

Paragraph 11

Should those priorities be maintained in document 33 C/5? If not, what other priorities should, in your view, be considered?

Or should the formulation of the other priorities be amended – and if so how – always bearing in mind the limited availability of resources and staff?

Response of Canada

The “other priorities” in Education should be maintained in the 33 C/5, but these should also be approached in the context of the United Nations Literacy Decade, the Decade of Education for Sustainable Development and quality education in all its manifestations. Education for a culture of peace should also include education for responsible citizenship and human rights education.

Paragraph 12

Do you consider the present level of support provided to assist countries in reaching EFA goals by 2015 satisfactory? If not, what other country-level activities or modalities would you suggest?

Response of Canada

It is not clear whether this question refers only to financial resources or whether it also includes human resources. On the assumption that it addresses both, we agree with the financial resources now allocated to EFA. With respect to human resources, we would again encourage UNESCO to work in close cooperation with other UN agencies and programmes, non-governmental organizations and civil society to “lever” human resources at the country level.

Ministries of Education in Member States must also be active participants in the implementation of EFA as little progress will be made without them.

Paragraphs 13, 14, 15

What orientations would you recommend for UNESCO to take in the context of the UN Literacy Decade and the Education for Sustainable Development Decade (2005-2014)?