

Promoting Education for Sustainable Development and Global Citizenship (ESDGC) within Ukraine's Education System inspired by Welsh initiatives

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Master's Degrees by Examination and Dissertation

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Abstract

Given the changes in global interaction across economic, social, and environmental spheres, humanity must learn to adapt and respond effectively to new challenges. International organisations such as the UN, UNESCO, and Oxfam, established at the onset of these global shifts, are responsible for developing and promoting innovative approaches to facilitate rapid globalisation. Education plays a crucial role in achieving long-term goals to prepare younger generations for these emerging challenges. Education for Sustainable Development and Global Citizenship (ESDGC), which addresses the UN's 17 Sustainable Development Goals and global citizenship policies, integrates modern educational practices. Ukraine's education system is moving towards integrating European standards and requires the effective implementation of new approaches and practices. In contrast, Wales has a long-standing history of developing and promoting education for sustainable development. This dissertation critically assesses Wales' experience in promoting ESDGC, examines the current educational situation in Ukraine, and offers recommendations for effectively introducing ESDGC practices into Ukraine's education system using Wales as a model.

To achieve this, qualitative research was conducted, including interviews with educators from both Ukraine and Wales to gather practical data after a theoretical examination of educational visions, policies, and reforms. The data collected was analyzed using thematic analysis, resulting in eight key themes.

Despite Wales' active history in developing ESDGC policies, the research identified challenges related to understanding ESDGC, motivating teachers to follow curricula, and engaging students in global citizenship skills and competencies. In Ukraine, the concept of global citizenship lacks a theoretical and practical foundation, often being reduced to the promotion of civic education practices. At the same time, education for sustainable development is more widely recognised. Interviews with Ukrainian teachers revealed the destructive impact of the Russian-Ukrainian war and the economic crisis on education.

Thus, the successful integration of new educational approaches such as ESDGC is not currently a priority, as addressing security issues for students, overcoming educational losses, and rebuilding educational infrastructure take precedence. However, for the future, the Welsh experience highlights the importance of government and international support, active involvement of non-governmental institutions, the development of comprehensive theoretical frameworks and materials, balancing global and national elements in education, conducting pilot projects, and continuous monitoring of ESDGC implementation.

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Chapter 1. Introduction

1.1 Background of the Study

There are constant and ongoing talks about rapid globalization, international connections, economic growth and interdependence, climate changes, technology boosts, and the changing world order. All scholars, politicians, people in business, educators, and policymakers try to find solutions to all the challenges of the 21st century. Humanity needs to learn how to live in a fast-changing and interdependent world with global economic crises, wars, conflicts, and displaced people all around the world with multicultural backgrounds. Economic, environmental, and political conditions and changes demand new strategies and methods of dealing with today's problems (Report on Progress towards the Sustainable Development Goals, 2024).

The UN Sustainable Goals represent the theoretical framework for addressing the challenges and determining the focus of education in the context of globalisation. Education is the most continuous and efficient approach to preparing humanity for changes and globalisation (Framework for the implementation of ESD beyond 2019, 2019). This dissertation will focus on the term Education for Sustainable Development and Global Citizenship (ESDGC), which was developed by Welsh initiatives (ESDGC – A Common Understanding for Schools, 2008). It underlines the aspects of global education and represents an educational framework that integrates sustainable development principles with the responsibilities of global citizenship (Unpacking Sustainable Development Goal 4: Education 2030, UNESCO, 2016).

1.2 Research Problem

The research problem can be framed as the gap in understanding and implementing Education for Sustainable Development and Global Citizenship (ESDGC) within Ukraine's education system, especially drawing lessons from Welsh initiatives that started the journey of implementing ESDGC practices. Despite global efforts to promote sustainability and global citizenship in education, Ukraine lacks a unified framework for integrating ESDGC into its curricula (Koreneva, 2018).

In addition, there is a tension between global citizenship and nationalism (Linklater, 2017), particularly in post-colonial contexts such as Ukraine and Wales. While both nations aim to foster a sense of national identity, they are also challenged with promoting a global mindset that values multiculturalism and global interconnectedness. This research addresses the need

to explore how these seemingly opposing concepts can coexist within educational policies like ESDGC (Education for Sustainable Development and Global Citizenship) and how these policies can be effectively integrated into Ukraine's context, considering its post-colonial challenges, current war, and education reforms. The study also seeks to explain these dual concepts' role in shaping a future-oriented, culturally adaptive, and sustainable education system.

Therefore, this dissertation will try to answer the overarching question: “How can Ukraine integrate ESDGC principles effectively within its education system, and what can be learned from the Welsh experience to support this integration?”.

1.3 Aims and Objectives

The primary aim of this study is to explore the implementation, challenges, and potential of Education for Sustainable Development and Global Citizenship (ESDGC) in Ukraine, drawing inspiration from Welsh educational initiatives. The study seeks to identify best practices, understand educators' perceptions, and provide recommendations for the effective integration of ESDGC into Ukraine's evolving educational framework. Moreover, the research draws attention to the relations between ESDGC focusing on ‘global citizenship education’ and citizenship education focusing on national-patriotic education as mutually inclusive in the framework of post-colonial background in both countries and ways to implement national and global components into the curriculum simultaneously. To reach these goals, the following objectives were established:

1. Analyse the main characteristics of citizenship education, education for global citizenship, and education for sustainable development, exploring their interconnections.
2. Investigate how the Welsh education system has conceptualised, developed, and implemented Education for Sustainable Development and Global Citizenship (ESDGC).
3. Highlight successful ESDGC practices in Wales and assess their applicability in the Ukrainian context.
4. Assess the peculiarities of the Ukrainian education system, focusing on its current approach to integrating ESDGC principles.
5. Compare the historical, cultural, and educational contexts of Ukraine and Wales, identifying commonalities and differences through the lens of postcolonial theory.

6. Identify key challenges for promoting ESDGC within the national education systems of both Ukraine and Wales.
7. Propose strategies for the effective integration of ESDGC in Ukraine's education system, based on insights from Welsh initiatives.

1.4 Structure of the Dissertation

The dissertation includes five chapters. The first chapter is the introduction, where the researcher outlines the main reasons for conducting the research project and sets the goals for the following study. The second chapter is a literature review that proposes the theoretical framework for vital concepts in the context of existing scholarly literature that will guide the study. The methodology chapter, the third in the dissertation, describes the implied methods for accomplishing the research project. The fourth chapter introduces the results and presents the collected data and its analysis. The researcher draws the main findings in the last chapter, discussing the study's contribution and proposed recommendations. Furthermore, the conclusion chapter shows the achievements and indicates a scope for further research.

Chapter 2.

Literature Review

The analysis in this chapter aims to draw an overall understanding of the ESDGC concept from theoretical to historical evolution. It points out the development of the global citizenship notion from the roots of citizenship education, its role in education and the future establishment and meaning of the ESDGC strategy in the Welsh education system and New Curriculum for Wales. Moreover, this chapter explores the distinctiveness of the Ukrainian educational system and the underlying motivation of Wales and Ukraine to expand the impact of ESDGC practices in the curricula, considering its post-colonial background. Finally, the last section will draw attention to the leading practices that ESDGC includes and promotes.

2.1 Citizenship and Citizenship Education

Being born in this world means automatically becoming a citizen of the state – the part of the large group united territorially, culturally, historically, and politically. But what does it mean to be a citizen and experience citizenship? Heater (2013) explains that the modern concept of citizenship emerged after the English and French revolutions as a response to a shifting economic system, where citizens contribute through taxes in exchange for the protection of their civil and human rights. Marshall&Bottomore (1987, p.18) argue that citizenship is ‘a status bestowed on those who are full members of a community’. And when it comes to the obligations and privileges that come with the ‘status’, everyone who has it is equal. Therefore, citizenship grows from the level of protection to maintaining justice in the context of equality for the state. Marshall&Bottomore (1987) divided citizenship into civil, political, and social to show the development of the concept. The social branch of citizenship could be implemented after gratifying civil (formation of the state) and political (creation of the organs to protect the rights and control of the performance of duties). Social citizenship enables people to fulfil their work, military, and parenting roles for the state. Nevertheless, according to Marshall, the core of citizenship is to promote social equality, trying to reach the ideal standards of existing society within one social group. The social citizenship started to advance with education:

‘Their [social rights] revival began with the development of public elementary education, but it was not until the twentieth century that they attained equal partnership with the other two elements in citizenship’ (Marshall&Bottomore, 1987, p.17)

It proves that citizenship education plays a vital role in shaping the connection between social groups, the nation-state, and between the individual and the state. Marshall's work has been expanded and criticised in recent decades (Isin, Turner, 2007). Researchers claim that citizenship nurtures 'civic virtues and democratic values' (p.5), which can be assumed to be human rights. According to the United Nations' Universal Declaration of Human Rights (UDHR), human rights are fundamental freedoms that every individual is entitled to enjoy, regardless of nationality, status, or circumstance. These rights include civil, political, social, and economic aspects such as the right to life, freedom of expression, and the right to work. The UDHR, adopted in 1948, is the cornerstone of international human rights law and provides a framework for governments to respect and protect these rights globally. Citizenship and human rights are similar but different in the nation-state context. Where being a citizen does not guarantee human rights protection (Karp, 2013).

Moreover, citizenship in the scope of Marshall's work exists only in the social context of the nation-state. They claim that 'the state is the authority through which human rights legislation is enforced' (Isin, Turner, 2007, p.8). Citizenship and nationalism are linked together because of the state's power to provide human rights enjoyment. To criticise, this prevents the possibility of enjoying human rights out of the context of the nation-state and non-citizenship status. Therefore, the appearance of global citizenship in the modern globalised world is inevitable.

2.2 Global citizenship and global citizenship education (GCE)

In terms of Global Citizenship Education (GCE), this chapter will show the complexity of the notion in the modern academic arena, pointing out several interpretations of the concept and critiques.

The establishment of citizenship was the outcome of the revolution; likewise, rapid globalisation in all spheres should bring about a new system of engaging people on a bigger scale. Moving on now to consider the notion of citizenship in the globalised world, there is an inexorable appeal to cite Ní Mhurchú (2013, p.121):

“Modern citizenship emerged precisely through the twin concepts of a common nationality – a demos which shares the privileges of sovereignty in a bounded space – and a common humanity – an ethnos which shares a progressive temporal journey.”

Modern citizenship goes far beyond the country's borders. It comprises the world towards emerging citizenship as a globalised practice to protect and give people the freedom to exercise their human rights outside the nation-state. Thus, modern citizenship stresses the advantages of a combination of nationhood and globalisation and can appear in the form of global citizenship.

Nevertheless, the debates around defining the concept of global citizenship are ongoing. Firstly, global citizenship is explained through the “cosmopolitan citizenship” notion (Isin and Turner, 2007; Linklater, 2017; Tan, 2010). Researchers argue that global citizenship, closely tied to belonging to a specific country, struggles to move beyond these boundaries, as citizenship's roots lie within the notion of state. To address this challenge, they advocate embracing the concept of cosmopolitan citizenship, which expands the narrative to encompass global mobility, exchange and “freedom from domination and arbitrary power” (Tan, 2010, p.25). The consideration of citizenship in the frame of the cosmopolitan approach makes the idea more theoretical than practical. Chandler (2002) and Kartal (2012) argue that cosmopolitan citizenship evolves in theory because the entrenched nature of nation-states and political institutions in the world order limits applying cosmopolitan citizenship in practice.

On the other hand, Langran (2016, 3-4) argue that GC “is the recognition that individuals in the 21st century have rights, duties, identity and the potential for representation on a global scale”. GC becomes more institutionalised and covers the importance of finding and learning new practical ways of interrelations between the global and local levels.

Oxley and Morris (2013) highlight the multiple variations of defining GC. GC's converging and contradictory nature evolves and expands with new stances and research availability. The authors outline two main categories – cosmopolitan types of GC and advocacy types of GC. The cosmopolitan category includes political, moral, economic, and cultural factors. In contrast to the following category, the scholar places an advocacy category that differs from cosmopolitan by utilising the institutional tools for reaching the goals set by the United Nations, which includes social, critical, environmental, and spiritual conceptions. The proposed typology of differentiating GC proves the multiple nature of the concept, revealing the importance of precise clarification of used definitions.

This dissertation will determine GC as a concept and global strategy for promoting the enjoyment of human rights, social justice, tolerance and multiculturalism for all individuals in an institutionalised way within and despite the nation-state borders that can be implemented and developed through the education system.

For instance, the focal point in post-war society was to study different societies' religions as a first step in organising and uniting the international community. Leading from the development of educational progress, the next step of the global community towards unity and the establishment of a more just world is to act (Nakayama, 2020). So, implementing GCE in school curricula and making global education routine directly impacts the speed of the next generation's ability to react effectively to challenges and crises of the modern world.

Since the 1970s, global education, also known as world studies, has been established. However, a relatively recent development is the emergence of GCE. This newer concept differs from earlier approaches by prioritising justice, equity, politics, and ethics rather than focusing on international awareness or multiculturalism. GCE emphasises the interconnectedness and interdependence of individuals, communities, humanity, and the environment (Bosio&Waghid, 2023; Bosio&Schattle, 2021; Goren&Yemini, 2017). Given the increasingly globalised nature of our world, there's a growing recognition of the need for people to possess skills, knowledge, understanding, and resilience to foster healthy and just societies (Jenkins, 2015). The purpose of global citizenship education (GCE) in universities is to provide students with knowledge and opportunities to question and engage in activities that challenge established systems of control on a global scale (Oxfam, 2015; Aboagye&Dlamini, 2021; UN, 2023; Leite, 2020). According to UNESCO (2017), along with GCE, education for sustainable development has become a significant movement in providing skills and knowledge for men and women to tackle the challenges of the modern world:

“Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment” (2017, p.8).

Consequently, Jenkins (2015) states a sense of urgency surrounding integrating global citizenship education with education for sustainable development, as it presents a more holistic and meaningful educational framework. Additionally, Leite (2022) includes education for climate change to the GCE and education for sustainable development and calls them ‘three key areas’ of education, which can become the centre of educational transformation. She outlines the shift from ‘workforce preparation or uncritical economic growth – and towards the health and sustainability of our people and planet’, which is possible by implementing the ‘three key areas’ of education: *global citizenship*, *sustainable development*, and *climate change frameworks* in national curricula.

This section has attempted to summarise the literature on the definitions of GC and GCE, further altering the ESDGC concept in the Welsh educational terrain.

2.3 The meaning and development history of Education for Sustainable Development and Global Citizenship (ESDGC) in Wales

The next step is to analyse the notion of Education for Sustainable Development (ESD) and Education for Sustainable Development and Global Citizenship (ESDGC) as a practice first launched in the Welsh education system.

The above section explains the multidimensional understanding of the GC and defines the GCE. To explain ESDGC, a short outline of the ESD should be presented. Leite (2022, p.404) claims that Dobson compiled a list of over 300 concepts of environmental sustainability and sustainable development in his 1996 survey. The researcher defined Education for Sustainable Development as education that enables students to make informed choices and behave responsibly to protect the environment, ensure economic prosperity, and promote fairness for current and future generations. This can be simplified as 'learning to live sustainably,' encompassing sustainable habits, climate change awareness, biodiversity preservation, environmental sustainability, eco-friendly economic practices, and responsible consumption to safeguard the planet and minimise disaster risks (2020, p.402). Nevertheless, this definition demonstrates ESD mostly from an ecological point of view, while, for example, Ukrainian scholar Koreneva (2018) stands for understanding ESD through an ecological, social, and economic framework to reach a sustainable future.

The Welsh initiatives were the first to integrate global citizenship and sustainable development into a unified strategy known as Education for Sustainable Development and Global Citizenship (ESDGC) (Bennell, 2011). ESDGC emphasizes the interconnectedness of society, the economy, and the environment, aiming to cultivate an understanding of how our actions influence both local and global communities (WAG, 2012).

The Government of Wales Act in 1999 of the same year required sustainable development to be a priority in all governmental actions, sparking initiatives like "Education for the Future" in 2000, which involved organizations such as Oxfam and RSPB (Bennell, 2011). This led to the publication of the first ESDGC document in 2002, though there was still a need for greater focus on the global dimension (Estyn, 2006).

In 2004, the ESDGC Panel was formed to develop a comprehensive strategy, yet schools remained unclear about ESDGC concepts, prompting further guidance and pilot projects supported by WAG and the Department for International Development (DfID) (Bennell, 2012).

In 2008, an information document was published for the Further Education Sector in Wales, helping educators and organizations deepen their understanding of ESDGC through case studies and activities (Bennell & Norcliffe, 2011).

In 2012, WAG published another key document explaining ESDGC implementation with practical examples for adult and community learning sectors. Despite these efforts, an Estyn report in 2014 found no significant improvement in students' understanding of sustainable development and global citizenship compared to 2006. The Well-being of Future Generations (Wales) Act 2015 further embedded ESD practices, promoting long-term sustainable thinking in Welsh education (Welsh Government, 2015). The more essential dates for the ESDGC Agenda presented in Appendix A were deprived of Glover (2013) and further expanded. This history timeline reflects Welsh dedication to distributed leadership and collaboration in promoting ESDGC.

2.4 The implementation of the ESDGC concept in the Welsh educational system in modern times

The latest update on ESDGC can be found in the implementation of the Curriculum for Wales in 2022. It sets the Welsh system apart by focusing on experiential learning, skills development, and holistic education, prioritising the well-rounded development of learners over traditional academic achievement metrics. This learner-centric approach aims to equip students with the skills and knowledge necessary to navigate an increasingly complex and interconnected world, reflecting Welsh commitment to innovation and inclusivity in education. One notable aspect is the emphasis on Welsh-medium education, which promotes the use of the Welsh language and fosters a strong sense of Welsh identity and culture among students (Curriculum for Wales Guidance, WAG, 2020).

The Curriculum for Wales Framework encompasses secondary education and allows each school in Wales to design its curriculum and educators to be imaginative and generate meaningful learning experiences by giving them access to various settings and events that respond to their students' requirements (Hwb, Welsh Government). A few things are essential to understanding the uniqueness of Welsh educational policy.

First, the curriculum design guidance highlights the importance of following the four purposes to provide the highest expectations for learners. They include:

1. Ambitious, capable learners, ready to learn throughout their lives.
2. Enterprising, creative contributors, ready to play a full part in life and work.
3. Ethical, informed citizens of Wales and the world.

4. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The third purpose includes the vision for the ESDGC. The Government emphasises teaching pupils to engage in civic, national, and global processes. This comprises involvement ‘with contemporary issues based upon their knowledge and values’, as well as matters of a sustainable planet, multiculturalism and tolerance, human rights enjoyment and equality, and the essence of responsibilities and actions. Schools should include all these elements when designing their curriculum.

The six ‘Areas of Learning and Experience’ (the Areas): Expressive Arts, Health and Well-being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy, and Science and Technology, underpin four purposes (Welsh Government, 2020). Therefore, the concept of EGCSd should be embedded in the school curriculum via listed subjects.

Secondly, the Welsh Government developed the ‘Statements of What Matters’ for each Area to use in the school curriculum design. The Code states that “a curriculum will not encompass an Area unless it incorporates all the statements of what matters relating to that Area”. The ESDGC concept isn’t incorporated in the Statements directly; the related topics can be found in the Humanities Area: “This aspect of the Area encourages learners to explore concepts, including citizenship, authority and governance, interconnectedness, justice and equality, enterprise, rights, and social action and responsibility” (Welsh Government, 2022). Welsh Centre for International Affairs (WCIA) (2022) argued that the concept of ESDGC doesn’t have the impact and importance it should have in the educational field, including teachers’ engagement and curricula design, without directly referring to it. They suggest revising the ESDGC framework and paying more attention to its international dimension.

Moreover, WCIA (2022) found the intense focus on Welsh heritage in the new Curriculum for Wales to be an issue. It implies the possibility for those born in Wales to feel privileged above others and neglect the state of being a global citizen in a multicultural and interconnected world. Egley (2011) supports this argument with an example of Polish pupils in Welsh schools struggling with perceiving their identity and feeling a sense of community and equality. Those patterns demonstrate the essential role of implementing ESDGC rationale in school curricula.

2.5 The peculiarities of the Ukrainian educational system

This section will outline the key features of the Ukrainian education system and describe its recent transformation regarding the ESDGC direction.

In 2005, Ukraine joined 54 other countries in signing the UN document "Strategy for Education for Sustainable Development." This document outlines the key approaches to integrating sustainable development strategies into education and training, involving educators and other professionals in this effort. In 2003 the Cabinet of Ministers of Ukraine approved a resolution for the "Comprehensive Program for Implementing at the National Level the Decisions Made at the World Summit on Sustainable Development, for the years 2003-2015," which includes the systematic overhaul of national education based on the principles of sustainable development (Vysotska, 2011).

Before all resolutions in 2002, the National Doctrine of Education Development ensured the main points of education development from primary school to higher education. Policymakers developed the vision of key topics and values Ukrainian education should work on regarding globalisation and new challenges. For example, "the state must ensure:

The upbringing of individuals who are:

- aware of their belonging to the Ukrainian people, the modern European civilisation,
- oriented in the realities and prospects of sociocultural dynamics,
- prepared for life and work in a changing world" (the National Doctrine of Education Development, 2002).

Many documents were developed to upgrade the education system in Ukraine between 2002 and 2014. Nevertheless, the changes that should have been made during these years were slow. The Revolution of Dignity in 2014 became a significant boost in complementing a new approach towards education. The focus group was created in 2016, and the document was developed for a new secondary school model. The process differed from previous years because of the involvement of publicity and an open dialogue where the main point of new reform was discussed and developed. The reform of school education was launched in 2016 called "New Ukrainian School" (NUS). The Ministry of Education and Science of Ukraine (2018) aims to create a school that is "enjoyable to learn and will provide students with the knowledge, as it happens now, and the skills to apply it in everyday life».

The Ukrainian educational reform emphasizes the holistic development of students, aiming to foster critical thinking, creativity, and lifelong learning, preparing them to be responsible citizens, patriots, and innovators. A key focus is on competency-based education, developing essential skills like communication, digital literacy, and civic competence. The reform advocates for a pedagogy of partnership, promoting collaboration between teachers, students, and parents, fostering mutual respect and involvement in education.

It also seeks to enhance teacher motivation by offering autonomy, professional growth, and better compensation, thus attracting top candidates to the profession. The student-centered approach focuses on personalizing education to meet individual needs and reduce bureaucratic burdens, making learning more relevant and engaging. Moreover, the reform integrates values-based education, nurturing moral values like dignity, justice, and responsibility to strengthen Ukrainian identity. Finally, the reform aims for fair and effective funding to ensure equal access to quality education and create a modern educational environment that incorporates updated teaching methods, technology, and practical skills (Ministry of Education of Ukraine, 2016).

Additionally, the NUS reform encouraged the shift from post-soviet 11 years school education to 12 years. The new basic Law "On Education"(2017) provides for three levels of complete general secondary education:

- Primary education (duration – four years).
- Basic secondary education, obtained in a gymnasium (duration – five years).
- Specialised secondary education is obtained in a lyceum or vocational education institution (duration – three years).

These goals are intended to transform the Ukrainian school system into a more modern, equitable, and effective institution capable of preparing students for the challenges of the 21st century. However, after analyzing the document I draw the conclusion that the reform does not consider the global component of the education of the new generation, where each individual becomes not only a patriot but also acquires a proper understanding of himself in a large-scale world. In addition, with the start of a full-scale Russian invasion of Ukraine in 2022, funding for the reform was suspended. Only this year, the reform of NUS again became a priority in the Ministry of Education and Science of Ukraine.

Moreover, the "Strategic Plan for the Ministry of Education and Science of Ukraine until 2027", presented in 2024, highlights the importance of global and European integration in education. It emphasises preparing Ukrainian citizens for active participation in a globalised world by promoting tolerance and intercultural communication. The strategy includes aligning the education system with European standards, focusing on digital transformation, sustainable development, and fostering social cohesion. Additionally, it underscores the need for international cooperation and adapting educational policies to meet the requirements of Ukraine's Euro-integration commitments. The document outlines a vision of education that is partially based on the approaches of ESD, which is forward-looking – meaning it prepares new generations for the challenges of the modern world, according to Vysotska (2011).

2.6 Nationalism and Global Citizenship: A Postcolonial Perspective on ESDGC in Ukraine and Wales

This section explores how Welsh and Ukrainian contexts align in their motivations to promote ESDGC. Additionally, through the lens of postcolonial theory, the historical and geopolitical conditions that have shaped educational priorities and the implementation of citizenship education/ESDGC in both countries are brought to light, offering valuable insights into their shared and divergent experiences.

First and foremost, the work of Thompson (2006) prompted reflections on postcolonial theory and its connection to stimulate ESDGC promotion in the Ukrainian and Welsh education systems. Postcolonial theory outlines the complex relations between the coloniser and the colonised on the global scale of the modern world (Said, 1993). In different contexts, Ukraine and Wales were conquered by other nations and subjected to colonial influence. The Russian Empire colonised Ukraine, while the British Empire colonised Wales in different periods and circumstances. According to Thompson (2006), the manifestation of colonialism by the West and the Russian Empire is not similar. He notes that while the West, after conquering new lands, granted them partial autonomy, Russia pursued a policy of assimilation. This assimilation policy aimed to erase the boundaries of national identity and promote Russification. These processes led to the strengthening and rise of national movements in society. Nationalism becomes the foundation of a nation's survival.

There are many definitions and interpretations of nationalism, and scholars constantly debate the topic (Gellner, 2006; Alter, 2010; Anderson, 1983). As a country that has suffered for centuries from Russian expansion, Ukraine exemplifies defensive nationalism, according to Thompson (2006), which is associated with preserving national traditions and identity. Thus, the Russian invasion of 2022 has been a significant catalyst for Ukrainization, exploring history and culture and fostering national-patriotic youth. Due to the ongoing war and centuries of oppression, Ukrainian nationalism may seem aggressive. However, this is explained by the fact that the concept of nationalism emerged during the Enlightenment and modern academia has not fully explored and understood nationalism through the lens of postcolonial studies (Thompson, 2006).

Another postcolonial theorist, Frantz Fanon (2008), has highlighted how colonised nations often internalise the narratives imposed by their colonisers, leading to a loss of cultural identity. In response, ESDGC can become a means to assert national identity within an international context. For Ukraine, this involves countering the Russification policies that sought to erase Ukrainian culture and language. Similarly, Wales has focused on preserving the Welsh

language and traditions in the face of Anglicization. Nations that have been under the influence of empires and whose rights have been oppressed are more likely to understand and support the idea of ESDGC, which is aimed at cultivating the notion that every person and every nation has the right to assert themselves, has the right to their traditions and identity, and deserves respect, equality, and justice.

Global citizenship exists within personal, ethnic, or national self-identification frameworks, suggesting that nationalism and global citizenship are interconnected concepts (Oxley&Morris, 2013). Bowden (2014) suggested that one can adopt a global mindset only after first being grounded in one's citizenship, understanding, and appreciation of one's culture and history. This concept extends beyond individuals to entire communities within a state, fostering interconnections. Moreover, GC requires an awareness of how local actions can influence others beyond national borders and highlights the value of broad-minded individuals who can perceive the world holistically while contributing to shared goals through small-scale efforts. Therefore, the Welsh and Ukrainian contexts align in their motivations to promote ESDGC through their shared histories of colonial influence and their focus on preserving national identity while fostering global interconnectedness. ESDGC that have citizenship education should coexist in a balanced and harmonious way. For instance, the Welsh approach to ESDGC might claim its broader political autonomy within the UK and its postcolonial assertion of national identity worldwide (Bennell, Norcliffe, 2011). Conversely, Ukraine's reforms in education are deeply intertwined with its post-Soviet identity reconstruction and the ongoing challenges of nation-building in the face of external pressures, mainly from Russia (Henke, 2020).

2.7 The essence of the ESGC in the Welsh and Ukrainian curricula

The previous paragraph identified the motivation and general understanding of why ESDGC should be the focus of countries with post-colonial experience. This section will propose the core elements of ESDGC that are vital to endorse within education.

First, modern citizenship should comprise modern approaches to delivering change. For instance, the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) specified twenty citizenship competencies that each person should develop to become an active democratic citizen of the world. These competencies include values, attitudes, skills, and knowledge and critical understanding represented in Table 2.

Table 2. *The 20 citizenship competences required for participating effectively and appropriately in democratic situations, according to the RFCDC*

Values	Valuing human dignity and human rights.
	Valuing cultural diversity.
	Valuing democracy, justice, fairness, equality and the rule of law
Attitudes	Openness to cultural otherness and to other beliefs, world views and practices.
	Respect.
	Civic-mindedness.
	Responsibility.
	Self-efficacy.
	Tolerance of ambiguity.
Skills	Autonomous learning skills.
	Analytical and critical thinking skills.
	Skills of listening and observing.
	Empathy.
	Flexibility and adaptability.
	Linguistic, communicative and plurilingual skills.
	Cooperation skills.
	Conflict-resolution skills.
Knowledge and critical understanding	Knowledge and critical understanding of the self.
	Knowledge and critical understanding of language and communication.
	Knowledge and critical understanding of the world.

Source: Barret, 2021, Council of Europe

Barrett (2021) gives an overview of these competencies and declares that they ‘offer educators the opportunity to implement a comprehensive, coherent and transparent approach to civic citizenship education. ' Together, they evolve a set of tools ready to be used in the curriculum, pedagogical activities, or assessments for educators worldwide. These competencies underpin

the essence of what ESDGC can promote, emphasising the intercultural and international components.

Neuner (2012) stresses that “it is clear that without appropriate policies, which place intercultural competence at the heart of all education, and, above all, without the everyday practice of developing the necessary attitudes, skills and knowledge needed for mutual understanding, no sustainable societal change is possible”. For example, according to Nardon (2018), the reflection method can promote and discover intercultural competence in people of all ages.

Moreover, I believe modern ESDGC approach should have the values at the centre. Why do values matter? Values play a crucial role in defining the competencies relevant to democratic citizenship. Without clearly identifying the specific values that support these competencies, they would not be genuinely democratic but rather general political skills that could be applied to various political systems, including anti-democratic ones. For instance, a person could be responsible, self-confident, skilled, and politically knowledgeable even under a totalitarian regime if a different set of values guided their actions. Therefore, the values outlined in the RFCDC model are vital for accurately describing what constitutes democratic competence (Barret, 2021). Shwartz (2012) stresses Weber’s and Durkheim’s claim on the substantial role of values in shaping social and personal changes. Established values in education guide the change. They indicate the motivation, action and following goals, exceed the behaviour in specific situations, and serve as standards and criteria Shwartz, 2012). ESDGC can be perceived as a tool for enjoying the values and promoting the values in society to reach the sustainable goals humanity outlined.

Yet, Bennell (2012) highlights a gap between policy strategies that promote sustainability and the lack of explicit action plans to implement them. While national visions include sustainability and global citizenship, there is a disconnect between these high-level goals and practical execution on the ground, preventing effective implementation. Hence, the research activity of this dissertation will look at the practical implementation of the Welsh policies on ESDGC and the practical achievements of Ukrainian education reform. Together with theory, it will allow for shaping truthful and practical recommendations for the integration of ESDGC into Ukrainian education.

Chapter 3. Methodology

3.1 Introduction

This chapter includes information about the research approach used in this dissertation. It covers the significance of the study, research questions, research design, and ethical considerations. This chapter gives a broader and deeper insight into the procedure of conducting the qualitative research activity and a collected data analysis overview.

3.2 The significance of the research project

The research activity involved interviewing and aims to gather the opinions of educators about integrating the ESDGC principles and practices in the educational system of Wales and Ukraine. The study investigated successful methods and approaches from the Welsh educational approach in implementing ESDGC in practice and challenges and opportunities regarding the topics Welsh teachers are encountering. Moreover, the interviews with Ukrainian educators uncovered their opinions about the future improvement of the Ukrainian educational system and the development of ESDGC practices as an essential part of joining the European Union and the world community. The interviews and collected data were considered in preparing and developing recommendations for better implementing ESDGC approaches as a transformative tool in the Ukrainian educational system.

3.3 Research Questions

The general study question is presented in the Introduction chapter to direct the aim and objectives of the whole study. Acquiring the specific research questions to conduct the research activity is essential for getting successful and valuable results for the dissertation. Flick (2018, p.83) claims that “research questions are like a door to the research field under study”. Thus, the following six main research questions were developed that guided this research project:

1. What policy frameworks and curriculum designs support the successful implementation of ESDGC in Wales, and how can these be adapted in Ukraine?
2. What are the primary socio-political, cultural, and educational barriers to integrating ESDGC into Ukraine's education system?
3. How do the challenges of implementing ESDGC in Ukraine compare with those faced by educators in Wales?

4. What strategies can be employed to enhance teacher awareness and capacity to implement ESDGC as both a policy and teaching framework in Ukraine, and what role can the Welsh experience play in this process?
5. What opportunities for innovation, collaboration, and capacity-building exist to promote ESDGC within Ukraine's education system, and how can successful examples from Wales inform these efforts?
6. How can Ukraine's educational strategies promote national heritage and ESDGC, ensuring that these dual goals reinforce rather than compromise each other?

3.4 Qualitative research design

This project adopted a qualitative research design with an interpretivist paradigm, aiming to explore the ubiquity and complexity of the ESDGC topic in Wales and Ukraine. It implies interviewing participants for data collection and further analysis and allows the researcher to observe the respondents and demonstrate their subjective opinions on reality.

According to Denzin&Lincoln (2018), qualitative research is a methodological approach that focuses on understanding and interpreting the meanings and experiences of individuals and groups within their natural contexts. It emphasises the importance of studying the phenomena from the participants' perspectives, using methods such as interviews, observations, and textual analysis to gather detailed data. Qualitative research projects often require innovation, creativity, intuition, and the ability to adapt flexibly to new challenges or emerging problems. It also requires a commitment to reflexivity, acknowledging the researcher's role in the co-construction of knowledge (Leavy, 2014).

Flick (2018, p. 102) highlights eight components of Qualitative Research Design, including questions, selection, presentation goal, resources, methods, theoretical framework, goals, and generalisation goal, which determine the actual construction of the research design. Flick, Kardoff&Steinke (2004) add that qualitative research is a 'genetic term' for various approaches. For example, when qualitative research emerged as an alternative to quantitative research, five main approaches were used: ethnography, grounded theory, phenomenology, case study, and narrative (Linchtman, 2023). Nevertheless, despite the primary methods, many newly established qualitative research approaches develop independently and add new opportunities to the overall methodological scope (Flick, 2018; Kardoff&Steinke, 2004).

Hence, this dissertation used the generic inductive approach to research design, where the researcher starts by collecting the data, observing it, analysing and then drawing a conclusion. This approach suggests methodological flexibility of the study (Liu, 2016). Many researchers

in the educational field adopt this approach because it enables research findings to develop naturally from the repetitive and significant themes in the data without being confined to a particular traditional qualitative methodology. Moreover, the generic inductive approach aims to create clear and defensible connections between research objectives and findings (Liu, 2016).

3.5 Data collection procedure

This section describes the data collection approach and process, and the pilot study results accomplished at the beginning of the procedure.

3.5.1 Interviews

The procedure used in the data collection process was based on semi-structured interviews. For Flick (2018, 207), semi-structured interviews are constructed using a set of predominantly open-ended questions prepared in advance to guide the interviewer and the conversation. I chose the semi-structured interview because it allows usage of the flexible interview schedule which is useful for conducting interview in countries with cultural and contextual differences and to explore the subjunctive and various experience of participants fostering the open dialogue. Moreover, Brinkman (2014) claims that the interviewer to play a more active role as a knowledge producer in the process, rather than strictly following a predetermined set of questions. It was useful for me to be open in terms of my topic with the interviews with Ukrainian participants that were not aware of the ESDGC on occasion. On the other hand, semi-structured interviews offer more focus than unstructured ones, giving the interviewer greater control over directing the conversation toward key issues relevant to the research (Brinkman, 2014). Therefore, I used semi-structured interview approach to explore in-depth the views of participants on the ESDGC while keeping structure in accordance with my research questions.

After degerming the reasons of choosing the semi-structured interview as a data collection procedure, I would like to describe the interview process. The first stage of the interview process is preparation. This involves drafting an information sheet, which provides detailed information about the research for participants to review. The information sheet (Appendix 4) included details about the study (title, purpose), participants, the overall interview process, potential risks and benefits for participants, and contact information. Additionally, a consent form (Appendix 5) was prepared for participants, and signing it is a mandatory condition for participation in the interview.

Moreover, one of the key tasks is developing the interview schedule (Appendix 2). It is a pre-prepared set of questions or topics that directs the interviewer following Kvale & Brinkmann (2015). It's usually employed in semi-structured or structured interviews to ensure that important issues are covered with each participant and to provide a space for clarification and follow-up questions. The authors stress that although an interview plan should not be unduly strict, it should help maintain concentration, guarantee comparability between interviews, and provide structure. In qualitative research, the interview is viewed as a flexible dialogue rather than a rigid questionnaire. To meet the objectives of this research, 12 questions were developed for teachers and another 12 questions for academics in the educational field.

Before conducting the interviews, the researcher emailed potential participants, providing a brief outline of the request and supporting documents such as the information sheet and consent form. If the participants agreed to participate in the research project, they were asked to sign the consent form and provide their availability for scheduling online meetings. The interviews were conducted through the Teams platform, and all communication was facilitated using the university's Outlook email, part of the Microsoft software suite provided and secured by the institution.

Each interview lasted between 30 minutes and 1 hour. During the interview, participants were asked pre-prepared questions, along with occasional follow-up questions, to clarify responses or explore topics from a different perspective that the interviewer had not anticipated as the method of semi-structured interview allows. As a result, the interviews were flexible and open-ended, encouraging participants to be honest and sincere in their responses.

3.5.2 Pilot Study

According to Kim (2011), a pilot study is a small-scale test of research methods or ideas conducted before the main study to ensure their feasibility and effectiveness. It is not merely a reduced version of the main study but an intentional, preparatory step. The primary function of a pilot study in qualitative research is to refine research instruments like interview protocols, assess data collection methods, and adapt to the cultural or local context of the study. This process allows researchers to identify potential issues, make necessary adjustments, and improve their readiness for the entire study.

The pilot study for this research project consisted of two participants with the same characteristics as the target sample of the main study. This allowed the researcher to establish whether the interview questions effectively captured the required data, identified vagueness, and changed the wording and sequence of questions where necessary. The pilot study also gave

the researcher an idea of the dynamics in an interview setting and helped further his interviewing skills. The interview schedule was revised after the pilot study to prepare for the full-scale data collection.

I made such amendments to the research scope:

1. In the context of interviews with Welsh and Ukrainian teachers, it was decided not to ask the last question from the interview schedule. The question base includes the SWOT analysis; therefore, the answering consumed a lot of time.
2. The second part of question two was dropped and replaced with another question.
 - a. The question “Are you aware of any official policies and documents that support ESDGC, GC (Global Citizenship) or just Global Education (GE) in your country?” changed to “How will you understand and interpret the ESD and EGC concepts?”
3. Some questions for teachers from Ukraine and Wales were clarified under recent implementations in educational systems to obtain more profound and better interview results. The new question related to the opportunities provided by the “New Ukrainian School” reform in Ukraine and the New Curriculum for Wales.

Nevertheless, the data from pilot study interviews were included in the qualitative data analysis.

3.6 The sample

Kuper, Lingard & Levinson (2008) notice that “one of the critical decisions in a qualitative study is whom or what to include in the sample, whom to interview, whom to observe, what texts to analyse”. Moreover, the sampling procedure should be guided by an awareness that qualitative research is rooted in personal experience and the interpretation of meaning, in addition to the specific research question. It means that the research’s approach to selecting the sampling method plays a crucial role in the quality of the study and in achieving the research objectives.

3.6.1 The Sampling Method

Qualitative research proposes a variety of sampling methods. This dissertation used purposive sampling to select participants based on their involvement in teaching, ESDGC, and school management, ensuring their relevance to the research. Additionally, snowball sampling played a role, as participants were chosen based on recommendations from others. The goal was to

gather diverse perspectives on ESDGC practices, and the selection was predetermined at the start of the study.

Purposive sampling, or judgment sampling, involves the researcher deliberately selecting participants who can provide valuable insights into the research question. This selection is based on the researcher's knowledge of the subject, relevant literature, and evidence from the study. It can include various strategies, such as maximum variation, deviant cases, or key informants, and may involve recommendations from others (snowball sampling) (Marshall, 1996).

3.6.2 The participants

To participate in the interview, participants should meet one of three criteria: involvement in teaching at the secondary school, involvement with the ESDGC topic, or participation in school management. Secondary education was the priority because of the consideration of the New Curriculum for Wales. The aim was to gather diverse opinions from different perspectives in a complex education system. Moreover, I wanted to learn about participants' engagement in practising ESDGC and see how different roles approach a common issue. The participants were chosen based on recommendations from others, following the specific characteristics related to the topic.

Overall, I found twelve participants, seven of whom were Ukrainian and five Welsh. Table 1 provides information about the participants—their roles and geographical location—and also presents the code for each participant with the interview numbering.

Table 1. The interview participant's overview

Interview №	The code of the participant	The roles of participants	Geographical location
<i>Participants from Ukraine</i>			
Int.5	Participant A	School Headmasters	Kyiv region
Int.4	Participant B	School Headmasters	Kyiv region
Int.6	Participant C	Biology Teacher	Kharkiv region
Int.10	Participant D	Biology Teacher	Kyiv region
Int.2	Participant E	Teacher of Physics and Mathematics	Kharkiv region

Int.1	Participant F	Educational Project Manager	Lviv region
Int.9	Participant G	Professor And Dean of The Faculty in the University	Kyiv region
<i>Participants From Wales</i>			
Int.8	Participant H	Head Of Science Department	Ceredigion
Int.3	Participant K	Learning Assistant	Ceredigion
Int.7	Participant L	Art Teacher	Ceredigion
Int.11	Participant M	Head Of Art Department	Ceredigion
Int.12	Participant N	Psychology and English Teacher, Head of Class	Ceredigion

3.7 Qualitative Data Analysis Overview

The landscape of qualitative data analysis approaches is vast and diverse (discourse, thematic, content, narrative analyses, etc.). Qualitative data analysis gives meaning to the collected data (Lester, Cho & Lochmiller, 2020). This dissertation applies thematic analysis to analysing the data.

3.7.1 Thematic Analysis

Braun and Clarke (2006) describe thematic analysis as a method for identifying, analysing, and reporting patterns (themes) within data. Thematic analysis was selected because it offers flexibility and allows researchers to focus on various aspects of the data. It is beneficial for capturing rich, detailed, and complex accounts and understanding participants' experiences. Since this study focuses on understanding different perspectives of educators on ESDGC, thematic analysis is ideal for identifying common themes across varied roles.

For thematic analysis, the researcher followed the six steps outlined by Braun & Clarke (2006):

1. *Acquaintance with the data:* Transcribing interviews, perusing and reviewing the data, and recording initial concepts.
2. *Generating initial codes:* Methodically coding noteworthy data characteristics throughout the entire dataset.
3. *Identifying themes:* Collating codes into prospective themes.
4. *Articulating and designating themes:* Clarify the particulars of each theme and produce precise definitions.
5. *Producing the report:* Select vivid examples and relate them to the research question.

The researcher generally defined six themes in the “Results” chapter to outline and explore. Here is an example of determining the theme:

Theme: Challenges and barriers to implementing ESDGC in Wales

Codes	Sub-theme
The absence of training on ESDGC	Ineffective WAG support in delivering ESDGC
Lack of time for proper preparation to the lesson and teaching itself	Curriculum limitation
Lack of materials, especially for Welsh-medium school	Ineffective WAG support in delivering ESDGC
The focus on exam preparation	Curriculum limitation
The lack of teachers’ motivation in promoting ESDGC in the curricula	Personal and group unawareness on the importance of the topic
Promotion of Welsh culture	High concentration on Welshness
Motivation to create strong Welsh-community	High concentration on Welshness

This and all other themes will be presented in diagram form in the ‘Results chapter’ to provide a better overview of the codes and themes mapping.

3.8 Method Critical Discussion

In this section, I critically discuss the approaches used to conduct the study to ensure the objectivity of the research findings. This includes certifying trustworthiness and authenticity and acknowledging the research limitations.

3.8.1 Trustworthiness and Authenticity

In qualitative research, ensuring trustworthiness and authenticity is crucial for validating findings. Trustworthiness encompasses credibility, transferability, dependability, and confirmability in qualitative research (Anney, 2014; Muzari, Shava & Shonhiwa, 2022). To

ensure credibility, I selected participants actively engaged in teaching, ESDGC topics, or school management. This allowed me to gather diverse yet relevant insights, providing the data reflects genuine perspectives. Triangulation, achieved by involving teachers and policymakers, further reinforced the credibility of findings, enabling multiple viewpoints on the subject.

Transferability refers to the extent to which the findings can be applied in other contexts (Bryman, 2016). By transparently describing the research setting, participant selection, and the specific educational framework in Ukraine, I aimed to provide sufficient context, allowing others to assess the applicability of these findings to different settings.

I adopted an open-ended and flexible interview approach to enhance dependability and confirmability, encouraging participants to provide honest and reflective responses. By meticulously documenting the interview process and decisions, I ensured that future researchers could trace the steps taken, thus enhancing the study's reliability. Together, trustworthiness and authenticity form the backbone of the study's integrity, ensuring that the findings genuinely represent the participants' experiences with ESDGC.

3.8.2 Limitations of the methodology

Despite this research activity's strengths, several limitations should be acknowledged. This will allow a transparent view of the key findings.

First, while sufficient for a qualitative study, the sample size, consisting of twelve participants from educational backgrounds, was relatively small. This limits the generalizability of the findings, as the insights gathered may not fully represent the broader educators' experience.

Second, the participants' location could influence the research's credibility. The participants from Wales were chosen from Ceredigion – one region. The participants from Ukraine represented three central regions in Ukraine: Lviv, Kyiv, and Kharkiv. The data from participants in Ceredigion cannot represent the complete overview of ESDGC in Wales. Thus, the wider geographical area for collecting the Welsh data would be beneficial for the research project.

Third, while semi-structured interviews offer flexibility, they may also lead to inconsistencies in data collection, as not all participants are asked the same questions in the same way. The variability in the interview process could result in different levels of depth in responses, making it difficult to compare findings across participants or contexts.

Moreover, participants from two countries (Ukraine and Wales) come from distinct educational, political, and cultural contexts. For example, In Wales, there is a strong emphasis on global citizenship and sustainability due to broader UK and EU policies, whereas Ukraine

is still navigating its post-Soviet, post-colonial identity. Comparing these contexts may introduce challenges in interpreting data. The contextual differences between the Ukrainian and Welsh educational systems limit the extent to which findings can be directly compared. In Wales, ESDGC has been incorporated into the national curriculum for some time, with specific policies and guidance from the Welsh Government. In contrast, Ukraine's integration of similar concepts is still in its developmental stages, lacking the same level of institutional support. Additionally, differences in how participants understand and practice ESDGC may affect the consistency of the data.

Lastly, researcher bias is an inherent limitation, as my background and interests in ESDGC may have influenced my interpretations of the gathered data. Despite efforts to remain objective, such biases could affect data analysis and presentation.

3.9 Ethical consideration

This research adheres to the Data Protection Act 2018 and General Data Protection Regulation (UK GDPR) 2018, as well as the UWTSD's Research Ethics & Integrity Code of Practice. All MPhil research, including this project, must submit an Ethical Approval Form (PG2/E1) for university review before collecting data. The university's Ethics Committee granted ethical approval in April 2024 after a thorough review of potential risks, ensuring that participants' rights and confidentiality were safeguarded (Appendix B).

Ethical considerations are essential to protect participants' rights, ensure data privacy, and maintain scientific integrity. Principles like honesty, transparency, and accountability were upheld, following the UWTSD Code of Practice (2022).

To address potential risks, such as participant discomfort and privacy concerns, BERA Ethical Guidelines (2024) were followed. Measures were taken to ensure informed consent, confidentiality, and anonymity, with participants assigned coded identifiers. Additionally, data was securely stored with restricted access to the researcher and supervisory team. Special attention was given to mitigate power imbalances, given the cultural and political differences between participants from Ukraine and Wales, ensuring a fair and respectful environment for all involved.

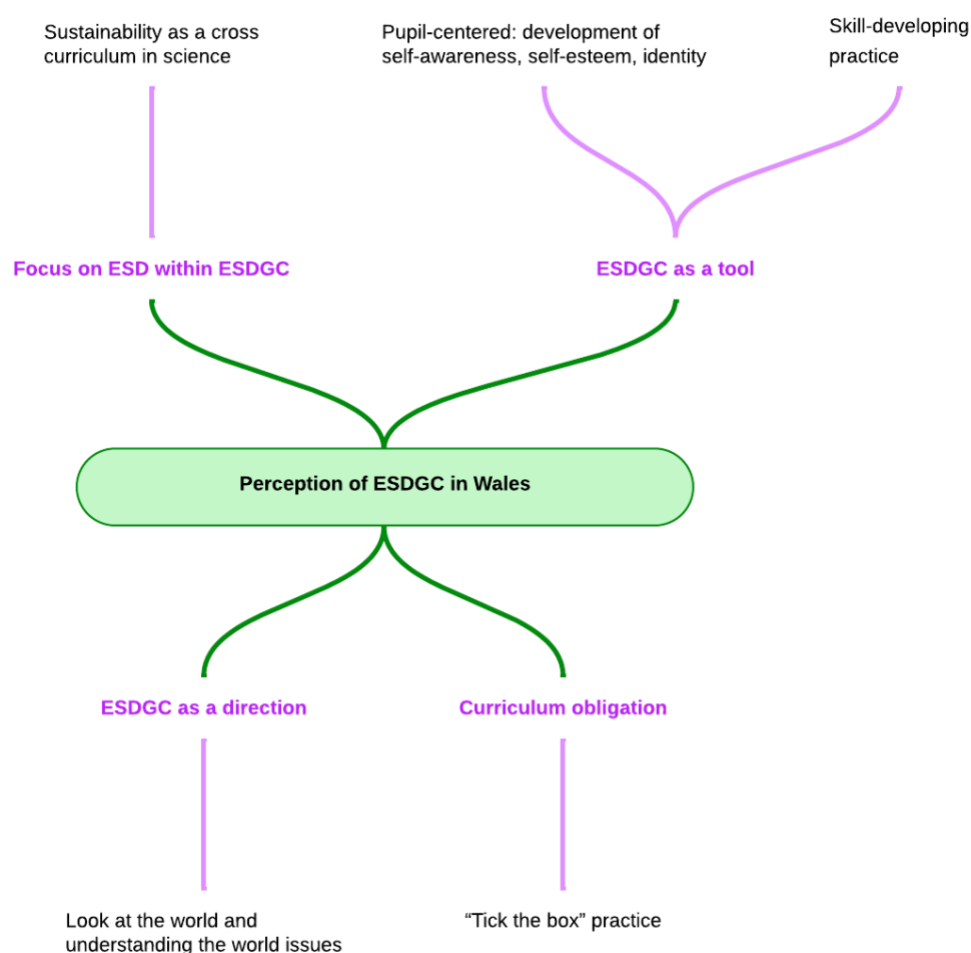
Chapter 4. Results

4.1 ESDGC and Wales

This section of the dissertation describes the findings regarding general awareness of the ESDGC topic in Ceredigion, successful practices mentioned to deliver ESDGC in school curricula, and difficulties educators face. In the following sections, I will broaden the insights of these three themes derived from the collected data and depicted in the diagrams.

4.1.1 The Perception of the ESDGC

Diagram 1. *Theme 1.* The perception of the ESDGC in Wales



The theoretical framework for developing the ESDGC in Wales demonstrates the government's active movement towards including the new policy in practical school cases. The results of

implementing ESDGC practices vary from region to region and school (Bennell, 2012). This section will ground the awareness of ESDGC on the data from participants in Ceredigion.

Within the scope of interviewed educators from Wales, the awareness of the ESDGC topic remains high. All teachers understood the main focus but were incomprehensible in defining the united concept and central meaning. One interviewee acknowledged that “we're trying to make them [pupils] aware of issues that are happening in the world, making them more eager to find out more about things that are happening beyond just their doorstep” (Participant N, int.12). This understanding comprises the ESDGC as unified including the ESD and GCE. Another perspective on ESDGC emphasises “turning out well-rounded, ambitious citizens, which is something we've always desired to have anyway” (Participant M, int.11). The ESDGC is understood as bringing up active, ambitious citizens who will be proud of their Welsh heritage. Conversely, Participant H focuses more on sustainability topics such as environment and climate change within the ESDGC framework.

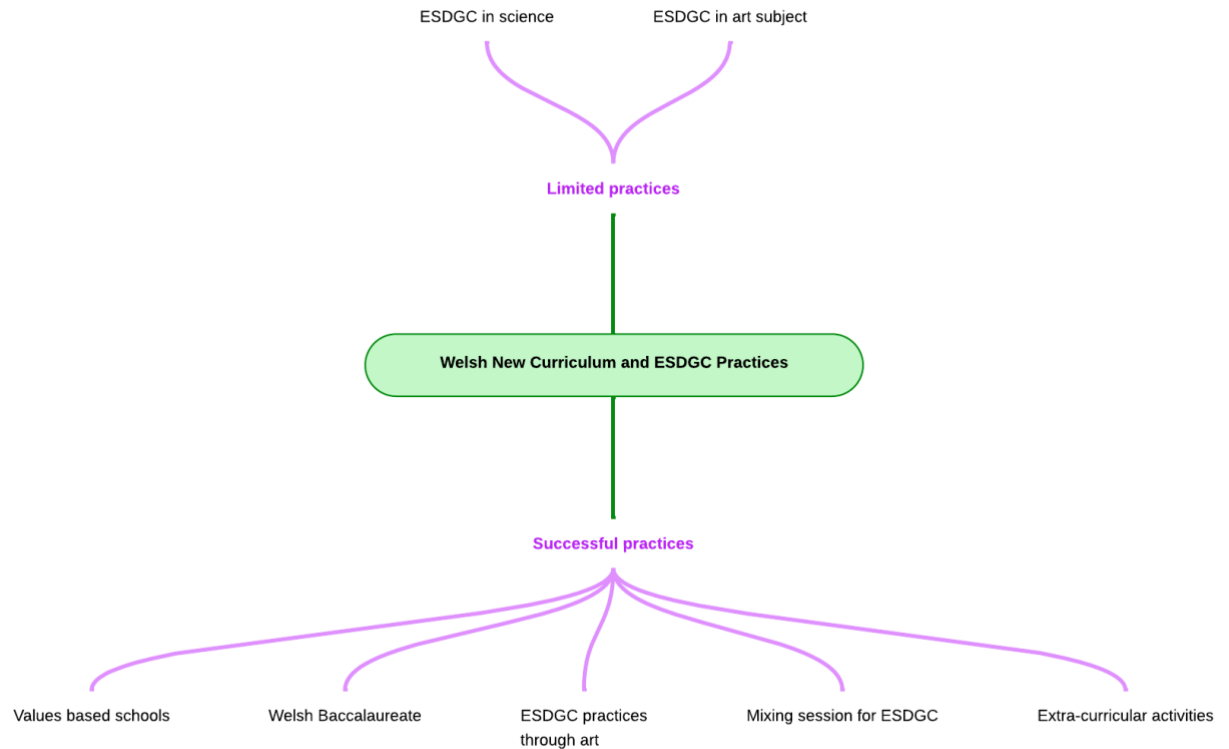
Moreover, several views were expressed on ESDGC as a tool for developing skills and character traits, building confidence and self-awareness, and shaping pupils' personal identities. The journey of self-exploration begins the journey of exploring the world. ESDGC helps deliver emotional intelligence growth to the pupils through different global topics.

Also, one of the interviewees considers that the perception and integration of ESDGC should be automatic. This means that these themes should be embedded in the modern image of a teacher without much effort being put into promoting the concept. Referring to the Global Teaching Project (2024), this statement can be considered positive. This project, under its auspices, attracts talented teachers from all over the world and emphasises equipping teachers with the skills and resources to deliver high-quality education in subjects like science, technology, and global awareness. The project underscores the importance of fostering academic excellence and preparing students to engage with global challenges. It links trained teachers and talented students everywhere to strengthen their potential.

In addition, I encountered one negative perception of the ESDGC topic: complying with the requirement to mark the necessary “States of Matters” in designing the curricula and including the obligatory skills the New Curriculum for Wales demands. This approach devalues the importance and richness of ESDGC and stresses the necessity for obtaining more knowledge in the fields ESDGC covers.

4.1.2 Welsh New Curriculum and ESDGC Practices

Diagram 2. Theme 2. Welsh New Curriculum and ESDGC Practices



According to the teachers interviewed, the New Curriculum for Wales offers many opportunities, particularly regarding teaching freedom. Each teacher has the independence to design and fill their lesson plans, with the only requirement being that the government's core aspects are included. As outlined in the theoretical material, the global dimension is evident in the new curriculum's requirements. Moreover, the practices and competencies targeted by ESDGC in Wales include seven key themes outlined by WAG (2012):

- Wealth and poverty
- Identity and culture
- Choices and decisions
- Health
- Natural environment
- Climate change
- Consumption and waste

These practices are considered interdependent and should be integrated into daily lessons across all subjects, allowing students to work on understanding and practising various skills

throughout the learning process. However, in practice, a clear tendency among the interviewed educators shows reluctance to invest time and effort in integrating ESDGC practices into the school routine. For example, Participant H claims that science, especially biology subject, within the New Curriculum is closely connected with ESDGC policies and integrates the issues of climate and natural resource usage in the lessons. However, participant H didn't mention any skill-developing, attitude-crystalising or knowledge-forming practices within the ESDGC scope.

Nonetheless, there are plenty of successful ESDGC practices in Ceredigion schools. Participant N works with the Welsh Baccalaureate and provides many successful examples of ESDGC integration. Within this course, there is a dedicated ESDGC component that students can choose. Students create projects and mini-research studies on inequality, poverty, and health as part of this course. They also volunteer to gain experience in solving local problems they encounter. Additionally, the course teachers work with students on an in-depth study of the 17 Sustainable Development Goals (SDGs) using the "9 Diamonds" method. This practice allows students to identify the topic that resonates most with them. After researching the subject, students share their findings with the class, practising public speaking skills.

Creating a school value system is another successful practice integrating ESDGC at the whole school level. Participant N mentions that her school has six core values (e.g., ambition, respect, patriotism) frequently discussed with students during lessons and extracurricular activities.

Intercultural competence is often practised through partnerships and collaboration with other schools abroad. For instance, international trips or domestic trips within the UK help broaden students' perspectives and allow them to view the multicultural and complex world around them. Additionally, the subject of English, and partially through literature, helps achieve the goals of intercultural exchange where the pupils can discuss global ideas and get to know other cultures through the text.

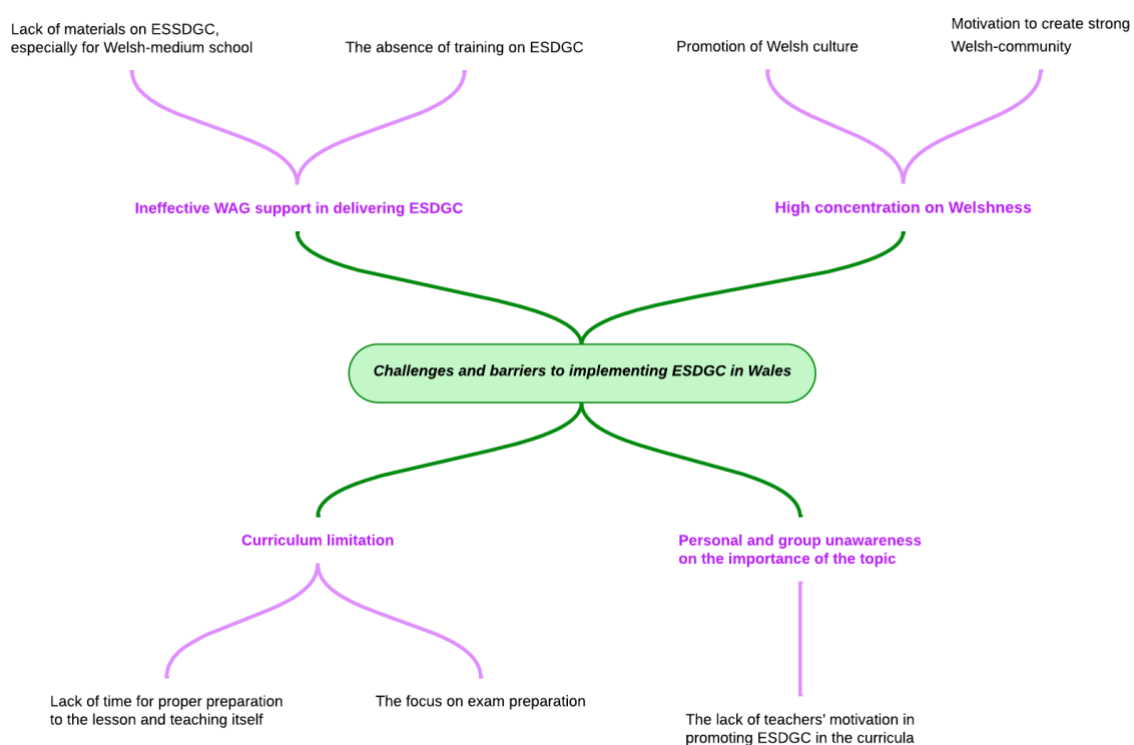
The integration of ESDGC as a value-based model and intercultural competence is significantly influenced by the inclusion of art in the school curriculum. The interviewee stated, "Art is the main. It's the only place really where I feel those kids have a voice" (Participant L, int.7). Participant L speaks of a pilot class that worked according to the standards of the New Curriculum for Wales in 2018 that provided a lot of freedom to promote ESDGC in the class. Together with the children, they created many projects such as eco-entrepreneurship, digital radio, morning paper discussions, debate club, and eco-gardening. Also, the interviewee stressed the importance of discussing any subject in the lessons with pupils that wins their

interest. Discussions and debates become the main practices in practising critical thinking, asking questions, and expressing one's opinion supported by knowledge or facts.

On the other hand, the interview with the Head of the Art Department showed that the subject of art had not undergone fundamental changes with the integration of new curricula. Therefore, the subject of ESDGC is limited in the school's artistic direction. Only the development of creativity skills was mentioned, which also refers to the topics promoted by ESDGC. Participant M has a structural understanding of the new approaches the New Curriculum presents and a lack of in-depth grasp on the shift in meanings.

4.1.3 The challenges in implementing ESDGC in Wales

Diagram 3. Theme 3. Challenges and barriers to implementing ESDGC in Wales



The implementation of ESDGC in Wales faces several challenges and barriers, affecting the integration of these crucial themes into the educational system The New Curriculum for Wales. These barriers can be categorised into three main sub-themes: ineffective Welsh Assembly Government (WAG) support, curriculum limitations, and personal and group unawareness about the significance of ESDGC.

First, the ineffective support from WAG hinders effective ESDGC delivery. There has been a noticeable absence of adequate training for teachers on ESDGC concepts, leaving educators without the necessary skills to incorporate these themes effectively into their lessons. This gap is compounded by a lack of materials, particularly for Welsh-medium schools, where resources for teaching ESDGC in Welsh are even more limited.

Another challenge lies within the limitations of the curriculum itself. Teachers often cite a lack of time for proper lesson preparation and delivery of ESDGC content in class. They argue the necessity of sticking to the curriculum in delivering the knowledge and being heavily focused on exam preparation. Consequently, integrating ESDGC topics, especially soft skills, is often deprioritised in favour of subjects directly linked to assessments. Therefore, there is a challenge of balancing subject-specific teaching with cross-curricular initiatives.

Lastly, there is a lack of awareness about the importance of ESDGC among both teachers and students. The absence of structured guidance and attention from higher authorities contributes to this unawareness, resulting in inconsistent implementation across schools in Wales. Participant K also points out on the lack of engagement from the parents' side in the education process in general. Thus, parents' understanding of the ESDGC is lacking and needs more attention from the government, local authorities and school management. Many educators exhibit low motivation and attention toward promoting ESDGC themes in their curricula. For example, Participants N, M and H said that they don't put much effort into educating children on ESDGC in an international dimension.

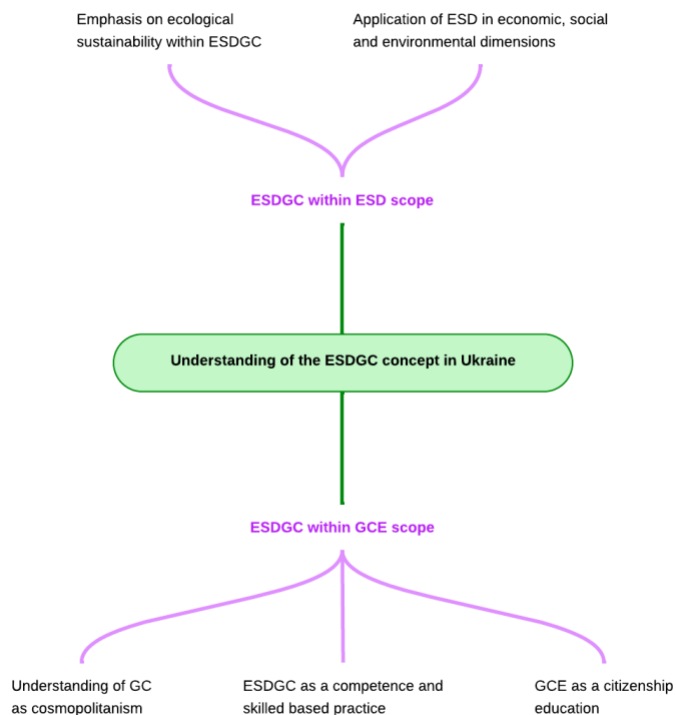
Participant M addresses the emphasis on promoting "Welshness" due to the historical oppression of the Welsh language and culture. The interviewee describes how, in some regions of Wales, efforts to preserve the Welsh language and heritage take precedence, potentially overshadowing the global dimension of ESDGC. The interviewee points out that this local focus is intensified by the fear of losing Welsh identity, which has been marginalized historically.

4.2 ESDGC and Ukraine

This paragraph will demonstrate how Ukrainian educators understand the term ESDGC and provide descriptions of successful practices directly related to the concept under investigation, carried out within the framework of Ukraine's educational reform. The final section is dedicated to the main challenges in the Ukrainian context that should be considered for more successful promotion of the ESDGC concept in the future.

4.2.1 Understanding of the ESDGC concept in Ukraine

Diagram 4. Theme 4. Understanding of the ESDGC concept in Ukraine



According to interviews, educators were hearing the concept of global citizenship for the first time. Their interpretation of the term was similar to that of the United Nations. Participant A and B noted that global citizenship means "equality of all citizens from different countries" (int.5) and "the development of a citizen, the formation of a personality capable of effectively finding themselves in any part of the world" (int.4).

Some participants in the study expressed the view that global citizenship and cosmopolitanism, while related, are distinct concepts. Cosmopolitanism emphasizes a universal identity transcending national boundaries, whereas global citizenship focuses on individuals' responsibilities toward the global community. Several participants, however, rejected the concept of global citizenship, primarily due to the current context of Ukraine's war for national sovereignty. In this setting, global citizenship, mainly when framed through cosmopolitanism, is perceived as a potential threat to patriotism and nationalism – both serve as critical defence mechanisms against Russian aggression. The concern stems from the idea that GC as a cosmopolitan approach could undermine the strong sense of national identity currently essential to Ukraine's survival.

On the other hand, Participant E presented a more nuanced perspective on global citizenship education (GCE). This participant views GCE as focusing on the interconnected educational skills and competencies of diverse communities, emphasising the importance of addressing global issues collectively. This suggests that GCE could complement to national identity rather than threatening it by preparing individuals to contribute meaningfully to local and global challenges. Moreover, Participant G refers to GCE as citizenship education, indicating their similarities in the competency perspective.

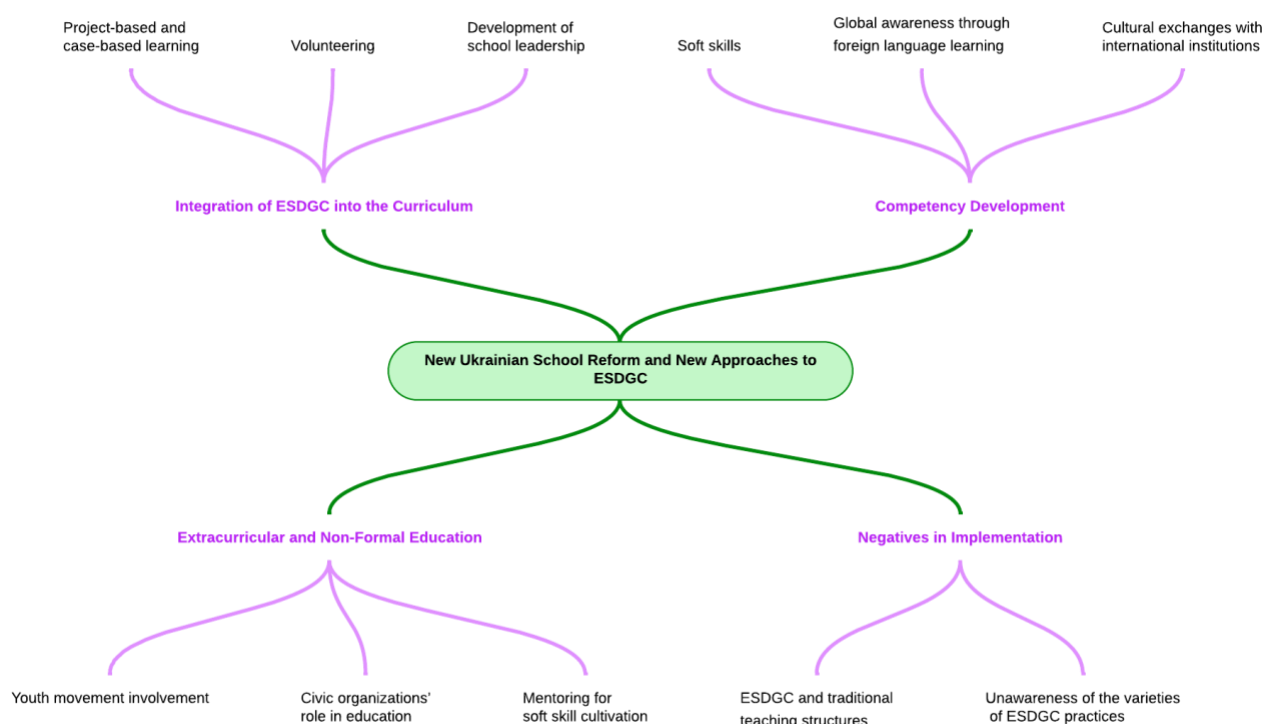
Participants demonstrated a strong grasp of Education for Sustainable Development (ESD), contrasting with the mixed understanding of global citizenship. For instance, Participant F described ESD as a continuous learning process that goes beyond basic skills, emphasizing its application throughout life. They highlighted the importance of both technical and social skills, like critical thinking, in contributing to societal stability and progress. This understanding frames ESD in Ukraine as more than an environmental initiative; it's seen as an evolving educational philosophy aimed at fostering both personal growth and societal advancement.

The concept of ESD resonated more deeply with participants than global citizenship or GCE. This can likely be attributed to Ukraine's state policy on sustainable development, as outlined in the "Law on Education," is already being implemented in schools and reflected in pedagogical practices. ESD is broadly understood as equipping individuals with the skills needed to act responsibly in their environment, while also teaching them to address local issues with global significance. Several participants emphasized that these skills should be integrated naturally into daily learning rather than taught as a standalone course. Students should first be encouraged to engage in activities beneficial to themselves and their families. Gradually, they can come to understand how small actions contribute to the overall quality of life within their communities, society, and ultimately, humanity at large.

However, Participant G observed that for many people, ESD is still narrowly understood as an environmental concept primarily associated with climate change, resource management, and environmental conservation. In contrast, Participant G supported Participant F for a broader view of ESD, encompassing social, economic, and environmental dimensions, aligning with the comprehensive doctrine promoted by the United Nations. This broader understanding allows for a more integrated approach to sustainable education in Ukraine that aligns with global standards while addressing local challenges.

4.2.2 “New Ukrainian School” Reform and New Approaches to ESDGC

Diagram 5. Theme 5. “New Ukrainian School” Reform and New Approaches to ESDGC



During the research, a link was identified between the competency component of Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) and the "New Ukrainian School" (NUS) reform. A detailed description of the changes introduced by this reform in the education system can be found in the *Literature Review* section. It is important to revisit two key aspects of NUS: its child-centered approach and focus on developing competencies that will be useful for students in the future and prepare them to face the challenges of the 21st century. This paragraph will demonstrate the integration of successful new practices highlighted by the participants in response to questions regarding the implementation of ESD/GCED under the NUS framework.

Examples of such activities, as described by the interviewees involved in the research project, include volunteering, participation in project-based activities, development of school leadership, and integration of competencies into the curriculum through case-based lessons. For instance, at one Ukrainian school, students, with the support of the school administration and teachers, introduced an initiative to sort waste and maintain the cleanliness of their

environment. Additionally, the administration is attempting to secure funds to install solar panels. Furthermore, schools collaborate with international institutions, exchanging cultural and educational experiences, which serves as a model for students of successful interaction, partnership, and mutual support within a global context.

The primary achievement of the NUS reform to date is the development of open-minded and inquisitive individuals who are unafraid to ask questions, participate in discussions, form their own opinions, and confidently express themselves, even if their perspectives may be flawed. The dynamic and flexible methodologies embedded in NUS help foster student curiosity, active engagement, and a desire to explore diverse viewpoints. Another notable success is the interactive and more lenient teaching approach that encourages creativity. Unlike traditional didactic methods, project-based learning empowers students to think and create independently without rigid constraints. It is worth mentioning extracurricular activities involving teachers and students on topics such as tolerance, equality, rights and responsibilities, and events celebrating Europe Day, Language Day, and others. Such initiatives are essential for introducing students to the different realities and concepts that exist globally, of which they are a part.

Adding to the above, successful practices for acquiring and deepening new skills among students include initiatives in non-formal education and the youth movement. Participant F noted that the primary goal of the youth movement, implemented through a civic organization's projects with Ukrainian youth, is to inspire young people to remain in Ukraine and influence local processes by teaching them essential skills and knowledge, while supporting their ideas for implementing individual projects. Civic organizations and initiatives are key drivers of systemic change, reinforcing sustainable development education through project activities focused on teaching young people soft skills such as leadership, communication, analytical and critical thinking, creativity, and collaboration.

Often, these initiatives and civic organizations are guided by core values, which are embedded in their charters. Values serve as the guiding principles for their activities, and their pursuit of goals depends on these value-based orientations. For instance, the values of the "Civic Education" project (it is a project for youth made by a Ukrainian NGO) include: 1) Curiosity – the desire to grasp new concepts; 2) Compassion – understanding oneself and others; 3) Community – being diverse waves of a united force; 4) Creativity – dreaming boldly and acting bravely; 5) Ukraine – building the future at home. These values are directed at developing skills among young people essential for the 21st century.

One of the core practices of ESDGC is lifelong learning, and civic organizations' youth projects often provide unique experiences, demonstrating that education extends beyond school and university years. Participant F emphasized that education encompasses various skills and knowledge that complement each other, and any valuable, honest knowledge will eventually prove useful in life. An important outcome of adolescent participation in extracurricular activities and non-formal education is the broadening of their thinking and a clearer understanding of goals worth pursuing. Any practical experience gained influences other aspects of young people's lives, fostering their aspirations and contributing to their continuous educational development.

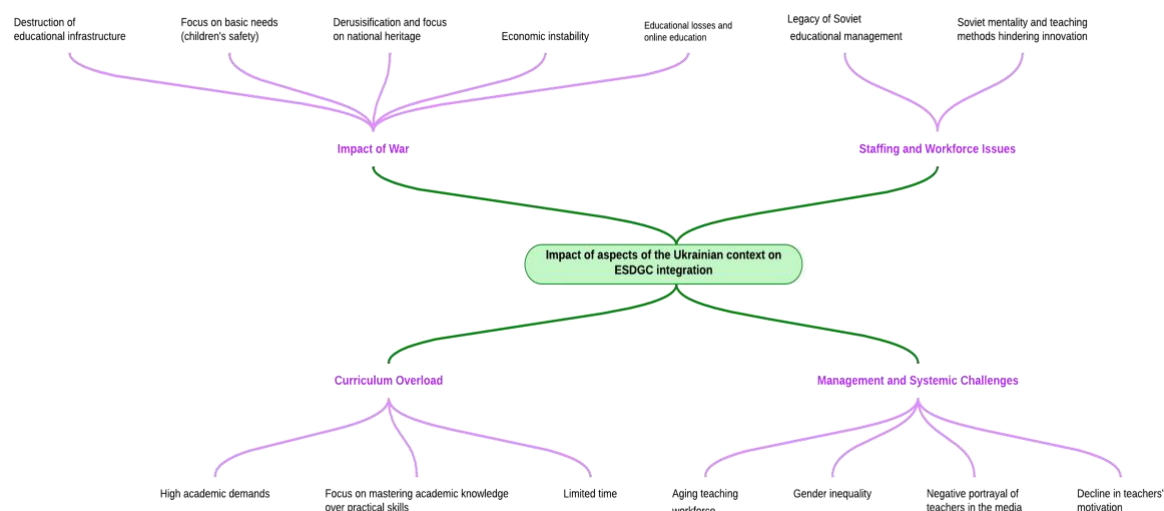
To promote these practices in project activities, participants are often motivated by personal examples of successful professional and personal achievements from Ukrainians in various fields. Mentoring has become one of the key practices for cultivating soft skills and competencies among youth. Participant D noted that in their school practice, mentoring played a crucial role in engaging students in volunteer work, extracurricular school leadership, and developing skills such as creativity, empathy, critical thinking, and a "helicopter view" (holistic perspective) through practical exercises integrated as a separate discipline in the school timetable.

Regarding the global dimension of competency development, Participant B highlighted the importance of active foreign language learning among students. This not only expands their mental horizons and understanding of others but also immerses them in different cultural and linguistic dimensions. Additionally, learning foreign languages promotes more effective communication, which is essential for any successful activity or partnership within the international community. Another subject that Participant B mentioned in relation to promoting a global dimension is "Art." Familiarity with and discussions about art allow students to engage more closely with the cultures of other nations and recognize that individual differences do not make us strangers. Art unites people and promotes universal values such as respect, communication, collaboration, human rights, and justice.

Despite the partial changes in the education system and their certain successes, many educators still encounter challenges in implementing new approaches.

4.2.3 Impact of aspects of Ukrainian context on ESDGC integration

Diagram 6. *Theme 6.* Impact of aspects of Ukrainian context on ESDGC integration



Every new project, idea, or approach requires contextual analysis and an understanding of the environment in which it will be implemented. This allows for identifying the factors to consider, obstacles, and specific features that will influence the achievement of the goal. This section will explore the challenges in Ukrainian society that should be considered to promote the practices and competencies offered by ESDGC more successfully based on the materials from the interviews conducted.

First, the war and the associated threats create serious obstacles to the development of education as a whole. The occupation of territories, destruction of schools, and the threat to children's safety force a focus on basic needs for protection and security, making it difficult to integrate new educational approaches. According to Maslow's Hierarchy of Needs (McLeod, 2024), when basic physiological and safety needs are threatened, individuals and communities prioritise survival and protection. In this context, the safety of children, teachers, and communities becomes the primary concern, and resources are directed toward safeguarding lives rather than educational reform. The destruction of schools and the instability of regions make it impossible to address higher-order needs like intellectual growth and academic innovation.

Additionally, economic instability severely affects the ability to attract resources for educational institutions, particularly in regions heavily impacted by the conflict. This further aligns with Maslow's theory, as financial insecurity contributes to a lack of safety, making it even harder for schools to operate or invest in the development of new curricula. Without stable funding or resources, it becomes difficult for schools to meet even the basic requirements for operation, let alone implement advanced educational frameworks like ESDGC.

The second major challenge is a staffing issue. Ukraine's education system is facing an ageing teaching workforce and gender inequality. These issues impact teachers' effectiveness and ability to be open and flexible to new implementations. Moreover, Participant C acknowledges the negative portrayal of teachers in the media that undermines their social status, lowering their authority among students and parents. This becomes another obstacle to the implementation of ESDGC, which requires active participation and support from educators. Furthermore, the information overload in the school curriculum is another significant barrier. High academic demands faced by Ukrainian students leave little time for developing soft skills and competencies that ESDGC promotes. Students and teachers are forced to focus on mastering academic knowledge rather than practical skills that could be useful in the future. An essential social factor is the behaviour of some parents, who place the responsibility for their children's education and success entirely on the teachers. This attitude complicates the process of integrating new educational approaches, which require active participation and support from families.

Challenges in the management of the education system, which have persisted since Soviet times, also affect innovation in the field of education. Soviet influences on mentality, teaching methods, and cultural heritage still remain powerful factors that hinder the implementation of modern educational approaches like ESDGC.

Thus, the contextual challenges facing Ukrainian society significantly influence the potential for implementing ESDGC. However, understanding these issues allows for better preparation of strategies to overcome them and promote the sustainable development of education.

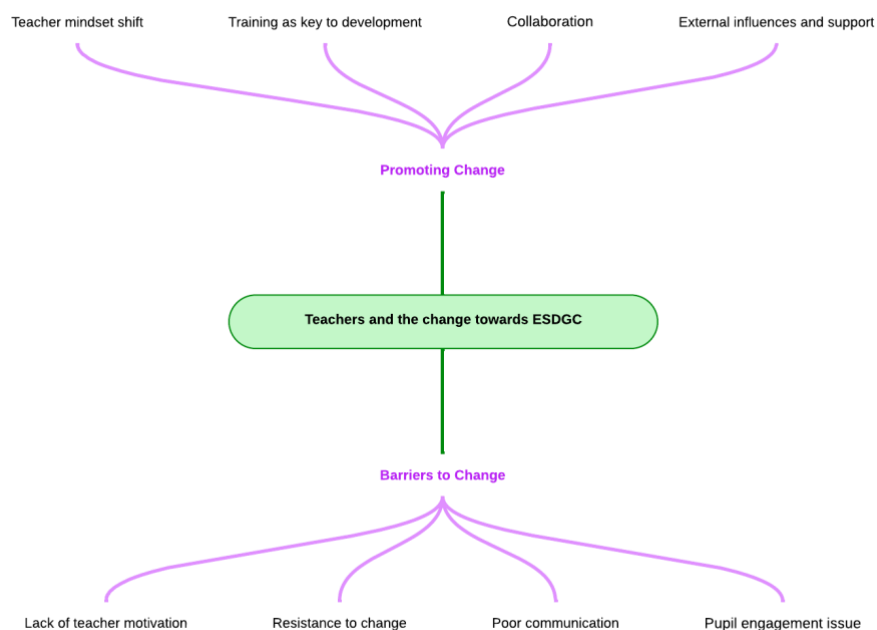
4.3 ESDGC as a change-making process

The change process is lengthy, directional, but non-linear, with various challenges and achievements along the way. The topic of ESDGC represents a shift in the paradigm of educational processes. It brings new meanings, new models, and approaches. Introducing the new requires starting the process of changing the old, adopting a critical approach, and scaling up. This dissertation section will critically look at the role of a teacher in the process of change and describe proposed ways of improving the delivery of change.

4.3.1 Teachers and a Change-making Process Towards ESDGC

Teachers serve as the driving force for change in educational environments. This section will focus on barriers teachers face in implementing educational reforms and potential improvement solutions.

Diagram 7. Theme 7. Teachers and the change towards ESDGC



According to the data collected, teachers the main challenges to implementing change include insufficient teacher motivation, general resistance to change, poor communication, and the lack of active involvement from school administrations and higher educational institutions in introducing new ideas, approaches, technologies, or practices. These obstacles can hinder the successful integration of educational reforms into school curricula.

Participant E from Ukraine argues that for changes to be implemented more effectively and organically, it is crucial to first work on shifting teachers' mindsets regarding the relevance of new approaches in the school curriculum. Teachers should be prepared for these innovations in advance by engaging them in practical sessions and training workshops to achieve this. This would help align teachers with the upcoming changes and ensure smoother implementation.

Both Welsh and Ukrainian teachers interviewed agreed on the importance of training as a key component of their professional development. All reforms and innovations in Wales and Ukraine were accompanied by additional training in various formats. For example, participants from Ukraine highlighted that during the launch of the New Ukrainian School (NUS) reform, there were numerous high-quality, accessible online courses available on the EdEra platform. After completing these courses, teachers frequently engaged in collective discussions at pedagogical councils and during school-wide meetings. Additionally, regional trainers often organised sessions where teachers gathered for further instruction. However, in recent times, the demand for additional training has declined, along with teacher motivation and the

availability of new resources. Collaboration and partnership discern a clear trend toward personal and professional improvement in any field. For example, Participant M shared the experience of bringing an external international expert in education to receive another perspective on usual things. Participant G shared their knowledge of organising an inter-university lecture series, where both lecturers and students, who will become future teachers, had the opportunity to exchange new developments and exciting insights. Collaborative skills should primarily be cultivated among teachers because only group work and drive have the power to deliver any change effectively.

Participant C further emphasised this point by stating that the most significant change in the education system is not in the reforms themselves but in the role of the teacher. Teachers perform a “state-building function” (int.6). The future generation is the future of the state and the world. Teachers directly impact children’s minds and how they will be prepared to live life in the complex, multidimensional world. The teacher's influence shapes the classroom atmosphere, the overall learning strategy, teaching approaches, and the selection of supplementary activities. According to Participant C, “the entire education system lies at the grassroots level, not the top”—meaning that it is not reforms that change education, but rather the motivation of teachers and the quality of higher pedagogical education. This education should equip future teachers with the necessary tools to implement both their own ideas and those developed by higher-ranking educational institutions. Education is a complex system that is difficult to balance. Therefore, teachers require special attention and support from the government.

In contrast, Welsh teachers highlighted the difficulty of engaging students in the process of educational change. They believe that new curricula are not equally accessible to all students, as many struggle to keep up and face challenges with focus and attention, particularly when they find a topic uninteresting or impractical. In addition, participant N mentioned that some pupils are interested in exploring more by nature, and some of them find it challenging to understand the ESDGC concept. And when there is no understanding, there cannot be motivation and engagement.

In an interview, Participant B proposed a solution involving career motivation for students. If students can understand the practical value of the knowledge and competencies they acquire for their future careers, this could enhance their motivation and engagement in the learning process. Participant N supports this statement by giving the example of the young person from WAG who gave a lecture to pupils who were involved in listening and asking questions more

than ever before. The speaker outside the school could be beneficial and boost the enthusiasm for the particular topic.

4.3.2 Ways of improving ESDGC promotion in the school curricula

The effective promotion of ESDGC requires targeted strategies to address challenges in Wales and Ukraine. According to the analysed data, critical areas for improvement include:

- **Increasing Expertise in ESDGC for everybody**

Enhancing teacher knowledge through targeted professional development programs will ensure better delivery of ESDGC. This can include workshops and continuous training focused on practical applications in the classroom. Moreover, increasing the awareness of the ESDGC topic for parents, children and students, and staff at the workplaces.

- **Structured Material Provision**

Providing well-organized, accessible materials tailored to the curriculum is essential. Schools need comprehensive resources—textbooks, lesson plans, and digital tools—to facilitate effective ESDGC teaching. In Wales, ensuring materials are available in Welsh supports language preservation and ensures all students can engage with ESDGC in their native language promoting inclusivity.

- **Leveraging Technology**

Using modern technology, such as interactive platforms and digital resources, enhances ESDGC delivery. These tools engage students more deeply and make learning about sustainability and global citizenship more interactive and effective.

- **Balancing Interactive Methods and Academic Knowledge**

Integrating interactive methods with traditional academic rigor ensures students develop both soft skills (communication, critical thinking) and hard skills, which are crucial for further education and employment.

- **Government Support and Feedback**

Increased guidance, monitoring, and feedback from government organizations can improve ESDGC implementation. Regular oversight and constructive feedback help refine teaching practices and ensure alignment with national goals.

- **More Teacher Training Opportunities**

Additional training programs for educators, focusing on both theory and practice, will enhance ESDGC teaching. Continuous learning ensures teachers stay updated on the latest educational innovations.

- **Supporting Teachers' Well-being**

A supportive environment for teachers, including fair compensation and mental health resources, is critical. Increased funding for ESDGC-related projects will motivate teachers and improve program implementation.

- **Expanding Teaching Capacity for Mentorship**

Increasing the number of teachers allows for more personalised mentorship and dialogue with students, fostering better assessment of their progress in ESDGC competencies and personal goal setting.

- **Assessment and monitoring of ESDGC integration**

Despite sufficient theoretical and documented work on ESDGC, or ESD, more attention needs to be paid to monitoring and evaluating the results of policy implementation in practice. This would allow for an analytical identification of the advantages and disadvantages of implementation and the creation of focus groups to overcome challenges and respond to positive methodologies, making them widely known.

To clarify, I decided there was no need to make a diagram with sub-themes and codes for this data because the data already presents a clear and linear set of recommendations and action points for ESDGC integration, with distinct areas for development. These areas are not abstract themes or fragmented insights but rather concrete suggestions. As such, a diagram wouldn't provide additional clarity or insight.

Moreover, this section provides a vivid example of the importance of teachers' feedback because the suggested improvements were derived from the participants' (teachers') own experiences and perspectives. This highlights the role of teachers as key stakeholders in the implementation of ESDGC and supports the bottom-up approach to educational reform, ensuring that the proposed improvements are practical, grounded in authentic experiences, and tailored to the current needs of educators. It ensures that any initiatives should be teacher-centred because teachers comprehend the topic in practise. Their feedback is essential for identifying practical barriers and opportunities for enhancing ESDGC in the classroom.

Chapter 5. Discussion

Throughout the dissertation, the subject pronoun “I” has been used to delineate the researcher’s arguments, ideas, findings, and arguments. This chapter will provide an overview of the main findings combined with the theoretical framework and methodology. It aims to give answers to research questions from the researcher’s perspective.

First of all, this study aimed to *explore the policy frameworks and curriculum designs that have facilitated the successful implementation of ESDGC in Wales*, identifying key elements such as government support, curricular integration, and teacher training, and to assess how these elements could be adapted to the Ukrainian context, particularly within the framework of Ukraine's evolving educational reforms and its need for greater alignment with global citizenship and sustainability principles.

This dissertation suggested that ESDGC as a transformative education can be defined as a value-centred education based on citizenship competencies (Barrett, 2021) development proposed by RFCDC, focusing on the elaboration of intercultural competency to strengthen its international dimension. This statement expands on the understanding of ESDGC as proposed by the Welsh government, which focuses on the broader meanings of the term and highlights seven key themes for exploration. The theory analysis has shown the long history of the Welsh Government and different organisations’ initiatives that have put the ESGC topic into the spotlight. It indicates that the focus on ESDGC in Wales peaked between 2008 and 2014 with developing reports from Estyn and guidelines from WAG. The thesis of Sheila Bennell (2012) contributed significantly to the understanding and assessing the ESDGC topic in general focusing more on primary schools. Currently, however, the prominence of ESDGC in Wales seems to be diminishing due to a lack of clear structure and unified understanding of the concept. It is a broad subject yet lacks a focused, tangible application. I highlighted some key findings on the ESDGC in the New Curriculum for Wales that are visible in the general ethos but not mentioned in particular. Therefore, reviewing the interview data reveals that participants from Wales often do not use professional terminology and lack a coherent understanding of the core principles behind ESDGC. In many cases, they avoid providing direct answers, instead connecting the concept practices with recent educational reforms, which reflect a superficial understanding of the subject and a brief focus on being an informed citizen and some key topics in the Humanities. I can assume that WAG has demonstrated a lack of effort in promoting the ESDGC throughout national curricula with equal and prioritised access

for all schools. The schools have the freedom to choose what mainstream topic are essential for them. Although awareness of ESDGC among participants from Ceredigion is limited, other geographical regions of Wales may exhibit a stronger understanding and more productive implementation of these concepts.

In addition to the challenges in adopting a systematic approach and the insufficient attention from the Welsh government and schools, the Ukrainian side should recognise the proactive, structured sequence of events that led to the inclusion of ESDGC themes in Welsh curricula, even indirectly, culminating in the development of a specialised course within the Welsh Baccalaureate that addresses sustainable development and global citizenship. For Ukraine, creating a robust documentation base and linking education, sustainable development, and global citizenship as transformative practices will be essential. Whether these frameworks are initiated by the government or supported through independent initiatives—such as NGOs, focus groups, academic research, and pilot projects—these efforts can spark awareness and drive motivation for advancing ESDGC.

Next, we turn to the *primary socio-political, cultural, and educational barriers* that hinder the integration of ESDGC into Ukraine's education system and how the challenges of implementing ESDGC in Ukraine compare with those faced by educators in Wales.

Both Wales and Ukraine face challenges in promoting the ESDGC agenda. It is essential to draw upon the framework of post-colonialism and educational theory applied to Wales and Ukraine. Post-colonial theory, as explored by Said (1993) and Fanon (2008), emphasises the long-term impact of colonialism on national identity, culture, and societal structures, including education. This theory is particularly relevant to Ukraine, which, like Wales, has a history of external domination and cultural suppression. In many post-colonial states, the education system may be a legacy of the colonial period, often structured around the values and knowledge systems of the former colonisers. Reforming the education system to incorporate new ideas like ESDGC can be challenging if the existing structures are entrenched in a colonial mindset favouring hierarchical, rote learning over the critical thinking and participatory approaches central to global citizenship education. The interview data from Ukrainian participants support this argument with discussed challenges such as the Soviet mindset in the teaching process and the post-Soviet education management system. These challenges are complex to address as postcolonial restoration is a long-term process of mind change and transformation, and then the following structure.

In Wales, the challenges are moderate, mainly relating to time constraints, teacher motivation, curriculum limitation and the need for increased support from local authorities and the

government. By contrast, from the research activity's results, I embraced all the dense socio-political challenges Ukrainians face. Russian aggression and full-scale war have devastating effects on education. The immediate threat to safety – the most basic need for physical and psychological functioning – takes precedence over other concerns. Moreover, the destroyed educational infrastructure and educational losses regarding displaced pupils and the workforce stop any progress in developing and implementing advanced reforms. All emotional, intellectual, and financial resources are being directed toward creating safe learning environments, rebuilding destroyed schools, fostering economic growth to ensure fair financial compensation, and investing in technology to make education more accessible for displaced children. Given these substantial challenges, the widespread promotion of ESDGC in Ukraine is not currently feasible to the extent it is in Wales. However, this does not rule out the potential for increasing focus on intercultural exchange within educational settings between countries or rethinking educational values and school ethos as part of Ukraine's educational strategy by 2027 or beyond.

However, beyond these macro-level obstacles lies a more nuanced challenge: *the role of teachers* in implementing these global educational reforms. After working with collected data, I realised that teachers are pivotal change agents in any educational reform, and their role in advancing ESDGC principles cannot be overstated. This leads to RQ4 on how to enhance teacher awareness and capacity to implement ESDGC effectively, particularly in Ukraine, and what lessons can be gleaned from the Welsh experience.

A thorough analysis of the findings reveals that the results of implementing the ESDGC in the curricula depend on each teacher's personal attitude, motivation, and attention. The policy framework exists in theory for everybody to consider on equal terms. The practical usage involves teachers' mindset. There were examples of highly motivated and interested Welsh educators (Participants L, N) and teachers reluctant to the topic (participants M, H). As well as the Ukrainian side of the research, highly motivated – Participants A, C, G, and low interested and aware – D, E. Due to this finding, I will draw the attention to opportunities for both countries how to improve teacher understanding and capacity for effectively implementing ESDGC.

Therefore, educational reforms must focus on creating policies and fostering teacher engagement to ensure widespread and consistent adoption of ESDGC. This could involve collaborative workshops, for example, inter-university lecture series, proposed by Participant G), cross-border training programs, and partnerships with international educators to exchange best practices. In this way, both nations can ensure that ESDGC principles are embedded in the

classroom in a meaningful and sustainable way, creating a lasting impact on students and society at large.

Moreover, teachers should not only be seen as passive recipients of reforms but as active participants in the change-making process. Teachers need to be included in the discussions surrounding educational reforms and be given the autonomy to shape how these principles are taught within their specific school contexts. This could be complemented with the example of developing a discussion group for shaping “NUS” reform in Ukraine, and its high efficiency. This level of engagement can help overcome some of the resistance to change identified in Wales and Ukraine. Teachers are more likely to embrace new methodologies if they feel a sense of ownership over the change process.

Motivation and attitude are closely tied to the challenges and barriers teachers encounter and must overcome. In this regard, teachers should not feel isolated; rather, they should have reliable support from the government and various international initiatives. For practical work in addressing shortcomings and overcoming obstacles, efficient communication between all involved parties is necessary, alongside structured assistance from the state in the form of engaging project initiatives (such as involving international experts, organizing national lecture tours, and having experts visit schools). Additionally, developing an extensive resource base and implementing effective monitoring with constructive feedback and ongoing support is crucial. This systematic backing strengthens the teacher's role in delivering ESDGC content. The Ukrainian education system can adopt a similar approach by systematically addressing the topic of ESDGC and developing a theoretical foundation while supporting relevant projects (such as the "Well-being of Future Generations" initiative, introduced in 2015, which continues to operate today).

This brings us to RQ5: *What opportunities for innovation, collaboration, and capacity-building exist to promote ESDGC within Ukraine’s education system, and how can successful examples from Wales inform these efforts?*

In Ukraine, the ESDGC concept does not exist as a unified theory. The term "global citizenship" often occupies a vague, unexplored area and is frequently confused with cosmopolitanism, which promotes a step back from national identity. Though some participants could interpret the concept of global citizenship from the perspective of equality and human rights or link it to theories of civic education within a competency framework, this concept is not widely known or commonly used at the level of implementing its ideas into school routines. The idea of sustainable development is more widely understood and integrated into the educational environment. However, sustainable development in Ukraine is commonly

interpreted in a narrow context, focusing predominantly on environmental conservation. As a result, according to the data collected, awareness of ESDGC remains in its early stages of development. Despite some alignment with the "New Ukrainian School" reform (NUS), many educators and students still lack a complete understanding of the importance of these concepts for contemporary education. Nevertheless, thanks to the NUS reform, which emphasises child-centred learning and the development of 21st-century competencies, some schools have started implementing ESDGC-related practices, such as project-based learning, volunteer work, and global initiatives.

However, a lack of emphasis remains on global practices fostering skills such as global awareness, intercultural communication, multicultural tolerance, freedom of self-identification, sustainable development, and a value-based approach. To increase awareness of ESDGC as both a policy and an educational strategy, it is necessary to enhance the role of non-governmental organisations and volunteer projects within the educational process. Engaging young people in activities that develop soft skills, such as leadership, critical thinking, and creativity, could significantly promote sustainable development. Furthermore, integrating ESDGC into curricula through practical assignments and case studies would allow students to understand global issues better. This work could be further strengthened by fostering active partnerships with international schools, encouraging cultural exchange, and supporting mutual learning in a global context. To fully integrate ESDGC into Ukrainian education, raising awareness of the ESDGC ethos and methods that endorse ideas and practices of global citizenship and sustainable development is essential.

To provide the promotion of global practices, Ukrainian society has to engage the diverse national minorities that contribute to a multicultural society within schools. As seen in Wales, a multicultural environment increases motivation to implement ESDGC practices, whereas Ukraine, with its more homogenous society, does not face the same external pressures to address such globalisation-related issues. This can happen if Ukraine becomes a safe, economically stable, and investment-attractive country with well-developed tourism and opportunities for professional growth for people from all over the world.

Furthermore, the Ukrainian education system is more focused on preserving and promoting national heritage rather than engaging with globalisation narratives and practices because it is in the post-colonial stage and distancing and shaping its national identity away from post-Soviet and Russian assimilation. My suggestion is that despite the challenges, the Ukrainian education system should recognise the importance of ESDGC on an equal level with national-

patriotic education and find *a balance between fostering national identity and incorporating global citizenship education*.

Firstly, The Literature Review on post-colonial discourse draws a connection between the motivation of implementing Education for Sustainable Development and Global Citizenship (ESDGC) in Ukraine and Wales. It highlights how the historical development of both nations has emphasised the need to preserve and promote their unique cultures and traditions, both domestically and globally. ESDGC can serve as a tool to celebrate a nation's uniqueness and communicate its culture and traditions globally. Simultaneously, it fosters an understanding of global diversity and encourages participation in the international community, which equally respects and values other cultures.

As Ukraine moves towards aligning its educational strategies with global standards, it should seek to enhance its engagement with the broader international community through intercultural dialogue, knowledge-sharing, and collaboration. For Ukraine, incorporating ESDGC principles and its commitment to national-patriotic education can provide a transformative educational approach. ESDGC could become the method to bring up a person who thinks outside the box and comprehends the event locally and globally with skills, knowledge, opportunities, and capabilities to make a difference. In the example of Ukraine, Yurii Shevelov (1948) wrote:

"We have adopted elements of mass education from our era. We have not adopted an understanding of our place in the world. We assert: Ukraine. But we forget to add: and the world. We teach people to die for Ukraine. Unfortunately, that, too, is necessary. But why do we not teach them to live for Ukraine? Jean Giono insists that 'starting from school, the child should be treated not as a mass individual, but as a person.' He cites Jaurès' slogan: not to oppose the elite to the masses, but 'to create a human elite from the very masses.' How much more important this is for a people infected with and threatened by provincialism!"

It raises the necessity to bring the new generation who will understand and embrace its national identity within the world in an effective and prosperous partnership. Nationalism and the establishment of a confident national identity will aim to fight provincialism. Global citizenship will alleviate the aim of nationalism, demonstrating the promotion of mutual human rights for every person and nation to create a strong world community and providing a platform to promote national culture and traditions on an equal footing with others. ESDGC development

and nationalism affirmation can impact education simultaneously, encouraging the progress of education towards new opportunities and the world towards discoveries.

Therefore, considering the significant impact ESDGC may have on transforming education, the following recommendations will address the future of Ukraine's education system towards ESDGC and guide the development of strategies to enhance it. Welsh experience offers a solid foundation for evaluating how government bodies and non-governmental organisations can create a regulatory and academic framework to integrate ESDGC into the curriculum. Those recommendations are:

- *Raise the general awareness of ESDGC nationally:* Support the expertise group, reach the media, and share the main points and ideas with all social groups.
- *Strengthen policy frameworks:* Collaborate with policymakers to embed ESDGC into national education policies. This could include aligning national education goals with global sustainability targets such as the UN's Sustainable Development Goals (SDGs) and promoting these principles through government programs and funding.
- *Cross-curricular subjects and emotional intelligence:* Provide the curriculum with opportunities for cross-curricular learning and practise soft skills, strengthening emotional intelligence rather than just IQ.
- *Methodologically strengthen the global education component:* Develop guidelines and materials for effectively and equally comprising national-patriotic education with global elements into a cohesive framework that highlights the mutual benefits of collaboration.
- *Promote community involvement and student-led initiatives:* Encourage schools to develop community-based projects that involve students in practical sustainability efforts, such as environmental conservation or social justice campaigns. This hands-on involvement can foster a deeper connection to both global and local issues.
- *Engage international educator communities:* Involve international educator communities interested in ESDGC to provide comprehensive analysis through the lens of diverse cultural, historical, and personal experiences, allowing for a balanced view of the strengths and weaknesses of developing practices.
- *Create a culture of partnership among schools:* Foster partnerships between schools both nationally and internationally, sharing successful case studies of ESDGC integration to exchange ideas and generate new initiatives.

- *Enhance teacher training and higher education:* Expand the availability of high-quality, effective professional development for teachers throughout their careers, with a specific focus on ESDGC concepts and methods for integrating them into the classroom. Provide deep knowledge and various tools of ESDGC throughout the higher education of future teachers.
- *Develop national and regional pilot programs:* Create pilot projects in selected schools across different regions of Ukraine to test and refine ESDGC practices. These projects could serve as models for broader adoption across the country.
- *Leverage digital platforms for global learning:* Use online platforms to connect students and educators with global initiatives and communities. This can provide access to a wealth of resources and learning opportunities, enabling students to participate in international dialogues and collaborations focused on global challenges.
- *Evaluate and adapt continuously:* Establish a regular system of monitoring and evaluation to track the progress of ESDGC implementation. This would allow educational institutions to adapt their strategies based on outcomes, ensuring that the approach remains relevant and effective.

By implementing these additional strategies, Ukraine can continue to build on the lessons learned from Wales while fostering a strong, resilient educational system that equips students with both national pride and ESDGC values.

Chapter 6.

Conclusion

This dissertation conducted a thorough investigation to assess the integration of Education for Sustainable Development and Global Citizenship (ESDGC) within Wales and Ukraine as countries that share similar post-colonial backgrounds and have a strong and applied motivation boosting the ESDGC. The research highlighted how ESDGC, as a holistic educational framework, has been promoted in Wales through systematic government policies and the New Curriculum for Wales, while Ukraine is in the process of aligning its educational reforms, particularly under the New Ukrainian School (NUS), and moving towards integrating European standards.

One of the key findings in Wales is that ESDGC has been successfully integrated into school curricula, fostering skills and awareness about sustainable development and global citizenship. However, challenges remain, such as insufficient teacher training, a lack of resources, and resistance to fully engaging with global dimensions in favour of national identity. Despite these hurdles, schools have implemented successful practices like project-based learning, integrating special courses on the promotion of GCE, volunteering, and intercultural exchange programs, with some educators emphasising the critical role of art and public speaking to foster global competencies among students.

In contrast, while undergoing significant reforms, the Ukrainian education system faces more substantial challenges in integrating ESDGC. The Russia-Ukraine war and its socio-political implications have overshadowed the prioritisation of the ESDGC theme. Instead, national-patriotic education dominates, as Ukraine focuses on preserving its national identity in the face of external aggression. Ukrainian educators express concerns about how global citizenship might dilute national identity during a time of crisis because of a lack of awareness on the topic in a practical educational setting and visible opportunities for collaborative relations between international and national dimensions. Nevertheless, the ESD component of ESDGC is better understood and more widely accepted in Ukraine, particularly regarding environmental education and its potential to foster long-term societal stability.

The study also identifies a major gap in the comprehensive teacher training and support for new global educational approaches stymies the potential for full ESDGC integration. Despite these challenges, opportunities exist for both nations to learn from each other. Wales, with its established ESDGC framework, provides a valuable model for Ukraine to consider as it continues its journey towards education reform. The study emphasizes the importance of governmental support, teacher training, and the development of context-specific educational

resources to ensure that ESDGC is implemented in a manner that balances national identity with global responsibilities.

The study concludes that for ESDGC to be successfully implemented, governmental commitment, international collaboration, and continued policy refinement are key to shaping future generations capable of engaging with global challenges while retaining a strong sense of national pride and cultural heritage.

The conclusion of this work also addresses certain limitations of the study. One key issue is the excessive focus on global citizenship and education for global citizenship, while there is insufficient theoretical grounding on education for sustainable development. This limits a comprehensive understanding of Ukraine's practical approaches in this area. Additionally, there is a lack of robust methodological tools for comparative analysis, which would enhance the comparison of Wales and Ukraine's educational and socio-cultural contexts. Strengthening these aspects in future research will lead to a more holistic evaluation and practical recommendations for both countries.

Moreover, for future research, it is essential to expand the scope by including more diverse regions in Wales and Ukraine to capture a broader range of educational practices and challenges related to ESDGC implementation. Additionally, quantitative studies are needed to measure the concrete impact of ESDGC on student outcomes, which would complement existing qualitative insights. Research should also focus on post-war Ukraine, and conducting cross-cultural studies in countries with similar post-colonial histories would offer valuable insights into integrating global citizenship in nationalistic contexts, providing lessons for both countries. Another perspective on future research includes the analysis of the national patriotic education concept in Ukraine and its interrelations with citizenship education and the potential establishment of the ESDGC framework.

In conclusion, the integration of the ESDGC offers a profound opportunity for Wales and Ukraine to shape a generation prepared to tackle global challenges while preserving national identity. By learning from each other's experiences, both nations can build more robust educational frameworks that balance local needs with global responsibilities. While the road ahead is complex, it is also full of potential. Future efforts must embrace collaboration, refine methodologies, and ensure that education remains a powerful tool for fostering sustainable, globally minded societies. The journey toward this goal is not only possible but essential for building a resilient future.

Abbreviations

CE – Citizenship Education

GC – Global Citizenship

EGC – Education for Global Citizenship

ESD – Education for Sustainable Development

ESDGC – Education for Sustainable Development and Global Citizenship

NUS – New Ukrainian School

RFCDC - Reference Framework of Competences for Democratic Culture

WAG – Welsh Assembly Government

Estyn – Her Majesty's Inspectorate for Education in Wales

UDHR – United Nations' Universal Declaration of Human Rights

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Appendices

Appendix A.



Source: Glover A., Jones, P., (2012) 'A Whole-Sector Approach: Education for Sustainable Development and Global Citizenship in Wales'.

Appendix B. The Ethics Committee's Approval

MA - Global Citizenship and Sustainable Leadership	Anastasiia Patiuk	Jessica Clapham	RESUBMIT The application requires a more focused attention to what is going to happen and how the study will be conducted. Comments from March panel: SECTION B: Approval for Research Activity No approval from supervisor indicated. Box ticked only. SECTION C: Internal and External Ethical Guidance Materials No subject/professional guidance materials included. SECTION E: Details of Research Activity <u>Proposed methods:</u> Classroom observation techniques – No information on how these would be implemented. <u>Location of research activity</u> Contradiction here – "All data will be gathered online". In the case of interviewing local teachers, the research activity can take place in Lampeter. In addition to this, where does classroom observation fit in to this? <u>Research activity outside of the UK</u> The research activity includes interviews with Ukrainian educators or policymakers using online platforms, and it is stated that no specific ethical stipulations are not required. I would, however, like to see more specific attention paid to ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Are we sure that there are no local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK? Any specific ethical issues which might arise by collecting data within from participants within this country? For example, cultural and/or legal sensitivities or vulnerabilities of participants.	Comments from April panel: Approved
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Appendix C.

The information sheet (English)

The Participant Information Sheet

Researcher Name
Anastasiia Patiuk

Research Title
Promoting Education for Sustainable Development and Global Citizenship (ESDGC) within Ukraine's Education System inspired by Welsh initiatives.

Before you decide to take part in this study, it is essential for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. A researcher can be contacted if anything needs clarification or if you would like more information. Take time to decide whether or not you want to participate in the research activity.

Purpose of the study

The research activity involves interviewing and aims to gather the opinions of teachers and policymakers about integrating the Education for Sustainable Development and Global Citizenship (ESDGC) principles and practices in the educational system of Wales and Ukraine. The study will investigate successful methods and approaches from the Welsh educational approach in implementing ESDGC in practice, as well as challenges and opportunities regarding the topics Welsh teachers are encountering. Moreover, the interviews with Ukrainian teachers and policymakers will uncover their opinions about the future improvement and development of the Ukrainian educational system by integrating ESDGC practices as an essential part of joining the European Union and the world community. The interviews and collected data will be considered in the preparation and development of recommendations for better implementation of ESDGC approaches as a transformative tool in the Ukrainian educational system.

Participants of the research projects

The research study participants are teachers, scholars and policymakers involved in studying, promoting, and implementing the principles of ESDGC. As a scholar and a policymaker in the ESDGC theme, you have been approached because of your profound knowledge relevant to the topic and active participation in developing and anticipating the ESDGC role in the national curricula of a specific country. As a teacher, you have been approached because of effective engagement in the ESDGC topic within school curricula and having genuine cases of practising ESDGC in classes.

Do I have to take part?

The participation is entirely voluntary. Consider that you can withdraw from participation anytime or refuse to answer questions without consequences of any kind. Signing the consent form allows you to withdraw from participation at any time without penalty or loss. However, your participation in the research study will contribute to the general, more precise overlook of the topic of ESDGC in the context of cooperation between Wales and Ukraine. You will have the opportunity to take part in creating opportunities to compare curricula in both countries, creating a bridge between different cultures to share the experience and support world community unity. Moreover, you will contribute to analysing the Welsh approach in integrating and promoting the ESDGC principle in an inspiring way for other countries.

What will happen to me if I take part? What do I have to do?

After you agree and sign the consent form, we will arrange the online meeting using Microsoft Teams. The interview will last approximately 30 minutes. There will be the participant and the investigator during the interview. You will be asked 10-12 questions regarding the research topic and perhaps some additional questions to clarify some information, if necessary, for the investigator. If there are any questions you don't want to answer, you can ask the investigator to skip them during the interview. The interview will be video recorded and transcribed afterwards. The final transcription of the interview will be available for you to certify on your request. The records and transcripts will not be used or made available for purposes other than the research project. They will be destroyed at the end of the study.

The responsibilities of the participant include:

1. 1) Signing the consent form to be eligible for participation in the interview.
2. 2) Conducting the interview and answering the questions honestly and thoroughly.

Are there possible risks and benefits in taking part?

There are no possible known risks for the participant. Possible benefits for the participants comprise:

1. The opportunity to reflect on the experience and summarise it by answering the given questions.
2. Make a difference with their experience, attitude, and opinions in the ESDGC study.
3. Become part of international cooperation between Wales and Ukraine regarding the topic of education in the global scope.

Will my taking part in this project be kept confidential?

Your participation in this interview is voluntary, and all provided information will be strictly confidential. Signing the consent form gives you the right to withdraw from participation at any research stage. To ensure information security, all communication related to the study will be conducted through the official university email address. The interviews will be recorded on the Teams platform, and the survey data will be stored in a secure OneDrive cloud storage, which is part of the university's Office 365 system. Your name and personal information will remain anonymous. The collected data will be used solely for research purposes and will not be shared with third parties except the principal supervisor (Dr Jessica Clapham), who may need access to the data obtained during the research activity. All data will be retained until the completion of the research. Finally, all data will be destroyed after the study has been submitted and the award received. Anonymity and confidentiality will be kept according to the UWTSD Research Ethics & Integrity Code of Practice.

Who is organising and funding the research?

The research activity is part of the student's dissertation regarding the postgraduate MA programme at UWTSD.

Ethical review of the study

The Research Ethics Committee has reviewed and approved the project.

Contact information

If you have any questions or require more information about the research project, please get in touch with me using the following contact details:

Anastasiia Patuik

Email: 2213584@student.uwtsd.ac.uk

Mobile: +4407936658187

Or my MA supervisor:
Dr Jessica Clapham
j.clapham@uwtsd.ac.uk

If you have any questions about your rights and participation in the research, please get in touch with ethics@uwtsd.ac.uk (UWTSD Ethics Department).

If you want to participate in the research activity, please reply to this email, and I will contact you with further details.

Thank you for reading this information sheet and considering participating in the following study.

Appendix D.
The consent form (English)

Consent Form

Research project title: Promoting Education for Sustainable Development and Global Citizenship (ESDGC) within Ukraine's EducationSystem inspired by Welsh initiatives.

Research investigator: Anastasiia Patiuk.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research undertaken by UK institutions require that interviewees explicitly agree to be interviewed and how the information contained in their interview will be used.

This consent form is necessary for us to ensure that you understand the purpose of your involvement and agree to the conditions of your participation. Before filling in the consent form, we recommend that you read the information form to become more aware of the research study.

I understand and confirm that by ticking each box I agree to every element of the research. I understand that the researcher will assume that an unticked box means that I do NOT consent to that element of the study. I understand that by not agreeing with any one part of the study I may be deemed ineligible for the research.

1. I confirm that I have read the information sheet, and I am aware of the research project. I have the opportunity to consider the information, ask additional questions and receive full answers.	
2. I understand that my participation is voluntary, and I can withdraw from participation at any time or refuse to answer any question without any consequences of any kind	
3. I approve that the interview will be recorded, and a transcript will be produced. Furthermore, I understand that I will be able to read the transcript of the interview and correct any errors or make edits to the recorded information on my request.	
4. I agree that the supervisor of the research investigator will have access to the interview transcription.	
5. I consent with using my information within the scope of the research. I understand that information will be processed in accordance with the term of the UK GDPR 2018	
6. I consent that confidentiality and anonymity will be adhered to strictly to and my personal details won't be recognised in any publication.	

7. I understand that research investigator will be able to quote me directly at the study without using personal details.	
8. I understand that I will not benefit directly from participating in this research.	

Name of Participant	Date	Signature
_____	_____	_____
Name of Researcher	Date	Signature
_____	_____	_____

Thank you for taking the time to participate in this study.

Appendix E.

The information sheet and consent form (Ukrainian)

Інформаційний лист учасника

Ім'я дослідниці

Патюк Анастасія

Тема дослідження

Просування освіти для сталого розвитку та глобального громадянства (ESDGC) в національній освітній системі України на прикладі ініціатив Уельсу.

Цілі дослідження

Дисертація має на меті дослідити теми освіти для сталого розвитку та глобального громадянства (ESDGC) у кореляції з громадянською освітою та національно-патріотичним вихованням, теоретичну базу та їхнє впровадження на практиці в освітніх програмах, навчальних планах державних та приватних шкіл України; дослідити успішні методи та практики уельського освітнього підходу до впровадження ESDGC, а також проблеми та можливості, з якими зіштовхуються вчителі у Вельсі; та розробити рекомендації для майбутнього вдосконалення української освітньої системи шляхом інтеграції практик ESDGC в навчальні плани як однієї з невід'ємних складових у зв'язку з орієнтацією України на вступ до Євросоюзу та як однієї зі стратегічних цілей України бути потужним гравцем у світовій спільноті.

Практична частина дослідження включає інтерв'ю з освітянами, яке триватиме орієнтовно 30 хвилин, для збору статистичних даних щодо поточного стану справ навколо теми інтеграції підходів освіти для сталого розвитку та глобального громадянства в освітню систему та їх подальшого аналізу.

Учасники дослідження

Учасниками інтерв'ю є науковці, що досліджували тему освіти для сталого розвитку, освіти для глобального громадянства, громадянської освіти та національно-патріотичного виховання; законотворці, що брали участь у розробці планів, стратегій, пілотних проєктів у межах інтеграції підходів освіти для сталого розвитку та глобального громадянства; вчителі, що є зацікавлені в темі та використовували ці підходи на уроках.

Процес інтерв'ю

Після того, як ви погодитесь і підпишете форму згоди, ми організуємо онлайн-зустріч за допомогою Microsoft Teams. Інтерв'ю триватиме приблизно 30 хвилин. Під час інтерв'ю будуть присутні учасник і дослідник. Вам буде поставлено 10-12 запитань щодо теми дослідження і, можливо, додаткові запитання для уточнення інформації. У вас є право відмовитися надавати відповідь на будь-яке поставлене питання під час інтерв'ю. Інтерв'ю буде записано на відео та розшифровано згодом. Остаточна розшифровка інтерв'ю буде доступна для завірення на ваш запит. Запис та стенограма інтерв'ю не використовуватимуться для інших цілей, окрім дослідницького проєкту, та не будуть передані іншим особам, окрім наукового керівника. Після закінчення дослідження всі дані будуть знищені.

Ризики та вигоди від участі

Ризики для учасників інтерв'ю відсутні.

Ваша участь у дослідженні сприятиме загальному, точнішому уявленню щодо розповсюдження та актуальності теми освіти для сталого розвитку та глобального громадянства (ESDGC) в Україні. Ваша думка сприятиме подальшим роздумам над ефективнішим впровадженням компетентісної системи громадянської освіти, підходів сталого розвитку та глобального громадянства в навчальні плани для виховання усвідомленої молоді, що вміє думати глобально та діяти локально. Ви візьмете участь у створенні можливостей для порівняння навчальних програм в обох країнах (Україна та Вельс) та для обміну досвідами заради підсилення єдності світової освітньої спільноти. Дослідницький проєкт не фінансується жодною організацією та є частиною магістерської дисертації дослідниці. Ваша участь є добровільною та не передбачає фінансових винагороджень.

Конфіденційність та захист даних

Ваша участь у цьому інтерв'ю є добровільною, і вся надана інформація буде суворо конфіденційною. Підписання форми згоди закріплює за вами право відмовитися від участі на будь-якій стадії дослідження. Для забезпечення інформаційної безпеки вся комунікація, пов'язана з дослідженням, здійснюватиметься через офіційну електронну адресу університету. Інтерв'ю записуватимуться на платформі Teams, а дані опитування зберігатимуться в захищеному хмарному сховищі OneDrive, яке є частиною системи Office 365 університету. Ваше ім'я та персональна інформація будуть анонімними. Зібрані дані використовуватимуться лише для дослідницьких цілей і не будуть передаватися третім особам, окрім наукового керівника (професор Джессіка Клепхем), яка за потреби матиме доступ до даних, отриманих під час дослідницької діяльності. Усі дані зберігатимуться до завершення дослідження. Зрештою, усі дані будуть знищені після захисту дисертації та отримання підтвердження про закінчення магістерської програми. Анонімність і конфіденційність гарантуватимуться відповідно до Кодексу етики та доброчесності досліджень університету (UWTSD).

Контактна інформація

Якщо у вас виникли запитання або потрібна додаткова інформація про дослідницький проєкт, зв'яжіться зі мною за такими контактними даними:

Анастасія Патюк

Електронна пошта: 2213584@student.uwtsd.ac.uk

Телефон: +4407936658187

Або з моїм науковим керівником:

Професор Джессіка Клепхем

Електронна пошта: j.clapham@uwtsd.ac.uk

Якщо у Вас виникли питання щодо Ваших прав та участі в дослідженні, звертайтеся: ethics@uwtsd.ac.uk (відділ з етичних питань UWTSD).

Дякуємо, що прочитали цей інформаційний лист. Якщо ви погоджуєтесь взяти участь у дослідницькій діяльності, наступним кроком прошу Вас підписати форму згоду та надіслати її мені електронною поштою.

Форма згоди

Дякуємо за згоду на інтерв'ю в рамках вищезазначеного дослідницького проєкту. Етичні процедури для академічних досліджень, що проводяться в університетах Великобританії, вимагають, щоб респонденти чітко погоджувалися на інтерв'ю та на те, як буде використана надана ними інформація.

Ця форма згоди необхідна нам, щоб переконатися, що ви усвідомлюєте мету вашої участі та погоджуєтеся з умовами вашої участі. Підтвердіть вашу згоду з умовами інтерв'ювання, поставивши плюс (+) у кожне поле. У разі незгоди з будь-якою умовою, повідомте дослідницю про відмову брати участь в інтерв'ю.

1. Я підтверджую, що я прочитав/прочитала інформаційний лист та що дослідниця повною мірою пояснила всі деталі, пов'язані з інтерв'ю.	
2. Я розумію, що моя участь є добровільною, і я можу відмовитися від участі в будь-який час або відмовитися відповідати на будь-яке запитання без будь-яких наслідків.	
3. Я схвалюю, що інтерв'ю буде записано, а потім транскрибоване. Крім того, я розумію, що зможу прочитати стенограму інтерв'ю та виправити будь-які помилки або внести зміни до записаної інформації на мій запит.	
4. Я погоджуюся, що науковий керівник дослідниці матиме доступ до стенограми інтерв'ю.	
5. Я даю згоду на використання наданої мною інформації в рамках дослідження.	
6. Я розумію, що конфіденційність та анонімність будуть суворо дотримані, і мої особисті дані не будуть використані в жодній публікації.	
7. Я розумію, що дослідник зможе процитувати мене безпосередньо в дисертації без використання особистих даних.	
8. Я розумію, що я не отримаю прямої вигоди від участі в цьому дослідженні.	

Ім'я учасника

Дата

Підпис

Ім'я дослідниці

Дата

Підпис

**Дякуємо, що знайшли час для участі в інтерв'ю.
Ваш досвід є важливим для даного дослідження!**

Appendix F.

Interview Schedule (English and Ukranian)

Interview Questions for Teachers in Wales

1. Can you describe your background in Education and your current role?
2. How do you understand the concept of Education for Sustainable Development and Global Citizenship (ESDGC)? Are you aware of any official policies and documents that support ESDGC, GC (Global Citizenship) or just Global Education (GE) in your country?
3. What successful practices of implementing ESDGC components in the school curricula can you name? For example, integration in the subject content, promoting the set of values throughout all subjects or any specific activities or projects. Describe it in detail.
4. What difficulties and barriers have you encountered while integrating ESDGC principles into the school routine?
5. How do you engage students in discussions and participation in the activities related to ESDGC?
6. Based on your experiences, what recommendations would you provide for improving the integration of ESDGC practices at the school level?
7. How can schools/local authorities/government better support teachers in incorporating ESDGC into their classrooms?
8. Have you received any training or professional development related to ESDGC?
9. In your opinion, how can the CPD (Continuous Professional Development) training or any other teacher training programs you participate in better prepare educators to integrate ESDGC into their teaching practices?
10. What do you see as strengths, weaknesses, opportunities, and threats (SWOT) in ESDGC promotion in your country?

Interview Questions for Educators in Wales

1. Can you describe your background in education and your current role?
2. How do you understand the concept of Education for Sustainable Development and Global Citizenship (ESDGC)?
3. How were you involved in promoting any official policies and documents that support ESDGC, GC (Global Citizenship) or just Global Education (GE) in your country?
4. Could you name all the initiatives regarding ESDGC that you are aware of?
5. Which initiatives are the most effective and which of them are the least effective, in your opinion?
6. How do these policies translate into practice at the school level?
7. In your view, what are the main barriers to promoting and integrating ESDGC into the educational system?
8. What aspects must be encountered in each country for the successful integration of ESDGC practices?
9. How does the education department consult with teachers to implement ESDGC initiatives?
10. In your experience, what level of teacher involvement is essential for successful policy implementation?
11. How is the impact of ESDGC initiatives assessed at the policy level?
12. What metrics or indicators are used to evaluate the success of ESDGC policies?

13. What do you see as strengths, weaknesses, opportunities, and threats (SWOT) in ESDGC in your country (Wales / Ukraine)?

Interview Questions for Teachers in Ukraine

1. Опишіть коротко ваш досвід у освітньому секторі та чим ви займаєтесь зараз?
2. Як ви розумієте концепцію освіти для сталого розвитку та глобального громадянства (ESDGC)? Чи знайомі ви з якимись офіційними законопроектами чи документами, які підтримують освіту для сталого розвитку (ESD), глобального громадянства (Global Citizenship) або просто глобальну освіту (Global Education) у вашій країні?
3. Які успішні практики впровадження компетенцій/підходів ESDGC в шкільній програмі ви можете назвати? Наприклад, інтеграція в зміст предметів, просування набору цінностей у всіх предметах або які-небудь конкретні види діяльності чи проекти на уроках чи в позакласних активностях. Опишіть це детально.
4. Чи вважаєте ви що предмет «Громадянська освіта» певною мірою покриває питання інтеграції підходів освіти для сталого розвитку та глобального громадянства в освітній системі України? Якщо так, то поділяться власними роздумами якою мірою?
5. З якими труднощами ви зустрічаєтесь під час інтеграції принципів ESDGC в шкільний розклад?
6. Як ви залучаєте учнів до обговорень та участі в діяльностях, пов'язаних із ESDGC (сталий розвиток та глобальне громадянство)?
7. Крізь призму вашого досвіду, які рекомендації ви надали б для поліпшення інтеграції практик випереджаючої освіти для сталого розвитку та глобального громадянства (ESDGC) на рівні школи? Як би ви інтегрували принципи цієї освіти у викладанні вашого предмету?
8. Як адміністрація школи/місцеві органи/уряд можуть краще підтримувати вчителів у впровадженні ESDGC у своїх навчальних програмах?
9. Чи отримували ви якусь професійну підготовку або брали участь у конференціях, лекціях, практичних заняттях, тренінгах, додаткових курсах пов'язаних з ґрунтовним аналізом теми ESDGC?
10. На вашу думку, як можуть громадські організації, органи державної влади, інститути післядипломної освіти краще підготувати освітян країни до інтеграції підходів ESDGC у свою педагогічну практику?
11. Які сильні та слабкі сторони, можливості та загрози (SWOT) ви бачите у просуванні ESDGC в Україні?

Interview Questions for Policymakers in Ukraine

1. Опишіть коротко ваш досвід у освітньому секторі та чим ви займаєтесь зараз?
2. Як ви розумієте концепт Освіти для сталого розвитку та глобального громадянства (ESDGC)?
3. Як ви були залучені до просування офіційних законопроектів та документів щодо освіти для сталого розвитку та глобального громадянства ESDGC, глобального громадянства (GC) або глобальної освіти (GE) в Україні?
4. Чи можете ви назвати всі ініціативи, пов'язані з ESDGC, про які ви знаєте?

5. Які ініціативи, на вашу думку, є найефективнішими, а які найменш ефективними?
6. Як ці ініціативи/поняття/законопроекти/політика впроваджуються на шкільному рівні?
7. На вашу думку, які основні труднощі у просуванні та інтеграції ESDGC в освітню систему?
8. Які аспекти повинні бути враховані в Україні для успішної інтеграції практик ESDGC?
9. Як міністерство освіти як державний орган та громадські організації повинні комунікувати з вчителями для впровадження ініціатив ESDGC? Які перші кроки мають бути зроблені для зміни орієнтирів системи освіти в напрямку сталого розвитку та глобального громадянства?
10. На вашу думку, який рівень залучення вчителів є необхідним для успішної реалізації політики?
11. Як оцінюється вплив ініціатив ESDGC на політичному рівні? Чому це важливо для країни в загальному бути залученим у процеси інтеграції цих практик?
12. What metrics or indicators are used to evaluate the success of ESDGC policies? Які метрики або показники використовуються/можуть бти використані для оцінки успішності політик ESDGC?
13. Які сильні та слабкі сторони, можливості та загрози (SWOT) ви бачите у просуванні ESDGC в Україні?

Appendix G.

Application for Ethical Approval

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Anastasiia Patiuk			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	University of Wales Trinity Saint David			
4	Campus:	Lampeter			
5	E-mail address:	nastasi.patiuk@gmail.com			
6	Contact Telephone Number:	+447936658187			
For students:					
7	Student Number:	2213584			
8	Programme of Study:	Full time/postgraduate MA programme			
9	Director of Studies/Supervisor:	Dr. Jessica Clapham			

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in) - Supervisor.		☒	January 2024		

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.
1	<u>UWTSD Research Ethics & Integrity Code of Practice</u> ☒
2	<u>UWTSD Research Data Management Policy</u> ☒
3	[List any other relevant documents here] ☐

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☒	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☒	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
7		Employed	YES	☐	NO	☒
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☒
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	Promoting Education for Sustainable Development and Global Citizenship (ESDGC) within Ukraine's National Educational System inspired by Welsh initiatives.		
2	Proposed start date:	February 2024	Proposed end date:	September 2024
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain. <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity The research activity aims to gather the views of teachers and policymakers about integrating the Education for Sustainable Development and Global Citizenship (ESDGC) principles in the educational system of Wales and Ukraine. The study will investigate successful methods and practices from the Welsh educational approach in implementing ESDGC, challenges, and opportunities regarding the topics Welsh teachers are encountering. Moreover, the interviews with Ukrainian teachers and policymakers will uncover their opinions about the future improvement and development of the Ukrainian educational system by integrating ESDGC practices as an essential part of becoming a member of the European Union and the world community. (this box should expand as you type)			
4	Research Questions 1. How to increase awareness of ESDGC as a policy and a teaching strategy, and its effects on curriculum, pedagogies, and teaching methods in Ukraine? 2. What policy frameworks and curriculum designs support ESDGC in Wales, and how might similar approaches be adapted for Ukraine? 3. What are the main challenges and barriers to integrating ESDGC into Ukraine's national educational system,			

	- How do these challenges compare to those faced by educators in Wales? - What opportunities exist for innovation, collaboration, and capacity-building in promoting ESDGC within Ukraine's educational landscape? (this box should expand as you type)
5	Aims of Research Activity - Explore the concepts of citizenship, citizenship education, global citizenship, global citizenship education, and education for sustainable development in the context of Education for Sustainable Development and Global Citizenship (ESDGC) model and underline the importance to promote these concepts at schools. - Analyse Ukrainian educational policy regarding concepts and conduct interviews with teachers and policymakers to understand the opinions and challenges in implementing GCE into the Ukrainian educational system. - Analyse Welsh and other western countries educational policies and methods of integrating the development of ESDGC in the national curricula. - Highlight the core approaches and initiatives via research and interviews with active Welsh teachers and policymakers. - According to the peculiarities of Ukrainian educational system and examples of foreign educational systems based on research and conducted interviews, provide the recommendations to the Ukrainian national policy for ESDG. (this box should expand as you type)
6	Objectives of Research Activity - Investigate the theoretical foundations of CE and GCE, ESDGC and define the notion suitable for the research in the Ukrainian context. - Allocate the principles and achievements of selected western countries of incorporating the concepts of ESDGC and GCE in national curricula by analysing existing information. - Conduct interviews with 5-8 Welsh teachers or policymakers to understand their perspectives on ESDGC and point out successful cases regarding the practice of implementing ESDGC. - Conduct interviews with 5-8 Ukrainian teachers or policymakers to gather and analyse their visions for challenges and perspectives in integrating ESDGC into the national curricula. - Synthesize research findings and insights from interviews in the Ukrainian and Welsh contexts and develop the recommendations of integrating the practices and policies of experienced Ministries of Education and other foreign organisations in promoting ESDGC into the Ukrainian educational system. (this box should expand as you type)

	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.
7	In the context of my research endeavour, I am undertaking a case study targeting educators and policymakers from Wales and Ukraine who are actively engaged with the subject of Education for Sustainable Development and Global Citizenship (ESDGC). The primary objective of conducting interviews with selected Welsh educators is to illuminate their perspectives and insights as practitioners in integrating ESDGC principles into the school curricula and pedagogical practices. This qualitative approach seeks to uncover the multifaceted challenges encountered by educators in the process of implementing ESDGC initiatives within the classroom setting. Additionally, to complement the interview data and gain a more comprehensive understanding of ESDGC practices, I am contemplating the utilisation of classroom observation techniques during a lesson at a Welsh school where elements of ESDGC are purportedly being incorporated. In instances where educators and policymakers decline participation in the interview phase of the study, an alternative method will be proposed, wherein they will be invited to complete a structured questionnaire. This written format aims to capture their perspectives, experiences, and insights pertaining to ESDGC in a manner that accommodates their preferences and availability. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	Most of the data will be gathered online. In the case of interviewing local teachers, the research activity can take place in primary and secondary schools in Ceredigion. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research, then please state this.
9	The research activity includes the interviews with Ukrainian educators or policymakers using online platforms. Any specific ethical stipulations are not required. (this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐

11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>
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	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☒	☐
14	A healthier Wales	☐	☒
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☒	☐
19	If YES to any of the above, please give details:		
	Creating opportunities to compare curricula in both countries. Creating the bridge between different cultures in order to share the experience and support world community unity. Contributing to Welsh approach in integrating and promoting ESDGC principle as an inspiring way for other countries. <i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☒	☒
7	Participant observation with their knowledge?	☒	☐
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒

10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☐
	Details of any other participant groups: Teachers and policymakers who are related to the topics of citizenship education, global citizenship education and education for sustainable development. My engagement with children and young people under the age of 18 will be		

	under the supervision of the class teacher during the observation process of the lessons with ESDGC elements.		
	(this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	16-20 (this box should expand as you type)	
11	Who will the participants be?	Teachers, policymakers (this box should expand as you type)	
12	How will you identify the participants?	They should be related to the topic of citizenship education, global citizenship education and education for sustainable development. (this box should expand as you type)	

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐

25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.		
	If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	Full risk assessment completed and appended?	Yes	☐
		No	☒
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: 1. Participants may feel uncomfortable answering some questions. 2. Use of personal details may cause the refusal to join the research. <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: 1. I will provide the opportunity not to answer the question. 2. Provide the participant with understanding that no personal information (names, links) will be included in the research study. <i>(this box should expand as you type)</i>	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	This research activity will not include sensitive, embarrassing or upsetting topics. <i>(this box should expand as you type)</i>		
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator: 1. The lack of answered questions by the participant can influence the research. 2. Many refusals from participants to be engaged in the research.	How you will mitigate the risk to the investigator: 1. Find more participants for getting relevant necessary information. 2. Analyse existing material in public access. Expand the area of research	

	(this box should expand as you type)	and find the teachers in another part of Wales (for example, North Wales or Cardiff). (this box should expand as you type)
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: The information leakage and non-compliance with university policy during the research activity. (this box should expand as you type)	How you will mitigate the risk to the University: Keep the data safe following the guidance responsibly and thoroughly. (this box should expand as you type)
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: No risk to the environment (this box should expand as you type)	How you will mitigate the risk to environment: (this box should expand as you type)

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.	Application pending		

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? I will provide the participants with the email they will be able to contact for further details or results in the information form. The information form will be sent in pdf format during the research process before conducting the interviews. (this box should expand as you type)
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. Several teachers and policymakers from Ukraine and Wales will participate in this research. The selection of participants will be based on their experience in successful implementation of ESDGC methods and practices at schools as well as on their engagement with the topic without practical background. All steps of the research activity will be described to them in the information form in a PDF file and sent via email. The participants will be asked to communicate their agreement or not in participating replying on the email. If the participant agrees on joining the research activity, I will send them the consent form, interview questions for familiarization and arrange the meeting.

	(this box should expand as you type)
3	Confidentiality/ Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	No names, addresses or personal information will be shared with others during all steps of the research and used in the research study. Anonymity is essential to help to protect privacy. (this box should expand as you type)

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?	YES	NO
1	“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☒	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	The participants will be asked to fill in the consent form before participating in the research activity. It is a compulsory requirement for providing safety and transparency of the research activity. The audio/video materials will be collected in the case of recording interviews and observing the lessons for the researcher to be able to use accurate information provided by the participant in the study. (this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒

7	Private company computers?	☐	☒
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	“Cloud” storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	Data will gather securely using a password to protect them in the researcher’s computer. Finally, all of data will be destroyed after the study has been submitted and the award received. The storage of data in the “cloud” means the storage in researcher’s personal account in the university cloud “OneDrive” which is secured with Authenticator application. This is an alternative way to private computers to storage the data in case the data at the personal laptop will be damaged or deleted accidentally. Audio/visual data will be transcribed and would be shown to participants to check accuracy of reporting. Any USB sticks used to store or transfer data will be password protected. (this box should expand as you type)		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	The responses of the participates can be shared with the supervisor via personal university emails. (this box should expand as you type)		
22	List all who will have access to the data generated by the research activity:		
	Main Supervisor (Dr Jessica Clapham) will have access to the data. (this box should expand as you type)		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Main Supervisor (Dr Jessica Clapham) will have access to the data.		

	<i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Data will be gathered securely using a password to protect them in the researcher's computer. All data will be stored until the research is complete. Audio/visual data will be transcribed and would be shown to participants to check accuracy of reporting. Any USB sticks used to store or transfer data will be password protected. Finally, all of data will be destroyed after the study has been submitted and the award received. In accordance with the DPA2018, participants will have the right to ask to see what data is held relating to them, and this data will be deleted immediately if the participant requests this, in which case the data will not be used in the project. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	<i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	<i>Anastasiia Patiuk</i>	Date: 10.01.2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Jessica Clapham	Date: 10.01.24
3	Signature:	<i>Dr Jessica Clapham</i>	

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Appendix H.

The interview transcript with the participant from Wales

Interviewer: Can you describe your background in Education and your current role?

Participant:

What biology and maths teacher in Aberystwyth, in Penworthig, in a Welsh-medium school in Aberystwyth. So that's just 11 to 18. And there I taught all key stages and there then I became head of biology and then head of science. And then I left Penworthig in 2019, and started in 2009, and then I moved to Ysgol Bro Teifi in Llandysul, just not that far as closer. And that's a 3 to 19 school. I teach mainly on the secondary, so again key stage 3,4,5, I have talked about key stage 2, and there I'm head of science.

Code:
Sustainability
as a cross
curriculum in
science

Theme 1:
Perception of
ESDGC

Interviewer: How do you understand the Education for Sustainable Development and Global Citizenship (ESDGC) concept?

Yeah, I am aware of the concept.

So. Sort of. I guess using it is sort of cross-curricular in science.

To look at sort of pupil values. In sustainability and development. And sort of trying to incorporate it into science education.

I'll be honest, and I probably don't do enough of it. I probably haven't incorporated enough. In my role, I think. There's sort of a lot of pressure on us.

You know, to deliver a curriculum. Numeracy, literacy, ICT, and even digital competency. I think there's a lot of pressure on us to do other things, and something like ESDGC probably doesn't get as much attention as it should.

Code:
Lack of
attention for
ESDGC

Interviewer: What successful practices of implementing ESDGC components in the school curricula can you name? For example, integration in the subject content, promoting the set of values throughout all subjects or any specific activities or projects. Describe it in detail.

Participant:

I guess in science, it comes naturally.

With regards to things like climate change.

Sustainability sort of recycling and stuff like that. So, I have seen as especially in the A-level course I've seen a change in the curriculum, for instance, biology, is

Code: Increased
awareness
regarding
sustainability in a
teaching process

what I teach to A-level and a lot of the new topics we teach have integrated things like climate change and then sort of.

Sorry, I teach to the medium of Welsh. That's why maybe I'm a bit slow with my get my terms out. So with regard, let me think carbon cycle, the nitrogen cycle and then maybe we'd go off track and and go how we're having a negative impact on it, climate change, etcetera, global warming, carbon footprints, there's a lot of new things. I feel we're teaching that. I didn't use to teach.

So there's some aspects like that with chemistry. I know again, when we're teaching sort of plastics and metals, we're going down that sustainability route and that's incorporated. So, I think key stages four and five, I follow the curriculum, so if it's part of the national curriculum or part of the spec, sorry, I then that's where I teach it. I have so recently we have had to redo the curriculum, you know, lower down the school. So, for the new.

Code: Curriculum
limitation

And I, you know, because of time constraints, especially in the school world, we have to sort of stick to the curriculum. So, unfortunately, it's maybe not something we go off on a tangent, but you know, lower down the school, I think, definitely. It's something maybe we need to tackle more, but I do. I do feel a little bit with pupils. They're a bit.

To how to put this sort of politely, a bit not bothered by it? I don't. They don't see it as a.

I don't know. It's a problem to them if that makes sense and they're just a bit like, Oh yeah, whatever.

Interviewer: What difficulties and barriers have you encountered while integrating ESDGC principles into the school routine?

Participant:

So time to teach.

Often you know we have interruptions like a lot of the people you know, you do other things at school. As I'm thinking of our school last year, we did a school show. I have a lot of pupils are involved, which is great because they get extracurricular activities there. But obviously then it puts a lot of pressure on us as teachers and checking a few show days, etcetera. So you know, time constraint is something massive.

The time to teach, time to prepare.

Code: Lack of time
for proper
preparation and
teaching itself

So we as teachers get, you know, Ppas, that's 10% of the time tip, I get a little bit more because I'm ahead of department. But I mean I compare with my English, I've got a lot of friends teach in England, they get a lot more non-contact time than I do, maybe not so much anymore, but they definitely did. So again, you've got sort of time constraints with regards to planning because you know, I do feel if you're going to do these things, you need to do them right, not just do a sort of a slap dash job of it.

Interviewer: How do you engage students in discussions and participation in the activities related to ESDGC?

Participant:

I think generally pupils and the attitudes, that's something I find really hard, especially with science, because we've got to teach it to everyone until they're 16. A lot of them are very disengaged. I don't think the curriculum is accessible to everybody, so a lot of them are just disengaged from the start. So then, you know, if they see climate change or something boring, they just, they just switch off and it's really hard then to motivate them and to get them sort of engaged in these things.

Code: The issue with pupil engagement

Yeah, that's mainly so sort of time and and time to teach time to prepare is big juggling act being a teacher.

Yeah, totally, I think.

A new approach, I think with my subject, I'm quite lucky.

When the pupils do practical work, sort of hands on work, they are definitely more engaged than just me. You know, talking at the front.

But again sort of with that, I think I'm just, you know, there's more preparation involved, but definitely you know, when I if I'm being observed as a teacher or if any my department have been observed. I always tell them get the pupils to do stuff because that is way more engaging, way more fun than sort of listening to me just back on at the front. So I think definitely sort of hands on.

Taking them on a trip somewhere that's always positive as well. You know, I'm getting people in to talk. That's often more engaging as well, so getting people in to come and talk to pupils and to sort of raise awareness, etcetera is definitely

Code: Ways of tackling the issue with pupil engagement

Theme 4: Pupils' engagement and attitudes

Interviewer: Based on your experiences, what recommendations would you provide for improving the integration of ESDGC practices at the school level?

I think maybe more resources and I think maybe just time that somebody comes in and literally points it out and says look, this is what's part of this curriculum, this is what you could be doing and then you know.

Code: Need for more resources available for educators

...of us having to maybe sit and read, I feel with this new curriculum I have and read and read and read things. ... that just somebody comes in who knows their stuff about it and says, know, this is what it involves. This is where you can do it in science

Yeah. Get on with it. That would be amazing, and some resources, etcetera, for the medium of Welsh should be lovely.

Because I spend a lot of time translating a lot.

Interviewer: How can schools/local authorities/government better support teachers in incorporating ESDGC into their classrooms?

Participant:

So I think I'm obviously training is a big thing because you know, even though I'm a science teacher, I did a degree in human biology, so my knowledge may be of, you know, climate change and impact on the on habitats is less than what it someone else. So I think we definitely could do maybe a bit more

Code: Training as a tool for receiving more relevant knowledge

...st COVID a lot of it's changed sort of training sort of face to face training the sort of climate, you know, the. Teaching climate change we don't often have chance to go in and meet. We don't have a chance to sort of have face to face meetings as much anymore.

Code: Change of circumstances and their impact on everyday routine

...e good that we had sort of prepared activities, prepared resources, a lot and effort, you know, goes in. I've spent a lot of time with the summer g to do new topics for you 9 and it just takes forever. And so if we had things that were readily available.

And also I think one of the restraints I have as well, so that's sort of maybe back to the other question is we teach science to the medium of Welsh.

And we're a Welsh medium school, so again with regards to resources and accessibility to Welsh resources where yeah, at a disadvantage, the pupils are as well. You know, if I sort of give them a task or research task or something to do.

Code: Need for more resources available on Welsh language

Theme 5:
Ways for
improving
ESDGC
integration

You know the material is pretty much shown in English for them, so it's it's it makes it a lot more difficult to start with. Maybe

as the government as well, it could be more proactive in sort of.

Showing the degrees and and careers that are out there with regards because it is a topic. It's a massive global issue, sort of sustainability, etcetera. So you know you, we educated teachers, educated pupils on the career then maybe we'd have sort of more interest and I feel, you know, as a biology teacher, I often have what every year I have the doctors, the nurses, the dentists, the.

You're sort of typical.

Biology degree is sort of pathways, but you know, I often say to them or have any of you thought of going into botany and they're like what? And I'm like, you know, these careers need more people. And maybe if they were aware of that and a way maybe more of the career pathways, then maybe more people get on board.

Interviewer: Have you received any training or professional development related to ESDGC?

Participant:

OK, so I'm trying to think of training.

Probably not directly. I'm trying to think. I can't think of any specific example where I've had a day of ECDGC training. In my career, I have been on days out to sort of Swansea University, and we got to sign up for different lectures, so I remember what I did then.

We often meet sort of heads of science, and sometimes we have specialist talks, so a person would come in and just maybe say what they're involved with. I remember the last time we had. Someone who worked with I want to say something to do with space. So, he could come in and give a space talk, etcetera. So, if we have had any training, it would be part of another day if that makes sense. I can't think of the top of my head where I've had a day for an ESDGC trainer. Unfortunately, though, like I said, COVID sort of changed the way in which courses have been delivered.

Unfortunately, as well, because of a lack of funding in schools, the days of going are over.

Of courses now, sort of after school. So, you know, online between 0. But personally, I've got two small children. I mean, it doesn't. It

Code: Ways of tackling the issue with pupil engagement

Theme 6: Training and Professional Development

Code: Lack of training for ESDGC

Code: Change of circumstances and their impact on everyday routine

doesn't work unless it's during the school day; it's challenging to do extra training in the evenings, if that makes sense. So, I'd say we have probably had something for some time, but I can't think specifically of going on a day for it.

Interviewer: What are your main pros and cons about the new curriculum?

Participant:

The pros?

It's forced me to **relook at things**. It's forced me to.

I have had to change my ways, change the department's ways, and look at tasks that are more engaging for pupils. This has sort of forced me to change things because **teachers don't like change**, so that's been a good thing. I **feel that I have put a lot of time and effort into it, and I feel the pupils are enjoying what we're trying to do at the moment.** So they're the main pros and cons.

Code: Personal engagement and motivation

Code: The change process and its difficulties and opportunities

sort of back to time, time in planning it. I think you know the pre-stages were pre-COVID, so you know, and I was on maternity at the well. So you know or I don't feel we've had maybe the enough time to.

properly and you know, yeah, sort of. Sort of. You know, I guess I've been doing it over the summer.

, it's these things that are properly so that's the main con. I think a lot maybe for **older teachers aren't too keen on it**, you know, they don't particularly like especially the ones coming to the end of their career. Maybe they're not as on board as.

Theme 7: Barriers and drivers a change process

The rest of us.

And I guess a big call at the moment is the sort of new GCSE hasn't, you know you sort of that's what you're working towards. So I like to see the GCSE and maybe look at what sort of skills and knowledge needs to be implemented sort of lower down the school.

So back to Pro as well. I guess it's more of a continuum now. So you know the primary know maybe what they should be teaching. And then when when we get them in the secondary, they should be at a certain point with this much knowledge, you know moving forwards.

Appendix I.

The interview transcript with the participant from Ukraine

Interviewer: Describe your experience in the education sector and what you're currently involved in.

Participant:

I've been in education since 2006. Currently, I've been working as the head of the Movchanska Gymnasium under the Borodyanka Village Council in Kyiv Oblast for four consecutive years.

Interviewer: Have you come across the term "global citizenship" (GC) in your work? If so, where and how was it interpreted? If not, how would you interpret this term in the context of education?

Participant:

No, it's the first time I've heard it. But if I understand correctly, "global" implies something expansive, and global citizenship means the equality of all citizens from different countries. This is what we felt at the beginning of the war when we were treated as a third-class country. Only over time, people began to support us. And it pains me greatly because Ukraine has incredibly powerful resources in terms of natural minerals, fertile black soil, and even amber in my home region of Rivne, which is truly exceptional. Yet, we've remained at the same level.

Interviewer: How do you understand the concept of Education for Sustainable Development and Global Citizenship (ESD/GC)?

Participant:

Before the war, we had a program on sustainable development, but we never got to launch it. Nowadays, I understand sustainable development as those small steps we can take that positively influence our lives. For example, we care for the psychological state of our students. Additionally, it's about volunteering, which kids are actively involved in. They understand the importance of it, not only within educational programs but also in everyday practical activities. Before the war, I was very keen on sustainable development and tried to introduce such approaches at the school level, but now it's a bit harder.

Interviewer: What do you think about promoting and integrating ESD/GC practices and approaches into Ukraine's national education system?

Participant:

Honestly, I wouldn't say I know for sure if it's even possible to implement much of this. It's quite difficult to change anything outside the set boundaries in our country. Thankfully, things have shifted slightly, and we have a little more autonomy now.

Code:
Lack of
awareness of
GC

Theme :
Understand
ing the
ESDGC

Code:
Personal
interest in
ESDGC

Code:
Impact of war

Code:
Pupil-centred
teaching

Also, the older generation is quite resistant to change. For instance, they stick to the old ways of teaching, and teachers deliver material without much practical application. For me, it's important that my colleagues engage each year and every subject with at least some socially significant issue or utilize current global events so that students can develop the skill of discussion. Ideally, the child wouldn't even notice the transition, and it would become routine for them to acquire knowledge while also developing practical skills.

I would think it also applies to sustainable development and global citizenship themes—the key is to deliver them practically so that the child understands the importance of caring for the environment, their family, and the preservation of their life. This doesn't have to be a separate

; rather, it can be small elements in every lesson that help reinforce and practice these

to become part of subconscious practice. People need to understand what they're doing and why they're doing it. If it becomes part of everyday practice, it will happen naturally over time, with understanding and awareness of what we're doing and why. Children will absorb this bit by bit, and that's how they learn.

Interviewer: Are you familiar with any official laws or documents that support ESD/GC, Sustainable Development Education (SDE), Global Citizenship (GC), or global education in Ukraine?

Participant:

No, I'm not familiar with any.

Interviewer: What steps can you take to promote ESD/GC and its practices in your school?

Participant:

We as school started writing and submitting grants for solar panels. Some got rejected, but two were approved—one from England and another from Germany. It's like a cause-and-effect relationship: when you strive for something, it eventually comes to you.

Interviewer: Can you name any successful examples of integrating ESD/GC competencies and approaches into the school curriculum, such as embedding these practices into specific subjects, promoting a set of values in lessons, or conducting specific activities or projects in class or extracurricular activities? Describe them in detail.

Participant:

I can give one example. We live in a village surrounded by forests, and tourists come here to admire the beauty. But there's a lot of litter scattered in places where it shouldn't be. We often have students to collect trash. Recently, we decided to try sorting the waste, and many

students enthusiastically supported this idea, so we placed separate bins for different types of waste. Just in time, a nearby town opened a hub that processes the sorted waste. I believe these simple skills and practices—like walking around the village with bags, collecting trash, and sorting it—help students internalize the idea that they are part of nature and society. Next time they think about littering, they'll remember their experience and think twice.

Interviewer: What challenges do you face when integrating fundamentally new approaches into the school curriculum?

Participant: The low level of responsibility among students, for example. They ask me why they can't choose their subjects in high school like students abroad, and I explain that while they do have this freedom abroad, those students are also motivated to study independently.

Code:
Pupil
engagement
issue

now, I believe there is also a very low level of parental responsibility. When we approach parents, their first reaction is often, "Why should I? What are you doing at school? I'm not the teacher." They don't see it as their responsibility. My own mother was a teacher, and she raised her children with a sense of responsibility. I never taught my children myself—I only supervised their homework. However, many parents shift the entire responsibility onto the teachers.

Interviewer: Have you received any professional training or participated in conferences, lectures, practical lessons, workshops, or additional courses related to the in-depth analysis of ESD/GC topics?

Code:
Challenge to
implementing
new practice

Participant:

Well, we are certainly not lacking in this respect because every new change in Ukraine's education system is immediately accompanied by new courses, webinars, and so on. There are many of them now. Moreover, the war has taught us to look for opportunities. For example, now, I'm taking a very intensive course, and I also suggested it to my colleagues. These are free international courses available today. Some of my teachers are taking them, but if one person is passionate about something, we have this habit of gathering together, and everyone shares what they've learned over the last six months, exchanging new skills. We then apply those skills practically in our lessons.

Code:
Opportunities
for trainings

Theme 4:
Challenge
to
implement
ESD/GC

Interviewer: What methods would be most effective for familiarizing teachers with the ESD/GC topics and integrating them into curricula?

Participant:

Code:
Teacher
Collaboration

The best way is to lead by example. Whenever my assistant and I initiate something, others follow. If they see that it benefits them, they will take action as well. In Ukraine, we face staffing shortages, and many schools are under the threat of closure due to low enrollment.

Code:
Teacher's role

However, we focus on providing high-quality education, which attracts students and their families, despite the challenges we face.

Interviewer: What steps should the school administration, local authorities, or NGOs take to promote the understanding and implementation of ESD/GC at the local level?

Participant:

It's complicated, especially considering the staffing crisis. We are short on qualified personnel. Just yesterday, donors were inspecting our school, and we discussed support measures for schools. There's also a lack of understanding about the problems we face at the grassroots level.

Code:
Challenge to
implementing
new practice

Interviewer: What actions should the Ministry of Education and Science of Ukraine and institutes of postgraduate education take to better promote ESD/GC at the national level and prepare educators to integrate these approaches into their teaching practice?

Participant:

To be honest, we need a Minister of Education who is an educator. Every time we have a minister who isn't from the education sector, they fail to see the issues from the inside. It is crucial to provide teachers with respect and decent wages. In the past, teachers were highly respected, but nowadays, the situation is different. Teachers deserve to be treated with dignity

Code:
Teacher's role

critical work they do.

Interviewer: Education is inherently tied to the state, while NGOs operate independently. Do you see any interesting connections or ways in which NGOs can help integrate something new into schools?

Participant:

Let me share an example from my experience. There are two organizations I'm particularly grateful for. The first is the Ukrainian Women's Guard, with whom we went through several training sessions. At first, they weren't accepted in our community, but they persevered. Now they conduct workshops on mine safety, teaching children about the dangers in our war-torn areas.

Another example is a children's NGO we partnered with through a grant program. The students managed to gather funds to build a sports ground through this grant and by involving sponsors. The youth now lead their own NGO, continuing to contribute to their community as they envision it.

Code:
Civic
organisation
role

Participant: These organizations have shown us that it's possible to impact the community positively. The young people leading the NGO are doing great work. They're not relying on local authorities or older generations to dictate what needs to be done—they are deciding for themselves what they want their community to look like and are taking action. It's a wonderful

example, and I often tell my own students to look at what these young people are doing

inspired to make changes in their own villages or towns. It's essential that we, as educators, foster this spirit of independence and community involvement in our students.

Interviewer: Do you think it's possible to balance national identity and global citizenship within the Ukrainian education system? Is enough attention being given to this issue?

Participant:

I believe it's not only possible—it's quite easy to balance the two. Patriotism is not just about your country, it's about understanding that you are important to it. And when we talk about patriotism and global citizenship, combining them is quite simple. We often use other countries as examples for our students. For instance, I've told them about Lithuania—a small country that became independent at the same time as Ukraine, but their level of development is different now. Lithuania helps Ukraine in many ways today, and that's a great example of how a country can work for its own good while also supporting others.

It's about whether we can take the good practices from other countries and adapt them to our own needs and circumstances in Ukraine. It's also about whether we can develop our country without losing our people to jobs abroad. It's crucial for students to learn and stay in Ukraine to help rebuild and strengthen it. I often give my students examples of Ukrainian youth who have invented things or achieved great success, and I tell them that they, too, can make a difference.

Interviewer: What are some steps that the school administration, local organizations, or municipalities could take to better integrate global citizenship and sustainable development education at a local level?

Participant:

Well, as I mentioned, we have a serious issue with staffing shortages. Just yesterday, donors visited our school to discuss renovation projects. But it's not just about infrastructure; the real issue is a lack of qualified teachers. We need to focus on attracting talented people to the teaching profession, and that requires decent pay and better working conditions. The Ministry

of Education needs to be aware of these challenges at the ground level, not just from a top-down perspective. Only then can we create a sustainable system where schools can thrive, and students can receive the quality education they deserve.

Interviewer: In your opinion, what role should the Ministry of Education and Science of Ukraine and institutes of postgraduate education play in better promoting global citizenship education and sustainable development at the national level?

Participant:

Code:
Discussing
Positive
international
Examples

Code:
Leadership
cultivating

Code:
Ways for
improvement

Theme 5:
Ways for
improving
ESDGC
integration

Theme 6:
Socio-
political
impact

Code:
Challenge to
implementing
new practice

should appoint leaders from within the education sector who understand the from the inside. Teachers should be treated with respect and given fair wages. They are responsible for shaping the next generation, and that's a huge responsibility. Without proper support, it's difficult to attract passionate and talented individuals to the teaching profession.

Interviewer: What challenges do you face when trying to implement new educational approaches?

Participant:

One of the biggest challenges is the mentality. Many teachers still adhere to old teaching methods that don't encourage practical learning. Even when we have educational events or programs focused on history or current events, I tell my colleagues that we don't need to make it an official event every time. It's more important to integrate these themes naturally into every so students absorb these ideas without feeling like they're being forced.

Code:
Lack of
concept
awareness
and desire

applies to sustainable development and global citizenship as well. We need to find al ways to teach these concepts so that students understand their importance without overwhelmed. It's not about reading it from a book; it's about living it in everyday life.

For example, when we talk about environmental protection, students should learn it through activities like recycling, not just as a theoretical concept. They need to understand that their actions have a direct impact on the world around them.

Interviewer: What recommendations would you give to improve the implementation of ESDGC at the school level?

Participant:

I think we need to lead by example. When the leadership at the school takes action, others will follow. We've already started applying for grants, and we've had success with a few of them. This is how you create momentum. Once people see that you're getting results, they will want to be a part of it.

We also need to foster a stronger sense of partnership between teachers, students, and parents.

If parents are involved and understand what we're trying to achieve, they will be more

Code:
Ways for
improvement

ve of the changes we want to implement. This partnership is critical for the success of educational reform.