

code

celebrating 50 years

CODE Matters 2010



read. learn. live.

Our Vision

To support sustainable literate environments in developing countries.

Our Mission

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

Our 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 that they can fully realize their personal goals and potential.



Photo by Adele Imrie - from the Climb for CODE 2010

"It is my wish that the voice of the storyteller will never die in Africa, that all the children in the world may experience the wonder of books and that they will never lose the capacity to enlarge their earthly dwelling place with the magic of stories."

Nelson Mandela

Nelson Mandela's Favorite African Folktales; W. W. Norton & Company
(October 17, 2007)

Message from Chair of the Board: Judy Hauserman.

2009-2010 saw CODE off to a great start as we embarked on our second 50 years of enhancing literacy skills for children, youth, and adults in developing countries within Africa and the Caribbean. As we continued to pursue initiatives articulated in our strategic plan in 2008, we experienced a number of milestone achievements that deserve mention.

In the spring, I had the pleasure of launching our new website for youth, ProjectCode.ca., at a *1 GOAL: Education for All* literacy celebration at Westview Centennial Secondary High School in Toronto. This website built for youth by youth, provides the opportunity for young Canadians to learn about CODE and the work we do, and to explore ways that they may become involved in supporting CODE's work through fundraising activities in their local schools and communities. This initiative builds on CODE's long-standing success in engaging Canadian youth through its Project LOVE school initiative. It is an exciting initiative for us as it provides new avenues along which to garner the natural enthusiasm and interest of our young people in helping others in the developing world.

In June, we celebrated the launch of the first crop of *Burt Award for African Literature* books. The award-winning books, *Treeland* and *The Best is Yet to Come*, were a tangible representation of the very hard work carried out this last year by the many people involved in administering the program. The Burt Award initiative was launched in 2007 and was developed by CODE and made possible by the very generous support of patron Bill Burt. This highly unique award encourages African authors to produce original works that capture the local culture and realities of life, thus providing relevant, quality literature that will encourage children to read. Along with Bill, members of

the CODE board and staff, and CODE supporters and donors, Canadian publisher Anna Porter was on hand at the June 3rd event in Toronto to celebrate the first run of books published under the award.

We(e) Press has produced a remarkable new children's book, *Around the World in the Blink of an Eye*. This stunning book features the work of 24 children's artists and illustrators from around the world, as it traverses the world one hour at a time, and succeeds in teaching concepts of time zones in a cultural mosaic of children's activities. We are very thankful for the generous efforts of the author and publisher, Lou Hood, and her colleagues at We(e) Press - the book is royalty free and all proceeds from sales of the book will be donated to CODE.



I am always heartened by the enduring spirit of our partners, donors, and friends without whom CODE could not exist. A very special effort was undertaken this year by donor and former CODE chair, Chris Bredt., as he and a group of 12 intrepid climbers scaled Mount Kilimanjaro in Tanzania as a fund raising initiative in support of CODE. All climbers reached the summit and in that effort, raised over \$175,000 for CODE. We extend our heartfelt thanks to Chris, the climbers, and the many donors who supported this effort.

Message from the Executive Director: Scott Walter

This year's annual report highlights the evolution and success of key programs started in years past, and celebrates the establishment of new initiatives which promise to support CODE's strategic plans for the future. It represents the contribution of CODE and its country partners to their own national education goals and more broadly to global efforts to achieve the United Nation's target of education for ALL girls and boys, women and men, by 2015.



Our approach to improving the quality of education continues to be anchored in the strongly held view that access to culturally relevant, quality books and learning materials brought to life by excellent teachers can make the difference in helping children understand and thrive in the world around them.

Through strategic consultations with staff and partners including the input of a special team of volunteer experts and our collective knowledge of the international literature on the teaching of reading and writing, we have developed our approach into a flexible, effective literacy model that we are calling *Reading CODE*. The ultimate goal being to support the professional development of teachers in child-centered learning techniques so that their students learn how to harness the power of reading and writing, solve problems creatively, think for themselves and prepare for future success in school and in life.

As a concept *Reading CODE* is proving to be a durable and adaptable way of promoting quality literacy instruction

between and among CODE Partner countries. It is presently established in Liberia, Kenya and Ghana with discussions underway to introduce the initiative in Haiti and Sierra Leone.

Another exciting initiative is *The Burt Award for African Literature*, which is set to make an impact on the futures of a whole new generation of African youth. The Award is helping to create a true culture of reading and writing among African teenagers by nurturing a program that supports the creation of an almost non-existent youth fiction genre, which in turn kick-starts a demand for local publishing industries to supply those books. Although officially launched in 2007 in Tanzania, in this last year alone the Burt Award has been grown to include Ghana and Ethiopia and is now poised to become a permanent fixture on Africa's literary landscape.

Finally, our newest youth-oriented Canadian engagement initiative, Project code, promises to secure support for our future literacy work by enlisting a brand new generation of CODE champions. This new wave of literacy ambassadors, working alongside our existing and very active constituency, promises to make reaching our common goal of education for all by 2015 much more attainable.

We hope you'll enjoy reading this report and be motivated to learn more about CODE and our work. Why not join us and get involved!

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." - Dr. Seuss

Learning Matters

Education is at the heart of a child's and a nation's development and is the key to unlocking and harnessing their potential.

Learning to read and write invites the mind to interpret ideas and to think critically - providing an internal, life-long compass with which to navigate the world around us. Children who have access to a quality, basic education, offered in a skillful and engaging way, have a better chance to believe in themselves, to succeed in life, and to be a part of societies centered on human rights, democracy, peace and social justice. Learning matters for us all.

Skills Matter

A subject is only as interesting as the teacher who teaches it. Well trained, creative and engaging educators and librarians make learning more interesting for children - increasing their desire to

"The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind."

- Kahlil Gibran

learn more and encouraging them to interpret and build upon their new found knowledge.

We provide teacher and librarian training so that educators can achieve results in real classroom settings. We support tried and true child-centered teaching methodologies in which children play a leading role in their personal learning journey.

This year we:

- Worked with 2,860 educators to increase their ability to effectively teach reading and writing.
- Helped promote and sustain a culture of reading by training 115 people in local publishing
- Provided 2,814 schools and community libraries with expert training and peer workshops



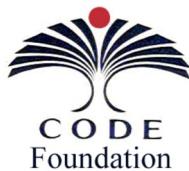
Partnership Matters

"Sticks in a bundle are unbreakable."
- Kenyan Proverb.

CODE's success as an internationally recognized literacy organization is the result of its alignment with highly capable, independent professional organizations that are locally staffed and managed. Under the umbrella of CODE, we are united in our goal to reform and improve education in the countries in which we work. We also partner with expert volunteers and institutions to fulfill our mission of providing quality basic education for all.



Our Affiliates



Delivering the Vote

Our Country Partners



GHANA BOOK TRUST



Malawi National Library Service



**Children's Book Project
for Tanzania**



CODE 2009 Partner Workshop

Applying Program Standards and Strengthening our Partnerships in Literacy

"The presentations on standards and what action partners took helped me to know that standards are not only for monitoring but also for taking action to change unfavourable situations."

- Taken from an exit card

CODE Partner workshops provide a unique opportunity to explore literacy issues by sharing information among organizations that implement CODE supported programs. Last June, CODE hosted the 2009 Partner Workshop at CODE House, in Ottawa. The theme was "Applying Program Standards and Strengthening our Partnerships in Literacy".

During the five day workshop, partners made presentations on their achievements and their plans to develop and implement standards in their programs. The sessions provided an overview of how partners have been able to apply standards to improve the quality of education and also placed a special focus on the critical role of governance in program effectiveness.

By the end of the sessions, there was a sense of mutually felt appreciation for our work, the network of organizations gathered at the meeting and the wealth of knowledge and experience that each participant brought to the event. The workshop reiterated the strength in partnerships and the benefits of open dialogue and communication. The 2009 Partners Workshop was planned and facilitated in collaboration with Critical Thinking International (CTI).



2009 Partner Workshop participants

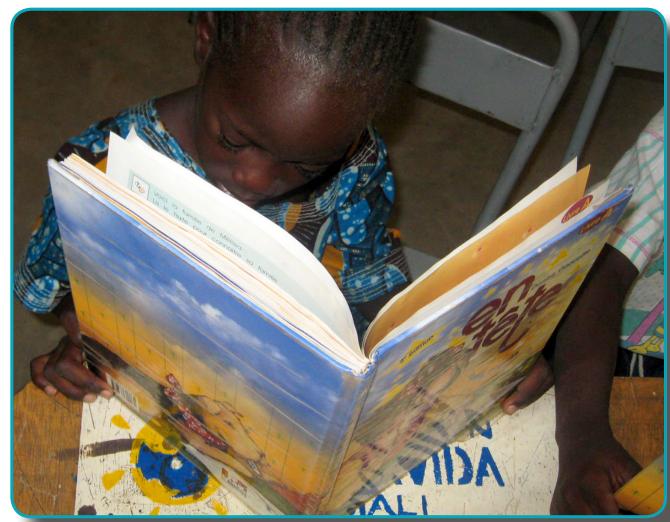


Where CODE Works

Books Matter

"A book is like a garden carried in the pocket" - **Chinese Proverb**

We work with our country partners and volunteer experts to get good books into the hands of children. We do this by developing the skills of writers, illustrators, editors and publishers to create engaging and culturally meaningful children's books to which young readers can relate. In producing these books we help give children a chance to acquire effective literacy



skills and support the growth of national publishing industries along the way.

This year we:

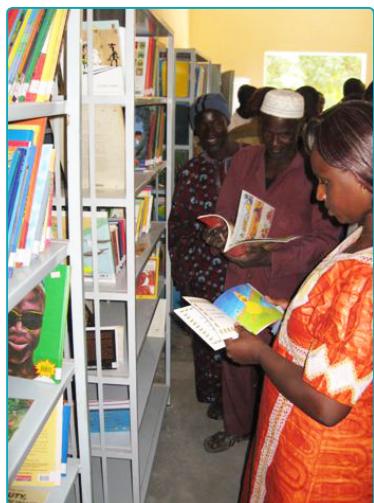
- Supported the publishing of 190,337 copies of locally published titles
- Provided schools and libraries with 587,340 new books
- Purchased 159,479 books from local book sellers in partner countries.

MALI - ALED's (*l'Association pour la lecture, l'éducation et le développement*)

**From ZERO to 50% participation in One Year –
ALED's Mobilization of Female Educators is Making
a Difference! By Willy Rangira - CODE Project
Manager**

Last year ALED, CODE's partner in Mali, helped pave the way for more women to join the ranks of teachers and librarians in that country by offering them expert training in library management and reading promotion techniques. This important development is a notable improvement from last year and has helped to set the stage for bringing more parity to those professions.

This enrichment of the educational offering is already having a positive impact on girls' usage of Mali's libraries, in particular in Somo, PBDR, Dougabougou,



Perusing the collection at the opening of a new ALED library in Mali

Kimparana and Dioro. In this past year alone girls won most of the Reading Week reading contests organized in various locations across the country.

Last year ALED focused Reading Week activities, on the remote villages of the Region of Segou, surrounding the city

of San. ALED implemented a new format that zoomed in on a narrower geographic focus, invited broader participation and offered more direct support to students, teachers and school librarians.

Reading Week started in classrooms, evolving into a whole school competition with reading promotional activities, followed by school against school competitions and culminating into a sub-regional final Reading Week contest. All in all, 59,000 people, students, parents and a TV audience were sensitized to the importance of reading and the availability of resources, including locally written materials.

With CODE's support, ALED also continued to offer its programs in reading promotion, library creation and skills development to both male and female teachers and teacher librarians. It was also noted last year that ALED's 43 school and community libraries had moved beyond providing strictly book circulation services to become hubs of activity where teachers and students can interact and where teachers and librarians hold regular reading activities and host events that promote social awareness around important issues - such as the fight against AIDS.

ALED continues to be called upon as a highly respected member of the committee responsible for monitoring the implementation of the 2008 National Forum on Education and, last year, was invited to participate and present at the Forum by the Prime Minister of Mali.



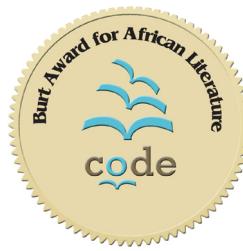
Inauguration of an ALED library in Mali

The Burt Award for African Literature -The Best is Yet to Come!

By: Christine Earnshaw- Program Manager

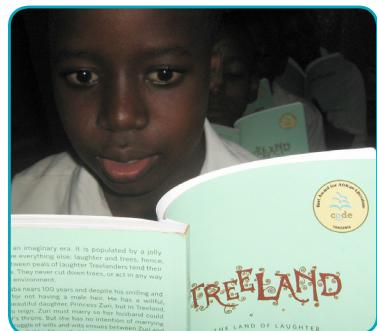
During the 2009-10 year, the Burt Award for African Literature expanded from Tanzania, where it was initiated in 2008, to Ghana and Ethiopia.

Each country provides a unique setting for the Burt Award. Over the year, we have been working with our partner organizations, the local coordinators of the Award, to ensure the integrity of the Award and the jurying process, but also to adapt the activities related to the Award to



suit the needs of the country.

Aligned with CODE's goals, vision and other programs, the Burt Award for African Literature is not only a literary award honoring high-quality African literature, in English,



"Treeland" first prize of this year's Burt Award for African Literature

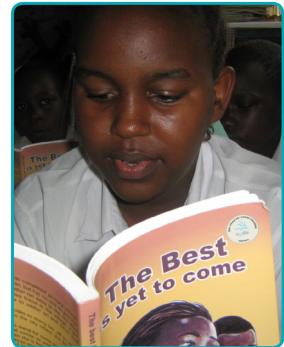
for youth, but also a program to stimulate and support the production, distribution and promotion of high-quality, engaging literature in African countries to inspire young readers.

Over the year, three Canadian writers and editors, who were nominated by IBBY Canada and have been advising CODE on the launch of the Award, travelled to Tanzania, Ghana and Ethiopia, respectively, to work with local professionals to lead workshops for writers and editors, meet with publishers, and select winning manuscripts.

In Tanzania, a ceremony was held in August 2009 for the winning manuscripts of the inaugural year of the Award.

The ceremony was held during the 6th Pan-African Reading for All Conference in Dar es Salaam.

The first three winning manuscripts have gone through the publishing process and are currently being distributed to a wide-range of schools and community libraries. During the upcoming year, the publishers and the Children's Book Project will organize authors' speaking tours, essay competitions and other reading promotion activities to help popularize the titles and solicit feedback from youth.



In Ghana and Ethiopia, there has been a lot of enthusiasm from writers and publishers for the Award itself, and the capacity development component of the Award which aims to support writers, editors and publishers to create culturally relevant, interesting and well-written books to captivate young readers and develop their love of reading. Over 88 manuscripts were received for the initial year of the Award in Ghana and over 30 writers participated in the first writers' workshop in March.

The Burt Award for African Literature is sponsored by CODE through the generous contributions of Canadian donor Mr. Bill Burt. In November 2007, Mr. Burt joined a 10-day CODE-led tour to Africa. On the tour Mr. Burt was moved by the nation's passion for education, but frustrated by the lack of quality, engaging books for youth – books that would carry children from primary to secondary school and help them develop a love of learning for life. When Mr. Burt returned to Canada, he proposed to fund CODE's development of an African Literature Award in countries where CODE supports literacy programs. The Burt Award for African Literature was officially launched in Ottawa on Sept 8th 2008 – International Literacy Day.

People Matter

Pili Dumea of the Children's Book Project in Tanzania Helps Produce Inaugural Crop of Prize-winning Burt Award Books

By: Christine Earnshaw – Program Manager

Pili Dumea is the Executive Secretary of CODE's partner organization the Children's Book Project, a dynamic and innovative education NGO in Tanzania, devoted to publishing children's reading materials and promoting literacy in Tanzania.

Under her leadership, the organization won the UNESCO King Sejong Literacy Prize in 2007 and was awarded the honour of hosting the 6th Pan-African Reading for All Conference held in Dar es Salaam in 2009, which brought together over 575 delegates from 33 countries.

In addition to partnering with CODE on the Readership Program, CBP administers Tanzania's Burt Award for African Literature, a CODE initiative to award excellence in young adult fiction. This past year, Pili played a very active role in administering the award in Tanzania – including coordinating the Burt Award workshops, helping organize the judging process and overseeing the editing and book production processes. Thanks to her hard work and that of CBP, The Burt Award produced its first ever crop of Burt Award books.

As a lead up to her work at CBP, Pilli was a grade 3 teacher, an instructor at a Teachers' College, and the head of a department promoting Kiswahili at the Ministry of Education. She started working at the Children's Book Project in 2000 as the Training and Monitoring Coordinator, whereby she led workshops for teachers and visited schools to provide in-class support in applying child-centered methodologies to teach reading and writing. As the current Executive Secretary, Ms. Dumea oversees and leads all of the organization's activities and

liaises with the Board of Directors and the Children's Book Committee that advises on the organization's strategic direction.

Pilli has contributed to other CODE programs by enthusiastically sharing the organization's experience in publishing, managing school-based readership programs, and evaluating results. Her passion for writing, and her appreciation for locally-written and engaging reading materials, have led her to write several children's books and be an active member of the Tanzania Book Development Council to promote reading and publishing in the country. Like several of the other staff members at CBP, Pilli hosts a 'reading club' on her front porch on the weekends for the neighbourhood kids.



Pili Dumea



Bill Burt is presented with a hand-carved, wooden statue representing solidarity from Pili Dumea of the CBP.

New we(e)press book a self-sustaining fund and awareness raiser for CODE!

we(e)press is an Ottawa-based, Canadian charity and children's book publishing house dedicated to raising funds in support of education and literacy projects through the sale of books for young readers.

This year, our relatively new partnership with we(e)press gave rise to something truly unique and wonderful for CODE - *Around the World in the Blink of an Eye* "is a truly "global picture book" that gives back. It's a beautiful, self-sustaining fundraising project, made royalty free so that it generates funds in perpetuity for CODE literacy programs, while offering young Canadians, and their families and friends, a window into new cultures and a chance to make a difference in the world.

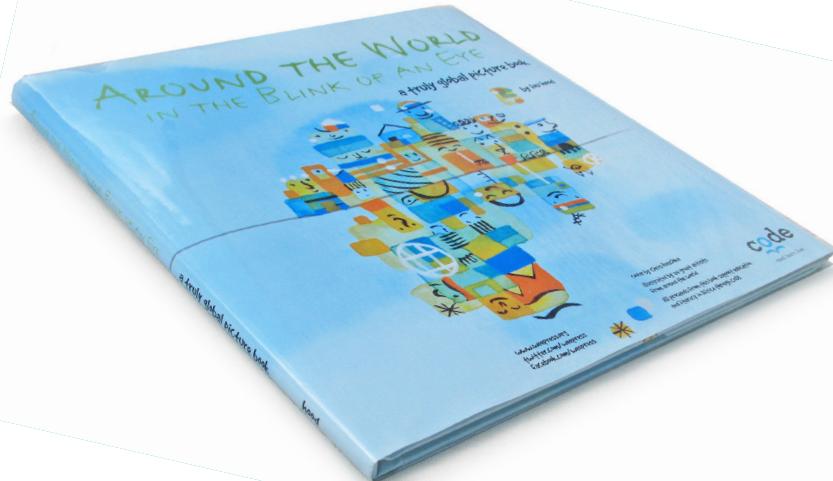
Please do take a peek at *Around the World in the Blink of an Eye* and to learn about the artists behind it, including Caldecott Medalist Chris Raschka as well as UNESCO

award recipient and author of one of Africa's 100 Best Books, Ghana's Meshack Asare:

weepress.org/aroundtheworld

Check out the weepress.org website for a retail partner near you, or you can purchase your copy of *Around the World in the Blink of an Eye* at:

weepress.org/buynow



we(e)press

Canada Matters

"Terrific program! Easy to organize! Has little minds thinking they can make a difference!!"

At CODE, we think it is really important that children know about the world around them. While it's true that "children are children" no matter where they come from, it is equally true that they do not all start out in this world on a level playing field. In Canada, school supply shopping is an annual ritual – an expectation. In many of the countries in which CODE works, an entire family often shares one pencil and homework sometimes needs to be erased so that precious paper can be saved for another day.

Project Love offers Canadian school children a window through which to observe and learn about children "just like them" in developing countries. It also invites them to act as true global citizens by giving them a chance to share what they have with others in need. Young Canadians learn about languages, geography, food and traditions while children in CODE's partner countries receive precious school supplies and the message that Canadian kids care. Tolerance, understanding and friendship are fostered along the way... everybody wins.



Students at Westview Centennial Secondary High School assemble over 700 Project Love kits for schools in Haiti

2009-2010 Project Love Highlights

- 45,350 Canadian students were empowered to act as global citizens by making kits of school supplies for 30,000 children in Haiti and Malawi
- Participants represented 141 communities across Canada – 330 schools and community groups in every province and territory in Canada
- 113 schools and community groups across Canada participated in Project Love for the first time



Canadian Engagement 2009-2010 News

Project Love Has Expanded its Outreach to Engage

Canadian Teens and Young Adults with:

www.projectcode.ca

By: Genevieve Spicer- Communications Manager - CODE

This year – building upon two decades of success in primary and middle schools, Project Love decided to expand its offering to include youth and university students.

Launched in March of this year at Westview Centennial Secondary High School in Toronto, Projectcode.ca is CODE's new Canadian youth engagement initiative. It's a social tool on the web designed to get teenagers and young adults interested in supporting CODE's literacy projects.

Projectcode.ca was created by students at Algonquin College's New Media program. The team worked with CODE

on creating a name and a design for the site and came up with ideas for making projectcode.ca a "go-to" place for teens and young adults interested in supporting and sharing ideas on literacy and other development issues.

The site features news and event information, interesting videos, and country-specific "in the field" blogs written by CODE's program managers while on trips to the African and Caribbean countries in which they manage projects.

Students will also be able to find out how to host events that support CODE's projects and will soon also be able to learn interesting cultural tips from CODE countries - such as the etiquette of an Ethiopian Tea Ceremony, or how to say "hello" in Ki-Swahili. Please send your favourite teen or young adult to www.projectcode.ca

The Algonquin College team also took the time to create this wonderful snap-shot of CODE entitled: *What CODE Does*.

CODE Staff Host Volunteer Experts at "Reading CODE" Workshop

CODE House's formal boardroom in Sandy Hill, Ottawa was transformed into a lively workshop area last March when CODE's development team invited our volunteer experts to a workshop designed to explore, share and develop meaning-centered literacy approaches to teaching in Africa. The experts had recently been leading author and teacher training workshops in Liberia, Ghana and Ethiopia.



During the two days, the group brain-stormed, role played and worked hard to help fine-tune CODE's "Reading CODE" approach to literacy development. The Reading CODE method builds on country-adaptable, universally accepted child-centered approaches to learning but is also infused with CODE's extensive, 50 years of experience teaching children to learn to read and write. Reading CODE is supported by guidebooks and quality standards and is adapted to meet the needs of the country in which it is implemented.

Described as a comprehensive readership initiative, the approach rests on three interacting domains; increasing access to culturally relevant, high quality reading materials; improving the skills of teachers and librarians to ensure those materials are used effectively; and focusing evaluation and assessment on informing instruction and improving the quality of literacy education.

Reading Liberia – Volunteer Expert Workshops

After 14 years of civil war, schools in Liberia opened their doors to more than a million students. Thanks to a very generous donation of \$500,000 from an anonymous donor, CODE and its partner in Monrovia, the We Care Foundation, was able to conduct three parallel Reading Liberia workshops, based on the *Reading CODE* approach to literacy. The first workshop involved a series of author and illustrator training sessions designed to help generate books for young people and kick-start a domestic publishing industry. CODE and We Care were also able to provide teaching workshops to help educators and librarians use books and learning materials more effectively in the classroom and library.



Reading Liberia

Gordon Pronk of design firm Pronk and Associates went to Liberia to lead workshops in illustration and Canadian children's author Kathy Stinson, of *Red is Best* fame, led a writer's workshop in February. She was part of a team of Reading CODE volunteers that included education experts Allison Preece of the University of Victoria, Wendy Saul of the University of Missouri at Saint Louis and Charles Temple of Hobart and William Smith Colleges.

To learn more about CODE's volunteer expert's experiences in Liberia, please see their blogs at:
<http://www.codcan.org/blog/?cat=3>

Here is an excerpt from Kathy Stinson's CODE blog. You can also visit Kathy's personal Liberia blog called "Turing the Pages" at:
<http://kathystinson.wordpress.com/category/liberia>

By: Kathy Stinson, February 2, 2010



I'm sitting on the fourth floor balcony of the Cape Hotel in Monrovia in shorts and t-shirt listening to a mixture of surf and hotel generators, and the occasional honking of a motorcycle horn. It's just after nine o'clock at night. African music has been added to the surf/generator mix as I type this.

Who knew that sitting at my dining room table 28 years ago, writing about a girl who likes red best, would lead to this?!

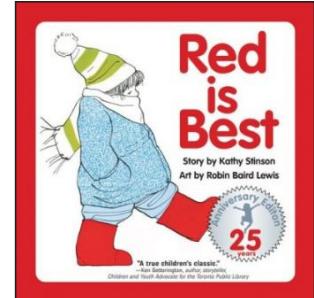
It probably sounds like a holiday, especially to people back home experiencing some of the coldest days of winter so far this year. But I'm working hard here in Liberia, sharing some of what I've learned about writing and editing over the years with people keen to write, even though it may not sound much like work. And it is, after all, a pretty fine kind of hard work to be given the chance to do.

This year I'm working with writers who have stories nearing publication and writers who

hope the stories they're working on might be chosen for the next publishing season. Some I worked with last year and they quickly became like friends. There are new faces and new voices in the group, too, and we spent part of our first hour together getting introduced and making sure I could pronounce their names correctly: Ovie, Cherue, Akoi.

More later, but for now I have more stories to read, more work to prepare for tomorrow...

http://ms-my.facebook.com/note.php?note_id=65557147112



Ghana - Volunteer Expert Workshops with Peter Carver

Another one of CODE's volunteer experts, Peter Carver, an editor and author at Red Deer Press, led writing and editing workshops in Ghana in support of the Burt Award in that country. Peter worked with CODE's partner in Ghana, the Ghana Book Trust. Here is an excerpt from Peter's Workshop Report:

The Burt Award in Ghana – Report on Workshops March 1 to 5, 2010

By: Peter Carver

My trip to Ghana from February 26 to March 7 focused on the work of CODE and the Ghana Book Trust in support of the Burt Award program in that country. The aim of this initial trip was to generate interest in the Burt Award through running workshops with writers and editors in Accra, in meetings organized by the Ghana Book Trust (GBT) under its executive director Robert Amoako. It was also an opportunity to meet with the other judges on the Burt Award jury, to draw up a plan for evaluating the manuscripts submitted, establish a timetable, and devise a method for choosing the winning entries.

Altogether it was a remarkable experience, to travel to West Africa and meet so many people who received me with warmth and humour and goodwill, and I thank CODE for inviting me to undertake this mission.

Interested to learn more details about Peter Carver's trip to Ghana? Please contact:
gspicer@codecan.org

"Canada's experience is in some ways analogous to Ghana's when it comes to the development of a children's literature; parents and teachers in both countries had long relied on books that came from other countries... In Canada we were given the impression – up until about thirty years ago – that we had no stories worth telling our children. But in the past thirty years we have grown our children's book trade to the point that now we export many books to countries round the world..."

- Peter Carver



CODE Celebrates 50 Years in Style

Representatives from across Africa and the Caribbean celebrated 50 years of CODE with pianist Anton Kuerti

Representatives from across Africa and the Caribbean joined world-famous classical pianist Anton Kuerti, individuals from CIDA and International Embassies, and hundreds of CODE supporters to celebrate the organization's 50th anniversary on June 12th at a private evening benefit concert in Ottawa.



During the event, CODE's Directors Award for Literacy Promotion, granted to individuals and organizations who demonstrate a lifelong commitment to literacy and international development, was awarded to Colin McNairn for his long commitment to CODE's work in empowering children around the world to learn.

Colin McNairn Wins CODE's Director's Award for Literacy Promotion



Colin McNairn was the 2009 recipient of CODE's Director's Award for Literacy Promotion, granted to individuals and organizations who demonstrate a lifelong commitment to literacy and international development.



CODE Chair, Judy Hauserman, presents Colin McNairn with the CODE's Director's Award.

Mr. McNairn has volunteered his time, energy and professional expertise to organizations working in international development, particularly CODE, for four decades. Mr.

McNairn has been the Chair of CODE, Chair of CODE Incorporated, board member of the International Book Bank and, since 1994, Honorary Life Counsel to CODE.

After completing graduate studies at the Harvard School of Law, Mr. McNairn worked as a professor at the University of Toronto and in the 1960's was a tutor in law at the University of Dar es Salaam in Tanzania. Since then, he has been a volunteer at home and abroad, assuming short term assignments for CODE in Botswana, Ethiopia, St. Lucia, Swaziland and Uganda. He was a driving force behind the establishment of CODE Incorporated and the CODE Foundation. In 1996 he received the Lewis Perinbam Award in International Development.

This Year, Associação Progresso Takes the Lead in Mother-Tongue Instruction

By: Catherine Macnab – Program Manager

Since 2003, CODE's partner in Mozambique, Associação Progresso has taken the lead in implementing Mother Tongue education in the two northernmost provinces under the CIDA-bilateral program Promotion of a Literate Environment in Mozambique (PLEM). This includes working with linguists to standardize the writing of five Bantu languages, using these standards to translate national curriculum textbooks for grades 1-7 into five languages, and extensively testing the books in classrooms.

This year, Progresso built upon these results and supplied 73 schools with textbooks to provide Mother Tongue instruction – books for each child in the program. The Ministry of Education provided even further support to the program by taking over production of Progresso's Grade 1 and 2 textbooks to distribute in 103 schools next year. Progresso also built the capacity of the schools to deliver Mother Tongue education by training 50 trainers and 486 teachers and school administrators this year.

Progresso continues to support the quality of the National Language education (Portuguese). This year the Progresso team trained 93 district trainers and 762 school-level Pedagogical Directors on teaching

methodologies, supervision and management of school libraries. Progresso also produced and purchased a total of 122,000 Portuguese books and magazines that were distributed to 1700 primary schools.



Reading in Mother Tongue (Kimwani)
Mocimboa da Praia, Cabo Delgado

Photo by Alcina Sitoé, Progresso

Story from the Field – Progresso

Mothers of Literacy

By: Catherine Macnab - Progresso Project Manager

Adult learners assured the visitors that it was a bad day to visit because the instructor had just returned from being ill. In the village, where most people do not have a clock or other timepiece, people watch the sun and keep an eye on the tree where the class meets to know when it is time to gather for lessons. After the teacher's absence, it will take several days for all the students to return to class.

The participants do not like the village to have an illiterate population because they see a link between literacy and prosperity. A man explained how terrible it was when he received letters from distant family and had to ask for help to read them. This

made his private family affairs known to anyone in the village and made him an object of gossip.

A woman explained that she found learning very difficult, but she has a dream to get a job, to find work within her own village. She gave the example of being the controller of the water standpipe, where villagers are charged

eight cents for 20 litres of water. This job can only go to someone who can read and write. It is an achievable dream.

When asked how they support their daughters' education, the women became animated. They do not want their daughters to struggle as they do.

"I haven't learned enough to be able to help them yet," explained one mother, "but I make them go to school every day!"

The mothers hope their daughters will continue into secondary school, although they fear that when girls leave the village to go to the nearest secondary school in Mueda, they may soon return pregnant.



"But I won't give up!" another mother promised, "After the baby doesn't need my daughter for feeding, I will send her back to finish her education."

While this shows that access to education cannot instantly change life cycle patterns or directly reduce the rate of teen pregnancy, it can improve opportunities for young mothers and ultimately, it can give girls more choice about how they want to live their lives.

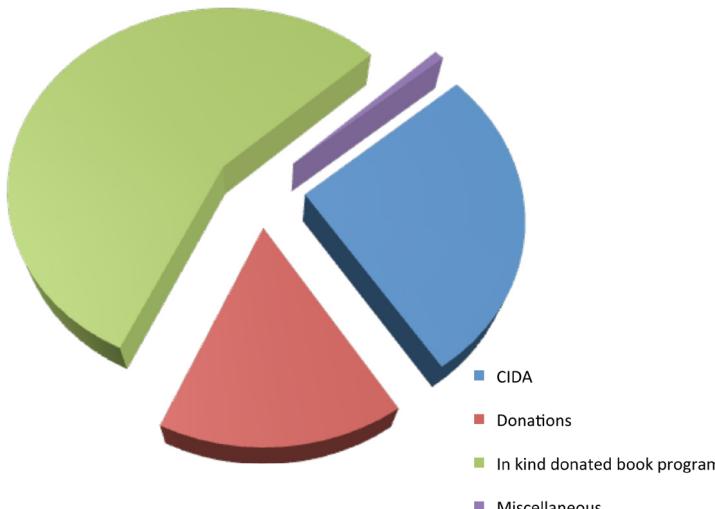
CODE and the Canadian Global Campaign for Education (CGCE) Continue Working Toward 1 GOAL- Education for All.

In April 2009, 15,000 students and teachers across Canada joined over 14 million others worldwide to take part in the BIG READ campaign as part of Global Action Week organized by the Global Campaign for Education. They read stories about the importance of literacy by Canadian and international authors, and signed petitions to call upon the Canadian government to do more to support aid to education. Learn more at <http://www.cgce.ca/2009-gaw/>

Sean Maddox, Director of Development at CODE, was again this year Co-Chair of the Canadian Global Campaign for Education (CGCE). The CGCE is a coalition of Canadian civil society organizations, hosted by CODE, that work collectively to enhance Canada's contributions to Education for All through public engagement, policy dialogue and research. Learn more at www.cgce.ca

INCOME (\$)	EXPENDITURES (\$)
CIDA 3,364,589	Overseas programs 3,821,693
Donations 1,982,965	In kind donated books 7,019,849
In kind donated book program 7,019,849	Canadian engagement 213,381
Miscellaneous 102,634	Fundraising 415,077
	General administration 540,929
	Communications 88,647
	Research – New Programs 80,516
Total Income \$12,470,037	Total Expenditures \$12,180,092
Excess (deficiency) of revenue over expenses from operations: \$289,945	

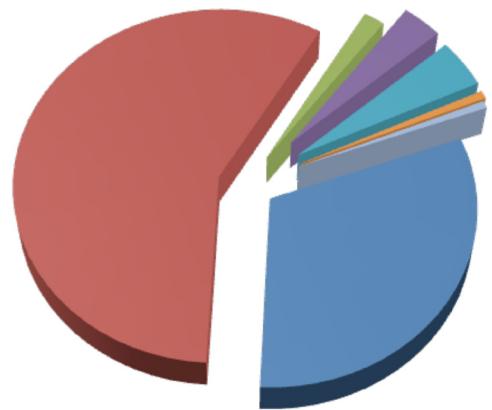
REVENUE		
CIDA	\$ 3,364,589	27%
Donations	1,982,965	16%
In kind donated book program	7,019,849	56%
Miscellaneous	102,634	1%
Total	12,470,037	100%



Complete audited financial statements are available upon request.

EXPENSES		
Overseas Programs	3,821,693	31%
In kind Donated Books	7,019,849	56%
Canadian Engagement Program	213,381	2%
Fundraising	415,077	3%
General administration	540,929	4%
Communications	88,647	1%
Research - New Programs	80,516	1%
Total	12,180,092	98%

- Overseas Programs
- In kind Donated Books
- Canadian Engagement Program
- Fundraising
- General administration
- Communications
- Research - New Programs



YOU MATTER!

At the end of the day, it is the individuals and groups that support our work who make all that we achieve possible. You matter, and we thank you for sharing our vision. This year you will notice that this annual report has come to you electronically. That's because being green matters too. We are trying to save paper and increase accessibility by printing less and making more information available on our website.

To learn more about the 2009/2010 year and to see a complete list of corporate and individual donors, please visit codecan.org. For further information contact Genevieve Spicer, Communications Manager - CODE: gspicer@codecan.org 613 232 3569 X 252

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