

Schleicher, Klaus

Towards corporate governance in European environmental policy and education - trends and concurring parameters

Tertium comparationis 7 (2001) 1, S. 59-73



Quellenangabe/ Reference:

Schleicher, Klaus: Towards corporate governance in European environmental policy and education - trends and concurring parameters - In: *Tertium comparationis* 7 (2001) 1, S. 59-73 - URN: urn:nbn:de:0111-opus-29087 - DOI: 10.25656/01:2908

<https://nbn-resolving.org/urn:nbn:de:0111-opus-29087>

<https://doi.org/10.25656/01:2908>

in Kooperation mit / in cooperation with:



WAXMANN
www.waxmann.com

<http://www.waxmann.com>

Nutzungsbedingungen

Gewährt wird ein nicht exklusives, nicht übertragbares, persönliches und beschränktes Recht auf Nutzung dieses Dokuments. Dieses Dokument ist ausschließlich für den persönlichen, nicht-kommerziellen Gebrauch bestimmt. Die Nutzung stellt keine Übertragung des Eigentumsrechts an diesem Dokument dar und gilt vorbehaltlich der folgenden Einschränkungen: Auf sämtlichen Kopien dieses Dokuments müssen alle Urheberrechtshinweise und sonstigen Hinweise auf gesetzlichen Schutz beibehalten werden. Sie dürfen dieses Dokument nicht in irgendeiner Weise abändern, noch dürfen Sie dieses Dokument für öffentliche oder kommerzielle Zwecke vervielfältigen, öffentlich ausstellen, aufführen, vertreiben oder anderweitig nutzen.

Mit der Verwendung dieses Dokuments erkennen Sie die Nutzungsbedingungen an.

Terms of use

We grant a non-exclusive, non-transferable, individual and limited right to using this document.

This document is solely intended for your personal, non-commercial use. Use of this document does not include any transfer of property rights and it is conditional to the following limitations: All of the copies of this documents must retain all copyright information and other information regarding legal protection. You are not allowed to alter this document in any way, to copy it for public or commercial purposes, to exhibit the document in public, to perform, distribute or otherwise use the document in public.

By using this particular document, you accept the above-stated conditions of use.

Kontakt / Contact:

peDOCS
DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation
Informationszentrum (IZ) Bildung
E-Mail: pedocs@dipf.de
Internet: www.pedocs.de

Mitglied der


Leibniz-Gemeinschaft



Towards Corporate Governance in European Environmental Policy and Education – Trends and Concurring Parameters

Klaus Schleicher

Universität Hamburg

Abstract

Safe water supply, unpoisoned food and reasonable energy costs are scientific, public and political demands throughout Europe. However, how sustainable developments can be realized, this is more a political and value problem than a statistical one. Accordingly, scientific analyses – i.a. with regard to aerosol transmission, soil pollution or BSE – need public and political support to be put in practice. This paper illustrates, why socio-political, respectively public perceptions of environmental problems are important, to what extent media information and educational inputs are strategy factors, and in which way interdisciplinary and intergovernmental networking is needed. On the whole, ‘*corporate governance*’ is regarded as an important future-oriented concept to interrelate environmental knowledge, public awareness and political decision making in the EU.

Introduction

Europe needs more ‘*corporate governance*’ if the citizens shall feel at home in the ‘European House’, if the representatives from the local to European level shall accumulate their competences, and if diversity and unity in Europe shall complement each other. Although in several political fields improved relations are needed between the European integration process and means of local subsidiarity – i.e. dialogues between ‘top down’ and ‘bottom up’ communication should be encouraged (cf. Kellner 2001) – the focus here will be on *environmental policy and education*. In this area problems do not get out of control because of the sleeping Soviet nuclear arsenal, the increase of population and pollution or the dynamics of internationalised markets, but because we are unable to realize *sustainable responsibility* for local as well as trans-national developments – and this i.a. for the following reason. In the face of economic as well as social integration in Europe the state boundaries and governments lose in importance since many spatial as well as ecological developments can only be solved by cooperation of governmental, administrative as well as by initiatives of NGOs and the citizens

(Europäische Kommission 1999: 7, 11, cf. 38). Progress towards sustainable developments depends i.a. on the following factors:

- *Environmental knowledge* needs to be based on trans-disciplinary paradigms and comparative studies, and it needs to be linked to trans-national normative standards and ecological modernization.
- *Environmental competence* can no longer be related only to first hand experience and time-specific as well as cultural components, since it is also influenced by social communication and legislative regulations and party ideologies.
- And *public environmental awareness* does not mean, that voters are addressed and geared by politicians, but that a process of communication between various levels and segments of society – including scientists, politicians and journalists, etc. – is developed.

Thus, *political decision making* can no longer be interpreted as governmental action but should be regarded as a result of interaction between information flow systems, administrative as well as legal inputs and public comprehension and participation (cf. May, Burby, Ericksen et al. 1996).

Changing Environmental Awareness

Effective actions towards sustainable *human and ecological future* demand considering, that politics, market forces and mass media have rather short term interest (cf. election periods, Dow Jones and daily news), while changes in scientific paradigms (cf. Kuhn 1962), educational structures (OECD 2000) as well as in social values (Inglehart, Basanez & Moreno 1998) occur at medium term, while national traditions and climate problems develop at long term intervals. In addition future life chances depend on inter-relating different dimensions from local to global levels (Schleicher 1992), since we act on the spot with global repercussions.

The interdependence of *different time and space horizons* are discussed on the basis of the European Union, because for the first time environmental law is adopted here on trans-national standards and is enforced by trans-national sanctions (Schleicher 1996). The European experience may be relevant to global developments, since Europe covers a wide spectrum of cultures, economic standards and diversified landscapes on the one hand, it also had and has to cope with some aggressive ethnicities and rather national governments, and thirdly, because it responds to issues raised by globalisation (Schleicher 1999).

Environmental history in Europe illustrates: Air and soil pollution gained attention over centuries and led to local action and some regional regulation (1407 at the city of Goslar, or 1734 and 1845 in Prussia). About 1900 nature protection became a growing concern, even social implications were considered (e.g. allotments in urban planning or consumer protection). Thus, in the mid-20th Century more abstract models allowed to trace dying species or devastated landscapes related to market and social influences. But, environmental concepts were rarely based on inter-disciplinary research (combining parameters of the ‘two cultures’), on inter-institutional collaboration (Rohrmoser 1972), or on inter-ministerial support and trans-national policies till the late 60s (Deutscher

Bundestag 1999), because politics, media and economics do not follow scientific logic or moral standards, but primarily national interest or market principles (cf. the US-decision to the Kyoto agreement).

In the early 70s however *social perspectives* came to the forefront when media campaigns made eco-risks a public concern at national levels, when trans-national reports (i.a. Club of Rome, Meadows Report 1972) stimulated interdisciplinary and international debates and demanded new ways of thinking (Club of Rome, Botkin Report 1979), or when Unesco-conferences (Belgrade 1975 and Tbilisi 1977 etc.) pointed out that education is an important aspect in environmental protection. Certainly it cannot make up for social, economic and political deficits (Kyburz-Graber, Halder, Hügli & Ritter 2001). However, at least parameters of nature-ecology were amended by dimensions from social ecology (BMBF 2000) and some multi-disciplinary and multi-national projects got of the ground (e.g. the Baltic and Danube projects) that led the way to the Brundtland Report (1987) and prevention strategies.

Meanwhile safe water supply, unpoisoned food and more green energy are scientific, public and political demands throughout Europe.

“Academic studies now cover several important aspects and issues of EC environmental policy ... However the research field remains fragmented and a serious debate about the theoretical formations of this kind of study has hardly begun” (Lieverink & Mol 1993: 99).

Moreover, *considerable problems exist*, due to public information-, education- and participation-deficits on the one hand, as a consequence of disciplinary departmentalisation, institutional eccentricity (in research, training and politics) on the other hand, and thirdly because a considerable gap exists between political decision making, information flow and democratic as well as local participation. In future this gap will gain great importance in the face of complex risk factors from biotechnology (e.g. cloning or in vitro-breeding of humans), or in the face of decisions concerned with fundamental value changes.

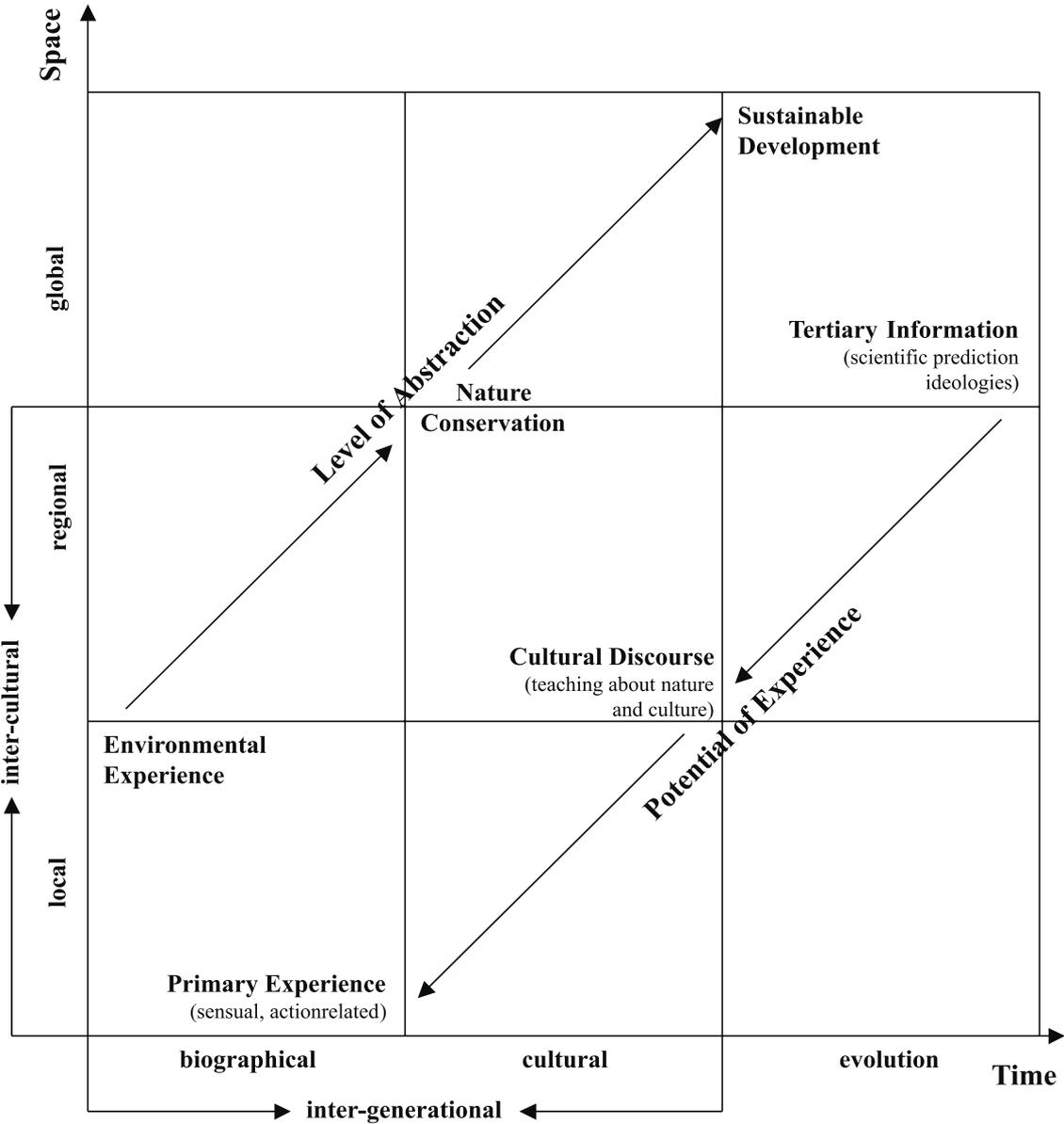
Thus, *better communication and collaboration* between the different awareness and decision making levels are needed (see table 1). The more intensive and earlier such discourses begin, the sooner societies will understand tensions between local and European (global) demands, between short and long term considerations or between concrete life experience and abstract trans-national calculations. This will help that they become more concerned and ready to participate in environmental decision making (cf. Delors Report 1996: 16, 91).

♦ In view of the limited success of top down environmental policy a main issue is: how can future politics be designed and implemented to increase shared commitment between different layers of environmental goals, awareness and competence, respectively to inter-relate policy prescription with more flexible and cooperative arrangements (cf. May et al. 1996). An inter-generational and inter-cultural responsibility for sustainable development depends obviously on *changes in learning attitudes, cultural values and political structures*. It demands i.a. an educated public that understands the problems, accepts the regulations and acts with regard to possible synergies and global needs (Delors Report 1996: 158). – Herewith the methodological and political contexts for *environmental action and law in the EC* have been sketched. Important steps of EC-policies have been: the 1st Environmental Action Program (1973), the Single European Act (1988) inte-

grating environmental protection into the EC-treaty, and in addition a set of environmental regulations (including water, atomic power, bird and consumer protection etc.) as well as the signing of the Rio Convention and EC-participation in the Aalborg Charta (1994) or the establishment of the European Environmental Agency (EEA 1995) at Copenhagen. – So, if public attention and comprehension are important, then media information, communication from the local to a trans-national level as well as educational inputs are as *strategic factors* as intergovernmental and subsidiary networks in the EC.

Table 1: Space and time-related environmental learning

Space-Time-Related
Corporate Governance
Environmental Politics, Communication, Learning



Concurring Environmental Parameters

Within environmental tolerance limits competing national and regional as well as economic and scientific forces hardly come to terms unless *comprehension of_sustainability* increases at all levels of the 'learning societies'¹ and unless decision makers, institutions and public groups are interrelated at different levels via *corporate governance*. For instance political response to scientific analysis of climate change or BSE (mad cow disease) strongly depends on public attention and cooperation. Accordingly media information and educational input (formal, non-formal and in-formal) are as important factors² as intergovernmental and cross-administrative networks at the EC-level.

Acting locally and thinking globally was an important slogan in the 70s, but it did not solve the 'top down' and 'bottom up' communication and cooperation problems, because deregulation was slow and participation options were either not available or not realized. However, parliamentary democracy – and hopefully the EC is on its way towards it – hardly survives, if its policy is not supported by the majority of an educated public (cf. Lengfeld, Liebig & Märker 2000: 22). *Public concern and education* is of considerable concern, since science-based societies and long term ecological challenges demand *high levels of competences* at the civic as well as political level, because environmental problems and social developments are at the same time products and determinants of human life.

– *At the national level* media, politics and education followed scientific concept changes since the 70s, in fact their focus swayed from reduction of pollution and after-caring methods to prevention strategies – including social and trans-national points of view. However, at the same time politicians, media and large parts of the public were at pains to cope in an intelligent way with different national traditions and with values of other cultures, or to manage inevitable conflicts (cf. Delors Report 1996: 22). – All in all, the *didactic dichotomy* between concrete life experience and complex abstract problems was neither bridged by national politics, mass media nor education. Interestingly enough, most individuals use quite intelligent means to adjust to their environmental conditions at the local level while mankind is in danger to destroy its global foundations of life.

Obviously it is difficult to cope with the dichotomy of primary nature experience, secondary learning about ecology in regional or national contexts and with tertiary computer calculations for instance in terms of sustainable concepts. This is due to the fact that politics, media and individuals are short term oriented while European and sustainable processes tend to be long term developments.

– *At the European level* the situation is somewhat different: According to *public opinion research* there exists: 1. more public confidence in law and education than in party politics, media and trade unions, 2. great concern for environmental problems and, 3. greater expectations to European environmental politics and trans-national regulations than to national politics (Schleicher 2000: 428, 458). Apparently the public recognizes that 'pollution knows no frontiers' (Schleicher 1992) and that the European Council was quite active in environmental terms over the last decades. It forwarded i.a. five environmental action programs, more than 200 pieces of environmental legislation³ and supports the improvement of 'life quality', because the discrepancy between human life styles and

natural resources increases continuously and can no longer be managed at the national level.

Also *environmental education* became an important European activity at various levels in spite of the principle of subsidiarity. The Commission was asked for instance to forward proposals and spread best practice (cf. the greenbook on 'city environment'; EG-Kommission 1990), it supported analyses of school innovations (Schule und Gesellschaft 2000), developed a network of 'environmental schools in Europe' (Büschgens & Heyde 1996), encouraged trans-national exchanges at the school and university level (cf. Socrates Program). Furthermore it published a 'study guide' for environmental courses (EC-Study Guide 1993) and supported training programs for teachers, administrators and members of NGOs (cf. Schleicher & Leal Filho 1999: 179), and last but not least it considerably financed the cooperation and evaluation of research (cf. the fifth frame-concept 1998–2002).⁴ The 'Strategic Analysis of Specific Policy Issues' was one of the latest concerns in 2001, to develop a European Research Area (ERA), in order to integrate research facilities, based on common values, aiming to preserve the ecosystem.

On the whole, environmental issues stimulated a *comparative literature*, evaluating national problems against European legal and policy standards, thus shaping policy stances and favouring governmental consensus. And this normative supranationalism challenges national policies, since it points towards the gaps between national promises and performances, respectively to most effective procedures of pollution prevention in the EU.

"As the Community moves towards a common environmental policy, with universally applicable environmental rules, the extent to which individual member states compare in their environmental performance, previously an academic interests, becomes of crucial interest to governments and interest groups", i.e. "to what extent will countries be able to structure their environmental policies around nationally preferred precepts" (Buller, Lowe & Flynn 1993: 193).

In the long run these developments may even erode the distinctiveness of national policy styles⁵ *leaving subsidiary regulations to local circumstances* (ibid.: 175, 180; Liefferink & Mol 1993: 101).

On the other hand the Amsterdam Treaty (1997) aimed to make European decisions and documents as open and transparent as possible to the citizens (Art. 1,5). In fact, it gave *citizens* and residents of the Union *the right of access to documents* of the European Parliament, Council and Commission (Art. 255), in order to enable them to participate more closely in the decision-making process and to make administration more accountable vis-à-vis the citizen in a democratic system (EC-Commission Doc. 500PC0030).⁶ Accordingly, the Commission started an '*Interactive Policy Making*' as part of the 'e-Commission' initiative. This strategy leads to more '*corporate governance*', i.e. it allows quick feed back with regard to the planned legislation, (i.e. by contact to especially concerned target groups) and thus helps to respond more accurately to demands of citizens, consumers and business (cf. the European Health Forum, http://europa.eu.int/comm/internal_market/en/update/citizen/ipm.htm).⁷ Thus, engaged citizens and groups have an opportunity to respond to special fields of politics that is one of the goals of 'corporate governance' (cf. http://europa.eu.int/comm/index_de.htm).

On the whole, the EC-Commission wants to broaden and to *enrich the public debate on European matters*, to make scientific expertise more democratic, to encourage citizens conferences and to improve European executive responsibilities through *horizontal and vertical decentralisation* (i.a. by shared responsibilities based on contracts on specific objectives) (EG-Kommission 2000: 7).

♦ As is obvious from national as well as European developments, the citizens and education systems need closer relation to the scientific, political and information domain. If the information and education agents shall support sustainable development, they have to mediate between learner interest and institutional supply, between social awareness and political decision making, as well as between civil participation and European regulations. – Until now, however, the people are still little involved in European affairs (e.g. environmental protection); often teachers are hardly aware of the European integration process (neither the decision making nor legal consequences); and the EU cannot be understood by traditional systems-criteria of nation, state or government. Simultaneously ecological developments (e.g. water safety and supply) are *complex phenomena* with side- and distance effects, i.e. they *demand considerable factual knowledge and system competence* to handle antagonisms of aims and information flow-lines, as well as calculations of the known and unknown factors.

Importance of Corporate Governance

Generally people act in their neighbourhood with first hand experience, while the constructs of the global village or sustainable globe are highly abstract, for they depend on computer models of experts that are difficult to understand by politicians and citizens (cf. Wellmer & Becker-Platen 1999: 27, 35). Thus, sustainable comprehension and action depend on bridging over the gap between direct and immediate experience at the local level and abstract perceptions and long term developments of EU or global conditions. Obviously it is an information and educational as well as a political task, to manage this dichotomy (cf. table 1).

1. In the political and administrative field participation models exist at the *local level*, mediating between experts, administration and citizens via a discourse-negotiation-system (Feindt 1997: 39; Herbert 1989: 111). The flexibility and civic contacts can be considerable at this level, although many mechanisms are rather temporary, they use to concentrate on local specifics and tend to lead to external action.
2. At the *national level* professionalized state-administration – developed in the 19th Century to control the citizens (cf. Torstendahl 1991) – still tends to demand civil loyalties. However, with regard to long term and transboundary challenges in the 21st Century there exists little experience (cf. May et al. 1996: 173) and limited autonomy in decision making (cf. Europäische Kommission 1999).
3. Finally *trans-national power structures* (like the EU) and international agencies (e.g. UN or IPCC⁸) have hardly democratic legitimacy, little knowledge of local circumstances and even less contact to the citizens. Nevertheless, important steps towards *global governance* – focussing on environmental protection, education and cooperation – can be observed since the mid20th Century. Lately the ‘Commission on Global Governance’ stressed for instance the importance of the civil society to

amplify the voice of the people (Commission on Global Governance).⁹ Table 2 illustrates that the initiatives so far have been rather sectorial, additive or of national interest.

Table 2: Timeline to Global Governance¹⁰

Timeline to Global Governance
(some examples)

1918	The League of Nations – first proposed in The Round Table.
1933	The Wilderness Society.
1942	Declaration by “United Nations” – first official use of the name “United Nations” (signed 1945)
1945	UNESCO – created in London.
1961	World Wildlife Fund.
1964	Wilderness Act of 1964
1968	Club of Rome – organized, and published Limits to Growth.
.....	
1970	Environmental Protection Agency.
1971	RAMSAR Treaty on Wetlands.
1972	World Heritage Convention – adopted by UNESCO. Earth Summit I – First U.N. Conference on Environment.
1975	Belgrade Charter - Global Framework for Environmental Education. Promoted by NAAEE
1979	U.S. MAB (M) – (Man and the Biosphere Program) launched by agency agreement with UNESCO.
.....	
1987	Our Common Future, which defined “sustainable development”.
1988	Global Forum on Human Survival
1991	Stockholm Initiative on Global Security and Governance – origin of Commission on Global Governance.
1995	Our Global Neighborhood – final report released by the Commission on Global Governance. Global Biodiversity Assessment – released by UNEP.
1997	Kyoto Protocol – Adopted. Converts voluntary climate change treaty to binding international law. International Conference on Environment and Society – sponsored by UNESCO in Thessaloniki. Survey of environmental education movement.
1999	Charter for Global Democracy – consolidates recommendations of Commission on Global Governance into 12 principles.
2000	Millennium Summit – September 6–8, New York

In comparison to the dominant global, national and local policy structures, corporate governance offers a *chance to mediate* between the different levels, their concern and competence, in fact, it may be regarded as “the sum of the many ways individuals and institutions, public and private, manage their common affairs” (Fréchette 1998). As a *political process* it helps to cope more adequately with environmental behaviour and problems beyond market principles – interrelating conduct, procedures, institutions and regulations at different levels and of various cultures.

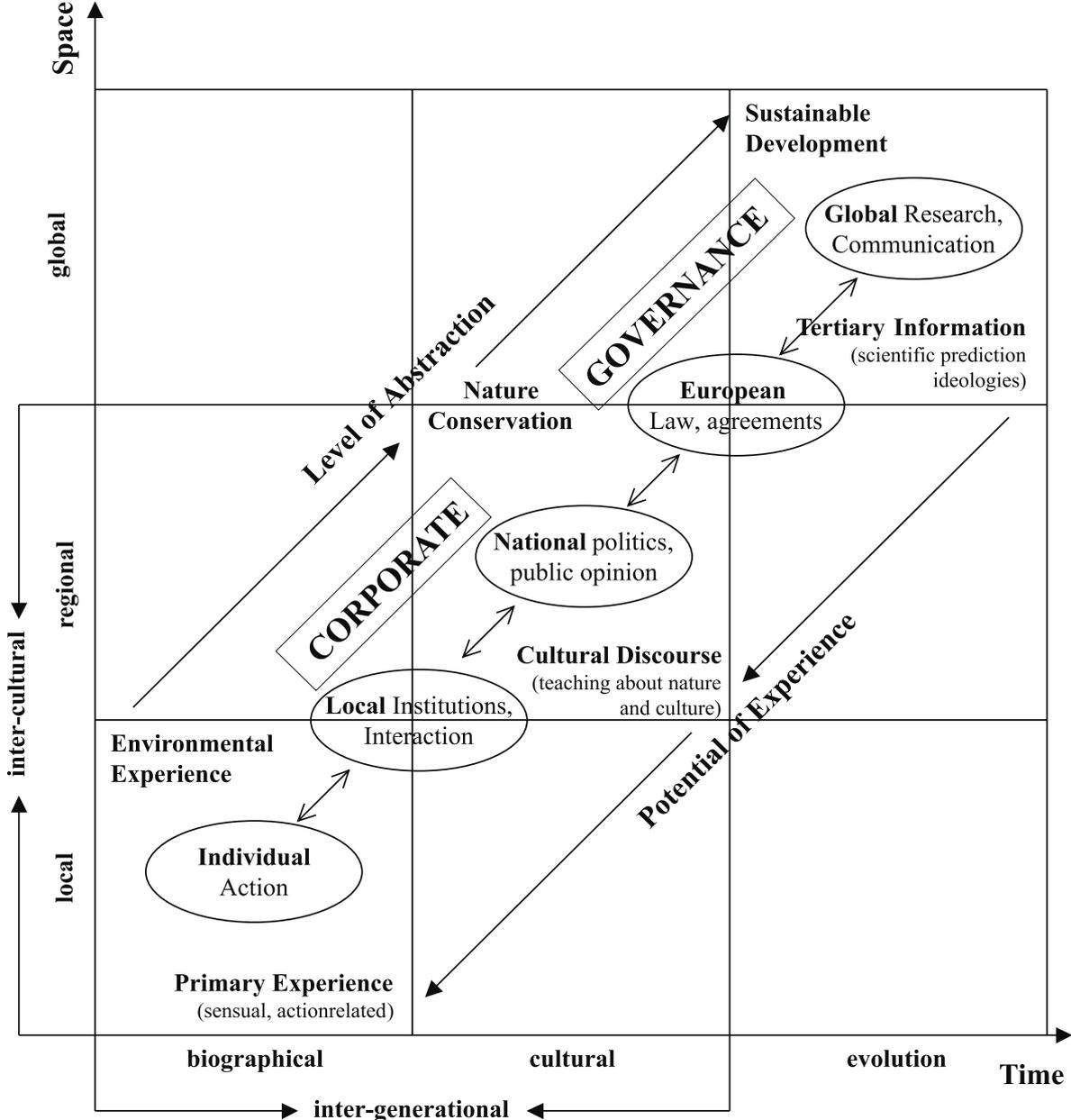
A specific chance for *corporate governance in the European Union* exists, since the EU is not a state and will not become a state in the next time. Instead the EU relies at the same time on forms of supranational integration (enforced by law), on intergovernmental cooperation (of the state representatives) and on public support (e.g. with regard to environmental protection). The Union can only cope with *multinationalism, multiculturalism and multilingualism* if it balances local and trans-national affairs, respectively bottom up demands (in terms of diversity) and top down frames of cooperation (in terms of equal rights) (cf. Cwik 1997/98: 275). On the one hand, supranational EU-legislation and policy binds up member states and the standards give a chance to compare their level of performance and policy. On the other hand, EU-policies are increasingly addressed by various pressure groups and supported by the European Court and Parliament. Thirdly scientific analyses rely on trans-national data banks (e.g. Eurobarometer, Eurostat, European Environmental Agency, etc.).¹¹ Thus, corporate government could make the somehow intransparent and non-democratic European system more efficient and more related to the citizens, because complex environmental issues (for instance river and water protection) demand interrelated perceptions of consumers and producers (to set up standards), as well as interagency-contacts and cooperation between NGOs and the media.¹² Apparently, a *‘political process’* is needed to cope simultaneously with institutional levels (local to European), with international experience (e.g. Unesco-conferences debates since Tbilisi), with public response (cf. Eurobarometer) and with the legal framework in Europe (covering different environmental dimensions). Discrepancies between long term developments e.g. of fundamental ‘human rights’, changes towards trans-disciplinarity paradigms and success in public education on the one hand have to be balanced with short term political and economic interest as well as media pressures and educational instruction.

The approach corresponds with one of the EC-Commission’s *strategic priorities*, because the Commission needs civic support all the more, since national governments try to weaken its position (cf. Nizza meeting)¹³. In 1997 an *Action Plan* (1996–1998) concerned with learning in the information society focussed on interrelating local, regional and national education initiatives in order to limit inequalities in the access to knowledge and culture via e-media and to support the ‘European dimension’ in education (EG-Kommission 1997a). Then, by summer 2001 a *White Paper* on ‘European Governance’ will be presented, based on 12 working groups, i.a. concerned with participation of civil society and decentralisation (http://europa.eu.int/comm/governance/areas/group3/index_en.htm). Examples shall be given there, why a consensus building strategy is necessary between different political levels, regions, actors and especially the public – to make EU-policy and its cooperation with the sciences, market forces, media and education as well as NGOs more transparent, accountable, coherent, acceptable and effective. And this

openness to regional as well as cultural and local diversification is unavoidable, since the European regulatory style and the normative function of it needs to be adjusted and applied to substantial variations in terms of culture or economic development, furthermore it needs to be accepted by the citizens and transformed to practical demands.

Table 3: Corporate Government (Environmental Politics, Communication, Learning)

Space-Time-Related
Corporate Governance
Environmental Politics, Communication, Learning



The Commission seems not only to be aware that environmental protection and regulations need *civil cooperation*, but also that citizens do not change their behaviour unless they understand what is at stake, unless they feel their interest is considered and unless they can participate in political decision making. Therefore the EC-Commission intended (EG-Kommission 2000: 6):

- not only “to reform the processes for preparing and implementing community rules but also to ensure ... interaction between public and private actors ...”;
- to improve “the exercise of European executive responsibilities through decentralisation”, and
- to promote “coherence and co-operation within a ‘networked’ Europe”, i.a. by monitoring and benchmarking of good practice.

To put such concerns *into operation*, a *web site* with regard to European Research pointed to some experience (March 2001): “how can society keep track of and exploit the fast moving developments in science, technology and economy, while maintaining its basic and intrinsic values?” or how can it be avoided that research systems operate primarily on their former assumption that ‘science spontaneously produces knowledge that could be used by society’. Accordingly, an *on-line forum* promotes interaction between policy-makers and the public in order to bring them closer to science and research policy, i.a. with the European Group on Ethics in Science and New Technologies. In addition an *EU working group* wants to establish better connections between the public, experts and policy-makers, i.a. to absorb bottom up comments in the face of issues such as BSE or genetically modified organisms, respectively to democratise expertise and to establish European scientific references, for instance with regard to the following aspects:

- who makes the selection of experts, ...
 - how should uncertainties in the knowledge be dealt with by the experts and policy-makers,
 - how can one make expertise understandable and accessible to the public, or
 - how to encourage a dialogue and mutual learning between experts and the public.
- ♦ Some *experiences* are already available from the mentioned *Aalborg Charta* (adopted in 1998 by 39 countries and the EU). The Charta links environmental and human rights, because sustainable development could only be achieved through an involvement of all stakeholders. Accordingly it focused on interaction between the public and public authorities in a democratic context (Economic Commission for Europe 2000). It is regarded as a key element, to strengthen the “*citizens’ environmental rights*” so that they can “play a full and active role in bringing about changes in consumption and production patterns ...” (ibid.: 12, 19). Furthermore, the Commission stressed: “Participation should be timely, effective, adequate and formal, and contain information, notification, dialogue, consideration and response (ibid.: 85). Also “information about the procedures for *participation in environmental decision-making*” shall be given and a widespread public awareness be encouraged, i.a. by intensified environmental education.¹⁴ In the last respect the intention is largely in line with 1997 Thessaloniki Declaration of the UNESCO Conference on Environment and Society, picking up recommendations of the Tbilisi

Intergovernmental Conference on Environmental Education 1977, which stressed the importance of an educated public. The role of education (Brinckmann & Scott 1996) and public awareness (Schleicher 2000) for sustainability was highlighted because:

“A collective learning process, partnerships, equal participation and continuous dialogue are required among governments, local authorities, academia, enterprises, consumers, NGOs, media and other actors”. Generally, “Education is an indispensable means ... to exercise personal choice and responsibility, ...” so that “special emphasis should be given to the strengthening and eventual reorientation of teacher training programmes ...” etc. (<http://www.umweltprogramme.de/eeen/issue09/2.html>).

Conclusion and Outlook

The European Community has to handle different time-horizons, space-concepts and cultural perceptions as well as so called ‘hard’ and ‘soft’ facts with regard to environmental development. Thus, demand for *corporate governance* is increasing, to cope with the interacting dynamics of information and research, administration and politics as well as with civic and public comprehension. However, there exist considerable *obstacles*, since the life relevance of the EU-activities is little recognized by the public. Often national governments even tend to prevent public access to European documents so that the citizens’ ombudsman called on the European parliament to safeguard their rights (<http://www.euro-ombudsman.eu.int>; cf. Abl. C44, 1998).¹⁵ Furthermore, research developments are neither adequately absorbed by administration nor the public. This is partly due to the fact that ecological matters are no longer solely a matter of national behaviour but that it is also important “to take on board the interaction between the nation and the Community” (Butler, Lowe & Flynn 1993: 183). At the European level the Prodi-Commission however tries to strengthen corporate governance. The citizens are at least informed by the commission’s EUR-OP News about the common market and equal pay, by the Citizens First Website about their rights, equivalence of educational exams and social security systems or, from September 2001 onwards, via ‘a series of on-line consultation on its new interactive portal, ‘Your Voice in Europe’ (http://europa.eu.int/comm/governance/white_paper/index_en.htm; cf. <http://citizens.eu.int>).

So, if we want to facilitate a sustainable future, the long term national ideological and cultural traditions and the rather medium-term regulatory EU-styles (in economics and environmental law) have to be balanced. Thus, discrepancies between the development of fundamental ‘human rights’, changing trans-disciplinary paradigms in science, multi-level structures in political planning and concepts of public education need to be better interrelated. Here ‘*corporate governance*’ offers considerable opportunities. It demands negotiations leading to ‘package deals’, linking trans-national agendas with national policies and local participation. Promising is at least, that the European Union links its support for *corporate governance* with the intention to develop an *educated public*.

Notes

1. The growing awareness of this need in the 70s is obvious from bibliographies such as: World trends in environmental education. In: Educational documentation and information. Bulletin of the Intern. Bureau of Education. No 200, 1976.
2. Over the years it has been pointed out: Politics can hardly overrate the expansion of human and social resources (OECD-Bildungsminister 2001: 3) because citizens need qualifications to

- participate in the science based society. Thus, information as well as education concepts should lead beyond factional knowledge and be of practical relevance (EG-Kommission 1995: 18).
3. European environmental politics, agreed upon since 1973 (cf. the programme of action on the environment; Doc. 473Y1220) led to forward looking legislation, i.a. 1993 with the 'Community programme of policy and action in relation to the environment and sustainable development' (Doc. 493Y0515).
 4. Here, 15 Billion Ecu are supporting trans-national research i.a. on 'life quality and management of life resources' or 'energy, environment and sustainable development', encouraging e.g. a better use of human resources and improving the socio-economic sciences.
 5. The comparative literature first centred on US experience with a natural science focus than amongst European nations including social dimensions and actions.
 6. The treaty demanded regulations till Mai 1st in 2001 about public access to EU-documents. The document still needed the consent of the European Parliament and Council of Ministers April the 30th 2001.
 7. In order to facilitate European comprehension, the European Parliament presented parts of its Intranet in the Internet, so that the working procedure of its 17 standing committees can be followed up by the public. Many working papers are already available prior to the meeting of the committees. In addition the EU installed a virtual forum for a dialogue on Europe in February 2000 and started an Internet-page 'Futurum' – open to the citizens – to interrelate debates on future developments of Europe (http://europa.eu.int/futurum/index_de.htm).
 8. IPCC of UNO: Intergovernmental Panel on Climate Change (Internationaler Rat für Klima-veränderungen).
 9. "Civil society groups should demonstrate the highest standards of transparency, accountability and integrity, accepting full scrutiny by the media and public watchdog groups" (ibid.: 6).
 10. Summarized from: <http://www.sovereignty.net/p/gsov/timeline.html>
 11. Data presented in the European Environmental Yearbook are supplemented and broadened by OECD studies (State of the Environment, 1991).
 12. In comparison political science debates on EU-politics, either with a focus on intergovernmental development, on supranational norms or on federal structures had relative little practical environmental relevance so far.
 13. Since October 2000 the President of the Commission, Mr. Prodi, urged the member states several times, not to undermine the conceptual tasks and decision making of the Commission, either via intergovernmental cooperation (in the field of financial, defence or foreign policy) or by a determined delay of the Lisbon agreement in March 2000.
 14. How these concepts could be put into practice is summarized under the general requirement and implementation guidance (p. 88). In the face of such goals, the preambular paragraphs emphasize "the importance of education ... and the use of electronic media to improve communication", respectively § 15 emphasises "the importance of ecological education as an integral part of general education".
 15. Sometimes even the European Parliament does not get important information about interstate negotiations which are internet-available in Hungary or Estland (FAZ 12.10.00).

Bibliography

- Aalborg-Charta (1994). *Charta der Europäischen Städte und Gemeinden auf dem Weg zur Zukunftsbeständigkeit* (Charta von Aalborg, verabschiedet 27.5.1994).
- BMBF (Bundesministerium für Bildung und Forschung). (2000). *Rahmenkonzept Sozial-ökologische Forschung*. Bonn (Mimeo).
- Brinckmann, F. & Scott, W. (1996). Reviewing a European Union Initiative on Environmental Education within Programmes of Pre-service Teacher Education. *Environmental Education Research*, 2 (1), 5.
- Brundtland-Report. (World Commission on Environment and Development). (Ed.). (1987). *Our Common Future*. Oxford: University Press.
- Büschgens, V. & Heyde, U. v. (1996). *Aufbau schulischer Netzwerke am Beispiel des Projekts ,Um-*

- weltschule in Europa'. Pilotphase 1995/96 in Hildesheim. Dokumentation der Installation und Prozessbegleitung. Hannover (Mimeo).
- Butler, H., Lowe, P. & Flynn, A. (1993). National responses to the Europeanisation of environmental policy: A selective review of comparative research. In J.D. Liefferink, P. Lowe & A. Mol (Eds.), *European Integration and Environmental Policy* (pp. 175 ff.). London: Belhaven.
- Cwik, M. (1997/98). Europe – from bottom up (pp. 275 ff.). In Haus Rissen, *Rissener Jahrbuch 1997/98*.
- Commission on Global Governance. *The Millennium Year and the Reform Process* (<http://www.cgg.ch/millennium.htm>).
- Club of Rome: Meadows, D.H. et al. (1972). *The limits of Growth. A Report for the Club of Rome's Project on the Predicament of Mankind*. New York: Universe Book.
- Club of Rome: Botkin, J., Elmandjra, M. & Malitzka, M. (1979). *Das menschliche Dilemma, Zukunft und Lernen*. Wien: Molden.
- Delors Report: Delors, H. et al. (1996). *Learning: The treasure within. Report to UNESCO of the International Commission on Education for the 21st Cent.* Paris: Unesco.
- Deutscher Bundestag (1999). *Bericht zur Technologiefolgenabschätzung*. Drucksache 14/571.
- EEA (European Environment Agency). (1995). *Putting Information to Use*. Copenhagen: EEA.
- EC-Commission Doc. 500PC0030. *Legislation under preparation. Commission proposals*. (http://europa.eu.int/eur-lex/en/com/dat/2000/en_500PC0030.html).
- EC-Study Guide to environmental-related courses. (1993). Luxembourg: Office for Official Publications of the European Communities.
- EG-Kommission. (1990). *Grünbuch über die städtische Umwelt*. Brüssel.
- EG-Kommission. (1995). *Arbeitsdokument der Kommissionsdienststellen – Umwelterziehung*. Brüssel (SEK (95) 1754).
- EG-Kommission. (1997a). *Lernen in der Informationsgesellschaft. Aktionsplan für eine europäische Initiative in der Schulbildung (1996–1998)*. Luxembourg
- EG-Kommission. (1997b). Vorschlag für einen Beschluß des Rates über ein Aktionsprogramm der Gemeinschaft zur Förderung von hauptsächlich im Umweltschutz tätigen Nichtregierungsorganisationen. *Amtsblatt der EG 104/11* vom 3.4.1997 und *L345* vom 30.12.1997.
- EG-Kommission. (2000). *Ein Weißbuch zur 'Governance' für die Europäische Union. Die Demokratie in der Europäischen Union vertiefen*. Arbeitsprogramm. Arbeitsdokument der Dienststellen der Kommission. Brüssel, SEK (2000) 1547/7 endg., 11.10.2000 (vgl. White Paper on European Governance, Com (2001) 428 final. Brussels 25.7.2001 (http://europa.eu.int/comm/governance/white_paper/index_eu.hmt)).
- Europäische Kommission. (Hrsg.). (1999). *EUREK – Europäisches Raumentwicklungskonzept. Auf dem Wege zu einer räumlich ausgewogenen und nachhaltigen Entwicklung in der Europäischen Union*. Luxemburg. Amt für amtl. Veröffentlichungen der EG.
- Feindt, P. (1997). Kommunale Demokratie in der Umweltpolitik. Neue Beteiligungsmodelle. *Aus Politik und Zeitgeschichte* 27.6.1997, 39.
- Fréchette, L. (1998). (Deputy Secretary-General to the Overseas Development Institute in London): *Reviews options for institutional changes, to meet growing challenge of global governance*. Press Release DSG/SM/39, ECO/9, 8,12.
- Herbert, W. (1989). *Bürgernahe Verwaltung als Leitbild öffentlichen Handelns. Einstellungen von Mitgliedern des höheren Dienstes der öffentlichen Verwaltung zu Staat, Politik und Gesellschaft*. Speyer: Forschungsinstitut für öffentl. Verwaltung.
- Inglehart, R., Basanez, M. & Moreno, A. (1998). *Human Values and Beliefs. A Cross-Cultural Sourcebook. Findings from the 1990–1993 World Values Survey*. Michigan: University Press.
- Kellner, B. (2001, 13. Juni). Das Web-K@binett. *Die Welt*.
- Kuhn, Th. (1962). *The structure of scientific revolutions*. Chicago: University Press.
- Kyburz-Graber, R., Halder, U., Hügli, A. & Ritter, M. (2001). *Umweltbildung im 20. Jahrhundert*. Münster: Waxmann.
- Lengfeld, H., Liebig, St. & Märker, A. (2000). Politisches Engagement, Protest und die Bedeutung sozialer Ungerechtigkeit. *Aus Politik und Zeitgeschichte*, 11.2.2000, 22.
- Liefferink, J.D. & Mol, A. (1993). Environmental policy making in the European Community: an evaluation of theoretical perspectives. In J.D. Liefferink, P. Lowe & A. Mol (Eds.), *European Integration and Environmental Policy*. London: Belhaven.

- May, P., Burby, R., Ericksen, N. et al. (1996). *Environmental Management and Governance*. London: Routledge.
- OECD (2000). *Bildung auf einen Blick. OECD Indikatoren. Ausbildung und Kompetenzen*. Paris: OECD.
- OECD-Bildungsminister. (2001). *Kommuniqué: In Kompetenzen für alle investieren*. Tagung Paris 3.–4.4.2001 (http://www.bmbf.de/press01/ELS_COM.pad).
- Rohrmoser, G. (1972). *Die Krise der Institutionen*. München: Goldmann.
- Schleicher, K. (Ed.). (1992). *Pollution knows no frontiers*. New York: Paragon House.
- Schleicher, K. (Hrsg.). (1996). *Umweltbewußtsein und Umweltbildung in der Europäischen Union* (2. Aufl.). Hamburg: Krämer.
- Schleicher, K. (1999). Einleitung: Umweltbildung aus europäischer, nationaler und subsidiärer Perspektive. In K. Schleicher & W. Leal Filho (Hrsg.), *Europäische und nationale Umweltbildung im Vergleich* (S. 1–16). Münster: Waxmann.
- Schleicher, K. (2000). Notwendigkeit einer gebildeten Öffentlichkeit für ein demokratisches Europa. In K. Schleicher & P.J. Weber (Hrsg.), *Zeitgeschichte Europäischer Bildung. 1970–2000* (Bd. 1 Europäische Bildungsdynamik und Trends) (S. 411–482). Münster: Waxmann.
- „Schule und Gesellschaft“. (2000). *Schulinnovationen. Internationaler Workshop. Innovationen in der Lehrerbildung durch Umweltbildung*. Sonderheft Jänner 2000.
- Torstendahl, R. (1991). *Bureaucratisation in northwestern Europe 1880–1985: Domination and Governance*. London: Routledge.
- Ulfkotte, U. (2001, 6. April). Vernachlässigte Bürger. *Frankfurter Allgemeine Zeitung*, S. 12.
- Wellmer, F.-W. & Becker-Platen, J. (Hrsg.). (1999). *Mit der Erde leben. Beiträge Geologischer Dienste zur Daseinsvorsorge und nachhaltiger Entwicklung*. Berlin: Springer.