



## Research Article

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# Readiness of Social Services Specialists for Gender-Sensitive Activities with Offence-Prone Juveniles

Olha Rasskazova

Valentyna Anholenko

Anton Kravchenko

Olha Sulimenko

Oleksandr Mohylka

Maryna Kuzminykh

Municipal Establishment,  
Kharkiv Humanitarian - Pedagogical Academy,  
Kharkiv Regional Council, Kharkiv, Ukraine

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### Abstract

*This research deals with the issue of diagnosing the readiness of social services workers to implement gender-sensitive approach to working with offence-prone juveniles. As a subject of such diagnosis, we have determined a corresponding professional readiness – social service specialist’s theoretical and instrumental mastery of a sum of methods, means and techniques, and also offence-prone juvenile resocialization algorithms that are based on gender-sensitive approach. Criterion basis for researching the readiness state of social services specialists for gender-sensitive activities with offence-prone juveniles (motivation criterion: aiming towards success in the profession; ability to implement professional aims, notably to work with juvenile offenders; cognitive criterion: knowledge of legal and regulatory framework of Ukraine, primarily international documents that protect the rights of orphaned children and children deprived of parental care, notably the juvenile offenders, which were ratified by Ukraine; knowledge regarding non-discriminatory approach to social work with offence-prone juveniles; theoretical and practical knowledge and abilities, which are necessary during resocialization of juveniles based on gender-sensitive approach; operation-activity criterion: ability to analyze, predict, develop and carry out social projects and technologies aimed at social-pedagogical accompaniment based on gender-sensitive approach; ability to carry out social-pedagogical accompaniment of juveniles, taking into account non-discriminatory approach) was justified. The result of diagnostics that was carried out for social services specialists shows mostly medium and low levels of readiness practically by all indexes, “blind spots” and contemporary challenges of such preparation were defined. It was proven that such preparation must be based on pervasive approach and the concept of constant professional growth, raising qualification and life-long education.*

**Keywords:** social services specialists, orphaned children and children deprived of parental care, offence-prone juveniles, gender-sensitive approach

## 1. Introduction

Today, under conditions of Ukraine overcoming the social and economic consequences of a military conflict, and the spread of COVID-19, the number of orphaned children and children deprived of parental care has increased significantly (according to data of the Ministry of Social Policy of Ukraine, 70 491 are recorded as orphaned children or children deprived of parental care). Social work is primarily understood as praxis-oriented field of knowledge, which is aimed at providing social assistance and support to children that belong to the “social risk” group – a population category that is most prone to display delinquent and criminal behavior, – orphaned children and children deprived of parental care, notably juveniles that are prone to offence. The need to provide offence-prone juveniles with high-quality social services that promote their return to life in society translates into the necessity to change the work of social service workers. These changes are determined primarily by affirmation of new social life priorities that are connected to precedence of integrating marginalized segments of population into social microenvironment, actualizing social-pedagogical influence of community on the person.

New demands for the social services specialist that connected to the necessity to reload the “offence-prone juvenile – specialist – community” system arose as a result of reforming the regulatory and legal base of Ukraine, which has made a sizeable contribution regarding non-discrimination and taking into account gender features while working with offence-prone juveniles, among which are orphaned children and children deprived of parental care. Notably, certain legislations were introduced, such as Laws of Ukraine “On enforcing equality of rights and opportunities for women and men” and “On foundations for preventing and counteracting discrimination in Ukraine” etc.; Orders and Ordinances of the Cabinet of Ministers of Ukraine “Issues of carrying out gender law expertise”, “On approving State Social Program “Enforcing equality of rights and opportunities for women and men for a period up to 2021””, “On approving the plan of action for implementing National Strategy in the field of human rights” etc.; Decrees of the President of Ukraine “On approving the National Strategy in the human rights field” and “On some issues of enforcing the rights and lawful interests of orphaned children, children deprived of parental care, development and support of familial forms of child upbringing”; international regulatory legal acts “Gender equality strategy of the Council of Europe for 2018-2023”, “European Convention for Protection of Human Rights and Fundamental Freedoms”, which were ratified by Ukraine, etc.

Social work with orphaned children and children deprived of parental care, notably those that are prone to offence, is understood as accompaniment of a child while taking into account their gender features, providing them with necessary social and psychological assistance by a specialist with a large wealth of knowledge, abilities and skills, and special work technologies that are based on gender-sensitive approach, which not only help in uncovering internal and external offence motives, but also ensure correction of juveniles’ behavior. Sensitivity is the ability to see, feel, differentiate, recognize existing gender and other differences of children, the presence of discrimination in society, primarily based on sex (gender sensitivity), as well as other traits, displays of inequality, and to take these aspects into account in pedagogical actions and strategies. Gender-sensitive work with children must demonstrate to juveniles that there is no difference in relation to boys and girls, to children of different ethnicities, disabled children, different affluence etc. This is the only way for a specialist to demonstrate the value of every child, their identity, distinctiveness and respect to their dissimilarities.

The necessity to solve the issues of overcoming offence by juveniles, notably orphaned children and children deprived of parental care, insufficient exploration of this issue in Ukrainian social pedagogy and social work, as well as the need to implement gender-sensitive approach into the work of social services specialists have defined the relevance of the study and conditioned the **aim** of the study: to develop the criterion basis and evaluate the existing level of readiness of social services specialists for gender-sensitive activities with offence-prone juveniles.

## 2. Literature Review

It is necessary to highlight among the latest scientific explorations regarding gender-sensitive activities

with offence-prone children the works of V. Anholenko, O. Rasskazova, N. Tarasenko, I. Tsybulina, which reveal interdisciplinary approach to the matter under consideration. V. Anholenko pinpointed the issue of preparing future social field specialists (PhD thesis "Preparation of future works of social sphere for the implementation of socio-pedagogical support of minors released from serving a sentence with probation") (Anholenko, 2018) by developing her own scientific diagnostics methodology for readiness of future social field specialists to carry out social-pedagogical accompaniment of juveniles, taking into account gender features, defining criteria and indexes. Researcher O. Rasskazova has presented sociality as societal phenomenon, which is characterized by certain properties (cultural and historical determinism, objectivity, generality, functionality, duality, subjectness, orientation towards other, dynamism). She defined sociality from social-pedagogical positions as an integrated result of the process of person's social education, within the structure of which cognitive, value, emotion, personality and activity-behavior components combine. She also noted that the development of juvenile's sociality is the process of directed, consistent positive change of child's personality, their development of an ability to socially interact, which occurs in a certain social development situation (internal and external) (Rasskazova, 2014). Scientist N. Tarasenko has developed a complex of social street work means for formation of teenager's healthy lifestyle, which a social service specialist may use while working with offence-prone juveniles. This complex is viewed as a sum of forms, techniques and methods of organizing and carrying out leisure activities under conditions of microenvironment, which are maximally directed at transmitting life standards that are aimed at preserving person's health to teenagers, taking into account gender-sensitive approach (Tarasenko, 2013). I. Tsybulina had analyzed conceptual approaches of foreign and Ukrainian sciences to the core and mechanisms of implementing state policies into the process of enforcing the rights of children, notably orphaned children and children deprived of parental care, and explicitly offence-prone juveniles. She improved structure-function approach to rationalizing the structure of social services bodies regarding gender-sensitive activities with offence-prone juveniles, which will increase the efficiency of their activities (Tsybulina, 2006).

### 3. Materials and Research Methods

Evaluation of social services specialists' readiness to gender-sensitive activities with offence-prone juveniles is only possible upon developing and implementing the toolkit to diagnose the actual level of such readiness to use gender-sensitive approach in one's work. For this a criterion basis was developed, qualitative and quantitative composition of participants was ascertained, and research methodology was determined. A sampled number of 205 respondents was selected, among them: first group – 105 master's students of Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council, "Luhansk Taras Shevchenko National University" (Starobilsk), Pavlo Tychyna Uman State Pedagogical University and Sumy State Pedagogical University named after A.S. Makarenko; second group – 100 people – among which 32 moderators of innovative pilot project "Open gender university" (workers of North-Eastern Interregional Authority for executing criminal sentences and probation of the Ministry of Justice, teachers of department of social work and social pedagogy of the Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council and experts from Gender Culture Center), 61 specialist of the Department of Children Safeguarding Teams of the Kharkiv City Council and 7 specialists of the "Kompas" Day-Care Centre of the Kharkiv Charity Fund "Blaho".

In order to evaluate the social services specialists' levels of readiness for gender-sensitive activities with offence-prone juveniles, the following research *methods* were used: pedagogical observation, juxtaposition, generalization, conversation, survey, questioning; grading; documentation study and analysis (curricula, degree courses); expert evaluation. The issues that we were concerned with during the study were assembled in the "Methodology for diagnosing the social services specialists' level of readiness to work with juvenile offenders based on gender-sensitive approach" questionnaire; quantitative and qualitative analysis of the study results – to generalize data, mathematical statistics methods, notably Student's t-test; Pearson's chi-square test and correlation analysis – to determine

statistical significance of obtained results.

During the study we were basing our actions upon the following criteria of diagnosing the social services specialists' readiness to gender-sensitive activities with offence-prone juveniles.

*Motivation* criterion allows to objectively determine the level of comprehension of the professional life aims by a person. It is realized thanks to development of personal professional qualities and individuality, introduction to values, developing motives and sense of the entire organized model of social work with offence-prone juveniles based on gender-sensitive approach. An orientation of social service specialist towards ideals accepted in this profession takes place, as well as realization of societal significance of the profession and reasonable self-evaluation of the necessary professionally important qualities of a specialist by the social worker, notably to work with offence-prone juveniles. According to this criterion, the social service specialist takes up and supports ideals, aims and values of the profession, which greatly influences the quality of work that they perform. Motivation criterion of social service specialist's readiness to work with offence-prone juveniles based on gender-sensitive approach forms their position regarding professional activities and their place in it.

The indexes of this criterion are active, emotional approach to work; interest in profession; positive motivation to forming skills to use knowledge in real professional activities; desire to carry out creative self-development; the need to solve specific professional tasks, notably to work with juvenile offenders. This criterion is characterized by the fact that the actions of social service specialist are civilly and socially-professionally directed. They are characterized by a high degree of self-reliance, insistency, concentration on profession. They display sincere interest and positive disposition to things that are connected to the professional activities, want self-development and self-improvement, actively partake in professionally significant matters (constantly improve professional skills using informal education).

The following criterion is *cognitive*, which includes a sum of professionally-significant knowledge, which constitute a basis of social work with offence-prone juveniles: specificity of social work with orphaned children and children deprived of parental care, notably offence-prone juveniles, and their surroundings; non-discriminatory approach in social work of the designated category; characteristics of technologies and methods of social work with a juvenile offender, taking into account their gender features; means of carrying out resocialization programs, renewal practices etc. based of gender-sensitive approach.

The other criterion – the *operation-activity* criterion, includes the system of interconnected professional actions (analytical, project, manufacturing-technological, organization-management, communicative, self-improvement, etc.). Certain requirements for professional actions of a social service specialist are presented as requirements of social-education work with orphaned children and children deprived of parental care, notably offence-prone juveniles, because the specialist must carry out: social-technical, research, organization-management and social-project activities based on gender-sensitive approach, notably while working with offence-prone juveniles (Table 1).

**Table 1:** Criteria and levels of social service specialists' readiness for gender-sensitive activities with offence-prone juveniles

Criterion	Indexes
Cognitive	<ul style="list-style-type: none"> <li>– knowledge of regulatory and legal base of Ukraine, and notably international documents that protect the rights of orphaned children and children deprived of parental care, notably juvenile offenders;</li> <li>– knowledge of non-discriminatory approach in social work with offence-prone juveniles;</li> <li>– theoretical and practical knowledge and skills, required in the process of resocializing juveniles based on gender-sensitive approach.</li> </ul>
Operation-activity	<ul style="list-style-type: none"> <li>– ability to analyze, predict, develop and carry out social projects and technologies aimed at social-pedagogical accompaniment based on gender-sensitive approach;</li> <li>– ability to carry out social-pedagogical accompaniment of juveniles, taking into account non-discriminatory approach.</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>– aiming towards success in profession;</li> <li>– ability to achieve professional goals, notably when working with juvenile offenders.</li> </ul>

Social-pedagogical experiment represents a combination of the following research methods: pedagogical observation; survey; conversation; studying and analyzing documents (job descriptions, curricula, degree courses, and notably regulatory and legal documents related to working with the designated category); expert evaluation.

The degree of definiteness of every index of developed criteria relative to proposed methodologies taken in the aggregate defines the level of social services specialists' readiness to work with offence-prone juveniles. Respectively, three levels of social services workers' readiness to work with offence-prone juveniles were defined: critical, reproductive, productive.

First level is the low one, attributed to those social services specialists that possess general knowledge about the phenomenon of social-pedagogical accompaniment; knowledge about gender-sensitive approach, about regulatory and legal documents that regulate the activities of social-pedagogical accompaniment are absent; partial acquaintance with juvenile offenders resocialization methods; no knowledge of psychological and pedagogical qualities of juvenile offenders; reproductive activities when working with juvenile offenders only after repeated information reception; unclear understanding of the means of carrying out social work with juvenile offenders, taking into account gender features.

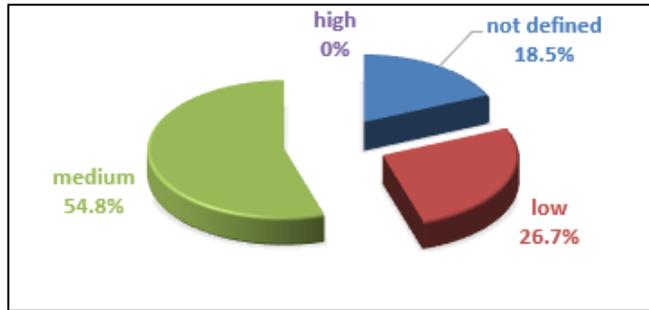
Second level is the medium readiness level of social services specialists' readiness relevant to the standard operating knowledge. The knowledge of social work with juveniles are partially formed: acquainted with definition and characteristics of the concept, knows functions and methods of working with juvenile offenders, reasons for deviant behavior. The notions of methods of working with offence-prone juveniles are present; acquainted with regulatory and legal acts that regulate the activities of social services; can carry out social-pedagogical work to resocialize juvenile offenders (preventive conversation etc.), analyze and predict, develop social projects and technologies based on gender-sensitive approach; mastered organization and management work; abilities to carry out, analyze and also to make predictions and develop social projects and technologies regarding carrying out the social-pedagogical work are formed; mastery of organization-management and administrative work attributed to social services, organizations and establishments based on non-discriminatory approach.

Third level is the high one, defined by the level of adaptation and modeling. The social service specialist have mastered the information about juvenile resocialization: knows the reasons of emergence of deviant behavior, psychological traits of juvenile offenders, gender features of a client; freely operates the conceptual and categorical framework in the social-pedagogical work field; knows methods and stages of juveniles offenders resocialization; can formulate the aim of social-pedagogical accompaniment. Knows regulatory and legal acts and their contents; mastered the technology of carrying social-pedagogical accompaniment of offence-prone juveniles (list of subject actions), the ability to carry out diagnostics and evaluation of risks and needs of juvenile offenders, non-verbal means of communication, ability to interpret regulatory and legal acts based on gender-sensitive approach; uses non-discriminatory approach when carrying out resocialization during social-pedagogical accompaniment of orphaned children and children deprived of parental care, notably offence-prone juveniles.

#### 4. Analysis of Results and Discussions

The research aimed at revealing the level of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles and analysis of results of defined diagnostics by three defined criteria (motivation, cognitive and operation-activity) and indexes.

At the beginning of studying diagnostics of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles a self-evaluation of respondents' knowledge in the field of corresponding social-pedagogical and regulatory-law concepts. When analyzing the obtained data, we focused our attention on a quite low self-evaluation of respondents, among which none have defined their level of knowledge as productive, 54.8% of respondents questioned consider it reproductive, while 26.7% consider it critical and 18.5% of respondents have not defined the answer. Self-evaluation of respondents' knowledge in the field of corresponding social-pedagogical and regulatory-law concepts regarding the work with offence-prone juveniles based on gender-sensitive approach is presented on fig. 1.



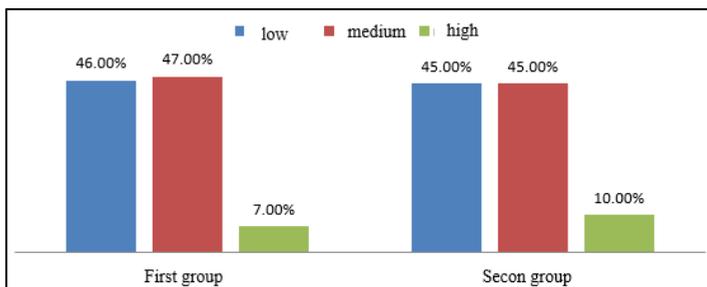
**Fig.1** Self-evaluation of respondents' knowledge in the field of corresponding social-pedagogical and regulatory-law concepts

The first criterion for evaluation of knowledge of social services specialists and master's students was motivation. When moving focus to studying the motivation criterion of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles, it is reasonable to use these methodologies: revealing motivation and achievement, proposed by A. Mekhrabian, for the first index (aiming towards success in profession), and methodologies of self-evaluation of professional pedagogical motivation, adapted by M. Fetyskin for the other index (ability to implement professional ideas). The results are provided in Table 2.

**Table 2:** Diagnostics of the social services specialists' level of readiness for gender-sensitive activities with offence-prone juveniles by motivation criterion

Groups	Levels					
	Low		Medium		High	
	Quantity	%	Quantity	%	Quantity	%
<b>Index 1 – aiming towards success in profession</b>						
FG	52	49.6	45	42.6	9	7.8
SG	49	49	42	42	9	9
<b>Index 2 – ability to achieve professional goals, notably when working with juvenile offenders</b>						
FG	45	43.5	53	50.4	7	6.1
SG	42	42	48	48	10	10

According to testing results, we have obtained social services specialists' level of readiness for gender-sensitive activities with offence-prone juveniles by motivation criterion, which is reflected on fig. 2.



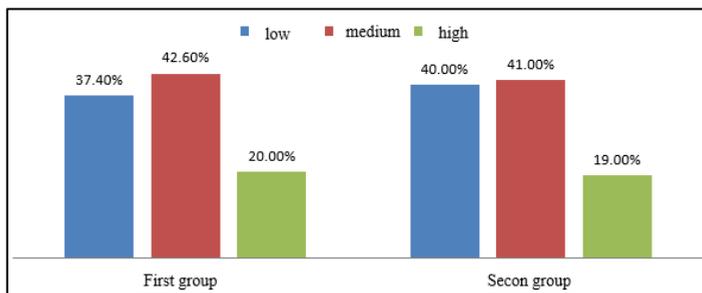
**Fig. 2.** Diagnostics of the social services specialists' level of readiness for gender-sensitive activities with offence-prone juveniles by motivation criterion

After analyzing the generalized data by motivation criterion of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles, we state that most respondents possess low motivation for self-improvement, realization of their profession's societal significance, reasonable self-evaluation of the necessary professionally important qualities for work with offence-prone juveniles based on gender-sensitive approach (low level of the SC – 45% and in the FG – 46%, medium level of the SC – 45% and in the FG – 47%, high level index of the SC – 10% and in the FG – 7%).

When switching to definition of the cognitive criterion of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles, we used the test tasks we developed, which helped with defining the level of knowledge that are related to main instances of social work with orphaned children and children deprived of parental care, notably offence-prone juveniles, taking into account gender features, non-discriminatory practices and changes in the regulatory and legal base of Ukraine. Results are presented in Table 3 and Fig. 3.

**Table 3:** Diagnostics of the social services specialists' level of readiness for gender-sensitive activities with offence-prone juveniles by cognitive criterion

Groups	Levels					
	Low		Medium		High	
	Quantity	%	Quantity	%	Quantity	%
Index 1 – knowledge of regulatory and legal base of Ukraine, and notably international documents that protect the rights of orphaned children and children deprived of parental care, notably juvenile offenders, which were ratified by Ukraine						
FG	40	39.2	46	44.3	19	16.5
SG	41	41	44	44	15	15
Index 2 – knowledge regarding non-discriminatory approach in social work with offence-prone juveniles						
FG	39	38.3	43	41.7	23	20
SG	40	40	40	40	20	20
Index 3 – theoretical and practical knowledge and skills, required in the process of resocializing juveniles based on gender-sensitive approach						
FG	36	35.7	43	41.7	26	22.6
SG	40	40	39	39	21	21



**Fig. 3** Diagnostics of the social services specialists' level of readiness for gender-sensitive activities with offence-prone juveniles by cognitive criterion

These tests indicate that percent values of indexes of social services specialists' levels of readiness for gender-sensitive activities with offence-prone juveniles by cognitive criterion, by all positions possess mostly identical percent data.

Summarizing the above, we can state that most respondents are on the medium (SG 41% and FG 42.6%) and low (SG 40% and FG 37.4%) levels and only an insignificant number of questioned respondents possesses a high level (SG 40% and FG 20%).

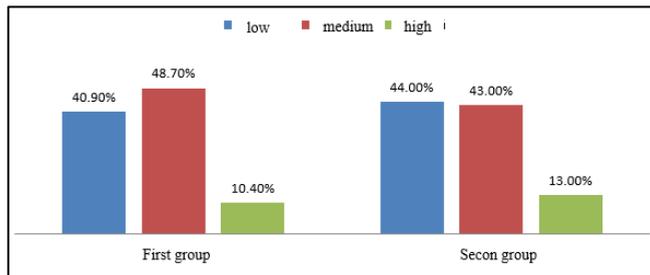
We can state that respondents mostly possess partial knowledge regarding the usage of gender-sensitive approach and non-discriminatory practices while working with orphaned children and children deprived of parental care, notably those that are prone to offence. They possess the notions about methods of work, regulatory and legal acts that regulate the activities of social services, they are able to analyze and predict, develop social projects, but not always take into account gender aspects and sometimes display gender stereotypes that negatively impact juvenile's resocialization while doing so.

When switching to analysis of the *operation-activity criterion* of the social services specialists' level of readiness for gender-sensitive activities with offence-prone juveniles, the research shows that most respondents are at the low and medium levels. Results are presented in Table 4 and Fig. 4.

**Table 4:** Diagnostics of the social services specialists' level of readiness for gender-sensitive activities with offence-prone juveniles by operation-activity criterion

Groups	Levels					
	Critical		Reproductive		Productive	
	Quantity	%	Quantity	%	Quantity	%
Index 1 – ability to analyze, predict, develop and carry out social projects and technologies aimed at social-pedagogical accompaniment based on gender-sensitive approach						
FG	48	46	49	47	8	7
SG	49	49	42	42	9	9
Index 2 – ability to carry out social-pedagogical accompaniment of juveniles, taking into account non-discriminatory approach						
FG	38	37.4	52	49.6	15	13
SG	40	40	43	43	17	17

Results diagnostics was carried out by the Card for evaluation of formation levels of professional abilities and skills necessary for social services specialists to work with offence-prone juveniles based on gender-sensitive approach, developed by us.



**Fig. 4.** Diagnostics of the social services specialists' level of readiness for gender-sensitive activities with offence-prone juveniles by operation-activity criterion

When analyzing the existing level of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles, we emphasize that the high level is only recorded for the SG 13% and the FG 10.40%, respondents are mostly at the medium (SG 43% and FG 48.7%) and low (SG 44% and FG 40.9 %) levels, which is indicated by a partial ability to carry out, taking into account gender-sensitive approach, social technology, research and social project activities while working with offence-prone juveniles, taking into account their involvement into gender roles.

It is worth noting that the diagnostics of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles is only conditional by every separate criterion, as the readiness components are closely connected.

To confirm the qualitative analysis, we use quantitative analysis – mathematical statistics. To compare social services specialists’ readiness for gender-sensitive activities with offence-prone juveniles in first and second groups, Pearson’s chi-squared test ( $\chi^2$  test) was used by average indexes of each criterion. A null hypothesis for identity of two sums of diagnostics of social services specialists’ level of readiness for gender-sensitive activities with offence-prone juveniles was suggested.

Statistical value of the  $\chi^2$  test was calculated via formula 1:

$$T_{\text{emп}} = \frac{1}{n_1 n_2} \sum_{i=1}^2 \frac{(n_1 p_{2i} - n_2 p_{1i})^2}{(p_{1i} + p_{2i})}, \tag{1}$$

where:

$n_1, n_2$  are volumes of two samples from two sums;

$p_{1i}$  is the number of objects of the first sample in  $i$  category;

$p_{2i}$  is the number of objects of the second sample in  $i$  category.

At the exact match of empirical and critical frequencies  $\sum(n_i p_{2i} - n_2 p_{1i})^2 = 0$ . If it does not match, it is necessary to compare the  $\chi^2$  empirical value with its critical value, defined by table [222], taking into account the  $n$  degrees of freedom. In this case for significance level  $\alpha = 0.05$  (meaning reliability 95%, which is generally accepted for pedagogical research) and the number of degrees of freedom  $k = n - 1 = 3 - 1 = 2$  ( $n$  is the number of levels: high, sufficient, low by every index), the critical value of  $T_{\text{табл}}$  = 6.

The null hypothesis that makes a provision that the difference between calculated empirical frequencies and mathematical expectation is random in character and there is no difference between them is denied if  $T_{\text{emп}} > T_{\text{табл}}$  for accepted significance level  $\alpha$ . In this case an alternative hypothesis is accepted, meaning division of object into  $n$  categories by the state of quality in question is different in two reviewed sums.

In order to cross-reference groups and determine if the groups are approximately equal by all indexes, the  $T_{\text{emп}}$  test value was determined using formula (1) for all group combinations between each other. Obtained results are presented in Table 5.

Analysis of data from Table 5 shows that groups satisfy the conditions of non-difference of two sums  $T_{\text{emп}} < T_{\text{табл}}$ . Thus, using Pearson’s chi-squared test ( $\chi^2$  test) we have revealed that groups possess similar output data. Calculation results presented in Table 5 show insignificant statistical differences between groups.

$\chi^2$  do not exceed 1.15, meaning all presented results are less than critical Pearson’s value (critical value of  $\chi^2$  at  $k = 2$  for significance level  $\alpha = 0.05$  is  $T_{\text{табл}} = 6$ ), which indicates almost identical level of social service specialist’s readiness for gender-sensitive activities with offence-prone juveniles.

**Table 5:** Group study by Pearson’s chi-squared test

Criterion	Index	$T_{\text{emп}}$	$T_{\text{табл}}$
Motivation criterion	Index 1 – aiming towards success in profession	0.10	6
	Index 2 – ability to achieve professional goals, notably when working with juvenile offenders	1.10	
	Differentiated indexes by motivation criterion	0.65	
Cognitive criterion	Index 1 – knowledge of regulatory and legal base of Ukraine, and notably international documents that protect the rights of orphaned children and children deprived of parental care, notably juvenile offenders, which were ratified by Ukraine	0.13	
	Index 2 – knowledge regarding non-discriminatory approach in social work with offence-prone juveniles	0.08	
	Index 3 – theoretical and practical knowledge and skills, required in the process of resocializing juveniles based on gender-sensitive approach	0.43	
	Differentiated indexes by cognitive criterion	0.15	
Operation-activity criterion	Index 1 – ability to analyze, predict, develop and carry out social projects and technologies aimed at social-pedagogical accompaniment	0.67	
	Index 2 – ability to carry out social-pedagogical accompaniment of juveniles that were exonerated with probation, taking into account non-discriminatory approach	1.15	
	Differentiated indexes by operation-activity criterion	0.80	

It is worth noting that the actual state of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles is at the low and medium levels.

We will point out that the ones who possess a high level of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles are respondents with consciously positive attitude towards professional activities, personal drive to implement the principles of carrying out social-pedagogical accompaniment, taking into account the non-discrimination approach, orientation towards creating the success situation for every juvenile offender under probation programs and registered in the Children Safeguarding Team, high level of interest and professional motivation for usage specific social technologies during resocialization of juveniles, comprehensive knowledge of Ukraine's regulatory and legal base for enforcing the rights of juveniles, mastery of conceptual and definitive framework for the corresponding issues, ability to self-evaluate and professionally self-develop.

The medium level of social service specialists' readiness for gender-sensitive activities with offence-prone juveniles incorporates respondents with knowledge of standard operation, which formed partial knowledge about social-pedagogical accompaniment: social service specialist is acquainted with the definition and characteristics of the concept, knows the functions and methods of working with orphaned children and children deprived of parental care, notably offence-prone juveniles, based on gender-sensitive approach, reasons for deviant behavior, poorly formed abilities to carry out and analyze, as well as predict and develop social projects and technologies regarding carrying out social-pedagogical accompaniment, has an idea about methods of working with juvenile offenders, indirectly familiar with regulatory and legal acts that govern the activities of social services specialists based on gender-sensitive approach.

The low level of social service specialists' readiness for gender-sensitive activities with offence-prone juveniles incorporates respondents with no personal drive to implement the juvenile offenders resocialization principles, they possess unclear understanding of means to carry out social-pedagogical accompaniment based on gender-sensitive approach, general knowledge about the phenomenon of social-pedagogical accompaniment; no knowledge about regulatory and legal documents that regulate the activities of social-pedagogical accompaniment, taking into account non-discriminatory approach; partial knowledge of juvenile offenders resocialization methods; lack of knowledge about psychological and pedagogical traits of orphaned children and children deprived of parental care, notably offence-prone juveniles.

The diagnostic research we performed had shown that respondents do not have a formed need for self-development of professional qualities to work with offence-prone juveniles based on gender-sensitive approach.

Keeping that in mind, it is worth emphasizing that on some specialists are ready to carry out social-pedagogical accompaniment of juveniles based on gender-sensitive approach and strive to constantly grow as professionals and develop professional qualities.

Lastly, we can track the path of performing the research tasks of the study:

- 1) defined criteria and indexes (motivation – aiming towards success in the profession and ability to implement professional aims, notably to work with juvenile offenders; cognitive – knowledge of regulatory and legal framework of Ukraine, notably international documents that protect the rights of orphaned children and children deprived of parental care, notably the juvenile offenders, which were ratified by Ukraine, of non-discriminatory approach to social work with offence-prone juveniles; theoretical and practical knowledge and abilities, which are necessary during resocialization of juveniles based on gender-sensitive approach; operation-activity – ability to analyze, predict, develop and carry out social projects and technologies aimed at social-pedagogical accompaniment, ability to carry out social-pedagogical accompaniment of juveniles that were exonerated with probation, taking into account non-discriminatory approach);
- 2) levels (high, medium, low);
- 3) selected diagnostic methodologies for levels of social services specialists' readiness for gender-

sensitive activities with offence-prone juveniles: A. Mekhbarian's methodology for evaluating the achievement motivation and methodology for self-evaluation of professional pedagogical motivation (adapted by M. Fetyskin); "Methodology for diagnosing the social services specialists' level of readiness to work with juvenile offenders based on gender-sensitive approach" questionnaire (proprietary).

- 4) defined a selective sum of the study participants;
- 5) carried out diagnostics of levels of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles;
- 6) collected and analyzed data that indicate insufficient level of social services specialists' readiness for gender-sensitive activities with offence-prone juveniles.

## 5. Conclusions and Prospects for Further Scientific Research

In general, the diagnostics of social services specialists' level of readiness for gender-sensitive activities with offence-prone juveniles that was conducted by the defined criteria shows mostly average and low level of the corresponding reading by virtually all indexes. In our opinion, the main reasons for this are, firstly, that master's students and social services specialists lack familiarity with the issues of gender, notably with gender stereotypes regarding resocialization of offence-prone juveniles; secondly, as proven by the conducted diagnostics, social services specialists predominantly possess a cognitive approach to professional activities that results in low level of practical and methodological readiness to work with offence-prone juveniles based on gender-sensitive approach. Orientating on the obtained results, we have determined that training of social services specialists for gender-sensitive activities should take place not only during studies in the higher education institution, but also continue in non-formal structure, throughout the entire life.

That is why further studies will be dedicated to theoretical justification and development of social-pedagogical conditions to train social services specialists to work with offence-prone juveniles based on gender-sensitive approach.

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