

Council of Ministers of Education, Canada

Report of the Canadian Education Delegation

to the

**31st Session of the UNESCO General Conference
Commission II
Paris, October 16-19, 2001**

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Introduction

The 31st session of the General Conference of UNESCO was the first one organized under the leadership of Mr. Koïchiro Matsuura, the Director General. Due in part to the new leadership, in part to the reform process that UNESCO is undergoing, and in part to the skill of the Chair of Commission II (Education), the sessions ended on time, and the interventions for the most part were focussed and respected the time limits.

This report will describe the highlights of the Commission II debates; for UNESCO Secretariat documents on the General Conference, please visit <http://www.unesco.org/confgen/index.shtml>.

The Canadian Delegation to Commission II took advantage of the skills of all members and resource persons to make a strong presence in the discussions. Canada's influence became evident early in the debate, as our first intervention was received with applause and many delegations asked for copies of the printed version (see the appendix for texts of the interventions). There was also strong support for Canada's two other interventions. In the third intervention, Canada succeeded in having its suggestions adopted with respect to the final draft recommendation on technical and vocational education.

Canadian Education Delegation

The Canadian education delegation included five official members and four resource persons.

Delegation members

- Chief Spokesperson for Education: The Honourable Dianne Cunningham, Minister of Training, Colleges and Universities, Province of Ontario, and Chair of the Council of Ministers of Education, Canada
- Deputy Chief Spokesperson for Education: The Honourable Glenn Hagel, Minister of Post-Secondary Education and Skills Training, Province of Saskatchewan, Outgoing Chair of the Council of Ministers of Education, Canada
- Mr. Kevin Costante, Deputy Minister of Training, Colleges and Universities, Province of Ontario
- Ms. Sheila Molloy, International Desk Officer, Secretariat of the Council of Ministers of Education, Canada
- Ms. Eva Egron-Polak, Chair, Sectoral Commission on Education, Canadian Commission for UNESCO

Resource persons

- Ms. Diane Viel, International Cooperation Adviser, Canadian and International Affairs Directorate, Ministry of Education, Province of Quebec
- Ms. Diane Laberge, Education Program Officer, Canadian Commission for UNESCO
- Mr. Richard Martin, Senior Program Manager, International Academic Relations Division, Department of Foreign Affairs and International Trade

- Mr. Earl Turcotte, Senior Program Manager, United Nations and Commonwealth Division, Canadian International Development Agency

The education delegates met each morning with the other members of the Canadian delegation to share impressions, exchange information, highlight important issues, and review activities. These meetings were chaired by the Canadian Ambassador and Permanent Delegate to UNESCO, H.E. Louis Hamel and were very useful in providing context and building cohesion.

Main Outcomes

The Canadian delegation had set several objectives, all of which were accomplished: the budget, while declining for education, was kept at zero nominal growth for the organization as a whole; the importance of not creating any new Institutes was recognized; and the Canadian delegation supported the new directions under the leadership of both the new Director General and the new Deputy Director General for Education. In addition, Canada succeeded in broadening the definition of education for all, to include the issues prominent within industrialized countries, and it was active in improving the text of the Revised Recommendation concerning Technical and Vocational Education.

Report of Commission II

Debate I Tuesday, October 16, 2001

Draft Medium-Term Strategy 2002-2007 (31 C/4) and preparation of the Draft Programme and Budget 2004-2005 (32 C/5)

Debate I was preceded by a review of the strategy by Sir John Daniel, UNESCO's Deputy Director General for Education. Each of the six UNESCO education institutes then reported on their activities.

In the morning session, eight countries including Canada made interventions. There was universal support for the Medium-Term Strategy and its emphasis on Education for All. Several countries noted that poverty, particularly extreme poverty, denies basic human rights, including the right to education. Many countries noted the critical importance of adequate teacher training and the importance of culturally sensitive education. Finally, several countries noted that an emphasis on e-learning was too narrow and must include the broader scope of learning and knowledge.

The afternoon session was chaired by the representative of Vanuatu. Some 20 countries including WCT were heard, for a total of 21 interventions. Just as during the first session, all the interventions lauded or congratulated UNESCO for the quality of the medium-term strategy document, in terms of content, the relevance of the unifying theme, of the cross-programme themes, of the strategic objectives, and of its consistency with UNESCO's mission.

Repeated mentions were made of education as a human right, of rights education, of citizenship and values education, and of democracy education. The concept of learning to live together highlighted in the Delors report was stressed as a key component in teacher training. Indeed, teacher training and the status of teachers were brought up several times.

Some countries (Thailand, China) raised the issue of access to education for vulnerable groups and rural populations. Some industrialized countries or countries in transition offered to share their experiences and best practices, either in new information and communication technologies (Australia, Iceland, Spain, Portugal), or in the areas of educational reform (Slovenia).

One country bluntly stated that UNESCO's institutes had no reason to exist and consumed budget resources; a number of countries, such as Niger for the UEI and Switzerland for the IBE, did on the other hand stress the importance of the institutes' role.

Some criticisms were made, especially on the weakness of implementation, given UNESCO's statements and commitments over the years. In addition, some countries complained of the limited role of higher education in 31 C/4.

Sir John Daniel, Deputy Director General, thanked intervening countries for their constructive comments and acknowledged the existence of certain tensions. He summarized the 14 key points highlighted in the interventions, adding to those mentioned above the issue of partnerships to be strengthened or built, especially with civil society; the need to give a human face to globalization; and the need to set a balance between the humanistic and utilitarian visions of education.

In conclusion, the director of the Strategic Planning Bureau promised to take members States' comments into account in revising the Medium-Term Strategy for 2002-2007.

Debate II Part I – Wednesday, October 17 (morning)

Consideration and adoption of the Draft Programme and Budget for 2002-2003, Part II.A: Major Programme I - Education

The session was opened by the President of the Commission, H.E. Professor Michael Omolewa, Ambassador and Permanent Delegate of Nigeria to UNESCO, who passed the chair to the Vice-President, Mr. Klaus Hübner, President, German National Commission for UNESCO, who chaired the debate. Thirty countries were registered to take the floor during the morning, with Canada in fourth position. Minister Cunningham was the third speaker, since Azerbaijan was not present.

In general, delegates making presentations during this session gave overall support to the directions adopted by UNESCO in the Medium-Term Strategy as well as to Major Programme I in Education. Most speakers highlighted areas or actions that they would like to see strengthened in the Programme, and presentations were frequently quite

specific, sometimes referring very directly to particular initiatives or UNESCO institutes and their work. Several Draft Resolutions, to be discussed later, were mentioned briefly and at times endorsed by others in their presentations.

The summary below cannot do justice to all presentations but notes only the comments that were repeated most often as well as those that may be most noteworthy for Canada.

A focus on teacher training, the status of the teacher, and the central role teachers play in desired changes in education were underlined by many. Whether in terms of the need for more focus on science and technical education, on values education or on better use of ICTs in education, delegates repeatedly urged UNESCO to place emphasis on pre-service and in-service training of teachers.

The priority accorded to the follow-up to Dakar and the role that UNESCO has assumed in the pursuit of the goal of Education for All was widely endorsed by delegates. Several called for UNESCO to ensure that this goal not be limited to the provision of basic education, but broadened to include the concept of lifelong learning, which transcends the formal schooling system and includes all aspects of non-formal education as well. Many underlined that all parts of the education system must be involved and must contribute to the achievement of this goal including primary, secondary, technical and vocational, and higher education sub-sectors. Several countries also underlined the importance of national plans and strategies as a key starting point for the pursuit of EFA. They often thanked UNESCO for the support offered to Member States in this regard (Norway, Yugoslavia, New Zealand, Salvador, Zambia).

Several speakers noted with concern the seeming reduction of attention to higher education, particularly since it plays a key part in the building of a knowledge society, in meeting the goal of EFA, in research in many areas of educational reform, and in capacity building (Argentina, Yugoslavia, New Zealand, Germany, Laos, Latvia, Saudi Arabia).

The Delors report and particularly the theme of “learning to live together” was referenced very frequently, and the discussion during the recent ICE was given as a very good example of the need to integrate related concepts into the general curriculum for quality education. In this context IBE and several other UNESCO Institutes and decentralized centres were praised for their work and support to Member States.

Like those of Canada, one or two other interventions specifically addressed the need for a more integrated approach to UNESCO’s work in education not only within the sector but also with other UNESCO programmes such as communications and social sciences and humanities, which seemed to have an increasing number of education activities. A specific example was given by Switzerland, whose delegate pointed to work under way on virtual universities and education for citizenship in these two sectors respectively.

With respect to the budget, those that commented expressed their concern, as did Canada, with the limited level of funding available for education within UNESCO or made

reference to the shifting balance between UNESCO's internal budget and extra-budgetary resources that are needed to implement activities.

Finally, it is interesting to note that the presentations of most delegates from the Asia Pacific region (New Zealand, Korea, Laos, Samoa, Papua New Guinea) were clearly coordinated as each speaker called for a specific strong focus and increased resources for action in the region.

Debate II Part II – Wednesday, October 17 (afternoon)

Dr. Magdaléna Pohlodová, Deputy Permanent Delegate of Slovakia to UNESCO and one of the Vice-Chairs of Commission II, chaired the second part of the debate on the Draft Programme and Budget 2002-2003. In all, 32 interventions were made, including one by an international organization, WPEO (World Preschool Educational Organization) and one by a regional organization, the Council of Europe.

Interventions on the Draft Programme and Budget 2002-2003 (31 C/5) were very close to those made during the debate on the draft Medium-Term Strategy, dealing with the same themes and concerns.

The importance of follow-up to the Dakar World Forum, the recognition of UNESCO's role in coordinating this follow-up, and the need to leverage UNESCO's resources and in-country expertise (especially via the institutes) were once again brought up vigorously.

A number of countries, including Uruguay, Ukraine, Canada, and Australia (the latter speaking in solidarity with other Pacific and South-East Asian countries that had spoken previously) stressed the need to ensure that the share of UNESCO's budget devoted to education truly reflects the priority status of this sector.

Some countries focused their intervention on a specific theme they wished to see reinforced in the 2002-2003 programme: Austria's representative stressed the importance of arts and artistic education, while Algeria emphasized the value of physical education and sport. Uruguay requested that the theme of physical education be integrated in regular programmes and not dealt with separately.

Two countries, Mauritania and Paraguay, reported on the significant progress they had accomplished in providing access to basic education and increasing school attendance rates, and attributed their progress to specific measures and generally to the advent of greater democracy.

Other countries simply reported on their work plan or achievements, with no direct reference to UNESCO's Draft Programme for 2002-2003. Some countries also requested the organization's support to continue implementation of their reform plans. Those requests were addressed during the Debate IV as draft resolutions.

Debate II Thursday, October 18, 10:00 to 13:00

Draft Programme and Budget 2002-2003 (31C/5)

Before the debate proper, a representative of CIGEPS addressed the audience to remind delegates of the upcoming 4th Summit of Ministers of Physical Education and Sport, to be held two years hence in Athens. He reminded delegates of the importance of physical education and sports in combatting violence and also stressed the ethical values inherent in sport and called for world cooperation as part of the Culture of Peace.

Eleven interventions were made by countries and international NGOs during the debate. Some countries (Thailand, France) stressed that 31 C/5 was clear and well drafted. Support for the focus on follow-up to Dakar and Education for All (EFA) in 31 C/5 was less unanimous. While recognizing the need to ensure that the objectives of the Dakar Framework for Action are implemented, most countries sought to broaden the scope of the documents by insisting on expanding the notion of education beyond primary schooling and stressing the need to address the quality of education (Thailand, France, Slovakia, Education International), by underlining the importance of literacy for non-schooled youth, of adult literacy, and of non-formal education (Thailand, Linguistic Institute (NGO), Scandinavian countries) and finally by stressing the role of teachers and the need to address their pre-service and in-service training. A number of countries stressed the need to provide financial support within the framework of international cooperation, to allow countries of the South and countries in transition to attain the Dakar objectives (Benin, Democratic Republic of Congo, Slovakia). The Education International (NGO) insisted on the international community's responsibility to keep the commitments of Dakar, even stating that this has already been too long in coming.

The Russian Federation stated that while it shared the objective of Education for All set out in the Medium-Term Strategy (31C/4), it felt that this was less successfully translated in the Programme and Budget (31C/5) and ought not be the priority. It felt that higher education must retain its status within the Programme in the context of building a knowledge society. Research, the UNESCO Chairs, and teacher training must remain at the heart of UNESCO's work. France, the Scandinavian countries, and Education International echoed that concern, especially in respect of the growing importance and changing role of teachers. France made particular mention of the important role played by the UNESCO Chairs.

A number of interventions (Thailand, Scandinavian countries, France, Benin, Syrian Arab Republic, Russian Federation) expressed support for UNESCO's Education Institutes and some UNESCO associated centres. Support was voiced for institutes overall as well as for specific institutions (IBE, ITIE, IPE, Bonn Centre on technical and vocational education, Centre de Ouagadougou pour l'éducation des filles et des femmes en Afrique). Norway announced its candidacy to the IBE Council and requested support from other countries.

Several countries recalled the importance of Learning to live together by reference to the Delors Report, to the issue of linguistic minorities and language as a vehicle of identity, to the importance of reforming curriculum (history and geography), to the need for dialogue between cultures and civilizations, and to the role of UNESCO-associated schools in building a culture of peace. Strong pleas were heard for education to play a central role in development and peace (Benin, Thailand, France, Scandinavian countries, Linguistic Institute (NGO), Morocco, Slovakia).

Certain countries (Scandinavian countries, Benin, Syrian Arab Republic) stressed the role of vocational and technical education, or (Scandinavian countries, France, Benin, Democratic Republic of Congo) the integration of girls and women. France and the Scandinavian countries spoke on the education budget. France stressed, as Canada has done for some years, that the education sector has become overly dependent on extra-budgetary resources, and thus excessively vulnerable to external influences in defining the programme and orientations. The need for UNESCO to remain autonomous was strongly stressed. For their part, the Scandinavian countries noted that the UNESCO programme was far too ambitious in the context of zero-based growth. The two interventions also stressed the importance of ongoing reforms in terms of focusing the programme, increasing accountability and developing a much-needed culture of assessment.

Fifteen countries and two international organizations spoke on the UNESCO Programme and Budget during the second half of the morning. All countries commended the Secretariat on the quality of the document and gave support to its directions. All countries spoke of the importance of the focus on Education for All, the importance of education for learning to live together, and teacher training.

All speakers from Africa mentioned the devastating effects of HIV-AIDS and noted that early childhood education is absent from the programme. Other items mentioned were the need to offer incentives to wean children away from child labour, the fact that special attention must be paid to the nine highly populated countries and to AIDS orphans, and countries called on UNESCO to assist in teacher training, especially through the use of new technologies.

Pakistan recalled the promise made at Dakar that no country would be prevented from moving ahead in implementing the Dakar goals because of lack of financial resources. Indonesia supported Pakistan's proposal that UNESCO's budget for EFA be increased.

Japan mentioned that the Okinawa meeting of Ministers of Education of the G8, as well as the G8 meeting in Genoa, reaffirmed G8 support for the goals of education for all. Japan has pledged extra funding to UNESCO for 2001-2002 for ICTs. Japan and Korea have announced their intention to do a joint history project.

Many African countries supported the draft resolutions on creating a centre for cultural and linguistic diversity in Bamako, as well as an international centre for the education of girls and women.

South Africa raised two issues that are missing from the Programme and Budget: that the last General Conference approved a recommendation for the 31st General Conference to receive a report on the application of the Convention against Discrimination in Education. The absence of this item on the General Conference agenda is regrettable, given UNESCO's contribution to the World Conference Against Racism; and in the context of the upcoming Rio + 10 conference (Johannesburg, 2002), South Africa proposed that sustainable development education be integrated into all of the UNESCO programme, since it addresses several goals relating directly to UNESCO's programme and to education for all.

UNESCO's role as a laboratory of ideas and a catalyst was mentioned with respect to research into multilingual, and multicultural education and into ICTs in education, through UNESCO chairs' networks.

Debate III Thursday, October 18, 2001 – 16:00 to 18:00

Debate III began about 16:00 on Thursday afternoon, immediately after Sir John Daniel replied to the Debate II interventions. Some 30 interventions were made during Debate III, including one by Canada. Unusually, Debate III concluded within the two-hour time limit.

The themes for Debate III were diverse and referred to four specific resolutions. Here is a summary of the highlights of interventions on each of the four resolutions.

Implementation of 30C/54 (Educational Institutions in the occupied Arab territories) Item 5.3

There were only a few interventions on this theme, most by Arab countries in the region or Muslim countries. For example, Malaysia intervened in the debate and went so far as to suggest that Commission II endorse this Resolution. Two NGOs [(the International Federation of Teachers' Unions (IFTU) and the International Association of University Professors and Lecturers (IAUPL)] also voiced their support for the resolution. Spain intervened to stress its satisfaction with UNESCO's activities in the occupied territories. As it had at the 46th ICE in Geneva, Israel regretted the "politicization" of the debate, and formally dissociated itself from the Resolution due to its "tendentious" character. Finally, Kuwait intervened in the context of this issue to request that more positions within the UNESCO's Secretariat be assigned to representatives of countries from Electoral Group 4.

Report of the 46th ICE session Item 5.8

All interventions were unanimous in congratulating the IBE for the signal success of the ICE held in Geneva in early September. A number of countries also noted the relevance of the topics dealt with at the conference, especially in light of international events during

the previous months. Canada's intervention echoed those comments and stressed the innovative character of the conference. However, Canada appears to be the only country so far that has indicated support for the proposed theme for the 47th ICE, which will be challenges of youth and adolescence.

Recommendation concerning the Status of Higher Education Teaching Personnel
Item 8.1

Almost all interventions reiterated support for the Director General's report on this question. However, the IFTU and IAUPL noted with regret and concern that only a small number of countries have provided national reports on this issue, as requested at the previous General Conference. Canada intervened to point out that producing these reports is onerous and to invite UNESCO to rethink the manner of collecting and sharing information about Member States. Sir John Daniel, in his response to Debate III, undertook to study the issue and promised that in future, the data collection process would be less "onerous" for Member States.

Revised Recommendation concerning Technical and Vocational Education
Item 8.2

This issue gave rise to the largest number of interventions by far and attracted interest from many countries. Most interventions were in support of the revised version proposed by the Director General. Some countries suggested, however, that the text should contain more references to the need to encourage access to vocational and technical education for girls in order to combat gender-based discrimination (Norway, Denmark). Malaysia also asked that a reference be added on the need to increase funding for teachers. Finally, most interventions agreed that technical and vocational education should henceforth be considered on an equal footing with other education sectors.

Canada was the only country that intervened to express three reservations about section 9b of the document. Some countries dissented from Canada's position (especially Argentina) and stated that they fully supported the current wording of the section. However, Canada's suggestions were taken into account by UNESCO.

Debate IV Friday, October 19 – 10:00 to 13:00

This session was intended to adopt Draft Resolutions on all issues on the agenda as Commission II as well as Draft Resolutions to amend UNESCO's Programme and Budget. Some 20 Draft Resolutions were proposed to amend UNESCO's Programme and Budget for 2002-2003. Nineteen were commented on by the Director General in document 31C/8 COM .II. The 20th Draft Resolution was proposed on site and verbally commented on by Sir John Daniel, Assistant Director General for Education.

The Resolution concerning Educational and Cultural Institutions in the Occupied Arab Territories (item 5.3) was adopted with changes requested by the authors following interventions by Israel and Palestine.

In the same way, the Resolution concerning the follow-up to the 46th ICE (item 5.8, requested by Canada) was adopted with a slight amendment requested by the Director General of UNESCO, with the consent of the document's authors.

The item on the Recommendation concerning the Status of Teaching Personnel in Higher Education (point 8.1) was also reviewed by the Legal Committee. Only Canada reported on the implementation of this recommendation, which raised the issue of reporting procedures and methods on standard-setting instruments. A proposal was adopted in this connection, requesting the Director General of UNESCO to undertake a review of procedures and to propose changes to the 32nd General Conference.

In respect of the revised Recommendation on technical and vocational education (item 8.2), the changes requested by Canada in its intervention in this debate (see Debate III, Thursday afternoon) were unanimously moved and adopted, and Canada was not required to intervene in support of its amendments.

In respect of Draft Resolutions supported by Member States, Canada did not co-sponsor or officially support any Draft Resolution. It should be noted in the context of the debate on the overall strategy concerning UNESCO's institutes and centres that several Draft Resolutions were designed to obtain UNESCO's financial support for centres or institutes created by individual countries or regions (category 2 in the strategy), which is often a first step towards the creations of UNESCO's institutes.

This was the case for Draft Resolution 8 presented by Burkina Faso, which requested financial support for the Ouagadougou Centre pour l'éducation des filles et des femmes en Afrique. That Centre was already mentioned in the UNESCO's programme and the Director General's response was relatively positive since financial support in the amount of US\$400,000 was granted, and the Director General agreed to sign an appeal to donors in favour of the Centre. The Centre is identified in the overall Strategy document under Category 2 of UNESCO's associated centres, for which the reporting relationship remains very vague. Several African countries supported this Draft Resolution, and the debate was lively since Burkina Faso at first did not accept the Director General's response, although it was unable to make headway in the debate.

Draft Resolution 2, presented by Mali, requested UNESCO's financial support for the new Académie africaine des langues. In his response, the Director General agreed to work closely with this organization as part of the programme, which would certainly lead to its conversion into a category 2 centre within a matter of months. Mali happily accepted the Director General's response to its proposal.

Draft Resolution 62, by Slovakia, proposed the creation of a new UNESCO Institute on the quality of education in the countries of Central and Eastern Europe. In that case, the Director General's response referred to the emerging overall Strategy for Institutes and declined to agree to the creation of a new Institute. Slovakia stressed the contribution of the Slovak Government and stated that this was neither a category *a* nor a category *b*

institute under the strategy, but rather a category *c* institute, although Slovakia seemed alone in being able to define category *c*. Commission II did not alter the Director General's response.

Finally, Draft Resolutions 7 and 34, presented respectively by Ethiopia and Nigeria, requested a substantial increase in funding to the International Institute for the Reinforcement of Capacities in Africa (IIRCA) in Addis-Ababa. The Director General declined to alter the financial allocation, and his response was accepted.

Draft Resolution 25, presented by Sudan, proposed the creation of an IIRCA-associated centre in collaboration with the University of Sudan for science and technology, to assist in creating Web sites and CD-ROMs. The Director General noted that as part of the overall strategy for centres and institutes, the creation of institute satellites in various regions is not desirable and that this project would be more consistent with the UNESCO Chairs Programme. His response was accepted by the Commission.

It should be noted that every region of the world — less developed countries (DR. 23), E-9 countries (DR.59), Asia-Pacific (DR.52), and Latin America (DR.80) — all presented Draft Resolutions unanimously supported by their group and designed to obtain financial support from the international community to carry out national action plans for Education For All as part of the follow-up to Dakar. All those proposals were adopted unanimously.

The other Draft Resolutions proposed amendments to the programme and budget.

Special Session Wednesday, October 17, 2001, 18:30 to 20:00

Workshop on UNESCO's Strategy for HIV-AIDS Preventive Education

There are almost 40 million people in the world with HIV-AIDS, approximately 27 million of whom are in Sub-Saharan Africa. It is both a health problem and a development disaster, both by the loss of the most productive and by the burden of caring for the sick.

There is some room for optimism, however. There are several examples in the world of countries or sub-regions that have actually reversed the upward trend of HIV-AIDS infection. This requires first the desire of the people – of communities – to actively and vigorously address the problem.

A vaccine is desperately needed to help the infected to live longer and with fewer ailments. Until this happens, UNESCO will invest most of its resources in preventive education, broadly defined as the most effective means of fighting the epidemic.

At the World Education Forum in Dakar in April 2000, HIV-AIDS was given highest priority with respect to follow-up strategies and action. Two of six inter-agency flagship programmes in the Dakar follow-up focus on HIV-AIDS: “AIDS, School and

Education,” and the “FRESH” Initiative (Focusing Resources on Effective School Health).

UNESCO has identified five core tasks:

1. Advocacy at all levels
2. Customizing the message
3. Changing risk behaviour
4. Caring for the infected and affected
5. Coping with the institutional impact of HIV-AIDS

Elaboration of Five Core Tasks (Highlights)

1. Advocacy at All Levels

- i. In order to generate the political will to address the problem and to mobilize resources;
- ii. To engage relevant ministries, agencies, NGO's and civil society, including the private sector in the fight against aids.

2. Customizing the Message - UNESCO will

- i. Commit to stay informed of latest developments on HIV and will participate in development and dissemination of curricula tailored to recipients at different levels of understanding of HIV-AIDS, and that are sensitive to culture and local context;
- ii. Develop educational material within a broader context of communicable diseases from tuberculosis and malaria to STD and substance abuse;
- iii. Contribute to training curriculum developers, teacher trainers, and teachers to adapt and use such material and methods;
- iv. Mobilize other professionals – for example, in the health sector to teach where cultural barriers present obstacles to traditional modes of teaching.

3. Changing Risk Behaviour - Changing behaviour requires knowing the audience, developing the message, and getting it across. UNESCO will

- i. Provide effective preventive messages for targeted audiences;
- ii. Convey such messages through different channels, from booklets to radio messages and informal communication;
- iii. Help train journalists in preventive health communication;
- iv. Train teachers, help mobilize opinion leaders;
- v. Cooperate with the private sector.

4. Caring for the Infected and Affected - UNESCO will

- i. Support education programmes to reduce ignorance and discrimination towards victims of AIDS;
- ii. Advocate compassion and care;
- iii. Support UN efforts to provide affordable treatment for victims, households, and communities;
- iv. Work to meet the needs of orphans;
- v. Share information on best practices.

5. *Coping with the Institutional Impact* – UNESCO will

- i. Develop and disseminate tools for monitoring and assessing the impact of the epidemic;
- ii. Analyze the impacts and implications of HIV-AIDS on the organization of education, both formal and non-formal;
- iii. Increase capacity of countries to research, monitor, and evaluate progress in preventive education;
- iv. Integrate better HIV-AIDS preventive education into other social and health programmes – particularly poverty programmes.

APPENDICES

Texts of the three Canadian Interventions

**NOTES FOR AN INTERVENTION BY
THE HONOURABLE DIANNE CUNNINGHAM
MINISTER OF TRAINING, COLLEGES AND UNIVERSITIES
ONTARIO**

**CHIEF SPOKESPERSON FOR EDUCATION
CANADIAN DELEGATION**

UNESCO GENERAL CONFERENCE

**COMMISSION II (EDUCATION)
PARIS, OCTOBER 16, 2001**

DRAFT MEDIUM-TERM STRATEGY 2002-2007

Mr. Chair, distinguished delegates:

It is my honour to be representing Canada in these critical debates on UNESCO's future strategy for education. Minister Glenn Hage and I are here on behalf of the Council of Ministers of Education, Canada, along with our partners in the Canadian government and civil society.

At no other time has the work of UNESCO, particularly in education, been as important as it is today. Canada strongly feels that primacy of place must be given to education within the UNESCO Medium-Term Strategy in order that Article 26 of the Universal Declaration of Human Rights, which pledges that everyone has a right to education, can become a reality.

UNESCO has rightly highlighted the benefits derived from education, particularly in the field of literacy, and so its commitment to the six goals of Dakar is appropriate. With this in mind, I now offer a few comments on the focus of the Medium-Term Strategy.

First of all, within the pursuit of Education for All, and Dakar's goals, it is essential to note the inter-connectedness of all parts of the education system, both formal and informal. These linkages are clearly demonstrated and reflected in the debates and declarations of previous conferences organized by UNESCO over the last decade such as the Hamburg conference on adult education, the Seoul congress on technical and vocational education, and the Paris Conference on higher education, while of course not forgetting the Delors Report.

Second, we fully endorse the unifying theme that underlies the overall strategy, namely the idea of humanizing globalization, which is expected to provide overall coherence to UNESCO's work. Given that this is the theme, we would encourage UNESCO to take leadership in addressing the potential impact and consequences of globalization more directly in all of its education programme. This is well in line with UNESCO's mandate as a world-level intellectual forum for exchanging and sharing ideas. The importance of moving ahead is critical, considering the fast pace of globalization.

For example, we are facing a growing knowledge divide, which is accelerated by the digital divide we have heard so much about. Let me explain why we speak of a knowledge divide. The Medium-Term Strategy recognizes the existence of the knowledge-based society and the importance of providing access to information and learning. It stresses the need for sharing knowledge and overcoming the digital divide. It fails, however, to address an even more fundamental issue. Who defines, who creates, and who disseminates knowledge? All societies and all cultures must participate in these processes.

Third, the Medium-Term Strategy needs to recognize that achieving education for all requires different strategies in different parts of the world, as well as cooperation and solidarity among countries. For example, to achieve this goal, Canada recognizes the importance of adopting a learning-throughout-life approach.

Finally, Mr. Chair, Canada believes that education is the foundation for individual, cultural, and social development, nurturing democracy, eradicating poverty, and creating societies that respect and value difference. It is for this reason that we encourage UNESCO to maintain and in fact strengthen its commitment to education.

Thank you, Mr. Chair.

**NOTES FOR AN INTERVENTION BY
THE HONOURABLE DIANNE CUNNINGHAM
MINISTER OF TRAINING, COLLEGES AND UNIVERSITIES
ONTARIO**

**CHIEF SPOKESPERSON FOR EDUCATION
CANADIAN DELEGATION**

UNESCO GENERAL CONFERENCE

**COMMISSION II (EDUCATION)
PARIS, OCTOBER 17, 2001**

DRAFT PROGRAMME AND BUDGET 2002-2003

Mr. Chair, distinguished delegates,

Before conveying Canada's views on the Programme and Budget 2002-2003, I would like first of all to add Canada's congratulations to Sir John Daniel on his recent appointment as Assistant Director General for Education. We also commend the Secretariat on the clarity and coherence of the Medium-Term Strategy on which we commented yesterday.

Our comments today will highlight some of the key points previously expressed in Canada's response to the Draft Programme for the next two years.

First of all, we appreciate the importance accorded to the knowledge-based society. We also welcome the integration of cross-cutting themes in education. However, we would suggest that there should be greater integration and a more direct link between the medium-term strategic objectives and the specific programmes and activities. In this regard, we support the recommendation of the Executive Board that this link be more clearly demonstrated.

With respect to Education for All, Canada supports the lead coordinating role that UNESCO is playing, especially in light of the importance we attach to follow-up action to international conferences. Implementation of Dakar's six goals will require not only coordination among a large number of partners but also coordination and integration of activities, including those already under way as a result of other UNESCO conferences, as we mentioned yesterday.

This is particularly true given the fact that implementation of the Dakar Framework for Action will take diverse forms in different regions of the world including in industrialized countries or those in transition. This point was made during the European preparatory meeting for Dakar in Warsaw last year and needs to be taken into consideration. UNESCO's role as a laboratory of ideas and as a forum for intellectual cooperation among all countries can provide and foster a forum for these approaches to be discussed and compared. For example, yesterday we noted with interest that the UNESCO Institute for Education expects to explore further the link between the follow-up to Dakar and adult literacy and lifelong learning. Such initiatives will ensure that the concept of education for all will be understood in its complexity and breadth.

Secondly, Canada has often commented on the role of UNESCO's institutes and the need for a strategy for the development and consolidation of existing institutes. We have always underlined the work the institutes have accomplished and appreciated their contribution to the work of UNESCO. Due in part to their proximity to the field and networks of experts in Member States, they are a source of innovation and experimentation from which, we hope, UNESCO will continue to benefit.

Thirdly, Canada acknowledges UNESCO's plans with regard to teacher education. In light of the International Conference on the Role of Teachers, in 1996, and the debate on curriculum development and quality, as discussed at the recent International Conference

on Education, Canada wishes to add its voice to those urging UNESCO to further advance efforts in teacher education and ongoing professional development, using innovative and modern methods of delivery.

Finally, we note that the portion of the UNESCO budget devoted to education has continued to decline since the early 1990s. Canada is concerned that the proposed allocation of resources for education for the next two years does not reflect the increasing importance of education in eradicating poverty, valuing cultural diversity, and promoting understanding and peace, as noted by speaker after speaker.

We urge UNESCO to strengthen its commitment to education.

Thank you, Mr. Chair.

**NOTES FOR AN INTERVENTION
BY THE HONOURABLE GLENN HAGEL
MINISTER OF POST-SECONDARY EDUCATION AND SKILLS
TRAINING
SASKATCHEWAN**

**CHIEF SPOKESPERSON
CANADIAN DELEGATION TO**

COMMISSION II (EDUCATION)

DEBATE 3

PARIS, OCTOBER 18, 2001

Mr. Chair and distinguished delegates,

Thank you once again for this opportunity to express our views on three specific issues on today's agenda.

First, Canada wishes to congratulate the International Bureau of Education for the very successful 46th International Conference on Education, which took place in Geneva last month. We believe this conference will be remembered for the innovations it introduced in its content and format, notably the use made of new ICTs and the opportunities provided to ministers to engage in real dialogue and exchange. Furthermore, recent events around the world illustrate very clearly the relevance and importance of learning to live together, the theme of the conference; but more importantly they remind us of the need for concrete action in this area. Therefore, Canada urges the IBE to work with Member States to promptly implement the proposals and conclusions of the conference.

We also support the draft resolution proposing that the theme of the 47th conference be the challenges of adolescence and youth. In this context, we welcome the focus that will be given to education at the secondary level, an area identified by the Delors Report as needing attention. We hope that the needs of young people, both in and out of school, will be addressed.

Second, many speakers have underlined the importance of UNESCO's standard-setting instruments, which often lead to positive actions and continuous improvements in Member States. Canada wholeheartedly shares this view. We have consistently reported on the implementation of such instruments. However, along with other Member States, we appreciate the difficulty of producing these reports, and we would welcome any initiative that would enable UNESCO to re-think how best to collect and share this information.

In the case of higher education, Canada applauds UNESCO's intent to prepare a global status report on the respect of academic freedom and institutional autonomy, as called for in the Recommendation on the Status of Higher Education Teaching Personnel, and to place this process within its strategy of follow-up to the 1998 World Conference on Higher Education. Such a consolidated report may indeed be more useful than national reports that may be too numerous to digest, should they actually be produced.

As we have already stated, Canada places great importance on follow-up actions for all conferences. As a contribution to the follow-up on the World Conference on Higher Education, the Canadian Commission for UNESCO created a discussion kit that brought together the reflections and recommendations of several recent UNESCO conferences. Canada was very pleased to collaborate with colleagues from France, Germany, and Switzerland. We appreciate their cooperation. The kit was provided to each delegation at the beginning of this commission, and we hope you will find it useful.

Finally, with respect to the Revised Recommendation concerning Technical and Vocational Education, Canada has three major reservations. First, we regret that all

references to the Universal Declaration of Human Rights, which identifies education as a right, are now absent from the document. Second, we note the absence of a clause referring to decentralized or federated states, as is usual in UNESCO standard-setting instruments. And, third, we recommend that article 9b be changed to reflect that technical and vocational education is best served by a diversity of providers. The appropriate mix can be found in many ways, with governments' responsibility being to facilitate choice while ensuring quality.

Thank you, Mr. Chair.