

Comparative Studies in Social Rehabilitation

Abstract

This article is focused on the role of comparative studies in searching for innovation and reform in the context of social rehabilitation. Comparative studies in social rehabilitation are not based on a clear-cut methodology of their conduction but borrow from comparative pedagogy even though the methodological ambiguity as well as the very subject of interest of social rehabilitation is different from that of other pedagogical studies. The article is an attempt to find the procedure of comparative studies by determining the subject of research and basic comparative categories as well as by developing an appropriate method of research.

Key words: *social rehabilitation, comparative studies, research method in pedagogy.*

Contemporary institutional rehabilitation in Poland has for years been described as facing a crisis and dysfunction. “Lately various social agendas and even leading authorities have been distinctly and with determination indicating the need to resolve social problems through pedagogic studies factually related to the main subject of social rehabilitation” (B. Urban, 2009, p. 426). Necessary changes to the Polish prevention and rehabilitation system can be introduced by borrowing the resolutions adopted abroad and innovations.

Innovations and borrowings, as indicative of progress, unavoidably bear the risk of problems with application while remaining the only chance to introduce social and economic changes where a global and comprehensive reform is not an option. As J. Rejman observes, “borrowings are ready resolutions transferred e.g. from different systems (...). Implemented in new and by and large significantly different sets of conditions and mechanisms, incompatible with the whole they usually don’t quite fit (...). The main difficulty concerning the implementation of borrowings from other systems arises from the fact that usually one element