

When looking at the world as an ecologist, I am greatly concerned about the state of our planet, Europe and the Netherlands. Issues like climate change, biodiversity loss, exhaustion of natural resources, decreasing resilience of ecosystems, and the extremely challenging pressure from the consumption economy are key issues to be tackled in the New European Bauhaus.

The vision behind these plans, from Europe to be the first climate-neutral continent in 2050 to the deal being a cultural, human centered and positive “touchable” experience, and more, are very similar to the vision and goals I have in my work, now and in the past. These plans show a commitment to have real impact that lasts, using innovative ways to reach it. This makes me quite excited.

I read the New European Bauhaus and The European Green Deal documentation with great interest. The ambition, goals and the diversity of intertwined fields (e.g. sociology, architecture, ecology) to achieve them, speaks to me a lot. Educated as a biologist and ecologist, I have always been interested in the overlap of different fields of expertise.

Coming from a study background of ‘green’ sustainability, I became more aware of the ‘social’ side of sustainability challenges at the end of my studies. I realized that sustainability in its current form in the Netherlands only reached a ‘happy few’, an elite. Factors regarding wealth, education level, unequal opportunity, i.e. socio-economic position in society, largely determine sustainable behaviour. Simply put: acting sustainably is a privilege. In that sense, working on social issues like discrimination in labor, education, justice, media, might be a prerequisite for inclusive sustainability.

In my perspective, not factoring in sufficiently (local) socio-economic inequality, is one of the main problems of the green and sustainability organizations in the Netherlands. In my vision, for a just sustainable transition, everybody should be part of it, i.e. it should be an inclusive sustainable transition.

To help achieve an inclusive sustainable transition, I started a media platform Fawaka Nederland / 'Fawaka Netherlands ([www.fawakanederland.nl](http://www.fawakanederland.nl)) with inspiring stories of young sustainable role models from all education levels and cultural backgrounds, with as much diversity as possible, after my studies.

The last four years, I've been working as founder and director on the social enterprise Fawaka Ondernemersschool / 'Fawaka School of Entrepreneurship' ([www.fawakaondernemersschool.nl](http://www.fawakaondernemersschool.nl)), where kids learn about being sustainable entrepreneurs; having a positive impact on the world and on the people with whom they share it. Children are working on the self development that comes with entrepreneurship, whilst having a positive impact on people and the planet at the same time. We have extra attention for socio-economic deprived areas and groups - and we work with role models the children can recognize themselves in. We work throughout the Netherlands with primary and secondary schools, welfare organizations, businesses and (local) government. We focus on education for sustainable development and entrepreneurship and also on global citizenship education.

My mission is contributing to the creation of a sustainable inclusive world by giving the younger generations the tools to do better than we as older generations have done (of which I see myself as a part too). An inclusive and sustainable society should be the basis of education for every young world citizen. To achieve representation, access, diversity and inclusion in a broad sense are absolutely crucial. To me, this is the 'co-creation and bottom-up project' the documentation speaks of, and the projects I set up can be seen as examples of the new solutions the New European Bauhaus and the president and her cabinet are aiming for.

Which might also be of interest is the current scientific research we are setting up with Fawaka in cooperation with the Amsterdam University of Applied Sciences and governmental social impact organizations Amsterdam Impact. This research focuses on the participation and learning efficiency in the Fawaka School of Entrepreneurship programs. With these organizations we are currently setting up an worldwide consortium to research best practices of sustainable transition for the young generation and for implementation in different countries, such as Germany, Indonesia, Australia and Scotland.

Although the plans make me excited, they also raise some questions for me.

I am wondering about the role for education in these plans, and specifically education for the younger generations in and outside the European Union. Aren't the younger generations a crucial stakeholder in all this? I would love to hear more of your thoughts on this subject.

On one hand, I feel that some of the documentation has a feel of an 'architectural' and technical approach, talking about 'buildings and infrastructures', 'scientific and engineering perspective', 'architecture', 'design', SMART cities and the reference to the Bauhaus movement (which had a big influence socially, but started from a design perspective). On the other hand, I read about 'three complementary and equally important dimensions: sustainability, quality of experience and inclusiveness.' which seems a bit incongruent to me. How do you see this?

I also would love to hear more about your thoughts on how you are going to engage EU citizens not necessarily feeling acknowledged, represented, and interested in these plans, whilst it will affect them.

I do have some ideas that I would love to discuss further.

I fully support the following statement: 'it is crucial to engage as many interested people and organisations from many different professional backgrounds and interests in meaningful conversations about the ambitions of the new European Bauhaus, its scope, its objectives and missions, its priorities, its ways of working and networking, etc.'

I think I can bring a new perspective to the advisory table, as an ecologist working on social issues and working with younger generations. And, as an entrepreneur myself, I know about getting things done - a mentality I would like to bring into the discussions at the Roundtable. I am a critical and sincere person interested in real impact, also always open to new ideas and listening to others, thinking in solutions and having a drive to work together to get to the changes that I, you, we, think are necessary to impact the world for the better, finding possible solutions together. These are a few traits that seem fitting to me for members of the High Level Roundtable.

I have a busy schedule working on impact with the Fawaka School of Entrepreneurship

team. For the New European Bauhaus High Level Roundtable, I would make time because it would mean an additional way, working together with a group of inspiring like-minded people with diverse fields of expertise, to have substantial impact, the impact both the European Commission and I are striving for.

I have a lot more questions and ideas. I am looking forward to meeting in person and to talk, discuss and learn more.

Yours sincerely,

Thiëmo Heilbron

[[Interview with Amsterdam Impact](#) talking about Fawaka School of Entrepreneurship (in English)]

[Dutch Public television VPRO Tegenlicht [having a look at a Fawaka School of Entrepreneurship program](#) (in Dutch)]

*below: participants of the Fawaka Entrepreneurship school programs*

