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POTREBE I STRATEGIJE SUOČAVANJA MLADIH KOJI SU IZAŠLI IZ ALTERNATIVNE SKRBI

NEEDS AND COPING STRATEGIES OF CARE EXPERIENCED YOUNG PEOPLE

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SAŽETAK

Cilj rada jest dobiti uvid u potrebe mladih koji su izašli iz alternativne skrbi. Istraživanje je provedeno u Zagrebu na uzorku od šesnaestero mladih. Potrebe sudionika su: potreba za povezanošću s drugima, formalnom podrškom, autonomijom, stambena i financijska pomoć, zaposlenje, učenje praktičnih vještina, informiranje mladih i pravo na olakšice. Istraživanjem je ispitano i na koji način se sudionici suočavaju s problemima: pozitivnim samouputama i kontrolom situacije, distrakcijom, traženjem socijalne podrške bliskih osoba, traženjem stručne podrške i izbjegavanjem suočavanja s problemima. Rezultati istraživanja se u mnogim područjima slažu s ranije provedenim istraživanjima u Hrvatskoj i svijetu, a najviše u području nezadovoljenih ili nedovoljno zadovoljenih egzistencijalnih potreba: dostatnim financijama, adekvatnim stanovanjem i stalnim i sigurnim zaposlenjem. Prostora za olakšavanje i poboljšanje života mladih nakon izlaska iz skrbi vidimo u unapređenju usluge posttretmana, socijalnog mentorstva te djelovanju Plana izlaska iz skrbi u izradi, kao i u praktičnoj primjeni.

Ključne riječi: mladi, alternativna skrb, izlazak iz skrbi, potrebe, strategije suočavanja, posttretman

ABSTRACT

The main aim of this paper is to gain insight into the needs of youth who have left alternative care in the social welfare system. The study was conducted in Zagreb on a sample of sixteen young people. The needs of the study participants are: the need for contact with others, formal support, autonomy, housing and financial support, employment, learning practical skills, access to information, and the right to benefits such as (financial) relief. It has also been examined how participants cope with problems: positive self-direction and control of the situation, distraction, seeking social support from significant others, seeking professional support, and avoiding problems. The results of this research are consistent with previous research in Croatia and around the world in many areas, especially in the area of unsatisfied or insufficiently satisfied existential needs: sufficient financial resources, adequate housing, and a stable and secure job. Opportunities to facilitate and improve the lives of young people after leaving alternative care are seen in the improvement of post-treatment services, social mentoring, and the creation of the "Plan for leaving alternative care" and its practical implementation.

Keywords: youth, alternative care, leaving alternative care, needs, coping strategies, post-treatment

UVOD

Vijeće Europe (2014) definira alternativnu skrb kao smještaj na koji se upućuju djeca kojoj roditelji ne mogu osigurati potrebnu skrb, u kojem odgovornost za njihovo zbrinjavanje preuzimaju druge odrasle osobe. Djecom i mladima iz alternativne skrbi podrazumijevamo maloljetnike koji žive izvan svoje primarne obitelji: u ustanovama za skrb o djeci, domovima obiteljskog tipa, kod treće osobe te u udomiteljskoj obitelji (Bartoluci, 2015). Prema Smjernicama za alternativnu skrb o djeci (2019) alternativna skrb može biti u neformalnom i formalnom obliku. Neformalna skrb je bilo koji oblik privatnog uređenja skrbi koja se pruža u udomiteljskom okruženju, u okviru kojega se o djetetu stalno i na neodređeno vrijeme skrbe rođaci ili prijatelji (neformalna rodbinska skrb) ili druge osobe na individualnoj osnovi, na inicijativu djeteta, njegovih roditelja ili neke druge osobe, bez da je takav dogovor odredilo tijelo upravne ili pravosudne vlasti ili drugo propisno ovlašteno tijelo. Formalni oblik alternativne skrbi je svaki oblik skrbi koji se pruža u udomiteljskom okruženju, koji je naložilo mjerodavno upravno tijelo ili sudski organ te svaki oblik skrbi koji se pruža u institucionalnom okruženju, uključujući i privatne ustanove. S obzirom na okruženje u kojem se

INTRODUCTION

The Council of Europe (2014) defines alternative care as a placement where children whose parents cannot provide the necessary care are placed, with responsibility for their care assumed by other adults. By children and youth in alternative care, we refer to minors living outside their primary family: in childcare facilities, family-like homes, with a third party, and in foster care (Bartoluci, 2015). According to the Guidelines for the Alternative Care of Children (2019), alternative care can be informal and formal. Informal care is any form of private care arrangement in which the child is cared for on a permanent and indefinite basis by relatives or friends (informal kinship care) or other persons on an individual basis initiated by the child, the child's parents, or another person. In this case, such an arrangement has been established without an administrative or judicial authority or other duly authorized body. A formal form of alternative care is any form of foster care ordered by a competent administrative or judicial authority, as well as any form of residential care, including private institutions. Considering the environment in which the care is provided, alternative care can be kinship, foster care, institutional, other forms of placement in a family or family-like envi-

pruža, alternativna skrb može biti srodnička, udomiteljska, institucionalna, kroz ostale oblike smještaja u obiteljski oblik skrbi ili okruženje nalik obitelji te oblike samostalnog stanovanja djece uz nadzor, sada naziva 'organizirano stanovanje' uz stalan ili povremeni nadzor.

Izlazak mladih iz alternativne skrbi predstavlja izrazito stresno razdoblje, uz koje se vežu brojne poteškoće. Žižak, Koller-Trbović i Jeđud (2005, prema Jeđud i Radić, 2009) navode kako mladi u ustanovama prolaze kroz tzv. „trostruku tranziciju“: razdoblje vlastitog intenzivnog mijenjanja, društvene promjene koje se odražavaju na njih, a posljednji čimbenik je izlazak iz ustanove. Šimić, Kusturin i Zenko (2009) navode što je potrebno mladima koji izlaze iz sustava skrbi i koji su već izašli iz istog: socijalna mreža, zaposlenje, rješavanje stambenog pitanja, financije, zaštita prava, edukacija, slobodno vrijeme, pomoć i podrška, informiranje, mobilnost, prehrana i zdravlje. Nadalje istraživanja sa stručnjacima i korisnicima (Byrnes, Macallair i Shorter, 2002, Holzer, 1996 i Maruna 2001, prema Barton, 2006; Somers, 2011, prema Miroslavljević, 2013) identificirala su, specifično za mlade s problemima u ponašanju, sljedeće poteškoće: manjak obrazovnih mogućnosti i teškoće zapošljavanja, rješavanje stambenog pitanja, manjak vještina i nizak obrazovni status maloljetnika, stvaranje institucionalnog identiteta, problemi ovisnosti, problemi s mentalnim zdravljem, nedostatak podrške i pozitivnih modela ponašanja u zajednici te zakonske prepreke koje ograničavaju pristup obrazovanju, materijalnoj pomoći i rješavanju stambenog pitanja. U literaturi se naglašava važnost osiguravanja raznolikog raspona socijalne podrške. Mladi koji su izašli iz skrbi imaju manje podrške nego mladi koji nisu nikad bili u skrbi (Paulsen i Berg, 2016, prema Mann-Feder i Goyette, 2019), a Strolin-Goltzman i sur. (2016, prema Mann-Feder i Goyette, 2019) navode da prisut-

ronment and forms of independent housing for children under supervision, now referred to as "supported housing" with permanent or occasional supervision.

Leaving alternative care represents an extremely stressful period for young people, which is associated with numerous difficulties. Žižak, Koller-Trbović and Jeđud (2005, according to Jeđud and Radić, 2009) state that young people in institutions go through the so-called "triple transition": a period of intense personal changes, social changes that affect them, and the last factor is leaving the institution. Šimić, Kusturin, and Zenko (2009) list the needs of young people leaving the care system and those who have already left it: social network, employment, resolution of housing issues, finances, protection of rights, education, leisure activities (free time), help and support, information, mobility, nutrition, and health. In addition, research with experts and users (Byrnes, Macallair and Shorter, 2002, Holzer, 1996 and Maruna 2001, according to Barton, 2006; Somers, 2011, according to Miroslavljević, 2013) identified the following difficulties specifically for young people with behavioural problems: lack of educational opportunities and employment difficulties, resolution of the housing issue, lack of skills and low educational status of minors, creation of an institutional identity, addiction problems, mental health problems, lack of support and positive behavioural models in the community, and legal barriers that limit access to education, material support and resolution of the housing issue. The literature emphasizes the importance of providing a wide range of social supports. Youth who have left care have fewer supports than youth who have never been in care (Paulsen and Berg, 2016, according to Mann-Feder and Goyette, 2019), and Strolin-Goltzman et al. (2016, according to Mann-Feder and Goyette, 2019) state that the presence of positive relationships in one's

nost pozitivnih odnosa u životu ima najvažniji utjecaj na uspjeh u obrazovanju mladih u skrbi.

Istraživanja pokazuju da je za mlade odrasle u alternativnoj skrbi tranzicija iz djetinjstva u odraslu dob složeniji proces u odnosu na tipičnu populaciju i kao takav zahtjeva usvajanje novih uloga, učenje novih vještina i suočavanje s biološkim promjenama (Modi i sur., 2018). Ako se s tim izazovima ne suočavaju na adekvatan način, mladi se vrlo lako (opet) mogu naći u kriznim situacijama nakon napuštanja skrbi (Modi i sur., 2018). Nadalje istraživanja su pokazala kako su mladi koji napuštaju skrb praktično, emocionalno i obrazovno nepripremljeni za život nakon izlaska iz skrbi (Stein, 2005). Sladović Franz (2017) navodi da su osobe koje izlaze iz alternativne skrbi, kao grupa, u visokom riziku od socijalne isključenosti te su, u odnosu na vršnjake koji nisu iz skrbi, stekli lošije obrazovanje i rjeđe sudjeluju u daljnjem ili visokom obrazovanju. Ti problemi povezani su s kasnijim iskustvima usamljenosti, izoliranosti, narušenim mentalnim zdravljem, nezaposlenosti, siromaštvom, kriminalnim ponašanjem i beskućništvom (Sladović Franz, 2017; Stein 2005). Iako su punoljetni, mladi koji su izašli iz alternativne skrbi vrlo su ranjivi, a nerijetko toj ranjivosti doprinose i traumatična iskustva iz djetinjstva (Costa, 2012). U Smjernicama za zadovoljavanje potreba mladih (Šimić i sur., 2009) kao jedan od aspekta isključenosti navode višestruku nesigurnost koju objašnjavaju time da se mladi suočavaju s više paralelnih nepovoljnih okolnosti i za primjer uzimaju: nezaposlenost, diskriminaciju, neriješeno stambeno pitanje, nezavršenu školu. Matković (2011, prema Novosel i Preveden, 2015) navodi da se mladi koji izlaze iz skrbi u usporedbi s drugim grupama mladih u posebnom riziku brže zapošljavaju, no češće se radi o zapošljavanju na jednostavnim zanimanjima koja ne zahtijevaju posebne kvalifikacije, za što pretpostavlja da proizlazi iz njihove nemogućnosti biranja i

life has the most important impact on the educational outcomes of youth in care. Research shows that for young adults in alternative care, the transition from childhood to adulthood is a more complex process than in the normal/typical population and, as such, requires taking on new roles, learning new skills, and coping with biological changes (Modi et al., 2018). If these challenges are not adequately faced, young people can easily find themselves in crisis situations (again) after leaving care (Modi et al., 2018). In addition, research has shown that young people leaving care are not prepared practically, emotionally, and educationally for life after leaving care (Stein, 2005). Sladović Franz (2017) states that people who leave alternative care, as a group, are at high risk of social exclusion, have poorer educational outcomes and are less likely to participate in further or higher education compared to their peers who are not in care. These problems are associated with later experiences of loneliness, isolation, poor mental health, unemployment, poverty, criminal behavior, and homelessness (Sladović Franz, 2017; Stein, 2005). Even when they are adults, young people who have come out of alternative care are very vulnerable, and traumatic childhood experiences often contribute to this vulnerability (Costa, 2012). The Guidelines for Meeting the Needs of Young People Leaving the Social Welfare System (Šimić et al., 2009) identify multiple insecurities as one of the aspects of exclusion, explained by the fact that young people face several parallel adverse circumstances, such as unemployment, discrimination, unresolved housing problems, and unfinished schooling. Matković (2011, according to Novosel and Preveden, 2015) states that young people leaving care find employment more quickly compared to other at-risk groups, but more often in simple occupations/jobs that do not require specific skills, presumably because they are unable to choose and search

traženja poslova jer im nedostaju mehanizmi potpore koji bi im omogućili potrebne resurse tijekom perioda traženja posla.

Stanovanje postaje problem sve većem broju stanovništva, a mladima s iskustvom života u alternativnoj skrbi, još i više. Iskustvo života u skrbi pojedinca stavlja u veći rizik od beskućništva u odnosu na ostalu populaciju (Roberts i sur., 2018) pa je jasno da se radi o jednom od najtežih problema s kojima se mladi s iskustvom života u alternativnoj skrbi suočavaju. Mreža mladih Hrvatske (2019) navodi kako mladi s iskustvom odrastanja u skrbi nakon 18. ili 21. godine, tj. izlaska iz skrbi, nemaju opciju izbora žele li ili ne žele živjeti samostalno, nemaju adekvatnu podršku sustava, već se moraju sami snalaziti. Nađu se u situacijama da ostanu bez posla ili poslodavci ne isplate plaću te nisu u mogućnosti platiti stanarinu. Mladi s iskustvom odrastanja u skrbi najčešće nemaju adekvatne skrbnike koji bi im pomogli u takvim situacijama, čime se dodatno povećava mogućnost beskućništva, a pitanje stanovanja, uz posao, je osnovna egzistencijalna potreba.

Groinig i Sting (2017) navode kako su mladi ljudi u skrbi usmjereni prema nižoj ili srednjoj razini kvalifikacija (obvezno školovanje i stručno usavršavanje) kako bi rano postigli financijsku neovisnost. U skladu s tim istraživanje Maurović (2015) provedeno s djecom i mladima iznad 14 godina koji žive u dječjim domovima, pokazalo je da njih 5,7% ne pohađa srednju školu, trogodišnje srednjoškolske programe pohađa 52,9% mladih, a četverogodišnje 25,8% mladih. Navedeni podaci upućuju na niži obrazovni standard u odnosu na opću populaciju, što je slučaj i u drugim europskim zemljama (Korintus, Racz i Czak, 2010, prema Sladović Franz, Branica i Urbanc, 2017).

Šimić i sur. (2009) navode da mladima kada izađu iz skrbi nedostaju pravovremene informacije – ne poznaju svoja prava, imaju poteš-

for a job due to a lack of support mechanisms that would provide them with the necessary resources during the job search process.

Housing is becoming an issue for more and more people, especially young people with experience of life in alternative care. The experience of living in care puts a person at greater risk of homelessness compared to the rest of the population (Roberts et al., 2018), so clearly this is one of the most difficult problems young people with experience of living in alternative care face with. The Croatian Youth Network (2019) states that young people who grew up in care after the age of 18 or 21, i.e., after leaving care, do not have the opportunity to decide for themselves whether they want to live independently or not; they do not receive adequate support from the system, but must stand on their own two feet. They end up in situations where they lose their jobs, or their employer does not pay their wages and they cannot pay the rent. Young people who have grown up in (alternative) care usually do not have suitable guardians to help them in such situations, which further increases the risk of homelessness. In summary, the housing problem, alongside with job opportunities (regular wages, permanent employment, etc.), is a basic existential need.

Groinig and Sting (2017) state that young people in care are directed towards a lower or medium level of qualifications (mandatory elementary education and vocational trainings) to achieve early financial independence. Accordingly, the research conducted by Maurović (2015) with children and youth over 14 years of age living in children's homes showed that 5.7% of them do not attend high school, 52.9% of youth attend three-year high school programs, and 25.8% of youth attend four-year high school programs. The above data indicate a lower level of educational standard

koće pri pronalasku potrebnih informacija te im nedostaje praktičnih vještina. Također mladi kao poteškoće navode nedostatak vremena, sredstava i odgovarajuće ponude (npr. sportske aktivnosti). Pod problemom mobilnosti mladi se osvrću na problem nemogućnosti prijevoza na posao, ali i pri obavljanju svakodnevnih aktivnosti (npr. odlazak u kupovinu) te na putovanja, pri čemu im problem predstavlja nepoznavanje stranih jezika te nedostatak financijskih sredstava.

Poteškoća koja je također vrlo zastupljena kod mladih iz skrbi je lošije zdravlje. Nedavna istraživanja u svijetu pokazala su visoku razinu mentalnih poremećaja među mladima u odgojnim ustanovama. Čak dvije trećine mladih (ili više) imalo je jedan ili više dijagnosticiranih mentalnih poremećaja i/ili naznaku zlouporabe sredstava ovisnosti (Teplin i sur., 2002, prema Barton, 2006). Rezultati istraživanja Rajhvajn Bulat (2010) pokazuju da je skoro 20% mladih u riziku za razvijanjem ozbiljnog depresivnog poremećaja, iako je pet godina kasnije taj postotak smanjen na 7%. Osim toga istraživanje pokazuje značajne razlike u depresiji između mladih koji odrastaju u dječjim domovima (depresivniji) i mladih koji odrastaju u udomiteljskim obiteljima. Iako predispozicije mlade osobe za zdravstvene poteškoće mogu utjecati na sposobnost suočavanja mlade osobe s prijelazom iz skrbi u neovisan život, isto tako i obrnuto, sam prijelaz iz skrbi može negativno utjecati na njezino zdravlje i dobrobit (Akister i sur., 2010).

Kada se radi o mladima s problemima u ponašanju unutar alternativne skrbi, treba spomenuti i institucionalni identitet čiji razvoj nije rijetka pojava kod mladih koji su duže vrijeme u instituciji (Miroslavljević, 2013). Vezan je uz suživot s vršnjacima delinkventnog ponašanja i usvajanje negativnih stavova, vrijednosti te navika. Institucionalni identitet veže se i uz

compared to the general population, which is also the case in other European countries (Korintus, Racz & Czak, 2010, according to Sladović Franz, Branica & Urbanc, 2017).

Šimić et al. (2009) state that when young people leave care, they lack prompt information—they do not know their rights, they have difficulties with finding the information they need, and they lack practical skills. Other difficulties cited by young people include lack of time, resources, and adequate recreational opportunities (e.g., sports activities). Under the mobility problem, young people mention the problem of not being able to get to work, i.e., transportation problems, but also in everyday activities (e.g., shopping) and traveling, where the problem lies in their lack of foreign language skills and financial resources.

Another problem that is very common among young people in care is poorer health. Recent international research has shown that young people in educational institutions face high levels of mental health problems. As many as two-thirds of them (or more) had one or more diagnosed mental disorders and/or indications of substance abuse (Teplin et al., 2002, according to Barton, 2006). Research by Rajhvajn Bulat (2010) shows that nearly 20% of young people are at risk of developing a serious depressive disorder, although this percentage has dropped to 7% five years later. In addition, research shows significant differences in depression between youth who grew up in children's home (more depression) and youth who grew up in foster families. Although a youth's predisposition to health problems may affect his or her ability to cope with the transition from care to independent living, and vice versa, the transition from care itself may have a negative impact on their health and well-being (Akister et al., 2010).

činjenicu da se život u instituciji odvija izvan realnosti (vanjska kontrola ponašanja, politika institucije koja ih ne priprema za realan život) te uz nerealna očekivanja pojedinaca od života nakon institucije, kao i nepripremljenost za svakodnevni život.

Potrebe mladih nakon izlaska iz alternativne skrbi možemo razumjeti, uz brojne druge teorije, i kroz Teoriju samoodređenja (Deci i Ryan, 2000), koja naglašava da je osobna dobrobit direktna funkcija zadovoljavanja osnovnih psiholoških potreba te govori o tri osnovne psihološke potrebe (za autonomijom, kompetencijom i povezanošću). One trebaju biti zadovoljene kroz život i individualno iskustvo kako bi se postigao psihološki rast (kroz mehanizme intrinzične motivacije), integritet (kroz internalizaciju i asimilaciju kulturalnih obrazaca) i psihološka dobrobit (zadovoljstvo životom i psihološko zdravlje). Važnost autonomije i donošenja odluka za psihosocijalno funkcioniranje adolescenata potvrđena je u brojnim istraživanjima (Allen i sur., 1994; Collins, 1990; Steinberg, 1990; Boykin McElhaney i Allen, 2001, prema Maurović, 2015), no puno rjeđe je ova tema istraživana s populacijom adolescenata u alternativnoj skrbi. Kvalitativno istraživanje s djecom u alternativnoj skrbi (Leeson, 2007, prema Burke, 2010) pokazalo je kako i dalje postoje značajni izazovi kad je riječ o uključivanju djece u odlučivanje. Upravo potreba za autonomijom ukazuje na poželjno iskustvo da voljno i samostalno podržavamo svoje aktivnosti te da ljudi koji se ponašaju autonomno pokazuju bolju prilagođenost od ljudi koji se ne ponašaju autonomno (Bratko i Sabol, 2006). S druge strane kompetencija se odnosi na potrebu da se osjećamo uspješni (efikasni) i da imamo kontrolu u odnosu na okolinu. Osjećaj da ponašanje ne dovodi do željenih ishoda može voditi osjećaju bespomoćnosti i beznadnosti s brojnim negativnim posljedicama (Stein, 2005). Konačno, potrebu za povezanošću s drugim

When it comes to young people with behavioural problems within alternative care, we should also mention institutional identity, the development of which is not an uncommon phenomenon among youth who have spent a long time in an institution (Miroslavljević, 2013). It is related to living with delinquent peers and adopting negative attitudes, values, and habits. Institutional identity is also related to the fact that life in an institution takes place outside of reality (external behavioural control, the institution's policies that do not prepare them for real life). Moreover, it is related to the unrealistic expectations of individuals from life after living in the institution and the lack of preparation for everyday life.

Young people's needs after leaving the alternative care, among numerous other theories, can be understood through the Self-Determination Theory (Deci and Ryan, 2000), which emphasizes that personal well-being is a direct function of the satisfaction of basic psychological needs and speaks of three basic psychological needs (for autonomy, competence, and relatedness). These psychological needs should be satisfied through life and individual experiences to achieve psychological growth (through mechanisms of intrinsic motivation), integrity (through internalization and assimilation of cultural patterns), and psychological well-being (satisfaction with life and mental health). The importance of autonomy and decision-making for adolescent psychosocial functioning has been confirmed in numerous studies (Allen et al., 1994; Collins, 1990; Steinberg, 1990; Boykin McElhaney and Allen, 2001, according to Maurović, 2015), but this topic has been explored much less frequently in the adolescent population in alternative care. Qualitative research with children in alternative care (Leeson, 2007, according to Burke, 2010) has shown that there are still significant challenges when it comes to children's participation in decision

ljudima i socijalnim grupama zadovoljavaju toplina, briga i osjećaj da si važan drugima (Bratko i Sabol, 2006). Mnogim mladim osobama s iskustvom života u alternativnoj skrbi ranija iskustva prekida oblika smještaja i diskontinuiteta u njihovu životu mogu biti prepreka razvoju osjećaja povezanosti s drugim osobama u vrijeme prijelaza u odraslo doba i mogu pridonositi lošijim psihosocijalnim ishodima (Ward, 2011, prema Sladović Franz, 2017). Uz navedene psihološke potrebe, prepoznajemo i instrumentalne, odnosno potrebe koje nam u svakodnevnom životu omogućavaju da nešto napravimo te ostvarimo kratkoročne i dugoročne ciljeve (2012 Book Archive, 2019).

Rezultati istraživanja Burgund Isakov i Hrnčić (2018) koje istražuje spremnost za osamostaljenjem mladih u skrbi u Srbiji, pokazuju da su glavni indikatori za isto bili: stabilnost mjesta/ustanove u kojoj su smješteni, zdravstveno stanje, uspjeh i ambicije u školovanju, društvena podrška te životne vještine, orijentiranost ka osamostaljenju i percepciji budućnosti. Rezultat istog istraživanja, da se skoro dvije trećine mladih osjeća nervozno radi napuštanja alternativne skrbi, upućuje na to da nisu adekvatno pripremljeni na tu tranziciju. Vijeće Europe (2009) definira adekvatan izlazak iz skrbi procesom koji mladima pomaže da bez većih „potresa“ prijeđu iz sustava socijalne skrbi u samostalan život. Taj proces uključuje školovanje, stručnu izobrazbu i učenje životnih vještina tijekom trajanja skrbi, te 'usluge produžene skrbi' za pomoć mladima nakon osamostaljenja. Navedene usluge uključuju: savjetovanje, trening životnih vještina za samostalan život nakon izlaska iz skrbi, resurse u zajednici, oslobođenje od troškova studija i različite oblike financijske pomoći.

Maunder i sur. (1999, prema Burgund Isakov i Hrnčić, 2018) opisuju tri faze procesa napuštanja skrbi: priprema, tranzicija i osamostaljenje.

making. It is the need for autonomy that points to the desirable experience of willingly and independently supporting our activities and that people who behave autonomously show better adjustment than people who do not (Bratko and Sabol, 2006). On the other hand, competence refers to the need to feel successful (efficient) and to have control over the environment. Feeling that behavior does not lead to the desired outcomes can lead to feelings of helplessness and hopelessness with numerous negative consequences (Stein, 2005). Finally, the need for connectedness (relatedness) with other people and social groups is satisfied by warmth, caring, and the feeling that one is important to others (Bratko and Sabol, 2006). For many young people with the experience of living in alternative care, previous experiences of placement disruption and discontinuity in their lives can be a barrier to developing a sense of relatedness to others during the transition to adulthood. Moreover, it can contribute to poorer psychosocial outcomes (Ward, 2011, according to Sladović Franz, 2017). In addition to the aforementioned psychological needs, we also recognize instrumental needs, i.e., needs that enable us to do things in our daily lives and achieve short-term and long-term goals (2012 Book Archive, 2019).

The results of the Burgund Isakov and Hrnčić's research (2018), which explores the readiness for independence of young people in care in Serbia, show that the most important indicators of the above mentioned were: the stability of the place/institution where they are placed, health status, success and ambitions in school/education, social support and life skills, orientation towards independence and perception of the future. The finding of the same study, that nearly two-thirds of youth are fearful/nervous of leaving alternative care, indicates that they are not adequately prepared for this transition. The Council of Europe (2009) defines an ap-

Za svaku mladu osobu odrastanje pretpostavlja rješavanje pitanja identiteta, separacije od roditelja i postizanje odgovornosti i samostalnosti unutar vlastite socijalne mreže, uz zadovoljavajuće odnose s drugim ljudima. Djeca i mladi koji žive u alternativnoj skrbi, odvojeni od biološke obitelji, odrastaju u različitim okolnostima te je u tom pogledu i tranzicija u odraslo doba za njih specifična. Tranzicija iz alternativne skrbi u odraslo doba najčešće znači gubitak formalne podrške socijalne skrbi za djecu i funkcionalne socijalne mreže na koju se mogu osloniti. Mnogi se mladi susreću sa samostalnošću sami i izolirani te im nedostaje mreža sigurnosti prijatelja i obitelji. Mladi koji izlaze iz skrbi najčešće od sustava alternativne skrbi ne primaju trajnu podršku koja se inače očekuje od dobrog roditelja (Mendes i Moslehudin, 2006, prema Sladović Franz, 2017), iako su im pomoć i podrška i dalje potrebni, posebno u prvom periodu samostalnosti, pa čak i ako se vraćaju svojim biološkim obiteljima (Sladović Franz, 2017). Dixon i Stein (2005) navode da mladi koji napuštaju skrb započinju samostalni život ranije nego njihovi vršnjaci koji nisu u skrbi, te se moraju nositi s velikim promjenama u svom životu - učiti upravljati domom, pronaći put do obrazovanja, osposobljavanja ili zaposlenja ili se pak suočavaju s nezaposlenošću ili osnivanjem obitelji u ranom razdoblju nakon napuštanja skrbi. Ukratko, mnogi ubrzaju i komprimiraju tranziciju direktno u odraslu dob. Costa (2012) navodi kako proces tranzicije treba, kad god je to moguće, pratiti stručna osoba koja može olakšati prijelaz mlade osobe u neovisan život. Uz financijsku i stambenu pomoć, treba pokušati poboljšati pripremu napuštanja skrbi u smislu psihološke podrške, razvoja samopoštovanja i sposobnosti izgradnje i održavanja međuljudskih odnosa.

Burgund Isakov i Hrnčić (2018) navode kako se većina nedavnih istraživanja usmjerava na identificiranje potreba mladih u trenutku izlaska iz

appropriate exit from care as a process that helps young people move from the social welfare system to independent living without major "shocks". This process includes schooling, vocational training, and learning life skills while in care, as well as "extended care services" that help young people after independence. Listed services also include counseling, life skills training for independent living after leaving care, community resources, tuition waivers, and various forms of financial assistance.

Maunder et al. (1999, according to Burgund Isakov and Hrnčić, 2018) describe three phases of the process of leaving care: preparation, transition, and independence. For any young person becoming an adult requires resolving identity issues, separating from parents, and achieving responsibility and independence within their own social network, along with satisfying relationships with others. Children and adolescents who live in alternative care and are separated from their biological family, grow up in different circumstances, and in this respect, the transition to adulthood is specific for them. For children, the transition from alternative care to adulthood often means the loss of formal social care support and a functional social network on which they can rely on. Many young people face independence alone and isolated, lacking the safety net of friends and family. Young people coming out of the alternative care system usually do not receive the permanent support that is usually expected from good parents (Mendes and Moslehudin, 2006, according to Sladović Franz, 2017), although they continue to need help and support, especially during the first period of independence and even if they return to their biological families (Sladović Franz, 2017). Dixon and Stein (2005) state that young people leaving care enter independent living earlier than their peers who are not in care, and they face major life changes in the early period after

skrbi (Montgomery i sur., 2006; Stein, 2006, prema Majstorović, 2009), dok je razdoblje samostalnog života nakon izlaska iz skrbi jedva proučavan. Baker (2015) u pregledu osamdeset različitih istraživanja provedenih u Ujedinjenom Kraljevstvu od 2002. do 2015. godine navodi kako su, prije nego što su izašli iz skrbi, mnogi sudionici istraživanja bili vrlo entuzijastični zbog izlaska, kao i samog osamostaljenja, no pokazalo se kako iskustvo samostalnosti nije doživljeno onako kako su željeli i nadali se. S obzirom na navedenu problematiku, u ovom ćemo se radu baviti posljednjom fazom, fazom osamostaljenja mladih koji su izašli iz alternativne skrbi. Potrebe mladih koji su izašli iz alternativne skrbi trebaju se „redovito“ ispitivati kako bi prepoznavanje, praćenje i moguće reagiranje na iste bilo u skladu s vremenom i mogućnostima. Iz istog razloga je jednako važno ispitati načine suočavanja s preprekama i teškoćama na koje nailaze u životu nakon izlaska iz skrbi.

Širi cilj ovog istraživanja je dobiti uvid u poteškoće mladih koji su izašli iz alternativne skrbi, a one se ispituju kroz dva istraživačka pitanja:

1. Koje su potrebe mladih koji su izašli iz alternativne skrbi?
2. Koje strategije suočavanja s problemima koriste mladi koji su izašli iz alternativne skrbi?

leaving care -learning to manage a household, finding a path to education, training, or employment, or facing unemployment or starting a family. In short, many accelerate and compress the transition directly into adulthood. Costa (2012) explains that, whenever possible, the transition process should be facilitated by a professional who can help the young person make the transition to independent living. In addition to financial and housing support, efforts should be made to enhance preparation for leaving care in terms of psychological support, self-esteem development, and the ability to establish and maintain quality interpersonal relationships.

Burgund Isakov and Hrnčić (2018) note that most recent studies focus on identifying young people's needs at the time of leaving care (Montgomery et al., 2006; Stein, 2006, according to Majstorović, 2009), while the period of independent living after leaving care is rarely examined. Baker (2015), in a review of eighty different studies conducted in the United Kingdom between 2002 and 2015, states that many study participants were very enthusiastic about leaving care and gaining independence prior to leaving care but found that the experience of independence was not what they had wanted and hoped for. Regarding the above issue, this paper focuses on the last phase, the phase of independence of young people who have left alternative care. The needs of young people who have left alternative care should be examined "regularly" so that their detection, monitoring, and eventual response to them correspond to the time and possibilities. For the same reason, it is equally important to examine strategies of coping with the obstacles and difficulties they encounter in life after leaving care.

The overarching goal of this study is to gain insight into the difficulties experienced by

METODA

Sudionici

Sudionici ovog istraživanja su mladi koji su izašli iz alternativne skrbi, a kako bi uzorak bio heterogeniji, uključeni su mladi iz različitih oblika alternativne skrbi. S obzirom na tešku dostupnost odabrane populacije, korišteni kvalitativni uzorak je prigodan, pri čemu se vodilo računa o zadovoljavanju dva kriterija odabira sudionika - da su minimalno jednu godinu boravili u skrbi te da je prošlo od 6 mjeseci do pet godina od izlaska iz skrbi.

Ukupan broj sudionika koji je sudjelovao u istraživanju je 16, a većina ih je kroz odrastanje u skrbi bila u nekoliko različitih okruženja alternativne skrbi: udomiteljska skrb (N=5), institucionalna skrb (N=10), ostali oblici smještaja u obiteljski oblik skrbi ili okruženje nalik obitelji – SOS Dječje selo (N=7) i organizirano stanovanje (N=6). Što se tiče raspodjele po spolu sudionika, sudjelovalo je osam sudionika i osam sudionica iz više gradova Republike Hrvatske i jedna sudionica s trenutačnim boravištem u Njemačkoj. Petnaestero sudionika živi samostalno: samo, u cimerstvu, studentskom domu te Kući za mlade „Da život imaju“ (smještaj Caritas Zagrebačke nadbiskupije), dok je jedna osoba smještena u Prihvatilištu za beskućnike u Zagrebu. Prosjek godina sudionika je 22,1 godina, najmlađi sudionici imaju 20 godina, a najstariji sudionik 25 godina. Prosjek godina koji je prošao otkad su izašli iz skrbi je 2,9 godine: prošla je najmanje jedna, a najviše četiri godine.

Metode prikupljanja podataka

Sudionici su okupljeni putem Udruge „Igra“ za pružanje psihosocijalnih usluga i edukacija (skraćeno). „Igra“ kroz programsko područje „Socijalno uključivanje“ za cilj ima unapređenje

young people who have left alternative care, and these difficulties are explored through two research questions:

1. What are the needs of young people who have left alternative care?
2. What coping strategies do young people who have left alternative care use?

METHOD

Participants

The participants in this study are young people who have left alternative care, and to make the sample more heterogeneous, young people from different forms of alternative care were included. Considering the difficult availability of the selected population, convenience sampling was used, making sure that two criteria for selecting participants were met – that they had been in care for at least one year and that it had been 6 months to five years since leaving care.

The total number of participants who took part in the research is 16, and most of them grew up in different alternative care environments: foster care (N=5), institutional care (N=10), other forms of placement in family care or a family-like environment – SOS Children's Village (N=7) and supported housing (N=6). Regarding the distribution by gender of participants, there were eight male and eight female participants from different cities in the Republic of Croatia and one female participant currently residing in Germany. Fifteen participants live independently: alone, with roommates, in a student dormitory and in the Youth House "Da život imaju" (Caritas accommodation of the Archdiocese of Zagreb), while one person is housed in the Shelter for the Homeless in Zagreb. The average age of the participants is 22.1 years; the youngest participants are 20

stupnja socijalne uključenosti djece i mladih iz alternativne skrbi (Udruga „Igra“, 2019) te je s njihovog Facebook profila namijenjenog isključivo mladim osobama s iskustvom života u alternativnoj skrbi poslana poruka kojom ih pozivamo na sudjelovanje u ovom istraživanju.

Prije provedbe istraživanja pribavljen je pristanak Etičkog povjerenstva Pravnog fakulteta Sveučilišta u Zagrebu. Metoda kojom su prikupljeni podaci je polustrukturirani intervju. Intervjui su provedeni u razdoblju od 15. svibnja 2019. do 30. srpnja 2020. godine na području Zagreba ili online. Dvanaest od šesnaest intervjua provedeno je licem u licem, a preostala četiri intervjua, radi geografske udaljenosti, provedena su putem Skype-a. Prosječno trajanje intervjua je 36 minuta.

Prije same provedbe intervjua, sudionici su upitani slažu li se s audio-snimanjem intervjua te su svi pristali na isto. Provedeni intervjui sa sudionicima putem Skype-a su snimljeni putem videozapisa uz njihov pristanak. Nadalje sudionici su upoznati s načelima dobrovoljnosti i povjerljivosti ovog istraživanja. Imali su pravo odbiti intervju ili odgovoriti na određena pitanja, te su bili upoznati s tim da odgovaraju na pitanja u mjeri u kojoj žele kao i da su slobodni prekinuti i odustati od sudjelovanja u istraživanju u bilo kojem trenutku. Intervjuiranje i transkribiranje intervjua provedeni su od strane iste osobe – autorice istraživanja, čime je zadržana povjerljivost i privatnost svih sudionika.

Kako bi se dobili odgovori na istraživačka pitanja, sastavljen je vodič za polustrukturirani intervju s devet pitanja i s potpitanjima. Uvodna pitanja odnosila su se na opće podatke sudionika (dob, kada i u kojim oblicima skrbi je živio/živjela, gdje i s kim sada živi, čime se bavi), a sa sljedeća dva pitanja dobivene su informacije o pripremi za izlazak iz skrbi. Ključna pitanja ispitivala su poteškoće s kojima su se mladi susretali od izlaska iz skrbi, odnosno s kojima

years old, while the oldest participant is 25 years old. The average number of years that have passed since leaving care is 2.9 years, with a minimum of one and a maximum of four years.

Data collection

Participants were gathered through the association “Igra” for the provision of psychosocial services and education (abbreviated “Igra”). “Igra”, through its program area of “Social Inclusion”, aims to improve the level of social inclusion of children and young people from alternative care (Udruga “Igra”, 2019), and through its Facebook profile, which is exclusively for young people with experience of life in alternative care, a message was sent inviting them to participate in this research.

Prior to conducting the study, approval was obtained from the Ethics Committee of the Faculty of Law, University of Zagreb. The method of data collection is a semi-structured interview. The interviews were conducted in Zagreb or online in the period from May 15th, 2019, to July 30th, 2020. Twelve of the sixteen interviews were conducted face-to-face, while the remaining four interviews were conducted via Skype due to geographical distance. The average duration of the interview was 36 minutes.

Before conducting the interview, participants were asked if they agreed to the audio recording of the interview, to which they all responded affirmatively. Interviews with participants were conducted via Skype and video recorded with their consent. In addition, participants were informed about the principles of voluntariness and confidentiality of this research. They had the right to refuse to be interviewed or to answer specific questions and were informed that they could answer the questions in as much detail as they wished and that they were free to stop and withdraw from the re-

se još uvijek susreću (u području daljnjeg školovanja, zapošljavanja, traženja stana, financija te održavanja ili uspostavljanja odnosa s odgajateljima, obitelji i prijateljima). Zatim su upitani kako su rješavali te probleme i tko im je bio podrška u tom periodu. Zaključno pitanje ispitalo je preporuke za olakšanje procesa osamostaljenja i samostalnog života nakon izlaska iz skrbi: „Što je mladima najpotrebnije kad izađu iz skrbi?“.

Metode obrade podataka

Pri kvalitativnoj obradi podataka korištena je analiza okvira, u kojoj su ključne teme za koje želimo dobiti odgovore unaprijed definirane (npr. zapošljavanje, stambeno pitanje, odnosi s drugima...). Iz snimljenih audio-zapisa izrađeni su transkripti (pisani zapisi) razgovora koji su osnova za daljnju kvalitativnu analizu prikupljenih podataka. Za svako tematsko područje analize odnosno istraživačko pitanje definirane su specifične teme, dok su za svaku specifičnu temu postupkom kodiranja utvrđene odgovarajuće kategorije po standardnoj metodologiji prema Ritchie i Spencer (1994).

search at any time. The interview and the transcription of the interviews were conducted by the same person – the author of the study – so that the confidentiality and privacy of all participants was maintained.

To obtain answers to the research questions, a semi-structured interview guide was created with nine questions and sub-questions. The introductory questions addressed the general data of the participant (age, when and in what types of care he/she lived, where and with whom he/she lives now, what he/she does), and the following two questions sought information about preparation for leaving care. Key questions addressed the difficulties young people have faced or continue to face since leaving care (in the areas of further education, employment, finding housing, finances, and maintaining or establishing relationships with educators, family, and friends). They were then asked how they resolved these issues and who supported them during that period. The final question addressed recommendations for facilitating the process of independence and independent living after leaving care: *“What do young people need the most when they leave care?”*.

Data analysis

Qualitative data analysis used frame analysis, in which the key themes to which we want to obtain answers are determined in advance (e.g., employment, housing issue, relationships with others...). Transcripts (written records) of the interviews were made from the recorded audio, which formed the basis for further qualitative analysis of the collected data. For each thematic area of analysis or research question, specific themes were defined, while for each specific theme, appropriate categories were determined through the coding process according to the standard methodology of Ritchie and Spencer (1994).

REZULTATI I RASPRAVA

Kvalitativnom analizom dobivene su teme koje odgovaraju na istraživačka pitanja. Prema istraživačkim pitanjima (prikazanim kao nadtema-ma) u nastavku su predstavljeni rezultati kroz teme koje su opisane kategorijama, a iste potkrijepljene izjavama sudionika.

Potrebe mladih koji su izašli iz alternativne skrbi

Odgovori na prvo istraživačko pitanje prikazani su u Tablici 1.

Potrebe koje mladi nakon izlaska iz skrbi ističu su: potreba za povezanošću s drugima, formalnom podrškom, autonomijom, stambena i financijska pomoć, zaposlenje, učenje praktičnih vještina, informiranje mladih i pravo na olakšice. Važno je istaknuti da su potrebe za stambenom i financijskom pomoći nužne za zadovoljenje, prema Maslowljevoj teoriji hijerarhije potreba (Maslow, 1954), kako bi osoba mogla zadovoljiti i ostvariti vlastitu sreće i samoaktualizaciju: san i hranu ne mogu osigurati ako nemaju osigurano dostatno stambeno i financijsko pitanje (fiziološke potrebe), imovinsku i radnu sigurnost također (potreba za sigurnošću), a nakon toga slijedi potreba za ljubavi i pripadanjem što su sudionici istraživanja također izrazili kao potrebu.

Potreba za povezanošću s drugima odnosi se na želju za osobom koja će ih podržati („*Treba ti netko da ti priča... kad i izađemo iz doma da ima nekoga... nazovi pitaj šta si kako si, šta ti treba*“ (i8)), imanjem društva, potrebom za pripadanjem te na druženje, odnosno savjete osobe s iskustvom izlaska iz alternativne skrbi. Zanimljivo je istaknuti kako su i sudionici istraživanja u UK (Baker, 2015) kao potrebu prepoznali vrijednost susreta s nekom mladom osobom koja je također izašla iz alternativne skrbi. Baker (2015) u istom istraživanju također

RESULTS AND DISCUSSION

Through qualitative analysis, themes that answered the research questions were found. According to the research questions (presented as major themes), the results are presented below based on themes described by categories and supported by participants' statements.

The needs of young people who have left alternative care

The answers to the first research question are presented in Table 1.

The needs that young people highlight after leaving care are the need to connect with others (relatedness), formal support, autonomy, housing and financial support, employment, learning practical skills, informing young people, and the right to benefits. It is important to point out that according to Maslow's theory of the hierarchy of needs (Maslow, 1954), the needs for housing and financial support are necessary for a person to satisfy and achieve his or her own happiness and self-actualization. For example, one cannot provide for sleep and food if one does not have adequate housing and financial resources (physiological needs), as well as for the security of property and work (need for safety and security), followed by the need for love and belonging, which the study participants also expressed as needs.

The need for contact with others (relatedness) refers to the desire for someone to support them (“*You need someone to talk to you... whenever we leave the house, to have someone... to call and ask how you are, what you need*“ (i8)), to have companionship, the need to belong, and to socialize, i.e., the advice of someone who has experienced leaving alternative care. Interestingly, research participants in the United Kingdom (Baker, 2015) also recognized the value of meeting a young person who had

Tablica 1. Teme i kategorije za nadtemu „Potrebe mladih koji su izašli iz alternativne skrbi“
Table 1. Themes and codes for major theme „The needs of young people who have left alternative care“

KODOVI CODES	TEME THEMES
<ul style="list-style-type: none"> • Imati osobu koja će ju podržati • Imati društvo • Potreba za pripadanjem • Druženje/savjeti osobe s iskustvom izlaska iz alternativne skrbi <hr/> <ul style="list-style-type: none"> • <i>To have a supportive person</i> • <i>To have company</i> • <i>The need for belonging</i> • <i>Companionship/advice from someone who has experienced leaving alternative care</i> 	<p>Potreba za povezanošću s drugima</p> <hr/> <p>The need for connection with others (Relatedness)</p>
<ul style="list-style-type: none"> • Potreba za razgovorom sa stručnom osobom • Potreba za podrškom mentalnom zdravlju mladih • Kontinuirano imati osobu koja će pružati podršku (osobni mentor) <hr/> <ul style="list-style-type: none"> • <i>Need to talk to a professional</i> • <i>Need for psychosocial support</i> • <i>Continuously have a person who provides support (personal mentor)</i> 	<p>Potreba za formalnom podrškom</p> <hr/> <p>The need for formal support</p>
<ul style="list-style-type: none"> • Imati pravo na pogrešku • Postupanje u skladu s vlastitim željama • Samostalno traženje pomoći <hr/> <ul style="list-style-type: none"> • <i>Having the right to make a mistake</i> • <i>Acting in accordance with one's own wishes</i> • <i>Seeking help independently</i> 	<p>Potreba za autonomijom</p> <hr/> <p>The need for autonomy</p>
<ul style="list-style-type: none"> • Nedostatak novca • Savjetovanje o raspolaganju novcem • Stipendije • Stalni sigurni smještaj • Stalno mjesto prebivališta <hr/> <ul style="list-style-type: none"> • <i>Lack of money</i> • <i>Advice on how to handle money</i> • <i>Scholarships</i> • <i>Permanently secured housing</i> • <i>Permanent residence</i> 	<p>Stambena i financijska pomoć</p> <hr/> <p>Housing and financial support</p>
<ul style="list-style-type: none"> • Redovan, stalan posao • Ugovor na neodređeno • Zadovoljstvo poslom • Pouzdani poslodavci <hr/> <ul style="list-style-type: none"> • <i>Regular, permanent job position</i> • <i>Permanent employment contract</i> • <i>Job satisfaction</i> • <i>Trustworthy employer</i> 	<p>Zaposlenje</p> <hr/> <p>Employment</p>

<ul style="list-style-type: none"> • Naučiti kuhati • Naučiti kućanske poslove • Vještine potrebne za rješavanje stambenog pitanja i zapošljavanja • Vozačka dozvola 	Učenje praktičnih vještina
<ul style="list-style-type: none"> • Learning to cook • Learning housework • Skills required to address housing and employment issues • Driver's licence 	Practical skills learning
<ul style="list-style-type: none"> • Informacije o pravima i obvezama mladih • Praktični savjeti za samostalni život • Informiranje mladih o tome gdje mogu pronaći pomoć 	Informiranje mladih
<ul style="list-style-type: none"> • Information on the rights and responsibilities of young people • Practical advice for independent living • Informing young people about where they can find help 	Informing young people
<ul style="list-style-type: none"> • Prednost pri upisivanju fakulteta • Duži rok za ostvarivanje prava 	Pravo na olakšice
<ul style="list-style-type: none"> • Advantage when enrolling in a university • Longer period for the realisation (assertion) of rights 	Right to benefits (reliefs)

navodi kako su mladi izjavili da se osjećaju jako usamljeno otkad su izašli iz skrbi te izolirano od društva. **Potrebu za formalnom podrškom** mladi opisuju kroz potrebu za razgovorom sa stručnom osobom, potrebu za podršku mentalnom zdravlju te osobnim mentorom („*kad izađeš osjećaš se baš ostavljeno, ono nikog nije briga*“ (i8)). U pregledu literature (Kelly, McShane, Davidson i Pinkerton, 2014) istraživači su primijetili da su mladi s iskustvom života u skrbi, zbog traumatičnih prošlih iskustava koja su dovela do njihovog ulaska u skrb, izloženi povećanom riziku od problema mentalnog zdravlja i problema u ponašanju, ali i da često već dolaze u skrb s utvrđenim psihološkim problemima (Pecora i sur., 2009, prema Kelly i sur 2014). Mnogi su doživjeli zanemarivanje ili druge oblike zlostavljanja što može imati trajni utjecaj na njihovo mentalno i fizičko zdravlje bez obzira na to koliko se dobro o njima brine dok su u skrbi (Western Australian Auditor General, 2018). U fazi izlaska iz skrbi: prekid smještaja, promjena podrške te teškoće veza uz osiguravanje daljnjeg obrazovanja, po-

also left alternative care as a need. Baker (2015) notes in the same study that young people reported feeling very lonely since leaving care and isolated from society. Youth describe **the need for formal support** through the need to talk to a professional, the need for psychosocial support, and a personal mentor (“*when you go out you feel left behind, no one cares*” (i8)). In a review of the literature (Kelly et al., 2014), researchers noted that young people who are in care because of traumatic past experiences that led to their entry into care, are at increased risk of mental health and behavioral problems, but also that they often enter care with pre-existing mental health problems (Pecora et al., 2009, according to Kelly et al., 2014). Many have experienced neglect or other forms of abuse that can have lasting effects on their mental and physical health, regardless of how well they are cared for while in care (Western Australian Auditor General, 2018). In the phase of leaving care: the placement disruption, the change of support and the difficulties related to securing further education,

sla i adekvatnog stanovanja može uzrokovati anksioznost, dok su navedene teškoće još veći izazov za mlade s iskustvom života u skrbi koji su već imali teškoće mentalnog zdravlja (Stein, 2012). **Potreba za autonomijom** odnosi se na pravo na pogrešku („*dosta nas nema nekoga kome se može vratiti' ako ne uspije i nemamo taj luksuz da možemo ić' i raditi' greške*“ (i7)), postupanje u skladu s vlastitim željama („*da ja mogu samoj sebi reći: „Ok, dat ću si odušak.*“ (i3)) i samostalno traženje pomoći. Nadalje potreba koju mladi izražavaju je **stambena i financijska pomoć**. Navedeno mladi opisuju nedostatkom novca, potrebom za savjetovanjem o raspolaganju novcem, stipendijama, stalnim sigurnim smještajem i stalnim mjestom prebivališta. Prema podacima Eurostata (2020) prosječna dob Hrvata koji odlaze iz roditeljskog kućanstva je 32,4 godine, dok mladi iz skrbi najčešće odlaze u razdoblju od 18. do 21. godine. Za mnoge mlade koji napuštaju skrb beskućništvo je vrlo stvarna briga. U istraživanju beskućništva mladih u Hrvatskoj (Rukavina, 2020), svi sudionici su mlade osobe s iskustvom života u alternativnoj skrbi, a Wade i Dixon (2006) pokazuju da otprilike trećina mladih ljudi doživi beskućništvo u roku od dvije godine od napuštanja skrbi (Strategy Unit, 2014). Čak dvoje sudionika našeg istraživanja boravilo je u prenočištu za beskućnike i po napuštenim objektima. Mladi kada izađu iz skrbi često nemaju kome i gdje otići živjeti, a stambeno pitanje nije osigurano za svakoga. Iako postoje stambene zajednice u nekim gradovima Hrvatske, ograničenog su broja, uvjeta boravka i financiranja, stoga ne nemaju priliku svi mladi koji izađu iz skrbi stanovati u njima. Nadalje istraživanje (Dixon i sur., 2006) provedeno u Engleskoj početkom 2000-ih pokazalo je kako skoro trećina mladih nakon izlaska iz skrbi ima problema s financijama, što je istaknula i većina sudionika našeg istraživanja („*znalo je naravno zafaliti oko hrane ili ako ti dođe iznenadni kvar, kako i šta, ili*

employment, and adequate housing can cause anxiety. Moreover, the above-mentioned difficulties are even more challenging for young people with the experience of living in care who have already experienced mental health problems (Stein, 2012). **The need for autonomy** refers to the right to make a mistake (“*many of us don't have anyone to fall back on when things don't work out, and we don't have the luxury of being able to go and make mistakes*“ (i7)), to act on our own desires (“*so I can tell myself: Okay, I'm going to take a breather.*“ (i3)) and to seek help independently. In addition, young people express **the need for housing and financial support**. They describe this as a lack of money, the need for advice on how to manage money, scholarships, permanent secure housing, and a permanent residence. According to Eurostat (2020), the average age of Croatians moving out of their parents' household is 32.4 years, while young people are most likely to move out of care between the ages of 18 and 21. For many young people leaving care, homelessness is a very real concern. In the study of youth homelessness in Croatia (Rukavina, 2020), all participants were young people with the experience of life in alternative care, and Wade and Dixon (2006) show that about one-third of young people become homeless within two years after leaving care (Strategy Unit, 2014). Two participants in our study were also living in a homeless shelter and abandoned buildings. When young people leave care, they often have no one and no place to live, and housing is not provided for everyone. While there are residential communities in some Croatian cities, they are limited in number, conditions, and funding, so not all young people leaving care have the opportunity to live in them. In addition, research (Dixon et al., 2006) conducted in England in the early 2000s showed that nearly one-third of young people experience problems with fi-

mobitel se pokvari" (i8)). Bakerovo istraživanje (2015) navodi da mladi uzrok tome vide u niskim prihodima i nedostatku vještina raspolažanja novcem. Sudionici su također istaknuli **potrebu za zaposlenjem**, odnosno redovnim i stalnim poslom, ugovorom na neodređeno, zadovoljstvo poslom (*„samo je bitno da ga zadržiš... to je meni bia problem (i14) i pouzdanim poslodavcima („onda me još nije platio" (i1)).* **Učenje praktičnih vještina** je potreba pod kojom mladi smatraju: učenje kuhanja, kućanskih poslova (*„bar da ima neka osoba da dolazi u dom da ti objašnjava, da te nauči kuhat' ili da ti objasni ako ti se pokvari..." (i8)), vještina potrebnih za rješavanje stambenog pitanja i zapošljavanja (*„da su oni nama na neki način pokazali kako se radi intervju za posao, kako se nalazi stan, kako se nalazi općenito posla, kako se bavi s papirologijom, šta tribaš, kako tribaš u bilo vezi čega na neki način" (i13)) te vozačka dozvola. Rezultati istraživanja Gill i Daw (2017) pokazuju da mladi upravljanje računima (režijama) navode kao najveći izazov. Neki sudionici istraživanja nisu bili svjesni da će im se naplaćivati plin, porez, voda, struja ili TV dozvola. Temu **'Informiranje mladih'** mladi objašnjavaju kao potrebu za poznavanjem informacija o pravima i obvezama mladih, praktičnih savjeta za samostalni život i informiranje o tome gdje uopće mogu pronaći pomoć. Sudionici su naveli kako kada su izašli nisu znali koja prava ostvaruju kao student, kao radnik ili kao najmoprimac. Strana istraživanja (Baker, 2015) jednako tako pokazuju nepoznavanje svojih prava mladih nakon izlaska iz skrbi, rezultati pokazuju kako skoro dvije trećine (64%) sudionika nema dovoljno informacija o svojim pravima. Također istraživanje organizacije Become (The Charity For Children In Care and Young Care Leavers, 2014) pokazuje da je samo 17% mladih smatralo da posjeduje sve potrebne informacije, dok je godinu dana kasnije, kada je istraživanje revidirano, postotak porastao na 32%.**

nances after leaving care, a point emphasized by the majority of participants in our study (*"of course we ran out of money when it came to food or when you have a sudden breakdown, like and what, or your cell phone breaks down"* (i8)). Baker (2015) notes that young people see this as caused by low income and a lack of money management skills. Participants also emphasized **the need for employment**, i.e., a regular and permanent job, a permanent employment contract, job satisfaction (*"it's only important to keep it... that was a problem for me"* (i14)), and reliable employers (*"then he has not paid me yet"* (i1)). **Learning practical skills** is a need that young people see in cooking and housework (*"at least having someone come to your house and explain, to teach you how to cook, or explain to you when something goes wrong..." (i8)), skills required to solve housing issues, employment ("that they kind of showed us how to conduct a job interview, how to find an apartment, how to find a job in general, how to deal with paperwork, what to do, how to do it in terms of anything in any way" (i13)), and driver's license. Findings from Gill and Daw's (2017) research show that young people cite managing bills (household expenses) as the biggest challenge. Some research participants were unaware that they had to pay for gas, taxes, water, electricity, or TV license. The theme of **"Informing young people"** is explained by young people as a need for information about their rights and responsibilities, practical advice for independent living, and information about where to find help. Participants indicated that when they left alternative care, they did not know what their rights were as a student, employee, or tenant. Foreign research (Baker, 2015) also shows that young people do not know their rights after leaving care. Findings show that nearly two-thirds (64%) of participants do not have enough information about their rights. Similarly, the Become's study (The*

Naposljetku potreba za pravom na olakšice, odnosno prednost pri upisivanju fakulteta i duži rok za ostvarivanje prava su mladi istaknuli kao važnu potrebu.

Suočavanje s problemima mladih koji su izašli iz alternativne skrbi

Rezultati drugog istraživačkog pitanja nalaze se u Tablici 2.

Teme dobivene na drugo istraživačko pitanje možemo razmatrati različitim teorijskim pristupima koji su se usmjeravali na strategije suočavanja sa stresom. Tako prema Lazarus i Folkman (1984) s obzirom na cilj koji želimo postići, strategije suočavanja sa stresom možemo podijeliti na suočavanje usmjereno na problem, suočavanje usmjereno na emocije te izbjegavanje suočavanja, dok su Hampel i Petermann (2005) dodatno razradili strategije prve dvije kategorije suočavanja kod djece i mladih – suočavanje usmjereno na emocije na: umanjivanje i distrakciju i/ili rekreaciju, a suočavanje usmjereno na problem na: kontrolu situacije, pozitivne samoupute te traženje podrške. Kao što vidimo, gotovo sve navedene strategije mogu se prepoznati u dobivenim temama i pripadajućim kategorijama. **Pozitivne samoupute i kontrola situacije**, kao oblike konstruktivnih strategija suočavanja sa stresom možemo prepoznati kroz samopouzdanje zbog ranijeg pozitivnog iskustva u rješavanju problema („u sebi pronalazim snagu najviše, znam da sam prošao kroz gore stvari od tog problema koji je, ak sam uspio sve to, mogu i taj jedan“ (i9)), samostalnost prilikom rješavanja problema te vjere da će biti bolje. **Distrakciju** pak možemo prepoznati kroz bavljenje različitim hobijima („to mi je lijek za dušu, zaboravim na sve probleme kad je neka utakmica... i u teretanu kada idem“ (i11)).

Charity For Children In Care and Young Care Leavers, 2014) shows that only 17% of young people felt they had all the information they needed, while a year later, when the study was revised, the percentage increased to 32%. Finally, **the need for the right to benefits**, i.e., priority in enrollment in higher education and a longer period for rights realisation, was highlighted by young people as an important need.

Coping strategies of young people who have left alternative care

The answers to the second research question are presented in Table 2.

The themes obtained from the second research question can be considered in the context of different theoretical approaches that are focused on coping strategies. For example, according to Lazarus and Folkman (1984), coping strategies can be divided into problem-focused coping, emotion-focused coping, and coping avoidance, considering the intended goal. Hampel and Petermann (2005) further elaborated the strategies of the first two coping categories in children and adolescents: emotion-focused coping for minimization and distraction and/or recreation, and problem-focused coping for control of the situation, positive self-instruction, and seeking support. As we can see, almost all the listed strategies can be recognized in the identified themes and associated codes. **Positive self-instruction and control of the situation**, as forms of constructive coping strategies can be identified by self-confidence based on previous positive experiences in problem solving (“I find the most strength in myself, I know I have been through worse than this problem, and if I can get through all that, I can get through this one” (i9)), self-reliance in problem solving, and belief that things will get better. **Distraction**, on the other hand, can be recognized through engagement in various

Tablica 2. Teme i kategorije za nadtemu „Suočavanje s problemima“
Table 2. Themes and codes for major theme “Coping strategies”

KODOVI CODES	TEME THEMES
<ul style="list-style-type: none"> • Samopouzdanje zbog ranijeg pozitivnog iskustva u rješavanju problema • Samostalnost prilikom rješavanja problema • Vjera da će biti bolje <hr/> <ul style="list-style-type: none"> • Self-confidence based on previous positive experiences in solving problems • Self-reliance in solving problems • Belief that things will get better 	<p>Positivne samoupute i kontrola situacije</p> <hr/> <p>Positive self-instructions and control of the situation</p>
<ul style="list-style-type: none"> • Hobiji <hr/> <ul style="list-style-type: none"> • Hobbies 	<p>Distrakcija</p> <hr/> <p>Distraction</p>
<ul style="list-style-type: none"> • Podrška prijatelja • Podrška obitelji • Podrška kolega s posla <hr/> <ul style="list-style-type: none"> • Support from friends • Support from family • Support from work colleagues 	<p>Traženje socijalne podrške bliskih osoba</p> <hr/> <p>Seeking social support from close people</p>
<ul style="list-style-type: none"> • Podrška stručnjaka iz ustanove u kojoj su bili smješteni • Podrška stručnjaka iz udruge <hr/> <ul style="list-style-type: none"> • Support from experts at the facility where they were placed • Support from experts from the association 	<p>Traženje stručne podrške</p> <hr/> <p>Search for professional support</p>
<ul style="list-style-type: none"> • Izbjegavanje suočavanja s problemima <hr/> <ul style="list-style-type: none"> • Avoiding problems 	<p>Izbjegavanje suočavanja</p> <hr/> <p>Coping avoidance</p>

Mladi iz alternativne skrbi se s poteškoćama suočavaju i traženjem socijalne podrške, pri čemu možemo razlikovati **traženje socijalne podrške od strane bliskih osoba** (prijatelja, obitelji i kolega s posla) te **traženje stručne podrške** (stručnjaka iz ustanove u kojoj su bili smješteni te stručnjaka iz udruge). Međutim neki mladi kao strategiju suočavanja koriste **izbjegavanje** („onak nikad ne pričam o problemima nego sam da doživim taj normalan život ili da se maknem svojih unutarnjih misli“ (i5)). U istraživanju Kusturin (2020) mladi također, između ostalog, navode podršku bliskih ljudi,

hobbies (“it’s medicine for my soul, I forget all my problems when there’s a game going on... and when I go to the gym” (i11)).

Young people from alternative care also experience difficulties in seeking social support, distinguishing between **seeking social support from close people** (friends, family, and work colleagues) and **seeking professional support** (experts from the institution where they were placed and experts from the association). However, some young people use **avoidance** as a coping strategy (“that way I never talk about problems, I just want to experience that

način razmišljanja koji uključuje usmjerenost na pozitivno i vjeru u sebe, hobije i različite oblike samopomoći i stručne pomoći važnima za prevladavanje teških životnih perioda nakon izlaska iz skrbi.

Implikacije rezultata istraživanja

Prikazanim rezultatima zaključujemo kako su potrebe mladih s iskustvom života u skrbi godinama uglavnom nepromijenjene. Kako bi mladima proces tranzicije bio lakši i jednostavniji, potrebna je provedba posttretmana te osnaživanje i edukacija mladih tijekom boravka u skrbi. Koller-Trbović i Mirosavljević (2005) posttretman definiraju kao aktivnosti pomaganja i prihvata mlade osobe nakon tretmana s ciljem razrješavanja specifičnih životnih situacija i okolnosti koje se javljaju pri osamostaljivanju ili ponovnom uključivanju u staru životnu sredinu. Zatim navode da je to najslabija karika u lancu interventnih mjera te je stoga i najveći izazov pri definiranju jasnog koncepta sustava interventnih mjera. Iste autorice, osvrćući se na Zakon o socijalnoj skrbi iz 1999. godine, što se može primijeniti i sada, navode da ne bi bilo suvišno kada bi se preciznije definirale mogućnosti pomoći, zaštite i skrbi u posttretmanu, odnosno razdoblju nakon izlaska iz skrbi, kome su namijenjene, pod kojim uvjetima ih se može koristiti, do kada i slično, te s obzirom na to da se radi o vulnerabilnoj skupini mladih u koje je društvo do tada već puno uložilo i da je u interesu i tih mladih ljudi i društva u cjelini da im se bolje organizira i ta društvena intervencija. U Smjernicama za zadovoljavanje potreba mladih izašlih iz sustava socijalne skrbi (Šimić i sur., 2009) prikazana su rješenja učestalih problema, odnosno potreba mladih nakon izlaska iz skrbi: organizacija ustanova da omogućuju mladima usvajanje životnih vještina, edukacije, informiranje i savjetovanje mladih, brojnije stambene zajednice, prednost mladima pri zapošljavanju itd. te se na pojedanim

normal life alone or to get away from my inner thoughts” (i5)). In Kusturin’s (2020) research, young people also, among other things, cite the support from close people, a mindset that includes a focus on the positive and self-confidence, hobbies, and various forms of self-help, and professional help as important for coping with difficult periods of life after leaving care.

Implications of the study results

Based on the results presented, we conclude that the needs of young people with experience of life in care have remained largely unchanged for years. In order to facilitate and simplify the transition process for young people, it is necessary to implement post-treatment and to empower and educate young people during their stay in care. Koller-Trbović and Mirosavljević (2005) define post-treatment as activities to support and accept young people after treatment with the aim of resolving specific life situations and circumstances that arise when they become independent or reintegrate into their old environment. They then state that post-treatment is the weakest link in the chain of intervention measures, and it therefore presents the greatest challenge in defining a clear concept of the system of intervention measures. The same authors refer to the Social Welfare Act of 1999, which can still be applied today, and state that it would not be superfluous if the possibilities of support, protection and care in post-treatment, i.e. in the period after leaving care, would be defined more precisely (for whom they are intended, under what conditions they can be used, until when and similar considering that this is a vulnerable group of young people in whom society has already invested a lot by then, and that it is in the interest of these young people and society as a whole to better organize this social intervention). The Guidelines for Meeting the Needs of Young People Leaving the So-

područjima aktivno i djeluje. Unazad godinu dana donesen je novi Zakon o socijalnoj skrbi (NN 18/22, 46/22, 119/22, čl. 116) koji definira trajanje usluge smještaja „*djetetu bez odgovarajuće roditeljske skrbi, ako mu skrb nije moguće osigurati u vlastitom domu i pružanjem drugih socijalnih usluga u udomiteljskoj obitelji, dok za to traje potreba, a najduže do 26. godine života*“, što je značajna (pozitivna) promjena u usporedbi s dosadašnjom gornjom granicom – do 21. godine života. Isti Zakon (NN 18/22, 46/22, 119/22, čl. 109, st. 3) navodi da „*osim što osigurava stanovanje i organizirane aktivnosti, smještaj može obuhvatiti i pripremu korisnika za povratak u vlastitu obitelj, udomiteljsku obitelj ili za samostalan život (...)*“. Unapređenju podrške mladima nakon izlaska iz skrbi pridonosi i definiranje socijalnog mentorstva kao socijalne usluge u novom Zakonu. Definirano je kao „*usluga kojom (...) korisniku kojem prestante pravo na uslugu smještaja ili organiziranog stanovanja (...) pruža stručna pomoć usmjerena jačanju njegovih snaga i sposobnosti za uspješnije rješavanje nepovoljnih životnih prilika i bolju integraciju u zajednicu u kojoj živi*“ (NN 18/22, 46/22, 119/22, čl. 85, st. 1). Upravo je socijalno mentorstvo oblik podrške koji su sudionici istraživanja navodili da bi im pomogao u razdoblju nakon izlaska iz skrbi. Sladović-Franz, Branica i Urbanc (2017) navode kako ubrzan prelazak u neovisnost i to u kraćem razdoblju u odnosu na mlade koji nisu iz skrbi te suočavanje s brojnim odgovornostima dovodi do povećane ranjivosti mladih koji izlaze iz skrbi, što se smatra globalnim problemom (Pinkerton, 2006). Šimić i sur. (2009) navode kako se mnogi mladi s tranzicijom suočavaju sami i izolirani što i sudionici našeg istraživanja većinom navode kao načine suočavanja s problemima, stoga i tu vidimo važnu ulogu socijalnog mentora. Nove zakonske promjene nisu (u potpunosti) zaživjele u praksi tako da ćemo kroz vrijeme moći zaključiti jesu li nave-

cial Welfare System (Šimić et al., 2009) present solutions to common problems, i.e., the needs of young people after leaving care: organization of institutions in a way that enables young people to acquire life skills, education, information and counseling, more numerous housing/residential communities, advantages for them in getting jobs, etc., and in certain areas this is being actively worked on. A new Social Welfare Act came into force a year ago (OG 18/22, 46/22, 119/22, Art. 116), which establishes the length of the placement/residential services for a “*child without adequate parental care if it is not possible to care for him/her in his/her own home and provide other social services in the foster family, as long as there is a need, up to a maximum age of 26*”, which is a significant (positive) change from the previous limit of 21 years. The same law (OG 18/22, 46/22, 119/22, Art. 109, p. 3) states that “*in addition to providing housing and organized activities, placement may include preparation for return to own family, foster family, or independent living (...)*”. The definition of social mentoring as a social service in this new Act also helps improve support for young people after they leave alternative care. It is defined as “*a service that (...) provides professional support to a young person whose eligibility for institutional care or supported housing ends, (...) with the aim of strengthening his/her strengths and abilities to cope more successfully with adverse life circumstances and to better integrate the individual into the community in which he/she lives*” (OG 18/22, 46/22, 119/22, Art. 85, p. 1). Social mentoring is the form of support that study participants reported as helpful after leaving care. Sladović-Franz, Branica, and Urbanc (2017) find that the accelerated transition to independence in a shorter period compared to young people not in care and facing multiple responsibilities, leads to increased vulnerability of young people who have left care, which is

dene mjere i usluge adekvatne za uspješniju prilagodbu mladih na (samostalan) život nakon izlaska iz skrbi.

Ono gdje također vidimo prostor za unapređenje jest izrada Plana izlaska mlade osobe iz skrbi. Navedeni Plan definira načine na putem kojih usluge naknadne skrbi mladima mogu pomoći u prevladavanju mogućih problema nakon izlaska. Svrha mu je da umanjí stres koji prati izlazak iz skrbi i učenje o samostalnom životu. Ključne komponente plana su praktičnost, participativnost, ostvarivost, osnaživanje i održivost (Council of Europe, 2014). S obzirom na to da kroz intervjuiranje sudionika istraživanja saznajemo kako im navedeni plan nije (bio) od koristi, a neki od njih nisu niti znali da isti postoji, zaključujemo da izrada i provedba Plana ne funkcioniraju na način na koji je predviđeno. Upravo ovdje vidimo mogućnost napretka i poboljšanja jer kada bi mlada osoba kroz određeni period prije izlaska iz skrbi bila intenzivnije i kontinuirano informirana o životu nakon izlaska, te u tom periodu praćena, mogla bi jasnije, realnije te u skladu s vlastitim mogućnostima i željama postaviti ciljeve. Također Planom izlaska iz skrbi mlada bi osoba u suradnji sa socijalnim radnikom ranije počela razmišljati o mogućnostima stanovanja i zapošljavanja nakon izlaska, te bi se potencijalno smanjile i krizne situacije gubitka/nedostatka posla i smještaja. Ono za što također smatramo da bi pridonijelo uspješnosti Plana jest uključenost i drugih odraslih i/ili stručnih osoba koje su uključene u život mlade osobe.

Smatramo bitnim provoditi istraživanja ovog tipa kako bi se uvidjelo javljaju li se s godinama razlike u potrebama mladih te jesu li nove zakonske odredbe i usluge učinkovito odgovorile na potrebe mladih nakon izlaska iz skrbi. Također različite potrebe i načini suočavanja s problemima mogu se javiti i s obzirom na oblik skrbi iz kojeg mlada osoba izlazi, stoga bi u

considered a global problem (Pinkerton, 2006). Šimić et al. (2009) note that many young people manage the transition alone and in isolation, which participants in our study mostly reported as ways of dealing with problems, so this is where we see the important role of the social mentor. The new legal changes have not yet (fully) taken hold in practice, so we will only be able to determine over time whether the previously mentioned measures and services are suitable for more successful adjustment of young people to (independent) life after leaving care.

Another item that needs improvement is the creation of a Plan for leaving alternative care. This plan identifies how aftercare services can help youth overcome potential problems after leaving care. Its goal is to reduce the stress associated with leaving care and learning to live independently. The key components of the plan are practicality, participation, feasibility, empowerment, and sustainability (Council of Europe, 2014). Since we learned through interviews with our study participants that the plan was not useful to them and some of them did not even know it existed, we conclude that the creation and implementation of the plan is not working as intended in practice. This is precisely where we see the possibility of progress and improvement, because if a young person is given more intensive and continuous information about life after leaving care for a certain period of time before leaving care, and if they were monitored during that period, they would be able to set clearer, more realistic goals that correspond to their own abilities and wishes. Also, with the Plan for leaving care in place, a young person would begin to think about housing and employment options after leaving care, in collaboration with a social worker, and would potentially reduce crisis situations of loss/lack of employment and housing. What we believe would also contribute to

budućnosti bilo korisno provesti istraživanje u kojem bi se analizirale potrebe i strategije suočavanja mladih koji dolaze iz specifičnog oblika skrbi, kako bi se moguća rješenja i usluge mogle prilagoditi specifičnostima upravo tih mladih.

Ograničenja istraživanja

Prvo metodološko ograničenje ovog istraživanja odnosi se na način regrutiranja sudionika. S obzirom na to da su sudionici korisnici udruge „Igra“ znači da su već upoznati s nekim oblikom izvora podrške, neovisno koristili je (aktivno) ili ne. Takav prigodni uzorak ograničava mogućnosti generaliziranja podataka na širu populaciju mladih koji su izišli iz skrbi, što iako nije inače cilj kvalitativne metodologije, i dalje ne govori o iskustvu izlaska iz skrbi općenito, već samo iz perspektive onih mladih koji su imali ili još uvijek imaju podršku jedne udruge. U budućim istraživanjima potrebno je do mladih doći preko različitih kontakata osoba ili ustanova, ili metodom snježne grude, kako bismo potencijalno prikupili podatke i o drugim potrebama i načinima suočavanja s problemima mladih nakon izlaska iz skrbi. Ono čemu bi također pridonijelo drugačije uzorkovanje jest da su korisnici iz više različitih gradova Hrvatske čime bismo potencijalno prikupili i više (različitih) podataka jer samo tri sudionika našeg istraživanja nije iz Zagreba.

Sljedeće ograničenje istraživanja jest mogućnost da su navedene potrebe i strategije suočavanja s problemima koje su mladi izdvojili uobičajeni problemi koji bi bili prisutni i da su živjeli/žive u obitelji, a ne posljedica života u alternativnoj skrbi.

Posljednje što bismo izdvojili kao ograničenje jest veliki raspon perioda otkad su mladi izašli iz skrbi. To dovodi do toga da je potrebno prisjećati se nekih događaja i situacija koje u

the success of the Plan is the involvement of other adults and/or professionals involved in the young person's life.

We believe it is essential to conduct research of this type to determine whether the needs of youth change over time and whether new legislation and services actually meet the needs of youth after they leave care. Also, different needs and ways of dealing with problems can also arise regarding the form of care from which a young person leaves, so in the future it would be useful to conduct research analyzing the needs and coping strategies of youth leaving a specific type of care so that possible solutions and services can be adapted to the specifics of these young people.

Study limitations

The first methodological limitation of this study relates to the method of recruitment of study participants. Since the participants are users of the "Igra" association, this means that they are already familiar with some form of support, whether or not they have (actively) used it. Such a convenient sample limits the possibilities of generalizing the data to a broader population of young people who have left care, which is not usually the goal of qualitative methodology, but still does not speak about the experience of leaving care in general, but only from the perspective of those young people who have had or still have support from an association. In future research, it is necessary to reach young people through different contacts, institutions or through the snowball method to possibly collect data on other needs and ways of dealing with the problems of young people after leaving care. What a different sampling would also contribute to is that the users would be from several different cities in Croatia, which would potentially allow us to collect more (different) data, since in this study only three participants are not from Zagreb.

sadašnjosti doživljavaju na drugačiji način te ih u skladu s time i drugačije interpretiraju. Jednostavnije im je bilo osvrnuti se na probleme koje su riješili i s kojima su se suočili nego one u kojima se trenutno nalaze (ako takvih ima), koje bi sigurno mogli jasnije i realnije prikazati. Također veliki raspon od 6 mjeseci do 5 godina od izlaska iz skrbi čini uzorak heterogenijim te je moguće da uslijed toga nije došlo do zasićenosti podacima.

Usprkos navedenim ograničenjima, rezultati su u skladu s međunarodnim i domaćim dosadašnjim istraživanjima, stoga možemo zaključiti da ograničenja nisu imala značajnog utjecaja na rezultate. Isto tako kao što je ranije navedeno, redovito provjeravanje potreba populacije koja je nerijetko zanemarena i u stručnom i u javnom prostoru, a koja je ujedno i populacija u riziku, jest nužno kako bi intervencije i stručna podrška usmjerena prema njima bila primjerna, pravovremena i valjana.

ZAKLJUČAK

Na uzorku od šesnaestero mladih osoba koji su izašli iz alternativne skrbi, ispitali smo koje su potrebe mladih koji su izašli iz skrbi i na koji način se suočavaju s problemima. Potrebe koje sudionici istraživanja navode su: potreba za povezanošću s drugima, formalnom podrškom, autonomijom, stambena i financijska pomoć, zaposlenje, učenje praktičnih vještina, informiranje mladih i pravo na olakšice. S problemima se suočavaju na sljedeće načine: pozitivne samoupute i kontrola situacije, distrakcija, traženje socijalne podrške bliskih osoba, traženje stručne podrške i izbjegavanje suočavanja.

Dobiveni rezultati u skladu su s provedenim istraživanjima u regiji i svijetu te u skladu s njima vidimo mogućnost poboljšanja usluge posttretmana u Hrvatskoj, a konkretnije na kre-

The next limitation of the study is the possibility that the needs and coping strategies mentioned by the young people are common problems that would have occurred even if they had lived in a family, and not a consequence of living in alternative care.

The last point we would mention as a limitation is the large period of time that has passed since the study participants left care. This leads to the fact that it is necessary to remember and recall some events and situations that are experienced differently in the present and interpreted differently accordingly. It was easier for them to look back on the problems they solved and overcame rather than the ones they are currently in (if any), which they were certainly able to present more clearly and realistically. Also, the wide range from 6 months to 5 years after leaving care makes the sample more heterogeneous, and it is possible that data saturation did not occur as a result.

Despite the limitations mentioned above, the results are consistent with the international and national studies conducted so far, so it can be concluded that the limitations did not have a significant impact on the results. Also, as stated earlier, a regular review of the needs of a population that is often neglected in both the professional and public spheres, and that also represents a population at risk, is necessary to ensure that the interventions and professional support targeted at them are appropriate, timely and effective.

CONCLUSION

On a sample of sixteen study participants, we explored the needs of young people who left care and their coping strategies for dealing with problems. The needs identified are the need to connect with others, formal support, autonomy, housing and financial support, employment, learning practical skills, access to

iranju plana za izlazak iz skrbi s mladima gdje bi se temeljito radilo s mladom osobom na njenim željama i ciljevima kada izađe iz skrbi, te gdje bi mu bila pružena podrška u procesu osamostaljenja. Također priliku za lakšom tranzicijom iz skrbi u samostalan život kao i život nakon izlaska vidimo i u novim zakonskim odredbama: produljenje usluge smještaja sa 21. godine na 26. godinu života i usluga socijalnog mentorstva.

information, and the right to various services (benefits, reliefs). They cope with problems in the following ways: positive self-instruction and control of the situation, distraction, seeking social support from significant others, seeking professional support, and avoiding confrontation.

The results obtained are in line with the research conducted in the region and in the world, and in accordance with them we see the possibility of improving post-treatment services in Croatia. More concrete opportunities exist in the creation of a plan for leaving care with young people, where we would look in depth at their wishes and goals for leaving care and support them in the process of becoming independent. We also see an opportunity for an easier transition from care to independent living, as well as for life after leaving alternative care, in the new legal provisions: the expansion of placement services from age 21 to age 26 and implementation of social mentoring services.

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