

Abstract.

Krzysztof Martyniak's doctoral dissertation "Environmental forces in the process of inclusion of young women at risk of exclusion" is an attempt at a comprehensive and multifaceted depiction of the phenomenon of environmental forces in a specific social group. The dissertation refers to the classical role and tasks of social pedagogy, while drawing attention to the importance of local environments in which individual components play an important role in the practice of counteracting social exclusion.

The purpose of the study is to analyze the environmental forces of young women at risk of social exclusion. The analysis concerns family, peer, school and local environments. The result of multivariate analysis is to indicate potentials and threats in the dynamics of change over the years in the studied group of women, having a significant impact on the risk of exclusion.

The paper presents basic pedagogical theories on the concept of man and social realities and the analysis and contexts of the environmental environment.

In the further part of the paper, the author focused on a broad description of the issue of marginalization in the social, group, individual context, as well as in terms of spatial stigmatization. In relation to the analysis of the exclusion of young women, reference was made to Helena Radlińska's theory of social forces. Referring to the assumptions of social pedagogy in the relationship between the individual and the environment, the dissertation shows the instruments of inclusion as the environmental capital of social forces including the important aspects of social support, the idea of empowerment and environmental education.

The qualitative and interdisciplinary perspective on the whole conceptualization and effects of the adopted methodological process presented in the dissertation is related to the complexity of the undertaken topic.

The results of the research are part of the dominant problems of social pedagogy related to social change, marginalization. The analyses revealed the existence of positive and negative forces in the researched environments, referring to both individuals and entire environments. The essence of the relationship "man - environment" is not fixed once and for all. The research results indicate that it is a changing, dynamic process, based on the effects of interaction and variability, both of individuals, environments and their resources.

From the research conducted, the primary role of the family environment is unambiguous. This is related to the satisfaction of basic needs in the family and the functions of the family and the significant mutual inter-environmental influence of positive and negative forces.

In these activities it is necessary to use the environmental and individual potential, which determines the attributes of social pedagogy, such as: practicality, interdisciplinarity, social involvement.

The work, by complementing previous research and reflection, addresses the multi-environmental determinants of the effectiveness/practice of forms/tools of counteracting exclusion.