

RESEARCH BRIEF

READING KENYA: Improving literacy and advancing gender equality through professional development of teachers in Kajiado County

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Reading Kenya trained teacher classroom (note the morning message on the chalkboard).

Gender Discussion

Edited from Jennifer
Thompson, McGill
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Empowerment through
Language and Literacy
(GELL). A Landscape Review
of Gender and Literacy
Research in African
Contexts

Additional Contributions

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INTRODUCTION

CODE believes that making meaning, emphasizing comprehension, and stimulating critical thinking should be at the core of literacy and education programs not only as a means of developing fully literate, employable, engaged citizens, but also as a basis for supporting girls' advancement and empowerment. *Reading Kenya* is a comprehensive literacy program centered on principles of gender equality, active learning, active teaching and encouraging the use of mother tongue language in the classroom. *Reading Kenya* combines access to relevant, locally created reading materials, in both local and national languages, with skilled teachers who use materials effectively. The program connects the national publishing industry and education networks to support the work of all stakeholders to create a sustainable culture of literacy. Recent assessments provide evidence that *Reading Kenya* is successfully improving learning outcomes for girls and boys in Kajiado County. Students in *Reading Kenya* schools demonstrated a significant improvement in literacy on an annual basis.

Located to the south of Nairobi and extending to the border of Tanzania, Kajiado County is part of the Arid and Semi-Arid Lands of Kenya inhabited by the indigenous pastoralist Maasai community. In Kajiado, books are scarce and students are typically discouraged

from using their mother tongue, Maa. Instead, instruction is predominantly in Swahili and English and classroom time is used to drill students for examinable subjects at the expense of developing reading-oriented and critical thinking skills. Since the beginning of the program in 2014, *Reading Kenya* has provided training to teachers and teacher-librarians in 70 primary schools to support children from pre-unit to class 3 in order to increase their reading and writing skills in Swahili, English and Maa. Funded by Global Affairs Canada (GAC) and implemented in partnership by CODE and the National Book Development Council of Kenya (NBDCK), the program seeks to secure the future of children and youth by ensuring access to quality education.

CORE COMPONENTS

Training of Educators

Reading Kenya provides high quality, comprehensive professional development to teachers. The focus is on using child-centered teaching strategies that integrate gender equality to improve reading and writing instruction in Swahili, English and Maa in their classrooms. Using principles of active learning and aligning to the requirements of the Kenya primary school syllabus, *Reading Kenya* Expert Literacy Trainers and local education officials who are *Reading Kenya* Certified Trainers, provide foundational knowledge to teachers on the developmental aspects of language learning, the complex language-learning environment in Kenya, and the components of reading instruction. By understanding how they can support children to grow from being speakers to being readers and writers, teachers build on children's knowledge and skills of oral language to transition to printed text, with the ultimate outcome to increase children's ability to read and write with comprehension. The training also provides teachers with tools to apply diagnostic assessment on the reading and writing skills of individual children in order to inform their teaching practices.

Gender Equality

Reading Kenya promotes gender equality, with a vision to create equal learning opportunities and outcomes for girls and boys in schools and to support an enabling environment for them to be active in realizing their right to education. The traditional pastoralist communities in Kajiado have culturally defined gender roles, which need to be addressed with sensitivity. Girls in Kajiado are more disadvantaged than boys though gender issues and challenges exist for everyone. In Kajiado County, girls often experience early marriage or early pregnancy. Boys typically leave school early for initiation to adulthood and to herd cattle for their families.

Reading Kenya integrates gender equality training into workshops for teachers and writers. Trained teachers gain greater awareness and the capacity to promote gender equality in classrooms and to engage students on gender issues. Local writers have created books for children in Maa that include equal representation of girls and boys and discuss gender issues and roles. *Reading Kenya* Gender Specialists closely collaborated with the grassroots Maasai community organization, Duputo e Maa, to engage parents and other community members on gender issues relevant to the local context, helping to promote equal opportunities for boys and girls at school and at home.



Community gender sensitization session at Olenarau Primary School

Mother tongue instruction and high quality, locally relevant reading materials

Research shows that children have an easier time learning to read and engaging in other literacy activities in their mother tongue¹. However, few, if any, books for young children exist in Maa. To address this, *Reading Kenya* worked with local Kenyan publishers to produce and publish 20 engaging books in Maa for children, created by local teachers trained during writing and editing workshops. These books are now available in school libraries, encouraging children to read by providing them with material at their reading level in their mother tongue. Turning to Kenyan publishers as the source of this book production means that this collection of Maa books is available to children in Kajiado and other Maasai areas of Kenya now and in the future. Further supplementing the collection are Maa titles available online through the African Storybook Project.

¹ See for example: Cummins & Hornberger, 2008; Ouane & Glanz, 2005; UNESCO, 2003

Kenyan national policy supports local language instruction in early grades, but in practice Swahili and English remain the dominant languages used in the classroom. *Reading Kenya* strongly encourages the use of Maa as a language of instruction and gives the teachers the tools and confidence to do so. When teachers use Maa, Kajiado children can draw on their funds of knowledge², allowing them to communicate, to connect their learning between home and school, and to recognize themselves and their families as

sources of knowledge. Reading comprehension is supported when teachers build on children's knowledge and develop vocabulary in mother tongue and then in English and Swahili. Results from student assessments, which show that students' literacy skills increased in all three languages after teachers participated in *Reading Kenya* training, provide evidence of the value of mother tongue instruction.

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ABOUT MAA LANGUAGE

The Maa language is tonal. It has consonants, digraphs and vowels, but does not have specific names for the letters. The current writing system of Maa under-represents significant sounds. As with many languages in East Africa, tone is very important in Maa. The different tones are written as marks above some letters. For example, á, í and ó are all pronounced with high tone. The letters à, ì and ò are pronounced with low tone. Without a mark, a letter is pronounced with mid tone, half way between high and low. There are also letters in Maa that are not used in Swahili or English. This was an important consideration for the assessment, as letter sound identification could only be tested through syllables, and when writing books for children.

Local community engagement

Local community involvement can have a major impact on the success of programs that aim to increase children's learning outcomes. To ensure sustainability, local education officials are directly engaged in *Reading Kenya* as certified trainers who lead teacher workshops and provide ongoing mentorship and support to teachers in classrooms. In some communities, parents and local leaders donated additional books and provided funds to build new bookshelves and to construct new school libraries. Parents also borrow and read books from the libraries, which can help to improve their children's learning outcomes and the overall reading culture in Kajiado. In order to raise awareness of the importance of girls' education, gender sensitization sessions engaged parents and local leaders whose influence in their communities and support for gender equality is crucial for long term, meaningful change.

² Moll et al., 1992

School library development and management

Before *Reading Kenya*, most schools did not have functioning school libraries. All 70 schools now have active school libraries with trained teacher librarians who have learned the basics of library management and effective ways to get children excited about reading. Each school now has multiple copies of relevant and appealing books for children, allowing for classroom, library and home use. Library lessons are now integrated into class timetables, teacher librarians promote reading through engaging activities, and, in many school libraries children participate as library monitors, allowing them to feel increased ownership of the space and build their identities as readers.

ASSESSMENT OF LEARNING

Realizing the importance of assessing learning, CODE and NBDCK carried out several assessments of learning during the lifetime of *Reading Kenya*. These assessments focused on measuring the students' reading and comprehension. The test, developed by Dr. Adelheid Bwire of Kenyatta University, Nairobi, and Dr. George Andima of Kisii University, Kisii, with support from Dr. Pamela Winsor of the University of Lethbridge, Alberta, was a one-on-one oral reading test in three languages; Swahili, English and Maa. Pupils from the first three classes in each school were tested on letter recognition, letter sound identification, syllable reading, word recognition, oral reading fluency and oral reading comprehension as shown in the boxes below. The Kenya syllabi of English, Swahili and mother tongue (2006) were the points of reference in ensuring that the alphabet, word lists and short passages/stories were all level appropriate.

A team of assessors was recruited from the *Reading Kenya* trainers, and included Education Officers, head teachers and senior teachers from Kajiado County. They were trained by Dr. Bwire and Dr. Andima, using the *Reading Kenya* Lower Primary Reading Assessment tools. A total of 329 pupils (166 boys and 163 girls) from 10 randomly selected schools from two *Reading Kenya* cohorts³ were assessed first in February 2016. When sampling, school enrolment numbers and degree of remoteness were taken into consideration. At the time of the first assessment, cohort 1 schools had been part of *Reading Kenya* teacher training, reading materials provision and library teacher training for one year, while schools in cohort 2 had not. The same pupils were assessed a second time in March 2017 after cohort 1 teachers were exposed to the interventions for 30 months, and cohort 2 had been exposed for 15 months. A total of 295 pupils (151 boys and 144 girls) of the 329 pupils who sat for the first assessment were assessed again, a retention rate of almost 90%. The cohorts were compared to one another (at the time of each assessment) since each cohort demonstrates achievement over time (no exposure, 1 year of exposure, 15 months, 30 months).

³ There are 3 cohorts in total.

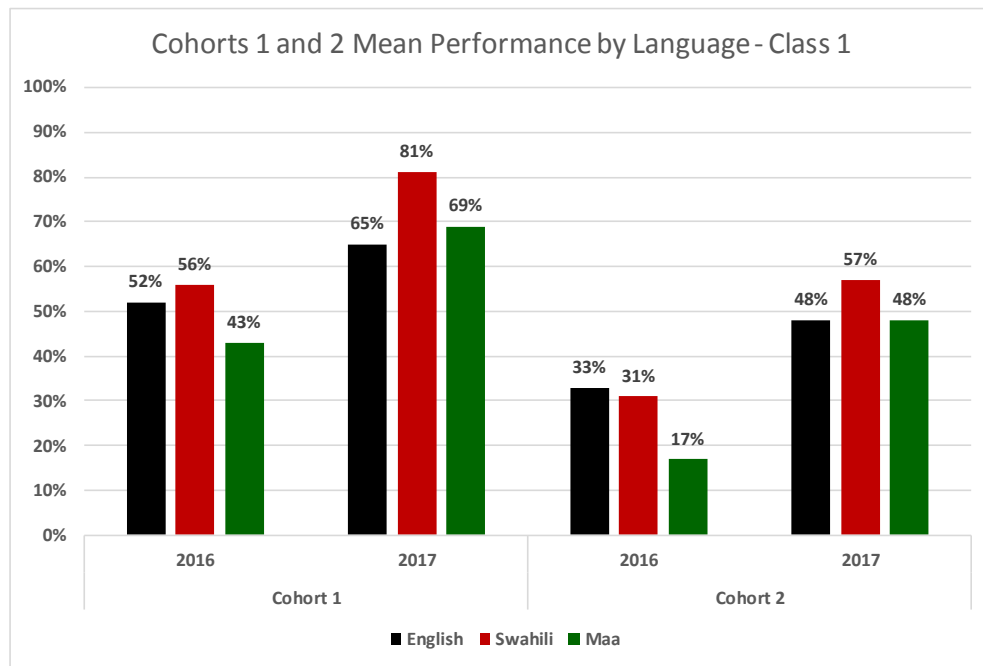
In the final year of the project, one final assessment was carried out, this time including non-project control schools. The objective was to compare students' literacy levels in English, Swahili and Maa in *Reading Kenya* schools to control schools. Students were exposed to *Reading Kenya* interventions for three years in the project schools, while a nation-wide Government of Kenya reading program, *Tusome*, was being implemented in the control school. Five *Reading Kenya* schools from cohort 1 and five non-project schools were sampled and their students assessed. *Reading Kenya* schools were matched to comparable and similar non-project schools. A total of 339 students were assessed; 176 from *Reading Kenya* schools and 163 from the control school.

ENGLISH LANGUAGE TEST	SWAHILI LANGUAGE TEST	MAA LANGUAGE TEST
<ul style="list-style-type: none"> • Letter name identification • Letter sound recognition • Word recognition • Oral reading fluency • Oral reading comprehension 	<ul style="list-style-type: none"> • Letter and sound identification • Syllable identification • Word recognition • Oral reading fluency • Oral reading comprehension 	<ul style="list-style-type: none"> • Letter/sound and syllable identification • Word recognition • Oral reading fluency • Oral reading comprehension

RESULTS

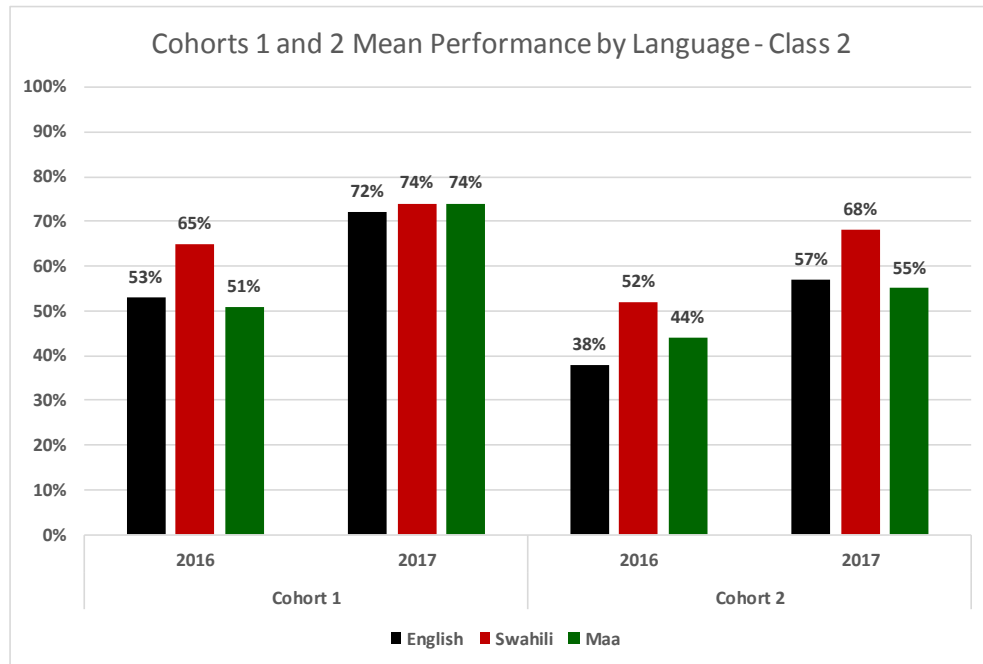
By comparing the assessment results of cohorts 1 and 2 with each other, it can be noted that cohort 1 performed better than cohort 2 both in 2016 and 2017, indicating that the longer period of participation in *Reading Kenya* has a stronger effect on the students' literacy skills. For illustration, the two graphs that follow compare the initial assessment of classes 1 and 2 in all three languages with the second assessment of the same group of students' after one year.

The 2016 results shown below for cohort 1 were obtained after one year of project implementation while cohort 2 teachers had not yet been trained. The 2017 results were obtained exactly one year later; cohort 1 had had two years of project implementation while cohort 2 had had only one. One noteworthy observation is how close cohort 2's 2017 results are to cohort 1's initial 2016 results, particularly for classes 1 and 2. A correlation can be made here since cohort 1's assessment was completed after participating in the *Reading Kenya* interventions for a year; the same case with cohort 2's second assessment results.



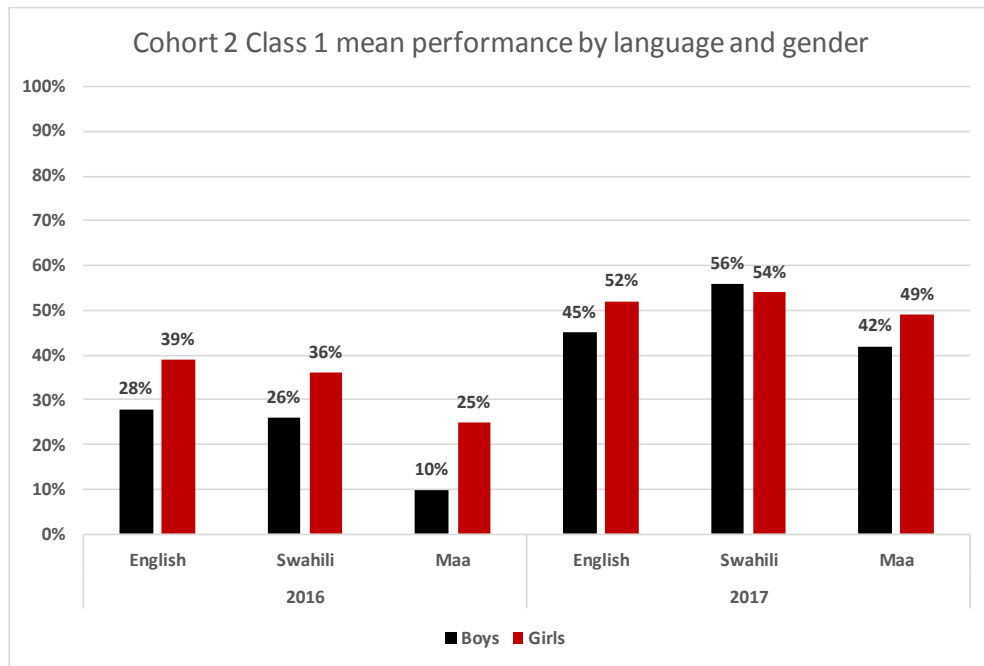
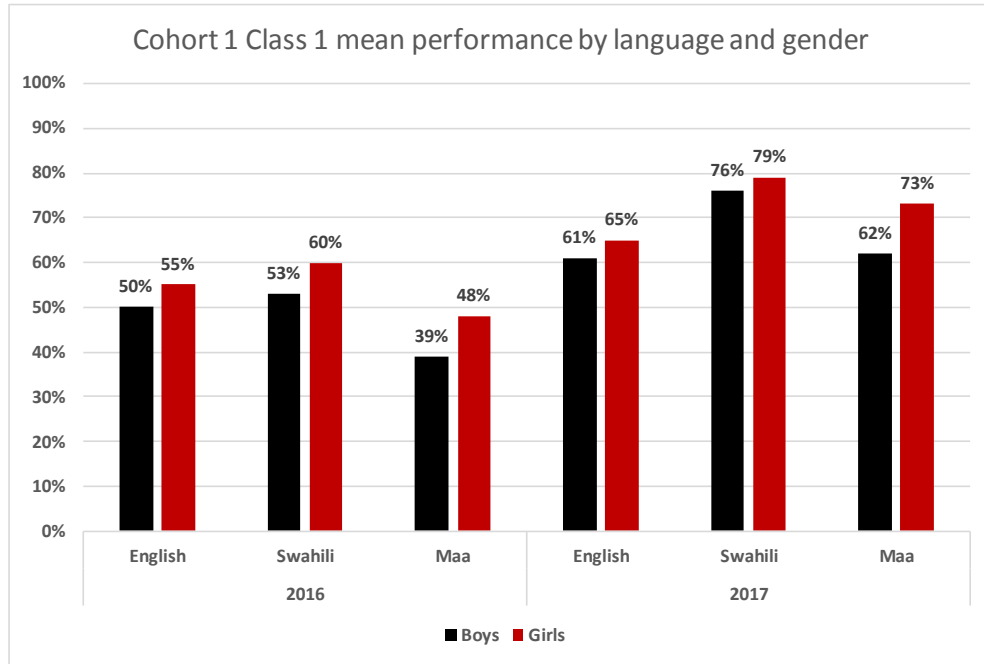
Students not only improved year over year, for example class 1 students improved from a mean performance of 56 percent in 2016 to 81 percent in Swahili in the following year, but we can also see that students participating in the program performed better than students not participating. For example, after one year of program participation, the mean performance for class 1 students was 52, 56 and 43 percent respectively in English, Swahili and Maa. Without intervention, the mean performance was only 33, 31 and 17 percent in English, Swahili and Maa. Students in *Reading Kenya* schools demonstrated a significant improvement in literacy in all three languages, improving literacy scores on average by more than 20 percent year over year.

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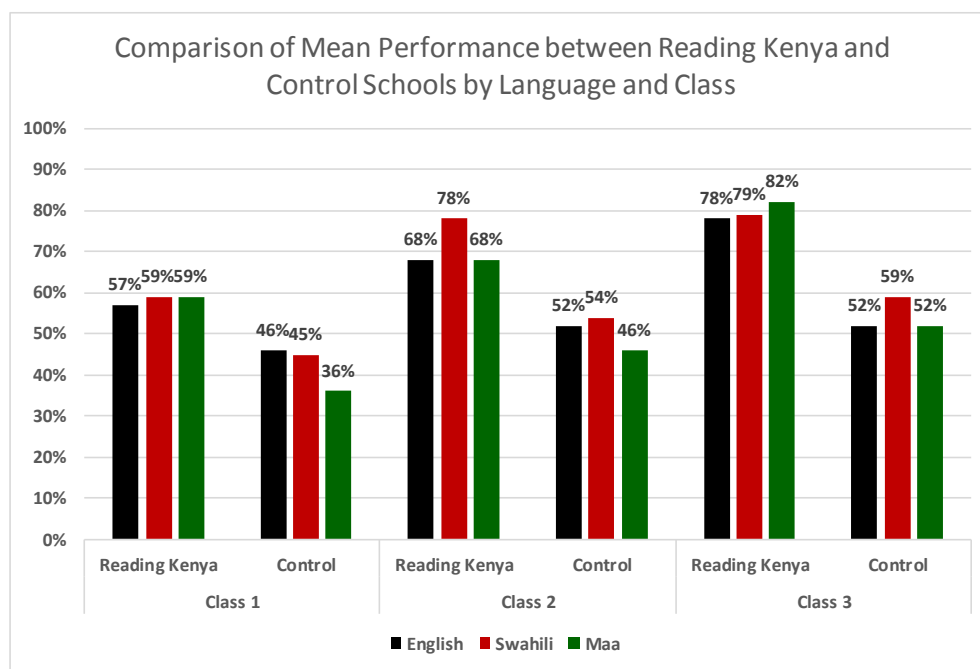


At class 2, the positive results of the intervention continue and students participating improved from one year to the next. For example, the mean performance for cohort one students improved from 53 percent in English to 72 percent in English. We can also compare across cohorts. For example, students without intervention achieved a mean performance of 44 percent in Maa, after a year of intervention students in cohort 1 scored 51 percent on average and in cohort 2 scored 55 percent on average, and after 2 years of intervention scored 74 percent on average. These trends are consistent across all three languages. At the class 3 level, the results were less pronounced but continued to demonstrate the important support of *Reading Kenya* as students continued to improve consistently in all three languages.

In terms of the boys' and girls' performance in both assessments, girls consistently outperformed the boys in both cohorts across all three languages in all three classes. The differences were larger in class 1, whereas the gap decreased at class 2 and 3. For illustration, the two graphs below show the results from the 2016 and 2017 assessments of class 1 in both cohorts, disaggregated by gender.



To further demonstrate the effect of *Reading Kenya* on students' performance, a comparison was made between the *Reading Kenya* and control schools' mean test scores in reading for each of the three classes in English, Swahili and Maa. The overall observed differences can be distinguished from the figure below, showing the mean performance in both the project and non-project schools.



The students' scores in the *Reading Kenya* schools were higher than those of their counterparts in the control schools across all three classes and languages. The grades were particularly high in classes 2 and 3. Whereas both the *Reading Kenya* and control groups show an increase in performance from class 1 to 3, the project schools recorded a more rapid progression. Maa, in particular, recorded an impressive development from class 1 to 3. This can be explained by *Reading Kenya's* training on reading strategies, the development and provision of grade level Maa reading materials, and the promotion of mother tongue instruction in the project schools. It is also worth noting that the scores from the non-project schools are lower than those of *Reading Kenya's* cohort 1 school even at the initial assessment carried out in 2016, whose results were presented at the beginning of this section.

FOCUS GROUP DISCUSSIONS

The student assessments that were carried out during the *Reading Kenya* project provided valuable quantitative data that showed the extent to which the project has contributed to improving students' reading and comprehension abilities. However, in order to explore and capture the students' and educators' experiences and perceptions towards *Reading Kenya* and their learning, a series of focus group discussions were held in December 2017 in Kajiado. The focus group discussions were facilitated by *Reading Kenya's* literacy experts and project officers. A total of 12 girls and 12 boys who had benefited from the *Reading Kenya* project took part in the focus group discussions. Girls and boys participated separately. Additionally, 12 *Reading Kenya* teachers, and 12 Head Teachers and Deputies participated in two separate focus group discussions.

“These girls are dedicated learners. They wanted to do well, to be successful, and to take up leadership positions...”

One outstanding impression from the girls' focus group was that these girls are dedicated learners. They wanted to do well, to be successful, and to take up leadership positions, which was evident when they were asked what they want to be in the future. As motivated learners, it was not surprising that they are avid readers who used their school libraries regularly and wished there were more books. Their reading choices covered a wide range of materials, but the first choice mentioned was to read about successful women. Their complaint, however, was that there is never enough time to read at school and some are not able to read at home where lack of lighting and responsibility for chores are challenges. Choice of language for reading was related to the availability of reading materials. Interestingly, their motivation to read and their reasons for being good readers are linked closely to their commitment to helping others who are not readers. Their schools, they felt, are comfortable places for them to learn. Their teachers are fair and give equal opportunities to boys and girls to participate in class. While these girls may represent those who are motivated students who read frequently and attend school regularly, they delivered a message that concerns all. There are explicit needs concerning school facilities, such as clean girls' toilets with disposal units for their sanitary supplies, and there is need to continue to build upon the library collections if their needs and those of their communities are to be met.

The boys also expressed positive thoughts about the library in their schools, however, similar to the girls, they would like more books, particularly on history, Maa traditions and comic books. They also thought that girls had the same chances to learn at their schools and participated equally in class. When the importance of reading and writing was discussed, the boys believed literacy would help them get a good job and achieve their vision and goals in life, and enable them to help those in their communities who cannot read and write. The participating boys also thought that their teachers helped them learn to read and write by allowing them to read aloud to each other and in groups, giving them storybooks

to practice and teaching them the letters. Interestingly, one opinion expressed regarding this was that serious teachers who come on time help their students become better learners.

When asked about their experience in *Reading Kenya*, teachers made references to active student-centered learning, a contrast to their customary practice; increased library use, now a regular part of their timetable; and the many effects of having books available, including motivation for reading, heightened curiosity and socialization among students, and generally enhanced reading culture. In particular, they summarized their use of the *Reading Kenya* strategies as a shift from teaching sounds and joining the sounds to make words, to using prompting questions and oral language to develop

“Reading Kenya has laid the foundation for change, especially movement towards child-centered active learning in classrooms and increased use of mother tongue, Maa. Having libraries with contextually appropriate books has fostered a culture of reading in schools and in some cases, communities.”

comprehension. They added that learning before was teacher-centered; the teacher doing all the lecturing. With *Reading Kenya* the students are involved in the learning process. It was abundantly clear that developing teachers’ instructional abilities in Interactive Read-Aloud had significant impact upon the students’ experiences with literature. Not only were teachers reading to children in their classrooms, but according to the teachers, school-wide read-alouds have become common practice, as well as increased opportunities for children to read to each other. The teachers appreciated the opportunity to learn through *Reading Kenya* and recognized the many ways that making books available, not only to the children, but also to their families, has positively impacted their communities. Having Maa books together and also encouraging the use of Maa in classrooms (by both teachers and students) has given credibility and value to their mother tongue. They also noted that the Maa materials have an important informal role supporting Maasai mothers as they learn to read alongside their children who were reading to them.

Lastly, four head teachers and eight deputy head teachers were interviewed together to gather their perception of the project. The group felt that they had gained an enhanced understanding of reading. Several commented that they now understood a "harmonized reading culture", where reading and writing were more obviously integrated. They were delighted and surprised that learners were able to read in three languages. One head teacher had

noticed that the availability of library books allowed teachers to match learners with materials appropriate to their interests and learning needs.

In summary, *Reading Kenya* has laid a foundation for change, especially movement toward child-centered active learning in classrooms and increased use of mother tongue, Maa. Having libraries with contextually appropriate books has fostered a culture of reading in schools and in some cases, communities.

DISCUSSION – GENDER AND LITERACY

In August 2017, the Government of Canada announced the new Feminist International Assistance Policy. Putting girls and women at the center of development yields important results – it is a consistent determinant of advancement across development areas. Educating a girl is of particular importance when it comes to poverty alleviation, food security, health outcomes, quality education, and economic growth.⁴ But, how do we best improve the learning outcomes of girls? What does it mean to implement feminist policy in the context of education and ‘what’s gender got to do with literacy and language learning’⁵?

The 2016 UNFPA State of the World Population report, *10: How our future depends on a girl at this decisive age* identifies 10 years of age as a critical turning point in girls’ lives. The cohort of girls who were 10 at the start of the Sustainable Development Goals (SDGs) will be 25 years old by 2030. During this transition from girlhood to adulthood, a number of decisions will affect their experiences and social positions related to puberty, schooling, sexual health, marriage, childbirth, and entry into the paid workforce. The success of the SDGs depends on investing in policies, institutions, and strategies that support 10-year-old girls as well as their families and communities through these decisions.⁶

When it comes to what works in relation to these issues concerning girls’ education, a number of reports underscore how gender relations are complex, situated, and systemic. Supporting girls’ education and empowerment, and transforming gender relations more generally requires a wide range of multi-faceted strategies, structural inputs, and interventions that are responsive to context. These include financing, resources, and infrastructure, as well as the mainstreaming of gender in educational institutions as well as in policies and programs.

With the SDGs transition to educational quality objectives, there is a need to investigate more deeply what is happening with teaching and learning to address how many young people finish primary school without adequate literacy skills. Here, questions about the gendered nature of the learning environment and pedagogical practices take on more significance. What it means to improve language and literacy learning *and* address gender empowerment is of critical significance. Research shows that schooling and pedagogical practices often work to reinforce and sometimes exacerbate dominant gender norms and inequalities. Given the concerns about educational quality, it is crucial to be aware of just how little attention is being paid to the gendered nature of language and literacy teaching and learning practices in Africa. Gender and pedagogy are not nearly as widely documented as are the broader structural issues related to girls’ access to education.⁷

⁴ Global Partnership for Education

⁵ Thompson, Jennifer A. (2017). *Girls’ Empowerment through Language and Literacy*. McGill University. Report Commissioned by CODE

⁶ Ibid.

⁷ Miske 2013.

Reflecting on the effectiveness of literacy programs around the world in addressing women's empowerment, Nelly Stromquist (1995) remarked over two decades ago:

Literacy skills can also be empowering, but they must be accompanied by a process that is participatory and a content that questions established gender relations, features that, unfortunately, do not characterize the great majority of literacy programs.

Decades later, similar concerns persist about the ways in which literacy and language learning can be emancipatory. Literacy scholars emphasize the need for educators to broaden their view on literacy from being simply about reading and writing, and decoding to the much more expansive notion that literacy is about making meaning.

There is also a need for further research in the area, to develop more nuanced understandings of literacy beyond reading achievement test scores.⁸ How do young people engage with literacy? What are the different reading and writing practices of girls and boys? What are young people's genre preferences and how and why do these develop? How do these differ inside and outside classrooms, and across community boundaries?

Exploring literacy as a dynamic social practice can deepen the analytical space to understand the ways in which literacy practices are gendered. In what ways is gender expressed and produced through literacy? Given the diverse and often competing depictions of gender across different pedagogical and social sites, how do girls and boys internalize, resist, or negotiate those competing narratives? What modes seem to play a more influential role in shaping girls' and boys' sense of self? Questions about genre, identity, and language offer starting points for exploring more deeply how young people engage with and produce various forms of text. And, what about gender, literacy, and libraries? How might a gender lens advance gender-responsive libraries and library programs?

Many of the girls in the first *Reading Kenya* cohorts are now approaching the critical age of 10 years. Those in the later cohorts are building foundational literacy skills as they get closer to this age. As the assessments of the program above show, the girls at *Reading Kenya* schools have stronger literacy skills in their mother tongue and the two national languages of Kenya than their counterparts in Kajiado. With these strong foundation skills, they are in a better position to succeed and stay in school as they move into higher grades. Their teachers, local education officials, families and community leaders have been sensitized to the importance of education for girls. They are being taught by female teachers who have increased confidence in their abilities after *Reading Kenya* training. They have access to reading materials in three languages that not only reflect their lives in Kajiado, but that also promote gender equality.

The success of the *Reading Kenya* program is evident in the reading scores from the student assessments. Moving beyond these quantitative measures, girls from *Reading Kenya* schools

⁸ Thompson, Jennifer A. (2017)

expressed confidence and motivation in relation to their education. In the focus groups discussed above, they recognize their challenges, both at home with their domestic responsibilities and in terms of school infrastructure and support, yet are determined to be successful in school and to be leaders. They feel supported in their classrooms and seek out opportunities to read about successful women, with the *Reading Kenya* school libraries providing an important resource for them to learn about these role models, allowing them to identify possible future paths for their own future. ***Reading Kenya is successfully improving girls' and boys' literacy skills and advancing gender equality.***

RECOMMENDATIONS

On the basis of the assessment of *Reading Kenya*, we reaffirm the following:

1. *Reading Kenya* methods as outlined in the *Reading Kenya* Guidebook should be shared as widely as possible in Kenya. The strategies if adopted by teachers would support the Kenyan Ministry of Education's vision of a 'globally competitive education, training, research and innovation system for sustainable development.' Using child-centered teaching strategies that integrate gender equality to improve reading and writing instruction develops the core skills of girls and boys so that they can achieve literacy and comprehension and become critical thinkers and life-long learners.
2. Learner-centered approaches should be adopted in teacher education facilities throughout the country as a way of training new teachers. To see change in the way that teachers interact with students, teachers themselves need to participate in classroom learning.
3. Building on the success of the locally written Maa books, these books should be made available to schools with Maa speaking students outside the 70 *Reading Kenya* schools. Publishers should also work with teachers and writers to produce books in other underserved languages that address specific cultural challenges (for example girls' rights). Schools receive capitation grants, which can be used to purchase supplementary readers in mother tongue languages.
4. The Ministry of Education should, together with head teachers and school management committees, develop libraries where students, teachers and community members can develop a culture of reading and access resources that stimulate curiosity and build knowledge. Teachers and students alike expressed appreciation for the school libraries that were developed and resourced over the course of *Reading Kenya*.
5. The skills of strong female teachers should be developed so that they can become head teachers and leaders. Despite a disproportionate number of female teachers (as compared to male teachers) at the primary level, there are few female head teachers.
6. Strong teachers should be assigned to the earliest primary grades. Developing the core skills of students at class 1 prepares students for success throughout their education. When students learn to read in their mother tongue, they also build the skills to read and communicate in other

languages. As students develop language and literacy skills they can take control of their own learning outcomes.

CODE is a Canadian international development organization uniquely focused on advancing literacy and education globally. By acting to establish and ignite engaging learning environments through the development and publishing of locally-authored and designed children's books, training teachers and teacher-librarians, resourcing libraries as well as distributing significant number of high quality reading materials. CODE focuses on inspiring children and youth to improve their literacy and comprehension so that they become critical thinkers and life-long learners.

The National Book Development Council of Kenya is a national membership-based organization working to promote reading, publishing and literacy. NBDCK is made up of publishing, library and education-sector stakeholders whose financial, materials and technical support promote literacy and reading culture in Kenya.



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