International cooperation as policy transfer

The case of a violence prevention project between Swedish and Ukrainian NGOs

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Policy making is a form of collective puzzlement on society's behalf.

- Heclo, 1974:305
ABSTRACT

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Background

International cooperation became a wide-spread way of exchanging experience and ideas between organizations of the non-profit sector all over the world. The exchange of new ideas and experience on the international level can very often contain cases of policy transfer, which beyond all doubts can influence the participants of international cooperation.

Aim

The aim of the presented Master’s thesis consists of the investigation and analysis of international project on violence prevention between Swedish and Ukrainian NGOs, assessing and verifying the representation in the project the particular case of policy transfer.

Method

In order to collect the empirical data, mixed qualitative methods were used in this thesis, which included the concept of triangulation used for the data collection.

Result

The conduction of the presented qualitative research gave an opportunity to uncover and examine the different roles played by Ukrainian and Swedish NGOs in the welfare systems of their respective countries. It also became possible to observe an occurrence of a particular form of cooperation between the two NGOs in the international cooperation project, which can be related to a particular type of policy transfer.
Conclusions
Due to the fact that the project analysed in this study is still ongoing, it is still too early to derive any final conclusion about its achievements and formulate an evaluation concerning the nature of the policy transfer process. So far the author of the presented thesis can see that the project on its current stage has an occurrence of lesson-drawing policy transfer.
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1. INTRODUCTION

The presented Master thesis represents the investigation of the ongoing international cooperation project on violence prevention in Ukrainian schools between two non-profit organizations Save the Children Sweden and Women’s Consortium of Ukraine. The investigation of the project and conducted empirical study focuses on the verification of the case of policy transfer in the ongoing project of investigation. The goal of the research consisted of describing facts and collecting the necessary information. In order to understand in a deeper way the features of partnership and cooperation between Swedish and Ukrainian NGOs there is a countries’ outline presented in the research. The presented research could become a useful source of information for both Swedish and Ukrainian participants of the project on violence prevention due to the fact that there were no other researches previously done about the abovementioned project and the verification of a policy transfer process in it. The author of the research can also be called a “spectator” who has experienced two different welfare states herself by having a Ukrainian background and living for a certain period of time in Sweden. This fact of the abovementioned experience also played a role in verifying the presence of a policy transfer process in the project on violence prevention in Ukrainian schools.

This Master thesis is based on the literature review and a conducted qualitative research and is divided into the three main parts. The sequence of the parts is structured in a logical order, which gives the reader an opportunity to understand the statement of the paper. There is a Background which precedes the parts. The Background makes the reader familiar with the policy transfer in connection to NGOs. There are two NGOs involved in the presented research and that is why it is important to introduce to the reader the link between the non-profit sector and the policy transfer process.

The content of the first part, The theoretical frame of reference, is connected to the third part Results and presents the theoretical framework of the policy transfer process, which is also reflected in the third part. The issue of the policy transfer process is the main framework upon which the empirical research of the presented paper is based. Thus, the first part has a format of a literature review. It presents the study and analysis of the policy transfer which is based on the thematic scientific sources, such as articles and books as well as official web resources.
With the help of the conducted qualitative study, which involved participants of two NGOs from Sweden and Ukraine it became possible for me to understand the theoretical background of the first part in a deeper way. It also gave me a possibility to present in the third part my assumption about the relation of the investigated project on violence prevention to the policy transfer process, which is based on the theoretical background from the first part.

The second part presents the outline of two countries that participated in the project -Sweden and Ukraine. It will help the reader to create a full-grown picture of the socio-economic situation in two countries und understand why the particular assumption at the end of the third part Results was made. The brief (and by no means comprehensive) comparative analysis is especially important for the further understanding of the interview analysis.

The third part, Results, is based on the outcome of qualitative research, concentrates on the origins of the project of investigation and discusses the content of the interviews which were conducted with Swedish and Ukrainian representatives. The part Results highlights the connection between the first part Theoretical frame of reference, which is presented together with the assumption and is based on the qualitative study and theoretical framework of the thesis.

1.1. The choice of the field of study
The choice of investigation of the particular project on violence prevention in Ukrainian schools between two organizations Save the Children Sweden and Women’s Consortium of Ukraine consists of many factors. First of all my personal interest can be put down to my volunteer activities and involvement into the cooperation with Women’s Consortium on the regional level during my student years in Ukraine.

During my first year of studies at the International Master’s program at Linnaeus University in Växjö I participated in the conduction of activity for a school in Värnamo, Sweden in frames of thematic event about children and their spare time, organised by the representatives from Save the Children Sweden in Växjö. In addition to my involvement in work of the regional NGO partner Women’s Consortium of Ukraine, Vinnytsia NGO “Pani Vsesvit” which represents in the project of investigation my native region of Vinnytsia also plays a role in my choice of the field of study for the presented Master’s thesis.
Another reason which played a role in my choice lies in the academic interest in the issues of violence prevention in school environment. Today the problem of violence in the school environment unfortunately remains widely unrecognized and often neglected by the pedagogical staff. Consequently some of the forms of violence, discrimination and degrading treatment are the norm in Ukrainian schools. Coming originally from Ukraine, I can maintain that the problem of violence in schools is a really topical problem. That is why I think that the project on violence prevention is of the highest importance not only for the pilot schools participants, who were chosen for this project, but also for the families, politicians, future pedagogues, common masses and the whole welfare state. Studying the International Master’s program in Social work and Welfare at a Swedish university gave me an opportunity to get acquainted with Swedish methods on violence prevention. I had the opportunity to develop my knowledge on this issue through the investigation, which I conducted in the context of this Master’s thesis. It also became interesting for me to investigate the project on violence prevention between Sweden and Ukraine from the perspective of Ukrainian, who has experienced the functioning of Swedish welfare and social system from within. It can be also the reason why I decided to connect the ongoing project between Sweden and Ukraine to the case of policy transfer.

Till the present moment there were not many studies done in the area of violence in the Ukrainian school environment. It can be explained by the fact that the problem was not recognised by the pedagogical staff and by the government for a long period of time. Due to the fact that nowadays NGOs and the non-profit sphere in Ukraine perform the responsibilities of the welfare state, consequently there is a big amount of information, such as thematic handouts, educational materials and reports which is prepared by NGOs. Investigating the availability of the existing materials connected to the topic of violence, discrimination and insulting treatment against children in relation to the project of investigation, it is possible to single out two country reports which were done by the World Organization against Torture (OMCT) and Women’s Consortium of Ukraine in cooperation with Ukrainian NGOs.

The first country report, which was prepared by OMCT and presented to the Committee on the Rights of the Child in 2002, concentrates on the general situation of children in Ukraine, protection against torture, violence and other degrading treatment. Also there is an important fact that, according to article 9 of the Ukrainian Constitution from 1996, all the treaties,
ratified by the Ukrainian state on the international level are supposed to become a part of the Ukrainian legislation (Petite, 2002). Unfortunately the priorities, on which the treaties are based, are very often left out by the Ukrainian administrative authorities.

The second country report, which was created by joint work of Ukrainian NGOs, including Women’s Consortium, concentrates on the process of realization of The United Nations Convention on the Rights of the Child in Ukraine. The country report presents a critical analysis of the Convention’s provisions in such areas as anti-discrimination, children’s civil rights and freedom, family surroundings, social support, the rights of orphans in Ukraine etc (Source: Women’s Consortium).

Among a number of national reports on the situation of violence in Ukraine in a context of The United Nations Convention on the Rights of the Child or the regulation, directed on the prevention of violence against children, there were no investigations found on the specific project between Save the Children Sweden and Women’s Consortium of Ukraine and its connection to the case of policy transfer. As a result this Master’s thesis can be of use not only to both abovementioned organizations, but will also contribute to the further reports and researches on the field of international cooperation projects in Ukraine and their relation to the policy transfer process.
2. DEFINITION OF RESEARCH PROBLEM AND QUESTIONS

The research problem consists of analysis of the international cooperation project on violence prevention between Swedish and Ukrainian NGOs, which is currently carried out in chosen pilot schools from four Ukrainian regions, in order to assess whether it represents a case of policy transfer (and, if so, which type of policy transfer is reflected in the project).

The study focuses on the theoretical background of policy transfer. The framework of the policy transfer process was chosen in order to investigate the international cooperation in the particular project and to conduct the assessment of the possible occurrence of a case of policy transfer in such cooperation. The outline of the two countries participating in the project helps the reader to understand in a deeper way the socioeconomic background of Sweden and Ukraine and the differences between the roles of their non-profit sectors as well as welfare states. The conducted analysis of the qualitative research with Ukrainian and Swedish participants supports the assessment. In order to clarify the research problem the following research questions were formulated:

1.) What contains the concept of “policy transfer”?
2.) What is the difference between different typologies of the policy transfer process?
3.) How can the NGOs be related to the process of policy transfer?
4.) Which role does the welfare state play in Ukraine and Sweden and how different is this role in the two countries?
5.) What is the difference between NGOs’ structures in Ukraine and Sweden?
6.) What is the background of the project on violence prevention between Sweden and Ukraine?
7.) Why was the issue of violence prevention chosen as a topic for the project?
8.) What is the difference in attitudes towards the project from Sweden and Ukraine?
9.) What is the current situation on violence prevention in Ukraine and which opinion does Ukraine have on the problem of violence in schools?
10) Does the cooperation between Sweden and Ukraine represent a case of policy transfer?
3. BACKGROUND

The section Background highlights the policy transfer process in relation to NGOs. The definition and typology of policy transfer will be thoroughly explored in the second theoretical part. Nevertheless, in order to understand the further material, presented in the Background, it is necessary to refer to the explanation of policy transfer, presented by Dolowitz and Marsh, which implies the process “in which knowledge about policies, administrative arrangements, institutions etc. in one time and/or place is used in the development of policies, administrative arrangements and institutions in another time and/or place.” (Dolowitz & Marsch 1996, p.344). The reason behind including the connection between NGOs and the policy transfer process in Background can be explained by the involvement of two NGOs in the presented research, which attempts to assess whether there is an occurrence of policy transfer in the Swedish-Ukrainian project or not.

The exploration of international cooperation and the exchange of ideas also include the roles which NGOs play in such an exchange and their interaction with the government which can be also a veiled actor in the process of policy transfer. Thus it was especially interesting for me to study and present the material about the role and interaction of NGOs within the policy transfer process, the role of the NGOs’ actors in policy transfer and the policy transfer limitations in the non-profit sector, which is important for the understanding of the subsequent material of the paper. To my knowledge this is a relatively new field of study as there is no empirical research conducted on the particular project on violence prevention and its relation to policy transfer. That is why the review, which is presented in the section of Background as well as the review, presented further on in the section of Theoretical frame of reference is theoretical.

3.1. Policy transfer process in relation to NGOs
Currently the international governance level of experience exchange gains more and more a widespread character. The question of interest in the nature of international cooperation between NGOs is relevant for this section. There is an example of two NGOs - Save the Children Sweden and Women’s Consortium of Ukraine analysed in this paper. By comparing two countries with different historical and social backgrounds, the author of the paper aims to explore the motives and grounds for participation in the project on violence prevention in Ukrainian schools of the two abovementioned organizations. It is also necessary to examine
the involvement of the policy transfer process in such international cooperation and how it influences the project’s participants.

In order to continue the review and address the question of whether a policy transfer occurs in the project between NGOs of Sweden and Ukraine, it is necessary to mention a possible limitation in policy transfer, which can occur between the organizations of the non-profit sector. The fact of limitation usually appears if the context of the policy, program or project is too big, too complicated or differs due to a number of cultural distinctions. Below are several circumstances, which can be the ground for limitation:

- The policy transfer has a bigger chance of occurring, if the program is simple;
- If the concept of “problem” and “solution” is clear and has a direct interaction, the possibility for transfer is bigger;
- The fewer the side-effects expected during the implementation of the project and at its outcome, the more possible the transfer will be;
- The more the agents of transfer are informed about the program and how it functions in the other places, the easier the transfer will run;
- The more easily the outcomes are expected the easier it will be to transfer the certain policy or program (Dolowitz & Marsh, 1996).

The characteristics of possible limitations and complexities should be taken into consideration before the process of policy transfer is started. Additional complexities in the program, project or policy which are going to be transferred, can lead to a risky situation for its implementation. Dolowitz and Marsh (1996) are of the opinion that the process of policy transfer will likely occur if “the policy is consistent with the dominant political ideology in the “host” country.”(p.354) Thus, agents of policy transfer are more interested in starting the process of transfer if the receiving country and the lending country have similar ideological concepts or way of thinking. Different abilities in access to informative sources and economic situations create such a case, when often developing societies on the official level imitate the example of developed societies (Marsh & Sharman, 2009). The technical and financial capacity of the country, as well as bureaucratic traditions or proficiency of implementers involved can affect the process of policy transfer. The process of policy implementation directs straight to the financial expenditures, so it can cause a significant limitation for actors involved in the transfer process. In a study the authors (Ibid.) state, that
If sovereign states are converging on a progressive, enlightened, rational model, those in the developing world have the most distance to travel. If policies are adopted for symbolic reasons, rather than to meet functional needs, this disjuncture should be most apparent and consequential outside the West. (p.280)

Nowadays the countries of the Second and Third World actively participate in surveys of the various fields. The investigations are done not only by foreign representatives but also by national or local official authorities. From the countries with a less developed socio-economic sphere, the agents of the policy transfer process can learn the connection between the phenomenon of policy transfer and its practical effectiveness (Ibid., p.7). The involvement of NGOs in the process of policy transfer sometimes makes it complicated to analyse. Thus such involvement led from the easy understanding of the two-way process “lender-receiver” towards the more complicated issue. Stone (2004) shows in her study that “key actors in the mechanics of policy transfer are international organizations and non-state actors such as interest groups and non-governmental organizations (NGOs), think-tanks, consultant firms, law firms and banks.” (p.550). By looking at the examples of international organizations such as the UN (United Nations) or the OECD and their branches world-wide it is possible to agree that their activities have a significant influence on the national and international policy-making process. The amount of informational sources, which such organizations spread through their conferences, workshops and think-tanks, has a direct impact on the policy transfer process. NGOs also influence public policy and policy transfer process all over the world by spreading their ideas and experiences internationally. Dolowitz and Marsh (2000) demonstrate a substantial characteristic of NGOs’ involvement into policy-making and international interaction:

Non-governmental organizations (NGOs) have in increasing numbers injected unexpected voices into international discourse about numerous problems of global scope. Especially during the last 20 years…interests have become active in political work once reserved for representatives of states…/In their own ways NGOs …grope…towards a modicum of global governance…NGOs have now become an integral part of the process of setting agendas…and in carrying the results not only to governments but to other NGOs and individuals. (p.11)
Together with international governing organizations (IGOs or supranational organizations) NGOs represent agents of coercive policy transfer process (for example one can see it on numerous activities of United Nations in Kenya, India etc.) and voluntary policy transfer (for example according to Dolowitz and Marsh (2000) one can see it on case with the British Departments of Social Security, which initiated a research for eighteen countries in order to find out what can be learned from the operation of social assistance program). Interacting and actively cooperating with each other, IGOs and NGOs can be at the same time involved in work with other actors in order to support or initiate the policy transfer process nationally or internationally. Such coordinated action can influence in a complicated way the policy transfer process as such (*Ibid.*).

NGOs and their actors by the numerous activities influence to a large extent public opinions as well as plans of policy transfer. Usually the organizations of the non-profit sector are involved in the so-called “soft” process of transfer, when creative attitudes and ideas are transferred (Evans 2009; Stone 2004). “Soft” policy transfer differs from a “hard” type by the form of “material” which is transferred. The “hard” type of transfer in comparison with the “soft” differs by the process of implementation of particular or official programs of policy, but it will not necessarily lead to the change of the policy (Stone 2004).

There is an opinion that there are situations which can occur in NGOs from different countries when they have a lack of qualified experts and professionals when it comes to the issue of policy transfer (Evans, 2009). In this case such organizations start to look for the resources outside their own structure in order to fill the gap. The governmental professionals, involved in the process of policy-making, can assist in the provision of necessary help. NGOs also play a role of the moderators and support internationally various exchange networks, think-tanks and workshops. Being a piece of one chain, where the process of policy transfer is an integral part, NGOs can serve a role of information- and idea storage, spreading the sources through their branches all over the world.
PART I

4. THEORETICAL FRAME OF REFERENCE

International relations in different forms and on different levels are seen to be moving countries and continents. With the advent of globalization the need to interexchange experience and information has taken a fast turn. The interaction within only one organization or company will become history a matter of decades. Instead it is now possible to a huge variety of projects, seminars, organizations, workshops or think-tanks exchanging ideas not only on national, but also on international levels. The principal aim of such activities consists of active cooperation and learning from each other in order to change and improve the world’s development. The world does not appear as vast as it did before globalization. On the contrary, the modern world seems in many aspects cramped and small. The activities and actions of numerous internationally recognised organisations (such as World Bank, Organisation for Economic Co-operation and Development (OECD) or United Nations Children’s Fund (UNICEF)) make it possible to observe a truly united cooperation between different countries, whether it be Sweden, Armenia or Chile.

What can such process of cooperation and mutual learning on a global level truly imply? Do those forms of international cooperation serve as examples of mutual interest, exchange of experiences, ideas or what have been defined as policy transfer processes?

4.1. The choice of policy transfer concept

The aims of this part consist of a theoretical discussion of the concept of “policy transfer” which is introduced in a form of literature review. As explained below, the concept of policy transfer seems to be useful in order to analyse the project of international cooperation. The literature sources, which are used in this part, were suggested by the supervisor of the Master’s thesis. The suggested scientific literature explores how countries influence each other, but there are also debates on how NGOs can influence each other. To my knowledge, there are no studies which have investigated how international cooperation projects enhance the exchange of ideas or practices on the particular examples. The role of NGOs here can favour such an exchange. The research question, which is related to the case study of the
paper and the literature review in this part, consists of exploration on what grounds the cooperation between the Swedish and Ukrainian organisations in the particular project on violence prevention occurred. In case this cooperation occurs on the grounds of policy transfer, this study aims at examining which particular aspects of policy transfer are involved in the cooperation and which aim stands behind it. The presented review has also a theoretical character, as to the author’s knowledge the presented field of study is relatively new. Consequently there was no empirical research done in the investigated field of international project on violence prevention in correlation with policy transfer process.

In order to study and explore the project of investigation between organisations from two countries—Sweden and Ukraine and to address the question whether this project involves the policy transfer process between the two countries participants, it is in the first place necessary to present a critical review of this concept.

Dolowitz and Marsh (2000) formulated the following definition of the policy transfer process, which also became the most quoted one: “knowledge about policies, administrative arrangements, institutions and ideas in one political setting (past or present) is used in development of policies, administrative arrangements, institutions and ideas in another political setting” (p.5). In this case the term “political setting” refers to the specific political framework or territorial context in which the policy transfer process is set and to which it will be transferred. The agents of the policy transfer process can be representatives from the political or social sphere, experts as well as various institutions, international organisations and non-governmental structures or think-tank groups. The definition of the “agent” of the policy transfer process will be used further on in the paper. Such agents are involved in initiative processes, development and empowerment of policy transfer. The agents can interfere or cooperate at the same time, or implement a certain part of a policy process at a time (Evans, 2009).

The abovementioned author mentions a number of different policy transfer forms, presented by various authors: bandwagoning, convergence, diffusion, emulation, policy learning, social learning and lesson-drawing (Ibid.). These typologies are in use by many organisations and institutions throughout the world. The choice of a particular form of policy transfer process is directly connected with the level of socioeconomic development of the countries involved, as
well as with their social and political situations etc. Each typology is going to be discussed below in the remainder of the chapter.

4.2. The differentiation of policy transfer typologies

The first typology is called the bandwagoning effect which refers to the collective imitation of activities or experiences. In this case social collectives follow an example of other social collectives simply because the latter started to follow it (Evans, 2004). There is also another circumstance in which a bandwagoning effect can take place. This happens when governments attempt to promote changes in policies in order to keep up their socioeconomic status quo and to not be “left behind” by other countries (Evans, 2009).

The second typology is convergence which implies the tendency among the states to grow in a similar way and develop many similar aspects in their socioeconomic structures (Jones & Newburn, 2007). The convergence is more likely to occur in societies with a relatively similar level of socioeconomic development and/or which have many characteristics in common.

The typology of emulation implies the adoption of a specific policy or program from abroad. For example when an organisation in one country recognises that an institution or a policy of another country represents a good example or a “best practice” which should be taken into account while designing new programs or policies in the domestic setting (Evans, 2009). When imitative activities of this kind are deliberated, it can be defined as examples of emulation.

The next typology, which is known as diffusion, implies a process “through which policy choices in one country affect those made in a second country” (Marsh & Sharman 2009, p.270). In this respect it is necessary to clarify the difference between the typologies of diffusion and convergence, explained above. The main difference between these two typologies consists of the way countries take inspiration from what is happening (or what happened) in other national contexts.

The typology, defined as policy learning, refers to a more wide-ranging form of policy transfer process (Ibid.). It can occur not only between two countries involved in the transfer process but also on a basis of several international communities or networks, which can give a broader character to the typology of policy learning. Kemp and Weehuizen (2003) stress that
policy learning is a long lasting change either to the way of thinking or behaviour, which is connected to the principles of the system of policies.

Policy learning implies the involvement of many actors and organisations and is therefore usually supported by an opinion of a team or community of experts. There are three types of policy learning:

- A conceptual type: when issues are seen from different perspectives and new concepts and ideas are introduced and applied by policy-makers;
- An instrumental type, which implies a process of learning from a technical perspective.
- A social type stands for the learning of different life values from a social perspective (*Ibid.*, p.12).

The next typology of policy transfer is social learning which implies the exploration of the learning process by policy-makers. Mistakes or achievements, which are learned from previous years of practice not only in the home country but also in other countries, can be analysed during the process of social learning. Ormrod (1999) maintains that social learning appears in frames of the social context, which means that individuals learn from each others’ social behaviour. Thus social learning has an educational and informative character (*Ibid.*).

When it comes to the last typology of policy transfer, which is called lesson-drawing, one can refer to a big extent to studies of Rose and Dolowitz and Marsh. This particular typology became especially helpful for the analysis of the empirical outcome of the presented Master’s thesis. A “lesson” is a list of certain activities, which the government of one country can apply to the domestic domain by assuming that successful examples, which were used somewhere else, may be applicable “right here” (James & Lodge, 2003). The issue of lesson-drawing consists of a number of characteristics, which can be divided into the following sub-groups:

- “copying” implies a usage of an almost complete program, which is already in use somewhere else and can be adopted without any changes. Evans (2009) provides an example of coping, when Gordon Brown, the former UK Chancellor adopted “working family tax credit system” which is “a direct copy of the American earned income tax credit system.” (p.245). A similar reform has been recently enacted in the Swedish context (“jobbskatteavdrag”);
- “adaptation” takes place when a policy needs to be adapted to the characteristics of the new context;
- “hybrid” creation usually combines parts of various programs from more than one place;
- “synthesis” (or summarising) consists of a combination of common parts from programs from different places with the aim of designing totally new programs (i.e. significantly different from the original ones);
- “inspiration” implies the usage of programs in institutions or organisations with the aim of drawing inspiration for the design of new programs or policies (Ibid., p.13).

Furthermore, lesson-drawing can take place anywhere and anytime. However, the lesson-drawing process tends to be primarily directed towards the implementation of tasks. There is a discussion about the similarity of the form of lesson-drawing with policy making rationality. For example when the policy agents get the best from the obtained material and then make a necessary choice from it according to society, where the policy is going to be introduced.

By investigating lesson-drawing as a typology of the policy transfer process it is possible to address a question about the places from which the lessons are actually drawn. There are three governance levels, from which policy-makers can draw the lessons: the international, national and local levels (Dolowitz & Marsh 2000). The way of drawing lessons differs according to the type of government and types of lessons which are willing to be drawn:

- By drawing lessons on an international level, the actors involved usually have no limitations in taking example or learning from different countries;
- By interacting within a national level, actors are not drawing lessons from different political systems but only within a single country; in the case of a national level the national governmental structures can draw lessons from their subordinates or governmental authorities on a lower level and vice versa;
- Local level of governance implies lesson-drawing between sub national political branches and authorities (Ibid.).

Studying the phenomenon of the policy transfer process it is necessary to put a question concerning the place where the lessons can be drawn from. Dolowitz and Marsh (1996) are of the opinion that the place in which the policy makers look first usually represents the past of
their own country. When the policy makers turn their attention to the past, they can see not only what should be repeated but more importantly- what one should not repeat. Dolowitz and Marsh (1996) present a real relevant example: “…the defence policies of Germany and Japan today represent lessons learned about what not to do.” (p.351). On the one hand policy makers can turn to the history of their political sphere in order to keep resources, which can be relevant to the policy. On the other hand, if one turns to the past, it is important not to forget that the history consists of many interpretations and represents many opinions of historians.

In order to continue this literature review, it is necessary to examine the criteria, which can help to find out whether it is a policy transfer or not. There are four steps of such criteria presented:

1.) To find out about the policy transfer agents and the policy ideas, that they support;
2.) To identify the resources for learning about policy;
3.) To distinguish the place of resources in policy transfer process;
4.) To find out about the transfer’s roots and what agents are aiming to make by it (Evans, 2009).

The realisation of the policy transfer can be shown to a big extent through its adaptability on practice. The practical approval of policy transfer on its turn can be shown through its realisation. Thus the author maintains, that “it is not possible to identify the content of a transfer and by implication whether transfer has occurred without adopting an implementation perspective.” (Ibid., p.246). The clear view ahead of all the steps of policy transfer’s implementation is very important when designing the transfer’s agenda. It will secure its adaptability and provide the ground for a successful implementation.

By concluding the section about the differentiation of policy transfer typologies it would be worth providing the synoptic table with an illustration of the aforementioned typologies. Table 1 emphasises the differences between the typologies of the policy transfer process.
### Table 1. Summary of policy transfer typologies.

<table>
<thead>
<tr>
<th>Typology of policy transfer</th>
<th>Country A (provider)</th>
<th>Country B (receiver)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bandwagoning</strong></td>
<td>Initiation of the new changes in policies and their compliance.</td>
<td>Follows the example of the country A simply because this country follows it and succeeds in it.</td>
</tr>
<tr>
<td><strong>Convergence</strong></td>
<td>Provides the policy structure for the country-counterpart with similar development level.</td>
<td>Follows the provided policy structure due to its correspondence to the own system.</td>
</tr>
<tr>
<td><strong>Emulation</strong></td>
<td>Has an institution or policy, which works on practice and provides a good example.</td>
<td>Inspires by the successful example from abroad and uses it for policy design in the own system.</td>
</tr>
<tr>
<td><strong>Diffusion</strong></td>
<td>Chooses the policy for implementation in its own system.</td>
<td>Becomes affected by the choice of the country A. During the implementation of the policy from the country A tries to keep as less likeness as possible.</td>
</tr>
<tr>
<td><strong>Policy learning:</strong>&lt;br&gt;-conceptual&lt;br&gt;-instrumental&lt;br&gt;-social</td>
<td>The initiation of the new policy together with a number of other institutions or actors.</td>
<td>Carries out partly or completely the process of policy transfer together with the other institutions or actors.</td>
</tr>
<tr>
<td><strong>Social learning</strong></td>
<td>Provides the experience of policy making and its implementation from previous years.</td>
<td>Learns mistakes or achievements from previous years practice not only from the country A, but from the own history.</td>
</tr>
<tr>
<td><strong>Lesson-drawing:</strong>&lt;br&gt;-“coping”&lt;br&gt;-“adaptation”&lt;br&gt;-“hybrid”&lt;br&gt;-“synthesis”&lt;br&gt;-“inspiration”</td>
<td>The bearer of the experiences or examples of policies or programs</td>
<td>Uses, gets inspired, combines parts of programs not only from the country A, but from different places, uses almost complete programs in use or imitates the examples, provided by the country A.</td>
</tr>
</tbody>
</table>
4.3. The choice of literature

During the preparatory stage of writing the presented Master’s thesis there was a big variety of different literature sources chosen and analysed. All literature sources were collected with the help of official Internet data-bases, scientific journals, informational data-bases and the library of Linnaeus University in Växjö, Sweden as well as the scientific sources, provided by the supervisor of the paper. The part “Theoretical frame of reference” presents a theoretical framework of the thesis in a form of literature review. The review in the first part is theoretical: to the knowledge of the author of this paper this is a relatively new field of study and there is no empirical research conducted in terms of investigation of the particular project and its relation to policy transfer. This section provides the literature and scientific sources, which were the most helpful during the process of the project’s investigation.

The review of policy transfer typologies identified some contradictions in the literature, since there are many scientific articles which describe the same typologies in a different way. Nevertheless, the most accurate seem to be investigations by Dolowitz and Marsh (1996). The authors conducted an overview of already existing scientific sources on policy transfer. The other research of Dolowitz and Marsh (2000) examined the framework for analysis of the policy transfer process, possible failures in policy transfer and presented their own framework for analysis of policy transfer, called “The Dolowitz and Marsh Model”.

Marsh and Sharman (2009) compared in their research article the characteristics of policy diffusion and policy transfer. The research, conducted by Stone (2004) provides a critical view on the scope of different global networks and the role of actors in the policy transfer process. This article was especially useful during the investigation of the connection of international NGOs to the policy transfer process and their role in the latter.

It is necessary to mention the research of Evans (2009). Among different questions related to the analysis of policy transfer, the author raises a relevant issue for the presented Master’s thesis concerning the engagement of public organizations in the process of policy transfer and the way in which the process of policy transfer is studied.

During the examination of the historical background of Swedish NGOs, their role in welfare state and their interaction with the government, it is necessary to single out Onsander (2007),
who concentrated her research on the overview of the historical background of Swedish NGOs, the role of SIDA for Swedish NGOs and the classification and description of existing non-profit organizations in Sweden. This article, together with the studies by Johansson (2007) and Matthies (2006), helped me to improve my knowledge of the Swedish non-profit sector and NGOs, concerning their role in the welfare state and the forms of interaction with public authorities.

Analyzing the aspects of welfare state and its role in Ukraine as well as the structure of the Ukrainian non-profit sector, it is necessary to mention the supportive scientific researches, conducted by Solonenko (2010), Abbott and Wallace (2010) and Boroda (2010). Solonenko (2010) and Boroda (2010) provided the relevant comparative investigations on the gap between Ukraine and the European Union. Abbott and Wallace (2010) presented a cross-sectional survey, conducted in Russia, Ukraine and Belarus. The survey provides a broad perspective on the differences in political and socioeconomic spheres in the abovementioned countries and compares the changes acquired after the regime of a former Soviet Union.

Such organizations as Save the Children Sweden, Women’s Consortium of Ukraine and World Organization against Torture prepared national reports on the situation on violence against children in Ukraine, the current situation on the violence in the Ukrainian school environment and the analysis of the changes in Swedish society after the abolition of corporal punishment in 1979, which became immensely supportive for the presented Master’s thesis. In addition, the official data-bases of Save the Children Sweden and Women’s Consortium of Ukraine contributed to a large extent to the thesis by providing the information regardless the background of organizations, project and statistical data.
5. AIMS

The presented Master’s thesis consists of three aims. The defined aims are:
- to investigate and analyse the international cooperation project on violence prevention in Ukrainian schools between the Swedish NGO Save the Children Sweden and the Ukrainian NGO Women’s Consortium of Ukraine;
- to verify if the project can be described as a case of policy transfer;
- to find out which particular type of policy transfer is represented in the project (in case a policy transfer process occurs).

6. METHODS

The analysis of the third part is based on the conducted qualitative research. The word “qualitative” describes the focus on the quality of a matter or essence and different processes, which are not investigated in any experimental way or based on any quantitative measurements (Denzin & Lincoln, 2005). The concept of qualitative research can be also referred to as reflexivity, which implies that the process of study and exploration of various relationships between knowledge, the researcher’s experience, the role of the research and its interaction with the surrounding (King & Horrocks, 2010). The qualitative researchers are guided by the interest in social experience, its creation and sense. The quantitative research, however, is focused not on the investigation of processes, but on the study of causative variables’ correlation (Denzin & Lincoln, 2005).

6.1. Data collection

The context of qualitative research interviews was chosen for the data collection. This context was chosen for the presented Master’s thesis due to the flexibility of its design and quickness of the process of conduction. The purpose of qualitative study consisted first of all of the collection of the information. That is why the usage of qualitative research interviews was suitable for it.
6.2. Sampling procedure

Empirical study

The empirical data for the qualitative research presented in this paper was collected through qualitative research interviews. The qualitative research interviews consists of the usage of open-ended questions, focus on the interviewee’s experience, making the misbalance of power between two sides as small as possible and are based on anonymity and confidentiality (King & Horrocks, 2010). Open-ended questions are characterised by their non-restrictiveness on the content or a way of the answer other than on the field of interest (Robson, 2002).

The usage of open-ended questions was very helpful during the conduction of the empirical research in this Master’s thesis as it gave the chance to go deeper into the topic of interest, clarifying at the same time any misinterpretations. Among particulars of the open-ended questions it is necessary to mention the possibility of making a better estimation of the interviewees’ thoughts and a chance for the cooperation and a deeper understanding between the interviewer and interviewee (Robson, 2002).

The design of the qualitative research for the given Master’s paper is based on the concept of triangulation. This concept describes the combined methods of data collection or combined usage of the data sources in order to study one particular framework (King & Horrocks, 2010). Also, there was a particular type of triangulation used in this paper which is called the data triangulation. The data triangulation implies the usage of several methods of empirical data collection and different key-informants. Key informants play in the research a role of a source of information (Marshall, 1996). In the examples which will be presented further on in the third part the reader will see that the data was collected with the help of the semi-structured face-to-face interview, semi-structured Skype interview and self-completed anonymous questionnaires. Semi-structured interviews imply prepared-in-advance questions, the order of which can be changed by the interviewer according to the way the interview goes. The content of the questions can be modified and additionally explained to the interviewee; unnecessary questions depending of the situation can be excluded or necessary additional questions can be asked (Robson, 2002). Self-completion questionnaires consist of lists of questions which the interviewees are supposed to fill in by themselves. Usually such questionnaires are sent via electronic mail or post in order to reach a large audience (Robson, 2002).
6.3. Informants/subjects

The key-informants in this research represent participants of the project on violence prevention from two countries Sweden and Ukraine. The key-informants of the provided empirical study present such fields as the non-profit sector in Sweden and Ukraine (NGO Save the Children Sweden, NGO Women’s Consortium of Ukraine, NGO partners of Women’s Consortium on the regional level in Ukraine, representatives of the educational sphere in Ukraine and governmental authority in Sweden).

6.4. Interview/observation

The analysis of the project presented in the third part is based on the qualitative interviews’ data for Ukraine and Sweden, collected in frames of the Master’s thesis, which includes an investigation of the project on violence prevention in the two countries involved. The qualitative interviews were conducted in March-April 2011 and included one semi-structured face-to-face interview and one semi-structured Skype interview with a representative from the organisation Save the Children Sweden and from one of Swedish municipalities, carried out in Sweden. Also there were developed two types of questionnaires for representatives from two countries: Ukraine and Sweden. Ukrainian informants from the Women’s Consortium of Ukraine, school authorities and active regional NGOs partners of Consortium participated in the research of the presented Master’s thesis through the completion of sixteen self-completion questionnaires, translated into Ukrainian. The questions for the Ukrainian and Swedish informants were formulated in slightly different ways due to the different languages, country’s context and role in the project of investigation. The self-completion questionnaires were distributed to Ukrainian informants via electronic post. Results of the sixteen self-completion anonymous questionnaires from Ukraine were analysed and translated into English for the final presentation in the third part. One semi-structured face-to-face interview was recorded over a 1 hour and 20 minute period with the help of a voice recorder device and one semi-structured Skype interview which was recorded during 49 minutes with the help of a Skype recorder tool. During the conduction of the semi-structured interviews there were no visible disturbing moments except for varying Internet connection during one semi-structured Skype interview. As a result the final part of this interview was continued via phone. Both abovementioned semi-structured interviews were transcribed after the conduction.
6.5. Analysis

The analysis of the collected empirical data was based on the systematic process, which was used during the process of analysis. The qualitative analysis process consisted of different consistent stages which were based on the Miles and Huberman’s quantitative analysis’ list (Robson, 2002). Thus, the analysis of the empirical data of the presented Master’s thesis can be divided by the author of the paper into the following steps:

1.) The recorded material from one semi-structured face-to-face interview and one semi-structured Skype interview was transcribed and saved as an electronic version. The self-completion questionnaires were received from Ukrainian respondents with the further translation of results from Ukrainian into English;

2.) There were necessary reflections and comments added to the transcribed interviews and to the derived results from the questionnaires;

3.) The analytical reading of all empirical data was done by the author of the thesis with an aim to find and expose similarities and differences of attitudes between Swedish and Ukrainian informants concerning the ongoing project, to identify the situation of violence prevention in Ukraine, the level of awareness about the issue of violence prevention in Sweden and Ukraine by respondents from these two countries and to learn about the role of the two NGOs in the project;

4.) The important patterns from the questionnaires and transcribed semi-structured interviews, which were relevant to the project of investigation, were taken out from the transcribed and translated results from Ukrainian into English to the analysis. It helped to concentrate on the next step in the analysis of the data and connection of the empirical study to the theoretical framework (e.g. assessment of the possible occurrence of a case of policy transfer in such cooperation between two NGOs from Sweden and Ukraine);

5.) In order to follow the consistency of the empirical data collection and to concentrate on such important points as, for example, the roles of the two NGOs from Sweden and Ukraine in the project and the awareness about the issue of violence prevention by Ukrainian and Swedish participants, the generalisation of several patterns in derived material was conducted;

6.) The generalised patterns were related to the general body of the third part in a form of binding key parts, which highlighted, for example, the role of the Child and Pupil
protection Act in Sweden, the binary way of thinking, the role of cooperation between two countries and the interaction of the two NGOs from Sweden and Ukraine with the governments and welfare states.

6.6. Ethical considerations

The aspects of ethics play an important role in any type of research where the participants are involved. It is important to take ethical issues into consideration at the earliest stage of the choice of respondents and enquiry. The ethical considerations in the empirical research are needed in order to avoid stressful situations, misunderstandings or intrusion upon somebody’s privacy (Robson, 2002).

The aspects of ethics were taken into consideration during the preparation of the semi-structured face to face interview, semi-structured Skype interview and self-completion questionnaires, which were used in the context of the presented qualitative study. The Swedish respondents were invited to participate in the Master’s research via electronic post, where they were also notified about the respectful treatment of the interview’s data and its secure conservation. However the electronic invitation stressed the fact that the project’s information and interview data will be shared with the dissertation supervisor and other respective staff from Linnaeus University. Thus, the information about the Swedish informants’ gender, age and name is concealed. The Swedish participants were also informed about the interviewer’s intention to record the interviews with the help of an electronic device and were asked for their permission regarding this.

The Ukrainian respondents were invited to participate in the Master’s research at one of the project’s thematic meetings in Ukraine by one of the project’s participants, who was notified in advance with a request of support in distribution and collection of the questionnaires, which were sent to the abovementioned participant via electronic post in advance. The self-completion questionnaires in Ukrainian informed participants about the format of anonymity and confidential treatment of the derived data. Thus, the information about the name and age of Ukrainian informants was concealed. However the introduction to the self-completed questionnaires informed Ukrainian informants about the fact that the project’s information and interview data will be shared with the respective staff from Linnaeus University as well as
with the dissertation supervisor. The analysed interview data in the third part of the presented work reflects the interviewer’s compliance with the ethical considerations.

6.7. Limitations of the study
The entire time for the development and completion of the presented Master’s thesis consisted of the period from February till May 2011 inclusive. The material for the presented qualitative research was collected through different means, such as sixteen self-completion questionnaires, one semi-structured Skype interview and one semi-structured face to face interview. The participants of the empirical study were open to the participation in the qualitative study. However the unbalance between the amounts of data collected from Swedish and Ukrainian informants was felt by the author of the thesis. Possibly, it can be explained by such a fact that the number of Swedish participants in the project of investigation from NGO Save the Children Sweden is limited in comparison to Ukrainian case. The representatives from Save the Children Sweden attract more people to the project from outside the organisation in order to get the experts’ support for their projects from different areas.

In addition, the lack of time was a significant cause for the limitations in the presented study. In order to enlarge the framework of the qualitative study and involve more informants not only from Swedish and Ukrainian sides but also from the Baltic region and, as mentioned in the third chapter, project “Friends Across Borders”, there was a need for a longer period of time for the completion and analysis of the entire thesis. The possible involvement of informants from the project “Friends Across Borders” could contribute to the empirical study of the presented thesis due to its similarities with the ongoing project on violence prevention in Ukrainian schools, which was mentioned more than once by Ukrainian and Swedish informants.
PART II

7. SWEDEN AND UKRAINE: OUTLINE OF TWO COUNTRIES PARTICIPANTS IN THE PROJECT

The investigated project on violence prevention involves two countries – Sweden and Ukraine, which differ significantly in their historical and socioeconomic backgrounds. Today there are a number of visible economic and social differences, which influence the attitudes of both countries on the same issues. Thus there are different perceptions of Sweden and Ukraine relative to the prevention of violence in the school environment and perspectives on educational activities, which will be thoroughly discussed further on in the third part. In order to understand in a deeper way the further investigation of the project on violence prevention currently running between the above mentioned countries, it would be necessary to be familiar with a brief description of their current socioeconomic situations as well as the role of the welfare state, the structures of NGOs, etc.

7.1. Facts at a glance. Welfare state and its role in Ukraine and Sweden

Sweden and its NGO branch of international umbrella organisation Save the Children represent in the project a role of donor and a consultative supporter. Sweden is a state with a population of around 9 million which is situated in Northern Europe. According to the International Human Development Indicators, the Swedish rank of Human Development Index is rather high and is situated on the Human Development rankings between Canada and Germany. The GDP per capita in Sweden for the year 2008 consisted of US $ 36,698 (Resource: http://sv.wikipedia.org/wiki/Sverige). Social expenditure in Sweden for the year 2007 consisted of around 27% (Resource: http://www.oecd.org). In comparison to Sweden, Ukraine occupies a significantly lower rank of Human Development Index with GDP per capita for the year 2008 at US $ 9,183 (Resource: http://sv.wikipedia.org/wiki/Ukraina). Ukrainian social expenditure for the year 2007 consisted of 25% of their GDP, which does not show a large difference with the corresponding Swedish value of about 27% of their GDP (Source: OECD database: www.stats.oecd.org).
Ukraine with the NGO Women’s Consortium of Ukraine represents in the international cooperation a role of a project implementer. The state of Ukraine has a population of around 46 million and is situated in the East-Central part of Europe. Ukraine is one of the biggest countries of the former Soviet Union, which still experiences a period of transition from Soviet regime and therefore the “communist past” to the “European present”. After becoming an independent state in 1991 Ukraine fell into strong presidential power, which led after sometime to the formation of the so-called system of “patrimony” or ruling “clans” (Solonenko, 2010). Therefore nowadays the political sector’s interests have a short rather than a long-term character due to the influence by the abovementioned “patrimony”, which does not concentrate on the country’s durable development (Ibid.). When it comes to the issue of European integration, the political sector with interests of oligarchs behind them has been criticised for not paying enough attention to integration with the European Union and to positive changes, which such integration can bring to a state (Ibid.).

At a glance it is possible to mention that there are more differences rather than similarities in the both structures of the economic and political spheres in two states. Sweden, on the contrary to Ukraine, is a member of the European Union since 1995 (Source: Foreign and Commonwealth Office). Sweden also takes an active part in the decision making of the European Union and its numerous institutions and projects. Moreover, Sweden is actively oriented towards international activities and thus, the country often appears in events of the United Nations (UN) or OECD.

Looking back into the history of Ukraine as an independent state, it is necessary to mention that the Ukrainian socioeconomic situation decreased significantly after gaining independence. The process of transition truly began when the state gained independence. The decrease of GDP in a new Ukrainian state was followed by a big inflation (Scholz, Hagemejer & Cichon, 2000). Accordingly this has an impact not only on the whole economic sector with incomes or the general standard of living, but also on the social sector and welfare state. The social protection lost its efficiency so, as a result, a large number of families, especially with many children, one-parent families, pensioners and other vulnerable social groups became unprotected with significantly declined living standards (Ibid.). The welfare state in Ukraine after independence, like in many countries’ neighbours of transition, inherited many aspects from the welfare state of the former Soviet Union. Paraphrasing Einstein, it is possible to
observe, that the collapse of the Soviet Union changed everything except the way people think (van Ham, 1994).

Among many aspects inherited from the former Soviet welfare state, there are such essential aspects as free and equal access to social provision and social insurance. Unfortunately because of the economy of transition, which is currently under crisis, free access to the welfare state cannot provide full-fledged service to the citizens. Nowadays the social sector and welfare state in Ukraine lacks an efficient reformation, but due to the fact that its present situation is under domination of economic crisis, the attempts of new reforms are not successful (Ibid., p.26).

The level of social expenditure during the Ukraine’s membership to the Soviet Union, as Gladman (2003) mentions, was rather high in relation to the general level of wages. Thus, it is possible to compare such a system with an egalitarian type with a stress on equal rights and opportunities regardless of access to the social system. The steep economic recession created in the regions of Ukraine a significant inequality in the households. The survey on social quality approach, conducted in Russia, Ukraine and Belarus in 2001-2002, denoted that there are 70% Belarusian and more that 85% of Ukrainian respondents out of 8 400 who participated in the study, expressed dissatisfaction with the households’ incomes (Abbot & Wallace, 2010).

Exploring a social cohesion in the abovementioned survey, which indicates the level of society’s integration, it is necessary to point out, that Ukrainian respondents indicated the lowest rate of general trust in political and governmental institutions in comparison to Russia and Belarus. Today’s minimum subsistence in Ukraine can be compared to the poverty level in most European countries, even though it has an orientation on the average amount of salary. Thus Ukraine should follow certain examples set by Western countries, such as wages which correspond to the cost of living (Boroda, 2010).

In comparison to the situation in Ukraine and its welfare state, Sweden is described in many scientific and educational sources as “a universal welfare state with a Social Democratic welfare state regime.” (Evers & Laville 2004, p.63). The particular model of welfare, initiated by social democrats and like-minded followers acquired a definition of the so-called “Swedish
model”. It is also necessary to point out the distinctive line, inherent in Swedish society, which is the care of and the respect towards the environment, reduction of nuclear power and aid for the planet’s ecological well-being.

Having experienced rather prolonged economic crises in the beginning and in the second part of twentieth century, the Swedish state managed to overcome it owing to the policy of redistribution, which was introduced by a Social Democratic Party. Even in comparison to other Western-European states, Sweden currently has many distinctively unique features, such as the provision of public social services, which do not depend on the citizens’ income. In addition, Swedish state has one of the highest tax levels in Europe and the lowest differences in incomes (Ibid., p.27).

The history of the creation of “folkhem” or “the home of the people”, which can be often described as a motto of the Swedish social and welfare system, goes back to the first part of the twentieth century. The aim of that time’s Prime Minister, Per Albin Hansson, was to release the state from a situation of poverty. He sought to create a new social state, which will give its citizens regarding social status, religion or gender a basic economy support from the public sphere (Britton 2008). Further on the author (Ibid.) maintains that

*The principle was “from each according to ability, to each according to needs”. One of several labels for this social welfare structure was the “third way” - a narrow, previously untrodden path between capitalism and socialism.* (p.15)

Thus, the main characteristic of the “Swedish model” is that the welfare state has taken over the biggest part of responsibilities for its members’ support, which in the past was the responsibility of a family. The generous ambition of the Swedish social welfare state lies in providing a possibility for its every citizen to trust a public sector, which is able to provide means for common needs (Ibid.). It is necessary to refer to the Esping Andersen’s typology of welfare states and to mention that Sweden and Ukraine belong to different welfare regimes (Fenger, 2007). Sweden belongs to the Social-Democratic type of welfare regime which can be characterised by high taxes, rather high material prosperity, active participation of females in the job market and a high level of social trust (Ibid.). Ukraine can be ranked among countries of the former USSR type of welfare regime, which reflects totally opposite
characteristics in comparison to a Social-Democratic type such as a low level of trust and a poor performance of the social sector (Ibid., p.28).

Having examined and compared the situation in the welfare sector and its role for the societies in the two countries participating in the investigated project – Ukraine and Sweden, it would be important to concentrate on the NGOs’ structures and its roles in both countries. The investigation of the so-called “third-“or “non-profit sector” will help to understand the nature of the project of investigation and to correlate the roles of two NGOs from Ukraine and Sweden in the project’s work-in-progress.

7.2. NGO structures in two countries: Ukraine and Sweden

On the international arena today there are more and more countries which actively engage in the participation and activities in the non-profit, or “third sector”. The term “third sector” goes with its roots to the USA, where the active citizens started to create various associations and organisations, which based their activities on the voluntary basis (Evers & Laville, 2004). Europe took this tendency over and today we can observe a big number of organisations with a non-profit profile. When discussing a “third sector”, it is necessary to mention that the frame of its study implies the issue of shaping and supporting a strong public sector with its services. This tendency was especially in trend after the World War II. The non-profit movements were brand new for the fiftieth and were directed on the active social inclusion in the weakened welfare system (Ibid.). It is possible to observe, that “these developments have led to questions being raised in regard to the third sector in terms of clients as “co-producers”, “social inclusion”, ”subsidiarity“ and “partnerships” which aim at the use of non-state resources and a curbing the costs of public spending” (Ibid.,p.2). Looking back into history it is worth mentioning that the non-profit area took a significant role in the reorganisation of welfare and social sector in many countries.

Investigating the examples of two countries- Sweden and Ukraine it is possible to single out a considerable difference in the role of its non-profit sectors. Swedish example encloses a really large role of public sector and developed on a lesser extent a non-profit sector, in comparison to Ukraine. The organisations of the “third sector” in Sweden have not a big dependency on the public sphere support due to that fact that welfare state took over many issues and responsibilities, which are particular to non-profit organisations in other countries, where
welfare state has relatively not a high development level (Ibid., p.29). Hence it is possible to observe the difference and distinctiveness of Swedish structure, which lie in “membership-based and democratically governed popular movements that are mostly a result of a combination of unique historical and political factors in the Scandinavian countries.” (Evers & Laville 2004, p.64).

From a Swedish perspective the notion of NGOs had in the past more likely a name of “popular movements” (Onsander, 2007). In the period between the World War I and II the popular movements and associations in Sweden were actively participating in the development of social and political sectors of the country. They were engaged in the international affairs, cultural, educational and political issues. All these factors played an essential role in the further development and change of society and therefore the Swedish welfare state.

It is necessary to mention that after World War II there was created “The Swedish Committee” which served as a start for the creation of cooperative organisations and NGOs. The “development cooperation” became as a motto of Swedish organisations in the second part of the twentieth century. Thus, in 1965 there was organised and supported by the state the well known SIDA (Swedish International Development Authority). Nowadays SIDA plays a leading role in financial assistance for NGOs and their different campaigns. The non-profit sector in Sweden became involved in activities with the countries of the Second and Third World and “the Swedish government with the support of all political parties saw the NGOs as an important compliment to the Government-to-Government support” (Onsander, 2007 p.8). Gradually the Swedish NGOs attained a significant amount of knowledge and experiences from the local perspective. It served as the next step of the NGOs responsibilities and the non-profit sector starts to play the role of an agent for government authorities in Sweden (Ibid.). In 1992 there was a cooperation of development started in Central and Eastern Europe, which was initiated by Swedish NGOs (Ibid.). The issue of losing NGO sector its individual value by supporting governmental authorities with development assistance appeared to be a reason for many debates.

The definition of the NGO sector has a really broad meaning. If to use a generalisation, the term NGO stands for a non-profit type of organisational institution, which functions
independently from the government. SIDA, from a Swedish perspective, has a more narrow definition than the abovementioned term: “a non-profit making voluntary association, registered religious community, cooperative association or foundation which has a governing body or board and a written, adopted constitution” (Onsander 2007, p.13). In order to understand the role of the NGO sector in Swedish society it is necessary to mark out the following points:

- NGOs have easier access to the issues on a local level;
- The flexible character of NGOs lets them react more quickly in extreme situations, especially when there is aid needed;
- The openness and flexibility of NGO structures help them to negotiate and cooperate with states;
- NGOs have a good knowledge about working and betterment of a local level, that is why NGOs can provide an informative assistance from the roots (Ibid.).

Concluding the examination of roles of NGOs in the Swedish state, it is worth mentioning that the Swedish government has been involved in the support and cooperation not only with welfare state but also with NGOs since the middle of the twentieth century. Since the start of this cooperation the non-profit sector attained a high level of progress, concentrating its activities on the development and democracy issues internationally and on the cooperation with governmental authorities in decision making on a national level.

However, during the past ten years the situation between Swedish governmental authorities, welfare state and NGOs has started to undergo certain changes. Thus Johansson (2007) argues that the reforms of social policy favour more the agreement between governmental authorities and social institutions, which are represented by different associations of employers, rather than between government and non-profit organisations. At present the role of the Swedish NGOs is predefined by the government more often as consultative or informative and rarely as expert (Ibid.). Since Sweden is a part of the European Union, it is predetermined that certain objectives of the European Union will be fulfilled by the Swedish state. Thus the objectives are preferably fulfilled through the Swedish state’s social institutions which represent the welfare state, but not through social NGOs, which increase their chances of influencing the state (Ibid.). Such an example shows that the Swedish welfare system has
more responsibilities in the state and takes care about different issues in comparison to social NGOs (Ibid.). The activities of Swedish NGOs are still not as widely-spread within the state as, for example, Ukrainian NGOs due to the fact that Ukrainian NGOs currently perform the biggest part of the welfare state’s mission.

7.3. The roles of NGOs in Ukraine and Sweden: similarities and differences

Continuing the discussion about the NGO structures in two countries Ukraine and Sweden, it is necessary to compare similarities and differences in the roles of NGOs in the political and social spheres of the states. The study of the Swedish case showed that the non-profit or the “third sector” often plays a cooperative role for the governmental sector especially when it comes to decision making in the social sector. In the Ukrainian case it would be worth mentioning that the situation in the non-profit sphere and its interaction with the governmental sector started to become shaky before Ukraine gained its independence. Being a part of the former Soviet Union, Ukrainian civil society including NGOs as its integral part, faced with many challenges from the authoritarian political regimes (Pojidaev, 2007). For a long time there was a significant alienation noticed in interaction between Ukrainian civil society, politics and the non-profit sector. The reason for it consisted of the shortage of political communication. In addition the above mentioned interaction lacked the necessary informative resources and clearly introduced ways of successful cooperation. It can serve as a main reason why the ways of functioning and the role of the “third sector” for the state are so different in Ukraine and in countries with long traditions of democracy and a strong economic sphere (Ibid.).

When it comes to the estimation of the role of NGOs in different sectors in Ukraine, there are a number of issues arising. Thus among them there are issues regardless of the aptness of the NGOs’ activities and their capability to represent the interests of the state and civil society in current conditions of the Ukrainian political sector rather than the interests of certain political forces (Ibid.). In the case of Ukraine the parties have a dominant character, especially if they remain in power for a long period of time and the issue of “democracy” is limited by the voting (Ibid.). Consequently the NGOs have a mission of active involvement of the citizens into civil life and cooperation, at the same time maintaining democracy. There is a tendency that many NGOs become subordinated in relation to the certain political direction. This
occurrence is typical for many countries of transition, where the economic and political legislation have a weak position (Ibid., p.32).

According to Counterpart research in 2006 about the interaction of NGOs in Ukraine and state structures, there are “over 50% reported having such contacts on a weekly or at least monthly basis, with 17% reporting daily interaction.” (Stewart 2009, p.9). On the other hand the Ukrainian non-profit sphere now performs number of tasks which are supposed to be the responsibilities of the welfare state. Unfortunately the welfare state has rather inactive involvement in this sphere. Thus, the most common areas for 2006 where the non-profit organisations were active in Ukraine are: “children and youth (45%); resolving social issues (38%); human rights (31%); civic education (28%)...” (Ibid., p.8).

The question of financing remains an issue of importance for the biggest part of NGOs in Ukraine. In most of the cases non-profit representatives are dependent on foreign donation. There were many Western countries which appeared as donors in early 1990 due to the interest in democracy promotion (Ibid.). It seems that the financial support from foreign organizations will remain an issue in Ukrainian NGOs for at least several coming years. Since a few years ago there have been representatives from the Ukrainian business sphere starting to contribute financially to the development of NGOs’ activities. In most cases there is still a profit behind such “support”, which is directed to the improvement of image and that is why the Ukrainian business donators are selective in which projects to support. Thus the cooperation with donors is one of the most important questions for NGOs in Ukraine.

Being guided by the above-mentioned information about the NGO structures in two countries, Sweden and Ukraine, it would be necessary to mention two organisations involved in the project of investigation on violence prevention in Ukrainian schools. The Swedish project’s participant is represented through the Swedish branch of the international organisation Save the Children. Save the Children Sweden is one of the biggest NGOs in Sweden which represents a “classical example” from the Swedish non-profit sector. According the above-mentioned material about the interaction of Swedish NGOs with governmental structures and their mutual support, it would be worth mentioning that one of the donation’s parts is coming to Save the Children from SIDA, which supports organisation’s projects (Ibid.). The project’s topic on violence prevention in Ukrainian schools was chosen knowingly as Sweden has a
successful history in working upon this issue. Especially after the official law on child’s corporal punishment prohibition in Sweden in 1979 and the School Act against bullying in 1998 there was noticed the significant progress in attitudes towards such problems in school environments in Sweden (Source: Save the Children Sweden).

In Ukraine on the other hand, the problem of violence prevention in schools’ environments was not widely recognised until recent years. Thus, by participating in the project on violence prevention, Ukraine got a chance to work upon the recognition and understanding of the necessity of how to overcome this issue. The Ukrainian project’s participant is represented by Women’s Consortium of Ukraine, a non-governmental association, which was created by women’s NGOs. The reason of the successful history of cooperation with international partners and donors from previous years played therefore a significant role for the above-mentioned NGO to get support from Save the Children Sweden for the project on violence prevention (Source: Women’s Consortium of Ukraine).

In the course of this part there were analysed such aspects as the role of the welfare state in the two countries participating in the project on violence prevention in Ukrainian schools—Sweden and Ukraine, NGO structures in two countries and a brief description of the relevance of the two organisations to the above-mentioned theoretical frame.
PART III

8. RESULTS

This part will discuss the content of the qualitative research, which was conducted in order to analyse an international cooperation project on violence prevention in Ukrainian schools. As mentioned in the previous parts, this project is jointly carried out by two NGOs: Women’s Consortium of Ukraine and Save the Children Sweden. The part will thus firstly provide some background information on the project and on the two NGOs involved. In order to verify to what extent the project represents a case of policy transfer, the part will provide information, collected through interviews and questionnaires with individuals of the aforesaid Swedish and Ukrainian NGOs involved in the project. Details about the criteria which were followed for the compilation of thematic questionnaires will be also provided.

8.1. Background of the project

The project on violence prevention in Ukrainian schools or “Poperedjennya nasullya v Ukraini” (in translation from Ukrainian) which is under investigation throughout the presented Master’s thesis, consists of a three-year strategy which is directed towards the improvement of the situation of violence and bullying in the school environment in Ukraine. The project points to the addressing of the issue of violence and its different forms in schools, which will also involve pupils and educational staff. The stability of the project and its implementation is assured by the umbrella organisation Women’s Consortium of Ukraine and a number of regional NGOs-partners in four Ukrainian oblasts (“oblast” -- an administrative division or region in Russia and the countries of the former Soviet Union), who are active in the area of informal education of professional staff and youth in Ukraine (Source: http://en.wikipedia.org/wiki/Oblast). The project on violence prevention is implemented with financial and expert support of Swedish NGO Save the Children Sweden. From the beginning of the project’s implementation Women’s Consortium of Ukraine (WCU) indicated some NGOs who were active in the four following pilot areas in Ukraine: Vinnysia region, Kirovohrad region, Kyiv region and Cherkasy region. Vinnysia region is represented in the project by the regional NGO partner “Pani Vsesvit”, Kirovohrad region is represented by Kirovohrag children’s environmental organisation “Flora”, Cherkasy region is represented by
the coalition of youth NGOs “Young Cherkasy” and Kiev region is represented by Women’s Consortium of Ukraine.

The implementation of the project includes schools from urban as well as from rural areas in four chosen pilot regions. The active members from the NGOs play roles of implementers of the project and they are directly involved in the work with pupils and school teachers. The work and project’s activities correlate with the needs which the involved target groups have. The groups’ needs were identified with the help of preliminary analysis in the involved schools, which was conducted at the beginning of the project on violence prevention. Among the project’s aims, defined by WCU and Save the Children Sweden, it is necessary to single out the following:

- To find out the ways of addressing the issues of bulling and violence in the school environment and to identify the needs of the audience of professionals and pupils;
- To introduced new methods for the school professionals which are based on the identified needs;
- To make the professionals and pupils aware of the problem of violence of all types as well as bulling in the school environment;
- To elaborate the necessary skills and knowledge in order to prevent the further circulation of violence and bulling within the schools;
- To spread the information about violence prevention in schools for the common audience so the recognition of the problem will rise;
- To support and empower the involved NGOs for the further trainings activities in the area of education.

The project’s focus is directed first of all at pupils and teachers and therefore their active involvement and participation in the project’s activities are highly encouraged. During the first project’s stage there was conducted an analysis of the general situation of violence and bulling in schools of four chosen pilot areas in Ukraine. The analysis’ results became a ground for common discussions with pupils and teachers. The second stage embraced the series of trainings for the teaching staff and the NGOs’ leaders from the pilot areas. The
training activities are directed at support for teachers to identify their places in violence circulation in the school environment. The schools also were offered to start to work upon their own plan of actions, directed on the neutralisation of the violence and bullying problems in participating schools.

Thus, being guided by the conducted activities, the project’s implementers aim to develop the model on how to work in order to prevent violence in the school environment in the pilot areas so these materials can be used further by the schools in the other regions. According to the information, which was provided by WCU during the analysis of the situation on violence prevention in chosen schools, there is training for pupils included in the project’s plan. Also, there are educational materials developed for the wider population which is not involved in the project and informational materials and hand-outs for pupils, which are currently under design. With the help of these recourses the information about the issue of violence in schools and its prevention will be spread beyond the bounds of involved pilot areas and schools.

Currently the project on violence prevention is positioned at the third stage and the last year of its implementation. Since the problem of violence in Ukrainian schools is still not widely recognised (at least compared to Sweden) and teachers and professionals have not already achieved in-depth knowledge and expertise in order to prevent pupils’ aggressiveness and other forms of violence, the stage of the experience exchange between NGOs and teaching staff started quite recently. For this reason activists of Women’s Consortium argue that it would be reasonable to prolong the activities of the project on violence prevention, as it will give a significant opportunity to develop knowledge and expertise within the abovementioned area.

8.2. Information about organisations

8.2.1. Save the Children Sweden
The creation of the NGO is dated 1919 with the initiation of activities by a social reformer in Britain, Eglantyne Jebb, who first attempted to create the movement against child’s poverty (Source: Save the Children). Among its numerous activities worldwide the NGO is involved in the promotion of the Convention of United Nations on Human and Children’s Rights. Save the Children Sweden is in active international cooperation with different children’s
organisations in the world. The Swedish branch of Save the Children is a member of the International umbrella organisation which is called Save the Children Alliance and is based in England. Alliance includes 29 organisation members in 120 countries all over the world. The International Board of Save the Children is divided into four Offices, which are focused on advocacy work with the European Union, the United Nations and the African Union (Source: www.savethechildren.se).

Save the Children Sweden is an independent organisation in terms of religion or politics. The involvement in the organisation has a membership character. The decision making process is carried out via common meeting, which takes place every second year. The district branches of the organisation elect representatives and the chairperson and the representatives of the national board are also elected at the same meeting (Ibid.). On the national level there are eleven regional offices with a head office in Stockholm. Every municipality in Sweden has local representatives of the organization and there are around 200 individuals in total, who are employed in the offices all over Sweden. The Swedish branch of the Save the Children divides its activities between the domestic program and international work (Ibid.).

On the international level the organisation represents eight regional bureaus. One of which is located in the Central-Eastern part of Europe and the other seven are located in the South (Onsander, 2007). These regional bureaus concentrate their activities in Africa, Middle Eastern countries, South and East Asia, Latin America, Central and Eastern Europe and in the Pacific area. In 2003 there was a Youth Association created for youth in frames of the Save the Children Sweden organisation and numbers nearly 7000 members (Source: www.savethechildren.se). In many cases the organisation can be defined in an international context as a humanitarian organisation like, for example, Swedish Red Cross, which takes part in humanitarian activities in the areas of catastrophes (e.g. the catastrophe in Haiti, etc.) (Onsander, 2007).

8.2.2. Women’s Consortium of Ukraine

Women’s Consortium of Ukraine is an association established by Ukrainian women’s NGOs with a focus on activities, supporting equal opportunities and rights for women and men and promoting children’s well-being. WCU plays a coordinative role in initiation and the conduction of a number of activities in such areas as law, education and equal access to
information, focusing on the prevention of domestic violence towards children and women, contrasting human trafficking, contrasting gender stereotypes and promoting equal rights and opportunities for women. Nowadays there are 32 Ukrainian NGOs which belong to WCU in many regions of Ukraine (Source: Women’s Consortium of Ukraine). The regional and local organisation’s members work independently. By having partners on the regional level, WCU conducts a coordinated work. The partners follow the common goals and usually have a responsibility for particular projects, monitoring etc. The organisation’s team consists of the board of Consortium, staff and independent experts, all of which take part in the decision making.

The main aim of WCU consists of finding solutions for topical questions in such areas as gender equality and the realisation of children’s rights through the advocacy activities and active cooperation with governmental organisations and NGOs as well as through the wide involvement of various institutions and local communities. At the national level WCU concentrates its activities on the monitoring of national or local politics regarding equal rights for men and women, improving the situation of Ukrainian children, supporting the implementation of practical solutions for social problems, the promotion of public discussions of the topical issues, the exchange of experiences and the cooperation with other NGOs. The projects and the other activities of WCU (e.g. the production of informative materials such as videos) are often developed in cooperation with (and/or with the support of) international as well as national partners, such as UNICEF, Save the Children Sweden, International Organisation of Migration (IOM) or Kyiv local state administration (Source: WCU).

8.3. Why violence prevention?
Currently the problem of violence and bullying is a topic of discussion for many pedagogues, social workers, politicians or NGO activists in many countries of the world. On the legislative level specific laws against different forms of violence against the maltreatment of children have been adopted in different countries. However, in the countries where these laws have been enacted, these social achievements have usually required time. The UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (adopted by the UN in 1984 in New York and ratified by Sweden in 1985 and Ukraine in 1986) and Convention on the Rights of the Child (ratified by Sweden in 1990 and Ukraine in 1991)
which was adopted by the General Assembly of United Nations became important instruments in the struggle against violence against children (Source: United Nations).

For a long time, in many countries schools have used violent methods in order to maintain teachers’ supremacy and order during the learning process as well as a tool of punishment for young troublemakers. Sweden was not an exception when it comes to a history of violence in schools. Moreover, for a long time, the teacher has been vested a right by parents in using corporal violence against pupils. For almost half of the twentieth century Sweden was under the influence of German authority and Lutheran belief and remained quite a poor agricultural country (Haeuser, 1992). The methods of the child’s upbringing were influenced by the religion and included regular lashing (Ibid.). Thus, until the second part of the twentieth century violence against children was common in Sweden not only at the school but also on the domestic domain.

In 1945 the Swedish Parliament promoted a debate about the termination of so-called “school code”, which implied the usage of violence to enforce discipline (Modig, 2009). After a number of discussions a ban on corporal punishment was introduced in schools in 1958 in Sweden, which became the second Scandinavian country after Norway, which introduced such a ban earlier in 1936 (Ibid.). When, in 1979, the International Year of the Child was established by the United Nations in 1979 Sweden banned corporal punishment and degrading treatment of children (Ibid.). More recently in 2006 an Act on The Child and Pupil Protection, which is also known as the Equality and Treatment Act, was adopted in Sweden. This act presumes a safe learning environment for pupils at school (Forsman, 2008). From this moment the Swedish schools are supposed to create an equality and treatment plan which will play a preventative role against bullying. The municipalities’ representatives from the children and education boards have a responsibility to help and follow the schools’ work on the prevention of all types of violence (Ibid.). A special Ombudsman for Children and Pupils was created in order to protect the interests of children and pupils (Ibid.). The word “ombudsman” is widely used in Sweden. Ombudsman (from Old Norse “umbodhsmadhr”--commissary) implies a person appointed by the government, who studies or investigates complaints by private persons in many cases against the government (Source: Oxford Dictionaries).
After the introduction of the Act on Child and Pupi l Protection, several universities in Sweden started a special program of education for school teachers who were working with the equality and treatment plans. As one of the Swedish informants, a public officer, puts it:

*You have to have a strategic plan how to prevent and stop bulling and discrimination and degrading treatment. So it became a governmental issue as it was in the legislation.*

The Swedish welfare system has always experienced many changes. The change from hierarchy to more horizontal interaction between the citizens and a state lead also to the equality between sexes (Kollind, 2002). It is also necessary to mention “the mental hygiene movement”, started in the middle of the twentieth century in Sweden. It has undoubtedly brought its influence into the new frame of the Swedish society development (*Ibid.*). Thus, one of the followers of the above-mentioned movement, the Swedish theology scientist and teacher Emilia Fogelklou, maintained that there should be introduced the innovative methods of child upbringing (*Ibid.*). These methods were meant to be based on the opportunity of cooperation, according to which the school teachers were supposed to change their images from the authoritarian to the liberal and democratic (*Ibid.*). Examining the abovementioned material, it is possible to observe that the child’s perspective in Sweden is an integral part of the welfare state. In the past Swedish parents had many responsibilities that today belong to the public sector (Britton, 2009). At the moment, the Swedish welfare state supports the family from the very beginning of the child’s life by providing special maternity care and then later on day care centres, primary schools and a free school education, which is covered in turn by tax financing (*Ibid.*).

All the above mentioned issues, as well as such an important fact as holding a neutral position during the war time, served to a certain extent the feeling of loathe against violence in Swedish society and the strengthening of its welfare state, supported by the motto “ballots not bullets” from the Swedish social-democratic stream (Haeuser, 1992).

Even though the Ministry of Education and Science of Ukraine approved in 2010 the regulation law, directed at the prevention of violence against children, the problem remains topical in the majority of Ukrainian schools (Source: [www.wcu-network.org.ua](http://www.wcu-network.org.ua), 2009). The recognition of the importance of the above-mentioned issue by governmental authorities is clearly evident in the materials, gathered by the activists of WCU during the analysis of the
situation of violence in Ukrainian schools in the preparatory phases of the project on violence prevention which is going to be analysed in the following pages (Ibid., p.41). The Ukrainian government acknowledges that violence against children occurs not only at school but also in other life spheres (e.g. in orphanages, during contact with law-enforcement representatives, etc.). Since children spend the biggest part of their time at school, the school environment can play an important role in the protection of children against violence. Despite the growing attention towards the problem of violence in schools, this problem seems to be still lacking studies and research. The teachers also lack the necessary information about the different forms of violence and bullying, preventive methods against violence in the school environment and in many cases they do not realise the definition of violence to a complete extent. Due to the vertical hierarchical scale in Ukrainian society, the expression of aggressive behaviour in schools can be also understood as a consequence of the high competitiveness in the system in order to earn teacher’s favour and get higher grades as other class-mates (Savelyev & Salata, 2009).

The Consortium’s initiation of conduction of the project on violence prevention in Ukraine was approved and supported by the organisation Save the Children Sweden (resource: WCU). The issue of violence in schools is highlighted by the number of mass media publications as well as by reports on Ukrainian national television channels which paid an increasing level of attention to this previously neglected topic.

**8.4. Violence prevention in Ukraine: the origins of the project and how it functions on both sides**

The origins of the project of violence prevention in Ukraine has its roots in the previous cooperation between WCU of Ukraine and Save the Children Sweden, which started in 2008 in a context of common interests and involvement in the project on trafficking together with the Council of the Baltic Sea States. Nowadays the Council of the Baltic Sea States is one of the Women’s Consortiums partners in the cooperation on human trafficking prevention and sexual exploitation of children on the Internet. The Swedish informant indicated that after mutual involvement in the activities against trafficking, Save the Children Sweden visited Ukraine with an aim to discuss with WCU, representatives from UNICEF and Ukrainian Parliament the issues of children’s rights. The negotiation of Save the Children Sweden and WCU continued which grew into the support of ideas from the Ukrainian side about the
project on violence prevention in schools. Previously Save the Children Sweden started to support analogous projects in the Baltic Sea region and in particular the project “Friends Across Borders”. In the self-completed questionnaire one the informants from Ukraine indicated the origins of cooperation between the two organisations in Ukraine and Sweden from the Ukrainian perspective:

The idea of working with schools appeared from the Swedish side. We had a choice in cooperation with them on the issue of child trafficking prevention or on the issue on violence prevention. Due to the fact that the second problem seemed for us more wide-spread and topical, we made our choice for the sake of the second problem.

Thus the initiation of the project can be explained by the social necessity of raising the issues of violence prevention among schools’ professional staff and pupils in Ukraine and making the society aware of the lack of recognition the problem of violence. According to the fact that the existence of the similar project “Friends Across Boarders” in the Baltic Sea region, which has many issues in common with the project on violence prevention in Ukraine, it is possible to observe the idea that the same project could be reproduced in other countries. Consequently the gaining of new experience and the improvement of the previously derived knowledge in the field of violence in the school environment can serve also as a reason why the project should be implemented.

The Swedish program officer holds a similar opinion with the previously mentioned Ukrainian informant. In the face-to-face interview, the Swedish informant maintains that it was Save the Children Sweden who had the idea about working with issues on violence prevention in schools. Moreover the abovementioned Swedish informant adds that there is a partner meeting that takes place every year in Sweden that has an aim to share the ideas and to discuss the coming year. The program officer continued that part of the organisation’s focus consists of uniting people and organisations through the partner meeting. The participants can inspire each other, which provides the grounds for many new projects and the project on violence prevention in Ukraine could be one of them.

Currently the project on violence prevention in Ukraine undergoes its third and the last stage. In comparison to Ukraine, where there are four NGOs in four different Ukrainian regions
involved with a coordinative role of WCU which is also a part of these four NGOs, the quantity of the actors in Sweden who participate in the same project, is much lower. Namely there is a program officer from Save the Children Sweden at the regional office for Europe and the representative from Save the Children Sweden, who is responsible for the program for the whole Europe. As well as the project in Ukraine, the program officer at the regional office for Europe is also responsible for the abovementioned project “Friends Across Boarders” in Estonia, Latvia and Lithuania. The Swedish informant public officer feels that having the necessary organisational and fundraising knowledge gives Save the Children Sweden an opportunity to involve into the cooperation different experts on the projects issues, which are not necessarily the members of the organisation. Thus, recently there were two independent experts involved in the project of investigation: the representative of one of the Swedish municipalities, who is responsible for the development and adaption of special plans of actions, directed on the prevention of discrimination and insulting treatment and Ombudsman for Children and Pupils (Sweden). With such an example it is worth noticing the roles of the Swedish NGOs as governmental agents and the role of the civil society in Sweden (Onsander, 2007). The creation of the Child and Pupil protection Act in 2006 came on the level of legislation, as the Swedish informant public officer mentions, so the government began actively to work on introducing the Act and plan strategy on prevention of discrimination and insulting treatment:

*You had to have strategic work. So the National Agency of Education had workshops, courses and lectures.*

It is possible to single out that Save the Children Sweden participates in the development of the policy of the government. In the case of the international cooperation project in Ukraine, Save the Children Sweden recruited professionals with a specific knowledge of violence and bullying from the Swedish state authorities. The cooperative character of the activities of the Swedish NGO towards the government allows the reader to observe the direct interaction of Save the Children Sweden with the government. In addition, one part of funds comes to Save the Children from SIDA. The Ukrainian informant maintains that

*Save the Children Sweden provides financial and consultative help in the project’s implementation. With the help of Swedish parents there was gathered a range of experts,*
It is important to underline the different number of participants from the two countries. According to the abovementioned information, the Swedish NGO plays here a role of the donor and a “guide” in the further steps in the project by providing consultants’ or experts’ expertise in the field of violence and bullying in Swedish schools. Furthermore Save the Children Sweden plays the role of a certain link between WCU and international activities in the issues of violence prevention. One of Ukrainian informants maintains that:

*Save the Children Sweden facilitates our participation in thematic international events and activities and assists in making contacts with parents from other countries.*

Still, some contradictory opinions emerged when the respondents were asked to analyse the roles of both organisations in the project. The previous information about the choice to develop this project in schools, mentioned by the Swedish respondent, seems to be supported by the head of Ukrainian NGO. Thus the head of Ukrainian NGO maintains that:

*At the beginning of the project Save the Children Sweden was planning to expand their activities in Ukraine. It was a strategy of the Swedish organisation.*

On the other hand, the Swedish informant program officer stressed the fact that Save the Children Sweden cannot be really considered as the project’s implementer. The same informant continued that Save the Children does not control all the project activities of WCU. On the contrary, the Swedish organisation agrees with the WCU in its ideas and funds them. The abovementioned informant adds that the ideas about the project were developed as a result of the mutual cooperation with a significant contribution from WCU. Thus there is the first sign of the different perception of the project by two countries that appears in the course of investigation.

After studying the project’s origins and its functioning from the Ukrainian and Swedish sides it is necessary to proceed to the results of the other self-completion anonymous questionnaires, filled in by Ukrainian key-informants.
8.5. Self-completed questionnaires: the view from Ukraine
The self-completed anonymous questionnaires, which were distributed via electronic post were prepared and completed in Ukrainian and then translated into English for the analysis. The questionnaires for the Ukrainian representatives were divided into five sections: individual information, individual view on the situation on violence prevention in Ukraine, information about the project, expectations and the fifth section represented the project’s mid-term assessment. All the sections were somehow connected to each other in order to gain better understanding about the project.

Thus the first section contained the questions about the participants’ roles in the NGO WCU and in the project and any professional experience in the field of violence prevention. This section was especially helpful for the final analysis as the audience of participants was rather diverse and included representatives from the non-profit Ukrainian sector, school authorities and participants who joined the project recently on a volunteer basis. The second section contained questions about personal reflections on the situation of violence prevention in Ukraine and the importance for Ukrainian NGOs to participate in such an international project. The third and the fourth sections were concentrated on the questions about the roles of the two NGOs from Sweden and Ukraine in the project, the awareness of cooperation between Sweden and Ukraine, the possibility for Ukrainian participants to know more about Swedish experience in the area of violence prevention in schools and the expectations from the beginning of the project. Finally, the fifth section contained the questions about the project’s stages, the experience derived till the present moment by the Ukrainian and Swedish sides and the innovativeness for the Ukrainian context. The completion of the five abovementioned sections from the anonymous questionnaires helped to get a comprehensive view of the opinion of the Ukrainian participants on the project of investigation as well as the general perception in the situation of violence prevention in Ukrainian schools.

8.6. The awareness about the project of investigation and the situation on violence prevention in Ukraine
Among the informants from the questionnaires there were all who were involved in the current project. Apart from the representatives from WCU and its regional partner organisations, there were also present such informants as school psychologists, school directors and social trainers. The prevalent part of the informants mentioned that they have
previous professional experience with the issue of violence prevention. These informants represented the school authorities and agreed that the first time they faced the violence was during the time studying at school or at the beginning of their professional activity in the school environment. Such facts show that the problem of violence in Ukrainian educational institutions prevails for a long period of time, as for example one of the Ukrainian informants indicated about her first experience of violence in 1970 while being a student herself.

All the informants showed dissatisfaction with the current situation of violence prevention in Ukrainian schools. Among different factors, such as general lack of trust towards pedagogues or the aggressive social environment outside schools and, above all, the lack of recognition and understanding of the problem of violence by teachers. The latter factor was prevalent among the participants of the questionnaire. Not all Ukrainian teachers are ready to recognise the problem, as one Ukrainian school psychologist puts it:

*I see that situation in schools is rather complicated and pupil’s personality is not accepted. Moreover children experience violence more from the teachers, rather than from other pupils.*

The deficiency of the recognition of violence is frequently mentioned: “*Some violent acts are considered to be a norm in Ukrainian schools*”.

The Swedish informant public officer assumed during the interview a low level of willingness to change the teachers’ attitudes in Ukrainian schools and the lack of interest in changing the format of classroom activities, which is noticed by the enthusiastic teachers and headmasters the informant has been working with. As a reason she mentioned the presence of the vertical hierarchy in the Ukrainian educational system, which is a remnant of the former Soviet Union. Also the same informant stressed the importance of cooperating with the universities in frames of the project of investigation, as universities provide the pedagogical staff and social workers and will thus help to avoid the exclusive circle. The Swedish interviewee, a public officer, feels that the cooperation with parents in the context of the ongoing project can play an important role:

*[Schools] have to cooperate with parents who actually exist, not with the parents that*
Such a suggestion can be explained by the more horizontal character of Swedish society compared to Ukraine. This structure concentrates more on the cooperative work and the discussion of decisions with all participants of the institution or a company before their implementation, which is the opposite of Ukraine (Lewis, 2000). In this respect, it is worth mentioning that the project on violence prevention includes in its strategy neither the involvement of the universities or the active work with parents.

The issue of the possible borrowing of experience from Ukraine by Sweden was highlighted in the self-completed anonymous questionnaires. Thus all Ukrainian informants assumed that the experience from the Ukrainian project on violence prevention can be used by Swedish counterparts as an experience of positive cooperation. Two Swedish interviewees indicated that the importance of cooperation between countries lies in the exchange of ideas and experience. However there were Ukrainian informants who could not provide clear information about the choice of Save the Children Sweden for Ukraine or how the cooperation between the organisations started, which can mean that there was not a high level of awareness on some of the project’s main points. On the other hand, the Swedish interviewees, who took part in this Master’s research, became aware about the situation of violence prevention in Ukraine only since involvement in the project. These two facts from empirical data, derived from Ukrainian and Swedish informants, suggest that there is a scarce level of communication between representatives from the two countries, which can be explained by a significant gap between national contexts of Ukraine and Sweden.

It is necessary to single out that Swedish informants during the interviews often draw a line of comparison between Ukraine and the countries of the Baltic region relating it to the issue of the common historical background. Having been involved in the project on violence prevention in Baltic States, the Swedish program officer explained such a comparison in a way that if there is a similar problem in different countries, it becomes possible to connect the countries with the help of such a problem. The other Swedish informant public officer mentioned during the interview that through the work with Lithuania in the project on violence prevention it became possible to get to know WCU. Consequently it might seem that
the previous strategies’ of the cooperation with other Baltic States were meant to be applied by the Swedish partner organization is Ukraine.

8.7. The role of Save the Children Sweden in achieving results. Expectations of two countries

Since the project started in 2009, some results have already been achieved by the cooperation between Save the Children Sweden and WCU. Firstly, as the head of the Ukrainian NGO indicates, it has been possible to promote contacts between the schools and the NGOs involved in the project on violence prevention. Secondly, it became possible to produce informative materials for the children and their parents. Thirdly, as a consequence of the international cooperation between the two organisations in the project, in 2010 the Ministry of Education and Science of Ukraine approved the regulation about activities, directed at the prevention of violence against children as it was previously mentioned in this chapter. This fact is very important and shows the acceptance of the WCU activities by the Ukrainian government. Moreover, the Swedish informant the program officer also stresses the recognition of WCU and the fact that there is a meeting at the conference of the Council of Europe about violence at schools, planned in the context of her business trip to Ukraine in May 2011. Owing to the facilitation of Save the Children Sweden, WCU will participate in this conference and present together with the Swedish NGO the ongoing project on violence prevention. Additionally, according to abovementioned Swedish informant, there will also be similar projects on violence prevention from Baltic States presented by Save the Children Sweden in frames of the same conference. Fourthly, WCU broadened its activities, contacts and cooperation, which contributed to the creation of a good image of the organisation as a valuable partner.

However, Ukrainian informants agreed in stressing that there is still a significant amount of work to be done in achieving the necessary expertise to develop a “model” of violence prevention in Ukrainian schools. The Swedish informants frequently mention the Swedish model or plan, based on the Swedish Equality and Treatment Act. Such a plan can “guide” the teachers on how to prevent the problem of violence, discrimination and bullying in schools and can help to support the cooperation in the same field. Thus, the Swedish informant, the program officer, stresses that everything is concentrated around the plan to prevent violence and bullying in schools. Most Swedish schools already have such plans on their agenda. The
Swedish program officer mentions that Save the Children Sweden supports the schools with the planned development and the same work is started on different levels in other countries. Further on the same informant adds that in order to promote the ideas about the abovementioned school plan, for instance in Ukraine, it is necessary for Save the Children Sweden to have Ukrainian counterparts.

8.8. The final assumption

There is an important fact which should be taken into consideration when analysing the project and verifying to what extent the project represents the case of policy transfer. This fact implies the ongoing statement of the project on violence prevention. There are two stages done and the project now undergoes the third stage. That is why, at the moment, it can be rather early to make a final decision and to identify to what extent the project represents the case of policy transfer. Nevertheless the assumption can be made relying on the two completed project’s stages and the derived results. Comparing the context of the organisations of Ukraine and Sweden, it is possible to observe the key factor which lies in the difference between the roles for the states. Behind the mutual cooperation between Save the Children Sweden and WCU it is possible to see how civil society, which is represented by NGOs can affect the policy making process in different ways.

For example in the case of the Swedish NGO, Save the Children, the organisation not only cooperates with the government but also plays a role of a “transmitting belt” between the government and society. Thus the activities of this organisation might also involve the governmental level. In the example with the promotion in Ukraine of the abovementioned school plan, based on the Swedish Equality and Treatment Act, the NGO Save the Children thereby represents the Swedish government and transmits what was adopted on the Swedish governmental level. Comparing the activities of the NGO Save the Children Sweden on the national level, it is possible to observe that the NGO plays a similar role for Swedish society, for example the NGO supports Swedish schools with the school plan development, as the Swedish informant, the program officer, mentioned before. Thus, it is necessary to single out that the activities of the Swedish NGO have more coordinative and supportive character as its representatives have a professional organisational and fundraising knowledge. But when it comes to a particular sphere, for example the sphere of violence prevention and bullying, the
NGO Save the Children Sweden engages specific experts on the topic who can also represent the government.

Even though the two organisations in Ukraine and Sweden, who are considered to be the project’s main actors, have the same status of NGOs in civil society, they have different roles in the state. In Ukraine NGOs have a more important role for society due to their active engagement in many social issues, which initially are the obligations of the welfare state in other countries, for example Sweden. Their cooperation with different organisations, especially on the international level, gives to Ukrainian NGOs a great opportunity to get informational and financial support as well as the ground for exchanging ideas and experiences. In the example of the investigation of international cooperation between Save the Children Sweden and WCU, which is based on the qualitative research, it is possible to observe the occurrence of a particular exchange, where the first country, the sender (Sweden) is willing to export the experience to the second country, the receiver (Ukraine), which is willing to accept this experience.

Hence on the present stage of the project on violence prevention it is possible to notice the sign of policy transfer and in particular lessons-drawing with its “adaptation” sub-group. This typology of policy transfer process was described in detail in the first part of the presented Master’s thesis. The lesson-drawing “adaptation” can be used to describe the cooperation between Swedish and Ukrainian NGOs, since the Swedish model of intervention against violence, discrimination and insulting treatment was attempted to be introduced to Ukrainian counterparts but, at the same time, it needed to be adjusted to the characteristics of the Ukrainian context. Moreover the deeper examination of the Ukrainian context is needed when introducing the Swedish model to its Ukrainian counterparts. In the example of the speech by Indian economist and Nobel Prize winner Amartya Sen, it is possible to observe the consequences which can be caused by a lack of knowledge and experience about the other national context (Source: New Humanist). Thus in his speech Amartya Sen presents a criticism to the work “The History of British India”, which is written by Scottish historian and economist James Mill (Ibid.,p.51). Moreover, Amartya Sen stresses the shortage of Mill’s experience of the Indian perspective due to the fact of the author’s non-visit to the country of investigation. In fact the character of “The History of British India” became influential and affected the decisions of United Kingdom towards the Indian colony (Ibid.).
The question about the suitability of the Swedish model against violence prevention for the Ukrainian context can be questioned during the investigation of the project between Sweden and Ukraine. It is extremely important to take into account the socioeconomic contrast and historical differences not only between Sweden and Ukraine but also between Ukraine and Baltic states, which was generalised by the Swedish informants previously in this part.

Having two totally different national contexts, Ukraine and Sweden nevertheless have a similarity, which consists of the societies’ homogeneity: the prevalent parts of both societies consist of ethnic population. By 2010 there were 14.3% of inhabitants in Sweden, who were born outside the country (Source: Wikipedia). In Ukraine the number of native Ukrainians by the year 2002 made up 77.8% of the population (Ibid.).

Analysing the self-completed anonymous questionnaires, completed by Ukrainian participants, it is possible to single out that many informants indicated a big importance of Save the Children Sweden for the project not only in providing the consultative help, but also in terms of donating to the project. Most of the Ukrainian informants mentioned the necessity of the project’s extension. It can be explained first of all by the necessity of a more intensive experience exchange and a more active process of raising awareness among educational staff, which still goes rather slowly. It is understandable as the prevalent part of Ukrainian informants stressed that the project of investigation is innovative for the Ukrainian context of strategies on violence prevention in schools.

Swedish informants recognise in the interviews the crucial necessity of financial support, which is provided to Ukraine in order to support the ongoing project. The Swedish informant, the program officer, maintains that firstly Save the Children Sweden needs to see the necessity in the project’s extension and, if it is recognised, then the organization may start to look for the funds. The same Swedish informant adds that: “most likely there is a need to continue in all these countries.” By “all these countries” the informant most likely meant the Baltic States and Ukraine, where the similar projects were introduced. Here the binary way of thinking can be mentioned, which was traced during the interviews with Swedish informants. By “dividing” things into two “boxes” the binary way of thinking generally appears rather often in the different Swedish informational resources, e.g. articles or academic researches. This particular classification, which separates other countries from Sweden and differs due to
the economic or social factors, can be observed in the context of interviews with the Swedish respondents. Describing the Swedish experience, the Swedish informant public officer mentioned:

*When I came down I cannot tell about how it is should be done everywhere. I can say: “- We did it like this in Sweden”. We haven’t been occupied by Soviet Union, we have been in peace for two hundred years, we have high economic standard, we have rather equality different schools when it comes the country side compared to the city. But this is how we did it in our context.*

The same Swedish informant also relates the connection of the methods, which can be used in the country to the national context. Similar opinion holds the other Swedish informant, the program officer, and stresses that there is a government in Sweden, which acknowledges the problem and presents it on the legislative level. The same Swedish informant adds that after the problem is presented in the legislation, the NGO starts to implement it on a school level. Continuing the discussion, the Swedish program officer states that when it comes to the specific issues, the level of dealing with it is higher in Sweden.

An important difference between the roles of NGOs in the two countries can also be found in the above quotation. Thus Save the Children Sweden, in the provided example, plays the role of facilitator between the government and a civil society, activating and helping Swedish schools with the implementation of the plan. At the same moment, Save the Children Sweden actively cooperates with the government by organising the activities in the same field, conducting the advocacy work and involving experts from different areas on the governmental level. It can be seen in the example with one of the Swedish informant public officers who was involved in the project as an expert. This informant also maintains that Swedish NGOs can be supported financially by the governmental agency SIDA, but at the same time this agency does not decide the NGO’s agenda. The general trust in the state and organisations within it, which was established historically, can be singled out as a particular feature of Swedish society (Matthies, 2006).

In comparison to the Swedish case, the NGOs in Ukraine strive to be heard and to attract the attention of the government by its numerous activities, which belong in Sweden to the responsibilities of the welfare state. Performing the duties of the welfare state mainly on a
volunteer basis, the Ukrainian NGOs do not get appropriate consultative or financial assistance from the state, relying therefore on other national or international partners or donors.

9. DISCUSSION

9.1. Discussion of methods

The presented qualitative research is based on the triangulation concept. The usage of this concept let the author combine different methods of data collection within the qualitative research. Different types of qualitative research interviews were used in the course of writing the presented Master’s thesis. In particular, the presented qualitative research is based on a semi-structured face-to-face interview, a semi-structured Skype interview and self-completion anonymous questionnaires. All the above mentioned methods of data collection contained open-ended questions.

The aim of the conducted qualitative study consisted of collecting the necessary information, which could help to verify the availability of the process of policy transfer in the international project of investigation. Moreover the empirical outcome supported the theoretical description of the facts, related to the differences in the roles of the two NGOs from Ukraine and Sweden in the welfare state. The abovementioned methods, used in frames of the conducted qualitative research, were supportive in the study in terms of flexibility and helped to understand the social experience of the key-informants, which helped to prove the theoretical material used in the presented Master’s thesis. The presented empirical study belongs to the flexible design research, which can be characterised by the attention, which should be given to the following main stages, such as the purpose of the research, the theory, the research questions, to the methods of collecting the empirical data and to the strategy of sampling in order to get the needed outcome (Robson, 2002). The concepts of validity and reliability can be referred to when investigating the trustworthiness of the conducted qualitative research. The concept of validity helps the author to understand if the empirical outcomes correspond in reality to the issues, to which they are supposed to correspond (Ibid.). The concept of reliability implies the “stability of a measure”, which puts to question the feasibility of the same outcome in case of the repetition of the same research (Ibid.).
In order to measure the degree of validity in the presented qualitative research, it is necessary to refer to Maxwell’s typology of stages in qualitative research such as description, interpretation and theory (Ibid., p.54). The stage of description includes the necessity of such an important way of audio-recording of the data. The interpretation stage should also highlight the logical way, which was used to come to the particular interpretation and the justification of the steps, conducted from beginning to end of the entire study. The theoretical stage implies the clear explanation and analysis of the phenomena, which corresponds to the study and is supposed to be introduced in the theoretical frame of reference (Ibid., p.54).

Being guided by the abovementioned typology of validity stages, it is possible to notice that conditions of all three stages were observed during the entire presented Master’s thesis. Thus, the data from semi-structured interviews was recorded with the help of an audio-recorder and transcribed. Due to the fact that there was a limited amount of recorded interviews, there was no necessity to perform its coding. The stage of interpretation was expressed through the whole research by the use of the logical tracing of the root, which has lead to the final interpretation. The theoretical framework of the policy transfer process was chosen in connection with the international cooperation project. The role of NGOs is connected to favouring the exchange of ideas and experiences on the international level. The presentation of the role of two NGOs of Sweden and Ukraine in the welfare state supported the deeper understanding of the interaction of two NGOs within the project on violence prevention. The empirical data, derived with the help of semi-structured interviews and questionnaires, proved the author’s assumption about the involvement of the policy transfer process in the ongoing project under investigation. Thus the parts of theoretical frame of reference, the outline about two countries’ participants in the project, the different roles of NGOs in the two countries and the results from the interviews have one logical sequence. The empirical data is derived from reliable sources, as organizations such as Save the Children Sweden, Women’s Consortium of Ukraine and one Swedish municipality, which is also supported by a careful, responsible and honest way of conducting the research by the author of the presented Master’s thesis.

**Strengths**
Due to the usage of the concept of triangulation in the flexible design of the presented qualitative research, it is necessary to mention the appropriate level of validity of the derived qualitative data and the reliability of the sources, used for the collection of information and
the process of interviewing. The qualitative data was gathered from key-informants from members of two NGOs from two countries, Ukraine and Sweden. It gave a great possibility to compare different opinions of respondents from two countries on the same project on violence prevention, the role of the two NGOs in it and the attitudes towards the problem of violence in the school environment. Even though the questions for Ukrainian and Swedish key-informants were slightly reformulated due to the cultural and language differences, it did not impede the process of interview analysis and the comparison of a number of differences and similarities in the opinions of the Ukrainian and Swedish respondents. For example, the questionnaire for the Ukrainian informants focused more on the knowledge of Ukrainian participants about the role of the Swedish organization and its contribution to the project and the view on the violence in Ukrainian schools. The professional diversity of the Ukrainian respondents gave a possibility to look at the problem of violence in the school environment from different angles, as the participants of the self-completion anonymous interviews represented the school authorities, social workers, school psychologists and the activists of Ukrainian NGOs, involved in the project.

Among other strengths it is necessary to single out the high relation of the key-informants to the presented qualitative research. All the respondents were united by the common connection to the project on violence prevention, which also supports the study’s trustworthiness. Moreover, the choice of the relevant literature sources was done in connection to the theoretical framework of policy transfer process, the information about Ukraine and Sweden, the structure of their welfare sectors and the role of the two NGOs in it. The information was collected from official Internet sources, scientific magazines, relevant researches, databases and the library of Linneus University as well as from the scientific articles, provided by the supervisor of the presented Master’s thesis.

Weaknesses
Among the methodological weaknesses in relation to the results of the study it is necessary to mention the lack of effectiveness in such a method of data collection as self-completion anonymous questionnaires. Even thought the participants were assured by the complete anonymity of the distributed questionnaires, there were still several questions left without a reply. It can be also explained by the low level of motivation to complete what is admittedly rather long questionnaire. The weakness of semi-structured face-to-face interview and semi-
structured Skype interview consists of the possible technical defects, which can occur due to
the low Internet connection, such as during the conducted Skype interview or due to the
disrepair of recording devices.

The methods of data collection with its analysis and the strategy of sampling were suitable for
the presented study. The focus of this Master’s thesis was directed at the investigation of the
particular project on violence prevention and therefore the collection of information.
Qualitative research interviews and the concept of triangulation contributed to the study’s
flexibility. Due to rather narrow orientation of the empirical research on the project on
violence prevention, the sampling strategy allowed the fulfillment of the formulated goals of
the author, taking to consideration the brevity of time. The data for empirical research was
supposed to be collected from respondents who are related to the project on violence
prevention from Ukraine and Sweden. An attempt to keep a balance between selectiveness
and collection of all necessary information was undertaken, but due to an unequal number of
the actual project’s participants from Swedish and Ukrainian NGOs, the imbalance between
Swedish and Ukrainian samples did not go unnoticed by the author of the presented Master’s
thesis.

The project of investigation is still ongoing, which means that there is a low probability of
getting another result by using another sampling procedure, data collection method and
analysis method. Nevertheless if the project will be completed and the investigation could
start after a certain period of time, there could be conducted a longer observation and
interviews during the extended period in the field of study.

9.2. Discussion of results
The concept of the policy transfer process was chosen for the presented Master’s thesis for
several reasons. Thus the concept of policy transfer appeared to be the most useful when
analysing the framework of the project of international cooperation. Previously, to the
author’s knowledge, there were no studies conducted in order to investigate how the
international cooperation projects influence the exchange of experiences between NGOs. In
particular there were no studies undertaken in relation to the project on violence prevention
and the assessment of the representation of a policy transfer case in it. The focus of the
investigation also concentrated on the role of NGOs in international cooperation and the
exchange of ideas and experience. It helped to discover the features of the policy transfer process in the ongoing project on violence prevention and in particular the typology of lesson-drawing adaptation.

The fact that the ongoing process of the project makes the final assumption about the occurrence of the policy transfer process between Ukraine and Sweden is not to be final. Presently the project undergoes its third and last stage. The empirical data, which was gathered on the third stage of the project, served a supportive role in the connection between the concept of policy transfer and the difference between the roles of the Swedish and Ukrainian NGOs within the welfare state, which was presented in a detailed way in the previous parts.

Through the guidance of the theoretical framework of references, the outline of the two country participants in the project and the derived empirical data, it became possible to reason the most important findings. The presented case of the project on violence prevention can attract interest in the context of international debates on policy transfer. Firstly, the project is based on the involvement of two NGOs from different countries but not two governments. This fact can show the discrepancies in roles, which are played by two NGOs in the Swedish and Ukrainian welfare states and their relationship with the government. The derived empirical results supported the theoretical framework about the interaction of Swedish NGOs with the government. Thus it became clear that the Swedish NGOs in the example of Save the Children Sweden do not only cooperate on the same stage as the government but they also play a role of “transmission belt” between the government and a civil society.

Secondly the empirical data from the semi-structured interviews in frames of qualitative research provided the insight into the influence of the similar projects in the Baltic Sea Region and the role of Save the Children in the cooperation with other Baltic States. Such an influence affects the binary way of thinking and the impression of making a generalisation between Baltic States and Ukraine, which can be traced in the conducted interviews with Swedish respondents. Even though the abovementioned countries have a common similarity in their historical background and the influence of the former Soviet Union, there is still a necessity for deeper investigation of the Ukrainian context before the previous strategies of cooperation with the Baltic States are to be laid over the Ukrainian context.
Thirdly the conducted qualitative research provided the information about the certain difficulties of communication between the two national contexts of Ukraine and Sweden. This assumption can be supported by the scarce communication between the project’s participants from the two countries and a shallow understanding of the abovementioned contexts. Even though geographically the two states are situated not so far away from each other, there is a gap between socioeconomic, political and legislative achievements that can be observed. Moreover it is possible to single out the differences between the operation of NGOs and civil society in the two countries and the differences in how NGOs can influence and affect the policy making process in the two countries.

The model of violence prevention in the school environment, which was formed on the Swedish legislative level and is based on the Swedish Equality and Treatment Act and is repeatedly mentioned by Swedish informants, can be on the ground of policy transfer in the project on violence prevention in Ukrainian schools. In this example it is possible to observe that Sweden, in the project, has a role of a country which is willing to export the “product” through the exchange of experience and ideas and that Ukraine is open for such an exchange and therefore is willing to accept the “product”, i.e. a school plan of guidance on how to prevent the occurrence of violence, bullying and discrimination in school environment. One of the Ukrainian informants supports such an assumption by stressing that one of the project’s aims consists of the development of a model on violence prevention and its further spreading to other educational institutions. Moreover the empirical data of the presented qualitative study helped to discover the acceptance of the WCU activities in the project of investigation. It can be shown through the approval of the regulation about activities, directed towards the prevention of violence against children by the Ministry of Education and Science of Ukraine in 2010. Such an important shift shows the cogency of the project’s influence, supported by civil society. It also shows a project’s value, especially after taking into consideration the biased attitudes of Ukrainian governmental authorities towards the activities of the non-profit sector.

All the above mentioned factors were supportive in discovering the features of the policy transfer process in the project and in creating the assumption of the representation in international cooperation between Sweden and Ukraine regarding the typology of lesson-
drawing adaptation. The country provider is characterised by lesson-drawing adaptation as the bearer of the experience or examples of policies or programs. The country receiver can be either inspired by the programs or policies of the country sender, or to use or combine parts of programs or policies from different places (here can be presented as an example the influence from the similar projects on violence prevention in Baltic States). The country receiver can also use complete programs which are currently in use or imitate the examples of the country sender. The subtype of adaptation implies the adaptation of the Swedish model of violence prevention in the school environment in the form of a school plan, which is supposed to be adapted to the Ukrainian context.

To the knowledge of the author of the presented Master’s paper there were no previous studies done in the field of international projects’ cooperation with relations to the policy transfer process in the example of this particular project. However there are national reports on the situation of children and violence in Ukraine, which were conducted by a number of NGOs, including WCU, and were mentioned in the Introduction of the presented thesis. Such reports can provide the high quality assessments of the current situation of violence prevention in Ukraine, which can be used as a supportive official resource for future research. Nevertheless there was no information found in the reports as well as in the scientific Internet databases which can provide the profile of the project on violence prevention in Ukrainian schools between the two NGOs Save the Children Sweden and WCU with relation to the policy transfer process.

It is important to mention that the research, developed in the presented Master’s thesis, needs further investigation. The unfinished state of the project on violence prevention cannot provide precise results. The abovementioned assumption was based on the project’s results, which were derived from two organisations till the present moment or the third stage. So far it is not clear about the possibility of an extension of the project. In order to make the final decision about the representation of the policy transfer process in the project on violence prevention, it would be necessary to conduct an additional and deeper investigation after the entire completion of the project and its final assessment by Save the Children Sweden and WCU.
9.3. Conclusions

The presented Master thesis provided the analysis of the ongoing project on violence prevention between Swedish and Ukrainian NGOs, which currently takes place in schools in four Ukrainian regions. The analysis of the project was conducted with the aim to assess whether the international cooperation within the project represents a case of policy transfer. The study is based on the qualitative research, which was based on the concept of triangulation.

The project on violence prevention is still ongoing which means that it is too early to make a final conclusion about the possibility of the representation of policy transfer in the project of investigation. Nevertheless there is an assumption about an occurrence of a lesson-drawing adaptation type of policy transfer process in the international project, which was supported by the theoretical framework in combination with derived qualitative data, which confirmed the assumption. There are main features, formulated below, which strengthen the assumption about the occurrence of a lesson-drawing adaptation type of policy transfer in the project.

First of all there are differences, noticed not only in the roles of the NGOs from Ukraine and Sweden in the welfare states of their respective countries, but also in the process of interaction with the government. The Swedish NGO has an advocacy role and plays the role of a “transmission belt” between the government and civil society. The Ukrainian NGO, on the other hand, is more active and performs the duties of the welfare state, gaining at the same time the recognition from the governmental side. Secondly there is a neatly expressed role of a country receiver in the Ukrainian case and the role of a country provider in the Swedish case.

Thirdly the cooperation of Save the Children Sweden with Baltic States in similar projects on violence prevention shows that the project is reproducible in other countries. Finally, the Swedish model of violence prevention is to be adjusted to Ukrainian contexts according to its characteristics. It is supported by the fact that the model of violence prevention in the school environment (or school plan), which was formed on the Swedish legislative level and is introduced by the Swedish NGO Save the Children Sweden to Ukrainian counterparts, who aim to create a similar plan for Ukrainian schools and to spread it further to other educational institutions.
Currently the project on violence prevention undergoes its third and last stage. Since the start of the project in 2009 several results have been achieved. Thus, among positive sides of the project it is necessary to single out first of all the initiation of the consultative support, cooperative and coordinated work between Ukrainian activists of partner organizations on the regional level and on the international level between Save the Children Sweden and WCU. Moreover, the participation in the project on violence prevention gave WCU a possibility to get to know the experience in similar projects of Baltic States, which were or are coordinated by Save the Children Sweden. Besides, the project promoted the creation of the tight relationships between the pilot schools and the Ukrainian project’s activists, which makes it possible to see the reality of schools for the project’s implementers.

WCU also started to develop educational materials for the wider masses and informational materials on violence prevention for children. Owing to the international project between Swedish and Ukrainian NGOs, Swedish experience also became better known in Ukraine. Moreover, the project on violence prevention became innovative among other integrated projects on the violence problem in schools in Ukraine. Finally, the project’s activities assisted in the recognition of WCU by the Ukrainian government.

On the other hand, among the negative sides of the project, it is necessary to mention first of all the impression of the complications between the two different national contexts of Ukraine and Sweden and the way NGOs and civil society can influence the process of policy making. The deficiency of a deeper understanding of these two national contexts by the project’s participants (e.g. the deeper insight into Swedish context by Ukrainian participants is needed and vice versa) can also be noticed during the investigation of the project. Moreover the generalization of the national contexts of Ukraine and Baltic States, which participate in the common projects on violence prevention, was identified in the course of the empirical study. It can be related to the similar historical background from the former Soviet Union.

The official end of the project is planned at the end of the year 2011. Therefore only after this year it will be possible to create a complete and fully developed conclusion about the achievements and failures of the project as well as to conduct a broader and deeper research into the project’s relation to the occurrence of policy transfer.
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Шановні учасники та учасниці!

Мене звуть Іrina Міхновець і я навчаюся на програмі магістра з соціальної роботи в Linnaeus університеті в м. Вакхйо, Швеція. Я хочу запропонувати вам взяти участь в моєму дослідженні, яке є частиною написання моєї дипломної роботи. Моя дослідницька робота полягає в аналізі міжнародного проекту між Швецією та Україною з попередження насильства дітей в школі, який підтримується шведською організацією Save the Children Sweden та реалізується в Україні Всеукраїнською Громадською Організацією Жіночий Консорціум України.

Нижче ви знайдете питання щодо проекту з попередження насильства дітей в школі. Відповіді на питання анонімні і результати анкетування будуть оброблені відповідно до етичних правил написання дослідницьких навчальних робіт. Інформація щодо проекту та оброблені результати анкетування будуть доступними для наукового керівника дослідження та відповідного університетського штату співробітників університету Linnaeus.

Щиро дякую за співробітництво та допомогу!

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imino09@student.lnu.se

З повагою,
Ірина Міхновець

Індивідуальні дані

1. Визначте будь-ласка Вашу роль в організації, яка бере участь у проекті:

2. Якою саме є Ваша роль у проекті:

3. Чи працювали Ви раніше з темою попередження насильства дітей? Якщо так: де, з ким?

Індивідуальний погляд на ситуацію в Україні

4. Коли вперше Ви дізналися про проблему попередження насильства в шкільному середовищі?

5. Якою є Ваша власна думка з приводу ситуації з попередження насильства в українських школах?
6. Чи вважаєте Ви, що це є важливим для українських неурядових організацій щодо участі в таких міжнародних проектних співпрацях з попередження насилия? Якщо так, то чому?

7. Чи вважаєте Ви, що шведські партнери та партнерки можуть вивчити або запозичити для себе новий досвід з українських прикладів?

Інформація про проект

8. Уявіть, що Вам потрібно презентувати даний проект вийнятково новій аудиторії. Як коротко Ви б змогли описати його мету, наміри та місію?

9. Чи ви знаєте, як саме розпочалася співпраця між Швецією та Україною щодо проекту з попередження насилия дітей в школі?

10. Чи ви знаєте, чому саме було вирішено реалізувати даний проект в Україні?

11. Якою саме є роль шведської партнерської організації Save the Children Sweden у проекті?

12. Які саме інші організації, учасники та учасниці (окрім Жіночого Консорціуму України та Save the Children Sweden) сприяли визнанню цілей проекту?

13. Протягом здійснення проекту (попередні етапи) чи була в Вас можливість дізнатися дещо про шведські стратегії щодо попередження насилия дітей у школі? (напр. від партнерської організації Save the Children Sweden)

Очікування

14. Визначте будь-ласка Ваші очікування на початку проекту.

15. Якою Ви бачите важливість співпраці між неурядовими організаціями різних країн та організацій України (напр. організації, членом якої Ви є)?

Оцінка проекту (на теперішній момент)

16. Зазначте будь-ласка чи Ваші очікування щодо проекту здійснилися до теперішнього моменту.

17. Чого на Вашу думку досягла Ваша організація на теперішній момент, беручі участь у проекті?

18. Чого на Вашу думку досягла шведська партнерська організація на теперішній момент, беручі участь у проекті?
19. Будь-ласка вкажіть (принаймні) три прикметника, які зазначать Вашу думку про задум проекту (напр. ефективний, короткий і т.п)

20. Чи існують стадії / особливості проекту, які на Вашу думку потрібно змінити (напр. тривалість проекту)?

21. Враховуючи інформацію про проект, якою ви володієте, чи вважаєте ви, що проект був іноваційним в українському контексті стратегій щодо попередження насильства дітей в школі?

22. Враховуючи Ваш досвід роботи в цьому проекті, який внесок на Вашу думку міжнародне партнерство неурядових організацій може внести в тактику та стратегію іновацій?

23. Будь-ласка вкажіть чи хотіли б ви щось додати з приводу проекту з попередження насильства дітей в Україні, чого не було зазначено в питаннях, але є на Вашу думку важливим.

Дякую!
Dear participant!

I am a Masters student at the school of Social Work and Caring Science at Linnaeus University, Växjö. I would like to invite you to participate in research I am undertaking as part of my studies. My research project explores the case study of international project on violence prevention between Sweden and Ukraine, which is supported by Save the Children Sweden and Women’s Consortium of Ukraine.

In this questionnaire you will find questions regardless project on violence prevention. All questionnaire data will be treated with the utmost respect and will be stored securely. The identifying information (e.g. name, age) will be removed. However, information about the project, including questionnaire data, will be shared with the dissertation supervisor and other appropriate staff at the Linnaeus University. The copy of final dissertation resulting from the project will be provided to you after an official examination.

If you will have any further questions, please do not hesitate to contact me on following address:

imino09@student.lnu.se

Thank you for the cooperation!

Iryna Mikhnovets

Questionnaire

Individual background

1. Please indicate your role in the organisation “Save the Children Sweden”?

2. Please indicate your role in the current project on violence prevention in Ukrainian schools?

3. Did you work with violence prevention before? If yes: where, with whom?

4. Did you cooperate with foreign NGOs or work in foreign countries before? (If yes, please indicate which).

Project information
5. Please indicate if you cooperated with Ukrainian organisations before? If yes, which?

6. What served as a reason to start the project on violence prevention in Ukrainian schools?

7. Where and when you acquainted first with the situation of violence in Ukrainian schools?

8. Did you participate before in the same project on violence prevention in other countries? (If yes, please indicate in which)

9. Did the same or similar project on violence prevention take place in Sweden?

10. Please indicate why on your opinion it is important for Ukrainian organisations to participate in this project?

11. Please indicate what do you think you can learn from cooperation with Ukrainian organisations in this project?

12. Which issues do you think you can use from Ukrainian example in Sweden?

13. Do you know how the cooperation between Swedish and Ukrainian partners started? (If yes, please indicate how)

14. Please indicate which has been the role of the Ukrainian partner organisations in the project?

15. Please indicate which other organisations and actors (besides Save the Children Sweden and Women’s Consortium of Ukraine) contributed to the definition of the aims of the project?

16. During the implementation of the project (two stages) did you have the opportunity to get to know something about the Ukrainian own strategies of violence prevention in schools (e.g. from the Ukrainian regional NGO partners or school authorities)?

Goals and expectations

17. Please indicate briefly which aims and goals the project on violence prevention in Ukrainian schools has?

18. Please indicate which expectations did you have at the beginning of project’s implementation?
19. How do you see the importance of cooperation between NGOs of different countries and Save the Children Sweden?

20. According to the experience from the project on violence prevention you received so far, do you think to continue to cooperate with Ukrainian partners in further projects?

Project’s (mid-term) assessment

21. What on your opinion should be changed in the project on violence prevention, if it will be introduced in another country?

22. Please indicate if your expectations were met till the present stage of the project?

23. Which difficulties did you face till the present stage of the project if there are any?

24. What on your opinion Ukrainian partner organisation has achieved so far by participating in the project?

25. As far as you know, do you think that the project has been innovative in the Ukrainian context of violence prevention strategies? If yes, in which way?

26. Against the background of your experience in this project, how do you think international cooperation of NGOs can contribute to the innovation of policies?

27. Which other actors in Ukraine according to your opinion can be involved in the project on violence prevention?

28. According to your experience, do you think that this project will encourage Ukrainian organisations and schools’ authorities to continue or to develop further the project’s idea?

29. Which cultural differences on your opinion served as negative and positive factors in the project’s implementation?

30. Do you think there is a need in the project’s extension? If yes, why?

31. Please indicate which aspects of the project’s content were hard to apply? Why?

32. Please indicate if there is anything else about the project that these questions did not cover and that is worth mentioning.

Thank you!