

Our vision is to forge partnerships that cultivate the strengths of learners and those who support them, joining forces with communities, employers, governments, funders, and systems. Foundational to this work is building on the assets and resilience that youth possess, recognize, champion, and reinforce with one another. We also must help construct—and ensure access to—systems that promote future-proof skills. These skills include analytical thinking, creative thinking, resilience, flexibility, agility, motivation, self-awareness, curiosity, and lifelong learning, as the world will continue to change.









AMBITION 3

# Teachers and education systems are equipped to meet the ever-changing needs of learners.

Empowering Education Teams and Systems

THE CHALLENGE

-  84 million children will be out of school by 2030 due to years of global underinvestment and learning losses.
-  By 2030, 300 million young people attending school will leave unable to read and write.
-  Due to the pandemic, the United States lost an estimated 730,000 local public education jobs. Globally, 44 million teachers are needed to reach universal basic education by 2030.
-  26% of primary and 39% of secondary school teachers in low-income countries lack minimum qualifications, the result of outdated and ineffective teacher preparation programs.

THE OPPORTUNITY

*Educational systems powered by well-trained educators*, guided by evidence, and structured around learning can be life-changing for young people. Under our vision, teachers, administrators, and nontraditional educators receive ongoing support and training; educational institutions are adaptable; and learning environments are nurturing and innovative. Well-functioning systems prepare learners to meet the dynamic demands of the future.

In both formal and informal educational settings, we are committed to partnerships that build sound foundations in literacy, science, and mathematics as well as cultivate lifelong skills. Improving educational systems, from pre-primary through higher education, also requires giving educational leaders the tools and support they need to collect, sort, and interpret data to meet the evolving strengths and needs of their student bodies—whether that is to increase students’ educational outcomes, nurture their mental health and well-being, improve teachers’ instructional practice, or assess the efficacy of a new policy.

AMBITION 4

# Everyone’s well-being is enhanced by safe environments, quality health care, and nurturing relationships.

Creating Healthy Environments

THE CHALLENGE

- ♀ A woman dies every 2 minutes from preventable causes related to pregnancy and childbirth.
- 🌐 Globally, 1 in 8 people are living with a mental health condition.
- ⚠️ 736 million people worldwide have experienced sexual and gender-based violence, adversely affecting children as well.
- 👤 1 in 10 older adults worldwide has experienced abuse.
- 🚩 Suicide is the fourth leading cause of death among 15- to 19-year-olds globally, the third leading cause in the United States, and a leading cause of maternal mortality.
- ✖️ A global shortfall of 10 million health workers is expected by 2030.

THE OPPORTUNITY

*Our vision for promoting well-being across the life course is holistic,* attending to environments, systems, structures, and people’s connections to one another. We work with partners to reimagine, strengthen, and transform systems of care, utilizing data and proven approaches that center empathy as well as prevention.

We also recognize that health and well-being are about more than individual accountability—they are about building systems of care that enable communities to find, use, and create resources to recover from challenges and generate positive change. To affect systems-level change, we must focus on building the capacity of caregivers, case workers, educators, clinicians, and public health workers; expanding access to support services; and fostering healthy and safe environments that support well-being in all phases of life.



# 4 Our Pillars

Whether working in active conflict or post-conflict zones, in traditionally resource-deprived neighborhoods, or among communities that experience sustained discrimination and repression, EDC has, and will continue to be, at the forefront of comprehensive efforts to remove barriers to opportunity and to reduce the impacts of poverty.



## CO-CREATION + COLLABORATION

At EDC, our ability to improve lives has always been determined by the quality of our partnerships. We understand that it’s not just about what we do, but how we do it—and who we do it with. We bring together people and organizations to understand the root causes of inequality and its impacts. We co-create programs with teachers, government leaders, advocates, private sector leaders, donors, youth leaders, and many others.

In doing so, we have come to understand the power of young people’s voices and perspectives alongside the wisdom of age—and why it is so critical to not just nurture individuals, but to strengthen the systems of support around every child, family, and community.



## GLOBAL + LOCAL PERSPECTIVE

We work in difficult contexts around the world where the lack of access to resources directly imperil progress. Whether supporting trauma-informed care in communities throughout South Carolina or youth empowerment in South Sudan, every community, regardless of its unique challenges, harbors a reservoir of untapped potential waiting to be unlocked through targeted interventions and collaborative efforts.

We take on hard challenges and contexts—because only through building effective systems everywhere can we have a lasting impact on individuals, communities, and the world. So while we take a global view of the collective challenges we face, we understand that each community and context requires us to bring different tools and technical expertise.



## GROUNDING IN EVIDENCE

As educators, researchers, scientists, and practitioners, we deeply understand the transformative power of data and evidence—and how essential they are to creating consequential opportunities. These tools not only inform our programs but also drive the evolution of entire systems.

Through rigorous analysis and data interpretation, we uncover insights that guide our decisions and actions. This evidence-based approach enables us to continuously improve our strategies, refine our interventions, and ultimately, achieve greater impact in our mission to empower individuals and communities.



## HARNESSING TECHNOLOGY

The rapid evolution of technology and AI has the potential to advance learning, working, and wellness outcomes and to break down barriers and connect people in ways that even a few years ago was unimaginable.

We are committed to using technology to promote greater innovation globally, forming partnerships that result in compelling solutions that are locally relevant and sustainable and have a high potential for scalable impact.

5 Transformation Strategy

To achieve our ambitions and develop effective approaches to learning, working, and being well, we must engage with our partners at every stage of transformation.

INVESTIGATE

When investigating, we start with **data**, crafting research questions that center people’s strengths and needs and drawing on the latest technologies to deliver new insights. We conduct **rigorous and independent research** that identifies barriers to progress, and unveils opportunities for change. Data inform our **designs** and our **development** of cost-effective solutions and tools and how we distill **recommendations for decision-makers** in a compelling and accessible manner.



“

As a leader in a state education agency, we need research to inform policy decisions. Policymakers in our state often ask “what is the return on investment” for our educational programs. Through the Regional Educational Laboratory Northeast and Islands, EDC conducted a rigorous study of accelerated college programs that allowed us to quantify the impact of these programs on students and to understand differential rates of participation among students. Findings of this study helped us to advocate for additional funding in the midst of competing policy demands, and EDC is now supporting our plan to expand access to these programs.

Steve Osborn, State Strategy and Student Opportunity Officer, Rhode Island Department of Education

Whether we’re refining an idea through research, establishing a collaborative approach to implement that idea within a community, or shaping national policy, EDC excels as a technical leader and a collaborator.

IMPLEMENT

Alongside our partners, we **develop and implement** evidence-backed programs that fit diverse cultures, contexts, strengths, and needs. We also conduct **evaluations** of program effectiveness. Our aim is not to deliver a finite program that responds to an isolated problem but to build and sustain long-term capacity to allow partners to make and sustain change.



“

EDC has been a strong and unique partner for us. We worked together on the design and initial implementation of Akazi Kanoze, a work readiness and entrepreneurship program for Rwandan youth. But EDC didn’t just deliver a program, it built critical local capacity to enable Rwandan organizations, businesses, and the government to scale the program across the entire country. Because of this, Akazi Kanoze lives on today and is helping thousands of young Rwandans access work and launch their own income-generating activities.

Claudette Irere, Minister of State for Education, Rwanda

INFLUENCE

We use our shared expertise to build diverse **coalitions** for change, influence **policy**, mobilize **investment**, and **scale** our efforts regionally and globally. Coalition building is a powerful way we bring people together to share ideas, build relationships, and create change.



# 6 Cross-Cutting Capacities

Inside our **investigate-implement-influence** approach to our ambitions, and what makes us an effective partner, are EDC’s core capacities and extensive experience.



## Strengthening Systems

We know how to build and **strengthen systems**, as robust, well-functioning systems are essential to long-lasting improvements in education, youth and economic development, and health.

## Championing People

We know how to **champion people** who work inside of these systems, remembering they are at the heart of individual and systemic success.

## Developing Resources

And, we know how to prioritize and **develop high-quality resources** on which systems and people rely to be most effective.

# Strengthening Systems

## LOCAL CAPACITY STRENGTHENING

Our approach to system building is collaborative and community-based. It reflects local languages, cultures, strengths, and needs, and most importantly, it prioritizes local partners, such as women-led and youth-serving organizations, as leaders and decision-makers.



### EXAMPLES

Through the [USAID Inclusive Development and Equitable Assistance](#) activity, we are enhancing the capacity of local organizations headed by or representing marginalized and underrepresented groups as they advance their own development goals.

In the United States, our SAMHSA-supported [Strategic Prevention Technical Assistance Center](#) provides evidence-based training and support to the prevention workforce and helps state, local, and tribal groups identify and prioritize substance misuse prevention efforts for people who experience behavioral health inequities.

Through the [USAID Youth Empowerment Activity](#) in South Sudan, we are collaborating with local youth leaders who will support their peers in developing functional literacy, numeracy, and soft and life skills, thereby promoting social cohesion and reinforcing mentorship within and across communities.

Partnering with the U.S. National Science Foundation’s [Alliances for Graduate Education and the Professoriate](#), we are designing and hosting a conference series to increase the number of faculty from systemically marginalized populations in the STEM workforce and higher education.

## DATA, RESEARCH, AND EVALUATION

Whether we are engaging with partners at the national or local level, we support communities in identifying, analyzing, and adapting data and evidence for their own needs and goals, thus enabling them to strengthen their practice, policies, and systems. Our evaluation and research methods determine what programs and services are most effective in improving educational, health, and economic outcomes.



### EXAMPLES

Through the [Regional Educational Laboratory](#), we support U.S. state, regional, and local decision-makers in using data to address education issues and improve learner outcomes.

Our work on [Performance Tracking Systems](#) through digital dashboards allows teachers and leaders in Zambia to assess learning progress and develop appropriate instructional strategies.

As part of the U.S. Department of Education’s [Ready to Learn](#) program, we are evaluating how PBS KIDS videos, games, and resources, which reach over 10 million children ages 2–8, can support learning and interaction both among children and between children and adults.

## POLICY AND INVESTMENT STRATEGIES

Because financing is often foundational, our approach includes attending to resource allocation and financially sustainable practices that shape education, economic development, and health decisions.



### EXAMPLES

EDC’s [National Dementia Care Collaborative](#) has been instrumental in catalyzing health policy and payment reform of dementia care, allowing vulnerable older adults to remain home while also supporting their caregivers. Our approach is projected to save \$21 billion in the United States.

Through its [Sustainable Finance Initiative for School Meals](#), EDC is poised to support programs, countries, and donors with data on finance needs and options for resourcing education and health expansion.

To help [reform education and employment systems](#) to serve all youth and promote decent work in Rwanda, EDC has reinforced policy dialogue and provided costing analysis to institutionalize work readiness and work-based learning programs within education and vocational training systems.

Through the [National Action Alliance for Suicide Prevention](#), EDC has played a lead role in advancing the National Strategy for Suicide Prevention, the United States’ road map for prioritizing suicide prevention.

# Championing People

## TRAINING AND PROFESSIONAL LEARNING

Our approach to professional learning is holistic and focuses on building the capacity and contributing to the growth of both individuals and teams. This approach includes those working within a formal education workforce, from pre-primary through higher education, the full ecosystem of the care workforce, and the wide range of people working within informal systems.



### EXAMPLES

- Through our [Institute for Home Visiting Workforce Development](#) in the United States, we are analyzing workforce trends as we develop systems to improve the quality of maternal, infant, and early childhood services.
- In partnership with the Ministry of Higher Education and Scientific Research and its Faculties of Education across Egypt, we are working to reform the [national system of teacher preparation](#) at both the bachelor’s degree and diploma levels.
- As part of the [Higher Education Capacity Development](#) program and in collaboration with Florida State University, we are helping develop the capacity of Lebanese Higher Education Institutes to better prepare their graduates to be successful in labor markets.
- Our [capacity-building training](#) in the Democratic Republic of the Congo helped professionalize social workers and parasocial workers to support children and adolescents living with HIV.
- Our [National Center on Health, Behavioral Health, and Safety](#) is supporting 1,700 Head Start health, mental health, and nutrition services staff to better care for children and families in the United States.

## INSTRUCTIONAL PRACTICE

Our professional learning programs prioritize helping educators—from workforce development trainers to classroom teachers to health practitioners to community leaders—focus on building learner capacity and deepening relationships with educators and with other learners.

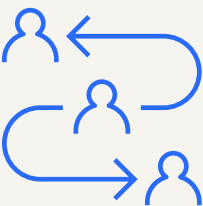


### EXAMPLES

- In the United States, [Math for All](#), an intensive professional learning program, helps prepare K–5 general and special education teachers to implement standards-based mathematics education with diverse groups of students, including students with disabilities.
- EDC is collaborating with the [Mali Ministry of Education and Teacher Training College](#) faculty to train the next generation of teachers in the most effective math and reading instruction techniques. The aim is to improve student learning results in schools with the greatest need.
- In the United States, EDC is improving teacher practice and student learning through [Visual Access to Mathematics](#). This project deepens teachers’ understanding of how to support students’ mathematical learning using visual representations, with a focus on multilingual learners.

## SYSTEM LEADERSHIP

Our approach to leadership is attuned to decision-makers at all levels and gives particular attention to strengthening mid-level, youth, and systems leaders who can be positive change agents and are crucial for sustainability and scale.



### EXAMPLES

- In the United States, our [Quality Measures Center](#) champions excellence in school principal preparation by engaging principal preparation program faculty and their district and state partners in conducting evidence-based self-assessments of program quality.
- Our [youth development work in Jamaica](#) engages youth in civic activities to promote their leadership in local development and decision-making. We also support our Jamaican partners in building capacity to address youth workforce development and resiliency needs.

# Developing Resources

## CURRICULA AND INSTRUCTIONAL TOOLS

The curricula and instructional tools we develop and implement result from a co-design process with those who will be using them as well as in consultation with key partners. Our curricula cover core disciplines, (e.g. science, literacy, and mathematics), as well as topics of increasing importance (e.g., computer science and computational thinking, infectious diseases, social and emotional development, data literacy, entrepreneurship and work readiness, civics, and recognition of gender-based violence).

The instructional tools are likewise varied, making use of many platforms and modalities, including digital and analog games, books, interactive audio instruction, video programs, podcasts, generative AI, and large-scale data interactives. In all cases, we rely on evidence of effectiveness, prioritize cultural and linguistic responsiveness, and use materials that seek to engage all learners in achieving their full potential.



### EXAMPLES

In the United States, our STEM projects provide learners with opportunities and enhanced learning experiences in science, technology, engineering, and math. [Young Mathematicians](#) makes math accessible to young children. [Beauty and Joy of Computing](#) includes high-quality computer science courses, and [Science+C](#) focuses on computational thinking.

In Liberia, our [Foundations of Health](#) curriculum integrates robust health education into work readiness training for out-of-school youth, with particular benefits for adolescent girls and young women.

Our [Journeys Plus](#) curriculum for 9- to 14-year-olds, which we developed with the Uganda Ministry of Health, tackles the challenges of gender-based violence and HIV/AIDS prevention and care.

## TECHNOLOGY

We approach technology as a multifaceted, purposeful tool; it is not the focus of our work but a powerful mechanism to support both people and systems. We use many different kinds of technologies to deliver information and services, to train people, to build capacity, to adapt to the diverse strengths and needs of individuals, to create locally defined and valued efficiencies within systems, to create efficiencies within systems, and to operate at a greater scale. In particular, we are attending to how the dynamic growth of AI presents new opportunities—and risks—in how we learn, work, and be well.

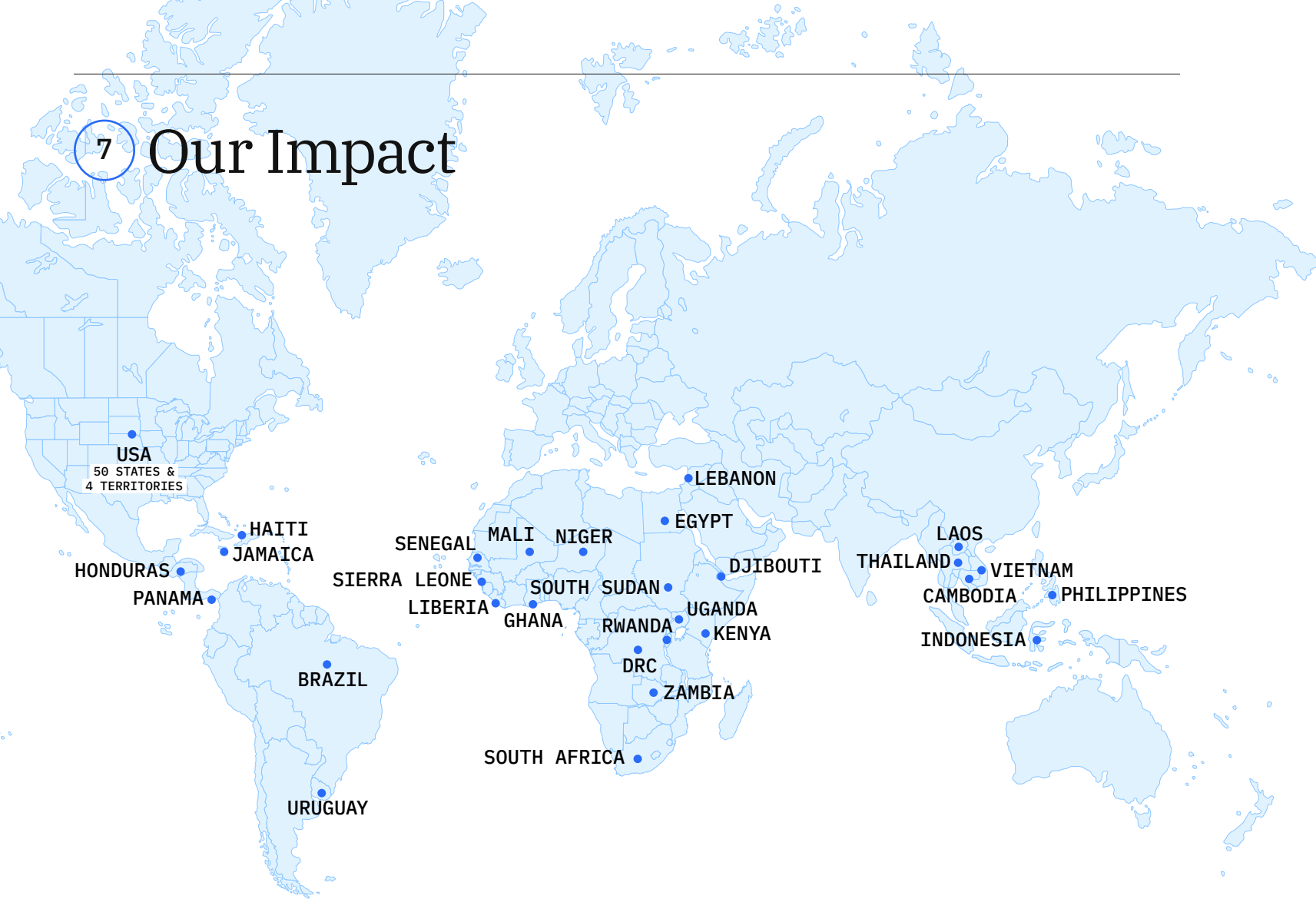


### EXAMPLES

We use [interactive audio instruction](#) to bring educational programs to children living in rural, unstable, or conflict-affected regions—areas that may have no formal schools or Internet. To date, EDC has supported over 100 million learners in 25 countries for more than 30 years.

In the United States, our [Steps to Care](#) uses an online intervention to support people at the highest risk of dropping out of HIV care. Developed in collaboration with clinicians and public health officials, the program's e-tools help clients feel empowered to take charge of their HIV diagnosis and improve care.

In Uruguay, we have developed instruments using [AI chatbot applications](#) to conduct language assessments in low-resource contexts.



# 7 Our Impact

## OUR PORTFOLIO

300+  
projects worldwide

## OUR TEAM

1,500  
employees

## OUR REACH

80  
countries

+

50  
states in the U.S.

65  
years

of developing innovative,  
award-winning science and  
mathematics curricula



14,000  
small businesses

launched in  
Sub-Saharan Africa

15M  
students

+

300,000  
teachers

receive transformed literacy  
instruction around the world



100M  
learners

experience improved  
educational outcomes  
across 25 countries  
through interactive  
audio instruction

10K+  
families

supported in the  
United States  
through the Home  
Visiting Collaborative



1M  
youth

participated  
in EDC's workforce  
development  
programs



1.6M  
people

reached with suicide prevention  
training programs and trained staff  
at 400 health care organizations

# 8 Our Commitment

The world is changing and so are we. Precisely because of the rapid rate of economic, ecological, technological, and social change across the globe, realizing our three-year vision will require us to be more agile than ever. From supporting staff collaborating across six continents to integrating AI into daily routines, our organization will do what it has done for more than 65 years—evolve.

While our mission endures, how we live out our commitment to be an effective partner as well as how we remain a desirable place to work requires adaptation. We intend to accomplish this by doing the following:



## ABIDING BY OUR COMMITMENT TO OUR PEOPLE

More than 1,500 people spread across 18 countries actively call EDC their professional home. And employee well-being and growth for all staff is the foundation for strengthening our organization.



## MEASURING OUR IMPACT AND EXPANDING OUR INFLUENCE

Our staff are well known for their capacity to investigate and implement. Our research is highly regarded, as is our on-the-ground technical expertise and our unwavering approach to authentic partnership. In this next phase of our organization’s development, we will push ourselves to also be more effective amplifiers by going to scale more quickly, increasing our policy influence, and shining a brighter spotlight on the consequential work we are achieving with our partners. Specifically, we are investing in the development and internal use of impact-tracking tools. Having **ready access to reliable data will allow us to better communicate the results** of what approaches work well and where there are opportunities for refinement.



## MAKING INCREMENTAL IDEAS LARGER BY COMBINING THEM

An important early insight from our analysis of our impact data pertains to scale: when multiple modest interventions focused on improving outcomes are combined, they can produce more when working together than separately. **For example, while many programs that we have been engaged with show evidence of learning growth**, none of them can transform education on their own. We will look across our organization to **identify ways to combine effective programs to have greater and more transformative impact.**



## PURSUING NEW FUNDING TO ENABLE NEW PARTNERSHIPS

Achieving our ambitions requires us to invest in strategies that diversify our current funding and extend our impact. While we do not take for granted the value and strength of our current partnerships, **new sources of support will allow us to expand our network of partnerships** and further pursue locally led development opportunities.



## TELLING STORIES OF CONSEQUENCE

Effectively communicating our ambitions across the ever-evolving media landscape will require that we tell stories of possibility and impact from our shared work with partners. **We value amplifying the experiences and voices of community-led efforts** and will pursue co-authorship with partners and cultivate relationships with local journalists and media outlets.

## 9 Our Invitation

As much capacity as we have—and as much capacity as you have—the kind of change we are pursuing will only happen if we combine efforts.

Whether you are a philanthropic leader, government official, community leader, social impact investor, researcher, job seeker, or anyone else ready to do meaningful work, we want to connect with you.

*A better world is possible when we transform it together.*



