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.

CODE Board of Directors 2006-2007

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Lewis Perinham
Oscar Peterson
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Shirley L. Thomson
Jodi White

Affiliates

CODE Incorporated
878 Boyd Avenue
Ottawa ON K2A 2E3
Phone: 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 Street
Ottawa ON K1N 7Z2
Phone: 613 232-3569

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

International Book Bank
PO Box 1662
Baltimore, MD
U.S.A. 21203
Phone: 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.
The Annual Report for any organization provides an opportunity to reflect and, at the same time, to contemplate the future. CODE has had many successes during the past year and will continue to work with its partners in Africa and Guyana to provide an opportunity for people to read and to learn how better to cope in their world.

In July 2006, I, along with a group of committed CODE supporters, had the opportunity to travel to Tanzania and met the challenge to climb Mount Kilimanjaro. While climbing Kilimanjaro, my thoughts were focused on the moment, which was to reach the summit. However, I never forgot that I was accomplishing much more than climbing a mountain. The ultimate goal, through the funds raised to assist CODE’s programs, was to provide children we support in Tanzania with reading materials in Kiswahili; to help free children from poverty through education and learning to read; to support teachers in learning new skills required to teach reading and writing; and, to remember Nelson Mandela’s words, “education is the most powerful weapon which one can use to change the world.”

It is the human spirit that will create the environment in which CODE will continue to have a significant impact on the development process. Through the dedicated staff at CODE, the commitment of the CODE Board of Directors, the allegiance and work of its Partners, the Affiliates and their Board of Directors, one becomes aware of the strength of the CODE family, its vision, its goals and its achievements.

CODE’s purpose is to help promote and to provide a sustainable literate environment. This can only be achieved through the combined commitment of us all. CODE is grateful for your support and it is hoped that this annual review of 2006-07 will strengthen, and perhaps even enhance, your commitment to CODE.

Christopher Bredt
Chair, Board of Directors

This past year has been very exciting for CODE as we have successfully completed, with our Partners, a five-year strategic plan undertaken with the support of CIDA. We also received confirmation of support from CIDA for another five-year program; support that, to the children where we work, matters.

CODE has experienced some exciting initiatives which have broadened its visibility and scope. Traditionally, Project Love has involved elementary schools throughout Canada, but it has been introduced to high schools and this year the official launch of the annual collection of school supplies took place in an Ottawa high school. In collaboration with CODE, the staff and students and the school organized a global fair to educate students on how they were making a difference. The fair allowed all the student groups at the school to show how they were active internationally, and to see how their contributions matter.

A CODE donor and volunteer received the red carpet treatment when he visited CODE’s program in Mali at his own volition. He brought books from CODE to school children in rural areas, and brought back to Canada stories of CODE’s successes. Another CODE volunteer, and former librarian, has undertaken to catalogue all publications resulting from CODE’s programs in its almost 50 years of existence. Once the cataloguing is complete, the publications will be forwarded to Library and Archives Canada who will coordinate a CODE Book Collection which will be available to all Canadians on request. For CODE, volunteers matter.

Partnership continues to be of the utmost importance in our work whether it is with our Partners in eight African countries and one in the Caribbean or with our Affiliates in North America: CODE Inc., the CODE Foundation or the International Book Bank or with our donors and volunteers who continue to generously support us. CODE is very grateful to everyone who is part of our team.

All of our efforts matter.

Yvonne Appiah
Executive Director
This year, CODE’s programs reached more than one million children.

This year, 373 new schools or libraries received CODE support for the first time.

In 2006-07, CODE provided over 729,000 new books, pamphlets and magazines to over 4,357 schools and libraries in Africa and the Caribbean.

This year, more than 10,000 teachers, librarians and literacy agents were supported by CODE.

The Summit of Literacy Climb team members reached the top of Mt. Kilimanjaro and raised more than $100,000 for CODE.

CODE supported more than 2,000 teachers, officials and community members learn how to teach reading.

This year, 355,930 North American books were shipped to CODE partners.

CODE helped publish more than 272,400 copies of books and magazines locally.
CODE takes a holistic approach to skills-building. We realize a number of key actors are needed to create a lasting literate environment. These actors include teachers, librarians, management committees and community leaders. Unfortunately, most teachers where CODE works have never been trained to teach reading. Reading for comprehension, analysis and synthesis, and later, evaluation, are not emphasised yet these are the important thinking skills that children need to become life-long learners.

CODE and its partners support teachers, librarians and literacy workers through training, so they can build the skills they need to help children learn best.

This year, CODE has shown skills matter by:

- Supporting the professional development of more than 3,000 teachers, education officials and community members to teach reading;
- Training 720 teachers in the production of teaching/learning supplies for the classroom; and,
- Training 803 teacher librarians in using books and managing libraries.

*More than half of all trainees were female*

Many of our partners have created teacher training manuals to present ideas, methodologies and strategies and to continue developing teachers’ skills. In Malawi, the Paper Making Education Trust developed a network of teachers that meet to exchange ideas and provide support for each other.

In Tanzania the Children’s Book Project’s Readership Program gives teachers substantial training and refresher courses so they can then train others in the school in library management and teaching reading.

Associação Progresso in Mozambique continues to set high standards for the introduction of the local language curriculum by training teachers and working with linguists to perfect the curriculum and its delivery.
Relevant and suitable books are a rare commodity where CODE works. When CODE starts a project, most primary schools have only a few textbooks that are often shared by five or six students. Because there are not many supplementary reading materials in the classroom, reading for fun is not a widespread activity. Further, books are rare in homes and many parents do not read regularly or are illiterate. In several countries where CODE works, education occurs in a language that is not the mother tongue, placing extra pressure on children who must learn to read and write in a second or third language, often introduced only at school.

In 2006-07, CODE obtained books through three primary sources that provide access to a broad range of materials that address specific needs for both readers and educators.

1) Donated from North American publishers
2) Purchased from within the country or region overseas
3) Published specifically for the target group in local language and script

Guyana Book Foundation had a very productive year with the publication of 12 titles. Their latest publication, *Cleopatra the Turtle Girl* launched in March 2007 is being distributed to schools and will be used for educating children on the conservation of turtles. They report an increase in motivation of both boys and girls to read, following the introduction of the popular Nancy Drew and the Hardy Boys series, locally purchased and distributed to schools.

CODE-Ethiopia produced 30 titles of books in three different local languages. Thirty thousand copies were distributed to 42 reading rooms and schools. The books covered important subjects like hygiene, equality and career building.

In Malawi, the National Library Service published 4 new titles for its Werengani Series, a sequence of books that touch on moral, cultural and contemporary issues that have become very popular with children. Ten thousand copies of each title were published and distributed to schools across the country.

This year, CODE has shown books matter by:

- Shipping 14 20-foot containers containing 355,930 North American books to partners;
- Supporting 373 new school/community programs;
- Purchasing 215,384 books locally;
- Supporting the publication of 70,000 local language newsletters;
- Strengthening more than 2,170 existing libraries; and,
- Supporting the publication of more than 272,470 copies of local language books and magazines.
In many countries there are gender disparities that exist, particularly for girls, in accessing education. Several factors contributing to gender disparities are negative cultural values, attitudes and practices. For this reason, it is crucial that basic education and literacy programs recognize the interplay between individual, community and broader structural factors when addressing inequalities.

To counter negative stereotypes and address important social issues, CODE supports its partners to select and publish books that incorporate a balanced, positive portrayal of girls and women in their literature. Stories with female protagonists help children understand and appreciate equality at an early age.

This year, the Guyana Book Foundation was awarded a contract by the Guyana Ministry of Education to print 119,000 copies of its previously published *Lolita and Maria Health Series*. The series comprises seven titles and discuss health issues like HIV/AIDS and alcoholism in the home from the perspective of two girls.

In Mozambique, bilingual textbooks (Portuguese and local language) show boys and girls in non-traditional roles, making it more interesting for girls to read.

In Tanzania, the Children’s Book Project established a new partnership with a gender specialized organization to help support them to address girls’ education.

**Girls Hostel Library in Ethiopia**

The town of Emdeber in southern Ethiopia hosts one secondary school and three elementary schools that serve children from all the surrounding villages many kilometres away. Emdeber, like many small towns in Ethiopia, is also in an area with high levels of HIV/AIDS and increased incidents of violence. Girls walking long distances to and from school are especially vulnerable. Because of these conditions parents will often just keep their daughters away from school.

To provide a measure of security to the girls and some relief to concerned parents, girls’ hostels are being set up in rural areas of Ethiopia. One such hostel is the Emdeber Secondary School, which is providing a safe place for 120 girl students.

CODE-Ethiopia has helped turn an empty hall in the hostel into a reading room so that students can remain at the hostel in the evening and carry out their studies together. CODE-Ethiopia has provided furnishings, books donated from North America, and many local language books from within Ethiopia. The hostel has helped girls receive a quality education.
CANADA

CODE

• 68,000 children across Canada participated in Project Love.
• More than 60,000 Project Love school supply kits were sent to Africa
• Project Love was launched at a high school for the first time in 19 years
• CODE hosted Mrs. Regina Lowassa, the wife of Tanzania’s Prime Minister
• CODE opened its doors to the Canadian Global Coalition for Education

GUYANA

Guyana Book Foundation

• Trained 624 community volunteers to teach reading – 612 were women
• Trained 15 librarians
• Published more than 120,000 books of 11 different titles
• Purchased 479 new titles
• Distributed 25,554 North American donated books

SENEGAL

Bibliothèque-Lecture-Développement

• Trained 137 teachers to teach reading
• Trained 47 librarians
• Published three titles and printed 1,025 copies
• Purchased 4,272 French books
• Distributed 5,100 North American donated books

MALI

L’Association pour la lecture et le développement

• Trained 27 librarians
• Purchased 343 titles of 2,302 books
• Purchased 320 titles, a total of 3195 books
• Received 24,350 teacher kits
• Contracted by an organization to develop a literacy program

GHANA

Ghana Book Trust

• Trained 315 librarians, 115 of them women
• Purchased 312 titles of books in English, a total of 70,407 books
• Purchased 53 titles in local languages, a total of 14,415 copies
• Distributed 61,000 North American donated books
• Supported children to attend the 2nd National Reading Competition
ETHIOPIA

CODE-Ethiopia

- Began to set up 20 new library committees
- Published 30 titles in local languages for a total of 30,000 copies
- Purchased 70 titles for a total of 14,700 copies
- Printed 20,000 magazines
- Supported the production of 40,000 local newsletters
- Received and distributed 39,250 Project Love kits and 334 teacher kits
- Supported the development of a new library for girls
- Attended 2006 AIDS conference in Toronto

KENYA

Kenya Book Foundation

- CODE shipped more than 30,000 books
- Trained 69 teachers to support school libraries
- Supported five schools serving special needs communities

TANZANIA

Children’s Book Project

- Trained 274 teachers to teach reading
- Trained 274 librarians
- Trained 217 writers and illustrators
- Published 14 titles of Kiswahili books for a total of 49,000 copies
- Purchased 27 titles in local languages for a total of 6,365 books
- Won the prestigious Zeze Cultural Award
- Contracted by another international organization to create 300 school libraries

Tanzania Book Support Trust

- CODE shipped five containers of more than 113,300 donated books
- Distributed books to more than 500 schools and libraries
- Distributed 1,320 Kiswahili books about HIV/AIDS to schools

MOZAMBIQUE

Associação Progresso

- Published 20 book titles and purchased 28 book titles
- Supported bilingual education program in five languages
- Trained 7,000 teachers
- Children in the bilingual education program are showing higher exam results and performance in math and languages than their monolingual counterparts

MALAWI

Malawi National Library Service

- Trained 64 librarians
- Published 10,000 copies of four Chichewa language books
- Purchased 42 titles in English and 27 titles in Chichewa
- Distributed 28,182 North American donated books

Paper Making Education Trust

- Trained 450 teachers from 48 schools to make teaching aids from local resources
- Trained teachers from schools on participatory teaching methods
- Worked with schools to encourage full teacher and committee participation in the education of the children
CODE strives to ensure that it is sufficiently resourced to manage and build the strength of the overall program. We recognize that our staff require skills, training, resources and flexibility to address our partners’ needs and the people they support. We use specific systems and tools to manage our partnerships, capture lessons learned, share information and implement strategic interventions when necessary.

CODE works with a network of 11 partners in nine countries. Each partner specializes in a range of areas related to literacy; including library creation and management, community mobilization, teacher and librarian training, and book publishing, acquisition and distribution. We work with partners to increase their ability to design and deliver their programs, to strengthen their organizations’ development and to promote their activities to effectively support literate societies.

Through CODE’s support, Bibliothèque-Lecture-Développement in Senegal and L’Association pour la lecture, l’education et le développement in Mali amassed expertise in library development and promotion of reading and were often requested to advise Ministry of Education officials.

CODE worked with a publishing expert to identify ways for Associação Progresso to expand their local language publishing.

CODE supported the Tanzania Book Support Trust to develop a new strategic plan that will expand the services they can provide to communities in Tanzania.

CODE believes literacy leads to higher learning. Reading and writing skills form the base of knowledge that enables children and adults to further educate themselves in and out of school. Every year CODE’s partners organize activities to motivate parents and other adults to read alongside children. These activities help create community-wide support by showing how important and empowering literacy is. This year 57 events, including read-a-thons, literary contests, book fairs and festivals were held by seven partners in more than 180 communities.

CODE-Ethiopia has developed lasting community and Ministry of Education support for the libraries it serves. Community support means local people care about the literacy program and will assist in ensuring it is maintained for the long-term.

As a way to diversify support for their program, the Ghana Book Trust challenged the wider population (including the Ghanaian expatriate community) to supply reading materials for their libraries. This outreach resulted in more than 5,000 books for local schools.
Project Love, CODE’s global education program, helps Canadian youth learn and understand the challenges their peers in developing countries face – while making a difference.

This year, about 68,000 young Canadians in 196 communities assembled kits - containing a notebook, pencil, eraser, ruler and personal letter- for Ethiopia and Mali. Canadian students learned about literacy and education in Ethiopia and Mali through curriculum provided by CODE. Project Love welcomed 87 new schools and community groups to its family this year.

How it works:

Step 1: Students raise money (about $2.50 per kit), order schools supplies and assemble kits for children who have limited access to learning materials.

Step 2: CODE arranges shipping and the cargo leaves port.

Step 3: CODE’s overseas partners receive the kits and deliver them to students in schools and libraries.

This year, CODE held Project Love’s Valentine’s Day launch at Glebe Collegiate Institute in Ottawa. Students held a Global Fair featuring the activities of different school clubs involved with international issues and ran a very successful sales and assembly booth for Project Love kits.

While this activity was taking place in Canada, CODE-Ethiopia was busy distributing more than 40,000 Project Love kits and teacher kits from 2006 to schools and reading rooms, particularly in the flood disaster regions of eastern and southern Ethiopia.

In Mali, CODE’s partner Association pour la lecture, l’éducation et le développement was transporting 20,000 Project Love kits and teacher kits to schools in the regions of Ségou and Koulikoro and the district of Bamako.

Each year, Canadian schools and community groups continue to come up with creative and amazing ways of fundraising to purchase kit materials. No matter how big or small the contribution or involvement, each Project Love kit makes a profound difference in the educational opportunity of one child at a time in the developing world.
You Matter

If we could hug you this year, we would. Thanks to your support CODE reached new milestones by breaking the million dollar mark – surpassing our highest target ever.

Your belief that we can make a positive change in the world by creating the legacy of literacy is based on the truth of basic human resilience. All people really need are the skills to make their own way in the world.

Literacy is what opens the doors to the true global society of the 21st century – it allows a person to be heard and understood beyond the sound of their own voice or – to reach out for help, knowledge or love. Your donations speak to this principle.

Every Cent Counts
Support from the Canadian public is essential to our work. To qualify for the multi-million dollar grants from the Canadian International Development Agency (CIDA) Partnership Branch, CODE must raise funds from concerned Canadians—whether individuals, schools and community groups or businesses and private foundations.

Every cent from the Canadian public counts in leveraging substantial funding from the federal and provincial governments. Simply put, we couldn’t do it without your support. We treat each donation with respect by watching how we spend funds. CODE’s combined administrative and fundraising costs remain very low – under 7% of total expenditures once again this year and most fundraising expenses were paid by a grant from the CODE Foundation.

New Initiatives
CODE continued to explore new ways of reaching the public to increase awareness of children’s literacy and to build our base of supporters who care about international issues.

Summit of Literacy Climb
Special thanks go to CODE chair, Chris Bredt, who lead a team of seven climbers to the top of Mount Kilimanjaro in July 2006. Together the team raised over $100,000 for literacy programs in Tanzania and publicity about the climb reached new audiences.

Wishing Star Cards
In our consumer society today, more and more people are turning to meaningful ways of marking anniversaries, birthdays, retirements, and weddings. CODE’s wishing stars are making appearances at many events, spreading the word about CODE’s work, while providing much needed funding.

Adopt a Library
This new electronic giving site brought attention to specific CODE libraries in Africa. Concerned groups like the Island Libraries Association and the Atlantic Provinces Library Association, as well as concerned individuals, can adopt a library by reaching out to family and friends inviting them to make a secure online donation. Please visit the site at: www.adoptalibrary.ca

CODE Cabinet
We recruited volunteers in different communities with the purpose of finding multi-year pledges for on-going literacy programs. Giving freely of their time, they are truly CODE ambassadors. Many thanks to Andy Lagassé, Meiz Majdoub, and Marina Kovrig.

Thanks to the hardy climbers:
Chris Bredt and Jamie Cameron
George Anderson and Anita Bohez
Christina Litt

Steve Winder
Judy Hausserman
Special thanks

CODE would like to acknowledge our corporate and institutional donors, who often go beyond their mandates to support literacy in developing countries. We were thrilled to double the number of institutional funders in 2006 – 2007.

In addition, we are indebted to our three affiliates. CODE Inc., and the CODE Foundation continue to provide us with a stable funding base, while the International Book Bank (IBB) continues to provide high-quality books to our partners. We are grateful to the Canadian International Development Agency (CIDA) for its substantial financial support to our programs and its confidence in our work. Thank you to the many television stations that helped promote awareness of international literacy by broadcasting the CODE public service announcements this year.

Finally, CODE would like to pay tribute to the many teachers and students in Canada, as well as youth and community groups, who took part in Project Love. You have reminded all of us that youth have the power to make a difference in the world. By supporting CODE's literacy programs for children, you are giving people tools to enrich their lives and break free of poverty.

Major Individual Donors

CODE is pleased to recognize the following individuals who showed leadership in giving last year. We also thank the 26 donors (6 Leaders and 20 Builders) who wished to remain anonymous.

Literacy Builders
($500-$999)

George Anderson
Doris A. Arnold
William Baker
Duncan Bath
Bronwyn Best
Andrew and Helen Brink
C. Garth Brooks
E.R.G. Burgess
Prakash Burra
John R. Burrell
Margaret Casey
Jane Cassie
Jed Chinneck
Barbara Collishaw
Dawn Crabtree
Helen M. Dobie
Senator Joyce Fairbairn
George Ferdinands
Donald Fieldhouse
Yan Gao & Weiya Gan
Michie Garland
Elaine Gold
Noel Golden
Beverly Goodwin
Doreen Havey
Doris Herster
Mark Heule
David and Adele Imrie
Ian Isbester
Maureen Johnson
Greg Kane
Audrey M. Kerr
Marina Kovrig
Doris H. Low
Mollie MacCormac
I.G. MacDonald
Sean Maddox & Heather Lynn Morse
Christopher McKillop
Eric and Jane Molson
Esther S. Ondrack
Laurie Pawlitza
John and Joyce Price
Mary Redmond
Ronald Richardson
Katherine Ridout
Martin Scisizzi
George D. Seslija
Lorna Sossin
Judith M. Spanglett
Deirdre Stevenson
Ann Thompson
Katharine M. Thompson
Peter Tice
Thomas S. Turner
Henry Venema and Mary Anne Schinkel
Eleanor Wilson
Beth Young
# Leaders in Literacy
($1,000 - $10,000)

- Judith Adams and Robert Black
- Sherlynn Akitt
- Yvonne Appiah
- Margaret H. Back
- Cynthia Baxter
- Avie Bennett
- Sharon Bradford and Andy Lagassé
- Chris Bredt and Jamie Cameron
- William Burt
- Diana M. Carsten
- James and Julie Chandler
- Geoffrey Cowper
- Gordon Creber
- Gwynneth Evans
- Richard M. Evans
- Mark Galler
- Jeffrey Gilmour
- Angela Goyeau
- Lucy Grossmann-Hensel
- Ronald Hagler
- Judy Hauserman
- Stephen Heckbert
- Gillian Hegge
- Mark Hilson
- Margaret Hincks
- Genevieve Holden
- Venta Kabzems
- Thomas Lane
- Peter and Susan MacLaren
- Robert MacLellan
- Meiz Majdoub
- John Marchak
- Colin H.H. McNairn
- Laura B Moore
- Sharon Pigott
- Barbara Ritchie
- Cedric Ritchie
- Gordon Scheller
- Ann Speak
- Paul D. Stewart
- Maurice and Gloria Walsh
- Eric and Farah Webber
- Steve Williamson
- Steve Winder
- Eric Wong
- Joan Wood
- Cyril and Lorna Woods
- Eric & Farah Webber
- Eric Wong

# Legacy Leaders

- Meiz Majdoub
- Wilfred McCutcheon, LL.D Hon
- Estate of Helen M. Cram
- Estate of Rita Seccombe
- Jean Marsh
- Margaret M. Walker
- Estate of Rose Richardson
- Estate of Mae Sinclair Mann

# Book Donors

- Allen Press, Inc.
- Americorps
- API
- Arlington Public Schools
- Axios Institute
- Bound To Stay Bound
- Broadview Press
- Canadian Council of Catholic Bishops
- Canadian Scholars’ Press
- D.A. Cherington
- Daedalus Books
- Deborah Shapley
- Dominique et Compagnie
- Les Éditions Hérésie
- Jerry Cowling
- Kids Can Press Ltd.
- MacMillan
- Marshall Cavendish Corporation
- McGraw-Hill
- Neal-Schuman Publishers, Inc.
- Patricia Dell
- Public Diplomacy Library
- Random House, Inc.
- Smithsonian-Magazine
- Star Bright Books
- Templeton Foundation Press
- The USCA Bookstore
- Vernell J. Watkins
- W.W. Norton & Company Inc.
- World Book Inc.

# 2006 – 2007 Major Institutional Donors

<table>
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<tr>
<th>Range</th>
<th>Donor Names</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>$300,000+</td>
<td>CODE Foundation</td>
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<td>$20,000 - $25,000</td>
<td>Cygnus Foundation</td>
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<td>$10,000 - $19,999</td>
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## Summary Statement of Revenue and Expenses

Complete audited financial statements are available upon request.

### FISCAL YEAR ENDING MARCH 31, 2007

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<tr>
<th>Revenue Category</th>
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<th>%</th>
<th>2005/2006</th>
<th>%</th>
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<td><strong>TOTAL REVENUE</strong></td>
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<td><strong>100.0</strong></td>
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<th>%</th>
<th>2005/2006</th>
<th>%</th>
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<tr>
<td>In-kind Value of Donated Educational Materials</td>
<td>8,736,978</td>
<td>67.8</td>
<td>5,136,373</td>
<td>55.8</td>
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<td>Other</td>
<td>22,230</td>
<td>0.2</td>
<td>23,009</td>
<td>0.2</td>
</tr>
<tr>
<td>Research-new Programs</td>
<td>110,058</td>
<td>0.8</td>
<td>74,476</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>12,839,075</strong></td>
<td><strong>99.7</strong></td>
<td><strong>9,169,412</strong></td>
<td><strong>99.5</strong></td>
</tr>
</tbody>
</table>

**EXCESS OF REVENUE OVER EXPENSES**  

**42,634**  **0.3**  

**42,255**  **0.5**

### Revenue

- **13.5%** CIDA
- **8.6%** Other
- **10.1%** Donations

### Expenses

- **67.8%** In-kind Materials
- **1.9%** Administration
- **3.6%** Fundraising
- **93.2%** Program Expenses
- **1%** Research and other

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**2006 – 2007 Major Institutional Donors continued**

- **$2,500 - $4,999**
  - Pirie Foundation
  - N.A. Taylor Foundation
  - The Benjamin Foundation
  - Magna Structural Systems
  - Bradda Printing
  - Ontario English Catholic Teachers’ Association

- Atlantic Provinces Library Association
- Saskatchewan Council of International Cooperation
- Rotary Club of Whitehorse – District 5010
- Borden Ladner Gervais LLP
- Island Libraries
- JTI Macdonald Corp.

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