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Environmental Education at school

How to manage the change process towards a real ecological and even sustainable behaviour of schools

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Abstract

Two main streams require fundamental change of schools. Most European schools have been managed by the governmental institutions. The head of a school had only the competence for co-ordination, but not for taking decisions. With the general stream of liberalisation schools have to become more autonomous. This is the basis and prerequisite for the second stream, the stream of greening schools.

The Austrian Government decided 1984 to start with a program to introduce the ecological thinking and education at Austrian schools. This decision based on the recognition, that one of the most important learning areas for building up a consciousness for ecological and later sustainable aspects in the population is at school.

This contribution is based of a large research project of the Austrian academy of ecology and nature in Linz and the university of Linz. The main purpose of the research project was to investigate, how fare the above mentioned program was developed and how the change process towards a real ecological and even sustainable behaviour of schools can be managed.

The foreseen paper will be structured as follows:
In a first part, the two main streams of fundamental change will be described. The results of the investigation in Austrian schools, shown in the second part, lead to a new concept of organising successfully structures and processes at schools. The third part suggests a new structural picture of schools as basis for successful and sustainable processes, shown in the fourth part. The paper will conclude with summarising the lessons learned and with a
preview of open fields for connecting projects.
catalogue of criterias for building up environmental information systems for schools.

Keywords:

Sustainable education, change management, new management of schools