

**Using Sport to Enhance Development and Peace in Society: An Ethnographic
Case Study of a School in a Serbian Village**

by

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Abstract

The Serbian education system severely deteriorated after a series of conflicts and NATO bombings dismantled the nation from the 1990's-2000. Although violence is not uncommon to schools around the world, researchers have demonstrated that the long term effects of war and violence on society creates "cycles of violence" in children which are difficult to break down. The research looked at the potential of physical education and sport in creating peace in a Serbian village school. A qualitative study, it used ethnographic techniques such as case study and several research instruments such as semi-structured interviews in addition to field note gathering, documentation, and daily journal writing. The data demonstrated that interview participants felt very positive about sport education and believed it did play a role in promoting peace. Programs such as UNICEF's School without Violence program is playing a significant role in schools by collaborating with the Serbian Ministry of Education to adopt new strategies that will continue to boost the quality of education in schools in Serbia and decrease violence.

Résumé

Le système d'éducation serbe s'est grandement détérioré à la suite d'une série de conflits et des bombardements de l'OTAN qui ont démantelé la nation à partir des années 1990 jusqu'en 2000. Bien que la violence ne soit pas rare dans les écoles à travers le monde, les chercheurs ont démontré que les effets à long terme de la guerre et de la violence dans la société créent des 'cycles de violence' difficiles à briser chez les enfants. La recherche a porté sur le potentiel de l'éducation physique et du sport pour amener la paix dans une école de village en Serbie. Cette étude qualitative a utilisé des techniques ethnographiques telles l'étude de cas ainsi que plusieurs instruments de recherche comme les entrevues semi-structurées, la prise de notes sur le terrain, la documentation et la rédaction d'un journal de bord quotidien. Les résultats ont démontré que les participants à l'entrevue ont un sentiment très positif à l'égard de l'éducation sportive et croient que cette forme d'éducation a certainement joué un rôle pour favoriser la paix. Des programmes comme l'Ecole sans Violence de l'UNICEF jouent un rôle significatif afin de diminuer la violence dans les écoles. En collaborant avec le ministère serbe de l'Education, de tels programmes permettent d'adopter de nouvelles stratégies pour continuer à améliorer la qualité de l'éducation dans les écoles de Serbie et à diminuer la violence.

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Dedication

This thesis is dedicated to the children in the former Yugoslavia and in the world whose lives have been sorely affected by cycles of violence that are perpetuated by war.

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The Pronunciation of Serbian Letters

The lettering is simple however certain pronunciations are used with different letters of the alphabet.

C is ts as in cats

Č is ch as in church

Ć is similar but softer, as in the pronunciation of the beginning of the word tube

đ is the English j in judge

Š is sh as in the word shake

Ž is zh as in the word azure

CHAPTER ONE: INTRODUCTION

There, far away, far away from the sea, there is my village, there is Serbia. There far away, where the yellow lemon blooms, there for the Serbian Army, lay the only way. There, far away, where the white lily blooms, there gave their lives father and son together. There, where the silent Morava flows, there my icon stayed, and my family saint. There, far away, where flowers never end, there are my dearest ones, there is a real heaven. There, far away near Sava, the Sava and the Danube, there is my village, there is my birth place.

*Serbian folk song entitled 'Тамо далеко'
(in Cyrillic) 'There Far Away'*

1.1 Introduction

The above lyrics are translated from a traditional Serbian folk song entitled Tamo Daleko, 'Far, Far Away' which dates back to World War I. It was created by Serbian soldiers, temporarily exiled on the island of Corfu, reminiscing about their families and their homeland. It can be considered a historical narrative passed down in the form of a song from one generation to the next; a representation of what Serbian anthropologist, Ivan Čolović, would call Ratni folklor or 'war folklore'. The words in the song can be replaced with names of people or places dear to a person's heart. For example my grandmother's first name was Anka, and when my father (born in a Serbian village called Grabovnica) taught me the song, his version went something like this "...There far away, far away from the sea, there is my village, there is Grabovnica. There far away, far away from the sea, there is my village, there is Baba Anka."

Interpretations of the song are endless, like the sorrow that immigrants feel when they are distanced from their birthplace and the ones they love. I begin my writing with this song because the children at the school in Serbia where I accumulated my research loved to sing, as do all children around the world. There were many moments during my exploration when the words of a song made me ponder the underlying meaning of the songs children sing, and how they differ based on where they are born and what they have experienced in their lives.

At around 6:30pm on the evening of March 24, 2009 I stood outside the Majestic Hotel, located next to Knez Mihajlova Street and close to the famous Republic Square in Belgrade. This day marked the 10th anniversary of the commencement of the North Atlantic Treaty Organization (NATO) bombings in Serbia. Sirens were planned to go off in the city at noon and memorial wreaths were laid in remembrance of the tragedies occurred during the bombings in 1999. Under the hotel awning I found myself straining to hear a song coming from near the center of the square. I walked toward the familiar tune, one foot in front of the other, weaving through the crowd in the drizzling rain. The music had led me to Republic Square in Belgrade's center, which was also a place where people gathered during the NATO bombings. Standing alone on the verge of tears, yet not feeling lonely because I was surrounded by groups of people who had come to hear the children sing, the atmosphere seemed somber yet serene.

I can remember thinking to myself what an incredible unplanned coincidence it is that I am here in Serbia compiling information for the Sport for Development and Peace Program (SDP) exactly ten years to the day of the NATO bombings. The sound of the children's' innocent voices on stage intensified my thoughts. As I looked up at the stage, the teacher and researcher inside of me wondered if the war had affected their family, and if so, how it will affect their lives in the years to come. Their voices were an acknowledgment of how endearing the song is to me, and an indication of the extreme powerful connection I felt with the country, its people and my heritage. At that moment, I was surprised at how strong my emotions coincided with the people around me and I

joined them by immersing myself into their past, their pain, and the frustration, of what some writers, theorists and researchers would claim a senseless destruction of the region (Beloff, 1997; Chomsky, 1999; Mandel, 2004; Mandelbaum, 1999; Taylor, 2000).

1.1.1 Origins of the study

It has been almost 18 years since the disintegration of The Federal Republic of Yugoslavia (FRY). It is now 10 years since the NATO bombings and my visit to Serbia revealed for me that the destruction continues to affect the lives of the people not only economically, but also impinges on their daily lives in the region. This was visually apparent to me. For example, in Belgrade the nation's capital, buildings that were bombed in 1999 still have huge gaping holes in them. The lives of the youth in the 1990's (many of which are now the parents of children subjected to the bombing in the 1999) were exposed to a series of intra-state wars that slowly unraveled the country of Yugoslavia. This populace was once again exposed to the psychological after-effects of massive violence and induced ethnic clashes. Mostly ignited by political leaders and the intellectual elite, with their own nationalistic agendas.

Before I began my research on the break-up of the former Yugoslavia, my readings covered the subject area of schools in different regions of Serbia and how they had overcome the social challenges in school settings with regards to aggression and the inclusion of marginalized groups. I learned that broken down social structures, such as education systems in post-conflict regions, need to find ways to support children and communities that exhibit higher levels of violence due to their proximity to conflict. Further investigation led me to the work of UNICEF (United Nations Children's Fund) in Belgrade and how this organization combats problems of violence in the Serbian education system. A program called "*Škola bez nasilja*" School without Violence (SwV) was adapted for Serbia from a very similar UNICEF program created for schools in Croatia. The program in Serbian schools is based on using sport and fair play to help develop affective

social skills in children. The program focus is to help diminish aggression in the school setting and is designed to facilitate students, teachers, and parents in communicative skill building techniques to familiarize and assist them to cope with the onset of anger, which may lead to hostile or forceful behavior. It also branches out to local communities, social systems, and collaborates with the Ministry of Education.

During the day that marked the memorial of the NATO bombings I attended a conference on Sport for Development in Belgrade organized by the UNICEF Belgrade group and the British Council in Serbia. Before arriving in Serbia I spent time investigating how the international community is striving to combat the influx of violence in post-conflict societies by highlighting the concept that sport and physical education programs in schools and communities can be used as a tool for preventing violence and enhancing social inclusion. A UNICEF resolution adopted by the United Nations' General Assembly in November 2003 (UN, 2003) stated that sport and physical education in many countries face increasing marginalization when dealing with broken down education systems after conflict. The goal of the conference in Belgrade was to allow opportunities for stakeholders and policy makers related to sport in Serbia to deliberate on the topic of sport for development in society, and discuss the benefits of health education for the future of Serbian youth. Various local and overseas presenters and organizations offered suggestions on how different ways Sport for Development and Peace (SDP) programming can be used successfully to develop well-balanced individuals and prevent aggression in youth. Ways were discussed in which sport education can be utilized to positively influence individuals, communities, cities and countries. Stakeholders emphasized collaboration for the formulation of new ideas for developing sport in the Serbia. One underlying theme throughout the day focused on the importance of grasping a greater understanding of the needs of youth in sport education. Attending this conference afforded me the opportunity to discuss my research with representatives from the Serbian Ministry of Education, and through this

encounter I decided it would be important for me to place an extra emphasis in my research on the voices of youth in school.

1.1.2 Objectives of the Study

Based on the above explanation and my experiences as a physical education teacher I chose to conduct a qualitative ethnographic case study at a primary school in the village of Donja Trnava near the city of Niš in Serbia. The purpose of this qualitative study is to better understand the potentials and limitations of a physical education program in a Serbian school and to identify the school's view on the role physical education, sport, and play have on the development of a more peaceful socially cohesive atmosphere within the school.

Sport for Development and Peace (SDP) is a growing field for physical education teachers, schools, and children around the world. An important aspect of this research is obtaining stakeholders thoughts on how (without previous knowledge of the concept of SDP) they believe sport(s) can connect to development and peace in school and in society. My central question that drove this inquiry was: **What are the stakeholders' views on sport and physical activity as a tool for promoting non-violence and social cohesion?**

1.1.3 Significance of the Study

A main reason for conducting this research is to further highlight and acknowledge SDP programs in academic literature. I believe this form of humanitarian development through the use of sport education can bring youth closer to a better understanding of themselves, the society outside of themselves, and societies around the globe. I also hope that the compiled views of students on how SDP relates to personal development, and my experiences and personal philosophy as a physical education teacher in Canada, will provide useful insight for the future direction of sport to the Serbian Ministry of Education and help UNICEF Belgrade progress even further with their dedicated work in this field. Lastly and most importantly, by providing the school with the results of this study

they may better understand their own views on the concept of sport for development and peace. I hope the information will help the school identify local practical needs in order to move forward in their direction towards improving the sport education structure of the school and community.

1.1.4 Researcher's Background

I am a Canadian female born in Montreal of Eastern European decent. My father was born in Serbia and came to Canada in his mid-twenties. My mother was born in Montreal to immigrant parents from Slovakia. Growing up as the daughter of an immigrant in Canada has certainly affected the way I view family and what I consider home. Perhaps my own personal feelings regarding this are best described by what I expressed to the children at the Serbian school where I did my research. I told them that half of my heart is in Canada and the other half is in Serbia. After teaching for over ten years in many parts of the world, I am convinced that I have learned more about myself through the personal reflections I have had to make based on the intuitive questioning of students. I think children can bring out one's personal truth, and teach one more about one's self than they would ever grow to learn on their own.

As a Physical Education and English as a Second Language teacher with experience working in multicultural settings, my programming strengths are naturally directed to focusing on communication skills, conflict resolution, and the use of sport education to develop teamwork capabilities in students. Through my experience as a physical education teacher who has worked with teachers and administrators in the past on this type of program implementation in schools, I have personally experienced the positive impact sports and cooperative team challenges have on children's social cognition and moral development. I have taught overseas and in Montreal and regardless of where I was in the world I could not help but notice how sport and play uplifted the spirit and confidence of children. I also realized through sports children who may not have normally associated with one another or who may have initially disliked each other were

brought together. Once they began to play and interact, and through the universal commonalities built into sport and organized activities, they began to respect and better understand each other's strengths and weaknesses. I strongly believe that sport and team building activities organized and developed in physical education programs with purposeful intent can become successful tools for promoting peace and global understanding for youth in divided societies. I believe that a well-balanced, diversified and child-centered physical education program in any school is critical to a child's educational success and personal well-being.

This research has also given me a more precise understanding of the ethno-historical complexity of the Balkan region. I hope it will open up the reader to a softer side of Serbia, one that perhaps has not always been portrayed in the media. Throughout this ethnographic study the reader will notice that I have taken the opportunity to document my personal experiences and reflect and intertwine them within the writing and the results from my research. Being an insider and outsider has its advantages and disadvantages because both perspectives can bring up ethical issues in research. In looking back at my particular experience I believe my heritage duality had advantages for all stakeholders involved and I have been able to use my knowledge, passion and opportunities as a physical educator to apply in writing how Sport and Physical Education Professionals (SPEP's) can play a powerful role in instilling positive changes in society locally and globally. Furthermore, I have been able to get closer to a country and support a group of students and professionals dear to my heart.

Acknowledging the stories that Serbian people graciously shared with me along this journey, and the perspectives of researchers from different domains who have contributed to the growing field of education and conflict, will certainly allow for a deeper understanding of the effects of violence on children in the world and the need for dynamic peace programming such as Sport for Development and Peace (SDP) movements. This is another piece of writing that can be added to a collection of writings that reflects upon the societal consequences of military force. In the case of former Yugoslavia, trying to

diminish violent ethnic acts through the act of violence, (using military force to combat regions that struggle with intrastate conflict) affects not only the children in these countries, but even children living in countries which are not at war. What affects one economy or society will have an impact on another economy or society in our globalized world. Amartya Sen would rather we understand globalization as not the cause of depravation but rather the failures of "...social, political and economic arrangements..." which he adds "...are entirely contingent and not inescapable companions of global closeness" (2006, p. 121).

1.1.5 Organization of the Thesis

This thesis is divided into six chapters. The first chapter introduces the reader to the context of the inquiry and Balkan ethno-history. In order to inform the reader I have also summarized the historical background of Serbia and the former Yugoslavia from the perspectives of several historians. Chapter Two is the literature review for this study, which describes the effects of modern war on the state, education systems, and children. Considerable research on the psychological effects of war and cycles of violence in society will also be highlighted as it is interconnected to the continued perpetuation of violence in schools in Serbia. Finally, it will summarize what experienced researchers in education, conflict and peace education believe is needed for future research in schools. I will also familiarize the reader with sport's connection to society, and the goals of the international community's commitment towards Sport for Development and Peace. Chapter Three will describe the village school in Donja Trnava and the city of Niš where I resided for most of this research. It will also outline the research design and present the theoretical concept underlying the research and methodology. In Chapter Four I will present the school setting and the School Without Violence (SwV) program and ethical considerations and limitations of the study. This will include UNICEF documentation and documentation from the Serbian Ministry of Education and the Ministry of Youth and Sport. Chapter Five will present the data from the interview process, participant observations and

interpretations. Chapter Six will be the concluding chapter in this study, including the findings, recommendations, and final conclusions.

1.2 The Balkan Ethnoscape

Every area and territory in the Balkan region has its own ethno-history. By ethno-history I mean; the regions historical narrative, the people's perception of past events through myths and memories (Ratni Folklor created in 1918 still sung by children in 2009), passed on verbally by "...the ethnic members memories, and understanding of their communal past or pasts, rather than any more *objective* and dispassionate analysis by professional historians" (Smith, 1999, p. 16). Wilmer's thoughts on the context of historical narratives (American history, French history, British history etc.) are that they "...do not constitute truth, nor can they ever consist of complete knowledge. They attempt to resolve competing truths in accord with struggles over power and interpretation in order to produce legitimatizing narratives..."(2002, p.143). The historical narratives in the former Yugoslavia have been passed down from one generation to the next. They vary depending on one's frame of reference or ethnicity, which demonstrates the ambiguity that has been involved in the decision processes within the former Yugoslavia. It is also important to realize that 24 different nationalities resided in and around what became the state of Yugoslavia (Rezun, 1995), and that civilians lived together (mixed ethnicities and religions) since the beginning of the Middle Ages.

Slavs were not initially religious by nature; most were pagans in the early centuries. The Ancient Roman, Byzantine and Ottoman Empires were responsible for fostering their religious identity and differing cultural traditions began to shape Slavic ethnic identity. Ethnic identity certainly became more exaggerated after the 1990's because all political representations during the conflicts went through nationalities, "Before the war in 1990 these identities were broader, more fluid and negotiable, and, of course, less contentious" (Wilmer, 2002, p. 102). Nationalism and ethnicity in the Balkan region combined with its

turbulent past was like a dormant volcano waiting to erupt. The conflict and separation only intensified a person's national identity. For Serbs according to Čolović "National identity has the greatest value here at present, the highest price is paid for it, it is more important than life, that is to say it alone can give life its true value" (Čolović, 2002, p. 64).

Another distinction which needs to be made (there may be a few exceptions) which further illustrates the complexity of ethnic identities in the region is that if you are Serbian your religious roots are Orthodox, if you are Croatian or Slovenian you are Catholic, if you are Bosnian you may be Muslim, Catholic, or Orthodox because Bosnia-Herzegovina for centuries was always identified as a mixed nation comprised of generations of Muslims, Serbs, and Croats living in Bosnia. During the war, hybridized terms like Bosnian Muslim, Bosnian Serb or Bosnian Croat were used to attempt to try to clarify identities within the different nations in the former Yugoslavia.

The intra-state conflicts, which led to the disintegration of the former Yugoslavia, could be the product of past historical narratives intensified by political propaganda and the constant thirst for nationalism. Using Wilmer's (2002) analogy as a point of historical reference —the longing for nationalism for Serbian and Croatian people began before the birth of the European state system, which would translate to approximately six centuries before state systems existed in Europe. However, after reading several books on identity, state nationalism, and international politics, I feel I have only skimmed the surface of understanding the complexities of the Balkan region. There are several perceptions of truth behind the disintegration of Yugoslavia and there always will be, just as there will always be different perspectives on the region's historical past. Therefore, for the purpose of this research the root causes of the disintegration are not as paramount as understanding that the military force used to solve the intrastate conflict compounded the violence and intensified past hatreds. Children are affected, therefore generations of people will be affected, and the reconstructive process after war takes a long time, and interferes with moving forward.

1.3 Serbia during the Middle Ages



Figure 1. http://upload.wikimedia.org/wikipedia/commons/f/fc/Byzantine_empire_1355.jpg

During medieval times under the rule of Czar Dušan, Serbia was one of the “...most powerful countries in the Byzantine sphere of influence” (Rezun, 1995, p. 26). Maintaining Serbian rule was never without struggle, for centuries it was positioned between two powerful empires, the western Austro-Hungarian Empire and the eastern Ottoman Empire. After the death of Czar Dušan the great Serbian Empire slowly began to fall apart and Hungary seized the Dalmatian coast. The Serbian army could no longer ward off the Ottoman Empire’s constant attempts to dominate northern regions. The final battle at Kosovo Polje in 1389 where the Turks defeated the Serbs marked the beginning of Ottoman rule over Serbia, which lasted for over five centuries. Nearing the end of 19th century, Serbia had reacquired its land and autonomy and although it did not occupy as much territory as it had under Czar Dušan, its recognition as an independent kingdom was another proud moment in Serbian history.

1.3.1 The First Yugoslavia

After World War I in 1915, a Yugoslav committee was formed in London with the common goal of uniting parts of the former empire territories into a larger nation. Prior to 1918 only Serbia and Montenegro were independent kingdoms, the rest of the various national groups—the Slovenes, Croats, Bosnian Muslims, and Macedonians, as well as Serbs outside of Serbia proper, were all under the rule of either Austro Hungarian or Ottoman empires (Norris, 2009). At the end of the Austro Hungarian Empire, politicians in exile that represented Slovenes, Croats and Serbs living in Austro-Hungary, and representatives from the Kingdom of Serbia exiled in Corfu signed the Corfu Declaration indicating an intent to join together as a nation. In 1918 the Kingdom of Montenegro and the Kingdom of Serbia joined with— Croatia, Slovenia and Bosnia-Herzegovina (all former Austro-Hungarian territories) officially to form the First Yugoslavia, "The Kingdom of Serbs, Croats and Slovenes" and in 1929 it was renamed the Kingdom of Yugoslavia; Yugoslavia means land of the south Slavs. This consisted of six autonomous republics: Serbia (which includes Vojvodina and Kosovo Metohija), Croatia (which includes the ancient province of Dalmatia), Slovenia, Bosnia-Herzegovina, Montenegro and Macedonia.

The Yugoslavia born after the great empires were no longer able to sustain their strongholds on smaller nations was created by a group of intellectuals who undoubtedly viewed the unification as an assurance that there would be no further domination over these Slav states (Wilmer, 2002). When the state of Yugoslavia was initially formed, it brought together for the first time under one nation, several different ethnic, linguistic, social, and religious dimensions. "Since 1918, the major problem of the state of Yugoslavia has been that of creating a common nation out of people who previously had been separated by geography, divided, and sometimes set against each other by historical circumstances and cultural influences. They had never been under one rule" (Auty, 1965, p.7). Auty's forethought in 1965 was no longer a hypothetical consideration; a severe dispute

developed that led to inner-conflict and disastrous consequences for the people living in the Kingdom of the First Yugoslavia.

1.3.2 The Second Yugoslavia

According to Rezun (1995) the population of Yugoslavia before the beginning of World War II was around seven million Serbs, three and a half million Croats, one and a quarter of a million Slovenes, and roughly two million minority groups (Bosnian Muslims included). The Serbian Military had split into two waves during World War II, one group was known as the Partisans led by Josip Broz Tito under the Yugoslav Communist Party, which fought with western allies against Hitler. The other group was a pro-nationalist group known as the Chetniks who had their own agenda, which was to restore Serbia's independence as a nation. Unfortunately, during World War II "...German authorities made overtures to several Croatian political parties in order to install one of them as a puppet regime in a newly 'Independent State of Croatia'" (Wilmer, 2002, p.39). The Ustaše party: a pro-nationalist political group which developed in the 1850's in reaction to the oppression of Croatian nationalism by the Habsburg Empire (Rezun, 1995) formed a partnership with Hitler born of a promise which assured the Ustaše that Croatia would be able to reclaim themselves as a nation and recognized themselves as such on April 10, 1941(Rezun, 1995). Thousands of Serbs, Roma and Jews were executed during that time and on June 22, 1941 the Ustaše Ministry of Education announced that an official policy be put in place to force over two million Serbs out of Croatia. They were to be converted into Catholicism so that they could become ethnic Croatians; another third would be executed and the final third deported (Wilmer, 2002).

Rezin (1995) pointed out how the Serbs would never forget the damage done to them during the Second World War. Due to these past historical wounds, when Yugoslavia decided to reunite for a second time after World War II, many historians familiar with the region indicated that this new partnership of nations was doomed from the start (Rezun, 1995; Beloff, 1997; Wilmer, 2002).

1.3.3 Tito's Era and Beyond

“Yugoslavia was a state created as the twentieth century opened and destroyed as the twentieth century closed” (Wilmer, p.31, 2002). The policies Tito had implemented and his equality intentions were not effective. According to Gallagher (2005) Tito visited the imbalanced region of Kosovo in 1967. Only at that time did he realize that Albanians or “Siptars” (a derogatory name which Tito proclaimed should no longer to be used after his visit) were not treated equally.



Figure 2. Map of Yugoslavia before 1991 taken from Gallagher's e-book entitled *Balkans in the New Millennium: In the Shadow of War and Peace*

As much as Tito tried to balance Serb domination by distributing power along ethnic lines, and across republics, the ethno-narratives still prevailed. Ethnic identity has been consistently present. It is ever present in many regions; for example, even after living for centuries in Croatia many Serbs did not consider

themselves “Croatian” they considered themselves Srpski Narod “*Serbian born*” living in Croatia (Wilmer, 2002). After the death of Tito in the late 1980’s political powers from several different regions that had primarily nationalistic agendas decided to take action causing the impetus of the disintegration of the largest state in Eastern Europe.

In 1991 under the leadership of Franjo Tudjman the new government of Croatia declared a “Croatia for Croats” (Beloff, 1997; Wilmer, 2002). Serbian President Milosović had his own agenda by trying to “Keep Kosovo Serbian.” President Izetbegovic of Bosnia displayed many inflexible moments during the conflict and General Lewis Mackenzie commander of the United Nations Protection Force in Sarajevo had written in what he called the most difficult message of his career (a letter indicating his intent to relinquish command of the area) that Izetbegovic was “...in fact perpetuating the current conflict, while the Serbs are showing considerable restraint” (Mackenzie, 1993, p, 94) in order to achieve international intervention. Failed leadership on all sides created many issues for the people in the region.

One other thing for certain is when a country goes through a period of conflict and crisis, as has been the case in the former Yugoslavia, war heroes, monuments, and events surrounding anniversaries of past memories are accentuated. “...when the drums of war begin to sound, dead heroes emerge from the graves of their canonical pictures to appear in the figures of living political and military leaders” (Čolović, 2002, p. 63). Unfortunately for the people of Yugoslavia there are fresh ethno-narratives to be told perpetuated by more monuments, songs and stories associated with the breakdown of a group of nations that perhaps never should have united in the first place.

1.3.4 The Republic of Serbia at Present



Figure 3. [Http://commons.wikimedia.org/wiki/Atlas_of_Serbia](http://commons.wikimedia.org/wiki/Atlas_of_Serbia)

The Republic of Serbia became a sovereign republic in the summer of 2006 after 55.5 percent of Montenegrins voted in favour of independence from the Union of Serbia and Montenegro. Belgrade was designated the capitol city during the First and Second Yugoslavia and Belgrade remains the capitol of the newly formed Republic of Serbia. The Republic of Serbia consists of Serbia proper and two autonomous provinces: Vojvodina and Kosovo- Metohija. Serbia has a population of approximately 7.4 million people (Republic of Serbia, 2009). This figure does not include the region of Kosovo-Metohija already recognized in some international circles as a sovereign state; their claim for independence is still a matter of deliberation with the United Nations Security Council. As of June 24, 2009 the number of nations that have recognized Kosovo's independence are 62 out of 192 UN members (Wikipedia, 2009). Serbians make up approximately 83 percent of the population. Hungarians are the second largest population in Serbia at 4 percent followed by Bosniaks and Roma. Other populations that make up less

than 1 percent include Croatians, Montenegrins, Albanians, Romanians, Macedonians, Bulgarians, Ruthenes, Slovaks, Gorani, and other people whose numbers are too few to mention.

CHAPTER TWO: LITERATURE REVIEW

A generation who endures years of brutality will simply take violence as a model of behaviour in relating to other people, so this is a long-term problem—it doesn't stop when the first episode of violence ends. I know from my own country that one cannot just introduce peace in a post-war environment. Although the international community removed our president, who was a dictator, young people continue to be aggressive towards others and we are having great difficulty in introducing programs to change their belief as about how conflicts should be resolved.

Nila Kapor-Stanulović, UN Chronicle NO.4, 2003, p.54

2.1 Introduction

Nila Kapor-Stanulović is a psychologist whose work involving psychosocial assistance in post-conflict societies was further recognized when she received an International Humanitarian Award from the American Psychological Association. She is a professor at the University of Novi Sad (Serbia's second largest city after Belgrade) and based on her experiences in former Yugoslavia, she clearly describes in the above quote how war contributes to the presence of violence in post conflict societies. She has stated that there are 'no winners' in ethnic wars and in addition she claims that these types of wars only intensify hatred amongst inter-ethnic populations.

This chapter will begin by looking at the face of war in the 21st century in order to shed some light on the brutality of war and its effect on children. Although the war in Serbia was ten years ago, research on the state of Serbia and its present economy is necessary in understanding the transformation and

disorientation of systems and societies after war. This chapter will also look at how war affects children's lives and focus on war's effects on education and education systems in Serbia. Although this research is not exploring the levels of violence at the village school in Serbia, or evaluating the School Without Violence (SwV) program, literature on the roots of violence in post conflict societies is relevant. The more literature that is compiled, the more the connection between war and violence in society can be highlighted. Cycles of violence are emulated from witnessed acts of extreme force within the society, and these violent attitudes or learned behaviours can filter into education systems.

This literature review will look at the recent literature on Sport for Development and Sport for Peace and how it is connected. It will discuss how peace-building programs can play an important role in counter acting verbal and physical violence in society. It will also discuss the initialization of the School Without Violence (SwV) program in Serbia and emphasis how sport education in school can help reduce aggression in a community or in a society.

2.1.1 War in the 21st Century

In his book entitled The New Military Humanism: Lessons from Kosovo, Noam Chomsky (1999) cautions us in regards to an era in conflict which is in the pursuit of a humanitarian purpose, one which favours an 'idealistic New World' bent on ending inhumanity. This he claims is being reinforced by 'enlightened states' referring to the United States and their British associate or any other state who chooses to enlist in their 'crusade for justice'. "Now freed from the shackles of the Cold War and old-fashioned constraints of world order, the enlightened states can dedicate themselves with full vigor to the mission of upholding human rights and bringing justice and freedom to suffering people everywhere, by force if necessary" (Chomsky, 1999, p. 4).

Research has clearly demonstrated that war in the 21st century is highly destructive and interferes with the life of a child in every way possible. World War I is viewed in the literature as the last civilized war in Europe (Wilmer,

2002). Many researchers have recognized that wars are no longer fought by armies on the front lines, and civilian casualties, especially women and children, pay the highest price (Bruce 2001; Cairns, 2003; Machel 2001). “In recent decades the proportion of war victims who are civilians has increased from five percent to over 90 percent” (Hick, 2001, p.110). War leaves children homeless, in some cases orphaned, and it is inevitable during any forced migration that some children will become separated from their families, and from that moment on, their lives drastically change. Modern war traumatizes children and they become witnesses to violent acts that no child or human being should ever encounter in a lifetime. Their innocence, security and stability can vanish overnight. Children do not ask to move. They do not ask to have their social lives changed and schooling interrupted. They do not ask for family separation, or to be surrounded by death or violence, which has long-term psychological effects and perpetuates violence in societies, but these are the tragic consequences of modern day conflict.

2.1.2 Intra-state Conflict

Intra-state conflict is a term used when war arises within the nation itself. It is common knowledge amongst researchers who focus specifically on conflict that since the Cold War the nature of armed conflict has also grown more ethnically complex (Ladd and Cairns, 1996; Wilmer, 2002; Yurtbay et al., 2003). Lederach (1997) draws our attention to an alarming increase in violence taking place in Eastern Europe and portions of the former Soviet Union, and Gallagher (2004) states that the post-Versailles territorial revisions ‘creating ethnically homogeneous territory’ only highlights ethnicity and identity issues in the 21st century. The intra-state conflicts within the former Yugoslavia are perfect examples of the consequences of Gallagher’s concerns. The western nations have played, and continue to play a powerful role in the mediation of “new territorial borders”. One of their challenges is ascertaining that there is sufficient expertise and background knowledge on the region in transformation, and that they are open to other intercultural and national perspectives besides their own. Wilmer (2002) believes that westerners in general view nationalism though an entirely

different lens. Smith (1999) claims that ethnic struggles in Africa, the former Soviet Union, former Yugoslavia and South Asia are a result of state-centered modernism, (a more westernized pattern of state to nation formation) which does not take into account the underlying meaning and value of territory and ancestral homeland. Western states and western scholars of nationalism have been gravely disappointed that their ideology of inclusiveness has not been adopted by other nations and Smith (1999) feels they need to accept the nature of ethnicity and nationalism and recognize that not all modern societies are interested in pursuing a state which encompasses their ideas of pluralism. The origins and identity of nations differ “...underlying the global system of states is a cultural division of the world into nations based on distinctive ethnic histories, ethnic myths and territorial associations stemming in many cases from deep-rooted pre-modern cultures and ethnicities” (Smith, 1999, p. 255).

2.1.3 Effects of War on the State

Ten years of intra-state conflict, the NATO bombings and the UN imposed embargo on economic, cultural and political ties isolated the Federal Republic of Yugoslavia (FRY) from the international community. Bartlett (2008) points out that FRY was the most liberal and economically advanced state in the Eastern European region in the 1980's, and suddenly in the 1990's it had turned into the most conflict ridden area in Europe.

The World Bank (2005) report entitled Reshaping the Future: Education and Post-Conflict Reconstruction indicates that, “Violent conflict, with its bloody assault on people and institutions and its invariably debilitating aftermath, is the epitome of ‘development in reverse’” (2005,p.13). Post-modern “humanitarian wars” aim to change the government policies and ideologies of countries that disrespect cultural human rights, but we must ask ourselves: How can change occur when all the systems in the state are disrupted after conflict? Firstly, the country cannot adhere to policies that may stimulate progress in education systems and social systems because new priorities surface after war. A primary

example of this would be looking at civilian resettlement. The former Yugoslavia had to prioritize economic reformation before the needs of the displaced population. “While a lot of energy and resolve has been directed towards facilitating returns at a political and legal level, the country’s persistent economic fragility invariably limits the success of such initiatives” (Heimerl, 2005, p. 385). Secondly, in some cases a weak economy further aggravates ethno-history (Smith, 2002). “No amount of international goodwill or economic assistance will soon, if ever, overcome the hostility between Serbs and Albanians that the air operations only intensified” (Macgregor, 2001 p.103). Unfortunately, for Serbia and Kosovo, bombing did not ease tensions or solve territorial disputes. Rather, it completely disrupted social institutions like health and education. Thirdly, and most importantly, during civil war conventional economic opportunities are severely reduced and this debilitates a country’s capacity to provide for the future of their children living in the society.

2.1.4 The Effects of War on the Economy

The western Balkan region has some of the poorest nations in Europe. Bartlett (2008) points out that the World Bank data analysis of Eastern Europe charts Serbia’s 2006 gross national income per capita at 3,910 USD and adds that Serbia is almost the lowest out of all nations in that region noting that it is only slightly higher than Albania at 2,980 USD. Bartlett (2008) also claims these figures were not obtainable until now, and that the country’s poverty levels have increased dramatically since the various conflicts in the region. The government of FRY, as with any state in conflict, had to continuously divert their economic growth into military expenditures during the conflicts (Bartlett, 2008). According to the Republic of Serbia’s Statistics Data (Republic of Serbia, 2009) the population’s estimated monthly income is approximately 750 Canadian dollars per month. Information compiled in a report created states that 75% of Serbian youth felt that the conflicts during the 1990’s caused a deteriorating effect on their economic situation at home, but they indicate that they were able to obtain basic needs such as food, shelter, and clothing (Expert Group on Youth Development and Health,

2006). According to a UNICEF (2007a) Report entitled The State of Children in Serbia 2006, over 300,000 children are living in poverty or are living under the risk of poverty, and half of the households with children describe their financial situation as “bad or very bad”. Bartlett (2008) writes that poverty increased dramatically in Serbia and that some of the most severe economic losses came from the direct destruction of infrastructure. NATO estimates that during the first eight days of bombing the country had accumulated over 12 billion dollars worth of damage. By the end of the first month of bombing there was approximately 40 billion dollars worth of wreckage where 13 major bridges, 12 railway stations and 40 factories had been destroyed (Bartlett, 2008). Later airports, telecommunications, media, medical and educational structures, were also destroyed. The bombing crippled Serbia’s energy sector and weakened its social systems. As a consequence, Bartlett (2008) adds that the education spending for all former Yugoslav republics fell way below the European Union average.

The World Bank (2005) report indicates that drug production and trafficking are prime examples of increase in international crime after conflict (another factor which increases violence in society) as this provides “a rare instance of a new economic opportunity” for economically desperate individuals in society. The routes drug traffickers take advantage of are situated in post-conflict areas; it is easier for them to work in regions with war-corrupted systems. Gangsterism has flourished in Serbia since the 1990s (Bartlett, 2008) and the state has become weakened by an increased involvement of its citizens in organized crime and further development of the black market and smuggling operations.

2.1.5 War and Cluster Munitions

War from within states has propagated around the world and children are affected more than they have ever been in the past. A child’s physical safety is compromised, as they are often too young to understand or read warning labels and tend to roam or play in areas scattered with active cluster bombs, grenades, shells and landmines. The small stature of children cannot withstand the

devastating blows landmines and cluster bombs cause to their bodies and most of them die after impact (ICRC, 2001). There are 80 countries in the world where children are affected by this type of arsenal (Machel, 2000). These devices can be active for decades.

The 2001 International Committee of the Red Cross (ICRC) report entitled Cluster Bombs and Land Mines in Kosovo claims that NATO has confirmed that they dispersed 1392 cluster bombs containing 289,536 bomblets (smaller bombs that scatter away from a cluster bomb) by air to target 333 strike zones. It is important to note that the geographical area of Kosovo and Serbia put together is one-tenth the size of Ontario. One can only imagine how hazardous it was to live in this area during the bombings. The report also claims that these types of land explosives are the most difficult to remove and that roughly 30% of them fail to explode initially on impact. The same report stated the Kosovo Liberation Army, the Yugoslav Army, the Serbian police and Serbian paramilitaries used landmines. Although NATO chose not to use landmines in Kosovo, their cluster bombs created serious humanitarian problems on the ground. Furthermore, the same ICRC report indicates that NATO estimates that 30,000 bomblets remain unexploded after the conflict. What is disconcerting about this is that children are especially at risk due to the fact that these types of bombs have a tendency to attract children because they are very colourful (Machel 2000; ICRC 2001).

According to a recent report entitled Banning Cluster Munitions: Government Policies and Practice, written in 2009 by Human Right Watch and Landmine Action, submunitions have been used as early on as the 1960's and 70's, and four decades later the effects are still felt in places like Vietnam, Lao People's Democratic Republic and Cambodia. Although the international community was previously aware of the long lasting detriment of these military remnants have on children and civilians, the use of these types of ordinance on the Union of Serbia rekindled international concern.

The United States is the biggest producer, exporter and user of these types of weapons compared to all other countries in the world and the international community has yet to convince other large producers such as Russia and China to disengage from this practice. The good news is that at the diplomatic convention in Dublin on May 30th 2008, 107 states signed and six countries ratified the Convention on Cluster Munitions; a weapons treaty that will act as a law against the use of cluster bombs. Unfortunately, the United States did not attend the negotiations and has yet to sign (Goldrick and Hulme, 2009) but most importantly there is a larger collectiveness against the humanitarian consequences of cluster munitions on civilians.

2.2.6 Psychological Effects of War on Children

War traumatizes children. Their innocence, security and stability can vanish overnight. Today more than 5,000 children a day are displaced by conflict (Triplehorn & Chen, 2006). Many children die of malnutrition and disease in the first few weeks of displacement, and they lose the opportunity to receive proper nutrition and health care because their lives become transient. Moreover, there is more than a sufficient amount of literature indicating children are certainly the most vulnerable and are the most likely to be abused sexually, tortured, murdered or taken into soldier recruitment. Hick (2001) claims that in modern war rebels, armies and paramilitary groups have abducted over 300,000 child soldiers; the majority being 10 years old or younger. During World War I and II weapons were heavier, more cumbersome and their availability was not so easily accessible. Weapons have become lighter and less expensive, therefore more available for transport and sadly easier for children to use, handle and carry (Machel, 2001).

The use of bombardment in resolving territorial disputes stemming from internal ethnic conflict, as in the case of the Former Republic of Yugoslavia was not the solution to reshaping social policies. It had serious psychological consequences (Borrie & Cave, 2006) on individuals. As mentioned before, these destructive acts debilitated governments, societies and civilians and also

prevented the establishment of the modern policies sought out by the western states in the first place. “Contemporary ethno-political conflicts devastate local infrastructures, shatter bonds of social trust, and inflict collective psychological wounds that invite future armed conflict” (Wessells, 1998, p. 635). Children who were internally displaced were exposed to violence at a higher intensity than others and faced additional tragedies than children who acquired asylum abroad (Boothby, 1992).

Abuse and neglect are considered common societal issues in Serbia at present, especially among minority populations, refugees and internally displaced children (Expert Group on Youth Development and Health, 2006). Ristanović (2003) stated that approximately 1 million Serbian refugees and refugee couples of mixed origin (Serb and Croat) found themselves in challenging social situations after the war. Not only have the displaced families faced economic stress and insecurity they also suffer psychologically from a lack of acceptance in their new social arena (Ristanović, 2000). Displaced children are more susceptible to trauma because they remain close to conflict and do not leave the conflicted area entirely. Every young human being has to cope with their own individual situation and they do manage to find ways to survive psychologically, some with support and some without. The severity of children’s psychological symptoms can depend on the intensity of the trauma they have faced. Crucial to their recovery is being assured that the danger has passed, and normal routines (going to school and playing) must be restructured into their daily lives as soon as possible (Boothby, 1992; ICRC, 2001; OECD, 2008; Machel, 2000; World Bank, 2005).

2.2 War and Education Systems

As refugee numbers increase due to war, the number of children safely attending school (if attending at all) decreases worldwide. Approximately half of the 104 million children who are not in primary school live in areas that are in conflict or recovering from conflict (Tomlinson and Benefield, 2005). Education is not only

a fundamental human right, but it is considered one of the four pillars of humanitarian response in a state of emergency (Machel, 2001). It can be argued that education and play can be seen as a parallel need along with food, water and shelter because going to school gives children a sense of normalcy in their distress and sadness. Education can "...serve as a tool to protect children and prevent further harm by providing curricula on health, sanitation, human rights, etc. Schooling also offers an opportunity for educators to identify and assist children and young people needing special help to address problems of post traumatic stress, sickness, malnutrition, disability and abuse" (OECD, 2008, p.21).

When war collides with an education system, learning becomes stunted and schools are either destroyed or shut down. Parents witness acts of violence during conflict and their own lives are unstable therefore it is difficult for them to be emotionally available to their children. Teachers also need support because they too are affected by war-related trauma. A study by Arafat & Musleh (2003) focused on how Palestine educators felt and functioned during conflict and stated that most teachers did not feel motivated to work. They were worried about their own family and close friends and suffered from anxiety. They found that they taught their school lessons quicker than usual and had trouble concentrating. Teachers may also face stressful working conditions. Towns bordering former republics in FRY carried the heaviest burdens. Seierstad (2005) claims that school populations doubled in many towns and education systems became overcrowded and underfunded. The funding for education is almost non-existent and teachers' incomes drop or they are laid off due to school closures.

2.2.1 War and Education Systems in Serbia

The dismantling of FRY and the bombings affected Serbian Education systems. "Throughout the 1990's basic education was undermined by nationalist and military conflicts, excessive centralization and political interference, and dismal economic performance" (UNICEF, 2001, p.3). An entire generation of youth in FRY had their schooling disrupted and public expenditures dropped by 30% at the

secondary and tertiary levels of schooling (UNICEF, 2002). Furthermore, according to the same 2002 study, the aftermath of conflict had exacerbated ethnic tensions and regenerated social animosity in youth. When ethnic tension remains in the society, this is a good indication that narratives that promote hatred will surround children.

In addition to stressful working conditions, teachers are either under-compensated or not compensated at all for their work in Serbia. The repercussions of this are that teachers in some cases must take on two jobs to support their families or they leave teaching all together. In Kosovo, many teachers were hired as translators or assistants by international organizations. Although they were able to secure a better income, the community lost its more qualified educators (Women's Commission for Refugee Women and Children, 2004).

The good news is due to international support, systems are in place after war, and according to (UNICEF, 2007), the Serbian government will be investing 55 million Euros for education at all levels. Most of the funding is to be directed into construction and reconstruction of educational institutions, resources and technological equipment for schools, building sport facilities and gymnasiums, and providing professional development for teachers.

2.3 Violence in Society

Violence in society can be found in societies at war and in societies that are not at war. Media violence for example has been researched since 1948 and violence portrayed in the media can develop aggression in children (Anderson and Bushamn, 2002). In the United States a study found that children who are exposed to violence in their community, through family or via the media experienced higher levels of negative emotion and aggressive behaviour. The violence exposure also created "ripple effects" meaning violence spread into the next generation. It is important to note that the same study also points out that the United States has a higher homicide rate among its young men than in Canada or

Australia, but the developing countries in South America for example, or countries exposed to war had homicide rates even higher than the young men in the United States Osofsky (1999). Most disconcerting about war environments is that societies tend to legitimize violence during war. A study that looked at why some societies have more interpersonal violence than others claimed that societies that have undergone war demonstrate “socialization for aggression” and these aggressive tendencies increase violence acts (such as homicides and assault) in the society (Ember and Ember, 1994).

2.3.1 Leadership and Violence in Society

There are several factors, which can contribute to violence in post-conflict societies. Leadership can be closely related to the involvement of the political intelligentsia behind nationalistic ideologies within the state. If government policies favour certain social identities over others this can create ethnic animosity amongst the people who depend on the state (Ferguson, 2006). As in the case of former Yugoslavia, political propaganda can also be used by leaders to reignite past hatreds in order to move forward their nationalistic agendas, “...History is the most potent symbol of all— who “we are”, how we came to be, and above all, how others tried to destroy us in past, even centuries ago” (Ferguson, 2006, p. 55). These memories can construct powerful historical images in people’s minds that can re-activate “past hatreds” and reconstruct violence.

2.3.2 State Fragility and Violence in Society

Some anthropologists believe that internal violence can be the product of a weakened state (Ferguson, 2003). The literature on the state of Serbia, which outlines its economic and social decline after the break up and the increase in the drug trade and corruptive practices could also be considered a factor in the increase of violence in society.

It is important to note that violence portrayed by the children residing in post-conflict states is not only common to Serbia, but many children living in other

post-conflict areas under poor economic conditions also display violent tendencies. Consider the views of a Haitian boy in a (UNICEF, 2007) report entitled: Will you Listen: Young voices from conflict zones “There has been violence all our lives. People see violence, they grow up with it, and they know it. They repeat it. There is no food, no work, no education, but there is pressure from the family. And there is nothing to stop violence, there is impunity.” When people are in desperate financial situations this may back them into a corner forcing them to do things they would not normally do for the sake of their own personal survival.

2.3.3 Cycles of Violence

As a result of intrastate-wars many children have become all too familiar with ethnic and political violence (Ladd & Cairns, 1996). “Violent conflicts are likely to occur where violent conflicts have happened. Throughout history, conflicts such as the Balkans and the Horn of Africa have repeated themselves over and over again” (Shapiro and Liu, 2006, p. 308). The attitudes of Israeli children affected by political violence toward their enemy in Punamäki’s (1996) study found that the more children had been exposed to political violence, the more they expressed an ideological commitment to the conflict. Lumsden (1997) sites Yugoslavia as evidence of displaying these “clear signs of cycles of violence” passed down from one generation to the next. Bar-Tal (2003) feels that collective past memories of physical violence perpetuates a culture of violence in the society because physically violent acts impact generations of families, and these stories remain in their memory and cannot be easily abandoned. These cycles need to be broken down and in his book: The Role of Memory in Ethnic Conflict Cairn’s (2003) discusses how the first journey down the road to peace is relinquishing past constructions of history which in turn may begin to break down violent societal cycles.

Many psychologists researching post-conflict areas are concerned about the manifestation of serious societal problems when young people are in

proximity to extreme violence such as death or dismemberment. “For the community, unresolved hatred may lead to victims becoming victimizers” (Kapor-Stanulović, 1999, p. 1024). This statement further reinforces why cycles of violence in society are constructed and how they also contribute to the manner in which youth resolve conflict because violent atmospheres give birth to aggression. Another study, which investigated the psychosocial consequences of war in the region of Sarajevo, looked at children’s symptomatic reactions to bombings. Aside from experiencing fear (mostly anxiety concerning their father’s safety) the bombing caused feelings of helplessness, passivity and rage. Although 65% of the children described fantasies about the desire to retaliate by acts of vengeance only 18% of them were aware that their aggression could eventually be converted to some other form of aggression (Tišinović, 2003).

2.3.4 Violence in Schools in Serbia

Plut and Popadić (2006) describe violence as any form of behavior deliberately aimed at hurting, frightening, or embarrassing someone, and violence can be either physical or verbal in nature. This was the definition of violence they used for their research on levels of violence in schools in Serbia. The study was administered in 50 schools before UNICEF’s School Without Violence (SwV) program was implemented in Serbia and 26, 947 pupils and 3, 397 adults took part. It is important to note that the percentage can vary in each school from 48 to 80 percent. The report indicated that 65% of pupils have experienced a violent attack in school in the last three months. The data also indicated that teachers have demonstrated violence towards their pupils and junior students experienced this less than senior students. Teachers were verbally aggressive with 24% of their students in the last three months, and 17% of pupils reported being hit, or had their ears or hair pulled, 8% of the pupils reported that they were threatened by teachers. The data also uncovered that 26% of teachers stated that pupils have been verbally abusive, 12% of them claim they have been physically attacked. Students themselves admitted that perhaps 45% of teachers were subject to verbal abuse in classrooms. Additionally, the study also compared results with

similar studies completed in Croatia and Norway and found that students in Croatia experienced generally the same amount of violence as in Serbian schools, and that students in Norway were subjected to much less. Another interesting point was that 66% of teachers (one in three) in Serbia believed that school could play a role in the reduction of violence. Teachers did not make the connection between teaching methods and violence reduction in schools, but the SwV program had teachers consider non-traditional teaching approaches in their professional development strategy for schools.

An article written on June 25th 2009 in the Serbian magazine NIN reported an incident involving a six-minute video displayed for the world to see on u-tube of students threatening a teacher at a High School in Belgrade. The article divulged that 25% of students or parents have threatened teachers by saying that they would beat them up or kill them, and concluded by saying that violence towards teachers is a growing concern. These are indicators of severe problems in the institution itself, particularly when violence against teachers cannot be controlled, because a safe educational climate for students and teachers is paramount for learning to take place. The article indicates that the Ministry of Education decided it was necessary to think preventatively and called for UNICEF's SwV program to be implemented in fifteen new schools. UNICEF's SwV program can make a difference because some children are accustomed to using aggressive tactics, especially if they live around violence. The SwV program teaches them how to resolve conflict through communicative means. This information learned by children is also passed on to parents and penetrates two generations simultaneously. It also provides professional development to teachers by suggesting alternate classroom management techniques. The program fosters teacher collaboration which will increase the support teachers can get from each other.

2.3.5 Education, Violence and Peace-Building

The UNICEF 2006 World Report on Violence against Children states, “The levels and patterns of violence in schools often reflect the levels and patterns of violence in countries, communities and families”(p.111). It also adds that being witnesses or victims to violence perpetuates a myth that violence is acceptable, and aggressive students tend to prey on the weaker more passive or peaceful students. The same UNICEF report indicates that schools are great places to break these cycles of violence by teaching the students and community conflict resolution and communication skills. Cairns who is known for his work connected to political violence and inter-group conflict in Northern Ireland has written extensively on the psychological repercussions of inter-ethnic wars and political violence and has expressed concern in the lack of support and direction behind this area of research.

...we cannot simply continue to reveal the terrible things political violence is doing to children. We must do something to try to understand the underlying causes of political conflict and then attempt to intervene in the cycle of political violence. To do this we need work of a more theoretical nature. All of this is necessary because this is an area that is not only important for the well-being of millions of children all over the world but is vital to future world stability (Cairns, 1994, p.674).

Cairn's (2003) emphasizes non-violence and conflict resolution as the key concepts that should be introduced in schools. He believes peace education can develop socially responsible adults who understand the positions of other cultures (Cairns, 2003). Waller (2006) believes “Education has substantial humanizing effects and, when applied, can be an effective antidote to our collective humanity” (p.103).

2.3 The Impact of Sport on Society

When a sporting event enters a country it can develop urban and rural infrastructures in cities and surrounding areas. Some examples of this could range from roads or hotels to sport arenas and playgrounds for children (Cornelissen, 2009; Levermore, 2009). The Sport for Development Conference I attended in Belgrade on March 24th, 2009 emphasized that although the European University games coming to Serbia in June of 2009 may initially be viewed as a burden to their developing economy, in the long run it will re-filter everything into society. An example of the benefits of this event is the handing over of furniture and computer systems purchased for the event to universities in dire need of resources.

Large sporting events develop infrastructure and increases tourism, however, the international community does need to be cautious and ascertain that ongoing ground support is provided when working with poorly governed states. Cornelissen (2009) states, "... a larger degree of thought should go into major events" (p.92). This is necessary so that organizational funds and areas being developed are monitored with care. My own personal experience provides a good example of the downside of sport development. I was living in Vietnam when the country hosted the 2003 South East Asian Games (a multi-sporting event involving 11 countries in South East Asia) in Hanoi. During the day it was very common to see bicycles and motorcycles (local habitual modes of transport) parked on sidewalks. I became used to walking on and off of sidewalks and roads to avoid the bikes parked on pedestrian walks. One day we noticed policemen dumping parked bicycles and motorbikes into huge trucks. Later we found out that without warning the sidewalks during the games were cleared off for tourists. Sadly, I also heard that many of the local Vietnamese were unable to pay the fines to reacquire their vehicles. Levermore (2009) also cautions us with similar but even more detrimental unethical practices being used to appease "northern dominated sport initiatives." A very recent example of mismanaged territory is the situation by the Yamuna River in Northern India. Communities are undergoing

displacement in areas where sport villages are being built for the 2010 Commonwealth Games.

2.4.1 Sport, Development and European Football

Football is a sport that does not require expensive equipment in order to play and therefore is very practical and popular with all children around the world. All one needs is a ball and it does not even have to be in good condition; a broken down ball will do. I have seen in my travels goals made of bricks, rocks, shoes—children and adults alike playing on terrains of grass, sand, and cement. Even as I walked by McGill's lower campus in June, I spotted a soccer game being played on the grass using clothing as goal markers.

At the Sport for Development conference in Belgrade I learned that Manchester United football club donates the most money to UNICEF for youth programs. Fédération Internationale de Football Association (FIFA) Hope for Goals Program, Open and Fun football Schools in the former Yugoslavia, and The Right to Play initiatives, are a few examples of how organizations and non-governmental organizations (NGOs) are becoming involved. These programs are, "...being aimed solely at children and young people, and uses football as an instrument to promote participation and dialogue for education, inclusion and empowerment." (Levermore, 2009, p.30) Streetfootballworld is another organization that works in 80 different countries and uses football to focus on developing skills on intercultural understanding and conflict prevention (Levermore, 2008).

2.4.2 Sport for Development and Peace

Sport for Development and Peace (SDP) programs need to be distinguished separately from programs that use major sporting events to improve development. SDP programs use sport as an educational tool for development. In July of 2002 the United Nations Secretary General established an inter-agency task force on SDP using sport, physical activity and play intentionally to align specific SDP

objectives with the millennium development goals. On August 7, 2008, the Sport for Development and Peace International Working Group (SDP IWG) launched an important report titled, Harnessing the Power of Sport for Development and Peace: Recommendations to Governments and worked together with NGOs, international organizations (IOs) and various stakeholders from the private sector to ensure that governments are aware of what these programs are, and how they can be integrated into the promotion of sport education for peace. According to Levermore (2008) SDP programs, which are new to the scene, are basically absent from social sciences literature. One other reason for students and organizations to work more closely together is so that organizations and their work can be studied and the effects documented. In this field we need a clearer picture of where we are and what needs to be improved upon. According to Kidd (2008) there are now 166 organizations engaged in this type of programming and he feels that when these programs are run properly, in that they stay focused and understand the local needs of the community; they greatly benefit the areas being supported. However, he also mentions it is important to note that this type of development is new and still requires more organized structures and continued support in order for the concept to run smoothly and effectively.

This concept has full support from the international community: United Nations, governments, various organizations and athletes have combined their expertise to strengthen the aims of Sport for Development and Peace (SDP) in society, especially in divided societies. Many international conferences have invited academic experts in the area of sport to obtain their point of view on the potentials of SDP programs. At a sport and development conference held in Magglingen, Switzerland Giulianotti (2004) presented several recommendations to stakeholders on the inclusion of sport in society. One being that more sport programming, which focuses on conflict resolution and reconstruction, should be implemented in post-conflict and divided societies. Even Nelson Mandela believes that sport education is a viable vehicle for peace. At a meeting in Monaco with Joël Bouzou the president of an international organization entitled 'Peace and Sport' Nelson Mandela stated,

I find in “Peace and Sport” two aspects which I particularly adhere to and I am convinced that they can serve to promote Peace in the world:

education, first of all, which is a powerful tool that helps mentalities to evolve and differences to be transcended; and then sport, which is a source of inspiration for youths, to surpass oneself, to learn tolerance and respect. When sport and education are combined, Peace can then be taught to our youth, to restore hope and contribute to the creation of a more just society based on brotherhood (Organisation pour la paix et le sport, 2007, para. 4).

2.4.3 Sport and the Prevention of Violence in School Settings

The SDPWIG report in 2009 on the efficacy of its capabilities as a working group is a good indication that SDP programs will compile more pertinent information on the value of health and active lifestyles on society in the future. Sport education and health awareness in schools can be used as a tool for enhancing social inclusion and preventing conflict. When a sport program is promoted by all stakeholders in the school and teaches and models health and well-being this can improve a child’s personal health and frame of mind which can help develop well-balanced individuals. Sport education involving non-competitive as well as competitive games also works at achieving well-being and ultimately this most will likely increase human capital, which as we know circulates positive contributions into societies. The reality as stated by Lawson (2005) is that, “Everyone wants to be healthy and enjoy well-being, but not everyone wants to compete, struggle, sacrifice, enjoy the sweet tastes of victory, and endure the agony of defeat”(p. 143). It is important to have a balance in programming at school so that it gives all students the opportunity to learn diverse activities such as: yoga, running, hiking, cycling, social walking, and engaging cooperative games for children. This will increase a child’s knowledge and most importantly their desire to continue these activities for life. Not all of us are going to be sport superstars so let’s teach kids how to be “actively competent”. Let’s get them acquainted with many activities so that they have many options to choose from at any given moment in their lives. Non-competitive and competitive sport activities

organized in schools and in the community can be used to teach youth communication skills and break down cultural barriers because sport and play are universal concepts. When activities are organized which focus on groups of people aiming to achieve the same goals this can highlight their similarities which can slowly dissolve prejudices and promote unity. Salomon (2004) states that in order for peace education to be successful it requires the support of governments, media, education systems, parents and the public. SDP programs are unique in the sense that sport brings people of all ages together and can develop other relationships, which can transcend from children to their parents to people in the community.

2.5 Continued Research

Cairns (1994) and Gallagher (2004) would like to see more research on the root causes of violence and believe that education is a key factor to diminishing aggression in divided societies. The collaborative work of participants from 164 countries at the Dakar 2000 Education Forum for Action are dedicated to providing basic education for all and supporting post-conflict educational reconstruction by 2015. Machel's (2001) report on 'The Impact of War on Children' clearly indicates that if we are to reach the goals set in Dakar conflict needs to decrease rather than intensify. Davies (2004) believes an important part of the process is that more research and joint effort are required to support individuals engaged in the implementation of education and peace building in post-conflict societies.

Paulson and Rappleye (2007) bring our attention to a lack of knowledge exchange in theory, research and practice. Davies (2004) and Thomlinson and Benefield (2005) both agree that there is a large amount literature on peace building programs, however there is a dearth of information on the evaluation of the successes or failures of these programs in schools. The World Bank's report on Reshaping Education (2005) and Weinstein, Freedman and Hughson (2007) both agree that peace education in post-conflict societies is valuable, but question

the efficacy of peace building programs implemented by Non Governmental Organizations (NGO's) and International Organizations due to time constraints placed on implementation. Lack of program assessment in this area is evident as Weinstein, Freedman and Hughson (2007) bring our attention to a UNICEF program in Ex-Yugoslavia that had the participation of 150 000 students and trained over 1000 teachers yet 'no rigorous evaluation of the program' was conducted therefore there is no assessment of the program's efficacy. However, it is important to also establish that the efficacy of the School without Violence Program in Serbia (also a UNICEF program) was evaluated and was successful in creating ministerial partnerships that collaborated, improved and consistently reflected on local needs. Although academics have sound educational theoretical reasoning as to why these add-on peace building programs may not have a lasting affect in schools I argue that if not for NGO's close relation to, and efforts in, post-conflicts societies; for example UNICEF using funds to introduce this type of programming in schools, who else would? To further enhance this reasoning Thomlinson and Benefield (2005) have indicated that NGO's and IO's seem to be the only ones implementing peace building programs and emphasis the importance of investigating the issues in this developing field of education and conflict. They devote an entire chapter of their report on the gap in research and practice and completed their analysis stating that they would like to see post-graduate students working more closely with IOs in order for both parties to capitalize on the expertise that can be shared between those that are actually in the field, and those that specialize in how to implement sustainable programming within a school.

2.6 Summary

Some wars can last for decades and have severe implications on the futures of generations of children. War affects children mentally, physically and psychologically. It is inevitable that most children's schooling will not be consistent in times of conflict and their personal confidence, social stability, and educational goals dissolve in the process.

Violence in society is widespread but some studies have shown that developing societies and societies in conflict have higher youth homicide rates and violence instills aggressive behaviors in children. In fact, extreme force on others, witnessed by children, is a breeding ground for more violence.

Wessells (1998) believes that children affected by war risk being swept into this continuing cycle of violence and adds that they may also have difficulty in education systems and in further developing their own personal capabilities. Cycles of violence are perpetuated by conflict and societies that are in proximity to conflict tend to have marginalized education systems and higher tendencies for violence. Cairns and Gallagher have also researched the effects of political violence on children and how this type of violence regenerates aggression amongst youth in divided societies. Nila Kapor-Stanulović warns us about how unstable hatred was amongst children that had undergone ethnic animosity due to the past conflicts in former Yugoslavia. Youth in the surrounding nations of former Yugoslavia may not have let go of their “past collective memories”, and whatever had started to dissipate before the conflicts had become more powerful than ever. The narratives have taken on a different dimension and may demonstrate falsely to youth that these hatreds can never subside because they have been repetitive in nature.

The literature has demonstrated how war interrupts a nation's capability to independently progress educationally. During the 1980's the children in Serbia had access to basic universal educational services and since then enrolment has not slowed down in all levels of education. Post-conflict Serbia will require support for developmental progress in education as research has shown that war has affected Serbia's economy and has trickled down into its social systems.

After war theorists in Education and Development are quite clear on the fact that education is an important component for peace building and positive growth in our global society. “Education can help to reduce economic, social, and ethnic polarization, promote equitable growth and development, and build a

culture of dialogue rather than violence” (World Bank, 2005, p.12). Sport for Development and Peace programs are a unique way to work with children in developing their social and communicative skills. Support from organizations is crucial in areas of post conflict.

CHAPTER THREE: METHODOLOGY

I don't want to lie. I don't want war. I only want the right things, I want peace and I want laughter to be my brothers and friends. For this dream, for this soaring, I need something like mild rain. I need a word as quiet as night, even quieter than imagination. Now listen to me. I want to hear a promise from you, that there never will be a war again, and that instead of fear, instead of lead from the sky, golden rain will fall.

*Excerpts from a song translated from Cyrillic entitled Попыка
Свѣты (Message to the World) sung by the children's choir at Škola
Branislav Nušić*

3.1 Introduction

It started off as a day like any other day at Škola Branislav Nušić (*Branislav Nušić School*) nestled in the village of Donja Trnava. Except on this day, when I heard the sound of children's excited voices, I had no choice but to seek them out, and little did I know how this would lead me to another wonderful eye-opening experience. A group of enthusiastic children had gathered together in the hallway along with their teacher. Curious as to what was going on, I followed the excitement into the classroom. At that point the music teacher explained to me how the school's choir had just returned from out of town and had won a school singing competition. The students in the choir then asked the teacher if they could sing for me. I had my video camera on hand and asked if I could videotape them. Once the singing began it did not take long for me to take my eyes away from the lens of the camera so I could experience the music in the moment.

Listening to children sing and harmonize together is a precious experience. The sound of their voices in harmony warms your body like the sun after it peeks out from behind the clouds. I can remember countless times when I have shed a few tears listening to children sing while teaching at various schools around the world. However, today was different. I heard words to a song that I had never heard in previous places. I would classify my Serbian language skills to be at an intermediate level, and as soon as I heard the word ‘Rat’ (*War*) I began to work hard to try to interpret the underlying meaning of the Serbian song.

Finally, I understood the meaning of the lyrics. The children were asking the world to promise them that “no more bombs would fall from the sky”. I immediately felt sadness and frustration. I realized the injustice of children learning songs of war and this added heaviness to my heart. I fought hard to restrain my tears as a student approached me and asked if I understood the meaning of the song. I nodded to him and he smiled, he did not say anything more to me. It was the type of question that hangs in the air and does not require an elaborate response or to be further explained. Most of the children born in North America luckily do not have to sing these types of songs in school. However, there are many adult and children immigrants in Canada that have been affected by war and know these types of songs. Cultural songs are yet another indication of how influential memories of violence can be and how they can affect populations and humanity as a whole. And before I left Škola Branislav Nušić, I happily discovered the school’s choir had made it to the competition finals.

This chapter will outline my strategy of inquiry, as well as the research methods used in this study and my interview collection procedures. The goal of this ethnographic research relies on the participants’ views of the situation along with the information learned from professional meetings, personal experiences and my role as a participant observer in different research settings in Serbia. Before I begin to discuss the methodological approach used in this study, I would like to explain in writing the geographical region where most of my research took place. I will also describe the setting of the school, the language setting, ethical

considerations, and the study's limitations. Finally, I will describe and outline the interview process and offer some concluding thoughts.

3.1.1 Geographical Setting

The city of Niš is the largest city South of Belgrade. It has a population of approximately 250,500 (Republic of Serbia, 2009b) according to the last available census completed in 2002. It is the birthplace of the Roman emperor Constantine the Great, one of the oldest cities in the Balkan region, and considered by many historians to have acted as a gateway between the east and the west. I visited Niš with my family in 2004. However, being here on my own in 2009 for a considerable length of time, has allowed me more time to fully experience its rich history. This trip to Serbia allowed me to situate myself geographically in the city and near the Southern region of Serbia. For the very first time, I was not dependent on anyone to take me places, although I stayed with my relatives, traveling alone allowed me to gain a more broadened perspective on the country.

I normally spent the early part of the day conducting research at the village school. In the afternoons I would journal inside Niška Tvrđjava (*The fortress of Niš*). This is grand structure that sits on the right bank of the Nišava River, built by the Ottoman Empire in the 1300's. The Nišava River flows from the mountains of western Bulgaria into Serbia and runs through the city of Niš. It is a beautiful, historic and picturesque place.

The city of Niš is situated approximately 50 km away from Kosovo. Many cluster bombs thrown in this area severely affected the southern regions of Serbia. An online report written by Flounders and La Riva (1999) who were both in Niš during the NATO strikes, claimed that it was one of the most heavily bombed cities in Southern Serbia. A small bridge (approximately 50 meters in length) less than one kilometer away from the fortress, and 3 blocks away from the center of town was destroyed during the NATO bombings. This narrow bridge spanning the rapidly flowing Nišava River was targeted because it connected to the main road leading into and out of the city. A Military headquarters building directly across

the street from where I was staying (my cousin's apartment), near the town center, was also hit. I was not aware of how close my relatives were to the blasts until this trip. Civilians were killed in Niš by cluster bombs that were off target; I was alarmed and upset thinking of how this had affected my close family and everyone else in the area.

I spent much time walking, reading, and thinking along the quay of the Nišava River. At night, from wherever I stood along the water I could see the illuminated Niška Tvrđjava (*The fortress of Niš*) and I thought to myself, if this rapidly flowing river could speak, oh, the stories it would be able to tell.



Figure 4. *The Niška Tvrđjava (The fortress of Niš) above the Nišava River*

3.1.2 The Village Setting

The village of Donja Trnava encompasses an area of eight kilometers and is situated approximately 17km from Niš. Before it was inhabited, the landscape was made up of thorny bushes and shrubs, thus the reasoning behind the use of Trnava (*thorn*) in its name. It was difficult to obtain historical facts and demographics about the village while I was there. The town council building was run down, however, according to information I obtained from the students' geography projects there are 228 homes in the village, and it has a population of approximately 750 residents. This quaint village has play areas for children, and a community playing field adjacent to the school with an outdoor basketball court and outdoor soccer pitch.

3.1.3 The School Setting



Figure 5. *The Entrance into Škola Branislav Nušić*

Škola Branislav Nušić is a public Serbian primary school named after Branislav Nušić, a famous Serbian novelist and playwright known for his witty comedic

satire. The main school building in Donja Trnava is the central administrative headquarters to five of its lesser-populated satellite schools situated in other villages surrounding Donja Trnava. The other sister schools are in: Sečanica, Supovac, Mezgraja, Gornja Toponica and Gornja Trnava (see Appendix F for the map of school districts in Serbia including the villages). All satellite schools are equipped to teach students from grades one to four and they were constructed to provide each village with their own primary school so that children could have closer access to education—within walking distance from home. However, population trends have changed and villagers are moving away from rural areas to urban areas of Serbia. Enrollment in villages has gone down and although schools are still functioning, it has become difficult to justify sustaining these smaller facilities. Villages are essentially homogenous in nature therefore the school population is homogeneous. The satellite school with the least amount of students (four in total) is in the village of Gonja Trnava, and the largest number of students is 24 at a smaller facility in Gonja Toponica. Once the students in the satellite schools are ready to move on to grade five they attend Branislav Nušić's central school in Donja Trnava. According to school documentation, 129 students from the other villages are transported to and from Branislav Nušić's central school (the setting of this research), which teaches children from kindergarten to grade eight. The younger students (grades one to four) that live in the village of Donja Trnava attend the larger central school. Altogether including the satellite schools there are a total of 40 employees and a population of 274 students.

Škola Branislav Nušić can best be described as having a campus feel because it has many separate school buildings, and a large outdoor playing field. It is situated in a forested area with over 217 different varieties of trees and plants. The school is very proud of their green education program and has two old rare Ginkgo Biloba trees; a female and its male counterpart, which are both required for fertilization. Every year, as part of their environmental program, the students learn how to process Ginkgo Biloba. The school's main building dates as far back as 1885 and houses the main office, staff room, kitchen area, several classrooms and a small room (where the interviews took place) which I can only explain as a

productive meeting/technology room area for students or teachers, equipped with two computers available for teachers and students to access. The library is in a separate building, houses 12,000 books, and it is also used as the library space for the community. I myself purchased some English picture books and the Harry Potter Series (translated into Serbian) to add to their collection of literary resources; although the library holds many books more recent modern literature is not available due to a lack of funds. Across from the main building is another building that has two classrooms for students from grades one to four. There is another building off to the other side with more classrooms and an indoor play area. Although this space is not large enough to be used as a gym, the Physical Education (PE) teachers raised money to add a ping-pong table in the room for students. Adjacent to this, is the PE office where I came across a very meager amount of volleyballs, soccer balls (approximately eight in total) for the entire school, a few badminton racquets and a basketball. There is one other separate building that is used for kindergarten students which is very bright and cheery; the kindergarten teacher added her own personal touch to the room and has over time accumulated many manipulative resources for the children. Although the school is quite old, requires renovations, and lacks visual resources and texts, it harbours a strong sense of caring and community. For example, two of the teachers I met that teach grades one to four set up a colourful quaint space for themselves and their students by painting a smaller area in the building, adding curtains and stuffed animals; creating a small alcove in between both classes. I noticed these two classrooms were heated in the winter with a wooden stove, had an unfinished wooden floor, and their desks were donated by UNICEF. Regardless, they built a cozy and safe learning environment for the younger students thanks to their creativity. The Physical Education teachers also work hard at figuring out ways to provide new equipment for students. These efforts, however small as they may seem, contributes to the schools special atmosphere, and demonstrates passion and motivation in staff despite the challenges they continue to face on a regular basis.

My first visit to the school was on a Thursday, and an educational consultant from the Ministry of Education office in Niš drove me to the school to introduce me to the administration. During our drive she told me teachers look upon her as a ministry inspector of sorts but that she sees herself more as a facilitator. She was initially hired as a development planner but cutbacks have prevented her from focusing on this role. She is not discouraged and still regards herself as a consultant that supports and encourages teacher creativity and school development. When our car pulled up to the front of the main building, (before even getting out of the car) we were greeted cheerfully by Šukleta the director of the main school and all five other satellite schools. As soon as I entered the office I met the school's pedagogue, (whose role is similar to a resource teacher in Canada) the full-time and part-time physical education teacher, both English as a Second Language (ESL) teachers, and another teacher who facilitates the school's student SwV peer team. My concerns regarding communication and translation were laid to rest as I learned that Marko, the full-time physical education teacher who I would grow to spend most of my days with, spoke English.

3.1.4 The Language Setting

I believe anyone of any nationality would have been welcomed into Škola Branislav Nušić. However, I am quite sure my cultural identity played a role in connecting more quickly with school personnel. Even though, I spent a short amount of time at the school, being part Serbian and the fact that I understood the language and could converse with some Serbian people in the village increased my ability to establish a more personal rapport, and gave me a better connection to the needs, feelings and thoughts of the school population. I was at the school every day for a total of three and a half weeks and I also attended an extra-curricular outdoor excursion to Kaponik National Park (a ski resort) with teachers and students on the weekend.

During my time in Serbia, I experienced the language acquisition phenomenon known as communicable input, (comprehension) which is always

greater than communicable output (spoken language). In general, I did well at comprehending the language, or ‘taking in’ information in Serbian, and ‘gave out’ what I needed to communicate orally through the use of gestures, writing, or any expressions that would help me get my point across. There was always someone on hand who could translate something that wasn’t fully understood, and I had a teacher available for translation during all formal interviews. I learned I could communicate quite well with many teachers and my Serbian definitely improved over the three and a half weeks I spent at school. Even the students were practicing their English more than they were accustomed to socially.

3.1.5 The School Research Setting

During our first meeting at school and after a cup of delicious Serbian coffee (which tastes like Turkish coffee), refreshments and a few cookies, we discussed the direction of my study and the support I would need from the school in order to carry out my research. The principal assured me that whatever I needed in terms of participants, interview scheduling, and documentation would be at my disposal. I mentioned I would also require an interpreter for the interviews, and the principal immediately asked the English teachers if they would be willing to assist in this manner, and they said they would. I created a schedule in advance so that we could adopt a flexible time plan for interviews, which were to be scheduled during school hours with teachers and students. The principal made it very clear that he was interested in my educational perspective and felt that this study would only contribute to the betterment of the school’s development process. Marko offered to drive me to school and back home every day (he lived in Niš as did many of the teachers who worked at the school). His generous gesture not only brought us closer together as colleagues, but also allowed me as a participant observer to gain a stronger grasp of physical education in Serbia and the school. His personal educational philosophy played a strong role in student motivation during PE class.

3.2 Methodological Approach

Lichtman (2010) writes that it is quite common to come across a case study combined with other research paradigms, such as an ethnographic case study. Ethnography is located within the approach of naturalism which means that studies are carried out in a natural setting instead of in a laboratory. Hartley accredits case study strategies as, "... useful where it is important to understand how the organizational and environmental context is having an impact on influencing social processes." (2004, p. 325) The environment and atmosphere surrounding the school, and at the school, had an influence on social interrelations between students, teachers, and parents. Moreover, combining a case study strategy with an ethnographic approach is ideal in this situation because the school acts as the unit of analysis, which allows for a more precise exploration of its educational philosophy, the sport education program and how the SwV program is supporting peace and social cohesion.

Brewer (2004) believes that ethnography should not be viewed as a single method of research but sees it as 'a style of research' that uses different approaches to collect data in the field; the field can have different settings. In this study the settings transform through the medium of informal conversations in Serbia, information from the Sport for Development conference in Belgrade, meetings with ministerial personnel, and my time in the office with UNICEF personnel. According to Lichtman some researchers choose an ethnographic route of study because they are interested in "...socio-cultural phenomena and how humans interact within a culture" (2010, p. 69). In order for the reader "to better understand" Serbian cultural attitudes, and the present culture of Serbian education after the disintegration of the former Yugoslavia, data was extracted ethnographically in all settings mentioned based on my experiences as a participant observer. Additionally, the literature review in this study has provided a background on the former Yugoslavia, information on cycles of violence within a post-conflict environment, and peace-building structures in education being built to combat aggressive cycles.

It was also important that I share with the reader my experiences in the first person. Lichtman (2010) believes “First-person writing is engaging, it brings the reader into the story, and it acknowledges your role in doing the research... it takes your reader on a journey” (p. 208). For me, the last point is crucial. It is not often that one finds themselves situated in Serbia; especially in the small villages and cities in the South of Serbia, and it was important to me that the writing would help the reader identify with Serbian life and culture as he/she came along with me on my journey.

3.2.1 Research Objectives

The purpose of this qualitative ethnographic case study is:

- 1) To explore the stakeholders’ thoughts on the role physical education, sport and play have in developing peace and social cohesiveness within a Serbian school.
- 2) To better understand the potentials and limitations of a physical education program in a Serbian school.

The research highlighted any existing challenges that needed to be overcome by the school itself to further develop sport education in the school. Through questioning the views of the stakeholders in the school, and approaching the inquiry with an emphasis on children’s views, the data provided the school itself with information on what the students and the community envisioned and felt about sport education. It also provided extra insight for UNICEF and the Ministry of Education to be considered for locally driven practices in sport education and in furthering the goals of the SwV program for schools in Serbia.

3.2.2 Research Questions

One of the underlying themes uncovered in this thesis looked at how the stakeholders in the school viewed the role of sport education in building peace in society. Therefore, my central question was: **What are the stakeholders’ views**

on sport and physical activity as a tool for promoting non-violence and social cohesion? Below are the research questions that guided my inquiry:

- What are the views of the stakeholders on the concept of sport for development and peace?
- What are the views of stakeholders on the concept of sport education as a tool for non-violence and social cohesion within the school?
- How has the school demonstrated it has recognized the importance of sport as a tool for development and peace?
- What are the opportunities and challenges of the school in terms of implementing the use of sport as a tool for development and peace?
- What are the stakeholder's views on the potential sport education (competitive and non-competitive) has for the promotion of peace and social cohesion within the school?

3.3 Ethical Considerations

Before engaging in this research ethical approval for this study was granted by McGill University's Research Ethics Board Office (see Appendix A for certification of ethical approval). I was also granted an internship with UNICEF Belgrade (see Appendix B for UNICEF approval of the study). A Letter explaining the study and consent forms were provided to all adults who participated in the formal interviews (see Appendices C, D for the forms in English and the Serbian translation). Three teachers in the school acted as interpreters during formal interviews and also signed consent forms (see Appendix E). All forms were translated into Serbian so that the adults participating in this study fully understood the purpose of my investigation. The Director assured me that the children did not have to sign consent forms because the research was connected with UNICEF and students had already signed school wide consent forms related to the School without Violence SwV program. I received permission from the Director and the full-time PE teacher to use their first names in this study and the name of the school. Furthermore, both parents

interviewed were aware that parts of our discussion would support my study, but even so, their anonymity has been maintained.

Ethnographers are unique in that they share an in depth role in the lives of the people that they are working with and it is of utmost importance to respect the participants involved (Brewer, 2000). Perhaps the research in this study did not touch upon personal, or highly sensitive issues, however, I was coming into the school as an outsider and was fully aware that my presence required proper clarification. I told the teachers at the school that I was interested in learning about what was at the heart of this school. I arrived with an open mind, and reminded my teacher-self that my goal was not to evaluate teaching but to understand the atmosphere of the institution. I grew to develop the utmost respect for the PE teachers at the school. I told myself that it would be very important to place myself in their shoes in order to understand the logic behind their work routines and the PE curriculum. Doing this, I felt, would allow me to walk away from this experience learning much more about the underlying reasons behind our educational similarities and differences in programming.

Throughout this exploration I was aware that my presence as a researcher could have an effect on the way participants' function; meaning, they may have reacted or acted differently in my presence. However, I do not believe that this was the case at this school. Firstly, I was able to roam freely throughout the campus each day, and my time spent inside classrooms was never pre-arranged with teachers. Secondly, before attending classes I had individual conversations with the teaching staff on the day of my observations and they personally reassured me that they would be happy to have me come in and meet the children anytime throughout my stay. Thirdly, it is my belief, that the Physical Education (PE) teachers did not change the way they interacted with the students or the way they taught classes when I was around. I was able to observe PE classes at any given moment in time, and whenever I dropped by, the outdoor PE classes and the standard routines I grew to comprehend were always in place.

I took the time to describe the role I would play as a participant observer to the Director and the PE teachers. I agree with Brewer (2000) and Litchman (2010) what we are thinking, how we feel at the moment, and the way we interact in the setting during our research shapes our inquiry. I was cognizant of the fact that I should observe and participate in a way that took in information in a natural setting, and that I should share my perspectives if asked so that we could exchange ideas as professionals. Neutrality is almost impossible during qualitative research (Brewer, 2000) and it was important that I offered my personal philosophy on Sport Education when requested, based on my experiences overseas and in Canada. I was also placed in this setting to reciprocate knowledge and give back as much as I could. Even though the school's generosity superseded this possibility, I was willing to try my best. This professional reciprocation was also an opportunity for Marko and I to exchange our experiences and views as PE teachers. I observed PE classes and took notes after the lessons. This was so that I could fully understand the scope of the entire lesson and the way students interacted with each other. My experience as a PE teacher has taught me when students are active things happen quickly and skillful observation techniques means eyes on movement at all times.

Although Marko, the PE teacher, spoke English very well, another ethical consideration needed to be considered so as not to affect the outcome of the research. I decided early on it was best if Marko did not act as an interpreter for the interviews conducted with teachers and students. This way, the participants could freely discuss their views on the topic of sport. As a professional, Marko agreed with this logic. However, due to time constraints and availability, I did ask him to interpret one interview for this study, which was the one-on-one interview I had with the school director. I did not foresee a conflict of interest in this case because both had worked together to organize whole school activities. The Director being a former PE teacher himself also shared the same philosophy of sport and health as Marko. Having them both in the interview room brought up points that may not have been discussed if I had not conducted their interviews together.

I also made the decision to take part in the PE classes nearing the end of my research. I brought with me from Canada several Frisbees and a Throw-ton (an object made of soft plastic which is easy to catch and throw and rotates in the air like a football) so that I could introduce a new sport to the teachers. Before arriving in Serbia, I imagined the school would be working on a restrictive budget. I knew UNICEF and the school would be interested in new activities that can be used under challenging economic circumstances. One of the commonalities of the PE profession universally is that less funding tends to be directed toward sport and health programs in school. I provided both PE teachers with the rules of Ultimate Frisbee in Serbian (see Appendix G) so that they could teach the children the game after I left the school. I did not teach the kids directly, but Marko and I worked as a team to get them to play. The PE teachers were receptive to learning Ultimate Frisbee, a game they had never heard of before. It was also a game I had decided I could suggest to UNICEF to use because it fits in with their concept of fair play. What is unique about Ultimate Frisbee is the players referee themselves and this offers a realistic learning setting for the students. Children can work at resolving their own issues independently, and practice the skills of fair play while engaging in competition. Frisbees are not as expensive as a soccer balls and I bought six more for the school. The cost was approximately 10 Canadian dollars for all six.

3.3.1 Limitations

One limitation to this study was the length of duration of my visit in all settings, but experiencing all settings allowed me to obtain a well-rounded view of the different institutions working together to develop sport in Serbia. It would have been preferable to have more time in all field settings, however, the opportunity to collect data as a participant observer from several settings added important information that I could not simply discount. Most importantly, the outside information would be useful to the school.

Another limitation was the fact that I had only visited one school. It would be interesting in the future to gather information on how a PE program functions

in an urban setting. I was told by the part-time PE teacher, who also worked part-time in a city school, that the differences in the two settings was like night and day, especially in terms of resources and funding.

3.4 Data Collection Process

The main instruments of data collection for this study were: 1. Participant observation recorded in field notes at all research settings. 2. Information extracted from my daily journal while residing in Niš and Belgrade. 3. Interviews conducted at the school. 4. Documentation received from the Ministry, the school, and UNICEF Belgrade.

Brewer (2000) describes modern research as having changed in that it is no longer only a logical process of steps and practices. Rather, it comes out of the whole event itself, and the stages of research are not sequenced. The data collection accumulated for this five-week study has been supported in part by an internship with UNICEF Belgrade. The UNICEF office introduced me to a school already enrolled in the School without Violence (SwV) program and registered me for the Sport for Development Conference in Belgrade. This conference provided me with data, and gave me a clearer picture of the present sport educational system and the eventual goals of the Ministry of Education and the Ministry of Youth and Sport. As I spent more time in the school, I learned more about how different the situation of sport education is in Serbia as compared to Canada. I realized that information was unfolding in front of me, and it became increasingly clear that many underlying issues within the sport education system in Serbia are connected to the present situation of the state economy. This is why I feel my experiences at the school, as well as with UNICEF, the Ministry, and the Sport for Development Conference in Belgrade are important testimony to the development of themes that came out of this research.

The specific unit of analysis was the school, and several sources of evidence were used during the three and a half weeks I spent at the school (interviews, field notes, documentation, archival records, and direct observations)

to strengthen the depth of exploration, and as triangulation in analysis. I documented observations of children in physical education class and in the classroom. Working closely with the Physical Education teachers and direct observations of students at play during organized sport constituted another set of data used. Tape-recorded interviews, and hand written informal interviews, were used in addition to field note gathering and daily journal writing. I obtained a copy of the school's development plan and a copy of the PE teacher's curriculum plan. This data created a portrait of the school and the village; it also connected to valid information for the study settings off of school grounds. Group interviews and individual interviews were semi-structured and as open ended as possible allowing for participant thoughts to emerge.

Documentation and archival records to be used as triangulation for this study and not available to the general public (research on violence and evaluations conducted on the SwV program) were provided by UNICEF Belgrade. The Serbian Ministry of Education's office in Niš also provided information and documentation. A meeting with UNICEF and representatives from the Ministry of Education after my research in the field also played a role in the conclusive analysis of this study.

3.4.1 Interview Process

Interview questions were designed to address all research questions (see Appendix H). In order to derive a well-balanced plan to obtain information from several stakeholders in the school community, I decided I would have to interview teachers, students, the Director, the PE teachers (who play an important role in sport education) and if possible, parents in the community. All together in the end I organized (with the help of Marko the other PE teacher) ten formal interviews, which ranged from group interviews to one-on-one interviews with several stakeholders. All formal interviews were audio-taped except for the interview with the group of grade 2 students. Due to my teaching background and experience with younger children, I chose to begin their interview by asking them

to answer a question after they caught a ball. This was in order for the younger children to feel at ease during the interview. As we got to know each other better I asked them other questions. Nearing the end of the interview I had them draw a picture to express their thoughts on sport. I also conducted what I will consider an important last minute informal interview (not audio-taped) with two parents from the community.

I completed a one-on-one interview with the Director and interviewed both PE teachers together. The PE teachers had a lot more to express and our interview went on longer than anticipated. In the end, I was unable to complete the interview. Consequently, we decided I could send them a questionnaire to complete so that my research would be comprehensive and accurate (see Appendix I for PE questionnaire).

Due to the fact that I did not spend a lot of time at the school, I knew conducting individual interviews with students was not advantageous. I chose the group interview method so I could benefit from group interactions and be able to gather many perspectives in a short amount of time. Participants during group interviews were able to consider their position when other opinions were expressed. As the researcher I was able to observe a natural mix of differences that can only be identified in a group setting (Cassell and Symon, 2004). I wanted to focus on the child perspective. This is why I decided to interview more groups of students than teachers. I had two group interviews with teachers and six group interviews with students. One of the student groups was a mixed grade level group which consisted of students who made up the SwV peer team group, adding another important key to views on sport and peace in the school.

3.4.2 Organization of Participants

I separated teachers who taught the younger and older grade levels during their interviews to get a better understanding of how they operated and felt collectively about sport education in the lower and upper grades separately. The teachers who taught the older grades (five and up) each had the responsibility of acting as a

homeroom teacher to one class in the school, and also specialized in a particular subject. I decided to diversify the range of subject teachers in each interview group, in order to obtain a balanced view of how different subject teachers felt about sport. I had only a short amount of time in the school to pinpoint their thoughts on sport education and its contribution to peace and social cohesion. For the student groups, I coordinated same age level groupings so I could encompass the views of different grade levels in the school.

Group interviews ranged from a minimum of two participants to a maximum of six participants. When interviewing teachers and students I had a small private space to conduct my interviews provided for me by the Director of the school. I wanted to keep the group numbers small so I could maintain a more personalized atmosphere. It also made the interviews that were audio-taped much easier to transcribe at a later date. The teachers and students selected for interviews were chosen with the help of Marko the PE teacher.

3.4.3 Participant Selection

Teacher Interviews: Two groups of teachers were interviewed for this study, a total of seven teachers; nine including the two PE teachers who were interviewed separately at a later date as well as completed individual questionnaires. One group of teachers consisted of subject teachers who taught grades five to eight and another group consisted of teachers who taught kindergarten to grade four. For the recruitment of teachers Marko and I sat with the school schedule and together coordinated both groups. For the teachers from grades five to eight, we had to establish a day where four to six teachers would be working on the same day and taught different subjects with similar spares. We also had to choose a day where there would be an English teacher available for translation. We then had to check and see if the teachers were interested in taking part in the interview. All teachers were interested in being interviewed. Thankfully, we did not have to go back and reschedule a group. The second group of teachers interviewed that taught kindergarten to grade four was slightly easier to coordinate because there were

only two homeroom teachers for all students from grades one to four. We also asked the kindergarten teacher and the ESL teacher to be a part of the group interview. That gave us a total of four teachers for the latter group (who taught the younger students) and three teachers who taught the older grades (one of the teachers scheduled to come in was absent on the day of the interviews).

Student Interviews: Six groups of students were interviewed revealing in the end a total of 26 students. Students were chosen randomly with the help of student class lists. There were mixed groups of boys and girls and the groups of students were in the same grade level except for the SwV peer group. The grade levels of groups of students interviewed were: grade two, grade four, grade six, grade seven and grade eight. Plus the multilevel SwV group, this totaled six groups altogether. Depending on absenteeism, the numbers of children interviewed ranged from four to six students per group.

Other Interviews: There was a one-on-one interview conducted with the Director of the school. Another interview was conducted with the two PE teachers and lastly, an informal interview with two parents in the community. The reason why I consider this last interview as informal is in part, due to the fact, when the two parents (fathers) arrived at the school I had no idea they were there to be interviewed. I recalled reminding the Director the day before if he had by any chance heard of any parents who were interested in meeting with me. I think after I spoke with the director he contacted parents at the very last minute. I was obviously grateful that he was able to get these parents in on such short notice, but I was unprepared, and therefore could not audiotape the interview or take notes, and I lacked a translator. In the end, my language skills were sufficient enough to conduct the interview and I was very pleased with our ability to communicate. My questions were worded in a very basic manner but as the interview unfolded I realized their input would act as important data to be added to the study and reinforce the perceptions of other stakeholders. Please refer to the overview in table one for numbers of participants in each group. I felt it was not necessary to write the names of the teachers and students who participated because it had no

effect on the outcome of the data. I have outlined the groups and numbers in each interview, and added if they were male or female.

Formal Interview Chart							
1	Teachers Grades (K-4)	Kindergarten teacher Female	Teacher from the Grade 1-3 spilt class Female	Teacher from the Grade 2-4 spilt class Female	ESL Teacher Grades (2-4) Female		
2	Teachers Grades (5-8)	Chemistry Teacher Female	History Teacher Male	Biology Teacher Female			
3	Grade 2	Grade 2 Girl	Grade 2 Girl	Grade 2 Boy			
4	Grade 4	Grade 4 Boy	Grade 4 Boy	Grade 4 Girl	Grade 4 Girl		
5	Grade 6	Grade 6 Boy	Grade 6 Boy	Grade 6 Boy	Grade 6 Girl	Grade 6 Girl	Grade 6 Girl
6	Grade 7	Grade 7 Girl	Grade 7 Girl	Grade 7 Girl	Grade 7 Boy	Grade 7 Boy	
7	Grade 8	Grade 8 Boy	Grade 8 Boy	Grade 8 Girl	Grade 8 Girl		
8	SwV Peer Team	Male Student	Male Student	Female Student	Female Student		
9	Director Interview	Šukleta					
10	PE Teachers Interview	Marko PE Teacher Male	Part-time PE Teacher Male				
			Outline of Participants			7 teachers	
						26 students 14 females/12 males	
						Director of the school	
						2 PE Teachers	
			Total Number of Participants			36	

Table 1. Interview Participants

3.5 Summary

The Chapter began with the description of geographical settings for this research in order to familiarize the reader with the city of Niš, which is close to the village where the school is situated.

Most of the children who attend the school were not affected directly by the bombing in this area (some may not have even been born) yet the songs they sing are powerful reminders of how the memories of war live on in song, poetry, literature, and even film. In Serbia, during the war, popular music also inherited the characteristic genre of folklores that encapsulate collective memories and Serbian values (Čolović, 2002) and once they are established they cannot be easily ignored. Their effect on the culture and the countries descendents usually lasts for a very long time.

An overview of the school grounds and the effort and motivation of the teachers at the school was necessary to understanding how a lack of funding and developmental resources for the community has not limited their efforts. The teachers at the school and the administration demonstrate a deep caring and commitment for the students and the community. They have worked very hard at adding personal touches in areas in need of attention.

The methodology and instruments used to collect the data in this study were described. I outlined the data and interview process specifically, and in the next chapter I will be interpreting the data collected from the school, the Ministry of Education and UNICEF.

CHAPTER FOUR: THE SCHOOL SETTING AND SCHOOL WITHOUT VIOLENCE PROGRAM

*Kad počnu da duvaju vetrovi promena, neki podižu zidova
neki podižu vetrenače.*

*When the winds of change blow, some build walls and
some build windmills.*

Borislav Šukleta, Director of Škola Branislav Nušić

4.1 Introduction

Inside the little “technological/meeting room” where all my interviews took place the above quote is displayed on the white board in the room. I asked one of the teachers who happened to be in the room, to translate what was written. She did so, and immediately added that it was undoubtedly written by the Director. She mentioned it was common to find similar notes from him on the board from time to time. Although the saying is considered a Chinese proverb, and was not the original work of the Director himself, it best describes how his positive outlook on progression has transferred over to his staff. From what I learned and observed, he is an educational leader who truly believes that education can procure change. I decided to write it down because I felt it was related to the school’s achievements, which were created by its administration and staff. For without their willingness to embrace change, the students and parents at the school would not have had the opportunity to benefit from newly adopted programs such as UNICEF’S SwV program.

This chapter begins by describing the type of data recorded in this study and how it was connected to my role as a researcher. The chapter will also present the data obtained at the school, and describe the SwV program, and the PE

program in more detail. The next chapter will present the themes uncovered in the interviews which were triangulated with the aforementioned data.

4.1.1 My Role as a Researcher

I had one meeting with the Ministry of Education and UNICEF at the end of my research. I spent two days at the ministry office, I attended the Sport for Development Conference in Belgrade, I spent a couple of days at the UNICEF Belgrade office, and I spent three and a half weeks at rural school. In retrospect more time in all settings would have been beneficial for a more in depth investigation but I had to be flexible from the beginning of my research and my time in Serbia. My internship and collaboration with UNICEF was very important and meeting with them first and discussing what they felt would be pertinent to investigate was an indication of my adaptability as a researcher. After receiving confirmation from UNICEF that my research questions and my idea to explore the PE program at the chosen school would help support their work, I was asked to attend the Sport for Development Conference in Belgrade. I documented pertinent facts from the conference in order to enrich my research and to enable me to better understand the use of sport for promoting social inclusion and non-violence at the national, local, and government system levels.

Cassell and Symon (2004) point out how important it is to recognize in what ways our backgrounds and experiences play in the information we produce, and in the interpretation of our findings. My PE specialist background, educational experience, and my involvement with sport education in Montreal and overseas; dealing with issues of aggressive confrontations, and teaching problem-solving and social justice in the gymnasium, has given me the ability to pinpoint many pertinent issues involved in sport education. I immediately noticed that PE teachers in Serbia are faced with similar educational challenges that PE teachers confront internationally. I say this with confidence because I have worked with PE teachers from Canada, the UK, Australia, Scotland, Vietnam, and New Zealand. PE teachers struggle for properly scheduled time with students, and we must constantly validate and reiterate to colleagues the value of the activities we

do with the students. Our observational evaluative techniques are misunderstood, questioned, and not considered as valid as academic evaluations. Part of this due to a historical imprint, one that is difficult to dissolve related to the unequal value society places on arts and sciences in education.

My experience as an educational consultant allowed me to relate to challenges confronted by educational administration. Realistically at every system level we are all trying our best. However, we are held back, generally by financial limitations, and this affects what we can accomplish. Through my experience working in various educational settings, I have begun to understand this reality. In Serbia I noted that people in education fields at all levels have the knowledge and the will to make things better, and as anywhere else, moving forward depends on the economic resources at their disposal. My comfort level inside the school setting and my experience working with children of all ages allowed me to create an interviewing process which was developmentally appropriate for students. I was naturally also able to relate to the teachers. Additionally, as a researcher, I avoided leading questions because I did not want to influence any of their responses. Especially, when working with children, I wanted for the most part to understand their present views on the subject and was seeking their most truthful reactions.

Lancy (2001) and Brewer (2000) have both stated that an ethnographer increases the ability to interpret a culture when he or she is either familiar with the native language of that culture or, spends more time in the setting. In my case, I think it is important to point out that I have grown up in a Serbian household in Canada and can understand and communicate in Serbian. This has allowed me to recognize what may be perceived as a cultural issue during research and what may not be. I also feel that the teachers and administration at the school opened up to me immediately because we shared this commonality. At the same time my experiences in Canada (as an outsider) can be used to distinguish differing philosophies on sport education, and engage in discerning our personal and professional perspectives.

4.1.2 Data Recording

Hatch (2002) points out that data analysis begins informally at the initial stages of the data collection process because during our research we are constantly making decisions as to where we need to be, what we need to attend to or ignore, and what we need to be recording. During the interview process we are making instantaneous decisions intuitively as researchers about what to ask next or extend in terms of the discussion. Ethnographers believe that knowledge can be obtained through the perspectives of the participants and through the interpretation of the ethnographers (Pole & Morrison, 2003). Therefore, it is important to outline the interview process and the analysis I used to best describe and validate the data that was uncovered. Finally, in providing written clarity throughout this research in terms of the way the data was highlighted and the biases encountered during the research from the standpoint of the researcher, strengthens the validity of the research (Creswell, 2003).

4.1.3 Themes and Concepts in Analysis

During all interviews participants were informed that I would be simultaneously taking notes in case the tape-recorder failed. Once the interview finished, I began transcriptions immediately for each interview. Examining the transcriptions and interview notes together highlighted and reconfirmed the overall meaning of the data and the similar messages that emerged when cross-referenced with other interviews. Compartmentalizing themes that had emerged throughout the interviews also guided the direction of future interviews. Although my guiding questions during the interview sessions were always related to my main research questions and the purpose of my study, I found, especially in working with children, that after each interview session I had to slightly adjust the structure of the guiding question in order to clarify my aim. By doing so I was able to acquire more information from them on the subject. I found that my guiding questions became more simplified, and more succinct, as the interviews progressed.

Participant observations recorded daily in a diary and field notes were other methods used in all settings and later would be triangulated with the interview sessions to strengthen the data accumulated during the study. All information extrapolated was used to develop an initial list of themes or what I would consider central ideas. A preliminary list of themes needed to be formulated before this writing because I was expected to share the information with UNICEF and the Ministry of Education at a meeting conducted in Belgrade after the study was completed.

Documents that were provided by the school, the ministry, UNICEF Belgrade and the PE teachers were read and re-read back home to accurately describe the programming and the functioning of the school system. At home I went over all the transcribed interviews again and compared them with my notes once more so that I could re-analyze the data and confirm that the central ideas that emerged in Serbia were comprehensive. I also went over all field notes and what I wrote in my diary in order to triangulate findings and search for commonalities in the different types of data I acquired in Serbia.

4.2 Serbian Schools

There is a problem with access to education in Montenegro, Kosovo, and Serbia for poor and vulnerable families of refugees, Internally Displaced Persons (IDPs) and girls in rural mountainous communities (Bartlett, 2008; UNICEF, 2007). The quality of the learning environment in Serbia has suffered. For example, school buildings in South Serbia and Kosovo need reconstruction and violence in schools has increased due to post-conflict repercussions on society. Due to fear of being physically harmed one in four students did not feel secure in school (UNICEF, 2002). A few examples of the challenges faced due to budget constraints are that some buildings in rural areas still require proper hygiene facilities, resources and heating in the winter. The quality of curriculum has deteriorated throughout Serbia. Teachers have experienced large drops in salaries; some have taken on two jobs or lack motivation due to an absence of modern teaching resources such as audio-visuals or proper computer technology. Furthermore, because of budget

constraints there is an absence of professional development for teachers on new teaching methods.

It is important to note that the Serbian school system was built during an era when large populations lived in rural areas and the country was less urbanized. Some Serbian primary schools in urban areas must run different day schedules than rural schools. Scheduling students in the urban areas has been a huge challenge. Since the conflicts and NATO bombings the country does not have the economic capacity to build new structures to accommodate the influx of people gravitating towards the city. In fact, the reality is that most urban schools now work in two or even three shifts. Meaning one group of students will go to school in the morning, and a completely different group of students attend school in the afternoon in order to accommodate the overpopulation. At the same time school structures in the villages are almost barren, thus the need for a core school in a village with several satellite schools attached to it such as Škola Branislav Nušić.

Primary schooling is compulsory; some schools are organized to teach grades one to eight, and some schools in more remote areas will only cater to students from grades one to four. After grade four, students are transported to a central school that has the capacity to take on all students in the surrounding areas from grades one to eight.

High school is for students of ages 15 to 19 and there are four different types of secondary institutions that students can attend. There are two and three-year programs offered in Vocational School that can prepare students for a trade. Students interested in pursuing careers such as nursing or journalism are able to attend a four-year Professional School and after graduation work in the field or continue on to university. There is a four-year Grammar School program for students on route to university. Finally, there is also an Art School, which prepares students pursuing fine arts or music for their tertiary education.

4.2.1 *Škola Branislav Nušić*

All the symptoms that have been described above in regards to deterioration in education systems are mirrored in the daily life and structure of Škola Branislav Nušić. The school only recently had renovated bathrooms put in for the students but despite economic challenges teachers are still motivated to teach. Next year the school will receive money strictly for operating costs. It has zero capital for other basic educational expenditures such as resources, field trips, or professional development. The Director mentioned to me that as a team they would continue to work at acquiring extra funding independently.

The total number of students who attended the main school and all satellite schools is 274. At the main school where I did most of my research there were 197 students. There are two terms in a school year and four semesters for reporting. Teachers arrive at the beginning of the school year earlier than students (around August 15th) to plan for their first term. There is also an allotment of time set aside in January to plan for the second term. Reports are handed in four times a year to the resource teacher who compiles all the information and provides a summary to all teachers (satellite school teachers too) at a staff meeting. The resource teacher also gathers statistics on grade point averages, percentage of children that are struggling, and any other concerns. I happened to be around for one of these meetings (they take place only four times per year) where the resource teacher had reported that 63% of the students in the school had good marks, which meant that approximately 111 students in the school were struggling. During the meeting the Director asked that teachers make stronger efforts to seek out the positive qualities in those students that were not coping, and for teachers to come up with a system that would encourage more student success.

The school runs classes from grades one to eight in this central location and has several groupings of students. Although there are 10 classes at the school there are in reality a total of 18 classes overall when we add the satellite schools in the surrounding areas. Grades one to four usually have four classes

built into their schedule per day, and grades five to eight can have up to 7 classes depending on the way the schedule is organized. The exact numbers of students in each grade at each school can be found in the table below, along with the class sizes and total school population.

Table 2 Student Population in the Main School and the Satellite Schools

Škola Branislav Nušić	Grade 1	Grade 2	Grade 3	Grade 4	Total
Donja Trnava	8	8	13	7	36
Gonja Toponica	8	9	4	3	24
Gonja Trnava	—	3	1	—	4
Mezgraja	6	9	—	5	20
Sečanica	4	7	4	5	19
Supovac	2	—	3	5	10
Total Grades 1-4	28	36	25	25	113
Grade Five					41
Grade 6					32
Grade 7					49
Grade 8					39
Total Grades 5-8					161
Škola Branislav Nušić					274

As mentioned earlier, in order to accommodate all children in the city area, urban schools in Serbia are arranged into two shifts, therefore, some students will go to school in the morning and some students attend school only in the afternoon. Marko told me that in the city the morning groups' school day goes from 7:00 to 13:00. The second group of students will attend school from 14:00-19:00. The village school in Donja Trnava worked with only one schedule where

all the children went to school during the day and is characterized below in table three.

Table 3	Škola Branislav Nušić's Daily Schedule	
7:50	8:35	
8:40	9:25	
9:25	9:45 Veliki Odmor/Big Break	
9:45	10:30	
10:35	11:20	
11:25	12:10 Bus/ End of the school day for grades 1-4	
12:15	13:00	
13:05	13:45 Extra Activity session for older students	

Grades one and three learn together in one classroom, and grade two and four are taught in another classroom at the Donja Trnava campus. The numbers were low and they needed to combine classes but the reasoning behind this very different composition was to get students to work in a peer teaching format. When I asked the teachers how they felt about a one/three, two/four split, they expressed it could be challenging, however, they said they enjoyed the makeup of their classes and the overall notion was that the process was beneficial for all students involved.

At the central school where I did my research every class in the upper grades (five to eight) had their own homeroom teacher who was responsible for money collection, absenteeism, but most importantly, once a week for 45 minutes each homeroom teacher held a class session with their students for a

communicative check in (that I learned was organized differently according to the homeroom teacher). Marko for example used this time to foster a relaxed atmosphere with his students in a different setting. Sometimes his session would take place outdoors rather than inside the classroom. He would bring up any social incidences that occurred within the class community, and it was obvious that the children in his homeroom class adored him and that he returned the sentiment. He told me how much he enjoyed spending time with his homeroom class and I witnessed many occasions where he made his students laugh and smile. I also observed another homeroom class given by the ESL teacher. It was again a very relaxed atmosphere and did not have a structured format. The teacher mentioned how each week she would choose a theme based on a universal value, discuss its meaning, and share students' perspectives on the subject in class. Although the discussion got off topic, I could see that the children were able to communicate freely with her. She made a point of mentioning to me that this was the only time when they could relax, get to know each other better, and that she valued and enjoyed this time with her students.

4.2.2 School Development Plan

Škola Branislav Nušić had a thorough development plan in place. This included the school's connection to UNICEF Belgrade's "School without Violence" program. I noticed the school seemed to be a fairly safe place even though teachers dealt with episodes of violence on occasion. Several times, I witnessed Marko, the PE teacher, prevent and confront student aggression. He intervened during play fighting that could have eventually led to a genuine altercation, and I noticed students who needed support with social issues approached him for advice and alerted him about students who had displayed aggressive or unkind behaviors towards other students in class.

The school plan covered an extensive list of goals to be accomplished by 2012, from school renovations to curriculum development. Specific goals over the next four years were to modernize school classrooms, provide more professional development for teachers and increase student capacities and opportunities. The

development plan included information on the mental and physical health of children too, where they lived, their family unit, statistics on parental education (for example the document indicated that 90% of the parents had graduated from high school) and literacy rates in the village.

The development plan document discussed some of the schools strengths and weaknesses. A few present school challenges worth mentioning; the school lacks proper resources; teachers work in challenging work environments during the winter, and the school does not have an indoor gymnasium to support their physical education programs during the winter or severe weather. The report explained how the separation from other schools made it difficult to establish connections; the school lacked innovative teaching techniques (lessons were very teacher centered), did not have enough communication with parents. The school strengths: teachers were motivated, the school had their own eco-park, there were an optimal number of students for the facility, and the school was economically independent and open with the community. The school had a casual and relaxed atmosphere. I noticed parents were able to come and go into school as they pleased; there was no need to worry about student security. The school also had a dependable bus service for students and provided summer activities.

4.2.3 School Curriculum

In terms of programming, the director of the school claimed that 30% of the Ministerial programs could be adapted for students by teachers. However, not all teachers used this advantage in their curriculum design. He felt strongly about teaching that catered to students' strengths. He also added it was difficult to change or determine what a teacher decided to teach in their classroom. This is similar to how the principals function in schools in Montreal because they do not become directly involved with the teachers programming throughout the year. The school has worked hard on the adaptation of a program that encompassed the strengths of the area. The school is a "green" school and has developed programming to ensure that students become environmentally competent by promoting awareness of environmental issues, and using the outdoors for biology

lessons as much as possible. The school is also working on initiatives that will help develop other programs that can be adapted to the needs of the students. The school is going through the SwV initiative, and the Director believes it will have a positive effect on the outcomes of the community.

4.2.4 The Academic Curriculum

- Students from grades one to four are taught Math, Language Arts (Serbian), English, Music, Art, Physical Education, and Social Sciences whose sub categories are namely: People and Society and Nature and Society.
- Students in grade five are taught Math, Language Arts (Serbian), English, an additional language which could be either French or Russian, Music, Art, Physical Education, Geography, History, Civil Education, and Faith (Orthodox Faith)
- Students from grades six to eight are taught the same subjects as in grade five and also study Physics.

Additional languages taught at the school are English, French and Russian. Grades one to four learn English and from grade five onward the children continue to learn English and can choose to add either French or Russian to their language repertoire. Music and Art are taught twice a week by music and art specialists and the Physical Education classes are scheduled three times per week. The kindergarten teacher, grade one and two teachers teach physical education themselves and the students in grades three to eight are taught by the PE specialists in the school.

4.2.5 The Physical Education Program

By law all students must have PE classes and usually Physical Education specialists teach students when they start grade four. The homeroom teachers teach Physical Education to the lower grades and the intensity of these classes and skill development depends on the motivation of the homeroom teachers. At Škola

Branislav Nušić the schedule was organized so that the children would start physical education (PE) classes with PE specialists as early as grade three.

I agree with Marko in terms of the need to begin PE classes with specialists at a young age to obtain quality programming, which enhances kinesthetic awareness, fine and gross motor skills, and develops individual and cooperative skills. I also believe that when compared to Canada, Serbia is fortunate because at least PE specialists are employed at the elementary level. I know that the province of Quebec is an anomaly compared to the rest of the provinces because we demand that PE specialists work with children from Kindergarten through to High School. This, by the way, is not common in other provinces in Canada where homeroom (subject) teachers take on Physical Education classes at the elementary and high school level. According to Physical Education Health Canada, (PHE Canada, 2009) only 39% of schools in Canada have PE classes taught by PE Specialists and more specialists seem to be used in the high school rather than elementary. In my opinion, as a former PE specialist, the effort to expand the program for grade three students to benefit from a PE specialist at Škola Branislav Nušić is another indication of how the school values sport education.

I asked Marko whether or not he had organized lunchtime sport programs or recess activities for children. In passing, I had mentioned a program I used myself at the beginning of the school year, which offered several lunchtime sport activities for students throughout the entire year, and how it allowed students to practice their leadership skills. However, after looking at the school's day schedule I realized that it would be very challenging, actually next to impossible, for a PE teacher to organize an extensive lunchtime extra-curricular activity program (unless of course it was organized after school). The schedule allotted children a 20-minute lunch break and a five-minute break between classes to move from one class to another. Marko would have liked to have seen a change in the daily schedule, one that would parallel an average workday where students

would have a longer lunch and recess breaks. However, this change would need to come down from the ministry.

Presently, the Physical Education curriculum established in the village school encompasses the following sports for elementary students: Athletics (which is similar to Track and Field) European Handball, Volleyball, Basketball, European Football, Gymnastics and Health Education. I did not get the impression that many cooperative activities were organized, (it was not in the yearly plan) but Marko did play a few good cooperative warm up games that the children enjoyed and from what I observed the students worked very well together during this time. They were able to get into groups quickly, without complaint, and were genuinely trying to help each other succeed.

4.2.6 The School's Sport Education Philosophy

Škola Branislav Nušić is unlike other schools (according to members of the staff). The teachers at the school participate in extra-curricular activities, and go on outdoor excursions with the children, even during the weekend. These outings are usually health oriented. The Director and Marko believed it allowed the children to have an opportunity to engage in activities that they normally would not be able to experience with their family due to their present financial situations. The Director told me it was a practical first step to initiate the homeroom teachers in activities with kids and to see the students in a different light. He believed this would influence the teachers to want to organize or at the very least participate in other extra-curricular activities. For example, the first week I met with the staff, I was invited to attend a ski trip to Kaponik, one of Serbia's ski resort areas. It was a beautiful ski hill and although most of the children were sledding rather than skiing (the price of ski rentals was too high) it gave them an opportunity to see the area.

4.3 UNICEF's School Without Violence Program (SwV)

UNICEF's National Plan of Action (NPA) for children was adopted by the government of Serbia in February of 2004 and outlined certain policies to be

fulfilled by 2015. The plan called for the creation of partnerships between NGO's, government organizations, and professionals in Serbia which enabled them to focus on developing protective protocols for individuals who work closely with children. This ensured that they would take action when confronted with an act of violence, abuse or neglect. Subsequently, this developed a protocol supported by the British Council and UNICEF Belgrade and adopted by the Ministry of Education of the Republic of Serbia. This document was entitled The Special Protocol for Protection on Children and Pupils from Violence, Abuse and Neglect in Education Institutions (Department of Education Development and International Education Cooperation, 2007). It points out that the education system is one of the biggest systems in the Republic of Serbia and therefore houses the largest number of professionals working with children who may be in need of social protection from violence, abuse and neglect. The protocol outlines specific directions for professionals also pointing out that training for staff in educational institutions is a necessary component for change.

The SwV program has become an influential tool used to support professionals in schools, and also in gathering together professionals who work with children to collaborate on these important issues. UNICEF's SwV program in Serbia initiated in 2005 works in conjunction with The Ministry of Education, Ministry of Health, Ministry of Labor and Social Policy, Council for Child Rights and Institute for Development of Education. In 2008 the Ministry of Interior and Ministry for Youth and Sport also became involved in the project. The program is based on similar programs implemented by UNICEF projects in other countries connected to UNICEF's "Child Friendly Schools", and is adapted from a similar project developed in Croatia entitled "Stop Violence Among Children" (UNICEF, 2003). The SwV program has also evolved from UNICEF experiences and activities in Serbia in the last decade as well as other undertakings in primary schools aimed at promoting the rights of the child, cultures of peace and non-violence, intercultural experiences, conflict resolution, and peer mediation strategies.

The aim of the SwV program is to prevent and decrease violence amongst children and it is also aimed at raising a continuous awareness of the increase of violence in schools for all stakeholders including children. It develops school based projects which contribute to an atmosphere of tolerance, constructive communication and open dialogue among children, children and teachers, and teacher themselves, as well as with all other actors linked with the school (non-teaching staff), parents, members of the local community and services. The ultimate goal of the project is to enable a stimulating school environment and safe conditions for children's learning and development.

The program originated from four pilot schools. Three of the schools are situated in Belgrade and the other is in the Serbian province of Vojvodina. A school needs to fill out an application to be adopted into the program and in some cases interested donors will adopt specific schools. It costs 270,000 Serbian Dinars, approximately 4,500 Canadian dollars to fully implement the program into a school. UNICEF's SwV program is in 165 schools and this includes 110,650 students and 10,460 adults employed in 60 towns in Serbia. At present 58 schools received certificates for successful implementation of the program (26 in February 2008 and 32 schools in March of 2009). Škola Branislav Nušić was one of the schools certified in March of this year.

4.3.1 School Without Violence (SwV) Tools for Schools

The School without Violence program has several steps and indicators of achievement to keep a school on track. Every school has a school mentor that works for the Ministry of Education who is responsible for a school district in Serbia. The mentor will first go into the school and present the research on violence in schools to parents, teachers and students, but these presentations are done separately. With the help of the stakeholders in the school the mentor will also help them determine the intensity of violence in the area and at the school.

The school must go through seven phases in order to become certified. The first step that takes place looks at knowledge and awareness. The mentor visits the

school and information in regards to understanding the different types of violence in schools is relayed, the school and peer teams are formed and the school creates rules for the school. This is an important part of the process because it begins a school shift from a teacher centered to a more student-centered environment. Authoritarian philosophies are slowly dissolved and an environment where students assume responsibility for themselves, and the school, begin to emerge. Training and workshops are given and geared towards justice and highlighting the different forms of violence. Another step involves other operational strategies to be put in place such as class meetings with teachers once a week. Another strategy is drama skits (forum theater) that demonstrate aggressive situations to other children in the school and are created by the school's student "SwV peer team." The process engages in interactive and fun learning experiences because the audience becomes involved in the problem solving. Another step involves the formation of an internal and external protection network. This is a complex process as it involves the local community and deals with the connection between domestic violence and a child's personal violent tendencies in school. This is a stage that guides teachers in the process of becoming more directly involved and they begin to develop sensitivity towards detecting small signs of violence in students. The students also need to enforce the three outlets of the program that help students deal with violence in school. 1) The trust box—a box where students can write down any problems they have with violence in school. 2) Forum theater skits. 3) Developing program activities called small school actions that can range anywhere from organizing a small party to a sport function in school.

Additionally, there is also a voluntary network of university students that tour throughout Serbia and help with programs that encourage street play and the street football leagues. Serbian athletic role models usually endorse these functions. Another concept is 'Fair Play' and fair play tournaments.

The SwV program has developed badges for students and has created manuals for parents and children. They are developing steps to deal with cyber

bullying in schools and are working on principal support in regards to how to report situations of violence in schools to the media. It is important to inform the community about violent situations that arise but not to expose the children in the process. There is a map at the last page of this chapter that indicates all the names of the schools involved in the program and the areas where the School without Violence program known as “*Škola Bez Nasilja*” in Serbian is situated in Serbia.

4.4 Summary

This chapter looked at my role as a researcher and highlighted some of the strategies I used in order to express the accuracy of the findings in this research. It presented the data obtained from documents, observations and field notes recorded about the SwV program, the school, and the physical education program.

The Serbian education system has severely deteriorated, specifically between (1990-2000) as a result of its economic and social crisis (UNICEF, 2001). The education structures in Serbia and Montenegro suffered budget losses over the years of the conflicts. For example, in Montenegro only 1.3% of its education budget is used for capital expenditures (Bartlett, 2008). These budget losses are also reflected at the village school that functions solely on operating costs. In spite of these challenges, the Director at Škola Branislav Nušić and staff are focused on the school’s development plan to move forward. The Director and staff also support sport education in school by increasing PE time with specialists and participating and organizing extra-curricular outdoor activities with staff and students that nourish a climate of health and active living to provide positive experiences for the children and the community.

UNICEF’s ‘*School without Violence Program*’ teaches a child peaceful ways to resolve conflict and has built in connections with the government in order to stabilize action plans for furthering sport development in Serbia. UNICEF’s SwV program, from what I have seen, has not only had an impact on Škola Branislav Nušić, but it works with other schools that share the same willingness to

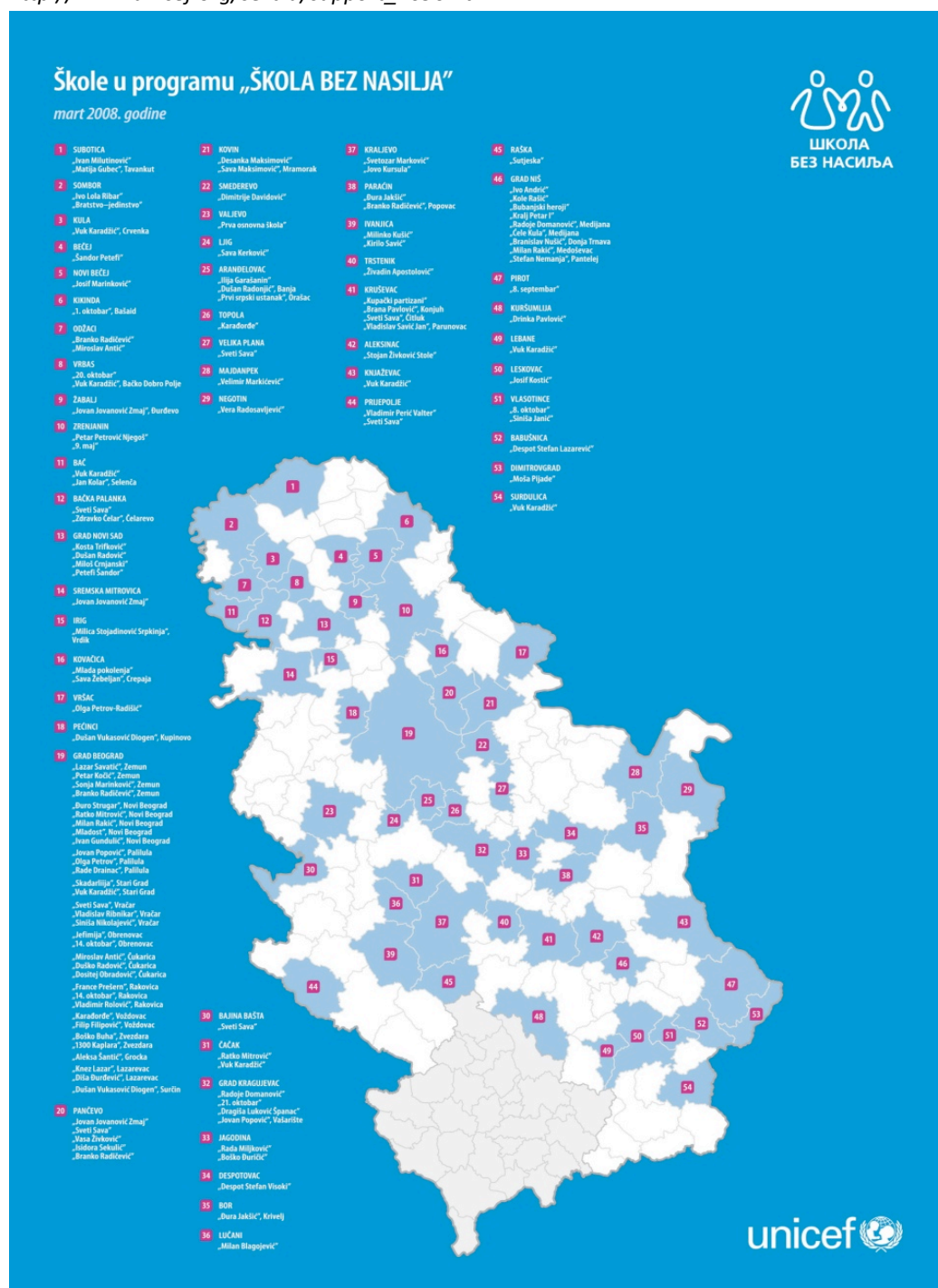
transform traditional school governing systems into more student centered governing systems.

The next chapter will present the data accumulated at the Sport for Development Conference in regard to ministerial awareness about what is needed to improve sport education in Serbia. I will discuss the Ministry of Education's involvement in reducing violence in schools, and also present the data uncovered by the interviews with stakeholders.

School without Violence programs throughout Serbia

Figure 6.

http://www.unicef.org/serbia/support_4696.html



CHAPTER FIVE: DATA PRESENTATION

Ево дивног пролећа

*Ево ласта долеће, носи дивно пролеће. У шуми се
љубичица плави и мирише у зеленој трави. Сунце се
смеје. И весело све је. У шуми крај старог пања
Лептиру се више не сања.*

Here is Beautiful Spring

*Here birds are arriving, bringing a beautiful spring. In
the forest the violets are turning blue and smell in the
green grass. The sun is laughing, everything is happy. In
the forest by the old stump, butterflies do not dream
anymore.*

Written by a grade 3 student

5.1 Introduction

This poem was written by a young student at one of Škola Branislav Nušić's satellite schools in the village of Cečanica. I discovered it while I was looking through a school newsletter printed this April. I chose this poem because it represents hope and nature's continuous cycle of change that occurs every spring. At first glance, this poem could have been written by any child in the world, considering all that has happened in this region, it is a refreshing picture of the beauty in renewal and change. It is not only expressed by the innocent poetic words of a child, but it is present and exemplified in the atmosphere of this school.

Part of my report on the work I conducted at the school was also printed within the same April newsletter. The piece was entitled “Sport and the War against Violence” The article addressed how proud the school staff was to have completed the first phase of the School without Violence (SwV) program and how everyone involved looked forward to the second phase of the program which promoted sport as an “excellent” tool against violence.

The interview data presented in this chapter will highlight the positive correlations (discovered through the use of different instruments) in this study. It will provide feedback on the SwV program within the school, as seen by the stakeholders in the school. This chapter will present the limitations and potentials of the PE the interviews with the PE teachers. It will also present the data acquired from (Sport for Development Conference in Belgrade) the Ministry of Education’s future considerations for sport to be used as a mechanism to decrease violence in schools.

5.1.1 Emerging Themes

All guiding questions used during the interviews were related to the research questions and all research questions pinpointed to the two main objectives of this study (see appendix H for a copy of the interview guide). The interview guide provides a complete list of all the questions I considered during the interviews with participants, however, the questions were adapted during the interview session depending on the participants and on the direction of the interview. The participant responses were based on their present knowledge and personal views on sport education. The themes that became more apparent in the interviews were separated into two distinct sections. The first section, underlines one of the objectives of the study and the themes are classified as: Sport and its Personal Benefits, Sport, Peace and Community, Sport and Social Cohesion.

The first aspect of this study explored the role physical education, sport, and play have on the development of a more peaceful socially cohesive atmosphere within the school.

1. Sport and its Personal Benefits

Sport is necessary for good health. It provides an individual with a positive frame of mind, and builds character. Some of the values or characteristics expressed were: Self-confidence, intelligence, muscle strength, teaches responsibility, one becomes skilled, happy, beautiful and skinny (these were obviously related to body image and I noted they were responses from the female students). A main term used throughout to describe how sport affects your mind and spirit was that being active “releases negative energy” I wondered whether this was something that was taught to them as only the students used this term to initially describe the positive effects of sport on the mind and body. A grade two student’s response to the following question: “How does sport make you feel?” was very simple, sweet and to the point. “I feel excellent and happy when I play.” It exemplified her awareness of the way sport and activity can make a person feel in the moment. When I asked grade two students how sport helps in school? Another grade two student responded, “We get skills and learn new games. It helps our minds.” I also asked them to divide in half, a blank piece of paper. On one side they were to draw a picture of what they thought a school would look like with sport, and on the other side draw what it would look like without sport.

David Stiles (2004) believes a pictorial representation is an “illuminating alternative” to more traditional techniques and although they may not be readily accepted by the entire research community, he certainly hopes that more open-minded researchers will acknowledge that it can reveal what words on their own cannot openly describe. Although I did not ask the children to draw for the purpose of uncovering something hidden, I thought that the picture was a good representation of how they felt the school would look like without sport.

The following drawing in figure 7 exemplified their impressions of physical activity in school. In the second half of the first picture below the child asked a friend “What to do?” Which could be interpreted as, since we are not playing what are we supposed to do with our free time? In figure 8 the first half shows the students playing and one girl says to the other. “Wow, it is beautiful and fun.” Note the smiley face on the roof of the school. The left side school is empty and there is no smile indicating a more forlorn environment.



Figure 7.



Figure 8.

When I asked the other grades what it would be like to not have sports in school their main thoughts were that they would be very bored. Some boys believed they would want to hit someone, or become violent. Most felt that they would have fewer friends. One boy said, “Everyone would be fat.”

2. Sport, Peace and Community

All the stakeholders believed sport would be a catalyst to peace in school and in the community. Except the grade two students, who were unable to associate both concepts. Although this young group was very engaged in the interview, I wrote in my notes, “... they could not make a connection with sport and how it creates peace, but they understood the concept of peace.”

When I asked the grade eight students to finish this sentence: More sport in schools and communities means... They responded: Less violence, more friendships, and a healthy body and mind. The PE teachers, subject teachers and students shared the following views: They believed sport brings people in the

world together. This was expressed by one of the students on the school's SwV peer team, "Sport will keep kids off the streets and away from bad influences like drugs and alcohol." One of the grade four students stated that sport "teaches us to listen to each other, and be good to each other so we can become gentler in the world." In relation to peace in the world another student on the SwV peer team stated, "...we are not on the streets with sport. We don't think about destruction or bombs when we play." One subject teacher said, " Sport connects the world, goes beyond borders and can bridge the gap between religions. During sport we play as equals." When I asked the grade eight students what sport can do for the world they believed sport makes a person healthy, creates friendships, and brings money and fame. I asked them to elaborate and they explained that people who play sports can make money and then athletes can bring this money to organizations that can help. They also asked me if I knew Vlade Divac (an NBA basketball player from Serbia) who now works with the Serbian government on humanitarian issues and sports. They also mentioned Ana Ivanović a tennis player who is a UNICEF national ambassador and spokesperson for Serbia's SwV program.

3. Sport and Social Cohesion

Most stakeholders saw competing with other schools as a form of social networking, a way for children to meet other children, but did not comment on how they could use sport and activities to develop friendships with students in their own school. The grade eight students stated that sport teaches them how to work together, play fair, respect others, which in turn helps when making new friends. More sports equated to more friends, learning to be respectful with one another, teamwork, and engage in fair play.

I was curious to discover the views of students and teachers on how different types of sport programming could be beneficial to the in-school community. One of the guiding questions in my interview had them consider: What type of clubs in school can be created that would increase social

connections amongst all students in the school? I hoped this direction of questioning would establish what was in place at the school presently, or evoke ideas from students about what they would like. I also wanted them to consider what they could do to help teachers with this type of in-house programming. I discovered that the older students did want to help with sport and teach the younger students in school. The kindergarteners for example, already had a buddy system with older students. However, there wasn't an organized system of partnering in terms of sport activities, or an opportunity for different grade levels to get to know one another unless there was a whole school field trip planned. My experience as a teacher having worked in six different schools, and as an educational consultant who has established relations with over 40 elementary schools, is that this is not common practice in any school unless it is fostered by teachers. An idea I had (which I hoped would come out in the interview naturally, but this was not the case) was that perhaps the older more skilled students could teach the younger grades (one to four) skills in gym class or create activities they could use to get to know each other better.

The PE teachers had mentioned that although the teachers in the younger grades took the children out for activities, they did not learn any sport skills and that this was lacking in the lower grade program. Therefore, an organized program using older students to peer-teach younger students could be beneficial in developing the younger students' movement skills. Additionally, they were not completely confident that the younger students had PE as frequently as they should (three times per week). In the interviews I was able to determine that the older grades would be open to teaching younger students. Grade seven said it would be difficult but they would like to try. When I asked them why they thought it would be difficult, they replied, "They do not know everything." The older students were concerned that they would not teach the skills properly. Grade 8 students stated that they would prefer to play cooperative games with the younger children if they had the choice. When I asked the younger grades how they felt about peer teaching, they were very enthusiastic about the idea. However, the grade four students shared the following concerns: A grade four

student commented, "...not to fight with us but teach us, they push and hit us and use bad words. We tell them to stop, but this does nothing." The grade four students added that they do not know the older grades very well. When I asked the grade two students if they would like the older grades to teach them sports (I had written this as a side note in my journal), "They loved the idea of playing with the older students, their eyes lit up and there were big smiles."

The second purpose of the study looked specifically at the PE program to better understand sport education in Serbia, and the following themes were developed from the interviews: Financial Limitations, Sport Education and Knowledge, Sport Education and School.

The second aspect of this qualitative study was to better understand the potentials and limitations of a physical education program in a Serbian school.

1. Financial Limitations

All stakeholders (except grade two students) brought up the point that there was a lack of funds to support sport education in the school during their interviews. When I asked the PE teachers, and the director about the yearly school budget I was told it was zero. A woman who works with budgeting in the district mentioned to me that the school would not be receiving any monetary support for the upcoming year. During my informal chat with parents they definitely felt that more financial assistance was required for the school and community. Both PE teachers expressed in their interviews a deep concern that funding was not distributed appropriately in different areas in Serbia. They had a strong impression that schools in the city obtained more funding than schools in villages. Even the subject teachers stated that an indoor facility was necessary to help PE teachers do their job properly, and that they lacked equipment and resources. Students in the older grades also mentioned they did not have enough equipment. When I asked the parents: What could the ministry or UNICEF do to help with sports in the community? One parent suggested that an indoor recreation center be built for children in the winter. They would even settle for a multi-purpose

inflatable outdoor structure (more economical) placed beside the school so that the PE teachers could use this facility along with the community.

2. Sport Education and Knowledge

When I asked students what type of sports they enjoyed, or to name some of their favorite things to do in Physical Education class, I noticed that they had a very narrow focus and they equated Physical Education with team sports, skill, and competition. They preferred popular sports influenced by the media and traditional sports learned in school for inter-school sport competitions (also part of the Ministerial program). Other responses extended to sports connected with successful Serbian athletes (who act as role models for children). European Football and Basketball were the most popular, then Volleyball and Tennis. Badminton and table tennis were worth a mention, and I noted these are two sports played at school. The school has approximately 5 or 6 badminton rackets, and an indoor room facility, which is a little larger than the size of a classroom. The PE teachers worked hard at fundraising for a ping-pong table which is now available for students to use. When I asked students what types of games they enjoyed playing they did not mention any names of games other than the sports mentioned above. They did not have any knowledge of non-traditional games in their repertoires. Grade two students answered with more non-traditional movement activities such as: running, playing, skipping and gymnastics. Sport for the most part equated to team sports, but one student did mention he liked Karate, another said Hip-Hop and Dance—adding that the clothing was cool. Another group brought up Swimming and Water Polo. These responses could have been connected to the fact that Serbian Olympic swimmer, Milorad Cavić lost the gold medal to Michael Phelps by one one-hundredth of a second at the summer Olympics in Beijing and that the former Yugoslavia is known internationally for producing the world's best Water Polo players and Water Polo teams. Additionally, the students mentioned there was no swimming pool near them to practice.

3. Sport Education in School

When asked, all groups of children interviewed believed every child should play. There was no mention of anyone that did not participate. They believed that everyone could be good at a sport as long as they trained and were passionate about the sport. Their knowledge on health was not discussed but they were aware that exercise keeps us healthy, keeps our body and muscles strong, and our minds sharp. They also knew that water was the best thing to drink, after and during, or before activity. Most students would like to have PE class every day, except for one student in grade 4. He wanted his PE schedule to remain as it is, three times a week. Another student looked at him and asked: “If you could have it every day wouldn’t you want to?” Then the boy laughed a little and agreed with the group. When I asked the students if they could choose any sport or play anything they wanted in school, it was difficult for them to come up with an answer. I am not sure if this is because they are not use to variety of sport choices or because they were caught off guard and could not imagine playing any sport they desired. I thought it would be interesting to compare their responses with the responses of children in Quebec to see if our students would have the same reaction, or would be able to come up with more ideas because they are exposed to other sports and games in PE class and in their community.

The Serbian students were also unable to describe what their dream field day would look like. Perhaps in retrospect it was a confusing question. I do not know if my elementary students in Canada would have been prepared to organize or imagine a field day either. Once again, there choices were only the sport activities that they learned in school and played outside of school. The grade eight students wanted a girls club for Basketball, Handball, or Volleyball. They also said they could play more European football, be better during competitions, and try to win more medals. The boys in grade eight also said there should be more competitions for girls.

5.1.2 Feedback on the School without Violence (SwV) Program

This research study could not have happened without the support from the UNICEF Belgrade office. Part of their work with the SwV program is looking at strengthening and developing a sport education movement in Serbia as a preventive measure to decrease violence in schools. Therefore, during the interviews students and staff were asked several questions about the SwV program. I also looked specifically at the programs connection to the school's PE program. The following information transpired from questions during my interviews and my observations at school.

One basic premise that arose from my questions to all stakeholders about the SwV program was how it enhanced communication skills. Teachers, students and the Director believed the program helped to improve communication skills between students, teachers and students, and teachers and teachers. A comment from a grade four student was, "We solve problems with words—not violence." When students and teachers were asked if they could think of a specific student in which the program helped to become less aggressive, they all said "yes" immediately. The teachers, PE teachers, and the Director were also able to think of specific students. When I asked the students how the program helped this person, most said, "We decided to talk to him or her." In one case, a group of girls explained how they all approached this boy together, and after their discussion he had calmed down. Another group could not state specifically how the program helped a student, but believed it had.

Grade 5 students hinted there are still some aggressive acts in school and that teachers are not necessarily aware of them. However, they believed communication helps because now they are able to discuss conflict more readily.

Some of the students' favorite aspects of the program were creating their own rules for the school, meeting other students when visiting other schools, forum theater participation, and the school student run radio program.

There is a trust box in the hallway used for students to write anonymous complaints. One student mentioned he felt quite safe in school, and did not use it.

Another student in the same interview said, “I used it.” but overall most students agreed it was not used anymore.

Teachers believed all students were engaged in the program, and this in turn created a more cohesive, cooperative staff environment. In an interview with subject teachers in the upper grades one teacher said, “It improved the way we connect as a staff and some teachers became more tolerant and flexible.” Another teacher talked about how it transformed the way some teachers deal with students and said that students were no longer immediately punished. Now students and teachers have the opportunity to discuss the root causes surrounding the situations that arise. Teachers also said a key concept was parent involvement. The children communicate more, and the parents are more aware of what is happening in school and aware of the different types of violence.

The Director believed the school team was a very important aspect of the program. He mentioned how he saw a change in one of the teachers at the school. The Director stated the program had an influence on a particular teacher’s moral and gave the teacher a new willingness to open up to others. He implied the teacher was now an asset when working in a team, and has followed the changes with the school.

I do not feel that the PE teachers are using the SwV program in their PE classes although the SwV concept of fair play is a familiar concept to the students. From my observations and after speaking with Marko I also get the impression that these were skills previously acquired through their PE program and therefore should not be attributed to the SwV fair play program.

5.1.3 Observations and Feedback on the PE Program

As I observed students at play, younger and older who were engaged in highly skilled sports, I noticed they did not depend on Marko to referee games. For the most part they resolved issues that arose during play by themselves. Marko mentioned to me that one of the aims of his program was to instill the concept of self-responsibility. He also trusts the students with the sport equipment at the

school. However, there had been two instances in school where new equipment went missing. Fortunately, one of those instances which had involved the stealing of a brand new soccer ball, was resolved. Both PE teachers were very disappointed with the students involved and pointed out to them that as a group what little equipment everyone in the school community had suffered from their actions, including themselves. Marko stated to me afterwards, “I don’t understand it, they are only stealing from themselves.”

From what I observed the children started their PE class in a traditional manner. They would run laps around the field and then a student would lead them in several warm-up exercises. Then the class would focus on a particular sport. I noticed the students at school were generally quite skilled, knew the rules of the sport and were knowledgeable in game strategy. They were also very well behaved in Marko’s PE class. There were many occasions when students were offered the choice to play whatever they wanted. Usually the boys would play Basketball or European Football and the girls would play badminton. There was one girl who was quite talented and Marko had mentioned that her skill level superseded some of the boys. I noticed she was able to keep up with them but that she was the only girl that had enough confidence to get into the game. Girls during choice recreation would take turns with the Badminton rackets (the school had only five or six rackets) and tossed the volleyball around.

It is obvious that both PE teachers understood what was required in order to build a solid well-balanced PE program. I imagine in terms of inventing different games and focusing on cooperative initiatives it would have been difficult to do without proper equipment. I could see how this would affect creative moral, and discourage a teacher from engaging in new activities. When asked how they felt about the curriculum, the PE teachers felt they needed more freedom to create different activities for students but most importantly needed the resources for the activities. Both PE teachers felt the PE program was stunted at least 6 months out of the year because they do not have indoor facilities.

There seems to be a communication breakdown between rural and urban schools. Both PE teachers felt the PE group (approximately 50 PE teachers) who

organized competitions for students in the district needed to transform the way they operated. At the same time both felt it was pointless to speak up during meetings because they believed they would not be heard. The part-time PE teacher mentioned it was time to bring in something new. He spent a good five minutes of the interview explaining how Badminton could be played in school for a minimal amount of money. He then stood up in frustration to reiterate his point. This reinforced how passionate he was about his work and dedicated to the idea of bringing different sports into competitions for his students. Badminton, he added, "... was not as expensive a sport in terms of equipment. An entire school could play and compete with each other for approximately 200 Euros." He also mentioned how competitions were organized haphazardly. Both PE teachers felt the sport competitions should be spread out more evenly throughout the year. Not just crammed together for one or two months out of the year (what is happening at present). Marko also mentioned (in frustration) how they usually received notices about tournaments on short notice. This did not give the school enough time to organize a bus into the city or get a team together to play.

5.1.4 The Ministry on Sport Education

The Ministry of Education and the Ministry of Youth and Sport worked as one institution in the past, but recently they have been divided into two separate organizations. The Ministry of Education representative at the conference pointed out the following: 1) Sport Education is multifaceted; it supports athletic potential and at the same time can improve individual human capacities. 2) Sport increased social development capacities. 3) Sport, activity and play are important mechanisms for the prevention of violence in societies. She went on to say that children benefit from sport as well as communities. She stated studies completed for the ministry have indicated that parents would like to see more sport opportunities in Serbia for their children.

She also indicated in elementary and secondary schools in Serbia students generally have PE either two or three times per week and that PE classes are taught by homeroom teachers in the younger grades and begin with PE specialists

in grade four. Generally students learn five to eight different sports in school, and they can choose a sport of their choice.

The presentation also explained the challenges that schools faced in Serbia:

- Most schools in Serbia operate with inadequate facilities and only 60% of schools in Serbia have adequate equipment.
- PE programs offer very poor sport choices for students even when they do have adequate facilities.
- PE teachers and other teachers teaching PE are not adequately trained.
- Parents pay for extra-curricular sport activities because they are not organized at school.
- Physical violence is widespread amongst children.

The representative from the Ministry of Education also talked about what steps had been accomplished and what steps still needed to be implemented in order to support sport and the prevention of violence in schools:

- A special protocol manual was adopted by the government which indicated the preventative roles that schools should adopt in order to decrease violence.
- They are working on teams to be in charge of planned activities and this would increase the number of children engaged in sport and promote sport tournaments and competitions for all students, not only the ones who are exceptionally athletic.
- Schools should begin to share facilities rather than rent out time to other schools.
- Proper training for teachers and PE teachers was required as well as the need to supplement the training of others involved in sport such, as coaches.
- PE teachers need to become more involved in the process of violence prevention in schools.

5.2 Summary

This chapter presented data obtained from my field notes and observations including the information I acquired at the Sport for Development Conference in Belgrade. The data from the interviews emerged in the form of themes related to the two main objectives in this study. The themes that emerged during the interviews were thoroughly described and will be triangulated with the other data presented in this study to form my conclusions in Chapter Six.

The Ministry of Education and Ministry of Youth and Sport are aware of the present situation in schools and are trying their best to develop much needed resources, including professional development for teachers.

The staff at Škola Branislav Nušić were proud to support my study and perceived our collaboration as a partnership. The information from this study will be used in the future to help reinforce their Sport Education program. The staff and students at Škola Branislav Nušić believe in being open to new programming, (like the SwV program) and creating solid educational experiences for the children will have a positive effect on their community. Despite its challenges I was told the school would continue to work hard at maintaining programs and developing curriculum suited to the needs of the student population.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

“Give us the time, change will happen.”

Borislav Šukleta, Director of Škola Branislav Nušić

6.1 Introduction

The above quote taken from my interview with the Director of Škola Branišlav Nušić demonstrates his belief that progress is possible. Even though progress is a slow process, the Director’s keen leadership skills impart this philosophy to his staff. This in turn is a powerful message due to the direct influence the staff have on the children. The desire is for the children to feed back into the community what they have learned at school and that they will continue to problem solve through communicative means. The hope is that this next generation will minimize the cycle of violence that has been heightened by war and intra-state conflict.

This chapter begins with a summary on the purpose of my research and the significant themes that emerged from the interviews with stakeholders at the Serbian village school. When I combined the information received from questioning all stakeholders involved with the school: Parents, the Director, PE teachers, Staff and Students, several main themes emerged out of their responses. These main themes, linked with remaining research data, strengthened the findings in this study. Next, I will provide several recommendations based on the themes and the findings in Chapter Four and Five. I will also conclude the study in relation to the research from my literature review and offer suggestions for future research.

6.1.1 Summary of the Purpose

The purpose of this qualitative study was to better understand the potentials and limitations of a physical education program in a Serbian village school and to identify the school's view on the role physical education, sport, and play have on the development of a more peaceful socially cohesive atmosphere within the school. The central question which drove this inquiry was: **What are the stakeholders' views on sport and physical activity as a tool for promoting non-violence and social cohesion?**

Although the interviewed participants in this study had no previous knowledge of the literature surrounding the potential sport has in creating peace and social cohesion the data demonstrated the interview participants felt very positive about sport education and believed it played a role in promoting peace. Furthermore, based on the data compiled by the interviews and other research instruments in this study, programs such as UNICEF's School without Violence program (SwV) played a significant role in violence prevention in schools in Serbia.

The SwV program has become an influential tool used to support professionals in schools. The program develops school-based projects which foster communication skills, respect, fair play and has created links with the school's (non-teaching staff), parents, members of the local community and services. UNICEF Belgrade's collaboration with the Serbian Ministry of Education are adopting new strategies that continue to boost the quality of education in schools in Serbia and decrease violence.

The study found that the Ministry of Education and the Ministry of Youth and Sport are both aware that schools in Serbia lack resources, facilities, and equipment for sports. The stakeholders also pointed out that Physical Education teachers needed more support in order to improve their physical education programs. However, there are no simple solutions to this problem and it is difficult to raise funds in an area that has its own economic challenges. Moreover,

both PE teachers I interviewed felt that changes needed to come down from the Ministry of Education and the University level so that programming can be adjusted in order to adapt to the conditions in schools and move towards more health based-programming. This explains why the village school struggled to find a balance between non-traditional and traditional sport activities within their physical education curriculum. The next section uses the data from the interviews combined with other findings to form a summary related to the purpose of this research.

6.1.2 Summary of the Findings

The first aspect of this study explored the school's view on the role physical education; sport and play have in the development of a more peaceful socially cohesive atmosphere within the school.

The first three themes that emerged from the interview data relating to the first objective in this study is: Sport and its Personal Benefits; Sport, Peace and community; Sport and Social Cohesion. The study found that sport not only had the potential to create friendships, build community relationships and was identified as a catalyst for peace by the school, community, and international organizations. Stakeholders recognized that being active increased good health, and contributed to a positive frame of mind. Moreover, sport education helped with overcoming boredom; it re-energized students and released negative energy, which helped diminish aggressive tendencies. Even the grade two students interviewed recognized the importance of play for their mind and bodies. Additionally, all stakeholders understood that sport education helped children accomplish goals, develop discipline and respect for others, camaraderie, and integrity, which fosters a peaceful and productive society. I believe Marko the Physical Education (PE) teacher said it best when he wrote, "Sport is always important, even here. With sport you can achieve anything."

Through sport and recreation children learn how to think critically and find solutions to problems. A UNICEF document written in 2004 entitled Sport,

Recreation and Play underlined how sport promotes: **friendship, solidarity, fair play, teaches teamwork, self-discipline, trust and respect for others, leadership, and coping skills.** Out of the nine characteristics described above seven of them were mentioned by stakeholders to describe sport education. Although the last characteristic **coping**, was not directly stated by the interview participants, they realized that being active improved our state of mind, and released tension, which are both related to the ability to cope better in stressful situations. Furthermore, a study conducted by Gronningsaeter et al. (1998) measured a group's ability to cope with stressful situations at work and found that after exercising for six months the same group felt like they handled stressful situations better than they did before inactivity.

The second aspect of this qualitative study was to better understand the potentials and limitations of a physical education program in a Serbian school.

The themes that emerged from the interviews with stakeholders are: Financial Limitations; Sport Education and Knowledge; Sport Education in School. A recurring issue in Serbia, as stated throughout this study, is the demotivating effect from the shortage of funding in schools on educational professionals. Not being equipped with proper resources for cooperative activities is undoubtedly challenging. As for the PE teachers at the village school in Serbia their difficulty is not in creating new games, rather it is having to keep up with the present government program and engage competitively with city schools in the district. Another draw back is the lack of equipment for developing program alternatives for elite sports. In Canada PE teachers usually receive a yearly purchasing budget for equipment which can range from 200 to 500 dollars. They are also able to 'tap into' the funds raised by the school community. The lack of proper resources can be frustrating for PE teachers. They are unable to work to their students full potential. Furthermore, it is demotivating for students during inter-school competitions if the school team is constantly returning to school with losses or cannot try out different activities. Another added pressure is that the PE teachers

in the villages are usually the only sport professionals the students have around them unless a student joins an elite team in the city.

The study also demonstrated that students' knowledge of the variety of sports they could play was not as extensive as expected. They also placed a high value on team sports and competition. The interview participants, attendees at the Sport for Development Conference in Belgrade and the Ministry of Education shared the thought that all children are entitled to play and that everyone has the potential to achieve their own sport or recreational goals.

6.1.3 School without Violence Findings

Staff at the school indicated that the SwV program promoted team work amongst each other and transformed the way some teachers dealt with student violence. Rather than resort to punishment, teachers attempted to understand the root causes of the disagreements first, and practiced conflict resolution strategies with students. Teachers also indicated that parents were more aware of projects going on in school and parents were learning about the different types of violence in school and society. Students all felt that the program enhanced their communication skills and they were also able to pinpoint a few students who became less aggressive over time. The aspects of the program that students enjoyed the most; was being able to create their own school rules, connecting with other students in other schools, and the participation in the forum theater. Although the full-time PE teacher at the school was on the SwV team of teachers and naturally has adopted fair play into his PE program, it would be interesting if UNICEF SwV program could connect even further with PE curriculum by perhaps providing a non-traditional sport program which focuses on team building and cooperative games.

6.2 Recommendations

The nine characteristics taken out of the UNICEF 2004 document entitled Sport, Recreation and Play can be acquired through team sports if all students participate. However, the problem as expressed by Lawson (2005) is that not all people enjoy team sports. As an experienced sport educator, I believe it is our responsibility to provide students with a variety of games, so they can gain superior knowledge on what is necessary to continue to be active for life. When opportunities to learn more sporting activities are increased, so are the choices students have in the development of their own personal health. Additionally, students should be engaged in activity three times a week in PE class. For many this may be their only activity during the week. In order for children to stay healthy they need to keep active on daily basis. This is another reason why we need to promote activities which are inclusive to all students in the class.

Guilianotti (2005) brings our attention to the dominant forces in sport which are related to the masculine hegemony created by historically patriarchal societal affiliations connected to sport elitism i.e., large salary rewards for sport professionals, male domination of spectator sports, sponsorships, etc. He also believes that placing too much value on elitism and skill only caters to the health and well-being of a small percentage of the population, and does not include marginalized groups in society. Solely connecting sport achievement with skill and competitiveness in traditional sport, as opposed to also favouring achievement in a variety of non-traditional activities, disregards the inclusive health aspect of sport education and does not cater to individual needs, or develop a well-rounded knowledge base in sport education. “The structural reform of sport, favouring co-operative strategies, would enhance gender equity, enabling disadvantaged communities to realize their human potential within play” (Giulianotti, 2005, p.101).

6.2.1 Increasing Sport Variety, Health and Inclusiveness

Although the dominant male hegemony associated with sport is a global issue, and stems from the value we as a society have placed on elite sports, I believe that if Serbia would like to move towards creating a healthier society and further develop the concept of non-violence and sport for all, these male dominated global preconceptions of sport education need to be overcome.

Although the village school does focus on outdoor cardio-activities like walking, biking and hiking. Adding more cooperative type games along with new sports in addition to the traditional team sports in their programming would benefit all students. Competent PE teachers look for the kinaesthetic and athletic capabilities in all students and offer a variety of activities in their programming. However, in Canada, PE teachers and the family unit can also rely on well-organized community sport programs in the city and outside the city limits, where as this is not the case in Serbia. Many students in rural areas need to practice in the city if they want to participate in community sports or become elite athletes because facilities and organizations nearby are not available. The following are some suggestions for future inclusive structures in physical education programming:

- 1) Professors in the Physical Education (PE) department at the University level could reinforce the value in non-traditional activities to pre-service PE teachers and prepare them to adapt their school programs to their teaching situation.
- 2) Both competitive and non-competitive sport activities along with concrete examples should be highlighted in the PE curriculum developed by the Ministry of Youth and Sport and the Ministry of Education to guide PE teachers with useful practical and inclusive strategies.

- 3) It is crucial that sport education programs offer a variety of sport activities so that students have the opportunity to discover their hidden talents and are aware of their potential.

6.2.2 Improving Facilities and Resources

In general, rural areas in Serbia do not have indoor recreation facilities. Therefore, it is difficult for the children to engage in common sport activities during severe weather. In Canada, most of our schools are equipped with gymnasiums for the rainy season and winter months. I ran outdoor programs in Canada, and in the winter these programs delivered valuable and diverse outdoor learning experiences. Ideally, a well-run outdoor program requires facilities such as: skating rinks and other facilities. For sports such as skating, broomball, ice hockey, and even cross country skiing or snow shoeing. These are all engaging activities that can be very enjoyable in the winter time. The weather pattern in the winter is also a factor; enough snow is needed to play winter games otherwise students slip and slide in the mud. A Physical Education (PE) teacher can play ball games, running games or have fun in the snow with winter soccer (if there is enough snow) but this too has its limits. The challenge for PE teachers outdoors in the winter is to get children to move, and get excited about the game. When they get cold, and the reality is that going out everyday in the cold is not always pleasant, children are less likely to be enthusiastic about winter sports. One suggestion for Škola Branišlav Nušić (and possibly other schools with similar issues) would be to:

- 1) Use the smaller PE room in the winter to engage in different activities that enhance health. The following activities do not require a large space: Yoga, Tai Chi, Pilates, Plyometric-type strength training exercises, Tae Kwon Do, Karate and Dance. These are great activities worth teaching until indoor and outdoor infrastructures are built in the area.
- 2) Have a daily five minute movement morning in classrooms. This could be student led or the PE teacher could put on dance music (over the school radio)

in the morning and verbally guide static stretches or on the spot anaerobic activities.

- 3) Cupsteking, which involves stacking plastic cups into pyramids and then taking them apart as quickly as possible. This activity has become known internationally and is a popular individual competitive sport. Cupsteking develops eye-hand coordination and reaction time which is essential for enhancing gross and fine motor skills (Edermann et al., 2004). It is ideal because it does not involve expensive equipment, all one needs is 12 plastic cups and a watch to keep time.
- 4) The PE teachers at the school both recognize planning and organization is required for older students to teach sports to younger students. Although there is no time for extra-curricular activities in the daily schedule, perhaps there is time during the activity period at the end of the day to implement a peer-mentoring program. This study has indicated that younger and older students showed great interest in the prospect of working together, this may further develop interschool-friendships. Older students can even create indoor movement games for younger children in the classroom.

Another challenge is that the community lacks available funding to provide the school with resources. Hence, even community fundraising opportunities (which are in fact heavily relied upon in Canada to supplement low equipment budgets) are suppressed. Admittedly, not all schools in Canada have a budget for expensive outdoor equipment but the potential to fundraise is present, there is the opportunity to increase the amount of gym equipment within a school through government, the school community or special-interest-group grants.

6.2.3 Creating Professional Cooperative Systems

I understand how difficult it is to engage in a well-balanced program throughout the year without an indoor gymnasium, but I think that PE teachers in Serbia should continue to collaborate with each other in order to assist, empower, and encourage one another. The PE teachers at the rural school were passionate about

their work but they were frustrated during our interview. They did not know how to begin to create the reform needed to efficiently coordinate competitive sports. My interview led me to believe that PE teachers themselves are looking for a skilled central coordinator who will move sport education forward. Their impressions was that their official PE meetings, which I was told consisted of approximately 50 PE teachers, portrayed an oligarchical system in disarray. The two PE teachers at the rural school both felt they could work with the present curriculum but believed it needed to become more health orientated.

Here are suggestions to help facilitate a more professional and cooperative PE system in rural Serbia:

- 1) Until, and even after, Serbia's economic and social systems are revitalized, a Physical Education professional central website can provide resource suggestions, share ideas used by the PE teachers themselves, and coordinate an equipment borrowing system within each district.
- 2) A PE consultant in charge of district tournaments and professional development opportunities for PE teachers is necessary for ongoing support. This would guarantee that PE teachers could learn new types of activities, evaluation techniques, and programming. All of which are necessary for any Physical Education (PE) professional.
- 3) Exchange programs for PE teachers would also be beneficial not only for PE teachers in Serbia (rural/urban exchange) but also for PE teachers in Canada (international exchange).
- 4) Connecting schools in Serbia to schools overseas, or Serbian schools developing relationships with local sport organizations, connecting students in High Schools, or students in Universities to schools could also be put in place.

6.3 Promoting Sport as a Tool to Prevent Violence

Most importantly, if sport is to be used as a tool to prevent violence in schools and communities, what is lacking is serious partnerships with PE professionals in schools. Sport professionals have the capability to help society through the use of

proper educational strategies (Lawson, 2005). Moreover, they are the teaching professionals that are around children when they are both verbally and physically active.

The best opportunity to teach authentic communication and conflict resolution skills to children and young adults is when students are moving. Furthermore, getting PE teachers to direct their programming towards these two competencies (communication and conflict resolution skills) will have long-term effects on the students, and engage them in authentic problem-solving situations. Which could in the long run help them deal with volatile social situations. This is why I would recommend a good cooperative team-building program which could be adapted to any PE program in a school to further enhance peace building and develop team work characteristics such as patience, encouragement, the ability to communicate confidently, and understanding responsibility. A minimal amount of equipment is needed for interactive activities. Some examples of equipment are: hoola hoops, bean bags, ropes, pins, a variety of different sized hard and soft playground balls, tennis balls, a parachute –all fairly simple manipulative objects which could be used for the start up of team building cooperative games.

Perhaps elite sport professionals in Serbia could be connected to the program and join in on cooperative activities to role model these types of activities in schools. In order to attract PE teachers to the program, a package could be developed to provide starter activities along with new equipment, resources, and useful PE evaluation techniques to measure program competencies. I believe the extra sport equipment given to a school would act as a huge incentive for PE teachers who were interested in expanding their PE program. Eventually the program could be evaluated for its effectiveness, and if associated with UNICEF's SwV program it could also be monitored. Another option would be to create this at the University level so it could eventually become embedded into the PE curriculum.

I think that Škola Branišlav Nušić or a school with similar attributes has incredible potential to pilot this type of program. Its dedicated teaching staff, and administration who would support such initiatives. Most importantly, I believe the PE teachers would also be interested in expanding their PE program in the school. Regardless of the recommendations presented, it is my hope that the PE teachers at the school will continue to play Ultimate Frisbee and Throw-ton with their students. And hopefully, at one point during the following year engage in a friendly inner-school Ultimate Frisbee competition or even just play against another school. Small steps are all that is needed for a new sport to spread to other schools, however, if the willingness is not there then it would be difficult to develop.

6.4 Conclusion

Although the Ministry of Education and the Ministry of Youth and Sport are already aware of the rural school needs, solid community based sport programs for children that offer diverse activities and new community sport infrastructures are required. As to how this money or extra funding can be accumulated and distributed to a country which presently struggles economically remains a question.

Programs such as UNICEF's School without Violence program is playing a significant role in attempting to diminish violence in schools by collaborating with the Serbian Ministry of Education. The data demonstrated that interview participants felt positively about the program. They also felt very positive about sport education and believed it did play a role in promoting peace. Therefore, connecting PE professionals to enhance this type of programming in their curriculum would have an even more powerful effect on peace in society.

Reconstructing comaraderie, whether it be cultivating more effective PE professional meetings, or sharing a district database would allow PE professionals in Serbia to renew their support for each other. Efforts need to be made in the coordination of new team sports for inter-school competitions, providing new

equipment to incorporate cooperative team building structures, as well as figuring out ways PE teachers can realistically share facilities and equipment. The Ministry of Education indicated it would be looking at these elements in the near future. Any different activities that could be developed would be motivational for the students and at the same time special (particularly for the children at the village school) because besides the daily trials and tribulations that all children go through, I do not think these children take much for granted. Perhaps the bombing that took place in Serbia ten years ago gave them a certain unexplainable wisdom, a life experience only understood by those who have withstood conflict and lived in a country marginalized by the rest of the world.

Just as a trained and motivated Mathematics teacher would provide his/her students with a variety of different problems in order for them to master mathematical equations, so should students be taught a variety of movement skills and techniques by a trained and motivated sport professional in order to master sport activities, and develop their own personal health. The Serbian Ministry of Education and the Serbian Ministry of Youth and Sport is advanced in their thinking by keeping PE specialists in primary and secondary schools. As stated earlier in this study, not all educational institutions in provinces in Canada support the idea of trained PE educational professionals in their school systems at the primary level. For this reason alone, PE teachers in Serbia can use this to their advantage by using this opportunity to work together and build quality well-rounded PE programs that keep children fit and active for life. Furthermore, specifically adopted peace-building skills can be structured into the PE program and expanded upon. The Physical Education teachers could be in charge of these types of sport education projects.

6.4.1 Parting thoughts on Post Conflict Areas and Sport for Development and Peace

Years of conflicts and instability have deteriorated the quality of Serbian education and the state of Serbia has become dependent on international aid and

regional cooperation. The World Bank has a representative in each Balkan nation, there are UNDP offices based in each country and many bilateral donors and several NGO's are also in competition with each other for government attention.

Hopefully the funding situation in the school system will improve soon as it affects the potential impact of education and educators in its society. Presently, there is a struggle to provide basic resources to students in Serbia especially in rural areas. The community also lacks a sport structure that can support the children in the area. As the Director of the school mentioned in one of his interviews "You don't always hear the voices of the rural community."

War and conflict creates poverty and it affects societies, education systems, and children. I hope this ethnographic study could tell a different story, a story of sport and education in Serbia that has not gone through the social and economical repercussions of bombing and conflict. Furthermore, I wish other conflict-ridden nations would not have similar stories to tell about the deterioration of their own education systems, and how violence affects their children and their society. However, this is not our present global reality.

Some 1.5 million children – two thirds of the world's child population – lived in the 42 countries affected by violent, high-intensity conflict between 2002 and 2006. But the impact of armed conflict on children is difficult to estimate because of the lack of reliable and up-to-date statistics (UNICEF, 2007, p .3).

Political, economic, and social factors such as a weak or corrupt government, social inequality, extreme poverty and high unemployment rates are all major causes of war and violence. Conflict is higher among countries with lower per capita incomes or broken down economic and social systems (Stewart, 2002). Countries such as Sudan, Iraq, Afghanistan, and Serbia, are all prime examples of UN member states taking part in military action despite UN Security Council disapproval. We need to disengage from this dangerous trend so that we can put an end to child misery and prevent unnecessary additional war stories.

Most importantly, wherever we are in the world, whatever our situation maybe, we have an individual responsibility to ourselves and to our society to do our best, and not give up in whatever we do. The Director, staff and students at Škola Branišlav Nušić are a reminder to us that all we need to make the best of what we have to work with. This is essential to hope and progress under any challenging circumstance. This unique village school was very cognizant of its students, open-minded to change, lead by a forward thinking administrator and accompanied by teachers that go well beyond what is expected of them daily as educators. Unfortunately, in this world someone will always have a little bit more or a little bit less than others. However, it is how we cope with this reality as individuals that can make all the difference in what we can produce.

Many researchers who specialize in the field of Education and Conflict, and even researchers who study notions such as nationalism and social identity and who are experts on different types of violence in society also agree that in order for humanity to achieve a more peaceful world we must continue to develop, evaluate and support peace building programs in educational institutions. Sport is a very exceptional tool to use in the educational peace building process. Not only is sport backed by the international community, it can involve all stakeholders in a community. Clearly Sport for Development and Peace (SDP) programs are working, they assist in the societal needs of post conflict regions, and over time can support existing development initiatives (Levermore, 2008). When projects are meaningful, SDP programs can achieve social objectives such as peace and conflict resolution (Beutler, 2008; Giulianotti, 2004; Kidd, 2008). Moreover, sport can develop well-balanced individuals and improve their health, which in turn improves human capital.

Sport positively benefits one's mental and physical state (Levermore, 2008) and can expand from one individual's well being, to groups of individuals and to societies. According to Bartlett, "In transition societies, education is a fundamental element in promoting and facilitating change in society" (2008, p.162). However, we must keep in mind that progression takes time and that there

are set backs after war. Regardless, education is empowering and good quality programs in schools that focus on peace combined with sport should be considered key contributors to diminishing cycles of violence and restoring social cohesion in ethnically divided societies.

6.5 Suggestions for Future Research

All stakeholders in this study felt that funds were not distributed evenly amongst the rural and urban communities in Serbia. It may be useful in the future to compare a PE program, equipment and facilities in a rural school with an urban school.

Student participants at Škola Branišlav Nušić were not able to provide me with a variety of different sports that they enjoyed or information on what they would like to see in the future in their PE classes. Most of them chose traditional team sports that were associated with fame, money and that were televised internationally. It would be interesting to compare the views of students in Serbia with students in Canada to determine whether or not being exposed to PE programs that offer a variety of activities, and living in an environment that has different activities in the community, would influence student responses or would the traditional media related elite sport choices prevail?

Another useful study related to sport education and its capacity to build peace could attempt to discover whether using a Sport for Development and Peace team-building program (specifically adapted for PE professionals in Serbian schools) would demonstrate a further decrease in violent behaviour when compared with a school without the additional program. Regardless of its outcomes it would effectively connect PE professionals to the task of using other means of sport education to specifically increase inter-cultural understanding or social cohesion amongst students, teachers and parents in school.

6.6 Final Thoughts

All experiences come to an end. I would like to share with you; the reader, my final goodbyes for the children at Škola Branislav Nušić.

Goodbyes are never easy. However, I have learned from all my farewells overseas that these special moments need to be fully appreciated in order to move on. I walked into each upper grade classroom and left a parting thought and when I walked into the building that housed the younger children, the teachers asked the children to sing a song for me. I thought it was only fitting to return the gesture to a group who had sung many songs for me while I was at the school. I also thought a song in Serbian would be much more appreciated as they enjoyed hearing me speak the language throughout my stay. I took in a deep breath and sang the tune of a song that is dear to my heart, one whose melody was very familiar and would also be familiar to them, where the words can be interchanged at any moment, because this is what had I learned in my youth.

... There far away, far away from the sea, there is my village, there is Donja Trnava. There far away, far away from the sea, there is my village; there are the children of Donja Trnava.

I did not expect them to join in with me but they did, and so did the teachers. We all sang together, with heart-felt emotions. I couldn't help but think to myself, as I looked out at the little children singing. How grateful I was to have shared this time with them, and how grateful I am now to have shared with my readers this story that needed to be told.

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Appendix A

Ethics Approval Certificate



Research Ethics Board Office
McGill University
1555 Peel Street, 11th floor
Montreal, QC H3A 3L8

Tel: (514) 398-6831
Fax: (514) 398-4644
Ethics website: www.mcgill.ca/researchoffice/compliance/human/

Research Ethics Board III Certificate of Ethical Acceptability of Research Involving Humans

REB File #: 267-0109

Project Title: Sport development and peace: a case study on sport and physical education in Serbian schools

Principal Investigator: Katherine Mikic

Department: Integrated Studies in Education

Status: Master's student

Supervisor: Prof. Ratna Ghosh

This project was reviewed on February 19, 2009 by

Expedited Review ☒
Full Review ☐

Blaine Ditto

Blaine Ditto, Ph.D.
Chair, REB III

Approval Period: February 19, 2009 to February 18, 2010

This project was reviewed and approved in accordance with the requirements of the McGill University Policy on the Ethical Conduct of Research Involving Human Subjects and with the Tri-Council Policy Statement: Ethical Conduct For Research Involving Humans.

-
- * All research involving human subjects requires review on an annual basis. A Request for Renewal form should be submitted 2-3 weeks before the above expiry date.
 - * When a project has been completed or terminated a Final Report form must be submitted.
 - * Should any modification or other unanticipated development occur before the next required review, the REB must be informed and any modification can't be initiated until approval is received.

Appendix B

UNICEF Belgrade Internship Approval Letter

United Nations Children's Fund
Office for Serbia
P.O. Box 644
Svetozara Markovica 58
11000 Belgrade

Telephone (381 11) 3602-100
Fax (381 11) 3602-199
E-mail belgrade@unicef.org
Web www.unicef.org/serbia

REF: BGD/PRGM/JR/bj/09-56
Belgrade, March 9, 2009

Dear Ms. Mikic,

We are pleased to confirm that you have been accepted as an intern in UNICEF, Serbia within the Programme division/Adolescents section. You will be working under the supervision of Jelena Jakovljevic-Zajeganovic, Project Officer for Adolescents, and the period of your internship is from March 23 to April 27, 2009. A short Terms of Reference are attached and Mrs. Zajeganovic-Jakovljevic will give you more details upon arrival.

Please carefully review the *Statement of Understanding of Internship Conditions* on the application form and bring with you the signed 'Internship Application', as well as all the required accompanying documents. You will also need to provide proof of your health and accidental death insurance.

Our office is located at 58 Svetozara Markovica Str, Belgrade. We will be expecting you on March 23 at 09.30 a.m. Please call your supervisor at extension number 135 upon your arrival (there is a phone at the security desk in the lobby.) She will come down to meet you and sign you in.

If you have any questions, please do not hesitate to call Mrs. Zajeganovic-Jakovljevic on +381 11 3602-135 or her assistant Bojana Jovicevic on +381 11 3602-122. Assistant's email address is bjovicevic@unicef.org.

We wish you the best during your internship with us.

Sincerely,


Judita Reichenberg
Area Representative

Ms. Katherine Mikic
5160 Macdonald Ave. Apt #503
Cote St. Luc, Quebec
H3X 2V8 Canada

cc: Jelena Zajeganovic Jakovljevic
Project Officer Adolescents

unite for
children

unicef 

Appendix C
Letter of Recruitment



3700 McTavish Street
Montreal, H3A 1Y2
Canada

March 25, 2009.

Dear Participant,

This letter is an invitation to consider participating in a case study that I am creating as part of my Master's degree in the *Department of Integrated Studies in Education at McGill University* under the supervision of *Dr. Ratna Ghosh, James McGill Professor and W.C. MacDonald Professor of Education*.

I am putting together a study that will compile information about a primary school in the city of Niš in Serbia to better understand the physical education program and sport activities in the school, and also the school's perception of sport in terms of enhancing social inclusion, preventing conflict and building peace. My objective is to collect data from multiple sources in an attempt to uncover ways to better adapt UNICEF's School Without Violence (SWV) program to local schools in Serbia. It will provide sound educational recommendations based on the perceptions of educators and students in the school which will help identify practical local needs and will be an asset to the school, UNICEF, and most importantly the students in the school.

In addition, I would like to audio-tape the interview. The purpose of the interview will be to gain a better understanding of your views on sport and physical activity in peace building, which can provide useful practical considerations for UNICEF and the school.

The group interview will take **approximately 45 minutes** and I will be conducting the interview at the school. The final project will be disseminated to UNICEF and strictly for educational purposes to my professor and my colleagues at McGill University. To protect your confidentiality, a pseudonym will be used in place of actual names. Your participation remains strictly voluntary, and you are free to stop at any time for any reason, without any negative consequences.

If you have further questions regarding this study, or would like additional information to assist you in reaching a decision about participation I will be staying with my relatives in Niš therefore please feel free to contact me at **062 124 8879** if you have any other questions. You may also contact me by email at **Katherine.mikic@mail.mcgill.ca**.

If you are willing to participate in the audio-taped interview, please sign and return the attached consent form.

Sincerely,

Katherine Mikic

Appendix C (cont.) Letter of Recruitment



3700 McTavish Street
Montreal, H3A 1Y2
Canada

25 mart, 2009.

Za učesnika,

Ovo pismo je pozivnica da razmislite o učešću u ovom programu što ja spremam kao deo za Master Diplomu za *Department of Intergrated Studies in Education, McGill University, Montreal Canada*, pod nadzorom *Dr. Ratna Ghosh, James McGill Professor*.

Ja sam sastavila studiu koja će mi dati informatije o Osnovnoj školi u Nišu u Srbiji da bih bolje razumela fizičko vaspitanje, sportse aktivnosti i igranje u školi i školski pogled na sport u cilju povećanja socialne interakcije, sprečavanja konflikta i izgradnje mira. Moj cilj je da koristim direktno posmatranje i prikupim informacije iz više izvora i da pokušam da otkrijem načine da što bolje prilagodim program 'Škola bez nacilja' lokalnim školama u Srbiji. Ova studija će mi pružiti obrazovne ideje zasnovane na zapažanjima nastavnika i učenika, koje će pomoći da se otkriju osnovne potrebe a biće od koristi školi, UNICEF-u, i najvažnije učenicima.

Povrh toga, volela bih da mogu da snimim intervju. Na ovaj način ću olakšati prepis i analizu zbog istovremenog razgovora više ljudi i to će mi omogućiti da bolje razumem vaše stavove kao grupe. Svrha intervjuja će biti da se bolje razumeju vaši pogledi na sport i fizičku aktivnost u izgradnji mira koji mogu da doprinesu UNICEF-u i školi.

Intervjui će trajati u proseku **45 minuta, do sat** vremena i sprovodiću ih u školi. Konačan projekat će biti dat UNICEF-u i strogo u obrazovne svrhe mom profesoru i kolegama u McGill Univerzitetu. Da bi se zaštitila vaša privatnost, umesto pravih imena biće dat pseudonim. Na vaš zahtev, kopija protokola intervjuja će vam biti dostavljena pre sprovođenja intervjuja. Vaše učešće ostaje strogo dobrovoljno, i imate pravo da prekinete u bilo kom trenutku i iz bilo kog razloga bez negativnih posledica.

Ako imate pitanja u vezi sa projektom, ili želite dodatne informacije koje bi vam pomogle da odlucite o učešću ja ću odsesti kod svojih rođaka u Nišu i slobodno me Kontaktirajte na **062 124 8879** ako imate bilo kakvih pitanja. Takođe me možete kontaktirati e-mailom **Katherine.mikic@mail.mcgill.ca**

Ako ste voljni da učestvujete u intervju, molim Vas potpišite se i vratite zakačen formular.

Iskreno,

Katherine Mikić

Appendix D Letter of Consent



3700 McTavish Street
Montreal, H3A 1Y2
Canada

GROUP INTERVIEW CONSENT FORM

Consent Form

I have read the description of the research project and hereby agree to participate. I am aware that I will be participating in a group interview and that the interview will be audio-taped. I know the researcher will also have a professional translator with her on the day of the interview. The only people who will view the audiotape are the researcher, her supervisor at the university, and the interpreter. I am also aware that once the data is written up and her thesis is approved she will destroy the audiotape and the data. This consent confirms that I am participating voluntarily, and that if I wish, I may decide to withdraw from this study at anytime. I also realize that we can stop the interview and continue at another date.

Please check the following:

I wish to participate in this study ___YES ___NO

Name: _____

Signature: _____

Phone: _____

Contact address or Email: _____

Appendix D (cont.)
Serbian Translation of the Consent Form



3700 McTavish Street
 Montreal, H3A 1Y2
 Canada

GRUPNI INTERVJU FORMULAR ZA PRISTANAK

Formular Za Pristanak

Pročitao-la sam opis projekta I prihvatom da učestvujem. Svestan-na da ću učestvovati u grupnom intervjuisanju i da će intervju biti sniman. Znam da će istraživač imati profesionalnog prevodioca na dan intervjuja. Jedne osobe koje će preselušati snimak su: istraživač, njen nadzornik na univerzitetu, i prevodilac.

Takođe sam svestan-na da u trenutku podaci budu bili napisani i teza odobrena, snimak i podaci će biti uništeni. Ovaj formular potvrđuje da ja učestvujem svojevolejno, i da ako poželim, mogu da odlučim da se povučem iz istraživanja u bilo kom trenutku. Takođe razumem da intervju može da se prekine i nastavi nekog drugog datuma.

Molim vas obeležite sledeće:

Ja bih voleo-da učestvujem u studiji ___ DA ___NE

Ime: _____

Potpis: _____

Broj telefona: _____

e-mail: _____

Appendix E
Interpreter Consent Form



3700 McTavish Street
Montreal, H3A 1Y2
Canada

INTERPRETER CONSENT FORM

Consent Form

I have read the description of the research project and hereby agree to respect the anonymity of the participants. As a professional translator I will not disclose any information to the media or other outside sources. I will not discuss the cases with anyone other than the researcher. I also understand that I cannot make copies of the documents that I am transcribing and that the written research, tapes and all other documentation pertaining to the study will be kept with the researcher.

I will adhere to the above terms and will work together with the researcher in a professional capacity.

Name: _____

Signature: _____

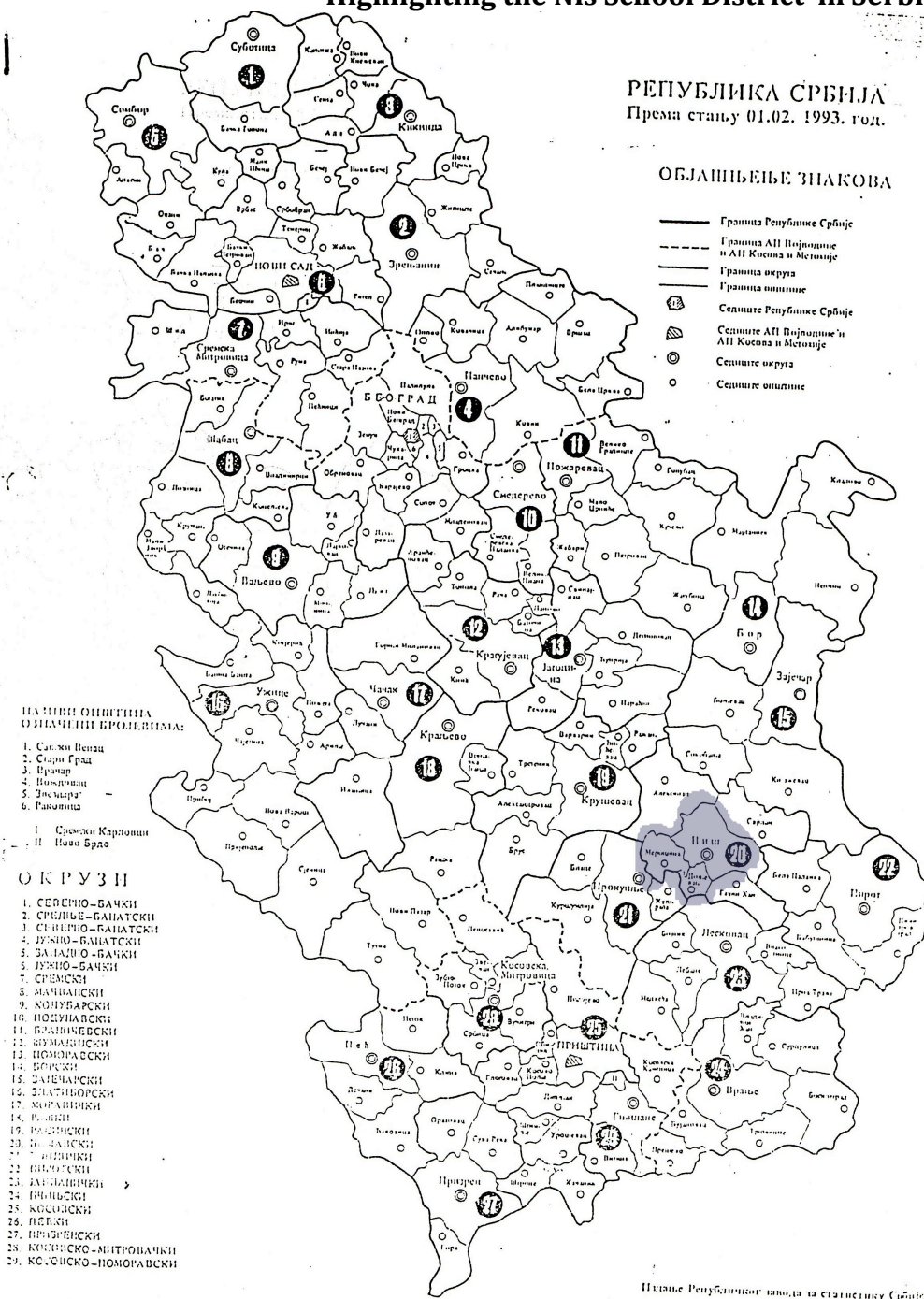
Phone: _____

Contact address or email: _____

Appendix F

Map of Serbia

Highlighting the Niš School District in Serbia

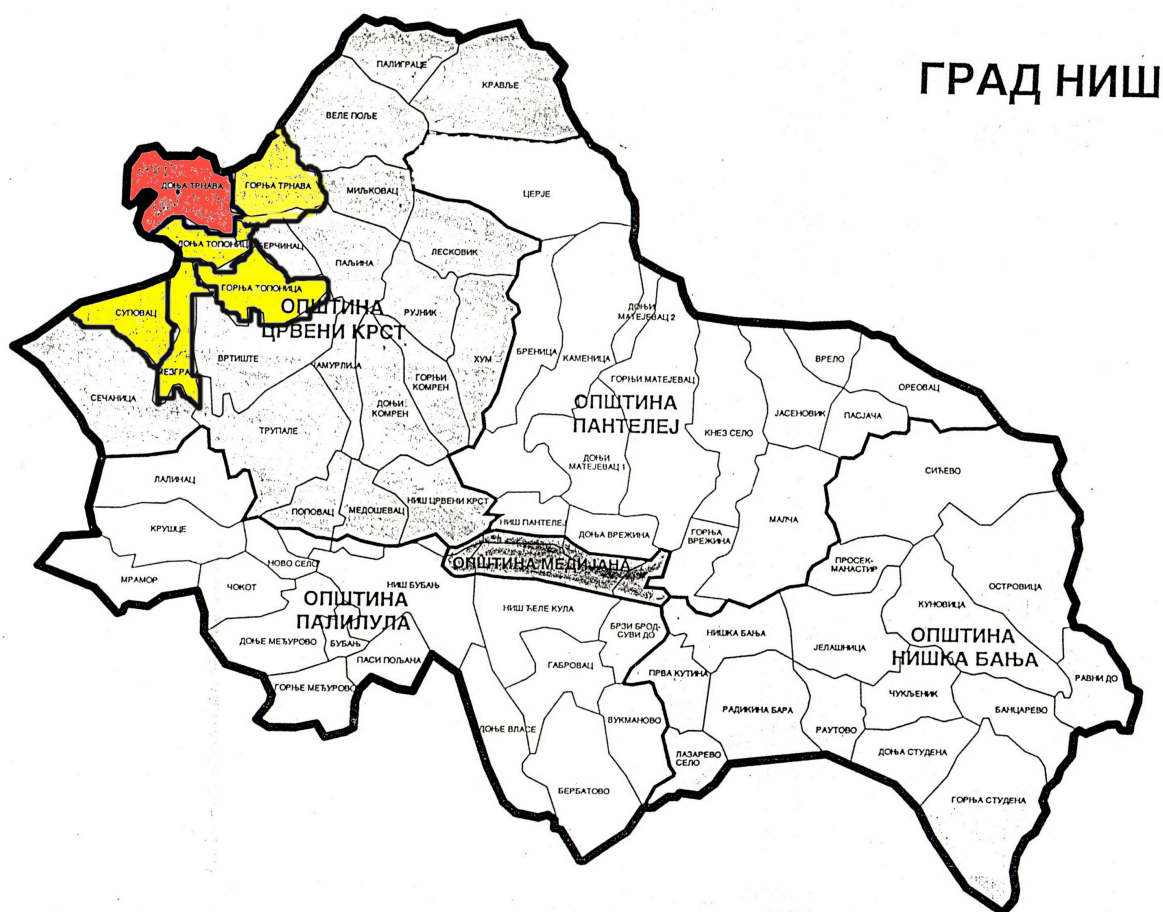


Appendix F (cont.)

Map of the City of Niš

Highlighted are the Five Villages including Donja Trnava (in red) which are connected to Škola Branislav Nušić.

Sečanica, Supovac, Mezgraja, Gornja Toponica and Gornja Trnava



Appendix G



Ultimate in Ten Simple Rules

Steve Courlang and Neal Dambra

Copyright (c) Ultimate Players Association, 1993

1. The Field -- A rectangular shape with end zones at each end. A regulation field is 70 yards by 40 yards, with end zones 25 yards deep. We play on whatever size field we can get!

Polje- Pravougaonog oblika sa poljima na svakom kraju. Dimenzije polja su 70 puta 40 metara, sa krajnjim poljima od 25 metara.

2. Initiate Play -- Each point begins with both teams lining up on the front of their respective end zone line. The defense throws ("pulls") the disc to the offense. A regulation game has seven players per team.

Pocetak Igra pocinje tako sto se obe ekipe poredjaju ispred svojih zona. Odbrana dodaje disk svom napadu. Timovi imaju 7 igraca.

3. Scoring -- Each time the offense completes a pass in the defense's end zone, the offense scores a point. Play is initiated after each score. Team switch ends after each score.

Poeni -- Kad napad prenese disk u protivnicku zonu to je poen. Timovi se menjaju posle postizania poena.

4. Movement of the Disc -- The disc may be advanced in any direction by completing a pass to a teammate. Players may not run with the disc. The person with the disc ("thrower") has ten seconds to throw the disc. The defender guarding the thrower ("marker") counts out the stall count and cannot actively defend.

Kretanje disk- Disk se dodaje u svim pravcima do suigraca. Igraci nesmeju da trce sa diskom. Igrac sa diskom ima 10 sekundi da doda disk. Odbranbeni igrac stoji ispred igraca sa diskom I naglas broji 10 sekundi i nesme da dodiruje napadaca.

5. Change of possession -- When a pass is not completed (e.g. out of bounds, drop, block, interception), the defense immediately takes possession of the disc and becomes the offense.

Appendix G (cont.)

Promena strana- kad dodavanje nije izvršeno (npr. disk izasao van terena, pao disk, blokada ili presecen disk) odbrana preuzima napad.

6. Substitutions -- Players not in the game may replace players in the game after a score and during an injury timeout. Or when ever the disk is on the ground.

Zamena- Igrac van igre moze da udje u igru nakon postignutog poena ili za vreme time out ili kad god je disk van igre.

7. Non-contact -- No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.

Kontakti- Nikakvi kontakti nisu dozvoljeni. Svaki kontakt je foul.

8. Fouls -- When a player initiates contact on another player a foul occurs. When a foul disrupts possession, the play resumes as if the possession was retained. If the player committing the foul disagrees with the foul call, the play is redone.

Faul- U slucaju kontakta sudi se foul. Ako je igrac sa diskom fauliran igra se nastavlja. Ako igrac koji je nacinio foul da primedbu da nije faulirao protivnika igra se ponavlja.

9. Self-Refereeing -- Players are responsible for their own foul and line calls. Players resolve their own disputes. Coaches step in when needed.

Fer play- Igraci sami prijavljuju faulove i da li je disk van terena. Igraci sami resavaju nesuglasice. Treneri se ukljucuju po potrebi.

10. Spirit of the Game -- Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of play.

Duh igre- Ova igra naglasava sportski duh i fer play. Rivalstvo se ohrabruje ali nikako na stetnu postovanja izmedju igraca, postovanja pravila i na stetnu uzivanja u igri.

The complete, official UPA Ninth Edition Rules of Ultimate with all amendments and clarifications are available by FTP from ftp.cs.wisc.edu in directory [/pub/ultimate](#), or via the World Wide Web at URL <http://www.cs.rochester.edu/u/ferguson/ultimate/ultimate-rules.html>.

Appendix H

Interview Guide

1) What are the views of the stakeholders on the concept of sport for development and peace?

- What types of sports do you enjoy? Why?
- What do you think sport does for the body and mind and spirit?
- More sport and activities in communities means.....
- How can sport help develop peace in society, in school, in a community?
- How can sport build communication cooperation and respect amongst youth, amongst society?
- How does (can the) community help with sport?

2) What are the views of stakeholders of the concept of sport education as a tool for peace and social cohesion within the school?

- How can sport be used as a tool for violence prevention in the school?
- Individual sports teach....team sports teach.....?
- How can we use sport education to get to know everyone in the school?
- What type of programs and activities in school can you create that can increase friendship?
- What kind of activities do you think help the most in decreasing violence among children?
- How do you think sport brings peace to your school and helps people get along?
- What type of clubs in school can be created that would increase social connections amongst all students in the school?

3) How has the school demonstrated it has recognized the importance of sport as a tool for development and peace?

- Can you think of a child that has become less aggressive since the implementation of the SwV program?
- What parts of the school program do you feel are practical and useful?
- What does your school do (programs or activities) to develop sport and peace building in the school?
- What did the SwV program teach you?
- What impact has the program had the school, teachers, students, community?
- How has SWV program changed the way teachers work together and view sport education?
- What do you think the atmosphere of the school would be like if it did not have a PE program?

Appendix H (cont.)

4) What are the opportunities and challenges of the school in terms of implementing the use of sport as a tool development and peace?

- What are the needs in the school in terms of programming in order to further develop sport education in your school?
- What are the needs in the school in terms of resources in order to further develop sport education in your school?
- What are the needs in the community to further develop sport education in your school?
- What changes need to be made in the school system in order for the school to enhance sport education goals?

5) What are the stakeholders' views on the potential sport education (competitive and non-competitive) has for the promotion of peace and social cohesion within the school?

- Does everyone have the right to sport and play or only the most talented? What clubs would you like to see in school?
- What are some ways we get students who are uninterested in sport, interested?
- How do you think sport and sport education can be used as a tool for personal knowledge and peace in your class/school/community?
- Should we move from sport based to health-based program? If so how?
- What do you think the older students in the school can do to become more involved in the preparation of sport classes (grades 1-4) in order to enhance sport education for the younger students in school?
- Is there anything you thought that maybe I should have asked you about, that you were expecting me to, or that we have not yet talked about?

Appendix I

Additional Questionnaire for PE Specialists

How can sport help promote development?
Kako sport može pomoći razvoju?

How can sport help promote peace in the world?
Kako sport može pomoći miru na svetu?

How has the program “School without Violence” helped the school and the village?
Kako je program “škola bez nasilja” pomogao tvojoj školi i selu?

How is the SwV program practical and useful?
Kako je program “škola bez nasilja” misliti da je praktičan ili upotrebljiv?

How has the SwV program helped teachers work together?
Kako je “škola bez nasilja” promenila način kako učitelji rade zajedno?

How has the SwV program helped teachers view sport?
Kako je “škola bez nasilja” promenila kako učitelji gledaju na sport?

What are you doing to increase sport and peace in school?
Šta vi radite da povećate sport i mir u školi?

How do you think older students can help younger students in school with sport?
Kako misli te starije učenici mogu pomoći mlađim detima u školi za sport?

I tried my best to write this in Serbian, I hope the questions are clear to you. Please let me know if this is not the case.