



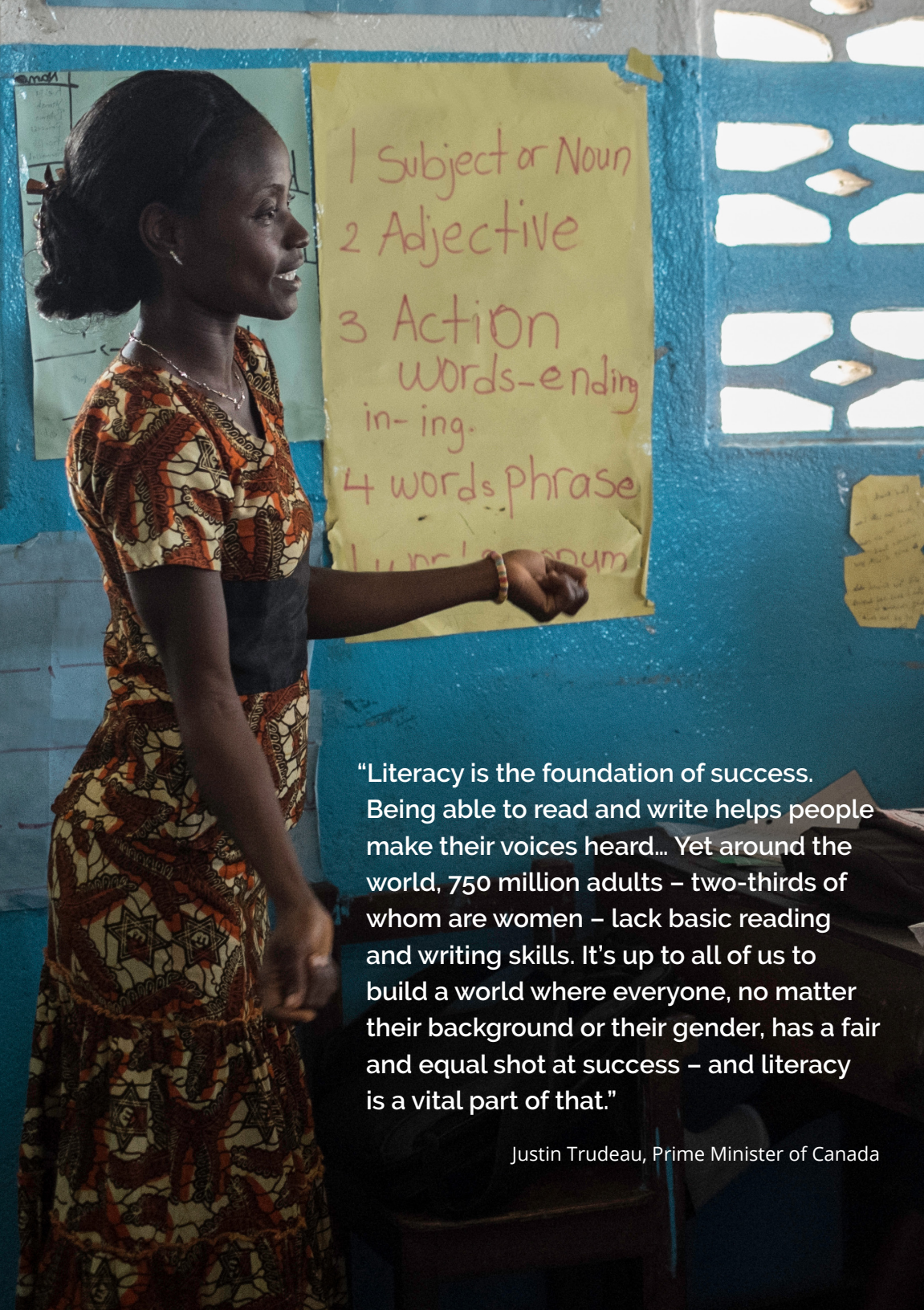
STRATEGIC PLAN 2019-2022

TEACHING MATTERS

DEVELOPMENT THROUGH EDUCATION

code

Celebrating 60 years
of excellence (1959-2019)



“Literacy is the foundation of success. Being able to read and write helps people make their voices heard... Yet around the world, 750 million adults – two-thirds of whom are women – lack basic reading and writing skills. It’s up to all of us to build a world where everyone, no matter their background or their gender, has a fair and equal shot at success – and literacy is a vital part of that.”

Justin Trudeau, Prime Minister of Canada

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A GLOBAL VISION

Improving the quality of teaching is the single most important factor in raising educational outcomes.

Education is the foundation for economic prosperity, peace and security. It is the path to a better world.

However, Sub-Saharan Africa alone needs 17 million qualified teachers to fulfill the United Nations' Sustainable Development Goal of having universal primary and secondary education available for every boy and girl by 2030.

CODE aims to help close that gap and it's all about teacher effectiveness.

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

This strategic plan outlines the steps CODE will take over the next three years (2019–2022) as we work toward these longer-term global goals.

UNITED NATIONS
SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION



“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

SDG Goal 4



A CHANGING WORLD

To achieve the goal of universal primary and secondary education for all girls and boys by 2030, UNESCO estimates that globally 69 million primary and secondary school teachers will need to be recruited and trained. The problem is particularly acute in Sub-Saharan Africa, which alone needs 17 million new teachers.

However, the global community has made great strides over the last decade towards improving educational opportunities for young people. Children in developing countries have better access to primary education and while they continue to face significant barriers to education, more girls are enrolled in school than ever before.

At the same time, the distressingly poor quality of education threatens to seriously diminish any real development benefits. According to the World Bank, 38% of primary school teachers in Sub-Saharan Africa have no teacher training. In some countries like Liberia as many as 53% of primary teachers lack any qualifications.

There are an estimated 274 million primary schoolchildren in low and middle income countries who are not learning the basic foundational literacy and numeracy skills necessary to lead productive and healthy lives. 100 million youth (12-24) are still illiterate, unable to read and write. Levels of illiteracy are disproportionately high in Sub-Saharan Africa, affecting one in four young people.

Similarly, the vast majority are not acquiring the 21st Century critical-thinking skills they need to identify problems, seek out and evaluate relevant information and resources, and then develop and carry out plans to solve those problems. These skills are crucial for young people to find jobs, improve their financial prospects and contribute to their own well-being, as well as that of their families and communities.

We must now redouble our efforts. CODE is uniquely positioned and we are committed to addressing one of the most significant challenges standing in our way of children realizing their right to a quality education: teacher effectiveness – the single most important predictor of student learning.



OUR CODE

For the last 60 years, CODE has been working towards our vision of a literate world. The groundwork was laid in 1959, when a small group of educators, librarians and publishing professionals launched the “Books for the developing world” project, packaging unused books in tea chests for shipping overseas. Since then, CODE has grown into Canada’s leading international development agency focused uniquely on education and literacy.

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.

READING THE WORLD OVER

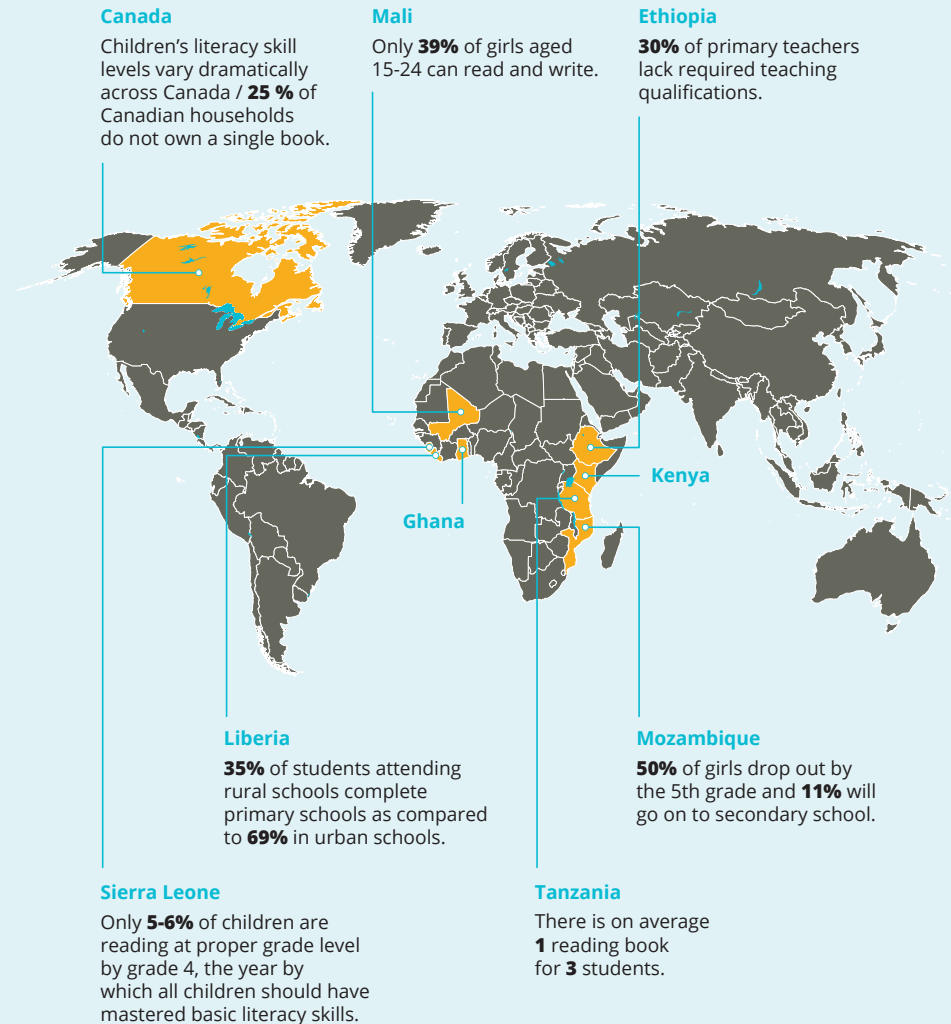
Together with our partners, we have helped more than 10 million children gain access to better quality of education and benefit from reading and writing in order to improve their lives and the lives of their families.

Our work

CODE improves learning outcomes and educational opportunities for all girls and boys by working with like-minded organizations to:

- Advance the instructional skills of teachers
- Enhance the quality, local relevance and accessibility of teaching and learning materials
- Grow the system-wide capacity within the education sector
- Pursue program monitoring and assessment to capture results and inform practice
- Invest in local academic research to support local policy and program solutions

CODE works primarily in Sub-Saharan Africa, expanding our programming both regionally and within the countries we work. CODE additionally works in Canada supporting indigenous literature and learning.



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

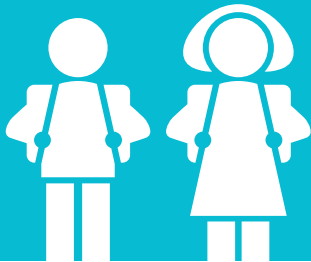
World Bank Group President, Jim Yong Kim

RECENT SUCCESSES

These are but a few examples of how we are delivering meaningful impact.

In 2017-2018 alone, **597,998 children and youth** benefited from the professional development CODE provided to **6,549 of their teachers and librarians**, from the support provided to **1,733 of their schools and libraries**, and through the delivery of **101,767 books** that allow them to learn literacy skills using locally written and designed books that reflect their own stories and culture.

597,998
students



5,505
teachers



In Sierra Leone, CODE developed and delivered a nation-wide teacher training program with the Association of Language and Literacy Educators of SL that was adopted by the Ministry of Education. Follow-up assessments showed that teachers who received this training outperformed those who did not, with their students scoring higher on reading, writing, and comprehension skills. In 2017-18, **5,505 educators** were trained through CODE programs in Sierra Leone.

In Kenya from 2014 - 2018, CODE's four-year Reading Kenya program, delivered in partnership with the National Book Development Council of Kenya, saw the creation and distribution of **172,133 copies of culturally-relevant and engaging books** (written in Swahili, English, and Maa) to students in **70 schools**. This has resulted in a powerful evidence-based intervention that has increased the use of mother tongue in schools, empowered a movement for child-centered, gender-sensitive active learning in classrooms, and fostered a dynamic literate environment for Kenyan children and their families



172,133
books

A TEACHER SUCCESS STORY

Evidence shows that improved teaching has the greatest potential to improve learning outcomes – and what bright optimistic futures we would be creating if every child could begin their school day with teachers such as Ms. Emily Kadiatu Gogra of Sierra Leone. Mentor, role model and

inspiration to so many, Emily Gogra has long believed in the power of teaching to enable children to strive for and accomplish any goals they set for themselves. Crediting a female teacher when she was a girl as inspiring her to take up the profession, Emily has worked tirelessly to

increase teachers' access to professional development, be it in the orphanage she runs in the Port Loko District, as a member of CODE's national partner, the Association of Language Arts and Literacy Educators, or in her latest role, that of Sierra Leone's Deputy Minister of Education.



OUR THEORY OF CHANGE

Development Through Education

VIEW: Theory of Change diagram [page 13](#)

CODE effects change by working in partnership with locally-based organizations who ensure the sustainability of programs and who provide a local voice and local expertise. We facilitate community participation, including stakeholders such as Ministries of Education, Parent Teacher Associations and Girls' Clubs. **CODE finds locally appropriate solutions and then works with governments and institutional funders to scale-up change to a national level.**

When we take the actions described on the next four pages, we work toward achieving our ultimate goal of a world where every young person can pursue their education and realize their full potential as literate, empowered, self-reliant citizens.

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 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. CODE develops modular professional development courses that capture local success, focus on the practice of teaching and support replication and scalability. Career-oriented in-service professional development is connected to national standards and related teacher certification.



“The evidence shows that when girls develop literacy skills they improve not only their own economic prospects, health, and well-being, but also those of their families, communities and countries.”

Scott Walter, Executive Director, CODE
(from Impact Report 2018)



“Access [to education] is not the only crisis – poor quality education is holding back learning even for those who make it to school.”

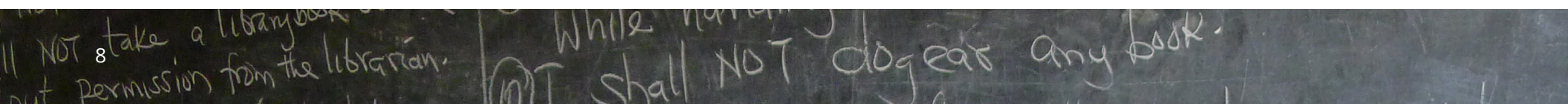
UNESCO director-general
Irina Bokova (2009-2017)

We believe the greatest change happens when:

 **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.

The impact is felt throughout the community: girls marry later and have fewer children; infant mortality rates and maternal deaths decrease; rates of HIV/ AIDS infection are lowered; family health improves; and the chance that the next generation will be educated – both boys and girls – increases significantly.





“The importance of empowerment for girls in Africa can never be over-emphasized.”

Watchen Johnson Babalola
Author, Shoes That Fit

We believe the greatest change happens when:

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. Educators can reference these materials as they work together within communities of practice – school-based clusters of teachers who come together to learn from each other and are supported in their professional development.

We believe the greatest change happens when:

 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. 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.



SPOTLIGHT ON OUR RESEARCH PROGRAM CONTEXT MATTERS

So much of what we know about best practices in education is based on research conducted in high-income countries. But how do we know whether a plan that worked well in Canada or the United States is applicable to Ghana or Sierra Leone? CODE's innovative Context Matters supports work by African scholars and educators to build research capacity, knowledge analysis, and mentorship, while benefiting from international partnerships and alliances that improve Africa's ability to develop meaningful solutions to contemporary problems. The program is designed to initiate a conversation and work collaboratively and in consort with African scholars and researchers to develop, prioritize and deliver a meaningful African research agenda around language and literacy. By supporting relevant research, CODE hopes to be an engaged thought leader with the capacity and knowledge to inform our programming as well as the education sector more broadly.

OUR STRATEGIC PRIORITIES FOR IMPACT 2019–2022

Priority 1

DELIVER SUSTAINED IMPACT THROUGH HIGH QUALITY EDUCATION PROGRAMS

CODE strives to constantly improve the quality of its international programs so that we deliver maximum impact on the literacy and learning outcomes of children and youth reached through our projects. We view this as the single most important measure of our success and it drives our purpose as an organization. To impact the most learners, we work directly with teachers, building their skills and providing the resources they require to use those skills effectively.

Priority 2

DRIVE GROWTH THROUGH SUSTAINABLE, DIVERSIFIED FUNDING

Diversifying the sources of our income is critical to helping CODE make strategic choices and for our programs to be innovative and responsive to local needs. Engaging strategically with a broad spectrum of donors – ranging from multilateral funding institutions to a growing community of individual supporters across Canada – will allow us to collectively maximize our contribution toward a world where every child is literate.

Priority 3

BE A HIGH PERFORMING LEARNING ORGANIZATION FOCUSED ON IMPACT

CODE strives to deliver impact that is disproportionately large compared to its small size. We will achieve this by investing in a high-performance team; building a culture of innovation; and creating an efficient and streamlined organization that saves unnecessary costs and enhances effectiveness.



1,000,000
students reached

Students in CODE programs are significantly outperforming control schools

WHAT SUCCESS LOOKS LIKE

750,000
copies of culturally-relevant hardcopy books are distributed



24,000
individual educators trained

75% of teachers who participated in CODE professional development training are CODE certified

Dear Friends,

We believe our new strategy “Teaching Matters: Development through Education” will serve as an inspirational and important guide toward helping achieve real and lasting change in the lives of children in some of the world’s most impoverished communities. But we cannot do it alone.

As Canadians we all understand the power of quality education. Together with our many supporters, partners and investors, we’ve already brought the joy of learning to ten million children. However, we’ve still got a long way to go. The world over, boys and girls are desperate to learn and parents are dreaming of brighter futures for their children. The ability to read and write is the start.

Diversifying the sources of our income is critical to helping us advance this strategy and to delivering high-quality programming that is responsive to local needs. As an example, unrestricted income allows CODE to pilot innovative programs and to reach students and teachers even when no other donor funds are available, while institutional and multi-year project-directed funds allow us to scale the impact of our efforts. Our current revenue is \$6.1 million, and to achieve the scale of ambition articulated in this strategy we aim to grow to a minimum \$10 million per year by 2022.

Please join us as we work toward a world where every young person can pursue their education and realize their full potential as literate, empowered, self-reliant citizens.

Sincerely,



Scott Walter
Executive Director, CODE



“Education is one of the fundamental battles to wage in our society. It’s a moral duty to the coming generations.”

António Guterres
UN Secretary General

CODE works within low income populations that lack qualified and properly resourced educators by:

1

Working with like-minded organizations who are trusted policy partners with Ministries of Education

2

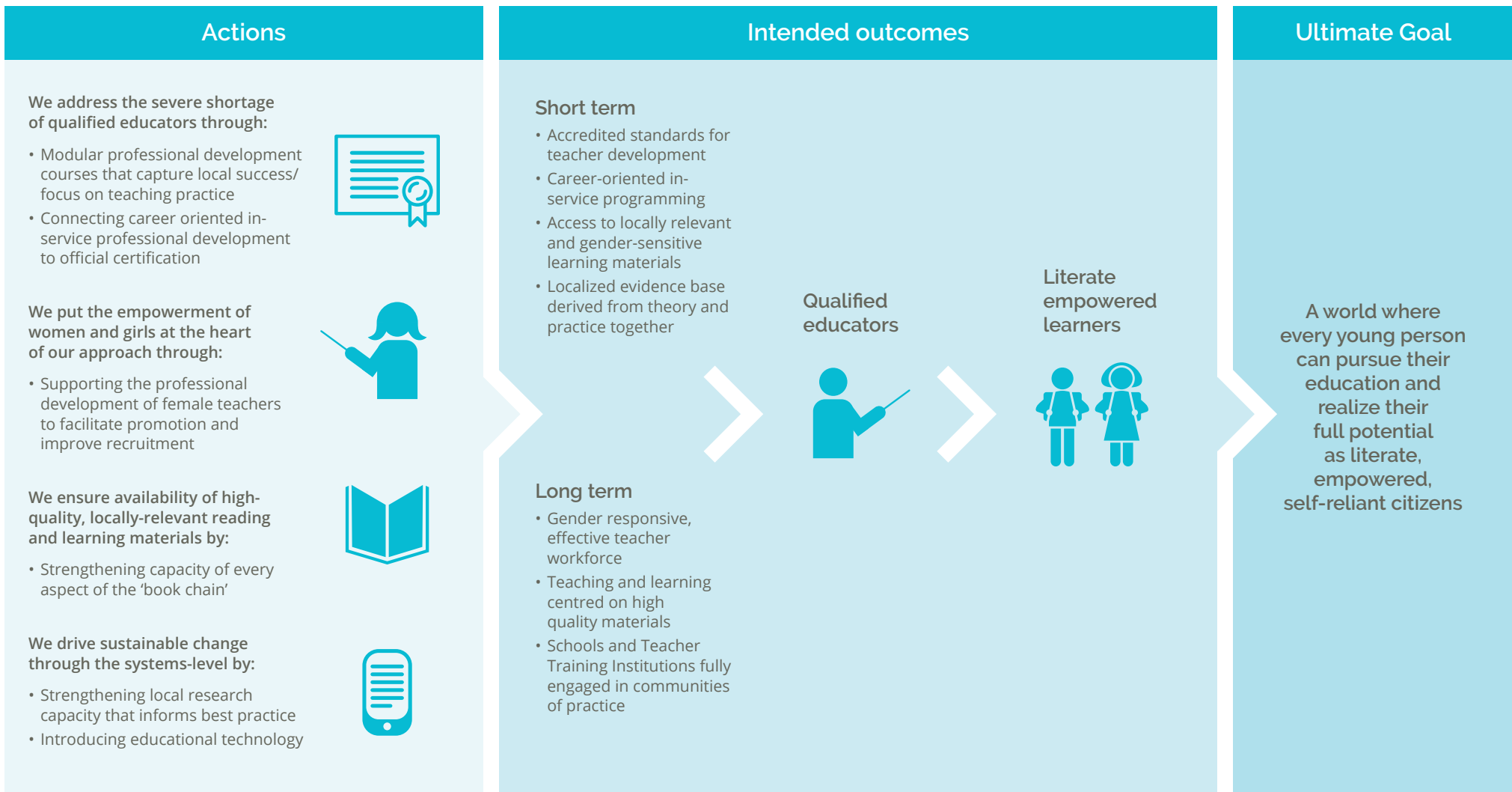
Placing the empowerment of women and girls at the heart of our approach

3

Ensuring program sustainability by securing predictable, diversified funding sources

To accomplish our goals, we partner with:

- Ministries of Education & Teacher Training Institutions
- Civil Society Education Organizations
- Researchers and Scholars
- Publishers and actors within the book chain
- Education Practitioners





None of our work would be possible without the support of our incredible partners, volunteers, and donors.

Thank you for believing in what we do, and in sharing in our vision of a world where all children, no matter where they live, are able to access the quality education they deserve. We look forward to sharing their stories with you as we work towards achieving the goals outlined in this plan.

