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SOCIAL WORK EDUCATION AND THE PRACTICE ENVIRONMENT IN EUROPE AND EURASIA

December 2008

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LIST OF ACRONYMS

ACTR/ACCELS	American Councils for International Education
AED	Academy for Educational Development
ARO	Assistance to Russian Orphans
BEIC	Baku Education Information Center
BSU	Baku State University
CAAHT	Coordinated Action Against Human Trafficking (Albanian Initiative)
CNASR	National College of Romanian Social Workers
CSW	Centers for Social Work
DFID	Department for International Development (UK)
DOW	Doctors of the World – USA
ECA	Bureau of Educational and Cultural Affairs, U.S. Department of State
ECTS	European College Transfer System
EHEA	European Higher Education Area
FBiH	Federation of Bosnia & Herzegovina
GASW	Georgian Association of Social Workers
JFDP	Junior Faculty Development Program
IDP	Internally Displaced People
IFSW	International Federation of Social Workers
IIP	Investing in People
IREX	International Research and Exchanges Board
ISPCAN	International Society for the Prevention of Child Abuse and Neglect
IUC	Inter-University Centre
LSWU	League of Social Workers of Ukraine
MLSI	Ministry of Labor and Social Issues
MSW	Master's in Social Work
MOE	Ministry of Education
NASW	National Association of Social Workers (USA)
NGO	Non-governmental Organization
OSI	Open Society Institute
PADCO	Planning and Development Collaborative International
PVO	Private Voluntary Organization

RS	Republika Srpska
SIDA	Swedish International Development Agency
SW	Social Work
TACIS	Technical Aid to the Commonwealth of Independent States
TIP	Trafficking in Persons
UASP	Ukrainian Association of Social Pedagogues
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

GLOSSARY OF SOCIAL WORK TERMS¹

Best practices: Engaging in practice activities that are based on research and intended to increase successful outcomes.

Case management: A method for coordinating services in which a worker assesses with a client what services are needed and obtains and monitors the delivery of the services.

Client outcomes: Qualitative and quantitative measurements aimed at determining if client goals have been met.

Clinical social work: The professional application of social work theory and methods to the treatment and prevention of psychological dysfunction, disability, or impairment, including emotional and mental disorders.

Code of Ethics: Explicit statement of values, principles, and rules of profession, regulating the conduct of its members.

Competencies: A set of professional obligations to the client, community, society, and the profession acquired through the combination of certification, licensure, continuing education, and supervision.

Evidence-based practice: The use of the best scientific knowledge derived from outcome studies as the basis for guiding professional interventions and effective treatments.

Family support services/family preservation: Planned efforts to provide the knowledge, resources, supports, health care, relationship skills, and structures that help families stay intact and maintain their mutual roles and responsibilities.

Field education or practicum: A required part of a formal social work education program consisting of practice in a community setting under a field supervisor (also called practice teacher).

Home-based services (or in-home services): Services provided within the client's home and community rather than a social work or social welfare office setting.

Indicators: Quantitative measures about demographic, environmental, and social conditions that are used in establishing comprehensive and balanced planning.

Practice teachers: This is a term that refers to the person that provides the supervision for students in field placement or practicum settings.

Professional education/continuing education: training taken by social workers and other professionals who have already completed the formal education required to enter their field.

Restorative justice: A theory of justice that emphasizes the repairing of harm caused or revealed by criminal behavior. It is accomplished by victim-offender mediation, victim assistance, restitution and community service.

¹ Definitions are adapted from Barker, R. L. (2003). *Social Work Dictionary*. (5th Ed.). Washington, DC: NASW Press. And Johnson, L. C. & Yanca, S. J. (2007). *Social Work Practice: A Generalist Approach* (9th Ed.). Boston, MA: Pearson Education, Inc.

Social assistance: The provision of benefits financed from a nation's general revenue and subject to the recipient's need and means.

Social justice: An ideal condition in which all members of a society have the same basic rights, protections, opportunities, obligations, and social benefits.

Social work practice: Professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain concrete services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes.

Standards of practice: Specific guidelines for practice in a variety of settings that guide social work practice, inform consumers, and help maintain and improve the quality of services provided.

Supervision: An administrative and educational process used to help social workers further develop and refine their skills, enhance staff morale, and provide quality assurance to the clients.

User involvement: Participation of clients (referred to as users or consumers) of human services agencies in the planning and decision-making of client interventions, program planning and policy formulation. Services are provided in such a way to engage and empower clients and build as much family and client involvement as possible.

EXECUTIVE SUMMARY

BACKGROUND AND RATIONALE

It has been well-documented that during the Soviet era, social problems were either unrecognized or minimized in the Europe and Eurasia (E&E) region. As social sector reforms have taken root, so has an increased awareness that a well-trained social work workforce is key to the creation of an effective system of social services. Social work as a profession is relatively new to the region thus impacting the path and outcomes of these reforms. USAID Missions with an interest in social services programming in child welfare, disabilities, trafficking in persons (TIP) and domestic violence, and social assistance [social benefits and cash transfers] have identified an active and viable social work profession as critical to the success of such programming.

PURPOSE OF THE STUDY

This report, prepared for the Social Transition Team in the USAID Bureau for Europe and Eurasia (E&E), is an outgrowth of personal interviews from the field, as well as a review of documents and literature exploring social work education and the social work practice environment in twenty-one countries of the former Soviet Bloc. The purpose of this study is to inform stakeholders about the current status of social work in the region, describe the practice environment, identify gaps between what is expected of social workers and the reality, provide examples of best practices, and make recommendations for furthering the development of social work in the region. The target countries for this study are: Albania, Armenia, Azerbaijan, Belarus, Bosnia, Bulgaria, Croatia, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Macedonia, Moldova, Romania, Russia, Serbia, Montenegro, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

FRAMEWORK FOR ANALYSIS: THE PROFESSION OF SOCIAL WORK

According to the International Federation of Social Work (IFSW) and International Association of Schools of Social Work (IASSW), the social work profession “promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.” As such, social workers are a key component of modern social service provision. Among other things, they provide counseling, assist individuals in accessing social services and other benefits, lobby for the disenfranchised, and engage in actions designed to influence social policies. Building the social work profession is a complex undertaking that involves creating legislation and education programs, developing and strengthening curricula, helping to nurture professional associations for social workers, developing licensing and practice standards, and raising awareness about the need for social workers, among other things. This paper is an exploration of each of these issues and an analysis and synthesis of data, much of which is anecdotal.

THE FRAMEWORK FOR BEST PRACTICES IN COMMUNITY-BASED PRACTICE

Utilizing principles and practices of family and community-based social work practice, this report highlights best practice models in the region, identifies common themes based on the four-pillar framework below, and makes recommendations for continued development and cross-border collaboration. The four-pillar framework for analysis and reporting, developed from previous USAID-funded studies on community-based services in the region (Davis, 2005; 2006), includes the following elements.

Table 1: Four Pillar Framework

Pillar 1 – Policy and Legal Framework Policies and laws that reflect internationally recognized standards for the profession of social work and legal/policy mandates for social work practice that reflect good practice for community care models and laws related to social work associations.	Pillar 2 – Structure of Services and Practice Environment Programs and services in which social workers practice, qualifications, relationships with other social workers, role of social work associations, job functions, salaries, status, relationships with clients, other professionals, and the public authorities.
Pillar 3 – Education and Training Acquisition of knowledge, values and skills for social workers providing direct services and those managing and supervising services. This includes professional education and training, curriculum development activities, and conferences and workshops delivered by a range of providers.	Pillar 4 – Outcomes and Performance Measures Outcomes for social work interventions, systems for monitoring social work inputs, cost-benefits analyses, development of evidence-based practices, research on the professionalization of social work such as salaries, standards, opinions and attitudes, client satisfaction, client outcomes, and evaluations of programs and services.

COUNTRY SUMMARIES

The report provides a description of the development of social work as it evolved in each of the E&E countries selected for this study, in alphabetical order. This Executive Summary is a brief presentation of the development of social work education and critical issues in social work as it unfolded in the region, citing unique characteristics of the profession's development in individual countries.

Social work, perceived as an “unsuitable activity for petite-bourgeois” and “unnecessary” by the communist regime (Zavirsek, 2008, p. 743), was viewed differently by the socialist leaders of the **Former Yugoslav Republics**. As early as the 1950's, social work was recognized as important for combating social problems. The Centers for Social Work (CSW) were created in most urban municipalities in the early 1960's. **Croatia**, believed to be the first to have university education in social work, started a 2-year program in 1952 and a 4-year program in 1972. In 2000, post-graduate studies were initiated. There is a well-defined profession of social work within the Centers for Social Work and the NGO community, with an established research and training institute and a social work journal in Croatian. In **Macedonia**, a 2-year program began in 1957 and in 1984, the Institute of Social Work and Social Policy was established at the University in Skopje. Today, they offer BA (4-year) and MA (2-year) degrees. The University is a member of the International Federation of Social Workers and International Network of Schools of Social Work. **Serbia** and **Montenegro's** 2-year program began in 1958. Today, **Serbia** offers BA and MA degrees. In 2007, the University of Belgrade advanced social work research with the establishment of the Institute for Multidisciplinary Research. The largest Center for Social

Work in the city of Belgrade employs 190 social workers and has its own website. In **Montenegro**, social work education is well-established with close ties between the Universities of Montenegro and Belgrade. The Centers for Social Work are integrating mediation services as part of a UNICEF restorative justice initiative. In **Bosnia & Herzegovina**, a university education program started in 1958 at the University of Sarajevo and today there are BA and MA-level degree programs in three universities. Capacity-building in the Centers for Social Work provides specialized training for expanding outreach and community-based care for children deprived of parental care and families at risk. The Centers for Social Work are considered the primary employer of social workers, and hope to improve outreach and community care models.

In **Kosovo**, one of the poorest countries in the region, development of social work has been slower than in neighboring countries. The BA degree, offered at the University of Kosovska Mitrovica, the Serbian District of Albania, started in 2004, and at the University of Pristina, beginning in 2006. Building the capacity of the Centers for Social Work around issues of ethnic conflict and integration are on the social protection agenda.

In the **Balkans**, social work schools were opened in the early 1990s with social work practice initiated in social protection programs in public services and NGOs, with an emphasis on deinstitutionalization. **Romania** and **Bulgaria** opened social work schools in 1990 at the BA level, and MA programs started around 1992. In **Romania**, there has been a rapid development of social work, in part, as a response to the intense pressure to deinstitutionalize the 100,000 children separated from their families. Today, Romania is the only country with a social work law that is independent of the social protection legislation. The law also specifies requirements for a license that defines levels and qualifications for practice. Social work advocates believe that areas for future development are field education and practice specializations. In **Bulgaria**, the Law for Social Support defines the qualifications for social work, and there is a rich NGO practice environment. Social work professionals see a need for outcome research to better inform practitioners. **Albania's** social work education program started in 1992. Social work is considered to be well-integrated into public child protection and social services units. Interdisciplinary models of social work are utilized in gender violence programs. Current needs are strengthening field education and human rights content in the curriculum.

In **Russia**, **Belarus**, and **Ukraine**, the “social work specialist” degree, a 5-year program, was introduced in the early 90’s as the professional degree. In general, the term “social worker” connotes a lower level of education and status. Today, they offer study at the BA (4 years), specialist (+1 year), and MA (+2 years) levels in social work and social pedagogue. Low status, low pay, and limited capacity of the existing professional associations are concerns. In **Russia**, social work and social pedagogue degrees are offered at over 120 universities. Social workers can study at the doctoral level in a related discipline such as social policy, but not in social work. Social work job functions were first defined in the Law on Basic Social Services in 1995. In **Ukraine**, degrees are offered at approximately 50 universities and colleges, graduating about 1350 students annually. The practice of social work was established as part of the Centers for Social Services for Youth in 1992. In **Belarus**, the Law on Social Work and Social Services gives social work the status of a profession. A major concern is the rural to urban migration and a need to clearly define social work practice standards.

Moldova initiated social work education at the BA level in 1997 and the MA started at the State University in Chisinau in 2007. A recent study on social work in Moldova suggests a need to move away from the “charity ideology” to an emphasis on social justice and empowerment.

The Caucasus more recently developed professional social work with the roots of social work being established in **Armenia** in response to the devastating 1988 earthquake. In **Armenia**, social work

practice is well integrated into model public and private programs. Professional education exists at the BA (1996) and MA (2000) levels. The social protection legislation includes a Social Work Law (2005) and Code of Ethics (2008) that establishes the requirements for qualified “social work specialist.” A study on the social work law suggests practice standards and a strong professional association should be pre-requisites to licensure. In **Georgia**, social work education started in 2004 at the BA level and the MA level in 2008. Research on social work jobs has identified a need to better define social work in the legislation. Social work instructors at the university have developed a curriculum reflecting Western teaching models. Certification requirements for social work practitioners specify a year’s experience and passing an exam. A licensing law is scheduled to be implemented in 2009. In **Azerbaijan**, social work education exists at the MA (2005) and BA (2008) levels and efforts are underway to educate the Ministry of Welfare about the benefits of professional social workers in social protection programs.

The countries of **Central Asia** are just now developing social work as a professional field of practice. **Kyrgyzstan**, closely modeled after Russia’s programs, provided the “social work specialist” degree (5-year) as early as 1994. They now offer the MA (2006) and BA (2008) at four universities. The Law on Social Services defines qualifications and practice standards that apply to public social services social workers. In **Kazakhstan**, social work functions are outlined in the social protection legislation and there is a public commitment to work to recognize social work, which has only recently begun as a field of study. In **Tajikistan, Turkmenistan, and Uzbekistan**, the need for social work is acknowledged, and social protection is at the beginning of reforms. NGOs providing training and practice models in social work are developing.

THE FOUR PILLARS

LEGAL AND POLICY FRAMEWORK

- *Social Work Legislation*: Except for Romania which has a separate social work law, the legal framework that defines the practice of social work is part of social protection and social assistance legislation. Both Armenia and Romania include a Code of Ethics as part of the social work legislation.
- *Regulation of Practice (Licensure)*: Many countries assume licensure is a way to legitimize the profession, although the link between practice standards and quality of services is stronger than the link between licensure and quality. To date, Romania is the only country with a social work licensing law, with legislation proposed for Georgia in 2009.
- *Laws on Public Protection*: Although social work licensure is perceived as a way to legitimize the profession, in reality, it is a mechanism for protecting the public against exploitation and malpractice. Most countries include protections against malpractice (confidentiality, right to information and involvement in decision-making) in the social protection legislation.

STRUCTURE OF SERVICES AND PRACTICE ENVIRONMENT

- *Definition of Social Work and Social Work Practice*: The meaning of “social worker,” and related terms such as social work specialist, social services, and social assistance, as defined by legislation and practice, is confused and varies from country to country.
- *Job Functions*: Most social workers are employed in public social services in jobs that emphasize the administration of social assistance benefits over psychosocial services.
- *Salaries and Low Professional Status*: One of the most consistent and pervasive issues that emerged in the course of drafting this report was low salaries for social workers and difficult working conditions (large caseloads, excessive paper work, and limited resources for clients).

- *High Status as a “Helper:”* In spite of the negatives of salary and professional status, there is status and value in “being a helper.”
- *Social Work as a Career:* There are few opportunities to advance, or to make a career in social work, as there are few management and supervisory positions.
- *Role of Independent, Private Practice:* Independent social work practice is perceived as prestigious, legitimates the profession, and frees one from the bureaucracy of public assistance programs. Only Romania provides a legal framework for private practice in social work.
- *External Labor Migration:* For the countries in which social work is more developed, and the borders more lax, trained and experienced social workers are migrating for higher paying social work jobs.
- *Internal Labor Migration and Access to Services:* The rural to urban internal migration contributes to uneven distribution of a qualified social work workforce.
- *Risk Management and Safety of Social Workers:* In cases where social workers’ personal safety is at risk, there are limited risk management procedures in place.
- *Transfer of Knowledge and Specialization:* There are model cross-discipline and cross-border programs developed for victims of trafficking that have direct application to all growing fields of practice.
- *The Social Worker as Manager and Supervisor:* There is an overwhelming recognition that social work supervision contributes to quality of services, yet supervision, as practiced in the region, is primarily administrative. Models in Romania, Bosnia & Herzegovina, Croatia and St. Petersburg, Russia need increased visibility.

EDUCATION AND TRAINING

- *University Education:* Social work education is alive and well across the Region. The Former Yugoslav Republics have established training programs since the 1950s with Bulgaria, Romania, Russia and the Ukraine establishing programs in the early 1990s. Central Asia and the Caucasus are just establishing both the BA and MA programs. Field education in the majority of countries has not been established as formalized internships.
- *Social Work Literature:* There is a wealth of social work literature being published in English language journals and books by scholars and practitioners in the region, with more limited resources published in local languages.
- *Training and Continuing Education:* Opportunities for training and continuing education are limited for social workers due to resource and geographic constraints.
- *Professional Associations:* Professional associations and unions exist but are not well-established as a “voice of the profession of social work” with limited capacity to “service the membership.”

OUTCOMES AND PERFORMANCE MEASURES

- *Social Work Practice Standards:* The link between social work practice standards and quality of service is understood. Replication of models for development and dissemination of standards that reflect the local reality are needed.
- *Outcomes in Deinstitutionalization:* Rates of deinstitutionalization decreased in districts with qualified social workers, according to statistics in Georgia.
- *Performance Measures (Indicators) and Client Outcomes:* Outcome measures, often defined as project outcomes or changes in placement, need to be redefined as measures of client well-being, using information technology for monitoring social work interventions and outcomes.

THE WAY FORWARD

This report provides recommendations derived from the findings and observations of the study, and incorporates lessons learned from the development of social work practice in other countries, especially in the United States. While the context for these events may be different, the challenges and the road forward are well-traveled by others with a shared commitment to social work. First, a model social work law would provide important guidance for social work advocates, educators, and practitioners in the region. Even without legal guidelines, the profession must establish a common ethical code and common standards of professional practice in order to give legitimacy, protect the public and raise the status of the social work profession. These standards can serve as building blocks to a shared language and a clear understanding about what social work practice should be and also what the desired outcomes should be. Social work advocates and professionals can then establish and articulate the close linkages between the value of social work and quality of service delivery. Establishing these early steps will build political will to do a more comprehensive labor market analysis and address issues of safety and licensure for social workers. These cannot be separated. Addressing these issues from a developmental perspective would then lead to initiatives to raise public awareness and the public image of the profession, basic necessities for the recruitment and retention of a qualified workforce.

RECOMMENDATIONS

This section builds on the tremendous progress made in legitimizing social work as a profession in the region. Social work's service mission, the heart and soul of the profession, presents a dilemma in the push for increased salaries and status. Changing the language from "social work promotion" to "public protection" provides a more consistent message to the public and political decision-makers. Integrating top-down (standards and accountability) and bottom-up approaches (public education, research and client empowerment) can further move social work along the trajectory from occupation to profession to career. A summary of the recommendations, not in priority order, are:

POLICY AND LEGAL FRAMEWORK

- *Develop and promulgate a clearly articulated scope of social work practice using legal consultation from experts in social work law.*
- *Focus on the development of ethical codes and standards for professional practice and mechanisms for accountability before pushing for licensure. This can strengthen the "voice" of social work for negotiating the political process.*

STRUCTURE OF SERVICES AND THE PRACTICE ENVIRONMENT

- *Design and implement a social work workforce study to collect objective data on those indicators assumed to measure a legitimate profession: educational qualifications, titles and job functions, salaries, cost-benefit, perceived liabilities and assets of practicing social work, safety and security concerns. Reliance on anecdotal data is less useful in the political process.*
- *Test out interdisciplinary models that address challenges of service provision in remote, rural areas, such as linking services with public libraries, health clinics, community centers, and schools, utilizing paraprofessionals.*

HUMAN CAPACITY: EDUCATION AND TRAINING

- *Utilize the competencies in social work outlined in the Bologna Process as a base for education and field practice (see <http://www.eassw.org/html/bologna/Bologna%20as%20a%20frame%20for%20CBL%20and%20supervision.pdf>)*

- *Advocate for buy-in to the value of social work supervision as consumer protection issue among public and private employers, and the social protection labor market, in general.*
- *Strengthen field education and practice courses through curriculum development that links knowledge and skill competencies that are learned in practice classes and applied in field work.*
- *Build the capacity of social work associations to service members, advocate, and educate employers, the public and clients.*

PERFORMANCE MEASURES AND OUTCOMES

- *Develop social work research as a field of practice through the development of Ph. D. programs in social work. The scientific testing and reporting of applied theories and skills through research studies can serve to build an evidence-based literature and further the development of the profession.*
- *Build functional information management systems to track data on services and measure outcomes. There are opportunities for collaboration between the E&E region and Western countries as this is a shared need.*

INTRODUCTION

According to an agreement between the International Association of Schools of Social Work and the International Federation of Social Workers, the social work profession “promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.” As such, social workers are a key component of modern social service provision. Among other things, they provide counseling, assist individuals in accessing social services and other benefits, lobby for the disenfranchised, and engage in actions designed to influence social policies.

During the Soviet era, social problems were either unrecognized or minimized in the Europe and Eurasia (E&E) region, which limited the availability of social and other support services. Former Communist regimes in the region relied heavily on financial allocations, many of them universal allowances, to solve social problems while services were severely underdeveloped. Social issues, including child abandonment, disabilities, domestic violence, or unemployment were hidden in homes or large institutions, which provided medical care and accommodation. Social workers (as well as many other types of service providers familiar to those who live in the West) did not exist. Thus, in attempting to create modern systems of community-based social services, E&E countries have had to build the profession of social work from the ground up in many cases. While some progress is being made in this regard across the region, it is uneven, with some countries being further along than others. Building the social work profession is a complex undertaking that involves creating education programs, developing and strengthening curricula, helping to nurture professional associations for social workers, developing licensing and practice standards, and raising awareness about the need for social workers, among other things. Moreover, building the profession must be closely coordinated with other program activities aimed at creating and strengthening social services.

Even in those E&E countries where progress has been the strongest, many obstacles remain. Government officials and the general population often do not understand what social workers do and how their work differs from other professionals (e.g., teachers or social pedagogues). In some countries, schools of social work are now producing cohorts of trained social workers, but these individuals are struggling to secure employment because those who provide social services may not understand the role of social workers or may not have the funds to pay them. Social workers in the region earn notoriously low wages and are often forced to seek higher paying employment in other fields.

BACKGROUND AND RATIONALE OF THE STUDY

Social work as a profession is relatively new to the E&E region, yet a well-trained social work workforce is a key component in the creation of an effective system of social services that can provide a continuum of community care to vulnerable individuals and groups. USAID Missions with an interest in social services programming (related to child welfare, disabilities, trafficking in persons (TIP) and domestic violence, social assistance [social benefits and cash transfers], and related issues), have identified an active and viable social work profession as critical in such programming. As USAID Missions tackle programming related to a wide array of social services and social assistance programs, there is a strong need for examples of best practices and creative thinking about how to facilitate recruitment and retention, training, and advocating for social workers in host countries. The target countries for this study are: Albania, Armenia, Azerbaijan, Belarus, Bosnia, Bulgaria, Croatia, Georgia, Kazakhstan, Kosovo,

Kyrgyzstan, Macedonia, Moldova, Romania, Russia, Serbia, Montenegro, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

Purpose of Study: The purpose of this study is to collect, organize and report on information about model programs, best practices, and lessons learned in addressing key issues related to social workers in the E&E Region.

Objectives: The study aims to:

- Describe the current status of social work practice and education in the region;
- Describe the gaps between the reality of social work practice and education (i.e., what is desired, and strategies for improving outcomes for social work);
- Provide examples of model programs and best practices from the region for key issues;
- Discuss lessons learned and challenges to implementation of best practices;
- Provide sources of information and tools to enhance programming related to key issues through websites, titles of documents and locations, professional guidelines, toolkits, and regional contacts.

Target Audience: The primary target audience for this activity is USAID Missions and USAID/Washington personnel who are involved in Investing in People (IIP) programming related to social services and vulnerable groups, or social assistance. Additional audiences include anyone interested in detailed information about the role of social workers in providing social services in the E&E region, such as the U.S. Department of State, other U.S. government agencies, other donors, and NGOs that work on this issue in the region.

Data collection methodology: This desk-top study was conducted April-July, 2008 and utilized the following sources:

1. **Literature review:** A review of the social work literature on the professionalization of social work, outcomes studies on models of practice, development and application of standards of practice, and studies on social work and social work practice specific to the Region was completed.
2. **Documents review:** Copies of relevant policies, laws and strategic plans; descriptions of programs and services available for different groups (public and private); USAID publications and websites; available data that included at-risk populations, workforce, financial resources, etc.; evaluation and research on programs and services; curricula from education and training programs and related documents were obtained through an internet search and personal contacts.
3. **Field research:** Dr. Sergei Lukoshov, Technical Expert, EveryChild, worked directly in the field to provide information from selected countries of the Former Soviet Union. Dr. Rebecca Davis conducted field research in Romania during the Rutgers Study Abroad Program. Interviews were held with university faculty, students, professionals, ministry and local level authorities, professional associations, and NGOs.
4. **Individual and Group Interviews:** Interviews were completed using e-mail, telephone conferencing, and internet-based conversations and messaging through SKYPE. Included were representatives of UNICEF, advocacy groups, NGOs, university representatives such as Fulbright Scholars, Junior Faculty Development Program (JFDP) Fellows, USAID Mission program representatives, and association representatives. A complete list of those interviewed can be found in Appendix A and the questions discussed during interviews with USAID Mission representatives can be found in Appendix B.

STRUCTURE OF THE PAPER

Section I: Framework for Analysis provides the reader with some background in the development of social work in the US, the current state of social work as a profession including legal regulation of practice such as certification and licensure, and major issues faced by the profession. A brief description of the higher education reforms in Europe, called the Bologna Process, is provided as a background to the changes in social work degree programs across the region.

Section II: Framework for Best Practices in Community-Based Practice provides the principles and practices that are used for identifying best practices in family and community-based social work practice.

Section III: Country Summaries provides a description of the development of social work as it evolved in each of the E&E countries selected for this study, in alphabetical order. Although there are similarities across countries, there are also some major differences in the evolution of the profession, education, and the practice environment and it was the intention of the authors to present the “story” of each country.

Section IV: Observations and Findings is a synthesis of some of the strengths and challenges that the profession faces, with some cross-country comparisons.

Section V: Recommendations provides concrete suggestions for building on the tremendous progress within the region so as to facilitate the further legitimization of the social work profession in the region and in individual countries.

Section VI: Resources – Best Practice Models presents programs that provide examples of best practices that promote community care. This is by no means an exhaustive list as there are many exemplary programs in the region. These were programs and models about which we could find enough detailed information to contribute to the potential for replication.

SECTION I: FRAMEWORK FOR ANALYSIS: SOCIAL WORK EDUCATION AND PRACTICE IN THE UNITED STATES

HISTORICAL DEVELOPMENT

The roots of the social work profession in North America and England are found in the Charitable Organization Societies (COSs) serving the poor and a desire by those leading that movement to provide consistent learning and education to “friendly visitors”. From its origins, social work recognized the value of real life/practical experience along with theoretical knowledge. So much so that when Mary Richmond first published *Social Diagnosis* in 1917, with a goal of establishing a professional base for casework through training, she was doubtful of university based education, which historically did not utilize field education as a model. In a paper published in 1897, when discussing the creation of the Charitable Organization Societies, Richmond spoke of the “right” of those doing the work to demand the right to further education and professional development, and a living wage. This article included a discussion on what should come first: professional standards of practice or a training school to establish them.

Essentially, in the United States the creation of formal social work education came from two paths, the COS's and the Settlement Houses. Mary Richmond's COS partnered with the New York School of Philanthropy to create technical training for case work and agency practice (Germain & Hartman, 1980). Ultimately, this work came under the auspices of Columbia University in the 1940s. At the same time, Jane Addams' Settlement House movement began working with the University of Chicago, having identified the need for an educational foundation based in social policy and social philosophy so that students would be prepared “for their role in constructing a better society”(Germain & Hartman, 1980). The profession first emphasized attempting to determine the causes of individual problems through a focus on internal causes, and interventions were focused on rehabilitation of those internal problems. As time went on, the profession began to recognize the role societal causes played in individual problems, and began to focus its attention on social change (Germain & Hartman, 1980).

SOCIAL WORK TODAY

Some might say that social work is a well developed field of practice in the US today. This perception is based on the profession meeting criteria used to measure the legitimacy of all professions: a systematic body of knowledge, a service mission, professional authority, self-regulation such as licensing or certification, and a regulative code of ethics (Bisman, 1994). A quick review of the social work profession today indicates all those are in fact present. The higher education opportunities include two degrees, Bachelor in Social Work (BA) and Masters in Social Work (MSW) regulated by a national body, the Council on Social Work Education (CSWE) – an oversight body that sets standards for curriculum and field education. There is also a doctoral degree, which prepares social workers to carry out research in social work rather than relying on research in other disciplines (Abbott, 1931). In addition to the status gained by achieving one of these degrees, most social workers also enjoy the benefits of being identified as a social worker. In many ways, this professional identity was solidified with the emergence of social work licensure. And while it was originally developed as a consumer or public protection mechanism, it has also served to carve out a scope of practice for social workers particularly in direct or clinical practice. Both the education system established for social workers and the licensing system that has emerged support the premise that theory and practice go hand in hand (Abbott, 1931; Richmond,

1897; Smith, 1892). Every social work education program accredited by the Council on Social Work Education (CSWE) includes both classroom study and field experience. Similarly, licensing requirements generally establish the need for continued classroom learning as well as peer or clinical supervision.

The value placed on practical experience (through field education) is one of the defining attributes of social work in the US. However, like other professions, social work's status is determined to some degree by those they serve. The status of the profession is low because clients are typically held in low regard. Historically, this has impacted funding opportunities, work conditions, compensation, and prestige. As a result, recruitment and retention present unique challenges at any given time in the history of the profession (Asquith, Clark, & Waterhouse, 2005; BBC News 2005; CASW, and Cryer, 2004; excerpt, 2003; Kadushin, 1958; Schachter, 2007).

The research that underpins this report revealed the presence and/or emergence of similar elements as the profession of social work continues to develop in the former Soviet Bloc: specialization in educational programs with a prescribed curriculum, recognition of particular degrees and training to assure certain knowledge and skill development; professional regulation through licensure or certification as a means of consumer protection; development and implementation of best practice standards in response to problem or crises identification. Also notable is the relationship of an identified crisis or social need and the development of social work practice and standards of care (Germain & Hartman, 1980; Mazibuko & Gray, 2004).

REGULATION OF PRACTICE: REGISTRATION, CERTIFICATION AND LICENSURE

In the U.S., The first social work regulatory bill was introduced in California in 1929, but failed to pass. In 1945, legislation was enacted in California for voluntary registration of social workers. In the meantime, Puerto Rico had enacted legislation in 1934, making it the first state to regulate social work practice. Since 1960, every state, Puerto Rico, the U. S. Virgin Islands and the District of Columbia have some form of social work regulation, either certification or licensure², which are used almost interchangeably. Voluntary registration is no longer used as a form of practice regulation in US jurisdictions. A major issue today is the lack of uniformity in the terminology and levels of licensure and certification across the US.

The Association of Social Work Boards (ASWB) is the national association of social work boards from each state that regulates social work practice. ASWB develops and maintains the social work licensing examination used across the country and in several Canadian provinces. It is also a central resource for information on the legal regulation of social work. ASWB also serves as a coordinating body for individual state boards to share information and work together on common issues of concern (ASWB, 2008). ASWB has proposed a model social work practice act that has three levels of licensure: Licensed Baccalaureate Social Worker (LBSW), Licensed Master Social Worker (LMSW), and Licensed Clinical Social Worker (LCSW) (ASWB, 2008).

SOCIAL WORK PROFESSIONAL ASSOCIATIONS

The National Association of Social Workers is the largest membership organization for professional social workers involved in all areas of social work practice. In the US prior to 1955, there were

² Social work certification is "title protection" that identifies a title, such as Licensed Clinical Social Worker, and puts limits on who can use that title. Social work licensing is a "practice act" which defines a particular scope of practice regulating anyone performing those services no matter what they call themselves (ASWB, 2008).

numerous professional associations existing at any given time, all with independent missions, focused on different specialty practice areas, and with varying numbers of members, offering varying levels of services to members. Then in the late 1940s, the association representing schools of social work initiated discussions with the membership organizations regarding possible unification (Glasser, 1955). Over a period of several years, work was undertaken to develop one central organization, representing the needs of all professional social workers. The National Association of Social Workers (NASW) began operations on October 1, 1955. There is a chapter in every state as well as in a number of territories, each with a separate governing body, mission, and staff. They are all responsible for public education, professional development, advocacy, and public policy work. These functions are important to note as they are essential to the development of both policy and practice in the United States. It has been the collective voice of the professional associations and the educational institutions that helped raise the status and visibility of the profession.

The practice of social work is guided by the NASW Code of Ethics, which defines the facets of ethical social work practice at all levels. Professional social workers also receive guidance from their professional association through the Standards for Social Work Practice which have been developed for specific fields of practice (i.e., child welfare, adolescence, substance use) as well as areas of social work knowledge (i.e., cultural competence, technology, continuing education).

Despite the intentions of the founders of NASW, social workers in the US have continued to form and join multiple organizations as they become concerned that NASW cannot or does not represent their individual needs. Some examples of the professional organizations that exist side by side with NASW are: The National Association of Black Social Workers, The Society for Clinical Social Workers, The Society for Transplant Social Workers, The National Network for Social Work Managers, The Association for the Advancement of Social Work with Groups, and perhaps the largest other entity – the Council on Social Work Education.

REFORMS OF HIGHER EDUCATION IN E&E: IMPACT ON SOCIAL WORK

The Bologna Process, initiated in 1999, is aimed at modernizing European Higher Education and creating a European Higher Education Area (EHEA) by 2010. The long term objective is to facilitate speedy entrance of educated professionals into the job market. Other objectives of the program are to enhance cross-border mobility of students and job seekers, and to increase the competitiveness of European higher education internationally. The Bologna Declaration calls for:

- Adoption of a system of easily readable and comparable degrees;
- Adoption of a degree structure based on two primary degrees (undergraduate and graduate); and
- Adoption of a system of credits such as European College Transfer System (ECTS) (for ease of transfer and accumulation of credits).

Most of the social work programs in universities in the former Soviet Bloc countries, including the Former Soviet Union, have joined the Bologna Process. This means incorporating the required changes in program structure and curriculum that aims to reform the nature of education – to make it more practical and applied. One major change is that the bachelor's degree in social work takes three years rather than four to complete, and the MA takes two years rather than one (S. Lukashov, September 23, 2008). By 2010, the plan is to have standard recognized European degrees at the bachelor's and master's or doctoral level in much the same way as exists in the United States. The implementation of this has proven to be difficult as there is resistance among some of the established universities in Western Europe as well as in the countries of the former Soviet Bloc. It is beyond the scope of this

project to assess the impact of the Bologna Process. However, the benefits of a standardized curriculum and credit system may be outweighed by increased out-migration of social workers to countries where social work is more established in search of better working conditions and higher salaries.³

BEST PRACTICE MODEL APPLIED TO THE PROFESSION OF SOCIAL WORK

The current report builds on two previous USAID-funded studies on the evolution of community-based services in E&E countries (Davis, 2005; Davis, 2006) that highlight good practice models that have been established as part of professional social work. This report explores the social work profession as a key dimension of social sector reforms and follows the same four-pillar framework and best practices matrix as the earlier Davis publications with an emphasis on the profession of social work as it is changing within the practice environment. The key principles of the framework and best practices model are consistent with international standards for social work education and social work practice.

³ Additional information on the Bologna Process and Social Work, go to Lorenz, W. (2005). Social Work and the Bologna Process. *Social Work & Society*, 3 (2), 224-235.
<http://www.socwork.net/2005/2/debate/497/Lorenz2005b.pdf>

SECTION II: FRAMEWORK FOR ANALYSIS OF BEST PRACTICES IN COMMUNITY-BASED SOCIAL WORK⁴

The best practices framework consists of four pillars, deemed a comprehensive model of community-based social services for vulnerable groups. The framework incorporates the legal framework of the profession including laws related to practice within the social welfare system, the structure of services and the work environment for social work, the human capacity dimension focused primarily on education and training, and outcomes and performance measured through research and evaluation of professional practice. The specific elements for each pillar as they apply to social work include:

Pillar 1: Policy and Legal Framework. This pillar includes policies and laws that reflect internationally recognized standards for the social work profession, the legal mandate and policy mandates for social work, regulation of practice through legislated Code of Ethics and certification or licensure, and policies relating to standards of practice that reflect best practices in family and community care.

Pillar 2: Structure of Services and the Practice Environment. This pillar includes the programs and services in which social workers practice, level of qualifications, job functions, salaries and status of social workers, relationships with clients, other professionals, and the public authorities. This pillar also includes development and implementation of standards of practice that are consistent with professional social work practice inclusive of community outreach and accessibility of services, citizen and user involvement through initiatives such as in-home services and volunteerism, and public education about social services.

Pillar 3: Human Capacity. This pillar focuses on the acquisition of knowledge, values and skills for social workers providing direct services and those managing and supervising services. This includes academic and professional education and training, curriculum development activities, field education, and conferences and workshops provided by a range of providers. In addition, this pillar includes role and activities of professional associations and quality improvement approaches to standard setting and professional accountability.

Pillar 4: Performance Outcomes and Measures. This refers to indicators used to measure outcomes for social work interventions, systems for monitoring social work inputs, cost-benefit analyses, development of evidence-based practices, research on the professionalization of social work such as salaries, standards, opinions and attitudes, client satisfaction, and client outcomes through research and evaluation.

The table below illustrates good practices in each of the four pillars. It describes how each pillar can function effectively to provide the best outcomes for society, from vulnerable populations to taxpayers.

⁴ This is an adaptation of the four-pillar framework developed for the comparative country study: Davis, R. (2006). *Emerging Practices in Community-Based Services for Vulnerable Groups A Study of Social Services Delivery Systems in Europe and Eurasia*. Report for the Social Transition Team, Office of Democracy, Governance and Social Transition of USAID by Aguirre International, pp. 6-8.

The information contained in the table is generic and applies to all social service delivery, not social work exclusively.

Best Practices for Community-Based Services	
Policy and Legal Framework: <i>This refers to the overarching values and principles, the targeted vulnerable populations, centralized and decentralized functions, relationships with NGOs, financing and accountability, and strategic and implementation plans.</i>	
1.	Identifies and defines priority groups at-risk
2.	Promotes family and community care over residential and institutional-based care
3.	Identifies internationally recognized standards of care and professional practice
4.	Provides a mechanism for contracting with NGOs in providing social services
5.	Provides accountability and sanctioning mechanisms
6.	Engages consumers and advocacy groups in designing and evaluating public policy
Structure and Types of Programs and Services: <i>Categories and types of services available to clients; how potential clients are informed, targeted and assessed; and the degree to which services are aimed at supporting family and community living.</i>	
7.	Provides a range of programs from prevention to protection that reflects international standards
8.	Provides mechanisms to shift from residential care to community care
9.	Promotes principles and values of practice that reflect capacity-building over “relief and rescue”
10.	Puts in place assessment processes for targeting those the program is designed to serve
11.	Puts in place client accessibility mechanisms such as client outreach and citizen awareness/public education
12.	Ensures that at-risk groups have influence over decisions of service providers
13.	Integrates approach to assessment, planning and intervention
14.	Provides mechanisms for community participation and volunteerism
15.	Institutes public awareness and public education campaigns aimed to influence public attitudes and citizen involvement
Human Capacity Development: <i>This refers to the human resources available to provide services that meet care standards, the specific job functions, the availability of education and training resources for developing a qualified workforce, and regulatory mechanisms.</i>	
16.	Integrates job functions with assessment, planning, intervention and follow-up (social work case management and multidisciplinary planning)
17.	Professionalizes treatment and rehabilitation workforce
18.	Regulates practitioners through licensing or certification procedures
19.	Educates and trains human service professionals
20.	Trains workforce using curricula that reflect principles and values of human capacity building, prevention, and community care
21.	Promotes professional standards of practice through curricula and programs
22.	Focuses partnerships between universities, advocacy groups and public and private service delivery organizations on performance improvement through workforce development
23.	Promotes quality of service and quality workforce through professional associations with advocacy functions
Performance Measures: <i>Outcome indicators used to measure client change based on identified need; information and monitoring systems in place to measure change and track clients.</i>	
24.	Measures reduced risk and/or improved well-being
25.	Employs information systems to monitor programs and services
26.	Employs information systems to monitor clients

SECTION III: COUNTRY SUMMARIES

This section provides a summary of the evolution of the profession of social work in 21 selected E&E countries, listed in alphabetical order. The country summary is presented as the story unfolds in each country. As much as possible, the information covers the legal framework for social work which for the most part, created as part of the social protection legislation, education and training of social workers, the structure of services and the practice environment, and to what extent is possible, studies and information on social work practice that provide information on outcomes.

ALBANIA

I graduated in social work from Tirana in 1998, and have worked primarily in the NGO sector [...] I have consciously chosen to be a social worker since making a difference in people's lives has been always a rewarding experience for me. Social work is about growth, altruism, comfort with ambiguity, and interest in changing social conditions.

--Alketa Kosta, Social Worker, EveryChild/Albania

In Albania's emerging democracy, the government began to address growing social problems by creating a legislative framework for new services. It was recognized that the quality of these services was largely dependent on "skilled social workers with a new philosophy." Thus, the Ministry of Labor, Social Affairs and Equal Opportunities, in partnership with the Ministry of Education, assisted by a U.S. university, started the Faculty of Social Sciences of Tirana in 1992. A recognized profession, social work is now integrated into public child protection and social services units, yet the needs increasingly outnumber the capacity of the social work workforce. In the context of decentralization, donors implementing pilot programs through NGOs are increasingly looking to transfer the programs and services, and the qualified social workers, to the public sector (Van Hook, Gjermeni, & Haxhiymeri, 2006), adding to already strained budgets.

With the help of foreign donors and international NGOs, pilot programs have resulted in the development of social work positions in prisons, hospitals, maternity hospitals, schools, rehabilitation centers, addiction treatment centers, community centers and services for victims of trafficking. Social workers express concerns regarding safety and limited support from police, particularly in domestic violence cases (Van Hook, et al., 2006). In addition, salaries are low, and public services cannot afford to meet the demand for trained social workers; as a result, unqualified social workers have been hired, which has had a negative impact on overall attempts to professionalize social work. Furthermore, persons in leadership and decision-making positions often do not understand the role and special competencies of professional social workers. Subsequently, social workers feel they face a "demeaning attitude towards their profession and little appreciation."

A number of initiatives address the recognized need for more specialized education and training opportunities, both at the university and practice levels. EveryChild is developing curriculum for Social Work in Foster Care, and there are efforts on the part of Human Rights Centers to strengthen human rights content in the social work curriculum. Although field education opportunities are welcomed by NGOs and public services, there is concern that students are viewed as "passive learners." Training field supervisors on a "developmental approach" to field education and designing more detailed agency/school agreements would help legitimize the student as an *active learner* and team member (Van Hook, et al., 2006).

ARMENIA

Social work has developed into a viable profession in Armenia since its inception as a response to the social and psychological needs of the 1988 earthquake victims. The BA in Social Work was initiated in 1996 and the MA in 2000. The Social Work Institute at Yerevan State University will serve as a center for further development of the social work curriculum and for research.

The Law on Social Assistance (Chapter 6, Article 31 passed in 2005) defines “social work” as a professional activity conducted through the application of “psychological and pedagogical methods” and the “social work specialists” as the social work service providers. Subsequent legislation (2006) specified the model of “individual socio-psychological rehabilitation,” and the Ministry of Labor and Social Issues’ (MLSI) Decree #32 (2007), further describes the rights and responsibilities of the “social work specialist or expert” to conduct home visits for assessment and make recommendations on formation of social assistance programs and their improvement.” Supporting the continued professionalization of social workers, USAID provided assistance that resulted in the development of a Code of Ethics for Social Work Specialists that was approved by the MLSI, effective August 1, 2008. The Ministry of Education (MoE) is now considering policy that would integrate social workers into schools.

Through USAID’s Social Protection Systems Strengthening (SPSS) Project, an analysis was done of the social assistance legislation and status of social workers in Armenia (Ulbricht, 2008). This study highlighted critical issues within social work practice, specifically in Armenia, but also issues within the profession in general. Combining the work of a social benefits officer and the social work expert (involving a separation of the determination of financial eligibility and provision of services) was a key point of discussion.

The practice environment provides a number of rich opportunities, especially within NGOs. Mission Armenia has promoted the professional practice of social work in community based services with elderly and provides their own specialized training and professional supervision specific to this population. Their website has a webpage with a detailed description of the social worker’s professional role in work with elderly (<http://www.mission.am/socialwork/SW.php>). The description provides a clear description of the job functions for case managers and how they fit within the program activities and goal. World Vision Armenia has social workers located in 15 community centers, primarily in rural areas where access to professional services is limited. Implemented as part of the USAID-funded Children in Especially Difficult Circumstances Program, the results of the multidisciplinary team work in schools and preschools have been quite positive.

Although the development of social work as a profession has made great strides, the perception of social workers and the value government and society place on them is considered by many to be quite low. Low salaries are an issue for human services professionals in general, but many social workers see this as a reflection of how government views human services professionals, despite the fact that university degrees are highly valued. However, the university is producing more social workers than are needed, which leads to an excess of trained social workers that have difficulty finding jobs, especially in urban areas. Another barrier is the disproportionate number of trained social workers that prefer not to work within the public sector, seeking jobs in other fields of practice as an alternative to working in public social services. Even with the growing number of university trained social workers, some of the individuals who were interviewed suggested that the inexperience of young graduates is also a major challenge of the social work labor force.

Approaching this as a labor market issue, regulation of the demand and market side of the issue is one suggested approach. It was pointed out that, in reality, time is needed for society to develop a better or fuller understanding of what “social work” really is (Nara Ghazarian, personal communication, July 1, 2008). Ulbricht (2008) was cautious regarding licensure and advocated for a more developmental approach focusing on development of a strong national association that would lead to the development of practice standards, and methods of monitoring compliance with the Code of Ethics. He further states that “licensing [...] of social workers is not a prerequisite for a strong profession” (p. 10).

AZERBAIJAN

Social work is very new in Azerbaijan with the first MA level course opening at Baku State University (BSU) in 2005. The Master Level Social Work Program at Baku State University was established as a joint project between BSU and Baku Education Information Center (BEIC). This initiative was also supported by MSW graduates of the Open Society Institute’s (OSI) Social Work Fellowship Program. Close collaboration with public services and local and international NGOs contributed to program development. There are two specializations - clinical social work and social policy - with 10 courses in each. Faculty who teach in the program received their social work education abroad or come from sociology, psychology, and other related fields. BSU begins the BA level studies in social work in Fall 2008.

Field education was initiated in May of 2006 with a series of workshops on Social Work Field Education to promote the knowledge of field instructors and faculty members in social work theory and practice, and to prepare professionals in the field to supervise students in field practice placements for academic year 2006-2007. A conference, Establishment of Social Work Practicum at BSU, was conducted in September, 2006 to introduce field education to the wider community and to promote the importance of the social work profession to present day Azerbaijan. BSU has established close relations with the MoE, the Ministry of Welfare and UNICEF through this work. There are four NGOs that have made formal agreements with the Social Sciences and Psychology Faculty to provide field practicum placements for students for the next academic year. The Ministry of Welfare has invited nine faculty members to teach the course entitled “Introduction to Social Work” for ministerial staff. TACIS is considering BSU as a potential partner for a long-term program on professional education for social workers. The curriculum has been designed to focus on Azerbaijan’s most vulnerable populations and social problems including refugees and internally displaced people (IDPs), children (institutionalized, those living on the street and those with special needs), the elderly, family violence and poverty.

There is an Azerbaijan Social Work Association that was started by OSI Social Work Fellows that is just beginning to develop. Initiatives include the development of criteria for employment as a social worker and developing the capacity to advocate for the professionalization of social work. International NGOs generally have criteria for hiring qualified social work staff and practice standards in their pilot programs. Although the professional schools are new, persons working in social services have a very low salary and low status. Thus, recruiting trained social workers into these public jobs that already have low status and low pay is expected to be difficult. Some recent graduates express a concern for being able to “plan a career in a field where there really isn’t yet a functioning system of services.”

BELARUS

Social work education was established in Belarus in 1991, with a five-year program for the degree of “Specialist in Social Work.” The social worker with this title is recognized as the professional social worker, according to Andrey Makhanko, Director for Ponimanie, a social services organization (personal communication, July 8, 2008). The MA in social work was established in 2001 at Belarusian State

University and Minsk Institute of Modern Knowledge. There are concerns expressed about the quality of education and the applicability of an education that is described as “theoretical” (I. Mironova, personal communication, August 20, 2008).

Although there is a Law on Social Work and Social Services that gives social work the status of a profession, there is a confusion of terms. The term “social worker” refers to an unqualified worker that provides assistance to elderly or disabled with activities of daily living such as shopping for the client. It is the “Specialist in Social Work” or the MA level social worker that is considered to be a professional.

It is difficult to evaluate the impact of social work education on services because the situation in Belarus is very complex. Ensuring sustainable services is a major challenge. Services where trained social workers are employed are being transferred from the donor-funded NGOs to the Local Social Service Centers. In addition, there is an absence of training for professional social workers with knowledge and skills in strategic planning, management, program monitoring and evaluation. This lack of project and program planning skills contributes significantly to limited changes in the system, as well as to the low status and salaries of social workers. The design and quality of the Local Centers of Social Service projects were perceived to be poor at the last three Annual Social Fairs, which may be related to the above challenges. Additionally, there appears to be a need for more specialized training as knowledge of special treatment interventions applied to specific populations would contribute to improved quality (Andrey Makhanko, personal communication, July 8, 2008). Additionally, there is such a great need that social work services are overwhelmed and understaffed. Combined with low salaries and modest social status, the specialists of social work are subject to constant check-ups and controls conducted by various public agencies. The standards for social services are not very clear thus posing a risk of ungrounded claims of practice not meeting a standard leading to unfair treatment towards social workers. This adds to examples of ungrounded claims and unfair treatment towards the social work specialists (Mironova, personal communication, August 20, 2008).

There are a number of social work associations in Belarus but the Belarusian Social Work Association is the best known. They are members of the International Federation of Social Workers (IFSW) and are actively involved in organizing social fairs, publishing a monthly magazine called “Social Work,” and maintaining an information network and database of social workers. They also work to implement new technologies within the local Social Services Centers.

In Belarus, internal labor migration is more of an issue than external migration. Few social workers leave Belarus for jobs but most do not return to their own towns and villages. However, low salaries push “specialists in social work” to look for jobs outside social work in areas such as business and education.

Andrey Makhanko (personal communication, July 8, 2008) suggests using a “market approach” to social services to make it more “consumer driven.” He believes “...giving clients more choices and raising the quality and standards for social services would raise salaries over time.” A major issue Andrey has identified is the absence of an organized strategy with networks. Often, in the social sector, there are small projects and it is hard to really change a system unless they are connected and build on each other in some way. One goal is to develop, in collaboration with the International Society for the Prevention of Child Abuse and Neglect (ISPCAN), a regional center that would be a resource for other social work organizations and social service groups in the Region. Andrey’s organization, Ponimanie, is a national partner with ISPCAN, as of 2006.

BOSNIA & HERZEGOVINA (BIH)

As early as the 1950s in the former Yugoslavia, professional social work was recognized as important for combating social problems. Bosnia & Herzegovina (BiH), relatively underdeveloped in comparison to the other Yugoslav Republics, opened their four-year university program in 1958 in Sarajevo (Croatia was the first in 1952 followed by Slovenia in 1955). Centers for Social Work were created in most urban municipalities in the early 1960s across Yugoslavia (Stubbs, 2001; Zavirsek, 2008). More recently, social work schools were opened at the University of Banja Luka (2000) and at the University of Tuzla (2004).

Although the Centers for Social Work (CSW) have a long history of functioning, the war in 1992 resulted in many setbacks including a structural change after the 1995 Dayton Accord that ended the war. There are now two self-governed entities, The Federation of Bosnia & Herzegovina (FBiH) and Republika Srpska (RS), as well as an additional autonomous District of Brcko. BiH is further decentralized to ten cantons, and both entities are further subdivided into municipalities. Within this decentralized context, there are 101 Centers for Social Work (44 in RS and 57 in FBiH), 40 social and child protection services (18 in RS and 22 in FBiH), two centers for social work at the canton level and the social protection sub-department in the Brcko District. At least in principle, legislation provides for a range of family support services including outreach, psychosocial counseling and mediation. But, in reality, there are ever-increasing workloads and great disparity in resources among municipalities and cantons. Resources are not consistently available to pay salaries, as well as benefits to clients including foster care payments. Jobs are demanding and there is a great risk of burnout of professional and paraprofessional staff (UNICEF & Save the Children/UK, 2006). Paul Stubbs (2001) makes a case that the Centers for Social Work must be a basic segment of the institutional network, with NGOs and other types of local initiatives for the provision of social protection (p. 105). Lilja Cajvert, Social Work Professor, University of Gothenburg, Sweden has developed a Master's degree in Social Work Supervision in collaboration with the Departments of Social Work in Banja Luka, Sarajevo, and Tuzla, in an effort to introduce professional social work supervision within the Centers for Social Work.

The problem is you really don't have the time you need to really do social work [...] We have excellent training through Save the Children/UK but we do not really have time to implement it. We need professional supervisors. We also need to develop different models of foster care that respond to different cases and situations, such as emergency foster care for infants, therapeutic foster care for special needs children, and foster care models for teenagers.

-- Social Worker in a Centre for Social Work in Bosnia & Herzegovina

Building the capacity of the Centers for Social Work has been a major initiative of the USAID-funded project in BiH (2004-2008), implemented by Save the Children/UK. The project has worked not only to build capacity to serve an increasing number of clients, but also to respond to negative public opinion towards the Centers for Social Work and a lack of understanding about what they do. This was done through training and technical assistance to the three pilot locations in advocacy and strategic planning. Each site has completed an Action Plan to address their identified priority needs. However, follow-up to these action plans are in question and further assistance is needed.

The absence of a functional information system at the state level on social protection clients, and lack of standardized procedures for collecting, processing and disseminating data, makes tracking and monitoring of clients difficult. This limits the state's ability to analyze the inputs of social workers and client outcomes. If data could be tracked, information on clients and decisions made by their social workers could be analyzed, which would provide valuable information to inform social work

competency development, as well as policies and procedures to ensure that outcomes are consistent with established requirements.

The World Bank established a framework for a functional information system for social protection programs that would, in essence, provide a database for monitoring children and families at risk. The Social Sector Technical Assistance Credit (SOTAC) program (2001-2004) provided each Center for Social Work with a personal computer and database software in order to be able to create and manage up-to-date information on service users. Reports from the field collected during the assessment indicate that professionals had difficulty using this program and lacked skills to continue to use the system. Maintaining the database and the monthly internet fee proved to be too costly for the CSWs to access the system given the financial constraints. Application on a day-to-day basis was inconsistent across the country, and Save the Children/UK, under the USAID grant, attempted to utilize it as part of their case management system, but those attempts were unsuccessful.

As a follow-up to the USAID-funded project, Alternatives to Institutionalization of Children, Save the Children/UK in BiH is seeking funding for the development of standards for planning, delivering and monitoring child protection services that are provided by the range of public and private child serving agencies within a geographic area such as a community, municipality or canton. This serves as an important step in the development of standards of practice and a system for monitoring outcomes of practice.

BULGARIA

Social work education was initiated in Bulgaria using the German system of “social pedagogy” in 1990 at the BA level (Freed, 1993). Since that time, social work education has expanded to New Bulgarian University, Sofia University, South West University, Varna Free University, and Veliko Turnovo University. The courses are primarily at a Bachelor’s level, with some continuing education opportunities offered for practitioners. In 1992, the New Bulgarian University offered the first MA in Clinical Social Work in response to the emerging field of mental health practice. In general, there appears to have been less American influence on social work education in Bulgaria than in other countries in the region (Gatenio Gabel, personal communication, July 9, 2008).

In 2004, Marinela Radeva, President of the NGO, Association of Integration of Refugees and Migrants, advocated for social workers to be educated in work with refugees and migrants in her presentation on “The Bulgarian Experience of Higher Education of Social Work with Refugees.” The Academic Refugee Studies Initiative in Bulgaria was started to implement international and European standards in the work with refugees and to strengthen the dialogue with civil society. Using these practice standards as a guide, a curriculum was developed for social work with refugees and migrants. Educational programs for Social Work with Refugees are now taught at three universities: New Bulgarian University, Sofia University, and Shoumen University.

There is such an eagerness to learn [...] There are gaps in availability of educational materials and especially textbooks that are more recent. There is also a need for Bulgarian evidence-based practices developed through their own outcome-based research.

-- Dr. Gatenio Gabel, personal communication, July 9, 2008

Social work practice is recognized within the Law for Social Support (Law 56/19 amended 2002), and the Minister of Labor and Social Policy is responsible for determining the qualifications required for social workers employed in public services. Social Work is defined as a “professional activity for

improvement of the mutual adaptation of the supported persons, the families, groups and their environment. It is a complex of supporting activities, directed to achieving of better quality of life, dignity and responsibility of people on the basis of their individual abilities, the interpersonal relations and the resources of the community” (SG-120/02).

Case management is the predominant model of social work practice, with an emphasis on social benefits in the public sector. There is a rich NGO community in Bulgaria that provides interesting work; however, there is a need to explore additional social work methods other than case management, such as psychosocial counseling with individuals, families and groups, as well as more specialized practice in gerontology, adolescent pregnancy, and individual work with children (Dr. Gatenio Gabel, personal communication, July 9, 2008).

Social workers need to overcome the bureaucracy [...] and to focus on real social issues [...], engaging [clients] to participate in their [care and services] and community.

-Press Release statement by the Bulgarian Association of Social Workers
on World Social Work Day, April 15, 2008 (IFSW, 2008)

The emergence of the social work profession and many of the community-based services have been developed as a response to the movement to deinstitutionalize children in vulnerable situations. Shirley Gatenio Gabel, a Fulbright Scholar to Bulgaria, expressed a concern about how deinstitutionalization has been implemented in Bulgaria. She suggests that promoting such widespread removal of children from residential care to their own families or foster care without a functioning child protection system potentially puts children returned to community care at greater risk due to a lack of sufficient oversight and monitoring of alternative placements. Evidence-based practice suggests that foster care, family reunification and adoption have better outcomes if there is a range of family support services and a system for monitoring placement. This lack of evidence-based thinking leads to gaps in measuring children’s achievement levels. “The placement of children in a community doesn’t mean the child’s life is better “(Gatenio Gabel, personal communication, July 8, 2008).

CROATIA

Social work is recognized as important for the social welfare system in the former Yugoslavia. A two-year program of study was opened in 1952 at the University of Zagreb (Zavirsek, 2008). It was thought to be the first and only school for the education of social workers in the Soviet Bloc at that time (Knezevic, Ovsenik & Jerman, 2006). In 1972, social work became a four-year program in the Faculty of Law at the University of Zagreb (Knezevic, et al., 2006). In 2000, the Ministry of Science created social work as a “separate academic discipline” which meant students could pursue post-graduate degrees in social work (Knezevic & Butler, 2003).

From an historical perspective, it is believed that with the emerging civil society and alternative political culture in Croatia (Stubbs, 2001), prominent party members stressed the need for a general improvement of living standards, more activities in local communities and the development of “professional social workers” (Zavirsek, 2008), thus paving the way for the discipline and studies to evolve during the communist regime.

Significant changes in Croatia played a critical role in the development of social work. The profession responded to the post-war crisis, assisting refugees and IDPs (Knezevic & Butler, 2003). Croatian professionals responded with a range of psychosocial and mental health programs that have enhanced capacity for community mental health approaches such as psycho-social aid to war survivors, trauma

recovery and a model to reduce professional burnout, “helping the helpers” (Zic, 1997). In more recent years, social work has begun to apply trauma work and post-traumatic disorder treatment models in the fields of domestic violence and child maltreatment. Professional social work supervision has also been an initiative of the university through the development of a supervision curriculum at the Master’s level and professional continuing education.

Social work is largely organized by the government with the exception of some of the larger NGOs. Social work practice is basically done in social work centers that are organized on the municipal level. The centers are divided into units: general social work, protection of family, juvenile delinquency, children with disabilities, and guardianship, which deals with cases of child neglect. The Centers for Social Work have a well-established, multidisciplinary structure that includes social work, psychology, pedagogy, and law.

There has been a strong history of collaboration between the university and the field to address public perceptions of the profession and to develop practice standards. Most notable is a research study conducted by Knezevic & Butler (2003) on public perceptions of social workers, which showed that the profession of social work is relatively well-known among citizens of Croatia but the attitudes toward social work are negative. The social workers surveyed reported that these negative attitudes towards social work were not particularly important to them. The authors suggested a positive outcome in that they were able to demonstrate that social workers are taking a “rights-based approach” in their work to “fight for rights” and not just “helping people in trouble.” The University of Zagreb Social Work Faculty and the Ministry of Health and Social Welfare collaborated on a project called *Family Based Care for Vulnerable Children*, which is part of a UNICEF/UNESCO program, *Each Child Needs a Family*. This work resulted in the development of written guidelines for conducting comprehensive family assessments, including child risk assessments. Also included are a set of assessment tools and guidelines for planning and carrying out family visitation programs, and tools for the development of an individualized program of change and criteria for monitoring and evaluating the change actions (summary by Marina Ajdukovic, Faculty of Law, Department of Social Work (2006-2007)).

Another strength in Croatia is the development of literature in Croatian as well as in English. The *Annual of Social Work*, published in Croatian with English abstracts, was started in 2000, and two to three issues are published per year, providing a range of articles on social work theory, methodology, and education. The Inter-University Centre, which is a training institute based in Dubrovnik, also has an electronic journal that has articles by authors across the globe (http://www.bemidjstate.edu/academics/publications/social_work_journal/).

Georgia

Social work is absolutely new. We have about 100-150 qualified social workers in Georgia at this moment. With the demand created by public services, there will be employment opportunities for social workers.

-- Medea Kakachia, USAID/Georgia, personal communication, July 8, 2008

Social work education in Georgia started in 2004 at Iv. Javakhishvili Tbilisi State University as a four-year BA program; the first class graduated in 2008. The MA program is scheduled to begin in the Fall of 2008. Chavchavadze State University has a Social Welfare Certificate Program within the Higher Professional Education Program that focuses on the social welfare system and case management.

The founders of the *Georgian Association of Social Workers (GASW)*, established with assistance from OSI, received their MSWs in the United States in conjunction with OSI’s Social Work Fellows Program. They are key members of the social work education community and serve as lecturers at the university. The

GASW website (<http://www.gasw.ge/>) provides detailed course outlines for the four basic courses at Tbilisi State University. A review of the course material shows the Foundations of Social Work Practice I course to be very similar to Social Work Practice I & II taught at Rutgers School of Social Work. The Foundations of Social Work Practice II contains similar content as the second year Advanced Clinical Practice Class. Teaching methodologies reflect a participatory model of classroom learning. While the BA and MA degree programs offer a more general knowledge of human behavior and social work methods, there is a need for more practice-related and problem-specific training, provided through continuing education, for those already working in the field. This type of training would benefit those with social work degrees and, even more critically, those with no social work degree. Most social workers have been trained by NGOs funded by international donors and UNICEF (Hollis, 2008).

Georgia does not have an overarching social work law but the profession has legislation that clarifies the roles and function of social work in specialized areas such as child welfare and social assistance (i.e., the Law on Social Assistance, passed in 2006; the Law on Domestic Violence passed in 2006; the Law on Foster Care passed in 2007 and the Law on Adoption, also passed in 2007). The existence of multiple laws gives a feeling of fragmentation, which is in part due to the fact that the various vulnerable groups served by social workers come under the auspices of different ministries. As of January 2009, all categories of programs and services for vulnerable children and families will be transferred from the Ministry of Education and Science (including guardianship and childcare institutions) to the Ministry of Health, Labor and Social Affairs. The Law on Domestic Violence is very specific about the services provided and includes assistance and rehabilitation services for both perpetrators (violators) and victims. Although not fully implemented, there is a social worker certification law that requires those employees registered as social workers in public agencies to have a social work degree, at least one year's experience in the field, and to pass a state examination. A social work licensure law is scheduled to go into effect in 2009, although how it will be implemented is not yet clear (Hollis, 2008).

UNICEF supported an extensive study, "Evidence-Based Assessment of Social Work Practice in Georgia" (Hollis, 2008), that provides a comprehensive, qualitative assessment and discussion about the emergence of the social work profession and the current state of practice in Georgia.⁵ Hollis analyzed job descriptions for social workers and found confusing tasks and responsibilities that integrated agency descriptions and regulations. A lack of clarity about the level of job responsibility and lines of authority and accountability was also found. Another issue was the overemphasis on material needs (such as housing, medicines, clothing, and food) at the expense of consideration of psychosocial needs. This tendency to focus on material needs leads to the general assumption that poverty is the cause of child institutionalization. Although this approach has been challenged as narrow, the assumption is widespread and leads to an emphasis on the provision of social assistance benefits at the expense of professional family support and psychosocial services for clients. Hollis (2008) suggests caution in evaluating the success of deinstitutionalization programs, including prevention and gate-keeping activities where social workers are employed since there have been no outcome studies on how these children and families are doing. The role of social work specialists in the juvenile justice system also needs to be explored in order to implement recommended changes (Hamilton, 2007).

The rural/urban divide is of great concern as services are concentrated centrally so people in rural areas often do not even know about the existence of such services, and when they do, may not be able to reach them. Creative models such as integrating home-based social workers into the health clinics and schools have been proposed.

⁵ This document provided key information for this report on Georgia, identifying a number of key issues pertinent to the region.

Quality and accountability functions need to be strengthened to include periodic reviews of placement and plans of care by social workers and related standards of practice (NGO Working Group, 2007). An initiative to develop standards has just been proposed by national and international stakeholders. The experience (through a TACIS Program) developing health care standards for residential facilities for people with disabilities and the elderly can be used as a guide for developing the necessary standards to guide social work services, practice and education (M. Kakachia, personal communication, July 8, 2008).

The development of social work management and supervision as specialized fields of practice can only come as the field of practice and the profession mature. And that will take time.

-- Medea Kakachia, USAID/Georgia, personal communication, July 8, 2008

KAZAKHSTAN

Kazakhstan has made advances in the field of social work through legal, educational and professional development initiatives. The Ministry of Labor and Social Protection's legal mandates outline social work functions specifically with children, the elderly and people with disabilities (<http://www.enbek.kz/eng/index.php?id=60#60>). The Government has expressed a commitment to developing the needed legislation to support the establishment of social work as a fully recognized profession. Social work exists as a field of study at the Demeu Social Work Training Center, Eurasian National University in Astana. Local and international NGOs provided the impetus for the development of community-based services that offer alternative practice models, shifting away from the existing institutional, medical models. Although social work has limited recognition in Kazakhstan by the general public, initiatives of NGOs, international donors, and education programs such as OSI's Social Work Fellowship Program and the U.S. Department of State's Junior Faculty Development Program, have helped put the profession of social work on the "map" of human services professionals.

KOSOVO

Kosovo is one of the poorest countries in the region with health outcomes among the worst in South East Europe (World Bank, 2008). The country has been slower to develop social work education. Since the end of the conflict in June 1999, Kosovo's reconstruction has progressed with emphasis on rebuilding the basic infrastructure destroyed in the conflict (World Bank, 2008). International social work initiatives have emphasized trauma recovery and support to families with missing persons (Keoughen & Samuels, 2004), bringing professional social workers to provide services as well as to assist local counselors in trauma recovery and support methods.

Social work programs now offer the BA degree at the University in Kosovska Mitrovica, the Serbian District of Albania, (beginning in 2004) and at the University of Pristina (beginning in 2006). Social work education is just beginning, and they are initiating implementation of the Bologna Process with assistance to social work higher education programs from the European Union (World Bank's Interim Strategy for FY 2008, 2007).

Although there is an infrastructure of Centers for Social Work, there was little information available except for the World Bank's assessment that "they are weak." There seems to be little emphasis on longer range issues of system reform as the more current issues of ethnic conflict and integration are high on the agenda, including social protection for Roma. Concerns exist regarding the lack of access to health services and education for non-Serbs (World Bank, 2008). Also high on the agenda, with implications for the social work profession, is the high level of migration (one in five Kosovars reports having a family member working abroad and sending remittances home). The World Bank reports that

this migration has probably had the greatest impact on poverty reduction than any other single strategy (World Bank, 2007).

KYRGYZSTAN

In 1994, the first social work program opened at Bishkek Humanitarian University. Faculty of Socio-political Sciences and the Chairs of Social Work and Practical Psychology assist in offering the “social work specialist” degree. An MA degree was first offered in 2006 and the Bachelor degree will begin in 2008. Today, several other universities have social work programs, including: Osh State University, Arabaev University in Bishkek, and Jalalabad State University.

The Ministry of Education established educational standards in 1998. The Ministry of Labor and Social Development has a Center for Enhancement of Qualifications and Retraining, although it is not currently active. However, the university faculty has published a number of books and papers on social work, with about five to ten publications published by the University annually.

The functions of social work are described in the Law on the Basics of Social Services (2001) and Code for Children (2006). Although the language of “social work” is not used, the document refers to “citizens who provide social services.” The development of the legislation and professional association has been modeled closely after that of the Russian Federation. Descriptions of jobs are provided in the law by listing the various institutions and vulnerable populations that have a “right” to receive social services. The Law on Social Services (Article 28) provides the criteria for persons who provide a range of social services, emphasizing the importance of a higher education degree in their relevant field. Standards for social workers have been developed but they apply only to those who are calculating state social assistance benefits.

The Association of Social Workers of Kyrgyzstan was established in 1998, in collaboration with the Union of Social Workers and Social Pedagogues in Russia. To date, there are about 4,000 members, and the Association has full membership in IFSW. The Association has internationally-funded projects on child protection and social work development with the Ministry of Labor and Social Protection. They also publish a monthly bulletin, “Social Worker.”

Despite the above strengths, challenges exist for the profession in the form of low salaries and a shortage of trained social workers willing to work in the public sector. Issues of access, especially in rural areas, do need to be addressed, as well as quality of services.

MOLDOVA

Social work developed in Moldova in both the theological and secular universities a few years later than in neighboring countries. The pedagogical schools, Ion Creanga in Chisinau and Alexu Russo in Balti, were the first to have social work policy and practice programs. The State University offered the first social work degrees in the 1997-98 school term. Today there are four universities that offer social work degree programs, with the first students graduating in early 2000 (D. Mamaliga, personal communication, July 30, 2008). The MA degree began at the State University in Chisinau in 2007 with assistance from faculty at Baylor University in Waco, Texas (http://www.baylor.edu/Social_Work/index.php?id=51397). There is a social work association, which was started under the leadership of the Head of the Department of Social work at Free International University (University website: www.usb.md; www.usm.md; www.ulim.md).

A study on ideologies of helping in Moldova showed that social justice is not included in the professional dialogue in Moldova (Moldovan & Moyo, 2007). “Social workers help people” is how social work students view their profession (p. 467). The authors, comparing the developing professions in Zimbabwe and Moldova, suggest that “social workers in transitioning countries operate in an atmosphere of limited interest and support from the government.” There is a tendency to utilize the “individualist charity-based” ideology of social work over the social justice ideology based in social work values and ethics (p. 468). The authors are critical in their assessment of social work in Moldova. Within the context of social work globally, there is a general lack of recognition of the structural dimension of social problems.

MONTENEGRO

Social work is an established profession in Montenegro, with a social work education program at the University of Montenegro. As in other former Yugoslavian Republics, it is in the Faculty of Law. The school and professors have close collaborations with the social work program at the University of Belgrade (<http://www.ucg.cg.ac.yu/eng/pravni.htm>). The Centers for Social Work provide basic social work services, located primarily within the cities and towns. A recent World Bank report suggests that improved outreach efforts within the Centers for Social Work are especially needed to address the needs of the poor, particularly the Roma.

A recent initiative UNICEF is undertaking jointly in Montenegro and Serbia focuses on restorative justice for juveniles, an approach that provides actions to provide support to victims and aims to rehabilitate the offender, reducing the use of incarceration (UNICEF, Belgrade & Hrnčić, 2007). The project, “Children’s Chance for a Change,” is a collaborative effort between the Swedish International Development Agency (SIDA), the Serbian and Montenegrin governments, and UNICEF. The overall project objective is reform of the juvenile justice system. Included in the initiative has been the establishment of mediation services as part of the Centers for Social Work. A curriculum on mediation has also been developed for university-level courses, and a comprehensive manual with training materials was developed. These multidisciplinary approaches to complicated social and personal problems offer social workers important opportunities for professional career development (UNICEF, Belgrade & Hrnčić 2007).

MACEDONIA

Macedonia has a well-established social work program that began in 1957 as a two-year program. In 1984, the Institute of Social Work and Social Policy was established in the Faculty of Philosophy at St. Cyril and Methodius University, Skopje, as the first academic institution offering a degree in social work. The school offers a four-year BA and a two-year MA in social policy. Credits are awarded using the European Credit Transfer System (ECTS). The Institute provides a full range of courses, which can be accessed on the School’s website: <http://www.fzf.ukim.edu.mk/en/socijalna/history.htm>. The Institute is a member of the European Association of Schools of Social Work and the International Network for School Social Work, a professional network of social workers in school settings (<http://internationalnetwork-schoolsocialwork.htmlplanet.com/>).

Macedonia, similar to other former Yugoslav Republics, has established Centers for Social Work to initiate programs that emphasize community care and deinstitutionalization. Development initiatives have stressed inclusive education for children with disabilities and social work with Roma.

ROMANIA

Social work education was initiated in 1929 at Principesa Ileana Superior School for Social Assistance which was later transformed into the Institute for Social Assistance in 1948. All schools were subsequently closed in 1969, reopening in 1990 at four universities. Social work has flourished in Romania with degree programs at over 25 universities today. Since the recent implementation of the Bologna Process of Higher Education, the BA has changed to a three-year program and the MA has changed to a two-year program. Prior to graduating, the BA level students must pass an exam that licenses them to practice social work in Romania. Ph.D. programs are not traditionally offered in social work, although doctoral students in sociology and social policy conduct research in a social work related area such as child welfare and social protection. Beginning in 2008, social work degrees previously awarded in theology schools will be changed to a degree of *pastoral theology*. The impact of this change on the existing social work law and the number of social work graduates going into the workforce are now under discussion (F. Moisa, personal communication, August 14, 2008).

Since the first social work degrees were awarded in 1994, there have been an estimated 15,000 graduates, but only 2,000-3,000 are believed to be working in the field today (F. Salajeanu, personal communication, June 13, 2008). The relatively rapid development of social work in Romania in public services and NGOs was, in part, a response to external pressure to deinstitutionalize the estimated 100,000 children separated from their families. The legal reforms in 1997 decentralized child protection to the local county level, and professionalization of social work became a significant goal of these reforms. USAID, in partnership with the government and other donors, has played a major role in child welfare reforms and the development of social work since 1990. These reforms have been held up as a model of decentralization of public services. Today, the model of decentralized child welfare services has expanded to include people with disabilities and the elderly as Integrated Social Services Centers. Social work has been included as a field of practice defined in the social protection legislation.

The Social Work Law (466/2004) became effective in January, 2005, and recognizes social work as an independent profession and field of practice. With USAID assistance and the legal framework in place, the National College of Romanian Social Workers (CNASR), a professional, non-governmental, non-political, non-profit, autonomous and independent organization, was created. CNASR serves as the body that controls and supervises the practice of social workers, according to legal regulations. CNASR's mission is to protect and promote members' rights and interests and protect their professional freedom and independence as well as ensuring that social workers respect their obligations to beneficiaries, institutions and society according to the ethical code (National College of Romanian Social Workers website: <http://www.cnasr.ro/>).⁶ The Law also created a Code of Ethics for Social Workers that was modeled closely after NASW and IFSW's Ethical Codes.

The law on social work in Romania has created four levels of social work practice:

- **Debutante:** a provisional license is given for one year while the novice social worker gains experience and is supervised by a person who has at least three years' experience;
- **Practicant:** the social worker is given the license when he/she has completed the year of required supervised work; the social worker is given a higher salary and can do basic practice;
- **Specialist:** a social worker with three to five years' experience can be a case manager, supervisor, and coordinate a team; and
- **Principal Social Worker:** a social worker has five or more years of experience. It is noted that only a principal social worker can be a trainer.

⁶ Legal regulation for psychologists was also created at that time since the political climate was favorable for such legislation (C. Rosu, personal communication, June 18, 2008).

All social workers must accumulate 10 points of continuing education each year as established by the National College. For example, social workers can earn one point for supervision, one point for attending training, and one point for coordinating students in practice. Other points can be received for writing an article or a book, teaching a class, and doing research. Other entities such as NGOs can provide training with points awarded by the National College.

This dual purpose of the College of Social Workers, to protect social workers and protect the public, sets up a tension that is discussed with the leadership. Public protection is not so well understood.

-C. Rosu, personal communication, June 18, 2008

Implementation of the social work law is described as a “big challenge” by social work educators and practitioners in Romania. First, the law calls for a decentralized operational structure in which each county will have an elected representative to the Social Work College, and the elected representative’s responsibilities include representing the social workers in the respective county to the National College Board, and providing information on activities and decisions of the National College to the local constituent social workers. Setting up the participatory and democratic process continues to be a challenge for the staff and Board of the National College (C. Rosu, personal communication, June 18, 2008). A related issue is the limited number of applications for the license, required by law, compared to the number of practicing social workers. There is confusion over the need to apply for the license from CNASR, unless one expects to go into independent practice, since social work graduates are awarded a license to practice from the university, after successfully passing an exam. In addition, the application for the CNASR license is described as “costly and time-consuming.” The incentives to apply and obtain a license do not seem to be a sufficient motivator given the need to travel to Bucharest to present the application and the approximately \$40 annual fee for the license, given the low salaries of social workers. In addition, the procedure for getting continuing education credits had not been finalized for this last year.

Although much of the information on the status of implementation of the social work law is anecdotal, there seems to be a general agreement that implementation is slow, and there is considerable frustration at the level of direct practice social workers as well as educators. The National College is increasingly looking to the university programs to provide information and incentives to students regarding licensure. The roles and responsibilities are confusing and some tension exists between the universities and the National College relative to educating students and professionals about the legal obligation to apply for licensure. Teaching about the legislation and requirements related to social work practice and the Code of Ethics is a real challenge. All of these factors are seen as directly related to increased professionalization of social work.

The principle is social workers must prove they are contributing to the profession.

-C. Rosu, personal communication, June 18, 2008

CNASR leaders consider the lack of knowledge about the law to be the major contributing factor to slow implementation of the law. The leadership of CNASR suggests a change is needed in the occupational codes to include both a “social worker” and a “referent sociale,” which is a paraprofessional position, similar to a medical assistant in the health services. The organization also plans to develop an Institute for Social Work organized as an NGO for research, writing, training, and developing local literature, perhaps a journal. This institute will develop curricula for training and build capacity of trainers. The plans are to develop standards of practice which are much needed as the next

step for the profession. For example, there needs to be standards for confidentiality and documentation/record keeping.

Standards for social work practice are also needed in specialty areas, as are quality indicators for measuring client-outcomes. Evidence-based practice standards should be developed, but they must be based on practice reality; for example, there is a suggested standard that case managers should have up to 30 cases a month. This standard needs to be more specific to a field of practice (C. Rosu, personal communication, June 18, 2008). Evidence-based approaches that are tested on the Romania reality and which include cost-benefit analysis are also important next steps. Finally, in social work education, improvement in field education is critical. Trained field education supervisors are of utmost importance (D. Buzducea, personal communication, June 20, 2008).

RUSSIA

As a professional and educational program, social work was introduced in Russia in 1991, in part as a response to the impact of the transition on “ordinary citizens.” In 1991-1992, a number of universities opened social work programs, including St. Petersburg Humanitarian University of Trade Unions, Nizhniy Novgorod State University, Moscow State University and Saratov State Technical University. The State University of Buryatia in Eastern Siberia was opened in 1995. By 2004, it was estimated that there were over 120 universities with social work education programs (Iarskaia-Smirnova, Romanov, & Lovtsova, 2004). Degrees that are offered are the BA (four years), the “social work specialist” certificate—the first level of a Graduate Diploma in Social Work (five years) and the MA (six years). Although, there are no Ph. D. programs in social work, opportunities for doctoral studies exist in related disciplines, such as sociology and social policy. Doctoral students interested in social work are then allowed to complete their dissertation research on a social work-related topic.

Concurrent with the development of social work education, a wide network of social services was established under the auspices of the Ministry of Labor and Social Development. The Ministries of Education and Health Care introduced social pedagogues and social workers into regular and special education, hospitals and mental health centers. Social worker’s job functions are described in the Law on Basic Social Services (1995) “as providing social services for the population within social services organizations.”

There are two categories of *social workers* that exist from the Soviet times: social workers and “social work specialists.”⁷ The “social worker” is someone that provides basic personal social services for persons dependant on others such as the elderly and people with disabilities who need assistance in cleaning, shopping, taking medications, and bathing. This person is similar to a nurse’s aide. The “specialist of social work” is awarded after five years of study – the four-year BA degree plus one year. This also existed in Soviet times as the professional degree and is considered the more highly qualified professional. In practice, most employees in social services centers do not have social work diplomas, and many agencies do not have positions for this category of credential so persons with a “social work specialist” certificate may work in a lower paid social work position.

Although it is believed that the general quality of education is good, there are concerns about it being too generic with limited integration of theoretical education with actual practice, and little opportunity

⁷ The “specialist” degree was the only five-year university degree in the Soviet and post-Soviet university system. The “specialist” degree could be awarded in many different professions after five years of study, such as psychology, education, and medicine (which required six years of study). Most of the former Soviet countries have joined the Bologna Process which will require standardized degrees, thus the “specialist of social work” will eventually be abolished.

to develop specialized knowledge and skills such as in gerontology or child protection. In order to address this gap, there is a great need for education and training programs for those who are already employed. There are many field-based curricula that have been developed to address the need for specialized training, for example training related to child abuse and neglect such as those developed by USAID-funded The Assistance to Russian Orphans (ARO) Program (Olga Kulikova, personal communication, June 27, 2008). Also problematic is the lack of textbooks written in practical language with applied methods, and lack of clear linkages between Western and Russian understanding of social work theories. Graduates are reported to be concerned that there are no real career opportunities due to low salaries and underdeveloped independent practice opportunities (Iarskaia-Smirnova, Romanov, & Lovtsova, 2004).

Barriers to legitimization of the profession are many and include: inadequate financial resources to provide quality services and low salaries. Additionally, vertical mobility is limited and determined more by informal relations than qualifications and performance. Also, there is an abundance of paperwork, and long commutes are required to make home visits.

Initiatives are underway to develop practice standards in case management, early intervention, and social services in schools. In some cases these have already been developed through pilot programs but they have not been more generally accepted and implemented. The procedural guidelines for implementation and adoption across Russia will be slow as it needs to be done in a step-by-step approach.

Social work supervision and management are recognized as important for providing quality services as demonstrated by the model developed in St. Petersburg, (Olga Kulikova, personal communication, June 24, 2008). International and national NGOs in St. Petersburg interested in the development of the profession have introduced a city-wide model of social work supervision for social work and other human services professionals using a group supervision model. One group is for psychologists and one is for foster care providers. EveryChild/St. Petersburg is doing a monthly city-wide, inter-organizational supervision program for social workers at all levels that work with children and families. This has been shown to be very popular and in great demand with professionals from all public and private social services organizations. The limitation of this model is that it is informal and voluntary, funded by EveryChild. There is great concern about the future of this supervision program when EveryChild funding is no longer available. The sustainability for such a program, if run by volunteers, is questionable. An earlier initiative using volunteers from the School of Social Work at V. Poltavets in Kyiv was very popular but is no longer functioning (S. Lukashov, personal communication, September 23, 2008).

A total of four social work associations have existed since the 1990s: the Union of Social Workers and Social Pedagogues, the Association of Social Workers, the Association of Social Services Employees, and the Association of Schools of Social Work. These are active on several different levels but they all need increased capacity to develop and advocate for standards of competencies and improved salaries and status. The associations actively participate in and provide conferences and educational programs across Russia. For example, the first International Conference of Social Workers in the Far East was held in Kyzil, the capital of the Region of Tuva in June 2006. This was an initiative of the Russian Union of Social Workers and Social Pedagogues.

SERBIA

Social work education began at the University of Belgrade in 1958, the same decade social work began in the other Yugoslav republics, with degree programs at the BA and MA levels. In 2007, the University of Belgrade established the Institute for Multidisciplinary Research. The Centers for Social Work are the primary social services agency in Serbia and are the agency that employs the most social workers.

The City of Belgrade Center for Social Work employs 190 social workers and has its own website with a shortened English Version and a more extensive Serbian version (<http://www.beograd.org.yu/cms/view.php?id=202448>). The website provides basic information on services for children and the elderly in English, and more detailed information for the public and clients in Serbian.

A particular concern for social work in Serbia was highlighted in the publication of a research study by the Inter-University Centre (IUC) Journal of Social Work Theory and Practice.⁸ Brkic & Djuric, (2004/2005) were concerned about the prejudices of social workers, especially against Roma. The study investigated attitudes and opinions of social work students compared with the general population. Their general conclusion was that the majority of social workers lacked sufficient information concerning the Roma's problems, their way of life, traditions, value systems, etc. When questioned further, most said they did not feel they needed more information in order to work successfully with them. The social workers' attitudes and knowledge about Roma were consistent with those of the general population. In questions about the codes of the profession and familiarity with the New Minority Law, most social workers said they understood the professional code and the Minority Law, but when asked to explain the meaning, the opposite was revealed. The researchers were concerned regarding the limited knowledge and attitudes of the social workers studied, particularly their lack of sensitivity and knowledge related to minorities and minority treatment. It was hypothesized that social workers do not feel that their negative views about persons influences their ability to work with them.

TAJIKISTAN

The Ministry of Labor and Social Affairs is charged with developing social work educational programs to advance efforts to address what UNICEF identifies as the biggest obstacle to social welfare in Tajikistan, poverty and low government expenditure on social welfare programming. In order to address some of the weak public institutional structures, UNICEF, in collaboration with a number of public and private partners, has launched a national training initiative for social workers and a national resource center for social work. Training on children's rights for central and district civil servants will provide knowledge and information as a way to increase the public will for reforms. Students in OSI's Social Work Fellows Program are seen as a potential "spark" for moving educational, programmatic and professional initiatives along to create a "professional social work" movement as they have in other countries.

TURKMENISTAN

Social sector reforms appear to be in their infancy in Turkmenistan. The Ministry of Economy and Development, charged with social development, has initiated a "National Programme of the President of Turkmenistan for Transformation of Social Conditions of the Population of the Villages, Settlements, Towns, and Districts up to 2020." The law provides a right to social services "if they are elderly, sick, disabled, [...] or unemployed." Social services appear to be equivalent to monetary social benefits. Social Work education and the profession of social work are only just beginning to appear on the radar screen, and primarily through international NGOs and UNICEF. Changes in NGO legislation after a 2003 law restricted NGO activity (www.eurasianet.org) left many NGOs concerned about working in Turkmenistan. However, NGO activity has started again since a less restrictive law was enacted in

⁸ A publication of the Social Work Department of the Department of Social Relations and Services, Bemidji State University, Bemidji, Minnesota, USA, in collaboration with the Inter University Centre (IUC), Dubrovnik, School of Social Work Theory and Practice and Norwegian University of Science and Technology. Available at: http://www.bemidjistate.edu/academics/publications/social_work_journal/.

2004. USAID and the International Center for Not-for Profit Law introduced a new initiative in 2008 to strengthen NGO legislation in Turkmenistan.

UKRAINE

In 1991, the State Committee on Labor established the study of social work at the BA level, with degrees in “social work” and “social pedagogue.” The “specialist of social work” was also established as a level of university study that requires 5 years of study. The first professional School of Social Work in Ukraine was founded by Volodymyr Poltavets, and now is the part of National Kyiv-Mohyla Academy. The first MA degree program opened in 1995. Today, approximately 50 universities and colleges provide degree programs in Social Work and Social Pedagogue graduating about 1,350 students each year. The social work degree programs are in different faculties such as psychology, sociology, social management, etc. In pedagogical universities a double specialty is provided (e.g., social pedagogue/practical psychologist, or social pedagogue/teacher of history, or social worker/economist).

Immediately following the establishment of the social work schools, Centers of Social Services for Youth were established (Declaration No. 2859) on December 15, 1992. These Centers were created for the primary purpose of implementing the practice of social work with different types of children, youth and families (Ministry of Ukraine for Sport and Youth, State Social Services for Family, Children, and Youth, 2005). The Law of Ukraine No. 2998-XII, dated February 5, 1993, further elaborated the purpose for the centers as contributing “to the social formation and development of youth in Ukraine.” In 2001, social work was defined in the laws on social protection. Both the Law on Social Work with Children and Youth (2001) and the Law on Social Services (2003) defines the social worker as “a professional with specialized education who provides a range of social services specific to the needs of their clients, aimed at improving the quality of life and protecting the rights of persons in vulnerable situation.”

Public perception of social services and social work is described as “very poor.” Under communism, the quality of social services was seen as very poor, so moving to a more professional system of services will require a paradigm shift, which must include educating the general public about social workers.

After the Orange Revolution in 2004, the Minister for Family, Youth and Sports made a number of changes by introducing family-based alternatives to the institutionalization of children through new legislation. National standards on social work are being developed now by the Ministry of Social Services for Family, Children and Youth. This is seen as opening the prospects for raising the prestige of the social worker profession.

It is estimated that 5,000 social workers and social pedagogues working across Ukraine meet only about 50 percent of the current level of demand. According to a state social services representative, only 10 percent of social workers have a social work education while the remaining 90 percent have degrees in education, psychology and medicine (Tatiana Rastrigina, personal communication, July 3, 2008). Most social work graduates do not work in the profession due to low salaries, low status of social workers, poor working conditions and very few promotional opportunities. The status of social workers is considered to be lower than health care professionals such as nurses, physicians, psychologists and psychiatrists.

Ukraine has two professional associations: the Ukrainian Association of Social Pedagogues (UASP) and the League of Social Workers of Ukraine (LSWU). They are registered juridical entities but their dependence on membership dues as their primary source of revenue limits their capacity for activities. The UASP is a more theory-oriented organization, involved in developing methodological materials. Professionals in Ukraine feel that increasing the salaries and status of the social worker profession will

ensure a higher level of social work education. Public and private partnerships are seen as an important strategy for advocating for these needed changes. International donors and government cannot do it all (Sergei Lukashov, personal communication, May 21, 2008).

There are a number of training programs outside the university that are more practical and provide good models for practice. FCP has designed training programs on family-based alternatives such as foster care, foster care for HIV/AIDS positive children and adoption. The LSWU received a grant through USAID-funded Families for Children Project (FCP) implemented by Holt International to prepare regional trainers on foster care, service delivery to HIV-affected families, and draft legislation on kinship care (Tatiana Rastrigina, personal communication, July 3, 2008). Other programs deal with strengthening parental skills and family preservation. The project also prepared a core group of trainers in collaboration with LSWU that teach foster care courses on a regular basis across Ukraine. In particular, over 100 trainers are using these curricula now. The Institute for Family and Youth Support, which is part of the Ministry for Family, Youth and Sports, provides two-week training sessions for state social workers throughout Ukraine focusing on family-based alternatives. A problem is that social workers have to cover the costs of the training including travel and per diem as the state budget cannot support it.

In 2008, 23 representatives of NGOs working specifically in the human trafficking field completed the Social Work Certification Course at Kyiv Mohyla Academy. This course was specifically designed for counter-trafficking NGOs and covered various aspects of social work including: theories and methods of social work; consulting and interviewing in social work; working with communities; organizational aspects of social work; innovation; data gathering and monitoring.

Additionally, there is a practice model being implemented by USAID and the IOM on victims of trafficking that should be reviewed for possible expansion or lessons learned. There is a major effort to coordinate services within and across borders. Perhaps the nature of human trafficking has been the impetus for that but it seems that there is more of a cross-border sharing of information and models as well as coordinated in-country efforts. Also, there is promotion of partnerships between NGOs, local government, and the private sector.

UZBEKISTAN

The social work profession is developing as part of the state's child deinstitutionalization process. The Ministry of Labor and Social Protection needs to retrain the work force to keep pace with the Department of Social Support and Rehabilitation of Children as they initiate policies on community- and family-based services. With model programs already being implemented by NGOs, UNICEF, and other donor groups, the first professional social workers slated to graduate in 2008 from three university social work departments will be eager to find jobs where they can support the development of this emerging new profession.

SECTION IV: OBSERVATIONS AND FINDINGS

This section is a synthesis of the information obtained through the social work literature, evaluation studies, project descriptions, and the ideas and perspectives presented by social work advocates, professionals, and educators that were interviewed. *An observation that underscores all of the findings is the common goal among social workers and social work advocates to legitimize social work as a profession and clarify social work's role in the service delivery system.* Although, in a relatively short time, social work has been established as an occupation in the E&E region with specified job functions within the social welfare system, the degree to which it is viewed as a *profession* based in theory with a shared language, a code of ethics, and professional accountability varies greatly. From the first professional schools established in the Former Yugoslavia in the 1950's, to the more recently established social work jobs and schools established in Central Asia and the Caucasus, there is movement toward social work as a legitimate profession. But the progress of social work's transition from an occupation to a profession has been, and will continue to be, influenced by the social, political, and economic context of each country. This section is an attempt to present some of the approaches that are unique to individual countries as well as to identify trends relative to the development of the profession of social work within the environment of social sector reform. The authors have tried to capture, as much as possible, "lessons learned" through the eyes and experiences of those working "on the ground" in the region.

LEGAL AND POLICY FRAMEWORK

- *Social Work Legislation:* With the exception of Romania, which has a separate law on social work, the legal framework for the practice of social work is part of the social protection and social assistance legislation. Armenia's legislation on social assistance has a separate chapter defining a *social work specialist* as a person with an advanced degree. The law in Romania establishes four levels of licensure and also provides a possibility for independent practice. Both Armenia and Romania include a Code of Ethics as part of the legislation.
- *Regulation of Practice (Licensure):* Although Romania's social work licensing law went into effect in January 2005, implementation is described as slow and difficult. Georgia is slated to begin social work licensure in 2009. This study revealed that many countries are in the early discussion stages about the value of professional licensure for social workers, and indeed it is seen as a critical step for improving the status of the profession.
- *Laws on Public Protection:* Laws that establish clients' rights to make a complaint against a social worker, client's rights to confidentiality and involvement in decision-making are part of the social protection legislation. There is recognition that clients have this right although cases of malpractice are not known to those who were interviewed. Licensure laws, which philosophically are to "protect the public," are framed as providing "professional status to the social worker."

STRUCTURE OF SERVICES AND PRACTICE ENVIRONMENT

- *Definition of Social Work and Social Work Practice:* Across the region, the meaning of "social worker," and related terms, as defined in the legislation and practice, is confusing. The Former Yugoslav Republics have a more consistent definition and understanding of social work and social work practice, in part, due to the well-established social work schools and Centers for Social Work. For the most part, in other countries, there is confusion between social services, social assistance and social work. Social work as a profession and practice means persons that are working in social

services providing basic services such as food, clothing and financial benefits (social assistance). In Ukraine, Russia and Armenia, the term “specialist of social work” is a degree that is somewhere between the BA and MA level degrees. It refers to someone that has higher education and credentials than “social workers.” In Romania, the “case manager” is at a specialist and supervisor, with an MA in Social Work at least 3-5 years, whereas in other countries the term usually refers to someone that is less experienced with lesser professional status (usually at the BA level).

- *Job Functions:* Most social workers are employed in public social services. Social work tasks primarily focus on completing administrative tasks related to eligibility for various social and financial benefits and providing concrete services such as housing, clothing, food, and meeting health-related needs such as medications. These tasks to require a lot of paperwork. Across all countries, there is concern that social workers are not performing the work that they are trained to do and they feel is needed such as family support and psycho-social counseling. There have been recommendations to separate the tasks related to eligibility for benefits (make that a clerical job) and family support and psychosocial services.
- *Salaries and Low Professional Status:* One of the most consistent and pervasive issues discussed was low salaries for social workers and difficult working conditions (large caseloads, excessive paper work, and limited resources for clients). Combined with low status when compared to other human services professionals (i.e., doctors, nurses, teachers, psychologists), recruitment and retention of qualified social workers is affected across all countries. Social workers often leave traditional social service positions to take jobs in other sectors and ministries. Therefore, social service positions are also frequently filled by unqualified individuals, even if the position is for a qualified social worker. This is even more prevalent in rural towns and villages where the salary differentials may be even greater. Some caution against comparing social work salaries to those of health care professionals because of “under the table” payments given to doctors, nurses, etc., which makes the disparity even greater.
- *High Status as a “Helper:”* In spite of the negatives of salary and professional status, there is status and value in “being a helper” of those who have special needs. In Georgia, it was noted that there is a certain “prestige” to being a social worker as a new profession. A study on perceptions of social work in Croatia (Knezevic & Butler, 2003) revealed that, although there was a negative attitude toward the profession of social work, there was a more positive attitude towards the work that they do.
- *Social Work as a Career:* The recognized trajectory for professional social workers is: social work as a job/occupation → social work as a profession → social work as a career. Experienced social workers expressed concern about their future with a career in social work. There are few opportunities to advance, or to make a career in social work, as there are few management and supervisory positions available and limited opportunities for diversified practice, and especially specialized services.
- *Role of Independent, Private Practice:* Seen as the hallmark of a legitimate profession and a career option, only Romania has a law that allows for private, independent practice although, in reality, there is not yet a market for private practice. Some emerging tension was observed related to the prestige associated with more psycho-social (clinical) work versus traditional case management within the public sector. This is an ethical and professional dilemma for an increasingly professional workforce as private practice is seen as serving those with middle and upper incomes. The authority to have an independent (clinical) practice is also viewed as another criterion of legitimate

professional status. But, the conflict remains concerning social work's mission to serve the poor and disenfranchised.

- *External Labor Migration:* For the countries in Central and Eastern Europe in which social work is more developed and the borders have opened for easier travel, trained and experienced social workers are leaving their countries to find social work jobs that have higher pay, better benefits, and more professional jobs (Hill, 2007). Social workers are actively recruited by Western Europe, and especially the UK. Social workers find better working conditions and salaries and hope for a social work career that can provide financial and professional security. One of the aims of the higher education reforms of the Bologna Process is to make it easier for cross-border employment, at least between and among those countries of the EU.
- *Internal Labor Migration and Access to Services:* Internal migration, rural to urban, as experienced in Belarus, also contributes to the uneven distribution of a qualified workforce. Social protection strategies call for increased outreach and case-finding. This is especially a challenge in rural areas, not only due to transportation issues, availability of services and specialists, and overall access to services, but also due to increased isolation and workloads. Creative solutions need to be explored such as training paraprofessionals and integrating social workers into health and education services.
- *Risk Management and Safety of Social Workers:* An emerging issue noted within this framework relates to safety issues for social workers in particular regions. This has been highlighted in specialized fields of practice: human trafficking, domestic violence, and infectious diseases such as HIV/AIDS.
- *Transfer of Knowledge and Specialization:* Social work in most countries has grown out of child protection, directly in response to deinstitutionalization. Transferring knowledge and experience across fields of practice is beginning. In Romania, experience in community care for children was transferred to the fields of disability and aging. In Croatia, the experience in dealing with trauma recovery for war victims is now being applied to the field of domestic violence and child abuse. The emerging cross-discipline and cross-border models in work with victims of trafficking and domestic violence have direct application to child welfare, developmental disabilities and mental health and addictions, all growing fields of practice.
- *The Social Worker as Manager and Supervisor:* There is an overwhelming recognition about the significant contribution that social work supervision has on quality of services. There is also the reality that supervision, as practiced in the region, is primarily administrative in nature and does not address individual casework/clinical practice and professional coaching and mentoring. For those countries that have developed a Masters Degree in Social Work Supervision (i.e., Romania, Bosnia and Herzegovina, and Croatia), the challenge has been implementation of the supervisory job, with the title and function of a social work supervisor that reflects what is being taught. The model that has been developed in St. Petersburg through EveryChild is a promising model. In addition, managers and administrators do not receive formal training in strategic planning, program development, and program evaluation, all which are considered to be part of a supervisor and manager's professional job functions.

EDUCATION AND TRAINING

- *University Education:* Social work education is alive and well across the Region. Although some social work education programs are in early developmental stages, there are others that are well-

established. The Former Yugoslav Republics have had established training programs since the 1950s with Bulgaria, Romania, Russia and the Ukraine establishing programs in the early 1990s. Other countries are just establishing both the BA and MA programs, while some are just now establishing a Ph.D. program, although primarily in related disciplines. The aspect of university education that causes the most concern is the heavy reliance on theory. With the emphasis on theory in universities, students expressed concern about learning how theory is integrated into practice. *Field education* in the majority of countries has not been established as formalized internships with trained field supervisors and clearly defined learning contracts. Rather the students are viewed as “passive learners.”

- *Teacher Training:* In selected countries of the region, there are faculty fellowship programs through OSI and the U.S. Department of State that serve as a valuable resource for mutual exchange, curriculum development and teaching methodologies. Assisting faculty in accessing scholarships and grants that currently exist and expanding the use of internet-based learning and exchanges need to be explored.
- *Social Work Literature:* There is a wealth of literature being published in English language journals and books by scholars and practitioners in the region. Publishing in English provides an avenue for communication and exchanges across borders and continents. The primary limitation is that the literature in the students’ and practitioners’ first language, reflective of the local reality, is more limited. Since there is some evidence that English language skills are more prevalent among urban city dwellers, this further increases the rural/urban divide in terms of access to social work practice literature.
- *Training and Continuing Education:* Opportunities for training and continuing education are limited for social workers due to resources and geographic constraints. Those opportunities that do exist tend to be project-specific, time-limited, and have limited expansion funding. These types of project-specific trainings do not help with career development/job mobility, whereas more generic training would be relevant across practice settings.
- *Professional Associations:* While the countries studied have established legal frameworks for the existence of professional associations and they exist in almost every country, they are not well-established as a “voice of the profession of social work.” Most are involved in providing continuing education and conferences, with little emphasis on professional advocacy and standard setting for the profession. Also, as membership organizations, there is a general feeling that the organizations do not understand how to service the membership. This is a lost opportunity to utilize the professional network as a way to reduce personal and professional isolation.

OUTCOMES AND PERFORMANCE MEASURES

- *Social Work Practice Standards:* Although there is consensus in many countries about the need for standards, most of this work has been done through social protection legislation and the development of standards of care for services. There are some good models that have been developed but dissemination and adoption by public services entities has been difficult.
- *Outcomes in Deinstitutionalization:* Decreased deinstitutionalization results from the social worker gatekeepers being better trained and more professional and having a standardized case recording format and assessment forms. University and field partnerships need to be formed in order to

develop evidence-based research to scientifically test interventions and evaluate outcomes on specific populations.

- *Performance Measure (Indicators) and Client Outcomes:* The difficulty in developing standards is linked to the absence of performance measures (indicators) and client outcomes. In terms of evaluation and impact, the focus has traditionally been on project outcomes as opposed to client outcomes and well-being. One example is the positive results seen in Georgia in reduction of child institutionalization in social services units that had a trained social worker. Yet the indicator was not directly related to child outcomes in terms of health, education, and quality of parenting. The problem of outcome tracking is exacerbated by the absence of functional information management systems available to public services and NGOs in the region.

SECTION V: RECOMMENDATIONS

Social work's service mission is at the heart and soul of the profession and this service mission presents a dilemma in social work's push for increased salaries and status. Changing the paradigm for legitimization of the profession from "promotion of social work" to "public protection" will provide a more consistent message to both the public and political decision-makers. If the overall goal of increased professionalization is improved quality of services and better outcomes for those being served, then competency-based education and evidence-based practices guide efforts to improve status, salaries and career opportunities. Another change strategy is to work simultaneously on top-down and bottom-up approaches, a bottom-up approach in which changes are made through local, grassroots efforts such as public education campaigns that promote citizen involvement in advocating for investment in social work services and a top-down approach in which change is legislated through laws and/or policies. This list of recommendations are not presented in any priority order since the "entry point" for reforms are most successful when they are approached strategically within the political, social, and economic context of each individual country.

POLICY AND LEGAL FRAMEWORK

- *Develop and Promulgate a Clearly Articulated Scope of Social Work Practice:* Social services legislation and regulations should be reviewed and modified to assure that the social work scope of practice is clearly articulated. One approach is to develop a model social work law that can be shared across the region. Additional legal consultation, such as was done in Armenia by Ulbricht (2008), could address some of the outstanding questions related to the separation of job functions (i.e., between social assistance and social support and counseling services) and the advantages and disadvantages of licensure for social workers. For the most part, countries are struggling to develop or refine legislation on social work and social services. Looking at the Romania social work law and other model legislation is recommended. One resource for model legislation and current legislation from U.S. states and Canadian provinces is the Association of Social Work Boards in North America (www.aswb.org). The time is right to bring in expertise in social work legislation. This will further serve to legitimize the profession beyond its relationship to social protection.
- *Focus on the Development of Ethical Codes and Standards for Professional Practice and Mechanisms for Accountability:* As presented in the Ulbricht report on Armenia (2008), there is a strong push to develop licensure as a way to legitimate the profession and increase status. Licensure is a political process that requires consensus across various political entities. Standards and ethical codes requires consensus primarily within the profession. Therefore, from a developmental perspective, it would be easier to build consensus around a legally binding code of ethics and what the standards for practice should be. Before you can talk about accountability, there needs to be some consensus around criteria for what social workers are supposed to do. This will also allow the profession to begin to educate and train around competencies and ultimately lead to better outcomes for persons served. Once these have been established, the "profession of social work" would likely be more successful in building legal/political support for a social work regulatory law since they will already have established themselves as a "profession."

STRUCTURE OF SERVICES AND THE PRACTICE ENVIRONMENT

- *Design and Implement a Social Work Labor Market Survey:* This survey would help move beyond anecdotal information and would provide objective data on educational qualifications, titles and job functions, salaries, perceived liabilities and assets of practicing social work, safety and security concerns, and also obtain more qualitative data on motivations and career aspirations. Additional research on alumni of social work schools would generate additional information on the range of factors that lead to exodus from the profession or staying in the profession that moves beyond the salary and status issue. More scientific investigations into attitudes and perceptions of the profession can provide valuable information for strategic and innovative thinking around increasing professional status.
- *Develop Interdisciplinary Programs and Cross-Border Models:* More interdisciplinary practice models should be implemented to address practitioner and resource access challenges in remote, rural areas. Existing community buildings (i.e., public libraries, health clinics, community centers, and schools) should be utilized to house and provide services in rural areas. Identifying practice options for using trained paraprofessionals needs to be explored. Targeted public awareness and education programs related to social services should occur concurrent with the development of these resources.

HUMAN CAPACITY: EDUCATION AND TRAINING

- *Develop Social Work Competencies:* For those countries that will be governed by the Bologna Process, its professional competencies that guide social work education should be adopted. These materials include a framework that social work education programs should use, and provides guidance for competency-based learning and supervision.
- *Strengthen Social Work Supervision:* While education programs to develop social work supervisors could and should be replicated, work is needed to create buy-in regarding the value of social work supervision from labor market, consumer protection, and professional development perspectives. The models used by the international NGOs should be considered for replication. Research should be considered as a means of validating the role of social work supervisors. Finally, curricula could be expanded or a separate track could be created to address administrative and management skills such as needs assessment, program development, strategic planning, and program evaluation (e.g., the NGO management tracks in some universities). These opportunities should be extended to continuing education programs for more experienced social workers as well.
- *Create or Revise Curriculum to Link Social Work Practice with Field Education:* Strengthen field education and practice courses through curriculum development that links knowledge and skill competencies that are learned in the practice classes and applied in the field work. Providing additional training for field supervisors in development of learning objective that reflect the social work practice competencies and supervision of students will further improve the field education experience. The field education experience may also be more strategically designed as a strategy for the recruitment of qualified and experienced social workers for a particular work setting.
- *Build Capacity of Social Work Associations to Service Members, Advocate, and Educate:* Clarity and consensus is needed around the role of professional associations, given the current climate of low status and salaries. Many existing associations are actually unions or service-providing NGOs with limited capacity to service the members, lobby the government, and educate the public. Helping social work associations and their members understand the real purpose of regulating social work

practice through licensure as public protection, and finding ways to get the message out to the public and political leaders, would provide a purpose that could more easily be shared among all of the different constituencies. This would serve to strengthen efforts to help stakeholders and service recipients better understand the role of social workers in consumer protection and the preparation they receive for this work. A public image/education campaign or initiative should be developed with specific goals for specific regions. Work with media and social marketing professionals can provide some unique and creative ways to impact attitudes and behaviors related to social work.

PERFORMANCE MEASURES AND OUTCOMES

- *Develop Ph.D. Programs in Social Work:* Building a cadre of social work researchers and developing social work research as a field of practice will further performance and outcome based approaches to service. This can have long-term benefits and lead to improved understanding of what kinds of interventions work better for what clients within the local reality. The scientific testing and reporting of applied theories and skills through research studies can also serve to build an evidence-based literature and further the development of the profession.
- *Develop and Apply Indicators and Mechanisms for Measuring Performance:* While there is an awareness of the value and the need to embrace evidence-based practice, work is needed to help government services agencies and NGOs build functional information management systems that will assist them in tracking data on services provided and outcomes. This would allow for the establishment of baseline data, from which the quality of services could be measured and informed decisions could be made regarding program expansion, modification, or elimination. Concurrent with this work is the need to reach consensus on indicators for system performance and client outcomes. There are opportunities for collaboration between the E&E region and the United States, as these measures are universally needed.

SECTION VI: RESOURCES: BEST PRACTICE MODELS

The purpose of this section is to present models that have shown through research to contribute to better outcomes for social work practice in community based social work programs. The Best Practice Models (see page 9) represent different principles in each of the four pillars: Policy and Legal Framework; Structure of Services and the Practice Environment; Human Capacity: Education and Training; and Performance Outcomes and Measures. This is by no means an exhaustive compilation of good practice in the region, but rather a representative sample. Criteria for selection were that the model exemplified one of the four pillars of the best practices pillars matrix and there was detailed written information that could be used to replicate the model in a different country or site. Most of the written documents are available in English unless otherwise noted.

Policy and Legal Framework: Policy and legal mandates for social work practice reflect good practice for family and community based care, internationally-recognized standards for social work practice, mechanisms for accountability of social workers, and mechanisms for users of services (or consumers of services) to influence and evaluate policy.	
Armenia – <i>Social Work Law and Code of Ethics for Social Work Specialist</i>	The Law on Social Assistance (Chapter 6, Article 31 passed in 2005) defines “social work” as a professional activity conducted through the application of “psychological and pedagogical methods” and the “social work specialists” as the social work service providers. Ministry of Labor and Social Issues’ (MLSI) Decree #32 (2007), further describes the rights and responsibilities of the “social work specialist or expert” to conduct home visits for assessment and make recommendations on formation of social assistance programs and their improvement.” Supporting the continued professionalization of social workers, USAID provided assistance that resulted in the development of a Code of Ethics for Social Work Specialists that was approved by the MLSI, effective August 1, 2008. For an English copy, contact redavis@ssw.rutgers.edu .
Romania – <i>Social Work Law, Licensure and Accountability, and Code of Ethics</i>	The Social Work Law (466/2004), effective in January, 2005, recognized social work as an independent profession and field of practice. The National College of Romanian Social Workers (CNASR) was created as the body that controls and supervises the practice of social workers. The Law also created a Code of Ethics for Social Workers that is modeled very closely after NASW and IFSW’s Ethical Codes. The law on social work in Romania has created four levels of licensure: • Debutante: a provisional license is given for one year while the novice social worker gains experience and is supervised by a person who has at least three years’ experience; • Practicant: the social worker is given the license when he/she has completed the year of required supervised work; the social worker is given a higher salary and can do basic practice; • Specialist: a social worker with three to five years’ experience can be a case manager, supervisor, and coordinate a team; and • Principal Social Worker: a social worker has five or more years of experience. It is noted that only a principal social worker can be a trainer. Information in Romanian is at The National College of Romanian Social Workers website http://www.cnasr.ro/

Romania – <i>Standards of Social Work Practice for Foster Care</i>	<i>Foster Care Manual: Standards and Practice Guidelines.</i> USAID supported the development of this manual in May through August 1999, through the World Learning Transit Program. It was the first book of professional standards written in Romania, by Romanian professionals. It is based upon the expertise of child welfare professionals, working at governmental and non-governmental levels, in various programs all over the country, as well as on specialized Romanian and foreign literature. It provides standards of social work practice in assessment and placement of foster children and recruitment, training, and monitoring of foster parents. It has been used as a model for other countries developing foster care services. For an electronic version of the manual in English, contact Rebecca Davis at redavis@ssw.rutgers.edu .
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Structure of Programs and Services – The Social Work Practice Environment: Social Workers provide a range of services from prevention to protection that support family and community-living, provide standardized case assessment, planning, and intervention services, provide outreach to promote access to hard to reach clients, enlist client and client-groups’ and local citizens’ participation through raising awareness and education.	
Albania - <i>Interdisciplinary models of social work practice was the topic of a study on gender violence in Albania</i>	Van Hook, Haxhiymeri, & Gjermeni (2000) noted the importance of interdisciplinary efforts in social work practice and education. They further highlight the work of the Albanian Women’s Association, Refleksione (meaning reflection), initially an organization of women social workers, attorneys, health professionals, academics and other community leaders. Since being renamed the Gender Alliance for Development Center in 2004, it has become a powerful force in raising public awareness of domestic violence and advocating for a range of professional programs and services (Gender Alliance for Development Center, 2008) http://www.gadc-al.org/ . Information is available in the following article: Van Hook, M. P., Haxhiymri, E., & Gjermeni, E. (2000). Responding to gender violence in Albania: A partnership effort. <i>International Social Work</i> , 43 (3), 351-363 or contact Rebecca Davis at redavis@ssw.rutgers.edu .
Armenia – <i>Standardized case management practice for prevention and protection services, user involvement, public awareness and public education</i>	<i>Mission Armenia – Promoter of Social Work Community/-Based Services in Armenia for elderly and disabled.</i> USAID/Armenia has played a crucial role in supporting Mission Armenia in developing a community-based social work model to serve the elderly, people with disabilities and vulnerable families. Mission Armenia has developed standards and procedures using international social work standards as a model http://www.mission.am/ .
Belarus – <i>Ponimanie – Principles on Adaptation of Family Practice in Deinstitutionalization</i>	This international NGO developed a document titled <i>Adaptation of Family as an Element of Deinstitutionalization: Best Practices, Training, and Evaluation</i> . This work presents a multidisciplinary approach using step-based motivation and positive encouragement. The sections include: family selection, development of the rehabilitation plan, psychological, medical and social services, as well as monitoring and evaluation. They have also developed a curriculum for undergraduate and post-graduate social work students, funded by the Council of Europe, ISPCAN, and Oak Foundation and implemented in collaboration with the Belarusian Association of Social Workers. The curriculum, <i>Interdisciplinary Cooperation and Data</i>

	Collection in Prevention of Child Abuse and Neglect teaches the individual case study approach for social workers, psychologists, pediatricians, and juvenile police. A description of their program is found at: http://www.ponimanie.org/ .
Moldova – Gatekeeping and Social Work Practice: Preventing Child Institutionalization	<i>Standards and Procedures for the Prevention of Child Institutionalization</i> . This is a manual that is written as a curriculum and guide for social work practice. It is only in Romanian and was developed by EveryChild as part of their deinstitutionalization program, and is written in a user-friendly way for trainers, managers and supervisors. This program is designed to improve the gate-keeping functions of social workers. Studies have shown that rates of institutionalization are lower in districts where social workers are trained in family and community-based models of practice and care. This could be adapted for university instruction as well. The Romanian Version can be requested from EveryChild/Moldova from Daniela Mamaliga at dmamaliga@everychild.md or contacting Rebecca Davis at redavis@ssw.rutgers.edu . This manual is based on UNICEF's (2003) <i>Changing Minds, Policies and Lives Series: Changing minds, policies and lives: improving protection of children in Eastern Europe and Central Asia. Gatekeeping services for vulnerable children and families</i> . Florence, Italy: Innocenti Research Centre. Available at: http://www.unicef-irc.org/cgi-bin/unicef/download_insert.sql?PDFName=&ProductID=360&DownloadAddress=/publications/pdf/
Armenia – Increasing Rural Access to Services	<i>Shen</i> , an Armenian NGO, promotes social and economic development and empowerment of remote and vulnerable rural communities of Armenia. <i>Shen</i> means “a well-to-do, prosperous village” in Armenian. This organization appeals to diaspora Armenians. The NGO was created by a group of professors and students at Yerevan Polytechnic Institute to address some of the urgent humanitarian problems by shifting relief models to integrated community development (http://www.shen.am/).
Moldova – Increasing Rural Access to Services	<i>Increasing access to early learning programs and parent education</i> . This document describes the Government of Moldova's efforts to increase early education programs in rural areas through the development of community centers. To date, 20 community-based child and family centers have been developed in rural areas with funding from UNICEF & UNESCO. The centers provide a range of parent education and child education and development services. It is suggested that in the future, these centers could serve as the entry point for broader social assistance services at the community level. This is an initiative of the UNICEF-UNESCO Project “Improving Quality and Access to Basic Early Childhood Development Services in Rural Community, with an Emphasis on Vulnerable Children.” Information can be found at: www.unicef.org/evaluation/files/fa2_moldova_increasing_access(1).doc
Romania – Increasing Rural Access to Services	<i>Community Network of Social Services</i> . This program was developed as part of the USAID-funded Child Welfare and Protection Project in Romania (1998-2002), and was implemented by World Vision. The program was an initiative to address the lack of trained social workers in rural areas and to

	respond to the National Government's plan to build a network of community social workers in each county that linked professionally-trained social workers with paraprofessionals who lived in small towns and villages. The model is described in a Special Report on Preventing Physical Child Abuse and Neglect through Home Visitation, ISPCAN, Issue 1, 2006. Available at: http://www.ispcan.org/documents/HomeVisitation.pdf
Armenia – <i>Increasing Rural Access to Services</i>	<i>Medical Outreach Team.</i> USAID is supporting a 5-year program to provide health services in remote, rural areas. The model includes a mobile laboratory with a team of health professionals that make monthly visits to 123 communities. There are also health education materials for parents and families. Through these models, social workers can link with these efforts to expand health services to include psychosocial models of intervention. See project description at: http://www.wvarmenia.am/en/?nid=29&id=4
Regional – <i>User Involvement in Personal Social Services</i>	<i>User Involvement in Personal Social Services</i> was prepared by Brian Munday, University of Kent with the assistance of the group of specialists on User Involvement in Social Services. It was developed for countries of the former Soviet Bloc as a guide for development of policies, systems and practice standards related to user involvement. There is an assessment of different approaches and programs in Western Europe and emerging practices in Eastern Europe in user involvement in personal social services. There are parts of the report that can be used as the basis for a curriculum on social work education on user involvement. Available at: www.coe.int/t/dg3/socialpolicies/socialrights/source/ISSrepMunday_en.doc
Global – <i>Advocating for Change through Legal Action</i>	<i>Guide to Strategic Litigation</i> by Child Rights Information Network (CRIN) is a guide produced to help those working in children's rights to understand how change for children can be brought about through the justice system. A case can be used as a way to advocate for the rights of a particular child and/or parent and system change by taking a case through the court system and then using it as an example for a class of children and/or parents. This guidebook is written for legal and non-legal staff of NGOs. The guidebook can be downloaded from http://www.crin.org/resources/infoDetail.asp?ID=17127.

Human Capacity: Social workers are professionals prepared through theoretical and practical education with curricula that reflect international standards of social work practice, are regulated by licensure or certification, bound by a professional code of ethics, and who advocate for self and public interests through professional social work associations.

Bosnia & Herzegovina – <i>USAID and Save the Children/UK developed training</i>	These programs were developed for social workers as part of their Centers for Social Work Capacity Building Activities for the project, <i>Promotion and Development of Alternative Forms of Care for Children Deprived of Parental Care in Bosnia & Herzegovina</i>. Curriculum development includes: 1. <i>Working with Families:</i> The training was provided by Gabi Vogrincic, Social

programs	Work Faculty, and University of Ljubljana, Slovenia. This training provided a strong foundation for best practices in social work with families and communities. 2. <i>Case Management Training</i>: A six-day training program on case management for professional staff from the CSWs. The course focused on the process of transitioning to community care, user involvement, different traditions and influences in the case management process, needs-led versus service-led casework, examination of differences between intents and outcomes of care planning. A social work Toolkit for Family-Centered Social Work Practice was developed and translated into Bosnian. For a Bosnian Copy, contact a.tomic@savethechildren.uk.org. For an English Copy, contact Rebecca Davis at redavis@ssw.rutgers.edu
Moldova – Curriculum Development for Summer School for Social Workers	Neil, E. & Sellick, C. (2001). A description and evaluation of a social work training programme in Moldova. <i>Social Work Education</i>, 20 (5), 577-592. This article describes the curriculum of a training program for faculty and students in the Republic of Moldova. This 2-week residential program was designed to strengthen the university instructor's knowledge of theory, use of case studies in teaching, and the design and implementation of participatory class exercises. For a copy, contact Rebecca Davis at redavis@ssw.rutgers.edu.
Romania - USAID-funded development of social work training in child welfare.	Developed in collaboration with World Vision, Bethany Children's Services and Jordan Institute for Families, University of North Carolina School of Social Work, this program consists of three modules in English and Romanian: 1) Curriculum for Case Management in Child Welfare in Romania (Trainer and Participant Manual); 2) Foundation Curriculum for Child Welfare Supervisors in Romania (Trainer and Participant Manual); and 3) Advanced Curriculum for Supervisors (Trainer and Participant Manual). These can be requested from Rebecca Davis at redavis@ssw.rutgers.edu.
Russia – The Field Guide to Child Welfare	Rycus, J. S. & Hughes, R. C. (1998). <i>Field Guide to Child Welfare</i>. Washington, DC: Child Welfare League of America. This U.S.-based guide for practitioners in a range of child welfare services has been translated into Russian as part of the ARO Program. This is a 4-volume guide providing practice guidelines based on internationally recognized standards of practice for social workers in child welfare. The volumes are: I) Foundations of Child Protective Services; II) Case Planning and Family-centered Casework; III) Child Development and Child Welfare; and IV) Placement and Permanence. For the Russian Translation, contact Rebecca Davis at redavis@ssw.rutgers.edu.
Ukraine – Capacity Building of Social Workers to Provide Family Support Services	Families for Children Program: This is a USAID-funded program that is implemented by Holt International in partnership with the Ministry of Ukraine for Family, Youth and Sport. The Families for Children Program works in seven localities in five oblasts of Ukraine. The goal is to build a continuum of family-based care services for children and out-of-family care, which includes four service areas: family preservation, foster care, family-type homes and domestic adoption. The program involves a number of social work education and training programs. http://www.familiesforchildren.org.ua/en/index.html. One example is a

	curriculum for social workers on improving parent effectiveness and family support: Making Parenting a Pleasure. This training program provides social workers with knowledge and skills for working with parents of young children. Although this program was developed specifically for social workers working with families and children affected by HIV, the training program can be adjusted to meet the needs of various target groups that need to master parenting skills. http://www.familiesforchildren.org.ua/en/news.html?_m=publications&_c=view&t=rec&id=420
Ukraine – Curriculum Development for Specialized Education in Human Trafficking	<i>Educational System Outreach: University Curriculum Development.</i> In cooperation with the SOTCIUM XXI NGO affiliated with the Social Work Department of the National University of Kyiv-Mohyla Academy, the <i>Counter-Trafficking in Human Beings and Protection of Victims in Ukraine</i> educational course for Social Workers has been developed for training social workers working with victims of trafficking. It has recently been approved as a specialized area of study for 3rd and 4th year students in the social work program. This module addresses the main aspects of prevention of trafficking in persons, and identification of and assistance to victims of trafficking. Based on the information available to the Department of Social Work of Kyiv-Mohyla Academy, almost all of the 3rd year students of Social Work signed up for the course, meaning that in the Academic Year 2008-2009 two groups of students will be studying the mechanisms of counter-trafficking and provision of assistance to victims. Contact Rebecca Davis at redavis@ssw.rutgers.edu for further information.
Ukraine – A curriculum for social workers on Social Work Services to Victims of Trafficking	A new Certification Course on social work services for victims of trafficking has been developed and implemented by the IOM, in collaboration with Kyiv Mohyla Academy Social Work School, and funded by USAID. In 2008, 23 representatives of NGOs focused on countering human trafficking completed this Social Work Certification Course at the Kyiv Mohyla Academy and received certificates as social workers. The course consists of 4 modules, each a week long, spread over 4 months. The course is specifically designed for counter-trafficking NGOs to cover various aspects of social work, including: theories and methods of social work; consulting and interviewing in social work; working with communities; organizational aspects of social work; innovation; data gathering and monitoring, etc. The curriculum is in Russian with plans for translation to English. (http://www.iom.org.ua/?lang=en). Stop Trafficking/Ukraine Website: http://www.stoptrafficking.org.ua/en/
Albania – The Albanian Initiative: Coordinated Action against Human Trafficking (CAAHT)	In this six-year program (2004-2009) funded by USAID and implemented by Creative Associates International, Inc., local governments and civil society joined together to decrease trafficking and develop interventions for victims and those at-risk. Through this project, social workers, and related professionals, in NGOs and public child and social protection services received specialized training for work on multidisciplinary teams providing rehabilitation and reintegration services to victims of trafficking. These services have been integrated into NGOs and public child and social protection services. Information can be obtained at http://www.caaht.com/.
Albania – Social Work Curriculum for	The Association of Albanian Girls and Women (http://www.aagw.org), is promoting specialized education and training of social workers and social pedagogues in

university and field education specializing in social work with victims of trafficking	social work with victims of trafficking, providing rehabilitation and reintegration services. The curriculum was prepared by the International Organization on Migration (IOM) for the Albanian Institute for Pedagogical Studies (a high school level program for social educators). The curriculum has been adapted for the university level and professional development training. The curriculum is available at: http://www.aagw.org/Education/index.html .
Russia – Code of Ethics	<i>The Ethical Guideline of Social Educator (Pedagogue) and Social Worker</i> was developed by a commission of the Russian Union of Social Educators and Social Worker in 2003, and has been disseminated across the country. It is available at: http://www.ifsw.org/cm_data/Russian_ethical.pdf .
Regional – A Guide for The Development of Supervision of Social Work Students	<i>Bologna as a Frame for Competency Based Learning and Supervision in Social Work Education</i> explores whether the Bologna Declaration provides a framework for organizing supervision in social work education. Available at http://docweb.khk.be/jan%20Agten/eassw/html/bologna/Bologna%20as%20a%20frame%20for%20CBL%20and%20supervision.pdf .
Regional – Social Work Practice Literature	The IUC electronic journal, <i>Journal of Social Work Theory and Practice</i> , is a publication of the Social Work Department of the Department of Social Relations and Services, Bemidji State University, Bemidji, Minnesota, in collaboration with the Inter-University Centre (IUC), Dubrovnik, School of Social Work Theory and Practice and Norwegian University of Science and Technology. This journal is part of the IUC School of Social Work for Post Graduate Studies, Dubrovnik, Croatia which organizes academic programs in social work. http://www.bemidjistate.edu/academics/publications/social_work_journal/ .
Regional – Capacity Building of Junior Faculty of humanities and social sciences	The <i>Junior Faculty Development Program (JFDP)</i> is funded by the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State. JFDP is administered by American Councils for International Education: ACTR/ACCELS, and is a non-degree, professional development program that provides promising junior university faculty in the fields of humanities and social sciences with a semester-long opportunity to: • expand knowledge and expertise in their respective academic fields by attending classes and working with faculty members at universities in the United States; • garner new educational perspectives with exposure to U.S. educational philosophy and methods; gather new academic materials and resources, and; • forge relationships between U.S. universities and their home universities, in order to support ongoing contact and collaboration. The competition is open to citizens from Albania, Armenia, Azerbaijan, Bosnia & Herzegovina, Croatia, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Macedonia, Montenegro, Serbia, Tajikistan, and Turkmenistan. (http://www.jfdp.org/about.php).
Global – Communication Skills for Social Workers: A	This manual, which was developed with funding from UNICEF by Kevin Barnes-Ceeney & Amanda Naylor, provides a step-by-step approach to teaching communication skills. The content includes: listening skills, giving support and

<i>Trainers Manual.</i>	advice under stress, conflict resolution, and changing habits and attitudes. The manual can be used by government agencies, NGOs engaged in social work to train trainers in advanced communication skills while developing community-based social services for families at risk. Contact redavis@ssw.rutgers.edu .
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Performance and Outcome Measures: Outcomes of social work interventions (client and service outcomes) and the professionalization of social work are monitored and measured (salaries, public opinion, and practice standards) through research and evaluation.	
Romania – <i>Monitoring and Evaluation System for Interventions Focused on Roma in Romania: Handbook for Implementation</i>	<i>Monitoring and Evaluation System for Interventions Focused on Roma in Romania: Handbook for Implementation</i> is a practical and useful handbook for social workers who are in management and program development positions. The handbook was developed to support the implementation of the Monitoring and Evaluation (M & E) System for interventions focused on Roma in Romania. The M & E System has been designed within the framework of the PHARE project “Strengthening Capacity and Partnership Building to Improve Roma Condition and Perception.” It is available at: http://www.sper.org.ro/index.php?page=1 and the full reference is: Sechkova, Ralitzia & Marin, Laura. (2008). <i>Monitoring and Evaluation System for Interventions Focused on Roma in Romania</i> . Bucharest, Romania: Human Dynamics.
Armenia – <i>Research on the legal framework for social work and social protection</i>	The study, <i>Social Assistance Legislation and the Status of Social Workers in Armenia</i> , authored by Carl Ulbricht (2008) provides a comprehensive look at the legislation as it relates to the profession of social work and social protection in Armenia. For background purposes, the study also provides a comparative analysis of the social assistance legislation and status of social work in Lithuania, Latvia and Estonia. This paper serves as a model for analyzing the legal framework of social work and the development of the profession and suggested approached to continued professionalization activities for the social work profession. This study was funded by USAID as part of the Armenia Social Protection Systems Strengthening Project. For information on how to access the study, contact Rebecca Davis at redavis@ssw.rutgers.edu .
Georgia – <i>Assessment of the status of social work practice</i>	The Evidence Based Assessment of Social Work Practice project in Georgia was conducted by Chris Hollis (2008) and funded by UNICEF. This is a thorough assessment of the practice of social work including job descriptions and functions, perceptions, and theories and methods of practice. The study provides a basis for a paradigm shift on licensure of social workers from protection of social workers to the protection of the public against poor and negligent practice. For information on how to access the study, contact Rebecca Davis at redavis@ssw.rutgers.edu .
Croatia – <i>Social Work Practice Research</i>	A Croatian Journal with English Abstracts, the Annual of Social Work focuses on theory, education and methodology in social work. There are some translated articles, which can be located at: http://hrcak.srce.hr/ljetopis?lang=en .

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APPENDIX A: PERSONS INTERVIEWED

International and Regional Contacts	
Chris Rayment	Regional Program Manager, EveryChild/London
Dr. Sergei Lukashov	Regional Technical Advisor. EveryChild
Aaron Greenberg	Child Protection Specialist - Alternative Care UNICEF / Child Protection Section, New York
Jean-Claude Legrand	Senior Regional Advisor Child Protection UNICEF Regional Office CEE-CIS, Geneva
Country Specific Contacts	
Albania	
Alketa Kosta	EveryChild/Albania
Armenia	
Nara Ghazarian	USAID/Armenia
Lusine Karamyan, Social Work Fellow, JFDP Program	Visiting Faculty to Rutgers School of Social Work (2008) Instructor, Faculty of Sociology, Department of Social Work Yerevan State University, Armenia
Mira Antonyan	President Armenian Association of Social Workers and Child Protection Expert in Armenia,
Azerbaijan	
Taliya Musayeva, Social Work Fellow, JFDP Program	Visiting Faculty to Rutgers School of Social Work (2008) Associate Professor, Department of Social Sciences and Psychology, Baku State University, Azerbaijan
Belarus	
Andrey Makhanko	Chairman and Executive Director Ponimanie – “Understanding” (INGO) Minsk, Belarus
Jahor Novikau	Project Management Specialist, USAID Belarus
Ms. Irina Mironova, Christian Children's Fund Belarus Country Director.	Christian Children's Fund, Belarus
Bosnia & Herzegovina	
Anita Tomic, Program Director, Alternatives for Children Deprived of Parental Care Project	Save the Children/UK
Bulgaria	
Dr. Shirley Gatenio Gabel	Fulbright Scholar to Bulgaria (2006/07) Assistant Professor, Graduate School of Social Service Fordham University, New York
Estonia	
Dr. Michael LaSala, LCSW	Director of MSW Program/Associate Professor Fulbright Scholar to Tallinn University, Estonia (2007) School of Social Work Rutgers, The State University of New Jersey
Dr. Karmen Lai	Director of the Master's of Social Work Program, Institute of Social Work and Social Policy, Tallinn University, Estonia
Georgia	

Mediko Kakachia	USAID/Georgia
Moldova	
Daniela Mamaliga	EveryChild, Moldova
Romania	
Dr. Maria Roth	Professor and Chair, Social Work Program, Faculty of Sociology and Social Work, Babes-Boylai University, Cluj-Napoca, Romania
Dr. Livia Popescu	Professor, Social Work Program, Faculty of Sociology and Social Work, Babes-Boylai University, Cluj-Napoca, Romania
Florian Salajeanu	President, National College of Romanian Social Workers Bucharest, Romania
Cristi Rosu	National College of Romanian Social Workers.
Dana Buzducea	Development Officer, Mobility International, Bucharest, Romania Former Child Welfare Officer, USAID/Romania
Dr. Bogdan Simeon	Director, Child Development Institute and SERA Bucharest, Romania
Florin Moisa	President, Resource Center for Roma Communities Cluj-Napoca, Romania
Dorothy Tarrant, MSW	Director, Veritas and Romania Studies Program Sighisoara, Romania
Liviu Bozga, Lecturer & Students, MA Social Work Supervision Class	Northern University, Social Work Program Baia Mare, Romania
Dr. Nina Petre, Child Protection Officer	World Vision Romania
Russia	
Melinda Richards	Program Director/Russia Programs, Firefly Children's Network
Olga Kulikova	USAID/Russia, Project Management Specialist, Assistance to Vulnerable Children Programs
Ukraine	
Tatiana Rastrigina	USAID/Ukraine, CTO for Family for Children's Project
Tatiana Timoshenko	USAID/Ukraine, Project Management Specialist

APPENDIX B: DISCUSSION QUESTIONS FOR USAID MISSIONS ON SOCIAL WORK EDUCATION AND RETENTION

To: Olga Kulikova, USAID/Russia
Tatiana Rastrigina, USAID/Ukraine
Tatiana Timoshenko, USAID/Ukraine
Medea Kakachia, USAID/Georgia
Nara Ghazarian, USAID/Armenia
Jahor Novikau, USAID/Belarus

From: Rebecca (Becky) Davis, Ph.D.
Allison Blake, Ph.D.
Rutgers University School of Social Work

Date: June 24, 2008

Thank you very much for taking your time to discuss issues regarding social work education and retention of social workers in your respective countries. As mentioned in the earlier e-mail, the overall purpose of this study is to provide information that can potentially be useful for USAID Missions in programming in this area and build upon the best examples of what has already been done in the region. Areas of inquiry include the legal framework and legal mandates of social work, professional regulation such as certification and licensure, university curricula including field practicum for students, standards of practice in specialized areas (such as child protection, juvenile justice, disability and human trafficking), and the work of professional associations.

I have provided some statements and questions that will guide our discussion. In our discussions, I ask that you suggest additional questions and lessons learned from your experience that we may not have addressed.

1. In my review of the USAID strategic objectives and activities in each country, there are common outcomes that your projects aim to achieve that are related (more or less) to *increased access to intervention and prevention services for vulnerable populations*. This includes a range of vulnerable groups such as persons with disabilities, children and families-at-risk, domestic violence, and trafficking in persons. Sustainability of these initiatives is dependant, in part, on the capacity of the human services workers (mostly social workers) in the public sector to integrate the models and practice standards your implementers are developing and disseminating. To what degree do you feel this has been or is being accomplished?
2. Any other ideas of what you think needs to be done in order to increase the impact on social workers and quality of services within the public sector?
3. A literature review from Western social work journals indicates that the “professionalization of social work” increases the quality of social services.” Included in the design of many of your social services projects are a range of activities that do just that: increase the professionalization of social workers through training, developing standards, & involvement of professional associations. To what degree do you see social work as a recognized profession in your respective country? How important do you think this is for

sustaining and scaling-up quality services that integrate the good practices and good outcomes your projects are demonstrating?

4. The status and salaries of social workers are described as “the lowest of all of the human professions” in the Region (*as well as other parts of the world, including the US*). Because of this, trained social workers choose to work in other, higher paying/status professions and/or leave the country to work in social work where there are higher salaries. What impact do you feel this is having on social sector reform? What do you feel needs to be done to improve the status and salaries of social workers in your respective countries?
5. In discussions with social work professionals from the region, there have been expressions of discontent with the social work associations. One person said: “They are only shells and really have no substance, except maybe for the few in leadership positions.” What is being done or needs to be done to strengthen professional associations, especially those providing human services such as nursing, psychology, teachers, and child care providers?
6. How are USAID implementers or other donors working to sustain the education of social workers in social protection? Any linkages to curriculum development and field education at the university?
7. In a baseline report done by one of your implementers, there was a reference to the lack of social workers and access to services in rural areas. Can you speak to any efforts that your program(s) (or those in other sectors) are implementing to reduce the discrepancy?

Thanks so much for your time and we look forward to our discussion.

Dr. Rebecca Davis and Dr. Allison Blake
Institute for Families
Center for International Social Work
School of Social Work
Rutgers, The State University of New Jersey
redavis@ssw.rutgers.edu
ablake@ssw.rutgers.edu