Meeting Report

International Consultation on Education for Sustainable Development:

Engaging the Corporate Sector

Bonn, Germany
23–25 May, 2007

Organised by

UNESCO DESD Secretariat (Paris),
in partnership with
UNESCO-UNEVOC International Centre (Bonn)

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and in association with
UNESCO Regional Bureau for Asia (Bangkok)
UNEP (Nairobi), InWEnt (Bonn) and BIBB (Bonn)

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Introduction

> Many initiatives undertaken by businesses and their partners in the area of sustainable development can contribute considerably to the area of Education for Sustainable Development. In particular, sustainable business models resulting in the improvement of the quality of local life, sustainable supply chain management, corporate social responsibility (CSR) initiatives and development of local sustainable development initiatives could inform educational practices of business schools, training provided by companies, labour unions, NGOs and other business-related organizations. (UNESCO-APEID, 2006)

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 (DESD) from 2005 to 2014. The primary goal of the DESD is making sustainable development central to all education and training in all sectors by refining and promoting the transition to a sustainable future through all forms of education, public awareness and training. UNESCO was designated the lead UN agency for the Decade and has catalysed key initiatives in all parts of the world. For example, in October 2004, UNESCO hosted an International Experts' Meeting on "Learning for Work, Citizenship and Sustainability" in Bonn, Germany. Recognizing the need for a new paradigm of both development and learning for the world of work, this meeting 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 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). This meeting is the result of UNESCO's appreciation of the importance of the corporate sector in promoting sustainable development and its wish to engage more closely with business and industry to explore ways in which learning-based approaches to sustainable development can be integrated into their training and capacity building programmes.

The meeting was organized by the UNESCO DESD Secretariat (Paris) in partnership with UNESCO-UNEVOC International Centre (Bonn) and in collaboration with several partners, including: the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID), the United Nations Environment Programme (UNEP), and InWEnt and BIBB from Germany.

Companies with a strong record of engagement in education and training for sustainable development were invited to attend this meeting and to present case studies of their activities in these areas. This included such activities 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 sustainability related teaching.

Objectives and Planned Outcomes

The United Nations Decade of Education for Sustainable Development provides a framework through which the corporate sector can engage in a collaborative exploration with UNESCO to develop innovative approaches to Corporate Social Responsibility and Corporate Sustainability through education, training and capacity building with particular reference to skills development for employability and citizenship. The Consultation was organized in order to advance and initiate such collaboration. To this end, the objectives of the Consultation were:

1. To initiate dialogue with the corporate sector to explore a partnership framework for collaboration in the use of learning-based approaches to achieving sustainable development.
2. To provide a forum for sharing the experiences of the corporate sector in education and training for sustainable development via invited case studies.

3. To discuss the presented case studies to identify:

   > the range of modalities utilized in the three key aspects of corporate sector involvement in Education for Sustainable Development (ESD),

   > the motivations, opportunities and drivers underlying corporate sector involvement in 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 Education for Sustainable Development.

The partners who organised the Consultation had a range of possible outcomes in mind, including:

1. Recommendations for initiating partnerships to advance the use of learning-based approaches to sustainable development within and by the corporate sector.

2. A high profile book of the case studies and analyses from the meeting for international distribution to corporate sector associations, companies, governments, business schools, and across the UN network

3. The development of guidelines, briefing materials and prototype capacity building programmes that can be used to broaden the use of learning-based approaches to sustainable development within and by the corporate sector, especially in developing countries.

4. Establishment of learning networks within and across companies to provide capacity building for integrating the use of learning-based approaches to sustainable development into core business strategy.

5. Plans for regional follow-up and training programmes to build capacity at more local levels.

The Recommendations from the Consultation (Section 6) included these and several other possible activities.

Attendance

Participation in the Consultation was by invitation and included representatives of organisations with a strong record of providing education and training programmes to promote the sustainable development and corporate social responsibility goals of their firms, their suppliers and the communities with which they engage. These representatives included some owner-founders of firms and CEOs, while others held positions as directors/managers of corporate social responsibility and sustainability divisions, as human resource management and training leaders, as well as consultants who work in the area of Education for Sustainable Development for the companies. Yet others were representatives of industry associations, training institutes, research centres and international business councils that provide networking, training and capacity building for members of the corporate sector.

A list of all participants is provided in Annex I.

Programme

A copy of the programme of the Consultation is provided in Annex II. It shows that the meeting was structured as a dialogue for the sharing and analysis of case studies presented by the invited corporate sector.

The Consultation opened on Wednesday 23 May 2007 with presentations by Rupert Maclean (Director, UNESCO-UNEVOC International Centre, Bonn), Mark Richmond (Director, Division for the Coordination of United Nations Priorities in Education, UNESCO, Paris), Akpezi Ogbuigwe (Head, Environmental Education & Training, United Nations Environment Programme (UNEP), and H.E. Soichiro Tanaka (Deputy Minister of Education, Culture, Sports, Science and Technology, Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan).

This was followed by three keynote addresses that established the conceptual framework for the meeting and set out the challenges that would be analysed through plenary and small group discussion. The keynote addresses were:

> Towards a Sustainable Future: The Contributions of the Corporate Sector, Katherine Madden, World Business Council for Sustainable Development (WBCSD), Switzerland

> Education, Training and Capacity Building for Sustainable Development in the Context of Developing Countries with Particular Reference to Involvement of the Corporate Sector, Harry Stolte, InWEnt, Germany

> The Role of Education, Training and Capacity Building for Sustainable Development in the World of Work, Rupert Maclean, UNESCO-UNEVOC.

Three panel sessions followed. The panels comprised members of the invited corporate sector organisations, who presented the case studies they had prepared. They included:

> Cap Gemini – Carolyn Nimmy

> CISCO Systems – Markus Schwertel

> D. Swarovski & Co – Christoph Imboden

> Frauenhofer Institute – Ralf Opierzynski

> Garment 10 Joint Stock Company – Ms Nguyen Thi Thanh Huyen & Mr Than Duc Vietnam

> GTZ (Sri Lanka) – Peter Collingro

> National Health Service (UK) – Helen Walker

> Newmont Mining Corp – Christine Charles

> Shell and Living Earth – Barnaby Briggs and Edgardo Garcia-Larraide

> UNEP/Wuppertal Institute Collaborating?Centre on Sustainable Consumption and Production (CSCP) – Burcu Tuncer

> Untouched World Foundation – Peri Drysdale and Barry Law

> World Business Council for Sustainable Development – Katherine Madden

> Vocational Training Institute of the Construction Industry, North Rhine Westphalia – Bernd Garstka

These represented a diverse range of corporate organizations. They included some of the world's largest corporations and some small national-level companies. They come from – or at least have operations – in all continents, and in developing and developed countries. They included private corporations, government corporations, industry associations and industry training institutes, and represented almost all industry sectors – mining, IT, textiles, construction, car manufacturing, services, etc. This diversity contributed to a high degree of representativeness of the corporate sector experiences that were analysed at the Consultation, and lend credibility to the conclusions that were drawn and the recommendations that were made. The conclusions and recommendations arose from a series of plenary and small group discussions that were structured to explore:

> the range of modalities utilized in the corporate sector's involvement in ESD,
> the motivations, opportunities and drivers underlying corporate sector involvement in ESD,
> the learning outcomes identified in any evaluations of the programmes,
> the corporate and broader sustainability benefits of corporate sector involvement in ESD,
> the barriers faced and ways in which they are addressed, and
> lessons for other firms to guide their future involvement in ESD.

The results of the discussion of these issues (Section 5) in the concluding plenary session considered ways of moving the agenda of corporate sector ESD forward. These results are presented later in Section 6.

Workshop Discussions

The reports on the workshops were written by the Group Rapporteurs. Report 1 was written by Dr Helen Walker (University of Bath) and Dr Zinaida Fadeeva (United Nations University, Japan) as a summary of the perspectives of Workshop Groups A and C. Report 2 was written by Dr Barry Law (Canterbury University, New Zealand) as a summary of the perspectives of Group B.

Report 1

Workshop session 1

Broad view of sustainability?

Across the cases it was apparent that sustainability is a huge topic with differing interpretations, and that this can be a hindrance if there is no common language. There was concern that the group's focus on consensus building might lead to a narrow view of sustainability, and stay within status quo. It was suggested that the views of developing countries were not represented, and questioned whether the debate relates to experiences of developing countries. It was observed that corporations act for self-interested reasons, and that the relationship between poor people and corporations is difficult and changing. Barriers to engagement were raised.

Broad view of ESD?

The traditional view of ESD is environmental education. It was felt that several dimensions were missing from the discussion, including education values/ethics, as well as political, and cultural (diversity) aspects. A results focus in education (especially in the UK) can be detrimental to SD. We shouldn't be naïve about what education can do as it is not a panacea, and education and sustainability are not terms that can be used interchangeably. It depends how one defines education. There are many forms, and value systems are contextualised and grounded. There is a problem of integrating ESD in curricula, different forms of education and teacher training. Among the skills that should be learned within ESD by private enterprises are leadership skills, relationships/collaborative skills and skills for improved quality of professional training (particularly for the developing countries).

Range of approaches

Across the cases there appears to be a need to combine internal training with education communities; no one approach is best. Community programmes seem to be associated with corporate values and be topic oriented. Large companies have leadership on these issues and can be catalysts. Sustainability can also be driven by government. For example, in Malaysia the government is involved in supply chain management projects, and pressure for sustainability comes from the market. There is a need for public-private partnership.

Small and Medium Enterprises (SMEs) were missing from the discussion during the workshop; they need support from trade associations and chambers of commerce. Corporations should nominate SMEs to bring to the next workshop. There was not a lot in the cases on training/working with suppliers, especially SMEs. There is a need to pursue the self-motivated engagement of SMEs, and due to their big workload they need tools to support local champions.

A further query concerned how to measure the success of sustainability educational initiatives? Not a lot of measurement was apparent in the cases. There needs to be a connection between results, achievements and impact.

Private sector and ESD – need for shared learning

Presentation of the companies as educators of other stakeholders might emphasize a one-way direction of learning - with a company in a more active position than other societal actors. It was felt, that the more appropriate term describing effective educational processes would be shared learning. Presenting companies – together with government, NGOs, media, etc. – as partners of the learning process could create a more adequate collaborative strategy for ESD.

The ultimate goal of the shared learning process would be an ability of the companies to maintain constructive links to society. Skills, changed behaviour and beliefs and improved conceptual understanding of SD and ESD are the intermediate goals of the ESD shared learning.
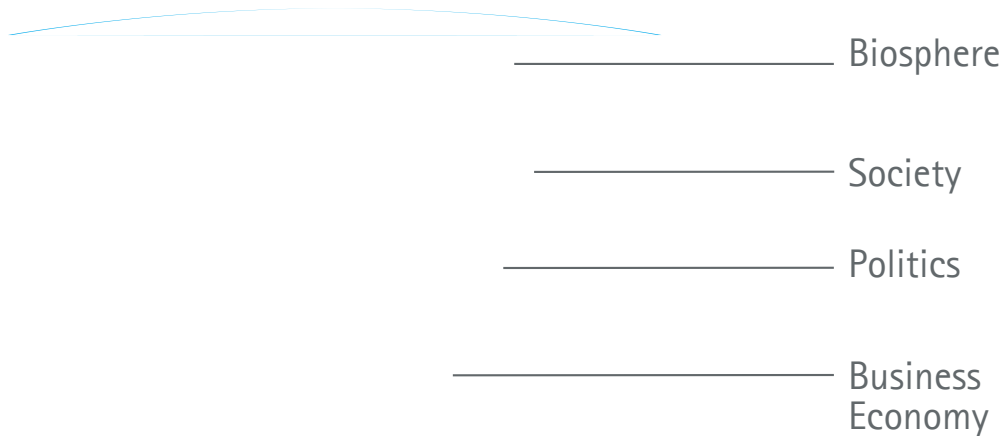
Motivations of corporate sector

There appear to be a range of different motivations and pressures on corporations with regard to ESD. The principle one is: corporations exist to make money, so the link between making money and optimising sustainable solutions is apparent. Market pressures drive firms to reduced costs, consumption, and resources. Some firms seek competitive advantage through sustainable development. Generally, gaining access to resources (including land and people), continuity of operations and reputation risks generally motivate companies to engage into SD and ESD action. They may also engage to avoid regulation, and self-regulate. Firms also engage to enhance corporate reputation as a marketing exercise, because they are part of communities, and to contribute to charity, although philanthropic approaches can disassociate the corporation. Sometimes motivations are value-based, such as with NGOs and companies such as The Body Shop. Specific motivations, drivers and opportunities depend on the type of industry and the region. Among positive drivers encouraging companies to embark on ESD process are:

> Managing risks and opportunities in a longer-term perspective,

> Existence of SD and ESD champions,

> Prior experience in ESD and SD projects,

> Strong learning culture of organisations, and

> Learning form stakeholder consultations and dialogues.

Sustainability is often presented as some distant paradise, and there was a cynical view of whether this could be reached.   It was agreed that there was no single solution, and that it was necessary to prioritise Social, Economic and Environmental (SEE) aspects.

Political factors are a huge issue that affects ESD. The following figure was suggested, with concentric circles (as opposed to 3 SEE pillars) of the biosphere, then society, then politics, and the business economy.

——————————— Biosphere

——————————— Society

——————————— Politics

——————————— Business
Economy

Workshop session 2

The question of evaluation is very problematic as there is often no obvious link between the intentions, actions and outcomes. In other words, intention defines organisational actions but causality of actions and outcomes are, in many cases, to be proven

Currently, there is a number of evaluative processes built into companies' management systems - IAS 14000, ISO 9000 and ISO 8000. These systems could, in principle, capture outcomes of ESD. There is, however, a serious criticism about systemic – and not performance – evaluation provided by these systems. Other – not associated with certified management system - evaluations are designed with regards to concrete SD projects and could capture some of the ESD outcomes.

In terms of lessons learnt from the cases, one observation was that part of the budget of any project needs to be put aside for evaluation. In some projects, return trips to monitor have not been possible. It is very difficult to measure impact, and behavioural change leading to real improvements. Independent evaluation can help. Often projects are started due to personal interests, which can be a blessing and a curse if interest wanes. Turnover of staff presents a problem; and how projects can keep going if people leave.

The corporation needs to know the community to see if it has an impact. There need to be Velcro ideas that stick, rather than Teflon ideas that slide off. For example, Shell has engaged in a community for 16 years. As decisions are made on annual spending budgets there is a need to show tangible benefits. There is a difference between Key Performance Indicators (KPIs) vs. long term follow up. Core funding helps in providing stability and continuity. Another option is to train partners in communities to monitor/evaluate, have learning outcomes managed by the community, and have reports/results reside within the community.

What makes a good evaluation system?

A system that is flexible has strong emphasis on qualitative evaluation and with strong stakeholders engagement might satisfy the requirements of ESD programmers. Stakeholders of the ESD processes should be engaged throughout the whole process including their reflection on the outcomes.

There is a public relations term, "green wash" which can lead to competitive advantage and profits, allowing investment in meta-product and being linked to brand. It also allows ethics management. There are opportunities for new developments and innovation through the ESD process. Communities have greater awareness of corporate goods. Partnerships help translate corporate and NGO languages, so they can jointly meet the agenda. SD innovation can conversely lead to organisational extinction and new industries (e.g. coal industry gave way to fibre optics). Not undertaking ESD can lead to brand damage, thus giving rise to the need to mitigate risk through ESD.

Workshop session 3

Barriers

Concerning the workshop process, cases were often highlighted with no detail on how to apply. Cases are sector and local, and reference models are needed. There was not enough in the cases of what went wrong. There is a lack of methods and guiding materials, and a need for cases of best practices. There is a lack of knowledge regarding non-traditional business models. It was noted, that, generally, in a business world, there is a lack of appropriate cross-cultural methodologies and materials and teaching methods. For example, written tests dominate verbal assessment and verbal teaching even in the inappropriate contexts like aboriginal culture.

When missing, culture of collaboration based on trust and quality constitutes serious impediment in ESD processes.

Division of teachers into experts and "non-experts" – with potential bias towards experts – could jeopardise ESD that is, to a large extent, based on tradition and culture.

Lack of corporate culture, lack of leadership, tensions within organisational structure; lack of coherence; insufficient resources and tensions between short-term and long-term objectives constitute barriers within corporations.

Difficulties to engage with sensitive issues in challenging contexts, particularly in the absence of support from other organisations, often put SD and ESD issues outside the corporate agendas.

Some groups were felt to be underrepresented at the workshop. There is a need to hear from national companies in developing countries, a need to hear their voice at the workshop and more generally in SD. There are barriers for SMEs, and a need to support them through business councils. UNESCO can guide/support SMEs in different countries, through its UNESCO's mandate, by involving corporations, development agencies, education organisations, and industry associations. Such support would help SMEs in strategy development and implementation.

To make ESD and such workshops appealing to corporations there is a need to keep it simple, show how they can make more money, rather than a CSR/SD focus. One possibility is not to call it SD but instead call it business performance – marketing, scrap rates, accidents etc. The workshop also needs to be less academic, and there needs to be clearer dialogue, as academics and corporations speak different languages. There is a need to make this vital so businesses catch on. Companies don't know how they can change so there is a need to transfer information.

Lessons

The workshop needs greater structure to bring together learning from cases. As a neutral partner, UNESCO has a role to play in bringing organisations/private sector "to the table". It needs to be the facilitator of public private partnerships. The public sector needs to be included next time (e.g. education, and environmental regulation bodies). Each corporation could bring an SME next time. Corporate sector resources could be utilised to support the education system within countries. There is a need to keep it simple and short, take things step by step, and translate from education to corporation 'speak'.

Ways forward

It might be promising and, with proposed commitment of some participating companies, feasible to create an active facilitated platform for sharing expertise between private companies and other organisations. Other ambitions of the project would be to create more coherent presentation of ESD available materials for the private sector, facilitate working groups addressing thematic discussions, align available materials with needs, etc. The working group could be established – from the participants at the initial stage of the process – to design the "structure" of such a platform and its modus operandi. The very first step of the work could be to create a profile of the network members interacting through the platform. CISCO Systems suggested use of its expertise in communication and networking for advancing the project. The proposed process should be aligned with on-going initiatives and processes.

Good practice manuals were not viewed as useful, and the development of more suitable tools was preferred; some on web, including documents, guidance and information. Suggestions included UNESCO establishing an advisory group, setting up further meetings, having regional meetings (e.g. Asia, Africa, Europe), facilitating public private partnerships, and choosing partners for capacity building programmes.

It might be useful to establish what core competencies facilitate successful learning for SD in and between organizations

It is important to establish links between the learning aspirations of organisations and global SD and ESD ambitions through references to, for example, MDGs, HDI or through scenario exercises performed by the companies

Report 2

Broad view of sustainability?

It was noted across the case studies that a variety of interpretations of the term sustainability and education for sustainable development were being used. There were limited examples of integrating social, economic, environmental and cultural perspectives within each case study and this in part was due to a lack of a common understanding of terms, principles, underlying concepts and visions for the future.

Range of approaches and motivations of the corporate sector

Across the cases there was a range of reasons why the corporate sector has been engaged in various education activities associated with sustainability. The case studies identified five major categories. The first identifies business opportunities that create a market by capturing future consumers through innovative marketing using an indirect link to sustainability. Several case studies showed that business also became involved because of direct cost savings. The second reason was about promoting a brand and identifying the brand as a good corporate citizen through a link to sustainability, thus impacting on positive customer relationships. A third reason placed a high value on staff professional development and protection of talent to promote employee retention and attraction and ensures a future talent pipeline. The fourth reason identified specific political motivations, costs and damage control associated with the concept of business standing on a burning platform. The fifth reason was the impact of the enlightened or aware business leader who is passionately committed to bring about change for sustainability because they understand the importance of a healthy planet to achieve broad business outcomes. They promote the concept of education for the planet, for people and for the economy. Furthermore, they recognise that knowledge, skills and key competencies associated with sustainability, are an essential element of education for the future.

The case studies demonstrated that the corporate sector is engaging in education by funding programmes for staff, supply chain customers, school students, tertiary students and broader community education programmes. The education activities included action based practical experience, in-house training, individual mentoring, E-learning and formal course learning through qualifications. Specialist expertise through public-private partnerships was one approach used across a small number of case studies. However, it was noted that a limited number of SME's were present. There was not a lot in the cases on training/working with suppliers especially SMEs. There is a need to pursue the self-motivated engagement of SMEs, and due to their big workload they need tools to support local champions. It was concluded that there needs to be a broader range of business/corporate engagement in ESD and that a number of key factors could be considered. The main factors include building a strong business case and helping business utilize personal relationships to build strong community partnerships and networks. Furthermore, it was suggested that stronger community partnerships between business and formal education could result in the development of a variety of flexible models of ESD curricula to serve different situations and contexts. A virtual knowledge centre was one idea that could provide practical network support.

Workshop Session 2/3

Seven potential barriers were identified that limited corporate sector engagement in ESD. The availability of resources such as funding, time and expertise were viewed as critical factors. While funding and time were business issues, the lack of expertise was viewed as a potential business and education sector problem. Commitment from senior management was considered in many cases as essential for in-depth engagement. A lack of understanding about the full benefits and drivers for corporate sector engagement in ESD was viewed as the main issue. Learning to work in collaborative partnerships and working with people with different perspectives, needs and end goals (outcomes) was viewed as a limiting factor, especially in developing a common language across cultural differences, and the use of differing terminology and contextual backgrounds. Thus knowledge and understanding about ESD and the differing perspectives and values placed on the economic, social and environmental aspects of ESD caused confusion. There was also the perception that many business managers may lack the knowledge and understanding of how to start engaging in ESD, how to start partnerships and how to access the knowledge to navigate the management change process. Thus, a key competency/skill for future managers is the ability to change as things around them change. In other words they remain capable as things around them become more complex.

Conflicting interests between the economic, social and environmental agenda was considered a major limitation. Conservative views towards sustainability and education for sustainable development was viewed as contributing towards a lack of understanding around the broader objectives of ESD. This often led to cynical perspectives and green washing to appease or show that "something" was being done to contribute towards sustainability.

Addressing the barriers

The first solution is developing a strong business case for increased corporate sector engagement. This involves identifying the drivers, benefits and potential outcomes to increase motivation and capacity for business. Second, consideration needs to be given to packaging key benefits and outcomes (production of the bottom line) to boards and management. Greater access to knowledge and understanding is required to provide a frame of reference for engagement in sustainability and ESD. As a consequence greater access to mentors, organisational expertise, potential partners, NGO's, and the World Sustainable Business Council will be critical. There also needs to be time to identify and show positive models of engagement and examples of good practice to potential corporate sector groups to help overcome cynical perspectives and avoid potential conflicts within business and between business and wider community interests.

Consequently, there is urgency around the clarification of the ESD message, and in building the business case for further corporate sector engagement in ESD.

Positive lessons

The positive lessons identified for future corporate sector engagement include the importance of productive partnerships based on mutual understandings and trust, effective communication, establishing common frameworks, exploring opportunities for solving barriers collaboratively, and clarifying the cost/benefits in terms of the combined social, economic and environmental outcomes for all partners.

Conclusions

The Moderator's Summary was followed by a Plenary Discussion in which a range of follow-up actions were discussed. There was widespread support for the following actions:

Publications

The Moderator's Summary was followed by a Plenary Discussion in which a range of follow-up actions were discussed. There was widespread support for the following actions:

> 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.

Expanding the Knowledge-Base

Additional case studies should be researched in order to incorporate the experiences of SMEs and companies from developing countries, especial Asia and Africa which were missing from the Consultation Meeting.

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 be established, to include:

> An Advisory Group of private sector partners to guide the development of the network.

> A website to be open to all as an information, advocacy and capacity building tool.

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.

Annexes I: Participant List

Corporate Sector Participants

Nr.	Name	Organisation	Function	Country
1	Anh, Tran Thi Kim	Center of Technology Development Promotion (CAD)	Director	Vietnam
2	Bawell, Walter A.	American German Business Club Bonn e.V	President	Germany
3	Bernhart, Stefan	Daimler Chrysler AG	Project Manager Corporate Sponsorship	Germany
4	Briggs, Barnaby	Shell	Head of Social Permanent Management Unit	Netherlands
5	Charles, Christine	Newmont Mining Corporation	Regional Directory Environment & Social Responsibility	Australia
6	Collingro, Peter	GTZ	Senior Advisor, Technical & Vocational Education & Training	Sri Lanka
7	Drysdale, Peri	Untouched World Foundation	C.E.O Snowy Peak Ltd	New Zealand
8	García-Larralde, Edgardo	Living Earth Foundation/Shell	Senior Associate	UK
9	Garstka, Bernd	Vocational Training Institute of the Construction Industry in North Rhine Westphalia	Management Director	Germany
10	Huyen, Nguyen Thi Thanh	Garment 10 Joint Stock Company	General Director	Vietnam
11	Imboden, Christoph	D. Swarovski & Co	Environmental Advisor to the Board Daniel Swarovski & Co	Austria
12	Jansen, Mark	SMI-Hyundai	Member of the BoardDirector of SMI-Hyundai	Germany
13	Madden, Katherine	World Business Council for Sustainable Development (WBCSD)	Manager, Implementing Sustainable Development	Switzerland

14	Nimmy, Carolyn	Capgemini UK plc	Vice President	UK
15	Opierzynski, Ralf	Fraunhofer Institute for Factory Operation and Automation	Head of International Projects, International Competence Center Logistics (ICCL)	Germany
16	Schleicher,Josef	Daimler Chrysler AG	Director External Affairs	Germany
17	Schwertel, Markus	CISCO Systems GmbH	Regional Manager Networking Academy Europe + Emerging International Partnerships	Germany
18	Tuncer, Burcu	UNEP/ CSCP	Project Manager	Germany
19	Türk, Volker	Triple Innova	Director	Germany
20	Viet, Than Duc	Garment 10 Joint Stock Company	Manager of Marketing Division	Vietnam
21	Deja, Achim Georg	Tima Change Management GmbH	President and CEO	Germany

Partner Agencies

Nr.	Name	Organisation	Function	Country
22	Ramalho, Luiz	InWent GmbH	Director	Germany
23	Stolte,Harry	InWent GmbH	Head of Division, Modern Media and Development of Vocational Training Curricula	Germany
24	Weikert, Jochen	InWent GmbH	Project Manager, Sustainable Technology	Germany
25	Härtel, Michael	BiBB	Senior Expert	Germany

Delegation

Nr.	Name	Organisation	Function	Country
26	Tanaka, Soichiro	Ministry of Education, Culture, Sports, Science and Technology (MEXT)	Deputy Minister	Japan
27	Ichikawa, Kiyoji	Ministry of Education, Culture, Sports, Science and Technology (MEXT)	Senior Specialist, International Affairs Division	Japan
28	Tokutome, Takeshi	Ministry of Education, Culture, Sports, Science and Technology (MEXT)Japanese National Commission for UNESCO	Unit Chief, Office of the Director-General for International Affairs	Japan
29	Himiya , Naoki	Embassy of Japan	First Secretary	Germany
30	Moeller, Lutz	German National Commission to UNESCO	Public Private Partnerships	Germany
31	Richmond, Mark	UNESCO Paris	ED/UNP Director A.I.	France
32	Bory-Adams, Aline	UNESCO Paris	ED/UNP/DESD Chief of Section	France
33	Santosh, Khatri	UNESCO Paris	ED/UNP/DESD Assistant Programme Specialist	France
34	Bray, Mark	UNESCO International Institute for Educational Planning (IIEP)	Director	France
35	Ogbuigwe, Akpezi	United Nations Environment Programme (UNEP)	Head, Environmental Education and Training, Division of Environmental Policy Implementation	Kenya
36	Doria, Miguel	UNESCO-International Hydrological Programme (IHP)	Assistant Programme Specialist	France
37	Timmermann, Martina	United Nations University, UNU Centre	UNU Project Adviser	Germany

UNESCO–UNEVOC International Centre for Technical and Vocational

Nr.	Name	Organisation	Function	Country
38	Maclean, Rupert	UNESCO-UNEVOC	Director	Germany
39	Mar, Naing Yee	UNESCO-UNEVOC	Programme Consultant	Germany
40	Blanc-Mannheim, Josiane	UNESCO-UNEVOC	Assistant to the Director	Germany
41	Hollander, Astrid	UNESCO-UNEVOC	Programme Specialist	Germany

Resource Persons Education and Training

Nr.	Name	Organisation	Function	Country
42	Fien, John	Royal Melbourne Institute of Technology	Innovation Professor of Sustainability	Australia
43	Fadeeva, Zinaida	DESD ProgrammeUNU-IAS	Research Associate	Japan
44	Walker, Helen	NHS Purchasing and Supply Agency / Centre for Research in Strategic Purchasing and Supply (CRiSPS)	Senior Research Fellow	UK
45	Law, Barry	Untouched World Foundation / University of Canterbury	National Coordinator - Education for Sustainability / Senior Lecturer	New Zealand

Annexes 2: Programme

Wednesday	May 23, 2007	Venue: UNESCO-UNEVOC International Centre, UN Campus, Hermann-Ehlers-Str. 10, 53113 Bonn, Germany
12.30 pm	1.45 pm	Registration (Ground Floor) Informal lunch (29th Floor)
2.00 pm	3.00 pm	**Official Opening** Room 1916 – 19th Floor Chairperson: Aline Bory-Adams, Chief of Section, Education for Sustainable Development, UNESCO, Paris Presentations > Rupert Maclean, Director, UNESCO-UNEVOC International Centre, Bonn > Mark Richmond, Director, Division for the Coordination of United Nations Priorities in Education, UNESCO, Paris > Akpezi Ogbuigwe, Head, Environmental Education & Training, United Nations Environment Programme (UNEP), Nairobi > H.E. Soichiro Tanaka, Deputy Minister of Education, Culture, Sports, Science and Technology, Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan
3.00 pm	3.00 pm	**Keynote Addresses** Chairperson: Mark Richmond, Director, Division for the Coordination of United Nations Priorities in Education, UNESCO, Paris > Towards a Sustainable Future: The Contributions of the Corporate Sector Katherine Madden, World Business Council for Sustainable Development (WBCSD), Switzerland > Education, Training and Capacity Building for SD in the Context of Developing Countries with Particular Reference to Involvement of the Corporate SectorHarry Stolte, InWEnt, Germany > The Role of Education, Training and Capacity Building for Sustainable Development in the World of WorkRupert Maclean, UNESCO-UNEVOC, Germany
4.00 pm	4.30 pm	**Q & A Session with the Keynotes**
4.30 pm	5.00 pm	Afternoon tea
5.00 pm	6.30 pm	**Paper Session 1** Chairperson: Akpezi Agbuigwe Presentation of case studies followed by Q & A > Untouched World Foundation – Peri Drysdale and Barry Law

		> National Health Service (UK) – Helen Walker
		> DaimlerChrysler (Mondialgo) – Stefan Bernhart
		> D. Swarovski & Co – Christoph Imboden United Nations
6.30 pm	8.30 pm	Conference Reception Venue: UNESCO-UNEVOC Offices, Floor 25

Thursday	**May 24, 2007**	**Venue: Hotel Königshof, Adenaueralle 9, 53111 Bonn**

08.30 am	10.30 am	**Paper Session 2**
		Chairperson: Peri Drysdale
		Presentation of case studies followed by Q & A
		
		     > CISCO Systems – Markus Schwertel
		     > Cap Gemini – Carolyn Nimmy
		     > Shell – Barnaby Briggs
		     > DaimlerChrysler (Automotive Academies) – Josef Schleicher
		     > Newmont Mining Corp – Christine Charles

10.30 am	11.00 am	Morning tea

11.00 am	01.00 pm	**Paper Session 3**
		Chairperson: Markus Schwertel
		
		     > Vocational Training Institute of the Construction Industry, North Rhine Westphalia – Bernd Garstka
		     > Frauenhofer Institute – Ralf Opierzynski of Developing
		     > Garment 10 Joint Stock Company – Ms Nguyen Thi Thanh Huyen & Mr Than Duc Viet
		     > World Business Council for Sustainable Development – Katherine Madden
		     > GTZ (Sri Lanka) – Peter Collingro
		     > UNEP/Wuppertal Institute Collaborating? Centre on Sustainable Consumption and Production (CSCP) – Burcu Tuncer

01.00 pm	02.00 pm	Lunch

02.00 pm	03.30 pm	**Workshop Session 1 and Reports**
		Chairperson: Rupert Maclean
		Briefing followed by discussion in three break-out groups. Each group appoints a chairperson. To discuss:
		> the range of approaches used in corporate sector involvement in education and training for sustainable development,
		> the motivations, opportunities and drivers underlying corporate sector involvement in education and training for sustainable development
		Group Rapporteurs: Helen Walker, Zinaida Fadeeva and Barry Law
		Groupreports
03.30 pm	04.00 pm	Afternoon tea
04.00 pm	05.30 pm	**Workshop Session 2 and Reports**
		Chairperson: Carolyn Nimmy
		Briefing followed by discussion in three break-out groups. Each group appoints a chairperson. To discuss:
		> the learning outcomes identified in evaluations of the exemplar case studies
		> the corporate and broader sustainability benefits of corporate sector involvement in education and training for sustainable development
		Group Rapporteurs: Helen Walker, Zinaida Fadeeva and Barry Law
		Groupreports
04.00 pm	05.30 pm	Conference Dinner

Friday	May 25, 2007	Venue: Hotel Königshof, Adenaueralle 9, 53111 Bonn
09.00 am	10.30 am	**Workshop Session 3 and Reports** Chairperson: Christine Charles Briefing followed by discussion in three break-out groups. Each group appoints a chairperson. To discuss: > the barriers faced in the exemplar case studies and ways in which they are addressed > lessons for other firms to guide their future involvement in education and training for sustainable development Group Rapporteurs: Helen Walker, Zinaida Fadeeva and Barry Law Group reports
10.30 am	10.45 am	Coffee break
10.45 am	12.00 pm	**Plenary Session** Chairperson: Rupert Maclean > Moderator's summation - John Fien > Discussion: Where to from here?
12.00 am	12.30 pm	**Official closing** Chairperson: Harry Stolte > Takeshi Tokutome, MEXT > Corporate representative > Rupert Maclean, UNESCO
12.30 pm	01.00 pm	Light Lunch
	01.00 pm	Departure

International Consultation on Education for Sustainable Development

Engaging the Corporate Sector

Bonn, Germany, 23 - 25 May 2007