

Izveštaj
o ostvarivanju prava deteta
u Republici Srbiji
iz ugla dece i mladih



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Izdavač

Centar za prava deteta
Beograd, Skender-begova 20/12
011 33 44 170
www.cpd.org.rs
office@cpd.org.rs

Za izdavača
Dr Ivana Stevanović

Urednica
Dr Ivana Stevanović

Autori
Dečji informativno-kulturni servis DX, grupa dece i mladih pri Centru za prava deteta (Beograd)
Članovi omladinskog kluba pri Užičkom centru za prava deteta (Užice)
Mladi aktivisti programa Društva za razvoj dece i mladih - Otvorenog kluba (Niš)

Stručna redaktura
Milena Golić Ružić
Aleksandar Gubaš

Prevod
Branka Ristić

Lektura
Tanja Bogićević

Dizajn
Rastko Toholj

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Uvod

Pet godina nakon prvog dečjeg izveštaja o ostvarivanju prava deteta u Srbiji, koji su članovi i predstavnici Koalicije dece i mladih pripremili krajem 2007. godine i prezentovali pred Komitetom za prava deteta u februaru 2008. godine, kao i tri godine nakon učešća u pripremi izveštaja o primeni Fakultativnih protokola uz Konvenciju o pravima deteta, deci u našoj zemlji ponovo se pružila prilika da učestvuju u novom ciklusu izveštavanja. Imajući na umu iskustvo iz prethodnih ciklusa izveštavanja, te smatrajući da ćemo najbolji uvid i najsveobuhvatniju sliku o ostvarivanju prava deteta u našoj zemlji steći ako u ovaj proces uključimo što više naših vršnjaka, ovog puta smo takođe odlučili da izveštaj pripremimo na osnovu rezultata istraživanja.

Za razliku od izveštavanja u prethodnom periodu, kad su oba puta bile napravljene koalicije dece i mladih koje su pripremale izveštaje, ovaj put su izveštaj zajednički pripremale tri grupe dece i mladih, iz tri različita mesta u Srbiji:

Dečiji informativno-kulturni servis DX, Beograd



- ▶ Dečji informativno-kulturni servis DX, grupa dece i mlađih pri Centru za prava deteta (Beograd),
- ▶ mlađi aktivisti programa Društva za razvoj dece i mlađih — Otvorenog kluba (Niš),
- ▶ mlađi članovi i članice omladinskog kluba pri Užičkom centru za prava deteta.

Ove tri grupe uključene su u projekat „Živeti prava deteta”, koji Centar za prava deteta realizuje od 2010. godine, uz podršku Save the Children. Kroz ovaj projekat grupe dece i mlađih osnažene su za praćenje i zastupanje za ostvarivanje prava deteta.

Priprema ovog izveštaja započela je tako što su nas voditelji grupa prvo upoznali s preporukama Komiteta za prava deteta. Na temelju analize tih preporuka koju smo obavili zajedno sa njima, izabrali smo šest oblasti u kojima smo želeli da istražimo stavove i mišljenja naših vršnjaka, te da steknemo bolji uvid iz njihovog ugla u to da li se i na koji način ostvaruju prava deteta u tim oblastima. Zatim je svaki od ova tri kluba, uz pomoć odraslih voditelja i osobe stručne za sprovođenje istraživanja, preuzeo na sebe kreiranje pitanja iz odabranih oblasti. Tako su članovi kluba iz Užica pripremili pitanja iz oblasti zdravlja i obrazovanja, grupa iz Beograda je kao teme izabrala bezbednost i kulturu nenasilja, kao i ostvarivanje prava deteta na nediskriminaciju, dok se grupa iz Niša opredelila za pitanja iz oblasti vršnjačkog nasilja i participacije.

Upitnik je završen u aprilu 2012. godine i sva pitanja sastavljena u ova tri kluba objedinjena su u jedinstven upitnik, koji je zatim poslat svim klubovima na razmatranje i komentarisanje. Tokom maja 2012. godine upitnik je podeljen u 10 mesta širom Srbije: Beograd, Niš, Užice, Novi Sad, Zrenjanin, Vrbas, Lozница, Zaječar, Kraljevo i Prijepolje. Ispitanici su bili deca i mlađi

Mlađi aktivisti programa Društva za razvoj dece i mlađih — Otvoreni klub, Niš



oba pola, od 12 do navršenih 18 godina starosti (neki od ispitanika su nam bili učenici trećih razreda srednje škole, među kojima je bilo i onih s navršenih 18 godina, koje nismo hteli ni mogli da isključimo sa školskih časova na kojima su vršena anketiranja, pa smo tako i njih uvrstili u uzorak). Budući da nam je stalo da ovim istraživanjem prikupimo podatke od što više raznih grupa dece i mlađih, podelili smo ovaj upitnik i deci i mlađima koji žive u domovima za decu bez roditeljskog staranja, romskoj deci i mlađima, onima koji žive ili rade na ulici, kao i deci i mlađima sa smetnjama u razvoju.

Ukupno smo prikupili i obradili 1358 popunjениh upitnika, od čega je 660 ispitanika (48,6%) bilo muškog pola, 693 ženskog (51%), dok je za 5 ispitanika pol nepoznat. Prosečan uzrast ispitanika bio je 15 godina. Ukupno 0,9% ispitanika izjavilo je da ne živi sa roditeljima odnosno starateljima, budući da su smešteni u institucijama za alternativnu brigu o deci ili žive i rade na ulici.

Nakon obrade upitnika i dobijanja rezultata istraživanja, svaka grupa je diskutovala o dobijenim rezultatima, izdvojila one koje su smatrali najznačajnijima, te na temelju te analize sastavila svoje preporuke. Kad su sve grupe završile ovaj posao, njihovi rezultati i preporuke objedinjeni su u veliki zajednički izveštaj, koji je takođe prošao kroz analizu i komentare u svakoj od tri grupe dece i mlađih. Time je ceo ovaj proces uspešno priveden kraju i nastao je ovaj izveštaj koji je sad pred vama.

Pomoć u pripremi izveštaja pružili su nam voditelji grupa, koji su nas vodili i usmeravali kroz ceo ovaj obiman posao. Podršku su nam pružili Centar za prava deteta, Koalicija za monitoring prava deteta u Srbiji, organizacija Save the Children i Kancelarija za ljudska i manjinska prava Vlade Republike Srbije, koja je pokazala razumevanje za važnost uključivanja dece u proces izveštavanja pred Komitetom za prava deteta.

Grupa dece i mlađih pri Užičkom centru za prava deteta



2

Ostvarivanje prava deteta na zdravlje

2.1 Informisanost o savetovalištima za decu i mlade

Prvo pitanje koje smo postavili našim vršnjacima u ovoj oblasti odnosi se na informisanost o postojanju zdravstvenog savetovališta u mestu u kome žive. Rezultati koje smo dobili ukazuju da 31,1% ispitanika ne znaju da li u njihovom mestu postoji savetovalište za decu i mlade, a 44,0% zna da postoji, ali ne zna gde se tačno nalazi. Samo 15% dece zna da navede gde se nalazi savetovalište za mlade. Kao što se moglo očekivati, sa godinama raste broj onih koji su upoznati s postojanjem savetovališta, ali ni na jednom uzrastu nema više od 23% dece i mlađih koji umeju da navedu gde se kod njih nalazi savetovalište.

Najznačajniji rezultati

- ▶ Svaki treći ispitanik ne zna da li postoji savetovalište za decu i mlade u mestu u kome žive, a svaki drugi ne zna gde se tačno nalazi savetovalište.
- ▶ 4/5 mlađih ne bi znalo da pronađe savetovalište ukoliko bi im to bilo potrebno.

2.2 Navike u ishrani dece i mlađih

Budući da smatramo da je pravilna i kvalitetna ishrana od izuzetno velikog značaja za zdravlje dece i mlađih, zanimalo nas je da vidimo kakve su navike naših vršnjaka u pogledu zdrave ishrane. U tu svrhu napravili smo spisak namirnica, za koje smo zamolili naše ispitanike da daju ocenu o tome koliko često ih jedu odnosno piju. Ocenu 1 su davali ako neku namirnicu uopšte ne konzumiraju, a ocenu 5 ako je unose svakog dana. Kad smo izračunali prosečnu ocenu učestalosti konzumiranja svih tih namirnica, dobili smo sledeću rang listu:

1. voće — 4,27
2. mlečni proizvodi — 4,23
3. povrće — 4,18
4. slatkiši — 4,07
5. meso — 3,87

6. gazirana pića — 3,31

7. brza hrana — 3,22

8. riba — 2,55

9. kafa — 2,02

10. energetska pića — 1,92

Kao što vidimo, naši vršnjaci izjavljuju da najčešće konzumiraju voće, povrće i mlečne proizvode, u proseku nekoliko puta nedeljno. Međutim, zabrinjava činjenica da 25,3% dece i mladih često pije energetske napitke (najmanje nekoliko puta mesečno), 28,7% često pije kafu, a 43,2% ribu ne jede nikada ili je jede veoma retko.

Ostali dobijeni rezultati:

- ▶ 54,3% dece i mladih jede meso nekoliko puta nedeljno, 22,2% njih meso jede svaki dan, a 6,9% meso uopšte ne jede ili jede veoma retko;
- ▶ 41,5% dece i mladih ribu jede nekoliko puta mesečno, a 13,4% ribu jede nekoliko puta nedeljno ili svaki dan;
- ▶ 15,3% dece i mladih ne zadovoljava svoje potrebe za voćem, jer ga jede nekoliko puta mesečno, vrlo retko ili nikada; 54,9% dece i mladih jede voće svaki dan, a 28,1% nekoliko puta nedeljno;
- ▶ 81,6% dece i mladih jede povrće svaki dan ili nekoliko puta nedeljno, 10,6% dece i mladih jede povrće svega nekoliko puta mesečno, a vrlo retko ili nikada 6,0%;
- ▶ 18,6% dece i mladih jede brzu hranu svaki dan, 25,3% nekoliko puta nedeljno, 24,4% nekoliko puta mesečno, dok 29,8% izjavljuje da brzu hranu jedu vrlo retko ili nikada;
- ▶ 81,7% dece i mladih mlečne proizvode jede svaki dan ili nekoliko puta nedeljno, 9,7% samo nekoliko puta mesečno, a vrlo retko ili nikada njih 7,3%;
- ▶ 45,2% dece i mladih slatkiše jede svaki dan, 31,1% njih nekoliko puta nedeljno, 13,1% nekoliko puta mesečno, dok 9,4% dece i mladih slatkiše jede vrlo retko ili nikada;
- ▶ 54,3% ispitane dece i mladih nikada ne pije kafu, dok 12,5% kafu pije svaki dan;
- ▶ 49,3% dece i mladih gazirana pića pije svaki dan ili nekoliko puta nedeljno, 21,6% nekoliko puta mesečno, a 27,4% gazirana pića pije vrlo retko ili nikada;
- ▶ 44,4% dece i mladih nikada nije probalo energetske napitke, a 27,8% ih pije vrlo retko.

Nema posebno značajnih razlika među polovima u pogledu konzumacije određenih namirnica, osim što devojčice nešto češće:

- ▶ jedu povrće svaki dan (53,2% Ž, 45,3% M);
- ▶ jedu slatkiše svaki dan (48,6% Ž, 42% M);
- ▶ piju kafu svaki dan (15,9% Ž, 9,1% M).

Prilično zanimljive rezultate o navikama u ishrani kod dece i mladih dobili smo kad smo uporedili dobijene rezultate prema uzrastu ispitanika:

- ▶ Sa godinama blago raste konzumacija mesa (svakodnevna konzumacija raste od 21,3% kod najmlađih godišta do 29,7% kod najstarijih).
- ▶ Sa godinama blago opada konzumacija ribe, osim u kategoriji „nekoliko puta mesečno”, gde raste sa 31,5% na 51,5%.
- ▶ Sa godinama znatno opada svakodnevna konzumacija voća (sa 73,2% na 43,6%), dok u kategoriji „nekoliko puta nedeljno” raste od 15% na 33,7%, a u kategoriji „nekoliko puta mesečno” sa 5,5% na 13,9%.
- ▶ Sa godinama opada svakodnevna konzumacija povrća (sa 65,4% na 51,5%), ali raste konzumacija nekoliko puta nedeljno (sa 20,5% na 34,7%).
- ▶ Sa godinama ukupan procenat onih koji jedu brzu hranu svakodnevno ili nekoliko puta nedeljno raste sa 27,6% na 45,5%; sa druge strane, ukupan procenat onih koji je uzimaju nikad ili vrlo retko opada sa 36,2% na 24,8%.
- ▶ Zanimljivo je da konzumacija mlečnih proizvoda i slatkiša kroz ceo period adolescencije ostaje na približno istom nivou, bez obzira na godine.
- ▶ Pijenje kafe veoma raste sa godinama, pa tako ukupan procenat onih koji je piju svaki dan i nekoliko puta nedeljno raste sa 3,2% u petom razredu osnovne škole na 51,5% na trećoj godini srednje škole.
- ▶ Sa godinama se povećava svakodnevna konzumacija gaziranih napitaka (sa 9,4% na 21,8%).
- ▶ Sa godinama se znatno povećava konzumacija energetskih napitaka, a procenat onih koji ih nikad nisu probali opada sa 74,8% na 31,7%.

Najznačajniji rezultati

- ▶ Deca i mladi izjavljuju da najčešće konzumiraju voće, povrće i mlečne proizvode.
- ▶ Deca i mladi više konzumiraju slatkiše, gazirana pića i brzu hranu nego ribu.
- ▶ Svako drugo dete voće jede svaki dan.
- ▶ Svako drugo dete jede meso nekoliko puta nedeljno, a svako peto jede meso svaki dan.
- ▶ Svako peto dete jede brzu hranu svaki dan, a svako četvrto nekoliko puta nedeljno.
- ▶ Svako drugo dete jede mlečne proizvode svaki dan.
- ▶ Skoro svako drugo dete slatkiše jede svaki dan, a svako treće nekoliko puta nedeljno.
- ▶ Konzumacija mlečnih proizvoda i slatkiša kroz ceo period adolescencije ostaje na približno istom nivou, bez obzira na godine.
- ▶ Skoro svako osmo dete piće energetske napitke svaki dan ili nekoliko puta nedeljno.

2.3 Informisanost dece i mladih o zdravstvenim pitanjima

Interesovalo nas je i gde se deca i mladi najčešće informišu o stvarima bitnim za svoje zdravlje (opasnost upotrebe droge, alkohola i duvana, zdrava ishrana, kontracepcija, itd.). Evo koji su njihovi najvažniji izvori informacija:

1. roditelji — 54,7%
2. škola — 42%
3. internet — 33,7%
4. mediji — 27,1%
5. vršnjaci — 20,4%
6. zdravstvene institucije — 17,2%
7. ostalo — 2,4%

Posebno izdvajamo činjenicu da se o ovim stvarima bitnim za zdravlje samo 17,2% dece i mladih informiše u zdravstvenim institucijama, odnosno 42% u školi.

Devojčice se o zdravlju nešto češće nego dečaci informišu u školi (45,9% Ž, 37,6% M), dok u pogledu korišćenja drugih izvora informacija nema značajnijih razlika među polovima. Sa godinama upadljivo opada značaj informisanja o zdravstvenim pitanjima preko roditelja (sa 71,7% na 44,6%), kao i preko zdravstvenih institucija (sa 33,9% na 8,9%). Umesto roditelja i zdravstvenih institucija, srednjoškolcima glavni izvori informacija postaju: internet (sa 11,8% među 12-godišnjacima na 52,5% među 17-godišnjacima), škola (sa 26% na 49,5%), mediji (sa 14,2% na 38,6%) i vršnjaci (sa 7,9% na 37,6%).



Najznačajniji rezultati

- ▶ Deca i mladi se o stvarima bitnim za zdravlje informišu na prvom mestu od roditelja, zatim u školi, a na trećem mestu preko interneta.
- ▶ Zabrinjava činjenica da se o stvarima bitnim za zdravlje najmanji broj dece i mladih informiše u zdravstvenim institucijama, a da više od polovine ne doživljava školu kao mesto informisanja o ovim stvarima.
- ▶ Svaki peti ispitanik se o stvarima bitnim po svoje zdravlje informiše od vršnjaka.
- ▶ Više od polovine dece i mladih se o zdravlju informiše kod roditelja.
- ▶ Sa godinama deci i mladima internet zamenjuje roditelje na prvom mestu po važnosti kao izvor informacija o zdravlju.

Upitali smo naše vršnjake da procene koliko su informisani o psihoaktivnim supstancama, zaštiti od trudnoće, polno prenosivim bolestima, poremećajima ishrane i očuvanju psihičkog zdravlja, pa smo tako dobili malu rang listu koja govori o tome koliko poznaju te teme — broj u zagradi označava ukupan procenat onih koji su rekli da su o toj temi dovoljno, prilično ili odlično informisani:

1. psihoaktivne supstance (91,2%)
2. zaštita od trudnoće (77,3%)
3. polno prenosive bolesti (75,8%)
4. poremećaji ishrane (74%)
5. očuvanje psihičkog zdravlja (70,6%)

Ovde želimo da istaknemo činjenicu da 22,6% dece i mladih smatra da o polno prenosivim bolestima ne znaju ništa ili znaju vrlo malo, kao i to da njih 27,6% smatra da ne znaju ništa ili znaju vrlo malo o očuvanju psihičkog zdravlja. Devojčice se izjašnjavaju da su mnogo bolje nego dečaci upućene u zaštitu od neželjene trudnoće (o čemu je prilično ili odlično informisano 62,9% Ž i 48,7% M), te o poremećajima ishrane (55,4% Ž, 41% M). Kao kod pitanja o savetovalištima, i ovde sa godinama raste informisanost mladih o ovim pitanjima.

Najznačajniji rezultati

- ▶ Svako treće dete navodi da ne zna ništa ili zna jako malo o poremećajima ishrane.
- ▶ Oko 1/4 dece i mladih ne zna ništa ili zna jako malo o očuvanju reproduktivnog i psihičkog zdravlja.
- ▶ 1/5 dece i mladih ne zna ništa ili zna jako malo o zaštiti od neželjene trudnoće.

2.4 Stavovi dece i mladih o bolestima zavisnosti

Zanimali su nas i neki stavovi i procene naših vršnjaka u vezi sa porocima kao što su alkohol, duvan, droga i igre na sreću. Tako smo dobili rezultat da se 48,8% dece i mladih slaže sa tvrdnjom „*Ako poželim da kupim alkohol, uvek mogu da nađem mesto gde me prodavac neće ništa pitati o mojim godinama.*”, dok se 34,1% ne slaže s tim. Očekivano, deca i mladi sa godinama sve bolje znaju gde mogu da kupe alkohol bez pitanja prodavca o uzrastu, pa to zna čak 80,2% 17-ogodišnjaka, za razliku od 12-ogodišnjaka kod kojih tu informaciju zna 12,5% njih.

Procenat od 15,4% dece i mladih se slaže sa tvrdnjom da „*Poneka zapaljena cigareta u mojim godinama nije neki veliki problem, jer pušenje može da se drži pod kontrolom.*”, dok se njih 83,3% ne slaže sa tim. Dok tu nema značajnih razlika među polovima, broj onih koji smatraju da je pušenje problem značajno opada sa uzrastom (sa 90,6% na 53,5%).

Procenat od 45,4% tinejdžera se slaže sa tvrdnjom „*Nikako ne razumem zašto neki ljudi imaju potrebu da veštački menjaju stanje svesti pomoći raznih supstanci.*”, dok se njih 34,3% s time ne slaže, iskazujući tako razumevanje za menjanje stanja svesti. Dečaci pokazuju više razumevanja za menjanje stanja svesti nego devojčice (38,9% M, 29,3% Ž). Zanimljivo je da sa godinama opada razumevanje za menjanje stanja svesti (sa 40,2% na 29,8%).

Procenat od 13,4% mladih se slaže sa tvrdnjom „*Marihuanu bi trebalo legalizovati jer ne predstavlja veći problem od alkohola.*”, dok se njih 72% s time ne slaže. Dečaci u većoj meri podržavaju legalizaciju marihuane (16,7% M, 10,4% Ž). Prilično neočekivano, dok sa godinama opada razumevanje mladih za menjanje stanja svesti, istovremeno raste podrška legalizaciji marihuane (sa 6,3% u osnovnoj na 23,7% u srednjoj školi).

Procenat od 46,5% ispitanika se slaže sa tvrdnjom „*Klađenje i kockanje su u mojoj generaciji poprimili zabrinjavajuće razmere.*”, dok se sa ovim ne slaže njih 31,9%. Oba pola su po tom pitanju saglasna, a sa godinama veoma raste zabrinutost dece i mladih zbog problema kockanja i klađenja među vršnjacima (sa 26% na 67,3%).

Najznačajniji rezultati

- ▶ Skoro polovina dece i mladih zna gde mogu da kupe alkohol, a da ih prodavci ne pitaju ništa o godinama.
- ▶ 1/3 dece i mladih razume zašto ljudi imaju potrebu da veštački menjaju stanje svesti.
- ▶ Svako osmo dete smatra da marihuanu treba legalizovati.
- ▶ Skoro polovina dece i mladih smatra da su klađenje i kockanje u njihovoј generaciji poprimili zabrinjavajuće razmere, a 1/3 se s ovim ne slaže.

2.5 Preporuke dece i mladih za unapređenje zdravlja vršnjaka

- ▶ Otvaranje savetovališta za decu i mlađe u opština u gde ne postoje.
- ▶ Kontinuirani rad na promociji savetovališta, informisanje dece i mladih o njihovom postojanju i uslugama koje nude mladima.
- ▶ Bolje informisanje dece i mladih o opasnostima poremećaja ishrane, očuvanju reproduktivnog zdravlja i zaštiti od trudnoće.
- ▶ Veće angažovanje škole i zdravstvenih institucija u edukaciji dece i mladih o stvarima bitnim za zdravlje.
- ▶ Bolje korišćenje interneta za zdravstvenu edukaciju dece i mladih, naročito na srednjoškolskom uzrastu.
- ▶ Bolja edukacija dece i mladih o važnosti zdrave ishrane, o štetnosti kafe, slatkiša, gaziranih pića, brze hrane.
- ▶ Udaljavanje kioska brze hrane od škola, davanje podsticaja otvaranju prodavnica zdrave hrane, otvaranje školskih kantina u kojima bi bili pripremani zdravi obroci.
- ▶ Zabrana prodaje i reklamiranja energetskih pića maloletnicima.
- ▶ Pojačana kontrola prodaje alkohola i cigareta maloletnicima, povećanje kazne za one koji krše ovu zakonsku odredbu, insistiranje na primeni već postojećeg zakona.
- ▶ Uvođenje češćih inspekcijskih kontrola koje će proveravati prisustvo maloletnika u kladianicama, veće kazne za one koji krše ovu zakonsku odredbu, insistiranje na primeni već postojećeg zakona.
- ▶ Pojačanje edukacije dece i mladih o opasnostima od bolesti zavisnosti, uz korišćenje interesantnih i zanimljivih metoda poput razgovora sa bivšim zavisnicima i sl.



Ostvarivanje prava deteta na obrazovanje

Obrazovanje je svakako jedna od nezaobilaznih tema kad govorimo o ostvarivanju prava deteta u našoj zemlji, pa smo zato u našem upitniku ponudili neke stavove pomoću kojih smo hteli da vidimo kako naši vršnjaci iz svog ugla procenjuju situaciju u toj oblasti. Posebno nas je zanimalo koliko su zadovoljni kvalitetom i primenjivošću znanja koje stiču u školi, radom nastavnika, kvalitetom školskih udžbenika, organizovanošću nastave i drugim pitanjima bitnim za ostvarivanje prava na kvalitetno obrazovanje.

Tako smo, između ostalog, dobili rezultat da se 70,8% dece i mlađih slaže s tvrdnjom „*Zadovoljava me kvalitet znanja koje stičem u školi.*”, dok se sa tim ne slaže 15,9%, a 11,6% nema stav o tom pitanju. Devojčice su ovde u proseku nešto zadovoljnije kvalitetom znanja nego dečaci (74,6% Ž, 66,7% M). Ovde treba primetiti da sa godinama primetno opada zadovoljstvo učenika kvalitetom znanja koje dobijaju u školi (sa 82,7% na 61,4%).

Procenat od 60,3% mlađih se slaže sa tvrdnjom „*U školi je svakom učeniku pružena prilika da napreduje do svojih krajnjih mogućnosti.*”, dok se sa tim ne slaže njih 25,2%, a 12,4% nema stav o tome. Zadovoljstvo prilikama koje škola pruža za napredovanje prema individualnim mogućnostima izrazito opada sa uzrastom (sa 74% na 48,6%).

Skoro polovina ispitanika (48,7%) se slaže sa tvrdnjom „*Nastavnici na časovima obrađuju gradivo na način koji motiviše i podstiče učenike da se uključe u rad.*”, dok se sa tim ne slaže 31,5% mlađih, uz 17,7% neodlučnih. Primetno je da sa uzrastom znatno opada zadovoljstvo načinom na koji nastavnici obrađuju školsko gradivo (sa 70,1% na 40,6%).

Procenat od 61,3% dece i mlađih je saglasno s tvrdnjom „*Većinu znanja koje steknem u školi imam priliku da primenim i iskoristim u svakodnevnom životu.*”, dok se sa tim ne slaže 22,5%, a 13,9% nema stav. I ovde je primetno da sa uzrastom dolazi do izrazitog opadanja zadovoljstva primenjivošću školskog znanja (sa 74,8% na 49,5%).

Skoro polovina dece i mlađih (48,9%) se slaže s tvrdnjom „*Nastavni sadržaji i gradivo koje obrađujemo u školi bliski su mojim interesovanjima.*”, dok se sa tim ne slaže 27,7%, a njih 20% nema stav o ovome. Ovaj stepen zadovoljstva sa početnih 64,6% takođe primetno opada sa uzrastom.

Procenat od 46,1% dece i mlađih se saglasilo sa tvrdnjom „*Zadovoljan/na sam kvalitetom školskih udžbenika.*”, a 25,8% mlađih se ne slaže sa tim, uz dosta visok procenat od 22,9% neodlučnih. Sa uzrastom veoma izrazito opada zadovoljstvo kvalitetom školskih udžbenika (sa 66,9% na 30,7%).

Procenat od 46,5% se slaže s tvrdnjom „*Ono što čujem od nastavnika i školskog osoblja dosta utiče na moje stavove o raznim životnim pitanjima.*”, dok se 28% ne slaže sa tim, a 22,7% mlađih nema stav. Ovaj uticaj nastavnika na stavove učenika prilično opada sa uzrastom (sa 60,6% na 42,6%).

Procenat od 29,3% naših vršnjaka se slaže s tvrdnjom „*Postoje korisniji načini da provodim svoje vreme nego da sedim na časovima.*”, dok se sa tim ne slaže skoro polovina (48,6%), a stav o ovome nema njih 18,3%. Dečaci se više slažu s ovom tvrdnjom (33,9% M, 25,3% Ž). Sa godinama provedenim u školi znatno raste slaganje učenika sa ovim mišljenjem (sa 21,3% na 34,6%).

Procenat od 37,6% dece i mlađih je saglasno sa tvrdnjom „*Fizičko vaspitanje u školi je loše organizovano pa zato od njega nema koristi.*”, dok se sa tim ne slaže 45,8%, a 14,1% nema stav o tome. Slaganje s ovim mišljenjem se vidno povećava sa uzrastom (sa 30,7% na 54,4%).

Više od polovine dece i mlađih (51,4%) smatra tačnom tvrdnju „*Nastavnici su često nemoćni da uspostave disciplinu na času.*”, dok se sa tim ne slaže 28,2%, a 18,3% nema stav. Za razliku od ostalih stavova u ovom delu upitnika, ovde nema tako velikih promena sa uzrastom, ali je ipak moguće primetiti da tokom vremena blago raste slaganje s ovim mišljenjem (sa 48% na 56,5%).

Na prvi pogled, ovde dobijeni rezultati koji se odnose na kvalitet obrazovanja u proseku oslikavaju prilično zadovoljstvo dece i mlađih obrazovnim sistemom u Srbiji. Međutim, sa druge strane veoma je upadljivo da tokom odrastanja bitno opada zadovoljstvo dece i mlađih obrazovnim sistemom, i to u gotovo svim elementima koje smo ispitivali. Što su naši vršnjaci stariji i samostalniji u razmišljanju, i što više imaju svest o svojim ličnim potrebama, sve su manje zadovoljni onim što im nudi postojeći školski sistem. To se posebno značajno ispoljava u pogledu zadovoljstva kvalitetom školskih udžbenika, načinom rada nastavnika i primenjivošću stečenih znanja.

Najznačajniji rezultati

- ▶ Skoro 3/4 dece i mlađih je zadovoljno kvalitetom znanja koje dobijaju u osnovnoj i srednjoj školi. Ovo zadovoljstvo vremenom opada, ali se i pri kraju srednje škole zadržava na nivou od oko 60%. To nam se učinilo kao prilično neočekivan i iznenadujući rezultat, za koji ovo istraživanje nije moglo da pruži odgovarajuće objašnjenje, pa smatramo da bi u tu svrhu trebalo organizovati dodatna istraživanja.
- ▶ Većina dece i mlađih smatra da u školi imaju priliku da napreduju u skladu sa svojim mogućnostima. Međutim, pri kraju srednje škole oni koji tako misle prestaju da budu većina. Vrlo slično se dešava i sa zadovoljstvom učenika primenjivošću znanja stečenih u školi — što su deca starija, manje su zadovoljna, pa pri kraju srednje škole broj zadovoljnih padne ispod 50%.
- ▶ Zadovoljstvo učenika radom nastavnika opada sa 70% u osnovnoj školi na 40% u srednjoj.
- ▶ Oko polovine dece i mlađih se izjašnjava da je školsko gradivo blisko njihovim interesovanjima, a taj procenat se takođe smanjuje sa uzrastom.
- ▶ Kvalitetom školskih udžbenika je u proseku zadovoljna 1/2 učenika. Taj procenat opada sa 2/3 u osnovnoj školi na manje od 1/3 u srednjoj.
- ▶ Približno svaki treći učenik smatra da bi vreme provedeno u školi bilo korisnije utrošiti negde drugde.
- ▶ Broj učenika nezadovoljnih kvalitetom nastave fizičkog vaspitanja raste sa 1/3 u osnovnoj na više od 1/2 u srednjoj školi.
- ▶ Polovina učenika smatra da nastavnici danas nemaju dovoljan autoritet za održavanje discipline na času.
- ▶ Nešto manje od polovine dece i mlađih se izjašnjava da stvari koje čuju od nastavnika u školi imaju uticaj na formiranje njihovih stavova o raznim stvarima.
- ▶ Na uzrastu od 12 do 18 godina školskim sistemom je zadovoljno u proseku oko polovine ili nešto preko polovine dece (u većini pitanja između 45 i 60%), ali taj procenat vrlo primetno opada što su ispitani učenici stariji, informisaniji i svesniji svojih potreba, a najupadljivije opada u pogledu zadovoljstva kvalitetom školskih udžbenika.

3.1 Preporuke dece i mladih za unapređenje kvaliteta obrazovanja

- ▶ Redovna i poboljšana edukacija nastavnika, povećanje broja sati provedenih na seminarima za profesore, provera koliko ta znanja primenjuju u radu sa decom.
- ▶ Edukacija nastavnika na teme: kako motivisati učenike za rad, kako da koriste radionice, debate, rad po grupama i druge oblike interaktivnog rada.
- ▶ Smanjenje pukog memorisanja školskog gradiva i učenja napamet.
- ▶ Poboljšanje nastavnih sadržaja tako što će se izbaciti nepotrebno i ono što nema praktičnu upotrebu.
- ▶ Modernizacija udžbenika kako bi bili zanimljiviji, savremeniji i deci razumljiviji.
- ▶ Uključivanje dece i mladih u reformu školskog gradiva, kako bi nastavni sadržaji bili u većoj meri u skladu s njihovim interesovanjima.
- ▶ Izgradnja fiskulturnih sala u školama gde ih nema, poboljšanje opremljenosti i higijenskih uslova u postojećim salama, bolje osmišljavanje časova fizičkog kako bi stvarno imali efekta na fizičku spremnost i zdravlje učenika.
- ▶ Vraćanje autoriteta školi i nastavnicima tako što će se veća težina dati disciplinskim merama i ocenama iz vladanja.
- ▶ Rad sa roditeljima kako bi i oni shvatili svoj deo odgovornosti za vaspitanje i sticanje radnih navika svog deteta, a ne da samo dolaze u školu da intervenišu za podizanje ocene svom detetu.
- ▶ Kampanja za stvaranje takve društvene klime u kojoj će obrazovanje deci biti stvarno važno, a sticanje znanja zanimljivo.



4

Ostvarivanje prava deteta na bezbednost i život u kulturi nenasilja

U ovom delu istraživanja nas je zanimalo koje su sve vrste neprijatnosti, nasilja i narušavanja privatnosti naši vršnjaci doživeli od strane roditelja/staratelja, kao i u vezama s partner(k)om, ukoliko su ih imali. Pri tome nas je posebno zanimalo koliko često su doživeli fizičko kažnjavanje, te da li ga i koliko opravdavaju. Takođe, želedi smo da saznamo koliko bezbednim deca i mladi doživljavaju okruženje u kome se svakodnevno kreću, kao i to koliko su oni sami podložni agresivnom i nasilnom reagovanju u određenim situacijama.

4.1 Bezbednost i privatnost dece i mlađih u odnosu sa roditeljima/starateljima

Što se tiče roditelja/staratelja, dobijeni su sledeći rezultati:

- ▶ uvrede i ponižavanja doživelo je 13,3% dece i mlađih;
- ▶ 16,9% dece i mlađih doživelo je da im roditelji proveravaju telefonske pozive i poruke;
- ▶ 7,1% dece i mlađih doživelo je da im roditelji/staratelji proveravaju komunikaciju preko i-mejla i Fejsbuka;
- ▶ 40,1% dece i mlađih doživelo je ograničenja izlazaka kao vaspitnu meru od strane svojih roditelja/staratelja;
- ▶ 29,9% dece i mlađih je izjavilo da su ih roditelji/staratelji udarili i da za to vide neko opravdanje, dok je njih 6,6% iskusilo i roditeljske udarce za koje nisu videli povod ni opravdanje;
- ▶ 38,7% dece i mlađih izjavilo je da im se ništa od navedenog nije desilo u krugu porodice.

Roditelji/staratelji više ograničavaju izlaska devojčicama nego dečacima (44,4% Ž, 35,8% M). U pogledu učestalosti drugih oblika kontrole od strane roditelja/staratelja nema značajnijih razlika među polovima.

Primetili smo da što su deca starija, to se manje roditelji/staratelji interesuju za njihovu komunikaciju preko i-mejla i Fejsbuka, pa tako procenat zainteresovanih roditelja/staratelja opada sa 11,8% na 4%. S druge strane, što su deca starija, to im roditelji/staratelji češće ograničavaju izlasku (sa 31,5% na 44,6%). Što se tiče ostalih mera roditeljske kontrole, nema značajnih promena sa uzrastom.

Najznačajniji rezultati

- ▶ Oko 40% roditelja/staratelja kažnjava decu ograničavanjem izlazaka, a oko 30% udaranjem.
- ▶ Oko 17% roditelja/staratelja proverava telefonsku komunikaciju svoje dece, dok samo njih 7% ispoljava zainteresovanost za njihovu internet komunikaciju.
- ▶ Što su deca starija, roditelji im manje proveravaju telefone i Fejsbuk, ali im češće ograničavaju izlaske.

4.2 Bezbednost i privatnost dece i mladih u intimnim vezama

Kad su u pitanju odnosi sa partner(k)om, 35,7% ispitanika se izjasnilo da nisu dosad bili u vezi. Oni koji jesu, imali su u tim vezama sledeća iskustva:

- ▶ uvredu i poniženja od strane momka ili devojke doživelo je njih 11,7%;
- ▶ 17,3% je doživelo da im momak ili devojka proverava mobilni telefon;
- ▶ njih 9,9% je doživelo da im partner(ka) proverava poruke preko i-mejla i Fejsbuka, pri čemu je njih 1,5% imalo iskustvo zloupotrebe svog i-mejla ili Fejsbuk profila od strane osobe s kojom su bili u vezi;
- ▶ 3,2% dece i mladih se požalilo da im njihov momak ili devojka ograničava izlaske i druženje sa drugim vršnjacima;
- ▶ 3,8% dece i mladih je prijavilo da ih je partner/ka udario/la sa razlogom, a njih 3,5% bez razloga;
- ▶ 34,5% dece i mladih izjavilo je da im se ništa od ovog nije događalo u vezi.

Veoma je zanimljivo da je više dečaka nego devojčica izjavilo da je doživelo udaranje s razlogom od strane partnera u vezi (6,1% M, 1,6% Ž). U pogledu učestalosti drugih oblika nasilnog ponašanja u vezi nisu se pojavile značajnije razlike među polovima.

Sa godinama raste broj raznih neprijatnih iskustava u intimnim vezama među mladima, ali to možemo smatrati očekivanim zato što sa uzrastom prirodno raste i broj veza koje mladi imaju — sa 32,3% nekakvog iskustva u ljubavnim vezama među osnovcima, do 94,1% iskustva sa vezama među učenicima treće godine srednje škole.

Najznačajniji rezultati

- ▶ Svakom šestom ispitaniku je partner/ka proveravao/la telefon, a svakom desetom i-mejl ili Fejsbuk.
- ▶ Uvrede od strane momka ili devojke je doživila 1/9 dece i mladih.
- ▶ Oko 3–4% dece i mladih koristi fizičko nasilje prema svom momku ili devojci i ograničava mu/joj slobodu izlazaka.
- ▶ Oko trećine ispitane dece i mladih nije dosad imalo dečka/devojku. Druga trećina njih je bila u nekoj vezi ali bez loših iskustava, dok je preostala trećina iskusila neki oblik nasilja ili zloupotrebe u vezi.

4.3 Doživljaj bezbednosti životnog okruženja dece i mladih

Na pitanje o tome koliko bezbedno naši vršnjaci doživljavaju svoje okruženje dobili smo sledeće odgovore:

- ▶ dom u kome žive doživjava bezbednim 86% dece i mladih;
- ▶ školu bezbednom doživljava njih 47,4%;
- ▶ kraj u kome žive (kvart, deo naselja) oseća bezbednim 43,1% dece i mladih;
- ▶ mesto u kome žive smatra bezbednim 20,3% dece i mladih;
- ▶ 29% dece i mladih doživljava bezbednim mesta na koja obično izlaze;
- ▶ na kraju, bilo je i 3,6% onih koji ne doživljavaju dovoljno bezbednim nijedno od navedenih okruženja.

Devojčice se osećaju nešto malo bezbednije u školi nego dečaci (50,6% Ž, 44,2% M). S druge strane, dečaci se dosta bezbednije od devojaka osećaju u kvartu (48% M, 38,7% Ž) i u mestu (26,7% M, 14,3% Ž) u kome žive. Osećaj bezbednosti se kod dece i mladih vremenom menja samo u pogledu bezbednosti na mestima za izlazke, gde sa godinama raste sa 20,5% na 36,6%, dok ni u jednom drugom okruženju nema značajnije promene osećaja bezbednosti tokom odrastanja.

Školu doživljava bezbednom 50,4% dece i mladih koji nisu doživeli otimanje novca, odnosno 33,3% onih koji su više puta bila žrtve otimanja novca. Na vrlo sličan način, školu doživljava bezbednom 51,9% onih koji nisu doživeli da ih neko udari van kuće, nasuprot 35,9% onih koji su više puta udareni van kuće. Pokazalo se da niti iskustvo žrtve otimanja novca, niti iskustvo sa dobijanjem batina van kuće nemaju značajnijeg uticaja na doživljaj bezbednosti mesta u kojima deca i mлади žive i na koja izlaze, već utiču samo na doživljaj bezbednosti škole. Iz toga možemo zaključiti da se upravo u školi dešava najveći broj doživljenih neprijatnosti u vezi sa tučama i otimanjem para.

Zanimljivo je da su dobijeni rezultati pokazali da nema bitne razlike u pogledu doživljaja bezbednosti roditeljskog doma između dece i mladih koja su dobijala batine od roditelja i one koja nisu. Ovo istraživanje nije otkrilo šta zapravo utiče na doživljaj bezbednosti doma.

Najznačajniji rezultati

- ▶ Više od polovine dece i mladih se ne oseća bezbedno u školi.
- ▶ Većina iskustava dece i mladih sa otimanjem novca i sa fizičkim nasiljem doživljenim van kuće dešava se u okviru škole.
- ▶ Više od 2/3 dece i mladih ne doživljava bezbednim mesta na koja izlaze.
- ▶ Svako deveto dete iz nekog razloga izjavljuje da se ne oseća bezbedno kod kuće.
- ▶ Doživljavanje fizičkog kažnjavanja od strane roditelja nije u jasnoj vezi s osećanjem bezbednosti kod kuće, budući da je podjednak procenat dece i mladih koji se (ne) osećaju bezbednim kod kuće i među onima koje su roditelji fizički kažnjivali i među onima koje nisu.



U vezi sa bezbednošću interesovalo nas je i koje vrste neprijatnosti deca doživljavaju u svom okruženju. Dobili smo sledeću rang listu najčešćih neprijatnosti (brojka u zagradi označava ukupan procenat onih koji su bar jednom iskusili taj događaj):

1. uvrede od strane vršnjaka (76,8%)
2. namerno oštećenje imovine (56,4%)
3. uznemiravanje preko telefona (50,7%)
4. ponižavanje zbog svojih uverenja i sklonosti (47,4%)
5. uvrede od strane nastavnika (46,6%)
6. dobijanje batina van kuće (38,9%)
7. uznemiravanje preko interneta (35,5%)
8. ponižavanje zbog fizičkog izgleda (33%)
9. otimanje novca (20,3%)
10. otimanje užine (13,6%)
11. napad oružjem (7,6%)

Dečaci imaju više iskustva sa dobijanjem batina van kuće (47,5% M, 30,8% Ž) i češće su napadnuti oružjem (11,3% M, 4,2% Ž). Sa druge strane, devojčice su nešto češće doživele uvrede od strane vršnjaka (81,8% Ž, 71,7% M) i češće su uznemiravane preko telefona (54,2% Ž, 46,9% M).

Deca tokom odrastanja doživljavaju primetan porast broja uvreda od strane vršnjaka (sa 71,6% na 82,3%), kao i velik porast broja uvreda od strane profesora (sa 34,6% na 58,5%). Što su starija, deca češće doživljavaju i poniženja zbog ličnih verovanja i mišljenja (sa 40,2% na 55,4%). Sa godinama se udvostručuje uznemiravanje preko telefona (sa 31,5% na 60,5%) i interneta (sa 22,8% na 47,6%). U pogledu učestalosti ostalih neprijatnih iskustava nema bitnijih uzrasnih razlika.

Najznačajniji rezultati

- ▶ Polovina ispitane dece i mlađih doživela je neprijatnosti i uznemiravanja preko telefona, a oko trećina preko interneta.
- ▶ Više od polovine dece i mlađih doživelo je da neko namerno ošteti njihove stvari i imovinu.
- ▶ Dve petine dece i mlađih je doživelo da ih neko udari na nekom javnom mestu (van kuće).
- ▶ Jedna petina dece i mlađih doživela je nasilno oduzimanje novca.
- ▶ Svaki deveti dečak bio je žrtva napada uz upotrebu oružja.

4.4 Spremnost dece i mlađih na primenu nasilja

Postavili smo i jedno pitanje koje je trebalo da nam pokaže na koje vrste agresivnog reagovanja su naši vršnjaci spremni kad ih neko iznervira. Evo dobijenih odgovora:

- ▶ na osobu koja ih iznervira izvikalo bi se 36,5% dece i mlađih;
- ▶ takvu osobu bi povredilo psihički (javno poniženje, izopštenje iz društva i sl.) njih 13,6%;
- ▶ toj osobi bi u nastupu besa oštetilo vredne stvari 1,8% ispitanika;
- ▶ osobu koja ih iznervira bi lično fizički napalo njih 15,8%, dok bi 3,2% bili spremni i da pošalju druge da udare tu osobu;
- ▶ 33,2% dece i mlađih se izjasnilo da bi se u takvim situacijama uzdržali od agresivnih reakcija.

Na kraju, bilo je i 14,7% onih koji nisu mogli da procene kako bi reagovali prema drugoj osobi u slučaju da ih iznervira.

Devojčice su nešto sklonije da se izviču na onoga ko ih iznervira (40,4% Ž, 32,4% M), dok su dečaci znatno spremniji da udare (25% M, 7,1% Ž).

Sa godinama kod dece i mlađih izrazito raste sklonost da se izviču na onoga ko ih iznervira (sa 19,7% na 50,5%), a udvostručuje se i spremnost da ga udare (sa 10,2% na 19,8%), dok se sa druge strane prepolovljuje spremnost da pređu mirno preko konflikta (sa 45,7% na 24,8%).

Najznačajniji rezultati

- ▶ U slučaju sukoba s nekim, 1/5 dece i mladih je spremna da toj osobi fizički naudi, lično ili uz pomoć drugih.
- ▶ Jedna trećina bi svoj bes ispoljila vikanjem na osobu s kojom je u sukobu.
- ▶ Jedna trećina bi gledala da izbegne konflikt.
- ▶ Sa godinama se kod dece smanjuje strpljenje za uzdržavanje od agresivnih reakcija.

4.5 Preporuke dece i mladih za unapređenje bezbednosti i kulture nenasilja

- ▶ Pokrenuti široku kampanju menjanja opšte društvene klime u pravcu smanjene tolerancije na nasilje, kroz popularisanje i nagrađivanje pozitivnih primera, kao i jasnu javnu osudu i kažnjavanje loših primera.
- ▶ Osmisliti posebne programe rada sa dečacima u cilju smanjenja agresivnosti, povećanja tolerantnosti i izmene shvatanja njihove muške uloge i rodnog identiteta, kako bi se među dečacima smanjio vršnjački pritisak da se ponašaju grubo i netolerantno.
- ▶ Poboljšati bezbednosnu situaciju u školama postavljanjem kamera i angažovanjem odraslih da se brinu za bezbednost (školski policajac, domar).
- ▶ Mnogo više aktivirati i angažovati nastavnike da vode računa o bezbednosnoj situaciji među učenicima u školi.
- ▶ Programe i radionice o nenasilju i interkulturnom obrazovanju trebalo bi preispitati i prilagoditi tako da budu efikasniji nego što su sada, jer ima dosta prostora za poboljšanje u tom pogledu.
- ▶ Uvesti psihološke radionice i službe podrške deci i mladima koji su bili žrtve težih oblika vršnjačkog nasilja (prebijanje, otimanje novca, bullying), možda i u obliku mreže vršnjačke podrške.
- ▶ Uvesti psihološke radionice za kontrolu besa među decom i mladima.
- ▶ Pokrenuti kampanju među decom i mladima o opasnostima davanja lozinke svog i-mejl i Fejsbuk naloga drugim ljudima.
- ▶ Edukovati roditelje o elektronskoj komunikaciji njihove dece (Fejsbuk i mobilni telefon), kako bi znali da prepoznaju prave opasnosti i kako bi naučili da poštuju privatnost dece i mladih.

Ostvarivanje prava deteta na nediskriminaciju

Našim vršnjacima koji su učestvovali u istraživanju ponudili smo i jedan niz različitih stavova da nam kažu koliko se s njima slažu, kako bismo videli kako izgleda vrednosni sistem današnje dece i mlađih i koliko je kroz njega ostvareno njihovo pravo da ne budu diskriminisani. Uz svaki ovde naveden stav, u zagradi su navedeni: ukupan procenat dece i mlađih koji se s tim stavom uglavnom ili u potpunosti slažu / ukupan procenat onih koji se s tim stavom uglavnom ili uopšte ne slažu / ukupan procenat neodlučnih i nevažećih.

1. „*S obzirom na veličinu, drugi narodi nisu dali toliko značajnih ljudi kao moj.*” (slažem se 29,3% / ne slažem se 34,6% / nemam stav 36,1%)
Dečaci se nešto više slažu s ovom tvrdnjom (33,5% M, 25% Ž). Sa godinama znatno raste slaganje sa ovom tvrdnjom (sa 19,7% na 31,7%).
2. „*Svaka nacija treba da živi sama u svojoj državi, bez mešanja sa drugima.*” (slažem se 25,7% / ne slažem se 55,1% / nemam stav 19,3%)
Dok je stepen slaganja s ovom tvrdnjom sličan kod oba pola, devojčice u većoj meri iskazuju neslaganje (60,6% Ž, 49,4% M). Ovaj stav se ne menja značajnije sa uzrastom.
3. „*Ne bi mi smetalo da budem u vezi s nekim drugim nacionalnosti.*” (slažem se 56,7% / ne slažem se 21,8% / nemam stav 21,5%)
Ovde nema bitnije razlike među polovima, ali sa godinama znatno raste slaganje s tom tvrdnjom (sa 43,3% među osnovcima na 61,4% među srednjoškolcima).
4. „*Onaj ko je drugačiji veroispovesti od većine nije potreban svom narodu.*” (slažem se 11,8% / ne slažem se 66,4% / nemam stav 21,7%)
Dečaci su skloniji ovom stavu: s tim se slaže 15,1% M i 8,8% Ž, a ne slaže se 59,8% M i 72,4% Ž. Sa godinama opada slaganje s ovom tvrdnjom (sa 16,5% na 8%).
5. „*Ljudi koji ne veruju u Boga nisu u stanju da razlikuju dobro i зло.*” (slažem se 23% / ne slažem se 49,9% / nemam stav 27,1%)
Kod ovog stava nisu se ispoljile neke značajnije rodne razlike, ali sa godinama znatno opada slaganje sa tom tvrdnjom (sa 27,6% na 15,8%).
6. „*Muškarac koji ne navija za neki sportski klub nije kompletna ličnost.*” (slažem se 15,3% / ne slažem se 68,3% / nemam stav 16,5%)
Dečaci su skloniji ovom stavu: s tim se slaže 19,8% M i 11,1% Ž, a ne slaže se 61% M i 75,2% Ž. Ovde nema bitnih razlika prema uzrastu.
7. „*Osobe oštećenog sluha i govora ne bi trebalo da se sporazumevaju rukama na javnom mestu.*” (slažem se 7% / ne slažem se 79,7% / nemam stav 13,3%)
Dok je stepen slaganja s ovom tvrdnjom otprilike sličan kod oba pola, devojčice pokazuju veće neslaganje (85,1% Ž, 73,9% M). Ni ovde nema bitnih razlika prema uzrastu.

- 8. „Osobe homoseksualne orijentacije imaju pravo da se bave javnim poslom.”** (slažem se 33,3% / ne slažem se 34,3% / nemam stav 32,4%)
Devojčice znatno više podržavaju ovaj stav: s tim se slaže 41,3% Ž i 25,1% M, a ne slaže se 27,4% Ž i 40,9% M. Sa godinama znatno raste slaganje mladih sa tom tvrdnjom (sa 28,4% na 48,6%).
- 9. „HIV pozitivne osobe treba da imaju pravo na redovno obrazovanje u našim školama.”** (slažem se 48,9% / ne slažem se 19% / nemam stav 32,1%)
Devojčice nešto više podržavaju ovaj stav (54,1% Ž, 43,8% M). Sa godinama znatno raste slaganje sa tim stavom (sa 48,8% na 61,3%).
- 10. „Homoseksualnost je bolest koju treba lečiti, pa makar i silom.”** (slažem se 36% / ne slažem se 36,4% / nemam stav 27,6%)
Dečaci se mnogo više podržavaju ovaj stav: s tim se slaže 44,5% M i 28% Ž, a ne slaže se 26,2% M i 45,8% Ž. Sa godinama primetno opada slaganje sa tom tvrdnjom (sa 37% na 26,7%).
- 11. „Radi nacionalnih interesa bilo bi opravdano primorati zdrave žene da rode decu.”** (slažem se 19,5% / ne slažem se 50% / nemam stav 30,4%)
Dečaci su mnogo skloniji ovom stavu: s tim se slaže 24,7% M i 14,7% Ž, a ne slaže se 39,8% M i 59,6% Ž. Ovde nema bitnijih promena sa uzrastom.
- 12. „Ženama treba da budu dostupna sva odgovorna mesta u državi i biznisu.”** (slažem se 67,9% / ne slažem se 10,5% / nemam stav 21,6%)
Očekivano, devojčice znatno više podržavaju ovaj stav (77,5% Ž, 58,2% M). Sa godinama izrazito raste opšte slaganje među mladima s ovom tvrdnjom (sa 58,3% na 81,2%).
- 13. „Priča o ljudskim pravima je pomodarija uvezena sa Zapada.”** (slažem se 14,2% / ne slažem se 33,7% / nemam stav 52,1%)
Dečaci su skloniji ovom stavu: s tim se slaže 19,6% M i 9,1% Ž, a ne slaže se 29,4% M i 37,5% Ž. Ovde se nisu ispoljile značajne uzrasne razlike.
- 14. „Pripadnici bele rase su sposobniji i napredniji od ostalih.”** (slažem se 11,2% / ne slažem se 63,8% / nemam stav 25%)
Dečaci su skloniji i ovom stavu: s tim se slaže 15% M i 7,7% Ž, a ne slaže se 57,9% M i 69,2% Ž. Sa godinama blago opada slaganje sa tom tvrdnjom (sa 14,9% na 8,9%).
- 15. „Mladi koji idu na programe nevladinih organizacija mogu biti iskorišćeni za špijunažu.”** (slažem se 14,5% / ne slažem se 37,2% / nemam stav 48,3%)
Dečaci ovde ispoljavaju nešto malo veće slaganje nego devojčice (17,4% M, 11,8% Ž), dok sa uzrastom nema nekih bitnijih promena u vezi s ovim stavom.
- 16. „Radije se družim sa vršnjacima koji imaju više para i kvalitetnije se oblače.”** (slažem se 4,9% / ne slažem se 80,8% / nemam stav 14,4%)
Devojčice iskazuju veće neslaganje sa ovom tvrdnjom (85,6% Ž, 75,9% M). Uzrasne razlike nisu značajne.
- 17. „Slušanje muzike na stranom jeziku je znak manjka patriotizma.”** (slažem se 8,6% / ne slažem se 70,5% / nemam stav 20,8%)
Dečaci su skloniji ovom stavu: s tim se slaže 12,8% M i 4,6% Ž, a ne slaže se 63,2% M i 77,6% Ž. Nema bitnijih razlika u odnosu na uzrast.
- 18. „Ne bi mi smetalo da sa mnom u odeljenju буду deca sa invaliditetom.”** (slažem se 66,4% / ne slažem se 14% / nemam stav 19,6%)
Devojčice se više slažu sa ovim stavom (71,5% Ž, 61,2% M), dok u odnosu na uzrast nema većih razlika.

19. „*Odlični učenici su najčešće nezanimljive ličnosti koje vode dosadan život.*” (slažem se 18,9% / ne slažem se 63,7% / nemam stav 17,5%)

Dečaci su nešto skloniji ovom stavu: s tim se slaže 21,9% M i 15,9% Ž, a ne slaže se 57% M i 70% Ž. Sa godinama raste slaganje s ovom tvrdnjom (sa 12,5% na 20,8%).

20. „*Onaj ko često misli drugačije od većine vršnjaka verovatno je problematičan lik.*” (slažem se 15,2% / ne slažem se 60,5% / nemam stav 24,3%)

Dečaci više podržavaju ovaj stav: s tim se slaže 18,8% M i 11,8% Ž, a ne slaže se 51,7% M i 68,9% Ž. Sa uzrastom ne dolazi do značajnijih promena u ovom stavu.

Ako ovako dobijene podatke prikažemo kao rang listu, gledano po ukupnom procentu dece i mladih koja podržavaju negativne stavove o nekoj populaciji, dobijamo sledeću sliku (brojka u zagradi označava ukupan procenat negativnih stavova):

1. osobe drugačije seksualne orijentacije (36%)
2. ateisti (23%)
3. pripadnici drugih nacionalnosti — generalno (21,8%)
4. HIV pozitivni (19%)
5. odlični učenici (18,9%)
6. muškarci koji nisu navijači (15,3%)
7. oni koji misle drugačije od većine (15,2%)
8. polaznici programa NVO (14,5%)
9. osobe sa invaliditetom (14%)
10. sunarodnici drugačije veroispovesti (11,8%)
11. pripadnici drugih rasa (11,2%)
12. žene (10,5%)
13. oni koji slušaju muziku na stranom jeziku (8,6%)
14. osobe oštećenog sluha i govora (7%)
15. osobe lošijeg materijalnog stanja (4,9%)

Napominjemo da su ovo rezultati dobijeni bez pominjanja konkretnih nacionalnih manjina.

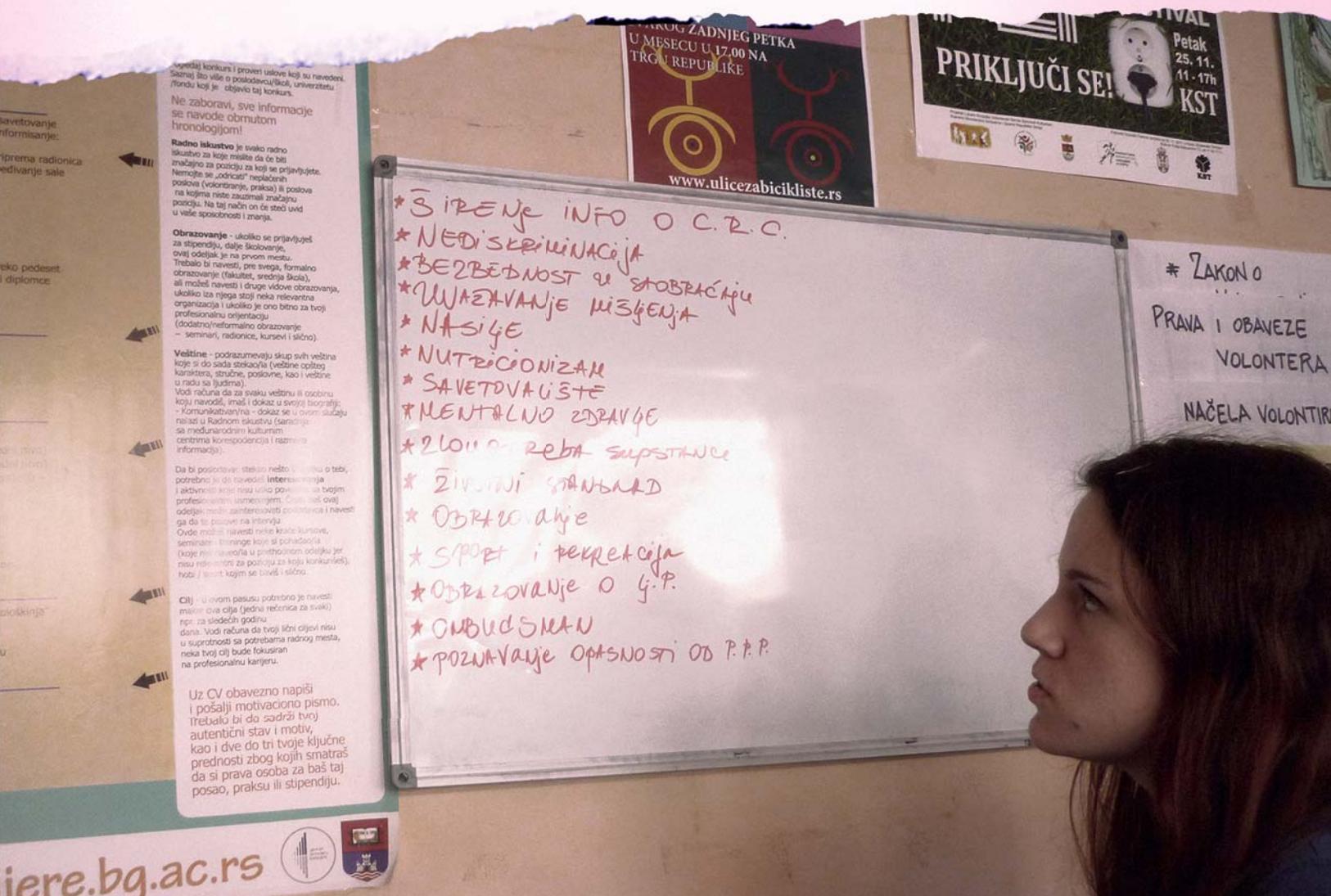


Najznačajniji rezultati

- ▶ U odnosu na prethodno slično istraživanje, koje je 2005. godine realizovala Dečja mreža „Živeti zajedno“ uz podršku Pestalozzi fondacije iz Švajcarske, značajno je povećan broj dece i mladih koji nemaju stav o ljudskim pravima (sa 40 na oko 50%), što govori o tome da postojeći programi edukacije o toj temi nisu efikasni i da ih nema dovoljno. Posledica toga je da polovina dece i mladih u Srbiji ne zna šta da misli o ljudskim pravima.
- ▶ U odnosu na pomenuto istraživanje od pre 7 godina, broj dece i mladih koji podržavaju ideju etnički čiste države je povećan (sa 22 na 26%).
- ▶ Jedna petina dece i mladih bi radi nacionalnih interesa odobrila primoravanje zdravih žena da rode decu.
- ▶ Jedna četvrtina dece i mladih u Srbiji smatra da su ateisti osobe bez morala, koje nisu u stanju da razlikuju dobro i зло.
- ▶ Svako deveto dete smatra belu rasu superiornijom od ostalih.
- ▶ Manje od polovine ispitane dece i mladih smatra da njihovi HIV pozitivni vršnjaci imaju pravo na redovno obrazovanje u našim školama.
- ▶ Jedna trećina dece i mladih ne misli da ženama treba da budu dostupna odgovorna mesta u državi i biznisu.
- ▶ Ima dosta dece i mladih koji nemaju povoljno mišljenje o svojim vršnjacima koji ostvaruju odličan uspeh u školi, i taj procenat u starijim uzrastima raste.
- ▶ Procenat od 43% dece i mladih ne zna šta da misli o svojim vršnjacima koji idu na programe NVO (to je pitanje s najvećim procentom neopredeljenih posle pitanja o ljudskim pravima).
- ▶ Skoro 1/2 dečaka su veoma neprijateljski nastrojeni prema osobama drugačije seksualne orientacije, a samo 1/4 pokazuje tolerantnost po tom pitanju. Kod devojčica je situacija potpuno obrnuta: 1/4 njih neprijateljski doživljava osobe drugačije seksualne orientacije, a skoro 1/2 devojčica je bez takvih predrasuda.
- ▶ Dečaci su generalno izrazito netolerantniji od devojčica po mnogim pitanjima i stavovima, ali se njihova netolerantnost smanjuje sa godinama.

5.1 Preporuke dece i mladih za smanjenje diskriminacije

- ▶ Organizovati upoznavanje dece i mladih s osnovnim pojmovima iz oblasti ljudskih prava, i to kroz neki edukativni program koji bi im se obraćao generacijski bliskim jezikom. Ovo bi trebalo da se uvede kao obavezan deo školskog programa.
- ▶ Snimiti obrazovnu TV seriju i objaviti neki priručnik gde bi se na pristupačan način deci i mladima objašnjavala ideja o ljudskim pravima.
- ▶ Osmisliti zanimljive aktivnosti i programe kojima bi se smanjila netrpeljivost prema osobama drugačije seksualne orientacije i prema ateistima, naročito na mlađim uzrastima.
- ▶ U školu i u medije treba uvesti više interkulturnih sadržaja, kako bi se povećalo poznavanje drugih nacionalnosti koje žive u Srbiji, ali na pristupačan, savremen i atraktivan način, a ne samo kroz folklor i stare narodne običaje.
- ▶ Organizovati programe edukacije o rodnoj ravnopravnosti, a posebno o ravnopravnosti u partnerskim odnosima i vezama među mladima.
- ▶ Pokrenuti široku kampanju vrednovanja školskog uspeha i sticanja znanja kao poželjnih kvaliteta i društvenih vrednosti.



Ostvarivanje prava deteta na zaštitu od vršnjačkog nasilja

6.1 Spremnost dece i mladih da prijave doživljeno vršnjačko nasilje

U ovom istraživanju nas je zanimalo i da vidimo kome bi deca i mladi prijavili ako dožive fizičko, psihičko ili seksualno nasilje od strane svojih vršnjaka. Većina dece i mladih bi u tom slučaju imala najviše poverenja u roditelje (73,5% kaže da bi prijavilo roditeljima, dok 25,3% ne bi), zatim u policiju (33,4%), razredne starešine (27,8%), svoje drugove i vršnjake (27%), školskog psihologa (19,9%) itd. Malo njih bi se odlučilo da to prijavi nekom drugom (6,6%), mali broj kaže da to nikome ne bi prijavili (4,9%), a najmanje dece i mladih kaže — medijima (2,8%).

Roditeljima bi doživljeno nasilje mnogo češće prijavile devojčice (82,7% Ž, 63,6% M). Dečaci češće nego devojčice ne bi prijavili nikome (8% M, 2% Ž). Sa godinama se prepovoljuje spremnost dece i mladih da prijave doživljeno nasilje razrednom starešini (sa 39,4% na 21,8%). Takođe, znatno se smanjuje spremnost da prijave roditeljima (sa 81,9% na 63,4%), dok se spremnost da prijave nasilje školskom psihologu smanjuje trostruko (sa 35,4% na 12,9%). S druge strane, utrostručuje se spremnost da prijave nasilje drugovima i vršnjacima (sa 14,2% na 47,5%). Sa godinama se može primetiti i porast sklonosti da se pretrpljeno nasilje prečuti i ne pominje nikome (sa 1,6% na 7,9%).

Najznačajniji rezultati

- ▶ Pri odlučivanju kome bi prijavili fizičko, psihičko ili seksualno nasilje od strane svojih vršnjaka, većina dece i mladih najviše poverenja ima u roditelje (njih 3/4), znatno manje u policiju, razredne starešine, drugove i školskog psihologa (oko 30%), a postoji i izvestan, iako mali, broj dece i mladih (oko 5%) koji ne bi nikome prijavili vršnjačko nasilje.
- ▶ Na starijim uzrastima se gubi poverenje u školske psihologe i razredne starešine, a smanjuje se i spremnost na poveravanje roditeljima, dok znatno raste spremnost na poveravanje vršnjacima.

6.2 Predlozi dece i mladih za smanjenje vršnjačkog nasilja

Postavili smo našim vršnjacima i jedno otvoreno pitanje, gde je trebalo da sami upišu svoje predloge za smanjenje vršnjačkog nasilja, ukoliko ih imaju. Ubedljivo najveći broj dece i mladih (njih ukupno 75) predložio je uvođenje strožih kazni, a odmah zatim povećano obezbeđenje u vidu školskih policajaca (37) i sigurnosnih kamera na svakom koraku (30). Nešto manji broj dece i mladih (njih 27) predlaže da se uvede više radionica na tu temu, kao i da roditelji obrate malo više pažnje na decu, bolje ih vaspitavaju i „nauče ih kako da se ponašaju“ (25). Jedan broj dece i mladih rešenje vidi u većem angažovanju profesora, psihologa i pedagoga, i njihovom razgovoru sa decom koja vrše nasilje (20), a neki u većem broju predavanja, kako za učenike, tako i za roditelje (12). Ima i onih koji su za radikalne mere, kao što su izbacivanje iz škole (8) ili fizičko kažnjavanje (8).

Neka deca i mladi misle da bi trebalo da se uvedu uniforme u škole da ne bi dolazilo do omalovažavanja među vršnjacima (3); da nadležni obrate pažnju na vršnjačko nasilje u školi (2); da nastavnici obraćaju više pažnje na učenike (2); da se ismejavanje ozbiljno kažnjava (2); da se na časovima malo više priča o nasilju u školi (2); da se poveća svest dece i mladih o tome da su svi jednaki (2); da se poveća broj časova građanskog vaspitanja (2); da se stvore programi gde će se deca družiti a ne svađati (2); da je potrebna reforma školstva (2); podizanje svesti i vraćanje na prave vrednosti (2); više fizičkih aktivnosti i sl.

Navodimo ovde još neke dobijene predloge:

- ▶ bolji entuzijazam profesora;
- ▶ da deca ne obraćaju pažnju i da ignorišu napadača;
- ▶ da svi pokušaju da izbegavaju sukobe i prijave to starijim ljudima koji bi to rešili na lep način;
- ▶ da u školi postoji neka organizacija gde će da se priča o tome;
- ▶ da se smanji diskriminacija prema Romima;
- ▶ da se otvorí više ustanova i savetovališta u gradu;
- ▶ da se uvede u redovan raspored jedan čas nedeljno protiv nasilja, i da na tom času budu svi prisutni kao i na građanskom vaspitanju;
- ▶ da se više priča o tome, kako bi deca stekla hrabrost da prijave nasilje;
- ▶ kada bi se način rada pojedinih nastavnika promenio ili kada bi se u društveni krug primala deca druge vere, druge boje kože ili drugačije nacionalnosti (kada bi roditelji više uticali na decu da zanemare te razlike);
- ▶ medijator;
- ▶ prvo da se smanji nasilje u porodici;
- ▶ trebalo bi da se o tome vodi računa još dok su deca u vrtićima, jer kasnije društvo ima veliki uticaj.

Vidimo da je tek mali broj dece i mladih dao odgovore orijentisane na zbližavanje, promovisanje prijateljstva i organizovanje zajedničkih aktivnosti. Jedan deo ispitanih veruje da se vršnjačko nasilje može objasniti nedovoljnim obraćanjem pažnje školstva i samih profesora, te da bi reforma sistema školstva i veća zainteresovanost profesora bili veliki korak ka rešenju. Neki misle da bi pri sprečavanju vršnjačkog nasilja najviše pomogla edukacija u obliku raznih radionica, edukativnih filmova, sekcija i školskih programa.

Najmanji broj ispitanih rekao je da je koren problema u samoj deci koja vrše vršnjačko nasilje i da ih treba odvojiti od druge dece i mladih koja ne predstavljaju pretnju. Jedan od predloga bio je i da treba uvesti medijatora kad god dođe do konflikta ili zlostavljanja. Predlagani su i novi zakoni, a jedan od načina izbegavanja nasilja, po mišljenju neke dece i mladih, jeste ne ulaziti u rasprave ni sa kim. Bilo je i predloga da se prvo smanji nasilje u porodici. Ipak, ubedljivo najveći broj dece i mladih smatra da samo strože kazne i veći nadzor mogu da utiču na rešenje ovog problema.

Najznačajniji rezultati

- ▶ Kada je reč o predlozima za smanjenje vršnjačkog nasilja, ubedljivo najveći broj dece predlaže uvođenje strožih kazni (75), a odmah zatim povećano obezbeđenje u vidu školskih policajaca (37) i sigurnosnih kamera na svakom koraku (30).
- ▶ Nešto manji broj dece predlaže da se uvede više radionica na tu temu (27), kao i da roditelji obrate malo više pažnje na decu, bolje ih vaspitavaju i „nauče ih kako da se ponašaju“ (25).
- ▶ Jedan broj dece rešenje vidi u većem angažovanju profesora, psihologa i pedagoga i njihovom razgovoru sa decom koja se ponašaju nasilno (20), a neki u većem broju predavanja, kako za učenike, tako i za roditelje (12).

6.3 Učešće dece i mlađih u programima za smanjenje vršnjačkog nasilja

Naše vršnjake smo pitali i koliko su upoznati sa programima i radionicama za smanjenje nasilja, ima li toga u njihovoј školi i koliko su oni uopšte zainteresovani za to. Rezultati su pokazali da je više od 1/3 dece i mlađih nezainteresovano za programe koji su bili sprovedeni u njihovim školama, a bave se smanjenjem vršnjačkog nasilja (35,1%). Nešto manje dece i mlađih je učestvovalo u takvima programima (28,1%), dok je skoro četvrti dete reklo da takvih programa u njihovoј školi nije bilo (23,3%). Postoji i izvestan, iako mali, procenat dece i mlađih koja ni ne znaju šta to zapravo znači (8,2%), što takođe ne ide baš u korist smanjenju vršnjačkog nasilja.

Najznačajniji rezultati

- ▶ Oko 1/3 dece i mlađih je nezainteresovano za programe smanjenja vršnjačkog nasilja koji su se sprovedili u njihovim školama.
- ▶ Svako četvrto dete kaže da takvih programa nije ni bilo, a postoje i deca, iako u malom broju (8%), koja ni ne znaju šta to zapravo znači.

6.4 Stavovi dece i mladih prema vršnjačkom nasilju

U istraživanju smo ispitanoj deci i mladima ponudili i neke stavove o vršnjačkom nasilju, za koje nas je interesovalo u kolikoj meri će se složiti s njima. Tako smo dobili da je podjednak broj dece i mladih koji misle da se udarac ne mora uvek uzvratiti (43,3%) i onih koji smatraju da je glupo ne uzvratiti udarac ako te neko udari prvi (41,6%), dok 12% nema stav o tome. Sa godinama znatno raste slaganje sa tvrdnjom „*Ako te neko prvi udari, glupo je ne uzvratiti udarac.*” (sa 30,7% na 47,5%). Dečaci su dosta skloniji toj tvrdnji (s tim se slaže 48,2% M i 35,4% Ž, odn. ne slaže se 37,3% M i 49% Ž).

Oko 3/4 dece i mladih (73,8%) smatra da je probleme uvek moguće rešiti nenasilnim putem, dok njih 13,5% misli da je ponekad nasilje neophodno. Devojčice znatno više veruju u stav „*Mislim da uvek postoji način da se sukob reši drugačije, a ne nasiljem.*” (s tim se slaže 84,5% Ž i 62,2% M, a ne slaže se 7,1% Ž i 20,3% M).

Iako veliki broj ispitanika (27,5%) nema stav o ovoj temi, deca i mlađi većinom smatraju da država nije u stanju da ih fizički zaštiti i da stoga sami treba da brinu o sebi (ukupno njih 45,2%). Svaki četvrti ispitanik (23,7%) se ne slaže sa tom tvrdnjom. Zanimljivo je primetiti da se sa godinama udvostručuje slaganje sa tvrdnjom „*Mlađi treba da se sami zaštite zato što država nije u stanju da ih zaštiti.*” (porast sa 32,2% na 59,4%).

Njih 15,8% slaže se sa stavom „*Ako nas u školi budu učili izbegavanju nasilja, postaćemo nacija mlakonja.*”; s time se ne slaže njih 57,3%, dok 22,8% nema stav o tome. Sa godinama znatno raste slaganje s ovom tvrdnjom (sa 7,9% na 19,8%). Dečaci su ubedljeniji u taj stav (s tim seslaže 20,9% M i 10,8% Ž, a ne slaže se 52,9% M i 61,4% Ž).

Procenat od 22,3% dece i mladih misli da treba uzvratiti fizičkom silom ako nam neka osoba uputi ličnu uvredu, 17,2% nema stav o tome, a 57% se ne slaže sa tim. Dečaci se mnogo češće slažu s tvrdnjom „*Opravdano je udariti nekog ako te uvredi.*” (s time se slaže 28,2% M i 16,5% Ž, odnosno ne slaže 49,4% M i 64,4% Ž). Sa godinama blago raste slaganje s tom tvrdnjom (sa 15,7% na 21,8%).



Deo dece i mlađih u Srbiji (42,9%) smatra da se ne govori dovoljno o seksualnom zlostavljanju i da ovoj temi treba dati još više značaja. 26,6% nema stav o tome, dok 26,9% misli da se o toj temi već previše govori i da devojčice oko toga prave problem bez pravog razloga. Po ovom pitanju veoma je primetna rodna razlika: dečaci se daleko više slažu s ponuđenom tvrdnjom „*Devojčice dižu suviše veliku galamu oko seksualnog uz nemiravanja.*“ (s tim se slaže 38,9% M i 15,4% Ž, a ne slaže se 31,2% M i 54% Ž).

Dobijeni rezultati su pokazali da je na mirno rešavanje sukoba spremno 85,1% dece i mlađih koja su pohađala programe o nenasilju, u odnosu na 67,3% onih koji su izrazili nezainteresovanost za takve programe i 53,5% onih koji nisu informisani o tome. Isto tako, dok se 18,9% onih koji su pohađali programe o nenasilju slaže s tim da je opravdano udariti nekoga ako nas uvredi, s tim se slaže značajno više (27,9%) onih koji nisu zainteresovani za takve programe. Nadalje, treba primetiti i da, dok je 11,3% polaznika programa o nenasilju spremno da udari nekoga ko ih iznervira, za isto to je spremno duplo više onih koji su nezainteresovani za te programe (22,2%), kao i onih koji su neinformisani o njima (19,6%). Ovo sve bi moglo da ukazuje na to da programi o nenasilju do izvesne mere ipak postižu željeni efekat, ili da prosto na njih idu deca koja su već u startu više otvorena za nenasilan pristup.

Najznačajniji rezultati

- ▶ Preko 40% dece i mlađih misli da je glupo ne uzvratiti udarac ako te neko udari prvi.
- ▶ Oko 3/4 dece i mlađih veruje u rešenja nenasilnim putem, a oko 15% njih smatra da je nasilje ipak neophodno.
- ▶ Skoro polovina dece i mlađih smatra da država ne može da ih zaštiti i da sami treba da brinu o sopstvenoj zaštiti. Procenat dece i mlađih koji ne veruju u zaštitu države raste sa oko 30% među osnovcima na skoro 60% među srednjoškolcima.
- ▶ Dok blizu 60% dece i mlađih ne misli da će biti štetnih posledica ako ih u školi budu učili izbegavanju nasilja, ima i 15% onih koji veruju da će to dovesti do toga da postanemo „nacija mlakonja“.
- ▶ Preko 20% dece i mlađih misli da je opravdano udariti nekoga ko ih uvredi.
- ▶ Dečaci su generalno skloniji agresivnijim i ratobornijim reakcijama.
- ▶ Jedna četvrtina dece i mlađih smatra da devojčice „dižu suviše veliku galamu“ oko seksualnog nasilja, pri čemu se s time dečaci slažu daleko više nego devojčice.

6.5 Preporuke dece i mladih za smanjenje vršnjačkog nasilja

- ▶ Upoznati roditelje sa ovim izveštajem, kako bi bili svesni da su upravo oni ti u koje deca imaju najviše poverenja; edukovati ih kako bi znali na koji način mogu doprineti smanjenju vršnjačkog nasilja (da bi znali kome da dalje prijave nasilje i kako da postupe kad saznaaju za takve pojave).
- ▶ Organizovati razne programe, edukacije i akcije koje podižu nivo svesti dece i mladih o važnosti prijavljivanja vršnjačkog nasilja, kako u školi, tako i van škole; ulti smanjenje vršnjačkog nasilja kao obaveznu temu o kojoj se govori na časovima redovne nastave.
- ▶ Uvesti posebnu edukaciju o seksualnom nasilju.
- ▶ Osmisliti zanimljive programe (predstave, kratke filmove, akcije), koje mogu kreirati i sami učenici, a kasnije prezentovati to svojim vršnjacima u školi.
- ▶ Uvesti obaveznu edukaciju za sve radnike u školi na temu vršnjačkog nasilja.
- ▶ Omogućiti da prijavljivanje vršnjačkog nasilja bude lako i dostupno, kako u školi, tako i van nje.
- ▶ Osnivati školske klubove za borbu protiv nasilja, koje bi vodili učenici, uz podršku stručne službe.
- ▶ Uvesti nagrade za "dobro" ponašanje i kazne za vršnjačko nasilje, na nivou škole.
- ▶ Pojačati mere bezbednosti u školi (broj školskih policajaca i kamera u školama).
- ▶ Uvesti strožu zakonsku regulativu za vršnjačko nasilje.
- ▶ Uvesti sistemska rešenja (Strategija za borbu protiv vršnjačkog nasilja itd.), koja će se zaista i primenjivati u praksi, kako bi se deci i mladima vratilo poverenje u brigu i zaštitu države.
- ▶ Jačati međusektorsku saradnju (škola, policija, opština, socijalne službe).
- ▶ Jačati saradnju škola i NVO koje se bave tom temom i mogu ponuditi zanimljive programe i svoje iskustvo i znanje iz te oblasti.
- ▶ Poboljšati medijsku propraćenost borbe protiv nasilja među decom i mladima.

Ostvarivanje prava deteta na participaciju

Među pravima deteta čije ostvarivanje smo ispitivali u ovom istraživanju, pravo na participaciju nam je bilo posebno interesantno i značajno. Čini nam se da su u poslednje vreme deci i mladima u našoj zemlji otvorene mogućnosti za učešće u donošenju odluka na raznim nivoima, pa nas je zanimalo da ustanovali kako to zaista izgleda u praksi. Zato smo u našem upitniku imali i pitanja koja su se odnosila na participaciju dece i mlađih u porodici, školi, grupi vršnjaka, mestu u kome žive, a takođe i prilikom odlučivanja o državnim i svetskim problemima.

7.1 Važnost koju deca i mlađi pridaju participaciji na raznim nivoima

Rezultati koje smo dobili pokazuju da je našim vršnjacima najvažnije da se njihovo mišljenje uzme u obzir u porodici (75,7%) i vršnjačkoj grupi (62,3%), zatim školi (21,6%) i mestu u kome žive (18,3%), a najmanje u državi (13,3%) i svetu (9,9%). Ovo je donekle i očekivano, jer deca na ovom uzrastu još nemaju dovoljno razvijenu svest da nešto mogu da urade na širem planu. Međutim, ono što čudi i zabrinjava jeste činjenica da se ogromna većina dece i mlađih, njih čak 4/5, izjasnila da im nije posebno važno da se njihovo mišljenje uvaži u školi, a to je ustanova gde provode veliki deo svog vremena i gde je veoma važno da bude ostvareno njihovo pravo na participaciju. Ovo istraživanje je pokazalo da su članovi učeničkih parlamenta u proseku skoro dvostruko zainteresovani za učešće u odlučivanju u školi nego ostali učenici. Ipak, i među parlamentarcima je procenat zainteresovanih za participaciju u školi prilično mali (36,7%) — drugim rečima, oko 2/3 članova učeničkih parlamenta uopšte nije suštinski zainteresovano za tu ulogu.



Učešće u donošenju odluka u porodici je mnogo bitnije devojčicama (82,8% Ž, 68,2% M), a bitnije im je i odlučivanje u grupi vršnjaka (66,1% Ž, 58,6% M). S druge strane, odlučivanje u državi je značajnije dečacima (17,1% M, 9,8% Ž). Sa godinama znatno raste značaj koji deca i mladi pridaju odlučivanju u porodici (sa 65,4% na 83,2%) i izrazito raste značaj odlučivanja u grupi vršnjaka (sa 50,4% na 83,2%).

Najznačajniji rezultati

- ▶ Deci i mladima je najvažnije da se njihovo mišljenje uzme u obzir u porodici (to je važno za 3/4 dece) i vršnjačkoj grupi (važno za njih skoro 2/3).
- ▶ Deci i mladima je najmanje važno uzimanje u obzir njihovog mišljenja u pogledu stanja u naselju (18%), državi (13%) i svetu (10%).
- ▶ Učešće u odlučivanju u školi smatra važnim samo 1/5 dece i mladih.
- ▶ Zabrinjavajuće je da ni među članovima učeničkih parlamenta ne postoji dovoljno interesovanje za participaciju u školi, za koju je nezainteresованo skoro 2/3 parlamentaraca, pa se postavlja ozbiljno pitanje iz kojih razloga i motiva su se uopšte prihvatali članstva u parlamentu.

7.2 Participacija dece i mladih na raznim nivoima

Više od polovine dece i mladih kaže da ih, prilikom donošenja odluka u porodici, uvek pitaju za mišljenje (54,1%), 29,5% kaže da ih roditelji/staratelji konsultuju često, 9,7% retko, a nikada njih 3%, što je vrlo ohrabrujuć podatak. Štaviše, sa godinama znatno raste participacija dece i mladih u porodici, pri čemu ukupan broj onih koji uvek ili često učestvuju u porodičnom odlučivanju raste sa 72,4% na 90,1%. U školi je, nažalost, sasvim drugačije. Rezultati pokazuju da deca nisu dovoljno uključena u donošenje odluka u školi. Najmanji broj dece i mladih odgovorio je da ih uvek pitaju za mišljenje (10,8%), 23,6% kaže da se to dešava često, dok 40,2% kaže da se to dešava retko, a 20,8% — nikada. Očigledno je da ovde postoji ozbiljan problem za koji treba naći rešenje.

Dve trećine dece i mladih (67,9%) se izjasnilo da ih niko do sada nije pitao za mišljenje o važnim pitanjima za život u njihovim gradovima i opština. Oko četvrtine njih (25,6%) učestvovalo je u popunjavanju ankete o problemima dece i mladih u gradu, 3,1% je učestvovalo u javnim raspravama o problemima dece i mladih, samo 2,8% je bilo na sastancima sa predstavnicima opštine, dok je svega 0,7% odgovorilo da je učestvovalo na neki drugi način. Sa godinama se smanjuje isključenost dece i mladih iz odlučivanja u opštini, pa se tako broj onih koji nikad u tome nisu učestvovali ni u kom obliku smanjuje sa 75,6% na 58,4%. Budući da je pritom najčešći oblik participacije popunjavanje anketa i upitnika, učešće u opštinskim anketama značajno raste sa 11% na 39,6%.

Najznačajniji rezultati

- ▶ Više od 4/5 dece i mladih kaže da ih, prilikom donošenja odluka u porodici, uvek ili često pitaju za mišljenje.
- ▶ S druge strane, rezultati pokazuju da deca i mladi nisu dovoljno uključeni u donošenje odluka u školi, pa tako preko 60% njih kaže da ih u školi pitaju za mišljenje vrlo retko ili nikad.
- ▶ Dve trećine dece i mladih je reklo da ih niko do sada nije pitao za mišljenje o pitanjima važnim za život u njihovim gradovima i opština.
- ▶ Najčešći oblik participacije dece i mladih na nivou opštine jesu ankete. Što su stariji, više im se nudi prilika da učestvuju u opštinskim anketama o raznim pitanjima, pa je tako tu mogućnost iskoristilo blizu dve petine 17-godišnjaka.
- ▶ Priliku da svoje mišljenje kažu uživo na sastanku sa predstavnicima opštine imalo je svega oko 3% dece i mladih.

7.3 Rad učeničkih parlamenata

Na pitanje koliko su upoznati sa radom učeničkog parlamenta u svojim školama, oko trećine dece i mladih odgovorilo je da su nedovoljno informisani o radu parlamenta, ali da znaju da on postoji (36,3%). Jedna četvrtina ispitanih učenika kaže da ne znaju baš ništa o tome (26,1%). Takođe, jedna četvrtina se izjašnjava da je vrlo dobro ili odlično upoznata sa radom parlamenta, bez obzira na to da li su članovi ili ne (što čini ukupno 27,4% ispitanih dece i mladih). Mali broj dece i mladih kaže da učenički parlament postoji „samo na papiru“ (4,6%) ili da uopšte ne postoji (2,7%).

Najznačajniji rezultati

- ▶ Oko 1/4 dece i mladih izjavljuje da je dobro upoznata sa radom učeničkog parlamenta u svojoj školi.
- ▶ Isto tako, 1/4 dece i mladih kaže da ne zna ništa o radu svog učeničkog parlamenta.
- ▶ Oko 7% dece i mladih kaže da učenički parlament kod njih postoji samo na papiru ili uopšte ne postoji.
- ▶ Ostala deca i mladi su uglavnom upoznati sa činjenicom o postojanju učeničkog parlamenta u svojoj školi, ali o njegovom radu ne znaju dovoljno.

7.4 Preporuke dece i mladih za unapređenje participacije

- ▶ Edukacija dece od najranijih dana (od vrtića) o pravima koja imaju, ali i o tome kako da koriste ta prava i kako da izraze svoje mišljenje.
- ▶ Edukacija roditelja, zaposlenih u školi i šire javnosti o značaju prava deteta na participaciju, kampanje sa ciljem podizanja svesti o važnosti ovog prava (mediji, ulične akcije, promo materijal, brošure).
- ▶ Monitoring vlasti u pogledu otvorenosti za participaciju dece i mladih.
- ▶ Formiranje više sličnih tela kao što je učenički parlament na nivou škole, a van škole nešto poput "Saveta dece" koji će učestvovati u donošenju gradskih odluka.
- ▶ Organizovanje „otvorenih časova“ ili „časova za učenike“ koji bi bili posvećeni učeničkim pitanjima i mišljenjima.
- ▶ Postavljanje kutije za predloge i pitanja učenika u školama.
- ▶ Reforma obrazovnog sistema kako bi se, između ostalog, obrazovanjem deci pružila znanja i veštine koje će ih sposobiti za participaciju.
- ▶ Pozivanje dece i mladih na okrugle stolove, sastanke, razgovori sa njima, ili bar pitanje za mišljenje putem upitnika i anketa.
- ▶ Kreiranje sajta ili Fejsbuk grupe za dečja pitanja, mišljenja i predloge na nivou grada.
- ▶ Uvođenje obaveze da određeni broj razrednih časova mora da bude posvećen ovoj temi, i da se na njima ne završi sve na priči o participaciji, već da se participacija zaista primenjuje.
- ▶ Aktivno praćenje primene Zakona o osnovama sistema obrazovanja i vaspitanja; učenički parlament je jedino telo na nivou škole koje omogućava participaciju deci i nedopustivo je da ne postoji ili da postoji samo formalno.
- ▶ Uvođenje pravila o javnosti rada parlamenta (da predstavnici odeljenja treba da na razrednom času predstave svom odeljenju ono što je rađeno na sastancima parlamenta).
- ▶ Umrežavanje parlamenata iz različitih škola radi saradnje, zajedničkih akcija i razmene iskustava.
- ▶ Informisanje profesora o tome da članstvo u parlamentu treba da bude dobrovoljno i nezavisno od uspeha u školi.
- ▶ Stvaranje ohrabrujuće i prihvatajuće klime u školi, koja će učeničkom parlamentu stvarno omogućiti da kroz njega deca ostvare svoje pravo na participaciju.

Zaključak

Od brojnih rezultata prikazanih u ovom izveštaju, posebno bismo želeli da izdvojimo i naglasimo sledeće zaključke:

- ▶ Deca i mlađi najčešće konzumiraju voće, povrće i mlečne proizvode. Slatkiše, gazirana pića i brzu hranu konzumiraju više nego ribu.
- ▶ Deca i mlađi se o stvarima bitnim za zdravlje informišu na prvom mestu od roditelja, zatim u školi, a na trećem mestu preko interneta. Sa godinama internet zamenjuje roditelje na prvom mestu po važnosti kao izvor informacija o zdravlju.
- ▶ Oko 1/4 dece i mlađih ne zna ništa ili zna jako malo o očuvanju reproduktivnog i psihičkog zdravlja.
- ▶ Skoro polovina maloletnika zna gde mogu da kupe alkohol, a da ih prodavci ne pitaju ništa o godinama.
- ▶ Na uzrastu od 12 do 18 godina školskim sistemom je zadovoljno u proseku oko polovine ili nešto preko polovine dece (u većini pitanja između 45 i 60%), ali taj procenat vrlo primetno opada što su ispitani učenici stariji, informisaniji i svesniji svojih potreba. To je najupadljivije u pogledu zadovoljstva kvalitetom školskih udžbenika, koje opada sa 2/3 u osnovnoj školi na manje od 1/3 u srednjoj.
- ▶ Oko 40% roditelja/staratelja kažnjava decu ograničavanjem izlazaka, a oko 30% udaranjem.
- ▶ Trećina ispitane dece i mlađih je iskusila neki oblik nasilja ili zloupotrebe u vezi.
- ▶ Više od polovine dece i mlađih se ne oseća bezbedno u školi. Većina iskustava dece i mlađih sa otimanjem novca i sa fizičkim nasiljem doživljenim van kuće dešava se u okviru škole.
- ▶ Polovina ispitane dece i mlađih doživela je neprijatnosti i uz nemiravanja preko telefona, a oko 1/3 preko interneta.
- ▶ Više od polovine dece i mlađih doživelo je da neko namerno oštetи njihove stvari i imovinu.
- ▶ Dve petine dece i mlađih je doživelo da ih neko udari na nekom javnom mestu (van kuće).
- ▶ Petina dece i mlađih doživela je nasilno oduzimanje novca.
- ▶ Svaki deveti dečak bio je žrtva napada uz upotrebu oružja.
- ▶ U slučaju sukoba s nekim, 1/5 dece i mlađih je spremna da toj osobi fizički naudi, lično ili uz pomoć drugih.
- ▶ Preko 40% dece i mlađih misli da je glupo ne uzvratiti udarac ako te neko udari prvi.
- ▶ Oko 3/4 dece i mlađih veruje u rešenja nenasilnim putem, a oko 15% njih smatra da je nasilje ipak neophodno.
- ▶ Skoro polovina dece i mlađih smatra da država ne može da ih zaštitи i da sami treba da brinu o sopstvenoj zaštiti. Procenat dece i mlađih koji ne veruju u zaštitu države raste sa oko 30% među osnovcima na skoro 60% među srednjoškolcima.
- ▶ Oko 1/3 dece i mlađih je nezainteresovano za programe smanjenja vršnjačkog nasilja koji su se sprovodili u njihovim školama.
- ▶ Četvrtina dece i mlađih smatra da devojčice „dižu suviše veliku galamu“ oko seksualnog nasilja, pri čemu se s time dečaci slažu daleko više nego devojčice.
- ▶ Polovina dece i mlađih nema nikakav stav o ljudskim pravima.

- ▶ Ideju etnički čiste države podržava 1/4 dece i mladih.
- ▶ Petina dece i mladih bi radi nacionalnih interesa odobrila primoravanje zdravih žena da rode decu.
- ▶ Četvrtina dece i mladih u Srbiji smatra da su ateisti osobe bez morala, koje nisu u stanju da razlikuju dobro i zlo.
- ▶ Manje od polovine ispitane dece i mladih smatra da njihovi HIV pozitivni vršnjaci imaju pravo na redovno obrazovanje u našim školama.
- ▶ Trećina dece i mladih ne misli da ženama treba da budu dostupna odgovorna mesta u državi i biznisu.
- ▶ Skoro 1/2 dečaka su veoma neprijateljski nastrojeni prema osobama drugačije seksualne orijentacije, a samo 1/4 pokazuje tolerantnost po tom pitanju. Kod devojčica je situacija potpuno obrnuta: 1/4 njih neprijateljski doživljava osobe drugačije seksualne orijentacije, a skoro 1/2 devojčica je bez takvih predrasuda.
- ▶ Dečaci su generalno izrazito netolerantniji od devojčica po mnogim pitanjima i stavovima, ali se njihova netolerantnost smanjuje sa godinama.
- ▶ Deci i mladima je najvažnije da se njihovo mišljenje uzme u obzir u porodici (to je važno za 3/4 dece) i vršnjačkoj grupi (važno za njih skoro 2/3).
- ▶ Učešće u odlučivanju u školi smatra važnim samo 1/5 dece i mladih, i samo 1/3 članova učeničkih parlamenta.
- ▶ Više od 4/5 dece i mladih kaže da ih, prilikom donošenja odluka u porodici, uvek ili često pitaju za mišljenje.
- ▶ Skoro 2/3 dece i mladih kaže da ih u školi pitaju za mišljenje vrlo retko ili nikad.
- ▶ Dve trećine dece i mladih je reklo da ih niko do sada nije pitao za mišljenje o pitanjima važnim za život u njihovim gradovima i opštinama.
- ▶ Četvrtina dece i mladih izjavljuje da je dobro upoznata sa radom učeničkog parlamenta u svojoj školi. Isto tako, 1/4 dece i mladih kaže da ne zna ništa o radu svog učeničkog parlamenta.



Kad uporedimo ove rezultate sa istraživanjima koja su tokom ranijih godina obavili članovi istih ovih grupa dece i mlađih, izdvojili bismo sledeće trendove u odnosu na prethodni izveštaj dece i mlađih Komitetu za prava deteta:

- ▶ Pogoršala se situacija u pogledu odnosa dece i mlađih prema ljudskim pravima, jer im je ta ideja sada još manje bliska i poznata nego pre pet godina.
- ▶ Među decom i mlađima se povećala podrška ideji o etnički čistoj državi.
- ▶ Među decom i mlađima se povećala netolerantnost i spremnost na nasilje prema pripadnicima drugačije seksualne orijentacije.
- ▶ Dečaci su i dalje u značajnoj meri spremni da podrže nasilje.
- ▶ Participacija u školi je i dalje nedovoljna, a interesovanje učenika za učešće u odlučivanju u školi je alarmantno nisko.

I na kraju, želeli bismo da pomenemo da smo tokom proleća 2012. godine učestvovali i u konsultativnom procesu o Prednacrtu zakona o pravima deteta, putem fokus grupe koje smo organizovali među svojim vršnjacima. Organizovali smo 30 fokus grupe na kojima je učestvovalo 779 dece. Neki od komentara dobijenih na tim fokus grupama uticali su i na ovaj izveštaj, pa su nam tako deca i mlađi skrenuli pažnju na ugrožavanje slobode mišljenja dece ateista u školama, što nas je kasnije podstaknulo da i taj problem istražimo našim upitnikom. Na ovim fokus grupama bilo je i nekih drugih komentara i predloga koji se poklapaju sa rezultatima ovog izveštaja:

- ▶ Deca i mlađi su i na fokus grupama zahtevali da se pojača mreža zdravstvenih savetovališta, kao i njihova veća vidljivost.
- ▶ Jedan od jednoglasnih zaključaka bio je i zahtev za doslednom primenom zabrane ulaska maloletnicima u kladionice, što trenutno nije praksa. Pored pooštene zakonske regulative vezane za ulazak dece u kladionice, predlaže se i pooštrena kontrola i uvođenje strogih kazni za prekršioce.
- ▶ Kao što ovaj izveštaj pokazuje, i na fokus grupama se ispostavilo da među decom i mlađima postoje različiti stavovi o primeni telesnog kažnjavanja, pa je tako dosta učesnika fokus grupe izjavilo da odobrava neke blaže oblike vaspitanja pomoću nanošenja bola. No u svakom slučaju, svi daju prednost razgovoru sa detetom u odnosu na sve druge vaspitne metode, ali postoje razlike oko toga koliko to smatraju efikasnim.
- ▶ Deca i mlađi su i na fokus grupama o Prednacrtu zakona o pravima deteta izjavili da se njihovo mišljenje ne uvažava dovoljno van porodice i vršnjačke grupe, i želeli bi da ćešće imaju mogućnost da se izjašnjavaju o njima bitnim temama i pitanjima. Kao najefikasnije oblike iskazivanja svog mišljenja predlažu ankete i fokus grupe, dok su posebno pohvalili nastojanje autora Prednacrta zakona o pravima deteta da se obrate za mišljenje direktno onima kojih se zakon najviše tiče i istakli su ovo kao veoma dobar model za koji bi voleli da se ubuduće ćešće primenjuje.





- When we compare these results with the research carried out earlier by members of the same children and youth groups, we would like to single out the following trends in relation to the previous report by children and youth to the Committee on the Rights of the Child:
- The situation regarding children's and youth's relation towards human rights has deteriorated because this notion has now become even less close and familiar to them than five years ago.
 - Children's and youth's support for the notion of an ethically clean state has increased.
 - Children's and youth's intolerance and willingness to use violence against people of different sexual orientations have increased.
 - Boys are still rather willing to support violence.
 - Participation in schools is still insufficient and students' interest in taking part in decision making is still alarmingly low.
 - Finally, we would like to mention that in the spring of 2012 we took part in a consultation process about the Draft Law on Child Rights through focus groups organised among our peers. We organised 30 focus groups, which included 79 children. Some of the comments given in these focus groups also had an impact on this report, one of which being when our attention was drawn to the threatened freedom of thought of children atheists in schools, which later prompted us to look into this problem through our questionnaire. Some other comments and suggestions which emerged in these focus groups are consistent with some results of this research.
 - One of the unanimous conclusions was the request for a consistent implementation of banning minors from betting offices, which is currently not carried out in practice. In addition to stricter legal regulations about children's access to betting offices, also proposed were heightened control and the introduction of stricter penalties for violators.
 - As in this report, the activities in focus groups also proved that children and youth have different viewpoints on the use of disciplinary methods, but there are differences about their perceived efficiency.
 - In the focus groups on the Draft Law on Child Rights, children and youth stated that their opinions were not taken into consideration sufficiently outside their families and peer groups and they would like to have the opportunity to give their opinions about important themes and issues. They proposed surveys and focus groups as the most important forms of expressing their views and commented the efforts of the authors of the Draft Law on Child Rights to ask about their opinions of the Draft Law is primarily intended and emphasised this as a very good model, which they would like to see implemented more frequently in the future.

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- The same number of children and youth, 1/4, say they do not know anything about the work of their student parliaments.
- 1/4 of children and youth say that they are thoroughly familiar with the work of the student parliament in their school and municipalities.
 - 2/3 of children and youth said that nobody had ever asked them about their opinions relevant for living in their towns and municipalities.
 - Almost 2/3 of children and youth say that in schools they are asked about their opinions very rarely or never.
 - More than 4/5 of children and youth say that they are asked either always or often about their opinions in decision making in their family.
 - Participation in decision making in schools is considered important by only 1/5 of children and youth and only 1/3 of student parliaments members.
 - Boys are generally significantly less tolerant than girls with regard to many issues, but this intolerance decreases with age.
 - Children and youth find it most important that their opinions are taken into account in the family (this is important for this issue). With girls, the situation is quite the opposite: 1/4 are hostile towards persons of different sexual orientation and almost 1/2 of girls have no such prejudice.
 - Almost one half of boys are very hostile towards people of different sexual orientation and only 1/4 exhibit tolerance in this issue.
 - 1/3 of children and youth do not believe that responsible state and corporate jobs should be accessible to women.
 - Less than a half of the interviewed children believe that their HIV positive peers are entitled to regular education in our schools.
 - 1/4 of children and youth in Serbia believe that atheists are persons without morals, who are unable to tell the difference between good and evil.
 - 1/5 of children and youth would approve of forcing healthy women to bear children for national interests.
 - 1/4 of children and youth support an ethnically clean state.
 - 1/2 of children and youth do not have any opinion about human rights.
 - 1/4 of children and youth believe that girls "make too much fuss" about sexual harassment, and boys tend to agree with this far more than girls.

- From the numerous results presented in this report, we would particularly like to single out and emphasise the following conclusions:
- The foods most often consumed by children and youth are fruit, vegetables and dairy products. Sweets, carbonated soft drinks and fast food are consumed more often than fish.
- Children and youth inform themselves about important health issues primarily from parents, then at school and thirdly, on the internet. With age, the Internet replaces parents as the primary source of information about health.
- About 1/4 of children and youth do not know anything or know very little about the preservation of reproductive and mental health.
- Almost a half of minors know where they can buy alcohol without being asked about their age.
- At the age from 12 to 18, about one half of slightly more than a half of children are satisfied with the educational system (between 45 and 60% concerning most questions), but this percentage drops noticeably as the interviewees get older.
- More than a half of children and youth do not feel safe at school. Most of the many snatching incidents and physical violence experienced outside home occur in school.
- 1/2 of the interviewed children and youth have had unpleasant experiences and harassment on the telephone and 1/3 of them experienced this on the Internet.
- More than a half of children and youth have had an experience of someone deliberately damaging their belongings and property.
- 2/5 of children and youth were hit in a public place (outside home).
- 1/5 of children and youth were victims of money snatching.
- Every ninth boy was a victim of an assault with a weapon.
- In the event of a conflict, 1/5 of children and youth are willing to physically harm the other person by him/herself or with the assistance of others.
- Over 40% of children and youth believe it is stupid not to hit back the person who hit them first.
- About 3/4 of children and youth believe in non-violent resolutions, but 15% still believe that violence is necessary.
- Almost a half of children and youth believe that the state cannot protect them and that they should take care of their own protection. The percentage of children and youth not trusting the protection of the state increases from about 30% among elementary school students to almost 60% of secondary school students.
- About 1/3 of children and youth were not interested in programmes focused on reducing peer violence implemented in their schools.

8

Conclusion

- Education of children from an early age (kindergarten) on their rights, but also on how to exercise them and how to express their opinions.
- Educating parents, school staff and general public on the importance of the child's right to participation, campaigns raising awareness on the importance of this right (the media, street events, promotional materials, brochures).
- Monitoring authorities' openness to participation of children and youth.
- Establishing bodies similar to student parliaments in schools and bodies like "Children's Councils" which would participate in decision making in towns.
- Organising "open lessons" or "student lessons" dedicated to student issues and opinions.
- Setting up boxes for students' suggestions and questions in schools.
- Reform of the educational system to, inter alia, equip children with knowledge and skills empowering them for participation.
- Inviting children and youth to roundtables, meetings, discussions with them or at least asking about their opinions through questionnaires and surveys.
- Creating a website or a Facebook group for children's issues, opinions and suggestions at town level.
- Introducing a requirement that a specific number of form teacher classes be dedicated to this theme, whereby this would not be the end of the participation issue, but that participation is actually implemented.
- Active monitoring of the implementation of the Law on Foundations of the Educational System; student parliament is the only body at school level enabling participation of children and it is therefore unacceptable if it is non-existent or it exists only technically.
- Introducing rules on the transparency of parliaments, work (class representatives should inform their classes about the activities of the parliament).
- Networking of parliaments from different schools to enable cooperation, joint activities and exchange of experiences.
- Informing teachers that membership in parliaments should be voluntary and independent from the students' school performance.
- Creating an encouraging and welcoming environment in schools, which would enable children to exercise their right to participation through student parliaments.

7.4 Recommendations by Children and Youth for the Promotion of Participation

- More than 4/5 of children and youth say that they are always or often asked in the process of decision making in the family.
- On the other hand, results show that children and youth are insufficiently involved in decision making in schools — 60% say that they are rarely or never asked about their opinions in schools
- 2/3 of children and youth said that they were never asked by anybody about the issues relevant for living in their towns and municipalities.
- The most common form of children's and youth's participation at municipal level are surveys. The older they get, they are offered more opportunities to take part in municipal surveys on various issues, an opportunity taken by almost 2/5 of 17-year-olds.
- Only 3% of children and youth had the opportunity to give their opinion in person, at meetings with municipal representatives.

Key results

In reply to the question about how much they knew about the work of student parliaments in their schools, around one third of children and youth said that they knew nothing about the work of parliaments, but that they knew that they existed (36.3%). One fourth of the interviewed students said that they knew absolutely nothing about this (26.1%). Also, one fourth of interviewees, members of the parliament or not, said that they were very well informed about the work of the parliament (a total of 27.4% of the interviewed children and youth). A small number of children and youth said that student parliaments existed "only on paper" (4.6%) or that they did not exist at all (2.7%).

- 1/4 of children and youth said that they were well informed about the work of student parliaments in their schools.
- Likewise, 1/4 of children and youth said that they did not know anything about the work of their student parliaments.
- About 7% of children and youth said that in their schools student parliaments existed only on paper or not at all.
- Other children and youth generally know about the existence of student parliaments in their schools, but are not familiar enough with their work.

7.3 The Work of Student Parliaments

Key results

Two thirds of children and youth (67.9%) said that nobody had ever asked them about issues of importance for living in their towns and municipalities. About one fourth of them (25.6%) participated in a survey on the problems of children and youth in their towns and municipalities and only 0.7% replied that they had participated in some other way. The exclusion of children and youth from debates on the issues of children and youth, only 2.8% attended meetings with municipal representatives and only 3.1% participated in public debates on the town, 3.1% participated in a survey on the problems of children and youth in their towns and municipalities. Two thirds of children and youth (67.9%) said that this is a serious problem that needs to be addressed.

More than half of the children and youth said that when decisions are made in their families, they are always asked about their opinions (54.1%); 29.5% say that their parents/carers consult with them often, 9.7% rarely and 3% never, which is a rather encouraging fact. Moreover, the participation of children and youth in their families increases considerably with age, where the total percentage of those who participate in family decision making always or often increases from 72.4 to 90.1%. The situation in schools is quite the opposite, unfortunately. The results show that children are not sufficiently involved in decision making in schools. The smallest number of children said that they are always asked for opinions (10.8%); 23.6% say this happens often, while 40.2% say that this happens rarely and 20.8% — never. It is obvious that this is a serious problem that needs to be addressed.

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7.2 Participation of Children and Youth at Various Levels

- Children and youth find it most important that their opinion is taken into account in the family (for 3/4 of children) and in peer groups (for almost 2/3 of them).
- Children and youth find it the least important that their opinion is taken into account in their place of residence (18%), country (13%) and the world (10%).
- Only 1/5 of children and youth find that participation in schools is important.
- A point of concern is that there is insufficient interest in participation in schools even among members of student parliaments, of whom almost 2/3 are not interested and thus the reasons and motives for their membership in the parliament is seriously questioned.

Key results

Participation in decision making in the family is much more important for girls (82.8% E, 68.2% M) and so is decision making in peer groups (66.1% E, 58.6% M). On the other hand, decision making in a state is more important for boys (17.1% M, 9.8% F). The importance of participation in decision making in the family increases significantly with age (from 65.4% to 83.2%) and so does the importance of decision making in a peer group (from 50.4% to 83.2%).



student parliament members are not essentially interested in this role.

even among them, the percentage of those interested in participation in school is low (36.7%) — in other words, about 2/3 of showed that most members of student parliament are twice more interested in participation in schools than other students. Still, they spend a large portion of time and where it is very important that their right to participate is implemented. This research 4/5 of them, said that they did not find it particularly important that their opinions are heard in school — an institution where has not yet fully developed. A surprising and disturbing fact, however, is that a large majority of children and youth, as many as To an extent, this was to be expected because at this age, children's awareness of being able to do something in a wider context groups (62.3%), followed by the school (21.6%), place of residence (18.3%) and, finally, in the state (13.3%) and the world (9.9%). Our results show that our peers find it most important that their opinions are taken into account in the family (75.7%) and peer

by Children and Youth

7.1 Importance Attached to Participation at Various Levels

Of all the child rights we dealt with in this research, the right to participation was of particular interest and significance. Apparently, various possibilities for participation in decision making at various levels have emerged lately in our country, so we wanted to know what this actually looks like in practice. For this reason, our questionnaire contained questions about the participation of children and youth in the family, school, peer groups, places of residence and also in decisions pertaining to state and world problems.

Implementation of the Children's Right to Participation

- Introduce parents with this report in order that they become aware that it is them whom children trust the most; educate them so that they would know how to contribute to the reduction of peer violence (where to report violence and how to act when they find out about it).
- Organise various programmes, training and activities focused on raising awareness among children and youth of the importance of reporting peer violence in school and elsewhere; introduce the reduction of peer violence as a compulsory theme to be discussed in regular classes.
- Create interesting programmes (plays, short films, events), which can also be created by students and later presented to their peers in schools.
- Introduce compulsory education on peer violence for all staff in schools.
- Make the reporting of peer violence easy and accessible in and outside schools.
- Establish school clubs for combating violence, to be led by students, with support by professional services.
- Introduce rewards for "good" behavior and punishments for peer violence at school level.
- Enhance security measures in schools (increase the number of school policemen and cameras).
- Adopt stricter laws against peer violence.
- Introduce systematic solutions (strategy for combating peer violence, etc.) which would be actually implemented in practice in order to regain children's and youth's trust in the care and protection by the state.
- Strengthen cross-sectoral cooperation (school, police, municipality, social services).
- Strengthen cooperation between schools and NGOs focusing on this issue, which could offer interesting programmes, experience and knowledge in this field.
- Improve the media coverage of combatting violence among children and youth.

6.5 Recommendations by Children and Youth for the Reduction of Peer Violence

- Some of the children and youth in Serbia (42.9%) believe that sexual abuse is not talked about sufficiently and that more importance should be attached to this issue. 26.6% do not have an opinion and 26.9% believe that this issue has already been discussed too frequently and that girls are making it an issue without real reasons. Gender differences are very noticeable here: boys agree far more frequently with the statement offered that "Girls make too much fuss about sexual harassment" (38.9% M and 15.4% F agree, while 31.2% M and 54% F do not agree).
- According to the results acquired, about 85.1% of children and youth who attended non-violence programmes support peaceful conflict resolution, as opposed to 67.3% of those who were not interested in such programmes and 53.5% of those who were not informed about this. Likewise, while 18.9% of those who attended non-violence programmes agree that it is justified to hit somebody who has insulted you, a much larger percentage (27.9%) of children who are not interested in such programmes agree with this. Furthermore, it should be noted that while 11.3% of participants in non-violence programmes would be willing to hit somebody who has irritated them, twice as many (22.2%) of those who are not interested in such programmes and (19.6%) of those who are not informed about them would do the same. This could suggest that programmes focused on non-violence achieve the desired effects to a certain degree after all, or that children who attend them are initially interested in non-violent approaches.
- Over 40% of children and youth believe it is stupid not to hit somebody back if they hit you first.
- About 3/4 of children and youth believe in non-violent conflict resolution, while 15% believe that violence is necessary after all.
- Almost half of the children and youth believe that the state cannot protect them and that they should take care of their own protection. The percentage of children and youth who do not believe in state protection increases from about 30% to almost 60% among secondary school students.
- While almost 60% of children and youth do not believe there would be harmful consequences if schools taught non-violence, 15% of them believe that this would lead us to becoming "a nation of sissies".
- Over 20% of children and youth believe it is justified to hit somebody who has insulted them.
- Boys are generally more prone to aggressive and belittling reactions.
- 1/4 of children and youth believe that girls "make too much fuss" about sexual violence and boys tend to agree with this much more than girls.

Key results



In this research we offered the interviewees some views on peer violence because we wanted to see to what extent they would agree with them. As a result, we got an equal number of children and youth who believe that it is always necessary to hit somebody back (43.3%) and those who believe that it is stupid not to strike back if they were hit first (41.6%), while 12% do not have an opinion. With age, agreement with the statement "If somebody hits you first, it is stupid not to hit them back" increases significantly (from 30.7% to 47.5%). Boys tend to agree more with this statement (48.2% M and 35.4% F, agree with it and 37.3% M and 49% F do not). About 3/4 of children and youth (73.8%) believe that it is always possible to solve problems in a non-violent way, while 13.4% believe that violence is sometimes necessary. Girls tend to support the statement "I think there is always a way to resolve a conflict in a way other than violence" more frequently (84.5% F and 62.2% M agree with it, while 7.1% F and 20.3% M do not). Although a large number of interviewees (27.5%) do not have an opinion about this, most of the children and youth believe that the state cannot offer them physical protection and that they have to take care of themselves (a total of 45.2%). Each youth interviewee 7.9% to 19.8%). Boys support this statement more frequently (20.9% M and 10.8% F agree with it, while 52.9% M and 61.4 do not). 23.7% does not agree with this statement. It is interesting to note that agreement with age (an increase from 32.2% to 59.4%). 15.8% protect themselves because the state is incapable of protecting them" doubles with age (an increase from 32.2% to 59.4%). 15.8% of children and youth agree with the statement "if we are taught in school to avoid violence, we'll become a nation of sisters", 57.3% do not agree, while 22.8% do not have an opinion. Agreement with this statement increases significantly with age (from 57.3% to 79.0%). Boys agree with this statement more frequently (28.2% M and 16.5% F agree with it, while 49.4% M and 64.4% F do not). 22.3% of children and youth believe that the way to respond to a personal insult is to use physical force, 17.2% do not have an opinion and 57.0% do not agree with this. Boys agree more frequently with the statement "It is justified to hit somebody if they insulted you" (28.2% M and 16.5% F agree with it, while 49.4% M and 64.4% F do not). Agreement slightly increases with age (from 15.7% to 21.8%).

6.4 Children's and Youth's Views on Peer Violence

- About 1/3 of children and youth were not interested in programmes focused on the reduction of peer violence in their schools.
- Every fourth child says that there were no such programmes and there are children, albeit few (8%), who do not know what this actually means.

Key results

We asked our peers how much they knew about programmes and workshops focused on the reduction of violence, whether there were any in their schools and how interested they were in them. The results showed that more than 1/3 of children and youth were not interested in programmes implemented in their schools and focused on the reduction of peer violence (35.1%). A slightly smaller number of children participated in such programmes (28.1%), while almost every fourth child said that more than 1/3 of children and youth were not interested in programmes implemented in their schools and focused on the reduction of peer violence (35.1%). A slightly smaller number of children did not exist in their schools (23.3%). There is a number, albeit small, of children and youth who actually do not know what this exactly means (8.2%), which is not beneficial to the reduction of peer violence.

6.3 Participation of Children and Youth in Programmes Focused on the Reduction of Peer Violence

- When it comes to the reduction of peer violence, the largest number of children propose stricter punishments (75), followed by enhanced security through school policemen (37) and security cameras set up everywhere (30).
- A slightly smaller number of children proposed more workshops (27) and that parents should pay more attention to children, raise them better and "teach them how to behave" (25).
- Some children see the solution in greater engagement by teachers, psychologists and pedagogues and if they were to talk to violent children (20) and some see it in more lectures, for children and parents as well (12).

Key results

The smallest number of interviewees said that the root of the problem is within the children who engage in peer violence and that they should be separated from other children and youth who do not pose a threat. One of the proposals was that a mediator should be introduced to some children and youth a conflict or abuse occurs. New laws were also proposed and one of the ways to avoid violence, according to some children and youth, was to avoid engaging in discussions with anybody. There were also proposals for the reduction of violence in the family. Still, the largest number of children and youth believe that only stricter punishments and enhanced supervision can influence the solution to this problem.

We see that only a small number of children offered replies focused on promoting friendship and closeness and organising joint activities. Some of the interviewees believe that peer violence could be explained by insufficient attention paid by the educational system and teachers and that a reform of the educational system would be prevented most efficiently by education in the form of various workshops, educational films, work groups and school programmes.

Some believe that peer violence has a large influence later. This should be controlled as early as in kindergarten, because the society has a large influence later.

- the right to reduce violence in the family;
- mediator;

that there is more talk about this, so that children could gather up the courage to report violence; that some teachers changed their work methods or if children of other religions, other colour of the skin or other ethnicity would be accepted in the social circles (if parents would influence the children more to disregard these differences);

that a weekly class against violence is introduced in the regular school timetable and that it is attended by everybody; that several institutions and counselling centres are opened in the towns; that discrimination against the Roma is reduced; that there is an organisation in schools where students can talk about this; that everybody try to avoid conflicts and report this to adults, who would resolve this in a nice manner; that children do not pay attention to the attacker and ignore them; more enthusiasm by teachers;

Here are some other suggestions:

Some children and youth think that uniforms should be introduced in schools to avoid humiliation of some students (3); that those responsible should pay attention to peer violence in school (2); that teachers should pay more attention to students (2); that derision should be punished seriously (2); that violence in schools is discussed more frequently in class (2); that children's awareness of everybody being equal is raised; that the number of lessons in critic education is increased (2); that that derision should be punished seriously (2); that violence in schools is discussed more frequently in class (2); that children's awareness of everybody being equal is raised; that the number of lessons in critic education is increased (2); that a reform of the educational system is needed (2); raising awareness and returning to real values (2); more physical activities, etc.

expulsion from school (8) and physical punishment (8). Some interviewees support radical measures, such as expulsion from school (8) and physical punishment (8). Some interviewees see this in more lectures for students and parents (12). Some interviewees suggested radical measures, such as the solution in greater engagement by teachers, psychologists and pedagogues and in their conversations with violent children (20), and some see this in more lectures for students and parents (12). Some interviewees supported radical measures, such as parents pay more attention to children, raise them better and "teach them how to behave" (25). Some of the interviewees see the solution in greater engagement by teachers, psychologists and pedagogues and in their conversations with violent children followed by increased security — school policemen (37) — and security cameras placed everywhere (30). A slightly smaller number of children and youth (27 interviewees) suggested that more workshops be introduced focusing on this issue and that it they had any. The largest number of children and youth (a total of 75) suggested that stricter punishments be introduced, if they posed an open question to our peers, where they were asked to provide suggestions for the reduction of peer violence,

6.2 Children's and Youth's Proposals for Reducing Peer Violence

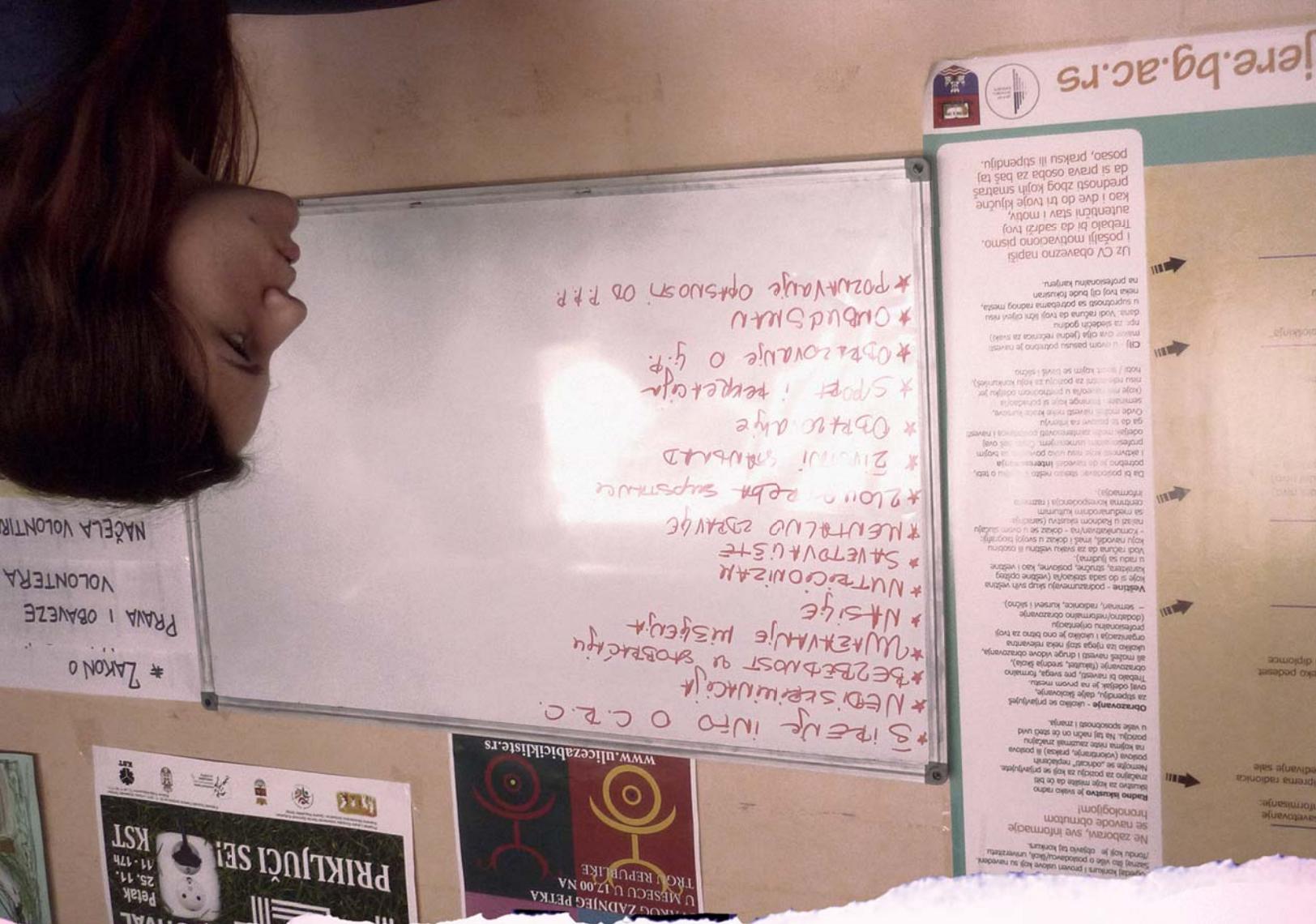
Implementation of the Child's Right to Protection From Peer Violence

9

In this research we wanted to know to whom the children and youth would report if they experienced physical, mental or sexual violence on the part of their peers. In this case, most of them would trust their parents (73.5% said they would report it to their parents, while 25.3% would not), the police (33.4%), form teachers (27.8%), friends and peers (27.0%), the school psychologist (19.9%), etc. A few of them would opt for reporting it to somebody else (6.6%), a few said that they would not report it to anybody (4.9%) and the smallest number of children said they would report it to the media (2.8%). Girls would be more likely to report any violence they experienced to their parents (82.7% F, 63.6% M). Boys would be more likely than girls not to report it to anybody (8.0% M, 2.0% F). With age, the willingness of children and youth to report violence experienced by them to their form teachers is cut by half (from 39.4% to 21.8%). Their willingness to report it to parents is likewise reduced considerably (from 81.9% to 63.4%), or even threefold when school psychologists are concerned (from 35.4% to 12.9%). On the other hand, their willingness to report violence to their friends and peers is three times higher (from 14.2% to 47.5%). Another noticeable trend with age is the increased willingness to keep the violence one experienced to oneself and not mention it to anybody (from 1.6% to 7.9%).

- When deciding about where to report physical, mental or sexual violence exercised by their peers, most children and young people have the most confidence in their parents (3/4), considerably less in the police, form teachers, friends, school psychologists (about 30%), but there is a certain, albeit small, number of children and youth (about 5%) who would not report peer violence.
- Older age groups lose trust in school psychologists and form teachers and their willingness to confide in parents drops, whereas their willingness to confide in peers increases.

Key results



- Organise educational programmes on gender equality, particularly in partnerships and relationships among young people.
- Introduce more intercultural contents in schools and the media in order to enrich the knowledge about other ethnicities living in Serbia, but in an approachable, contemporary and attractive manner, not only through folklore and old customs.
- Create interesting activities and programmes with the aim of reducing intolerance towards people of different sexual orientation and atheists, particularly among younger children.
- Create an educational TV series and publish a handbook to explain the notion of human rights to children and youth in an approachable manner.
- Organise the introduction of children and youth with the basic notions in the domain of human rights through an educational programme which would relate to them in a language understandable to their generation. This should be introduced as a compulsory part of the school curriculum.
- Create an international TV series and programmes with the aim of reducing intolerance towards people of different sexual orientation and atheists, particularly among younger children.
- Initiate a widespread campaign of valuing school attainment and learning as desirable qualities and social values.

5.1 Recommendations by Children and Youth for the Reduction of Discrimination

of Discrimination

Key results

- In relation to a similar research conducted in 2005 by the "Living Together" Children's Network, supported by the Pestalozzi Foundation from Switzerland, the number of children and youth who do not have an opinion about human rights has increased significantly (from 40 to about 50%), which suggests that the existing educational programmes focused on this subject are inefficient and insufficient. As a consequence, half of the children and youth in Serbia do not know what to think about human rights.
- In relation to the previous research conducted seven years ago, the number of children and youth supporting the notion of an ethnically clean state increased (from 22 to 26%).
- 1/5 of children and youth would force healthy women to bear children for national interests.
- 1/4 of children and youth in Serbia believe that atheists are persons without morals, unable to differentiate good and evil.
- Every ninth child believes that the white race is superior to other races.
- Less than one half of the interviewed children and youth believe that their HIV positive peers are entitled to regular education in our schools.
- 1/3 of children and youth believe that responsible state and corporate jobs should not be accessible to women.
- Many children and youth do not have a good opinion about their peers with excellent school attainment and this percentage increases with age.
- 43% of children and youth do not know what to think about human rights (this question had the highest percentage of undecided answers after the question about NGO programmes).
- Almost 1/2 boys are very hostile towards people of different sexual orientation, while only 1/4 show tolerance in this respect. The situation is quite the opposite with girls: 1/4 are hostile towards people of different sexual orientation and almost 1/2 of girls do not have such prejudice.
- In general, boys are significantly less tolerant than girls with regard to many issues and views, but their intolerance decreases with age.



If we show these data in the form of a ranking list of the total percentage of children and youth who support negative views on population groups, we will get the following picture (the figures in parentheses show the total percentage of negative views):

1. People of a different sexual orientation (36.0%)
 2. Atheists (23.0%)
 3. Members of other ethnicities — general (21.8%)
 4. HIV positive persons (19.0%)
 5. Straight A students (18.9%)
 6. Men who are not sport club fans (15.3%)
 7. People who think differently from the majority (15.2%)
 8. Participants in NGO programmes (14.5%)
 9. Persons with disabilities (14.0%)
 10. Compatriots of different religions (11.8%)
 11. Members of other races (11.2%)
 12. Women (10.5%)
 13. People who listen to music in foreign languages (8.6%)
 14. People with impaired hearing and speech (7.0%)
 15. Poverty-stricken people (4.9%)
- Please note that these results were acquired without any mention of specific ethnicities.

7. „People with impaired hearing and speech disorders should not communicate using their hands in a public place.“ (I agree 7% / I do not agree 79.7% / I don't have an opinion 13.3%)
 Although the degree of agreement is similar in both sexes, girls tend to agree less with this statement (85.1% E, 73.9% M). There are no significant differences by age groups here either.
8. „Persons of homosexual orientation have the right to work as public figures.“ (Agree 33.3% / I do not agree 34.3% / I don't have an opinion 32.4%)
 Girls support this statement slightly more frequently (41.3% F and 25.1% M agree with it, while 27.4% F and 40.9% M do not agree. Agreement with this statement increases with age (from 28.4% to 48.6%).
9. „HIV positive persons should have the right to regular education in our schools.“ (I agree 48.9% / I do not agree 19.0% / I don't have an opinion 32.1%)
 Girls support this statement much more frequently (54.1% E, 43.8% M). Agreement with this statement increases considerably with age (from 48.8% to 61.3%).
10. „Homosexuality is an illness that needs to be treated, if necessary, by force.“ (I agree 36.0% / I do not agree 36.4% / I don't have an opinion 27.6%)
 Girls support this statement slightly more frequently (54.1% E, 43.8% M). Agreement with this statement increases not agree. Agreement with this statement drops noticeably with age (from 37.0% to 26.7%).
11. „For national interests, it would be justified to force healthy women to bear children“ (I agree 19.5% / I do not agree 50.0% / I don't have an opinion 30.4%)
 Boys support this statement more frequently (24.7% M and 14.7% F agree with it, while 39.8% M and 59.6% F do not agree. There are no significant changes with age.
12. „Women should have access to all responsible state and corporate jobs.“ (I agree 67.9% / I do not agree 10.5% / I don't have an opinion 21.6%)
 As expected, girls support this statement much more frequently (77.5% E, 58.2% M). Agreement with this statement increases generally among the young with age (from 58.3% to 81.2%).
13. „The story of human rights is a novelty imported from the West.“ (I agree 14.2% / I do not agree 33.7% / I don't have an opinion 52.1%)
 Boys support this statement more frequently (19.6% M and 9.1% F agree with it, while 29.4% M and 37.5% F do not. No noticeable differences emerged with age.
14. „Members of the white race are more competent and advanced than the others.“ (I agree 11.2% / I do not agree 63.8% / I don't have an opinion 25.0%)
 Boys tend to support this statement more frequently: 15% M and 7.7% F agree with it and 57.9% M and 69.2% F do not. Agreement with this statement slightly decreases with age (from 14.9% to 8.9%).
15. „Young people participating in programmes organised by non-governmental organisations may be used for espionage.“ (I agree 14.5% / I do not agree 37.2% / I don't have an opinion 48.3%)
 Boys display slightly higher agreement with this statement than girls (17.4% M, 11.8% F) and there are no noticeable changes concerning this statement with age.
16. „I'd rather be friends with peers who have more money and dress better.“ (I agree 4.9% / I do not agree 80.8% / I don't have an opinion 14.4%)
 Girls tend to agree less with this statement (85.6% E, 75.9% M). There are no noticeable differences with age.

Non-Discrimination Children's Right to Implementation of the



1. „With regard to the size of their population, other nations did not have so many important people as mine.“ (I agree 29.3% / I do not agree 34.6% / I don't have an opinion 36.1%)
Boys tend to agree with this statement slightly more (33.5% M, 25% F). Agreement with this statement increases with age (from 19.7% to 31.7%).
2. „Each nation should live by itself in its country, without mixing with the others.“ (I agree 25.7% / I do not agree 55.1% / I don't have an opinion 19.3%)
While the agreement with this statement is similar for both sexes, girls tend to express disagreement more often (60.6% F, 49.4% M). This opinion does not change significantly with age.
3. „I wouldn't mind being in a relationship with somebody of a different ethnicity.“ (I agree 56.7% / I do not agree 21.8% / I don't have an opinion 21.5%)
There are no noticeable differences between the sexes, but agreement with the statement increases significantly with age (from 43.3% in elementary school children to 61.4% in secondary school children).
4. „A person who is of different religion than the majority of his/her people is not needed by his/her people.“ (I agree 11.8% / I do not agree 66.4% / I don't have an opinion 21.7%)
Boys tend to agree more with this statement: 15.1% M and 8.8% F agree with this, while 59.8% M and 72.4% F do not agree. Agreement with this statement decreases with age (from 16.5% to 8.0%).
5. „People who don't believe in God are not able to distinguish good from evil.“ (I agree 23.0% / I do not agree 49.9% / I don't have an opinion 27.1%)
No significant differences were shown between the sexes, but agreement with this statement drops significantly with age (from 27.6% to 15.8%).
6. „A man who does not support a sports club is not a complete person.“ (I agree 15.3% / I do not agree 68.3% / I don't have an opinion 16.5%)
Boys are more in favour of this statement: 19.8% M and 11.1% F agree with it, while 61.0% M and 75.2% F do not agree.

- Educate parents about their children's electronic communications (Facebook and mobile telephones) so that they could recognize the real dangers and learn to respect the privacy of children and youth.
- Initiate a campaign among children and youth about the dangers of disclosing e-mail and Facebook account passwords to other people.
- Introduce psychological workshops for anger management among children and youth.
- Introduce psychological workshops for anti-bullying (beating up, money snatching, bullying) perhaps in the form of a peer support network.
- Introduce peer violence (beating up, money snatching, bullying) perhaps in the form of a peer support network.
- Programs and workshops on non-violence and intercultural education should be revised and adapted to be more efficient than they are now, because there is much space for improvement in this respect.
- Intensify teachers' activities and engagement so that they may oversee the security situation among students in schools.
- Improve the security situation in schools by installing cameras and hiring adults to take care of security (school policemen, janitor).
- Perception of the male role and gender identity to reduce peer pressure among boys for tough and intolerant behaviour.
- Create specific programmes for boys aimed at reducing aggressive behaviour, increasing tolerance and changing their examples.
- Initiate a widespread campaign to change the general social climate towards reduced tolerance for violence by popularising and rewarding positive examples, along with clear public condemnation and punishment for negative examples.

4.5 Recommendations by Children and Youth for the Promotion of Safety and the Culture of Non-Violence

- In the event of a conflict with somebody, 1/5 children and youth are willing to harm this person physically, by themselves or with the assistance of somebody else.
- 1/3 would express their rage by shouting at the person.
- 1/3 would try to avoid the conflict.
- Children's patience for refraining from aggressive reactions decreases with age.

readiness to get over the conflict calmly is reduced by half (from 45.7% to 24.8%). Girls are somewhat more likely to shout at whoever has irritated them (40.4% M, 32.4% F), while boys are more likely to hit them (25.0% M, 7.1% F). Children's and youth's tendency to shout at somebody who has irritated them increases significantly with age (from 19.7% to 50.5%), but their readiness to hit this person doubles (from 10.2% to 19.8%). On the other hand, their readiness to get over the conflict calmly is reduced by half (from 45.7% to 24.8%).

- Finally, 14.7% were unable to say what their reaction would be towards another person if they irritated them.
- 33.2% of children and youth said that they would refrain from aggressive behaviour under such circumstances.
- else to hit this persons;
- 15.8% of them would physically assault a person who has irritated them, while 3.2% would be willing to send somebody else to hit this persons;
- 1.8% interviewees would damage this person's valuable possessions in a fit of rage;
- 13.6% would mentally harass this person (public humiliation, excommunication from friends, etc.);
- 36.5% of children and youth would shout at a person who has irritated them;

We also asked a question which was to show us the types of aggressive behaviour our peers are willing to use when irritated by somebody. Here are the results:

4.4 Children's and Youth's Readiness to Use Violence

- Every ninth boy was the victim of an assault with a weapon.
- 1/5 of children and youth were victims of forcible money snatching.
- 2/5 of children and youth were hit by somebody in a public place (outside of home).
- More than one half of children have experienced someone damaging their belongings and property.
- Internet harassment.
- 1/2 of interviewee children and youth have experienced telephone harassment and about 1/3 of them

Key results

While growing up, children experience a noticeable increase of the number of insults by peers (from 71.6% to 82.3%) and a significant increase of the number of insults by teachers (from 34.6% to 58.5%). The older they are, the more often they experience humiliation due to their personal beliefs and opinions (from 40.2% to 55.4%). With age, telephone and internet harassment double (from 31.5% to 60.5% and from 22.8% to 47.6% respectively). The frequency of other unpleasant experiences is not subject to significant change with age.

Boys have more experiences with being beaten outside of their homes (47.5% M, 30.8% F) and are more often assaulted with weapons (11.3% M, 4.2% F). On the other hand, girls were insulted by peers more often (81.8% F, 71.7% M) and were victims of telephone harassment more often (54.2% F, 46.9% M).

11. assault with a weapon (7.6%)
10. lunch snatching (13.6%)
9. money snatching (20.3%)
8. humiliation due to one's physical appearance (33.0%)
7. internet harassment (35.5%)
6. being beaten outside one's home (38.9%)
5. insults by teachers (46.6%)
4. humiliation due to one's beliefs and affiliations (47.4%)
3. telephone harassment (50.7%)
2. deliberate damage of possessions (56.4%)
1. insults by peers (76.8%)

With regard to safety, we wanted to know what kind of unpleasant experiences children had in their environments. We got the following list of the most frequent unpleasant experiences (the number in parentheses represents the percentage of those who experienced this at least once):



- More than half of children and youth do not feel safe in school.
- Most of children and young people's experiences with money snatching and physical violence occurring outside of their homes happened in schools.
- More than 2/3 of children and youth do not perceive the places where they go out as safe.
- Every ninth child for some reason says he/she does not feel safe at home.
- Experiences of physical punishment by parents are not in a clear relation with the feeling of safety at home because the percentage of children and youth who do not feel safe at home is equal among those who were physically punished by parents and those who were not.

Key results

It is interesting to note that according to the results beaten by parents and those who were not. This research did not reveal what actually happens by children and youth who were beaten by parents and those who were not. This research did not reveal what actually influences the perception of safety at home.

homes by children and youth who were beaten by parents acquired, there are no significant differences in the perception of family can hence conclude that the largest number of unpleasant experiences concerning beating and money snatching occur in schools. We where children and young people live and go out, but they rather tend to only influence the perception of safety in schools. We victim of money snatching nor being beaten outside home have any significant influence on the perception of safety in places as opposed to the 35.9% of those who were hit several times outside home. It transpired that neither the experience of being a who were, several times. Similarly, 51.9% of those who were never hit by anybody outside of their home see their schools as safe, schools are perceived as safe by 50.4% of children and youth who were never victims of money snatching and by 33.3% of those change in the perception of safety during growing up.

Girls feel slightly safer in school boys (50.6% F, 44.2% M). On the other hand, boys feel much safer in their neighborhoods (48.0% M, 38.7% F) and in their places of residence (26.7% M, 14.3% F). This perception of safety changes only with regard to places for going out, where it increases with age from 20.5% to 36.6%, while in no other environment is there a significant difference in the perception of safety between boys and girls.

- Finally, 3.6% of them do not perceive any of the aforementioned environments as safe.
- 29% children and youth find the places where they usually go out safe;
- 20.3% children and youth find their places of residence safe;
- 43.1% of children and youth feel safe in their neighborhoods (part of the town);
- 47.4% of them see their schools as safe;
- 86.0% of children and youth see their homes as safe;

The following answers were provided when our peers were asked how they perceived safety in their environment:

4.3 Children's and Youth's Perception of Safety in Their Living Environment

or abuse in a relationship.

- About one third of the interviewed children and youth have never had a boyfriend/girlfriend. One third were in a relationship without negative experiences, while one third experienced some form of violence

their freedom of movement.

- About 3-4% of children and youth use physical violence against their boyfriends or girlfriends and limit

1/9 children and youth have experienced insults from girlfriends or boyfriends.

e-mail or Facebook accounts.

- Each sixth interviewee's telephone was checked by their partner and so were each 10th interviewee's

Key results

in elementary schools to 94.1% in the third year of secondary schools.

The number of up-to-date relationships increases in intimate relationships among young people — from 32.3% of some experience in intimate relationships expected because the number of relationships increases with age — to 65.1% in elementary schools to 94.1% in the third year of secondary schools.

An interesting fact is that more boys reported being hit for a reason by their girlfriends (6.1% M, 1.6% F). As for the frequency of other forms of violent behavior in a relationship, no significant differences appeared between genders.

- 34.5% of children and youth reported that none of the above happened to them in a relationship.

without a reason;

- 3.8% of children and youth reported that they were hit by their partner with a reason, while 3.5% reported being hit

3.2% of children and youth complained that their boyfriends or girlfriends limited their going out and socializing with friends,

their e-mail or Facebook accounts by the person they were in a relationship with;

- 9.9% reported that their partners checked their e-mail and Facebook messages, of whom 1.5% experienced misuse of

17.3% reported that their mobile telephones were checked by their partners;

- 11.7% were insulted and humiliated by boyfriends or girlfriends;

have, had the following experiences:

With regard to relationships with partners, 35.7% of interviewees stated that they had not been in a relationship. Those who

4.2 Safety and Privacy of Children and Youth in Intimate Relationships

parents, but they are more frequently grounded.

- The older the children, the less frequently their telephones and Facebook accounts are checked by their

in their Internet communication.

- About 17% of parents/carers check their children's telephone communication, while only 7% are interested

About 40% of parents/carers punish their children by grounding them and about 30% by hitting them.

Key results

changes with age.

We have noticed that the older the children, parents/carers are less interested in their e-mail and Facebook communication — the percentage of those interested drops from 11.8% to 4.0%. On the other hand, the older the children, parents/carers tend to ground them more frequently (from 31.5% to 44.6%). As for other measures of parental control, there are no significant

Girls are grounded more often by parents/carers than boys are (44.4% F, 35.8% M). As for other forms of parental/carer control, there are no significant differences between genders.

38.7% of children and youth said that none of the above happened to them in their families.

6.6% said they were hit by parents without any reason or justification;

29.9% of children and youth said that they were hit by parents and that they saw some justification for this, while

40.1% of children and youth experienced being grounded by their parents/carers as educational measures;

7.1% of children and youth experienced their parents/carers checking their e-mail and Facebook accounts;

16.9% of children and youth experienced their parents checking their telephone calls and text messages;

13.3% of children experienced insults and humiliations;

The following results were acquired concerning parents:

with Parents/Carers

4.1 Safety and Privacy of Children and Youth in Relations

In this part of the research we wanted to know what kind of up-to-date experiences, violence and violation of privacy our peers experienced from their parents/carers and in relationships with partners, if they had any. In this, we were particularly interested in how often they experienced physical punishment and whether they, and to what extent, justified it. We also wanted to know how safe their everyday environment is perceived by children and youth and to what extent they are susceptible to aggressive and violent reactions in certain situations.

Implementation of the Child's Right to Safety and Life in a Culture of Non-Violence





- Regular and improved education of teachers, increased number of hours spent in seminars for teachers, checking to what extent they use this knowledge in working with children.
- Education of teachers in the following areas: how to motivate students to work, how to use workshops, debates, group work and other forms of interactive work.
- Reducing pointless memorising of school materials and learning them by heart.
- Improving curricular contents by eliminating what is unnecessary and what lacks practical use.
- Modernising textbooks to make them more interesting, up-to-date and understandable to children.
- Inclusion of children and youth in the reform of curricula to harmonise them with their interests as much as possible.
- Construction of gyms in schools lacking them, providing additional equipment and hygienic facilities in the existing gyms,
- Better planning of physical education classes in order that they have actual effects on students' physical fitness and health.
- Returning authority to school and teachers by assigning more gravity to disciplinary measures and grades in behaviour.
- Working with parents in order that they too understand their part of the responsibility in bringing up and teaching their children work habits, rather than just going to school and insisting that their children get better grades.
- A campagin for creating a social environment where the education of children will be truly important and where learning will be interesting.

3.1 Recommendations by Children and Youth for the Promotion of the Quality of Education

- More than half of the children and youth (51.4%) believe the following statement to be true: "Teachers are often unable to establish discipline in class", while 28.2% do not agree and 18.3% do not have an opinion. Unlike the other statements in this part of the questionnaire, there are no significant changes with age, although it is still possible to notice that with this education system drops significantly in almost all of the analysed elements. The older and the more independent in their teacher satisfaction, the education system shows that as they grow up, their satisfaction with the education system drops in Serbia. However, it is very noticeable that as they grow up, their satisfaction with teacher satisfaction with the education system shows that on average, children and youth are at first glance, the results acquired here referring to the quality of education show that on average, children and youth are satisfied with this statement slightly increases (from 48% to 56.5%).
- At first glance, the results acquired here referring to the quality of education show that on average, children and youth are satisfied with the education system in Serbia. However, it is very noticeable that as they grow up, their satisfaction with the education system drops significantly in almost all of the analysed elements. The older and the more independent in their teacher satisfaction, the education system shows that as they grow up, their satisfaction with the education system drops in Serbia. However, it is very noticeable that as they grow up, their satisfaction with teacher satisfaction with the education system shows that on average, children and youth are at first glance, the results acquired here referring to the quality of education show that on average, children and youth are satisfied with this statement slightly increases (from 48% to 56.5%).
- Almost 3/4 of children and youth are satisfied with the quality of knowledge they acquire in elementary and secondary schools. This satisfaction drops with time, but by the end of the secondary education, it remains at about 60%. This seemed as a rather unexpected result and our research was unable to provide an appropriate explanation for it, so we believe that additional research should be organised to this end.
- A majority of children and young people believe that school offers them an opportunity to develop in an appropriate way. This situation is similar with the students, satisfaction with the application of the knowledge they acquire in school — the older the children, the less satisfied they are, so by the end of secondary school, about one half of the children and youth say that the school curricula are close to their interests and this percentage decreases with age.
- On average, one half of students are satisfied with the quality of school textbooks. This percentage drops from 2/3 in elementary school to less than 1/3 in secondary school.
- Approximately every third student believes that the time spent in school would be spent more usefully elsewhere.
- The number of students dissatisfied with the quality of physical education increases from 1/3 in elementary school to more than 1/2 in secondary school.
- The number of students dissatisfied with the quality of physical education increases from 1/3 in elementary school to more than 1/2 in secondary school.
- Slightly fewer than a half of children and youth say that what they hear from teachers in school influences 1/2 of students believe that teachers do not have the authority to maintain discipline in class.
- At the age from 12 to 18, about one half or slightly above one half of children are satisfied with the formulating of their attitudes on various issues.
- With the interviewees, age, level of information and awareness of their needs, most noticeably in their educational system (between 45 and 60% in most questions), but the percentage drops very noticeably with the interviewees, age, level of information and awareness of their needs, most noticeably in their educational system (between 45 and 60% in most questions), but the percentage drops very noticeably with the interviewees, age, level of information and awareness of their needs, most noticeably in their educational system (between 45 and 60% in most questions).

Key results

When speaking of the implementation of child rights in our country, education is certainly one of the unavoidable subjects. We have therefore included some statements in the questionnaire which we wanted to see how our peers see the situation in this area. We were particularly interested in how they are satisfied with the quality and applicability of the knowledge they acquire in school, the work of their teachers, the quality of textbooks, how classes are organised and other issues of importance for the implementation of the right to good quality education.

Thus, among other things, we got the result that 70.8% of children and youth agree with the statement: "I'm satisfied with the quality of the knowledge I'm acquiring at school", while 15.9% do not agree and 11.6% have no opinion. On average, girls are more satisfied than boys (74.6% F, 66.7% M). It should be noted here that with age, the students' satisfaction with the quality of knowledge acquired at school drops significantly (from 82.7% to 61.4%).

60.3% of young people agree with the statement: "In school, every student is given the opportunity to advance to his/her full knowledge acquired at school" (from 74.0% to 40.6%).

Almost one half of the interviewees (48.7%) agree with the statement: "In classes, teachers work on the curriculum in a manner which motivates and encourages students to take part in activities", while 31.5% do not agree and 17.7% are undecided. It is also noticeable that the students' satisfaction with the manner in which teachers work on the curriculum decreases with age (from 70.1% to 40.6%).

61.3% of children and youth agree with the statement: "I have the opportunity to apply and use most of the knowledge I acquire in school in everyday life", while 22.5% do not agree and 13.9% have no opinion. Again, it is noticeable that with age, the students' satisfaction with the applicability of the knowledge acquired in school decreases significantly (from 74.8% to 49.5%).

Almost half of the children and youth (48.9%) agree with the statement: "The curriculum and the contents taught in school are close to my interests", while 27.7% do not agree and 20.0% have no opinion. This level of satisfaction, from the initial 64.6%, also decreases noticeably with age.

46.1% of children and youth agree with the statement: "I'm satisfied with the quality of school textbooks", along with 25.8% who do not agree and a rather high percentage of undecided interviewees — 22.9%. The satisfaction with the quality of school textbooks significantly drops with age (from 66.9% to 30.7%).

46.5% agree with the statement: "What I hear from teachers and school staff has a significant influence on my views on various life issues", while 28.0% do not agree and 22.7% have no opinion. This influence by teachers on students' views decreases significantly with age (from 60.6% to 42.6%).

46.5% of our interviewees agree with the statement: "There are more useful ways of spending my time than sitting in classes", while almost one half does not agree with it (48.6%) and 18.3% have no opinion. Boys tend to agree more with this statement (33.9% M, 25.3% F). With more years spent in school, students increases noticeably with age (from 30.7% to 54.4%).

37.6% children and youth agree with the statement: "Physical education in school is poorly organised and is therefore useless", while 45.8% disagree and 14.1% have no opinion. Agreement with this statement increases noticeably with age (from 30.7% to 54.4%).

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Implementation of the Child's Right to Education





- Open counselling centres for children and youth in municipalities where they do not exist.
- Continual work on the promotion of counselling centres, informing children about their existence and services offered to young people.
- Better informing of children and youth about the threats of eating disorders, preservation of reproductive health and contraception.
- Increased engagement of schools and health institutions in the education of children and youth about health related issues.
- Improved use of the Internet for the health education of children and youth, particularly of secondary-school age.
- Better education of children and youth about the importance of healthy diets and the harmful effects of coffee, sweets, carbonated drinks and fast food.
- Moving fast food places further away from schools, encouraging the opening of health food stores, opening school cantineens with healthy meals.
- Ban selling and advertising energy drinks to minors.
- Increased control in the sale of alcohol and cigarettes to minors, heightened penalties for those violating this provision, insisting on changing the existing law.
- Introduction of more frequent inspections checking for the presence of minors in betting offices, higher penalties for those violating this provision, insisting on the implementation of the existing law.
- Heightened education of children and youth about the dangers of addiction diseases, with the use of interesting methods such as dialogues with former addicts, etc.

2.5 Recommendations by Children and Youth for the Promotion of Peers' Health

- Almost one half of children and youth believe that betting and gambling has become worryingly widespread among their peers, while 1/3 do not agree with this.
- Every eighth child thinks that marijuana should be legalised.
- 1/3 of children and youth understand why people have the need to artificially alter their state of consciousness.
- Almost one half of children and youth know where they can buy alcohol without being asked about their age.

Key results

46.5% interviewees agree with the statement: "Betting and gambling have become worryingly widespread in my generation". 31.9% of them do not. Both genders agree on this issue, and with age, children and youth are increasingly worried about the problem of gambling and betting among their peers (from 26.0% to 67.3%).

13.4% of young people agree with the statement: "Marijuana should be legalised because it is not a bigger problem than alcohol", while 72.0% do not. Boys are more likely to support the legalisation of marijuana than girls (16.7% M, 10.4% F). Rather unexpectedly, 13.4% in elementary school increases from 6.3% in secondary school to 23.7% in secondary schools.

It is interesting to note that the understanding for altering the state of consciousness decreases with age (from 40.2% to 29.8%). Boys exhibit more understanding for altering the state of consciousness than girls (38.9% M, 29.3% F).

45.4% teenagers agree with the statement: "I don't understand why some people need to alter the state of their consciousness artificially, with the assistance of various substances", while 34.3% of them do not, thus exhibiting an understanding for altering the state of consciousness. Boys exhibit more understanding for altering the state of consciousness than girls (38.9% M, 29.3% F).

15.4% of children and youth agree with the statement that "An occasional cigarette at my age is not a big problem because smoking can be kept under control", while 83.3% of them do not agree with this. There are no significant differences between sexes in this and the number of those who believe that smoking is a problem significantly decreases with age (from 90.6% to 53.5%).

We also wanted to know about the opinions and assessments of our peers with regard to vices, such as alcohol, tobacco, drugs and games of chance. The result we acquired was that 48.8% of children and youth agreed with the following statement: "If I wanted to buy alcohol, I could always find a place where the salesperson won't ask about my age", while 34.1% of them did not agree with this. As expected, with age, children and youth know much more about where to buy alcohol without being asked about their age, so as much as 80.2% 17-year-olds are familiar with this, unlike 12-year-olds, of whom 12.5% know this information.

2.4 Children's and Youth's Views on Addiction Diseases

Key results

- 1/5 of children and youth know very little or do not know anything about contraception.
- About 1/4 of children and youth do not know anything or know very little about the preservation of reproductive and mental health.
- Every third child says he/she does not know anything or know very little about eating disorders.

Key results

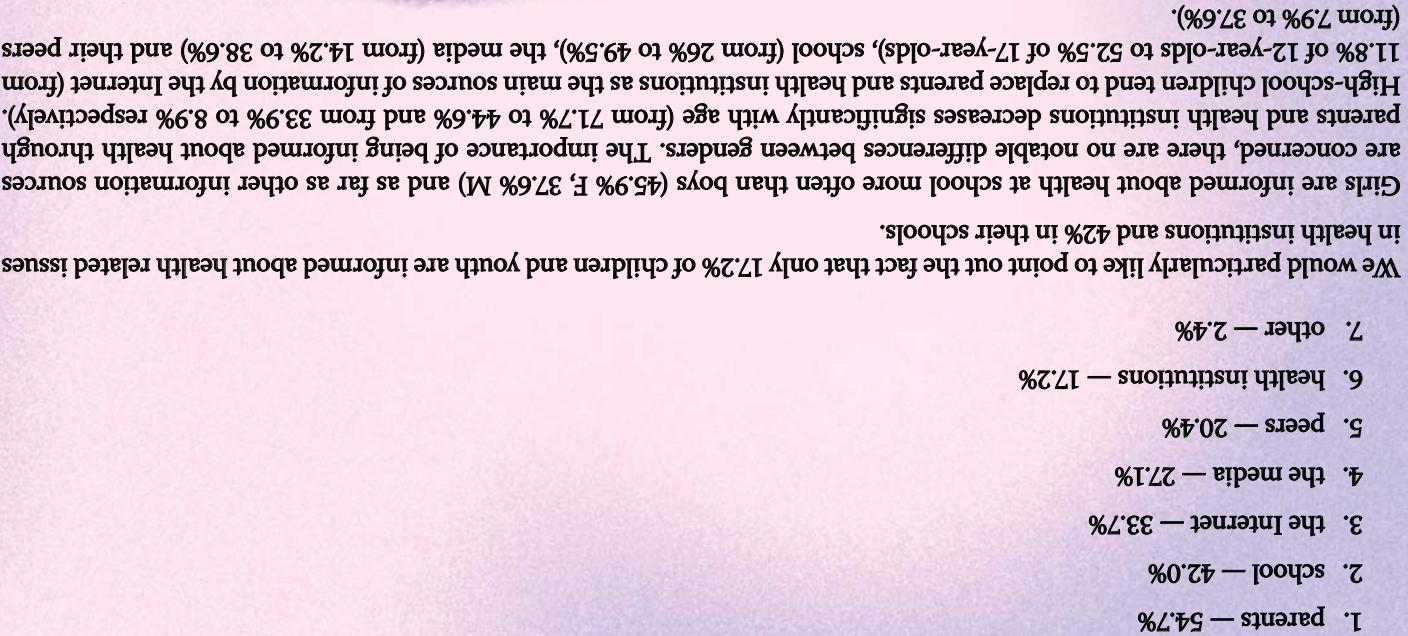
We would like to emphasize the fact that 22.6% children and young people believe they know nothing or very little about sexually transmitted diseases and 27.6% believe they know very little about the preservation of mental health. Girls' replies show that they are much better informed about contraception (62.9% F and 48.7% M) are informed rather well or thoroughly and eating disorders (55.4% F, 41% M). As is the case with the questions about counseling services, the awareness of these issues increases with age.

5. Preservation of mental health (70.6%)
4. Eating disorders (74.0%)
3. Sexually transmitted diseases (75.8%)
2. Contraception (77.3%)
1. Psychoactive substances (91.2%)

We asked our peers to estimate how much they were informed about psychoactive substances, contraception, sexually transmitted diseases, eating disorders and the preservation of mental health and, as a result, we got a small ranking list showing how much they know about these themes — the number in parentheses shows the percentage of interviewees who said they were informed sufficiently, rather well or thoroughly:

- Every fifth interviewee is informed about health related issues by his/her peers.
- More than a half of children and youth are informed about health by their parents.
- With age, the internet replaces parents as the primary source of information related to health for children and youth.
- A point of concern is the fact that the smallest number of children and youth are informed about health in health institutions and that more than half of them do not see the school as a place to be informed about these issues.
- Children and youth are informed about health related issues primarily by parents, then at school and, thirdly, on the internet.

Key results



We wanted to know where children and youth are informed about issues of importance for their health (the dangers of using drugs, alcohol and tobacco; healthy eating, contraception, etc.). Here are their most important information sources:

2.3 Children's and Youth's Awareness of Health Issues

- When we compared the results by the interviewees' age, we acquired some rather interesting results about the nutritional habits of children and youth:
- Children and youth say that the foods they consume most often are fruit, vegetables and dairy products.
- Children and youth consume more sweets, carbonated soft drinks and fast food than fish.
- Every other child eats meat several times a week and every fifth child eats meat every day.
- Every fifth child eats fast food every day and every fourth child, several times a week.
- Almost every other child eats sweets every day and every third child, several times a week.
- The consumption of dairy products and sweets remains at the approximately same level throughout adolescence, regardless of age.
- Almost every eighth child takes energy drinks every day or several times a week.

Key results

- The daily consumption of carbohydrates increases with age and the percentage of those who never tasted it decreases from 74.8% to 31.7%.
- The daily consumption of energy drinks significantly increases with age and the percentage of those who never tasted it increases from 9.4% to 21.8%.
- Coffee drinking increases from 3.2% in the fifth grade of elementary school to 51.5% in the third grade of secondary school, so the total percentage of those drinking coffee every day or several times a week increases from 3.2% in the fifth grade of elementary school to 51.5% in the third grade of secondary school.
- An interesting fact is that the consumption of dairy products and sweets remains at the approximately same level throughout adolescence, regardless of age.
- The percentage of children and youth eating fast food every day or several drops from 27.6% to 45.5%, on the other hand, the total percentage of those who eat it very rarely or never drops from 24.8% to 4.5%.
- The daily consumption of vegetables drops with age (from 65.4% to 51.5%), but increases from 20.5% to 34.7% in the "several times a week" category.
- The daily consumption of fruit drops significantly with age (from 73.2% to 43.6%), but increases from 15% to 33.7% in the category "several times a month".
- The consumption of fish drops significantly with age, except in the category "several times a month", where it increases from 31.5% to 51.5%.
- The consumption of meat increases slightly with age, except in the category "several times a month", where it increases from 21.3% in the youngest population to 29.7% in the oldest group.
- The consumption of meat increases slightly with age (daily) consumption increases from 21.3% in the youngest population to 29.7% in the oldest group).
- When we compared the results by the interviewees' age, we acquired some rather interesting results about the nutritional habits of children and youth:

coffee, every day (15.9% F, 9.1% M).

sweets, every day (48.6% F, 42% M);

vegetables, every day (53.2% F, 45.3% M);

of fruits eating/drinking more frequently:

There are no particular differences between genders when the consumption of specific foods is concerned, with the exception

44.4% of children and youth never tasted energy drinks, while 27.8% drink them very rarely.

and 27.4% drink them very rarely or never;

49.3% of children and youth drink carbonated soft drinks every day or several times a week; 21.6% several times a month

54.3% of the interviewed children and youth never drink coffee, while 12.5% of them drink coffee every day;

of children and youth eat sweets very rarely or never;

45.2% of children and youth eat sweets every day, 31.1% several times a week, 13.1% several times a month, while 9.4%

7.3% very rarely or never;

81.7% of children and youth eat dairy products every day or several times a week, 9.7% only several times a month and

18.6% of children eat fast food every day, 25.3% several times a week, 24.4% several times a month, while 29.8% say they

eat fast food very rarely or never;

81.6% of children and youth eat vegetables every day or several times a week, 10.6% only several times a month and 6.0%

54.9% of children and youth eat fruit every day, while 28.1% of them eat it several times a week;

never;

15.3% of children and youth do not meet their needs for fruit because they eat it several times a month, very rarely or

day;

41.5% of children and youth eat fish several times a month, while 13.4% of them eat fish several times a week or every

or never;

54.3% of children and youth eat meat several times a week, 22.2% of them eat it every day, while 6.9% eat meat very rarely

Other results acquired:

times a month), 28.7% often drink coffee and 43.2% eat fish very rarely or never.

As we can see, according to our peers, the foods consumed most often by them are fruit and dairy products, on average, several times a week. A fact raising concerns, however, is that 25.3% of children and youth often take energy drinks (at least several

10. Energy drinks — 1.92

9. Coffee — 2.02

8. Fish — 2.55

7. Fast food — 3.22

6. Carbonated soft drinks — 3.31

1. Fruit — 4.27
2. Dairy products — 4.23
3. Vegetables — 4.18
4. Sweets — 4.07
5. Meat — 3.87

Ranking list:

Believing that appropriate and good quality nutrition is of high importance for children's and youth's health, we wanted to know what our peers' habits are in terms of healthy nutrition. To this end, we made a list of foods and asked our interviewees to grade how often they ate or drank them. Grade 1 was given if a food was never consumed and 5 if it was consumed every day. When we calculated the average value of the frequency of the consumption of these foods, the result was the following day.

2.2 Nutritional Habits of Children and Youth

- Every third interviewee does not know whether there is a counselling centre for children and youth in his/her place of residence, while each second interviewee does not know its exact location.
- 4/5 young people would not know how to find a counselling centre if they needed it.

Key results

The first question in the domain of health we posed to our peers referred to how informed they were about the existence of health counselling centres in their places of residence. The results acquired show that 31.1% of the interviewees do not know whether there is a counselling centre for children and youth in their town, while 44.0% know that there is one but do not know its location. Only 15% of children can say where a youth counselling centre is. As expected, the number of interviewees who know that a counselling centre exists increases with age, but no age group has more than 23% of children and youth who can say where the counselling centre is in their place of residence.

2.1 Awareness of Counselling Centres for Children and Youth

Implementation of the Child's Right to Health





Young members of the Youth Club at the Željezničar

Youth Club at the Željezničar, Kraljevo branch

In the preparation of the report we were assisted by group leaders, who guided and steered us through this comprehensive activity. We were supported by the Child Rights Centre, the Child Rights Monitoring Coalition in Serbia, Save the Children and the Republic of Serbia Office for Human and Minority Rights, which showed their understanding of the importance of including children in the process of reporting to the Committee on the Rights of the Child.

After the questionnaires were processed and the results acquired, each group discussed the results, singled out those they found the most important and prepared their recommendations on the basis of this analysis. When all the groups completed this part of the research, their results and recommendations were compiled into a comprehensive joint report, which was likewise analysed and discussed by each of the three groups of children and youth. This was the final stage of the successful process, resulting in the report presented before you.

The total number of questionnaires we collected and processed was 1,358, of which 660 (48.6%) were filled in by male and 693 (51%) by female interviewees, while in five cases the gender was unknown. The average age of interviewees was 15. A total of 0.09% interviewees stated that they did not live with parents or carers because they are either placed in institutions of alternative care or they live and work on the street.

Serbia: Beograd, Niš, Željezničar, Novi Sad, Zrenjanin, Vrbas, Lozniča, Žajecar, Kraljevo and Prijevoj. The interviewees were children and young people of both sexes, aged 12 to 18 (some of the interviewees were students of the third year in secondary schools, some of whom had already turned 18, but we did not wish nor we could exclude them from the lessons when the survey took place, so we included them in the sample). Since we wanted to collect data from as many groups of children and youth as possible, we distributed the questionnaire to children and youth living in homes for parentless children, to Roma survey took place, so we included them in the sample). Since we wanted to collect data from as many groups of children and youth, street children and youth and children and youth with disabilities.



Young activists of the Open Club's Society for the Development of Children and Youth, Niš
for the Development of Children and Youth, Niš

The questionnaire was completed in April 2012, comprising all the questions defined in these three clubs. It was then sent to all participating clubs to be reviewed and discussed. In May 2012, the questionnaire was distributed in 10 towns throughout

Rights of the Child. Based on the analysis of these recommendations, which we conducted together with them, we selected six areas in which we wanted to research the views and opinions of our peers and thus gain better insight, from their perspective, into whether and how child rights are implemented in these areas. Then, with the assistance of adult leaders and research professionals, each of the three clubs created questions from the selected fields. Thus, members of the Užice club prepared the questions in the domain of health and education, while the group from Belgrade chose safety, culture of non-violence and the implementation of the right of the child to non-discrimination, while the group from Niš opted for the questions in the field of peer violence and participation.

These three groups are involved in the Living Child Rights Project, which has been implemented by the Child Rights Centre since 2010, with support from the Save the Children. Through this project, groups of children and young people have been empowered for monitoring and advocacy in the implementation of child rights.

- DX – Children's Information and Cultural Service, a group of children active in the Child Rights Centre (Belgrade);
- Young activists of the Open Club's Society for the Development of Children and Youth (Niš) and
- Young members of the Youth Club at the Užice Child Rights Centre (Užice).



Children's Information and Cultural Service, Belgrade

EFive years after the initial children's report on the implementation of child rights in Serbia prepared by the Children and Youth Coalition in late 2007 and presented before the Committee on the Rights of the Child in February 2008, and three years following their participation in the preparation of the report on the implementation of the Optional Protocols to the Convention on the Rights of the Child, the children in our country once again had an opportunity to take part in a new cycle of reporting. Based on our experience from the previous reporting cycles and believing that the best insight and the most comprehensive picture on the implementation of child rights in our country could be obtained if we included as many of our peers as possible, we again opted to prepare the report on the basis of research results.

Unlike the reporting processes in the previous period, when child rights coalitions were established in both instances, this time the report was prepared jointly by three child and youth groups from three towns in Serbia:

Introduction

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Save the Children

During the preparation of the Report on the implementation of child rights in the Republic of Serbia from the perspective of children and youth, young members of the Open Club's Society for the Development of Children and Youth (Niš) and members of the Cultural Centre at the Željeznički Centar (Željeznički Centar) were assisted by the groups of children active in the Child Rights Centre (Belgrade). This publication was created within the "Living Child Rights" project, implemented by Child Rights Centre in cooperation with Save the Children and with the support of Save the Children.

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Young activists of the Open Club's Society for the Development of Children and Youth (Niš)

Young members of the Youth Club at the Željeznički Centar (Željeznički Centar), a group of children active in the Child Rights Centre (Belgrade) DX - Children's Information and Cultural Service, a group of children active in the Child Rights Centre (Belgrade) Authors

Editor of all publications Dr Ivana Stevanović

For the publisher Dr Ivana Stevanović

www.cpd.org.rs

office@cpd.org.rs

+381 11 33 44 170

Serbia Beograd, Skender-begeova 20/12

Child Rights Centre

From the Perspective of Children and Youth

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in the Republic of Serbia
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Report