



Promoting every
child's right to read

IMPACT REPORT

2020-2021

MESSAGE FROM OUR EXECUTIVE DIRECTOR



As we enter another year of learning in the time of COVID, I reflect on how far we have come since that fateful March of 2020 when schools were shuttered and millions of children around the world had their education severely disrupted and even stopped in its tracks.

While children everywhere have been affected by the pandemic, the impact on learning has arguably been felt most by young people living in the Global South – where poverty and marginalization have already stacked the deck against them.

When our Board of Directors adopted CODE's 2019-2022 Strategic Plan in March 2019, we could never have foreseen how quickly the world would change. While this past year has been an exercise in adaptability, we have nevertheless remained true to the Plan's core focus to improve children's literacy and access to quality education.

Over this past year, teacher training continued in several of our countries of operation, Ghana and Liberia for instance, albeit on revised schedules and with COVID-19 safety protocols in place. In other contexts, like Sierra Leone and Mozambique, teacher development activities were largely impossible to implement, so the focus shifted to book development; delivery of educational radio programming; distribution of learning kits; and, other COVID-response efforts that you will read about in the following pages.

Of particular note was the Distance Learning in Crisis program (page 13), funded by the Government of Canada through Global Affairs Canada and implemented in partnership with Farm Radio International (FRI). This program leveraged the experience and expertise of CODE

and FRI, as well as many local partners and stakeholders to reach over 125,000 children with the *Reading on the Waves* radio literacy program. The beauty of it being the harnessing of low cost, "appropriate tech" as opposed to assuming the solution lay in high tech.

Without a doubt, this past year has presented significant challenges for CODE, and yet through these challenges our partnerships have been strengthened. The commitment and expertise of our local partner organizations, and the steadfast support of our donors large and small made it possible for CODE to go the distance and safely deliver education programming despite the circumstances. Furthermore, we were successful in achieving a balanced budget by March 31, 2021.

Within this challenging context, the recognition we received by Charity Intelligence Canada as a "Top 10 International Impact Charity" for 2020 (along with a 4-star rating) took on even greater significance. We are grateful to Charity Intelligence for the honor and for their work to champion transparency within Canada's charitable sector.

On behalf of our staff, our Board of Directors, in-country partners, as well as the children and teachers we support, thank you for the trust you place in us. We hope that you are encouraged, as we are, by all that we have been able to achieve together this past year.

Thank you,

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

SCOTT WALTER, EXECUTIVE DIRECTOR

MESSAGE FROM OUR BOARD CHAIR



Dear CODE Supporters,

We learn the most about ourselves in a crisis. This is as true for organizations as it is for individuals. And the last year of the COVID-19 pandemic offered all of us just about as many opportunities for learning as we could handle!

We learned that we could continue to count on our CODE donors and supporters despite the economic hardships, obstacles and distractions of the pandemic. We feel so fortunate to have been able to grow and build in this past year, rather than having to retreat, and we owe it to all of you. Thank you!

As we learned the full impact of the pandemic in Canada and Africa, and the many consequential changes required became apparent, the Board worked with Scott and the management team to ensure staff safety, move to a remote work model, adjust team priorities and develop alternative ways to deliver on CODE initiatives. A good example of this was our partnership with Farm Radio International to bring literacy into homes while schools were closed.

CODE navigated the pandemic successfully and is in a strong position to continue our literacy mission as we enter the next year. Thanks to the constancy of our financial supporters; the flexibility and hard work of our employees and volunteers; the thoughtful decision making of our Board and management team; and the continued commitment of the Canadian government, we were able to both deliver on our existing programmes and win new opportunities.

As I look out at the not-for-profit landscape in Canada, I am exceptionally proud of CODE.

So many organizations have been set back by the pandemic and have had to materially draw down their reserves. CODE is in a strong financial position and the team is excited to be undertaking a raft of new initiatives, including hiring new staff and taking on larger multi-organization projects as the lead agency.

CODE is entering this next fiscal year (2021-22) with a budget that is almost double that of last year! CODE was awarded several grants for new initiatives, building on our reputation for excellence. Further, we have seen more individual and institutional donation support, enabling us to extend and support our CODE projects. To undertake all this work, CODE will be expanding our programs to new countries in Africa, as well as building upon our office in Sierra Leone.

None of this would be possible without the dedicated management team, staff and volunteers of CODE. The team showed flexibility and resilience in learning how to work in completely new ways, both at home and abroad. Our local partners in Africa were a critical element of our success, as always. And absolutely none of this would have been possible without the amazing support of our donors.

CODE's mission for children's literacy and quality education is expanding, and the need has never been greater!

Thank you.

A handwritten signature in blue ink that reads "Brian Traquair". The signature is fluid and cursive, with the first name "Brian" and last name "Traquair" clearly visible.

BRIAN TRAQUAIR, CHAIR

OUR CODE

Together with our partners and supporters, over our more than 60-year history, 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.

Children whom societies fail most are the ones who are most in need of a good education to succeed in life.

- Jim Yong Kim,
Former World Bank
Group President



Photo credit: CODE/Mbuto Machilli, 2021

THE CHALLENGE



An estimated **53% of children** in low and middle-income countries cannot read proficiently by age 10.

(Source: Ending Learning Poverty: What will it take?, World Bank)



In sub-Saharan Africa, alone, **88% of children** (ages 6 -14) – or 202 million – 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 2020-2021

Reached **244,172**

children through its literacy programs

Provided **1,224**

teachers with professional development opportunities

Distributed **98,187**

copies of books to schools and community libraries

Reached **913**

public schools in our countries of operation

Received support from **2,900**

caring Canadians representing all walks of life

Spent **74%**

of all revenue on the development and delivery of its programs

Engaged **53,164**

people through website visits and on social media

LITERACY PROGRAMS

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

We effect sustainable change by working in partnership with “in country” organizations who provide a local voice and local expertise. We facilitate community participation, including stakeholders such as Ministries of Education, parent teacher associations and academic partners.

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 access a better quality of education - empowering them with the reading and writing skills they need 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.



THEORY OF CHANGE

CODE's actions are driven by a singular vision: a world in which every young person can pursue their education and realize their full potential as a literate, empowered and self-reliant citizen.

We believe the greatest change happens when:

WE ADDRESS THE SEVERE SHORTAGE OF QUALIFIED EDUCATORS.

There are many ways to improve educational quality, but education systems are only as good as the teachers who provide the hands-on instruction. Improved teaching has the greatest potential to improve education quality and learning outcomes, which is why the UN Sustainable Development Goals call for a major increase in the supply of qualified teachers and greater support for teacher training in developing countries.

CODE helps deliver on this by supporting the capacity of countries' teacher training institutions to increase the proportion of educators coming into the workforce who meet minimum, formal performance

standards and for those already in the workforce, we support ongoing skill acquisition as part of career development.

WE PUT THE EMPOWERMENT OF WOMEN AND GIRLS AT THE HEART OF OUR APPROACH

CODE emphasizes the positive difference that female educators make to girls' education, and the importance of recruiting and promoting female teachers. We use an evidenced-based approach to inform girls' education and strive to remove barriers that contribute to the marginalization of girls. We make it our priority to empower girls to learn and succeed as we know the dramatic benefits that result when they complete basic education and develop literacy skills.

WE ENSURE AVAILABILITY OF HIGH-QUALITY, LOCALLY-RELEVANT READING AND LEARNING MATERIALS

To ensure learning is central to what we do, CODE supports sustained access to relevant, quality reading and learning materials. We work across the book chain – with authors, publishers, distributors – to support the development of print and digital materials by local industry.

These learning materials are designed to support learning and to reference meaningful contexts in which girls and boys, women and

men are depicted in ways that stress gender equality, empowerment and problem solving. CODE additionally supports the development of guidebooks and other resources that complement training provided to educators and reinforce strategies for teaching across the curriculum.

WE DRIVE SUSTAINED CHANGE THROUGH SYSTEMS-LEVEL STRENGTHENING

Sustained change requires effective, relevant institutional capacity that can address key drivers of low learning levels. Our approach is based in supporting the development of standards and competencies linked to Teacher Service Commissions and teacher licensing with a goal to ensure quality control. This requires direct links with Ministries of Education, and system building to improve the quality of the training institutions and to establish an organized classification of career-oriented professional development.



As a children's book illustrator, I strongly believe that children learn a lot when they read books that are illustrated. They often look at and discuss the illustrations at great length, thereby helping them to better read and understand the content. What motivates me as an illustrator is knowing that students will look at my drawings and be able to relate them to places of people that exist in real life.

– Leslie Lumeh, Illustrator

LITERACY PROGRAMS

TRANSFORMING GIRLS' EDUCATION, SIERRA LEONE

Over the past year, our education experts at the CODE Sierra Leone office in Freetown have worked in close collaboration with our long-standing partner organizations in Sierra Leone: The Association of Language and Literacy Educators (TALLE) and PEN- Sierra Leone.

A significant focus this year has been on advancing CODE's *Transforming Girls' Education Program* (TGEP), launched in 2019. The aim of the program is to improve the quality of education for both girls and boys, and to help dismantle barriers to education for vulnerable pre-teen and teenage girls. The program, which supports priorities of the Ministry of Basic and Senior Secondary Education (MBSSE), is being delivered in four of the most disadvantaged districts in Sierra Leone – Bonthe, Karene, Port Loko, and the Western Rural District.

With the disruption of COVID-19 – schools were closed, and gatherings were severely restricted. Given this challenging context, CODE recalibrated its original plans for the year and focused almost singularly on the book production component of TGEP. This was an activity that could be undertaken collaboratively with local authors and illustrators, even at a distance.

The effort yielded 43 new stories, poems and non-fiction pieces. These were accompanied

by 200 powerful illustrations focused on girls' empowerment themes. These works were bound into 8 new *Reading CODE* anthologies aligned with grades 4 -6 curriculum. In April 2021 216,350 copies of *Reading CODE* anthologies (new and reprint) made their way into Sierra Leonean classrooms and into the hands of children determined to learn.

Further, 42 teacher educators at six local teachers' colleges participated in a series of workshops on how to develop teaching modules rooted in gender responsive pedagogy. The teacher training component of TGEP was off to slow start due to COVID-19 restrictions; however, it's expected to scale-up significantly over the coming year.

SPOTLIGHT ON OUR PARTNERS

THE ASSOCIATION OF LANGUAGE AND LITERACY EDUCATORS is a non-profit organization of Language Arts teaching professionals in Sierra Leone. It was formed in 2004 and supports the Sierra Leone Ministry of Basic and Senior Secondary Education (MBSSE) and other education stakeholders to promote effective teaching and learning of literacy and numeracy skills, which are the cornerstone of academic excellence.

PEN-SIERRA LEONE was established to reinvigorate the diminished writing community after the civil war and encourage those writers who remained to play an active role in society. The organization plays an important role in Sierra Leone as one of the main organizations focused on education and freedom of expression.

CLASS OF 2023 SCHOLARSHIPS INITIATIVE

Recognizing the important role that qualified women teachers play in improving retention and learning outcomes of students (especially girls), CODE launched the *Class of 2023 Scholarships Initiative* for young women. This is an innovative part of TGEP but is funded entirely by individual CODE supports and family foundations.

One hundred women were selected to participate in distance learning over three years to attain their Ministry-approved Teaching Certificate that will qualify them to teach at the pre- and primary school levels.

One year into the program, it's clear that nothing will get in the way of their success - not even a pandemic. We are delighted to share that 99 of our 100 scholarship participants passed their first year of teachers' college and have since started their second (one participant was replaced).

This past year wasn't without its challenges - despite being a distance learning program, teachers' colleges in Sierra Leone were ill-equipped to respond to the impacts of COVID-19. The women's studies slowed down, but with extra support from our Scholarships Coordinator in Freetown, they completed their course work, wrote their exams, and successfully passed their first year.

In a country that has in recent years declared a state of emergency over rape and sexual assault, having women teachers in schools is vital to creating safe environments, promoting gender equality, and providing mentorship to girl students. That said, less than half of all primary school teachers have formal teaching qualifications and only 29% of those teachers are women.

Through participation in this program over the coming years, these women won't only become qualified teachers, but we hope also powerful advocates for girls' rights in their schools, communities and beyond.

I am very excited because I am one step closer to becoming a certified teacher. Being the first university graduate in my family will be an honour and an inspiration to my siblings. I am also excited because when I am certified I will be able to support my younger siblings and help my community by conducting classes on Fridays for the children in my community with no cost attached.

- Mahawa, scholarship participant

Photo credit: CODE/Stephen Douglas, 2020





Reading Liberia has impacted our academic environment in a positive way because with the program most of the teachers are able to manage their classroom and students in a positive way unlike before. Now most of our teachers are knowledgeable about how to teach for the students to understand and be engaged.

- Mrs. Edith Kamokai, District Education Officer, Bomi County

LITERACY PROGRAMS

READING LIBERIA 20/22

Reading Liberia 20/22 officially launched on July 1, 2020, in partnership with CODE's long-time partner the WE-CARE Foundation (WCF). The program aims to improve literacy of primary-aged students, including over-aged girls, in 40 schools located in Bomi, Margibi and Montserrado counties.

The program, funded singularly by individual donors and private foundations, also includes mobile learning labs for select schools and a research study on the impact of this technology on the cognitive and non-cognitive learning outcomes of participating students.

It has been a challenging year given the many hurdles that COVID-19 presented, and yet with a little creativity CODE and the WCF were able to execute most planned program activities.

For example, we concluded a series of two intensive week-long workshops for 177 educators focused on building competencies and capacity in methodologies of literacy instruction and promotion. Through participation in this program, teachers are also working toward attaining a Ministry-approved "C Certificate" – the formal primary teaching certification in Liberia.

While we were able to take advantage of teachers' availability during school closures, CODE and WCF had to make changes to the workshop logistics to abide by health and safety regulations during COVID-19.

Unfortunately, due to school closures, the Girls' Accelerated Learning Initiative component of the program, which offers over-age girls an opportunity to participate in daily afterschool tutoring, got a late start.

In response to this four-month delay, CODE distributed at-home learning kits to support 375 girls. The kits contained readers, class-appropriate workbooks, school supplies and hygiene materials in bags made from local fabric. When school reopened, 81% of girls returned, and may well have been far worse with no academic supports.

The pandemic did not slow down CODE's book distribution in Liberia. In fact, we exceeded our target with over 18,000 colourful, age-appropriate children's books delivered to schools – allowing them to establish small libraries and to foster literate environments.

SPOTLIGHT ON OUR PARTNER

WE-CARE FOUNDATION, a Liberian education not-for-profit, was founded in 1992 amidst a brutal civil war. A dusk to dawn curfew kept people at home and within this context, WCF started a "book chain" providing books freely to people to pass the time and "feed their minds." Eventually, the WCF Book Chain became the WCF Library, the only public library in Monrovia.

Today, WE-CARE is a leading Liberian civil society organization focused on teacher development, children's literacy, and book production.

LITERACY PROGRAMS

READING GHANA

This past year in Ghana's Ashanti region, CODE and our partner the Ghana Book Trust, continued to deliver our flagship *Reading Ghana* program.

The six-year comprehensive literacy program funded in partnership with Asanko Gold aims to improve student learning outcomes for primary and junior high school students to pave the way for a smooth transition into higher education.

Despite school closures between September and December 2020 we concluded a series of intensive teacher development workshops for educators and principals focused on building competencies and capacity in literacy instruction and mentorship.

The training workshops heavily emphasized reading and listening comprehension and critical thinking; developing English vocabulary; reading fluency; and phonemic awareness.

The child-centered, gender responsive literacy instruction strategies were further reinforced through in-class mentoring visits by our lead-trainers once schools reopened in January, as well as through the introduction of a newly updated Teachers' Guidebook.

CODE's book distribution activities this past year saw more than 5,260 children's books delivered to 18 schools along with a variety of teaching aids and posters to ensure that teachers in our program were well-equipped

to implement new literacy instruction strategies in their classrooms. Library furniture was also provided to project schools that had room to accommodate reading corners and small libraries.

While many were relieved to see schools reopen in Ghana in January, it certainly wasn't an easy transition for these under-resourced rural schools. To aid with their safe reopening in January we distributed a total of 3,300 welcome-back kits to 44 past and present *Reading Ghana* schools. These kits included face masks, hand soap and a variety of cleaning products. Schools were also provided with school-supply kits for students whose parents were struggling economically due to COVID-19.

In looking to the year ahead, we anticipate concluding a comprehensive evaluation of this six-year program, which is slated to end in March 2022. Lessons learned will help to inform our next phase of work in Ghana.

SPOTLIGHT ON OUR PARTNER

THE GHANA BOOK TRUST is a Ghanaian non-governmental organization, which supports the continuous professional development for teachers through its Teaching of Reading Programme, which in turn works to improve children's literacy skills. The Ghana Book Trust, which was established in partnership with CODE in 1990, works in close collaboration with the Ghana Education Service as a key element of sustainability.



My grandmother didn't go to school because in those days, that is what happened. My mother finished junior high school, but I will go even further... I want to be a doctor.

- Whyteline, 12-year-old student at Keniagio School



In a gender-equal classroom, girls should be seen as just as intelligent as boys. This means that teachers cannot give challenging tasks to boys and give simple yes/no questions to girls because of the preconceived idea that girls are “weak,” girls are not weak, they just need to be given the same opportunity as boys have.

- Alcina Siteo, Program Manager, Associação Progresso

LITERACY PROGRAMS BETTER EDUCATION THROUGH TEACHER TRAINING AND EMPOWERMENT FOR RESULTS, MOZAMBIQUE

CODE's *Better Education through Teacher Training and Empowerment for Results* (BETTER) Program aspires to improve the quality of education for Mozambique's children by elevating the calibre of teacher education at the country's teacher training institutes. We deliver the program alongside our local partner Associação Progresso with the support of the Ministry of Education and Human Development.

The pandemic presented a significant challenge to this year's planned program implementation. However, innovative strategies and a flexible work plan allowed us to adapt and respond to the new reality.

Our primary funding partner for this program, Global Affairs Canada, provided vital support to our COVID-response programming, providing an additional \$1M in emergency funding above and beyond existing commitments.

With schools closed for most of the year, a mobile learning platform developed through the BETTER program last year was quickly repurposed and expanded by the Ministry of Education and Human Development to support distance learning activities for primary and secondary students, as well as for pre-service teachers.

The fact of the matter is, however, that most households in Mozambique don't have access

to internet. So, we also found low-tech ways to pivot our programming to respond to the learning needs of vulnerable students.

We distributed over 35,000 learning kits comprised of activity sheets and basic stationary supplies (notebooks, pencils, erasers etc.), which at the best of times can be in short supply.

Students were supported in their learning by “megaphone teachers” who met groups of students (socially distanced) at designated spots around the community to provide literacy and math instruction that built on content provided in their learning kits. Learning was further reinforced through educational programming broadcast on community radio stations. These programs were focused on early-grade literacy in Portuguese language, as well as activities to encourage life-skills development.

To support safe reopening of schools in March 2021, project schools and teacher training institutes benefited from distribution of sanitation and hygiene materials.

SPOTLIGHT ON OUR PARTNER

ASSOCIAÇÃO PROGRESSO is a two-time UNESCO Award-winning civil society organization focused on supporting quality education, citizenship education and health in Mozambique. Progresso's 30-year relationship with CODE began when CODE introduced a literacy initiative in Mozambique in 1991 - we have worked together since.

LITERACY PROGRAMS

DISTANCE LEARNING IN CRISIS, LIBERIA AND SIERRA LEONE

The *Distance Learning in Crisis* (DLC) family literacy initiative was created and implemented in partnership with Farm Radio International, WE-CARE Foundation and TALLE to sustain learning outcomes for primary students in select districts of Sierra Leone and Liberia during the COVID-19 crisis.

This initiative provided students with an accessible, low-tech solution for learning—radio-delivered literacy programming called *Reading on the Waves*. Sixty-five episodes of the daily radio program ran for a total of 13 weeks with over 125,000 students tuning in.

The effectiveness of the radio programming was further reinforced through distribution of family literacy kits containing stationary supplies and a custom-created anthology of local stories, poems and illustrations designed to allow students to follow along with the shows. Over 60,000 kits were distributed to families and nearly 2,000 teachers received the teacher training guide.

To make the radio programming an engaging and interactive experience, listeners were encouraged to call in, listen and respond to pre-recorded questions. They did this using “Uliza Polls”: a

mobile-based Interactive Voice Response (IVR) system. Poll participation and response were high in both Sierra Leone and Liberia—with more than 5,500 responses received.

The program year certainly wasn’t without its challenges – the rapidly changing context of COVID-19 called for a high degree of agility and responsiveness. Effective implementation was ultimately facilitated by successful engagement with a broad cross-section of stakeholders including the countries’ respective Ministries of Education, local government officials, teachers, parents, and community leaders.

SPOTLIGHT ON OUR PARTNERS

THE ASSOCIATION OF LANGUAGE AND LITERACY EDUCATORS (See page 8)

WE-CARE FOUNDATION (See page 10)

FARM RADIO INTERNATIONAL is a Canadian NGO focused on improving the lives of rural Africans through the world’s most accessible communications tool: radio. They run radio projects that help millions achieve better health and livelihoods; produce radio resources that help thousands of broadcasters improve their farming programs; and use the latest technologies to make radio a powerful tool for dialogue and exchange.



Producing a daily educational program five days a week is a hectic job, but when you look at the impact that it is creating, I can say also it is an enjoyable job... it's building the future of the country.

- Chernor Alim Kamara,
Radio Kolenten

RESEARCH INITIATIVE

CONTEXT MATTERS

CODE's *Context Matters* program supports an African research agenda in education and literacy designed to increase the effectiveness of K-12 programming.

Until recently, research on literacy and learning has largely been carried out in high-income countries and generalized to low-income countries and contexts. *Context Matters* calls upon African researchers to take the lead in carrying out evidence-based, exploratory literacy studies in their own countries.

Photo credit: CODE/Mbuto Machilli, 2021



The theme of the third round of research grants issued in 2020 was *Teacher Education to Support Girls' Empowerment and Sexual and Reproductive Health Literacies*. Four new grants were awarded (see recipients listed below).

Research for previously awarded grants was ongoing throughout the year, but in some cases delayed by COVID-19. This resulted in project activities being extended as schools and academic institutions adjusted to the pandemic conditions. Most researchers were able to adapt their methodologies accordingly.

In March 2021 we were pleased to announce the fourth call for research proposals, developed in collaboration with the International Literacy Association and its global network of scholars, researchers and literacy educators to bring greater support and expertise to the program.

In response to our learning from previous rounds of grantmaking, mentors were added to the program this past year. Researchers now have access to a dedicated peer support/critical friend at all stages of the research process, including proposal development.

Research results published to date offer significant insight into teaching, learning, and literacy practices, challenges, and recommendations for improvements in the context where the research projects took place. Visit www.code.ngo/research to view research papers and learn more.

2020 GRANT AWARD RECIPIENTS

Dr. John Mary Vianney Mitana

Luigi Giussani Institute of Higher Education, Kampala, Uganda

Research title: Understanding and Supporting adolescent girls' social and emotional wellbeing: Case of Mpumudde Seed School in Uganda

Dr. Rebecca Nambi

School of Education, Makerere University, Kampala, Uganda

Research title: Adolescents' literacy practices in and out of school in Uganda

Dr. Purity Nthiga, PhD.

Kenyatta University, Nairobi, Kenya

Research title: Leveraging coaching to improve sexual health literacy among teachers in informal urban settlements in Nairobi, Kenya

Dr. Lydia Namatende-Sakwa

Faculty of Education, Kyambogo University, Uganda

Research title: Equipping Teachers to Champion Gender Equity in Uganda

LITERACY AWARDS

THE CODE BURT AWARDS

Since 2012, The *CODE Burt Award* has celebrated the achievements of exceptional Indigenous-authored literature for young adults (ages 12-18).

Named after William “Bill” Burt, its main benefactor, the award champions youth literacy in Canada’s indigenous communities by supporting the creation, publication, and distribution of inspiring and relatable stories that resonate with Indigenous youth.

As we announced last year, 2020 regrettably marked the end of this important initiative. While the winning titles – including the first ever winner in an Indigenous Language Category – were announced in March on ELMNT FM, the pandemic prevented us from hosting the annual awards event. Also, because of COVID-19, we were unable to engage schools in the community of the winning author.

Nonetheless, in this final year of the program, we distributed three new award-winning Indigenous-authored book titles to school libraries in Indigenous and remote communities across Canada. Furthermore, 45 schools requested class sets of Burt Award books – a testament to the level of interest felt by teachers, librarians and youth programmers in providing students with access to Indigenous-authored books and the learning opportunities they present.

Over the past eight years, 20 prestigious Indigenous authors have been honoured and given the chance to share with a new generation of young people meaningful and culturally relevant stories. During this time, more than 50,000 copies of award-winning book titles made it into the hands of Indigenous youth and teachers in schools, libraries and Friendship Centers in every province and territory in Canada.

We are deeply grateful to the advisory committee, comprising the Assembly of First Nations, Inuit Tapiriit Kanatami, the Métis National Council, amongst many others, as well as to the thousands of youths, teachers and schools who have engaged with this program over the years.

2020 WINNING TITLES

WINNER INDIGENOUS LANGUAGE

CATEGORY: *Inconvenient Skin* by Shane Koyczan, written in English and Cree with translation by Solomon Ratt. Illustrations by Joseph M. Sanchez, Jim Logan, Kent Monkman, and Nadya Kwandibens. Published by Theytus Books.

WINNER ENGLISH LANGUAGE CATEGORY:

Moccasin Square Gardens by Richard Van Camp. Published by Douglas & McIntyre.

HONOR BOOK ENGLISH LANGUAGE

CATEGORY: *The Case of Windy Lake* by Michael Hutchinson. Published by Second Story Press.



Inconvenient Skin / Nayêhtâwan Wasakay by Shane L. Koyczan takes readers on a substantive and authentic journey through Indigenous history within Canada. This book stimulates readers to be cognizant of the reality of adversity in our country, that is often left out of traditional Social Studies textbooks. Koyczan's poetic language alongside encaptivating Indigenous artwork, allows teachers and students to reflect on the importance of conversation in reconciliation."

- Laurie Ebenal, Principal - Hillcrest Middle School

BOARD OF DIRECTORS AND LEADERSHIP TEAM

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

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THANK YOU

Your support means we can help children around the world learn to read, fall in love with stories, express their creativity and become inspired as they discover new ideas. When they grow up they will become critical thinkers, problem solvers and life-long learners. Thank you for supporting CODE. By working together we will continue to promote every child's right to read!

While we are unable to recognize every donor, we wish to give a special thanks to the following who gifted over \$1,000 to CODE."

Individuals

Angela and John Goyeau
Barbara V. Ritchie
Beverly Welsh
Brian A Traquair
Carl Saunders
Catherine Carlin
Christiane Millet
Christopher Bredt and
Jamie Cameron
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Dr. Sara Frisch
John Bai
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Suzanne Johnson
The Casey Family
The Halley Family
The Phillips Family
Dr. Vitauts Kalnins
Wade Burton
William Forward
Winifred G. Hoyer
And 32 Anonymous Donors

Estates

Estate of Cynthia D. Mooney
Estate of Elizabeth Laura
Grace Butler
Estate of Ian Alastair Grieve
Estate of John
Douglas Sanderson
Estate of Margaret E. Pointing
Estate of Norma F. Jordan
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The Alice Elizabeth Brown Fund

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The James and
Phillippa Kerr Fund
The McLean Foundation
Turing Foundation
And 3 Anonymous Foundations

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Asanko Gold Ghana Ltd
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memory of Mary Irene Moure
And 1 Anonymous Company

Community Fundraisers

Elementary Teachers'
Federation of Ontario
International Charity Fund of
ICAO Staff Association
Manitoba Council for
International Cooperation
Ontario English Catholic
Teachers' Association
Sisters of St Joseph in Canada
The Alberta Teachers'
Association
The Manitoba Teachers' Society
And 1 Anonymous Community
Fundraiser

**CODE gratefully acknowledges the
support of our top institutional funders.**



Global Affairs
Canada

Affaires mondiales
Canada

World Bank



consecon
foundation



FINANCIAL REPORT FOR THE YEAR ENDED MARCH 31, 2021

We are recognized as a leading Canadian charity and are committed to being financially responsible and transparent. Your support means everything to us and we take great care in ensuring 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

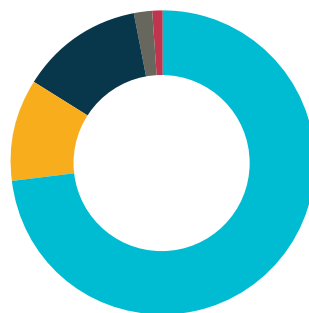


Global Affairs Canada - \$3,379,864	58%
Donations - \$2,282,712	39%
Miscellaneous - \$144,803	3%

TOTAL \$5,807,379

The value of in-kind contributions represents volunteer hours by CODE international literacy experts, which amount to \$32,293 for the 2020-21 fiscal year.

How We Invest



Program Development and Delivery - \$4,272,884	74%
Fund Development - \$606,372	11%
General Administration - \$750,656	13%
Communications - \$138,344	2%
Amortization - \$39,123	<1%

TOTAL \$5,807,379

In fiscal year 2020-21 CODE had a break-even year thanks in part to a contribution from the CODE Foundation. The amount shown from Global Affairs Canada in Our Revenue includes an equal offsetting amount in the Program Development and Delivery section of How We Invest, which represents the fair value of in-kind contributions provided by CODE. The organization received 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. CODE's Audit and Finance Committee of our Board of Directors provides financial oversight of CODE, including budgeting, financial reporting and monitoring of internal controls and accountability policies.

We are proud to have received the following recognition:



Listed as "Canada's best charities 2020: Top 100" by Money Sense Magazine

We are a proud member of:



GLOBAL BOOK ALLIANCE



AN ENTREPRENEURIAL HISTORY

While much of Canada's charitable sector suffered significant setbacks as a result of COVID-19, CODE weathered the storm comparatively well.

In part this is a testament to the enviable position CODE is in as the sole beneficiary of the CODE Foundation, but equally a result of the entrepreneurial spirit that remains part of CODE's DNA to this day.

Long before social entrepreneurship became a common part of Canada's charitable lexicon, CODE was forging new ground to pro-actively diversify and expand its income through market-based activity.

In 1987, CODE (under Robert Dyck's leadership) set up a separate incorporated for-profit company called CODE Inc., which became a leading logistics and procurement agency specializing in items needed for voter registration and elections in the Global South.

Over the span of nearly 30 years, CODE Inc. directed millions of its business earnings to CODE and the CODE Foundation established in 1992 for the purposes of holding these assets in trust to serve CODE's mission in the long-term.

While assets of CODE Inc. were liquidated and parts sold to another company in 2017, CODE

continues to benefit from an annual grant of at least 3.5% of the CODE Foundation's assets annually. These annual grants offset CODE's fundraising expenses, as well as much of its overhead, allowing a larger proportion of donations to CODE to be directed to programming.

More than 20 years ago, CODE was described by Tides Canada Foundation as, "One of Canada's biggest success stories in enterprising non-profits...." Naturally, we couldn't agree more. And while times have changed, the legacy of Robert Dyck's enterprising approach continues to serve CODE well today, both providing the financial backing to weather unexpected storms, and the entrepreneurial spirit to seize the potential in a changing context.

To learn more about the CODE Foundation and its leadership visit:
code.ngo/foundation

Photo credit: CODE/Andrew Powell, 2019





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