

1.2. EUROPEAN LEGAL FRAMEWORK FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT: IMPLEMENTATION IN SWEDEN

The recent society is quietly changing now. The question of future progress is one of the most important today than ever. Nowadays everybody talks about the role of education for sustainable development.

So the question of the development of the European Legal Framework is the direction, what determines the way of it.

In the research «The role of education in the sustainable development agenda: empowering a learning society for sustainability through quality education» R. J. Didham and P. Ofei-Manu suggest the model of two parallel development tracks and their influence on education. This model displays the regulatory framework and shows the main step to understanding this term. Considering the research work aim we will turn to the main documents (chronologically), that influenced the understanding of education's role in society's progress and education for sustainable development.

One of the first steps to understanding the role of education and culture in society's development was founded United Nations Educational Scientific and Cultural Organization in 1946. Its main purpose is to create space, based on collaboration in Culture, Education, and Science for the common good and progress.

There are a extracts from few documents, which contributed to the development of education in general and education for sustainable development in particular¹⁵

*Universal Declaration of Human Rights (1948)*¹⁶

- a person has all the economic, social, political, cultural and civic rights that underpin a life free from want and fear;

- by teaching and education to promote respect for rights (the economic, social, political, cultural, civic) and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance;

- everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

The main points are:

- everybody has a right to education;
- education is the main tool for cooperation between different representatives of social and cultural groups.

*Stockholm Declaration on the Human Environment (1972)*¹⁷

- need to sum up experience and go on discovering, inventing, creating advancing. And in our time man's capability to transform his surroundings, if used wisely, can bring to all people the benefits of development and the opportunity to enhance the quality of life. ... We see around us growing evidence of man-made harm in many regions of the earth: dangerous levels of pollution in water, air, earth and living beings; major and undesirable disturbances to the ecological balance of the biosphere; destruction and depletion of irreplaceable resources; and gross deficiencies, harmful to the physical, mental and social health of man, in the man-made environment, particularly in the living and working environment;

- conversely, through fuller knowledge and wiser action, we can achieve for ourselves and our posterity a better life in an environment more in keeping with human needs and hopes.

¹⁵ Didham, R. J., Ofei-Manu, P. The role of education in the sustainable development agenda: Empowering a learning society for sustainability through quality education, p. 98.

¹⁶ Universal Declaration of Human Rights, p. 4.

¹⁷ Declaration on the Human Environment, p. 7.

- to defend and improve the human environment for present and future generations has become an imperative goal for mankind – a goal to be pursued together with and in harmony with, the established and fundamental goals of peace and of worldwide economic and social development;

The main points are:

- experience of past generations should be not only summed up and used but also multiplied for the next generations;

- education is the main instrument for environmental matters.

Belgrade Charter (1975)¹⁸

- the youth of the world receive a new kind of education and this will require new and productive relationships between students and teachers, between schools and communities, and between the education system and society at large;

- environmental education should be interdisciplinary in its approach;

- environmental education should focus on the current and future environmental situation.

The main point is new understanding of education – it should be understood as mix of main environmental pillars (ecological, political, economic, technological, cultural and others), focusing on current and future generations' needs, and interdisciplinary in its approach.

Tbilisi Declaration on environmental education (1977)¹⁹

- the role of education in the face of environmental problems and opportunities is therefore a crucial one. Environmental education should be integrated into the whole system of formal education at all levels to provide the necessary knowledge, understanding, values and skills needed by the public and many occupational groups, for their participation in devising solutions to environmental questions. Non-formal education also has an extremely important role to play. The full utilization of mass media for truly educational purposes would also help create widespread awareness and understanding;

- environmental education must adopt a holistic perspective which examines the ecological, social, cultural and other aspects of particular problems. It is therefore inherently interdisciplinary. However, the problems it addresses should be those familiar to the learners in their own home, community, and nation and it should help the learners acquire the knowledge, values and skills necessary to help solve these problems;

- the particular content, methods and materials for environmental education must be adapted to the needs of the learners. Distinctions have to be made in the role of education, either formal or non-formal, for developing an increased awareness and understanding of environmental problems among the general public (children, youth and adults); for preparing certain occupational groups whose responsibilities bear directly on environmental problems and opportunities (for example, engineers, planners, architects, medical personnel, teachers, administrators, industrial managers) and for training specialists for research or other work relating to the environmental sciences. There is a considerable need for innovation in approaches and methods for all of these levels and types of environmental education and for the exchange of information and experience within and among countries.

The main points are:

- the main purpose of education – students' understanding of the environmental problem in complex – social, ecology, and economy.

- the task of environmental education should be realized not only during formal, but also during non-formal education and not only in compulsory school, but also beyond it;

- students' needs, preparation of qualified teachers and development of effective content are the main points in the organizational process of environmental education in the whole world.

¹⁸ The Belgrade Charter: a Framework for Environmental Education, p. 4-5.

¹⁹ Intergovernmental Conference on Environmental Education. Final Report, p. 7.

*Convention on the Elimination of All Forms of Discrimination against Women (1979)*²⁰

- States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

The main point is women have full access to quality education and the opportunity for them to participate in and influence to the development of environmental education on different levels – local, regional, state, and international.

*Convention on the rights of the child (1989)*²¹

- States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international cooperation.

- States Parties agree that the education of the child shall be directed to:

- the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

- the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

- the development of respect for the natural environment.

The main points are:

- children's human, social, economic and cultural rights should be realized;
- during compulsory education children should get the knowledge, personality values, and practical skills they need as full members of society.

*Jomtien Declaration of Education for all and Framework for Action to meet basic learning (1990)*²²

- ones of the main indicators of society's quality development are:

- understanding that education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international co-operation;

- knowing that education is an indispensable key to, though not a sufficient condition for, personal and social improvement;

- recognizing that traditional knowledge and indigenous cultural heritage have a value and validity in their own right and a capacity to both define and promote development;

The main points are:

- education is one of the main keys to create peace, tolerance, developed society;
- except for knowledge, education gets to students' understanding, of how important for the developed environment be understanding, tolerance and respect.

*Rio Declaration on Environment and Development (1992)*²³

- the right to development must be fulfilled so as to equitably meet the developmental and environmental needs of present and future generations;

- all States and all people shall cooperate in the essential task of eradicating poverty as an indispensable requirement for sustainable development, in order to decrease the disparities in standards of living and better meet the needs of the majority of the people of the world.

The main points are all nations should cooperate for sustainable development and for the augmentation of exciting resources for future generations.

²⁰ Convention on the Elimination of All Forms of Discrimination against Women, p. 5.

²¹ Convention on the Rights of the Child, p. 11.

²² World Declaration on Education for all and Framework for action to meet basic learning needs. World Conference on Education for All Meeting Basic Learning Needs, p. 16.

²³ Report of the United Nations Conference on Environment and Development, p. 3.

*UN Millenium Declaration (2000)*²⁴

- human beings must respect one other, in all their diversity of belief, culture and language. Differences within and between societies should be neither feared nor repressed but cherished as a precious asset of humanity;

- a culture of peace and dialogue among all civilizations should be actively promoted;

- prudence must be shown in the management of all living species and natural resources, in accordance with the precepts of sustainable development. Only in this way can the immeasurable riches provided to us by nature be preserved and passed on to our descendants. The current unsustainable patterns of production and consumption must be changed in the interest of our future welfare and that of our descendants;

- we must spare no effort to free all of humanity, and above all our children and grandchildren, from the threat of living on a planet irredeemably spoilt by human activities, and whose resources would no longer be sufficient for their needs.

The main points is one of the tasks of people is to find effective ways for build a constructive dialogue between representatives of different nationalities, beliefs and cultures.

*Dakar Framework for Action on Education for All (2000)*²⁵

- education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency;

- education meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programs in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.

The main point is there is one effective way for the sustainable development of society's members is their education.

*Johannesburg Declaration of Sustainable Development (2002)*²⁶

- accordingly, we assume a collective responsibility to advance and strengthen the interdependent and mutually reinforcing pillars of sustainable development – economic development, social development and environmental protection – at local, national, regional and global levels.

- we recognize that poverty eradication, changing consumption and production patterns, and protecting and managing the natural resource base for economic and social development are overarching objectives of, and essential requirements for sustainable development.

The main point is sustainable development should be carried out at all levels – local, regional, national and global.

*The Future We Want (2012)*²⁷

- We resolve to promote education for sustainable development and to integrate sustainable development more actively into education beyond the Decade of Education for Sustainable Development

The main point is the idea of sustainable development and education for sustainable development is working and should be supported whole over the world.

One of the United Nations' activities for the implementation values of sustainability in the world is a program named «Sustainable Lifestyle and Education»²⁸.

The curators of SLE program are the Ministry of Environment of Japan, the Government of Sweden represented by the Stockholm Environment Institute and the World Wide Fund.

²⁴ United Nations Millennium Declaration, p. 5.

²⁵ The Dakar Framework for Action: Education for All: meeting our collective commitments (including six regional frameworks for action), p. 11.

²⁶ Johannesburg Declaration on Sustainable Development, p. 2.

²⁷ Future We Want – Outcome document.

²⁸ The 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns (10YFP).

To advance SLE beyond formal education, it is fundamental to reinforce public acceptance of sustainable and low-carbon lifestyles and provide opportunities for learning about systems, processes, and choices as well as about their impacts.

For implementation principles of sustainable life are necessary: 1. mainstreaming sustainable lifestyles into formal education; 2. making sustainable lifestyles a focus in every learning environment; 3. mobilizing and empowering youth for sustainable lifestyles; 4. scenarios for sustainable and low-carbon lifestyles; 5. developing frameworks and tools to assess and track lifestyles impacts; 6. ensuring and measuring the program contribution to global priority challenges. The implementation of this program is carried out by the organization «One planet» and united 233 countries all over the world, all statistics, that concerning the development of the main principles of sustainable lifestyle are on the site of this program.

Within the program «Sustainable lifestyle and education» (last statistic 2020) was implemented 1865 project for the sustainable development of society. We could make a statistic (based on quantitative indicators) of implemented projects dealing with sustainable development in casual life²⁹

The result of the project database quantitative analysis also allows the state, that among 233 countries (that take part in the SLE program) there are three, which implemented the largest numbers of sustainable projects – Sweden (61 projects – it's 6% of the project in Europe and Central Asia), India (53 projects), and South Africa (27 projects).³⁰ These statistics show that the problem of sustainability is very important and relevant for Swedish society.

Sweden's government and organizations are very active and support initiatives dealing with implementing sustainable values at different levels – local, regional, and national.

For example, in Stockholm (Sweden) was create the first new recreation park, which aim was to raise awareness for Agenda 2030 and the UN's 17 SDGs. It is a bright creative space, where every teacher could explain to children the ideas for sustainable development.

On the one side, it is an ecological space – there are many green plants in colorful flower beds, solar panels, bookcases and a gazebo for reading, a swing, a few tables with chess boards, a small tennis court, a bench with Wi Fi, and a bike care place³¹.

On the other side, this park has very strong educational potential. Throughout the park, there are 17 zones with 17 multicolor plates (in Swedish and in English), which give information about SDG and didactic instructions on what children can do here and each of them has some specific: Zone 1. Sharing Station; Zone 2. Dinner Table; Zone 3. Outdoor gym; Zone 4. Variations of Games; Zone 5. Sea saw; Zone 6. Clean Water Station; Zone 7. Solar Energy Bicycle Stand; Zone 8. Public Sharing Library; Zone 9. Wi-Fi Bench; Zone 10. Inclusive Swing; Zone 11. The Future of The Solna Business Park; Zone 12. Recycling Bench; Zone 13. Bicycle Repair Station; Zone 14. Ocean Plastic Bench; Zone 15. Bird Houses; Zone 16. Human Rights Long Bench; Zone 17. Come together – Padel Court.

The projects like this make ideas of the program «Sustainable lifestyle and education» (SLE program) more accessible for children and adults.

Excursions to this park could be very effective tools for explaining to students the main ideas of sustainable development and combining them with physical outdoor activities. This project also could be used as an example for other cities all over the world, that is interested in maintaining ideas of sustainable development.

One of the «fresh» and important documents for regulatory education for sustainable development is «Proposal for a Council Recommendation on learning for environmental sustainability» (European Commission, Brussel, 14. 01. 2022)³². (*in Swedish – «Rådets Rekommendation om lärande för miljömässig hållbarhet»*.³³).

²⁹ <https://www.oneplanetnetwork.org/country-profiles>.

³⁰ Ibidem.

³¹ The 17 Sustainable Development Goals In One Park.

³² European Commission. Proposal for a Council Recommendation on learning for environmental sustainability, p. 11.

³³ Europeiska Kommissionen. Rådets Rekommendation om lärande för miljömässig hållbarhet, p. 14

There are clearly defined that learning for sustainability should be cognitive (knowledge, understanding, critical thinking), applied (practical skills), socioemotional (empathy, solidarity, caring for nature) and continue during all life³⁴.

Basically, it means that students *should know* about their surroundings, *can do* something in practice, and *should understand why* they need to protect the environment and increase its resources for the next generation.

Below we will analyze the Swedish way to the modern understanding of sustainability and the role of education in it, which was always and still is closely connected with the International and European experiences. The first part of the last century's development of society and education was closely connected with religion and its role in organizing the learning process.

That's why the more active question about environmental education became more relevant in the 60s XX century and today grow into one of the educational trends. So, below are the most important fact for the development of ideas of environmental agenda forward in Sweden and influence the Swedish education for sustainable development (Table 1).³⁵

Table 1. Steps to development of understanding important ideas of sustainability (Sweden)

Date	Steps to move the environmental agenda forward
1967	The Swedish Environmental Protection Agency was founded – the first of its kind in the world.
1969	An Environmental Protection Act was introduced – Sweden became the first country to hold companies responsible for their emissions and environmental footprint. Sweden launched incentives for ecofriendly technology and funding of industrial research programs to tackle environmental challenges.
1972	Sweden hosted the first major UN conference on international environmental issues, the UN Conference on the Human Environment. One of the results of the conference was the creation of the United Nations Environment Program (UNEP)
1970s – 80s	Sweden moved away from fossil fuel dependency through the expansion of hydro power and development of nuclear energy.
1991	Sweden became the first country in the world to introduce the Carbon Tax. Until today, the Swedish Carbon Tax continues to be a cornerstone of the economic instruments addressing carbon dioxide emissions from fossil fuels and encouraging the development of biofuels and renewables.
2000s	Green electricity certificates were introduced to increase renewable energy production. Tax reductions and incentives were introduced for industry and cars with less environmental impact. Congestion charges, with the aim to reduce traffic, were introduced.

In context of this research, very important is the publication «Sustainable Development Goals for Sweden: Insights on Setting a National Agenda» (Stockholm Environment Institute) by N. Weitz, Å. Persson, M. Nilsson, S. Tenggren.³⁶

All SDG was analyzed by authors to find out the importance for implementation in Sweden. Also, should notice that there were three dimensions included in the assessment linked: achievement is the outcome, trends are direction, and policy is the means to an end.

The experts made a few important conclusions:

- no target can be excluded because it does not apply to Sweden;
- the priorities SDG for modern Swedish society are: 4 goals (Quality Education), 8 goals (Decent Work and Economics Growth), 10 (Reduced Inequalities), 12 goals (Responsible Consumption and Production), 13 goals (Climate Action), 14 goals (Life Below Water).

Likewise, important for the development ideas of sustainable lifestyle and development is sub – Target 4c, which provides for the training of qualified teachers through international cooperation with developing countries.

³⁴ European Commission. Proposal for a Council Recommendation on learning for environmental sustainability, p. 11.

³⁵ The Swedish Approach and Climate Policy Lecture: Sustainable Development and Environmental Preservation, p. 3.

³⁶ Weitz, N., Persson, Å., Nilsson, M., Tenggren, S. Sustainable Development Goals for Sweden: Insights on Setting a National Agenda, p. 57-58.

For teachers there is a definite assignment through is also sub-goal 4.7, which is about all students must acquire the necessary knowledge and skills to understand and practically implement the main ideas of sustainable development. The easiest and most effective ways for it is to make the learning process deal with sustainable development and sustainable lifestyles, humane rights, gender equality, promoting a culture of peace etc.

So, in conclusion, need to notice that in general European Framework (and Swedish in particular) has enough potential for implementation of the main ideas of education for sustainable development.

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