

**Review
of implementation of Objective 6.3 (Environmental education)
of EECCA Environmental Strategy from the point of view of NGOs of the region
Prepared by the European Eco-Forum
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1. General assessment of changes at political / institutional / organizational level

Environmental Strategy of EECCA represents, first of all, the framework for implementation of environmental policy at national level, focusing on priority directions and providing general format for possible further coordination of activity. For this reason the largest attention is given to the changes, which took place at political level.

1.1 Prioritization of EE (and ESD) in the documents of national environmental policy

In EECCA countries environmental education finds its reflection mainly in environmental laws, adopted in 90ies. Only 2 countries – Armenia and Azerbaijan – have adopted laws on environmental education, but it happened before 2004. There were now laws on ESD adopted, but in Georgia from 2005 the Parliament is considering such a possibility.

Within the framework of documents, determining national environmental policy in EECCA countries EE is named as priority, while ESD is not considered in the majority of cases. These documents were also adopted before the start of implementation of the Environmental Strategy. But in 2004-2005 in Belarus, Kazakhstan and Russia a number of resolutions and documents was adopted in support of ESD at national level, and it allows to speak about emerging positive tendencies. Some information by countries, which concerns EE and ESD in national environmental policy is presented in the table.

EECCA country	Law on environmental education (and/or ESD)	Is EE (and ESD) one of priorities, pointed out in the Law on education	How the objectives, tasks, priorities of national environmental policy are determined	Is EE (and ESD) a priority in national environmental policy of the country?	What other documents (plans, programmes, etc) of national level set the task of EE and ESD development
Azerbaijan	Law of the AR “On environmental education”, 2003	EE is declared to be priority and continuous, is introduced as a main	State programme on environmentally sound sustainable social-economic development	No	“State programme on poverty reduction” (2000) “State programme of

		course in the programmes of secondary schools and high schools	is adopted (2002)		regions development” (2005) – large attention is given to the questions of sustainable development. A number of resolutions of the President
Armenia	Law of the AR “On environmental education of the population” adopted on 20 November 2001.	Law of the AR “On education” was adopted on 14 April 1999, necessity of EE is mentioned in the text	Main document of national environmental policy - NEAP, developed in 1997-1998 and approved by the Resolution of the Government of the RA N 80 of 14.12.1998. At present development of the second version of NEAP has started	There is a special section in the NEAP “Environmental education and environmental studies”, where elements of ESD in universities are mentioned (Yerevan University, State University, Pedagogical Institute, Agricultural Academy, etc.), and section “Raising awareness of the population”, where NGOs, working in the sphere of ESD, are mentioned	In 2002 Government of the RA adopted resolution, according to which obligatory course “Principles of ecology” is introduced at all faculties of the country. Strategic programme on EE was approved by the Resolution of the Government in 2003. At present the second variant is under development.
Belarus	No	Yes. In compliance with requirements,	Belarus promotes actively development	Yes, EE and ESD are separated conceptually	Concept of sustainable development (2003) –

		provided in the new version of the Law “On education”, educational activity on increasing qualification and retraining of labour should be carried out only by educational institutions.	of continuous environmental education, including formal and informal education and training.	and are supported at the level of national environmental policy. Work has started on the National programme of ESD development (2005)	priority of ESD over EE. “National strategy for sustainable social and economic development for the period till 2020” (adopted in 2004).
Georgia	No. But Committee on Ecology of the Georgian Parliament considers possibility of development and adoption of the Law on ESD	Yes		EE and ESD are supported at the level of environmental policy, programme of ESD development is planned (jointly by the Ministry of Natural Resources and Ministry of Education)	
Kazakhstan	No, but the Programme on EE is in operation, approved by the orders of the Ministry of Education, Health Care and Sports of 4 January 1999 No. 1 and Ministry of Natural Resources and Environment Protection of 30 December 1998 No.	Comprehensiveness and continuity of environmental education are fixed in the Law of the RK “On education”. It is planned to adopt the Law on education in new version in 2007, including ESD.	Parts 12 and 15 of the Law of the RD “On environmental protection”, laws “On emergencies of natural and technogenous character”, a number of Government resolutions.	Yes. Concept of EE of the Republic of Kazakhstan is adopted (2002)	Strategy for development of Kazakhstan till 2030 and its part – Strategy “Ecology and natural resources – 2030”), State programme “Development of education for 2005-2010”, where EE is a component.

	207/п. Concept of EE is approved by the Minister of Environment Protection (No. 697, 24.09. 2002), and Minister of Education and Science (No. 229, 25 .09. 2002).				
Kyrgyzstan	No	In the Law of the RK “On education” N 92 of 30 April 2003 EE is named as a priority	Law on environmental protection of 13 May 1999	There is Article 48 “Environmental education” in the Law on environmental protection of 13 May 1999.	Main documents were adopted in late 1990s, Concept of transition of the RK to sustainable development till 2010 (2 August, 2002) recognizes priority of education and reform of the education system is underway for the purposes of gaining proper knowledge in achieving harmony with nature. In 2005 Coordination Council on ESD was established at the level of the Government
Moldova	No	Yes	Yes. Special attention	Yes. Besides, in the	National Strategy

			is paid to environmental education of the young generation	<p>Strategy for economic growth and reduction of poverty.</p> <p>Main objective is determined – provision of access to high quality educational services and sustainable functioning of the education system, increase of its role in the development of human resources and economy.</p>	<p>“Education for all” (2003) and National Action Plan (2003), National Strategy for economic growth and poverty reduction (2004), First National Report “Millennium development goals in the Republic of Moldova” (2005).</p>
Russia	No	No in the Law “On education” of the RF, "Yes" in some laws of constituents of the Russian Federation	Federal Law of the RF “On environment protection” (2001) and a number of federal target programmes, in the Environmental Doctrine of the RF (approved by the Resolution of the RF Government of 31 August 2002 N 1225-p) ,	In the Environmental Doctrine of the RF and in the Action Plan on implementation of the Environmental Doctrine of the Russian Federation for 2003–2005 (MNR of Russia by the order of 28 October 2003 N 961)	<p>Concept of transition of the RF to sustainable development (Decree of the President of the RF N 440 of 01.04.1996),</p> <p>FTP “Ecology and natural resources”, FTP “Nuclear and radiation safety of Russia” for 2000–2006 and others.</p>

					<p>National project "Education Development" (some ESD-supporting components)</p> <p>On 25 May 2006 Committee on Ecology of the State Duma of the RF adopted recommendations on the development of National strategy and Action Plan on ESD in the RF. Work is going on.</p>
Tajikistan	No	No, but in 1996 Government of the Republic of Tajikistan approved "State programme of environmental education of the population till 2000 and for the period till 2010"	Law of the RT of 10.02.2002 г. N 30 "On protection of nature"	Law of the RT of 10.02.2002 г. N 30 "On protection of nature" determined the necessity of forming integrated and continuous EE for the purposes of careful attitude towards nature, rational use of its wealth	On 2 December 2005 National conference on ESD was held, which approved priority of EE and ESD at the level of the state and discussed questions of UNECE Strategy for ESD implementation in the country.
Turkmenistan	No	No	In the "Strategy for economic, political and cultural development of Turkmenistan till	Component "Environmental education" is included in the Strategy and	

			2020” and National Action Plan of the President of Turkmenistan Saparmurat Turkmenbashi on environmental protection (NEAP)	Action Plan on biodiversity conservation, EE (but not ESD) is reflected in NEAP of Turkmenistan as one of institutional principles of environmental protection management.	
Uzbekistan	No	In the “Law on education” of Uzbekistan EE is pointed out as one of components. Programme and Concept “On EE development, training and retraining of environmental staff, as well as on the perspectives of improvement of the system of raising qualification in the Republic of Uzbekistan” – approved by joint Resolution of the Ministry of Higher and	“Law on environmental protection”, NEAP “Environmental action programme in the Republic of Uzbekistan for 1999-2005”	In draft “Environmental action programme in the Republic of Uzbekistan for 2006-2010” development of the Concept of continuous EE with the account of modern processes and global initiatives in the field of EE and ESD, improvement of the state standard for EE is envisaged. Special interdepartmental commission was established, which is engaged in finalization of the Concept of continuous EE.	For the purposes of implementation of the UNECE Strategy for ESD Programme and Concept “On the development of EE, training and retraining of environmental personnel, as well as on the perspectives of improvement of the system of raising qualification in the Republic of Uzbekistan” was developed (11.2005). “State national programme on the development of education at schools

		Secondary Special Education, Ministry of Public Education and Goskompriroda of the Republic of Uzbekistan N 242/33/79 of 7 November 2005		Coordinator – State Committee of the RU on nature protection	for the period 2004 – 2009”. Presidential Decree on Measures to Enhance Women's Roles in the National Administrative and Public Development of the Republic of Uzbekistan.
Ukraine	No	No. But Article 6 of the Ukrainian Law on education (brought in force by the Resolution of the Supreme Council of Ukraine N 1144-XII (1144-12) of 04.06.91) names some principles of ESD as main principles of education.	In the Law of Ukraine “On protection of natural environment (brought in force by the Resolution of the Supreme Council of Ukraine N 1268-XII (1268-12) of 26.06.91):	Prioritization of EE is mentioned in Article 7 of the Law of Ukraine “On protection of natural environment (brought in force by the Resolution of the Supreme Council of Ukraine N 1268-XII (1268-12) of 26.06.91) · ESD is not considered as a priority	Law of Ukraine on non-school education (Newsletter of the Supreme Council of Ukraine 2000, N 46, p. 393) – environmental-naturalistic education. Concept of environmental education of Ukraine (approved by the Resolution of the Board of the Ministry of education and science of Ukraine, protocol N 13/6-19 of 20.12.2001)

1.2 Prioritization of the tasks of EE (and ESD) and education in the EECCA region in international documents and agreements.

All EECCA countries supported the adoption in March 2005 of the UNECE Strategy for ESD and Vilnius frames of Strategy implementation, appointed national coordinators of Strategy implementation (in the majority of cases – representatives of ministries of education, working in contact with environmental ministries. But, for example, in Russia, since 2004, Ministry of Natural Resources is not engaged any more in neither EE, nor ESD, all powers were delegated to the Ministry of Education and Science, which does not pay a proper attention to EE).

Item 69 of the UNECE Strategy for ESD is focused on the demand for and necessity of ESD development in EECCA and refers to the objectives of the EECCA Environmental Strategy. Thus, these international regional agreements are aimed at addressing common tasks.

In EECCA region, EE and ESD are often insufficiently clearly defined and these two concepts are not delineated. Term "EE" is substituted by term "ESD", but its meaning remains unchanged. Only in the documents of the Republic of Belarus the difference between these terms and specific relevant tasks are specially referred to.

1.3 Development of transborder, bilateral and multilateral cooperation in the field of EE (and ESD) in EECCA and its subregions.

Interstate multilateral programmes and projects in the field of EE and ESD are actively developed and implemented in Central Asia. *Annual conferences on EE and ESD* are organized (Dushanbe-2002, Bishkek-2003, Almaty-2004, Almaty-2005 and Bishkek-2006).

Framework Convention on protection and sustainable development of Carpathian mountains plays an important role in Ukraine (ratified by Law N 1672-IV (1672-15) of 07.04.2004), The Convention provides the framework for transborder co-operation with other Carpathian countries on environmental awareness raising matters.

In Tran Caucasian countries, cooperation in the sphere of ESD successfully develops at the level of partnerships with NGOs. Two Regional conferences on ESD for the Caucasus were held: in Yerevan (2003) and Tbilisi (2005).

At the level of CIS resolution was adopted on giving the status of basic organization of the states-members of the Commonwealth of Independent States in environmental education to the Educational institution “International state ecological university named after A.D. Sakharov” (Moscow, 25 November 2005),

1.4 Development of intersectoral cooperation in the field of EE (and ESD) in EECCA countries:

In the majority of EECCA countries intersectoral structures (councils, commissions) on ESD were established after March 2005, for example, in Kyrgyzstan, Moldova, Ukraine. In 2006, the Interdepartmental Commission on implementation of the UN Decade of ESD was established in Armenia. The process was primarily facilitated by launching of implementation of the UNECE Strategy for ESD. Structures on EE were not established in the period from 2004 to 2006.

At the subregional level Central Asian Working Group (CAWG) on ESD was also formed (cooperation of ministries of education and ecology, science, NGOs)

Hearings, meetings, consultations on ESD with participation of governmental bodies, NGOs, educational institutions, private sector representatives, etc. in a number of countries (Kazakhstan, Kyrgyzstan, Russia, Ukraine). The Council for sustainable development of the Republic of Kazakhstan was established (2004)

NGOs of EECCA play large role in the development of EE and ESD. In the majority of cases initiatives of NGOs are carried out under support of different funds and donor countries. Nevertheless, there are examples of direct support of NGOs' projects by national governments of EECCA countries. Thus, at present project of the Government of the RA and UNDP on the preparation of activity on NSSD of the RA is being implemented. Within the framework of this project the programme on increasing awareness of those, who make decisions in the field of ESD (organization of trainings, round tables, publication of manuals), is implemented. "Ekologichna varta" of Ukraine organizes summer ecological camps under the support of the Ukrainian Government. In Russia "ECO-Soglasie" successfully implements the project "Green package" (jointly with CEE REC), within the framework of which training materials on EE and ESD were prepared for schools (with partial support of the Ministry of Education of Moscow oblast).

Part 2. Examples of achievements / problems / in the field of development of formal and informal EE and ESD in EECCA countries

2.1 Development of formal EE and ESD

Number of hours, designated for EE and ESD at all levels of education

EE is included in schedules of secondary and higher educational institutions of EECCA. For example, in Armenia the course "Native nature" is taught in primary classes, and in the 9th class – optional course "Basic principles of nature protection and use of natural resources". Ecological knowledge is taught in the courses of biology, geography, literature and other disciplines. In 2004 methodological manual "Objectives of environmental education" for the teachers of general schools and lecturers of higher education institutes was published. The course "Theory and practice of sustainable development" is taught at the YeSU since 1994. Training guidebook (161 pages in Russian), published on the basis of this course, is used in many universities of the country.

In Russia experience and traditions in the field of EE are very strong. At present elements and programmes of EE are widely represented in higher education. Start was given to the development of ESD: the Education and Methodological Association on ecology and sustainable development classical universities was established, state standard in the field of ESD was developed. Institute of the problems of SD was created in the RChTU named after Mendeleev, teaching in the problems of SD is carried out. Curricular courses of the Public Service Academy under the President of RF incorporate some ESD elements.

The problem of ESD incorporation into state education standards and establishment of relevant specialisations still remains relevant for all countries. In the case of EE, the problem has been practically solved in all countries (in the sphere of higher education).

EE is not included in the basic schedule in school education in Russia and Ukraine, and it leads to reduction of the number of hours, designated for EE at school. The situation is much better in Armenia, Azerbaijan, Belarus, Kyrgyzstan, Kazakhstan, Uzbekistan, where EE is included in school programmes of basic plans of teaching.

ESD at the level of schools is met mainly only in authors' programmes (for example, in Kyrgyzstan – within the framework of the MEA “Biom” project “School Green Country”, in Russia – within the framework of experimental ground of 30 schools of Moscow Department of Education, AsEkO project “Local Agenda 21 for Schools”, programmes in Belarus, Kazakhstan, etc.

Number of hours, assigned for EE and ESD in Ukraine:

Educational disciplines	Total number of questions being discussed	Total number of hours for their study	Presence of environmental problems in educational disciplines			
			Environmental themes (questions)		Class hours to study	
			Number of environmental questions	%	Number of class hours	%
Geography, biology, physics, chemistry, PSLA	3005	1548	238	8	95.5	6

8% of educational topics and 6% of school time are allocated for EE in Ukrainian schools. Analysis of the content of operating school programmes shows, that environmental education is based first of all on general scientific knowledge of global and regional environmental problems and relationships. Textbooks and other educational materials are almost silent about issues which form the base for making decisions in the future and instructing pupils to act in their everyday life. For example, geography in the 5-11 classes comprises 53 environmental issues of global nature, 44 issues, associated with environmental problems of Ukraine (from the course “Geography of Ukraine”) but only 8 issues, touching upon environmental problems of a particular region. The course “Protection of Safety of Life and Activities” (PSLA), the aim of which is to teach to make decisions in difficult situations of the nearest natural-technogenic surrounding, includes only 5 questions of local level. And in biology only excursions are devoted to local biocenosa.

- **EE and ESD in non-school work with pupils**

Due to rich traditions and experience, as well as to initiatives and active work of NGOs and enthusiasm of school teachers EE is intensively developing in all EECCA countries. Examples of participation of schoolchildren in conferences, seminars, research work could be given for all EECCA countries. But financial support of this activity is practically everywhere got from non-budgetary means, at the expense of grants and other initiatives. Thus, the risk of unexpected suspension of such support remains very high in all countries.

ESD is given sufficiently less attention and support. Substitution of the term ESD with environmental education takes place in the majority of cases practically in all countries, economic and social components are not presented or are presented rather poorly.

In general, the following ratios may be demonstrated, taking Ukraine as an example

Abstracts of papers of pupils at national conferences	Number of publications on ecology and SD with participation of pupils as co-authors	Number of schoolchildren, occupied in circles, sections, etc. in the field of ecology and SD, as compared to the number of schoolchildren in the country / region

A quantitative analysis of the indicator for all EECCA countries would be appropriate.

2.2 Development of the system of staff training and retraining in the field of environmental protection and sustainable development

Training and retraining of the staff in EE is carried out in all EECCA countries. Thus, for example, in Belarus Ministry of Natural Resources and Environment Protection created Republican centre of training, raising qualification and retraining of the staff in the field of environment protection, which started to carry out educational activity since the beginning of 2005. In Uzbekistan the Programme and Concept “On the development of EE, training and retraining of environmental staff, and on the perspectives of the improvement of the system of raising qualification in the Republic of Uzbekistan” was developed (11.2005).

But it often happens, that due to growing interest in ESD, the term is substituted in the course of staff training and retraining (EE becomes ESD), while the content remains the same. In the Central Asia, ESD became a political priority in recent years. As a result, plans and official documents declare ESD support, but in practice, only a minimal progress is observed. It is necessary to pay a particular attention to contents and quality of such courses and refresher training programmes, to incorporation of economic and social aspects into them.

2.3 Development of the system of informing and education in the field of EE and ESD

In all EECCA countries data bases and environmental information centres (Aarhus Centres) are being created, but SD is not given sufficient attention in activities of all of such centres. The problem is more acute at national, district, municipal and other levels, where such centres were most often established by NGOs and depend on availability of grant financing.

The problem of quality and relevance of information materials and ads is rather acute. There are many national manuals in all countries, but they need update and republishing. At the same time, there are numerous translated manuals, that need official expert assessments.

National production of documentaries needs a particular support. Documentaries have a major public awareness raising capacity for EE and ESD and their production was traditionally well developed in all EECCA countries. However, their production declined in the transition period due to serious competition of translated foreign films. However, in recent years, in Russia, Ukraine, Belarus and other EECCA countries, many new documentaries (inc. TV documentaries) were produced that made a substantial contribution to EE.

Popular science magazines also have a major EE-promotion capacity, however, they also face serious difficulties in competition with translated foreign magazines and need support.

Zoos (in. minor ones) botanic gardens and protected areas still remain important facilities for environmental awareness raising in all countries. It is important to materialise their capacity to more efficiently.

Mass media outlets of EECCA countries mainly cover environmental awareness raising issues in connection with biodiversity conservation and pollution prevention. However, capacity of TV and radio outlets is still used insufficiently.

Social advertising provides major opportunities. However, at the background of general expansion of social advertising in the sphere of EE in some countries (Belarus, Central Asia countries), the problem of quality still remains rather acute. In order to analyse this problem it would be interesting to study the percentage of publications on EE and ESD, pointing out:

- How often national mass media highlight the problems of ecology and SD
- Development of social advertising in the field of EE and ESD (percent of social commercials on national radio, TV of the total number of commercials).

Part 3. General trends

On the whole, large work is carried out in the EECCA region in the field of EE, interesting experience is accumulated, a number of programmes are developed, projects are implemented in cooperation with NGOs and educational institutions. At the same time, even taking into account, that EE was included in the schedules of formal secondary and higher education, priority of this direction remains at moderate or low level. Support of EE development at the level of governments may be rather related to the category of successful examples. EE has not yet become the necessary

integral part of the basic education in all EECCA countries. The situation in the field of ESD is more difficult and uncertain. As it was mentioned above, substitution of terms takes place, countries report on their progress in ESD development, continuing at the same time to focus attention on EE under new title. It is necessary to pay serious attention to training and retraining of lecturers for ESD and decision-makers, and it should become a priority task on the way of further development of ESD in EECCA.

Besides that, there are specific problems in some parts of the region. For example, in some Central Asia countries, ESD introduction and further development of EE are hindered by general education decline; many regions, particularly rural ones, do not have access to education at all. In Georgia, local residents still sometimes do not trust NGOs operating in the sphere of education improvement.

Implementation of EECCA Environmental Strategy might and should promote further process of ESD integration in national environmental and education policies, development of EE, conceptual delineation of EE and ESD, as well as development of the both.

It is necessary to further improve cooperation between ministries of environment and education, as well as intersectoral cooperation in the field of ESD. Progress in the field of EE should become the base for further progress in this field. Strengthening of linkages, coordination and synergism within the framework of national processes of implementation of the EECCA Environmental Strategy and UNECE Strategy for ESD may and must become the basis for further cooperation in the field of EE and ESD. NGOs should play the most important role of facilitators and catalysts of further development of this process.

In future, within the framework of the review of EECCA Environmental Strategy implementation it may be recommended to integrate ESD in the Objective 6.3, which should be formulated as “6.3 Environmental education and education for sustainable development” in compliance with time requirements.

Five main achievements/ successes in EE Implementation in EECCA:

1. EE belongs now to key priorities of national environmental policies of all EECCA countries.
2. Intergovernmental, subregional and international co-operation programs on EE and ESD are developing. Implementation of EECCA Environmental Strategy is closely interlinked with implementation of the UNECE Strategy for ESD.
3. There is some progress in the sphere of intersectoral co-operation for EE and ESD: intersectoral co-ordination mechanisms for ESD has been established in 5 EECCA countries.
4. New curricular education courses, textbooks and manuals on EE and ESD were developed, published and introduced to education practices.
5. The number of NGOs projects in the sphere of EE and ESD is steadily growing, some projects are supported by national governments, co-operation in the sphere of informal and non-formal EE and ESD is developing at national, subregional and EECCA levels.

Five Barriers to a Faster Progress in EE implementation

1. EE does not adequately meet contemporary requirements. At the same time, at the political level and in formal education, concepts of EE and ESD are not duly delineated. As a result, these concepts are mixed: some programs and reports refer to ESD but ESD is understood as EE and not broader. ESD needs a priority development, including *inter alia* incorporation of relevant amendments to EECCA Environmental Strategy.
2. Awareness levels of decision-makers, educators and specialists need some improvement. New modern manuals and handbooks are in short supply. In recent years, many translated foreign manuals/ handbooks were published, however, they did not undergo expert assessments and do not meet requirements of the education system. Already available domestic information materials should be updated and republished and these activities should be considered as a priority.
3. National resource allocations for EE and ESD development are insufficient. It is necessary to develop support programs, grants, etc. for development of ESD and support of EE in EECCA countries, including support of NGOs projects.
4. In the sphere of environmental awareness raising, national production of documentaries in EECCA countries declined. Mass media outlets do not cover EE and ESD issues adequately. Capacity of popular science magazines, zoos, botanic gardens and social advertising is used insufficiently.
5. In some countries, e.g. in Central Asia, EE and ESD development is hindered by a general education decline; in many remote rural areas, residents do not have access to education at all. In some cases local residents sometimes do not trust NGOs operating in the sphere of education improvement, further hindering progress in the sphere.

NGOs' RECOMMENDATIONS

(based on the results of discussions on implementation of Objective 6.3 at subregional seminars)

- In the sphere of underlying laws and regulations, incorporation of EE and ESD into laws on education should be a priority, instead of drafting and enactment of separate laws on EE and ESD. It is important to ensure full compliance with applicable laws and regulations in the sphere.
- In the sphere of development of formal education, attention should be paid to education standards and establishment/maintenance of EE and ESD specialisations, as an important step for further development of EE and ESD, particularly in EECCA countries in the framework of existing education systems (accounting for their structural and management specifics).
- It is necessary to integrate ESD into Objective 6.3 as "6.3. Environmental Education and Education for Sustainable Development" in response to contemporary requirements.

- ESD education and refresher training of educators and decision-makers (primarily governmental officials) should become a priority task for further ESD development in EECCA. In particular, Aarhus centres may be used for refresher training of governmental officials. In order to ensure success of EE and ESD, attention should be paid to training of environmental lawyers.
- It would be appropriate to establish a regional EE and ESD education facility in EECCA.
- EE should be focused on certain population groups. Particular attention should be paid to decision-makers and developers (elected representatives, officials of ministries, program developers).
- EE programs should be comprehensive and their measures should not be fragmented. In Trans Caucasian countries, it would be more efficient to start from development of district- or city-level programs, gradually expanding these programs to the national level.
- Implementation of EECCA Environmental Strategy should facilitate further integration of ESD into national environmental and education policies, implementation of this task should be accounted for in the course of progress assessment (including assessment of relevant quantitative indicators).
- It is necessary to improve co-operation between education and environmental ministries, as well as intersectoral co-operation in the sphere of ESD, to improve contacts, co-ordination and synergies in the framework of national implementation of EECCA Environmental Strategy and UNECE Strategy for ESD.
- So far, inadequate attention is paid to education for adults. Such education should become an important sphere of activities.
- Particular attention should be paid to EE and ESD development in remote districts, particularly in rural areas, to access to relevant information for all.
- In all EECCA countries, NGOs play very important roles in EE and ESD development and implementation. It is necessary to support activities of NGOs operating in the sphere of EE and ESD in all countries, at the levels of programs, projects, etc.
- It is necessary to upgrade, update and republish domestic textbooks and manuals of high quality and established traditions. These textbooks and manuals should be awarded a higher priority comparatively to translated foreign ones, that, in their turn, need detailed expert assessments at the national level.
- In the sphere of development of environmental awareness raising, a particular attention should be paid to support and renewal of national production of documentaries in EECCA countries. In recent years, the production of documentaries declined, but it still has substantial experience and traditions that should be used.
- Topical, popular science, children's and other magazines, zoos (including minor ones) play an important role in environmental awareness raising. It is necessary to provide them further support.

- It is important to analyse contents and quality of social advertising on EE matters and to use opportunities of social advertising more actively. So far, quality of social advertising is low.
- It is appropriate to use the concept of birthplace and associated values broader in the sphere of EE, to promote national and local knowledge, traditions and skills.

Materials, collected by experts, as well as Reviews of the efficiency of environmental activity of UNECE, materials of the first meeting of the Steering Committee for ESD of UNECE (December 2005), official responses of EECCA countries to the questionnaire of the Secretariat of the Steering Committee for ESD of UNECE (2005), information from national official educational Internet-portals were used.