

ABSTRACT

The subject of this doctoral thesis is the experience of the migration crisis among Ukrainian women who, as a result of the war, were forced to flee and start a new life in Poland. The aim of the study was to gain an in-depth understanding of how they experienced forced migration, how they attributed meaning to their own experiences, and the learning processes that took place in a crisis situation. The research was grounded in a constructivist paradigm, which enabled the capture of the women's subjective interpretations of reality. Grounded theory methodology and qualitative interview methods were employed, allowing for the reconstruction of individual narratives and the identification of recurring patterns of experience. The research material consisted of interviews with Ukrainian female refugees residing in the Podbeskidzie region. The analysis was conducted from an educational perspective, with particular emphasis on the following theories: Jack Mezirow's transformative learning, Peter Alheit's biographical learning, and the concept of educational biography. The theory of post-traumatic growth also provided an important interpretative framework, enabling the capture of processes of positive transformation resulting from extreme experiences.

The research findings indicate that the experience of forced migration is crisis-like in nature and is associated with a strong sense of fear, a loss of security, and prolonged psychological strain. Other important aspects of the women's lives include longing for loved ones and the consequences of family separation. The process of adapting to life in a new country requires them to overcome numerous barriers and to redefine their identities and social roles.

The analysis identified two fundamental models of coping with the migration experience: the adaptation and reconstruction model, and the avoidance-protective model. The former involves taking active steps, building support networks and developing adaptive skills, whilst the latter is associated with difficulties in reinterpreting experiences and a tendency towards withdrawal and isolation. The research showed that the learning process plays a significant role in coping with the migration crisis. It encompasses both learning through emotional experience and through action and the development of adaptive strategies. The findings enabled the development of a theoretical framework for the experiences of Ukrainian female refugees within the context of adult learning, and identified mechanisms that facilitate adaptation and the restoration of biographical continuity. The contribution of this work lies in deepening our understanding of the educational dimension of forced migration experiences and in highlighting the

significance of learning processes in extreme situations. The research findings may serve as a basis for designing more appropriate forms of support for female refugees, taking into account their experiences, needs and resources.