



GLOBAL HEALTH
RESEARCH CENTER
of CENTRAL ASIA

**Building Social Service Workforce Competencies
In Europe and Central Asia**

Strengthening Interpersonal Communication and Community Engagement to Influence and Support
Individual and Social Change in ECA

Final Report

Submitted to



April 2021

Columbia University School of Social Work (CSSW), Social Intervention Group (SIG)
Global Health Research Center of Central Asia (GHRCCA)

Table of Contents

Acknowledgements	4
Introduction	6
Deliverable 1. Formative Work and Inception Report	7
Methodology and Framework	7
Project Approach and Structure	7
Figure 1. Logic model	7
Figure 2. Cross Cultural Collaboration Domains	8
Figure 3. Capacity Building Model Components	9
Brief Description of the Course	9
Training Package Description	10
Building Competencies: Interpersonal Communication and Community Engagement (“Building Competencies”) Train-the-Trainer Course	10
Classroom Teaching Methods	11
Figure 4. Kolb’s stages of experiential learning	11
Figure 5. Gibb’s Reflective Cycle	12
Curricular Content	12
Figure 6. CSWE Social Work Competencies	13
Deliverable 2. Developed Curriculum for 10-day Training: Building Competencies: Interpersonal Communication and Community Engagement (“Building Competencies”) Train-the-Trainer Course	14
Training Curriculum Outline	14
Deliverable 3. Training delivery	25
Training Evaluation	25
Figure 7: Assessment Timeframe	26
Figure 8: Types of institutions represented by the training participants in three countries	27
Figure 9: Participants’ Educational Background	27
Figure 10: Years of Experience	27
Figure 11: Current Positions Held by Training Participants	28
Figure 12: Groups of populations served by the training participants	28
Training Evaluation Results	29
Training Program Evaluation	38
Figure 13. Training Evaluation Comments	40
Limitations	40
Conclusions and Recommendations	41

References	46
------------	----

Appendices (*attached separately and/or link provided*)

Appendix I: Inception Report

Appendix II: ToT Curriculum Manuals and resource materials Part I and II Link

Appendix III: Training evaluation forms

Appendix IV a & b & c: ToT Participant Application Form in a) English, b) Russian and C) Georgian

Acknowledgements

The training package Building Competencies of the Social Service Workforce (Parts I and II) was developed by the Columbia School of Social Work (CSSW) Social Intervention Group and the Global Health Research Center of Central Asia (GHRCCA), with input from the UNICEF Europe and Central Asia Regional Office and UNICEF Country Office staff and partners in Kazakhstan, Georgia, and Albania. It is part of a collaborative agreement and implementation and dissemination project between UNICEF and Columbia University.

We would like to thank Mario Mosquera, UNICEF Regional Communication for Development Advisor, and the international Communication for Development staff for their contributions to its conceptualization and development. Specifically, thanks go to Aaron Greenberg, Guzal Kamalova, Sergiu Tomsa, Rania Eleassawi, Tatiana Aderkhina, Meiramgul Alybekova, Gulnaz Kelekeyeva, Aislu Bekmussa, Kanat Sukhanberdiyev, Larissa Tikhonova, Ketevan Melikadze, Tinatini Tsertsvadze, Alketa Zazo and Rudina Rama. Our special thanks go to the training participants in three pilot countries - Kazakhstan, Georgia and Albania - for their valuable input during and after the training.

The materials of this training are based on resources from UNICEF, academic textbooks, journals, and local and international curricula on similar topics, as cited in the references section. All images in the curriculum are attributed in the PowerPoints and have been labeled for reuse, unless otherwise cited.

Principal Investigator:

Tim Hunt, MSW, PhD

Associate Director, CSSW Social Intervention Group

Regional Co-Investigator:

Sholpan A. Primbetova, MSSW, MPharmacy

Deputy Regional Director, CU GHRCCA

Curriculum and training package development:

Lyudmila Kim, LMSW

Lead Consultant, GHRCCA

Mashura Alkilova, MSW, PhD

Faculty, CSSW Social Intervention Group

Jennifer M.K. Hartmann, MSSA

Doctoral Research Assistant, CSSW Social Intervention Group

Technical and content contributor:

Yifan Liu, LMSW

Research Assistant, CSSW Social Intervention Group

Meruert Nurkatova, PhD

Program Officer, GHRCCA

Chi Zhang, Marie Lamont-Smith, and Lujia Guan, *MSW interns*

Abbreviations

C4D	Communication for Development
CSSW	Columbia University School of Social Work
ECA	Europe and Central Asia
ECARO	Europe and Central Asia Regional Office
GHRCCA	Global Health Research Center of Central Asia
IASSW	International Association of Schools of Social Work
ICCEC	Interpersonal communication and community engagement competencies
NVC	Non-Verbal Communication
OARS	Open-ended questions, Affirming, Reflective listening, Summarizing
OPM	Oxford Policy Management
SBCC	Social and Behavior Change Communication
SSW	Social Service Workforce
SWSE	Social Work Self-Efficacy Scale
UNICEF	United Nations Children's Fund

Introduction

The Columbia University School of Social Work (CSSW) and the Global Health Research Center of Central Asia (GHRCCA), under the direction of the UNICEF Europe and Central Asia Regional Office (ECARO), submit this Final Report as a deliverable for the project titled “Building Social Service Workforce Competencies in Europe and Central Asia” (“Building Competencies”).

In 2019, UNICEF identified priorities for social work development in ECA beginning with Kazakhstan, Georgia, and Albania. The “Building Competencies” project responds to those priorities, seeking to strengthen interpersonal communication and community engagement competencies (ICCEC) for social workers and other social service workforce (SSW) professionals. The project aimed to equip the SSW with basic knowledge and a core set of skills in ICCEC by developing a comprehensive training package piloted in Kazakhstan (KZ), Georgia (GEO), and Albania (AL) (See Map 1) during an online training-of-trainers in each country during 2020. This work was informed by CSSW’s and GHRCCA’s academic experience, their international capacity-building initiatives, and the mapping completed by UNICEF ECARO and Oxford Policy Management (OPM) which was included in our inception report of February, 2020. The training package and design seeks to enable social work and social service educators and professionals to increase their knowledge and strengthen ICCEC skills while addressing social injustice, violence against children, interpersonal partner violence, stigma, and discrimination based on gender, ethnicity, disability, poverty, and other factors in the context of ECA. The capacity building model which includes a 10-day training of trainers (ToT) along with the establishment of a community of practice (collective learning) comprised of these trainers seeks to contribute to changing behavioral and social outcomes of vulnerable children, families, groups, and communities by providing a comprehensive curriculum for online and face-to-face implementation following a ToT and mentoring process.

This final report details the description of the training package incorporating country-specific recommendations regarding social service workforce competencies training building on the inception report and advancing to include results from three implementation pilots. Included are a project timeline and logic framework, evaluation tools, summary results both quantitative and qualitative from the project’s training and capacity building model, and potential implications for on-going capacity building in new countries and scale-up collaboration in pilot countries.

Map 1. Pilot countries represented



Deliverable 1. Formative Work and Inception Report

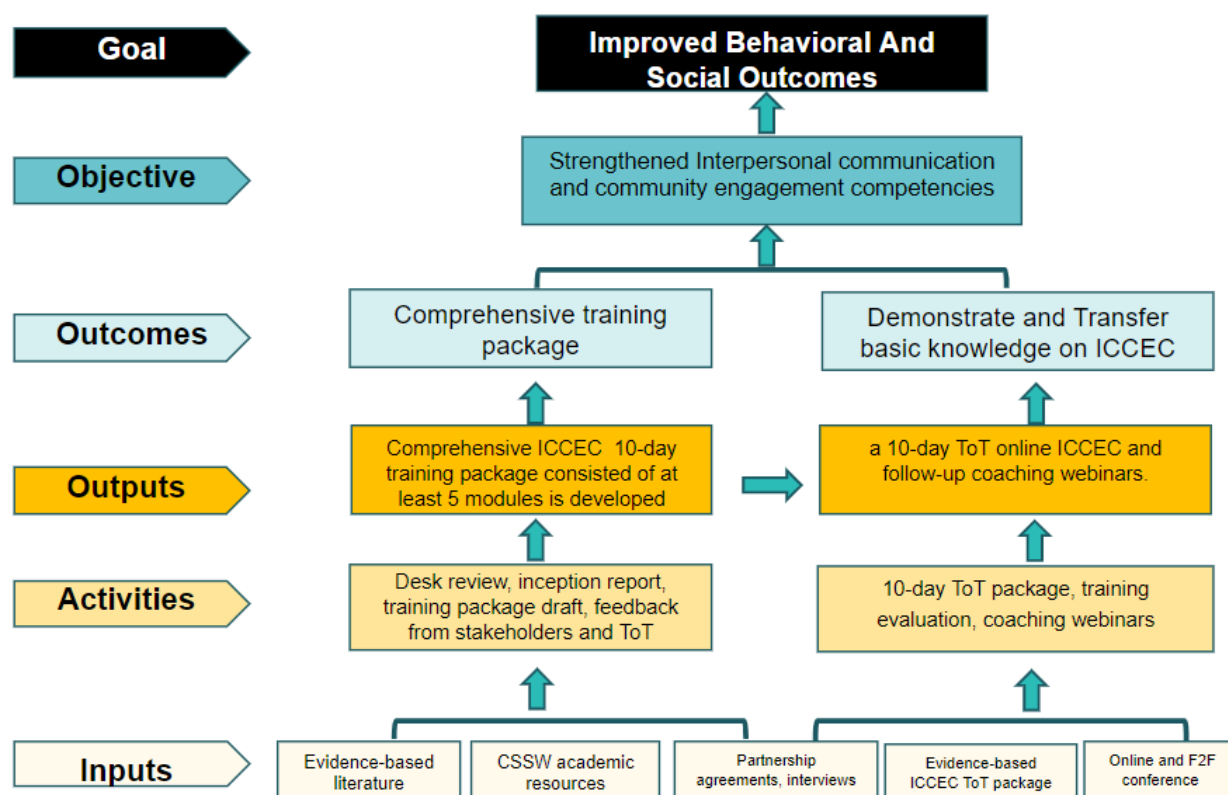
Methodology and Framework

For our desk review process, we began by creating a codebook with themes based on the UNICEF ECARO and OPM report. Then, we identified documents and resources that reflected current SSW development in KZ, GEO, AL, and Central Asia. We scanned 78 documents gathered from the EBSCOhost database, Global Social Service Workforce Alliance database, and UNICEF website. All the documents were published between 2009 and 2019 in English. Our key search terms included social work, training, social service workforce, education, certification, professional regulations, and curriculum in KZ, GEO, AL, and Central Asia. Among the 78 scanned documents, we identified 28 peer-reviewed articles, 41 organizational reports, and 9 curricula to further our understanding of the baseline level of SSW and social work trainings provided in target countries. A total of 52 documents were fully coded with the codebook given their relevance to desk review and project goals included in the Project's Inception Report (See appendix 1).

Project Approach and Structure

UNICEF Terms of Reference, desk review findings, and stakeholder consultation calls informed the project approach, structure, and logic model presented below. Pathways are shown between the project goal, objectives, outcomes, outputs, and activities (see Figure 1).

Figure 1. Logic model



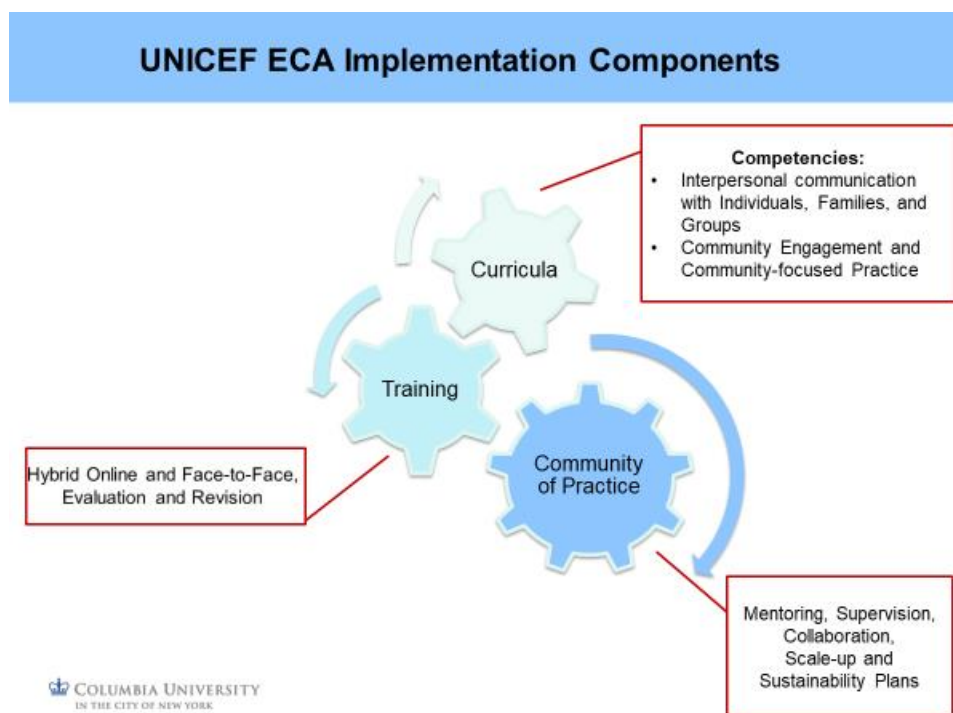
Building Competencies: Interpersonal Communication and Community Engagement (“Building Competencies”) Train-the-Trainer Course

Our capacity building approach is guided by core domains found to be central for the advancement of international and cross-cultural education in the field of social work: Social Work international educational standards, adaptation to local context and global challenges, training of trainers’ model and access to technologies, Communities of Practice (CoP or collective learning), and partnership model and sustainability. As a follow-up to training and mentoring approach, the CoP was introduced to the trainees. CoP model strengthens three main domains: Community (*Who cares* about the practice and building of core competencies for social service delivery including but not limited to UNICEF, Columbia, universities, government and social service providers), Practice (*What we do together about it* and how this group of trainers will utilize, adapt and disseminate the resources, skills and materials developed in this partnership) and Domain (*What we care about* including the skills, curriculum, materials and relationships developed and honed in this partnership). The development of the CoP in each pilot country served the opportunity for orientation to the model, to building on current and new relationships in each to advance the learning and shared plans for scaling up the training, retraining or in-service strategies and to the integration of the curriculum in academic coursework. Critical to this model for cross cultural collaboration is the engagement of country-specific partners and “cultural mediators” who assure alignment of priorities, cultural content and partnerships to build sustainability. UNICEF country leadership and university partners in large part served this collaborative role (see Figures 2 and 3 below).

Figure 2. Cross Cultural Collaboration Domains



Figure 3. Capacity Building Model Components



Brief Description of the Course

The aim of this course is to strengthen the essential practice competencies of social service workforce (SSW) professionals in the Europe and Central Asia (ECA) region. The course is designed to develop participants' interpersonal communication and community engagement skills throughout the process of social work practice with children, families, groups, and communities. The course is practice-oriented and is intended primarily as a foundation skills course for students of social work and related fields. The course – in its entirety or as distinct modules – can also be used for online and face-to-face continuing education to improve the skills of the SSW.

Competency-Based Education Model

A competency-based approach is utilized for the curriculum design. The focus of the course is on **learning outcomes** rather than content and theories. The outcomes include a demonstration of the ability to apply knowledge, values, and skills in social service practice when working with children, families, groups, and communities.

Overall Course Learning Objectives

By the end of the 10-day course, participants will:

- Learn, understand, and practice the essential interpersonal communication and community engagement skills in working with individuals, families, groups, and communities;

- Demonstrate ethical and professional behavior;
- Engage diversity and difference in social service practice;
- Develop proficiency in applying basic interpersonal and engagement skills; and
- Improve their skills to engage, assess, intervene, and evaluate practice with individuals, families, groups, and communities.

Note: This training package is funded through a collaborative agreement between UNICEF and Columbia University. It has been finalized following pilot trainings in Kazakhstan, Albania and Georgia.



Training Package Description

Building Competencies: Interpersonal Communication and Community Engagement (“Building Competencies”) Train-the-Trainer Course

The training is designed primarily as a pre-service course for students in social work and allied professions. The course may also be used for in-service education. The training package will strengthen basic competencies of a bachelor’s-level social worker in generalist practice.¹

The training is to be adapted to local and ECA contexts through the use of practice examples, such as those related to child protection, gender-based violence, migration, social exclusion, stigma and discrimination against children with disabilities, ethnic minorities, low-income families, and other key population and marginalized groups, incorporating key social work practice themes such as the influence of cultural and social norms, among other topical areas.

The 10-day curriculum consists of 6 modules, similarly formatted, lasting 1 to 2 days each (totaling 60 hours).² The package provides trainers some flexibility in using the modules together or separately depending on their needs. In addition, the modules or training elements can be incorporated into existing curricula or training by local trainers and educators. The final training package is prepared in PDF format for use in print and electronically, and is available as part of a Columbia and UNICEF online library with

¹ “Generalist social work practitioners work with individuals, families, groups, organizations, social policies, and communities in a variety of settings in pursuit of social and economic justice. Generalist practitioners view people and systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of individuals, families, and collections of people. Generalist practitioners engage in community development, organizational development, and evaluation in order to ensure that services are useful, effective, and ethical.” (Humboldt State University, 2019)

² Originally, project team members intended to develop a 10-day curriculum offered through a 5-day in-person ToT. Ever-changing situations with COVID-19 interrupted the 5-day ToT originally planned; therefore, the project team focused on developing the full 10-day curriculum online. Content may also be modified to include online modules and modules covering social service delivery via phone, Zoom or Skype, and other platforms.

monitored distribution for partnering countries. Editable WORD documents and power point are also available per requests.

The comprehensive training package contains:

- Training curriculum and modules;
- Learning objectives or expected outcomes or competencies of the training program and specific objectives and outcomes or competencies of the modules;
- Training manual with detailed description of sessions and activities for each module;
- Handouts, including short reading materials, case studies, role play scenarios, tools for group work, practice exercises, and assignments;
- PowerPoint presentations (slides);
- Training assessment tools (pre- and post-tests to be administered immediately before and immediately after training, with recommendations as to how to use these tools); and
- Training evaluation tools.

Classroom Teaching Methods

The teaching methods utilized in the classroom and online format are based on adult learning models and Kolb's Experiential Learning Theory, represented by a four-stage learning cycle, as seen in Figure 4 below (Kolb, Boyatzis, & Mainemelis, 2001). Various educational tools that simulate real situations in the practice of social services have been offered. These tools include case studies, case scenarios, role plays, reflection exercises, group work, practical exercises and relevant illustrative videos. For reflections exercises, Gibb's Model will be applied (see Figure 5) (Gibbs, 1988).

Figure 4. Kolb's stages of experiential learning

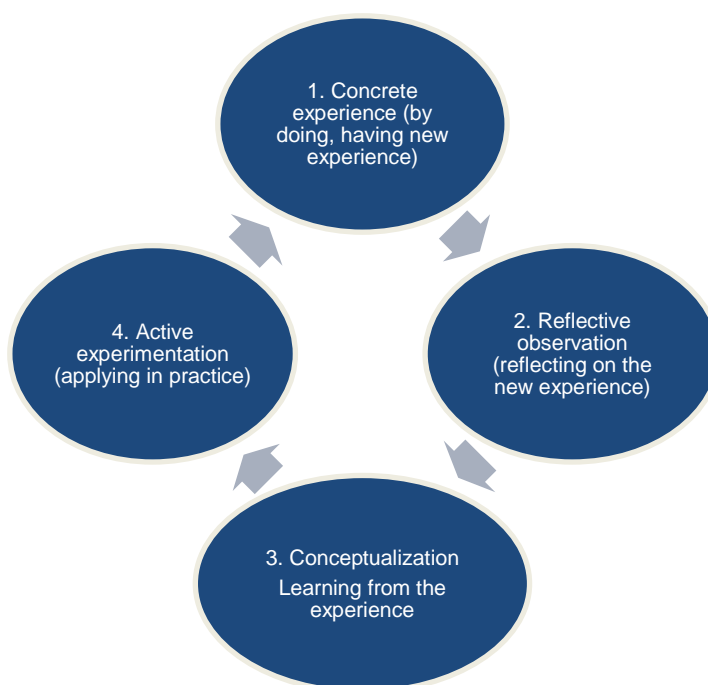
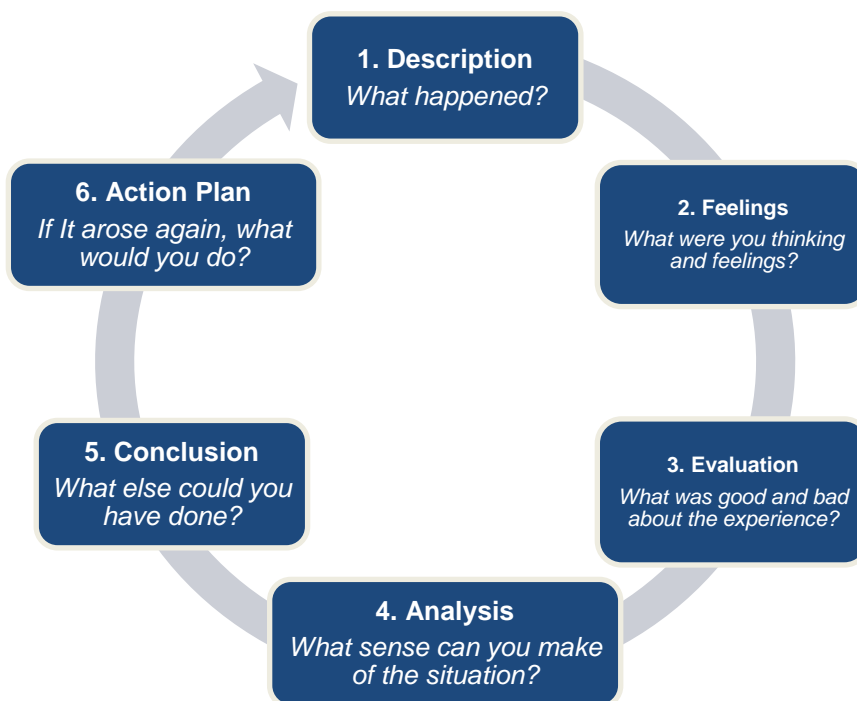


Figure 5. Gibb's Reflective Cycle



Curricular Content

The curriculum of the ICCEC training is developed in accordance with the Global Standards for Social Work Education and Training of the International Association of Schools of Social Work (IASSW), updated in March 2019 (IASSW, 2019). Following the Standards, the training curricula reflects, to the extent possible, the following areas or themes:

1. Social Work Profession: Understanding of injustice and discrimination; knowledge of human behavior in the social environment, person-in-environment, and individual and social determinants of behavior; and understanding of the influence of cultural norms and beliefs on human behavior.
2. Social Work Professional: Development of the responsible and reflective practitioner, practice skills with diverse groups, and cultural humility; and ability to apply ethical codes in practice.
3. Social Work Methods: Practice skills of engagement, assessment, and intervention; application of social work values and confronting injustice; and social work research skills.
4. Paradigms of the Social Work Profession: Acknowledgment and recognition of the dignity of human beings; interconnectedness across all systems at micro, mezzo, and macro levels; advocacy on behalf of marginalized and excluded people; respect for diversity; capacity-building; and empowerment of individuals, families, groups, and communities.

Best practices and training materials on communication competencies, C4D, and SBCC, developed internationally by UNICEF and other organizations, have been incorporated into the training content. The

Council on Social Work Education's nine social work competencies model have been utilized for the design of the training (CSWE, 2015, p. 8) (see Figure 6).

Figure 6. CSWE Social Work Competencies



Competency 1: Demonstrate Ethical and Professional Behavior	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 2: Engage Diversity and Difference in Practice	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 4: Engage In Practice-informed Research and Research-informed Practice	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 5: Engage in Policy Practice	

Deliverable 2. Development of Curriculum for 10-day Training: Building Competencies: Interpersonal Communication and Community Engagement (“Building Competencies”) Train-the-Trainer Course

Curriculum Brief Description

In this training, the desired outcomes include the development of basic interpersonal and community engagement competencies throughout the process of engagement, assessment and interventions with individuals, families, and communities. Over the course of ten days (or online sessions), trainees have been able to build their competencies from basic communication and interviewing skills for engaging to a more advanced set of interpersonal skills for assessing, planning, intervening with individuals, families and communities. In addition, at the end of the training, the basics of telepractice and supervision skills in social services have been covered.

Core competences in social services and social work are included in the curriculum. The development of basic interpersonal and community engagement competencies (ICCEC) has been mastered through the use of experiential classroom and online learning and practical application of global ethical principles, theories, structures and tools of social work. Participants have been engaged with the training content via case scenarios, group work, role plays, discussions, homework, practice simulations, video recordings, and other interactive teaching methods, including online learning tools.

In Phase I of the training, participants have practiced ethical professional behavior and basic interpersonal skills to engage with individuals, families and communities. This includes, but is not limited to, identifying and resolving ethical dilemmas, analyzing the stigma process, practicing non-discriminatory language, practicing attending skills and basic motivational interviewing micro-skills. A role plays final assignment following the 5-session Phase 1 allowed participants to simulate a first interview with a client.

Moving toward communicating with individuals, families, and communities during assessment and intervention, participants have been engaged in more advanced practical situations, using communication skills for risk assessments and biopsychosocial assessments, creating genograms and ecomaps, developing treatment plans and providing patient and crisis management services. interventions.

The lenses of professional ethics, ecological theory, strengths-based perspective, and evidence-based practice have been consistently used throughout the training curricula.

Training Curriculum Outline

The Training Curriculum (See appendix I and link) consists of two parts: Basic and Advanced Interpersonal Communication and Community Engagement Competencies (ICCEC). Each part consists of 5 days/modules. Overall, there are 10 modules included in the training package. Each module is designed for one day of training, either 6 hours in-person (**3-4 contact hours online**). This makes for a total of 60-62 training hours. See below for details regarding individual modules.

Part I. Basic ICCEC

Day 1. Professional Ethics and Anti-Discriminatory Practice in Social Service Practice

Module 1 is designed to develop the core competencies of demonstrating ethical and professional behavior, engaging diversity and difference, and promoting human rights and social justice in social service practice. Participants are able to practice reflection and self-regulation to manage personal values and maintain professionalism in practice situations, identify ethical dilemmas and practice their resolution, understand stigma and expand their competencies in combating stigma and discrimination. The module consists of 3 sessions, 60 minutes of online contacts per session (1.5 hours of in-person session should be planned). A variety of teaching methods are used during the session, including group discussions, role plays, script work, polls/quizzes, and small group sessions (breakout rooms).

Day 2. Basic Interpersonal Communication and Engagement Skills

Module 2 is designed to develop the core competencies of engaging diversity and difference in practice with variety client system (i.e., individuals, families, and groups), demonstrating ethical and professional behavior. Participants are able to practice to use nonverbal and verbal communication skills (i.e., empathy, reflection, and interpersonal skills) to effectively engage with diverse clients, integrate listening and interviewing skills, practice personal reflection and self-correction to assure continual professional development, and develop a set of interpersonal skills to effectively connect and establish relationships with diverse clients. The module consists of 3 sessions, 60 minutes of online contacts per session (1.5 hours of in-person session should be planned). A variety of teaching methods are used during the session, including group discussions, video watching, role plays, script/vignettes work, polls/quizzes, and small group sessions (breakout rooms).

Day 3. Listening and Verbal Communication

Module 3 is designed to develop core competencies in engaging with individuals, families and groups; engaging diversity; and difference in practice and demonstrating ethical, and professional behavior. Participant are able to practice empathic listening, and increase basic verbal communication skills and Motivational Interviewing (OARS) skills to use empathy, reflection, and interpersonal skills in effectively engaging and establishing relationships with diverse client groups. The module consists of 3 sessions, 60 minutes of online contacts per session (1.5 hours of in-person session should be planned). A variety of teaching methods are used during the session, including group discussions, reflective listening responses, video watching, role plays, script/vignettes work, polls/quizzes, and small group sessions (breakout rooms).

Day 4. Practicing Engaging with Clients

Module 4 is designed to develop core competencies of engaging with individuals, families and groups, engaging human diversity and differences in practice, demonstrating ethical and professional behavior. Participants are able to practice attending to professional roles and boundaries, integrating listening and interviewing skills, using empathy, reflection, and interpersonal skills to effectively engage clients. Participants improve communication skills of welcoming, and induction of the collaboration between the client and the social worker, and exploration skills. The module consists of 1 session, 90 minutes of online contacts per session (3 hours of in-person session should be planned). A variety of teaching methods are used during the session, including group discussions on case scenarios, role plays, and small group sessions (breakout rooms).

Day 5. Working with Communities (Engagement)

Module 5 is designed to develop core competencies of engaging and assessing practice with groups, organizations, and communities. Participants are able to articulate definitions of communities and their importance in social work practice; identify community norms; and apply community engagement methods, and tools. Participants learn about the factors influencing social change at the community level. Community engagement steps; issues of diversity and inclusion in the community; as well as issues of power and privilege in community decision-making process are explored in this module. The module consists of 3 sessions, 60 minutes of online contacts per session (1.5 hours of in-person session should be planned). A variety of teaching methods are used during the session, including group discussions, video watching, short writing exercise, case example, and small group sessions (breakout rooms).

Table 1: Part I Curriculum

Module/Day	Core Competencies	Sessions	Practice Behaviors (Learning Objectives)
DAY 1. PROFESSIONAL ETHICS AND ANTI- DISCRIMINATORY PRACTICE IN SOCIAL SERVICE PRACTICE	<ul style="list-style-type: none"> • Demonstrate ethical and professional behavior • Engage diversity and difference in practice • Advance human rights and socioeconomic justice 	<p>Session 1: Core Competencies for Social Service Practice</p> <p>Session 2: Ethical Professional Behavior</p> <p>Session 3: Promote Equality and Engage Diversity and Difference in Social Service Practice (Part 1)</p>	<ul style="list-style-type: none"> • Slides • Poll questions • Brainstorming <ul style="list-style-type: none"> • “<i>why this training</i>”; • “<i>why ICCEC (Interpersonal Communication and Community Engagement Competencies)</i>” • Chat discussion • Quiz • Reflective exercise: <ul style="list-style-type: none"> • Personal experience of stigma and discrimination; • Practicing non-stigmatizing language • Chat Discussion • Video on stereotyping and labeling, impact of stigma and labeling • Handout: <ul style="list-style-type: none"> • <i>Practicing person-first language</i>; • <i>Equality and diversity glossary</i>; • <i>Equality and diversity in social work practice</i>; • <i>Global Social Work Statement of Ethical Principles</i>; • <i>General Decision-Making Model</i>; • <i>Ethical Decision-Making Model</i> • Role play: Star Wars and Stigma • Group exercise • Values clarification exercise • Case scenario • Exercise on ethical assessment guidelines and screening tool <p>Worksheet: ethical principle; ranking decision-making principles</p>
DAY 2. BASIC INTERPERSONAL COMMUNICATION AND ENGAGEMENT SKILLS	<ul style="list-style-type: none"> • Engage with individuals, Families, and groups • Engage diversity and difference in practice • Demonstrate ethical and professional behavior 	<p>Session 1: Communication and Interpersonal Communication Skills in Social Work Practice</p> <p>Session 2: First Contact and Common Pitfalls in Communication</p>	<ul style="list-style-type: none"> • Slides • Feedback from previews day • Brainstorming “<i>what are your associations with the word ‘communication’</i>” • Group discussion: <ul style="list-style-type: none"> • client-centered approach; • qualities of effective social workers;

		Session 3: Non-Verbal Communication (NVC) and Attending Skills	<ul style="list-style-type: none"> • common communication pitfalls • Group work exercise: <ul style="list-style-type: none"> • the working alliance research; • Identifying common communication errors • Role play: first interview with a family • Video: identifying emotions • VAPER skills exercise • SOLER skills exercise • Breakout group • Handout: <ul style="list-style-type: none"> • <i>Principles of Interpersonal Communication;</i> • <i>Interpersonal Skills Which Create Effective Working Relationships;</i> • <i>Qualities of Effective Social Workers;</i> • <i>The Twelve Communication Roadblocks;</i> <p>Communication Pitfalls Vignettes</p>
DAY 3. LISTENING AND VERBAL COMMUNICATION SKILLS	<ul style="list-style-type: none"> • Engage with individuals, families and groups • Engage diversity and difference in practice • Demonstrate ethical and professional behavior 	<p>Session 1: Active Listening Skills</p> <p>Session 2: Verbal Communication: Basic Interviewing Skills</p> <p>Session 3: MI Lab Practicing OARS Skills</p>	<ul style="list-style-type: none"> • Slides • Handout: <ul style="list-style-type: none"> • <i>20 Micro Skills Involved in Listening;</i> • <i>Convert closed question to open;</i> • <i>Basic framework for offering summaries</i> • Worksheet: <ul style="list-style-type: none"> • Listening skills self-assessment tool; • Client strengths exercise • Identifying listening skills • Reflective listening responses • Group discussion • Reflections • Poll questions • Practicing: <ul style="list-style-type: none"> • Reflective listening • Open-ended questions • Affirmation • Summaries • Breakout group • Chat discussion

			OARS: basic interviewing skills for engagement
DAY 4. PRACTICING ENGAGING WITH CLIENTS	<ul style="list-style-type: none"> • Engage with individuals, Families and Groups • Engage Diversity and Difference in Practice • Demonstrate Ethical and Professional Behavior 	Session 1: Practicing Engaging with Client	<ul style="list-style-type: none"> • Slides • Handouts: <ul style="list-style-type: none"> • <i>Guidelines for making first contact with a client</i> • <i>Feeling work</i> • Case scenarios • Role play and recording • Practice: <ul style="list-style-type: none"> • Welcoming skills and introductions • Exploring skills • Group discussion Breakout group exercise
DAY 5. WORKING WITH COMMUNITIES (ENGAGEMENT)	<ul style="list-style-type: none"> • Engage with groups, organizations, and communities • Assess groups, organizations, and communities 	Session 1: Defining Communities Sessions 2: Functions and Skills of Community Workers Sessions 3: Techniques and Methods for Engaging with Communities	<ul style="list-style-type: none"> • Handout: <ul style="list-style-type: none"> • <i>Defining community</i> • <i>Dos and don'ts of community engagement</i> • <i>Core community engagement standards</i> • GSSWA video • Short write exercise • Case example • Part I training wrap-up

Part II. Advanced ICCEC

Day 1. Interpersonal Communication Competencies in Assessment

Module 1 is designed to develop participants' Interpersonal Communication Competencies in Assessment. With the help of tools such as handouts, listening devices, videos, PowerPoint slides, etc. participants understand importance of assessment and conduct an assessment using skills such as genogram mapping, and gathering background information (Biopsychosocial assessment), and identifying risk and protective factors in client's life. The module consists of 3 sessions, 60 minutes of online contacts per session (1.5 hours of personal session should be planned). A variety of teaching methods are used during the session, including group discussions, role plays, script work, polls / quizzes, and small group sessions (breakout rooms).

Day 2. Interpersonal Communication Competencies in Assessment and Planning

Module 2 is designed to develop participants' Interpersonal Communication Competencies in Assessment and Planning. With the help of tools such as case scenarios, handouts, videos, PowerPoint slides, participants practice planning and professional behavior in social services client engagement and utilizing the tools and skills from Module 1 to plan with and for clients. The module consists of 3 sessions, 60 minutes of online contacts per session (1.5 hours of personal session should be planned). A variety of teaching methods are used during the session, including group discussions, role plays, script work, polls / quizzes, and small group sessions (breakout rooms).

Day 3. Interpersonal Communication Competencies in Interventions.

Module 3 is designed to develop participants' Interpersonal Communication Competencies in Intervention. With the help of tools such as case conference record tool samples, handouts, case scenarios, etc., participants practice navigating and managing crisis interventions and developing communication skills to guide and prepare clients for termination of services. The module consists of 3 sessions, 60 minutes of online contacts per session (1.5 hours of personal session should be planned). A variety of teaching methods are used during the session, including group discussions, role plays, script work, polls / quizzes, and small group sessions (breakout rooms).

Day 4. Working with Communities (Assessment, Planning, Interventions and Evaluation)

Module 4 is designed to develop participants' competencies in working with communities. With the help of tools such as, Community Participatory Mapping, Community Inventory and SWOT analysis, poll reviews, handouts, case scenarios, participants practice skills in community assessment, planning, intervention, and monitoring and evaluation. The module consists of 3 sessions, 60 minutes of online contacts per session (1.5 hours of personal session should be planned). A variety of teaching methods are used during the session, including group discussions, role plays, mapping, polls / quizzes, and small group sessions (breakout rooms).

Day 5. Interpersonal Communication Competencies Tele-Practice. Supervision Skills.

Module 5 is designed to develop participants' Interpersonal Communication Competencies using Tele-Practice and Supervision Skills. With the help of tools such as Mood Check-ins, poll reviews, handouts

such as a confidentiality and client agreement form for tele-practice, case scenarios for group work and role play, etc. participants learn terminology, best practice guidelines and international standards, and apply tele-practice engagement, communication skills, and boundary setting in a virtual or online environment. This module also is designed to enhance and sustain Interpersonal Communication Competencies through review of types of supervisions, functions and standards, supervisory skills, leadership styles and supervision for reflective practice for case review and supervisee skills development. The module consists of 3 sessions, 60 minutes of online contacts per session (1.5 hours of personal session should be planned). A variety of teaching methods are used during the session, including group discussions, role plays, case review, role play, and small group sessions (breakout rooms).

Table 2: Part II. Advanced ICCEC

Module/Day	Core competencies	Practice behaviors	Sessions	Methods, materials and tech support
DAY 1. INTERPERSONAL COMMUNICATIO N COMPETENCIES IN ASSESSMENT	<ul style="list-style-type: none"> Engage and Assess Individuals, Families and Groups Engage Diversity and Difference in Practice Demonstrate Ethical and Professional Behavior 	<ul style="list-style-type: none"> Define assessment in social service practice. Refresh knowledge of human behavior theories that guide social work practice (ecological theory, strengths-based and resilience perspectives, Maslow theory of needs). Identify risk and protective factors apply ecological and strengths-based theories Use ecomaps and genograms. Use strengths-based approach and language. 	<ul style="list-style-type: none"> Session 1. Defining Assessment and Skills Needed Session 2. Identifying Risk and Protective Factors Session 3. Using Genograms and Ecomaps for Assessment 	<ul style="list-style-type: none"> Slides Case scenarios Handouts: <ul style="list-style-type: none"> <i>Case scenarios</i> <i>Instruction for exercises and group activities</i> Whiteboard chat discussion Breakout rooms
Day 2. INTERPERSONAL COMMUNICATIO N COMPETENCIES IN ASSESSMENT AND PLANNING	<ul style="list-style-type: none"> Engage and Assess Individuals, Families and Groups Engage Diversity and Difference in Practice Demonstrate Ethical and Professional Behavior 	<ul style="list-style-type: none"> observe family dynamic during interview Improve interviewing skills for conducting intake and biopsychosocial assessment. Use strengths-based approach and language for assessing clients' needs. Practice assessment interviewing skills Use strengths-based approach and language for assessing clients' needs and planning interventions. Practice collaborative approach in planning services with the client. Practice making case notes. 	<ul style="list-style-type: none"> Session 1. Biopsychosocial model of assessment Session 2. Practicing assessment skills Session 3. Communication for Contracting and Planning 	<ul style="list-style-type: none"> Roles (pre-assigned) Randomizer Slides Handouts: <ul style="list-style-type: none"> <i>Darlington Family Interview Tool</i> <i>Assessment tools</i> Video: Simulation Scenario - Adolescent Health (HEADSS) Screen (12:10) Video: Conducting a Quick Screen for Trauma - Child Interview (11:41) Case scenarios assessment instruments

<p>Day 3.</p> <p>INTERPERSONAL COMMUNICATION COMPETENCIES IN INTERVENTIONS</p>	<ul style="list-style-type: none"> • Intervene with Children, Families, and Groups • Advance Human Rights and Socio-Economical Justice • Value Diversity and Difference 	<ul style="list-style-type: none"> • Intervene with adult clients (individuals). • Demonstrate knowledge of the stages of change and its consideration in working with clients. • Practice intervention skills. • Intervene with families. • Practice intervention skills facilitating family change. • Intervene with children and families. • Advocate for the rights, decisions, strengths, and needs of clients and promote clients' access to resources, supports, and services. • Use empowerment, negotiation, and partnership skills. • Use interagency collaboration to achieve better outcomes for the clients. 	<ul style="list-style-type: none"> • Session 1. Advanced Interpersonal Communication Skills • Session 2. Crisis Interventions Skills • Session 3. Case Management Services and Termination of Services 	<ul style="list-style-type: none"> • Slides • Handouts: <ul style="list-style-type: none"> ◦ <i>Sample of a tool for case conference record</i> ◦ <i>Case scenarios</i>
<p>Day 4</p> <p>COMPETENCIES IN WORKING WITH COMMUNITIES (Assessment, Interventions, Evaluation)</p>	<ul style="list-style-type: none"> • Understand the dynamics affecting community practice • Learn methods of community assessment • Use assessment data in planning and implementing interventions • Apply methods of community practice evaluation 	<ul style="list-style-type: none"> • Understand the process of planning community interventions • Learn about Theory of change and Logic Model • Apply Empowerment/Asset Based Approaches to Community intervention • Understand the need for evaluation and monitoring of community practice • Understand measures used in evaluation 	<ul style="list-style-type: none"> • Session 1. Community Assessment • Session 2. Community Planning and Interventions • Session 3. Community Interventions and Evaluation of Community Practice 	<ul style="list-style-type: none"> • Slides • Poll 1 • Case discussion in groups • Poll 2 – Community Participatory Mapping • Community Inventory + SWOT Analysis (Additional Material) • Video on Theory of Change (2 minutes) • Role-Playing the Theory of Change • Example of application and review of the Logic Model • Examples of Evaluation Tools

<p>Day 5 INTERPERSONAL COMMUNICATION COMPETENCIES TELE-PRACTICE. SUPERVISION SKILLS.</p>	<p>Tele-practice</p> <ul style="list-style-type: none"> • Understanding Virtual Methods of Social Service Delivery • Awareness of Standards of Virtual Services Safeguarding Quality Social Service Delivery Skill in Conducting a Tele-practice Session for Engagement and Safety Supervision: • Demonstrate Understanding of Supervision Core Functions and Standards. • Engage Supervisees Effectively through Adaptive Styles and Mentoring Approaches • Support the Development of Supervisees through Reflective Practice and Modeling 	<ul style="list-style-type: none"> • Identify elements and steps in virtual practice for engagement and safety in tele-mental health and virtual practice • Understand the Situational Leadership Styles and how to apply to staff development. • Use reflective practice and parallel process to explore client needs and supervisee intervention approach • Describe the elements of effective coaching and feedback in supervision • Engage supervisee in self-awareness and self-regulation to manage influence of personal biases and values in working with diverse clients. 	<ul style="list-style-type: none"> • Session 1. Defining Tele-practice, Settings, Structures and Relevant Skills • Session 2. Supervision Models for the SSW to Enhance Communication, Intervention and Outcomes with Clients and Communities • Session 3. Supervisory Skills and Building the SSW Competencies 	<ul style="list-style-type: none"> • Slides • Mood check-in • Polls 1 and 2 • Large group brainstorm <ul style="list-style-type: none"> ○ “What is tele-practice? (chat) ○ What are some different methods and platforms for online services (white board)? ○ Two lists: Pros and concerns about virtual services (small group breakout in 8 groups) (5 minutes, optional) • Defining an Online provider identity • Defining effective supervision: Reflection in triads “Most” and “least” effective supervisor • Lecturette • Group breakout: Case studies for Leadership Styles Defining 7 components of Supervising for High Performance (SHP) Model <ul style="list-style-type: none"> • Role play (pairs) Communication: Coaching, Feedback and Utilizing a Development Plan • Small group: Supervision and Managing Stress: small group review of staff stress management and supervision.
--	---	---	--	--

Deliverable 3. Training delivery

Overall, two rounds of 5-day online trainings were conducted for the participants in each of the pilot countries. Selection trainees was conducted in collaboration with UNICEF country office leadership and university partners. An online application form was developed by CU staff team and translated to local languages and implemented by each country (see appendix IV for criteria and application).

Table 3: Training dates and number of participants per pilot country

Country	Dates	Number of participants	UNICEF country Office staff (#)
Kazakhstan	06/08-06/12; 10/05-10/09	44	8
Georgia	07/13-07/17; 10/26-10/30	25	3
Albania	07/20-07/24; 11/16-11/20	14	3
TOTAL #		83	14

Training Evaluation

The data from the participants on the training effectiveness and outcomes were collected through various assessments. Training process evaluation (formative assessments, see figure 7) have been conducted through daily post-session feedback collection, where the participants' responses regarding each module's effectiveness has been monitored. The daily feedback data supported the ongoing improvement of training content and methodologies. The trainings' effectiveness was measured through pre- and post- confidence assessment of key competencies reviewed in the training. Participants' satisfaction with the training was measured in the summative assessments. The list of assessment forms and questionnaires are included in the Appendix III. This section provides an overview and country-specific results for Kazakhstan, Georgia, and Albania.

Types of Assessment Used

- Training knowledge assessments (pre- and post-test forms);
- Formative training assessment (daily feedback form);
- Social work skills confidence self-assessment (pre and post-test);
- Summative training assessments (training evaluation).

Figure 7: Assessment Timeframe



Training Participants

Kazakhstan represented the largest group of training participants, followed by Georgia and Albania (see Tables 3). An overwhelming majority of the training participants in each country represented university faculty. Non-government and government agency social workers were the next major group of training participants. Other fields of practice, such as UNICEF country offices and other non-social work professions represented a smaller group of participants. In Albania and Georgia, 100% of participants had MSW or Doctoral degrees in Social Work. In Kazakhstan, less than a third of the participants had social work degrees, while others represented related fields, such as psychology, sociology or medicine. The trainees included UNICEF country office staff, Universities, Government and Social Service Providers (Figure 8) with degrees in Psychology, Sociology and Social Work (Figure 9). The majority of the participants had more than five years of field experience (Figure 10) and worked as faculty, senior managers, department heads, employees, or specialists or consultants (Figure 11). The population groups that training participants served included children, youth, students, and elderly people (Figure 12).

Figure 8: Types of institutions represented by the training participants in three countries

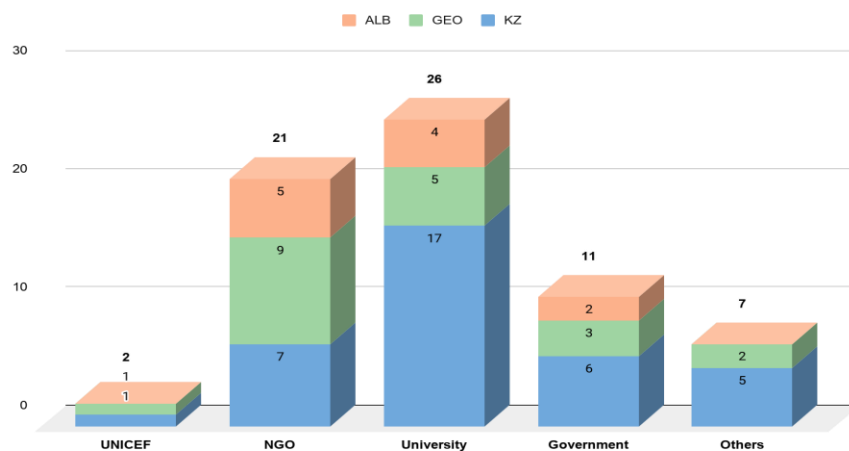


Figure 9: Participants' Educational Background

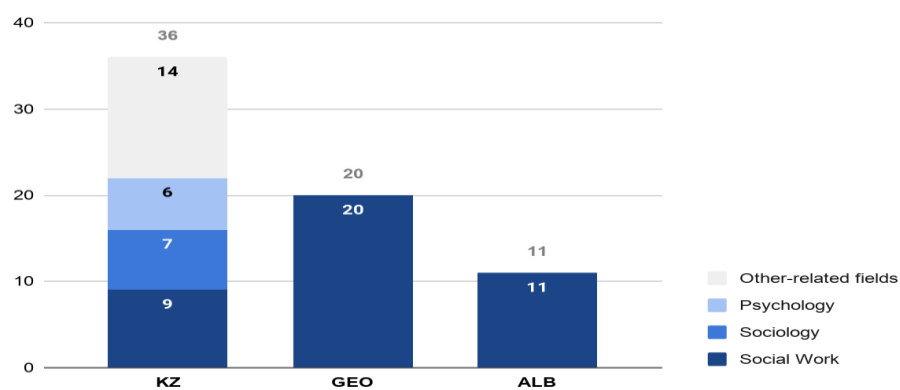


Figure 10: Years of Experience

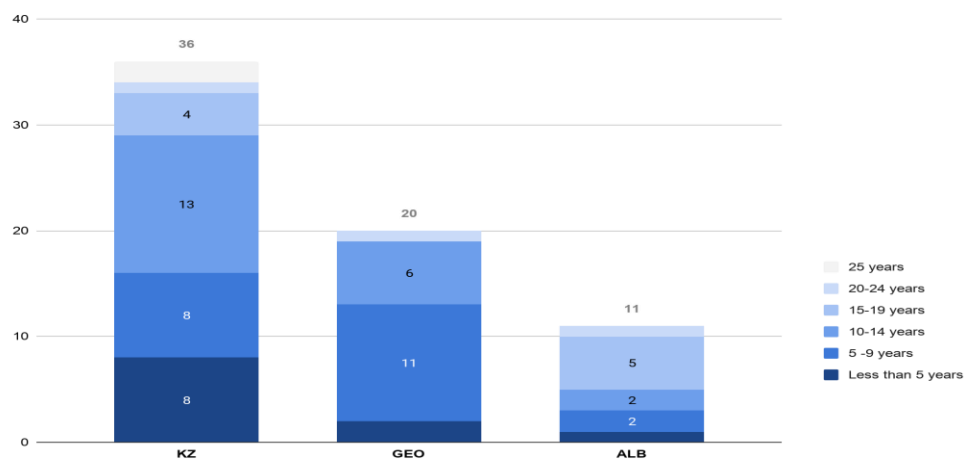


Figure 11: Current Positions Held by Training Participants

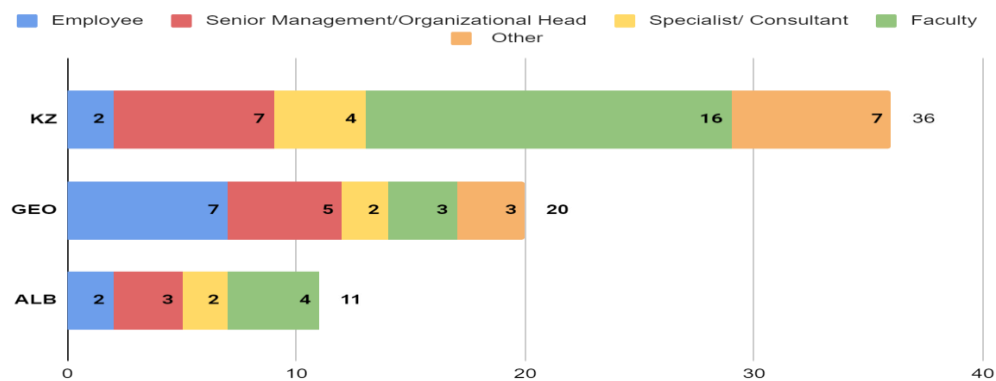
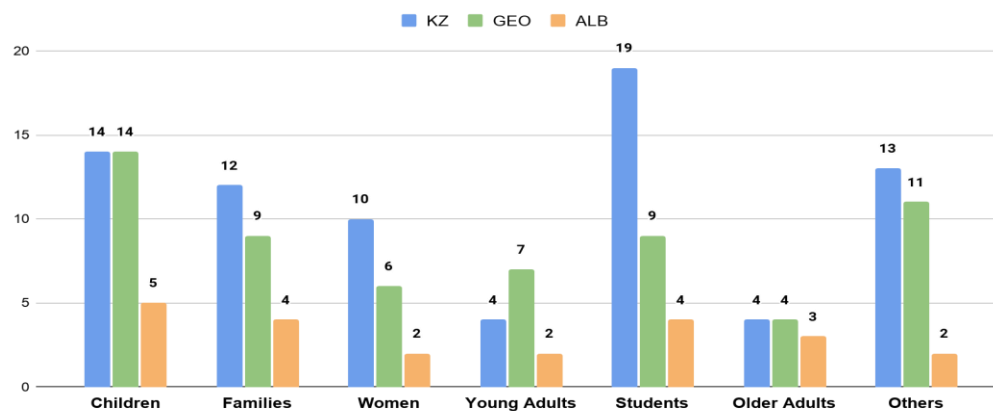


Figure 12: Groups of populations served by the training participants



Training Evaluation Results

Summative Assessments

Training Knowledge Assessment (pre and post-test)

Training knowledge assessments (referred to as pre- and post-test assessment forms) evaluated trainees' level of knowledge before and after each round of the training (Part I and Part II). The pre-and post-test forms consisted of between 20 and 30 multiple-choice questions reflecting topics from each module (4-5 questions per module). A sample question is given below.

Sample question: **Which of the following items is NOT a core community engagement standard?**

- a. Participation
- b. Empowerment and ownership
- c. Inclusion
- d. One-way communication

Albania

In Albania, the average pre-training knowledge evaluation score of the first part of the training was 13.13 out of 20 possible points. In the post-training evaluation, the scores increased to 16.75 out of 20 possible points. There was a **statistically significant** change (p-value of 0.01) recorded between the before and after training test scores.

For the second part of the training, the average training knowledge evaluation score of the participants improved from 15.30 out of 25 possible points to 19.13 out of 25 possible points. There was a **statistically significant** change (p-value of 0.03) between the before and after training test scores.

Georgia

In Georgia, the average pre-training knowledge evaluation score of the first part of the training was 14.00 out of 20 possible points. In the post-training evaluation, the scores improved to 16.00 out of 20 possible points. There was a **statistically significant** change (p-value of 0.02) between the before and after training test scores.

For the second part of the training, the average training knowledge evaluation score of the participants improved from 17.00 out of 25 possible points to 18.00 out of 25 possible points. There was no **statistically significant** change recorded between the before and after training test scores.

Kazakhstan

In Kazakhstan, the average pre-training knowledge evaluation score of the first part of the training was 9.00 out of 20 possible points. In the post-training evaluation, the scores improved the score to 12.00 out

of 20 possible points. There was a **statistically significant** change recorded (p-value of 0.01) between the before and after training test scores.

For the second part of the training, the average training knowledge evaluation score of the participants improved from 12.00 out of 25 possible points to 14.00 out of 25 possible points. There was a **statistically significant** change (p-value of 0.02) between the before and after training test scores.

Formative Assessment

Daily Feedback

Formative training assessments (or daily training feedback forms) were administered at the end of each day of the training with the purpose to adjust the methodology, arrangement, and content of the training sessions. The form asked participants to give trainers their feedback of the day's training, as well as helpful and unhelpful elements of the training. Based on the daily feedback, the trainers were able to address participants' questions and concerns related to the training content and make adjustments accordingly. The average daily training assessment scores (out of 5 possible points) for each training session of Part I and Part II training are shown in Table 4 and 5.

Table 4: Formative Assessment - Daily Training Feedback Part I

	Albania					Georgia					Kazakhstan				
Please rate the following statement based on your experience of today's training: (1 to 5)	07/20/20	07/21/20	07/22/20	07/23/20	07/24/20	07/13/20	07/14/20	07/15/20	07/16/20	07/17/20	07/13/20	07/14/20	07/15/20	07/16/20	07/17/20
The training day objectives were clear.	4.73	4.82	5	4.89	4.29	4.55	4.57	4.6	5	5	4.55	4.57	4.6	5	5
The training day has met the objectives.	4.54	4.82	5	4.89	4.00	4.66	4.57	4.55	5	5	4.66	4.57	4.55	5	5
The discussion today gave me the information needed to build competencies in communication and social service.	4.27	4.82	5	4.67	4.00	4	4.14	4.1	4.7	4.9	4	4.14	4.1	4.7	4.9
The facilitators encouraged input from participants.	4.91	4.91	4.87	5	3.86	5	4.78	4.8	5	5	5	4.78	4.8	5	5
My questions were answered.	4.91	4.82	4.75	5	4	4.61	4.57	4.6	4.8	4.9	4.61	4.57	4.6	4.8	4.9

TABLE 5: Formative Assessment – Daily Training Feedback Part II

	Albania					Georgia					Kazakhstan				
Please rate the following statement based on your experience of today's training: (1 to 5)	11/16/20	11/17/20	11/18/20	11/19/20	11/20/20	10/26/20	10/27/20	10/28/20	10/29/20	10/30/20	10/05/20	10/06/20	10/07/20	10/08/20	10/09/20
The training day objectives were clear.	4.89	4.80	5	4.57	5	4.94	4.67	4.94	5	4.96	4.83	4.92	4.95	4.77	4.83
The training day has met the objectives.	4.78	4.70	5	4.43	5	4.82	4.67	4.78	5	4.92	4.38	4.77	4.90	4.77	4.79
The discussion today gave me the information needed to build competencies in communication and social service.	4.67	4.30	5	3.86	5	4.53	4.67	4.83	5	4.83	4.71	4.81	5	4.85	4.96
The facilitators encouraged input from participants.	5	4.90	4.85	4.14	5	5	4.67	4.73	4.60	5	4.92	4.88	5	4.69	4.92
My questions were answered.	5	4.70	4.85	4.57	5	4.94	4.67	4.73	5	4.92	4.61	4.79	4.86	4.85	4.88

Social Work Skills Confidence Self-Assessment

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

“Building Competencies” training was designed not only to improve the trainees’ capacities in social work-related services, but also to prepare them to train their students, colleagues, and other social work professionals using the curriculum. Therefore, it was important for the trainees to feel confident and competent in their abilities to use the curriculum.

Sample question (confidence in role performance)

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

Sample question (trainer confidence)

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

Participants, in addition to the skills knowledge pre- post-test, have also taken the competencies confidence self-assessment tests prior to and post training completion. The confidence test measures

trainee's competencies in using the social work skills (competencies) designed using The Social Work Self-Efficacy Scale (SWSE), which is based on Bandura's social cognitive theory (Gary, 2007). Questions regarding confidence in trainer competencies were added to the scale. **This assessment consisted of 14 questions, 11 of which applied a scale from 1 (not at all) to 10 (definitely) and three of which asked open-ended questions.** Table 7 presents findings from the confidence scales and means scores on a scale from 1 to 10.

Albania

The pre-training mean score of all those who participated in the assessment was 8.91, while the post-training mean score was 9.53. Post-training confidence scores have shown **a statistically significant positive change ($p < 0.05$)** compared to their pre-test scores confidence scores.

Georgia

The pre-training mean score of all those who participated in the assessment was 9.31, while the post-training mean was 9.57. All self-assessment post-training confidence scores were higher than pre-training confidence scores. The post-training mean score of all those who participated in the assessment was 9.50, which is higher than pre-training confidence scores but lower than Part I's post-training confidence score. This training group represented a cadre with more advanced skills in the teaching and training of core competencies in social work and related fields.

Kazakhstan

The pre-training mean score of all those who participated in the assessment was 12, while the post-training mean was 14. All self-assessment post-training confidence scores were higher than pre-training confidence scores indicating improvements. The post-training mean score of all those who participated in the assessment was 8.06, which is higher than Part I's post-training confidence score.

Table 7: Confidence Scores

Countries	Albania			Georgia			Kazakhstan		
	Pre	Post	T-test (One tailed)	Pre	Post	T-test (One tailed)	Pre	Post	T-test (One tailed)
How confident are you that you can...	Response N=11 <i>M (SD)</i>	Response N=10 <i>M (SD)</i>	Response N=21 <i>p-value</i>	Response N=20 <i>M (SD)</i>	Response N=16 <i>M (SD)</i>	Response N=36 <i>p-value</i>	Response N=37 <i>M (SD)</i>	Response N=36 <i>M (SD)</i>	Response N=73 <i>p-value</i>
Initiate and sustain empathetic, culturally sensitive, non-judgmental, disciplined relationships with clients	9.00 (1.00)	9.70 (0.48)	0.03	9.85 (0.37)	9.88 (0.35)	0.44	8.22 (1.57)	8.83 (1.11)	0.03
Intervene effectively with individuals.	9.36 (0.81)	9.60 (0.52)	0.22	9.30 (0.57)	9.63 (0.63)	0.08	7.58 (1.86)	8.53 (1.42)	0.01
Intervene effectively with families.	8.73 (1.10)	9.20 (0.63)	0.12	8.80 (1.28)	9.44 (0.74)	0.03	7.25 (1.78)	8.11 (1.39)	0.01
Intervene effectively with groups.	8.91 (0.94)	9.30 (0.67)	0.14	8.55 (1.23)	9.31 (1.03)	0.04	7.36 (1.81)	8.28 (1.23)	0.01
Advocate for a client.	8.64 (1.21)	9.50 (0.71)	0.03	9.45 (0.69)	9.50 (0.64)	0.47	7.36 (1.81)	8.28 (1.23)	0.09
Function in a social work role within a multidisciplinary team.	9.27 (0.79)	9.70 (0.48)	0.07	9.75 (0.44)	9.75 (0.41)	0.37	6.89 (2.12)	7.53 (1.86)	0.09

Utilize a strengths-based perspective when working with a client.	9.27 (0.90)	9.90 (0.32)	0.03	9.90 (0.45)	10.00 (0.00)	0.16	7.08 (2.41)	7.72 (2.24)	0.12
Utilize tools such as ecomaps and genograms to identify a client's familial history and support systems.	7.91 (1.51)	9.40 (0.97)	0.01	9.20 (1.85)	9.63 (0.74)	0.19	7.83 (1.68)	8.58 (1.57)	0.03
Intervene with a client in a crisis situation.	7.82 (1.40)	9.2 (0.79)	0.01	9.15 (0.67)	9.31 (0.72)	0.22	6.33 (2.51)	7.50 (2.57)	0.03
Complete a risk assessment for a client.	8.18 (1.40)	9.30 (1.25)	0.03	9.65 (0.49)	9.88 (0.35)	0.07	6.42 (2.26)	7.44 (2.24)	0.03
Identify coercive behaviors in interpersonal relationships.	8.73 (1.01)	9.20 (1.23)	0.18	9.40 (0.75)	9.81 (0.35)	0.01	6.83 (2.30)	8.22 (1.68)	0.00
Identify resources in the community that would benefit a client.	9.18 (0.98)	9.70 (0.67)	0.09	9.40 (0.82)	9.81 (0.35)	0.02	6.81 (2.23)	8.08 (1.81)	0.00
Maintain client records.	9.29 (0.90)	9.00 (1.00)	0.06	9.70 (0.73)	9.88 (0.35)	0.19	7.36 (1.90)	8.33 (1.64)	0.01
Advocate on behalf of clients to resolve issues.	8.91 (1.04)	9.5 (0.85)	0.08	9.60 (0.60)	9.63 (0.51)	0.50	7.22 (2.34)	8.47 (1.73)	0.01
Identifying client needs through completing an intake assessment.	9.09 (1.04)	9.8 (0.42)	0.03	9.70 (0.57)	9.94 (0.26)	0.06	6.64 (2.22)	7.53 (2.21)	0.04
Individual or group psychotherapy.	7.36 (2.29)	7.9 (2.88)	0.32	5.65 (2.91)	6.25 (3.05)	0.30	6.88 (2.15)	8.31 (1.70)	0.00

Recognize when a client could benefit from a referral to mental health services.	8.73 (1.73)	9.3 (1.34)	0.20	8.75 (1.41)	9.31 (1.16)	0.12	7.14 (1.90)	8.28 (1.60)	0.00
Complete a home visit.	9.00 (1.00)	9.50 (0.97)	0.13	9.95 (0.22)	9.88 (0.35)	0.22	7.06(2.01)	8.31 (1.72)	0.00
Utilize active listening to build a positive relationship with the client.	9.36 (0.80)	10.00 (0.00)	0.01	9.80 (0.41)	9.94 (0.26)	0.12	6.69 (2.27)	7.89 (2.08)	0.01
Provide administrative support caseworkers providing services and managing a caseload.	8.27 (1.49)	9.4 (0.84)	0.02	9.35 (0.67)	9.44 (0.64)	0.21	7.67 (1.66)	8.27 (1.48)	0.00
Provide client-focused or “clinical” supervision and case conferencing for workers providing services to families, children, and vulnerable populations.	8.55 (1.13)	8.50 (2.07)	0.48	8.95 (1.05)	8.69 (1.71)	0.33	7.22 (2.04)	7.88 (2.16)	0.09
Introduce social work skills to individuals with some social work experience.	9.55 (0.69)	9.90 (0.32)	0.07	9.70 (0.47)	9.81 (0.41)	0.25	7.03 (2.10)	8.00 (1.69)	0.02
Demonstrate and demonstrate skills/ activities clearly.	9.45 (0.82)	9.90 (0.32)	0.06	9.55 (0.76)	9.81 (0.41)	0.11	6.94 (2.37)	8.00 (1.88)	0.02
Use the Experiential Learning Cycle and principles of adult learning to connect with and engage participants.	8.82 (0.98)	9.70 (0.48)	0.01	8.9 (1.07)	9.50 (0.64)	0.03	7.31 (2.25)	8.08 (1.70)	0.05
Utilize a teach, demonstrate, and practice model when training for skill development.	9.36 (0.50)	9.80 (0.42)	0.02	9.00 (2.05)	9.56 (0.64)	0.14	7.55 (2.04)	8.19 (1.75)	0.08
Answer questions regarding exercises, activities, and skills.	9.45 (0.69)	10.00 (0.00)	0.01	9.50 (0.76)	9.69 (0.49)	0.22	7.67 (2.06)	8.39 (1.82)	0.06

Communicate why continuing education is necessary for social work practice.	9.72 (0.47)	9.80 (0.42)	0.36	9.70 (0.57)	9.88 (0.35)	0.15	7.86 (2.09)	8.39 (1.61)	0.12
Reflect skills being taught through instruction (i.e., posing questions, active listening, etc.)	9.36 (1.03)	9.90 (0.32)	0.06	9.55 (0.69)	9.94 (0.26)	0.02	8.06 (2.01)	8.58 (1.44)	0.10
Provide feedback to participants as they practice relevant skills.	9.36 (0.81)	9.90 (0.32)	0.03	9.45 (0.76)	9.88 (0.35)	0.02	8.28 (1.68)	8.64 (1.37)	0.16
Adapt presented material to the learning group	Missing	Missing	Missing	9.65 (0.67)	9.69 (0.62)	0.47	8.19 (1.73)	8.64 (1.40)	0.12
Create a welcoming and safe environment for participants that allows for the development of professional social work skills.	9.55 (0.69)	9.90 (0.32)	0.07	9.70 (0.57)	10.00 (0.00)	0.02	8.11 (1.73)	8.64 (1.36)	0.08

Training Program Evaluation

A training satisfaction survey was completed by participants at the end of each training period (Part 1 and Part 2) to evaluate its effectiveness. This survey evaluated the training materials, mode of teaching and the trainer's skills in delivering the materials (See Table 8 for details).

Table 8. Training Satisfaction Evaluation Means by Question

	Albania		Georgia		Kazakhstan	
	Part 1	Part 2	Part 1	Part 2	Part 1	Part 2
The application process was clear and appropriate to the course objectives.	9.58	9.75	9.27	9.75	9.17	9.54
Training objectives were clear.	9.83	9.87	9	9.55	9.56	9.69
The online training environment was welcoming.	9.83	9.87	9.82	9.9	9.83	9.92
Instructions and technical support for logging into zoom were sufficient	9.92	9.87	10	9.8	9.49	9.92
The orientation meeting was helpful in preparing me for the Training course.	9.42	9.63	8.54	9.25	9.17	9.58
Instructions about zoom tools and ways of maneuver through activities were sufficient	9.92	9.87	9.64	9.6	9.54	9.81
The materials presented were clear and organized.	9.83	10	9.54	9.5	9.63	9.38
The topics covered in the training were relevant to enhancing the capacity of our social service workforce.	9.5	10	8.91	9.15	9.78	9.73
The trainers were engaging and modeled communication skills well	9.83	9.84	9.45	9.45	9.66	9.73
Breakout rooms, role play, reflection exercises and other interactive methods presented were helpful in my understanding of the content presented.	9.83	9.62	9.45	9.3	9.54	9.77
There was a good balance between theoretical content and practical skills building	9.58	9.62	9	8.35	9.51	9.38
The cases and scenarios utilized were relevant to my work and practice.	9.67	9.75	8.54	8.95	9.20	8.81
Having a chat function allowed me to promptly express my responses and actively participate in group discussions.	9.75	9.25	9	9.5	9.56	9.58
The trainers answered my questions responsively.	9.83	9.87	9.73	9.7	9.71	9.85
I enjoyed the training	9.58	9.87	9.91	9.75	9.83	9.88
I feel that I could deliver this information to other social work practitioners, social service staff and students in an effective way online	9.42	9.87	9	9.55	8.54	9.12
I feel that I could deliver this information to other social work practitioners, social service staff, and students in an effective way in a classroom	9.83	10	9.27	9.6	8.63	9.35

I would prefer this course was taught in person in a classroom, if possible.	7.92	10	9.54	8.55	8.00	8.77
I will utilize what I have learned in this training to train others	9.83	9.87	9.18	9.45	9.51	9.69
I was satisfied with the training	9.58	10	9.18	9.2	9.73	9.85
Having a WhatsApp texting group is a good additional platform for mutual learning and exchange of experience and resources between the training participants	9.17	8.37	7.72	7.15	9.41	9.46
It is important to have a follow-up webinar(s) for coaching to further my learning from this course	7.58	9.37	9.45	9.35	9.51	9.85
I am committed to completing this Training of trainers	9.92	10	9.82	10	9.68	9.69

Summary of Findings

In sum, the findings from all types of assessment demonstrate the effectiveness of the trainings in increasing social work competencies across all skills and pilot countries. The participants expressed confidence in using the social work skills in their practice as shown by increases in post-test scores in all areas. The increase in competencies is universal regardless of the initial scores in each pilot countries. For instance, the baseline scores for competencies for Kazakhstan were on average lower than for Georgia and Albania, however, all participants have demonstrated 0.1 to 2 points increase in average scores across all competencies. Additionally, the daily feedback provided by participants across the pilot countries demonstrated satisfaction with how the training was implemented, highlighting each of the training modules' contribution to meeting the objectives of the training and providing the participants with the necessary skills and knowledge to increase their competencies as social work practitioners and trainers. The summative assessment findings evidence very high satisfaction rate (higher than 9.2/10) regardless the initial knowledge and skill-base of the participants.

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. Some of the quotes from the feedback are provided below:

- “The way how the theoretical part was combined with the practical part. Additionally, the techniques used by trainers were very helpful in terms of keeping me engaged throughout the course.”
- “Great team of trainers, very good communicators, flexible, lively, very rich materials/handouts of top quality, very interactive approach”
- “The new pathway of learning presented”
- “One of the best [trainings] I have participated in.”
- “The fact that the theoretical part was not missed by reality, it was also important that all participants had an equal opportunity to be involved in the process, especially important were the exercises in small groups.” (Translated from Georgian)
- (I appreciate) “Ethical atmosphere, trainers' attitude towards the participants, the degree of the participants' involvement, the degree of processing the theoretical material.” (Translated from Georgian)

The word cloud below (Figure 13) also illustrates a selection of comments and themes captured in post-training evaluation instruments.

Figure 13. Training Evaluation Comments



The training evaluation highlights that the training model can be effectively used to advance the competencies in countries with more seasoned social work professions, by focusing more on the key competencies and training package elements, as well as strengthening the skills of trainers, especially in an online format. In countries with less developed social work profession the focus can be adapted to focus on review basic competencies of participants in more detail. Based on the experience of these three pilot countries using the same training material with core competencies provided in the training package, it is suggested to adjust the training pace and timing to the level of readiness and capacity of the selected cadre of trainees.

Overall, the tested model has demonstrated that the training program can serve as an effective tool in building capacity of social work and related social service workforce and educators in Europe, Caucasus and Central Asia and strengthen their core competencies in interpersonal communication, community engagement and foundational skills.

Limitations

There are many successes reported in the evaluation of the training by the participants, as well as on the model that has been successfully tested. Nevertheless, there were a number of limitations that could be considered in the next phases of the project to continue to hone the capacity building programme.

Availability of stable internet connection is essential for online training.

While this may not be an issue in some country contexts, it can be a challenge for others. Especially in countries where the internet can be expensive or not widely available or weak (especially in rural

communities or in late evening times). This can impact the quality of participation. Sometimes, due to weak connection, the participants would either join without a camera, or remain passive observants, which could impact other participants, especially when working in smaller breakout discussions. Sharing the materials and recordings provided the participants who have missed the sessions with the opportunity to view training sessions and to abreast of the training content.

Duration of the training was challenging.

Given that the original training curriculum was planned for 6-8 hour classroom training days, it was challenging to address full expectations from a training and its content of an 8-hour course in a three hour online course. Some content was only referenced in the manual for detailed explanations and naturally did not allow practice time for some of the skills and in-depth exploration. While for a country context like Albania with more experienced participants this mode of teaching was quite appropriate, for Kazakhstan, the time allotment was not optimal. A potential solution for the online training requiring the practice of skills would be to group participants into small accountability groups who could practice the skills on their own after the training and report back during the training and/or in the community of practice. This points to the need for on-going supervision and utilization of a community of practice for collective learning and sustainable skills building and dissemination.

Differential approach.

While the core competencies of social work practice have been selected, the way the curriculum is structured and taught needs to be tailored based for each country's social work profession's developmental stage. The Kazakhstan training cohort needed more time to discuss theories and competencies, while Albania and Georgia were more advanced in foundational social work core skills. While the feedback was positive regarding the usefulness of the training in each pilot country, additional adjustments based on the level of experience and development can be considered, especially around the days necessary for some of the countries in the beginning stages of social work professional development.

Working with translation.

As it goes in any work with the translators who may not be as familiar with the concepts discussed in social work, language quality assurance needs to be considered in a timely manner with in-country partners and trainers to reduce confusion and miscommunication in written translations. Lack of some materials and evaluation tools in the local language may be a barrier for some participants. Utilizing both translated materials into primary language(s), offering simultaneous translation through the zoom platform and co-facilitation by local partners was able to address engagement of participants from multiple languages. With the simultaneous translation via Zoom the participants rely on the voice and tone of the translator and very experienced translators can best mirror the trainer's delivery. Therefore, the quality of translation was a high factor in delivering the importance of the message and impacted the atmosphere of the training.

Conclusions and Recommendations

This final report provides an overview of Building Social Service Workforce Competencies in Europe and Central Asia activities, key achievements, and evaluation outcomes. All deliverables were completed as planned in the amended contract which incorporated a COVID-19 required change from a classroom-focused curriculum and face-to-face training to a hybrid curriculum incorporating both online and

classroom design content in three pilot training of trainers conducted only online. In alignment with the mission of the project, the team successfully (1) contributed to the improvement of core competencies in interpersonal communication and community engagement of the social service workforce, social work education and practice as evidenced by data from evaluations; (2) strengthened interpersonal communication and community engagement competencies (ICCEC) for social workers and other social service workforce (SSW) professionals through developing, adapting and providing the training of trainers in Kazakhstan, Georgia and Albania; and (3) examined current functions and capacity of the social service system in three pilot countries.

Over the course of pilot trainings, the response from each of the collaborating countries has been positive. As demonstrated by evaluation results, the aims of the training have been achieved. Most of the learning outcomes demonstrated high achievements by participants, and their feedback regarding their satisfaction with the training content and the mode of delivery was highly positive.

Even with limitations that COVID-19 created, the team and the participants were able to adjust to the new realities by changing the teaching platform from in-person to remote learning, which did not appear to negatively impact the quality of the training. On the contrary, these limitations allowed for the advancement of online teaching methods and became additional aims set by and incorporated into this curriculum. In its own way, conducting the ToT on the Zoom platform, using various technologies of online learning was a learning experience, since the participants were able to benefit from observation of various digital learning technologies, tools and challenges that they can further use in their practice. Additionally, the system of daily collection of feedback, as well as the Community of Practice meetings allowed for incorporation of the participants' feedback to further strengthen and localize the training based on the needs and strengths of each of the pilot country teams. The evaluation results indicated overall high satisfaction with the training program, in addition to significant changes in trainees' knowledge and confidence.

Thus, the goal of the project was met that aimed to contribute to the improvement of core competencies in interpersonal communication and community engagement of the social service workforce, social work education and practice in Europe and Central Asia through the development of the training curriculum, 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. Although the project's long-term impact was not measured as part of this collaboration, it is expected that this project will serve to improve the well-being of vulnerable families and children by creating a cascade of capacity building and academically trained professionals providing training on social work functions in these pilot countries and future countries engaged with the materials and model of capacity building collaboration. Moreover, we believe the scope and deliverables of this phase of the collaboration between UNICEF and Columbia University laid the groundwork to disseminate the materials using this effective model in new countries and regions.

As of the writing of this final report, the global impacts of the COVID-19 pandemic are still unknown, yet early publications raise awareness that COVID-19 has escalated the need for core competencies in social services addressed by this collaboration. UNICEF, the three pilot country stakeholders and trainees, and

the project team through the successful implementation of on-line train-the-trainers demonstrated both the feasibility and effectiveness of this “Building Competencies” curriculum and capacity building model.

The pilot phase of this program and its evaluation demonstrated both satisfaction and significant effectiveness of the training and capacity-building, cross cultural model in changing knowledge, skills and attitudes related to the teaching of core competencies needed to delivery social services to families and children at risk. The participants in all three pilot countries expressed confidence in using the social work skills in their practice and an increase in competencies among the cadre of 83 master trainers regardless of their initial scores.

Participants expressed clear commitment to replicating the training modules to needed regions of their country reinforcing the adoption of evidence-based practice and core competencies, utilization of supervision, and telepractice skills and community engagement methods needed especially during increased stress and social distancing required during the COVID-19 pandemic and crisis response. The hybrid or blended approach of online and classroom content included in the manual gives trainees and stakeholders the methodological option for their in-country sustained approach to teaching as the pandemic restrictions lessen. The “Building Competencies” project team is committed to working with UNICEF ECARO and Country Offices to create opportunities as needed in order to protect the safety, health, and well-being of all involved, while partnering with countries to meet the demands of a social service workforce with this training model.

Recommendations

Informed by the first and second phases of this project, the following recommendations may be considered in utilization of this curriculum and capacity building model in new country contexts and in the next phase of this project:

Use of the developed training curriculum and resources in a new country context

- Each new country that has shown interest in the training has to be assessed based on their needs and level of social work profession's development. The needs assessment should aim to incorporate the requests from the participants on the topics on which they will need more knowledge and skills. Consequently, based on their experience and needs curricula should include more basic and in-depth discussion of competencies with extended time allowed for those countries that may be at the beginning of social work professional development. The countries with more advanced models of practice, could then receive the training of trainers that is more focused on review of competencies, the types of teaching tools and methodologies, as well as discussion of application of the current package to their context.
- It is recommended that the cascading of the training by the team of the trainers, and a system of tracking the impact from the ToT is developed (ex. number of the trainings conducted, number of the social workers trained, etc.).
- A resource database that can be easily accessed by the trainers, where they can also share resources in the local language needs to be considered.

Recommendations for future consideration

- During the course of training, trainees expressed that mezzo and macro social work practice competencies are not well practiced or taught in a number of Europe and Central Asia countries. It is recommended that the curricula expand competencies of practice with communities, organizations; and policy/advocacy practice.
- In the countries with more advanced social work profession, higher-level of competencies for should be included in the training of social workers. Some ideas may include specialized trainings on working with different population groups; specialized skills in working on various levels of practice; training on social justice and inclusion issues, advanced content on supervisory models, and training on selective evidence-based practices. The training of these topics may be addressed in collaboration with the convening of Communities of Practice and UNICEF country offices.
- Further technical assistance may be needed to support and strengthen the integration of this curriculum into coursework, and field practice.

Continuing Capacity Building of Trainees

- Ensure follow-up with 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.

- 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 building local supervisory capacity as well as long distance collaborations through teleconference, follow-up materials, webinars, in-person meetings, and brief follow-up sessions to address questions and concerns.
- Periodically update the curriculum to reflect recent changes in policies and best practices in ECAR and globally. The region 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. May consider a regional approach to building macro-level support of policies and regulations that build and sustain efforts to incorporate the training of the social service workforce in core competencies. This strategy could be aided through review of current regulations and policies being adopted by ECAR countries.
- 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.

References

- An, S. (2017). 'Social work of boundaries': Emerging multiple social work fields in post-Soviet Eurasia. *European Journal of Social Work*, 20(6), 894-906.
- CSSW. (2019). The social service workforce (SSW) in Uzbekistan: Strengths, challenges, and ways forward [Final Report]. Submitted to UNICEF.
- CSWE. (2015). Educational policy and accreditation standards for Baccalaureate and Master's social work programs. Retrieved from https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx
- Dhembo, E., Akesson, B., & Cheyne-Hazineh, L. (2019). Social work education in Albania: A developing landscape of challenges and opportunities. *European Journal of Social Work*, 1-14.
- Europe and Central Asia Regional Office (ECARO). (2017). Keeping families together: Supporting the right of every child to grow up in a nurturing family environment. Retrieved from <https://www.unicef.org/eca/media/3661/file/in-focus-keeping-families.pdf>
- Europe and Central Asia Regional Office (ECARO). (2018). 15 years of juvenile justice reforms in Europe and Central Asia. Key results achieved for children and remaining challenges. Retrieved from https://www.unicef.org/eca/sites/unicef.org/eca/files/2018-11/Key%20Results%20in%20Juvenile%20Justice%20in%20Europe%20and%20Central%20Asia_0.pdf
- Gallacher, K. (1997). Supervision, mentoring and coaching. In *Reforming Personnel in Early Intervention*, 191-214.
- Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. *Further Education Unit*.
- GSSWA. (2019). Defining the Social Service Workforce [webpage]. Retrieved from <http://www.socialserviceworkforce.org/defining-social-service-workforce>
- HSCB. (2014). Coaching and Mentoring in Social Work – A Review of the Evidence: Commissioned by the HSCB to support Improving and Safeguarding Social Wellbeing a 10 Year Strategy for Social Work.
- Humboldt State University Department of Social Work. (2019). What is generalist social work practice? Retrieved from <https://www2.humboldt.edu/socialwork/what-generalist-social-work-practice>
- IASSW. (2019). Global standards for the education and training of the social work profession. Retrieved from <https://www.iassw-aiets.org/global-standards-for-social-work-education-and-training/>

- IFSW. (2014). Global definition of social work. IFSW General Meeting and IASSW General Assembly. Retrieved from <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>
- Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2001). Experiential learning theory: Previous research and new directions. In *Perspectives on Thinking, Learning, and Cognitive Styles*, 1(8), 227-247.
- Lehman, W., Greener, J., & Simpson, D. (2002). Assessing organizational readiness for change. *Journal Substance Abuse Treatment*, 22(4), 197-209.
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99-113.
- Mergenova, G., El-Bassel, N., McCrimmon, T., Terlikbayeva, A., Primbetova, S., Riedel, M., Witte, S. (2019). Project NOVA: A combination HIV prevention and microfinance intervention for women who engage in sex work and use drugs in Kazakhstan. *AIDS and Behavior*, 23(1), 1-14.
- National Association of Social Workers (NASW), and Association of Social Work Boards (ASWB). (2013). Best practice standards in social work supervision. Retrieved from <https://www.socialworkers.org/LinkClick.aspx?fileticket=GBrLb4BuwI%3D&portalid=0>
- Pearson, R., & Bess, A. (2017). UNICEF social service workforce strengthening strategy to prevent and respond to violence, exploitation and harmful practices against children [Draft]. Retrieved from UNICEF.
- Rogers, J., Salmon, H., & Zaviršek, D. (2019). Enhancing professional competencies of frontline workers in the social service workforce: Draft report from first phase of fieldwork. Completed by Oxford Policy Management. Retrieved from UNICEF.
- UNICEF. (2017). Учебные модули Партнерство между семьями и патронажными работниками для повышения благополучия детей раннего возраста. Астана.
- Winstanley, J., & White, E. (2011). The MCSS-26©: Revision of the Manchester Clinical Supervision Scale© using the Rasch Measurement Model. *Journal of Nursing Measurement*, 19(3), 160-178.