The year 1990 marks the beginning of a decade of significant importance for environmentalists and environmental educators alike. For one thing, 1990 has been proclaimed *International Literacy Year* by the United Nations. For another, major UN agencies — particularly Unesco, UNDP, UNICEF, together with the World Bank — are jointly supporting a world-wide education initiative, namely, organization of a *World Conference on Education for All — Meeting Basic Learning Needs*, which is to be held in Bangkok, Thailand, March 1990. Lastly, as previously reported, the UN General Assembly had designated the 1990s as the *International Decade for Natural Disaster Reduction*, with an emphasis on the crucial role of environmental education in effective programmes for natural hazards preparedness (see *Connect*, Décembre 1988).

A common thread runs through the three international events — *environmental literacy for all*, that is, a basic, functional education for all people, which provides them with the elementary knowledge, skills and motives to cope with environmental needs and contribute to sustainable development. (For this purpose, the Unesco-UNEP International EE Congress, Moscow, USSR, 1987, had proposed a “World Decade for Environmental Education in the 1990s”). In other words, environmental literacy is conceived as *functional* literacy in the same sense that function — problem-solving, community participation — is considered the operating principle of environmental education. Similarly, the environmental movement itself, in becoming one of the most important of our time, is demonstrating its maturity by reaching out for political and *practical* responsibilities in the preservation and improvement of the environment, that is, the quality of life.
The considerations involved in Unesco's decision to propose 1990 as International Literacy Year are thus the same considerations motivating environmentalists and environmental educators. Illiteracy is viewed as being closely related to underdevelopment and poverty; its elimination an essential condition for transforming the lives and well-being of peoples and nations. The goal is to eliminate illiteracy globally by the year 2000.

It is deemed insufficient, however, to concentrate in a limited fashion upon literacy instruction alone, whether for children or adults. Literacy actions must be accompanied, supported and followed by post-literacy efforts which make reading and writing useful, rewarding and increasingly necessary skills to possess for personal as well as collective goals — greater equality, dignity and purpose, immediate as well as long-range improvement in the quality of the daily life.

Here the conception of "functional literacy" comes into full play. When reading and writing bring immediate, meaningful results, motivation is created for more literacy, more understanding, a better grasp of the skills and tools required for a better life. In this connection, what could be more vital than concern about one's own environment, its preservation, where that is the problem, and, always, its improvement? One thinks of reforestation in the Sahel desert, restoration of rain forests in the Amazon basin, creation of green spaces in the cities, protection of the soil one cultivates, the air one breathes, the water one drinks. Effective action in these truly vital areas means essential, functional, environmental education; and effective action, as much in the field as in the factory, requires, increasingly, "functional literacy", which can be as unlimited as technical advance and a people's aspirations. As unlimited, one is tempted to say, as the role of the environmental educator can be in the planning, programming and execution of International Literacy Year.

With regards to the World Conference on Education for All, the four sponsoring agencies — Unesco, UNDP, UNICEF and the World Bank — have proposed that the conference fix the following educational goals for the year 2000 (and, again, environmental educators can read their place in the world-wide Action Plan to be drawn up by the conference to meet these goals):

- a common basic level of primary educational achievement in each country for at least 80 percent of all 14 year old boys and girls;
- access to basic knowledge and skills training for all adults so as to allow them to improve their quality of life; and
- massive reductions in the rate of illiteracy, with specific targets to be set by each country.

The conference aims at bringing together not only Heads of State and delegations from countries around the world, but also from international organizations and nongovernmental organizations (NGOs). Researchers and prominent educators are also to participate. The conference is viewed by the sponsoring agencies as just the first step in a global assault on illiteracy. Further steps would be indicated in the world-wide Action Plan to be drawn by participants to meet the educational goals they have set for the year 2000.

The role of environmental educators at the conference as well as in the world-wide Action Plan for the next decade is clearly an important one.

**EE Field Reports**

**International Round Table on Education, Environment and Development**

The Bulgarian Ministry of Culture, Science and Education, in cooperation with the Unesco-UNEP International EE Programme, organized an international round table on "Education, Environment and Development". The meeting was held in Sofia, Bulgaria, 17-23 April 1989. There were twenty-three participants who came from Bulgaria, Czechoslovakia, Egypt, the Federal Republic of Germany, France, Hungary, Kenya, Switzerland, the UK, USA and USSR.

Discussions were organized around groups of documents and presentations. The first group considered: the fundamental aspects of environmental education; the need for international cooperation and action; the high priority for the collection, availability and free flow of information on EE and the environment; and the crucial importance of ethical values in EE for individuals and societies.

The second group consisted primarily of presentations by experts from developing countries, involving their specific needs and problems. Identification of these needs was considered basic for meeting them. Among the general needs discussed was development of the vast amount of scientific knowledge involved in environmental research and education. Traditional culture in developing countries, it was pointed out, especially traditional education, emphasizes respect for the environment and other fundamental principles which are part of environmental education. Religions, in this sense, can also be of help in promoting holistic environmental education.

The third group of presentations were made largely by educational experts with practical experience in the field of EE. Their experiences, they agreed, led them to similar conclusions:
that environmental education be integrated into all subjects at all levels, but above all in the humanities; that linkage between research and education on the environment require education and training in the scientific disciplines; that youth form a useful and enthusiastic group for environmental activities; that environmental safety and protection in industry require environmentally educated workers and middle-level technicians actually involved in the productive process. In the latter connection, it was pointed out that a programme called "Engineering Geology and Environmental Preservation" is a requirement for higher degrees at the Moscow Civil Engineering Institute. All experts of the third group stressed the need for continual post-graduate environmental education, especially in technology and in the natural and social sciences.

General recommendations of all groups included greater and more inclusive networking among EE centres and national and international organizations, with regional meetings bringing together representatives of these centres and bodies. Other means for furthering international cooperation and the exchange of EE experiences were further recommended, such as international, interdisciplinary workshops and seminars. The international twinning of similar schools and towns for the creation of joint camps and environmental projects was suggested. Lastly, nonformal or out-of-school EE was stressed for the general public.

Participants visited a secondary polytechnical school of Sofia and met with the Bulgarian Writers Union as well as with the chairman and other members of the Parliamentary Commission of Environmental Protection of the host country. Environmental education, its principles, practise and problems in Bulgaria, was the centre of the visit and the meetings.

**Afro-Arab Training Course on Incorporation of EE into Industrial Education**

The Institute of Environmental Studies and Research, Ain-Shams University, in Collaboration with the Unesco-UNEP International Environmental Education Programme (IEEP), organized the Afro-Arab Training Course on the Incorporation of Environmental Education into Industrial Education, at Ain-Shams University, Cairo, Egypt, 12-24 November 1988. There were nineteen participants and observers who came from Ethiopia, Iraq, Kenya, Kuwait, Nigeria, Somalia, Sudan, Tanzania and the host country, Egypt.

Objectives of the training course were:
- to familiarize participants with the development of environmental education (EE) and its need and place in industrial education;
- to orient participants with guidelines for the incorporation of EE into school curricula and teacher training for industrial schools;
- to enhance the exchange of information and experience through the presentation of country reports on EE in industrial education in participating Member States;
- to suggest strategies for the incorporation of EE into curricula and teacher training for industrial schools;
- to develop prototype units for industrial education with EE components.

There were opening lectures on environmental science and industry and the impact of the latter upon natural resources. They were followed by presentation of reports on the participating countries. (EE is a relatively new field in these countries, it was concluded. Environmental elements concern primarily safety and hygiene. However, there is a high level of environmental awareness among authorities and there are plans for systematic development of EE in general and in industrial education and teacher training in particular.)

With the country reports in mind, participants enlarged upon the place and need for environmental education in industrial education, and then reviewed the strategies for incorporation of EE into the curricula and teacher training for industrial schools. In this connection, case studies were presented and discussed concerning Singapore, Czechoslovakia and Jamaica.

Participants were divided into two working groups, each of which produced a prototype teaching unit containing environmental considerations for use in industrial schools: (1) construction of a family house from the selection of a site through testing of the soil and digging of the foundations; and (2) waste management in woodwork, including a teacher's guide, students' manual and a list of illustrations. Educational field trips involved a visit to the Egyptian Copper Works of Alexandria and to the Helwan Steel and Iron Plant, adjacent to which are two secondary-level technical schools serviced by the steel-and-iron plant.

A full report has been published in Arabic and English comprising opening and closing speeches, proceedings, summaries of the country reports, elaborations of the suggested strategies for incorporating EE into industrial education, detailed outlines of the prototype teaching units developed, etc. A copy of the report is available to institutions on request to Connect, address on last page.

June 1989
High-Level Meetings on the Environment in Latin America and the Caribbean

Environmental education and training were among the discussions and decisions of various meetings held on the occasion of the VI Expert and Ministerial Meeting on the Environment in Latin America and the Caribbean, Brasilia, Brazil, 27-31 March 1989.

At the Meeting of the Advisory Committee to the Environmental Training Network for the region, delegates participated from fifteen countries. Among the agreements reached concerning regional environmental programmes of common interest, Governments were requested to continue giving highest priority to environmental education and training and to consider the establishment of a Trust Fund for the Environmental Training Network. In connection with the Inter-agency Committee of the Network Programme, it was further recommended that agencies cooperate more in view of strengthening regional plans of action for environmental education and training.

Sixty-nine participants were present at the Meeting of High-Level Government Experts on Regional Cooperation in Environmental Matters. Among proposals approved was the strengthening of activities of the Environmental Education and Training Network of the region by creating a Trust Fund, constituted by voluntary contributions from Governments together with a contribution by UNEP. Follow-up and financial support was also approved for the Regional Environmental Education Programme with a request to UNEP and Unesco for its extension in 1990 and its expansion to the English-speaking Caribbean (in part through IEEP). Further activities include development of EE materials and collaboration in literacy actions by the use of methodologies containing EE components (see leading article, pp. 1-2).

The VI Ministerial Meeting subsequently approved the recommendations adopted at the High-Level Experts Meeting.

During a coordination meeting involving the Regional Environmental Training Network, it was decided to coordinate EE activities at the university level. A need was also emphasized for two subregional meetings on "university and environment" to be held during the 1990-1991 biennium, within the framework of the IEEP (Unesco-UNEP International EE Programme) with the collaboration of the Regional Training Network.

Latin American Meetings on Environmental Education

A Central American seminar on "The University and the Environment" was organized by the Costa Rican Ministry of Natural Resources, Energy and Mines with the cooperation of the Unesco-UNEP International EE Programme (IEEP). The seminar was held in San José, Costa Rica, 5-9 December 1988. The general objective of the seminar was to analyze the present situation and future perspectives of academic activities relating to the environment and development of relevant education at the university level; and to propose national and regional actions pertaining to those activities.

Specific objectives included analysis of the ways an environmental dimension might be incorporated into curricula, research and community activity by the university; analysis and proposals concerning regional cooperation in EE materials and other educational activities; discuss and recommend concrete actions which Central American universities might take independently or in regional collaboration with reference to the environment.

There were ninety-four participants at the seminar, who came from El Salvador, Guatemala, Honduras, Nicaragua, Panama and the host country. The seminar was organized into five work sessions extending through three days, division of the participants into six thematic groups and the holding of three round tables, two lectures and several expositions. The occasion aroused considerable interest in the city of San José and was covered by radio, press and television.

A seminar on the incorporation of environmental education into the curricula of medium-level technical-agricultural schools in arid and semi-arid zones was organized by the Argentinian Ministry of Education and Justice with the cooperation of the IEEP. The seminar was conducted in San Juan, Argentina, 7-11 November 1988. Sixty participants attended; they came from Brazil, Chile, Paraguay, Peru and the host country.

The first two working days were devoted to major environmental problems in arid and semi-arid zones and policies to be adopted concerning them. Participants exchanged practical experiences in this regard. The seminar then considered guidelines for the incorporation of an environmental dimension into curricula of medium-level technical-agricultural schools in these zones. A proposal for the creation of a network among these schools in Argentina aroused much interest and discussion, particularly its orientation and the possibility of expanding the network throughout similar zones in Latin America.

A seminar-workshop was conducted within the framework of the Unesco-UNEP IEEP and with
the CPEIP of the Chilean Ministry of Education, in Lo Barnechea, Chile, 11-20 January 1989, which was similar to that held in Bogota, Colombia, 28-30 January 1988. The major objective of both seminar-workshops was the sensitization and training of key educational personnel in the principles and practise of environmental education. A supplementary objective was the development and evaluation of a prototype course in environmental education for use inside and outside the formal school system.

There were thirty-three participants in all from Argentina, Bolivia, Brazil, Colombia, Ecuador, Guatemala, Paraguay, Peru, Uruguay and Venezuela. Participants were divided into working groups of no more than six members. Evaluation of the seminar-workshop was continuous. An appropriate certificate of the course undertaken at the seminar-workshop was given to each participant. Similar courses will continue to be undertaken in Latin America.

**UNEP Handbook for Industrial Accidents**

Devastating industrial accidents between 1976 and 1986 in Seveso (Italy), Mexico City, Bhopal (India) and Basel on the River Rhine, have led the United Nations Environment Programme (UNEP) to take practical steps to limit the destruction of life, property and environment by such catastrophes.

One such step was a major international meeting in Paris, 12-14 December 1988, of more than 100 experts from governments, industry, the scientific community, UN bodies and concerned health and environment groups. The meeting was sponsored by the French Government.

A practical proposal on their agenda was a 63-page guide for local authorities, community organizations and factory management on exactly what to do in an industrial emergency, entitled “Handbook on Awareness and Preparedness for Emergencies at Local Level” (APELL).

This is the fruit of the close collaboration of representatives of the European and American chemical industries, officials and scientists from developed and developing regions, and UNEP. A score of specialists in industrial accidents, many from National Environmental Protection Ministries, improved the text at a meeting in Paris April previous.

Without waiting for the mid-December meeting, the People’s Republic of China has gone ahead and translated the handbook on industrial disasters into Chinese. The Chinese Government also selected two provinces and two cities for implementing APELL. India, Egypt and Kuwait have likewise decided to initiate the APELL process.

UNEP’s industry and environment office in Paris plans to have the guide translated immediately into French and Spanish.

To come up with a useful and effective integrated community emergency response plan, APELL proposes a 10-step approach. These steps go from identifying the actors in an emergency, determining their roles and resources, evaluating the risks and hazards confronting a community, to training, dry runs and citizens’ education.

APPELL’s introduction declares that “Recent events raise the issue of safety and emergency preparedness for all peoples in all nations of the world. These events include those which occur naturally (see Connect, December 1988), such as the earthquake that struck Mexico City in 1985; the mud slides in Ecuador in 1987; or the release of toxic fumes from a lake in the Cameroun. They also include industry-related events that cause serious damage to the environment and unacceptable loss of life and property such as: the dioxin-containing release in Seveso in 1976; the propane explosion in Mexico in 1984; the release of methylisocyanate at Bhopal in 1984; and the fire and discharge of contaminated waters into the Rhine in 1986 from a warehouse in Basel.

The handbook cites obstacles to APELL’s success: over-confidence (“A plan has already been prepared”); apathy (“It can’t happen here”), or concern over the cost (“We cannot afford it”). Frank dialogue between industry, local authorities and community leaders can overcome such attitudes, the handbook considers.

The handbook concentrates on the local level because “recent evidence shows that the extent of an accident’s impact depends heavily on the immediate response to an emergency at the plan site and at the local level.”

“What makes APELL particularly timely and appropriate,” remarked UNEP’s Deputy Executive Director, who opened the Paris meeting, “is the new widespread belief that citizens have a right to know what potentially hazardous materials, affecting their health and environmental safety, are being made and handled in their community.”

(From the UNEP Asia-Pacific Newsletter, January-March 1989. Copies of the handbook are available to institutions by writing: UNEP/IEO, Tour Mirabeau, 3943 Quai André Citroen, 75739 Paris Cedex 15, France.)
Arabic Seminar on Environmental Education

The Arab Bureau of Education for the Gulf States, in cooperation with the Ministry of Education of Oman, organized a Seminar on Environmental Education from 17-20 December 1988, Muscat, Oman. There were fifty-one participants from principally the Gulf States as well as from Egypt, Jordan and Morocco and various international organizations.

Presentations, discussions and recommendations were organized around the main points of the agenda, following an introductory exposition on Arabic environments, their definition, limits and problems. The four main points were: (1) principles, objectives, methods and means of environmental education; (2) environmental education in nurseries, kindergarten, primary schools, secondary schools and universities; (3) nonformal or out-of-school environmental education, and (4) regional and international cooperation, strategies and plans in the field of environmental education.

Recommendations of the Arabic EE Seminar were addressed to relevant bodies and institutions concerned in formal and nonformal education. These recommendations involved incorporation of an environmental dimension into the full spectrum of their educational activities.

(A full report in Arabic is available by writing to: The Arab Bureau of Education for the Gulf States, P.O. Box 3908, Riyadh 11481, Kingdom of Saudi Arabia.)

Environmental Education in Japan

Environmental degradation and associated diseases became a perceived serious social problem in the latter half of the 1960s in Japan. One consequence was the production from 1971 to 1973 of environmental guides, readers and other materials by metropolitan and prefectural boards of education, which were used primarily in social studies at the primary and lower secondary levels. Such instruction was called "Kogai Dyoobiku" (Kogai Education), which has since been considered inadequate for two reasons: "kogai" was a very broad term embracing all environmental problems harmful to human health or to the environment but actually of varying meaning according to the individual viewpoint; secondly, "kogai education" tended to deal with relatively superficial, phenomenological aspects of environmental concerns. Gradually the more complete notion of environmental education ("kankyo kyoiku") as a holistic conception, including the natural and built environment, has replaced the older term, indicating a growing awareness of the total environment in all its aspects — economic, industrial, social, esthetic, etc.

Accordingly the Course of Study for primary and secondary levels has been revised by decision of the Ministry of Education, Science and Culture (the authority in such matters). This was of crucial importance because the Course of Study sets the standards and content of curricula at these levels. Environmental education, as a result, is being incorporated as an environmental dimension into social studies, science, physical and moral education at the primary level and into social studies, science, health and hygiene at the lower and upper secondary levels.

Specifically, at the primary level social studies are the principal area for general EE, while such themes as "understanding and love of nature" are taught in science, "health and environment" in physical education, and "appreciation and protection of nature and affectionate care of animals and plants" in moral education. At the secondary level, "development of understanding of the importance of the environment and of natural resources, based on respect for human dignity" is taught in social studies; "providing fundamental understanding of the natural environment" is considered a central theme in science at the lower secondary level and "development of a comprehensive view of nature" as represented by "the balance of nature" at the upper secondary level. In health and hygiene, "understanding the inseparable relationship between one's health and daily behaviour and one's environment" is viewed as the fundamental theme.

Since 1985 a project known as the "Nature Class" aims at developing an understanding of the natural environment among pupils and students of the upper grades of primary schools and lower grades of secondary schools through outdoor activities and study, including four days and three nights in various Nature Houses or Youth Houses participating in the programme. The Nature Class itself varies according to individual organizers and thus offers occasion for experimental environmental education projects.

Twenty-two national universities, as of 1987, have undergraduate faculties with the word "environment" as part of their title. Four of the universities offer graduate courses in environmental sciences. There is an annual increase in
the number of graduate students specializing in these studies. As for teacher-training curricula, environmental education is considered in such courses as "Introduction to Science Education" and "Introduction to Social Studies Education".

The Ministry of Education, Science and Culture grants aids to university researchers and school teachers for research and curriculum development in EE. Research results are usually reported at academic congresses and in academic periodicals. Since 1978 the Society for EE

Research has been issuing a twice-yearly journal. Many groups originally organized for anti-pollution activities in the 1970s have expanded their work to include activities in environmental education, protection and improvement. These activities are conducted outside the formal school system.

(Based on a report to the Moscow EE Congress of 1987 by Professor Kazuhiko Nakayama.)

### EE News and Publications

The fourth World Congress, conducted by World Congress Alternatives and Environment (A-1010 Vienna 1, Austria) and Ecoforum for Peace (Sofia, Bulgaria) featured a boat trip by scientists from Russia, Bulgaria, to Passau, Federal Republic of Germany and their discussion of ecological problems confronting the Danube River nations. One hundred scientists participated, contributing to practical solutions for the Danube River ecological problems. The World Congress Alternatives and Environment is an international forum, initiated in 1978, for the discussion of crucial environment, energy and peace issues. • A report is available on a meeting held in Geneva, Switzerland, with the environmental theme, "Towards Alpine Action". Write: Bellerive Foundation, P.O. Box 6, 1211 Geneva 3, Switzerland.

An international meeting has been announced on Urban Climate, Planning and Building, to be held in Kyoto, Japan, 6-11 November 1989. The meeting is being organized by several organizations, including IFHP (International Federation for Housing and Planning) and WMO (World Meteorological Organization). Write: IFHP, 43 Wassenaarseweg, 2596 CG, The Hague, Netherlands. • The Uganda Institute of Ecology is announcing its 3rd International Symposium with the theme, Human Influences on Endangered Wildlife Species in Africa. It will be held 3-6 December 1990 in Kampala. Write: Dr Erich Edroma, P.O. Box 3530, Kampala, Uganda. • The third international Conference on Environmental Education will be held in Goa, India, 3-7 October 1989. The conference will focus on the theme: EE for Sustainable Development. For further information, write: Dr Desh Bandhu, P.O. Box 7033, New Delhi 110002, India.

A limited number of copies of a publication titled, Risk Assessment of Chemicals in the Environment, is available to institutions without cost by writing to: Dr J. Gibson, The Royal Society of Chemistry, Burlington House, London W1V OBN, England.

Experiments in Ecology is a project of the Ecological Society of America aimed at developing exemplary experiments in ecological science for use in upper elementary through introductory classes in colleges and universities. Educators and scientists are urged to submit descriptions of successful experiments which demonstrate ecological principles. Write: College of Biological Sciences, 223 Snyder Hall, 1475 Gortner Ave., University of Minnesota, St. Paul, MN 55108; USA.

For World Environment Day (June 5, 1989) UNEP chose as the theme, Global Warming: Global Warning. A kit of materials on this theme is available from: UNEP Regional Office for Asia and the Pacific, UN Building Rajadamnern Avenue, Bangkok 10200, Thailand. • The IAEA has issued a folio-size brochure illustrated in colour, entitled: The International Atomic Energy Agency's Contribution to Sustainable Development: Nuclear Energy and the Environment. Published in May 1989, it is intended as a report to the UN General Assembly. The Agency has also published a small booklet, entitled Facts about the IAEA. For more information, write: Division of Public Information, IAEA, Wagramerstrasse 5, 4-100 Vienna, Austria. • OECD has published a number of items of EE interest: Agricultural and Environmental Policies: Opportunities for Integration: Environmental Policy Benefits: Monetary Valuation; Renewable Natural Resources: Economic Incentives for Improved Management; and Environment Update 1989 Compendium. Write: OECD, 2 rue André-Pascal, 75775 Paris Cedex 16.

Naturaqua, the periodical publication of the Council of Europe, devotes its issue, No. 61, 1989, to articles on environmental education and information. Among the articles is a report on the present, past and future of the Unesco-UNEP International EE Programme. The publication appears in English, French, German, Italian, Spanish and Portuguese. Write: Centre Naturaqua, Council of Europe, BP 431 R6, F-67006 Strasbourg, France, Cedex. • ENDA (Environment et Développement du Tiers Monde) publishes features and news items in French concerning environment and development. ENDA is an international nongovernmental organization whose address is: P.B. 3370 (Rue Kléber x J. Goimis), Dakar, Senegal. • The Biosphere, Winter 1989, newsletter of the International Society for Environmental Education ("Education for Sustainable Development"), contains a number of articles of EE interest, including "EE in Quebec" and "EE in Poland". For more information, write: The Biosphere, School of Natural Resources, Ohio State University, 201 Coffey Road, Columbus, Ohio 43210, USA. • A new quarterly journal, entitled Ecological Economics, has been announced by
the International Society for Ecological Economics. Environmentalists are invited to contribute articles. For more information, write: Elsevier Science Publishers, P.O. Box 211, 1000 AE Amsterdam, The Netherlands. The first issue of a 100-page semi-annual journal, Environment and Urbanization, has appeared (April 1989). It is devoted to “Environmental Problems in Third World Cities”, such as India’s, Colombia’s, Egypt’s, Mexico’s, etc. There are summaries in English, French and Spanish, as well as a glossary of technical terms used in the issue. The journal is published by the Human Settlements Programme of the International Institute of Environment and Development. It is a sister journal to Medio Ambiente y Organización, published by the Instituto Internacional de Medio Ambiente y Desarrollo — América Latina, Buenos Aires, Argentina. For more information, write: Human Settlements Programme, IIED, 3 Endsleigh Street, London WC1H 0DD, U.K.; or IIED — America Latina, Piso 6, Cuerpo A, Corrientes 2835, 1192 Buenos Aires, Argentina.


The publication entitled International Strategy for Action in the field of Environmental Education and Training for the 1990s is now available in Russian. Write to Connect, address on this page.

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