

## Response of Canada

Canada recommends that the Decade of Education for Sustainable Development (DESD) be approached from the perspective of Education for Sustainable **Human** Development, and as such that it be an over-arching umbrella for all programme activities in all Sectors. We also recommend that consideration be given to having Sustainable Human Development become a cross-cutting theme in the next Medium-Term Strategy.

We are surprised that discussion of the DESD only appears in the questions related to Major Programme I and that no mention is made of the Decade under any of the other Major Programmes. As an alternative, we suggest that a transdisciplinary perspective encompassing social, economic and environmental aspects, teaching, learning, and research, analysis (critical thinking), collaboration, cooperation and responsible citizenship, guide UNESCO's approach to the Decade. Some work has already begun in this direction with the linkages between cultural diversity and biological diversity found in the *Universal Declaration on Cultural Diversity*, and the relevant sections of the 32 C/5.

Particular attention should also be given to the work of non-governmental organizations, academic and research institutions, and government ministries already involved in sustainable development. This will help to develop a transdisciplinary approach and will maximize UNESCO's comparative advantage in education, the sciences, culture and communication.

The UN Literacy Decade (UNLD) and the Decade of Education for Sustainable Development (DESD) should also be seen in the context of EFA as they are mutually supportive, and the "secondary" priorities for Major Programme I. It is not necessary to develop new or parallel implementation strategies, as both UNLD and DESD are integral parts of the current priorities and should be implemented as such.

## Paragraph 16

*Do you favour an increased action by UNESCO in the field of ICTs for education? Which focus and modalities of action would you propose (e.g. ICT-enhanced education, ICT literacy, creation of multimedia learning centres, ICT-based teacher training? Which other suggestions do you have for UNESCO action in applying ICTs for education.*

## Response of Canada

Canada favours the increased use of ICTs in education, but cautions that the use of ICTs and connectivity to the Internet are not synonymous. Instead, all forms of ICTs from radio, to libraries, multimedia learning centres, CD ROM and where possible, access to the Internet, should be used.