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INTRODUCTION

The global climate crisis of the 21st century significantly impacted the number, intensity, frequency, scale of extreme weather events, and natural calamities all over the world (The Intergovernmental Panel on Climate Change, 2014; USGCRP, 2017).

However, environmental degradation is having a disproportionate impact on vulnerable communities and client groups. Social work role is rapidly becoming vital in organizing effective response to natural hazards and environmental degradation.

Environmental sustainability is one of 4 pillars of the Global Agenda for Social Work and Social Development (IFSW, IASSW, 2012) and is part of national professional agendas as well (ASWEAS, AASW, 2015; NASW, 2012).

However, the concept of the environment is not new for social work professionals. Development of environmental practices was mentioned in works of Mary Richmond and Jane Addams, as well as was established in different theoretical approaches, including ecological social work, ecofeminist social work, green social work, ecosocial approach, deep ecology, environmental social work, and social transformation theories. Nevertheless, professionals have not fully conceptualized a relevant definition of environmental social work.

The rapidly changing climate sets a need not only for disaster preparation of vulnerable communities but also for training future social work practitioners to meet the challenges of environmental crisis aftermath.

Lately, disaster-management and environmental justice agendas have been generating considerable interest in the international scientific field. Still, social work with natural hazards is significantly under-researched and weakly represented in Ukrainian social work scientific discourse.

The purpose of the study is to explore the approaches in social workers' preparation for social work in natural disasters.

To achieve the above purpose, the following **objectives** were set:

- 1) to analyze existing approaches for preparation of social workers to social work with natural disasters within higher educational settings;
- 2) to define the necessary knowledge, skills and competences for efficient social workers' response to natural disasters;
- 3) to identify content of education and training on natural disaster social work for Bachelor social work students in higher educational institutions of Ukraine;
- 4) to develop recommendations for social work academics in higher education institutions on education and training the social work students for natural disasters response.

Object: social work in natural disasters

Subject: approaches to preparing social work students for social work in natural disasters

CHAPTER 1

THEORETICAL AND METHODOLOGICAL APPROACHES TO SOCIAL WORK IN NATURAL DISASTERS

1.1 Existing theoretical approaches to understanding social work with environmental degradation and natural disasters

The importance of environment was always highlighted in social work theory from its founders: the person-in-environment concept of Mary Richmond, who emphasized the importance of social interaction and social environment in individual cases; and Jane Addams's focus on the urban environment as one of the influencing factors on human well-being (Kemp, 2011; Belchior Rocha, 2018). Because of its close connection to the relationship between people and their habitat, disaster social work is often theoretically grounded in the ecological framework of social work. Due to the developing climate crisis during the last decades, more social work professionals have been highlighting the importance of integrating environmental concepts into modern theory and practice, developed approaches and conducted researches on these topics (Philip & Reisch, 2015; Boetto, 2017; Bell, 2019). Concerning social work with environmental degradation, several social work theories of the environment have been prevailing, including ecological social work, ecofeminist social work, green social work, eco-systematic, environmental social work, and social transformation theories.

Ecological social work is one of the earliest ecological frameworks that is often referred to as the "person-in-environment" concept, focuses on social and physical "place" as a critical site for social work interventions (Kemp, 2011; McKinnon, 2013). In practice, this framework was mostly using social

environment concept and understood nature as a tool for individual, family, or group well-being and was focused on interpersonal environments such as home, family, and school (Green, McDermott, 2010; Kemp, 2011; Philip & Reisch, 2015). During interventions with natural hazards, ecological social work regards the dysfunctional relationship with the environment as a source of stress and an object of change in cases of environmentally driven migration and displacement in the time of natural calamities. These transitional tensions can interfere with personal functioning: environment repository, leading to clients' inability to cope with the pressure. Therefore, advised interventions are aimed at clients' ability to adjust to the existing environment for them to cope with stress in a more productive way.

Ecosocial "system" approach has been rooted in the principles of "system" thinking and deep ecology principles. It emphasizes the importance of the connection between the client and nature and their place in the planet's bio-system. Payne (2005) stated that the ecosocial approach "uses ecological ideas politically to combat social exclusion" (p. 154). Contrary to the ecological approach, which is focused on individual well-being, the main thrust of ecosocial approach is on the integration of policy changing, activism for environmental issues, and assistance for bottom-up initiatives in the fight for environmental justice. This approach also addresses environmental injustice as an intersectional issue related to the social injustice and the disproportional vulnerability of social work alienated groups (Belchior Rocha, 2018; Howard, Agllias, Bevis & Blakemore, 2018; Nesmith & Smyth, 2015; Zakour, 2013; Powers, Schmitz, Nsonwu & Mathew, 2018; Rojas-Páez & Sandoval-Díaz, 2019). In the context of natural disasters, this approach is mainly focused on pre-disaster interventions and advocacy in the course of urban environmental degradation which takes place in a specific area.

Ecofeminist themes were developed within the global feminist movement and were originally proposed as a critical overview of Deep Ecology (Salleh,

1984). Ecofeminist social work concentrates on the interconnection between gender and environmental injustice. Its relevance to the social work in natural disasters lies in disproportional gender dynamics and the increment of gender-based violence in the areas where natural calamities and post-disaster development take place (Alston, 2013; Weitzman, A., & Behrman, 2016; Rao, 2020).

Lena Dominelli (2012) pioneered green social work, which now is a well-spread concept in the scientific field, mostly used in the discourse of environmental justice and policy-making (Dominelli & Ku, 2017; Saavedra & Marchezini, 2019; Muchacha & Mushunje, 2019) and disaster interventions case studies (Nikku, 2015; Dominelli, 2018; Bun Ku & Dominelli, 2018). Dominelli defines green social work as

“a form of holistic social work practice that focuses on: the interdependencies among people; the social organization of relationships between flora and fauna in their physical habitats; and the interactions between socio-economic and physical environmental crises and interpersonal behaviors that undermine the well-being of human beings and planet earth. It proposes to address these issues by arguing for a profound transformation in how people conceptualize the social basis of their society, their relationships with each other, living things, and the inanimate world.” (Dominelli, 2012, p. 25)

This approach seems to be widening the scope of theoretical discussion of environmental social work in the direction of an action-oriented radical discourse. In the case of disaster interventions green social work

“focuses on how the social organization of relationships between peoples and their interaction with flora and fauna in their physical habitats creates the socio-economic and physical environmental crises that undermine the well-being of human beings and planet earth. Its practitioners argue for profound transformations in how people conceptualize the social basis of society, their relationships with each other, living things, and the inanimate world (Dominelli, 2012, p. 25). ”

Thus, the applied usage of this model requires collaboration between organizations and community representatives (Nikku, 2015; Dominelli, 2018).

The social transformation approach, also known as a transformative eco-social model, was developed by scientists Jacqueline S Mattis, Jef Peeters, and Heather Boetto. Rooted in the eco-critical discussion about the modern socio-ecological crises, this approach highlights the interconnection between sustainable development and eco-social social work. With a great emphasis on community-based practices, the social transformation approach is aimed at promoting deep societal organizational changes, including the change of social work institutions and social policies, which are supposed to lead the humanity to a sustainable future through empowerment (Boetto, 2017; Peeters, 2012).

Ecofeminist, green social work, ecosystem, and social transformation approaches are often combined within the eco-social framework (Kemp, 2011; Peeters, 2012; Powers, 2016; Belchior Rocha, 2018). In the modern circumstances of the escalating climate crises, some researchers and professionals were trying to conceptualize this direction of social work with the term “environmental social work”. The overall aim of the environmental social work is to help humanity create and maintain a biodiverse planetary ecosystem (including humans). This theoretical term will be used in the following research, as it is considered to be the most relevant to the current global issues.

The majority of the scientists emphasize the importance of the interdisciplinarity of knowledge and practice in social work when responding to the issues of environmental degradation. The intersectional disciplines mentioned and discussed in this regard include ecology, sociology, urban studies, social economy, geography, diplomacy, ecological psychology, etc. Due to the close connection of the physical environment to the discourse of urban sociology, Kemp (2011), Bun Ku & Dominelli (2018) interpret revitalization and spatial-justice concepts through the lens of the eco-social framework.

A number of environmental social work studies demonstrated the prevalence of the use of the multi-level approach when it comes to the design of the interventions (Kemp, 2011, Dominelli, 2012; Philip & Reisch, 2015; Nikku, 2015; Mihai, 2017; Powers, Schmitz & Moritz, 2019; Sánchez, Houmanfar & Alavosius, 2019). Firstly, the ecological approach is more oriented towards micro-level practices, focusing on therapeutic work regarding clients' well-being. Secondly, community-based approaches partially include mezzo-level interventions aimed to modify the physical surrounding of a group. Thirdly, a great number of researchers mention the importance of policy-making and collective action for the long-term effectiveness of the environmental social work interventions (Dominelli, 2012; Achstatter, 2014; Philip & Reisch, 2015; Matthies & Närhi, 2016; Powers, 2016; Dominelli & Ku, 2017; Bell, 2019;). Consequently, the transformative eco-social model and green social work are considered macro-oriented approaches. It is often being argued that the above-mentioned approaches are akin or even interchangeable (Boetto, 2017). Nevertheless, green social work is more radical than the social transformation approach. Therefore, social transformation approach gives greater importance to fundamental societal changes.

The studies on the subject of environmental social work were developed by professionals from the different parts of the world, including Europe, Australia, North America and Asia. This can be considered an indication of the global

importance of addressing environmental issues in the field of social work. For this reason, international disaster-response is widespread, incorporating concepts of global collaborative action, indigenization, humanitarian relief, and others into disaster social work practices (Philip & Reisch, 2015; Alston, 2015; Powers, Schmitz, Nsonwu & Mathew, 2018). Some practitioners have made attempts to develop these concepts further within a new framework. Thus, Canadian professionals Gray, Coates, and Hetherington (2007) developed an ecospiritual approach based on an assumption that social and ecological systems are interlinked. Used by practitioners of eastern cultures, Canadian scientists refer to Indigenous practices of connecting with the planet, helping and healing. Founders of this approach consider that “the social work profession has failed consistently to be inclusive of local contexts, indigenous knowledge, and traditional helping and healing” (Gray, Coates, and Hetherington, 2007, p. 395). The use of the ecospiritual approach, therefore, could be beneficial during international interventions at sites of natural disasters, honoring local culture and building trust for foreign professionals (Nikku, 2015) as well as helping to rebuild coherent community via traditional ways.

Various approaches of environmental social work illustrated above could be applied to pre-disaster interventions (transformative eco-social model, green social work, ecofeminism), disaster-response (ecological social work, green social work) and post-disaster development (ecological social work, ecosocial social work, ecospiritual social work). Despite a wide representation of pre-disaster and post-disaster approaches for social work interventions, there is a little literature devoted to direct emergency management during disasters.

Given the above, there is a conceptualization problem related to a blurred understanding of the environmental social work framework, as well as an unclear definition of disaster social work within this framework. The absence of a clear and unified definition of environmental social work framework and its interpretation of

disaster social work causes additional challenges when it comes to the translation of the approaches described above into field practice.

1.2 Competences for social work interventions in natural disaster

Professionals acknowledge that social workers are nowadays playing a pivotal part in the interventions during disasters associated with natural hazards. There are multiple roles that social workers play in this context, including practices that take part at all levels of interventions, not only during the direct disaster response but both at the time of disaster preparedness and post-disaster development.

A high number of studies consider that work of multidisciplinary teams is at the core of natural disaster interventions. Interdisciplinary management is mostly applied at times of natural disasters and during the period of the immediate aftermath, when the professionals are coordinating teams of governmental representatives, medical and psychological help groups, volunteers, and social agencies (Greene & Greene, 2009, Philip & Reisch, 2015; Teixeira & Krings, 2015; Bell, 2019). In the course of disaster preparedness activities, social workers should be a part of the multidisciplinary team, developing disaster emergency strategies and policies for environmental justice. Moreover, the social worker is supposed to have an above-average level of knowledge from intersectional disciplines. This will help to make effective organization of collaborative efforts possible during post-disaster response and succeed in development of the affected community (Kemp, 2011; Nesmith and Smyth, 2015; Bun Ku & Dominelli, 2018).

Representatives of environmental social work framework are currently focusing their studies on preparing communities for potential natural disasters, which is important due to escalating environmental degradation around the world (Achstatter, 2014; Rapeli, 2017; Powers, Schmitz & Moritz, 2019). In order to successfully achieve that, social work interventions are required at all levels of practice (Philip & Reisch, 2015).

While describing the importance of preparedness for disasters, many of the community professionals highlight the disproportional impact of ecological crises on socially vulnerable groups (Howard, Agllias, Bevis & Blakemore, 2018; Belchior Rocha, 2018; Zakour & Swager, 2018). Consequently, more and more scientific papers are focusing on the development of vulnerability assessment measures with environmental concerns (Birkmann, 2006; Fekete, 2009; Belchior Rocha, 2018). By addressing the link between social and environmental vulnerability Portuguese researcher Helena Belchior Rocha (2018) noted: “the surrounding dynamic pressures translate into specific processes of insecurity in which vulnerability is expressed in time and space, such as those induced by the physical environment, the local economy or social relations“ (p. 5).

Generally, while conducting a vulnerability assessment, the importance of understanding the factors of vulnerability relevant to disaster risk reduction should be mentioned. The stronger impact of calamities was noticed for women and girls (Alston, 2013; Weitzman, A., & Behrman, 2016; Sim, Lau, Cui & Wei, 2019; Muchacha & Mushunje, 2019; Rao, 2020), older population (Chiemeka, 2013; Hsiao *et al.*, 2019??, Christensen & Casteneda, 2014), ethnic groups and migrants (Howard, Agllias, Bevis & Blakemore, 2018; Powers, Schmitz, Nsonwu & Mathew, 2018), poor neighborhoods (Belchior Rocha, 2018; Rojas-Páez & Sandoval-Díaz, 2019), and a wide variety of some other minority groups. The assessment of the above-mentioned groups' vulnerability should be accompanied by registration, record-keeping and advocating their rights in order to include them

into disaster emergency policies. Furthermore, raising the resilience of vulnerable groups through the strategies of personal emergency is considered to be an issue of particular importance, along with empowerment (Cutter & Emrich, 2006; Greene & Greene, 2009; Belchior Rocha, 2018; Zakour & Swager, 2018; Sánchez, Houmanfar & Alavosius, 2019).

Macro-level interventions regarding disaster risk reduction are dedicated to the sustainable, resilient community-building and advocacy practices for policy-making and governmental inclusive emergency disaster strategies. In order to build resilient “prepared-for-disaster” community social workers should support and coordinate the development of networks of non-governmental organizations and initiatives, which are raising community social capital, and are helping with community resilience planning and emergency guidelines (Greene & Greene, 2009; Dominelli, 2018; Sánchez, Houmanfar & Alavosius, 2019). Moreover, the application of community empowerment through awareness about sustainable ways of living is an important part of building disaster preparedness, in addition to raising environmental literacy, mobilizing communities for proactive advocacy against environmental injustice, and engaging them in strategies aimed at increasing environmental sustainability.

Social workers’ role in providing assistance during natural calamities is essential. In times of natural disaster and the immediate aftermath, micro-level interventions of social work include needs assessment and basic needs relief delivery. This is achieved by building a stronger connection between clients and resources, government officers, and voluntary groups. In accordance with an established practice, this might include not only collecting, delivering and distributing food and materials but also setting a hotline, rescuing and resettlement (Javadian, 2007; Fahrudin 2012; Bun Ku & Dominelly, 2018; Nikku, 2015; Mihai, 2017; Sattler & Smith, 2020).

During natural cataclysms organization of psychological help and therapeutic interventions for survivors becomes a matter of great importance. These interventions mainly include various types of counseling, e.g., grief counseling, trauma counseling, post-relief counseling, working with suicidal behavior, as well as services provided to ensure that affected families stay together.

Mezzo-level interventions involve the implementation of emergency plans for vulnerability groups based on the assessment accompanied by identifying and accounting newly vulnerable survivors.

When it comes to planning the mezzo-level emergency interventions for the grieved community, it is vital to respect culture-sensitive topics, helping to keep the connection with local traditions and rituals. A prime example of this is conducting culturally appropriate funerals (Dominelli, 2018). In addition, significant support for the networking within a grieved community is essential.

Macro-level interventions are considered to be the most widespread practices for social workers when it is a matter of disaster management and immediate relief. Firstly, the role of a social worker during natural disasters aftermath is in emergency management and coordination of the cross-disciplinary team, in addition to working with other response groups, while the government is developing, implementing and re-assessing the disaster-response plan (Dominelli, 2018). Secondly, mobilization of internal resources is a crucial practice for immediate disaster-intervention, in addition to the coordination of external resources, consulting humanitarian representatives about the local context and post-colonial history of the site (Teixeira & Krings, 2015; Gray, Yellow Bird & Coates 2008). Lastly, social workers are often held responsible for the mediation between individual and governmental institutions (Philip & Reisch, 2015).

Many studies have been conducted to describe the role of social workers in post-disaster interventions aimed at affected communities (Bauwens, & Naturale, 2017). The role of social work in micro-practices in post-disaster cases is mainly

described in the relation to mental health, through the scope of therapeutic trauma relief thought resilience and coping theories (Zakour & Swager, 2018, Sattler & Smith, 2020), and positive psychology theories (Bauwens, & Naturale, 2017; Schulenberg, 2020).

An increasing number of studies have proven community-based interventions for post-cataclysm development to be effective (Hossain, 2013; Bun Ku & Dominelli, 2018, 20).

Though most of the researchers-devotees of ecosocial theories highlight community empowerment through advocacy and engagement in the policy-making process and advocating for the environmental justice, ecospiritual concept representatives consider community cohesion and resilience raising to be a priority in the context of post-disaster development and adaptation to new environmental challenges (Coates, Gray & Hetherington, 2007; Fahrudin, 2012; Shokane, 2019). Nevertheless, professionals from all the above-listed theoretical environmental approaches emphasize the importance of supporting social work roles in a network of local organizations, which in practice means assisting with community grassroots initiatives both from locals and professionals. The vital role of participatory action researches and stakeholders' involvement in rebuilding plans is also highlighted in the body of literature from the field of post-disaster development (Bun Ku & Dominelli, 2018).

As it can be seen, some social work practices are advised both at times of immediate disaster-response and post-disaster development, as well as pre-disaster interventions. These include empowerment, resilience rising, advocacy, transdisciplinary team interventions, and awareness-raising.

A significant number of interventions utilize the existing practices of social workers, namely empowerment, trauma- and grief- counseling, needs assessment, advocacy, and interdisciplinary management. Furthermore, practitioners working

with migrants can apply their competencies from the field to environmentally-displaced persons.

At the same time, it should be pointed out that researches “Environmental Migration: Social Work at the Nexus of Climate Change and Global Migration ” (2018) and “One step forward, two steps back? The fading contours of (in)justice in competing discourses on climate migration” (2016) place emphasis on the interdependence between environmental refugees and military conflicts displacement, so it is essential to address this context while working with natural disasters displacement. Another professional from Southeast Europe Reima Ana Maglajlic (2019) reports having discovered the similarities between the situations of military conflicts and natural cataclysms in terms of their consequences and mitigation interventions, which is considered to be a proof of the possible capability of Ukraine to apply the post-conflict professional experience during potential natural disasters response. Still, natural disaster social work interventions require some specific skills, in particular emergency management, risk assessment, environmental literacy, and others.

However, despite the relevance of schools of social work immediate response during disasters (Nikku, 2015; Findley, Pottick, & Giordano, 2017), there is a lack of literature about how departments and schools of social works, which are not direct service providers, should be acting during large-scale natural calamities.

The overall finding of this subparagraph is presented in Table 1.2.1.

Table 1.2.1. The competences of social worker in natural disasters

	Micro-level	Mezzo-level	Macro-level	All levels
Pre-disaster	vulnerability assessment	building community resilience	mobilising community for proaction;	transdisciplinary teamwork

			policy advocacy	advocacy empowerment and resilience awareness raising
In time of disaster	needs assessment first psychological help basic needs relief	including vulnerable groups in emergency response plan	response-plan development and implementatio n disaster management and coordination resource mobilising	
Post disaster	trauma-relief and therapeutic role	sensitivity of cultural context	evaluation and monitoring community empowerment	

1.3 Educational approaches for preparing social work students for natural disaster interventions

Research conducted by Andre Nesmith and Nora Smyth has discovered dissatisfaction of social work professionals with their education to help them understand the environmental issues (2015). Their findings show that 73% of respondents agree that the forthcoming social work graduates should be educated

on the matter of environmental justice. The majority of respondents consider environmental justice education to be beneficial to the profession as a whole, as well as see the relevancy of clients' demands about environmental hazards.

Meeting the demand for climate change response from social work, during the last several years there has been a colossal increase in the number of studies designed to describe and look into the educational approaches in addressing environmental issues agenda of social work profession.

Samantha Teixeira & Amy Krings from School of Social Work in Boston and Chicago have developed a framework for social work educators, the purpose of which is to combine the standards of global social work with environmental justice principles (2015). The suggested paradigm is aimed to integrate environmental social work concepts into global training through 4 pillars: 1) recognition of the dignity and worth of all human beings, 2) acknowledging the interconnection among micro, mezzo, and macro systems, 3) practicing advocacy and socio-structural changes for vulnerable groups and capacity-building, and 4) empowerment focus at all levels of practice (Teixeira & Krings, 2015). Within the described framework a number of valuable interventions for natural disasters were developed. Their purpose is to develop students' skills, including empowerment, ability to recognize and create awareness, to act as advocates and organizers while also playing a professional therapeutic role for individuals and communities, interdisciplinary management, critical analysis of the local decisions on the matters of transportation, water distribution, housing, waste disposal, energy consumption, and pollution.

Transformative ecosocial change in institutions of social work education has been suggested in the significant number of studies, including the works by Dawn Philip & Michael Reisch (2015), Meredith Powers (2018), Peter Jones, (2018), Karen Bell (2019) and others.

The 2019 study by Meredith Powers, Cathryne Schmitz, and Micalagh Beckwith Moritz described the cases of the application of the transformative learning approach using two models: integrating model and infusion model. While the former is responsible for embedding eco-social concept in curriculum content, the latter embraces the ecosocial lens across all aspects of the educational process (Powers, Schmitz & Moritz, 2019), which might include adapting ethics, values, and organization of educational process relevant to environmental sustainability, as well as assisting environmental justice student initiatives.

Professionals highlight the possibility of embedding environmental social work into existing courses within core social work units, which are covering learning qualifications needed in the cases of natural hazards (Hayward, Miller & Shaw, 2012; Philip & Reisch, 2015; Teixeira & Krings, 2015; Boddy, Macfarlane & Greenslade, 2018; Jones, 2018; Bell, 2019; Powers, Schmitz & Moritz, 2019). Thus, Australian educators Jennifer Boddy, Selma Macfarlane & Leia Greenslade (2018) suggested how the now existing courses could be adapted using the examples of such subjects, as "Responding to Trauma, Grief, and Loss" and "Contemporary Debates in Social Work Practice."

Nevertheless, many professionals have made an attempt to design independent mandatory courses on topics of sustainable social development, ecological justice and green social work (Drolet, Wu, Taylor & Dennehy, 2015; Androff, Fike & Rorke, 2017; Papadopoulos, 2019), which give a possibility of testing the effectiveness of different educational strategies and models concerning this specific topic.

One of such educational strategies, contributing to the development of practical skills of environmental social work is called scenario-based learning. Using pedagogical approaches of critical hope, Angelika Papadopoulos (2019) suggests an incorporating scenario-based learning strategy when preparing social workers and para-practitioners for natural disaster response. Besides,

scenario-based learning is modeling an interdisciplinary and interpersonal learning process for potential disaster-response collaborative practices.

Group of Canadian professionals (Drolet, Wu, Taylor & Dennehy, 2015), while describing the design of "Social work and sustainable social development" course, share a successful example of using individual and group mind-mapping as a useful tool for understanding all the interconnected phenomena and intersectional concepts mentioned in the course.

With macro-level environmental social work having an essential role in social work enrollment in disaster preparedness and response, a number of scientific publications describe community-based practical approaches for environmental social work education (Androff, Fike, and Rorke, 2015;). Such approaches are mainly focused on engaging students in community activism for environmental justice. Additionally, field case studies assignments of student's community interventions are used as a learning tool to respond to environmental issues and practice required skills. David Androff, Chris Fike & John Rorke (2017) illustrate the successful implementation of a community-based educational approach. They present three examples of student-led community causes that strengthen communities' capacity to respond to environmental issues, as well as train research skills, outreach and recruitment tactics, resource mobilization tactics and advocacy engaging of stakeholders, e. g. recruiting homeless families and creating a community garden in the neighborhood (Androff, Fike & Rorke, 2017).

As important was also noted internationalization concepts during educational prices as well as international educational exchanges for students and developed practitioners (Findley, Pottick, & Giordano, 2017).

Besides, researchers (Bowles, Boetto, Jones, & McKinnon, 2016; Powers, Schmitz & Moritz, 2019; Bell, 2019) draw attention to the need of integrating environmental justice as a competency for Council on Social Work Education's (CSWE) Educational Program Standards of 2015 (USA), initiate a Committee on

Environmental Justice for CSWE, and develop Climate Justice Program for the International Federation of Social Workers (IFSW).

After analyzing the presented cases, it can be concluded that while there is an increase in the development of new courses and strategies, the importance of environmental literacy and disaster preparedness of future practitioners should be emphasized, as should be the idea to embed environmental concepts into the existing courses and adapt the curriculum with ecosocial framework is prevailing (Hayward, Miller & Shaw, 2012; Philip & Reisch, 2015; Teixeira & Krings, 2015; Boddy, Macfarlane & Greenslade, 2018; Jones, 2018; Bell, 2019; Powers, Schmitz & Moritz, 2019). Case-study assignments, both in the classroom and in the field, have proven to be significant in forming professional competence. There is also a significant potential of creating interdisciplinary courses, to develop knowledge in the form of intersectional studies required for effective collaborative interventions. Despite the increasing number of studies about the adaptation of the social work education for environmental agenda, there still is a noticeable gap in the literature related to educational strategies for direct disaster-response social work practices.

In the Ukrainian academic field, there is a noticeable gap in the literature on the topic of educational and practical implementations of environmental social work framework in the local context. Social work professional education establishment was negatively impacted by the challenging professionalization of social work in the country, as well as the absence of national standards and qualifications for social work professionals (Semigina & Boyko, 2014). However, blurred boundaries with other intersectional social sciences can be seen as an advantage in transdisciplinary management and complex disaster interventions, as well as disaster-response experienced with military conflict. Nevertheless, Ukrainian educators' researches were noticed in related social work practices, as an ecological approach (Chaikovska & Glovatska, 2019), international social work

(Semigina & Boyko, 2015;) and mental health support during disasters (Gusak, 2017).

Summing up, it can be seen that even with the existing conceptualization problems of the theoretical base, as well as blurred qualifications for successful interventions, environmental social work education is essential when it comes to addressing the possible hazards in the future.

CHAPTER 2

RESEARCH METHODOLOGY

2.1 Research stages and setting

The current study was conducted in Kyiv City between October 2019 and May 2020 within the diploma qualification work for a Bachelor Degree in Social Work, based at higher educational institutions in Kyiv, Lviv, Uzhorod, and Ternopil Cities. The study was to explore the process of preparing social work students for social work in natural disasters and to identify existing theoretical and practical approaches to natural disaster response embedded into the educational process.

The research was conducted in three stages: the preparatory, the main, and the final stages.

The preparatory stage took place between October 2019 and March 2020, when the research problem was chosen. During this stage background research was conducted as well as a search and analysis of literature, studies, and academic publications on theoretical, practical, and educational approaches in social work response to natural disasters and environmental degradation.

Afterward, the methods of data collection for this study (analysis of documents and semi-structured interviewing) and the criteria for the study group (undergraduate students majoring in "social work" in Ukrainian higher education institutions) were identified.

At the main stage of the research (March-May 2020), due to the SARS-CoV-2 pandemic, the study design was adjusted, along with the design of instruments for chosen data collection methods. During this stage, the following processes took place: the search for the necessary documents (educational-professional programs of social work Bachelor programs in Ukrainian higher education institutions), along with the search for respondents and the process of semi-structured interviewing through available online-services (namely: by Zoom and Telegram).

Throughout the third final stage, during May 2020, the obtained empirical data on the preparation of future social workers for natural disaster social work in higher education institutions of Ukraine were transcribed and analyzed.

2.2 Data collection process

Based on the background research, the study problem was formed, along with the data collection methods .

Academic articles and publications for further analysis were searched using the following scientometric databases: Web of Science, Scopus, EBSCO, Electronic Kyiv-Mohyla Academy Institutional Repository, as well as the Google Scholar search engine for most relevant sources.

The strategy of the initial selection of scholarly materials for the presented study was based on the search by key terms, namely the following:

"environmental social work", "social work in natural disasters", "green social work", "social work interventions with natural hazards", "social work education", "environmental curricula in social work", "social work and climate change". The review included various sources published during 2007-2020 in English, Ukrainian, and Spanish languages. The articles on social work interventions during human-made disasters, pandemics, and military conflicts, as well as profoundly psychological or genetic studies on trauma related to natural disasters, were excluded from the study.

From the proceed data were highlighted main theoretical approaches and required competences for social work in natural disasters, based on which data collection tools were developed. During that time, respondents were identified and required for further analysis documents were searched.

The documents needed for analysis were searched through open online-resources (mostly web-sites) of 40 Ukrainian higher educational institutions which have the social work Bachelor Degree programs. As a result, there were 14 educational-professional programs for obtaining the bachelor educational level in specialty 231 Social work identified at 13 higher educational institutions, located in Kyiv, Lviv, Uzhgorod, Ternopil. There were educational-professional programs that the respondents are currently involved in included into the sample of the documents .

The potential respondents were searched through social networks and the official social media pages of social work departments in Ukrainian higher educational institutions, both of state and private ownership. They were invited to take part in the survey via personal messages in Facebook and Telegram social media services. As a result, out of 19 invitations - 13 respondents accepted the invitation and, thus, agreed to participate in the survey: 3 students of the National University of Kyiv-Mohyla Academy, 2 students of the Ukrainian Catholic University, 2 students of the National Pedagogical Dragomanov University, and

per one student from the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Lviv Polytechnic National University, the National University of Life and Environmental Sciences of Ukraine, Taras Shevchenko National University of Kyiv, the Borys Grinchenko Kyiv University. The interviews were conducted individually with all participants via online-services Zoom, Facebook and Telegram. Average duration of the interviews was approximately 25 minutes. All the respondents at the beginning of the interview provided informed consent about participation in the survey, as well as were briefed on the study purpose and confidentiality policy. The audio-files of the interviews were transcribed. After that, the transcripts were analyzed to identify existing approaches to address natural disaster social work in current educational programs at Ukrainian universities.

2.3 Research methods and tools

For the data collection there qualitative research methods were selected. There were various data collection methods used in the study such as semi-structured interviews and analysis of documents to enhance the quality and accuracy of the data obtained.

The advantage of the semi-structured interview method is flexibility and the opportunity to explore the personal experience of the respondents, including their practice placement experience and extracurricular activities. In such a way, the most relevant to the researched topic data is ensured to be collected.

During the interviewing, the principle of confidentiality was applied, maintaining ethical considerations to prevent a disclosure of personal information

or utilizing information with non-academic purpose, as well as to increase the accuracy of the information obtained.

There was a guide for semi-structured interviews with social work students designed based on the literature review. To enhance the quality of data, there were guides in both English and Ukrainian languages developed.

The guide consisted of the three main parts: 1) social and demographic data, 2) general understanding of interrelation of SW and environment, 3) professional knowledge and skills for natural disaster social work

Since this study have been held in English language, to avoid possible language obstacles for respondents the tool was developed both in English and Ukrainian.

In addition, as a part of this study there was the qualitative thematic document analysis conducted. For an analysis unit the educational-professional programs were chosen for Bachelor degree in specialty 231 Social work at Ukrainian higher educational institutions in Kyiv, Lviv, Ternopil and Uzhgorod Cities. There were 13 programs at 12 Ukrainian universities analyzed in total.

To analyze the content of the educational documents the following core categories were identified for the analysis: 1) professional competencies for natural disaster social work; 2) courses on natural disaster social work; 3) courses related to natural disaster social work; 4) compulsory of those courses; 5) number of ECTS credits

The selected methods ensured an opportunity to fulfill previously set objectives of the research and to develop necessary recommendations.

2.4 Characteristics of the study group

The study group was formed of the students of social work Bachelor programs from different higher educational institutions of Ukraine.

The sampling of the studied group was based on the principle of availability, as well as on the selected criteria. The criteria for selecting participants of the survey were the following:

- be currently enrolled to Ukrainian higher educational institution
- be a 2nd, 3rd or 4th year of study student of the Bachelor program in specialty 231 Social Work

The first-year students were excluded from the sample due to the lack of profound knowledge in disaster social work along with the absence of educational practice placement during the first year of study in most of the Ukrainian universities.

As a result, there were 12 participants recruited to participation in this study from 8 universities: 6 universities in Kyiv and 2 universities in Lviv. The socio-demographic characteristics of this group of respondents are presented in the Table 2.5.1.

Table 2.5.1. Characteristics of the students

The respondent's number	Higher Educational Institution	State/non-state	Year of study	Specialty	Practice placement
1	National University of Kyiv-Mohyla Academy	state	4 year	Social work	KCSSCDM (Kyiv City Social Centre for Families and Children) “La Strada”, “Pravo na

					zdorovia” (NGO “Right for Health”), Sanatorium "Barvinok".
2	Lviv Polytechnic National University	state	3 year	Social work	different organisations working with persons with disabilities (mostly with hearing issues)
3	National Pedagogical Dragomanov University	state	2 year	Social work management	Kindergarden for children with autism-spectrum disorders, working with lonely elders
4	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute”	state	2 year	Social work	Hot-line for people with suicidal behavior (only a training)
5	Ukrainian Catholic University	private	2 year	Social work	Kindergarten for children with mental disabilities, social projects with veterans of Anti-terrorist Operation/ <i>Joint Forces Operation</i>

6	Ukrainian Catholic University	private	2 year	Social Work	Kindergarten for children with mental disorders
7	National University of “Kyiv-Mohyla Academy”	state	3 year	Social Work	International Red Cross Red Crescent Movement
8	National University of “Kyiv-Mohyla Academy”	state	4 year	Social work	CO “Zhyttia z nadlyshkom” (Life with an excess), KCSCDM (Kyiv City Social Centre for Families and Children)
9	National Pedagogical Dragomanov University	state	4 year	Social work management	Art-therapies for children with mental disabilities, University of The Third Age
10	National University of Life and Environmental Sciences of Ukraine	state	2 year	Social work	Kindergarten, center for children “Moloda Gvardiia”
11	Taras Shevchenko National	state	2 year	Social work	working with migrant women (in Finland)

	University of Kyiv				
12	Borys Grinchenko Kyiv University	state	3 year	Social work	Kyiv CSSSDM (Kyiv City Social Centre for Families and Children)

2.5 Difficulties and limitations of the study

There were some limitations and difficulties in this study.

Firstly, while conducting the survey of scholarly sources and literature review analysis, the decision was made to narrow the focus of the study from “preparing social workers for green social work” to “preparing social workers for natural disaster social work”. Described changes were requiring additional background survey of sources on the narrowed topic in the current scientific and academic field.

Besides, consequently to the SARS-CoV-2 pandemic, it was necessary to change the research design again in terms of the study methodology. Initially it was planned to assess the preparedness of social work students by holding a training on green social work for students of social work in Lviv and Kyiv, accompanied by the questionnaire before and after the training. As a result, a design was changed to investigate the process and content of the preparation of future social work practitioners in a higher educational setting. In addition, the above mentioned pandemic has had an impact on the process of the respondents' search and recruitment, via creating additional obstacles for the potential respondents to participate in the study.

The empirical results reported herein should be considered in light of several limitations. During the literature review, publications in languages other than English, Spanish, and Ukrainian were not included; thus, some valuable ideas could have been omitted. Many definitions concerning natural disasters social work and environmental social work are still not fully conceptualized in the academic field, which led the author of the paper to subjective assessment on the important themes that authors of the original publications may not agree with. Besides, although widely accepted, the quality thematic document analysis method suffers from some limitations due to the subjectivity of the researcher, so possible unintended bias also should be taken into consideration.

Another difficulty of the data collection process was the lack of open-source information at the websites of the departments of social work, various formats of their educational programs, and no open-access for annotations of the courses included in the programs.

Finally, the major limitation concerns the data collection procedure and the study outcomes due to the fact that the research was not conducted in the native language of the author and the respondents. Thus, in order to avoid the influence of the language barrier on the empirical data, there were two versions of the interview guide designed - in English and Ukrainian language.

2.6 Conceptualization and operationalization of the terms

Natural disaster - ‘an act of nature of such magnitude as to create a catastrophic situation in which the day-to-day patterns of life are suddenly disrupted and people are plunged into helplessness and suffering, and, as a result, need food, clothing,

shelter, medical and nursing care and other necessities of life, and protection against unfavourable environmental factors and conditions.’ (WHO,1971)

Environmental degradation - the deterioration of the environment through depletion of resources such as air, water and soil; the destruction of ecosystems; habitat destruction; the extinction of wildlife; and pollution. It is defined as any change or disturbance to the environment perceived to be deleterious or undesirable. (Johnson et al, 1997)

According to the Law of Ukraine "On Higher Education" the following concepts, used in the research are defined:

заклад вищої освіти (higher educational institution) - окремий вид установи, яка є юридичною особою приватного або публічного права, діє згідно з виданою ліцензією на провадження освітньої діяльності на певних рівнях вищої освіти, проводить наукову, науково-технічну, інноваційну та/або методичну діяльність, забезпечує організацію освітнього процесу і здобуття особами вищої освіти, післядипломної освіти з урахуванням їхніх покликань, інтересів і здібностей;

освітня (освітньо-професійна, освітньо-наукова чи освітньо-творча) програма (educational-professional program) - єдиний комплекс освітніх компонентів (навчальних дисциплін, індивідуальних завдань, практик, контрольних заходів тощо), спрямованих на досягнення передбачених такою програмою результатів навчання, що дає право на отримання визначеної освітньої або освітньої та професійної (професійних) кваліфікації (кваліфікацій). Освітня програма може визначати єдину в її межах спеціалізацію або не передбачати спеціалізації;

компетентність (professional competence) - здатність особи успішно соціалізуватися, навчатися, провадити професійну діяльність, яка виникає на основі динамічної комбінації знань, умінь, навичок, способів мислення, поглядів, цінностей, інших особистих якостей;

The concept of "competence of a social worker" in the presented research includes the following components: 1) necessary professional knowledge for professional activities, 2) a set of professional skills, 3) personal qualities.

CHAPTER 3

THE PROCESS OF PREPARATION SOCIAL WORK BACHELOR STUDENTS FOR NATURAL DISASTER SOCIAL WORK AT UKRAINIAN HIGHER EDUCATIONAL ESTABLISHMENTS

3.1 The environment and disaster social work in educational-professional programs of a social work bachelor degree at Ukrainian higher educational establishments

As a part of this study, the document analysis of educational-professional programs in specialty 231 Social work were conducted, in order to identify the content of education and preparation for natural disaster social work at 12 Ukrainian higher educational establishments. All the analyzed educational-professional programs are taught at the Bachelor level at higher education institutions in 4 Ukrainian cities: Kyiv, Lviv, Uzhgorod, and Ternopil. Out of 13 analyzed educational programs 9 were Social Work programs, 2 - Social Pedagogy programs, one - International Social Projects and Volunteering program, and one - Social Advocacy program.

The courses on disaster social work and natural disaster social work were identified in 5 university's educational programs: in 3 programs - Social Work in Emergencies (“Соціальна робота в умовах надзвичайних ситуацій”), one educational-professional program with Social Work with Survivors of Emergencies and Disasters course (“Соціальна робота з постраждалими від надзвичайних ситуацій та катастроф”), and one with Social Work with Survivors of Natural Disasters and Armed Conflicts (“Соціальна робота з особами, які постраждали внаслідок стихійних лих та збройних конфліктів”). However, only courses

about social work with the survivors are mandatory, while subjects about disaster social work are all elective courses. All courses but one are having 3 credits ECST.

Despite a limited number of courses representing natural disaster social work, there could be noticed a big variety of courses potentially related to the natural disaster social work through the competences of the social workers during natural disaster social work interventions. Due to the differences in titles, potentially related courses from educational-professional programs were conditionally divided into 12 subgroups, presented in the Table 3.1.1 below.

Table 3.1.1 Subgroups of courses related to natural disaster social work within the Bachelor educational-qualification programs in Ukrainian HEI

	Subgroup	Mandatory component	Elective component
1	Ecology	Основи екології (КНУ) Біоетика (УКУ) Екологія та екологічна етика	Екологія та екологічна етика
2	Management	Менеджмент соціальної роботи (УКУ, НуБіП, ЛДУ БЖД)	Менеджмент соціальної роботи (УжНУ)
3	Organisation of volunteers	Основи волонтерської діяльності (УжНУ) Підготовка та організація волонтерів (НуБіП) Організація волонтерської роботи (КНУ)	
4	Advocacy and jurisprudence	Правове регулювання соціальної роботи (УжНУ) Соціальна політика в галузі	Адвокація в соціальній роботі (УжНУ)

		соціальної роботи (КНУ), Соціальна політика (УжНУ)	Адвокація та комунікація (УКУ)
5	International social work	Міжнародна соціальна робота (УКУ) Соціальна робота за рубежем (УжНУ)	Міжнародна соціальна робота (НУ "ЛП", ЛДУ БЖД) International social work (НаУКМА) Соціальна глобалістика (КПІ)
6	Social work with migrants	Соціальна робота з внутрішньо переміщеними особами та особами без громадянства Соціальна робота з мігрантами та внутрішньо-переміщеними особами (КПІ)	Соціальна робота з біженцями (УКУ) Соціальна робота з біженцями та шукачами притулку (НаУКМА) Соціальна робота з біженцями та ВПО (УжНУ) Соціальна робота з національними меншинами (УжНУ) Міграційні процеси та міжкультурна комунікація (ЛДУ БЖД)
7	Trauma-related courses	Соціальна робота в кризових та психотравмуючих ситуаціях (КНУ) Педагогіка травми (УКУ)	Психотехніки формування стресостійкості особистості (КПІ) Соціальна робота в кризових та психотравмуючих ситуаціях (КНУ)

8	Community social work	Соціальна робота в громаді (УжНУ, КНУ)	Соціальні технології роботи в громаді (КНУ)
9	Social work with organizations	Мережева організація соціальної роботи (КНУ)	
10	Assessment of risks and needs	Групи ризику в соціальній роботі (КНУ)	Оцінювання в соціальній роботі (УжНУ) Соціальна діагностика (НуБіП)
11	Informative and preventive work	Соціальна профілактика та превентивна діяльність (УКУ)	Основи соціальної реклами (УжНУ, НаУКМА) Основи паблікрілейшенз в соціальній роботі (НуБіП)
12	Medicine	Медико-соціальні основи здоров'я (УжНУ) Перша медична допомога (УКУ)	Перша домедична допомога (КУБГ)
13	Other	Соціальна психологія (УжНУ) Екологічна психологія (КНУ)	Тренінг комунікативної компетентності (КНУ) Технології мобільної соціальної роботи (КНУ) Професійна комунікація в соціальній роботі (КНУ) Особистість в системі соціальних змін (ЛДУ БЖД)

The presented in the table data with enlisted course could be divided on social work courses and courses from other disciplines.

A number of courses are covering knowledge from interconnected with social work disciplines, such as psychology, management, and various social sciences. Though being important knowledge for social work interventions in situations of natural disasters and environmental degradation, the disciplines of ecology subgroup and various medical subjects are covering the mandatory part of the educational-professional program devoted to basic preparation, not professional knowledge. The second part of the data - social work courses - could be suggested as mainly oriented on working with clients' cases on micro-level and also on developing of necessary social work skills, including advocacy and policy-making, needs and risks assessments, professional communication, coordination of volunteers, trauma-relief and others.

Out of 95 presented in this analysis courses, the majority were mandatory (56 courses), while the Elective Classes were a total of 39. According to this data, there could be an assumption that connected to natural disasters social work intervention courses were mainly compulsory and with more credit value by choice of the department.

Still, despite the numbers, there is a common lack of Elective components at educational-professional programs at Ukrainian higher educational institutions, with hardly any exceptions. However, at private universities were noticed wider lists of elective components, that at the majority of the state ones. Even though, the most credit value, as well as the significant amount of courses overall, are dedicated to basic professional skills of a social worker as Basics of Management, Community Social Work, Legal Base of Social work, Basics of Social Policy, and others. Nevertheless, such elective courses are more focused on more specific natural disaster social work competences, as Social Work With Migrants, International Social Work, others. Furthermore, there should be noticed the lack of

courses contributing to disaster preparedness and the majority is representing knowledge required for post-disaster interventions.

The credit score for the courses varies from 1,5 credits ECTS to 7-9 credits top (Appendix 2). However, the most spread number of credits for analyzed disciplines would be 3-4 credits ECTS. Out of the subgroups the biggest value is having subgroup 6, while subgroup 9 is having the lowest credit value of 4.

Professional competences listed in the educational-professional programs were compared to competences from the processed scientific literature. The majority of those were connected to the vital for social work in times of natural disasters competence - transdisciplinary teamwork, assessments, and communication, which are demonstrated in the Appendix C.

It could be seen that professional competencies in educational-professional programs are fragmentary covering required competences for natural disaster social work. There were no educational-professional programs with all natural disaster social work competences covered by its professional competencies. Most of the enlisted professional competencies from the educational-professional programs are being repeated in 5-7 universities' programs. One educational-professional program was partly covering from 4 to 9 competences required for natural disaster social work interventions, with from 6 to 17 professional competencies.

However, some were standing out unique professional competencies that were showing the special focuses of the educational-professional programs. For example, the professional competencies №19 about the observance of psychological hygiene (Навички здійснення безпечної діяльності та дотримання психологічної гігієни) and №24 about preserving the socio-psychological ecology (Прагнення до збереження соціально-психологічної екології) at Taras Shevchenko National University of Kyiv and professional competency №22 about post-conflict development

(Здатність визначити наявність нових позитивних тенденцій (внутрішніх та зовнішніх), які після врегулювання збройного конфлікту мають потенціал позитивного впливу на розвиток постконфліктної ситуації) at educational-professional program “International social work project and volunteering” at National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. Despite the name of the educational-professional program, the program's particular focus is not on social projects, but on military social work.

While considering specialties of the educational-professional programs, there could be assumed that professional competencies differ from specialty to specialty. Nevertheless, the collected data is not showing discordant differences in enlisted professional competences in the educational-professional program. For example, in two educational-professional programs from Borys Grinchenko Kyiv University of specialties "Social work" and "Social advocacy" 19 out 25 professional competences are coincided.

Still, there are some other mismatches in the titles of the educational-professional programs and their content. At the educational-professional program "Social work" at the National University of Life and Environmental Sciences of Ukraine could be noticed the focus on the pedagogical subjects, while Borys Grinchenko Kyiv University educational-professional program "Social advocacy" does not have social work human rights protection as a professional competency described.

Not all of the documents analyzed were recently updated: two educational-professional programs were dated as of 2016. Also, in the process of document analysis were discovered that the educational-professional program "International social work project and volunteering" has not been accredited.

As it can be seen from the above, the majority of described professional competencies in social work educational-professional programs are mostly

supplying the required knowledge and skills for macro-level intervention during disasters, less considering post-disaster practices, and micro-level interventions.

3.2 Competences of Ukrainian social work students in social work with natural disasters and environmental degradation

The first part of the interviews focused on a general understanding of theoretical approaches to environmental social work and the relationship between the environment and social work.

Out of 12 respondents, three were having courses about ecology or related disciplines. However, the majority talked about the absence of the courses dedicated to the environment (respondents 1, 4, 5, 7, 10, 12) or fragmental mentioning during different subjects (respondents 2, 6, 9, 12).

“I believe we do have different courses, but none of them are focusing exactly on the environment.” (Respondent 7)

“Взагалі не було жодного предмету, який би був пов'язаний з навколишнім середовищем, і на мою думку, це не зовсім правильно.”
(Respondent 10)

“...у нас, взагалі, безпосередньо окремої дисципліни такої немає, але воно включено у різні дисципліни.” (Respondent 12)

While specifying the type of environment they were learning during their Bachelor studies majority were talking about the social environment of the person, while the physical environment of the client was hardly mentioned.

“Well, basically, we didn't have any information about the physical environment. As for human resources, or the human environment we mostly saw it through the perspective of the influence.” (Respondent 2)

The relationship between the environment and social work was not widely discussed in the educational experience of the respondents. Ten respondents reported that they were not focusing on such topics during their studies. Some of them noticed that they were having brief mentioning at interdisciplinary courses (total of 7 respondents), or discussed the clients' habitat (total of 3 respondents).

"I don't think that we have studied this topic enough during our university studies, but I believed this topic is a well-developed topic abroad. I think the place of the environment in social work is related to disasters and ecological disasters and the way ecology influences people." (Respondent 7)

When asked what respondents studied about the relationship between social work and the environment, the majority were little familiar with the theoretical approaches of environmental social work framework.

"Ну у нас точно не оперували такими термінами про навколишнє середовище, можливо це просто називалося по-інакшому, але ми такого не проходили." (Respondent 6)

In response to this question, 7 out of 12 of those surveyed had comments about the social environment of the client.

"I remember that during our last year of study we were taught that we should help our clients to feel comfortable, to feel good in the environment. But it's not like the climate, it's about their own environment. So yeah, it's more about the environment where people work or live." (Respondent 1)

"Of course, there was something about the client's environment, but I don't remember anything connected with ecology or anything else but the people." (Respondent 2)

"... ми спілкувалися про клієнтське середовище і більше саме про його оточення, а саме друзі, батьки, і т.д." (Respondent 3)

The obtained data about the interrelation between the social work and the environment, with the prevalence of answers about the social environment of the

client, leads to the assumption that the respondents were studying elements of the ecological approach in social work. Another indicator for this assumption could be that Respondents 1 and 8 mentioned “person-in-environment” concept.

“I don’t remember the exact name, but I remember there was something about a person in the environment.” (Respondent 1)

“Well, I believe there were some mentioning about ecological social work, it was mentioned a few times during the studies but I can’t really say specifically what it means. I believe it means something about like a personal environment, that the environment influences people or something like that. So, I can’t say for sure.” (Respondent 8)

Besides, two respondents, both from National University of Kyiv-Mohyla academy, briefly mentioned green social work but couldn’t define it, only mentioning the extra-theoretical nature of the concept. No other environmental social work approaches were mentioned.

The next section of the interview was dedicated to professional knowledge and skills relevant to the natural disaster social work interventions.

The respondents had varied answers about the role of a social worker in emergencies. When the subjects were questioned on the role of social worker in emergencies, the majority commented about giving first psychological help to the survivors, basic needs relief, and communicative role of the social worker.

In the response to the question “What skills and competencies do you consider necessary in addressing natural disasters?” the participants of the research were giving the conditionally alike answers.

Several competences noticed by respondents coincide with the defined by literature, as trauma-related work, transdisciplinary teamwork, disaster management, policy advocacy, awareness-raising, and others. The answers to this question were then compared with the defined by literature and presented in Table 3.2.1.

Table 3.2.1. The comparison of the responses to previously defined competences of natural disaster social work

Qualification	Number of respondents
vulnerability assessment	1
building community resilience	0
mobilizing community for proaction	2
policy advocacy	4
needs assessment	0
emergency response and management	3
response-plan development and implementation	2
disaster management and coordination	5
resources mobilisation	1
trauma-relief and therapeutic role	8
community empowerment	1
evaluation and monitoring	2
awareness raising	4
sensitivity of cultural context	3

Hardly any of the subjects mentioned the competences related to community empowerment, resources mobilization, vulnerability assessment, evaluation and monitoring, or cultural sensitivity. Besides, such competencies as needs assessment or building community resilience were not mentioned at all.

However, the majority of subjects name other competences including stress-resistance of the social worker (total of 11), first medical aid (total of 8), first psychological help (total of 7), fast decision-making (total of 5), multi-tasking (total of 2) and mediating (total of 2).

Approximately a third of the participants felt that they had not gained the skills and knowledge they mentioned in the previous question, and more than half mentioned that they only partially gained knowledge. (Table 3.2.2)

Table 3.2.3. Distribution of answers to question “Did you gain those competencies during your undergraduate studies?”

Yes	1
Partially	7
No	4

The results lead to the conclusion where most of the participants are having some understanding of the social work in natural disasters but are not having all the required skills and competences for the interventions.

Throughout the data collecting process with the participants, there were noticed a trend of gaining knowledge and skills from other intersectional with social work disciplines. So, for the question “*What knowledge or skills from other disciplines have you learned during your university study that could be useful in working in natural disasters situations?*” many respondents named some already mentioned in the interview disciplines. Among mentioned are the following:

- 1) Psychology
- 2) Political Sciences
- 3) Medicine

- 4) Sociology
- 5) Art-therapy
- 6) Management
- 7) Psychosomatics
- 8) Pedagogy
- 9) Ecology
- 10) Conflictology
- 11) Law and Legislation
- 12) Philosophy

Despite the variety of interdisciplinary knowledge and some skills required for natural disaster social work interventions, all the respondents are not feeling confident about their preparedness for such practices.

Table 3.2.4. Distribution of answers to question “Do you feel prepared for social work in natural disasters after completing your natural program?”

Yes	0
Partially	1
No	11

In addition, all the participants reported the lack of the knowledge and skills about natural disaster social work interventions. The most common answers were noticing the lack of specific knowledge about natural disasters from ecology or geology, lack of knowledge about disaster-response algorithms, stress-coping strategies, environmental social work, disaster social work with vulnerable communities and affected by disaster communities (community grief, community

resilience, community empowerment). Above mentioned results are presented in Table 3.2.4.

Table 3.2.4. The response to the question “What skills and knowledge do you think you are still lacking for natural disaster social work interventions?”

Working working with networks of organizations	2
Need of widen variety of studied client groups	3
Specific environmental knowledge	4
Disaster-Response strategies and planning	5
Raising the resilience	5
Mass-group coordination	1
Community practices	4

According to collected data, the student of social work: 1) are little familiar with theoretical approaches of social work, 2) have fragmental knowledge and competencies for natural disaster social work mostly from intersectional disciplines, and 3) are not feeling ready for natural disaster social work interventions.

3.3 Educational approaches of preparing social work students for social work in natural disasters at higher education establishments in Ukraine

During the process of data collection, the research participants mentioned different courses, forms of training, and described their practice placement experience.

When asked about their studies concerning the environment during their undergraduate experience, they commonly mentioned the following courses:

1. Basics of Ecology
2. Ecological Psychology
3. Age Psychology
4. Fundamentals of Safety
5. Sociology
6. Philosophy of Social Work

“Екологія також була, але ми готували в основному туди якісь реферати щось таке. І я б не сказала, що ми дуже детально розглядали всі ці теми на семінарських заняттях.” (Respondent 9)

“Since this semester we had two subjects that are connected to environment. First is the Basic of Ecology, and the second one is Ecological Psychology.o, on the ecological psychology we studied the connection between the ecological situation or environment of where we are living and the psychology of human being.” (Respondent 11)

“Also, pedagogy and everything that is connected to raising a child and developing its environment. The environment in which a child should have to grow up and be a strong, well-developed person.” (Respondent 6)

“Окрім спеціальних предметів щодо соціальної роботи, у нас на четвертому курсі було ОБЖ, ОНЖ - Небезпека життєдіяльності, короче, де нам в принципі розповідали про якісь такі ситуації надзвичайні і окремо там найбільше власне цю тему підіймали. І окремо ми розглядали діяльність соціального працівника саме в цих ситуаціях.” (Respondent 9)

One respondent mentioned that the course potentially existed in the department, but their group was not involved.

“I don't remember well all of our disciplines but I remember some other students had a course on green social work or something like that, and I thought that we would have it too but unfortunately we didn't.” (Respondent 1)

Besides, while commenting on the studies of interrelation between social work and the environment, the following courses were mentioned:

1. Theories of social work
2. Technologies of social work
3. Methods of social work
4. Conflictology
5. Basics of pedagogics
6. Sociology
7. Economics
8. Basics of Policy
9. Social Psychology

While describing the enlisted courses, the respondent mentioned some forms of tasks and the educational process overall.

Well, we had a form of lectures, theoretical materials. We also had some practical workshops but we weren't discussing the exact disaster. We were

discussing how to act in some stressful situations. We've been learning how to act in these situations but not connected to disasters. (Respondent 1)

Nobody out of the respondents was enrolled in the courses directly dedicated to disaster social work. However, when answering the question about social workers role during natural disasters, several courses were mentioned:

1. Conflictology and Negotiation
2. Basics of Volunteerism
3. Medical Aid
4. International Social Work
5. Applied Methods
6. Communications with media
7. Psychodiagnostics

The mentioned above courses were having different forms of studies and student tasks. Though the majority had classic courses with lectures and seminar discussions, several respondents described group projects, case studies, and trainings.

“Наприклад, проектування та розробка проектів, або дослідження якісь. Нам дають на вибір довільну тему і ти можеш обрати тему, яка пов'язана із навколишнім середовищем.” (Respondent 12)

“Well, we had a form of lectures, theoretical materials. We also had some practical workshops but we weren't discussing the exact disaster. We were discussing how to act in some stressful situations. We've been learning how to act in these situations but not connected to disasters.” (Respondent 1)

Regarding the efficiency of the mentioned approaches, the research participants did not have a common opinion. Stated as useful were interactive approaches, role modeling, and case studies.

“...Досить часто наша викладачка дає нам кейси де ми можемо відразу зрозуміти які права ми можемо застосувати в певній ситуації”
(Respondent 5)

“The practical ones rather than lectures. Again, it depends on the subject, studying advocacy on practice would be very complicated, I can't imagine it being properly put into action. But, medical help, for example, was done perfectly I think, being practical like I literally remember so much more about it than about some other subjects where we had lectures” (Respondent 6)

“Я насправді вважаю що, наприклад, навіть та ж подача інформації максимально застаріла. Тобто я не можу сприймати інформацію на бажаному рівні, коли вона подається у вигляді сухої лекції або це краще, коли тобі просто скидають лекційний матеріал і кажуть: "Ну ти там передивись, вивчи і потім будеш відповідати". Мені здається, що більший акцент потрібно робити на проговоренні поведінки і якогось плану дій соціального працівника в конкретних ситуаціях.” (Respondent 9)

“We didn't have any practice there, like very little. (Respondent 2)”

Still, several respondents mentioned that the courses were rapid, and they did not develop an in-depth knowledge of the subjects.

Вивчали, але якось досить швидко. Чомусь не відклалося в голові.
(Respondent 12)

Though the results of the document analysis show variety of elective courses, the respondent did not always confirm it.

“We didn't have elective ones at all.” (Respondent 2)

“Так здається, що системи вибіркового курсів у нас трохи відрізняються із Могилянкою. Я можу обрати тільки один вибіркового курс протягом семестру.” (Respondent 5)

An obligatory part of all educational-professional programs in Social Work was educational practice. The practice placements of the respondents are illustrated

in Table 2.5.1. The results about how practice placement influenced the practical competences of natural disaster social work are presented in Table 3.3.1 below.

Table 3.3.1. Distribution of answers on the question “Were you practicing mentioned skills and competences during your practice placement?”

Yes	1
Partially	3
No	8

Though the practice component is obligatory for future social work practitioners, 7 out of 12 respondents commented about their practice placements’ observative nature and limited groups of clients they could study. More than half of those surveys were having their practice placement at kindergartens, working with children, practicing social work with people with disabilities, or at Kyiv Centers of Social Services for Children, Families, and Youth. Those who had been working with veterans, migrants, or other probably disaster-affected groups gave more profound answers and named more competences for natural disasters social work, than their colleagues.

Besides, two respondents who had participated in international educational exchange programs in the Netherlands and Finland were also giving more in-depth responses during interviewing. They also described the knowledge they gained during an exchange. While in Finland, Respondent 11 was having practice placement at a local social service organization, working with migrant women. Respondent 7 also mentioned her international experience, where she had gained some knowledge concerning trauma-related practices. Such a trend in the results could lead us to the assumption that students with the experience of practice placement connected to military conflict in Eastern Ukraine, as well as the student

with international educational experience, had gained more information and skills required for natural disasters social work.

The elements of non-formal education also had a place in the answer of those interviewed. Two respondents from one university were describing the experience of having a guest lecture from an American professor about mental health in times of disaster. Other respondents included her self-education experience at Coursera about first psychological help as a part of the conversation. Also, “peer-to-peer” additional lectures were mentioned by the Respondent 7.

“The thing that I remember the most is the lecture by a Fulbright professor which was related to social work in disasters. We had a lecture where he told us about the way social workers are engaged in these disasters and how they help people and so on.” (Respondent 8)

“ I believe that not all knowledge and teaching is coming from professors, but some of that is coming from students.” (Respondent 7)

Over half of the respondents (9 out of 12) reported the lack of practical elements in the educational process. The respondents were often describing case studies, role modeling of the situation and lectures, and response planning activities. The responses to the Question 8 *“What skills and knowledge do you think you still lack for natural disaster social work interventions?”* were also mentioning the educational process changes, such as more practical enrollment (total of 7), dedicated specific courses (total of 4), study more with scenarios and role modeling about this topic (total of 3).

On the basis of this data, we can conclude that social work students lack practical educational approaches in natural disaster social work. There is a wide variety of interdisciplinary courses partially covering competences of natural disaster social work, mostly connected to social sciences. The most effective due to respondent approaches were case studies, modeling of the situation, and non-formal educational activities. Students with the practice placement experience

connected to the military conflict in Eastern Ukraine, along with students with international educational experience, are more profound competences for natural disasters social work interventions.

CONCLUSIONS

1. The presented study's result validated the under-representation of environmental social work approaches and natural disaster social work competences in education and training of future social work practitioners in Ukrainian higher educational institutions.

2. This research investigated existing theoretical, practical, and educational approaches for preparing social workers for natural disaster social work interventions. While analyzing the approaches, it was noted that even with the existing conceptualization problems of the theoretical base, as well as blurred qualifications for successful interventions, environmental social work education is essential in addressing the possible future natural disasters.

3. From the analysis of the described in literature social work practices in times of the disasters, post-disaster development or pre-disaster preparedness were defined as necessary competences for natural social work interventions on micro-, mezzo-, and macro-levels of interventions.

4. During the research were analyzed the content of the educational-professionals programs at Ukrainian higher educational institutions comparing it to the knowledge, skills and competences, defined from the described in literature natural disasters social work interventions. This aspect of the research suggested that educational-professional programs on obtaining a Bachelor's degree in Social work are fragmentally covering competences for natural disasters social work intervention. The majority of required skills and knowledge are studied during interdisciplinary courses like Psychology, Sociology, Human rights and law protection, Management, along with basic social work courses such as Theories of Social Work, Technologies of social work, Basics of Social Policy, Social work with the organizations.

5. Further finding from the social work students shows that the future practitioners are little familiar with theoretical approaches of environmental social work, partially studied practical skill that could be applied in natural disasters social work and are feeling not prepared for natural disasters social work after completing their undergraduate studies. Broadly translated, these findings indicate that fragmentally covering of competences for natural disasters social work intervention without natural disasters context are not sufficient enough.

6. Required for natural disaster social work skills have been practiced by the social work students during the practice placements only connected to conflict and post-conflict social work activities. Besides, profound knowledge and skill for social work in natural disasters were detected among the respondents who participated in international educational activities, such as exchange programs or international guest lecturers.

RECOMMENDATIONS

To improve education and training of social workers in natural disaster social work in educational-professional programs, for social work academics at Ukrainian higher educational institutions were developed the following recommendations:

1. It is highly recommended to adapt the existing courses that could be connected to natural disaster social work or environmental social work, with the emphasis on the interconnection between the social work and the environmental. For example, adapt the curricula with the transformative learning approach, using the integrating model and infusion model, discovered by Meredith Powers, Cathryne Schmitz, and Micalagh Beckwith Moritz.
2. If possible, introduce to educational-professional program courses dedicated to natural disasters social work, environmental justice for vulnerable communities, social work response to the environmental degradation, and global climate change agenda.
3. Despite limited possibilities in practicing natural disaster social work in the Ukrainian field, it is recommended to include more practice-oriented interactive approaches in the educational process, such as case studies, scenario-learning, and role-modeling, community-oriented practices. Besides, if possible, collaborate more with social agencies working with conflict-affected population for practice placement for the students of social work to practice disaster social work.

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APPENDIX

Appendix 1. Table of analyzed documents

№	University	City	Form	Program	Name of program	Year	Language	Source
1	National University of “Kyiv-Mohyla Academy”	Kyiv	state	educational-professional program	Social Work	2016	Ukrainian/ English	https://www.ukma.edu.ua/ects/index.php/fsnst/187-2018-06-13-09-07-15/c/260-2018-11-01-10-30-04
2	Lviv Polytechnic National University	Lviv	state	educational-professional program	Social Work	2018	Ukrainian	https://lpnu.ua/education/majors/IHS/S/6.231.00.00/8/2018/ua/part
3	National Pedagogical	Kyiv	state	educational-professional program	Social Pedagogics	2016	Ukrainian	https://ystup.npu.edu.ua/images/pk-2018/Пакеи_ЄКТС/ФСБОУ/Пакеи_ЄКТС_соц_альна_педагог_ка.PDF

	Dragomanov University								
4	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	Kyiv	state	educational-professional program	International Social Projects and Volunteering	2018	Ukrainian/English	https://osvita.kpi.ua/files/downloads/231-B-Міжнародні соц. і проекти та волонт. діяльність.pdf	
5	Ukrainian Catholic University	Lviv	private	educational-professional program	Social Work	2020	Ukrainian	http://socialwork.ucu.edu.ua/wp-content/uploads/2020/03/social-work-ba-program-ucu-2020-1.pdf	
6	National University of Life and Environmental	Kyiv	state	educational-professional program	Social Work	2018	Ukrainian	https://nubip.edu.ua/sites/default/files/u284/231_socialna_robota.pdf	

	Sciences of Ukraine								
7	Taras Shevchenko National University of Kyiv	Kyiv	state	educational- professional program	Social Work	2018	Ukrainian	www.psy.univ.kiev.ua/files/study/educational-programs/ua/Освітній_ступінь_Бакалавр'/Освітньо-професійна_програма_'Соціальна_робота'_pdf	
8	State University 'Uzhhorod National University'	Uzhhorod	state	educational- professional program	Social Work	2019	Ukrainian	https://www.uzhnu.edu.ua/uk/infocentre/get/20644	
9	Borys Grinchenko Kyiv University	Kyiv	state	educational- professional program	Social Work	2019	Ukrainian	https://kubg.edu.ua/images/stories/Departaments/vstupnikam/il/2019/OPP_soc_robota.pdf	

10	Lviv State University of Life Safety	Lviv	state	educational-professional program	Social Work	2019	Ukrainian	https://ldubgd.edu.ua/sites/default/files/1_nmz/osvitni_programy/socialna_robota_bakalavr.pdf
11	Borys Grinchenko Kyiv University	Kyiv	state	educational-professional program	Social Advocacy	2019	Ukrainian	https://kubg.edu.ua/images/stories/Departaments/vstupnikam/il/2019/bak_sots_adv_en.pdf
12	Open International University of Human Development "Ukraine"	Kyiv	private	educational-professional program	Social Work	2018	Ukrainian	https://ab.uu.edu.ua/edu-specialty/191_sotsialna_robota
13	Ternopil National Economic University	Ternopil	state	educational-professional program	Social Work	2018	Ukrainian	https://www.tneu.edu.ua/pdf/zvit2018/socialna-robota.pdf

Appendix B. Courses related to natural disasters social work from the educational-professional programs at Ukrainian higher educational institutions

№	Course	Credits	University
1.	Mandatory		National University of "Kyiv-Mohyla Academy"
1.1	Basics of medical knowledge (Основи медичних знань)	4	
1.2	Legal basics of social work (Правові основи соціальної роботи)	3	
1.3	Volunteering (Волонтерська діяльність)	3	
1.4	Basics of social policy (Основи соціальної політики)	5	
1.5	Basics of management (Основи менеджменту)	4	
1.6	Social work in community (Соціальна робота в громаді)	3	
	Elective		
1.7	Basics of social advertising (Основи соціальної реклами)	3	
1.8	International Organization and Social Work	3	

1.9	Human rights protection (Права людини та їх захист)	3	
1.10	Social work with refugees and asylum seekers (Соціальна робота з біженцями та шукачами притулку)	3	
1.11	Social work in emergencies (Соціальна робота в умовах надзвичайних ситуацій)	3	
	Mandatory		
2.1	Human behaviour in social environment (Поведінка людини в соціальному оточенні)	4	
2.2	The History of the social Work (Історія соціальної роботи)	4	
2.3	Social security policy (Політика соціального забезпечення)	3	
2.4	Legal regulation of social welfare (Правове регулювання соціального забезпечення)	4	
			Lviv Politechnic University

2.5 Social policy (Соціальна політика)	4	National Pedagogical Dragomanov University
Social work with different groups of clients (Соціальна робота з різними групами клієнтів)	4	
Social work with groups, organizations and communities (Соціальна робота з групами, організаціями та громадами)	4	
Elective		
Communicative management (Комунікативний менеджмент)	5	
International protection of human rights (Міжнародні системи захисту прав людини)	3	
Community-based social programmes (Соціальні програми базовані на громаді)	4	
Mandatory		
Ecology (Екологія)	3	
Elective		
Community social work (Соціальна робота в громаді)	4	

Mandatory		National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute”	
	Social work with migrants and internally displaced persons (Соціальна робота з мігрантами та 4.1 внутрішньопереміщеними особами)		3
	Social work with the survivors of emergencies and armed conflicts (Соціальна робота з особами, які постраждали в наслідок стихійних лих та збройних 4.2 конфліктів)		2,5
Elective			
4.3	Social globalism (Соціальна глобалістика)		3
4.4	Психотехніки формування стресостійкості особистості	3	
Mandatory		Ukrainian Catholic University	
5.1	First aid (Перша медична допомога)		4
5.2	Theories and models of social work (Теорії і моделі соціальної роботи)		5
5.3	Bioethics (Біоетика)		3

	Preventive practices (Соціальна профілактика та 5.4 превентивна діяльність)	3	
	Social work management (Менеджмент соціальної 5.5 роботи)	4	
	International social work (Міжнародна соціальна 5.6 робота)	4	
	Elective		
	5.7 Pedagogics of trauma (Педагогіка травми)	3	
	Advocation and communication (Адвокація та 5.8 комунікація)	3	
	Social work with refugees (Соціальна робота з 5.9 біженцями)	3	
	Social work in emergencies (Соціальна робота у 5.10 надзвичайних ситуаціях)	3	

Mandatory		National University of Life and Environmental Sciences of Ukraine
6.1 Preparation and organization for volunteers (Підготовка та організація волонтерів)	4	
6.2 Social work management (Менеджмент соціальної роботи)	6	
6.3 Social work technologies (Технології соціальної роботи)	5	
Elective		
6.4 Social diagnostics (Соціальна діагностика)	4	
6.5 Basics of public relations in social work (Основи публікрілейшенз в соціальній роботі)	4	
Mandatory		Taras Shevchenko National University of Kyiv
7.1 Basics of Ecology (Основи екології)	2	

7.2	Complex discipline Risk groups in social work (Комплексна дисципліна Групи ризику в соціальній роботі)	6	
7.3	Complex discipline Organization of volunteering (Комплексна дисципліна Організація волонтерської роботи)	6	
7.4	Community social work (Соціальна робота в громаді)	3	
7.5	Соціальна робота в кризових та психотравмуючих ситуаціях (Crisis social work and social work in traumatic situations)	4	
7.6	Social work network organization (Мережева організація соціальної роботи)	4	

	Social policy in social work (Соціальна політика в галузі		
7.7	соціальної роботи)	3	
7.8	Ecological psychology (Екологічна психологія)	3	
	Social work with the survivors of emergencies and disasters (Соціальна робота з постраждалими від надзвичайних ситуацій та катастроф)	3	
	Elective		
7.10	Communication competence training (Тренінг комунікативної компетентності)	4	
7.11	Mobile social work technologies (Технології мобільної соціальної роботи)	5	

7.12	Community social work technologies (Соціальні технології роботи в громаді)	5	
7.13	Professional communication in social work (Професійна комунікація в соціальній роботі)	5	
	Mandatory		
8.1	Community social work (Соціальна робота в громаді)	4	
8.2	International Social work (Соціальна робота за рубежем)	3	
8.3	Legal regulation of social work (Правове регулювання соціальної роботи)	4	
8.4	Basics of volunteering (Основи волонтерської діяльності)	3	

State University 'Uzhhorod
National University'

8.5	Social psychology (Соціальна психологія)	7	
8.6	Medical and social health basics (Медико-соціальні основи здоров'я)	9	
	Elective		
8.7	Social work with national minorities (Соціальна робота з національними меншинами)	3	
8.8	Social work management (Менеджмент соціальної роботи)	3	
8.9	Social work advocacy (Адвокація в соціальній роботі)	3	
8.10	Social policy / Basics of social advertising (Соціальна політика / Основи соціальної реклами)	3	

8.11	Assessing in social work (Оцінювання в соціальній роботі)	4	
8.12	Social work with refugees and IDP (Соціальна робота з біженцями та ВПО)	3	
Mandatory			Borys Grinchenko Kyiv University (social work)
9.1	Theory and history of social work (Теорія та історія соціальної роботи)	4	
9.2	Basics of medical knowledges and health care (Основи медичних знань та охорони здоров'я)	4	
9.3	Basics of social and legal protection (Основи соціально-правового захисту)	4	

	Social work with internally displaced persons and stateless persons (Соціальна робота з внутрішньо переміщеними особами та особами без громадянства)	4	
	Methodology of organization of volunteer activity 9.5 (Методика організації волонтерської діяльності)	4	
	Elective		
	Assessment of the risks and needs of social services recipients (Оцінка ризиків і потреб отримувачів соціальних послуг) 9.6	4	

	Technology of assessing the quality of organizations' work from social field (Технології оцінки якості роботи організації соціальної сфери)	6	
	Mandatory		
10.1	Theory of social work (Теорія соціальної роботи)	4	
10.2	Social work management (Менеджмент соціальної роботи)	5,5	
	Elective		
10.3	International social work (Міжнародна соціальна робота)	4,5	Lviv State University of Life Safety
10.4	Social work in emergencies (Соціальна робота в умовах надзвичайних ситуацій)	4,5	

	Migration processes and intercultural communication 10.5 (Міграційні процеси та міжкультурна комунікація)	4,5	
	Personality in the system of social changes (Особистість 10.6 в системі соціальних змін)	4,5	
	Mandatory		
11.1	Social policy in Ukraine (Соціальна політика в Україні)	4	
11.2	Basics of medical knowledge and health care (Основи медичних знань та охорони здоров'я)	4	Borys Grinchenko Kyiv University (social advocacy)

	Social work with internally displaced persons and stateless persons (Соціальна робота з внутрішньо переміщеними особами та особами без громадянства)	4	
	Methodology of organization of volunteer activity 11.4 (Методика організації волонтерської діяльності)	4	
	Technology for assessing the needs of recipients of services (Технології оцінки потреб отримувачів соціальних послуг)	4	
	Basics of social and legal protection (Основи соціально-правового захисту)	4	
	Elective		

	Assessment of the risks and needs of social services recipients (Оцінка ризиків і потреб отримувачів 11.7 соціальних послуг)	4	Open International University of Human Development "Ukraine"
Mandatory			
12.1	Ecology and ecological ethics (Екологія та екологічна етика)	3	
12.2	Social work management (Менеджмент соціальної роботи)	6	
12.3	Theory and Methods of social work (Теорія і методи соціальної роботи)	10	
Elective			
12.4	Legal regulation of social conflicts (Правове регулювання соціальних конфліктів)	3	

Appendix C. Natural disaster social work interventions competences from professional competences of educational-professional programs

ФК - фахові компетенції

Vulnerability assessment	<p>Здатність оцінювати проблеми, потреби, специфічні особливості та ресурси клієнтів (ЛП), (ФК7;НуБіП), (ФК6;НаУКМА), (ФК9;ТНЕУ), (ФК9;КПІ), (ФК9;КУБГ-Соціальна робота), (ФК9;КУБГ - Соціальна адвокація)</p> <p>Здатність до діяльності з попередження соціальних ризиків, складних життєвих обставин, запобігання та вирішення соціальних конфліктів (ФК4;НуБіП), (ФКОП 23;УКУ), (ФК3; КМА), (ФК5;КПІ); (ФК5;ТНЕУ); (ФК25; КУБГ - Соціальна робота)</p>
Building community resilience	<p>Надавати об'єктивну фахову інформацію центральним та місцевим органам державної влади, місцевого самоуправління, громадським організаціям з питань соціального розвитку, формування і оцінювання соціальних послуг, соціальної політики (ЛП)</p> <p>Здатність до діяльності з попередження соціальних ризиків, складних життєвих обставин, запобігання та вирішення соціальних конфліктів (ФК4;НуБіП), (ФКОП 23;УКУ), (ФК3; КМА), (ФК5;КПІ); (ФК5;ТНЕУ); (ФК25; КУБГ - Соціальна робота)</p>
Mobilizing community for proaction	<p>Здатність ініціювати соціальні зміни, спрямовані на піднесення соціального добробуту. (ФК12;КУБГ - Соціальна робота), (ФК12;ТНЕУ), (ФК12;КПІ)</p>

	(ФК12;ЛДУ БЖД)
Policy advocacy	<p>Знання і розуміння нормативно-правової бази стосовно соціальної роботи та соціального забезпечення (ФК3;КУБГ - Соціальна робота), (ФК3;КУБГ - Соціальна адвокція), (ФК3;ТНЕУ), (ФК3;КП), (ФК2;НуБіП), (ФК1, НаУКМА), (ФК3;ЛДУ БЖД)</p> <p>Застосування технологій професійного втручання, здійснення соціально-правового захисту та представництво інтересів клієнтів (ЛП),(ФК15;УжНУ)</p> <p>Здатність аналізувати соціальні, правові та політичні умови здійснення соціальної роботи на рівні громади, регіону, держави; (ЛП)</p> <p>Здатність виконувати контрольні функції у сфері соціальної політики та надання соціальних послуг (ФК11;НаУКМА)</p> <p>Здатність до критичного оцінювання соціальних наслідків політики у сфері прав людини, соціальної інклюзії та сталого розвитку суспільства. (ФК22;КУБГ - Соціальна робота)</p>
Needs assessment	<p>Здатність оцінювати проблеми, потреби, специфічні особливості та ресурси клієнтів (ЛП), (ФК7;НуБіП), (ФК6;НаУКМА), (ФК9;ТНЕУ), (ФК9;КП), (ФК9;КУБГ - Соціальна робота), (ФК9;КУБГ - Соціальна адвокція)</p>

Emergency response and management	<p>Здатність обґрунтовувати, приймати професійні рішення щодо клієнтів соціальної роботи та брати відповідальність за їх наслідки. (ФК13;НаУКМА.)</p> <p>Приймати фахові рішення у складних і непередбачуваних умовах, адаптуватися до нових ситуацій професійної діяльності. (ФК7; КНУ)</p>
Response-plan development and implementation	<p>Здатність розробляти шляхи подолання проблем і знаходити ефективні методи їх вирішення. (ФК7;НаУКМА)</p> <p>Здатність до надання допомоги та підтримки клієнтам із врахуванням їх індивідуальних потреб, вікових відмінностей, гендерних, етнічних та інших особливостей.(ФК8;НаУКМА)</p>
Disaster management and coordination	<p>- Здатність до застосування методів менеджменту для організації власної професійної діяльності та управління діяльністю соціальних робітників і волонтерів, іншого персоналу. (ФК14;ТНЕУ), (ФК14;КПІ), (ФК12;НуБіП), (ФК14;УКУ), (ФК14, КУБГ - Соціальна робота), (ФК14, КУБГ- Соціальна адвокація),(ФК2;УжНУ)</p> <p>- Здатність формувати та реалізовувати комунікації в сфері соціальної роботи. (ФК12;НаУКМА)</p>
Resources mobilisation	<p>Здатність виявляти і залучати ресурси особистості, соціальної групи та громади для виконання завдань професійної діяльності. (ФК17;КПІ), (ФК15;НуБіП), (ФК17;УКУ), (ФК17;КУБГ - Соціальна робота),</p>

	(ФК17;КУБГ - Соціальна адвокація), (ФК17;ТНЕУ)
Trauma-relief and therapeutic role	Здатність до аналізу психічних властивостей, станів і процесів, процесів становлення, розвитку та соціалізації особистості, розвитку соціальної групи і громади. (ФК2;НаУКМА)
community empowerment	Здатність до аналізу психічних властивостей, станів і процесів, процесів становлення, розвитку та соціалізації особистості, розвитку соціальної групи і громади. (ФК2;НаУКМА) Організовувати та реалізовувати соціальнопсихологічну просвітницьку та освітню діяльність у соціумі з метою розвитку соціальної роботи, громадянського суспільства в цілому. (ФК5; КНУ.) Здатність мотивувати клієнтів та рухатися до спільної мети досягнення соціального благополуччя (ФК13; КНУ)
evaluation and monitoring	Здатність розробляти документи для оцінювання та моніторингу, інтерпретувати та використовувати аналітичну інформацію. (ФК15;НаУКМА)
awareness raising	Здатність формувати та реалізовувати комунікації в сфері соціальної роботи. (ФК12;НаУКМА) Організовувати та реалізовувати соціальнопсихологічну просвітницьку та освітню діяльність у соціумі з метою розвитку соціальної роботи, громадянського суспільства в цілому. (ФК5; КНУ.)
sensitivity of cultural context	Цінування та повага різноманітності та мультикультурності клієнтської аудиторії (ФК15; КНУ) Здатність працювати в міжнародному контексті реалізації завдань соціальної роботи (ФК16; КНУ)

transdisciplinary teamwork	<p>Налагоджувати та підтримувати контакти з фаховими спільнотами, ефективно взаємодіяти з колегами в моно- та мультидисциплінарних команд. (ЛП), (ФК6;КНУ)</p> <p>Здатність формувати та реалізовувати комунікації в сфері соціальної роботи. (ФК12;НаУКМА)</p> <p>Здатність спілкуватися з представниками інших професійних груп (психологами, педагогами, медичними працівниками, правниками тощо).(ФК14;КНУ), (ФК13;НуБіП) (ФК9;НаУКМА), (ФК15;КУБГ - Соціальна робота), (ФК15;КУБГ - Соціальна адвокація)</p>
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Appendix D. Guide for semi-structured interview with students of social work in English

Good afternoon. My name is Kovalenko Anastasia, and I am a student at the National University of Kyiv-Mohyla Academy. This survey is conducted within a bachelor's degree research on the preparation of social workers for social work in natural disasters. You are suggested to participate in the study as a student of social work in a Ukrainian higher educational establishment due to the purpose of the study. Thank you for agreeing to participate in this interview.

We would like to gain better understanding of the approaches to preparing future social workers for responding to natural hazards and environmental degradation. So, we are interested in your own educational experiences, and there are no right or wrong answers to any of our questions, .

Participation in this study is voluntary, and you make your own decision to participate or not participate. The interview should take approximately 20-30 minutes, depending on how much information you would like to share. With your permission, I would like to audio record the interview for better analysis. All responses will be kept confidential, and personal data is not subject to disclosure.

If it would be hard for you to find words in English, you can switch to Ukrainian any minute. If there would be any problems with the connection you can contact me via telephone. Are there any questions about what I have just explained? May I turn on the digital recorder?

Part 1. Social and demographic information

Name:

Sex:

Age:

University:

Specialisation:

Year of study:

Part 2. General understanding of interrelation of SW and environment

1. What did you study about the environment during your Bachelor study? (in general, e.g. social environment, habitat, physical environment)

What was the subject?

In what form did the training take place?

What year?

Core/mandatory or elective discipline?

2. What do you know about the interrelation of the environment and social work?

3. Which approaches have you remembered most?

What are the key issues in these approaches?

What specifically do you know about the environmental approaches in social work?

Part 3. Professional knowledge and skills for natural disaster social work

1. What did you study about the role of social work and social workers during emergencies/disasters?

What was the subject?

In what form did the training take place?

What year?

Mandatory or elective discipline?

2. What did you enjoy most about the study? What was helpful?
3. What skills and competencies do you consider necessary in addressing natural disasters?
4. Did you gain those competencies during your undergraduate studies?

In what form did you receive training (lectures, training, during practice placement)

What form do you feel were/would be most efficient for you?

Were you practicing these skills during your practice placement?

5. What knowledge or skills from other disciplines have you learned during your university study that could be useful in working in natural disasters situations?
7. Do you feel yourself prepared to social work with natural disasters after completing the undergraduate program?
8. What skills and knowledge do you think you are still lacking for natural disaster social work interventions?

Conclusion.

If you no longer have anything to add, then we will complete our conversation. Thank you again for your participation; it was a pleasure to collaborate with you. If you wish to get acquainted with the results of the research or have any questions, you can contact me via email: acy.kovalenko@gmail.com

To be filled in by the interviewer after the interview:

1. Interview number: No _____
2. Date: «____» _____ 2020.
3. Interview duration: _____ minutes

Appendix E. Guide for semi-structured interview with students of social work in Ukrainian

Вступ

Доброго дня! Мене звуть Коваленко Анастасія, і я студентка Національного університету «Києво-Могилянська академія». Це опитування проводиться в межах бакалаврського дослідження про підготовку соціальних працівників до соціальної роботи в умовах стихійних лих. Ви були запрошені до участі у дослідженні, як студент соціальної роботи в українському вищому навчальному закладі.

Дякуємо за згоду взяти участь у цьому інтерв'ю.

Ми прагнемо краще зрозуміти існуючі підходи до підготовки майбутніх соціальних працівників до реагування на природні небезпеки та деградацію навколишнього середовища.

Тож немає жодних правильних чи неправильних відповідей на жодне з наших запитань, нас цікавить Ваш власний навчальний досвід.

Участь у цьому дослідженні є добровільною, і ваше рішення брати участь чи не брати участь. Інтерв'ю має тривати приблизно 30-40 хвилин, залежно від того, якою кількістю інформації ви хотіли б поділитися. З вашого дозволу я хотіла би записати інтерв'ю для полегшення аналізу. Усі відповіді будуть конфіденційними, а персональні дані не підлягають розголошенню.

Ви можете відмовитись відповідати на будь-яке запитання або припинити інтерв'ю в будь-який час. Якщо виникнуть якісь проблеми із з'єднанням, ви можете зв'язатися зі мною по телефону. Чи є питання щодо того, що я щойно пояснила? Чи можу я увімкнути диктофон?

Блок 1. Соціально-демографічна інформація

Вік:

Стать:

ВНЗ:

Спеціалізація:

Рік навчання:

Блок 2. Загальне розуміння взаємозв'язку соціальної роботи та навколишнього середовища

1. Що ви вивчали про навколишнє середовище під час свого бакалаврського навчання?

Який це був предмет?

У якій формі проходило навчання?

На якому курсі?

Обов'язкова чи факультативна дисципліна?

2. Що ви знаєте про взаємозв'язок довкілля та соціальної роботи?

3. Які підходи вам найбільше запам'яталися?

Які основні питання у цих підходах?

Що конкретно вам відомо про екологічні підходи в соціальній роботі?

Блок 2. Професійні знання та навички для соціальної роботи в умовах стихійних лих

1.Що ви вивчали про роль соціальної роботи та соціальних працівників під час надзвичайних ситуацій / катастроф?

Який це був предмет?

У якій формі проходило навчання?

На якому курсі?

Обов'язкова чи факультативна дисципліна?

2. Що вам найбільше сподобалось у навчанні? Що було корисним?

3. Які навички та компетентності ви вважаєте необхідними для подолання стихійних лих?

4. Чи здобули ви ці компетентності під час навчання на бакалаврській програмі?

У якій формі ви проходили навчання (лекції, тренінги, проходження практики)?

Яка форма, на вашу думку, була (б) найбільш ефективною для вас?

Чи практикували Ви ці навички за місцем проходження Вашої навчальної практики? Чи не могли б Ви уточнити, де саме Ви проходили практику?

5. Які знання чи вміння з інших дисциплін Ви засвоїли під час навчання в університеті, які можуть бути корисними для роботи в ситуаціях стихійних лих?

7. Чи відчуваєте Ви себе готовими до соціальної роботи із стихійними лихами після закінчення програми бакалаврату?

8. Яких навичок та знань, на вашу думку, Вам все ще не вистачає для втручання соціальної роботи в умовах стихійних лих?

Завершення.

Якщо вам більше не має чого не додати, ми закінчимо нашу розмову. Ще раз дякую за вашу участь; було приємно співпрацювати з вами. Якщо ви хочете ознайомитись з результатами дослідження або маєте будь-які питання, ви можете зв'язатися зі мною по електронній пошті: acy.kovalenko@gmail.com

To be filled in by the interviewer after the interview:

1. Interview number: No _____
2. Date: «___» _____ 2020.
3. Interview duration: _____ minutes