

# Results of the EMAS Conference 2006 – Education and Training

**Focus** on links between

- education/training and
- environmental management

in the light of sustainable development.

**unique combination** of sessions on environmental issues in education and best practice examples in **schools and public organisations** and links to **business and industry**

The **main objectives** were

- **communication** as a tool for developing environmental consciousness and behaviour and
- **networking** of sustainable economy and education.

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For example:

***Innovation Management, Communication and Knowledge Management*** by Risto Tenhunen, Management Consultant, Finland

The Finnish curricula for integrated issues of sustainability:  
each school includes these issues in their school curricula.

The National Board of Education has given recommendations on building and implementing the sustainable development programme.

- project SUSDE: Handbook on how to practise ecological, social, and economic sustainability in schools)
- project ENVEDU: Environmental criteria and certification system for schools

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## Environmental certification: ENVEDU

- the environmental criteria
- the certification system
- the external auditing system
- the self-assessment method

## Guide to Environmental Certification and EMAS Registration

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For example:

***EMAS - a Driver for Improving Competencies,  
Communication and Social Skills*** by Heidi Schrodtr, AHS-Rahlgasse,  
Vienna, Austria

activities in the school AHS-Rahlgasse in Vienna in terms of qualifications and knowledge

- on a school level ( measures, programmes, curricula..)
  - social acting: teamwork, conflict management and conflict resolving, gender sensitivity, ...
  - ecological knowledge: facts about ecological contexts, basic competencies in sustainable behaviour.
  - economy: knowledge about economic contexts worldwide, about resulting pressures and to live accordingly
- on an international level (Comenius projects with schools in various European countries, EMAS-network for schools)

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## Why EMAS in schools?

- organise and guarantee
  - continuity,
  - dependability
  - improvement and
  - transparency among pupils and school staff,
- important contribution to the local Agenda-21-process,
- model of an environmentally and efficiently organised system among schools

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## Session A: Communication and Training for EMS and Cleaner Production

### Education and training for EMAS

- examples of needs and demands on employees and
- expected (social) skills and “ecological” behaviour which students should already show.

Good practice of cooperation between companies and schools are presented.

- Interface between economy and education
- Personal development and further training

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## Session B: EMAS and Schools: Communication as a main driving force for improvement

### Propagating EMAS for schools - The DIR-EMAS Project

- Examples of how to spread the ideas of EMAS with the aim to improve the environmental and social effects of schools are presented.

### Communication as a driving force for EMAS - EMAS schools of European network

- International (European) networking of EMAS (and Eco) schools and teacher training organisations,
- benefits of mutual help and advantages of international cooperation and communication

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## Conclusion

The main results of the first conference day are:

- cooperation between companies and schools are very useful and successful
- EMAS is a valuable management system not only for companies but also for non profit organisations, public services and schools
- a future theme is the development of EMAS to a sustainable management system