
The "other priorities" listed in the questionnaire include some, but not all, of the Major Lines of Action included in the 31 C/5. We support the maintenance of the current priorities with the following comments:

Major Programme I: Education for a Sustainable Future (Major Line of Action 2) must remain a priority and must be framed in the context of the outcomes of the World Summit on Sustainable Development. Similarly, as documented in the *United Nations Report on the Global AIDS/HIV Epidemic 2002*, over 40 million people world wide have AIDS or are HIV positive, and UNESCO must therefore maintain Major Line of Action 4, "Preventive Education in Response to the AIDS/HIV Pandemic." It should also be remembered that a Special Session was held during the 31st General Conference to specifically discuss UNESCO's Strategy for HIV-AIDS Preventive Education, and that UNESCO has elaborated Five Core Tasks in its strategy to address this pandemic.

We urge UNESCO to actively continue the follow-up to the Dakar Framework for Action through Education for All, understanding that this will take different forms in different regions to ensure that the complexities and breadth of "education for all" are understood. Similarly, UNESCO must focus on the work of the High-Level Group for EFA and the Report of the G8 Education Task Force (Kananaskis, Alberta, Canada, June 2002).

Canadian education authorities strongly support the overall approach to education and the recognition that the right to education is a fundamental human right. They expressed reservations, however, about the possible interpretation of the 31 C/5 Approved (page 23, section 1.1.2) where it suggests that some human rights are contingent upon external factors. As written, it implies a hierarchy of human rights that is both dangerous and inconsistent with accepted approaches to human rights issues.

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 also consistently underlined the excellence of their work and their contribution to the overall work of the Organization, and hope that UNESCO will provide the institutes with the necessary resources to enable them to continue to contribute their considerable expertise.

Canadian education authorities also expressed concern about the relative decline in education expenditures by UNESCO, as well as the increasing reliance on external funding for a number of initiatives. This concern stems from their support for, and belief in, the work of UNESCO in the education field and especially the importance of education in eradicating poverty, teaching the value of cultural diversity and promoting peace.

As an overall comment on **Major Programme II** and **Major Programme III**, we recommend that UNESCO treat science in a holistic way, so that ethics in science and societal ethics will be seen to be one and the same. Specific comments about each of these Major Programmes, incorporating this perspective, follow.

Major Programme II: Canada would like to see the 32 C/5 devoted to one major interlinking topic - such as water in this biennium - and recommend that it be focused on sustainable human development