

8 Social Work Education in Ukraine

Tetyana Semigina, Irena Gryga, Oksana Volgina

8.1 The history of social and welfare activities and institutions

The whole idea and concept of social work was introduced to Ukraine in the 1990s. In fact, activities related to social work development were launched right after the country gained its independence in 1991.

During Soviet times the system of social support was farmed over to bureaucrats. In this way the social problems of people either were not solved at all, or were ignored on ideological grounds, and the public system of social welfare, created in absentia of any charitable organizations, remained within a Procrustean bed of highly restricted social maintenance with minimal social guarantees (Social Work, 1999, p. 8, 40).

The only social services that operated in Soviet times were large (having the placement capacity of 200 to 300 patients) public nursing homes (*residential homes for the elderly and disabled*), *children's homes* and *boarding schools for orphans and disabled children*. Medical-labor centers were engaged in compulsory medical treatment of alcohol addicts (heavy drinkers). Psychiatric and neuropsychiatric hospitals were serving people with mental health problems. Militia offices were supervising teenagers having criminal records. All the mentioned units were predominantly focused at offering medical services and had no staff trained as social workers. Instead of being firmly based on scientific and theoretical research, the social care system was guided by governmental decrees and resolutions adopted by the Communist party which stipulated the spectrum of persons in need of support as well as the ways of care-giving.

Since 1991 Ukraine was undergoing a transition from centrally planned economy to a market-oriented one, and this change brought about such phenomena as economic stagnation and decline of living standards. It was the time when the country was experiencing system crises: numerous political, economical, social and cultural problems intensified and became urgently pressing. Break-up of the Soviet Union and the following collapse of the state economy resulted in shortages of goods and food supplies, and triggered such social problems as unemployment, emigration, homelessness, poverty, etc. Interdependent difficulties and problems accumulated and aggravated with time leading to dramatically increased numbers of people in need of social protection and support. Economic decline and increasing poverty led to greater inflows of those seeking residential care. The quality of social services and social exclusion were further exacerbated by scarcity of public resources and the fragmented character of administrative, managerial and financial means.

Out-reach services began developing in the 1990s. In the late 1980s, pilot projects for the first home care services for the elderly were developed. Full-fledged development of out-reach services started in mid 1990s, following the Presidential Decree that stipulated creation

of a network of *territorial (district) centers to provide day and home care to the elderly and disabled with no families*. By now such centers were set up in every territorial district of Ukraine, although even now they still offer only a limited scope of services that are provided to rather restricted categories of an eligible population.

A network of *public rehabilitation institutions for disabled* was recently formed in Ukraine, in particular, the All-Ukrainian center for professional rehabilitation of disabled, inter-regional centers for professional rehabilitation of disabled, social rehabilitation centers for disabled children (the so-called "early intervention centers") under the local offices of labour and social welfare.

In 1991, the first *public social services for youth* were organized. They aim to ensure conditions facilitating positive social adjustment of young people. Initially, social services for youth were mostly directed at organization of mass youth-orientated events, telephone emergency services, etc. As of now such centers operate in every region and district all over Ukraine, and are united into a single co-ordinate network running various programs irrespective of national or regional priorities. These social services engage in work with disabled children, young families having problems, help prevent ills in youth communities, etc. The numbers of staff are insufficient, and in the majority of cases they get little public financing which raises difficulties for running full-fledged programs aimed at social adaptation and rehabilitation of socially vulnerable groups of children and families. Up until quite recently, very few social services staff had any profound professional training of a social worker (or social educator/teacher).

Moreover, local governments in different regions of Ukraine start setting up and financing specific social services. One of the most successful examples of social work with people with mental health problems in Ukraine is today the activities of *The Center for Medical and Social Rehabilitation*, that was officially unveiled in Kyiv in October, 2001. The first initiatives on setting up this center were expressed by civil organizations in 1999 when draft new approaches to rehabilitation of mentally disabled were jointly formulated by civil initiators and professional doctors, patients themselves and their family members. Currently, this center for medical and social rehabilitation is part of a public psychiatric hospital. Among other examples of social work are the specialized institutions set up by the Kyiv city state administration, including a *center for providing services to women* (offering aid to women brutalized by domestic violence, or with experience of other social problems); a *center on re-integration services for homeless women* (apart from getting shelter, women get primary adaptation, consultations, training sessions, learn how to master their own problems).

In 2003, in line with Ukrainian legislation the formation of the social adaptation system for people leaving detention facilities was initiated. The laws stipulate formation of *social adaptation centers*, night and temporary shelter-and-care facilities for released persons.

Despite the fact that there are innovative social services, the public social services system definitely requires further organizational, legal and personnel development. Major drawbacks that the public social services system experiences are as follows: its fragmentary structure,

predominantly in-patient arrangement, little continuity in providing services to specific groups of clients. Still relevant is the actual reforming of social care that will address the issue of de-institutionalization and introduction of community-based models of social care.

Development of NGOs' activities offering social services and *self-help groups* (organization of clubs and day centers for handicapped children and their parents, people with mental health problems, drug-users and their families, HIV-positive, etc) gives a positive signal to possible future changes. There is a growing tendency to organize non-governmental social services within communities ('heseds' may serve as one good example, offering services to the elderly in Jewish communities, and yet another good example of the Kyiv organization "Dzherela" (Sources) which promotes the idea of community care for the mentally disabled).

Currently, there is quite a number of social support institutions that were initiated and financed by international organizations (for example, a refugee center opened recently in Kyiv by the UN High Commissioner for refugees; and the system of crisis centers on domestic violence and trafficking in women prevention, "A Woman for a Woman" opened by the Winrock International with support from the US Agency of International Development).

In the 1990s specific institutions emerged providing paid social services, in particular those combining social and medical services (for example, treatment and rehabilitation of patients with heavy drug- and/or alcohol-dependency).

Over the last decade, numerous faculties, departments and schools of social work specializing in training social pedagogues have been opened. The training of social workers is now provided by more than 50 educational establishments of different types and forms of ownership, in particular at the National University "Kyiv-Mohyla Academy", the Uzhhorod National University, The Open International University of Human Development "Ukraine", The Inter-regional Academy of Personnel Management, The Academy of Labor and Social Relationships, at the Kyiv National Shevchenko University with the pedagogical college, the University of Donetsk, the Drahomanov Ukrainian National Pedagogical University, the University of Zaporizhzhia, etc. Even the Kyiv Polytechnic School that traditionally trains engineers has already introduced a social work course.

We cannot provide a minute analysis presently, but we do share the opinion, nonetheless, that a variety of social institutions could not have possibly appeared nor functioned successfully without the key role played by the new generation of social workers freshly graduated from secondary and higher educational establishments within the last few years.

8.2 Present Social Professions

In the mid 1980s the first positions of social workers ('socialniy robotnyk') were formed at district centers for the elderly and disabled. At that time the profession "social worker" was thought not to require any special abilities or skills (low qualification work), because of the

wide-spread notion that a social worker has little idea of how to help prevent, reduce and/or eliminate existing social problems.

In April 1991, the State Register of professions (the official list of managerial, specialist and employee positions) was completed to include some newly added professions - "social work specialist" ('specialist iz socialnoyi roboty'), "social pedagogue" ('sotsialnyi pedagog'), "social worker" ('sotsialniy pratsivnyk'). New occupations became equivalents of a universally accepted term "social worker".

The first departments and chairs of social pedagogic and social work were formed in 1991-1996, predominantly at universities, but also at some other educational establishments of higher learning (mostly pedagogical, cultural studies, technical, etc).

The training of social workers was delivered in several directions: psychological-pedagogical, political-administrative, medical-psychological, social and legal, etc. This explains why nowadays one of the peculiarities of training specialists in the social area in Ukraine is very much differentiated in professional orientation depending on the specific educational establishment (Myhovich, 2003, p. 35). Still, this formed an important educational and procedural basis for training future specialists.

However, at the beginning training specialists in social work often results in training social pedagogues. The curriculum at the corresponding departments of teachers training colleges is simply "reinforced" by adding several advanced courses in psychology, sociology, etc. While social pedagogy is the most serious alternative of social work, there is, however, no strict border-line between the two; differences between social work and other professions depend heavily on local conditions. Courses in training social pedagogues were quite successfully tailored into the Ukrainian higher education scheme as pedagogy was a traditional discipline to be expertly taught at university level.

It is commonly understood in Ukraine that the objectives of social work and social pedagogy are quite the same, as both combine some elements of social control with those of social protection and creating pre-conditions for positive socialization. At the same time, social work is believed to be an independent domain of social practice, rather than a branch of pedagogy. In some areas, there is even a certain confrontation between these two related branches of knowledge in Ukraine. Officially only two educational levels in social work - specialist and master - have been formally established in the country. Students of this specialty, who study according to the bachelor's curriculum, graduate with the diploma of the "bachelor of sociology", and a note "social work" in parentheses. Post-graduate courses for the specialty "Social Work" have not yet been offered. However, the specialty "Social Pedagogues" has all the educational-qualification levels and can be studied at post-graduate level. The number of chairs in social pedagogy substantially exceeds now the number of chairs in social work. There are also combinations of chairs as social pedagogy/social work or sociology/social work.

The other social professions that emerged in Ukraine in recent years are social manager (academic specialty - social management) and social-legal work. At the same time, teachers training colleges continue training of special pedagogues to work with children having special needs and pluralistically function as social workers.

The Ministry of Education has already recognized the necessity of training specialists in the social area, to meet public demand. So, there is an annual state order for training of specific numbers of social workers, social pedagogues and other workers in the social professions. The new professions have become quite popular among university applicants.

Students having basic education can work as social workers at base level (workers that provide individual services at home) within adequate arrangements, and attend to ill, elderly, lonely, disabled, etc.

Higher educational training (4-6 years) provides the possibility to further engage in educational-pedagogical activity and research. Besides, according to the State Register of professions and the State Classifier of activity types, graduates with bachelor and specialist diplomas, while getting the profession of social work specialist, are further entitled to primary positions of social worker, public service specialist, inspector, social work inspector, social assistance inspector, pension payment inspector, social pedagogue, rehabilitation teacher, consultant, methodologist, pedagogue, etc. Among professional trade-names of activity types that social workers engage in are the following: physical rehabilitation specialist, social amenities organizing specialist, social defense specialist, specialist on aiding disadvantaged families, specialist on pecuniary aid for children, employment specialist, and others.

Masters of social work are trained for managerial, administrative-organizational, expert, methodological, scholastic, and analytical and research activities in the area of social work. They can hold positions of head of social protection department, head of social services for youth, chief official of social institutions (in education or charity), head/ consultant of the psychological-medical-pedagogical consultation, director of center, research officer, etc.

The graduate with the Master's diploma in social work can take part in activities of public authorities and representative bodies which plan and execute social policies in Ukraine; can hold managerial post and organize and support social work; can hold positions of consultant and/or supervisor in public social, educational and health protection institutions; can get positions of social worker-practitioner in public, private and NGO social services, i.e. working directly with clients on social protection of children, teenagers, youth, families, elderly, ill and other vulnerable groups of population in need of social support; can hold positions of head/officer of research-analytical departments of social services at different levels, can be employed as social work teacher in educational establishments of higher and secondary levels.

Currently, social work as a professional kind of activity undergoes the formation stage. With the further development of the social area in Ukraine, there is an increased demand for qualified specialists having corresponding level of education and specialization and able to per-

form professional tasks and duties. Despite the still remaining low regard generally in the society, as compared to other professions, considerable numbers of graduate social workers remain faithful to the social area, constantly improving and perfecting it. There is also a gradual change in society's general attitude towards a social worker doing "social work", as their increasing numbers penetrate deeply into various spheres of everyday life.

Other reasons why social work as a professional activity still retains its low status in the society are, perhaps, the following: social workers' wages are among the lowest in Ukraine; the numbers of highly trained professional specialists are still negligibly low; the values and ethnic norms of social work have not yet been acknowledged as such that indeed regulate social practice. All these rather often mean that university graduates in the social area specialty exchange it for more prestigious and financially attractive professions. Still, as always, there are those, who having got the corresponding education, further develop modern social services, donating aid to those in need of social services. This is often the case, for example, of the graduates of Kyiv-Mohyla SSW who are mainly employed by Ukrainian non-governmental and international organizations, develop their own projects and win grants, create new programs, become subdivision directors, teachers, trainers, researchers, etc.

There is no current statistical data in Ukraine in regard to the numbers of people having social professions. Typically, organizations and agencies providing social services do not have corresponding licenses, and there is no explicit state control over those providing social services. Moreover, there is practically no differentiation between social workers and workers in the social area. For example, the network of agencies under the auspices of the Ministry of Labor and Social Policy of Ukraine accounts for more than 140 000 employed, whereas only around 40 000 of them have the positions of social workers. Furthermore, such positions typically mean providing home-care, but neither directors of agencies, nor their subordinates are treated as social workers. There are dozens of thousands employees working within the system of the Ministry on family and youth issues, and only some of them have the position of social pedagogue.

Social workers positions were recently initiated into the system of the Ministry of Health - as a kind of experiment - namely, into centers for drug-users rehabilitation, centers for medical-psychiatric rehabilitation of people with mental health problems, etc. Sometimes this is done through joint efforts of experts representing both public organizations and NGOs. In particular, multi-disciplinary teams of AIDS-centers under the auspices of the Ministry of Health are comprised of staff doctors and nurses of the mentioned centers, whereas social workers, legal and other experts represent NGOs which have set up agreements with AIDS-Centers.

Substantial numbers of social workers are involved in Ukrainian NGOs activities - they range from home careers to highly trained experts offering psychiatric-social aid, providing crisis consultation, carrying out research, performing expertise and general service monitoring. All these people may have different professional training - both in social work/social pedagogy and in other areas. So, all kind of training courses and in-house advanced training run by educational establishments and NGOs themselves in order to ensure deeper insight into ba-

sic knowledge, skills and values of social work, or specific work methodologies, are highly popular in Ukraine now.

Social work formation as a professional kind of activity, as a science and a subject keeps developing in Ukraine today. The number of educational establishments training specialists in the area of social work gradually increases. A multi-level system of social workers training has been set, as the demand for highly skilled specialists increases.

8.3 Basic structure of the educational system for social professions

Today the system of training for social professions (social workers, social pedagogical staff and so on) - as practically *any other academic discipline* - has four accreditation levels (see details on figure 1):

- pre-professional training (vocational schools, lyceums);
- professional training (colleges, technical schools);
- graduate studies (universities, institutes);
- post-graduate studies (universities, institutes of post-graduate studies, courses of advanced training).

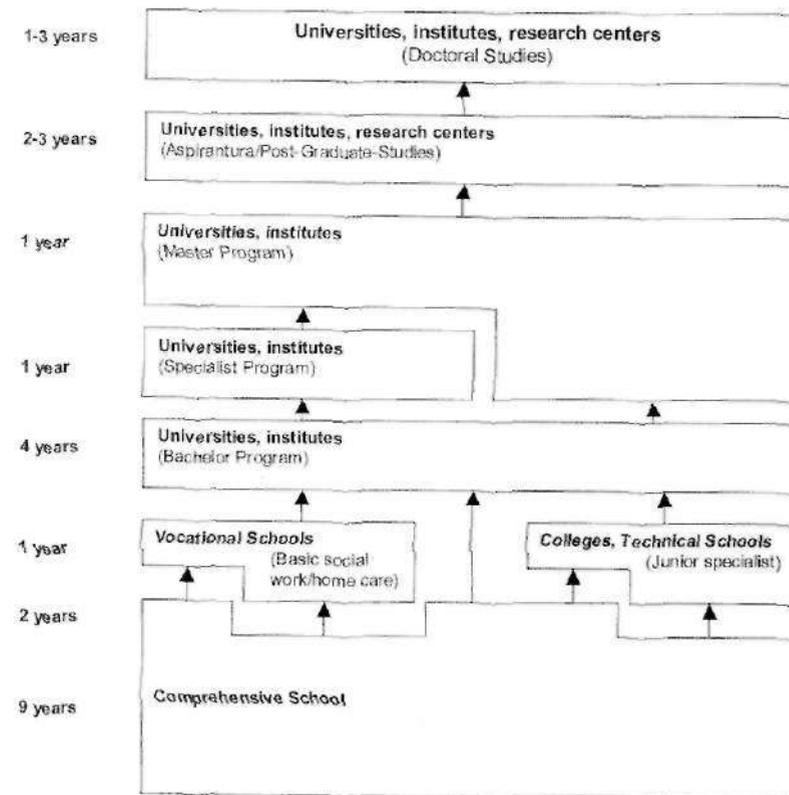
There are two other levels in Ukrainian education structure:

- post-graduate or pre-doctorate studies (training that results in a scientific degree of a candidate of sciences, that is, an intermediate position between the master's and doctorate degree at US universities; this degree is generally required to teach at university level and to engage in scientific research);
- doctorate studies (training that results in a scientific degree of a doctor of sciences which is equivalent to the Doctor-Professor degree at US universities).

These post-graduate or pre-doctorate and doctorate studies are offered at universities, institutes and research organizations having the special authorization of the Ministry of Education and Science of Ukraine. The degrees are granted following the presentation of a thesis to the specialized scientific committee, which is then reviewed in terms of content side and procedural steps by the Highest Attestation Commission of Ukraine (the specialized agency of the Ministry of Education and Science of Ukraine).

As it was mentioned before, different professions may have different accreditation level. For example, one can get a relevant diploma in Social Work only if he/she graduated from junior specialist or specialist or master level.

Figure 1: Educational System in Ukraine



Special skills enhancement courses for those already working in the field of social work are provided by educational establishments or NGOs, mainly by international NGOs, or with financial and technical support of aid organizations.

In comprehensive and specialized schools, *gymnasia and lyceums* children get pre-professional training (Myhovich, p. 16-18). The aim of these establishments is to identify socially active people, help them determine their professional interests and abilities, and then teach them the fundamentals of economics, psychology, social skills, and healthy life-style organization. Social assistants (helpers) and junior specialists are trained in pre-professional

training establishments (Lukashevich, Myhovich, 2003, p. 39). The graduates from these establishments, having received secondary education, can further work as basic social workers in corresponding establishments and attend to ill, elderly, lonely, etc (Polyshuk, 2003, p. 390).

Professional training of social workers is carried out in special establishments according to relevant curricula in compliance with the standards of professional education adopted by the Ministry of Education and Science. Professional programs, some of them set up as late as in 1994, have already been tested at more than 20 higher educational establishments of Ukraine. Testing procedures revealed both common approaches and essential divergences in the curricula of different educational establishments, as each of the institutions has its respective faculty, definite particular aspects of students' training and their further specialization (Myhovich, 2003, p. 18).

The first level of social work specialists training in Ukraine is a qualified social worker with a full general education. Such specialists are prepared in vocational schools. First enrollments of future qualified workers of this specialty began in 1995. It was mainly the very schools that worked out curricula with orientation to educational needs of applicants, practical demands of particular regions and personnel and financial potential of a specific school (Robak, 2003, p. 91-93).

Higher professional education is carried out at three levels: Bachelor, Specialist, Master. The study at higher educational establishments lasts for 4-6 years and provides the graduates with the possibility to further engage in educational-pedagogical activity, research work, to hold the office of manager, consultant, methodologist, tutor, etc. Workers' retraining and advanced training consist in the possibility to study at different courses, modules, placements programs (Polyshuk, 2003, p. 39), which is a part of an educational system training a social worker.

Each establishment has its own system of entrance exams. In the majority of cases the applicants sit the exams (either in oral or written form), the content side of which is stipulated by the university itself. Master program exams at any given university are typically a formal procedure for the Bachelor/Specialist diploma graduates of this very university. As Master's programs are designed to be taken by fewer contesters, their choice may be made depending on their excellency in studies. At some universities they require not only to sit some entrance exams, in particular, in social work, but also to sit a colloquium to identify personal motivation to be engaged in social work, pro-social qualities and understanding of future work. It does not matter whether or not the applicant for social work had any previous experience of social services work.

Study at colleges or universities may or may not be free of charge - it depends on whether or not the university is a state or a private one. Many state universities offer training "at the contract" which presupposes some payment from either the entrant him/herself or some organization/company on his/her behalf. Payment amounts vary across universities. There is virtually no system of education credits, so some private universities develop their own internal

discounts or deferred payments system. There are also other forms of financial relations between the student and the university. For example, the Open University "Ukraine" cooperates with the Fund for Social Protection of Disabled, the latter being in charge of funds for labor education of disabled. In this way, the Open University admits people having functional restrictions for social work and social pedagogy studies, and gets payment from the Fund in line with special agreements between the two.

Graduation in social professions is not different from other specialties. Each educational establishment envisages almost identical graduation requirements for all specialties, or defines them in line with the regulations of the Ministry of Education and Science on teaching/learning process at the university level in Ukraine. Usually, to get a Bachelor's degree the student needs to pass state graduate exams or defend a thesis, while a thesis is a must to get a Specialist and Master's degree.

In regard to non-graduate skills or advanced courses for social workers, these are licensed by the Ministry of Education and Science and meet the requirements on content and scope of teaching/learning material depending on whether the students are base employees, managerial staff or university teachers. Enrollment for the courses is usually carried out on the basis of an interview and the set of documents filed. Full-time and distance learning courses are conducted if corresponding funds are available. Paid courses or courses by contract are also rather numerous. Studies may be organized on a full-time and self-dependent basis. Many organizations, though, offer similar courses and training sessions without establishing any rules or official diplomas issued to graduates.

Social work today is an integral part of the general educational system. Social workers have the possibility to get education according to the chosen level of education and/or qualification. A continuous system of training social workers is gradually formed at the state level.

8.4 Study courses for different social professions

Basic structure and courses

The peculiarities of training programs for social workers very much depend on the professional orientation of the specific educational establishment which bears the sole responsibility for developing the structure of educational courses, entrance and teaching/learning conditions, etc. In this respect it is worthwhile mentioning that a training Bachelor program was developed by the Uzhorod National University, and an educational-professional Master program was developed by the Kyiv Mohyla Academy, both approved by the Ministry of Education and Science of Ukraine and recommended for the other universities as models.

This Bachelor program on social work, approved by the Ministry of Education and Science of Ukraine, consists of the following separate blocks. It includes different disciplines that are united into several blocks, such as psychological-pedagogical, public health, legal and socio-

logical. Future social workers trained at the Uzhorod National University get about 35% of their educational hours dedicated to fundamental, social-economic and humanitarian disciplines (World History; Philosophy; Logic; Political Science; Foundation of Economic Theories etc.).

The disciplines taught in the psychological-pedagogical block are the following: General, Developmental and Social Psychology; Social Pedagogy; Psycho-Diagnostics; Psychological-Professional Communication; Methods of Sociology Teaching. The cultural cycle consists of the following subjects: History of Ukraine; Ukrainian and Foreign Culture; Religion Sciences; Ethnology; Social Anthropology; Ethics and Aesthetics. The public health block includes Medical Science; Social Hygiene; Gerontology; Psychotherapy; Sexology and Family Morals.

Legal training of students starts with the course on the Constitution of Ukraine, and includes Foundations of Administrative, Family and Labor Law; Life Safety; Labor Protection, and the International Mechanisms of Human Rights Protection are taught further on along the course. Some of these disciplines are offered to students as special courses. This block provides certain concentration in accordance with the students' requests.

It is possible to identify two levels within the block of professionally directed disciplines: a more general one - sociological, and a more specialized one - applied. Such disciplines are History of Sociology, General Sociological Theory, Mathematical-Statistical Methods of Social Information Analysis, Social-economic Statistics, Methodology of Social Researches, Foundation of Demography, Conflictology, Social Management, Social Information sciences, Prognostication are included into the first block.

Disciplines related to future professional activities are given more emphasis in the curriculum. The following subjects are included in here: Introduction to Specialty, Social Policy of Ukraine, History, Theory, Methods, Technology of Social Work, Ethics of Social Work, Pension Provisioning, Insurance Activity, Employment and its Regulation, Social Ecology. Sociology in various fields is also included into this block: Sociology of an Individual, Sociology of Marriage and Family, Sociology of Youth, Sociology of Education, Sociology of Labor, Sociology of Policy, Sociology of Management, Sociology of Public Communications, Sociology of Deviant Behavior, etc. Some of the above-mentioned subjects, as well as some subjects of free choice (Social Work in Specialized Institutions, Social Work with Groups of People, Etiquette and Culture of Communication) are also closely related to this block.

The graduates get diplomas of Bachelors in Sociology, and those, who aspire to become specialists in Social Work, continue their studies for another year. Diplomas of Bachelor and Specialists in Social Work can also be obtained by those students who choose extra-mural departments.

According to the study program for specialists, students can choose the following concentrations: "Social Rehabilitation" or "Social and Legal Protection". Also, they are offered the opportunity to attend certificate programs in practical psychology.

According to their "first concentration" requirements, students have the following compulsory subjects: Psychotherapy in Social Work, Social Gerontology, Social Hygiene, Social Ecology, Sexology and Family Morals, Law and Social Provisioning.

The study to concentration "Social and Legal Protection" presupposes a thorough study of such subjects as International Law, Social Conflictology, Law and Social Provisioning, Foundations of Criminal Law, Social Work in Law agencies, Law of the intellectual property.

Master program, that was once developed by the first professional school of social work in Ukraine under the National "Kyiv-Mohyla Academy", and recommended by the Ministry of Education and Science of Ukraine as an example to follow, consisted of several blocks:

- compulsory subjects (including the block of normative and professionally orientated subjects, and the block of special subjects);
- free-choice courses;
- practical/placement study;
- Qualification work.

The following subjects are included into the compulsory list: English, Legal Regulation of Social Relationships, Social Innovations, Social Policy, Research in Social Work, Pro-social Behavior Psychology, Technology of Research Study Preparation, Management in Social Professions, Social Work in Community and Local Self-Government, Social Philosophy, Computer Technologies.

The block of professionally orientated subjects comprises the following subjects: Modern Psychological Methods of Personality Study, Computer Technologies of Data Analysis in Social Research, Sociology of Family, Introduction to Psychoanalysis, Social Work with Drug Users, Social Work with People Living with HIV/AIDS, Social Work in Health Settings. Students having no bachelor/specialist degree in social work are offered such courses as Introduction to Social Work, Introduction to Social Policy, Theories and Methods of Social Work.

Elective courses have several cycles: the cycle of professionally orientated subjects according to the program and university list, the students' free choice cycle, the cycle of socio-economic subjects, the cycle of psychological-pedagogical subjects, social policy/management, consultancy, the cycle "Practical Psychology". Master's program offers a free choice among 31 subjects (including 12 specialized subjects, such as social work with drug-dependents, psychiatric services clients, etc.), and elective subjects (depending on a particular specialty), consisting of four subjects (Ivanova, 2003, p. 131).

Students can choose one or two concentrations, and also attend a certificate program in practical psychology, within the framework of which the compulsory subjects are: introduction to psycho-diagnostics, practical psychology, psychology and technology of mediation in con-

flict; psychology of work, organizational psychology and personnel management, personality psycho-diagnostics (Semigina, 2004).

Methods of training and forms of learning

Each and every educational establishment is independent in specifying training methods and forms of learning. The typical teaching/learning mode is full-time studies, which is also equivalent to daytime studies at university premises. Many educational establishments offer extra-mural organization of studies which means that the students spend most of the time outside the university and engage in self-study, and only report their progress in written form to the university at specified intervals of time.

For example, the educational process of the Master and Bachelor program in the Kyiv-Mohyla SSW is full-time and takes place in trimesters throughout an academic year. Theoretical and practical studies are combined throughout every trimester, and some time is devoted to students' self-work. Exams are taken at the end of the trimester. Any form of work is assessed through either exam or a credit. Students are evaluated through rating.

Traditional methods widely used in Ukrainian educational establishments are lectures and seminars. Practical methods are expected to be included into the program of certain courses.

For example, today in the Kyiv-Mohyla SSW alongside the traditional forms and methods of teaching (lectures and seminars), new active forms of teaching are actively implemented to imitate future professional activity. These forms are: simulations, role play, group discussions. Such forms of training as "round tables", conferences, problem lectures, discussions, conversations, debates, contests (including Olympiads), production or critical situation analysis, conflict solving, conferences, focus-groups, etc., are now part of the training repertoire at many educational establishments.

A substantial part of the educational process is devoted to practical and laboratory work, individual studies, and tutorials; report, thesis, literature surveys preparations, personal work, practical and controlling activities.

The majority of university teachers at higher educational establishments all over Ukraine try to optimize the interaction with students, use interactive forms and methods of study, more actively engage students in social activities. The Kyiv-Mohyla SSW teachers are known to promote such teaching techniques as individual approach and maximum emphasis on the student's personality, as well as allowing for greater autonomy of students. The teachers mainly perform the roles of facilitators, partners; teaching/learning process has interactive character and integrates theory and practice.

However, traditions of didactic style of teaching are still strong in Ukraine reflecting deeply-rooted paternalistic culture.

Organization of placements

Placement organization of students striving to become social workers depends on the specific educational establishment and qualification level. Currently, the majority of educational establishments experience a certain contradiction between the standards of time devoted to practice, which are prescribed for higher educational establishments, and similar international standards. According to the latter, practical training has to play one of the leading roles in the program structure. And this is greatly determined by the specificity of the profession.

Currently social worker training programs at the majority of Ukrainian educational establishments are too much packed with theoretical courses and a great amount of classroom lessons. According to modern Ukrainian educational standards the practical training at higher educational establishments occupies far less than 30% of the overall study hours (Ivanova, 2003). Some researchers believe this figure is 3-16% (Sidorov, 2002).

The Kyiv-Mohyla SSW tried to solve this question of the practical component of study and to co-ordinate both the standards of European study modules and the requirements of a professional program, developed by the Ministry of Education and Science. Consequently, the share of practice studies for a Bachelor program is 17%, and for a Master program the practical training share rose to 25%.

Practical training of social workers in schools of social work encompasses the following kinds of practice: observation, training, productive, research. Volunteer practice is also offered. Practical training includes the following forms and methods: supervision, consultation, keeping professional records (diaries, records), familiarization visits, work in pair with an employee, work with client, research work. Usually, content part of any practice consists of meetings with heads of services and subdivisions - experienced specialists, and examination of their functional duties, lines of activities, actual participation in rendering social services to people. This helps the students form a more specific concept of the future specialist, and get the feeling of the practical side of social worker activity.

As of now, each educational establishment adopts its proper program for a performing practical share of training, which means that students are expected to perform certain activity types, get hold of specific skills, find employment opportunities, develop contacts with corresponding authorities offering them training and support. The sociology and social work chair at the National University "Lviv polytechnika" has gained a unique experience through formation of a civil council at the chair which unites directors of various social services.

It is still rather problematic for the students today to find places of practical work. This is partly due to the fact that only some educational establishments of higher learning, which train social workers, can successfully organize practical studies. Thus, for instance, in the Kyiv-Mohyla SSW students have more than 60 alternative places of practical training. However, other educational establishments have far less bases of practice, sometimes just a few of them.

Records of achievements and graduation

Academic achievement is assessed in a variety of ways. At the end of a semester the students take examinations or final assignment of all courses. The examinations are held by the professor who taught the course. It is for the professor to define, in line with general regulations of educational establishment, the form of exams (written or oral), and the components of the final mark to be considered (preparation of papers/presentation/projects, class attendance, progress and proficiency, etc).

For example, control methods at the Kyiv-Mohyla SSW depend on the aim and tasks of control, and can be the following: initial, on-going, intermediate and final control (trimester control and state certification).

Initial control is carried out, if necessary, at the beginning of each subject study for the purpose of verifying the initial educational level of students. The teacher independently determines the form of control. The results of entrance testing are considered in initial control. The on-going control is carried out during seminars and practical training to check the students' preparation levels for specific kinds of work. The teacher chooses the form of control independently as well (for example, theoretical questioning of students). The intermediate control is used at definite stages of studying the material through tests, written papers and interviews.

Placements are graded each semester/trimester. Among the criteria for practical training evaluation are the following: practical activity accounts, practice diaries signed by the director of practice, the number of practical training hours per week, comments of the practice director, active attendance of consultations by students, etc.

The final control aims to evaluate progress in studies at a definite educational-qualification level. Such kind of control comprises trimester control and attestation of a student. Successful completion by students of training programs at specific educational-qualification level results in state certification by the state examination (qualification) board.

Qualification work is an important form of training and final attestation of students; the defense of a thesis completes the Bachelor or Master's course of study. Each student can choose the topic of his/her thesis with the help and advice of his/her advisor who guides the student's work and research. Bachelor's qualification thesis is a research of a problem that has some elements of scientific research or practical novelty. Master's qualification thesis is an independent research of a scientific problem, carried out by a student for public defense, and results in an academic or scientific degree. A thesis is subject to official defense only after the successful preliminary defense, which includes an official review from an external expert, and a written commentary of the advisor. The thesis is graded and marked by credits.

Evaluation and accreditation of study courses

In order to train any specialists, including those of social professions, an educational establishment has to be granted a license from the Ministry of Education and Science of Ukraine following the presentation of a set of documents, and meeting all the requirements on staff, library, equipment, etc.

The experts (or inspectors) from the Ministry of Education and Science of Ukraine can review/evaluate the whole of the study courses and the training program. This typically happens when a complaint is filed or a well-motivated application of students, their parents, teachers, or within the specially identified time intervals (usually, educational establishments undergo repeated attestation procedures every five years).

8.5 The development of social education since the 1990s

As already mentioned in the beginning of the article, the very concept of social work is innovative for Ukraine and developed gradually throughout the 1990s. Certain changes in the quality line of social workers training have been seen even within this time span.

First, some extra courses were added to be included into Master's and Bachelor' programs of the 1990s, to reflect current social problems and tendencies. New courses were developed in this way: "Social work with psychiatric services users"; "Social work with women suffering from domestic violence"; "Community work and local self-government"; "Social work with mentally retarded"; "Social work with HIV/AIDS positive", and many others.

Second, the idea of an on-going education program was developed. Some specialized courses for advanced training became quite popular recently, including: Advocacy (for certain vulnerable population groups), Community-based services (for certain vulnerable population groups), Project Design and Fundraising, etc.

Third, many educational establishments introduced concentrations, especially within the framework of Master's programs. For example, the Kyiv-Mohyla SSW lately offered two concentrations within the framework of its Master's programs - "Counseling" and "Social administration". According to each concentration, the students master subjects directly connected with their future professional activity in the social area.

For example, according to the first concentration, special attention throughout the time of study is paid to profound insight into psychological consulting techniques, to group work conducting, to training to conduct technologies, which help provide individual, group and family consultations of social services clients. Accordingly, students with this concentration are expected to take the following extra subjects, in addition to compulsory ones: psychological consulting, training conducting technology, group work, etc.

The study on the concentration "Social administration" presupposes detailed examination of methods of political analysis, social planning peculiarities, social policy of different countries worldwide. Students also learn management techniques, in particular, projects writing and directing, information support adjustment.

The tendency towards increased student body was a characteristic of the 1990s developments. In the mid-1990s the first chairs of social work and social pedagogy were formed at certain educational establishments, whereas in the end-1990s their number was already well over 30, and currently more than 50 educational establishments provide training for social professions.

8.6 Politics of the education for social professions

Despite considerable steps taken to develop social work in Ukraine, numerous problems still exist. In particular, there are difficulties in the process of forming the training system of social workers. Specifically, this means a lack of clearly defined educational standards, generally accepted training methods, textbooks, manuals and methodological works that reflect Ukrainian realities of life, there is practically no professional orientation system. An important thing is the approval of the national standards in social work for all levels of professional education. Besides, the advanced training system needs further reform, which could give people, working in social services, the possibility to get such knowledge that lets them render social services and adequately fulfill their duties in modern conditions.

To further develop policies on social workers training it is important to develop the labour market for them, which means training high-qualified professionals to work with the new social services, and tailoring western models of social services to Ukrainian needs. A decisive role in the process of formation of social work as a practical activity and academic discipline was played by the international organizations, in particular UNESCO, UNICEF, European Union, Council of Europe, World Bank, Global Fund to Fight AIDS, foreign educational funds, other international establishments, foreign public organizations and NGOs that issued grants to initiate innovative social projects.

V. Polishchuk points to a number of problems which negatively influence the process of social workers training at educational establishments. In particular, the researcher stresses poor co-ordination of efforts between the public and non-governmental educational establishments, lack of an integrated system of professional specialists training. The documents originating from the Ministry of Education and Science of Ukraine, serving a standard in providing social education, are not yet adopted (Polishchuk, 2003, p. 40).

Training social workers is performed in line with changes in the overall educational policy in Ukraine, as stipulated by the National program "Education" (Ukraine of the XXI century). According to this document, the efforts are directed to the development of an on-going education system and life-long study, correspondence education, introduction of innovations to

education, integration of domestic education into European and wider international educational spaces, etc. The strategic task of the national educational policy is Ukrainian education entering the market of international educational services, intensification of international cooperation, giving scientists, educators and teachers, pupils and students possibilities to participate in the projects of international organizations and communities.

European integration penetrates now all spheres of life in Ukraine, and clearly determines distinct guidelines to enter the European educational and scientific space, which requires modernization of educational activity in the context of European requirements, and facilitation of work aimed at practical participation in the Bologna process. It is anticipated that the principles of Bologna declaration are fully introduced to Ukraine in 2010, and this year marks an intermediate stage of monitoring the achieved results (Higher education in Ukraine and Bologna process, 2004).

The conditions for Ukraine to gradually integrate into the European standards of higher education are being created now. The main task is to develop the system of academic credits, similar to ECTS (European Credit-Transfer System). This system intends to facilitate students' mobility while transferring from one educational program to another, including the post-graduate programs. Content modules must be developed in every subject, and credit systems of evaluation of student's progress must be co-coordinated with conditions for a free transfer of students, teachers, education managers and researchers all over the European continent. Another compulsory condition is availability of internal and external state and public control systems over the quality of education.

8.7 Summary

Development of social work as a professional kind of activity, as a science and a subject keeps going on in Ukraine. The number of educational establishments training specialists in the area of social work gradually grows. A multi-level system of social workers training has been created, the demand for highly skilled specialists in the social area increases.

An important factor, which notably influences the training effectiveness at all stages of social education, is a differential approach practiced by different educational establishments and social services. Nowadays it is particularly important, because central bodies are in the process of developing standards for social work practice, and consider the idea of introducing professional licenses for providing social services.

Political trends in education are determined in Ukraine now, and are directed towards the development of education; its integration to the European and international educational spaces. Education in the social field is undergoing the stage of formation, and requires considerable attention and support from the state, as well as establishment of national standards of social workers training, combined with public recognition of concentrations in social work education.

The social education Ukraine also needs to develop a long-term public program of providing social institutions with qualified staff. The system of advanced training should become one of the elements of this program. Different forms of correspondence education and external re-training of social professions staff require all kinds of support.

Literature

- Ivanova, O.L. Basic conceptual aspects of standard development for training social workers // Current issues of professional expert training in social work in Ukraine and internationally: International scientific-practical conference digest, 5-6 May, 2003. - Uzhgorod: Art-line, 2003, pp. 129-132. [In Ukr.]
- Higher education in Ukraine and Bologna process/ Ed. by Kremen', V. - Kyiv-Ternopil, 2004. [In Ukr.]
- Lukashevich M.P., Myhovich I.I. Theory and methods of social work. - 2nd edition, with additions and amendments. - Kyiv, IAPM, 2003 [In Ukr.]
- Myhovich, I. By the mission and responsibility (on peculiarities of training social workers). - Uzhgorod, 2003 [In Ukr.]
- Polyshuk, V. Development of on-going professional training for social sphere in Ukraine // Reforming social services in Ukraine: the current situation and the perspectives: International scientific-practical conference digest / Ed. By N. Nikalo, B. MacKenzie. - Lviv; Winnipeg: Malti-M. - Lviv, 2003, pp. 39-40. [In Ukr.]
- Robak, V. Some issues on professional training of social workers in vocational schools in Ukraine // Reforming social services in Ukraine: the current situation and the perspectives: International scientific-practical conference digest / Ed. By N.Nikalo, B.MacKenzie. - Lviv; Winnipeg: Malti-M. - Lviv, 2003. - pp. 91-93. [In Ukr.]
- Semigina, T. Training Masters in social work (sharing experience of the School for social work at the Naciona Kyiv-Mohyla Academy) // J. Social work in Ukraine: theory and practice. - 2004. - N 2, pp. 132-137. [In Ukr.]
- Semigina, T., Gryga, I. et al. Introduction to social work. -Kyiv: Phoenix, 2001 [In Ukr.].
- Sidorov, V. Teaching the practice of social work in Ukraine: the road to Europe // J. Social policy and social work. - 2002. - N 3, 4. [In Ukr.]
- Skorbun, I. Are Social Work and Social Policy education priority issues for Ukraine now? On Developing Social Work and Social Policy Education in Kiev, Ukraine: an experiment in social innovation / Ed. By S. Ramon. - Cambridge, 2000.
- Social work: Reference guide for university students / Ed. By Kurbatov V.I.. - Rostov-on-Don: Phoenix, 1999. [In Rus.]

9 Ausbildung für soziale Berufe in Ungarn

Judit Csoba, Robert Goldmann, István Budai

In den 1990er Jahren entstand in Ungarn ein neuer Beruf. Genau genommen entstand eine Berufsgruppe, die heute nahezu 40.000 Arbeitnehmer mit sozialer Ausbildung umfasst, die im sozialen Sektor tätig sind. Die Ausbildung von Experten erfolgt einerseits in zahlreichen Ober- bzw. Hochschulen und Universitäten im Rahmen des Unterrichtssystems, andererseits durch eine Reihe von Non-Profit-Organisationen oder marktwirtschaftlich orientierten Unternehmen in einer außerhalb des Unterrichtssystems erfolgenden Schulung.

9.1 Die Anfänge des sozialen Berufs und der sozialen Ausbildung

Die verschiedenen Formen der sozialen Ausbildung wurden in Ungarn in der Zeit zwischen den beiden Weltkriegen institutionalisiert, aber die Anfänge, die ersten Schritte zur Ausbildung wie auch die ersten Anzeichen für ein berufliches Organisieren reichen in die ersten Jahrzehnte des 20. Jahrhunderts zurück. Damals lenkte die Gesellschaft für Volksbildung die Aufmerksamkeit der Beamten auf die sozialen Probleme und folglich auf die Notwendigkeit einer sozialen Ausbildung. Die soziale Sphäre rückte *somit den Gesichtspunkt der Erziehung, der Volksbildung erstmals in den Vordergrund*, was sich bestimmend auf seinen späteren *gemeinschaftlichen* Charakter auswirkte.

Als erster sozialpolitischer Kurs in Ungarn gilt in der Geschichte des Berufes der durch die Gesellschaft für Volksbildung im Winter 1911/12 in Budapest organisierte Kurs. Ziel dieses Kurses war die „Soziale Ausbildung der Verwaltungsbeamten und des Lehrpersonals“. Der am 22. Januar 1912 im Festsaal des Pädagogischen Seminars der Residenzstadt beginnende Kurs wurde vom Bürgermeister der Hauptstadt, *István Bárczy*, eröffnet. Der wöchentlich dreimal je eine Stunde unter Teilnahme von 453 Studenten abgehaltene und so gut wie das ganze System der Sozialpolitik umspannende Kurs zielte darauf ab, dass die Beamten der Residenz „bei ihrer Arbeit sich stets in jeder ihrer Handlung die soziale Einsicht vor Augen halten sollten“ (Budapest 1931). Das Programm des Kurses mit seinem neuartigen sozialpolitischen Vorgehen, seiner Anschauungsweise und das fachgerechten Angehen von Problemen entsprach dem damaligen europäischen beruflichen Standard (Balipap 1931). Die namhaften sozialpolitischen Denker der ersten Hälfte des Jahrhunderts, Rezső Hilscher, Lajos Esztergár, Béla Földes und Zoltán Magyary setzten den bereits eingeschlagenen Weg der sozialen Ausbildung fort und legten mit ihren fachlichen Kenntnissen und Bildungsprogrammen den Maßstab für die heutige soziale und sozialpolitische Ausbildung (Hilscher 1935, Esztergár 1934).

1912 wurde die früher vor allem im Rahmen der kirchlichen Wohlfahrtstätigkeit funktionierende soziale Tätigkeit durch die Ujpester Soziale Hochschulsiedlung unter der Leitung von *Rezső Hilscher zur settlement-Bewegung erweitert* und die gesammelten Erfahrungen gin-