

EXPERIENCE OF REALIZATION OF PROTECTED EMPLOYMENT OF ADULTS WITH DISABILITIES IN THE REPUBLIC OF BELARUS

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The article presents the experience of successful implementation of protected employment of adults with intellectual disability, mental illness in the Republic of Belarus.

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There are several types of institutions in the Republic of Belarus that work with people with intellectual disabilities and severe and (or) multiple developmental disabilities (TMD). In relation to adults, medical and social institutions prevail. Educational institutions practically do not cover this category, with the exception of individual educational institutions and educational institutions that train several groups in accessible specialties. If we are talking about TMNR, then the main emphasis is on social and medical support, which is not enough in the conditions of modern tasks.

Today, the issue of implementing the principle of normalization with access to inclusion is acute, including with regard to TMNR [1]. And in this article I would like to draw attention to the component that is mandatory for the inclusion of an adult, namely involvement in labor and socially significant activities.

This issue is complicated, since when creating jobs for people with severe health limitations, they require a specific organization, in many ways, with individual parameters for each special employee. This applies both to the technical equipment of the workspace and workplace, and to the training of instructors accompanying the work process of persons with special psychophysical development.

This article presents a model of the organization of protected employment developed by us, tested for 25 years, and successfully proved itself in relation to a fairly wide category of people, including adults with intellectual disability of various etiologies, people suffering from epilepsy, musculoskeletal disorders, mental chronic diseases, complex developmental disorders. This is an innovative non-governmental model, which is a joint project of UNESCO and the Belarusian Orthodox Church (BOC). Its important parameter is the support of adults.

The institution that we define as "Social Workshops" reflects both the production orientation and the social coloring. Social workshops are an enterprise focused on two key goals at once: production and provision of work opportunities for adults with special psychophysical development. When planning the activities of such a social enterprise, balancing between these two goals can be quite difficult, but it is definitely possible and quite successful.

Social workshops were created in contrast to the practice of placing young people and adults with intellectual disabilities, mental illnesses, TMNR in special institutions, and the concept of care-care, emphasizing developmental disorders, and, as a result, developing mainly forms of medical care and care based on the principles of protection and control [2]. The organizational structure of Social workshops requires a conceptual change in the perception of people with peculiarities of psychophysical development towards a functional approach, when the analysis of functions becomes a priority, and not the allocation of a nosological unit, because only in this case it becomes possible to organize the workplace in such a way that a person can use his resource to the maximum, and he has a development perspective, as both in work and in personal terms. The latter is important, the level of personal and cultural development largely determines the course of human development in work, in this regard, this block is given great attention in the institution.

The result of accompanying an adult in Social Workshops should be the formation of a productive and useful member of society, despite the existing developmental disorders. In the context of inclusion tasks, Social Workshops promote the harmonious inclusion of people with severe disabilities in society and improve their quality of life through the strengthening of educational and labor competencies.

Social workshops are also a form of family support. Here, first of all, we are talking about the organization of social respite for families. The working day of an adult with special psychophysical development in Social workshops will allow, first of all, parents to get emotional relief, as well as the opportunity to realize their own work.

Social workshops are not a closed institution, but are in close connection with public and state structures. The Workshop site is also used for training specialists in the field of social rehabilitation, special education, psychiatry, psychology through individual consultations for organizations, lectures and practical classes for university students and trainees of advanced training courses of institutes of advanced training, by providing a base for practical training and working out professional skills of working with people with special psychophysical development. Within the framework of international cooperation on inclusion, Social Workshops are used as a platform for the exchange of international experience in the support and rehabilitation of young people and

adults with severe loss of health through scientific and practical conferences, seminars, round tables.

An important component of the work is educational meetings with children of different ages, from preschoolers to high school students, as well as with adult groups of different specialties, which allows them to gain personal experience of communicating with people with disabilities. All this should contribute to a positive transformation in society of the image of a person with severe health limitations and the formation of readiness to accept a person with special features into their bosom.

According to the form of production and labor activity, Workshops can represent both actual participation in production and have a craft orientation. In our case, Workshops work simultaneously in two directions, but we will reveal the second one, because the artisan nature of the work has a number of advantages for solving related tasks, such as, for example, personal and cultural development, which is of fundamental importance for an inclusive process.

So, the significance of handicraft work is largely determined by one's own "I", awareness of the purpose and self-importance of the individual, handicraft work takes not just any one generalized side of the individual (totality), it takes into account the fullness of the employee's self-consciousness, his concepts, feelings, desires. Handicraft work allows a certain freedom of action, i.e. it makes mistakes, leads to correctness through misconceptions, allows you to determine execution plans yourself, permits independent changes, etc. In general, handicraft work increases the ability to develop full self-awareness, awakens a sense of inner satisfaction, which leads to maturity.

The organizational structure of Social Workshops is represented by a supervisor and labor instructors who combine the functions of a teacher and a craft specialist. To maintain the equipment in working condition, the command staff includes maintenance specialists. All medical issues are solved in cooperation with specialized medical organizations. If necessary, depending on the number of employees with disabilities, additional education teachers and psychologists are introduced.

The goal of the manager is to direct the management and further development of Social Workshops through the solution of administrative, production and communication tasks.

The labor instructor is responsible for coordinating the life activities of persons with special psychophysical development during their stay in Social Workshops. The circle of his main production tasks includes the definition of labor skills and self-service skills, social skills of a person with special psychophysical development of the Workshop department for which he is responsible, the allocation of labor operations available to him, the definition of a plan for the development and training of an employee with special psychophysical

development in the direction of the department for which the instructor is responsible, as well as his social skills. The instructor provides support and assistance in the performance of work to an employee with the peculiarities of the psychophysical development of the Workshop department, and also performs an interim assessment of the mastered labor, social, household skills and self-service skills.

We have already discussed the importance of personal and cultural development in the general plan of accompanying a person with disabilities, in this regard, the labor instructor also provides individual support for the personal development of each employee with the peculiarities of the psychophysical development of a particular department of Workshops during the working day: forms a system of values, promotes adulthood and personal maturity, the ability to bear responsibility for words and deeds, forms the skills of correct treatment of people in everyday life and in a conflict situation.

The volume of protected workplaces for persons with special psychophysical development in Social Workshops is 96 places and, of course, it can be regulated taking into account the capabilities of the organization. The areas of work of the Workshop departments can also be regulated taking into account the region and the demand for the products being created. The following departments are represented in Minsk Social Workshops today: the department of artistic woodworking, sewing, knitting, bookbinding, candle departments, vegetable growing, landscaping interior and landscape, as well as work in the kitchen.

Some generalized list of labor operations that can be delegated to employees with intellectual disabilities, TMNR may look like this. For example, in the department of artistic woodworking, operations are represented by sawing on a desktop electric jigsaw, drilling holes, processing wooden products with sanding paper, assembling products using various tools, varnishing surfaces, painting wooden products, etc. In the candle department, workers with disabilities work on a candle-making machine, in particular, take wax thread and cut it according to the required length, cut off the upper part of the candle to form a wick, pack candles, work with moderate loads (transferring wax from a warehouse to a workshop, finished packaged products to a warehouse). The bookbinding department carries out stitching of brochures using various types of equipment, trimming of brochures, cutting (guillotine work), binding, folding, lamination, including performing auxiliary work during the restoration of old books (preparation for binding). All activities are accompanied.

One of the most important issues is the principles and conditions for the formation of departments, the composition and size of groups. The quantitative composition of the Workshop department depends on a number of factors, in particular, on the nature of the production process in the workshop, the need for new employees to implement the production process, the possibilities (conditions)

of the department itself to accept a certain number of employees, on the interest in this type of work on the part of the candidates themselves. When distributing people applying for admission to a particular department of Workshops, in addition to the availability of available jobs and the nature of the proposed work, the wishes of a potential employee (candidate) are necessarily taken into account. I must say that motivation is one of the most powerful impulses that allow a person to activate in relation to his own life. Inclusion is impossible without it. The capabilities of a person are also important, which are isolated based on the initial conversation (age, illness, existing skills, possibly work or study experience at school with specialized labor operations, etc.), personal characteristics that affect the nature of interaction in the team, for example, whether he will be able to work in concert with the rest of the department staff, on which claims.

The quantitative content of departments is determined by the degree of complexity of the work and the severity of employee violations. Our long experience confirms the effectiveness of the following ratio. In production departments 12:1, when 12 people with disabilities are assigned to one labor instructor, in training departments the recommended ratio is 6:1, in some cases 8:1 is allowed. It should also be taken into account if there are persons with severe and (or) multiple developmental disorders in the department that require constant support, and in some cases, care, then the recommended ratio is 4:1.

When determining the qualitative composition of groups of Workshop departments, foreign specialists often strive for uniformity in terms of the nature of the violation, for example, groups of workers with intellectual disability are formed separately, separately with mental illnesses, separately with TMNR. Our experience shows the insufficient effectiveness of such a homogeneous recruitment of departments both from the point of view of solving economic issues and from the point of view of solving development problems.

The most productive option for forming departments in the context of organizing the distribution of labor operations with access to a high-quality final product, as well as organizing communication, is a mixed option by the nature and severity of diseases. Then there is complementarity, a kind of complementarity, which leads to the integrity of the entire production process. For example, the final stage of the preparation of an artistic wooden product involves its design and, at this stage, in a department mixed by the type of nosology, functions can be distributed between employees with intellectual disabilities who successfully draw larger details of the product, and employees with an autistic profile, who, due to their scrupulousness, accuracy, detail, will be able to strengthen the product drawing more subtle elements.

Summing up, it is important to emphasize that the process of inclusion in our countries has been launched and now there is a question of its competent organization. The experience of interaction of various enterprises with

employment centers on the employment of persons with mild disabilities is more successful. There are enterprises where workers with visual, hearing, and musculoskeletal disorders work. It is quite another matter when it comes to people with mental, chronic diseases, intellectual disability, epilepsy. But even here we already have a successful experience that will allow us to realize the right of every person to work and promote full participation in the life of society.

List of literature:

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