CHARACTERISTICS OF ALTERNATIVE FORMS OF STATE CARE FOR ORPHAN CHILDREN AND CHILDREN DEPRIVED OF PARENTAL CARE

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Abstract

Problem statement and purpose. Modern domestic society is characterized by a number of negative phenomena –impoverishment, unemployment, rising crime, mass labor migration both abroad and internally, related to the occupation of Crimea and hostilities in eastern Ukraine. All of them, directly or indirectly, cause disruption of the structure and functioning of the family, which, in turn, leads to an increase in the number of people such as orphans and children deprived of parental care.

The system of social assistance and protection of this category of children combines both traditional and alternative forms of state care. Unfortunately, the reform of this system is too slow due to various reasons of social and economic, social and political and psychological and pedagogical nature. It is also worth noting that nowadays only the scientific basis for its functioning is being formed.Thus, Bader S., Bevz H., Vodyana O., Borysova V., Volynets L., Kobzar B., Komarova N., Ivanova I., Petrochko J., Kalibaba O., Makiychuk T., Orzhekhovska V., Pesh I., Piren M., Polyanychko A., Trubavina I. Turchyn O., Fedorova N., Kharkhan G., Chervonyy Yu. and others,studied the technologies of creation and organization of life of adoption and foster families, as well as children's homes (as alternative forms of

state care), various aspects of stay and upbringing of children in such families.The content of social and pedagogical work in protection institutions and families where children are under protection is reflected in the works of domestic scientists: Bezpalko O., Hykava G., Zavgorodna T., Evdakh K., Ivanova A., Kapska A., Kurlyak I., Maksymova N., Naumenko T., Oleksyuk N., Pesh I., Sydorenko O., Chenbay I., Yurchenko T., Yaskal L., Yashchenko N. and others.Despite the wide and multifaceted scientific interest in this problem, the peculiarities of the formation and operation of alternative forms of care still remain unresolved.

That is why the **purpose** of our study is to characterize the features of the functioning of alternative forms of care for orphans and children deprived of parental care and to determine the possibilities of their development.

Research methods: to achieve this goal we used a set of methods: theoretical (conceptual and comparative analysis of philosophical, sociological, psychological and pedagogical, scientific and methodological and reference encyclopedic literature, regulatory and program documentation on research topics to clarify the content of basic concepts and study of the state of development of the researched problem in theory and practice); empirical (content analysis, questionnaires, pedagogical observation, study and generalization of independent characteristics and pedagogical experience, survey).

Results. Based on the analysis of the scientific literature, the essence of the concepts "adoption", "custodianship/ care", "foster family", "family-type orphanage", "family patronage", "small group home", "deinstitutionalization" and "alternative care"is specified. Alternative forms of state protection of children as a social phenomenon are characterized, the relevance of deinstitutionalization and transformation of services for children is substantiated.

Keywords: **orphans; adoption; custodianship/care; foster family; family-type orphanage; family foster care; small group home; deinstitutionalization; alternative care; alternative forms of public upbringing.**

ХАРАКТЕРИСТИКА АЛЬТЕРНАТИВНЫХ ФОРМ ГОСУДАРСТВЕННОЙ ОПЕКИ НАД ДЕТЬМИ СИРОТАМИ И ДЕТЬМИ, ЛИШЕННЫМИ РОДИТЕЛЬСКОЙ ОПЕКИ

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Резюме

Современный отечественный социум характеризуется целым рядом негативных явлений - обнищанием, безработицей, ростом преступности, массовой трудовой миграцией за границу и внутренней, связанной с оккупацией Крыма и военными действиями на востоке Украины. Все они, прямо или косвенно, вызывают нарушения структуры и функционирования института семьи, что, в свою очередь, приводит численное увеличение такой категории населения, как дети-сироты и дети, лишенные родительской опеки.

Именно поэтому нами охарактеризованы особенности функционирования альтернативных форм опеки над детьми-сиротами и детьми, лишенными родительской опеки и определения возможностей их развития

Ключевые слова: **дети-сироты; усыновление; опека/попечительство; приемная сім'я; детский дом семейного типа; семейный патронат; малый групповой дом; деинституализация; альтернативный уход; альтернативные формы государственного воспитания**

Introduction

Modern state social policy prioritizes the transition from a system of child care based on mass institutionalization to ensuring that children left without parental care have the right to be brought up in a family environment. According to the Laws of Ukraine "On Child Protection" (2001), "On Ensuring Organizational and Legal Conditions for Social Protection of Orphans and Children Deprived of Parental Care" (2005) and Resolutions of the Cabinet of Ministers of Ukraine, Regulations "On Foster Family" »№ 564 of 26.04.2002 and the

Regulation "On family-type orphanage" № 565 of 26.04.2002 new social institutions of family upbringing are being created [6].

As of the beginning of 2020, there were more than 700 orphanages in Ukraine for orphans and children deprived of parental care. These institutions are under the jurisdiction of three ministries: the Ministry of Health (38 institutions where the youngest children live and are brought up), the Ministry of Social Policy (117 institutions for children with disabilities) and the largest number of boarding schools (563 institutions) and children within them - in the system of the Ministry of Education and Science [2].

According to the latest data, in Ukraine 1.4% of the child population (about 100 thousand children) are in boarding schools. At the same time, 92.3% of them have at least one parent, and only 7.7% of children in boarding schools are biological orphans. 17.3% of all children in institutions have a disability, all others are ordinary children, whose parents under various circumstances are not able to provide them with decent care and upbringing in the family. As a rule, from 100 to 300 children live and are brought up in one establishment. 17.2% of children staying in boarding schools live more than 9 people perone room. According to the basic world standards qualitative educational influence on the child in the conditions of boarding school can be carried out when no more than 20-30 children are kept in it. Only under such conditions we can talk about quality preparation of pupils for independent adult life. However, a significant part of Ukrainian orphanages, child care centers and boarding schools are overcrowded, have a weak material and technical base, need repair of both residential and office premises. Provision of boarding school students with clothes and shoes is only 60-70%.The administration of children's institutions is forced to solve the material needs of orphans and children deprived of parental care at the expense of sponsorship funds, which are not easy to obtain [6].

Since 2017, deinstitutionalization has been rapidly accelerating in Ukraine – the process of replacing the system of institutional care for children with a system that provides for their upbringing in a family or conditions as close as possible to family [4]. Deinstitutionalization is not limited to the removal of children from these institutions, but involves the development of a network of preventive and supportive services at the community level, focused on meeting the needs of children and protecting their rights. The urgency of the process of deinstitutionalization is due to the need to introduce changes in the child protection system, focused primarily on preserving and supporting the family, and on the best possible protection of their rights and interests [9].

It is necessary to note that in the world there are several alternatives of keeping children in public institutions. Models of deinstitutionalization (i.e. moving children from "mass" institutions) to an alternative, more caring environment, as well as providing assistance at the place of residence (include various activities).

A new international guideline for social work with orphans and children deprived of parental care is **alternative care**– a form of informal and formal care for all children who for any reason and under any circumstances are not under the 24-hour care of at least one parent [2].

According to the Regulations on Alternative Care, there are the following *types of alternative care for children*:

• *Adoption* is the acceptance by an adoptive parent of a child as a daughter or son, based on a court decision. Adoption is a legal process during which a court decision creates a new, permanent relationship between parents and child, and which consists in the transfer parental rights and responsibilities from one family to another; it is the adoption of a child into the family as a newborn, with all the rights and responsibilities of both adults and children. Adoption is recognized in Ukraine as a priority form of placement of orphans and children deprived of parental care [3].

establishment of custodianship (care)–is the placement of orphans and children deprived of parental care in the family of citizens of Ukraine, who are mainly in family relationships with these children, in order to ensure their upbringing, education, development and protection of their rights and interests.

The analysis of scientific approaches to the interpretation of the concepts of "custodianship", "social custodianship" showed the lack of their unambiguous interpretation and the need to substantiate them from modern positions.

The term "custodianship" is used at least in the following basic meanings:

1) as a basis for the formation of family relationships in a situation where there is a certain number of children who have lost their parents (orphans), or for various reasons deprived of parental care, as well as a certain category of adults who do not have / or have children, and express a desire to take one or more such children into care; in these cases, the state officially legally establishes such registration of family relations through the term "custodianship";

2) as the activity of relatives (connected by blood ties on different sides) or close / unrelated people (empathetic and altruistic towards children deprived of parental care), aimed

at caring for and supporting these children in meeting basic vital needs, protecting their interests in the process of personal formation;

3) as the activities of certain groups of people representing various institutional forms of placement of children deprived of parental care (child care centres, boarding schools, foster care and other entities), which has led for thousands of years in some countries and periods to extreme steps of socialization of these children (and even to the painful consequences of their deprivation and unpreparedness for family life) [4].

• *foster care*–is the voluntary paid adoption by a family or an unmarried person of one to four children from establishments for orphans and children deprived of parental care for foster care and cohabitation[4].The purpose of foster care is to provide appropriate conditions for the growth of orphans and children deprived of parental care in the family environment by placing them in the family for upbringing and cohabitation. A foster family is a family or individual who is not married and has voluntarily paid for the upbringing and cohabitation of one to four orphans and children deprived of parental care [8].

• *placement in a family-type orphanage* (hereinafter - FTO) –is the adoption to a separate family, created at the request of a spouse or an individual who is married, for upbringing and cohabitation of at least five orphans and / or children deprived of parental care. The total number of children, including relatives, in such a family may not exceed ten people. Orphans and children deprived of parental care are in FTO until they reach 18 years of age, and in case of continuing education in a vocational, higher educational institution of I-IV level of accreditation – up to 23 years or until graduation [1].

The placement of children in FTO is carried out taking into account the age of foster parents and children, provided that by the time both foster parents reach retirement age, all foster children have reached the age of withdrawal from FTO. If one of the foster parents reaches retirement age, the length of stay of the children is determined by the age of the youngest parent. In some cases, with the consent of the parties FTO can function after the parents reach a retirement age, but not more than five years [9]. Simultaneous use of different forms of placement of children in FTO is not allowed, except when the parents and children are in family or kinship relations.

In addition to those mentioned in the Regulations, in 2019 the service of patronate family care has become widespread in Ukraine – a comprehensive service that provides temporary care, upbringing and rehabilitation of a child in the family of a patronate parent for the period of overcoming difficult life circumstances.Analyzing various scientific approaches to the definition of "patronate care", we share the opinion of Yu. Chernovalyuk that

"Patronage of children is one of the forms (alternative form) of placement of an orphan or a child deprived of parental care for upbringing in a family of another person (patronate carer) for a fee."We cannot disagree with L. Zilkovska, who claims that patronage is not only a form of placement of orphans and children deprived of parental care, but also a form of social services, mostly at home [3].

A small group house is a social protection institution designed for long-term (in-person) residence of orphans, children deprived of parental care, including children with disabilities and alike, in conditions close to family [5].

According to the Model Regulations on Small Group Homes, the purpose of a small group home is to provide living conditions for orphans, children deprived of parental care, including children with disabilities, and alike, through their care and upbringing in conditions that maximize close to family, socialization and preparation for independent living, the organization of providing them with a range of necessary services, in particular in the community, promoting the return of children to a biological family or placement in family forms of education.

This list of alternative forms is not exhaustive. Today, united territorial communities have many opportunities and powers to help their people, to save families and children within these families. And it is the communities that have high hopes for shifting established stereotypes and returning their children from boarding schools to the community.

After establishing the status of an orphan or a child deprived of parental care, one of the family forms of upbringing is applied (adoption, establishment of custodianship (care), transfer to a foster family, FTO, small group home), and in case of impossibility or need in special services – temporary placement in a boarding school [4]. In such a situation, it is important for a social worker to understand the priority of choosing family forms of placement for orphans and children deprived of parental care in their best interests: adoption, custodianship (care), foster family, family-type orphanage, small group home or patronage [2].

The placement of a child in a boarding school, as a rule, causes the problem of their social adaptation to life outside it. Experience shows that children brought up in boarding schools often have mental deprivation, which is manifested in the organization of communication with both peers and adults, with the external environment. Quite often such children have low self-esteem and self-appreciation, which generates mistrust, aggression, isolation, as a result – reckless and risky behavior. Children living in boarding schools and orphanages are mostly easily manipulated by adults [7]. It should be noted that the social

maladaptation of this category of children leads to the creation and implementation of programs of social adaptation and learning skills of independent living, which are aimed at overcoming the consequences of their long stay in boarding schools.

Conclusions

Thus, the family has been and remains for the child a natural, necessary and all-encompassing environment, focused on the development of their individual characteristics. To ensure the right to bring up orphans and children deprived of parental care in the family, our country is actively implementing the reform of the institutional (boarding) system of child protection – deinstitutionalization.As a result of this reform, a system of support for this category of children is created on the basis of services based on family and community level, which provides for the systematic closure of boarding schools and the development of alternative forms of protection, namely adoption, custodianship, foster care, family-type orphanage, small group home and patronage. The search for optimal ways to prepare orphans and children deprived of parental care for independent living, providing normal conditions for their development and socialization, the formation of their social orientation and stimulation of personal self-realization are primarily due to educational paradigm changes and insufficient social, cultural and economic relations within our society. A special role in the deinstitutionalization and functioning of alternative forms of state care is given to social sphere– social educators and social workers.

Thus, the categorical features of alternative forms of social care for children indicate that they all provide full state support, financial assistance and constant social support. Along with this, they have their own specific features. Prospects for the development of these forms are: improving their resources, optimizing the process of choosing custodians or caregivers, strengthening the preparation of future parents for the upbringing of this category of children, developing new technologies of education and support, taking into account the best domestic and foreign experience for orphans and children deprived of parental care, etc.In addition, we consider it necessary to pay attention to the need to improve the quality of professional training of future professionals who will provide support and social support for alternative forms of care for orphans and children deprived of parental care in higher education.

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