



IMPACT REPORT 2018-2019



Celebrating 60 years
of excellence (1959-2019)

MESSAGE FROM OUR EXECUTIVE DIRECTOR



Scott Walter
Executive Director

Dear Friends,

The past year was one of reflection and renewal as CODE engaged staff, board members, partners and beneficiaries in a year-long planning process that culminated in our new 2019-2022 Strategic Plan, Teaching Matters: Development through Education. Demonstrating our commitment to transparency and accountability, CODE's Strategic Plan has been made publicly available on our website.

Launched from the vantage point of 60 years of high impact programming in support of a literate world, the plan outlines the steps CODE will take over the next three years to contribute to the United Nations' Sustainable Development Goal of ensuring inclusive and equitable quality education for all. To do that, nothing is more important to us than working to improve the quality of teacher effectiveness – the single most important factor in student learning.

CODE wants to ensure that every child can learn from well-trained teachers who have the confidence and know-how – and the access to quality reading and learning materials they need – to deliver the learning outcomes that all children deserve. In our estimation, teachers have always been the trailblazers to a better world, but as millions more children gain access to classrooms around the globe, the shortage of qualified teachers, especially in Sub-Saharan Africa, threatens to diminish the gains that have been made.

What I'm excited about, therefore, is not simply the commitment that CODE continues to make to the teaching profession, but the investment we are making to sustain change through institutional capacity building, and to increase the pace of innovation by prioritizing and delivering a meaningful research agenda. Within the pages of this Annual Report you will read about ground-breaking efforts such as the Pan-African Context Matters, the REACH reading research pilot with the World Bank in Sierra Leone, and empowerment of teachers through our BETTER program in Mozambique, which will deliver better quality education to hundreds of thousands of students.

Over the past year we have, together, reached 300,267 students and 3,158 teachers. This would not have been possible without the exceptional commitment and kindness of our supporters. Thank you for standing with CODE, and the ten million children whose lives have been changed through the power of literacy and better quality education over our 60 year history.

Thank you,

A handwritten signature in blue ink that reads "Scott Walter".

Scott Walter,
Executive Director

MESSAGE FROM OUR BOARD CHAIR



Lynne Dean
Chair

Hello CODE supporters,

Growing up, I hope that you were fortunate enough to be taught by a truly inspiring teacher. For me it was my fifth-grade teacher, Mr. Epp — he brought learning alive, made school exciting and made me want to learn, know and do more.

I did not know it at the time, but Mr. Epp changed my life. He got me excited about learning, especially excited about science, and he showed me that it didn't matter that I was a girl!

Sitting in the classroom of a CODE-trained teacher in Kenya, it was clear to me that the students could hardly wait to learn and to share and to grow together. The excitement of these children reminded me of the excitement of my fifth-grade class!

The pages of this report will give you a chance to learn more about how CODE's work is increasing the number of qualified teachers with access to relevant learning materials in order to have the greatest impact on students' educational outcomes. You will see how CODE is working to change lives.

I am very proud to be a part of CODE and to share the opportunity to help empower children to improve their lives, the lives of their families, and their communities.

It is the generosity of CODE's supporters, like you, that make it possible for our programs to change lives.

Thank you,

A handwritten signature in blue ink that reads "Lynne Dean". The signature is fluid and cursive, with a long, sweeping underline.

Lynne Dean,
Chair

BOARD OF DIRECTORS AND LEADERSHIP TEAM

Thank you as always to our outstanding Boards of Directors whose professionalism and generosity of time and talent is central to CODE's ongoing achievement of its mission.

Board of Directors

- **Chair, Lynne Dean**
- **Vice Chair, Brian Traquair** Non-Executive Chairman, Asset Control UK and Deedster SE
- **Treasurer, Bruce Montador** Senior Public Servant, Ret.
- **Past Chair, Jacques Bérubé** National Director of Member Standards & Engagement, United Way
- **John Bai** President & CEO, RBC Direct Investing Inc., Royal Bank of Canada, Chair CODE Foundation
- **Carolyn Berardino** Senior Director, Employee and Labour Relations and Workforce Effectiveness, CIBC
- **Robert Bracey** President & CEO, Quartet Service Inc.
- **William Forward** Senior Fellow in Public Policy, School of Public Policy and Governance, University of Toronto
- **Vincent Greaney** Executive, World Bank, Ret.
- **Michael Meneer** President & CEO, Pacific Salmon Foundation
- **Jeremy Miller** President, Sticky Branding
- **Wendy Saul** Professor and President, Board for the International Book Bank, Ret.
- **Scott Walter** CODE Executive Director/Ex-Officio

CODE Foundation Board

- **Chair, John Bai** President & CEO, RBC Direct Investing Inc., Royal Bank of Canada
- **Treasurer, Chris Nobes** Managing Director, Duff and Phelps
- **Christopher Bredt** Senior Litigation Partner, Borden Ladner Gervais LLP
- **Catherine Carlin** Senior Managing Director, Global Equities, OMERS
- **John Casey** Vice President & Managing Director, BMO Nesbitt Burns
- **Dean Colling** First Vice President and Senior Portfolio Manager, CIBC Private Wealth Management
- **Raymond Halley** Vice President and Senior Portfolio Manager, Fiera Capital

Leadership Team

- **Scott Walter** Executive Director
- **Andrea Helfer** Director of Fund Development and Marketing
- **Marc Molnar** Director of Finance and Administration
- **Hila Olyan** Director of International Programs



“The simple act of being able to read and write is truly transformational when we stop and think about it. It provides us the ability to learn. It enables us to communicate. It empowers us to advance. It elevates us all.”

Peter Mansbridge, CODE Ambassador and
Former Chief Correspondent, CBC News

OUR CODE

Together with our partners and supporters, we have helped more than 10 million children improve their literacy skills and gain access to a better quality of education in order to improve their lives and the lives of their families.

Our Vision

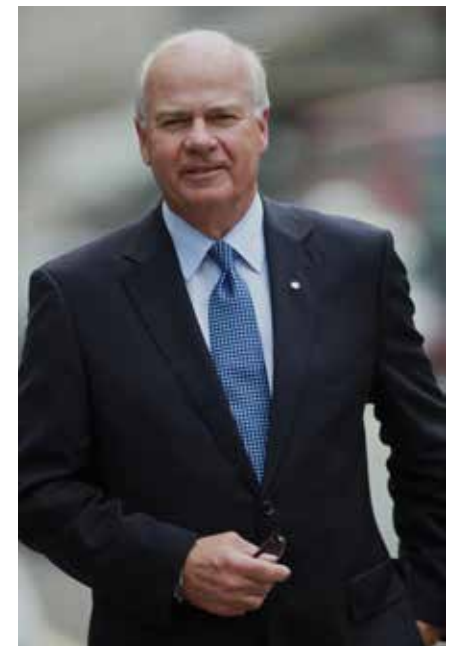
CODE envisions a world where every young person can pursue their education and realize their full potential as a literate, empowered, self-reliant citizen.

Our Mission

CODE's mission is to enable student learning by increasing their access to qualified educators and locally-relevant, high quality learning materials.

Our Core Values

CODE's work is guided by five core values: human rights, accountability, transparency, fairness, and sustainability.



THE CHALLENGE



More than half of children in the developing world will not learn to read and write properly

(Source: More than Half of Children not Learning, UNESCO Institute of Statistics)

202 million

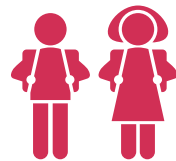
In sub-Saharan Africa alone, **88% of children** are not meeting minimum proficiency levels in literacy

(Source: More than Half of Children not Learning, UNESCO Institute of Statistics)



17 million qualified teachers are needed in sub-Saharan Africa alone, to meet the UN's Sustainable Development Goal of universal access to primary and secondary school

(Source: Fact Sheet, UNESCO Institute for Statistics)



274 million primary school children worldwide are not learning basic foundational skills necessary to lead productive and healthy lives

(Source: Calculated based on data in The Learning Generation, Education Commission)

CODE'S IMPACT IN 2018-19

Reached **300,267**
children through its literacy programs

Provided **3,158**
teachers with professional development opportunities

Distributed **103,320**
copies of books to schools and community libraries

Published **12**
new children's book titles in partnership with local authors and illustrators

Received support from **3,217**
caring Canadians representing all walks of life

Spent **82%**
of all donations on the development and delivery of its programs

LITERACY PROGRAMS



CODE works to ensure that every child, no matter where they live, can learn from well-trained teachers who have the confidence and know-how – and the access to quality, relevant reading and learning materials they need – to deliver the learning outcomes all children deserve.

We effect change by working in partnership with locally-based organizations who ensure the sustainability of programs and who provide a local voice and local expertise. We facilitate community participation, including stakeholders such as Ministries of Education, parent teacher associations, girls' clubs and academic partnerships.

CODE collaborates with partners to develop locally appropriate solutions and then works with governments and institutional funders to scale-up change to a national level.

Together with our partners, we have helped more than 10 million children gain access to a better quality of education and benefit from reading and writing in order to improve their lives and the lives of their families.

CODE improves learning outcomes and educational opportunities for all girls and boys by working with like-minded organizations in three areas – Literacy Programs, Research Initiatives and Literary Awards.



“I was taught how to make my teaching more about the pupils — how to involve them more in their own learning. The workshops helped me learn how to relate ideas to my pupils in new ways, and it’s working.”

Ishmael, Head Teacher, St. Augustine Roman Catholic Primary School

SIERRA LEONE

In close collaboration with our long-standing local partner organizations – PEN Sierra Leone and The Association of Language and Literacy Educators (TALLE) – CODE implemented the fourth and final year of the Reading Sierra Leone 20/20 program. Designed to improve the skills of upper primary (Grade 4-6) teachers, the program reached 11,632 students in 2018-19.

Results of our reading assessments show significantly positive results of the project over time, with reading scores improving by a factor of nearly two. A highlight of this past year was also seeing the completion of six new Reading Sierra Leone children’s books, which are a reflection of true collaboration between

Sierra Leonian authors and illustrators, and their North American counterparts.

The reputation of CODE’s presence in Sierra Leone, its partnerships and the quality of its programming once again drew the attention of major multilateral funders and the Ministry of Basic and Senior Secondary Education resulting in an opportunity to lead on implementation of the World Bank-funded REACH pilot. It will continue into the 2019-20 fiscal year, designed as a research study to test innovations in the delivery of cost-effective teacher training, using “communities of practice.”

BY THE NUMBERS (2018-2019)



11,632
students reached

100

teachers trained
and mentored



26,000
books distributed

25

schools served





Kadi is 12-years-old, but only in the second grade. In her village there is not a single woman who has graduated from high school. Girls here receive a late start to formal education and are married off early. CODE's Girls Accelerated Learning Initiative provides special support to vulnerable but intensely motivated girls like Kadi.

LIBERIA

CODE has been active in Liberia since 2008, working with its local partner the WE-CARE Foundation to train and support teachers and bring high quality, locally produced books to classrooms and libraries. As a result of our Reading Liberia 20/20 program this year, seven new manuscripts for early grade reading have been developed through writer, illustrator and editor workshops. A total of 35,000 copies of these new children's book titles will find their way into the hands of eager young readers in the year ahead.

We were especially proud of the 45 teachers participating in CODE's intensive teacher training workshops who qualified for, and received, the Ministry of Education's C-Level

teaching certification. All other teachers in the program will continue to be supported in their efforts to attain certification over the coming year.

Our Girls' Accelerated Learning Initiative (GALI) was expanded from 5 to 25 schools to provide extra support to 375 over-age girls in Grades 1-3. In addition to tutoring in academic subjects, the afterschool program also incorporates life-skills development to help girls discover their own strengths, advocate for themselves and make informed decisions. One of the GALI schools incorporated an innovative digital learning pilot to test the feasibility and impact of using tablets to improve learning outcomes of over-age girls.

BY THE NUMBERS (2018-2019)



13,500
students reached

110

teachers trained
and mentored



11,275
books distributed

45

schools served





“In order for a child to get a good education, you not only have to teach the child but you have to teach the parents how to support the child.”

Elizabeth, Grade 4 Teacher

GHANA

Alongside our partner Ghana Book Trust, and with the support of our generous funder, Asanko Gold, CODE expanded its effort to eight new schools in the Amansie West District of Ghana.

Over the year, teachers participated in a series of intensive workshops, interspersed with ongoing mentorship to aid them in translating new skills and strategies into their classrooms. Improvements to teaching quality were further supported through greater access to reading and learning materials, including distribution of 5,300 Ghanaian-published books and regular visits from the ever-popular Mobile Library Van.

We were delighted, but not surprised, that student reading assessments conducted this year yielded improvements in all measures of

reading, including word recognition, reading accuracy, fluency and comprehension. Grade 4 students in particular made marked progress – students were twice as likely to recognize words and scored seven times better on fluency of paragraph reading. We expect to see similarly positive results in the remaining three years of the Reading Ghana program.

One of our proudest moments this year, was seeing one of our students flown to Accra to participate in a regional reading competition, where he placed fourth. Reading competitions, executed at the school and district-level have become an integral part of promoting a culture of reading amongst students and of creating greater awareness amongst community stakeholders about the program and its goals.

BY THE NUMBERS

(2018-2019)



957
students reached

64
teachers trained
and mentored



5,300
books distributed

8
schools served





“We are learning that we must help girls play a more active role in the classroom and realize that they are also able to be successful in any other activity that a boy usually does in the classroom.”

Anonymous Teacher

MOZAMBIQUE

CODE’s seven-year BETTER (Better Education Through Teacher Training and Empowerment for Results) program is working toward long-term systemic change within Mozambique’s education system. Funded in partnership with Global Affairs Canada and implemented in close collaboration with Associação Progresso and the country’s Ministry of Education and Human Development, BETTER works to develop and strengthen the teacher training curriculum at Mozambique’s teacher training institutes.

This past year saw the completion of two textbooks to support teacher education in Mozambique. The textbooks were developed by CODE in collaboration with global and local experts; approved by the Ministry of Education

and Human Development; and, tested in three teacher training institutes. Given their quality and effectiveness, these textbooks have now been integrated into the curriculum of teacher education at a national-level and will be used in all of Mozambique’s 18 teacher training institutes.

A particularly exciting development in the program in 2018-19 was the piloting of a literacy mentorship project that paired teachers-in-training with students who struggled academically. CODE also partnered with McGill University, using cellphlms as a transformative and active approach to promoting gender equality in teacher education.

BY THE NUMBERS

(2018-2019)



98,178

students reached

2,884

teachers trained
and mentored



25,545

books distributed

4

teacher
training
institutes

61

schools
served



LITERARY AWARDS

THE CODE BURT AWARDS



The CODE Burt Award is a literary award and readership initiative that recognizes excellence in young adult literature for readers ages 12-18. It provides young readers with engaging books that they want to read. The objective of the prize is to champion literacy, build language skills, and foster the love and habit of reading by ensuring that young people have access to high-quality, culturally relevant, and engaging reading materials. The award is granted annually in Canada, Africa and the Caribbean.

This year, we were delighted to award an exceptional slate of authors and to celebrate their literary achievements at awards ceremonies held in Canada, Tanzania, Ethiopia, Ghana, Kenya and Trinidad.

As part of the program this year the winning authors in Canada and the Caribbean spent several days visiting schools to inspire and encourage young people to read and to develop their literacy skills. In total 10 authors and reading champions interacted with 1,200 students and 137 teachers at over 50 schools. Furthermore, all African finalists and winners participated in an online professional mentorship program that paired unpublished authors with publishing professionals from around the globe.

“The CODE Burt Award, to me, is a superb example of witnessing and supporting and celebrating the reclaiming happening now in Indigenous communities through literature. I am so grateful for all of the great work CODE is doing for the authors, publishers and communities – who are writing and publishing in Indigenous languages – it is affirming.”

Richard Van Camp, Author

2018 Award Recipients

Canada

- *The Marrow Thieves*
by Cherie Dimaline
- *The Journey Forward: Novellas on Reconciliation*
by Richard Van Camp and Monique Gray Smith
- *Fire Song*
by Adam Garnet Jones

Africa

- *If She Were Alive*
by Lubacha Deus (Tanzania)
- *Born to Play*
by Asare Adei (Ghana)
- *Heart Lines*
by Bethelihem Abebaw (Ethiopia)
- *The Carving*
by Muthoni Gichuru (Kenya)

Caribbean

- *The Dark of the Sea*
by Imam Baksh (Guyana)
- *My Fishy Stepmom*
by Shakirah Bourne (Barbados)
- *A Dark Iris*
by Elizabeth J. Jones (Bermuda)

BY THE NUMBERS

(2018-2019)



176,000
students reached

35,200
books distributed



RESEARCH INITIATIVES



CONTEXT MATTERS

In 2018-2019, CODE announced the winners of the 2018 Context Matters research grants. Selected by a jury of African researchers, from a pool of applicants from five countries, four researchers were awarded \$10,000 CAD each to complete research projects focused on increasing the effectiveness, efficiency and relevance of literacy programming in Africa. Grant recipients will conduct their research

over the coming year and will present their initial findings at the Pan African Literacy for All Conference in Kampala, Uganda.

In February, CODE also announced the new 2019 call for submissions seeking research proposals focused on empowering girls through language and literacy.

THANK YOU

The generosity of our donors, supporters and volunteers is behind everything we do. Thank you to all who have, this past year, championed our vision of a world where every young person can pursue their education and realize their full potential as a literate, empowered and self-reliant citizen.

Summit for Literacy

This past year, a team of 16 CODE supporters successfully summited Africa's highest peak in the name of promoting children's literacy. The team completed the round-trip trek in nine days, raising a total of \$180,000.

The team was led by Christopher Bredt, a Toronto-area lawyer and Director of the CODE Foundation, for whom this was the fourth Kilimanjaro summit in support of CODE's mission. Mr. Bredt initiated the Summit for Literacy in 2006, which has since raised over \$2,000,000.

This year, several climbers visited CODE project schools in Kenya's remote Kajiado county – a rural part of the country that is home to communities of Masaai people. These climbers were able to witness the need and impact of CODE's efforts through engagement with students, teachers and CODE partners.

We are humbled by our climbers' dedication and generosity. Not only have they triumphed over immense personal and physical challenges on the climb, they are – as a direct result of their hard work – making a very real difference in the lives of children and their families. Thank you to all the climbers and donors who made the 2018 Summit for Literacy such a success.

2018 Climbers

- | | | | |
|-------------------|-------------------|--------------------|------------------|
| • Susan Atkins | • David Grace | • John O'Reilly | • Susan Vella |
| • Chris Bredt | • Elizabeth Grace | • Elvira Ormseth | • Matthew Wardle |
| • Lynne Dean | • Kim Lu | • Maria Rosales | • Peter Wardle |
| • William Forward | • Vinit Nijhawan | • Herman Van Ommen | • Susan Young |



CODE gratefully acknowledges the support of our top institutional funders.



Global Affairs Canada
Affaires mondiales Canada



World Bank

CODE Foundation

FINANCIAL REPORT

For the Year ended March 31, 2019

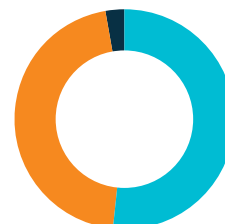
Your support is important to us, but so is your trust in how we spend your donations. We are grateful for your gifts, and in the confidence you place in CODE. Just like you, we want to ensure that every dollar you share with us works hard to advance literacy and education for children around the world.

For more information you can view our audited financial statements on our website at code.ngo

Our Revenue (\$)

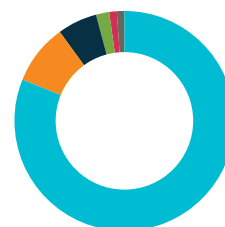
The value of in-kind contributions including both books and volunteer hours by CODE international literacy experts amounts to \$47,866 for the 2018-19 fiscal year.

● Global Affairs Canada	\$3,140,815	52%
● Donations from our supporters	\$2,753,987	45%
● Miscellaneous	\$157,987	3%
TOTAL	\$6,052,789	100%



How We Invest (\$)

● Program Development and Delivery	\$4,977,061	82%
● Fund Development	\$528,971	9%
● General Administration	\$357,440	6%
● Communications	\$92,992	2%
● Amortization	\$11,250	<1%
● Surplus	\$85,075	<1%
TOTAL	\$6,052,789	100%



We are proud to have received recognition from:



Recognized by
MoneySense Magazine

In the fiscal year 2018-2019 CODE met its board-approved budget and generated a surplus of \$85,075. *Our Revenue* includes an equal offsetting amount in *How We Invest* for the fair value of in-kind contributions. CODE receives revenue from a variety of sources including the Government of Canada, a contribution from the CODE Foundation and donations from committed individuals, organizations, and private foundations.

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Celebrating 60 years
of excellence (1959-2019)