

A Comprehensive Approach to the Professional Development of Specialists of Guardianship and Guardianship Authorities in Relation to Minors

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The article discusses the relevance and grounds for the creation of a comprehensive system of professional development of specialists of guardianship and guardianship (OOIP) in relation to minors who are state and municipal employees. Currently, there is no system of specialized professional training of OOIP specialists within the framework of secondary and higher education. The article analyzes the experience of conducting advanced training courses and the work of the only master's degree in the country in the direction of "Specialist OOIP in relation to minors", which combines two models: "inconsistent", since there is no consistent bachelor's degree, and "advanced training", designed for people who already have work experience. The conducted research on a sample of 1080 OOIP specialists revealed the specifics of their work, psychological well-being, educational needs, and the relevance of master's degree studies. The analysis of professional development programs showed that psychological and pedagogical disciplines occupy about 50% of the volume. The study revealed the presence of new trends: confessional competencies required to work with families of different faiths, competencies in the field of digitalization of specialists' activities, mediation skills, the ability to work in an interdepartmental and multidisciplinary team, the ability to identify the opinion of a child of any age on issues affecting his interests are in demand. It is shown that the system of training of OOIP specialists includes professional and personal self-development and self-improvement, one of the forms of which are professional skill contests. The innovation of recent years has been the creation of resource centers in the regions that provide methodological support, consulting, organization and maintenance of a closed group in a social network, supervision, training events for OOIP specialists. It is recommended to include in the regional professional development programs, in addition to advanced training courses, other elements of the personnel management system: planning, organization, selection, motivation, stimulation, control, as well as career management of OOIP specialists.

Keywords: professional development, specialists of guardianship and guardianship authorities, educational needs, master's degree, comprehensive approach.

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Комплексный подход к профессиональному развитию специалистов органов опеки и попечительства в отношении несовершеннолетних

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В статье обсуждаются актуальность и основания для создания комплексной системы профессионального развития специалистов органов опеки и попечительства (ООиП) в отношении несовершеннолетних граждан, которые являются государственными и муниципальными служащими. В настоящее время отсутствует система профильной профессиональной подготовки специалистов ООиП в рамках среднего и высшего образования. Анализируется опыт проведения курсов повышения квалификации и работы единственной в стране магистратуры по направлению «Специалист ООиП в отношении несовершеннолетних», которая объединяет в себе две модели: «непоследовательную», так как отсутствует последовательный бакалавриат, и «повышающую квалификацию», рассчитанную на людей, уже имеющих опыт работы. Проведенное исследование на выборке 1080 специалистов ООиП позволило выявить специфику их работы, психологическое самочувствие, образовательные потребности, актуальность обучения в магистратуре. Анализ программ повышения квалификации показал, что психолого-педагогические дисциплины занимают около 50% объема. Исследование выявило наличие новых трендов: востребованы профессиональные компетенции, необходимые для работы с семьями разных конфессий, компетенции в сфере цифровизации деятельности специалистов, навыки медиации, умения работать в межведомственной и полидисциплинарной команде, умение выявить мнение ребенка любого возраста

по вопросам, затрагивающим его интересы. Показано, что система подготовки специалистов ООиП включает профессионально-личностное саморазвитие и самосовершенствование, одной из форм которого являются конкурсы профессионального мастерства. Новацией последних лет стало создание в регионах ресурсных центров, осуществляющих методическое сопровождение, консультирование, организацию и ведение закрытой группы в социальной сети, проведение супервизии, обучающих мероприятий для специалистов ООиП. Рекомендовано включить в региональные программы профессионального развития, помимо курсов повышения квалификации, другие элементы системы управления кадрами: планирование, организацию, отбор, мотивацию, стимулирование, контроль, а также управление карьерой специалистов ООиП.

Ключевые слова: профессиональное развитие, специалисты органов опеки и попечительства, образовательные потребности, повышение квалификации, магистратура, комплексный подход.

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Introduction

As of 2019, the authority for minor's guardianship and custody was available in various executive agencies: education — 47 subjects of the Russian Federation; social protection, health — 36 subjects; departments for family and children — 2 subjects, and in another 2 ones, the responsibilities of guardianship authorities were assigned to governmental institutions [7].

In 2021, the number of specialists executing the guardianship and custody of minors in Russia was 12,135 (hereinafter referred to as guardianship authorities specialists), of which 51.7% have been working in guardianship and custody bodies for more than 5 years, 14.1% — for 3 to 5 years, 8.6% — for 1 to 3 years and 15.6% — less than 1 year [3]. According to Article 6 of the Federal Law 'On guardianship and custody' [20], guardianship specialists are public civil servants or municipal

employees who are subject to the legislation on public civil service and municipal service respectively, as well as those who are obliged to maintain the level of qualification necessary for the proper performance of official duties [21].

A characteristic feature of public civil servants and municipal employees is the uniformity of requirements, including professional development, i.e., the guardianship specialists, regardless of whether they are public civil servants or municipal employees, should be subject to uniform requirements for professional development [21].

However, so far there is no system for the specialized vocational training of guardianship specialists within higher education, there are also no state educational standards and, consequently, no general and professional competencies have been defined.

In 2013, specialists at Moscow State Pedagogical University developed [18] and the Russian Ministry of Labour approved the professional standard, 'Specialist of the guardianship and custody body for minors', according to which the main goal of professional activity is to 'prevent violations, ensure and protect the rights and legitimate interests of children, their social and other state guarantees, including those established in international treaties and agreements with the participation of the Russian Federation, supervision of guardians and custodians'. [14].

In 2015, an Order of the Ministry of Education and Science of the Russian Federation approved an exemplary additional professional development programme for employees of guardianship and custody bodies, and now, the conditions for the formation of professional competencies of guardianship authorities specialists become mainly short-term professional development courses on narrow topics [13].

An analysis of the activities of the specialists shows that the number of mandates entrusted to them exceeds 60. The scope of knowledge required ranges from protecting the property and non-property rights of children and representing their interests in court (legal knowledge) to assessing the psychological and pedagogical potential of a family when deciding whether to remove a child from their parents, identifying cases of abuse, considering the social and psychological adaptation of an orphan in a foster family and the living and parenting conditions of the child. Guardianship authorities specialists are the first to make legally and psychologically complex decisions and are responsible for their adequacy and validity. In addition, professionals should be able to communicate with children of all ages and seek their views on issues affecting them [16].

In 2018, Moscow State University of Psychology and Education opened its

first full-time master's degree programme in 'Guardianship and Custody of Minors' (training area 44.04.02 — Psychological and Pedagogical Education) [12].

The opening of the master's programme, which is the second level of higher education, bypassing the first level, is driven by the urgent need in the field of child abandonment prevention to train highly qualified specialists in protecting the rights and legitimate interests of children who are able to solve complex problems in the context of the announced reform of child guardianship and custody agencies [16; 19].

The choice of a psychological and pedagogical field is linked to the growing need for psychological knowledge and the increasing number of guardianship authorities specialists, primarily those with a law degree or training in areas such as 'Economics', 'Finance and Credit, or 'Management'.

According to the handbook of qualification requirements [8] for professions, areas of training, knowledge, and skills required to fill civil service positions, taking into account the area and type of professional career activities of civil servants, the activities of the guardianship authorities are classified as 'Regulation in the field of guardianship and custody' within the area of professional career activities 'Regulation in the field of labour and social development'. Recommended disciplines, areas of training: 'Psychological-pedagogical education', 'Psychology', 'Pedagogical education', 'Pedagogy and psychology of deviant behaviour' or other disciplines and areas of training contained in the previously applied lists of disciplines and areas of training, for which the legislation on the education of the Russian Federation established correspondence to the specified disciplines and areas of training.

This challenges higher education institutions to create a model for the profile training of specialists engaged in the implementation of the guardianship and custody

mandate, as well as the scientific, programmatic, teaching, and methodological support. Such a model, based on the competence approach, is proposed by V.N. Oslon and G.V. Semya [10]. The proportion of psycho-pedagogical knowledge and skills required to fulfill the work functions of a guardianship authorities specialist in the education programme equals 59%. A special role in the training of masters is given to the formation of research competence, which is defined as an integrated quality of the individual, consisting in the flexible application of research experience in solving problems of the social sphere, including education [5; 6]. Master's study forms 'motivation for learning, focused on personal growth; a desire to "rise above" one's own experience; prevention or coping with the situation of emotional burnout; formation of a new approach to professional activity, allowing to consider the problems of children and families from resource-based positions' [10].

The Russian Government's 2021 Plan of Action for the Decade of Childhood up to 2027 set out to organize a system of training, retraining, and professional development for specialists from agencies and organizations working to protect children's rights [17]. The basis for the development of such a system is the professional development needs of guardianship authorities managers and specialists, which was the aim of the study.

Study Programme and Methods

A questionnaire consisting of two thematic blocks was developed to identify the conditions for the professional development of guardianship authorities specialists. The first block contained questions related to the specifics of the respondents' jobs as well as their psychological well-being. The next set of questions focused on identifying the educational needs, skills, and abilities needed to effectively exercise authority, as

well as the existence of a need for a master's study.

The study provides information on educational needs in all fields of knowledge, but the article focuses on psychological and pedagogical needs. Specialists need this knowledge to deal with issues such as assessing the impact of family dysfunction on children's upbringing and development, the impact of institutionalization on future life, the degree of child attachment, or identifying signs of violence and abuse in foster care. In many cases, it is the psychological and pedagogical competence that allows the guardianship authorities specialists to justify and make decisions, especially in situations of legal uncertainty, such as when a child is removed from the parents when the family's resources and the possible consequences of abandonment or removal have to be assessed.

The target group was managers and specialists from all federal districts of the Russian Federation, with a total of 1,080 people, of whom 1,050 were women and 30 men. The average age of specialists is 41.1 years, with a minimum age of 20 and a maximum age of 69 years. The length of service in guardianship: average — 7.1 years, minimum — up to 1 year, maximum — 41 years.

Quantitative and qualitative methods were used to process the data obtained.

Results and Discussion

Job specifics. The specific features of the work of the guardianship authorities specialists include, above all, the need for a vast amount of knowledge, which includes not only law but also pedagogy, psychology, management, medicine, and economics. Sometimes one specialist (this is common in remote areas) exercises all the powers and makes all the decisions.

Despite the large amount of work, and constantly improving performance indica-

tors (reduction in the identification of orphans, increase in family placement, etc.), the image of guardianship authorities specialists is extremely low, mainly due to the media, which prefers to cover the activities of guardianship and custody bodies negatively [4].

The study's findings on the psychological state of professionals suggest that more than 70% of specialists experience symptoms of chronic fatigue syndrome. Every second interviewed specialist feels signs of emotional burnout syndrome, which is accompanied by apathy, indifferent attitude towards clients (children, families), social alienation, and reduction of work efficiency.

Most often, psychological problems arise from the conditions and content of work: strenuous routine work and inadequate wages, interaction with dysfunctional families with aggressive parents and parents with, for example, open tuberculosis, and various mental and other illnesses, which often lead to stress. In remote and inaccessible regions, to check the living conditions and upbringing of orphans in substitute families, a specialist has to fly in a helicopter or travel by snowmobile and wait for transport back for a long time. In the questionnaires, guardianship authorities specialists talk about the variety of problems that they have to deal with on a daily basis, the urgent visits made upon being notified of a child's disadvantage, and the responsibility to decide whether a child can remain with the family, participation in highly conflictual divorces in courts and the issuing of numerous permits for transactions with the property of the wards. All of these add to the psychological and emotional strain and lead to burnout in the workplace. An additional stressor is the extremely low public image of the guardianship authorities specialist.

At the same time, they do not receive psychological support and assistance on a regular basis: it is possible during various

in-service training courses, and participation in one-off training, including those organized by non-profit organizations.

Educational needs. In the study, the specialists described their perception of an effective guardianship authorities specialist: intelligence, active attitude, awareness of responsibility for the fate of children, positive attitude, attention to people and willingness to help them, self-confidence, optimism, and courage. A specialist strives to improve his professionalism and competence, including through participation in further training courses.

The specialists would like to acquire systematic psycho-pedagogical knowledge, skills, and abilities necessary for their work in the following areas of activity (percentage of specialists in brackets):

- on participation in courts, including pre-trial conciliation procedures (47.2%),
- on the issue of removal of a child from parents (42.2%),
- in child and family psychology (41.5%),
- in the prevention of child abandonment (41.5%)
- in the field of psycho-pedagogical assistance to children and families in difficult life situations (35.0%),
- in the prevention of abuse and violence against minors (32.0%),
- in the area of comprehensive support for foster families, including those who have adopted children who are difficult to place (children with disabilities, adolescents, siblings) (28.3%),
- in the selection of a resource family for the placement of a child (psychodiagnosis) (24.2%),
- in preparing families to receive orphans, including children who are difficult to place (children with disabilities, adolescents, siblings) (23.3%),
- in the area of support for graduates of organizations for orphans and from sub-

stitute families and persons among them (18.8%),

— in the field of psychological and pedagogical assistance to children in institutions for orphans and children left without parental care (16.2%).

This list of topics for specialist training shows the high level of demand for psychological and pedagogical knowledge in practice. It should be kept in mind that the percentage rating of educational needs is not related to the degree of relevance, but more to the specific activities, for example, not all specialists have an organization for orphans or live-in graduates in their area.

There are differences in training requirements depending on the length of service: specialists with more than 5 years of experience indicate a need to systematize knowledge, while those with less than 1 year of experience are more in need of upgrading their skills to perform their job duties properly [19].

A qualitative analysis of the wishes for the professional development programme revealed the following

— Practice-oriented course disciplines with mandatory case studies and decision-making algorithms,

— The relevance of methodological guidelines on the implementation of the competencies of specialists with case studies, including legal aspects,

— The opportunity to propose their own cases to the class and receive feedback from the lecturers,

— The opportunity to share experiences and best practices,

— Evening classes or on-the-job training, such as on-site training events,

— Existence of e-learning courses (recordings of lectures and webinars).

An important requirement for the content of professional development programmes is the acquisition of knowledge about state policy on the protection of children's rights and interests and the role

of guardianship and custody bodies in its implementation.

An analysis of the issues of interest to specialists showed new trends: confessional competencies needed to work with families of different faiths, competencies in the digitalization of specialists' activities, mediation skills, the ability to work in an inter-agency and multidisciplinary team, the ability to identify the opinion of a child of any age on issues affecting their interests are in demand.

A recent innovation is the creation of resource centers in the regions that provide methodological support and advice to guardianship authorities specialists. The main forms of work of the resource center in terms of the professional development of guardianship authorities specialists are preparation of methodological recommendations, professional development courses and training events (trainings, webinars, supervision, etc.), conferences, round tables, organization of methodological associations on topical issues of activity; maintenance of a closed social network group for sector specialists; monitoring of educational and methodological events held by various non-profit organizations, foundations, university (in 39 regions).

Master's degree.

The master's programme for guardianship authorities specialists is inherently integrative, combining two models: the 'inconsistent' (nichtkonsekutiv), as there is no consistent undergraduate degree, and the 'upgrading qualification' (weiterbildende), designed for people who already have work experience [10].

In response to the questionnaire on the necessity of having specialists with specialized training at the master's level in the programme 'Guardianship and custody of minors', 23.9% of heads of guardianship and custody bodies responded 'absolutely necessary', and another 58.6% replied

‘necessary’. When asked whether they thought that completing a master’s degree would help their career development, 46.5% of guardianship authorities specialists answered positively and 39% thought that it probably would not.

The motives of guardianship authorities specialists for studying for a master’s degree are shown in Table 1.

When studying for a master’s degree, specialists would like to:

- improve practical skills in their field of study at practical training centers during their studies — 55.7%,

- gain a deeper theoretical knowledge of the discipline — 40.2%,

- master new areas of knowledge and skills — 34.5%,

- master effective legal and psycho-pedagogical techniques in work with children and their families — 32.3%,

- be capable of independent decision-making in a situation of uncertainty — 30.0%,

- have a flexible adaptation to situations, showing a creative approach to problem-solving — 23.4%,

- learn how to handle different information promptly — 21.1%,

- reflect on their own experience and professional position — 15.9%,

- form stable social ties in the professional community — 13.0%,

- design programmes and conduct monitoring and research on children’s problems — 12.8%,

- gain the skill of teamwork — 9.9%,

- have a skill of public presentation of their results by means of oral presentations, speeches — 8.2%,

- analyse the results of scientific research, make decisions based on scientific evidence — 6.8%.

Thus, the motives and structure of the educational needs of guardianship authorities specialists correspond to the goal of professional training in a master’s degree programme of higher education as ‘training

Table 1

Motives of guardianship authorities specialists for studying

Motives for studying for a master’s degree	Number of specialists (%)
Need to deepen existing professional knowledge and skills	52.1%
Need for up-to-date professional training in their area of work	44.1%
Developing a new approach to professional work that addresses the problems of children and families from a resource-based perspective	34.7%
More career opportunities after a master’s degree	25.5%
Need to broaden their horizons	25.5%
Desire to discover their own talents and self-fulfillment	23.6%
Opportunity to cope with a situation of emotional burnout	22.6%
Opportunity to broaden the scope of employment	19.9%
Opportunity to undertake internships at leading Russian industry organizations	17.2%
Opportunity to specialize in a new professional profile	16.0%
Training by renowned national academics and practitioners	15.3%
Opportunity to earn a higher wage after training	14.80%
Recommendations (training assignment) from the employer	14.10%
Need for a diploma in line with the job profile	7.30%
Opportunity to do science	3.40%
None of the above	4.50%

of an innovative specialist — a subject of change, able to see the problem of practice in the field of professional activity and solve it on the basis of research competence' [9].

The complexity of developing a master's degree programme in guardianship and custody is related to the need to integrate professional competencies from different branches of social sciences: psychopedagogy, law, economics, medicine, and management. The specific nature of adult education and the educational needs of the guardianship authorities specialists determine the practice of building individual educational trajectories in accordance with the educational background, experience, and personal qualities of undergraduates on the basis of a person-centered approach.

Conclusion

The basis for effective protection of the rights and interests of minors is a highly qualified guardianship authorities specialist, for whom there are currently no mandatory requirements for the level of education and/or profession, discipline, and field of training (FSSES). The exemplary additional professional development programme for guardianship and custody workers, approved by the Russian Ministry of Education and Science, is now the only reference point for professional development. But the ongoing update of the guardianship authorities specialist professional standard will also require significant changes.

The analysis of educational needs and possible ways of meeting them demonstrates the relevance of a comprehensive approach to the professional development of guardianship authorities specialists, which should be built from the receiving of basic education and continue throughout working life. A place in the secondary and higher education system should be found for the training of such specialists, possibly through specialization, possibly through the training of a broader profile, such as a specialist in child protection (children's rights),

which would require the development of a new professional standard.

Specialist training in an educational organization is a complex, multifunctional, and evolving system that is united by a common goal. Taking into account the state priorities for the development of science and higher education, defined, in particular, in the Priority 2030 programme [11], the development of an interdisciplinary master's programme in two areas (simultaneously): psychology (psychological and pedagogical) and jurisprudence is relevant at present. The establishment of a consortium of this master's programme on the basis of the leading Russian universities in the federal districts will ensure equal coverage of students. The master's programme of the consortium should include dedicated budgetary places and a unified curriculum.

The professional characteristics of a specialist (profession, specialty, qualification, competence) are the starting point for employment, and it is these characteristics that undergo the greatest changes in working life and have an impact on career [1]. The current widespread system of professional development also needs to be improved, which could primarily be achieved through special training for teachers who train guardianship authorities specialists in the regions (so-called cascade training) and their software and teaching materials.

Professional development is one of the key areas in the management system, including in guardianship and custody bodies, and is closely linked with other elements of human resource management: selection, motivation and incentives, and career management [2]. Therefore, they should find their place in the regional guardianship and custody human resource development programmes.

The training system for guardianship authorities specialists involves the professional and personal self-development and self-improvement of specialists. The recent innovations — regional and national (2022)

professional skills competitions — create a favourable environment for this and address the problem of improving the image of the guardianship and custody bodies.

In this way, a comprehensive approach to the professional development of the

guardianship and custody bodies staff allows for a workforce that has a broad range of professional competencies, specific and in-depth knowledge, and strong motivation to ensure a high level and quality of child rights protection.

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