

code

Rewriting the Story for Global Literacy



2015-2016 Report Card



I'd like to tell you a story about a magical treasure chest.

Once upon a time, someone decided that something needed to be done to ensure that every child has access to education.

That someone was Dr. Roby Kidd. That something was a tea chest full of books, sent with love, from a small church basement in Toronto all the way to Africa.

But this chest held more than books.

It held hope. It held joy. It held imagination and wonder. It held the belief that every child should have access to the power of literacy and education.

This may be the story of how CODE came to be almost 60 years ago, but it has grown into millions of stories of children who, through education, now have the chance to reach their full potential.

Children like 9-year-old Alex Abiaza, who can't help but smile while he reads a book in his school's library in Mlali Village, a small rural community in the Dodoma Region of Tanzania.

Today, this story is still being written.

CODE has grown from that first magical treasure chest of books to Canada's leading international agency focused on education. As we grow, we continue to review how we approach our work. We seek to deliver the most impactful and effective literacy programs, and strive to consistently improve how we do it.

In the past year, we have continued to make great strides towards our vision of a world where every child is literate. I am very proud of the work that CODE and our partners have accomplished, and humbled to have been able to work alongside all of them including our partners, volunteers, and donors like you.

On the global stage, CODE's work has contributed to the dramatic increases in school enrolment and literacy rates that have been achieved worldwide. Now with the launch in 2015 of the United Nation's ambitious new "Sustainable Development Goals" agenda, CODE is equally committed to the 2030 target of ensuring "inclusive and equitable quality education and lifelong learning opportunities for all." Just as important is our understanding that quality education is in fact the catalyst for the overall sustainable development agenda.

CODE is currently active in 9 different countries plus the Caribbean region, and continues to work in areas that are exceptionally disadvantaged and fragile. The challenges are significant, but we remain focused on the stories of success at the community, school, and individual levels.

As Global Affairs Canada (GAC) reviews Canada's Plan for international assistance, we continue to work closely with them to deliver programming while defining a new and evolving partnership. This past year saw the fulfillment of our 4 country GAC core program, which includes Ethiopia, Ghana, Mali, and Tanzania. Thanks to a one-year extension, that programming will continue in Ghana and Tanzania.

The most exciting news however was the support from Global Affairs Canada (18 million dollars over 7 years) to help transform primary-level teacher education in Mozambique through the BETTER program. We are particularly pleased that BETTER continues the longtime partnership with Associação Progresso, a UNESCO award-winning organization we've proudly worked beside for over 25 years.

The past year also saw the launch of Reading Liberia 20/20 and Reading Sierra Leone 20/20. These initiatives refocus our efforts in those two countries, post-Ebola Crisis, on the professional development of teachers, authors, illustrators, and editors with the aim of developing great books and skilled educators.

A remarkable milestone in 2016 was the celebration of 25 years of the Children's Book Project of Tanzania. This incredible organization, established by CODE in 1991, has brought to life over 350 Kiswahili children's titles, distributing millions of copies to thousands of schools, while supporting countless educators to become better teachers of reading and writing.

I am also incredibly proud of the ongoing success of the Burt Literary Awards, which continue to celebrate local authors who create powerful reading experiences for youth in Africa, the Caribbean, and here in Canada.

This past year has certainly been an exceptional and promising chapter in CODE's story. And woven into this story, and the stories of every child we meet, are individuals who help make the work CODE does possible.

We could not do the work we do without our volunteers and partners – both on the ground in the countries where we work and here at home. Their dedication, expertise, and desire to give children the gift of literacy allows us to continue this important work. Without them, this story would have ended a long time ago.

And of course, we couldn't do it without donors like you. If it weren't for you, someone who shares our original vision of the transformative power of education, we couldn't continue to rewrite the story for global literacy.

Thank you again for standing with CODE, and with the millions of children whose lives have been changed through the power of literacy. Because of people like you, our story is far from complete. And with your continued support, the next chapter is sure to be the most exciting one yet.

Scott Walter,
Executive Director
CODE



OUR VISION

A world where every child is literate.

OUR MISSION

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

OUR WORK

Increase access to culturally relevant, high quality learning materials.

Improve the skills of educators to ensure materials are used effectively.

Focus evaluation and assessment on improving the quality of literacy education.

HOW WE DO IT

Professional development for teachers and librarians

Local publishing

Community library support

Strengthening partners

Reading CODE



Anthony isn't just reading a book.

He's reading a story that was written just for him.

Literacy has the power to transport us to another world. But only when it meets us exactly where we are first.

This belief is at the core of our Reading CODE programming. We believe all children learn best when they have access to reading material that is relatable, interesting, and easy to understand.

CODE works with local teachers, librarians, writers, and publishers in eight different African countries to produce learning materials and experiences that excite young readers.

By providing children like Anthony with books that reflect their lives, cultures, and aspirations, as well as a community full of dedicated educators who strive to inspire them to succeed, we are opening up a world of possibility.

One story at a time.



ETHIOPIA

Seventy-two.

On average, that's how many students per teacher there are in classrooms across Ethiopia. And with more than 33 million potential students under the age of 15, that puts a lot of pressure on the school system to ensure students are receiving the high quality education they need to stay motivated and active in their learning.

Reading Ethiopia is a library based program that helps to establish vibrant community libraries that are staffed with certified librarians who do outreach work in schools and rural communities across the country.

This year

- 51,759 copies of local books and magazines published, purchased and distributed
- 52,109 books procured from international sources
- 14 editors trained



Fitch Community Library in Oromia, Ethiopia, adopted by the Carleton University chapter of CODE on Campus.



"For me teaching is a calling not a job." Teacher Simon Gitau reads a book during a storytelling class.

KENYA

The great news is that more kids in Kenya are going to school. The challenge now is to make sure their teachers are ready for them.

With limited funding for professional development and training, many teachers lack the ongoing support they need to provide their students with high quality learning experiences. For children to grow up to be critical thinkers and lifelong learners, they need teachers to motivate them and learning materials to inspire them.

This year

- 100 teacher-librarians trained with school heads from 50 schools
- 128,843 storybooks distributed
- 70 manuscripts of children's stories developed by trained teacher-writers
- 104 early grade teachers received certification
- 125 book boxes, 100 floor mats, 250 benches, and 125 tables delivered to enhance libraries and classroom reading instruction



A young girl in Ghana playing "teacher" at the blackboard.

GHANA

In remote and rural areas of Ghana, it isn't just the children who are struggling to stay in school. The teachers struggle, too.

Low pay, poor teaching conditions, and inadequate training make it especially difficult for educators in Ghana to create valuable learning experiences for children.

Reading Ghana, in partnership with the Ghana Book Trust, is focused on training teachers and supporting these rural schools by increasing access to relevant and engaging reading materials for children.

This year

- 5,000 copies of books in the Twi language purchased
- 22 titles, 41,200 books purchased
- 228 teachers trained during workshops
- 3 mobile library events
- 71% of teachers in Ghana reported that the literacy skills of the students (both girls and boys) in their classes improved since the start of the project
- 73% of the teachers estimated that at least half of their class have read books from the library

LIBERIA

When a country is ravaged by war and disease, education suffers.

Two civil wars in the last three decades made it impossible for children to attend school. While peace was restored and strides were made in the quality of education delivered, the recent Ebola outbreak took its toll on education yet again. Schools were closed for many months, highlighting the need for greater learning opportunities for marginalized communities.

Reading Liberia 20/20 is focused on improving education for children in these communities.

By 2020, we will be in 60 schools spread across 5 districts in Bomi, Grand Bassa, and Margibi counties. Over 25,000 Liberian children will be directly impacted and more than 600 teachers and principals will upgrade their training.

This year

- 54 schools selected for program implementation
- 439 titles, 49,576 books to be delivered
- 112 teachers re-trained



"I enjoy using the Reading Liberia books. The children see themselves in them." Sando Sarnoh, Grade 2 teacher

MALI

Great books. Great teachers.

Together with our partner Association pour la lecture, l'éducation et le développement (ALED), we are focused on creating change in Mali schools by providing access to engaging and relevant books in native languages, as well as raising the bar for teaching excellence.

To date, this program has reached over 90,000 children and 960 educators.

This year

- 8 titles (16,000 copies) produced in local languages and French
- 4,848 books purchased
- 141 teachers trained
- 84 teacher-librarians trained
- 16 reading corners established

In 2013, the average girl's formal education would end after just 7.5 years.

MOZAMBIQUE

A long history of improving education for children in Mozambique is about to get even better.

For more than 25 years, CODE and local partner Associação Progresso have been implementing programs to help children access better education through well-trained teachers and quality learning materials. But there is still a lot of work to be done.

Our newest initiative, BETTER (Better Education through Teacher Training and Empowerment for Results) will improve the overall quality of education by focusing on pre-service teacher education. This training will focus on gender equality, student-centered methodologies, literacy skills, and creation of teaching materials in local languages.

Better teachers mean better education, and a brighter future for the children in Mozambique.

BETTER by the numbers

- \$18 million over 7 years (2015-2022)
- 4 teacher training institutes included
- 1,200 student-teachers to be trained
- 100 primary schools, nearly 50,000 students to participate



CODE gratefully acknowledges the instrumental support of BETTER by the Government of Canada through Global Affairs Canada and with additional funding provided by Anadarko and its Partners.

SIERRA LEONE

The effects of Ebola are still felt in Sierra Leone, especially when it comes to education.

As children have made their way back to school, the same challenges faced before the disease's outbreak resurface. Reading Sierra Leone is focused on creating change.

November 2015 to March 2016 were the first five months of Reading Sierra Leone's 20/20 programming in 4 districts, with a focus on planning programs and training staff.

While we don't have numbers to share about this new initiative just yet, we can say one thing for certain – creating positive learning experiences and getting good books into the hands of children is more than just educational. Reading provides much needed hope for the future.



In Sierra Leone, 42% of the population is just 14 years old or younger – making basic education a priority for the future of the country.

TANZANIA

In Tanzania, limited access to quality books and learning materials makes it difficult for many children to learn.

Reading Tanzania, in partnership with the Children's Book Project, works with teachers and educators in 75 schools to help promote a strong culture of reading and produce high quality books in local languages.

Celebrating its 25th year, the Children's Book Project has been a longtime partner with CODE, helping us get high quality books into the hands of children in Tanzania.



"I am reading."
10-year-old Alani during a lesson at the Norini Primary School in the Dodoma Region of Tanzania.

This year

- Produced and printed 13 titles
- Printed and distributed 3,000 copies of each title, total of 39,000 books
- Certified 140 teachers
- Developed and printed new teachers' guidebook (3,000 copies)
- Children in the project schools (as compared to control schools) understood twice as much of what they read and were three times as fluent.
- 95% of the teachers reported that the literacy skills of the students (both girls and boys) in their classes improved since the start of the Reading CODE project.
- 87% of the teachers estimated that at least 50% of their class have read books from the library.

What you helped accomplish



324,579 books distributed to Reading CODE sites.



613 teachers trained across Ghana, Mali, & Tanzania.

178 trained authors, illustrators, & publishers in Ethiopia & Tanzania.



271 librarians and teacher-librarians trained in Ethiopia, Kenya & Mali.

Creating, publishing, and distributing books in

17 languages,
9 countries,
+ the Caribbean Region.



Nearly 1.6 million children benefitted from Reading CODE this year alone!

3-2-2016

MORNING MESSAGE

GOOD MORNING CLASS

Today we are going to read an interesting STORY

I hope you will

ENJOY

Burt Awards

While visiting a school in Ethiopia, William Burt noticed a ragged copy of a novel on the library shelf. He asked the librarian why this particular book was so well-loved by students.

"Because there's nothing else like it," was the librarian's reply.

The librarian was right. Educators struggle with a shortage of quality books for young adults. Keeping young people interested in reading as they get older is hard enough. Imagine if there were no books you could relate to, and no stories that spoke to what it is like to be a young person in a remote village in Ethiopia?

This worn-out paperback sparked an idea, and the Burt Literary Awards were born.

Now awarded in four countries in Africa, as well as in Canada and the Caribbean, the Burt Awards celebrate excellence in literature for young people by focusing on books that are relevant and important to them.

Now, young readers like Jennifer can read stories that speak to who she is, and inspire her to read more.



The soldiers came towards the king. One of the soldiers was annoyed with him. One of the soldiers said, "He has been cruel to his brother and he has been cruel to his own brother and he has been cruel to his own brother and he has been cruel to his own brother." "Let's have another king." They all said.



Burt Award for African Literature

TANZANIA

The Children's Book Project (CBP) of Tanzania hosted the Burt Award ceremony on March 18, 2016—the 6th celebration in the longest running iteration of the competition. An extra-special occasion, this ceremony was also part of a two-day conference that celebrated CBP's 25th anniversary.

- 1st Place: The Adventures of Tunda and Zamaradi by Dr. Edwin Semzaba (awarded posthumously)
- 2nd Place: The Raid and The Eclipse by W.E. Mkufya
- 3rd Place: Human Poachers by Elias Mutani

This year

- CBP donated 3,000 copies of Burt Award winning book titles. Books were distributed to 44 secondary schools in the country.



First place was posthumously awarded to Dr. Edwin Semzaba, who passed away in January 2016, for The Adventures of Tunda and Zamaradi (published by Exodia Publishers).

GHANA

The Ghana Book Trust (GBT) celebrated winners of the 5th Burt Award competition on September 18, 2015. This year, three authors received the award. However, no first place was awarded.

- 2nd Place - Plain Yellow by Ruby Yayra Goka
- 2nd Place - Lightning by David Kwame Kwakye
- 3rd Place - Witches of Honour by Asare Adei

This year

- 8,575 Burt award winning books were distributed to 30 GBT program schools, 23 affiliated schools, and 9 stakeholders.



Lightning by David Kwame Kwakye (published by Step Books Publishers) tied for second place in the Ghana Burt Awards.

ETHIOPIA

On February 27, 2016, CODE-Ethiopia celebrated a successful year with their 5th annual Burt Literary Awards Ceremony. This year's ceremony honoured three authors whose books were chosen as this year's Burt Award winners.

- 1st Place: A Lasting Treasure by Eyob Getahun
- 2nd Place: The Lone Fighter by Kibrom G/Medhin
- 3rd Place: Summer Time Rescue by Biruk Worku

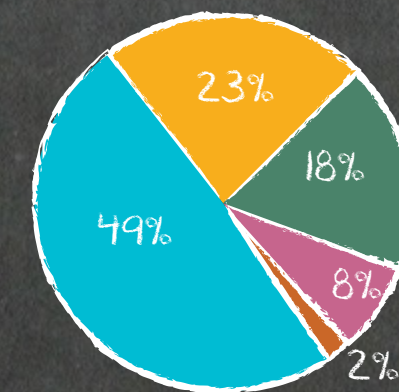
This year

- 3,777 Burt award winning books were distributed to 234 schools, 15 community libraries and 12 stakeholders

"I never struggle with a story. If I feel I am struggling, I stop and let the story ferment; stories can stay in our heads for a while. When the time is ripe, the story will flow out. I never wish to give the reader a hard time by writing a boring story. If I struggle with it, the reader, and the judges - if it is a competition- will struggle too."

- Christopher Okemwa,
1st prize winner
2015 Burt Award for Kenyan Literature

Why did kids choose to read Burt books?



- 49% Read as part of a book club
- 23% To improve my literacy skills
- 18% Just for fun
- 8% Assigned by my teacher
- 2% Recommended by a friend

KENYA

The National Book Development Council of Kenya hosted the fourth Burt Award ceremony on September 25, 2015 in celebration of three winners of the 2015 competition.

- 1st Place: Sabina and the Mystery of the Ogre by Christopher Okemwa
- 2nd Place: Names and Secrets by Mark Mutali Chetambe
- 3rd Place: High Tide at Shibale by Charles Okoth

This year

- 1,340 copies of Burt award winning books were distributed to 25 Reading Kenya schools, 38 schools affiliated with Dupoto-e-Maa (a local indigenous organization), and the Mama Sarah Obama Foundation.



Burt Award for Caribbean Literature

In May 2015, CODE partner NGC Bocas Lit Fest and others hosted a ceremony in celebration of Burt Award winning Caribbean literature from across the region.

- 1st Place: Children of the Spider by Imam Baksh (Guyana)
- 2nd Place: The Dolphin Catchers by Diana McCaulay (Jamaica)
- 3rd Place: Dancing in the Rain by Lynn Joseph (Trinidad and Tobago)



The winners of this year's Burt Award for Caribbean Literature (left to right): Lynn Joseph (3rd prize), Imam Baksh (1st), and Diana McCaulay (2nd prize)

This year

- 7,920 copies of the winning titles were prepared for distribution. Our partners will distribute the books to schools, libraries and community centres across the Caribbean including Jamaica, Trinidad and Tobago, Antigua and Barbuda.

A Big Year for Burt

This past year, 18 titles received the Burt Award.

An incredible 139 local writers and editors were trained in 7 workshops in the Caribbean and Africa.

22,668 copies of current and previous winning titles were donated to 1,274 schools, libraries, community centres, and other organizations.

Publishers have independently sold 8,484 copies of winning titles.

Since 2008

- 1,261 local writers and editors trained in 48 workshops in Ethiopia, Ghana, Kenya, Tanzania and the Caribbean.
- 75 titles received the Burt Award.
- 179,610 copies of Burt Award books donated to schools, libraries, community centres and other charitable organizations in Canada, Ethiopia, Ghana, Kenya, Tanzania and the Caribbean.
- 127,878 copies of Burt Award winning titles reportedly sold independently by winning publishers.

"As much as books take us to other worlds, we need to see ourselves reflected in our stories."
 -Diana McCaulay,
 2nd prize winner 2015 Burt Award for Caribbean Literature



Burt Award for First Nations, Inuit + Métis Literature



The Burt Award for First Nations, Inuit, and Métis Literature (FNIM) is managed in partnership with the Assembly of First Nations, the Métis National Council, Inuit Tapiriit Kanatami, the National Association of Friendship Centres, the Association of Canadian Publishers, Frontier College, GoodMinds, and the Canada Council for the Arts. In October, the 2015 awards were presented at a ceremony held at the University of British Columbia's beautiful longhouse.

- 1st Place: Skraelings by Rachel & Sean Qitsualik-Tinsley
- 2nd Place: Grey Eyes by Frank Christopher Busch
- 3rd Place: Lightfinder by Aaron Paquette

This year

- 6,933 copies of the winning titles were delivered to 824 locations, including 379 schools, 49 libraries, and 226 community literacy organizations and Friendship Centres, 7 post-secondary educational institutions, and 158 other stakeholders, such as Frontier College, district education offices, and on-reserve band offices.

This year's winning book, Skraelings by Rachel & Sean Qitsualik-Tinsley

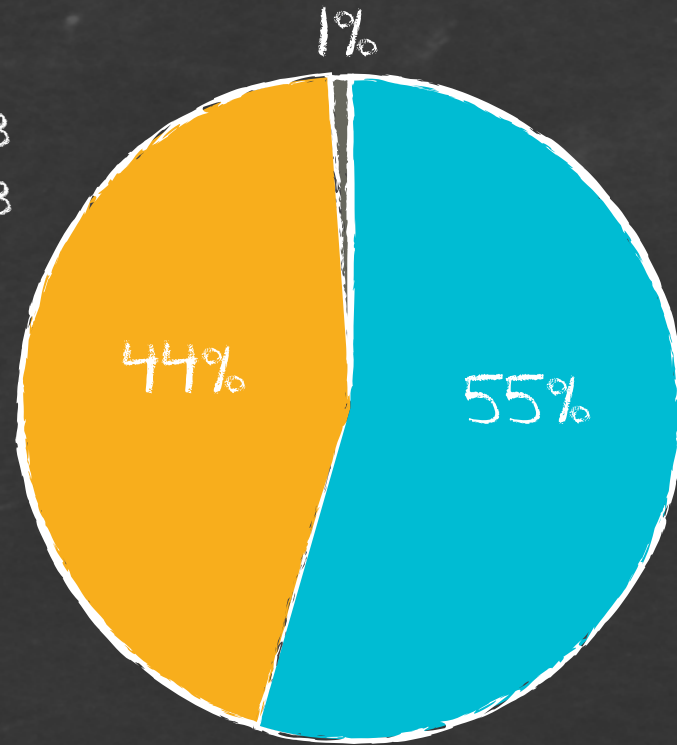
Financials

CODE is not only committed to sharing our stories of impact, but also in being transparent about the numbers behind those stories. Here is a snapshot of our finances from the past year. For more information, you can view our complete audited financial statements on our website.

Our Revenue

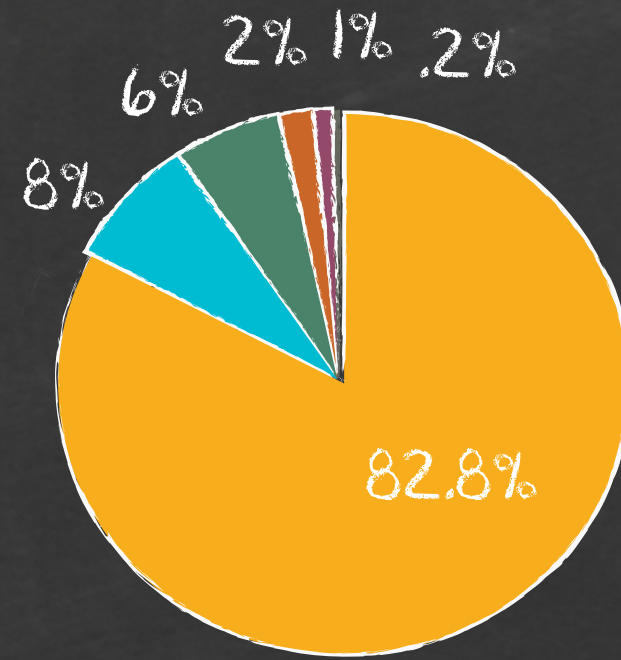
55%	Global Affairs Canada	\$2,964,653
44%	Donations	\$2,422,623
1%	Miscellaneous	\$35,303

Total revenue and support recognized in 2015/2016
The value of in-kind contributions including both books and volunteer hours by CODE's international literacy experts amounts to \$411,850 for the 2015-2016 fiscal year.



How CODE Invests Funding

Your support is important to us, but so is your trust in how we spend your donations. We are grateful for your gifts, and in the confidence you place in CODE. Just like you, we want to ensure that every dollar you share with us works hard to advance literacy and education for children around the world.



82.8%	Program Delivery	\$4,415,003
8%	General Administration	\$433,690
6%	Fundraising	\$323,987
2%	Communications	\$120,851
1%	Researching New Programs	\$59,899
.2%	Amortization	\$12,724

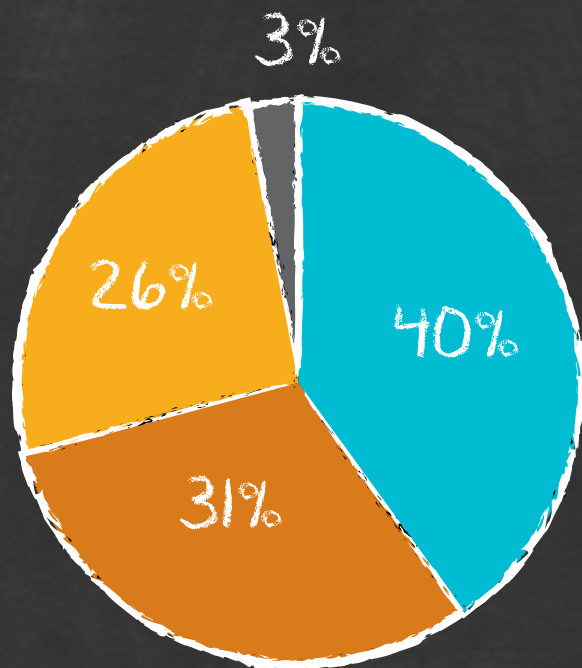
Represents recognized expense allocation in direct support of program activity.

Who Supports CODE

We love our donors! As you can see, almost a third of our funding comes from devoted and caring individuals. Thank you so much for your support!

Here is a breakdown of those donations.

40%	Foundations	\$629,632
31%	Individuals	\$494,904
26%	Corporations	\$410,125
3%	Associations	\$45,688

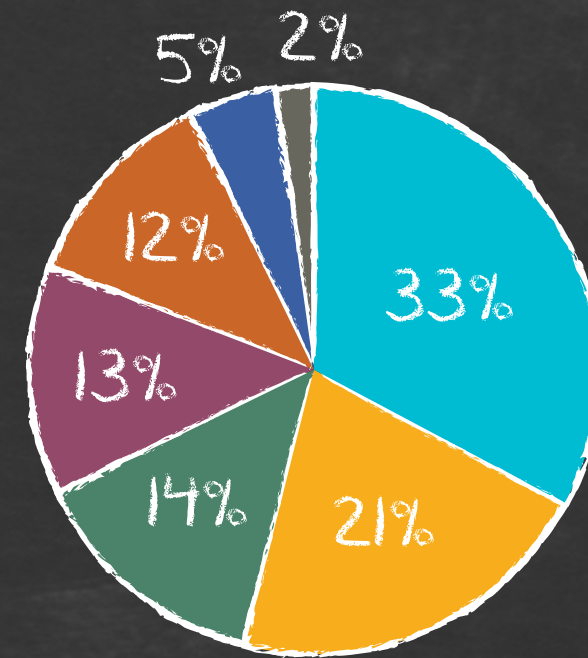


Total charitable contributions which were received and receipted during the fiscal year.

Program Delivery

A lot goes into the programs we deliver to children and their communities everyday. Here's a peek at what that looks like.

33%	Books
21%	Teachers
14%	Program Implementation
13%	Partner Capacity
12%	Program Management
5%	Program Assessment
2%	Libraries



CODE gratefully acknowledges the support of the Government of Canada through Global Affairs Canada.

Our complete 2015-2016 audited financial statements by PriceWaterhouseCoopers are available on our website.

code donors

Everything you've just read about happened because of donors like you. It's true! Not one of these accomplishments over the past year would have been possible if it weren't for people like you who believe in the power of literacy and the magic of stories.

Thank you!

Major Individual Donors \$1,000+

Sherlynn R. Akitt C.A.
Jacques Bérubé
Christopher D. Bredt & Jamie Cameron
The Casey Family
Dean & Cherry Colling
David & Arlene Dougall
Gwynneth Evans
Mark Galler
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Michael P. O'Keeffe
Dennis Passerini
Barbara V. Ritchie
The Late Cedric E. Ritchie
Jon Shapiro
Maureen H. Thompson
Allan Treasure
Maurice & Gloria Walsh
Scott & Olga Walter
Eric & Farah Webber
Stephen Williamson & Margot Hallman
15 donors wish to remain anonymous

Major Institutional Donors \$5,000+

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Megaloid Laboratories
Saskatchewan Council for International
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Taylor Irwin Family Fund c/o Toronto
Community Foundation
The Alberta Teachers' Association
The Bennett Family Foundation
1 anonymous donor

Legacy Leaders

Jean E. Marsh
Margaret M. Walker
Estate of Audrey Mary Kerr
Estate of John Marchak
Estate of Rev. Tom Thurlow

I know that education can change the world.

When I was growing up in Saskatchewan, I learned from a young age the significance of both education and generosity. My mother was a school teacher, so she instilled in her kids that educating ourselves was important. She was also an avid community volunteer, and spent many evenings canvassing our neighbourhood for nonprofit organisations.

So when I heard Knowlton Nash speak about CODE at a special event in 1978, I was immediately intrigued. And when I had the opportunity to sit down and speak with William Burt about his experiences with CODE, this reaffirmed for me that this was an organisation I wanted to support.

A good education makes life better. Literacy changes the way a person lives – from work to civic responsibilities to family and even personal happiness and fulfillment. This is so important for us to consider, as an unbalance in education is one of the most significant reasons we continue to see inequality across the world.

Literacy lifts lives.

CODE has a strong commitment to providing good education, and that is why I have a strong commitment to CODE.

I began donating to CODE because I thought their mission was important. But I continue donating to CODE because I know they are doing great work. They've had great successes, and are recognized by many other organisations and governments for their important work.

I know I'm just one person, but I feel like I'm making a difference when I give to CODE. The support they receive from others gives me great confidence that my gifts are going towards a great effort. And seeing reports like this further confirms my belief.

I hope you feel confident, too.

I hope you know that your support is doing something great.

Because I'm certain that you believe, like I do, that education will change the world.



Neil Jacoby,
Longtime Donor & Friend of CODE

Our next chapter is
just beginning...

will you join us?



Rewriting the story
for global literacy

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