



code

CODE Matters 2011



read. learn. live.

Our Vision

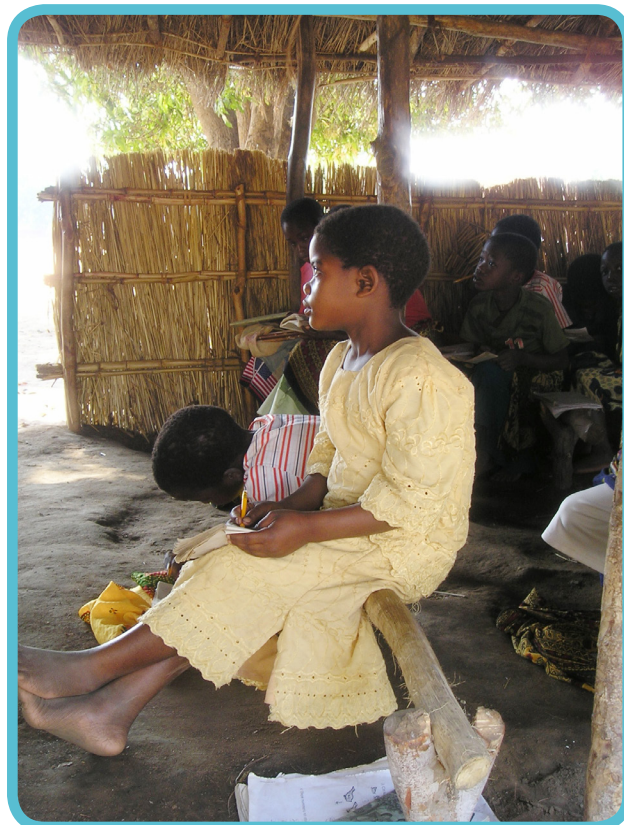
To support sustainable literate environments in developing countries.

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.



Our Affiliates



Our Partners



Children's Book Project for Tanzania



Malawi National Library Service



GHANA BOOK TRUST



Message from Chair of the Board: Judy Hauserman



As I write this, there is a soft rain falling, and it is quenching the relentless thirst of all things new, green and growing in my garden and the woods beyond. The sounds, the smells, and the hope that springs from new growth, transport me back to another place and time five years ago – to a beautiful, remote, and challenging

mountain in the heart of Tanzania, East Africa. There I took the first step in many thousands in a quest to summit Mt. Kilimanjaro. To do this, I would find myself in the company of six people I knew very little, climbing for a cause and an organization that I knew even less – a Canadian organization called CODE which existed solely so that children in developing nations would have the opportunity to learn to read and write.

As I summited Kili with my new-found friends on that beautiful July day in 2006, I did so knowing that the climb had been a significant and incredibly challenging life event for me. But I did not know to what extent the climb would later prove to be life changing, beyond the realm of any physical or mental challenge I thought myself to have achieved in that moment.

Five years later, as Chair of the CODE Board of Directors, I look back on my first exposure to CODE as both serendipitous and fateful. I am privileged to be associated and involved with what I can only describe as one of the single most noble causes that can call any of us to action – giving children the opportunity to learn to read and write.

It is without argument that the future of this earth is in the hands of our children. And unquestioningly, the capacity of our children to effectively discharge that responsibility lies in the knowledge and learning that can only come from the foundational ability to read and write – an ability that is possessed by too few children in our world.

To explain CODE and its mission one has only to quote our motto, “If you can read and write, you can learn to do and be anything.” The board, executive, and staff at CODE are all dedicated to providing children in developing nations with this opportunity.

In Canada, we continue to rely heavily upon our donors and patrons, whose generosity have supported efforts in so many areas. Over the past year, those efforts have encompassed a broad range of activities, from the expansion of the Burt Award for African Literature with increased support from our patron William Burt, through the continued efforts of Project Love, our Canadian engagement program, to our inaugural Read Africa Ball, spearheaded by the drive and compassion of our Vice-Chair, Lynn Beauregard. Each of these efforts have taken us forward as we enter CODE’s 52 year.

This past year has been fruitful in furthering CODE’s work. As we look to the future, we are empowered with both an effective staff organization and a strong and committed board. The respect – and need – for our programming in partner nations continues to escalate.

We recognize that our donors are called to support many worthwhile causes. I want to personally thank each and every one of our donors for their continued patronage. Together, we are building the future.

Message from the Executive Director: Scott Walter

To know CODE and its achievements as an international development organization is to understand it as a collective, a partnership of capable and like-minded organizations working together with common purpose towards a common goal – that of quality education, for all. The vision and hard work which encouraged this ‘collective’ and allowed it to develop and evolve has been much remarked upon over the years with plenty of commendations to underline the acclaim. Encompassing eleven national partners in Africa and the Caribbean and three affiliated North American organizations, CODE is a fine example of that old adage of the whole being greater than the sum of its parts, the very definition of synergy.

This comes through in the collective move to seek a better understanding of what in our shared approach to literacy development constitutes best practice and how to articulate that in a way that facilitates sharing and professional development. The result, now known as Reading CODE, is a ‘comprehensive readership initiative’ that joins two key elements essential to successfully developing and sustaining literacy: interesting books, relevant to the readers, and written in languages the readers understand, with meaningful engagement with these books through high quality teaching. Of course for CODE there must be a third element, that of effective partnerships that build the capacity of national partners so that they can continue to provide engaging books to children, and offer high-quality training for teachers long into the future.

Today’s CODE is the product of many years experience and many people’s expertise. All those various individual parts of the collective that work together, but each nonetheless with their own function. And that’s what we really want

to highlight in this year’s annual report, the personal experiences of committed individuals who have had a direct and positive impact on our work.

So please join with me and our Chair, Judy Hauseman – who provides her own wonderful illustration of how the personal milestone of ascending Mt. Kilimanjaro led to a commitment with far greater ramifications – to celebrate the people who make CODE what it is. People like Dr. Hellen Inyega working to establish Reading Kenya as a model of effective and innovative literacy instruction; Dr. Charles Temple, a CODE volunteer par excellence helping us understand the very meaning of literacy; author W.E. Mkugya, this year’s 1st prize winner of the Tanzania Burt Award for African Literature; Professor James Roberts, bibliophile and promoter of the beautiful new Reading Liberia children’s books, written and illustrated by Liberians themselves; Liberian teacher Sando Sarnoh, working to ensure her students get the most out of such a superb resource; and CODE’s Vice-Chair, Lynn Beauregard, who last year launched what will surely be a signature annual event for CODE -*The Read Africa Ball*- created to raise profile and funds for CODE for many years to come. I am extremely proud to be associated with all of these people and my hope is that those reading this report will feel the same way.



Learning Matters

Last April CODE's Communications Manager, Genevieve Spicer, met with Dr. Hellen Inyega, Lecturer of Language and Literacy Education at the University of Nairobi and a stakeholder in Reading Kenya –the joint collaboration of the National Book Development Council of Kenya (NBDYK) and CODE. Dr. Inyega was in Ottawa visiting CODE's offices and made a presentation to staff about her experience with Reading Kenya in the District of Kisii. She was asked to describe the kind of reading and learning landscape she would like to see in her country in the next three to four years:

Dr. Inyega: What I'm hoping to see in the next three or four years is students who are more confident – right now, they are not very confident. I'd like to see students who like to talk about the books they are reading and teachers who are enthusiastic about teaching reading... and who are keen to share their love of reading with the learner.

I'd also like to see teachers trying out different instructional strategies. We just started training the first teachers in January but in the next three years I hope to see confident and keen teachers who are eager to share the new reading and writing teaching strategies they have learned with other teachers who are not already in the project schools. I'd like to see teachers using these new strategies directly and explicitly. Our teachers are well trained but they were not aware that they could teach in a more systematic and focused manner. Some teachers did not know you could do a lesson plan for

reading. In the future, I'm hoping they'll be able to do a lesson plan so that they'll consciously be thinking: "what do I do before I begin teaching? How do I activate my learners' prior knowledge? How do I draw on their prior experiences so that the learning, the reading and the writing can be more successful?"

And then, once the students begin reading and writing, what can I do during that lesson on reading so that children are making connections between their prior knowledge and the knowledge they are learning from books. What can I do to make sure the students can apply these skills to their everyday life so that they are making connections between the content in their schools and their everyday world?

I'd like to see teachers who are able to use questions purposefully in the sense that they're not only asking lower order questions but also higher order questions, for example, questions that require the synthesis of information, and questions that require evaluation. Apart from recall type questions, I hope learners will eventually be able to critically evaluate information they are reading and to challenge the author's ideas in ways they have never thought of before... to ask questions about the authorship, style and features in the text.

I'd also like to see teachers who are collaborating –



Dr. Hellen Inyega



Dr. Hellen Inyega with Christine Earnshaw of CODE and Dr. Inyega's special travel companion

CODE in Kenya

As a comprehensive readership approach, Reading Kenya supports the learning of 73,000 schoolchildren in Kisii District, western Kenya, by training teachers in 105 schools to teach in their mother-tongue (Ekegusii) from kindergarten to grade 3 with Swahili as a subject and a transition to English as the medium of instruction in upper grades.



readingKenya

In addition, Reading Kenya supplies school libraries with carefully selected, locally produced books and reading materials in all three languages to support

instruction and reading for pleasure. Teachers gain skills to convert blank classrooms into vibrant literate environments by creating their own teaching and learning materials to support instruction. Close contact with community members and educators to plan, implement and monitor activities helps ensure long-term success. Results and lessons learned from Reading Kenya will be documented and disseminated to contribute to the national dialogue on mother-tongue instruction in early grades.

Reading Kenya supports the Kenyan government's policy to teach kindergarten to Grade 3 in mother-tongue languages. Kisii's school leaving exams and other reading assessments have shown that there is a need to improve literacy skills in the three languages to help children improve their learning outcomes. Reading Kenya makes teaching and learning more interesting, engaging and relevant for children, particularly for girls, to enroll and stay in school.

(Dr. Inyega, continued)

because right now some teachers tell us "We don't know if this will work in my classroom". I'm hoping that soon, teachers will be able to ask each other questions and invite each other into each other's classrooms to find out what is working and what is not...where teachers can feel free to interact with each other, challenge each other's ideas... sort of like a community of professionals within the school.

Finally, I'd like to see that reading levels have all gone up. That's the whole bottom line of our new project in Kisii – we want to see children with improved reading abilities, better comprehension and just loving to read and curl up to a nice book.

Skills Matter



Prof. Charles Temple

Over the last two years, Charles Temple, Professor of Education at Hobart and William Smith Colleges, Geneva, NY has been working with CODE and its Liberian country partner, the WE-CARE Library Foundation, as a volunteer expert on the Reading Liberia program. Through numerous workshops, Temple has helped authors in the program to produce

books that engage children of all ages and reading levels.

Temple is also the author and co-author of numerous text books. In addition to his teaching duties at HWS, Temple co-founded the Reading and Writing for Critical Thinking (RWCT) Project, in association with the International Reading Association and currently co-directs Critical Thinking International.

The Meaning of Literacy, and CODE's Experience in West Africa By Professor Charles Temple

“ Literacy is a bridge from misery to hope... a bulwark against poverty, ...a platform for democratization, and a vehicle for the promotion of cultural and national identity. For everyone, everywhere, literacy is the road to human progress and the means through which every man, woman and child can realize his or her full potential.” - Kofi Annan

But what does “literacy” mean here? Not so long ago a person was counted as “literate” if she could sign her name. As we speak, an international push in primary education is effectively defining literacy as being able to read simple words letter by letter and sound by sound, and to read a few sentences.

Of course the many students in developing countries who cannot read words and simple sentences need those skills. But for literacy to become their bulwark against poverty, or their means of realizing their full potential, readers will have to be able to do much more than sound out words. Conceptions of literacy must expand to include the skills and the habits of reading with understanding and critical thought, developed through the daily practice of receiving, conveying, and reflecting on ideas via written language and applying insights in daily life.

Narrow conceptions of literacy carry with them the assumption that teaching people to read words will launch them on the path to gaining more sophisticated reading and writing abilities that will some day yield the fruits that Kofi Annan described. But that is a risky assumption. Take, for example, reading comprehension. Reading comprehension involves--

- knowing something about topic being read about, and using that “prior knowledge” to make sense of the new information
- raising questions and searching for answers
- distinguishing important assertions from minor details
- visualizing what is described
- making inferences
- forming interpretations
- summarizing information, and rehearsing the

- summaries in order to remember important points
- collaborating with others to make meaning
- applying ideas learned from texts to real problems

Still more thoughtful reading includes--

- analyzing ideas in texts from different perspectives
- detecting authors’ motives, biases, and flaws in reasoning
- develop original interpretations of texts
- comparing the arguments made by different texts written on the same subject

Thoughtful writing means creating texts that readers can understand, while supporting many of the reading acts just described:

- conveying important ideas clearly and supporting them with details
- describing images so that the reader can visualize them
- making one’s position clear when it is relevant to do so
- considering alternative points of view when crafting a line of reasoning, and so on.

Looking back over these abilities, one can see that communities where most people can do these things might well enjoy the wonderful outcomes that Kofi Annan envisioned. But these acts of literacy do not develop on their own. They require teachers who know how to guide and encourage thoughtful reading and meaningful writing. They need plentiful reading materials available that are rich in meaning and are worth thinking and talking about.

CODE’s Reading-Liberia and Reading Sierra Leone programs are aimed at developing literacy in the richest sense. These programs offer staff development that shows teachers how to help students read fluently and thoughtfully, and to use texts as springboards for reflection, discussion, and action. At the same time, these programs help writers and illustrators develop their abilities to produce meaningful books out of a contemporary West African context; engaging books written on many levels, that will support students along the route to literacy, so that “...every man, woman and child can realize his or her full potential.”

C. Temple

Hobart & William Smith Colleges, Geneva, New York USA

Skills Matter

This year we:

- Worked with 2,523 educators (1,192 women and 1,331 men)
- Helped promote and sustain a culture of reading by training 153 people in local publishing (58 women and 95 men – writers, editors and illustrators)
- Provided 3,978 schools and community libraries with expert training and peer workshops



Scott Walter, Executive Director of CODE; Professor James Roberts and Meddie Mayanja, Program Manager for Liberia at CODE.

<http://youtu.be/vwDRGeg54gc>

Books Matter



Last spring, Liberian Professor James Roberts, former Deputy Minister for Planning, Research and Development in the Republic of Liberia’s Ministry of Education, and Dr. Hellen Inyega, Lecturer of Language and Literacy Education at the University of Nairobi in Kenya, came to visit CODE and the offices of the Canadian Campaign for Global Education (CCGE) located within CODE House. Both guests spoke about the impact of CODE’s work in their respective countries and expressed their optimism about the development of true reading cultures in their countries. Genevieve Spicer, CODE’s Communication Manager, had an opportunity to interview both special visitors.

“This is going to change the entire way that learning takes place in the Liberian school system” - Professor James Roberts

This year we:

- Supported the publishing of 390,300 copies of 123 locally published titles (92 of which are in local languages)
- Provided schools and libraries with 335,607 North American books
- Purchased 156,951 books from local book sellers in partner countries
- Total new books 882,907

Interview with Professor James Roberts about Reading Liberia

Genevieve: Professor Roberts, please describe the Reading Liberia program.

Professor Roberts: This program is a partnership between the WE-CARE Foundation in Liberia and the Association of Liberian Writers on the one hand, and CODE on the other. The idea is to fill the gap for reading materials in Liberian schools. But it's not just about producing reading materials...it goes beyond that. It's about writing relevant materials and then teaching teachers how to use these materials. So, we produced two versions of eight titles of these books and we're very proud. In order to make the books accessible to all children, each book is available in two versions - one that is meant for confident readers and another that is geared toward children with a more limited reading ability.

Currently, 100,000 copies are being shipped from the printer in Abu Dhabi to Monrovia, Liberia. USAID has already purchased 33,000 books to distribute to schools all over the country.

Genevieve: What kind of an impact will these books have on Liberia's reading culture?

Professor Roberts: We know that in the Liberian school system, students are not reading. Teachers have very little reading skills so they try to avoid teaching reading. So, what this project will do is to train teachers to apply

creative thinking skills to the stories that the students read so that they become more meaningful.

The project is producing relevant reading materials based on Liberian culture, Liberian situations, written by Liberians, designed by Liberians, illustrated by Liberians with technical support from CODE. This is going to change the entire way learning takes place in the Liberian school system. I think in a few years the results will be as clear as the light of day. There will be reading all over the country and teachers will be able to teach...

We're so excited! In fact, the President of Liberia has announced that she wants every student in Liberia to be reading. The Minister of Education says he wants to develop a reading culture. So, it's great that CODE and its partners were ahead of the curve. We started two or three years ago and we now have eight titles!

Click here for a video interview of Professor James Roberts talking about the first set of Reading Liberia books.



“Well, it is a dream come true for me. A calm wind of change in Liberia.” - James V. Dwalu, author, Varney and the Monkey Bridge: Blama's Dream

“Reading Liberia books are very helpful in that the children get hooked in reading because of the Liberian names of people and places. They enjoy reading or listening to the stories, and that helps me in getting them to read, or want to read.” - Il Samuel T. Kpan, teacher, Grade 3, N.V. Massaquoi Elementary School

Books Matter

“I feel great. I’m proud that my work is being used to enhance and promote literacy in our Liberian schools. I’ve been a teacher for over thirty years and I know what it means to have books written and illustrated by Liberians in the class room.” - Elfreda S. Johnson, author *Living with Mama*

“I like the Reading Liberia books especially the “Shoes that Fit”. I like the picture and the stories are fine. I can remember the story and the people’s name fast.” - Comfort Tarr, student, Grade 6 Slipway Community Elementary



“I enjoy using the Reading Liberia books, especially the ones written by Liberians. The children see themselves in them. Then make the children come out of their shells and contribute to class discussion.” - Sando Sarnoh, teacher, Grade 2, Vonzon Public Elementary School



Burt Award Ghana

Three Ghanaian writers received the first awards of the Burt Award for African Literature in Ghana on November 3rd 2010 at the

Trade Fair Centre, Accra. The first prize went to Mrs. Elizabeth-Irene Baitie for her story “*The Twelfth Heart*” published by Kwadwoan Publishing.

Mr. Kwabena Ankomah-Kwakye won the second prize for his story “*The Deliverer*” - published by Sub-Saharan Publishers.

“*The Mystery of the Haunted House*” written by Ms. Ruby Y. Goka and published by Sub-Saharan Publishers won the third prize. The BAAL is managed by Ghana Book Trust (GBT) with support from CODE. The Award is supported by Canadian philanthropist Mr. Bill Burt.

1st prize: *The Twelfth Heart* by Mrs Elizabeth-Irene Baitie, a clinical biochemist who was born in 1970. Baitie studied biochemistry and chemistry at the University of Ghana, and now runs a medical laboratory while finding time to write stories for children and adults. She lives in Accra with her husband and three children.

2nd prize: *The Deliverer* by Mr. Kwabena Ankomah Kwakye, a Public Relations Officer.

3rd prize: *The Mystery of the Haunted House* By Ms Ruby Yayra Goka, a dentist.

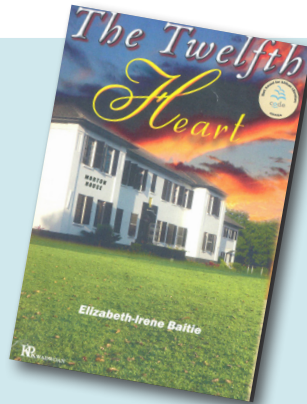


The Twelfth Heart

“When Mercy came to her new school near Accra, she knew exactly the sort of friends she wanted to make:

certainly no-one who reminded her of the small town she had left behind—poor, ugly and dull. She did not realize that true friendship comes from the heart, and that the least likely of the twelve girls in the dormitory would come to mean the most to them all.”

- Excerpt from *The Twelfth Heart*



Interview with the author - Elizabeth-Irene Baitie

Q: What kind of an impact do you think the Burt Award for African Literature will have on the “reading culture” of Ghana?

A: Most kids like a good story. I think if we as Ghanaian authors write tight, well-plotted and exciting stories that young Ghanaians can relate to, there will be a wider appeal for our novels. As writers, I believe many of our ordinary school-going kids have not been greatly attracted to stories told by Ghanaian authors. The themes of these stories often revolve around poverty and disadvantage. Whilst I would immediately acknowledge that these stories need to be told, we should not neglect the need for our young readers to escape into an exciting (and modern!) world of fiction. We writers need to jump into the 21st century with our stories and make young readers see that stories by Ghanaian writers do not eternally revolve around the usual (wretched) themes which our young readers may indeed want to escape from.

So in answer, yes, the Burt Award can improve literacy by providing a channel through our young adults will discover a wide range of great books to read. These books must be promoted to schools around the country. Authors can meet children/students in author visits to increase interest in the books and to encourage students to develop their reading and writing skills.

Q: What kind of an impact will the Burt Award workshops have on emerging authors in Ghana?

A: I think any person (emerging or otherwise) who has (serious) plans of becoming an author will leap at the chance to win the Burt Award. It is a lot of money to win, the publicity is good, and it is a great springboard from which to develop one’s writing career.

Q: What is your overall view of the award? Do you see it as an opportunity for Ghanaians to tell their own stories – stories that they can relate to?

A: I was thrilled to see the Burt Award advertised, and delighted to work towards it. It is a GREAT award, a wonderful opportunity for the writers, the publishers and the readers! It is indeed a chance for us to tell our own stories, re-work them and present them in an appealing way, as I mentioned earlier. I have been very encouraged by the responses from the 10 - 17 year old readers. They often approach the book with a bit of skepticism. “A Ghana book?” one sixteen year old asked me with a sniff (of, I suspect, disdain) as she inspected the cover of my book *The Twelfth Heart*. They all assume it will be a story about unpleasant things they don’t want to read about. They want a story situation in which they can see themselves. I am pleased to say she subsequently gave *The Twelfth Heart* a wonderful review and bought an extra copy for her cousin.

The Craft of Writing

W.E. Mkugya, author of *Face Under the Sea*, is this year's first prize winner of the Burt Award for African Literature in Tanzania. The announcement was



W.E. Mkugya

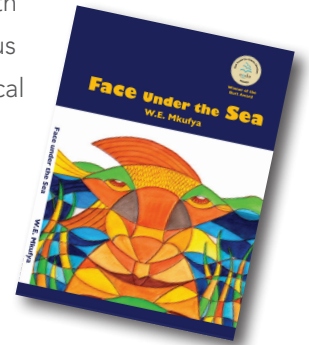
made on World Book Day (April 23, 2011) in Dar es Salaam at a special event organized by CODE's country partner, the Children's Book Project (CBP), in collaboration with Tanzania Library

Services Board (TLSB).

Mr. Mkugya attended a Burt Award author workshop led by CODE's volunteer expert Hadley Dyer:

"The workshops were wonderful! Before, I had carried out my own training in the craft of writing but in the last two workshops, I had direct contact with the author/teachers who would teach us about the craft itself – not the theoretical aspect of literature.

We were learning about the craft - the actual craft of writing. I have learned a lot and benefitted so much from the workshops."



Partnership Matters

In Sierra Leone, CODE works with the International Rescue Committee (IRC) to increase opportunities for students to complete quality basic education. The *Le Wi ol Lan* (LWOL) project is an initiative derived from this partnership. This project was launched in March 2011 and has initial funding from an anonymous foundation with strong interests in education and human rights in Sierra Leone. Together, CODE and IRC look forward to making a lasting change in the literacy and education of children in Sierra Leone.

In the Field from Sierra Leone

Blog entry from Meddie Mayanja, CODE program manager in Sierra Leone Sunday May 8, 2011

“...While the country has officially committed to increasing literacy, primary school teachers are unable to teach pupils to read and write. The teachers themselves are generally untrained and don't have the books they need to help pupils.” - A Sierra Leonean educator

This comment was made at the opening of the training workshop of enumerators for the *Le Wi ol Lan* (LWOL) project - which means “let us learn” in Krio. The LWOL

project includes CODE's new Reading Sierra Leone initiative designed to improve students' learning achievements in Kenema district in Sierra Leone. It will train teachers in reading and writing instruction and will supply books to support teachers in the classrooms and stimulate student's reading habits. A baseline survey was conducted to guide teacher training and book acquisition and development. It assessed 353 students in grades 1-3 between May 9th and 13th. The survey was coordinated by the IRC field office in Kenema and CODE.

The goal of the LWOL is to improve opportunities for girls and boys in Sierra Leone to complete quality basic

education and improve learning outcomes. At least 40 teacher trainers and 160 teachers will acquire new strategies for teaching reading and writing in addition to regular professional support. This will enable the program to increase reading and writing performance for students in primary one to junior secondary. Through a complementary project, students and teachers will also have access to a variety of high quality reading materials. During the first year, more than 200,000 reading materials will be procured from outside Sierra Leone while training writers and illustrators to tell inspiring local stories. At least 10 books from local stories will be published in the second year.

The LWOL is coordinated by the International Rescue Committee. CODE leads the teacher's training components of the project. CODE is also the lead for the books development and supply.

This project could not have been launched at a better time. There is clearly a lot of enthusiasm in Sierra Leone to increase reading and writing performance. During the training, I sensed that a number of educators on the team had been engaged in discussions about the sorry state

of language skills and literacy levels. I learned that they have been investigating ways to support classroom teachers at lower primary levels – where literacy acquisition begins. Literacy champions face limited resources and very little awareness about what work remains to be done.

The fact that local champions exist is special. It presents a unique opportunity for CODE to carry out teacher development and book development support. Indeed at the end of the training, I promised the enumerators that project schools will demonstrate a change in reading and writing abilities within 5 years.



Interview with Meddie Mayanja, CODE's Program Manager for Sierra Leone

Q: What impact do you hope Reading Sierra Leone will have on the literacy landscape in Sierra Leone in next 5 years?



A: This project will create a core team of master trainers to train at least 160 teachers in 24 schools on Kenema district. School Teachers will receive high quality books that stimulate reading and writing. With trained

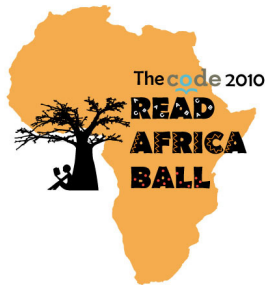
writers and illustrators, the project will provide a sustainable channel for the production of locally relevant books.

Q: What is the biggest challenge facing teachers in S.L.?

A: The Executive Director of The Association of Language and Literacy Educator (TALLE) Pastor Aske Gbla told me that the biggest challenge to reading and writing is the teacher who does not know how to read and write. These teachers can't teach the pupils to read and write. A lack of books in the classrooms also compounds the situation. Most of the teachers in lower primary are untrained. TALLE is a member of the project steering committee. Pastor Aske is one of the most experienced educators in Sierra Leone.

First-ever CODE Read Africa Ball raises profile and funds for CODE

Canada Matters



The 2010 CODE Read Africa Ball took place on Friday December 10th at the Rosehill Lounge in Toronto and was considered a huge success by its organizers and by the Globe and Mail's Society column! Event Chair Lynn Beauregard and Co-Chair

Shaenie Colterjohn were delighted with the wonderful turnout, considering the planning got under way less than three months prior to the big day.

One hundred and thirty of Toronto's finest came out to be a part of this inaugural event and the funds raised through a combination of ticket sales, a silent auction and a raffle for a trip for two to Africa, were a brilliant accomplishment



Lynn Beauregard and friend
Event Photography by Steve Blackburn/YYZEvents

for a first time event. In total, over \$9,000 was netted – an amount which turned into substantially more as it allowed CODE to leverage additional funding through the CIDA 3 to 1 matching program. All funds went directly to support CODE's programs, currently in 10 countries in Africa. More importantly for Lynn Beauregard, who is also Vice-Chair of the CODE Board, this event was also meant to raise the level of awareness for CODE in Canada. This had been a personal goal since she joined its board in 2007, and she felt that once the word was out about the incredible work that CODE has been doing over the years,



The Globe and Mail Society Pages

it would take little time to convert party goes into ardent supporters and donors.

Plans are underway for the 2nd annual CODE Read Africa Ball to be held on Friday November 25th at the Rosehill lounge. Please visit codecan.org in the fall for more information.



CODE Chair Judy Hauserman and guests
Event Photography by Steve Blackburn/YYZEvents

Project Ethiopia Coming Soon to Projectcode.ca

Project Ethiopia, a CIDA Global Classroom Initiative and joint production of TEACH Magazine and CODE, features The Shadowed Road - a stunning graphic novel starring



From the graphic novel The Shadowed Road

application, a teacher's guide, lesson plans, and high-quality, embedded videos featuring Ethiopian life, culture and traditions. Last fall, Wili Liberman, founding editor and publisher of TEACH Magazine, traveled to Ethiopia with a video crew to capture authentic and engaging footage for the website.

This cutting edge, multimedia initiative, will reside on CODE's website for youth, projectcode.ca, and promises to add a virtual state-of-the art learning dimension to CODE's Canadian engagement offering for youth. Please visit projectcode.ca and codecan.org in September 2011 for more information.

a young, determined Ethiopian girl named Selome on a challenging journey to become a teacher. The novel and its accompanying bilingual on-line learning resources will soon be piloted by Simcoe County District School Board and other schools. Poised for launching this fall, Project Ethiopia will be a fully developed interactive educational resource centered on The Shadowed Road. Features of the site include a web portal, a collaborative wiki



Screen capture from Project Ethiopia

Canada Matters



Climb for CODE 2010 -Get Ready for 2014

On July 12th 2010, former CODE Chair Christopher Bredt, and a team of 12 climbers reached the 5,895 metre (19,341 feet) high summit of Kilimanjaro in Tanzania as part

of the 2010 Climb for CODE. The team included a group of lawyers, a west-coast art gallery owner, a retired private investigator and a CIDA employee and mother of four.

Each climber on the team had a designated "climber's page" on the CODE website and was asked to raise at least five thousand dollars – with a total team goal of \$100,000. By the time the climbers made it home safe, sound and sore, the team had raised a total of : \$185,911. That amount translated into substantially more funds because it

allowed CODE to leverage additional fundraising from the Canadian International Development Agency (CIDA).

To the exceptional 2010 Climb for CODE team, a heartfelt thank you from all of us at CODE. Plans are in the works for a 2014 Climb for CODE. Please visit codecan.org regularly for news. It's never too early to start training!



Climber Snapshot

Climber: Michael Douglas Rau

Occupation: Retired Private Investigator

Home town: Elmira, Ontario

“Climbing and summiting Kili was the realization of a long held desire. The climb was very tough at times, and the fact that we were also doing this to raise funds for CODE’s amazing work in Africa kept me going when I was almost forced to abandon my efforts on the fourth day of the climb. I was very fortunate in being asked by Chris Bredt to be a member of his team”

The CODE Director’s Award is given to individuals who make outstanding efforts to promote literacy. Indeed, it would be difficult to identify any one person who has done more to support CODE over recent years than Christopher Bredt. He has been an enthusiastic and long-time champion for CODE – working hard to promote the organization by raising awareness, and funds, for CODE and its affiliates.

Scott Walter, Executive Director of CODE, presents Christopher Bredt, a Toronto lawyer and past Chair of CODE, with the prestigious CODE Director’s Award at the AGM, held in Ottawa.



CODE gets new PSA for young audiences



<http://youtu.be/IPdt1Rs4xjU>

read. learn. live. and dare to care.... That's the message behind CODE's newest Public Service Announcement (PSA), filmed last November in Ottawa and coming soon to

a youth TV network near you. The 30-second PSA started performer Errol Lee and his talented dance posse and was created to get young people excited about learning. It also sends out the message that, if you "dare to care," you can also help kids in the developing world get an education and someday live a better life.

“Lee delivered a powerful interactive message to Blossom Park students about the importance of learning to read and write. The students were fully engaged by his energetic style and performance, and inspired to take local action for global impact.” -Julie Morris, principal of Blossom Park Public School

The message Lee brought home to students was simple -if you can learn to read and write, you can learn to do, and be, anything!

Getting profile in "THE WRAP"

Last September, around International Literacy Day, CODE received a wonderful gift from the *Ottawa Citizen*, newspaper – an invitation to contribute to and help coordinate a literacy column for its brand new feature called "The Wrap" - a four-page pull-out section delivered Wednesdays, as part of the *Ottawa Citizen's* Flyer Force delivery, and Fridays, to home delivery subscribers.

Since partnering up with the newspaper, CODE has been either contributing an article or inviting CODE partners (CODE Inc.) and like-minded literacy organizations to get some profile by sharing the ¼ page column with room for a colour picture and logo. *The Wrap* reaches 238,000 home delivery subscribers and is also available on-line. It continues to be a wonderful opportunity for CODE to share stories of its literacy work and initiatives such as The Kili Climb for CODE, Reading Liberia, and The Burt Award for African Literature.



Teachers and students love the new look of Project Love



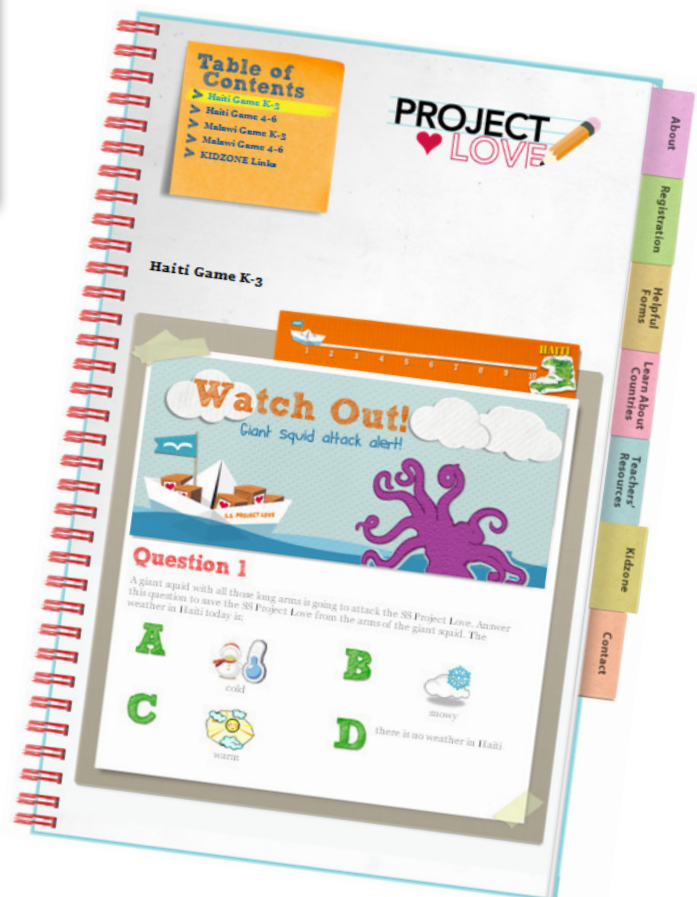
Screen capture from Project Love

This was an important year for CODE's Canadian Engagement's Project Love program. Last winter, C. Garth Brooks, Senior Program Manager, Canadian Engagement Program, launched the newly designed Project Love website and the feedback from teachers and young visitors to the site has been excellent. Both groups of users find the new spiral notebook design much more user-friendly and the over-all navigation more engaging and interactive.

Teachers especially like the interactive lesson plans and find them a very useful resource in the classroom. The user-friendly plans, ranging from JK-Gr. 7/8 were

designed by educator Ann Collins and feature ideas for activities, photos, PowerPoint presentations and embedded videos of CODE's work.

Young visitors to the site enjoy the interactive learning resources including the brand new "Journey of a Project Love" game; a fact-filled interactive adventure involving the "S.S Project Love's obstacle-filled journey to Haiti and Malawi -CODE's designated Project Love recipient countries this year.



Governance Matters

CODE in Senegal

CODE's partner in Senegal is Bibliothèque Lecture Développement (BLD). Since 1994, BLD has been recognized as a national leader in creating literate environments in schools and communities. BLD is the only Senegalese organization that specializes in creating, equipping and supporting school libraries, while producing high quality children's reading materials that have helped set a standard for quality books in Francophone West Africa.

Blog Excerpt from CODE's Co-Chair Lynn Beauregard who, last October, returned "home" to Senegal

I had finally returned after so many years, to Senegal: the country where I spent my childhood until the age of 13. After a handful of days here, I immediately felt at home again. The one thing that strikes you (outside of the stern looking security at the airport) is the incredible gentleness and friendliness of the Senegalese people. They are approachable, respectful and they respond to your awkward efforts to discourse even gauchely in their native Wolof (the main dialect of this country...one of 60 or so) before taking you off the hook and speaking French to you - the national language of Senegal. The country was colonized by the French and gained back its independence 50 years ago under President Leopold Sedar Senghor, from the Serere tribe, who was in power until the year that we left Senegal.

Accompanied by Willy Rangira (CODE's representative for French speaking programs), Jeff Gilmour (a fellow CODE Board member based in Calgary and Mali's Consul to Alberta) and Antoinette Fall Corr ea (CODE's partner in Senegal BLD's Executive Director), we spent an incredible week together...very tiring but so worthwhile. In Dakar, we

were navigating in some of its worst slums. We then took a stunning 4-hour drive to the Sine Saloum river where we enjoyed a river cruise in a bird sanctuary.

Visiting the schools that first week made for our most emotional moments of this trip. In Sokone, we handed out CODE's special Project Love kits. These were assembled by students from various Toronto area schools and contained precious school supplies along with a personal letter from the Canadian child who made the kit to the child receiving



Lynn, flanked with Antoinette Fall Corr ea, BLD's E.D. at Massaer Niagne School in Thiaroye, Senegal

it. We visited other schools and libraries that are part of the network of CODE and its partner BLD in Dakar to observe how the program works first hand.

On our final day, we spent a 1/2 day working with the BLD board on strategy, looking at their challenges and their strategic plan, their governance concerns (volunteers are very difficult to find in developing countries...most people already try to carry more than one occupation to make ends meet...). It was a very rewarding and enlightening discussion. What one inevitably walks away with is the feeling that as much as we are working together and

collaborating very well, we are such a small drop of water in an ocean of need. So few children can read by the time they 'reach' grade 6 and have little choice/option but to drop out and stay close to home where they are needed to do jobs and help care for the young. Books are hard to come by, not solely in the region of Dakar and are a rare appearance anywhere else. There is much work to be done.

What strikes me the most about this country...all over again are the people. Those whom we have met en route and on a day-to-day basis have all been incredibly welcoming. Everywhere we went, we were greeted with huge smiles, even from the women sweating in the fields in the mid-day sun stopped and waved. The heat had been oppressive.

Senegal was just out of the rainy season and it was 33 degrees in the shade but felt closer to 40 without the breeze. We sweated even just sitting down...but we had gotten used to it somewhat after a few days and I felt right back at home in a short time. It seemed odd to become so familiar with this place again, so when it came time to say goodbye it was more difficult than I had anticipated, after two weeks of reconnecting so intimately with this land I used to call home. There was a sense of having bridged a gap however, both personally and through CODE, and that made me feel like this was more of a beginning than a departure this time around and I look forward to going back again. - Lynn Beauregard



You Matter Donor Spotlight

About Alexandra: She was born and grew up in and around Montreal (downtown, South Shore, Eastern Townships, the West Island, then downtown again!)

What she does: Alexandra has been a librarian since 2004; she has a B.A. Honours in English literature (and wrote her thesis about literary explorations of social connections across racial and class boundaries) and a Masters

in Library and Information Science. She is currently the Acting Coordinator of Diversity and Accessibility Services at the Ottawa Public Library, which means she is responsible for the library's two Bookmobiles, Homebound Services, and Volunteers; her substantive position is as the Supervisor of Rideau Branch of OPL, just a few blocks from the CODE offices. Outside of work, she's an avid runner and, of course, a voracious reader (she just finished *The Pleasure Seekers*, by Tishani Doshi).



Alexandra Yarrow

Why she supports CODE: "I really believe that education changes lives and helps dispel prejudices. In fact, that's a large part of the reason why I am a librarian. Books and education build bridges between cultures, open up new worlds, and empower children and adults to shape their futures. I've supported CODE since I moved to Ottawa in 2005; in fact, CODE staff was some of my first local friends. I had worked with them on the ABQLA/CLA/SLA* Holiday Fundraiser for CODE in Montreal, and when I moved to Ottawa, they welcomed me into their office and gave me tea and a tour.

I have always been impressed with CODE's management and low overhead costs, the work of their staff and volunteers, and their passion about what they do. I have a great respect for the amazing things CODE staff and volunteers accomplish; I have been lucky to have them volunteer to speak to schoolchildren at my library, and to my local library association. I appreciate these contributions of their time and their expertise."

* Québec Library Association / American Library Association / Special Libraries Association

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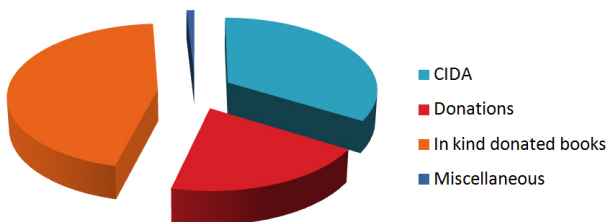
2 Anonymous Estates

Financial Report for the year ended March 31, 2011

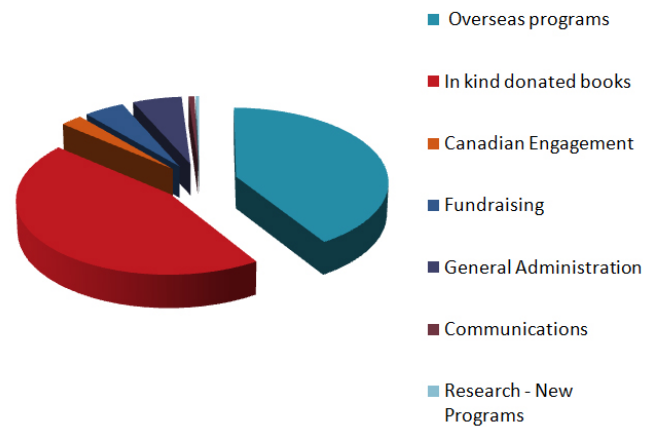
REVENUE (\$)		
CIDA	3,412,268	34%
Donations	2,034,868	20%
In kind donated books	4,576,936	45%
Miscellaneous	93,590	1%
TOTAL	10,117,662	100%

EXPENSES (\$)		
Overseas programs	4,153,174	41%
In kind donated books	4,576,936	45%
Canadian Engagement	258,723	3%
Fundraising	468,376	5%
General Administration	568,590	6%
Communications	67,920	1%
Research - New Programs	40,023	0%
TOTAL	10,133,742	100%

REVENUE



EXPENSES



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