

SCHOOL ORIENTATION AND PROFESSIONAL INTEGRATION OF YOUNG PEOPLE COMING FROM PROTECTION INSTITUTIONS

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Abstract: *The present study follows the evaluation of the professional integration process of young people, and I want to emphasize the aspects related to school orientation and professional integration process, and also to underline the importance of AJOFM implication in the identification process of a work place for this segment of population. Teenagers who want to become employed do not need just support of school orientation to meet the requirement of labour market but also support to identify a suitable work place. This task is successfully completed by employment agencies.*

Key words: *professional integration, school orientation, young people, protection institutions, labour market*

The studied sample

The sample included in the research comprises young peoples which came from the protection institutions, in the area of Arad County and who were professionally integrated between 2009 and 2013. The young people were contacted /identified through personal networks, social homes and through students in their social work practice activities.

The socio-demographic structure of the sample

They were selected 50 young people post – institutionalized with ages between 19 and 32 years old, from which 34 were boys and 16 were girls.

Taking into account the studies level, the situation is the following: 12 from them are graduated from the highschool, 21 graduated the courses of professional schools, 3 of them have superior studies and 14 from them graduated the courses of the post-highschools. This situation is presented in the following table:

Table 1. The sample structure on studies levels

Total number of young people	Highschool graduates	Professional school or trades school graduated	Faculty graduates	Post-highschool graduates
50	12	21	3	14

The data on which are based the revealed results from this paper were collected using more research methods. Beside *the sociologic inquiry* (based on an interview or questionnaire), we used *the documents analysis* (we studied the statistic data, the legislation, the official documents, the social policy in the domain).

The applied questionnaires, the interviews with these young people, and also the study of the occupation policies addressed to them, offered us the possibility to shape a picture regarding the perspectives that they have to occupy a work place and to underline the importance of school orientation activities unfolded in the institutionalization period.

School and professional orientation

School and professional orientation is a problem with great actuality and general interest, its importance and necessity being justified by the newness and the diversity of the services appeared on the labour market. In the case of the young people coming from institutions, the professional orientation is realised fewer accord with the personality and the internal resources of that. This fact is due to the special „achieved” deficiencies, which are the consequences of the numerous deprivation suffered by them.

In the actual socio-economic context, school and professional orientation obtain a special importance: *”in the present nobody doubts about the fact that it must be as influent and active in the adequation plan with the labour market reality and the social changes, as in the educational psychological plan”* (Jigău, 2001, p.13).

Personality factors involved in School and professional orientation (SPO)

The present study pursues the evaluation of the professional integration process of the young people protected in institutions, and that is why the orientation and the choice of trades are relevant for the studied theme. It is well known that the free and adequate choice of a profession supposes maturity and a good psychological training of the individual.

The pupil's psychological training regards the intellectual, affective-motivational and willing character elements; *„by the harmonious unite of the three elements which means the forming to the pupils of an equilibrate system of representations and notions, mental proceeding of work, general and specific aptitudes, the forming of attractions, willing, aspirations, interests, professional ideals followed consistent and firmness, passing through the obstacles from internal or external nature by supporting voluntary effort and manifesting the moral probity towards the social requirements which ensure the agreement between what it must be, what he desire and what he can realise the subject, therefore the possibility of optimal realisation of the SPO”* (Zăpârțan., 1990, p. 6).

Thus, the self-knowledge has a particular importance in SPO act, supposing the self-identification of the following elements of the personality.

The encoding of the self-image. A good self-image means self-esteem, optimism, trust in the own forces, success source in the career. M. Borelli and R. Perron utilised a scale of attributes-values in which the ordering is made according to the own system of evaluation or the individual values scale, of self-portrait or the ideal self. An important moment in the deciphering of the self-image is represented by the understanding of the own statute, which is realised reporting the self-evaluation made by the subject to the evaluation that he believe that he enjoy in the other eyes.

The completed interviews show that to the institutionalised children these processes are realised more slowly and carry the mark of the untidy and instable life from the institutions, and I refer here to *„the episodic separations, the number of the persons who are taking care of them and the continuous changing to which the institutionalised child must accustom himself and which lead to disorientation, the reality distortion, anxiety, apathy and renouncement”* (Neamțu, op.cit., p. 801).

The abilities, aptitudes and skills identification represents a condition of the SPO in the mean that it is necessary to put into relation the own resources with the reality of the labour market.

The greater is the similarity and agreement between the own resources and the personality type with the occupation, the more will the individual be satisfied and more performing at the work place. That is why, the identification of the own abilities, aptitudes and skills is essential in the professional orientation process of the individual. In the same time it is necessary that the young people be informed regarding the existent professions and for which he

will be suited; in this situation he can benefit from the counselling services, information regarding the SPO offered by the institutions or by the agents from the National Agency for Work Forces Occupation (after they leave the institutions).

The following table shows the existing relation between the activity domains, abilities, aptitudes, skills and the correlating professions:

Table 2. The connexion abilities, skills and the adequate choice profession

(Students textbook: Counselling for your future, 2004, p.13):

Activities types	Abilities and skills	Possible professions
Everyday environment activities	Spatial orientation, planning and adjustment capacity, solving problems, communication, mechanical aptitudes, manual abilities, initiative	Driver, reception clerk to a hotel, postal office worker, shop assistant
House holding and menial activities	The planning of the family budget, taking decisions, the priorities establishment, communication, aesthetic sense in interior and exterior arrangements, mechanic abilities for minor reparations	Cook, decorator, house painter, plumber, gardener
Nourishment	Financial planning, punctuality, interpersonal communication, artistic sense, creativity, attention to details, commercial abilities, hygienic skills, thoroughness	Chief cook, administrator, freelancer in the nourishment sphere
Textile industry	Manual, motor coordination, group communication, colour sense, visual acuity, effort resistance, material and financial resources planning, creativity	Tailor, freelancer in the fashion domain, decorator, textiles engineer
Social activities	Skills for working in group, communication capacity, teaching abilities, leader abilities, creativity, sensibility to details, perseverance, responsibility, empathy, the motivation of others	Counsellor, psychologist, social worker, consultant professor human resources, psychotherapist

Interests have complex structures and contain elements of cognitive, affective and connotation structure. Distinction can be made between school interests (which take the form of a selection of one's favourite school subjects) and professional interests, expressed and manifested that are usually in agreement with the type of school where the students are enrolled.

The bases of professional orientation are set in school where school orientation includes the elements of future career orientation. J.Burinaux stated that a pupil is actively involved in his orientation, i.e. a dialogue with himself during which he decides for or against after balancing theoretical and practical knowledge on the one hand and desires, interests and professional aspirations, on the other. The situation of institutionalized children is different from the one of children living in natural families. When he talks to himself, he does it with lacks in self-image knowledge, of his qualities, limitations, talents and abilities. Holland noted that interest and preference for certain fields of activity is bound to the personality types: realistic, inquiring, artistic, social, entrepreneur, conventional. For institutionalized children we face various cases of slightly shaped personality, i.e. an inefficient self-determination that would lead to random and unproductive associations between the personality type and the chosen profession.

Ginsburg argues that choosing a profession is linked to the following factors: each person's life environment, the level of education and professional training, personality and affective characteristics, the values he adheres to.

Motivation has also an important role in SPO. The teenager will be determined to work, will aspire to a profession and have a certain image of his professional path according to behavioural models that are connected to work and are discussed in the family. Without them and if the institution provides everything for him, the teenager is more likely to feel demotivated, entitled to obtain everything without any effort, ending as an irresponsible person. One can infer that institutionalized teenagers face difficulties in choosing the right profession because the process of school and professional orientation involves a certain coordination between the demands and the peculiarities of each profession and the person's internal resources (skills, abilities and interests). Another belief is that due to the environment they live in and their experiences they show dysfunctions on the level of self-knowledge and self-determination.

The questionnaire results underline once again the vulnerability of these teenagers, their distrust in the future, a low motivation for professional fulfilment. The moment they leave the residential centre is a very difficult one for them: the lack of material and affective support, the lack of a house, the feeling of frustration and confusion determined by the fact that they are totally unprepared for life and for the teenage period they cross.

The offer of social services for children in difficulty is rich and plentiful. It can be noticed that the number of teenagers leaving institutions decreases from 152 in 2007 to 65 in 2009. This proves that prevention services offered in our county are effective and that alternate services have been developed. Discharges for the protection service in the past years show that most teenagers are transferred, i.e. oriented towards adults' fostering centres. They would become long term or even lifelong beneficiaries of social work services.

Thus, children who are about to be discharged from these institutions are prepared for independent life long before this moment, according to each one's needs and level of maturity (mentioned in assessment reports filled in periodically). The child is helped to know and discover his abilities and skills in order to find a suitable profession. There is no case of discharge when the teenager does not have a job or a place to stay. The number of jobs taken up by the individual shows their instability. The experience of changing jobs is repeated several times in a year but eventually insecurity and lack of money make them accept the conditions more easily.

Some of them report dissatisfaction with the fact that they are encouraged/ obliged to attend professional school courses and less are encouraged to enrol in highschools or universities. Specialists in the field explain that the fact is determined by the teenagers' lack of interest for studies, most of them being interested in studies only to prolong their residence in the centre. On the other hand, insufficient funds lead to a preference for discharges and immediate employment (more easily to be achieved after attending a professional school, due to Arad's labour market demands).

Perspectives of professional integration of post-institutionalized teenagers

According to Law no 116/2002 on preventing and combating social exclusion, ANOFM is obliged to develop a personalized social support for young people aged 16 to 25, who are in need or at risk of professional exclusion, in order to facilitate their access to a job. Thus, county agencies for employment organize information campaigns and professional counselling in order to increase these teenagers' employment rate.

The 2009 report of ANOFM (p.19) signals the following situations: 845 contracts of solidarity have been closed and 317 insertion employers have been identified; 710 persons were employed (99 from placement centres, 45 teenagers with children, 133 young families with children and 381 persons belonging to other teenage categories in difficulty).

Job fairs for these categories were organized only by 4 county agencies in 2009. Arad was among them. Data provided by ANOFM show a low attendance of economic agents, namely 78 which offered 744 work places. 931 persons took part in job fairs but only 72 were selected for employment, and 27 teenagers from fostering centres were employed.

- Out of 1.144.000 persons who benefited from employment measures until December 31st, 2013, 255 were post-institutionalized teenagers. 254.889 persons were employed in the first nine months of the year, and among them 69 teenagers were discharged from fostering institutions.

An effective measure to encourage the employment of these teenagers is the job fairs organized once or twice a year only for them.

Conclusions

It can be observed that AJOFM proves interests for this category of disadvantaged teenagers. However, the results are not the expected ones.

The legal framework provides opportunities and perspectives for the teenagers' professional integration; they also ensure the economic agents' openness towards them by the benefits they receive. Currently, the difficulties they encounter are related to the lack of affectionate and material support. The economic situation makes their survival efforts even harder. Most of them are forced to find alternating ways of survival, of course, outside the formal labour market.

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