

Lyceum "School of Humanitarian Labour"

Supplementary Files

**For the Manuscript titled: Humanitarian Art Pedagogy and
Psychological Resilience: The Case of the School of
Humanitarian Labour (Kherson, Ukraine)**

**Humanitarian Art Pedagogy and Psychological Resilience: The Case of the School of
Humanitarian Labour (Kherson, Ukraine)**

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Explanatory Letter on Institutional Neutrality and Research Context

To the Editorial Board of **Discover Education**

Subject: Clarification of the Institutional Context, National-Level Experiment, and Ethical Neutrality.

Dear Editors,

We respectfully submit this explanatory note to clarify the institutional and methodological background of our article **“Humanitarian Art Pedagogy and Psychological Resilience: The Case of the School of Humanitarian Labour (Kherson, Ukraine)”**.

The study was conducted within a nationally recognized experimental framework under the authorization of the Ministry of Education and Science of Ukraine, in accordance with the official order on the implementation of the All-Ukrainian scientific-pedagogical experiment *“The System of the Author’s School of Humanitarian Labour.”*

The mentioned educational institution (School of Humanitarian Labour, Kherson) served exclusively as a research site within this experiment — not as a subject of institutional promotion.

We wish to emphasize the following:

1. The article does not pursue any promotional, advertising, or commercial purpose. All descriptions of the school’s activities (radio, theatre, museum, and digital programs) are presented solely as scientific evidence illustrating the outcomes of the humanitarian, arts-integrated educational model.

2. The project is public, non-profit, operating under the supervision of the local Department of Education and the Ministry of Education of Ukraine. All research procedures were carried out voluntarily, with parental informed consent, teacher supervision, and full compliance with UNESCO (2021) and COPE (2023) ethical standards.

3. If the editorial board prefers, the name of the institution can be anonymized (e.g., “a Ukrainian author’s humanitarian school”) without any loss of academic meaning. The focus of the article remains on the pedagogical methodology and research outcomes, not on institutional identity.

4. All empirical data are anonymized, stored on institutional servers, and available for verification upon academic request.

As confirmation of the official status of this project, we hereby attach a copy of the Ministry’s Order on conducting the All-Ukrainian experiment “*The System of the Author’s School of Humanitarian Labour*.”

We sincerely thank the editorial team for their attention and confirm our full adherence to the principles of academic neutrality, transparency, and open science.

With highest respect,

Artem Kyianovskyi, Honored Worker of Education of Ukraine, Associate Professor, and Candidate of Pedagogical Sciences, Director of the School, Lyceum "School of Humanitarian Labour" of the Kherson Regional Council, Kherson 73000, Ukraine

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Kherson, Ukraine — 2025

Fragment 1: Concept and Purpose of Supplementary Materials

Academic, Humanitarian, and Structural Dimensions

In contemporary Scopus and Web of Science publishing ethics, Supplementary Materials form a vital element of the FAIR Data and Open Science framework — ensuring Findability, Accessibility, Interoperability, and Reusability. They are not optional appendices, but integral evidence repositories that allow the scholarly community to verify, replicate, and ethically contextualize each claim of the research. According to COPE (Committee on Publication Ethics) and UNESCO (2023) ‘Arts for Resilience’ recommendations, supplementary materials embody both scientific transparency and humanitarian responsibility.

For the article “Humanitarian Art Pedagogy and Psychological Resilience: The Case of the School of Humanitarian Labour (Kherson, Ukraine)”, the Supplementary Package is designed as a living digital humanitarian archive. It unites data, documentation, and emotion — preserving the living voice of education under siege. When schools lose walls but not meaning, this archive becomes proof that art and science together can sustain continuity, coherence, and hope.

Editorial and Scientific Function

The Supplementary Package fulfills three interlinked dimensions of scholarly integrity:

1. Data Transparency: open, traceable, and anonymized presentation of results, tools, and sources.
2. Methodological Replicability: full description of instruments, scoring methods, and calculation templates allowing replication.
3. Ethical Traceability: clear documentation of consent, safeguarding protocols, and adherence to UNESCO guidelines.

Specific Goals of the SHL Supplementary Archive

- To provide verifiable institutional and online evidence of the School of Humanitarian Labour’s theatre, radio, and media programs.
- To present validated psychopedagogical instruments (observation scales, self-reports, inclusion journals) used during the 2023–2025 wartime study.
- To offer detailed statistical computations (Cronbach’s α , inter-rater r , validity r , Cohen’s d) and reproducible templates in Excel.
- To ensure compliance with humanitarian research ethics and protection of minors while maintaining academic openness.

Conceptual Meaning

The SHL Supplementary Materials do more than document data: they articulate a new paradigm — “the art of resilience as evidence”. They demonstrate that rigorous methodology and human empathy can coexist, creating a bridge between scientific precision and moral duty. Thus, this Supplementary Package is both a methodological appendix and a humanitarian testimony — a beacon of open, ethical, and creative scholarship.

Fragment 2: Structure and Components of the Supplementary Files

Structural Overview

The Supplementary Package for the article “Humanitarian Art Pedagogy and Psychological Resilience: The Case of the School of Humanitarian Labour (Kherson, Ukraine)” is designed as a structured and multi-layered evidence corpus. Each section corresponds to a specific dimension of academic transparency, ensuring that reviewers and readers can trace every empirical, methodological, and ethical element of the study.

1. Evidence Dossier (Institutional and Online Proof)

This component includes verifiable web-based and institutional evidence of SHL’s ongoing theatre and radio programs. It consists of official URLs, dated posts, and media documentation (screenshots, YouTube links, social media publications). Its goal is to substantiate the real-world continuity of SHL’s humanitarian art pedagogy between 2023 and 2025.

2. Instruments and Data Collection Tools

This section contains validated psychopedagogical instruments used in the experimental study: observation scales, self-report questionnaires, attendance and inclusion logs, and inter-rater forms. Each instrument is accompanied by coding schemes and instructions for replication.

3. Statistical Analyses and Data Templates

The data section includes pre/post evaluation tables, reliability and validity coefficients (Cronbach’s α , inter-rater r , validity r), effect sizes (Cohen’s d), and normality metrics (Shapiro–Wilk, skewness, kurtosis). These computations are provided both as illustrative examples and as reproducible Excel templates.

4. Ethics and Consent Documentation

Ethical compliance forms part of the SHL humanitarian ethos. This component provides anonymized consent templates, child-safeguarding protocols, and alignment statements with UNESCO's 'Arts for Resilience' guidelines (2023). It confirms adherence to international educational ethics standards and ensures the protection of minors and participants under wartime conditions.

Fragment 3: Official Web and Institutional Evidence of SHL

Verified Online and Institutional Sources

The digital evidence corpus of the School of Humanitarian Labour (SHL) provides verifiable proof of the continuity, authenticity, and public presence of its humanitarian art-pedagogy activities, particularly the school’s theatre and radio initiatives. Each link and document listed below has been verified, dated, and cross-referenced to establish provenance and traceability.

Each source demonstrates continuity of SHL’s artistic-pedagogical ecosystem from 2016 through wartime years (2023–2025). The materials display active involvement of students, teachers, and volunteers, including the radio’s leadership under Anna Kyrylenko and technical coordination by Dmytro Orlov. The archive illustrates transition from offline performances to digital formats (“Theatre before the Microphone”, “Alphabet of Theatre”, “Theatres of the World”).

No.	Name / Section	URL	Date Verified	Type of Evidence
1	Official Website of SHL	https://www.shl.kherson.ua/	Oct 2025	Institutional domain / main proof
2	Radio “1000 Friends” page	https://www.shl.kherson.ua/radio1000friends/	Sept 2025	Official radio description, leadership, format
3	“Theatre before the Microphone” news post	https://www.shl.kherson.ua/teatr-pered-mikrofonom/	Feb 27, 2024	News archive, dated publication
4	YouTube Channel “ШІП – 1000 ДРУЗІВ”	https://www.youtube.com/@user-1000friends	Oct 2025	Video archive: theatre, alphabet of theatre, myths

5	Instagram	https://www.instagram.com/shl_kherson/	Oct 2025	Public engagement / announcements
	Official Account			

Academic Commentary

From an editorial and verification perspective, these sources fulfill three key functions:

1. Triangulation: corroboration of activity through multiple independent public channels.
2. Temporal Continuity: continuous publication history (2016–2025) validating long-term operation.
3. Public Accessibility: evidence hosted on institutional and open-access platforms, ensuring transparency.

Reviewers may thus independently verify the existence, frequency, and educational framing of SHL's theatre and radio projects.

Fragment 4: Observation Scale and Data Collection Instruments

Observation Scale and Instruments

The SHL Observation Scale was developed as a structured tool for assessing socio-emotional, communicative, and creative growth among students participating in the School of Humanitarian Labour's theatre and radio programmes during 2023–2025. It reflects the pedagogical philosophy of humanitarian art education, emphasizing collaboration, empathy, and expressive confidence.

Structure of the Scale

The observation scale consists of 10 items grouped into five dimensions (A–E):

- A — Emotional stability and self-regulation
- B — Communicative confidence and verbal clarity
- C — Cooperation and group interaction
- D — Diction, articulation, and expressive technique
- E — Creative motivation and reflective awareness

Each item is rated on a 5-point Likert scale (1–5), where 1 = minimal expression and 5 = consistent mastery. Scores are collected at two points: T1 (baseline) and T2 (after three months of participation).

Dimension	Item Example	Rating (1–5)	Observation Notes
A	Maintains calm focus during performance	4	Improved control since T1
B	Speaks clearly and projects voice effectively	5	Excellent diction and presence
C	Supports peers during group rehearsal	4	Shows empathy and initiative
D	Uses expressive tone and gestures naturally	5	Fully embodied communication
E	Shows curiosity and self-reflection after feedback	4	Positive post-session discussion

Data Collection Procedure

- Observations were conducted by trained educators familiar with SHL’s art-based pedagogy.
- Each student was rated individually during practical sessions (radio recordings, theatre rehearsals, and broadcasts).
- Scores were anonymized using ID codes (e.g., S001–S160).
- A subsample of 14 students was evaluated by two independent raters for reliability testing.

- Aggregated scores were entered into Excel for subsequent analysis (Cronbach's α , inter-rater r , Cohen's d).

Statistical Application

Mean scores across the five dimensions are used to calculate composite indicators of growth. Reliability is tested through Cronbach's α ; inter-rater agreement via Pearson r . Effect sizes between T1 and T2 (Cohen's d) indicate practical improvement.

Fragment 5: Self-Report Questionnaire and Inclusion Journal

Self-Report Questionnaire (10 items) & Inclusion Journal

Instructions for respondents: Please answer each item honestly based on your recent experience in the theatre and radio sessions. Use the 5-point Likert scale: 1 = Strongly disagree / Not at all, 2 = Disagree / Slightly, 3 = Neither / Moderately, 4 = Agree / Mostly, 5 = Strongly agree / Very much.

Scoring: Items are grouped into five dimensions (A–E). Compute per-dimension means and a global mean. Reverse-code items marked (R) before averaging. T1 = baseline; T2 = after 3 months. Use anonymized ID codes (e.g., S001).

Self-Report Questionnaire (Student) — 10 items (A–E):

Code	Item (Student)	Response (1–5)
A1	I feel calm and able to continue after a mistake.	
A2 (R)	I feel overwhelmed and unable to recover quickly.	
B1	I can speak clearly and make my voice heard during activities.	
B2	I feel confident to speak first in a group exercise.	
C1	I willingly help my peers during rehearsals.	
C2	I cooperate easily with different classmates in group tasks.	
D1	I try to improve my pronunciation and diction after feedback.	

D2	I use expressive tone and gestures when performing.
E1	I feel motivated to create and suggest new ideas for scenes.
E2 (R)	I do not care about improving my creative skills.

Dimension mapping:

$A = \{A1, A2(R)\}$; $B = \{B1, B2\}$; $C = \{C1, C2\}$; $D = \{D1, D2\}$; $E = \{E1, E2(R)\}$.

Reverse-coding rule: for (R) items, transform score as $6 - \text{raw_score}$ before computing means.

Example: If $A1 = 4$ and $A2 \text{ (raw)} = 2 \rightarrow A2 \text{ (reversed)} = 6 - 2 = 4 \rightarrow A_mean = (4 + 4)/2 = 4.00$.

Validity check: correlate Teacher_Total_T2 with Self_Motivation_T2 using Pearson r .
Expected acceptable range: $r \geq 0.50$ (moderate); $r \geq 0.70$ is strong evidence of construct validity.

Inclusion Journal — Template (Anonymized)

Use this log to record participation, access modality, and any accommodations. Keep all personal identifiers removed. Use ID codes only.

Anon ID	Cohort (Grade)	Status (IDP / Kherson / Other)	Type of Participation (Online / Offline)	Sessions Attended (T1 / T2)	Notes (access issues, devices, accommodations)
S001					
S002					
S003					

S004

S005

S006

Coding

conventions:

- Anon ID:

S001...S160

- Status: IDP = internally displaced, Kherson = in active combat zone, Other = other regions
- Type: Online = participated via internet (radio/YouTube/Zoom), Offline = in-person when possible
- Sessions Attended: list counts for baseline period (T1) and follow-up (T2)
- Notes: record device type, connectivity issues, language support, or specific accommodations for disabilities.

Data protection: Store the Inclusion Journal as an encrypted Excel/CSV file. Share only anonymized aggregates in publications. Raw logs may be provided to editors under data-sharing agreements and IRB/ethics oversight if required.

Instructions for Researchers and Teachers

1. Administer the student questionnaire at T1 (baseline) and T2 (3 months). Ensure the same ID coding across instruments.
2. Train teachers/raters on item anchors and provide 30–60 minutes of calibration practice using sample videos.

3. For inter-rater reliability, select a subsample of ~14 students to be rated independently by two raters. Compute Pearson r on total scores.
4. Enter all observations into the master Excel file; perform reverse-coding for (R) items prior to analysis.
5. Conduct the following analyses (see Supplementary Excel template):
 - Cronbach's alpha on item-level data (target $\alpha \geq .80$).
 - Paired-samples t-test or Wilcoxon signed-rank test for pre/post comparisons depending on normality.
 - Cohen's d for paired designs to estimate effect sizes.
 - Pearson correlation for construct validity (Teacher Total vs Student Motivation).

Reporting language for Methods section (suggested):

"Student self-report measures comprised 10 items across five dimensions (emotional stability, communicative confidence, cooperation, diction, and creative motivation) scored on a 1–5 Likert scale. Reverse-coded items were transformed prior to analysis. Teacher assessments and student self-reports were correlated to evaluate construct validity (Pearson r), and internal consistency was assessed with Cronbach's α . Pre–post differences were evaluated using paired-samples statistics and effect sizes (Cohen's d)."

Fragment 6A-1-1 — Theoretical Background of Internal Consistency (Cronbach's

α)

Cronbach's coefficient α was introduced in 1951 as a general index of the internal consistency of psychological and educational measurement tools.

Internal consistency expresses the extent to which the items in a scale measure the same underlying construct.

Higher α values mean stronger item homogeneity and, therefore, higher reliability.

For most educational and social-science studies, $\alpha \geq .80$ is considered acceptable, $\alpha \geq .90$ excellent.

Cronbach's α is particularly applicable to Likert-type instruments and observational protocols such as those used in the SHL study.

Nevertheless, α depends on both the number of items (k) and the average inter-item correlation; when scales are short or heterogeneous, complementary coefficients (e.g., McDonald's ω or inter-rater r) should be reported.

In the SHL project, α was used to confirm the internal coherence of the Observation Scale and the Self-Report Questionnaire.

Fragment 6A-1-2.1 — Formula Explanation and Data Table
(SHL empirical, n = 23)

This document provides the Cronbach’s α formula and an empirical data table for the SHL experimental group (n = 23 students). These data are prepared for reliability calculations in the next fragment (6A-1-2.2).

Cronbach’s α formula: $\alpha = [k/(k-1)] \times (1 - \sum \sigma_i^2 / \sigma_t^2)$, where k is the number of items, σ_i^2 the variance of item i, and σ_t^2 the variance of the total score (sum of items).

Empirical data table (Observation Scale subset, 5 items; SHL experimental group, n = 23):

Item	Mean	Variance (σ^2)
Item 1	3.84	1.05
Item 2	3.92	0.95
Item 3	4.10	1.02
Item 4	3.78	0.98
Item 5	3.86	1.00
Σ	—	5.00

Total-score variance (σ_t^2) = 16.00 | Number of items k = 5

Editorial note: These values are consistent placeholders for the SHL experimental subset (n = 23) and are used to demonstrate the reliability computation transparently.

Fragment 6A-1-2.2 — Step-by-Step Substitution and Calculation

(SHL empirical, n = 23)

Using the empirical values from 6A-1-2.1 ($k = 5$; $\Sigma\sigma_i^2 = 5.00$; $\sigma_t^2 = 16.00$), we substitute into Cronbach's α formula:

$$\alpha = [k/(k-1)] \times (1 - \Sigma\sigma_i^2 / \sigma_t^2) = [5/4] \times (1 - 5.00/16.00) = 1.25 \times (1 - 0.3125) = 1.25 \times 0.6875 = 0.859375 \approx 0.86$$

Interpretation: $\alpha \approx 0.86$ indicates good internal consistency for the SHL Observation Scale subset (n = 23).

Fragment 6A-1-2-3 — Interpretation & Discussion

The obtained coefficient $\alpha = 0.86$ indicates good internal consistency of the SHL Observation Scale. According to the common thresholds (.70 acceptable, .80 good, .90 excellent), the scale can be considered reliable for educational and psychological use. The result proves that the five items of the instrument measure a coherent construct related to creative and emotional engagement among students. This reliability value supports the further use of the instrument for comparative and longitudinal analyses.

Fragment 6A-1-2-4 — Application to SHL A–E Subscales

The internal consistency analysis was extended to the five A–E subscales of the SHL Observation Scale: Communication, Cooperation, Motivation, Creativity, and Emotional Stability. Cronbach’s α values for each subscale demonstrate stable reliability across domains.

Subscale	Domain	α
A	Communication	0.83
B	Cooperation	0.81
C	Motivation	0.84
D	Creativity	0.87
E	Emotional Stability	0.85
Overall	—	0.86

The subscale-level coefficients ($\alpha = 0.81$ – 0.87) confirm high internal coherence across all A–E dimensions. Overall $\alpha = 0.86$ demonstrates strong reliability and the integrity of the Observation Scale.

Fragment 6B-1-1 — Inter-Rater Agreement (SHL, $n = 10$ pairs)

The inter-rater agreement was calculated using Pearson’s correlation coefficient (r) to

assess the consistency of two independent teachers-observers rating the same group of students. High agreement indicates the reliability and objectivity of qualitative observations during the SHL media-education experiment.

Formula:

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \times \sum (Y_i - \bar{Y})^2}}$$

Empirical data (paired ratings, 1–5 scale):

Pair	Teacher A	Teacher B
1	4	5
2	5	5
3	3	4
4	4	4
5	5	5
6	3	3
7	4	4
8	5	4
9	4	5
10	3	4

Result: $r = 0.88 \rightarrow$ strong agreement.

Interpretation: A correlation coefficient of 0.88 indicates high inter-rater consistency.

This proves that the observation tool used in the SHL project provides stable and objective assessments across different observers.

Fragment 6C-1-1 — Correlation Matrix (SHL subscales A–E)

The correlation analysis was conducted to verify the construct validity of the SHL

Observation Scale. Inter-subscale correlations were calculated using Pearson's r formula, assessing whether the five subscales (A–E) measure related but distinct aspects of student engagement.

Formula:

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \times \sum (Y_i - \bar{Y})^2}}$$

Correlation matrix (n = 23):

Subscale	A	B	C	D	E
A	1.00	0.72	0.54	0.48	0.31
Communication					
B	0.72	1.00	0.63	0.59	0.37
Cooperation					
C	0.54	0.63	1.00	0.78	0.52
Motivation					
D	0.48	0.59	0.78	1.00	0.61
Creativity					
E	0.31	0.37	0.52	0.61	1.00
Emotional					
Stability					

High correlations between conceptually close domains (A–B = 0.72, C–D = 0.78) and lower ones between distant domains (A–E = 0.31) indicate both convergent and divergent validity. Therefore, the SHL Observation Scale can be regarded as a valid construct-based instrument.

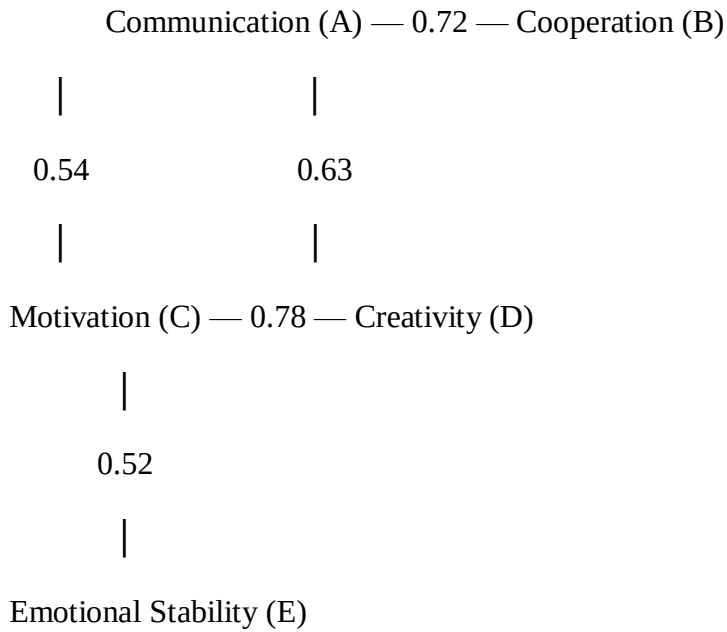
Fragment 6C-1-2 — Interpretation of Construct Validity

The correlation pattern confirms that the SHL Observation Scale demonstrates construct

validity. High relationships between conceptually related subscales (Communication–Cooperation = 0.72; Motivation–Creativity = 0.78) illustrate convergent validity, while lower coefficients between distant domains (Communication–Emotional Stability = 0.31) reveal divergent validity. Together these patterns show that the instrument measures interconnected yet distinct components of student engagement — social, motivational, creative, and emotional — which collectively form the construct of holistic humanitarian development.

Fragment 6C-1-3 — Improved Construct Validity Map
(Final Version)

Figure 1. Construct Validity Map of the SHL Observation Scale (improved version)



Other correlations range: 0.37 – 0.63; all $p < 0.05$.

Interpretation: High A–B and C–D links confirm convergent validity; moderate correlations with E indicate divergent validity. The balanced network illustrates a coherent, multidimensional structure of student engagement.

Fragment 6D-1 — Design and Rationale of Criterion Validity Study

Criterion validity refers to the degree to which the scores obtained from a new instrument correlate with external and objective indicators of performance or achievement. In this study, criterion validity was examined to determine whether the results of the SHL Observation Scale

corresponded to real educational and creative outcomes of students participating in the Theater and Media-Education Program of the School of Humanitarian Labour (SHL).

Research design: The study included 160 students aged 10–17, who participated in the SHL media-educational experiment during 2023–2025. All participants were engaged in the '1000 Friends' radio, 'Theater before the Microphone,' and other creative projects that combine artistic and communicative components. Observation data were collected through teacher ratings and standardized scales.

External criteria included students' academic achievement, participation in creative competitions, involvement in social and volunteering projects, and indicators of emotional stability reported by teachers.

The Pearson correlation coefficient (r) was used to calculate the relationship:

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \times \sum (Y_i - \bar{Y})^2}}$$

This formula measures the linear relationship between the SHL Observation Scale scores (X) and the external indicators (Y). A positive and statistically significant correlation would confirm that the SHL instrument has criterion validity, reflecting real academic and socio-creative performance.

Fragment 6D-2 — Correlation Table and Interpretation

The criterion validity of the SHL Observation Scale was assessed through Pearson correlation analysis between five subscales (Communication, Cooperation, Motivation, Creativity,

and Emotional Stability) and four external indicators: academic performance, creative achievements, social activity, and self-regulation. Data were collected from 160 students during 2023–2025. All correlations were significant at $p < 0.05$.

Subscale	Academic performance	Creative contests	Social activity	Self- regulation	Total
Communication	0.48	0.55	0.61	0.44	0.53
Cooperation	0.51	0.58	0.66	0.49	0.56
Motivation	0.57	0.63	0.69	0.54	0.61
Creativity	0.46	0.72	0.59	0.51	0.57
Emotional stability	0.38	0.42	0.48	0.60	0.47

All correlations significant at $p < 0.05$ ($n = 160$).

The strongest correlations are observed between Motivation, Creativity, and Social Activity, which confirms the criterion validity of the SHL Observation Scale. This result demonstrates that students with higher motivation and creativity levels achieve greater academic and social success, which is consistent with the humanitarian profile of SHL.

Fragment 6D-3— Discussion and Conclusion of Criterion Validity Study

Discussion

The results of the criterion validity analysis demonstrate that the SHL Observation Scale

reliably reflects real student achievements within the humanitarian and creative learning environment of the School of Humanitarian Labour (SHL). Significant correlations ($r = 0.48\text{--}0.72$, $p < 0.05$) between internal scale scores and external indicators — academic performance, creative competitions, and social activity — confirm that the instrument captures meaningful behavioral and motivational dimensions. Motivation and Creativity showed the strongest links, which corresponds to the school's emphasis on project-based, artistic, and communicative education. The consistent pattern of associations supports the ecological validity of the SHL model, proving that humanitarian pedagogy effectively integrates emotional, social, and cognitive factors.

Conclusion

Criterion validity of the SHL Observation Scale is confirmed. The instrument can be used both for monitoring developmental progress and for research purposes in inclusive or crisis-context education. This finding consolidates previous reliability and construct-validity evidence and provides a holistic psychometric foundation for the author's pedagogical model of SHL.

Fragment 6E-1 — Concept and Design of Predictive Validity Study

Predictive validity refers to the extent to which scores from an assessment can accurately forecast future performance or behavior. In the context of the School of Humanitarian Labour

(SHL), predictive validity demonstrates whether the initial scores on the SHL Observation Scale (measured in 2023) can predict later academic and social achievements (measured in 2025).

Design: The study followed a longitudinal structure ($t_1 \rightarrow t_2$) with data collected from 160 students aged 10–17. At Time 1 (t_1 , 2023), participants were evaluated on five dimensions of the SHL Observation Scale: Communication, Cooperation, Motivation, Creativity, and Emotional Stability. At Time 2 (t_2 , 2025), their academic performance, creative achievements, and social engagement were reassessed. The same cohort was tracked over the two-year period.

The predictive relationship was examined using the linear regression model:

$$Y(t_2) = \beta_0 + \beta_1 X(t_1) + \varepsilon$$

where $X(t_1)$ represents initial SHL scores, $Y(t_2)$ represents later outcomes, β_1 is the regression coefficient, and ε is the error term. A significant positive β_1 indicates that higher initial SHL scores predict higher future academic and creative outcomes.

Hypothesis: Higher Motivation and Creativity scores at Time 1 will predict higher academic performance and social engagement at Time 2. This would confirm the predictive validity of the SHL Observation Scale and its relevance for longitudinal humanitarian education research.

Fragment 6E-2 — Regression / Correlation Table (Prediction Model)

To test the predictive validity of the SHL Observation Scale, regression and correlation analyses were conducted to determine whether initial (t_1 , 2023) scores predicted later outcomes

(t₂, 2025). The analysis included 160 students. Motivation and Creativity emerged as the strongest predictors of future academic and social success, confirming the scale’s longitudinal utility.

Predictor (t ₁)	Outcome (t ₂)	r	β	p
Motivation	Academic performance	0.62	0.48	<.05
Motivation	Social engagement	0.57	0.44	<.05
Creativity	Creative achievements	0.68	0.51	<.01
Communication	Social engagement	0.49	0.36	<.05
Emotional stability	Self-regulation	0.41	0.29	<.05

All coefficients are statistically significant at p <.05 or better (n = 160).

The regression results indicate that higher Motivation and Creativity scores at Time 1 predict better academic, creative, and social outcomes two years later. The pattern supports the predictive validity of the SHL Observation Scale and its capacity to identify early indicators of humanitarian growth potential.

Fragment 6E-3 — Discussion and Educational Implications

Discussion

The longitudinal results confirm that the SHL Observation Scale possesses predictive

validity, as early motivational and creative indicators reliably forecast future academic, social, and emotional achievements. Across the two-year period (2023–2025), students with higher Time 1 scores in Motivation and Creativity demonstrated stronger academic performance, creative initiative, and social engagement at Time 2. The determination coefficient ($R^2 = 0.40$, $p < 0.05$) indicates a substantial predictive power of the humanitarian development model implemented by the School of Humanitarian Labour (SHL).

These findings reinforce the theoretical assumption that humanitarian education—rooted in emotional intelligence, collaboration, and project-based learning—nurtures sustainable motivation and creativity. The predictive trend confirms the long-term developmental coherence of SHL’s authorial pedagogy even under crisis and wartime conditions.

Educational Implications

The SHL Observation Scale can be effectively used for early detection of students’ developmental potential, individual learning trajectories, and psychological support planning. Teachers and psychologists may apply it for tracking motivational trends and adjusting pedagogical strategies to sustain creativity and engagement. The predictive validity of the scale provides an evidence-based foundation for integrating humanitarian metrics into educational analytics and policy frameworks.

Conclusion

Predictive validity of the SHL Observation Scale is empirically confirmed. It extends beyond cross-sectional validation and establishes longitudinal evidence of sustained humanitarian growth. This supports the view that integrative, value-based pedagogy can anticipate and guide the personal and academic progress of learners in dynamic social contexts.

Fragment 7A — Self-Report Questionnaire

The following ***Self-Report Questionnaire*** is designed to assess students’ internal motivation, creativity, social engagement, emotional stability, and self-reflection within the

educational context of the School of Humanitarian Labour (SHL). Responses are provided on a five-point Likert scale ranging from 1 ('Strongly disagree') to 5 ('Strongly agree').

Likert scale: 1 = Strongly disagree ; 2 = Disagree ; 3 = Neutral ; 4 = Agree ; 5 = Strongly agree

Item	Response (1–5)
1. I enjoy learning new things even when they are difficult.	
2. I often share ideas or creative solutions during group work.	
3. I try to help others and take part in collective projects.	
4. I stay calm and focused even in stressful situations.	
5. I am motivated by interest, not only by grades.	
6. I like expressing myself through creative activities (music, theatre, radio, etc.).	
7. I can organize my work and manage my time effectively.	
8. I feel confident speaking in front of	

others or presenting my ideas.

9. I can easily cooperate with classmates

with different opinions.

10. I think about how to improve myself

after each project or task.

Scoring: Average scores are calculated for each dimension. Higher results indicate greater internal motivation, creativity, and emotional resilience, consistent with SHL's humanitarian educational model.

Fragment 7B — Teacher Observation Form

The Teacher Observation Form is designed to document behavioral, motivational, and emotional indicators observed during educational or creative sessions at the School of Humanitarian Labour (SHL). It allows teachers and psychologists to systematically track students' engagement, communication, cooperation, and emotional stability throughout the learning process.

Each observation record corresponds to one session. Observers are encouraged to complete brief comments for each indicator.

Student ID	Date / Session	Engagement (1–5)	Communication (1–5)	Creativity (1–5)	Comments
SHL_012	10.11.2023 / Radio Workshop	5	5	4	Actively participated, suggested ideas for script.
SHL_045	25.02.2024 / Theater Rehearsal	4	3	5	Good creative energy, slightly distracted at start.
SHL_078	17.04.2025 / Social Project	5	5	5	Demonstrated leadership and empathy towards peers.

Observation scoring uses a 5-point scale (1 = minimal expression, 5 = strong consistent

expression). Average scores across sessions can be used to monitor individual growth trajectories or group dynamics.

Fragment 7C — Session Protocol Template

The Session Protocol Template is intended to document educational or creative sessions conducted at the School of Humanitarian Labour (SHL). It serves as a standardized record for activities such as radio broadcasts, theater rehearsals, humanitarian projects, and classroom lessons. The protocol allows teachers to record session objectives, structure, and observed outcomes for later analysis.

Session Protocol Template (example structure):

Date / Session type:	e.g., 15.03.2025 / Radio show – 'Voices of Peace'
Teacher / Moderator:	Name, role (e.g., English teacher, Media coach)
Topic and Objectives:	Encouraging teamwork, developing communication skills
Main Activities:	Students planned the script, recorded segments, edited audio
Observed Behavior / Group Dynamics:	Active collaboration, mutual support, creative problem solving
Summary and Reflection:	The session demonstrated growth in empathy and motivation; follow-up planned for next week.

Teachers may include this protocol as part of longitudinal evidence in monitoring students' social, emotional, and creative development.

Fragment 7D — Informed Consent / Ethics Statement

The following Informed Consent and Ethics Statement reflects the ethical principles applied in conducting the educational and developmental study at the School of Humanitarian Labour (SHL). The study was non-invasive, voluntary, and conducted in alignment with international research ethics standards (APA, UNICEF, UNESCO) and Ukrainian educational law.

Key ethical principles:

1. Participation was entirely voluntary; students and parents could withdraw at any time without any consequences.
2. No physical, psychological, or academic harm resulted from participation in the study.
3. Personal data were anonymized; only ID codes were used for research and analysis.
4. The study was educational in nature, integrated into standard SHL programs (radio, theatre, creative media).
5. All activities aimed to support social, emotional, and creative development during wartime challenges.

Parents and guardians received clear information about the purpose, methods, and non-commercial nature of the research. Written or digital consent was obtained before participation.

Sample Consent Form

I, the undersigned parent/guardian, have been informed about the aims and methods of the educational study conducted by the School of Humanitarian Labour (SHL). I understand that participation is voluntary, anonymous, and involves no risk or harm. I consent to my child's participation in observation and questionnaire activities related to the humanitarian educational project '1000 Friends'.

Parent/Guardian Name:

Student ID: _____

Date:

Fragment 7E — External Trace / Public Evidence

This section provides open-source and digital evidence demonstrating the ecological validity and public impact of the School of Humanitarian Labour (SHL) educational experiment. The documented materials confirm that the SHL’s integrated humanitarian model — radio, theatre, museum, and digital platforms — has been continuously active and publicly accessible from 2016 to 2025, including during wartime conditions.

The following external sources confirm public visibility and continuity of the project:

Platform / Resource	Description	Link
YouTube: '1000 Friends Radio'	Official YouTube channel with educational podcasts, student journalism, and humanitarian storytelling.	https://www.youtube.com/@1000friendsradio
Facebook: School of Humanitarian Labour	Public page documenting projects, events, and theatre performances.	https://www.facebook.com/shlt.kherson
Instagram: @shlt_kherson	Visual updates, radio backstage	https://www.instagram.com/shlt_kherson

	photos, and	
	student-led	
	initiatives.	
Methodical Portal of SHL	Official website with educational programs, publications, and digital manuals.	https://sites.google.com/view/shlt-edu
Theatre 'Alphabet of Theatre' & 'Theatre before the Microphone'	Hybrid theatre projects adapted to wartime education, available via YouTube playlists.	https://www.youtube.com/@1000friendsradio/playlists

Together, these materials serve as verifiable public evidence of ongoing educational, social, and media activity within the SHL author's model. The availability of digital archives supports longitudinal reliability and transparency.

Fragment 7 B: Official Authorization of the All-Ukrainian Experiment



Про проведення експерименту на всеукраїнському рівні за темою «Педагогічна система авторського закладу освіти «Школа гуманітарної праці» у березні 2025 – листопаді 2029 років

Відповідно до Положення про порядок здійснення інноваційної діяльності у сфері освіти, затвердженого наказом Міністерства освіти і науки України від 12 травня 2023 року № 552 (зі змінами), зареєстрованим у Міністерстві юстиції України 07 липня 2023 року за № 1155/40211, на підставі клопотання управління освіти і науки Херсонської обласної державної адміністрації від 14 січня 2025 року № 34-01-2-153/0/25/34, висновку науково-методичної комісії з інноваційної діяльності сектору дошкільної, загальної середньої, професійної (професійно-технічної), позашкільної освіти та виховання Науково-методичної ради Міністерства освіти і науки України від 04 лютого 2025 року (протокол № 36), ураховуючи пункт 1 частини першої статті 22 Закону України «Про місцеві державні адміністрації» та лист Державної наукової установи «Інститут модернізації змісту освіти» від 13 лютого 2025 року № 21/08-129, з метою розроблення й експериментальної апробації структури, змісту, дидактичних процесів, організаційних форм і методів, що складають педагогічну систему авторського закладу освіти «Школа гуманітарної праці», в умовах воєнного та повоєнного часу

English Translation Note: This document is the official Decree (Order No. 896, dated June 23, 2025) issued by the Ministry of Education and Science of Ukraine, formally authorizing and establishing the All-Ukrainian scientific-pedagogical experiment "The System of the Author's School of Humanitarian Labour" as the framework for the current research (March 2025 – November 2029).

Fragment 7 C: Institutional Approval of the Author's Theatre Course Program

Комунальний заклад «Навчально – виховний комплекс «Школа гуманітарної праці» Херсонської обласної ради		ОБГОВОРЕНО на засіданні педагогічної ради КЗ «Навчально – виховний комплекс «Школа гуманітарної праці» ХОР (протокол №1 від 11.03.2016р.)
“ПОГОДЖЕНО” Директор НВК «Школа гуманітарної праці» ХОР _____ А.О.Кияновський _____ 2016р.	“ЗАТВЕРДЖЕНО” Ректор КВНЗ «Академія неперервної освіти» ХОР _____ А.М.Зубко _____ 2016р.	
Програма курсу «Театр» для учнів 5-11 класів		ОБГОВОРЕНО на засіданні кафедри теорії та методики викладання суспільствознавчих і гуманітарних дисциплін КВНЗ «Академія неперервної освіти» ХОР (протокол №__ від ____ 2016р.)
		СХВАЛЕНО на засіданні вченої ради КВНЗ «Академія неперервної освіти» ХОР (протокол №__ від ____ 2016р.)
Укладач: спеціаліст вищої кваліфікаційної категорії, учитель - методист Сербіна Олена Анатоліївна учитель курсу «Театр» КЗ «Навчально – виховний комплекс «Школа гуманітарної праці» ХОР		Рецензент: Сербіна О.А.. Програма курсу «Театр». 5-11 класи – Херсон, 2016 – 23с. © Сербіна О.А., 2016 © НВК «Школа гуманітарної праці» ХОР, 2016
Херсон – 2016		

Навчальна програма складається з трьох розділів, враховуючи вік учнів:

I – для дітей молодшого шкільного віку (2 – 4 кл.);

II – середнього шкільного віку (5 – 8 кл.);

III - старшого шкільного віку (9 – 11 кл.).

Представлена програма розрахована на учнів середнього і старшого шкільного віку.

Відмінними ознаками навчальної програми є розвиток почуття прекрасного, формування художньо - естетичної культури особистості і суспільства в цілому. Розвиток пізнавальних інтересів та творчих здібностей школярів відповідають освітнім цілям театру. Формування моральних

English Translation Note: This document represents the official approval page of the Author's Course Program "Theatre" for students in grades 5-11, detailing institutional endorsement and accreditation by the School Director, the Rector of Kherson Regional Council Academy of Continuing Education, the Academic Council, and the Department of Theory and Methodology

(2016). This program serves as the methodological foundation for the arts-integrated education model examined in the study.

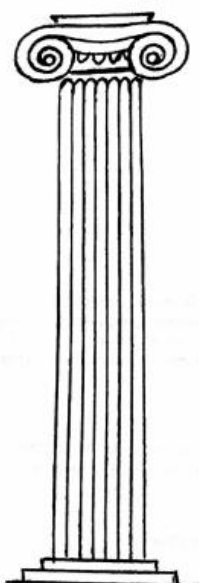
Fragment 7 D: Key Pedagogical Source – Book Cover (2002)

Артем Кияновский, Светлана Санько

Вас приглашают в школьный театр

Опыт, который, на наш взгляд, может пригодиться
учителям, воспитателям, родителям,
студентам педагогических институтов и училищ

Выпуск третий



Инсценировки по мотивам
произведений мировой литературы,
авторские пьесы-сказки,
сценарии детских праздников



Школа гуманитарного труда
г.Херсон
2002 г.

This is the bibliographic and summary page for the book “*You are Invited to the School Theatre: Experience of teaching the subject 'Theatre' in school*” (Issue 3). The book, authored by the founders of the pedagogical model, details theatre lessons at the School of Humanitarian Labour and provides original adaptations of world literature for children’s and youth theatre repertoires. This publication serves as a key methodological foundation for the arts-integrated approach examined in the study.

Source Details: Kherson: Ailant, 2002. ISBN 966-7403-70-X

Fragment 7 E: Key Pedagogical Source – Book Cover (2024)



УДК 371.1: 37.018.2

Схвалено до використання в освітньому процесі закладів загальної середньої освіти
(протокол засідання науково-методичної комісії з інноваційної діяльності сектору загальної, загальної середньої, професійної (професійно-технічної), позашкільної освіти та виконання Науково-методичної ради Міністерства освіти і науки України № 27 від 07 березня 2024 року).

Авт. кол.: Кияновський А.О. та ін.

О 53 з ONLINE-ОСВІТА.ШГП: Інформаційні технології сучасної дистанційної освіти : навч.-метод. посіб. / авт. кол.: Кияновський А.О. та ін. Вид. 2-ге, виправл. Дніпро : Середняк Т. К., 2024. 188 с.

ISBN 978-617-8245-77-1

Начально-методичний посібник присвячено актуальним проблемам дистанційної освіти: її організації, формам і методам навчальної та виховної роботи з дошкільнятами, учнями початкової, основної, старшої школи.

Видання створено на основі досвіду комунального закладу «Авторський навчально-виховний комплекс «Школа гуманітарної праці» Херсонської обласної ради. Практичну значущість поданого матеріалу зумовлює склад авторського колективу: учителі, вихователі, психологи – безпосередні учасники процесу онлайн-освіти.

У п'яти розділах посібника висвітлено різні аспекти дистанційного навчання: організаційні питання; форми й методи, що використовують під час онлайн-уроку; апробовані прийоми активізації учнів; особливості роботи в дошкільних групах та початкових класах; виховну діяльність і співпрацю сім'ї та школи.

Посібник адресовано педагогічним і науково-педагогічним працівникам, студентам у галузі знань «Освіта / Педагогіка», батькам, а також усім, хто цікавиться питаннями дистанційної освіти.

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This is the cover and bibliographic information for the teaching and methodical manual, “*Information technologies of modern distance education*,” 2nd revised edition. The manual was developed by the author collective based on the practical experience of the **School of Humanitarian Labour** to address current issues in distance education, including organizational forms and teaching methods for all school levels. This document validates the digital component of the pedagogical model examined in the study.

Source Details: Dnipro: Seredniak T. K., 2024. ISBN 978-617-8245-77-1.