

APPLICABILITY OF THE OREGON-BASED PUBLIC AND PRIVATE CHILD  
WELFARE MODELS TO UKRAINE: A CASE STUDY OF THE TRAINING  
SEMINARS FOR UKRAINIAN OFFICIALS AND CHILD WELFARE  
PROFESSIONALS

by

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A THESIS

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## An Abstract of the Thesis of

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WELFARE PROFESSIONALS

Approved: \_\_\_\_\_

Dr. Kathie Carpenter

This study assesses the implementation of Oregon-based child welfare models in Ukraine in the context of the Family For Children (FCP) curriculum. Both trainees' and trainers' perspectives on these issues were surveyed. The assessment shows that the implementation of Oregon-based models needs some adjustment to local socio-economic conditions and current child welfare policies in Ukraine. Nine recommendations have emerged as a result of this study that relate to logistical, organizational, and communicational aspects of the training. None of the recommendations concern the conceptual content of the training, and overall all participants judged the curriculum and training to be very successful.

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## CHAPTER I

### INTRODUCTION

#### Background

About 100,000 children in Ukraine lack family care (Ukraine National Report, 2007). According to Ukraine's Ministry of Family, Youth and Sport, the majority of these children reside in state-run institutions such as orphanages, boarding schools, and shelters (UNICEF Analytical Report, 2001).

According to recent studies of children adopted from Eastern Europe, including the Post-Soviet Union countries, raising abandoned children in state-run orphanages has a negative impact on their development and affects their physical, behavioral, social, and emotional levels (Maclean, 2003; Judge, 2004; McGuinness & Pallansh, 2006). These studies argued that the orphanage environment does not provide children with a sufficient amount and quality of social interaction, developmentally appropriate activities, or opportunities for choice (Landesman & Sackett, 2000). Moreover, the state-run orphanages are usually characterized by poor hygiene, a lack of caregivers' professionalism, an inappropriate caregiver/child ratio, and relative isolation from the outside world (Landesman & Sackett, 2000).

This study addresses recent child welfare trends in Ukraine through evaluating and analyzing a training curriculum on child welfare issues designed by Holt

International Children's Services for Ukrainian officials and child welfare professionals, in collaboration with several Oregon-based public-and non-profit organizations.

### Roots of My Interest in Child Welfare

When I analyze the roots of my interest in child welfare, I always remember one remarkable episode from my childhood. At my elementary school in Moscow in the former Soviet Union, there was one boy in our class who completely differed from the other thirty students. He played strange games instead of listening to our teacher, verbally and physically abused girls in our class, and neglected his hygiene. I remember his dried and cracked fingers because, as he explained to some students in our class, he never washed his hands. He was raised by a single alcohol-abusing mother. Although everyone understood his harsh family situation, almost nobody wanted to play with him, including myself. After he finished the second grade, his mother was deprived of parenting rights for severe neglect, and he moved to one of the state-run orphanages. Four years later, I unexpectedly met him in one of the boys' and girls' scout camps and easily recognized him among other children from the same orphanage who spent their winter break outside the city<sup>1</sup>. He looked the same when he left our school four years ago. He had developed neither physically nor socially.

Now, as a mother, I understand that children parented by families in crisis are victims of circumstances and should be protected by the state law. However, depriving

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<sup>1</sup> According to Resolution of Council of Ministers # 5 from January, 1984, 10-15 percent of places in the state-run boys'-and girls' scout camps were provided for orphans and children devoid of parenting care during official school breaks (Muchina, 1986).

parents of their parenting rights and placing children in orphanages should not be the only option in a civil society.

At that time, in the early 80s, placing orphans and children devoid of parenting care was the only option in all countries constituting the former Soviet Union. The State subsidized all orphans with living support and provided them free housing (usually a room in an apartment) when they left their institutions (Muchina, 1986). Since all institutions were centrally controlled by the State, and no private profit and non-profit organizations were allowed in the country, neither services nor programs for family support or preservation and other child welfare options were developed during the seventy years of Soviet Union existence. In the early 90s, when all countries of the former Soviet Union, including Ukraine, declared their independence, the new governments slowed down the financial support of all state-run institutions including orphanages. Living conditions in state-run orphanages in all the newly independent countries worsened every year, first of all, because of the economic collapse, and second, because “constraints resulting from the prevailing ideology and poor organization and corruption have also played their part” (EveryChild, 2005). Many children who had previously experienced neglect and abuse in their families started to face the same conditions in their institutions (EveryChild, 2005).

As a graduate student pursuing a Master degree in International Studies, I learned from my academic curriculum and internship experience that a variety of ideas from many diverse and well-structured child welfare programs and services could be helpful to families with children in order to address all complex issues of child welfare.

### Internship with Holt International Children's Services

From the beginning of my study in the International Study Program, I have been looking for work experience in the area of international development. I was especially interested to get an internship in the local non-profit organization that works nationally and internationally in the field of child advocacy. Fortunately, I found an internship at Holt International Children's Services for the 2007/08 academic year.

Although originally an adoption agency, Holt International is now nationally and internationally respected for its pioneering work in family preservation. Guided by the mission of "every child having a permanent, loving family," Holt International responds to the various needs of children around the globe and advises on family preservation and reunification through intra-country and inter-country adoption. When a child cannot remain with or return to his birth family, Holt works with governments and Non-governmental organizations to find an adoptive family for the child within his culture and country of birth. In a number of countries, including many countries of the former Soviet Union with which Holt International works child welfare programs and services are underdeveloped and face significant social stigma. In such cases, Holt International advises in establishing new child welfare policies as well as in developing child welfare alternatives to institutionalization.

My internship at Holt International focused on Holt's Families for Children Program (FCP) in Ukraine. This program works together with the Ukrainian government on reforming the child welfare system by helping local organizations build their capacity to de-institutionalize children and place them in family-type care (Holt International,

Program in Ukraine). The main principle of the FCP strategy is preventing children who are at risk for institutionalization from losing parental support and care (FCP Program Overview, 2005).

One of the major projects of the FCP is to administer training on child welfare issues for Ukrainian officials and child welfare professionals by well-known Oregon-based public-and non-profit organizations. Since December 2005, two Ukrainian groups have been coming to Eugene for one-week intensive training seminars each year. Several Oregon-based public and non-profit organizations provide these trainings and two of the organizations also trained the Ukrainian child welfare professionals in Ukraine in 2007 and 2008.

In their training seminars, the Oregon-based organizations teach the Ukrainian representatives about theory and practice, how child welfare models work in Eugene and Springfield and how these models might be applied and implemented in Ukraine.

My responsibility in this project was an evaluation of FCP training seminars that Holt International organized for the Ukrainian representatives together with Oregon-based public and non-profit organizations in Eugene, Oregon or Ukraine. The evaluation was conducted in order to assess the effectiveness of the FCP training seminars and measure their outcomes. The results of this evaluation were summarized in the Final Evaluation Report that I submitted to Holt International Children's Services in June 2008.

In Spring 2009, I traveled to Ukraine to assess the relevance and feasibility of my recommendations and conclusions, in the context of Ukraine's rapidly changing social climate.



### Research Questions and Methodology

The purpose of this research is to determine the challenges and concerns of implementing the Oregon-based child welfare models in Ukraine by investigating both trainees' and trainers' perspectives on these issues in the context of the FCP training curriculum. In order to understand the Ukrainian child welfare professionals' challenges, I analyzed their expressed needs and expectations from the training seminars, the applicability of the knowledge and skills to trainees' work places, and trainers' level of understanding of participants' needs and expectations from the training. Finally, I investigated the professional impact of the training participation on training providers. Although there were a number of international trainings on the child welfare issues in Ukraine, I concentrated on the training seminars organized by Holt International through Family For Children Program (FCP) in Ukraine and provided by several Oregon-based non-profit organizations. In my opinion, these training seminars are unique among other successful international non-profit organizations in their collaborative, community-based effort to share their experience in the child welfare field to Ukraine.

The following research questions guide this study:

According to the trainees, what challenges or concerns should be addressed in order to implement and sustain the Oregon-based child welfare models in Ukraine?

According to the trainers, what challenges or concerns should be addressed in order to implement and sustain the Oregon-based child welfare models in Ukraine?

Does the training meet the expectations of participants in terms of clarity of presented information?

Does the training meet the expectations of participants in terms of relevance to their workplaces?

Are participants able to use knowledge and skills received during the training in their work places?

Does the training meet the expectations and needs of participants with regard to cultural and socio-economic differences between the U.S. and Ukraine?

What is the trainers' level of understanding of the participants' needs and expectations, according to trainers?

What impacts has the participation in training seminars had on trainers?

What recommendations to international non-profit organizations (NGOs) have emerged as a result of this study?

This study will contribute to a deeper and wider understanding of challenges that Ukraine has been experiencing while reforming the child welfare sector and the significance of the project that Holt International implements through FCP in Ukraine. Other countries reforming their child welfare sector, and other training programs on child welfare issues can also utilize this study.

In order to answer the research questions, I gathered both quantitative and qualitative information from a range of sources, including program documentation and observation of two training seminars. I also created and managed four surveys for trainees and two surveys for trainers, and conducted two focus groups with both trainees and trainers from local NGOs. During the research period, from October 2007 to June

2008, 67 Ukrainian trainees and 4 Eugene-based public and non-profit organizations (or 6 trainers) were surveyed.

### Outline of the Thesis

In Chapter I, I have provided an overview of background information on child welfare in Ukraine, stated the central research problem, and introduced the research questions and the methodology.

In Chapter II, I will discuss child welfare in Ukraine in greater depth and detail, comment on current social policies and incentives of the Ukrainian government toward changing the child welfare sector, and highlight the importance of developing social work as a new field and profession in Ukraine.

In Chapter III, I will discuss Family For Children Program in Ukraine (FCP), by presenting and analyzing its goals and strategy for reforming the child welfare sector.

In Chapter IV, I will discuss my research methodology by introducing the logic model, research design and timeline, data collection, and analyses procedures.

In Chapter V, I will present the findings based on the research analysis.

In Chapter VI, I will make recommendations to international NGOs that administrate or provide training on the child welfare issues in Ukraine.

## CHAPTER II

### CHILD WELFARE IN UKRAINE

#### Ukraine in Transition

I, too [as his older brother], want to go to the internat [a state-run boarding school]. There they eat four times a day. I want so much to eat. My mother has started to drink a lot lately. She washes or repairs things for people, gets some money, and drinks. There's not enough money for food" (Wanner & Dudwick, 2003, p. 267).

Ukraine was a part of the Union of Soviet Socialist Republics from 1919 to 1991. In August 1991, Ukraine proclaimed its independence. Guided by Western ideas as were all other countries of Eastern Europe, Ukraine turned its direction toward democracy and a free-market economy. Such sudden political and economic changes swamped the whole country. The human cost of political and economic transitions has been high, especially for the most vulnerable population of the country, children (The World Bank Report on Poverty in Ukraine, 1996).

Since Ukraine's independence, transition outcomes, such as poverty level and living standards, have shown declines (The World Bank Report on Poverty in Ukraine, 1996; Revenko, 1997). The major factors with the biggest impact on the poverty level and the decline of living standards of the majority of the Ukrainian population have been the following: a dramatic drop in real wage, decreased consumption of basic products, growing unemployment, and a complete devaluation of the population's deposits in savings banks (Revenko, 1997). For example, the monetary reform in 1991 "overnight

had converted amounts sufficient to buy a car or an apartment... to just enough money to buy a bottle of vodka” (Wanner & Dudwick, 2003, p.296).

The proportion of income spent by the Ukrainian population on food increased from 33 percent in 1990 to over 60 percent in 1996 (Revenko, 1997). The cost of the food component exceeded the minimum wage by 1.131 percent in 1991 (International Labor Office, 1995). These indicators demonstrate that some citizens did not have enough money even for food. According to the World Bank, 29.5 percent of the Ukrainian population was living in poverty in June 1995 (The World Bank Report on Poverty in Ukraine, 1996). Other studies have reported even higher levels of poverty. For example, an in-depth research on poverty conducted by Dr. Revenko found that 85-90 percent of the Ukrainian population had fallen into the category of poor in 1996 up from 11.3 percent in 1990 (Revenko, 1997).

Although these studies used different methods to measure poverty in Ukraine, they arrived at similar conclusions about the most affected groups. Both studies indicated that the poorest families usually were single women with children and families with more than one child under the age of 15 years or with dependent elderly family members over age 64 (The World Bank Report on Poverty in Ukraine, 1996; Revenko, 1997). According to the World Bank analysis of family composition in Ukraine, many households consisted of three generations, from grandparents to grandchildren, with only one or two working adults who were able to support the whole family. Table 1 shows that the poverty headcount index increases dramatically as the household dependency ratio increases (The World Bank Report on Poverty in Ukraine, 1996).

**Table 1: Children and Poverty in Ukraine, 1996**  
(based on the World Bank Report on Poverty in Ukraine, 1996)

Number of Children under 15 years of age in Household	Percent of all Households	Percent of Poor Households	Poverty Headcount Index <sup>2</sup>
0	59	53	27
1	24	26	32
2	15	17	34
3 or more	3	4	48
Total	100	100	30

In 1999, among 7.7 million families with children (43.7 percent from all families), 12.9 percent of families living in an urban area and 6.2 percent of families living in rural areas consisted of children and one adult, usually a woman. Furthermore, every fourth family among these single-parent families had two children, 3.4 percent had three or more children, and 1.5 percent of families consisted of children and pensioners (UNICEF Report on Families Well-being in Ukraine, 2001). All these factors indicated that almost one half of all families with children have been fallen into the poorest category.

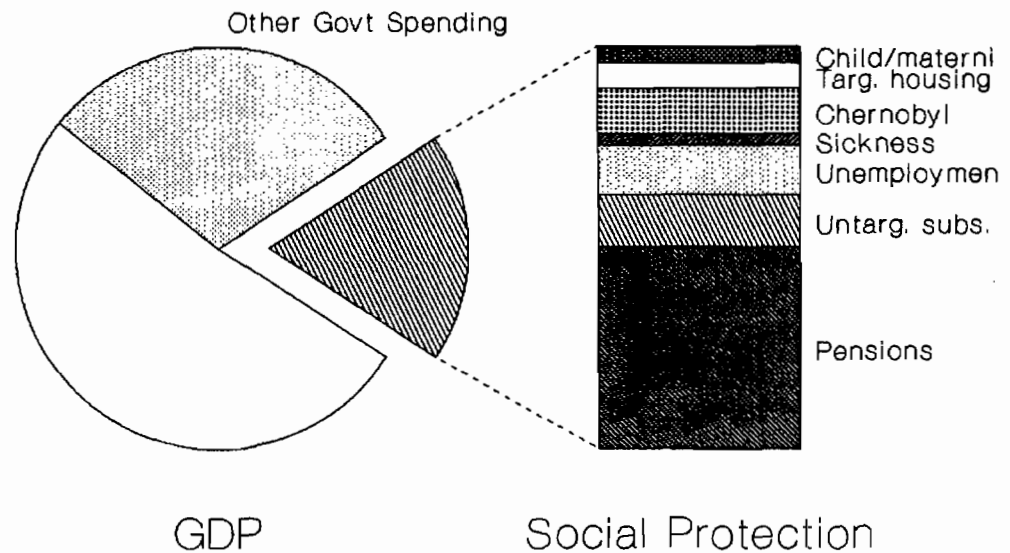
At the same time, cutting governmental expenditure on social assistance resulted in reducing expenditure on needy families and children. The total budget for child and family benefits in 1996 was approximately 1 percent of Gross Domestic Product (GDP), and 6 percent of government spending was on social assistance (The World Bank Report on Poverty in Ukraine, 1996).

Moreover, all benefit shares demonstrated in Graph 1 were ineffective in subsidizing poor families because of their inadequate monetary value (World Bank

<sup>2</sup> Poverty headcount index is the percentage of households (or individuals) whose per capita consumption is below the poverty line.

Report, 1996; Revenko, 1997). For instance, parental leave benefit was assessed at about 30 percent of the average wage in January 1993, but the same benefit had devaluated to 7.7 percent of the average wage by December 1993 (International Labor Office, 1995).

**Figure 1: Ukraine Social Protection System (1996 Budget)**  
(based on the World Bank Assessment on Poverty in Ukraine, 1996)



In addition, all family and child benefits were unfairly and inefficiently distributed among poor populations, and the benefit application process tended to be time-consuming and humiliating (The World Bank Report on Poverty in Ukraine, 1996). Particularly, mothers of large families were usually labeled by many responded people as “alcoholics” who “could not be trusted to use the assistance for their children” (Wanner & Dudwick, 2003, p. 269). Some people interviewed in Wanner & Dudwick’s study even recommended refusing benefits to families with many children and forcing sterilization

(Wanner & Dudwick). As a result, political and economic changes affected the most vulnerable population of the country - children.

The well-being of children affected national demographics both immediately and in the long term. The demographic situation in Ukraine changed negatively from 1991 to 2001 (UNICEF Report on Family Well-being in Ukraine, 2001). According to UNICEF Report (2001), the population of children declined to 19 percent (or 2.1 million people) from 1991 to 2001, and this trend was ongoing until today due to several factors. First of all, the death rate in Ukraine exceeded the birth rate throughout the 1990s (UNICEF Report on Family Well-being in Ukraine, 2001). Second, the infant mortality rate, which is also a universal indicator of poverty, varied across the regions in Ukraine, but usually exceeded 10 deaths per 1,000 live births since 1990 to 2003 (UNICEF Report on Ukraine, 2004). Third, due to low living standards and inadequate conditions for the reproduction of life, most Ukrainian married couples did not want to have more than one child (Wanner & Dudwick, 2003; UNICEF Report on Ukraine, 2004). As a result, Ukraine's population in July 2008 consisted of 46 million people, only 6.3 million or 13.8 percent of which were children under the age of 14 (CIA, The World Fact Book). In contrast, children under the age of 14 in the United States consisted 20.2 percent of the adult population in July 2008 (CIA, The World Fact Book).

Moreover, from 1993 to 2002 the number of children with disabilities increased by 28.5 thousand even as the overall population of children decreased (The Ukrainian National Report, 2002). The percentage of children with disabilities in the population rose from 1.1 to 1.6 due to an inadequate funding of both primary medical and



specialized services (The Ukrainian National Report, 2002). According to the Ukrainian National Report (2002), the total number of disabled children in 1999 was 150.3 thousand (or 156.4 per 10,000 children). In 2006, the number of children under 18 with disabilities consisted of 168,128 persons (The Ukrainian National Report, 2007). The main reasons for the primary disability among children under 16 were in the following statistical data of 2005/06: 23.8 percent of congenital defects, malformations, and chromosomal abnormalities, 20 percent of nervous system disorders, and 16.1 percent of mental and behavioral disabilities (The Ukrainian National Report, 2007). In contrast, in Japan in 2006, 93,100 persons under 18 years of age had physical disabilities and 164,000 persons under the age of 20 years had mental disabilities (Ministry of Health, Labor and Welfare of Japan, 2006). These numbers should be compared by taking into account the fact that the population of Japan was almost three times higher (127,288,416 people as of July 2008) than the population of Ukraine that consisted of 45,994,288 people in July 2008 (CIA, The World Fact Book).

Furthermore, beginning in 1995, the HIV infection has been spreading among children in Ukraine. For example, in 2000, 737 HIV/AIDS cases were registered in Ukraine, in comparison with only 12 registered cases in 1995 (UNICEF HIV/AIDS Affected Children Report, 2001); but already in 2006, 2,835 HIV cases were officially registered in Ukraine as shown in Table 2 (Ukraine National Report, 2007).

According to the study of the Ukrainian AIDS Center in 2000, 722 children were infected through virus transmission from mother to child and 24 children were infected through injecting drug use (UNICEF HIV/AIDS Affected Children Report, 2001).

Another study of social and material status of families affected by HIV was conducted in four regions in Ukraine.

**Table 2: Statistics on HIV/AIDS Children and Children who Died of AIDS as of January 2006**

(based on the data of the Ministry of Health of Ukraine, Ukraine National Report, 2006)

Year	Number of new officially registered cases of HIV-positive children	Number of children who died of AIDS
2002	1,379	23
2003	1,843	38
2004	2,293	33
2005	2,516	5
2006	2,835	29

In addition, every fifth child who was diagnosed with HIV was abandoned by her/his mother at the maternity hospital (UNICEF HIV/AIDS Affected Children Report, 2001). According to Article 143.3 of the Ukrainian Family Code, the parents might abandon the child in the maternity hospital or any other health institution if the child suffers from serious physical an/or mental handicaps, as well as under other essential circumstances that were not clearly defined in any legal document (Organization for Security and Cooperation in Europe (OSCE) Assessment of the Adoption System in Ukraine, 2005). Due to insufficient information about HIV/AIDS in Ukraine, HIV-positive children were isolated from other children and usually discriminated in their right to enter public educational institutions (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005).

Finally, the percentage of children born to officially unmarried women rose by 66.7 percent or 18 percent of all births between 1989-2001 (UNICEF Report on Ukraine,

2004). According to Harwin (1996, p. 176), the vulnerability factor of single parenthood correlates with use of public services in many Western countries, especially when the babies were born to mothers under the age of twenty and were usually “unplanned and often unwanted.”

As a consequence, the numbers of abandoned infants, orphans, “social orphans,”<sup>3</sup> and street children, all grew catastrophically during 1991 – 2001, the first decade of the transition period. The number of children deprived of family care and placed in state-run institutions rose to 44 percent in 1999 in comparison with the placement statistics of 1995 (UNICEF Report on Family Well-being in Ukraine, 2001). According to the NGO “EveryChild,” out of 100,000 children devoid of parental care, 12,000 – 15,000 were children whose parents left them at birth (EveryChild, 2005). Among children residing in the state-run institutions or surviving on the streets, large numbers of children were “social orphans” who might have living parents or who even might not be devoid of parental care, but who were not currently living under the care of those parents. Children devoid of parental care resided in the different residential facilities in Ukraine according to the age of the child. For example, children from 0 to 3 years old were placed in ‘baby-homes’, children from 3 to 7 years old resided in ‘children’s homes’, and from 7 to 18 in boarding schools (Organization for Security and Cooperation in Europe (OSCE)

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<sup>3</sup> This commonly used term is employed with frequency in the former Soviet Union in a variety of contexts. For a basic definition, see the Russian Orphan Opportunity Fund, Glossary of Terms, <http://www.roofnet.org/pages/page.php?ref=about/glossary> (last visited Feb. 24, 2008) (describing the social orphan as “a child who lives in an orphanage and whose parents have been denied their parental rights because of alcoholism, neglect, child abuse, etc. Parents can also bring their children to orphanages due to a variety of other reasons, including economic hardships—such children are also termed social orphans . . .”).

Assessment, 2005). There were also shelters in case of an emergency for children from 7 to 18 years old for a maximum of 3 months (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005). By law, street children were temporarily placed in shelters and given legal, psychological, medical assistance, and then returned to their families or guardianship or placed into family-type or institutional care (United Nations Convention on the Rights of the Child, 2007). According to the State Committee of Statistics in Ukraine, children who were placed in shelters had the following family compositions: 17.2 percent came from families with both parents, 36.7 percent had one parent, 7.4 percent came from functional families, 40.2 percent came from dysfunctional families (UNICEF Report, 2001).

As of 1999, 3,500 infants were raised in 48 ‘baby-homes’ under the Ministry of Public Health, 4,500 children lived in 73 ‘children homes’ under the Ministry of Education 11,500 children resided in 41 boarding schools for orphans and children devoid of parental care, 1000 children were parented in 77 family-type homes, and 2,700 children with disabilities lived in 58 boarding schools under the Ministry of Labor and Social Policy (UNICEF Report of Children’s Well-being in Ukraine, 2001). Moreover, 89 shelters with the capability to accommodate 3,190 children functioned in Ukraine in 1999 (Ukraine National Report, 2002).

The main reasons why so many children were residing in institutional care in Ukraine, despite the fact that the birth rate was going down, were summarized by the NGO “EveryChild” in its study of institutional childcare in the former Soviet Union. “EveryChild” cited several authors and studies about this issue from which I chose Vitillo

(1992) and Harwin (1996), who in my opinion found the most objective roots of the growing number of children left without parental care in Eastern European countries, including Ukraine. According to Vitillo (1992), social and economic misbalance in the society is the first reason that affected both the human and material well-being of families with children. In other words, families with children became much poorer and vulnerable. Second, a negative cultural attitude toward single mothers and children born with special needs or disabilities produced more abandoned infants or children in the society. Finally, a cultural tendency to hide social problems hindered the awareness of these problems, which delayed the creation of tools to deal with them. Harwin (1996) identified the four main factors that contribute to the number of children in institutional care: living standards (including income levels, housing, and health), family structures (single parent, family with many children), legislation, and culture (historically heavy dependency on institutional care). However, the impact of living standards and family structures on the entry into institutional care are mediated by legislation and culture (Harwin, 1996). In Harwin's point of view, "legislation reflects not only professional ideologies about the best interests of the child but also builds on deeply held cultural traditions" (Harwin, 1996, p. 172). Therefore, the current child welfare policy and laws related to child welfare in Ukraine will be discussed next.

Current Social Policies and Incentives of the Ukrainian Government Toward Reforming  
the Child Welfare Sector

Children are equal in their rights regardless of their origin and whether they are born in or out of wedlock. Any violence against a child, or his or her exploitation, shall be prosecuted by law. The maintenance and upbringing of orphans and children deprived of parental care is entrusted to the State. The State encourages and supports charitable activity in regard to children (Constitution of Ukraine, Chapter II, Article 52,).

After its declaration of independence, Ukraine experienced rapid political and economic transformations that pushed forward necessary changes in the country's social policy. The first step that Ukraine took toward the well-being of the child population was the ratification of the United Nations Convention on the Rights of the Child in February 1991 and the creation of an action plan for the implementation of the World Declaration on Ensuring Survival, Protection and Development of Children (National Report of Ukraine, 2000). Six years later, in June 1996, Ukraine adopted the new version of the Constitution of Ukraine that finally met the international legal standards such as the United Nations Convention on the Rights of the Child (National Report of Ukraine, 2007). Since 1996, the National Program "Children of Ukraine" has been put into effect and has defined the major directions of the government's social policies in childhood protection, especially in improving the demographic situation of the country (UNICEF Analytical Report, 2001)

Although fundamental documents were developed, the visible progress in the well-being of children remained negligible through the 1990's (Lough & Panos, 2003). The child welfare sector did not start to show signs of progress until the beginning of the twenty first century. According to the Ukraine National Report (2007), "in the period

2002-2006 Ukraine took some essential steps on the road to the protection of children's rights, both on the political and legislative levels." During this period, the government tried to address the most crucial issues of the well-being of families and children, such as reducing the poverty level and improving the quality of life for families, children and youths (Ukraine National Report, 2007). In June 2000, the first President of Ukraine, Leonid Kuchma, signed the law "On State Social Welfare to Low-income Families" that guaranteed monetary support to the least socially protected families who live below 'the Minimum Living Standard' that was defined by this law of Ukraine (Law of Ukraine, 2000). However, due to limited financing, the State was not able to provide the social assistance on the level of actual subsistence minimum (Ukraine National Report, 2007).

One year later, in 2001, President Kuchma signed the law "On Introducing Amendments to the Law of Ukraine 'On State Assistance to Families with Children'" that established a state-guaranteed level of material support in the form of cash, the amount of which depended on family composition, its income, and age of children (Law of Ukraine, 2000). Under this law, five different types of State Assistance were identified: pregnancy and childbirth assistance, one-time allowance for childbirth, assistance for the care of a child under the age of three, assistance for children under guardianship and trusteeship, and assistance for low-income families with children (Law of Ukraine, 2001).

According to the Resolution of the Cabinet of Ministers of Ukraine # 1712 of January 21, 2001, the Anti-Poverty Strategy was developed to complete its realization until 2009 (Ukraine National Report, 2007). The most significant increase in allowances that targeted families with children was adopted only in 2006 in compliance with the law

of Ukraine “On State Assistance to Families with Children” (Ukraine National Report, 2007). These efforts of the Ukrainian government to increase social benefits to the most vulnerable population led to the reduction of the poverty level measured by the subsistence minimum as an absolute criterion, the dynamics of which is demonstrated in Table 3 (Ukraine National Report, 2007).

**Table 3: Dynamics of Poverty Indicators by Absolute Criteria for Various Households with Children in 2000 and 2005 (Percent).**

(calculated by the Institute of Demographics and Social Research of National academy of Science of Ukraine, Ukraine National Report, 2007)

Types of households with children	Poverty below the subsistence minimum (absolute criterion) in 2000	Poverty below the subsistence minimum (absolute criterion) in 2005
Households with at least one child	74.6	43.8
With several children	78.4	49.9
Without children	65.9	33.0
Households with at least one juvenile of 14-16 years of age	75.2	46.6
Households with children, young people and pensioners	86.0	57.9
Households with children where all members are able-bodied	59.6	27.6
Households with at least one unemployed young person of 18-35 years of age.	81.3	59.4
Young families residing in separate households	71.7	39.1
With children	74.2	43.3
Without children	46.4	15.1
Total population	70.6	38.2



Rights of parents and children were regulated by the Marriage and Family Code of Ukraine amended in December 2002. This law protected the rights of orphans and children devoid of parental rights and regulated placement and maintenance of these categories of children after their biological parent or parents were dead or deprived of parental rights for reasons such as: (1) parents had not taken the child away from the maternity home; (2) parents avoided discharging responsibilities to educate the child; (3) parents treated the child in a brutal manner; (4) parents were chronic alcoholics or drug addicts; 5) parents exploited the child or involved him/her in begging and vagrancy; or (6) parents have been convicted for committing an intentional crime against the child (Article 164, Chapter 13 of the Marriage and Family Code of Ukraine, 2002). According to the Marriage and Family Code of Ukraine (2002), the placement of orphans and children devoid of parental rights included the following options: adoption (Chapter 18), guardianship (Custody and Care of Children, Chapter 19), foster care or family-type homes (Art. 252 Chapter 20), and state-run institutions. The law of January 2005 “On Provision of Organizational and Legal Conditions of Social Protection for Orphans and Children Devoid of Parental Care” prioritized family-based care for these categories of children and promoted de-institutionalization (Ukraine National Report, 2007). According to this law, a child might be placed in a state-run institution only if there was no possibility of family-type care (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005).

The Presidential Decree # 1086 of July 2005 “On Priority Measures to Improve the Children’s Protection System” created measures to prevent abandonment and to

provide support to low-income families (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005). This law was an effort of the Ukrainian Government to develop a social security system for orphans and children devoid of parental care guided by the principle ‘money follows the child.’ Under this principle, financial support transfers whenever a child is moved, either to his/her birth family or any alternative care, such as foster care, family-type home, or state-run institutional care (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005). However, according to the Accounting Chamber of Ukraine, only 77 percent of the children eligible for this benefit received it in 2006 due to an underdeveloped data bank of orphans and children devoid of parental care provided by the Ministry for Family, Youth and Sport (Accounting Chamber of Ukraine, 2008).

Two alternative family-based forms of child welfare in Ukraine, foster care and family-type homes, were still at their early stages of development (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005). According to Ukrainian laws<sup>4</sup>, a foster family could voluntary take a maximum of four children from state-run institutions for care and common living (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005). The family-type home could take care of a maximum of ten children, including their biological children and not fewer than five institutionalized children (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005). An orphan or child devoid of parental care could be placed in a foster

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<sup>4</sup> The Regulation about Family Type Home #564 from 2002 and the Decree of the Cabinet of Ministries of Ukraine about approval the Regulation about Foster Family #565 from 2002. The Law on Provision of Organizational and Legal Conditions of Social Protection for Orphans and Children Devoid of Parental Care # 2342-IV from 2005.

family or a family-type home until he/she is 18 years old (Family Code of Ukraine, Art. 252 Chapter 20, 2002). In Table 4, the number of children placed into foster families or family-type homes has been compared to the number of children placed into institutional care in the period from 2000 to 2006.

As of January 2008, a total of 6,036 children deprived of parental care were raised in foster families and family-type homes (Info-agency “Glavred,” 2008). Since 2007, all foster parents and family-type homes have been receiving social assistance at double the actual subsistence minimum for children under 6 years plus 35 percent of this amount for their service (Saiz, 2007).

**Table 4: Number of Children Placed into Institutional or Family-based Care from 2000 to 2006**

(based on the data of the Ministry of Family, Youth and Sport of Ukraine, National Report, 2007)

Year	Number of Orphanages	Number of children placed into orphanages	Number of Foster families	Number of children placed into Foster families
2000	95	786	38	49
2001	102	839	48	59
2002	112	861	45	64
2003	128	955	70	106
2004	129	991	116	191
2005	149	1,025	180	288
2006	234	1,462	744	1,152

In the beginning of the twenty first century, the family-type home was a private initiative, largely unregulated. Later, state policy started to require training and analysis of the family situation controlled by special agencies (ForUm, 2006). For instance, out of 3,000 families who applied to open family-type homes in 2006, only 600 families had

been approved by the responsible agencies (ForUm, 2006). The number of children parented in the family-type homes has been growing since 2005 from 1,313 children to 2,049 children in 2008 (The President of Ukraine Homepage, 2009). Since 2007, the family-type homes have been receiving the same assistance as foster families plus the support from the local budget (the city or rayon<sup>5</sup>) for purchasing a building, furniture, and toys (Saiz, 2007).

Ukraine's Minister of Family, Youth and Sport, Yuri Pavlenko, has prioritized the work of the Ukrainian government toward child welfare in the following order: domestic adoption, national guardianship, and orphanage reform (ForUm, 2006). The orphanage reform is to be implemented over the course of 10 years (2005-2015) in order to reorganize the large institutional facilities for 300 children to small community-based facilities for 50 children (ForUm, 2006).

Despite the fact that promoting domestic adoption had been the first priority in Ukraine, the statistics in Table 5 on page 26 demonstrates that the intra-country adoption actually declined from 2002 to 2005 (Ukraine National Report, 2007). Moreover, among adoptions by Ukrainian citizens, 54 percent or 1,666 children were adopted by stepparents in 2005 (United Nations Convention on the Rights of the Child, 2007). The main reasons for decline in the national adoption rate were summarized by the Organization for Security and Cooperation in Europe (OSCE) in its Assessment of the Adoption System in Ukraine in 2005. First of all, a general negative public opinion toward adoption led to hiding the fact that a child was adopted (Organization for Security

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<sup>5</sup> Rayon – the Russian/Ukrainian world of the territorial unit corresponding the U.S. 'county.'

and Cooperation in Europe (OSCE) Assessment, 2005). The Family Code of Ukraine reflected this attitude of “secrecy” toward adoption and secured the right of the adopting family to change the information on the place and date of birth of the child within six months (Article 233, Family Code, 2002).

**Table 5: Number of Adopted Orphans and Children Devoid of Parental Care.**  
(based on the data of the Ministry of Family, Youth and Sport of Ukraine, National Report, 2007).

Adoption indicators	Total of 2002	% of total number of adopted children in 2002	Total of 2003	% of total number of adopted children in 2003	Total of 2004	% of total number of adopted children in 2004	Total of 2005	% of total number of adopted children in 2005
Children devoid of parental care	-		96,112		97,590		97,829	
Adopted by Ukrainian citizens	4,584	66.2	4,103	64.7	3,515	62.8	3,085	58.9
Adopted by foreigners	2,341	33.8	2,242	35.3	2,081	37.2	2,156	41.1

Second, intra-country adoption was bureaucratically complicated and usually costly for Ukrainian families (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005). For example, there were cases when the adoption process lasted for six years and officials “did all their best to prevent the adoption” (ForUm, 2006). Finally, no material incentives or social benefits were provided to the adopting family such as birth allowance or maternity leave that were granted to biological parents.

In addition, no assistance in the form of money or access to additional services was provided to an adopted child with special needs or disabilities (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005).

In 2006, Yuri Pavlenko said that the government was planning to eliminate fees on adoption procedures for Ukrainian citizens and implement psychological and social training for the adoptive families (ForUm, 2006). According to the Initial Report of Ukraine on “The Sale of Children, Child Prostitution and Child Pornography,” the state policy aimed for expanding the national adoption system and worked toward establishing a system of social and material assistance for adoptive families (United Nations Convention on the Rights of the Child, 2007). In March 2006, the State Department on Adoption and Protection of the Rights of the Child under the Ministry of Family, Youth and Sport of Ukraine, was established with the purpose of strengthening domestic adoption (Ukraine National Report, 2007).

The year 2008 was declared by the current President of Ukraine, Victor Yushchenko, the Year of National Adoption in Ukraine (Info-agency “Glavred,” 2009). In November 2008, an All-Ukrainian Adopting Parents Forum was held in Kyiv that summarized the results of the orphanage reform that began in 2005, as well as results of the National Adoption Year (Info-agency “Glavred,” 2009). According to an independent analytical agency “Glavred” (2009), for nine months of 2008 the Ukrainian citizens adopted 1,514 children as well as became guardians of 10,263 children and foster parents of 1,515 children who were devoid of parental care. In order to support and stimulate domestic adoption, Victor Yushchenko submitted to the Parliament the law

proposal that guaranteed to all adopting parents the same birth allowance that was provided to biological parents without any limits on the child's age (President of Ukraine Homepage, 2009). This law should come into force in January 2009 (President of Ukraine Homepage, 2009).

Likewise, inter-country adoption declined in Ukraine after 2001, when the number of children adopted by foreigners reached its peak of 2,675 (Organization for Security and Cooperation in Europe (OSCE) Assessment, 2005). The main adoptive countries were the USA, Italy, Spain, France, and Canada (Pavlenko, 2006). By law, adoption served in the best interests of the Ukrainian child and became legalized after a court decision (Family Code, Chapter 18, Article 207.1&2, 2002). A child who was a Ukrainian citizen might be adopted by foreigners only when all possibilities of guardianship, foster care, domestic adoption, or upbringing by a Ukrainian family had been excluded (United Nations Convention on the Rights of the Child, 2007). According to the Organization for Security and Cooperation Assessment of the Adoption System in Ukraine (2005), healthy children under seven years old were no longer available for inter-country adoption, which meant that only older children or children with disabilities could be adopted by foreigners. This policy addressed the major concern among the Ukrainian officials regarding international adoption, which was child trafficking or exploitation. For example, Yuri Pavlenko explained that, due to this concern, some Ukrainian officials did not support the ratification of the Hague Convention on International Adoption. In his opinion, the ratification of this main document on international adoption would help to regulate the accreditation of organizations that provide assistance in international

adoption and control their activity. According to Pavlenko, any “middleman” in the international adoption process was illegal (ForUm, 2006). On the 1247<sup>th</sup> Meeting of the Committee on the Rights of the Child, the Ukrainian Representatives, Ms. Koreneva, said that the Hague Convention had not been ratified by Ukraine for two reasons. First of all, some officials had concerns about “integrating commercial organizations,” such as adoption agencies, in the adoption process (United Nations Convention on the Rights of the Child, 2007). Second, under Ukrainian law, adopted children remain Ukrainian citizens; in contrast, under the Hague Convention, they would take the adoptive parents’ nationality. In her opinion, Ukraine should have bilateral agreements with adoptive countries in order to protect Ukrainian children adopted by foreigners (United Nations Convention on the Rights of the Child, 2007).

In 2006, the National Action Plan for Realization of the United Nations Convention on the Rights of the Child until 2016 was developed and determined the main directions of protection of children’s rights in order to reach the Millennium Development Goals. This Plan created objectives of the final Outcome Document of the United Nations General Assembly Special Session on Children “A World Fit for Children” (Ukraine National Report, 2007). The priorities of the state policy of Ukraine were overcoming poverty, improving mother/child health, fighting HIV/AIDS, ensuring access to quality education, protecting the rights of orphans and children devoid of parental care including child trafficking, and encouraging local community initiatives to improve the situation of children (Ukraine National Report, 2007). However, these



priorities toward achieving the Millennium Development Goals could not be reached without the development of professional social services in Ukraine.

### Developing Social Work as a New Field and Profession in Ukraine

In the first place Soviet society did not see social work as a distinct profession with its own knowledge base and expertise. It was not possible to train to become a professional social worker; the very idea of social work as a paid profession was to the Soviet mind, a contradiction in terms (Harwin, 1991/96, p. 155).

Since independence, the Ukrainian government had been attempting to deal with two major challenges at once: the development of necessary child welfare policies along with the professionalization of the social services. In 1995, the Committee on the Rights of the Child highlighted in its recommendations the importance of developing training and retraining programs for social workers in Ukraine (Committee on the Rights of the Child, 1995). Social work as a field or profession did not exist in the former Soviet Union due to the cultivation of the collective-oriented ideology among Soviet people by the government, in contrast to individual-oriented ideology in the West (Harwin, 1996; Lough & Panos, 2003; Bridge, 2004). In other words, social work or community participation was viewed as a responsibility of every person in the society rather than a profession (Harwin, 1996). Therefore, the first social work training programs came to Ukraine from the West, in particular, from collaborative projects with universities, international NGOs, and faith-based organizations (Bridge, 2004). For instance, the School of Social Work at the National University, Kyiv-Mohyla Academy (KMA), that

was established in 1991, collaborated with many European universities and was funded by the UK Government Department for International Development (Bridge, 2004). Many Ukrainian universities had started to create their own departments of social science and social work only recently, and they usually did not have experienced faculty and researchers who received university degrees particularly in these disciplines (Andriewsky, 2003). In the Soviet era, all humanities and social sciences were based on Marxist-Leninist philosophy that “emphasized the social environment as both the source and corrective to human unhappiness” (Harwin, 1996, p. 43). These disciplines were isolated from other theoretical schools, especially departments outside Kyiv and Lviv, and continued to work “within a theoretical and informational vacuum” that affected the content, methods, and directions of their development (Andriewsky, 2003, p. 251). In fact, some universities in Ukraine did not have departments of Sociology and Psychology in 2003 (Andriewsky, 2003). There were only a few specialists in the social sciences in Ukraine who were able to teach and conduct their research on the international level, and usually these researchers had to collaborate with their colleagues from the U.S. or Europe (Andriewsky, 2003). Specifically, the cooperation and funding of U.S. universities helped faculty from Uzhgorod National University to conduct research on the behavioral and clinical symptoms of orphans compared with a community sample (Norman, 2008).

In comparison to the Western part of the world, the professionalization of social work in Ukraine was at its early stages of development in 2008 and limited to the following activities: help with housing, funding sources, rehabilitation, and health services (Norman, 2008). Because of a lack of qualified and experienced social workers,

families in crises were left without psychosocial support, such as measures for prevention and intervention that were successfully practiced in Western countries (Organization for Security and Cooperation in Europe Assessment, 2005). For example, there was no systematic social work practiced at maternity hospitals that could lead to prevention of child abandonment at birth (Organization for Security and Cooperation in Europe Assessment, 2005). In the long run, the prevention of child abandonment at birth would reduce not only the number of abandoned children, but also the state budget on raising these children in state-run institutions. In fact, the state costs for providing institutional care were estimated in Ukraine as 28,000-30,000 hryvnias<sup>6</sup> per year in comparison to 13,000 hryvnias per year if a child staid in the family-type care; in other words, more than twice as costly (Izvestia, 2009).

Similarly, prevention and intervention services would support families in early stages of their crisis and help many children to stay with their biological parents. Specifically, according to the research conducted by the NGO “EveryChild”, Ukrainian families usually needed social services, such as prevention or intervention, for between six to eight months only; costs of providing social support were estimated to be less than costs of placing children into both foster and institutional care, as shown in Table 6 (EveryChild, 2005).

**Table 6: Costs of Alternative Care as a Percentage of Institutional Care**  
(estimated by the NGO “EveryChild” as of 2005)

Country	Voluntary foster care	Family support/social services
Ukraine	42%	16%

<sup>6</sup> Hryvnia – the Ukrainian currency.

Unfortunately, there were no social work services in Ukraine that could counsel and support the family after a child was removed from parental care in order to secure family reunion (Organization for Security and Cooperation in Europe Assessment, 2005). Removal of children was usually seen as a goal, instead of creating a family preservation plan for each child individually (Organization for Security and Cooperation in Europe Assessment, 2005).

According to the NGO “EveryChild,” developing a professional social work service would be one of the crucial reform tasks for Ukraine where child welfare depended excessively on institutional care (EveryChild, 2005). Moreover, new training courses should be offered to all current, potential social workers, or employees of state-run institutions who could be retrained as social workers, community support workers, or foster parents (EveryChild, 2005). This social work expansion would help to change the public opinion regarding social problems and “reduce resistance” of institutional facilities staff “to reformed policies” (EveryChild, 2005, p. 74).

In summary, well-structured child welfare programs and services with professionally trained personnel working there were strongly needed in Ukraine. It was to address this crisis that FCP was designed.

## CHAPTER III

### THE FAMILY FOR CHILDREN PROGRAM IN UKRAINE

#### The Family for Children Program (FCP): Goal and Strategy

The Family For Children Program (FCP) is funded by a USAID grant and implemented by Holt International Children's Services in partnership with the Ministry of Family, Youth and Sport of Ukraine (Holt International website).

The FCP goal reflects the recent initiatives of the Ukrainian Government and focuses on reforming the child welfare sector in order to prioritize family care for children's well-being (The FCP Program Overview, 2005). The FCP in Ukraine has been working to establish a full continuum of family-based care for children and youth who are at risk for abuse and neglect that could lead to institutionalization (USAID, Programs in Ukraine website). It implements family support services based on prevention and intervention and develops alternative forms of child welfare, such as domestic adoption, foster care, and family-type homes, for children devoid of parental care (The FCP Program Overview, 2005). One of the major components of the FCP is to provide support to families and children affected by HIV/AIDS and to integrate them into the overall child welfare service network (FCP Bi-annual Report, 2008).

The FCP targets a broad range of communities throughout Ukraine in seven pilot sites in Kyiv, Cherkassy, Dnipropetrovsk, Donetsk, and Odessa regions (FCP Program

Overview, 2005). Within these regions, Brovary rayon<sup>7</sup> in Kyiv region, the City of Uman and Uman rayon in Cherkassy region, the City of Dnipropetrovsk and Novomoskovsk rayon in Dnipropetrovsk region, the City of Gorlivka in Donetsk region, and Bilgorod-Dnistrovskii rayon in Odessa region are the primary focus of project activities (see Graph 2). The Brovary, Uman, Novomoskovsk, and Bilgorod-Dnistrovskii rayons are rural areas, while the Dnipropetrovsk, Gorlivka, and Odessa cities are highly industrialized and urban areas.

Figure 2: Map of Ukraine



<sup>7</sup> Rayon is a territorial unit in Ukraine corresponding the U.S. 'county.'

All FCP pilot sites were selected in consultation with officials from the Ministry of Family, Youth and Sport and USAID in order to create a balance among rural and urban communities where the high rate of children devoid of parental care presented, but where no family-based child welfare alternatives developed (Close, 2006). As shown in Table 7, the number of children devoid of parental care was high in all regions that were chosen by the FCP to create pilot sites, especially in highly industrialized areas, such as Dnipropetrovsk, Donetsk, and Kyiv regions (Ukraine National Report, 2007).

**Table 7: Number of Children Devoid of Parental Care in Each FCP Chosen Region**

(as of January 1, persons, Ukraine National Report, 2007)

Regions in Ukraine	2004	2005	2006
Dnipropetrovsk	10,895	10,395	10,771
Donetsk	14,494	14,742	13,715
Kyiv	3,869	3,753	3,632
Odessa	7,046	7,391	7,548
Cherkassy	2,564	2,405	2,402
The City of Kyiv	3,274	3,170	3,230

The FCP strategy is based on public education, local service planning, child welfare system reform activities, training, and ongoing technical assistance (Close, 2006). The FCP works with government officials and child welfare professionals at the local, regional, and national levels to prevent children from losing parental support and care (Close, 2006). The FCP strategy includes the following activities:

1. Community mobilization and capacity-building activities, for example community workshops that are focused on local government officials, child welfare professionals, NGOs, and community leaders;

2. Coordination, delivery of technical assistance, and training to national government officials and child welfare professionals, including training/tour studies in Eugene;

3. A grant program which provides resources and technical assistance including training to local partners to promote public awareness of the need for family-based services for children and to develop direct services that nurture and support children and families (The FCP Program Overview, 2005; Close, 2006).

### Technical Assistance and Training

The FCP technical assistance utilized experts in the areas of child welfare, family, and youth services to provide professional recommendations and instructions on child welfare issues through lectures, debriefing activities, and workshops in Ukraine and in Eugene, Oregon. International child welfare experts work together with the Ukrainian governmental officials on the development of child welfare alternatives to institutionalization, such as foster care, domestic adoption, and family preservation.

One of the major projects of the FCP has been to bring Ukrainian regional officials and child welfare professionals to Eugene, Oregon to learn about successful models in child welfare policy and service delivery. Beginning in December 2005, several well-known Oregon-based public and non-profit organizations, such as Relief Nursery, Birth To Three, Looking Glass Youth & Family Services, HIV Alliance, EC CARES, and the Oregon Department of Human Services/Child Welfare, provided



training for Ukrainian representatives twice a year. Table 8 provides the main information about each organization involved in this project.

**Table 8: Oregon-based Organizations Involved in the Training**  
(based on the organizations' web page information)

Name	Main Services provided	Targeted population/ children age groups	Mission/values
Birth To Three	Parenting classes, support groups, and home visits	All families with children from 0 to 3 years old	To strengthen families and promote the well-being of children
EC Cares	Early intervention, childhood special education services	Infants, toddlers, and preschool age children	Family-centered and community-based services
HIV Alliance	HIV-prevention, assistance and support to HIV-affected adults	Adults affected by HIV/AIDS	Supporting individuals living with HIV/AIDS and prevention new HIV infections
Holt International Children's Services	Family preservation, domestic and international adoption, post adoption services	Families with children and children devoid of parental care	Every child deserves to have a permanent loving family
Looking Glass Youth & Family Services	Counseling, runaway, and homeless services	Youth from 11 to 21 years old and their families	Building a better future for youth and families
Oregon Department of Human Services	Child protection services, family-based services, foster care, and adoption	Infants, children, and youth (from 0 to 18 years old)	Keeping Oregon's children safe
Relief Nursery	Early childhood therapeutic classes, home visits, parent education and support services including alcohol- and drug recovery	Low-income families with children from 0 to 6 years old	Strengthening families and keeping children safe

The Oregon-based training curriculum targeted two groups, Ukrainian officials who work in the government or in the field of child welfare, and child welfare professionals who work as social workers, teachers, or instructors and communicate directly with children and families in crisis. The training seminars for officials provided necessary knowledge about the research-based design of child welfare programs and services, as well as funding mechanisms used to develop and maintain services with both the public and private child welfare sector in Oregon. These training seminars included meetings with child welfare officials, consultation with researchers from United States universities, observation of child welfare services, and attendance of a hearing at the juvenile court.

The training seminars for professionals provide information on how to design and teach parenting classes for biological, foster, and adopted parents and how to organize therapeutic groups for children from families in crisis. These training seminars emphasize both the knowledge and the skills to be able to develop and implement child welfare services in Ukraine.

As a result of training and the subsequent collaboration with the Oregon-based and other international organizations, the FCP accomplished four major projects toward prioritizing the family-based care in Ukraine as of March 2008 (FCP Bi-annual Report, 2008). In particular, 163 foster care trainers from each FCP pilot site have been trained and certified to conduct foster parent recruitment and training (FCP Bi-annual Report, 2008). As a result, the total number of foster families and family-type homes in the FCP pilot sites increased to 75 that provided care to 151 children as of September 2008 (FCP

Bi-annual Report, 2008). In addition, the FCP developed a training program called “Care and Support for HIV-Infected Children” that was approved by the Decree #2668 of the Ministry of Family, Youth and Sport on July 25, 2007 and became a part of the state mandatory training program for foster parents (The FCP Newsletter, 2007). In collaboration with UNICEF and Ministry of Family, Youth and Sport the FCP trained 51 foster care trainers (from the 163 regional trainers) on the use of training curriculum “Care and Support for HIV-Infected Children” in the period of October 2007 and March 2008 (FCP Bi-annual Report, 2008).

Second, the FCP developed a training module based on Holt’s curriculum for adoptive parents “Parents in Process” that was approved by Ministry of Family, Youth and Sport of Ukraine and piloted in January 2008 (FCP Bi-annual Report, 2008). Moreover, the FCP started to organize regional training seminars called “Training of Trainers” for future instructors of “Parents in Process” classes for the Ukrainian foster and adopting parents based on this curriculum in collaboration with the State Department on Adoption and Child Protection and State Social Service (FCP Bi-annual Report, 2008; The FCP homepage, 2009). Furthermore, FCP continued to provide technical assistance in relocating children from institutions to alternative care (FCP Bi-annual Report, 2008). As of March 2008, 44 children were placed in family-type care, such as birth families, kinship or foster care, and Ukrainian adoptive families (FCP Bi-annual Report, 2008).

Third, the Birth To Three curriculum “Make Parenting a Pleasure” was chosen by the FCP as a model for parenting classes, especially for those families dealing with stress. The Birth To Three programs and services target all families who have infants and young

children and who want to increase their parenting skills and create support networks. This curriculum was reviewed and approved by the State Social Service to be used by the public centers for social services in Ukraine (FCP Bi-annual Report, 2008). Based on this curriculum, the FCP started to organize the regional training seminars for future instructors of the parenting classes called “Training of Trainer” (The Family For Children Program, 2009).

Finally, the Relief Nursery model (with integrating in it the Birth To Three-based curriculum on parenting skills) was chosen by the FCP as model of support services<sup>8</sup> for families at risk in Ukraine. Using the experience of the FCP pilot sites in the implementation of the Relief Nursery model, “Practical Guidelines” on the establishment of family support services were developed by FCP, reviewed, and approved by the State Social Service to be used by the public centers for social services in Ukraine (FCP Bi-annual Report, 2008).

### Relief Nursery as Family Support Model

Relief Nursery is the Oregon-based non-profit organization that was established in 1976 in Eugene. An essential element of Relief Nursery is a Public-Private Partnership with leadership from local businesses and other community leaders (The Relief Nursery Concept Paper, 2006). Relief Nursery targets low-income families with children under

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<sup>8</sup> I would like to highlight the difference between “family support services” and “family preservation services” because, according to Berry, these terms are often misused. The notion of family preservation is usually used both for determining the goal of services (such as preserving the connection between children and their parents) and specifying the form of services. Family support services set long-term goals, are widely used, and are available for all families. Family preservation services are short-term, intensive, and exist as intervention models that are used by families who are mandated to participate in these services (Berry, 2005, p. 319).

six years who are at risk for abuse or neglect or have a history of abuse or neglect (The Relief Nursery Concept Paper, 2006). The main components of the Relief Nursery model are therapeutic classes for children, educational classes for parents, and home visits (The Relief Nursery Concept Paper, 2006). Additionally, there are alcohol/drug recovery support and mental health/special education programs (The Relief Nursery Concept Paper, 2006). Families starting to receive one service in Relief Nursery have access to more services over time or immediately (The Relief Nursery Concept Paper, 2006). Providing “all services under one roof” leads to excellent outcomes for children and their families (The Relief Nursery Concept Paper, 2006). For example, after one year with the program, 95% of the families have no further incidents of abuse or neglect and 99 % of the children attending the Relief Nursery classes require no foster care and are able to remain safely at home (The Relief Nursery Concept Paper, 2006). This model has been successfully replicated in ten sites across the U.S. (USAID Europe and Eurasia, 2007).

In Ukraine, the Relief Nursery model was initially piloted in collaboration with local Centers for Social Services, in three FCP pilot sites in Ukraine: Brovary rayon in Kyiv region, City of Uman and Uman rayon in Cherkassy region. All three sites were characterized by a decline of population due to low birth rates (Baseline Assessment, 2005). At the same time, the number of children devoid of parental care had been increasing catastrophically due to poverty, substance abuse, domestic violence, and neglect (Baseline Assessment, 2005). For instance, in Cherkassy region, about 85 percent of all children who lived outside of family care were “social orphans,” with one or both biological parents still living. There was a lack of family support services as well as

family preservation and rehabilitation programs for families at risk or in crisis in Cherkassy region (Baseline Assessment, 2005). As shown in Table 9, a very small percentage of children were reunited with their biological parents from 2000 to 2004 in Cherkassy region after they were placed in state-run institutions (Baseline Assessment, 2005). Other child welfare alternatives, such as short-term foster care, foster care, or family-type homes, were underdeveloped and consisted of only one foster family in Uman rayon as of March 2005 (Baseline Assessment, 2005).

**Table 9: Reunification Statistics in Cherkassy Region**  
(Baseline Assessments in Cherkassy region, 2005)

Year	2000	2001	2002	2003	2004
# of children from institutions reintegrated with their natural families	12	4	12	46	17
% of total number of children in institutions	1.8 %	0.7%	2%	6.4%	2.3

Relief Nursery centers in Ukraine opened as a result of collaboration between local governments, local social service centers, children and health organizations, and the Ministry of Families, Youth and Sport (USAID Europe and Eurasia, 2007). This was an excellent collaborative effort of establishing the community-based family support services in Ukraine. The U.S. advocates of community-based support programs highlight the importance of having preventive services that support and enhance family functioning

during the family crisis or transition when these families usually feel isolated and hopeless (Kemp & others, 2006). As of March 2008, ten family support programs replicated after the Relief Nursery model were available in five FCP pilot regions in Ukraine, serving 128 families raising 184 children (FCP Bi-annual Report, 2008; FCP 2009 Revised Work Plan, 2008). The number of families and children served by the Relief Nursery programs in Ukraine are displayed in Table 10.

**Table 10: Number of Families and Children Served by the Relief Nursery Programs in Ukraine**

(based on the 2008 FCP Bi-annual Report)

Regions in Ukraine	Relief Nursery programs	The number of families/children served
Cherkassy region	Uman City Center for Social Services' program	21 families/26 children
	Uman Rayon Center for Social Services	21 families/39 children
Kyiv region	Brovary Rayon Center for Social Services' program	28 families/31 children
	Local NGO Peremoha	5 families/ 6 children
	Kyiv Oblast Center for Social Services	10 families/16 children
Dnipropetrovsk region	Novomoskovsk Rayon Center for Social Services	5 families/13 children
Donetsk region	Gorlivka City Center for Social Services	9 families/22 children
	Gorlivka City Social Dormitory	10 young single mothers/10 infants
Odessa region	Mologi Village Center for Social Services	11 families/ 13 children
	Primorskii Village Center for Social Services	8 families/ 8 children
Total:		128 families/ 184 children

The Relief Nursery programs in all FCP sites received training and technical assistance through their participation in a series of workshops conducted both by the FCP and the U.S. training providers (FCP 2009 Revised Work Plan, 2008). In fact, representatives from Relief Nursery and Birth To Three traveled to Ukraine to train the Ukrainian Relief Nursery service providers in 2007 and 2008 (USAID Europe and Eurasia, 2007). The FCP pilot sites received also funding support through the FCP grant program (FCP 2009 Revised Work Plan, 2008). The replication of the Relief nursery programs is an ongoing process in Ukraine (FCP 2009 Revised Work Plan, 2008). According to the FCP 2009 Work Plan, Ministry of Family, Youth and Sport and State Social Service, who have been involved in the Relief Nursery replication project from the beginning, intend to use “the lessons learned” by the FCP pilot sites to develop national regulations and guidelines that incorporate the Relief Nursery model into the state program on family support. This step will ensure the Relief Nursery programs the financial sustainability at least from the state budget (FCP Bi-annual Report, 2008).

#### Evaluation of the FCP and Its Research Objectives

Evaluation of the Families For Children Program (FCP) is an important part of this project that helped to measure outcomes, made improvements, and expanded the program and services within this program. In summer 2006, the midterm evaluation of the FCP was conducted by Dr. Daniel Close, Director of the Department of Human Services at the University of Oregon. Dr. Close indicated in his report that the FCP has made significant progress in implementing the goals and objectives of the project.



According to the midterm evaluation in 2006, “through the combined efforts of FCP staff, local partners, and national and local government leaders, a strong program of services has been developed to promote the sustainability of FCP program development efforts in the targeted regions of Ukraine” (Close, 2006, p. 3). Moreover, the midterm evaluation identified that the early stage of introducing the direct services for families and children was more than successful (Close, 2006). At the same time, this process required more community-based incentives, resources from “private-public partnership”, and hard work of all the FCP program stakeholders to make the FCP goals and objectives achievable and all the FCP projects sustainable (Close, 2006).

My project, an evaluation of the FCP training seminars, was an important piece of the overall FCP evaluation. The FCP training seminars were organized by Holt International and provided by Oregon-based public and private organizations for the Ukrainian representatives in the U.S., Oregon, and Ukraine. A formative evaluation was completed for the FCP training seminars in the period from October 2007 to June 2008. The evaluation was conducted in order to assess the effectiveness of the FCP training curriculum and to measure its outcomes.

There were a total of four training sessions, two of which were held in Eugene, Oregon and two in Kyiv, Ukraine during this period of time, and 67 Ukrainian trainees participated in these seminars. The results of this evaluation were summarized in the Final Evaluation Report that was submitted to Holt International in June 2008 and served as base for this study. The research methodology that I used during the evaluation period is discussed in the next chapter.

## CHAPTER IV

### RESEARCH METHODOLOGY

#### Introduction

In order to assess the effectiveness of the FCP training curriculum, measure its outcomes, and determine the challenges and concerns of applying the Oregon-based public and private child welfare models to Ukraine, I have used a case study approach that integrated both quantitative and qualitative data from a range of sources, including program documentation, observation of training seminars, surveys, and focus groups. In all, four surveys for Ukrainian child welfare professionals, two surveys for training-providers, and two focus groups with trainees and trainers have been conducted. During the research period, from October 2007 to June 2008, 67 Ukrainian trainees and 4 Oregon-based public and non-profit organizations (or 6 trainers) were surveyed. The results of this research were summarized in the Final Evaluation Report that was submitted to Holt International Children's Services in June 2008.

#### Logic Model of Training Outcomes

In order to answer my research questions, a Logic Model was first designed (see Appendix, Table 23). Short, intermediate, and long-term training outcomes were identified and used for creating the survey and focus groups questions. External factors

such as cultural and socio-economical differences between the U.S. and Ukraine were taken into account and included into the Logic Model (McLaughlin & Jordan, 2004).

Since child welfare programs and services were underdeveloped and strongly needed in Ukraine, the short-term goal identified was to introduce child welfare programs and services in theory and practice to the Ukrainian decision makers and child welfare professionals. This phase gave the Ukrainian representatives general knowledge about existing child welfare programs and services in Oregon. In addition, the training was intended to enhance the practical skills of child welfare professionals who directly run or work in these programs and services in Ukraine. In this stage, I modified Kirkpatrick & Kirkpatrick's "four-level approach" to combine two of four levels of training evaluation, 'Reaction' and 'Learning,' (Kirkpatrick & Kirkpatrick, 2006). The four levels specify a sequence of ways to evaluate programs: Reaction, Learning, Behavior, and Results (Kirkpatrick & Kirkpatrick, 2006). The first level, 'Reaction,' measured the general satisfaction with the training by participants (Kirkpatrick & Kirkpatrick, 2006). The second level, 'Learning,' measured the extent to which participants change their attitudes, enhance their knowledge, or improve their skills as a result of training participation (Kirkpatrick & Kirkpatrick, 2006).

The intermediate outcome targeted in this study was to apply the knowledge or skills gained from the top (decision makers and officials) and from the bottom (child welfare professionals and social workers) by implementing similar programs and services in Ukraine. In this stage, I included Kirkpatrick & Kirkpatrick's third level of training evaluation, 'Behavior,' which measured the extent to which change in behavior has

occurred as a result of training participation, in particular, practicing on-the-job the knowledge or skills gained during the training (Kirkpatrick & Kirkpatrick, 2006).

The long-term outcome identified for this study was to reform the child welfare system in Ukraine by developing family support and preservation programs and services, domestic adoption, and foster care along with family-type homes in Ukraine. This stage could be defined as the final ‘Results’ that were targeted as a result of participants’ attendance at the training (Kirkpatrick & Kirkpatrick, 2006).

### Research Subjects

Subjects of my research included training participants (trainees) and training providers (trainers). Trainees included two target-groups, Ukrainian officials or decision makers, and Ukrainian child welfare professionals or social workers. For confidentiality purposes, I labeled all trainees surveyed in my study Participant 1, Participant 2 etc. Trainers included representatives of Oregon-based public and non-profit organizations, such as Holt International, Birth To Three, Relief Nursery, HIV Alliance, and Department of Human Services/Child Welfare. For confidentiality purposes, I labeled organizations surveyed in my study Organization 1, Organization 2 etc.

### Research Design

My research timeline shown in Table 11 was dependent directly upon the dates when the Ukrainian officials and child welfare professionals came to Eugene for a week of training, and upon when the Oregon-based organizations held their training in Ukraine.

Therefore, I designed my research according to the following factors: the dates of training, the number of training participants, their work places, their schedule and activities during a week of training. In order to collect both quantitative and qualitative data, all four surveys questionnaires included both closed and open-ended questions.

**Table 11: Timeline of Research Activities from October 2007 to June 2008**

Time and Place	Research Activities	Research Objects/Subjects
Fall 2007 (October – December) Eugene, OR	Preliminary Research	Program documentation, child welfare policies, and socio-economic situation
November 5-9, 2007 Eugene, OR	Observation of the training Survey # 1	Trainees (Ukrainian officials)
December, 2007 Eugene, OR	Survey # 2	Trainers (Birth To Three, Relief Nursery, HIV Alliance, and Dept. of Human Services)
March 3-7, 2008 Kyiv, Ukraine	Survey # 3	Trainees (Ukrainian child welfare professionals)
March 24-27, 2008 Kyiv, Ukraine	Survey # 4	Trainees (Ukrainian child welfare professionals)
April 23, 2008 Eugene, OR	Survey # 5 Focus group # 1	Trainers (Birth To Three, Relief Nursery, and HIV Alliance)
April 30, 2008 Eugene, OR	Observation of the training Survey # 6 Focus group # 2	Trainees (Ukrainian child welfare professionals)

#### Preliminary Research

All surveys and focus group questions were based on research that I undertook in the fall 2007. This research included reviewing program documentation, learning child

welfare policies in the U.S. and Ukraine, studying the Ukrainian socio-economic situation and the governmental policies toward reforming the child welfare system in Ukraine. The focus group questions were also created upon the results of four previous surveys (one survey for the trainers and free surveys for trainees) and one training seminar observation that I undertook in fall 2007. Table 10 includes all research activities that I undertook during the research period from October 2007 to June 2008.

### Research Activities

The first survey was conducted when the Ukrainian officials came to Eugene for a week of training on November 5-9, 2007. All seven trainees participated in the first survey. The survey was developed in English and then translated into Russian. The data obtained from this survey was translated into English, coded, analyzed, and presented as a summary to the Holt's staff.

The second survey was conducted in December 2007 after the training for the Ukrainian decision makers and officials that took place in Eugene in the end of November 2007. Four Eugene-based public and non-profit organizations participated in this survey: Birth To Three, Relief Nursery, HIV Alliance, Department of Human Services/Child Welfare. I developed the trainers' survey and sent to the organizations by the U.S. mail. The trainers of four organizations filled in their questionnaires and sent them to me back by the U.S. mail.

The third survey was conducted by the FCP staff in Kyiv, Ukraine after the training on March 3-7, 2008. Twenty-six Ukrainian social workers and child welfare

professionals participated in this survey. The third survey was also developed in English, translated into Russian, and sent by e-mail to the FCP office in Kyiv. The FCP staff printed, copied, and distributed this survey to all participants after the training. After all trainees filled in their questionnaires, the FCP staff collected them and brought them to Eugene in April 2008. I translated all data obtained from the third survey into English, coded, analyzed, and summarized it.

The fourth survey was also conducted by the FCP staff in Kyiv, Ukraine after the training on March 24-27, 2008. Twenty-six social workers and child welfare professionals participated in this survey. The fourth survey was developed in English, translated into Russian, and sent by e-mail to the FCP office in Kyiv. The FCP staff printed, copied, and distributed questionnaires to all participants after the training. After all trainees filled in their questionnaires, the FCP staff collected them and brought them to Eugene in April 2008. I translated all data obtained from the fourth survey into English, coded, analyzed, and summarized it.

In order to be consistent with my research methods during the limited time frame, I decided to conduct the fifth survey and the first focus group sessions for trainers on April 23, 2008, a week before the Ukrainian child welfare professionals and social workers came to Eugene. Three local non-profit organizations participated in both survey and focus group sessions: Birth To Three, HIV Alliance, and Relief Nursery. I conducted the survey session before the focus group session at Holt's office in Eugene. The focus group session was conducted by Dr. Daniel Close, Associate Professor of Department of

Human Services, and me, Elena Bogolyubova. Dr. Close moderated the focus group session and I took notes.

The sixth survey and the second focus group for the Ukrainian trainees were held on April 30, 2008 in Eugene. All eight trainees participated in both survey and focus group sessions. I conducted the survey session before the focus group session. The survey and focus group questions were developed in English and then translated into Russian. The data obtained from the fourth survey was translated into English, coded, analyzed, and summarized it. The focus group session was conducted by Dr. Daniel Close, Associate Professor of the Department of Human Services, and me, Elena Bogolyubova. Dr. Close moderated the focus group session, and I took notes. All data obtained from the focus group session was translated into English, analyzed, and interpreted. In general, all research activities went successfully, and I collected the data I intended to collect.

### Data Analysis

After survey and focus group data were collected, responses were coded and analyzed. In order to analyze the quantitative data obtained from the surveys, I created several tables with the number of participants or providers who participated in each survey. These tables included the coded points of responses and the mean of coded responses for all closed-ended questions. As an example, I included Table 12 with participants' coded responses from the sixth survey in this section.



**Table 12: Example of Coded Responses.**  
**Training for the Ukrainian Child Welfare Professionals April 26-May 4, 2008**  
 (Table explanation: 1 - Less than satisfactory; 2 –Satisfactory; 3 – Good; 4 – Excellent)

Participants	Clarity	Relevance	Usefulness
Participant 1	4	4	4
Participant 2	4	4	4
Participant 3	4	4	4
Participant 4	4	4	4
Participant 5	4	4	4
Participant 6	4	4	4
Participant 7	4	4	4
Participant 8	4	4	4

All positive, negative, and neutral responses on open-ended questions were coded and counted within the surveyed group. I also sorted the similar responses under the main categories. The trainees' responses on the open-ended questions added more insights and explanations on the data obtained from the closed-ended questions.

In order to gather the qualitative data from the focus-group sessions, I took notes and observed the focus-group participants. After the data was coded and analyzed, the similar answers were categorized into similar themes. The qualitative and quantitative data was compared, summarized, and interpreted.

All results of my study are included and discussed in the following chapters.

## CHAPTER V

### RESEARCH RESULTS

#### Challenges and Concerns of Applying the U.S. Child Welfare Models to Ukraine

I understand that we have a different situation in Ukraine than here [in the U.S.]. The court in the U.S. can obligate the family to participate in parenting classes. But we don't have a similar structure in Ukraine. If a social worker sees that a child is not safe at home, this child is usually placed into a hospital because we don't have any other structure for short-term placement, such as short-term foster care. While this child is in a hospital, we educate the parents on how to improve their parenting skills and provide better conditions for their child. Nobody works with a child in a hospital. A child is simply waiting for his/her parents while they become better parents. After this training we can return children back to a family. However, we don't have any opportunities to observe this family after the training is done. It would be great if we could also obligate our parents to participate in parenting training and have the child-parent interaction lab where we could observe interactions between child and parent as you have in the Relief Nursery in Eugene (Alla from Novomoskovsk).

In order to address the challenges and concerns of applying U.S. child welfare models to Ukraine, I analyzed responses of all trainees across four surveys. As a result, I identified the following five main categories that hinder the implementation of the U.S. child welfare models in Ukraine: (1) A lack of professionally trained personnel; (2) A lack of structural and legal mechanisms to work with families in crisis (including families affected by substance abuse, affected by HIV, or mental health problems) toward a family preservation plan; (3) A lack of public awareness about social issues; (4) A lack of resources and support from local governmental organizations and the private sector; (5) Territorial distance and transportation problems.

**The first main category: A lack of professional trained personnel**

All responses of the Ukrainian child welfare professionals showed that the Oregon-based family support programs and services require qualified personnel that are very difficult to find or attract in Ukraine. The shortage of qualified personnel, such as social workers, psychologists, case managers, and counselors, caused by the fact that these educational programs are only at the early stage of their establishment and experience some stigma in their curriculum development (see Chapter Two).

*Responses from the third survey:*

- Participant # 1: "I would implement this training for all teachers in pre-school."
- Participant # 5: "We have challenges to find professionals for these programs."
- Participant # 13: "It is difficult to find professionals for social work."
- Participant # 16: "We can implement early prevention programs partly because of the lack of funding sources and professionals in this field."
- Participant # 18: "We need to attract some professionals and build a structure of services that address family problems."
- Participant # 22: "We might face some difficulties financially as well as attracting some professionals to work with children from 0 to 3."
- Participant # 23: "A lack of funding and there are some difficulties of attracting professionals and accessing target communities."

*Responses from the fourth survey:*

- Participant # 5: "Some programs will be successful because we have the base, experience and personnel, but for some programs we don't have an appropriate base and trained personnel."
- Participant # 6: "Pre-school programs will be successful. For other programs we need to train personnel first of all. There are some other problems in our rayon right now."

**The second main category: A lack of structural and legal mechanisms to work with families in crisis (including families affected by substance abuse, HIV, or mental health problems) toward family preservation plan**

According to three surveys, Ukrainian child welfare professional and social workers faced some challenges to communicate with families in crisis without the help of legal institutions. In particular, they experienced difficulties attracting parents in crisis to voluntarily participate in home visit programs or to attend parenting classes regarding child abuse and neglect issues. They highlighted in their responses that some social programs should require the mandatory attendance for these families, especially, programs targeting alcohol-and drug-abusing parents. However, there were not any legal or community-based structures in Ukraine that could obligate these families to attend parenting classes.

*Responses from the second survey:*

Participant # 1: "I have concerns about families in crisis and young parents. It is very difficult to attract them and enroll them in these kinds of parenting classes."

Participant # 2: "I think that the home-visiting program will be less successful because our clients, families with HIV, are not ready to have home visits."

Participant # 5: "We have challenges communicating with families with HIV."

Participant # 6: "We have difficulties attracting parents whose children live in our shelter to our parenting class."

Participant # 11: "There is an unstable legislative base in the country and a lack of adequate treatments in our hospitals for alcohol and drug-abused parents."

Participant # 15: "Many parents probably will not want to come to parenting class voluntarily."

Participant # 17: "We have some structural difficulties: how to attract parents who experience a crisis and how to inform them about these classes."

Participant # 18: "Families in crisis are usually not interested in attending parenting classes voluntarily."

*Responses from the third survey:*

- Participant # 1: “All early prevention programs could be partly successful because our parents don’t want to bring their children to our group.”
- Participant # 3: “Not all our parents are ready to participate in the program for alcohol and drug-abusing parents because it is very difficult for them to overcome this bad habit. Mental health counseling evokes shame and even aggression among the population. Not all are ready to come voluntarily.”
- Participant # 11: “The legislative base of the program for alcohol and drug-abusing parents is not developed yet. Without this base we are not able to implement this program effectively.”
- Participant # 15: “There is a lack of child welfare policies.”
- Participant # 17: “We don’t have a system of mandatory treatment for alcohol and drug-abusing parents. Without this system the support of the program for alcohol and drug-abusing parents will be useless...The lack of child welfare policies leads to very negative results for families that are not easy to overcome. The economic insecurity of our families makes it difficult for them to seek the help of social organizations.”
- Participant # 19: “The main principle of social work is asking for help voluntarily.”

*Responses from the fourth survey:*

- Participant # 1: “I didn’t get a lot of information on how to work with families in crisis that we have in Ukraine [very difficult families]. We need to work not only with families that are willing to work with us, but also with those who are enrolled in our programs under certain [mandatory] conditions. For example, a social worker might say: ‘If you come to our program, the risk of terminating your parenting rights will get lower.’ Unfortunately, we don’t have other methods to help children in families in crisis... I understand that in order to implement these programs, we need to change first our legislative system [child welfare] and principles of our work. But I want to believe that step-by-step we could change the public opinion, attract publicity to these issues and develop the quality of social work. I think also that for these goals we need to have a number of sympathizers, professionals, and people who want to help others.”

**The third main category: A lack of public awareness about social issues among the population**

According to the results of the four surveys, the Ukrainian trainees, especially child welfare professionals, had concerns about the public awareness of social issues among the general population. They highlighted the importance of education on social issues through social advertising in order to sustain pilot community-based social programs targeting families at risk. Creating positive opinion about these social programs among the general population could also help to attract more donors and volunteers to support them.

Here are their responses from four surveys:

*Responses from the first survey:*

Participant # 3: “It would be very helpful to start encouraging people in Ukraine to support community-based social programs.”

*Responses from the second survey:*

Participant # 7: “We don’t have much information (social advertising) about these issues in our country that can help families with different situations.”

Participant # 13: “There is a lack of information in our society.”

Participant # 19: “There is a lack of information in our society, for example, social advertising on TV.”

Participant # 21: “There is a lack of understanding that these problems exist in our society as well as a lack of knowledge and information about social issues.”

*Responses from the third survey:*

Participant # 9: “Reasons for ‘not successful’ and ‘somewhat successful’ of early prevention programs are caused by a lack of knowledge among the population about these issues.”

Participant # 15: “We don’t have the same approach to parenting and understanding these problems.”

Participant # 19: “There is a lack of social advertising and public awareness of these programs for creating positive public opinion in the community.”

Participant # 23: “We have some financial difficulties and there is a lack of public awareness regarding social issues.”

Participant # 26: “There is a lack of cultural and public awareness regarding social programs.”

*Responses from the fourth survey:*

Participant # 1: “I want to believe that step-by-step we could change public opinion, attract publicity to these issues and develop the quality of social work.”

**The fourth main category: A lack of resources and support from local governmental organizations, and private sector**

Almost all the responses of the Ukrainian child welfare professionals pointed out that the implementation of the Oregon-based family support programs requires the financial support from both the local government and the private sector. Unfortunately, these programs did not have the first priority among the local government and the local businesses, probably, because of the lack of the knowledge about prevention/intervention approaches (see Chapter Two) and social awareness in the society in general (the first main category).

*Responses from the second survey:*

Participant # 5: “We don’t have enough funding.”

Participant # 7: “There is also an unwillingness for our state workers to help with these issues.”

Participant # 15: “Financial support, residential homes, employment, and alcohol abuse: all these issues should be approached at the same time with this program [early prevention program].”

*Responses from the third survey:*

Participant # 2: “We don’t have enough funding for purchasing a building and necessary equipment for this project.”

- Participant # 4: “We have difficulties attracting local businessmen to serve on the board.”
- Participant #13: “It is difficult to find support from the local government for these programs.”
- Participant # 15: “There is a lack of funding sources.”
- Participant # 16: “First of all, we need to foresee problems of funding sources and the number of staff positions.”
- Participant # 17: “There is a lack of understanding from the local government.”
- Participant # 18: “Resources (money)”.
- Participant # 19: “We have no funding sources.”
- Participant # 20: “We have no funding sources and buildings for developing this project.”
- Participant # 21: “We don’t have financial support from both the state and private businesses.”
- Participant # 22: “The Implementation of these programs depends on funding sources and a willingness of the state to help.”
- Participant # 23: “There is a lack of funding.”

*Responses from the fourth survey:*

- Participant # 2: For implementing some programs “ we don’t have enough financial support right now”. For some programs, “we don’t have the same physical surroundings as you have here, in Eugene.”
- Participant # 4: “I think that for successful implementation of these programs, we need more general public participation. The implementation of these programs has been put on the state government. I think it is not exactly the right way because different functions don’t need to be mixed together.”
- Participant # 5: For some programs, “we don’t have enough financial support, appropriate infrastructure, and trained personnel.”

**The fifth main category: Territorial distance and transportation problems.**

All trainees highlighted in their responses that the distance of some rayons and cities makes the transportation of social workers making home visits and parents attending classes challenging. These programs just started to develop and usually do not have their own transport; furthermore, low-income families do not have cars. Moreover,



the public transportation is not reliable, so these programs cannot target all families in need.

*Responses from the second survey:*

Participant # 18: “The territorial distance of our city makes the transportation of our social workers and parents for home visits or parenting classes much more difficult.”

Participant #20: “It is very difficult to bring all targeted parents to one location. We need to have several locations in different parts of the city.”

*Responses from the third survey:*

Participant # 5: “We don’t have our own transport.”

Participant # 8: “We have a lot of families in our rayon. The public transportation is bad. When we come to our families for home visits, they usually have some house work to do.” “We have a challenge to organize groups for parents and children in villages that are far away from the city.”

Participant # 11: “There is a transportation problem. There are 52 villages in our rayon.”

Participant # 12: “I think all classes for children will be unsuccessful because we have a very large rayon, and it is very difficult for parents to bring their children to a therapeutic pre-school that is so far away from their houses.”

Participant # 18: “We don’t have our own transportation service.”

Participant # 20: “We don’t have our transport, and it is difficult to embrace the whole rayon”.

Participant # 25: “There is a transportation problems.”

*Responses from the fourth survey:*

Participant # 3: “Since we don’t have our own transport, we are not able to provide the transportation for families. However, the idea is excellent. The city we work in is big and we have a lot of families that live far away from our program. They don’t come to our programs because of a transportation problem.”

Participant 8: “Some programs should be adapted to our social conditions and territorial difficulties. We have 26 rural areas in our rayon; some of them include several villages.”

Moreover, I included participants’ suggestions from all fourth surveys on what additional themes they would like to discuss in their future training. These suggestions

also reflect challenges and concerns that the Ukrainian officials and child welfare professionals are facing today in order to implement the child welfare programs and services in Ukraine.

*Responses from all four surveys:*

1. "I would like to have more information on how to work with orphans ages 8-18 who don't have any biological or foster parents."
2. "I would like to have more information about programs for young mothers who learned about their HIV positive status while they were pregnant."
3. "We would like to include the information on how to parent difficult teenagers and work with families in crises (crime, drug, and alcohol abuse)."
4. "Case studies and advice on how to adapt the program to the Ukrainian reality with practical examples."
5. "We need more practical work and discussions on challenges of implementing these programs in Ukraine."
6. "For implementing these programs, we need to have an additional training on non-profit management."
7. "I would like to learn more about interrelation between the government, non-profit-organizations, and universities. This information would help understand who set the directions in social services, in financing social programs, and assessing quality control."

After examining all trainees' responses, I analyzed the trainers' responses on challenges and concerns. In comparison with the trainees, trainers' responses were more constructive and supplied with concrete recommendations on how to solve some obstacles. I identified five main categories that should be addressed in the future training seminars in order to overcome some challenges or concerns of applying the Oregon-based models to Ukraine. Some of these categories overlapped with trainees' opinions, such as the lack of support from the local government and the private sector as well as the need for professionally trained personnel. The five main categories are the following: (1) Train future trainers; (2) Train participants on the following issues: local government

support, public-private partnership, and usage of volunteers; (3) Visit all seven FCP sites in Ukraine and give an individual consultation to each site, instead of doing just a general training; (4) Get some feedback, administer progress report assess by what impact the training had on participants; (5) Maintain communication among organizations involved in the project and share the information.

### **The first main category: Train future trainers**

A challenge of attracting professionally trained personnel could be resolved by training the future trainers locally.

#### *Responses from the focus group:*

Organization # 1: “Grants do not last forever, and we need to train people who are able to train people in Ukraine in the best possible way instead of us [organizations]. So many seeds will be planted for all of us in many different places...”

Organization # 2: “It would be helpful to train people who are working at a high level and have a passion to this work to become trainers in Ukraine. We developed the philosophical basis and we also have a lot of things to offer for them if they decide to do this. We have all the scripts, and they can do what we are doing... We had an intern from Romania who came to our organization for six weeks, and we trained her to become a trainer. By being with us, she immersed and understood everything so well and she became a part of our staff. We can do something like this with Ukraine.”

### **The second main category: Train participants on the following issues: local government support, public-private partnership, and usage of volunteers**

Support of the local government, public-private partnership, and usage of volunteers are necessary components for the successful implementation and sustainability of the Oregon-based models.

*Responses from the focus group:*

Organization # 1: "...when we visited them two years ago, they didn't even know how to use volunteers. Now they try to use volunteers [in this project] and the local government started to support this effort too... All of us can do the training about these issues, such as local government support, public-private partnership, and usage of volunteers..."

Organization # 2: "The Ukrainian participants were very amazed that all our board members are volunteering. [They asked], "Why are they the doing this?"

Organization # 1: "They started to have board members too. By comparison, it is a big difference from what it was two years ago..."

**The third main category: Visit all sites in Ukraine and give an individual consultation instead of doing just a general training**

All sites of the Families For Children Program are different in their location, program implementation, and potential, so the training should address these factors by individual consultation on each site.

*Responses from the focus group:*

Organization # 1: "We had five days of training in Ukraine [three days with one group and two days with second group]. Our concept is both simple and complicated at the same time because so many areas are integrated and so many programs are interrelated. When we went to Ukraine for the first time, we visited all sites and made some individual consultations about physical surroundings and therapeutic approaches. It would be better to have more time and give more individual consultations on sites. Probably, it was our limitation because we could go to Ukraine only for particular number of days..."

**The fourth main category: Get some feedback, progression status on what impact the training had on participants**

According to results, the organization-trainers would like to have some progression status or feedback of their training.

*Responses from the focus group:*

Organization # 1: “Reading Dan Close’s reports would be very helpful for us...”

Organization # 2: “Someone (is it Dan?) from Holt came over to our staff meeting and did the general overview about the project... All our staff and board members enjoyed this and Dan was fabulous. I want to ask Dan to do it again.”

Organization # 3: “I want to know the big picture of this project. What is it? How does our organization fit into it? Knowing what grants we are paid from and reading reports will be helpful for us... I would like to have goals of the project. I didn’t know that it was a plan to distribute our curriculum through the country. It was exiting but ...”

**The fifth main category: Maintain communication among organizations involved in the project and share the information**

The communication among the organizations involved in the training would lead to understanding some insights of the project.

Organization # 1: “Collaboration and debriefings among training organizations...”

Organization # 2: “Knowing what sorts of materials, the participants want to take back and translate would be very helpful for us.”

Organization # 3: “It would be a good idea to gather together and share with each other ideas and experiences within Ukraine.”

Clarity, Relevance and Usefulness of the Training Seminars

We just started to work and didn't have a chance to make many mistakes yet. We were trained in how to work with families and children and how to do home visiting. It is better to see the programs at work than just hear about them. We were told that the problems in Ukraine and here [in the U.S.] are the similar, but we didn't believe it. When we came to Eugene and visited families, we saw the same family cases with which we work in Ukraine. We learned that we should schedule for family visits as well as for therapeutic classes because it is a very effective way to work. We saw how the social worker brought the box with toys and then he had an opportunity to talk quietly with children's dad while his children played with the toys. When people have been working for a long period of time, they already have their own routine and they can miss some important details (Natasha from Donetsk).

In order to answer the research questions concerning whether the training met the expectations of participants in terms of 'Clarity' of presented information, I compared results of all four surveys. According to results of the first survey (see Table 13), all participants highly rated 'Clarity' of provided information by all five organizations that participated in the training seminars with the following means: Organization 1 (3.71), Organization 2 (3.57), Organization 3 (3.71), Organization 4 (3.86), and Organization 5 (3.43).

**Table 13: Clarity.**  
**Training for the Ukrainian Officials on November 5 - 9, 2007**

(Table explanation: 1 - Less than satisfactory; 2 - Satisfactory; 3 - Good; 4 - Excellent)

Participants	Organiza- tion #1	Organiza- tion # 2	Organiza- tion #3	Organiza- tion # 4	Organiza- tion # 5
Participant 1	4	4	4	4	4
Participant 2	4	3	4	4	3
Participant 3	3	3	3	3	3
Participant 4	3	4	4	4	4
Participant 5	4	4	4	4	4
Participant 6	4	3	3	4	3
Participant 7	4	4	4	4	3
Mean:	3.71	3.57	3.71	3.86	3.43

These organizations were Relief Nursery, HIV Alliance, Birth To Three, Holt International, and Department of Human Services/Child Welfare. In their comments, participants mentioned that some details weren't clear, for example, how organizations use child welfare policies in their work.

According to results of the second survey (see Table 14), all twenty-six participants highly rated 'Clarity' of presented information with the mean 3.81.

**Table 14: Clarity, Relevance, and Usefulness.**  
**Training for the Ukrainian Child Welfare Professionals on March 3 -7, 2008**  
 (Table explanation: 1- Less than satisfactory; 2 – Satisfactory; 3- Good; 4-Excellent)

Participants	Clarity	Relevance	Usefulness
Participant 1	3	4	3
Participant 2	4	-	-
Participant 3	4	3	3
Participant 4	4	4	4
Participant 5	4	4	4
Participant 6	4	4	4
Participant 7	4	4	4
Participant 8	2	2	2
Participant 9	4	4	4
Participant 10	2	4	3
Participant 11	4	4	4
Participant 12	4	4	4
Participant 13	4	4	4
Participant 14	4	4	4
Participant 15	4	4	4
Participant 16	4	4	4
Participant 17	4	4	4
Participant 18	4	4	4
Participant 19	4	4	4
Participant 20	4	4	4
Participant 21	4	4	4
Participant 22	4	4	4
Participant 23	4	4	4
Participant 24	4	4	4
Participant 25	4	4	4
Participant 26	4	3	3
Mean:	3.81	3.84	3.76

This training was provided by Birth To Three in Kyiv, Ukraine. In their comments, participants highlighted “the good qualification of instructors and good organization of training” and that “all information was presented clearly, exactly what was needed in terms of time and content”. One of the participants said: ”All complicated information, which was presented very simple, seemed clear for any instructor, particularly for me. All simplicity is geniality!”

**Table 15: Clarity, Relevance, and Usefulness.**  
**Training for the Ukrainian Child Welfare Professionals on March 24 - 27, 2008**

(Table explanation: 1- Less than satisfactory; 2 – Satisfactory; 3- Good; 4-Excellent)

Participants	Clarity	Relevance	Usefulness
Participant 1	4	3	3
Participant 2	4	4	4
Participant 3	4	3	3
Participant 4	3	4	4
Participant 5	4	4	3
Participant 6	4	-	4
Participant 7	4	4	4
Participant 8	4	4	4
Participant 9	4	3	3
Participant 10	4	4	4
Participant 11	4	4	4
Participant 12	4	4	3
Participant 13	4	3	3
Participant 14	4	3	3
Participant 15	4	-	-
Participant 16	3	4	3
Participant 17	4	3	3
Participant 18	4	3	3
Participant 19	4	4	3
Participant 20	4	3	3
Participant 21	4	4	3
Participant 22	4	4	3
Participant 23	4	4	3
Participant 24	3	3	3
Participant 25	4	4	4
Participant 26	4	4	4
Mean:	3.9	3.62	3.0



According to results of the third survey (see Table 15, page 69), all twenty-six participants rated ‘Clarity’ of information that was presented by Relief Nursery as “excellent” (3.9). This training took place in Kyiv, Ukraine. In their comments, almost all participants stated that the training gave them “the clear picture on how Relief Nursery works”. One of the participants mentioned: “The training was clearly structured” and “the material was visually presented” “with a lot of examples.”

According to results of the fourth survey (see Table 16), ‘Clarity’ has received the highest ratings: Clarity (4). In their comments one of the participants said: “I liked the way the material was presented: it was easy to understand, and we had the opportunity to observe.” Another participant added: “The information was presented in a very convenient way with a lot of examples so that we could compare the theory with observations.” Other participants mentioned that “all aspects were presented very clearly” and that they appreciated this opportunity “to get a lot of professional information.”

**Table 16: Clarity, Relevance, and Usefulness.**  
**Training for the Ukrainian Child Welfare Professionals on April 26 – May 4, 2008**

(Table explanation: 1 - Less than satisfactory; 2 –Satisfactory; 3 – Good; 4 – Excellent)

Participants	Clarity	Relevance	Usefulness
Participant 1	4	4	4
Participant 2	4	4	4
Participant 3	4	4	4
Participant 4	4	4	4
Participant 5	4	4	4
Participant 6	4	4	4
Participant 7	4	4	4
Participant 8	4	4	4
Mean:	4	4	4

Table 16 displayed the results of three important categories of the training for the Ukrainian child welfare professionals in April 2008 including ‘Clarity.’

In order to answer the research question whether the training met the expectations in terms of ‘Relevance’ to participants’ work places, I compared results across four surveys.

According to results of the first survey (see Table 17), ‘Relevance’ of the training seminars to participants’ work places received the highest rating scores for almost all organizations that participated in this training: Organization 1 (4), Organization 2 (3.71), Organization 3 (4), Organization 4 (4), and Organization 5 (3.86). These organizations are Relief Nursery, HIV Alliance, Birth To Three, Holt International, and Department of Human Services/Child Welfare.

**Table 17: Relevance.**  
**Training for the Ukrainian Officials on November 5 - 9, 2007**  
 (Table explanation: 1 - Less than satisfactory; 2 –Satisfactory; 3 – Good; 4 – Excellent)

Participants	Organiza- tion #1	Organiza- tion # 2	Organiza- tion #3	Organiza- tion # 4	Organiza- tion # 5
Participant 1	4	4	4	4	4
Participant 2	4	4	4	4	4
Participant 3	4	4	4	4	4
Participant 4	4	4	4	4	4
Participant 5	4	3	4	4	4
Participant 6	4	3	4	4	4
Participant 7	4	4	4	4	3
Mean:	4	3.71	4	4	3.86

According to results of the second survey (see Table 14), almost all participants rated ‘Relevance’ as “excellent” with the mean 3.84. This training was provided by Birth To Three in Kyiv, Ukraine. In comments, one of the participants said: “Relevance was

rated “excellent” because it is much needed information for our country”. Another participant added: “All these programs fit exactly to my type of work because I work with parents who probably will be deprived of the right to be a parent.”

According to results of the third survey (see Table 15), all participants rated ‘Relevance’ of information that was presented by Relief Nursery as “excellent” or “good” with the mean 3.62. This training took place in Kyiv, Ukraine. In comments, some participants explained their ratings: “We are working right now with parents who are alcohol and drug-abusers. Both parents and children need to learn some life-surviving skills.” According to results of the fourth survey, ‘Relevance’ received the highest rating (4). All responses are displayed in Table 16 under the category ‘Relevance.’

In order to answer the research question whether the trainees are able to use the knowledge and skills received during the training in their work places, I examined their responses and compared the results across four surveys. According to the results of the first survey (see Table 18), participants highly rated ‘Usefulness’ of some child welfare programs and services that were presented by five Eugene-based organizations with the following means: Organization 1 (3.57), Organization 2 (3.14), Organization 3 (3.71), Organization 4 (3.71), and Organization 5 (3.0). These organizations were Relief Nursery, HIV Alliance, Birth To Three, Holt International, and Department of Human Services/Child Welfare.

In their comments, five participants highlighted the usefulness of the early prevention programs presented by Organization 3. Three participants identified developing foster care and one participant added that that the developing of short-term

foster care (from 1 to 3 days) would be useful for creating the best plan for every child. The same number of participants discovered that developing family support programs for families in crisis presented by Organization 1 would be very useful in Ukraine. Especially, they mentioned that the combination of family support services with the Child Development Center would allow them to implement these services effectively.

**Table 18: Usefulness.**  
**Training for the Ukrainian Officials on November 5 - 9, 2007**  
 (Table explanation: 1 - Less than satisfactory; 2 –Satisfactory; 3 – Good; 4 – Excellent)

Participants	Organiza- tion #1	Organiza- tion # 2	Organiza- tion #3	Organiza- tion # 4	Organiza- tion # 5
Participant 1	4	3	4	4	3
Participant 2	2	2	2	3	2
Participant 3	3	4	4	4	3
Participant 4	4	2	4	3	3
Participant 5	4	4	4	4	3
Participant 6	4	3	4	4	4
Participant 7	4	4	4	4	3
Mean:	3.57	3.14	3.71	3.71	3.00

According to results of the second survey (see Table 14), almost all participants rated ‘Usefulness’ as “excellent” with the mean 3.76. Birth To Three provided this training in Kyiv, Ukraine. In their comments, one of participants said “I just started to work as an instructor for parents, and this ready-to use practical information will help me a lot in my work with parents.” Other participants added that the information was “useful for families with whom we work,” “good examples for our future work,” and that “parents around the globe are the same.” One of the participants mentioned: “I have experienced some cultural differences in understanding some ideas of parenting.”

According to results of the third survey (see Table 15), nine participants rated ‘Usefulness’ of information that was presented by Relief Nursery as “excellent” and sixteen participants rated it as “good” with the mean 3.0. This training took place in Kyiv, Ukraine. In comments, some participants said that “all approaches and methods are useful in our work with children and parents” and that some participants are going to use everything in practice. However, some participants felt some cultural and socio-economical differences in some approaches and added some explanations regarding their ratings:

Participant # 9: “I rated ‘Relevance’ and ‘Usefulness’ as good because I felt that there are some differences in culture between the American and Ukrainian people.”

Participant # 12: “I rated ‘Usefulness’ as good because we are not able to use everything with regards to our conditions.”

Participant # 13: “I rated ‘Relevance’ and ‘Usefulness’ as good because I felt that there are some differences between our nationalities, but I also discovered some similarities.”

Participant # 20: “ ‘Usefulness’ in our conditions is partly possible.”

All results of the fourth survey were included in Table 16 under the category ‘Usefulness.’ This category has received the highest ratings. In their comments, participants highlighted some important aspects they learned: “We have already implemented some programs and we experience slowly progress in the work with families in crises... I am very sure that the family preservation approach we learned during our training will work in our region. This important approach works as an axiom ‘an absolute belief in the family’, and that ‘every parent loves his/her child.’ This approach would be useful in every family.” Other participants added: “All approaches are useful. We have ensured already that the similar problems exist in Ukrainian and

American families. Therefore, the ways to solve these problems are also similar.” One of the participants said: “I think these approaches will work not only in our region, but also in the whole country.” Another participant mentioned: “Early prevention is one of the important elements that we have been trying to implement during the last year. If this stage [early prevention] is successful, many other problems will not have occurred at all... These programs are universal. We can use them in our work with students and in training classes for foster parents.”

Four of eight participants mentioned that some programs and approaches need some modifications to accommodate socio-economic situation in Ukraine:

Participant # 1: “In my opinion, this program [mandatory parenting class] should be adapted and implemented in our region because the only option we have right now for the child’s well-being is take him/her away from the family.”

Participant # 5: “Yes, it is useful “but only under conditions, such as the programs’ adaptation (modification) according to local demand and conditions.”

Participant # 6: “Yes. Many principles fit our situation. We can and should use these principles in our work.”

Participant # 8: “All these elements fit our rayon, but require some adaptation (modification) or changes in some ways.”

#### Trainees’ Expectations and Needs from the Training with regard to Cultural and Socio-economic Differences between the U.S. and Ukraine

From my perspective, today we are not able to apply all programs without changing them to Ukrainian conditions. We can apply some elements of the early prevention model, such as developing plans or creating schedules in the work with children. However, we have our own goals that are regulated by the law and we need to follow them in our work. I think that support of the city administration, for example from our Mayor, is an essential part in this project. We need to open these programs as pilot programs with the help of the local government, and if the program is successful and has positive results, then we can ask the state government for its support and then start to develop these programs as non-governmental organizations (Alexander from Gorlivka).

The results of the first survey showed that almost all approaches that were presented during the training would be likely for Ukraine to implement. They said: “This training gave us a chance not only to study the child welfare models, but also to learn new research theories.” Some participants thought that the family support programs would work better if a variety of the child welfare models were present in Ukraine. According to other participants, the Oregon-based models would only ‘partly’ apply in Ukraine because of some cultural and socio-economic differences. Taking into account the results of the first survey, which demonstrated some concerns among participants about ‘differences between the U.S. and Ukraine’, I developed a new research question. This question helped to answer whether the training met the expectations and needs of participants with regard to cultural and socio-economic differences between the two countries. In order to answer this question, I counted all the positive and negative responses as well as all responses that reflected these differences and compared them across three surveys.

According to the second survey, all twenty-six participants positively responded that the training provided by Birth To Three met their expectations.

*Here are some examples of participants’ responses:*

Participant # 1: “I have experienced for the first time very good training that met my expectations 100%.”

Participant # 10: “The training met my expectations and even surprised me with a systematic and logical approach to parenting.”

Participant # 11: “This training not only met my expectations, but also exceeded my expectations.”

Regarding whether or not the training met participants’ needs with respect to the Ukrainian current socio-economic conditions, twenty-one participants answered

positively, two participants were not sure, and one participant answered negatively. One of the participants answered: “Despite the socio-economic situation in our country, the most important thing is human relationships.” Many participants mentioned that the knowledge that they received during the training will serve as “a base for their work” but probably would require some changes: “This training satisfied my main needs, such as to get a good base for my future work.” One of the participants stated: “I am not sure that this model will completely work in our country because we need to advance our economic and social life first. However, I think that this program will be very effective to implement for some populations.” The cultural differences between Ukraine and the U.S. were associated by the training participants with the differences in the standard of living, but not with customs or traditions. For example, one of the participants said: “We can implement all components of the program in our region, but we need to adapt them to our local conditions because of some differences in our standard of living.” In other words, all concerns of implementing the Eugene-based models that were discussed previously had logistical, but not ideological reasons.

Similarly, all twenty-six participants responded positively in the third survey regarding whether the training provided by Relief Nursery met their expectations.

*Here are some examples of participants' responses:*

Participant # 12: “The training met my expectations and turned my attention to those problems and difficulties that I face in my work every day.”

Participant # 17: “The training helps to explain the main point of the problem and principles on how to solve it through family support.”

Participant # 21: “I learned new approaches in social work and understood how they are different from our work.”



Regarding whether or not the training met participants' needs with respect to the Ukrainian current socio-economic conditions, eighteen participants responded positively, six participants were not sure, and one participant answered negatively. Almost all participants mentioned in their responses that "family problems and risk factors are similar everywhere." They said that they "have similar problems" in their regions and they "want to know new approaches that bring more results and apply to our socio-economic situations." One of the participants highlighted: "We can use most of the information with some modifications." Five of the participants pointed out some concerns for implementing early prevention and family support programs. One of the participants said: "The lack of child welfare policies leads to very negative results for families that are not easy to overcome." Another participant added: "Implementing these programs depends on funding sources and willingness to help from our local government."

According to the results of the fourth survey, all eight participants responded positively to all questions regarding their needs and expectations for the training. Four of eight participants responded that the training exceeded their expectations: "In general, the training met my expectations and even more. The program turned out to be more versatile and deeper than expected." However, almost all of the participants highlighted some socio-economic differences between the two countries.

*Here are some examples of participants' responses:*

Participant # 2: For implementing some programs "we don't have enough financial support right now." For some programs, "we don't have the same physical surroundings as you have here in Eugene."

Participant # 5: For some programs, "we don't have enough financial support, appropriate infrastructure and trained personnel...I would suggest for the

future training to present more information about the interaction between public organizations and local governments.”

Participant # 8: “Some programs should be adapted to our social conditions and territorial difficulties... I would like to learn more about the child advocacy in the country, roles of the local government, and public organizations in child welfare as well as child welfare law... Unfortunately, families in Ukraine are not able to receive this variety of services, and Oregonians don’t even know how lucky they are.”

In order to answer the research question about the trainers’ level of understanding of the trainees’ needs and expectations, I conducted a focus group with training providers. Three local non-profit organizations were asked to share their understanding of participants’ needs and expectations. These organizations were Relief Nursery, Birth To Three, and HIV Alliance. All three organizations expressed how they viewed progress in participants’ understanding of the U.S. models over time and how their own understanding of participants’ needs was growing at the same time. A representative of one of the organizations said: “For us it was very challenging for the first time because we didn’t know what information they [participants] wanted from us.” The results of the focus group indicated that the organizations that worked longer on this project and had a chance to travel to Ukraine had a better understanding of the needs and expectations of the Ukrainian participants than the organization that had never been in Ukraine and had only a general perspective on what participants expected from the training and what their needs were.

*Here are the responses of three representatives of the organizations:*

Organization # 1: “Since I have been participating in this project for several years, I see an absolute progression and awareness that makes me realize that it is also life altering for participants as well. I noticed how they [in Ukraine]

started to view things... The first time we came to Ukraine, there was a big chaos. A year later, people had the capacity to change and we took it for granted. We trained them to use the strength-based approach. We took for granted here [in Eugene] that people there [in Ukraine] have the capacity to change. A year later they started to use the strength-based approach as a given..."

Organization # 2: "It was significant for us to hear from participants what it is like in Ukraine, and participants were very interested in mother/child transmission of HIV, which is zero in the U.S. because of the priority to stop it and the medical care of pregnant women. This was a piece that we recognized and that we need to provide some material on. In the population that we are working with [man to man transmission], the participants didn't want to hear about these issues. The group that received the one-day training didn't get the same benefits as the group that went on the one-week trip to Portland where a lot of good programs are located... [With the previous group], we visited 3 or 4 organizations a day because Portland is a city with a lot of AIDS organizations, and we showed how they work together... Next time we need to prepare the mother/child packet and also invite a specialist to come and address HIV issues. Also, we can test a future group in our office and allow them to talk with a counselor so they can compare how it is like here [in Eugene] and in Ukraine..."

Organization # 3: [The Training in Ukraine] helps trainers to have a much deeper understanding of what the issues are, the living environment in the world and the world itself, which is very meaningful. It gives us an opportunity to go there over time, for ten days or more, to be able to work with people whom we trained... When I went to Ukraine the first time [2007], we visited three Relief Nurseries in Ukraine. They are just getting started. The second time I came [in spring 2008], some people whom we trained were working in Relief Nurseries already. I saw their readiness level to work and to use the curriculum we trained on. It was much more sophisticated... By the end of training, I heard a lot from participants: "I am ready to do this!" "I know I can do this!" In their workplaces, I hope they have staff to support them with what they are going to do, but I felt they were ready..."

### Impacts of the Training on Trainers

For the work we do and for our organization, it makes me and our organization richer, deeper, and able to offer more even for families here [Eugene], and we see the commonalities of families, no matter what country it is, that gives stronger validation of our mission and what we are doing because we see people and people. Their needs are different in specifics, but not different at the core (Minalee Saks, Birth To Three).

In order to answer this question, three areas were measured such as participation benefits for organizations and their staff, costs (effort, time, and human resources) for organizations, and their communication with Holt. Four tables were created to display findings. Table 19 displays the benefits that the organization received by participating in the training organized by Holt International.

**Table 19: Benefits of the Training for Organizations**

(Table explanation: 1 - yes; 0 – no)

Benefits	Organization 1	Organization 2	Organization 3
1. Developing new programs	0	0	0
2. Expanding the vision of the organization	1	1	1
3. Expanding funding opportunities	0	0	0
4. Testing applicability of your model to another culture	1	1	1
5. Other	1	1	1
Total:	3	3	3

All three organizations concurred with each other in their opinions. The training benefits all three organizations in at least three aspects: (1) it expands new vision and mission of organizations; (2) tests applicability of their models, and (3) inspires stakeholders with their involvements in an international work.

*Here are some other comments:*

Organization # 1: “Inspirational: staff, board and members of our own community as well as others are extended and inspired by cross-cultural link and replication.

Organization # 2: “These experiences have helped our organization expand our mission and recognize that promoting the well-being of children through parenting and family support transcends cultures and countries.”

Organization # 3: “Many of our supporters, donors and staff would like to see us do more international work.”

Table 20 displays the benefits that the board of directors and staff of the organizations have gained by participating in the training.

**Table 20: Benefits of the Training for their Staff**

(Table explanation: 1 - yes; 0 – no)

Benefits	Organization 1	Organization 2	Organization 3
1. Developing cultural awareness among staff	1	1	1
2. Taking advantage of cross-cultural training	0	0	0
3. Building staff pride in participating opportunity	1	1	1
4. Enhancing staff development opportunity	0	1	1
5. Other	0	1	1
Total:	2	4	4

The training benefited the staff of all three organizations in at least two aspects, such as developing cultural awareness among staff and building staff pride in participating opportunity.

*Here are some other comments:*

Organization # 2: “Opportunity for management and staff to develop programs about what we do, why we do it, our strengths and challenges, especially for those from different country.”

Organization # 3: “It is wonderful for morale and energizing to see the connection with programs in other parts of the world.”

Table 21 displays the training costs for each organization including time, effort, and involvement of human resources in the training process. All three organizations rated these three aspects similarly very high (4). The results showed that, despite all the benefits that the organizations and their staff gained in participating in this project, the training itself was very resource-intensive for all organizations.

**Table 21: Costs of the Training for the Organizations**

(Table explanation: rating from 1 (very little/few) to 4 (very much/many))

Aspects	Organization 1	Organization 2	Organization 3
Time	4	4	4
Effort	4	4	4
Human Resources	4	4	4

*Here are some other comments:*

Organization # 2: “Our week of training and program was very time and resource intensive since we used mostly our managers and program directors.”

Table 22 displays the additions that the organizations involved in the training would like to see in the communication part of the training. The results showed that organizations involved in training would like to have some outcomes of their work provided in discussions, debriefings, or follow-up information as well as being recognized by Holt International for their work.

**Table 22: How to Enhance the Communication Part of the Training Among Organizations**

(Table explanation: 1 - yes; 0 – no)

Additions	Organization 1	Organization 2	Organization 3
1. Follow-up info on progress of the project	1	1	1
2. Debriefings	0	1	1
3. Recognition of your organization by Holt Int.	1	1	1
4. Invitations to Holt annual events	1	1	1
Other:	1	1	1
Total:	4	5	5

*Here are other comments:*

Organization # 1: “Brainstorming sessions about possible ways to extend services following pending of UDAID grants.”

Organization # 2: “Hearing about results would be interesting for staff.”

Organization # 3: “We are very interested in continuing to work together.”

### Summary

According to initial research results, the training curriculum was designed well and worked effectively in transmitting knowledge and skills to Ukrainian representatives. The initial research also showed that the implementation of the Oregon-based models in Ukraine needs some adjustments to local socio-economic conditions and current child welfare policies that were identified by trainees as challenges. In fact, all these challenges had logistical, but not conceptual reasons. Moreover, the organizations that were involved in this project from the beginning and had a chance to travel to Ukraine could recognize these challenges easily and find the appropriate solutions how to overcome them.

Finally, the participation in the training for the organizations was beneficial in many important aspects, but at the same time very resource-intensive in terms of costs. As a result of this study, several recommendations regarding the future trainings have emerged that will be discussed in the next chapter.



## CHAPTER VI

### RECOMMENDATIONS

#### Introduction

Overall, the training seminars organized by Holt International and provided by several Eugene-based public and non-profit organizations have been unique opportunities for Ukrainian officials and child welfare professionals to learn in detail about existing child welfare models, to enhance their professional skills, and to apply these skills in Ukraine. The long-term goal of these training seminars is profound in terms of the significance of accomplishments over the four years as well as the scope of the future work that should be done. The proof of the success of the training was clear in the research results that I analyzed and interpreted.

#### Findings and Recommendations

Building upon the results of this study, I propose the following recommendations in response to each research question:

#### **Research Question 1**

According to the trainees, what challenges or concerns should be addressed in order to implement and sustain the Oregon-based child welfare models in Ukraine?

The findings show that all the surveyed trainees named five specific issues that should be overcome in order to implement and sustain the Oregon-based child welfare programs models in Ukraine. These issues are the following: (1) A lack of professionally trained personnel; (2) A lack of structural and legal mechanisms to work with families in crisis (including families affected by substance abuse, by HIV, or mental health problems) toward a family preservation plan; (3) A lack of public awareness about social issues; (4) A lack of resources and support from the local government and the private sector; (5) Territorial distance and transportation problems.

*Recommendation 1:*

The following themes should be addressed in extensive detail during future training sessions and explicitly discussed among training participants: (1) Training future trainers; (2) Developing legal mechanisms to work with families in crisis (including families affected by substance abuse, HIV, or mental health problems) toward a family preservation plan; (3) Creating public awareness about social issues among population; (4) Seeking support from the local government and the private sector; 5) Finding solutions regarding transportation problems. These discussions will help to further understand the current situation in Ukraine, examine obstacles in details, and find appropriate solutions to overcome them.

## Research Question 2

According to the trainers, what challenges or concerns should be addressed in order to implement and sustain the Oregon-based child welfare models in Ukraine?

According to the trainers, two crucial aspects of the Oregon-based models, namely (1) Training future trainers<sup>9</sup> and (2) Seeking support from the local government and the private sector, should be discussed during future training seminars. These aspects overlapped with trainees' concerns that, because of a lack of the support from the local government and the private sector, as well as a lack of the professionally trained personnel, they were not able to implement some programs and services.

All other trainers' concerns were related to organizational and communicational aspects of the training: (3) Visit all seven FCP sites in Ukraine and give an individual consultation to each site, instead of doing just a general training; (4) Get feedback, for example, a progress report on what impact the training had on participants; (5) Maintain communication among organizations involved in the project and share the information. The following recommendations might be implemented in the future:

### *Recommendation 2:*

The child welfare professionals who are able to become trainers in their geographical locations in Ukraine should be first trained in all aspects of the training program.

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<sup>9</sup> Since the second part of 2008, the FCP started to organize training seminars "Training of Trainers" for future instructors in Ukraine (see Chapter III).

*Recommendation 3:*

During the training in Ukraine, trainers should visit all FCP pilot sites in Ukraine and give an individual consultation to each site, responding directly to their local conditions.

*Recommendation 4:*

Organizations involved in the training should maintain communication and share the information about their accomplishments.

**Research Question 3**

Does the training meet the expectations of participants in terms of clarity of presented information?

The findings of this study showed that this aspect of the training doesn't require any change. All information was clearly presented by the trainers, meeting the expectations of trainees.

**Research Question 4**

Does the training meet the expectations of participants in terms of relevance to their work places?

The findings of this study showed that this aspect of the training doesn't require any change. The training was relevant to participants' work places and met their expectations.

### **Research Question 5**

Are the participants able to use the knowledge and skills received during the training in their work places?

According to the findings of this study, the usefulness of the Oregon-based approaches depended on many local factors. However, almost all the training participants defined the usefulness of the knowledge and skills they received during the training as 'a base for the future work,' which was critical for them. Moreover, the trainees identified that the Ukrainian families have the same problems as the American families, so the tools to deal with these problems should be the same.

#### *Recommendation 5:*

Further research should be undertaken regarding the efficacy of the modeled family support services and their impact on children and families in Ukraine.

### **Research Question 6**

Does the training meet the expectations and needs of participants with regard to cultural and socio-economic differences between the U.S. and Ukraine?

According to the participants, the training met and sometimes even exceeded their expectations. Regarding whether or not the training satisfied participants' needs with respect to cultural and socio-economic conditions, many participants indicated that the training satisfied their needs in general. However, many trainees mentioned that the training lacked in practical recommendations on how to apply the Oregon-based models to the Ukrainian reality, with respect to local socio-economic conditions and current child welfare policies. Many trainees highlighted that they could apply some, but not all programs and services, or they could apply these models "partly", or some models should be adapted to the local conditions. The reasons why the trainees thought they were not able to apply the Oregon-based models in full were the same as identified in the first research question regarding challenges and concerns. Both questions are strongly interrelated and answered many inquiries in this study. Moreover, the cultural differences between the U.S. and Ukraine were not associated by trainees as the difference in terms of customs or traditions; rather, the trainees considered the cultural differences as the differences in standard of living.

*Recommendation 6:*

The training should provide practical recommendations on how to apply the Oregon-based child welfare models to Ukraine with respect to local socio-economic conditions and current child welfare policies.

### **Research Question 7**

What is the trainers' level of understanding of the participants' needs and expectations, according to trainers?

The findings indicated that the organizations that worked longer on this project and had a chance to travel to Ukraine had a better understanding of the needs and expectations of the Ukrainian participants than the organization that had never been in Ukraine and had only a general perspective on what participants expected from the training and what their needs were.

#### *Recommendation 7:*

Participants' needs and expectations should be evaluated by the trainers before and after each training.

### **Research Question 8**

What impacts has the participation in training seminars had on trainers?

The findings showed that the training benefited not only the organizations, but also the board of directors, staff, and other stakeholders. The training expanded a new vision and mission of organizations, tested applicability of their models, and inspired stakeholders with their involvements in the international arena. Moreover, the training developed cultural awareness among staff and built staff pride through the opportunity to participate. At the same time, the training was very resource-intensive in terms of time,

effort, and human resources for all organizations. In addition, all organizations involved in the training wanted to have some information about the training outcomes that could be provided in discussions, debriefings, or follow-up information. Finally, all organizations would like to be recognized by Holt International for their work.

*Recommendation 8:*

Holt International should provide the progress reports of the collaborative project for the training providers, their staff, and board members on a regular basis.

*Recommendation 9:*

Holt International might recognize the work of training providers, for example, by inviting them to Holt's annual events.

### Conclusion

This study addressed recent child welfare trends in Ukraine through evaluating and analyzing a training curriculum on child welfare issues organized by Holt International for Ukrainian officials and child welfare professionals. Holt International worked on designing this curriculum in collaboration with several Oregon-based public- and non-profit organizations. Nine recommendations have emerged as a result of this study that could benefit other training programs on child welfare issues. In general, all recommendations relate to logistical, organizational, and communicational aspects of the training that are possible to utilize for the next training. None of the recommendations



concerned ideological or conceptual aspects of the training, which would be the most difficult part to overcome practically.

These recommendations are the following:

*Recommendation 1:*

The following themes should be addressed in extensive details during future training sessions and explicitly discussed among training participants: (1) Training future trainers; (2) Developing legal mechanisms to work with families in crisis (including families affected by substance abuse, HIV, or mental health problems) toward a family preservation plan; (3) Creating public awareness about social issues among population; (4) Seeking support from the local government and the private sector; 5) Finding solutions regarding transportation problems. These discussions will help to further understand the current situation in Ukraine, examine obstacles in details, and find appropriate solutions to overcome them.

*Recommendation 2:*

The child welfare professionals who are able to become trainers in their geographical locations in Ukraine should be first trained in all aspects of the training program.

*Recommendation 3:*

During the training in Ukraine, trainers should visit all FCP pilot sites in Ukraine and give an individual consultation to each site, responding directly to their local conditions.

*Recommendation 4:*

Organizations involved in the training should maintain communication and share the information about their accomplishments.

*Recommendation 5:*

Further research should be undertaken regarding the efficiency of the modeled family support services and their impact on children and families in Ukraine.

*Recommendation 6:*

The training should provide practical recommendations on how to apply the Oregon-based child welfare models to Ukraine with respect to local socio-economic conditions and current child welfare policies.

*Recommendation 7:*

Participants' needs and expectations should be evaluated by the trainers before and after each training.

*Recommendation 8:*

Holt International should provide the progress reports of the collaborative project for the training providers, their staff, and board members on a regular basis.

*Recommendation 9:*

Holt International might recognize the work of training providers, for example, by inviting them to Holt's annual events.

Postscript: Ukraine's Changing Social Climate and Directions for Future Research

In order to measure the training outcomes for Ukrainian officials, child welfare professionals, and targeted families in Ukraine, further research was conducted in spring 2009, in order to determine the challenges and concerns of establishing the Oregon-based models on national, regional, and local levels, as well as their impact on families in Ukraine. A special concern was a better understanding of the obstacles that Ukraine has been experiencing while reforming the child welfare sector and the significance of the project that Holt International has implemented through Families for Children Program in Ukraine.

In spring 2009 trip to Ukraine, the current social climate is hospitable to the recommendations I am making in my study, especially in the context of changes already underway.

The legislative base of child welfare in Ukraine has been changing dramatically since 2002. According to the 2007 Ukraine National Report, 60 laws were passed for the period 2002-2006 that aimed at protecting the rights of children, providing child welfare options, and guaranteeing child well-being, and even more have been passed since 2006.

After passing new laws and developing the child welfare alternatives to institutional care (inter-country adoption, foster care, and family-type homes), the number of children residing in baby homes, children's homes, boarding schools, and shelters significantly reduced, especially for babies and small children from 0 to 7 years old. For example, the number of children residing in boarding schools was 13,173 in

2002 and already only 7,489 in 2008 (State Department on Adoption and Child Protection statistics given by Lyudmila Balym, Deputy Director).

At the same time, the attitudes of Ukrainian people, especially child welfare professionals, started to change toward family-based care. These changes are still underway and experience some obstacles. For instance, in general, directors of institutional facilities are still resistant to the idea of de-institutionalization due to their fear of losing their job and social status. However, during my trip to Ukraine, I met directors of two shelters in Dnipropetrovsk and one director of the boarding school in the city of Uman, who were very progressive in their views and actions. For instance, after considerable reduction of the number of children, the director of the Uman boarding school decided to convert the school profile to non-residential as well as residential health-wellness school and open it to the general public. Her effort looked very successful.

On the other hand, as children from 7 to 18 years old have less chance to be fostered and adopted, institutional care is still needed for them. To extend their role, these institutional facilities should prepare older children left without parental care socially and professionally for real life after their graduation. Based on my observation, the professional education of older children in institutional care doesn't address their needs and prepare them to employment in the changing job market after their graduation. For example, girls usually are taught how to embroider or sew, and boys - how to make some wooden crafts. They also have classes of folk and modern dancing, singing, and arts, but no computer lab was provided.

In addition, girls who graduate from boarding schools are likely to experience early pregnancies and become single mothers due to lack of skills for family-building relationships. To address this problem, the state started to provide social housing for single mothers who graduate from boarding schools for the period of 3 years. In reality, girls usually live there more than 3 years. Knowing that these single mothers do not have any other place to live or any profession to support themselves and their children, I think the problem of professional and social education, including family planning, of older children in institutional care is critical at this moment.

Along with family-type options for children without parental care, the family support services for at-risk families are usually financed from the regional or local budget. Non-governmental social programs usually work effectively when the whole community works together, including regional and local officials. However, the concept and role of Boards of Directors remains undeveloped and unclear. These programs usually don't name community work as a responsibility of the board of directors since it is based mostly on personal contacts and support. At the same time, in terms of achieving the goals, their work looks like the service of the board of directors in American non-profit organizations. A good example of the community-based services is Relief Nurseries modeled after Eugene, Oregon. The Ukrainian Relief Nurseries do not necessarily include all three main components of therapeutic day care for children, parenting classes, and home visiting program. Only two Relief Nurseries from six I visited in Ukraine work successfully in all three aspects. Others have been developing in the way of addressing most critical needs in the community at this moment.

In summary, all of the recommendations that I am making in my study are consonant with social changes that are already underway in Ukraine, and should find a compatible context.

APPENDIX  
LOGIC MODEL

**Table 23: Logic Model**

Resources and partners	Activities	Outputs	Audience reached	Short-term Outcomes	External factors (Antecedent and mediating)	Intermediate Outcomes	Long-term outcomes
1. USAID grant 2. Holt staff 3. FCP in Ukraine 4. Training providers (Local public and private organizations)	Facilitate and provide training seminars in Oregon, U.S. and Ukraine	Research Evaluation reports	1. Ukrainian officials in the field of child welfare  2. Social workers and child welfare professionals	1. Introduce the child welfare programs and services in theory and practice to Ukrainian representatives  2. Train personnel who will run or work in these programs	1. Cultural and socio-economical differences between the US and Ukraine	1. Develop the similar programs and services in Ukraine  2. Find solutions on how to make these programs effective, financially sustainable, and attractive to the targeted communities.	1. Reform child welfare in Ukraine by developing alternative child welfare forms to institutionalization. 2. Improve the well-being of children and their families in Ukraine 3. Reduce the number of children devoid of parental care.



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