TAKE ACTION KIT

Quality Education from Saskatchewan to Mozambique and beyond!

Developed in partnership:

code | Promoting every child's right to read since 1959

SCIC
SASKATCHEWAN COUNCIL FOR INTERNATIONAL COOPERATION

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AN INVITATION TO LEARN AND TAKE ACTION

Thank you teachers for engaging with us on creating awareness on the challenges of accessing a quality education in Saskatchewan, Canada, Mozambique and beyond.

The Saskatchewan Council for International Cooperation and CODE have combined our efforts to create a multi-faceted resource package that we hope you will find informative and inspiring for your students.

We want to help you build global citizenship in your classrooms – empower students to understand the challenges of accessing a quality education in Sub-Saharan Africa, in particular Mozambique, and how they can make a difference.

This take-action kit aims to guide students to understand and critique an increasingly interconnected and interrelated world. Students will develop critical and conscious citizenship skills, become more aware of quality education around the world, and explore their roles and responsibilities as global citizens locally and globally.

As students learn how to analyze local and global connections and issues, it will help them recognize personal impacts and responsibilities on a local and global scale. Global citizenship education allows students to develop the knowledge and competencies to engage with a variety of issues in a meaningful and transformative way. Students will be equipped with the knowledge, skills, and strategies they need to make informed decisions regarding engagement in positive action for social change within their own lives, communities, and society globally.

CODE is an Ottawa-based international development organization that works with local civil society organizations and ministries of education to enhance education and improve children's literacy in some of the poorest countries in Sub-Saharan Africa. Their mission is to enable student learning by increasing access to qualified educators and locally relevant, high quality learning materials. Visit www.code.ngo.

The Saskatchewan Council for International Cooperation is a coalition of organizations and individuals working to advance sustainable global development. SCIC was formed in 1974 by international development and emergency relief agencies active in Saskatchewan. Their mission is to build momentum towards a just, equitable, and sustainable world by enhancing the capacity of their members, educating and inspiring the public to take action, and creating connections among those they serve. Visit https://www.saskcic.org/

The video and resources have been produced in part to help engage students in CODE's campaign for *Supporting Better Schools* in Mozambique. While this is a time limited campaign, we are always happy to hear from you and explore how we can work together or support you in your efforts to support budding global citizens.

VIDEO PRESENTATION

The video presentation is a nice place to start with your students. We highly recommend showing the video as the first step in the unit. It has been developed especially for this campaign and Saskatchewan middle-grade classrooms.

The video presentation highlights Sustainable Development Goal #4 Quality Education and will feature CODE's work in Mozambique.

To access the video, copy and paste the link: https://youtu.be/1prHCHYg8Hc

Two lucky classrooms in Regina participated separately in virtual live presentations giving students the opportunity to ask questions, share their observations and engage with the presenter. The live presentation were recorded and then edited for use by other classrooms at their convenience.

Of course, teachers can stop the video at any time and engage with their students on the material. This may be more interesting to students than listening to other students in the recording engage with the materials, answer the trivia questions, etc.

Custom lesson plan materials and supplementary materials are provided to the teachers to round out the presentation and provide more context.

The interactive presentation provides background about Mozambique interspersed with some trivia questions and some simple activities prompting students to observe and analyze. Quality of education and reading proficiency in North America and Mozambique are compared to each other as well as compared to before and after the COVID pandemic. CODE's project in Mozambique to help schools recover from the worst of the pandemic will be highlighted.

The 45 minute presentation/video will be delivered by CODE's Mozambique Project Officer – Carolina Bastos. Carolina has extensive experience in the field of education as a former teacher and Academic Coordinator in Brazil, her home country. Carolina came to CODE from the Manitoba Institute of Trades and Technology where she assisted newcomers in language and employment training. She now helps to oversee the implementation of one of CODE's longest-standing programs in Mozambique.

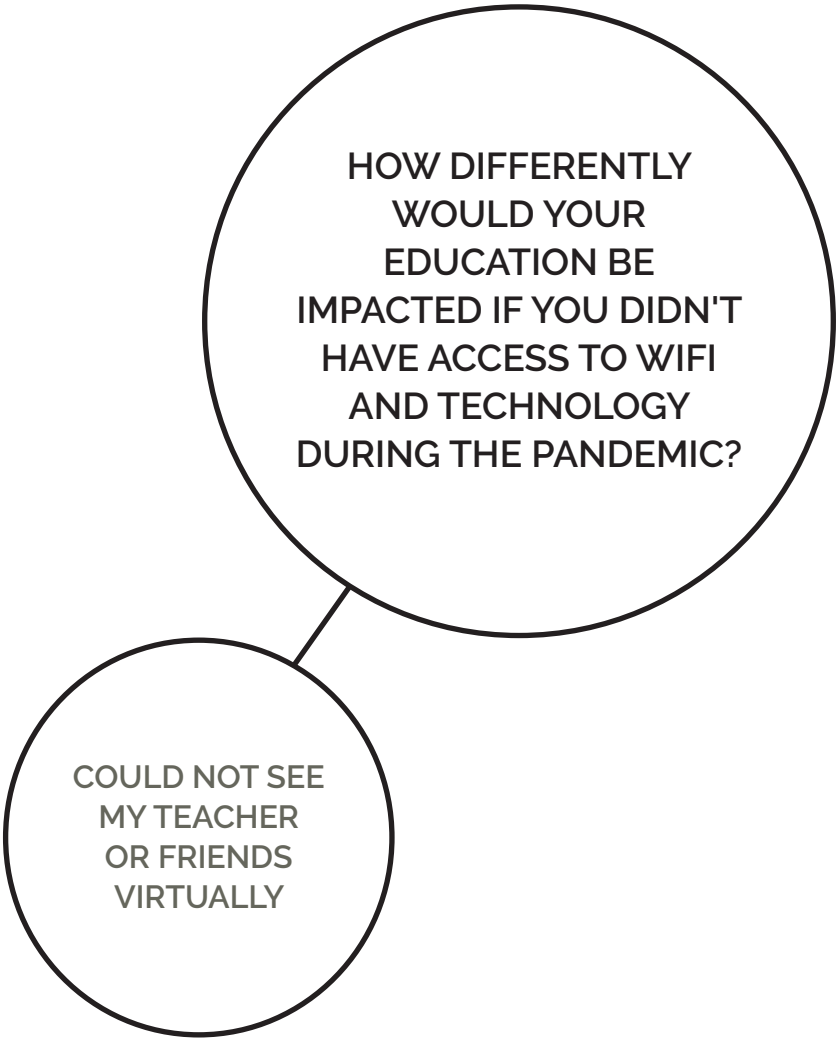
LESSON PLANS AND STUDENT HANDOUTS

The 5 lesson plans and handouts have been developed by Ottawa-based educator, Aimen Aziz, with support from CODE and SCIC. They have been developed with a middle grade audience in mind and aligned with the Saskatchewan curriculum. Included are ideas on how to adapt the lessons plans for different grade levels to ensure that the content is relevant and suitable for the age group.

You are welcome and encouraged to provide feedback to SCIC on how the lessons plans have been utilized and appreciated, and if you have feedback on how to be even more effective, please do not hesitate to reach out.

MIND MAP

Add more circles and thoughts to your map!



SNAPSHOT OF MOZAMBIQUE

Mozambique is a country in Africa with a population of around 31 million. The capital is Maputo. It is rich in natural resources and is located in a crucial spot for trade.

However, through colonialism many of Mozambique's resources went to Portugal. When Mozambique gained independence from Portugal, they went through civil war (internal). This ended in 1992 but they are still feeling the effects of the violence.

Portuguese is the official language but many other languages are spoken such as Makua, Lomwe, and Tsonga.

83% of children are in elementary school now (compared to 32% in 1992)! However, there are not enough teachers, sometimes one teacher is responsible for 50 students! Many children, especially in rural areas drop out and begin working at young ages. High schools are very difficult to find.

More than half of the Mozambican population are children under 18! 48% of these children live in absolute poverty. Many are malnourished (not eating enough food) and sicknesses like diarrhea can cause death because of lack of clean water.

STORIES FROM THE CHILDREN OF MOZAMBIQUE

DURCIA

The look of determination in Durcia's eyes says it all! In her short 10 years she has overcome many obstacles – they have never slowed her down. Recognized as one of the most promising children in her 4th grade class, she is quiet and tends to isolate herself from her peers. She currently lives with her grandma while her mom looks for work in the city. Her grandma can rarely afford school supplies, so Durcia borrows them from her classmates.

LIDIA

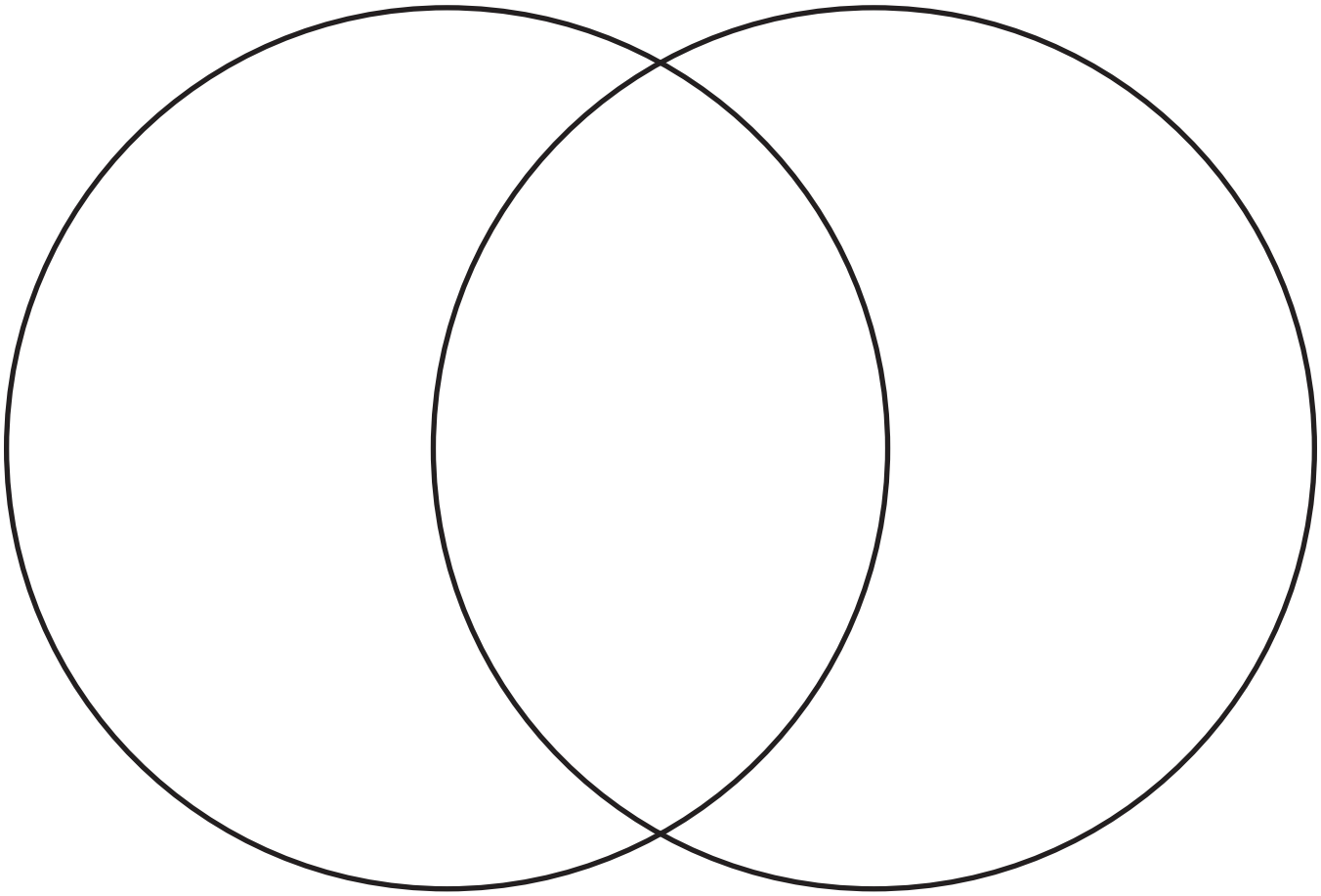
Lidia loves to laugh and play with her friends at school. At nine years old she is happy and outgoing, and yet at home her family faces many challenges. Both of her parents were recently let go from their jobs – likely a result of the COVID-19 pandemic. Without an income the family is struggling, and buying school supplies like pencils and notebooks for Lidia and her three siblings simply hasn't been possible.

RAINA

Raina arrives late at school almost every day because of the long distance she needs to walk – over an hour each way. But despite the long way her little legs carry her each morning, she shows up and is eager to learn. At seven years old, Raina is quite shy but that doesn't stop her from raising her hand at every opportunity. Her teachers know her as an active participant and a committed learner.

VENN DIAGRAM

Choose two topics and write down their differences and simlilarities.



ACTION PLAN

QUESTION: HOW CAN WE ADDRESS SYSTEMIC BARRIERS TO EDUCATION WITHIN CANADA AND GLOBALLY?

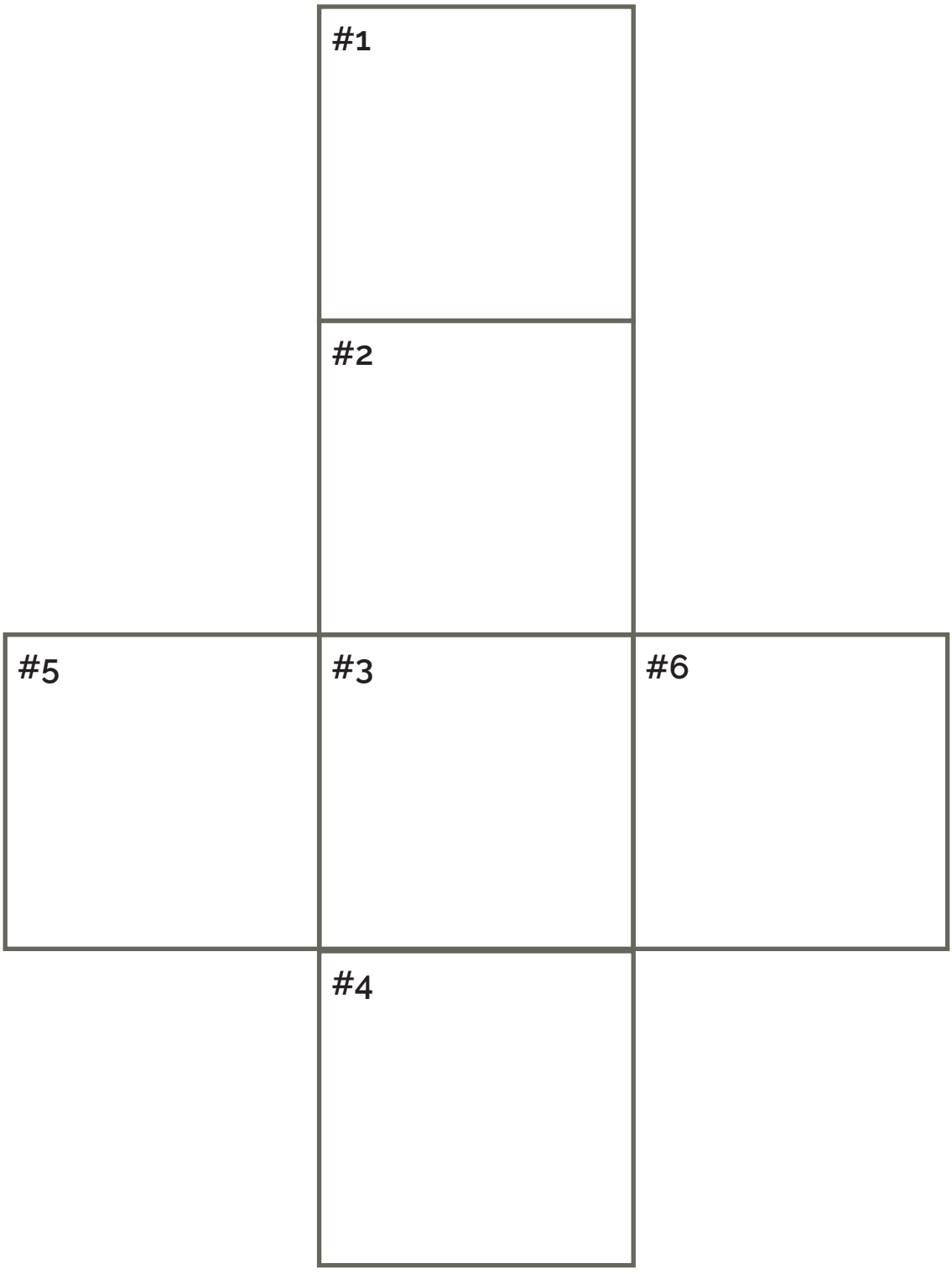
POTENTIAL SOLUTIONS/ACTION ITEMS?

CHOOSE ONE ACTION. WHAT STEPS WILL YOU TAKE TO COMPLETE YOUR ACTION? LIST THEM OUT!

FOLLOW THROUGH WITH YOUR PLAN!

CUBE OF REFLECTION

Fill in the cube by answering the questions on the other side of the paper. Then cut out, fold and tape or glue your cube together!



EXPLORING ACCESS TO EDUCATION MODULE

This module aims to address barriers to accessing quality education around the globe with a specific focus on analyzing Mozambican and Canadian education. The UN's sustainable development goal for quality education aims to 'ensure inclusive and equitable education and promote lifelong learning opportunities for all.' This content package is geared towards middle years classrooms with Saskatchewan-based curriculum connections throughout each grade.

INTRODUCTORY LESSON: BARRIERS TO EDUCATION (1 PERIOD)

Materials: pencil/paper, post-it notes, mind map handout

The first lesson of this module encourages students to critically think of various barriers to education. They will begin by analyzing their own education and the impact of the pandemic on access to education. This will lead into a discussion on other barriers to accessible education and introduce the sustainable development goal on education.

1. **"This past year and a half has been very different, especially school as we moved online. How has your education been impacted by the pandemic?"**
    a. Write the question above on a white board or banner paper.
    b. Hand out 5-10 post-it notes to each student and have them respond to the question above. Ensure students are writing one answer per post-it note.
    c. Have students add their post-it notes to the board.
    d. As a class go through all of the answers written. Begin grouping similar answers together to create a mind map. Once similar answers are grouped together, draw a circle around the post it notes and connect back to the main topic.
        i. A mind map is a diagram to brainstorm thoughts. Typically the main topic is in the center and connected thoughts surround it, creating a web.
2. **"How differently would your education be impacted if you didn't have access to wifi and technology during the pandemic?"**
    a. After creating a class mind map, have students work independently to create a mind map using the following handout.
    b. Have students share their thoughts. As they share their thoughts, write their answers on new post-it notes (preferably a different colour) and add it to the group mind map.
    c. Once all answers have been collected, analyze the group mind map. All of these answers are realities for many students within Canada and globally.
3. **"Many students have various obstacles to access education, both the ones we brainstormed and others. What other barriers can you think of?"**
    a. Potential answers include food, hygiene, space, gender and teachers
    b. Introduce Mozambique to the students
        i. Show Mozambique on a map.
        ii. Mozambique is a country in Africa with a population of around 31 million. Mozambique is very rich in natural resources but the impacts of colonialism meant that most of their resources were sent to Portugal, the country that colonized Mozambique. After gaining independence in 1975, the country went through violent internal conflict until 1992. Mozambique is still reeling from the effects of both incidents. This has led their education system to perform poorly. Students often come from extreme poverty and illnesses such as diarrhea and the flu are life threatening. For many worrying about getting food on the table, education was not a priority. For those students that do attend school, they are often faced with one room school houses (if they have a building) that need serious repairs. Teachers are often teaching classes of 50 students. Resources like books and pencils can be hard to provide. During covid, crucial items like handwashing stations, clean water, and masks are even more difficult to access
4. **Introduce the Sustainable Development Goals (SDGs) to the students.**
    a. The SDG's were developed by the UN as a universal call to action on various issues. SDG #4 is on Quality Education.
    b. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
        i. Pose the following question to students: "How can we address systemic barriers to education? What can we do to support/help address the root causes of barriers to quality education?"
        i. The question above will guide the rest of the module.

LESSON #2: ANALYZING MOZAMBICAN EDUCATION (1 PERIOD)

Materials: Snapshot of Mozambique handout, venn diagrams, pen/pencil, computers/laptops with access to the internet

This lesson will focus on analyzing education through storytelling. Students will explore Mozambique in detail and compare the differences and similarities between the Mozambican and Canadian education experience.

1. **Analyze Mozambican education through stories.**
    a. In partners or individually have students read through the Snapshot of Mozambique handout. This handout provides information on Mozambique and the education system. It also includes stories from Mozambican students.
    b. While students are reading, have them document differences and similarities between what they know of Mozambican education and their education experience in Canada using a venn diagram.
        i. Venn diagrams are visual organizers to list similarities and differences between two topics.
2. **Compare and contrast: Mozambique and Canada**
    a. Working in partners or individually, have students compare and contrast education experiences in Mozambique and Canada in more detail.
        i. Have students analyze their venn diagram and determine where they would like to learn more. For example, could they not find a lot of similarities between Mozambique and Canada or were there specific questions they had about the two countries?
        ii. Students will need access to computers to research more information on Canadian and Mozambique education.
        iii. As students are researching, ensure they are documenting their new findings on their venn diagram. Either have students use a new venn diagram if they've ran out of space or use a different coloured pen/pencil for any new information.
3. **Once students have completed their research, have students share what they've learned as a class.**

LESSON #3: ANALYZING CANADIAN EDUCATION (1 PERIOD)

Materials: pen/pencil, tape, open classroom space

This lesson will focus on bringing the conversation of access to education closer to home by analyzing Canadian education. Internationally as a country we have consistently one of the highest education rates yet there are still gaps and barriers for some people to fully access education.

1. **Discuss Canadian education globally and locally.**
    a. Find an open space and mark a line on the floor with tape and label it 0%-100% in intervals of 20%.
    b. Read out the following statistical statements and have students move to the section of tape they believe is the answer.
        i. Canada has a literacy rate of __%. (Answer: 99%)
        ii. __% of Canadian primary age kids are in school. (Answer: 99.4%)
        iii. __% of the population has no formal education. (Answer: 2.4%)
        iv. __% of the population have graduated highschool. (Answer: 77%)
        v. __% of the population has education beyond highschool (such as university or college). (Answer: 63%)
        vi. Canada is the second highest country in the world for percentage of individuals with post secondary education following South Korea. This is based on a 2017 UNESCO report.
    c. Now read the following statements and have students move on the line.
        i. __% of First Nations students have graduated from highschool. (Answer: 36%)
        ii. __% of First Nations peoples have a university degree. (Answer: 8%)
        iii. __% of First Nations need a new school (school infrastructure is old, unstable or unsafe). (Answer: 47%)
        iv. __% of First Nations schools require major repairs such as plumbing and sewage, electrical, rooking, and structure and foundation. (Answer: 74%)
2. **Why are there disparities among education within Canada if we are such a leader in education internationally?**
    a. Pose the question above to the students.
    b. Have them work in small groups to brainstorm potential answers. If needed and available, allow them to research questions online.
        i. Potential answers include: divide between rural and urban resources, less money and resources for some schools, less long term and committed teachers.
3. **Collect answers as a class.**
    a. Once students have discussed in small groups, bring everyone together and collect answers as a class.
    b. As students share their thoughts, record the answers on the board.

LESSON #4: ACTION PLAN (2-3 PERIOD)

Materials: action plan handout, pen/pencil

This lesson will allow students to develop personal or small group action plans to address systemic barriers to quality education. We recommend this portion to span at least 2-3 periods to give students meaningful time to expand on their thoughts.

1. **Brainstorm potential action items.**
    a. As a class, brainstorm potential action items to address our inquiry question: **How can we address systemic barriers to education within Canada and globally?**
    b. Potential answers include raising awareness, reaching out to politicians/ community leaders/individuals within education, fundraising money to support an educational cause.
    c. Encourage students to think about how these action items can address the root causes of barriers to education.
2. **Develop action plan**
    a. In small groups or individually, have students develop an action plan. Use the action plan handout to guide their process.
    b. Once students have established their action item (ensure this is an action that is feasible in the time period), give them time to follow through with their plan.
3. **Assessment**
    a. This action plan can be used as an assessment for teachers. Connections to curriculum are listed below.

LESSON #5: REFLECTION/ DEBRIEF (1 PERIOD)

Materials: cube of reflection handout, pen/pencil, tape/ glue, scissors, paper

This lesson will be an opportunity for students to reflect on their learnings over the course of the module. Having recently completed their action plans, this is a critical time for students to reflect and share what they learned.

1. **Cube of Reflection Activity: This activity is an opportunity for students to create a tangible cube, with a reflection question listed on each side of the cube.**
    a. Hand out the Cube of Reflection handout. Each square on the cube is associated with a specific question or task. Listed below are suggestions for each number but we welcome you to modify to fit the needs of your students. These follow the taxonomy of reflection (remember, understand, apply, analyze, evaluate, and create).
        i. #1: List one thing you learned that surprised you.
        ii. #2: Why is it important to learn about access to education?
        iii. #3: How will you continue your action plan in the future?
        iv. #4: How would you change your action plan?
        v. #5: What parts of your action plan went well? What could have been better?
        vi. #6: What could you do next to address barriers to education?
    b. Have students write an answer to each question directly on the cube. These are meant to be brief answers as students will get an opportunity to expand afterwards.
    c. Once all questions have been answered, have students cut out the cube, fold it, and tape or glue the cube together.
2. **Deeper Reflection**
    a. Once students have created their cube of reflection, they can write a deeper reflection journal entry.
    b. The journal prompt goes back to the original question posed: "How can we address systemic barriers to education? What can we do to support/help address the root causes of barriers to quality education?"
    c. Encourage students to refer to the answers on their cube as they write out their entry.
    d. Collect journal entries and use them as a form of assessment.
3. **Group Discussion**
    a. Have students share some of their findings or reflections if they are comfortable and willing.

RESOURCES

- Teacher package
- Student handouts
- Mind Map
- Snapshot of Mozambique
- Venn Diagram
- Action Plan
- Cube of Reflection

CURRICULUM OUTCOMES

Grade 6
Interactions and Interdependence

- IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.
- IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

Power and Authority

- PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others.
- PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.
- PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

Resources and Wealth

- RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.
- RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

Grade 7
Interactions and Interdependence

- IN7.1 Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.
- IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.
- IN7.3 Analyze the relationship of technology to globalization.

Grade 8
Power and Authority

- PA8.2 Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.

Resources and Wealth

- RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.
- RW8.2 Assess the implications of personal consumer choices.
- RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.

Grade 9
Power and Authority

- PA9.1 Examine concepts of power and authority in the governance of the societies studied.
- PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.
- PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.

Resources and Wealth

- RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

ABOUT CODE'S SUPPORTING BETTER SCHOOLS CAMPAIGN

SUPPORTING BETTER SCHOOLS
Making classrooms a great place to learn

Students are invited to learn more about CODE's *Supporting Better Schools* campaign and if there is interest, they could consider supporting the campaign by promoting it through their network of family and friends or by organizing a small fundraiser in the classroom (as possible in the highly regulated environments within which we all operating under).

The campaign launched in August 2021 and is running through the end of March 2022. We are seeking to raise $212,919 to support 62 under-resourced schools in Mozambique with kits that will provide each school with a variety of learning and hygiene items as introduced in he video. By going to the link, www.code.ngo/betterschools one can see how much we have raised against our goal. As of November 9, 2021, we had raised $139,224 (65% of the way toward our goal).

There is a campaign brief included in this package that provides more details on the campaign. This brief could be photocopied for students to take home and share with their parents or simply used as an information brief to the campaign.

code | Promoting every child's right to read since 1959

SUPPORTING BETTER SCHOOLS

Making classrooms a great place to learn

THE CHALLENGE BEFORE US

For more than a year now, the COVID-19 pandemic made it difficult or impossible for children like you to attend school regularly and play with your friends the way that you would like to.

Sometimes it was really challenging to stay at home and learn online, there is no doubt about that. But for those children living in poor areas of the world, most had no computers or tablets or even mobile phones to connect with their teachers or study online.

This past year has been called by some "a lost year in education." A survey conducted in 37 countries by Save the Children found that 8/10 children said they learned little or nothing during the school closures.

More than ever, we must double our efforts to ensure that by 2030, we have achieved SDG #4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION

CODE IS MAKING A DIFFERENCE

Even before the pandemic made matters worse, 70% of Mozambique's population lived in poverty and only 8% of students made it to secondary school.

CODE has been working in Mozambique for almost 20 years helping to improve the quality of primary education. We work in partnership with a Mozambican organization called Associação Progresso who have the same vision that we do.

Together we have been working with the Ministry of Education to improve the skills of primary teachers and provide high quality books and learning materials. Only 1% of teachers have the necessary knowledge and skills to be good teachers and most schools don't have a single enjoyable book to read.

Our project schools have asked for urgent support with school supplies for children whose families have been hard hit by the economic impacts of COVID-19; hygiene supplies like soap and reusable face masks to help keep students safe; and of course for more books and learning materials to enable children to learn.

One child, one teacher, one book, one pen can change the world.

Malala Yousafzai

Every gift will contribute in a meaningful way!

UNPACKING THE SCHOOL KITS

Over the next few months, we're aiming to raise $212,919 to provide a package of material supports to our 62 project schools in Tete, Pemba, Niassa and Maputo provinces.

Our plan is for each school to receive a comprehensive package of material support, which will ultimately help more than112,000 students and 2,400 teachers. The supplies will all be procured locally and delivered to schools in early 2022 in advance of the new academic year starting in Mozambique.

Here's what we want to provide:

- School supplies including notebooks, pencils, erasers and rulers
- Hygiene materials including locally made soap, mops, hand-washing stations, buckets and face masks
- Classroom teaching aids like chalk, chalkboards and posters
- Colourful array of nearly 500 children's books in totable book boxes

A COMMITMENT TO SUSTAINABILITY

CODE's experience in Mozambique, and indeed throughout Africa, incontrovertibly shows that sustained improvement is only possible through a long-term, integrated approach focused on building trust and partnerships, supported by field-tested and proven methodologies.

For further information please contact:
Janet Phillips
jphillips@code.ngo

www.code.ngo/better schools

Follow us on Facebook at @codecan.org, Twitter at @codengo and Instagram at code.ngo

AWARENESS AND FUNDRAISING RAISING TIPS

We believe in every child's ability to make a difference on issues that they care about and appreciate that "taking action" can take many forms, ranging from volunteering to spreading awareness or even fundraising.

Should your students feel inspired to get further involved with CODE's work to promote children's literacy around the world, we offer the following ideas. But experience tells us that truly the best and brightest ideas for further engagement typically come from inside the classroom.

So, please know that you can reach out to us at any time to share those ideas and seek our support in bringing them to life. Our contact information is on the final page of this kit.

VOLUNTEERING

- Encourage your school to establish a "Reading Buddy" program that pairs older students (volunteers) with younger students to practice their reading one-on-one.
- Contact a local parents' resource center, community center or youth drop-in and offer to help build a "reading corner" through book donations.
- Create a "book club" with family and friends to encourage the love or reading and exchange of interesting ideas. Take turns selecting books that are appropriate for members of the club and meet weekly with snacks to discuss. Consider reading books from around the globe to expand horizons and perspectives and build global citizenry.

BUILDING AWARENESS

- Create a mural in your school's hallway to creatively draw attention to global inequalities in education, or to promote a love and habit of reading.
- Host a local author or illustrator to talk about their craft at a school-wide assembly, or to lead a workshop for students to creative writing.
- Follow CODE and other education charities on social media and share posts with your network. CODE social media widgets and banners can be downloaded at code.ngo/resources/supporters/
  - Facebook @codecan
  - Twitter @codengo
  - Instagram @code.ngo
- Host a movie event in your classroom or for the school – screen a thought-provoking movie about education around the world e.g. The First Grader (2010) or The Boy who Harnessed the Wind (2019) – this can also be easily turned into a fundraiser, see below.

FUNDRAISING

- Bake Sale: This is an easy way to make some money in an informal setting. Set up baked goods along with CODE literature so people can find out more about the organization as they buy food.
- (Event)-a-thon: Read, walk, run, skate, toboggan, dance, cycle, swim, teeter-totter, cycle- the sky is the limit.
- Tournaments: Hockey, golf, dodge ball, human foosball, ultimate Frisbee- again, the sky is the limit.
- Candy-grams: Raise funds by offering students an opportunity to send "candygrams" to their friends and teachers before the Holidays.
- Garage sale: Offer to organize selling people's old stuff – they will be more than willing to part with it!
- Film Night: All you need is one movie to screen it for hundreds of people. Use your school gym or library that has audiovisual equipment (DVD player, screen, etc.). Charge a small entry fee and sell refreshments.
- Bingo Night: Bingo is a fun game that absolutely everyone knows how to play. Have people pay $2 or so for each Bingo card, and have prizes donated.

Regardless of how your students may wish to take action, a few golden rules they may wish to keep in mind are:

- organizing anything is easier in a group
- start early and build a solid plan with clear goals
- don't be afraid to ask for help and advice
- think about how you can expand your reach
- have fun!

REFERENCES & FURTHER INFORMATION

GENERAL INFORMATION ABOUT MOZAMBIQUE

https://www.humanium.org/en/mozambique/

https://www.britannica.com/place/Mozambique/Transportation-and-telecommunications

EDUCATION AND FIRST NATIONS IN CANADA

https://www.afn.ca/uploads/files/events/fact_sheet-ccoe-3.pdf

INEQUALITY IN EDUCATION

https://www.newsweek.com/most-educated-countries-world-1600620

https://ourworldindata.org/global-education

https://www.globalpartnership.org/where-we-work/mozambique

https://en.unesco.org/news/GEM-Report-2020

https://www.savethechildren.net/grid

https://www.unicef.org/press-releases/national-wealth-does-not-guarantee-education-equality-unicef-report-says

THE SUSTAINABLE DEVELOPMENT GOALS

https://sdgs.un.org/goals/goal4

THE GOVERNMENT OF CANADA'S COMMITMENT TO THE SDGS

https://www.canada.ca/en/employment-social-development/programs/agenda-2030.html

LEARN MORE ABOUT CODE AND SCIC

www.code.ngo

www.saskcic.org

Learn more about CODE's work in Mozambique

www.code.ngo/better (project page)

www.code.ngo/betterschools (campaign page)

CONTACT CODE

Andrea Helfer,
Director of Fund Development and Marketing

ahelfer@code.ngo

CONTACT SCIC

Amy Bosche,
Education Program Coordinator

amy@saskcic.org