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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CODE Incorporated
120-2255 St. Laurent Blvd.
Ottawa, ON K1G 4K3 Canada
(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 programs undertaken by its parent organization, CODE.

CODE Foundation
321 Chapel St.
Ottawa, ON K1N 7Z2 Canada
(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 21223-4460 U.S.A.
(410) 362-0334

The International Book Bank is a non-profit membership 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. CODE is the sole member of IBB.
In a joint message to mark World Teachers’ Day on October 5, 2003, UNESCO, UNDP, UNICEF and ILO raised the alarm about an impending teacher shortage in both rich and poor communities around the world. The four United Nations’ bodies predicted a shortfall of 35 million primary school teachers by 2015—a trend driven by budget cutbacks, retirement, stress, burnout, and—in many developing countries—the impact of HIV/AIDS. The year is significant: it is also the target date for achieving universal primary education and other critical United Nations Millennium Development Goals.

It would be all too easy to despair over the gap between vision and reality. At CODE, however, the gap only strengthens our convictions. It inspires us to work harder to promote literacy overseas and to engage Canadians in the development process.

The work of CODE and our partners, in fact, responds directly to the crisis. In Mozambique, for example, the teacher shortage has led to the hiring of primary teachers with no pedagogical training. To address this problem, CODE worked with Associação Progresso to provide in-service training to primary teachers in two provinces. In the past year, the program enabled 186 educational officers to enhance training and supervision skills and more than 781 primary school teachers to improve their teaching skills.

Not only does CODE provide educational materials and support training for teachers and librarians, but we also encourage collaboration and mentoring to build networks among teachers, many of whom are isolated.

During the year, CODE provided more than 1.1 million new books, brochures and magazines to more than 2,000 libraries; we helped train nearly 4,000 teachers, librarians and education officials; and we strengthened 13 literacy-based organizations in Africa and the Caribbean.

One indicator of success for CODE is the increased demand for our materials and services. In 2003-2004, CODE and our partners responded to many demands to reprint editions.

For example, the Guyana Book Foundation published the second edition of Kofi Baadu Out of Africa, the celebrated children’s book by the late Guyanese political activist and historian, Walter Rodney, which was originally released in 1980. This edition reflected comments from teenagers, who were the author’s primary audience. A second edition of Rodney’s Lakshmi Out of India was also planned. Bibliothèque-Lecture-Développement (BLD) in Senegal and CODE-Ethiopia produced other second editions of books as well.

Our overseas partners are essential to our work. While partnership has long been a guiding principle for CODE, we adopted a formal Partnership Charter during the year to spell out mutual expectations and benefits. The Charter demonstrates our commitment to building relationships with other organizations that share our vision of a world where children can access rich learning materials to support them as they go through school. We would like to extend our appreciation to all partners for their continued support and hard work.

We would also like to thank you—our donors and supporters—for joining us on the journey towards literacy over the past year. Your involvement, in whatever form it took, contributed to our success in 2003-2004. We hope that we can count on your continued support to meet the challenges ahead.
**Partners**

**Ethiopia:** CODE-Ethiopia  
**Ghana:** Ghana Book Trust (GBT)  
**Guyana:** Guyana Book Foundation (GBF)  
**Kenya:** Kenya Book Foundation (KBF)  
**Mali:** L’Association pour la lecture, l’éducation et le développement (ALED)  
**Malawi:** National Library Service (NLS)  
Paper Making Education Trust (PAMET)  
**Mozambique:** Associação Progresso (Progresso)  
Centro de Informática de Universidade Eduardo Mondlane (CIUEM)  
**Senegal:** Bibliothèque-Lecture-Développement (BLD)  
**Tanzania:** Children’s Book Project (CBP)  
Tanzania Book Support Trust (TBST)  
Songea District Council Department of Education

**Overseas Program**

CODE works with local partners in nine African and Caribbean countries to increase children’s literacy. Together, CODE and our partners balance the need to strengthen the capacity of teachers and education officials with the need to provide appropriate reading materials, especially for children.

During the year under review, CODE provided more than 1.1 million new books, brochures and magazines to over 2,000 libraries, supported the in-service training of nearly 4,000 teachers and strengthened 13 literacy-based organizations in Africa and the Caribbean. Following, the annual report highlights the five components of CODE’s Overseas Program.
Providing children’s learning materials

Relevant and appropriate books are rare in CODE’s target areas. In most primary schools, as many as six students share a single textbook. Due to the lack of supplementary reading materials, reading is not a widespread activity. Further, books are rare in homes and many parents do not read regularly or are illiterate. In several CODE program countries, education occurs in a language that is not the mother tongue, placing extra pressure on children who must learn to read in a second or third language, often introduced only at school.

Under CODE’s programs, books are donated from North America, purchased from within the country or region, or published specifically for the target group. We are committed to providing relevant, cost-effective reading materials that are appropriate to different reading levels and accessible to students at sites with inadequate shelving units, book management systems and library periods.

In 2003-2004, CODE and our partners delivered 641,966 high-quality and relevant books donated by North American publishers. We also published nearly 220,000 books and magazines, and bought nearly 250,000 local books. In addition, we strengthened the capacity of more than 2,000 existing libraries to provide services to users and helped set up 67 new libraries in schools and communities.

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 a non-governmental organization (NGO) in 1994. Together with regional and municipal education departments and other agencies, CODE-Ethiopia has created and strengthened the delivery services of 62 reading rooms and associated schools in six regions. It maintains strong ties with local communities to create an environment for literacy to flourish.

As part of its ongoing publishing program, CODE-Ethiopia has produced three books on HIV/AIDS in local languages. The books, written by children and adults living with HIV and AIDS, offered 30 true stories about the impact of the disease. With titles such as “You too, mother?” and “Where were you, father?” the stories demonstrate that HIV/AIDS strikes people from all backgrounds. Each story features activities to generate discussion among students in grades 5-8 and their teachers.

CODE-Ethiopia distributed the books free to schools and reading rooms where it works. In 2003-2004, in response to the demand for the books, CODE-Ethiopia reprinted them, and planned wider distribution.
Strengthening skills of teachers and librarians

Lasting reading behaviour among children depends on the skills and abilities of literacy professionals in the field since they have the most consistent contact with children. CODE therefore devotes significant resources to increase the skills of teachers and librarians. Typically, a group of teachers will be trained as trainers who, in turn, impart their new skills to other teachers.

In 2003-2004, CODE trained nearly 2,672 teachers, education officials and community members in the teaching of reading. An additional 45 teachers learned how to produce teaching/learning aids, and 653 teacher-librarians learned library management and reading promotion skills. CODE partners organized more than 100 in-service training sessions for teachers and librarians.

Spotlight on Ghana Book Trust

The Ghana Book Trust (GBT) is part of an emerging network of education-based NGOs in Ghana. Established with CODE support in 1989, it supports school and community libraries and the national publishing industry. Both Ghana’s Parliament and the Ghana Book Development Council have recognized GBT’s vital work.

Since 1998, the GBT has operated a primary school reading program in four rural districts. The program has helped more than 400 schools establish libraries with books in both English and Twi, a widely spoken language. The libraries are providing children and teachers with access to a wealth of materials to improve reading skills and increase access to general knowledge, local fiction and resource materials information.

GBT strengthens the skills of both teachers and librarians. In 2003-2004, GBT trained 223 teachers and circuit officers in school library management skills at a one-week residential course. Participants learned about planning, publicity, routines, cataloguing and classification and will share their newly acquired knowledge with their colleagues. With support from the University of Ghana, GBT also developed a reference manual that graduates can take back to their schools and share with their peers. More than 100 teachers also took part in a training course on the teaching of reading.
**Promoting literate environments for children**

Children need supportive surroundings to develop a love of reading. To that end, CODE’s partners promote activities that motivate both children and adults to read. During the year, several partners held book fairs, reading competitions and writing competitions for students and their teachers in their target schools and communities. These activities have the added advantage of motivating the parents and other community members to also read.

The supply of books at school and community libraries cannot be taken for granted. We ensure that supplied materials are readily available to readers. As well, monitoring systems ensure that librarians and teachers can gather information on reading behaviour and make informed decisions to promote reading skills.

**Spotlight on Bibliothèque-Lecture-Développement**

Created in 1994 by a group of educators and librarians in Senegal, Bibliothèque-Lecture-Développement (BLD) provides books, equipment and training to libraries. A membership-based organization, BLD offers consulting services and training to defray its administrative expenses.

In 2003-2004, BLD held its third annual youth book fair in Pikine. Widespread participation from schools and effective promotion attracted nearly 12,000 to the fair, more than doubling attendance from the year before. In addition to displays from bookstores and publishers, the fair offered children the chance to play games and enter contests that encouraged reading. Five thousand winners took home either a book or a school kit (see Project Love, page 10).
**Strengthening resources and education networks**

CODE works with its network of partners in specialized areas such as library development, publishing, literacy promotion, book distribution and rural development. CODE supports and encourages these partners to network with other community-based groups, government agencies and institutes that help them deliver high quality programs. During 2003-2004, CODE partners established 17 new relationships to support and broaden their programs and—in a testament to their growing reputation—six partners gained new international funding sources.

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**Spotlight on Centro de Informática Universidade de Eduardo Mondlane (CIUEM)**

CIUEM is an autonomous institution within Eduardo Mondlane University in Maputo, Mozambique. It spearheads the introduction of information and communication technologies (ICTs) in both the university and the community at large. Among its activities, the centre installs and maintains hardware, conducts training and research, acts as an Internet source provider and supports pilot telecentres across the country.

In 2003-2004, after four years of implementation, CIUEM evaluated the CODE-supported program at the Primary Teacher Training Centre (CFPP) in Montepuez in the northern province of Cabo Delgado. According to the evaluation, the program has boosted morale at the centre. Facilitating access to ICTs promises to reduce teachers’ isolation and improve the centre’s curriculum.

Building on the successful evaluation, CIUEM expanded its support to this teacher training centre, installing additional solar panels and computers. The capacity thus created at the teacher training centre is providing technical support and training for the first teacher resource centre created under CODE’s program with Associação Progresso in Cabo Delgado.
Building capacity within the CODE family

Many of CODE’s partners have developed expertise that can help strengthen counterparts working in similar literacy programs. Through CODE-sponsored workshops and exchanges, our partners offer training for each other or take advantage of other training opportunities.

In 2003-2004, CODE supported five of our 13 partners to undertake special capacity building initiatives. In Senegal, the Bibliothèque-Lecture- Développement (BLD) sent staff to an intensive library-software training course in France. Experts from the Malawi Institute of Education trained staff from the Paper Making Education Trust (PAMET) on the use of locally available resources for teaching. CODE-Ethiopia visited the Children’s Book Project in Tanzania to study its publishing program. The CBP visited Mozambique to learn about Progresso’s strategies of support to the education sector. Senior staff at the National Library Services of Malawi enrolled in management programs offered by the Malawi Institute of Management, while others took university courses in librarianship offered at Mzuzu University.

As a sign of their growing reputation and concrete experiences, our partners increasingly use their skills to help strengthen the capacities of organizations outside the CODE family as well.

**Senegal:** Aide et Action contracted BLD to train eight librarians in library management and facilitation for two weeks to support this French NGO’s new reading program in Senegal.

**Mozambique:** Building on its expertise in CD-ROM production, the Centro de Informática de Universidade Eduardo Mondlane (CIEUM) produced a bilingual CD-ROM on malaria for UNESCO and the Ministry of Education, which was distributed throughout Mozambique.

**Mali:** L’Association pour la lecture, l’éducation et le développement (ALED) took part in a regional workshop to launch the distance education network of CEFADES (Centre d’études, de formations actives et de développement entrepreneurial au Sahel). ALED is the lead partner for this cutting edge program in Mali.

…“our partners increasingly use their skills to help strengthen the capacities of organizations”…
Canadian Program

Through its public education program in Canada, CODE increases knowledge about the importance of building the bridge of literacy. Increasingly, CODE is developing partnerships with other education-minded organizations. These alliances strengthen both organizations, heightening the impact of their programs.

Project Love

For the past 17 years, Project Love, CODE’s global education program, has enabled elementary and secondary students to support literacy in the developing world. Each year, Canadian students and their teachers assemble Project Love kits of school materials such as notebooks, rulers, erasers and pencils for their peers overseas. At the same time, through special class projects, they learn about the challenges faced by teachers and young people in developing countries and how, through participating in Project Love, they can make a difference.

In 2003-2004, Project Love attracted 490 schools and community groups, comprising more than 70,000 students, parents and community leaders. In July 2003, CODE shipped 1,221 boxes containing 45,000 Project Love kits to the Ghana Book Trust and 25,000 kits to Bibliothèque-Lecture-Développement in Senegal, which distributed them to schools and libraries.

Project Love heads North

Project Love had the amazing experience of working with Edie Carlson, a teacher at Quqshuun Ilihakvik Centre School in Gjoa Haven, Nunavut. If you look on a map of Canada look WAY up—Gjoa Haven is located on King William Island! Our telephone conversations and our emails (Ottawa – Gjoa Haven) negated the many kilometres between us.

Here is how Edie describes their Project Love experience. It is similar to what is done in hundreds of schools across Canada, but they had a few unique twists.

“The 100 kits (two boxes) and the cheques were mailed at the end of the week. All of the kits include some form of communication—a short letter or drawings. We did make a point of hauling the boxes all the way to the Post Office via sled with my lead dog, Kajurtuq (see photo). Dogs are not usually used in this manner. The people are generally scared/terrified of the dogs, which by law are tied up and used only on teams a few times of the year.
“The kids got a lot of fun doing it this way. They had a chance to show that they knew how to tie gear on a sled. As well, they each got a turn to RIDE on the sled at the same time the job was being done. Two even had a chance to discover that my dog was not dangerous and that they could pet her! Usually kids here only have pet puppies—unless they have a personal dog they have raised themselves. I could have called the taxi or taken the skidoo to the Post Office myself. Our way was more fun!

Regretfully, not all kits got a letter because, after all, only 12 to 14 kids (out of 24) come consistently to class. It was too much to expect the best-attending students to do ALL the work! Most of the class contributed part of the time, and especially by buying bake sale items. This raised $350 for Project Love.

**World Teachers’ Day** *Shoebox Campaign*

CODE continued to build on a special partnership with the Elementary Teachers’ Federation of Ontario (ETFO). To celebrate World Teachers’ Day in October, more than 85 percent of local ETFO districts, totalling 177 Ontario elementary schools, assembled 1,353 “shoebox” kits full of teaching supplies for their colleagues in Ghana and Senegal.

**Postcards of the World**

In *Postcards of the World*, initiated by the Paul Gérin-Lajoie Foundation, elementary students across Canada explore the meaning of citizenship. In 2003-2004, they each wrote five postcards on an aspect of “peace.” With support from CODE, 260,000 sets of postcards with accompanying teachers’ manuals were mailed to francophone and anglophone schools throughout Canada.

**butterfly 208**

An art and writing contest sponsored by the Canadian International Development Agency (CIDA), *butterfly 208* encourages secondary school students to celebrate the potential of global cooperation. In August 2003, the six winners travelled to Ghana to experience development first-hand, bringing Project Love school kits with them. With support from the Ghana Book Trust, the winners presented the kits to students at Abuontem Primary School in Ghana’s Ashanti Region.
Building the Bridge of Literacy

Literacy fast facts:

- More than 861 million people in the world cannot read and write.
- Over 100 million children have no access to schools.
- Countless children, youth and adults who attend school and educational programs fall short of the required level to be considered literate in today’s complex world.

Promoting literacy is a daunting task. With the support of our many donors and friends CODE is, nevertheless, building the bridge of literacy—one child at a time. Through education, individual students, families and communities are empowered in all aspects of their lives—socially, economically and politically.

It all adds up

CODE depends on a variety of donors, large and small, to succeed. Whether it's a donation from a foundation or a child's gift of a weekly allowance, it all adds up. An evaluation in 2003-2004 showed that CODE had welcomed an additional 1,300 individual donors. CODE is grateful to acknowledge a 30 percent increase in both donors and dollars since 1999!

CODE would like to thank all of our donors, continuing and new, for their essential support—from individuals, schools and community groups to foundations and businesses. Your ongoing support means that CODE continues to qualify for significant funding from both provincial and federal governments.

CODE has made an effort to maintain contact with all of our donors. We are grateful to our many friends who continue to grant us their financial support and trust us to deliver quality literacy programming.

Through letters and newsletters, CODE keeps you, our donor, informed throughout the year of our various programs.

Thank you for all your letters of support to “keep up the good work.” We’ll gladly continue to do so—with your help.
Special thanks

We are especially grateful to our corporate and institutional donors. Often, support for international development falls outside their mandates. By supporting CODE, they are thinking and acting globally, which ultimately benefits all Canadians by creating a more humane, secure and prosperous world.

We are also indebted to our affiliates—CODE Inc., the International Book Bank (IBB) and the CODE Foundation. Simply put, we couldn’t do our work without your financial support or the high-quality books and shipping you provide.

We extend our great appreciation to the Canadian International Development Agency (CIDA) for its tremendous support.

Finally, CODE would like to thank the many Canadian teachers and students, as well as youth and community groups, who took part in Project Love and our other global education programs.

Your gift works wonders

Thanks to all of you… a boy in Ethiopia is learning about the risks of HIV/AIDS… a girl in Senegal has access to school supplies… a teacher in Guyana is learning new skills to promote reading. The gift of literacy keeps giving, year after year. Our donors and supporters can take pride that they are helping to empower people by building the bridge of literacy.

Major Individual Donors

CODE is pleased to recognize the contributions of individuals who made significant donations in 2003-2004. Please note that this is a partial listing. We also extend our warmest thanks to the many individuals who preferred anonymity.

Literacy Builders
($500-$999)

Judith Adams
Yvonne Appiah
William Baker
Avie Bennett
Bronwyn Best
Garth Brooks
E.R.G. Burgess
Prakash Burra
William Burt
Norton Campbell
Barbara Collishaw
Alceo De Anna
Walter Dedio

Chris Ellsray
Gérald Fallon
Elaine Gold
Beverly Goodwin
Angela Goyceau
Lucy Grossmann-Hensel
Robert Harris
Stephen Heckbert
Mark Heule
Emily Hutchinson
Mark Hutchinson
Audrey Kerr
Joseph Leong-Sit

Judythe Little & Donald Fraser
Susan M. MacLeod
Angus MacQueen
Colin McNairn
Eric Molson
Dorothy Mosey
Esther Ondrack
Katherine Packer
Mary Redmond
Robin Richardson
Hubert Roberties
Ed Rooney
Nadim Salti

William Sargent
Gordon Scheller
Judith Spanglett
Margaret Stedman
Paul Stewart
Ann Thompson
Katharine Thompson
Willem & Susan Van Iterson
Henry Venema
Jacqueline Vézina
Fay Wood
We also extend a special thank you to the estates of individuals whose legacy gifts to education we received during the year. To celebrate the United Nations Decade of Literacy (2003-2012), CODE has developed a new Legacy Leader in Literacy program. This new program recognizes donors who leave a legacy of hope and freedom for the future. For more information about leaving a lasting gift in your will to CODE through a bequest, insurance gift or other methods, please contact us.

Book Donors
AAMR (American Association on Mental Retardation)
Anne Arundel County Warehouse
Annick Press
Association Française pour la Lecture
Bernan Associates
Bibliothèque nationale du Québec
BMJ Books
Books International
Bound to Stay Bound
Broadview Press
Canadian Conference of Catholic Bishops
Centennial College – The Bibliocentre
Curriculum Services Canada
Daedalus Books
Doute et Vandal, éditeurs
Gage Publishing Limited
Gumdrop Books
Harcourt
Holtzbrinck Publishers LLC
Howard County Public School
IDRC
Kids Can Press
Les Réseaux National D’Action sur l’Éducation Femmes
Macmillan
Maple Tree Press
Marshall Cavendish Corporation
McFarland & Co.
McGraw-Hill
Med-Chi
National Geographic Society
Park School/Hellen Keith Bookstore
Perfection Learning Corporation
Pleasant Company
Prince William County Public Schools
Robson & Robson
Southern Vermont College
Strata Publishing
Sundance Publishing
Touchstone Center Publications
United Nations University Press
University of America Press
University of Chicago Press
World Book Inc.
World Vision Canada

Major Institutional Donors

<table>
<thead>
<tr>
<th>Amount</th>
<th>Donor</th>
<th>Department</th>
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<tbody>
<tr>
<td>$2,500,000</td>
<td>Canadian International Development Agency (CIDA)</td>
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<tr>
<td>$100,000 - $190,000</td>
<td>CODE Foundation</td>
<td>CODE Incorporated</td>
</tr>
<tr>
<td>$20,000 - $25,000</td>
<td>Cygnus Foundation</td>
<td>Wild Rose Foundation</td>
</tr>
</tbody>
</table>
| $10,000 - $19,999 | Bank of Nova Scotia                        | Fondation Internationale Roncalli
|                | Liberty Mutual Insurance Company          | Liberty Mutual Headquarters Boston |
| $5,000 - $9,999  | Fondation Edward Assh                      | Fondation Marcelle et Jean Coutu
|                | The EJLB Foundation                        | Manitoba Teachers’ Society      |
| $2,500 - $4,999  | The McLean Foundation                      | N.A. Taylor Foundation         |
|                 | Pirie Foundation                           |                                 |
## Summary Statement of Revenue and Expenses

**FISCAL YEAR ENDING MARCH 31, 2004**

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2003</th>
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<tr>
<td><strong>REVENUE</strong></td>
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<td>CIDA NGO Division</td>
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<td>Wild Rose Foundation</td>
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<td>Donations</td>
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<td>Miscellaneous</td>
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<td>Guyana EDUCATIONAL Development Fund</td>
<td>4,049</td>
<td>2,053</td>
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<tr>
<td>In-Kind Value of Donated Educational Materials</td>
<td>6,894,206</td>
<td>6,971,498</td>
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<td><strong>TOTAL REVENUE</strong></td>
<td>10,513,918</td>
<td>10,543,473</td>
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|                        |          |          |
| **EXPENSES**           |          |          |
| CIDA NGO Division      | 2,177,110 | 2,243,327 |
| CIDA Bilateral Division| 836,508  | 752,760  |
| In-Kind Value of Donated Educational Materials | 6,894,206 | 6,971,498 |
| Guyana EDUCATIONAL Development Fund | 24,049    | 2,053    |
| Fundraising            | 416,335  | 438,250  |
| General Administration  | 130,413  | 115,799  |
| Amortization of Capital Assets | 22,979    | 17,234   |
| **TOTAL EXPENSES**     | 10,501,600 | 10,540,921 |

| **EXCESS OF REVENUE OVER EXPENSES** | $12,318 | $2,552 |

Complete audited financial statements are available upon request.