

The presented thesis is an attempt to conceptualize the educational potential of joblessness. I assumed that educational experience (*experiential learning*) includes all activities and influences that are significant for the individual to reformulate their previous methods of solving crises. The essence of the educational experience is the individual's evaluation of specific existential situations against the background of the entire biography. I defined the main research problem through the question: What is the educational potential of joblessness?

The research of the educational potential of joblessness consisted of two parts. The first part of the project was a preliminary research, which was a study of diary entries collected in selected volumes of the *Pamiętniki bezrobotnych*. I analyzed these materials using critical discourse analysis focused on educational contexts. The second part of the research project was the actual fieldwork, including expert interviews with career counsellors and biographical understanding interviews with people with the experience of joblessness. In both the part of the research, I searched for the educational potential of joblessness in three areas: individual, social and institutional. This decision resulted from the adopted theoretical framework, drawing on the work of Michel Foucault, describing the examined reality as a power relationship.

The generalized conclusions took the form of a path marked by the concept of potentiality according to Helena Radlińska – from *in potentia* to *in actu*. In these conclusions, I present the perspectives of the educational aspect of the experience of joblessness crisis, proposing a description of the reality that approves this potential. Then I describe what the experience of joblessness crisis gave the people I researched in the formative sense in the area of self-creation – in other words, what it teaches, how it changes, etc. At the end of the dissertation, I ask about the possibility of transforming *in potentia* into *in actu* – the transition from potency to action, subjective agency in various dimensions of social life. The solution turns out to be well known to us - a return to thinking and living in local communities, which are specific spaces of education and inclusion. I am trying to fill the space created in this way with recommendations in relation to three adopted areas: individual, social and institutional.