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Social work with orphans in Vladikavkaz, Russia

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Declaration

I, Milana Dziova, declare that this thesis is a result of my research investigations and findings. Sources of information other than my own have been acknowledged and a reference list has been appended. This work has not been previously submitted to any other university for award of any type of academic degree.

Signature.....

Date.....

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Abstract

The modernization of Russian society at the turn of the XX-XXI centuries gave rise to a complex set of social problems, the most painful among which were the problems of social insecurity and mass child neglect. It is obvious that the mass child neglect is not only evidence of the humanitarian catastrophe of the collapsing social systems, but also the inevitable "child disease" of any nascent disaster. From this point of view, the study of the experience in solving social problems is not only natural, but also relevant. An important aspect of the adaptation of orphans in society-the level of its preparation for independent life, namely household and social adaptation. For Russian children coming out of boarding schools and orphanages, this is almost the most important problem of life. State guardianship relieves pupils of their institutions from any habit of self-sufficiency, positioning themselves in society, communication with new people.

The given study is going to explore the barriers that the orphaned children have to overcome in order to successfully socialize and avoid vulnerability in the capital of the Republic of Northern Ossetia (Alania), Vladikavkaz. The investigation and understanding of this problem is urgent in order to be able to give recommendations on the improvement of ongoing practice.

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Chapter 1: Introduction

United Nations International Children's Emergency Fund (UNICEF¹; Raykhman 1946) gives the definition of an orphan as a child having lost either one parent or both. According to the definition it was estimated that in 2005 there were more than 132 million orphans in Asia, Africa, Latin America and the Caribbean. This data refers not just to the children having lost both parents, but also to those having lost either a father and live with a mother or those having lost a mother and live with a father.

Of those 132 million orphaned children, 13 million have no father and mother. It is estimated that most of children-orphans live with a grandparent, or other member of the family and the prevailing majority - 95 per cent of all the orphans are over five years old.

However the given definition contrasts with the notion of orphan accepted in many developed countries, where only a child who has lost both parents is qualified as an orphan. The broader definition was adopted when the pandemic of AIDS began in the middle of the 1990s and millions of people died having left their children without parental care (without one parent or both of them). Thus the terms a 'single orphan' (the loss of one parent) and a 'double orphan' (the loss of both parents) was put into practice to reflect this alarming situation.

And answering the challenge UNICEF produced an analysis of wide population household surveys covering 36 countries. This global analysis aimed at comparing the ongoing conditions of orphans expanded the study and looked into the various factors that prevented children from having a normal and tolerable quality of life. Among the factors there were revealed the wellbeing of the family (poverty level), the relationship of the children with the head of the family, education level of the parents or other guardians of the children in case the children live with their families.

It is believed in UNICEF's that this project would help identify both children and their families in any case – if this term comprises living parents, grandparents or other relatives taking care of the children who have the greatest need for the support (UNICEF 2015).

In order to understand the etymology of the term we have addressed the Etymological dictionary which contains the following information:

¹ United Nations International Children's Emergency Fund, 2015.

«orphan»

So, let's figure out who should be called an orphan. These are children who have not reached adulthood, that is, 18 years of age, and whose parents have died (one or both). However, there are children left without parental care. This category includes those children whose parents do not perform their duties for certain reasons (detention, disappearance, treatment in special institutions, etc.) or are deprived of parental rights.

The most authoritative dictionaries of the English languages refer to the term orphan in the following way:

«An orphan (from the Greek ὀρφανός orfanós [ὀρφανός]²) is a child whose parents are dead or have abandoned them permanently³.

According to Concise Oxford Dictionary, 6th edition an orphan is «a child bereaved of parents» with bereaved meaning «deprived of a relation» (of death, etc.).

In common usage, only a child who has lost both parents due to death is called an orphan. When referring to animals, only the absence of the mother is usually relevant. If she has gone, the offspring is an orphan, regardless of the father's condition (Dictionary, 2017).

It is also possible to refer to an adult as orphan, or adult orphan. But still if people become adults and their parents die then, they are not normally called orphans; the term is generally addressed to children whose parents died while they were too young and couldn't support themselves.

However various groups of people can use different definitions to identify orphans. There exists a legal definition which is used in the United States: a minor bereft through "death or disappearance of, abandonment or desertion by, or separation or loss from, both parents" (USCIS, 2002).

In the common use, an orphan does not have any surviving parent to care for him or her. However, the United Nations Children's Fund (UNICEF)⁴, Joint United Nations Programme on HIV and AIDS (UNAIDS)⁵, and other groups identify any child that has lost one parent as an orphan. In this approach, a maternal orphan is a child whose mother has died, a paternal orphan is a child whose father has died, and a double orphan has lost

² Henry George Liddell, Robert Scott, A Greek-English Lexicon, on Perseus, 2002.

³ Merriam-Webster online dictionary, 2016.

⁴ United States Citizenship and Immigration Services (USCIS) definition for immigration purposes, 2002.

⁵ Joint United Nations Programme on HIV/AIDS, 2015.

both parents (UNAIDS Global Report, 2008). Historically, the term “half-orphan” was used to describe children that had lost only one parent (Wikipedia, 2016).

Being social phenomenon orphanhood is recognized during all the period of the existence of human society and thus is an integral part of civilization. Lately, the former Soviet Republics have worsened this problem, due to the increasing number of orphans and children left without parental care. This phenomenon is closely connected with the fall of the social prestige of a family, the existing at that time material difficulties, decrease of the stability of marriage, as well as changes in social composition of abandonment, increase of orphaned children with complex types of deviations, various forms of mental retardation, pedagogical difficulties, abnormal behavior (suicidality, smoking, antisocial behavior, etc.) (Koreneva et al., 2003).

The roots of social work are traced to the trend of struggling with poverty and the corresponding problems and thus social work is closely connected to charity work, but it is much broader. The concept of charity dates back to the ancient world and as the tradition of providing for those in need is followed in all the major religions of the world. However as a special professional and nationally urgent activity it developed in the nineteenth century (John 1986).

The problem of protecting the rights and interests of orphans and children left without parental care, today not only has not lost its relevance but has become particularly acute. In Russia there exist the phenomenon of social orphanhood. Ninety percent of children in difficult life situation - are social orphans, i.e. orphans whose parents are alive. The UN Convention on the Rights of the Child claims that each child has the inalienable right to grow up in a family. The state is obliged to ensure the social protection of children deprived of a family environment, offering an alternative ways of family care.

So I am going to look into the features of social work with orphans in my native town of Vladikavkaz, the capital of Northern Ossetia, Alania in the south of Russian Federation.

The issue of social abandonment is relevant for the Russian Federation. The aggravation is the result of the protracted socio-economic transformation in the country, which led to the weakening of the human, moral and ethical values, to change the moral foundations of the family, the increase in the number of families in a difficult position on social and psychological criteria. The increase in the number of children living without parental care, with the decline in the overall child population in recent years puts social orphanhood in a number of important national problems (Zaretsky et al., 2002).

The discussion on the social policy in contemporary Russia started in the nineties and in the core there was the problem of family values. The family was considered to be the problem itself with little or no emphasis made on the needs and rights of the members of the family. The crisis of the family institution is explained by the deterioration of family values which ends with moral degradation, failure of socialization within the family, lack of the feelings of care and protection, reduction of marriages and reproduction problems, increase in the rate of divorce, negligence of parental obligations and fall in the social prestige of family life. And it is evident that in this situation the victims of these social trends appear to be children (Zaitsev 2010).

As an outcome of this discussions over 120 laws on family issues have been adopted since 1993 (Melnikova 2014). All these legislation acts included as the major priority of the state policy on family issues the idea of the protection of children and correspondingly distributed the financial flows.

The total situation was rather negative because notwithstanding the reduction of birthrate over the country the quantity of children placed either permanently or for a certain period of time to the orphanages or to some organizations for neglected children and those placed with the adopting families (Children in foster care) has grown dramatically. Thus at present the total number of children cared by the public institutions all over the country is nearly 400000. And the majority of the children under public care live in the state institutions like orphanages, infant homes, hospitals and disabled homes (Forsova 2006).

In post-soviet Russia the considerable weakening of the system of benefits and social services granted to the children in need and there are many cases of failure to provide the urgent support and to achieve the goals of social help.

Here we produce the concise list of organizations which are responsible for social services for families and children. These are the following supporting centers of:

- Human service;
- Social rehabilitation service;
- Psychological and pedagogical service.

Their support functions:

- family and children social support;
- psycho-pedagogical support;
- emergency psychological support (Zaitsev 2010).

These organizations are mostly engaged in the provision of support for the adolescents and their families especially those of them in difficult situations for free and

helping the families in social and financial difficulties. Some of them deal with implementation of various programs of rehabilitation, develop and invest in health care projects, provide leisure opportunities for socially neglected children, any kind of financial or material assistance, day care for the poor families' children and also providing them with support in finding a job when it is necessary (Yelizarov 2008).

However most of the existing institutions working with children suffer similar difficulties and have to overcome similar challenges:

- Restricted and slow-going reforms;
- Insufficient finance;
- Non-transparent procedural, organizational, functional, methodological activities, lack of transparency in priorities definition, local, regional and national policies' implementation, budget planning and distribution and also deficit of quality human resources, failures in reporting, assessment and control measures;
- Insufficient focusing on preventing projects;
- Decentralization;
- Failures to coordinate activities (lack of intersectional communication and social partnership) (Osadchaya 2009).

There are specific social institutions which aim at providing support to children in need, risk or in the complicated life circumstances, granting them social rehabilitation, emergency support, providing them with temporary lodging or looking for their placement in order to prevent those children from being homeless and in neglect (Melnikova 2014).

It has occurred, that placement of the children in difficulties into the institutions belonging to the state institution system and especially the long-term placement of the children with special needs, abandoned or neglected children demonstrated its inefficiency. The statistical data showed that from 1993 till 2002 the number of children who were placed under the long-term care into the residential institutions grew nearly to 66%. And nearly 400000 homeless or abandoned children were placed into over 3000 orphanages and nursing homes (Zhitomirskaya 2013).

Although all the ideological, political and legislation changes were aimed at promoting the priority of family placement of the children of the listed categories, at the increase of the public assessment of negative impact of institutional care on children, sharp reduction in children population, the greater expense of the institutional care comparing to

family placement – the state institutional care of children in difficulties still prevails and still about 30% of those in need of residential care are placed in orphanages and nursing homes (Forsova 2006).

It is estimated that the public opinion on the issue of the residential care system in Russia nowadays is highly negative.

We can be sure that the majority population of Russian Federation shares the opinion that it is best for orphaned children to be placed in the family. In 2007 the Year of the Child was announced in Russia and it was interpreted by many officials as the year of reconstruction of the residential care system for the orphaned children in the country. It was identified as reforming of the system in order to introduce the family placement instead of placement in orphanages. For example Vladimir Fridlyanov, the then executive director of the Ministry of Science and Education, announced in May, 2007 that the government was going to transfer 120,000 children from the orphanages into families every year until 2010 and thus the number of these institutions was planned to be reduced by one-third (Melnikova 2014). But family placement was possible to achieve only for children without serious pathologies, and consequently the total de-institutionalization (closing of the children's homes and distribution of children among families) at that time failed (a lot of children were returned into orphanages). The officials from the Ministry concluded that the major obstacle to their plans was the lack of special professionals on adoption matters and foster care (Vazhdaeva 2006).

The consideration of the situation shows that there exist three interrelated objectives in achieving not just simply de-institutionalization, but in the whole process of creating a better care system for this category of children:

- prevention of the social phenomenon of orphanhood, that is, intervention with biological families at risk (birth of the child with special needs, poverty), and prevention of secondary orphanhood;
- the development of family placement and care of the family members other than parents; and
- humanization of the child care institutions, that is providing dignified, rights-based care and de-stigmatizing the children placed in orphanages (Forsova 2006).

Creating a better system is a task that requires the participation of helping specialists, but the context of social work development in Russia and the organizational design of the residential care system demonstrate a number of barriers for social work

and other professionals engaged in provision helping in the system. Thus it happens to be the important task of social workers to identify these barriers and redefine the role of social work in the process of de-institutionalization and improvement of the whole service (Nesterova 2007).

In order to consider the context of social work in Russia we can consider that in 2007, the total population of Russia comprised 142 million, and 32 million were under 18 years old (FSSS 2008)⁶. Russian Federation comprises 85 self-governing constituent units which differ from one another in terms of resources of development and providing their own policy related to children and families. In 2006, 127,096 children were identified by authorities as those left without parental care, 37.6% among them were under 7 years old, 27 % were placed into orphanages, 56% were placed into families, and 6.6% were returned to their biological parents⁷.

But the total number of children in child care residential institutions in 2006 were 188,602 (FARE, 2007)⁸.

The previous five decades in Russia have been a time of institutionalization of the social workers' professions. In 1926, Lev Semenovich Vygotskiy, an outstanding Russian psychologist, developed a branch of psychology - pedology, a practical psychological discipline that included testology and special psychology and underlined the impact of the social situation on the development of children with special needs. Thus, the contribution of psychology as a branch of science and methodology of the psychosocial assistance in the Soviet Union was considerable, unfortunately it was limited for a period when psychosocial services were officially prohibited (Selyavina 2001).

During the Stalin period many psychologists had to leave Moscow for Charkov, a town in Ukraine in order to survive and to be able to continue their work. That was a rather productive period as well, although psychologists were deprived of the access to helping people. During the World War II the demand on psychological services increased – and the psychology of individual differences turned into a strong branch of Russian psychological studies. The renaissance of the whole scientific discipline of psychology began only after Stalin's death (Graham 1972).

⁶ Federal state statistical service, 2008.

⁷ The results of carrying out of the statistical and psychological investigation of the provision of orphanages' graduates in the city of Moscow. M.: LLC Agency of Humanitarian Researches, "Option", 2014

⁸ Federal Agency of Russian Education/FARE, 2007.

The beginning of the formation of the system of psychosocial assistance in the country coincided with the beginning of *perestroika* process (Koreneva 2003).

The psychological services in educational system at that time started to be viewed as a symbol of civic humanization and the first family counseling centers were organized at the end of 1970s, and in the early 1980s the psychological service at the educational institutions began to develop, and in 1991 there appeared professions like “social worker” and “social pedagogical worker”, but as well as in Austria and in Germany the essential features of these professions were different (Nesterova 2007). Social work was more general and it was based on the principle of providing people in a troubled situation with support and special care, and social pedagogy was engaged in helping children within the educational institutions through founding and developing social networks in order to support the rights of the children in the best possible way. In addition to the difference in aims and objectives, the most important difference was subordination to different ministries: social pedagogy reported to the Ministry of Education, while social work was reported to the Ministry of Healthcare and Social Affairs. By this time there are about 60 universities which offer social work and social pedagogy bachelor and master degrees (Melnikova 2014). There is no doctoral program in Russia – so there are no PhD degrees in social policy and social work. So social workers who would like to continue their career in academic research can enter a PhD program in sociology or psychology (Schmidt, 2009).

This introduction of new professions added to the efficiency of the residential care system as the specialists began to develop interdisciplinary and academic collaborations, introducing new types of corresponding activities. Focusing on special education Academic psychologists developed and improved assessment and intervention techniques for children in residential care. But such collaborations and changes are limited in scope and have done little to change the system (Zhitomirskaya 2013).

At present there are a number of ministries which share the responsibility of caring for families and the children and as a result policies and measures being developed and introduced appear to be ineffective and inconsistent and it is evident that the objectives and tasks are duplicated.

Problem statement: The social adaptation of children devoid of parental care has been a serious social problem in Russia and in Republic of Southern Ossetia (Alania) as the comprising part of the Russian Federation. This issue has various specific features and

there are quite a number of challenges which the orphaned children have to overcome in order to efficiently adapt in society (Vazhdaeva 2006).

The given study is going to explore the barriers that the orphaned children have to overcome in order to successfully socialize and avoid vulnerability in the capital of the Republic of Northern Ossetia (Alania), Vladikavkaz. The investigation and understanding of this problem is urgent in order to be able to give recommendations on the improvement of ongoing practice.

My research involves the following objectives:

Objective 1: To identify and to investigate the main challenges in social work with orphans and children left without parental care and placed into a residential child care institution, with reference to a specific case in Vladikavkaz

Research questions:

- What is the traditional way of dealing with the problems under discussion in Northern Ossetia (Alania)?
- What are the prevailing causes of children becoming orphans in Vladikavkaz?
- How is the term “social orphans” interpreted and what are the characteristics of this type of orphan?
- What are the main challenges for social workers dealing with orphan children in Vladikavkaz in the specialized institutions for orphans, in foster homes and after graduation?
- What are the obstacles to the successful social adaptation of orphan children in Vladikavkaz?
- What are the effects of social work in the researched institutions on the further socialization of the orphans?

Objective 2: To explore the work of social services in Vladikavkaz, Russia on the example of the municipal institutions of social service (orphanages “Laska” and “Huri Tin”).

- What kinds of social services are provided at residential child care institutions?
- What is the quality of medical care at residential child care institutions?
- What are the features of education the orphan children get?

Thus, in my opinion, it is vitally important to deeply and systematically consider the situation in the sphere of social work with orphans in order to reveal the hidden

possibilities and to be able to consider further prospects of the system at the local level of the capital of Southern Ossetia (Alania) Vladikavkaz Republic.

Chapter 2: Thematic background

In Chapter 2 I am going to present the information on the background and on research relevant to the theme of the given work. First, I will depict the international aspects of the problem of orphan children.

Next, there is background information on the problem of orphanages within an international scope. Then I am going to reveal some psychological data and results of studies of the orphaned children's personality. It is followed by the description of the local background of the Republic of North Ossetia-Alania and the situation with orphans in Russian Federation. Next, I will present the description of the existing scientific literature on problems of children devoid of parental guardianship in Russia.

Lastly, the policy and legislation in the field of social work with orphans in Russia is covered.

2.1. International Background of the problem

The orphans' issue has remained challenging internationally. In Nigeria it was revealed in 2010 that out of the 17.5 million children in the country there were 7.3 million orphans. 2007 UNICEF report showed that there were from 143 to 210 million orphans worldwide. Only in Africa it was reported that the number of children who become orphans every year equals about 2,102,400. The major cause of this growth in Africa is AIDS. The other causes of the raise of orphans are high rate of maternal death, lack of birth control programs, irresponsible parenting, high rate of teenage pregnancy, unemployment and poverty. The grievous outcome of this situation was an increase in number of homeless children, growing number of children exposed to the problem of child labor, increase of the cases related to child trafficking, raise in the number of youth who turn into armed robbers, murderers, etc.

UNICEF declared that 140 million children in the world have lost one or both parents and they are classified as "orphans." So this global problem influences on all the

nations having numerous and various causes. Here I am going to show just some of the regions as an example with the greatest number of orphans.

Sub-Saharan Africa

It is a large region where the AIDS epidemic began in the 1970s, and in the 1980s continued at high levels. In addition there are other disasters like malaria and TB, and war and military conflict which have left about 52 million of children without one or both parents.

It was assessed by UNICEF in 2015 that about 11 % of children under 18 in sub-Saharan Africa were orphans. As assistant administrator for Democracy, Conflict, and Humanitarian Assistance at USAID Nancy E. Lindborg stated 15 million children in sub-Saharan Africa lost their parents because of AIDS epidemic in 2014. But, there are still other factors that leave children without parental care. They are high poverty rates which lead to children abandonment and other dangerous diseases.

Ethiopia

Being located in the horn of Africa Ethiopia has a population of over 90 million. UNICEF reports that over four million of them are orphaned children and a little under one million of those children became orphans as a result of AIDS.

To stop the rise of orphan levels in Ethiopia quality health care should be provided to ensure that parents are able to care for their children. As the first organization to bring AIDS drugs to orphans in Ethiopia, Worldwide Orphans, explained: Doctors, nurses and other healthcare professionals needed to be trained by experts in the treatment and care of children with AIDS. And so, WWO recruited a team of pediatric AIDS specialists from Columbia University to work with in-country professionals, examine and test each child, decide upon treatment, and consult on follow-up care. Seminars were held and as a result, more than 400 healthcare professionals have been trained. This kind of community building can also be applied to education and development activities.

Eastern Europe

The historical background in Eastern Europe at the end of the twentieth century comprised war, poverty, and turmoil. Even the nations with advanced social services practices –as the former Yugoslavia–were devastated after the breakup of socialist system and returned back to orphanages which didn't help children to grow as they were often underfunded and overcrowded. While these institutions have been closed in many Eastern European countries, there is still a lot to do to provide adequate support to orphaned children.

Orphan population in Bulgaria's was estimated 94,000 in 2009. However the majority of them are "social orphans," which means their parents are just unable to take care of them or abandoned them, and the children need the same support as those who lost their parents. Bulgaria had a system of orphanages, with a few staff members provided to care for large groups of children. Studies revealed that every three months spent by a child in an orphanage costs them the loss of about one month of developmental growth. So, in 2010 it was declared that Bulgaria would be moving toward de-institutionalization to achieve closing of all orphanages by 2025. The country tends to use the USA model and to place the orphaned children in foster families, under kinship care, or into small group "family" homes. In 2011 the founder of Worldwide Orphans Dr. Jane Aronson commented on the progress of social work in Bulgaria that they had done the first level of developmental screening of most complex children and go into the psycho-social and family issues to achieve the reuniting the social orphans with their families, and to close large institutions. And then this strategy will be used for healthy children kept in orphanages.

A study by the Helsinki Committee held in 2011 found that up to 50 % of Bulgaria's orphans are of Roma descent. To change this situation it is important to improve the conditions and provide educational resources to the vulnerable children in these communities.

Latin America and the Caribbean

Haiti faced a large-scale orphan crisis particularly with the earthquake of 2010 (only in Haiti Worldwide Orphans registered at over 400,000 orphans) but there are also a significant number of orphans in the whole region - UNICEF reported the number of orphans in the whole region at over 8.4 million in 2013.

There are also issues similar to those in Ethiopia and Bulgaria in Haiti including poverty and AIDS infection. UNICEF estimates that the number of children orphaned due to AIDS at 100,000. Even before the disaster, education and jobs were hard to get in Haiti. Due to the 2010 earthquake and the destruction of the infrastructure, concerning the orphans issue effectively and efficiently was extremely challenging. Worldwide Orphans introduced its "Haitians Helping Haitians" program. By providing children with resources to help themselves and their communities, Haiti will be successful in rebuilding the nation.

All in all, worldwide there are 140 million orphans and most of them are "social orphans" and possibly have their families somewhere. In developing nations, unfortunately, there are many orphans and the resources to reunite families are limited. The

discussed states like and Haiti, Bulgaria, Ethiopia demonstrate the way the issues of poverty, disease and conflict influence on the state of children in different cultures. Actually these problems are far from being unique as children lose their parents to disease, military conflict and war, natural disasters, poverty and are exposed to traumatic experiences that influences considerably on their development. Unfortunately there doesn't exist any uniform method of preventing orphaning. However, Worldwide Orphans promotes various combination of approaches and implements community improvements, early intervention to re-unite families and support the children, de-institutionalization and organizing of group homes and foster care, and other psychosocial support projects to provide safe, independent, and healthy growth for every child⁹.

2.2. Orphanages

Serious studies devoted to the threats that are implied in the institutional paradigm of providing care for young children started in the 1940s and the reason was high death rates at orphanages as it was considered, due to contagious disease. Thus the authorities tried to keep the institutions sterile and to isolate the orphaned children from each other by, for instance, hanging sterilized sheets between their beds. An alternative theory was developed by the psychoanalyst and physician from Austria Rene Spitz and it implied that orphaned children suffered from lack of love because they were missing parental relations that are very important in early years. This very traumatic situation was hurting and killing the orphans.

This theory was experimentally proved by comparing a group of babies in hospital with those brought up by their imprisoned mothers in prison. It occurred that many of the children raised in hospital died. However none of the children cared in prison died but their growth and development was much faster and successful than of the surviving children in hospital who showed a number of psychological, cognitive and behavioral problems and was inclined to contract all types of illnesses.

Thus it was empirically proved that parental love and care are vitally important for children in their early years and with this consideration the developed nations tend to get

⁹ World State of the World's Orphans By Worldwide Orphans, 2015

rid of residential institutions for orphaned children and to introduce family homes, foster families and reunion families instead.

In scientific research set the stage for a comprehensive study of the problem: analysis of common approaches to rehabilitation of children-orphaned (Smirnova 2002); prevention of growth in the number of abandoned children and early diagnosis of the causes of this phenomenon (Selyavina 2006) the relationship of medical, psychological and pedagogical aspects in the process of rehabilitation of children-orphaned and their integration into society (Dobrovolskaya 2001); mutual complementary roles of different social partners in working with the family and orphaned children (Antonov 2006); professional self-determination as a means to support orphans (Zaitsev 2010). Conducted research involving certain aspects of social protection of children-orphaned, do not allow to formulate a theoretical concept, to have a holistic view about the process and effective ways of overcoming and prevention of social orphanhood. At the same time, many experts emphasize the importance of the pedagogical component of this process, which requires additional research in the field of socio-pedagogical theory and practice, as well as the coordination of scientific research at the interdisciplinary level.

2.3. Psychological considerations

Here I am going to refer to the data of the study produced by Uma J. and Immanuel Thomas devoted to the personality characteristics of the orphaned children (Uma 1991).

The authors undertook a deep study into the differences in the personality of orphans and non-orphans considering such factors of the child's environment as alienation, locus of control, hostility, and self-derogation. There were 102 orphans and 109 non-orphans of the age group 13-18 involved in the experimental work in India. And the outcome of the study demonstrated significant difference between orphans and non-orphans in all the given personality characteristics developed due to the child's environment quality (Uma 1991).

The authors pointed out the positive correlation of hostility with alienation, locus of control, and the period of life spent by the child in the orphanage when studying orphans. However with the non-orphans self-derogation showed the negative correlation with the atmosphere at home and positive correlation with alienation and hostility as well as positive correlation of alienation with hostility and negative correlation of alienation with home atmosphere (Zaretskiy 2002).

It is considered by the vast majority of researchers that an adult builds up his behavioral patterns and personality characteristics by his early years' life experience. Thus, numerable studies reported on in the related literature reveal that family background strongly influences on personality. Some of them even produce a valid outcome illustrating that quality of love received in childhood may affect the quality of child's life in communicating with people, becoming adapted in the society. For instance, in the study made by Emery (1982) which deals with divorce it is concluded that a definite relation between the atmosphere in the family and behavior problems in children does exist (Emery 1982). Amato (1986) in his review made the similar conclusions. Simultaneously, Emery and Leary (1982) discovered the existence of a relation between discord in marriages and the frequency of vulnerability in children (Emery 1979), and India (Chawla & Gupt 1979).

The results, shown by Uma J. and Immanuel Thomas also proved that orphans demonstrated more self-derogation compared to non-orphans that means that if one is able to achieve personal goals possessing some definite rate of competence he usually succeeds in forming positive self-perception (Uma 1991).

On the contrary, if one doesn't succeed or if he expects others to help him it will most likely lead to a low self-esteem accompanied with negative self-attributions. Thus the greater self-derogation shown by orphans is explained. It has been found that people having a low self-esteem usually feel alienated and that is because they more depend on external support (Kaplan and Pokorny, 1971).

The findings of the studies indicate that, the grade of a child's grown in orphanage hostility is in direct proportion to his/her alienation and external orientation in locus of control. Further, hostility and the length of a period of stay in the orphanage are significantly related that is the longer the child was in the orphanage, the more of the hostility feeling he expressed.

The results show that the non-orphans having a poor atmosphere at home are usually more alienated in comparison to children with favorable atmosphere. There is a positive correlation between alienation and hostility both in non-orphans and in orphans. However, the variable self-derogation shows a negative correlation with the home atmosphere and a positive one with alienation and hostility in the case of non-orphans (Parish 1981). On the contrary, this very factor didn't correlate with any other variables in the case of orphans. It is explained by the objectiveness and natural character of the derogatory self-perception deprived of hostility and alienation due to their desolate condition in the orphanages. However, this doesn't refer to the case of non-orphans whose

derogatory self-perception is subjective and can be referred to the problems of alienation and hostility (Porter 1980). Thus, I may conclude that orphan and non-orphan children show significant difference in the personality characteristics considered in the study.

2.4. The Situation with Orphans in Russia

Society cares for the children at risk not only taking official measures but also through the social institutions like churches, non-commercial organizations, and individuals. But still more resources are needed.

However, much should be done to change the indifferent attitude to orphans of the public. As an example the poll provided by Marianna Belenkaya from RIA Novosti conducted in the center of Moscow when 999 out of 1,000 respondents answered that the problem has “nothing to do with me”. The former ombudsman for children's rights Pavel Astakhov reported that in Russia children were the victims of over 100,000 crimes in 2009 and 2,000 of them were killed (Nechaeva 2016).

The majority of orphans of the older age in Russia have a mother or father, but they abused, neglected, or abandoned their child and in such cases the authorities remove the parental rights, and the child is placed in an orphanage. Most often, this happens because of the parents' addiction to drugs and/or alcohol.

The orphanage system in Russia is seen as setting up a vicious circle. Orphans leave the orphanage when they are 15 or 16 and they as a rule have no family, no support, nor guidance (Nesterova 2007). Being unable to overcome difficulties they may turn to drugs and alcohol, and their children may consequently become orphans.

It is accepted by the majority that the problem with orphans in Russia could be resolved within the paradigm of a family and the children should be provided with the family if they have none (Zaretskiy 2002).

The most dangerous characteristic of the orphanages is that when the children leave it at the age of 15 or 16 after being provided everything necessary for life and having become very dependent on it they have no idea of responsibility. So when they get free they are involved into all the negative things (Selyavina 2001).

Authorities declare the necessity of family placement of orphans and they insist that there should be no unadopted children in the country and in order to achieve that the social work should be focused on placement of children in families.

The problem of protection of the rights and interests of orphan children, without parental support continues to be urgent and important (Yelizarov 2008).

According to official statistics of 2012 on family forms of placement, 58,8 thousand children were placed in families of Russian citizens, 6,5 thousand of them – were adopted, 37,3 thousand – transmitted to a non-paid form of guardianship, 15 thousand – to a paid form of guardianship, including 13 thousand – to foster homes, 0,2 thousand – to foster care¹⁰.

The former Ombudsman for Children P. Astakhov explained that the number of orphans in the federal databank of children was reduced for the last five years. I.e. if in 2009 there were 140 thousand such children, then early in 2014 - 106,7 thousand children¹¹.

Following the attempts of the state to resolve an ‘orphan problem’ by improving the legislation, I should start from the 1989 International Convention on the rights of the child accepted by the UN which was ratified by Russian Federation in 1990. And with the adoption of the Convention the Russian legislation on the rights of children was regulated.

The Presidential Decree of the Russian Federation of June 1, 1992 No 543 "About first-priority measures for implementation of the World Declaration on ensuring survival, protection and development of children in the 90s" acknowledged the problem of survival, protection and development of children is as the priority at the federal and regional levels.

Based on this decree the Presidential Decree of Russian Federation of 18.08.1994 of No 1696 (an edition of 19.02.1996, with amendment of 15.01.1998) "About the Presidential Program "Children of Russia" was developed by the Government for the purpose of improvement of the situation of children in the Russian Federation¹².

The problem of social orphanhood became aggravated and demanded development of a global package of measures for the prevention of the reasons of emergence of social orphanhood and to creation of optimum conditions for training of the children who lost the care of parents to live an independent life (Melnikova 2014).

Creation of a databank of orphan children and children without parental support was for the first time provided.

¹⁰ Analytical report on the results of the research on "Legal Status of Orphan Children, Children Without Parental Support, and the Children Risking to Lose Parent Care in the Russian Federation" by request of Russian Committee SOS Children's Villages. 2012

¹¹ The results of carrying out of the statistical and psychological investigation of the provision of orphanages' graduates in the city of Moscow. M.: LLC Agency of Humanitarian Researches, "Option", 2014

¹² The same

For eight years' implementation of state policy the regulatory framework in the sphere of protection of the rights and legitimate interests of orphan children was created, and the legal status of the child was fixed by the Constitution of the Russian Federation in 1993, and adoption of the Family Code in 1996. Regulation of family relations is brought into accord with the Constitution of the Russian Federation, federal laws and with the Civil Code of the Russian Federation (Vazhdaeva 2006).

In the Message to Federal Assembly of the Russian Federation of 22.12.2011¹³ the Russian President focused attention that the state will take additional measures which will stimulate growth of family forms of child placement, at the same time heads of regions shall adopt the programs necessary for medico-psychological and pedagogical maintenance of families which bring up orphan children.

There are about twenty federal departments dealing with problems of children in Russia. Lack of interaction, systematization of these departments is a serious problem, aggravated by lack of the uniform department engaged in orphans' problems in Russia (Nechaeva 2016).

Now the deinstitutionalization (removal of children from institutions to families) is a fundamental practice worldwide.

This practice includes:

1. prevention of family trouble;
2. placement in the replacing family;
3. creation of child care facilities brought closer to a family, reorganization of institutions;
4. post-graduation support of orphan children.

All these activities are reflected in the Decree of the Russian President of 6/1/2012 by No 761 on the basis of which the National strategy of actions for the benefit of children for 2012-2017 is approved¹⁴.

2.5. Research on problems of children devoid of parental guardianship in Russia

¹³ Analytical report on the results of the research on "Legal Status of Orphan Children, Children Without Parental Support, and the Children Risking to Lose Parent Care in the Russian Federation" by request of Russian Committee SOS Children's Villages. 2012

¹⁴ Federal Agency of Russian Education/FARE, 2017

It is known that orphanhood is an increasing phenomenon (Melnikova, 2006), which indicates the need to develop new theoretical approaches to social work in solving the problem.

The issues of orphanhood have also been considered in the context of the analysis of the transformational processes in the contemporary Russian society and also in the context of the general problems of the children-orphans.

The studies of this acute social phenomenon have attracted both the scientists of this country and foreign researchers. The issues of social protection of children, their education, employment, housing and of other social aspects of their life and are looked into in the framework of family sociology by a number of researchers (Gurko 2004).

Thus, an outstanding Russian sociologist G. G. Sillaste revealed a new social phenomenon generated by the global financial crisis — econocide and showed its manifestation in universal and Russian scales. The special importance is given to the analysis of social consequences of world crisis in the Russian society: to behavioral mental set of Russians in crisis conditions, their resistance to stress. Thus, the author finds the causes of the problem in the economic situation and makes generalized conclusions (Sillaste 2001).

Doctor of sociology at the Institute of Sociology of RAS I. F. Dementieva (2016) considers that decrease in the government attention to a family in Russia during the reforms of the 90th in the 20th century led to extremely adverse social effects among which there is growth of teenage drug addiction, early motherhood and childbirth not within the families, criminalization of children, violence over children in a family, and social orphanhood. And this view is rather close to the previous one.

Transition of Russia to qualitatively new way of social and economic development essentially affected the family life. Financial situation of the families at the moment leaves much to be desired. Deterioration financial position of a family is connected among the rest with general weakening of the educational authority of parents. The state policy in the field of employment doesn't promote the social order to a family and school. The insufficient attention of government institutions to families of "risk group" gives way to criminalization in Russian society which may even increase due to the expanded reproduction by these families of the corresponding distorted values (Melnikova 2014). And last: the national interests of Russia require taking immediate measures on social family support - fundamental institute of Russian society and the priority platform of socialization of children (Dementyeva, 2008: 102-109).

O. G. Isupova is involved into the study of the causes of increased orphanhood and looks into the motivation of the women who refuse to be mothers and reject their newborn children. The author considers this factor as one of the causes of orphanhood connected to the problem of clearness of women's rights (Isupova 2002).

Doctor of sociology at the Institute of Sociology of the Russian Academy of Sciences T. A. Gurko analyses the western theoretical approaches in relation to a family and presented her conclusions in the monograph. In her study modern definitions of the theory and the main approaches are considered: functionalism, symbolical interactionism, approach of social exchange, conflict, system approach, development of a family way of life, bioecological, and also feministic and postmodern approaches. Examples of application of theoretical knowledge in the subject domains of studying of a family are also presented. T. A. Gurko sees the causes of the oprhanhood problem mainly in the modern crisis of family way of life which to my mind makes a highly generalized conclusion (Gurko 2008).

An outstanding philosopher at the Institute of Sociology of RAS, V. V. Forsova studies the family as the most important institution able to cope with orphanhood (Forsova 2006).

Professor A. N. Yelizarov shows a lot of data concerning the reasons of these or those failures connected with family life algorithms of the solution of the corresponding problems are given. The researcher makes an attempt to set of answers to the questions concerning creation of a family and family wellbeing. He also gives a statement of bases of the scientific project directed to development of a computer interactive method of psychological consultation of a family. The outcomes of this study also indicate at the necessity to pay the special attention to the families to cope with the problem (Yelizarov 2008).

Doctor of Sociology, Professor G.I. Osadchaya (2009) gives the characteristic of historical experience of a living arrangement of orphan children, benefits and shortcomings of the existing legal models, requirements to their innovations. The analysis of the features and efficiency of social adaptation of the orphan children and children who were left without guardianship in various models is carried out; the methods of increase in their efficiency, including the legal regulation, social work, enhancement of education are offered. So the researcher looks into the conditions the orphan children are put in and discusses the ways of the improvement in their care and education and in social work. Thus

Professor Osadchaya considers the efficiency of social work as the best way to coping with the orphanhood problem (Osadchaya 2009).

A great number of various researches on the phenomena of social orphanhood and of its aspects were made by L. V. Bayborodova. The researcher with her colleges defined the notion of social orphanhood as the outcome of the poor social conditions of the "families at risk" and they proposed the tools of orphan children's care education and socialization (Bayborodova 2002).

L. M. Schipitsina made a psychological analysis of the reasons of "social" orphanhood, various forms of education of orphan children and children without parental support. The emphasis in the research is put on the statement of principles, types and maintenance of family education, including the foster one, its psychological aspects for children and adoptive parents, and also the experience of the Vladimir Region, St. Petersburg and Moscow is described (Schipitsina 2005).

Psychologist E. G. Zhitomirskaya also dwells on the work with the children as the important measure and makes an attempt to give professional help to the specialists who are working with children without parental support and having therefore whole set of psychological problems. Caused by need of a special attention to orphan children and the children abandoned by their parents, the study not only explains the essence of important pedagogical processes like "maintenance", "development", "education", but also gives specific, detailed descriptions of the psychological features of such children who are quite often enlisted in "risk group".

The various psychodiagnostic techniques are given and the correctional developing programs oriented to providing the complex description of optimum conditions of keeping and educating of children deprived of parental support (Zhytomyrskaya 2013).

Moreover, a great impact in the development of the problem of social protection of orphans was made by L. A. Selyavina (Selyavina 2001), (Lykov 2001), (Zhuravlyov 2002).

Ye. G. Smirnova and A. E. Lagutina also consider the issues of social protection of orphan children, problems of their education, employment, housing provision and other social items (Smirnova and Lagutina 1991).

Professor of Pedagogical Institute of Russian Academy of Education I. V. Dubrovina made a long-term research and for the first time in domestic psychology presenting the obtained scientific data and the reasons of special type of mental development and development of the identity of children of «school age» brought up in

residential care. On the material of this research I. V. Dubrovina and M. I. Lisina's edited a collective monograph (Dubrovina and Lisina 1990).

Corresponding member of Russian Academy of Natural Sciences of G.V. Semya is the author of several federal programs. The researcher is engaged in training of orphan children and children without parental support to prepare them for independent life, in the placement of orphan children in families, the psychological problems of international adoption. In the 2014-2015 the scientist was monitoring the actions in order to control of placement of orphan children and the children without parental support into the new families for the purpose of ensuring accomplishment of guarantees of observance of their rights. Since 2010th – until the present – annual monitoring of efficiency of the development of family patterns of child placement; deinstitutionalization of orphan children; post-residential adaptation of graduates.

In 2014 – the development of the standard of maintenance of replacement families in Moscow (Agency of Humanitarian Researches, 2014).

Thus, Galina Semya also looks into orphans dwelling issues in within the context of orphans social adaptation where she shows how orphans can remain without dwelling during 15 years after graduation from the orphan asylum. So the measures taken to improve social adaptation is considered to be especially important to achieve effective result in socialization of orphan children including the solution of dwelling and employment problems among the others. (Semya 2006).

Inna Nazarova fully evaluated the problems which graduates of orphanages face, showed the basic barriers on the way of their dwelling rights realization, described orphans life stories and situations connected with the problems in orphans dwelling needs satisfaction, the role of non-commercial organizations helping to defend orphans dwelling rights (Nazarova 2000).

Angela Mamaeva studies orphans' legislative status, juridicial aspects of orphans dwelling needs satisfaction. Orphans dwelling problem as the author believes is the absence of the dwelling in itself, the chances and the means of the children's dwelling rights realization without parental care and also by the youth from the number of such children. So, actually, the most important tool is supposed to be the education of orphan children, especially in the field of law, communication practice, norms and traditions and ways to cope with personal problems (Mamaeva 2011).

However, our literature analysis showed that an academic and journalistic literature has not been sufficiently developed this problem. The journalists' works devoted to the

study of the causes of child abandonment in Russia played an important role in revealing the theme of the study – “Orphans in Russia” by Semyonova (2005); “Technology of social work» by Holosova (2008); "Family trouble as a socio-economic problem of modern Russia” by Sohini (2005).

The typology of the placement of children-orphans and children left without parental care are reflected in research and practical work by Yershova N. (2009).

Very important for the achievement of the declared objectives of my research is the scientific literature on social policy and after-orphanage adaptation (Osion 2008). The works in this field define the approaches to the analysis of the management of social problems and their solutions based on the adaptation of children-orphans to new socio-economic conditions, as well as the theoretical and methodological basis for the research.

Thus, the literature analysis allowed me to generalize the set of problems concerning a variety of aspects of social work with children orphaned and abandoned by their parents. They are the following:

1. The causes of the problems of orphan children and children deprived of their families are stated as the economic problems connected with transformational processes in Russian society and the following crisis of the family, which resulted in the abandonment of children in Russia and the emergence of the phenomenon of “social orphanhood” as well as the increase of ordinary orphanhood.

2. The other aspect is formed by the issues of social protection and adaptation of children, their education, employment, housing and of other social aspects of their life.

3. The researchers showed the basic barriers on the way of the successful social adaptation of orphan children. They are the misapplication of their dwelling rights, improper employment practice and lack of further vocational education.

4. The experts put forward a number of measures to be taken to achieve the improvement of the situation. Some of them are the education of orphan children, especially in the field of law, communication practice, norms and traditions and ways to cope with personal problems as well as special type of mental development and development of the identity of children and graduates of orphanages (Selyavina 2001).

Consequently, considering the revealed issues promoted the development and formulation of the objectives and research question for the given work.

Chapter 3: Area description: The Republic of North Ossetia-Alania

The Republic of North Ossetia-Alania is situated in North Caucasus and comprises a federal subject of Russian Federation with the population 705 236¹⁵.

The capital is Vladikavkaz. The total area is 8,000 square kilometers (3,100 sq mi) and 22% of the territory of the Republic territory is covered by forests. The republic borders on Kabardino-Balkaria, Stavropol Krai, Chechnya and Ingushetia internally and there is an international border with Georgia (including South Ossetia).



Figure 2. The map of the Republic of North Ossetia-Alania

Because of the military conflict in the neighboring South Ossetia, North Ossetia had to host refugees (over 12,600) and it is also affected by the war in Chechnya: the most tragic Beslan hostage crisis (2004), when Chechen insurgents seized control of a school and 335 civilians, mostly children, died¹⁶.

The ethnic groups of North Ossetia comprise Ossetians (65.1% of the total population). Others include, correspondingly, Russians (20.8%), Ingush (4.0%), Armenians (2.3%), Kumyks (2.3%), Georgians (1.3%), Ukrainians (0.4%), Chechens (0.3%), Caucasus Greeks (0.2%). As to religious background, 49.2% of the population of Alania refer themselves to the Russian Orthodox Church, 10% - to Christian believers generally, 2% are either Orthodox Christians not belonging to churches or non-Russian Orthodox ones (2012 official survey). 29% of the population comprises the second largest religion – it is Ossetian religion organised into the "Right Faith" movement. There are also

¹⁵ Goskomstat data, 2016

¹⁶ The same

4% of Muslims and 1% of Protestants, 1% declare themselves "spiritual but not religious" and 3% are atheists¹⁷.

The North Ossetian authorities aim at the effective solution of the social problems of the republic, and existence of children deprived of parental care is one of the most urgent issues.

Social support of orphans after leaving the institutions implies as the most important measure distribution of housing among orphans achieving 18 years old. For instance, I have come upon the report from 2012 when over 250 orphans received housing and the funding for housing was increased five times.

In 2015 in the sphere of guardianship work on realization of uniform state policy on prophylaxis of "social orphanhood", to family care of orphan children and children without parental support is continued.

Implementation of the Plan of measures on providing families for orphan children and children without parental support, in the Republic Northern Ossetia-Alania for 2013 - 2018 supports a steady tendency of decrease of the orphan children and children without parental support: in 2015 there were 119 such children registered (in 2014 - 146). 116 children are placed in families¹⁸.

Realization of actions for prophylaxis of "social orphanhood" allowed to return to families 36 children and the number of deprivations of the parent rights decreased in 2015, five parents have been restored in the parent rights.

For the complex solution of questions of prophylaxis of social trouble of a family the sub-programme "Family – to every child " for 2015 - 2017¹⁹ which aims at the organization of complex work with families for prophylaxis of deprivation of the parent rights; development of a family placement of orphan children and children without parental support; social and psychological maintenance of the replacing families; formation of the positive attitude of the society to the replacing families (Melnikova 2014).

In 2016 it was announced that cozy cottages for graduates of orphanages were constructed in the Pavlodolsky rural settlement and Troitsk village. In addition to housing, orphans received the plots of 1200 sq. meters each (Nechaeva 2016).

"Each of them will have an opportunity to have the housing, and this we will continue all over the republic as the management of North Ossetia sets the purpose to

¹⁷ Goskomstat data, 2017

¹⁸ The results of carrying out of the statistical and psychological investigation of the provision of orphanages' graduates in the city of Moscow. M.: LLC Agency of Humanitarian Researches, "Option", 2014

¹⁹ The same

finance acquisition of housing for all the persons in need", - stated the Minister of Labor and Social Development Igor Kesayev. It is noted that more than 150 orphan children will receive apartment houses in the nearest future in the region (Boytsova 2016).

Another factor of social adaptation of orphans – further education is also developed in the republic. My investigation showed that on the federal budget in the Republic Northern Ossetia-Alania there five universities.

In 2014 – 2015 academic year there were enlisted from the category of orphan children and children without parental support on the whole 52 students. In 2015 – 2016 academic year there were 49 persons enlisted of those belonging to the category of orphan children and children without parental support.

On June 16, 2016 the social workers of the Ministry of Labour and social development of the Republic Northern Ossetia-Alania and the Center of prevention of social orphanhood and development of family forms of child placement "My family" took part in the work of the social photoproject "Our Children" organized by the Ombudsman for Children at the administration of the Governor of North Ossetia A. A. Kokayev.

Pictures of orphan children and children without parental support with celebrities were presented at an exhibition. The action was aimed at drawing attention of the society to the problem of family placement of the orphan children who are brought up in orphanages. After the presentation of the photo exhibition there was a concert of children from orphanages "Hury tyn" and "Victoria".

Thus, North Ossetia has been improving the patterns of social work with orphan children and aims at excluding negative impact of orphanage upbringing and providing the graduates with the most important factors of successful social adaptation: housing and education.

Chapter 4: Methods

4.1. Defining of the Research Strategy

For developing my study I have chosen a qualitative method which I am going to justify here. Qualitative methods I interpret after by Alan Bryman, who promoted a number of basic principles (1) focusing not on quantitative data but on words, (2) studying the problem deeply in a narrow determined scope, (3) taking an inductive, constructive and

interpretive approach (but not necessarily all three of them), keeping to an inductive view and explaining society through people's opinions (epistemological studies). The researcher puts forward two advantages: the epistemology gives full participation by means of close interaction with people; and acquisition of the social situation is enhanced through people's stories. The constructivist ontological position is based on the notion that social properties can be revealed from the interactions of people but never from anywhere else. Furthermore, in a post-modernist paradigm, knowledge reflects the position the researcher in time and place. And consequently, the qualitative approach is characterized by much less directedness in comparison to the quantitative approach.

So the most important methods belonging to a qualitative approach have been:

- researcher's observations made diachronically; interviewing in various styles;
- group discussions;
- analyzing of documents and texts;
- multi-method approaches (Forsova 2006).

There have been identified six steps taken by a researcher involved in qualitative research. Firstly, general research questions are stated and sites and subjects are chosen in accordance with those questions. Next the researcher gets to collection of the data and produces interpretation. Then the theoretical work is started in course of which the research questions are specified and further data is received and, finally, all the findings and conclusions are put down in writing (Bryman, 2012).

The method of qualitative research implies a special importance to linking the basic theory to the data-grounded theory produced in course of the research.

The aspects of reliability and validity are addressed by H. E. Mason who considers that reliability and validity are provided as the researcher sticks closer to the theme and subject of the quantitative research (Mason 1996).

Russian psychologists of Melnikova and Horoshilov (2014) look into the most discussed criteria systems of validity of a qualitative research: realistic, constructionist, critical, esthetic, and radical. There was a conceptual replacement of traditional criterion of validity. The validity is discussed from the point of view of argumentativeness of the interpretations in realistic system. The constructionist system supersedes criteria of reliability and authenticity. The critical criteria system makes special impact on social usefulness, and analysis inclusiveness in a context of social changes. Esthetic criteria system reduces quality of the analysis to its expressiveness and polyphony. The radical

system refuses to accept the unambiguous quality standard of researches. So-called “subjective” representations of the researcher are not an artifact of the analysis, but his/her own key tool. The problem of validity is a problem of the cultivation and critical reflection of how positions of the author and his/her respondents correspond (Zhitomirskaya 2013) .

The general model of validity of qualitative research is offered by Melnikova and Khoroshilov (2014). The general principle of creation of the author's system of validity is balancing a ratio of criteria and various levels (or stages) of qualitative research: planning, collecting and analysis of data, interpretation (Melnikova and Khoroshilov, 2014).

Giving his opinion on the reliability of research produced by qualitative methods, Leconte & J. p. Goetz allocate external reliability and internal reliability. Internal validity is considered as matching the theory with the researcher’s observation and external validity determine the possible scope of generalization of the obtained conclusions (LeCompte and Goetz 1982).

However, there are researchers who argue against these criteria and propose to base reliability primarily on trustworthiness and authenticity (Linkoln and Guba 1985). That means that the revealed account of social reality should be absolute with the researcher being objective at his best.

According to Michael Quinn Patton while evaluating his/her findings the researcher should remember that the actual impact of evaluation of research is not as profound (Patton 2002).

The qualitative method is mostly criticized as being extremely subjective and difficult to replicate and generalize (Bayborodova 2002).

Consequently, qualitative research is a field of inquiry that crosses discipline, fields and subject matter. It allows researchers to address process questions and to document changes in complex relationships over time. It is concerned with perception of the social meanings which is attached to phenomena by inquiry in order to register and analyze relationships or patterns of interaction. It also allows the social scientist to recognize and document the particular histories and contexts that inspire practices and the possibilities for change (Gurko 2008).

In the given research the application of the qualitative method is going to promote full understanding of the orphan children (who are my informants) and their situation. It is also aimed at collecting a wide scope of information on the local “children houses” (orphanages) from the children-residents, the graduates and the personnel of those institutions.

The given study is aimed at investigating patterns of the state of being a “social” or a “regular” orphan placed at the special residential institution. It also looks into the actual features of social work with those children at the Republic of North Ossetia (Alania), Russian Federation and, namely, in its capital Vladikavkaz (Vazhdaeva 2006).

4.2. The Design of the Work

The pattern of the research design used in the given study is case study combined with the site study and the study of the site applied in order to make out what is the actual situation of the orphan children placed in the residential institutions in Vladikavkaz and how does the social work with orphans there affect their present and future life situation.

Thus, I am looking into the cases of the orphan children and children without parents’ support placed into the residential institutions and the graduates of those institutions in Vladikavkaz. A well-known expert in case research Robert K. Yin differs between five various types of case studies - extreme, critical, representative, revelatory and longitudinal. In our study here we apply the representative case study which is motivated by our objective – to consider the situation, conditions of everyday life and possible prospects of socialization of the orphan children and to capture the impact of social work in the orphanages of Vladikavkaz (Yin 2014).

I was carrying out my case studies by performing the fieldwork. Theoretically fieldwork was proved by Amit (2000) as the procedure performed by the researcher in close relationship with the respondents Fieldwork formed a very important part of my studies as it was necessary to communicate with my respondents in order to understand their real situation in depth. So I kept visiting the orphanages to study the sites and to interview the children and the social workers and I also visited the graduates of these institutions to talk to them (Amit 2000).

4.3. Collection of information

Gathering and preparing the relevant for the case study information is possible by a number of ways in course of qualitative research.

According to Bryman (2012) interviews in the qualitative method are widely used to collect data due to its flexibility. In the given studies in-depth interviews serve as the most important methods of the collection of information together with the direct

observation and the analysis of documents and material artifacts and sites where the children live and learn.

During the interviews I am going to make out the personal experience of children placed in orphanages in Vladikavkaz and referring to the “social orphans”, “regular orphans” or to the children deprived of parental support temporarily.

While performing the fieldwork I also was involved in some direct observation without participating in the communication acts with my respondents. I have made notes and the analysis of my observations of the situations.

The interviews were based on the prepared questionnaires, however, the communication episodes with my respondents were flexible and depended on the character of the specific situation and could deviate from the plan.

Thus, my respondents were able to talk freely covering important for them subjects and reveal their challenges at most if they were inclined to do so. The list of questions that was used as the guide was developed by the author of the given study on the basis of the preliminary analysis of the existing literature on the problem of social work with orphans in the world as a whole as well as in Russian Federation.

The children-respondents were interviewed individually, however the presence of a teacher or a social worker was provided in order to comply with the ethical consideration.

The recordings of the interviews were produced depending on the specific situation either by the special recording gadget or manually using traditional writing technique and making those notes just after the interview was over. The language of interviewing was Russian, because the children in Ossetia speak Russian and teaching in the Republic of North Ossetia is going on mostly in Russian.

4.4. The sites of the research

The fieldwork for the given study was carried out in the two of the residential institutions for orphans and children deprived of parental care in Vladikavkaz, the capital of the Republic of North Ossetia (Alania), Russian Federation. The purpose was to analyze the actual situation of the children placed in orphanages and compare their aspirations to the reality of socialization of the graduates of those orphanages. The data collection from the personnel of these institutions was aimed at understanding the scope, possibilities and efficiency of the performed social work aimed at successful socialization of children.

The fieldwork was carried out in August, September and October 2016. As well as in the orphanages the information was collected outside from the former pupils of the orphanages who had left the institution and were building up their independent life.

The map of the site of the given study, Vladikavkaz is shown in Figure below

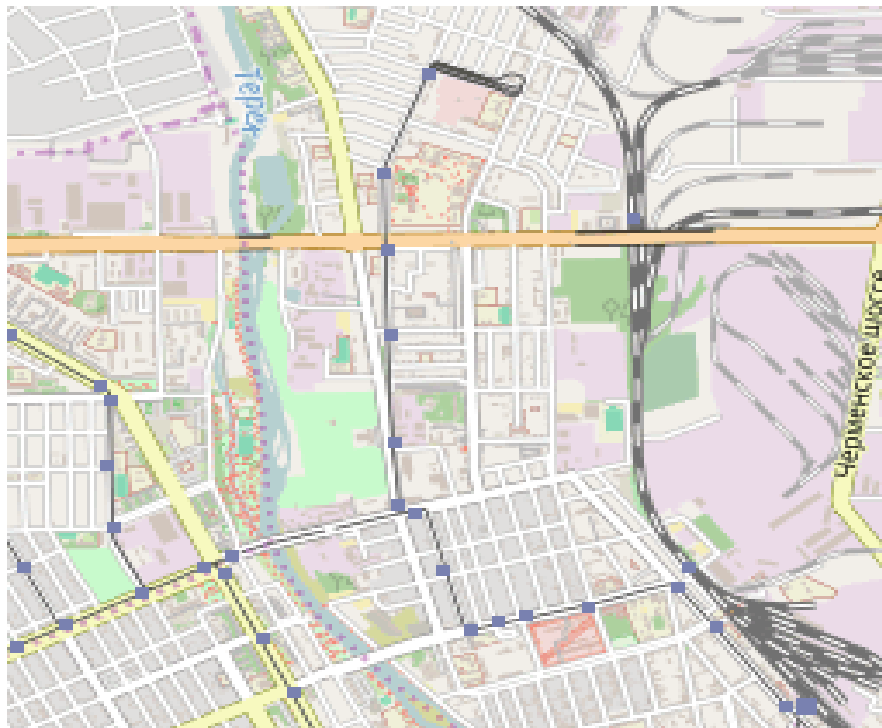


Figure 3. The map of Vladikavkaz, the capital of the Republic North Ossetia (Alania), Russian Federation

4.5 Sample choice for the research

I have performed the choice of samples for my study keeping in mind the definition by Alan Bryman, that samples within the framework of a qualitative research is a “segment of the population that is selected for research” (Bryman, 2012). The selection of respondents is done according to the objectives of study and the corresponding research questions. This procedure is defined as purposive sampling. The well-developed research questions reveal the character of respondent sampling because the choice is made in accordance with their relevance to the subject of the research. In my case the respondents were the children-orphans in two residential institutions for the children deprived of the parental care, “social orphans” and orphans who were able to share their experience of being placed into the institution, of the various conditions of life there (Boitsova 2014).

Using the criterion sampling in accordance with Alan Bryman's ideas in my research proposal I have identified three groups of respondents. The first one was already mentioned above, the second one was the graduates of the residential institutions who were able to share their independent life experience and what the actual efficiency of social work provided by the orphanages was. The third group of respondents was the social workers, teachers or organizers of the child care and support who gave the information on their own impact into the activities of social service on the children's social adaptation and on their experience of work with orphans.

Thus, the key informants were the children in the orphanages, the graduates gave the supporting and proving data and group three presented the contextual informants.

The key group of the children deprived of parental care, "social orphans" and orphans were to be adolescents of between 11-15 years old, six persons from each of two institutions. The respondents of the other two groups were chosen on the principle of the volume and accessibility of the relevant data. The teachers, the social workers, and the experts on the orphan children care from both institutions were interviewed.

The quantity of the key respondents was 12 persons; there were also six graduates and six teachers, the social workers, and the experts on the orphan children care who provided contextual information included into the sample. The total number of respondents was 24 persons.

In addition to collecting data while questioning the respondents I was engaged in obtaining the relevant to the objectives of my study documentation from the officials of the institutions and from the Ministry of Education of the Republic of North Ossetia (Alania).

4.6. Procedure

The procedure of the study began as I chose twenty orphanages to collect the maximum valid data. I prepared the questionnaires for the three predetermined groups of recipients.

The lists of primary questions is presented in the Appendix 1.

The field work was performed, as I have mentioned above, at the sites of two of Vladikavkaz "children houses" – residential institutions for children without parental care, orphans and social orphans.

The first institution, “Victoria” is an institution housing 37 children at the moment of sampling, 17 of them – girls and 20 - boys. Among them there are 26 children without parental care, 6 orphans and 5 children temporarily placed to the institution.

“Victoria” was founded on February 7, 2000 as the Republican children's house and school which was an assignee of auxiliary boarding school No. 3 (the school for the children with special needs). In 2006 the children's house and school was renamed into “State Educational Institution for Orphan Children and Children without Parental Support, the Children's House and School “Victoria” (DDSh “Viktoriya” Public Educational Institution) (Vazhdaeva 2006).

The institution provides the following activities: It provides educational programs of the primary general and main general education; education and care for the pupils; intellectual, emotional, physical development of the personality, ensuring social protection, medico-psychology and pedagogical rehabilitation and social adaptation of the children

The first medical and specialized aid is given in the institution (it is carried out at the level of the pediatrician treatment, for all other diseases treatment is carried out in a hospital or in children's polyclinic. Also in the institution physiotherapy and physical therapy are carried out). Yet, the medical office and the medical equipment don't meet the requirements of the institution.

The children spend their summer holidays at the seaside at the children’s camp where the children are taken by train. They communicate among all with the adults living and working outside the establishment and they write letters to their relatives and friends. The trips to the countryside, to the museums are organized. The institution participates in competitions developing the children's creativity.

There are two buildings - the old one (it houses the school and after school activities take place there) and an absolutely new one (there are the rooms where the children live). There live about three children in every room and there is one bathroom for every three rooms. It is difficult for the children to answer the question "How does your room look" because the rooms are generally identical, only the wall-paper differs. There are a first-aid post and the insulator. “Victoria” is located in the outskirts of the Vladikavkaz very close to a tree nursery and the water station. Unfortunately, I haven't noticed the playground.

The second institution covered by the study is Republican orphanage "Hury Tyn" (“sunray” in Ossetian). It was founded in 1987 in the village in the suburb of Vladikavkaz but in 1992 it was transferred to Vladikavkaz. The number of children in the institution is

49 and they are from 7 to 18 years old (27 girls and 22 boys). The number of orphan children is 26 and the number of children with special needs – 2. The groups are formed in accordance with children's age²⁰. The children go to a common secondary school.

There is the emergency and medical prevention service in the institution. The medical office and the medical equipment doesn't meet the requirements of the institution.

For summer holidays the children leave for the summer camp, go to their relatives, r stay at the institution.

The children communicate with their friends and adults living and working outside the institution, some of them write letters to their relatives and friends. For children will Trips and excursions across Russia and the Republic are organized for the children. The institution participates in various kinds of activities developing children's creativity and skills.

The institution possesses 2 buildings where children live, constructed in 1967. Capital repairs were made in 2002. The buildings are generally in need for capital repairs

There much better rooms than in “Victoria”, they are not just rooms but isolated flats as there's even a drawing room for about 4 persons. It is done so in compliance with the Decree of the Government of the Russian Federation of May 24, 2014 N 481 "On the performance of institutions for orphan children and children without parental support, and on the provision of children without parental support there" (Nechaeva 2016).

Unfortunately, there are no vehicles for transportation but there is a necessity to perform the transportation of pupils into the medical institutions, to the institutions of additional education; or for excursions.

There is a library. It corresponds to the requirements for the appropriate content and the number of books included. There is also a computer class with 21 computers, however, there is no Internet but there exists the opportunity for getting a connection.

The games and toys correspond to all the requirements. There are game rooms, and the children have their personal toys.

While doing the fieldwork I kept watching the environment and made notes of what I saw and heard. So my understanding of the situation gradually was changing. I am going to describe it in more detail below.

²⁰ Data of Federal Agency of Russian Education/FARE, 2016

4.7. The Analysis of the obtained Data

As it is stated by Alan Bryman the analysis of the gained information is the process which provides the organizing of the material which was obtained in the fieldwork. It should result in data reduction by the relevant categories (Bryman 2012).

The author also proposes the method of coding the information while performing the qualitative study. Coding allows classifying the information more promptly and clearly, breaking it first into the components. Thus, while doing my research I have noticed that there are a variety of ways and types of challenges for my respondents (comprising patterns) – orphan children that prevent them from normal socialization in their further independent life and also create a lot of difficulties while they are in the residential institutions (Melnikova 2014).

Consequently, the relevant information to my objectives of the study and the research questions was identified and rightfully grouped up in the final paper.

4.8 Limitations

There are always some limitations in any research. The primary one for the given study was the choice of objectives and research questions as there is actually a broad variety of challenges for orphan children and children deprived of parental support. The study should be properly narrowed so as its author could identify the most important issues.

Providing the study by qualitative methods the researcher should keep in his mind that the quality of data is often measured through trustworthiness (Bryman 2012). As David Silverman considers, the two criteria for trustworthiness are credibility and transferability. Credibility of the work might be declared in case the conclusions made by the researcher are supported by the data. It means that the researcher has the relevant understanding of the information he collected. Transferability is stated if relevant results can possibly appear in other works or in other contexts or the same context in another time (Silverman 2013).

The limitation put on the credibility in the given study might be interpreted in the notions of the children's age and their really hard life experience. So their stories and explanations might be far from reality.

As to the transferability of the present work, it also can demonstrate certain limitations due to the fact that the study I made within the narrow location on the sites of two institutions of Vladikavkaz, however, the similar patterns can be detected anywhere else.

4.9. Ethical issues

The given research looks into a rather special subject connected with the children deprived of parental care. So the ethical considerations are rather important in this framework. In order to follow the ethical standards and guidelines I took a number of corresponding measures.

Firstly I applied for the approval of the authorities of the orphanages, the teachers and social workers who are responsible for the children. The interviews with the children were held only in the presence of the relevant adults.

The interviews with the graduates, teachers and social workers were taken only with the preliminary consent and with certain arrangement of the time and place of the communication.

I also had to get in contact with the authorities to get the access to the documents of the institutions containing the necessary information.

All the respondents of the given study took part in the research on a voluntary basis, and they were able to withdraw from the interview when they wished or decline to answer any of the questions.

To comply with the ethical agenda I have kept all the respondents of this study anonymous, not mentioning their real names or other personal information which isn't visible in the report or in the other research documents. When it is needed for the narration the informants were given pseudonyms.

Chapter 5: Discussion and analysis of the results

Chapter Five is devoted to the outcomes of my fieldwork on the two of orphanages in Vladikavkaz and also to the analysis of the obtained results and further discussion.

Firstly, the detailed description of the facilities and activities aimed at the provision of effective care and social adaptation of the orphan children and children deprived of parental care will be provided.

Firstly, the narration of the case studies of the children's and graduates' social situation and vies of social workers from both institutions will be presented and analyzed. It is done under Objective 1 of the presented work: to identify and to investigate the main challenges in social work with orphans and children left without parental care and placed into a residential child care institution.

This is going to resolve the task within the Objective 2 of the given study: to explore the work of social services in Vladikavkaz, Russia on the example of the municipal institutions of social service (orphanages "Victoria" and "Hury Tyn").

The accounts of the fieldwork then will be applied to discover and formulate the patterns of challenges which the children have to overcome to achieve successful socialization. Local and national specific features will also be pointed out.

There are three orphanages in the Republic of North Ossetia (Alania) and a couple of similar institutions for the children with special needs. So two of them I have visited and investigated the conditions and interviewed the children there and also the graduates and the social workers.

5.1. Social Care and How it is Provided in Russian Federation and North Ossetia particularly

5.1.1. Analysis of Work with Documentation

The family legislation of the Russian Federation provides for several forms of placement of orphans and children left without parental care-adoption, guardianship (guardianship), foster family, placement in state institutions. This list is not complete, as the legislator allows the regions at their discretion and by virtue of their capabilities, experience and professionalism, to develop other forms of children and ways to solve the problem of (Melnikova 2014).

An orphanage should be understood, in a broad sense, as an institution designed for permanent placement of children left without parental care. When I use the word orphanage or children's home - I mean this, an institution specifically designed for orphans and children left without parental care of all types (educational institutions, including

family-type children's homes, medical institutions, social protection institutions and other similar institutions). This is the wording of the Family code.

What we need to understand. First, the placement of a child in an orphanage is possible only if the family form of the device can't be organized (in the law-adoption, guardianship (guardianship), foster family). There are no other family forms of arrangement in the law.

Secondly, the orphanage should be an institution. Not a company, not a consumer cooperative. An institution is an organization established by the owner to perform managerial, socio-cultural or other functions of a non-commercial nature and financed by it in whole or in part. This is also from the law. There are still words about the property, and about everything else, but any children's home - state or not - should be an institution.

Therefore, any children's homes created in a different form are outside the law.

The law "on additional guarantees for orphans and children left without parental care" specifies: full state support for orphans and children left without parental care, providing them during their stay (in the relevant state or municipal institution, in the family of a guardian, trustee, or foster parents) with free food, a free set of clothes and shoes and free medical care or compensation for their full cost.

5.1.2. Protection of housing and property rights of pupils

In 2015-2016 academic year the administration of North Ossetia continued work on protection of the housing rights and on other property questions. Reports to the Republican department of guardianship about the management of property of children in 2015 was prepared.

All the children whose parents are deprived of the parental rights have the documents confirming their right to monetary pay from parents (alimony) in their personal records and they should receive the money on their personal bank accounts. Revenues to accounts of pupils are systematically checked.

The number of the children having the right to the alimony by the end of academic year increased. About one third of them receive the money regularly, the rest ones have the problems – they receive the money irregularly or don't receive it at all.

The orphan children also have the right to receive the pension from the state. Half of the residents of orphanages got the social pension for the end of 2015-2016. Mostly it is

the pension due to the loss of the parent. The deposits of the children on Sberbank of Russia were renewed (Smirnova, 2016).

One of the major tasks of the administration is protection of the housing rights of pupils. The children having no property rights are appointed housing.

The protection of children`s housing rights is implemented according to Federal law on the protection of orphans and children left without parental care (Federal law, edition 2012)²¹.

During the last year passports were issued for children aged 14. All the children were registered in the place of stay.

When appointing guardianship in the operative part of the order all types of the state social support, including statement on housing accounting or appointment of trust management over the available property, registration of hereditary documents shall be without fail listed.

Registration of orphans, children left without parental care, as well as persons from among them is carried out in the administrations of local government of Vladikavkaz and districts of the Republic from 14 to 23 years at the place of residence in the case of providing documents confirming the eligibility of housing citizen.

The Interdepartmental Commission under the Government of the Republic of North Ossetia-Alania coordinates the provision of housing for orphans, children left without parental care, as well as persons from among them.

In accordance with the legislation, the Ministry of labor and social development is working to provide specialized accommodation free of charge for temporary residence of persons from among orphans and children left without parental care, in need of special social protection and which in the manner prescribed.8 of the law № 68-RZ, it is impossible to provide accommodation under the contract of social hiring.

Specialized premises of free use have the status of a specialized housing Fund, are not subject to privatization, sale, donation, other forms of alienation, are the property of the Republic of North Ossetia-Alania, transferred to the operational management of the Ministry of labor and social development of the Republic of North Ossetia-Alania

²¹ 2/29/2012 No. 15-Federal Law of Russian Federation "About the introduction of amendments to separate acts of the Russian Federation regarding orphan children and children without parental support providing with premises", No. 68 P3 of December 22, 2005

Persons from among orphans and children left without parental care live in specialized housing under contracts of gratuitous use for temporary residence with preservation of their priority for the right to receive housing of social hiring.

Specialized housing is equipped with the necessary household equipment, which helps to reduce inefficient costs and improve the quality of life of orphans. Social and psychological support of this category of persons is provided.

Persons from among orphans and children left without parental care, with members of their families live in specialized housing under contracts of gratuitous use for temporary residence with preservation of their priority for the right to receive housing of social hiring.

In practice on average, the apartments laid down by law, orphans are waiting for eight years. Now there are 1,306 people in the queue²².

Regina calls herself happy. At 24, she finally found a home. Before that, after leaving the boarding school, a girl rented the apartment for nine years.

She admits that should be the trick at last, but everything went smoothly. "Many people said that it is better not to count on an apartment. Advised to get married. But I still hoped that the Republican authorities will fulfill their obligations, "- says Regina (Caucasus Realities, 2017).

By law, the state must provide free housing for all graduates of orphanages. In practice, young people for years roam in rented apartments, and did not receive the promised square meters. Regina was really lucky. Now in North Ossetia-Alania without a roof over the head there are 1 306 orphans. 955 of them are already 18 years old.

For example, Olesya does not even have a hostel. For several years she has been renting a part of the room. During this time she had become a mother. Now it is especially hard - Olesya left work and sits with the child, and the husband supports the family. She had not enough money.

"Last year I was 121st in the line, then – 61st. This year, they say, the line moves slower. But maybe I will be lucky and I will be among the lucky ones, "- Olesya hopes.

As explained in the Ministry of labor of the Republic, the budgets for housing for orphans were cut last year. We managed to buy only 61 apartments per year. Thousands of orphans now have to wait (Caucasus Realities, 2017).

²² Federal State Statistical Service, 2017

5.1.3. Social and pedagogical monitoring of pupils and graduates

Social and legal service continued their work on explanation to the children of their rights and duties. The goal of a cycle of classes "You and Law" is formation of legal competence which can help the children in their independent life (Melnikova 2014).

The activity of social workers was aimed at adaptation of children to the conditions of the orphanage, preparation for independent life and work, at formation of consciousness towards their own physical and mental health, at prevention of addictions, and at formation of major social and communication skills. Work with the children is directed to the solution of social and pedagogical problems, prevention of offenses, formation of need for maintaining a healthy lifestyle, self-development and self-education, involving of the child in socially important activity. Social teachers also work on career guidance.

5.2. The Victoria Orphanage

It is located in the outskirts of the Vladikavkaz. There are two buildings - the old one (it houses the school and after school activities take place there) and an absolutely new one (there are the rooms where the children live). Every room holds three children and there is a bathroom for three rooms. There are a first-aid post and the insulator.

"Victoria" administration cooperates with a local candy store "Apriori" and they send a birthday cake for every child. Moreover, the list of birthdays of the children and the personnel of the institution is hung up every month. And they include the adults in the list in order to show the orphan children that they are not the only ones to be congratulated. (I have seen the photos of the events, and they are really very beautiful).

The special projects "We do it ourselves", "Steps into the future" promote preparation for independent life. (I have this information in the answers of the social workers and teachers during the interviews). In the framework of these projects the children recently went to the resort town of Kislovodsk and rented a flat there and trained to take care of themselves independently.

Generally, I have an extremely good impression of the institution. I didn't expect it. The children are very good, friendship is very important for them. And Rita, the social worker, who helped me a lot, is evidently very attached to these children. And she told that all of them usually remind each other of their coming birthday a week before and say what they would like for a birthday present.

The following information is gathered during the fieldwork at the orphanage Victoria.

5.2.1. Characteristic of the children's enrollment in "Victoria" ²³

There are 37 children placed at Victoria and together with four graduates the total makes 41 persons. Among them there are 17 girls and 20 boys. It makes 9 forms and 6 groups of the institution²⁴.

The tables below show the characteristics of the orphanage enrollment in more detail:

Table 1

Distribution of children according to their age

Age (years old)	Number
16	2
15	6
14	6
13	4
12	5
11	5
10	4
9	3
8	1
7	1
Total	37

Table 2

Origin of the children (where they come from)

Vladikavkaz	9 rural territories (districts)
13 persons	24 persons

²³ Valid for October 2016

²⁴ Data of the orphanage

Table 3

The social status of the children

Status	Number of children
Children without parental care:	26
Parents have been deprived or limited in parental rights	11
Single mother deprived or limited in parental rights	10
Single mother convicted for a crime	0
One of parent is declared incapacitated or deprived (limited) of the parental rights or is imprisoned, another has died, or is imprisoned for crimes	4
Orphans	6
Children placed to the orphanage temporally	5

At the beginning of academic year there were 40 pupils in the orphanage. Within a year the payroll of pupils changed: 19 pupils left, 19 pupils were placed to the orphanage. The social status of pupils is reflected in the social passport. Thus, of 40 children by the end 2015-2016 academic years there were 6 orphans, 24 children without parental support, 5 children got in a difficult situation²⁵.

The majority of the children are from ten to sixteen years old. And mostly they belong to the category of social orphans, which is now stated as “children deprived of parental care”. Only 6 children have no living parents. There are also children whose family cannot afford taking care of them and had to place them to the orphanage for a certain period (one year).

The most important causes of placing the child to the institution as a social orphan are: 1) his/her parents were deprived or limited in parental rights and 2) his/her single mother deprived or limited in parental rights.

²⁵ Data of the orphanage

During the given period the status of 5 pupils who were legally transferred to their biological mothers according to the decision of the regional court was changed and the children had their families restored.

5.2.2. Case Study – “Victoria”

Firstly, I am going to present the answers of the children-residents of the orphanage. The questions are placed according to the lists of questions in part 4.6. on page with the corresponding numbers (Appendix 2).

Here we consider the cases of Victoria residents with various backgrounds. Table 4 illustrates the answers of the children and the analysis of the corresponding problems of successful socialization in adult independent life is given.

So, if we analyze the obtained data we receive the following outcomes:

“lack of the family support” is referred to 7 times;

“lack of attention from the social workers and/or teachers” – 10 times;

“poor performance at school” – 11 times;

“poor relations with the group-mates”) – 9 times

“stigmatization outside the institution” – 6 times;

“poor physical health”, “lack of material resources” – wasn’t mentioned²⁶.

We have to keep in mind that the sample comprises children without any experience in life and living in the orphanage. Their major obstacles are difficulties at school, lack of diligence and support of environment of the institution – they have poor motivation perhaps because of poor store of knowledge due to their former family background. Having poor relations with the other children in the institution, especially concerning the problems in class. They certainly have to overcome lack of family support.

On the other hand the children don’t suffer from lack of material resources at all, having everything they can think of and living in very good conditions. Neither is the pattern of health problems of the residents of orphanages confirmed. The children say that they are seldom ill and mostly have no health problems.

In one of the cases the girl writes that her brother and she were taken to the foster family, but then they were returned to the orphanage. And according to the answers it is

²⁶ My developed methodology

visible that the children trust nobody any more. Some children told me everything themselves and some preferred writing.

Unfortunately, I can't say everything in details. Some children didn't even want to answer. Some of them asked me about anonymousness and their answers couldn't be checked with their friends or tutors.

The problems of adaptation of children to the conditions of the orphanage should be taken into account. Orphans, regardless of whether they lived in a parent family or do not remember it, are forced by age or other circumstances, to change their place of residence. For example, children from a child's home can move to an orphanage. The child can take guardians, adoptive parents, and then "return" back. The life of a child without parents is very different from that of peers whose parents care for them. A child in a public institution has no sense of a permanent home. Respondents and documents show that some children had to change up to six settlements, including the place of birth and education after school, four or five children's institutions.

The house for orphans can be destroyed several times:

- 1) actual separation from relatives;
- 2) home relations, when a child begins to consider a children's institution-home, and educators and children-relatives, but leaves the orphanage when moving or when becoming an adult (Vazhdaeva 2006).

Such moves leave a psychological trauma for the whole life.

Secondly, I present the results of the interviews with the graduates of Victoria residential institution (Appendix 3).

The cases of the graduates show that they have no or few challenges actually. However it may be explained by the fact that I was able to get the data only from successful graduates. And the "unsuccessful" graduates don't want to get in touch and communicate, because they feel ashamed. The main problem for most of them is housing and material problems. Housing is given to the orphans who have no property, but it is necessary to wait rather long.

In the reports of the institution there is very interesting information that by the end of October, 2013 over 87% of graduates could be considered successfully socialized. And by the end of October, 2014 the number of successfully socialized graduates exceeded 89%²⁷.

²⁷ Data of orphanage

The study showed that in addition to the nature, education, health on the adaptation of orphans affects the presence of relatives and relationships that are formed with them. Getting into children's institutions, children completely lose all family ties. Brothers and sisters are separated, determined in different educational institutions by age qualification, when one of them requires remedial training, treatment. One of the children may be transferred to another educational institution as punishment for bad behavior or education" (Nechaeva 2006).

In addition to the openly brutal approach to children-orphans, we can say about psychological illiteracy adults working with children. As a result of the inability or unwillingness to take into account the age characteristics of children, children lag behind in development. This, in the end, affects the ability to take a worthy place in life, to behave in accordance with the requirements of law and morality (Melnikova 2014).

Such a sad statement does not mean that nothing can be changed. It is probably impossible to adapt to violence or lack of choice. But where maladaptation is caused, rather, by psychological reasons, flexible approach to the children can and should be realized. Children's institutions are staffed by social teachers, psychologists, competent educators.

We can say that the socio-psychological causes of adverse development are:

- improper organization of communication between adults and children, the failure of those forms that dominate in children's institutions, especially in children's homes and pre-school children's homes;
- volatility, frequent turnover of adults raising children;
- insufficient work on the formation of the game, especially in preschool children's homes;
- poverty of the specific-sensory experience of children, resulting from the extreme narrowness of the environment;
- insufficient psycho-pedagogical training of teachers of children's homes for their indifferent attitude to the children (Nechaeva 2016).

The shortcomings of the programs of the teacher and training, not compensating for developmental defects caused by the lack of family;

- undifferentiated approach to children in the process of their upbringing and education: placement of children with different degrees of mental retardation in one group and their training in one program.

As the main approaches that affect the adaptation of pupils in the orphanage and to avoid maladaptation, we can offer the following:

General humanistic orientation of the staff of the children's institution;

- understanding of childhood as a special value, the fact that the child needs protection, education, and has the right to material security. Just because he is a little boy left without parents and it is protected by the law;

Setting to help children in «difficult life situations»;

- a clear understanding of age characteristics not at the everyday level, but at the scientific level; volumes are written on this issue; knowledge of tumors, leading activities, age tasks, typical behavioral manifestations of children of different ages is necessary for proper education (Nechaeva 2016).

And lastly I will reveal the attitude and the opinions of social workers from Victoria institution. Appendix 4 shows the opinions of two social workers.

We can see that the answers of social worker are close to identical. They admit that the life of children in the institution is quite satisfactory and the greatest challenge for the graduates is material difficulties, especially lack of housing. This problem is typical for Russia.

5.3. Characteristic of the children's enrollment in "KHYRY TYN"

The number of children in the institution is 28 persons, among them there are 24 social orphans and 4 children are placed to the orphanage temporarily on the basis of a tripartite contract between the mother, social authorities and the orphanage.

The conditions they live in are really very good. It looks like a flat. As you enter there as a corridor like in the usual flat with the outerwear hanging on the hanger, on the right there is a bathroom with the automatic washing machine. Then, there is a hall with sofas, TV and tables for studies. From the hall two doors lead to the bedrooms. 2-3 persons sleep in every bedroom, somewhere the bedroom is for one person. The dining room is very cozy. There are even flowers on the tables, however, they seem to be artificial.

The children often go for a walk and they are taken to many places – to the cafe, to the cinema, to the ice arena, etc. They sometimes are even tired of it, and want to stay at home. Not all children living in the families are entertained in this way.

There are a lot of extra-curriculum activities. Variety includes floristics and photography (with the new modern equipment) and others. Everything is provided in the orphanage except for sports. There is also an ensemble; they went on a tour to Tunisia and a few times to Montenegro.

For vacations the children are taken to summer camps either at the resorts - Nalchik, Kislovodsk, or to the seaside. They were also taken to tourist destinations during the school year before, but it was no good for the studies and now only preschool children are travelling during academic year²⁸.

For the New Year many people come to congratulate the children (various organizations, actors, other celebrities). They go to all kinds of theaters, circuses, etc. The children also order gifts for themselves in advance. For birthdays they lay the table and are given presents. And what has surprised me most of all - almost all of the children have phones, and very good ones, too! That is they are very well provided for.

Graduates come to the orphanage nearly every day. They aren't accustomed to independent life. They aren't able to handle their money and often spend their monthly payments in a couple of days and come to the orphanage for food. And it is in spite of the fact that they are prepared for living independently before graduation - there are lectures and discussions, experts come from the bank to talk to them, but it is no use. They get used always to have somebody to back them up and regard it as due. And as one social worker (who had been working there for 5 years) to whom I was talking to said, they lack the feeling of gratitude.

Unless owing to the fact that orphanages in our republic only three plus couple for children with limited abilities, a lot of attention is paid to them and have even attached the minister (I still will specify reliability of this information) to each graduate, it complicates even more ability of graduates to adapt to independent life.

All in all due to the fact that there are only three orphanages in the Republic of North Ossetia (Alania) and a couple of institutions for the children with special needs they are paid an extremely great attention to. There is even unchecked information that a minister is attached to every graduate. But all this makes it even more difficult for a graduate of the orphanage to get well adapted for independent life.

The tables below illustrate the enrollment of children in the residential social institution "Khury Tyn" (see tables 7-9).

²⁸ The source is tutors of orphanage

Table 7

Distribution of children according to their age

Age (years old)	Quantity of children in the institution
16	3
15	3
14	5
13	1
12	1
11	1
10	4
9	2
8	1
7	2
6	1
5	2
4	5
Total	30

Table 8

Origin of the children (where they come from)

Vladikavkaz	rural territories (districts) of North Ossetia	Other regions of RF
17 persons	9 persons	4 persons

Table 9

The social status of the children

Status	Number of children
Children without parental care:	27
Parents deprived of or limited in parental rights	10
Single mother deprived of or limited in parental rights	10
Single mother convicted for a crime	2

One of parent is declared incapacitated or deprived (limited) of the parental rights or is imprisoned, another has died, or is imprisoned for crimes	5
Orphans	0
Children placed to the orphanage temporarily	3

Looking into the enrollment of children in Khury Tyn orphanage we can realize that most of the children are of older adolescent age, the majority come from Vladikavkaz, however there are quite a lot of children from the districts of North Ossetia (villages) and 4 children come from other regions of Russian Federation, mostly from the South Russia²⁹.

It is notable that there is no “actual” orphans in Khury Tyn at all. However the majority of the children have both parents or single mother deprived of or limited in parental rights, five of the children have one parent declared incapacitated or deprived (limited) of the parental rights or imprisoned and another parent died, or imprisoned for crimes. Two children live in the orphanage as long as their convicted mothers stay in prison and three of them are placed to the orphanage for a year by their families because of some difficulties and severe problems in children`s lives.

5.3.1. Case Study – KHURY TYN

In our case study we consider the interviews with the children residing in Khury Tyn, with a couple of graduates and social workers so as to reveal the actual situation and the challengers for successful socialization of children. Here we are going to implement the analysis according to the same patterns of obstacles as in the case study at Victoria (see Appendix 7).

Looking into the cases of the children residing in Khury Tyn (see Appendix 5) we can follow the patterns which could possibly make their lives less comfortable and happy comparing to those of the children brought up in the families.. Table 10 presents the answers of the children and at the same time it allows to make the conclusions on the obstacles or challenges for those children in course of socialization in future independent life. The summary of patterns for sample can be generalized as the complex of patterns reveals the information contained in the answers of the children:

²⁹ Data of orphanage

“lack of the family support” is shown 5 times (different orphans);
“lack of attention from the social workers and/or teachers” – 3 times;
“poor performance at school” – 3 times;
“stigmatization outside the institution” – only once;
“poor relations with the group-mates”, “poor physical health”, “lack of material resources” – don’t show any reflection in the children’s answers.

Generally, the answers of Khury Tyn residents represent much more harmonious situation. Fewer challenging patterns were observed. It is evident that mostly the children suffer from lack of family support – that leads to inability to gain the important practical skills. The families are substituted by the social workers in the orphanage.

And it is also a positive phenomenon that we have found out – the children in the orphanage generally don’t admit health problems in both orphanages.

Next, I am going to deal with the information given in course of the interviews with the graduates of Khury Tyn (see Appendix 6).

Marina is in the orphanage since she was seven. Her mother was an alcohol addict and she was deprived of parental rights, but she sometimes came to her children to the orphanage and they communicated. She died in 2010. Her father is alive; he has his family with a daughter. But the children never see him at all.

As with the graduates of Victoria, among the graduates of Khury Tyn only those who have been successfully adapted in the society after leaving the institution responded to my request for an interview. So there is one major problem revealed and it is lack of housing that is material resources. It is evident that being quite happy while living in the orphanage after numerous hardships of their abnormal life with the parents, the adult graduates start meeting the difficulties of real life only when they start to live on their own.

So the information from a social worker of Khury Tyn (Appendix 7) generally repeats that from Victoria and supports my conclusions about the major challenges for the children living in the orphanages.

Most of all they need a loving and caring family that could support them in socialization. Stigmatization in the society is only due to the fact that the life of the residents of social institutions like orphanages in Vladikavkaz is totally devoid of everyday problems all the other children have. The policy of providing the children with everything they need and even want seems to lead to unbalanced perception of the society.

Consequently, family and a harmonic one, too is important for bringing up happy children.

Chapter 6: Discussion and Conclusion

Speaking about my experience of meeting an official from the North Ossetia Ministry of social work, the main thing that I have understood is that the main problem of the social work in the orphanages is that the children have no behavior pattern to support them in independent life. In Ossetia practically all the children living in orphanage are social orphans, because owing to local national traditions if parents die their children are taken in the families of their relatives. So the social orphans are deprived of the family experience and at the same time they have no material difficulties and are supported in all their activities by the social workers as all their needs are satisfied without any effort on their part. So the majority of orphans develop social egoism and inability to behave in common everyday situations, to plan their budget, to satisfy their needs.

Another major problem is the problem of education. If a city child, brought up in a family, often receives a full school education, in children's homes, where training is provided, there are always problems with the staff, with teachers. Often children do not study any subjects for a long time, because there is no one to teach. Graduates of boarding schools are limited both in the freedom of choice of educational institution and in the possibility of admission, despite the existing benefits. It is almost impossible for orphans to enter higher educational institutions, especially prestigious specialties (Nechaeva 2016). Orphans are reluctant to take even in vocational schools not to mention Universities. Young orphans are generally not competitive in today's labor market. And the resulting profession-unclaimed. In most cases, restrictions on obtaining a profession and work are related to the housing problem. The law prescribes a graduate of a state institution to return to the place of birth, which is sometimes associated only with the fact of birth (even foundlings - at the location of the hospital). It is very rare that a young person receives a residence permit, permanent housing and the opportunity to study or work, when children and parents agree to live together upon the return of the child from the institution and lead a more or less tolerable existence (Osadchaya 2009).

The feeling of orphanhood accompanies a person throughout life, no matter how it has developed. The frequency of childhood memories and identification with the reference group of orphans depends on how well or poorly life has developed. All the problems

orphans deserved or wrongly see as a result of loneliness, upbringing or prejudice of others.

Very often orphans do not identify themselves with the society, surrounding people, but oppose themselves to them. Getting education, specialty, creating a family, giving birth to children and raising grandchildren, they continue to call themselves orphans, confirming the theory that belonging to a group is destiny. Units receive a high level of education, prestigious job.

Studying and analyzing research social and psychological aspects of life of graduates of orphanages and factors contributing to the adaptation and disadaptation, some authors (Melnikova 2014) give recommendations for the intersection, the possibility of negative adaptation. They note that the preparation for the independent life of an orphan should be started long before he leaves the orphanage. All programs, except one, must be implemented during the period of the teenager in the orphanage. Currently, the following areas of work with orphans are relevant:

1. prevention of deviant and delinquent behavior;
2. moral education;
3. sex-role education (training in "female" and "male" behaviors);
4. sexual education, contraceptive methods;
5. prevention of alcohol and drug addiction;
6. career guidance;
7. Formation of skills to solve vital tasks;
8. training in household skills (cooking, home maintenance, budget planning,

etc.) (Zhitomirskaya 2013).

The above-mentioned program for the adaptation of graduates, which is implemented during their independent life, is a program of post-boarding support.

According to the above materials it is necessary to pay attention to the following points:

(a) training is needed to develop skills in managing one's free time. After a rigid schedule of the orphanage, regime and control of the graduate is a lot of free time and almost no control. Even in the orphanage it is necessary to form any sustainable types of employment: sports, Hobbies, etc., which would organically move into an independent life of the graduate.

b) psychotherapeutic work is needed to restore respect for work. The value of labor is lost today in most young people, but the graduates of orphanages it is deformed also due to the fact that they are on state support.

c) correctional and developing classes on social adaptation of pupils of orphanage are Necessary. In the implementation of corrective-developmental orientation of work on social adaptation of children's homes should be purposefully and systematically to work on the prevention of negative deviations and delays in the development of the personality of pupils, to correct already formed negative personal education and to develop required for a successful independent life of the quality and properties of personality. The material for correctional and developmental studies and methods of their conduct are very widely represented in the modern literature (Melnikova 2014).

In addition, the experience of various social rehabilitation centers and orphanages is widely presented in modern literature (Nechaeva 2016).

The designation of the problem in the work, as well as recommendations for their solution, are closely related. In order to successfully solve the problems of raising orphans, ensuring their social growth, it is necessary to take a comprehensive approach to the implementation of the proposed ideas and the use of pedagogical tools, to build and include them in the educational system. Otherwise, it is difficult to expect success.

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Appendix 1

The list of questions:

Questions asked to the children-orphans in the residential institutions (Sample group 1):

1. Can you remember how you got to the institution?
2. How is your everyday life organized?
 - What is your day like – when do you get up – what is your usual breakfast-dinner-supper – when and where do you go for a walk?
3. What are your bedrooms, dining rooms, studying rooms look like?
4. Do you feel yourself comfortable? Do your mates feel themselves comfortable?
5. Is it nice to have friends? Do you have friends?
6. What do you do in your free time? What do you like doing?
7. What do your teachers do for you? Do you have a favorite teacher? Why is she your favorite?
8. What do you do for your friends or teachers yourself?
9. Do you like to go to school?
10. What marks do you usually get?
11. What are your favourite subjects?
12. Do you need (get) any help in your studies?
13. Do you help somebody in his/her studies yourself?
14. Who do you address when you have a problem?
15. Do you ever feel ill? How is it? Does anybody take care of you?
16. Do you have any celebrations like a New Year, a birthday party?
17. What do you like doing best of all? What do you hate doing?
18. What are your plans for future life? – in education (would you like to be somebody – to learn something?) – in profession (what would you be – what would you like to be?) - In your personal life (would you like to have a family? Is a loving family important?) – for taking care of your home - what kind of home would you prefer?)
19. What do you know now about leaving the residential institution and living an independent life? What are the positive things about it? Do you think there would be any difficulties or problems?
20. Who will you address to if you meet a difficulty?

Questions asked to the graduates of the residential institutions (sample group 2):

1. What kind of social services did you experience at residential child care institutions?
2. What is the quality of satisfaction of physical, intellectual and spiritual needs of the children at residential child care institutions? What would you like to change?
3. What is the quality of medical care at residential child care institution you lived in?
4. What kind of education did you get? What would you improve?
5. Did you take any professional training after leaving school? Would you like to?
6. Do you have a family of your own? Are you going to?
7. Where do you live? Have you got a place for living independently? Was there any problem to get I (Are there any housing problems?)
8. Have you got any information about your friends' independent life (life after leaving the residential institution)?
9. Do you think you have (will) succeed in life? What could help you? What could prevent from succeeding?
10. Have your teachers helped you to start living on your own? How?
11. What would you improve if you could?

Questions asked to the social workers, teachers or organisers of the child care (sample group 3):

1. How is the term "social orphans" interpreted and what is the difference of this type of orphans?
2. What kind of social services are provided at residential child care institutions?
3. What is the quality of satisfaction of physical, intellectual and spiritual needs of the children at residential child care institutions?
4. What is the quality of medical care at residential child care institutions?
5. What are the features of education the orphan children get?
6. What are the main challenges for social workers dealing with orphan children in Vladikavkaz in the specialized institutions for orphans, in foster homes and after graduation?
7. What are the prevailing measures to be taken by the social workers in order to introduce improvements to post-orphanage or post-foster home

socialization of the graduates (including improvement in behavioral style and communication, ability to solve personal problems, achieve the educational standard and get a reasonable employment) in Vladikavkaz?

Questions asked to the experts on the orphan children care at the Republic of Northern Ossetia (Alania), in its capital Vladikavkaz (Sample group 3)

5. What are the prevailing causes of children becoming orphans in Vladikavkaz?
6. What is the traditional (national) way of dealing with the problems under discussion in the Northern Ossetia (Alania)?
7. What is the quality of satisfaction of physical, intellectual and spiritual needs of the children at residential child care institutions?
8. What is the quality of medical care at residential child care institutions?
9. What are the features of education the orphan children get in Vladikavkaz?

Appendix 2

The outcomes of the Interviews of Sample group 1 (the children-orphans in the residential institutions)

Name/ orphanage	Age	Question number	Answer	Challenge code
1. Daniel	14			
Victoria		1	I get up at 7, I do my morning exercise at 7.30, then I get ready for school, have breakfast. School is from 9 till 2 p.m., dinner at 2.30, sports and extra-curriculum activities till 7 p.m. Supper is at 7 p.m., then I have my free time and after I go to bed. In my free time I go for a walk at the boating station and in the park for the study of trees nearby.	
		3	All the premises are in a good condition	
		4	I feel myself comfortable, the others feel the same	
		5	I have friends	
		6	In my free time I play football, go for a walk. I like to do something with the machines and devices.	
		7	They teach me everything, help me in my life, and support in hard times. I have a favorite teacher, she loves children.	
		8	No answer	D - "poor relations with the group-mates"
		9	I like going to school	
		10	"fives" and "fours"	
		11	Informatics	
		12	I sometimes need help	
		13	No answer	D - "poor relations with the group-mates"; C
		14	I address to my friends and I appreciate this help very much	
		15	I am seldom ill. Doctors and friends take care of me when I do.	
		16	Yes, we lay the table and then there are dances.	
		17	No answer	
		18	I want to get a higher education, I am	E -

			going to become a programmer. I certainly want to have a loving family I haven't thought about my home.	"stigmatization outside the institution"
		19	I haven't thought about my life after the orphanage, but I have an idea about it	E - "stigmatization outside the institution"
		20	I am going to address to my friends	B - "lack of attention from the social workers and/or teachers"
2. Vladimir	15			
Victoria		1	He didn't want to answer why and how he got to the orphanage	E - "stigmatization outside the institution"
		2	The days pass very well. I get up at 7.45. I have porridge for breakfast and soup and the second course for dinner. For supper I have something light. In my free time I go for a walk.	
		3	I feel myself well, and I don't know about the others.	
		4	I have got friends	
		5	I like to draw and to play football	
		6	They teach. No, I haven't a favorite teacher	B - "lack of attention from the social workers and/or teachers"
		7	No answer	B - "lack of attention from the social workers and/or teachers"
		8	No answer	D
		9	Yes, I like going to school	
		10	Usually - fours, but sometimes - threes	
		11	Physical training	C - "poor performance at school"
		12	Sometimes I need help, but sometimes I cope myself	
		13	No answer	D - "poor relations with the group-mates"; C
		14	I ask my teachers. They help very well so as I can understand.	
		15	I was ill a couple of times, my classmates took care of me.	

		16	Yes, we have celebrations. They are excellent.	
		17	No answer	
		18	I am going to get a higher education. But it is a secret what I am going to be. I certainly want a loving family. I want a big house.	
		19	I've got a positive attitude to graduation. I have some idea of my independent life because my teachers tell us about it.	
		20	If I meet difficulties I will address to my teachers or to the director and as a last resort to my family.	
3. Ruslan	14			
Victoria		1	No answer	
		2	I get up at 6:00 because I go jogging, I like my food, and I go for a walk in my free time usually in the park for the study of trees nearby.	
		3	There are three beds, a mirror, a wardrobe, a carpet, curtains and bed-tables in my room. There are tables and boards for distributing meals in the dining room. There are desks, blackboard, a shoe-stand and a bookcase in the classroom.	
		4	No answer if he feels himself comfortable	
		5	Yes. he has friends	
		6	Goes to football matches	
		7	They explain the material. Yes, there is a favorite teacher. "I just like her"	
		8	No answer	C - "poor performance at school"
		9	I like to go to school	
		10	I get "threes" (satisfactory marks)	C - "poor performance at school"
		11	Chemistry, physical culture	
		12	Yes, if it is not clear, I ask my teacher	
		13	No answer	D - "poor relations with the group-mates"; C
		14	I tell my teachers	
		15	I am very seldom ill. As a rule, they place me into the insulator.	

		16	Yes, we celebrate	
		17	I like to go for a walk and I don't like to do my homework	
		18	I want to be a footballer and I won't get an education. I would like to create a loving family. I want a spacy house.	C - "poor performance at school"
		19	I don't think about it	A - "lack of the family support" E - "stigmatization outside the institution"
		20	To the Director of the orphanage	
4. Alina	15			
Victoria		1	Mother is deprived of the parental rights	A - "lack of the family support"
		2	I get up at 7.30.and sleep as long as I want on weekend	
		3	Everything looks good enough	
		4	I feel well myself as well as the others	
		5	Yes, I have friends	
		6	I go for a walk, watch TV. I don't like to do my homework	C - "poor performance at school"
		7	Teachers are those people who taught me to write. My favorite teacher is my first tutor and he is like a family for me.	
		8	No answer	C - "poor performance at school"
		9	I don't like to go to school	C - "poor performance at school"
		10	Usually "threes"	C - "poor performance at school"
		11	Literature and physical training	
		12	Yes, I need help	B - "lack of attention from the social workers and/or teachers"
		13	No answer	D - "poor relations with the group-mates"
		14	My friends help me. I ask teachers if	

			my friends don't know	
		15	Seldom, the doctors take care of me	
		16	Yes, we lay the tables and then we have a disco	
		17	No answer	B - "lack of attention from the social workers and/or teachers"
		18	I won't study for it takes too much time. I am planning to connect my life with sports. I want a loving family. I would prefer a flat.	B - "lack of attention from the social workers and/or teachers"
		19	I imagine my independent life very well – I will have fun and go in for sports.	A - "lack of the family support"
		20	I will go to my friends but not to the state (officials)	A - "lack of the family support" B - "lack of attention from the social workers and/or teachers"
5. Arthur	16	1		
Victoria			No answer	
		2	I get up at 8 in the morning, we go for a walk in the park sometimes	
		3	Everything looks very well	
		4	I feel myself comfortable, the others too.	
		5	I have friends	
		6	I watch TV, go for a walk	
		7	They teach. I have. She is very kind	
		8	No answer	D - "poor relations with the group-mates"
		9	I don't like to go to school	C - "poor performance at school"
		10	"threes", sometimes "fours" and "fives"	C - "poor performance at school"
		11	I have no favorite subject	C - "poor performance at school"
		12	I sometimes need help. Teachers help me and I appreciate their help but first I ask my friends.	
		13	No answer	D - "poor relations with the

				group-mates”
		14	No answer	B - “lack of attention from the social workers and/or teachers”
		15	I was seldom ill and I stayed in bed in the insulator	
		16	We celebrate very violently and cheerfully	
		17	No answer	A - “lack of the family support” E - “stigmatization outside the institution”
		18	I want to get a technical education and become a builder for I prefer manual labor. I want to have a loving family. I want to live in a flat.	C - “poor performance at school”
		19	I know that life will be hard but I am waiting for my independent life impatiently	A - “lack of the family support”
		20	I will not go either to friends or to the state (officials) for a principle (on purpose. I don't love government employees, I don't trust them	B - “lack of attention from the social workers and/or teachers”
6. Arsen	15			
Victoria		1	Cannot answer	A - “lack of the family support”
		2	Gets up at 7.40. Has his breakfast – porridge, tea with bread-and-butter, dinner – first course-second course – and third course, for supper – an evening meal and tea On Sunday I go for a walk to the Glory Alley or to Mira Avenue	
		3	There are a number of beds, a mirror, a wardrobe, a carpet, curtains, bed-tables in the rooms. There are tables, chairs, and a board for distribution of meal in the dining room. There are a teacher’s table, desks, a bookcase and a blackboard in the classroom	
		4	Living in the orphanage is comfortable but it would be better to live in the family. Believes that the other residents think the same way.	A - “lack of the family support”
		5	Has friends – classmates and younger pupils	
		6	In his free time he goes in for	

			modelling. I do what I like to do in my free time	
		7	I like going to school as well as other (usual) pupils	
		8	Teachers mean no more than friends for me, even less (much less)	
		9	My favorite teacher is a teacher of English language (gives the name). She is kind, teaches well, sympathetic and friendly	
		10	I have usual marks – 3,4,5 (4 – most of all)	
		11	My favorite subject is chemistry	
		12	Help in the studies would be useful, but not in all the subjects	
		13	I am helped by the teachers, the social workers. I think the help is rather controversial	E - “stigmatization outside the institution”
		14	If I have a problem I address my friends	
		15	I was ill rather seldom and my friends, teachers and social workers took care of me then.	
		16	We celebrate holidays by laying tables and feasting	
		17	I’d like to get a higher education in architecture I want to create a family in future very much, it is very important for me	
		18	I want to have a big house so that all my family could get on.	
		19	I cannot answer	
		20	I would go to my best friend with all my difficulties and problems	B - “lack of attention from the social workers and/or teachers”

Appendix 3

The outcomes of the Interviews of Sample group 2 (the graduates of the residential institutions (Victoria))

Name/ orphanage	Age	Year of graduation	Question number	Answer	Challenge code
Kristie	21	2012			
Victoria			1	Teaching , educational	
			2	The quality of satisfaction of the requirements at the orphanage is very good	
			3	Medical care was always on time. Our health was always most important.	
			4	I studied at school for 9 years. I am still studying now (the 4 th course of the railroad technical college)	
			5	technical college	
			6	I have a family. I am married with a son.	
			7	We live in a rented flat. I haven't received housing from the state yet. I am on the list, but I think it won't be soon. The list is long – I am the 201 th .	G - "lack of material resources"
			8	I keep in touch with many of them. If I need some help, there is no problem.	
			9	It all helped me in my life for I always try to achieve my goal. Everything I have now is thanks to my education and the advice of my teachers and social workers from the orphanage. They helped very much with an advice,	

				a deed, and just with a kind word.	
				Undoubtedly, they have helped. They prepared us for graduation, for the independent life, so as we wouldn't lose ourselves after graduation. They talked to us, gave examples of graduates. And even now we feel their support as they are always glad to prompt and to help.	
			11	Less orphanages and more happy families.	
Name/ orphanage	Age	Year of graduation	Question number	Answer	Challenge code
Alexander	17	2015			
Victoria			1	Everything. They replaced a family for me.	
			2	I don't know about the others but in my orphanage everything was on the highest level	
			3	Seems it was ok. It is difficult for me to answer because I wasn't ever ill.	
			4	I got a good secondary education. Now I study in the college much better than my mates from full families.	
			5	I study at the Agrarian college.	
			6	Yes, I am going to certainly, but later.	
			7	Now I live in the hostel at the college. It is early for getting housing but I am on the list	
			8	Not about everybody.	

				I spend my free time with other graduates of my orphanage who are my friends.	
			9	Reduction of laziness will help me and the same could be the obstacle.	
			10	They certainly helped. Gave the advice. And even now I can go for advice to them.	
			11	I would change the minds of the parents to make them respect their children. There wouldn't be orphanages then (This answer I heard repeatedly from a number of graduates)	

Appendix 4

The results of the interview with social workers at “Victoria”

N	Questions	Answers
1	How is the term “social orphans” interpreted and what is the difference of this type of orphans?	<ol style="list-style-type: none"> 1. Social orphans are the children who have parents, but for different reasons they don’t take care of their children. 2. Have parents
2	What kind of social services are provided at residential child care institutions?	<ol style="list-style-type: none"> 1. Social and domestic, social and pedagogic, social and psychological, social and medical. 2. medical, domestic, pedagogical
3	What is the quality of satisfaction of physical, intellectual and spiritual needs of the children at residential child care institutions?	<ol style="list-style-type: none"> 1. Satisfactory 2. Satisfactory
4	What is the quality of medical care at residential child care institutions?	<ol style="list-style-type: none"> 1. Satisfactory 2. Satisfactory
5	What are the features of education the orphan children get?	<ol style="list-style-type: none"> 1. Most often the children get the general secondary education and enter a professional school then 2. general, professional
6	What are the main challenges for social workers dealing with orphan children in Vladikavkaz in the specialized institutions for orphans, in foster homes and after graduation?	<ol style="list-style-type: none"> 1. Housing - they receive housing but behind schedule as a rule a 2. I can’t answer
7	What are the prevailing measures to be taken by the social workers in order to introduce improvements to post-orphanage or post-foster home socialization of the graduates (including improvement in behavioral style and communication, ability to solve personal problems, achieve the educational standard and get a reasonable employment) in Vladikavkaz?	<ol style="list-style-type: none"> 1. Different projects like “Ourselves” and “Steps into the future” are developed in the orphanages to promote the preparation for independent life. 2. I can’t answer

Appendix 5

The outcomes of the Interviews of Sample group 1a (the children-orphans in the residential institutions (Khury Tyn))

Name/ Orphanage	Age	Question number	Answer	Challenge code
1. German	14			
Hury tyn		1	I don't know	
		2	I get up at 7.45. Tea with bread-and-butter and porridge for breakfast. Soup, the second course and compote for dinner. After dinner I go for a walk in the yard.	
		3	Very well. I feel comfortable	
		4	I don't know	
		5	I have	
		6	In my free time I draw and watch TV. I like to have a rest, I don't like to get up early	
		7	I like it very much	B - "lack of attention from the social workers and/or teachers"
		8	A teacher for me means a lot	
		9	I have. He is my favorite because he is my teacher from the very beginning and he is very kind	
		10	I usually have 3 4 or 5	
		11	My favorite subject is algebra	
		12	Usually I am helped. Very well.	
		13	I go to a teacher or a social worker	
		14	Yes. But not very often. A social worker.	
		15	Yes, we lay the table and there is dancing afterwards.	
		16	I don't know. I would like to be a tiler	
		17	Yes. A loving family is very important for me	A - "lack of the family support"
		18	Big enough so as everybody could be comfortable	
		19	I don't know	
		20	To the head teacher or to the Director	
2. Milana	15			
Hury tyn		1	We (my brother and I) lived in the orphanage "The Sunlet" and were adopted by the foster family. They took care of us but then they rejected us –	A - "lack of the family support" E - "stigmatization outside the

			my brother and me. It was because of my – I behaved badly.	institution”
		2	I get up at 7 or 8 o’clock, I have my breakfast, tidy up, go to school, have my dinner. Then I like to have a nap. If I had a telephone I would sit in the social networks, then I do my homework. Have supper. I like to listen to music. I usually listen to music during all my free time and seldom I like to read.	
		3	Usually	
		4	Normally. They also feel themselves normally	
		5	I have friends	
		6	She has said about it above	
		7	I like to listen to music and to read. I don’t like to do my homework and to study myself	
		8	Yes when I am in the mood to	C - “poor performance at school”
		9	The teacher means very much. Gives the names of the teachers – three names. They are good and understanding	
		10	3, 4, 5, mostly the latter two	
		11	Biology	
		12	Myself	E - “stigmatization outside the institution”
		13	They would help if I ask, But I don’t want to.	B - “lack of attention from the social workers and/or teachers”
		14	I only speak to myself. Only by myself	E - “stigmatization outside the institution”
		15	They are very good. I love the New Year and birthday	
		16	I have great plans. I want to become a designer and there is much else I desire	
		17	Yes. Yes.	
		18	Not big and cozy	
		19	Everything would be just wonderful	
		20	There is nobody to address. Because I believe nobody.	
3. Fatima	16			
Hury Tyn				

		1	Mother was deprived of parental rights and she doesn't know her father	
		2	I get up at 7:45 (except Saturday and Sunday), we have breakfast, I go to school, after school I have dinner and extra-curriculum activities, then – free time and homework, then supper. The food is very tasty.	
		3.	There are three of us in the room. We have a hall and a bathroom. The dining-room is very neat and nice.	
		4.	Yeas, it is rather comfortable. And others, too.	
		5.	Yes, I have friends both in the orphanage and at school. I like them very much.	
		6.	I watch TV in my free time. I like singing.	
		7.	I don't have a favorite teacher but I have a favorite social worker. She supported me when I got here.	
		8.	I do my best to help my friends if I can. And also to help the social workers.	
		9.	I like going to school	
		10.	3-4	C - "poor performance at school"
		11.	Social Studies	
		12.	Yes, If I don't understand anything the social workers help. Certainly, if I am asked I always answer	
		13.	To social workers. They would always help.	
		14.	Yes, I was seldom ill. They place to hospital and treat.	
		15.	Certainly. For a New Year very many people come and give presents. And we also go to many places. We celebrate birthdays, too. And there is a present.	
		16.	I like to go dancing and singing. I don't like to tidy up.	B - "lack of attention from the social workers and/or teachers"
		17.	I want to finish school and to enter a professional school. I will try to become a chef. I want a loving family, it is important.	A - "lack of the family support"
		18	And I want a big and beautiful house.	
		19	I know everything about independent life. My classmates also tell me about	

			it. There are going to be difficulties, of course, but I will cope with them.	
		20.	I will come to my orphanage.	
4. Vera	15			
Hury Tyn		1	Three years ago the parents were deprived of parental rights	
		2	I get up at 7:30. Breakfast, school, dinner, floristics or drawing, then I have rest, do my homework.	
		3.	I live with my sister in one room and there is one other girl. We have our bathroom and a sitting room with a TV	
		4.	I feel myself well, especially when my brother and sister are near me.	
		5.	Yes, I like to communicate with my friends. I miss my old friends.	
		6.	I listen to music	
		7.	I have a favorite teacher. Just a good person.	
		8.	Nothing special. I try to be on friendly terms with them.	D - "poor relations with the group-mates"
		9.	Generally I like it.	C - "poor performance at school"
		10.	4	
		11.	Literature	
		12.	Yes, sometimes there is something I don't understand. I ask the social workers.	
		13.	I help, especially my sister and brother. And the others, too.	
		14.	I ask the social workers.	
		15.	Yes I was ill once. They take care well.	
		16.	We celebrate. There is a fur-tree and the other things. Guests. Presents. We lay the table and celebrate birthdays.	
		17.	I like to draw; I like to go to the cinema.	
		18.	I actually want to become a lawyer. I hope to enter the University. I want to have a family of my own although I have it already. But I don't want to have many children – maximum 2. And I would like to live in a flat with enough space for everybody.	
		19.	I hope to get a flat and live alone until my brother and sister graduate. Our	A - "lack of the family support"

			parents may improve. We shall live and see.	
		20.	If I am not able to solve my problem I will go to the orphanage.	
5. Roman	14			
Hury Tyn		1	Mother is convicted for 10 years in prison, and he doesn't know his father	
		2.	I get up at 7:30, jog a little, wash myself and go to breakfast, and then I go to school. Then there is dinner and I go to football training. Then I do my homework and have a rest.	
		3.	I like everything. There are three of us in the room. There is a sitting room where you can lie down and watch TV. The dining-room is very good, too.	
		4.	I feel myself well. As everybody else.	
		5.	I have friends at school, at the sports club and in the orphanage.	
		6.	I play games, watch TV.	
		7.	The teachers teach us. I have two favorite teachers – our tutor and the Physical training teacher.	
		8.	I support my friends if it is necessary.	
		9.	Not much	C - "poor performance at school"
		10.	The "threes"	C - "poor performance at school"
		11.	Physical training	
		12.	I sometimes need help. I ask social workers or my friends.	
		13.	No, because I don't like to learn myself and nobody asks me.	D - "poor relations with the group-mates"
		14.	Social workers	
		15.	I once caught a cold and another time I dislocated my leg. When I dislocated my leg I was taken to a hospital for checking up.	
		16.	Yes, we all celebrate very merrily.	
		17.	I like to play football and I don't like to do my homework.	C - "poor performance at school"
		18.	I want to be a footballer. Then I would like to create a family. And until then I want to have a flat not to tidy up a lot, but when mother comes out of prison I	

			will take her to me.	
		19.	Certainly I imagine how I leave the orphanage. Freedom, you shouldn't report where you go.	A - "lack of the family support"
		20.	To the orphanage to social workers and the Director.	

Appendix 6

The outcomes of the Interviews of Sample group 2a (the graduates of the residential institutions (Khury Tyn))

Name/ orphanage	Age	Graduation	Question number	Answer	Challenge code
Ruslan Khury Tyn	28	2004			
			1	educational	
			2	Everything is fine	
			3	I was seldom ill, but I am very grateful to all the medical personnel for their attitude to children as to their own. Generally, the quality is good.	
			4	Education was usual. We went to school as well as all the other children	
			5	After school I entered lyceum N10 and then to the University	
			6	I have no family yet, but soon I am going to create one.	
			7	I live with my father	G - "lack of material resources"
			8	Until now my friends are our graduates and I know what they are engaged in.	
			9	Kindness, professionalism and responsive to us. I am extremely grateful.	
			10	They helped a lot, I called them mothers not in vain. They taught me to survive in this uneasy life.	
11	I would change nothing in the orphanage. There is everything except for a mother and a father.				
Marina Khury Tyn	20	2012			
			1	Educational, medical	
			2	Good quality, nothing	
			3	Everything is well, too. Medical help was always	

				on time.	
			4	I got a secondary education and I strive to get a higher education now.	
			5	Programming courses	
			6	I have no family yet. In future I am planning to create a big and friendly family	
			7	I live with my brothers. I don't have my own housing yet but I am on the waiting list.	G - "lack of material resources"
			8	Certainly. I have good relations with them	
			9	Diligence, work at oneself and actual wish to succeed can help. I train much to succeed. I am sure that anybody can achieve success.	
			10	They definitely helped a lot. Prepared for independent life. Treated always warmly and with care. I am really very grateful to them.	
			11	I would help large families. But generally I would change nothing. I don't know about other orphanages, but we never needed anything. I am glad that I lived there.	

Appendix 7

The results of the interview with social workers at “Victoria”

N	Questions	Answers
1	How is the term “social orphans” interpreted and what is the difference of this type of orphans?	Nowadays the term “children without the parents’ care” is more often used instead. That is the children who have at least one living parent.
2	What kind of social services are provided at residential child care institutions?	We provide educational and teaching services
3	What is the quality of satisfaction of physical, intellectual and spiritual needs of the children at residential child care institutions?	Very high-level
4	What is the quality of medical care at residential child care institutions?	Very good. The nurses are on duty for 24 hours a day and the equipment is very good.
5	What are the features of education the orphan children get?	There is nothing special. The residents of the institution go to the same school as other children. It helps in socialization.
6	What are the main challenges for social workers dealing with orphan children in Vladikavkaz in the specialized institutions for orphans, in foster homes and after graduation?	They don’t appreciate what they have and believe that everybody are obliged to them.
7	What are the prevailing measures to be taken by the social workers in order to introduce improvements to post-orphanage or post-foster home socialization of the graduates (including improvement in behavioral style and communication, ability to solve personal problems, achieve the educational standard and get a reasonable employment) in Vladikavkaz?	There are special talks, lectures. We go to the bank and to the post-office together and they go to a common school.



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