

Sociocultural Rehabilitation of People with Disabilities in Russia

State and Approaches to Implementation

Elena Blagireva

Russian State Specialized Academy of Arts
Moscow, Russia

Elena Kirichok

Head of Schneider Electric Strategic Area
Moscow, Russia

Abstract—The paper assesses current educational, cultural and social policy in the context of enjoyment of the rights of persons with disabilities. Together with this, the author proposes indicators for the development and enactment of legal life support norms that would guarantee the improvement of quality of life of the disabled in Russia.

Keywords—*quality of life; education; items of cultural value and cultural benefits; accessibility; creation of special conditions; competitiveness; efficiency*

I. INTRODUCTION

Ratification of UNO Convention on the Rights of Persons with Disabilities by the Russian Federation introduced significant changes in educational, cultural and social policy in relation to exercise of rights of people with disabilities.

Access to cultural benefits is a key factor in rehabilitation of people with disabilities, where culture is the highest level of human needs.

A well-known researcher J. Stiglitz wrote: "What you measure affects what you do... If you don't measure the right thing, you don't do the right thing."

Ministry of Culture today faces a serious problem: an evaluation of the results of the "Accessibility" program in the industry. The very fact of the number of suggested indicators for 85 constituent entities of the Russian Federation is caused by lack of common conceptual field in the understanding what it means to exercise the rights of a disabled person. Unfortunately, all the actions are focused on creating an engineering environment, which should ensure the mobility of a person with disabilities, which is primarily "logistics". Of course, it gives huge advantages comparing with the previous outsider position of this social group in the society. But is it enough for "rehabilitation" of this group in our country?

TABLE I. THE INDICATORS OF THE QUALITY OF LIFE FOR PEOPLE WITH DISABILITIES

	Indicators of quality of life	High	Medium	Low
A. Family of a disabled person (income, number of members, living conditions, material and technical conditions)/household				
B. Settlement of a disabled person (type of settlement, population, distance from capital of the region, form of government)/municipal statistics				
	Utilities and networks (roads, gas, electricity, water, heating)			
	Social possibilities (education, healthcare, social protection)			
	Access to information (television, Internet, radio, press, telephone)			
	Cultural and sport possibilities (tourism, recreational facilities, hobby, sport facilities and clubs)			
	Ecological state of the locality (presence of hazardous industries, garbage removal, landfills, animal burial sites, waste treatment facilities, type of drinking water purification, plantations, air pollution)			
B. Professional possibilities /employment and mobility				
	Employment opportunities (through quotas, on free labour market) and possibilities to improve one's skills and receive retraining			

II. SOME INDICATORS OF EVALUATION OF THE QUALITY OF LIFE

Russia defined itself as a social state with making inter-country comparisons, with control over introduction of social development programs, with granting social guarantees and obligations by the government and their being compliant with the understanding of decent life by citizens.

With no standards of quality of life for people with disabilities in Russia adopted by law, those indicators on which one can base the development and introduction of mandatory standards of life necessities, become high priority for research.

In the context of basic indicator introduction, we can rely on the existing statistical and sociological practice and lay emphasis on three main units for research "Table I".

The most difficult in this approach is to determine the indicator scale, and to set a scale, we again need the established life standards. If there are no life standards for a disabled person, as if compared to "a list of items in a commodity bundle", there should be a list of "conditions of life", with which a life would acquire a quality of "decent".

The social economic reality, which is getting more complicated, requires new methodology from researchers, which would combine classic and synthetic approaches. Thus, Commission on the Measurement of Economic Performance and Social Progress, founded in 2008 by President of France Nicolas Sarkozy, started its work from addressing three areas regarding measuring social progress, in which economic progress was seen only as a part of the development of a society. The first area to address was to review a traditional indicator of progress, Gross Domestic Product (GDP) within social development. The second point to address was to consider viable development and environment as key indirect factors of the development, and how they are affected by economic activity and social progress. A third point for the Commission to address is the research of the quality of life, including the development of methods, which make it possible to determine how people really feel with regard to their lives and their wellbeing¹ (monitoring by Eurobarometer). Researchers started to search for complex constituents of the quality of life, such as good health, proper education, political freedom, violence, oppression, etc. They examined how people spend their free time and how happy they are because of what they do every day. This approach is reliable because people are asked for a wider, more extensive quality opinion of life in general. This approach, for example, makes it possible to conclude that half of America "prosper", while the other half "struggles to survive". In this way it helps to find out not only average satisfaction with life in the country, but to identify considerable difference in the level of satisfaction with life by different social groups, and in our case, a special group – people with disabilities and reduced capabilities. The researchers have widely used ranking method for this purpose. People were asked to assess the importance of

income, rest, health, decent work, safety, etc. for them. It helped to find out, that such indicators as health, safety, rest, etc. are more important for the majority than income².

All the above goes beyond the scope of current approach for evaluation of created available environment, and allows measuring the quality of life of persons with disabilities and their rehabilitation status more extensively. New modern evaluation tools encompass broader understanding of human wellbeing and prosperity than traditional economic evaluation.

Nowadays UNO³ publishes an annual Human Development Report (HDR), which comprises GDP data on every country-a UNO member, as well as measurements on life expectancy, education, health, nutrition, sanitation, clean water accessibility, sex or income distribution discrimination. The goal of the Human Development Report (HDR)⁴ is to evaluate how this development affects everyday life. To measure progress, UN often refers to Human Development Index (HDI), which combines GDP, life expectancy and level of education⁵. Such changes in principles and approaches to evaluation of the society development result from deep transformations in the nature of statehood of developed countries. It gives compelling reasons to change the conceptual approaches to monitoring the accessibility of the cultural sphere for people with disabilities and reduced capabilities.

In Russia current statistics provides unbiased data of the state of living standards, education, healthcare, economic sectors, etc. for a particular period of time, but it practically does not provide data on the cultural sphere (non-cultural or culture-free statistics), it does not give data on what level of accessibility of cultural benefits citizens themselves think suitable. Communities can provide such information, but to do it they need well formulated social and state commissioning.

III. CREATION OF CONDITIONS TO ENSURE ACCESSIBILITY

It should be noted, that nowadays Ministry of Culture of Russia work with a goal of creating the conditions of accessibility in institutions of culture and educational institutions of the cultural sector.

Following the adoption of Federal Law No. 419-FZ "On Introducing Amendments to Certain Legislative Enactments of the Russian Federation on Issues of Social Protection of People with Disabilities due to Ratification of Convention on

² Trends in Europe and North America: Statistical Yearbook. – New York; Geneva: European Economic Commission, 2003. – p. 120

³ Measuring National Progress. Report from the UN//Wordpress website. URL: <http://prodip.wordpress.com/tag/joseph-stiglitz/> (accessed date: November 21, 2011).

⁴ Happiness and Measuring Economic Progress // Website of the Commission on Measuring of Social Progress. – URL: <http://www.scribd.com/doc/19784660/Happiness-and-Measuring-Economic-Progress-by-Joseph-Stiglitz> (accessed date: August 10, 2011).

⁵ For example, Oman with a very high GDP per capita, but relatively low level of education ranks 58 in a list of countries, which is lower than Uruguay where GDP is 60% of Oman GDP, but higher level of education, and is therefore ranks 46 in the list of countries by HDI.

¹ See the Commission website for measurement of social progress.

the Rights of People with Disabilities" dated December 01, 2014, the Ministry of Culture of Russia and the culture regulatory bodies of constituent entities of the Russian Federation have taken a lot of efforts lately to increase accessibility of items of cultural value and cultural benefits for people with disabilities.

In particular, based on the results of the meeting of the Presidential Commission of the Russian Federation on People with Disabilities on April 07, 2015, a work group was created involved in the creation of conditions for people with disabilities to participate in the cultural life of the society. As a result of work done by the work group, an Action Plan for 2015/2017 to improve the conditions for participation of people with disabilities and various reduced capabilities in a cultural life of the society⁶, an integrated activity plan for 2015/2020 to create conditions for education of disabled children and people with reduced capacities in the artistic sphere⁷ were approved.

Based on the results of participation in the "Accessibility" state program of the Russian Federation for 2011/2020, the Ministry of Culture of Russia has done a lot to improve the mechanisms that ensure accessibility of facilities and services, as related to the development and adopting laws and regulations (procedures, activity plans ("roadmaps"), administrative rules). Special attention is paid to ensuring the coherence of laws and regulations adopted on a federal and regional level.

To ensure the accessibility of the items of culture or cultural facilities and the services they provide, the constituent entities of the Russian Federation working on improving the regulatory framework, material and technical state of the cultural facilities in order to make barrier-free environment (architectural, material and technical, information, human resources, educational accessibility), and hold events with the goal of unlocking an artistic potential of people with disabilities and reduced capacities.

Work on the creation of accessibility of cultural benefits for people with disabilities and reduced capacities requires further joint efforts of federal authorities, regulatory bodies for culture of constituent entities of the Russian Federation and all-Russian non-governmental organizations of people with disabilities.

One of the fundamental problems of a true socio-cultural rehabilitation of people with disabilities is education.

Education is one of the high priority areas in the Russian Federation. Enforcement of the right for education of people with reduced capacities and disabilities is one of the most important aspects of state policy in the sphere of education.

Basis that defines the principles of state policy in the sphere of education is Federal Law No. 273-FZ "On

Education in the Russian Federation" dated December 29, 2012. For the first time in national practice the law regulates the issues of education of people with disabilities and contains a number of articles (Art. 42, 55, 59, 79) that confirm the right of children with reduced abilities, including children with disabilities, to receive accessible quality education in accordance with their needs and capabilities. The law establishes the inclusion of education, educational system adaptability to levels and peculiarities of development and training of students.

Ministry of Education and Science of the Russian Federation pursuant to Art. 26 of Federal Law No. 418-FZ "On Introducing Amendments to Certain Legislative Enactments of the Russian Federation on Issues of Social Protection of People with Disabilities due to Ratification of Convention on the Rights of People with Disabilities" dated December 01, 2014, has approved the Procedure for ensuring the accessibility of facilities and services provided in the sphere of education for people with disabilities by Decree No. 1309, as well as Activity Plan to increase the figures of indicators of accessibility of facilities and services provided in the sphere of education for people with disabilities by Decree No. 1399.

It should be noted, that the Ministry of Education and Science of the Russian Federation takes measures to develop inclusive education in Russia and in constituent entities of the Russian Federation by creating reference educational institutions.

One of the priorities in the activity of the Ministry of Culture of Russia is exercising the rights of people with disabilities as referred to their receiving an education in the sphere of culture and arts.⁸

Educational institutions in the sphere of culture implement adapted educational programs to teach people with disabilities and reduced capacities.

Adapted educational programs help ensure a child's integration, thereby helping to reach a final goal of his/her education and formation, which is to integrate them in the society to the maximum degree possible, to activate development resources, to overcome education-related difficulties, to create a custom educational path according with the case rehabilitation plan of a person with disabilities engaging specialists in special needs education, and retrained teaching staff.

When compared with 2014, a number of people with disabilities and reduced capabilities, who receive vocational training has increased, which is attributed to the improvement of a free-barrier environment in the facilities and an increase in applicant quote for people with disabilities, except for the branch of study in arts that does not allow to train people with disabilities – the ballet.

⁶ Action plan for 2015/2017 to improve the conditions of participation of people with disabilities and various reduced capabilities in a cultural life of the society was agreed with culture regulatory bodies of constituent entities of the Russian Federation.

⁷ Draft Integrated Activity Plan was approved by culture regulatory bodies of the constituent entities of the Russian Federation and all-Russian non-governmental organizations of people with disabilities.

⁸ According to data from population sampling on employment problems by Federal State Statistics Service as of 2014, 28.6% of people with disabilities have completed secondary-level education, 10.9% have higher education, 19.2% have basic vocational education, 18.9% have secondary-level vocational training, 14.6% have incomplete secondary education, 7.6% do not have basic education.

An important aspect of ensuring the accessibility of education is continuing education courses, retraining teaching staff and employees of educational institutions working with people with disabilities. Over 70 educational programs of continuing professional education are used in constituent entities of the Russian Federation. During 2015, over 2,000 employees of the cultural sector have completed education according to these educational programs. In 2016 it is planned to triple the number of employees of the cultural sector, who attended continuing education courses.

IV. THE LEADING HIGHER EDUCATIONAL INSTITUTION IN THE SPHERE OF INCLUSIVE ART EDUCATION IS RUSSIAN STATE SPECIALIZED ACADEMY OF ARTS (RGS AI)

Seeing education and formation of talented youth with disabilities in further education institutions, preprofessional education and other educational institutions in the sector of culture and art as high priority area of development of art education, the Russian State Specialized Academy of Arts has developed and implemented programs of continuing professional education (courses) for teaching staff of children's leisure centres, teachers of preprofessional, vocational and higher education working with children with disabilities and people with reduced capacities⁹.

In order to implement the program of continuing education and retraining of employees of cultural institutions, RGS AI created an Institute for retraining of art, culture and tourism employees (IPRIKT). The leading teaching staff of the Academy adopted programs of continuing education courses for the teaching staff of children's art schools, music schools and other children's leisure institutions for the following subjects of study: piano, bayan, accordion, flute, saxophone, guitar, solo singing, the art of dancing, painting, performing arts. Retraining programs "Braille music" and "Russian sign language" will be implemented soon.

As part of the Federal targeted program "The Culture of Russia (2012/2018)", in 2015 RGS AI developed study guides, methodological audio recommendations for the study of orchestral parts by visually impaired and challenged students, teaching aids for hearing impaired students, teaching materials for educational programs for visually impaired and challenged students, etc.

RGS AI jointly with scientists of the Russian Academy of Education (RAO) conducts scientific research on determining the problem areas of education of people with disabilities, working out exact practical methods of teaching people with disabilities a variety of art forms, development of socio-cultural and psychologically adaptive measures of federal (all-Russian) importance to redirect the very society to civilized perception of people with disabilities.

Nowadays, the Ministry of Culture of Russia has developed a model of inclusive artistic education in the Russian Federation.

The role of a coordinator for the creation and implementation of the system of inclusive artistic education in the Russian Federation has been given to the leading higher educational institution in the sphere of inclusive artistic education – Russian State Specialized Academy of Arts.

RGS AI has developed a draft Concept of inclusive artistic education in the Russian Federation, which the Ministry of Culture of Russia will send to regulatory bodies on culture of constituent entities of the Russian Federation for public discussion.

The system of education in the sphere of culture is one of the most important constituents of the country's economy, as it forms a professional pool creating unique *products*. Our society should fully use uncovered potential of people with disabilities and become richer and more diverse in its cultural display. This concept allows declaring that the social group of people with disabilities making its impact can become a worthy resource for further development. But resolving this task takes special management approach and social technologies.

At the same time, it should be admitted that there are not enough research of social and economic nature, interconnected and complementary by methodology and subject, on the assessment of accessibility, role of people with disabilities in the economy, expectations of this social group and their capabilities, although they in particular could become a base for forming a mechanism of prompt standardization of quality parameters of life of people with disabilities, including those in the sphere of culture and education. In its turn, the development of living standards will make it possible to create a perfect mechanism for the society management and provide a more accurate understanding of the results of managerial activity on all levels of authority.

V. CONCLUSION

For the bureaucratic mechanism to change the norms of regulating public life in a timely manner, not only statistics of norm adequacy is required, but also details of the changed requirements to these norms on the part of the society. In other words, achieving a high level of social development largely depends on how adequately and timely the management system responds to social challenges. In this regard, the necessity of social and economic monitoring that would reflect not only material and technical (basic) readiness of culture to become accessible for people with disabilities, but that would also evaluate the expectations and social health of people with disabilities regarding their capabilities in the cultural sphere and in that social role that this group can assume in time will be more and more topical.

⁹ Three hundred people received education in 2015 at RGS AI premises under the program "Inclusive education of people with disabilities and reduced capacities in the sphere of culture and art".

Over the past period of time in 2016, teachers of the Academy toured many regions of Russia with lectures, seminars and workshops.

REFERENCES

- [1] Federal Law No. 273-FZ "On Education in the Russian Federation" dated December 29, 2012 (ed. dd. Dec 30, 2015).
- [2] Legal reference system "Consultant Plus". Retrieved from <http://www.consultant.ru>.
- [3] Website of the Commission on the Measurement of Social Progress. – Retrieved from <http://www.scribd.com/doc/19784660/Happiness-and-Measuring-Economic-Progress-by-Joseph-Stiglitz> (accessed date: Nov 21, 2011).
- [4] Measuring National Progress. Report from the UN // Wordpress website. Retrieved from <http://prodip.wordpress.com/tag/joseph-stiglitz/> (accessed date: Nov 21, 2011).
- [5] Happiness and Measuring Economic Progress // Website of the Commission on the Measurement of Social Progress. – Retrieved from <http://www.scribd.com/doc/19784660/Happiness-and-Measuring-Economic-Progress-by-Joseph-Stiglitz> (accessed date: Aug 10, 2011).
- [6] E. N. Blagireva, O. A. Blinov, O. S. Rudakova. Interactive Methods in Educational Process. Work book. – M.: "NAUCHNAYA BIBLIOTEKA" publishing house. 2014.
- [7] L. G. Guslyakova, M. B. Liga, Y. A. Kalinina. Social Standards of Quality of Life. – M.: Gardariki, 2007. – pp. 34-98.
- [8] Trends in Europe and North America: Statistical Yearbok. – New York; Geneva: European Economic Commission, 2003. – p. 120.
- [9] Real Richness of Peoples: Roads to Human Development: Report on Human Development –2010. – M.: Ves mir, 2010. – pp. 100-144.
- [10] Lavrukhina E.A. Paradoxes in the Job Placement of the Graduates of Agricultural Colleges and Universities.- NY//Russian Education and Society. – 2012, April. 2012/Vol. 54, N 4. – 0.4 quire/ Scopus
- [11] Y. A. Lavrukhina. Sociological accompaniment of statistical observations under social government. – Moscow// Voprosy Statistiki. – 2012. – No. 6. 2012
- [12] Y. A. Lavrukhina, O. A. Efanova. Interaction of sociological and statistical approached in examining the problems of a social state. – Moscow// Sotsiologiya Vlasti. – 2012. – No. 2. 2012.
- [13] Y. A. Lavrukhina. Social demand and commissioning in education (monograph) /LaP Lambert Academic Publishing GmbH &Co. KG,- Germany, Berlin. - 2011, 142. – Retrieved from <https://www.lap-publishing.com/?locale=ru>
- [14] Integrated action plan for 2015/2020 on creating conditions for education of children with disabilities and people with reduced capabilities in the artistic sphere.
- [15] Activity Plan for 2015/2017 on improving conditions for people with disabilities and restricted mobility to participate in a cultural life of the society.
- [16] Minutes of the Meeting No. 12 of the Presidential Commission of the Russian Federation on people with disabilities dated November 25, 2015.