




National Plan of Action for Germany

United Nations Decade
of Education for Sustainable Development
2005-2014

www.dekade.org

Nachhaltigkeit lernen





The German Implementation of the
UN Decade of “Education for
Sustainable Development” 2005-2014
is under the patronage of the Federal
President of the Federal Republic of
Germany, **Horst Köhler.**

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This Plan of Action was drafted and adopted by the National Committee for the UN Decade in December 2004.

Abbreviations

ANU	– Working Group on Nature and Environmental Education Arbeitsgemeinschaft Natur- und Umweltbildung Bundesverband e. V.	DGU	– German Society for Environmental Education Deutsche Gesellschaft für Umwelterziehung
BANU	– National Working Group of State-funded Education Sites for Nature Conservation and Environmental Protection Bundesweiter Arbeitskreis der staatlich getragenen Bildungsstätten im Natur- und Umweltschutz	DUK	– German Commission for UNESCO Deutsche UNESCO-Kommission
BIBB	– Federal Institute for Vocational Training Bundesinstitut für Berufsbildung	ECOSOC	– UN Economic and Social Council
BLK	– Bund-Länder Commission for Educational Planning and Research Promotion Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung	ENSI	– Environment and Schools Initiatives
BMBF	– Federal Ministry of Education and Research Bundesministerium für Bildung und Forschung	ESD	– Education for Sustainable Development
BMVEL	– Federal Ministry of Consumer Protection, Food and Agriculture Bundesministerium für Verbraucherschutz, Ernährung und Landwirtschaft	EU	– European Union
BMZ	– Federal Ministry for Economic Cooperation and Development Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung	FONA	– Research for Sustainability – research framework project by the BMBF Forschung für Nachhaltigkeit
BPB	– National Centre for Political Education Bundeszentrale für politische Bildung	INWENT	– Internationale Weiterbildung und Entwicklung GmbH
CSD	– Commission on sustainable Development	KMK	– Standing Conference of Ministers of Education and Cultural Affairs Kultusministerkonferenz
DED	– German Development Service Deutscher Entwicklungsdienst	NGO	– Non-Governmental Organisation
DESD	– Decade of Education for Sustainable Development	NUA	– Nature and Environment Protection Academy Natur- und Umweltschutzakademie
		NUN	– North German Partnership in Support of the UN Decade Norddeutsche Partnerschaft zur Unterstützung der UN-Dekade
		RNE	– German Council for Sustainable Development Rat für Nachhaltige Entwicklung
		UN	– United Nations
		VENRO	– Association of German Development NGOs Verband Entwicklungspolitik Deutscher Nichtregierungsorganisationen e. V.
		WCED	– World Commission on Environment and Development
		WUS	– World University Service

1. Introduction

The United Nations have proclaimed the years 2005 to 2014 as a global “Decade of Education for Sustainable Development”. UNESCO has been designated the lead agency for the Decade.

The global vision of the UN Decade of Education for Sustainable Development is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation (cf. UNESCO 2004, p. 4).

With this vision, the United Nations and UNESCO have made clear that sustainable development is relevant for everyone. There is an undeniable need to develop, strengthen and spread sustainable approaches and actions world-wide. To this end, a comprehensive, global education initiative is needed. In Germany, all stakeholders and interested parties are called upon to join together, on the occasion of the Decade, in an “Alliance for the Learning of Sustainability” (“Allianz Nachhaltigkeit Lernen”).

What is sustainable development?

Sustainable development is an ongoing, comprehensive social process of change and design that makes it possible both to protect the current generation’s quality of life and to safeguard future generations’ own life options. Today, sustainable development is universally recognised as the way to improve individuals’ opportunities and to achieve social prosperity, economic growth and environmental compatibility. Sustainable development is thus a comprehensive concept for modernising living and working patterns in the 21st century.

The concept of sustainable development, which was developed by the “Brundtland Commission” in 1987, is based on the insight that “business as usual” in industrialised societies will, eventually, dramatically increase ecological risks, economic disparities and social injustices on our planet. The conventional model for industrialised societies is now considered unsustainable – and, thus, as an unacceptable option for the future.



Sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” (WCED 1987)



What is needed, therefore, is a forward-looking perspective that is open to change and that is marked by an awareness of environmental, economic and social needs. Such a concept must link work on the ongoing challenge of practising good stewardship of our planet's resources, and acting in an environmentally sustainable manner, with the urgent need to contribute to the improvement of living conditions in poorer countries. In order to achieve sustainable development in the interest of future generations and of global justice, we must strive to balance environmental, economic and social needs, think globally and give every person a substantive voice in political decision-making processes.

"This Decade is a World Decade"

The Decade of Education for Sustainable Development has been proclaimed by the United Nations as a World Decade. For some time, a world-wide debate has been going on about the concepts of sustainability and sustainable development. The debate on education for sustainable development in other countries and regions often sets emphases that differ from those in this country. While the sustainability discussion in Germany and Europe is – still – primarily ecologically motivated, the focus in less-developed countries is often on basic education, in the interest of keeping pace with general global development throughout the rest of the world. Such countries are concentrating on protecting basic needs, while we are emphasising, for example, sustainable consumerism. What is more, common themes – such as gender equality – take on different contours in different cultural contexts. One of the key Decade-related tasks in Germany will be to highlight and formulate such differences in cultural frameworks.

"It's all about fairness"

A common theme in the various perspectives on sustainability is the concept of justice and fairness: Fairness between generations, and fairness between nations, cultures and regions of the world. In addition to social, environmental and economic concerns – the three "classical" dimensions – the concept of sustainability also extends to global responsibility and political participation.

What does “education for sustainable development” mean?

Around the world, people agree that there is no time to lose in introducing sustainable approaches and actions. And yet sustainability cannot be centrally mandated through a top-down strategy. Sustainable development is a process of social change that affects all people and in which all individuals must participate locally. The Agenda 21 cites the “commitment and genuine involvement of all social groups” and, consequently, “new forms of participation” as keys to sustainable development. This orientation applies to individual citizens – in the places where they live – as well as to society’s institutions and to our nation’s democratically sanctioned organs. But effective commitment and participation will not come about automatically. It is the task of education to give people the tools they need to shape the development of their societies in a sustainable manner. It is education that must pave the way to sustainability.

Schools are the only institutions that reach all people in this country. After completing their schooling, most people undergo vocational training, study at a university or undertake some form of continuing education. Germany has many different educational institutions outside the school system – we have a very rich informal learning sector. Germany’s current educational reforms are providing new opportunities for the integration of interdisciplinary learning methods and for cooperation with the kinds of partners needed, outside the school sector, for education for sustainable development. We need to make the best use of all of these resources in the interest of the “Alliance for the Learning of Sustainability”, since education for sustainable development is relevant for everyone. Sustainable development calls for a change in attitudes, opinions and behaviour across the whole of society.

“The aim of education for sustainable development is to put people in a position to play an active role in shaping an ecologically sustainable, economically efficient and socially just environment, while remaining mindful of the global dimension.”
(BMBF 2002, p. 4)

Principles

Principles of education for sustainable development

- Education for sustainable development is relevant for **everyone**
- Education for sustainable development is an **ongoing, continuous process** and promotes acceptance of processes of societal change
- Education for sustainable development is a **cross-sectoral task** that has an integrative function
- Education for sustainable development is aimed at improving **the contexts in which people live**
- Education for sustainable development creates **new opportunities** for individuals, society and economic life
- Education for sustainable development promotes **global responsibility**



Education for sustainable development is relevant to all levels of learning – in day-care institutions, schools, universities, continuing education and cultural institutions, and research institutes. Educational institutions need to be open to new forms of co-operation among the different types of facilities and settings in which learning takes place. Education for sustainable development also takes place outside of educational facilities and institutions. Informal and lifelong learning grow in importance as traditional education institutions and formal educational sectors need to be redefined in the light of processes of rapid change. Education for sustainable development is relevant for municipalities, associations, clubs, companies and families; it enriches individuals' lives and it opens up valuable future opportunities, by imparting participation skills.

2. The current situation

Sustainability needs to be emphasised in all areas of education, including informal education. Achieving such an emphasis is no quick and easy task. But the first steps have already been taken. A consideration of the national and international contexts for the UN “Decade of Education for Sustainable Development” shows what preparations are in place and what relevant initiatives can be supported:

In 1992, a total of 180 governments, meeting at the United Nations Conference on Environment and Development in Rio de Janeiro, agreed to undertake key changes in economic, social and environmental policy. Specific projects and measures to this end were then defined in the Agenda 21.

The Federal Republic of Germany’s own policies are explicitly oriented towards the ideal of sustainable development as set forth in the Agenda 21. It is one of 53 members of the Commission on Sustainable Development (CSD). This body, which was founded in 1993 as a sub-organ of the United Nations Economic and Social Council (ECOSOC), is charged with facilitating effective implementation of the Agenda 21 – and, now, of the Johannesburg Action Plan – and with developing proposals for the further promotion of sustainability.

Resolutions on sustainable development were then promulgated in 1997, by the Standing Conference of Ministers of Education and Cultural Affairs (KMK), and in 1998, by the Bund-Länder Commission for Educational Planning and Research Promotion (BLK). In the same year, the German Bundestag’s (Parliament’s) Commission of Inquiry on the “Protection of People and the Environment” published its final report, entitled “The Concept of Sustainability” (“Konzept Nachhaltigkeit”). Two years later, the German Bundestag adopted a resolution on “education for sustainable development”. In 2001, the Federal Government established a “Committee of State Secretaries for Sustainable Development”, and appointed a “Council on Sustainable Development” (RNE). And in that same year, steps were initiated for the preparation of a national sustainability strategy. A first progress report – prepared with public participation – on this sustainability strategy has now been published (Bundesregierung 2004). In 2004, in an effort to support the strategic process, and to do justice to the interdisciplinary nature of the concept of sustainability, the German Bundestag established a parliamentary advisory board for sustainable development.

In 2002, the Federal Ministry of Education and Research (BMBF), acting on the basis of the Bundestag's resolution, presented the first "Report of the Federal Government on Education for Sustainable Development". This report summarised the progress made in Germany's various educational sectors in the years 1997-2001 (BMBF 2002). A new report was brought out in 2005, in which the Federal Government summarised the developments which have taken place in the intervening years. (BMBF 2005)

The United Nations Millennium Declaration, which was adopted by the international community in 2000, and the "Millennium Development Goals" based on that declaration, serve – along with the expressed aims of the 2002 World Summit on Sustainable Development – as orientation for international policy and co-operation. In the context of global learning, and with respect to this country's special international responsibility, the international goals play a key role in Germany's path toward a sustainable future.

The World Summit for Sustainable Development, held in Johannesburg ten years after the Rio conference, reaffirmed the need for a global change of course toward sustainability. As a consequence, in December 2002 the United Nations proclaimed the years 2005-2014 the World "Decade of Education for Sustainable Development". UNESCO, the United Nations Educational, Scientific and Cultural Organization was designated the lead agency for this effort. In Germany, the German Commission for UNESCO (DUK) has acted on the United Nations resolution and has taken the first steps toward its implementation. In summer 2003, it adopted the "Hamburg Declaration", an important reference document that formulates central aims for the pending decade. The declaration calls for the establishment of an "Alliance for the Learning of Sustainability" ("Allianz Nachhaltigkeit Lernen").

The Declaration of the German Commission for UNESCO states:

On 1 July 2004, the German Bundestag unanimously voted to initiate the development of an action plan for the UN World “Decade for Education for Sustainable Development” as part of the Federal Government’s sustainability strategy. (Drucksache 15/3472)

“From the Bundestag’s perspective, teaching of basic skills and knowledge regarding interrelationships between people, nature and technology is an indispensable part of giving people relevant skills and, thereby, of enabling them to participate in society’s efforts to achieve permanently sustainable development.” (Drucksache 15/3472)

The objectives of the German stakeholders in the Decade and those of this Action Plan both build upon the aforementioned resolution of the German Bundestag and the “Hamburg Declaration”. At the same time, the international context must be taken into account. For this reason, German activities for the Decade are built upon the “Draft International Implementation Scheme” presented by UNESCO (UNESCO 2004) and the “UNECE Strategy for Education for Sustainable Development” (UNECE 2005). The formulation of the concept of sustainability contained in these documents, and their objectives with regard to education for sustainable development, provide key orientation for the formulation of the National Action Plan.

... Orientation of cultural and educational institutions, and of educational curricula, to the ideal of sustainable development is a trans-boundary, world-wide joint task, a task for which experience and ideas must be gathered from all countries. [...] Industrialised societies in particular are called upon to develop sustainable economies and new patterns of consumerism. At the same time, account must be taken of the interactions between ecological, economic, social and cultural processes. The aim is a generational contract in which people alive today promise, as they meet their own needs, to provide for similar options for future generations ...

3. The objectives of the National Action Plan

The overarching objective of the Plan of Action for the UN Decade is the comprehensive orientation of the education system towards the concept of sustainable development. To achieve this objective, education for sustainable development must be integrated, cross-sectorally, in all policy areas that are relevant to sustainable development. Such efforts are expected to enable Germany to make substantial progress toward sustainability, both in the next ten years and beyond. While this applies on the national level, it also applies to Germany's special international responsibility. Efforts to achieve the overarching objective will comprise work toward the following four strategic objectives:

1. Further develop the concept of education for sustainable development and broadly spread good practices

Germany already disposes of a broad spectrum of initiatives and good practices in the area of education for sustainable development. Innovative and successful activities have been taking place in all educational areas, and throughout the entire country. The intensity of such efforts can vary from activity to activity, however, and not all activities have been disseminated to the necessary degree. Over the next ten years, it will be necessary to refine such activities, to emphasise their interrelationships and to integrate them into the entire educational sector. In the process, such efforts must reach all types of educational institutions – from children's day-care centres to further-training facilities – and be spread throughout the broad spectrum of informal learning. Sustainability must be established as a subject for lifelong learning.

Sub-aims

The following sub-aims will be especially important in the coming years:

- Concepts for education for sustainable development need to be refined for the area of early education in order to be implemented in children's day-care centres.

- The results of the “21” (education for sustainable development) programme of the Bund-Länder Commission for Educational Planning and Research Promotion (BLK) need to be implemented in general-education schools, in a manner that integrates basic concepts of development-policy education. At the same time, links to informal education for sustainable development, outside of schools, need to be established.
- Good practices, especially regarding model projects and research in the area of vocational training, and as developed in vocational training and relevant applications in companies and in schools, need to be communicated to a broad audience, on the basis of the existing so-called Orientational Framework for Vocational Training. An important emphasis of such efforts must be on integrating suitable content within training regulations.
- The concept of education for sustainable development needs to be developed for and implemented in universities on the basis of the “UNI 21” study. Education for sustainable development needs to be incorporated within teacher training.
- Integration of sustainable-development issues needs to be intensified in the area of further training/continuing education. Local Agenda 21 initiatives, and other forms of public participation in shaping the public sphere and future policies, need to be expanded as important areas of lifelong learning.
- Along with formal-education sectors, informal/non-formal education will play a major role in education for sustainable development. Sustainability needs to be communicated more intensively in the mass media, in the workplace and in leisure/recreational sectors. The purpose of such efforts is to make the public more aware of sustainability concepts and issues, and to foster a willingness to act accordingly.
- Education for sustainable development also comprises numerous cross-sectoral issues. No single educational area can be assigned full responsibility for teaching personal skills for promoting justice, or for assessing the sustainability of products and services and of one’s own lifestyle. Communication of such cross-sectoral issues needs to be intensified. Such efforts should also aim at enhancing public knowledge and awareness about sustainability, as well as at promoting willingness to act on such awareness.



2. Forge stronger links between individual players and stakeholders in education for sustainable development

As an integrative educational concept, education for sustainable development is supported by a wide range of stakeholders from administrations, business, non-governmental organisations, different areas of politics – including policy areas such as education, foreign aid, the environment, consumer affairs and economics. Networking between such stakeholders, and relevant communication to the general public, needs to be further improved. In keeping with Germany's federalist educational system, the Länder, or federal states, have a major role to play in this area. At the regional and state levels, special opportunities for integrating specific local stakeholders present themselves.

Sub-aims

These aims call especially for efforts to achieve the following sub-aims over the coming years:

- Existing networks (such as UNESCO's Associated Schools Project, "European Environmental Schools" – henceforth: "International Agenda 21 schools" – along with BLK-21 schools and GLOBE schools) need to be expanded and used extensively for divulging good practice.
- Partnerships with business, an important basis for education for sustainable development, need to be intensified. Pupils' and young enterprise firms, and co-operation within local Agenda 21 initiatives, provide a good basis for such partnerships.
- Local networks need to be expanded as public-private partnerships, bringing together local government, business, youth/adult-education facilities outside of the school sector, associations, foundations and social and cultural organisations. The so-called "Learning Regions" provide a good model for such partnerships.
- The various educational subject areas that contribute substantially to education for sustainable development and their stakeholders (from educational subject areas such as the environment, development assistance, culture, intercultural relations, consumer affairs, mobility) need to be more strongly interlinked, in keeping with the necessarily inclusive approach of education for sustainable development.

- Stakeholders need to be supported by central, specialised services agencies, as well as by trained “multipliers”, in the areas of vocational training, universities, extracurricular education and informal learning.
- Research and education for sustainable development need to be linked more closely.

3. Increase public visibility of education for sustainable development

The basic principles of sustainable development are supported by nearly everyone. Education helps promote such support. By imparting relevant knowledge and values, it facilitates implementation of such principles in everyday life, in the workplace and in society as a whole. The UN Decade of Education for Sustainable Development, acting through projects, persons and organisations throughout Germany, is expected to enhance public understanding of the fact that each and every person can support and help shape sustainable development.



To this end, the following sub-aims will be pursued over the coming years:

- The country’s citizens need to become more aware of the importance of sustainable development, and they need to recognise the options available to them for promoting sustainability. Consequently, they need to intensify their support for integration of sustainable-development issues and content in education.
- Experts in all educational areas need to be conversant with the main elements of education for sustainable development.
- Decision-makers at the federal and Länder, i.e. state, levels, and in companies, non-governmental organisations, associations and municipalities, need to identify with education for sustainable development and to actively support integration of such education in all educational areas.
- The Media need to intensify their coverage of this topic, and they should refer directly to the Decade in their reporting.

Sub-aims

4. Strengthen international co-operation

Successful international co-operation plays a more important role in sustainability than it does in virtually any other political endeavour. One of the priorities in implementing the Decade in Germany is thus to integrate Germany's relevant projects, both existing and emerging, within the global discussion on education for sustainable development – and, thereby, to learn from the experience and positions of other countries and cultures. As a world-wide initiative, the UN Decade offers us the opportunity to be internationally effective and to contribute to a global perspective and to global co-operation.

Sub-aims

The following sub-aims will play an especially important role in the coming years:

- The topic of “Sustainable Development” needs to be integrated more strongly in educational projects and programmes at the European level; the EU Commission will establish relevant thematic emphases.
- International co-operation and partnerships need to be expanded and intensified with a view to contributing to the international success of the Decade.
- In Germany's bilateral and multilateral development co-operation with partner countries in Africa, Asia and the Americas, and with so-called “countries in transition”, emphases on “education”, “the environment” and “sustainable use of resources” need to be further expanded, particularly with regard to the Millennium goals.
- Examples of “good practice” from other countries need to be presented to the German education sector. A strengthened global perspective and international exchanges will substantially enrich the German education sector.
- Germany's contributions to the Decade need to be internationally highlighted – for instance, via the global network of UNESCO National Commissions and the UNESCO Secretariat in Paris.

In the next ten years, these four strategic objectives will serve as guidelines for strengthening education for sustainable development in Germany.

The National Committee is charged with monitoring relevant activities on an ongoing basis and with assessing our progress. The four strategic aims are detailed in a catalogue of measures that contains sub-aims relative to the four strategic aims. The catalogue of measures identifies relevant visions and specific goals, describes the outset situation, specifies the developmental steps to be taken and the stakeholders involved, and provides precise criteria for assessing progress toward the aims. The strategic aims and the detailed catalogue of measures have been prepared with the help of responsible parties from the Federal, Länder and local levels, from the business and science sectors and from relevant groups of society. The aims and measures will be continually updated during the Decade.

4. The next steps, and a look ahead ...

The UN Decade of Education for Sustainable Development is a process that is open to all stakeholders and interested parties. The present Action Plan will be updated on a regular, ongoing basis. New experience, insights and current events will influence the Decade's progress – and, thus, the general aims and the manner in which the strategic aims are formulated.

What are the next steps?

- Ongoing updating of this Action Plan will, in particular, affect the catalogue of measures, which details the four strategic aims. The catalogue of measures is currently (as of: early 2005) being finalised. During the course of the Decade, it will be continually updated and reviewed.
- The Bonn Secretariat, along with the Berlin Office, will support the various stakeholders in their efforts to enhance networking. Efforts to this end will include operation of a Website, as a platform for communication and networking (www.dekade.org). The Website is designed to enable the largest possible number of stakeholders to participate in the ongoing implementation of the Decade.

- Round-table discussions, with varying groups of participants, will meet at regular intervals. Their purposes include making new projects and promising initiatives available for broad implementation within the Decade context, alongside proven and established programmes and projects.
- The UN Decade of Education for Sustainable Development will be carried out on a non-centralised basis. And it is to be prominent throughout all of Germany. The “Alliance for the Learning of Sustainability” is open for the addition of local activities and projects, as official Decade projects. This option appropriately reflects Germany’s highly diverse educational landscape, and it will promote local involvement.
- The results of the UN Decade will enter into the work of the Commission on Sustainable Development and other international bodies.

Literature

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At a Glance:

The UN Decade of Education for Sustainable Development in Germany

On the basis of a unanimous resolution of the German Federal Parliament on the UN Decade of 1 July 2004, the National Committee set up by the German Commission for UNESCO (DUK) coordinates the implementation of the UN Decade of Education for Sustainable Development in Germany. The DUK is supported in this task by the Federal Ministry for Education and Research (BMBF). Federal President Horst Köhler is the patron of the German implementation of the Decade.

The German National Committee for the UN Decade:

The National Committee is the central steering and consultation committee for the implementation of the Decade in Germany. It is made up of 30 institutions and experts, including representatives of the Federal Ministries, Parliament, regional State Ministries, non-governmental organisations, the media, private enterprise, scientific representatives, and school pupils. The Chairman is the educational scientist Gerhard de Haan from the Free University in Berlin. The National Committee is supported by a Secretariat in Bonn and an Office in Berlin, set up with the financial assistance of the BMBF.

Round Table and Working Groups:

In order to put the Decade together with the involvement of as many stakeholders as possible and to initiate a "Learning Sustainability Alliance", the National Committee has invited participation in a Round Table for the UN Decade. The Round Table, comprising around 100 stakeholders, sits once annually. Between sessions, the Working Groups set up by the Round Table contribute to the implementation of the Decade.

National Plan of Action:

The Plan of Action states the key goals of the Decade in Germany, and contains the contributions and commitments of individual stakeholders in a Catalogue of Measures. The Plan was drafted by the National Committee in consultation with many members of the Round Table, and was presented at the nationwide start-up conference on 13 January 2005, before 300 invitees from the public. It is regularly updated, evaluated and adapted to new knowledge.

The Plan of Action defines the overarching aim of the Decade to be the integration of the idea of sustainable development into all areas of the education system. More specifically, this is to be achieved with the help of four strategic goals:

- Further develop the concept of education for sustainable development and broadly spread good practices
- Forge stronger links between individual players and stakeholders in Education for Sustainable Developments
- Increase public visibility of Education for Sustainable Development
- Strengthen international cooperation

The Catalogue of Measures that completes the Plan puts these goals into practice by naming specific stakeholders and describing the way towards integration into the whole education system. More than 60 measures have been included in the Catalogue so far.

Decade Projects: Successful and innovative projects in Education for Sustainable Development have the opportunity to apply for recognition as an “Official Project for the UN Decade”. This recognition, conferred by the National Committee, is valid for two years and comes with the right to use the Decade logo. The aim is to give visibility to local stakeholders on the ground and publicise the ambition of Education for Sustainable Development more widely. By March 2007, around 350 projects had been recognised.

The involvement of the German Decade activities in international initiatives and debates is an important element in the implementation of the UN Decade by the National Committee. This includes continuous consultation with UNESCO, the worldwide lead agency for the Decade, as well as joint events with UNESCO national commissions and coordination committees in other countries, and cooperation in the European steering committee for the Decade set up by the United Nations Economic Commission for Europe (UNECE).

The German National Committee for the UN Decade currently (spring 2007) includes the following persons:

Volker Angres

German ZDF television network

Petra Bierwirth, MdB

German Bundestag's (Parliament's) Committee on the Environment, Nature Conservation and Nuclear Safety

Ulla Burchardt, MdB

German Bundestag's (Parliament's) Committee on Education, Research and Technology Assessment

Dr. Ignacio Campino

Deutsche Telekom AG

Prof. Dr. Gerhard de Haan

Chairman of the National Committee, Freie Universität Berlin

Annette Dieckmann

Working Group on Nature and Environmental Education (Arbeitsgemeinschaft Natur- und Umweltbildung)

MinDirig Dr. Volker Ducklau

Federal Ministry for Economic Co-operation and Development (BMZ)

Prof. Dr. Ing. Peter Eyerer

Fraunhofer Institute for Chemical Technology (ICT)

Marco George

Pupil's Union of the Federal State Brandenburg

Eva Goris

Bild am Sonntag (newspaper)

Bettina Heinrich

German Association of Cities (Deutscher Städtetag)

MinDirig. Karl-Heinz Held

Standing Conference of Ministers of Education and Cultural Affairs (KMK)

Hendrik Hey

World of Miracles (Welt der Wunder GmbH/H5B5 GmbH)

Klaus Hübner

Bavarian Bird Protection Society (Landesbund für Vogelschutz Bayern)

Julia Hüttenrauch

Pupil's Union of the Federal State Baden-Württemberg

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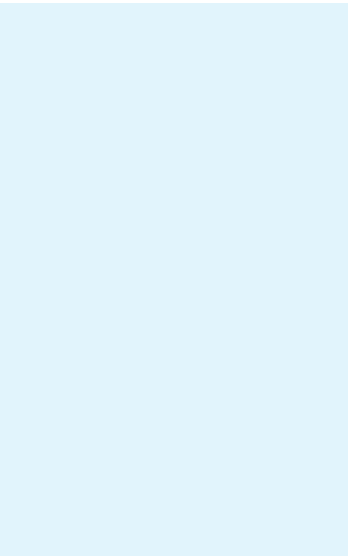
and (in an advisory role):

Dr. Roland Bernecker
Secretary-General of the German
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Education for Sustainable Development is a task that the world must fulfil in cooperation.





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