

Enclosure #2. Summary of professional achievements

1. **Full name:** Janusz Skwarek

2. **Diplomas, academic/artistic degrees – name, place and year of granting them and the title of doctoral dissertation:**

- 1983-1988: *master-degree studies* – Faculty of Education and Psychology of The Maria Curie Skłodowska University in Lublin, teaching specialization, technical education (title of master's thesis "*Mechanical properties of Macromolecular Materials*"; thesis promoter: prof. dr hab. inż. Robert Sikora);
- 2003: *Ph.D. of humanities in the field of education* - Faculty of Social Sciences of the Catholic University of Lublin (title of doctoral dissertation: "*The Role of Education of Adults in Personal and Professional Life of Participants in Education*"; thesis promoter: dr hab. Anna Kwak, prof. UW Warszawa; reviewers: prof. dr hab. Zofia Matulka, MWSH-P Łowicz; Rev. dr hab. Marian Nowak, prof. KUL);
- 2000: *Post-graduate studies - Management of Education* – Higher School of Management and Administration in Zamość;
- 2015: *Post-graduate studies "Project Management"* - Higher School of Management and Administration in Zamość.

3. **Information about employment in academic and artistic facilities:**

Professional work

- 1987-1999: teacher, The M. Konopnicka Secondary School of General Education in Zamość;
- 1999-2005: teacher, Middle School No 4 in Zamość;
- od 2004 do 2013: court-appointed guardian for adults at Regional Court in Zamość;
- *2005-2015: assistant professor, Faculty of Physiotherapy and Education, Higher School of Management and Administration in Zamość;*
- *2015-2018: lecturer, The Szymon Szymonowicz State Higher Vocational School in Zamość.*

Functions performed

- 1996-1997: assistant headmaster, The M. Konopnicka Secondary School of General Education in Zamość;
- 1999-2005: headmaster, Middle School No 4 in Zamość;

- **2005-2012: Deputy Dean of Faculty of Physiotherapy and Education, Higher School of Management and Administration in Zamość;**
- **2013-2015: Dean of Faculty of Physiotherapy and Education, Higher School of Management and Administration in Zamość;**
- **2010-2015: editor-in-chief of scientific journal - Zamojskie Studia i Materiały: Series: Education (entered in Part B of a list of scientific journals of the Minister of Science and Higher Education, 7 points).**

4. Academic achievements pursuant to Article 16 Section 2 of Act on Academic Degrees and Titles and Degrees and Title in the Field of Art (The Official Journal of Laws No 65 Item 595 with subsequent amendments)

4.1 Series of articles that make up the post-doctoral project entitled:

SOCIAL EXCLUSION AS A SIGNIFICANT PROBLEM IN THE CHANGING SOCIAL AND CULTURAL SPACE

4.2 List of publications that make up the post-doctoral project:

4.2.1 Monographs: (in brackets: current affiliation of the author at the time of publication, current title and degree of reviewer/reviewers)

1.(1) Janusz Skwarek (Higher School of Management and Administration in Zamość), *Functional Illiteracy as One of the Factors of Social Exclusion*, Published by Higher School of Management and Administration, Zamość 2015, 185 pages; ISBN 978-83-60790-56-4; (reviews: dr hab. Czesław Galek/Higher School of Management and Administration in Zamość/, prof. dr hab. Petro Husak /East-European National University in Lutsk, Ukraine/);

2.(2) Janusz Skwarek (Higher School of Management and Administration in Zamość), *Education of Adults in the Light of Demands of Contemporary Life*, Published by Higher School of Management and Administration in Zamość, Zamość 2006, 173 pages; ISBN 83-88367-96-X; (review: Rev. dr hab. Marian Nowak prof. of Catholic University of Lublin);

4.2.2 Editing monographs and authorship of chapters:

1.(3) Zdzisław Kazanowski (State Higher Vocational School in Zamość), Janusz Skwarek (State Higher Vocational School in Zamość) (ed.), *Teacher in the Changing Social and*

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Cultural Space, The Szymon Szymonowicz State Higher Vocational School in Zamość, Published by: *Officina Simonidis*, Zamość 2017; 148 pages; ISBN: 978-83-61893-93-6; (review: dr hab. Danuta Wosik-Kawala/The Maria Curie Skłodowska University in Lublin/); (author's texts: *Values Education*, p. 43-54; texts written in cooperation with Zdzisław Kazanowski: *Introduction*, p. 5-6);

2.(4) Bernard Panasiuk (Higher School of Management and Administration in Zamość), Janusz Skwarek (Higher School of Management and Administration in Zamość) (ed.), *Integrated Model of Cultural Therapy for Teenagers Threatened with Social Exclusion*, Published by: Higher School of Management and Administration in Zamość, Zamość 2013, 201 pages; ISBN 978-83-60790-44-1; (review: dr hab. Czesław Galek) /Higher School of Management and Administration in Zamość/); (author's texts: *Introduction*, p. 7; *Chapter I. Prevention in the Process of Education and Counteracting Social Exclusion*, p. 9-18; *Chapter II. The Concept of Integrated Model of Cultural Therapy for Teenagers Threatened with Social Exclusion*, p. 19-22);

4.2.3 Articles in reviewed, ranked scholarly papers:

1.(5) Skwarek J., *Integrated Model of Cultural Therapy in Education of Teenagers Threatened with Social Exclusion*, [in:] *Zamojskie Studia i Materiały – Series: Education*, Volume XV Journal 1, Zamość 2013, p. 23-29; ISSN 2084-5405;

2.(6) Skwarek J., *Continuing Adult Education*, [in:] *Zamojskie Studia i Materiały – Series: Education*, Volume XIV Journal 1, Zamość 2012, p. 21-28; ISSN 2084-5405;

3.(7) Skwarek J., Kowerski M., Klimczuk B., *Participation in Culture and Social Exclusion of Children and Teenagers*, [in:] *Zamojskie Studia i Materiały – Series: Education*, No 1/2011, p. 9-19; ISSN 2084-5405; (co-authors's share in writing the publication: J. Skwarek – 45%, M. Kowerski – 45%, B. Klimczuk – 10%);

4.3 Discussion of scientific/artistic objective of the research papers referred to above, achieved results and description of their potential application

4.3.1 Introduction

After obtaining the degree of Doctor of Philosophy I have published a total of 25 scientific papers (monographs, edition of monographs, papers in reviewed ranked

scientific journals, scientific papers in reviewed non-serial publications) – a full list is included in Enclosure #3. The post-doctoral project consists of:

- 2 monographs,
 - 2 editions of monographs and authorship of chapters,
 - 3 papers in reviewed ranked scientific journals,
- which are devoted to two leading subject areas:

- The first area focuses on *significant causes of social exclusion*;
- The second one focuses on *ways to prevent social exclusion*.

The origin of the post-doctoral project are the issues concerning the occurrence of social exclusion in Poland, its special nature, diagnosis and analysis. Nowadays social exclusion of adults but also more and more often social exclusion of young people becomes a major challenge to social education. The aim of social education is to diagnose environmental determinants of educational and developmental processes and to organize institutions and educational environment of preventive and compensatory nature. Diagnosis and analysis of educational sphere in the changing social and cultural situation are the major challenges which social education faces nowadays.

Therefore one might want to consider the effect of man's existential background, level of education, participation in culture and use of its products on the quality of life at different stages of man's development. One might ask whether lack of this quality may influence social exclusion. Another factor which also becomes important is accepting a specific system of values and living in accordance with its principles.

In view of the above, the objectives which determine the undertaken research were set. The first objective concerns a closer examination of some determinants of occurrence of the phenomenon of social exclusion itself (different types of illiteracy, problems of education of adults, participation in culture, efficiency of methods used to counteract social exclusion) and the second objective is connected with drawing conclusions and formulating implications for educational practice.

4.3.2 Guidelines for scientific enquiries – description of the project

The post-doctoral project originated after I was awarded the academic degree of Doctor and evolved in the course of my academic, research and educational work in the educational facilities in which I was employed.

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The main theoretical and investigative streams of the project include the following aspects belonging to two subject areas.

Two thematic aspects can be distinguished in the first subject area ("**significant causes of social exclusion**"): 1.) *"the phenomenon of illiteracy (functional, mathematical, cultural) as one of the causes of social exclusion"* and 2.) *"dependence of occurrence of the phenomenon of social exclusion on the level of participation in culture in the case of young people."*

The first thematic aspect (belonging to the first area) points to the phenomena of illiteracy, mostly functional, mathematical and cultural illiteracy, as one of the most important causes of social exclusion.

In my papers I make the assumption that the phenomena of illiteracy, mostly functional and secondary illiteracy, have a direct impact on social exclusion of adults.

Nowadays more and more is said about the occurrence of the phenomena of illiteracy, whose symptoms may be observed in contemporary societies. The symptoms of secondary and functional illiteracy, i.e. problems with understanding and using written information and graphic representations, such as icons, graphs or charts seem to be particularly disturbing. One should also remember about mathematical illiteracy, which makes people unable to do simple calculations which are necessary in everyday life and cultural illiteracy, which concerns relations between culture and human nature. According to teachers and sociologists, the number of people who do not understand written texts is growing rapidly. The problem concerns mostly school-age youth but adults also face the problem more and more often. Combating primary illiteracy (inability to write, read and do basic arithmetic calculations) by providing all children and young people with access to primary education brings expected results in spite of the fact that it may be very expensive for poor countries. However, the phenomenon of secondary or functional illiteracy is much more difficult to combat and calls for such actions as, for example, promotion of reading among the total population. Solving this problem is connected with encouraging people to use libraries and bookshops, reading newspapers and magazines and using cultural goods. What seems to be very important is participation in the system of permanent education, i.e. in different forms of education throughout one's life, in which education of adults is a significant element [1.(1)].

General access to the mass media results in the fact that people are bombarded with huge amounts of information all the time; however, because of lack of proper

interpretation and explanation, many people are not able to understand the sense of the information. A question arises then whether people may become a society of functionally illiterate persons, not understanding the sense of the written word. Everyday observations of life show that the level of eloquence of school children and young people is decreasing year after year and their vocabulary is getting more and more limited. They often find it difficult to understand the content of textbooks or commands included in mathematical problems and lessons. It is probably connected with a general downward book-reading trend. Dyslexia, dysgraphia or spelling difficulties are the problems which were hardly spoken about a few years ago. It might be worthwhile to consider these problems in the context of secondary and functional illiteracy and their impact on the process of social exclusion [1.(1)].

I am interested in such issues as the types, causes and effects of illiteracy of adults, ways to prevent these phenomena and contemporary problems of illiteracy in Poland and in the world. The occurrence of social exclusion and deficits in social competences of the young generation are closely connected with the issues referred to above. Results of own research on the assessment of the phenomena of occurrence of functional illiteracy among adults are particularly interesting (based on a survey conducted among inmates in prison facilities) [1.(1)].

The aim of the research was to study the occurrence of the phenomena of illiteracy among adults and, in particular, the occurrence of secondary, functional, mathematical and cultural illiteracy as a threat to the socialization process, one of the factors of social exclusion. To achieve the set goal, 400 inmates from prison facilities in Włodawa and in Zamość, the Province of Lubelskie were examined. Standardized competence test, which tests the knowledge and basic skills at primary school level and a questionnaire as a technique to collect empirical data were used in the presented study [1.(1)]. The results were compared with the results of the same test taken earlier by sixth-graders.

Statistical analysis (Student t-test for continuous variables) and Kruskal-Wallis (for discrete variables) provided a possibility of formulating the following conclusions concerning the test results and the social and demographic features of the respondents:

- No significant relation was observed between the age and result of the test.
- Test results of inmates residing in villages were significantly worse than those of inmates living in cities. Apparently, educational possibilities in cities are bigger, there

are more schools and forms of professional training and there is a better access to modern teaching facilities.

- There was a statistically significant difference between the test results of inmates with primary education and those with secondary and higher education and between inmates with vocational and higher education. Inmates whose level of education was higher, achieved better test results. Therefore, participation in the system of permanent education conditions better educational results.
- There was no significant difference between test results achieved by inmates of different financial standing.
- There was a statistically significant difference between test results of inmates residing with their families (before they started serving sentences of imprisonment) and those achieved by inmates who rented a flat; the inmates whose personal situation was stable achieved better results.

To achieve the set goal, the following main hypothesis was formulated: *Occurrence of the phenomenon of illiteracy among adults has a negative impact on the process of socialization and is one of the causes of social exclusion. It may also constitute a criminogenic factor.*

To verify the main hypothesis, specific hypotheses were formulated.

The first specific hypothesis was: *Significantly worse test results achieved by inmates as compared to those of school children show that the phenomenon of functional and mathematical illiteracy does exist and may be one of the factors causing social exclusion.*

Results of empirical research were the following:

- The pattern of distribution of grades showed that inmates achieved much lower grades than school children.
- Analysis of test results from the point of view of effective standards showed that inmates failed to achieve any satisfactory standard (determined as 70%). Inmates mastered only *Reading* at the necessary level (score: at least 50% of points), achieving 62% of points.
- Inmates scored less than 50% of possible points at the necessary level (score: more than 50%). *On the basis of results of 12 tests it can be stated that inmates did not have the knowledge necessary to continue education!*

- More than half of inmates (60%) achieved poor results – 24% of them had this result. *It can be stated that the inmates who achieved this result did not have the knowledge necessary to continue education without additional help!*
- As far as mastering skills is concerned, inmates' results were poor (below 25%) in *Writing* and in open problems testing mathematical skills: standard: *using knowledge in practice*.

Summing up, it can be stated that the results of test taken by inmates differed considerably and disturbingly from the results achieved by all school children who took the same test. It shows that there is a phenomenon of functional and mathematical illiteracy among the people who took part in the experiment.

In view of the test results presented above, it can be stated that the first specific hypothesis was proved.

The second specific hypothesis was: *Views about education affect the appearance of the phenomenon of illiteracy among adults.*

It turned out that:

- 60% of the respondents believed that education is necessary to find a good job.
- Most respondents (72.3%) said that their education was insufficient. Consequently, the belief that the acquired education was insufficient was a general tendency and is undoubtedly connected with the reality of contemporary life.
- 63.1% of respondents intended to continue education in the future.
- Most respondents (70.6%) believed in the necessity for lifelong learning, which seems to be a positive idea. It may show that the attitudes towards lifelong learning in the broad sense of the term are changing.

Statistical analysis (Student t-test for continuous variables) and Kruskal-Wallis and Levene (for discrete variables) provided a possibility of formulating the following conclusions concerning the test results and the views of the respondents:

- There is a statistically significant difference between the results of inmates who believe that their education is “definitely insufficient” and the results of those who believe that their education is “rather insufficient” and the results of inmates who believe that their education is “rather insufficient” and the results of those who believe that their education is “fairly sufficient”. The inmates who are aware of the deficiency of their education achieve better results.

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- There is a statistically significant difference between the results achieved by inmates who are convinced that man should learn all life long (their results were better) and the results of inmates whose view was the opposite.

On the basis of achieved empirical data it can be stated that the second hypothesis was proved. The respondents are convinced about the necessity of continuous education, which has a direct impact on the degree of literacy of adults.

The third specific hypothesis was: *The people who graduated many years ago and did not learn afterwards achieved worse educational results. An important cause of occurrence of the phenomena of illiteracy among adults is insufficient quality of education in the schools which the respondents had attended.*

The results of studies were the following:

- The school they attended did not meet the expectations of 61.1% of the respondents.
- 53.2% of the respondents were of the opinion that the schools they attended did not provide them with a possibility of developing their interests and talents.
- For more than half of the respondents (56.5%) the range of knowledge that they were provided with was too small.
- More than half of the respondents (54%) suggested that the manner of conducting certain classes should be changed. It may mean that teachers of some subjects need to be verified. Many respondents (46%) criticized methods of teaching and some teachers (46%) as well as the teaching programmes (45%).
- There is a statistically significant¹ difference between the results of inmates who graduated over 20 years ago and those who graduated “recently” (with the latter achieving better results). It clearly shows that a long break in participation in the system of continuous education has a negative impact on the degree of literacy of adults.

On the basis of achieved empirical data it can be stated that the third hypothesis was proved. The inmates who completed their education many years ago and did not learn afterwards achieved worse test results.

More than half of the respondents were dissatisfied with the quality of education provided in the schools they had attended.

¹ In all verified hypotheses the assumed statistical significance level was 0.05.

The fourth specific hypothesis was: *One of major reasons for occurrence of the phenomena of illiteracy is inadequate use of written sources, such as books and magazines by adults.*

The following results were achieved:

- It turned out that 71.3% of the respondents liked reading books.
- Half of the inmates (50.1%) read more than 5 books during the year. Only 7% of the respondents (6.7%) did not read books at all. Others had some contact with books and read several books a year. Undoubtedly, it is connected with a specific situation that inmates are in; forced idleness resulting from their stay in a prison facility forces many of them to fill the time somehow and read books.
- As far as reading tastes were concerned, the inmates liked adventure books most (48.7%), then there were historical books (39.3%) and thrillers (23.4%) and finally crime novels (21.1%).
- Most inmates (85.2%) liked reading newspapers and magazines. Only 14.9% of the respondents expressed a different opinion.
- Most of the respondents (92.2%) read papers from once a week to five and more times a week. Only 7.8% of the inmates did not read any papers.
- Inmates read news most often (72.1%); then sports news (39.8%) and motor industry news (31.2%). About 1/5th of the respondents read scientific papers (22.8%) and papers with crossword puzzles (20.3%). 18.8% of the respondents read political news.
- Analysis of answers provided by the respondents showed that when reading books or papers most of them (88.4%) did not have any problems with understanding texts. Only 11.6% of the respondents declared that they had problems with understanding the texts they read.
- 78.5% of the respondents claimed that they found it easy to remember the content of the read texts. Only 21.5% of inmates admitted that they had problems with remembering the content of the read texts.

The following conclusions can be formulated on the basis of an analysis of statistical data:

- There is a statistically significant difference between the test results achieved by the inmates who liked reading books (their test results were better) and the test results achieved by those inmates who did not like reading books.

- There is a statistically significant difference between the test results achieved by the inmates who read more books (their test results were better) and the test results achieved by the inmates who read fewer books.
- There is a statistically significant difference between the test results achieved by the inmates who definitely did not like reading papers and the test results achieved by other inmates (test results of the latter were better).
- There is a statistically significant difference between the test results achieved by the inmates who read papers more often (their test results were better) and the test results of those inmates who read papers more seldom or did not read papers at all.
- There is a statistically significant difference between the test results achieved by the inmates who experienced problems with remembering the content of read texts and the test results of the inmates who had no such problems (their test results were better).
- There is a statistically significant difference between the test results achieved by the inmates who claimed that they had problems with understanding texts and the results of those inmates who claimed that they did not experience such problems and between the inmates who claimed that they definitely did not have such problems and those who claimed that they tended to have or tended not to have problems with understanding the texts. The respondents who claimed not have problems with understanding texts achieved better results.

On the basis of empirical studies it can be stated that the fourth hypothesis was proved. Readership of books and papers has a significant impact on educational achievements of the respondents, which has been confirmed by the results of the test they took.

On the basis of verification of specific hypotheses the main hypothesis can be verified; the main hypothesis was: *Occurrence of the phenomenon of illiteracy among adults has a negative impact on the process of socialization and is one of causes of social exclusion. It may also constitute a criminogenic factor.*

Results of conducted experiments showed that the test results achieved by the inmates were much worse than the results achieved by sixth-graders from primary school. It can be assumed that this was the reason why the inmates had been pushed to the margins of society, which ended with their imprisonment. Consequently, this fact can be connected with poor literacy of the respondents and may be a cause of social exclusion.

On the basis of achieved results, the following recommendations can be formulated for educational and resocialization practice:

- In order to counteract the phenomena of occurrence of functional illiteracy appropriate educational classes for socially excluded people (including inmates) should be prepared and carried out. During the educational classes basic skills which every adult should have after graduating from primary school should be practised. The participants in the classes should also be taught how to apply the knowledge and skills which they have gained during the particular educational classes. It concerns mostly solving problems and carrying out tasks of the type that exceeds one subject. Another important thing is to introduce such activities to class plans which will provide a possibility of teaching and developing the skills which do not result only from the specificity of a given subject but also those which can be used during other educational classes. As far as teaching the Polish language is concerned, it is necessary to develop not only the skills connected with reading different texts from the field of culture but participants should also practise editing different forms of expression. It is important that the participants in the educational classes are put in situations in which they have to face problems. They should feel free to argue and foresee the consequences of different events. They should use newly-acquired vocabulary to describe and name the phenomena which they encounter every day. It is important that they carry out other practical activities alongside language exercises involving proper inflection, such as calculation of the price of shopping or presentation of general knowledge about the contemporary world. During mathematical and natural science classes the participants should learn how to form answers to problems properly and, when justifying their opinion, form stylistically and linguistically proper utterances, which are logical and to the point. It is necessary to show the participants in the classes that in spite of the fact that some information is transmitted to them during different classes, it is still the same information. One should avoid pigeonholing within the range of one subject. During the classes such situations should be created in which the participants are able to solve a given problem, using skills from different standards. One should bear in mind that in everyday situations and when carrying out everyday activities adult participants use the skills which are defined in educational standards. Therefore it is important that in the course of the classes a great number of

situations that are close to the experience of adults and are compatible with their interests are created.

- It is necessary to develop the skill of perception of cause and effect and functional relationships and treat the information presented during the classes in a way leading to a better understanding of the world, people and oneself. Then the process of learning contributes fully to the development of personality and full participation in social life of adult participants in classes.
- It is necessary to carry out research concerning the quality of education offered in schools because quality in education always arises inside the microsystem of the facility.
- Campaigns promoting readership can also be helpful in eliminating illiteracy. People should be encouraged to read but campaigns promoting readership in the society should also be conducted in the mass media. It is necessary to conduct research to obtain knowledge about the problem of readership of adults [1.(1)].

The second thematic aspect (belonging to the first area) points to the occurrence of the phenomenon of dependence of social exclusion on the participation of young people in culture.

It is confirmed by some results of empirical studies conducted among middle-school students attending schools in Zamość in 2011, analysis of these results and possible solution to the problems concerning the students' participation in cultural life [3.(7)].

The aim of the conducted research was to obtain information about threats to educational process in the schools connected with occurrence of the phenomenon of social exclusion among children and teenagers and to examine the resistance to social exclusion of the students in the context of impact of culture on the educational process.

1111 middle-school students, 56 teachers and tutors and 7 counsellors were included in the study. The method used in the research was that of a diagnostic survey carried out using questionnaires and the research tools were specially prepared questionnaires.

To assess the phenomenon of social exclusion, the index of resistance to social exclusion of a student was created; it was a mean of 7 standardized variables describing students' exclusion, such as: the financial situation of the family, the professional status of the parents, the student's learning problems at school, smoking cigarettes, drinking alcohol, using drugs and playing truant. The bigger the index, the larger the resistance of

the student to social exclusion was. Mean value of the resistance index to social exclusion for the students in a given school was the "index of resistance to exclusion".

The following three indexes of participation in cultural life were also created:

- Index of passive participation in cultural life (IKB);
- Index of active participation in cultural life (IKC);
- Index of creative participation in cultural life (IKT).

Correlation coefficients between the index of resistance to social exclusion (IOW) and selected profiles of students and indexes of participation of students in cultural life were calculated. The research tools and, in particular, the indexes of assessment of examined phenomena, proved very useful in diagnosing and forecasting the causes of social exclusion of middle-school students.

Based on the results of the research, the following conclusions can be formulated:

- 1.) Index of resistance to exclusion (IOW) is significantly correlated with basic social and demographic profiles of the students and their participation in culture. Girls are more resistant to exclusion than boys and students from full families are more resistant to exclusion than students from single-parent families and students whose parents do not work abroad. Passive or active participation in cultural life also increases students' resistance to exclusion. Similarly, intensive creative participation of students in cultural life increases their resistance to exclusion but in this case the dependence is significant at 0.1 level. On the other hand, much time spent on surfing the Internet reduces students' resistance to social exclusion. It needs to be emphasized that the amount of time devoted to the Internet is negatively correlated with the index of active participation in cultural life.
- 2.) It turned out that in every middle school there is a relatively small group of students whose resistance to exclusion is particularly small. One might argue that in the case of these students there is a conjunction of factors determining small resistance to exclusion (most probably, such students smoke cigarettes, drink alcohol, use drugs, play truant and come from a poor family in which the parents do not have a job).
- 3.) Correlational studies confirm the fact that participation of students in cultural life increases their resistance to social exclusion.
- 4.) Based on results of the research, one might come to the conclusion that additional classes engaging students in different forms of cultural life should be introduced in middle schools.

- 5.) It is necessary to consider the effectiveness of current preventive programmes implemented in schools because it may turn out that these programmes are not compatible with the addressees' needs and, more than anything, they do not constitute an integrated system involving children, parents and teachers.
- 6.) If we assume that the factors that protect teenagers from risky behaviour include relations between students, teachers and parents and attractive after-school activities, it is necessary to prepare a detailed offer which would include not so much information modules but specific actions concerning skills, attitudes and interpersonal relations using activating teaching and educational methods appropriate for the young generation and the image of a "global teenager".
- 7.) Besides attractive after-school activities, it is necessary to provide children and teenagers with the possibility of participating in different forms of cultural life because art, in the broad sense of the word, including music, makes young people sensitive to the beauty of the surrounding world [3.(7)].

The second area concerns *ways to prevent social exclusion*. I distinguish the following thematic aspects in this area: 1.) *permanent education as a tool preventing secondary and functional illiteracy*; 2.) *practical application of the principles and results of "Integrated model of cultural therapy in educating young people threatened with social exclusion" to education* and 3.) *challenges which a contemporary teacher faces in the changing social and cultural space*.

The first thematic aspect (within the second area) is connected with education of adults as an important element of permanent education and a tool for counteracting social exclusion. To assess the role of this type of education in shaping the future of every man, a poll research was carried out in post-secondary schools for adults in Zamość and in the same type of schools in Lublin [2.(2)].

In total data from 200 course participants were obtained – 100 course participants in education from each town. The age of the people who took part in the study ranged from 20 to 25, which shows that these people started the education soon after graduating from secondary school. The compared groups differed significantly in terms of such features as the level of education, place of residence and professional work. These are the differences which can be associated with environmental determinants. Most respondents from Zamość lived in the country, had secondary education and did not have a professional occupation. Most respondents from Lublin lived in the city, had secondary or

above-secondary education and a professional occupation. The main hypothesis was: "*the course of education of adults is conditioned by the possibilities of the environment in which the educational process takes place*". Results of the research show that there are general trends connected with education of adults, regardless of their place of residence. On the other hand, the results show that this type of education has environmental determinants. Consequently, the main hypothesis cannot be unambiguously confirmed. What matters here is the range and type of educational offers, closely connected with the possibilities of their organisation and implementation. These factors are closely connected with the local infrastructure. However, factors other than environmental lie in the general trends of social changes, which in a way extort changes of attitudes from adults. They result from demands of the labour market and are connected with better education, larger range of professional competences and requirements concerning the ability to undertake new tasks by the individual. Researchers who are engaged in studying the relations between education and the labour market speak about a feedback. The labour market depends on education and has a direct impact on education. Learning is a new form of professional activity. We should not forget about another important element, i.e. the purpose of contemporary education. Therefore, when planning educational activities, it is necessary to take into account the needs of the labour market in the region and develop such types of education which would ensure graduates' flexibility and professional mobility. Researchers who deal with the types of changes in education point to another very important thing, i.e. helping the participants to develop such qualities as enterprise, activeness, ability to make choices, to shape their own destiny and to conduct negotiations. The above observations may be relevant to all endeavours connected with organising education for adults and the achieved results should be taken into account when educational activities are planned. The obtained information can also be used as a starting point for detailed research focusing on an analysis of functioning of schools for adults. The research should take into consideration the quality of offered educational services, the way in which the education is conducted and the use of methodological and practical knowledge. Such research should have two dimensions: the first one connected with the syllabus and the second one connected with the customer, i.e. participants in education [2.(2)].

What then is the *role of permanent education in shaping the future of adults?*

The needs connected with continuing education of the society in the 21st century have both social and existential determinants. Nowadays people must learn throughout their lives because it is the demand of our civilization. Therefore, education for adults plays a major part in the contemporary world. It makes adults better employees, affects their awareness, teaches them to understand others, to understand art and to commune with it and to find their bearings in the environment [2.(6)].

When asked what the most important thing in the life of adults is, almost one-third of participants in education answered that “a satisfying job” was the most important thing. More than half of the respondents were of the opinion that “family life” was the most important and according to one-third of answers, “education” was the most important thing in the life of adults. It also turned out that a prevailing majority of the respondents, regardless of their place of residence, believed that education was necessary to get a good job, more than half of the respondents believed that education helped to fulfil adults’ ambitions and one-third of them claimed that education strengthened the position of the individual in a group. For adult participants from a big town education was more often associated with fulfilling ambitions than for those from a middle-sized town. Additionally, for over one-fifth of all the respondents getting education was the main aim in life. However, getting education was the main aim in life for adult participants from a big town to a greater extent than for those from a smaller town. What is interesting, the respondents who came from a big town were more creative than those who came from a smaller town; the latter had less initiative and focused on peaceful and stable life more. That is why a satisfying job was appreciated more in the big town environment because such a job satisfied the needs and fulfilled aspirations of the people who lived there. Consequently, getting an education and participation of the respondents in the educational system was the main argument to find a good job, fulfill one’s ambitions and strengthen one’s position in a group. In the big town environment as compared to that of a smaller town, adult participants more often perceived education as a means of fulfilling their ambition, gaining social advancement and learning as the aim of their lives. One should note that chances on the labour market, improvement of qualifications and expectations concerning higher wages rather than personal aspirations are a priority for adults. It should be emphasized that there is no relation between the environment and expectations and motivation for learning of adults. The attitudes of the respondents living in both towns were more general and resulted from labour market determinants. It is important that most

of the respondents recognized the necessity of lifelong learning. Recognition of the need for continuous education was connected with general tendencies which occur among adult participants, regardless of their place of residence [2.(2)].

Nowadays every man is responsible for their professional qualifications and ensuring that their living conditions are decent. Engaging in the process of education may be connected not only with graduating from school, finding a job and developing one's interests but also with the participant's satisfaction resulting from positive assessment of the environment or finding fulfilment. Therefore, education of adults is of major importance to all participants in education because it not only helps to get qualifications but also provides the participants with a possibility of overall development in personal and professional sphere. I believe that a person who is unemployed for different reasons is, in fact, lost in the contemporary world. However, if such a person participates in the system of education, they have an aim which justifies the undertaken effort of learning. It appears that this aim does not have to be "professional work". The aim may help adults to develop their interests, satisfy their needs and fulfill their ambitions, to "exist" in the environment of friends and family and to achieve full spiritual development. Such an adult feels needed and may always, even in the long run, become satisfied. The awareness of usefulness of adults plays an important part in seeing personal significance of education. Consequently, education for adults becomes an important requirement which has a major impact on the quality of life of every man and may be an important factor preventing the phenomenon of social exclusion [2.(2)].

Based on the conducted research the following conclusions and their practical implications can be presented:

- Schools should provide students with basic knowledge which provides the graduate with a possibility of independent learning and development and the ability to retrain. Apart from general knowledge, good professional qualifications necessary to manufacture specific products or provide services are very important. Development of features of character, such as honesty, responsibility and ability to take risk are also very important in the case of adult participants in education. The contemporary system of vocational education needs constant adjustment to the labour market. It is also necessary to achieve proper balance between general education and vocational education. General knowledge will be needed by those participants who end their education with secondary school or plan to get professional qualifications in a post-

secondary school. New labour market demands from adults not only good professional qualifications but also the ability and readiness for changing their qualifications many times in the same way as in many Western countries.

- Motivation of adults for starting education aimed at achieving the aim, i.e. getting an education is an important factor encouraging man to act. Engaging in the process of education may be connected not only with graduating from school and finding a job but also with satisfaction in personal life, positive assessment of the participant in education of the environment and, most of all, with their personal development in life. Consequently, all endeavours aimed at organisation and development of education of adults should be supported because such education helps many adults to find their place in the difficult contemporary world [2.(2)].

In view of the above it can be said that education of adults as a significant element of permanent education is of major importance to all people because it not only helps to obtain qualifications but also becomes the environment for thorough professional and personal development. To a large extent, the future of every individual depends on education.

The second thematic aspect (within the second area) is connected with *practical application of the principles and results of "Integrated model of cultural therapy in educating young people threatened with social exclusion" to education* [1.(5)]. The model is based on complex use of the factors which are of major importance to the educational process of children and teenagers; a system of values and social competences understood as a set of life skills; education through culture including the development of artistic competencies and education of teachers aimed at using cultural therapy in educational work. The basic pillar of educational measures is basing the educational process on the system of basic values, such as good, beauty, truth, love, friendship, responsibility, etc. It is necessary to remember that the hierarchy of values is not inborn and in the course of educational process students need to get to know it before they can accept it. Similarly, participation in culture also helps every individual to maintain psycho-physical and even social fitness. Preventive effect of such elements of culture as music, fine arts, theatre and literature helps people who want to take care of good quality of life, which affects human psyche, optimism and being cheerful.

The target group of the project was a group of middle school students whose age ranged from 13 and 16 (in particular cases of social maladjustment – up to 18), threatened

with social exclusion. The students had problems with adapting to school environment and their leaving the educational system prematurely seemed very likely. The target group of project users were teachers working in middle schools. The main objective of the project concerned limitation of the phenomenon of social exclusion among middle school students. This primary objective was clarified by specific objectives, which were the following:

- Development of activity of teachers in the field of educational work with difficult youth;
- Change of negative lifestyles and behaviour of children and teenagers threatened with social exclusion;
- Propagating innovative methods of early educational intervention as well as measures preventing social exclusion of children and teenagers (including foreign ones, prepared by German project partner).

In particular, innovative character of the suggested approach consisted in:

- Complexity of preventive measures intended for students, parents and teachers;
- Basing educational process on the system of basic values;
- Teaching social competences, which are often underdeveloped in the case of children and teenagers from dysfunctional families (e.g. ability to work in a group, solve problems, cope with stress);
- Using such modern therapeutic techniques in the work with teenagers as art therapy, drama therapy, music therapy, etc.

The concept included preparation and testing of *Model of Integrated Cultural Therapy for Teenagers Threatened with Social Exclusion*. The social group included in the project consisted not only of middle school students but also families threatened with social exclusion. It should be emphasized that in the course of carrying out project tasks the presented *Model* brought such benefits to students, including basic life skills, as:

- Improvement of interpersonal communication;
- Ability to integrate with a group;
- Learning how to rest and relax;
- Improvement of perceptive and motor functions; ;
- Improvement of psycho-physical fitness, development of positive attitude to life and strengthening the life force;

- Acquiring the ability to establish contacts and strike up friendship as well as proper relations with peers and adults;
- Acquiring the ability to find a way out of conflict situations without resorting to violence;
- Assertiveness, ability to resist the pressure of peers;
- Improvement of the quality of life by participation in culture;
- Development of sensitivity to music and broadly defined art;
- Development of sensitivity to beauty in the surrounding world;
- Improvement of students' school results.

The *Model* presented solutions which can be helpful in many preventive and educational areas. Ultimately, it helps to reduce the expenditures on supporting the teenagers threatened with social exclusion (instead of eliminating results, it combats the causes of problems; additionally, teachers' new competences provide a possibility of modern educational work) [1.(5)].

The main element of the final product "*Model of Integrated Cultural Therapy for Teenagers Threatened with Social Exclusion*" (textbook) consists of a theoretical and practical part [2.(4)].

The theoretical part includes descriptions of such issues as prevention in educational process and counteracting social exclusion, the concept of integrated model of cultural therapy for teenagers threatened with social exclusion, building a system of values and social competences, educating through culture and development of artistic competences and education of teachers in the field of application of cultural therapy to educational process. Basic aims of cultural therapy were formulated and model methods of work were presented. The practical part is entitled "Results and Products". It includes model plans of workshops, sets of exercises and games, interaction plays from the fields of art therapy, drama therapy, music therapy, development of social competences and school mediation, which have been tested in selected middle schools as well as a set of educational programmes, which use cultural therapy as a method of educational work. The presented publication may be useful in the educational work of teachers and counsellors working in middle schools as well as those working in post middle schools [2.(4)].

The third thematic aspect (within the second area) concentrates on *challenges which a contemporary teacher faces in the changing social and cultural space*.

I was interested in the educational issues which already exist or may appear in the nearest future and which are connected with education of children and teenagers, such as:

- Professional competences of teachers in the context of preparation for educational integration and the resulting problems connected with educating of teachers and the need to monitor the effects.
- The issue of inclusive education as an optimum model of an open educational environment in the contemporary educational system. What matters here are the changes which have taken place over the last few years in the field of defining the needs of students and educational models resulting from the inclusive approach or inclusive education, which is becoming more and more common. One should keep in mind the advantages and problems of inclusive education as well as the opinions of the participants in educational process about the possibilities of teaching teenagers with special needs in secondary schools of general education.
- The significance of values in the process of educating young people. The values may be connected with the biological existence of man, i.e. health or they may be humanistic values, such as family, live, happiness, truth, good, beauty, freedom, patriotism and work. Education itself just like values education includes development of specific notions, feelings, attitudes and aspirations of young people. The values help them to achieve the meaning of life but mostly they improve the quality of human existence.
- Communicative competences of a teacher, which play a major part in the educational process. It is important because proper communication between teachers and students creates the atmosphere of mutual trust and provides a basis for proper implementation of adopted educational aims.
- The issue of drug addiction, which is now seen as a major social problem and a factor causing social exclusion because of the threats it poses to personal and family life. Diagnosing these problems in the local environment provides a possibility of taking preventive measures in order to stop the growth of these phenomena [1.(3)].

Undoubtedly, contemporary teachers face challenges and tasks which will affect the results of their educational work; on the other hand, the role of teachers in the field of preventing the threats connected with social exclusion of children and teenagers will become increasingly more important.

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