

National Consultations Report Form

The consultation report form is intended to record the outcomes of the consultation and assist in preparing the National Commitment Statement.

1 - TES NATIONAL CONSULTATION PROCESS

Convenor's Name: Canadian Commission for UNESCO (CCUNESCO)

Number of consultations (if more than one consultation takes place): 5

Basic information on all the consultation(s):

#	1	2	3	4	5
Date (s)	2020	2020	Fall 2021	Summer 2021	Fall 2021
Titles (s)	UNESCO Futures of Education Initiative: Consultation with UNESCO Chairs of Canada	UNESCO Futures of Education Initiative: Consultation with the UNESCO Schools Network	UNESCO World Higher Education Conference: Consultation with Higher Education Institutions	UNESCO World Higher Education Conference: Consultation with UNESCO Chairs of Canada	UNESCO World Higher Education Conference: Indigenous Perspectives Consultation
Types (e.g. National/Subnational)	National	National	National	National	National
Geographic Focus	Academic Professors	Youth/ Teachers	Higher Education Institutions	Academic Professors	Indigenous Perspectives
Number of Participants for each consultation	25	20	20	25	30
Language Used	French/ English	French/ English	French/ English	French/ English	French/ English

Total number of participants: 120

NA	0 – 17
NA	18 – 29
NA	30 -59
NA	60+

Gender Participants: (insert number)

NA	Male
NA	Female

NA	Prefer Not to Say
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Number of Participants from each Sector: (insert number)

120	Education		Nutrition
	Child Protection		Communication
	Health		Information Technology
	Labour		Social Projection
	Environment		Water, Sanitation and Hygiene
	Finance		Other (please explain)

Number of participants from each Stakeholder Group: (insert number) –

	Teachers, educators, facilitators, and professors
	Youth and students (including children and adolescents)
20	School leaders (e.g., from UNESCO ASPnet school network)
	City and local government representatives
	Parents and caregivers
	Small/medium enterprises/unions
	Large national businesses
	Members of Parliament
	Multi-national corporations
	Local authorities
	Government and national institutions
	Public Servants
	Regional economic community
20	Local Non-Governmental Organizations
	International and/or Regional financial institutions
	International Non-Governmental Organizations
30	Indigenous people and community leaders
50	Scientific community, academic, universities and research institutes
	Media
	Other (Please explain)

2. PRINCIPLES OF ENGAGEMENT

How did you organize the consultation to ensure the following principles of national consultations?

	A whole-of-government approach
X	Inclusion and equality
X	Focusing on youth as 'agents of change'

3. CONSULTATION FOCUS AND OUTCOMES

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks* and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes? *

For the record, the five action tracks are:

- 1) Inclusive, equitable, safe and healthy schools
- 2) Learning and skills for life, work and sustainable development
- 3) Teachers, teaching and the teaching profession
- 4) Digital learning and transformation
- 5) Financing of education

Due to the tight timeline for national consultations (June-September 2022), Canada has opted to review and consolidate all UNESCO Education Sector Consultations and Surveys it has convened over the last two years in order to offer a Canadian perspective to the Transforming Education Summit.

From consultations organized by the Canadian Commission for UNESCO (CCUNESCO) with civil society representatives active in the education sector, here are the main areas of action for the future of education in Canada:

Indigenous ways of learning and teaching:

- Education systems must be deconstructed and co-created into new structures that respect and incorporate Indigenous knowledge and values.
- Indigenous ways of learning and teaching benefits all students.
- Indigenous worldviews promote environmental stewardship and connection to the land and our planet (i.e. land-based education)
- Indigenous ways of teaching promote intergenerational learning (i.e. Learning from Elders)
- Acknowledging the diversity of Indigenous knowledge customs and cultures is a matter of planetary survival.

Global Citizenship Education and Sustainable Development:

- Global Citizenship Education includes acknowledging the hard truths of our past and reconciling relationships between groups that have historically been in conflict with one another.
- The purpose of education must be to equip learners toward building an equitable and inclusive society with planetary stability and well-being as the main goals.
- Education for sustainable development can help us become more effective environmental stewards.
- Teaching learners to develop a sense of affinity with places and territories will translate into a sense of belonging, improving our ability to conserve cultural and environmental resources.
- Arts education can make a substantial contribution to learners' lives as a means of communicating, healing, constructing culture and building community.
- Open educational resources can help bridge the knowledge divide to achieve equity in education.

Addressing racism & discrimination:

- Address systemic racism begins with acknowledging its historical existence and how it permeates through educational systems.
- Diversity of voices and representation is essential in the school curriculum and literature.
- Policies need to be reviewed through a human-rights lens.
- Staff training is needed.
- Student, community and family involvement.

Youth Agency:

- Allowing young people to make decisions and drive change—in their own lives, in their communities, and in their larger spheres of influence.
- Student interest front and centre of learning.
- Create opportunities for youth agency within the education system.

What are the main outcomes regarding the four key components* of the national consultation(s)? *

For the record, the four key components are:

- 1) Recovery from Covid-19 disruption [short-term]
- 2) Transformation of education [medium-longer-term]
- 3) Review of national education targets and benchmarks
- 4) Ensuring sustainable public financing

Please refer to the national consultation guidelines (pp.4-7) for detailed questions related to each component.

CCUNESCO consultations resulted in these main recommended outcomes for the future of education:

- Inclusion of Indigenous ways of knowing and learning promotes environmental stewardship and benefits all learners.
- Addressing racism and discrimination and promoting Global Citizenship Education includes acknowledging the hard truths of our past and reconciling relationships between groups that have historically been in conflict with one another.
- Climate change education needs to be integrated in all levels of education, from early childhood education to lifelong learning.
- Education needs to be participatory, engaging and give voice to its students, in particular youth and marginalized communities.
- Teachers need to be supported with on-going training and professional development opportunities.