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USAMODZIELNIENIE SIĘ PODOPIECZNYCH RODZINNYCH I
INSTYTUCJONALNYCH FORM PIECZY ZASTĘPCZEJ W NIEMCZECH I POLSCE
STRESZCZENIE

TRANSITION TO INDEPENDENT LIVING OF PUPILS IN FOSTER FAMILY AND
INSTITUTIONAL CARE IN GERMANY AND POLAND
SUMMARY

The independence of the former pupils of various foster care forms in Poland and Germany is the subject of the research presented in this dissertation. Its theoretical goal has been to collect and systematize selected aspects of knowledge about the systems and independence of foster care pupils in both these countries.

Therefore, the dissertation focuses on the basic terminological as well as organizational and legal findings, thus attempting to define what "foster care" is and what form it takes in Poland and Germany. Moreover, based on the current legal regulations and available statistical data, the current state of this phenomenon in both countries has been outlined. It has resulted in the conclusion that the assumption of both social assistance systems is to direct the care and upbringing process in such a way as to lead to the full independence and socialization of the pupils. The main assumptions of the dissertation therefore refer to the theory of interpersonal care by Zdzisław Dąbrowski and his understanding of the concept of independence and self-empowerment.

The cognitive goal of own research has been to learn about the experiences of former pupils of family and institutional forms of foster care in Poland and Germany in various aspects of their independence, and to identify differences and similarities between the systems compared, if they occur. The work has been written on the basis of the normative, interpretative and comparative paradigms with the use of quantitative and qualitative strategies and triangulation. An eclectic approach and quantitative and qualitative research carried out with the use of survey and narrative interview methods were used for their preparation and implementation. On the basis of the obtained results, one has reached generalizations and conclusions, as well as recommendations regarding the independence of foster care pupils, which constitute the implementation of the practical goal of own research.

After a comprehensive analysis of the data, it has been possible to conclude that in the study group no significant differences in independence between Polish and German foster care pupils have been noticed. The only noticeable differences have concerned mental well-being and the sense of security. In this case, former pupils of the German foster care system complained more often of various kinds of mental problems than Polish ones.

In conclusion, it has been noted that the transition from foster care to adulthood is not a simple process. People leaving both family and institutional forms of foster care should be provided with stability and continuity of support to achieve success. It cannot end on the day the pupil leaves the foster care system.