



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture



Canadian  
Commission  
for UNESCO

Commission  
canadienne  
pour l'UNESCO

## ANNEX 1

### About Sectoral Commissions

#### Background

The Canadian Commission for UNESCO had undertaken, in 2016, a process to revitalize the Sectoral Commissions' mandates.

#### Role of Sectoral Commissions

The Sectoral Commissions allow for greater engagement of members in CCUNESCO's work while capitalizing on the significant intellectual capital that members bring to the table. Through their members' knowledge and active engagement, Sectoral Commissions could:

- Provide recommendations on UNESCO programs and activities in Canada;
- Provide advice to inform governmental stakeholders, the public and UNESCO on the issues within the purview of CCUNESCO's mandate;
- Contribute to advancing reflection on specific issues or emerging themes;
- Support CCUNESCO in the development and reinforcement of networks (identifying collaboration opportunities, experts to engage on selected themes, etc.);
- Foster intergenerational, intercultural and intersectoral dialogue.

#### Composition

Each Sectoral Commission will be comprised of approx. 10 members, which will include academics, researchers, experts affiliated with a civil-society organisation, etc.

*\*In order to encourage dialogue between civil society and decision-makers, governmental representatives will be invited to participate according to the themes discussed. They do not need to apply.*

*\*CCUNESCO will ensure equitable representation of women and men, official languages, regions, diversity, Indigenous Peoples and youth.*

#### Duration of mandate

Members of Sectoral Commissions are nominated for a two-year mandate (renewable once) starting May 2017.

#### Roles and responsibilities of members

- Participate actively in CCUNESCO's activities by maintaining close links with CCUNESCO Secretariat (regular correspondence, sharing of information, participating in consultations, identifying partnership opportunities and strategic partnerships, etc.);
- Take the lead in the implementation of initiatives (coordination of a working group, development of reflection papers on selected themes, etc.);
- Participate in Sectoral Commissions' meetings (once or twice per year) and conference calls, when required. Such meetings might comprise of representatives from more than one Sectoral Commissions to collaborate on inter-sectoral issues and opportunities;
- Take part in CCUNESCO's Annual General Meetings (usually held between April and May);

- Members selected as a result of this call for applications will be invited to participate in the 2017 AGM to be held May 25-27 in Montreal.

*\*In return, we believe Sectoral Commissions members will have access to a network of experts and decision-makers from different fields, along with a platform for showcasing knowledge and expertise both at home and abroad.*

### **Priorities of the three (3) Sectoral Commissions**

It is expected that the work of the Sectoral Commissions will foster reflection and action on key themes and emerging issues linked to UNESCO's fields of action. Priority themes on which CCUNESCO, with its unique intersectoral approach and vast expert network, will be able to offer added value to these themes. They have been identified as:

#### **Sectoral Commission, Education**

- 1- Education for all** (including, among others, adult education, education for immigrants and refugees, recognition of prior learning, technical and professional training, as well as literacy).
- 2- Global citizenship education** (including, among others, quality education, curriculum development, educational approach—namely through the network of associated schools, citizen science and teacher training).
- 3- Reconciliation between Indigenous and non-Indigenous peoples through education** (formal, informal and non-formal).

#### **Sectoral Commission, Natural, Social and Human Sciences**

- 1- Research, Knowledge and Ethics** (status of scientific researchers and related issues, ethical implications of climate change, women in science, traditional knowledge, techno-science).
- 2- Environment, Science and Society** (social and environmental impacts of climate change, safeguarding natural heritage and water resources, sustainable local development practices).
- 3- Inclusive and Sustainable Communities** (social cohesion, inclusion of newcomers and vulnerable groups, reconciliation between Indigenous and non-Indigenous Peoples; youth engagement; social inclusion as a tool to combat discrimination, racism, violence, bullying and radicalisation).

#### **Sectoral Commission, Culture, Communication and Information**

- 1- Promote the diversity of cultural expressions, focusing in particular on innovative approaches and the role of new media in Canada.**
- 2- Encourage best practices in the safeguarding, sustainability, promotion and uses of cultural heritage in all aspects (tangible, intangible and documentary).**
- 3- Contribute to a greater understanding and representation of the contemporary diversity and rich past of Canada's Indigenous Peoples, in particular through culture and communication.**