

Psychological, sociological and legal aspects of integration into society of orphans in order to prevent deviance and delinquency

Diana Gorun

Abstract—Any social community bases its structure and functionality on an ethical, legal and cultural model, consisting of values, norms, rules and duties, which ensures the stability and continuity of society and avoids tensions and conflicts between individuals and social groups. The children are affected if they cannot integrate into society, culminating with the deviance and delinquency phenomena.

All children need adult protection to exercise their civil rights and freedoms. United Nations Convention on the Rights of the Child of 1988 provided protection of institutionalized children. However, these children have specific needs which justify the reiteration of certain rights and defining others specific to their situation.

The proposed solution to the problem is the social integration for orphans through sport and education, with the consequence that minors will not feel marginalized by civil society and thus they will find their purpose in life.

Keywords—Society, social order, social integration, anomie, deviance, delinquency, orphans, education

I. INTRODUCTION

The organization and functioning of any society, the cohesion between its structures and institutions depend essentially on the consensus and conformity of individuals and social groups with ethical, legal and cultural model. This model consists of a set of values, norms, rules and duties which are meant to ensure stability and progress of society.

Various forms of social organization, human communities and social groups are relevant and have an important role in people's lives, as well as in determination the individual and group behavior, including the complex mechanisms of individual - community - society relationship [1].

In the formation of the individual human personality which will become a member of the community and society, the family has a very important role.

The family is the institution that directs the formation of the child's personality and contribute to integration into society as an adult.

It is obvious that for orphans or for children from troubled families (raised by only one parent, with parents working abroad or with criminals parents etc.) the family's role in

guidance is greatly diminished, practically nonexistent. Moreover, these children face difficulties in social integration.

In the process of socialization, learning and practicing proper roles of individuals, knowing and obeying to social norms contribute to the stability of the social system. All these elements of social connection facilitates the efficient function of the whole society, while ensuring the social integration of individuals [2].

II. PROBLEM FORMULATION

From the sociological perspective, the social institution is a set of organized social relationships based on shared values and certain methods that are used to meet basic social needs of a social community.

All types of such systems have main institutions that govern/rule all the significant areas of life of the community, such as economic institutions, legal, political, cultural, educational, religious, etc.

The analysis of the structure and functioning of institutions allow understanding of social cohesion and thus the functioning of society [3].

2.1. Law, factor for achieving social order

Any social community bases its structure and functionality on an ethical, legal and cultural model, consisting of values, norms, rules, duties, customs and usages, which ensures the stability and continuity of society and avoids tensions and conflicts dysfunctions between individuals and social groups that compose the community.

The characteristic of this model is that social values are central, embodying, in fact, the most important traditions and customs of a society, characterizing its own culture.

Representing a reference point for individuals in different social contexts, rules indicate what is right and wrong, lawful or unlawful, legitimate or illegitimate, thus establishing the permissiveness of action and behavior.

Pointing out that as part of the social order, social sanctions acquire a high degree of accuracy, regularity and systematization, Emile Durkheim was tempted to see in them the main means of achieving social constraint.

Taking into account the nature and form of sanctions and how they may develop, it is considered that they may be:

- positive - organized (consisting of various ways of expressing public gratitude for deserving individuals - prizes, awards);

- positive - unorganized (including reactions of certain groups of belonging - family, friends, school, etc. - or public opinion against individuals whose behaviors are consistent with the value system of the group);

- negative - organized (based on coercion and correction - performed by specialized institutions such as the police - which are punishable by deviant and delinquent behaviors);

- negative - unorganized (consisting of verbal rejection expressions - contempt, ridicule, etc., or moral condemnation, exclusion and marginalization of different behavior non-concordant with the rules of the group) [4].

Including a set of rules, requirements, constraints, obligations, rights and responsibilities, social order is a necessary but not sufficient condition for the stability and functionality of the social system and for the cohesion and safety of individuals and social groups. The social order must be completed by the normative (legal) order, which includes all the norms, rules and regulations developed by legitimate authority (public) legislation governing the various actions, individual conducts and social behaviors.

Being a category of social norms, legal norms protect the most important values and social relations by establishing a system of correlative rights and obligations between individuals, groups, institutions and social organizations. They have a number of common features as social norms and that is why some authors, lawyers and sociologists have been tempted to believe that all social norms are legal. This concept extends, however, artificially the field and purpose of the norm, ignoring the fact that if it is true that all legal norms are social, not all social norms are legal. A criterion for the distinction of social norms is that of public authority, which is official, legal and legitimate from which legal norms emanate.

Regardless of the diversity and the area it covers, the legal rules represent those rules with well organized sanctions, likely to be respected and implemented using coercive force or pressure exerted by the public authority. Legal sanctions may be, based on values and social relations protected by the rule of law, civil penalties, disciplinary, administrative, criminal, etc. Among them, the criminal are the most coercive.

Law is an important factor of social integration and includes rules and regulations relating to the roles that individuals must accomplish or play them in different contexts.

Evaluation of the social functions of law must consider two types of phenomena:

- a) those in the political sphere, called forms of power or authority;
- b) those under power or under its authority, within the sphere of the governed;

The problem of social order and normative includes three important aspects, which are interdependent:

- a) the necessity that all individuals, groups, institutions and social organizations in society comply with all the legal

norms (which is the supreme principle of existence and functioning of society);

- b) the necessity of existing a series of means of coercion and social control through which behaviors are approved or disapproved;

- c) the necessity to maintain the social order and normative order, by sanctioning and punishing behaviors that violates or infringes the expectations of most individuals [5].

2.2. The concept of "social order" and "deviance"

Sociology of Deviance is a relatively new discipline in all other branches of sociology. Its fundamental paradigms were developed only at the end of the third decade of the previous century, although its theoretical premises can be identified in the history of modern sociology with the inclusion of its concerns in the area of social normative, issues as the relationship between time, value and social behavior. As any society can be defined by the rules and values that distinguish it from other, their presence contributes to the establishment of a state of balance and harmony relative designated by the generic term "social order". But such a state is not final, as there may appear anytime conflicts between values and violations of norms, which is characteristic to the phenomenon of "deviance". This consists in the deviation acts of individual that deviate from the requirements of the normative and value orientations socially dominant [6].

The lack of clear legal standards and normative systems Tensions between individual perplexing. Different types of antisocial behavior are generally the product of social conditions called "anomie", characterized by the absence or conflict of norms.

Anomic states usually occur after social events causing dislocation of social structures (revolutions, for example) and social anarchy.

For Emile Durkheim it is just, moral, legal and legitimate everything is a source of social solidarity which binds them all individuals between them and it is immoral, illegitimate, illegal and unjust everything against solidarity and social cohesion, whatever violates the norms and values accepted by most individuals and social groups [7].

From this point of view, the law itself ceases to be a source of solidarity and social cohesion at times of economic crisis, revolution or natural disaster situation Durkheim defined by the concept of anomie (from the Greek "*a nomos*" meaning "lack of rules").

According to Durkheim, the anomie is characterized primarily by damaging the collective consciousness, by decreasing sensitivity of morality and leading to normative disorder. It is the state of social disorder and normative society is troubled by a painful crisis or transformation happy, but too suddenly, becoming unable to exercise authority over individual. Anomie is not a state defined by the total absence of rules, but a social situation in which the basic rules, including legal, temporarily suspends its functionality, resulting confusion and disorientation among individuals and social groups, leading to increased deviance and crime

phenomena. For these reasons, anomie is a potential source of deviance and crime in many changing societies.

The concept of anomie has helped defining "*pathological evil*" of modern society and has allowed the most consistent interpretation of the phenomenon explanatory crisis, on the one hand, and deviance, on the other hand.

American sociologists have developed a theoretical model of anomie, different from the context in which the term was used by Durkheim. The first and most representative American sociologist who helped to enrich and diversify the concept of anomie, but in a different sense from that given by Emile Durkheim, was Robert K. Merton [8]. From his point of view, the society has from individuals two fundamental moral requirements:

- a) to choose the finality of their actions for cultural purposes only desirable, acceptable to the whole society;
- b) to select of all the means at their disposal to fulfill the goals, only those which are institutionalized, so legitimate.

Merton believes the gap between cultural goals and legitimate means as a primary source of anomie. Consequently, some individuals get to use illegal means to achieve personal goals, engaging in deviant acts with the consequences of affecting social order and offending the collective spirit.

The most frequently significance given by American sociologists for the concept of anomie was the "desocialising", consisting in the absence of normative and value orientation of individuals as a result of being placed in a social environment characterized by the existence of conflicting normative systems.

Robert Park was another author which has built a theoretical model of marginality, which includes the following features that define the marginal individual situation:

- social isolation, lack of communication, due to the low frequency of relationships between individuals;
- social distance, rare contracts between individuals determined by an objective state (such as social isolation) and one objective (for example, racial prejudice);
- cultural and social segregation;
- attitudinal ambivalence;
- social maladjustment;
- uncertainty, insecurity and anxiety felt and expressed by individuals, due to the absence of normative indications [9].

The consequences are dramatic for the establishment anomic state: the social forces released - a dangerous freedom - are no longer necessary balanced, the value is undetermined, nobody knows what is possible and what is not, what is right or what is wrong, ignores the difference between claims and expectations, collapse earlier principles governing the social order. Acting as powerful factor of disturbance, anomie is always facilitating unleashing forces and wills of individuals to exercise their action beyond the limit imposed by the normal relationship between individuals and society.

In 1956, Leo Srole achieved the best known and still used model of measurement of anomie. Srole proposed an attitude scale comprising five questions that define how is perception of the individual about the society and how influences the individuals an environment characterized by "social dysfunction". The types of questions internalized images of

individuals in relation to social disruption and anomie environment are

1. "Do not use too much to write because officials are not really interested in the problems of ordinary people", meaning indifference to the fate of human authorities.

2. "Today a person should live more for now and leave the worries for the future", meaning that the social order is unpredictable and erratic.

3. "Despite what some say, most people are doing increasingly worse, not better". The significance is that personal goals are not achievable.

4. "It is not fair to bring children into the world at a time when things cannot be seen in the future". In another words, life is meaningless.

5. "Today, no one really knows who can count on". It is obvious that the meaning is that support and dependence on man or mankind are absent [10].

For Srole, unlike Durkheim (which referred to the state of society) and Merton (which took into account the social structure), anomie represents primarily a subjective condition, which reproduces the inner level of the social environment dysfunctional characters.

2.3. Anomie and social changes in present Romanian society

Applied to the reality of Romanian society, the concept of anomie seems to suggest that, unlike previous totalitarian period, characterized by excessive regulatory pressures, absolute compliance requirements of individuals and good social integration, the current period is characterized by:

- 1) weak and contradictory normative pressures;
- 2) the absence of adequate coordination of social system functions caused by the existence of divergent normative guidelines determined by the conflict between the old and the current rules;
- 3) the low level of social integration determined by focus increasingly more on the values of individualism and the hard competition required by the market economy.

As it is known, during the period after December 1989 were repealed or amended several laws and regulations. In their place were developed more. This process occurs during the transition from one regime to another and in line with the requirements of creating a compelling state. But such a process has its own limits, generating excesses or errors.

Delinquency is significantly influenced by the state of social anomie that characterized our society in the years after the Revolution of 1989. Therefore, the development of predictive models on crime trends etiological and our society must consider the profound transformations and mutations that occurred after 1989, which resulted in a true "rollover" values, our traditional patterns and institutions on socialization and social control made in groups such as family, school, friends, local community etc. It is therefore necessary to "radiography" the economic, social and cultural rights, in order to develop social assistance programs to "revive" the traditional functions.

2.4. Social and cultural definitions of the phenomenon of deviance

Deviant behavior, as deviation from social norms and values base, is a common phenomenon in all societies, from the first organized forms of social life to the contemporary. Every society judges the behavior of its members both in terms of its intrinsic motivations, and especially in terms of compliance with this behavior universally recognized norms and values. Thus complying with the general rules manifests itself as a "normal" trend, assessed positively in the group, while deviance is a impermissible trend, "abnormal", negatively valued because stumbles the normal progress of a group life [11].

Through the process of specialization, any society transmits to its members its normative and cultural model, consisting of all social norms and values. Socialization is such a fundamental process that facilitates the integration of the individual in society by "learning" an important part of the group culture and by assuming the social role required by group.

Taking as reference some model of personality, considered goals in a given society, socialization process has triple functionality (psychological, social and cultural), consisting of internalization of norms and values.

As a result of this process, the individual trends show strong adherence to group norms and values which socialized him, and society, in turn, considers individuals after this standard, waiting for it to show predictable behaviors.

This voluntary "imitation" of patterns taken by a society is called concordance, whereas the opposite of it is called deviance, which can be defined as a lack of adherence to the norms and values of the group or as a violation of normative prescriptions indicating how it should be individual behavior in a particular social situation.

Sociologists define deviant behavior as a typical one, because it violates social norms and violates recognized institutional requirements, conflicting with social and cultural standards accepted in a group or social system.

In any society, deviant behavior covers a wide variety of so-called "eccentric behavior" to "dysfunctional behavior", which entered the area of delinquency, mental disorders, deviant subcultures and countercultures or marginal ones.

Deviant behavior can be understood in two ways: either the product of "functional disability" of the individual, or as the product of a perfectly normal behavior, but incompatible with the standards of "normality" of the group. In this second case we are dealing with situations of social maladjustment and not integrating, materialized with the rejection of group norms (protest), avoidance or norms innovation. The nature of deviance can be of character and also social, due to environmental conditions. Moreover, sociologists distinguish between "positive deviance" by which one deviates from the average standards, stereotypes and social conformism and "negative deviance", by which the individual refuses, violates or circumvents the norms indications.

2.5. Deviance as a social phenomenon. Social order and deviance

As a fundamental social process, socialization and integration ensures both homogenization behavior (the ability of individuals to cope with social situations to be confronted and effectively play the roles learned) and homogenization of social life (through its development after the preset patterns behavior, depending on the conjunction of different social roles).

A deviant conduct constitutes in a misconduct of the unanimous recognized rules or expectations required by others, conduct that violates the standards of normality in the group or social system.

The relationship between legitimacy and criminality is shown as below:

Legitimacy

-control and social integration: respect the values set by laws, codes, regulations

-compliance: compliance with norms and values, assumption of normality

-social organization :accomplishment of values, goals.

Criminality (delinquency)

-offences: deviance from the norms established by the criminal law

-deviance: infringement on different statuses

-social disorganization: failure to achieve certain values, goals.

In order to function properly, any human society as well as any community or social group) needs to impose some regulation of behaviors, actions or relations, the so-called "social order". This implies the existence of a body of laws, regulations and rules that require individual a certain behavior, depending on the social situation in question.

Fitting into to such a social order, the individual expects the society to offer him a number of means, resources and conditions to enable compliance with the requirements of society and creative participation in society.

Thus the problem of social order appears closely related to the following three aspects (the first two are mandatory):

-the need for education, by modeling a certain type of behavior that conforms to social demands;

-the need for means by which any behavior that exceeds "normal" roles has to be repressed and punished;

-the possibility to appear undesirable behaviors that deviate from the requirements respecting social order.

The first aspect is the essence of the process of socialization, the second represents the quintessential social control process, while the third, being the subject of many disciplines (sociology, psychology, criminology, forensics), represents the phenomenon of deviance.

2.6. Deviant behavior as a "social problem"

Most theories developed in Western literature on the causes and conditions of deviant behavior falls within the vast group of individual pathology and social theories, social disorganization and conflict of normative. But currently, there is no single theory of social problems, but also many theories

that, without avoiding the relationship between individual and society, give an important role either to the individual or to the society in generating deviance. Among them, there are theories that consider deviance as a consequence of social disorganization occurred as a result of changes (such as revolutions). Other theories claim that social problems are caused primarily by "deficient" individuals that manifest inability to learn or accept normative models of society. In the mean while, according to other theories, social problems are a direct effect of normative conflicts between different social groups and organizational obstructions to access the status, power and wealth. Finally, there have been elaborated theories according to which social problems are based on the normative dimensions of social change projects; thus, trying to solve social problems by changing, it brings new ones, which frequently are even more difficult to solve than the original.

Highlighting the fundamental source of social problems pressing trends contradiction between social change and the need to integrate its deviant parts and its deviant members, the sociologists include between social problems those phenomena arising intolerable for any contemporary society which threatens its stability such as: delinquency, crime, prostitution, drug abuse, unemployment, corruption etc.

2.7. Sociality and delinquency. The concept and dimensions of delinquency

Representing the transgressing of social norms prevailing in a society, deviance includes those behaviors that deviate from accepted standards and normative values recognized in a particular social group or system. Therefore, the notion of "social deviance" (one of the most used in sociological vocabulary) designate non conformity, deviation or violation of social norms and rules. It includes all the behavior and expectations of behavior that violates institutionalized (those expectations which are shared and recognized as legitimate within a society). Deviant behavior is an "atypical" behavior, which differs considerably from the standard position of the society.

In the opinion of many authors, the phenomenon of social deviance is universal. Durkheim believed that "there cannot be a society in which individuals did not deviate more or less from the collective type". With a universal character, deviance is a phenomenon found in all societies, being generated and conditioned by many factors and general and specific causes, objective and subjective, social and individual. That is why assessment of social deviance is based on social values and social norms which are violated, harmed by some individuals or groups of individuals. As deviance is an expected phenomenon in the evolution of society, the individual should not be considered necessarily deviant antisocial or asocial element, but it is, according to E. Durkheim, "a regulating agent of social life".

There is a particular form of social deviance including a range of behaviors with a high degree of social danger because they infringe or violate criminal legal rules and norms that protect the most important values and social relations (those about life, society, family, property, dignity, state, society,

etc.) This is delinquency (crime, criminality) which, unlike deviance, features the following:

- it is a social phenomenon, objective, material, but at the same time, antisocial and extremely dangerous;
- violates laws and legal regulations that prohibit the commission of certain shares;
- it is the manifestation of a behavior against moral rules and social life;
- it is also the manifestation of anti-social actions that endanger the safety of institutions and social groups.

Apparently, the offense appears to be only a juridical phenomenon, but in reality it is a complex social phenomenon that produces negative and destructive consequences in a society.

Using a synthetic formulation, delinquency includes those violations and breaches of criminal and social life which protect public order, individual rights and freedom, life, health and integrity.

Delinquency is a complex phenomenon, with the following dimensions:

- 1) a statistic dimension (highlights delinquency status in time and space);
- 2) a legal dimension (highlights the type of violated legal norms and antisocial acts, and social danger of the latter);
- 3) a sociological dimension (focused on identifying, explaining and preventing crime and social crimes);
- 4) a psychological dimension (highlights the personality of the delinquent individual);
- 5) an economic dimension (direct and indirect consequences of the crime in terms of material and moral);
- 6) a prospective dimension (highlights future trends in delinquency).

From a legal perspective, delinquent behavior is defined through a number of specific features that are found in most legal systems. These are:

- a) the person commits an act (action or inaction) which is unlawful, immoral, illegitimate, illicit, prejudicial for the values and social relations;
- b) the offense is committed by a person, which will be held criminally liable;
- c) the act is criminalized and punished by the criminal law.

Although it brings many details of the assessment of delinquency, legally approached, from the standpoint of criminal law is not sufficient to provide enough elements for a thorough understanding of various types of criminal acts. It is necessary to be approached together with sociological and psychological analysis, with which to identify the socio-cultural and individual delinquency.

2.8. Social integration, way of preventing deviance and delinquency

In order to achieve a correct approach to the problem which is the subject of the present study, first of all it is necessary to identify the problem itself and to determine its causes and effects. However, the study aims to find a solution to the problem and the impact over target group level, through an interdisciplinary approach of the issue.

Since the analysis to be achieved by the study covers a group of children, we consider that it is necessary to give a brief presentation of the concept of social group.

Social relations are stable element of social bindings, resulting in the formation of groups. There can be no sustainable group, organized and united, without mutual interaction with social relationships.

The notion of social group designates different sets of individuals who share the same sense of unity and are engaged in one or more types of stable social interaction, depending on social and historical contexts. The group is an association of more people, in a relationship of mutual dependence and interaction in a common activity. The group develops norms and values that govern the behavior of all its members. For a number of people to be considered as a group, must meet several conditions:

- there is an interaction between group members, which is not mandatory to be a direct relationship;
- perception of membership - persons in a group must perceive themselves as members;
- sharing by those who belong to the group of the same rules;
- involvement, as far as possible, of all people that make up the group in the same events.

An important type of social group is the community, characterized as a restricted social unit, with a small number of members who personally know each other and have direct and intense reciprocal relationships based on strong traditional rules.

The society is a much larger social group and the individuals have indirect relationships which do not involve personal knowledge of each other [12].

The Romanian society encounters huge obstacles in the attempt to find the appropriate guidance and support for the children in need and orphans to integrate, first of all into small communities and finally into society.

Causes and effects of the problem identified are:

- family abandonment
- lack of education and adequate monitoring social system
- lack of social integration programs
- lack of material resources.

National and local campaigns on the situation of institutionalized children had positive results both in terms of raising awareness and in terms of awareness that all children need adult protection to exercise their civil rights and freedoms. United Nations Convention on the Rights of the Child of 1988 provided protection of institutionalized children. However, these children have specific needs which justify the reiteration of certain rights and defining others specific to their situation.

The proposed solution to the problem is the social integration for orphans through sport and completion of compulsory education.

The impact on the target group will be for the institutionalized orphans and the children in need that these minors will not feel marginalized by civil society and thus they will find their purpose in life.

In order to achieve this goal, it is necessary for the target group members to receive their form learning to adapt to a group, first one smaller and one larger gradually, and finally to succeed adaptation to society.

People who aspire to become members of a group, regardless of ethnic origin, sex, age, etc. can have different reasons:

- attraction for group activities;
- sympathy for members;
- emotional needs within the group. It is obvious that

all these aspects must be considered and should be developed to target group.

The beneficiaries of the study can be classified into direct and indirect beneficiaries.

The direct beneficiaries will be the orphans, the children in need which are usually institutionalized in specialized centers. They are the first people who will benefit from the project by solving the specific problems and objectives, starting with physical and mental resilience on a micro and/or social macro group, culminating in integration into society.

The indirect beneficiaries are the members of the society, which in this way will not face socially dangerous situations, consisting of deviant behaviors from generally accepted standards of these children and young people, determined primarily by social inadequacy and inability to achieve personally and/or professionally.

The need for research and psychological profile of the child's personality arises from the complexity of orphan prevention, treatment and recovery of behavioral deviance. The initiation of a scientific research on prevention and recovery of behavioral deviance, based on the analysis of particularities of personality development stages of age - specific psychological and social help it to mature personality.

Inadequacy behavior of children and young adults mainly relates to disorders of relating to students concerned with schoolmasters, teachers and the school community or breaking the rules. The range of these disorders is wide, it includes both behavioral changes in relation to less serious legal (criminal) but troublesome, such as: false, inconsistent behavior, verbal violence, cheating in class, ostentatiously smoking, various non-conformist attitudes and serious violations of moral norms and criminal law, such as repeated vagrancy, burglary or robbery acts, the current consumption of alcohol or drugs, prostitution etc. Teachers usually faced with conduct disorders lighter than criminal behavior, but rather are widespread and severe deviations of conduct, which require more time and effort to be eradicated.

In the field of behavioral disorders the antisocial behavior occupies an important place. From this point of view, we find the following items, which must be identified early and, if it is possible, to be eradicated:

- tendency to aggression, whether latent or manifest, based on a background of hostility, denial of socially accepted values ;
- emotional instability generated by educational gaps;
- social maladjustment, coming from exacerbating insecurity, the individual seek to suppress it;
- duplicity conduct;

- existential imbalance, expressed by vices, evil etc.

The teenager with antisocial behavior is an individual who apparently has a surplus of unpleasant experiences and feels uncomfortable living in a world threatening. His sense of self-esteem seems to be undetermined, so he does not lose anything if criticized or even imprisoned. Not having any defensible social status, fear of losing does not motivate him to strive to comply with social norms. Moreover, whether he had too many unpleasant contacts with other people, whether they consider all like, he does not appreciate others and therefore does not put too much value on others' opinion. This set of attitudes makes it very difficult to establish contact with him of trying to reeducate.

Tension over time due to frequent frustration will eliminate the sudden downloads by aggressive or self-aggressive forms of conduct.

Since the family environment plays an important role in educating and training young orphans, it is obvious that the absence of it dues to more antisocial behavior than for the children who have parents. The atmosphere of these children living in institutions, the lack of parental authority and control of their condition lead to social maladjustment. These children are characterized by:

- insubordination against the school rules and regulations;
- lack of interest in school requirements and obligations;
- absenteeism;
- repetition;
- aggressive behavior with classmates and teachers.

Recent researches show that there is a correlation between delinquent behavior and level of training school consisting in that juvenile offenders usually show a very low level of school education.

Skin manifestations of deviant usually result from the interaction of individual and social causes a number of favorable conditions.

To avoid such situations, we believe that social integration started as early and by involving institutionalized children in school activities and sports can have beneficial effects both in respect of the children themselves, as well as other members of society.

As an educational method which aims at solving both physical and mental, we propose team building, which is a concept that is based on the theory and practice of organizational development and can be applied to sports teams, school groups and so on. It is important in any field, its purpose being to highlight the best aspects of a team/group, ensuring the establishment of relations of positive communication, demonstrating the ability to adapt to group collaboration and capacity to solving a given problem.

The purpose of such a program is to stimulate talents, skills and creativity of the group members and to create a better collaboration and communication between them. It thus relies on the fact that the common objectives of the group will be done through collaboration between team members, each giving the game its specific talents and abilities.

Such a program offers the opportunity for the group members to become the "leaders", thereby enhancing self-esteem, developing the spirit of belonging to the team/group, which provides opportunities to educate young people through cooperation and mutual relationships. It is also very important is that a team building program type can counteract antisocial attitudes like criticism, insult, irony, negative pressure expressed nonverbally (body posture, look etc.).

In this process children and youth component of a team/group learn have to:

- to communicate effectively with other members;
- to become an effective team;
- to take the risk of expressing an opinion to the team;
- to act in accordance with the rules established by the group to support the team;
- to recognize the strengths and weaknesses of the team and use them to be successful;
- to encourage their colleagues in any type of difficult situations and to recognize the value they succeed
- to improve communication relations
- to establish effective collaboration
- to develop their perseverance, optimism, stress resistance, tolerance, acceptance and desire to succeed
- in terms of self, by understanding the feelings and reactions of others, changing attitudes towards themselves and the group by discovering tolerance, respect and trust
- awareness and social level by assuming the role in the team and increasing individual responsibility
- in terms of social organizations by increasing confidence in the value of the action group (team).

The diversity of personalities will make up the team members be able to question the different ideas much more than any member had taken separately, so the decision (choosing one of the best solutions identified) will be taken from a broad spectrum of possible solutions.

The objectives set includes creating a pleasant atmosphere to the place where the group operates, motivating the members to establish common purposes, learning rules, identifying and using strengths team members/group, improving team productivity etc.

Therefore, there's a positive morale influence upon individuals composing the group, prompting them to act more effectively. Efficiency sports groups evidenced by several important aspects, such as the ability of self-organization, coordination and cooperation relations, consensus and compliance, commitment to the group, spontaneous communication.

III. PROBLEM SOLUTION

SWOT analysis of the organization's ability to resolve the identified problem

We must take into account the influence of internal environment and external environment over the group.

Regarding internal environment, we identify the existence of the following strengths

3.1. Shares and positive qualities

- qualified personnel in sport, having the ability and power to identify certain “talents”
- qualified personnel in psychology and psychotherapy, with the ability and power to identify behavioral problems in order to avoid the emergence of deviant action type
- qualified personnel in pedagogy
- ensuring school attendance
- existence of adequate materials for school activities and sports
- support, including financial activities and sports school
- reduction and/or stopping in the juvenile antisocial phenomena
- central location with tradition in education
- attracting qualified personnel in the areas of pedagogy, sports, psychology, medicine, to do volunteer work
- psychomotor development of children orphaned by sports activities that will take place in the sports center.

Should be considered equally and weaknesses, consisting of actions and negative qualities such as

- the orphans reluctance for education
- the absence of specific legislative regulations
- non-allocation of funds by the authorities.

To mitigate the effects of these negative aspects, the organization will deal predominantly by the gradual development of the ability to assimilate the education of orphans/children in need by involving them into activities in order to arouse interest in school and sports.

Lack of funds allocated by the authorities might be compensated by making sponsorships from companies and in collaboration with other organizations of the same type.

The external environment has the following opportunities consisting in possible favorable situations such as:

- supporting the project by NGO
- identifying and attracting psychologists specialized in social integration of orphans/children in need
- attracting support civil society, including the media promoting social integration of orphans/children in need
- obtaining sponsorship from the private sector of economic activity.

In order to achieve a real analysis, we should not lose sight of the existence of possible

3.2. Threats or possible distress

In this category we include:

- involving only temporary partners and public authorities
- withdrawal of financial support from the private sector.

To overcome such situations, the organizations must make every effort and take all steps to ensure the longest possible involvement of the authorities and private sector partners in its work.

The organization should attract and involve the authorities, such as the National Authority for Child Protection in order to ensure children's rights, through the intervention of the law in administrative and judicial procedures on compliance and promoting children's rights. Other institutions with responsibility for child protection are local government authorities - county, city, town and village, making authorities such as the City Council, the Commission for Child Protection or the executive authorities and the General Directorate of Social Assistance and Child Protection Mayor or institutions of central government specialist - for example, the Ministry of Labor, Ministry of Education, Ministry of Public Health, Secretariat of the Government and their subordinate institutions.

An important role in improving the services offered to children in need in Romania have the NGOs. Since 1989, they have taken the initiative to resolve the situation of abandoned children in institutions, many international organizations providing funds for the development of alternative services. The NGOs are those who created, piloted and services transferred to local government authorities, expertise, professionalization of human resources programs, community involvement, etc. There have also helped to redefine the child protection system through structures established through pilot projects, which subsequently formed the basis for the establishment of Child Protection Departments. Since the establishment of the system, non-governmental organizations have improved methods of dialogue with central and local authorities, and implementation methodologies in partnership strategies in the field.

The long term achievements will consist in:

- determining the growth capacity of local government to assume the problems of children in terms of financial, human resources professionalization and development services according to identified specific needs
- increasing the efficiency and local partnerships between institutions or public-private type, including creating the necessary legal framework for contracting public social services for children.
- decreasing length of stay of children in the social protection system by creating the necessary legal framework for the integration of children separated from their families in a permanent stable environment as soon as possible after being taken out in the child protection system.
- decreasing the number of street children.

3.3. Legal framework

Convention on the Rights of the Child has brought significant changes since its ratification in 1990 [13]. Romania was among the first countries to ratify the United Nations Convention, in the year following its adoption by the General Assembly of the United Nations, by Law no. 18 of 28th of September 1990 [14].

Convention expresses more than any other document, the entire spectrum of human rights - civil, political, economic, social, cultural - and provides a complete development of the child's potential in an atmosphere of dignity and justice. All

rights expressed in the Convention are important and necessary, support each other without being possible to achieve a hierarchy. The Convention, children's rights are clear, concrete and accessible understanding and thereby satisfied the first condition in their compliance process.

COMMISSION RECOMMENDATION of the 20th of February 2013 - Investing in children: breaking the vicious circle of deprivation (2013/112 / EU)

EUROPEAN COMMISSION, Having regard to the Treaty on European Union, and in particular Article no. 292 thereof [15],

(1) Respect for human dignity is one of the core values of the European Union, which is reflected in the objectives of promoting a better quality of life for its citizens; Union must protect children's rights, to combat social exclusion and discrimination and promote social justice and protection.

(2) Children are at greater risk of poverty and social exclusion than the average population in most EU countries; children growing up in poverty or social exclusion are less likely than children from wealthy backgrounds to have better school performance, to enjoy good health and to realize later in life potential [16].

IV. CONCLUSION

To achieve the set of objectives, the organization will follow closely the rights of orphans/children in need, such as:

- the right to their identity, equal opportunities and respect for their ethnic, religious, cultural, social and linguistic diversity;
- the right to live with their brothers and sisters or maintain regular contact with them and other people important to them;
- right to a quality healthcare;
- the right of access to any type of educational and training activities under the same conditions as other children;
- the right to be prepared to become active and responsible citizens through play, sports, cultural activities and responsibilities increasingly larger;
- the right to participate in decisions affecting them and to be informed of their rights and regulations of state institutions where they live, in a manner appropriate to each age;
- the right to respect for their human dignity and physical integrity, in particular the right to conditions of human life, to education that excludes violence and protection against corporal punishment and all forms of abuse;
- right to a private life, including access to people they trust and competent bodies to provide them confidential advice on their rights.

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