Peer to peer violence in high schools: Bosnia and Herzegovina

Country report on research findings of peer to peer violence in Bosnia and Herzegovina

ORC Tuzla, August 2014

Table of Contents

Introduction

Human security in Bosnia and Herzegovina is relatively new concept and not so well researched and understood area that is often referred only to war traumas and post war security issues. It has not been understood and seen as day by day dealing with conflict that occurs at work place, home or schools and that effect each individuals or groups at very personal level.

Increased youth direct, structural and symbolic violence amongst the high school population (ages 15-18) that is happening in schools and around the schools in Bosnia and Herzegovina and often leading to increased insecurity and casualties both to the pupils and teachers attending/working in schools is what Bosnia and Herzegovina partner in project "Cross border citizen network for peace, reconciliation and public safety on Balkans" chose as research topic.

In the context of this research, the primary focus is on insecurity for youth in the high schools, which are closely linked to multiple threats to and fears for the physical safety and dignity. In contrast to traditional concepts of security which revolve around the territorial integrity and sovereignty of the state, human security recognizes that the security of individual humans is essential in building stable and peaceful societies. Human security is also a normative concept. It envisages the emancipation and empowerment of individuals who should be the subjects, rather than passive objects or subjugated beings, in the creation of security. In this research we are particularly interested in finding out about this discrepancy between the severity of a threat and an individual's capacity to respond in a meaningful way in order to mitigate that threat. It is important to bear in mind, that insecurity does not mean inaction on the part of those experiencing it; sometimes coping strategies can be positive but sometimes they may have indirect or/and long term adverse effects. In this research, we are particularly interested in uncovering how people deal with the consequences of violence in several high schools in Bosnia and Herzegovina.

Violence is classified in three types of social relation:

1) The traditional way of looking at violence is the direct bodily implications of physical actions in which a subject and object are connected.

2) Structural violence is a way of limiting people in their everyday lives. It is embedded in social structures marked by inequalities (unjust and exploitive political, economic, legal and social systems) which are reproduced through stable institutions, norms and practices.

3) Cultural violence is an act/behaviour of classification, separating and excluding certain groups and the creation of social hierarchies through the use of symbolic and cultural phenomena. Subjugated people are complicit in this form of violence.

This, in depth research, will try to determine the causes of extreme forms of youth violence, who are the prevailing victims and how the pupils, schools, institutions and community are responding to this as well as youth coping strategies in respond to violence. Research was conducted in four towns in Bosnia and Herzegovina – Tuzla (Federation BiH, Bosniaks nationality majority), Bijeljina (Republic of Srpska, Serbs nationality majority), Orasje (Federation BiH, Croats nationality majority) and Brcko district BiH (almost equally mixed nationalities Serbs, Crats and Bosniaks).

Research tried to focus to the schools pupils and their experiences of violence, from Human security aspect, taking in consideration not only the direct physical violence also other form of violence such is verbal insults, bulling and other forms of violence that will be further discovered in interviews and focus group research stage.

From Human security point of view this research is going to focus on managing consequences of violence and understanding the dynamics of those individual young people coping strategies who are suffering from, or threatened by, violence.

Bosnia and Herzegovina Context

Higher Education System in BiH is a result of the process of decentralization and subdivision of the country into two entities in compliance with the Dayton Peace Accords: Federation of Bosnia and Herzegovina (FBiH) and Republic of Srpska (RS). The Federation of Bosnia and Herzegovina is subdivided into ten cantons, whereas the Republic of Srpska is subdivided into six regions. Brcko District of Bosnia and Herzegovina have own education system. Stemming from the political decentralization process, the higher education is primarily regulated on the level of entities and further decentralized based on the entities' subunits. Despite the recent adoption of the Framework on Higher Education Law the state has little control and competence in the area of education. As a result, it is important for the further discussion to point out that there is no Ministry of Education on the state level regulating the education system. When the above described higher education system decentralization is taken into consideration it should be pointed out that as a result, Bosnia and Herzegovina can have the total of 14 laws on higher education (1 at the State level, 3 at the levels of entities and the District of Brcko, and remaining 10 at the level of cantons within FBiH).[1]

This educational system is contributing to institutionalisation of ethnic divides where young people are separated and have limited opportunities to meet people from other nationalities and the school curriculum is not providing the opportunity to learn about the other cultures and nationalities contributing to building new barriers to people.

Young people that were refugees/displaced persons forced to live in new towns and/or returnees to their home towns are often not welcomed nor integrated in local

---

[1] Ministry of Civil Affairs of Bosnia and Herzegovina (2012), Basic information on education in BiH
http://www.mcp.gov.ba/org_jedinice/sektor_obrazovanje/osnovne_inf/?id=2021

societies where they are living now and it was obvious during the focus group discussion in Orasje, Bijeljina and Brcko.

Lack of economic opportunities in Bosnia and Herzegovina also results with high rate of unemployed people. Official statistics do not take into account those people who are employed in the grey economy, but the official average unemployment rate for young people aged 15–24 the estimate was over 60 percent.[2]

Other issues such are nationalistic political parties, medias, use of public spaces and slow progress towards EU integrations and recent social protests and floods are also greatly contribute to the feeling of insecurity for general population and youth in special. The "natural" respond for most of the young people and pupils in schools is violence and they tend to accept violence as everyday way of communication.

Due the complicated administrative structure it is hard to gather existibg data on youth violence.
Existing report from Republic of Srpska is stating that in dealing with peer violence incidents in schools have dealt with 91% of incidents and only in 9% incidents schools involved other institutions and mainly police, center for social work and health institutions. Most of the schools stated that they have cooperation with those institutions and 62% of schools are satisfied with the cooperation but the conclusion is that cooperation is established only on educational and preventive character and rare at concrete incidents. Schools also reported that 95% of reported incidents are resolved successfully. Reported peer violence cases are mainly reported in first, second and third year of high school while it is decreasing in fourth grade of school. Boys are three time reported as perpetrators comparing to girls while 62% of peer violence victims are boys and 35% of victims are girls (some schools didn't answer this question). Forms of peer violence reported in schools: physical violence 83%, emotional violence 74% and one reported case of sexual violence. Victims of peer violence were different pupils in 69% of incidents while 29% of them were victim more than once.[3]

Even that there is no baseline indicators for this topic or comprehensive studies been conducted, school violence is increasing and we cannot expect our schools alone to find solutions to these problems.[4] The aim of this research is indeed to affirm that violence prevention in schools is everyone's business, in particular the different actors at the local level. Civil society, whether organized or not, should not remain a spectator but should commit itself directly to solving problems at school and in the community. Families should rediscover their active role in education and contribute to shared efforts to prevent violence at school.[5]

"CARE Bosnia", "GIZ", "Zdravo da ste", "PRONI Brcko", "Human Rights Office Tuzla" and "Perpetuum Mobile" are some other NGOs from Bosnia that did some

[2] http://www.ba.undp.org/content/bosnia_and_herzegovina/en/home/ourwork/democraticgovernance/succes sstories/youth-unemployment-in-bosnia-and-herzegovina--how-much-rejection/

[3] Ombudsman za djecu Republike Srpske (2010). Vršnjačko nasilje u obrazovnom sistemu, Primjena Protokola o postupanju u slučajevima vršnjačkog nasilja među djecom i mladima u obrazovnom sistemu Republike Srpske, *ISBN 978-99955-687-0-2*

[4] Deutsche Welle (2013). Nasilje u školama u BiH, *http://www.dw.de/nasilje-u-%C5%A1kolama-u-bih/a-17219026*

[5] Ilija Trninic (2012). Review of existing documents in BiH about violence prevention among young people – high school, not published

researches on peer violence in past period and results of their efforts are valuable for this research in absence of other, more official data.[6]

In "Zdravo da ste" manual for working with youth conflict in schools the main causes for conflict in high schools classes are defined in: Competition atmosphere, Non-tolerant atmosphere, Non-appropriate communication, Non-appropriate emotional expression, Lack of skills for dealing with conflict, Power missuses by adults, Insufficient school resources and Different values. Authors are also recognizing five most common coping strategies that youth have: avoidance, adjustment, competing, cooperation and compromise in dealing with conflicts.[7]

Research on peer violence conduced in 9 towns in Federation BiH by CURE Foundation is giving the figures of 98% of youth that are familiar with term "violence" and that 17% of them has been victims of some sort of violence that happened in schools/faculties.[8]

"In foundation" Survey on Youth Experiences in Bosnia and Herzegovina Concerning Various Forms of Violence and Trauma in Childhood is focusing on fourth grade of high school youth and their experience with violence with main focus of family status. Results says that 74% of youth had experience in violence, 74% had traumatic experience outside family while 55% of them had a traumatic experience directly related to family functioning. The largest number of respondents (62%) has the experience of emotional abuse, it is followed by physical abuse by frequency and it is at the second place (58). Being a witness to domestic violence comes at a third place (43%), which makes a basis of a secondary traumatization. The neglect in the family is at the fourth place (27%) by frequency. The last but not the least frequent is a sexual abuse which is present in 23,4% of respondents, which means that nearly every fourth respondent has the experience of some sexual abuse forms. Almost 40% of respondents were refugee or displaced persons during the war and alcohol and mental problems in families are also marked as factors influencing violence to occur.[9]

Methodology

This research was conducted through qualitative methods of study in four cities in Bosnia: Tuzla, Bijeljina, Orasje and Brcko district BiH. The qualitative method included literature research, evidencing available studies and data on the topic and existing legal and sub-legal acts that deal with the issue of peer violence, focus groups discussions (FGD) and interviews. Primary target group for focus group discussions were high school pupils and parents, whereas in-depth interviews were conducted with key informants – school director, teacher, and school psychologist.

---

[6] Atlanska Inicijativa, Maloljetnička delikvencija sve veći problem u BiH: http://www.atlantskainicijativa.org/index.php?option=com_content&view=article&id=488%3Amaloljetnika-delinkvencija-sve-vei-problem-u-bosni-i-hercegovini-&catid=44%3Anewsletter&Itemid=131&lang=hr (19.01.2014)

[7] Zdravo da ste (2010). PRIRUCNIK Program prevencije vrsnjackog nasilja, http://portal.skola.ba/start/LinkClick.aspx?fileticket=XicBJUYfSjM%3D&tabid=204 (19.02.2014)

[8] CURE Foundation, Research "How much children and youth know about the violence, www.fondacijacure.org/files/istrazivanje_KB_press%281%29.pdf (19.02.2014)

[9] IN Foundation, Survey on Youth Experiences in Bosnia and Herzegovina Concerning Various Forms of Violence and Trauma in Childhood, www.infondacija.org/wp-content/uploads/2012/10/Survey-on-Youth-Experiences-in-Bosnia-and-Herzegovina-Concerning-Various-Forms-of-Violence-and-Trauma-in-Childhood.pdf (19.02.2014)

Focus group structures

A total of ten focus groups were organized in four cities: eight focus groups with high school pupils and two focus groups with parents, resulting in participation of 107 high school pupils (54 female and 53 male participants aged 15-18) and 18 parents (10 female and 8 male participants). Selection of respondents was randomly chosen, in coordination with school authorities and local non-governmental organization.[10]

Focus groups with pupils in Tuzla, Brcko and Orasje were held during the school year and in school facilities without the presence of professor or school management staff (except in one school in Tuzla where professor was present) and, due the floods and not obtained permission from Republic of Srpska Ministry of education, focus group was held outside school facilities.

Discussions were voice-recorded and transcripts were prepared for each focus group. Each group lasted on average between 45 and 70 minutes.

During focus group discussions, attention was paid to determine what those Human security means for participants and identify potential situations and places where violence usually take place as well as participants attitude towards the violence. Specific attention was given also to participants coping strategies and their opinions on what could be done in order to feel safer in schools surroundings. For some focus groups with pupils the issue of small arms was also relevant.

Stakeholder meeting

Stakeholder meeting was organized with a purpose of bringing together officials coming from different backgrounds, ranging from local governments, academia, non-governmental sector, and institutions representatives such are Police and Center for social work. During the meeting participants expressed their opinion on the current situation of sources of insecurity in school environments, along with the activities their respective institutions have undertaken to deal with the issue of violence, and recommendations for improvement. This meeting, held in Tuzla, just confirmed to research team that institutions are not having enough capacities and that they would welcome greater involvement of families and NGOs in activities to combat school violence. Couple of proposals from the first stakeholders meeting include:
-   Working on prevention activities with pupils in primary schools
-   Increase cooperation amongst schools and Centers for social help
-   Work on prevention activities
-   Promote positive and success stories

In-depth interviews was held with high school principals, pedagogics and school professors in Tuzla, Orasje and Brcko district BiH.

---

[10] Ministries of education in Tuzla Canton, Posavina canton and Brcko district BiH give written permission to organize focus groups in schools while Republic of Srpska newer respond with such permission so the focus group with high school pupils in Bijeljina was organized in cooperation with local NGO

Data analysis

The research findings presented here are based upon qualitative research conducted with the different groups: high school pupils, school managers and professors and parents. The findings will be structured in accordance with the three main research questions:

- How does the particular form of violence under study happen, how is it manifested?
- How do people respond to it? What are the main strategies for dealing with violence?
- What do people want to change? What would they wish the situation to be?

All these aspects will be viewed through the perspective of the different groups involved.

    I.   Forms and manifestation of violence

As it is to be expected, the different forms and types of violence were identified during this research. After the initial discussions with participants they all tend to easily understand violence and how it's occur in their surroundings, comparing to Human security concept that take some time to be understood. We have decided to categorize the different types of violence according to number of different categories: psychological, economic, social, sexual, physical, gender and belonging/discrimination forms of violence.

The two most common forms of violence in Bosnia and Herzegovina high schools are psychological and belonging/discrimination violence. Those forms of violence prevail other forms in all four cities and are specifically focused on people belonging to other national/ethnic/religious groups, people with disability or people with different sexual orientation, manifesting mainly with verbal violence but often with bulling and escalation to physical or other sort of violence.

Orasje
Mail pupil: Making fun of peers, humiliating, insults.
Jasmin: Do you understand that all of that is violence? Is that happening in school?
Mail pupil: Yes, definitely, almost every day it's happening that someone get insult.
Female pupil: It's happening, inside limits.
Jasmin: And what are the limits?
Mail pupil: Well, like 50%.
Tuzla
Mail pupil: In one class there were four other boys that were verbally insulting and mocking one boy. That boy reported them to school pedagogic, they were called to give statements, their parents has been summoned and their marks was lower. The boy that was tortured was shy, closed, and not so open. He was tortured during the class and recorded on camera, that photo was published on Facebook class group, lots of bad things was written below the photo.
Bijeljina

Female pupil: The guy is going to same class with me, everybody knows him, the war happen God knows when – not me or him even existed at that time but he is still living in that time. One day he just turn towards me and tell me "Muslim bustard". So what to do then? I went to class professor and report. As Muslim, u know. So what do you have with that if I am Muslim? We are all humans, man. That guy didn't come to school prom party, the guy live in that time, the war, war and only war. He said that he will continue where his grandfather stopped.
Brcko
Male pupil: There are, sport clubs supporters are insulting each other's on national base, sing nationalistic songs and insult other nations. Often that brings physical violence.

In the case of verbal violence, it has become a part of the everyday discourse of youth, so the swearing, insulting and humiliating one other for all sorts of reason is part of the acceptable conversation, to the extent that it is often not recognized as violence, rather as "normal" communication. Consequently, it is not classified as a serious problem, but rather as a generational issue.

In the research, the form of cyber violence has also become very common through the use of pictures and videos on social media. Taking compromising pictures and videos of peers and circulating these on the web has become synonymous with some insults and a way of humiliating.

Sexual violence was mentioned in few schools and one disturbing example is coming from Bijeljina where young girl that is attending the high school there is stating that some professors are often showing paedophiles intentions, especially towards young girls that dress more freely. This kind of teacher's behaviour is also known in Brcko where, not so long time ago, school pedagogic was convinced and imprisoned for two years for paedophilia in primary school and more recently religious teacher in primary school was caught of sending his naked photos to young pupil.

Social violence happens in school and the perpetrators are mainly girls that fight with other girls about the boys, the physical appearance like colour of the hair, dress and other status symbols. The people coming for poor families and villages are often victims of this kind of violence.

Gender based violence is happening in schools where the boys are in majority so they often acting out, in groups, towards girls that are not acting or behaving the way they thing the girl should behave. Beside this, sexual minorities are often victims of this kind of violence.

Physical violence has happening not so often in schools, the reason is that most of this kind of violence is actually happening out of school buildings – behind the school, in front of the school, in parks, streets or bars that are near the schools. Still it all starts in schools, at school corridors, at class, often as pushing each other, verbal insult on national base or other forms of violence and escalate afterwards.

Connected to this, places where violence are taking place are similar to all researched schools. These are inside school buildings places that are not cowered with cameras or the school staff is not visiting them like pupils toilets, dark and distance corridors, outside school facilities like playgrounds, front and back of school, streets towards schools, city parks and pubs/bars.

Bijeljina
Male pupil: Well , we often seen physical form of violence so, sometimes, I don't dare to pass by street because I know that fights are happening there and gatherings, so I must take longer path to avoid.
Female pupil: You know exactly, don't go that street, someone has been stab there, there is not safe. And you, most of the time, don't go alone.

Some kind of weapons and small arms accidents is well known to almost all participants in focus groups and they have general fear of weapon use and in few schools mentioned even fear of bombs in school but, according official information none of the bomb was ever found. But there are few cases where pupils had contact with weapons, some of them even possess them. At some participants, possession of weapon is normal thing and they approve it and see it as necessity for safety while other don't agree with this.

Brcko
Jasmin: Are there cases where someone brought cold or fire arms weapon in school? Have you maybe heard about that?
Male pupil: My cousin was doing that, later he shot himself with the rifle.
Male pupil 2: There were knives. They curve tables and destroy school properties. .
Male pupil 3: I use to have knife below my bed, five years from now. There was a fire arms weapon in the house, we deliver that to Americans (NATO peace mission in BiH), and they destroy it.
Jasmin: Do you think that weapons that are at home should be deliver to someone?
Male pupil: I don't think so. U should always have some weapon in house.
Male pupil 2: If you mean army weapon, that is property of state and should be returned, of course.
Bijeljina
Male pupil: The youth is in that 90's style, symbolic t-shirts, sport outfit. In Patkovaca (school and place near Bijeljina), the "old gang" is gathering there, the boy gets killed just because the other guy had some breathing disorder. That guy had some breathing tool, implanted or not, I don't know but esthetical that looked strange. Someone started to make jokes about him, the guy went home, come back with rifle and start soot at everybody. There were other people there as well. Nobody expect him to come with the gun. He killed one guy and other manage to escape just because the rifle stuck. If the rifle didn't stuck that would be a massacre. Long time after that the hole from bullets and blood was visible.

II.   People respond to violence and coping mechanisms

As respond to violence young people developed number of coping strategies. Main difference is in personal coping strategy and possibility to involve different institutions in resolving the violent or security situation. The most dominant personal coping strategy among youth is avoiding conflicts and people who are causing the violence, having friends or family and a group of people around who can protect them, or countering violence with violence. This is in case if the close friend of them is exposed to violence or member of his/her ethnicity. The ones that decide to take some institutional support are often disappointment in outcomes of those measures due the fact that system is corrupted and institutions have no legitimacy or power to

really do something. It is again stated that victims are mainly minority and/or people of bad economical background, shy and "different" from mainstream population, individuals. Opposed to perpetrators that are mainly mainstream population representatives and often in bigger groups and have some kind of "background" that gives them power over other pupils. The drugs users/dealers, members of certain "bad neighbours/gangs" or pupils from other "bad schools" are often seen as perpetrators in physical violence in and around the schools.

Tuzla
Male pupil: I would fight back.
Female pupil: I would ignore, that is the best.
Male pupil 2: When I see violence, I stand by side, not interfere. I don't want problems.

Bijeljina
Mail pupil: When it comes to physical violence, fights of any kind, honestly I don't dare to interfere because I can be beaten to. And when it comes to this psychological violence, sometimes I try to interfere but it looks like the victim is so used that it really doesn't matter to them.
Brcko
Male pupil: If the victims are quiet, calm, poor and being perpetrated by someone stronger than them, I would help. I would report the guy I might get involved as well, I might be beaten as well.
Male pupil 2: I am trying to resolve that verbally, if that's not working than physically. Sometimes that is the only way to calm down someone who is disturbing you.

It is interesting observation that most of the pupils agreed on that physical violence is much more acceptable to them than psychological violence. They agree on that physical violence is lasting shorter and not do such damage (except in extreme cases when it can result with death) than psychological violence that can last longer (sometimes during the whole duration of school time) and can cause serious damages to young people (in extreme cases resulting with suicide).

Orasje
Jasmin: What is more acceptable to you, physical or psychological violence?
Mail pupil: Physical to me. It gets sorted easily amongst the men.
Female: For me it is verbal.
Mail pupil 2: You fight and thing is sorted out. That's it.

Some schools have School police officer and all schools have Sentry duty teacher as well as school management that is supposed to care on pupils complains and react on violence but this intuitional mechanisms are not used that much by pupils and that's why in desk top research stage the reported cases of violence in schools was around zero. While formal institutions don't get to much trust it seems that NGOs, especially youth NGOs and activists are trustworthy tool for young people when it comes to getting needed support for young people.

Brcko
Male pupil: When you address to school policeman, he says that he has nothing to do with that. Police is no helpful. There is one drug addict that disturbed me every day while I was passing by park. He would insult me and tell all bad things and threatening. When I reported that they said they can't do anything until he do something. Does he need to kill me maybe in order for them to do something? He is in hospital every week, someone always beat him for his provocations. I f you self-defence you are

directly involved, I don't know what to do regarding this. If you get involved you are as guilty as one that actually started.
Female pupil: Even if we report nothing is done regarding that. We shall be guilty later for reporting it in first place. That's why we don't really care what is it and how is it.
Bijeljina
Female participant: Persons that are working in youth activism field, those are not ordinary people. Not the people you will meet every day. Those are the people that live for meeting, working with young people. You feel safe in working with them. That is what we need. Those people are not limited thinking, don't tell you what to wear, what to listen. Seminars are good. First day at seminar you have no problem to express yourself, nobody comment on you, nobody gives you bad look.

III.   Needed changes and possible perspective for future

Participant's opinion on possible changes and perspective for future are rather similar across the different groups. Pupils interviewed also suggested that the needed change would be for a system that is more just and that punished the perpetrators, rather than ignoring the problem. Other than that a couple of interesting proposals have been made by pupils in order to change general society awareness on Human security where they propose wide range of activities where they can volunteer to organize all sorts of outreach activities such are media campaign, round tables and peer education of Human security. I more practical terms they propose also workshops for teachers and parents, questionnaire in schools where pupils would tell what are the things that most bother them in specific school, activate school councils in resolving insecurity issues, more security cameras at front and back of schools and even self-defence trainings for pupils.

Parents are suggesting that parents should take more active role in young people live and school security issues. Parents have no trust in institutions responsible for education in this country and are also supportive to more strict measures when it comes to response to violence. Some parents think that school curriculum should include part on Human security or special classes where the security issues would be discussed. School security officers or School policeman should be more proactive and parents also proposed that pupils should get school ID card in order to prevent other people to enter schools.

From perspective of school staff, they all see the need of more active involvements of parents in resolving the violence cases in schools and propose increased cooperation with other relevant institutions responsible for Human security, such are police and Centers for social work. No practical suggestions were proposed.

Conclusions

There is no easy conclusion on this topic. Young people, as main victims of peer violence in schools, are generally not to be blamed that are put in situation where school system and other system around them are not working to benefit their transition from childhood to adulthood. The bad political, economical and post-war society that is hardly to be name as country in transition is providing everything else than safe environment for young people development. Corruption, insecurity, criminal activities, unemployment and total decrease of moral standards are put right in young person everyday trough local media and non-existence of positive role models. In current situation, Bosnia and Herzegovina and all the entities and Districts is place that don't look forward, don't take needed steps to get out of crises and raise, side by side to other developed countries. The current lack of responsibility at any stage of government and intuitional response to any possible crises is effecting everyday life or ordinary person. The young people, in need to find themselves and their place in world, are confronted with so many realities and choices and not so many support mechanisms. Parents would say that school is responsible and schools will say that everything comes from family… In situation where nobody take responsibility, everyone is responsible. Responsible for themselves. This means that young people, pupils in schools and out the school would do their best to protect themselves. If the violence is the only form of communication they are learned by professors and parents, the violence is their everyday respond to each situation they are facing. And they are not to be blamed for that at all.

The level of violence seen in everyday life of young people is firstly seen as acceptable and young people joke about that violence is sometimes fun, but after some time spent with young people you start to realise that young people from Bosnia and Herzegovina don't really like the situation where are they now. They are unhappy. They are concern. They care. They care for themselves, for their family, friends and even their nation. And yes, they are willing to do something. Most of them express wiliness to voluntary contribute to build better and peaceful society. They are not as apathy and "dangerous" as teachers, governments and media like to present them. Young people that I had chance to work during this research impress me with their knowledge and deep understanding of situation where they live now.

It is up to us now. Adults. To take needed steps to make the schools and Bosnia and Herzegovina society more safe place, place with more opportunities for youngsters. Together with young people from schools, together with institutions, parents, media and NGOs, we need to take the responsibility for future of this country and responsibility for Human security. Right here, right now.

References

Focus group composition

Type	Location	Specifics
Young people	Tuzla	Ages 15 to 18, gender balanced
Young people	Bijeljina	Ages 15 to 18, gender balanced
Young people	Orasje	Ages 15 to 18, gender balanced
Young people	Brcko	Ages 15 to 18, gender balanced
Parents	Brcko	Female domination, predominantly housewives
Parents	Bijeljina	Heterogeneous in gender and employment status composition

In-depth interviews

School	Location	Position
Agriculture and medical school Brcko	Brcko district BiH	Pedagog, Principal and teacher
Gymnasium Brcko	Brcko	Teacher
High school Orasje	Orasje	Principal
Youth NGO PRONI	Bijeljina	Youth worker

Stakeholder meeting composition

- Elmin Husanovic, Police TK
- Amra Kapidzic, Police TK
- Dejan Brkic, Public institution "Discipline center for juvenile" Tuzla Canton
- Emir Huskic, Public institution "Discipline center for juvenile" Tuzla Canton

- Alis Begic, pedagogue at Mixed Chemistry school in Tuzla
- Ankica Grgic Miskovic, Pedagogue department Tuzla canton
- Nihad Mesic, education officer at OSCE Tuzla
- Mujesira Hasanovic, Center for therapy and rehabilitation "Vive Zene" Tuzla
- Ljubica Mladjenovic, Department for youth, City Management Bijeljina
- Edita Becic Education department, Brcko District Schools: Teachers and Psychologists/Pedagogy