



UNESCO Associated Schools Network in Canada CANDIDATE APPLICATION FORM AND DOCUMENTATION

The United Nations Educational, Scientific and Cultural Organization was established in 1946 with the purpose of contributing to world peace and security. The UNESCO vision promotes collaboration among the nations through education, science and culture to further universal respect for justice, the rule of law, human rights and fundamental freedoms, which are affirmed for the peoples of the world without distinction of race, sex, language or religion.

Canadian schools that join the UNESCO Associated Schools Project Network (ASPnet) make a commitment to support the ideals of UNESCO, through four *pillars of learning* and four *themes of study*, in order to contribute to a local, national and global culture of peace.

Pillars of Learning*	Areas of Study
<i>Learning to know</i>	<i>ASPnet and UN priorities</i>
<i>Learning to do</i>	<i>Education for Sustainable Development</i>
<i>Learning to be</i>	<i>Peace and human rights</i>
<i>Learning to live together</i>	<i>Intercultural learning</i>

*Established by the UNESCO International Commission on Education for the 21st Century.

Expectations for membership in the Canadian Associated Schools network have been established by the Canadian Commission for UNESCO and include two levels: *Candidate Schools* and *Member Schools*. Candidate Schools are interested in joining the network and are working towards the deep cultural shift that signifies a UNESCO school. Member schools have demonstrated a sustained commitment to the ideals, values, work and principles of UNESCO.

Candidate School Goals

1. Build support and commitment to the values, work and principles of UNESCO from the school administration, the school district administration, the staff, the student body and parents/community. This includes designating a key contact for UNESCO activities at the school level, and where possible, at the student level.
2. Ensure that UNESCO Theme 1 “ASPnet and UN priorities” provides a focus for curricular and extracurricular programming leading to an informed student body.
3. Staff members are engaged in professional development in pursuit of the school's UNESCO themes and pillars.
4. Pursue project opportunities with other UNESCO Associated Schools.
5. Explore connections with at least one other school in the Canadian network.
6. Establish partnerships in the community to work toward UNESCO ideals.

7. Begin to integrate UNESCO pillars and themes into curricular and extracurricular programs, and into school policies and practices.
8. Highlight international days, weeks, years or decades as designated by the United Nations and UNESCO.
9. Attend regularly scheduled network meetings.
10. Regularly produce a UNESCO school report which describes past achievements and future goals. Submit, via the provincial/territorial coordinator, the UNESCO school report to the national coordinator.

NOTE: 'Values, work and principles' are articulated on UNESCO's website: "UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO'S mission and activities. UNESCO's unique competencies in education, the sciences, culture and communication and information contribute towards the realization of those goals."

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PART I – SCHOOL INFORMATION

School Name: _____

School Address:

/ Street _____

Town/City/Prov _____ Code _____

Phone (____) _____ Fax (____) _____

Principal _____ e-mail _____

Lead teacher _____ e-mail _____

School website _____

School Profile:

Type of institution:

Public _____ Private _____

Grades / Level _____ Post-Secondary _____

Language(s) of Instruction _____

Number of staff _____ Number of students _____

School Mission Statement:

School Profile: (e.g. school-wide programmes, special initiatives, etc.)

PART II - DECLARATION OF COMMITMENT

When applying as a Candidate School in the UNESCO Associated Schools network, a school's staff members, students and parents/community commit to working toward the Candidate School Goals, and understand themselves ready to make this commitment.

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2. Ensure that UNESCO Theme 1 "ASPnet and UN priorities" provides a focus for curricular and extracurricular programming leading to an informed student body.
3. Staff members are engaged in professional development in pursuit of the school's UNESCO themes and pillars.
4. Pursue project opportunities with other UNESCO Associated Schools.
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After careful consideration of the Candidate School Goals, members of the staff, student body and parents/community believe that:

(name of school)

is ready to commit to the achievement of these goals.

Principal signature

Lead Teacher signature

PART III - CONTRIBUTING TO THE NETWORK

With reference to the Candidate School Goals, identify the school's activities or initiatives that your school already undertakes, which you believe fit in with the pillars and themes of UNESCO Associated Schools.

Notes:

1. Include any initiatives that meet the purpose or intent of the goal (for example, Goal #4: Include collaborations with other schools, even though they are not UNESCO schools).
2. It is expected that some of the goals are more likely to have been part of a non-UNESCO school's programme than others (for example, you will potentially have more to report for Goals # 3 - 7 than # 8 – 10). It is not expected that you comment on all goals.

PART IV - GROWING WITHIN THE NETWORK

1. Describe how all stakeholders - the administration, the staff, the student body, parents/community – plan to support and promote the initiative in the school and community, ensuring that the goals are achieved.
2. Describe how your school intends to grow within the network:
 - a. Include project title, if applicable
 - b. Briefly describe next steps and longer-term initiatives that will be undertaken
3. Provide formal approval and support from the school division/district's or school board's senior administration.