

**Originality.** For the first time there analyzed the structure of professional image of future masters of industrial training of construction profile. There also distinguisher its component structure. The scientific conception about the specific character and the structure of the process of formation of the professional image of the notion "the image of the master of industrial training" are the future trends of our research.

**Conclusion.** At the modern period the profession of industrial training of construction profile is updated connection with the lack of provision of professional technical personal. The formation of professional image of the master of industrial training of construction profile as cumulative multy-aspects image, reflected in social expectations of society, gets exceptional meaning. While organizing the process of formation of professional image of master of industrial training of construction profile it is necessary to take into consideration the component composition of its structure especially personally-intellectual component, practically-effective component and social-image. The outlined components cannot exist isolated with one another. They interact synergistic and amplify each other.

**Keywords:** master of education, image, personal image, a composite image, professional image, ingredient professionalism

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## ON DEVELOPING A SUSTAINABLE MODEL OF SOCIAL WORK EDUCATION IN UKRAINE

#### Abstract

**Introduction.** In the article, key stages of the Reforming Social Services: Canada-Ukraine Project (1999-2003) are described: as well, concepts are introduced and discussed as these relate to broad goals associated with social development.

**Purpose.** The purpose of the article is to describe the development of the Social Work Program at Lviv Polytechnic National University and the unique nature of its partnership with community-based disability organizations. The quality and sustainability of the initiative following the end of CIDA funding are examined.

**Results.** Social development was utilized as a framework for the design and implementation of the project. The project was conceptualized as a process that involved more extensive knowledge and human resource transfers to project activities in Ukraine in the early phase of implementation, a more collaborative form of partnership during the middle to late stages and the transfer of full power and control by the final stage. In the final stage and following the formal conclusion of the project it was recognized that Canadian partners would be acting more as consultants in response to requests from Ukrainian partners. The project impact was assessed in 2006 using a modified case study approach

consisting of a review of social work literature in Ukraine, critical personal reflections on the effects of the program and focus group interviews and discussions with representatives from four primary stakeholders: agency-based field instructors, the Advisory Committee to the Social Work Program, social work instructors and social work students near the end of their program of studies. Evaluation feedback from the case study suggests that the goal of developing a sustainable social work education model has been achieved and that the development of supportive partnerships has been important to this outcome.

**Originality.** Social development was used as a framework for the design and implementation of the Canada-Ukraine Project. Following the formal conclusion of the project its impact was evaluated using a modified case study approach.

**Conclusion.** The social development framework with its emphasis on participatory approaches and partnerships is a useful guide in re-conceptualizing an approach to international social work education that includes a more critical approach to the adoption of western models of social work education. However, it is only through the application of principles emerging from this perspective that the framework moves beyond rhetoric and takes on real meaning.

**Keywords:** social work program, social development, social development framework, participatory approaches, supportive partnerships, project impact, modified case study approach, sustainable social work education model

**Introduction.** In its 1995 examination of the implementation of the Convention on the Rights of the Child in Ukraine, the UN Committee expressed concern about the absence of social work programs, including social work education, in the country, noting it as one component which could promote social justice for children (United Nations Committee on the Rights of the Child, 1995). Much has changed in social work education since the first university degree program was launched at Kyiv Mohyla Academy in Kyiv in 1995, and social work programs are now found in many universities throughout the country.

One of the university-based programs having played a leadership role in the development of social work as a profession in Ukraine (Bridge, 2002) was initiated in Lviv in 1999. It was funded through the Canadian International Development Agency (CIDA). The purpose of this paper is to describe the development of the Social Work Program within the Department of Sociology and Social Work at Lviv Polytechnic National University and the unique nature of its partnership with community-based disability organizations. As well, the quality and sustainability of the initiative following the end of CIDA funding in the fall of 2003 are examined. The initiative, known as the *Reforming Social Services: Canada-Ukraine Project*, brought together four key implementing partners. These were the Faculty of Social Work, University of Manitoba, which was the lead agency, the Winnipeg-based Canadian Centre for Disability Studies (CCDS), the Lviv Independent Living Resource Centre, and Lviv Polytechnic National University, the main host partner. The goal of the project was to promote civil society and social service reforms through the development of social work education, support for community-based social services, including a special focus on disability organizations, and partnership development between the university and social service organizations.

There were two components to the project. The objective of the first component was to develop a sustainable social work education program with ongoing participation from the community at Lviv Polytechnic National University. The objective of the second component was to build a strong consumer-based advocacy and service organization for disabled people based on the independent living philosophy. The partnership between the social work education program and the disability community became a model for the extension of university-community partnerships throughout the implementation phase of the project.

The development of the social work profession and more progressive social services in Ukraine has faced a number of challenges. The first of these is the socio-economic context. Unemployment was high throughout the 1990s, GDP declined for much of the decade, and poverty and inequality increased (Kalachova, 2002). This also contributed to new social problems. Thus the stigmatized treatment of marginalized groups, including the disabled, has been slow to change, and most children in out of home care live in overcrowded and

inadequately equipped residential institutions (The World Organization Against Torture (OMCT), 2002).

Another challenge was the underdeveloped non-government social service sector.

There was almost no voluntary social service sector in Ukraine prior to independence; however, the 1990s saw a rapid growth in the number of voluntary organizations attempting to respond to newly identified social needs. These and most other non-government organizations have been underfunded and services are poorly coordinated.

A third challenge was the underdeveloped nature of social work in Ukraine. Social issues not defined as the state's responsibility were not officially recognized under Communism, and therefore were not dealt with in an open manner (Constable & Mehta, 1994). Most social service activities were confined to regulatory functions, such as the distribution of financial support or actions pertaining to child protection, and these services reflected a strong social control orientation. In 1999, there was no social work education program in Lviv, a city of 800,000 identified as the hub of western Ukraine. There were questions about the extent to which universities would embrace an applied profession with an extensive commitment to field education, and make the necessary adaptations to curriculum policies and procedures to ensure a quality program. Second, social agencies had limited resources, and the ability to support student learning was a challenge. As well, sufficient time within the curriculum had to be protected for field education.

To ensure the availability of qualified service providers who could promote international standards of practice for the profession (Edwards, Roth, Davis, & Papeskee, 2000), there was also the need to develop a model of social work practice and education that could incorporate local needs and knowledge.

**Conceptual Framework.** While it was recognized that curriculum building and instruction in the early stages would draw extensively on western models of social work education common to Canada, principles and strategies were adopted to ensure adequate attention to the incorporation of local experiences and knowledge, particularly as the project matured. The transition from knowledge transfer to a more collaborative model of knowledge development was based on principles associated with social development. Social development was selected as the model for project implementation in this case since it embraces a participatory approach to capacity building. However, ambiguity about the meaning of social development complicates the application of a social development approach. After the second world war, the concept was used to convey a dual focus on both economic and social development, and Midgley (1995) re-iterates this orientation in his definition of social development as a process of planned social change designed to promote the well-being of the population as a whole in conjunction with the dynamic process of economic development (p. 23). Tucker Rambally (1999) argues that social development is primarily concerned with social justice, and the development and transformation of social structures to ensure social justice. Economic development may fail to address issues of equity, and Campfens (1996) notes that the goal of social development, in contrast to economic development, is to promote the well-being of people. It is an understatement to note that issues of social justice, equity and well-being are central to the mission of social work.

Social development in international social work has also been associated with efforts to link micro and macro levels of practice (Asamoah, Kealy, & Maydadas, 1997), respond proactively to issues of globalization (Midgley, 2000), and reinforce social work principles associated with empowerment, social and economic justice, capacity-building and problem solving with individuals, families, groups and communities (International Federation of Social Workers, 2000). Given the importance of empowerment to social development, this project was conceptualized as a process that involved more extensive knowledge and human resource transfers to project activities in Ukraine in the early phase of implementation, a more collaborative form of partnership during the middle to late stages and the transfer of full power and control by the final stage. In the final stage and following the formal conclusion of the

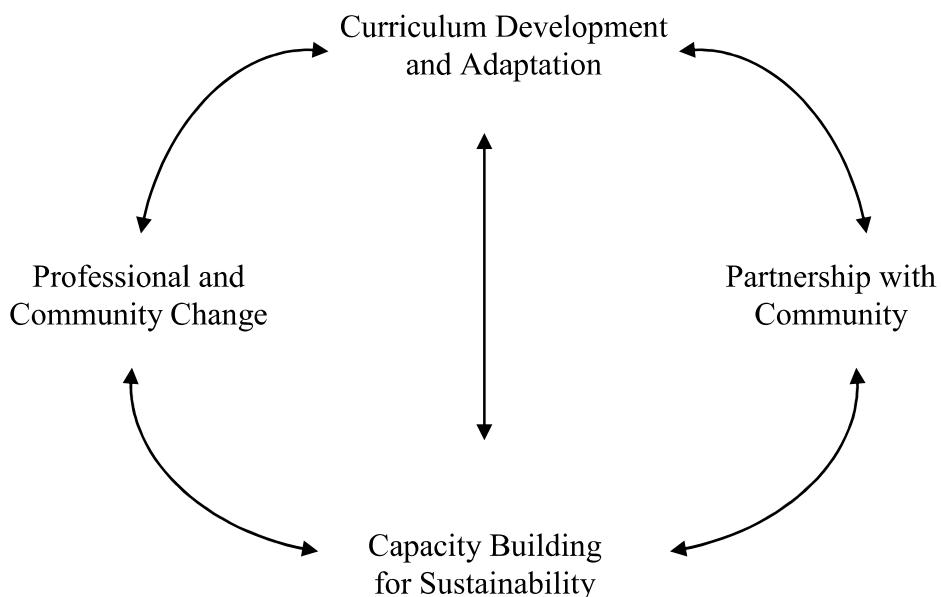
project in 2003 it was recognized that Canadian partners would be used more as consultants who acted in response to requests for assistance from Ukraine partners.

#### Building the Framework

Social development was used as a framework for the design and implementation of the Reforming Social Services: Canada-Ukraine Project. The project development process is further illustrated in Figure 1.

The initial curriculum for the social work program reflected an adaptation of the Canadian model at the University of Manitoba, with its emphasis on the generalist and a commitment to approximately 800 hours of field instruction; however, this decision followed a community consultation phase and a needs survey of community agencies. This process confirmed support for the proposed model of social work education, a commitment on the part of local agencies to host students during their field education experience, and also clarified the need for a significant investment in field education training for agency staff who would supervise social work students. As a result, three course modules, each nine days in duration (160 hours of instruction in total) were designed and delivered to agency staff selected from both the government and non-government sectors. This certificate program, designed and delivered in 2000/01, was evaluated following the first year (Rudy, 2002), which confirmed the success of the model, and the course was offered in each of the three following years. Canadian staff provided almost all instruction during the first year, but by the end of the project a shared model of instruction involving both Canadian and Ukrainian staff had evolved. This course was critical to the development of community partnerships.

**Figure 1: Social Development Process in Lviv Social Work Education Project**



#### *Curriculum Building and Community Partnerships*

Curriculum development has been an evolutionary process. An innovative approach to it was the process used to design content for a course on *Social Work and Disability Issues*. This course was designed by the Disability Component of the project and this component had the primary role in selecting an instructor to teach this course. The amount of Ukrainian content has expanded considerably over time.

#### *Capacity Building for Sustainability*

It was recognized that the engagement of qualified Ukrainian social work faculty was essential to the long term sustainability of the program. One strategy was the sponsorship of four candidates for advanced social work education conditional on their commitment to return and

teach in the program. Ukrainian instructors now teach all courses in both the BSW and MSW programs, although Canadian instructors may teach an occasional course as a visiting instructor.

Planning for sustainability required attention to factors other than the development of a core of well qualified instructors. Supportive community relationships have been established and maintained through ongoing collaboration on social issues, continued provision of community-based training, the active involvement of an Advisory Committee and ongoing engagement with students through the field placement program.

#### *Professional and Community Change*

The promotion of progressive professional and community change involved several activities. First, it was hypothesized that student involvement in agency activities through their field placements would support the adoption of innovative practices if this was combined with professional training for field supervisors that encouraged them to support students in the promotion of such practices. Evaluation activities, undertaken at the end of the project, found evidence that this expectation had been met in a number of organizations (Faculty of Social Work, University of Manitoba, 2003). Second, faculty involvement in community issues, including community research, work with disability organizations and the initiation of an association focusing on promoting mediation, has helped to promote a social reform agenda. On a national level, the faculty have played instrumental roles in advancing a more progressive model of social work education through collaboration with other social work programs and participation in national committees. Third, the provision of ongoing workshops and training was designed to support this general objective. One of the most significant contributions to the community was the design and delivery of the *Innovations in Social Development* course, which was provided in three modules, each two weeks in duration, to approximately 30 agency staff from the government and non-government sectors. Staff were selected for the course in dyads, based on a proposal to develop and evaluate an innovative social service project over a one year period of time. In addition to classroom instruction on planning, managing and evaluating a new project, participants received ongoing supervision and support from two supervisors (one from Ukraine and one from Canada) and small grants, if required, to meet essential expenses during the implementation phase of their projects. Twelve projects, including projects related to family violence, youth addictions and offender rehabilitation, were successfully launched during the year long course but one of the more important bi-products was the development of ongoing partnerships between participants from different organizations, including those from the government and non-government sectors. One example of an activity emerging from this initiative was the formation of a committee to lobby the mayor on the need to support social service innovation and foster more collaboration, including shared space, among state and voluntary sector organizations.

**Evaluating the Project Impact.** Project impact was assessed in early 2006 using a modified case study approach consisting of a review of current social work literature in Ukraine, critical personal reflections on the effects of the program and focus group interviews and discussions with representatives from four primary stakeholders: agency-based field instructors, the Advisory Committee to the Social Work Program, social work instructors and social work students near the end of their program of studies.

There is a growing body of literature on social work in Ukraine, and a number of these publications, including two doctoral dissertations by Ukrainian scholars (Hayduk, 2005; Mykytenko, 2005), reflect efforts to adapt the transfer of knowledge emerging from the project to the Ukrainian context. The project has resulted in a number of course manuals and related publications that have been widely disseminated as teaching and resource materials.

Themes Identified by Case Study Respondents Focus group results and the authors' critical reflection on the effects of the new initiative in social work education are organized into five major themes. These themes are identified and summarized below.

*Theme 1: The Development of the Profession of Social Work in Ukraine*

There has been a significant growth in the recognition of social work as a distinct profession in Ukraine and national conferences sponsored by the project have contributed to this recognition and promoting progressive social change. Despite these positive developments, many challenges remain. The social services remain critically underfunded. As well, local governments lack a good understanding of social work.

#### *Theme 2: The Social Work Education Model at Lviv Polytechnic National University*

The social development perspective associated with the program was regarded as a strength, and courses on international social development, community development and human rights and anti-oppressive practice were specifically identified as exemplars of this framework. The emphasis on the integration of theory and practice within the program and the student-centered participatory style of learning associated with the Social Work program were highly valued by both students and instructors.

During focus group discussions, the role of partnerships in providing ongoing support and assistance was identified. For example, partnership established with community agencies have contributed to program development and sustainability. At another level, ongoing support from the University of Manitoba, notably in the development of the MSW curriculum and as visiting instructors, was identified as important to ongoing success.

The Social Work Program at Lviv Polytechnic National University (LPNU) continues to play a significant role nationally. The continuing student exchange program between the University of Manitoba and LPNU has provided opportunities for mutual learning among students.

The initial connection of the model to disability organizations remains strong, and courses on disability issues, with input from this community, continue to be taught in both the undergraduate and graduate programs. Several disability organizations are used as field placement sites, and a number of students with disabilities have been admitted to the program.

#### *Theme 3: The Contribution to Social Service Reform*

Social service reforms, a long term goal of the *Reforming Social Services: Canada-Ukraine Project*, must be assessed against Ukraine's general progress related to economic and social development over the past decade. Although some recent changes can be identified economic growth has been quite limited and investment in the social services has failed to keep pace with growing social problems or respond adequately to growing inequality. Nevertheless, at a smaller and more localized level, the contributions of the program have been significant.

Students have been identified as bringing new, creative ideas for the improvement of social services to their field agencies. They were already engaged in research activities, and the topics selected by students included the following: participatory management approaches within a disability organization, trafficking in women and children, women and addictions, foster family care, and social support services for volunteers. Both these topics and the research approach of students reflected a commitment to generate results that have the potential to contribute directly to progressive social change within these fields of practice.

The contributions social work can make to social services is becoming better understood; however, the level of awareness among social agencies and the general public about the essential role of social services to community well-being is still quite low.

#### *Theme 4: Social Work Training for Staff Working in the Human Services*

As earlier noted, two major certificate programs were developed and delivered to community-based staff under the auspices of the *Reforming Social Services: Canada-Ukraine Project*. These were the professional development course for field instructors and the course on *Innovations in Social Development*. There is also a growing demand from the field for a part-time or distance education social work program that would enable staff working in these agencies to complete studies leading to an accredited social work degree.

#### *Theme 5: Personal Reflections on the Impact of the Project*

Additional reflections from the Director of the Social Work Program, other staff participating in advanced degree studies under the auspices of the project and students were

identified in this study. Many identified new personal learning opportunities and the ability to participate in activities related to social development. Personal connections to the development of a new profession were identified as positive experiences by both staff and students, and a number of the disabled students in the program commented on the unique opportunities that had been provided to them to obtain a degree in social work in a building accessible to disabled people.

**Conclusions and Implications.** The social development framework with its emphasis on participatory approaches and partnerships is a useful guide in re-conceptualizing an approach to international social work education that includes a more critical approach to the adoption of western models of social work education. However, it is only through the application of principles emerging from this perspective that the framework moves beyond rhetoric and takes on real meaning. Evaluation feedback from the case study suggests that the goal of developing a sustainable social work education model has been achieved and that the development of supportive partnerships has been important to this outcome.

Social development models can be examined along a continuum of power and control ranging from the “outside expert” model to a “partnership model”, where there is greater equity and shared control over resources and decision-making, to a “community locality” model where the majority of power and control rests with local stakeholders (Tunney and Kulys 2004). However, the concept of a partnership is also ambiguous and Seidle (1995) identifies a continuum of four different types ranging from consultative to collaborative partnerships. In the consultative type, information and advice is sought whereas in the collaborative type there is a sharing of power and decision-making authority.

In the early stage, there was greater reliance on Canadian expertise and the type of partnership was largely consultative. By the third year of the project a more collaborative model of partnership had evolved and this was characterized by more input from Ukrainian stakeholders into curriculum development and direct responsibility for teaching a number of courses in the program. In the final year of the project and beyond a locality development model of social development had been established where primary authority and responsibility for the program was assumed by Ukrainian stakeholders.

It is also noted that outcomes documented in this paper would not have been possible without funding from the Canadian International Development Agency, and CIDA’s feedback regarding project accomplishments has been very positive.

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**Анотація.** У статті відображені основні етапи канадсько-українського проекту «Реформування соціальних служб» (1999-2003 рр.), виконаного за фінансової підтримки «Канадської Агенції з Міжнародного Розвитку» (CIDA). Розглянуто соціальний розвиток як концептуальну основу цього проекту. Проаналізовано особливості становлення освітньо-професійної програми у галузі соціальної роботи в Національному університеті «Львівська політехніка» у контексті розвитку партнерських зв'язків університету з державними та громадськими організаціями, людей з особливими потребами зокрема.

**Ключові слова:** програма соціальної роботи; соціальний розвиток; структура соціального розвитку; підходи на основі участі; підтримуючі партнерські відносини; вплив проекту; модифікований підхід до цільового дослідження; стала модель освіти у галузі соціальної роботи

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