# YOUTH ENGAGEMENT STRATEGY
## FOR THE CANADIAN COMMISSION FOR UNESCO
## 2016-2021



Credit: Providence Doucet

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# INTRODUCTION

Now more than ever, young people are change-makers, building new realities for themselves and their communities. All over the world, youth are driving social change and innovation by seeking new opportunities to learn and work together for a better future.[1]
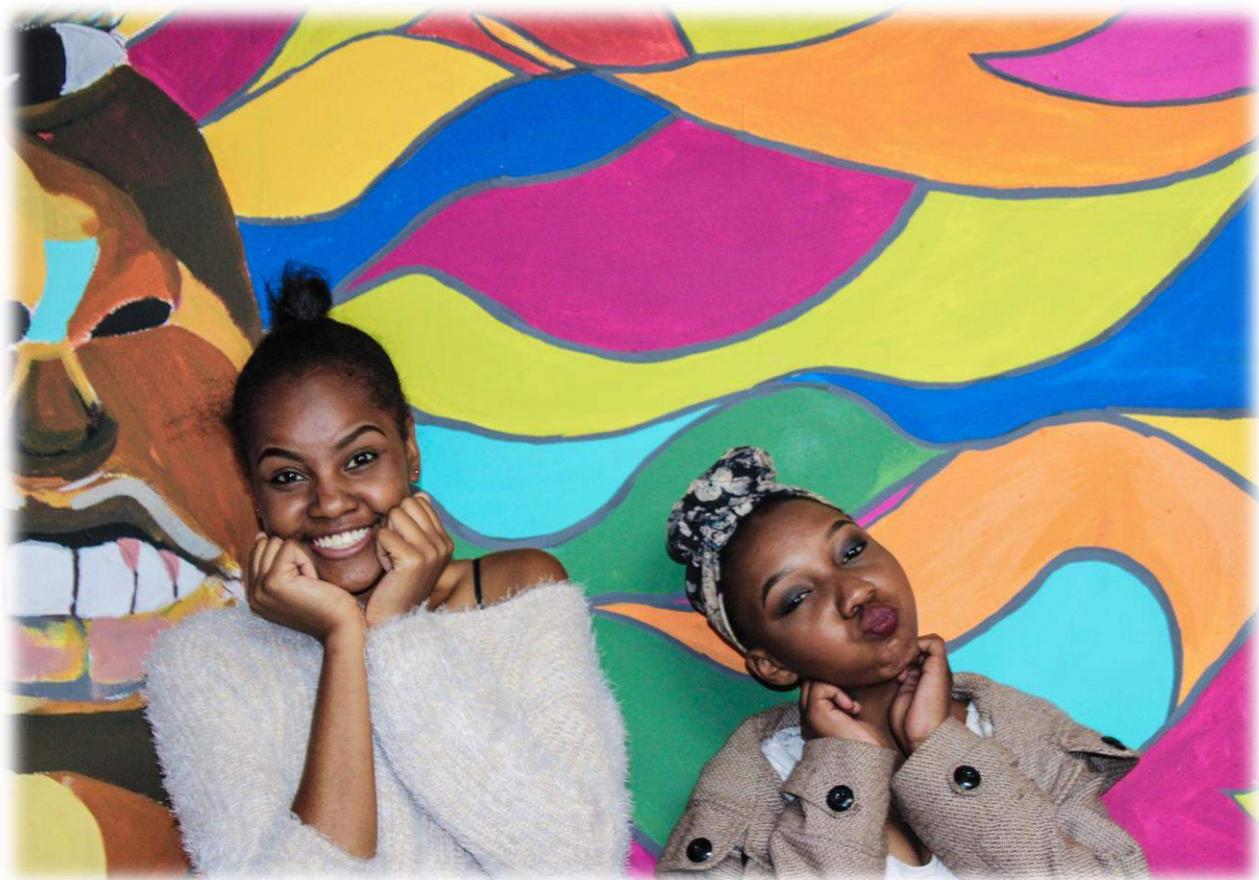
Credit: Trust Try Katsand

The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Canadian Commission for UNESCO (CCUNESCO or Commission hereafter) firmly believe that young people are essential partners in building more just, peaceful societies throughout the world. Getting youth to actively participate and express their perspective is vital to the Commission's work. This is why the Commission ensures that young people fully participate in its activities and in UNESCO's activities, as well as other governmental and civil society forums.

This document presents the mission, objectives, and areas of action that will guide the work of the Youth Advisory Group (YAG) members for 2016-2021. It also describes how the YAG will be structured and where its efforts should be concentrated to better support CCUNESCO in fulfilling its mandate. It can be used as a resource for present and future members of the YAG and individuals who are interested in learning about how young people are engaged in CCUNESCO's activities.

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[1] http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/strategy/

# PART I

# BACKGROUND



Credit: Aleksandra Mazu

## I.I Defining Youth

The United Nations (UN) defines youth as persons between the ages of 15 and 24.[2] UNESCO (the "Organization"), in accordance with the United Nations, recognizes that young people are a heterogeneous group in constant evolution and that the experience of "being young" varies enormously across regions and within countries.[3] In Canada, CCUNESCO defines youth for the purposes of the YAG as young people between the ages of 18 and 30.[4] Younger people are also very active in CCUNESCO's work, in particular through its Associated Schools Project Network (ASPnet), a network of schools across Canada committed to embodying UNESCO values and principles.

## I.II Defining Youth Engagement

There are many definitions of youth engagement. In most cases, youth engagement refers to involving young people at all levels of decision-making that directly affect them, and encouraging them to participate in initiatives to create positive social change. Successful youth engagement is often associated with a youth–adult partnership, which allows both parties to learn from each other. The United States Agency on International Development (USAID) succinctly defines it as *"the active, empowered, and intentional partnership with youth as stakeholders, problem solvers, and change agents in their community."* [5]

There are many different forms of youth civic engagement, ranging from youth participation in decision-making processes to youth community service, volunteerism, social entrepreneurship, youth leadership, and youth media. Youth civic engagement is recognized as a powerful means by which youth can build their capacities and assets, make a swift transition to productive work and public life, and contribute to the development of their countries, communities, peers, and other social groups that do not have access to human development opportunities.[6]

## I.III Youth Engagement at UNESCO

UNESCO aims to empower young people and effectively respond to their expectations and ideas by helping them to develop useful and long-lasting skills. To achieve this, the Organization encourages the following:

- **The participation** of young people in UNESCO and its various networks and partner organizations, to create opportunities for all to listen to and engage in dialogue

- **Partnerships** between UNESCO and young people's networks and organizations, to solicit and integrate their views and priorities and collaborate with them in setting up projects and programs in the areas of the Organization's competence

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[2] World Programme of Action for Youth, United Nations, 1995.
https://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf
http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/
[3] http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/about-youth/
[4] http://unesco.ca/~/media/pdf/unesco/yagrolesfunctionactionareas_000.pdf?mw=1382
[5] *Youth Engagement in Development*, January 2014.
[6] http://unesco.ca/~/media/unesco/jeunesse/unesco-toolkit-en.pdf

- **The integration** of youth concerns and expectations into the policy agendas of Member States in terms of education, the sciences, culture, and communication, in order to create opportunities to empower young people and grant recognition, visibility, and credibility to their contributions[7]

UNESCO's work in this area is guided by the *Operational Strategy on Youth (2014-2021)*, which provides the framework for constructive partnerships to be developed with and between youth organizations and youth-related stakeholders. The strategy has three components to guide UNESCO's work with youth:

1) Policy formulation and review with the participation of youth
2) Capacity development for the transition to adulthood
3) Civic engagement, democratic participation, and social innovation[8]

The implementation of the *Operational Strategy on Youth* is also guided by the recommendations made at the UNESCO Youth Forum. Since 1999, the UNESCO Youth Forum has been one of the main initiatives of UNESCO's Youth Programme. The Forum, held at the UNESCO headquarters in Paris, brings together youth delegates from Member States and NGOs around the world. The delegates debate and develop recommendations, which are then submitted in a final report to the UNESCO General Conference. As the General Conference is the supreme decisional body of the Organization, the UNESCO Youth Forum is a unique occasion for youth to actively participate in the work of UNESCO's General Conference and to give their input on issues that matter to them.[9]

## I.IV Youth Engagement at CCUNESCO

Since the 1990s, CCUNESCO has been highly supportive of and involved with youth initiatives. It works with a vast network of youth and youth organizations that help guide youth engagement actions at CCUNESCO and support the fulfillment of its mandate.

In 2005, Canada was one of the first countries to implement a national youth consultation process in preparation for the UNESCO Youth Forum. The outcome of these consultations was the creation of the Youth Advisory Group (YAG). The YAG is composed of youth aged 18-30 who have expertise on issues relating to the Commission's work and are engaged in their communities. CCUNESCO is committed to ensuring the representation of youth from various groups within the YAG, including, but not limited to, youth who live outside urban areas (particularly in Northern Canada), youth from various ethnocultural and linguistic backgrounds, Indigenous youth, newcomers, people with disabilities, and youth with different gender identities and sexual orientations.

CCUNESCO has invested time and effort to ensure that youth and YAG members are involved in its working committees and included in its various initiatives. The past years have also seen increased collaborative opportunities and synergies between the YAG and other networks, in particular

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[7] http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/about-youth/
[8] http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/strategy/
[9] http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-forums/

UNESCO Schools, the Biosphere reserves, and the Canadian Coalition of Municipalities against Racism and Discrimination (CCMARD).

The YAG was created as a way for CCUNESCO to structure and retain youth engagement in its activities. It has since become one of CCUNESCO's flagship initiatives and positioned CCUNESCO as a leader in youth engagement amongst UNESCO National Commissions and within UNESCO.

## Youth Engagement Toolkit (2011)

CCUNESCO was commissioned by UNESCO to produce a Youth Engagement Best Practices Toolkit to share best practices for youth engagement within National Commissions on a global scale. The Toolkit was launched during the 7th UNESCO Youth Forum in Paris (2011). It contains a myriad of examples of how to engage youth locally, nationally, and internationally. The toolkit is available on UNESCO and CCUNESCO's websites.

Source: http://en.ccunesco.ca/networks/youth-network

# PART II

# CCUNESCO'S YOUTH ADVISORY GROUP



Credit: Ezra Bridgman

## II.I Mission

Members of the YAG strive to support the Commission's activities by mobilizing, advising, and participating in programs while learning from, collaborating with, and inspiring each other to contribute positively to their communities at the local, regional, national, and international levels.

## II.II Objectives

The YAG aligns its youth engagement strategy objectives with the UNESCO *Operational Strategy on Youth (2014-2021)* and the *CCUNESCO Strategic Plan (2014-2021).* YAG members are engaged in policies and programmes affecting them and lead action to promote peace and sustainable development in their countries and communities through:

- Advising CCUNESCO on policy formulation and review;
- Developing capacities for a successful transition to adulthood as members of YAG or participants in CCUNESCO programmes;
- Civic engagement, democratic participation, and social innovation in their communities.[10]

## II.III Roles and Responsibilities

In order to achieve its objectives, YAG members take on the following roles within the Commission:



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[10] http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/strategy/
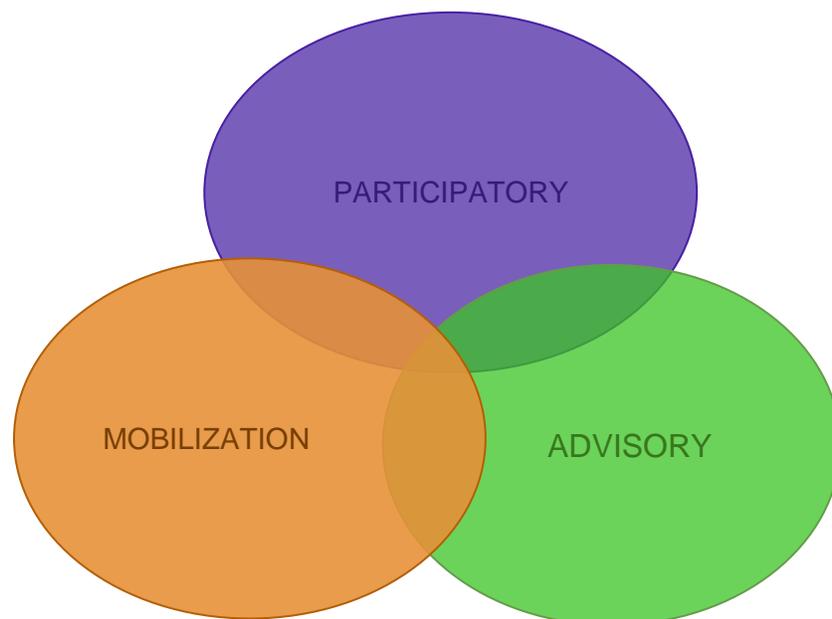
# Key Responsibilities of Each Role

| Mobilization Role | Advisory Role | Participatory Role |
|---|---|---|
| - Promote UNESCO and CCUNESCO's programmes and priorities through community outreach, and establish connections with organizations and networks with similar goals.<br>- Act as a liaison between relevant organizations and networks of the Commission that have similar goals. | - Participate in the Commission's consultation processes.<br>- Lead regional consultations in order to provide input from youth on CCUNESCO's programmes and activities. | - Represent the Commission at local, national, and international events and conferences as requested (UNESCO Youth Forum, etc.). |
| - Advocate and inform local youth about the Commission's initiatives and activities. | - Provide input on UNESCO and CCUNESCO's publications, programmes, and activities. | - Initiate or contribute to the development of one or more projects connected to the Commission's goals, programmes, and activities. |
| - Inform the Commission of activities or events related to UNESCO's mandate that they are participating in or aware of. | - Advise the Commission on how it can best engage youth in its communication, outreach, programming, and activities. | - Participate in the AGM and/or other activities organized by the Commission.<br>- Exchange information, share knowledge, and initiate and sustain actions among members.<br>- Develop capacities of other youth members. |

## II. IV Guiding Principles for Action

Below are some guiding principles that youth-led activities and projects should strive for:

☑ Alignment with UNESCO's values, vision, and mission
☑ Inclusion of all young people, with an effort made to include those who may be considered to be marginalized
☑ Alignment with at least one of UNESCO's areas of action or programmes
☑ Liaison/inclusion/promotion for CCUNESCO networks
☑ Representation of youth perspectives from the organizations or communities YAG members are involved with

## II.V Tools for Youth Engagement

There are several tools that can facilitate engagement for YAG members:

- Communication/Social Media Toolkit (to be developed)
- YAG Challenge! Toolkit (to be developed)
- Intergenerational Partnership & Mentorship Toolkit (to be developed)
- A map of CCUNESCO's networks and members across Canada and internationally
- Exit strategy toolkit for mature members (to be developed)
- Social media campaigns (to be developed in collaboration with CCUNESCO)
- Google Drive folder with YAG member biographies and action areas

## II.VI Structure

In order to work efficiently as a group and facilitate the flow of information between YAG members across the country and CCUNESCO, the YAG operates under the following governance structure:

### YAG Steering Committee

The YAG Steering Committee is composed of six YAG members. It is responsible for on-going communication with YAG members through social media, emails, conference calls, and webinars with the support of CCUNESCO staff. The Steering Committee assists with the work of the YAG's responsible Program Officer (or may delegate tasks), such as the selection of new YAG members, the coordination of YAG participation in CCUNESCO related activities, and the work done by Working Groups. To learn more about the YAG Steering Committee, see Appendix 1.

The YAG Steering Committee members designate among themselves a Chair, who shall hold the position for a period of six months.

Individuals on the Steering Committee are elected or re-elected during the YAG members meeting, usually held as part of CCUNESCO'S AGM. Only members present at the meeting may vote. The six Steering Committee members must be chosen by an absolute majority during the election, with consecutive rounds of votes if there are more candidates than the required number. At each round, the candidate with the lowest number of votes is eliminated until the required number of candidates remains. The Steering Committee members are elected for a two-year term, which shall take effect in alternate years (to ensure continuity).

### YAG Working Groups

Working Committees are created with a focus on a particular project or initiative. Members of these committees are to be selected by the YAG's responsible Program Officer within the CCUNESCO Secretariat, in consultation with the Steering Committee members, based on interests indicated by YAG members at the AGM or following a call for interest.

Working Committees can tackle issues like reviewing CCUNESCO's Youth Strategy, planning the YAG meeting at CCUNESCO's AGM, UNESCO youth consultations, planning International Youth

Day celebrations, and mapping CCUNESCO networks. The term of each Working Committee varies depending on the needs of each project.

## II.VII Meetings and Voting

The YAG usually meets in person at least once a year (electronic participation is encouraged for those unable to be present) and electronically throughout the year. The YAG or the YAG's responsible Program Officer may, at any time, call a special meeting to discuss any matters which have been put forward to YAG members.

Decision making within the YAG will strive to be made by consensus whenever possible, with the exception of elections. When the YAG is unable to arrive at a decision by consensus, a majority vote will be used instead. All voting, except for elections, is an open vote unless otherwise requested by a YAG member. Each voting member of the YAG shall have one vote.

## II.VIII Accountability Framework

In order to ensure relevance and participation of all members, the YAG has the following accountability mechanisms in place:

### Annual Declaration of Activities
YAG members must formally affirm, on an annual basis, that they completed activities or projects related to CCUNESCO. In order to facilitate the development of a project, a YAG Challenge Toolkit will be developed. The Toolkit will contain a large variety of activities that may be undertaken by YAG members throughout the year.

### Annual Report on YAG Activities
YAG members are responsible for preparing a succinct summary of activities related to CCUNESCO's work on an annual basis. The summaries are compiled by the YAG Steering Committee members, in collaboration with the YAG's responsible Program Officer, and presented to the Secretary-General or Executive Committee, where possible.

### Accountability Framework

| YAG items for approval | All YAG Members | Steering Committee * | Other |
|---|---|---|---|
| Annual declaration of activity | √ | √ | |
| Annual report on YAG activity | √ | √ | |
| YAG annual general meeting agenda | | √ | |
| Appointment of members to Working Groups | | √ | |

*Steering Committee members' activities must be done in conjunction with the YAG's responsible Program Officer.*

# PART III

# SUPPORTING CCUNESCO

# III.I Networks

The following section presents ideas on how youth can get involved with CCUNESCO's networks, programmes, and activities. These ideas are meant to guide and inspire young people about the ways in which they can contribute to CCUNESCO's mission and vision. Youth should not feel limited to the list of suggestions below and instead use them as a guide to exploring other projects.

### Associated Schools Project Network (ASPNet)

In Canada, ASPNet is active in seven provinces. Canadian schools that join ASPNet make a commitment to support UNESCO's ideals through four pillars of learning—learning to live together, learning to be, learning to do, and learning to know—and through the four themes of study—intercultural learning, peace and human rights, education for sustainable development, and ASPNet and UN priorities.

Suggested Actions for YAG Members:
- *Connect with an ASPNet school in the region in order to support their UNESCO-related projects and initiatives.*
- *Promote CCUNESCO activities within the ASPNet school or organize a presentation on a theme of interest or a life experience.*
- *Consult ASPNet students during CCUNESCO consultation processes.*
- *Initiate UNESCO-related projects and initiatives that engage students from ASPNet schools.*
- *Connect to diverse schools and encourage them to participate in ASPNet*
- *Initiate a "YAG Buddy" program between YAG members and students from ASPNet.*

### UNESCO Chairs

The UNESCO Chairs Programme advances research, training, and program development in higher education by building networks and encouraging cooperation between universities. Projects involve training, research, information-sharing, and outreach activities in major UNESCO programmes areas like Education; Natural, Social, and Human Sciences; Culture; and Communication and Information.

Suggested actions for YAG members:
- *Connect with a UNESCO Chair in the region in order to support their UNESCO-related projects or research.*
- *Encourage UNESCO Chairs to engage civil society in their research and findings, starting with the YAG or local youth communities.*

### Canadian Coalition of Municipalities against Racism and Discrimination (CCMARD)

CCMARD is one of seven coalitions that compose the International Coalition of Inclusive and Sustainable Cities. Launched in 2005 by CCUNESCO, CCMARD comprises cities interested in sharing their experiences to improve their policies against racism, discrimination, exclusion, and intolerance and are located in almost every Canadian provinces and territories.

Suggested actions for YAG members:

- *If the local municipality is a signatory member of CCMARD, connect with city staff in order to support their UNESCO-related projects or research.*
- *If the municipality is not a signatory member, present CCMARD to the City Councilor or Mayor in order to encourage the municipality to join the Coalition.*
- *Initiate UNESCO-related projects and initiatives that promote combatting racism and discrimination in the local municipality.*
- *Join the Diversity Committee (or another inclusion-related committee) of your community (if any) or meet with elected officials to suggest the creation of one (whether or not your city is a member of CCMARD).*

## Biosphere Reserves

UNESCO biosphere reserves are dedicated to balancing economic growth with conservation. They are designated by UNESCO through its Man and the Biosphere (MAB) Programme to offer leadership in biosphere reserve regions by striving to balance the health of natural systems with the needs of growing communities.

Suggested actions for YAG members:

- *Connect with a Biosphere Reserve in the region in order to support their UNESCO-related projects or initiatives.*
- *Initiate UNESCO-related projects and initiatives that include the biosphere reserves in the region.*
- *Learn about biosphere reserves' unique contributions to sustainable development* and spread the word.
- *Organize a presentation by a UNESCO Biosphere Reserve's representative in your university or organization.*

## World Heritage Sites

World Heritage Sites are exceptional places around the world that are considered to have outstanding universal value.  Adopted by UNESCO in 1972, the World Heritage Convention established the World Heritage List in order to identify, protect, and preserve cultural and natural heritage sites of outstanding value to humanity around the world.  Parks Canada leads Canada's implementation of the World Heritage Convention and has either full or shared responsibilities for the management of Canada's World Heritage sites.

Suggested actions for YAG members:

- *Connect with a World Heritage Site in the region in order to support their UNESCO-related projects or initiatives.*
- *Initiate UNESCO-related projects and initiatives that include World Heritage Sites in the region.*
- *Organize a presentation by a Site's representative in your university or organization.*
- *Learn about the outstanding universal* value of *World Heritage Sites*.

### The UNESCO Memory of the World Programme

The UNESCO Memory of the World Programme preserves the world's documentary heritage. The UNESCO International Memory of the World Register holds some 300 documents and collections of world significance from five continents. The number of nominations increases every two years, when applications are sent to UNESCO for review.

Suggested actions for YAG members:

- *Read about Canada's inscriptions in the International Register.*
- *Promote collections in the registers in local communities and social media.*

### The UNESCO Geoparks

UNESCO geoparks are single, unified geographical areas where sites and landscapes of international geological significance are managed with a holistic goal of protection, education and sustainable development. Their bottom-up approach of combining conservation with sustainable development while involving local communities is becoming increasingly popular. At present, there are 127 UNESCO geoparks in 35 countries.

Suggested actions for YAG members:

- *Connect with a geopark (especially if there is one near you) to support their UNESCO-related projects or initiatives.*
- *Include geoparks in CCUNESCO-related projects and initiatives whenever possible.*

## III.II Additional Action Areas

### CCUNESCO's Annual General Meeting (AGM)

CCUNESCO gathers its members and networks every year during its AGM. The YAG usually holds its annual national gathering during the AGM.

Suggested actions for YAG members:
- *Support the planning and facilitation of CCUNESCO's AGM, and assist the YAG's responsible Program Officer in the planning of different aspects of the meeting, especially if this event occurs in regions where members reside.*
- *Attend and actively participate in CCUNESCO's AGM.*

### Youth Consultations

CCUNESCO collaborates with YAG members in the organization of youth consultations across Canada when necessary (for example in preparation of UNESCO Youth Forums, which occurs every two year).

Suggested actions for YAG members:

- *Organize a consultation in their community with young leaders and youth-led or youth-focused organizations.*

- *Attend and actively participate in the consultations organized by CCUNESCO.*
- *Participate in the drafting of reports.*
- *Assist CCUNESCO in identifying key organizations or individuals for the consultations, promoting the consultations and its outcomes, etc.*
- *If relevant, follow up with Program Officers and YAG on issues discussed.*

## Regional, National and International Conferences and Events
CCUNESCO supports many conferences and events that link with UNESCO's values and mission.

Suggested actions for YAG members:

- *Support the planning and facilitation of CCUNESCO's conferences and events, especially if this event occurs where members reside.*
- *Attend and actively participate in regional, national, and international conferences and events supported by CCUNESCO.*
- *Promote CCUNESCO-related events in your networks (on social media, at school, etc.).*
- *If relevant, follow up with Program Officers and YAG on issues discussed.*

## Promoting UNESCO-related International Days/Years/Decades
Appendix A outlines various United Nations/UNESCO International Days which are actively promoted in Canada.

Suggested actions for YAG members:

- *Promote UN/UNESCO International Days through social media.*
- *Attend and actively participate in an activity happening in the community highlighting UN/UNESCO International Days.*
- *Organize an activity in the community highlighting a UN/UNESCO International Day, such as an artistic project or a brown-bag lunch/panel with one or more special guests. CCUNESCO could help identify experts in a specific area or assist with writing an article or making a video, amongst other things.*

## Supporting CCUNESCO in its communication/social media strategies
CCUNESCO actively promotes online activities, events, publications, and resources related to its networks and members. Social media platforms are considered tools for public awareness and members' engagement.

Web: en.ccunesco.ca
FB: https://www.facebook.com/ccunesco2014/
Twitter: @CCUNESCO_Canada
YouTube: https://www.youtube.com/channel/UCnMpROH8pfbh6HWK9NxvKLQ

Suggested actions for YAG members:

- *Promote CCUNESCO's Facebook/Twitter pages as well as CCUNESCO led social media campaigns within respective networks and share publications.*

- *Help CCUNESCO staff develop youth-friendly language that is accessible.*
- *Develop ''Did you know'' posts about CCUNESCO networks/programmes and share them with CCUNESCO staff responsible for social media platforms.*
- *Reach out to local media and get them to talk about CCUNESCO's activities.*
- *Share dynamic content to CCUNESCO's Facebook page (e.g. articles, contests, calls for applications, photos, blog posts, good practices).*
- *Write blog posts about CCUNESCO networks and programmes.*
- *Encourage local community stakeholders to seek out CCUNESCO's support (and/or logo\*) for initiatives related to UNESCO's mandate.*
- *Participate or initiate a promotional campaign on a UNESCO theme that is close to their heart (e.g. International Days, #Unite4Heritage campaign).*

\*Please note that CCUNESCO's corporate communication and social media platform must comply with Canada Council for the Arts Guidelines. All materials showcasing CCUNESCO's logo should be approved prior to publication. Although YAG members are strongly encouraged to talk about CCUNESCO, they cannot talk on behalf of CCUNESCO.

### Contributing to Research
CCUNESCO conducts research projects and publications in its areas of expertise.

Suggested actions for YAG members:

- *Explore whether you can collaborate with CCUNESCO to conduct a research project or a reflection paper based on a program theme or topic that is relevant to the Commission, in the context of its IdeaLab.*
- *Share research with CCUNESCO that you conducted or participated in outside of the Commission that is nonetheless related to its areas of expertise.*
- *Suggest themes for a research project or a reflection paper.*

# PART IV

# PROMISING PRACTICES

# Promising Practices

Below are a few examples of past CCUNESCO initiatives that include the active participation and engagement of youth (including YAG members and/or other youth connected to CCUNESCO networks):

*Arctic Collaboration and Youth Involvement through Students on Ice and NordMAB*
Education and knowledge sharing on oceans and freshwater as life support systems have been supported in the Arctic through a partnership with *Students on Ice* (http://studentsonice.com/). *Students on Ice* educates young leaders about the importance of the Polar Regions and inspires global sustainability initiatives through intercultural, interdisciplinary, and intergenerational learning. The Nordic network of UNESCO Man and the Biosphere (NordMAB) and CCUNESCO supported the participation of two young Canadians from Northern Quebec on the 2015 Arctic Expedition, where they were able to access the expertise of leading arctic experts in order to inspire action on climate change.

*UNESCO Youth Forum*
In preparation for the 9th UNESCO Youth Forum, CCUNESCO launched National Youth Consultations on August 12, 2015 (International Youth Day) with the support of its youth network and members. For the first time, UNESCO Associated Schools and schools within UNESCO Biosphere Reserves were included in this consultation process through a virtual classroom and national webinar that was coordinated through the Centre for Global Education. Students were invited to come together and learn about issues related to climate change, global citizenship education, indigenous knowledge, and youth civic engagement. During the webinar, UNESCO Chair for Dialogues on Sustainability, Catherine Potvin, was a keynote speaker alongside two youth from the Réserve de la biosphere Manicouagan-Uapishka who participated in the *Students on Ice* expedition. A total of nine schools from British Columbia, Manitoba, Alberta, Ontario, Québec, and Nova Scotia participated in the webinar and consultation process.

*CCMARD & UNESCO Associated Schools*
In the fall of 2015, the City of Winnipeg, a signatory member of CCMARD, organized the Mayor's Summit on Racial Inclusion in response to being identified as Canada's most racist city by Maclean's Magazine. The summit aimed to bring together leaders, organizations, and community members from Winnipeg and across Canada into one major "think tank" of compassion and inspiration to tackle racism in all its forms. The UNESCO Associated Schools were invited to present the "Winnipeg Cultural Diversity Initiative" as a promising practice for promoting a culture of peace. This project aims to help students from five elementary schools, and diverse cultural backgrounds understand that they have the right and the responsibility as local and global citizens to collaborate with students from other cultures in order to build a climate of peace and harmonious co-existence.

*Explore150 mobile application by TakingITGlobal and Get to Know*
Explore150 is a youth-led project that unites organizations in an effort to generate cultural and historic awareness through a peer-to-peer platform. Combining mobile technology and youth engagement, the application lets users discover and share their experiences about natural, cultural, and historical sites across Canada. Young digital media bloggers from coast to coast to coast were responsible for producing engaging content and documenting the sites to be featured in the app.

Bloggers that were selected by CCUNESCO ensured the inclusion of World Heritage sites and Canadian biosphere reserves in the app.

*UNHCR/CCUNESCO Poetry Contest on Refugees and Human Rights*
The Representation of the United Nations High Commissioner for Refugees (UNHCR) in Canada, in partnership with CCUNESCO, organizes a yearly "Refugees and Human Rights" student poetry contest, in celebration of both the UNESCO World Poetry Day and the UN World Refugee Day. The contest provides students (with a particular focus on the UNESCO Schools Network) from Grades 4 to 12 with the opportunity to express their thoughts on the theme of refugee and human rights issues, such as: violence and persecution, seeking refuge from war, and the pain and isolation of a refugee's life. The contest aligns with social studies and civic education curricula, with links to history, geography, language, literature, and art, while also generating greater interest in creative writing.

*National UNESCO Schools Student and Teacher Conference on GCED and Indigenous Issues (April 2016)*
CCUNESCO strives to bring together students and teachers from its national UNESCO Schools Network every 2–3 years in order to provide them with networking and learning opportunities. These conferences are also an occasion for students and teachers to share best practices from their schools and provinces, develop a greater awareness and ownership of the ideals of UNESCO, and bring these lessons back to their families, communities, and the student body in their schools. The theme of the 2016 UNESCO Schools Conference was Global Citizenship Education with an Indigenous Perspective and was held at the Canadian Museum for Human Rights (CMHR) in Winnipeg, Manitoba. Students and teachers experienced the CMHR's educational programs, with a particular focus on indigenous rights. The program included a workshop on how to take action in their schools and communities.

# PARTIE V

# ANNEXES
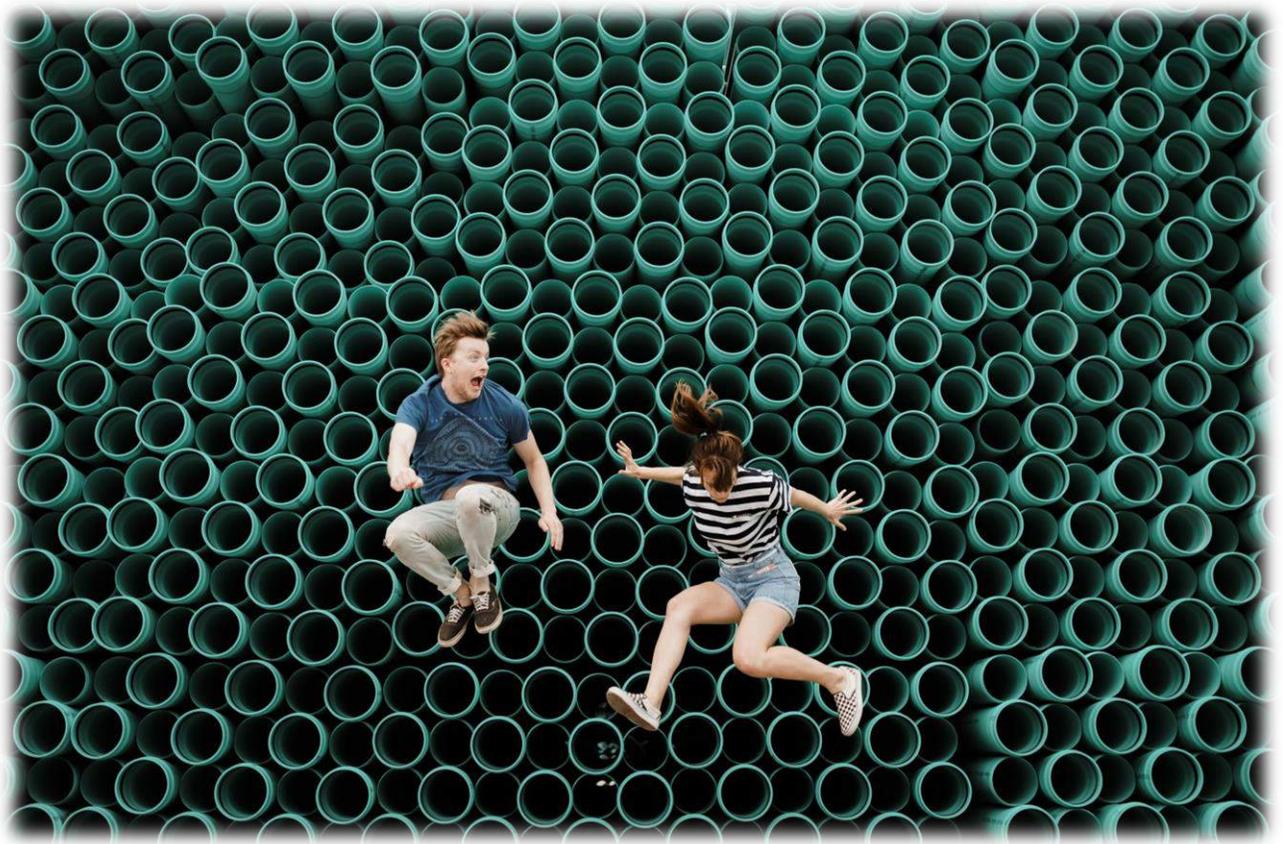
Crédit photo : Jared Sluyter

# DOCUMENTS AND RESOURCES

a. United Nations Sustainable Development Goals (SDGs):
http://www.un.org/sustainabledevelopment/sustainable-development-goals

b. Youth Advisory Group: Roles, Functions, and Action Areas (2010):
http://unesco.ca/~/media/pdf/unesco/yagrolesfunctionactionareas_000.pdf?mw=1382

c. CCUNESCO Strategic Plan 2014 2021 (2014): http://www.unesco.ca/~/media/unesco/unesco/ccu-strategic-plan-2014-2021.pdf?mw=1382

d. UNESCO Operational Strategy on Youth 2014-2021 (2014):
http://unesdoc.unesco.org/images/0022/002271/227150e.pdf

e. UNESCO Youth Engagement Toolkit (2011):
http://unesco.ca/~/media/unesco/jeunesse/unesco-toolkit-en.pdf

f. Canadian Coalition of Municipalities Against Racism and Discrimination: Guide for Municipalities, Citizens, and Organizations (Section 7 – Youth engagement) (2012)
http://unesco.ca/~/media/unesco/sciences%20sociale/ccmard%20toolkit%20web-en.pdf

# ANNEX A – UNESCO International Days, Years and Decades

| Date | Title |
|------|-------|
| February 13 | World Radio Day |
| February 21 | International Mother Language Day |
| March 8 | International Women's Day |
| March 21 | World Poetry Day |
| March 21 | International Day for the Elimination of Racial Discrimination |
| March 22 | World Water Day |
| April 23 | World Book and Copyright Day |
| April 30 | International Jazz Day |
| May 3 | World Press Freedom Day |
| May 21 | World Day for Cultural Diversity for Dialogue and Development |
| June 21 | National Day of Indigenous Peoples |
| August 9 | International Day of the World's Indigenous Peoples |
| August 12 | International Youth Day |
| September 21 | International Day of Peace |
| October 5 | World Teachers' Day |
| October 11 | International Day of the Girl Child |
| October 27 | World Day for Audiovisual Heritage |
| October 31 | World Cities Day |
| November 10 | World Science Day for Peace and Development |
| November 16 | International Day for Tolerance |
| December 3 | International Day of Persons with Disabilities |
| December 10 | Human Rights Day |
| 2013-2022 | International Decade for the Rapprochement of Cultures |
| 2015-2024 | International Decade for People of African Descent |

# ANNEX B

# Terms of Reference
# Youth Advisory Group Steering Committee, CCUNESCO, 2017-2019

## Committee Mandate
The purpose of the steering committee is to assist in the coordination of the CCUNESCO's Youth Advisory Group (YAG) and its activities, while facilitating collaboration and ensuring accountability of the group's members to the YAG and to the CCUNESCO. Committee members should be those interested in and with expertise in the areas of engagement, coordination, communication, and group dynamics. This committee is not for project management.

## Committee Responsibilities
- Review policy, procedures, and protocols related to the YAG as required and determined by the CCUNESCO
- Develop an accessible YAG year-end report for distribution online and in print (where needed), highlighting the activities, achievements, and forthcoming projects of the group
- Compile all YAG member and committee activities on an annual basis, for inclusion in the year-end report and to ensure the active participation of members in fulfilling their responsibilities and mandates
- Guide the implementation of the Youth Engagement Strategy (to be implemented by all YAG members)
- Assist with follow up and support of all YAG committees. Including ensuring updates and reports are received from all YAG committees as required and needed. This communication is vital, as not every committee may be represented on the steering committee.
- Assist the CCUNESCO in the definition of the general orientations and priorities for the YAG in order to maximize the YAG's contributions in implementing the CCUNESCO's priorities

## Committee Member Responsibilities
- Approximately two to three hours per week from AGM to AGM, with additional hours as needed during peak seasons.
- Sit on at least one other committee (Note: it is recommended that Steering Committee members not chair other working groups and committee, due to the heavy time commitment required and in order to allow more YAG members to take on leadership roles. Steering Committee members are still expected to be active on other committees/working groups as well.)
- Ability to have a flexible schedule that ensures reasonable availability to attend the next AGM in person
- Support the work of the committee by participating in committee meetings, as well as, other meetings as required
- Complete the reading of committee materials in advance of meetings
- Actively participate in a collaborative decision-making process regarding committee matters
- Ensure a system is put into place within the committee to ensure timely response to all emails/inquiries
- Ensure regular communications with the CCUNESCO

***If fulfilling these responsibilities becomes an ongoing issue, the Program Officer, Social and Human Sciences, will be asked to intervene as required. Missing two consecutive Steering Committee meetings will immediately trigger a meeting between the committee member in question and the Program Officer, Social and Human Sciences regarding the member's future with the committee.

## Committee Composition
A maximum of six active YAG members can sit on the Steering Committee at a time and must be able to fulfill the aforementioned Committee Member responsibilities. If more than six individuals are interested and committed; past YAG experience (balance between new and old members); regional representation; and area of focus and expertise will be taken into consideration for committee composition. If possible, a maximum of 66% of the committee (four members) should change year-over-year in order to ensure organizational continuity. In most cases, members will be asked to take a one year break following a maximum of two consecutive years on the Steering Committee to ensure rotation within the committee.

## Purpose / Rationale
The purpose of this Committee is to:
- Act as a representative of the YAG and a liaison between the YAG and the CCUNESCO
- Foster an environment through which the YAG can effectively plan and implement activities to advance CCUNESCO's mandate and the YAG's goals
- Cultivate planned activity within the YAG
- Serve as the primary point of contact for all YAG members and for the CCUNESCO staff
- Assist with the coordination of communication within the YAG through the Communications and Information Sharing Working Committee

## Committee selection
Three weeks before the AGM, a call for interest will be sent out by CCUNESCO's staff to all YAG members to identify the subsequent year's Steering Committee composition. The call for interest will be a simple 'who is interested' with reference to the committee terms of reference. The composition will be finalized during a meeting of the YAG at the AGM. If more members are interested than the committee composition allows, all those interested shall meet for a first time and attempt to come to a consensus regarding who will be part of the committee for that year. If consensus cannot be reached by those interested, a vote will be held with all members who are present at that year's AGM. Finally, for those interested, but unable to be physically present, they will be invited to contribute specifically for this section via technology such as Skype.

In 2017, there will be an exception and the call for interest will be sent following the AGM. Following the call for interest, a virtual meeting will be held by those interested to determine the committee composition. If consensus around composition cannot be found, a virtual vote will be held. The committee should be in place by September 2017.

## Chair
This position will be filled in a rotating fashion on a six-month basis. In order to ensure greater accountability all documents, communications, and artefacts of the Member's work while serving as Chair will be saved within an accessible folder (such as Google Drive, Dropbox, or OneDrive). This will ensure that subsequent Chairs are able to quickly draw upon the previous work of the Chair, while ensuring that the Chair is held accountable for their actions (or inaction). The Chair will be elected by Steering Committee Members through consensus. If consensus cannot be reached, a vote will be held with the Chair requiring at least 51% of the votes. If possible, this chair position should be distributed between two different individuals throughout a year. If the chair becomes unavailable during their rotation, the committee will elect another chair to fill the position for the remainder of the six-months.

## Meetings

Meet at least once a month or more frequently as needed via teleconference or other electronic media at the call of the Chair of the Committee. All documents including meeting minutes will be posted in an accessible folder for all YAG members (such as Google Drive, Dropbox, or OneDrive) to read and comment.

The committee is responsible for ensuring a committee member is responsible for taking minutes during every meeting.

## Quorum

Quorum for meetings is the majority of members plus one. When the committee is full at 6 people, this means that quorum is achieved when 4 people are present. If Quorum is not attained the meeting will be postponed and rescheduled at a later date.

## Review

These Terms of Reference will be reviewed annually by the Steering Committee, immediately following the Annual General Meeting.

*This draft was prepared by: Mohammad Hossein Asadi Lari, Derrek Bentley, Jeffrey Cherubin, Haven Rees, Catrina Russell, and Yvette Yakibonge.*