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A Concept of the Development of a Prevention System and Education of Specialists in the Prevention of Risky Behaviors of Children and Youth in Western Ukraine

ABSTRACT

The goal of the article is to present a project of applied research which sets an example of a good practice in international academic cooperation for building an evidence-based prevention system in Western Ukraine. As a neighbouring country, Poland is open to sharing its experience and achievements in attaining effective systematic solutions regarding alcohol and drug issues, which is of interest to Ukraine and is confirmed by the execution of the presented project fulfilled in cooperation with the academic staff of the Drohobych Ivan Franko State Pedagogical University. The aim of the project is to develop a conceptual and educational module for courses preparing students for prevention work with children and youth. The project was implemented by a team from the Kazimierz Wielki University in Bydgoszcz, which has over twenty years of experience in preparing social educators for the implementation of preventive tasks. The article contains the empirical foundation, the need for the fulfilment of the project, the descriptions of its goals, subject, method of action and implementation stages. It discusses the difficulties encountered at the design and implementation stages, and the final results.

KEYWORDS

Polish-Ukrainian cooperation, applied research project, academic education, education module, risky behaviour prevention, prevention science, evidence-based prevention, academic staff, students

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Introduction

The article presents a research project called “Polish-Ukrainian scientific and methodological cooperation supporting the development of a prevention system and education of the specialists in preventing risky behaviours of children and youth in Ukraine.”¹ The aim of the project was to develop the concept and module of education² for the courses: social work and practical psychology, preparing the students to prevent risky behaviours of children and youth, in the Drohobych Ivan Franko State Pedagogical University (abbr. IFSPU). The author of the project assumed that this module will be developed by the team of the academic staff of IFSPU³ and practitioners carrying out preventive actions on a daily basis in the local environment of Drohobych,⁴ as a result of their cooperation with the team from the Faculty of Protective Pedagogy and Social Prevention of the Kazimierz Wielki University in Bydgoszcz (abbr. FPPSP KWU⁵)

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- ¹ The project is financed from the funds awarded in the competition to the author of the project—Wioletta Junik by The State Agency for the Prevention of Alcohol-Related Problems (PARPA) to implement the task no. 56/3.5/17/DEApn. “International cooperation aiming to develop a preventive system and educate the specialists in the prevention of risky behaviors of children and youth in Ukraine” (Contract number 36/56/3.5/17/DEA between PARPA and KWU signed on 21st September 2017). Allocated funds: 443.273 PLN.
 - ² In the project, the education module is understood as a block consisting of a specified number of subjects arranged in a logical whole. The project is not about developing the concept of a module characteristic of the modern understanding of modular education, in which the content of the vocational training is divided into modules (there are no subjects), forming separate educational units that combine learning practical skills and acquiring the necessary theory. The team from FPPSP has implemented modular education, but it could not be included in the competition offer due to formal complications related to the current education system in Ukraine.
 - ³ The list of members of the academic staff from IFSPU: S. Shchudlo—project coordinator, L. Vovk, V. Stets, I. Mirchuk, L. Smerechak, I. Zubrytsky, R. Havula.
 - ⁴ The list of members of the practitioners’ team: Fr. I. Kozankiewicz—team leader, A. Kozankiewicz, A. Slavych, M. Horychko, N. Pankov, I. Tomishchak, T. Poturaj.
 - ⁵ The list of members of the FPPSP: W. Junik—project leader, M. Deptuła, J. Jarczyńska, A. Potorska, S. Borsich.

and specialists invited from outside the KWU.⁶ Prevention science shall be its theoretical basis.

The project is the first initiative of this kind conducted in Western Ukraine through a Polish government body. It was started in June 2017 and will be finalised in December 2019.

Justification of the need for the fulfilment of the project

Prior to preparing the project, the needs for the fulfilment of a prevention system for children and youth in Ukraine were defined. They included learning by the author of the broader social context of children and youth issues, as well as preventive solutions used in that country. The problems of the young Ukrainian generation, similarly to other countries, are the result of the social, economic and political situation. They are also directly connected with the condition of the Ukrainian society which, in light of the statistics prepared by the international organisations, is disadvantageous. It was confirmed by, inter alia, the demographic indexes from 2017 included in *The World Factbook*, related to the length of life and mortality of citizens, including new-borns and mothers (*The World Factbook 2016–17*, 2016). The social problems of Ukraine are increasing due to the change of the political system, the economic transformation, and the geopolitical situation (including the isolation in fighting the Russian military aggression started in February 2014 by the annexation of Crimea and war in Donbass⁷). According to the World Health Organisation (WHO), as a result of military actions, the number of war casualties and those getting harmed is increasing, there is a risk of epidemics and there is a social migration present to other parts of the country or abroad (see *World Health Organization: Ukraine. Conflict emergency*). Another serious issue highlighted by the WHO is an alarming, when

⁶ The list of team members of the external experts: A. Borucka—National Bureau for Drug Prevention in Warsaw, A. Pisarska—The Institute of Psychiatry and Neurology in Warsaw, M.J. Sochocki—The Charity “Poza Schematami” from Warsaw.

⁷ The situation in the Eastern Ukraine is still tense. Violence persists, even though the agreements were signed about the ceasefire on 19. 07. 2017 (see *World Health Organization: Ukraine health situation reports*).

compared to other countries in the European Union, index of alcohol consumption (see *World Health Organization: Ukraine. Statistics*).

These, and other statistics concerning the condition of the Ukrainian society, justify why it is called the society of risk in which a system intervention is required in many areas (see Szczudło 2014: 174). The analysis of the ESPAD⁸ research, conducted in 2015 in the entire Ukraine and locally in Lviv region in 2016, based on the methodology of the so-called Mokotów research, showed a number of threats to the proper psycho-social development of young people there. Among those risks, using legal and illegal psychoactive substances was the most serious one (see Balakireva et al. 2015; Okulicz-Kozaryn et al. 2017).

Another reason for the cooperation was the author's learning about the current preventive solutions for the young generation—mainly those which can have long-term, systematic effects. The initial analysis of the legislation that is in force in Ukraine revealed the efforts made by the government. In 2013, the Council of Ministers of Ukraine issued the first decree regarding the adoption of the national anti-drugs strategy until 2020 that would be based on the solutions characteristic of the Western models of solving drug addiction problems (Кабінет Міністрів України 2013).

Another argument was the fact that there are no formal solutions at the higher educational level in Ukraine regarding the education of the future specialists in the area of prevention of risky behaviours of children and youth. Because of that, the suggestion to initiate such education at IFSPU was found interesting, and it was approved by the authorities and academic staff members teaching psychologists and social workers. They declared that there is an organisational possibility to implement the solutions worked out in the project.

Initiating cooperation

The competition notice was a response to the demand of a particular, local society. In 2016, PARPA, IFSPU and the Charity

⁸ It was the European School Survey Project on Alcohol and Drugs initiated in 1995 by the Cooperation Group to Combat Drug Abuse and Illicit Trafficking in Drugs (Pompidou Group) of the Council of Europe.

Organisation: “Caritas of the Sambor-Drohobych Diocese UGCC” began cooperation in order to develop prevention of addictions among the youth.¹⁰ The first task for the author of the project was to seek cooperation with these institutions, in order to learn their needs and agree on the key issues related to completing the project.

The project was supposed to initiate, by the Polish team, certain social changes in the Ukrainian society that is culturally different and quite unknown to the project executers. The author of the project offered the Ukrainians cooperation based on partnership. She believed it was crucial to obey the rules of subjectivity and equality, making each side a partner. The main way to implement such attitude was accepting the idea of the “culture of cooperation,” which—for the partners of the project—means emphasising the norms, values, beliefs and assumptions regarding the cooperation with others, mutual support, joint effort to find the solutions to the experienced problems, celebrating successes together, and learning from each other (see Maslowski 2006, after: Tłuściak-Deliowska and Dernowska 2016: 130). It was agreed that the essence of the project was “sharing the resources” and not “giving support” commonly understood as upholding, protecting or supervising someone. The expected result of following the culture of cooperation was learning from each other and creating a module of education meeting the standards of scientific prevention, the authors and executers of which will be the Ukrainian partners.

Because of the short time in which the application was to be submitted for the competition organised by PARPA, and due to lack of financial resources, it was impossible to plan personal meetings with the Ukrainian partners at the stage of the project preparation. Therefore, the submission of the declaration of participation in the project of the particular teams from IFSPU and selected representatives of

⁹ This organization is a public charity of a non-profit profile. It has been established in 2000. Its mission is to help those in need, regardless of their religion, sex, political views or nationality. Its aim is to help people in crisis, to counteract poverty and social pathology, and to fight against the social crisis in Ukraine. The charity cooperates with many institutions in Europe and other continents, but mainly with the partners from Poland.

¹⁰ On 19th October 2016, K. Brzózka (the director of PARPA), N. Skotna (the rector of IFSPU) and Fr. I. Kozankiewicz (the director of “Caritas”) signed an agreement concerning this issue.



the local community, and the selection of the Ukrainian coordinator¹¹ was done by means of e-mail and phone calls.

The aim of the project

The aim of the project was finally defined as developing the concept and module of education preparing the students of practical psychology and social work of IFSPU to work in the area of prevention of risky behaviours of children and youth. To implement such a module, the necessary resources are required in the form of people having knowledge and skills in developing the educational process in higher education, knowing the theoretical and empirical foundations of the prevention of risky behaviours of children and youth, and being able to assist the students in gaining practical experience.

Characteristic of the Ukrainian partners

Therefore, the project was addressed to two groups called direct and indirect target groups. The direct target group of 14 people included 7 academic teachers from IFSPU working in the above mentioned specialisations of studies and interested in implementing a change in the process of education. It also included 7 representatives of the local community, executing, on a daily basis, the tasks related to social prevention. These included psychologists, addiction therapists, primary school teachers, and a clergy person specialising in social care and addiction prevention. The task of this group was to develop, together with the academic staff, a concept of practical learning complementary to the theoretical part of the module. The indirect target group was made up of the students of practical psychology and social work, as well as other parties interested in the prevention of risky behaviours of children and youth in the Ukrainian society (thanks to the scientific publications prepared within the project).

¹¹ Prof. Svitlana Shchudlo—the Director of the Department of Jurisprudence, Sociology and Political Sciences at IFSPU, and the Director of the Center for Monitoring the Quality of Education, was assigned to be the Ukrainian project coordinator.

The subject of project influences

Because there was no opportunity to establish a direct cooperation between the leader of the project and the Ukrainian partners, the tasks were designed on a general level, so that, on the one hand, they could meet the requirements of the competition, and on the other hand—they could fill them with content in the course of the cooperation with the Ukrainians. Then, it was planned to identify the resources and requirements during seminars, online research activities and discussions with the partners. The reference point was the scientific knowledge of prevention regarding designing, implementing and evaluating preventive tasks addressed to all children and youth (therefore in the area of universal prevention), which has been gained for many years by the Polish partners during their direct exchange with the Western Europe partners, studying Western literature and conducting their own empirical research. Also, over 20 years' experience of the team from FPPSP was very important. Their experience was related to preparing pedagogues to take up preventive actions, as well as the professional self-development of the Polish partners and their experience in working with children, youth and teachers.

The extent of the knowledge and skills that are necessary to fulfil preventive tasks in terms of risky behaviours in practice, results from the theoretical analysis of risky behaviours which a specialist should counteract. Nowadays, they are defined as the ones which are connected with the threats appearing in many fields of a young person's life. They mainly include the threats related to the correct development, safety, health, and school or professional career, which, in consequence, can lead to the deterioration of the quality of the young person's life (Ostaszewski 2017). Therefore, in light of the knowledge available today, the prevention of risky behaviours means the necessity to focus on the lifestyle of the youth, because many risky behaviours have common reasons and functions, or co-exist during adolescence (Ostaszewski 2014). As a result, the main aim of the project was specified in detail, and the tasks were divided into stages.

Method of action

Knowledge transfer was chosen as a method of the fulfilment of the detailed objectives. The project participants assumed broad understanding of knowledge, treating it as “a resource composed of everything (facts, phenomena and relations between them) that was consciously noticed and registered (remembered in any way as real or conceptual beings) and that is possible to be transferred to others, according to the intention of the knowledge owner in particular conditions and situations, in order to provoke certain behaviours” (Franke 2016). According to the OECD classification (2000), mutually transferrable knowledge can be assigned into the following categories:

- *know-what*—it relates to the typical knowledge of facts (e.g. the results of scientific research on scientific prevention);
- *know-why*—it relates to the laws of nature, human mind or the society (e.g. the knowledge about conditions for taking up risky behaviours);
- *know-how*—it relates to the ability to perform certain tasks or actions (e.g. the knowledge of methodological solutions applied in preventive actions);
- *know-who*—it defines who is a specialist in a certain field of knowledge, what is their scope of knowledge, and what skills do they have to transfer that knowledge to other parties who need it (e.g. the knowledge about the authors of preventive programs).

The knowledge transfer took the form of professional development during which the Ukrainian partners could develop their professional competences required for the implementation of preventive tasks and abilities to design the process of educating prevention specialists by making them participate in lectures, seminars, training sessions, or study visits. The forms and contents of the professional development suggested during particular seminars were arranged in the thematic blocks related to the current state of the knowledge of prevention based on the scientific foundations. The Polish partners gained the knowledge about the social life and the functioning of social prevention institutions, as well as the specific nature of the development process in education on different levels.

Project implementation stages

The project implementation was planned in two stages. The first stage was dedicated to the essential preparation of the academic staff and prevention practitioners to design a concept and model of education concerning the prevention of risky behaviours of children and youth based on scientific foundations, according to the standards of higher education defined in the Bologna Process and adopted at IFSPU. The second stage consisted of the tasks directly related to defining the educational module by the Ukrainian partners in cooperation with the academic staff from FPPSP KWU.

Stage I

The basic actions planned for this stage and the methods of their implementation resulted from the assumption that preparing the concept and module of education of modern prevention practitioners requires the awareness of the current state of prevention knowledge based on scientific foundations, and having specific skills necessary to design the educational process on the basis of scientific factors and the valid laws. That is why, it was so important to find a common ground for the description of competences, thanks to which the Ukrainian partners could recognise their own needs and resources, as well as the needs and resources of the students for whom the education module was to be created. A number of online consultations and analyses were planned for that purpose.

The online research was conducted through the survey questionnaire¹² uploaded onto the platform “Ankieta+” (“Survey+”). The tool was used to measure the meaning that the academic teachers, preventive practitioners and students (future practitioners) attribute to specific knowledge and skills necessary to take up effective actions aimed at the prevention of risky behaviours of children and youth. They also made self-assessment of their knowledge and skills in the same areas. The scope of their knowledge and skills subject to self-assessment and evaluation is presented in table 1. The difference between

¹² The questionnaire was developed by Wioletta Junik based on the concept of development the professional, vocational competences of prevention specified by Krzysztof Ostaszewski (2014).

the evaluation of the meaning of a given field and the evaluation of one's own level of knowledge in that field made it possible to indicate the areas in which the highest internal motivation was expected to develop professional preventive competences by the Ukrainian partners and students.

Table 1. The scopes of knowledge and skills subject to evaluation and self-assessment by the beneficiaries of the program in the online research.

<p>Knowledge of scientific prevention necessary for creating and implementing preventive actions</p>	<ul style="list-style-type: none"> • Basic knowledge of the risky behaviours of children and youth • Specific characteristics of the risky behaviours during childhood and adolescence • Risky behaviours in terms of mental health • Ecology of development during childhood and adolescence • Risk factors and protective factors • Basic knowledge of prevention • The place of prevention in health care • Prevention and the development and upbringing of the young generation • Prevention based on knowledge and empirical evidence • System solutions and the law regarding prevention • Ethics in prevention
<p>Selected types of skills necessary in preventive work</p>	<ul style="list-style-type: none"> • Skills that support helping and communicating with the participants of preventive actions • Skills that facilitate the proper fulfilment of preventive actions—applying the methodology of preventive work • Skills related to planning and evaluating the effectiveness of preventive actions • Skills related to maintaining the proper relations with the outside world

Source: the author's own work.

The results of the online research¹³ indicated that all the study groups assigned a big meaning to the areas of knowledge included in the questionnaire which were indicated as necessary for taking up actions related to the prevention of risky behaviours of children and youth. The means for all the variables in each reviewed group significantly exceeded the middle of the scale. There was also a coincidence of the results across all the respondents regarding the self-assessment of that knowledge, although, in this case, the average level of the self-assessment in all the fields of knowledge was about the middle of the scale. The same trend was noticeable in terms of skills where the

¹³ The results are discussed in another publication.

average scores related to the meaning of particular professional skills of a practitioner were higher than the average scores illustrating their level of self-assessment in each of the study groups. Hence, the fields of knowledge and types of skills included in the online analysis were implemented into the project training program, which was planned to be fulfilled through scientific-methodological seminars and three workshop sessions.

The first seminar took place at the KWU in 2017, and the next one—at IFSPU in 2018. Apart from sharing the scientific knowledge and methodological experience between the partners, the seminars provided an opportunity to conduct study visits at the institutions and establishments carrying out preventive tasks in Poland and Ukraine. The basic forms of seminar work were interactive lectures and methodological workshops. Altogether, there were 49 hours of lectures and 17 hours of workshops. They were conducted by three experts in science-based prevention from Poland, and one expert from Ukraine, as well as a three-member team from FPPSP KWU. Apart from the seminars, three ten-hour workshops were conducted on developing interpersonal and educational skills, as well as working with a group of children and adolescents. The project participants took part in a six-hour block of lectures/workshops dedicated to designing the education process for higher education based on the rules of the Bologna Process. Each participant of the project also received training package materials in Ukrainian, including the full content of the training, complementary contents and worksheets that were used during the workshops.

Table 2 includes a list of subjects as well as related contents included into the vocational development program for the academic staff of IFSPU and prevention practitioners.

Table 2. The contents of the professional development program fulfilled during scientific-methodological seminars and workshop sessions

Subject	Selected topics
The condition of social prevention in Ukraine	<ul style="list-style-type: none"> • Social prevention system concerning the youth in Ukraine: needs and resources • The current status of the works on designing effective methods of addiction prevention in Ukraine • The rules of designing higher education according to The Bologna Process in Ukraine
Development and functioning of the addiction prevention system in Poland	<ul style="list-style-type: none"> • Development and history of the prevention system in Poland • Actions of the government agencies for developing the prevention system in Poland (based on the PARPA example) • Legal regulations concerning counteracting the addictions and prevention in Poland
Development of vocational competences for prevention work in Poland and Ukraine	<ul style="list-style-type: none"> • Vocational competences of a practitioner in Poland and Ukraine—needs vs. reality • The needs of the Ukrainian partners in developing the vocational competences for preventive work—the results of the online analysis
The concept and solutions applied in the education of prevention specialists at the KWU in Bydgoszcz	<ul style="list-style-type: none"> • Theoretical and methodological foundations for preparing the pedagogy students of the following specialisation: “Care and upbringing with social prevention” to take up preventive tasks concerning risky behaviours of children and youth • The characteristics of specialised training for social prevention work at the level of Bachelor’s studies • Innovativeness of the modular education of pedagogues-practitioners based on the specialisation: Pedagogy of care with the prevention of addictions and sociotherapy at the KWU in Bydgoszcz • The essence and principles of designing modular education
Conditions and mechanisms of risky behaviours of children and youth	<ul style="list-style-type: none"> • Theories explaining the reasons for risky behaviours of children and youth • Conditions for risky behaviours • Risk factors and mechanisms • Protective factors and risks • Theories explaining the positive adaptation and positive development of children and youth
Prevention of risky behaviours—the essence and basis	<ul style="list-style-type: none"> • Theoretical and empirical foundations of the prevention of risky behaviours of children and youth • Prevention of risky behaviours of children and youth as an interdisciplinary area • Prevention of risky behaviours in the past and now • Levels of preventive operations

Subject	Selected topics
Developing the early prevention system of risky behaviours of children and youth based on scientific foundations	<ul style="list-style-type: none"> • Theoretical foundations of the concept of the early prevention of risky behaviours of children and youth by Maria Deptuła (2019) • The role of pedagogues/teachers responsible for early prevention
Quality in prevention	<ul style="list-style-type: none"> • The principles of designing prevention programs • Forms and leading preventive strategies, as well as strategies that reinforce their effectiveness • Evaluation in prevention—paradigms, schemes, methods and research techniques • Evaluation of prevention programs—the basic concepts and distinctions
Good prevention practices in Poland and worldwide	<ul style="list-style-type: none"> • The standards of prevention according to the United Nations Office on Drugs and Crime (UNODC) • The database of recommended programs • Aims of the recommendation system • Levels of recommendation • The criteria of evaluating the quality of a prevention program • The review of recommended prevention programs
Practitioner's competences for working with an individual and with an educational/preventive group	<ul style="list-style-type: none"> • The foundations for the personal development of a pedagogue/psychologist dealing with prevention • Educational abilities of a pedagogue/psychologist dealing with prevention • Pedagogue/psychologist's skills necessary to work with a group of children and adolescents
Prevention at school	<ul style="list-style-type: none"> • The role and tasks of teachers in the prevention of risky behaviours of children and youth based on scientific foundations
Prevention of risky behaviours in selected risk groups	<ul style="list-style-type: none"> • Theoretical and empirical foundations of the prevention of behavioural addictions and compulsive behaviours • Theoretical and methodological foundations of sociotherapy aimed at children and youth from risk groups

Source: the author's own work.

There are not enough scientific publications translated to Ukrainian in Ukraine, which would promote evidence-based prevention and education concerning prevention. That is why, the project includes the translation of two multi-authored scientific monographs,¹⁴ focus-

¹⁴ The first monograph is entitled: *The Early Prevention of Problems in Psychosocial Development and Risky Behaviours of Children and Youth* by M. Deptuła, A. Potorska, S. Borsich, and it has already been published by the PWN Publishing House in 2018, in Polish, in both formats: a paper copy and

ing on the prevention of risky behaviours of children and youth, into Ukrainian. They would be dedicated to the direct and indirect participants of the project, as well as to all people interested in scientific knowledge concerning the prevention of risky behaviours of children and youth. In order to make the monographs widely available, they are planned to be published as paper-copies and electronic versions (to be uploaded onto the repositories on the websites of partner universities and PARPA). The first monograph in Polish and Ukrainian is already being promoted and distributed in Poland and Ukraine by the KWU, IFSPU and PARPA.

Stage II

The implementation of that stage is planned for 2019. Its goal is to design the common concept and module of education by the Ukrainian partners for two specializations of Bachelor's studies—practical psychology and social work. The first task of the project coordinator was to organise a meeting of the entire project team in order to divide the tasks and start working on the concept of education. Then, the prevention practitioners began preparing the concept of the practical education of students by analysing the needs in prevention and by referring to their own professional experience. At the same time, the academic staff was working on the theoretical part of the education module. After that, the groups met together to present their concepts of theoretical and practical education, and to try to join them into a whole. In the meantime, there were ongoing online consultations between the Ukrainian partners and the team from the FPPSP. Unfortunately, because of the lack of clear regulations regarding the implementation of preventive tasks at schools (possible places of work for the students), it was difficult to design the concept of practical education, to formulate the effects of practical education, and to select the methods of their implementation. Moreover, the preparation of the education concept with external parties was a new challenge for the academic staff, because that type of designing the

an electronic one. The Ukrainian version: *Рання профілактика проблем психосоціального розвитку і ризикованої поведінки дітей та молоді* was published by UKW University Press in Bydgoszcz. The work has already been given to the partners. The preparation of the second monograph is in progress.

process of education is only just developing in Ukraine. That is why, at this stage, the teams did not manage to develop a common concept of theoretical and practical education.

Further works on the module were planned with the direct support of the team from FPPSP, during the third scientific-methodological Seminar at the IFSPU and eight-hour, three-day supervision sessions for the Ukrainian team working on the final version of the education module. At the end of the seminar, the participants presented the contents concerning innovativeness in educating practitioners, as well as good practices in terms of the students' preparation to implement preventive tasks at school. The supervision sessions consisted of analysing the procedure of designing the module along with its authors. They focused at conforming to the Bologna Process standards, as well as counselling in searching for scientific justifications for the formulation of the effects of education and related contents in the heritage of scientific prevention. The Polish side was helping to find scientific literature necessary to prepare and implement the process of education. As a result, the academic staff from the IFSPU developed a structure of the education module for two courses as presented in table 3. It covers 120 hours of theoretical education and 90 hours of practical training.

Table 3. Plan of the education module

Studies/specialisation			Semester	Hours/ ECTS points	Total hours	Lectures	Seminars	Indi- vidual work
Social work	Practical psycho- logy	Sociology						
Social prevention			4	90/3	30	15	15	60
Theory foundations of the prevention of risky behaviours			5	90/3	30	15	15	60
Diagnosing and designing risky behaviours in prevention			6	90/3	30	15	15	60
Prevention in educational institutions	Psycho-prevention of addictions	Prevention in social groups	6	90/3	30	15	15	60

Studies/specialisation			Semester	Hours/ ECTS points	Total hours	Lectures	Seminars	Indi- vidual work
Social work	Practical psycho- logy	Sociology						
Social-ped- agogical practice	Preventive practice in the work of a psycholo- gist-practi- tioner	Sociologi- cal practice	6/8/6	90/3				

Source: the author's own work.

The final task the Ukrainian partners are working on consists of developing detailed documentation required for monitoring the quality of education at all specializations of studies, in the form of the description of the effects of learning, the curricula for all the subjects included in the module, the description of the graduate's profile and the way of verifying the effects of education, as well as the samples of tools for the verification of those effects. The final task of the project leader is to develop a final report covering the implementation of the project in Polish and Ukrainian, so it can be published on the websites of the institutions involved in the project. The report is to popularise the good practice inspiring other universities to modify their education process and to include in that process the structures enabling the development of the students' competences for preventive work based on scientific foundations, as there is an increasing demand for such work in the Ukrainian society.

Conclusions

The implementation of such international projects is risky because it involves interfering with a system of functioning of individuals and institutions that is culturally different from ours. The solution for related threats is to adopt certain assumptions and principles of partnership. A valuable solution is an intentional implementation of the "culture of cooperation" into mutual relations, which helps in achieving the common goals through respecting the partner's subjectivity by, inter alia, reinforcing the sense of authorship at each stage of the

project implementation. That is what happened during the fulfilment of this project. The implementation of the “culture of cooperation” made it possible to create partnership based on trust expressed in direct communication, and it resulted in the added value in the form of the contract for cooperation between the universities, further work plans, and establishing contacts with other parties through the partner’s institution.

However, its greater result is mutual satisfaction with the implementation of the good project practice, expressed in sharing the project experience during joint presentations at the international conferences held in Ukraine, Poland and abroad. Such projects are a very important part of establishing the international coalition for solving social problems together, based on sharing one’s resources in the form of knowledge and good practices. Joint efforts are particularly important in terms of investing in the health of young people who are the future of every society.

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