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### **Prevention of social orphanhood: Kazakhstan case study**

**Abstract:** In this research the system of social protection of orphans in Kazakhstan is considered and state prospects of social institution development of protection of orphaned children in modern society are analyzed.

Particular attention is paid to the social and institutional aspects of the functioning and development of the system in terms of modern reforms.

The authors are trying to identify the main social content of orphanhood and its characteristics in the conditions of modern Kazakhstan, to show the role of a social institution in the Social protection of orphans in solving problems of counteraction to negative social consequences of orphanhood. Functions of the state, public organizations in the system of social protection of orphans and the most promising social protection mechanisms that facilitate the processes of social adaptation and social integration of orphans are considered.

Social vulnerability of orphans is associated with the characteristics of the social environment, where children were left without parental care are raised and educated, moreover, it is noted that the social protection system should be oriented not only to custody of children, but also to create the most favorable conditions for the successful social adaptation of orphans. At the same time, prevention is one of important activities in overcoming social orphanhood.

**Keywords:** orphanhood, social policy, social protection, social environment, social integration, social adaptation, prevention.

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#### **Introduction.**

Last years in Kazakhstan “Hidden” social orphanhood declares itself louder. Research studies note negative tendencies in dynamics of orphan hood, especially in growing of children with complicated, complex types of deviations, difficulties in the development, learning and behavior.

Increasing the number of dysfunctional families, high dynamics of growth in the number of children, who lost of parental care, the fall of morality led to the fact that children often “crowded out” on the street, resulting in – homelessness [1].

It should be noted that orphanhood is a factor that destroys the emotional ties of the child with the surrounding social environment, with the world of adults and peers, who develop in the most favorable conditions, and causes profound secondary violations or moral and social development.

There are more than 32,000 orphans and children who left without parental care in Kazakhstan. Nine thousand children are brought up in orphanages. Particular concern is the spread of social orphan hood more than 80 % in the contingent of orphans are children, who became orphans despite alive parents, and make third child of this category placed in orphanages [2].

Today orphanages brought up children who have parents but for various reasons they do not have the opportunity or just do not want to educate their children. These children stay in these institutions for many years, because they cannot be adopted because their parents are not deprived of parental rights, or children are too adult.

Category of children who have status of orphans and children who are without parental

care, are not just object of government protection and support, they are also object of specialized professional activities. In its aims objectives, contents and methods of the activity is significantly different from many other types of pedagogical activities, because it centers on clearly delineated features of personal and social development of this category of children.

In the system of professional activity with orphans and children who left without parental care, includes specialists of different knowledge spheres, to the number of which, first, we refer social pedagogues and pedagogue - psychologists. Tasks that are complex in content and multidimensional in terms of the level of solution objectively require profound professional training from specialists to work with this category of children in relation to different institutions - an orphanage, a social shelter, a general education school, a specialized boarding school, etc [3].

At the same time we state the fact that there is no special system for professional training of personnel for working with orphans and children left without parental care in the higher education institutions. This problem field of vocational education is still out of the attention of both the sectoral ministry and the head pedagogical institutions.

Various aspects of social orphanage in Kazakhstan in terms of legislation, training of specialists and psychological support of families were discussed during the round table.

The head of the coordinating council of the Public Movement "The Child Must Live in the Family" Sholpan Baibolova believes that it is necessary to pay attention primarily to the prevention of social orphanhood.

To address the problem of orphanhood, special attention is paid to the economic, legislative, social support of the family, motherhood and childhood, and also necessary to revive the spirituality and high humanism of society, without the further development of Kazakhstan is simply impossible.

Prevention is one of the important activities to overcome social orphanhood. Prevention requires a comprehensive approach, which operates systems and structures that can prevent possible problems or solves tasks.

Authors of the encyclopedic dictionary of social work L.E. Kunelsky and M.S. Matskovskaya reveal the concept of "prevention" as scientifically substantiated and timely actions *taken to prevent possible physical, psychological or sociocultural collisions among individuals of risk groups, preservation, maintenance and protection of normal quality of life and health of people, helping them to achieve their goals, and disclosure of their inner potentials* [4].

The solution of the problem of prevention of social orphanhood should include a whole range of activities carried out at different levels of the state and society. These activities are related to the scale of the general social policy of states and aimed at society as a whole include selective measures relating to specific social groups and, finally, - these are activities that are addressed to the individual, personal level of a particular woman who is in a crisis situation, threatened with a rejection of maternity.

Measures aimed at preventing social orphanhood, conducted throughout the society, include the social policy of the state. Elimination of all forms of social deprivation, ensuring a high standard of living for the whole population and special assistance to large families and young families – these are really the basic conditions for the prevention of social orphanhood [5].

The effectiveness of the implementation of the prevention of social orphanhood is largely determined by the professionalism of the subject of the impact and the complex nature of preventive use. Preventive activity creates prerequisites for the normal socialization of the individual, based on the priority of the principles of legality and morality, thereby laying the foundation of well-being in families and the social stability of society as a whole. Kunelsky and M.S. Matskovskaya note that the whole population needs prevention, but there are priority directions for its application, there are categories of the population that need it more. These social groups include children, adolescents, disabled people, the elderly people with an antisocial way of life,

and experiencing temporary difficulties. Preventive work is being built with considering of social status, the status of these categories of the population, the needs of society in the prevention of many social problems.

Foreign experience of combating orphanhood deserves attention. From the middle of XX century in many countries of the world social, economical and moral processes in society caused the emergence of social orphanhood as a phenomenon which began to acquire alarming proportions. The problem of social orphanhood is typical for many developed and developing countries. Rapid urbanization, social upheavals and intensive population migration in many countries are accompanied by an increase in the number of abandoned children [6].

Let us consider the experience of economically developed countries of Western Europe and America on the problem of preventing social orphanhood. The social policy of the majority of modern European countries envisages the provision of significant assistance to lonely families by the state. One example of a model of assistance to low-income single parents is the United Kingdom [7]. There are more than half of all single parents receiving financial assistance under the "income support" program. In this case, a single parent can remain at home after reaching the child of 16 years, receiving the necessary content from the state. Lonely mothers also get allowance for children, use public health services free of charge and have the pre-emptive right to receive public housing.

In Norway, single mothers are provided with special material assistance so that they can stay at home after the child reaches 10 years of age. In addition, incomplete families have a system of social benefits and benefits that allow them to live above the official poverty level in the country.

In France, single mothers receive social benefits for the first three years after the birth of the child in addition to the general state allowance, which is paid to all families with children until their adulthood. The tax policy in these countries creates a social situation, where it is not profitable for single mother to work additionally even in part-time employment. However, after reaching adulthood and ending the payment of benefits, women have difficulties in finding a job because they lost of labor fixation, the habit of labor.

In Sweden, where the incomplete family level is the most significant in Europe and reaches 32%, strategy of government policy aims to help single-parent families, focused on the successful combination of lone parent and professional parents. Single mothers receive social benefits only for children, and not for the maintenance of a mother who is not working. At the same time, the state provides her not only a workplace, but also temporary payments in the period of retraining or acquisition of a specialty, that is necessary for obtaining a higher paid job. Working parents have a wide variety of different forms of extra-family childcare [8].

In USA state assistance to single families is incomparably lower than the European one; however, it can be extremely high at the level of individual states, private and religious charitable societies, and other territorial programs. In USA there are a lot of government programs, providing pedagogical and psychological assistance to single families with children. They operate at churches, family services, and local social agencies working with the poor families, in schools and hospitals.

The countries of Western Europe and the United States had several different ways in developing a system of raising children who left without parental care. The history of public education in the US and Western Europe can be divided into four stages.

The first stage is characterized by the desire to extract "effective" from charitable shelters, workhouses and prisons are socially intact children and place them in institutions with more favorable conditions for the normal development [9].

The second stage is characterized by a rejection of existing large educational institutions and the creation of family-type educational houses, called "cottages".

In the third stage, since the beginning of the 20th century, after the Second World War, the institution of a professional family begins to develop, it involves the residence of foster children in the family and the parental responsibility for children for the patronage period [9].

At the fourth stage, the de-institutionalization of the upbringing of orphaned children has become a leading trend in social policy in the countries of Western Europe and America. Children's homes and shelters almost ceased to exist. In others, children for medical reasons are not able to stay in substitute families. The overwhelming majority of children deprived of their parents are brought up in foster families, including professional families.

In Europe it is still very active patronage system of placement of children. Foster care is considered as a profession, there is a system of assessments - attestation, licensing and professional development, career growth, from the educator to the head of the service.

In Sweden, if the child is deprived of his parents or refused, he quickly finds new parents, because many people who wish to adopt a child stand in line for several years. Children from disadvantaged families are supervised by support families, where child spends several days every month.

However, for a purposeful and effective social policy to prevent disrupted maternal behavior and its consequences is necessary keep in mind that only the actualization of the individual (physical) factors to the detriment of the other leads to negative results. Experience shows, that huge material investments of the state in stimulation of birth rate through only increase in social benefits to lonely and indigent mothers, the creation of a favorable social conditions for risky groups of pregnant women really sharply reduces the number of the most aggressive forms of refusals from maternity, such as infanticide and physical tossing. However, the society faces a full-scale growth of the problems of tortured, raped, maimed orphans who have alive parents, even in the seemingly affluent families.

In Kazakhstan, to support families who have adopted children who left without parental care, material incentives have been introduced for all types of de-institutional alternative care.

### **Methodology**

The methods of identifying the theoretical basis of the research work are mastering and analyzing the philosophical, historical, pedagogical, psychological and professional pedagogical research studies.

Due to the nature of the research, theoretical analysis of the sources of information, monitoring, professional training and diagnostic methods (questionnaires, tests, interviews and surveys; opinion polls) will be carried out; experiment (identifying, establishing, observing), a statistical analysis (monitoring) of the results of activity will be carried out.

### **Results**

The Committee and the territorial departments for the protection of the rights of children carry out systematic work on the realization of the right of children to live and be brought up in the family.

A set of measures for the deinstitutionalization of orphanages and the prevention of social orphan hood are carried out in Kazakhstan:

- The Union of Guardians, the Consultative Advisory Council of NGOs under the Committee, the Republican Board of Directors of organizations for orphans and children left without parental care **are established**;

- Work **is being done** on the unbundling of children's homes and the creation of family-type homes;

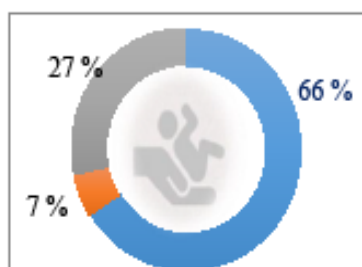
- Measures **have been taken** to encourage guardians and trustees, adoptive parents. Allowance is paid 10 MCI for the maintenance of each child every month, adoptive parents are paid a one-time cash payment of 75 MCI for each adopted child;

- A single nationwide database of orphans and children **is being formed**, who have been

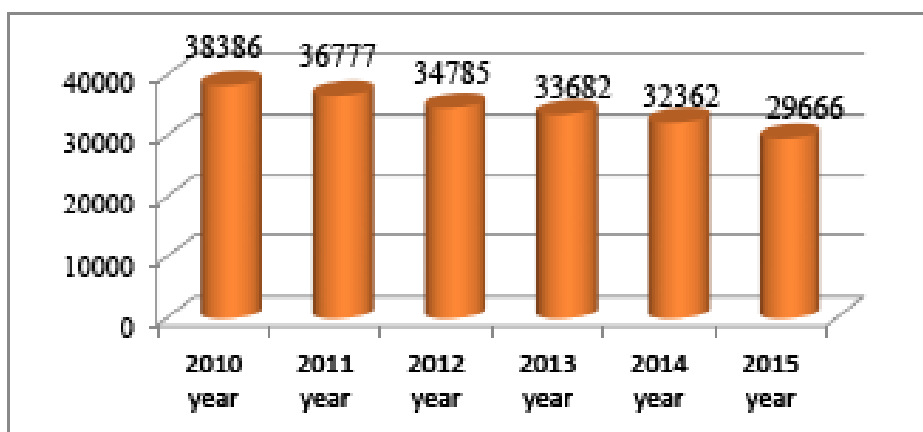
left without parental care, and citizens who have expressed a desire to adopt children into their families for upbringing;

- **There is** an information and propaganda work on the formation of a positive public opinion on the organization of orphans in Kazakh families;
- Introduction of new form of family arrangement **is planning** - Foster family;
- Transformation of orphanages into Family Support Centers **is planning**.

Children-orphans and children who were left without parental training in Kazakhstan are 29,666. The quantity of children-orphans and children who were left without parental training are decreasing every year until 10%. 66% of them are children - orphans organizations for orphans, 6% of orphan children are in foster families, 27% are in families under custody and guardianship.



Picture 1. Realization of Deinstitutionalization strategies in Kazakhstan



Picture 2. Changing the number of who children left without parental care (children) in Kazakhstan

*Results of Deinstitutionalization:* the number of Kazakh citizens has increased, wishing to adopt orphans for 31.6%, the total number of orphans in the last ten years decreased until 21628, number of pupils in residential institutions - until 10 132 kids, The network of organizations for orphans and children, who children left without parental care has decreased. In 2015, 42 organizations were closed and reorganized together with the MIO.



**Picture 3. Quantity of residential institutions in Kazakhstan**

For last 5 years:

- 7 958 pupils were transferred to custody, guardianship, patronage, adoption;
- 4965 returned to the blood family;
- 58 organizations for orphans are closed and reorganized.

As a part of the implementation of the policy of social modernization, initiated by the President of the country, in the regions during the republican action “Қуан, сәби” held 64 events Aimed at attracting citizens who want to take on the upbringing in their family of a child who left without parental care.

Finally, in holiday’s period 1620 children of orphanages had a rest in guest families.

In all regions of country traditional celebration «Guardian day» was conducted, the main objectives of which are to express gratitude to families who adopted a child for their upbringing, popularization of alternative forms of placing children in a family.

To support citizens wishing to take children to their families from orphanages, 87 foster parent schools and 58 family support services have been established and are operating in the regions. In 2012, they organized 768 different events and 6483 consultations with coverage of over 17,000 people.

Family support services are also organized with 18 Adolescent Adaptation Centers.

Since June 2012, there is a unified information Internet portal “Adoption in Kazakhstan”, which contains information about children who are subject to placement in families. Of 1936 children, information about which is posted on the site, 34 children are arranged in families of Kazakh citizens.

To implement measures to prevent social orphan hood, 3,775 social pedagogues, 7893 psychologists, and 349 specialists in the protection of children’s rights work in educational organizations. They carry out work on the early detection of family and child problems, the arrangement of orphans and children left without parental care, in families or children’s institutions, the appointment of benefits and material support to children.

The Institute for Family Education was established in the city of Astana. To help class -teachers, educators, parents and the institute prepared a methodical educational tutorial “Family Education in the regions there are universities of pedagogical knowledge for parents, parental academies, and public associations of fathers, mothers and other formations.

Created critical situation in the society puts forward, as priority directions of state policy - overcoming and preventing social orphan hood, improving the system of social, pedagogical and psychological support for orphans.

In accordance with this, one of the main activities of the executive bodies of state power is the creation of a system of interdepartmental interaction on the prevention of social orphan hood, the creation of a system of support for orphans and children left without parental care, enforcement of legislation to protect the rights and legitimate interests of minors.

Today, at the state level and among non-governmental organizations, there is active work to prevent social orphan hood.

A huge work is done by the Departments for the Protection of Children's Rights in overcoming the problem of childhood, one of the tasks of which is the prevention of "social orphan hood", child abuse and exploitation, assistance to children in difficult life situations, as well as assistance to local executive bodies in the development and implementation of regional programs for the protection of the rights and interests of children, taking into account the socio-economic situation of the region, the spiritual and moral development of children in the public interest.

Particular attention is paid to the revitalization of the MIO activity on the organization of orphans and children, left without parental care, in families (for custody, guardianship, patronage and adoption).

To support Kazakh families who have adopted children, material incentives have been introduced for all types of de-institutional alternative care.

Within the framework of memorandums on cooperation with the Ministry of Education and Science of the Republic of Kazakhstan, a pilot project «Mentoring» is

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| <br><b>Patronage</b><br><i>Salary from 35 thousand tenge and above, child benefit in the amount of 9-10 MCI</i> | <br><b>Guardianship</b><br><i>Benefit is 10 MCI</i> | <br><b>Adoption</b><br><i>State allowance in the amount of 75 MCI</i> | <br><b>Foster family:</b><br><i>wages for parents, child allowance in the amount of 10 MCI</i> |
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being implemented to deinstitutionalize orphans, in Astana, Almaty, and Karaganda with Public Foundation «Center for Comprehensive Family Support» Family Academy.

Work continues on the implementation of the Law of the Republic of Kazakhstan «On the state educational funded system» for the opening of deposits for pupils of orphanages. As part of the charitable assistance of the Bobek private foundation, Halyk Savings Bank of Kazakhstan opened accounts and concluded bank deposit agreements for 302 inmates of orphanages, in the framework of the project «Happy children - Happy Childhood», for 13 orphans living in families. In total, the state educational funded system and educational contributions for 7,779 inmates of orphanages.

The share of orphans and children who left without parental care, which is brought up in the targeted organizations, will decrease due to a complex of measures to transfer children to families.

#### **Conclusion.**

It should be noted that the program for the prevention of social orphanhood is carried out in a comprehensive manner and is directed at three levels of impact on the situation. Primary

level - preventive measures aimed at the whole main population; Secondary - specific measures aimed at those who are considered as a «risk group», in the hope of eliminating or narrowing the scope of the problem (child abuse, child abandonment, abandonment of the child); Tertiary - is intended for that part of the population where the family broke up with the child, in the hope of returning him to the family and avoiding a repetition of the situation.

Based on the above we can draw the following conclusions:

- Prevention of social orphan hood is a real necessity, where the overall organization of preventive work in a certain area is important for all contingent of minors and their families;
- Prevention of social orphan hood includes a system of activities related to the study and prediction of child neglect, homelessness and social orphan hood of minors aimed at preventing negative factors affecting the formation and development of the individual;
- Prevention of social orphan hood includes the preparation of the younger generation for responsible parenthood, which must begin with the formation of positive parents' attitudes through the development and implementation of programs that would help to form the right approach to creating a family in minds of young people.

Thus, in order to overcome such a tragic social phenomenon as social orphan hood, the following preventive measures are necessary:

- stabilization of social, economic and political processes in society;
- revival of the spiritual culture of the nation;
- legislative, economic, social support of family, motherhood and childhood;
- development and promotion of the best educational traditions based on humanism, love and respect for the child and the return of educational function to educational institutions;
- reorganization of the vital activity of the system of institutions for orphans, including the educational systems of these institutions;
- developing of systems for the placement of orphans;
- improving the system of orphans, special attention to the implementation of regional programs to protect the rights of orphans;
- ensuring the implementation of legislation to protect the rights and legitimate interests of orphans and improving the social protection of orphans.

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### **Әлеуметтік жетімдіктің профилактикасы: қазақстандық аспект**

**Андатпа.** Зерттеуде қазіргі қоғамдағы жетім балаларды әлеуметтік қорғау институтының жағдайы мен болашақ дамуын және Қазақстандағы жетім балаларды әлеуметтік қорғау жүйесін талдау қарастырылған.

Сонымен қатар, қазіргі заманғы реформалар жағдайында әлеуметтік институционалдық аспектілердің қолдану қызметі мен даму жүйесіне ерекше назар аударылады.

Авторлар балалар үйінің қазіргі Қазақстандағы ерекшеліктерін және негізгі әлеуметтік мазмұнын анықтауға, жетімдердің жағымсыз әлеуметтік салдарларына қарсы тұру проблемаларын шешудегі жетімдерді әлеуметтік қорғау институтының орны мен ролін көрсете білген. Жетім балаларды әлеуметтік қорғау жүйесіндегі мемлекеттік және қоғамдық ұйымдардың функцияларын және жетім балаларды әлеуметтік бейімдеу және әлеуметтік интеграция процестерін жеңілдететін әлеуметтік қорғаудың перспективті тетіктерін қарастырған.

Осы орайда, ата-ана қамқорлығынсыз қалған тыс қалған балалар тәрбиеленетін және білім алатын әлеуметтік ортаның ерекшеліктерімен байланысты жетім балалардың әлеуметтік әлжуаздығын ескере отырып, әлеуметтік қорғау жүйесі тек балаларды қамқорлыққа алу ғана емес, сонымен қатар жетім балаларды табысты әлеуметтік бейімдеу үшін барынша қолайлы жағдай жасауға бағытталуы тиіс. Демек, профилактика әлеуметтік жетімдікті еңсерудің маңызды шараларының бірі болып табылады.

**Түйін сөздер:** жетімдік, әлеуметтік саясат, әлеуметтік қорғау, әлеуметтік орта, әлеуметтік адаптация, профилактика.

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### **Профилактика социального сиротства: казахстанский аспект**

**Аннотация.** В данном исследовании рассматривается система социальной защиты детей-сирот в Казахстане и проанализированы состояние и перспективы развития института социальной защиты детей-сирот в современном обществе.

Особое внимание уделяется социально-институциональным аспектам функционирования и развития данной системы в условиях современных реформ.

Авторы попытались выявить основное социальное содержание сиротства и его особенности в условиях современного Казахстана, показать место и роль института социальной защиты детей-сирот в решении задач противодействия негативным общественным последствиям сиротства. Рассмотрены функции государства, общественных организаций в системе социальной защиты детей-сирот и наиболее перспективные механизмы социальной защиты, облегчающие процессы социальной адаптации и социальной интеграции детей-сирот.

Учитывая социальную уязвимость детей-сирот, связанной прежде всего с особенностями социальной среды, в которой вырастают и получают образование дети, оставшиеся без попечения родителей, отмечается, что система социальной защиты должна быть ориентирована не только на опеку над детьми, но и на создание максимально благоприятных условий для успешной социальной адаптации детей-сирот. При этом профилактика является одним из важных направлений деятельности по преодолению социального сиротства.

**Ключевые слова:** сиротство, социальная политика, социальная защита, социальная среда, социальная адаптация, профилактика.

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