



# Impact Report

## 2021-2022





## Message from our Executive Director

Dear friends:

The strength of the CODE network of partners and the ability to continue delivering critically important education programming was sorely tested over the course of the 2021/2022 year, the second full year of the pandemic. But extraordinary challenges require extraordinary efforts and I am so very pleased to report that we, collectively, rose to that challenge to ensure that our programs were ready to deliver as schools reopened and children returned to the classroom.

As with the aftermath of any destructive storm, much has changed for families and communities across Africa and around the world. The World Bank has declared this "the worst shock to global education and learning in recorded history", pronouncing that the COVID-19 pandemic has driven the state of school-based learning from crisis to catastrophe.

As the year progressed it was clear that for COVID-19 *not* to have a permanent impact on an entire generation of students, our focus on learning acceleration had to be redoubled. Our primary emphasis this past year was therefore to accelerate activities to allow school systems, teachers and families to regain lost ground.

As you read through this report you'll see many such examples, from the transition of the *Reading on the Waves* radio literacy initiative from home to the classroom through to the exciting new partnership with UNICEF aimed to equip thousands of teachers with skills in teaching foundational literacy. Also of particular note is a new partnership with Global Affairs Canada to deliver the *Teaching and Learning in Fragile Contexts* program over the coming four years.

As I reflect on the pandemic and our ability to change and adapt to new realities, I'm struck by how relevant CODE's core ideals are in this uncertain world. Literacy and learning – CODE's *raison d'être* – has emerged and once again been confirmed as a fundamental building block of nations' development and that of their citizenry.

Reflecting on this while preparing to develop a new Strategic Plan in 2022 allowed the CODE Board of Directors to instead extend the current Plan for two more years while reinforcing our ability to adapt and deliver in the face of uncertainty. It also served to focus our attention on CODE's approach to partnership and the knowledge that it's ultimately local leadership and local capacity that truly allows the needs of crisis-affected communities to be addressed.

In concluding I want to thank all our donors and supporters without whom none of this would be possible. But I also ask the reader to pay particular attention to the true heroes of this report – our national partners and their staff who continued to work and continued to deliver meaningful programs throughout the pandemic. It's Associaco Progresso of Mozambique, the WE-CARE Foundation of Liberia, the Ghana Book Trust, The Association of Language and Literacy Educators of Sierra Leone and the Forum of African Women Educationalists Malawi who deserve our greatest recognition and thanks.

Thank you,

**SCOTT WALTER, EXECUTIVE DIRECTOR**





## Message from our Board Chair

Dear CODE Supporters:

Living in Canada, it is sometimes difficult to appreciate the peace, prosperity and opportunities we enjoy, and certainly the pandemic tended to have us looking inward, dwelling on what we were missing and those we were mourning. One of the great joys of being part of CODE is looking outward, looking to Africa, working to raise funds, propose initiatives and deliver on education and literacy programs that really matter.

Your support has kept us going and growing! Thank you, CODE donors and supporters!

CODE grew as an organization this year, with more programs helping more children learn to read. We did not grow as much as we had hoped because it took longer for schools to reopen and for programs to reactivate, but grow we did, and we are proud of what you enabled us to do. CODE has strong momentum to have an even greater impact next year.

Our staff are now increasingly back in our Ottawa office, and our program leaders and volunteers have resumed some travel to Africa, including to our office in Sierra Leone. Our Board is keen to gather in person this fall. We have built out a strong local presence in Sierra Leone and with local partners in many countries. Each of these steps forward improves our ability to accomplish our literacy mission with books, curriculum, teacher training and other resources, all done in partnership with ministries of education and expert local partners.

It is a team effort, starting with our financial supporters, the commitment of the Government of Canada and a number of charity and institutional partners. Thank you all!

Our management, staff and volunteers work exceptionally hard to design and deliver programs that embrace our CODE vision of a world where every young person can pursue their education and realize their full potential as literate, empowered, self-reliant citizens. Our local partners in Africa are a fundamental part of our success. The commitment of all these people is what brings CODE to life each day for teachers, students, educators and parents.

In a world where much needs to be done, and where literacy should be a basic human right, your support is enabling CODE to make this a reality for more and more children each year.

In my last year of my two-year term as Chair of CODE, and six years as director, I look back on all that I have learned about literacy, about the obstacles and the opportunities, about what works and what does not, about the commitment of people and organizations to spread the joy and empowerment that literacy provides, and I am so grateful to have had this opportunity. I will be a CODE supporter for life because this organization makes a difference. What else is there?

Thank you.

**BRIAN TRAQUAIR, CHAIR**

## Our CODE

Together with our partners and supporters, over our more than 60-year history, we have helped over 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



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 2021-2022

Reached **300,615**

children through its literacy programs  
*(Compared to: 244,172 last year)*

Supported **8,058**

teachers with professional development opportunities  
*(Compared to: 1,224 last year)*

Distributed **299,874**

copies of books *(Compared to: 98,187 last year)*

Reached **1,615**

schools *(Compared to: 913 last year)*

Received support from **3,130**

caring Canadians *(Compared to: 2,900 last year)*

Spent **85%**

on program development and delivery  
*(Compared to: 74% last year)*

Engaged **52,045**

people through digital platforms  
*(Compared to: 53,164 last year)*



# 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 affect sustainable change by working in partnership with “in-country” organizations that 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 girls and boys by working with like-minded organizations in two areas – Literacy Programs and Research Initiatives.



# 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.**

Through each teacher CODE trains; in every woman and girl we empower; and, in every book we place in a child's hand, we are helping to fulfill this vision.

**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 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 development 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 skills 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 because we know the dramatic benefits that result when girls 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 are designed to support learning and to reference meaningful contexts in which girls and boys, women and men are depicted in ways that stress 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. 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. It also requires new ways to assess competencies, such as a portfolio process to provide documented evidence of teaching success from a variety of sources.





Photo credit: CODE/Stephen Douglas, 2021

## LITERACY PROGRAMS

### Transforming Girls' Education Project, Sierra Leone

The *Transforming Girls' Education Project (TGEP)* seeks 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 project, co-funded by Global Affairs Canada, is implemented by CODE and our local partner (The Association of Language and Literacy Educators), alongside of other government and academic partners.

Following a year of delays due to the global pandemic, which resulted in a year-long extension to the program, TGEP's implementation picked-up significant pace in 2021.

In April 2021, 216,350 copies of *Reading CODE* anthologies arrived in Freetown for distribution to 260 schools. A further shipment of 100,940 copies of puberty books – developed in collaboration with the non-profit Grow and Know – arrived in February 2022 for distribution later this calendar year.

The collaboration with Grow and Know was a first for CODE. The books were developed through participatory research that captured the perspectives of young people in Sierra Leone, and incorporated their stories alongside factual guidance on physical and emotional changes of puberty. Policymakers, parents, and teachers were also included as key partners to ensure support and collective buy-in.

Another notable innovation this year was incorporation of radio literacy programming into classrooms. This included providing each of our classrooms a rechargeable Radio/MP3 player containing 72 guided audio reading lessons with the companion reading anthology and training for teachers on their effective use.

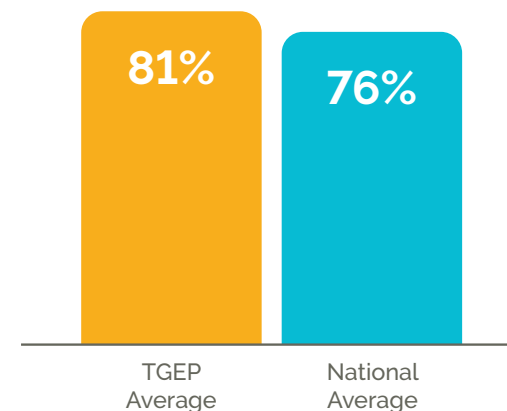
To support teachers in their ongoing professional development related to gender responsive pedagogy, we launched 38 Communities of Practice (COPs), incorporating teachers from all 260 project schools. The COPs provide spaces for resource sharing, peer support, mentorship, and discussion, which augments the learning gained through intensive multi-day workshops facilitated by CODE and its partners.

The program has been well received by all stakeholders and we look forward to sharing final results with you when the program comes to a close in 2023.

## Delivering Results

### IMPROVED PASS RATE

81% of girls in TGEP schools passed the National Primary School Exam compared to a national average of 76% for girls.



39,000  
Students Reached

1,040  
Teachers Trained



211,550  
Books Distributed

260  
Schools Supported





## Class of 2023 Scholarship Initiative, Sierra Leone

Two years ago, CODE supporters showed overwhelming generosity in response to our *Class of 2023* scholarships campaign. Funds were raised in record-time, enabling 100 determined young women to begin their journeys toward becoming certified teachers.

The scholarship initiative provides a comprehensive package of support – including tuition, stipends, mentorship and learning materials – to aid participants in completing a three-year teachers' college program.

Deeply committed to the field of education, all scholarship participants work as volunteer teachers in rural schools, but poverty prevented them from obtaining formal teaching qualifications.... until now.

The past two years have presented many challenges, but this inspiring group has proven that they will not let anything stand in the way of success. The 99% pass-rate on first year exams (2020) was eclipsed by a 100% pass rate (and 14% with distinction) in the second year.

In addition to doing our small part to address the astounding lack of female teachers in Sierra Leone's classrooms, we also aim to help participants hone their skills to become active advocates for girls' rights at schools and in their communities.

The need is great for vocal and influential champions of girls' rights. Sexual assault, harassment and rape are prevalent in Sierra Leone, including at schools, which creates an additional barrier to girls' school attendance and success. Female teachers have an important role to play in mentoring girls, promoting gender equality, and providing a safer learning environment.

This past year, scholarship participants attended their first of three Learning Exchange conferences, this one with a unique focus on girls' empowerment. The conference included content on gender responsive pedagogy, inclusive teaching, guidance counselling and much more. Guest speakers included accomplished female leaders including Emily Gogra, the Deputy Minister of Education.

For more photos and details, please visit: [code.ngo/scholarships](https://code.ngo/scholarships)

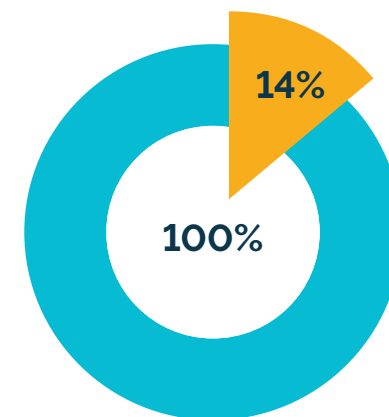


Photo credit: CODE/Ruby Boston Griffiths, 2022

## Delivering Results

### YEAR TWO EXAM SUCCESS

100% of scholarship participants passed their second-year teachers' college exams and 14% passed with distinction.



*Consider yourselves as the new breed of teachers that will inspire your pupils to follow their dreams, discover their creativity, interests, talents and learn to use them to their fullest potential.*

– Emily Gogra, Deputy Minister of Education in Sierra Leone

## LITERACY PROGRAMS

### Training and Supporting Teachers in Sierra Leone

In 2021, CODE was selected to provide technical and implementation support to UNICEF in response to a program funded by the Global Partnership for Education (GPE) to improve early-grade literacy and numeracy in Sierra Leone.

The year-long program was implemented in close collaboration with CODE's local partner, The Association of Language and Literacy Educators, as well as the Teaching Service Commission and the Ministry of Basic and Senior Secondary Education.

Photo credit: CODE/Rebecca Hudi-Turay, 2021



Teachers are critical to the learning process, yet Sierra Leone's Education Sector Plan estimates that 39% of teachers lack teaching qualifications. The Global Partnership for Education notes that, "beyond any other school-based factors, teacher effectiveness has been found to be the most important predictor of student learning." Through this program, CODE is supporting both pre-service and in-service teachers to build competencies in early-grade primary reading and numeracy instruction.

Together, over the past year, we have trained 3,370 class 1 - 3 teachers; developed communities of practice that have reached 3,900 teachers; and distributed essential readers to 810 schools in Kenema, Pujehun and Moyamba districts. Over 170,000 students are benefiting.

Programs of this magnitude do not come without their challenges, particularly when implemented in contexts as resource-poor as Sierra Leone. The original timescale provided for this program allowed for a minimum four-month lead-up to the initial teacher training, but due to delays in contracting, the actual planning phase was less than four weeks. This caused significant strain on human resources, particularly for CODE's new office in Sierra Leone. The significantly reduced timeframe ultimately resulted in 130 fewer teachers participating in the 8-day training workshop.

As we enter discussions with key stakeholders about the second phase to this program, we will carefully consider how best to manage risks related to staffing and condensed timeframes.

## Delivering Results

### ENHANCED TEACHING QUALITY

# 84%

of teachers demonstrated appropriate use of new teaching strategies in their classrooms one year after participation in the program.



171,175  
Students Reached

3,984  
Teachers Trained



21,000  
Books Distributed

810  
Schools Supported





## LITERACY PROGRAMS

# Innovations in Health, Rights and Development, Malawi

The five-year, \$12.8 million *Innovations in Health, Rights and Development* (iHEARD) program co-led by CODE and Farm Radio International was announced by Global Affairs Canada in November 2021.

This complex new program aims to improve the sexual and reproductive health and rights of adolescent girls and young women in Malawi. Through local partnerships in the health, communication, and education sectors, the program aims to help adolescent girls and young women make informed decisions about their lives and bodies.

The potential of girls and young women to help build a better world cannot be ignored, but neither can the harsh realities faced by many of them. These include the threat of sexual violence, early marriage, pregnancy, and lack of access to information that allows them to make healthy decisions for themselves. This program allows CODE to leverage its expertise in teacher training and book production in innovative new ways.

Over the coming years, CODE and its local partner, Forum of African Women Educationalists Malawi (FAWEMA), will engage 10,000 girls and boys at 40 schools. Our work will focus on helping students develop life skills and build knowledge of their rights

so that they can make healthy choices for themselves, and increase their chances of staying in school. Students will benefit from the support of 380 teachers trained and mentored throughout the program, the availability of new learning materials, and the creation of youth clubs.

As one of the co-leads on this multi-sectoral collaboration, CODE led a participatory process early in 2022, involving direct and indirect beneficiaries, the Government of Malawi, ten implementing partners and other stakeholders in preparing the Project Implementation Plan and the Evaluative Learning Plan. Additionally, with the support of Dr. Claudia Mitchell and her team at McGill University, CODE developed a Gender Equality Strategy that will help shape the program activities to contribute to increasing the uptake of gender transformative practices in the classroom.

A great strength of this program is that there are ten partners, both from the non-profit and for-profit sectors who have highly recognized expertise in their respective sectors. However, the high number of partnerships can also make the coordination efforts more challenging. To manage this risk, CODE facilitated the formation of two steering committees, one at the global level and the other at the country level, involving partners to systematically address the need for coordination and cooperation amongst partners.

With a significant amount of foundational work now behind us, we look forward to a very busy period of program delivery in the year ahead.

Photo credit: CODE/Ulemu Nkhoma, 2021



***Empowering girls is important because educating a girl child is educating a nation.***

– Elton Banda, Teacher in Malawi



Photo credit: CODE/Janet Phillips, 2022

***My mother cannot read.  
Without GALI I could not have  
come this far. I am very proud  
of still being in school***

– Mary, GALI participant

## LITERACY PROGRAMS

### Reading Liberia 20/22

The *Reading Liberia 20/22* program boldly launched during a global pandemic in July 2020 with an aim to improve the learning outcomes of 5,000 primary aged students, including 375 over-age girls, at 40 schools in Bomi, Margibi and Montserrado counties.

Thanks to the flexibility of our donors and the agility of our long-standing partner, the WE-CARE Foundation, we were able to manage the programming implications of a frequently changing academic calendar over the past year.

Arguably the most significant impact of the pandemic on *Reading Liberia 20/22* was the unforeseen changes that it caused in the mobility of teaching staff.

Throughout 2021, 38% of the teachers participating in the program were either transferred or left the profession. While some attrition is to be expected, this number was unusually high but in keeping with global trends. Vacant spaces in the program were replaced with other teachers eager to gain their “C Certificate” – the formal primary teacher certification in Liberia.

Ultimately, 130 teachers attempted to obtain their certification, of which 95% were successful. This result wasn’t optimal given the original enrollment in the program was 177, and yet given the context it’s understandable

The over-age girls participating in the accelerated learning component of the program achieved wonderful results, with 77% being double promoted in a single year. Given that these girls are significantly too old for their grade they are at high risk of dropping out. This program gives them an academic lifeline and also valuable social support to navigate their difficult circumstances.

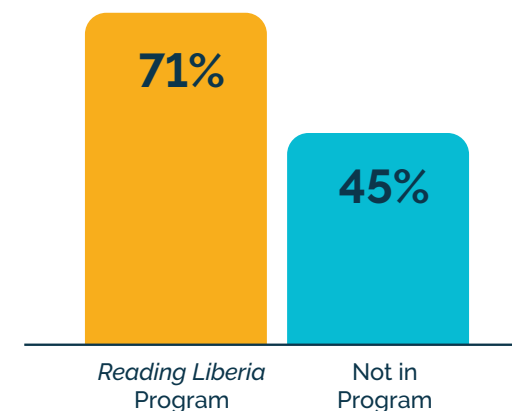
Overall, the reading assessments for the *Reading Liberia 20/22* program showed encouraging results. In the upper primary grades, 70% of students improved at least one reading level in comparison to 52% at control schools. The difference was most pronounced for Grade 4 students, 85% and 44%, respectively.

**The Impact Dashboards for *Reading Liberia 20/22* can be found at [code.ngo/publications](https://code.ngo/publications)**

## Delivering Results

### INCREASES IN READING LEVEL

71% of girls in *Reading Liberia 20/22* program improved at least one reading level after 6 months as compared to 45% of girls who were not in the program.



**5,203**  
Students Reached

**130**  
Teachers Trained



**2,044**  
Books Distributed

**40**  
Schools Supported







Photo credit: CODE/Twame Foto, 2021

*The teaching strategies I learnt during the training sessions are not only useful in teaching reading, but it has become helpful to me in delivering lessons in other subject areas.*

– Ms. Adwoa, Teacher At Kumpese/  
Akwasiso D/A JHS

## LITERACY PROGRAMS

### Reading Ghana

The *Reading Ghana* program (2016-2022) ended this year, presenting an opportunity to take stock of all we have achieved together.

The six-year comprehensive literacy program, funded in partnership with Asanko Gold, worked to improve student literacy and learning outcomes at rural upper primary and junior high schools in the Ashanti Region of Ghana.

Over the final 12 months of the program, CODE and the Ghana Book Trust (our local partner), focused on consolidating the gains made over the previous years. This was achieved through a series of refresher training courses and in-class mentorship for teachers, as well as reading competitions, library van visits and further book distribution (bringing total book distribution to 34,000).

The year culminated in an external program evaluation commissioned by CODE, which underscored positive results and yielded rich learning opportunities. Analyzing reading skills

assessment data collected from 44 *Reading Ghana* schools and from four comparison schools in the same region, we found substantial gains in literacy, including:

- Word recognition increased by 35% from the baseline for students in upper primary, 14% higher than control schools.
- Reading comprehension improved by 36% (upper primary) and 32% (junior high school) from baseline, respectively 13% and 21% higher than control schools.

Overall, 73% of *Reading Ghana* students demonstrated improvements on all three literacy sub-tests compared to 38% in control schools.

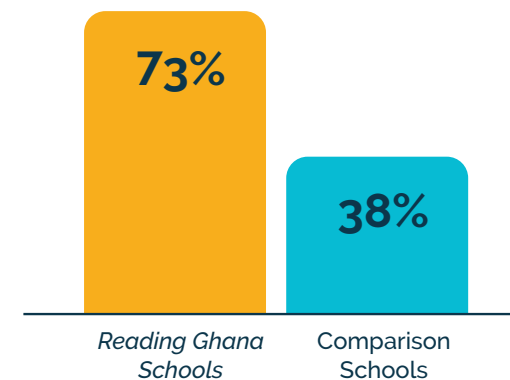
These results are testament to the substantial increases in confidence and capacity of teachers and our collective effort to foster literate environments in schools so that children don't only learn to read, but also "read to learn".

**The Summative Evaluation of *Reading Ghana* can be found at: [code.ngo/publications](https://code.ngo/publications)**

## Delivering Results

### OVERALL LITERACY SCORE IMPROVEMENT

73% of *Reading Ghana* students demonstrated improvements on all three literacy sub-tests compared to 38% in control schools.



4,967  
Students Reached

163  
Teachers Trained



5,280  
Books Distributed

44  
Schools Supported



## LITERACY PROGRAMS

# Better Education through Teacher Training and Empowerment for Results, Mozambique

CODE, in partnership with Associação Progresso, is affecting system-wide change by working with the Ministry of Education and Human Development to improve pre-service teacher education in Mozambique.

Funded by Global Affairs Canada, the *Better Education through Teacher Training and Empowerment for Results* (BETTER) program operates directly in four teacher training institutes and 61 primary schools where teachers in training complete their practicums. The program delivers national-scale impact as the revitalized curriculum for teacher education is in use across 19 of 38 teacher training institutes and available in digital interactive formats.

This past year, we saw schools reopen in March 2021, with most operating on a rotational system. This meant that teachers and students were under great pressure to catch-up on lost learning with fewer hours available in the classroom. Due to the spike in COVID-19 cases in March and then again in July and August, many routine program activities were unable to resume, this included student practicums and literacy mentoring activities in primary schools.

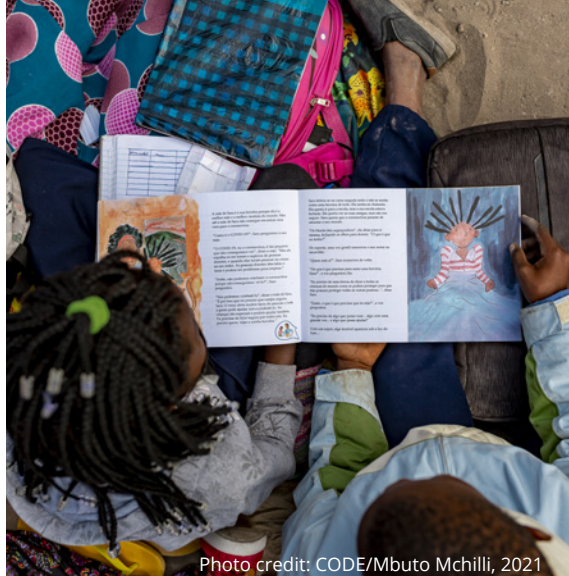


Photo credit: CODE/Mbuto Mchilli, 2021

*I encourage and guide many women to have focus and determination, because everything men do women can also do.*

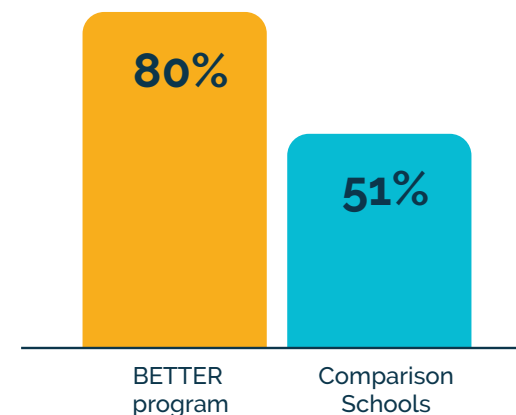
– Cecilia Cássimo, Head of Teacher-Training Department, Cuamba IFP

Given the ongoing COVID-related constraints to programming, some training was done virtually, including an innovative online leadership course for Directors at participating teacher training institutes. Additionally, an induction of trainers at 19 teacher training institutes in the use of the new Portuguese Language Didactic Manual was considered a key achievement this past year.

## Delivering Results

### STUDENT-CENTERED APPROACHES INCREASED

80% of teacher-trainers used student-centered approaches taught as part of the BETTER program, an increase from 51%.



20,473  
Students Reached

583  
Teachers Trained



61  
Schools Supported



## LITERACY PROGRAMS

### Distance Learning in Crisis, Liberia and Sierra Leone

The *Distance Learning in Crisis* (DLC) project was designed and implemented to support education in Liberia and Sierra Leone during the global education crisis caused by the COVID-19 pandemic. The program was enabled through a partnership with Global Affairs Canada.

The DLC project's initial phase was implemented by CODE and Farm Radio International, together with local partners, the WE-CARE Foundation (Liberia) and The Association of Language and Literacy Educators (Sierra Leone), while the second phase (April 2021 to June 2022) was implemented by only CODE and its local partners.

During this second phase, CODE introduced literacy radio programming into classrooms at 400 rural schools using MP3 players containing digital books and exercises. The radio segments were originally produced and broadcast widely to support at-home learning during pandemic school closures. Introducing this content into classrooms as a teaching aid allowed for existing high-quality digital content to be repurposed in innovative ways, responding directly to the needs and interests of stakeholders.

This digital content was coupled with printed anthologies of locally authored and illustrated stories, distributed to every child in the classroom. The anthologies made available, in a very cost-effective and accessible way, a



*We're enjoying reading class now. We like listening to the radio and following the reading in the book.*

– A 5<sup>th</sup> grader at Cecelia Bryant School, Grand Bassa County

significant amount of text for use by students and teachers to learn and teach how to read.

Distribution of learning materials was complemented by training and mentoring of 2,158 teachers to enhance their skills and competencies in literacy instruction, and effective use of MP3 plays in their classrooms. An external evaluation commissioned by CODE at the conclusion of the program evidenced its effectiveness - 98% of teachers trained through the program were observed using the tools and teaching methods from the training in their classroom. Furthermore, 91% of participating teachers were found to be using gender-responsive and active learning methods in literacy instruction.

## Delivering Results

### ENHANCED TEACHING QUALITY

**98%** of teachers trained through the *Distance Learning in Crisis* program were observed using the tools and teaching methods from the training in their classrooms.



**59,797**  
Students Reached

**2,158**  
Teachers Trained



**60,000**  
Books Distributed

**400**  
Schools Supported



## RESEARCH INITIATIVE

### Context Matters

Now in its fifth year, and its second year in partnership with the International Literacy Association, *Context Matters* issues grants to sub-Saharan African researchers conducting contextual, exploratory studies in the areas of literacy development, teacher education, and girls' empowerment.

The dedicated and thoughtful researchers whom this grant program supports are designing and leading research projects that provide valuable insights into both practical and theoretical issues affecting education in sub-Saharan Africa.

Since launching this research initiative in 2017, we have received over 100 proposals from 15 African countries. From these we offered four grants each year for a total of 16 grants of ten thousand dollars each to research teams in Kenya, Uganda, Ethiopia, Tanzania, Ghana, and Nigeria.

Many of the *Context Matters*-funded studies include researchers working directly with education practitioners to explore solutions and techniques that can be used by teacher educators, pre- and in-service teachers, or academic institutions. The research approaches include pilot projects, case studies, gathering quantitative data, and action research.

This past year we saw the completion of three studies from past grant recipients, bringing the number of research papers available on our website to six ([code.ngo/research](http://code.ngo/research)). We were also

pleased to announce four new grant recipients as a result of our 2021 call for proposals, and to issue a new call in February 2022.

A notable highlight this past year was seeing five *Context Matters* researchers presenting their projects during the 2021 *Pan-African Literacy for All Conference* in Zambia, which included leading a plenary session.

Many people have contributed to the success of *Context Matters* including the members of its African jury and its International Advisory Committee, some of whom serve on the board of the International Literacy Association, the program's international mentors, and CODE staff members, and most notably the dedicated and passionate researchers themselves.

*Context Matters grants bring to the foreground research that would otherwise remain on the periphery. The program provided ample opportunities to refine and focus the project with support from reviewers with plenty of latitude to determine my own research design and data collection methods. It also provided the opportunity for professional growth and to now mentor others.*

– Professor Hellen Inyega from University of Nairobi, Kenya

## 2021 GRANT AWARD RECIPIENTS

**Dr. Dorothy Atuhura**  
*Kyambogo University, Uganda*

Research Project:  
Advancing Critical Literacy Practices of Secondary School Teachers in Uganda

**Dr. George Andima**  
*Kisii University, Kenya*

Research Project:  
Unearthing the Sexual and Reproductive Health Literacy Crisis for Adolescents in Rural Primary Schools in Kisii Central Sub-County, Kenya

**Dr. Dawit A. Getahun**  
*Bahir Dar University, Ethiopia*

Research project:  
Literacy Cooperatives: Sharing Culturally-Relevant Literacy Materials and Best Practices amongst Early Childhood Educators in Nigeria



# 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 advancement of its mission.

## Board of Directors

**Chair, Brian Traquair** Non-Executive Chairman, Asset Control UK and Deedster SE

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**Sybil Bailor** Country Representative, Sierra Leone

**Andrea Helfer** Director of Fund Development and Marketing

**Marc Molnar** Director of Finance and Administration

**Hila Olyan** Director of Program Development and Innovation

**Joan Summers** Chief Operating Officer

**Ivan Zenar** Director of Programs



# THANK YOU

Your support means we can help children in sub-Saharan Africa expand their horizons and opportunities in life through the gift of reading. Thank you for supporting our important work and for sharing our belief that literacy can help unleash the potential in any child. While we are unable to recognize every donor, we wish to give a special thanks to the following:

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 Queen's University – CODE Chapter  
 And 3 Anonymous Community Fundraisers

**CODE gratefully acknowledges the support of our strategic partners and leading funders.**



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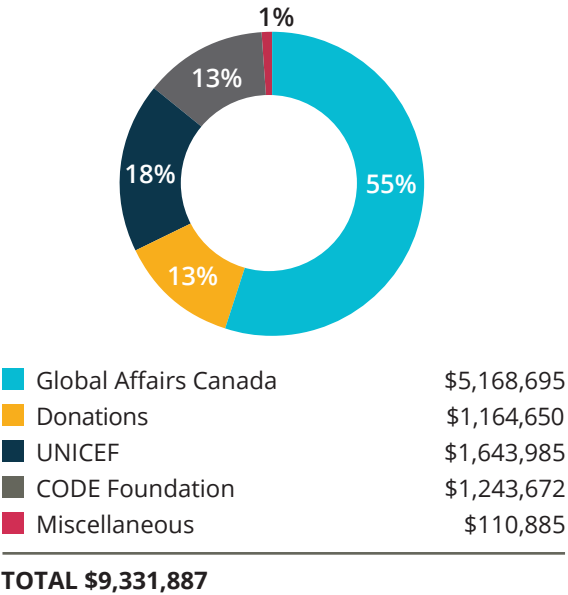
# FINANCIAL REPORT

## FOR THE YEAR ENDED MARCH 31, 2022

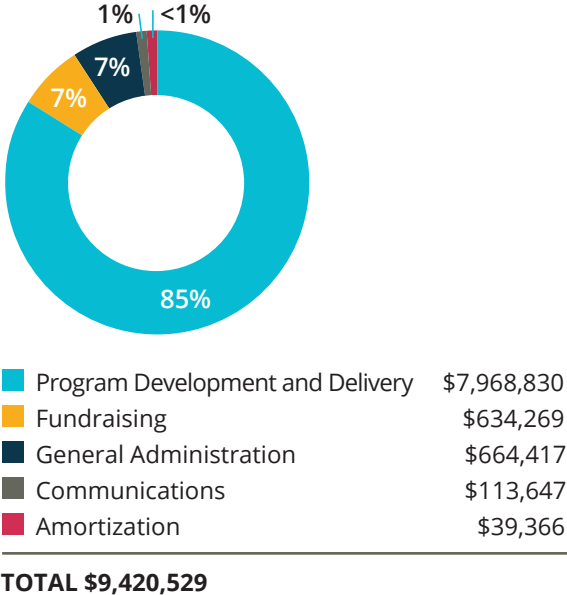
At CODE we are committed to transparent financial reporting. Your support means everything to us and we take great care in ensuring that every dollar you share with us works hard to advance literacy and education for children around the world.

For more information you can view our audited financial statements on our website at [code.ngo/accountability](https://code.ngo/accountability)

### Our Revenue



### How We Invest



In fiscal year 2021-22, CODE ran a modest deficit of \$88,642 principally as a result of lower than budgeted overhead recovery due to COVID-related slowdown in program implementation. 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, UNICEF, the CODE Foundation, and donations from committed individuals, corporations and foundations. The annual grant from the CODE Foundation (whose assets originate predominantly from profits of CODE's past social enterprise, CODE Inc.) offset expenditures for fundraising and communications, as well as other strategic operational investments. 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:



We are a proud member of:





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Ottawa, Ontario  
K1N 7Z2

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Charitable registration #  
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