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A FRAMEWORK FOR MANAGING GLOBALLY RELEVANT EDUCATION IN CROSS RIVER STATE: CONNECTING LOCAL LEARNING TO GLOBAL OPPORTUNITIES IN PROVIDING EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

Globalization and the growing demands of sustainable development have transformed the role of education from preparing learners for local participation to equipping them with competencies required for both global competitiveness and sustainable living. In Nigeria, and particularly in Cross River State, this shift requires education systems to integrate Education for Sustainable Development (ESD) and global competencies such as digital literacy, critical thinking, collaboration, intercultural understanding, and green skills into existing curricula. This paper develops a practical framework for managing globally relevant education in Cross River State: connecting local learning to global opportunities through ESD-driven educational management. Drawing on educational management theory, global competence models, and sustainability education perspectives, it explains how school systems can align learning outcomes with the needs of a green and knowledge-based global economy. Evidence from developing contexts shows that many education systems face similar challenges, including weak policy coordination, inadequate teacher preparation for ESD, poor ICT infrastructure, and a mismatch between educational outcomes and sustainable labour market demands.The paper argues that effective educational management is central to addressing these gaps. School leaders and policymakers must adopt flexible and sustainability-oriented policies, invest in teacher capacity for ESD and STEM integration, update curricula, and strengthen partnerships with industry and global institutions. At the same time, the framework emphasizes the importance of preserving local culture and indigenous knowledge while integrating global sustainability perspectives. By combining theory with contextual realities, this study provides a clear model for policymakers, administrators, and educators seeking to make education in Cross River State globally relevant, environmentally responsible, and economically transformative. It also contributes to ongoing discussions on how education systems in developing regions can achieve global competitiveness while advancing sustainable development and maintaining local identity.

Key Words: Education for Sustainable Development, globally relevant education, educational management, global competencies, sustainable economy, curriculum reform, internationalization.

INTRODUCTION

In an increasingly interconnected and rapidly changing world, societies are confronted with complex and interrelated challenges such as climate change, widening inequality, insecurity, poverty, hunger,

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biodiversity loss, and unsustainable patterns of consumption and production. These global realities demand urgent and coordinated responses from individuals, communities, governments, and institutions. In this regard, education becomes not only a tool for personal development but also a strategic instrument for social transformation and sustainable development. Learners must therefore be equipped with the knowledge, skills, values, and attitudes necessary to participate meaningfully in addressing both local and global challenges, while also being empowered to shape a more inclusive, peaceful, and sustainable future (UNESCO, 2017).

Okey (2025) observed that education is a transformative process where individuals acquire knowledge, skills and abilities, empowering them to become useful to themselves and actively participate in their society's growth and development

The concept of Education for Sustainable Development (ESD), which gained global prominence following the United Nations Decade of Education for Sustainable Development (2005–2014), has significantly reshaped educational discourse and policy directions worldwide. It emphasizes the need for education systems to go beyond traditional content delivery and instead foster critical thinking, creativity, problem-solving abilities, and social responsibility among learners. Quality education within the ESD framework is understood as one that develops foundational literacy and numeracy skills while also nurturing higher-order cognitive, interpersonal, and analytical competencies that enable learners to respond effectively to real-world challenges (UNESCO, 2017). This perspective is particularly relevant for developing contexts such as Nigeria, where education reform continues to seek alignment with global standards while addressing local realities.

In Cross River State, Nigeria, the relevance of ESD becomes even more pronounced given the state's unique socio-economic and environmental context. The state is richly endowed with natural resources, biodiversity, and cultural heritage, yet it also faces developmental challenges such as youth unemployment, rural poverty, environmental degradation, and limited access to globally competitive skills. The education system in Cross River State therefore bears a critical responsibility to bridge the gap between local learning environments and global opportunities. A framework for managing globally relevant education in the state must therefore prioritize the integration of sustainability principles into curriculum design, teaching practices, and educational management systems. This is essential for producing graduates who are not only locally grounded but also globally competent and adaptable in the 21st-century knowledge economy.

ESD emphasizes lifelong learning and inclusivity, ensuring that education remains relevant to diverse cultural, social, and economic contexts. In Cross River State, this is particularly important given the diversity of communities, including rural and riverine populations with varying access to educational resources. A globally relevant education framework must therefore ensure equitable access to quality learning opportunities while respecting local knowledge systems, cultural values, and indigenous practices. This aligns with the broader understanding that sustainable development education is not a one-size-fits-all model but rather a flexible, context-sensitive approach that integrates formal, non-formal, and informal learning environments (UNESCO, 2020).

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Therefore, the integration of global sustainability perspectives into local education systems is no longer optional but essential. For Cross River State, adopting a framework for managing globally relevant education represents a strategic pathway for connecting local learning to global opportunities, thereby ensuring that education serves as a catalyst for both local transformation and global engagement.

Curriculum Revisions and Integration Practices in Relation to Managing Globally Relevant Education

Education for Sustainable Development (ESD) curriculum revisions and integration practices provide a critical foundation for rethinking how education systems can prepare learners for both local relevance and global competitiveness. ESD offers a strategic pathway for repositioning education so that learners are equipped not only with academic knowledge but also with competencies required to address global challenges such as climate change, inequality, poverty, and sustainable resource use. Globally, curriculum reforms under ESD are increasingly viewed as essential tools for transforming education systems into instruments of sustainable development (UNESCO, 2020). Okey (2024) added that a curriculum that emphasizes critical thinking skills can help students analyze information, question authority and make informed decision.

For Cross River State, where education is centrally guided by national curriculum standards but implemented at state and local levels, the hybrid approach appears most realistic. It allows schools to retain national compliance while gradually integrating locally relevant sustainability content such as mangrove conservation, climate-smart agriculture, eco-tourism, and biodiversity protection issues highly relevant to CRS.

In the framework for globally relevant education in Cross River State, curriculum revision must therefore be seen as both structural and pedagogical. Structurally, it requires integrating interdisciplinary content that connects science, social studies, economics, and environmental education. Pedagogically, it demands a shift from rote learning to participatory, inquiry-based, and problem-solving approaches. ESD emphasizes hands-on learning experiences, democratic classroom engagement, and community-based projects that enable learners to connect theory with real-life environmental and socio-economic challenges (Tilbury, 2011). For instance, students in CRS can engage in projects on waste management in Calabar metropolis, rainforest preservation in Akamkpa, or sustainable fishing practices along coastal communities. These learning experiences not only deepen understanding but also connect learners to global sustainability discourses.

School Organization and Its Transformation and Globally Relevant Education

School organization is a critical determinant of how effectively educational systems respond to contemporary demands for relevance, inclusiveness, and global competitiveness. School organization plays a central role in shaping how learning is designed, delivered, and connected to both local realities and global expectations. Traditionally, school organization in many educational systems, including Cross River State, has been highly hierarchical, with decision-making authority

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concentrated at the top levels of administration. This hierarchical model of school organization reflects a bureaucratic system where rules, procedures, and formal authority dominate school operations. In such settings, schools often function in isolation from their surrounding communities, with minimal engagement in local socio-economic or cultural contexts. Teachers are expected to implement centrally designed curricula without significant input into planning or adaptation, while students are regarded primarily as recipients of instruction rather than active contributors to school life. Parents and community members are typically involved only during formal meetings or disciplinary matters, rather than as active partners in educational development. In Cross River State, this traditional structure has contributed to a disconnect between schooling and the real life realities of learners, particularly in rural and semi-urban communities where local knowledge systems and environmental challenges are often not reflected in school practices.

However, global trends in educational reform are increasingly challenging this top-down model of school organization. There is a growing shift toward more participatory, democratic, and community-engaged school governance structures. This transformation is driven by the recognition that schools function more effectively when they operate as learning communities that involve all stakeholders in decision-making processes. Participatory school organization emphasizes shared leadership, collaboration, and accountability among administrators, teachers, students, parents, and community members. Within this model, schools are no longer isolated institutions but are instead embedded within their social, economic, and cultural environments. Accordingly, Okey, (2020), in light of the above observed that effective school- community participation begins with a sound, humane educational programme designed to meet the needs of both students and the community.

In the context of Cross River State, this shift toward participatory school organization is particularly relevant for achieving the goals of globally relevant education. A framework that seeks to connect local learning to global opportunities must necessarily integrate schools into their surrounding communities. This means that school governance structures should be reoriented to include community participation in curriculum development, school planning, and problem-solving activities. For example, School-Based Management Committees (SBMCs), Parent-Teacher Associations (PTAs), and local community leaders can be actively engaged in shaping school priorities, particularly in areas such as environmental sustainability, vocational education, and cultural preservation. Such engagement ensures that education is not only academically relevant but also socially responsive and locally grounded (UNESCO, 2020).

ESD Integration as a Component of Traditional Subjects and Globally Relevant Education

The integration of Education for Sustainable Development (ESD) into traditional school subjects represents one of the most widely adopted and practical strategies for curriculum reform across the world. This approach provides an important entry point for embedding sustainability-oriented knowledge, skills, and values into existing educational structures without requiring radical or disruptive curriculum overhauls. Instead of creating entirely new subjects, ESD is incorporated into established disciplines such as geography, biology, history, civic education, and the arts. These subjects serve as foundational platforms through which learners are introduced to environmental,

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social, and economic sustainability issues in ways that are contextually relevant and academically meaningful (UNESCO, 2020).

This integration strategy is particularly significant in education systems where curriculum change is often slow, politically sensitive, and administratively complex. Curriculum documents typically reflect national priorities and ideological expectations, making large-scale restructuring difficult to implement. As a result, many education systems adopt a more gradual and pragmatic approach by embedding ESD concepts within existing subject areas rather than pursuing complete curriculum redesigns. This allows for the inclusion of sustainability themes while maintaining alignment with national educational standards and examination frameworks. In the context of Cross River State, Nigeria, where the education system is closely tied to national curriculum directives, this approach offers a realistic pathway for enhancing global relevance without overwhelming institutional capacity or provoking systemic resistance.

For Cross River State, these global practices provide a strong comparative foundation for developing a locally relevant yet globally informed educational framework. By integrating ESD into traditional subjects, schools in the state can connect classroom learning to pressing local realities such as deforestation in the Cross River rainforest, coastal erosion in riverine communities, waste management challenges in urban centres like Calabar, and sustainable agricultural practices in rural areas. These issues can be explored through geography lessons on land use, biology topics on ecosystems, civic education discussions on environmental responsibility, and history lessons on human-environment interaction. This approach ensures that learners are not only acquiring theoretical knowledge but also developing practical understanding of the environmental and socio-economic challenges affecting their communities.

In a nutshell, ESD integration into traditional subjects represents a critical step in transforming education systems to address both local and global challenges. While it offers a practical and accessible entry point for curriculum reform in Cross River State, its effectiveness depends on teacher capacity, curriculum flexibility, and institutional support. A balanced approach that combines subject-based integration with transversal curriculum reform provides the most sustainable pathway for achieving a globally relevant education system. Through this framework, Cross River State can ensure that its learners are equipped not only with academic knowledge but also with the competencies required to participate meaningfully in a rapidly changing global world (UNESCO, 2020).

Active/Participatory Learning and Globally Relevant Education

Active and participatory learning approaches constitute a fundamental pillar of Education for Sustainable Development (ESD) and are increasingly recognized as essential for transforming education systems toward global relevance. These pedagogical approaches provide a practical pathway for shifting education from passive knowledge reception to dynamic, learner-centred engagement. Rather than positioning learners as passive recipients of information, active learning

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places them at the centre of the educational process, enabling them to construct knowledge through interaction, reflection, and real-world application (UNESCO, 2020).

A key benefit of active learning is that it encourages learners to develop critical reflective thinking skills. Through structured inquiry and guided discussions, students are prompted to ask important questions, challenge assumptions, and examine multiple perspectives on social, environmental, and economic issues. For example, learners may critically analyze how media messages, advertisements, and news narratives shape public perceptions of development priorities, consumption patterns, and societal values. This process helps students understand how knowledge is constructed and influenced by cultural, political, religious, and gender-related factors. In doing so, learners become more aware of how beliefs and behaviour are shaped within society, enabling them to develop more informed and responsible worldviews (UNESCO, 2020).

In the context of Cross River State, Nigeria, the application of active and participatory learning is particularly relevant for connecting classroom instruction to local realities and global sustainability challenges. For instance, students can engage in group-based investigations of environmental issues such as deforestation in the Cross River rainforest, waste disposal challenges in urban centres like Calabar, or sustainable agricultural practices in rural communities. Through these activities, learners not only acquire knowledge but also develop the ability to analyze real-world problems and propose practical solutions. This aligns directly with the goal of the proposed framework, which seeks to connect local learning experiences with global opportunities in education, employment, and sustainable development.

Teacher Education, Training and Resourcing and Globally Relevant Education

Teacher education, training, and resourcing constitute a foundational pillar in any attempt to reform education systems towards global relevance and sustainability. Within the framework, teachers are positioned as central agents of transformation who determine the quality, relevance, and effectiveness of educational outcomes. Research across global education systems consistently demonstrates that teachers are the most significant school-based factor influencing student achievement and learning quality. High-performing education systems invest substantially in recruiting, training, mentoring, and continuously developing teachers, recognizing that educational quality is directly tied to teacher competence and commitment

In the context of Cross River State, Nigeria, strengthening teacher education is particularly important for repositioning education to meet both local development needs and global expectations. Teachers are not merely transmitters of knowledge; they are facilitators of learning, role models of civic responsibility, and key drivers of social change. Through their daily interactions with learners, teachers shape attitudes, values, and competencies that influence how students engage with environmental sustainability, social equity, and economic development. As such, they play a critical role in preparing learners to become responsible citizens capable of contributing to an environmentally sustainable, globally connected, and socially inclusive society (UNESCO, 2020).

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However, for teachers to effectively perform these roles, teacher education systems must be intentionally reoriented toward Education for Sustainable Development (ESD). Evaluations of the United Nations Decade of Education for Sustainable Development (DESD) revealed that teacher support is a crucial condition for the successful implementation of ESD in educational systems. Without adequately trained and supported teachers, curriculum reforms aimed at sustainability often fail to translate into classroom practice. Similarly, UNESCO reports on teacher education highlight that the absence of sufficient training in ESD among teacher educators has contributed to weak institutional capacity for embedding sustainability into teaching and learning processes (UNESCO, 2017). In many contexts, including parts of Nigeria, the shortage of well-prepared and motivated teachers continues to negatively affect learning outcomes and educational quality.

Although global progress has been made in expanding access to education, including the provision of free primary and secondary schooling in many countries, access alone does not guarantee quality education. Increasing school enrolment without corresponding improvements in teaching quality often results in poor learning outcomes. Consequently, the focus of education reform has shifted from quantity to quality, emphasizing the importance of what is taught, how it is taught, and the competencies that learners acquire. In this regard, teacher quality becomes the most critical determinant of educational effectiveness. In Cross River State, where educational challenges include uneven teacher distribution, limited professional development opportunities, and inadequate teaching resources in some areas, addressing teacher quality is essential for achieving globally relevant education outcomes.

In-service teacher training is equally important in ensuring that current educators are not left behind in the transition toward globally relevant education. Many teachers currently working in Cross River State were trained under traditional, content-heavy pedagogical models that emphasize rote learning and examination preparation. Without targeted retraining and continuous professional development, these teachers may struggle to implement participatory, problem-based, and experiential learning approaches associated with ESD. In-service training programmes should therefore focus on updating pedagogical skills, strengthening subject knowledge, and fostering a deeper understanding of sustainability issues relevant to both local and global contexts.

In addition, adequate resourcing of teachers is essential for effective implementation of ESD-oriented education. Teaching materials, digital tools, learning aids, and access to professional networks are necessary to support innovative teaching practices. In resource-constrained environments, such as some schools in Cross River State, the lack of adequate teaching materials can significantly limit the ability of teachers to implement learner-centred and experiential learning strategies. Addressing these challenges requires coordinated investment from government, development partners, and local communities to ensure that teachers are properly equipped to deliver quality education.

Local, Culturally Relevant, Place-Based Learning in a Globally Relevant Education

Local, culturally relevant, and place-based learning has become a central principle in contemporary education reform, particularly within Education for Sustainable Development (ESD). In the context

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of this paper, place-based learning provides a critical bridge between classroom knowledge and the life realities of learners. It emphasizes the importance of situating education within the social, cultural, environmental, and economic contexts of learners, thereby making learning more meaningful, practical, and connected to real-world issues (UNESCO, 2020).

Globally, education systems are increasingly moving away from standardized, one-size-fits-all approaches toward more flexible and context-sensitive models of curriculum implementation. This shift is driven by the recognition that learners are more engaged and perform better when educational content reflects their immediate environment and lived experiences. Schools, universities, and other learning institutions are therefore being encouraged to align their teaching and learning processes with the realities of the communities they serve. This involves focusing on issues that are directly relevant to learners' daily lives, such as environmental challenges, cultural practices, local economies, and community development needs (UNESCO, 2020).

Global Challenges and Local Education Responses in a Globally Relevant Education

Education for Sustainable Development (ESD) is fundamentally driven by the need to make learning more relevant to real-life experiences by connecting global challenges to local educational responses. Within the context of this paper, ESD serves as a critical bridge between global sustainability issues and local educational practices. Its central purpose is to ensure that learning is not abstract or disconnected from reality, but instead focused on addressing the actual social, environmental, and economic problems faced by communities. This approach enables learners to understand the interconnectedness of global systems while also equipping them with the knowledge and skills needed to respond effectively to local challenges (UNESCO, 2020).

A key principle of ESD pedagogy is inclusivity, particularly the integration of marginalized voices and minority perspectives into the learning process. This ensures that education reflects diverse experiences and realities, rather than privileging dominant narratives alone. By incorporating local perspectives into discussions of global issues, learners are better able to understand how global challenges manifest differently across communities. For example, climate change may be discussed in abstract global terms, but in local contexts such as Cross River State, it translates into deforestation, flooding, declining agricultural productivity, and biodiversity loss. Making these connections helps both teachers and students appreciate the complexity of sustainability issues and the importance of context-specific responses

Furthermore, integrating global challenges into local education systems helps learners develop critical thinking, problem-solving, and systems-thinking skills. These competencies are essential for understanding the interconnected nature of sustainability issues and for designing effective responses. When students are encouraged to analyze how global issues such as climate change, inequality, and resource depletion affect their own communities, they are more likely to become active participants in sustainable development initiatives.

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In conclusion, linking global challenges with local education responses is a central principle of Education for Sustainable Development and a key component of the framework for managing globally relevant education in Cross River State. By connecting classroom learning to real-world issues, education becomes more meaningful, inclusive, and transformative. Global examples from the Philippines, the Caribbean, the Dominican Republic, and Nepal demonstrate the effectiveness of integrating sustainability challenges into education systems. For Cross River State, adopting similar approaches can strengthen the relevance of education, enhance community resilience, and ensure that learners are equipped to connect local learning with global opportunities in a rapidly changing world (UNESCO, 2020; SWEDESD, 2016).

Connecting education for sustainable development to 21st century skills, jobs, and a sustainable economy

Education for Sustainable Development (ESD) has increasingly been recognized as a transformative approach to education that goes beyond the transmission of environmental knowledge to the development of practical competencies required for sustainable living and global citizenship. Contemporary discourse emphasizes that simply increasing awareness of sustainability issues is insufficient to drive meaningful societal transformation. Rather, what is required is the deliberate cultivation of competencies—cognitive, socio-emotional, and behavioral—that enable individuals and communities to act effectively within complex and changing global systems (Leicht, Heiss & Byun, 2018). This shift is particularly important in contexts such as Cross River State, Nigeria, where education must increasingly respond to both local development needs and global economic transitions.

However, unlocking this potential requires more than rhetoric; it demands deliberate policy action and institutional support. Governments and education stakeholders must create enabling environments that provide access to quality education, skills development opportunities, and platforms for youth participation in decision-making processes. In the context of Cross River State, this implies strengthening educational management systems to ensure that curricula are responsive to global sustainability trends while remaining grounded in local realities. It also requires investment in teacher training, curriculum reform, and community-based learning initiatives that connect classroom knowledge with real-world applications.

Furthermore, ESD plays a strategic role in linking education to the evolving demands of sustainable economies. As global economies shift toward greener production and consumption patterns, there is a growing demand for workers who possess sustainability-related competencies. These include knowledge of environmental systems, resource efficiency, sustainable agriculture, waste management, and climate adaptation strategies. By integrating these competencies into educational frameworks, institutions can enhance employability while simultaneously contributing to national and global sustainability agendas.

The role of policy in this transformation cannot be overstated. Effective educational policies must ensure that sustainability is mainstreamed across all levels of education, from basic to tertiary

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institutions. This includes embedding sustainability principles into national curricula, promoting interdisciplinary learning, and supporting partnerships between educational institutions, industries, and communities. Such collaborations are essential for bridging the gap between education and employment while ensuring that learning remains relevant to contemporary societal needs.

In addition, education systems must recognize the importance of lifelong learning in sustaining 21st century skills. Given the rapid pace of technological advancement and economic transformation, learning can no longer be confined to formal schooling alone. Instead, continuous upskilling and reskilling are necessary to ensure that individuals remain adaptable and competitive in the labour market. ESD provides a framework for fostering this culture of lifelong learning by encouraging curiosity, adaptability, and a commitment to continuous improvement.

In conclusion, connecting ESD to 21st century skills, jobs, and sustainable economies represents a critical step towards reorienting education systems for global relevance and local impact. It provides a framework through which education can contribute meaningfully to sustainable development by equipping learners with the knowledge, skills, and values necessary to navigate and shape an uncertain future. For Cross River State, this approach offers a strategic pathway for linking local learning to global opportunities, thereby enhancing youth empowerment, improving employability, and promoting sustainable economic development. Ultimately, education must be viewed not only as a tool for individual advancement but also as a powerful mechanism for collective transformation toward a more just, inclusive, and sustainable world (Leicht, Heiss & Byun, 2018; UNESCO, 2017).

Advancing a Sustainable Economy through Education for Sustainable Development

The advancement of a sustainable economy is increasingly being recognized as a central objective of modern education systems, particularly within the framework of Education for Sustainable Development (ESD).

Recent global evidence underscores the significant economic potential associated with transitioning to a sustainable, low-carbon economy. A major report by the Global Commission on the Economy and Climate (2018) indicates that ambitious climate action could generate over 65 million new low-carbon jobs globally and produce at least US$26 trillion in economic benefits by 2030 compared to conventional business-as-usual approaches. The report further identifies five major areas of green economic opportunity, including the development of clean energy systems, sustainable urban planning, climate-smart agriculture, efficient water resource management, and industrial decarburization (Global Commission on the Economy and Climate, 2018). Each of these sectors has direct implications for education systems, as they require specialized knowledge, technical competencies, and sustainability-oriented skills that can be developed through ESD frameworks.

The implications of this transition are particularly significant for the global workforce. It is estimated that approximately half of the world's workforce—about 1.5 billion people—will be affected by the shift toward a greener economy. This transformation is already underway, as evidenced by the rapid expansion of employment in renewable energy and related sectors. For instance, the renewable

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energy industry alone now employs over 7.7 million people globally, reflecting a dramatic increase in job creation over the past decade (International Renewable Energy Agency, 2020). These trends highlight the growing demand for workers who possess not only technical expertise but also sustainability-oriented competencies such as systems thinking, environmental awareness, and innovation capacity.

Equally important is the role of policy in facilitating this transition. Governments must create enabling environments that support investment in green industries, promote job creation, and ensure that education systems are aligned with national development strategies. In Cross River State, this implies the need for a coordinated educational management framework that integrates sustainability into planning, implementation, and evaluation processes. Such a framework would ensure that education contributes directly to economic diversification, environmental sustainability, and social inclusion. (Benavot, 2018; Global Commission on the Economy and Climate, 2018).

CONCLUSION

In conclusion, advancing a sustainable economy through Education for Sustainable Development requires a fundamental rethinking of the role of education in society. Education must be positioned as a key driver of economic transformation, innovation, and sustainability rather than merely a mechanism for knowledge transmission. For Cross River State, this means developing a globally relevant education system that equips learners with the skills and competencies needed to thrive in green economies while addressing local development challenges. By doing so, education becomes a bridge between local learning and global opportunities, fostering inclusive growth, youth empowerment, and long-term sustainability

RECOMMENDATIONS

Based on the conceptual insights from this framework, the following recommendations are made:

1. Cross River State Government should formally adopt and integrate the “Local-to-global” framework into the State Education Policy and curriculum guidelines to ensure that teaching and learning activities are intentionally designed to reflect SDG. 4 targets while preserving the three major Languages – Efik, Ejagham and Bekwarra cultural heritage.

2. The State Government in collaboration with private sector and development partners should invest in digital infrastructure and establish School- Community industry linkages. This will enhance virtual exchange programmes and project based learning that will expose students to global networks while utilizing Cross River State status as a port city and eco- tourism destination as practical learning laboratories.

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