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SOCIAL ADAPTATION OF FORMER ORPHANAGE WARDS

Orphans and children without parental care are found to be one of the distinctive groups of people in the society, which is awaiting special care of the government though they are being looked after by social service institutions called Orphanages. Any society in some form or other provides social care and support for children. There is a clearly identified pattern: the more developed the society is, the more it cares for those who cannot provide for themselves. One group of caretakers are social entrepreneurs. Social entrepreneurs are change agents in the social sector; they reform and develop with a social mission as described by Schumpeter. They make fundamental changes in the way things are done in the social sector. However, in Belarus one kind of support is important: care, love, support, taking a personal interest, making friends and stimulate good communication. As Roman Avdeev puts it, "A society where orphanages exist has no future". This is the correct thought, and we should be aware of this.

Keywords: social entrepreneurship, adaptation of children, orphanages.

Introduction

Orphans and children without parental care, care are found one of the distinctive groups of people in the society whichsociety, which is awaiting special care of the government though they are beingare being looked after by social service institutions called Orphanages. Among the different categories of population in need of special social care on the part of the government, a distinctive group is comprised of orphans and children without parental care, who are taken care of in children's social service institutions such as orphanages. These children are granted the status of vulnerable members of the society temporarily for a certain period until they are matured and qualified : in terms of upbringing – until they are up to 18 years of age old, and in terms of getting providing an education – until they are reach at the age of 23 years old. Orphaned children receive social care from the state so to say "up-front". The goal objective of the society is to raise them as properly and make them healthy citizens, teach them professional and various life skills, which will facilitate their subsequent social adaptation. As a rule, after leaving an orphanage parentless, children are left without any support and do not have the faintest know any idea of who they can trust and rely on for their future endeavors. While the youth raised in families have the possibility to return to their parents' home in case of failure, this option is non-existent for their peers raised in orphanagesorphan centrescenters. They are subject to discrimination on the part of society and run a high risk of being involved in criminal activity which will ultimately pose a serious challenge to the society.

When they leave a residential care institution, young people are left without a familiar, more or less safe environment, a clearly defined routine, a distinctive way of life. They face problems connected with the provision of housing, finding work, organizing their everyday life, nutrition, free-time activities, interacting with the society, receiving medical help, starting a family, etc.

The distinctive feature of social shelter is that it serves to prevent social orphan hood, juvenile delinquency, and neglect of children and ensures the protection of children's rights, as well as social, educational, psychological and medical rehabilitation of minors.

Social entrepreneurship

– Cantillon quote does not seem proper, need to rewrite it ??

What is "social entrepreneurship" and who is the "social entrepreneur"? First, let us define the term "Entrepreneur". For the first time, the concept of "Entrepreneur" was introduced by the French economist Richard Cantillon French economist Richard Cantillon introduced the concept of «Entrepreneur»: The entrepreneur is a person with uncertain other than fixed income, which acquires foreign goods by known price and your selling costs, remains unknown (Cantillon, 1720). There are several hundreds of definitions of the term "Entrepreneur". The meaning of this can be cited as: a person who is engaged in an economic activity for profit or the . Entrepreneurs who are engaged for creating value.

In the 20th century, Joseph A. Schumpeter wrote about the on entrepreneurship. He described entrepreneurs as the innovators who drive the "creative - destructive" process of capitalism. By serving new markets or creating new ways of doing things, they move the economy forward. An entrepreneur is a business entity, the function that directly implements new combinations and is an active element of this process. Economic innovation is the main function of the entrepreneur (Basilevich, 2006).

The idea of Schumpeter is attractive because entrepreneurs can be as easily applied in the social

sector as in the business sector. For social entrepreneurs, the social mission is explicit and central. For business entrepreneurs, the main mission is to create something new for profit. Many social-purpose organizations compete for donations, volunteers, and other kinds of support.

Social entrepreneurs are change agents in the social sector; they reform and develop with a social mission, as described by Schumpeter, but with a social mission.. They make fundamental changes in the way things are done in the social sector.

The task of social enterprises is to contribute to the solution of social problems in the society.

In many countries, social enterprises closely work together with public organizations. They receive support from non-profit organizations, foundations, Ggovernments and individuals. However, despite the fact that the benefits of social entrepreneurship are understandable to many, there are many difficulties in its development. So far, there is no consensus on what is meant by "social enterprise".

Social entrepreneurs are thinking primarily about effective improvements in the society. Profit may be a part of their activities, but it is not the major goal. Social entrepreneurs are innovative.

The laws of business entrepreneurship do not work is also good?? for social entrepreneurs. In particular, it is impossible to measure the value of social improvements, public goods, as well as benefits to people who cannot afford to pay. As a result, it is much harder to determine whether social entrepreneurs can sufficiently value to justify its production resources. If social enterprises are expanded, it does not mean that it is effectively, and it does not proves its success.

However, as Schumpeter notes, innovation can take many forms. It does not require inventing something wholly new; it can simply involve applying an existing idea in a new way or to a new situation. This willingness to innovate is part of the modus operandi of entrepreneurs (Dees, 2013).

In Belarus, the term "social enterprise" has recently been occurred, about 20 years ago. However, as in other countries, social entrepreneurship is not perfectly practiced there. Definitely, it is time to adopt for a business approach to social problems. Social entrepreneurs can work in any field of medicine, retired, nature, recycling waste, transport, etc.

In Belarus, there are non-profit organizations. They were created established with a view to resolve social problems. It is a They are termed as public organization. However, they are few, and they solve a single task. Some entrepreneurs are working to make their profits allocated to social goals. The idea of "social entrepreneurship" has touched many people. This is necessary because many of the efforts of the Government and charities do not reach the goalmeet the objectives of socio-economic development. Individual enthusiasts solve problems in different spheres with which the State is not working and it is their contribution to social entrepreneurship in Belarus.

Development of the social protection of children without parental care

Any society in some form or other provides social care and support for its children. There is a clearly identified pattern: the more developed the society is, the more it cares for those who cannot provide for themselves. It is apparent, that the terms "social guardianship", "socialization" and "social custody" guardianship", "socialization, "social custody", and the like are relatively new additions to the welfare workers' vocabulary.

In accordance with the Law of the Republic of Belarus dated 2005, December 21, no. 73-w on guarantees for the social protection of orphans and children deprived of parental care, as well as the number of orphans and children deprived of parental care, in Belarus there are two officially recognized types of parentless children:

- Orphaned children – individuals under 18 whose parents or a single parent died;

- Children without parental care – individuals under 18 that are left without care of parents or a single parent due to the absence of parents, termination or restriction of their parental rights, declaring the parents missing or legally incapable and so on. All this is detailed in the Social Protection of Orphaned Children Act. (which year act?)

This act specifies the range of institutions that provide education and care for orphaned children, and children without parental care, including educational institutions, orphanages and infants' homes for little children. These establishments along with foster families are also a manifestation of different forms of placing children under custody and guardianship. The act stipulates that the children are to be provided for by the state. Neither the children themselves nor their relatives have to incur any expenses spend money. Even after coming of age if they become adult, the children have a right to remain on welfare while getting an education. Children are provided with free healthcare, free transport fares, additional guarantees of the right to property, living space and work.

An orphanage is a state educational institution to children from for the age of 4 to 18 years old providing accommodation and education. It accepts children from infants' homes, individuals and juvenile detention centers within the Ministry of Internal Affairs system.

The primary objective of the orphanage is to create necessary conditions for proper education and upbringing of children, assist them in choosing a career, and prepare them for independent life and work. They are provided with food, clothes, footwear, necessary implements based as per the n the established norms, as well as toys, school supplies etc. The wards of the orphanages engage in self-service activity, join various clubs and interest groups, and participate in sports contests and creativity competitions. Orphanage leavers can be returned to their parents or persons in loco parentis, as well as sent to study in higher educational establishments, vocational schools, technical secondary schools or provided with a job. All orphanage residents of school age are usually educated in the nearest secondary schools.

A new development which is becoming more and more common is a family-type children's home, which is actually a foster family having custody over 5 to 10 orphaned children or children without parental care. If a child being admitted to such family-type children's home is over 10 years old, his consent to stay with the family must be solicited. [(Resolution of the council of ministers of the republic of Belarus February 28, 2006 № 289 «˝On approval of the children's home of family type»˝].»"). Such families are created for several years' period based on a contract. There are several types of family-based children's homes such as : a family fostering one or more children; several children staying with a caregiver; a family that have their own as well as foster children etc. Such family-type children's homes have the same primary objectives, as do other types of orphanages: raising, educating, and preparing children for independent life. The regional custody and guardianship authorities oversee the work of this institution. Lengthy sentence….

SOS Children's Villages are establishments committed to raising orphaned children in the family-like environment. "SOS Children's Villages are dramatically different from orphanages in that they strive to create a near like a natural family setting for children. Each family has six to eight children and lives in a separate cottage. The children are however not isolated as they attend an ordinary school, socialize with their peers, join sports clubs and engage in other after-school activities. The requirements for applicants for the role of mother are very high. In particular, a successful candidate will not be married or have her own children. As any mother, she will have to take care of the children and manage a household. However, she is entitled to a compensatory leave and a vacation". [(Bruskova, E.N. 2000).]

For the position of educators, children's home appointed by children's home from the agesd from 25 to 45 years are appointed. selection. When selecting parents-educators, pre-emption right is given to persons with pedagogical, psychological or medical education and positive experience of raising children as their parents, adoptive parents, guardians (curators). ([Decree of the Ministry of education of the Republic of Belarus from May 12, 2006 no. 47 "on confirmation of the regulation about the orphanage, the children's village)].

The first SOS Children's Village was built in 1949 in Austria and was funded by donations from the public. The founder of this type of children's care institution was the Austrian educator and philanthropist Hermann Gmeiner. Now SOS Children's Village exists in 130 countries.

Adoption and guardianship are less common.

It should be noted that raising and educating children in specialized institutions is associated with a number of inherent challenges, the most fundamental of which is the absence of parents. Moreover, successfully substituting them with the adequate foster family is a great piece of luck for the child.

Problems with adaptation of children at orphanages

Orphans, no matter whether they remember living with their parents, or not, due to their age and other circumstances have to change their place of residence. For example, children from infants' homes have to move to an orphanage. The child may be taken to live with the foster family or adopted and then "returned" to the orphanage. The life of a child without parents is dramatically different from the life of his peers cared for by their own family. A child, in a state institution, does not have a feeling of having a permanent home. Some children have to change as many as 6 six towns or villages.

Moving so often leaves psychological scars for the rest of a child's life. Due to being raised by the state, the children develop peculiar personal characteristics, which, in a sense, shape their destiny. "Orphaned children are a problem group not only from the psychological point of view; absence of empathy of their family and relatives, a history of cruelty and abuse – this is what may be considered a "startup capital" that they begin their life journey with. In normal conditions, the source of the initial personal potential is the family, providing a child with a social status, healthcare, nurture, education and many other things that which are not always easy to describe measure or even capture, such as traits of character. [(Nazarova I.B., 2001]).

It is common for orphanage staff to use corporal punishment ranging from insults to leaving children without food, beating, committing them to a mental

hospital or transferring from an ordinary orphanage to a corrective one. When such facts are revealed, the culprits go on trial. Children at orphanages get injuries, including those received due to being beaten by staff or bullied, as well as occupational injuries. Children receive medical help but often their diseases are not cured completely leading to complications and in other some illnesses can be provoked by the environment. All these factors can influence further physical development of the child, his mental abilities. The former wards refer to their childhood as being in the army, prison or a work camp.

An ordinary child has several circles of social contacts – family, school, sports and various afterschool clubs, extended family, neighbors, other kids from the neighborhood, a child in an orphanage. An orphan ward, on the other hand, does not have as many social circles and all of them are limited to the same environment and the same individuals. In some specialized institutions, children are completely shut off from the real world, living and studying in the same building isolated from the external world.

Problems arising from the specific character of the environment:

1) Special problem – the "we" phenomenon in the orphanage environment. Children develop a special kind of identification with each other.

2) Absence of empty space where a child can get away from the others and relax. Due to this, children from orphanages in big cities tend to spend a lot of their time in basements and attics.

3) Children from orphanages are unable to plan their time independently and control their actions.

4) Orphanage experience is characterized by forced identification to a group and absence of free choice.

5) Children living on welfare develop a parasitical stance on life and a feeling of entitlement. They also lack responsibility and frugality.

6) These children are psychologically distanced from other people that "entitles" them to delinquency.

7) Communication problem: a child growing up in a boarding institution apart from other difficulties also demonstrates inability to socialize.

The reasons for socialization disorders in orphanage wards:

- Bad organization of the communication between children and adults
- High orphanage staff turnover
- Insufficient efforts directed at using play as a means of a child's development, especially at preschool stage.
- Poor sensory experience due to extremely narrow boundaries separating the child's immediate environment from the rest of the world

- Insufficient psychological and educational qualification of staff and their indifferent attitude to children
- Lack of educational programs developed specifically for parentless children
- Impersonal approach to children in the process of their upbringing and education: people with different forms and stages of psychological disabilities are placed in one group and receive the same education.

Until they leave school, orphaned children are confined to the same space – their institution (allowing differing degree of interaction with the outside world based on the type of institution) and are a distinctive group of children and teenagers bound by territorial unity. Children of different groups within the institution live in the same conditions, are nurtured and educated in the same way and have the same social status – wards. The fact itself of being raised in a state institution is a setback in their life. All their problems orphans perceive – rightly or wrongly - as a product of their separation from the world in the orphanage or biased attitude of others.

Orphaned children belong to a high-risk group. Unfortunately, there is no single system spanning different state agencies that would track how former orphanage wards settle in life. The available information is not complete and not systematic, and the source of such information is mostly the former wards themselves. The educational establishments have more detailed data only about initial employment of these youth. Thean they are transferred under the patronage of another state agency and in this case, their life whereabouts is tracked only if they apply for government aid. State statistics also do not contain comprehensive information: one can only find out how many people leave orphanages annually, how many enter schools and higher educational establishments or are employed. Nevertheless "according to the data published in the press out of 15000 former wards of state children care institutions (orphaned children) every year about 500 are indicted, 5000 become homeless and 15000 commit suicide" [(Nazarova I.B., 2001]).

When children leave an orphanage, they enter a completely unknown world for them. In addition, while the state provides a guarantee that they have a place to live, in practice many of the orphans are unable to exercise their right to receive free accommodation. The reasons for that include their own behavior and the desire of dishonest people to trick the orphans out of their property. For many orphaned children finishing their studies means starting to live like a tramp. "The majority of orphaned children are raised in conditions that are

far from family-like, which one of the reasons why they have trouble is embracing independent life after they graduate from the educational establishment. Besides, most orphans face problems with housing, finding work, starting a family»" [(Nazarova I.B., 2002]).

Another serious challenge is getting an education. If an average city child raised in the family most often gets a sound schooling, orphanages with schooling facilities face constant problems with staffing. As a result children may not study particular subjects for long periods of time due to lack of teachers. The children leaving orphanage are limited not only in their choice of the educational establishment, but also in the study opportunities, in spite of the privileges guaranteed by the state. It is virtually impossible for orphans to enter higher educational establishments, especially prestigious departments. Orphans are reluctantly enrolled even in vocational schools, to say nothing of let us not talk about universities. The orphans starting their professional career as a rule do not stand a chance competing with their peers for jobs and the professions they have are often not in demand. In most cases, the restrictions in getting a profession and a job arise from with the housing problem. According to the legislation, a person leaving a state care institution is to return to his place of birth (and foundlings – to where the maternity clinic is located), to which he has no ties whatsoever, except the fact of being born there. It is very seldom that a young person gets a residence permit, permanent accommodation and an opportunity to study or work, or that parents and children agree to live together after the child returns from a state care institution, and manage to live a decent life.

Orphans, who have no data about their relatives, they were got separated form in early childhood as well as foundlings, when leaving school in the overwhelming majority of cases can they can choose only the educational establishments, and or only the employer that provide them with accommodation.

After getting a degree, the problem acquires emerged as a new quality as the graduate start looking for a job where he/she will be provided with housing and a residence permit. However, nowadays there are not many organizations left that have their own dormitories for employees, so the orphans are left without a residence permit. This creates a new difficulty problem because without this one cannot use the services of the employment centre. According to experts, currently , more than 90% of former orphanage wards face serious challenges in entering starting independent life.

Eventually orphans settle in dormitories including the ones where they who have no reason to be. Not only youth but also retired people are often unable to find a way out of this housing predicament. Among the orphans, there are many homeless people as well as delinquents. Moreover, returned convicts after deinstitutionalization have an even harder time adjusting to life.

The housing problem makes an impact on and sometimes even shapes entirely the whole process of orphaned children socialization. Most of them acquire some experience of fighting for accommodation and a residence permit at 14-18 years old. They pass all stages of "housing socialization": meeting the parents, applying to judicial agencies or regional authorities, social care bodies, housing committee. In some cases, they go through trials, extortions. In the worst-case scenario, they get very negative and harmful life experience in the form of homelessness, vagrancy, drinking, theft, prostitution, and illnesses.

It would be unfair not to mention that there is some evidence that orphanages provide their wards with resources necessary for successful social adaptation. For example, children from disadvantaged families sometimes get a better secondary education than their peers attending village schools. In the age of the modern market economy, orphanages try as best they can to prepare children for future independent life.

Orphans frequently do not identify themselves with the society and people around but set themselves in opposition to them in terms of , getting an education, a job, creating a family, having children and raising their grandchildren. They prefer to, they continue to refer call to themselves as orphans, confirming the theory that belonging to a certain group is a destiny. Only a select few end up having a high quality education and a prestigious job.

The majority get a blue-collar job, joining the ranks of the working class and lower strata of the society. Today, a blue-collar job is often associated with compulsory part-time working week due to forced prolonged downtime periods in many enterprises caused by problems in economy. Many orphans have gone through their employer's' bankruptcy, lost their social guarantees they are entitled to as working people. Besides many of them did not and do not have important adaptation resources – both psychological and material. The orphans' potential for changing, raising or maintaining the status is lower than the potential of all other citizens.

Orphaned children's problems are not solved until they are at the age of 23, as the law stipulates it, but neither are they can solve solved in the old age, when a person acquires a right to other benefits besides the one he is entitled to being an orphan.

Police (59%), social care counselors (26%), relatives (10) and very rarely (6) the children come themselves send children to orphanages – all this these are teenagers forced teenagers to leave their family. It is very often that the orphanage administration faces a challenge arranging a future life of the children since many of them cannot be returned to the family because the parents parental rights are terminated (35%), the children are full orphans having neither father nor mother (14%), their parents are disabled (19%) or mentally ill. Medical examination of orphanage wards yields a gloomy picture: only 2.2% of children are healthy. [(www.lib4all.ru)]/

Since a child's time of stay at an orphanage is limited, a social care counselor faces a challenge of alleviating the manifestations of the child's personal crisis, sort out his conflict with the family, involve the child in study and work, arrange for his treatment and define his future. This is why it is vitally important to conciliate the child, create the atmosphere of trust and sympathy, friendliness and care.

The social care counselor has to deal simultaneously with a number of tasks: creating a family-like environment at the orphanage, building mutual trust, teaching to observe the norms of communal living, instilling a self-reflective way of thinking in the child. In the process of rehabilitation, the counselor resorts to the help of other orphanage staff: the doctor, psychologist, the lawyer and teachers.

Every child has a unique destiny and its unique exceptional challenges, so studying each child individually is necessary when admitting a newcomer to the orphanage.

For the help effort support to make to be effective, the work of all participants of the process must be organized and coordinated efficiently. Moreover, the main part in structuring this work is played by the social care counselor.

The practice of working with orphaned children and children without parental care in other countries

Currently there are no boarding-type orphanages in developed countries.

There are temporary shelters where children stay until they are placed in a foster family (which often does not mean adoption but keeping a child in a family that receives a financial compensation). Children who go through a difficult phase of their life stay with a specially - trained family. The system of distribution of parentless children is described by the term "foster" which is translated as "raise, care, protect". The idea of the system is that children that are left without parental care immediately get to a foster family whose members had expressed a wish to shelterprotect a child. According to statistics, the average time of stay in a foster family is 12 months. Foster family is nothing but a preparatory stage leading to the process of adoption. To become a foster parent in the USA a person has to be over 21. Theoretically, this option is available even to a person who has never been married. In conclusion, it should be mentioned that this system of caring for and fostering parentless children is considered by many organizations to be the best in the world. At least it eliminates sinister orphanages that in many respects are not unlike penitentiaries for juvenile delinquents.

American psychologists have developed a range of social rehabilitation programs. They include building and training such skills as being able to smile, feel sympathy towards others, greet each other, ask questions, interact with people, and take care of one's appearance. The program variesy depending on characteristics of a specific teenage group. Programs for teenagers with developmental difficulties emphasize building correct behavioral reactions through repetition and deemphasize complex social issues. When the level of mental development of the child is high, the program is focused on active participation in discussion.

In Germany, children there are several options for children without parental care:

1) Staying in families or family-like groups.
2) Staying in groups with 24/7 supervision.
3) Being placed in a boarding institution or weekly stay groups.
4) Staying in dormitories.
5) Specific forms of communal living for teenagers.
6) "Father/Mother/Child" institutions.
7) Offering intensive assistance.
8) Social care homes. [(Kuznecova T., 2005]).

One of the most promising and effective option is teenagers living together in so-called communal groups.

No man can live alone. Communal living is like living in a family: child must be provided with the environment and all the necessary conditions enabling them to feel unique and see themselves as individuals. Because of this, the life in such communities is organized in such a way that every child has an opportunity to satisfy his need for solitude and has personal space if needs be.

The core of educational work is workingh on relationships. An individual educational plan is developed for each newcomer, which is further updated and corrected based on actual results. No one can be admitted to the community against their will as such communal groups are not a sheltered institution: the social climate the child lives in is as important as the air they breathe. Such forms of

shared accommodation are intended for children between the age of 6 and 16 years old whose parents, custodians or adoptive parents experience trouble raising the children. The children with substance abuse problems as well as physical or mental disabilities are not admitted, as the staff have no qualifications for working with such children. Children are admitted to the group after preliminarily being acquainted with the place they are sent to.

The staff includes teachers, social care counselors, social care workers and service personnel, whom are often students studying for a degree in social care or social pedagogy.

Thus, parents are the principal model for their children. The notion of pedagogy in an orphanage is a contradiction in itself. The basic driver of a child's development is love, which does not require any special knowledge. Pedagogy in a sheltered institution doesn't does not have a heart.

Based on the analysis of global best practices it can be concluded that the alternative to investing large sums of money in orphanages, which are a dead-end in the development of childcare, should be transition to other forms of childcare institutions and methods.

What needs to be changed to make the life of children at orphanage easier and facilitate their social adaptation?

Annually 10000 children are born in Belarus. According to 2015 statistics, the number of children in the country reached 1 760 000. Out of them 24000 currently stay in orphanages and family-type children's homes. Last year 671 children were adopted.

According to the deputy minister of education, working with orphaned children as well as cutting the number of orphanages are a current priority in the area of social care. In the last 8 years, 46 boarding-type institutions were closed around the country, and more family-type children's home are being built. This is the type of institution in which father and mother are professional foster careers, but essentially, they are mom and dad for the children. Children do not live in a boarding-type institution but in a family, which involves building a very different way of life and different kind of relationships. Out of 24000 parentless children, 18100 live in family-type children's homes and foster families. In Belarus, there are 206 family-type children's homes. This is good practice but there are many unsolved issues. This program is currently in the observation stage.

The principal reasons for the growing number of "social orphans" are:
- The loss of the social prestige of the family
- Financial and housing difficulties

- Interracial conflicts
- The increasing extramarital birth rate
- The high rate of parents leading an anti-social way of life
- Increasing divorce rate
- Proliferation of child abuse.

The statistics for Belarus and Russia are deplorable. Many children are being abandoned and very few adopted. In this connection, a number of common problems have come to light requiring immediate attention:

1) Work with families, advocacy in the media, programs aimed at strengthening family relationships. It is better to prevent the situation leading to abandoning the child than take the child out of the family and look for a new family for them afterwards.

2) Educational staff training programs in working with wards of orphanages based on global best practices.

3) Educating the general public about the psychological and other benefits of adopting a child.

4) Working with abandoned children:
- An orphanage must work in cooperation with other children's institutions but not in isolation (including schools, libraries, museums, sports clubs, after-school leisure centers etc.);
- Offering trainings, educational games:
- Studying global best practices in social adaptation programs;
- Creating opportunities for fulfilling the creative potential and self-realization of orphanage wards:
- Developing adaptation programs for children of different ages with regard to the revealed issues:
- Teaching children practical skills useful in everyday life.

An example can be in creating in children care institutions facilities for in-house production as a way to prepare children for complete life in the modern market economy. The children leaving such institutions must be able to earn and know the value of money. Manufacturing workshop facilities could be a first step in this direction. Getting their first hard-earned money for the sweater they knit or a blanket they makde is a priceless experience for boys and girls in care of the state.

Conclusion

Orphaned children are one of the disadvantaged categories of population. It is impossible to compensate to the full extend the parental care these children are deprived of. But However, it is possible to avoid the mistakes that damage the adaptation potential of an orphan and drive their socialization and adaptation in the wrong direction. I have come to this conclusion based on theoretical research of

the adaptation issues of orphaned children and children without parental care.

Many state agencies, due to objective their own reasons, are unable to format the process or bringing up and educating children in a way that would allow them to use and enhance their potential. The orphaned children as a rule are unable to compete with "home-raisedgrown" children in terms of their educational level and overall development.

These children, with their own joys and sorrows, hopes and expectations, need primarily simple human communication, understanding and care. Almost all the children have health issues. However, many of these issues could be alleviated addressed if the children received personalized care and extra help with communication and development. Nevertheless, the counselors are physically unable to provide such services. That is why it is vitally very important that public participate in the organizations of children's life in orphanages.

Recently a web-site dadomy.by dedicated to educating public about adoption and childcare. The site now contains a database with information about over 3000 children in need of a new family. Any individual can find there comprehensive information concerning adoption, guardianship, adoptive families and foster care. The site was launched on the initiative of the public association Byelorussianassociation Byelorussian Women's Union and the national Center for Adoption. The site is an example of successful cooperation between private individuals and government.

In Belarus, there are over 10 volunteer organizations that monitor the life of children in orphanages, collect and deliver necessary items for the kids and the institutions themselves (based on the administration's lists), arrange parties and celebrations and provide trainings in various skills. Charity funds raise money and distribute it among the orphanages.

However, another kind of help support is no less important: care, love, support, taking a personal interest, friends and communication.

As Roman Avdeev puts it, "A society where orphanages exist has no future". This is the correct thought, should be aware of this.

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