Education for Sustainable Development (ESD) Awards in Sweden

A qualitative study of the motivations and barriers of two ESD award initiatives from the perspective of local and national stakeholders

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Abstract

There is a global consensus that education is a tool for societal change. Consequently many international actors are looking at education as the means to support sustainable development (SD) initiatives. Sweden, one of the most recognised sustainable countries in the world, has a well-established range of education for sustainable development (ESD) non-mandatory award initiatives. A review of the current literature has identified that despite an apparent lack of study into school motivations for application and the many obstacles to the application identified in previous research, the school applications continue to rise within both programs, be it at differing rates.

With this background, the purpose of this study is to investigate the motivations of schools to apply to either of two non-compulsory ESD initiatives, the state organised Schools for Sustainable Development Award (SfSDA) and the Keep Sweden Tidy Foundation led Eco-schools/ Green Flag Award. Utilising a qualitative research approach, national stakeholder’s perceptions of local motivation and the local school application motivations to both awards were contrasted. The responses were then compared to formulate grounded theory, specific to the participant’s contexts, in order to explore possible motives and barriers for application to the two domestic ESD awards in focus. The findings from the interviews imply that there are multiple motives, with differing levels of external regulation, for local stakeholder application to both domestic ESD awards and that there is not necessarily a congruence of application motive within the awarded institutions.

The research utilises Organismic Integration theory (OIT) to establish how these differing motives may impact upon the application process and longevity of the awards in these schools. Possible barriers to the implementation of both domestic ESD awards are also explored with a special focus upon application bottlenecks at the school and municipal level of education management.

Keywords: Sustainable Development, Education for Sustainable Development, Self-Determination Theory, Sweden, Education for Sustainable Development Awards
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## Abbreviations

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<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>EE</td>
<td>Environmental Education</td>
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<tr>
<td>ESD</td>
<td>Education for Sustainable Development</td>
</tr>
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<td>EU</td>
<td>European Union</td>
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<tr>
<td>FEE</td>
<td>Foundation of Environmental Education</td>
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<td>GAP</td>
<td>Global Action Programme</td>
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<tr>
<td>HSR</td>
<td>Håll Sverige Rent (Keep Sweden Tidy Foundation)</td>
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<tr>
<td>NGO</td>
<td>Non Government Organisation</td>
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<tr>
<td>NSDS</td>
<td>National Sustainable Development Strategy</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Cooperation &amp; Development</td>
</tr>
<tr>
<td>OIT</td>
<td>Organismic Integration Theory</td>
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<tr>
<td>PISA</td>
<td>Programme for International Student Assessment</td>
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<tr>
<td>SD</td>
<td>Sustainable Development</td>
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<tr>
<td>SDT</td>
<td>Self-Determination Theory</td>
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<tr>
<td>SfSDA</td>
<td>Schools for Sustainable Development Award (Utmärkelsen Skola for Hållbar Utveckling)</td>
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<tr>
<td>SWEDESD</td>
<td>Swedish International Centre of Education for Sustainable Development</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNECE</td>
<td>United Nations Economic Commission of Europe</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Environmental, Scientific and Cultural Organisation</td>
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<tr>
<td>WWF</td>
<td>World Wildlife Fund</td>
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Chapter One: Introduction

“Education is the most powerful path to sustainability…. we need a fundamental change in the way we think and act.”

Irina Bokova, General- Director of UNESCO (Clayson, 2013, p. 7)

1.1. Education for sustainable development awards in formal education of Sweden

Sweden, the largest of the Nordic countries, is considered to be one of the most sustainable countries in the world (Östman & Östman, 2013; OECD, 2014, p.14). Since the mid 2000’s the Swedish government research and development budgets have risen in support of Sweden’s environment with the aim to maintain its leadership role in addressing climate change and other sustainability themes (OECD, 2014, P.14). Alongside many other target areas, the education sector has been identified as a domestic focus towards battling environmental issues for over 20 years, with a long history of Environmental Education (EE). However, only since the United Nations Decade of Education for Sustainable Development (UN DESD), proposed in 2002, has Education for Sustainable Development (ESD) become the fore- front of sustainability education within all sectors of Swedish education (Cars & West, 2014; Sauvé, 1996; Östman & Östman, 2013; Nyander, 2005).

At the global level, the United Nations Environment, Scientific and Cultural Organisation (UNESCO) have focused particularly upon education as a means to establishing stronger sustainability at all levels of the global society. UNESCO consider education, in all its forms, as an instrument to initiate change towards the sustainability that is desperately needed to combat both climate and social issues (UNESCO, 2005; Hopkins & Mckeown, 2002). Education has been identified as playing an essential key role in the formation of students’ positive attitudes towards the environment, both social and natural (Spiropoulou, Antonakaki, Kontaxaki & Bouras, 2007). This education can take form in many ways and has many differing terminologies. This study intends to focus upon the globally accepted terminology of education for sustainable development (ESD) as a means of describing education programs that aim to develop societal understanding of SD principles (UNESCO, 2005).

A UNESCO led global initiative, which has recently come to its summation, is the UN DESD, 2005- 2014. During this decade long initiative, the United Nations (UN) sought to mobilise the educational resources of the world to help create a more sustainable future
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(UNESCO, 2014). According to UNESCO (2005) this mobilisation required, and continues to require, the involvement of all stakeholders within society in order to establish a sustainable present and future. During the UN DESD many new initiatives were developed in many different regions and countries of the world in which ESD concepts were delivered (Buckler & Creech, 2014, p.181). This approach towards building a global initiative to develop ESD has led to the application of lessons learned and changes in policy and practice across many countries and their local communities, inclusive of their formal education systems (ibid.). Despite much evidence of growing ESD implementation, many stakeholders have recognised that the momentum needs to be maintained despite the end of the UN DESD in 2014. This has been recognised by the UNESCO Member states with launch of the Global Action Programme (GAP) at UNESCO World Conference in Japan, Aichi- Nagoya at the end of 2014 (UNESCO, 2014).

Sweden, a UNESCO member state, has been a strong development partner during the UN DESD and although yet to produce a national ESD strategy, has developed a national SD strategy which includes strong emphasis upon the value of education (Östman & Östman, 2013; UNECE, n.d.). The Organisation for Economic Cooperation & Development (OECD) (2014, p.59) notes that Sweden has a long-standing tradition of EE, which is understood as a key element of progress towards SD, and since 2011 the Swedish school curriculums have included SD in aspects of several subjects (UNECE, n.d.). Among other initiatives, Sweden has initiated ESD implementation through the developing of a numbers of government committees, inclusive of the Committee of Education for Sustainable Development [Kommittén för utbildning för hållbar utveckling] to both conduct research and provide recommendations for ESD implementation in Sweden (Cars & West, 2014; Gadotti, 2008). Despite these apparent successes, Lindberg (2015, p.77) notes that, as in many other countries around the world, there is still much resistance to the concept of ESD within the education system and that, “Although Sweden has a high potential to be a leading country in ESD, there is much to be done to improve the ability of the Swedish Education System... to permeate the ideas of ESD.”

Among the initiatives within Sweden aimed at facilitating and driving the ESD permeation, alongside that of the three Swedish curriculums which have SD concepts within their core, are two domestic ESD award initiatives aimed at acclaiming the sustainability work of the education institutions themselves. One of the award initiatives is provided by the National Agency for Education [Skolverket]. A Non Government Agency (NGO), the Keep Sweden Tidy Foundation [Håll Sverige Rent], provides the other award initiative (UNECE,
The state-led Schools for Sustainable Development Award [Utmärkelsen Skola för Hållbar Utveckling] has been an award offered by either by the National Agency for School Improvement, or more recently, the National Agency for Education, in differing forms, since the mid 1990s. The NGO award, Green Flag [Grön Flagg], based upon the international program ‘Eco-Schools’ has been an award offered by the Keep Sweden Tidy Foundation for a similar amount of time. The two initiatives /awards have been spread across all levels of Swedish education with each having had varied successes in the number of schools that they impact upon.

As of 2014, the NGO Green Flag initiative had awarded over 2,500 schools (Öhman & Öhman, 2013). Whereas of 2015 the National Agency for Education had awarded around 250 schools (OECD, 2014; Skolverket, 2014b, 2014c; Skolverket, 2015a; 2015b). Although both award programs have had growing success and recognition with the number of schools successfully apply and re-certifying for accreditation, the numbers are still relatively few when contrasted to the number of schools in Sweden. According to Skolverket (2015c), there are 4887 Grundskola [elementary school] within Sweden of which 4090 are government funded, five are Sami, and 792 privately run. As such the current number of award schools, although widely cited in literature as successes towards permeating SD concepts in to education, are still relatively few (OECD, 2014).

This qualitative study intends to investigate the motives of the key stakeholders within Swedish schools to apply to either of the two national non-mandatory ESD award initiatives. Additionally, the barriers to the local stakeholders for applying for non-mandatory ESD awards will also be investigated and contrasted with the voices of the national stakeholders of the respective Swedish ESD awards within this research. The researcher intends to explore how the local and national perspectives contrast and to investigate the local motivations for ESD implementation outside of the SD concepts built within the national curriculum, which are mandatory.

1.2 Aim and objectives
The purpose of this study is to investigate the motives for schools to implement whole-school ESD initiatives according to set criterion from an external provider. The overall aim of this study is to gain a deeper understanding of how and why schools apply to ESD initiatives and whether these decisions are based upon an individual or institute desire to implement ESD or for other competing motives. The focus is upon highlighting how ESD initiatives, taking case of two non- mandatory national ESD awards, the National Agency for Education’s
Schools for Sustainable Development Award (SfSDA) and the Keep Sweden Tidy Foundations eco schools award, Green Flag are perceived in elementary education institutions in Sweden in order to ascertain factors for local action in ESD implementation.

The specific objectives are to:

1) Provide comprehensive overview of international and regional (European), and national (Swedish) ESD discourse and to illustrate how the ESD discussion at international level may influence national ESD strategy.

2) Illustrate the Swedish national policy discussion to map out the roles of both the Schools for Sustainable Development and Green Flag awards

3) Investigate the motivations for acquisition of ESD awards, the Schools for Sustainable Development and Green Flag, as composed from actors at different levels of the Swedish Schools system in order to explore how ESD awards are implemented and to understand the challenges associated.

More specifically the study will attempt to answer the following research questions.

1.2.1 Research questions

1. What factors may influence elementary school stakeholders to apply and work with non-mandatory ESD award initiatives within Sweden?

2. Do identified key stakeholders within the awarded schools have differing motives for application to the identified Swedish ESD awards?

3. Do identified key stakeholders within the awarded schools indicate a preference for specific ESD awards? And if so why?

4. How do the identified national key stakeholders perceive the motives of local schools for applying to ESD awards in Sweden?

1.3 Limitations of research

Throughout the course of this research a number of limitations have developed which may impact upon the findings. The first limitation was the choice in the research methodology. In a critique of qualitative research methodologies, Bryman (2008, p.405) outlines four criticisms that have been built up against the use of a qualitative methodology in research. Firstly, qualitative research is too subjective, secondly it is difficult to replicate, thirdly it has problems of generalization and finally, it has a potential lack of transparency. As such, qualitative study, although enabling the collection of rich, deep data, cannot generalise
findings to wider sociological contexts. The goal of study utilising this form of research approach should be interpretive and not positivistic in nature.

Aside from the limitations inherent in the chosen methodology of research, there are a number of practical limitations to the study. The first limitation is the sample size (i.e. number of participants that engaged within the research). The limited number of local stakeholders who participated within the research leads to a very narrow view of perceptions of the school awards at the local level. Unfortunately, this limitation could not be modified as the number of schools/local stakeholders who replied to research invitations was extremely low despite a use of mixed methods of contact and follow up (email and phone contact). In an effort to reduce the impact of the limiting small sample size and to provide a contrasting viewpoint at the local level, a school, which had successfully applied and received both the Agency for Education award and the Keep Sweden Tidy Association award, was utilised to gain a local perspective of these awards. To further gain an understanding of motivations for application, interviews were conducted with two staff members of this institution who were considered key stakeholders in the application process.

At the national level, a stakeholder from each award was present, however, the insight from these do not provide the overall context with many other stakeholders, such as World Wildlife Fund (WWF), not being provided a voice in this research as they do not offer an ESD award. The inclusion of a literature review of current Swedish ESD practices aims to reduce this limitation to some extent. Apart from the limitations that may have impact upon the research design and outcomes, the design of the study is also delimited in three ways. Firstly the choice to conduct the study with only Elementary Schools [Grundskola] who have received the ESD awards means this study is unable to provide an insight into Swedish schools motivations for not applying for the ESD awards, which at this time, is the majority of elementary schools within Sweden. Secondly, the choice of only conducting interviews with the perceived significant persons associated with the award within the local and national institutions may potentially lead to the missing of the broader views of the staff within these institutions. Thirdly, the choice of utilising English as the research language, may affect results as all participants within the research have English as a secondary language. Additionally, this may also influence the literature review of Swedish ESD practices as many of the documents have been published in Swedish and required translation.
1.4 Significance of research
Lindberg (2009) outlines that alongside traditional top-down models of SD implementation, bottom-up actions by individual, small groups of stakeholders or those affiliated to NGO’s at the local level are key to establishing whole society change towards SD and ultimately sustainability within society. Lindberg (2009, p. 7) states,

“In order to strengthen the bottom-up process, it is essential to reach out with information on ESD and DESD to all those ordinary citizens who are deeply conscious of their responsibility… It is therefore essential to urge teacher educators, teachers, pre-school teachers, university vice-chancellors, university lecturers in different disciplines, school heads, students and educators of every kind to make use of their existing networks or create new ones in order to enhance ESD.”

As such, the importance of research into how local stakeholders connect with and work within the existing bottom-up and top-down ESD school networks should be one of the priorities to ESD researchers.

This study is concerned with non-compulsory ESD policy initiatives that have a national level leading authority, be it either government or NGO, and the motivations for leading local school stakeholders to engage with these non-compulsory initiatives. The study is significant as research into the policy development and interaction with local schools is critical if national ESD programs are to be effective in their aims and are met with widespread acceptance in the face of growing education expectations. Research which compares the perceptions of stakeholders with experience of two ESD awards with varying application requirements within Sweden provides an opportunity to compare the national level perceived motivations and barriers within schools to what the actual concerns and experiences are from the local actors. This may provide an opportunity to identify, through using an extrinsic motivation taxonomy model, key stakeholders motivation regulatory styles in relation to extrinsic awards, such as ESD. The regulatory styles, if identified, may then be utilised for wider quantitative research across schools throughout Sweden and potentially neighbouring countries within Scandinavia. This may allow for award developers/providers to have a greater understanding as to why key stakeholders, such as school headmasters or other actors within the institutions, are motivated to apply for a non-mandatory ESD awards within their own schools and modify their program structures to suite.
1.5 Survey of the field

There is wide evidence for research into ESD initiatives within Sweden and other contexts (Nyander, 2005; Leo & Wickenberg, 2010; UNECE, 2009; Östman & Östman, 2013). However, although there is evidence for the barriers to award applications, there may be a gap in the research of local stakeholder motivators for application to the ESD award initiatives.

Published in 2005, the report *Eco-Schools: trends and divergences. A comparative study on eco-schools development process in 13 countries*, investigates Eco-school initiatives with a chapter dedicated to such programs within Sweden (Mogensen & Mayer, 2005). The study report in Sweden utilised national reports from 2001 regarding EE and ESD in Swedish schools. In schools that had been awarded the national SD award, it appeared from the study that “development [towards ESD implementation] is taking place on a broad front” (Nyander, 2005).” The report also outlined any obstacles observed in 2002 by the Eco Schools towards the award. It was found that the majority mentioned factors such as shortage of time, too many criteria, too much documentation, and difficulties in reaching students and parents or keeping broad involvement alive. There are also examples where no problems are reported to have been experienced. This study provides an excellent snapshot of the Eco-School concept and the national SD award protocols at the beginning of the UN DESD although no clear indication as to the differing motivations of the schools in their applications for either the Green flag or the SfSDA.

In 2007, the UN Economic Commission of Europe (UNECE) report, *Good practices in the UNECE region*, outlined the national SfSDA award as evidence for ESD practice in Swedish education. The report outlined that at this time, mid UN DESD, schools who were already interested in SD were the only ones applying for the award and that, critically, those who really need to work with these kind of issues are not interested (UNECE, 2007c). It was noted in the report however that municipal pressure in some areas was playing a role in the disparity of recipient schools around the country, however provided no indication as to whether this was positive or not.

In 2010, Leo and Wickenberg co-authored the conference paper, *Implementation of ESD in Sweden seen in the Norm Perspective*. The paper focuses specifically upon the development of ESD norms within schools of Sweden and the actors who are responsible for the changing of school stakeholder norms to be inclusive of SD principles. Leo and Wickenberg (2010) outline that within the building of SD norms within Swedish education are a number of norm supporting structures that enable the norms to be systemic rather than
localised. These are considered to be important building blocks for developing ESD norms in the adult stakeholders of the school, especially as ESD are new concepts (Leo & Wickenberg, 2010). Leo and Wickenberg (2010, p.5) outline the norm supporting structures hypothesised for Swedish education and the development of ESD as:

1. Dedicated individuals in a school, so long as they are given opportunity to act
2. The active support of a headmaster and the local school board
3. The infrastructure; which is inclusive of the school buildings and its surrounding
4. External persons and other resources that may mobilise to support the process of influence and self regulating instruments providing long-term support for processes such as the Green Flag (Eco-schools) initiative and the Schools for Sustainable Development Award
5. Clear goals for ESD teaching and a clear but basic definition of ESD

This paper outlines that initiatives such as SfSDA can support the development of ESD concepts, or in the case of this paper SD based norms, within Swedish schools and potentially provide a basis for ESD award action.

In 2013, a UNESCO country report, National Journeys Towards ESD, outlined Sweden’s approaches to implementing ESD into the formal education system, which included an overview of the ESD awards mechanisms. It was noted that in Sweden, alongside the national actors, “There is also a wide and growing range of public authorities, NGOs and networks that are engaged in and support ESD (Öhman & Öhman, 2013, p. 92).” The key observations in this paper as to the implementation of ESD are that as of 2013, no concrete national strategy or action plan for ESD work had been implemented and direct financial support to formal education institutions had been reduced (Östman & Östman, 2013, p. 104). Despite this, the paper outlines that the national ESD initiative, SfSDA, was generating greater interest each year (45% increase in 2011) despite the fact that funding for this award, and thereby direct financial support to pre-schools, schools and teachers, has declined drastically (ibid.). No indication for this occurrence was presented. In conclusion, the paper outlined that Sweden provides an indication of how important the interplay between top-down and bottom-up initiatives are in the development of ESD locally and nationally (ibid.).

These reports and research papers outline there is growing interest within Sweden’s education institutions towards ESD awards, both NGO and state, and that the interplay of bottom-up NGO programs alongside the top-down state initiatives and education acts are
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vital for the growth of ESD within the classroom and school institution operations. However, it appears that a shortage of time, resources and knowledge are potential barriers to ESD awards. However, the reports demonstrate that some schools are still willing to make applications to either award. Despite this, there appears to be a gap in the research as to studying the local motivations for applications, which if the 2013 report is indicating, is going against the trends of financial support from the state. Leo and Wickenberg hypothesise a number of structures which may influence a school in adopting ESD practices but do not extend to what the actual motivations in practice are. Consequently, this study may provide an insight into the possible motives for award applications by the significant stakeholders within SfSDA and Green Flag schools.

1.6 Organisation of research
This paper is separated in to nine chapters. The first outlines the background, aims, objectives and research questions. Additionally this chapter provides the limitations and a literature review that places this research within the field of ESD research. The second chapter provides conceptual framework for ESD and ESD awards. This is undertaken with intention of gaining a contextual insight into the global ESD frameworks and the significance of ESD award initiatives within those frameworks. The third chapter outlines the theoretical frameworks in which this study is situated. The fourth chapter provides the methodological framework on which this study is based. The fifth is the national context and outlines the formal education system of Sweden, the context of ESD within Sweden and attempts to map out the role of the ESD awards within Sweden’s ESD framework. The sixth chapter provides a background of the two ESD award mechanisms in focus for this study. The seventh and eighth chapter provide the research findings, analysis and ultimately a discussion of those findings with links to relative theory. The ninth, and final chapter, outlines the findings from the research and provides the recommendations for future research.
Chapter Two: Conceptual Framework

The purpose of this chapter is to familiarise the reader with the conceptual frameworks in which this study is situated. The conceptual frameworks provide an overview of the international discourse upon SD and ESD in order to contextualise the ESD action within Sweden. Although the focus of this study may be found at the local level of Swedish education, where the purpose is to understand identified key stakeholders relationships towards the role of ESD awards in their own school context and thus their motives for applying, it is still necessary to explore the wider role of ESD. Therefore, this chapter begins by describing the overarching UN paradigm for SD, outlines the key essential characteristics of UNESCO’s ESD terminology and outlines the key UNESCO implementation characteristics and their relation to ESD awards.

2.1 Sustainable development

The economic and social development of the world’s poorest countries is one of the greatest challenges facing society (Thirlwall, 2008). Additionally, it is now recognised that current development structures are unsustainable and that a major threat to the global environment is posed by global climatic change (Desai & Potter, 2008, p.278). Consequently, the development concepts of environment, economy and society have become a major dimension of recent development thinking (Desai and Potter, 2008).

Sustainable development (SD), the overarching paradigm for ESD and the UN DESD, has become a vehicle around the globe for expressing the need to depart from present dominant models of development which appear unable to balance the needs of people and the planet (UNESCO, 2005; UNESCO, 2012; UNESCO, 2014). SD was first defined within the 1987 Brundtland commission report, *Our Common Future*, as “Development which meets the needs of the current generation without compromising the ability of future generations to meet their needs” (Calder & Clugston, 2003; Johnston, 2008; Redclift, 2008; World Commission on Environment and Development, 1987). This remains the most commonly referred SD definition (UNESCO, 2005c). This definition of SD suggest the need to develop a balance between current economic and social development, on one side, and environmental protection and preservation of cultural diversity for future generations, on the other (Benavot, 2014).

There are many models that have been developed to describe the concept of SD. These include such concepts as flat models such as the *Three Pillars SD model* (Figure 1),
hierarchical models, such as Russian Dolls model of SD (Figure 2), and many other models which frame sustainable concepts in differing perspectives and lenses dependent upon the purpose they serve (Johnston, 2008: Jucker, n.d.; Juckman, n.d; Scoullos, 2010; Slaper & Hall, 2011; Uren, Parker & Sommer, 2003). Each of these models has positive elements and limitations dependent upon the desired use. However, these models, although offering many different perspectives of SD, do share the commonality of focusing, although in different methods, upon the three common elements of environmental ecology, society and economic development (Computing for Sustainability, 2009).

Additional documents and reports since the Brundtland commission in 1987 re-affirm the UN’s commitment to SD (Theinemann, 2014). UNESCO (2005c) outlines the main points of the SD concept were further defined at the 1992 Rio Earth Summit with the development of the Agenda 21 document. This document went further than purely defining SD and mapped out a comprehensive plan of action to be taken globally to reduce human impact on the environment (UNESCO, 2012). Agenda 21 was adopted by 178 national governments, inclusive of Sweden, and at the institutional level is considered to be one of the major turning points in the adoption of a multi stakeholder approach to SD (UNESCO, 2005,
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2012; Breitling & Wickenberg, 2010). The Agenda 21 document signalled the arrival of SD dialogue at the global political level and a shift in international development thinking which, with the UN DESD and other development initiatives, appears to be still being developed in the current day (UNESCO, 2014a; UNESCO, 2014b).

For the purpose of this study, the concept of sustainable development refers to the processes of moving towards the end goal of sustainability through the use of strategies that focus upon synthesis of environmental, societal and economic dialogues.

2.2 Education for sustainable development

ESD is the terminology utilised to describe any program or initiative within any form of education that educates for the development of sustainable practices within society. ESD, also referred to as Education for Sustainability, is not a particular program or project, but is rather an umbrella term for many forms of education that already exist, and new ones that remain to be created (UNESCO, n.d.). It provides tools that allow the citizens of the world to learn their way to sustainability, thus educating for sustainable development. Despite the broad nature of the concept, Robottom (2007, p.25) outlines two key concepts that are common, in varying ways, to most ESD conceptual frameworks. The first is “that of the interplay of environmental, social and economic interests evident in any environmental issue (ibid.),” and another is the inter-generational equity, which as Robottom (2007, p. 25) puts, “… is concerned with ensuring that future generations of inhabitants of the planet have continuing, undiminished access to natural communities, with all the advantages that attend such access.” The implication of the common concepts is that not one segment of society is the target of ESD rather UNESCO (n.d.) considers that ESD should be integrated into all levels of education within society as this is the generation which must make the systemic changes towards sustainability if future generations will have access to the resources we currently have access to in our present state. The main global discourse, and the framework for ESD for this study, is the UNESCO ESD framework, which in recent times has been focused upon the UN DESD (2005-2014). Therefore, for the purpose of this study, the terminology of ESD will be taken from the UNESCO ESD framework.

2.2.1 UNESCO ESD framework: UN DESD (2005-2014)

UNESCO (2005), the overarching authority during the UN DESD, characterises ESD as quality education that emphasises the acquisition of life skills as well as the values underpinning SD. According to UNESCO, ESD is a lifelong process starting from early
childhood and extending into higher and adult education and which goes beyond formal education (Lindberg, 2009). UNECE (2005 cited Lindberg, 2009, p.3) states “It [ESD] should permeate learning programs at all levels, including vocational education, training for educators, and continuing education for professionals and decision makers.” However, Thomas (2004) outlines that ESD is not purely about curriculum implementation but a systemic reorientation of thinking towards sustainability as both a member of society and as an individual. UNESCO (2012, p. 12) goes further in the description of ESD and states that,

“ESD touches every aspect of education including planning, policy development, programme implementation, finance, curricula, teaching, learning, assessment, and administration. ESD aims to provide a coherent interaction between education, public awareness, and training with a view to creating a more sustainable future.”

UNESCO (2007, p. 6) summarises the essential characteristics of UNESCO’s ESD programs as:

- Based on the principles and values that underlie sustainable development;
- Dealing with the well-being of all three realms of sustainability – environment, society and economy;
- Promoting lifelong learning;
- Locally relevant and culturally appropriate;
- Based on local needs, perceptions and conditions, but acknowledges that fulfilling local needs often has international effects and consequences;
- Engaging formal, non-formal and informal education;
- Accommodating the evolving nature of the concept of sustainability;
- Addressing content, taking into account context, global issues and local priorities;
- Building civil capacity for community-based decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life;
- Being interdisciplinary: no one discipline can claim ESD as its own, but all disciplines can contribute to ESD;
- Using a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills.

The UNESCO ESD framework, although a broad concept, does consist of key concrete aspects that must be implemented if it is to be successful. Therefore, for the purpose of this
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study, if SD is the action towards sustainability (through the combination of environmental ecology, society and economical development principles), then when utilising the UNESCO perspective of ESD, ESD are the tools that enable society to build sustainable development towards sustainability.

2.2.2 UNESCO ESD implementation structure during the UN DESD

Although not the first international agreement that established the importance of ESD, the UN DESD has had a dramatic effect upon the development of a global ESD implementation framework for all education, with especially strong impact upon the formal education systems ranging from kindergarten up to university levels of education (Waas, Hugé, Verbruggen & Wright, 2011). The UN (2002 cited UNESCO, 2014, p. 16) states, “The DESD called on governments to consider the inclusion of measures to implement the Decade in their respective educational strategies and action plans.” UNESCO member states agreed to this commitment, with Japan, Sweden, Germany, and Denmark, among others, campaigning and supporting the work (UNESCO, 2013 cited UNESCO, 2014, p.16). This movement of UNESCO member states, inclusive of Sweden, to the commitment of the UN DESD declaration at the Johannesburg Conference in 2002 signified one of the most obvious changes in the global environmental education policy and practice in recent years, namely the conceptual change from ‘environment’ to ‘sustainable development’ (Öhman, 2011; UNESCO, 2005a).

The aim of the UN DESD was to promote education as the basis for a sustainable human society and to strengthen international cooperation towards the development of innovative policies, programmes and practices in accordance with the UN’s SD paradigm (Scoullos, 2010; Wals, 2012). According to UNESCO (2007, p. 55), the UN DESD offered member states the opportunity to rethink and reorient education and skills training so that learners, and their communities, were empowered to imagine and devise sustainable local solutions to development problems.

The UN DESD led to the formation of regional and national ESD frameworks in which member nations were outlined to develop national education plans and other strategies to promote and develop the UNESCO ESD framework within their own contexts (Wals, 2009). In the European and North American region, in which Sweden is a member, the lead agency for the UN DESD was the UNECE (UNECE, n.d.). In 2005 the UNECE strategy was developed with the aim to encourage countries to integrate ESD into all forms of education systems (UNECE, 2015b). This strategy, still active, is a flexible framework, based on
UNESCO ESD principles, and is to be adapted by member countries (ibid.). Within the current UNECE strategy for ESD, it remains within the implementation framework that member states are themselves responsible for the implementing of the UNECE ESD strategy, and although this does not highlight that member countries must implement, is recommended to do so by the UNECE (UNECE, 2009, p.20). Member states, including Sweden, have been required to submit both formal and informal country reports of the ESD implementation processes in 2007, 2010 and the most recently 2014 (UNECE, n.d.; UNECE, 2007a; UNECE, 2007b; UNECE, 2009; UNECE, 2015a; Wals, 2009). These reports provide a means of constructing a regional measure of ESD implementation. Within the UNECE strategy, the member states are encouraged to implement the UNECE strategy into the national education planning (UNECE, 2009).

Figure 3 illustrates the positions of the global and regional framework in regards to Sweden’s domestic ESD framework during the UN DESD. This figure outlines how during the UN DESD, UNESCO ESD framework informed the UNECE strategy, which influenced member states ESD strategy.

![Figure 3](image-url)  
Figure 3. The ESD implementation framework during the UNDESD in the European and North American region (UNESCO, 2005b; UNESCO, 2006).

Based upon this model of the UN DESD structure, it is apparent that the member states within regional area led by the UNECE are influenced by the regional policy developed by the UNECE. In addition, the UNECE is led, and therefore influenced in its strategies, by the dominant global ESD frameworks.

During the UN DESD many NGO’s also had an impact upon ESD implementation at international, national and local levels. On a global scale, the initiative Eco-Schools has had
a wide-ranging impact on ESD programs both at the national and local levels (FEE, 2015b). Currently, the Foundation for Environment Education (FEE) which is the umbrella organisation for the Eco-sCHOOLS initiatives, has eighty-three member organisations in sixty-eight countries worldwide and was an active stakeholder during the UN DESD due to the widespread contact with local stakeholders through its award mechanisms (FEE, 2015a; FEE, 2015b). The specific ESD award of this program is the Green Flag award, which rather than taking a top-down approach to ESD uptake in schools, rather provides a local approach to environment management and auditing (Figure 4), with a specific demand of a student participative approach and influence in how the school approaches the certification process required to attain the award (Breitling & Wickenberg, 2010).

Figure 4. A representation of NGO action through a local approach during the UN DESD

These NGO driven processes have been widely successful in expanding ESD and EE concepts within schools. Eco-SCHOOLS are now represented in almost all European Union (EU) member states, various countries in Central and Eastern Europe, and some pilot projects in Japan and other parts of the world (Hargreaves, 2008). Through this multi-stakeholder combination of the UNESCO, UNECE and NGO implementation mechanisms, the UN DESD was successful in both widening ESD understanding and fostering new initiatives, at all levels of society (UNESCO, 2014).
2.2.3 UN DESD ESD implementation strategies for formal education systems

UNESCO (2009, p.48) states, “schools are seen as key places to develop capacities in a structured environment to help address those challenges,” and that, “various approaches or strategies exist around the world to integrate ESD into formal education. Approaches vary from more conventional (i.e. conforming to existing systems and structures) to more innovative ones (in the sense of breaking with existing systems and structures).” The intention of this sub-section is to outline the key ESD implementation strategies that have been recommended by UNESCO during the UN DESD. The key purpose is to map how ESD awards fit within the recommended ESD implementation framework at the national level as outlined by UNESCO. The focus is based upon implementation strategies in formal education as the research focuses upon ESD award initiatives that are available only to institutions within formal education of Sweden.

According to Smith (2002) “Formal education is the hierarchically structured, chronologically graded education system running from primary school to university level education.” Within formal education, UNESCO indicates key themes of which are recommended and/or found to be effective in the implementation process of ESD into the formal education systems during the UN DESD (UNESCO, 2005b; UNESCO, 2009; UNESCO, 2014). These themes were identified through the analysis of key documents during the UN DESD (Appendix B, Table 2). The recommendations identified are:

- Utilising a multi-stakeholder approach (inclusion all formal education stakeholders inclusive of NGO and private stakeholders)
- Including SD principles into curriculum documents
- Utilising a whole-school approach to ESD implementation
- Including SD principles into education policy documents
- Capacity building for education leaders, teachers and managers (in-service training, provision of ESD tools, inclusion of ESD into teacher training etc.)

These recommendations for ESD implementation into formal education indicates a requirement of a multi-stakeholder approach to the building of ESD within the schools management, teaching and learning and other operations. However, although a number of the recommendations are concrete in their intentions and delivery, such as the inclusion of SD principles into education policy and curriculum, the recommendation of a whole-school approach to ESD delivery is not so concrete.

A whole-school approach calls for ESD to be integrated throughout the formal sector
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curriculum in a holistic manner, rather than being taught on as a single subject (Hargreaves, 2008). In practice, this approach means that an education institution will integrate teaching and learning for SD not only through the use of curriculum, but also through school operations focused upon SD principles such as integrated governance, stakeholder and community involvement, long-term planning, and sustainability monitoring and evaluation (Benavot, 2014; Hargreaves, 2008). Whole-school approaches also promote active and participatory learning, and call for the entire school institution, inclusive of all stakeholders (students, educators and administrators) to be actively engaged in working towards developing a sustainable school model with ESD fully integrated into the curriculum as the driving factor (Hargreaves, 2008).

Despite a whole-school, also known as a whole-institute approach, being a key implementation aim for UNESCO ESD framework, according to Hargreaves (2008) there are relatively few examples of schools implementing a true whole-school approach to ESD. To support schools in the change to whole-school approach to ESD there are a number of national and global level initiatives and programs which have been developed by both governments and NGO’s that aim to, and have been successful in, developing whole-school approaches to ESD and support the mainstreaming of ESD into formal education of the respective countries or regions (Benavot, 2014, Hargreaves, 2008). A number of these initiatives, such as the global Eco-schools, utilise awards to signify good practice (FEE, 2015a). These ESD award initiatives can be offered through NGO or government agency action and usually have required sets of criterion in which applicants must meet.

Lindberg (2007, p.9) outlines that ESD award initiatives provide a means to strengthen the process of ESD implementation at the local level. Awards and/or certifications potentially strengthen the ability to establish clear goals and provide an opportunity where, “teachers and students together can consider and assess the development of their school (Lindberg, 2007, p.9).” Awards or certifications also provide a means of assessment for national education bodies or other organisations in measuring the implementation depth of ESD (UNECE, n.d.).

For the purpose of this research, ESD awards are considered any ESD initiative that institutional stakeholders are required to apply to and demonstrate good ESD practice, such as whole school approach, in accordance with set criterion and in doing so receive a symbolic recognition of the institutions successful application provided by an overarching authority.

According to UNECE (n.d., p.1), which takes Sweden as representative of ESD awards, the Swedish national ESD framework relies upon awards, certificates and diplomas
in the formal education system to support schools in “achieving active and functioning operations for SD,” as the current national curriculum and syllabi are not steering documents and “they do not comprehend any specific action plans for how schools should work with ESD” (ibid, p. 1). As such, ESD awards aimed at the institutions as whole, not at individuals within those institutions, are not only a means of providing support to schools to implement ESD into their institution operations and curriculum through a whole-school approach but also may act as an measure for national level surveys of the ESD implementation within schools (i.e. counting the number of schools who have ESD awards compared to those that do not).

Consequently, although there exist a number of recommended ESD implementation strategies for formal education from UNESCO during the UN DESD, a focus on implementing SD principles at the local level through a whole-school approach appears to be of a high priority due to its ability to deliver a multi-disciplinary approach (Appendix C, Table 2). There exist a number of supporting structures that can be developed to aide in the development of a whole-institute approach at the local level, such as capacity building of staff to ESD concepts. However, ESD award mechanisms, provided by either NGO or state providers, offer another means to concretely support formal education providers in the implementation of ESD during the UN DESD.

2.2.4 Next chapter: The Global Action Programme
In 2014 the UN DESD came to an end and the process of evaluating the decade has become a high priority (Buckler & Creech, 2014). However, prior to the end of the decade planning was already underway to develop the framework to follow the UN DESD’s activity. At the Tbilisi +35 meeting in 2012 UNESCO, UNEP and the government of Georgia, (2012 cited UNESCO, 2014) acknowledged that ESD is now internationally recognised as a fundamental education strategy to prepare citizens with the values and principles of SD, the knowledge of sustainability issues, and the skills and motivation to apply this knowledge to their own actions at local, national, regional and global levels. This signified the success of the UN DESD in engaging all peoples in the world with concepts of sustainability and the establishment of the UNESCO SD framework as the dominant means of attaining sustainability in society. Supporting this acknowledgement, at the UN Conference on SD in 2012, commonly referred to as Rio+20, the international community agreed to promote education for SD and to integrate SD more actively into education beyond the UN DESD (paragraph 233 cited UNESCO, 2014, p. 9). UNESCO (2014, p. 43) considers this global
commitment as providing the mandate for expanding the work that has been undertaken within the DESD. This expansion after the UN DESD is now commonly referred to as the Post-2015 Development Agenda (ibid.).

In accordance with the Post-2015 Development Agenda, in 2013, the 37th session of the General Conference of UNESCO endorsed the GAP on ESD as the follow-up to the UN DESD. The GAP is designed as a concrete, tangible contribution to the post-2015 development and education agendas in which the achievements of the UN DESD are to be built upon over a five year period until 2019 (UNESCO, 2014, p.3). The GAP intends to scale up ESD action with two approaches, 1) Integrating SD into education, 2) Integrating education into SD. UNESCO (2014, p.14) outlines the objectives of the GAP as:

- To reorient education and learning so that everyone has the opportunity to acquire the knowledge and skills, values and attitudes that empower them to contribute to SD
- To strengthen education and learning in all agenda, programs and activities that promote SD

UNESCO (2014, p.14) outlines that in order to achieve these proposed objectives, the GAP on ESD focuses upon the following proposed five action areas:

1. Integrate ESD international and national policies on ESD
2. Promote whole institution approaches to ESD at all levels and in all settings
3. Strengthen the capacity of educators, trainers, and other change agents to become learning facilitators for ESD
4. Support youth in their roles as change agents for SD through ESD
5. Accelerate the search for SD solutions at the local level through ESD

The action strategies highlight a willingness of member states and regional stakeholders to continue in the widening of the implementation of the ESD principles through the use of a multi-stakeholder approach which aims to implement ESD at the local level with a whole-institute focus in all forms of education, formal, non-formal and informal. Additionally, it highlights the pressure upon member states to continue in the integration of the international policies of ESD, in the case of Sweden this is represented by both the UNESCO ESD strategy, which is soon to be the GAP, and the regional structures for supporting that framework. Currently, UNECE is still the leader for the European and North American region but no regional organisation has yet been named for the GAP.
2.2.4.1 The Global Action Programme and ESD awards

Within the UNESCO GAP preliminary planning document, *Roadmap for Implementing the Global Action ESD Objective Two* states that the GAP is to “strengthen education and learning in all agendas, programmes and activities that promote SD (UNESCO, 2014, p.14).” This is considered significant, as ESD awards are a means to promote SD within education. The report outlines five additional priority action areas of which the following have been identified as potentially significant to ESD award initiatives. These are Priority Action Area two, three and five (Appendix C, Table 1). In addition to the identified priority areas, the national recommendations for the GAP also outlined support for ESD initiatives such as awards (Appendix C, Table 1). Within these identified sections of the document it is apparent that UNESCO considers the widening and strengthening of ESD practice as imperative. The document suggests that member states are recommended, although not specified, to act upon the same global ESD framework presented by UNESCO. Specifically UNESCO (2014, p. 27) states,

“The four strategies established at the global level – creating momentum through a call for commitments, harnessing partnership synergies, setting up platforms to exchange information and ideas, and recognising and awarding good practices and initiatives – can also be adopted at national level to spur national initiatives.”

This recommendation highlights that UNESCO considers the recognising and awarding of good practice as a positive action to initiative ESD action. Although not prescribing this as ESD award initiatives such as the SfSDA nor the Green Flag from the Swedish domestic context, there does appear to be a support of member states in the delivery of such initiatives.

Additional to the recommendations from UNESCO to the member states as to developing ESD national strategies, the document outlines the means of how the GAP will be monitored and evaluated. The GAP is to be monitored and reported on regularly at the global level and global targets and indicators for the five priority action areas are to be developed (UNESCO, 2014, p.29). During the development of these targets and indicators five themes will be emphasised which link to the priority action areas. Number two, “increase in the number of training and education institutions that have adopted the whole-institution approach,” represents a means of quantifying the widening of the ESD framework (UNESCO, 2014, p. 29).

If taking the current situation where ESD award initiatives have been utilised as
quantifiable objects for assessing the extent of whole-school approach to ESD implementation at the municipal and national level then this may signify that UNESCO will support the ongoing delivery of these initiatives in order to provide a quantifiable aspect to the ESD global framework. This is significant for this study as this represents a potential glimpse at the future for member states as to supported/ recommended ESD implementation strategies for all forms of education. This may have an impact over the coming years as to the local school motives for acquiring an ESD award if the national stakeholders are advertising the importance of these awards inline with the new UNESCO GAP global strategy.
Chapter Three: Theoretical Framework

The purpose of this section is to familiarise the reader with the theoretical framework in which this study is situated. The SD implementation models are provided in order to gain an insight into the theoretical methodologies of SD, and ESD, implementation. Implementation models are significant due to the research, which at its heart is exploring the mechanism of ESD implementation. Secondly, the inclusion of motivation theory provides a better opportunity for concretely connecting theory to findings from the field research. As this research is inductive and exploratory in nature, these concepts are tools, rather than analytical frameworks, which may allow for a deeper insight into the findings within the analysis and discussion of the paper.

3.1 SD implementation models

There are a number of implementation models that are utilised to theorise and explain ESD policy implementation (Plummer, 2005). These models can be placed into three categories, Top-down, Bottom-up and ‘Glocal’ implementation directions (ibid.). Authorities at National or International levels drive top-down implementation process. This implies overarching policies, which are designed and intended for implementation down to the ‘grass roots’ level of the organisations, in this case the classrooms and local communities that provide the actual ESD programs. Simon (1989, cited by Plummer, 2005) notes, “commentaries from reviewers find these top-down approaches to be mediocre to weak,” when implemented as stand alone policies.

In contrast to a top-down approach, a bottom-up implementation model is indicative of initiatives that begin at the lower levels of the organisational hierarchy and work in an upward direction. Plummer (2005) suggests that Bottom-up models are another means to sustainability. Bottom-up approach is where decision-making and implementation is driven by local actors in their own contexts, in this case teachers and administration within schools. Bottom-up places an emphasis upon community empowerment, capacity building, and local decision making in regards to sustainability (Plummer, 2005). UNESCO (2013, p. 139) notes that, “effective bottom up approaches can encourage governments to upscale and implement them on a national level.” However, Plummer (2005) also notes that bottom-up approach has weaknesses. These are generally grouped into limitations of scale and culture. The limitation of scale applied to education institutions may be that the culmination of programs at local levels may actually lose sense of the ‘bigger’ education for sustainability ‘picture’
and be in fact detrimental to the overall societal changes towards SD despite the benefits to the local scenarios.

Due to the limitations within both the Top-down and Bottom-up ESD implementation models, Plummer (2005) recognises the need for a parallel approach to ESD action that focuses upon both the local level actions (bottom – up) in a relationship with national or even global coordination (top- down) to achieve SD. The term “Glocal” conveys the idea of a middle ground between local action and global thinking. Plummer (2005, p.37) cites Hemple (1996) that "... both global and local ends of the political spectrum must be strengthened in order to achieve effective environmental governance.” UNESCO (2013, p.138) states, “the interplay between top-down and bottom-up process are very important for making ESD flourish.” As such, it may be considered that the middle stakeholder, potentially municipality government or national government, depending on whether the international framework or the national framework in isolation is being considered, must be the mediator between the top down and bottom up approaches if a true synergy of SD programs is to take place and allow ESD programs to flourish at all education management levels. If this fails to occur, it may be theorised that rather than widespread change in education institutions towards ESD there would be only localised and poorly managed responses to the ESD international and/ or regional recommendations.

3.1.1 Wickenberg’s model of ESD implementation

Although developed in the 1990’s prior to the ESD initiatives of the 2000’s, Wickenberg’s (1999 cited by Wickenberg & Leo, 2010, p. 3) framework of Swedish EE initiative provides an example of how international, national, local and NGO’s may converge at the school level. For the purpose of illustrating how actor influences may converge at the local school level, an illustration based upon Wickenberg’s model has been developed based upon frameworks developed later in this paper (Figure 5). This model outlines how the interaction between the international framework, national framework and NGO under stream may impact upon how schools perceive and attach meaning, thus acting as potential factor in motivating for application to non-mandatory awards and the construction of new ESD programs within their own contexts. However, this model only serves to indicate the potential presence of this interaction and it must be clarified that this is a simplistic representation with many other actors’ influence that may drive or hinder SD implementation at the levels identified within figure 5.
Thus for the purpose of this study the concept of a ‘Glocal’ implementation model is utilised only to assist in the establishment of an holistic implementation framework which encompasses the international, regional, national and local ESD frameworks, which rather than top down in nature, allows for the movement of SD and ESD discourses in multiple directions and between multiple actors (Figure 6).
Therefore, although the research is inductive and exploratory in nature, the ‘Glocal’ SD implementation model outlined here provides a mechanism in which to view the interactions between schools and stakeholders at regional, national and international levels. However, it is outside the scope of this paper to investigate how this network may concretely influence local perspective of ESD or the sustainability discourse and as such influence school motivation to become involved within ESD initiatives. It is rather utilised as a theoretical frame which explains the possible movement of an international discourse to the local level through multiple channels, inclusive of NGO action, as oppose to the traditional top-down model to provide a mechanism in order to discuss possible factors that influence elementary school stakeholders to apply to ESD award mechanisms in Sweden.

3.2 Theory of extrinsic motivation
This study is concerned with the motivations for local schools to apply for two ESD awards, which are, according to the award organisations, non-mandatory in nature. It is important, therefore, to provide a clear definition of motivation and the forms that may exist.

To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is characterised as an unmotivated individual, whereas a person who is energised or activated towards an end is considered motivated (Deci & Ryan, 2000). Individuals perceive motivation in many different ways that are dependent upon many differing factors. People vary both in the level and the orientation. Orientation of motivation
concerns the underlying attitudes and goals that give rise to action (ibid.). Deci and Ryan (2000, p.54) use the example of a highly motivated student who studies homework either out of personal interest or alternatively because he or she wants to procure the approval of parent or teacher.

**Self-Determination Theory (SDT),** developed by Deci and Ryan (1985), provides a model that can distinguish between different types of motivation based on different reasons or goals that give rise to action (cited by Deci & Ryan, 2000, p.55). SDT differentiates between *intrinsic motivation,* which is the action due to inherent interest or enjoyment, and *extrinsic motivation,* which is action as it leads to a separable outcome (ibid.). This study, which focuses upon motivation for application to an external award by key stakeholders within a school (i.e. headmaster, or significant teacher), will take extrinsic motivation models as the basis for examining motivational actions (i.e. application process for ESD awards).

SDT proposes that extrinsic motivation can vary greatly in degree to which it is autonomous (Deci & Ryan, 2000). Within SDT this is described in terms of fostering the *internalisation* and *integration* of values and behavioural regulations (Deci & Ryan, 1985 cited Deci & Ryan, 2000, p.60). Internationalisation is the process of taking in a value or regulation (i.e. award), and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self (ibid.).

Therefore, as this study is concerned with the motivations for acquisition of an external value, an ESD award, for the purpose of this study, the ESD awards are considered as extrinsic motivators. According to Deci and Ryan (2000, p. 61) within SDT, a sub-theory, referred to as *Organismic Integration Theory* (OIT), provides the frame to detail different forms of extrinsic motivation and contextual factors that either promote or hinder internalisation and integration of regulated behaviours. Deci and Ryan (2000, p.61) propose an OIT taxonomy of types of motivations, arranged left to right, which provides a visual representation of the extent to which motivations for one’s behaviour emanates from one’s self (Figure 7).
To the left is *amotivation*, which is a state of lacking an intention to act. Amotivation results from not valuing an activity, not feeling competent to do it, or not believing it will yield a desired outcome (Ryan, 2005; Deci, 1975; Seligman, 1975, as cited by Deci & Ryan, 2000, p.61). *External regulation*, the first category within extrinsic motivation, outlines behaviours that are performed to satisfy an external demand or obtain an externally imposed reward contingency. *Introjected regulation* describes an internal regulation. Deci and Ryan (2000, p.62) explain this is a “type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order avoid guilt or anxiety or to attain ego-enhancement or pride.” The third extrinsic motivator in the OIT taxonomy is *identification*. Deci and Ryan (2000, p.61) outline that identification is more autonomous, or self-determined, form of extrinsic motivation. In the identification regulatory style of extrinsic motivation an individual has identified with the personal importance of a specific behaviour and had accepted its regulation as his or her own (ibid.). The fourth, and according to Deci and Ryan (2000) the most autonomous form of extrinsic motivation is *integrated regulation*. Integration occurs when identified regulations have been fully assimilated to the self (ibid.). Integrated forms of motivations share many qualities with intrinsic motivation, being both autonomous and un-conflicted. However according to Deci and Ryan (2000, p.61) they are, “still extrinsic because the behaviour motivated by integrated regulation is done for its presumed instrumental value with respect to some...
outcome that is separate from the behaviour, even though it is volitional and valued by the self.”

This study, although inductive and exploratory in nature intends to utilise the OIT taxonomy not as a tool for hypothesis, as this would require a large scale quantitative or mixed methods study which is outside the scope of this research, but as a tool to expand the theoretical discussion of the local motivations for application and the national perspective upon why schools apply for awards.
Chapter Four: Methodology of Study

The research design provides a framework for data collection and analysis. The research employed grounded theory as the basis of the research design for the study of the school application motives to domestic ESD awards. The researcher’s interest was based on the investigation of why elementary schools in Sweden apply for ESD awards. Consequently this is a research into motivation for award acquisition with particular emphasis upon local stakeholder perceptions of the particular ESD awards available to Swedish schools, the SfSDA and the Green Flag.

This research design is broken into two components. The first component is the development of an international ESD framework for which to contextualise the ESD practices in Sweden. This is provided within the conceptual framework section of this study. Document analysis of key UNESCO DESD and post-2015 documents is utilised to develop and place ESD awards within the international ESD framework.

The second component of this research is the exploration into the motivations for ESD award applications based upon the perspective of the award deliverers (national stakeholder) and the school award applicants. Due to low number of participants willing to participate in the research, the research design is based upon a qualitative methodology in which grounded theory is utilised to develop an investigative framework.

4.1 Epistemological and ontological considerations

The intent of this study is to focus on understanding and interpreting how key stakeholders within elementary education institutions link value to an external award mechanism such as the Swedish ESD awards, SfSDA or Green Flag. Consequently, this is an investigation into award application motivations from these stakeholders on behalf of their institutions. These stakeholders are categorised as key stakeholders as either themselves or others consider them within the institution as being the drivers of the award applications.

As this study is focused upon individual constructions of the world around them, this being their connection of value to the ESD awards and thus motivations for application, a positivistic approach to research formulation has been rejected by the researcher from the beginning of research formulation in favour of deeper research methods. The consequence being that the research is set within the parameters of an interpretivist epistemology which requires the researcher to grasp the subjective meaning of the social action, inclusive of stakeholders within their institutions, through the use of appropriate research methodologies.
(Bryman, 2012). This infers that the ontological position of this research is constructionist in nature as it implies that stakeholders within ESD award schools are responsible for the social meaning of the awards rather than that of an objectivist ontological approach, which sees social phenomena as independent to social actors (ibid.). Whilst constructivism stems from the postmodern paradigm, it further reflects the understanding of how subjectivity and values are constructed within the society and institutions and, hence, in relation to prevailing discourses such as the global ESD framework presented by UNESCO and other international stakeholders (Shamoon, 2014; Bryman, 2012). This ontology may assist in identifying how key stakeholders in schools construct their own perceptions of ESD awards within their own context and as such provide the opportunity to gain an insight into motives of school award applications.

4.2 Qualitative research approach

Qualitative research methodology is generally inductive in its approach to developing theory and as such this methodology allows the researcher to be more open-minded when investigating motivations of stakeholders. A qualitative approach to research also allows for a minimum in the pre-determined structure to research design with the belief that it enhances the opportunity of genuinely revealing the perspectives of stakeholders you are studying (Bryman, 2012). However, the consequence is that more time is required for the analysis of data due to the quantity and the potential for criticism of high levels of subjectivity within research. Therefore, the inclusion of the processes of validation and trustworthiness are required for the development of theory based upon this approach (see section 4.8).

As the research is concerned with the collection of data from stakeholders who have demonstrated the motivation for ESD award application, but with practical access to only a small number of participants, the research has focused upon qualitative data collection through face-to-face semi-structured open ended in depth interviews with key stakeholders. The use of this research methodology is supported as qualitative research is characterised by its inductive and exploratory nature, which despite the limitation of a very small participant group, allows for preliminary grounded theory to be formed which may provide a base for development in wider qualitative or mixed methods research projects despite the inherent limitations (Fairbrother, 2007; Bryman 2012). In consequence, the major part of the data produced for this study consists of word transcripts and texts as opposed to numerical data (Bricki and Green, 2007).
4.3 Field Study

This section intends to outline the process of the fieldwork for this research and as such provide a context for the decisions for the research methodology. The research initially intended to utilise a far wider sample size, in which a minimum of three schools were to be identified based upon the criterion of a) a school with green flag only, b) school with SfSDA only, and c) school with both SfSDA and Green Flag. However, through the school identification and contact period, only one school, a school with both SfSDA and Green Flag, were willing to be involved with research. Additionally, two interviews with a senior manager from either award were available and utilised to provide a wider ‘view’ of the research area. Due to the limited response to local participant enquiries, the researcher decided that for the purpose of providing adequate research, the school case with both awards could be compared to that of the perspectives of the national stakeholders, thus providing a window into the realities of school award applications (Figure 8).

![Figure 8](image)

Figure 8. A comparison between the school stakeholder(s) and the two national stakeholder perspectives on award application motivations and barriers by elementary schools of Sweden to build a preliminary structure of school application motive.

This decision was based upon limited time for follow up sampling or a change in sampling strategy, limited resources for travel to municipalities outside of the east coast of Sweden and the identification that the data acquired could be utilised to form contextual grounded theory with the potential of providing the basis as a pilot study for future research into award acquisition motivation.
4.4 Sampling design

Certain factors limited the sampling process for the study: the scope of the master’s thesis, the limited amount of time in order to conduct deep research, limited private financial resources and a very limited reply rate from study participation invitations. Due to these limitations, the researcher had to make specific decisions concerning the data collection process. In consequence, the sampling strategy employed is a form of purposive sampling, which is a non-probability form of sampling (Bryman, 2012). This infers that sampling for the study was done in a strategic way with focus on criterion relevant to the research questions.

In purposive sampling, sites are selected due to their relevance to the research question. Bryman (2012, p. 418) notes that researcher needs to be clear in their mind as to what criterion are relevant to the inclusion or exclusion of units of analysis. The research presented places emphasis upon the following criterion when selecting sample sites/individuals, separating the local and national levels. The local level criterions for sample selection were based upon, 1) elementary school, 2) award recipient or inclusion in award process, 3) approved access.

The choice to identify a case at the elementary level (kindergarten to grade nine) was based upon three concepts. The first is the view that elementary schools may provide a window into the local processes of ESD implementation process within the formal compulsory education with Sweden. This is significant as by law, all residents of Sweden are required to attend school between the ages of seven and sixteen and elementary school is the institution level which offers the largest change of education structure for students (Skolverket, 2011a). Thus, this period of formal education should, in theory, reach all children in Sweden, thus providing a unique opportunity for ESD propagation.

Secondly, the Swedish institutions at elementary level are at the focus of many differing education programs and testing programs, such as the Programme for International Student Assessment (PISA) which have resulted in various school reforms and earlier grading (Swedish Institute, 2015). These recent changes, inclusive of curriculum in 2011, may have an impact upon key stakeholder motivations for award applications within these elementary institutions.

Thirdly, the Swedish elementary school was the focus of the thirteen country report into eco schools in which Sweden was focused upon through a qualitative small case study research approach in which barriers to ESD awards were outlined (Nyander, 2005). This provides a comparative potential for discussion between the start, marked by the report, and
end of the UN DESD, marked by this study. The national criterion for sample selection were based upon, 1) Organisation/Agency that funded or initiated award initiative, 2) stakeholder within management of that award.

Due to the purposive sampling criterion identified for local and national sample selection, theoretical sampling was chosen as the methodology for selecting the actual samples as it provides the ability to formulate grounded theory. Theoretical sampling is considered the process of data collection for generating theory where the researcher collects, codes and analyses data and then decides what data to collect next in order to develop the theory as it emerges (Glaser & Strauss, 1967 cited by Bryman, 2012, p. 419). Through a theoretical sampling methodology, the study identified four samples for analysis, two local and two national. Despite the initial aim of wider samples being identified, the local samples selected for study was limited to one school due to the limitations of accessible samples. This school fitted the selection criterion for the local level. At national level, two samples were identified according to the stated criterion for national sample selection. These samples, though only small in number, can still provide a point from which to develop local theory of stakeholder motivation to ESD award initiatives and provide a comparison between local and national perspectives. According to Wilmot (2005) a feature of purposive sampling is that the number of cases is often small. However, the small-scale approach only works if the researcher has a strong sampling strategy (Ritchie and Lewis, 2003 cited Wilmot, 2005, p.4). However, it is highly important to highlight that the researcher cannot generalize the findings of this research to a wider population group since the chosen sampling method is not a probability sampling method and participants are not chosen on a random basis for the purpose of testing a hypothesis.

4.5 Selection of context

4.5.1 National context

The national context was isolated based upon the criterion of ESD award providers to focus upon formal education institutions. This placed the emphasis upon the two major providers of such award mechanisms, the Agency for Education and the Keep Sweden Tidy Foundation.

4.5.2 School context

The school chosen to act as a case study to investigate the motivations for application to ESD award initiatives is an elementary school located within a municipality that has only one
Motives and Barriers to ESD Awards Application in Sweden

SfSDA school (case school) and a small number of Green Flag schools, with most of these at the preschool level (Skolverket, 2015b). Additionally, this municipality in which the school case is situated is not a member of Sweden’s Eco Municipality network nor can any information be found as to whether it is a member of any other environmental or SD based municipal programs (Sveriges Ekokommuner, 2015). This context was chosen upon the basis of the following selection criterion, 1) elementary school, 2) award(s) recipient, 3) approved access.

The case school identified for study is a public Grundskola [elementary school] that offers education at levels F-9, kindergarten to grade nine. At the time of data collection the school consisted of 510 students, from ages six to sixteen, and with around eighty staff members. The school is split between a younger years and upper section. The school staff along with their teaching duties work within many different groups, among which is a Miljö [Environment] group. Participant B is a member of this group of which there are around four to five teachers.

The school case was identified via purposive sampling due to its relative short time since awards certification (both SfSDA and Green flag), that it is a lone elementary school in its municipality that has been awarded the SfSDA and that it is a government funded Grundskola and thus utilises the 2011 Grundskola curriculum, which is embedded with SD principles (UNECE, n.d.). Additionally, the school represents a potential special case in which key stakeholder motivations may be isolated from top- down political pressures\(^1\) and the construction of grounded theory into individual motivations for ESD awards may be developed.

At the time of data collection, the case school was working towards the Green Flag award and had successfully been award the SfSDA offered by Skolverket. This was demonstrated by both the Keep Sweden Tidy Association Green Flag and the SfSDA logo’s on the school website and application documents (Appendix C, table 3). The school had also been a recipient of the Tekniklyftet [technology award] award offered by a cooperation of Royal Institute of Technology, Stockholm University and the House of Science (House of Science, 2011). However, the ESD awards are only a recent occurrence and have either been initiated within the previous eighteen months prior to contact for this study.\(^1\)

\(^1\) Top- down political pressure refers to municipalities, in particular in the north of Sweden, who have set targets for schools in under their management to become SfSDA or Green Flag Schools (UNECE, 2007). This may be further represented in the spread of Schools for Sustainable Development award schools by town/ municipality in 2013 (See Appendix B, Figure 1).
Motives and Barriers to ESD Awards Application in Sweden

(Appendix C, Table 3), although not the core of the study into the motivations for award applications, do provide an indication that the case school is working continuously within each of the award frameworks. Note that it is outside the scope of this research to measure the actual implementation of either of these award frameworks within this school.

4.5.2 Selection of participants

The selection of participants for this study was primarily through the *theoretical sampling*, which is a form purposive sampling, at both national and local levels (see section 4.4). This form of purpose sampling was chosen due to the limited time frame for research, its ability to be flexible according to the criterion selected and provides the opportunity to gain the deep data from specific stakeholders who have been involved with the awards over a number of years. In order to maintain the anonymity of the participants from the interviews, alternative titles have been developed and used throughout this thesis. Although the profile of each participant may be viewed as brief, the deeper context of the participant’s experiences and perceptions will be provided within the data analysis section (Table 1). The national level stakeholders have been identified as senior management as they both had overarching roles within their respective organisations.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Location</th>
<th>Position</th>
<th>Length of time at institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Case school</td>
<td>Headmaster</td>
<td>Twenty Two years*</td>
</tr>
<tr>
<td>B</td>
<td>Case school</td>
<td>Key stakeholder</td>
<td>Two years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Keep Sweden Tidy Association</td>
<td>Management</td>
<td>Seven Years</td>
</tr>
<tr>
<td>D</td>
<td>Agency for Education</td>
<td>Management</td>
<td>No information</td>
</tr>
</tbody>
</table>

* As headmaster of the case school (also referred to as principal or rector)
4.6 Data collection methods

4.6.1 Qualitative document analysis

In order to construct how ESD awards are framed and discussed within the international and European ESD discourse, a qualitative document analysis of the UNESCO DESD strategies and reports, 2005, 2009 and 2014, the GAP strategy document, *Roadmap Education for Sustainable Development*, and the UNECE’s most recent ESD strategy from 2009, was conducted. The intention of UNESCO and UNECE reports from 2005, 2009 and 2014 was to develop an outline of the recommended implementation strategies during the UN DESD (Appendix B, Table 2). The intention of the UNESCO GAP 2014 GAP document to develop an indication of the recommendations for the post-2015 agenda with particular reference to ESD award mechanisms (Appendix B, Table 1)

Bryman (2012, p.557) notes that qualitative document analysis is “*probably the most prevalent approach to qualitative analysis of documents. It comprises a searching out of underlying themes in materials...*” This method supports the construction of an international framework in which ESD awards can sit, and thus, if taking taking the ‘glocal’ perspective, may influence the role of Sweden’s domestic ESD award initiatives, and thus the local motives for application.

When implementing a qualitative content analysis it is crucial to provide validity by carefully choosing the documents being analysed (Bryman, 2012). The documents were delimited through the following criterion, (a) related to research objective, (b) published between 2005-2014, (c) published by the international/ regional ESD authority, (d) of high quality to the researcher. Document quality was assured through the use of a four criteria quality assessment 1) Authenticity, 2) Credibility, 3) Representativeness, and 4) Meaning (Scott, 1990 cited Bryman, 2012).

4.6.2 Semi-structured interviews

In order to ascertain and compare local motivations for ESD award applications to the two national stakeholders perspectives as to the local motivations for ESD award application both award management stakeholders and staff from a local school, which maintain both awards, were interviewed with the aim of ascertaining their perceptions of the local motivations for award applications. The data was collected in single semi-structured interview sessions ranging from fifteen to twenty minutes with local stakeholders (i.e. teacher and headmaster at case school) and fifty to seventy minute interviews with national stakeholders (i.e. senior staff from each represented ESD award). For the purpose of the interviews, a preliminary
interview guide was constructed, approved by the study supervisor, and provided to each of the stakeholders prior to the individual semi-structured interviews (Appendix A, Figure 1, Figure 2). The interview guide was modified dependent upon the stakeholders being interviewed to provide some comparability in answers despite different perspectives. The intention was to collect information from key stakeholders as to their perceptions of ESD award motivations and inhibitors in order for comparison of both the local and national level, and between the national stakeholders themselves.

4.7 Method of data analysis
Bryman (2012, p.567) states, “Grounded theory has become by far the most widely used framework for analysing qualitative data.” This study, due to the research questions developed, has chosen to utilise grounded theory as the analytical framework. The grounded theory framework is inductive in its approach to the analysis of data (Bryman, 2012). According to Bryman (2012, p. 571) there are a number of phases or outcomes that are generated when utilising grounded theory as an analytical framework. This process begins with the development of research questions that lead to theoretical sampling and the collection of data. The data collected through theoretical sampling is then coded in which core concepts are developed, leading to saturation of the categories within the data. Following the development of categories, the exploration of relationships between these categories is completed and in which hypothesis can be developed. This framework then calls for the collection of further data which leading to the testing of hypotheses and once tested in multiple other settings, the development of formal theory (ibid.). For the purpose of this study, the further gathering of wider samples is impractical due to the limitations of time, travel and access to key case schools. As such, the codes developed from the data collected can only be considered preliminary in nature and only relevant to the local context in which they have been formed (Figure 9). The codes outlined within this study, may however, provide the ability to develop a contextualised grounded theory from which to continue further collection of data and the re-assessment of codes and thus the building of a formal motivation hypothesis. This creates the potential for the testing of these motivators produced from the grounded theory in this study as a basis for future large-scale qualitative or mixed methods research projects.
Motives and Barriers to ESD Awards Application in Sweden

Figure 9. A diagrammatic representation of the analytical framework for research

4.8 Criteria of trustworthiness

Lincoln and Guba (1985 cited by Bryman, 2012, p.49) propose that alternative terms and ways of assessing qualitative research are required as oppose to the concepts of reliability, replication and validity, which are more connected with quantitative research designs. They propose trustworthiness as a substitute terminology for qualitative research designs (ibid.). The aspects of trustworthiness follow the following aspects, 1) Credibility, 2) Transferability, 3) Dependability and 4) Confirmability. This section will provide an explanation of how the researcher attempted to cover these four criteria of trustworthiness within the study to maintain the trustworthiness of the research.

4.8.1 Credibility

According to Bryman (2012, p.391) the establishment of the credibility of findings involves both ensuring that research is carried out according to the guidelines of good research practice and of the submitting the research findings/ materials to the members of the social world who were studied for confirmation that the investigator has correctly understood the social world. This is referred to as respondent validation. Respondent validation within this study was resolved via the provision of the respective interview transcript to each participant for comment or editing prior to the being approved for the use within the analysis section.
Bryman (2012, p.391) suggests that this technique does provide an ability to provide respondent validation of quantitative data and consequently provide an element of credibility to a qualitative study such as this. Additionally, from initial contact the purpose of the study was illustrated to the participants and with special consideration the independent nature of the research was outlined during the contact phase with schools in order to diminish the likelihood the strewing of data provided by participants if the research was perceived as supported or funded by either award provider.

### 4.8.2 Transferability

In regards to transferability, Shenton (2004, p.69) outlines that unlike in positivistic research, where the concern lies in demonstrating that results can be applied to the wider population, in qualitative research, which is specific to small numbers of particular environments and individuals, it is impossible to demonstrate that the findings are applicable to other situations or populations. As the possibility of transferability is low in qualitative work it is important that sufficient thick description of the phenomenon under investigation is provided to allow readers to have a proper understanding of it, thereby enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations (Shenton, 2004; Bryman, 2012). For the purpose of this research, a thick description has been attempted through providing of:

- Contextualised framework of ESD at a global level
- Contextualised framework of Sweden’s education management structure
- Swedish ESD framework
- Supporting information of the school

Additional to the provision of a thick description, Shenton (2004) highlights the importance of the researcher’s conveying to the reader the boundaries of the study. This additional information must be considered before any attempts at transference are made. The boundaries for this research are provided within the first chapters of this methodology section.

### 4.8.3 Dependability

Dependability refers to the researcher’s ability to provide a systematic approach to documenting and evaluating the research processes, in order to enable readers of the research report to develop a thorough understanding of the methods and their effectiveness (Shenton,
2004; Bryman, 2012). This is achieved through ensuring that complete records are kept of the entire research process, inclusive of problem formulation, selection of interview participants, fieldwork notes, interview transcripts, data analysis decisions etc. in an accessible manner (Bryman, 2012, p.392). This study has attempted to address dependability through the provision of research methodology, strategy, selection criteria and data analysis methodology. Additionally, all fieldwork notes, transcripts and electronic recordings have been stored.

4.8.4 Confirmability
Confirmability ensures that the research can be shown to have acted in good faith, and that he or she has not overtly allowed personal values or theoretical inclinations to sway the conduct of the research (Bryman, 2012). Shenton (2004) outlines that beliefs underpinning decisions made and methods adopted should be acknowledged within the research report, the reasons for favouring one approach when others could have been taken explained and weaknesses in the techniques actually employed admitted. To this end, this study has outlined the fundamental flaws associated with the limited number of samples available for research and the consequence of a limited ability to triangulate results. The chosen analytical framework of grounded theory is discussed within the methodology section and a diagrammatic illustration of the analytical process has been provided within section 4.7.

4.9 Ethical considerations
This research followed the ethics standard as set by the Swedish Research Council [Vetenskapsrådet]. This is the ethics standard utilised by Stockholm University. This section intends to outline the ethical considerations for this research. No application to an ethical review board was made for this study; however, all ethic decisions were made to both best preserve participant confidentiality and to inform participants and supervisor of the purpose of the study. This section intends to outline the ethical research decisions for contact and engagement with the participants who undertook interviews throughout the research phase of this study. These decisions have been made in conjunction with, and approved by, the thesis supervisor responsible for this Master’s thesis research.

4.9.1 Stakeholder invitation
All participants within this study were initially contacted via a formalised email. This initial contact provided an overview of the basic aim and objectives of the study. In one case,
follow up contact via telephone was also conducted in order to provide an invitation. All participants were provided with the information that an interview would be necessary and would take approximately 20-30 minutes. The local stakeholder within the case school was provided with an option for a Swedish/English translator for the purpose of the interview. All participants declined a translator and as such the interviews were conducted in English.

4.9.2 Pre-interview information

Of the four participants, who were all over twenty-one years of age, who undertook a formal recorded interview, three were provided with a copy of preliminary questions in English in which to familiarize themselves prior to the interview. All participants were Swedish nationals who spoke English as a secondary language. The fourth interview participant only had a brief time in which to familiarise themselves with the pre-interview preliminary questions. This participant was provided with a further verbal explanation, in English, prior to the interview being recorded. This verbal explanation was introduced for this participant as a measure to reduce the opportunity of misinterpretation of either the research purpose or the role of the participant’s involvement within the research and as such reduce participant anxiety and willingness to participate fully.

4.9.3 Participant consent

All participants were formally asked prior to the commencement of the interview for their consent to be recorded via a note recorder during the interview. Post interview, all participants were provided a formal written transcript of their interview in English via email. They were provided an opportunity at this time to edit, remove or ask for further clarification on any parts of the transcript. All participants were asked for, and consequently provided, formal consent via email to utilise the content of their interview transcripts for the purpose of the study. It was strongly emphasised that all participants would remain anonymous for the purpose of the study and as such neither the case school nor any of the participants will be named within this research paper. Due to the low number of participants they have been designated alphabetic titles (A, B, C etc.) in order to maintain anonymity. All participants provided written consent for use of their respective transcripts without any modifications.
Chapter Five: Sweden Country Context

This section intends to construct a national context in which to place the two ESD awards within Sweden, the Keep Sweden Tidy Award known as Green Flag and the National Agency of Education’s award, Schools for Sustainable Development Award (SfSDA). The isolated education levels in focus to develop a context in which the ESD awards operate are highlighted by red text within Figure 10.

This is intended to provide a thick description in which both the local and national perspectives identified within the interview transcripts can be contextualised for the reader. Without a contextual frame, these perspectives are localised and cannot be contextualised with the wider frameworks in which the award stakeholders, local, regional and national, must operate.

Figure 10. Proposed contextual Framework for ESD school awards in Swedish elementary schools

5.1 Background: Sweden

Sweden is located in the middle of Scandinavia with a population of approximately 9.5 million and an area of 450,000 km², 15% of which is north of the Arctic Circle (Östman & Östman, 2013; World Bank, 2015; UN statistics division, 2015). This makes Sweden the
largest population in the Nordic area and the third largest country in the EU by surface area (European Union, 2015). Only 3% of the Swedish area is built-up, 53% of the area consists of woodland, 9% of lakes and 8% is used for agriculture (Östman & Östman, 2013). Sweden has a market economy, which relies upon both state-controlled companies and privately controlled primary and secondary sector industries (Breiting & Wickenberg, 2010). Sweden has a political ethos of high social responsibility, is well known for its social welfare models, and in 2014 was one of the top five refugee intake countries within the EU (Östman & Östman, 2013; UNHCR, 2015). According to World Bank (2015) in 2010 Sweden’s CO2 emissions were a relatively low 5.6 tonnes per capita compared to 11.3 tonnes per capita in other high income OECD countries and thus a relatively low environmental impact when compared to other similarly developed countries. As such in 2014, OECD (2014) outlined that Sweden was a leader in many fields of environmental policy. The OECD (2014) noted that,

“It [Sweden] is among the most innovative OECD countries when it comes to environment related technology, and has pioneered several policy instruments, many based on the principle of putting a price on environmentally harmful activities.”

Sweden’s first National Sustainable Development Strategy (NSDS) was published in 1994 to implement the results of the UN Conference on Environment and Development in Rio 1992 (European Sustainable Development Network, 2012). The next NSDS was prepared in 2002 and adopted in 2004 (ibid.). A further revision of the NSDS was undertaken in 2006. According to European Sustainable Development Network (2012) all three dimensions of SD, environment, economy and society, are covered in the NSDS, which is coordinated by the Ministry of the Environment (ibid.).

5.2 ESD in Sweden

According to Breiting and Wickenberg (2010) the founding document for EE place its origins in Sweden as far back as the early 20th century when the National school plan in 1919 (Undervisningsplan förrikets folkskolor) was produced. However, it was not until the 1960s that concept of EE was built in response to the growing awareness of human impact on the surrounding natural environments (Breiting & Wickenberg, 2010; Cars & West, 2014). According to Cars and West (2014, p.8) the 1960’s also signalled the arrival of ESD concepts with the inclusion of EE in to the Swedish School curriculum.
However, as with other Nordic countries, Sweden has had a long and rich history of EE that stretched back many decades (Cars & West, 2014; Desai & Potter, 2008; Sauvé, 1996; Östman & Östman, 2013; Breit & Wickenberg, 2010). Since the beginning of the 20th century EE, although not always referred to as such, has had a strong position in the Swedish curriculum, and care for nature and environmental concern have been recurring themes in these activities (Sandell & Öhman, 2010 cited by Öhman, 2011). Consequently, Sweden’s education agencies have long supported the concepts of EE within both formal and informal education (OECD, 2014).

A key point of inspiration for the Swedish EE movement came in 1972, when the Swedish government initiated the first major global environmental meeting known as the Stockholm Conference, also known as the UN Conference on the Human Environment (Öhman, 2011). At this conference education was emphasised as a key issue in environmental protection. Post the 1972 Stockholm Conference, Swedish EE curriculum content undertook some revisions during the 1980’s and 1990’s, but fundamentally the terminology remained a part of Swedish curriculum up until 2002 (Cars and West, 2014). However, Östman and Östman (2013, p.87) explain that it was during this period that both 1990 Education Act (Skollagen) was amended and the 1994 compulsory school curriculums was released. These can be considered documents in which ESD and the notion of SD were first introduced to the Swedish school system (ibid.).

Prior to the development of the ESD framework, the Agenda 21 Action Plan, of the UN Conference on Environment and Development in 1992, had a large impact upon the Swedish national education steering documents at this time and enabled many formal EE programs within the Swedish education system (ibid.). Additionally, the Agenda 21 document, of which Sweden and 176 other countries where signatories, led to the re-directing of the Swedish curriculum to the inclusion of EE themes (Breit & Wickenberg, 2010). However, Lafferty and Eckerberg (1998 cited by Breit & Wickenberg, 2010, p. 14) note that despite this national level inclusion of EE into educational framework documents within society, commitment to and involvement in the environment had up to this point been growing only slowly at the local level within Sweden.

Breit and Wickenberg (2010) outline that during this Agenda 21 period within Sweden of particular note must be taken in the work of NGO’s. Within the signing of the Agenda 21 document, many differing NGO’s were providing EE services at the local level. These included NGO’s such as Naturskyddsföreningen (Nature before again) which began Miljöskola (Environment School), the WWF for Nature, which actively promoted EE in
Sweden and Keep Sweden Tidy Foundation which started to give local schools and municipalities concrete support to developing EE in education programs (ibid.). These actions of NGO’s alongside that of state reforms inclusive of EE concepts signal the high tide point of EE in Sweden.

In the late 1990’s there was a sudden decrease in the level of local work into EE and the Agenda 21 framework. According to Breiting and Wickenberg (2010, p.16) at this time ESD began to emerge on the scene and “a new ESD based perspective gradually entered the EE discourse in Sweden.” Öhman (2011, cited by Cars and West, 2014) states, “the 2002 UN Johannesburg World Summit on Sustainable Development was the moment when the shift from EE to ESD took place in Sweden.” This is represented by the development of a national strategy for SD by the Swedish Government in 2002 (Nyander, 2005; Breiting & Wickenberg, 2010).

During the UN DESD (2005-2014) Sweden demonstrated a support of UNESCO ESD framework through the implementation of many strategies and structures that widened the existing strategies which originally focused upon the more traditional EE. Cars and West (2014) outline a number of initiatives during this period that indicate this action across a broad front. This includes the founding of the Swedish International Centre of Education for Sustainable Development (SWEDESD) in 2008, the development of online teacher resources focused upon ESD such as, ‘The Network-Teaching for Sustainable Development’ and the formation of Regional Centres of Expertise (RCE’s) in given areas of the country with the aim of supporting and facilitating ESD implementation (Cars & West, 2014, p.10).

The UN DESD period also saw significant developments towards the inclusion of ESD in the Swedish formal education system. In 2006, in line with a change in government, there was shift in national education and teaching policy, inclusive of ESD, with a focus upon developing national campaigns to improve learning inclusive of a movement towards subject-oriented in-service training of pre-school, primary and secondary school teachers (Östman & Östman, 2013). In order to achieve these goals, the National Agency for Education was split into two autonomous State authorities – the National Agency for Education and the Swedish Schools Inspectorate (ibid.). The new National Agency for Education, at this time, took over the responsibility for the development of ESD in formal education, which includes the ESD award SfSDA. In 2011, new formal education curriculum was implemented and included themes of SD. According to Östman and Östman (2013, p. 90) the consequence of the adoption of this new curriculum in 2011 is that now,
“ESD, in the formal education system, begins in pre-school, with a focus on the ecological and the social dimensions of sustainable development. Democratic, ethical, environmental and international perspectives permeate the three national curricula. In comparison with the curricula and syllabi for the formal education System in the 1990s, the SD theme has clearly been enlarged in the present steering documents.”

It appears that ESD in the Swedish formal education system was further developed during the UN DESD and represents a broadening of EE frameworks developed during the 1990’s and early 2000’s.

In 2014, a new government was elected and the UN DESD came to an end. Consequently, Sweden’s ongoing strategy for the implementation of ESD is in a period of assessment and planning; assessment of the strategies implemented during the UN DESD, and strategy for the planned GAP. In 2014, four organisations, the Swedish Council for Higher Education/The Global School, the Swedish International Centre of Education for Sustainable Development (SWEDESD) at Uppsala University, the Swedish National Commission for UNESCO and WWF Sweden initiated a consultative process of formulating recommendations for enhancing ESD policy and practice in Sweden for the post 2015 agenda (SWEDESD, 2014). This resulted in the development of recommendations for enhancing and further accelerating ESD within Sweden and are developed in accordance with the five priority action areas of the GAP. Although not action on behalf of the government, this may indicate an ongoing support of ESD development within Sweden.

5.3 Compulsory education system

The sub- section will briefly outline Elementary school structure, management and curriculum. This is intended only to provide a context in which to view the role of elementary school within Sweden and place the role of ESD awards.

Skolverket (2011d) states, “The Swedish education system comprises a number of types of schooling and education, designed for individuals of different ages and with differing needs and abilities.” Appendix B, Figure 2 depicts the forms of Swedish education and their links to one another. School attendance is compulsory for all children who are residing within Sweden (Skolverket, 2011a). Children are required to attend school from the age of seven, and reside within the compulsory system until the end of the spring term in the 9th
year (ibid.). Compulsory school may be public or independently run within Sweden. If public, the school is funded by the municipality in which it operates and is free to develop it’s own profile in which to market itself, such as Montessori, English or Sports based profiles (Skolverket, 2011b). If independent, the schools are managed by a private authority. However, independent schools are under the same legal obligations as public institutions and must undergo both regular inspections and approvals by the Swedish School Inspectorate (ibid.).

Skolverket (2011d) outlines that all elementary schools, by law, must act within the steering documents that regulate the different activities that make up school life. Although compulsory schools are a part of a national goal steered system, there is a high degree of local responsibility (ibid.). In Figure 11, the system of school management is outlined to illustrate the relationship between the Riksdag [Parliament] and government and the local municipalities and schools. According to Skolverket (2011e), there are many steering documents that school management must operate with on a daily basis, however the four that play a large role are, The Education Act; Ordinances; Curriculum; and Municipality School plans.

Figure 11. Basic outline of school management responsibility (Skolverket, 2011e)

The Education Act, decided by the Riksdag, contains the fundamental regulations concerning compulsory education that covers all schools within Sweden, municipal and private (Skolverket, 2011e). Ordinances are the regulations decided by the government and these
control aspects such as fair and equal treatment plans. The curriculum, which is developed by the government, formulates the fundamental goals and guidelines for schools (Skolverket, 2011e). The curricula formulate amongst other things, the norms and values, knowledge goals, and pupils responsibility and influence that are expected to be followed by municipalities, schools and their staff (ibid.). The curricula also include syllabi, which are the goals for teaching in each subject. According to Skolverket (2011e) “The main rule is that the government decides on the syllabuses for the compulsory school…. the knowledge requirements are decided on by the National Agency for Education.” The municipality school plan, which each municipality must produce, shows how the schools within the municipality are to be organised and developed (ibid). This plan enables the municipality to illustrate how they intend to ensure that their schools will achieve the national goals. However, this also provides for the individualised, within certain boundaries, development of municipality direction for the schools under their governance and potentially explains the marked difference in schools that are awarded the SfSDA award (Appendix B, Figure 1).

It is apparent that although schools across Sweden have many national guidelines in which they must operate, the municipality and the head teachers have been provided with much responsibility for the pathway of the institutions and as such, outside the national guidelines, are able to decide on the profile of their school with minimal influence from national stakeholders. The local school decision-making structure in Sweden is decentralized from the central education agency. Consequently, although there are several national laws and government appropriation documents which regulates the authorities and their instructions to the universities, primary and secondary schools, this gives them, the school management, an independent role, in terms of making their own priorities and, of importance to this study, how SD concepts within the curriculum and syllabi, should be transformed in actual education program practice within the institutions themselves (UNECE, 2007b, p.1).

5.4 Current situation: Supporting ESD in formal education

Today, the Swedish ESD framework is built upon a multi-stakeholder approach in which government agencies, municipalities and NGO’s work together to develop and support initiatives within Swedish education that support the principles of SD (Östman & Östman, 2013). In 2011, there were major reforms in the Swedish school system, which included the development and implementation of a new curriculum, inclusive of pre-school, elementary and upper-secondary, a new education act and the development of a new teacher education
program. These three reforms have included SD concepts at the core of their operations (UNECE, n.d.). Whilst the national education act focuses upon democracy and building an environmentally safe workplace, the new curriculum, syllabuses and examination goals are more directly addressed towards ESD (ibid.). As a consequence of ESD principles being incorporated into the national steering documents for the Swedish formal school system, according to Östman & Östman (2013, p. 92) “the whole formal education system is obliged to integrate issues and themes on sustainable development into their main activities.” However the UNECE (n.d., p.1) notes that the national steering documents do not provide any specific action plans on how to work with ESD within the schools but that “there are a number of well-established diplomas, scholarships and awards in Sweden for schools that have an active and functioning operation for sustainable development.” As such, although the national steering documents, although specifying the principles of SD, do not provide specific action plans there are other supporting structures available in Sweden that support the drive towards wide scale ESD implementation in formal sector of education.

There are a number of initiatives and programs, which provided by state and NGO’s, support the implementation of ESD into Sweden’s formal education system and provide concrete assistance to school stakeholders in the development of ESD (Östman & Östman, 2013). For the purpose of this study, a selection of these programs have been set within a table to provide comparability with the two award initiatives in focus for this research (Appendix B, Table 1). Although only a limited selection of the available ESD initiatives with Sweden are supplied, it is apparent that there exists a supporting structure for educators and managers once in the formal education system. The largest of these supportive programs, by school accreditation number, are the Green Flag and the SfSDA (Appendix B, Table 1). According to UNECE (n.d.) due to the lack of concrete support offered within the national steering documents, a number of these initiatives provide schools with a means of reaching out for support when implementing ESD but also in providing a quantitative measure of the ESD implementation across the nation.

Östman and Östman (2013, p.91) outline two examples of stakeholders other than the National Agency for Education dealing with ways to measure ESD progress through the use of ESD initiative awards. First, 97 of the 290 Swedish municipalities are members of the National Association of Swedish Eco-municipalities. This network has twelve ‘green indicators’, adopted in 2002, of which one measures the percentage of environmentally approved preschools and schools with Green Flag and/or the SfSDA (Sveriges Ekokommuner, n.d.). Second, in the strategy on SD of the Nordic Council of Ministers,
education is one of the prioritised areas. During the UN DESD, the Council stressed that the Nordic countries should “lead the way” with the number of schools awarded with the Green Flag serving as an indicator (Östman and Östman, 2013).

There is evidence to suggest that both the SfSDA and the Green Flag are important in their ability to provide concrete support to schools in regards to the implementation of ESD alongside the SD principles that have been included within current 2011 curriculum and national education act. Additionally, both award mechanisms serve as indicators for both municipal and national stakeholders to quantitatively measure the rate of ESD implementation at the domestic level. Consequently, both the award initiatives may be considered to be important structures within the national ESD policy framework.
Chapter Six: The Awards

In the previous section, it was outlined that ESD awards in Sweden have an active and functioning role in the development of ESD within Sweden’s formal education system. The two most significant, judged through application numbers, are the National Agency for Education award, Schools for Sustainable Development award and the NGO award, Green Flag led by the Keep Sweden Tidy Foundation. This section will outline the two award frameworks to provide a context for comparison and discussion of identified school motives.

6.1 Government agency: the National Agency for Education

The National Agency for Education is the central administrative authority for the public school system within Sweden. The role of the agency is the support and evaluation of preschools and schools in order to improve quality and outcomes. The Agency provides support to preschool, schools and other identified principal organisations for their development. According to the National Agency for Education (2011), this support should be based upon the national priorities that may involve either supporting general development, identified through national or international studies, or support of specific issues within school environment, such as anti-bullying programs.

The Agency follows the syllabi and curriculum content and outlines that SD from their institutional perspective should be “conducted in a way that prepares students to actively participate in society and developing their ability to take personal responsibility for their actions (Skolverket, 2014a).” In accordance with the curriculum and syllabi, the agency also provides an award with the intent to both support and be a source of inspiration for educational work with SD (ibid.). This initiative is known as the Schools for Sustainable Development award (SfSDA).

6.1.1 Schools for sustainable development award

In 1997/98, Skolverket (The National Agency of Education) outlined and began the Green Schools Award for preschools, compulsory schools, upper secondary schools and adult education strategies (Skolverket, n.d.; Östman & Östman, 2013). The Swedish Green School Award was based on Local Agenda 21 goals and has more recently been informed by Agenda 21 for Education sector in the Baltic Sea Region, known as the ‘Haga Declaration (Nyander, 2005 cited by Henderson & Tilbury, 2004, p. 24). In 2005, this award was updated to the Schools for Sustainable Development Award (Utmärkelsen Skola för hållbar utveckling) with
revised and fewer criteria with the specific aim to reduce obstacles experience by the target group within the previous incarnation of the award (Östman & Östman, 2013). This updated award is aimed at all types of schools within the public school system of Sweden, as well as independent institution. Although similar to the National Agency Green School Award (1997-2004) the SfSDA incorporates wider SD ideals in combination with the old awards primarily EE concepts (Skolverket, 2013a).

According to Skolverket (n.d.) a school that demonstrates the requirements for the award is working with a holistic approach around issues related to SD. The award is about integrating issues around environment, society and economic issues in education, making children and young people involved in the learning process and to prepare them for the future (Lindberg, 2015). The schools should provide activities that exhibit continuity in this work with a clear connection to the governing documents (i.e. national curriculum) and also meeting the requirements of the award. According to Östman & Östman (2013, p. 89) until the end of 2006, the National Agency of Education, Skolverket, was providing substantial resources to support the target group with supervision, materials, regional seminars and to evaluate the work of the target group aiming to obtain the award with a key government emphasis to develop a whole-school approach to ESD via the initiative. The aim to avoid the risk of individual enthusiasts tiring or interest in the project waning if a key person who has been a driving force behind the project leaves the workplace (Nyander, 2005).

To successfully apply and receive the SfSDA award and logo (figure 12), schools must meet a number of criterion at which point the school will receive a certificate and the right to use the award's logo (Skolverket, 2013a; 2013c).

![Figure 12. The SfSDA logo (Source: Skolverket, 2015a)](image)

These criteria are broken into two components and these must be used within the application, although the methods in which the criterion are covered is left to the school (ibid.). The first
component is Pedagogical Leadership. In this section, Skolverket (2009, 2013c) outlines school leadership and management must demonstrate that:

- Operations are organized so that all school stakeholders are given the opportunity to work for SD
- Routines for new staff are in place to inform of the SD protocols
- Staff receive competences required to participate in work for SD
- Annual assessment is conducted according to the effectiveness of the National Policy documents on issues of ESD and the formulation of development measures for objectives that are not achieved for the following year.

The second component is Education Work in which criteria are focused upon the staff members who are responsible for ESD. In this section Skolverket (2013c) outlines that teaching staff within the school must demonstrate that:

- All stakeholders are included in a participative approach to the process of formulating goals, planning, implementing and evaluating learning for SD
- Children and students have an active, strong and clear role and given the opportunity to have a real influence on their learning based on their circumstances.
- Collaboration with the community occurs continuously.
- The work is documented continuously, and a comprehensive analysis and assessment is conducted annually by the effectiveness of the national policy documents on ESD and development measures formulated the objectives have not been achieved. The overall assessment of development measures reported to management.

The award lasts for three years. In order to retain the award, a new application, also known as a reconfirmation, is necessary every third year (Östman & Östman, 2013; Skolverket, 2013). To support applicants and current awardees, the National Agency of Education provides a website with information about the concept, a presentation of awarded pre-schools and schools and some supporting publications (Skolverket, 2013a). The current number of formal schools nationwide that have received the award stand at over 325 in 2014; 176 Förskola (Preschool), 120 Grundskola (Elementary Schools), 27 Gymnasieskola (Senior Secondary School) and 2 Vuxenutbildning (Adult Education Schools) (Skolverket, 2014a, 2014b, 2014c, 2014d). A number of municipalities have set the goal that all their public pre-schools and schools shall obtain the award (Östman & Östman, 2013, p.93). This may explain the evident imbalance between municipalities and the number of participating schools
within the SfSDA initiative, with particular focus upon the municipalities/towns of Umeå, Karlshamn and Lidköping (Appendix B, Figure 1).

6.2 Non-Government Organisation the Keep Sweden Tidy Foundation:
The Keep Sweden Tidy Foundation [Håll Sverige Rent] are a non-profit organisation that works with the aim of reducing litter, increasing recycling and encouraging individuals and organisations to develop environmental responsibility (Keep Sweden Tidy Foundation, n.d.d). The foundation was established in 1983 through collaboration between the Environmental Protection Agency and Returpack, but the logo currently used by the foundation (figure 13) is a legacy of the 1962 *Keep the Nature Clean* campaign launched by Swedish Society for Nature Conservation (ibid.).

Figure 13: The Keep Sweden Tidy Foundation Logo (Source: Håll Sverige Rent, n.d.d)

According to Keep Sweden Tidy Foundation (n.d.e) the foundation collaborates with both businesses and agencies in order to develop the aim of a litter free Sweden. The foundations partners in collaboration includes, FEE, the National Agency for Education, Keep Baltic Tidy, and Brigen Tre Kronor [Brig three crowns], a network with the aim of developing sustainable practices in the Baltic sea. The foundation works with many differing programs and initiatives focused upon the national, municipal and local stakeholder action. The foundation also provides specific support programs to pre-schools and elementary schools that focus upon the provision of concrete supporting mechanisms which schools may adopt in order to develop sustainability principles in education programs. These include online teaching resources, unitised education initiatives and the provision of the Eco-schools green flag award.
6.2.1 The Green Flag award

The Eco-schools program, developed by FEE, was started in Europe in the 1990’s and later began in Sweden in 1996 as the Eco-Schools Green Flag initiative under the provision of HSR (Håll Sverige Rent, n.d.b; Öhman & Öhman, 2013). The program has developed alongside the ESD discourse, and now Green Flag is a programme for schools that aims to raise awareness of sustainable environmental development issues that focus upon six core themes (Öhman & Öhman, 2013, p. 93). All schools and kindergartens covered by the Swedish educational system can be in the Green Flag program (Håll Sverige Rent, n.d.a.). The initiative focuses upon six core themes:

- Climate and Energy
- Consumption
- Recycling
- Lifestyle and Health
- Local Environment
- Water resources

According to Öhman and Öhman (2013, p.94) in order to receive the Green Flag award, in the Swedish context Grön Flagg, the applicant schools must follow a four-step procedure,

1) Start an environment committee [Miljöråd] which represents staff and students of the school
2) Choose one of the six themes in which to work with utilising a whole-school approach
3) Develop an action plan: The action plan describes which areas of SD the school wants to develop in and what theme to work with. It is to describe how the work is organised, linked to the curriculum and how it is made visible and communicated. The action plan is then the basis for the schools report to the Keep Sweden Tidy Association (Håll Sverige Rent, n.d.a)
4) Apply for the Green Flag after a six to 18 month working period.

The Keep Sweden Tidy Foundation provides the schools with online resources and additional assistance with both planning and developing their programs in line with the four processes in order to maximise the program’s effectiveness. Currently over 2,600 Swedish schools are operating within the Green Flag initiative (Öhman & Öhman, 2013; Håll Sverige Rent, 2015). Once the Green Flag has been provided to successful schools, they must re-apply/
recommit to the program criterion every twelve months. The schools awarded the Green Flag may utilise the symbol within their school materials and website (figure 14).

Figure 14. The Keep Sweden Tidy Foundation Green Flag award symbol (Source: Håll Sverige Rent, 2015)
Chapter Seven: Analysis and Research Findings

This section intends to provide the research findings from the semi-structured interviews conducted both at the school and with the two national management participants within the two awards. After completing the data collection through semi-structured interviewing, as described in chapter three, the data needed to be concentrated and analysed. In this chapter the analysis process and the findings are presented.

Through the use of a grounded theory data analysis framework (Appendix D, Figure 1) many codes were initially identified and then converged in four broad concepts in order to outline motivates for award application/acquisition. The following four motive concepts were identified within the national and school participant data:

1) **Institution support motive:** Referring to the improvement of ESD work within the school
2) **Symbolic motive:** Referring to the award bringing a symbolic value to the school
3) **Political motive:** Referring to top-down pressure from municipality
4) **Personal motive:** referring to an internal motive from the key stakeholder for award application

Despite the identification of these four motive concepts within the coding of the data, it appeared that the individual perspectives of these motives differed and as such this section will attempt to provide a greater understanding of the potential motives of school application to either ESD award through the inclusion and discussion of transcript materials.

The first section of this chapter provides evidence in order to indicate both the perceived motives and barriers to ESD award application from the national participants. The second section provides evidence as to the school participants motives for application, factors for application such as application mechanisms, and whether there is a perceived preference to either of the two awards in that context.

### 7.1 National SfSDA perspective

This sub-section outlines the national stakeholders perceptions of SfSDA award followed by the national stakeholders perceptions of Green Flag award and in doing so attempt to answer research question four, *‘How do national stakeholders perceive the motives of local schools for applying to ESD awards in Sweden?’* The national perspective has been presented prior to the school findings with the desire to identify the potential motivations first to provide
potential indications of the local motives that are outlined later in the analysis section. It is important to note that the motives and barriers outlined in this section are only those perceived by the two national level participants and cannot be generalised to the organisations of which they represent. The perceived barriers are included to provide an outlet to discuss the possible reasons for the unequal number of schools within either award.

7.1.1 Perceived motives of SfSDA application at the local level

The motivations for SfSDA application at the school level were identified through the use of question three and seven in the interview guide (Appendix A, Figure 1). These questions although not specifically outlining the motivations for acquisition, provided a pathway in the semi-structured interviews for inclusion of question for the reasons of motivation to the SfSDA from the perspective of the national participants. The following two concepts were identified as being the main local motives for SfSDA application from the perspective of the national participants:

1. Political motive
2. Personal motive

7.1.1.1 Political motive

Within the interview transcripts the two participants indicated that, despite the need for awards to be stemming from teacher participation, many schools in the SfSDA network were being asked to apply via a top-down motivation link. Participant D outlines that certain municipalities in particular are responsible, from their perspective, to the top-down pressure to apply for SfSDA.

Interviewer (I): That’s still 200-300 managers and leaders who have taken the time to apply. What do you think are the motivations for applying for the SfSDA award are? (68)

Participant D (D): It could be top-down. That to be honest I have the, I have seen that actually, that kind of problem… so it is best if it is coming from the teachers actually and concerning these awards, a majority of these schools are from municipality from the northern parts of Sweden [where] they have really pushed this that all school should have this award. (69)”

I: “ I have really noticed trends in certain spots (70)

D: … so and Umeå is kind of a municipality that is going for the culture town of Europe and now they are applying to be environmental town of Europe… I would say that it has something to do with, it could be personal interest, but could also be top down (71).”
Whereas participant C takes a more comparative view of SfSDA application trends,

Participant C (C): “I think that is a little bit what differs from the Utmärkelsen Skolan for Hållbar Utveckling [School for Sustainable Development Award] because that’s more top down in a way…” (75)

Where as this comment does not directly refer to the SfSDA as being top down in nature, rather it being ‘more top-down’ than Green Flag, there may be an element of suggestion that the SfSDA is implemented through a top-down management structure. However, there is no comment as to where this top down pressure is stemming from and so cannot, from this comment, be isolated to a particular level of education management within Sweden.

7.1.1.2 Personal motive

Participant D outlined on two occasions that individual staff member interest, although not positive for the award implementation, might be a motivation factor for school application.

D: “it [SfSDA award application] could be personal interest… (71)”

Additionally, the personal interest motive for re-announcement of schools and the processes involved, i.e. the motivation for reapplication at the end of the three- year certification period was also linked to the possibility of a personal interest motive from within the school.

I: “Are there any schools that fail to re-accredit after the three years? (87)”

D: “They [award schools] have to make a re-announcement about what they wish to work with so some schools do and some schools not actually. I don’t have percentages about many do continue, its very much about if staff is still there or if staff have moved on to be honest. (88)”

Although not directly inferring the participant’s perceptions of original award motivation, this does suggest that they may consider that the staff (individual or group) present at the school is a main driver for the award application/ reapplication process.

Consequently, the data collected at the time of the interviews and subsequently analysed through the means of coding, implies that the key national stakeholders perceive school application motivations for SfSDA to be generally from top-down pressure or from individual interest within the school community as the driver for application (Figure 15).
7.1.2 Identified barriers to SfSDA application

The identified barriers for the SfSDA award were identified through questions three, four, five, six and seven (Appendix A, Figure 1). The coding of the barriers identified two levels of management in which barriers occur when implementing the SfSDA. This is the national level, which will be referred to as program barriers, and local barriers, which occur within the schools.

7.1.2.1 Program barriers

Participant D highlighted two main program barriers that may affect the motive for schools to apply to the SfSDA.

1. The lack of resources allocated to program
2. The lack of a national ESD network

The lack of resources allocated to program was outlined by participant D as a lack of time and money allocated to the National Agency for Education for the support of the SfSDA had impact upon the procedures for working with the applicant schools.

D: “… we have no specific resource money for this aim… actually I think we have about 50,000-70,000 SEK per year… I only have nine days per work a year and this time I should also all the other… cooperate with the agency for environment and protection… (5,7).”

Additionally participant D discussed the previous agency, Agency of School Improvement, and how their resources were far greater than today.
D: “…They have a lot of money for this project… they had a lot more direct contact with the stakeholders… used money to very much to visit schools, give them support in a way that we cannot work at all at the moment… nine days a year… it’s a different approach… to increase the number, they have to have very good procedure (75).”

This demonstrates that in its current form, the SfSDA program’s organisation and funding model may be a barrier to the local school applications due to the lack of support which is able to be provided to schools.

The second program barrier to the SfSDA applications from schools was outlined by participant D as the loss of the national SD network developed during the Agenda 21 period.

D: The day they said… ok your mission is over… now it should be implemented in all departments of the municipality then it [agenda 21 network] disappeared… you have death by inexperience, you have to have that coordination actually, otherwise it will drown in all the other tasks you have to deal with (117)”

Although this barrier was not outlined more clearly, it may indicate that participant D considers that the removal of this network has taken away the ability to coordinate ESD implementation at the local level, via municipal action, and thus impacting upon schools to apply for the SfSDA due to a lack of clear purpose from the top-down.

### 7.1.2.2 Barriers at the school level

Three significant local barriers were identified that, in their perception, impact upon school motive to apply and implement the SfSDA. These are:

1) Lack of ESD in-service education for staff and headmaster

2) Insecure application mechanism within schools

3) High school workload (teacher/ management)

The lack of ESD in service education as a motive for school application is explained from the perspective of participant D. The participant considered that in the SfSDA there was not enough support for schools, i.e. in-service training of staff, when compared to the Green Flag and that this may have an impact upon the ‘success’ of the SfSDA.

D: “I know that eco schools program is very popular but I would say that an award is not enough if you want to be successful… The eco schools… offers conferences… just to have a paper from the national agency of education is not enough… (63/65)”
In this context, it is understood that success refers to the number of schools applying and working within the award program and suggests that the symbolic nature of the award is not enough incentive, on its own, to incite new schools to apply for awards and that education support, via conferences and other mechanism, are necessary to develop a successful program.

_insecure application mechanisms_ within schools were identified as second potential barrier. It was noted that school applications are often linked to either top-down mechanisms from the municipalities or via a key stakeholder within the school who has a personal interest in sustainability and provides the motive for application. Consequently, participant D outlined that, from their perspective, this second motive for application is also a potential barrier for schools in their re-applications over time.

I: “… As there is a three-year accreditation process, are there any schools that fail to re-accredit after the three years? (87)”

D: “They make re-announcement about what they wish to work with so some schools do and some schools not actually. I don’t have the percentages about how do continue, it’s very much about if the staff is still there or if staff have moved to be honest. (88)”

This highlights the potential for an insecure application mechanism within the schools themselves that may be over reliant upon a single key stakeholder and when/ if this stakeholder is removed from the application mechanism, the system breaks down and schools fail to re-apply to the SfSDA.

_School workload_ was outlined as a third potential school barrier to SfSDA applications. The workload is split in two micro concepts that are interrelated by participant D. This is competitiveness with other competing programs and the perceived lack of time for stakeholders within schools to educate students and themselves in accordance with the growing external pressures being placed on the schools. The first comment is broad in terms of a perception that schools are not participating in education programs due to a lack of time.

I: “Do you think that this poor result in two PISA’s results for Sweden has had any potential impact on the overview of ESD within education? (20)”

D: Yeah it’s a risk because in the past it [barrier] was more like money for schools but today it could be lack of money, but more lack of time, that they have some kind of pressures that could not do projects and so on… but I have no evidence. (21)
The second comment, later in the conversation, indicated more directly at the competition at
the school level impacting upon lack of time to engage with programs such as SfSDA.

D: “there is competition, even in schools, there is competition concerning the
different programs that offered from our agency… there is limited time for schools to
educate… and their staff and they must educate theirs as well so it’s a tricky issues
conterning time actually. (96)”

Consequently, a perception of a lack of time due to a competitiveness of programs gaining
entrance into the schools indicates that the high workload of teachers and competition of
choice for programs to bring into the school combine to develop a barrier for schools to apply
for the SfSDA.

7.2 National level green flag perspective
This sub-section provides the national perspective of local award applications motives for the
HSR Green Flag award. In addition to motives, the barriers to application/ reapplication of
schools to this initiative from the perspective of both national stakeholders will be outlined.

7.2.1 Perceived motives of application at the local level
The motivations for Green Flag application at the school level were identified through the use
of question three and seven in the preliminary interview guide (Appendix A, Figure 1).
These questions although not specifically outlining the motivations for acquisition, provided
a pathway in the semi-structured interviews for inclusion of question for the reasons of
motivation to the Green Flag from the perspective of the national participants. The three
concepts for school motivation identified within the data were:
   1. Institutional support motive
   2. Symbolic motive
   3. Political motive
These codes represent the perspective of both national participants as to the motivations that
schools are applying for the Green Flag award

7.2.1.1 Institution support motive
The national participants both focused heavily upon schools applying to the Green Flag
initiative based upon a motive of accessing education materials, training and other support for
the development of SD within their own schools. Participant C focused directly upon this
motive for the school applications, whereas participant D used more comparative language as a measure for the difference in school applications between Green Flag and the SfSDA.

I: “Where do you see the Green Flag project going?”

C: “I mean we are growing continuously so there is an interest for this, and I think that schools find like a handle to hold onto, they need some kind of structure otherwise it is going to fall between chairs, these big questions and ummm they want to show that they focus on this, they want to show that this is important”

Example of this structure was provided earlier in the interview transcript,

C: It works the way that we [Keep Sweden Tidy Foundation] try to give them [applicant schools] education if they want it and its really good to start working with eco-schools but they can just apply and we have a data base and they have their own log in so that we can communicate a lot through that.

This potentially indicates that participant C considers the growth of the Green Flag network may be attributed to schools applying with the motivation of acquiring concrete tools to establish SD and ESD concepts within their own context. This is further demonstrated when participant C compares the Green Flag initiative to the SfSDA.

C: “I think that it [Green Flag] is a little bit different to Utmärkelsen Skola för Hållbar Utveckling because that is more top down. We have with the eco schools more focused on the students, what they do, its supposed to be something you do in the classroom, something you do in the school.”

Participant D also discusses Green Flag application motives from schools, which may be established in reference to code two. Participant D indicated that potential motivation and success in the program has arisen from the connection to concrete ESD resources.

D: “Eco schools program success is that it is connected to textbooks and we [National Agency for Education] have educated a lot of teachers in special training programs for five days offering a lot of in-service training and then this eco- schools program became a tool for them to continue.”

Additionally, Participant D outlines the connection to educational resources as a reason for Green Flag success.

D: “Just an award is not enough if you want it to be a success and I think that the thing behind the eco-schools program [Green Flag] is that it is connected to textbooks.”

The two national participants strongly attribute the success of the Green Flag initiative as
being the connection to textbooks, in-service training and other support structures and as such may be linked to school application motivation.

7.2.1.2 Symbolic motive

This code, although found within both participants transcripts, was perceived differently and was considered in different way to effecting local school application to the Green Flag award initiative. This code infers that a large part of the local motivation for application is for the flag or symbol of the award, i.e. the Green Flag, which once received can be placed on school website, school flag pole or other education advertising materials offered by the awarded schools. Participant D considered that the symbolic value of this was a strong motivation factor for school application, at least as a short-term motivation.

I: “What do you see as the future of the actual award [SfSDA] being and where do you see it going? (78)”

D: “I think an award itself is not enough even if you speak about the eco schools program or any other award, there must be a another value to, to attend this system actually. To be honest, this with the flag has been one of the success stories with the eco-schools program because it is a very strong symbol… people ask what this is and they get some publicity in the municipality and so on. But I think long term it has to be connected to conference in service training to materials and things like that. (79)”

This, although linking with code two, presents a differing motivation for schools on a short-term basis (i.e. acquisition of the visible flag) with the potential to link these motivations to recertification processes (i.e. long term motivations). Participant C considered that the symbolic nature of the Green Flag was dependent upon the context in which the school operated within.

I: “Why do you think many school websites who will very proudly put the green flag on their front page and say we are a sustainable school? (102)”

C: “I think this is more pushed when schools are competing for students so I am sure it’s a way of showing… we want to show society we are focused on [sustainability]… but yeah same as other school things, health and sports and whatever. (107)”

Additionally in reference to the symbolic nature of the award participant C outlines the difficulty of gaining the symbol as being a potential barrier not singular motivation.

I: “Why are schools applying for these awards? (102)”

C: “Sometimes we hear that they look at our website and then they try to find it, what eco-schools is all about, it’s a whole lot of work so I don’t think there are too many
who say lets just try and get this big flag. I kind of think it’s the opposite, it’s a big thing to get there, and its not an easy way to kind of get a brand on the school. (105)."

It seems in regards to symbolic motive, although participant D considers the flag to play a large role in the success of the Green Flag program, both participants consider that this is not a sole reason for the local schools to initiate an application to the Keep Sweden Tidy Foundation.

### 7.2.1.3 Political motive

Participant C highlighted during the interview that top-down political pressure does play a role in school application for Green Flag.

I: It [SfSDA] is a very top down push. Have you found any trends of school applications for this, the Green Flag award, in Sweden in terms of geographic area?

C: “Definitely, we have different Kommunues that have taken political decision that this percent of schools should have the Green Flag by 2020… (134)”

Participant D, although not directly referencing to top-down pressures as motivation for schools to apply did outline that when eco-schools is implemented in a top-down nature it is not so good.

D: … “Within the eco-school program, that if it is top down quality is not so good because you are told to make an application and you ask other schools how to write, how did you write, ok we will do the same… (69).”

This potentially reflects that although in participant D’s opinion top-down structures are not a positive motivation for Green Flag, in their own experiences, they may have witnessed them in action. Thus leading to the concept that there is a viewpoint that school application, even if not considered positive, to Green Flag may be stemming in some cases from top-down municipal pressure.

As such, it appears from the perspective of the two national participants that the main motive for school application the Green flag award is to gain institutional support for ESD program development and secondary the symbolic and/or political motive of the award (Figure 16).
7.2.2 Identified barriers to the Green Flag award

The identified barriers for the Green Flag award were identified through questions three, four, five, six and seven. The coding of the barriers identified two levels of management in which barriers occur when implementing the Green Flag. This is the national level, which will be referred to as program barriers, and local barriers, which occur within the schools.

7.2.2.1 Program barriers

Participant C indicated that within the Green Flag award, two issues at the national or municipal level have the potential to act as barrier to the schools at the local level in applying for the Green Flag award. These were identified as:

1) Blocked communication channels
2) Political support of ESD concepts

The first issue, blocked communication channels is identified as an issue at the municipal level of management.

C: “If we (Keep Sweden Tidy Foundation) go down to pre-schools they [municipalities] are very interested and open… the older you get [school level] the more closed up it is… we send out information we are holding free educational activities in [municipality X] and how we can reach out to principals. No you can’t… they’re like [municipality] it is overload everyone tries to get into schools… so it’s difficult to reach out and they’re [elementary and college schools] not as interested and open. (87)”
Participant C identifies additional evidence of this municipal barrier.

C: “…municipalities always one, two or three persons who are contacting principals… but here [Stockholm] we can’t ever do that, we can’t get information through [to schools]. They are saying no you can’t contact the principals. I can’t spread any information to the principles either because it’s stopped. (150)”

This indicated that in some municipalities there is an unwillingness to allow NGO’s to contact schools to educate about additional programs. This may be considered a barrier to school motives for application. If schools cannot be educated that an award mechanism exists then it is unlikely they will apply to the program.

Participant D provided additional comments on the difficulty to promote the program due to competitiveness with other education initiatives.

D: “its so difficult to launch projects today when there is so much to do in school and even more difficult today than in the past… so its difficult to get through and to reach everybody… (113/ 115)”

Consequently, from the perspective of the national level participants, barriers for schools to apply to NGO led Green Flag is the lack of access to schools in some municipalities which may be due to a growing competitiveness of programs and a perception of the municipalities to lower the pressure upon the schools themselves which are, from the perception of participant C, having to deal with many competing education programs.

The second issue, lack of Political support of ESD concepts, is indicative that, from the perspective of one national participant, there is the potential of Green Flag, and other ESD initiatives, being negatively impacted by the lack of or misuse of ESD terminology at the national political level. This may impact school motives for application as participant C considers that if school key stakeholders, such as school managers, are to consider ESD as being important then national politicians must use the terminology.

I: “ what does an NGO, such as keep Sweden tidy foundation, identify ways of breaking that [municipality blocking entry to schools] down? Are there any methods you have talked about to break that down? (92)”

C: “I would say that an important thing is you know school management say this is important… so it’s a legislative question… if our minister of education doesn’t talk about ESD or SD at all it’s not going to be seen as an important area. (93)”

This is indicative that from the perspective of participant C, Green Flag award application motivations at the school are linked to the political discourse and that this may act as a potential to be a driver or a barrier to Green Flag award applications. Therefore this may be
linked to a top-down motive for schools to apply to either of the ESD award initiatives or as barrier to the application process at the local level.

7.2.2.2 Barriers at the school level

Participant C identified three main perceived barriers to Green Flag awards at the school level:

1) High workload
2) Competition with other programs (lack of time)
3) Insecure application mechanism within schools

*High workload* was as a potential barrier for schools to either apply or to continue with reconfirmation within the Green Flag.

I: “What do you think is… barriers… to apply? (82)”

C: “… as it is now we get information from teachers that it is too much documentation. We can’t handle eco-schools… but even though it feels like it’s more, and should also be, connected to curriculum, still it’s poor. (83)”

The second, *competition with other programs* is linked to the pressure that due to a high workload, and a perceived of time in schools, the competition of differing education programs available to schools in Sweden may act as a barrier to Green Flag application.

I: “Is it [inability to contact schools] due to other pressures being placed on these schools specifically or is it just a cultural thing? (149)”

C: “I am wondering if they [schools] have so many things to choose from…”

The third is a perception of *insecure application mechanism* within schools. This is indicative that an over reliance upon a single stakeholder in the process of application, as similar to the SfSDA, may result in an insecure application/reapplication system if that stakeholder is removed from the system.

I: “… you said that there is still schools who drop out of the award [Green Flag] is that due to the staff moving…? (169)”

C: “I would say because as we see in, there is often a key figure, kind of taking the work, it could be of course more staff involved, it should be but there is often only one person… in front doing the work. Hopefully with the principal but not always… (170)”
This highlights the potential for an insecure application mechanism within the schools themselves that may be over reliant upon a single key stakeholder and when/ if this stakeholder is removed from the application mechanism, the system breaks down and schools fail to re-apply to the Green Flag.

7.3 Summary of national perspective

7.3.1 Motives for application to ESD awards

There appears to be a difference in how the national participants perceive schools motives for application to either the Green Flag or the SfSDA. The SfSDA award, from the perspective of the national participants, is driven through two processes (Figure 15). The first is either a political top down pressure for schools to attain awards or it is key stakeholder interest from within the school that drives the application process. Although it is not specified from the transcripts of either participant, it may be assumed that these may occur independently or simultaneously dependent upon school context. There is no evidence to suggest which is the dominant motive from the perspective of either national participant.

In comparison, the perceived motives for schools to apply to the Green Flag appear to be wider (Figure 16). There is evidence to suggest that both participants consider the institutional support offered within the Green initiative to be a strong motive for school application. However there appears to be separating between the two participants when considering symbolism as a factor. Additionally, although not discussed directly, there was an indication that political decisions do play a role in school motive for application.

Consequently, although these perceptions must be considered as individual and not a broad representation of all national stakeholder perceptions of ESD award application motives, it appears that the two national participants of this study indicate there are differing motives for either award initiative, with the exception of political pressure playing a role in some institutions application to both the SfSDA and the Green Flag. Thus, the two awards are, if taking the perspective of the two national voices, simultaneously top-down and bottom-up in the origination of the motive for application for award schools. However, this is only indicative of the perceptions of these stakeholders and may not actually link with the reality of actual school applications but provides an insight into how these participants view the ESD awards within Sweden.
7.3.2 Barriers to application from the national perspective

Table 2 outlines a comparative summary of the perspectives of the potential barriers that may influence school applications to either the green flag or SfSDA from the two national stakeholders interview transcripts.

Table 2
Identified barriers to school application from a national perspective

<table>
<thead>
<tr>
<th>Barrier level</th>
<th>SfSDA</th>
<th>Green Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>The lack of resources allocated to program</td>
<td>Weak political support of ESD</td>
</tr>
<tr>
<td></td>
<td>The lack of a national ESD network</td>
<td>Blocked Communication channels</td>
</tr>
<tr>
<td>School</td>
<td>Lack of ESD in service training</td>
<td>Competition with other programs</td>
</tr>
<tr>
<td></td>
<td>Insecure application mechanism</td>
<td>Insecure application mechanism</td>
</tr>
<tr>
<td></td>
<td>High school workload</td>
<td>High school workload</td>
</tr>
</tbody>
</table>

Table 2 demonstrates that the national participants within this study identify a number of potential barriers for award applications at the local level and appear to discuss these either as local barriers or barriers implicit within the programs themselves. Implicit within both programs, the Green flag and the SfSDA, is the potential of weak political support for SD and ESD principles effecting the perceived value or ability to provide support to the schools. Additionally, the lack of a consistent national ESD network also indicate a potential bottleneck at the municipal level when national stakeholders are attempting to provide information or assistance to the schools either prior to, during or post application to the award mechanisms.

At the school level, the high workload placed upon teachers and the insecure application mechanisms for both awards are considered to be potential barriers to school applications. Potentially the latter, insecure applications may be considered in the terms of a bottleneck as oppose to a barrier to overcome, as the key decision maker in the school, has the power to support or veto any bottom-up action to application to either award dependent upon the personal motivations or external pressures being placed upon that stakeholder. The SfSDA also highlights that a lack of in-service training specific to ESD tied to the SfSDA may also be a barrier to the schools award applications whereas in the Green flag, rather than lack of support being an issue, it is the high competition with other initiatives that may is perceived as impacting upon school applications. The difference between these two is likely
explained through the understanding that the Green Flag is an NGO driven award and so is fighting other similar stakeholders for access to schools, thus schools must choose which initiative is best for their own context. Whereas the SfSDA, due to being a National Agency for Education initiative, has direct access to municipalities and schools but the perceived lack of finance and time to manage the award at the national level has the flow on effect of minimal contact with schools post application and limited in-service training opportunities, thus reducing school stakeholder motive for application.

7.4 Application for ESD awards: School stakeholder perspective
This sub-section provides the key local stakeholder perspective of their award application motives for the ESD awards. In addition to motives, the potential barriers identified by the local key stakeholders within the case school for application will be outlined. This section is further split into two section; one for Participant A’s motivations and secondly for Participant B’s motivations. The intention of this separation is to provide a clear representation of the voices of participants from the school level and provide data for research questions two, ‘Do stakeholders within the award schools have differing motives for application’ and three, ‘Do key stakeholders within the awarded schools indicate a preference to specific ESD awards? If so why?’

7.4.1 Participant A motivations
Participant A’s motivations for applying to the SfSDA and Green Flag were identified through the use of question five, six, seven and ten in the preliminary interview guide (Appendix A, Figure 2). Participant A, the headmaster of the school, did not seem to have a direct role (i.e. formulating the application documents) in the application process to either of the awards and suggested that Participant B was the main motivator.

Participant A (A): “I am very happy to have participant B here who has the ambition to take care of it [ESD]. (5)”

It was noted at the start of the interview that the direction of interest was based in this stakeholder.

A: “She [participant B] always informed us she is very interested in the question about Miljö [environment]… so she started small, with small stuff and grew it bigger and bigger and she has written most of the things to Skolverket [National Agency for Education]…(11)”

However, as the headmaster of the school, they are still required to support the application process due to the nature of the whole-school approach that each award requires. Thus the
inclusion of the headmaster’s motivations for supporting participant B’s applications to either award is of significance. The analysis of interview transcript provided three distinct motivation codes, however there was little distinction between the awards, with only a number of comments that distinguish motivation for the two separately, instead a more general language was used by participant A when discussing awards in the school. The three motive concepts were:

1. Symbolic motive
2. Personal motive
3. Institution support motive

**7.4.1.1 Symbolic motive**

Participant A outlined a symbolic motive for ESD award application. When asked how the awards differ within their school context, participant A provided a two-way interpretation of how the symbolism of an award can favour the school. The first was the gaining of a symbolic value from the perspective of a top-down management direction. This was focused upon the SfSDA.

A: “Yes I think both of them help us, but they are a little [different], the first award from Skolverket [National Agency for Education] feels a little heavier, more important yes, because we are happy when Skolverket observes us in a positive terms, otherwise we get, not from Skolverket, but from Skolsinspektionen [National Agency for School Inspection] they contact when things are not ok. It [award] feels very good and it seems good when you compare to other schools in the municipality, it is important to do things that put us on the map (67)”

In this sense, it may be inferred the symbolic motive is the perception from participant A that an award from National Agency of Education carries a symbolic value, which can be in turn utilised to acquire a favourable report from other national education agencies such as the Agency for School Inspection. The second symbolic value seemed to be in the direction of the local community. Participant A outlined how awards, such as SfSDA and Green Flag, can advertise the school for wider student enrolment.

I: “As there is free choice in municipality… to apply for school… do you think it is a nice way to advertise your school? Having something like… Utmärkelsen or Green Flag, do you think it [award] encourages parents to send students to your school? (131)”
A: “At least they get interested. I do think so, because I do think parents are interested to see schools make things without just education teaching at least which tickle a little and come and see us. (132)"

I: “Is that another motivation for having these awards? (133)"

A: “Yes, absolutely and I would like to have more awards, not just for the awards, but I think we do so many good things so it would be nice if we could work with that and get other awards. (134)”

It seems from these statements that although this motive to acquire a symbolic value from the awards at the local level isn’t purely about enrolments, but rather that it provides a means to advertise to the wider community the good practices in the school which may lead to deeper interest from prospective parents. Additional to the perspective that an award acts as a symbol to the outside the community, there was an element of which participant A being a symbol internally within the school.

I: “So it must feel good then for your school when you get these awards. (99)"

A: “Absolutely, we have both the technology award and these two awards and it feels good because then we have done good things along with the good lesson we produce everyday… (100)”

This may indicate that participant A considers awards in general, not just ESD awards, as a means to symbolise the work/ good practice that occurs within the school, and could be considered a factor in the motive of participant A for supporting the both ESD award applications by the key stakeholder, participant B.

### 7.4.1.2 Personal motive

Participant A inferred personal motives for the support of the ESD award applications. This seemed to be split into two different categories, the first their self-responsibility for supporting sustainability action and the second as a measure of their impact upon the school over their own career. This first suggestion of a personal motive was indicated when asked why the school had applied for either ESD awards participant A replied in which a self responsibility for action was described

A: “ I feel a big responsibility to do as we are supposed to do…(11)”

Despite the indication that participant A felt a big responsibility to do as we are supposed to do, there was no indication of who the term ‘we’ referred to, however, there was an
indication that ‘…we are supposed to do…’ referred to the theme of sustainability. However, there is no other indication within the interview transcript of any other evidence to suggest an internal responsibility neither to the inclusion of ESD nor to a specific award.

A secondary personal element was identified within the transcript material. This is considered to be a personal measure. This has been placed into the code of personal motive, as this is personal measure for motivation, nor formally linked to the school, as an institution, nor a link to the municipality or wider community. In this identified secondary personal motive the participant did not refer to any particular award, rather to awards in general as measurement of one's impact upon a site of work.

I: “… do you think there… if you get too many awards you end up applying, getting an award and then moving onto the next one. (137)?

A: “Maybe but I don’t know because you have to work with awards you have got so they aren’t just air, but I do think for myself it would be nice to work against [award] because I have worked so long here and I have many things I would, it would be nice to collect them to see what I have done and how I do things and work out well and so that’s why I would like to work within in award. (138)”

This potentially indicates that in this case, awards in general, not just ESD awards, are considered by participant A to be a means of measuring ones career, or at least the life of the school during that individuals career life. This, although separated from the motive of self responsibility for action, is still considered to be an internal action, but a self fulfilling one, as oppose to the first, which may be viewed as doing the ‘right thing.’

7.4.1.3 Institution support motive

Participant A inferred that a motive for the awards was the acquisition of new knowledge and structures. The participant initially outlined that the SfSDA assisted in the development of an ESD culture within the school when asked if the award actually helps or whether the work could be done without the support of the initiative.

I: “Do you think that this Utmärkelsen skola for hållbar utveckling [school for sustainable development award] actually help you in your schools desire to get sustainability or could you do it without the award? (62)”

A: “I think it is very important when you get it. First of all we get very happy and feel very proud about it but then we come to lie back but we have to work and we have to continue to work all the time and in every situation in the school when you think about it. We aren’t there yet but the award absolutely helps us because we have to think. (63)”
Although this comment does not indicate that they attained concrete assistance in terms of education material, in-service training etc., it did appear that from the headmaster’s perspective, the award still provided support through the initiatives ability to exert some kind of pressure upon the stakeholders of the institution, thus developing the ESD process in their context outside of what they could achieve without the award. Later in the interview, participant A highlighted the ability for awards to bring new knowledge to a school environment and as this being a motive for application, to not only ESD awards but to awards in general.

A: “At least it is giving new thoughts and sometimes you can be a little closed in your own world here and it is necessary to get input from outside and just work within an award like that, can give you new inputs, new thoughts, new things. (136)”

This comment seems to demonstrate that participant A values awards in their ability to bring new knowledge or support mechanisms from an outside perspective and thus provides some motivation for application support. When asked specifically about Keep Sweden Tidy’s support mechanisms, participant A outlined that they were aware of support structures and that this, although not directly a motive for application, was a nice support for application.

I: “From Håll Sverige Rent [Keep Sweden Tidy Foundation] do you get support from them for assisting your school? (102)”

A: “Yes I do think participant B gets support and she has contact with them and they are helpful if we need any contact and that’s nice because otherwise it gets so hard to do and think of things by ourselves and I think it is important that we use all the help we can get. They haven’t been out here but I think if we call them they can come. (103)”

It may be considered that participant A considers this as a supporting structure as oppose to a direct motive for application, but this may play a role within application motive and so has been included as evidence for ESD framework motive.

7.4.2 Participant B motivations

Participant B’s motivations for applying to the SfSDA and Green Flag were identified through the use of question five, six, seven and ten in the preliminary interview guide (Appendix A, Figure 2). For the purpose of this study, participant B is considered the driver for the application to both the SfSDA and the Green Flag. This is shown in the comments from participant A (section 7.4.1). Participant B supports this premise via two responses within the transcript material.
Participant B (B): “So when I came here I told participant A I am very interested in environment questions. I have been working with that on a private basis… (6)”

I: “Ok”

A: “…I said I would like to be in a group for Miljö, environment, and she said yes that good because she wanted someone to do that… so I had experience… Skolverket awards… and the green flag… but as I knew about this, I thought why shouldn’t we try and get that award too? (8, 10)”

Additional to this comment, which indicates the participant B as a driving factor, if not to the involvement of ESD to the school, but the driver for the application to the awards, participant B also outlined whom, from their own perspective, the motivation for the award application came from.

B: “ It is from both, both participant A and me, but I wanted it all the time, I want to work with this but I need a headmaster that say ok…(12)”

From this perspective, motivations for application came from participant B, but only successful with the support and additional motivation from participant A. Therefore, in difference to participant A’s perspective, this may suggest that participant B considers the motivation for application be a bipartite partnership between A and B. This suggests, that from this perspective, an application, irrespective of the motivations of staff in an institution, can only be successful if the headmaster supports the application process. As participant B is considered the driver, despite the need for headmaster support, the investigation of their motivations for application is still highly appropriate to developing an understanding of motivation factors for this school to apply for both awards. The motive concept for application derived within the participant B transcript was personal motive.

7.4.2.1 Personal motive

From the initiation of the transcript data, participant B highlighted two factors, which for the purpose of this study, have been identified within a personal motive for award application. The first is a strong connection with the environment movement and desire to work with these issues within the school.

I: … “What has been your experience? (5)”

B: “So when I came here I told participant A I am very interested in environment questions. I have been working on that privately on a private basis as well with the green party. (6)”
I: “Ok. (7)”

B: “she was interested as well… so I said I would like to be in a group for Miljö, and she said yes that’s good because she wanted someone to do that (8).”

Additionally when asked who was the motivator for the awards participant B their own willingness to work within this area of education.

I: “Was it just you who had motivation or did you have motivation from participant A to help you or just coming from you do you think? (11)”

B: “It is from both, both participant A and me, but I wanted it all the time, I want to work with this but I need a headmaster that say ok…(12)”

This comment indicates a personal interest towards award mechanisms but does not specify a particular award nor a motive for this comment. However, a second personal motive element is identified through a small narrative within the interview, which although not planned within the semi-structured interview was produced naturally through secondary questioning.

I: What has been your experience [of ESD awards]? (6)”

B: “I started with Skolverket [award], they had this Utmärkelsen [SfSDA] quite a long [time ago]… it was very difficult to get the award… and our school [previous school] was on of the first in the country to get that award. So we got that award and that was a school which had year six to twelve [years of age] at the time. When I left that school I was starting to work in a school for children between twelve and sixteen and we nearly got the award. I had applied and we only needed a few thing that the headmaster has to do, but we had a new headmaster and he wanted to concentrate on other things, so we never got an award at that school. So when I came here I told participant A I am very interested in environment questions (6).”

This short narrative provides an indication that participant B has developed long term experience from two other schools in the application process for SfSDA. This has been identified as potential for developing insight into a personal motive as it is seemingly indicative, from the perspective of this participant, that this previous experience has shaped a personal value to the award mechanism, in particular focus of this narrative, the SfSDA. This narrative also indicates that participant B has been a key stakeholder in the application to SfSDA in at least one previous school, as well as the current case school, and has been involved with another SfSDA award school much earlier in their career.

In regards to the Green Flag, personal motive is again the concept for motivation for application. As shown above, the participant was working towards SfSDA at the case school and again was the driving factor to the application to Green Flag.
B: “… The Green Flag was much easier [to get] so most schools worked with green flag, towards green flag. But as I knew about this, I thought why shouldn’t we try and get that award too? And it’s not hard… with Green Flag its more less the same, its just write down what the school is doing… find some things to add as well. (10)"

Seemingly from this statement, participant B’s motive for Green Flag application is not symbolic, not focused upon education support, or from top-down down pressure, but from a personal motive and the application process came from this participant. When questioned about the supporting structures of the Green Flag award and their influence upon motivation for application participant B acknowledged that the Keep Sweden Tidy Foundation does have support but this did not seem to be a driving factor for application this award.

I: “Do you get support from either Skolverket or the Keep Sweden Tidy Foundation at all to help [case school] or is it pretty much all coming from you? (23)

B: “If you want to get ideas what to do but I don’t really need that kind of help… you do get help, they send lots of information and they do courses… but of course you need someone to do courses as I don’t really need to I have done them and I know what I want to do, I want… my colleagues involved and that’s the tricky part. (24)"

This comment provides an insight that the educational support is there from the Keep Sweden Tidy Foundation but this is not a main motive for application rather a supporting structure of the award. However, this cannot be verified, as there is no other indication within the transcript regarding the supporting structures associated with Green Flag being a motive for application. As such, this has been kept as evidence to support a personal motive for application based upon, previous experience with award(s), ease of gaining an award based previous experience, and a personal motive to work with and educate for SD within a school context.

7.4.3 Summary of school participant motives and perceived barriers to awards application

Three significant findings are represented within the local school data. The first is the relationship between the two key application stakeholders interviewed, the second the differing nature of the motives from two identified key stakeholders and the third a slight preference towards a particular ESD award.

The first finding is the significance of the application process. It is apparent that in this schools application, two key stakeholders were involved in the application process. Participant B was the key stakeholder or driver (purple circle) for application and Participant
A acting as the support for action or key holder (blue circle) to enable the application (Figure 17). In this context this combination resulted in an application to both the ESD awards. Figure 17 illustrates the relationship between the two participants and how their roles are theorised, from the interview data, to impact upon the award application process.

Figure 17. Identified application mechanism for case school for both SfSDA and Green Flag

The finding of an application relationship between the ‘driver’ and the ‘key holder’ was further supported in the narrative within participant B’s transcript. This narrative highlighted a scenario where the driver was not supported by the key holder in that context which resulted in a non-application to the SfSDA (Figure 18). In this case, Participant B is still the ‘driver’ (Purple circle) of the application but the ‘key holder’ (blue circle) is not willing to support the application with the consequence that the school does not fulfil it’s application to SfSDA despite a key stakeholder willingness to do so.

Figure 18. Identified potential application barrier for SfSDA

Therefore, despite the perception of participant A that the application for both the SfSDA and Green Flag stemmed purely from participant B, it appears that, in this context, both participants must be motivated to support the application process if a successful application(s) are to occur. If this fails to occur this may instead turn into a barrier for application thus leading to a non-application.
The second finding was the differing motives for application to either ESD award from either key stakeholder. It was apparent that despite the need for both participants to participate in the application process, albeit it in differing roles, it is appears that either participant had differing motives for supporting/seeking application. In Table 3 the motivation factors at the case school are summarised.

Table 3
Summary of motives for award application at case school

<table>
<thead>
<tr>
<th>Motive concept</th>
<th>Description of motive</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Symbolic</strong></td>
<td>An internal satisfaction of being awarded for good practices</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Perceived as a externally recognised symbol of good practice to stakeholders outside</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>the school community (i.e. prospective students)</td>
<td></td>
</tr>
<tr>
<td><strong>Institutional support</strong></td>
<td>ESD awards provide an opportunity to develop new thinking</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Gain new educational tools and training</td>
<td>A</td>
</tr>
<tr>
<td><strong>Personal motive</strong></td>
<td>Measurement of actions at school by leadership</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Personal interest in environment issues</td>
<td>B + A</td>
</tr>
<tr>
<td></td>
<td>Previous experience in the award mechanisms</td>
<td>B</td>
</tr>
</tbody>
</table>

It is apparent within Table 3 that participant A and B have potentially divergent motives for actively engaging within the application process. Participant B motive is supported upon personal interest and experience with award(s) in previous education institutions. Participant A demonstrates a wider range of motives for supporting/engaging with the application process to either award(s). However, although there is a personal motive evident, this did not appear to be strongly linked to the reasons of supporting SD from a personal viewpoint, rather it appeared to be linked to either symbolism of good practice, gaining education materials or as an longitudinal evaluation of school practice. Consequently, in this particular school, the participants did have differing motives for engaging with the application the both the SfSDA and the Green Flag. However, this is only indicative of this context and cannot be generalised to other awarded school settings. Rather this establishes that school applicant stakeholders can have differing motives for application.

In a comparative analysis of the award application motives to either award, there was an inability to concretely outline a differing of application motive for either of the two ESD
awards. The individual motives identified as being associated with application to SfSDA award and the Green Flag award were difficult to separate, with both local participants discussing the awards within general terminology. Consequently, providing a concrete answer to research question three is, in this context, difficult to achieve. The researcher is aware that this may have been influenced by the questions and interviewing technique being utilised.

The third finding, relative to research question three, there did appear to be, within this school context, an apparent slight preference towards the SfSDA from both participants. One participant identified SfSDA as being more important due to the symbolic value of good practice for the national agency of school inspection and one seemingly was based upon the difficulty of application and previous experience with the application to SfSDA. However, this did not appear to be a definitive difference in value of the application to either award. This must be considered only indicative of this context and cannot be generalised to other schools within Sweden.
Chapter Eight: Discussion

The previous chapter presented the data analysis and delivered the first implications for answers to the research questions. This step is further developed in this chapter. The research findings are tied to the research questions and the concepts developed through the inclusion of additional motivation theoretical models.

8.1 The factors for school application

Research question one aims to isolate factors that influence elementary schools stakeholders to apply and work with non-mandatory ESD awards. It is apparent that motives for application must be linked to the factors that influence this motive for application. In a sense, motives are the doing at the local level, i.e. what internal mechanisms cause the action to apply to an external award, whereas the factors are those concepts that get the individual(s) to consider that award as being important in the first place. This study has focused upon the global frameworks, the national frameworks and the awards themselves to ascertain these potential factors that may influence the local stakeholders to be motivated to develop an application to these non-mandatory ESD awards.

8.1.1 Global and regional level factors

The first objective of this study was to illustrate how the ESD discussion at international level may influence national ESD strategy. To that end, in the conceptual framework chapter, the background of the global ESD framework was provided, specifically that of the UNESCO ESD discourse and the UN DESD framework, and the outlined the ‘next stage’ of global ESD trends with the indication of the post-2015 ESD framework currently being built. A document analysis of the UNESCO strategy for GAP indicated that there is support within the global discussion for ESD awards and that in the case of the UNESCO GAP planning document, are considered both a priority action area and a recommended initiative for national stakeholders to adopt in the ongoing implementation of UNESCO’s ESD framework. It appears that ESD awards are valued in their ability to provide an indicator for the implementation of ESD strategy, i.e., whole school approach, at the domestic level with the additional benefit of providing concrete supportive mechanisms for local stakeholders to adopt whole-school approaches to ESD inline with the UNESCO ESD framework.

It is apparent also that there are clear top-down implementation channels in which UNESCO’s ESD principles can travel down to influence national strategy. In the European
context, this is via a regional stakeholder, UNECE, whose strategy for ESD implementation is very closely tied with the UNESCO DESD strategy. Additionally, in the GAP document, it is outlined that the regional and national stakeholders are recommended to uptake and develop the global ESD principles. Thus indicating a strong top-down flow from the global discourse to national strategy development.

It is also apparent that NGO action from the bottom up provides a supporting structure for the UNESCO ESD framework. The NGO action provides an ability to potentially circumnavigate traditional top-down implementation methods and thus influence the local uptake of the ESD concepts without the requirement for national governments to necessarily support the specific UNESCO ESD terminology (see section 3.1.1). The ongoing collaboration of top-down and bottom-up implementation actions, as outlined in the Wickenberg model (see section 3.1.1), may provide a multidirectional approach to ESD implementation at the school level and if NGO action is both allowed and supported by the national and regional political and management stakeholders, then there appears to be strong existing structures in place which may be utilised in the acceleration of the implementation of UNESCO’s ESD principles at the local level.

There are considerable implications of these structures for national strategy development. It suggests that nations are under strong pressure to develop globalised discourses, which may assist in creating a unanimous terminology for all stakeholders, from school to global. Additionally, if there are states that do not prioritise ESD in their national strategies, NGO action can still influence ESD implementation at the local level as long as the NGO’s have access to the schools. Thus still creating bottom-up implementation process that over time may change state priorities and open the national stakeholders to the inclusion of ESD strategies.

In the specific context of Sweden, not only does there appear be an openness to utilise UNESCO’s SD and ESD principles developed through coordination with UNECE, demonstrating top-down process, there also appears that NGO action has influence upon the bottom-up implementation processes of the UNESCO ESD principles, thus creating a strong Glocal implementation model. Although Sweden has yet to develop a specific national ESD strategy, the existence of recommendation from SWEDESD and other key stakeholders may indicate that there is any ongoing support of ESD in Sweden, from both the top-down and the bottom-up, and a desire to accelerate the ESD implementation process over the coming years in line with the GAP agenda. The ramifications for ESD implementation in the Swedish formal education system, that due to the GAP specifically outlining schools awards as a
means of establishing ESD implementation, Swedish domestic formal education ESD awards are likely to remain and the use of ESD terminology widened over the coming years.

8.1.2 National and municipal factors
The second objective of this study was to illustrate Swedish national policy discussion to map out the roles of both the Schools for Sustainable Development and Green Flag awards and in doing provide an opportunity to isolate potential national factors for school application to either of the domestic ESD awards. To that end, in the national context chapter the Swedish formal education system was outlined in regards to management and policy direction, the background of ESD in Sweden was discussed, and then an outline of the two domestic ESD awards were given.

In the last ten years, there appears to be a large shift in the terminology used within the Swedish education system, with a clear shift from EE terminology to ESD terminology during the UN DESD, which further indicates the power of the top-down global ESD mechanisms. The development of a NSDS during period further indicates a domestic shift towards SD terminology. The inclusion of SD concepts within the 2011 curricula and the legislation of the inclusion of SD concepts into the Higher Education Act further strengthen the concept that there is a transfer of the global SD discourse to the Swedish domestic political discourse. However, as outlined by UNECE (n.d., p.1), Sweden does not have any specific action plans for how schools should work with ESD. However, the report from UNECE outlines that there are a number of ESD awards in Sweden for schools that have an active and functioning operation for SD and indicate that these may be utilised as both a measure and as a guide for action outside that of the curriculum. The awards can then be framed as a mechanism within Swedish formal education to formalise ESD practice according to set principles.

Although there appears to be support from the national perspective for the implementation for ESD such as the development of an NSDS, inclusion of SD into the curriculum and syllabus documents, development of a national ESD award and evidence of collaboration with NGO’s there does appear to be a lack of deep support for ESD implementation. This may explain the low numbers of SfSDA schools as oppose to the NGO driven Green Flag award which has at its heart only a small number of key objectives. One such potential issue for the widening the number of SfSDA schools may be the development of competing national education priority policies, which draw away time and resources from ESD implementation policies. This is indicative in the national perspective
that identifies potential barriers in school applications as program issues, which are tied to an element of limited resource for program maintenance and development. Despite a having a clear place within the Swedish ESD framework, ESD must itself compete with the education priorities of the Swedish National Agency for Education and the Swedish government. One issue that may have a large influence upon the national education priorities and the flow of resources to ESD implementation initiatives is the perception that Sweden’s education system is under performing.

In recent years Sweden’s education system has been perceived as being in a downward spiral with consecutive drops in performance within international education tests, such as PISA, which have resulted in a shift towards core subject learning (Uppsala University, 2014). This has resulted in a number of reforms of the education system (Swedish Institute, 2015). Within the interviews, both participants at the national level indicated that there were elements of this changing focus towards committing resources from the national agencies in an attempt to improve the core subjects within Swedish schools. Indeed it is apparent within the barriers from both national participants that a lack of resources for the SfSDA and competition with other programs or values did strongly impact upon the two national award mechanisms.

Due to the decentralisation of the Swedish school management system, it is also necessary to indicate the role of the SfSDA and Green flag from the level of the municipality. There is an indication that both awards are utilised as indicators for municipalities to demonstrate their willingness to adopt SD principles. However, although it is outside the scope of this paper to explore the municipality motives for SD principle adoption, it does not appear that within the municipal award framework indicators outlined within this paper, that the quality of the ESD implementation in schools is important, rather just whether the implementation has occurred or not. Therefore in this context, both the SfSDA and Green flag seemingly are only quantitative indicators for municipalities rather than implementation tools for assisting schools to develop ESD in their contexts.

It appears that in Sweden ESD awards roles are to act as quantitative indicators of the ESD implementation and to provide concrete mechanisms to schools to establish ESD teaching concepts, which may be lacking within syllabi and curriculum, potentially aggravated by a lack of a concrete national ESD strategy. Additionally, it appears that the two awards although originally providing similar supportive objectives for ESD implementation in to schools, may now be diverging in regards to their roles within the domestic ESD framework. It could theorised, that in line with reduction of resources for the
SfSDA which may be potentially due to the changing of educational focus by the national education planners, that this award now only exists as a symbolic gesture that represents government support for ESD implementation rather than an aggressive top-down support initiative with the actual aim of gaining school interest in ESD. In comparison, the Green Flag, which with its large school numbers and strong municipal support around Sweden, is rather becoming the main supporter for ESD implementation in Sweden. Additionally, it is apparent that the National Agency of Education works alongside the Keep Sweden Tidy Foundation to support the Green Flag initiative. Therefore, it could be seen that the Green Flag role is to provide strong supportive structures for schools to develop whole school ESD approaches with the additional gain of assistance of linking curriculum to ESD approaches, where as the SfSDA only indicates good practice but provides limited support mechanisms.

**8.1.3 Implications upon isolating factors for award applications**

It appears that the factors that may influence elementary school stakeholders to apply and work with non-mandatory award initiatives in Sweden are very broad and can be both based upon top down mechanisms, from global frameworks flowing down to the national, and in some cases municipal education frameworks, or bottom-up NGO action which when accessing school management or other key stakeholders can provide a factor, via education, in motivating schools to apply and work with ESD concepts. Additionally, curriculum and national strategic documents may also play a role as factors for local motive for application due to the implicit education and use of terminologies, which can be placed within these documents. Compounding this, political use and support of ESD implementation and or terminologies may also play a role in motivating schools to apply to ESD award mechanisms. Thus, it is evident that there are many factors that my influence local schools to apply to ESD awards, and in a sense this may be narrowed down to a few core elements,

1. *Education policy makers and school actors have to perceive ESD as important (i.e. of value).*

This may be through the inclusion of ESD into national education strategy, explicit mentioning of ESD in curricula, use of ESD in political discourse as a national focal point, auditing processes of schools progress with ESD teaching strategy and ongoing documentation of good practice.

2. *The existence of ESD awards should be communicated to school actors.*

This may be through the inclusion in media, political support, funding of national programs, provision of in-service training, national ESD strategy and other channels in which
information of the programs and award mechanisms can be delivered to the key stakeholders within schools.

3. *Education policy makers and school actors need to both recognise and understand the terminologies associated with SD.*

This may be through the inclusion in media, political discourse and in-service training programs (i.e. increasing the available resources and time for education staff and management to build an understanding and awareness of ESD terminology and teaching strategy).

These three factors, if taking the ‘Glocal’ perspective can flow through multiple channels, not just top-down but also through undercurrent action developed through NGO action. It is apparent however, that these three components may be considered important factors for developing a motive for application to the domestic ESD award initiatives. However, it outside the scope of this research to provide concrete supporting evidence that these are the critical factors for developing motive for application and thus must be considered as a theoretical notion until such research is completed.

### 8.2. Identified motives for application to ESD awards

The third objective of the study was to investigate the motivations for acquisition of ESD awards, the SfSDA and Green Flag, as composed from actors at different levels of the Swedish Schools system to explore how ESD is implemented and understood and to understand the challenges associated. This sub section intends to discuss the possible implications of the identified motives for application identified within this research. However, it is imperative that these motives are not considered to be generalised findings; rather they are only indicative of the individual perspectives described within the study.

#### 8.2.1 Implication of identified application motives

It appeared from the study that, although still only exploratory in nature, from the perspective of national and school stakeholders, school motive for application could be divergent between both the award schools and the stakeholders within the award schools themselves. The local perspectives indicated that in their context, which did not have a municipality who were evidently engaged with SD, had motives focused upon personal, symbolic and institutional support concepts. Additionally a concept of top-down implementation was also outlined from the perspective of the national participants and this is supported by additional documentation and unequal numbers of award applications in the municipalities of Sweden.
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(Appendix B, Figure 1). The motive concepts identified within this study for application to either the Green Flag or the SfSDA can be linked, due to focus upon extrinsic motivation factors, to the concepts identified within the Organismic Integration Theory (OIT) of self-motive to extrinsic motive, which in this study can be considered both ESD awards.

There are four motive regulatory styles that are represented within the OIT taxonomy (Figure 19). It is considered that within this study, it is found that the first three regulation styles, highlighted in yellow, are indicative of school motive for application to the either the SfSDA or Green Flag. The red box includes the motives identified within the case school, and the blue box indicates that motives predicted by the national participants. Note personal motive has been split in two for the purpose of linking with the OIT taxonomy. Personal motive one is linked with motive of using awards as personal measurement and personal motive two is linked with the motive of application due to a connection of personal values with the award values. These are both however considered personal motives as they have been connected to the personal goals of the individual rather than the wider institution.

Figure 19. A modified version of the OIT taxonomy of human motivation applied to study of school application motive to ESD awards (Based upon Deci & Ryan, 2000).

The first identified motive, top-down, is demonstrated as an external regulation process. This process for applicant motive may be explained through the diffusion of the
Motives and Barriers to ESD Awards Application in Sweden

UNESCO ESD implementation strategies from the international down to the local discourse, via the mechanism of municipal policy pressure, which may have an effect upon the top-down pressure upon school acquisition of ESD awards. According to Deci and Ryan (2000) this form of regulation may lead to behaviours of control or alienation. The potential consequence of this form of extrinsic motive on ESD award application is that the individual is being told to apply and in doing so is not personally connecting their own values to the values that are inherent within the ESD awards, the building of SD principles within all operations of the school through whole-school approach. One of the national participants recognises this and outlines that when this forcibly top-down structure is implemented schools look to each other for how to write the application rather than looking into their own implementation strategy and school plans.

The second form of motive introjection appears to be more linked with personal self-esteem or as a means of self-measurement (Deci & Ryan, 2000). The potential consequence of this form of regulation is that although driven by the individuals themselves, rather than through external motives, the motive is not in connected with the endorsement not synthesis of values with the concepts of the extrinsic reward. Thusly, the motive is for approval from others or for a feeling of self-worth/measurement rather than congruence with the values of the award. In regards to the ESD awards although this may lead to application to award mechanisms, the award application isn’t necessarily linked to the values inherent within the awards but rather the gaining of approval from external sources, such as approval from the National agency for School Inspection or the gaining of additional student enrolments in conjunction with award certification. The consequence of such as motive is that it may not lead to a sustainable award mechanism if the award is no longer perceived as being positive from the perspective of external stakeholders. Therefore, although this motive may provide a mechanism for application, due to the potential for a minimal connection of values with the award in which the applicant is applying, may lead to only shallow acceptance of the award mechanisms and integration into school operations.

The third identified motive for application from national and local participants is the concept of personal motive and/or institutional support motive. It appears that this links strongly with the concept of identification within the OIT. Identification is the concept of accepting regulation as his/her own due to the perception that the behaviours expected within the external motive are of personal importance (Deci & Ryan, 2000). In this concept, the application to the awards for institution support may demonstrate congruence with the award values and thus a self-endorsement of the goals of that award, therefore leading to application
to gain support in developing those goals. Additionally, the concepts of personal motive two, in which personal values are linked to the concepts within the awards (i.e. personal valuing of EE and linking this to the values of EE within the Green Flag or SfSDA). The consequence of this form of motive for the ESD awards is that the application is not based upon differing forms of external regulation, as in the previous two motives, but rather is somewhat internalised.

Deci and Ryan (2000, p. 63) outline that the extrinsic regulatory styles of the OIT are not considered as a continuum but that individuals can freely move between these differing styles of motives. Behaviours may begin as external regulation (awards) and such exposure might allow a person to experience the activity’s intrinsically interesting properties with a resultant orientation shift (ibid.). However the process of internalisation is developmentally important (ibid.). A number of studies also outline that more autonomous the extrinsic motives are the potential for better performance of the individuals and a lower chance of dropout (Miserandino, 1996 cited Deci & Ryan, 2000, p.63). The implications for both ESD awards is that external regulation is not necessarily a negative drive of award application motive but that the movement towards an internalisation of the extrinsic motive for application from within the schools is of high importance to increase the longevity of the programs in these local education institutions. Additionally, the maintaining of the perception of value from external stakeholders, i.e. wider society, during the process of application and re-application periods may provide motive for application thus assisting the potential for continuing the internalisation of the extrinsic motive values. Therefore, if ESD awards are to be utilised as implementation tools, the initial top-down structures such as external regulation from municipalities can be a positive policy decision to gain wide spread participation but there must also be other mechanisms, alongside or within the award initiatives, that provide a means to develop an internalisation of the extrinsic motive for participating within these awards.

8.3 Challenges for Swedish ESD award implementation

Within the third objective of the research, additional to isolating motives for application, there was a focus upon the development of an understanding of the key challenges associated to school application. It is apparent from the data gathered from the participants, that from their perspective, the key challenges to Swedish ESD awards are the national and local bottlenecks that can inhibit either NGO or national award initiatives in either connecting with schools or supporting application. The concept of a bottleneck is utilised as an alternative to
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barrier, as it is perceived as more a narrowing of a communication channel as oppose to a blocking mechanism (i.e. the information or application must go through this stakeholder). The bottlenecks identified from this study are at the municipal and school level.

8.3.1 Municipality bottleneck
The first potential bottleneck is an issue of school management. It is apparent that Sweden’s decentralised education system, in which control of school management is passed to the municipalities, has the potential to create differences between school direction towards ESD outside of the need to implement and work with the national 2011 elementary school curriculum. The consequence of this management structure is that municipalities are able to act as either implementation drivers or implementation barriers for ESD awards at the local level dependent upon what they perceive as being important to the schools under their management. This is supported by the perception of both national participants within the study who considered that municipal top-down pressure were factors for school motive to apply to either the SfSDA or Green Flag. The municipal role in ESD implementation cannot be undervalued, as this mechanism appears to have a direct impact upon the number of schools that are applying to the SfSDA. The decision of municipalities to develop SD principles in the schools under their management appears to be strong in many parts of Sweden. As shown in previous sections, 97 of the 290 Swedish municipalities are members of the National Association of Swedish Eco-municipalities that utilises Green Flag award as an indicator of SD implementation in the municipality (Sveriges Ekokommuner, n.d.). This indicates that within these municipalities, top-down pressure upon schools to apply to these awards may be present but due to the limitations of this study, this cannot be verified and only serves as a means to hypothesise factors of school motive in the municipalities, such as Umeå, for a disproportionate number of award schools.

There are significant implications of relying upon non-mandatory award initiatives such as the SfSDA or the Green Flag in measuring the implementation of ESD into schools. The first is the question of auditing the school implementation process. Are applicant schools all implementing in the same ways or only providing paperwork that indicates an inclusion of a whole-school approach to ESD implementation? It was apparent from the national perspective that there were limited resources to implement such a widespread ‘auditing’ system within either program. The significance of this is that schools may not actually perceive the awards as being supportive in structure. Thus potentially impacting upon the application motive or reapplication of the schools to either award due to a lack of perceived
worth. Additionally, at the other end of the spectrum, schools may apply due to the lack of follow up in order to attain a simplistic award with little real follow up from the national actors.

The second implication is the potential for municipalities to utilise award mechanisms, which are indicators for municipal SD networks, to force ESD work upon the schools under their management. The consequence of this form of an external regulation motive for ESD award application may be that staff within schools may not personally connecting their own values to the values that are inherent within the ESD awards, the building of SD principles within all operations of the school through whole-school approach. It was apparent that the national management perspective recognises this and outlines that when this forcibly top-down structure is implemented schools look to each other for how to write the application rather than looking into their own implementation strategy and school plans. Thus leading to potentially weak implementation of ESD concepts. As outlined in the previous section (see section 8.2.1), the top down structure itself is not a negative implementation strategy. However, there must be additional supporting mechanisms which aim to facilitate key school stakeholders to move from only external regulation as the mechanism for applying to ESD awards to more internally regulated motives in order to build stronger implementation of the ESD programs.

8.3.2 School leadership bottleneck

There are also challenges within the schools themselves as to application or reapplication to ESD award initiatives. The key holder within the applicant mechanisms can hypothetically act as either a motivator or a barrier to award application. Thus this can be considered as a local bottleneck for school application to ESD and a potential target if there is an aim of widening ESD award applications for either awards. The application mechanism developed in the data analysis section, based upon local key stakeholder data, provides an insight into how a manager or leader of the school can be the overarching influence for award application. Although the teaching and support staff within the schools, in the case of the participant school, are the drivers of the application and are important factors for application, without the support motive from the leader, identified as key holder, application may not take place. The consequences of this isolated finding for the award providers is that these identified key holders within Sweden’s schools should be the targets of media and education programs if there is an aim of broadening the ESD awards within Sweden. However, unless these stakeholders within this identified key holder position are not better targeted and
supported from top-down to the importance of ESD implementation, as they must operate within the broader education policy direction, it is unlikely that an award such as SfSDA will gather large wide spread support from schools in Sweden.
**Chapter Nine: Concluding Remarks**

Within the field of ESD research, it is apparent that there has been a strong focus from many researchers during the UN DESD upon both the identification of the barriers and the development of potential drivers for establishing ESD within all forms of education. However, this approach, although valid, may miss the essence of why stakeholders within formal education institutions are motivated to develop ESD programs within their own contexts. Consequently, the study of school applications to non-mandatory ESD award mechanisms has the potential to isolate the motives for implementation of ESD programs at the local level.

The aim of this study was to gain a deeper understanding of how and why schools apply to ESD initiatives and whether these decisions are based upon an individual or institute desire to implement ESD or for other competing motives. This section intends to provide concluding remarks based upon the findings of this study and provide recommendations for future research. This is separated into the identified motives and barriers to the ESD award application for the SfSDA and Green Flag.

**9.1 Motivations for application**

The results from this exploratory research into award application motives appear to outline, that from the perspective of the participants, there exists four key extrinsic motive concepts to describe motives of application to either ESD award initiative. There is an indication of either top down pressure motive, personal motive, symbolic motive or an institutional support motive. Additional to the identification of the four application motives it is also apparent that motives for application by the key stakeholders within schools are not necessarily convergent for the stakeholders nor the two awards themselves. Thus, when considering ESD award application motives, although applications are occurring across Sweden, key stakeholders within schools do not necessarily have the same motives for application to non-mandatory ESD awards. However, it is outside the scope of this study to concretely analyse the ramifications upon program implementation and commitment based upon these differing motives. Additionally, there did not appear to be a significant difference in application preference to either award from within the participating school. However, in light of the imbalance of the award application numbers it is unlikely that this is common across schools of Sweden and highlights the requirement of a large national study to ascertain any concrete differences in the school stakeholder preferences for either award initiatives.
Motives and Barriers to ESD Awards Application in Sweden

Despite the minimal cases isolated for the research, the ramifications of the four motive concepts identified, when discussed in reference to the OIT with SDT, may be speculated. It is discussed that, when applied within the OIT model, the four motive concepts can be clustered into three differing groups of extrinsic motives. The first is external regulatory motives (via top-down external pressure), the second as ego-driven motives (symbolic or measurement motive) and the third as self-identification motives (application motive to gain institutional support). Based upon the work of Deci and Ryan (2000) application motives driven by an external regulation, although providing an ability to develop quick widespread implementation of top-down values may lead to a potentially weak commitment of local schools to the long-term development and support of ESD awards. Consequently, the greater the self-internalisation of the extrinsic motive for application by key stakeholders within schools to these awards may have a consequence of developing a stronger relationship with these programs. This identification of how the individual regulation of motive may influence ESD award application may have an impact for ESD planning within Sweden. However, again deeper studies are required into understanding how these factors of motive regulation may influence award programs longevity and implementation within Sweden’s elementary education institutions.

9.2. ESD award implementation bottlenecks

It is clear from the research presented in this study that there exists an established ESD global framework driven by international stakeholders such as UNESCO and the UN member states. The dominant ESD framework, most recently the UN DESD, through differing mechanisms and actor support can influence national and domestic regional policy for SD, and consequently ESD decisions within education institutions. This influence has the implication that education stakeholders from all levels of education can be targeted in order to establish support for ESD concepts of good practice. However, when considering the domestic ESD awards within Sweden, it is apparent within the data that there exist two possible application bottlenecks. These may reduce the ability for school key stakeholders to apply to ESD awards, which at their core support the implementation of ESD good practice such as multi-stakeholder approaches to ESD.

The first is a municipal bottleneck where, due to the decentralised formal education system, municipalities have the power to choose the education values and direction for the schools under their management. This provides an issue for both SfSDA and Green Flag. Green Flag award is affected through a potential lack of access to schools, creating an
inability to educate key school stakeholders about the Eco-schools program, and SfSDA through a potential for a lack of interest from municipalities to develop ESD concepts in their areas. However, on the opposite side, there appears to be an indication that the municipality can also be a driver for the schools application motives through an external regulation mechanism.

The second identified bottleneck for school applications is the headmaster or leader of the school. It appears that this individual is the key holder for application and has the power to either support or dismiss application motives from the internal stakeholders within their own schools. The consequence being that no matter the motive of the internal school stakeholders (i.e. teachers) it is unlikely an award application will be submitted without the key holders support, irrespective of their motives.

Therefore, it is imperative that if ESD awards are valued and considered important for widening the SD agenda within Sweden, these potential bottlenecks must be addressed. However, it is also recognised that SD and ESD are only one of the competing agendas within Sweden’s education policy planning. The growing focus upon international testing and review of education systems has the potential to only increase the pressure upon both school leadership and other stakeholders. Despite this, there is evidence that school institutions in Sweden support both ESD awards, be it in differing numbers, and both awards continue to grow. This is a positive sign for ESD in Sweden.

9.3. Suggestions for further research
With the potential for the establishment of the GAP, which appears in preliminary documents to support the use of awards as driving mechanisms for ESD, further research into motive of application and implementation of domestic ESD awards should be more than ever a priority to education planners around the world. This research, due to limitations of participant number and the subsequent chosen research methodology can only be considered as an exploratory study into the motives for school actors application to the two largest domestic ESD awards within Sweden. Despite the limitations, this study has identified four motive concepts that may provide a basis upon which wider research into application motive to ESD awards can be conducted.

Consequently, to both deepen and widen the understanding of the application motive to ESD awards research may focus upon the widening of the qualitative study methodology in order to capture the perspective of school actors within both SD active and non-active municipalities. This may provide an opportunity to understand the ramifications of the
internalisation process of extrinsic motivators when applied to education initiatives such as ESD awards. Additionally, in order to ascertain the ramifications of the changing of the internalisation of extrinsic motive for application, research may be targeted towards school key stakeholders who have been active in schools which have maintained the awards over a number of years and compare that to stakeholders who are active in school institutions which have allowed the award to lapse in their setting. This research may provide an insight into how differing forms of extrinsic motivation may affect award longevity and provide a basis to delve deeper into the identification of possible award bottlenecks and/or barriers.
References


Forskning.se (n.d.) *Om Forskning.se* [about forskning.se]. Retrieved from http://www.forskning.se/omwebbplatsen/omforskningse.4.303f5325112d733769280002931.html


Motives and Barriers to ESD Awards Application in Sweden


Motives and Barriers to ESD Awards Application in Sweden


Appendix A

Figure 1: Interview Guide for Semi-structured interviews (National stakeholder)

1. What have been your experiences with sustainability programs in schools?
   (i) In your career.
   (ii) In your current employment
2. How would you define/describe Education for Sustainable Development in your context?
3. What is [insert institution name] role in assisting schools to implement ESD within their core operations?
4. What supportive structures are utilised by [insert institution name] to assist award schools to continue in the development of whole-school ESD approach?
5. What challenges has [insert institution name] identified with providing this award?
6. Are there any application trends in elementary school (middle school) SfSD applications?
   (i) Location of schools.
   (ii) Size of institutions
7. How do you envisage the future of:
   (i) The SfSD program
   (ii) ESD within Swedish education
Figure 2: Interview Guide for Semi-structured interviews (School stakeholder)

1. What have been your experiences with sustainability programs in schools?
2. In your opinion what is role of education in achieving sustainable development in society?
3. What is your role in [insert institution name] school approach to sustainability?
4. How does the national curriculum fit within your school's approach to ESD?
5. What motivated the school to apply for the Schools for Sustainable Development award (Utmärkelsen Skola för hållbar utveckling)?
6. What motivated the school to apply for the Grön Flagg?
7. Are there any similarities and differences between the two awards?
8. In your experience at [insert institution name] school, what have been the barriers or challenges to establishing your current sustainability programs?
9. How did the school overcome these barriers?
10. Who were the motivators for the national award Utmärkelsen Skola för hållbar utveckling application within your school?
11. Since achieving the SD award, Utmärkelsen Skola för hållbar utveckling, have there been any changes to the school's approach to Education for Sustainable Development?
12. How do you imagine the future of Education for Sustainable Development within your school?
Appendix B

Figure 1: The Number of SfSD Award Grundskola (Elementary) schools in each region/town within Sweden

(Source: Skolverket, 2013b cited in Evans, 2015)
Figure 2: The Swedish formal education pathway with focus upon the place of the compulsory education institutions

(Source: Skolverket, 2011a)
Table 1: A selection of ESD support programs offered in Sweden

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Organisation</th>
<th>Year</th>
<th>School levels</th>
<th>Aim/description</th>
<th>Number of participating schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>SfSDA*</td>
<td>National Agency for Education</td>
<td>2005- present</td>
<td>Preschool to college/adult education</td>
<td>Support and inspire schools to develop ESD concept that is inline with national curricula and comprehensive development of quality management</td>
<td>Circa. 250</td>
</tr>
<tr>
<td>Green Flag*</td>
<td>Keep Sweden Tidy Foundation</td>
<td>1996- present</td>
<td>Pre-school to senior secondary</td>
<td>Aim to raise awareness of sustainable development issues</td>
<td>Circa. 2600</td>
</tr>
<tr>
<td>Baltic Sea Program</td>
<td>Finnish National commission</td>
<td>1982- present</td>
<td>Formal education schools</td>
<td>Developing a sustainable futures through the study of the Baltic environment</td>
<td>11 senior high school</td>
</tr>
<tr>
<td>WWF for Nature</td>
<td>WWF Sweden</td>
<td>Not applicable</td>
<td>-</td>
<td>Teacher education Earth Hour Event ESD support information</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Forskning.se</td>
<td>Skolverket &amp; Swedish Foundation for Strategic Research (SSF).</td>
<td>2001-present</td>
<td>-</td>
<td>Online student education package based on limits, threats and possibilities of planet Earth</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Environmental Objectives Portal</td>
<td>The Swedish Environmental Protection Agency</td>
<td>Not applicable</td>
<td>-</td>
<td>ESD support for teachers planning</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

* Initiatives in focus for research

(Sources: Östman and Östman, 2013; Forskning.se, n.d.; Skolverket, 2015a; Skolverket, 2014a, 2014b, 2014c; Keep Sweden Tidy Foundation, 2015; WWF, 2013)
## Appendix C

Table 1: Evidence of ESD award initiative support within the Roadmap for implementing the Global Action Programme on ESD

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
<th>Key words</th>
<th>Evidence towards UNESCO support of ESD awards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 2</strong></td>
<td>To strengthen education and learning in all agendas, programmes and activities that promote SD (p.14)</td>
<td>All agendas, programmes and activities, promote SD</td>
<td>Within objective 2 description</td>
</tr>
<tr>
<td><strong>Priority Action Area two</strong></td>
<td>Transforming learning and training environments (p.18)</td>
<td>Whole-institute approach, Eco-schools, holistic, school leaders, ecological footprint</td>
<td>“Promoting whole-institute approach to ESD in schools” (p.18)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Eco-schools… allow educators and learners… to integrate sustainability principles into their daily practice.” (p.18)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Institutional leaders are prompted to take a holistic view of ESD, focused not only on transferring content about sustainable development, but also on participating in sustainable development practices, including taking actions to reduce the institution’s ecological footprint” (p.18)</td>
</tr>
<tr>
<td><strong>Priority Action Area five</strong></td>
<td>Accelerating sustainable solutions at local level (p.24)</td>
<td>Multi-stakeholder, local, platforms</td>
<td>“…Strengthening multi-stakeholder networks at local level, and improving the quality of local platforms for learning and cooperation.” (p.24)</td>
</tr>
<tr>
<td><strong>National expectations</strong></td>
<td>Expectations of governments and domestic stakeholders during the proposed GAP</td>
<td>National ESD focal point, measuring, reporting, good practice, award, whole-institution approach, increase</td>
<td>National Focal point</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Encouraged to set up an appropriate coordination mechanism and designated national focal point for ESD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Focal point will interface with UNESCO monitoring and reporting on country performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>National strategy suggestions for GAP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- ….“recognizing &amp; awarding good practice &amp; initiatives can be adopted to spur national initiative.” (p.27)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Measurement of ESD implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Increase in the number of training &amp; education institutions that have adopted the whole institutions approach (p.29)</td>
</tr>
</tbody>
</table>

(Source: UNESCO, 2014)
Table 2: Formal education ESD implementation recommendations within UNESCO and UNECE DESD documents (2005-2014)

<table>
<thead>
<tr>
<th>Document</th>
<th>Year</th>
<th>Implementation recommendation Keywords</th>
<th>Evidence</th>
<th>ESD awards specified as good practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>UN DESD International Implementation Scheme.</td>
<td>2005</td>
<td>• Vision-building and advocacy; • Consultation and ownership; • Partnership and networks (multi stakeholder) • Capacity-building and training; • Research and innovation for curriculum • Monitoring and evaluation</td>
<td>P.17</td>
<td>No evidence of awards being good practice nor evidence of whole school approach terminology use</td>
</tr>
<tr>
<td>Review of Contexts and Structures for Education for Sustainable Development</td>
<td>2009</td>
<td>• Whole school approach • Implemented in curriculum • In service education • National network • Cross sectorial communication</td>
<td>p. 49-51 p. 64-67</td>
<td>“Eco schools as good practice of whole school approach” (p. 50)</td>
</tr>
<tr>
<td>Shaping the future we want. UN DESD (final report summary)</td>
<td>2014</td>
<td>• National/ regional plans • Curriculum • Whole institution approach • Multi stakeholder approach • Capacity building (in-service training) • Evaluation/ accreditation</td>
<td>p. 1 P.20 P.30 P.60 P.79 p. 99 P.184</td>
<td>“The whole-institution approach represents higher level of ESD integration.” (P.11) - ESD implementation indicator p. 81, 91</td>
</tr>
<tr>
<td>Learning from each other</td>
<td>2009</td>
<td>• State plans • Curriculum • Multi- stakeholder mechanisms • Participatory approach • Evaluation • Multidisciplinary</td>
<td>p. 20, 21 Strategies for implementation</td>
<td>Eco schools specified as good practice of whole school approach, p. 101-105, 150</td>
</tr>
</tbody>
</table>

(Sources: UNESCO, 2005b; Wals, 2009; Buckler & Creech, 2014; UNECE, 2009)
Table 3: Key ESD award documents provided by case study school to indicate activity within the two ESD award frameworks.

<table>
<thead>
<tr>
<th>Award organisation</th>
<th>Title of Document</th>
<th>Date</th>
<th>Purpose of document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency for Education</td>
<td>Anoka till Utmärkelsen Skola för Hållbar Utveckling (Application to Schools for Sustainable Development Award)</td>
<td>No date</td>
<td>Application to the Agency of Education to receive the SfSDA according to the set criterion outlined with in the document.</td>
</tr>
<tr>
<td></td>
<td>Hållbara nyckeltal- Grön Flagg (Sustainable Rations- Green Flag)</td>
<td>No date</td>
<td>Key performance sustainability indicators report to Keep Sweden Tidy.</td>
</tr>
</tbody>
</table>
Appendix D

Figure 1: Method for developing the key motive concepts from the sample data

1) Identified anything that resembled a motivation or barrier to application from each sample transcript.

2) Coded the data from this selection, in the process initially eight codes for motivation were identified for all samples, five national barrier codes were identified in sample C and D, and seven local barriers were identified from all samples.

1. Political top down
2. Training and materials support
3. Competition with other facilities
4. Self-reflection/assessment as leader
5. School environment
6. Bottom up motives
7. School assessment framework
8. Individual-interest in ESD/SD

3) These codes were then condensed to a lower number.

1. Political top down from municipality\[political
2. Training and materials support\[institution support
3. Competition with other schools\[symbolic
4. Self-reflection/assessment as leader\[personal
5. Individual-interest in ESD/SD\[personal
6. Builds a positive School Environment\[Institutional support/ symbolic?*
7. Bottom up motive from single teacher\[personal
8. School assessment framework\[institution support

* This required deeper analysis

This resulted in four motive concepts that were developed from the four samples.
1. Political motive
2. Institutional support motive
3. Personal motive
4. Symbolic motive

•