



Cover photo credit: CODE/ Andy Powell, 2019

Impact Report

2022-2023



Promoting every
child's right to read

MESSAGE FROM CODE'S CHAIR AND EXECUTIVE DIRECTOR

In these turbulent times, CODE and our many partners and donors around the world remain united in our optimism for a better future.

We know that literacy is a foundational stepping-stone toward every child claiming their right to a quality education, and that education is the path toward a more peaceful, prosperous, and just world for us all.

Thanks to the commitment of our supporters, volunteers, staff, and community partners, this past year we reached an unprecedented 506,157 children through our literacy programs, helping them become more confident and capable readers. Our collective investments in training 10,285 teachers and distributing 550,960 locally authored children's books will continue to pay dividends in the form of improved reading and learning for many years to come.

Central to our approach is working with and through local partners embedded in their own communities. Partners like FAWEMA in Malawi, the WE-CARE Foundation in Liberia and Associação Progresso in Mozambique are exceptionally well placed to deliver the positive impact we all wish to see. Their deep knowledge, skills, and first-hand experience are indispensable to effective programming that delivers lasting change.

As you read this Impact Report, we hope you'll appreciate our commitment to continuous learning and improvement, as well as to sharing quantifiable evidence of our collective impact.

For example, on page 9 you'll learn about the improvements in early grade reading comprehension resulting from a large-scale teacher training program undertaken in collaboration with UNICEF. On page 11, you'll note the extraordinary difference that the *Girls' Accelerated Learning Initiative* is making to girls' writing abilities. And, on page 13, you'll see the steady improvements to teaching quality enabled by our long-standing program in Mozambique.

In 2023, we were delighted to receive a 5-star rating from Charity Intelligence Canada, and to be included on both their "Top 100" and "Top 10 International Impact" charity lists. We appreciate the unique role that Charity Intelligence Canada plays in facilitating transparency within the sector, and equipping Canadians to make well-informed giving decisions.

Over the past year, we continued to see our community of supporters across Canada grow. It's humbling that despite the economic uncertainty we all face, people from all walks of life continued to give so generously, ensuring that we were able to deliver on our promises in 2022-23 and plan confidently for the year ahead. We are so grateful for this steadfast commitment and shared belief in the power and promise of literacy.

In turn, we're committed to using every gift prudently, to deliver the greatest possible impact. As you'll note on page 18, CODE spends 88% of total revenue on program design and delivery.

Better yet, given our entrepreneurial past and establishment of the CODE Foundation from profits of an affiliated corporation (CODE Inc.) between 1987-2017, most of CODE's overhead expenses were underwritten by the CODE Foundation's annual grant. Over the past year, we were therefore able to allocate 97% of donations toward programs to advance children's literacy.

While this Impact Report celebrates what we have achieved together, we know much work remains to be done as nearly 90% of children in low-income countries are unable to read a simple text with comprehension by the age of 10. We hope that you'll join us as we continue to work toward realizing our shared vision of a world where every young person can pursue their education and realize their full potential.

With gratitude,



Scott Walter | Executive Director



Bruce Montador | Chair



Our CODE

Together with our partners and supporters, over our 64-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.

The Challenge



Nearly **9 out of 10** children in low-income countries cannot read a simple text with comprehension by the age of 10.

(Source: The State of Global Learning Poverty: 2022 Update, World Bank)



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)



Only 29% of low-income countries achieve gender parity in primary enrollment and only 16% in lower secondary

(Source: Global Education Monitoring Report, UNESCO)

CODE's Impact in 2022-2023

Reached **506,157** children

through its literacy programs

(Compared to: 300,615 last year)

Supported **10,285** teachers

with professional development opportunities

(Compared to: 8,058 last year)

Distributed **550,960** books

that are locally authored and illustrated

(Compared to: 299,874 last year)

Partnered with **2,130** schools

(Compared to: 1,615 last year)

Received support from **3,515**

caring Canadians

(Compared to: 3,130 last year)

Spent **88%** on programs

development and delivery

(Compared to: 85% last year)



Our Approach and Partnerships

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 achieve 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 and collaboration with allies such as ministries of education, teacher service commissions, parent teacher association 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.

We are proud to collaborate with the following local partner organizations:



Children's Book Organization



FAWEMA



WE-CARE Foundation

THEORY OF CHANGE

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 hands-on instruction. This 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 skill acquisition as part of career development. CODE connects classrooms, schools and education institutions together in communities of practice that motivate teachers as professionals through autonomy, mastery and purpose.

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 their marginalization. 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

CODE supports sustained access to relevant, high-quality reading and learning materials. We work across the book chain – with authors, publishers, distributors – to support the development of print and digital materials that reference meaningful contexts. CODE additionally supports the development of guidebooks and other resources that complement training provided to educators and reinforce strategies for teaching literacy across the curriculum.

We recognize the critical role of local publishing industries in ensuring reliable and sustained access to culturally-relevant reading and learning materials aligned with national curricula. CODE is committed to strengthening capacity across all segments of the book chain,

while maintaining a focus on our core mission and the critical role that quality reading materials play in a nation's ability to advance literacy for all.

We drive sustained change through systems-level strengthening

Sustained change requires effective, relevant institutional capacity that can address key drivers of low learning levels. Responsibility for sector strengthening lies with local and national actors, an understanding reflected in CODE's choice to deliver programming through a partnership model.

Our approach is based on supporting the development of standards and competencies linked to teacher service commissions and teacher licensing. This requires direct links with ministries of education, and systems building to improve the quality of the training institutions and to establish an organized classification of career-oriented professional development.

Transforming Girls' Education Project, Sierra Leone

The *Transforming Girls' Education Project* (TGEP) works to improve the quality of education for both girls and boys and helps to dismantle barriers to education for vulnerable pre-teen and teenage girls. The program, currently in its fourth year, is co-funded by Global Affairs Canada and implemented in partnership with The Association of Language and Literacy Educators (TALLE) in Sierra Leone.

This past year, TGEP focused on consolidating improvements in teaching quality through a series of refresher training courses for educators. Participants worked to adapt their learning and best practices on the daily use of literacy teaching methods, lesson planning and pedagogical strategies to facilitate the full participation of girls in their classrooms. Teachers learned to optimize their use of TGEP reading and learning resources in teaching reading, writing, comprehension, and critical thinking skills to boost learning outcomes among girls and boys.

Building on last year's distribution of girls-empowerment themed books (221,550 in total), we distributed 100,940 copies of puberty books for girls and boys. Developed in collaboration with Marni Sommer of Columbia University and her non-profit *Grow and Know*, the books incorporate the stories of young people in Sierra Leone alongside factual guidance on the physical and emotional changes of puberty.

Photo credit: CODE/Stephen Douglas, 2021



With other agencies such as Uman Tok and International Rescue Committee requesting access to these books, the reach will extend well beyond the current 260 TGEP program schools.

CODE has for the first-time deployed Remote Area Community Hotspots for Education and Learning (RACHEL) devices in select teachers' colleges and primary schools in Sierra Leone. RACHELs are portable offline servers that connect students to a world of educational content through mobile learning labs, including tablets and solar-charging stations. While this component of TGEP is innovative, it has not been without its challenges. Significantly greater engagement with government actors will be required to build school capacity and support sustainability of the infrastructure.

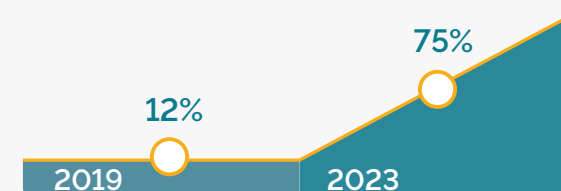
As we look ahead to the final year of the program, we are particularly excited to undertake a robust summative evaluation to document impact and learning, which can help to inform future program design.

COMMITTED TO LEARNING

Approximately 20% of the project's trained teachers have migrated from participating schools to other locations. This high rate of transition has caused a gap in teaching approaches used in some classrooms; however, with the project's intense monitoring activities, these gaps are being closed with additional trainings for new teachers and engagement in Teacher Learning Circles.

Delivering Results

Improved instructional practices



75% of teachers are effectively using Gender Responsive Pedagogy in their classrooms. This is up from 12% at the start of the project.



101,920
Students Reached



1,274
Teachers Trained



147,490
Books Distributed



260
Schools supported



Photo credit: CODE/Ruby Boston Griffiths, 2022

CLASS OF 2023 Scholarships Initiative

Three years ago, in the midst of the COVID-19 pandemic, 100 determined young women in Sierra Leone began teachers' college, with CODE's help, to fulfill their dreams of becoming certified teachers.

Each scholarship recipient was chosen for her demonstrated commitment to children's education. Each one had been working as an unqualified volunteer teacher in her community – unfortunately a very common occurrence in a country which does not have enough teachers, enough qualified teachers, and especially not enough qualified female teachers.

With CODE's support, which included tuition and fees, stipends, mentorship and supplementary learning materials, these women were given the opportunity to not only develop their skills and gain their qualifications but also become

champions and advocates for the girls in their classrooms. Female teachers have a critical role to play in creating safe and welcoming environments that foster girls' participation.

In 2023, the scholarship recipients completed their third and final year of coursework and they sat for their final exams. The results have not yet been publicized but we know that each one worked very hard amidst the other demands they have in their lives as single mothers, volunteer teachers, and active community members.

Once the exams were completed, CODE held a second *Learning Exchange Conference* for the participants. They came together to celebrate this incredible milestone and their excitement for what the future holds. The apt theme of the four-day conference was "Transitioning from University to the Universe!" The conference showcased their achievements, lessons learned and the challenges they faced in their studies. Invited speakers gave sessions on developing leadership skills, sexual and reproductive health and rights, and addressing gender-based violence.

CODE is excited to see the women on their way to becoming certified teachers and all the benefits that brings: a regular salary, increased status in their school and community, improved job security, and perhaps most importantly, the confidence and commitment to teach their students, especially girls, how to read, how to learn and how to realize their potential.

"The education and teaching certificate we have acquired will make us self-reliant, resourceful and change agents in our various communities."

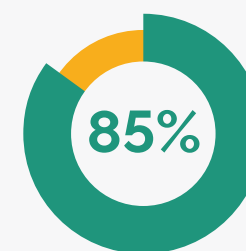
– Mary Sankoh, scholarship participant

COMMITTED TO LEARNING

In countries like Sierra Leone, the hurdles are many for newly certified teachers to overcome as they seek their first paid positions. Over the past year we have gained a deeper insight into the kind of support that may be required to help the women navigate the system and secure a teaching position on the government's payroll.

Delivering Results

Solid retention rates



85% of women selected to participate in the scholarships initiative in 2020 have completed their third and final year of teachers' college and written their final exams.

Those who left the program for various reasons were replaced through a competitive process with other women demonstrating exceptional motivation and financial need.

UNICEF Training and Supporting Teachers in Sierra Leone

CODE began its partnership with UNICEF in 2021 when we were selected to provide technical and implementation expertise to the *Training and Supporting Teachers in Sierra Leone* project funded by the Global Partnership for Education.

The program – delivered in close collaboration with the Teaching Service Commission and the Ministry of Basic and Senior Secondary Education (MBSSE) – aims to improve early-grade literacy and numeracy in Sierra Leone through critical investments in building the skills and competencies of teachers.

Over the past year, we successfully completed the first phase of the program, and building on initial successes, we entered into a second phase to cumulatively reach nearly 8,000 teachers throughout the life of the program across five districts. To help students improve reading skills, enhance literacy engagement and foster language development, we also distributed 257,000 early-grade reading books.

To sustain learning gained through intensive multi-day workshops and to promote continuous professional development, CODE and its government partners established over 800 school-based teacher learning circles. These communities of practice demonstrated the transformative power of collaboration and peer support in fostering continuous professional development, leading to improved teaching practice and student learning outcomes.



Photo credit: CODE/Ruby Boston Griffiths, 2023

“These books will not only help the learners, but the teachers themselves will benefit immensely. Abstract teaching will no longer be the case as the books will facilitate discussion between teachers and learners.”

— Kadiatu D Turayy, Head Teacher

The scale of this program and the collaboration it called for with a broad cross-section of partners and allies paved the way for harmonization of teacher professional development within a complex environment. The project helped CODE to develop new planning and implementation strategies that can be applied in different locations and projects in future to bring learning and innovative ideas to scale.

COMMITTED TO LEARNING

Working so closely with the MBSSE on a large multilateral program was a welcome challenge for a small organization like CODE, but a challenge all the same. It did help us to better understand CODE's capacity and the immense potential of scaled teacher development initiatives.

Delivering Results

Better comprehension skills

0%

44%

44% of Grade 3 students answered at least 4 out of 5 comprehension questions correctly, **up from 0%** at the outset of the program.



232,561

Students Reached



6,401

Teachers Trained



257,000

Books Distributed



1,309

Schools supported



Photo credit: CODE/Ulemu Nkhoma, 2021

"The school clubs provide us with a safe space where we are able to ask questions and discuss how to deal with so many issues that affect us as we go through adolescent stage."

— Ellen Bakali, aged 17

Innovations in Health, Rights and Development, Malawi

With funding from Global Affairs Canada, the five-year *Innovations in Health, Rights and Development* (iHeard program co-led by CODE and Farm Radio International completed its first full year of activities.

Through local partnerships in the health, communication, and education sectors, iHeard aims to improve the sexual and reproductive health and rights (SRHR) of adolescent girls and young women in Malawi. To achieve this, CODE is leveraging its expertise in teacher training, book development and community engagement in innovative new ways.

Over the past year, CODE and its local education partner, the Forum of African Women Educationalists Malawi (FAWEMA) conducted extensive baseline data collection and found

that only 16% of adolescent girls feel they have sufficient SRHR information to make healthy and informed decisions.

We worked with FAWEMA to establish clubs in 43 schools to provide safe spaces to engage in discussions on SRHR-related topics. Dedicated teachers have been trained to effectively manage the school clubs and receive ongoing support from a cadre of 21 trainers with relevant expertise.

True to CODE's Theory of Change, a gender transformative approach lies at the heart of iHeard. Amplifying the voices of vulnerable girls and women is critical in understanding the barriers that hinder their access to comprehensive SRHR information and services.

Along with radio programming led by Farm Radio International, CODE and FAWEMA will increase access to SRHR information through puberty books published in English and Chichewa, the national language, to be distributed to over 5,000 youth in the coming year.

COMMITTED TO LEARNING

Engaging school-aged youth in meaningful ways in the program's management structure – including in advisory groups and steering committee meetings – is new territory for CODE. Preparation for their involvement has been both substantial and time-consuming, and yet it has proven to be a valuable investment. Their inspiring and insightful perspectives contribute significantly to the program.

Delivering Results



1,676

Students Reached



21

Teacher Trainers Engaged



43

Schools supported

More robust outcome-level impact reporting will be available in future years.

Girls' Accelerated Learning Initiative



"I have learned to value myself and my education."

– Fatu, aged 15

Photo credit: CODE/Carielle Doe, 2023

GALI provides over-age girls with after-school tutoring to accelerate learning and equip them with valuable life-skills so they can quickly and confidently advance to more age-appropriate grades, increasing their chances of staying in school.

Over the past year, the program was delivered in 20 primary schools in Bomi, Margibi and Montserrado counties in Liberia, and plans were simultaneously underway to significantly expand the program beginning in July 2023.

As in previous years, the girls participating in the program took full advantage of this special opportunity. Amongst their many achievements, 74% were double-promoted and the balance were promoted to the next grade, which is a feat considering the overwhelming hardships they endure.

Our endline study demonstrated impressive improvements in literacy, including reading comprehension scores 31% higher than girls at comparison schools and a 49% improvement over the year's baseline scores captured nine months earlier. The girls also showed promising improvements in their knowledge of sexual health and demonstrated significantly greater feelings of empowerment than their counterparts not in the program.

These exceptional results are both a credit to the girls who apply themselves with great determination and the specially trained GALI teachers who tutor the girls with great care. This past year, 60 teachers – each responsible for supporting a group of 5 GALI girls – participated in a variety of professional development workshops and benefited from regular in-class mentorship to continue building their teaching skills and competencies.

This is one of CODE's smallest programs and yet it has an outsized impact. We look forward to seeing it expand in the coming years.



Learn more about the
*Girls' Accelerated Learning
Initiative at code.ngo/gali*

COMMITTED TO LEARNING

GALI has evolved over the years as we have listened and learned how to best support the girls' success. We have addressed barriers such as menstruation, low parental support, and hunger, and have piloted innovations like digital learning resources. The next phase of GALI reflects further enhancements informed through rigorous community consultations. They include a more robust feeding-program, climate education and accelerated kindergarten delivered in 40 schools.

Delivering Results

Improved Writing Skills

AVERAGE SCORE ON WRITING TESTS:

93%

Girls in GALI

51%

Girls not in GALI



302

Students Reached



60

Teachers Trained



20

Schools supported

Reading Ghana – Western Region

CODE has a long history of working alongside local partners in Ghana to help children gain the foundational literacy skills they need to stay in school and build healthy, productive lives.

After the six-year *Reading Ghana* program in Ashanti ended last year, CODE set out to build on that success with a new program in the Western Region, funded in partnership with the Gold Fields Ghana Foundation.

The program, which spans three academic years, is being delivered in close collaboration with the Ghana Education Service.

From August to December, CODE worked in collaboration with community stakeholders to assess the need; determine how best to support existing initiatives and local priorities; and design a program capable of delivering sustained improvements in children's literacy.

Our new local partner, the Olinga Foundation for Human Development, is a local civil society organization that brings 20 years of expertise in education in Ghana to the program's design and delivery.

In January 2023, as the new school year began, CODE and Olinga launched the project in 37 primary schools, expected to benefit 12,500 students in Grades 1-6. These schools are characterized by poor student performance, lack of learning resources, variable teacher qualifications and low parental engagement. Our reading assessments revealed that reading scores in the project schools were significantly



Photo credit: CODE/Julie Donohue-Kpolugbo, 2023

lower than the national minimum standards for their respective grades.

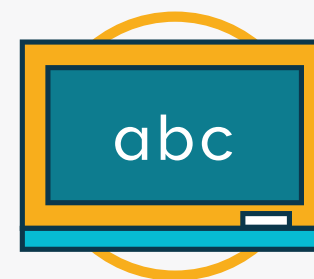
In the coming year, extensive effort and resources will be focused on multiple rounds of teacher workshops and mentorship along with the creation of reading clubs and community events designed to engage parents and the wider community. The plans also include the distribution of 22,000 culturally and linguistically appropriate children's books that will be procured from Ghanaian publishers and distributed in sturdy book boxes.

"I cannot read, so I do not like any subject. I must read, enjoy the reading, understand what I read before I can have a favorite subject."

— Grace, Grade 5

COMMITTED TO LEARNING

Consultation with a broad cross-section of local allies, as well as the baseline research conducted at the outset of the program reinforced how important it is to constantly challenge our own assumptions. It is always critical to rely on data and local insights to get the full picture.



Delivering Results

The Reading Ghana – Western program was in its inception phase during the 2022-23 fiscal year. Next year's Impact Report will include a full accounting of teachers and students reached through the program, as well as early outcomes achieved.

Better Education through Teacher Training and Empowerment for Results, Mozambique

In partnership with Associação Progresso, CODE is working with the Ministry of Education and Human Development to improve pre-service teacher education across 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 practica.

"Reading gives wings to thoughts."

— Mr. Sirilo, Graduate of Chitima Teacher Training Institute

At its core, BETTER aims to strengthen the capacity of teachers in the use of student-centered methodologies and promotion of gender equality, effective language development and improved literacy of primary-aged students. This past year, 109,901 girls and boys benefited from the program through improved teaching quality and access to critically needed learning materials.

BETTER is delivering nationwide impact as the five new teacher training textbooks developed in partnership with the Ministry are being rolled-out to benefit 19 of the country's 38 teacher training institutes. 40,000 copies of the teacher textbooks were printed for distribution.

This past year, BETTER intensified activities designed to advance gender equality and promote a safe learning environment for all students. We worked with school managers and school council members to improve school-based interventions that prevent and respond to gender-based violence, including sexual harassment and child marriage.

Over the course of the year 2,872 locally authored children's books were distributed to TTIs for pedagogical purposes, and 43,798 books (along with additional supplementary learning materials) were distributed to schools.

With BETTER expected to conclude in a year's time, many evaluative and learning activities are being planned to consolidate what we have learned along the way and to inform next steps for strengthening the education sector in Mozambique.

COMMITTED TO LEARNING

Although student-teachers feel confident about the pedagogy and strategies they are learning during their training, when they are placed in practicum schools, they can find it difficult to apply that learning. Work remains to be done to facilitate environments in practicum schools that enable successful transfer of new teaching techniques into the classroom.

Delivering Results

Teacher Competence Improved




67% of student teachers show "excellent competence" in teaching languages, up from a baseline of 30% in 2018.

 **109,901**
Students Reached

 **2,300**
Teachers Trained

 **86,670**
Books Distributed

 **61**
Schools supported

Teaching and Learning in Fragile Contexts

Teaching and Learning in Fragile Contexts (TLFC) is a program designed to support inclusive, high-quality and gender-responsive education in Sierra Leone and Liberia. The four-year program was launched in partnership with Global Affairs Canada in March 2022 and will build on CODE's considerable investments in these two countries over the past decade.

Almost nowhere in the world is the impact of low literacy more pronounced than in Liberia and Sierra Leone. Both countries face high levels of overage enrollment; have minimal learning resources; and contend with high proportions of unqualified teachers. Direct support, which addresses the quality of instruction at all levels of the education system is key to facilitating sustained positive change and ultimately improving learning in these fragile contexts.

Working in collaboration with our trusted partners – the WE-CARE Foundation in Liberia and The Association of Language and Literacy Educators in Sierra Leone – we aim to positively impact the literacy and learning outcomes for an estimated 22,000 girls and boys at 72 primary schools through the distribution of 55,000 books and training of nearly 2,500 teachers.

Baseline research conducted at participating schools showed that only 6% of classrooms have sufficient print materials for teaching reading, and over 85% of Grade 2 students were



Photo credit: CODE/Stephan Douglas, 2023

unable to read grade-appropriate text with comprehension. Furthermore, 86% of educators at teacher training institutes (i.e., teachers' colleges), noted that they had insufficient teaching and learning materials to prepare their students to become effective teachers.

Working with eight teacher training institutes and 72 primary schools, CODE and our partners will help to enhance the quality of teacher preparation with a particular focus on active learning, gender-responsive pedagogy, and foundational literacy.

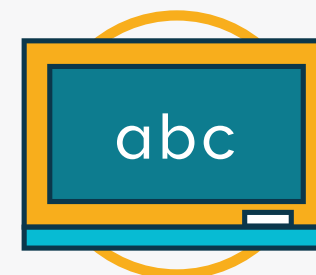
We have started the book development process in both countries for the creation of 12 new grade-leveled reading anthologies each comprising over 60 pages of locally authored and illustrated text. Book distribution is expected to begin next spring.

"It's very important that children have access to books that are written by local writers because (the books) are easily relatable. The children can see themselves in the stories; they are familiar with the settings – that really ignites their love of reading."

— Bernadette Kemokai, Author, Sierra Leone.

Delivering Results

The Teaching and Learning in Fragile Contexts program was in its inception phase during the 2022-23 fiscal year, followed by an intensive phase of book development. Next year's Impact Report will include a full accounting of teachers and students reached through the program, as well as early outcomes achieved.



RESEARCH INITIATIVES

Context Matters

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

Since 2017, we have awarded ten-thousand-dollar research grants to 21 researchers from Kenya, Uganda, Ethiopia, Tanzania, Malawi, Ghana, and Nigeria. These dedicated and thoughtful researchers design and lead research projects that provide valuable insights into both practical and theoretical issues affecting education in sub-Saharan Africa.

This year's theme focused on innovative approaches to addressing gaps in digital literacy in the African context. This research focus was inspired by the unequal access to digital experiences faced by learners in Africa during the COVID-19 pandemic.

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

2022 Grant Award Recipients

Dr. Chinwe Muodumogu
Benue State University, Nigeria

Research Project:
Impact of Teachers' Training on Use of E-Portfolios and Digital Inquiry-Based Information Technology and Pupils Literacy Abilities

Dr. Tadesse Jaleta Jirata
Addis Ababa University, Ethiopia

Research Project:
The Power of Local/Indigenous Oral Narratives to Enhance Girls' Empowerment through Contextualization of Literacy Practices

Dr. Beth Ngugi
Murang'a University of Technology, Kenya

Research Project:
Digital Literacy as Tool for Empowerment: A Case of Teenage Mothers Living in Kenya's Urban Slums

Dr. Andrew Chimpololo
Malawi University of Business and Applied Sciences, Malawi

Research Project:
Enhancing Learner-centred Practices Among Pre-service trainee-teachers Through the use of Mobile Devices as Learning Tools in Malawi

Dr. Sarah Wanjiku Mwangi,
Pwani University, Kenya

Research Project:
Application of Digital Technologies in the Enhancement of Learning Experiences for Girls with Disabilities in Kilifi County, Kenya



Completed research papers can be found at code.ngo/research

“Context Matters grants bring to the foreground research that would otherwise remain on the periphery.”

— Professor Hellen Inyega from University of Nairobi, Kenya

Teaching and Learning in Fragile Contexts (TLFC) Research

CODE's new Global Affairs-funded program *Teaching and Learning in Fragile Contexts* (see page 14) includes a research component. This initiative will help to build evidence-based research exploring education as it relates to gender equality, equity and inclusion in refugee and IDP settings in fragile African contexts.

CODE is a proud member of:

INTERNATIONAL
LITERACY
ASSOCIATION



GLOBAL BOOK
ALLIANCE



We are proud to have been named a
"Top 100 Charity" for 2023 by Charity
Intelligence Canada, recognized for
our financial transparency and
program impact.



Board of Directors and Leadership Team

Thank you to our outstanding Board 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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Joan Summers

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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:

Individuals

John Bai
Dr. Rumeet Billan
Brian Bencze & Carina Bleuer
Clare Booker
Paul Bouzanis
Robert Bracey
Christopher D. Bredt
and Jamie Cameron
Wade Burton
Catherine Carlin
The Casey Family
Ron and Elizabeth Davies
Ross Earnshaw
& Suzanne Crichton
Gwynneth Evans
Dianne Fahselt
David Feather
Carol Fedrau-Ens
Elinor Fillion
William Forward
Deborah Gillis
Elizabeth Grace
The Halley Family
Judy Hauserman
John & Jacqueline Hucker
Valerie Hussey
Neil Jacoby
Sid Katz
Jeff Kehoe
Farsad Kiani
Réal Lavergne
Judythe Little
& Donald Fraser
Bernie Lucht
Michael Joseph Meneer
Bruce Montador
George Morrison
Dennis O'Connor

Nathalie O'Neil
Carol and Bob Oliver
Hila Olyan and Paul Telner
Alfred Page
and Anne Donaldson-Page
Dennis Passerini
The Phillips Family
Beverly Graham
& Niels Rasmussen
Barbara V. Ritchie
Rick Sala
Baily and Lynne Seshagiri
The Sollbach family
Joan Stelling & Sara Frisch
Paul Stewart
Joan Summers
Maureen Thompson
Brian Traquair
Matthew Veltri
Scott & Olga Walter
Eric and Farah Webber
Steve Winder
Pamela Winsor
Heather Wrigley
And 40 Anonymous Donors

Estates

Estate of
Diana Elspeth Ainslie
Estate of Marian C. Norgrove
Estate of Avril R. Stringer
Estate of
Marion Jean Tickner

Foundations

Benefaction Foundation
Bernhard Melitz Foundation
Celtic Cross Foundation
Fondation Edward Assh
Harrison Cooper Foundation

Jacma Foundation
N. A. Taylor Foundation
Peterborough K. M. Hunter
Charitable Foundation
R. J. L. Braydon Foundation
The BLG Foundation
The David and Patricia Morton
Family Foundation
The Gay Lea Foundation
The John & Nettie Hoffman Fund at
The United Church
of Canada Foundation
The Peter Cundill Foundation
Turing Foundation
Victoria Foundation
3 Anonymous Foundations

Corporations

Centre for Vein Care
Colourgenics Fine Art Imaging
Gold Fields Ghana Foundation
Omar-Ha Redeye Professional
Corporation
MARANT Construction Limited
Megaloid Laboratories
Niroomand Law Professional
Corporation
Solar Flow-Through 2018-
1 Management Ltd.
Stifel GMP - KILI
WMJ Metals; In loving memory
of Mary Irene Moure

Community Fundraisers

Alberta Teachers' Association
Elementary Teachers'
Federation of Ontario
International Charity Fund
of ICAO Staff Association
Manitoba Council for
International Cooperation

Ontario English Catholic
Teachers' Association
Ontario Secondary Schools
Teachers' Federation
Ontario Teachers' Federation
Sisters of St. Joseph
in Canada
The Manitoba
Teachers' Society
Queen's University -
CODE Chapter
UNIFOR Social
Justice Fund
Woodstock
Christian School
And 3 anonymous

Summit for Literacy Participants

Chris Bredt
Didhiti Boumik
William Chung
Jeff Fallows
Jeff Kehoe
Dana Kan
Krista Laczó
Bernie Lucht
Lynn Marchildon
Sara Morton
Tatiana Sandler
Angela Sordi
Allie Turnbull

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

unicef  for every child



World Bank



FINANCIAL REPORT

For the Year ended
March 31, 2023

Total revenue is 10% higher compared to the prior fiscal year, and we concluded with a modest surplus of \$60,871. Growth was principally the results of increased revenue recognized from Global Affairs Canada.

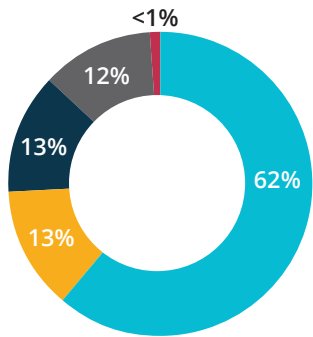
The amount shown from Global Affairs Canada in Our Revenue includes an equal offsetting amount in the Program Development and Delivery section of How We Invest, which also represents the fair value of in-kind and restricted fundraising contributions provided by CODE.

Our annual grant from the CODE Foundation (whose assets originate predominantly from profits of CODE's past social enterprise) offset expenditures for fundraising and communications, as well as other strategic operational investments, such as an enhanced focus on monitoring and evaluation.

While CODE's fundraising expenditures decreased in this fiscal year, both in terms of absolute dollars and proportion of overall expenditures, we saw a heartening 14% increase in donations from our Canadian supporters. This growing support is critical to the resilience of CODE's programming, and we are deeply grateful.

CODE's Audit and Finance Committee of our Board of Directors provides financial oversight of CODE, including budgeting, financial reporting, risk management, monitoring of internal controls and accountability policies. The Committee oversees the audit of our year-end financial statements conducted by Deloitte LLP.

Our Revenue



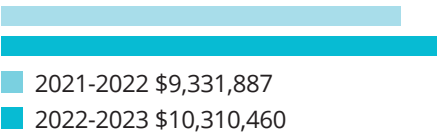
Global Affairs Canada	\$6,347,130
Donations	\$1,324,964
UNICEF	\$1,323,036
CODE Foundation	\$1,238,440
Miscellaneous	\$76,890

TOTAL \$10,310,460

The value of in-kind contributions including both books and volunteer hours by CODE international literacy experts amounts to \$7,980 for the 2022-23 fiscal year.

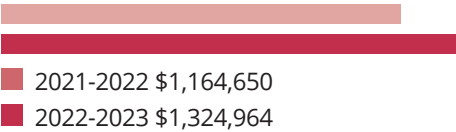
NOTABLE CHANGES

Revenue



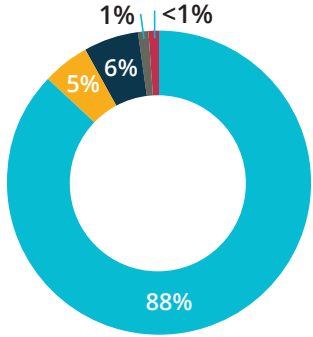
10% increase

Donations from Canadians



14% increase

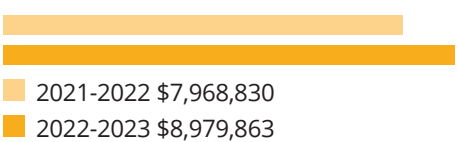
How We Invest



Program Development and Delivery	\$8,979,863
Fundraising	\$544,541
General Administration	\$568,439
Communications	\$115,475
Amortization	\$41,271

TOTAL \$10,249,589

Program Expenditures



13% increase



Our full audited
financial statement



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K1N 7Z2

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F: 1-613-232-7435
info@code.ngo



Charitable registration #11883 4878 RR0001

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