

Artículo de investigación

Self-Realization of Disabled Children and Graduates of Vocational Education Institutions**Самореализация детей-инвалидов и выпускников учреждений профессионального образования**

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https://elibrary.ru/author_items.asp?authorid=618820**Abstract**

The self-realization of disabled children and graduates of professional education institutions is essential from the socio-psychological and moral-ethical perspectives. The lack of equal access to an active public life, primarily education and work, aggravates the multiple deprivations of physically challenged people. The social inclusion of disabled children and graduates in all life spheres contributes to their self-realization and self-affirmation, helps to feel life at its fullest capacity, increases vitality, develops and maintains social contacts by removing socio-psychological barriers with the outside world.

The research aims at assessing the accessibility of inclusive education for physically challenged children and identifying priority employment motives for disabled graduates of higher and secondary vocational education institutions to develop recommendations for expanding possibilities of their further self-realization and employment.

Methods. The authors of the article used economic and statistical methods of observing

Аннотация

Самореализация детей-инвалидов и инвалидов-выпускников профессиональных образовательных организаций имеет существенное значение с социально-психологической и морально-этической точек зрения. Отсутствие обеспечения равного доступа к активной общественной жизни, прежде всего к образованию и труду, провоцирует развитие множественной депривации инвалидов и лиц с ограниченными возможностями здоровья (далее - ОВЗ). Социальная инклюзия детей-инвалидов и инвалидов-выпускников во все сферы жизнедеятельности способствует их самореализации, утверждению как личности, формированию чувства полноценности жизни, повышению жизненного тонуса, развитию и сохранению социальных контактов путем устранения социально-психологического барьера с окружающим миром.

Цель работы: оценить доступность получения инклюзивного образования детьми-инвалидами и детьми с ОВЗ, выявить

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and analyzing social phenomena, as well as methods of selective research.

The justification of the novelty of this article, its main results and conclusions. The authors of the article have conducted a comprehensive study of the self-realization of disabled children and graduates of vocational institutions of higher and secondary education. Using statistical methods of observation and data analysis, the authors have obtained reliable results on the current situation, revealed a number of problems associated with the accessibility of education for physically challenged children and determined priority motives for employing disabled graduates of vocational institutions of higher and secondary education. The study results are valid due to the use of statistical research tools, including descriptive methods of data analysis. Based on these results, the authors have developed proposals and recommendations aimed at increasing the accessibility of education and work for physically challenged children and graduates of vocational institutions of higher and secondary education.

Keywords: Disabled children, disabled graduates, self-realization, accessible education, employment, inclusion.

Introduction

Deputy Minister of Labor and Social Protection of the Russian Federation Grigoriy Lekarev gave a preliminary report on the way the Russian Federation implements provisions of the Convention on the Rights of Persons with Disabilities (Konventsiya o pravakh invalidov, n.d.) at the 19th session of the UN Committee on the Rights of Persons with Disabilities held in Geneva on February 27-28, 2018 (the Swiss Confederacy). As a result, the UN Committee on

priority motives of employment for disabled graduates of vocational institutions of higher and secondary education with the aim of developing recommendations for expansion of opportunities for their self-realization and employment.

Methods. In the work, economic-statistical methods of observation and analysis of social phenomena, methods of selective research.

Main results, conclusions and justification of the work. A complex study of the problem of self-realization of disabled children and graduates of vocational institutions of higher and secondary education. Use of statistical methods of observation and analysis of data allowed to obtain reliable results on the current situation and to determine a number of problems related to the accessibility of education for disabled children and graduates of vocational institutions of higher and secondary education. Use of statistical methods of observation and analysis of data allowed to obtain reliable results on the current situation and to determine a number of problems related to the accessibility of education for disabled children and graduates of vocational institutions of higher and secondary education. The study results are valid due to the use of statistical research tools, including descriptive methods of data analysis. Based on these results, the authors have developed proposals and recommendations aimed at increasing the accessibility of education and work for physically challenged children and graduates of vocational institutions of higher and secondary education.

Key words: disabled children, disabled graduates, self-realization, accessible education, employment, inclusion.

the Rights of Persons with Disabilities published preliminary recommendations (Eksperty OON ukazali na osnovnye narusheniya prav invalidov v Rossii, n.d.). They support state efforts to enforce the rights of persons with disabilities, including the direct prohibition of discrimination based on one's disability enshrined in Russian law. In addition to these positive results, the UN Committee identified main problems and made recommendations on improving the life of people

with disabilities, in particular: creating a barrier-free environment throughout the country, including in remote and rural areas; empowering families fostering children with disabilities; ensuring access to high-quality inclusive education; realizing rights to health protection and medical care; implementing the independence of people with mental disabilities and their right to equality and non-discrimination.

The UN Committee pays special attention to defining the term "persons with disabilities" whose Russian interpretation does not correspond with the model of human rights. The term "disabled person" is defined from the medical perspective, i.e. the current system of state guarantees for people with disabilities is based on the need to establish the status of such a person due to a specific medical diagnosis. The Russian system of state assistance and support for people with disabilities does not focus on removing barriers and restrictions but rather tries to ensure social protection in accordance with the disability group (I, II or III for adults) or the category of a "disabled child" for people under the age of majority. Those who have not acquired the official status of a "disabled person" for some reasons (often formal) but have disorders or special needs are left without any protection or guarantees. In this regard, the UN Committee notes that Russia still heavily relies on medical care and rehabilitation; therefore, it focuses on establishing specialized institutions that can lead to segregation.

The social inclusion of disabled children in all life spheres contributes to their self-affirmation, helps to feel life at its fullest capacity, increases vitality, develops and maintains social contacts by removing socio-psychological barriers among disabled children and in relation to the outside world. In this context, it is significant to assess the accessibility of inclusive education for physically challenged children and analyze barriers to their employment.

Methods

To meet the Convention requirements and ensure that disabled people enjoy all human rights and fundamental freedoms fully and equally, in particular the rights of disabled people to education and work, the Russian Federation needs to develop an effective mechanism for fulfilling the above-mentioned tasks and monitor the measures taken based on quantitative and qualitative indicators. The expected results

should be assessed and connected to specific activities.

In recent years, a legislative and regulatory framework has been formed that develops models for the professional inclusion of people with disabilities, including students, graduates and young professionals.

A significant problem is obtaining complete and timely information. A management information base has been developed and is being improved pursuant to the requirements of Article 31 of the Convention on the Rights of Persons with Disabilities "Statistics and Data Collection" that stipulates that its members shall collect appropriate information, including statistical and research data, to develop and implement strategies in conformity with the Convention provisions (Konventsiya o pravakh invalidov, n.d.).

Until recently, the Russian Federation has not provided complete, reliable and timely information to assess the implementation of the Convention on the Rights of Persons with Disabilities. Different departments controlled and are currently controlling the data characterizing the implementation of the above-mentioned Convention with due regard to specific indicators, including the number of workplaces equipped (prepared) for disabled people, the number of residential social service institution for senior citizens and people with disabilities (both adults and children), the ratio of people with disabilities who positively evaluate the accessibility of facilities and services in priority areas of life among the total number of disabled people, as well as the share of people with disabilities who positively assess the attitude of the population to their problems among the total number of disabled people interviewed. There had been no attempts to summarize these data until 2016 but this information is currently compiled into a unified Federal Register of Disabled People (Makhova, 2017).

The Russian Federal State Statistics Service has developed a system of indicators to determine the living conditions of disabled people and assess the effectiveness of specific activities using sample surveys. For instance, the Russian Federal State Statistics Service is currently conducting a sample survey of the quality and accessibility of services in the sphere of education, healthcare, social services and employment promotion biennially (some questions cover the accessibility of high-quality

education). Some sociological surveys can be commissioned by different institutions but they are clearly insufficient. To conduct an objective assessment of the effectiveness of the policy carried out, it is necessary to make greater use of statistical reports and sample surveys. In some cases, to assess the achievement of the expected result, special studies need to be conducted (sample surveys) that eliminate information gaps.

In this regard, the practical relevance of this article is determined by the statistical assessment of accessible education for children and young people with disabilities based on the existing information sources and the analysis of the survey we conducted among disabled graduates of vocational education institutions on motives for their employment as factors of self-realization.

A sample survey (interviewing) was conducted in Moscow and was based on the tools developed and tested during the pilot study, i.e. a formalized questionnaire containing 31 questions (including questions about the socio-demographic characteristics of respondents). In general, the study aims at identifying the quality of training of disabled people who graduated from vocational institutions of secondary and higher

education, as well as assessing their needs in employment. The survey comprises 202 disabled graduates and senior students of vocational institutions of secondary and higher education.

According to the Russian Federal State Statistics Service (Federalnaya sluzhba gosudarstvennoi statistiki, n.d.), there were 12,111 thousand disabled people as of January 1, 2018 (Table 1). In general, this indicator decreased by 7.8% between 2010 and 2018. There are 82 people with disabilities per 1,000 people, which is 10.8% less than in 2010.

During the period under study, the number of adults with disabilities decreased, while the number of disabled children increased intensively (by 25.4%), including 2.4% over last year. These dynamics increase the number of disabled adults belonging to the category of disabled people since childhood (by 1.6% from 1,066 thousand people on January 1, 2017 to 1,083 thousand people on January 1, 2018).

Due to the structural changes that have taken place, the share of physically challenged children in the total number of disabled people in Russia increased from 4.0% to 5.4% between 2010 and 2018.

Table 1. The changing number of children with disabilities in Russia (as of January 1, 2016)

Disability indicators	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total number of disabled people, thousand people including physically challenged children	13,134	13,209	13,189	13,082	12,946	12,924	12,751	12,259	12,111
Number of children with disabilities per 1,000 children under the age of 18	20.0	20.5	21.1	20.9	20.7	21.3	21.8	20.6	21.7
Number of disabled children in relation to the total number of persons with disabilities, %	4.0	4.1	4.2	4.3	4.5	4.7	4.8	5.2	5.4

Since the total number of disabled children increased and the group of disabled children under the age of 18 went through dynamic changes, it has intensified the disability rate among children. In early 2010, there were 20 children with disabilities per 1,000 children, while their number reached 22 at the beginning of 2018. These adverse trends have highlighted the problem of self-realization of disabled children and made it a top-priority state task in the social sphere.

Results

Assessing the accessibility of inclusive education for children with disabilities

Over the previous four years, the total number of both children and children with disabilities has been annually increasing in organizations that implement programs for preschool education and care (Table 2). In contrast to changes in the total number of students, more intense growth in the number of disabled students has revealed significant differences in the total changes, which occurred over the above-mentioned period. The number of students with disabilities amounted to 54.7 thousand people at the end of 2014 and 74.8 thousand people at the end of 2017 (the number increased by 36.7%), while the total number of students increased only by 9.7%. Due to these dramatic, the number of disabled students in the total number of students has increased from 0.85% to 1%.

Table 2. Number of students in organizations implementing programs of preschool education and child mining (at the end of the year).

Indicators	2014	2015	2016	2017
Total number of students in educational organizations, thousand people	6,813.6	7,151.6	7,342.9	7,477.9
Disabled students in the total number of students	54.7	60.5	67.3	74.8
Growth rate of the total number of students, %	-	4.96	2.67	1.84
Growth rate of the number of disabled students, %	-	10.60	11.24	11.14
Share of disabled students in the total number of students, %	0.80	0.85	0.92	1.00

The consolidated annual report of 2017 on the implementation and evaluation of the effectiveness of state programs in the Russian Federation (Portal gosudarstvennykh programm Rossiiskoi Federatsii, n.d.) notes that the rate of children with disabilities aged from one year and a half to seven years enrolled in preschool education institutions amounted to 85% of the total number of disabled children of this age (the planned value was 85%).

According to comprehensive observations of living conditions in 2014 (Kompleksnoe nablyudenie uslovii zhizni naseleniya, n.d.), about 57.4% of children aged between three and eight years attend preschool or general education institutions (26.5% of them went to kindergartens and 20% attended general education institutions).

In 2016, their number reached 63.9% (34.9% of them went to preschool education institutions and 22% attended general education institutions) (Table 3). Children with disabilities and children with chronic illnesses aged between three and eight years do not attend preschool (or general education) institutions for the following main reason: the state of health (87.6% of all respondents whose disabled children do not attend a preschool (or general education) organization indicated this reason in 2014 and 84.2% of them stated the same reason in 2016). The above-mentioned comprehensive observations of living conditions are provided through surveying parents of disabled children with disabilities. Therefore, most parents believe that the health status of their children does not allow the latter to attend educational institutions.

Table 3. Children aged between three and eight years attending preschool educational organizations in 2016 (according to the above-mentioned comprehensive observations of living conditions in the Russian Federation, %)

Categories of children with disabilities	All respondents	including those living in families				
		with one child	with two children	with three or more children	in traditional families (with both parents)	in single-parent families (without other relatives)
Total number of disabled children aged between three and eight years attending:	100	100	100	...*	100	...
preschool education institutions	34.9	37.7	40.1	...	35.5	...
compensating groups	5.7	11.5	2.3	...	5.9	...
groups of short-term staying	1.0	0.8	1.8	...	1.3	...
groups of around-the-clock staying	0.4	0.0	1.0	...	0.5	...
studying at general education institutions (including forms of home-based education)	22.0	21.7	12.1	...	19.8	...
do not attend preschool (or general education) institutions	36.1	28.3	42.7	...	37.1	...
Total number of disabled children aged between three and eight years who do not attend preschool (or general education) institutions <i>for the following reasons:</i>	100	...	...	...	...	...
no spots there	3.7	...	...	...	...	...
too expensive	4.0	...	...	...	...	...
too far away	2.5	...	...	...	...	...
child feels better at home	5.5	...	...	...	...	...
cannot attend preschool (or general education) institutions for health reasons	84.2	...	...	...	...	...
other reasons	0.0	...	...	...	...	...

* In this table, the "..." mark (ellipsis) means that the number of respondents' answers (observations) is less than 50.

According to comprehensive observations of living conditions in the period between 2014 and 2016, the number of disabled children aged from nine to fifteen years attending educational institutions increased from 69% to 72.2% (Table 4). At the same time, the share of students tutored at home and attached to a particular educational institution also increased from 16.7% in 2014 to 18% in 2016. Parents believe that the positive dynamics over this period is a decrease in the number of disabled children who do not attend general education institutions for some reasons, including the state of their health (12.3%

mentioned this reason in 2014 and only 8% referred to it in 2016). Parents whose disabled children are currently attending some general education institution cannot reach common ground and evaluate the need for further education. 34.2% of them want their children to obtain primary or secondary vocational education, while 8.6% opt for higher vocational education. However, 40.4% of the respondents do not plan to continue the vocational education of their child. 16.8% of the parents were undecided.

Table 4. Children aged between nine and fifteen years attending general education organizations in 2016 (according to the above-mentioned comprehensive observations of living conditions in the Russian Federation, %)

	All respondents	including those living in families				
		with one child	with two children	with three or more children	in traditional families (with both parents)	in single-parent families (without other relatives)
Total number of children with disabilities under the age of 15 years¹ who attend general education institutions	100	100	100	100	100	100
study at home but are attached to a specific educational institution	72.2	70.6	73.1	73.0	71.6	...*
cannot study due to their health conditions	18.0	21.0	16.4	16.6	18.4	...
do not attend general education institutions for other reasons	8.0	8.3	9.3	5.9	7.2	...
	1.8	0.1	1.2	4.5	2.8	...

¹Except for children under the age of nine years who are not studying at general education institutions.

* In this table, the "..." mark (ellipsis) means that the number of respondents' answers (observations) is less than 50.

The consolidated annual report of 2017 on the implementation and evaluation of the effectiveness of state programs in the Russian Federation (Portal gosudarstvennykh programm Rossiiskoi Federatsii, n.d.) notes that the rate of children with disabilities who have conditions for obtaining high-quality primary general, basic general and secondary general education amounted to 97% of the total number of disabled children of this age (the planned value was 97%). According to sample observations of the quality and accessibility of education, healthcare, social

services and employment promotion (Vyborochnoe nablyudenie kachestva i dostupnosti uslug v sferakh obrazovaniya, zdavookhraneniya i sotsialnogo obsluzhivaniya, sodeistviya zanyatosti naseleniya, 2017) conducted by the Russian Federal State Statistics Service, children with disabilities who studied at general education institutions in the 2016/2017 academic year were generally satisfied with their work (according to their parents): 14.5% of the total number of the respondents were fully satisfied with education quality, while 60.1% of

the respondents were rather satisfied with the quality of their education. 53.7% of the respondents were fully satisfied with school organization and management (classroom occupancy rate, shift, the number of training days, homework load, the provision of study guides, the variety and high quality of training equipment). 59.8% of the respondents were also fully satisfied with the quality of education (regular classes according to the schedule, teachers' professional training, a wide range of additional classes). 67.2% of the respondents were fully satisfied with the quality of educational work; 60.2% of the respondents noted that they felt comfortable at general education institutions (clean premises, furniture in a good shape, comfortable air temperature, hygienic conditions); 59.7% of the respondents highlighted that it was safe to stay in school building and in its territory (the state of their building, territory improvement and security); 56.7% of the respondents liked the regularity and organization of extracurricular activities; 56.2% of the respondents were satisfied with medical control and medical care; 53.8% of the respondents appreciated the quality of school food.

Nowadays, children with disabilities study at general education institutions: 1,825 children in the Tambov Region, 2,483 children in the Tver Region, 4,954 children in the Altaysky District and 7,954 children in the Republic of Tatarstan. 70-80% of them attend general education institutions, while the rest study at general education institutions that implement adapted educational programs.

Russian regional authorities are currently creating conditions and developing mechanisms for the improvement of inclusive education.

Based on the analysis conducted, we need to conclude that it is crucial to develop inclusive education on a larger scale, which will significantly reduce the segregation of children with disabilities and positively influence their social adaptation and self-realization.

Additional education for children with disabilities and physically challenged children as a factor of their creative self-realization.

Social inclusion is concerned with the effective creative self-realization of children with disabilities and physically challenged children. Evaluating the current situation in this sphere, we should note the following positive dynamics: additional education has become more accessible

for children with disabilities and physically challenged children. The number of children with disabilities and physically challenged children implementing programs of additional education has increased in recent years. This growth is conditioned by the Russian state policy aimed at improving children's living conditions by developing the system of additional education.

According to the Russian Federal State Statistics Service, the number of children with disabilities and physically challenged children studying in the following areas increased between 2015 and 2017 (Figure 1):

- Technical sphere: the number of disabled children increased by a factor of 3 (from 5,332 to 15,879 people); the number of physically challenged children increase by a factor of 3.4 (from 14,343 to 48,718 people);
- Natural science: the number of disabled children increased by a factor of 2.6 (from 6,683 to 17,056 people); the number of physically challenged children increased by a factor of 3 (from 16,319 to 48,613 people);
- Tourist and regional studies: the number of disabled children increased by a factor of 2.3 (from 2,905 to 6,696 people); the number of physically challenged children increased by a factor of 2.4 (from 7,942 to 19,034 people);
- Socio-pedagogical sphere: the number of disabled children increased by a factor of 4 (from 20,976 to 85,020 people); the number of physically challenged children increased by a factor of 4.2 (from 51,403 to 216,517 people);
- Arts: the number of disabled children increased by 63.44% (from 41,347 to 67,786 people); the number of physically challenged children increased by 80.12% (from 97,332 to 175,311 people);
- Physical education and sports: the number of disabled children increased by 88.06% (from 20,221 to 38,027 people); the number of physically challenged children increased by a factor of 2.1 (from 58,501 to 120,448 people).

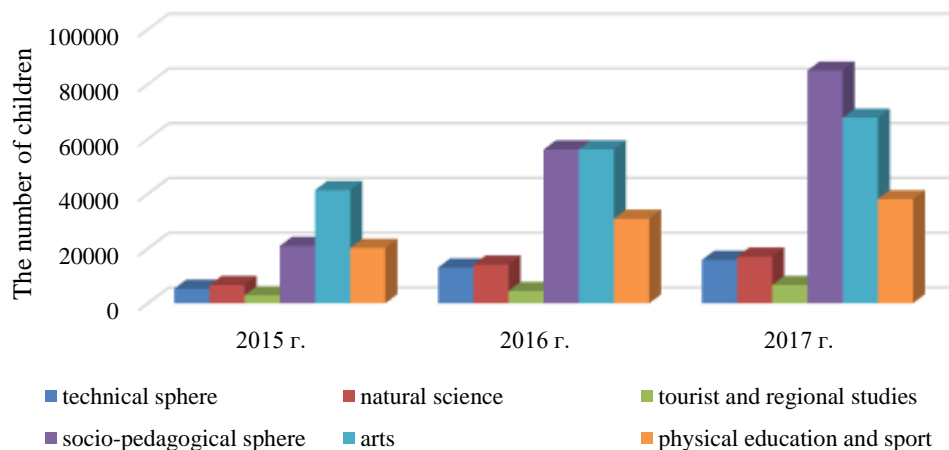


Figure 1. The number of disabled children enrolled in general programs of additional education implemented in the Russian Federation, people.

Both disabled and physically challenged children took more interest in additional educational programs in the sphere of social pedagogy and arts.

According to sample observations of the quality and accessibility of education, healthcare, social services and employment promotion (Vyborochnoe nablyudenie kachestva i dostupnosti uslug v sferakh obrazovaniya, zdravookhraneniya i sotsialnogo obsluzhivaniya,

sodeistviya zanyatosti naseleniya, 2017) conducted by the Russian Federal State Statistics Service, 48.1% of children with disabilities who studied at general education institutions in the 2016/2017 academic also attended additional classes (Table 5). At the same time, most of them were engaged in creative work (painting, applied arts, literature, photographic projects and filming), sports and health activities, attended music, singing, dancing and acting classes.

Table 5. Children with disabilities studying at general education institutions and attending additional classes (according to sample observations of the quality and accessibility of education, healthcare, social services and employment promotion)

Number of children with disabilities studying at general education institutions in the 2016/2017 academic year and attending the following additional classes:	% of all the responses
in-depth study of certain subjects, educational research work, preparation for the final exam	18.5
learning a foreign language	18.7
engineering, computer science and programming	4.5
creativity classes (painting, applied arts, literature, photographic projects and filming)	36.3
music, singing, dancing and acting classes	29.4
study of nature, culture, local history and tourism	6.2
sports and health activities	35.9
other activities	2.9

Most children with disabilities studying at general education institutions in the 2016/2017 academic year indicated that they needed the following additional classes:

- On basic school subjects (46.1%);
- On foreign languages (41.1%);
- On sport and health improvement (30%);

- On the in-depth study of certain subjects, educational research and preparation for the final exam (27.6%);
- On engineering, computer science and programming (18%);
- On creativity (painting, applied arts, literature, photographic projects and filming) (11.3%);
- On music, singing, dancing and artistic activities (10.9%);
- On other activities (5.2%).

Children with disabilities studying at general education institutions in the 2016/2017 academic year who needed additional classes to improve their skills did not attend them for the following reasons: possible overload due health conditions (59.9%); no institutions of additional education near the place of residence (17.2%); children have no interest, etc.

The rate of disabled children aged from five to eighteen obtaining additional education amounted to 35% of the total number of disabled children of this age (the planned value was 35%) (Portal gosudarstvennykh programm Rossiiskoi Federatsii, n.d.).

Pre-professional and professional training of children with disabilities as a factor determining their future life

Pre-professional training

Within the framework of the digital economy, the unemployment of disabled people is caused not by their physical inability to perform certain professional activities but by the lack of the necessary education. In this regard, pre-professional training, including vocational guidance for choosing a suitable university and a future profession, as well as obtaining general labor skills, becomes one of the most important elements ensuring the effective social integration of disabled children and their independent life in the future.

Career guidance programs for children with disabilities aim at eradicating the so-called "unwillingness to work" popular among teenagers reaching the age of adulthood. These programs should be implemented not only through the system of public employment services but also through the mandatory participation of educational institutions and social assistance services. Families fostering disabled children should become obligatory participants in these programs since parents can fuel the formation of a welfare mentality.

It is significant to develop and implement vocational guidance programs specifically for children with disabilities (the existing vocational guidance for young people with disabilities is based on regular general programs). At the same time, vocational guidance programs should consider the needs of the modern economy and aim at providing information on innovative professions (however, the list of professions offered for people with disabilities has not changed lately). It is also necessary to ensure the involvement of employers in the development and implementation of such programs.

Special vocational guidance programs for young people with disabilities who want to obtain vocational education should consider and develop such psychological attitudes as reluctance to be a burden for the family, a desire to have an additional source of income and be a part of society.

Currently, there are effective social programs functioning in the Russian regions and initiated by the Foundation Supporting Children in Difficult Life Situations (hereinafter referred to as the Foundation). There, children receive general labor skills, vocational guidance and initial professional training in specially equipped classrooms and workshops. Such training considers the individual characteristics of each child and vocational guidance is provided with due regard to potential professional opportunities of children with disabilities. There is also initial pre-professional training for children with disabilities studying in special (correctional) education institutions for children with mental disabilities.

In 2018, the Foundation initiated and implemented the "Right to Equality" program in ten constituent entities of the Russian Federation (the Altai Republic, the Republic of Mordovia, the Republic of Tyva, the Chechen Republic, the Altaysky District, the Volgograd Region, the Voronezh Region, the Kurgan Region, the Tambov Region and the Ulyanovsk Regions). The program aimed at overcoming the isolation of families fostering disabled and physically challenged children and socializing such children with their peers. The desired result was achieved through the implementation of nine sets of measures of the constituent entities of the Russian Federation on the development of effective pre-professional training for disabled and physically challenged children and two regional programs.

The program covered 7.7 thousand disabled and physically challenged teenagers aged between fourteen and eighteen, including 5.7 thousand teenagers brought up in families; 2 thousand teenagers living and being brought up in residential institutions.

The program comprised the following main activities:

- Diagnostics determining the readiness of teenagers for professional self-determination; 7.2 thousand disabled and physically challenged teenagers were diagnosed;
- The development of professional self-determination programs; currently, there are 139 professional self-determination programs for disabled and physically challenged teenagers forming their general labor skills;
- Competitions demonstrating professional interests and achievements of teenagers embracing 2.1 thousand disabled and physically challenged teenagers;
- Training parents and specialists on the professional self-determination of teenagers and the formation of their general labor skills; 6.5 thousand parents received assistance; 2.6 specialists were trained.

In total, program participants were as follows: 234 municipalities, 219 services providing pre-

professional training, 178 institutions of pre-professional training and 315 volunteers.

Professional training

Over the past few years, the Ministry of Education and Science of the Russian Federation has ensured the accessibility of higher education for disabled and physically challenged people. Between 2015 and 2017, a new legislative framework was created to regulate the sphere of higher education for disabled and physically challenged people and provide the necessary financial and organizational mechanisms for improving the accessibility and quality of higher education for these categories of the population. Due to amended legal acts regulating the admission of disabled people to institutions of higher education and conditions for their education, the number of people with disabilities enrolled in institutions of higher education (7,487 people in 2018, 6,881 people in 2017, 6,087 people in 2016) and graduated from universities (7,487 people in 2018, 3,214 people in 2017, 3,139 people in 2016) has increased in recent years.

In general, the number of children with disabilities obtaining secondary vocational education increased by 63.63% between 2010 and 2018 (from 5,447 people in 2010 to 8,913 people in 2018). At the same time, admission to institutions of higher education increased by 12.25% (from 6,670 people to 7,487 people) (Figure 2).

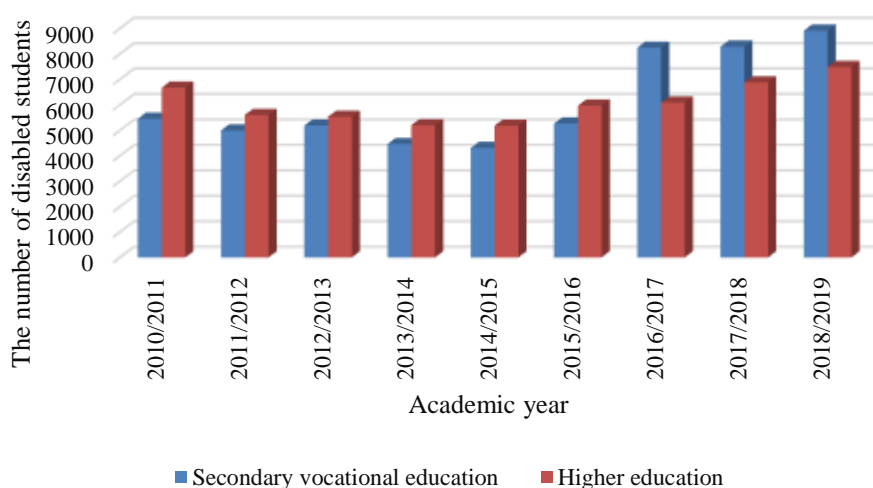


Figure 2. The number of students with disabilities admitted to institutions of professional educational (at the beginning of each academic year), people

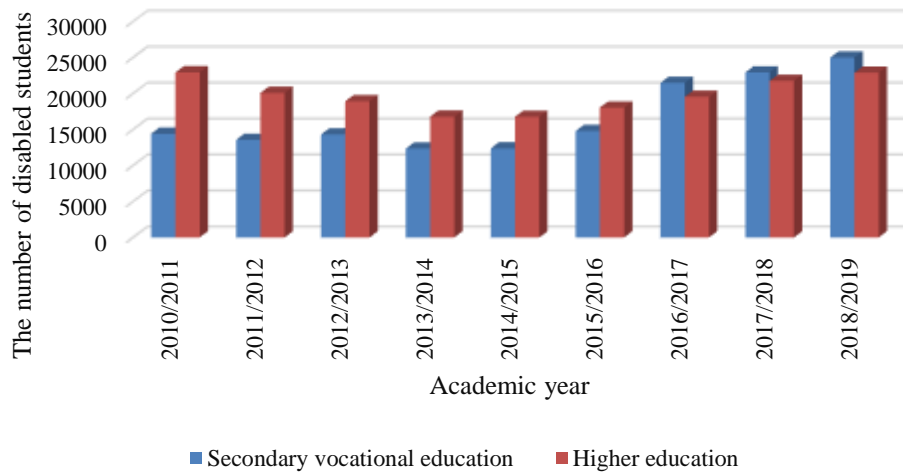


Figure 3. The number of students with disabilities enrolled in institutions of professional education (at the beginning of each academic year), people

The share of disabled students enrolled in the above-mentioned educational programs increased by 10,604 people (73.64%) at the beginning of the 2018-2019 academic year and amounted to 25,004 students with disabilities. At the same time, the number of disabled students admitted to institutions of higher education decreased by 46 people (0.20%) from 22,939 students at the beginning of the 2010-2011 academic year to 22,893 students at the beginning of 2018-2019 academic year. This decrease was caused by the four-year reduced admission of people with disabilities to institutions of higher education (the number of admitted students decreased if compared to the previous years: by 16.06% in the 2011/2012 academic year; by 1.23% in the 2012/2013 academic year; by 6.08% in the 2013/2014 academic year; by 0.29% in the 2014/2015 academic year). However, the positive dynamics of admission in recent years indicates an increase

in the number of students with disabilities enrolled in institutions of higher education.

Self-realization as a motive for the employment of a disabled graduate.

Sample surveys of disabled graduates of institutions of higher and secondary vocational education in Moscow have revealed the significance of employment within the self-realization of a disabled person who has obtained vocational education. We also conducted a questionnaire in Moscow comprising 202 disabled graduates, including 118 men and 84 women (58.4% and 41.6%, respectively).

There were 62% of men and 38% of women among the surveyed graduates of secondary vocational education. The distribution of interviewed graduates of higher professional education was as follows: 54.9% of men and 45.1% of women (Figure 4).

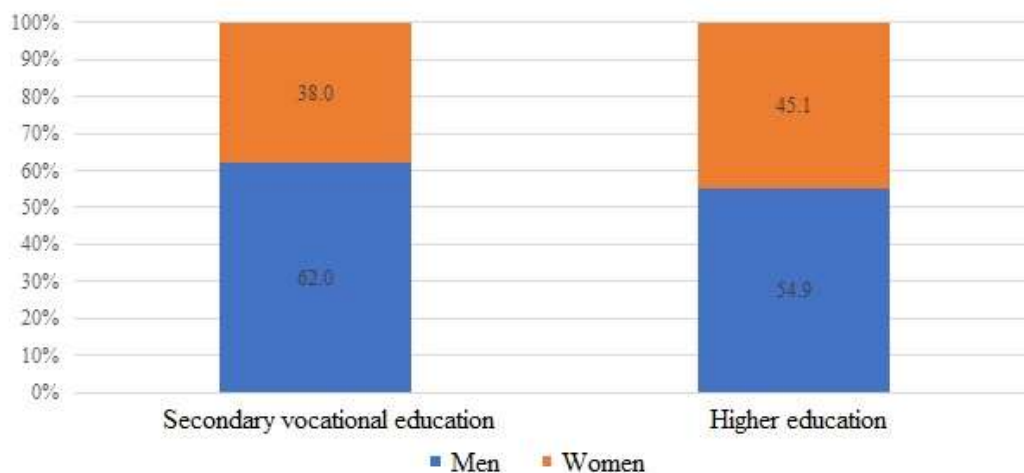


Figure 4. Distribution of disabled graduates of secondary vocational education and higher education by gender according to the survey conducted in Moscow (% of the total number)

The average age of the respondents was 23.5 years. Most respondents were 19 years old. Half of the respondents were under the age of 22 years.

Throughout the survey, the respondents were asked to evaluate reasons for their employment on a ten-point scale, where one point refers to an insignificant role of some reason and ten points reveal a crucial reason. Most respondents could answer these questions (193 people). We should note the high assessment of the listed reasons, i.e.

more than 60% of the respondents gave from eight to ten points (Table 6).

While evaluating the presented reasons, disabled graduates of institutions of higher and secondary vocational education highlighted such socio-psychological reasons as "not to be a burden, to have an additional source of income besides disablement payouts" and "communication with colleagues, to be a part of society", i.e. certain moral obligations to relatives, strive for independence and self-sufficiency, willingness to expand the circle of communication, be a full-fledged member of society.

Table 6. Evaluation of employment reasons by disabled people

Reason	Average score on a ten-point scale	Share of the respondents who gave 8-10 points, %
not to be a burden, have an additional source of income besides disablement payouts	8.11	70.3
communication with colleagues at work, to be a part of society	8.03	67.9
interesting job, desire to realize oneself, apply acquired professional skills	7.77	69.5
build a career	7.67	65.2
economic reasons (salary)	7.53	62.2

There is a relatively small gap in evaluations of the most crucial and less significant reasons. However, economic reasons were assessed as the least important according to people with disabilities.

Most respondents considered the potential for their self-realization one of the most important aspects of employment (Table 7). Ten points were given by 42.59% of men who obtained/were obtaining higher professional education; by 43.48% of women who

obtained/were obtaining higher professional education; 26.79% of men who obtained/were obtaining secondary professional education; 52.78% of women who obtained/were obtaining secondary professional education. The calculated coefficients of association and contingency equal to 0.32 and 0.16, respectively, indicate that there is no connection between answers to the question about self-realization as an employment reason and the gender of respondents and their level of vocational education. Regardless of the socio-demographic characteristics of disabled

graduates, their self-realization is still an important factor for employment. Describing the differences between men and women in assessing employment reasons using the t-criterion (significance level $p=0.05$, $t=1.193$), statistically significant differences are observed only for such a reason as an "interesting job, a desire to realize oneself, apply acquired professional skills". The average score given by men was 7.77 points and by women 8.43 points. In other words, self-realization was more important for women with disabilities than for men.

Table 7. Gender characteristics of the average score given for employment reasons by people with disabilities from different educational institutions (on a ten-point scale)

Reason	Men		Women	
	Secondary professional education	Higher professional education	Secondary professional education	Higher professional education
not to be a burden, have an additional source of income besides disablement payouts	7.96	8.23	7.72	8.13
communication with colleagues at work, to be a part of society	8.27	7.81	8.36	8.02
interesting job, desire to realize oneself, apply acquired professional skills	7.66	7.96	8.61	8.28
build a career	7.37	7.52	7.83	8.09
economic reasons (salary)	7.05	8.02	8.17	7.87

Spearman's rank correlation coefficient has found no correlation between the significance of employment reasons and the gender of disabled graduates from different institutions of vocational education (Spearman's rank correlation coefficient is 0.10 for both higher vocational education and secondary vocational education).

The t-criterion has shown that there are no statistically significant differences in the grades of disabled graduates from different educational institutions. All the groups highlighted the desire to be a part of society, to realize themselves in an

interesting position and not be a burden for their family.

The estimates of employment reasons provided by people with disabilities are not quite consistent depending on their group of disability (Table 8). People with a more severe form of disability and those having disabilities since childhood found it more important to communicate, be a part of society and realize themselves. At the same time, people with milder forms of disability strived to realize themselves, find an interesting job and build a career.

Table 8. The average score given for employment reasons by people from different disability groups (on a ten-point scale)

Reason	Group 1 disability	Group 2 disability	Group 3 disability	Disabled since childhood
not to be a burden, have an additional source of income besides disablement payouts	7.84 (3)*	8.24 (1)	7.74 (3)	7.95 (3)
communication with colleagues at work, to be a part of society	8.24 (1)	7.95 (2)	7.73 (4)	8.20 (1)
interesting job, desire to realize oneself, apply acquired professional skills	8.16 (2)	7.29 (4)	8.38 (1)	8.08 (2)
build a career	7.20 (4)	6.95 (5)	7.80 (2)	7.90 (5)
economic reasons (salary)	6.96 (5)	7.53 (3)	7.56 (5)	7.92 (4)

*the rank of each reason for a particular group of disabled people is presented in parentheses.

The inconsistency of employment reasons and forms of disability is confirmed by the multiple rank correlation coefficient (concordance coefficient), the value of which is 0.44.

In general, the study results have proved that the desire to realize themselves is among the most significant employment reasons for disabled graduates. In this regard, the existing state policy aims at facilitating the self-realization of young people with disabilities. Alongside the implementation of the current state program "Accessible Environment, 2011-2020" in 2017, the constituent entities of the Russian Federation realized additional programs to support young people with disabilities obtaining vocational education and help them with the subsequent employment. At the same time, the constituent entities of the Russian Federation were recommended to interact with disabled people and keep their personified records, clarify their wishes, inform them about the state of labor market, identify some barriers, select suitable job vacancies, organize interaction with employers and develop an accessible route from the place of work to one's home and in the employer's territory.

Discussion

Nowadays, the socialization of children with disabilities, their inclusion in education and employment are priority tasks of the Russian

government in the social sphere both at the federal and regional levels.

The plan of main events until 2020 adopted as a part of the "Decade of Childhood" program (Postanovlenie Pravitel'stva RF, № 1375-r, 2018) complies with the Convention on the Rights of Persons with Disabilities (Konventsiya o pravakh invalidov, n.d.) related to the rights of disabled children. The above-mentioned plan provides for a number of activities, including the creation of modern infrastructures for children (methodological centers and basic institutions of vocational education supporting regional systems of inclusive vocational education for people with disabilities) – Articles 7, 9, 24 of the Convention; the provision of children's art schools with modern equipment (musical instruments, media and film equipment, stage equipment, training equipment with due regard to the special needs of children with disabilities) – Articles 7, 9, 24, 30 of the Convention; the development of a regulatory framework governing the medical rehabilitation of children based on the results of a pilot project on forming a comprehensive rehabilitation and habilitation system for people and children with disabilities within the implementation of the "Accessible Environment, 2011-2020" state project (Postanovlenie Pravitel'stva RF, N 1297, 2015) – Articles 7, 25, 26 of the Convention; the development and implementation of tourism projects for disabled and physically challenged children, as well as inclusive projects in the field

of children's tourism – Articles 7, 30 of the Convention; etc. The 12th section plan entitled "The social protection of disabled and physically challenged children and their integration into modern society" comprises a number of measures aimed at achieving the effective self-realization of children with disabilities, including:

- Improving the legal regulation of the educational process organized for children with disabilities at home or in medical organizations, which implies amendments to educational activities within the framework of basic educational programs (educational programs of primary, general and secondary education in terms of defining the procedure for studying at home or in medical organizations);
- Ensuring the observance of the right to high-quality education of students with disabilities, i.e. 100% of disabled and physically challenged children should have access to all levels of the existing education system;
- Implementing measures aimed at organizing inclusive general and additional education for children with disabilities, introducing new areas of professional training, retraining and advanced training of teachers who work with disabled students;
- Creating the necessary conditions for the development and upbringing of children with disabilities in their families, including children with severe and multiple developmental disorders, the development and implementation of training programs for their family members, psychological, pedagogical and legal education, teaching how to select and use technical means of rehabilitation, the acquisition of rehabilitation skills, ability to take care of disabled children and communicate with them;
- Creating favorable conditions for teaching disabled children and young people with disabilities the skills of independent or accompanied living, including living in stationary social organizations;
- Creating conditions to increase the accessibility of mass sports for children with disabilities and expanding their rehabilitation opportunities through adaptive physical education, sports and other activities.

In addition, a number of major legislative acts have been adopted to support children with disabilities and their families, including: the National Children's Strategy for 2012-2017 approved by the Decree of the President of the Russian Federation of June 1, 2012 No. 761; Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation"; Federal Law No. 442-FZ of December 28, 2013 "About Bases of Social Serving of Citizens in the Russian Federation". In 2016, the Government of the Russian Federation approved the Concept for developing early assistance in the Russian Federation until 2020 (Decree of the Government of the Russian Federation No. 1839-r of August 31, 2016), etc.

In 2017, certain measures were taken to ensure the accessibility of priority facilities and services for people with disabilities and other low-mobility groups (19,802 priority facilities had been equipped by the end of 2017, which amounted to 57.7% of the existing priority facilities accessible to people with disabilities and other low-mobility groups). Additional work was carried out to create a universal barrier-free environment and provide general education institutions with special equipment (22.4% of educational institutions have acquired a universal barrier-free environment for inclusive education of children with disabilities). Measures were also taken to provide disabled people with rehabilitation equipment.

Although the state creates conditions for the socialization of disabled and physically challenged children to give them more opportunities for successful self-realization, there is still a number of acute social issues both on the federal and regional level. To solve these problems, authorities take measures to adapt the existing infrastructure for the needs of people with disabilities, including disabled children, and other people with limited mobility, hold festivals aimed to draw public attention to creative works made by people with disabilities ("I am the same as you!", n.d), "Limitless reality", n.d.) etc.) and organize job fairs for disabled people and others categories of the population.

The Foundation has also initiated and is currently implementing other programs aimed at supporting children with disabilities: "I can live independently", "You are not alone", "The right to be equal", "Early assistance", "Among friends" and "The road to success" (Fond podderzhki detei, nakhodyashchikhsya v trudnoi zhiznennoi situatsii, n.d.).

In recent years, the Moscow Championship Contest "Abilimpiks" has gained particular importance in developing the professional inclusion of people with disabilities, including students, graduates and young professionals. It is a regional stage of the National Championship Contest "Abilimpiks" and is an effective tool for career guidance, motivation, socialization and employment of young people with disabilities. The fourth Moscow Championship Contest "Abilimpiks" was held on May 18 and 19, 2018. 485 people took part in the final competition, 282 people became winners and awardees. In total, 1,603 people participated in the Moscow Championship Contest "Abilimpiks-2018", taking into account preliminary rounds (IV Moskovskii chempionat "Abilimpiks-2018", n.d.). In 2019, preliminary rounds will be held in Moscow in the second half of October, for which participants registered in 2007 (V Moskovskii chempionat "Abilimpiks-2019", n.d.).

In general, we can conclude that much work has been done in recent years to increase the accessibility of education and vocational training for people with disabilities, which significantly expands possibilities for their self-realization. Nowadays, growing opportunities for people with disabilities obtaining full-fledged professional specialization is one of the most effective mechanisms aimed at achieving the equal implementation of human rights and freedoms for all citizens. As a result, this approach contributes to the development of personality, individual abilities and opportunities to achieve a high level of social inclusion in some professional sphere.

Conclusion

The self-realization of disabled children who will become active participants in economic activity should mainly overcome such psychological obstacles as the unwillingness of young disabled people to work and the unwillingness of employers to offer them jobs without any regard to objective difficulties.

When employers decide on employing young people with disabilities, economic reasons (fines in case quotas for employing disabled people are not observed) do not play the key role. Socio-psychological reasons and professional qualities of people with disabilities hold a much more significant place in their system of motivation. In this regard, employers need to be involved in the process of vocational education of children with disabilities, i.e. the development of vocational guidance programs, educational programs,

provision of practical training, open lectures and workshops.

It is advisable to more actively use social advertising during the preparation and conduct of competitions organized by employers; popularize the activities of employers providing jobs for people with disabilities in mass media and the Internet; encourage social reports of firms and companies employing people with disabilities. The above-mentioned measures will not only dispel the myth of the complex and heavy burden associated with hiring disabled people but will also create a positive public opinion about labor market with equal opportunities for all its participants, including people with disabilities.

It is necessary to provide economic support to employers creating (maintaining) jobs for people with disabilities, including the recovery of costs associated with employing disabled people.

The state should take measures to encourage the heads of firms operating in the field of IT and innovation to create job vacancies for people with disabilities.

It is important to develop programs of life-long vocational education and professional adaptation for people with disabilities. At the same time, it will be useful to organize and conduct a series of training seminars for disabled people who want to start their own business where employers will act as moderators or workshop speakers.

Educational institutions should hold more professional contests like "Abilimpiks" or job fairs for people with disabilities.

It is necessary to bring the sphere of education and labor market close together to eliminate any disparities in the demand and supply of labor.

To obtain complete and reliable data on the current labor force, it is necessary to ensure the creation and development of the all-Russian database of labor resources (based on the register of public services recipients in the field of employment, i.e. information from the Pension Fund of the Russian Federation, the Federal Tax Service of the Russian Federation, the Ministry of Education of the Russian Federation, the Ministry of Science and Higher Education of the Russian Federation, work record books of employees, career guidance data system describing each level of education, experience, skills and personal qualities, etc.).

Nowadays, it is necessary to prepare highly qualified specialists, including people with disabilities, who meet the requirements of the modern digital economy.

To increase the efficiency of public services in the field of employment promotion among people with disabilities, it is important to develop and implement mechanisms for interdepartmental electronic interaction and receive timely information on available vacancies.

We should note that young people with disabilities have a rather low level of trust in official employment services. Despite a growing number of employment applications sent to state employment services, young people with disabilities mostly try to resolve this issue in an informal manner (with the help of their friends and acquaintances). In this regard, it is necessary to conduct an information campaign on the possibilities of official employment services in the employment of disabled people, including in educational institutions and social services; to improve the existing interactive services, provide more services to people with disabilities and inform them about their capabilities and working procedures; to create thematic newsletters.

Regarding the specifics of the Russian labor market, scholars should conduct additional studies on why distance employment and flexible work schedule are not widespread in the labor market of Moscow and, in particular, for the employment of people with disabilities. Such a study will ensure a friendlier attitude of employers to the practical use of distance employment and flexible schedules.

In addition, the urgent task is to develop a full-fledged system of tutoring, i.e. assisting people with disabilities in the employment process from career guidance to building an individual development pathway, including the acquisition of professional competences (if necessary, obtaining additional education) and professional selection for the needs of a particular employer.

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