

ABSTRACT OF THE DOCTORAL THESIS

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TITLE THESIS:

**SOCIAL DIMENSION OF INCLUSION THROUGH SPORTS OF
INSTITUTIONALIZED CHILDREN**

The degree of society's civilization is largely determined by the attitude towards people. Creating the conditions for education and training, social-professional adaptation and social integration of persons is a primary objective of any country, as well as for the world community in general.

After 1990, changes in the legal and economic spectrum, and social protection have appeared, which determines the need for a special approach

to children education and social integration. Fewer families can provide

alternative solutions to children and youths, considering abandonment or

institutionalization, one of the easiest and fast solution, and thus, depriving

the child from a normal life in the natural family.

Once he has left the institution, the post-institutionalized teenager becomes aware of the difficulties of integration in different groups, organizations or communities composed of people with family.

Inhibition,

when facing major actions or decisions that will influence the course his/her

life, is rooted in the fact that the institution decided for him/her, dictated

goals to achieve, whereas the teenager executed them.

One of the social-economic possibilities for these young people could be practicing of a sport or engagement in what sports and sportive activity

really means.

Sports plays an important role in the lives of many citizens of this

country and plays a prominent role in society, with great potential in terms of social inclusion through sport, which means that participation in sports and physical activities contribute in many different ways to inclusion in society; thus, inclusion in sport involves a combination of "sports for all", equal access to sport, equal opportunities in sports and various sports facilities and opportunities to practice sports, depending on demand. Sports meet a multitude of social and educational functions, whose benefits are much more visible as they are targeted in particular to teenagers who represent their main target. It can be said with certainty that the social integration of children is even stronger when they practice a sport that brings them into direct contact with their peers.

The thesis is divided into three parts, conclusions, practical and methodical recommendations, bibliography.

The first part includes two chapters where articles and specialized literature are critically reviewed.

The proposed study regarding the integration of institutionalized children through sports, has initiated the groundwork for the study of literature that deals with peculiarities of psycho-motor growth and development of the child in general, and in particular, to capture the institutional features and individual age, the way various physical processes

and properties appear and manifests in human development in general, and child development in particular.

In the second part of the paper is an analysis of needs of the child over institutional integration through sports as a necessary first step in planning effective actions in terms of social needs of institutionalized children.

Thus, based on a questionnaire applied to children who are the subject of the

present research work, were drawn some conclusions concerning the need

for legitimate striking that these children have.

The questionnaire contains seven items that contain applicable inquiries about the sports that institutionalized children practice or have

practiced lately, through the practiced sports, understanding here regular

attendance at training within departments or clubs. Through institutionalized

children in this case, we understand children without CES, able in terms of

bio-psycho-motor skills to practice any specific exercises for performance in sports.

The application of the questionnaire has revealed that from the 21 interviewed children, 10 are still practicing a sport, 4 practiced a sport in the

past, 4 of them have attempted to practice a sport, and 3 have never practiced a sport for performance.

Based on the questionnaire, two PEST and SWOT analysis have been

made, strategic analysis type that have served to identify the most appropriate ways of action. Thus, one can draw some eloquent conclusions

based on these analyses:

- The legislation in force, governing compliance, promotion and safeguarding of children rights in line with international requirements in

child protection is a good thing, as well as decentralization of social welfare

services to children and their transition to the subordination of mayors and municipal councils.

- As opportunities, we have to mentioned the possibility of accessing external funding for social integration programs or donations and sponsorships to support disadvantaged children and to promote volunteerism

in working with disadvantaged children

- Among weaknesses, we mention the need to find sources of funding

for employment programs to complement the daily program for the children

that benefit from social protection, logistical means to support children

access to sporting facilities or training specialists in this field whose priorities are represented by the formative character of sport as opposed to performance

The largest amounts of treats are raised by the economic crisis, thus lowering the populations' standard of living, which is also reflected in the

life of disadvantaged children; from a social point of view, the difficulties

that institutionalized children have in relating with other children from normal families or sport professionals reluctance to institutionalized children

In the second section, there are also treated aspects of the place and role of sports in shaping institutionalized child's personality.

Physical education is an indispensable component in the formation of personality. Its importance has been highlighted since ancient times. Its

theory and practice have evolved upwards, as determined by historical

circumstances and social-historic conditions.

The formative and auto-formative valences of physical education, especially its contribution to the formation of will and character traits (courage, strength, tend to improve, perseverance, tenacity, spirit of initiative, independence, etc..) can be transferred through the mastery of

teacher (coach) to other self-education areas - intellectual, moral, aesthetic

self-education. Finally, physical education plays a critical role not only in

the physical body but also in the formation and self development of personality in its many aspects.

Sports movement can play an important role in matters of public interest and social inclusion. In this context, professional athletes and amateur athletes and sports clubs are models for society, especially youth

and sports organizations and civil society organizations, whose object of

activity is sport, also contribute to the integration

The last part refers directly to the child institutionalized integration through sports, by identifying the types of relationships within students'

groups in which the inclusive education of institutionalized children is obtained, and who practice or have practiced a sport. Taking about the group

in a more analytical way, with tools of the social-metric method, we tried to

identify the attitudes of attachment or rejection of students at school of in

society through sports.

The study is based on applying a social metric investigation, on some groups of students from schools in Baia Mare, where they operate as students, children who are subjects of this research, in February of 2011.

By processing the results, it was mainly aimed at social status (S) expressed numerically, that determines the Range (R) of each individual in the group.

The results have confirmed the hypothesis of the study, that is, practicing sports makes the integration of institutionalized children easier.

Thus we could draw the following general conclusions:

- those who practice or have practiced for a time a branch of sport, scored a higher social-metric status index, which ranks them in the top

in the community ranking;

- there is a significant difference between children who practice individual sports and those who practice physical activities in team sports;

- the more frequent team sports are practiced, the more likely it is that

subjects develop positive attitudes toward teamwork. Those who often

practice team sports, are also more opened to forming friendly relationships

- from the needs analysis, certain reasons of abandonment of sport practice have emerged, this being mostly done independent of their desire. Here are: lack of financial support under self-financing private sports clubs, big distance to sporting facilities and improper training schedule, the attitude of specialists in sports performance and who seek only to remove children who are not considered viable for high performance.

Recommendations:

- early supervision of these children in order to achieve selection for sports on a scientific basis as appropriate to age and sport they want to activate, and eventually to be able to shift to another branch of sport;
- preparation of specialists and their awareness, in terms of practicing sport for its formative effects and not necessarily for performance
- going over the performance goals of any sports, the purpose can be materialized through preparing for independent living, for the moment when children leave the institution, as well as for a job that can be related to sports