

used to link educators to each other across the hemisphere. As such, they can also be used to link networks of educators and to build regional cooperation between education systems. Canada, through initiatives such as Schoolnet, has successfully been able to increased collaboration among educators from its 12 different systems of education, for the greater benefit of students.

Canada believes that new technologies are a means to more-accessible, more-efficient education, but also recognizes that they are not an end in themselves.

By ratifying international agreements that promote good practices in a wide number of areas of human activity, and by incorporating these practices into how we function, Canada has developed a culture that favours high quality education systems. By confronting racism, the plight of indigenous people, the status of women in society and others, Canada examines the relations of power in its society. This results in the development of education systems that are more relevant to local cultures, that promote equity in the benefits of education, and that equip people for the world in which they live.

Specific Proposals:

There is a need for focus and synthesis in the document to decrease the number of action points from 28.

Development through education will be achieved if educators are properly trained and given the autonomy to fulfil the objectives of the action plan

The Action Plan should:

underline the role of the state in supporting systems of education including the provision of adequate financing, the formulation of curricula, and the infrastructure necessary for an education system.

be accompanied with a lexicon included as an annex to ensure that everyone is working with a common definition and understanding of the issues to be addressed. Furthermore, the document touches upon many principles, goals and actions that already enjoy support in other fora such as UNESCO, the ILO, the UN General Assembly, the OAS and the OECD. Leaders should take into consideration existing agreements and commitments of their governments in the final drafting of the Action Plan.

*have a more logical progression from accepted principles, to common goals, to specific objectives, and then to means.

*address the relationship between education and the living and health conditions of both pre-school children and their parents, as pre-school years have such a profound impact on a child's later development advocate mechanisms to encourage and facilitate life-long learning.

*make reference to the need for the hemispheric countries to start looking into the legal implications of "knowledge mobility" especially with regard to issues such as intellectual property and copyrights.

Any reference to "national" standards in the Action Plan should be dropped in favour of "harmonized" or "common" standards. The development of national standards implies centralization when the document should focus on decentralization to ensure the relevancy of education to local situations. However, cooperation between