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ESD as a Positive Side Effect of International Activities: The Case-Study of the CROSSROADS 2.0 Project

Abstract. Education for Sustainable Development (ESD) has been approached in different ways by University faculties, secondary school teachers, and researches. However, the contribution to the ESD system made by international university projects has not been sufficiently discussed in the literature so far. The paper presents a case study and theoretical analysis of the role played by international university cooperation projects aimed at putting into practice the integration of in-class and extra-curriculum activities in ESD. This approach to education for sustainable development has been adopted in the Kaliningrad region (Russian Federation), one of the cross-border Baltic regions. The case study covers all the three dimensions of sustainability, i.e. ecological, economic and social development, as well as the improvement of regional environment. Legislative documents and projects developed by federal and regional government are mentioned, as well as obstacles to and prospects for the development of the integrated ESD approach. The project called “Lagoons as crossroads for tourism and interactions of peoples of South-East Baltic: from the history to present” is conducted by three countries and continues the work started in the CROSSROADS project. Its outcomes are used to support the conclusions drawn from existing theoretical approaches.

Keywords: sustainability, ESD, cross-border cooperation, case-study, integrated approach

1. Introduction

Education for Sustainable Development has become one of the buzz-words of today, especially in conjunction with the recently ended UNESCO ESD Decade.

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Many organizations have been and are getting involved in developing ESD curricula, organizing events, analysing the criteria, the outcomes, the stakeholders. Consent on the aims, goals, methods is still being worked on both by practitioners and researchers [Kopnina 2012b; Kopnina & Meijers 2014; Schroter 2010; UNEP and UNESCO 1976; UNESCO 2005; Wals 2007; 2009].

According to the “Education for Sustainable Development in Action Learning & Training Tools no. 2 – 2010” and “Education for Sustainable Development is relevant to everyone, at whatever stage of life they are and in any context. ESD is an integral part of lifelong learning, engaging all possible learning spaces-formal, non-formal and informal, from early childhood to adult life. The *ESD Lens* is based upon a whole-system approach to education, positioning ESD within national education systems, policies and programmes. A whole-system approach to ESD involves close integration of the aims of education with the broad span of social, economic, environmental and cultural policies for sustainable development. There is a range of different factors that shape how ESD is viewed and how it can be developed and practised in any context” [Education for Sustainable Development Lens 2010: 17].

The authors agree to the above cited document in understanding “the all-encompassing scope of ESD, and its aim to equip individuals and societies with skills and capacities to transform attitudes and lifestyles, suggests that a fifth pillar of learning can be added: “Learning to transform oneself and society – knowledge, values and skills for a sustainable future”. (These outcomes of education were listed in World Declaration on Education for All 1990, Art. 1, para. 1].

Of special interest to the present paper is the clear and unequivocal approach to ESD as a life-long process, that “engages formal, non-formal and informal education; addresses content while taking context into account; includes global issues and local priorities; and is cross-disciplinary” [World Declaration on Education for All 1990: 52].

Having underscored their strong belief in the non-stop and all-embracing character of the ESD process the authors fully realize the limitations that the project format has for ESD. A comparatively short term duration, lack of long-term responsibility for the achieved results, no control over the further development of the participants on the way to sustainable life-style and values, little influence upon the legislative, economic, political systems of the neighbouring participant states make just a very incomplete list of such limitations. However, activities directed at creating and developing sustainable tourism destinations and events described below necessarily presuppose ESD with a far-reaching effect.

2. Background

I. Kant Baltic Federal University of Russia (Russian Federation, Kaliningrad) has been actively promoting and initiating international cross-border Projects aimed at promoting sustainable development in the region.

One of the recent Projects was named “CROSSROADS 2.0 – Lagoons as crossroads for tourism and interactions of peoples of South-East Baltic: from the history to present.” It was financed by the Cross-border cooperation Programme of European Neighbourhood and Partnership Instrument Lithuania-Poland-Russia 2007-2013. The overall aim of the Project was the improvement of attractiveness and competitiveness of Lithuania-Poland-Kaliningrad region cross-border area adjacent to the Curonian and Vistula lagoons in order to raise tourist inflow. The Project lasted from November 2012 till June 2015, and its total Project budget was 1 840 847,810 EUR.

The Project has won the first place among 60 similar Projects financed by the Cross-border cooperation Programme of European Neighbourhood and Partnership Instrument Lithuania–Poland–Russia 2007-2013.

Technically the Project was aimed at meeting the demands of the target programme “Development of the Kaliningrad region up to 2020”, which indicates, that “implementation of environmental measures and international Projects aimed at ecotourism development, designing new eco-routes and destinations, and development of rural and active tourism, will have direct positive environmental impact on some districts as well as the region as a whole”¹.

The Project was directed at putting into practice sustainable tourism in the Kaliningrad region as one of the Eco-regions in the Baltic Sea Region; it addressed all the three aspects of sustainability, i.e. regional economic and social development, improvement of regional environment [Belova 2010: 48-50].

As the tourism industry has a multiplier effect in the economy, the Project contributed to the sustainable development of other sectors of the economy in the region and to the efficiency of enterprises in other sectors of the regional economic complex; simultaneous development of sectors of economic activity and the transition to sustainable development promote a balanced development; creation of favourable investment climate in the region and the creation of Special Economic Zone of tourist-recreational type “Curonian Spit” (one of seven in Russia).²

¹ Project CROSSROADS 2.0.: www.kantiana.ru/crossroads2/ [access: 18.11.2016].

² Russian part of the National Park “Curonian Spit”: www.park-kosa.ru [access: 18.11.2016].

To achieve the aim of the Project the following objectives were singled out:

1. Preparation and implementation of small-scale investments into development and renovation of existing and creation of new objects of innovative tourism infrastructure, based on the rich and unique common cultural and historical heritage of the cross-border area and allow to use this heritage for the joint creation of the cross-border tourist products contributing to the regional growth. This aim answers the sustainability value of preserving the heritage. Through implementing this objective, the Project contributed to the formation of awareness and knowledge, needed to both shaping the mental models and to introducing sustainability practices.

2. Strengthening collaboration between people, NGOs and local authorities and support of joint actions in the sphere of development, promotion and quality improvement of the tourist products in the cross-border area of Vistula and Curonian lagoons. Collaboration underscores the universal responsibility aspect of both sustainability and ESD. Moreover, while answering the local needs, reflecting the conditions and perceptions of the people of Russia, Lithuania and Poland it has a multiplying effect, due to the fact that the professionals, the local population and the visitors get involved into sustainable practices.

3. Implementation of joint actions aimed at protection and sustainable use of cultural and historical heritage of cross-border area of Lithuania, Poland and Kaliningrad region of Russian Federation adjacent to the Curonian and Vistula lagoons.

This objective is clearly directed at shaping the skills needed for sustainable practices. The outcome of the Project includes two renewed (reconstructed) tourism infrastructure objects of 1 open-air museum of the Viking epoch “Ancient Sambia”; 14 tourism products, jointly created by the partners; 1 jointly labelled tourism destination. 39 239 target persons participated in various events.

3. Discussion

The authors argue that among other factors, the total number of the people involved in the various Project activities as well as the vast variety of the events involving several sectors of population starting from financially deprived children to local authorities in three neighbouring countries can be regarded as a clear indicator of the ESD outreach, as one can hardly be involved in developing sustainable tourism without tackling with the objectives of education for sustainability, summarized as promoting:

– “Human sustainability. Maintaining human capital such as health, education, knowledge,

- Social sustainability (organizations and networks). Maintaining social capital,
- Economic (financial) sustainability. Keeping capital intact,
- Natural (environmental) sustainability. Protecting natural capitals (e.g. water, land, air, minerals, etc.)” [Schroter 2010].

An important aspect of ESD that has found little reflection in the literature so far is that Education should not necessarily be constricted to specifically designed educational events or programmes. The setting of all types of activities will unavoidably lead to changes in world views, actions, behaviours, values, be it consciously or not. While constructing the “Sambia” museum, doing the diggings, developing eco-routes everybody involved had no other option than to think and act along the lines of sustainability. Hence, by stating its overall aim the Project set the framework for educating people, for acquiring and strengthening the sustainable development approach to life.

The strength of the Project was in a combination of formal, non-formal and free-time educational activities. It overcame the sometimes evident gap between “What we say” and “What we do,” engaging the participants in lectures, discussions, Project development, Project application, various hands-on activities.

The Project has also performed a direct educational impact on the representatives of Lithuania, Poland and Russian Federation.

While promoting sustainable tourism “CROSSROADS 2.0” has realized a number of important educational activities that, in full accord with the ESD principles, were “based on the principles of inter- and intra-generational equity, social justice, fair distribution of resources and community participation (amongst others), which underlie sustainable development” [Schroter 2010: 52].

It became feasible thanks to the fact that the Project was implemented together by 13 partners from cross-border areas adjacent to the Curonian and Vistula lagoons of Russia, Lithuania and Poland. Six partners out of 13 were involved in the educational events. It is worth mentioning that these partners included educational and non-educational organizations, governmental bodies and NGOs. They were

- I. Kant Baltic Federal University (Russia) (Lead Partner of the Project),
- Klaipeda University (Lithuania),
- Polish Maritime Museum in Gdansk (Poland),
- Folk Architecture museum – Ethnographic Park in Olsztynek (Poland),
- National Park Curonian Spit (Russia),
- NGO Traditional Group “Speaking Water.”

The list suggests that one of the salient features of ESD is reflected here, i.e. that of inter-sectorality. The participation of representatives of three different cultures was another strength of the Project. Five activities within the Project

CROSSROADS 2.0 of the CBC Programme “Lithuania–Poland–Russia” 2007-2013 were directly dedicated to the education.³

International Course on sustainable use of the natural, cultural and historical heritage within the cross-border area for students from Russia (Kaliningrad), Poland and Lithuania adjacent to the Curonian and Vistula lagoons was designed and carried out to provide the students with necessary knowledge. The course was divided into 3-4-days that took place in all the three participant countries.⁴

The first part was organized in Kaliningrad, at the I. Kant Baltic Federal University of Russia. Altogether 30 students attended the course, i.e. 10 undergraduate students majoring in geography, history and tourism, from I. Kant Baltic Federal University (RU), Klaipeda University (LT), Vilnius University (LT), Gdansk University (PL), Gdansk University of Technology (PL). During the course they were offered 15 lectures in 5 topics, presented by associate professors and professors of the I. Kant Baltic Federal Universities in the field of geography, history, geo-ecology, archaeology, economics, urban planning, tourism:

- Cultural and historical heritage of the cross-border area adjacent to Curonian and Vistula lagoons;
- Social-demographic and economic aspects of development of the South-Eastern Baltic in historical perspective;
- GIS technologies application for preservation and sustainable use of natural, cultural and historical heritage of the cross-border area adjacent to Curonian and Vistula lagoons;
- Curonian and Vistula lagoons – perspectives for environment-protection in international cooperation.

According to the students, the most interesting lectures were given by Dr. Nikolay Belov, Associate Professor of the geography Department of the IKBFU on the use of GIS technologies. Students were interested in the possibilities of laser scanning in search for archaeological objects and objects of the cultural and natural heritage for their future detailed investigations aimed at preservation and reconstruction.

The method is non-invasive and hence, sustainable. “Do as you preach,” be mindful of the nature and show it in your teaching.

The final event took place at the Curonian Spit, where a lecture on the Curonian Spit was delivered, and the students visited the major natural heritage objects of the main national park of the Kaliningrad, such as “The Ef height” and the “Dancing forest.” After that, the students attended a lecture at the ornithological

³ Newsletter #1 on the results of the CROSSROADS 2.0 Project: www.kantiana.ru/crossroads2/newsletter.pdf [access: 18.11.2016].

⁴ Newsletter #2 on the results of the CROSSROADS 2.0 Project: www.kantiana.ru/crossroads2/newsletter_2.pdf [access: 18.11.2016].

station “Fringilla” and witnessed a unique event, a single-time trapping of thousands of dragonflies intended for bird feeding. This type of lecturing, changing the teaching boundaries, provides feasibility and participatory support to the theoretical material. It can be argued that it bridges the existing gap between theory and its application in the minds of the students. At the end of the first part of the courses students presented their homework, their ideas of Projects for a creative use of the heritage objects. Fifteen creative ideas were presented. During the next two parts of the courses, students developed these ideas and presented the Projects for implementing their ideas.

This way another aspect of ESD was approached, that of entrepreneurship and creativity development.

The above process shows a multi-tier approach to ESD, starting from the EE maxims of awareness, responsibility, etc., basically to promoting sustainable trans-border social structures, that take care of both the present and the future generations.

The second part of the course was held in Klaipeda, at Klaipeda University (Project partner), with the same students from the partner countries. Here the second international student seminar on sustainable use of cultural and historical heritage of cross-border lagoon area of the Curonian and Vistula lagoons to promote tourism took place. It was attended by groups of students from Klaipeda, Gdansk and Kaliningrad. During the seminar, students attended lectures of teachers from Lithuania covering interesting issues and historical facts about culture and history of the territories where we are living now.

The involvement of lecturers from three countries underscores the trans-border aspect of the Project, reflecting the universal character of sustainability issues.

“Participants of the workshop sought to unite the past and the future of the region, recalling the history of these places and the culture of the peoples who inhabited this territory, as well as offering their ideas for conservation and sustainable use of the cultural heritage of these areas” – says Vera Popova, 5-year student of the Institute for Environmental Management, Spatial Development and Urban Planning, I. Kant University.

On-site lectures were arranged for students on the mainland coast of the Curonian Lagoon, followed by sight-seeing tours of the old town of Klaipeda. Alexander Danchenkov, a 4th-year student of the Institute for Environmental Management, Spatial Development and Urban Planning, said, “It is very pleasant to see such an interesting Project implemented by our university – I. Kant BFU, the way you can learn many interesting things about the place where we live, the territory of the South- Eastern Baltic, – and successfully work with students from the neighbouring countries.”

On the November, 12-16th 2013 the final international student seminar “Creative use of natural, historical and cultural heritage of the territory of the

Curonian and Vistula lagoons with the view of educational and cultural tourism development: problems, sustainability and prospects” was held in Gdansk. The event took place on the premises of the Polish Maritime Museum in Gdansk (Project partner). Summing up, Dr. Elena Kropinova, Project coordinator, noted the innovative character of the projects presented by the students, in particular the integrated approach to tourist product development that appeals to different target groups of tourists. “These were Projects created by young people of the region, the proposals focused on active tourism, involvement of natural, cultural and historical heritage into sustainable tourist use. As they have been developed by young people, the young are interested in them, they will certainly be highly-sought for by the young! Lecturers from all three countries have done a great job in shaping the seminar participants’ perception of integrity of the South-Eastern Baltic as a common cross border tourist area” – said the Project coordinator.

In general, a series of workshops within the framework of the “CROSS-ROADS 2.0” Project allowed the students to learn the basics of strategic planning and sustainable development of the territory in the tourism sector; the participants also learned how to work in international working groups that can serve as a good experience in future professional activities.

The second set of events was different. It involved some direct hands-on application of the theories.

The participants were involved in archaeological excavations in Russia (the area adjacent to Curonian and Vistula lagoons of the Kaliningrad region) and Poland (Olsztyn forest area).

Students from the University of Gdansk, Klaipeda University, I. Kant Baltic Federal University and members of the association “Pruthenia” from Olsztyn took part in excavations on the territory of Poland. The excavations took place in the forest of Olsztyn, at the site of an old Prussian settlement on the bank of the Lyna river. It is assumed that the settlement existed until the 14th century, as the latest findings date back thereto. A lot of pottery, Arab coins indicating that the residents of the settlement carried out active trade, and some cattle bones were discovered. It can be concluded thereupon that cattle breeding was developed in the village. A trip to the castles and Roman Catholic churches of Warmia and Masurian Voivodeship and a horse ride to a nearby agritourism farm were arranged for the participants of the excavations on the weekend. The trips were meant to strengthen the link between sustainability, tourism, heritage, etc. theories with practice.

In Kaliningrad, archaeological excavations were carried out from July 1 to August 7 in the settlement of Mokhovoye (Zelenogradsk district) and the settlement of Ushakovo (Gurievska district). In Mokhovoye settlement of Zelenogradsk district the archaeological site consists of a complex of archaeological monuments of the Viking Age in the area of Kaup. The diggings were carried

out by Polish and Lithuanian students who major in archaeology and history. They worked with shovel and brush with a keen interest, learning the nuances of Russian archaeological field methods. Three pits covering the area of 84 m² were allocated for diggings (in accordance with the number of countries participating in the Project) on the territory of the burial ground of Small Kaup. At the “Russian” and “Lithuanian” excavations archaeologists found Prussian burials of the 11th century. The “Polish” pit, to the delight of Gdansk students, revealed the remains of an Estians’ burial of the 5th century. As for the settlement of Ushakovo in Gurievsk district, the goal of the expedition was to study a new coastal culture monument discovered in 2012. Settlements of this culture are located on the banks of the Vistula and Curonian Lagoons and are dated 3rd c. BC. The study of the settlements of coastal culture tribes is one of the priority research trends in the Baltic. It is assumed that the coastal culture tribes laid the foundations for the development of the Balts, and, according to certain hypotheses, also to the Slavs. No matter how amazing it is, but at the lowest level of the cultural layer archaeologists participating in the excavations found earlier materials relating to the culture of funnel beakers (CFB). Tribes of CFB in the IV c. BC settled on the vast territory from the Netherlands to the Western Ukraine. Everywhere they preferred to be engaged in farming and cattle breeding. Within the Baltic Region their monuments had not been previously known, with the exception of only a few findings. The participants had an opportunity to find out for themselves that the cultural and ethnic genesis of Baltic peoples was of a more complex character:

Another outcome of the excavations became evident in three diploma papers defended by the students who attended the excavations.⁵

The excavations were carried out in the free time of the students, hence underscoring the importance of non-stop ESD.

This type of activities has taught the students to cherish the indigenous culture of the region. It showed the necessity to work together to make a more accurate analysis of the facts, to develop adequate theories and to work together to preserve the cultural heritage. All this falls within the best concepts of EE and ESD [Kopnina 2012a].

A different group of participants was involved in the third round of educational activities.

A training course on “The past and present of South-Eastern Baltic” for fifty tour guides and museum employees from Poland, Lithuania and the Kaliningrad region of Russia was arranged at Immanuel Kant Baltic Federal University. The participants attended the lectures delivered by leading specialists of I. Kant BFU on history, culture, ethnology, natural and cultural landscapes, modern socio-

⁵ Newsletter #3 on the results of the CROSSROADS 2.0 Project: www.kantiana.ru/crossroads2/newsletter_3.pdf [access: 18.11.2016].

economic development of the South-Eastern Baltic and other issues relevant for potential tourists. The course also included educational visits to the coastal areas of the Kaliningrad region of the Russian Federation, Poland and Lithuania, during which the best tour guides gave a master class on sightseeing tours in the cross-border areas. At the end of the course the participants passed tests and obtained accreditation issued by the Ministry of tourism of the Kaliningrad region, enabling them to carry out excursion activities on the territory of the Kaliningrad region.⁶

In this event the local authorities were involved, thus strengthening the overall potential of the activities.

The expert community also made a great contribution into the future of sustainable tourism in the region by elaboration and issuing the text-book “Natural, Cultural and Historical crossroads of the Baltic.” The publication provides guidance to the users in following the sustainability requirements. Hence it reaches out to a still vaster audience.

The text-book is based on the idea of providing reliable information support to the tour guides working in cross-border and transboundary territory outside their native country in the course of supporting transboundary tourist routes in the area adjacent to the Vistula/Kaliningrad and Curonian Lagoon. Application of the information presented in this book will help gain knowledge necessary to obtain accreditation for tour guides working simultaneously on the territory adjacent to the Vistula/Kaliningrad and Curonian Lagoons within the cross-border region represented by municipalities of three states of Lithuania-Poland-Russia [Kropinova, Volkova & Belova 2015: 144].

The uniqueness of the text-book is that it represents historical events and describes the cultural peculiarities of the formation of the cities, that are centres of attraction for tourists, through the eyes of researchers - residents of the region. The materials were prepared using original historical facts, including the ones collected during the work of experts of the Project “Crossroads 2.0.” The text-book is intended for practicing guides, students majoring in tourism, as well as for all those who love their land and are interested in what is happening on the other shores of the common lagoons. It can therefore be of use both for work and for leisure-time activities of the population.

The book shapes the sustainability *modus operandi* for the guides. Working with guests, the guides will keep spreading this world view.

The Project has reached out for even vaster audiences, as over 3,000 people came to spend their free time at three-day mini-festivals “Days of Ancient hand-crafts” and educational lessons of live history at the new open-air museum of

⁶ Newsletter #1 on the results of the CROSSROADS 2.0 Project: www.kantiana.ru/crossroads2/newsletter_4.pdf [access: 18.11.2016].

the Viking epoch at the Russian part of the Curonian Spit, and in Ethnographic park in Olsztynek (Pl). Incorporating free-time activities enables the educators to appeal to involuntary memory and to motoric memory in shaping sustainable behaviour habits.

The international festival of historic re-enactment “Days of Ancient Crafts” took place in the open air museum of the Viking Age “Ancient Sambia,” created in full accord with sustainability requirements. Over 30 craftsmen from the Kalininograd region of the Russian Federation and other regions of Russia, Lithuania and Poland presented their arts and crafts to the public during the festival. Within the framework of the mini-festival, guests had an opportunity to learn ancient crafts such as woodcraft, art of candle making, amber jewellery production, cooking according to ancient recipes and pottery. An integral part of the festival was dancing and singing as the ancient inhabitants of the Viking Age. The Project partners also dressed up according to the epoch to greet the visitors and promote this sustainable tourism destination.

In Olsztynek, master classes of ancient handicrafts were organized for 25 children from underprivileged families, 10 from Russia and 15 from Poland. There were 4 days of engaging master-classes in different ancient handicrafts and cooking for children 9-11 years-old children. It was the first event of such format and topic, and children were very glad, as they had a chance to live four days in old Prussian time, to practice sustainable living. Knowing the heritage, you learn to value and preserve it.

The Project has proven that ESD is a life-long learning process, so it has to start at a very fragile age. It also presupposes lack of discrimination on any grounds [Education for Sustainable Development Lens 2010].

Yet again, free-time activities were incorporated into the ESD process.

4. Conclusions

The results of integrating different types of formal, non-formal and informal education by the Project analysed in the present article can be clearly qualified as “based on local needs, perceptions and conditions, but acknowledges that fulfilling local needs often has international effects and consequences; it promotes a shift from mental models to sustainability practices through which these mental models and concepts are explored and reviewed. It includes entrepreneurship and creativity development” [Education for Sustainable Development Lens 2010: 17].

Notwithstanding the limitations set by the format of a Project, “CROSSROADS 2.0” has made a solid contribution into the ESD development in the region, in ascertaining the “quality that provides the values, knowledge, skills

and competencies for sustainable living and participation in society and decent work.”⁷

The lectures provided knowledge, the diggings, living in the ancient Sambia, guided tours, etc. made an input into the formation of skills and competencies, while the overall approach of the Project to the tourist destination has contributed to the moulding of sustainability values.

The project has involved representatives of three different cultures. Participating in the events both organizers and the public were also developing intercultural communication skills, empathy, tolerance, respect.

Involving governmental, non-governmental, educational and administrative partners the Project has put into practice the universal responsibility value of sustainable development and ESD.

The combination of different educational and non-educational events into the formal, non-formal and informal activities underscores the holistic approach to ESD.

The life-long character of the ESD was taken care of through involving participants of different ages, cultures, professional and educational backgrounds.

Another very important result is the practical application of the ESD efforts. Thanks to the new museum and to the educational activities organized within the framework of the Project the promotion of sustainable use of heritage objects became more active on Curonian Spit sites adjacent to the Curonian and Vistula lagoons [Kropinova 2005; Territorial complex scheme... 2004].

Both famous and less known objects, which were not used as tourist attractions, were restored, their further decay was prevented; the infrastructure was created on the territory surrounding these objects, and the objects themselves were included into new tourist routes [The Catalogue of objects... 2009].

All the above proves the high potential of international Projects in the application of ESD at different levels.

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Edukacja dla zrównoważonego rozwoju jako pozytywny efekt uboczny działań międzynarodowych na przykładzie projektu CROSSROADS 2.0

Streszczenie. Edukacja dla zrównoważonego rozwoju (EZR) to wyzwanie podejmowane na różne sposoby przez wydziały uczelni wyższych, nauczycieli szkół średnich oraz temat wielu badań. Do tej pory jednak w literaturze nie poświęcono wystarczająco dużo uwagi kwestii wkładu międzynarodowych projektów uczelnianych do systemu EZR. Niniejszy artykuł opisuje studia przypadków i analizuje od strony teoretycznej rolę, jaką odgrywają międzynarodowe projekty współpracy międzyuczelnianej w praktycznej integracji działań lekcyjnych i pozalekcyjnych w ramach EZR. Takie podejście do wdrażania edukacji dla zrównoważonego rozwoju przyjęto w rejonie kaliningradzkim, jednym z transgranicznych regionów nadbałtyckich. Badanie obejmuje wszystkie trzy wymiary trwałego rozwoju, tzn. ekologiczny, ekonomiczny i społeczny, oraz poprawę środowiska regionalnego. W artykule omówiono akty prawne władz federalnych i regionalnych oraz przeszkody i możliwości rozwoju zintegrowanego podejścia do EZR. Tytułowy projekt „Zatoki jako miejsca spotkań turystów i mieszkańców krajów południowo-wschodniego regionu Bałtyku: od czasów historycznych do teraźniejszości” jest realizowany przez trzy kraje nadbałtyckie i stanowi kontynuację projektu CROSSROADS. Wyniki projektu potwierdzają wnioski wynikające z rozważań teoretycznych na temat istniejących podejść w tej dziedzinie.

Słowa kluczowe: trwały rozwój, edukacja dla zrównoważonego rozwoju, współpraca transgraniczna, studium przypadku, podejście zintegrowane