The Role of the Family and the Community in the Socio-Professional Integration of Graduates with Intellectual Disabilities

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Abstract. The social integration of people with disabilities must be achieved as early as possible in order for future professional integration to be achievable. Children with disabilities must have an adequate education, which will support them for further development, be adapted to what each one can and especially be pleasant and determine the beneficiary to "give" what is best in him.

A society is all the more developed as it pays more attention to vulnerable groups, an indication that we are with our fellow human beings in the deadlock and try to keep them close. Education is always in a permanent restructuring and development, an eternal reform, justified by the dynamics of society. After the 1990s, with the democratization of schools and equal opportunities, education paid more attention to children with disabilities and / or other SEN.

The absence of socialization on young people with disabilities makes them largely dependent on their family and the school environment they attended. This is mainly felt after the age of 18-20, when they leave the education system and try to integrate professionally. Even if they have a degree of independence, they cannot always cope without the support of their family. The role of the family is fundamental, both in terms of medical and psychological recovery and in terms of integration and education for society. A child may be abandoned in a corner of the bed, becoming compulsively swaying or, on the contrary, may be enrolled in school, taken to a psychologist, speech therapist, doctor, socially integrated.

After graduating from school, parents will try to solve the problem of professional integration, provided they are supported and have access to the basic information needed to go through this process. "Where am I? Who should I address? What possibilities do I have? What are the prospects? Where can I find this information?" – These are just a few questions that bother the legal representatives of people with disabilities.

Keywords: socio-professional integration, intellectual disability, socialization, economic independence

The General Context of the Social and Professional Integration of People with Disabilities

Socio-professional integration of people with disabilities is a topical, sensitive and highly controversial topic worldwide. It generates heated debates about concepts, solutions, the economic and social efficiency of their application, as well as the moral and political responsibility of both the government and civil society and the press, for the proper resolution of the problem, in the spirit of respect for fundamental rights and freedoms. of human beings, of democratic principles and of the norms and principles of the market economy, the viability and validity of which has been demonstrated by the historical experience of countries with a developed democratic and economic life.

Addressing the social and professional condition of people with disabilities from a historical perspective, reveals the reality they face and indicates the need for a finality arising from an action of normalization through integration. Trying to explain the notion of

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integration, Cloerkes (2001, pp. 173-183) discusses the non-stigmatization of people with disabilities, hence a process of interaction characterized by emancipation and solidarity.

The socio-professional integration of people with disabilities transforms them from consumers of income from the budget, into producers of income, into taxpayers, into consumers of products and services. That way, the whole community will benefit. Although the financial gain is not so obvious, the investment in people with disabilities is a long-term investment in the development of the entire Romanian society.

As people with disabilities form a very diverse group, which has to face extremely varied barriers, facing a disadvantaged multiple state, special attention must be paid to this segment, especially in terms of integration, in all aspects: educational, professional , occupational, community. It is particularly important to ensure that these people have equal opportunities to participate in social life, a specific aspect of an inclusive society, by developing vocational / vocational training services, by creating opportunities for employment, by strengthening the role of the community, by civil society, in general, by raising awareness of the responsibility towards the person with disabilities, at the level of society, target group or family, to increase the degree of integration / social participation of this segment of the population.

Research conducted both in Europe and in our country in the process of integration into the workplace revealed a low participation (52.8% for men with disabilities and 19.6% for women with disabilities, compared to 64.9% for men without disabilities and 29.9% for women without disabilities) and a high unemployment rate, unfavorable position on the labor market for people with disabilities (WHO & World Bank, 2011).

Even though in recent years there have been campaigns whose central objective has been the integration of people with disabilities into work, the percentages in 2020 are similar to those of 10 years ago, and for intellectual disabilities, the situation is even worse.

General Perspectives on the Employment of People with Disabilities

According to data provided by the World Health Organization in 2012, there were more than 1000 million people with disabilities in the world, of which between 110 million and 190 million had significant difficulties. These figures are about 15% of the total population, a significantly higher percentage compared to the 1970s when the prevalence of disability was estimated at about 10% of the general population.

Regarding the employment rate of people with disabilities, the data show that in the Nordic countries the employment rate is the highest, while in Romania there is one of the lowest employment rates in Europe (Dupre & Karjalainen, 2003).

Assuming social status and roles through employment has beneficial effects on people with disabilities. Any individual, regardless of his condition of normalcy or deviation from it, must be an integral part of the society of which he is a part, to make his own contribution to its development. Employment is such an opportunity as well as the basis for independent living (McLoughlin, 2002).

The literature states that the adaptation and socio-professional integration of people with disabilities is dependent not only on the individual characteristics of the person in question but also on the characteristics of the environment in which they live (Kolstoe, 1970). The environment is the one that develops stereotypes about the perception of disability, often wrong, on disability, seen as "cognitive structures stored in memory that affect perception and behavior at the group level" (Cernat, 2005, p. 25). Stereotypes in relation to people with disabilities are associated with predominantly negative attitudes resulting from errors of judgment and lead to the treatment of these subjects by virtue of etiquette, disregarding the real characteristics of the person (Brisenden, 1986). Stereotypes formed or taken over in social interactions generate prejudices that inevitably lead to discrimination.

The attitude of employers towards people with disabilities is of paramount importance in their entry into the labor market. Defined by S. Chelcea as “the position of a person or a group of acceptance or rejection with a greater or lesser intensity of objects, phenomena, persons, groups or institutions (Chelcea & Iluț, 2003, p. 46), the negative attitudes manifested by employers towards people with disabilities translate into exclusion, marginalization and result in “social isolation, maladaptation, non-social integration” (Ponea, 2009, p. 66).

The Role of the Family in the Lives of Young People with Disabilities – Overprotection and Misinformation, Obstacles to Integration

Young people with disabilities have been confronted since childhood or more precisely from the moment they are diagnosed with certain “expectations” from those around them, a set of preconceived notions about what a person with disabilities is and how they should behave. Many times, for fear of confirmation, some families delay the presentation to a specialist in the hope that "maybe it will pass, it will recover over the years". This approach to disability is totally flawed and unproductive.

The first factors that influence the lives of most of these people are their parents. Most parents who have children with disabilities are healthy, or at least do not have the same disabilities as their child. Therefore, he has very little knowledge of the problems he is facing. Trying to put yourself in the other person's shoes should be the first option for family members to receive from the specialist.

The young person with disabilities who manages to adapt to the challenges of society is the "product" of the family that tried to project itself into his skin, who accepted the child's disability and who worked to support him. It goes without saying that not many parents will react with total cold blood to the discovery of their child's disability.

Some parents may become overprotective by not allowing their children to take part in activities that "contradict" their disability (a child with sensory disabilities will not be enrolled in a special school in another locality, the parent anticipating only the failure and not the advantages they would get). This attitude causes the child to feel different from the others, causing him psychological harm, realizing this as negative. Not to mention all the tricks his parents use to delay his enrollment in school, thus violating his right to education. The same pattern includes a possible request for home schooling, without thinking about the child's need to socialize and thus prepare to enter adulthood. Such over-protection, although not consciously manifested, is detrimental to a child with a disability.

Another harmful attitude is the presence of guilt - especially when the child was born with a disability and was not acquired as a result of an accident or illness. In this case, the parents feel somewhat responsible for their child's situation. Such a feeling, while seemingly irrational, cannot be avoided - especially in areas or communities where social pressure speaks for itself, referring here to small and underdeveloped communities (disability is often seen as a punishment for parental sins).

Refusal to acknowledge the child's disability is also an extremely harmful attitude. The cause may be either the inability to cope with the situation or the fear of reactions from others. Often these are related to each other, but regardless of the cause, the child will certainly be affected by this attitude. He will grow up with the feeling that his disability is something to be ashamed of, because his family is also ashamed of it and will learn that he should not bring it up. Exposed throughout the childhood to such attitudes, he will internalize them, thus having to live their consequences in adult life.

Parents of children whose disability has been diagnosed relatively recently and who, as a result, have learned very little from experience, may be vulnerable to misinformation presented by people without sufficient training in this field. Misinformation and attitudes that suggest fear play a significant role in determining the person with a disability to accept and

assume a role in society. The parents of such a person are - in general - unintentional bearers of oppressive expectations that have been presented to them as real information and which, coming from alleged professionals, will most certainly be accepted as such.

In this situation, the misconception that a child with a disability is very unlikely to play a role in society and, on the contrary, to keep the child's interests in mind and to act in accordance with them, must be removed. Otherwise, it is very likely that they will provide the child with an upbringing in which the feeling that he is different from other people not only in the disability he suffers from but also in alleged disabilities.

Socio-Professional Integration is Directly Proportional to the Support Provided by the Family and the Community

The Purpose, Objectives and Hypotheses of the Research

The aim of this research is to identify successful factors in the integration of graduates with intellectual disabilities, both from the perspective of the person with disabilities and from the perspective of employers on whom their employment depends, as well as the involvement of the community they belong to.

Thus, we are interested in both the availability of people with disabilities to overcome their internal barriers to employment, exposure and evaluation in the labor market, as well as that of employers to contribute to the removal of barriers within the process of socio-professional integration of people with disabilities.

The operational objectives of the research are:

- ✓ Awareness of employers about the importance of socio-professional integration of young people with intellectual disabilities;
- ✓ Raising awareness in the family, school, community and society of the importance and need to respect the right to education and training of people with intellectual disabilities;
- ✓ The present study starts from the hypothesis that the chances of socio-professional integration of a person with intellectual disabilities are directly proportional to the support provided by the family and the community to which he belongs.

Research Methodology

The research methodology provided for the investigation from two perspectives which involved a clear delimitation of the groups of subjects. As it is not possible to carry out pedagogical research on total, integral populations, it is necessary to select a limited number, relatively small number of subjects, on which to conduct investigations that will provide information about the entire study population (Cristea, 2000).

Thus, to prove the hypothesis, a number of 48 students from the 8th and 12th grades with mild and moderate intellectual disabilities who are enrolled in special schools in Botoșani County were selected. The selection of this group was made after studying the personal files and medical documents provided by the existing specialized staff at the level of these units, respectively the social worker and the nurse. Also at this stage, a number of 30 companies were introduced in the study. This lot was one of convenience, the main selection criterion being the distribution in Botoșani county, so as to include areas in rural areas. The organized focus group involved 5 students, their parents or maternal assistant and a psychoeducational teacher.

The application of the tests and questionnaires was quite difficult to achieve in the context of 2020, because the only group with which it was possible to collaborate 100% online was that of the representatives of the companies involved in the research.

To address the hypothesis, we support B. Nirje's statement that integration means allowing yourself to be capable, to be yourself among others. Integration refers to the relationship that is formed between the individual and society.

In support of the above, questionnaires were applied which sought to measure the various aspects of the lives of people with intellectual disabilities. The questionnaire was addressed to students with intellectual disabilities in grades VIII and XII to identify projections for a possible career path. The tool used in this quantitative research is a structured questionnaire with closed, semi-closed and open-ended questions, with 15 questions, addressed to a research group consisting of students with disabilities from Botoșani County within the special education units.

Questionnaires were also applied to a number of 30 representatives of some companies from Botosani county to see "if" and "which" is:

- ✓ Employers' perception of the employability of people with disabilities;
- ✓ There is a positive link between the willingness of employers to hire people with disabilities and the number of current employees. The higher the employment unit, the higher the chance of employing people with disabilities;
- ✓ The previous experience of employers with people with disabilities generally has a favorable effect on the acceptance of these people, not only in the educational environment, but also in the workplace.

The Employers' Questionnaire contains questions by which we intend to obtain answers regarding the willingness to hire people with disabilities depending on the type of institution in terms of ownership and the nature of the activity.

- ✓ What are the conditions under which employers would be more willing to hire people with disabilities?
- ✓ Would providing support to employers in solving the needs of people with disabilities increase the number of employees?
- ✓ Would informing employers about the benefits provided by the law increase the number of employees?

Results

In order to analyze in depth the phenomenon of socio-professional integration of graduates with intellectual disabilities, a sociological survey was conducted online and offline to the following categories: students of special vocational schools in Botosani County, who educate students with mild, moderate intellectual disabilities but also severe, deep and associated and managers / directors who manage institutions / enterprises in the county that have or could include future graduates with disabilities.

The application of the questionnaires using the forms in Google Drive, in the case of students with intellectual disabilities, could not be done under the same conditions for the entire selected sample. First of all, most of the subjects involved did not know how to fill in the forms themselves, some did not have access to the internet, not to mention the fact that certain items made it difficult to understand people with disabilities. In these conditions only 15 questionnaires were collected online from the students, 21 questionnaires were completed with the help of psycho-pedagogical teachers from special schools and 12 by direct completion on the printed form.

In the case of the 30 companies included in our research, all the answers were received by filling in the forms directly, and other necessary information was requested through telephone calls.

This sociological survey conducted through the questionnaire is indirect. Its main disadvantage is what Baron and Bryne call the "false consensus effect," in other words, in the

sociological survey, the reporting of opinions and judgments to those of the majority may appear, although in reality they are so similar (Baron & Bryne, 1991, p. 12).

The research group was represented by a number of 48 students with intellectual disabilities, with the following characteristics:

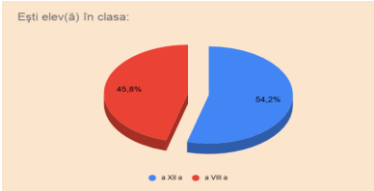


Figure 1. Distribution by classes

Figure 2. Domicile

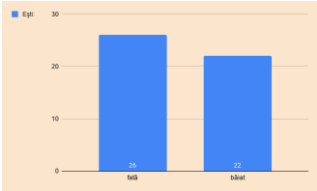


Figure 3. On gen

45.8% of the students participating in the study are enrolled in the 8th grade, and 54.2% are future graduates of the special vocational school whose professional qualifications have prepared them for the professions of textile manufacturer (2 classes), builder - installer of metal structures (1st class) and builder of monolithic structures (1st class).

Depending on the environment in which they live, it turned out that 37.5% are from rural areas and 62.5% from urban areas. The two special schools in the county are positioned in the urban environment but the enrolled students are from the whole county, some being accommodated in the boarding school of the special school from Dorohoi and others commuting daily to the Special Vocational School „St. Stelian" from Botoşani.

Regarding the gender distribution, it is found that the number of girls is higher, they are available for research collaboration compared to boys who were a little more reluctant to participate in the study.

Figures 4 and 5. Results of the questionnaire

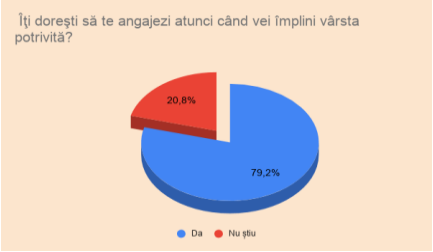
70.8% of the students who participated in this study know, mainly family members who have a job and earn an income that ensures their daily existence. In the percentage of 29.2% are children from foster care or foster care who do not identify with the notion of "entourage" associated with the term "family" in the case of this item.

Analyzing the graph above, we notice that the "mother" is the person most often mentioned as the member who works in a family, also being an income generator even in the situation when she is not with the child.

A very interesting item referring to the way a young person with intellectual disabilities relates to work was the one that aimed at finding a job. When asked "Why do you think a person has or should have a job?", We got a variety of answers, in different wording, but which can be grouped as follows:

- "Money", "satisfactory living" - 75.72%
- Spiritual reasons ("to feel fulfilled", "to make sense") - 3.56%
- Social status ("someone makes you a living job", "don't reach out like a poor person", "be retired") - 10.71%
- Occupancy ("not to be in vain") - 10.01%

Most students believe that a person must have a job for a "good, satisfying life." Students also believe that a job gives the person a certain social status and takes up their time in a useful way.



Figures 6 and 7. Results of the questionnaire

According to the students surveyed, a person employed in the field of work is respected and admired by others in a proportion of 62.5% for the qualities they demonstrate when they work and earn income. At the same time, 33% of them are indifferent to paid work. We cannot specify from this study whether they consider this activity as normal or simply have not developed a work culture and are not able to make assessments.

Asked about the field in which they would like to work, 96.42% of the interviewed students answered that “they want to get a job” when they reach the right age, in areas such as: services (47.36%), clothing - profile school (26.31%), construction - school profile (15.78%), agriculture / animal husbandry (5.52%), assembly of electronic components (5.03%).

Figures 8 and 9. Results of the questionnaire

Out of the 48 respondents, 36 answered that they prefer a job in the country, in a private system, as an employee and only 12 would go abroad. It can be said that 75% of students with intellectual disabilities plan to work in the country, compared to typical students where studies show that over 50% of them want to go abroad.

Permanent dependence on family support may be associated with this desire to work, as they have seen at home, but not anywhere, but nearby. The examples that these children give often refer to a specific company, which they saw on the way home from school. The family and the community in which they grew up are very important for people with disabilities. Studies have been conducted and it has been observed that young people with disabilities who have been institutionalized within certain localities, have effectively refused to return to their place of residence and end up living on the streets or in other unsanitary places.

Only 8.3% of special vocational school graduates consider that they have a good chance of finding a job, 12.5% consider that they have the same chances as graduates of other schools, while almost twice as many of them consider that the chances their employment rates are low.

37.5% believe that a graduate of special vocational education has no chance of employment, this having as substratum a low self-esteem, a self-labeling and marginalization

or a framing in the general current of the young generation who do not know what they will do in the period after graduation ("we'll see").

When asked if they thought it would be easier for them to get a job after completing a training or retraining course in a field other than vocational school, a very high percentage responded positively to this. These courses could give them the opportunity to engage more easily depending on the existing job offer on the market.

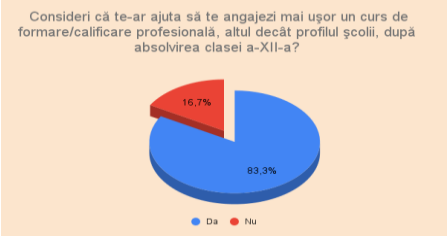
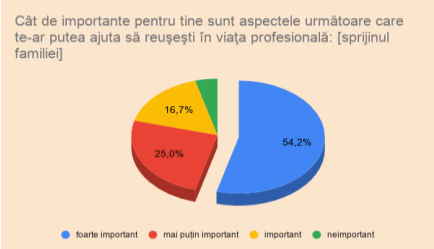


Figure 10. Results of the questionnaire

83.3% of the students consider that it would help them to get a job easier after graduating from a training / professional qualification course, after graduating the 12th grade and only 16.7% of them think that it is enough for them the qualification obtained in school.



Figures 11 and 12. Results of the questionnaire

Again, the family is the closest support in case of need for the young person with intellectual disabilities because a percentage of 62.5% of them would also turn to those close to them to come to their aid when they will have to make employment documents. 12.5% would ask the psychoeducational teacher and 16.7% the class leader. Only 6.3% heard of AJOFM and understood that they can also ask for support from the employees of this institution.

54.2% of those surveyed confirmed that the support provided by the family is very important for their professional integration and 16.7% important. Combining the two positive values, it results that 70.9% of the participants in the study admit that their professional success is based on the support of the family.

The percentage of those who consider the support of the family to be less important or unimportant is found in the structure of the sample, which also includes students who have as a protective measure their home in a Placement Center or a foster carer. In the total sample they represent 28.2%.

Figure 13. Results of the questionnaire

The professionalization of students with special educational needs requires emphasis on repetitive practical training activities, supported by specific therapies and recovery and compensation activities according to the type and degree of disability, so that 45.8% of students surveyed believe that graduating from a vocational school has a very important role that can help in professional success, and no less than 33.3% consider this to be important. 20.8% of those who deny this aspect again consider it unimportant or less important for professional integration. The analysis of the sample shows that the majority in this situation are those who do not live in the natural family.

The students participating in our study agree that in order to achieve this goal they need a better professional qualification, this being achieved by following another course. 45.8% consider this aspect to be very important and 37.5%. Consequently, 83.3% consider the idea of completing qualification training and after graduation to be opportune.

After graduation, many of them give up working in the field for which they were trained, realizing that it is very important to train practical skills, "what they really know how to do".

79.16% of respondents consider it very important and important to know exactly what you have to do at work. For them, the practical training, the hours spent in the school workshop form the practical skills they need to find a job.

Figure 14. Results of the questionnaire

Statistically speaking, based on official data, the situation of people with disabilities in employment evolved in Romania from 2006 to September 30, 2020, so that currently the total number of people with disabilities exceeds 854,965 people, according to the National Authority for the Rights of Persons with Disabilities. Disabilities, Children and Adoptions (ANDPDCA), and about 50% of them are of working age.

If we refer to the total population of Romania, it results that approximately 4% of Romanians have disabilities. Out of the total people with disabilities, 97.95% (about 835,000 people) are in family care or living independently (non-institutionalized) and 2.05% (17,500 people) are in public residential social care institutions.

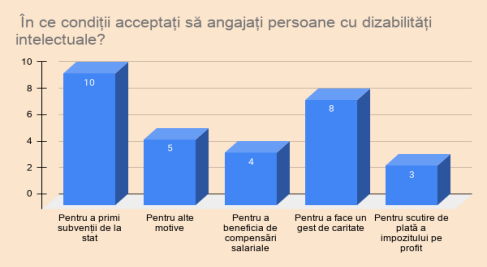
The research among employers wanted to highlight several aspects beyond the exploratory nature and the desire to raise awareness among the general population that these people can be a real human resource if desired and with minimal effort can be useful.

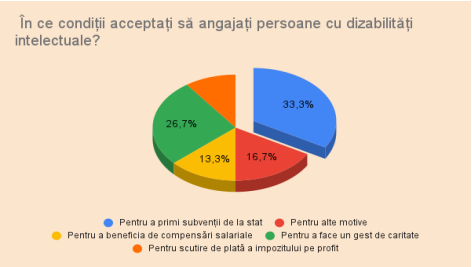
We started from the premise that disability does not take into account where you are born, and the graduate with disabilities is more likely to get hired where the community knows him and he knows the community.

Given that the research of the topic started before the "lost year" 2020, I surveyed the labor market and had discussions with employers in an attempt to clarify what profile / specialization should be addressed at a special vocational school in order to succeed. integration of students into work in a much higher percentage. In 2019, the answers received corresponded to the social trend of integration, and most employers were willing to experience hiring a person with disabilities in a certain context. In the middle of 2020, this topic of socio-professional integration of young people with intellectual disabilities did not

have the expected impact, employers mentioning outside the questionnaire that they do not want to hire in the next period.

More than half of the employers (63.3%) had a neutral attitude when the idea of at least considering the employment of people with disabilities was approached, 30.0% stated that they do not consider this, motivated the fact that the specifics of the company do not allow their employment and only 6.7% answered that they consider this.





Figures 15 and 16. Company benefits

According to Law 448/2006, companies that choose to hire people with disabilities (as an option, not required by law) benefit from tax facilities that are quantified by a minimum gross monthly salary, granted for a period of 12 consecutive months, if they meet certain conditions. Under these conditions, 33.3% stated that they would hire people with disabilities to benefit from the subsidies offered by the state, 13.3% for the fact that they can benefit from salary compensations and it would be easier to bear such an employee for whom the state pays the salary, observing this trend especially in small companies and 16.7% for other reasons, here being often found spiritual and material reasons that consist of bonuses granted by the state.

A special situation is represented by the 26.7% of respondents who stated that they would accept the employment of a person with intellectual disabilities, especially to make a charitable gesture. In this situation are those who have met such people and are left with a good impression, those who know in the circle of friends families who have children with disabilities, those who have relatives or neighbors with disabilities and who are trying to help them. . We can see in this situation the help coming from the community for the professional integration of young people with disabilities.

Many places in the labor market need to be adapted to the needs of people with different disabilities. Job adaptation allows them equal access to quality jobs. The need for adaptation can be justified in two ways: people with disabilities cannot carry out their activities without having access to them or cannot carry them out under normal conditions. 33.3% of our respondents state that this would be one of the main difficulties in keeping a person with disabilities in the company. International research supports the idea that investments in this field are cost-effective and generate high productivity and low absenteeism. Adaptations can be made not only to the work space and equipment, but also to the training and assessment programs, job description and working time.

Asked to identify according to the specifics of the activity of the institution they lead, what types of people with disabilities could hire, 15 respondents out of thirty (50%) indicated people with locomotor disabilities, 3 respondents would hire people with sensory disabilities, 6 they said they could not hire people with disabilities and another 6 people with intellectual disabilities.

The 50% consider that it is not possible to integrate this category of students, respectively those with intellectual disabilities, due to their level of development, labor market competition, reluctance of employers, lack of jobs in line with students' skills, extended work schedule . Moreover, of the 20% who stated that they could not hire any

person with disabilities, none sought a position within the company that would allow them access to the field, referring only to the basic profile of the company.

With a total of 15,245 people with disabilities in Botoșani County, at the date of application of the questionnaire, only 20% of the representatives of the interviewed companies answered that they employed people with disabilities. Of the employed persons, only one was in the category of persons with intellectual disabilities, being employed in a bakery company, the other persons having other types of disability, respectively sensory and locomotor.

Figure 17. Results of the questionnaire

In general, the employers who completed the questionnaire stated that they had no qualifications regarding the employment of people with disabilities and reasoned where the answer was that the specifics of the company did not allow them to do so.

At the declarative level, the share of respondents who believe that society should adapt to include each person is higher in firms that have a human resources department than those that come from smaller companies that do not have such a department.

Figures 18 and 19. Results of the questionnaire

The number of disadvantages in employing people with disabilities is quite high in the perception of most employers:

- assisting them in the work process (support from another employee 46.7%);
- continuous supervision (a person employed for the supervision of the person with disabilities 20.0%);
- lower productivity (which would mean a decrease in the company's efficiency);
- repeated medical care.

This mentality of most employers (finding reasons for rejection that are not simply in line with reality) seems to be the main barrier in hiring people with disabilities.

Of the total respondents, only 30% objectively appreciate the work of people with disabilities, most of them through their own experiences when they hired people with disabilities.

All people with disabilities should have the opportunity to implement and develop their skills and competencies, as well as their creative and productive potential, in a freely chosen occupation and in an inclusive, accessible and, if necessary, adapted, to ensure a decent standard of living (Vision in the field of employment is a synthetic formulation derived from

the provisions of Article 27 of the CRPD - UN Convention on the Rights of Persons with Disabilities).

For some employers, the possible reasons for hiring people with disabilities are not mainly related to exemption from payroll tax or other state support, because they are not enough or are difficult to recover. From this point of view, 46.7% of employers take into account the fact that hiring people with disabilities to help one person or to become an example for others and to encourage positive behaviors towards these people.

At the declarative level, most employers have a positive perception of the integration of people with disabilities in their work, most of the company's representatives being of the opinion that people with disabilities should try to work.

If, with regard to employment by people with disabilities, the tendency is acceptable for both employers and those involved, their perception changes radically in terms of how they are effectively integrated into work. More than two-thirds of company executives (63%) support the statement that those who are hired must have a job, while only 3 out of ten people with disabilities support this statement (29%).

We also organized a focus group in order to obtain the most complex information on how it relates to the issue of social and professional integration of graduates with intellectual disabilities, both its direct beneficiaries and their parents and teachers. If individual interviews capture the views of individuals at a given time, detached from the social context in which they were born, focus groups try to reproduce on a "micro" scale what is happening at the "macro" level in real life.

The structure of the group was as follows: 5 12th grade students from the Special Vocational School "St. Stelian" Botoșani, 4 parents of these students, a professional maternal assistant and the teacher in the class, with whom I moderated the activity and structured the conclusions of the meeting.

The composition of the group of students included two young people with visual impairments who attended high school classes at the Special High School "Moldova" in Târgu Frumos, Iasi County and who wanted to continue their studies at the vocational school in Botosani, a student with Down Syndrome and two with boundary intellect.

After the introductory questions, students and parents were challenged to answer the question "What will you do after the vocational school graduation exam?".

Theoretically, the first thing a young person thinks about when he graduates is how to get a job. The profession for which he has prepared must ensure his income, but at the same time open the horizon of communication and, respectively, of full integration into society: new relations of collegiality and friendship, the power to decide and influence, the joy of achievements etc. And young people with disabilities, like other young people, are thinking about a job, a position in a team, a job that will bring them not only financial satisfaction, but especially emotional satisfaction.

If the young people answered in a large proportion that they want to get a job, their parents were not as optimistic, considering that the prospects for people with disabilities, after graduating from school, almost do not exist.

In the focus group, the psycho-pedagogical teacher expressed his opinions, stating that most of the time the skills that the school develops are not enough to ensure the access of young people with disabilities to a job. Even if the National Agency for Employment organized job fairs for people with disabilities, their number was very small, and at the level of economic agents there is a lack of information regarding disability, consequently the offer of work does not adjust to the real possibilities of people with disabilities.

The parents of the students who participated in the study claim that there is a tendency, at any level, to consider the person with disabilities as a dependent person. This state of dependence, created with good intentions, sometimes by legislation, for which the state is

obliged to ensure the optimal living conditions for these people, induces a limitation of the possibilities of expression of the disabled person and thus obliges him to maintain a degree of dependency. Thus, the lack of concerns of the company for the accessibility of jobs (physical access to buildings, ergonomics of the workplace - endowment with special equipment and devices to compensate for the impossibility of performing certain operations) contradicts the legislation.

Conclusions

People with disabilities have the right to independence and need it. They are like other individuals, consumers of products and services. In order to meet these needs, they need income not from pensions and allowances, but from the effort and result of their work. The job, of course, is intended to be one in demand on the market, which would involve quality training, but also compatible with the skills they have developed.

In our country, however, vocational training and employment of people with disabilities is a vulnerable field. There are no functional mechanisms for career guidance, professionalization and employment. Obviously, in the absence of a proper methodological basis, vocational education and the integration into employment of young people with disabilities will be much more difficult.

Regarding the hypothesis that the chances of socio-professional integration of a graduate with intellectual disabilities are directly proportional to the support provided by the family and the community to which we belong we note that all participants in the focus group say that their parents are of these children and future young people permanently during their development, in order to succeed in giving them wings.

100% of the questions that guide parents are: "What will happen to my child when I am gone?", and in this context, most of them aim to hire the future graduate.

The social integration of young people with disabilities is a process in which the state and the local community must ensure their full participation in any regular services and activities such as education, health, employment and the provision of social services. This implies the need to pay more attention to the multidimensional aspects of disability, especially in reforms and legislation in all areas.

In conclusion, the information gathered during the research clearly shows that in the situation where there is support from the family and the community, we can talk about an exponential increase in the integration of graduates with intellectual disabilities from both social and professional perspective.

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