

Цитування:

Dernova, M. (2026). Learning communities as spaces of integration and civic engagement for Ukrainian refugees in Germany. *Освіта дорослих: теорія, досвід, перспективи*, 1(29), 187–196. [https://doi.org/10.35387/od.1\(29\).2026.187-196](https://doi.org/10.35387/od.1(29).2026.187-196)

УДК 374.7:316.4

DOI: [https://doi.org/10.35387/od.1\(29\).2026.187-196](https://doi.org/10.35387/od.1(29).2026.187-196)

LEARNING COMMUNITIES AS SPACES OF INTEGRATION AND CIVIC ENGAGEMENT FOR UKRAINIAN REFUGEES IN GERMANY

Dernova Maïia, Doctor of Pedagogical Sciences, Guest Professor, Augsburg University, Chair of Adult and Continuing Education

Дернова Майя Григорівна, доктор педагогічних наук, запрошений професор Аугсбурзького університету, кафедра освіти дорослих та неперервної освіти

ORCID iD: <http://orcid.org/0000-0003-4545-5247>

E-mail: maïia.dernova.2023@gmail.com

Abstract. This article explores the role of grassroots learning communities in Germany as catalysts for the integration and civic engagement of Ukrainian refugees following the Russian invasion of Ukraine in 2022. The study is based on a qualitative multiple case study approach and examines ten voluntary associations and civic initiatives operating in different federal states of Germany. The research aims to identify how informal and non-formal learning environments contribute to the development of language competence, social connections, democratic values, and active citizenship among refugees. The theoretical framework combines Ager and Strang's integration model with contemporary theories of active citizenship and democratic learning. The findings demonstrate that learning communities provide accessible and flexible spaces for participation, where refugees not only acquire language and cultural knowledge but also engage in social and civic activities. These activities include language courses, peer-to-peer learning, cultural events, information sessions, and civic initiatives such as volunteering, fundraising, and advocacy. The study identifies three main types of learning communities: German-led, mixed German-Ukrainian, and Ukrainian-led grassroots initiatives. Each type contributes differently to integration processes, offering various levels of institutional support, cultural mediation, and community bonding. The results highlight that Ukrainian-led initiatives play a particularly significant role in fostering civic engagement and empowerment. The article concludes that learning communities are essential actors in promoting integration, social cohesion, and democratic participation. It emphasizes the need for policy support, sustainable funding, and further research to enhance their long-term impact. Further research should focus on the long-term impact of learning communities on the social integration and civic participation of Ukrainian refugees in Germany.

Key words: Integration; learning communities; Ukrainian refugees; active citizenship; civic engagement; informal learning.

Публікація розміщена на умовах ліцензії Creative Commons Attribution 4.0 International (CCBY4.0), що дозволяє вільне використання з обов'язковим зазначенням авторства та джерела.

© Dernova M., 2026

НАВЧАЛЬНІ СПІЛЬНОТИ ЯК ПРОСТІР ІНТЕГРАЦІЇ ТА ГРОМАДЯНСЬКОЇ АКТИВНОСТІ УКРАЇНСЬКИХ БІЖЕНЦІВ У НІМЕЧЧИНІ

Анотація. У статті досліджено роль навчальних спільнот у Німеччині як чинників інтеграції та громадянської активності українських біженців після російського вторгнення в Україну у 2022 році. Дослідження базується на якісному підході множинних кейсів і охоплює десять добровільних об'єднань та громадських ініціатив, що функціонують у різних федеральних землях Німеччини. Метою роботи є з'ясування того, як неформальні та позаформальні освітні середовища сприяють розвитку мовної компетентності, соціальних зв'язків, демократичних цінностей і практик активного громадянства серед біженців. Теоретичну основу становить поєднання моделі інтеграції Агера і Стренга із сучасними підходами до активного громадянства та демократичного навчання. Отримані результати свідчать, що навчальні спільноти створюють доступні й гнучкі простори участі, у межах яких біженці не лише опановують мову та культурні норми, а й долучаються до соціальної та громадянської діяльності. Такі практики охоплюють мовні курси, взаємне навчання (peer-to-peer), культурні події, інформаційні сесії та громадські ініціативи, зокрема волонтерство, фандрейзинг і адвокацію. У дослідженні виокремлено три основні типи навчальних спільнот: очолювані німцями, змішані німецько-українські та українські низові ініціативи. Кожен із них по-різному впливає на процеси інтеграції, забезпечуючи різні рівні інституційної підтримки, культурного посередництва та соціальної згуртованості. Особливо підкреслено значущість ініціатив, очолюваних українцями, у формуванні громадянської активності та посиленні спроможності учасників. У висновках наголошено, що навчальні спільноти є важливими суб'єктами інтеграції, соціальної згуртованості та демократичної участі. Акцентовано потребу в політичній підтримці, сталому фінансуванні та подальших дослідженнях для посилення їх довгострокового впливу. Подальші дослідження мають бути зосереджені на довгостроковому впливі навчальних спільнот на соціальну інтеграцію та громадянську активність українських біженців у Німеччині.

Ключові слова: інтеграція; навчальні спільноти; українські біженці; активне громадянство; громадянська активність; неформальне навчання.

Statement of the problem and its relevance. Migration has long shaped European societies, but the scale of displacement resulting from Russia's invasion of Ukraine since February 2022 is unprecedented in recent decades, with over 5.8 million Ukrainians seeking refuge across Europe, including more than one million in Germany (Statista, 2023a; 2023b). Effective integration initiatives are crucial for both refugees and host societies, promoting knowledge, well-being, social participation, and active citizenship (European Commission, 2020). This study investigates how learning communities in Germany support the integration and civic engagement of Ukrainian refugees.

In the current study, volunteer associations and civic communities are considered learning communities that have emerged in a «grassroots» manner and seek to respond flexibly to the various learning needs of Ukrainian refugees. The study focuses on how these learning communities provide adult education and learning for refugee integration and stimulate active citizenship and democratic living.

Analysis of recent research and publications. To analyze integration processes, this study adopts the conceptual framework by Ager and Strang (2008), which identifies ten domains of successful integration, ranging from foundational rights and citizenship to employment, housing, education, and health. Social connections – bridges, links, and bonds – are pivotal, as are language acquisition and cultural adaptation. This framework is complemented by recent research on democratic learning in voluntary associations (Hoggan

et al., 2023) and theories of active citizenship through community participation (Johnston, 2003; Finger et al., 2000; Putnam, 2000; Lister, 2007). For this study, it is important that the idea of active citizenship and education be linked to the learning of civic values and democratic practices in everyday life. Active citizenship is sourced from the practice of community life, participation, and building relationships with others (Johnston, 2003). Barreto et al. (2022) explore how civic engagement and local community initiatives influence refugee integration in Germany, emphasizing civic participation, social integration, the role of communities in supporting refugees, and interaction with the local population. Kloubert & Dickerhoff (2020) examine integration courses in Germany, focusing on civic education, dialogic learning, and adult education as a space for migrant integration. Orobchuk & Skintey (2024) focus on research concerning Ukrainian refugees in Germany, specifically addressing language education, educational integration, culturally sensitive pedagogy, and social inclusion through learning. Herpell et al. (2025) study Ukrainian refugees in Germany, analyzing their social integration, psychological adaptation, the role of civil society, informal support networks, and community-based integration. Anishchenko (2025) substantiates the importance of scientific and methodical support for professional growth within the non-formal educational space. The study emphasizes the flexibility of non-formal education in fostering professional competencies and adaptability, which aligns with the conceptualization of learning communities as essential environments for the integration and continuous development of individuals in transition. Lukianova (2021) analyzes the scientific discourse regarding the institutionalization of non-formal education and the mechanisms for validating and assessing learning outcomes acquired outside formal educational settings. Her work provides a crucial theoretical framework for understanding how competencies gained within informal «learning communities» and «integration spaces» can be formally recognized. This is particularly relevant for the professional and social reintegration of refugees, ensuring that their civic engagement and non-formal learning experiences contribute to their overall qualification profile.

The purpose of this study is to elucidate how informal and non-formal educational environments facilitate the development of linguistic competence, social networks, democratic values, and active citizenship practices among refugees.

Research design and methods. This study employs a qualitative multiple case study approach to examine the role of learning communities in refugee integration. Data were collected from publicly available online resources, organizational websites, and social media channels of voluntary associations supporting Ukrainian refugees in Germany. To ensure breadth, ten associations from different regions and organizational backgrounds were selected. Data collection focused on the types of learning activities offered, organizational structures, and engagement in civic initiatives.

Following voluntary associations and civic communities were studied:

Förderverein Flüchtlingshilfe Nettetal e.V. (Nettetal, North Rhine-Westphalia).

Förderverein Flüchtlingshilfe Sprockhövel e.V. (Sprockhövel, North Rhine-Westphalia).

Flüchtlingshilfe "Willkommen in Bad Vilbel" e.V. (Bad Vilbel, Hesse).

Verein der Deutsch-Ukrainischen Zusammenarbeit e.V. (Hamburg).

Deutsch-Ukrainischer Hilfeverein e.V. (Munich, Bavaria), Deutsch-Ukrainische Vereinigung «Gemeinsam» e.V. (Rosenheim, Bavaria), Deutsch-Ukrainische Gesellschaft Bielefeld e.V. (Bielefeld, North Rhine-Westphalia), Deutsch-Ukrainischer Dialog e.V. (Augsburg, Bavaria), and the Ukrainische Verein in Niedersachsen e.V. (Hannover, Lower Saxony).

The analysis followed a thematic coding procedure, drawing on the integration domains of Ager and Strang (2008) and the typology of learning activities in adult education (UNESCO, 2022). Where possible, findings were triangulated with secondary literature and organizational reports.

Presentation of the main research material.

Integration: a multidimensional process

Integration is a central but often contested concept in migration and refugee studies. As Ager and Strang (2008) note, «integration» is a chaotic concept: a word used by many but understood differently by most. Despite the lack of a universally accepted definition, integration remains a key policy goal and a critical outcome for refugee support initiatives.

Ager and Strang (2008) propose a framework identifying ten core domains of integration, grouped under four overarching themes:

Markers and Means: Employment, housing, education, and health.

Social Connections: Social bonds (within groups), social bridges (between groups), and social links (with institutions).

Facilitators: Language and cultural knowledge, safety and stability.

Foundation: Rights and citizenship.

These domains are interlinked and reflect both the achievements and the processes that support successful integration. The framework demonstrates that integration is not a linear process but a complex interplay of access, rights, social relationships, and structural facilitators/barriers. The inclusion of direct voices from refugees and practitioners ensures that the framework remains grounded in real-world experience, making it useful for policymakers, service providers, and researchers.

The role of informal learning in promoting democratic values among refugees

Informal learning opportunities play a crucial role in fostering democratic values and competencies among refugees. These settings provide experiential spaces where democratic principles such as equality, freedom of expression, respect, and participation are not only taught theoretically but are actively practiced and lived in everyday contexts.

Lukianova (2021) notes that currently, in most countries of the world, informal education has transformed into an influential and independent branch of the national education system. The most daring forecasts suggest that in a few decades, informal education will take a dominant position in the adult education system (p.404). Orobchuk & Skintey (2024) emphasise that Learning communities function as spaces where educational interaction mediates both social inclusion and psychosocial recovery, directly influencing refugees' integration trajectories.

Projects like «Empowered by Democracy» demonstrate that extracurricular, voluntary, and dialogic formats – such as workshops, seminars, community events, or peer-to-peer projects – enable young refugees to recognize their rights to social participation and to engage actively in democratic processes. In these environments, refugees are encouraged to design their own political education initiatives and act as multipliers within their communities. This creates low-threshold spaces where democracy is experienced as a form of governance, society, and daily life, and where the diversity brought by migration is embraced as an asset. Barreto et al. (2022) note that civic engagement can contribute significantly to establishing an exchange between different social groups and creating a positive climate for integration.

Value formation is particularly effective when it is participatory, dialogical, and closely connected to everyday life. Intercultural encounters and exchanges in respectful atmospheres help reduce prejudices, increase acceptance of diversity, and foster mutual understanding. Informal learning settings are well-suited for this purpose because they adapt flexibly to participants' life realities and reach individuals who might be less accessible through formal education programs.

Empirical evidence shows that refugees gain not only knowledge about political systems and civic participation through informal learning but also develop self-efficacy and motivation for active engagement. This contributes significantly to democratic participation and strengthens social cohesion (BAP, 2018; Bertelsmann Stiftung, 2018).

Theories of active citizenship through participation in community

Active citizenship is increasingly recognized as a vital outcome of successful integration, especially in the context of refugee resettlement. Theories of active citizenship emphasize that meaningful participation in community life is both a pathway to, and an expression of, democratic engagement and social inclusion (Johnston, 2003; Finger et al., 2000).

Participation in community enables refugees to move from being passive recipients of support to active contributors within their new societies. Engagement in voluntary associations, grassroots initiatives, and learning communities provides opportunities to:

- **Develop civic skills and knowledge:** Through collaborative activities, refugees learn about democratic processes, rights, and responsibilities, as well as practical skills such as communication and leadership.
- **Build social capital:** Participation fosters trust, reciprocity, and supportive networks, which are essential for integration and for the functioning of democracy (Putnam, 2000).
- **Experience empowerment and agency:** By taking part in local decision-making and organizing community projects, refugees gain a sense of ownership and self-efficacy – core elements of active citizenship (Lister, 2007).

The positive effects on social, psychological and navigational integration... highlight the role of social relationships and emotional well-being in shaping integration trajectories (Herpell et al., 2025).

The role of learning communities

Learning communities, as highlighted in this article, serve as essential arenas for the development of active citizenship. They provide safe, participatory spaces for dialogue, intercultural exchange, and collaborative problem-solving. As Hoggan, Hoggan-Kloubert, and Owen (2023) argue, such communities “enable the practical exercise of democratic values and the co-construction of social norms, making citizenship a lived and shared experience.”

Research demonstrates that refugees who engage in community-based learning and voluntary initiatives are more likely to participate in civic activities, such as advocacy, volunteering, and even local decision-making (European Commission, 2020). This sense of reciprocity and agency is a hallmark of active citizenship and is often catalyzed through informal and non-formal learning settings.

Fostering active citizenship through community participation requires supportive policies that recognize and resource grassroots initiatives, facilitate access to civic spaces, and remove barriers for marginalized groups. Crucially, it also means recognizing refugees as active agents in their own integration, not merely as beneficiaries of support. Anishchenko (2025) notes that such practices create conditions for the exchange of experience and the development of professional competencies, and contribute to the development of a culture of lifelong learning.

Types of learning communities engaged with ukrainian refugees

Since the beginning of the russian invasion, the German government has made great efforts to help Ukrainians integrate into society, including societal interaction and sociocultural and civic participation. As a result, a wave of voluntary initiatives has emerged throughout Germany. Volunteering is common in Germany – approximately 50 percent of Germans aged 14 and older participate in volunteer associations or civic communities (Krimmer, 2018). In emergency situations, these civic organizations often provide quick, flexible, and unbureaucratic assistance.

These communities were the first to greet the refugees and provide them with information, translation services, charity, and other assistance on a volunteer and charitable basis. Later, as the flow of refugees decreased, these communities evolved into spaces where Ukrainians could share experiences and learn about various aspects of cultural, political, economic, and social life in their host country alongside local citizens.

Herpell et al. (2025) note that private hosting may enhance integration by providing refugees with a softer landing and reducing the stress associated with crowded public refugee housing facilities.

Three main types of learning communities were identified (see Table 1): those run by German volunteers only (civic and church communities), those run by volunteers of Ukrainian origin together with Germans (civic communities), and those run by volunteers of Ukrainian origin only (civic communities). The associations run by only Germans were founded long ago and have experience working with refugees from other countries, so their learning activities include multicultural aspects. Those run by volunteers of Ukrainian origin together with Germans started introducing Ukrainian culture in Germany long ago but did not have experience engaging with refugees. Those run by volunteers of Ukrainian origin were organized in response to the war and influx of refugees, as described in the paper «Living Democracy: Social Structures that Promote Civic Learning» (Hoggan et al., 2023).

Table 1

Learning communities in Germany engaged with Ukrainian refugees

Type	Leadership	Characteristics	Experience
Type 1	German volunteers	Civic/church-based, long-standing, multicultural focus.	Extensive experience with refugees.
Type 2	Mixed German-Ukrainian	Civic, cultural exchange, pre-existing Ukrainian ties.	Limited prior refugee engagement.
Type 3	Ukrainian volunteers	Grassroots, formed post-2022, rapid response.	New organizations, focus on needs of Ukrainian refugee.

Source: created by authors.

Common non-formal and informal learning activities in all communities include German language courses, speaking clubs, informational meetings (about education, employment, and culture), peer-to-peer meetings, regional trips, concerts, exhibitions, women's sports groups, and crafting and cooking events. These activities provide refugees with language and cultural knowledge, a sense of safety and belonging, and the ability to live in a multicultural society. Anishchenko (2025) states that this support ensures the purposeful transformation of educational processes in the context of personal development and self-development.

Additionally, it has been discovered that voluntary associations run by Ukrainian volunteers engage refugees in civic education through social actions such as demonstrations, petition signing, fundraising, promoting Ukrainian culture and history, providing relief supplies to Ukraine, and running voluntary projects for refugees. These are all forms of civic engagement that promote active citizenship and living democracy.

Learning communities perform important functions for the successful integration of refugees and active citizenship through informal and non-formal learning. These functions include providing safety and stability by offering informative meetings on education, social inclusion, and employment; providing language courses, speaking clubs, translation services, and regional trips; organizing cultural events; promoting peer-to-peer interaction and joint activities; and engaging in demonstrations, fundraising, Ukrainian culture promotion, running voluntary projects for refugees, collecting relief supplies for Ukraine, and organizing lectures and excursions on civic topics.

Empirical findings

The analysis reveals that:

Type 1 communities leverage their experience to offer structured multicultural programs, benefiting from established networks and resources.

Type 2 communities bridge cultural gaps and facilitate mutual understanding, but face challenges in adapting to the needs of newly arrived refugees.

Type 3 communities provide rapid, targeted support and foster strong community bonds, but may lack institutional stability.

All communities offer a spectrum of non-formal and informal learning activities, including:

Language courses and speaking clubs: Facilitating German language acquisition and intercultural communication.

Information sessions: Covering education, employment, health, and legal rights.

Peer-to-peer meetings and support groups: Fostering social bonds and emotional support.

Cultural and recreational events: Promoting cultural knowledge, belonging, and well-being.

Civic engagement activities: Organizing demonstrations, petitions, fundraising, and cultural promotion.

These activities map onto several integration domains: language and cultural knowledge, social connections, safety and stability, and active participation in civic life.

Civic engagement is particularly pronounced in associations led by Ukrainian volunteers, who organize demonstrations, fundraising, and advocacy for Ukraine. These activities not only support integration but also foster active citizenship and democratic participation.

The findings align with existing literature on the importance of grassroots initiatives and informal learning in refugee integration (Hoggan et al., 2023; UNESCO, 2022). Learning communities serve as flexible, adaptive platforms for meeting diverse needs, promoting social cohesion, and empowering refugees as active citizens. However, challenges remain in ensuring sustainability, resource allocation, and the inclusion of marginalized subgroups.

Comparison with other European contexts suggests that Germany's strong tradition of civic engagement and volunteerism provides a unique environment for such initiatives, though further comparative research is needed.

Conclusions and further research perspectives. Learning communities in Germany play a vital role in the integration and civic engagement of Ukrainian refugees, offering diverse educational and participatory opportunities. By fostering language skills, social bonds, democratic values, and active citizenship, these communities contribute to both individual well-being and societal cohesion. Ongoing support and research are needed to sustain and enhance their impact.

Learning communities in Germany play a vital role in the integration and civic engagement of Ukrainian refugees, offering diverse educational and participatory opportunities. By fostering language skills, social bonds, democratic values, and active citizenship, these communities contribute to both individual well-being and societal cohesion. Educational initiatives, volunteer networks, community centers, and nonformal learning environments create supportive spaces where refugees are able not only to acquire new competencies, but also to rebuild social connections, restore a sense of belonging, and actively participate in the social and cultural life of host communities.

Furthermore, learning communities function as important platforms for intercultural dialogue and mutual understanding between refugees and local residents. Through collaborative learning, community participation, and shared educational experiences, Ukrainian refugees develop social capital and strengthen their capacity for civic engagement. Such environments also support psychological adaptation by reducing social isolation and promoting inclusion, empowerment, and resilience in the context of forced migration.

The findings demonstrate that integration should be understood not merely as institutional adaptation, but as a multidimensional and interactive process that involves social participation, emotional support, and community-based learning. In this regard, nonformal education and adult learning spaces become significant mechanisms for promoting democratic participation, intercultural communication, and sustainable integration practices.

Further research should focus on the long-term impact of learning communities on the social integration and civic participation of Ukrainian refugees in Germany.

Bibliography

- Аніщенко, О. (2025). Науково-методичний супровід професійного розвитку викладачів закладів вищої освіти у неформальному освітньому просторі. *Неперервна професійна освіта: теорія і практика*, 85(4), 22–32. <https://doi.org/10.28925/2412-0774.2025.4.2>
- Лук'янова Л. (2021). Аналіз наукового дискурсу щодо інституалізації неформальної освіти та механізмів валідації і оцінювання результатів навчання, здобутих поза межами формальної освіти. *Сучасні інформаційні технології та інноваційні методики навчання у підготовці фахівців: методологія, теорія, досвід, проблеми*, 60, 399–410. <https://doi.org/10.31652/2412-1142-2021-60-399-410>
- Ager, A. & Strang, A. (2008). Understanding Integration: A Conceptual Framework. *Journal of Refugee Studies*, 21, 2, 166–91. <https://doi.org/10.1093/jrs/fen016>
- Barreto, C., Berbée, P., Gallegos Torres, K., Lange, M., & Sommerfeld, K. (2022). The Civic Engagement and Social Integration of Refugees in Germany. *Nonprofit Policy Forum*, 13(2), 161–174. <https://doi.org/10.1515/npf-2022-0015>
- Bertelsmann Stiftung (2018). Education for an Immigrant Society. <http://www.bertelsmann-stiftung.de/en/our-projects/making-fair-migration-a-reality/project-topics/education-for-an-immigrant-society/>
- Bundesarbeitsgemeinschaft Politische Jugendbildung. (BAP). (2018). Empowered by Democracy: Political Youth Education and Participation Opportunities in Migration Societies. <http://www.politische-jugendbildung-et.de/projekt/empowered-by-democracy/>

- Coombs, P. & Ahmed, M. (1974). *Attacking Rural Poverty: How Nonformal Education Can Help*. A Research Report for the World Bank Prepared by the International Council for Educational Development.
<http://documents1.worldbank.org/curated/en/656871468326130937/pdf/multi-page.pdf>
- European Commission. (2020). *Action Plan on Integration and Inclusion 2021–2027*.
https://home-affairs.ec.europa.eu/system/files_en?file=2020-11/action_plan_on_integration_and_inclusion_2021-2027.pdf
- Finger, M., Jansen, T. & Wildemeersch, D. (2000). Reconciling the irreconcilable? Adult and continuing education between personal development, corporate concerns and public responsibility. In D. Wildemeersch, M. Finger, & T. Jansen (Eds.). *Adult education and social responsibility: Reconciling the irreconcilable*, 1–25.
- Herpell, M., Marbach, M., Harder, N., Orlova, A., Hangartner, D., & Hainmueller, J. (2025). The impact of private hosting on the integration of Ukrainian refugees in Germany. *Nature Human Behaviour*, 9(11), 2249–2260. <https://doi.org/10.1038/s41562-025-02303-5>
- Hoggan, C., Hoggan-Kloubert, T., & Owen, R. (2023). Living Democracy: Social Structures that Promote Civic Learning. *Adult Learning*, 34(3), 168–180.
<https://doi.org/10.1177/10451595221149765>
- Johnston, R. (2003). Adult learning, citizenship and community voices: exploring community-based practice. <https://unesdoc.unesco.org/ark:/48223/pf0000200268>
- Kloubert, T., & Dickerhoff, I. (2020). Learning democracy in a new society. German orientation courses for migrants through the lens of Buber's dialogical education. *European journal for Research on the Education and Learning of Adults*, 11, 275–291. <https://doi.org/10.3384/rela.2000-7426.ojs1674>
- Krimmer, H. (2018, Ed.). *Datenreport zivilgesellschaft*. Springer VS.
<https://doi.org/10.1007/978-3-658-22958-0>
- Lister, R. (2007). Inclusive Citizenship: Realizing the Potential. *Citizenship Studies*, 11(1), 49–61. <https://doi.org/10.1080/13621020601099856>
- Orobchuk, D., & Skintey, L. (2024). Lifeworld dimensions in language education and the integration of refugee students in Germany: Results from a study with Ukrainian refugees. *Glottodidactica*, 51(1), 45–66. <https://doi.org/10.14746/gl.2024.51.1.3>
- Putnam, R.D. (2000). Bowling alone: The collapse and revival of American community. In *Proceedings of the 2000 ACM conference on Computer supported cooperative work (CSCW '00)*. Association for Computing Machinery, New York, NY, USA, 357.
<https://doi.org/10.1145/358916.361990>
- Statista. (2023, a). *Schätzungen der Gesamtanzahl der Flüchtlinge aus der Ukraine nach Grenzübertritten in Folge des Krieges von Februar 2022 bis Oktober 2023*, retrieved on 10.10.2023. <https://www.statista.com/statistics/daten/1293762/umfrage/anzahl-der-kriegsfluechtlinge-aus-der-ukraine>
- Statista. (2023, b). *Estimated number of refugees from Ukraine recorded in Europe and Asia since February 2022 as of September 12, 2023, by selected country*, retrieved on 10.10.2023. <https://www.statista.com/statistics/1312584/ukrainian-refugees-by-country>
- UNESCO. (2022). *Making lifelong learning a reality: a handbook*. Hamburg: UNESCO Institute for Lifelong Learning.
https://www.uil.unesco.org/sites/default/files/medias/fichiers/2022/06/UIIL_Handbook_170x240_RZ220601_Online.pdf

References (translated and transliterated)

- Anishchenko, O. (2025). Naukovo-metodychnyi suprovod profesiinoho rozvytku vykladachiv zakladiv vyshchoi osvity u neformal'nomu osvith'omu prostori [Scientific and methodical support for the professional development of teachers of higher education institutions in the nonformal educational space]. *Neperervna profesiina osvita: teoriia i praktyka [Continuing professional education: theory and practice]*, 85(4), 22–32. <https://doi.org/10.28925/2412-0774.2025.4.2> [in Ukrainian].
- Lukianova, L. (2021). Analiz naukovooho dyskursu shchodo instytualizatsii neformalnoi osvity ta mekhanizmiv validatsii i otsiniuvannia rezultatuv navchannia, zdobutykh poza mezhamy

formalnoi osvity [Analysis of scientific discourse on the institutionalization of non-formal education and mechanisms for validation and evaluation of learning outcomes achieved outside formal education]. *Suchasni informatsiini tekhnolohii ta innovatsiini metodyky navchannia u pidhotovtsi fakhivtsiv: metodolohiia, teoriia, dosvid, problemy* [Modern information technologies and innovation methodologies of education in professional training: Methodology, theory, experience, problems], 60, 399–410. <https://doi.org/10.31652/2412-1142-2021-60-399-410> [in Ukrainian].

Отримано / Received: 13.01.2026.

Прорецензовано / Revised: 25.02.2026.

Схвалено до друку / Accepted: 27.03.2026.

Опубліковано / Published: 30.06.2026.

AUTHOR DECLARATIONS

Ethical Policy

The author(s) confirm that the preparation and submission of this article complied with the provisions of the Journal's Ethical Policy, as well as with the generally accepted principles of academic integrity in accordance with the recommendations of COPE (Committee on Publication Ethics).

Conflict of Interest

The author(s) declare that there is no actual or potential conflict of interest that could have influenced the results, interpretation, or presentation of the research materials.