

# **Knowledge management: seven effective examples of applying knowledge**

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# **KNOWLEDGE MANAGEMENT OF EMPLOYEES OF THE REHABILITATION HUB FUNCTIONING AS A RESOURCE AND METHODOLOGICAL CENTER OF THE KHORTYTSIA NATIONAL ACADEMY IN EDUCATIONAL AND REHABILITATION SPACE OF POST-WAR UKRAINE**

## **Introduction**

One of the consequences of the hostilities on the territory of Ukraine was the emergence of a category of people who are in need of long-term comprehensive rehabilitation – participants in hostilities and persons who received psychophysical injuries as a result of them. The modern approach to providing rehabilitation support for such people is not limited to medical interventions aimed at restoring physical health and functionality, but also requires a mandatory socio-psychological and pedagogical focus of the individual rehabilitation program. The possibility of returning these people to full and integral life in society and restoring their temporarily lost functional potential depends on the quality and timeliness of rehabilitation support. In this context, the imperatives of rehabilitation, which are defined by the Law of Ukraine “On Rehabilitation in Health Care” dated 03.12.2020<sup>1</sup>, include the creation of conditions for quality staffing and the formation of an effective quality management system. Knowledge management of the staff of rehabilitation institutions is a key system-forming asset that leads to the development of a progressive successful educational and rehabilitation process. With this in mind, institutions of this profile should review and modernize the established organizational and managerial as well as technological and methodological principles of rehabilitation management. They should also strengthen the role of international cooperation as

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<sup>1</sup> On rehabilitation in the field of health care: Law of Ukraine dated 03.12.2020 No 1053-IX. <https://zakon.rada.gov.ua/laws/show/1053-20#Text> (access: 17.12.2020).

an important factor in studying and transferring innovative experience of foreign countries, while taking into account current domestic problems and development priorities.

## Literature review

The most important prerequisite for successful educational and rehabilitation activities of specialized institutions of Ukraine is the paradigm of systemic synergy of comprehensive rehabilitation, remedial and development services formed in the domestic professional discourse in the process of implementing individual educational and socialization trajectory. The scientific basis of this paradigm is formed by fundamental works and the latest research of leading Ukrainian scientists V. Bondar<sup>2</sup>, V. Zasenko<sup>3</sup>, A. Kolupaieva<sup>4</sup>, B. Synova<sup>5</sup>, A. Shevtsov<sup>6</sup>, M. Sheremet<sup>7</sup> and others.

In his research A. Shevtsov<sup>6</sup> substantiated the universal structural scheme of complex rehabilitation which contained the following elements: a rehabilitated person, a rehabilitation specialist, goals, content, methods and technologies, means and organizational forms of rehabilitation; rehabilitation diagnostics; results of the rehabilitation process; parents, relatives and friends of the rehabilitated person; rehabilitation management subsystem; information and scientific subsystem; regulatory and legal subsystem; financial and economic subsystem; external relations management subsystem; environmental subsystem.

V. Synov<sup>8</sup> and his co-authors specified the factors influencing the effectiveness of rehabilitation, in particular, the development of innovative programs for the training of rehabilitation specialists; combination of research work with improvement of scientific and professional qualification of specialists working for rehabilitation institutions. Key indicators of staffing of the educational and rehabilitation space are

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<sup>2</sup> Bondar V. Educational integration of children with developmental disabilities in developed countries (late 20<sup>th</sup> century). *Scientific Journal of National Pedagogic Dragomanov University. Series 19. Correctional Pedagogy and Special Psychology*. 2013. No No 23. P. 18-22.

<sup>3</sup> Zasenko V. Special education: current state and priorities of development. *Education of People with Special Needs: Ways of Development*. 2010. Issue 1. P. 4-7.

<sup>4</sup> Kolupaieva A., Savchuk L. *Children with special educational needs and the organization of their education: a scientific and methodological manual*. Kyiv: ATOPOL Publishing Group, 2011. 274 p.

<sup>5</sup> Synov V. Methodology and theory of research in the field of defectology. *Collection of Scientific Works of Kamianets-Podilskyi Ivan Ohiienko National University. Series: Socio-pedagogical*. 2010. Issue 15. P. 7-9.

<sup>6</sup> Shevtsov A. *Educational basics of rehabilitation*. Kyiv: Lesia Publishing House, 2009. 483 p.

<sup>7</sup> Sheremet M. The main trends in modernizing the training of remedial teachers in terms of reforming the education sector. *Speech Therapy*. 2011. No No 1. P. 3-5.

<sup>8</sup> Synov V., Sheremet M., Rudenko L. Educational and psychological integration of schoolchildren with psychophysical disorders in modern conditions of Ukraine. *Current Issues of Remedial Education*. 2016. No No 7. P. 323-344.

studied by S. Lupinovych<sup>9</sup>. She distinguishes the following indicators: the presence in the educational institution of managerial and teaching staff who are competent in meeting different educational needs; high professional level of all employees of the institution in educating children with special educational needs; continuity of professional development of pedagogical staff in the field of remedial pedagogy, special psychology; advanced training for teachers during courses aimed at mastering special technologies for supporting students with special educational needs (problem courses, special courses, training sessions, seminars, distance learning, etc.); creation of favorable conditions for the interaction of general, special, scientific and methodological institutions that compensates possible insufficiency of human resources; constant methodological support, receiving timely consultation of experts on programs of training and education of students with special educational needs. A number of researchers (A. Kolupaieva and L. Savchuk<sup>10</sup>, O. Taranchenko and Yu. Naida<sup>11</sup>) reflect on the basic competencies of specialists of rehabilitation institutions, which should be constantly developed taking into account the changing needs of the environment: ability to organize the curriculum and regroup it around key information, concepts and skills; willingness to explore customer needs, trying to understand them and identify their individual characteristics; willingness to carefully think through the distribution of time and its flexible use; ability to plan different ways to achieve a common goal, etc.

The military events that happen today in Ukraine pose an extraordinary challenge for rehabilitation specialists, as this situation causes them to feel uncertainty, experience lack of specific knowledge and inability to take into account all the consequences of psychophysical trauma of war and predict the effectiveness of individual rehabilitation programs. In the current situation rehabilitation hubs (systems of comprehensive rehabilitation) move to the forefront among the rehabilitation institutions. Such hubs are based on the principle of systemic synergistic accumulation of resources for the effective implementation of the whole set of tasks for comprehensive rehabilitation of various categories of people. Therefore, management of the professional knowledge of employees of these institutions is the task of greatest urgency today.

The Khortytsia National Academy is the basic institution for the creation of a competence-oriented educational and rehabilitation space in Zaporizhzhia region. In the course of many years of its operation it ensures the integrity and con-

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<sup>9</sup> Lupinovych S. *Theoretical principles of creating a remedial and developmental environment in the implementation of inclusive education. Development of inclusive educational environment in Zaporizhzhia region. Scientific and methodological aspect.* Monograph / compiled by T. Hura; ed. T. Ozerova. Zaporizhzhia : STATUS, 2018. P. 80–91.

<sup>10</sup> Kolupaieva A., Savchuk L. *Children with special educational needs and the organization of their education: a scientific and methodological manual.* Kyiv: ATOPOL Publishing Group, 2011. 274 p.

<sup>11</sup> Taranchenko O., Naida Yu. *Differentiated teaching in an inclusive classroom: a textbook* / Gen. ed. Kolupaieva A. Kyiv: ATOPOL Publishing Group, 2012. 120 p.

tinuity of education, comprehensive rehabilitation, social integration and development of life skills of children and youth. Numerous scientific publications reveal the innovative experience of the institution and its individual departments in finding practical solutions for the most current issues of integrated rehabilitation: organization of inclusive education for children with psycho-physical disorders in the sanatorium boarding school (V. Nechyporenko, 2016)<sup>12</sup> and empirical confirmation of its effectiveness (V. Nechyporenko, Yu. Siliavina, 2017)<sup>13</sup>, systematic character and continuity of inclusive education of school and higher education students with special educational needs (V. Nechyporenko, E. Pozdnyakova-Kyrbiatieva, 2017)<sup>14</sup>, methodological support of this activity (V. Nechyporenko, N. Gordienko, E. Pozdnyakova, J. Silyavina, 2018)<sup>15</sup>, structural and functional specifics of the educational and rehabilitation space in higher education institutions (V. Nechyporenko, 2019)<sup>16</sup>, development of inclusive tourism in Ukraine (V. Nechyporenko, N. Kureda, Yu. Yukhnovska, 2017)<sup>17</sup>. Today, this experience can be used to understand ways to provide systematic rehabilitation assistance to victims of hostilities in Ukraine and return them to normal life in the society. Comprehension that this task will be one of the most difficult for the Ukrainian society in the postwar period, encourages to continue the scientific research into the adaptation of rehabilitation processes to changing social conditions, finding effective models of managing knowledge of the staff of rehabilitation hubs.

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<sup>12</sup> Nechyporenko V. The system of inclusive education of children with psychophysical disorders in the sanatorium boarding school. *Scientific Journal of the National Pedagogical Dragomanov University. Series 19. Correctional pedagogy and special psychology*. Issue 32. Part 2: A collection of scientific papers / Ministry of Education and Science of Ukraine, National Pedagogical Dragomanov University. Kyiv: NPDU Publishing House, 2016. P. 17-27.

<sup>13</sup> Nechyporenko V., Siliavina Yu. Empirical studies of the quality of inclusive education in a sanatorium boarding school. Empirical Studies for Education Reform in Ukraine: *Proceedings of the First International Scientific Conference of the Ukrainian Association of Educational Researchers* (February 11, 2017) / Ed. by S. Shchudlo, O. Zabolotna, O. Kovalchuk. Kyiv, Drohobych: «Trek-Ltd» Publishing, 2017. P. 123-126.

<sup>14</sup> Nechyporenko V., Pozdnyakova-Kyrbiatieva E. The system of inclusive education of children and youth with special educational needs on the example of Khortytsia National Educational and Rehabilitation Academy. Management of higher education quality: problems and prospects / [collection of scientific papers; edited Victor Oliynyk]. London: IASHE, 2017. P. 113-116.

<sup>15</sup> Nechyporenko V., Gordienko N., Pozdnyakova E., Silyavina J. Methods of inclusive studying at educational institutions. *Educația incluzivă: dimensiuni, provocări, soluții* : Materialele Conferinței științifico-practice internaționale (Ediția a 4-a, 19 octombrie, 2018) / com. șt. : Valentina Pritcan (președinte) [et al.]; com. org.: Larisa Zorilo (președinte) [et al.]. Bălți: S. n., 2018. P. 311-314.

<sup>16</sup> Nechyporenko V. Structural and functional specifics of inclusive educational space in Khortytsia National Educational and Rehabilitation Academy. *Innovative approaches to education and socialization of children with autism disorders*: Materials of the III International Scientific and Practical Conference (April 3, 2019). Lviv: "Kolping Affairs in Ukraine" Printing House, 2019. P. 29-33.

<sup>17</sup> Nechyporenko V., Kureda N., Yukhnovska Yu. Issues of inclusive tourism development in Ukraine. *International Scientific Conference Anti-Crisis Management: State, Region, Enterprise. Conference Proceedings*, Part 1, November 17th, 2017. Le Mans, France: Baltija Publishing. P. 99-101

Thus, at the level of theoretical and methodological reflections of Ukrainian scientists, the field of comprehensive rehabilitation of various categories of people is represented as a holistic conceptual paradigm that integrates the latest advances in medical, psychological and socio-pedagogical science, offering rehabilitation specialists specific technologies, methods and programs of comprehensive care for children, young people and adults, taking into account their nosological groups. At the same time, the following issues remain insufficiently studied: optimizing the system and organizational support of this work, finding and testing new models and approaches to the use of human resources taking into account their limitations in modern socio-economic conditions.

## Methodology

Theoretical analysis of scientific sources allowed to consider the problems of system management support of rehabilitation processes and single out previously unsolved issues.

The results of comparative analysis of major organizational approaches to the development of professional competencies of employees of rehabilitation institutions formed the basis for structural and semantic project design of advanced training courses for education managers working on the basis of the Khortytsia National Academy (Zaporizhzhia). The generalization of innovative educational and social practices of postgraduate education in the Khortytsia National Academy is a valuable experience for the accumulation of the most significant achievements and further methodological reflection on the knowledge management of employees working for rehabilitation institutions.

## Results

### **Exploration and application of international rehabilitation experience as the imperative of knowledge management in the Khortytsia National Academy as an institution of higher education**

The key imperatives for the transformation and further development of higher education in Ukraine for 2022-2032 are set out in the Strategy for the Development of Higher Education in Ukraine (approved by the Order of the Cabinet of Ministers of Ukraine dated 23.02.2022. No 286-p)<sup>18</sup>. The document indicates that the mission of higher education today is to form high-quality human capital, as well as to

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<sup>18</sup> On approval of the Strategy for the Development of Higher Education in Ukraine for 2022-2032. Order of the Cabinet of Ministers of Ukraine dated February 23, 2022 No No 2 No No 286-p,

unite society in order to establish Ukraine as an equal member of the European community. Therefore, the strategy of internationalization of education is seen as the dominant one. It will ensure the openness of the higher education system of our country, the introduction of the best world experience and the inclusion of Ukraine in the European Higher Education Area. The fact that this movement is reciprocal becomes evident from the content of the Communiqué adopted by the Conference of Ministers of Higher Education of the countries belonging to the European Higher Education Area (November 19, 2020, Rome)<sup>19</sup>. It emphasizes the priorities of inclusiveness, innovation and interconnectedness of the educational space of sustainable, united and peaceful Europe. These priorities should become mechanisms for a continuous movement towards modern and integrated European educational space.

An important role in ensuring the interconnectedness of internationalized educational space is fulfilled due to the efforts of every single higher education institution, their principled policy of promoting international cooperation and reforms, knowledge sharing and so on. The experience of international cooperation of the Khortytsia National Academy (Zaporizhzhia) testifies to the extraordinary value of such initiatives, as among the long-time partners of the academy there are various educational institutions of Poland, Bulgaria, the Czech Republic, Slovakia, Slovenia, Italy, France, Portugal and other countries. In 2022 our institution established partnership with such reputable institutions as the Department of Sociology and Urban Planning of Paul Valéry University Montpellier 3 (France), Masaryk University (the Czech Republic), Stefan cel Mare University of Suceava (Romania), University of Teramo (Italy). We sincerely hope that this international cooperation will be as fruitful as the strategic partnerships ties that are developing between these countries and Ukraine today.

The inclusive character of the internationalized educational space is ensured through offering access to higher education for various groups, in particular, victims of the war in Ukraine. In addition, innovation will be extremely important for the higher education system of post-war Ukraine, because in order to meet the changing needs of certain categories of students, learning institutions will have to diversify educational offers and update the content of education.

To implement the mission of rehabilitation of war victims, the Khortytsia National Academy has identified organizational and methodological resources and the role of foreign partnerships in strengthening the educational and rehabilitation potential of all structural units of our institution, namely:

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<https://www.kmu.gov.ua/npas/pro-shvalennya-strategiyi-rozvitku-vishchoyi-osviti-v-ukrayini-na-2022032-roki-286-> (access: 03.05.2022).

<sup>19</sup> 49 Bologna process countries approve Rome ministerial communiqué: European Higher Education Area priorities for next 10 years, <https://mon.gov.ua/ua/news/49-krayin-bolonskogo-procesu-shvalili-rimske-ministerske-komyunike-viznachenno-priorit> (access: 03.05.2022).



- faculties and departments of the Khortytsia National Academy will provide training for students of the first, second and third levels of higher education to provide for the staffing needs of our regional rehabilitation institutions, inclusive educational institutions and secondary schools. The major foreign partners of our institution in this area of work are Kutaisi University (Georgia), Batumi Shota Rustaveli State University (Georgia), Institute of Psychology of Maksim Tank Belarusian State Pedagogical University (Belarus) and the UCM-Italy Association (Italy). The expected result is staffing of inclusive rehabilitation establishments in our region and in Ukraine according to modern standards of professional competence of specialists;
- the department of retraining and advanced training will ensure the implementation of contemporary foreign practices providing methodological support for continuous professional self-development of specialists, their mastering of innovative educational and rehabilitation technologies. When achieving this goal, the Khortytsia National Academy envisages promising cooperation within the framework of concluded agreements with such foreign partners as the Institute of Advanced Training and Retraining of Maksim Tank Belarusian State Pedagogical University (Belarus), Silesian University (Poland), Bolashak Academy (Kazakhstan). The expected result is our institution's performance of the functional role of the leading scientific and methodological center, providing the study and transfer of innovative experience of foreign countries, experimental testing and examination of contemporary educational and rehabilitation technologies;
- pedagogical vocational college will provide training of qualified personnel of Junior Bachelor degree for the system of inclusive education and comprehensive rehabilitation of different categories of people. In this process great importance will be given to the current partnerships of the Khortytsia National Academy with Gori State Teaching University (Georgia), the Rēzekne Academy of Technologies (Latvia), and Alecu Russo State University of Bălți (Moldova). The expected results of this educational and rehabilitation vector will be seen in the successful implementation of the pilot project "Development of Inclusive Educational Environment in Zaporizhzhia Region", as well as further extrapolation of the tested structural and organizational model of inclusive education to all regions of Ukraine in the context of the reform of the New Ukrainian School;
- scientific lyceum with inclusive classes with basic and variable contingent will provide training of gifted students with special educational needs for scientific and innovative activities. In cooperation with such foreign partners as Istanbul Esenyurt University (Turkey); Humanitas University (Poland); Higher School of Foreign Languages in Częstochowa (Poland) the scientific lyceum plans to achieve the expected result – establish a system-institutional combination of lyceum education and comprehensive rehabilitation of gifted children with special educational needs;

- base inclusive resource center, which will include a primary school with pre-school groups, is planned to open in order to provide comprehensive educational and rehabilitation support for children with special educational needs at the stage of primary social adaptation and socialization. Active partnership of the Khortytsia National Academy with the Institute of Inclusive Education of Maksim Tank Belarusian State Pedagogical University (Belarus) and the Academy of Education of Tajikistan will promote the systematic implementation of scientific and practical tasks of the inclusive resource center. This partnership will enable to achieve the expected result – generalization of the experimental activities of the Khortytsia National Academy as well as educational and rehabilitation monitoring of scientific and professional publications, which will form the theoretical and methodological basis for the activities of inclusive resource centers of Ukraine.

### **Structural and functional peculiarities of the rehabilitation hub determining the features of knowledge management of its employees**

As part of the implementation of the strategy of innovative development of the Khortytsia National Academy for the period up to 2025, a management project for the development of the rehabilitation hub (center of comprehensive rehabilitation) has been developed<sup>20</sup>. Its implementation may become a successful innovative achievement that combines the resources of classical and dual higher professional education and will implement the best European models of comprehensive rehabilitation services for various categories of people with disabilities in the rehabilitation system of Ukraine. Fruitful collaboration of leading domestic and foreign scientists, research institutes and institutions of higher education will contribute to the accumulation of scientific and innovative potential of Ukraine on the way to its sustainable development. Experimental verification of various components of the rehabilitation hub model can acquire unique scientific significance for the further progress of world science. Such verification will be open to students and young scientists of the Khortytsia National Academy, who will work under the guidance of authoritative and experienced scholars – leaders and organizers of scientific schools.

The implementation of this project will contribute to the effective implementation of the institution's socially significant mission – providing scientific and methodological support of the complex rehabilitation system in Ukraine, training and

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<sup>20</sup> Nechyporenko V. Rehabilitation hub of Khortytsia National Academy as an innovative structure in the educational and rehabilitation space of Zaporizhzhia region: project principles and structural and functional specifics *Pedagogy of Creative Personality Formation in Higher Education and Secondary Schools*. 2021. No 75, Vol. 2. P. 146-152. DOI 10.32840/1992-5786.2021.75-2.28 (access: 03.05.2022).

retraining of qualified personnel in the areas of physical, medical, psychological, pedagogical, social and professional rehabilitation.

The project design principles as well as structural and functional peculiarities of the rehabilitation hub should be revealed through the specification of invariant components, technological support, human resources, staff training opportunities and physical infrastructure in each area of comprehensive rehabilitation.

Physical rehabilitation will be provided through a systemic combination of such invariant components as rehabilitation in neurology; rehabilitation in cardiology; rehabilitation in orthopedics and traumatology; rehabilitation in pulmonology; rehabilitation in gerontology; rehabilitation in sports; rehabilitation in pediatrics; rehabilitation in oncology; palliative care; rehabilitation of combatants.

The implementation of these components involves the use of modern technologies of physical rehabilitation, such as kinesiotherapy; neurodynamic techniques; therapeutic massage; prosthetic and orthopedic rehabilitation; kinesiotaping; manual therapy; instrumental physiotherapy; hydrokinesiotherapy; proprioceptive neuromuscular facilitation; CIMT therapy; mirror therapy; bimanual therapy; positioning; hippotherapy, canine therapy; occupational therapy; technical and environmental rehabilitation.

Successful implementation of these technologies is possible on condition that there are ample and appropriate human resources which should be represented by a multidisciplinary team of specialists in the following fields: doctors of physical and rehabilitation medicine; physical therapists; occupational therapists; speech therapists; prosthetists and orthopaedists; psychologists; psychotherapists; rehabilitation nurses; assistants of physical therapists; assistants of occupational therapists; sports coaches; sign language interpreters.

Another prerequisite for the quality of physical rehabilitation is the availability of appropriate physical infrastructure that will integrate the resources already available at the Khortytsia National Academy (occupational therapy room; functional diagnostics and rehabilitation examination room; sensory room; kinesiotherapy rooms; massage parlor and manual techniques room; fitness gyms for game sports and fitness, instrumental physiotherapy room: halotherapy, pressure therapy, hydrotherapy, phototherapy, magnetic therapy, shock wave therapy, HIVAMAT therapy, ultrasound therapy, laser therapy, UHF therapy, electrotherapy, biofeedback) and new elements of infrastructure such as a swimming pool, sports and recreational areas, whose completion and opening are envisaged by the management project.

Systemic institutional support of physical rehabilitation of different categories of people will contribute to the fulfillment of the Khortytsia National Academy's mission of providing higher education for qualified specialists in the following specialties:

- 22. Health care. 227. Physical therapy, occupational therapy;
- 01. Education/Pedagogy. 017. Physical culture and sport. Coach for sportsmen with disabilities;

- 01. Education/Pedagogy. 016. Special education. Speech therapist. Defectologist. Orthopedic teacher. Teacher for the deaf;
- 23. Social Work. 231. Social Work.

Implementation of the direction of social rehabilitation in the system of comprehensive rehabilitation support of different categories of people with health disorders involves implementing its invariant components (social adaptation and rehabilitation; social therapy; social assistance and support; life practice workshops; propaedeutic social practice; early intervention; social monitoring and research; implementation of social and educational projects and programs; volunteering; health and wellness tourism), using innovative technologies for social rehabilitation (garden therapy; canine therapy; hippotherapy; animotherapy; agrotherapy; art therapy; natural therapy; non-traditional forms of rehabilitation; climatotherapy; hydrotherapy; terrain cure), fulfilling staffing requirements (social worker; social pedagogue; guidance counselor; educator; rehabilitation teacher; tutor; communicative trainer; mentor; practical psychologist) and requirements for physical infrastructure (office of a social worker and social pedagogue; office of social and day-to-day orientation; recreational areas; training rooms; rehabilitation park; laboratory of social and rehabilitation technologies; room for mothers and infants; ramps and elevators).

Development of social and rehabilitation space with the specified characteristics by the Khortytsia National Academy will promote implementation of the European standards of quality of education within specialties:

- 23. Social Work. 231. Social Work;
- 05. Social and behavioral sciences. 053. Psychology. Special psychology. Social psychology. Personality psychology;
- 24. Service industry. 242. Tourism. Health and wellness tourism;
- 20. Agricultural and food science. 206. Park gardening and landscaping. Garden therapy.

In the direction of psychological rehabilitation within the frame of comprehensive rehabilitation support, our management project of the rehabilitation hub provides implementation of the appropriate invariant components (psychological education; psychological diagnostics; psychological correction; crisis intervention; telephone counseling; psychological rehabilitation: people with experience of being in extreme and crisis situations (combatants, internally displaced persons, servicemen of the National Guard of Ukraine, health care workers, police), people with addictions, victims of domestic violence, people with post-COVID syndrome), introduction of modern techniques of complex rehabilitation (body-oriented therapy; cognitive-behavioral therapy; positive psychotherapy; narrative psychotherapy; playback theater; autogenic training; crisis intervention; game psychotherapy; sand therapy; art therapy; color therapy; sensory integration therapy; group psychotherapy) by a team of specialists, that will include a speech therapist; a special education teacher; a speech language pathologist; a practical psychologist;

a crisis psychologist; a psychotherapist; a teacher for the deaf and hard of hearing; a social worker. The necessary for this direction physical infrastructure includes the laboratory of speech and language therapy; laboratory of social and rehabilitation psychology; laboratory of extreme and crisis psychology; office of a practical psychologist; educational psychological office; room of psychological unloading; center of psychological assistance; training room.

We consider the compliance with these requirements for technological and personnel support and infrastructure as an important factor in improving the quality of training in the Khortytsia National Academy in the following specialties:

- 05. Social and behavioral sciences. 053. Psychology. Special psychology. Social Psychology. Age and pedagogical psychology. Conflictology;
- 01. Education / Pedagogy. 016. Special education. Speech therapist. Defectologist. Orthopedic teacher. Teacher for the deaf;
- 23. Social Work. 231. Social Work;
- 02. Art and culture. 023. Fine arts, decorative arts, restoration.

In the direction of pedagogical rehabilitation, our management project provides for the systematic implementation of invariant components (competence-oriented, multicultural educational space; rehabilitation-friendly environment; educational and developmental therapy; pedagogical recreation; developmental and game therapy; pre-vocational training of students; individual educational and developmental trajectory; vocational rehabilitation of young people with special educational needs), use of relevant educational and rehabilitation technologies (art rehabilitation; pedagogy and psychology of life creativity; Montessori therapy; health-preserving learning technologies; projectively-reflective learning technology; project technologies; interactive technologies; personality-oriented technologies; technology of projective life; technology of development of life competence “Ocean of Life-Competence”; technology of children’s groups life-activity planning; partnership pedagogy; technology of medical-psychological-pedagogical consultation; level differentiation technologies; technologies of individualization of teaching; programmed learning technology; computer learning technologies; technology of student government; credit-module learning technology). The human resources needed for pedagogical rehabilitation require the teamwork of teachers, a special education teacher, a speech therapist, a teacher’s assistant, a rehabilitation teacher, an educator, a tutor, a coach, a mentor, a social educator and a practical psychologist.

Physical infrastructure for the successful implementation of pedagogical rehabilitation should comprise a set of educational tools and classrooms; recreational areas; sensory integration room; consulting room of profile specialists; training laboratories; interactive whiteboards; computer classrooms and modern software for the educational process; game rooms; innovative didactic materials for the implementation of the tasks of pedagogical rehabilitation; ramps and elevators.

Systemic institutional support of pedagogical rehabilitation according to the above-mentioned project characteristics will allow the Khortytsia National Acad-

emy to perform its functions of higher education training of qualified specialists in the following specialties:

- 01. Education/Pedagogy. 013. Primary education. Primary school teacher, assistant teacher of inclusive classes;
- 01. Education/Pedagogy. 016. Special education. Speech therapist. Defectologist. Orthopedic teacher;
- 02. Art and Culture. 022. Design. Graphic design, media design. Environmental design. Landscaping;
- 02. Art and Culture. 023. Fine arts, decorative arts, restoration.

### **Development of professional readiness of education managers to organizing knowledge management activities for employees of rehabilitation hubs**

Among the issues that require careful scientific and conceptual analysis as well as the search for program and methodological solution in the practice of rehabilitation there is the problem of training and advanced training of educational managers capable of providing synergy of infrastructural, organizational, psychosocial, remedial and pedagogical conditions for successful mastering of knowledge about comprehensive rehabilitation by employees of rehabilitation hubs.<sup>21</sup> The effectiveness of systemic rehabilitation of different groups of people depends primarily on the degree to which specialists take into account the specificity of the process of their clients' recovery and the ability to meet the relevant special needs.

The central role in the successful development of professional competence of managers for comprehensive rehabilitation is played not only by their proficiency in modern theories of educational management, but also by their acquisition of basic remedial and pedagogical knowledge, acquaintance with the components of the working process of educational and rehabilitation specialists, peculiarities of organizing rehabilitation for combatants and victims of military events. The knowledge of all participants in the rehabilitation process can serve as a common ideological and conceptual basis for providing mutual understanding in discussing the problems and priorities of rehabilitation of each person, professional interpretation of this information, consolidated participation of all professionals in the development of educational and rehabilitation space.

Opportunities for such enrichment of advanced training courses for managers are most readily available in those institutions of higher and postgraduate educa-

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<sup>21</sup> Nechyporenko, V., Yastrebova, V. Development of professional readiness of education managers for systemic organization of inclusive education *Scientific Journal of Khortytsia National Academy. (Series: Pedagogy. Social Work)*. Publishing house of the Municipal Institution of Higher Education. Khortytsia National Educational Rehabilitation Academy of Zaporizhzhia Regional Council. Iss. 1(1). 2019. 104-122. DOI 10.51706/2707-3076-2019-1-12 (access: 03.05.2022).



tion that synergistically combine educational functions with rehabilitation ones, not only building on the scientific and theoretical level but also implementing in practice a system of individualized, professional support of each client. In this context, the Khortytsia National Academy is a relevant and representative example.

During the planning stage and practical organization of advanced training courses for rehabilitation managers on the basis of the Khortytsia National Academy, the course developers took into account an important information and methodological resource – the institution’s many years of experience in training educational and rehabilitation specialists for regional and national special and inclusive education, namely:

- primary school teachers, assistants to inclusive class teachers, assistants to rehabilitation teachers, educators of special and inclusive educational institutions;
- speech therapists, special education teachers, educators of special and inclusive groups;
- social pedagogues, specialists of social services, specialists of youth and rehabilitation centers;
- practical psychologists, consultants of medical-psychological-pedagogical profile
- physical therapists, occupational therapists, rehabilitation specialists;
- guidance counselors for inclusive education.

The managers’ professional understanding of the role of each of the aforementioned specialists in creating an educational and rehabilitation space is an important prerequisite for the success of managerial activities.

The development of advanced training courses for managers of comprehensive rehabilitation on the basis of the Khortytsia National Academy provided for the possibility of first-hand acquaintance of students with the technological and methodological foundations of remedial and pedagogical activities which are the basis for training of future specialists in education and rehabilitation. Thus, future remedial teachers (specialty “Special education. Speech therapy”) among many special disciplines study the Tomatis method of auditory training, the method of using auditory stimulation training programs, the method of using remedial and developmental computer complex TIMOKO, methods of work in a neurodynamic room, the technology of using a computer auditory simulator “Visible Speech”, as well as other special methods and techniques. Students of the specialty “Social Work” at the bachelor’s and master’s levels study courses “Age Psychology”, “Ethnopedagogy”, “Age Physiology and Valeology”, “Medical and Social Patronage” and others. Theoretical training takes place not only in the usual format of lectures, but also in such interactive forms of teaching as business games, trainings, case studies, project pedagogy, seminars, workshops, etc. The combination of sociological, cultural, psychological and pedagogical components in their education provides

the readiness of graduates to work in teams on multidisciplinary projects, which today forms an important trend of business life at the international level.

First-hand acquaintance of managers with the specifics of these areas of work contributes to the formation of their understanding of the exceptional role which all these specialists perform in the proper staffing of a quality rehabilitation process. As a result, the head of the institution begins to realize his/her own organizational and consolidating role as a management center for the planning and practical support of the rehabilitation process, to understand the importance of developing such professionally significant qualities and competencies as *managerial foresight* (determines the success of anticipating perspective characteristics of the educational institution and the validity of strategies for their development), *systemic and dialectical thinking* (important for preserving the structural and functional specificity of the rehabilitation hub in the process of its systemic innovative development), *innovation culture* (which is the basis for adequate management of all innovation processes carried out in the institution, the ability of the manager to make informed and resource-based decisions as for the feasibility of change at a certain level of the institution), *organizational talent* (which is crucial for the consolidation and direction of the efforts of the whole team in improving the quality of the institution), *communicative competence* (acquires a special role in all situations of the manager's communication both with employees of the institution and with its partners).

If the initial acquaintance with the abovementioned components of professional activities of educational and rehabilitation specialists forms a certain "information background" in the system of professional knowledge of the head of the rehabilitation institution, the very subject of his/her training is the *study of modern theory of educational and rehabilitation management*. It is important that the specific characteristics of the rehabilitation institution determine the special requirements for the management and organizational activities of its head and administrative staff.

*System management* is really significant taking into account the peculiarities of rehabilitation institutions as objects of management support; this fact is also evidenced by many years of experience in planning and practical support of innovative development performed by the Khortytsia National Academy. This type of management allows to significantly increase the potential of the institutional structure due to the appearance of its emergent characteristics (which are inherent in the system as a whole and are absent in its individual subsystems). System management takes into account the idea of what the institution should be, what changes and in what sequence should be implemented not to disturb the stability of its operation, and to ensure its consistent transfer from the current state to the desired one – a state of an open adaptive system. The solution of these tasks should encourage the head of the institution to use the benefits of strategic, program-targeted and information management.

*Strategic management* contributes to the solution of long-standing problems, the achievement of key goals; it provides the ability to anticipate and take into ac-



count changes, use the benefits of interaction with social community; it directs and stimulates the innovative development of educational and rehabilitation institutions in present-day socio-cultural conditions. A reasonable and forward-looking management strategy integrates all the key parameters of the educational institution's work, as insufficient attention to at least one of them can eventually lead to significant violations of its systemic functioning and development.

In the modern practice of educational and rehabilitation management, strategic management is successfully complemented by *program-targeted management* which is aimed at increasing the degree of validity, consistency and effectiveness of achieving the goals of the rehabilitation institution. Compliance with the mechanism of program-targeted management helps not only to define and perform actual tasks of the institution's functioning and developing, but also leads to optimization of administrative process taking into account its social and psychological characteristics.

In case of a synergetic combination of the strengths of strategic and program-targeted management in inclusive management, blurred general goal-setting gives way to system-forming goal-setting – a combination of planning in the mode of functioning and planning in the mode of development. Planning is complemented with full-fledged forecasting and turns into project designing of results, creating a model of processes (process chains), forming a bank of ideas and a set of programs of activities with mandatory consideration of personal characteristics of all participants of the educational process. On this basis a module-target program of activities of the rehabilitation institution for the current academic year is developed. This type of planning requires interaction of all structural units of the institution, their performance of tasks aimed at achieving the final result – the adaptation of all subsystems to the special educational needs and requests of each client.

Using these approaches in the practice of the rehabilitation institution management allows to determine reasonable target priorities of its innovative development and to ensure precise and coordinated work of the whole team on their successful achievement. Due to this, every administration member and each employee will clearly understand the role of each subsequent innovation, its place in the overall strategy of the desired innovative changes.

The analyzed advantages of strategic, system-forming, program-targeted and adaptive management can be realized in inclusive institutions on condition of updating *the information support* of their activity, because the set tasks, as well as mechanisms for their implementation, options for flexible and rapid restructuring of work in the event of unexpected changes are types of educational information that should be generated, analyzed, collected, stored and shared. In the context of this problem, it is important for the head of the educational institution to use the potential of information management. In practical terms, this type of management involves the use of automated information retrieval and information reference systems, Internet technologies, information systems for managers, case technologies,

television-satellite network technologies in combination with telecommunication support of the managerial process, information resources of the Internet, creation of banks of regulatory and guidance information, thematically-oriented databases of relevant data, etc.

The considered management approaches focus mainly on operational and target aspects of the rehabilitation institution. However, no less important for its systemic innovative development is the reorganization of work with the teaching staff of the institution on the principles of human-centeredness, democratization and productive cooperation, eliminating shortcomings of the command-administrative model. It is possible to achieve these results through distributive, participatory and network-based types management, which have more and more active supporters due to their democratic orientation.

The concept of participatory management is based on the assumption that when a person is interested, motivated to participate in various activities of the organization, he/she gets special pleasure from it, works with much greater efficiency, more energetically, with better quality of labor and productivity. Even the minimal participation of the inclusive institution's employee in the process of discussing and making important decisions (the opportunity to express and justify their position when discussing future projects; acting as a consultant or an expert, etc.) significantly determines his attitude to the institution as a whole and certain changes in it.

## Conclusions

Modern scientific research and innovative educational practice both in Ukraine and abroad, testify to the urgency of the issue of knowledge management of employees working for educational and rehabilitation institutions and rehabilitation hubs in particular. Concerning the normative requirements of the Law of Ukraine "On Rehabilitation in the Field of Health Care", these institutions can be considered as base structures, the development of which will facilitate the implementation of international standards of rehabilitation support for various groups of people, including those affected by hostilities.

The development of professional knowledge of employees should become an imperative for managers of rehabilitation hubs, guiding their activities in three perspective directions: synergy of higher educational and rehabilitation processes, which will provide a profound theoretical and ample empirical basis for activity; accumulation and dissemination of innovative foreign and domestic experience of rehabilitation; development of professional readiness of managers through the introduction of various contemporary forms of postgraduate education, which provide a wide range of opportunities to attract experienced practitioners who can demonstrate rehabilitation management in action – in its synergetic complemen-

tarity of professional functions and roles of different specialists, whose unification in one interdisciplinary team is a priority of managerial activity.

With the support of central and regional authorities, interested patrons and specialists involved in the management project of the rehabilitation hub presented in the article, the accumulated scientific and practical potential of the Khortytsia National Academy will be directed to systemic and institutional support of comprehensive rehabilitation in accordance with the European standards. It will contribute to achieving socially significant practical results, in particular, scientific and staffing support of rehabilitation practice in Zaporizhzhia region and Ukraine according to the latest standards of professional competence of specialists.

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### Abstract

The results of scientific research and innovative educational practice in Ukraine were analyzed; they testify to the topicality of the issue of knowledge management among employees of rehabilitation hubs. Using the example of the experience of the Khortytsia National Academy (Zaporizhzhia), it is proved that for the development of knowledge management of employees of rehabilitation institutions one should prioritize the implementation of the following three areas: synergy of higher education and rehabilitation processes; accumulation and dissemination of innovative foreign and domestic experience of rehabilitation; development of professional readiness of managers. The author considered the content of advanced training courses for heads of rehabilitation institutions, determined by the priorities of studying modern theory of knowledge management. Based on the analysis of practical experience, the possibilities for conducting postgraduate pedagogical education courses in the framework of the program "Rehabilitation Manager" were highlighted. These courses require the use of interactive and consulting forms of professional development of managers.

**Keywords:** knowledge management, approaches to management, rehabilitation institution manager, rehabilitation hub, postgraduate pedagogical education.