



**Canadian Delegation
Report of Commission II (Education)
of the
33rd Session of the General Conference
October 4-6 and October 10, 2005**

**Followed by the Draft Report of the
Ministerial Round Table on Education for All
October 7-8, 2005**

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Draft Report on Commission II (Education)
33rd Session of the General Conference
October 4-6 and 10, 2005

Followed by the Draft Report of the
Ministerial Round Table on Education for All
October 7-8, 2005

Introduction

The Canadian Delegation to Commission II outlined several objectives prior to the start of the conference, all of which were met. These objectives included the adoption of the International Convention on Doping in Sport, the UNESCO/OECD guidelines on Quality Provision in Cross-Border Higher Education, and Canada's draft resolution concerning the International Conference on Adult Education (CONFINTEA VI). In addition, the Delegation agreed to emphasize the importance of quality education including education for sustainable development and teacher education, and the importance of linkages between Education for All and the other education priorities.

Canada made four interventions that were well received on the following points:

- 3.2 Medium-Term Strategy (34 C/4)
- 3.1 Draft Programme and Budget 2008-2009 (34 C/5)
- 8.1 Draft international convention against doping in sport
- 5.8 UNESCO/OECD guidelines on "Quality Provision in Cross-Border Higher Education."

The interventions are contained in Appendix I.

Canada submitted a draft resolution during the debate on item 3.1 (Draft Programme and Budget 2008-2009). The draft resolution requested that the Director-General take into consideration the 2009 International Conference on Adult Education (CONFINTEA VI) in its future Programme and Budget. The draft resolution, with an amendment from Japan, was then adopted (see Appendix II).

For the launch of the Literacy for Empowerment programme (LIFE) on 5 October, UNESCO prepared videotaped messages on Education for All from over 30 ministers of education. Canada's message (see Appendix I) stressed the importance of quality education, with a particular focus on inclusion. The videotapes were played throughout the length of the conference on a large screen in the main hall.

The Commission's work was organized into five debates over four days. This report outlines the main issues considered in the debates, with an emphasis on the agenda items of particular interest to the Council of Ministers of Education, Canada, the Government of Canada, and the Canadian Commission for UNESCO.

Canadian Education Delegation

Chief Spokesperson for Education: The Honourable Mildred Dover, Minister of Education for Prince Edward Island

Mr. Robert Dépatie, Assistant Deputy Minister, Vocational and Technical Training and Lifelong Learning, Ministère de l'Éducation, du Loisir et du Sport, Quebec

Ms. Sheila Molloy, International Desk Officer, Council of Ministers of Education, Canada
Mrs. Arpi Hamalian, President, Sectoral Commission on Education, Canadian Commission for UNESCO
Ms. Helen Rodney, Deputy Director, International Academic Relations, Foreign Affairs
Mr. Artur Wilczynski, Director, International Relations and Outreach, Canadian Heritage
Ms. Kathleen Meagher, Programme Officer, Education, Canadian Commission for UNESCO (resource person)
Mr. Pierre Lemieux, International Organizations Section UNESCO Desk, Government of Quebec, Ministry of International Relations (resource person)

The education delegates met prior to the conference to discuss Canada's interventions. They also met each morning with other members of the Canadian delegation to exchange information and highlight important issues. The Canadian Ambassador and Permanent Delegate to UNESCO, H.E. Yvon Charbonneau, chaired the delegation meetings. The delegation to Commission II would like to express its thanks to the Permanent Delegation of Canada to UNESCO for facilitating the work of the delegation.

Recommendations and Observations

1. It is important that the Canadian delegation to the Commission II debates continue to be led by a minister responsible for education, as ministers of education made up the majority of dignitaries representing member states during the General Conference.
2. The information and services provided by the Canadian Ambassador to UNESCO and his office are invaluable and very much appreciated.
3. The delegation worked very well together, and all members and resource people played an active role and contributed to their highest level. It must be noted however that any reduction in the number of participants to Commission II debates could affect the delegation's ability to be effective.
4. The Canadian delegation intervened strategically and well, keeping to the decision made during the preparations to intervene only on the items that Canada deemed most important.
5. The CMEC Secretariat will make available to ministers of education the Communiqué released after the ministerial round table.

Report of the Sessions

Debate 1

H.E. Gun-Britt Andersson of Sweden was appointed as chair of Commission II. Ms. Andersson is Sweden's Ambassador and Permanent Delegate to OECD. Vice-chairs were selected from Latvia, Venezuela, Palau, and Jordan. M.D. Bernard Yonli of Burkina Faso was appointed rapporteur.

The conference documents are available at http://portal.unesco.org/en/ev.php-URL_ID=24215&URL_DO=DO_TOPIC&URL_SECTION=201.html.

3.2 Preparation of the Draft Medium-Term Strategy 2008-2013 (34 C/4)

Twenty-two delegates took the floor on this agenda item, and Canada was the fifth country to make its intervention. With the Youth Forum having just ended, Canada added support for the forum to its intervention. In addition, Canada mentioned its support of the draft resolution proposed by Canada and

other countries in Commission I concerning the importance of results-based management and a precise vision for the next strategy.

Canada's intervention centred on Education for All (EFA), with special attention given to vulnerable groups and quality education. Canada urged strong intersectoral cooperation and supported the role of the institutes. Canada underlined its support of quality education through the Associated Schools Project Network, the UN Decade of Education for Sustainable Development (DESD), and teacher education. Canada also highlighted the need for quantitative and qualitative indicators and partnerships for EFA.

The other delegates echoed the core issues of Canada's intervention, including strong support for the Youth Forum, results-based management, interdisciplinary action, and quality education in the context of the DESD and teacher education. In particular, delegates underlined the importance of linking the EFA effort with the DESD and UN Literacy Decade, and the value of quality education for learning to live together. Commission II approved the draft resolution concerning the Medium-Term Strategy submitted by various countries including Canada (33C/COM.I, II, III, IV, V/DR.2).

UNESCO's *Draft Report of Commission II* on pages 65 and 66 took up the language used during Canada's intervention including the "safeguarding of the right to education" and the "emphasis on the needs of women and girls and other vulnerable groups."

Debate 2

3.1 Preparation of the Draft Programme and Budget for 2008-2009 (34 C/5)

Sixteen delegates took the floor for this agenda item, and again Canada was the fifth country to make its intervention. Canada reiterated the key aspects of its discourse on the Medium-Term Strategy, underlining the importance of EFA and education for sustainable development, and the need for intersectoral action. Canada emphasized the importance of lifelong learning, discussed its draft resolution on CONFINTEA, and requested support.

Canada's words were once again echoed by the other delegates who called for greater support for the role of lifelong learning and teacher education. In particular, quality education through the Decade of Education for Sustainable Development and the Associated Schools Project Network was emphasized.

Canada's draft resolution (33C/COM.II/DR.1) on CONFINTEA was adopted as amended by Japan (see Appendix II). The text of the final resolution reads as follows:

The General Conference,

Reaffirming the strategic importance of adult education,

Noting that CONFINTEA VI (2009) offers a unique opportunity to undertake a mid-term review of the United Nations Literacy Decade (2004-2013) and that it provides the opportunity to promote and reaffirm support for the Education for All goals related to literacy and life skills of young adults and adults (Dakar goals 3 and 4),

Recognizing the importance of advanced planning by UNESCO and its Member States to the success of CONFINTEA VI,

Invites the Director-General to consider the inclusion of provision for CONFINTEA VI when preparing document 34 C/5.

Debate 3

4.2 Consideration and adoption of the Draft Programme and Budget for 2006-2007 (33 C/5)

Delegates discussed the importance of Education for All and particularly underlined the importance of quality education: the DESD, ASPnet, and teacher education were especially emphasized. In addition, delegates expressed their support for secondary education, technical and vocational education, and adult education. France particularly emphasized lifelong learning and prior learning assessment and recognition, and Portugal and Austria stressed their support of arts education. Delegates demonstrated strong support for the role of the institutes, and the need for EFA, quality education, and higher education to be linked. Several delegations urged UNESCO to become more proactive and to coordinate its efforts more effectively with other organizations.

Sixteen draft resolutions found amicable resolution in the debate, and six were withdrawn or not retained. Of particular note to Canada concerning its resolution on CONFINTEA VI was the draft resolution submitted by France and adopted (33 C/DR.8). The resolution reaffirms the importance of literacy and adult learning, authorizes the Director-General to support the UNESCO Institute for Education, and appeals to member states to support the UIE.

Lively debate took place on the draft resolution concerning South-South cooperation submitted by Cuba on behalf of the G77 + China. The draft resolution on a working group for South-South cooperation ended in a vote, and the compromise resolution was that the countries interested would establish a fund and the Assistant Director General would seek funding sources to manage it.

An interesting debate also ensued over ASPnet when the draft resolution by Luxembourg with budgetary implications was denied. The Commission recommended that funding be sought by extrabudgetary means, and the Assistant Director General underlined his support for the project but also the challenges of funding at this stage in the budget.

Debate 4

8.1 Draft international convention against doping in sport

Canada and many other countries made interventions in strong favour of this convention and in support of Australia's amendment. The convention was then adopted as amended with great applause.

Many countries then made interventions concerning the following four points. Canada's intervention centred on its support of the guidelines for cross-border higher education and the key role of the guidelines in helping to protect students.

5.3 Implementation of 32C/Resolution 54 concerning educational and cultural institutions in the occupied Arab territories

The resolution passed with little debate or discussion. The resolution concerns the importance of Israeli-Palestinian dialogue and UNESCO's assistance to the educational and cultural institutions and its efforts in capacity building.

5.24 Proposed establishment of the International Centre for Girls' and Women's Education in Africa (CIEFFA) under the auspices of UNESCO in Ouagadougou/Burkina Faso

The resolution approving the establishment of the centre was adopted by consensus.

5.8 Cooperation between UNESCO and OECD in drafting guidelines on "Quality Provision in Cross-Border Higher Education"

Much discussion ensued both prior to and during the debate on this item. The United States was in favour of pushing through the guidelines, but many countries, particularly Brazil, Japan, and India, had reservations regarding the language of the text. Canada expressed its support of the guidelines. It was most important to many that the guidelines hold no legal authority since that would conflict with their domestic laws. Commission II adopted the resolution as amended by Brazil.

5.23 Preliminary report on the desirability and scope of an international charter on traditional games and sports

Canada did not support the proposal, and in its intervention stated its support of the United States amendment for the proposal to be considered in Commission IV (Culture). The majority of the countries present as the debate continued until 8:30 p.m. were also not in favour of the proposal. The discussion ended in a vote, and the proposal for a charter was not approved. The resolution was again debated later in plenary, and an amended version was adopted that simply invited member states to "find appropriate mechanisms for sharing information" on traditional games and sports.

Debate 5

5.18 Education for All: assessment and future prospects

This debate concluded Commission II and was held after a two-day Ministerial Round Table on Education for All (see attached report on Round Table). The communiqué of the round table was endorsed, and the Commission invited the Director-General to use it as a guiding principle in UNESCO's support of the EFA process.

Commission II considered five new draft resolutions, all of which were adopted as amended. There was a lengthy discussion regarding Costa Rica's draft resolution for a working group to assess the educational implications of debt swaps for education. The Assistant Director General reiterated that there was no money for such a work group nor did he wish to duplicate existing efforts; however, the President of the session found a compromise—countries interested would form a working group that would work through the Finance Committee of the Fast Track Initiative. The resolution was thus adopted.

The other resolutions were in respect to early childhood education, non-formal education to combat illiteracy, special attention to endangered languages, particularly in regard to indigenous peoples, and the development of a Joint Action Plan for EFA activities for 2006. Lastly, Trinidad and Tobago's draft resolution to adopt the Commonwealth Recruitment Protocol on teacher recruitment was discussed. The language was softened, and the resolution adopted now reads as "recommends that countries work together to identify mechanisms to assist developing countries, particularly small States, in the training and recruitment of teachers, while exchanging examples of good practices both in the Commonwealth and in other major cultural and linguistic areas."

Parallel Meetings

In addition to the five debates, two group meetings were also attended by the Canadian education delegation.

Arpi Hamalian attended a meeting called by the Director of the UNESCO Institute for Education entitled "Round Table on Education for All and Recognition, Validation and Certification for Prior Learning and Experience." Sixteen people were in attendance and agreed that a systematic action research agenda should be formulated as well as conceptual work in the field.

Kathleen Meagher attended the panel discussion on the Decade of Education for Sustainable Development put forward by the Australian and German National Commissions for UNESCO. The ADGs for both Education and Natural Sciences along with the former President of Iceland, the Secretary-General from the Korean National Commission, the Swedish Minister of Education and Science, and the State Secretary for Education from Germany made up the panel. The discussions centred on the importance of global responsibility for ESD and the importance of literacy, particularly women's literacy, as a basis for sustainable development. Interdisciplinarity was underlined as a key element for future success. The ADG in education linked ESD with EFA by stating his support for the Decade as a means to explore "Education for What?" The presence of the ADGs from both sectors signalled strong support for the Decade.

**Intervention for
The Honourable Mildred Dover
Minister of Education for Prince Edward Island
and**

**Chief Spokesperson for Education
Canadian Delegation**

**33rd Session of the UNESCO General Conference
Commission II (Education) Debates
October 4-6, 2005**

**Item 3.2 – Preparation of the Draft Medium-Term Strategy 2008-2013
(34 C/4)**

Madam President, fellow ministers, distinguished delegates,

Thank you once again for the opportunity for Canada to contribute to the development of UNESCO's Medium-term Strategy, the blueprint for UNESCO's work over the next five years.

Canada recommends that safeguarding the right to education and improving the quality of education be key strategic objectives for the education sector at UNESCO in its next Medium-Term Strategy. Whenever possible, the objectives should be clearly linked to and placed within the context of the UN Decade of Education for Sustainable Development and UNESCO's mandate to promote a culture of peace.

The development of a strong strategic plan for the Organization is particularly important during this transformative phase of the United Nations. Reaffirming UNESCO's core principles in the context of sustainable human development is critical in the reform process.

The Organization's strategic plan should continue to include quantitative indicators, with explicit reference to the rationale for the choice of indicators. The next Medium-Term Strategy should also include qualitative indicators, and should focus on objectives as part of long-term, sustainable goals for both the Organization as a whole and its programmes. Canada is one of many countries to submit a DR on the Medium-term Strategy that advocates this approach and we hope it will receive support from this Commission.

Canada urges UNESCO to clearly emphasize its strong links to international education initiatives and its key partnerships within the United Nations system. The key to the success of its education programmes will depend on all partners working together, and demonstrate that key international initiatives such as the Millennium Development Goals, the UN Literacy Decade and the UN Decade of Education for Sustainable Development are firmly linked. Opportunities for dialogue among partners should be included in the Medium-Term Strategy.

UNESCO, with its unique mandate for education, has a critical role in the United Nations system to stress the importance of all six of the Education for All goals, including early childhood education, education for youth and adults, and quality in education. The adoption of a holistic approach involving the various sectors of education is necessary in order to bring together the key players to work toward achieving Education for All. In addition, the emphasis on access to education for vulnerable groups, particularly women and girls, should continue to be strengthened.

The Organization and its Institutes have unique expertise in the area of quality education for learning to live together. Education for peace, human rights, and sustainable development are closely linked to the mandate of UNESCO and are central to key international concerns such as human security, the eradication of poverty, and environmental protection.

Higher education is a critical area that should be included in all priority areas in education. Its role in developing policy and research, forming leaders and teachers, sharing innovative knowledge and practices, promoting lifelong learning, and providing opportunity for dialogue and debate cannot be underestimated. Reorienting teacher education toward promoting inclusion and sustainable development should be a strategy for achieving Education for All and quality education. UNESCO should emphasize the important role of post-secondary institutions in the transfer and sharing of knowledge in the context of sustainable development.

Adult learning is also a critical area central to the success of all six Education for All goals and quality education. Adult learning is a crucial means for achieving literate communities committed to education for all, but also for building sustainable communities committed to universal values.

Clear objectives for each sector at UNESCO synthesized in a comprehensive table, such as that included in the 31 C/4, would be again a very helpful instrument for contributing to and demonstrating interdisciplinary collaboration and understanding.

Thank you, Madam President.

**Intervention for
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Minister of Education for Prince Edward Island
and**

**Chief Spokesperson for Education
Canadian Delegation**

**33rd Session of the UNESCO General Conference
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**Item 3.1– Preparation of the Draft Programme and Budget for 2008-2009
(34 C/5)**

Madam President, fellow ministers, distinguished delegates,

I am very honoured to represent Canada and Canadian education ministers, through the Council of Ministers of Education, Canada, at these Commission II debates, and am pleased to contribute to the discussions on the preparation of UNESCO's programme and budget for 2008–09.

I will begin with some general remarks and then speak more specifically about the three priorities for Major Programme I.

First of all, I would like to echo what others before me have stated; namely, that UNESCO's progress in results-based management and the introduction of performance indicators are very encouraging. To further improve the indicators, it is important that the rationale for their choice be made explicit in the document.

Another step in their improvement would be the development of qualitative indicators when evaluating performance. Canada feels that such steps to further strengthen the principles of results-based management will help to avoid duplication among United Nations agencies.

And as my last general remark, we recommend that the next Programme and Budget clearly demonstrate the linkages between the three priorities of Major Programme I: Education for All, Quality Education, and Post-Primary Education. In particular, the commonalities between EFA, the UN Literacy Decade, and Education for Sustainable Development — all UNESCO-led initiatives — should be outlined. In addition, the vital role of the UNESCO Institutes in education should be highlighted and integrated into the overall programme structure.

Now specifically, with respect to Education for All, Canada recommends that UNESCO continue to focus on a rights-based approach to basic education for all and suggests that the Organization address the importance for learners of the practical application of relevant content in achieving and retaining literacy and to expand the view of EFA to include all forms of knowledge, particularly traditional knowledge.

Canada encourages UNESCO to use consistent language when referring to marginalized groups to clearly demonstrate that Education for All is meant for all children and all adults.

We recommend that greater attention be paid to the process for recognizing acquired skills and the concept of lifelong learning. UNESCO should clearly indicate the role of all countries in supporting adult learning in the context of Education for All and Education for Sustainable Development. International Adult Learners' Week is a significant instrument to promote the right of access to adult education, education for sustainable development, and the UN Literacy Decade.

Given the essential role that adult education plays in sustainable development, Canada encourages UNESCO to take into account the resources necessary to organize the Sixth International Conference on Adult Education (CONFINTEA VI) and to ensure that the UNESCO Institute for Education has the support necessary to plan both the international conference and the regional preparatory conferences. Canada has submitted a draft resolution to this effect and we hope to count on your support for it.

In respect of quality education, Canada encourages greater cooperation between UNESCO and the International Bureau of Education, in order to provide a more integrated approach to curriculum development and reform. Innovative pedagogical approaches and instructional methodology in both primary and secondary education are also important to consider in the development of indicators where curriculum and teaching are concerned.

Canada supports the emphasis on quality education for learning to live together and encourages strengthening the role of the Associated Schools Project Network to further this goal. Quality education for learning to live together is a key arena that UNESCO specializes in, and we wish to underline the key importance of the need for safe and sustainable learning environments for both developed and developing countries. The Decade of Education for Sustainable Development should be seen as a key vehicle for promoting quality education for learning to live together.

And lastly, I would like to address the priority of post-primary education. Canada encourages a much stronger emphasis on higher education, particularly in the field of teacher education. Higher education and teacher education are essential for realizing all six of the Dakar goals. In addition, teacher education should focus not only on formal teacher education, but also on non-formal and informal means of educating teachers to provide mass basic education. As we are aware, the training of adult educators is crucial for promoting literacy, lifelong learning, and sustainable development. Universities and community colleges often play a key role in delivering literacy programmes in the community.

Higher education institutions also contribute in other ways to community and economic development. UNESCO is well placed to ensure that education is not subordinated to exclusively

economic imperatives by bringing forward a broader vision of education and international exchange.

And lastly, we suggest that the term “development,” used in reference to higher education, be readjusted in both wording and concept to “sustainable human development,” in line with the Decade of Education for Sustainable Development. In that vein, technical and vocational education, along with training in the sciences, should meet not only the needs of the world of work, but should also take into consideration the social and environmental needs of the community, and indeed, reflect the broader requirements of society.

Thank you, Madam President.

**Draft Intervention for
The Honourable Mildred Dover
Minister of Education for Prince Edward Island
and**

**Chief Spokesperson for Education
Canadian Delegation**

**33rd Session of the UNESCO General Conference
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Item 8.1 – Draft international convention against doping in sport

Thank you Madam Chair.

I am pleased to have the opportunity to speak to the Commission today on the issue of doping in sport. Two years ago, at the 32nd General Conference, Member States decided that the question of combating doping in sport should be regulated by means of an international convention.

It was recognized then, as it is now, that the escalating practice of doping in sport poses an imminent threat to the very integrity of sport; that doping is cheating, and as such, it undermines the very essence of sport participation. Not only does doping violate the fundamental values of fair play, it also poses real health and medical risks to people.

On March 5, 2003, at the second World Conference on Doping in Sport, governments and the Olympic Movement unanimously agreed to adopt the World Anti-Doping Code as the basis for the fight against doping in sport. The Code provides the framework for the harmonization of anti-doping policies and practices worldwide.

Through tremendous commitment of the UNESCO Director General, the UNESCO Secretariat, the World Anti-Doping Agency, the Council of Europe, the experts from many Member States and other participants at the intergovernmental and drafting group meetings the Final draft of the International Convention against Doping in Sport has been realized.

Canada also supports the proposal made by Australia that, in our view, effectively addresses the outstanding issue of financing. We hope that this proposal will be able to find support among all Member States. Our delegation does not support the addition of the word “international” to article 29, which we believe limits participation of appropriate NGOs.

Today Member States have the opportunity to join the Olympic Movement and legally recognize the principles of the Code as the basis for the fight against doping in sport and support the work of the World Anti-Doping Agency.

This Convention is critical to ensure global participation and harmonization of policies and practices in the fight against doping in sport. It is also critical to ensure that the future participation in sport is a safe and enriching experience for the youth of the world. Support for such a Convention is also fitting given that 2005 is the UN International Year of Sport and Physical Education.

Canada urges other nations to adopt and ratify the proposed Convention before the 2006 Turin Winter Olympic Games thus enabling Member States to meet that target as outlined in the World Anti-Doping Code and the Copenhagen Declaration.

**Intervention for
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**33rd Session of the UNESCO General Conference
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**Item 5.8 – Cooperation between UNESCO and OECD in drafting guidelines
on “Quality Provision in Cross-Border Higher Education”**

**Item 5.23 – Preliminary report on the desirability and scope of an
international charter on traditional sports and games**

Madam President, fellow ministers, distinguished delegates,

Canada will speak on items 5.8 and 5.23. Regarding item 5.8, it was with great interest that I read the Guidelines on “Quality Provision in Cross-Border higher education.” Canada is pleased to note the excellent collaboration between OECD and UNESCO in drafting this document.

The ministries and departments of education in Canada’s provinces and territories, through the Council of Ministers of Education, Canada, closely followed the work of the drafting meetings and would like to commend all who participated. We are aware of the time and effort put into the preparation of these guidelines by the various stakeholders and by UNESCO and OECD staff.

Striking a balance between the economic considerations advanced by trade organizations and the contribution of higher education to the social good is important. While recognizing the links between education and economic growth, but at the same time bringing forward a broader vision of education and international exchanges, UNESCO is well placed to ensure that education is not subordinated to economic imperatives. The task is one of highlighting the positive outcomes of education for societies.

In Canada, quality assessment boards and councils have been put in place by ministries and departments of education, and quality assurance mechanisms have, for some time now, been an integral part of the policy frameworks of colleges and universities. These instruments have been

put in place to guarantee the quality of programs in higher education institutions that provide services within or outside Canada. These bodies are also monitoring, when possible, external providers wishing to offer services within Canada.

It is our belief that these international guidelines will be very helpful to students wishing to enrol in programs offered in other countries or through various forms of distance education. Degree mills do exist, and we must do all we can to protect our students.

Canada supports the amended resolution proposed by Brazil.

Lastly on item 5.8, we have noted discrepancies between the original version and the French translation. I would ask the Director General to ensure that all versions are faithful to the original.

On the matter of item 5.23, concerning the proposal to pursue an International Charter on Traditional Games and Sport, Canada's view is that, while the issue is important, we should not allocate scarce education resources within UNESCO to the pursuit of such an instrument. We support the proposal made by the United States.

Thank you, Madam President.

Message from CANADA on Education For All

**Delivered by the Honourable Mildred Dover
Minister of Education for Prince Edward Island
and
Chief Spokesperson for Education
Canadian Delegation**

33rd Session of the UNESCO General Conference

It is my honour to deliver this message, on behalf of my colleague ministers, about the commitment of education ministers in Canada to Education for All.

In Canada, a commitment to education for all encompasses a concern for quality and inclusion. As ministers, we continue to support cooperation on matters related to quality in education and the development of educational indicators.

Another central principle of education in all Canadian provinces and territories is that of inclusion – a belief that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in their education.

Our school systems make every effort to respond to the changing needs of each student, especially those who are disadvantaged and at-risk. For instance, in 2001, my department released a ministerial directive on special education, which embodied a commitment to a continuum of support services based on the philosophy of inclusionary practices. Other such examples exist across Canada.

In addition to being a priority in individual provinces and territories, the goals of quality and inclusion have also been identified collectively by ministers of education through the Council of Ministers of Education, Canada, the organization I am representing here at the General Conference. For instance, in September 2004, CMEC declared Aboriginal education to be a priority issue deserving targeted activity. In a communiqué released in March 2005, education ministers stated that provinces and territories will work together, with Aboriginal representatives, and with the federal government, to develop and Action Plan. The Action Plan will include sharing best practices in Aboriginal education, including teacher education and recruitment, and to establish and share education indicators specific to student outcomes. The information will be used to identify future actions to improve results for Aboriginal learners.

Education has an essential role to play in democracies, in the alleviation of poverty, in job creation, and in ensuring a sustainable future for all. Through the recognition and involvement of students, parents, and communities as stakeholders in education, we provide better education and better democracy. Through inclusiveness in education, we can improve social and economic inclusiveness.

Success for all learners must guide our policies at all levels of learning.

**Conférence générale**33^e session
Commission II**Генеральная конференция**33-я сессия
Комиссия II

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Paris 2005

General Conference33rd session
Commission II**المؤتمر العام**الدورة الثالثة والثلاثون
اللجنة الثانية**Conferencia General**33^a reunión
Comisión II**大会**第三十三届会议
第II委员会33 C/COM.II/DR.1*
(COM II)
3 October 2005
Original: EnglishItem 3.1 of the provisional agenda**DRAFT RESOLUTION**

Submitted by: CANADA

Preparation of the Draft Programme and Budget for 2008-2009 (34 C/5)

The General Conference,

Reaffirming the strategic importance of adult education,

Noting that CONFINTEA VI (2009) offers a unique opportunity to undertake a mid-term review of the United Nations Literacy Decade (2004-2013) and that it provides the opportunity to promote and reaffirm support for the Education for All goals related to the literacy and life skills of young adults and adults (Dakar goals 3 and 4),

Recognizing the importance of advanced planning by UNESCO and its Member States to the success of CONFINTEA VI and considering that preparatory meetings for the CONFINTEA VI could begin to be held as early as 2007,

Recommends that CONFINTEA VI be held in 2009 as planned,

Further recommends that preparatory meetings for the CONFINTEA VI should take place no later than 2008 in collaboration with the Member States and the NGOs representing civil society in these areas.

* This proposal was received by the Secretariat on 3 October 2005

Draft Report on the Ministerial Round Table on Education for All
33rd Session of the General Conference
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The session was opened by the Director General of UNESCO, Mr. Matsuura with 90 Ministers of Education in attendance. The Director General underlined the importance of the outcome document released in September at the United Nations, which placed “education in general, and EFA in particular, at the heart of the pursuit of sustainable human development and of the agenda embodied in the Millennium Development Goals”. He stressed the key importance well-developed plans and partnerships for the success of EFA, and highlighted UNESCO’s new Literacy for Empowerment programme (LIFE).

Objectives of the meeting included:

- To identify and assess policy reforms, strategies and innovations that have led to successes in EFA and the challenges that remain;
- To exchange ideas on ways to enhance the mobilization of domestic resources for education, and ways of channeling new development aid commitments to EFA
- To examine and learn from experience of EFA partnerships between State and non-State actors with concrete recommendations for improved collaboration and coordination
- To obtain critical input and advice on UNESCO’s EFA strategy and Joint Action Plan and its Medium-Term Strategy for 2008-2013
- To reach broad agreement on strategies to be adopted by governments, agencies, civil society and private sector

The Round Table examined four key aspects of EFA: current progress and major challenges five years after Dakar; resource mobilization and aid effectiveness; EFA partnerships at country level; and the role and strategy of UNESCO in coordinating EFA efforts at the international level.

The Chairs of each of the four sessions were selected from the following countries: India, Denmark, Egypt and Argentina. The keynote speakers were Nicholas Burnett, Director, EFA Global Monitoring Report, Kiyotaka Akasaka, Deputy Secretary General, OECD, Kailash Satyarthi, Chair, Global Campaign for Education, Richard Samans, Managing Director, World Economic Forum, and Peter Smith, Assistant Director-General for Education, UNESCO.

Nicholas Burnett underlined the importance of literacy for achieving all of the EFA goals, the Millennium Development Goals and sustainable development. He emphasized the importance of all of the EFA goals including early childhood education, adult learning and quality in education. He also stressed the importance of secondary education and the key role of teachers. The upcoming EFA Global Monitoring Report is focused on literacy, and Mr. Burnett outlined a three-pronged approach when considering literacy: universal quality basic education for girls and boys, adult education and literate environments. The priorities for EFA as he sees them are to address all of the EFA goals, plus secondary education and literate environments.

Panelists were Ministers of Education from Oman, Kenya, the United States, Mozambique, Chile, Bangladesh, Pakistan, Columbia, Azerbaijan, Nigeria, Norway and Malaysia. The Secretary of State, Education from the United States, Margaret Spelling, emphasized that increasing global literacy is the key to EFA. She stressed the importance of teaching women to read and women training women. Parents must see the relevance of education and the value of learning or children will not stay in school. She spoke of the “hope gap” of the growing gap between the “haves and have nots” and mentioned the legacy

of segregation in her country. She praised the No Child Left Behind Act and urged countries to adopt methods of monitoring and evaluation in education. Other panelists joined her call for increasing the status of teachers and underlined the importance of teacher education for quality in education, and partnerships for the success of EFA.

The ADG of Education, Peter Smith, spoke of the need for more effective cooperation and use of resources. He also stressed the importance of first harmonizing cooperation between organizations in the United Nations family. He underlined the need to have UNESCO's own core purposes strongly defined in order to bring that to the next high-level meeting on EFA in Beijing. Mr. Smith highlighted the importance of the whole EFA agenda as well as teacher education to achieve EFA and sustainable human development. He concluded that: "everything we do is EFA".

Canada's interventions

The Honourable Mildred Dover, Minister of Education for Prince Edward Island and Chief Spokesperson for the Education Delegation represented Canada at the Round Table. The Communique on the Round Table was discussed at the end of the second day of the meeting, and Canada made two interventions on the subject. Both suggestions for change were well received by the Director General and were adopted.

The first recommendation was to change the language of the text in order to be more appropriate for federated states. Under 13 (a) the language was changed as follows: "...by which EFA processes from planning to evaluation are driven by priorities established by the **competent authorities in each country**, and fully integrated into national and international development frameworks".

The second change was to highlight the importance of higher education, particularly teacher education. The addition of the following paragraph 14 (a) vii was adopted as follows: "**Emphasize the role of higher education, particularly in the field of teacher education, as essential to achieving all six EFA goals**". An amendment was also added to the new paragraph concerning recognition of the need for teachers to enjoy improved status and conditions.

The Communique is a compilation of the joint commitments of the Ministers of Education and their expectations regarding UNESCO (see attached final Communique).

Communiqué
of the Ministerial Round Table on EFA
7-8 October 2005
on the occasion of the 33rd Session of the General
Conference of UNESCO
UNESCO, Paris

1. We, the Ministers responsible for Education and for Development Cooperation respectively, meeting in Paris at the invitation of UNESCO on 7 and 8 October 2005;
2. Reaffirming education as a fundamental human right and our collective commitment to achieving the EFA goals of the Dakar *Framework for Action* and the Millennium Development Goals;
3. Convinced that education is an essential condition for equitable and sustainable social and economic development;
4. Noting with alarm the effects of poverty, hunger, conflict, instability, HIV and AIDS, maternal mortality and morbidity, illiteracy, teacher migration and natural disasters (such as earthquakes, hurricanes and tsunamis) on the chance to learn for millions of children, young people and adults, and the consequent stagnation of progress towards or retrogression from EFA goals;
5. Recognising that educational reforms necessary for the achievement of EFA and the MDGs can only be accomplished through larger, global reforms aimed at security, peace and democracy;
6. Encouraged that this meeting is an expression of strong political will on the part of all participating countries to invest in the education of all persons – men, women and children alike;
7. Expressing concern that there continues to be a substantial shortfall in ODA in relation to the agreements of the Monterrey Consensus, which has impeded the implementation of EFA and the MDGs by the resource-poor countries;
8. Welcoming the new commitments in 2005 of the donor community to increase development aid by \$50 billion annually by 2010 and the decision at the 2005 G8 Summit held in Gleneagles, UK to increase and accelerate debt relief, and the resolve of the 2005 World Summit of September 2005 to promote and support the EFA agenda as an integral part of renewed international development efforts;
9. Encouraging the development of innovative financing mechanisms, including debt swaps for education and the International Finance Facility (IFF);

10. Welcoming the expanded and strengthened partnerships in EFA, in particular the success of the EFA convening partners (UNESCO, UNICEF, World Bank, UNDP and UNFPA) in widening the partnership circle to include a range of bilateral donor and civil society partners;
11. Welcoming also the notable progress towards the 2015 EFA targets evident in many countries, such as the sharp increases in primary school enrolment in sub-Saharan Africa and South Asia;
12. Recognising the urgent need to further expand education at the secondary and tertiary levels and improve its quality, in order to satisfy growing demand and meet the needs of competitive economies;
13. We agree together on the principles of:
 - a) National ownership, clearly formulated in Poverty Reduction Strategies and education sector plans, by which EFA processes from planning to evaluation are driven by priorities established by the competent authorities in each country, and fully integrated into national and international development frameworks;
 - b) Transparent and inclusive partnerships, in which all the stakeholders of EFA participate in the planning, decision-making, implementation, monitoring and evaluation of EFA, as appropriate;
 - c) International cooperation, as manifested in the improved working practices, both technical and financial and in partnerships such as the EFA Fast Track Initiative, the UN Girls' Education Initiative and other flagship programmes, and the Global Campaign for Education;
 - d) Evidence-based policy-making, by which the lessons of good practice and of research inspire national policies on EFA and international action in support of countries;
 - e) Attention to disadvantaged groups, found in every country of the world and for whom focused learning opportunities, which are often alternative or non-formal in character, must be designed and implemented;
 - f) UNESCO's central role in championing, promoting and coordinating EFA;
14. We commit ourselves to:
 - a) Continue to promote the EFA agenda in its broadest conception and at all levels, and in that perspective to:
 - i. Ensure that all school age children enrol, remain and complete the desired level of education;

- ii. Invest in the quality of basic education, convinced that children and adults will only enjoy genuine life chances through a quality education;
 - iii. Remove obstacles and strengthen efforts to ensure without delay equal access to school and learning opportunities for girls and women, recognising that we have missed the first EFA target, also an MDG, of achieving gender parity in primary and secondary education by 2005;
 - iv. Give greater emphasis to policies and funding for adult literacy, given the continuing high numbers of non-literate adults and the extremely low average percentage of national education budgets allocated to adult literacy, and to promote the maintenance of literacy competencies through fostering dynamic literate environments;
 - v. Work to increase the opportunities for early childhood care and education, acknowledging its critical impact on child development and subsequent primary school performance;
 - vi. Develop close linkages between basic education and technical and vocational education, thus promoting livelihood opportunities and lifelong learning for economic development;
 - vii. Emphasise the role of higher education, particularly in the field of teacher education, as essential to achieving all six EFA goals, and recognise the need for teachers to enjoy improved status and conditions;
- b) Pursue reform and good governance in our educational systems as an ongoing and dynamic process, aiming for best practice and based on constant efforts to improve performance;
 - c) Strengthen partnerships and a partnership culture at national level by increasing dialogue among EFA stakeholders, particularly with civil society and the private sector, and to explore creatively new dimensions of such partnerships;
 - d) Continue to provide the national leadership necessary to work effectively with the UN Country Teams, donor clusters, civil society networks and private sector partners for more inclusive and sustainable quality Education for All;
 - e) Give the necessary support to UNESCO in order to strengthen its coordinating role in EFA at international level, and its strategic and supportive role at regional and national levels;
 - f) Intensify efforts in resource mobilisation for education, including the promotion of innovative

mechanisms to direct these resources, for instance to the development of the educational capital of communities;

- i. In developing countries, by increasing, as soon as possible, the proportion of national budgets allocated to education, and, as adequate funding becomes available, beginning to abolish user fees and other charges in primary education;
 - ii. In bilateral and multilateral funding agencies, by channelling a greater volume of current and future ODA to education than hitherto;
 - iii. Through the Fast Track Initiative, by expanding its role as one mechanism in mobilising funds for EFA and in addressing the EFA goals and priorities articulated in a country-led process;
- g) Use aid to EFA more effectively:
- i. By implementing in the field of EFA the principles of aid effectiveness and donor harmonisation enshrined in the Paris Declaration, exploring specifically the FTI as a mechanism in this regard;
 - ii. By working towards more predictable, long-term and sustained funding, using 2015 as a planning horizon and recognising that the development of educational systems is a long-term process;
- h) Strengthen our collective and individual capacity and accountability for progress in EFA by undertaking peer assessments and promoting mutual learning among countries;
- i) Underline that only intensified efforts will break through barriers to EFA in certain regions of the world, such as sub-Saharan Africa, the Arab States and South Asia, and in other least-developed countries;

15. We call on UNESCO to:

- a) Further develop and implement the Joint Action Plan in close consultation with key EFA partner agencies, with the purposes of improving coordination, coherence of policies, convergence of strategies, complementary action, and country-level results, and with a focus on supporting resource mobilisation, aid effectiveness, capacity-building, communication and mutual accountability;
- b) Advise and assist Member States in developing and implementing their education policies in order to fulfil the EFA goals;
- c) Ensure better coordination mechanisms at the country level;

- d) Support capacity-building for EFA particularly in planning, implementing, monitoring and evaluation, including through support for exchange of experience and peer learning;
- e) Act as a clearing house for the gathering and exchange of information, and provide support for documenting good practice;
- f) Further increase the coherence in its coordinating role in the three UNESCO initiatives in EFA – LIFE (Literacy Initiative for Empowerment), TTISSA (Teacher Training in sub-Saharan Africa), EDUCAIDS (Global Initiative for Education and HIV/AIDS) – the UN Literacy Decade and the UN Decade of Education for Sustainable Development;
- g) Continue the reform process that provides for a flexible and efficient organisation able to meet the demands placed on it in order to enhance leadership in the area of education;
- h) Strengthen and align the capacities of UNESCO and its institutes with the lead role in the EFA process;
- i) Build on the evidence provided by the EFA Global Monitoring Report to inform programmes and activities, including policy advice to Member States;
- j) Use the forthcoming E-9 meeting in Mexico in 2006 as a key opportunity for building broader South-South cooperation;
- k) Use the next High-Level Group meeting in Beijing in November 2005 to generate renewed political momentum and stronger leadership at national levels, and more ODA flow for EFA;
- l) And, we invite the Director-General to report on the results of his efforts to the 34th Session of the General Conference.