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MEDIATING CRISIS FOR VULNERABLE CHILDREN THROUGH A DIGITAL PLATFORM: MINORITY-SENSITIVE LEADERSHIP IN WARTIME UKRAINE

This paper examines how minority-sensitive educational leadership emerges in Ukraine through the POVIR digital platform, developed to address wartime learning loss among vulnerable learners. Drawing on empirical data from a large-scale pilot implementation conducted in 2024–2025, the study investigates how digital tools and social-emotional learning frameworks can support educational recovery during protracted conflict. The pilot engaged 4,422 students in grades 5–11 across Ukraine, including learners affected by displacement, frontline exposure, disability, and other forms of war-related vulnerability. Of these, 2,518 registered on the platform and 2,005 actively participated in individualized mentoring, short-term academic "Sprints," and extended "Marathon" learning programmes. Using descriptive quantitative analysis and qualitative feedback from students and educators, the study identifies patterns of learner engagement and academic progress. The findings indicate high participation rates, strong learner engagement, and measurable academic improvement, with average learning gains exceeding 11% during the extended intervention phase. The paper demonstrates that minority-sensitive leadership in wartime

contexts can be operationalized through flexible digital infrastructures, trauma-informed pedagogies, and collaboration between civil society organizations and schools. By providing empirical evidence from a large-scale wartime pilot, the study extends research on educational leadership in emergency settings and offers a practice-based model for sustaining educational continuity and strengthening educational resilience among vulnerable learners during prolonged systemic disruption.

Keywords: *learning loss recovery; education in emergencies; minorities; educational resilience; motivation; anti-crisis initiative; POVIR learning digital platform; EdCamp Ukraine NGO.*

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Introduction: Context and Conceptual Framing. Between 2020 and 2025, Ukraine's education system experienced a prolonged and multidimensional crisis shaped by two major disruptions: the COVID-19 pandemic and the full-scale invasion by the russian federation in February 2022. These events significantly limited access to education for millions of children and destabilized learning environments across the country. Under wartime conditions, interruptions to schooling became more frequent and severe, particularly affecting students already facing structural disadvantages.

Educational losses, defined as the failure to achieve expected learning outcomes due to disruptions in access to education, have become a widespread phenomenon. These losses are associated with school closures and destruction, prolonged reliance on distance learning, unstable internet connectivity, and recurring power outages (Elkin & Koleboshyn, 2023; State Service for Education Quality of Ukraine, 2024; Education Cannot Wait, 2025). At the same time, pre-existing educational inequalities have intensified. Educational gaps, understood as disparities in academic performance between different social groups, have widened due to the compounded effects of socioeconomic status, geographic location, displacement, disability, and unequal access to educational resources.

The consequences of these disruptions extend beyond academic achievement. Research conducted during 2022–2024 indicates a significant increase in anxiety, fatigue, and emotional distress among students, particularly in regions affected by active hostilities and among internally displaced populations (GCPEA, 2024). Globally, interrupted education is associated with long-term negative outcomes, including reduced future earnings, limited social mobility, and challenges in social integration (Azevedo et al., 2023). In this context, children affected by war increasingly experience overlapping forms of vulnerability, including limited access to education, protection, and essential services (UNICEF, 2024), which shape both their educational trajectories and their psychosocial well-being. In this context, educational vulnerability is understood as structurally produced disadvantage resulting from disrupted access to meaningful participation in education.

The rapid expansion of digital learning tools has created new opportunities to mitigate learning loss; however, many existing solutions remain insufficiently responsive to the intersecting academic and psychosocial needs of vulnerable learners. In response to these challenges, civil society initiatives have played a significant role in developing flexible and context-sensitive educational solutions. One such initiative is the POVIR digital platform, developed by EdCamp Ukraine (EdCamp Ukraine, n.d.).The platform is designed to identify and address learning losses and gaps while supporting students' motivation, emotional well-being, and engagement in learning. It integrates personalized learning pathways, mentorship, and social-emotional learning within a flexible and adaptive digital environment.

This paper conceptualizes the POVIR initiative as an example of minority-sensitive leadership – a form of educational leadership that responds to the needs of learners in structurally marginalized positions. This study conceptualizes the POVIR initiative as an example of minority-sensitive leadership in crisis-responsive education.

This study examines the implementation and effectiveness of the POVIR digital platform in addressing educational losses among vulnerable learners in wartime Ukraine. It evaluates student engagement, perceived learning experience, and academic outcomes to assess the potential of minority-sensitive digital interventions to support educational continuity under conditions of prolonged disruption.

The purpose of this study is to empirically examine the effectiveness of the POVIR digital

platform in addressing educational losses and gaps among vulnerable and minoritized students in wartime conditions. Specifically, the study tested three interrelated hypotheses related to learner progression to sustained platform engagement, satisfaction and perceived learning progress, and measurable academic improvement following participation in extended learning activities.

Literature review. Contemporary scholarship conceptualizes educational vulnerability in contexts of war through the lens of structural inequality and systemic exclusion (Burde et al., 2017; Justino, 2016). Rather than being reduced to individual characteristics, vulnerability is understood as a condition emerging at the intersection of disrupted learning environments, social marginalization, and unequal access to resources (Obasuyi et al., 2020; Diwakar, 2023). This approach is reflected across research on education in emergencies, minority inclusion, and trauma, which collectively highlight how prolonged crises reshape both access to education and opportunities for meaningful participation in learning (Jones et al., 2022; Trani et al., 2011).

A minority is a social group that differs from the majority by characteristics such as ethnicity, language, religion, sexual orientation, or disability. While minorities have traditionally been defined as numerically inferior and in a non-dominant position (Capotorti, 1979), more recent scholarship emphasizes the role of power, marginalization, and structural inequality in shaping minority status (Jackson-Preece, 2014; Shahabuddin, 2021). In this sense, minority status is inherently linked to vulnerability – a condition of heightened exposure to social risks, discrimination, and marginalization.

Minority vulnerability is not an individual attribute but a product of systemic factors, including poverty, limited access to education, healthcare, and mental health services, as well as chronic stressors such as discrimination, racism, community violence, migration, and acculturation stress (Pumariega, 2022). These structural dynamics lower the social status of specific groups and restrict their participation in social life. Thus, minorities are defined not by personal traits but by systemic exclusion, which in turn shapes the degree of their vulnerability.

This vulnerability manifests across interconnected dimensions, with discrimination serving as a central mechanism. Discrimination systematically limits access to resources and reinforces social boundaries between "us" and "them," producing stigmatization and psychological strain (De Schrijver et al., 2022). Over time, discrimination accumulates into marginalization, pushing groups to the periphery of political, economic, and cultural life. Addressing these processes – especially for children affected by war – can expand access to education and social resources, strengthen social cohesion, and support long-term recovery and equity (United Nations System Staff College, 2022).

In the context of protracted crisis, including war, displacement, and systemic inequality, children affected by multiple layers of disruption have emerged as an educational minority, not necessarily due to their numerical representation, but because of their disadvantaged status in access to quality education. In Ukraine, the ongoing war has intensified these dynamics, as displacement, school destruction, and forced transitions to distance learning have created persistent barriers to participation, learning, and inclusion. These barriers are structural and contextual, including geographic instability, digital exclusion, emotional trauma, and uneven support systems (Londar & Pietsch, 2023; Mytsyk et al., 2025; Orobchuk et al., 2026).

Fineman (2008) conceptualizes vulnerability as a universal condition that is socially produced and unequally distributed, with structural inequalities shaping individuals' exposure to harm and access to resources. Children affected by war often experience intersecting vulnerabilities – where the impact of displacement, disability, trauma, or socio-economic hardship compounds educational loss. In this light, their classification as a "minority" reflects not only their specific identities but the systemic denial of equal access to rights, opportunities, and participation.

The design of the state–civil society digital platform POVIR (Platform for Overcoming Educational Losses and Gaps) is built upon contemporary psychological and pedagogical theories that explain how to maintain motivation, foster development, and support social interaction among children placed in vulnerable positions due to war. The platform integrates three conceptual frameworks: Self-Determination Theory (Ryan & Deci, 2017), Bloom's Two Sigma Effect (1984), and Bandura's Social Learning Theory (1977). Together, these frameworks inform a *minority-sensitive leadership orientation*, through which learning, care, and educational continuity are mediated for children positioned at the social and educational margins during wartime.

This integration enables a deeper understanding of the interplay between autonomy, competence, and social support – core conditions for reducing educational inequalities among

wartime minority learners, including children affected by displacement, resource loss, or prolonged educational disruption.

According to Self-Determination Theory (Ryan & Deci, 2000, 2017), intrinsic motivation depends on the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. For children who have experienced insecurity and interrupted learning, meeting these needs is essential for restoring trust in themselves and in education. The POVIR platform supports autonomous learning by allowing students to regulate their pace, receive recognition for effort, and build meaningful relationships with mentors, thereby revitalizing motivation through internal interest and a sense of efficacy rather than external control.

A second theoretical anchor is Bloom's Two Sigma Problem (Bloom, 1984), which demonstrated that personalized, mastery-based learning can significantly increase student achievement. Within POVIR, this insight informs individualized learning pathways in which students progress only after demonstrating full understanding. Educators and mentors act as facilitators rather than evaluators, helping learners identify and address gaps – an approach that reflects minority-sensitive leadership by expanding opportunity for those with limited access to stable schooling.

The third framework, Social Learning Theory (Bandura, 1977), highlights learning through observation and interaction. In POVIR, mentors model resilience, empathy, and self-regulation, providing psychosocial scaffolding alongside academic support. This approach is reinforced through embedded Social, Emotional, and Ethical Learning (SEE Learning) practices, which EdCamp Ukraine has shown to be effective even in wartime contexts as documented on the organization's website and in peer-reviewed research (EdCamp Ukraine, 2025, Frazier et al., 2025).

Together, these frameworks shape a methodological architecture in which educational recovery encompasses not only cognitive progress but also emotional healing and social reintegration. Within this framework, minority-sensitive leadership functions as an organizing orientation that links pedagogical theory with practice, emphasizing relational support, adaptability, and educational equity for vulnerable learners.

Thus, the theoretical foundations of POVIR enable a multidimensional response to wartime educational disruptions – one that combines evidence-based pedagogy, psychological insight, and community-driven care. This integration not only improves learning outcomes but also supports the broader civic and emotional recovery of displaced and vulnerable children.

Methods. This study employed a pilot mixed-methods pre–post design without a control group to evaluate the implementation and preliminary outcomes of the POVIR digital learning platform during its national pilot phase in Ukraine in 2024–2025. It combined quantitative analysis of participation patterns and academic performance indicators with qualitative analysis of learner and educator feedback. This methodological approach was selected because the platform was developed as an emergency educational response for students whose learning trajectories had already been disrupted by war-related displacement, infrastructural instability, and limited access to continuous schooling. Under these conditions, establishing a control group was not appropriate, as withholding educational support from vulnerable learners would have raised ethical concerns. Therefore, the findings are interpreted as outcomes associated with participation in the intervention rather than as evidence of direct causal effects.

The study included 4,422 students in grades 5–11 from different regions of Ukraine. Participants represented multiple forms of educational vulnerability, including internal displacement, residence in frontline or high-risk territories, disability or special educational needs, interrupted schooling, and restricted access to stable educational provision. Of the total sample, 2,518 students registered on the platform and 2,005 actively participated in at least one learning activity.

The intervention was delivered through the POVIR digital platform and consisted of three interconnected learning formats grounded in self-determination theory, mastery learning, and social learning theory. These included individual social-emotional learning sessions ("Vich-na-vich") conducted by SEL educators to support emotional resilience, self-regulation, and learner agency; short-term academic "Sprints" designed to address immediate subject-specific learning needs in mathematics, Ukrainian language, and English; and the extended "Marathon" programme combined ten subject-specific instructional sessions with seven social-emotional mentoring sessions delivered over approximately four weeks. Participation was organised through individual learning pathways tailored to each student's needs, supported by personalised progress monitoring and mentoring.

Quantitative data were collected through the platform's integrated monitoring system and included registration and participation logs, attendance records, completion rates, learner

satisfaction indicators, and diagnostic assessment results. Academic progress was assessed through diagnostic pre-, mid-, and post-intervention testing. Assessment instruments included diagnostic tests administered through the national All-Ukrainian Online School platform as well as 42 supplementary subject-specific diagnostic tests developed specifically for the POVIR model and reviewed by the Ukrainian Institute for Education Development. Learner satisfaction was additionally measured through post-session ratings, Net Promoter Score indicators, and structured platform feedback.

Participation patterns were analysed using descriptive statistics, including frequencies, percentages, retention rates, progression rates between intervention stages, and completion rates. Academic progress was examined through pre–post comparison of diagnostic assessment scores among Marathon participants, with effect sizes estimated using Cohen's d to assess the magnitude of observed learning gains. Qualitative data, consisting of open-ended learner reflections, educator observations, and narrative platform feedback, were analysed using thematic analysis based on inductive coding to identify recurring patterns related to learner engagement, perceived academic progress, motivation, and psychosocial support.

Results. The pilot phase of the POVIR educational platform was implemented across multiple waves, targeting students in grades 7, 9, and 11 and designed to support learners facing educational vulnerability due to war, displacement, and infrastructural disruption. The platform employed a flexible delivery model, combining asynchronous, online, and one-on-one modalities tailored to individual student needs. It integrated three key components: short-term academic support (Sprints), extended instruction and mentorship (the Marathon), and embedded Social, Emotional, and Ethical Learning (SEE Learning) sessions with SEL educators.

Students' reported motivations for participating aligned closely with the platform's design philosophy. Survey data show that the most frequently cited reason for participation was access to free academic support (73.3%), followed by the opportunity to improve knowledge and skills (67.4%), and the desire to try something new (44.6%). These results indicate a strong alignment between students' learning needs and the platform's design, suggesting that POVIR effectively responds to both academic and exploratory motivations – reflecting a desire for both remedial learning and exploratory growth. These patterns affirm that learner motivation is enhanced when education offers agency, choice, and personalization, especially in contexts where traditional schooling may have been disrupted or disempowering.

Educators involved in the pilot also experienced significant professional growth. Qualitative feedback indicated that mentors and coaches deepened their understanding of trauma-informed pedagogy, emotional literacy, and responsive teaching practices. In this sense, minority-sensitive leadership extended beyond student support to include the empowerment of educators themselves, positioning them as reflective leaders capable of responding adaptively to the needs of marginalized learners in crisis contexts. The platform not only supported learners in regaining educational agency, but also enabled educators to act with empathy, flexibility, and purpose in volatile conditions.

Table 1

POVIR Piloting Quantitative Summary

Category	Count / Rate
Students invited	4,422
Students registered	2,518 (56.9%)
Active participants (started learning)	2,005 (79.6%)
Requested at least one sprint	1,591 (79.4%)
Applied to join Marathon	930
Approved for Marathon	732
Completed Marathon	696 (95.1%)
Total student feedback entries	20,998
Total educator feedback entries	19,829
Educator rating of students	4.97 / 5
Student rating of educators	4.94 / 5

As we can see from Table 1, the pilot was successful. Participation levels during piloting were notable: of the 4,422 students invited, 2,518 registered on the platform (56.9%), and 2,005 (79.6% of registered users) began active learning activities. Among them, 1,591 learners (79.4% of active users) participated in at least one Sprint. These figures suggest strong learner interest in personalized, demand-driven learning engagements.

Self-assessment conducted during the Marathon's face-to-face components provided further insight into socio-emotional development. Students demonstrated high baseline levels of empathy and interpersonal awareness, which were strengthened through consistent interaction with SEL educators. Emotional self-awareness, self-regulation, and community engagement also improved during the program. Qualitative feedback described the platform as making students feel "motivated," "valued," and "connected" – underscoring the importance of safe, non-judgmental learning environments facilitated by trusted adult mentors.

All three hypotheses formulated during the pilot phase of the POVIR platform were empirically supported, as evidenced by participation data, user feedback, and diagnostic assessments. The first hypothesis anticipated that at least 25% of students who completed two Sprint sessions in a subject would apply to join the extended Marathon component, and that at least 80% of those enrolled would complete the program. In practice, 46.4% of eligible students submitted Marathon applications, and 95.1% of those assigned completed the full cycle – exceeding both thresholds by a substantial margin. The second hypothesis projected that students would receive an average rating of at least 4 out of 5 stars from educators and that formative assessments would indicate significant learning progress. Analysis of 20,998 feedback entries from students and 19,829 from educators confirmed this: educators rated their sessions with students at an average of 4.97 stars, while students rated their educators at an average of 4.94, indicating a consistently high level of satisfaction with educational interactions. The third hypothesis proposed that students participating in the Marathon would demonstrate at least a 10% improvement in academic performance in the chosen subject. This assumption was also validated: comparative diagnostics conducted before and after the Marathon showed an average learning gain of 11.7%, with a slightly higher increase of 12.4% in targeted thematic areas.

As a direct outcome of the platform's successful piloting phase, the "Schools in the POVIR Universe" initiative was launched to institutionalize collaboration with formal education settings. In early 2025, 111 schools that demonstrated initiative and a clear commitment to supporting children from minoritized and vulnerable groups joined the initiative. Many had been actively seeking ways to address educational losses but lacked the resources to do so independently. The POVIR platform offered a structured, evidence-based model with demonstrated effectiveness. Crucially, educators in these schools assumed a leadership position by initiating platform adoption under constrained conditions and co-developing context-sensitive practices. These schools now function as integration hubs for digital tools and pedagogical innovation, extending the platform's reach while embodying minority-sensitive leadership in practice. An overview of school engagement and leadership patterns is presented in Table 2.

Table 2

School Engagement and Leadership in the POVIR Pilot

Indicator	Value	Interpretation
Schools applied to the initiative	111	High institutional demand for crisis-response solutions
Schools selected for participation	70	Competitive selection based on motivation and capacity
Schools actively engaged	66	High level of implementation commitment
Students nominated by schools	1,261	Schools as active recruiters of learners
Students who started learning	989 (78.4%)	Strong activation rate through school mediation
Role of schools	Nomination, motivation, facilitation	Schools act beyond an administrative function
Leadership type	Distributed, practice-based	Leadership enacted through actions rather than formal positions

The data illustrate not only high levels of school engagement, but also the active leadership role assumed by educators in facilitating platform implementation. These patterns are further examined in the Discussion section, where their implications for minority-sensitive leadership are explored in greater depth.

Discussion. The POVIR platform demonstrates how digital tools, when thoughtfully designed, can address not only academic deficits but also the psychosocial and emotional needs of students navigating crises. Its features – such as personalized learning trajectories, SEL integration, gamified motivation, and a non-evaluative learning environment – reflect a deep alignment with Bloom's mastery learning, Ryan and Deci's self-determination principles, and Bandura's emphasis on relational learning.

Crucially, the platform did not treat students as passive recipients of aid, but as active learners capable of growth and agency. The gamified reward system using "vircoins," the design of achievements, and the non-punitive learning environment fostered both engagement and confidence. Students' own reflections revealed how important emotional safety and mentorship were to their willingness to continue learning.

From a systems perspective, the pilot also confirms the feasibility of scaling such a model in disrupted environments. Teachers emerged not only as instructors but as emotional anchors, reinforcing the importance of culturally attuned, community-rooted leadership during recovery from prolonged crisis. From this perspective, minority-sensitive leadership operates at the intersection of emotional support, technological mediation, and instructional design, offering a cohesive response to the complex needs of minority learners affected by war. POVIR thus serves as a working model for how these dimensions can converge to build educational resilience for vulnerable children and their surrounding community.

The findings are broadly consistent with recent international research on educational recovery following large-scale disruption, which highlights the importance of personalised instructional support, targeted remediation, and integrated psychosocial support for mitigating learning loss and restoring learner engagement (Azevedo et al., 2023; Education Cannot Wait, 2025). They also align with OECD comparative analyses emphasising flexible digital infrastructure, adaptive learning pathways, and small-group instructional support as key mechanisms for restoring educational continuity in disrupted educational systems (OECD, 2023). The present findings extend this evidence by demonstrating that such approaches can remain effective under conditions of protracted armed conflict, where educational continuity depends not only on access to instructional content but also on relational support, learner agency, and adaptive pedagogical structures.

An important system-level outcome of the pilot was the emergence of schools as active agents of minority-sensitive leadership through the "Schools in the POVIR Universe" initiative. A total of 111 schools applied to join the initiative, demonstrating a strong institutional demand for solutions addressing learning loss under crisis conditions. What is particularly significant is not only the scale of participation, but the role assumed by these schools. Rather than acting as passive implementers, school teams actively facilitated student engagement, nominated participants, and supported continuity of learning. In doing so, they operationalized minority-sensitive leadership at the institutional level.

This form of leadership can be interpreted as distributed and practice-based. It is distributed because it extends beyond formal administrative roles to include teachers, coordinators, and mentors. It is practice-based because it emerges through concrete actions: identifying vulnerable learners, enabling access to digital learning, and sustaining motivation in unstable environments. The high rate of student participation from school-nominated cohorts (up to 78.4% started learning) indicates that institutional mediation significantly enhances engagement. This suggests that schools function as critical intermediaries between digital innovation and learners in vulnerable conditions.

While these findings point to the considerable potential of the POVIR platform as a crisis-responsive educational intervention, they should be interpreted in light of several limitations. The study was exploratory and conducted without a control group, which limits the ability to attribute observed changes solely to participation in the platform. Participation was voluntary and may therefore have influenced engagement patterns and outcomes. In addition, some findings relied on self-reported feedback and platform-based indicators collected under wartime conditions, which may have been affected by contextual variability. Despite these constraints, the results provide preliminary but promising evidence of the platform's potential to support educational continuity for vulnerable learners.

Conclusions and Implications. In wartime Ukraine, educational recovery requires more

than reopening schools. It demands rebuilding trust, agency, and a sense of belonging among the most vulnerable learners. The POVIR platform's integration of personalized digital learning pathways, social-emotional frameworks, and community-based mentorship offers a replicable model for crisis-responsive education globally.

The findings of this project underscore the critical role of minority-sensitive leadership in navigating educational disruption during crises. By addressing both academic loss and psychosocial challenges, such leadership can contribute to the development of education systems that are not only resilient but also deeply human-centered.

From a practical perspective, the results highlight the importance of equipping schools with flexible digital tools and supporting educators as active agents of change, rather than passive implementers of top-down reforms. The experience of the POVIR initiative demonstrates that even under conditions of resource scarcity and instability, schools can act as hubs of innovation when provided with structured support and opportunities for co-creation.

At the policy level, these findings suggest the need to integrate digital learning solutions and social-emotional approaches into national education recovery strategies. Strengthening partnerships between civil society organizations and formal education systems appears to be a key factor in scaling effective responses to crisis-induced learning loss.

Future research should focus on a more in-depth examination of the long-term effectiveness of educational interventions in crisis contexts, particularly their impact on academic outcomes, psychosocial well-being, and the inclusivity of educational practices across diverse settings.

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ПОДОЛАННЯ ОСВІТНЬОЇ КРИЗИ СЕРЕД ВРАЗЛИВИХ ДІТЕЙ ЗА ДОПОМОГОЮ ЦИФРОВОЇ ПЛАТФОРМИ: ЧУТЛИВЕ ДО ПОТРЕБ МЕНШИН ЛІДЕРСТВО В УМОВАХ ВІЙНИ В УКРАЇНІ

У статті досліджено проблему формування в Україні освітнього лідерства, чутливого до потреб меншин, на основі цифрової платформи «ПОВІР», розробленої для подолання освітніх втрат і розривів серед вразливого учнівства під час війни. Дослідження поєднує аналіз концепції створення платформи, проведений з урахуванням освітньої політики та системних підходів, та емпіричні дані масштабного пілотного впровадження платформи, здійсненого в умовах війни у 2024–2025 роках. Ініціатива охопила 4 422 учнів і учениць 5–11 класів з усієї України, значна кількість яких зазнала переміщення, проживала на прифронтових територіях, мала інвалідність або інші форми воєнно зумовленої вразливості. З них 2 518 дітей зареєструвалися на платформі, а 2 005 активно брали участь у навчальних активностях, як-от індивідуальне менторство, короткострокові академічні «спринти» і довготривалі навчальні програми — марафони. У статті з використанням кількісного аналізу та якісного вивчення зворотного зв'язку від учнівства і вчительства досліджено, як цифрові інструменти й рамки соціально-емоційного навчання можуть підтримувати освітнє відновлення в умовах затяжного конфлікту. Результати демонструють високий рівень участі, значну залученість учнівства та вимірюване поліпшення навчальних результатів: середнє зростання академічних досягнень перевищило 11 % під час етапу поглибленого навчання. У статті показано, що освітнє лідерство, чутливе

до потреб меншин, в умовах війни реалізується на основі гнучких цифрових інфраструктур, травмоорієнтованих педагогічних підходів та співпраці між організаціями громадянського суспільства і школами. Таке лідерство забезпечує неперервність освіти для учнівства, яке опиняється на периферії порушених освітніх систем. Дослідження розширює наукові уявлення про освітнє лідерство в умовах надзвичайних ситуацій і пропонує практикоорієнтовану модель забезпечення неперервності освіти і підтримки вразливого учнівства в умовах тривалих системних порушень.

Ключові слова**:** *подолання освітніх втрат і розривів; освіта в надзвичайних ситуаціях; меншини; освітня стійкість; мотивація; антикризова ініціатива; цифрова навчальна платформа «ПОВІР»; ГО «ЕдКемп Україна»*.

Декларація щодо використання інструментів штучного інтелекту. *Авторський колектив використовував Grammarly для корекції мови та ChatGPT (OpenAI) для корекції й редагування мови та її стилістичного вдосконалення під час підготовки рукопису. Усі концептуальні розробки, інтерпретація результатів, методологічні рішення та остаточне затвердження змісту рукопису були здійснені виключно авторами й авторками.*

Заява про доступність даних. *Дані, що підтверджують результати цього дослідження, доступні у авторок і авторів за обґрунтованим запитом.*

Подяки. *Авторський колектив висловлює щиру подяку вчительству, керівництву шкіл, наставницям і наставникам, а також учнівству, які брали участь у впровадженні та оцінюванні пілотної ініціативи POVIR та надали цінні практичні поради, що вплинули на це дослідження.*

Конфлікт інтересів. *Одна із авторок (Ольга Рассказова) є членкою редакційної колегії цього журналу, проте вона не брала участі у рецензуванні чи ухваленні рішення щодо публікації цієї статті. Рецензування рукопису здійснювалося повністю незалежними експертами на засадах подвійного сліпого рецензування. Автори й авторки заявляють про відсутність інших потенційних чи реальних конфліктів інтересів.*

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