If you can learn to read and write, you can learn to do, and be, anything.

That’s the idea behind CODE.

Our Vision
To support a sustainable literate environment in the developing world.

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

Our Strategic Goal
To be a self-sustaining, integrated family of affiliates, recognized domestically and internationally as a learning organization that is a leader in building partnerships that create the capacity required to enhance the literacy skills of children, youth and adults so they can fully realize their personal goals and potential.
This year’s annual report reviews an exciting year, one marked by a change in leadership at the executive level and the articulation of a new strategic plan that maps out the directions that CODE will pursue over the next five years. It represents, on the eve of our 50th anniversary, a critical juncture for the organization as we reflect on who we are and ultimately what will be our contribution to the United Nations target of education for all girls and boys, women and men -- by 2015.

Simply put, CODE is doing more and doing it more effectively. We are working hard to maximize the impact of the knowledge and experience that has been developed over 50 years of partnership and quality programming and we are positioning ourselves financially, administratively and programmatically to take measured risks to extend our reach. Our newest programs, Reading Liberia and Reading Sierra Leone promise to be excellent examples of exactly what it means for CODE to do more.

Our approach to improving the quality of education continues to focus primarily on two issues and the connection between them - establishing a sustainable supply of, and access to, quality, culturally relevant books and reading materials - and upgrading the skill sets of educators so they can use these materials effectively to ensure that students acquire the learning skills of reading, writing, comprehension, problem solving and independent thinking. Integrating these objectives in a cohesive initiative further requires the existence of writers who appreciate what learners and teachers need so they can write good books and entrepreneurial publishers who make the links across the book chain to ensure that good books are published and available. Perhaps most importantly, it requires broad ownership not only by civil society, but also the government agencies whose job it is to build the capacity of the public schools, libraries and teacher colleges.

And of course it requires the ongoing support of an active constituency. To that end, CODE continues to be grateful to all that have shared in our belief, and that have supported our efforts.

Scott Walter
Christopher Bredt
books matter

Good books are fun and entertaining to read. They are filled with stories we can’t put down, characters we can relate to, scenarios we recognize, and useful information that enriches our lives. Good books help us develop a love of reading and advance our literacy skills - they provide the practice required to attain language proficiency. For children learning to read, a good book can make all the difference.

CODE works with professionals to support the production of quality, relevant books and other learning resources. Many of these books are published locally, in languages that children speak at home and in school.

Together with our overseas partners we strengthen local publishing industries by creating demand for their product and by supporting an active, local book trade. We contribute to the skills development of their workforce through professional development workshops for authors, illustrators and editors and we work across the industry to help establish standards of excellence. Through our local partners’ own well-established distribution networks we can ensure access to books through community and school libraries. Finally, teacher and librarian training ensure that readers are getting the most out of each book they pick up.

In 07/08 CODE:

- supported 1,000,000 children to learn
- published 163,760 copies of books/magazines locally
- provided schools and libraries with 515,837 new reading materials
- equipped 3,215 schools and community libraries with books
- promoted reading and learning through 187 reading events
- supported 8,000 educators to effectively teach reading and writing
- purchased 110,200 books in partner countries
- distributed 241,877 donated books to partners at their request

Children's book collection in a Tanzanian library.
Kassimu Mbalaki is a father of two. He lives in a small Tanzanian village called Kilimahewa. Two years ago Kassimu’s children told him about their school’s library. Their enthusiasm sparked Kassimu’s curiosity, and one afternoon he visited the primary school and discovered shelves full of books. Discreetly, he began borrowing books, despite them being written for young children.

Before long, Kassimu had read more than 100 titles, and had learned valuable information about HIV/AIDS, geography, history, science and children’s issues.

“I used to be afraid to talk in village meetings, but now everyone wants to hear my opinion because they know that I’ve learned a lot,” he says. “If we have a question or a concern, I can access information and read about different perspectives. The other adults have seen the value of reading, and now many of them are borrowing books too.”

“Once reading has become a hobby, all avenues leading to the heart of knowledge are opened and studies become not a tenacious task but an enjoyable venture.”

- Pilli Dumea, Executive Secretary, Children’s Book Project of Tanzania

The library in Kassimu’s village is one of hundreds supported by CODE through our Tanzanian partners, the Children’s Book Project (CBP) and the Tanzanian Book Support Trust (TBST). Together, they support school and community libraries with locally published books as well as teacher and librarian development programs.
Quality is at the centre of education - it is the quality of interaction between instructor and student that assures effective learning outcomes. However, as governments throughout the developing world work to provide primary education for all, teachers with little or no formal training have been tasked to meet growing demands.

Our network of partners support teachers, librarians and other educators with skills training workshops and resource materials that introduce best practices in the teaching of reading and writing. Through child-centered learning techniques, quality and relevant books are integrated into classrooms across the curriculum. When used effectively, these learning resources greatly aid pupils to acquire and enhance their literacy skills.

“\textit{It used to be hard for me to remember all the letters and sounds. My teacher taught me different ways of practicing, and now I can read small and big words. Sometimes in the evenings I read to my younger sisters. They are excited to learn new words too.}”

– Nafeeza, age nine, Guyana.

Nafeeza’s teacher is one of 529 educators who attended a series of national teacher workshops conducted by CODE’s partner the Guyana Book Foundation (GBF) in 2007/08. At the session, professional instructors taught her new methodologies to actively teach reading, writing, critical thinking and problem solving to her students.
Francisca Samboco has been running professional development workshops for teachers with Associação Progresso for seven years. To succeed, she’s had to reflect on her own experiences as a new teacher. “When teachers first arrive to the sessions many don’t trust my methods or techniques. They are used to teaching their classes by lecture and repetition. With few resources and so many pupils, it’s hard for them to believe that different methods will improve their effectiveness.”

But Francisca challenges the teachers to try new techniques to teach literacy, comprehension and problem solving skills in their classrooms. “Most of the teacher’s come back to say thank you because they see a big difference. Some of them ask to participate in future sessions, where they share their own tips and ideas.”

Through CODE’s partner Associação Progresso in Mozambique, some 7,000 teachers have attended professional support workshops like the ones Francisca conducts. They are discovering how to improve their students’ learning results, even in large classrooms, by combining effective reading and writing instruction with the use of high quality, engaging literature and innovative skills of classroom management.

“I encouraged a few teachers to use the library to upgrade their skills. They’ve started integrating books in their classrooms to supplement lessons. For the past few years our school has had the highest completion rate in the district, and more pupils than ever are entering secondary school.”

- Mercy, Head Librarian, Malawi.

This year, CODE’s Malawian partner the National Library Service held professional development workshops for librarians like Mercy in 40 libraries throughout the country, where skills such as information management and knowledge sharing have helped build local capacity to use and promote library resources.
Partnership has been at the core of CODE for decades. In fact, many of the partners we work with today have been a part of the CODE network for more than 20 years. Partnerships have enabled the exchange of knowledge and dialogue, not just from north to south, but also from south to north and perhaps most importantly, from south to south.

Our partners are independent, national organizations, locally staffed and managed; they have developed reputations as competent, experienced professionals working at the forefront of educational reform in their countries.

Below are a few highlights for each member of the CODE network, achieved during 2007/2008.

**Bibliothèque-Lecture-Développement (BLD)** was awarded an Alioune Diop Prize from the Organisation internationale de la Francophonie for their work in publishing engaging children's books that reflect the Senegalese experience. BLD's books have gained international recognition and are a stellar example of how relevant quality literature can nurture a literate population in Senegal.

**L’Association pour la lecture, l’éducation et le développement (ALED)** made a special contribution to the reading culture among girls in Mali, whose academic ability was showcased during community reading competitions. ALED strengthened educators' ability to teach reading with professional development workshops that highlighted the latest in child-centered teaching techniques.

Hundreds of classrooms in Malawi came alive after teachers learned how to make and use teaching and learning aids from locally available materials at Paper Making Education Trust seminars. With ongoing support, teachers have become aware of the unlimited possibilities in creating stimulating learning environments using accessible teaching aids and effective techniques.

In Canada, CODE built on its success with growth through strategic planning - a new executive director Scott Walter, a new program called “Reading Liberia”, a new fundraising initiative coined the “Seeing is Believing Tour”, the establishment of a major new award for African literature and the 20th anniversary celebrations of Project Love.

To promote learning to male students, a demographic prone to drop-out, the **Guyana Book Foundation (GBF)** provided professional support for male teachers and learning materials for boys that encouraged scholastic achievement and participation. Nationwide community book fairs reinforced the value of education, where popular locally written titles produced with GBF's support were showcased.
Through community book fairs and reading weeks covered by Ghanaian television media, the Ghana Book Trust (GBT) promoted reading and the importance of education to a nation-wide audience. Workshops enabled more than 330 teachers to transform their classrooms into active learning environments, where students had access to books in English and the local Twi language.

Gray Nyali, head of the National Library Service (NLS), was awarded the esteemed International Library Information Professionals award. With Mr. Nyali’s leadership, the NLS has made tangible contributions to creating a literate environment in Malawi through workshops in librarianship and by providing relevant children’s books to school libraries across the country.

The Children’s Book Project was awarded a prestigious UNESCO International Literacy Award for its strong contribution to creating a reading culture in Tanzania. Reading and writing levels in newly supported schools increased from 35% to 90% among grade 1 and 2 students, due largely to the provision of engaging reading materials teamed with a successful teacher training program.

The Tanzania Book Support Trust (TBST) distributed nearly 60,000 English language books to school libraries; giving students the resources they need to excel in the transition from primary to secondary school when the language of instruction changes from Kiswahili to English. TBST’s expertise led to collaboration with the Ministry of Education at the primary, secondary and tertiary levels to assess the value and appropriateness of reading materials in schools.

Increased use of, and demand for, reading rooms across Ethiopia speaks to the success of CODE Ethiopia’s programs, which include training workshops for librarians and teachers to use books effectively, support for locally written relevant children’s literature, and a national reading week which rallies participants from across the country.

The Tanzania Book Support Trust (TBST) distributed nearly 60,000 English language books to school libraries; giving students the resources they need to excel in the transition from primary to secondary school when the language of instruction changes from Kiswahili to English. TBST’s expertise led to collaboration with the Ministry of Education at the primary, secondary and tertiary levels to assess the value and appropriateness of reading materials in schools.

Associação Progresso successfully worked with the Mozambican Ministry of Education to end the trend of three teaching shifts per school day in rural areas, improving the quality of education for individual students whose instructional time increased as a result. Progresso’s stature as a key development partner in Mozambique led CIDA to approve a further $9.4M investment.
As we embark on our 50th year, we are reminded of the many contributions made by individual Canadians to promote meaningful change in our world - from CODE’s humble beginnings, where, under the direction of Dr. Roby Kidd, tea chests of books were shipped to Africa, to this year’s launch of a major new African literary award, made possible through an ongoing commitment by Torontonian philanthropist Mr. Bill Burt.

Indeed, a piece of the success of CODE and its entire network of partners overseas can be attributed to the shared vision and dedication of individuals from across Canada.

The ten participants of CODE’s inaugural “Seeing is Believing” tour to Ethiopia last fall were no exception. The tour was designed to challenge common perceptions and show our supporters CODE’s work first-hand. The commitment of these individual Canadians, along with all of our donors, continues to sustain the success of CODE’s programs overseas.

When Bill Burt signed-up for CODE’s “Seeing is Believing” tour last November, he never would have guessed that less than a year later he would help launch a major literary award bearing his name. But that’s just what happened.

The Burt Award for African Literature, sponsored by CODE through Mr. Burt’s support, recognizes excellent English fiction for youth, written by Tanzanian authors. “When I was about 11 years old I remember secretly staying awake until the early hours of the morning, absorbed in the adventures of Frank and Joe Hardy,” says Mr. Burt. “I hope this award will help create good books with characters and stories that kids can’t put down- books that encourage them to read at a critical time in their education.”

The Burt Award has been designed to build on the strength of CODE’s current work by supporting and motivating the development of reading materials for a critical stage of learning - the transition period between mother tongue and English-medium instruction. The Award will be initiated in Tanzania as a national award and in future years will expand across Africa, on a country by country basis. Winners will be announced next August.

“I found it to be an amazing learning experience. I was so touched by the smiling faces of the children who are so eager to learn that my husband and I made a commitment to help an inner city reading room in Addis Ababa.”

- Maureen Campbell, Seeing is Believing participant
Grade-seven student Sophie Cooke has been participating in Project Love with her classmates for four years. For Sophie, the experience has opened her mind to a world of possibilities; “each year we hear new stories and learn new things, it makes you think more about the world.” Sophie says she hopes to continue participating in Project Love for years to come. “I like making the kits because you never know who will get your letter, but you do know that that person will get a better education because of it.”

This year marked Project Love’s 20th Anniversary - an event celebrated by some 67,500 Canadian students from about 400 schools and community groups who participated in the award-winning program.

“What an amazing achievement this is—a project started by a handful of schools 20 years ago has grown into the far-reaching success story it is today. Through organizations like CODE, and through projects like this one, we are bridging the gaps that divide us and giving new hope to so many children.”

- The Right Honourable Michaëlle Jean, Governor General of Canada, Patron of CODE, on Project Love.

Project Love creates opportunities for young people to act as global citizens by combining the hands-on activity of assembling kits of school supplies with global education lessons that complement school curricula. In the same year more than 27,000 Project Love kits were distributed to students throughout Ethiopia and Mali by CODE’s overseas partners.
Summary Statement of Revenue and Expenses
Complete audited financial statements are available upon request.

Fiscal year ending March 31, 2008

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Deficit (revenue over expenses) (88,270)
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CODE Affiliates

CODE Incorporated is a leading global integrator of voter registration and election materials. It was started by CODE in 1987 to help generate profits to support the sustainability of our programs. Over the years CODE Inc. has donated millions of dollars to CODE.

www.codeinc.com

The CODE Foundation, established in 1992, is an endowment fund that manages and invests bequests and other planned gifts. The CODE Foundation donates its investment income annually to CODE.

The International Book Bank (IBB) 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-for-profit organizations in developing countries, including CODE’s partners.

www.internationalbookbank.org
Major Institutional Donors

$2,000,000+
Canadian International Development Agency (CIDA)

$500,000+
CODE Foundation

$20,000-25,000
Anonymous
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