



SCHOOL OF SOCIAL WORK

*Uzbekistan Social Work Education
for Excellence Project (USWEEP)*

FINAL PROJECT REPORT

Submitted To



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Introduction

While the profession of social work has long demonstrated internationally the effectiveness of its core theoretical foundations, ethical principles, and evidence-based practices to address social needs outlined in national priorities, Uzbekistan, as with many Central Asian countries, has been slow to adapt and utilize fully social work and its resources due to a lack of comprehensive education and training for social workers.

The Government of Uzbekistan has committed to social reforms to ensure the safety and well-being of its citizens as outlined in the National Development Strategy of the Republic of Uzbekistan 2017-2021. To support these reforms, UNICEF Office in Uzbekistan has identified its priorities to strengthen social service workforce and social work development in Uzbekistan.

In June 2018, the United Nations Children’s Fund (UNICEF) and Columbia School of Social Work’s Social Intervention Group (CSSW) partnered to create the Uzbekistan Social Work Education for Excellence Project (USWEEP). USWEEP was designed to assess the current state of the social service workforce (SSW) and strengthen social work education and practice through sustainable approaches in present-day Uzbekistan. USWEEP’s ultimate goal is to improve the well-being of vulnerable children and families served by trained social workers and social service professionals conducting social work functions.

Background

Uzbekistan is the most populous country in Central Asia with more than 32 million people, one-third of whom are children up to age 18 (State Committee of The Republic Of Uzbekistan On Statistics, 2018). Like many other countries with a transition economy, Uzbekistan experiences many social issues, such as poverty, unemployment, labor migration, health issues, family breakdown, and others that cannot be addressed without a robust social service infrastructure (Marat, 2009; Sammon, 2017).

The president of Uzbekistan has enforced new laws and issued several decrees addressing these social issues, charging government ministries with enacting resolutions and regulations to strengthen the effectiveness of social services. In the national Strategy of Actions 2017-2021, development of the social sector was identified among key policy priorities aimed at:

“... consistently increasing employment and income of the population, improving the system of social protection and health care, increasing the socio-political activity of women, implementing programs for the construction of affordable housing, developing and modernizing road transport, engineering and communication and social infrastructures, development of the sphere of education,

culture, science, literature, art and sports, improvement of the state youth policy” (Decree of the President of the Republic of Uzbekistan, 2017).

Child welfare and related legislation have been of particular interest to national and international stakeholders. The Uzbekistan government, with the support of UNICEF, has focused attention and resources on the child and family social service system and workforce for more than 10 years. The Law on the Guarantees of Child Rights of the Republic of Uzbekistan (2008) identifies child welfare-involved populations as socially vulnerable children under age 18 with special social support needs, including orphans, children with disabilities, children without parental care, and children from low-income families.

Families and children in Uzbekistan face multiple difficulties due to migration, substance misuse, domestic violence, trauma and mental health issues, malnutrition, alternative forms of family care, involvement with the law, or institutionalization (Ganieva & Kim, 2011; Sammon, 2017). Many children in Uzbekistan are institutionalized due to family poverty or labor migration (Consultants of the Center for Fiscal Policy, n.d.; Sammon, 2017). Yet, numerous studies show that children in institutional care experience multiple issues, such as developmental delays, emotional and behavioral problems, and mental health disorders, which may have long-term effects (Ajduković & Sladović, 2005; Crenson & Crenson, 2009; Dumaret, Donati, & Crost, 2011).

Since 2005, UNICEF has initiated the de-institutionalization of the system of social protection of welfare in Uzbekistan and concluded that social workers are essential for implementing necessary reforms. However, up until now, few service providers employ social workers for professional service provision to vulnerable children and families.

As social work and social services are relatively new fields in Uzbekistan, no single entity is responsible for financing and planning the SSW. Currently, social welfare functions in Uzbekistan are divided among many entities, such as government ministries and local authorities, Women’s Committee, Mahalla, and others. Though there are many strengths within each of these entities, such fragmentation in the system inevitably creates inefficiencies in service provision and distribution of resources.

As the social work profession is in its nascent stages of development in Uzbekistan, practitioners or workers in the social sector often lack the important skills, expertise, and professional education to provide services for vulnerable populations. Social work education and practice frameworks are essential in re-conceptualizing the SSW’s services and division of responsibilities among the stakeholders of the social service system.

USWEEP General Approach

The Uzbekistan Social Work Education for Excellence Project (USWEEP) goal was to contribute to the improvement of social work education and practice in Uzbekistan

through technical support and capacity-building activities to ensure utilization of international standards of social work education and training, and expansion of modern evidence-based social work interventions based on well-researched and contextually appropriate practice with vulnerable groups. The ultimate goal of the proposed activities was to improve the well-being of vulnerable families and children served by trained Uzbek social workers and other professionals conducting social work functions.

USWEEP had the following objectives to achieve project goals:

1. Conduct an assessment of social service/social work functions of professionals and paraprofessionals of social and child welfare in Uzbekistan and provide recommendations to the government and national stakeholders on expanding and enhancing the social service/social work workforce.
2. Provide technical support for improvement of social work education based on international standards for social work education and training and vast experience of CSSW.
3. Build capacity for university faculty and staff, and the National Team (NT), through delivery of 18 days of training (144 hours), using a train-the-trainer model to advance teaching skills and social work education sustainability.
4. Provide technical support to the NT in revision of a short-term certified program on social work for social workers and social service professionals.

See Appendix A for project outputs, activities, and the monitoring and evaluation plan, as given in a table in the project proposal.

Description of Implemented Activities and Deliverables

Deliverable 1. Assessment report on social work functions of professionals and paraprofessionals of social and child protection system in Uzbekistan

Outcome 1.1. Prepared sample design and the assessment instruments, such as focus group protocols, survey questionnaires, and consent forms for the interviews with professionals and para-professionals and other stakeholders of social and child protection systems in Uzbekistan.

- CSSW USWEEP team conducted a preliminary desk review of key UNICEF reports related to recent assessments of the social service workforce in Uzbekistan and worldwide, as well as internal Uzbekistan laws and regulations related to the social service sector and workforce.
 - More than 35 reports and papers provided by UNICEF and local partners were reviewed.
- CSSW together with UNICEF and local teams identified the sampling plan and identified the agencies for the assessment.
 - The following domains were identified as key in social service provision and development the workforce: health, education, employment, internal affairs, prosecutor's office, Mahalla, Women's Committee, Center "Oila",

and the key NGOs, such as the Republican Center for Social Adaptation of Children (RCSAC), SOS Children's Villages, "Istiqboli Avlod" (trafficking), and "Oidin Nur" (women's crisis center).

- The sampling was designed to involve the workers of local community mahallas, district, regional, and national levels per domain.
- Three protocols for focus groups and individual interviews with key informants, including the social service workforce, social work educators and students, and social service consumers, along with the Express Survey Form, were created.
 - Social services for families and children were defined as the main focus of the assessment. However, upon the agreement request of the UNICEF team, the scope was significantly broadened in order to include the assessment of the status of the SSW in a wider social service system in Uzbekistan, including service providers for women and other vulnerable populations.

Outcome 1.2. Conducted 41 focus groups and interviews with the stakeholders.

- The following groups were interviewed:
 - Specialists of the national, regional, and district departments responsible for social issues of health, public and pre-school education, employment, internal affairs, general prosecutor's office, Women's Committee, and Center Oila;
 - Staff of baby homes, children's homes Mehribonlik and Murruvat, specialized boarding schools for children with special needs, mahalla committees (including heads, secretaries, specialists, police, religious leadership, and volunteers), school psychologists, and patronage nurses of polyclinics;
 - Faculty and students of social work departments of NUUz, Fergana University, and Samarkand University; and
 - Service providers of NGOs, RCSAC service consumers, and its branches.
- The total number of participants included administrators, service providers, service recipients, educators, and students in the cities of Tashkent, Samarkand, Fergana, and Bukhara in Uzbekistan. 166 participants completed surveys.
- In total, 195 individuals participated in the 41 focus groups and interviews divided as follows: 51 participants in 8 focus groups in Samarkand; 31 participants in 5 focus groups in Fergana; 110 participants in 27 focus groups in Tashkent; and 3 participants in 1 focus group in Bukhara.

Outcome 1.3. The collected data were analyzed and the Assessment Report prepared and submitted.

- For data analysis, the audio recordings were transcribed; 37 transcripts were reviewed. Survey data from 166 questionnaires were entered and processed. More than 65 legislative regulatory documents were reviewed and analyzed along with the focus group data.

- The interim results were submitted to UNICEF in October 2019 and presented at the International Forum on Child Protection to discuss with the stakeholders.
- The final report was completed with feedback from local and regional UNICEF offices and submitted in March 2019 consisting of three main documents:
 - The Social Service Workforce (SSW) in Uzbekistan: Strengths, Challenges, and Ways Forward. Final Report. March 2019;
 - Final report: Full Stakeholder Analysis; and
 - Final Report: Appendices.
- The results of the final report were presented at the Round Table: *Analysis of Social Service Workforce in Uzbekistan and of Child Care System Reform* (March 1, 2019) for the key social services stakeholders, including ministries and governmental agencies, Mahalla, Women's Committee, and national and international NGOs. All recommendations of the assessment were accepted by stakeholders and were included in their programs/road maps.
- The final assessment report was translated, published, and distributed among stakeholders by UNICEF Country Office in Uzbekistan.

[See USWEEP Assessment Executive Summary in Appendix B.](#)

Deliverable 2. Technical support for improvement of social work education in accordance with international standards

Outcome 2.1. Current educational standards, curricula, courses, and field education on social work were revised and submitted to the Ministry of Higher Education (MoHE).

Outcome 2.2. Local team was supported in their revision of National University Social Work curricula; CSSW shared relevant study plans/curricula, field education manuals, and a directory of classes based on the rigorous experience of CSSW.

- During the project period, the CSSW supported NUUZ to revise social work curricula through:
 - Revision of the existing educational plans and curricula on social work and providing feedback;
 - Sharing international standards on social work education and field practice; and
 - Sharing educational plans for social work Bachelor and Master's programs in the U.S.
- Jointly with UNICEF and NT, during the visits, CSSW team conducted meetings with faculty of NUUZ and Fergana and Namangan Universities to discuss the needs and challenges related to social work educational plans and teaching.
- Joint revision of existing curricula and educational plans resulted in the following changes:
 - The number of hours for field practice were increased for both undergraduate and graduate programs; and

- The following new subjects were introduced in the curricula based on review by CSSW: Social Policy, Human Behavior and Social Environment, Social Work Practice with Different Groups of People, Social Work Research Methods, Child Abuse and Neglect, Social Work with Families, and Children and Women.
- As a result of the joint work of the CSSW and National Teams, the revised social work curricula for undergraduate and graduate programs were submitted to the Ministry of Higher and Secondary Education and approved. According to the National Team, the new updated educational plans were to be implemented in the new academic year, starting September 2019.

Outcome 2.3. Students and faculty of the NUUz and regional universities were supported with guest lectures/training by CSSW team.

- CSSW team conducted one-day guest lectures on social work foundations for social work students of Fergana and Namangan Universities on 29-30 October 2018.

A three-day training on Introduction to Social Work Practice (November 5-7, 2018) and a two-day workshop on Social Work Practice (May 27-28, 2019) were conducted for social work students of NUUz. In total, 24 students were trained and received certificates for participation in both trainings.

Deliverable 3. Capacity-building of social work trainers and practitioners: prepare and deliver 18-day train-the-trainer (ToT) program (6 modules, 144 hours) (June 2018-March 2019, 156 days)

Outcome 3.1.

- A six-day training (48-hour course) for trainers on Foundations of Social Work was prepared and conducted on October 22-27, 2018.
- 26 participants, including 15 social work faculty and 11 leading practitioners in the field of social service from Tashkent, Fergana, Namangan, Samarkand, and Bukhara, were trained and received certificates of attendance.
- The training package was finalized and shared with the NT for further adaptation. Training materials include training agenda, slides, handouts/reading materials, exercises/case scenarios, videos, and training evaluation tools.

Outcome 3.2

- A two-day training (16-hour course) for trainers on Child Welfare was prepared and conducted on February 18-19, 2019.
- 27 participants, including 16 social work faculty and 11 leading practitioners in the field of social service from Tashkent, Fergana, Namangan, Samarkand, and Bukhara, were trained and received certificates of attendance.
- The training package was finalized and shared with the NT for further adaptation. Training materials include training agenda, slides, handouts/reading materials, exercises/case scenarios, videos, and training evaluation tools.

Outcome 3.3.

- A four-day training (32-hour course) for trainers on Social Work Practice with Families was prepared and conducted on February 20-23, 2019.
- 27 participants, including 16 social work faculty and 11 leading practitioners in the field of social service from Tashkent, Fergana, Namangan, Samarkand, and Bukhara, were trained and received certificates of attendance.
- The training package was finalized and shared with the NT for further adaptation. Training materials include training agenda, slides, handouts/reading materials, exercises/case scenarios, videos, and training evaluation tools.

Outcome 3.4

- A six-day training (48-hour course) on Social Work Practice with Vulnerable Populations was prepared and conducted on June 3-8, 2019.
- 27 participants, including 16 social work faculty and 11 leading practitioners in the field of social service from Tashkent, Fergana, Namangan, Samarkand, and Bukhara, were trained and received certificates of attendance.
- 27 participants received certificates of trainers.
- The training package was finalized and shared with the NT for further adaptation. Training materials include training agenda, slides, handouts/reading materials, exercises/case scenarios, videos, and training evaluation tools.
- 22 trainees completed pre- and post-tests and training evaluation forms.

Outcome 3.5. (additional)

- A one-day training on Trauma-Informed Practice was prepared and conducted.
- 25 practitioners of child protection, social services, and health system in Tashkent attended the training.

Curricula for the Training of Trainers

Training	Duration/Time	Modules
Foundation of Social Work Practice	6-day 48 hours October 22-27, 2018	1. Introduction to social work (social work ethics and conceptual frameworks) 2. Exploration and engagement (building communication and interviewing skills) 3. Assessment (building social work assessment skills, ecomap, genogram, intro to mental health assessment) 4. Transition from assessment to intervention (basic interventions skills) 5. Social work interventions (main social work interventions overview) 6. Interventions (continued) and evaluation

Child Welfare	2-day 16 hours 18-19 February, 2019	1. Child abuse and neglect definitions, risk and protective factors, indicators and impact 2. Child abuse screening, assessment, and responding interventions
Social Work Practice with Families	4-day 32 hours 20-23 February, 2019	1. Introduction to social work practice with families and conceptual frameworks of working with families 2. Preparation for social work practice with families and family assessment 3. Linking assessment with interventions. Integrating assessment information. Planning interventions. 4. Family interventions.
Social Work Practice with Vulnerable Populations	6-day 48 hours 3-8 June, 2019	1. Socio-economic vulnerabilities, specifically poverty and stigma 2. Domestic violence 3. Complex trauma 4. Working with children and youth at-risk, substance use, and mental health 5. Working with special populations (e.g., people with HIV) and supervision 6. Recap, review, and practice with participants' final assignments

For more details, see CSSW team visits agendas (Appendix C), ToT agendas (Appendix D), and lists of training participants (Appendix E).

Deliverable 4. Technical support to NT for revision of the re-training program on social work for practitioners (based on the existing re-training program and the new capacity building trainings delivered by the CSSW team)

Outcome 4.1. Technical support to the national team on the developing of the short-term re-training program on social work for practitioners of the child/social welfare for certification provided.

Outcomes:

- CU team provided consultancy on the design of the short-term course on social work for practitioners of social service agencies. In addition, the requirements of the Ministry of Higher Education (MoHE) to a short-term certified program have been discussed and incorporated in the program design as the result of a mutual work of CU and National team. The National team have submitted the justification for the short-term social work program to MoHE.
- CU team facilitated the discussion on distribution on the short-term social work program among practitioners of social services. A preliminary agreement between the National University, Center “Oila” & UNICEF in regard to organizing a re-training program and professional development courses on social work on

the premise of Center “Oila” has been achieved. The courses will be organized for both professionals and paraprofessionals of the social services organizations. There is also a plan to set up a short-term certified course on the premise of the National University’s training center. The program will be designed to fulfill the requirements of the Ministry of Higher Education for its certification.

- Based on the needs and the discussion between the CU and National teams, the following curricula of a short-term certified course on social work have been agreed and submitted to MoHE:

Core courses:

1. Introduction to Social Work (3-day, 18 hour)
2. Foundations of Social Work Practice (6-day, 36 hour)
3. Social Policy (laws and regulations) (2-day, 12 hour)
4. Social Work Practice with Families and Children (5-day, 30 hour)
5. Child Protection (5-day, 30 hour)

Additional courses:

6. Social Work with Persons with Disabilities (3-day, 18 hour)
7. Social Work and Domestic Violence (5-day, 30 hour)
8. Social Work, Health and Mental Health (5-day, 30 hour)
9. Social Work with Youth (3-day, 18 hour)
10. Social Work with contemporary social issues (HIV, substance abuse, trafficking, migration) (5-day, 30 hour)
11. Social work and Juvenile Justice (3-day, 18 hour)
12. Management and Supervision (3-day, 18 hour)
13. Social Work teaching methods (t/b/d)

- Ongoing collaborative work of CU and the NT resulted in the agreement of members of the NT being assigned to particular courses, from the above list, for further development and adaptation for the short-term program. (The list of the course outline and responsible team members is attached)
- During July-October Lyudmila Kim has provided intensive support and guidance to the NT on the design and development of curricula of the following courses: Child protection, SW with disabilities, SW with Youth, SW with Vulnerable Populations. A detailed revision of the course curricula and additional materials were provided to the team.
- During that period, Lyudmila Kim has prepared curricula of Foundations of SW Practice, SW Practice with Families and Children, and Domestic Violence and SW. The draft of training manual on Foundations of SW Practice has been prepared.
- First drafts of training manuals of the core courses have been prepared by the team. The courses will be finalized, edited and published in 2020.

[See approved study plan of a short-term certified program, trainings curricula, and training manual format in Appendix F.](#)

Outcome 4.2. During four visits, CSSW team participated extensively in various advocacy activities, including key note on the roundtables and conference,

meetings with senior level managers of ministries and other social service stakeholders, and interviews to national media on best practices of modern social service system and directions for further development of social work and social services in Uzbekistan.

- Participation in the Kick Off Roundtable On Launching of the USWEEP project on June 11, 2018. Four presentations were provided by the CU USWEEP team:
 - Social Work Education at Columbia University, Domestically and Globally, presented by Dr. Nabila El-Bassel.
 - Diverse Social Work: Fields of Practice and Domains, Dr. Louisa Gilbert
 - A Multi-modal Capacity Building Approach to the Profession of Social Work, Dr. Timothy Hunt
 - Social Work education and training in Uzbekistan: further development, challenges and prospects, Ms. Lyudmila Kim;
 - Interviews to the local TV and newspapers by CU team.
- Key note on the International Child Protection Forum organized by the Republican Center for social adaptation of children
 - Title of the presentation “*Social service workforce of the social sector in Uzbekistan: strengths, challenges and ways to move forward: Interim findings from the assessment*”, presented by Dr. Timothy Hunt and Ms. Lyudmila Kim
 - Interviews to the local print and televised media.
 - The results of the assessment were covered by the local news <https://www.gazeta.uz/ru/2018/10/19/social-protection/>
- Key note on the Round Table: *Analysis of Social Service Workforce in Uzbekistan and of Child Care System Reform* (March 1, 2019)
 - Presentation of the final results of the Assessment of SSW in Uzbekistan and validation of the recommendation
- Coverage by local media (selected)
 - <https://www.gazeta.uz/ru/2019/06/17/social-workers/>
 - <https://anhor.uz/society/v-uzbekistane-obsudili-reformu-sistemi-opeki-nad-detyami>
 - <https://www.gazeta.uz/ru/2019/10/23/child-labour/> etc.
 - Interview to “Radio Maxima” about social work and SSW.
- During the visits to Uzbekistan in June 2018 - June 2019, CU team took part in numerous meetings to advocate for social work development: meetings with the senior managers of National University of Uzbekistan, Namangan State University, Fergana State Universities, Samarkand State University, RCSAC, center “Oila”, MoPE, PGO, and Director of the Republican Center for Forensic Medical Examination/ Head of Department Forensic Medicine.
- During the visits, CU team had a number of meetings with UNICEF country office, including Child Protection, Social Policy, Education, Communication and Health units, to discuss how the social services system should be organized from a global and local perspective.
- Collaborative work with other international consultants of UNICEF, meetings with the staff of Regional ECA Office UNICEF.

[For more details about advocacy activities see Appendix G.](#)

Training Evaluation

The training program was designed as an 18-day (144-hour), three-round training of trainers (ToT) program. Each round consisted of six days of training. Training evaluation was an important part of delivery of ToT rounds. Accordingly, various assessment forms were prepared for every round, including a pre-and post-test (knowledge assessment forms) and training satisfaction forms. The confidence assessment form was prepared for the last round.

The following types of assessments were administered (see Appendix B for assessments in their entirety):

- Training knowledge assessments (pre- and post-test forms);
- Formative training assessments (daily feedback form);
- Training program evaluations;
- Training satisfaction assessments.

[See evaluations tools in Appendix H.](#)

Characteristics of Participants that Completed Training Evaluations

Overall, 22 trainees completed the assessment forms. Nearly half of the 22 trainees were from universities, while the others were from governmental or non-governmental organizations and agencies. They worked with a variety of populations in Uzbekistan including children, youth, students, and elderly people. One third of the trainees described their positions as consultants and specialists of organizations. One third of the trainees mentioned their roles as leaders of organizations. The rest of the participants worked as senior managers, faculty members, or volunteers of organizations.

Nearly half of the 22 trainees received their degrees in the field of Social Work. The rest of the trainees received their degrees in fields such as Sociology, Psychology, and Pedagogy. Nearly half of the participants owned a Master's Degree or higher in their fields of practice.

When asked about the number of years they have worked in social work-related organizations, half of the trainees had less than five years of social work-related working experience. One-fourth of the trainees had five to nine years of experience. One-fourth of the trainees had more than 10 years of experience in social work organizations.

Types of Assessments

Training Knowledge Assessment

Training knowledge assessments (referred to as pre- and post-test assessment forms or assessment of knowledge of rounds 1 & 2) assessed trainees' level of knowledge before and after each round of training. The pre-and post-test forms consisted of between 25 and 30 multiple choice questions reflecting that round's curriculum. A sample question is given below.

Sample question: Which of the following is not a step in the final phase of the Problem Solving Model?

1. Planning
2. Engagement
3. Assessment
4. Implementation

The average pre-test score of training was 13 out of 20 points (range 3-18), with one point earned for each correct question. While test scores improved there was no statistically significant change between the before and after training test scores. The CSSW team considers that the following barriers may have played a role:

- Issues related to translation (e.g., difficulty translating key terms and concepts);
- Gap between the content of the tests and actual training (trainers had to modify the training content during its implementation due to the level of the group and/or requests from the participants; as a result, not all questions of the test were presented during the training); and
- Familiarity with and cultural relevance to some concepts needs greater understanding.

The trainees were also asked to complete two assessments for their 3rd round training, one before and one after the training, in June 2019. Each of the assessments had 27 questions, one point for each question. For the assessment given **before the training, the average score was 13.571**, with the lowest score of 8 and the highest score of 19. For the assessment given **after the training, the average score was 14.364**, with the lowest score of 11 and the highest score of 18. Both the lowest score and the mean score of the assessment increased after the delivery of the training demonstrating some improvements in trainee knowledge.

Formative Training Assessments

Formative training assessments (or daily training feedback forms) were administered at the end of each day of the three rounds of training with the purpose to check whether modifications in the program or in the classroom were needed. The form asked participants to give trainers their impressions of the day's training.

Based on daily feedback, the trainers were able to address participants' questions and concerns related to the training content and organization.

Training Program Evaluations

Training program evaluations (or summative training assessments) were completed by trainees at the end of the training program to assess the effectiveness of the training program for the development of social work practice and trainer skills of training participants. Training program evaluations included a self-assessment of self-efficacy in social work practice competencies and teaching skills before and after training program. The evaluation form was designed using The Social Work Self-Efficacy Scale (SWSE), which is based on Bandura's social cognitive theory (Gary, 2007). Confidence in trainer competences were added to the scale.

Trainees were asked to respond to confidence questions on a scale from 1 (not confident) to 10 (very confident) before and after the USWEEP training program. A first set of 21 confidence questions related to social work role performance, and a second set of 10 confidence questions related to confidence in training skills. Sample questions are provided below.

Sample question (confidence in role performance)

<i>How confident are you that you can...</i>	<i>Not confident confident</i>	<i>Somewhat confident</i>	<i>Very</i>
1. Initiate and sustain empathetic, culturally sensitive, non-judgmental, professional relationships with clients?	Before the USWEEP training		
	1.....	2.....	3.....4.....5.....6.....7.....8.....9.....10
	After the USWEEP training		
	1.....	2.....	3.....4.....5.....6.....7.....8.....9.....10

Sample question (training confidence)

<i>How confident are you that you can...</i>	<i>Not confident confident</i>	<i>Somewhat confident</i>	<i>Very</i>
1. Introduce social work skills to individuals using direct practice examples.	Before the USWEEP training		
	1.....	2.....	3.....4.....5.....6.....7.....8.....9.....10
	After the USWEEP training		
	1.....	2.....	3.....4.....5.....6.....7.....8.....9.....10

Table 1 presents items from the practice-related **confidence** scales and mean scores on a scale from 1 to 10. **The pre-training mean score of all those who participated in the assessment was 4.8, while the post-training mean was 7.5.** All self-assessment post-training confidence scores were higher than pre-training confidence scores.

Table 1. Confidence Scores in Role Performance (N=22)

	Pre	Post	Difference (Post-Pre)
How confident are you that you can...	Responses (N=22) Mean score (Standard deviation)	Responses (N=22) Mean score (Standard deviation)	Mean score (Standard deviation)
Initiate and sustain empathetic, culturally sensitive, non-judgemental, disciplined relationships with clients?	6.409 (1.869)	8.091 (2.091)	+1.682 (0.222)
Intervene effectively with individuals?	5.955 (1.812)	8.045 (2.058)	+2.450 (0.246)
Intervene effectively with families?	5.045 (1.988)	7.636 (2.682)	+2.591 (0.694)
Intervene effectively with groups?	4.864 (2.031)	7.500 (1.871)	+2.636 (2.636)
Advocate for a client?	5.318 (2.378)	7.409 (2.282)	+2.091 (-0.096)
Function in a social work role within a multidisciplinary team?	4.818 (2.538)	7.500 (2.614)	+2.682 (0.076)
Utilize strengths-based perspective when working with a client?	4.864 (2.532)	7.818 (2.648)	+2.954 (0.116)
Utilize tools such as ecomaps and genograms to identify a client's familial history and support systems	3.864 (2.455)	7.955 (2.035)	+4.091 (-0.420)
Intervene with a client in a crisis situation.	4.136 (2.475)	6.773 (2.894)	+2.587 (0.419)
Complete a risk assessment for a client.	4.773 (2.202)	8.045 (1.939)	+3.272 (-0.263)

Identify coercive behaviors in interpersonal relationships.	4.636 (2.105)	6.955 (2.984)	+2.319 (0.879)
Identify resources in the community that would benefit a client.	4.909 (2.233)	7.500 (2.596)	+2.591 (0.363)
Maintain client records.	4.818 (2.594)	7.545 (2.577)	+2.727 (-0.017)
Advocate on behalf of clients to resolve issues.	4.227 (2.776)	7.000 (3.008)	+2.773 (0.232)
Identifying client needs through completing an intake assessment	4.318 (2.169)	7.545 (2.521)	+3.227 (0.352)
Individual or group psychotherapy	4.727 (2.272)	7.636 (2.629)	+2.909 (0.357)
Recognize when a client could benefit from a referral to mental health services.	5.136 (2.513)	7.636 (2.610)	+2.500 (0.097)
Complete a home visit.	5.000 (2.747)	6.545 (3.334)	+1.545 (0.587)
Utilize active listening to build a positive relationship with the client.	5.136 (2.336)	7.773 (2.654)	+2.637 (0.318)
Provide administrative support caseworkers providing services and managing a caseload.	4.273 (2.142)	7.273 (2.529)	+3.000 (0.387)
Provide client-focused or “clinical” supervision and case conferencing for workers providing services to families, children and vulnerable populations.	4.182 (2.260)	7.182 (2.481)	+3.000 (0.221)

Figure 1 provides a graphic presentation of the confidence scores seen in Table 1.

Figure 1. Confidence Scores for Service Delivery



As shown in the table and in the diagram, **the greatest increase was reported in relation to the following important social service skills: utilizing ecomaps and genograms; completing a risk assessment for a client; identifying client needs and completing an intake assessment; providing support to caseworkers, providing client-focused case conferencing; and utilizing a strengths-based perspective.**

USWEEP training was designed not only to improve the providers' capacities in social work-related services, but also to prepare them to train the curriculum themselves for their students, colleagues, and other social work professionals. Therefore, it was important for our trainees to feel confident and competent in their abilities to train the curriculum themselves. Table 2 displays confidence scores related to conducting training. As shown in the table, **the trainees' confidence in their abilities to train increased considerably from pre-training to post-training for all ten listed skills** (for more details see Table 2 and Figure 2).

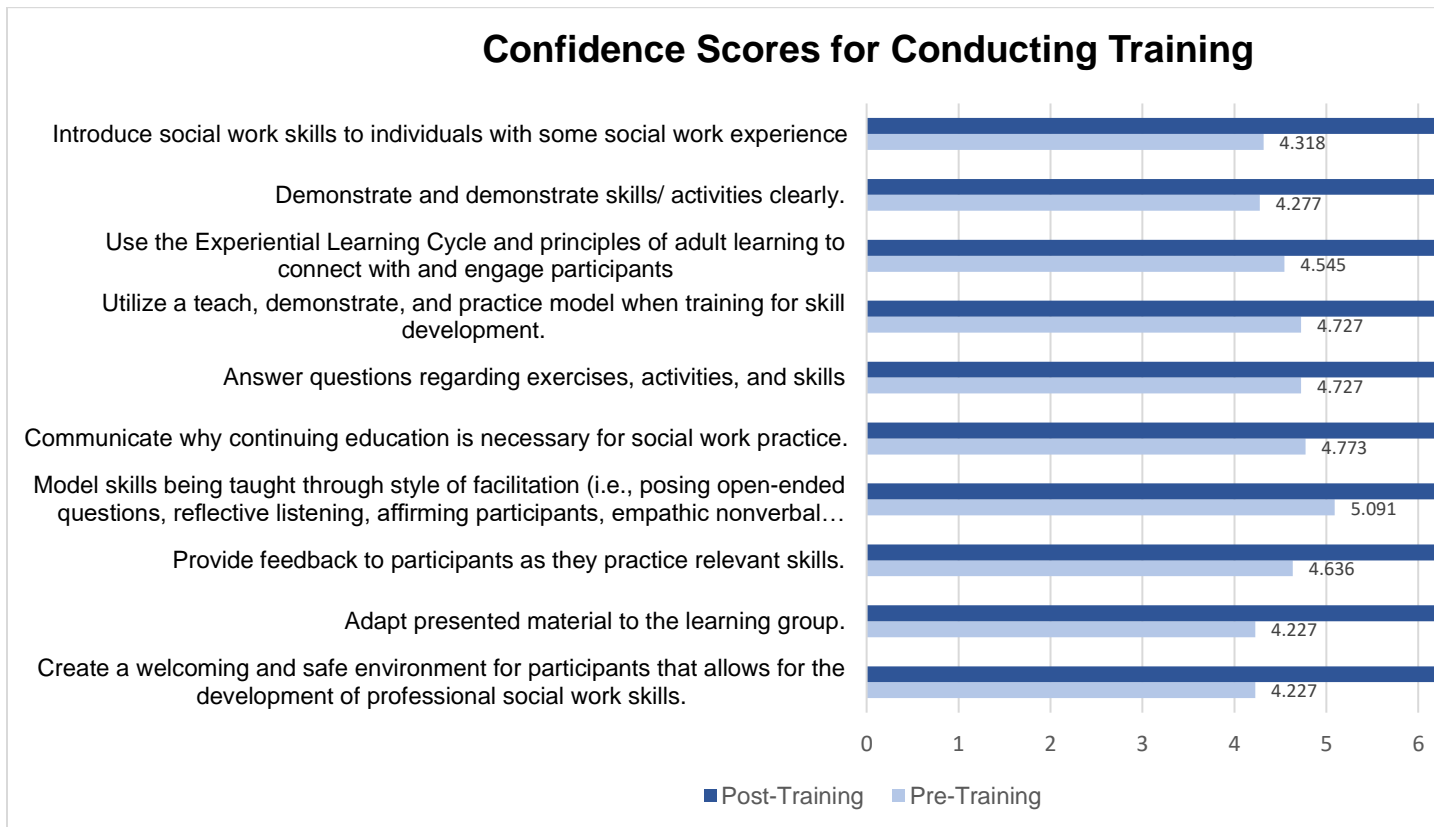
Table 2. Confidence Scores in Trainer Skills (N=22)

	Pre	Post	Difference (Post-Pre)
How confident are you that you can...	Responses (N=22) Mean score (Standard deviation)	Responses (N=22) Mean score (Standard deviation)	Mean score (Standard deviation)
Introduce social work skills to individuals with some social work experience	4.318 (2.169)	7.409 (2.576)	+3.091 (0.407)
Demonstrate and demonstrate skills/ activities clearly.	4.277 (2.202)	7.318 (2.457)	+3.041 (0.255)
Use the Experiential Learning Cycle and principles of adult learning to connect with and engage participants	4.545 (2.324)	7.364 (2.536)	+2.819 (0.212)
Utilize a teach, demonstrate, and practice model when training for skill development.	4.727 (2.164)	7.409 (2.557)	+2.682 (0.393)
Answer questions regarding exercises, activities, and skills	4.727 (2.251)	7.500 (2.596)	+2.773 (0.345)
Communicate why continuing education is necessary for social work practice.	4.773 (2.266)	7.636 (2.647)	+2.863 (0.381)
Model skills being taught through style of facilitation (i.e., posing open-ended questions, reflective listening,	5.091 (2.328)	7.409 (2.501)	+2.318 (0.173)

affirming participants, empathic nonverbal communication)			
Provide feedback to participants as they practice relevant skills.	4.636 (2.150)	7.591 (2.576)	+2.955 (0.426)
Adapt presented material to the learning group.	4.227 (2.349)	7.000 (3.024)	+2.773 (0.675)
Create a welcoming and safe environment for participants that allows for the development of professional social work skills.	4.227 (2.369)	7.364 (3.125)	+3.147 (0.756)

Figure 2 provides a graphic presentation of the confidence scores seen in Table 2.

Figure 2. Confidence Scores for Conducting Training



Training Satisfaction Assessments

Training satisfaction assessments (or training satisfaction evaluations rounds 2 & 3) were conducted at the end of rounds 2 and 3 to assess trainees' overall satisfaction with the whole training round and its elements related to content, teaching, and organization. These assessments consisted of 14 questions, 11 of which were prompts on a scale from 1 (not at all) to 10 (definitely) and three of which were open-ended.

Sample question (scaled prompts): The materials presented were clear and organized.

Sample question (open-ended): What did you like most about the training?

Table 3 displays training satisfaction levels, as measured after the second and third rounds of training. As shown in the table, trainees highly valued the training and were generally satisfied with the delivery of the training. **All 11 evaluation items were rated highly for the second round of training in April 2019 and the third round of training in June 2019.**

Table 3. Training Satisfaction Evaluation Means by Question

Question	April 2019	June 2019
The materials presented were clear and organized.	8.650	9.273
Training objectives were clear.	8.900	9.273
The training environment was welcoming.	9.200	9.273
The topics the training presented were relevant to my organization's work.	8.900	8.773
The trainers were engaging.	9.350	9.546
Role play and reflection exercises presented were helpful in my understanding of the content presented.	9.300	9.300
The trainers were easily understood.	8.945	9.273
I enjoyed the training.	9.500	9.550
I feel that I could relay this information to other social work practitioners and students in an effective way.	8.700	9.286
I will utilize what I have learned in this training to train others.	9.150	8.723
I was satisfied with the training.	9.450	9.546

Figure 3 provides a graphic presentation of the Training Satisfaction Evaluation seen in Table 3.

Figure 3. Training Satisfaction Evaluation



Overall, **USWEEP evaluation results revealed increases in knowledge, practice and training confidence, and training satisfaction.** These are important findings, as they inform the effectiveness of the training program and its relevance to a sustained approach to building capacity of social work providers and educators in Uzbekistan.

In addition, the trainees were asked to share their thoughts about what they liked best, what they would improve and how they would apply their knowledge and skills. Below are examples of the most common answers to questions.

What did you like most about the training?

Answers: Practice exercises on direct work with clients, communication skills, case management, teaching methods, role plays, case studies, discussions, handouts, slides, videos, new instruments for work with clients, trainers flexibility, etc.

What would you recommend be changed or improved about the training?

Answers: Materials in Uzbek, more academic materials adapted to Uzbekistan context, decrease lectures.

How do you plan to use the knowledge and skills gained during this training?

Answers: In the classroom with social work students, in-service trainings for practitioners, in direct work with clients, in training of other specialists and supervision.

Conclusions and Recommendations

This final report provides an overview of USWEEP activities, key achievements, and evaluation outcomes. All deliverables were completed as described above. In alignment with the mission behind USWEEP, CSSW successfully (1) examined current functions and capacity of the social service system in Uzbekistan to provide social services to families and children and (2) delivered three rounds of social work education and training to future trainers and social work educators. Further, evaluation results indicated overall high satisfaction with the training program, in addition to positive impacts on trainees' knowledge and confidence. Thus, the goal of USWEEP was met: to contribute to the improvement of social work education and practice in Uzbekistan through technical support and capacity-building activities to ensure utilization of international standards of social work education and training, and expansion of modern evidence-based social work interventions based on well-researched and contextually appropriate international practice with vulnerable groups. Though the project's long-term impact was not measured as part of this study, it is the hope of CSSW that this project served to improve the well-being of vulnerable families and children served by trained Uzbek social workers and other professionals providing social work functions.

As a follow-up to USWEEP activities, CSSW respectfully submits the **recommendations** listed below, **based on the CSSW team's training experience and lessons learned from the project**. Please note that these recommendations complement the recommendations of the assessment conducted by the CSSW team and presented in the report "The Social Service Workforce (SSW) in Uzbekistan: Strengths, Challenges, and Ways Forward", submitted in March 2019.

Continuing Capacity Building of National Team and USWEEP Trainees

1. **Ensure follow-up with USWEEP trainees to assess training impact and utilization of knowledge and skills over a longer period of time.** While assessments immediately following training are useful, ensuring long-term knowledge and confidence gains may inform future training initiatives and supportive initiatives for social work educators, students, and providers.
2. **Offer regular opportunities for trainees to receive support in delivering the curriculum to students and colleagues.** Trainees would benefit from ongoing support as they gain more experience delivering the curriculum to students and providers. Support may come in the form of phone calls, follow-up materials, webinars, in-person meetings, and brief follow-up sessions to address questions and concerns.
3. **Periodically update the curriculum to reflect recent changes in policies and best practices in Uzbekistan and globally.** Uzbekistan is making great strides in expanding and improving the social service workforce. Resulting policy and practice changes should be reflected in ongoing curricula so trainees receive the most current information.

4. **Offer the training to field supervisors who can then support students and providers in their practice of training content in the field.** Training is much more impactful and sustainable if students and providers have the opportunity to practice what they have learned in the field. Doing so requires knowledgeable supervisors who can encourage supervisees in their practice and guide them through challenges.
5. **Consider different forms of training evaluation and assessment that align with forms of assessment more familiar to students and educators.** The CSSW team assumed that some trainees struggled to reflect the fullness of their knowledge and confidence gains based on their lack of familiarity with the types of assessment tools used (e.g., multiple choice). It may be helpful to consult with trainees on more familiar methods of evaluating training success that may better reflect their learning as a result of the training.

Social Work Education

6. **Develop national educational standards for learning and teaching of social work in accordance with the Global Standards for the Education and Training of the Social Work Profession** (currently under revision by IFSW & IASSW). National standards should be developed by the NUUz Department of social work and are used by other universities as a framework for local standards. The standards will provide mandatory requirements for BSW and MSW programs, and allow some flexibility for the regional universities to reflect their preferences and needs.
7. **Enhance competency-based approach in social work education.** Social work curriculum design should focus on students' learning outcomes and developing skills that they must demonstrate in practice. The competency-based curriculum should include 1) program goals and objectives, 2) educational plan/curriculum, including classroom and field education, and 3) assessment of students' learning outcomes.
8. **Ensure improved learning and teaching of social work.** The National University team, guided by an international university/consultant, organizes and leads inter-university teams to develop core courses and prepare syllabuses and course materials. Resources and materials of previous capacity building trainings should be utilized, as well as materials of a short-term re-training program (i.e., slides, case studies, handouts, role play scenarios, etc.). It is highly recommended to invite leading experts in the field of social services to participate in the development and teaching of social work courses.
9. **Ensure improved field education.** Develop field education standards, including guidance and evaluation tools. Organize ongoing training for field instructors among university staff, and field supervisors in service agencies.
10. **Promote modernization of classroom teaching. Ensure the availability of high-speed internet and computer equipment for classroom teaching.**
11. **Assess needs and capacity to expand the social work training program online to reach remote regions.** Online or distant-learning education are becoming more popular in the digital era. Having certain pros and cons, no doubt

online courses are considered to be more accessible and cost-effective than traditional face-to-face training programs. It is recommended that NT starts piloting an online program with designing training materials of the retraining program so that they can be used in both printing and digital formats.

- 12. Encourage social work students and teaching staff to utilize academic literature in English and/or consider piloting a social work program at NUUz in English.** This is encouraged due to the fact that the vast majority of academic and practical resources on social work and related fields are available in English.

Social Work Continuing Education

- 14. Continue development of a short-term competency-based certified training program for social work and social service workforce.** Plan more hours for the courses design and training materials development. It is recommended that the team complete the core courses during 2020, including reviewing, editing, and translating into Uzbek.
- 15. Prepare a strong team of national trainers to implement the program.** Pairing the NT with trainees of the USWEEP training, and/or educators and leading practitioners as co-trainers of the courses, is recommended to enhance social work in-service training through the co-training and coaching models. Instruction and technical support on the course teaching are essential.
- 16. Ensure the effectiveness of a short-term certified social work program** by using various course/training evaluation tools for the trainees, including pre- and post-test, skills confidence and training satisfaction evaluation. Develop various courses and modules course in accordance with the needs of service consumers and providers, geographical locations, etc.
- 17. Ensure sustainability of the implementation of the short-term certified social work program:**
 - Cooperation with the Center “Oila” as a solo agency for implementation of the program may have some risk due to high turnover of “Oila” staff. Introduction of the program in the system of continuing education in academia, along with advocating for its piloting in the excellence centers of the governmental service providers/ministries is suggested for sustainability and coverage.
 - Ensure a referral mechanism for completing a short-term certified program on social work for staff of social protection systems, including governmental organizations and NGOs.

Limitations

In addition to project successes, the CSSW team acknowledges limitations that may have affected program outcomes and results. First, time constraints prevented trainers from spending needed time assisting trainees with “teach backs” of the training modules to enhance trainer skills and content comprehension. Second, project design, distance, and budget prevented planned follow-up with trainees to provide ongoing support as they rolled out the curriculum on their own. Third, translation of language and concepts between U.S. English and Uzbek Russian were sometimes confusing. Fourth, language barriers and a lack of sufficient materials in the local language limited the ways in which trainers could present dynamic material. Finally, assessments presented some challenges to trainees who may not have been familiar with multiple choice questions or scales; this barrier was especially challenging for trainees to consistently use a unique identifier on all assessment forms.

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Appendices

No.	Title of the Folder	Documents/files
Appendix A		Program Outputs, Activities, and M&E Plan
Appendix B		USWEEP Assessment Executive Summary
Appendix C	CSSW Team visits Agendas	Agenda of the visit CSSW Team Kick Off Assessment meetings June 2018 Agenda of the Visit – Timothy Hunt and Lyudmila Kim March 2019 Agenda of the Visit – Timothy Hunt and Lyudmila Kim October 2018 Agenda of the Visit – Timothy Hunt and Lyudmila Kim May, June 2020
Appendix D	ToT Agendas	ToT 1. SW Foundations Agenda-6-day-EN ToT 2. Child Welfare Training Agenda-2-day-EN ToT 3. SW Practice with Families Agenda-4-day-EN ToT 4. Social Work Practice With Vulnerable Populations-Agenda-6-day-EN
Appendix E	Participants Lists	Participants List – Trauma Informed Interventions Seminar – May, 24, 2019 Participants List ToT Round 1&2 Participants List ToT Round 3
Appendix F	Re-Training Courses (Short-Term Certified Program)	1. Intro to SW-Training Curriculum- Maya, Maroetta 2. Foundations of SW practice-training curriculum Lyudmila 3. Child Protection and Child Welfare-training curriculum – Diana & Adelya 4. SW Practice with Families-Training Curriculum- Lyudmila 5. Domestic Violence, Trauma, and SW-Lyudmila & Victoria 6. SW and Disabilities-training curriculum-Abdulla-Lyudmila's Revision 7. SW with Youth-training curriculum-Nodira-Ludmila's Revision 8. SW with Vulnerable Populations trainings curriculum-Victoria-Lyudmila's revision Approved Study Plan SW Re-training Program, July 2018 Re-training Program-Modules short description-roles Training manual format Lyudmila
Appendix G	Advocacy	Agenda of Kick Off-June 11, 2018 EI-Bassel-USWEEP Kick off presentation _EN Forum Assessment presentation Oct 2018 _Hunt Rus-FINAL Forum Assessment presentation Oct 2018_Concussions and Recommendations RU-edited-FINAL-FINAL Hunt presentation for translation FINAL Louisa USWEEP kick off presentation_EN

		Lyudmila-USWEEP-kick off presentation-RU Roundtable Assessment recommendation presentation Lyudmila-RU Roundtable Agenda-March 1, 2019
Appendix H	Training Evaluation Tools	Daily Feedback June 2019 Assessment of Rounds 1 _ 2 Content Post Program Trainer Evaluation Survey Pre- and Post- Child Welfare Assessment Pre- and Post- Foundations Training Assessment Pre- and Post- SW Practice II Assessment Pre- and Post- SW with Families Training Assessment Pre- Post Confidence Assessment -June 2019