SUCCESS FACTORS
OF THE MODEL OF WORK
APPLIED IN THE CHILDREN HOME
“11 OKTOMVRI”
in the frameworks of the project
Strengthening the capacities of the beneficiaries and
the educators of Children home “11 Oktomvri”

Skopje, December 2013
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Strengthening the capacities of the beneficiaries and the educators of Children home “11 Oktomvri”

implemented by
Centre for Non-formal Education Triagolnik, Skopje

in partnership and with support by
Adoptionscentrum, Sweden

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INTRODUCTORY LINES

Few will have the greatness to bend history itself; but each one of us can work to change a small portion of events, and in the total; of all of those acts will be written the history of this generation.

Robert Kennedy

To be a part of the civil society and especially of those organizations dealing with development assistance means to meet many people with good intentions, people with big and brave visions for development and clear ideas of how a better world should look and function... These people talk about human rights, in the true sense of humanity and righteousness ... their goals are equality, dignity and realization of every person, regardless of where they come from, what their needs are and what their choices are.

The satisfaction is great, but the responsibility to be part of their projects and to participate in their missions is even greater... Even greater is the satisfaction when the efforts which we will invest will results in a real and long-term change...

In fact, the sustainable change means even more: it means that we have properly measured the circumstances and we have been realistic in setting the goals; it means that we have studied in detail the context and we have chosen the appropriate variety of interventions to achieve the desired change; it means that the actions we have implemented were timely and properly combined.

It also means that we have engaged the right people from the right organizations and institutions that can make the change happen.

Despite the good intention which is an integral part of any development intervention, not always and not by our fault we managed to properly combine all these elements of the mosaic. Therefore, it is extremely important the approaches, which have proven effective and functional, to be understood and to identify the factors that were key to their success.

To be able to repeat the success, it is necessary to ensure that the goals and the results we have achieved will not be attributed to random constellation of
circumstances, but the same will be understood as a series of interventions that create a functional model that accomplishes results.

The purpose of this publication is exactly that, to underline the correct combination of the success factors of the applied model for institutional development in order to apply it in achieving the changes in other organizations and institutions, both at national and international level.

This model is based on the opinions, the visions and the intuition of all those who were involved in its practical implementation, for whose generous contributions we are especially grateful.

Isidora Sidorovska

Deputy Executive Director

of Center for non-formal Education Triagolnik
INTRODUCTION

In the period between 2009 and 2013, Centre for Non-formal Education Triagolnik and Adoptionscentrum implemented the project for improvement of the institutional care of children without parents and parental care in the Children home “11 Oktomvri” in Skopje. The approach and the methodology used in the project intervention gave extremely positive results and appeared to be highly efficient for achieving sustainable change within the institution, thus producing positive change of the quality of care of both, the current home beneficiaries and the future ones. The challenge to work on this project through complex interventions directed towards developmental and sustainable changes has been quite immense. This process provisioned utilization of the experience of the two key organizations – Triagolnik and Adoptionscentrum – and compiling the same to an intervention solution that would ensure development of an institution that, in its nature is complex to itself.

When it comes to developmental cooperation, especially one focused on institutional development, the sustainment of results and changes beyond the lifetime of a specific project has always been an enormous challenge. A sustained change within an institution usually requires the understanding and approval of responsible authorities, the support of the institution itself, as well as the endorsement of the staff as the crucial point where change should occur. Missing out on only one of these groups threatens the effectiveness of the whole intervention. Institutional development projects require both huge resources and high dedication from the implementing organization. However, even when all these conditions exist, and all the recourses such as money, people and organizational credibility are invested in a project, we can never be sure that the change we implement within an organization will continue to live once the project, as an initiator and catalyst of that change exits the stage. The primary
intention of development cooperation, moreover the right based approach, is to ensure that a need/right is responded to by the one who holds the duty to do so.

In order to raise the level of assurance that the accomplished changes will be sustainable beyond the project life, a more complex approach was needed that would encompass all actors involved in the process of social protection of the category of children without parents and parental care, i.e. approach that will not only focus on the needs of the final beneficiaries, but will enable systematic change on the organizational level that will mobilize all responsible for this matter to undertake their responsibility for appropriate implementation of the national policies and provide a space for implementation of the rights of the final beneficiaries.

The primary intention of development cooperation, moreover the right based approach is to ensure that a need/right is responded to by the one who holds the duty to do so. The role of intermediaries, such as projects and civil society organizations is only acceptable if its serves the purpose of the duty bearer taking his own responsibility and enabling and protecting the right in the future.
However, this does not always happen. Although equipped with the best intentions and with the right purpose in mind, we have projects and projects that do not manage to achieve the desired change, or once they leave the picture the change starts to fade until things are back to where they were. The ability to plan and implement an effective and efficient intervention requires a lot of trial and error. Therefore, it is necessary to share and sustain practices and models that have proven their value in achieving sustainable results.

The extensive, years-long experience of Triagolnik in the sphere of capacity development in working with young people and with diverse target groups and the accomplishment of positive results, gave the bases for the implementation of the planned model of work in the Children home “11 Oktomvri”. The aim of this project is to promote and share successful model that has been built upon the 10-year experience in developmental cooperation, which experience was sublimated and applied as 4-year programme in the framework of the Children home “11 Oktomvri”. At first we conducted analyses of the situation which the institution was in and identified the needs and the areas for intervention, in order to make adjustment of the type of the activities and the working approach in general, towards the target group(s) in order to ensure the identified changes to occur. A strategic approach towards each target group (children, educators) was designed where the intervention fields were focused on personal and professional development of the staff, personal development of the home beneficiaries as well as the organizational development of the institution itself in the area of planning, implementation and evaluation of activities with the children by those who work with them directly.

The implemented model had many specific factors that lead to its successfulness, such as the level, timing and intensity of involvement of various stakeholders; the planned and gradual phase out of Triagolnik as implementing organization that allowed for smooth takeover of the implemented changes by the institution itself; the parallel changes in both organizational and professional capacity of the institution that allowed for a new organizational culture to create to keep the changes implemented in their daily work and the IKAB non-formal education methodology that allowed for a genuine change in the way the institution's staff performs, not only from the aspect of change of knowledge and opinions but rather internalized change of perspective that altered different behaviour when it comes to daily tasks. These, as well as other characteristics of this model, have made it highly effective in reaching the desired change, but as well highly efficient for the spent resources since it created a sustainable change and it yielded
requests by state authorities for its future institutionalization and multiplication to other institutions.

All these specific elements, accordingly encompassed in the frameworks of the project intervention were subject to the more thorough analyses in order to determine their value in relation to the level of success of the project intervention and in direction of achieving sustainable developmental changes. As a result of it, we identified number of specific factors that determined the success of the implemented model of work, referred to in this publication as **model success factors**.

The reason for analyses of these distinctive features of the model of work of Triagolnik was the fact that the evaluation of the results of the project intervention, continuously produced positive performance and positive change in both, the development of the human capacity and the organizational development of the institution.

The second reason is the fact that the changes done by the project intervention match and contributed towards the efforts for promotion of the social security system on national level.

The third reason for the analyses of the distinctive features of the model refers to the possibility of replication of this model of work in similar contexts, since the model itself covers the key fields of intervention in relation to the human and institutional capacity responsible for work with this category of children, and with appropriate adjustments (in relation to the social context) can be successfully implemented in the context of social protection of the children without parents and parental care.
GENERAL CONTEXT

The social protection in the Republic of Macedonia is an activity of public interest which is defined as a system of measures, activities and policies used for preventing and overcoming the basic social risks in which the citizen is exposed throughout life, for reducing poverty and social exclusion and for strengthening the capacity for personal protection. As the social protection aims to attain the constitutional commitment of the Republic of Macedonia as a welfare country, from its independence until now, it passes through a continuous transformation process in order to respond effectively to the needs of its beneficiaries. This mostly applies to the newly developed issues arising from the transition process which pulled many reforms and an adoption of new principles and methods of work. All undertaken interventions follow the basic international documents on human rights, the millennium development goals of the UN, the EU integration process and the efforts of the European Council in providing an adequate level of social protection, especially for the most vulnerable categories of citizens. This general approach aims to create a modern system of social protection that effectively responds to new social trends.

1 Law on Social Protection of RM
Institutional care

The protection of citizens exposed to social risk, mainly is achieved through the help and support of families and individuals. If there is a case where an extra concern and protection outside of the framework is needed, the developed system of institutional care and of non-institutional forms of care (foster families and day care centers) is the way for this issue to be solved.

Under institutional care is the network of institutions covering different users, depending on their needs and age: institutions for accommodation of children without parents and without parental care for children and young people from 0-26 years; facilities for accommodation of children and youth with educational social problems and behavioral problems of 7-18 years; facilities for accommodation of persons with obstacles to intellectual and physical development.

Since 2000, in order to improve services to customers and in accordance with the reforms undertaken for improving the system, measures for deinstitutionalization have been undertaken. This process involves “activities for preparing users located in institutions to return to their biological families, or placing them in any of the forms of non-institutional care at the local level (foster family, family home or small group home). Through the development of these forms of protection one local level, on one hand the number of beneficiaries in institutions will be reduced and on the other hand, the need for new placing will be prevented.”

Deinstitutionalization takes place through the gradual transformation of existing institutions for social protection through transformation – improving the quality of institutional care and creating conditions in which the institution will be open for providing alternative services to users; restructuring – complete diversion of available staff to offer alternative services users in the community, and facility closure – final abolition of its activities and space conversion.

Current situation

In order to improve this segment of social protection measures are taken which are provided by the National Program for the Development of Social Protection 2011 – 2021 year. Currently, the development of institutional care is not getting enough attention at the expense of deinstitutionalization, yet it represents a last

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option which must exist although perhaps not with the same size and capacity as before. The development of institutional care would mean improving the quality of services in institutions, improving the conditions for life and transforming the existing forms of institutional care in new modern forms with a smaller capacity.

The introduction of a licensing system is an ongoing process which involves the issuance and revocation of licenses for the operation of professional staff, conducted by Institute of Social Affairs. This comes out from the need for planned and continuous education of professional staff, which to this point, due to lack of finance, was conducted mostly by civil associations or Ministry of Labor and Social Policy with foreign aid. Such education may not always be coordinated and systematic. It is expected that the licensing will overcome this situation, with which, the professional staff would have responsibility for continuous education in the process of obtaining/retaining licenses. This procedure is in progress.

The process of deinstitutionalization, which now covers only the persons with mental disabilities at the Special Institution Demir Kapija, has begun, although the process refers to other institutions as well. The process of deinstitutionalization should be accompanied by institutional transformation, which has not taken place; therefore the institutions have poor conditions for childcare – infrastructure and services. Additionally, the criteria for accommodation in the institution need to be improved, as the satisfactory assessment of the overall environmental situation and of the available resources is not implemented in order to avoid unnecessary institutionalization.

With the adoption of the Law on Social Protection in 2009, two new forms of care (small group home and independent living with support) are being introduced at an early stage.
Public institution Children home "11 Oktomvri" with Center for Infants and Young Children and SOS Children's Village is an institution for children without parents and children without parental care.

Children home "11 Oktomvri" has existed since 1946 as a public institution for protection of children as a part of the Youth Centre for Protection of Children and Youth, "Mladost" – Skopje, together with "Majcin Dom". After the separation of "Mladost" in 1983, both institutions gained their independence and "Majcin Dom" moved to Bitola, while the children’s home remained in Skopje. The existing building of the Children home "11 Oktomvri" was built in 1972. Founder and financier of the home is the government of the country.

In the Children home, there are children from 3-18 years that are taken care of, i.e. until the children complete secondary education that sometimes means taking
care for over 18 years. Currently at the home there are 53 children that are taken care of.

The children live in families consisting of 6-7 children, which are divided by sex and age. Two families make up a residential unit, which four group educators are responsible for and for the care for the youngest there are special educators involved as well. In the home, in total there are 8 families, respectively 4 residential units. By 2011, the children received their meals in a common dining room, after which every residential unit has introduced an equipped kitchen where the children get their breakfast and dinner. The children are taken care of by a team of 14 educators, 3 caregivers, and a sports educator as well as a professional team of a pedagogue, a psychologist and a social worker.

The activities of the Children home are determined by an annual program, upon which the educators create their own programs. The main aim of the home is to work on educational, intellectual, and social level of the children in order to provide conditions for their development into independent persons who, after leaving the home, will successfully integrate into society. The activities at the home are mainly organized by occupations, as a daily 2-hour form for supporting the children in understanding the teaching material; individual and group work, which is usually associated with current developments and children’s needs; organized summer and winter vacations and other visits in the country and abroad; as well as daily care and educating the children about basic needs and habits (hygiene, behavior, care for inventory, etc.). Since 2013, in the home, there are newly introduced sections, which unlike other activities that the parent educators often organize for the children in their family, are opened for all interested children in the home.
SUMMARY OF THE ACTIVITIES IMPLEMENTED AT THE CHILDREN HOME “11 OKTOMVRI”

In 2009, Triagolnik started with the implementation of the project "Strengthening the capacities of the beneficiaries and the educators of Children home “11 Oktomvri”, which was supported by Adoptioncentrum, Sweden.

The main objective of the project was to encourage a change in the institutional care of children without parents and children without parental care in order to facilitate their easier transition from the home to their independent living, and thus for them to be integrated and valued members of the society.

The project was implemented for four years, through two phases. The first phase was implemented in the period of 2009-2010, where the main goal was introducing the youth work as a model that encourages easier integration of children and young people to society. From 2011-2012, the second phase of the project, which aim was to introduce mechanisms (procedures and practices) to overcome the negative aspects of institutional care, has been implemented.

One of the characteristics of the project was the holistic approach that implied a progressive involvement of all actors (beneficiaries, staff, management of the home, authorities and the community) in order to ensure that the intervention is properly shared, properly understood and accepted by all those who would use it.

The activities in the home progressed from more general, applicable to other institutions of this kind, to more specific, and developed to meet the specific needs of the institution.

Another characteristic was the right–based approach. The integration of this approach in a project means that there are elements that lead to identification, implementation, enjoyment and treatment of one’s rights. More specifically in the project three elements were included: identifying whether someone’s right is violated or restricted; strengthening holders’ rights to change the current situation of violation of rights and to create conditions that the violation will not be repeated in future; and ensuring that the conditions for the implementation, practice, and respect of the rights are created by the liable person, not by his/her replacement (e.g. citizens’ association).
PROJECT ACTIVITIES

The project was built on the following activities:

**Education of the educators**

The education of the educators occupied a central place in both project phases, with the difference in the field of intervention.

In the first stage, the employees (educators and professional team) were trained to introduce non-formal education and youth work in the activities that are organized for children, as a model that encourages the development of personal, professional and social level, necessary for independent living. On the other hand, the model encourages an approach based on the children’s rights, respectively it leaves room to empower the children to recognize their rights and to work actively in achieving them.

The education is conducted through the course Basis of Community Youth Work. The course was implemented for two years with two groups of employees each year. Through six 15-hour modules the following topics were covered:

![Photo 3: Training for educators](image-url)
**Module 1 – Introduction to the Community Youth Work**: The purpose of this module was to introduce the participants to the principles of non-formal education and youth work and how the non-formal education and youth work can be used to empower youth.

**Module 2 – Adolescence**: The first emphasis of this module was placed on individual reflection of the participants on their period of adolescence aiming to extract experiential conclusions that will help them to easier understand this period and to overcome generational barriers and thus achieve effective collaboration with youth. The second emphasis of the module was placed on research and introduction of the personal and professional values and on comprehension of how these values affect youth work.

**Module 3 – Working with individuals**: The purpose of this module was for the participants to become more aware of their own behavior towards others, to develop communication skills in order to establish an effective and long-term relationship with the young people, simultaneously learning specific techniques for developing the communication skills of children.

**Module 4 – Planning and managing**: The purpose of this module was for the participants to gain basic skills and tools to manage their time and tasks, and be able to develop relevant and feasible proposals, which afterwards they were able to apply through the compulsory practical work which was part of the training.

**Module 5 – Working with conflict and diversity**: The aim of the module was for the participants to get a picture of the process of creating and developing conflicts and to realize what their approach is to personal conflicts and differences. The participants were introduced to various models of conflict resolution that could help them in the work.

**Module 6 - Working with groups**: As the group work is one of the dominant techniques of working with children in the home, from this module the participants gained basic knowledge about the life cycle of the groups and the group work as a tool for personal development.
The course was supported by practical work – making of small projects that the staff, in the form of workshops, conducted over 25 hours of direct work with children, as well as tutorials – individual meetings with each of the participants that provided additional support in the educational process and the implementation of practical work.

Photo 4: Basis of Community Youth Work, Module 2 – Adolescence
The education for the educators in the second project phase was created together with the Children home and the Institute of Social Affairs as the competent authority. In this way, a program that addresses the specific needs of educators working with children and the development plans of the institution was created. The registration of the training was voluntary, although virtually all educators have completed the training. The program prepared for the educators consisted of three training:

**I Training: Dealing with stress at work with vulnerable groups** – training focused on researching and proposing alternatives to overcome stressful situations that arise from working with vulnerable groups, mainly to encourage the employees to deal easier with difficult situations that sometimes prevent them to be proactive at work. This training was offered as the first of the three to take care of the pressure that the employees feel in the workplace and for them to have a more objective approach to the processing of the topics covered in the other two courses.

**II Training: Advanced level of ethics and morality in working with vulnerable groups** – the purpose of this training was for the participants to explore personal and institutional boundaries in working with children, in confidentiality and sharing information, and simultaneously to trigger the definition of clear boundaries and mechanisms to ensure that the rights of both, the staff and the children, are realized.

**III Training: Conflict Resolution** – This training was added to the fifth module of the previous stage, with a focus that was placed on advanced skills for conflict resolution and mediation, focusing on the following relationships: child – child, child – employee and employee – employee.
Key principles of education

The key principles upon which the education was based in both phases were as follows:

Learning directed to the participant. This means that the access to work allows the application of different techniques that are adaptable to individual learning styles of the participants and leave room for everyone to get involved in the moment when they feel most comfortable to do it. Thus, the voluntarily learning that is the most effective form of learning was achieved.

Linking theory with practice. On the basis of this principle is the experiential learning, or learning by doing. This means that by sharing personal examples, reflection and exercises, with which the participants experience a situation, the theoretical part is more supported and more realistically experienced.

Orientation to the process. At the core of this type of teaching, the primary goals is not only the product (outcome, result), but the process or the method by which one comes to the final product or learning. The concept implies that each implemented activity is seen in terms of the product and in terms of the process as well since the process generates results that contribute to the effectiveness of the implemented activities. The results of the process are actually those that contribute to the establishment of relations between individuals and to the creation of positive attitude towards work, positive receiving of changes and creation of conditions for implementation of the changes themselves. The awareness of the process and the possession of skills to positively guide the process itself lead to the insurance of positive and long-term changes in an individual plan and a plan of interpersonal relations between people.
Direct work with children through the form of youth work

The direct work with children upgraded the process of introducing the model of youth work in the Children home. Working with children was structured in three ways:

![Photo 5: Workshop for active participation](image)

Social education based learning for children that was conducted in a workshop format. The workshops took place in two cycles per year, and were intended for children from 12-18 years. The focus of the workshop was developing the social skills of children including communication skills, assertiveness, team work, conflict resolution, encouraging understanding of their rights and responsibilities, building their professional skills and their skills in job search, active participation and volunteering. The workshops were conducted in both project phases, where the first phase of the project was conducted by trained youth workers and trained...
volunteers. In the second phase, the process was lectured in the institution; therefore the employees took place in the workshops, hence the final year they were able to take a full responsibility of the project implementation. At that time, the staff was offered a support, through periodic mentoring sessions, where they had discussed real-life situations of the workshops.

**Summer camp for children** that was organized in the first year of the project implementation. Often when the home children attend such activities (summer vacations, winter vacations or educational activities outside the home) they are organized mainly and just for them and they are not in a position to “live/reside” with other children. The purpose of this camp was to bring the children from the Children home with the youth who attended the youth clubs of Triagolnik to realize that they have the same or similar capacities and interests, and thus to overcome stereotypes and prejudices they may have about each other. During the camp, despite of the recreational and entertainment part, for the youth there are several conducted educational workshops: creative, for communication skills and team work etc.

**The program Big Brother/Big Sister** began implementing in the second phase. The purpose of the program was, by promoting a positive model of personality (role model) to a group of children, to empower the development of positive values and habits. In both years, a group of boys and girls was included that over a period of 9 months met with volunteers – socially eminent persons who represented role models to the children and that could have a positive effect to them. The meetings were organized by the volunteers as everyday activities – playing sports, meetings at a restaurant/cafè, going to sports games, etc. in order to build a positive relationship between the child and the volunteer. Some children remained in contact with the Big Brother/Big Sister even after the completion of the program. The program included: Naumce Mojsovski – handball player, Toni Simic – basketball player, Nikola Gligorov - the cartoonist, Viktorija Loba – music performer, Indira Kastratovic – handball player, Natasa Mladenovska - handball player, Biba Dodeva – music performer, Aleksandra Ksenija Elen – cultural attaché at the Italian Embassy.
Volunteering

The volunteering in the project was covered by the inclusion of trained volunteers on the workshops for children through the Big Brother/Big Sister. With the use of the volunteers, it was worked on sensitizing the community and general public of this target group, i.e. reducing certain stereotypes that exist for them and encouraging positive activities as well.

Organizational development of the institution

The final intervention in the Children home was strengthening the institution in planning activities and reporting. This process was developed and was
implemented in close cooperation with the Institute for Social Affairs and it was planned for the process to meet the development plans of the institution. Although the organizational development began the first year with the introduction of the model of youth work, this was the completion of the process and the creation of a functional mechanism for effectively integrating all previous interventions. The process suppressed the previous practice of the institution to create common annual plans, which do not always give a clear picture of what really is being worked on with the children. On the other hand, the annual plans are not sufficiently detailed to ensure the continuity in the work with the children. As a result of the process, a practice of creating plans and quarterly reports built on clearly defined targets and indicators was developed. The quarterly plans and reports became a part of the practice of the institution.
METHODOLOGY OF IDENTIFICATION AND ANALYSES OF THE MODEL SUCCESS FACTORS

The results and the effects of the activities that Triagolnik implemented under the project "Strengthening the capacities of the beneficiaries and the educators of Children home “11 Oktomvri”, were continuously monitored and evaluated through various mechanisms for monitoring and evaluation. Basically, each project activity was monitored and evaluated separately in order to analyze the effect of it and to identify the elements that contribute to the achievement of results and effects. Globally, the activities were evaluated semi-annually and annually to identify the achieved results and effects, to recognize the changes in the home both, in terms of the development of human capacity, and in terms of organizational development in the institution. Along with monitoring the changes in the home, an analysis of current developments in the field of social protection of this category of children was made in order to adapt the approach to work in the home to be appropriate and to be in line with the current requirements and changes of the issue.

Based on the evaluations and all forms of assessment of the work of Triagolnik in and with the Children home, and given the generally positive outcomes of the overall activity, with the analysis of all forms of assessment we identified the specific success factors of the model of work which we think contribute to its success. The model success factors are related to the manner and the approach of work, but also to the context of the implemented activities i.e. the interconnection of the activities with the context of social protection within which the project was implemented. Therefore, for the purpose of identifying the model success factors, different documents were consulted such as: relevant policies and documents from the field of social protection and the reports of evaluations of the project. In particular, the identification of the specifics is made based on analysis of the annual and semi-annual evaluations, and evaluation of the first phase of the project and evaluations of specific program activities. In addition, we want to emphasize that the program activities were mainly evaluated through focus groups and semi-structured interviews with direct participants in them (mainly the home staff, the director and the children). The documents that were analyzed were the National Programme for Development of Social Protection

After the specifics were identified, they were analyzed with the following respondents – educators, the director of the home and the current manager and previous managers of the home, a representative of the Institute of Social Affairs and the staff of Triagolnik which has been continuously involved in activities and in communication with home. As tools for analysis were prepared semi-structured interviews that were conducted with the director, the managers and the representative of the institute; a workshop with educators was organized; and focus groups were conducted with the staff of Triagolnik. The questions were adapted specifically for each category of respondents as it was taken into consideration that they all had an insight into the specifics of different aspects.

*In the following chapters follows presentation and analyses of the identified specific success factors of the model of work applied in the Children Home “11 Oktomvri”.*
SPECIFIC SUCCESS FACTORS OF
THE MODEL OF WORK APPLIED IN
THE CHILDREN HOME “11
OKTOMVRI”

Based on the analysis of the model of work, Triagolnik identified specific success factors of the model that we consider have contribute largely to the effectiveness of the model and of its universality, i.e. applicability in different contexts within the frameworks in which the social protection for this category of children is being done. These success factors are mainly based on the approach that Triagolnik had with the home and in terms of the presentation of the project, the establishment and maintenance of relations with the home, the implementation and development of activities, the communication and the support with and to educators and children.

This section gives an overview and elaboration of each identified success factor that emphasizes the importance of the success of the application of this model of work. We have identified 12 key success factors that characterize this model and they are as follows:

1. Ability to show visible results – this success factor mainly refers to the fact that the way the activities are organized enables a display of the visible results in the implementation of the activities. Primarily this specific is due to the fact that most of the activities are based on a combination of theory and practice, especially those activities that are implemented in the form of training and workshops for educators and children. If we take as an example the training on Basics of Community Youth Work the specific of visibility of the results can be seen on two levels. The first level is a presentation of the results for educators, i.e. what as theoretical concepts is elaborated and learned, is practically applied and worked through the workshops with children who are part of the practical work for this training. At this level, we get an insight into the effects of the training on the development and enhancement of skills for working with children of the educators. The second level is a presentation
of the results of the implemented activities for children, mainly identified through practical work of the educators with the children and workshops with children implemented by the staff of Triagolnik. At this level we can see the effect of the method of work with children, mainly because the work with children itself is the principle of non-formal education which involves placing a participant in the center of learning, working interactively, responding to the participant, i.e. it uses principles that prefer the use of mechanisms through which can be defined how a child responds to the activities, what the child learns and whether, if any, change in behavior occurs. Certainly, this approach is used in the implementation of the training with the educators. One of the ways that we measure the approach is trough an evaluation conduction of the training model of Kirkpatrick\(^3\). Another important feature that enables this success factor is the time period within which the project activities are implemented or the implementation of a multi-access opportunity for achieving the desired change and the possibility of a more detailed and realistic insight into the results.

2. **Different mechanisms of support** – The project that Triagolnik implemented in the home brought a greater number of activities and engagements especially in the work of the educators. Most of the activities were new to the educators or perhaps the approach that was required of them to be applied when working with children and when working at an organizational level. This meant introducing larger number of chances with which the home, i.e. employees and to some point the children, had to deal with. Given the fact that the changes can provoke resistance or a negative reception in general, the model of work that Triagolnik applied meant giving an extra support to those who must deal with the changes, i.e. those who have to accept them and eventually implement them in their work. In this case, the mechanisms for support included continuous individual reflections, individual tutorials, group and individual mentoring meetings. These mechanisms for support are important in many ways. First, through them the support to personal and professional development of the pedagogical staff in the home is

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\(^3\) Through the evaluation of training we mainly base on the model of training evaluation according to Kirkpatrick, which involves evaluating in terms of four levels: Level 1: Reaction – Are the participants satisfied with the training?; Level 2: Learning – what the participants learned from the training?; Level 3: Behavior – if there is a change in the behavior of the participants based on what they have learned?; Level 4: Results – whether the changes in behavior positively affected their organization/institution?
provided, i.e. the opportunity for themselves to identify their own progress and to identify those things that they would like to develop in themselves is provided. Through a continuous implementation of self-reflection, the educators have placed themselves in a position to recognize their own progress in terms of what they received through the activities they are involved in. The tutorials are used as a form in which they, individually, discuss the development process identified through self-reflection and provide a feedback as to what information or statement comes from the educator. Due to this, it is very important that the person who leads the tutorials has an experience and competence in the delivery of tutorials and individual work with people. The tutorials also aim to follow the process of a certain activity, i.e. to reflect the way people are involved in the activities, the way they built relationship among each other, the problems or issues that arise, etc. In that way, the tutorials provide a support not only on the individual development of one, but also it is discussed the one’s contribution to a particular activity, one’s approach to building relationships, potential problems and possible solutions for them, and etc. All this effectively contributes to work on the process that takes place between the participants in a particular activity as the success of the process depends heavily on the success of the learning and the success of the implementation of the desired changes in future as well. The mentoring sessions mostly supported the process of applying the new knowledge, working techniques and application of new organizational practices, mainly to facilitate the process of their implementation or identification of potential difficulties in implementation and to understand the benefits of applying introduced changes to the work of the Children home. Finally, what is also very important to point out about the various mechanisms of support is the fact that through the application of these mechanisms we largely contributed to encouraging and maintaining the motivation of everyone involved in the process to implement the planned activities and to achieve and to apply in practice the desired changes.

3. **Work with a constant team of Triagolnik** – the consistency of the team that was involved in working with the home was set aside as a particularly important characteristic that contributes to a significant portion of the effectiveness of the project interventions. Consistency means that throughout the project implementation the team had few people from Triagolnik that were constant in the process of establishing and
maintaining relationships with everyone in the home. There was also a part of Triagolnik staff that was engaged only for certain activities, but a team of three people was in a continuous contact with the home. This approach enabled a development of a positive relationship between Triagolnik and the home and actually established a foundation for cooperation based primarily on mutual trust and cooperation. This approach ensured acceptance of the offered activities; a maximum participation of all those involved in the same and different processes that took place in the home and created an atmosphere for an easier implementation of the method changes and the work approach with children at an organizational level. This established relationship contributed to a sincere communication between the two sides and an easier sharing and identifying potential difficulties or problems in the home when facing the implementation of activities.

4. **Participation of all involved parties in the process of needs identification** – although the project itself had preplanned activities, the model of work that Triagolnik implements preferred to leave space for identifying needs by all parties involved (the Children home, the Institute of Social Affairs) as well. This work approach has two benefits. The first benefit relates to the fact that this approach to identification of needs offers a possibility for reaction, i.e. proper planning according to the actual needs of the home that arise currently but have not been expected or included during the project planning. The second benefit of this approach relates to the fact that with the involvement of all those involved an opportunity to develop and acquire a sense of ownership of the process is given, i.e. inclusion as an equal partner on all sides.

5. **Time/period of implementation of planned activities** – the order of delivery of activities within the project was also identified as one of the success factors of the work model implemented by Triagolnik. This success factor refers to - when an activity is implemented and why at that certain point of project implementation. Our model of work assumes a gradual entry of activities in the context of this project; initially we focused on activities that go towards developing and upgrading personal and professional capacities of staff and activities that contribute to the presentation of the method of working with children. With this we actually provided for the Children home to be introduced to the way of working with children on the principle of non-formal education and we
set basis for integrating this approach into the daily work of educators with children. Then follow the activities for additional skills upgrades of educators according to the needs that they identified themselves, by which actually we contribute to a specific development of their competencies and simultaneously we enter a different form of involvement of the children in specific activities (e.g. the Program Big Sister/Big Brother). Finally, we bring activities that are focused on organizational functioning of the home through which we strive to ensure that through proper planning of activities, the home will take responsibility for a further integration of our approach in working with children. In terms of the success factors we wanted to assess whether this sequence of activities implementation is functional for the Children home and to see if, maybe a different sequence would be more functional and more useful for improving the overall operation of the home – in terms of direct work with the beneficiaries as well as in terms of organizational functioning of the institution.

6. **Individual work with various levels of management** – the applied model of work anticipates and places a special focus on different levels of management, i.e. appropriate access to the director of the institution, the manager of staff and representatives of the Institute of Social Affairs. The involvement of the director of the home was mainly through regular meetings that were held in order to disseminate information about the project activities during the implementation of activities, presentation of activities results and involvement in the process of identifying needs of the home in order to direct activities towards meeting the identified needs. In this way we ensure that the highest position in terms of the home management has an insight into what Triagolnik is doing in the home and thus get an approval for the implementation of activities. Also we ensure that the activities are consistent with the policy of the Children home and also with the current events that help in the field of social protection of the children. The purpose is similar in the approach to work with the representatives of the Institute with the focus being also placed on ensuring the ongoing communication between the Institute and the Children home in respect of the activities carried out in the home. Having in mind that the managers in the Children home changed each month, they were all involved in the activities that all the educators participated in as well, but also regular meetings and mentoring meetings mainly aimed at supporting the integration of the activities and the practices at
work were held. The work with various level of management contributes to providing proper information to all about what Triagolnik is doing in the Children home, including all in the process of identifying the needs of the home and goes in favor to aligning the project interventions with what is happening in this area on a national level.

7. **Cooperation with authority institutions** – the cooperation with authority institutions was mainly achieved by the Institute of Social Affairs and the Ministry of Labor and Social Policy. This collaboration contributed and ensured that the work done in the home is not an isolated case but it is a designed intervention that ensured that what was realized with the Children home, was put in a context of the initiatives and of the changes that are done in the field of social protection at an institutional level. This cooperation was mainly achieved through having continuous meetings, providing information on project activities and sharing the current evaluations of the project with the main focus on the implemented activities, the achieved results and the planned activities for the next stages of the project.

8. **Social protection context** – the context, in which the project was implemented, was set aside as another success factor that greatly affects the relevance of the project interventions. Some of the activities were matched to what was launched as activities or were already raised by the Institute of Social Affairs and the Ministry of Labor and Social Policy. Through the contact with the Institute we came to the conclusion that much of what was implemented in the Children home is in accordance with the changes that are planned in the field of social protection of these category of children especially in the deinstitutionalization process and the licensing process of the social workers in the category in which the educators of the Children home are included as well.

9. **Certification** – giving out certificates to the educators who attended most of the training courses contributed to a greater motivation for their involvement in the activities planned for them. One reason for this probably lays in the fact that additional training and retraining is a major element in the process of licensing of the social workers. Considering the fact that the entire project was in the context of the way in which the licensing process was predicted, the certificates that the educators
received are accepted by the Institute and will help them in the licensing process.

10. **Volunteering compensation** – the volunteering compensation was designed for the educators who wanted further to engage in their delivery of direct workshops with the children. This compensation was intended to be used to purchase materials needed for implementation of the workshop. Considering the fact that the home budget is limited, this approach of assigning a symbolic compensation to the volunteers provided positive stimulus for the implementation of voluntary activities with children.

11. **International partner** – the fact that behind the project stands an international partner also singled out as a success factor mainly in terms that the international partner was seen as someone who can share experience and give an importance of what was implemented in the Children home.

12. **Long-term approach** – the long-term approach refers to the fact that the project was implemented over a longer period of time – 4 years. This approach allowed having more consideration to the interventions and the same to be gradually applied. It opened a possibility for a proper planning of the activities in accordance with the identified needs and gave time for all relevant actors to be involved in the process of identifying needs. It also contributed to the possibility the interventions to be adjusted to appropriate initiatives at the institutional level by which the relevance of the project interventions increased. The long duration of the project also allowed a deeper going into details and understanding of the developments and the concepts in the work of the home that were used through project interventions and also allowed visibility of the results as the project was still ongoing. In this context follows the fact that in this approach to work, the monitoring of the project has a greater function and viability especially in terms of allowing an appropriate response and intervention in implementing if there is a need to respond. Finally, the long-term presence of Triagolnik in the Children home also contributed to establishing positive relationship with the home and to developing a cooperation based on mutual trust and respect. The long-term approach was also notable as a more serious approach to process of work improvement in the home especially by the Institute of Social Affairs and
the management in the Children home, because their previous experience was with short-term projects that they believe have a greater effect in ensuring the effectiveness of project interventions
ANALYSIS OF THE SPECIFIC SUCCESS FACTORS OF THE MODEL OF WORK IN THE CONTEXT OF ITS APPLICATION IN THE CHILDREN HOME “11 OKTOMVRI”

The results of the analysis that were made on the model of work that Triagolnik implemented in the Children home “11 Oktomvri” over a period of 4 years, show that this model of work provides a holistic approach to improving the functioning of all segments of the institution and it is the basis to build an approach to work which would function regardless of whether the social welfare of these children will be applied at the institutional level or whether it will be deinstitutionalized. In the context of R. Macedonia, deinstitutionalization means that the beneficiaries of homes for children without parental care will not be taken care of in the frameworks of an institution, but they will be accommodated in special housing units (apartments) with the goal for the housing/living to be closer to the lifestyle of the families that are not under social welfare.

When analyzing the model of work, we drew the most distinguished specific success factors that we believe are the key to the success of the model and that make the model to be applicable in similar contexts. Identified success factors are worked out in detail in the previous chapter, while the given analysis here is in the context of the implementation of the Triagolnik work model in the home.

One of the perhaps key success factors of the work model is a long-term approach, i.e. the fact that the interventions took place over an extended period of time (4 years). This approach has the advantages of multiple levels. The long-term approach can be taken as the basis for all further success factors because this approach enables and ensures time within which one can see the expected change and can make adjustments according to the current interventions and changes in the home, as well as on the national level in the field of social protection of such children and youth. The complexity of the approach and complexity of expected changes would not be possible to be implemented without having enough time for that.
In the analysis of the specifics of the model of work implemented by Triagolnik, the long-term approach to work with the home was identified as the main priority over short-term access to other organizations working with institutions of this kind. According to respondents, the approaches that were based on short-term interventions left no room for an integrative approach to promoting the work of the institution and gave no opportunity for contextualizing the mechanisms for change and for adapting them according to the happenings both, at the level of the institution itself and at the level of the institutional changes or changes in the area of social protection at the national level. Triagolnik is the first organization that operates structurally and for a longer period with the Children home and this is seen as particularly useful for ensuring sustainable change on a personal and professional level for the target groups and at the level of organizational change, i.e. positive changes to their organizational operations.

If we look through the perspective of the training courses that were implemented with the employees (educators), then the long-term approach that facilitated the implementation of the IKAB⁴ model of adopting competencies and a practical opportunity, as well as an opportunity to witness how the knowledge gained through the training was implemented by the final users – the beneficiaries of the Children home. This approach allows planning and implementing of various mechanisms of support, and accesses to understanding the different learning styles of individuals in the process of upgrading and adopting competences, which is a specific of the work model that refers to the part of capacity building of the educators in the home. This part was very positively evaluated by the educators, mainly in terms of the ability to apply theoretical knowledge and experience of training in practice, i.e. practical workshops with the beneficiaries. Based on their reflections, this approach has enabled to easily master and to understand what they have worked through the training, but also to put it into the specific context in which they acted and to see how it works in the category of children that they

⁴IKAB model of learning (IKAB - Information to Knowledge to Attitudes to Behaviour) recognizes and includes the stages of personal development and learning process and assumes that the process of acquiring soft skills has four levels – from acquiring/receiving information through acceptance of new knowledge that changes the personal attitudes that uttermost leads to a change in behaviour which is actually the desired effect or the desired goal of every learning process. This model assumes that for the change in attitudes and especially behavioural change, it takes time, therefore the courses are designed in a way to last several months (depending on each course separately) and within each course additional methods of learning are applied (ex. drafting essays, individual meetings in the form of tutorials, mentoring, practical work, etc.). All these elements are necessary to facilitate long-term change in the participants of the training in terms of the issues that are processed.
really work with. The continuous analysis and evaluations of this segment show
that this approach (a combination of theory and practical work) contributes not
only to the adoption of practical skills among the educators but also it results in
an increased engagement and motivation of the beneficiaries – participants in
practical workshops to participate in this kind of workshops.

The individual meetings for support – tutorials – are identified as a particularly
useful mechanism for support and learning, especially in terms of that it provides
an opportunity for an individual approach to every educator and it opens an
opportunity to work and to elaborate the issues and dilemmas facing each
educators. The tutorials are indicated as a process that will allow educators self-
reflection and self-development not only in terms of their professionalism and
approach to working with the beneficiaries, but also in terms of their performance
as part of their collective and their contribution to creating a positive work
environment in the institution. Thus we see the tutorials as a mechanism that has
a dual function that is primarily determined by their two main features – the
individual approach and the principle of confidentiality. What is especially
important when talking about the tutorial as a mechanism for monitoring and
promoting personal and professional development, is the fact that the person
holding the tutorials is a person of trust i.e. a person who has already established
a positive relationship with educators and a person who the educator sees as
someone that can give an adequate support.

Another particularly important aspect of the long-term approach is the ability to
create relationships between the Children home and Triagolnik that are based on
mutual trust, cooperation and respect. Particularly, an interesting data that we
obtained from the last analysis of the model is that the first contact of the
institution with Triagolnik, the general attitude of the management and the
collective towards the organization, was not particularly positive, mainly because
it was believed that Triagolnik has nothing new and different to offer and that it
does not have the capacity to meet the needs of the institution bearing in mind
that the target group is specific. In addition to this fact go the reflections of the
Triagolnik staff involved in this project from the very beginning – resistance to
voluntarily participate in activities. The negative perception and attitude of those
who are the target group and that the organization should work with within the
project, presents an extremely significant threat to the success of the project
intervention. It is particularly important to ensure adequate access to the
organization implementing the project which will establish and will develop a
relationship that is characterized by cooperation and which will create an
appropriate atmosphere to initiate and to implement the planned changes.
What Triagolnik as an approach applied in this case was the assurance that the same people will be engaged for this project i.e. there will be a staff of Triangle that will be constant over the implementation of the project interventions in order to ensure continuous insight into the context in which the Children home works, to reorganize the activities easily if necessary and to create an atmosphere in which the relations between Triagolnik and the Children home can be established and developed, and to build a relationship based on respect, trust and mutual cooperation.

What is referred to as the main reason for developing this positive relationship is the fact that the employees have the opportunity to gain insight into the expertise and competence of Triagolnik mainly through training courses implemented by the educators but even more with the practical workshops which the staff of Triagolnik implemented directly with the beneficiaries of the home. The effectiveness of this approach has resulted in a validating Triagolnik as a competent organization that will contribute to capacity building of the Children home. Here, we are talking about an approach that allows recognition of the experience and the expertise of the organization which implemented the project, not only through verbal or written share of their own expertise, but also a practical demonstration of experience and expertise through practical engagement with the children from the home. Certainly, the practical demonstration of the expertise should be done in coordination and partnership with the institution itself and should be balanced in terms of it not be understood as an imposition or superiority and not to cause a contra effect where the employees of the institution would feel threatened relative to their own expertise, which would inevitably lead to resistance to cooperation within the project intervention.

In addition to the building of positive relationship, the fact is there that Triagolnik, generally has extensive experience in establishing positive relationship in development of partnership with each target group, so the same approach has
been applied in the work with the staff from the Children home as well. This approach understands taking into consideration the potential and the quality possessed by the target group and giving the value to it. This was quite well observed by the staff of the Children home as positive element that largely contributed in establishing a base for development of the positive relationship. More specifically, what has been stressed out by the educators was the fact about giving them an opportunity to share mutual expectations as well as taking into consideration their needs in the process of development and implementation of the activities. In that way we have managed to ensure greater involvement by the educators since they are becoming part of the process and feel ownership of the tasks and activities that need to be performed. This approach contributed the changes that we provoked in the Children home to be easily accepted by the staff.

Apart from the direct work with the educators and the children, the implemented model of work understood work with the management of the Children home, more specifically, the managers and the director. This approach was necessary primarily because we wanted to ensure that the proposed activities are acceptable and are in line with the norms and standards of work of the institution, as well as because the tendency was to ensure that the adopted positive practices will become part of the daily operation of the Children home once the project is finished.

The work with the management team was particularly important in the segment of the organizational development of the Children home, which apart from the practices of work with the children, covered elements of development of procedures and practices that referred to more effective organization and implementation of the activities. This segment was mainly linked with the process of planning of the activities, monitoring of the implementation of the activities and reporting upon the results accomplished with the implementation of the activities. The results of this aspect of the implemented model of work resulted with practice where the planning of the activities is being done on three-month basis and the same is more detailed compared to the existing practice of yearly planning where the activities are planned on more global level.

We can say that this part appeared to be most difficult since this approach of organizational working has never existed as a practice and neither has been quite structured nor has been part of the working procedures. The response by the staff was that the newly introduced planning system is time consuming and requires efforts to be properly delivered. Nevertheless, this approach in activity planning is part of the improvements introduced by the Institute of Social Affairs and as addition to this the Institute stated that this segment largely contributes towards
the efforts in establishing this type of planning mechanism regardless whether the work with this category of children is done on institutional level or deinstitutionalized.

The most important thing in regards to this was to make the staff understand the importance and benefits of the introduced planning and evaluation process, so they were provided with mentoring sessions done on two levels – with the educators and with the managers. These mentoring sessions were focused on share of good practices in this type of planning process, identification of the difficulties and overcoming the problems. The mentoring sessions with the manager were more focused on understanding the functionality of the well developed plans and reports that would serve its purpose and not be developed just to observe certain procedures.

Photo 8: Introduction to Community Youth Work, Module 3 – Work with individuals

Providing support in form of tutorial or mentoring hides one very important element – providing feedback on the performed work regardless of whether we are talking about developed documents, participation in training or some other activity. We consider the feedback given in a constructive way as a motivation for greater engagement in the learning process and more in depth understanding of the matters. The constructive feedback largely contributes in identification of the
positive performances, as well as points for improvement. This is the way how, those who should implement the potential effect of the project intervention, should get clearer picture about where they are in relation to the implementation of the changes. The other important aspect of the constructive feedback is its motivational impact to implement the provoked changes since it is oriented towards providing support and not just merely criticizing and pointing out things that are not performed well.

One of the identified points for improvement of the implemented model of work at the Children home was the time or the period when the organizational development activities were implemented. These activities were introduced and implemented towards the end of the project and there hasn’t been enough time to be absorbed as positive practices that enhance the working results, contribute towards greater visibility of the achieved results and increase the relevance of the planned activities to the needs of the children. During the assessment, almost all respondents had the opinion that the activities for the organizational development should have been introduced in the earlier phases of the project so that there is a time for them to become more embedded as working practices.

The holistic approach of the Triagolnik model of work is not reflected solely on the interventions directly implemented in the frameworks of the Children home, but also in the process of involvement of the relevant institutions under which authority this institution is, i.e. the institutions responsible for development of mechanisms that should ensure maximum effectiveness of the work of the Children home. Here we would like to emphasize the cooperation with the Institute of Social Affairs that has the leading role in the process of implementation of changes that refer to the social protection of this category of children. The response from the Institute, regarding the project intervention in terms of way of work, the approach and the scope of activities, are extremely positive especially due to the fact that they match and are compatible with the changes regarding the social protection that are planned on national level.

One of the maybe most important specifics of the model of work of Triagolnik is that we have managed to put the intervention in the context of the innovations and changes that has been introduced in the area of social protection of this category of children, especially in terms of the deinstitutionalization process. The estimation by the Institute for Social Affairs is that all elements that Triagolnik covered with the project go in favor of the planned changes on national level.

Particularly important and useful for the Institute of Social Affairs is that Triagolnik had the practice of continuous share of information which allowed for proper
adjustment of the interventions and changes planned with the project. The activity implementation plan that Triagolnik had at the beginning of the project was also very much in line with the changes planned on national level, so that the adaptations or adjustment have been not very immense. As very compatible, the Institute pointed out the activities directed towards continuous professional improvement of the staff with the process of professional licensing of staff working within the area of social protection.

We were very pleased to hear from the representatives of the Institute of Social Affairs that they have been very satisfied regarding the practice of information share especially because in that way they had overview of Triagolnik work and of the interventions that were implemented in the Children home. This principle of openness and transparency contributed for this project not to remain an isolated intervention, but to fit in the larger picture of the social protection reforms.

Based on the insight that the Institute had in the content of the provided training implemented with the staff of the Children home, it was estimated that the training covered topics that increase the competence of the educators and are in line with the planned programmes for professional capacity building. Very important component of the training is the direct work with the children in a form of practical placement, as well as the organizational development activities in terms of planning, monitoring and evaluation of the implemented activities and identification of the achieved results and appropriate reporting upon it (development of individual working plans and reporting on the results of the implemented activities). This means that the training that the staff of the Children home received, will be validated in the process of professional licensing, i.e. the issued certificates will be accepted by the Institute of Social Affairs. The certification also showed to be a motive plus for the staff of the Children home to be part of this project i.e. to actively participate in the educational part of the project designed for capacity building of the staff.

The process of deinstitutionalization matched with the period of implementation of the project activities in the Children home. The Children home “11 Oktomvri” still hasn’t started with this process, but however, the plan on national level is for all institutions of this kind to be transformed and the life of the children to be organized in smaller residential units run by educators. In regards to this, The Institute for Social Affairs states that regardless of the form of care of these children, the competences acquired by the Children home staff in the framework of the project, are applicable and functional in whatever form of organization of the children life.
What was shown to be a bit problematic in terms of the implementation of the activities with the educators – and also assessed in the analysis – is that the work with the educators took place within the Children home, i.e. at their workplace. This work method greatly contributed to having difficulties in focusing on the activities (especially training) because the educators are constantly influenced by work commitments and ongoing developments in the workplace. The same problem was located by the trainers, i.e. the people of Triagolnik that implemented the activities with the educators who indicated that this method of work affects the physical and mental presence and involvement of educators in the activities. The work with them would be more effective if it takes place outside the Children home or even better outside Skopje because the focus would be only on the planned activities relaxed from daily events occurring in the workplace.

The volunteer compensation that the educators received in organizing extracurricular activities with the children also proved to be a stimulus for the implementation of activities in the Children home, i.e. introducing a change to the method of work with the beneficiaries. This fee provided the ability to procure adequate supplies for the activity and did not require any extra personal costs by the educators who performed the activity nor offered them any profit. Nonetheless, this method i.e. this mechanism to support the introduction of changes in the method of work and the implementation of activities that directly will engage the children were demonstrated as a positive incentive to work. In this context, perhaps as an idea is not unpleasant to review the opportunities for the staff to acquire skills in fund raising because the lack of funds for implementation of workshops presents an obstacle for which the home is not able to support diverse activities for their beneficiaries.

As an added value of the overall operation of Triagolnik with the Children home, came the conclusion that generally the relationship among the employees are improved especially in terms of their greater cooperation, exchange of experiences, sharing problems and shared understanding of their role in the process of personal development of the children they work with.

The fact that as a partner they had an international organization, is considered as added value in terms of giving a guarantee to the service quality and sustainability of the project intervention that they receive; however, the general conclusion is that primarily they had a contact with Triagolnik so that they built relationships and trust primarily with this organization.
Based on the analysis of the identified success factors and compared with the continuous analysis of the results and the effects of the project intervention, the general conclusion is that these key specifics ensure the attainment and the implementation of sustainable changes in all segments of the intervention.
CONCLUSION

THE EFFECTIVENESS AND THE ABILITY TO REPlicate THE MODEL OF WORK USED IN THE CHILDREN HOME "11 OKTOMVRI"

The approach and the method of work applied within the project "Strengthening the capacities of the beneficiaries and the educators of Children home 11 Oktomvri", contain all the elements of success in terms of achieving long-term changes in the way we work and the way it intervenes in the field of providing adequate social protection for children without parents and children without parental care.

The success of this model of work does not only consist of its role in achieving sustainable changes, but in the universality of the specifics it contains. Why we say universality? Because first, with the interventions all actors involved in the process of social protection of such children are covered – and those who work directly with them and those who are indirectly responsible for the adoption and the implementation of measures for social protection and for the realization of the rights of this target group. The intervention is done at all levels because only thus we ensure sustainability of the changes we bring to the organizational level.

The universality of this model is outlined in the fact that building the capacity of the beneficiaries and educators was done in terms of providing skills that will enable the establishment of a positive relationship between them (at all levels: educator – child, child – child, and educator – educator), which is one of the key elements in the process of practical application of social security and in terms of creating an atmosphere that will allow the child to be accepted, valued and encouraged in a way that the child should be.

The educational part of this model plays a key role in achieving positive effects on target groups, mainly because it is based on principles of non-formal education, which puts learner in the center of the learning process and actively involves them in the process. The method of learning is suited for different learning styles to
ensure that everyone will understand what one learns from both theoretical and practical aspect. The practical segment of the learning process provides for the learner to be able applicably to see how the theory functions in practice and on a basis of their own experience to gain practical skills in the field of their work.

The part of the organizational development of the institution also has a dimension of universality in terms of what to do; every work needs to be planned, to be conducted and to be reviewed in the terms of the effects or the results it has achieved. Whether dealing with this category of children in the context of the institution or in the context of the deinstitutionalization, there has to be a structured approach to work with children to be able to respond to their needs and rights, and the same to be met or exercised appropriately.

In these elements of universality actually, all specific success factors of the model are summarized and the model of work in this paper is analyzed and presented. Therefore, we believe that this approach to work in this field of social protection is applicable for the same or similar institutions in any area. Normally, the model of work is flexible and it allows for adaptations for different contexts (social, inter-organizational, cultural, ethnic, and etc.). The effects, regardless of the context, are – aware and capable staff or staff who knows how to properly operate, engage and strengthen the target group; children and young people that are aware of their own skills, capabilities and capacities and that are aware of their rights and responsibilities; a way of functioning that ensures a structured and systematic approach to work planning and evaluation of the effects; and finally a greater awareness of the need for cooperation between the different levels where the responsibility for the care of the children without parents and the children without parental care is situated.
INFO OF THE PARTNER ORGANISATIONS IMPLEMENTING THE PROJECT

Adoptionscentrum is a Swedish non-profit, non-political and non-religious organization, founded in 1969 and working in inter country adoptions, international development cooperation and to safeguard the interests of the child, the adoptive families and the adoptees. More than 23,500 children from over 50 countries have acquired a new family through Adoptionscentrum. This makes Adoptionscentrum one of the largest and most experienced adoption organisations in the world. Adoptionscentrum is currently working with authorities and nongovernmental organisations (NGO's) in over 20 countries.

The Swedish Intercountry Adoptions Authority (MIA) is a government authority under the Ministry of Health and Social Affairs. MIA has given Adoptionscentrum the license to mediate international adoptions.

In the frameworks of the project "Strengthening the capacities of the beneficiaries and the educators of Children home “11 Oktomvri”, Adoptioncentrum has a role of a project leader and financial supporter.

Centre for non-formal education Triagolnik is nonprofit organization, which since 2002 works on affirmation and recognition of non-formal education and youth work in R. Macedonia. Triagolnik builds its experience on national and international level through consultancy service and services for development of the capacities of civil society, local authorities, educational and public institutions, in order to integrate non-formal education as complementary to formal and to raise the awareness of different institutions in relation to different issues young people face.

Since 2009, Triagolnik starts the five-year cooperation with Adoptioncentrum in implementation of the project "Strengthening the capacities of the beneficiaries and the educators of Children home “11 Oktomvri”, where Triagolnik holds the role of partner organization and implementer, while Adoptioncentrum is project leader.