



## **Seventh “Environment for Europe” Ministerial Conference**

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**Green Pack – Turning innovative education into action for a  
sustainable future**

**Submitted by the Regional Environmental Center for Central and  
Eastern Europe**

INFORMATION DOCUMENT

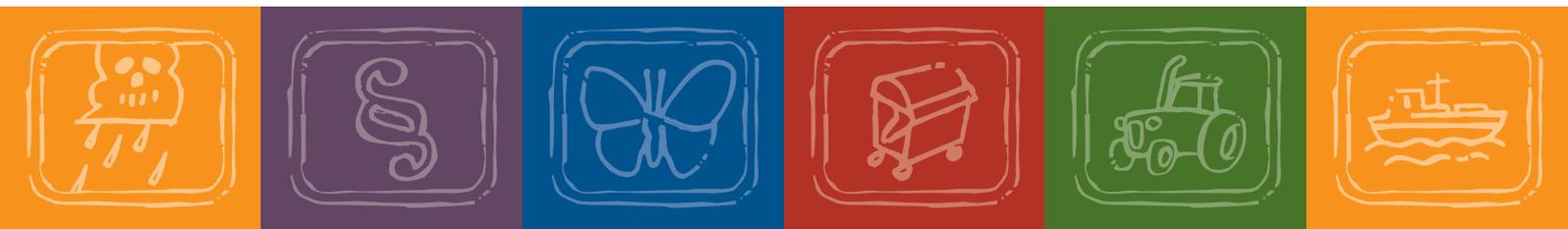


UNITED NATIONS





Turning innovative education  
into action for a sustainable future



## Background

Inspired by the political process "Environment for Europe", in 2000 the Regional Environmental Center for Central and Eastern Europe (REC) launched a programme on education for sustainable development, sponsored by Toyota. This included the development and implementation of an innovative multimedia educational kit for schoolchildren between the ages of 11 and 15 in Central and Eastern Europe.

In 2001, a pilot version of the Green Pack project was supported in Poland. Based on the initial success of this project, and after 10 years of project implementation, the Green Pack has been introduced in 18 countries in the Western Balkans, Europe and Asia. Since 2001, around 30,000 teachers and over 3 million students have been educated, fundamentally changing the way in which the teaching of sustainability is approached. Each project has been developed in cooperation with businesses, governments and NGOs in order to foster community support across a broad spectrum of society.

The Green Pack has been presented at many international forums, including the Fifth Ministerial Conference "Environment for Europe" in Kiev in May 2003, the Green Week initiative of the European Commission in Brussels in June 2003, and the European Parliament in Brussels in 2007.

## Basic Project Module

The Green Pack project goals are to build capacities, transfer know-how and establish the basis for further developments in the field of education for sustainable development in Central and Eastern Europe and worldwide.

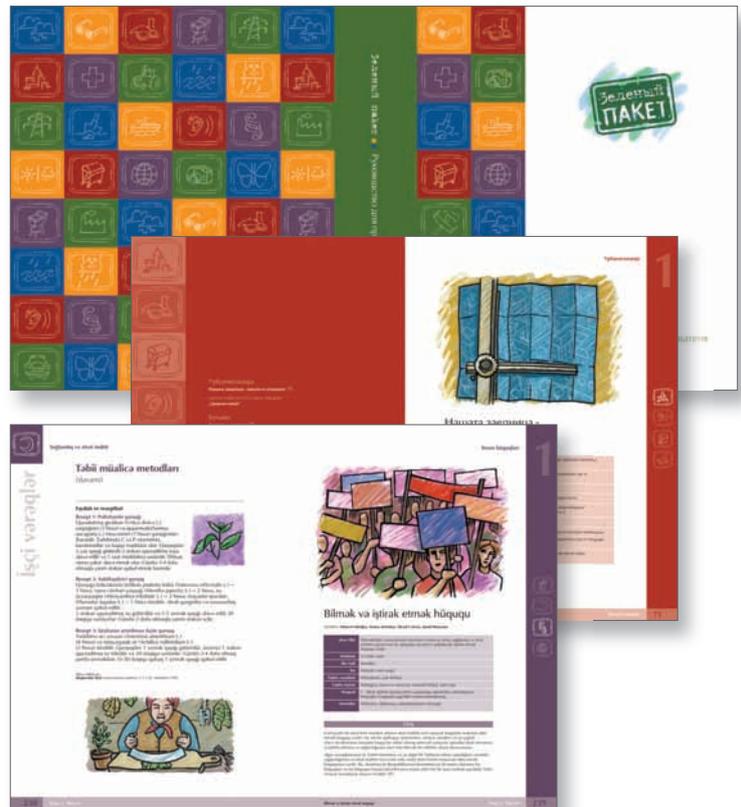
In each country the project comprises three basic phases:

### Feasibility study

This phase includes meeting with local partners such as national, regional and local institutions/organisations that will play a significant role in the following phase of the project. Preliminary plans, as well as the structure and content of the Green Pack, are defined, with the aim of harmonising the product with national curricula and educational standards.

### Country-specific Green Pack development

This phase includes the establishment of a national working group (NWG) made up of experts in environmental education from national institutions and universities, as well as representatives of educational centres. The NWG arranges local-language translations of the Green Pack. It also evaluates the most successful Green Pack components and their adaptation and helps to define the format of the Green Pack and its layout. National experts provide input on the environmental issues of greatest relevance to the particular country and contribute specific case studies.



The teacher's handbook is the main component of the Green Pack and contains lesson plans and student fact sheets.

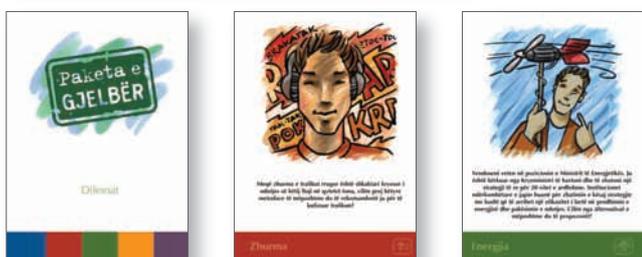
## Teacher training and Green Pack dissemination

A train-the-trainers seminar is organised, at which local partners are trained by international and local experts on how to train teachers to use the Green Pack materials. The Green Packs developed in the course of the project are handed over to local partners who are responsible for distributing them to schools and for training teachers to use the materials.

## Product Structure and Components

The Green Pack is a multimedia environmental education kit primarily intended for use in teaching children aged between 11 and 15, although it can also be used at other levels of education. It focuses on particular aspects of environmental protection and sustainable development and includes a variety of educational materials such as a teacher's handbook with lesson plans and fact sheets for students, a film collection with animated clips and educational films, an interactive CD-ROM with extensive information on various environmental topics, and a dilemma game. Users of the Green Pack are able to follow lesson plans, complemented with video presentations and additional information from the CD-ROM, which includes links to relevant websites.





The interactive CD-ROM (top) and dilemma game are fun and attractive tools that help teachers convey complex issues to their young students.

## Structure

The Green Pack covers between 22 and 25 topics related to environmental protection and sustainable development, divided into five chapters, for example:

- **Environmental components:** air, water, soil and biodiversity.
- **Threats to the environment:** urbanisation, noise, waste and chemicals.
- **Human activities and impacts:** energy, transport, industry, agriculture, forestry and tourism.
- **Global challenges:** climate change, ozone depletion, acidification, and issues affecting seas and oceans.
- **Values:** consumerism, human health and the environment, citizens' rights, and responsibility for the Earth's future.

Each of the main Green Pack components — the CD-ROM, teacher's handbook, film collection and dilemma game — follows this same structure.

## Teacher's handbook

The core element of the handbook are the lesson plans, which can be combined with the other components of the Green Pack, such as the film collection, CD-ROM and dilemma game. Each of the environmental topics is covered by one or more of the lesson plans, which are structured so as to provide users

with information about the main concept, related subjects, required materials, lesson location, ideal timing, objectives and methodology. The introduction presents basic information on the issue and users are advised to look for further information in the relevant section of the CD-ROM. Before beginning an activity, teachers can photocopy and distribute the fact sheets and handouts that are included at the end of each lesson plan. A summary table presenting information on which of the lesson plans apply to which environmental topic and their appropriateness to the different school subjects, as well as the recommended films and clips to accompany the lessons, can be found at the end of the handbook.

The activities described in the handbook have a guiding, rather than compulsory character. They are intended to stoke the teacher's imagination and lead to the organisation of events similar to the ones suggested, but corresponding to the particular needs and abilities of the students.

## CD-ROM

The CD-ROM provides information on all the environmental topics, structured as follows: general information on the topic in its context; a description of the challenge and how to overcome it; case studies; and what each of us can do.

The information is presented in texts, pictures, photos, maps, tests, interactive tables and illustrations, and film clips. Links to useful international and national websites are also provided throughout the CD-ROM. The PDF files of the lesson plans, which are the same as those in the handbook, can be downloaded and used during classroom activities.

## Film collection

The three- to five-hour film collection, presented in various formats, comprises between 30 and 50 video clips, educational films and documentaries. Information about which of them relate to each environmental topic can be found in the summary table at the end of the teachers' handbook.

## Dilemma game

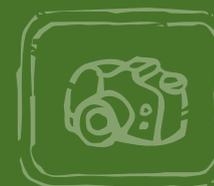
There is one case study for each environmental topic, presented in the form of a dilemma game. Each case study focuses on a particular problem and offers a number of possible ways of addressing it, as well as comments on the positive and negative aspects of each response. By working through the dilemmas, teachers and students are able to engage in in-depth discussions on particular aspects of the conflict between environmental protection and economic development and train themselves to understand and respect different opinions and build consensus.

## Website

The Green Pack website:

<http://www.rec.org/REC/Programs/Greenpack>

makes available several language versions and has been developed to further support and promote the implementation of the Green Pack.



## ■ Innovations

The Green Pack educational materials interpret the sophisticated political messages of the "Environment for Europe" process in relation to the implementation of the concept of sustainable development in the context of democratisation in countries in transition.

The Green Pack adapts those messages for targeted groups of educators, teachers and students:

- Specific challenges are presented in their global, national and regional contexts as well as at the individual level (the role of each citizen in supporting the sustainable development of society).
- The challenge of sustainability is conveyed in a compelling, accessible way and in multiple formats. Students follow lesson plans that are accompanied by complementary videos, role-playing exercises, an interactive dilemma game and additional information from a CD-ROM with Internet links).
- Emphasis is placed on the formation of new values and the establishment of new models of behaviour at school, at home and in society, rather than simply on the accumulation of knowledge. Students are, above all, partners with their teachers in activities, discussions, role-playing exercises and decision making.
- Students are encouraged to take a proactive approach to environmental challenges and are asked to share their newfound knowledge and skills with members of their family.
- Discussions are initiated with local community stakeholders on ways to achieve sustainable development.

The methodology applied by the REC during the development and adaptation of the Green Pack includes close cooperation:

- at the national level with national authorities responsible for economic, social and environmental development;
- at the professional level with institutions, organisations, universities and NGOs with expertise in the field of sustainable development;
- at the individual level with distinguished educators, scientists, politicians and decision makers involved nationally or internationally in the practical implementation of sustainable development; and
- at the international level with political, business and not-for-profit organisations such as the Organization for Security and Co-operation in Europe (OSCE), the United Nations Economic Commission for Europe (UNECE), Toyota, the Television Trust for Environment and British Petroleum, which promote sustainable development worldwide.

This methodology encourages the active involvement of local partners in the adaptation and upgrading of the Green Pack and allows them to take charge of teacher training and Green Pack dissemination. Local partners are therefore motivated to improve the quality of the materials, produce subsequent editions and train new groups of teachers.

## For more information:

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