

Social Work & Education

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UDC 364.4-056.266(075.8)

DOI: 10.25128/2520-6230.21.1.9.

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Article history:*Received:* January 21, 2021*1st Revision:* February 26, 2021*Accepted:* March 30, 2021

Kravchenko, O. (2021). Physical support of people with disabilities: professionals' training. *Social Work and Education*. Vol. 8, No. 1. Ternopil-Aberdeen, 2021. pp. 116-128. DOI: 10.25128/2520-6230.21.1.9.

PHYSICAL SUPPORT OF PEOPLE WITH DISABILITIES: PROFESSIONALS' TRAINING

Abstract. Sustainable development is possible only if we take into account human potential as a fundamental value of society, as well as creating conditions and providing opportunities for its full development. People with disabilities constitute an important component of human potential, and understanding this is a key principle of social inclusion. Full participation implies that a person with a disability is a full-fledged subject of socio-political, socio-economic and socio-cultural processes. Access should be provided at the state and local levels. It should include access to education, health care, cultural institutions, etc. Taking this into account, the issue of training specialists in providing physical support services for people with disabilities in Ukraine is relevant.

A number of research methods are used in this work. We have analyzed current Ukrainian legislation on social protection of people with disabilities. In the context of minimizing natural and environmental barriers in the lives of people with disabilities, the approval of the professional standard «Companion of People with Disabilities» deserves attention. According to the National Classifier DK 003: 2010 «Classifier of professions» a new profession «5133 Companion of people with disabilities» has been introduced.

Based on the analysis of concepts definition in various spheres of human life, we may determine accompanying both as creating various conditions and as purposeful implementation of special measures within the provision of services - educational, social, medical, etc., which provides assistance and help to qualified professionals for a long time in order to solve difficult life situation.

Physical accompanying for people with disabilities is defined as a social service for the category of citizens with musculoskeletal disorders, visual impairments, other nosologies to eliminate restrictions on life and inclusion in the community. Its content is to accompany people with disabilities from residence to destination, as well as to inform and provide household and psychological assistance.

Thus, the introduction of the standard of the profession «Companion of People with Disabilities» and specialists training with the same qualification is a significant step towards ensuring access to public values of all categories of citizens, including those with disabilities.

Key words: profession; support; person with disability; accessibility; professional training; social inclusion.

Introduction

Sustainable development is possible only if human potential is taken into account as a fundamental value of society and conditions for its full development are provided. People with disabilities rightly constitute an important component of human potential - understanding of which is a key principle of social inclusion.

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) emphasize that one of the main tasks of socio-economic development is to ensure that all people with disabilities have access to all spheres of society (UN General Assembly Resolution 48/96, 1993).

In the Convention on the Rights of Persons with Disabilities (2006), people with disabilities include those with persistent physical, mental, intellectual or sensory impairments who, when interacting with various barriers, may interfere with their full and effective participation in society on an equal basis with others. A key point of the Convention is the assertion that the full participation of persons with disabilities in public life is a valuable current and potential contribution to the common good that will enable significant progress in human, social and economic development (Convention on the Rights of Persons with Disabilities, 2006).

Full participation implies that a person with a disability is a full-fledged subject of socio-political, socio-economic and socio-cultural processes. In view of this access to education – from preschool to high school, access to social institutions to obtain statutory social guarantees, to health care facilities – to receive quality medical services, access to cultural institutions in the context of realization of creative abilities and satisfaction of socio-cultural needs in visiting theaters, museums, monuments of history and architecture etc., should be provided at the state and local levels.

Analysis of recent research and publications. Theoretical and methodological principles of social work in Ukraine are substantiated by modern researcher T. Semyhina; issues of socialization, social adaptation and rehabilitation of vulnerable categories of the population are studied by scientists: T. Aleksieienko, A. Kapska, O. Karpenko, I. Kozubovska, N. Koliada, L. Mishchyk, Zh. Petrochko, I. Piesha, V. Polishchuk, A. Ryzhanova, L. Romanovska, T. Semyhina, A. Slozanska, S. Kharchenko and others. A. Kolupaieva, O. Rasskazova, P. Talanchuk, A. Shevtsov and others are involved in the development of conceptual bases for creating an inclusive environment in independent Ukraine. Issues of social services and social security, including people with disabilities, are studied by S. Bandur, K. Batyhina, N. Boretska, K. Vashchenko, M. Mokliak, O. Novikova, O. Palii, M. Kravchenko, O. Savchenko, Yu. Saienko, V. Skurativskyi, P. Sytnik, V. Troshchynskyi, N. Yarosh and others.

Given the development and implementation of social inclusion in Ukrainian society, effective technologies of social integration of vulnerable groups, including people with disabilities, need theoretical generalization and practical implementation.

The objective of the article is to determine the content of training specialists in providing physical support services for people with disabilities in Ukraine.

Methodology

A number of research methods are used in this work. Firstly, we have analyzed current Ukrainian legislation on social protection of people with disabilities, including the Order of the Ministry of Social Policy of Ukraine № 28 of October 12, 2018, which approved the list of social services provided to people in difficult life circumstances who cannot overcome them on their own. Secondly, the professional standard for the profession «5133 Companion of People with Disabilities» has been studied. Thirdly, educational and methodological support for the training of specialists in this profession has been developed. It includes educational and qualification characteristics of the graduate of the educational institution, the program of professional and professional-practical training, curriculum, working curriculum, educational and methodological support of disciplines, working curriculum for industrial training, practice working program, guidelines for the preparation and defense of qualification works. Fourthly, a survey of volunteers who provide physical support to people with disabilities has been conducted to study the real situation and problems associated with physical support.

Results

The availability of the environment makes possible the social functioning of the individual, which is a necessary condition for his social activities. At the same time, the understanding of the effectiveness of the environment is not limited to urban planning conveniences, but applies to a wide range of conditions: educational, personnel, cultural and leisure accessibility, communications, social networks, relationships and more.

The following groups of barriers (informational, educational, spatial, emotional, personal barriers) have been identified, which restrict the access of people with disabilities to the enjoyment of human rights and fundamental freedoms and prevent them from participating in public political, social and cultural life.

Information barriers are caused by difficulties in obtaining information about their functional violations, rights, and support network. Educational barriers are formed by difficulties in obtaining general, special or additional education, professional retraining, as one of the most effective ways to get a person out of isolation from society. Emotional barriers are formed both by unproductive emotional reactions of others (curiosity, ridicule, awkwardness, guilt, hyperopia, fear, etc.) and frustrating emotions of the person (self-pity, hostility to others, expectations of care, the desire to blame someone in their problems, the desire for isolation, etc.). Barriers that come from a person's personal nature, as it is often the case that a person with a disability is not ready to change his normal living environment. The cause of spatial and environmental barriers is the inadequacy of the architectural environment, transport, lack of equipment

and devices for domestic processes, self-service and free movement. Accordingly, social and environmental rehabilitation is carried out in two independent areas: 1) adaptation of the environment to the special needs of certain categories of the population (provision of means of transportation, prosthetic and orthopedic care, typhlotronics, hearing aids, other technical means for work, life, training, leisure and physical education and sports, spiritual development); 2) adaptation of individuals to the environment, development of skills and abilities that provide the ability to self-care (Popovych, 2017).

In the context of minimizing environmental barriers in the lives of people with disabilities, the approval of the professional standard “Companion of Persons with Disabilities” (Order of the Ministry of Economic Development, Trade and Agriculture of Ukraine № 1178 of 20.06.2020) deserves attention.

According to the National Classifier DC 003: 2010 “Classifier of professions” a new profession “5133 Companion of persons with disabilities” was introduced.

Obtaining education according to this qualification requires the formation of the following general competencies: GC 1. Ability to perform the applicants’ professional activities taking into account ethical principles in relations with persons with disabilities. GC 2. Ability to organize their own professional activities, work independently. GC 3. Ability to act in non-standard situations of professional activity. GC 4. Ability to maintain a positive emotional state and friendly relations with persons with disabilities. LC 5. Ability to communicate in the state language both orally and in writing in professional activities (in the language of national minorities). GC 6. Ability to ensure the confidentiality of personal information of persons with disabilities. GC 7. Ability to ensure and be fully responsible for the safety of a person with a disability while accompanying him. GC 8. Ability to respect the dignity of a person with a disability.

Among the professional competencies there are two groups:

A. Physical support of persons with disabilities who have musculoskeletal disorders and travel on wheelchairs, and other disorders: A. 1. Ability to provide physical support to people with disabilities with persistent physical disabilities, mental disorders, intellectual disabilities from the place accommodation to the destination. A. 2. Ability to inform people with disabilities with persistent physical disabilities, mental disorders, intellectual disabilities during physical support. A. 3. Ability to provide domestic assistance to people with disabilities with persistent physical disabilities, mental disorders, intellectual disabilities during physical support. A. 4. Ability to provide psychological assistance to people with disabilities with persistent physical disorders, with mental disorders, with intellectual disabilities during physical support. A. 5. Ability to assist in the communication of people with disabilities with persistent physical disabilities, mental disorders, intellectual disabilities during physical support.

B. Physical support of persons with visual impairments: B. 1. Ability to provide physical support to people with visual impairments from the place of residence to the destination. B. 2. Ability to inform visually impaired people during physical support. B. 3. Ability to provide domestic assistance to people with visual impairments during physical support. B. 4. Ability to provide psychological assistance to persons with visual impairments during physical support. B. 5. Ability to assist in the communication of visually impaired persons during physical support.

Acquiring of the profession involves the assignment of professional and educational qualifications “Companion of Persons with Disabilities” and belongs to the third level of the National Qualifications Framework.

Within the research topic “Socio-psychological rehabilitation of children and youth with special educational needs through inclusive tourism” (state registration number: 0119U103978) by the staff of Pavlo Tychyna Uman State Pedagogical University in cooperation with Kyiv City Center for Social, Vocational and Occupational Rehabilitation of the Disabled People (from 03.07.2020 № 55\20) developed educational and methodological support for the training of specialists in the profession “5133 Companion of People with Disabilities”, which includes: a program of professional and vocational training; curriculum; working curriculum; educational and methodological support for each discipline; working curriculum for industrial training; work program of practice; methodical instructions to preparation and protection of qualifying works (the Companion of people with disabilities, 2020).

Theoretical training involves the study of the following subjects: information and communication technologies; human physiology and basics of medical knowledge; basics of office work; traffic rules; labor protection and safety of life; prevention of occupational burnout; features of personality psychology; basics of legal knowledge and legislation in the field of social protection; basics of interpersonal communication; physical support of persons with disabilities by nosology; professional ethics (Companion of People with Disabilities, 2020).

According to the professional standard, the main purpose of professional activity in the profession “5133 Companion of People with Disabilities” is to provide social services of physical support to persons with disabilities with musculoskeletal disorders, visual impairments and other nosologies to eliminate limitations and inclusion in the community.

Let's try to find out the essence of physical support through the prism of terminological analysis of related concepts.

In the explanatory dictionary of the Ukrainian language "to accompany" is understood as to go, to go with someone as a companion; to escort someone to a certain place.

Support as an action, as a set of measures aimed at a certain result, is carried out in many spheres of public life: in education, medicine, social work and others.

Social support is a type of social work aimed at providing social care, assistance and patronage of socially vulnerable categories of children and youth in order to overcome life difficulties, preserve, improve their social status (Law of Ukraine “On social work with families, children and youth” (2001).

Table 1: List of approved social services in Ukraine that provide certain type of support

Social service	Short description
Social support for families raising orphans and children deprived of parental care	assistance in creating and maintaining a positive socio-psychological climate in the family; adaptation of the child in new conditions; creating appropriate conditions to meet the individual needs of each orphan and child deprived of parental care in development and upbringing; protection of property, housing and other rights of the child; promoting the child's learning and development; assistance in strengthening / restoring family and socially useful ties; assistance in creating and providing conditions for the priority right of the child to adoption; preparing the child to leave the family, including independent life
Social support	survey, needs assessment, identification of ways to solve major problems; drawing up an individual plan of social support; involvement of the recipient of the service in the implementation of the individual plan of social support; evaluation of the results of the implementation of the individual plan of social support; regular meetings or visits of the recipient of the service in order to monitor the implementation of the tasks; assistance in obtaining other services, organization of interaction with other subjects of social support; assistance in understanding the meaning of actions and / or developing the ability to manage them; training and skills development; psychological counseling; psychological support
Social support at employment and at the workplace	regular meetings with the service receiver; workplace visits; assistance in the adaptation of the person to the performance of work functions, adaptation of the workplace for persons with disabilities; assistance in obtaining other services, organization of interaction with other subjects of social support; training and development of labor and social skills; psychological counseling; psychological support
Physical support services for people with disabilities who have musculoskeletal disorders and travel on wheelchairs, visual impairments	assistance in moving in public places and transport to visit public authorities and local governments, institutions, organizations and institutions, purchase of goods, works and services, including filling out forms, writing applications, reading information during such a visit and more
Support during inclusive education	providing assistance to children with special educational needs during their stay in preschool and general secondary education institutions

Social support is a form of support and involves providing a specific person, group of people, family, usually a set of legal, psychological, socio-pedagogical, socio-economic, socio-medical, and information services for certain (often long) period. The purpose of social support is to improve the life situation, minimize the negative consequences or completely solve the problem of service recipients (Encyclopedia for Social Workers, 2013).

On January 01, 2020, the new Law № 2671-VIII "On Social Services" came into force, which was adopted on January 17, 2019. The law defines the basic organizational and legal principles of providing social services aimed at preventing difficult life circumstances, overcoming or minimizing their negative consequences, to persons/families who are in difficult life circumstances. Social services are aimed at social prevention, support and service (Law of Ukraine "On Social Services", 2019).

The Order of the Ministry of Social Policy of Ukraine № 28 of 12.10.2018 approved the list of social services provided to people who are in difficult life circumstances and cannot overcome them on their own. Let's define social services which provide this or that type of support.

The unifying characteristics of social services for this or that type of support are the following: action aimed at helping vulnerable categories of citizens who are in difficult life circumstances; long term of social service provision; provided by social workers and social workers; has an approved standard that contains the content, objectives and description of the main components of this service.

Another common type of support is psychological support, which is carried out in the social sphere, the armed forces, the activities of law enforcement agencies, personnel of the State Border Guard Service of Ukraine, medicine, business, etc., but is most in demand in education.

On the basis of scientific generalizations of scientists, we consider support as a holistic activity of a psychologist, which consists in: systematic tracking of clinical-psychological and psychological-pedagogical status of a child in the dynamics of his mental development; creating socio-psychological conditions for the effective mental development of children in society; systematic psychological assistance to children with developmental disorders – counseling, psychological correction, psychological support; systematic psychological assistance to parents of children and adolescents with developmental problems; organization of the child's life with developmental disorders in society, taking into account the mental and physical capabilities (Panok, Marukhina and Romanovska, 2020).

Psychological support of the educational process, which includes psychological support of participants in the educational process, is carried out by practical psychologists.

Teachers also provide psychological and pedagogical support in the educational institution, the task of which is to prevent problems of personal development and

upbringing of the child; psychological and pedagogical competence (culture) of teachers, parents (Panok, Marukhina and Romanovska, 2020).

Psychological and pedagogical support is also provided as a separate service of an educational institution for children with special educational needs, which is a system of measures to organize the educational process and child development, provided by the individual development program (Law of Ukraine "On Education", 2017).

In the context of the socializing function of the education system, a separate type of support for participants in the educational process – socio-pedagogical support. Its essence is to protect the rights of children; accompaniment of socially vulnerable categories of children, as well as children from families in difficult life circumstances; established cooperation of the social pedagogue and participants of the educational process with state bodies and services for the protection of children's rights.

Socio-pedagogical support is provided as a separate type of assistance to vulnerable families, which is aimed at creating conditions for eliminating the causes of distress (or their possible compensation), the formation of the family's ability to solve their problems, perform functions, implement their social and educational potential. The duration of support depends on the severity of the problem, the level of development of the adaptive potential of the family, the degree of its functional ability to solve difficulties independently (Conceptual and terminological bilingual dictionary, 2015).

Along with accompanying a person during education, during social protection, this type of activity requires health care from specialists. Let's refer to the definition of the term medical and psychological support – a system of medical and psychological activities aimed at providing professional care to patients during treatment and in other periods, helps to clarify the diagnosis and treatment, provides elimination or reduction of symptoms and manifestations of the disease, restoration of his health, normalization of life. The generic feature of this concept is the system of medical and psychological activities of specialists. It is a holistic, consisting of many interrelated components, the activities of specialists, which provides comprehensive medical and psychological care to patients. The medical component of this activity includes: diagnosis, therapy, correction, rehabilitation, prevention; similarly to it – psychological: psychodiagnostics, psychotherapy, psychocorrection, rehabilitation and psychoprophylaxis. Please note that medical and psychological support is social in nature, as it occurs at the level of mechanisms of human interaction in the social environment, and the presence of a disease only determines its specificity (Melnyk, 2012).

Based on the analysis of the definition of concepts in various areas of human life, we understand physical support as creating various conditions and purposeful implementation of special measures within the provision of services – educational, social, medical, etc., which provides assistance to qualified professionals for a long time to solve difficult life situation.

Physical support for people with disabilities is defined as a social service for the category of citizens with musculoskeletal disorders, visual impairments, other nosologies to eliminate restrictions on life and inclusion in the community, the content of which is to accompany from residence to destination, as well as in informing, providing household and psychological assistance to persons during physical accompaniment.

In order to study the real situation and problems related to the physical support of people with disabilities, a survey of volunteers who accompanied the participants of the International Art Symposium of People with Disabilities "Art without Borders", which took place in Uman on August 12-24, 2020. 10 respondents took part in the survey.

To the question "Have you undergone special training to support people with disabilities?" 90% of volunteers stated that they do not have qualified training. Only one answer indicates that physical support is the main profession, 40% of respondents provide support assistance on a volunteer basis, 20% are parents of people with disabilities and provide support. The most common difficulties that arise during the support are: physical activity (50%), emotional load (30%), and communication problems (30%).

Among the problems faced when supporting people with disabilities are the following: ignorance of others about the capabilities and needs of people with disabilities; difficulty in establishing interpersonal communication; architectural barriers that prevent unimpeded movement or access to a particular object; wrong approach that does not take into account the opinion of people with disabilities in solving their problems; a state of despair or helplessness of such people etc.

It is nice to note that 60% of respondents indicated support from others while being accompanied.

Conclusions

Thus, the introduction of the standard of the profession "Companion of people with disabilities" and the training of specialists with the award of the same qualification is a significant step towards ensuring access to public goods of all categories of citizens, including people with disabilities. At the same time, the social service of physical support is part of a system of measures that contribute to the social rehabilitation of people with disabilities.

In this context, the staff of Pavlo Tychyna Uman State Pedagogical University in cooperation with Kyiv City Center for Social, Vocational and Occupational Rehabilitation of the Disabled (from July 03, 2020 № 55\20) developed educational and methodological support for the training of specialists in the profession "5133 Companion of People with Disabilities", which includes: a program of professional and vocational training; curriculum; working curriculum; educational and methodological support for each subject; working curriculum for vocational training; practical working

program; methodical instructions to preparation and protection of qualifying works. This project was implemented within the research topic "Socio-psychological rehabilitation of children and youth with special educational needs through inclusive tourism" (state registration number: 0119U103978).

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ФІЗИЧНИЙ СУПРОВІД ОСІБ З ІНВАЛІДНІСТЮ: ДО ПИТАННЯ ПІДГОТОВКИ ФАХІВЦІВ

Оксана Кравченко, доктор педагогічних наук, професор, декан факультету соціальної та психологічної освіти, Уманський державний педагогічний університет імені Павла Тичини, Україна; Allen.Lipscomb@csun.edu

Анотація. Сталий розвиток ймовірний лише при врахуванні людського потенціалу як основної цінності суспільства, створенні умов і забезпеченні можливостей для повноцінного його розвитку. Особи з інвалідністю правомірно становлять важливу складову людського потенціалу – розуміння і усвідомлення чого є ключовою засадою соціальної інклюзії. Повноцінна участь передбачає, що людина з інвалідністю є повноправним суб'єктом суспільно-політичних, соціально-економічних і соціокультурних процесів. З цією метою на державному і локальному рівнях має бути забезпечена доступність: доступ до здобуття освіти – від дошкільної до вищої, доступ до закладів соціальної сфери щодо отримання визначених законодавством соціальних гарантій, до закладів охорони здоров'я – щодо отримання якісних медичних послуг, доступ до закладів культури у контексті реалізації творчих здібностей та задоволення соціокультурних потреб у відвідуванні театрів, музеїв, пам'яток історії та архітектури тощо.

З огляду на це актуалізується питання підготовки фахівців з надання послуг фізичного супроводу осіб з інвалідністю в Україні.

У цій роботі використано низку методів дослідження. По-перше, ми звернулись до аналізу чинного українського законодавства з питань соціального захисту людей з інвалідністю, в тому числі Наказ Міністерства соціальної політики України № 28 від 12.10.2018, яким затверджено перелік соціальних послуг, що надаються особам, які перебувають у складних життєвих обставинах і не можуть самостійно їх подолати. По-друге, здійснено вивчення професійного стандарту за професією «5133 Супроводжувач осіб з інвалідністю». По-третє, розроблено навчально-методичне забезпечення для підготовки фахівців за цією професією, що включає освітньо-кваліфікаційну характеристику випускника закладу освіти, програму професійної та професійно-практичної підготовки, навчальний план, робочий навчальний план, навчально-методичне забезпечення дисциплін, робочу навчальну програму з виробничого навчання, робочу програму практики, методичні вказівки до підготовки і захисту кваліфікаційних робіт. По-четверте, проведено опитування волонтерів, які забезпечують фізичний супровід людей з інвалідністю щодо вивчення реального стану та проблем, пов'язаних із фізичним супроводом.

У контексті мінімізування природно-середовищних бар'єрів у життєдіяльності людей з інвалідністю заслуговує на увагу затвердження професійного стандарту «Супроводжувач осіб з інвалідністю» (наказ Міністерства розвитку економіки, торгівлі та сільського господарства України № 1178 від 20.06.2020 р.).

Відповідно до Національного класифікатора ДК 003:2010 «Класифікатор професій» введено нову професію «5133 Супроводжувач осіб з інвалідністю».

Здобуття професії передбачає присвоєння професійної та освітньої кваліфікації «Супроводжувач осіб з інвалідністю» і відноситься до третього рівня Національної рамки кваліфікації.

У межах науково-дослідної теми «Соціально-психологічна реабілітація дітей та молоді з особливими освітніми потребами засобами інклюзивного туризму» (державний реєстраційний номер: 0119U103978) співробітниками Уманського державного педагогічного університету імені Павла Тичини у співпраці з Київським міським центром соціальної, професійної та трудової реабілітації інвалідів (від 03.07.2020 р. № 55\20) розроблено навчально-методичне забезпечення підготовки фахівців за професією «5133 Супроводжувач осіб з інвалідністю», що включає: програму професійної та професійно-практичної підготовки; навчальний план; робочий навчальний план; навчально-методичне забезпечення для кожної дисципліни; робочу навчальну програму з виробничого навчання; робочу програму практики; методичні вказівки до підготовки і захисту кваліфікаційних робіт (Супроводжувач осіб з інвалідністю, 2020).

На основі аналізу визначення понять у різних галузях життєдіяльності людини визначемо супровід як створення різноманітних умов, так і цілеспрямовану реалізацію спеціальних заходів у межах надання послуг – освітніх, соціальних, медичних тощо, що передбачає сприяння і допомога людині кваліфікованими фахівцями у межах тривалого часу з метою вирішення складної життєвої ситуації.

Фізичний супровід для осіб з інвалідністю визначено як соціальну послугу для категорії громадян, які мають порушення опорно-рухового апарату, порушення зору, інших нозологій для усунення обмежень життєдіяльності та включення в громаду, зміст якої полягає у супроводженні від місця проживання до місця призначення, а також в інформуванні, наданні побутової та психологічної допомоги особам під час фізичного супроводу.

Висновок. Таким чином, введення в дію стандарту професії «Супроводжувач осіб з інвалідністю» та підготовка фахівців з присвоєнням однойменної кваліфікації є суттєвим кроком на шляху щодо забезпечення доступу до суспільних благ всіх категорій громадян, в тому числі з інвалідністю.

***Ключові слова:** професія; супровід; особа з інвалідністю; доступність; професійна підготовка; соціальна інклюзія.*