Regional Plans, Projects and Meetings

In cooperation with agencies of the UN system, particularly the United Nations Environment Programme (UNEP) and other international bodies, Unesco is taking an active role in helping to promote environmental education activities throughout the world.

Some major activities envisaged following the Belgrade International Workshop on Environmental Education, October 1975, and prior to the ministerial Intergovernmental Conference, planned for June 1977, are:

- the funding and execution of pilot projects in environmental education (EE) in every region of the world;
- the organization of regional meetings of EE experts and practitioners in each of these regions;
- the conducting of new research directed at obtaining EE information useful for improving programme design, development and evaluation;
- expansion and computerization of the international environmental education network;
- publication of (1) the fifteen revised trend papers prepared for the Belgrade Workshop on the state of environmental education—in many of its aspects and all of its age levels—throughout the world; (2) an annotated, analytical *International Bibliography on Environmental Education*, part of which will appear this year as a special edition of the Bulletin of the International Bureau of Education; and (3) a series of research findings, including a regional and sub-regional (country-by-country) analysis of the world’s needs and priorities in environmental education.

Regional projects

Four or five pilot projects in the field of environmental education are to be financed by the Unesco-UNEP programme in each of the world’s regions—Africa, Arab States, Asia, Europe, Latin America and North America. Projects may be global, regional, sub-regional or national. The projects to be selected will deal with these broad areas:

- programmes for youth and adults in and out of school
- programmes in teacher and leadership training
- the development of services, publications and materials in environmental education.

Funds for each project will be in the general range of $10,000 to $25,000.

To assist an applicant in the formal presentation of his or her project proposal, the Unesco environmental education staff has prepared a suggested model. It is flexible. Should some of its sections not apply to a proposal, the applicant is to feel free to adapt the model, using it only as a general guide. The important thing is that a proposal adequately present the essential features of the proposed project.

Consequently five sections of the “model project proposal” deal with these basic questions and the suggested form for replying to them: (1) What do you—the applicant—want to achieve? (2) How do you propose to achieve it? (3) How will you know whether or not your project, if selected, will have achieved it? (4) Who will help you to achieve it? (5) How much financial support are you requesting and for what purposes, that is, what is your proposed project budget?

Every project proposal received under the Unesco-UNEP programme will be reviewed by the Unesco environmental education staff and by UNEP. Due to the time required for thorough review, and perhaps for correspondence with the individual or institution submitting a proposal, several months may be expected to elapse before a final decision can be made.
Proposals may be submitted at any time. There is no deadline. However, it is recommended that proposals be sent as soon as possible, in three copies, to:

Environmental Education Section
Unesco
7, place de Fontenoy
75700 Paris, France

Regional meetings

By late 1976, each region of the world will have held a meeting devoted exclusively to environmental education. The general purpose of these regional meetings is to bring together EE practitioners—in their personal capacity—from throughout a region to:
- identify and discuss regional environmental education activities;
- review the guidelines and recommendations of the Belgrade Workshop (see Connect, January 1976) so as to revise them in the light of regional EE needs;
- promote the exchange of ideas and information in order to strengthen regional networks and cooperation in environmental education;
- formulate strategies of further action in environmental education at the regional level.

A parallel purpose is to orient decision makers, curriculum planners and experienced educators in other areas—many of whom will be among the participants—to environmental education concepts and methodologies.

Background documents provided by Unesco will include: (1) the fifteen revised trend papers prepared for the Belgrade Workshop; (2) details and analysis of the world-wide survey of EE needs and priorities at the global, regional, sub-regional and country levels; and (3) information abstracted from the reports of consultants on mission to the regions concerned. A full-time Unesco staff member will be available for the coordination of all regional meetings.

Groups in a number of regions are in the process of calling a planning meeting at which they will (1) elect a chairperson for the planning committee; (2) discuss the goals, objectives and purposes of their regional meeting; and (3) establish its time, place and agenda.

Individuals and organizations interested in their own region’s environmental education meeting should contact the regional organizer. Relevant information is contained in the table below.

Regional Meetings on Environmental Education 1976

<table>
<thead>
<tr>
<th>Region</th>
<th>Meeting Place (Tentative)</th>
<th>Duration</th>
<th>Date</th>
<th>Information Center</th>
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<tbody>
<tr>
<td>Africa</td>
<td>Brazzaville, People’s Republic of the Congo</td>
<td>1 week</td>
<td>Sept. 1976</td>
<td>B. Kamian, Director Unesco Regional Office for Education for Africa B.P. 3311 Dakar, Senegal</td>
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<tr>
<td>Arab States</td>
<td>Kuwait or Cairo</td>
<td>1 week</td>
<td>Oct. 1976</td>
<td>Ch. Kemal Reheem, Chief Unesco Regional Office for Science and Technology for the Arab States 8, Abdel Rahman Fahmy Street Garden City, Cairo, Egypt</td>
</tr>
<tr>
<td>Asia</td>
<td>Bangkok, Thailand</td>
<td>1 week</td>
<td>Sept./Nov. 1976</td>
<td>V. G. Podoiotsin, Director Unesco Regional Office for Science and Technology for South and Central Asia Unesco House 40, B. Lodhi Estate New Delhi, India</td>
</tr>
<tr>
<td>Europe</td>
<td>Helsinki, Finland</td>
<td>4 days</td>
<td>11-15 Oct. 1976</td>
<td>Ms. Kristi Wartiovaara Department of International Relations Ministry of Education Raahinkatu 4 00170 Helsinki, Finland</td>
</tr>
<tr>
<td>Latin America</td>
<td>Bogota, Colombia</td>
<td>1 week</td>
<td>Sept./Nov. 1976</td>
<td>S. Romero Lozano, Director Unesco Regional Office for Education for Latin America and the Caribbean Region P.O. Box 3187 Santiago, Chile</td>
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By Way of Clarification

Due to the confusion in the terms “environmental education” and “environmental training,” it seems increasingly necessary to distinguish between the two, so as to be more effective in both. It is a useful distinction, since the kind of education and training involved in each case is different—in terms of instruction, programme, content and methodology.

Fortunately the distinction has been made clearer as a result of action taken by the UN Environment Co-ordination Board (ECB) during its Fifth Session in Geneva, 11-12 December 1975, and at the Belgrade Workshop. In essence, these are the differentiations which may be drawn:

a. General environmental education may be viewed as primarily concerned with the education of all citizens—providing them with an awareness of environmental problems in their daily lives and the knowledge, skills and commitment to work toward their
solutions. It is directed at people of all age levels, not only in all types and categories of formal education (including pre-school, primary, secondary and higher education students as well as teachers), but also in various non-formal programmes (including those for youth and adults, individually and collectively, from all segments of the population).

b. Environmental education of particular groups is used to refer to professionals including engineers, planners, architects, decision-makers, lawyers, medical doctors, trade union leaders, etc., who need to be made more sensitive to environmental matters and their implications because of the consequences of their professional actions and decisions in this regard.

c. Environmental training refers to the specialized training of such professionals and practitioners as foresters, biologists, hydrologists, oceanographers, ecologists, etc.

REPORT ON THE BELGRADE WORKSHOP RECOMMENDATIONS

A number of the 100-odd recommendations from the International Belgrade Workshop on Environmental Education, 13-22 October 1975, are on their way to their appropriate target groups—UN agencies and other international bodies. Staff members of Unesco will shortly be meeting with these organizations concerning their implementation. A sorting mechanism will be established for selecting and forwarding the Workshop recommendations not designed for immediate action to the regional meetings for consideration, review and regional action.

Following the regional meetings, an expert gathering will review the findings of each meeting and bring forward recommendations for submission to the Inter-governmental Conference on Environmental Education, scheduled for spring 1977. The goal of this Conference, whose participants will be decision and policy makers in education, is to arrive at policy recommendations enabling Member governments to adopt national policies furthering environmental education in their countries.

The recommendations, at the present stage, are not closed to additions. They are based on problem areas defined by working groups of the Belgrade Workshop, which benefited from: (1) the Unesco world survey of EE needs and priorities, (2) consultant missions to Member countries, (3) proceedings of previous inter-national conferences on environmental education, (4) the fifteen trend papers prepared for the Workshop, and (5) the experiences of the Workshop participants themselves.

Problem areas defined

A clear statement of the problem, it is often said, is half the solution. The problem areas in environmental education, as defined above, led directly to the Belgrade Workshop recommendations. The nine problem areas follow:

A. Environmental Education (EE) at the International Level

There is a need for: (1) greater coordination of EE activities at the international level; (2) an international exchange of information in different languages on all aspects of EE, both in-school and out-of-school, with due respect for national, cultural and environmental differences; and (3) the organization of an international exchange of EE teachers and students.

B. Environmental Education at the Regional and Sub-Regional Levels

There is a need to: (1) establish regional and sub-regional EE centers to collect information about existing EE programmes, initiate EE study groups, programmes and training courses, as well as coordinate the development and diffusion of all aspects of EE at the regional level, with due consideration of local conditions; and (2) launch pilot EE programmes or projects with a regional focus.

C. Environmental Education at the National and Local Levels

There is a need for: (1) greater coordination within nations among the various government and non-government bodies working in, or associated with, the field of EE; (2) legislation to provide sufficient backing for EE at the national and local levels; and (3) reenforcement of educational and community support and direction for formal and non-formal EE programmes at the national and local levels.

D. Research

There is a need for: (1) extensive research related to EE development of the youngest learner, with emphasis on developing the earliest childhood awareness of the environment; (2) research into the use of inexpensive and applicable teaching methods and educational technologies in learning instruction as related to EE; (3) research into the use of non-school learning environments for EE; and (4) research into the strategic role of information in the decision-making process as a part of the development of EE.

E. Development of Environmental Education Programmes

There is a need for: (1) the development of interdisciplinary EE programmes; (2) the development of EE programmes which emphasize problem-solving methods; (3) the development of EE programmes which emphasize the attainment of environmental attitudes, values and skills in the learner; (4) the development of EE programmes for primary-level pupils; (5) the development of innovative EE programmes for learners at the secondary level; (6) the development of EE programmes for the general student at the tertiary level; and (7) the development of programmes which introduce awareness of EE principles among the general public.

F. Training of Environmental Education Personnel

There is a need for: (1) well-designed programmes aimed at educating teachers and leaders in EE; (2) the development of a greater diversity of teacher-training programmes which take into account the fact that the majority of the world’s EE teachers are not teaching within any formal educational system; (3) the integration of environmental concepts and techniques into the training programme of specialists; and (4) research and the exchange of information about ongoing teacher-training EE programmes.

G. Development of EE Instructional Materials

There is a need for: (1) EE instructional materials in most countries and for an exchange of information about existing EE instructional resources; (2) EE materials which involve not only books but the use of the entire community as a learning environment in the

April 1976
achievement of EE objectives; (3) encouragement of the use of mass media as an important instructional resource for EE purposes; and (4) the training of EE mass media specialists.

H. Funding of EE Programmes
There is a need for: (1) funds for the development of EE related activities—research, programmes, instructional materials, training courses, fellowships, etc.; and (2) information on the availability of such funds for the development of these activities.

I. Evaluation of EE Programmes
There is a need to: (1) create centers of evaluation of EE programmes, or to establish such centers within existing educational institutions, which would be responsible for coordination of all EE evaluation activities, as well as research and development of new evaluation methods, and the training of EE evaluation personnel; (2) incorporate evaluation activities in all EE programmes which would direct the selection of EE programmes, guide them during all their processes towards the achievement of their intended objectives, and appraise their terminal effectiveness and efficiency; (3) survey existing evaluation methodology and techniques applicable to EE; (4) produce a basic manual of evaluation methodology for EE practitioners; and (5) widely disseminate such information.

A Global Network of Environmental Information

*Earthwatch* is the ambitious code name for the global environmental assessment programme of UNEP—UN Environment Programme—which had been proposed by the UN Conference on the Human Environment in Stockholm, 1972. Of the four Conference-recommended components of *Earthwatch*—monitoring, evaluation, research, exchange of information—three are now being implemented: (1) the Global Environmental Monitoring System (GEMS), (2) the International Registry of Potentially Toxic Chemicals (IRPTC), and (3) the International Referral System (IRS).

### Countries with IRS Focal Points

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<th>Argentina</th>
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<td>Arab Republic of Egypt</td>
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### IRS

Of particular importance to environmental educators, planners and others is UNEP’s IRS, whose full name spells out its indispensable function—the International Referral System for Sources of Environmental Information. Note that it provides sources of information and not the information itself.

The product of over two years of planning and consultation with governments, research institutes and other organizations with pertinent experience, IRS with some sixty IRS national, regional and sectoral focal points is now approaching functional operation throughout the world.

The “focal points”—at least one per participating UN Member country—are growing in number. In the initial phase each develops its own national system of information on the environment. It then sends the unrestricted data to UNEP’s IRS headquarters in Nairobi, where the data are stored and made available to other focal points in the system. Each focal point thus contains its own national information as well as all the cataloged information of the IRS headquarters unit, sent to it as a computer tape, microfiche or printed and indexed directory.

### How to use IRS

UNEP prefers people addressing queries to their own country’s focal point rather than to the IRS headquarters unit. The list of participating countries is contained in a box on this page. If your country is on the list and you wish to contact its focal point, write for the name and address to: Director, IRS, UNEP, P.O. Box 30552 Nairobi, Kenya.

The IRS system is designed principally to service governments and major international nongovernmental organizations. Members of these bodies in countries not served by a national IRS focal point may make inquiries directly to UNEP/IRS headquarters in Nairobi. Other individuals in the same situation are advised to make their inquiries for environmental information through the proper governmental office or environmental organization.

Note again that focal points, too, provide only sources of information. To collect all information on the environment into one vast data bank and constantly update it would be an impossible task. IRS and its focal points, consequently, are best thought of as a catalog of names and addresses of possible sources for the requested information.
The best use of IRS, furthermore, is to ask fairly specific questions of it on a particular subject rather than on an entire discipline. For instance, the system responds well to such queries as "Whom should I contact to find out how governments are handling the problem of conserving wild animals as well as expanding cultivable land?" It does less well with such questions as "Where can I find information as to how governments are programming in-school environmental education?"

In practice, a question is coded for a computer (or manual) search of the IRS directory for the source or sources with the likely capability of supplying the answer or answers, e.g., a laboratory, research institute, university department, etc. The reply contains the names and addresses of such sources, their capabilities, and the conditions of availability of the requested information (cost, format, quantity, etc.). The referral service itself is free. In most cases, however, payment must be made to the sources ultimately supplying the information.

An IRS Operations Manual is available at IRS national focal points in the four working languages of the system—English, French, Russian and Spanish.

"IRS," says a UNEP official, "is anxious to know about you, too. If you have anything to add to the total stock of information on the environment, contact your national IRS focal point and make your contribution."

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**Reader-to-Reader Forum**

Launching the reader-to-reader forum is a long letter from the World Confederation of Organizations of the Teaching Profession (WCOTP) with 5 million teacher members represented by their national organizations. It reads:

The vision of "a global framework for environmental education" postulated by the Belgrade Charter (Connect, No. 1) is shared by WCOTP, whose 25th Annual Assembly in Washington, D.C., this coming August will be devoted to the theme, Education for a Global Community. Issues raised by the UN Declaration for a New International Economic Order—including the "new global ethic" sought by the Belgrade Charter—will be discussed by the leaders of teacher organizations around the world.

WCOTP has already manifested its commitment to the principles and practice of environmental education. At the European Conference last November, a recommendation was adopted which stressed that general education "should make pupils aware of the importance of the conditions in which technologies are conceived and applied and of their effects on human life and on the environment... It should also give the student a critical understanding of the environment and its resources and, through development of the ability to anticipate the consequences of introducing new techniques, enable him to make informed and responsible decisions."

There was a further comment on the learning environment: "Special care should be given to the layout of school buildings, workshops and equipment so that they meet the needs of this new general education."

Recognizing that the "global framework" is made of particular local situations, WCOTP has focused on environmental education methodology in East Africa. A seminar on this subject, held in cooperation with UNEP at Mombasa, Kenya, emphasized the TETE (Total Education in the Total Environment) concept of centering curricula on local environments and community resources, of increasing "the extent to which pupils move out of the classroom into the surrounding village, farm and countryside."

One could philosophize endlessly about the issues raised in the Belgrade Charter, but we at WCOTP are sure that, quite rightly, Connect will concentrate on action, plans, publications and other "concrete" environmental education phenomena.

**Editor:** Right!

**From the General Secretary of Britain's National Association for Environmental Education:**

We sincerely trust that amongst all those experts who are presenting papers and submitting evidence on EE (such as the trend paper authors), there are some who are in direct contact with our main consumers—the children of the world. We hope that school teachers are involved. Too often, in our view, the depth of expertise is considered to be proportional to the distance of that person from the classroom. Our Association will be happy always to provide you with contributors "from the coal face."

**Editor:** Any comments from our readers? In our own "defense" may we say that nine teachers and one youth leader are among the fifteen authors of trend papers for the Belgrade Workshop of Oct. 1975.

**Speaking of youth, this communication from Hubert Dyasi of SEPA—the Science Education Programme for Africa (P.O. Box 9169, Airport, Accra, Ghana):**

The way children learn about the environment and the quality of their knowledge are very important in determining the manner of their interaction with the environment when they become adults. SEPA is devising ways of reaching the very young and their parents to develop in them a constructive awareness about their influence on the environment. Material on resources for increasing people's knowledge of their environment was collected and compiled into a pamphlet. The pamphlet can be used by teachers of environmental science and by teacher trainers.

**Several invitations from IYF—the International Youth Federation for Environmental Studies and Conservation:**

The 1976 General Assembly of IYF will be at Lohsenstein in the Austrian Alps, 25 July-8 August. People interested can write to IYF Secretary General, Bram Vreugdenhil, Fokkingestraat 19, Gröningen, The Netherlands, for information. IYF also invites parti-
Participants to the European Youth Leader Training Course in Norway, 9-23 July. The site will be Nordre Oyern, a wetland area in the mountains, 40 kms. west of Oslo. The programme will consist of field biological investigations devoted to the year’s theme—Wetlands. Complete programme on request from Bram Vreugdenhil. Cost of course: about 100 Swiss francs. Deadline for applications: end April (but late readers of Connect may still apply).

News from the Committee on Science and Technology in Developing Countries (COSTED, Indian Institute of Science, Bangalore, India):

COSTED has planned a series of meetings on "Resources and Environment: The Role of Science Education." The first was held in Accra, Ghana, January 1975, with emphasis on soil and water. Experts participating suggested appropriate teaching modules for African universities. The second will have taken place during April of this year in Kuala Lumpur, Malaysia, with emphasis on mineral resources and their exploration. The third is scheduled for a Latin American country, end 1976, with a possible focus on marine resources. All three meetings are forerunners for a global get-together on science education and its role in the resource-and-environment planning of the developing world.

EE Experiments Around the World

Forty boys and forty girls of about 14 have just begun an experiment in environmentally integrated and centred education that may well go far beyond the Kenyan village of Kiambu, 13 kms. from Nairobi. The Kiambu High School itself is a new concept in architecture—61 interconnecting modules, each 8 meters by 8 meters, each topped by its own peaked roof so that the whole complex has the silhouette of a modernized African village.

The initial boarding students are learning science, mathematics and the humanities in the living context of the rural site and problems of Kiambu—soil erosion, improved coffee crops, etc.—as well as the urban setting and problems of Nairobi—housing, food, production, transportation, community planning, and the like. Their studies revolve around these field trips which include forays into wildlife reserves and local cultures, such as that of the Masai. The educational goal is ambitious and direct: “to impart knowledge and skills which enable the school-leavers to solve problems with resources available in their environments.”

Environment is viewed as the integrating theme in an all-round, lifelong education. Teacher training is part of the environmentally centred experiment, as is the development of EE instructional materials and programmes. Integrated curricula, continual evaluation, interdisciplinary cooperation and community involvement best describe what the Kiambu school can mean as a model not only for Kenya’s secondary schools but for Africa’s and others’.

Nineteen International Youth NGOs (nongovernmental organizations) held a Working Party on the Environment at UNEP Nairobi Headquarters in March 1976. One of the major issues on the agenda of the meeting was a review of the Belgrade Workshop on Environmental Education.

The Youth participants called upon the UN agencies to intensify their efforts to help governments to develop more relevance in school curriculum to increase awareness and action on global environmental problems. Citing their own grass roots constituencies, the youth organizations urged the UN to create a more “partner-like” process with them in developing out-of-school, informal methods of environmental education.

The Youth Working Party on the Environment concluded with the recommendation that International Youth NGOs be involved in the planning process for future steps in the Unesco-UNEP Environmental Education Programme. This was agreed to in principle by William Stapp of Unesco and John Robertson of UNEP, who participated in the meeting.

Indicating their determination to use practical field project experience in their development of environmental education, the youth organizations decided to co-operate in a rural settlement project in Latin America, an evaluation of co-operative farming activities relative to the environment in the Middle East, an evaluation of the effects of urbanization on the farming areas of Western Europe, and the creation of a Youth Programme at the UN Conference on Habitat in Vancouver.

Mass media are not a special instructional resource for environmental education, but they are central to EE programmes, certainly for the general public. Witness the two widely separated experiences of Czechoslovakia and Maine, U.S.A. With an educational objective in mind, the Czechoslovak National Film Company last year devoted a documentary film to one of the country’s “landscape protected areas” —similar to the “biosphere reserves” promoted by Unesco’s MAB Programme—with considerable effectiveness.

The Maine (U.S.A.) Public Broadcasting Network recently organized an experimental project using simulated models as part of a viewer-participation exercise. A series of TV programmes—“The Land and Me”—presented alternative uses for a simulated parcel of Maine territory. Viewers, at their request, received free of charge guides and a land-use game. Following each programme they voted on alternative uses of the land shown to them by phoning in their choices.

Editor: News of other EEE—exciting environmental education—projects and experiments are warmly welcome.
Training Activities of the Man and the Biosphere Programme (MAB)

Since its inception, Unesco has been deeply concerned with the problems of the training of specialists in the field of the natural environment and its resources. Today it is the Division of Ecological Sciences which administers the intergovernmental and interdisciplinary Programme on Man and the Biosphere (MAB), and is responsible for such activities. These problems are approached in part through making available study grants for in situ training and through providing assistance to countries for the planning of their research and training facilities. In addition, three main types of training courses are organized or sponsored, namely, ongoing international post-graduate courses in European countries for students from developing countries (Sheffield, U.K.; Enschede, Netherlands; and Montpellier, France), ad hoc international postgraduate training courses organized in developing countries themselves (Kenya, Philippines, Venezuela), and short seminars for research scientists, resource managers and decision-makers (Indonesia, Iraq, Senegal, Thailand). Details of these activities will be provided in future issues of Connect, as well as information on MAB publications which are of interest to educators.

Happy Birthday

The 30th anniversary this year of Unesco’s creation coincides exactly with its concern about the environment and education for its safeguarding and improvement. For the Organization’s first Director-General was none other than the late Julian Huxley, famous biologist, naturalist and humanist. He early expressed “a sense of wonder and deep emotion” for the beauty of the natural world, while sounding a warning about the devastation of its resources and committing Unesco to a programme for its preservation.

Huxley the naturalist and Huxley the international administrator combined perfectly in 1948 to bring the present-day International Union for the Conservation of Nature and Natural Resources (IUCN) into being as a nongovernmental home for concerned scientists. Ever since, the world of conservationists and environmentally aware educators has established links with Unesco which have lasted down to today’s Man and the Biosphere activities and the new Unesco-UNEP environmental education programme.

Indeed Connect’s own coming into being in 1976 could be said to coincide with Unesco’s 30th birthday, if in fact it were only a coincidence rather than continuing evidence of Unesco’s environmental and educational concerns, which now engage all its sectors in a global approach. Environment is viewed in its totality, natural and man-made, social, ecological and cultural—in short, all the areas of Unesco’s three decades of competence and concern.

Credit: James Aldrich, Executive Director of the Alliance for Environmental Education, Washington, D.C., is currently performing the final editing of the revised Belgrade Workshop trend papers, which will be published by Unesco later this year as World Trends in Environmental Education.

On File

Eventually computerized, the information will be retrievable for all the Programme’s purposes, including the publication of reference books on EE resources—people, institutions, periodicals, funding bodies, etc. Names and addresses (there are currently 5,000 individuals and institutions recorded) will form, as now, the mailing list for Connect and other publications of the international EE network.

Previous forms you may have filled out were used to develop the final form (which should accompany this issue). Please fill out the new, definitive form and send, without folding, to:

Environmental Education Section
Unesco
7, place de Fontenoy
75700 Paris, France

April 1976