CODE is a Canadian charitable organization that promotes literacy and education in Africa and the Caribbean.

**Vision**

*To support a sustainable literate environment in the developing world.*

**Mission**

*To enable people to learn by developing partnerships that provide resources for learning, promote awareness and understanding, and encourage self-reliance.*

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**Affiliates**

- **CODE Incorporated**
  120-2255 St. Laurent Blvd.
  Ottawa, ON Canada K1G 4K3
  (613) 260-3457

  CODE Inc., Canada’s foremost logistics and procurement agency, specializes in acquiring and delivering the items needed for voter registration and elections. Since 1989, the company has provided millions of dollars worth of voting material to emerging democracies worldwide. CODE Inc.’s dividends support literacy-related development projects undertaken by its parent organization, CODE.

- **CODE Foundation**
  321 Chapel St.
  Ottawa, ON Canada K1N 7Z2
  (613) 232-3569

  The CODE Foundation, an endowment fund that manages and invests bequests and other planned gifts, donates the investment income annually to CODE.

- **International Book Bank**
  2201 Eagle St, Unit D
  P.O. Box 4460, Baltimore, MD
  U.S.A. 21223
  (410) 362-0334

  The International Book Bank is a non-profit distribution service for books and other educational materials donated by North American publishing companies and the education community. IBB distributes these materials to non-profit organizations in developing countries, including CODE’s partners.
According to UNESCO, some 861 million people, or 20 percent of the world's adults, cannot read or write. Two-thirds of these people are women. The approximately 113 million school-age children who are not in school are likely to join the ranks of adults who do not have access to literacy.

In February 2003, with support from United Nations Secretary-General Kofi Annan, UNESCO launched the UN Literacy Decade (2003-2012) under the theme "Literacy as Freedom" to support broader international work. The Education for All (EFA) initiative, which seeks to increase literacy rates by 50 percent by 2015, provides the overall target for the Literacy Decade.

For CODE, the renewed international attention on literacy is a welcome development. When people do not enjoy literacy, they are often isolated, unable to participate or to contribute fully to the economic, social and political life of their community. In this sense, literacy goes far beyond reading, writing and numerical skills; it's a path to empower people, communities and countries.

Over the past year, CODE and its partners continued to build bridges of literacy. Together, we have developed literate environments by providing books, training teachers and librarians, supporting local publishing, and undertaking other activities. Moreover, we remained committed to improving our results by sharing our experiences and best practices: in November, we held "Learning through our Practice," the sixth workshop for our network of overseas partners since 1998.

One of the workshop's recommendations was in keeping with action proposed for the Literacy Decade: the promotion of greater links between literacy and issues such as HIV/AIDS. In fact, many of our partners have already made HIV/AIDS awareness a priority in their programs. During the past year, ALED in Mali, the Children's Book Project of Tanzania and CODE-Ethiopia all launched initiatives to integrate HIV/AIDS awareness into the learning process.

In Canada, 482 schools participated in Project Love, a program that enables elementary school students and teachers to prepare kits of learning materials for schools in developing countries. As you will see on page 8, Project Love supporters find all sorts of creative ways to raise money for literacy. CODE also launched an attractive new web site for Project Love to enable interested schools and communities to learn about the program faster and more efficiently.

Literacy can never come fast enough for people in developing countries. As the Literacy Decade puts more pressure on the international community to live up to its commitments, we hope that more people will become aware of what CODE supporters have recognized all along: literacy is the foundation for sustainable development.

We would like to thank all of our supporters for helping us to build bridges of literacy during the past year. Whether the funds come from our affiliates, corporate and institutional donors, or individual Canadians, they all make a difference. On pages 10-12, we pay special tribute to our generous donors.

On behalf of the children that have benefited from your extraordinary support, we send a heartfelt thank you!
### Partners

<table>
<thead>
<tr>
<th>Country</th>
<th>Organization</th>
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<tbody>
<tr>
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<tr>
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<td>Guyana</td>
<td>Guyana Book Foundation (GBF)</td>
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<td>Association pour la lecture, l’éducation et le développement (ALED)</td>
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<td>Malawi</td>
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<td>Paper Making Education Trust (PAMET)</td>
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<td>Mozambique</td>
<td>Associação Progresso (Progresso)</td>
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<td>Centro de Informática de Universidade Eduardo Mondlane (CIEUM)</td>
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<td>Bibliothèque-Lecture-Développement (BLD)</td>
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<td>Tanzania</td>
<td>Children’s Book Project (CBP)</td>
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<td></td>
<td>Mbinga District Council Department of Education</td>
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### Overview of CODE’s Programming

#### Overseas Program

Through its overseas program, CODE seeks to increase children’s capacity to learn. To that end, CODE works with local partners in nine countries in Africa and the Caribbean. These organizations help build and maintain strong environments for literacy, especially for children.

During the past year, CODE provided more than 745,500 new books to 2,836 libraries, supported the in-service training of 6,252 teachers and strengthened 14 literacy-based organizations in Africa and the Caribbean.

#### Provision of children’s learning materials

In 2002-2003, CODE and its partners processed more than 405,000 high-quality books donated by North American publishers. In addition to strengthening 2,800 existing libraries, CODE helped establish 36 new community libraries.

Highlights of local publishing included the launch of *Pangolim*, a bi-monthly magazine in Mozambique that offers a national and global perspective on issues such as education, human rights and HIV/AIDS.

#### Spotlight on The Guyana Book Foundation

Established in 1990, the Guyana Book Foundation (GBF) has supported children’s literacy in Guyana by establishing community libraries, distributing educational materials, supporting local publishing, and...
Skills development for teachers and librarians
Learning materials are critical, but teachers and librarians need the proper skills to use them effectively. During the year, CODE and its partners trained 6,252 teachers, education officials and community members in librarianship and to teach reading in 324 in-service training sessions. The Kenya Book Foundation, for example, trained 162 teachers, empowering them to start libraries in more than 150 schools around the country.

Spotlight on Progresso
Progresso, a Mozambican NGO, has been a CODE partner since 1991. During this time, Progresso has grown into one of the most capable and efficient NGOs in the country. Together, CODE and Progresso support a literate environment by improving teachers’ skills and providing locally published books, as well as developing local libraries in two Northern provinces: Cabo Delgado and Niassa.

In 2002-2003, Progresso continued to “train the trainers.” In Niassa, 28 education officers improved their ability to train teachers to teach grades 1-2. At the same time, 19 instructors at the teacher training centre in Lichinga (Niassa) learned new methods for teaching grades 1-5. Teams of education officials who received training subsequently led 104 training workshops for primary school teachers throughout the district. In total, 2,997 primary teachers increased their skills through in-service training.

In addition to working with the Ministry of Education to train teachers for the introduction of local languages in primary schools, Progresso produced teaching manuals and textbooks in five local languages.

Promotion of literate environments for children
Children need a supportive community to improve their reading skills. Since reading is not always widespread at home, CODE partners promote a variety of activities to stimulate interest in reading among children and their parents and other adults in the community as well. Throughout the year, partners held events such as book fairs and
reading contests to promote the importance of literacy. In Senegal, BLD attracted 5,000 children and 300 adults to its second annual book festival.

**Spotlight on ALED in Mali**
ALED, a CODE partner since 1997, distributes books, trains teachers and librarians, and promotes reading. Moreover, it integrates discussion of issues such as gender equity and HIV/AIDS into its regular activities. A new initiative, for example, will include a short skit about HIV/AIDS for television broadcast, as well as workshops to help librarians promote HIV/AIDS awareness appropriately.

In 2002-2003, ALED organized Reading Weeks in Ségou and Markala, which attracted thousands of people to a variety of activities. In Ségou, for example, more than 4,000 primary and secondary students, along with their teachers, took guided tours of exhibitions set up by three Bamako bookstores. Local radio stations also broadcast a lively roundtable discussion devoted to the importance of reading. In Markala and neighboring communities, some 9,000 students took part in games and reading contests. A conference on the state of reading in Mali also led to concrete suggestions to encourage more people to read more frequently.

**Strengthening resource and education networks**
The success of CODE’s programs depends on a network of partners that specialize in such areas as library development, literacy, publishing, book distribution and rural development. These networks, in turn, have relationships with community-based groups, government agencies and institutes that help them deliver high-quality programs. CODE supports these networks financially to strengthen them, enabling them to more effectively share their knowledge and attract new donors. During 2002-2003, CODE partners established 19 new relationships to support and broaden their programs, and eight partners attracted new funding from governments and international organizations.

**Spotlight on CODE-Ethiopia**
After seven years as an informal committee of government department heads in education, curriculum development and book production, CODE-Ethiopia became an NGO in 1994. Together with regional and municipal education departments and other agencies, CODE-Ethiopia has created and strengthened 62 reading rooms and associated schools in six regions. It maintains strong ties with local communities to create an environment for literacy to flourish.

In the past year, CODE-Ethiopia continued to strengthen the capacity of government education officials. It provided computer equipment, accessories and supplies to three woredas (akin to a Canadian municipality) for the production of a children’s magazine. At a five-day workshop, 17 education personnel learned to prepare children’s learning materials — everything from writing and illustration to design and printing. By year’s end, the initiative helped support the production and distribution of 30 titles of local language materials totaling 30,000 volumes.

**Family reunion: CODE partners gather to share experiences**
Between November 23-30, 2002, CODE partners gathered in Bamako, Mali, for a workshop called “Learning through our Practice.” Fifteen organizations, representing 11 countries, shared best practices for managing basic education programs for children in areas such as book selection, teacher training, library activities and networking. Each partner also brought visual displays of their work, including posters, photographs, locally-produced books and teaching aids.
Highlights of best practices identified at the workshop included the following:

- **ALED (Mali)** prepares short skits for television to reinforce key messages such as the importance of books and girls’ education. They are performed in local languages by well-known Malian actors.

- The **Children’s Book Project (Tanzania)** uses 21 criteria to assess whether it will buy or produce a book for its programs. These criteria range from content (relevance, gender awareness, humour, originality) and style (language level, artistic level) to production quality (design, paper quality, binding).

- **Progresso (Mozambique)** has developed a teacher training program to complement its primary school library program. The training, which supports government programs and curriculum, encourages teachers to make students the centre of their own learning.

- **BLD (Senegal)** uses animation activities to help young children and older students to become more familiar with books and reference guides. In one exercise, students race against each other to find words in their dictionaries.

Participants explored ways to measure progress, monitor results and adjust programs accordingly. They also reflected on the benefits and challenges of partnership with CODE, providing input to help develop a new Partnership Policy. Finally, they looked ahead at new priorities such as developing materials for teachers and children on HIV/AIDS.
In addition to its overseas programs, CODE works in Canada to increase knowledge and understanding about education and development in other parts of the world. Through Project Love, now in its 16th year, CODE brings awareness of literacy issues in developing countries to Canadian elementary and secondary students and teachers. Furthermore, Project Love enables schools and communities to help collect much-needed learning materials.

Each year, around Valentine’s Day, Canadian students across the country assemble kits of school materials such as notebooks, rulers and pencils for students and teachers overseas. In 2002-2003, 482 schools and community groups took part in Project Love, including two schools in the United States. In total, more than 75,000 students, teachers, parents and community members participated. In August 2002, CODE shipped 45,000 kits to Ghana and more than 10,575 kits to Senegal. CODE’s local partners delivered these kits to schools and community libraries.

For the second year, CODE partnered with the Elementary Teachers’ Federation of Ontario (ETFO) for its World Teachers’ Day (October 5) activities. In 2002, teachers from 177 schools — or 85 percent of ETFO locals — filled shoeboxes with school supplies for teachers overseas. These boxes were to be shipped to Ghana and Senegal in August 2003, along with Project Love kits.

“I shaved my head for Project Love”
This year, Maurice Cody Public School in Toronto, Ontario, proved that two heads are definitely better than one.

In a truly harebrained scheme, gym teacher Colin Strange agreed to shave his head if the school raised $1,000 for Project Love. Then, just to make it interesting, Mary Siegner — teacher-librarian and the event’s mastermind — vowed to follow suit if the school raised $2,500. When the final tally surpassed the goal, reaching $2,680, out came the shears!

To show solidarity with the teachers for the big event, Principal Judy Green proclaimed “Wacky Hair Day.” With Elvis Presley’s “Heartbreak Hotel” playing in the background, students gathered in the auditorium to watch Mary and Colin let their hair down. It took all of four minutes to reduce Mary’s shoulder-length hair to what she called the “Sinéad O’Connor” look.

The two teachers received sweatshirts that read “I shaved my head for Project Love” to honour them for the hair-raising experience. Meanwhile, thanks to the funds collected from family and friends in the community, the school prepared 1,340 school kits — the second largest shipment by one school in Canada!
## SUMMARY STATEMENT OF REVENUE AND EXPENSES

**FISCAL YEAR ENDING MARCH 31, 2003**

### REVENUE

#### CANADIAN SOURCES

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#### FOREIGN SOURCES

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<td>Guyana Educational Development Fund</td>
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<tr>
<td>In-kind value of donated educational materials</td>
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<td>6,724,924</td>
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**TOTAL REVENUE** | **2003** | **2002** |
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### EXPENSES

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**TOTAL EXPENSES** | **2003** | **2002** |
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### EXCESS OF REVENUE OVER EXPENSES

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<tr>
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Complete audited financial statements are available upon request.
Thank You!

Making it count
It all adds up — from the $2 gift that a Canadian school child sends to the variety of gift levels we receive from individual donors. In fact, when all the donations were tallied this year, individuals, schools, groups, foundations and businesses across Canada had increased their support. For this we are truly grateful! Broad public support means that CODE continues to qualify for significant funding from both provincial and federal governments.

CODE’s affiliates — CODE Inc., the International Book Bank (IBB) and the CODE Foundation — all contribute to the CODE success story.

Exceptional friends
Our corporate and foundation friends who provide us with funds for overseas programs deserve special mention. For many corporations and foundations, financial support to international development is outside their mandates. We are doubly grateful for those corporate and foundation donors who can see the value of assisting those in need in our global community.

CODE welcomes all new donors to our family of dedicated supporters.

You provide the gift of literacy
Look at what your dollars are doing for literacy!

Thanks to you, children in eight countries in Africa and Guyana in the Caribbean are holding books in their hands and spelling words in their notebooks. Literacy empowers. When children learn to read and write, they learn how to make good choices — like how to avoid getting sick with HIV/AIDS.

Thanks to you, more than 6,252 teachers and librarians received training, which supported children’s literacy in their communities.

Together we build the bridge of literacy
With every year, we reach more and more children. However, our task is still enormous. More than 861 million people in the world do not know how to read and write. Approximately 113 million school age children are not in school. With your help we continue in the struggle to erase illiteracy.

Every year, we also spread more awareness about international development and CODE’s international literacy work through Project Love. CODE thanks the many Canadian teachers, students, youth groups and community groups who participated in Project Love during the past year.
CODE recognizes the contributions of individuals who made significant donations in 2002-2003. Please note that this is a partial listing. We also extend our warm thanks to the many individuals who wished to remain anonymous.

**Leaders in Literacy ($1,000 to $8,000)**

Cynthia Baxter  
Chris Blundell  
Christopher Bredt & Jamie Cameron  
Julie Chandler  
James Chandler  
Gwyneth Evans  
Richard Evans  
Mark Galler  
Ronald Hagler  
Margaret Hincks  
Peter MacLaren  
Susan MacLaren  

Robert MacLellan  
Jean Marsh  
Wilfred McCutcheon, LL.D. Hon  
Paul Moore  
Rosalind Richardson  
Barbara Ritchie  
Cedric Ritchie  
Paul Stewart  
Willem & Susan Van Iterson  
Maurice Walsh  
Thomas Warth  
Eric Webber

**Literacy Builders ($500 to $999)**

Yvonne Appiah  
E. Louise Arnott  
Norma Bell  
Bronwyn Best  
Janet & Sterling Bjorndahl  
E.R.G. Burgess  
William Burt  
K.M. Cartwright (†'03)  
Patricia Cochrane  
Dawn Crabtree  
Christopher Crump  
Alceo De Anna  
Lynn Donaldson  
Beverly Goodwin  
Angela Goyea  
Lucy Grossmann-Hensel  
Mark Heule  
Emily Hutchinson  
Mark Hutchinson  
Audrey Kerr  
Marina Kovrig  
Mollie MacCormac  
Paul MacKenzie  
Meiz Majdoub  
William McLachlan  
Eric Molson  
Dorothy Mosey  
Michael Mravinec  
Marion Penrose  
Robert Piltch  
Robin Richardson  
Everett Sheehan  
Margaret Stedman  
Ruth Stedman  
Katharine Thompson  
Henry Venema & Mary Anne Schinkel  
Jacqueline Vézina  
Margaret Wade Labarge  
Fay Wood  
Carol Yeadon  
Beth Young

**Donated Books**

Over the years, CODE has received and shipped millions of donated books and other educational materials and equipment to schools, libraries and institutions in the developing world. Publishers adhere to donation guidelines, ensuring that our partner agencies in recipient countries select from only the most appropriate books. CODE would like to thank our affiliate organization, The International Book Bank (IBB), which manages the program. We would also like to salute the following publishers for their significant book donations in 2002-2003:

Alyson Publications  
BMJ Books  
BookSouth Inc.  
Bound to Stay Bound  
Bridge Publications Inc.  
Capitol Books  
Cook’s Book Company  
Daedalus Books  
Editions du Renouveau Pédagogiques Inc.  
Fairmont Books Inc.  
Gryphonhouse Inc.  
Guilford Publications  
Houghton Mifflin Canada Ltd.  
International Development Research Centre  
Jones and Bartlett Publishers  
Lippincott Williams & Wilkins  
Maple Tree Press  
McGraw-Hill  
National Book Network  
Nelson Thomson Learning  
Oxford University Press  
Scholastic Inc.  
Stephen H. Glazer, Inc  
Sundance Publishing  
The Morgan Library  
Trifolium Books Inc.  
Twist, Phelan  
Valet Distributing  
WW. Norton & Company, Inc  
Watermark Press  
World Book, Inc.  
World Vision USA
CODE is pleased to recognize the generous support of our major institutional donors

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<td>Fondation Marcelle et Jean Coutu</td>
<td>Manitoba Teachers’ Society</td>
<td>George Cedric Metcalf Charitable Foundation</td>
</tr>
</tbody>
</table>

We thank our other major institutional donors who wished to remain anonymous.

CODE pays special tribute to the ongoing support of all public and private foundations, educational, religious and service groups and to the thousands of individual donors who selflessly give from their hearts in support of global literacy. Owing to space restrictions they could not all be recognized in the publication.

A particular thank you to estates of individuals whose legacy gifts of education will carry today’s provision of hope forward to the children of the future.

All of these gifts are the foundation upon which we build the bridge of literacy.

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Ottawa, ON K1N 7Z2 Canada
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Toll-free: 1-800-661-2633
Fax: (613) 232-7435
E-mail: codehq@codecan.org
Web: www.codecan.org
Registered charity # 11883 4878 RR0001

Ce rapport annuel est également disponible en français.

Sean Maddox, Ethiopia