

## **Report on UNESCO End of Decade Conference on Education for Sustainable Development**

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*(with thanks to the University of Waikato, Te Whare Wānanga o Aotearoa and RCE UNU Waikato)*

### **Introduction**

Education for Sustainable Development (ESD), now often referenced to Education for Global Citizenship has a new platform for implementation through the Global Action Plan and the Aichi Nagoya Declaration. The Global Action Plan provides a structure for States and Organizations to make commitments for ESD<sup>1</sup>. The Aichi Nagoya Declaration expresses responsibility for the transformative task of ESD<sup>2</sup>.

The stakes are high for ESD. This is the pathway to open up a new age of sustainability, being ushered in by climate change, natural disasters, the threat of crossing planetary boundaries. Vanishing species, access to water, water management, food security, urbanization, poverty all pose opportunities for new ways of thinking, new systems for social inclusion, and opportunities for economic innovation and vitality. People are the greatest renewable resource for new ways of thinking and giving expression to our responsibilities for each other. Dr Irina Bokova, Director of UNESCO set out a global approach to cultivating creative learning for the new age with sustainability as the basis for concrete action. Bokova signaled that Education for All has principles which are core to sustainability when she said ‘EFA goals and MDGs are complementary: “When you fund education, you are securing progress towards all the Millennium Development Goals”’.

Education for Sustainable Development is a re-orientation in the approach of education involving the integration of critical issues of climate change, disaster risk reduction and sustainable production and consumption. It involves interactive and learner-centred with exploratory processes for transformative learning. Empowering people to be transformative and active global citizens involves core competencies of critical thinking and complex problem solving with collaborative knowledge creation. These aspirations carry the weight of responsibility for social

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<sup>1</sup> The official designation of ESD was used at the UNESCO Conference, and for simplicity this term will be used. This is intended to include Global Citizenship even though we appreciate the two concepts terms are not synonymous.

<sup>2</sup> Aichi-Nagoya Declaration. Nov. 2014.  
[www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ERI/pdf/Aichi-Nagoya\\_Declaration\\_EN.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ERI/pdf/Aichi-Nagoya_Declaration_EN.pdf)

transformation for transitions to green economies and living sustainably at personal and professional arenas. One set of ideas given for the transformative underpinnings of sustainability were moving from ownership to stewardship, from producing to conserving, optimize rather than maximize profits, move from ego to eco – movement away from ownership will inaugurate practices of sharing for mutual benefit.

Traditional knowledge was recognized as vital for sustaining indigenous cultural systems. Further than that, the integrated worldview of indigenous and traditional knowledge is paradigmatic of the aspirations for sustainability. This appreciation of indigenous and traditional knowledge is not well matched in education policy across the world and there is an impetus from the UNESCO Conference to develop much stronger implementation strategies to safeguard indigenous knowledge in ESD strategies.

### **The New Zealand Team**

Sandy Morrison, Timote Vaioleti and Betsan Martin attended the 9<sup>th</sup> Global Regional Centre of Expertise (RCE) from 4<sup>th</sup> to 7<sup>th</sup> November, which marked the End of the Decade for ESD and also the RCE Higher Education Conference prior to the UNESCO Conference. We met with Tina

Ngata, the 4<sup>th</sup> member of the New Zealand delegation at the UNESCO Conference.



Timote, Sandy, Tina and Betsan

The prior conferences were official Stakeholder meetings for the UNESCO Conference Sandy, Betsan and Timote all share involvement with the UNU RCE Waikato Centre which is a platform for further ESD work built on collaborating with

existing provision, such as through Enviroschools and ASPnet and other community groups including iwi/Māori and Pacific. The impetus for the RCE's is collaboration between a University or tertiary institution, schools, local government, business and community groups. Sandy, Betsan and Timote also have extensive international experience through affiliations with other international reputable and active organizations and therefore brought a range of relationships to the UNESCO meeting.

The RCE's are an initiative of the UNU Institute for Advanced Studies in Sustainability. Currently there 129 RCE's globally and one in New Zealand, RCE Waikato. RCE's are designed to give effect to education for sustainable development by working with stakeholder collaboration in

practice, and thus being ‘living labs’ for knowledge production, capacity development for teachers, indigenous knowledge recognition and for the experiential and transformative learning opportunities of ESD.

RCE Waikato features a Treaty partnership in governance and programmes and works in support of Māori aspirations for education. We have a strong reference to Pacific interests which are reinforced with Timote’s involvement. All three of us have significant engagement with Pacific issues historically.

One extra-ordinary opportunity was offered through Timote and our team for Pacific students. During the meetings, attention was given to the unique position of Pacific countries in respect of



**L-R Betsan, Minister of Education (Kiribati), Prof. Abouleigh, Timote and support staff for the Professor Abouleigh and the Minister of Education (Kiribati).**

climate risk and the threat to the survival of Pacific Peoples and countries. Professor Ibrahim Abouleish is the founder of the Heliopolis University and the Sekem Institute in Egypt, an organic and sustainable food production enterprise that is also the basis for the teaching and research programme at the University. He had been listening intently to a

passionate delivery by Timote on the situation of the Pacific. He offered seven scholarships for Pacific students, for 5-7 years each, up to Doctorate level. This remarkable offer is yet to be thought through with him. Preliminary discussions involved the need for a visit to clarify the conditions and the support and oversight that would be needed for Pacific students to take up such an offer.

We have several ideas for how this could best take shape but a further meeting is necessary to check the parameters and feasibility of this proposal. We were impressed by the sincerity of Dr Abouleish and heartened by the spirit of the offer and assured of the genuineness by trusted colleagues. We are intrigued by the seeming extremes of contrast between turning a desert in Egypt into a productive garden and the water context of the Pacific under threat of being destroyed by the deluge of rising oceans. Both are opportunities for work in extreme circumstances and the opportunities for building resilience, capacity and a global reference in addressing climate impacts. We have had provisional discussions with the Ministers of Education for Tuvalu, Kiribati and Tonga while at the World Conference and further communication and even a

representative of the Minister of Education for Kiribati had travelled to meet with Sandy Morrison and Timote at the University of Waikato on how to advance this project. Timote is the lead person in taking these forward.

Further opportunities for working together on ESD through organization networks that emerged

1. Prospernet. An Asia Pacific network linked to the UNU Institute for Advanced Studies to implement sustainability into Higher Education.
2. Liaising with South Pacific University RCE in Fiji.
3. Sejahtra network of Asia Pacific RCE's with significant impetus for the Tongyeong Centre in South Korea.
4. Collaborating with RCE Greater Western Sydney – we hope to do a workshop with Emeritus Professor Geoff Scott on 'Work Ready Plus' – preparation for work integrated with sustainability criteria.
5. Continuing with the Asia Pacific meetings and the Global RCE meetings.
6. The continuation of Sandy and Timote's work on ESD through the Asia South Pacific Association of Adult and Basic Education (ASPBAE) and affiliation with the International Council of Adult Education (ICAE) and Institute of Lifelong Learning (UIL).
7. Sandy and Timote's curriculum development work in Africa and also in the Pacific (Tonga, Samoa and Kiribati) - during the UNESCO conference we were able to deepen their engagement with representatives and Ministers and also plan work streams for the future on the reorientation of these countries national school curriculum to include ESD.
8. We were pleased to attend the Auckland/NZ meeting for the Pacific UNESCO National Commissions to meet people and give brief feedback on the World Conference. Timote has also submitted his name to be considered for the development of the secondary school curriculum to include ESD for Tonga.

As a follow up to the Japan conferences we were invited to a special meeting in Malaysia for decolonization and development of non-Eurocentric curriculum for sustainability. Our team and RCE Waikato were warmly and appreciatively recognized for bringing cultural capital to the sustainable development agenda and contributing to this field of knowledge.

The team has been fielding requests for interviews and skype conference from countries as far as China to assist with Tertiary Education Courses or to speak directly to students and researchers. Other requests include to join research teams (some mentioned later) and supervision of Masters and PhD research in the area of ESD.

## **The Aichi Nagoya Declaration**

The Stakeholder meetings and the UNESCO Conference offered a dynamic and participatory process for writing the Declaration, which essentially urges governments to take up the invitation to give leadership for ESD and set out policy pathways for implementation of ESD programmes.

It affirms the achievements of the Decade as being built on a raft of initiatives such as the UN Framework Convention on Climate Change and the Doha work programme, and articles relevant to education in the convention on Biological Diversity, Disaster risk reduction, Programme on Sustainable Production and Consumption, children rights in the UN Convention on the Rights of the Child. It gives credit to ESD as an ‘integral and transformative element’ of inclusive quality education and life-long learning, and a platform for Global Education for All and for the Sustainable Development Goals.

The core principles of ESD are identified as the qualities and skills for global citizenship: namely critical and systemic thinking, analytic problem solving, creativity, working collaboratively, decision-making in the face of uncertainty and understanding the interconnectedness of global challenges and responsibilities for addressing them.

Points to note of relevance for us in New Zealand are to intensify efforts to reduce poverty and inequality through promoting equitable sustainable economies with a priority to meeting the sustainability challenges of the Small Island Developing States

Education for Sustainable Development (ESD) and Global Citizenship are identified by UNESCO for laying the foundations for sustainability by preparing young people to have the skills to address the increasingly interdependent world. Global citizenship includes ESD and expands it to meet the complex challenges of climate change, peace, inter-cultural relations, poverty challenges as part of the challenge of sustainable development.

## **Global Action Plan**

The goal of the Global Action Plan, confirmed at the UNESCO End of Decade on Education for Sustainable Development is ‘to generate and scale up ESD action in all levels and areas of education and learning to accelerate progress towards sustainable development.’ The Global Action Plan is intended to be fully integrated into the post 2015 agenda and will integrate sustainable development into education. Key leverage points for taking ESD forward to support transitions to sustainability world-wide are:

- A. to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development; and

- B. to education and learning in all agendas, programmes and activities that promote sustainable development

<http://unesdoc.unesco.org/images/0022/002243/224368e.pdf>

To strengthen meet these purposes GAP identifies five priority areas:

1. Advancing policy support to create an enabling environment and bring about systemic change;
2. Transforming learning with principles of sustainability in training;
3. Building capacities of educators and trainers;
4. Empowering and mobilizing youth;
5. Accelerating sustainable solutions at local levels. Youth and local communities as key leverage points to advance ESD agenda beyond 2014 (Petry et al 2014).

### **The Global Action Plan roadmap**

New Zealand is invited to engage in the GAP, and in this briefing we make recommendations for policy development that will align New Zealand education with the global impetus for sustainability.

While some of the action areas are addressed to developing countries there is much that is relevant to NZ. One of the criteria for success in ESD is political leadership. There is not a national policy for ESD and NZ and the Global Action Plan can be a reference for promoting it. New Zealand is fortunate to have a curriculum that has within it the capacity to develop policies for ESD. ESD related subjects are now NCEA accredited at level 3 however professional development prior to service and in service are almost non-existent. These are vital areas that must be prioritized in order to reflect the needs of the 21<sup>st</sup> century realities here in New Zealand and our neighbouring countries.

In the conference, special emphasis has been given to groups that are most vulnerable to climate impacts. The situation of Small Island Developing States is critical for New Zealand. Vulnerabilities are identified as sea level rise, acidification, and severe weather events which threaten fishing, tourism, and livelihoods. Economic participation of youth is a pressing area to address for Pacific youth in New Zealand as well as in Island counties.

Other areas identified as special cases for ESD are girls and women, emphasizing the value of fully including women in decision making, policy and ESD programmes. The theme of climate change is uppermost in the special case of Africa where exposure is through droughts, desertification and coastal communities. Partnerships between schools and communities are a key to re-aligning education with local contexts.

Strategies for implementing ESD are given momentum and the impetus of effective implementation with state support. Voluntary, local commitments can be made for ESD with stakeholder partnerships as an effective method for outreach activities and gaining technical and financial support. Global fora are a great opportunity to incentivize ESD through sharing information, discussing gaps and growth and showcasing good practice.

Recommended mechanisms for Action are designed around national, global, regional and local levels.

### **Mechanisms for GAP and for New Zealand**

Member states are encouraged to set up an ESD co-ordination mechanism and designate a focal point for ESD development. The Focal Point organization will interface with UNESCO and monitor country targets and report to UNESCO on implementing the GAP.

National targets for ESD are encouraged for contributing to realizing the post 2015 agenda and the global strategies will be reflected in country plans. The national Commission for UNESCO will have a key role in implementing the GAP.

At the global level, co-ordination will be through the UNESCO Office in Paris with fieldwork in coordination and liaison with partners and UN bodies implementing sustainable development platforms.

Partner networks of the 5 Priority Action Areas will have their work integrated in GAP reporting.

Funding to resource the GAP is to be supplied by key stakeholders: government, civil society organizations, because ESD is a cross cutting educational issue. Funding may also be sought through the SDG agenda, and more specifically for developing countries in climate financing, disaster risk reduction fund, and similar sources.

Targets will be set in consultation with stakeholders and experts and systems for reporting at a global level will be used to evaluate support and encourage ESD. Priorities for implementation and evaluation include:

- Increasing the number of countries committing to integrating ESD into policies
- Increasing the number of training institutions working with the whole of institution approach
- Increase integrating ESD into training of teachers
- Increase the number of youth led initiatives and local ESD initiatives.

Monitoring and evaluation at a country level will be the responsibility of the National government. The Focal Point is encouraged to set targets in line with global targets in order to achieve depth

and consistency and to facilitate reporting with capacity for interpreting and comparing information.

It would seem to be important to invite the participation of the Ministry of Education given the focus on educators, youth and local communities through inclusive quality education and lifelong learning via formal, non-formal and informal settings.

### **Country Highlights**

It was very beneficial to hear about different country policy priorities. There are problems of definitions of ESD, but the concept of subsidiarity with decision-making and responsibility for implementation at local levels and is applicable as a high level principle. Also citizen participation, collaboration for shared knowledge production and stakeholder participation are principles for all contexts.

It was notable that countries with ESD policies in their national planning include Japan, South Korea and Kenya. Kenya gave a lot of leadership with their experience of policy development and education practice. Kenya has a 10-year strategy to implement an enabling environment for ESD implementation with a framework that includes all learners becoming skilled including rich and poor. ESD is to contribute to environmental sustainability. Kenya is a prosperous nation with most of their GDP coming from tourism and agriculture – thus with similarities to New Zealand. Nigeria emphasized that the priority of sustainable development for them is about human society, and not an emphasis on the earth.

For Germany a decisive question is to make ESD a core principle of everyday life by assuming responsibility for self, fellow humans and the next generation. This includes passing on a world that has learned to work across borders to the next generations.

Indonesia spoke of ESD as a means to counteract the drive for individualist and competitive modalities required by the pressures of economic interests, and saw ESD as a cure and a force for social cohesion. China has ecosystem protection as an article of their constitution and this provides a powerful high level visionary, legal and constitutional commitment which means investment in education for sustainability. There were however concerns expressed by some of China's civil societies that it has a lot of work to do still. Yangtze River they claimed is responsible for around 60% of the Pacific oceans pollution.

From the Pacific, the Minister of Education for Tonga and Tuvalu spoke of the desire for inclusion of local knowledge and solutions for ESD solutions even issues caused by others' actions around the world but they implored the need for assistance from those countries. They were supported by the Minister of Education from Kiribati and other Pacific nations in calling for a more holistic



development that is respectful of all nations including their own urgent situations as the most affected nations by climate change.

The question was asked about why some countries have not adopted ESD. A compelling response came from countries such as Sudan and Palestine which said that a consequence of war is uneducated children. Similarly Mali said that violence intervenes. Peace is a pre-requisite for ESD. In contrast Canada said that responsibility lies at the local level. Swaziland identified the cost of ESD and that without funds it is very difficult to change minds and implement new education policies. Namibia has plans but no funds.

In Egypt school classes have an average of 70 students and 90% of teaching is text book based with most students only focused on passing exams. There is limited interactive learning and no contextual curriculum development. An initiative for ESD in Egypt is to produce a teacher's guide on biodiversity and agriculture and work with 6 schools on teacher training. One of the strategies for introducing ESD and change is to make students laugh – thus bringing a vitality to learning that moves away from the grim focus on exams.

### **Other Highlights**

Professor Tan Sri Dato' Dzulkifli, from Malaysia and President of the International Association of Universities, a UNESCO affiliated organization, and leader in the UNU Institute For Advanced Studies in Sustainability was inspirational in workshops and discussions and became a colleague with much interest and support for the NZ delegation. In his time as Chancellor of University Sains Malaysia he initiated a mechanism for building interdisciplinarity and breaking the silos on knowledge categories in University education by establishing a requirement that all science majors have one third of their papers in social science or arts and that arts students and social science majors include one third of their papers in sciences. His support for New Zealand and advocacy for the issues of the SIDS contributed strongly to the eventual offer of studies by Prof. Abouleigh to the Pacific nations.

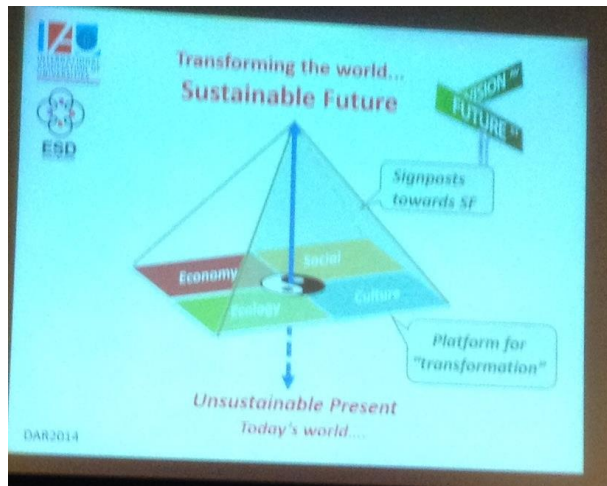


**Betsan, delivery during the 'Whole Institution Approach to ESD' workshops**

A workshop on implementation identified tensions and priorities for ESD. The drive for Internationalization is at the expense of local engagement and commitment. Betsan, Sandy and Timote were invited to contribute to the 'Including of Indigenous perspectives in Higher Education' and the 'Whole institution approach to ESD' workshop streams. Timote was given a speaking time at the 'One Planet, One Ocean

workshop' stream where the team made very strong contributions and to the recommendations going forward to the final report.

Measurement is a key to accountability for implementing ESD and to evaluating progress. A challenge is that many of the key concepts of ESD, such as complex systems thinking are difficult to turn into tangible and quantifiable achievements which can be measured.



The world of production through the value chain gives emphasis to the product. It is not about the human circumstances of work and security. The system of economic growth relies on productivity and one of the challenges of sustainability is to introduce environmental and human impacts into systems of value and accountability.

One of the biggest challenges for sustainability is a shift in mindset. Leadership, commitment, transformation and risk taking are four facets of the pyramid that are needed to drive the transformative transitions to sustainability.

Youth were given a significant space during the conference frequently taking time to caucus on their own. They called for their voices to be heard stating that “We need inter-generational co-operation and equal recognition.” (Tariq, Youth Conference). The inference was that given we as adults were borrowing the earth from our children and youth then they need to be consulted in all decision making processes. It was also noted that in some countries skill development through vocational training opportunities is preferable to formal academic qualifications.

The New Zealand delegation contributions to the workshops and the open plenary session were supported widely. The intervention by Tina in one of the open plenary on the plight of indigenous rights and education and how communities in New Zealand had responded positively and were successful was enthusiastically applauded. The speaking space offered to Sandy, Timote and Betsan had led to guest speaking sessions for Timote and Sandy at the Tokyo Metropolitan University (TMU) after Nagoya and the inclusion in a 15 member team application to the Government of Japan for 46 million yen on Disasters Education research. This project will be led by Prof. Nomoto of the TMU.

The team were sought by foreign media as a result of the members' strong contributions to the conference themes and their fresh stance on ESD from New Zealand particularly the Māori and Pacific concepts of ESD which seemed new. The following picture is a TV interview with a



middle-Eastern TV programme who were interested in his view on the application of New Zealand and Pacific ESD concepts to their political and economic situations.

### **Discussions with the first Secretary (Education), NZ Embassy, Tokyo**

Before leaving New Zealand, we were invited to meet with the First Secretary (Education) NZ Embassy in Tokyo to discuss the events and mood of the conference. Tina, Sandy and Timote



**L-R Tina, Sandy and the First Secretary - Report back and discussions at the NZ Embassy**

travelled to Tokyo after the meeting at Nagoya to meet Rebecca Adams the First Secretary and later had discussions with the New Zealand Ambassador to Japan. Rebecca was very interested in the success that we collectively added to in including indigenous interests and lifelong learning in the final documents of the World conference.

We impressed the importance of having robust and long standing networks in Asia, Africa and Europe in our own professional and academic spheres and the goodwill we enjoyed amongst the authorities and those involved in global education and in particularly ESD. We also shared our deliberate strategies to attend the important stakeholder meeting held for the Asia Pacific RCE in Penang in August, the UNU RCE Global Conference in Okayama, the World conference for ESD and Higher Education in building strategies and contributing to each conference's declaration.

In the case of Timote and Sandy their extensive CSO and NGO networks in South Asia, East Asia, South East Asia, the Pacific, Africa and significant areas of Europe have been well established for decades and were instrumental in securing support for issues we wanted to argue in terms of holistic development that included Maori, Pacific and other New Zealand perspectives.

An invitation was extended to the UNESCO team to use the facilities afforded by the Embassy to entertain business groups that we may bring to the country in the future. The Embassy also offered



to contact the Embassy in Egypt to follow up information we discussed with regards to the offer of ESD education given by Prof. Abouleigh in Egypt.

L-R; First Secretary, Timote, NZ Ambassador to Japan, Sandy and Tina

### **Recommendations for follow up in Aotearoa New Zealand**

- High political level representative to these world conferences would be beneficial at many levels. We however comment the decision of UNESCO NZ to send country delegates as this brought much admiration from other state representative and civil societies.
- A UNESCO meeting with Government /Minister of Education to report on UNESCO Conference and propose a working party to identify a plan for policy development, implementation and reporting so as to have a whole of institution approach and policy support for ESD is suggested.
- Discussions to strengthen the inclusion of indigenous knowledge as part of any strategy thus drawing on the Aotearoa New Zealand experience which is seen globally to be distinctive and sound would be an advantage.
- There was a groundswell of interest for the inclusion of ESD in formal education especially from the African countries, the South American nations and the SIDS. Likewise, a review of the curricula and activity resources to include ESD especially in teacher education would have benefits.

- UNESCO include in their outreach work and criteria for funding key elements to advance ESD in NZ, including partnering with Pacific countries to support contextually developed ESD in the Pacific, again based on indigenous references and the contribution of this to sustainability.
- An important opportunity for developing measures for ESD is before us. An inventory of existing measures (available in NZ and through the UNU Institute for Advanced Studies) with a strategy to develop these further would be a constructive response to progressing monitoring and evaluation.
- Exploring engagement with youth and communities through online engagement and resources, and informal learning opportunities allow for ESD to reach beyond formal education.
- Research developed through Case Studies of ESD and Global Citizenship to document the outcomes of these approaches.

#### **Further benefit and possibilities**

- Members of the delegation team were privileged to attend forums where we were able to bring cultural, economic, environmental and social concerns and success from New Zealand to the world platform that the conference provided.
- Professional Development for ESD or Global Citizenship is needed in New Zealand. Training in these fields relies on personal teacher pursuit of opportunity. Research into Professional Development programmes in countries where this is available, and into organizational providers would offer guidance for a pilot as a basis for further development.
- Research to identify the ‘multiplier’ or value added educational benefits of the ASPnet programme, including how this meets NZC requirements would provide evidence for policy.
- As a result of renewal of previous associations with other ESD experts, Timote and Sandy have been re-engaged to review the book for re-orienting the teacher education in Africa to include ESD, work they are currently engaged in.

Due to speaking role at the 'One Ocean, One planet' theme at the Nagoya conference, Timote



R-L; Timote, Minister of Education (Tonga), Sandy and Betsan during the discussions of the ESD scholarship offered by Prof. Abouleigh to the Pacific Nations in Nagoya

was an invited speaker and a resource person for the Pacific nations UNESCO commissions meeting to 'examine the issues raised by the global meeting on SIDS held in Samoa and the draft of the 37<sup>th</sup> UNESCO general conference to identify priority areas and indicators hosted by the Cook

Island UNESCO commission, Auckland in January 2015. In returning from the End of the DESD conference, Timote was profiled by the Waikato times as in: <http://www.pressreader.com/bookmark/3CMLCOQT1336/>

## Conclusion

The critical times we face are a spur to the educational responses to prepare for a new world order. Capabilities for sustainability are also of a new order interdependence, working together and living within renewable capacities of nature's resources and ecosystems, and ensuring conditions for life for generations to come. The transformative qualities and attributes such as complex systems thinking, integration, the cultivation of holistic knowledge, responsibility for the future are well embedded in indigenous tradition and need to be recognized and built into education policy and strategies. The tasks of sustainable education for global citizenship is vital for the transition.

UNESCO has a vital role in developing a position for taking forward the Global Action Plan. A co-ordinating role by the National Commission will be key to taking ESD forward at the policy level and will be pivotal for amplifying existing and new locally generated creative ESD and Education for Global Citizenship initiatives. Like countries in Europe, Africa and our Pacific neighbours, New Zealand needs to contribute to a new thinking that should lead to embedding ESD in the school curriculum and teacher education.

The team that attended the UNESCO End of the DESD Conference had been very effective in playing its role and representing the regional issues for New Zealand and the negotiations for the final declaration. Members of the team have established international relationships in ESD and have given UNESCO in other centers support in different fields of education before and more so after the above conference. The team will be pleased to support the New Zealand

National Commission with further steps in meeting its commitments as well as representing it in national or international forums if it requires.

We thank our respective employers for allowing us resources and time to attend and support UNESCO in its endeavours.