

ПЛАТФОРМА 6.
ФОРМУВАННЯ ЛІДЕРСЬКОГО ПОТЕНЦІАЛУ МОЛОДІ В ПІСЛЯВОЄННИЙ ЧАС:
РОЛЬ ОСВІТИ (ПРОЄКТ ERASMUS+ SEAL-NR)

UDC 378.014.6:005.322:316.774

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**SCIENTIFIC NOVELTY AND SIGNIFICANCE OF THE PROJECT “SKILLS
ENRICHMENT FOR ADAPTIVE LEADERSHIP IN THE NEW REALITY (SEAL-NR) -
ERASMUS+ VIRTUAL EXCHANGE PROJECT”**

The project Skills Enrichment for Adaptive Leadership in the New Reality (SEAL-NR) - Erasmus+ Virtual Exchange project (Call ERASMUS-EDU-2024-VIRT-EXCH, Project No. 101193445, 2024–2027), funded by the European Commission under the Erasmus+ 2021–2027 Programme and implemented through the European Education and Culture Executive Agency (EACEA) represents a conceptual and methodological advancement in the study and practice of virtual exchange (VE) within higher and youth education. Rather than treating VE as an auxiliary pedagogical instrument for intercultural communication, SEAL-NR reframes it as a research-based infrastructure for cultivating adaptive leadership, psychological resilience, and digital socialization. This shift situates the initiative within the emerging paradigm of adaptive virtual pedagogy, where digital environments function as laboratories for collective learning, socio-emotional adaptation, and distributed leadership in crisis and post-crisis contexts.

The scientific novelty of SEAL-NR lies in the integration of cognitive, emotional, and social dimensions of learning into a unified empirical framework that observes how youth and educators co-create resilience within hybrid virtual spaces. Building on insights from the Erasmus+ VEHUB4YOU (Cherniavska, O. et al., 2023), SEAL-NR introduces a systemic analytical approach that links synchronous interaction (moments of emotional co-presence) with asynchronous reflection (individual cognitive consolidation). This hybridization is presented not as a new pedagogy per se, but as a methodological re-interpretation that transforms existing VE

practices into a mechanism for generating multidimensional data on adaptation, digital literacy, and leadership trajectories.

From an infrastructural perspective, the establishment of the European Virtual Hub for Education and Adaptation in Emergencies at the Kyiv National University of Technologies and Design (KNUTD) contributes an experimental platform for studying educational resilience under conditions of uncertainty. Its cross-national composition - Poland, Latvia, North Macedonia, Ukraine, and Azerbaijan - enables comparative research on how socio-cultural diversity shapes the emergence of adaptive leadership and entrepreneurial competence in virtual environments.

Scientifically, SEAL-NR advances the conceptualization of virtual exchange as epistemic infrastructure rather than a communication tool. It examines how distributed learning networks foster cognitive flexibility, self-efficacy, and collective agency, thereby enriching contemporary debates on digital transformation and sustainable education by introducing VE as a mechanism of semantic resilience - the capacity of learning systems to reconstruct meaning and social coherence amid disruption.

Table 1.

Comparative Framework of Traditional Virtual Exchange and the Erasmus+ SEAL-NR Model (2024–2027)

Dimension	Traditional Virtual Exchange	Erasmus+ SEAL-NR (2024–2027)
Primary Focus	Intercultural communication and language competence	Adaptive leadership, resilience, and socio-digital inclusion
Learning Model	Pedagogical facilitation and dialogue	Empirical observation of adaptation and leadership processes
Pedagogical Modality	Mostly synchronous or asynchronous modules	Purposeful alternation of synchronous co-presence and asynchronous reflection
Data Orientation	Qualitative narratives of exchange	Multidimensional data on cognitive, emotional, and social adaptation
Institutional Design	Temporary course-based collaboration	Permanent European Virtual Hub for Education and Adaptation
Outcome	Cultural awareness and tolerance	Development of adaptive, entrepreneurial, and resilient learning communities

In sum, SEAL-NR transitions virtual exchange from a didactic method to a scientific architecture for analyzing adaptive learning in post-crisis societies. Its contribution is both theoretical and empirical: it generates measurable evidence on how virtual communities cultivate resilience, while proposing a replicable model for future Erasmus+ frameworks (2028–2034), where digital exchanges are understood as infrastructures of sustainable and adaptive education.

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