

were unable to reach agreement to accept the text. Subsequently on Thursday the USA hardened their position by placing round brackets around the phrase in dispute, "concessional and preferential".

Negotiations ended with a bitter personal exchange between Qureshi the G77 negotiator and Maseirik, the EC negotiator, which is reflected in the fact that the final document contains four different sets of language for the title. Despite this sour note in the final hour of negotiations, thanks to patient and optimistic chairing by Norwegian ambassador Ultheim the text is relatively clean. The text was adopted by the plenary on Friday with brackets on paragraphs 9, 13 and 20, e) ii). As it stands all of paragraph 13 remains in square brackets which were added by the USA in plenary; within paragraph 13 the comma deemed essential by the USA, EC and Canada and opposed by the G77 also remains in square brackets.

SCIENCE FOR SUSTAINABLE DEVELOPMENT

The science chapter was adopted early in the final week of the PrepCom. Canadian interventions which had been integrated into the final text helped to emphasize the need for a stronger interdisciplinary approach ensuring that social sciences and humanities were incorporated into scientific objectives. Canadian language was adopted in programme area B, 'Enhancing Scientific Understanding' to help clarify the objectives of that programme area.

The final text emphasizes broad principles for scientific cooperation, focuses on the strengthening of current systems and institutions and avoids mention of unrealistic targets. As such it largely meets the Canadian objectives. The chapter remains rather unfocussed but does cover all major issues and areas related to the strengthening of scientific capacity and cooperation. The financial sections were not negotiated and will have to be discussed in Rio. It is not clear from the chapter, however, how it will be followed up within Agenda 21.

ENVIRONMENTAL EDUCATION, PUBLIC AWARENESS AND TRAINING

As with most other chapters of Agenda 21, Canada cooperated with New Zealand and Australia to develop a joint position on education. We introduced language to strengthen the text with respect to women and girl children, made proposals to place more emphasis on non-formal and community-based education and proposed that the text be more focused and more oriented towards the sharing of materials, resources