



Meeting Report

International Experts Meeting on Corporate Social Responsibility and Education for Sustainable Development:

Advancing the Partnership

Bonn, Germany
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INTERNATIONAL CENTRE
for Technical and Vocational
Education and Training



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"... since education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development."

Bonn Declaration, 2004

Introduction

As a major contribution to the United Nations Decade of Education for Sustainable Development, InWEnt - Capacity Building International - in partnership with the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training hosted an International Experts' Meeting in Bonn, Germany, 6-7 November 2007. The purpose of the Meeting, titled "Corporate Social Responsibility and Education for Sustainable Development: Advancing the Partnership" was to consider examples and strategies for building global capacity for integrating education, training and capacity building Corporate Social Responsibility (CSR) programmes in private and public organisations. It also considered how TVET systems and institutions can ensure their students enter the workforce with knowledge, skills and aptitudes suitable for working in organizations with a strong CSR orientation. As such, the Meeting was a follow-up to an International Consultation on "Education for Sustainable Development: Engaging the Corporate Sector", also held in Bonn (23 to 25 May 2007) and convened by UNESCO-UNEVOC and UNESCO Headquarters Paris, in close partnership with InWEnt and other partners.

The Programme of the Meeting is provided in Annex I.

A Participant List is provided in Annex II, followed by Participant Biographies.

Background 1: The World of Work and the MDGs

The world of work - those who create employment opportunities, the employees and workers themselves, and the educators and trainers who provide the skills needed for employability - are central to achieving sustainable development. At its core, achieving sustainable development means achieving the targets in the Millennium Development Goals agreed upon by all countries in the world at the special September 2000 session of the General Assembly of the United Nations. Skilled workers are central to achieving all the eight goals and associated targets in the Millennium Development Goals (Box 1).

The Millennium Development Goals (MDGs) include: halving extreme poverty and hunger, achieving universal primary education and gender equity, reducing under-five mortality and maternal mortality by two-thirds and three-quarters respectively, reversing the spread of HIV/AIDS, halving the proportion of people without access to safe drinking water, and ensuring environmental sustainability. They also include the goal of developing a global partnership for development, with targets for aid, trade, and debt relief.

As a strategic vision, the Millennium Development Goals are steps towards a longer-term vision of building human, social, economic and environmental capital, especially in developing countries. However, maintaining and building social, economic and environmental capital depends upon human capital – and upon the institutions for technical, vocational education and training (TVET) that develop work-ready human capital that is the engine for sustainable development over the long term.

Achieving the MDGs necessitates action on issues such as poverty, hunger, education, gender equality, child and maternal mortality, HIV/AIDS, safe water, and global partnerships for development that include technology transfer. Effective TVET is integral to finding and implementing solutions to all of these issues. In this way, TVET underpins every one of the MDGs and the achievement of sustainable development. It is impossible to think of making gains in poverty reduction, job creation, health or environmental concerns without a focused TVET policy, and it is equally true that a well-articulated and focused TVET policy can lead to huge improvements in education, gender equality and living conditions.

Much of the improvement in human welfare over the last century is due to the diffusion through education of technological innovation in the fields of public health, nutrition, and agriculture. These improvements have reduced mortality rates and improved life expectancy. Similarly, improvements in areas such as environmental management will also increasingly rely on the generation and application of new knowledge. In essence, implementing the MDGs will require the development of appropriate forms of Technical and Vocational Education.

A key outcome of the 2002 World Summit on Sustainable Development was the establishment of a special United Nations Decade of Education for Sustainable Development, from 2005 to 2014, with the primary goal of making sustainable development central to education and training, across all sectors, by refining and promoting the transition to a sustainable future through all forms of education, public awareness and training. UNESCO was designated as the lead UN agency for the Decade and has catalysed key initiatives in all parts of the world.

The UNESCO–UNEVOC International Centre is the UNESCO body responsible for supporting education, training and capacity building for sustainable development in relation to the world of work. One of its early initiatives was to convene an International Experts' Meeting on "Learning for Work, Citizenship and Sustainability" in 2004 to prepare for the United Nations Decade of Education for Sustainable Development. This meeting recognised the need for new paradigms of both development and learning for the world of work, and declared education and training for and through the workplace to be the "master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help to achieve sustainable development".

The responsibilities of national systems for Technical and Vocational Education and Training (TVET) in advancing sustainable development through workforce development were discussed at follow-up meetings in Thailand (2005) Bahrain (2005) and Vietnam (2006).

¹ <http://www.unesco.org/education/desd>

² http://portal.unesco.org/education/en/ev.php-URL_ID=38169&URL_DO=DO_TOPIC&URL_SECTION=201.html

³ <http://www.unevoc.unesco.org/>

Box 1: The Millennium Development Goals⁴

Goal 1: Eradicate extreme poverty and hunger

Target1: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day

Target1: Halve, between 1990 and 2015, the proportion of people who suffer from hunger

Goal 2: Achieve universal primary education

Target3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Goal 3: Promote gender equality and empower women

Target4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015

Goal 4: Reduce child mortality

Target5: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

Goal 5: Improve maternal health

Target6: Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio

Goal 6: Combat HIV/AIDS, malaria and other diseases

Target7: Have halted by 2015 and begun to reverse the spread of HIV/AIDS

Target8: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

Goal 7: Ensure environmental sustainability

Target9: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources

Target10: Halve, by 2015, the proportion of people without sustainable access to safe drinking water

Target11: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers

Goal 8: Develop a Global Partnership for Development

Target12: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system

Target13: Address the Special Needs of the Least Developed Countries

Target14: Address the Special Needs of landlocked countries and small island developing States

Target15: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term

Target16: In co-operation with developing countries, develop and implement strategies for decent and productive work for youth

Target17: In co-operation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries

Target18: In co-operation with the private sector, make available the benefits of new technologies, especially information and communications.

⁴<http://www.un.org/millenniumgoals/>

Background 2: The Corporate Sector, CSR and ESD

With InWEnt as a key partner, UNESCO-UNEVOC is now engaging very closely with the private sector to explore ways in which education and training for sustainable development can be integrated into their training and capacity building endeavours in corporate environmental management and corporate social responsibility. As Michael Hopkins argues in his 2007 book on CSR and International Development - *Is Business the Solution?: Technical and vocational education in India: CEE's initiative*.

Improving people's skills in a myriad of ways is undoubtedly the best way to create sustainable development. Education, training, skill development, capacity development are all aspects of the same issue There is no substitute. Development of Institute of Sustainable Education in collaboration with UNESCO.

In May 2007, DESD Secretariat, UNEVOC International Centre in Bonn and APIED in partnership with InWEnt, organized in Bonn, "International Consultation on Education for Sustainable Development: Engaging the Corporate Sector", seeking to advance opportunities for the corporate sector to use education, training and capacity building as part of its CSR and sustainable development strategies. Companies with a strong record of engagement in education and training for sustainable development were invited to attend a meeting in Bonn in May 2007 to present case studies of their activities in these areas. These companies included:

- > Untouched World Foundation
- > DaimlerChrysler
- > National Health Service (UK)
- > D. Swarovski & Co
- > Wuppertal Institute Centre on Sustainable Consumption and Production
- > CISCO Systems
- > Cap Gemini
- > Newmont Mining Corp
- > Fraunhofer Institute for Factory Operation and Automation IFF
- > Shell
- > Garment 10 Joint Stock Company
- > Vocational Training Institute of the Construction Industry, North Rhine Westphalia
- > World Business Council for Sustainable Development

⁵Hopkins, M. (2007) *CSR and International Development - Is Business the Solution?*, Earthscan, London, p. 14.

The case studies they presented included initiatives such as:

- > providing corporate training programmes for employees,
- > establishing training programmes for clients and employees of firms along their supply chains,
- > partnering local organisations to provide community information and education programmes, and/or
- > assisting schools, TVET institutions and universities with ESD teaching.

Participants in the meeting discussed examples of this range of activities, and analysed the patterns of similarity and differences across the case studies to also identify:

- > the motivations, opportunities and drivers underlying corporate sector involvement in Education for Sustainable Development (ESD),
- > the learning outcomes identified in evaluations of the exemplar case studies,
- > the corporate and broader sustainability benefits of corporate sector involvement in ESD,
- > the barriers faced in the exemplar case studies and ways in which they are addressed, and
- > lessons for other firms to guide their future involvement in ESD.

The meeting also made several recommendations for engaging more closely with business and industry to explore ways in which learning-based approaches to sustainable development can be disseminated more widely across the corporate sector and building the capacity of firms, especially in developing countries, economies in transition and areas emerging from conflict, to utilise ESD as part of their CSR and sustainable development work. These recommendations included:

1. Publications: The following should be produced as part of a portfolio of resources to assist with promoting awareness of, and advocacy for, the use of education, training and capacity building as approaches to be used in corporate sustainability and CSR strategies:

- > A report of the Consultation and CD of presentations
- > Publication of this report on the UNESCO-UNEVOC website
- > A journalistic-style book of the case studies.

2. Expanding the Knowledge-Base: Additional case studies should be researched in order to incorporate the experiences of SMEs and companies from developing countries, especially Asia and Africa which were missing from the Consultation.

3. Networking: To facilitate on-going exploration and development of the use of education, training and capacity building as approaches to be used in corporate sustainability and CSR strategies, a learning network of those interested should be established, to include:

4. Capacity Building: To facilitate the wider use of education, training and capacity building as approaches to be used in corporate sustainability and CSR strategies. UNESCO-UNEVOC and partners should use the case studies as a basis for preparing workshop materials for adaptation and use in all regions. E-learning should be considered as a key learning modality.

These recommendations were translated into five broad strategies that could form the basis of a plan for moving forward and building capacity in the use of education, training and capacity as modalities within Corporate Social Responsibility programmes. These are:

- A. Guidelines and briefing materials on ways of using learning-based approaches to sustainable development within and by the corporate sector.
- B. Learning networks - perhaps based on e-learning strategies - within and between companies to provide capacity building for integrating the use of learning-based approaches to sustainable development into core business strategy.
- C. Regional follow-up and training programmes to build capacity at more local levels, especially for companies and TVET institutions in developing countries.
- D. Demonstration projects in developing countries to learn lessons about the use of learning-based approaches to sustainable development by companies operating in such countries.
- E. Public-private and private-private partnerships to share experiences and build capacity in the use of learning-based approaches to sustainable development.

Planned Outcomes

The purpose of the International Experts Meeting on "Corporate Social Responsibility and Education for Sustainable Development: Advancing the Partnership" was to review and prioritize these suggestions from the International Consultation in May 2007 and to develop a strategy for implementing these priorities.

Planned outcomes included:

- > An analysis of the recommendations of the May meeting,
- > An assessment of strategies for implementing the priority recommendations, listed above as A-E,
- > A work plan for implementing these strategies. and/or
- > assisting schools, TVET institutions and universities with ESD teaching.

The Work of the Meeting

This two-day Meeting was divided into two sessions of formal presentations and three workshop sessions. The two formal sessions involved (i) a series of short keynote addresses, and (ii) a series of case studies of the use of ESD by the corporate sector.

The three workshop sessions were designed to (i) explore the issues raised in the keynote addresses and case studies, (ii) critically evaluate different approaches to increasing the effectiveness and use of ESD in CSR programmes, and (iii) develop action plans for these strategies.

Keynote Addresses

The Meeting was opened by Mr Bernd Schleich (Director, InWEnt) who spoke of the growing importance and global power of international corporations, which assigns them a growing responsibility for socially and ecologically responsible behaviour.

He also spoke of their growing need for:

- > stable market conditions,
- > a fair, transparent and secure investment climate,
- > well educated, skilled, internationally trained and flexible employees,
- > a positive image for their customers,
- > and the long-term availability of non-substitutable resources.

All these are embedded within the UN Global Compact and are core to CSR programmes. Mr Schleich described four InWEnt programmes that are supporting capacity building for such goals:

- > Social Standards Exchange of Experience in Southeast Asia and Practical Learning (SEAL). The main objective of SEAL is to enable executive personnel of local small and medium scale businesses in Indonesia, the Philippines and in Vietnam to integrate social standards as a strategic investment for the benefit of the company and its employees. > a fair, transparent and secure investment climate,
- > International Leadership Training for 400 participants every year which enables junior management staff in companies and institutions from developing countries and countries in transition to initiate and manage processes of change within their own countries.
- > International Business Forum which addresses questions of sustainable development within the business sector and brings together representatives from businesses, NGOs and the public sector to explore emerging issues.
- > A CSR competence centre in Brazil fosters corporate initiatives to implement CSR in their business strategies and activities.

Ms Carolyn Nimmy (Vice President HR, Cap Gemini) presented a report on the 12th International Business Forum on "Business and the MDGs: Business Engagement for Governance" in Washington DC (8-10 October 2007). The three key themes were:

- > Climate Change: The Impact on Corporate Strategy - a lively discussion about the role of business in tackling the challenges posed by climate change and there was overall acceptance that business would be a crucial part of the solution.
- > Combating Corruption: Setting One's Own Standards - in which there was a broad ranging discussion about the implications of corruption on both business and the wider society
- > Lessons from the Discussion on Business and MDGs - in which the progress of the Millennium Development Goals and specifically the potential roles of business was discussed.

Ms Nimmy also presented a case study of the way Cap Gemini is using education in its CSR programmes. These included activities for their own staff and for their clients such as:

- > Local communities and employee volunteering,
- > Environmental policies and opportunities,
- > Employees and the workplace,
- > Clients and the marketplace,
- > Suppliers and business partners,
- > Leadership and ethics.

Mr Santosh Khatri (DESD Coordinating Group in the Division of UN Priorities in UNESCO Paris) made a key presentation on the goals and scope of the United Nations Decade of Education for Sustainable Development (DESD). Mr Khatri identified the four thrusts of the DESD as including: improving basic education, reorienting existing education systems and curricula, learning by the general public, and professional and skills training -for sustainable development. He spoke of progress in different parts of the world in each of these areas and highlighted the important contributions that business and industry can make to Education for Sustainable Development both for their staff and the communities where their offices and operations are located.

Mr Rupert Maclean (Director, UNESCO-UNEVOC International Centre) outlined four important themes: the Millennium Development Goals, the UN Global Compact, Education for Sustainable Development, and preparation for the world of work. He argued that all were essential dimensions of a learning-based approach to Corporate Social Responsibility. He outlined the purposes and outcomes of the May Meeting and the goal of this meeting to prioritise the recommendations of the May meeting and to make action plans for them.

Mr John Fien (Moderator) then explained the structure of the programme and the workshop processes that would be used to achieve the goals of the meeting.

Case study panel presentations

Several case studies of different ways in which companies are using education, training and capacity building to achieve their CSR goals were presented. The case studies from UK, New Zealand, Germany and Mexico served as a basis for the follow-up workshop discussions.

National Health Service (UK) – **Mr Steve Gough** described the interactive process in which the UK National Health Service is building capacity for sustainable procurement. He identified the mix of face-to-face and e-learning activities that are used and the three key themes that have emerged from evaluations of the programme:

- > The importance of champions,
- > Finding ways of retaining and managing collective memory and knowledge,
- > Making networks work effectively.

Untouched World Foundation (New Zealand) – Mr Mark Prain outlined the vision of Untouched World to be a sustainable clothing company and the supply chain management and wider CSR strategies employed for achieving its goals. One of these is an Education for Sustainability programme for young adults. This brings them together in groups to investigate real-world sustainability problems and develop practical strategies for solving them.

Mr Prain explained that the central features of their education projects included:

- > Establishing effective communication between all parties,
- > Working together to build learning communities,
- > Encouraging diversity and multiple pathways,
- > Allowing for shared decision-making,
- > Student-centred learning that promotes real life "experiential learning" to affect attitudes and values.

The Vocational Training Institute of the North-Rhine Westphalian Construction Industry (Germany) – **Mr Bernd Garska** outline the structure of the German construction industry and the demands that tradesmen be not only technically competent but also skilled in issues of energy efficiency and water conservation.

Water Education for Sustainable Development – **Mr Miguel Doria** of UNESCO-IHP outlined the significant initiatives launched by the International Hydrological Programme to promote resource water education around the world within the context of the UN Decade for Education for Sustainable Development. He presented the results that a Working Group set up by UNESCO on the subject has produced. In particular, he described the five focal areas that integrate the agenda that UNESCO-IHP is pursuing, namely: tertiary and postgraduate education, vocational and educational training, water education for schools, water education for communities and stakeholders, and water education for media professionals.

Water Education for Teachers and Non-Formal Educators in Latin America and the Caribbean – **Mr Alvaro Aldama** presented a case study of the relationship between the private sector funded Project WET in the USA and over twenty research centres, universities, UNESCO-IHP national committees, government departments and industries in Central and Latin America to adapt and contextualize Project WET materials, as well as to develop new local materials, and then to train school and community educators to use them effectively.

Workshop 1

Workshop 1 considered the following questions:

1. Reflections on case studies and discussion.
2. What sort of knowledge and skills do Corporate Social Responsibility (CSR) and sustainable development programmes require employees to have?
3. In your experience, to what extent does the private sector require TVET graduates to have knowledge and skills for citizenship and sustainable development as well as employability in your country? Why? Do you think the situation is likely to change in the future? Why?
4. What are the opportunities for, and constraints on, expanding the use of ESD as a key strategy in CSR programmes?
5. What contribution can national TVET systems make to training for CSR programmes?
6. What contribution can private companies make to helping TVET systems reorient their courses for sustainable development?

Here is how two groups reported their discussions of these questions:

Group A

1) In reflecting on the case studies presented, it was noted that there is a need to involve SMEs in ESD as good business practices. Although most SMEs do not have the capacity and resources to invest in ESD, suggestions were raised that SMEs may draw on intermediate organisations like chambers, NGOs, industry sector associations and others to overcome the shortcomings. The question was also raised on how to align public and private sectors in their strategy towards ESD and to which extend collaboration should be supported by an incentive scheme.

2) In a knowledge society where ESD is an integral component, employees' competence profiles should include work related generic skills (core skills, key skills, social skills), which embrace SD topics. These skills are considered essential for effective participation in the emerging pattern of work and work organization towards SD. They focus on the capacity to apply knowledge and skills in an integrated way in work situations in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that this set of generic skills is not only essential for effective participation in work, but is also essential for effective participation in life more generally. However, there is often no obvious link between the corporate intentions (company specific knowledge, skills and attitude: KSA) and the corporate social responsibility towards ESD.

3) Due to global markets, international competition, supply chain pressure, customer requirements and regulations, many large enterprises and to a certain extent SMEs require TVET graduates to have the ability to work as a team member, possess skills related to good communication, interpersonal relations, problem-solving, customer relations, quality awareness, cost-effective action, initiative and readiness to innovate, etc. in order to be employable. It is felt that these competencies have also an important effect on good citizenship/social behaviour and sustainable development. It adds the elements of outstanding company image, leadership and management for SD, and therefore, companies and organisations that strive to sustain their business, will have to venture into SD actions.

4) The question of what are the opportunities for, and constraints on expanding the use of ESD as a key strategy in CSR programmes, seems to suggest that opportunities are interlinked with constraints and vice-versa. Opportunities often develop in light of new business strategies that are interlinked with SD and at the same time, there are financial constraints due to investment and qualification requirements. However, changes in diversifying production lines as a result of the use of ESD in CSR programmes may lead to benefits for corporations on one hand and could also make an impact on customers' awareness as well as benefit employees on the other hand, both in view of quality of life and behaviour. To achieve the above, it has been suggested that many corporate bodies are lacking a knowledge base of ESD, a pre-requisite to developing opportunities and/or leading to Benefits of ESD for corporations, which has been addressed during the May 2007 meeting.

(5+6) Since there is an international tendency to reform TVET systems to become more flexible and labour market oriented, both TVET policy makers and private companies tend to be persuaded to cooperate in setting standards of performance that should include outline frameworks of SD. This can be achieved through joint advisory committees, dialogue and framework agreements, which may include incentives for reorienting in-house training undertakings towards ESD, while national public TVET curricula are revised/modified to integrate modules of ESD and CSR.

Group B

1. Reflections on case studies and discussion.

- > The group felt discussions showed both the diversity but also the depth of issues associated with ESD.
- > They felt there was a need for greater concentration on business case development and how ESD could add value.
- > It was noted that the Water Education case study highlighted how ESD was most effective when it was fed throughout the 'web' - touching those involved from technology development through to consumption.

2. What sort of knowledge and skills do Corporate Social Responsibility (CSR) and sustainable development programmes require employees to have?

- > The skills required were categorised into five groups;
 - Conceptual understanding (what is ESD and how is it implemented?),
 - Benefit Realization (why does this help me?),
 - Research and Best Practice (Who is doing what in my industry/country?),
 - Diagnostic (what are the opportunities in my business processes for me to be more sustainable).
- > Soft Skills (in order to adapt, my staff may need training in soft skills such as flexibility, communication skills, creativity and mind-mapping)



3. In your experience, to what extent does the private sector require TVET graduates to have knowledge and skills for citizenship and sustainable development as well as employability in your country? Why? Do you think the situation is likely to change in the future? Why?

- > A "sense of citizenship" is becoming a core element of a successful CSR programme as without it companies cannot push their CSR strategies through their operations,
- > Citizenship will become a key part of 'employability',
- > That is – just as some employees are now choosing companies based on their 'impact' on broader society, companies may start to recruit staff who have a broader sense of 'citizenship'.

4. What are the opportunities for, and constraints on, expanding the use of ESD as a key strategy in CSR programmes?

- > Opportunities include risk reduction, reputation and branding, greater ownership of CSR programme, and a chance to tap into broader climate change movements.
- > Constraints include; hard to track ROI, tends to be a 'short-term pain, long-term gain', companies in different regions are at varied stages of CSR, ESD can be broader than 'organisational sustainability' and companies may not take on this responsibility.

Workshop 2

Workshop 2 considered the following questions:

1. What are the merits of the following ways of building capacity for companies using ESD as part of their CSR strategy?
2. Are there any possible problems with the strategies we might need to look out for?
3. Who could be possible lead agencies in developing the project?
4. Who might be possible partners in the project? Funders?
5. What contributions might TVET systems make to assist in these?
 - > Development of examples, flexible guidelines and briefing materials on ways of using learning-based approaches to sustainable development within and by the corporate sector, especially in developing countries.
 - > Citizenship will become a key part of 'employability',
 - > Establishment of learning networks – perhaps based on e-learning strategies – within and between companies to provide capacity building for integrating the use of learning-based approaches to sustainable development into core business strategy.

- > Establishment of public-private and private-private partnerships to share experiences and build capacity in the use of learning-based approaches to sustainable development.
- > Any other strategies you can suggest.

Here is how two groups reported their discussions of these questions:

Group C

Scope of partnerships discussed

- > We listed out the various stakeholders and possible partners to engage in an ESD partnership
- > We discussed PPP vs. UN-Business partnerships specific to their region.

Misconceptions

- > Group commented that ESD is not greater than or equal to CSR and partnerships should reflect variations.

Pros/Con Debate

- > Benefits discussed relating to skills enhanced, resources that can be tapped, learning from both sides regarding how business works, how UN works, realization that synergies is an opportunity for cost reduction.
- > Barriers related to CSR adoption worldwide and the infancy of sustainability practices.

Partnership Opportunities for UNESCO

- > Given challenges, UNESCO should partner with organisations willing to take the ESD journey (one group member noted that it may be the 'blind leading the blind')
- > Discussion took place re 'showcasing' at a global scale how a company could implement an ESD 101 programme into their learning and development practices.
- > Another opportunity is to generate curriculum for key industries that are considered most threatening to sustainable development
- > Finally, partnership could be brokered for the purpose of developing toolkits on 'ESD inside your organisation'.

Please note: Because 'partnerships' is viewed as a mechanism for engaging private sector in ESD (as opposed to a 'project' in its own right), this group dispersed and joined 'project' groups for the final session.

Group D

Because of a renewed commitment and major means of action by UNESCO-UNEVOC and InWEnt to achieve its ESD mission and realise its strategic objectives of the workshop, the group addressed the need to discuss and elaborate on strategies to develop a framework for project formulation and design. As such, it was realised that pilot projects should constitute a major instrument for making the principle of ESD work operational in general and, in particular, as a result of this international meeting.

Following a brief overview that all kinds of projects require different inputs from different people and that every project tends to assume its own identity, it was noted by all group members that for successful implementation, competent men and women are required to manage the many and varied inputs and resources to ensure that a project is successfully completed on time, achieving its development and immediate objectives, developed sustainability and within budget.

Based on group members and the facilitators experience and lessons learned in formulating and implementing various programmes and projects the following provisions/conditions/pre-requisites were considered crucial for a technical sound project design:

- > Formulation of Summary Project Outline (SPROUT) that entail all relevant information of a project document, i.e. objectives, logical framework, implementation strategy, institutional arrangements, expected end of project situation, targeted beneficiaries, provision of adequate budget, time frame, monitoring and evaluation, etc.

Based on the above, there was consensus amongst the group members that in order to ensure a coherent approach in its focus and implementation, various steps need to be undertaken to reassess and streamline envisaged project ideas and proposals. In this respect several suggestions were made and agreed upon as means of actions in order to establish a UNESCO-UNEVOC and InWEnt integrated knowledge base on project design and formulation. In particular:

- > Efficient and effective co-ordination between UNESCO-UNEVOC and InWEnt and participants of the meeting as well as other key stakeholders.
- > Establishing working group(s) for project design and formulation.
- > Establishing effective advocacy strategies in reinforcing potential donors funding commitment and their role as a global player of reference for issues related to ESD.
- > Publicise UNESCO-UNEVOC/InWEnt envisaged pilot projects related to ESD activities and means to gain public resonance for ESD and UNESCO-UNEVOC's mandate.

The group work concluded with addressing envisaged constraints, like a) resources allocation, and b) staff time devoted to pilot project formulation and c) related support tasks and limited capacity to deliver expected inputs to pilot programmes and projects.

Workshop 3

Following the two previous workshops, the meeting met in plenary session and identified four possible projects for future work. These were:

1. A Global Academy of TVET for Sustainable Development.
2. Generic Competencies in TVET for Sustainable Development and CSR.
3. Portfolio of Case Studies of Private and Public Sector Integration of ESD in CSR.
4. A Web-Portal for ESD and CSR - Case Studies, Learning/Training Materials and E-Networking.

These were not seen as discrete or stand-alone projects. For example, Project 2 on Generic Competencies could be seen as a key activity of the Global Academy (Project 1) which, in turn, could draw upon the Web-Portal of ESD/CSR Case Studies, Learning/Training Materials and E-Networking (Project 4).

The following is a brief description of each project.

1. A Global Academy of TVET for Sustainable Development

Proposed lead agency: InWEnt

This project would have four objectives:

- > To raise awareness amongst policy makers in government and TVET and senior managers in the corporate sector.
- > To establish PPP to link CSR with ESD.
- > To establish capacity building programmes.
- > To establish networks (research, knowledge sharing, etc.).

As such, the Academy would serve as an umbrella or organisational structure for the following three (and other) specific projects.

2. Generic Competencies in TVET for Sustainable Development and CSR

Proposed lead agency: CPSC

This project would have four objectives:

- > To identify countries, especially in the Asia-Pacific region, that would like to identify generic sustainability competencies.
- > To conduct a workshop/s to identify generic sustainability competencies.
- > To identify industry/skill sectors in which these competencies might be applied.
- > To conduct pilot projects in selected participating countries.



3. Portfolio of Case Studies of Private and Public Sector Integration of ESD in CSR

Proposed lead agency: UNESCO-UNEVOC

This project would have five objectives:

- > To identify companies from the May and November 2007 meetings (and others) who could be invited to write structured case studies of their use of ESD in their CSR strategies.
- > To edit the case studies for publication (paper and WWW) and for use in training projects.
- > To develop training materials based upon the case studies.
- > To work with regional and national UNEVOC offices and centres to conduct training programmes for companies and TVET institutions on the use of ESD in CSR activities.
- > To trial an e-learning based community of practice, perhaps for companies in Africa or Eastern Europe, using the training materials.

As such, the Academy would serve as an umbrella or organisational structure for the following three (and other) specific projects.

4. A Web-Portal for ESD and CSR – Case Studies, Learning/Training Materials and E-Networking

Proposed lead agency: UNESCO-UNEVOC

This project would have three objectives

- > To build a CSR section into the UNESCO-UNEVOC ESD website, based upon the materials developed in Projects 2 and 3.
- > To establish a bulletin board and regular e-forums on CSR and ESD.
- > To provide extensive links to related CSR and ESD websites.

Recommendations from the Meeting

At the conclusion of the workshops, Mr John Fien, the Moderator, provided a summary of the meeting in which he outlined:

- > The background to the meeting and its goals (Sections 2-4).
- > Key points from the keynote addresses and case studies (Sections 5.1 and 5.2).
- > An overview of the recommended projects (Section 5.3 - 5.5).

Mr Maclean led a plenary discussion in which all participants were given an opportunity to speak on their suggestions for follow-up actions. The following recommendations have been distilled from this discussion:

1. UNESCO-UNEVOC, InWEnt and other partners in this and the May meeting should be congratulated for bringing together representatives of private and public sector organizations who, between them, share an interest in CSR, ESD and TVET and in developing the relationships between them.
2. Four projects to further the integration of ESD in CSR programmes should be developed:
 - > A Global Academy of TVET for Sustainable Development.
 - > Generic Competencies in TVET for Sustainable Development and CSR.
 - > Portfolio of Case Studies of Private and Public Sector Integration of ESD in CSR.
 - > A Web-Portal for ESD and CSR - Case Studies, Learning/Training Materials and E-Networking.
3. Detailed project plans and funding proposals should be developed for each of the projects outlined in Section
4. While UNESCO-UNEVOC and InWEnt have prime carriage for follow-up action, all organizations and participants of the meeting should lend full support and, where appropriate, resources to support them.
5. Advisory Groups should be formed for each project to guide its translation into a detailed project proposal.
6. Such Advisory Groups and related Project Team Meetings should be the prime for follow-up meetings.

Annexes I: Programme

Thursday	6 November 2007
12:00	Bus Leaves from Hotel to InWEnt
12.30- 13.45	Registration Informal lunch
14.00- 15.30	<p>Official Opening Chairperson: Harry Stolte, InWEnt</p> <p>Presentations</p> <ul style="list-style-type: none"> > Bernd Schleich; Director, InWEnt – Welcome > Carolyn Nimmy, Cap Gemini > Santosh Khatri, UNESCO, Paris > Rupert Maclean, Director, UNESCO-UNEVOC > John Fien - Outline of the meeting <p>Brief personal introductions and Q & A session with the speakers</p>
14.00- 16.00	Afternoon tea
16.00 - 18.00	<p>Panel: Case Studies of Industry CSR and ESD Chairperson: Marcus Schwertel, Cisco Systems GmbH</p> <p>Presentations</p> <p>Case study 1 - DaimlerChrysler AG, Stefan Bernhart Case study 2 - National Health Service, UK, Steve Gough Case study 3 - Untouched World, New Zealand, Mark Prain Case study 4 - Water Education and Private Sector - Miguel Doria Case study 5 - Water Education and Private Sector: A case study from Mexico, Alvaro Aldama</p> <p>Q & A Session with the Panellists Moderator: Issues to consider:</p> <ul style="list-style-type: none"> > Why do companies use ESD in their CSR programmes? > What benefits do they obtain? How do they evaluate it? > Are the case studies indicative of what is happening in your country? > What could TVET systems do to promote CSR employment-related skills?
18:30	Dinner hosted by InWEnt Venue: Restaurant "Zur Lese" Bus to and from restaurant.

Wednesday	7 November 2007
08:00	Bus Leaves from Hotel to InWEnt
12.30 - 13.45	Registration Informal lunch
14.00 - 15.30	Plenary: Briefing for Working Groups Chairperson: John Fien Group Facilitators: Lynne Bennington, Derek Elias, Kari Adams and Joachim Wagner
09.00 - 10.30	Working Group 1: CSR and ESD Questions: Presentations 5. Reflections on case studies and discussion. 6. What sort of knowledge and skills do Corporate Social Responsibility (CSR) and sustainable development programmes require employees to have? 7. In your experience, to what extent does the private sector require TVET graduates to have knowledge and skills for citizenship and sustainable development as well as employability in your country? Why? Do you think the situation is likely to change in the future? Why? 8. What are the opportunities for, and constraints on, expanding the use of ESD as a key strategy in CSR programmes? 9. What contribution can national TVET systems make to training for CSR programmes 10. What contribution can private companies make to helping TVET systems reorient their courses for sustainable development?
10.30 - 11.00	Group Reports 1 Chairperson: Naing Yee Mar Confirmation of tasks for Working Groups 2: John Fien
11.00 - 11.15	Morning tea à take to Working Group 2
11.00 - 12.30	Working Groups 2 Questions: 2. What are the merits of the following ways of building capacity for companies using ESD as part of their CSR strategy? 3. Are there any possible problems with the strategies we might need to look out for? 4. Who could be possible lead agencies in developing the project? 5. Who might be possible partners in the project? Funders?

	<p>6. What contributions might TVET systems make to assist in these?</p> <p>A. Development of examples, flexible guidelines and briefing materials on ways of using learning-based approaches to sustainable development within and by the corporate sector, especially in developing countries.</p> <p>B. Establishment of learning networks - perhaps based on e-learning strategies - within and between companies to provide capacity building for integrating the use of learning-based approaches to sustainable development into core business strategy.</p> <p>C. Plans for regional follow-up and training programmes to build capacity at more local levels, especially for companies and TVET institutions in developing countries.</p> <p>D. Establishment and support for demonstration projects in developing countries to learn lessons about the use of learningbased approaches to sustainable development by companies operating in such countries.</p> <p>E. Establishment of public-private and private-private partnerships to share experiences and build capacity in the use of learning-based approaches to sustainable development.</p> <p>F. Any other strategies you can suggest.</p>
12.30 - 13.00	<p>Group Reports 2 Chairperson: Luiz Ramalho</p> <p>Presentations</p> <p>Confirmation of tasks for Working Groups 3</p>
13.00 - 14.00	Lunch à take to Working Group 2
14.00 - 15.15	<p>Working Group 3 Questions:</p> <p>1. Development of a work plan for one or more project strategies</p>
15.15 - 15.45	<p>Group Reports and Discussion of Work Plans Chairperson: Georg Sticker</p>
15.45 - 16.00	Afternoon tea
16.00 - 17.00	<p>Plenary Session Chairperson: Rupert Maclean, UNESCO-UNEVOC</p> <ul style="list-style-type: none"> > Moderator's summation – John Fien > Discussion: A Call to Commitment and Action
17.00 - 17.30	<p>Official closing Chairperson: Harry Stolte, InWEnt</p> <p>Speakers</p> <ul style="list-style-type: none"> > Corporate representative – Herman Roder, Berndt Garsken > Partner representatives – Siripan Choomnoom, Mohamad Abu Bakar, Shyamal Majumdar > Rupert Maclean, UNESCO-UNEVOC
18.00	<p>Dinner hosted by InWEnt Venue: Restaurant "Schaumburger Hof"</p>



Annexes II: Participant List

Representatives from the Corporate Sector

Nr.	Name	Organisation	Function	Country	Email
1	Markus Schwertel	Cisco Systems GmbH	Regional Manager International Partnerships NetAcad European and Emerging Markets	Germany	mschwert@cisco.com
2	Carolyn Nimmy	Cap Gemini	Vice President Group HR	UK, France	carolyn.nimmy@capgemini.com
3	Hermann Röder	ZWH	Director	Germany	hroeder@zhm.de
4	Christian Blobner	Fraunhofer Institute for Factory Operation and Automation IFF, Magdeburg, in the International Competence Center Logistics	Project Manager	Germany	christian.blobner@iff.fraunhofer.de
5	Bernd Garstka	Vocational Training Institute of the Construction Industry, North Rhine Westphalia	Managing Director	Germany	b.garstka@bauindustrie-nrw.de
6	Mark Prain	Untouched World Foundation	Executive Director	New Zealand	mark@hillaryinstitute.org.nz
7	Thi Phan Chung Nguyen	Vietnam Chamber of Commerce and Industry (VCCI)	Manager, International Relations Department	Vietnam	chungnp@vcci.com.vn
8	Achim G. Deja	TIMA GmbH	President and CEO	Germany	a.deja@tima-gmbh.de



Regional/Country Representatives from the Education Sector

Nr.	Name	Organisation	Function	Country	Email
9	Peijun Liu	Ministry of Education of P.R. China	Vice-Director, Dept. of School Management, Vocational Education and Adult Education	China	p.liu@126.com
10	Siripan Choomnoom	Office of the Vocational Education Commission Ministry of Education	Deputy Secretary General	Thailand	siripanch@hotmail.com
11	Jariya tappakul Na Ayuthaya	Bureau of Vocational Education Research & Development (BVERD)	Supervisor	Thailand	jtappakul@hotmail.com
12	Meseret Genet	Addis Ababa	Manager- Engineering Capacity Building Program National TVET Reform.	Ethiopia	mesgen2004@yahoo.com

TVET and ESD Experts to Represent Different Regions

Nr.	Name	Organisation	Function	Country	Email
13	Stephen Gough	CRISP, University of Bath	Deputy Director of the Centre for Research in Education and the Environment	UK	edssrg@bath.ac.uk
14	Frank Bünning	Otto-von-Guericke University Magdeburg / Department of Vocational Education and Human Resources Development	International Field Leader	Germany	frank.buenning@gse-w.uni-magdeburg.de



Nr.	Name	Organisation	Function	Country	Email
15	Alvaro Aldama	Mexican Institute of Water Technology	Senior Research Scientist	Mexico	alvaro.aldama@gmail.com
16	Klaus Hahne	Bundesinstitut für Berufsbildung (BIBB)	Senior expert - "Vocational Education & Training for Sustainability".	Germany	hahne@bibb.de

International Agencies

Nr.	Name	Organisation	Function	Country	Email
17	Santosh Khatri	UNESCO Paris ED/UNP/DESD	Assistant Programme Specialist	France	S.Khatri@unesco.org
18	Miguel Doria	UNESCO-International Hydrological Programme	Assistant Programme Specialist	France	m.doria@unesco.org
19	Martina Timmermann	United Nations University, UNU Centre	UNU Project Advisor	Germany	timmermann@ehs.unu.edu
20	Christian Kingombe	African Economic Outlook, OECD Development Centre	Editor	France	Christian.KINGOMBE@oecd.org
21	Mohamad Abu Bakar	SEAMEO VOCTECH; Regional Centre	Director	Brunei Darussalam	mohamad@mail.voctech.org.bn
22	Shyamal Majumdar	CPSCColombo Plan Staff College	Director General	Philippines	dr_majumdar@cpsctech.org



Nr.	Name	Organisation	Function	Country	Email
23	Katja Römer	German Commission for UNESCO Secretariat, UN Decade for Sustainable Development	Programme Officer	Germany	roemer@esd.unesco.de
24	Burcu Tuncer	UNEP/Wuppertal Institute Collaborating Centre on Sustainable Consumption and Production (CSCP)	Project Manager	Germany	burcu.tuncer@scp-centre.org

Partner Agencies

Nr.	Name	Organisation	Function	Country	Email
25	Luiz Ramalho	InWEnt GmbH	Director for Sustainable Business Development	Germany	luiz.ramalho@inwent.org
26	Harry Stolte	InWEnt GmbH	Head of Division	Germany	harry.stolte@inwent.org
27	Rupert Maclean	UNESCO-UNEVOC	Director	Germany	r.maclean@unevoc.unesco.org
28	Naing Yee Mar	UNESCO-UNEVOC	Programme Consultant	Germany	naing.yee.mar@unevoc.unesco.org naing.yee.mar@hotmail.com
29	Georg Sticker	InWEnt Mannheim Division Technological Cooperation, System Development and Management in Vocational, Invent	Head of Division	Germany	georg.sticker@inwent.org
30	Wilfried Telkämper	InWEnt	Director of Department Industrialized and Transition Countries	Germany	wilfried.telkaemper@inwent.org



Moderator

Nr.	Name	Organisation	Function	Country	Email
31	John Fien	Royal Melbourne Institute of Technology	Innovation Professor of Sustainability	Australia	John.fien@rmit.edu.au

Resource Persons / Facilitators

Nr.	Name	Organisation	Function	Country	Email
32	Kari Adams	APEID, UNESCO Bangkok	Private Sector Partnerships Officer	Thailand	k.adams@unescoykk.org
33	Joachim Wagner	InWEnt	Consultant	Germany	jjoewag@aol.com
34	Derek Elias	APEID, UNESCO Bangkok	Programme Specialist for Education for Sustainable Development (ESD) and Technical and Vocational Education and Training	Thailand	d.elias@unescoykk.org
35	Lynne Bennington	RMIT	Professor and Director of the Doctorate in Business Administration	Australia	lynne.bennington@rmit.edu.au



Logistical Support

Nr.	Name	Organisation	Function	Country	Email
36	Matthias Werner	InWEnt	Project Manager	Germany	matthias.werner@inwent.org
37	Kira Holzhausen	InWEnt	Coordination in International Project Management; Consulting and Assistance	Germany	xantikira@yahoo.de
38	Rula Atweh	UNESCO-JUNEVOC	Assistant Programme Officer Intern	Germany	r.atweh@unevoc.unesco.org;
39	Janine Baudach	UNESCO-JUNEVOC	Intern	Germany	mesgen2004@yahoo.com

Participant Biographies

Markus Schwertel

Markus Schwertel joined Cisco in 2001 to build the Networking Academy program in Germany. He is now responsible for creating international partnerships with European based international organisations or development agencies in vocational IT education in the European and Emerging markets.

Before joining Cisco, Markus worked for eight years in the German parliament (Bundestag) as the head of the office of one of the Members of Parliament. He also trained not-for-profit organisations in project management, time management and leadership courses.

Markus has a Masters Degree in Media and Education (University of Rostock, 2005) and a Masters Degree in Political Science, Sociology and Economy (Technical University Aachen, 1994) and is currently writing his PhD.

Based in Berlin, Germany Markus is originally from Frankfurt am Main and likes travelling and reading.

Carolyn Nimmy

Carolyn Nimmy works in the Cap Gemini global HR team and her current responsibilities include:

- > Leading Cap Gemini's Diversity and CSR initiatives;
- > Learning and Development - rationalising local/global learning curricula around key roles and competencies, implementing a global LMS, increasing blended learning and driving an improved learner experience;
- > Talent Management and Leadership Development for our Global Outsourcing Business; and
- > Management of Global Employee Survey

Her experiences include: Human Resources, Learning and Development, and Information technology. Carolyn has worked and lived in a number of countries during her career including 3 years in the USA. She has experience in: recruiting, on boarding, employee surveys, internal communications, learning and development, learning management systems, e-learning, leadership development, career development, performance management, and diversity and corporate social responsibility.

Hermann Röder

Director ZWH, Germany

Christian Blobner

Christian Blobner was born and raised near Magdeburg, Germany. After completing his high-school diploma he started his university education at the Faculty of Economics and Management, where he graduated as an Economist in 2006. During his studies, Mr. Blobner also earned a Bachelors Degree in Business Management from the Napier University in Edinburgh, Scotland. Since August 2006 he is employed at the Fraunhofer Institute for Factory Operation and Automation IFF, Magdeburg, in the International Competence Center Logistics. His area of interest is CSR in Small and Medium-sized Enterprises. At the Fraunhofer IFF he works on projects in South-East Asia with a focus on the transfer of knowledge and best practices in the field of sustainability management and Corporate Social Responsibility from Europe to various ASEAN countries, e.g. Malaysia, Thailand and Vietnam.



Bernd Garstka

Mr Bernd Garstka has a combined civil engineering and economics degree from Bochum, Germany and a Doctorate (1993) in "earthquake engineering with reinforced concrete buildings".

For two years, until 1997, Mr Garstka worked on large international construction projects in China, Denmark, Sweden and Uzbekistan.

For the past 10 years he has worked in the field of vocational training for the construction industry in Germany as:

- > managing director of the "Vocational Training Institute of the Construction Industry" (NRW)
- > member of the Competence Centre of Vocational Training and Personal Resource Development of the German Construction Industry
- > member of the Competence Centre of Vocational Training and Personal Resource Development of the German Construction Industry
- > assistant lecturer at the University of Wuppertal

He has also worked on some special subjects in the area of vocational training, e.g.:

- > developing an e-learning-tool for German apprentices in the construction industry
- > improving the quality of construction managers by combining theoretical and practical skills ("dual studies")

As a service institution for companies, the "Vocational Training Institute of the Construction Industry" deals with up-to-the-minute subjects like "energy consumption" or "improving climatic conditions" to supply companies with suitable personnel and expertise.

Mark Prain

A graduate of Toi Whakaari (Wellington - 1978), New Zealand's premier Theatre Arts academy, Mark spent 15 years as a professional actor, director, playwright and opera singer. He then spent much of the next 15 working in NZ and the USA on Sustainable Leadership.

After five years with Greenpeace (1990-94), he became Executive Director of Sustainable Cities (1995-2000) and then of the "Redesigning Resources Business Leadership Group" (2000-04). He is the author of two books on sustainable best practice (2002 & 2004), and wrote a national column on the subject for the Business Monthly from 1996-2005.

Beyond his current primary role as a principal of the Hillary Institute of International Leadership,

Mark is also Executive Director of the Untouched World Foundation, the charitable arm of fashion and lifestyle company, Untouched World, one of New Zealand's leading sustainability corporates.

Mark has a number of other directorships including strategic consultancy Maven Ltd., Professional Arts Services, NEXT Corporation and Terra Nova. He is widely-regarded as an independent thinker and partnership-broker.

Nguyen Thi Phan Chung

Ms Nguyen Thi Phan Chung studied a five-year course at Moscow Institute of Foreign Languages named Moris Torez in Russia and received her bachelor degree in 1989. Afterwards, she joined the Vietnam Chamber of Commerce and Industry (VCCI) and worked as an officer at the International Relations Department from 1989 to 1995. During this time she had been attending some training courses and received the Certificate in Microeconomics in 1993 and the Certificate in the Middle Management Training Course organized by JICA in Japan in 1995. From 1995 to 1997, she served in VCCI as the Deputy Manager, ASEAN Department. Since 1997 she is the Manager of the International Relations Department of VCCI. She also obtained the Certificate in the Training Course for the Financial Sector organized by the Singapore Ministry of Foreign Affairs in 2001. In the last 2 years, she has participated in the APEC Business Advisory Council-Vietnam Chapter (ABAC VIETNAM), worked enthusiastically and creatively as the Secretariat and contributed to the great success of the APEC Vietnam 2006. In addition, she is fluent in English and Russian and is continuously working to improve her language skills.

Achim G. Deja

Dr. Achim Georg Deja, Scholarship of the Heinrich Hertz Foundation, Diploma and Doctoral degree at the Technical University (RWTH) Aachen, GER, Master of Business Administration, at the Prince of Wales University Cardiff, UK. International Business Management, Sem. at the University St. Gallen. CH. Lecturer at Tokyo Kogio Daigaku, Japan Institute of Technology, Chiba University, Institute of Metallurgy, Nihon Kokan KK, Technical Research Center Kawasaki, Japan.

Dr. Deja served as Managing Director at the Mannesmann Group (LtG Werke, MRW), as Board Member at Aesculap AG and Weru AG, as chairman of board in international affiliated companies in Spain, UK, Poland, Hungary and Malaysia and as General Manager for KARL STORZ GmbH&Co.KG. Since 1997 Dr. Deja has been President of TIMA GmbH, a company that manages Transition and Integration Processes at industrial clients. He served in 80 entrepreneurial projects, developed 2004 a TIMA UN Global Compact business Model for Out-performance and Sustainability and coordinated the UNGC multi shareholder and stakeholder project "Women's Health Initiative in India.

He is a participant of UN Global Compact, N.Y. the GC Learning Forum; the Business Guide to Partnering with NGO's and the UN, and is signatory of UNGC Caring for Climate: The Business Leadership Platform.

Peijun Liu

Born in July 1968

PHD in Law, LLM (Peking University); MBA in Information Management (the University of Hull (UK)); BA.Edu. (Peking Normal University).

- > Director, School Administration Division, the Department of Vocational Education and Adult Education, Ministry of Education of China
- > Director, Online Information Department, National Institute of TVE
- > Manager, Project on ICT Application in TVET (2005-2010)
- > Researcher, Tax Law Research Centre, Peking University



- > Loan Project Expert, World Bank in Chin
- > Chief Consultant, Associate of Risk & Crisis Management of China

Work Responsibilities & Research Areas: national TVET strategies, policy making, monitoring and inspecting; TVET School Performance Assessment; ICT Application in TVET; Manpower Development for Industries and Enterprises; corporate social accountability; Government Procurement; Tax Law, Economic and Social Law, Market Regulation, etc. contributed to the great success of the APEC Vietnam 2006. In addition, she is fluent in English and Russian and is continuously working to improve her language skills.

Siripan Choomnoom

Siripan Choomnoom received her bachelor and master degree in Occupational Education from Oklahoma State University, U.S.A. and Ph.D. in Occupational Education (with special emphasis on policy & planning) from Cornell University, U.S.A. under the Thai Government Scholarship programmes. She was a teacher and also a lecturer at various TVET colleges and university in Thailand. She has a long experience in TVET planning and policy formulation in Thailand. In 1999-2001, she served as Director of Planning Division, and was promoted to Specialist in Policy and Planning TVET of The Department of Vocational Education, Thailand in 2002. Presently, she is Deputy-Secretary-General of the Office of Vocational Education Commission, Ministry of Education, Thailand.

Jariya Tappakul Na Ayuthaya

Dr. Jariya Tappakul Na Ayuthaya is a supervisor posted chief of Comparative study at the Bureau of Vocational Education Research and Development, OVEC, Thailand. Her specialization involves educational research and statistics, and industrial education management. She's had experiences as policy plan officer and teaching staff at a technological institution before turning to be supervisor. While currently conducting research, she is also a supervisor to teachers in vocational colleges to do researches and also involved in projects and activities to promote quality vocational education.

Genet Meseret

Born in 1965, she Graduated from Addis Ababa University in Educational Planning and Management with B.A degree in Development Management with Msc. Degree. She has had rich experiences in Management positions in different sectors such as Deputy Bureau head in Social Affairs, Non Governmental Organizations and Education Bureau. Currently, she is working as a Manager- Engineering Capacity Building Program National TVET reform.

Steve Gough

(PhD; MEd; PGCAE; PGCE; B.Sc(Econ); FRGS.)

Steve is Deputy Director of the Centre for Research in Education and the Environment at the University of Bath. His special area of interest is the role of learning in the management of all aspects of the relationship between society and nature. He has conducted research funded by a wide variety of organisations including the UK Economic and Social Research Council, the MacArthur Foundation, the World Wildlife Fund, The UK Department for International Development (DFiD), the UK National Health Service and the Higher Education Funding Council for England.

Steve's publications include many papers and five books. He has led geographical expeditions in Borneo and Papua New Guinea and is a Fellow of the Royal Geographical Society.

Frank Bünning

Dr. Frank Bünning is a widely experienced international VET researcher. He has studied at Dresden University of Technology (Germany) and Belmont University (Nashville, Tennessee), interned and taught at the P.A.C. Ramasamy Raja's Polytechnic in Rajapalayam (India), and conducted doctoral research at Anglia Polytechnic University (GB). Currently, he is involved in VET research and development projects in East Asia and the Baltic States.

He is presently working as the International Field Leader at the Otto-von-Guericke University Magdeburg/ Department of Vocational Education and Human Resources Development.

Alvaro Aldama

Alvaro Aldama was born in Mexico City in 1954. He obtained his B.S. in Civil Engineering and his M.S. in Hydraulic Engineering at the National Autonomous University of Mexico (UNAM). He got his Ph.D. degree in Fluid Mechanics at MIT. He has had more than 30 years professional experience in all aspects related to water: education, research, management, public policy and consulting. He has been a Professor at UNAM for 25 years and was a Professor at Princeton University for 4 years. He has done research at UNAM, MIT and at the Mexican Institute of Water Technology (IMTA). He was the Director General of IMTA for nearly 14 years. In that position he became involved in water management, water public policy and water education in its most general sense (i.e. professional and graduate level, technical and vocational training, directed towards teachers, children, youngsters and society as a whole). He has also done extensive consulting work for Mexican and international organizations, including the World Bank. He is a former member of the Board of Governors of the World Water Council and he is a former President of the Mexican National Academy of Engineering and the Mexican Hydraulics Association. He has written more than 170 scientific papers and books. He has received over 20 national and international prizes and awards in recognition for his work.

Dr. Klaus Hahne

Studies in science of education, psychology and sociology and physics in Hamburg, Flensburg and Marburg (1966-1972). Researcher in the fields of open learning in primary schools at the University of Marburg (1972-1976). Research on learning-teaching processes in sciences (comprehensive schools) at the University of Hanover (1976-1981). Head of the department "Vocational Training of Disadvantaged Youth" at the NVHS Hanover (1981-1987). Since 1987 research on learning and teaching concepts and means especially for SME at the BIBB. 1997-2000 participants in the US-German scientific expert-dialogue to "informal learning (BIBB - EDC Education-Development-Center. Since 2001 senior expert in the BIBB-program "Vocational Education & Training for Sustainability".

Santosh Khatri

Santosh Khatri works with the Education for Sustainable Development Section, Division for the Coordination of UN Priorities in Education, UNESCO Headquarters, Paris, in supporting the implementation and coordination of the United Nations Decade on Education for Sustainable Development (DESD), of which UNESCO is the Lead Agency. He is ESD Section's Focal Point for the United Nations Inter Agency Committee (IAC/DESD), Partnerships and Youth. Prior to joining UNESCO, he was Senior Programme Officer with Basic and Primary Education Programme, Department of Education, Ministry of Education and Sports, Nepal.

Santosh has a Master's in Philosophy (M.Phil) in Educational Leadership, a Master's in Public Administration (MPA) and Bachelors in Commerce (B.Com). His professional expertise among others include, educational policies and strategy development, planning, implementation and management of formal

and non-formal education programmes, project management and administration, financial management and has experience of working with public institutions at the national and sub-national levels.

Santosh is interested and aspires to contribute to effective partnerships between the governmental and non-governmental institutions at the international and national levels in supporting educational programme activities towards sustainable development.

Miguel de França Doria

Miguel de França Doria is the focal point for water education of the International Hydrological Programme of UNESCO, the lead partner for the thematic programme on water education of the United Nations Decade of Education for Sustainable Development. Prior to joining UNESCO, Doria had taught and developed research on freshwater resources, in particular in the fields of environmental risk, integrated resources management, environmental impact assessment and adaptation to climate change. Miguel de França Doria studied environmental engineering and has a PhD in environmental sciences from the University of East Anglia, United Kingdom.

Martina Timmermann

Martina Timmermann is currently Project Adviser to the United Nations University (UNU) Headquarters and Member of the Advisory Board of TIMA GmbH International in Bonn, Germany. From 2004–2007, she served as Director of Studies on Human Rights and Ethics at UNU headquarters in Tokyo. 2003–2005 she was board member of the German Association for Asian Studies (DGA); 2000–2003 she was awarded a research project grant by the German Research Association (DFG) and subsequently served as director of the DFG project, "The human rights politics of Japan, Indonesia, the Philippines and Malaysia: Mirror of 'Asian Identity'?" conducted at the Institute of Asian Affairs in Hamburg; in 2002, she was invited as German representative to the ASEM track II conference on gender issues in Tampere, Finland; 1994–1999 she worked as research fellow/assistant professor for International Relations at the University of Trier, teaching International Relations, and Foreign Policy with a focus on Asian countries, particularly Japan. During that time she also served as member of the senate of Trier University and, later on, also as a representative of Trier University to the Ministerial Conference on University Restructuring (HSK) of Rhineland-Palatinate. She received her doctorate in 1998 from Ruhr-University Bochum on a comparative study, published as "The Power of Collective Thought Patterns: Values, Change and Political Culture in Japan and the United States of America" (in German). For her PhD research which she conducted at the Hitotsubashi University in Tokyo from 1993–1994 and at Harvard University's US-Japan Program in summer 1995, she was awarded a research scholarship by the Japanese-European Special Exchange Programme (SEP).

Her current research focuses on international institutionalization, human rights issues within the institutional framework of the United Nations, particularly the UN human rights special procedures, and issues of humanitarian governance, with a focus on the UN Global Compact. Her book projects in progress include "The Institutionalization of Northeast Asia" (forthcoming), and "PPP for Women's Health in India: Balancing Women's Health Needs, Human Rights, Economic Rationality and Global Compact Ethics" (forthcoming).

Christian Kingombe

Christian Kingombe is a research economist in the OECD's Development Centre. His areas of specialization include: Economic growth & development; Transport economics & rural development; and Labor economics (e.g. The Social Dimension of Globalization). Before joining the OECD in 2007, Mr. Kingombe worked as an external COWI consultant for e.g. The World Bank and the European Commission on transport infrastructure development projects. Prior to that he held various positions with several international

rganisations (UNCTAD, ILO and UNECE) since 2000, of which one year was spent as a programme officer in the ILO's Office in Zambia.

Kingombe is in the process of completing a PhD dissertation at the University of London focusing on "the Causes and Nature of the Transmission Mechanisms between Rural Road Labour-Intensive Transport Infrastructure Investment, Sustainable Pro-poor Rural Economic Growth, and Agricultural Trade."

Mohamad Bin Abu Bakar

Mohamad Bin Abu Bakar, Director, SEAMEO VOCTECH Regional Centre, Brunei Darussalam as of 22 May 2006. He was the former Education and Culture Attaché of the Brunei Darussalam High Commission, Kuala Lumpur, Malaysia, from 2000-2005. Shortly before joining the Centre, he served as Assistant Chief of the 6th ASEAN Skills Competition Secretariat, Department of Technical Education, Brunei Darussalam. Not new in SEAMEO VOCTECH, having served as the Administrative Officer in 1996-1997. Emerging as a VTET leader and a professional are offshoots of his education, the Technical Education degree from the Polytechnic College, Huddersfield, coupled with his Technical and Mechanical certificates from the Bolton College of Education and Bolton Technical College, England; also aptly executed in later government posts, such as, from 1980-1995/1998-1999 capably at the helm of VTET institutions, as Deputy or Principal, particularly at the Jefri Bolkiah School of Engineering, Nakhoda Ragam and the Sultan Saiful Rijal Technical College.

Dynamically involved in SEAMEO VOCTECH's mandate on strengthening and improving VTET via HRD of SEAMEO's administrators and lecturers, He also spearheaded proper project implementations: a) In 2006, the French-funded Skills Recognition Arrangement for SEAMEO Indo-China countries highlighting governance, qualifications framework, quality assurance and collaboration, and, b) the 2007-2009 Netherlands Government Project benefiting SEAMEO country VTET practitioners on capacity-building/sustainability training programmes, research networking and setting-up ICT infrastructure. The years hence, his stewardship is brazed with more challenges, such as, maintaining/reinforcing a quality management system of its programmes, fulfilling the Centre's ISO 9001:2000 certification, earned in 2005, and ensuring VTET customer-driven and sustained change and improvement. The MOE-Brunei Darussalam, SEAMEO Secretariat-Bangkok, Thailand and its SEAMEO country-Governing Board Members do provide support and guidance, which Mr. Mohamad, like his predecessors, has envisaged important.

Shyamal Majumdar

Shyamal Majumdar is the Director General of Colombo Plan Staff College for Technician Education (CPSC), an inter-governmental organization based in Manila, Philippines. Prior to his current appointment, he was Head of the Department of Computer Science & Engineering at the National Institute of Technical Teachers Training & Research (NITTTR) in Kolkata, India. He was Regional Vice-President for International Vocational Education & Training Association (IVETA) - Asia & Pacific Region and Faculty Consultant in CPSC. He has contributed in the region's TVET through his engagements with CPSC, UNESCO-Bangkok, UNESCO-China, UNESCO-Cairo, FAO-UN, ADB and ADBI in various TVET programs and projects. Specifically, he has worked as Expert and Consultant in the fields of Open and Distance Learning, Teachers Training, Multimedia and Educational Computing for UNESCO, UNEVOC, GTZ, COL and FAO-UN. He was engaged as an expert and editor for developing regional guidelines for Pedagogy-Technology integration for the Asia and the Pacific region for the JFIT-supported UNESCO project.

Dr. Majumdar earned a Bachelor's Degree in Electronics and Communication Engineering in 1978; Master's Degree in Telecommunications Engineering in 1988, and Doctoral Degree in Computer Science and Engineering in 1999 from Jadavpur University, India.



Katja Römer

Since October 2007, Katja Römer has worked as programme officer in the Secretariat for the UN Decade "Education for Sustainable Development" in Bonn, Germany. She previously worked in the World Heritage Division of the German Commission for UNESCO and in the UNESCO Sector for Communication and Information in Paris. Katja Römer studied media science, English and American Literature and Business Economics at Trier University, Germany, and at the Universidad de Santiago de Compostela, Spain.

Burcu Tunçer

Burcu Tunçer's expertise lies with enhancing eco-efficiency in global product chains, global sustainable consumption and production agendas, and policy tools and instruments for sustainable consumption. She also focuses on market-based environmentally and socially responsible activities that empower the poor to meet their basic needs. She lectures in capacity building training programmes conducted for the intermediary cleaner production institutions of developing countries on tools for environmental management including corporate sustainability reporting. She has also conducted seminars on Environmental Management in various universities and business schools.

Burcu Tunçer holds an MSc in Environmental Management and Policy from the International Institute for Industrial Environmental Economics (IIIEE, Lund University, Sweden). She previously earned a Masters of Business Administration (MBA) Degree from Bilkent University and an MSc Degree in Environmental Engineering from the Middle East Technical University in Turkey.

Luiz Ramalho

Born 1952 in Rio de Janeiro/Brazil, Luiz Ramalho studied sociology and political economy in Frankfurt/Main, Paris and Berlin. He holds a PhD in sociology by the Free University of Berlin. He has been working in the field of Development Cooperation for more than 30 years as lecturer, researcher, and consultant in different senior management positions for the German Development Service, German Society for Technical Cooperation, Carl Duisberg Society and InWEnt. He worked for many years in West Africa (Guinea, Mali, Cape Verde Islands), Brazil and the South Pacific (Papua New Guinea). In his last assignment overseas he was Director of the German Development Service for Papua New Guinea and the South Pacific. Since 2003 he is Director for Sustainable Business Development at InWEnt with the status of an executive officer with statutory authority, also responsible for InWEnts Programmes on Science, Technology and Innovation. He is commissioner at InWEnt for Latin America and the Caribbean and key account manager for UNEP, UNIDO, Inter American Development Bank, JICA, ILO and Association of German Chamber of Commerce. He is also engaged in numerous activities in civil society organizations.

In his professional and personal life Dr. Ramalho always worked in the interface of cultures and stakeholders, mainly of governments, private sector and NGOs.

Harry Stolte

Harry Stolte is presently working as Head of Division "Modern media and curricula development in VET" as well as Head of Division "Regional Center Saxony-Anhalt" of InWEnt - Capacity Building International, Germany.

After his doctorate in methods of derivation of new qualification requirements from developments in industry, and since about 20 years, he is active in international cooperation in the field of Vocational Education and Training with a main regional emphasis in Eastern Europe, Asia and South East Asia.

Rupert Maclean

Rupert Maclean is the foundation director of the UNESCO-UNEVOC International Centre (since 2001). Before joining UNEVOC, he was the director of the Section on Secondary Education at UNESCO headquarters in Paris, Chief of the UNESCO Asia-Pacific Centre on Educational Innovation for Development (ACEID) at UNESCO Bangkok. He was also a UNESCO Chief Technical Advisor for a UNDP-funded project to strengthen and upgrade teacher education in Myanmar.

Rupert Maclean is editor of the UNEVOC International Library of TVET, published by Springer (Netherlands), which includes an international handbook, book series, annotated bibliographies on TVET and national profiles of TVET systems. He is also currently chairman, UN Heads of Agencies, for Germany. Rupert Maclean is an Australian national.

Naing Yee Mar

Naing Yee Mar is a UNESCO-UNEVOC programme consultant specialised in cross media format and web based technologies in TVET.

In her assignments, Naing Naing focuses on project initiation and design. She also coordinates and manages several ongoing UNESCO-UNEVOC activities, primarily in Asia-Pacific and in the Baltic States. As her main task, she works closely with the IT and Information and Publications departments on the development of the UNESCO-UNEVOC website and online services.

Naing Naing has research experience in state of the art, innovative web-based technology projects in the corporate sector. Since 1996, she has worked with Cap Gemini, Computer Science Corporation (CSC), WorldCom and other leading media companies in the Netherlands as Senior Project Manager. She holds a B.Sc. in Physics (Myanmar) and an MBA in General and Strategic Management in Information and Communication Technologies (Netherlands). Currently, she is pursuing a doctoral degree in education at the University of London.

Georg Sticker

Georg Sticker is Head of Division at the Division Technological Cooperation, System Development and Management in Vocational Training, Mannheim InWEnt - Capacity Building International, Germany. He has 25 years experience in development cooperation in Europe, Latin America, Africa and Asia in different leading positions for projects related to professional education, promotion of SME, microfinance and human resource development.

Wilfried Telkämper

Director of Department Industrialized and Transition Countries, InWEnt, Germany

John Fien

Innovation Professor of Sustainability at RMIT University in Australia, has been a consultant to UNESCO Headquarters and UNESCO-UNEVOC on Education for Sustainable Development. He has been instrumental in developing the framework for the United Nations Decade of Education for Sustainable Development and in facilitating discussions about the relevance of the themes of the Decade for TVET. He was co-author of the Discussion Paper for the UNESCO International Experts Meeting on Learning for Work, Citizenship and Sustainability, Bonn, October 2004, and co-moderator for this meeting. Fien was also the convenor of the follow-up meetings in Thailand (August 2005) and Vietnam (July 2006).



Kari Adams

Kari Adams is Private Sector Partnerships Officer at UNESCO Bangkok; a role which focuses the role of business in Education for Sustainable Development in Asia Pacific. Her work concentrates specifically on the brokerage of partnerships with the organizations interested in creating sustainability mindsets amongst key stakeholders in the communities in which they live and work. Prior to joining UNESCO, Kari worked in Corporate Social Responsibility (CSR) with Oracle (PeopleSoft) in Australia and New Zealand and consulted organizations on corporate-community engagement through her work with an international NGO, United Way. Her educational background includes a Commerce degree in Marketing and International Business and Masters in International Relations. Kari has also undertaken additional training relating to Partnering Skills for Strategic Engagement (UN College, Turin) and UN University /CSR Asia Leadership Programme: Business Skills for Sustainable Development.

Joachim Wagner

Wagner has been the Regional Advisor of the International Labour Organization (ILO) for the Arab Region, before retiring end of year 2005. He was responsible for advocating and advising on ILO's integrated approach to employment and training as well as skills development issues. Prior to his appointment in the Arab Region, Mr. Wagner was working at ILO's H.Q. Geneva, Skills Development Department, responsible for the department's technical cooperation portfolio and technical advisory services in the field of TVET for sustainable development. He has been engaged at regional and international level overseeing the implementation of technical cooperation project as well as providing high level advisory services related to various areas of employment and training issues within ILO's mandate.

For many years, Mr. Wagner also served as ILO Chief Technical Advisor in several countries in the Middle East, Asia, Africa and Eastern Europe, working on training systems development of continuous Government's Manpower Training Programmes.

Mr. Wagner holds a Masters Degree in Applied Economics and Industrial Engineering, and a MSc. in International Human Resources Development.

Since his retirement from the ILO, Mr. Wagner has been the advisor to the Minister of Labour, Kingdom of Bahrain, and continues to undertake consultancy assignments for international organizations as well as acting as resource person on national and international seminars and workshops that deal with key policy dimensions in reforming Vocational Education and Training Systems.

Derek Elias

Derek Elias is Programme Specialist for Education for Sustainable Development (ESD) and Technical and Vocational Education and Training UNESCO Bangkok. In recognition of the importance of ESD, the United Nations General Assembly declared 2005-2014 the UN Decade of Education for Sustainable Development (DESD) for which UNESCO is the lead agency UNESCO Bangkok promotes international co-operation, sets standards and disseminates information in the fields of education, the natural sciences, the social and human sciences, culture and communication in the Asia and Pacific region. In carrying out this mission to serve the 47 Member States in Asia and the Pacific, UNESCO Bangkok takes into account the immense size of the region, including almost two thirds of the world's population, and its diversity and cultural pluralism, with its great potential and its persistent problems.

Prior to joining UNESCO, first in Paris and now in Bangkok Derek Elias, who received his PhD in Anthropology from the Australian National University in Canberra, worked in Central Australia with Aboriginal people for nearly ten years. His work focused on the preparation of aboriginal land claims, sacred site protection and the negotiation of mining agreements between Mining Companies and Aboriginal landowners throughout the Northern Territory as well as the rest of Australia.

He has published extensively on issues related to sustainable development and has edited numerous articles and publications on the promotion of education for sustainable development. He has consulted for a wide range of stakeholders including aboriginal organizations, universities and the private sector.

Lynne Bennington

Lynne Bennington is a professor and director of the Doctorate in Business Administration in the Graduate School of Business at RMIT University, Melbourne, Australia. Her PhD is in psychology. She also has an MBA, BSW, BAppSc and Grad. Dip. Psych. Prior to becoming an academic she worked at senior levels in both public and private sectors. Lynne has been a director on a number of Boards, and she is currently on a government advisory council on defence industry development. She has over 75 publications in areas relating to services marketing and management, human resource management, public sector, ethics, and international management.

Currently, she is part of a team of researchers who hold a prestigious Australian Research Council Linkage grant which is examining issues related to education for sustainability.

Matthias Werner

Matthias studied political science, sociology and peace and conflict studies at University of Marburg/Germany and University of Stellenbosch/South Africa. Before his studies he did a 3 1/2 year apprenticeship as a dental technician.

During his studies Matthias completed different internships: for Prof. Dr. Rita Süßmuth, former president of the German parliament in Berlin; for the Society of Threatened Peoples in Göttingen; for the Konrad-Adenauer-Foundation in Riga/Latvia; and for InWEnt in Hanover.

He did his research for his thesis on the HIV/AIDS sector in South Africa. After his studies he did a special training for international project management in the development cooperation sector at the Society of Sustainable Development in Witzenhausen/Germany.

On the 1st of August 2007, he joined InWEnt in Magdeburg, as a project manager.

Kira Holzhausen

Kira Holzhausen was born in 1978 in Hanover, Germany. She studied Sociology with the focus on "International Relationships and Development Countries" in Trier and published her thesis on the topic "Conflict Transformation through the Exhumations of the Victims of the Civil War in Guatemala" in 2007.

She has worked for the Deutsche Gesellschaft für technische Zusammenarbeit (GTZ) in Ethiopia, the Deutschen Entwicklungsdienst (DED) in Guatemala and Capacity Building International (InWEnt) in Bonn. Presently she lives in Bonn and works as an independent consultant on a variety of topics and spheres of action.

Rula Atweh

Rula Atweh works as Assistant Programme Officer at UNESCO-UNEVOC. She joined UNESCO-UNEVOC in October 2007.

Prior to joining UNEVOC, Rula had undertaken a 3 months internship at the Asia Pacific Programme of Educational Innovation for Development - APEID (UNESCO Bangkok). She completed her Masters studies in International Relations (2007) from the Elliott School of International Affairs at the George Washington University (Washington, DC): with a focus on Development and a particular interest in International Education.



Other professional experiences included: an internship at the Economic and Social Commission for Western Asia - ESCWA (Beirut, Lebanon); Executive Assistant to the Secretary General of the National Council for Scientific Research - CNRS (Beirut, Lebanon); and a database assistant at the International Monetary Fund - IMF (Washington, DC)

Janine Baudach

Janine Baudach is 23 years old and a German national. After graduating from high school in Bad Kreuznach (near Mainz), Germany, she returned to her native city Leipzig to study Public Relations and Communication Management at the University of Leipzig. Within her major subject, she focuses on Communication Politics and Intercultural Communication. For this reason she decided to intern at UNESCO-UNEVOC. She also plans to write her Bachelor thesis about the communication activities of UNESCO UNEVOC. In addition to her major subject, Janine also studies Spanish language and culture, and she spent six months in Spain as an Erasmus student. Her hobbies are travelling abroad and getting to know different cultures.

