

**Barbara Fatyga OBM UW, Przemysław Zieliński KNSiA PW**  
Cooperation: **Albert Hupa OBM UW**

**WARSAW RESEARCH ON YOUTH STYLES OF LIFE**  
**"DRUGS IN URBAN YOUTH CULTURE"**  
**Outline and results of the research**

**Warsaw, May 2008**

## **Main aims of the project**

- standardization of the styles of life featuring Warsaw youth;
- matching relevant styles of life with dangers of using psychoactive substances by youth, especially drugs ;
- diagnosis of the competences featuring adults working with youth, undertaking decisions and/or making public statements on this issue and, most of all, organizing and conducting prevention activities among the communities of Warsaw youth;
- preparation materials for discussion during the international conference of ECAD : "Drugs in urban youth culture" scheduled to May, 2008 and devoted to socio cultural grounds of prevention activities undertaken by various subjects among urban youth in Poland and other countries belonging to ECAD.

## **HIPOTEZY**

1. **HYPOTHESIS OF MORAL PANIC**
2. **COMMUNICATIONAL HYPOTHESIS**
3. **HYPOTHESIS OF THE DOMINATION OF  
THERAPEUTIC AND TRAINING DISCOURSE**
4. **SEP HYPOTHESIS**
5. **LUDIC HYPOTHESIS**

## METHODODOLOGY

- quantitative research of teenagers and young adults studying in Warsaw; N=1200
- quantitative and qualitative research of adults; N=302
- desktop research
- analysis of media coverage on youth and drugs

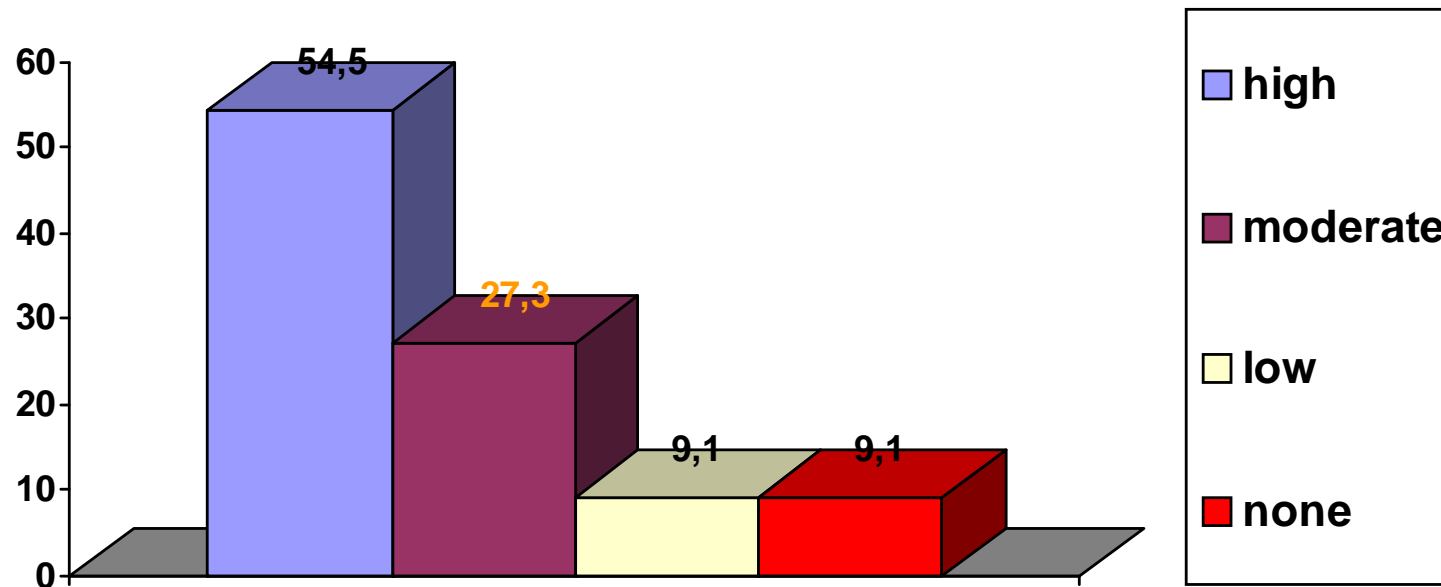
## OUTCOMES

**Intergenerational communication model  
consists of:**

- **compatibility of the sets of values  
featuring adults and youth**
- **juventologic competences of adults**

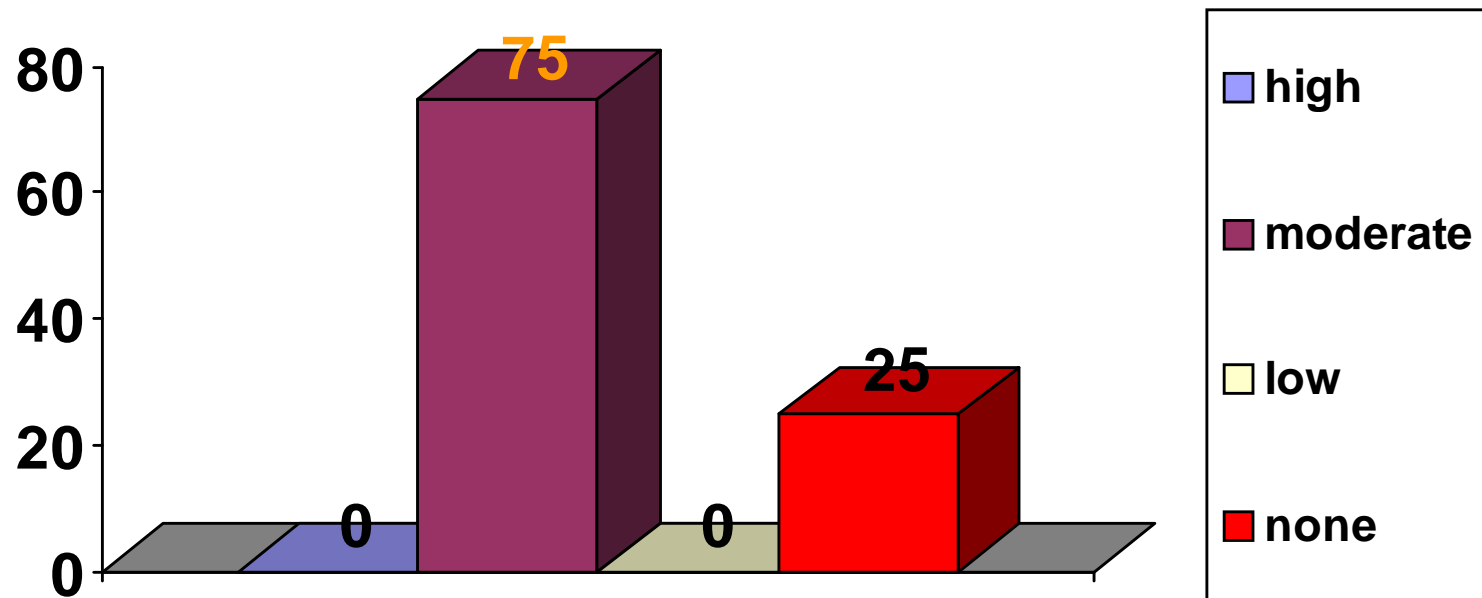
# OUTCOMES

Compatibility of beliefs between adults and studying youth  
on what is the most important thing in life, in %.



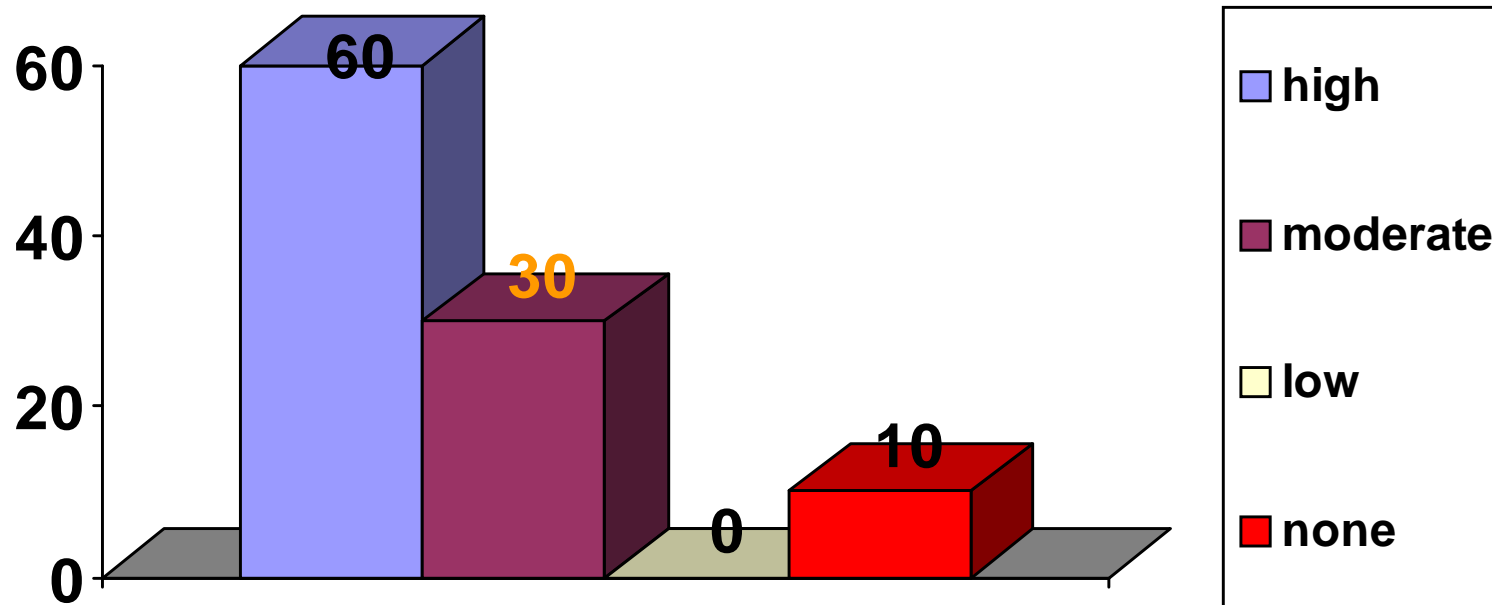
# OUTCOMES

Compatibility of beliefs between adults and studying youth on the legalization of drugs, in %.



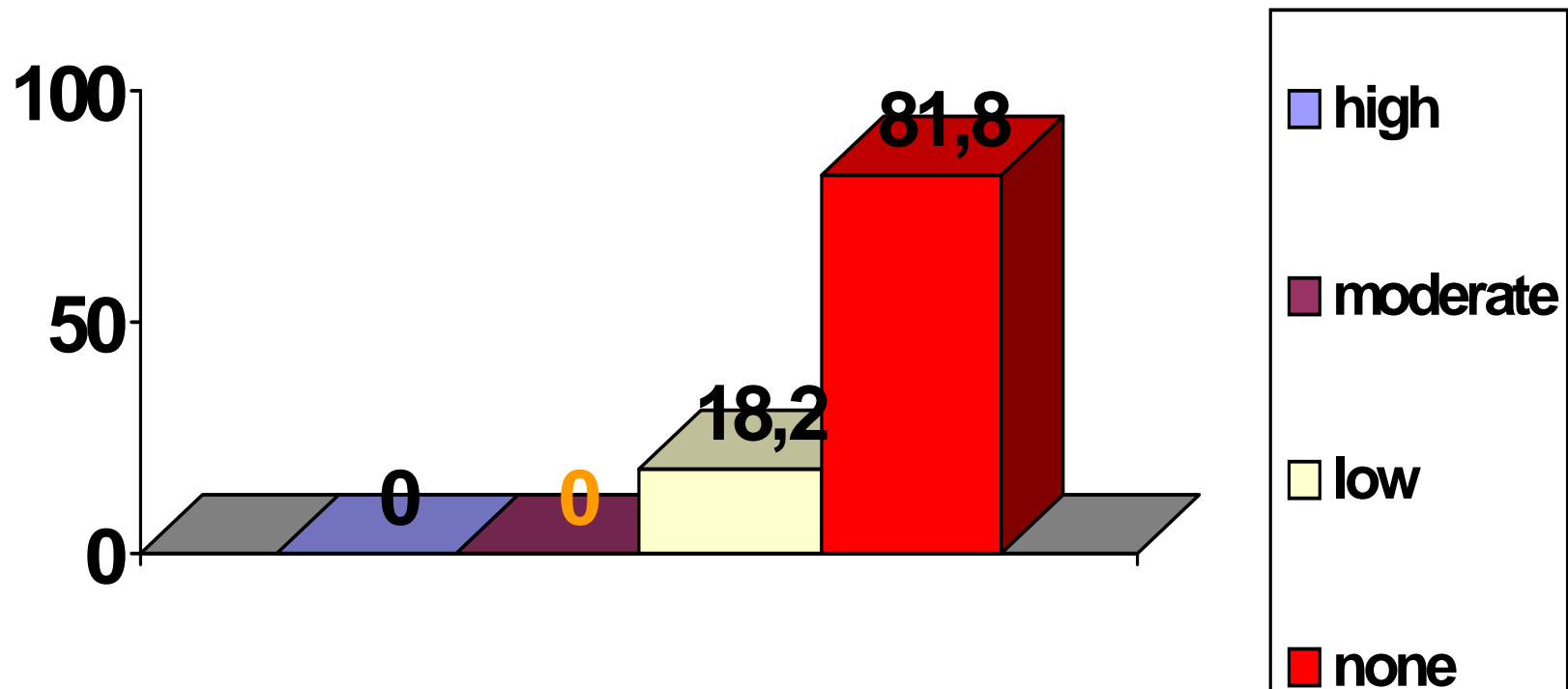
## OUTCOMES

Compatibility of beliefs between adults and studying youth on whether alcohol is a drug, in %.



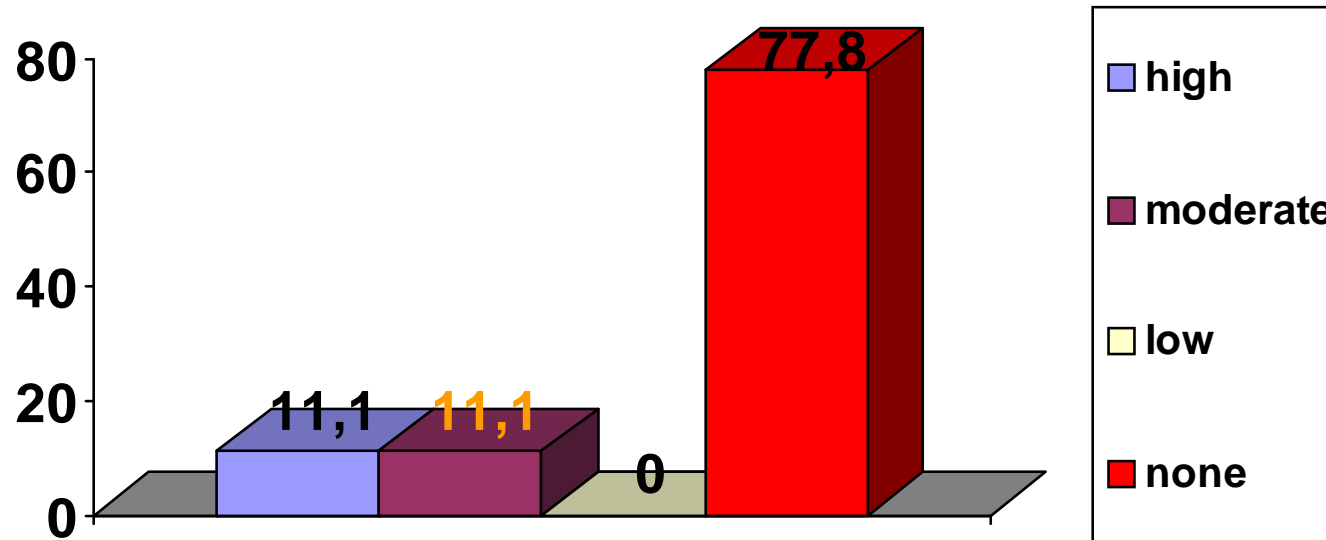
## OUTCOMES

Cognitive competences of adults in scope of the most important youth problems, in %.



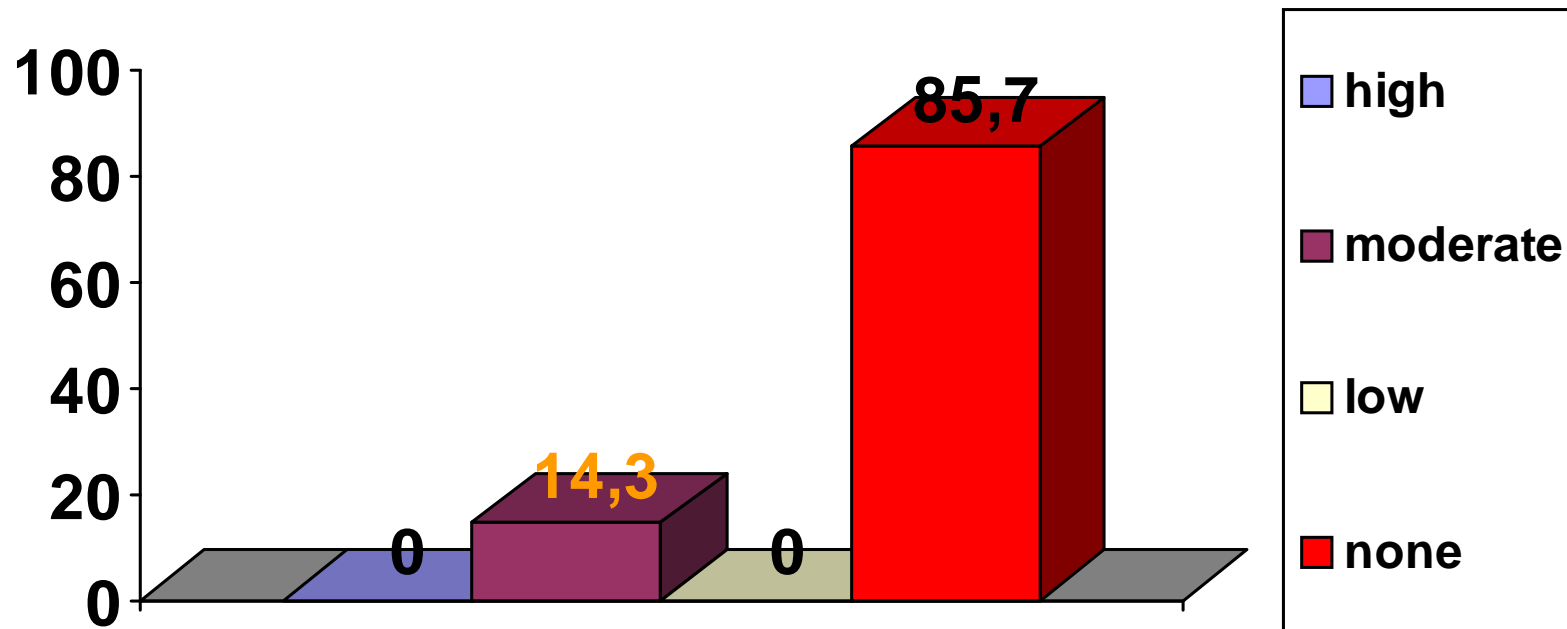
# OUTCOMES

Cognitive competence of adults regarding spare time, in %.



## OUTCOMES

Cognitive competence of adults regarding dangerous places visited by youth, in %.



**Structure of youth expenses covered with own money according to school types,  
in %.**

<b>expense</b>	<b>G</b>	<b>GL</b>	<b>V</b>	<b>pL</b>	<b>Public Higher</b>	<b>Private Higher</b>
clothes	58,2	70,0	65,9	77,6	76,0	81,3
cinema	54,2	72,2	58,8	58,2	69,1	65,4
food	42,3	52,0	43,5	59,7	59,4	51,4
cosmetics	31,8	39,6	50,6	53,7	56,6	67,8
computer gadgets	26,4	17,6	17,6	4,5	20,7	26,9
books	23,9	28,6	8,2	23,9	51,8	59,1
<b>beer or other alcohol</b>	<b>20,9</b>	<b>48,0</b>	<b>49,4</b>	<b>44,8</b>	<b>35,8</b>	<b>41,3</b>
concerts	15,9	19,8	11,8	19,4	24,2	34,1
public transportation	14,4	15,9	16,5	38,8	41,3	45,7
<b>cigarettes</b>	<b>13,4</b>	<b>26,0</b>	<b>31,8</b>	<b>19,4</b>	<b>12,2</b>	<b>22,1</b>
school accessories	7,5	11,0	15,3	28,4	30,4	28,4
travels	7,5	4,8	4,7	3,0	3,6	1,0
<b>drugs</b>	<b>6,0</b>	<b>4,0</b>	<b>4,7</b>	<b>0,0</b>	<b>0,5</b>	<b>2,4</b>
medicines	6,0	6,2	5,9	11,9	7,7	11,1
Sport equipment	2,0	0,0	0,0	1,5	0,3	0,0
life expenses, payments	1,0	0,0	1,2	1,5	2,0	4,8
press	1,0	0,9	2,4	1,5	0,3	0,0
bike, car, fuel	0,5	0,9	2,4	4,5	1,3	1,4
mobile phone	0,0	0,9	1,2	1,5	-	-

## DYNAMIC TYPES OF STYLES OF LIFE

- style represented by almost half of the students of gymnasiums, general lyceums and public higher schools; grounded on the reproduction of status (first of all – educational) and reproduction of intelligence culture and ethos;
- style of the gymnasialists coming from families, where parents have different than higher education, students of post gymnasial technical schools, post lyceal schools and for adults and students of private higher schools; its basic force defining the style is the formal promotion through education, and in culture: unstable location and a bunch of chaotic processes strongly determined by external circumstances.

## Styles of educational tribes

- Students of gymnasiums – tribe colonizing world (with the means of devices at hand, both in virtual web and real) to one end: to recognize and extend their social surrounding; intelligent, full of doubts in case of self esteem, very active, with prolific and casual (apart from family) social bonds, having good taste and high competences in the dominant popular culture, from which they most often choose (contrary to what adults may think) – high level of messages; they have a good start due to families of origin, but are not spoiled by money, if they reinforce elites, they will constitute the type of enlightened entrepreneur and western middle class being contaminated with Polish intellectuals;
- **PREVENTIONALLY OVERSOCIALIZED**, lack of competences and communication respecting their individuality;

## Styles of educational tribes

- Students of general lyceums – tribe under pressure or *comme il faut*; their values are getting towards more mature sets, social bonds focus in packs of friends and web. They are overwhelmed by the pressure of their educational success and influence their well being and self esteem, although they have learned to steer this process; besides, they already constitute the elite with intelligence ethos, appreciating worthy (and comfortable life), well oriented in both the Gutenberg Galaxy and the Culture of Image.
- PREVENTIONALLY AUTONOMOUS (actually) – they mostly require reasonable leaders who help to organize world in such a way that they may achieve aims with more ease;

## Styles of educational tribes

- Students of post gymnasial technical and vocational schools - tribe (so far) without allocation, seduced by the low level message of popular culture, what is apparent in their well being, although they may win in the near future (lack of experts), what decreases their self criticism and pessimism in the area of achieving aims; relatively retreated and misanthropic, the most religious and the least tolerant.
- EXPERTS ON PROBLEMS– one may learn a lot by listening to them;

## Styles of educational tribes

- Students of post lyceal high schools and for adults - tribe of strenuous promotion, the most outstretched between all the three types of Medal having needs and features of traditional intelligence, but following more difficult path, the most retreated.
- **SECURED BY TRADITIONALISM**, but in due course **NOT IMMUNE** to challenges of post modernity;

## Styles of educational tribes

- Students of public higher schools – tribe already perfect, because they already have overcome biggest challenges – studying and lacking only incomes suitable to their social position; these individuals who do not reproduce the status of family of origin, quickly make up lacks in their style of life (but not necessarily cultural competences what we know as academic teachers), cool, but over tired, during their path to education have differentiated their tastes (especially musical), socially closed, engaged professionals, closest to their aims.
- **FIGHT WITH ADDICTIONS in THE NAME OF HEALTHY STYLE OF LIFE**, not necessarily with success, because a bit of the dark side is not too harmful on the social market;

## Styles of educational tribes

- Students of private higher schools – tribe of Self-made-men a la Pologne; they are not to successful children of transformation and the ideology of educational boom; their extreme ego securial individualism made their self esteem flying in the sky; immature social bonds (resembling rather students from gymnasiums rather than their equals); quite primitive and loud ludicity based on low level messages from popular culture, not too active, but make their living (often to pay tuition, but they declare high demands), under grown with resentment, but aware of the appearance of their success;
- **THREATENED WITH ADDICTIONS** and actually the most helpless.