Abstract

The primary goal of this paper is to show the capacity of the program content of physical education in the implementation of the third specific objective of the Framework Action Plan for the Prevention of Violence in Educational Institutions. Ministry of Education brought this plan in January 2009. The third specific objective of the Framework Action Plan: Provide preventive and protective role of school sport and sporting activities of students. This paper examines the extent to which this goal is achieved, through regular classes, after-school and extracurricular activities of physical education; indicates the capacity of the teaching field in the creation and development of a safe and supportive environment in the institution; sees level of participation by experts, council and teams in the design and implementation of sports activities in school and the extent to which these activities are implemented in the institution documents, plans and programs of experts, and larger teams; it is the sustainability of these activities achieved in school practices and also to strengthen the competence of teachers in supporting the development of students personality, communication and collaboration. In order to complete document association of council, experts and teams in the institution, there has been an insight into the school curriculum, the development plan, annual plan of the institution, protection program community of students, the curriculum of a school parliament, council of parents, higher vocational and physical education teachers and report on the implementation of the protection program. In order to document by empirical data the capacity of the teaching areas in the function of preventing violence, a sample of 46 primary schools in Sumadija area, evaluation of the implementation of sports and sports activities students in programming classes of physical education, was executed. By these results, it can be concluded that in teaching methods is not fully brought to life to use programs of physical education in the development of a safe and supportive environment in the institution. School program as a background document does not contain possible extra-curricular and after-school activities in the programming of physical education, which realization would explicitly encouraged the construction of a safe and secure environment in the institution. Annual plans of the institution does not include the activities of The Framework Action Plan for the Prevention of Violence in Educational Institutions. Plans and Programs of the Students' Parliament and the Parents Council does not consider and suggest sports activities that are directed toward creating a safe environment in the institution. Team for students safety in their prevention activities did not recognize the importance and contribution to school sport and recreational activities in creating a tolerant atmosphere. Expert council of physical education teachers is failing to implement school sport and sporting activities and effectively integrate and link them with a team of student safety within a school in order to prevent violence at the facility and at sport events. Sustainability of these activities in practice is not achieved.

Key words: FRAME ACTION PLAN / SPORTS ACTIVITY / SAFETY / PREVENTION / VIOLENCE / PARTICIPATION
INTRODUCTION

Violence has become a constant in all modern societies. Among children and youth in the educational institutions and in the environment, it is a global phenomenon, and it’s subject of concern for all educational systems around the world. Some data indicate a trend of increasing family, and especially violence among children and young people in Serbia. Educational institutions, because of that, have the task to act in order to reduce the effects of this condition. Starting from legislative framework, the Ministry of Education has brought an action plan for the prevention of violence in educational institutions, in January 2009, and the realization began in February 2009. Foundation of Framework Action Plan defined the overall objective: Creation and development of a safe and supportive environment in educational institutions, which is the right of every child to be protected from all forms of violence. In the overall aim three specific were defined: Engagement of existing resources in the educational institutions in order to create a safe and supportive environment, involving different players upbringing education processes and local governments in the prevention and protection of children through school and extracurricular activities, provision of preventive and protective role of school sport and recreational activities for children / students; providing preventive and protective role of school sport and recreational activities to protect students should implement the following: involve known athletes and sports workers in sporting activities at the facility, organizing sports activities during the winter and summer holidays, organizing sports forums, workshops, round tables to promote physical activity as a vital values, promotion of sport, cooperation and tolerance initiative to organize prevention of sports activities among the schools in the community, putting gyms and sports facilities to free use of students, the introduction of the code of ethics in school sports and sports activities, the introduction of fair play and tournament competition in school sports, setting the basis for the traditional use of fair play in school sports on the principles of: “Round Robin” and “Everybody wins”. Within each specific objective activities that directly contribute to its achievement were defined. Planned activities are primarily focused on strengthening the existing capacity within the system to establish and maintain a safe environment, students participation in all the activities of prevention and protection, then the establishment of safe educational system and the environment in which young people grow up, and to involve parents in the activities of prevention and care programs and expanding the application to connect to other systems in the local community. The task of educational institutions is to set goals more sustainable in their work. This paper explores the extent to which the exploited physical education programming in the function of preventing students from violence, abuse and neglect, through the implementation of regular classes, after-school, extracurricular activities and physical education. The level of participation of experts and larger teams in the creation and implementation of sports activities in school to what extent these activities are implemented in the institution documents, plans and programs of experts, council teams, the extent to which resources are involved in physical education and physical education - the chosen sport in the exercise, the development of a safe and supportive environment in the institution and whether it was the sustainability of these activities in the institution is achieved.

METHOD

The course and the research process

The survey was conducted from school 2010/2011 to 2012/2013 year, based on actual inspection of the document in 46 primary schools in Sumadia area: development plan, curriculum and annual plan rof work. In the annual work plan, content of work programs was perceived: a school parliament, council of parents, expert council physical education teacher- realization of school- sports competitions in program content and program protection from violence, abuse and neglect. A separate document is a report on the implementation of protection programs during the previous school year, which was submitted to the school administration in accordance with the Regulations on the protocol treatment at the facility in response to violence, abuse and neglect - (Official Gazette of RS, no. 30/10).
Data Processing

Data were analyzed by standard procedures and descriptive statistics and they are presented in percentages.

RESULTS

Development Plan

This is the document wherewith the institutions plans the strategic development that includes priorities in achieving educational work, plan and carriers of the activities, the criteria and standards for the evaluation of planned activities and other issues relevant to the development of the institution. Development plan is a document that expresses the vision of autonomy and development of institutions - prevention of violence, abuse and neglect, as a priority in achieving educational activities is planned and it represents integral part of the Annual Work Plan of institution. Accessing in the development plans of institutions, it is determined that the prescribed priority of the Ministry of Education- safety of students in educational systems in their development plans, was indicated in 73.92% of primary schools or in 34 schools.

School Program

School program provides a realization of the principles, objectives and standards of achievement, according to the needs of students and parents or guardians and the local community. The school program is a specific kind of schools offer to consumers services, students and their parents, and it is adapting curriculum and programs, established at the national level on the working conditions in the school. This adjustment relates to available human resources, material resources, teaching resources and everything that enables a richer realization of the teaching process (or the educational process). The content of the curriculum is comprehensive and it must be found in the activities of the Framework Action Plan for the Prevention of Violence in Educational institution. Accessing in school programs it is determined found 47.82% or 22 schools has embedded this document in their curricula.

Annual work plan

This document sets forth the time, place, and manner of achievement in program of education. The annual work plan is made in accordance with the school calendar, the development plan, preschool, school and educational program. As part of research into the structure of the annual plan of the institution plans and programs were perceived: general global agenda for realization of teaching areas - physical education, parent councils, school parliament and the team for protection.

The overall global plan of work for the PE includes all forms of work organization in hourly, after school and extracurricular organization and work with the operating elements for specific conditions and specific school. Curriculum and extra curricular school activities, on the proposal of council of physical education teachers, teachers council adopts, as part of the annual school plan (Official Gazette of RS, no.6/09). Teachers Council only confirms the result of a professional council and represents the last step in the verification of the professional planning in this teaching area. This document is coordinated in the pedagogical board. Of the 46 reviewed annual work plans of the school 2010/11 to 2012/13 year do not contain any general global agenda for teaching physical education.

Parent Council

Protection Plan and Framework Action Plan for the prevention of violence in educational institutions is committed to involve parents in prevention activities and the protection of students from all kinds of violence. Clause 58th, Law on Basic Education (Official Gazette of RS, no. 72/09 and 52/11) provides that a parent council gives their suggestions, questions and viewpoints to governing body to the director and experts in the institution. Involving parents in school life contributes to their awareness of the educational and social development of the child, as well as the difficulties the child faces in school. Accessing the basis of the work program and proceedings from parent council meetings over the past two academic years and the program for the school 2012/2013 year comes to obtain the result that none of my parents’ advice was not considered or proposed actions or activities aimed at preventing violence and protection from all forms of violence.
Students’ Parliament

Article 105, Law on Basic Education, provides that in the last two years of primary school and the high school, students organize Parliament works in order to give their opinions and proposals to professionals, school boards, parents’ council and director concerning the rules of behavior in school security measures of students, annual work plan, development plan, the school curriculum; decorating style school premises; selection of textbooks, after school and extracurricular activities, participation in sports and other competitions and events organized by all students in and out of school, and other issues of importance to their education. The involvement of students in the school system contributes to the creation of activities towards the best interest for them. Framework Action Plan for the Prevention of Violence in educational system, provides the activities to be implemented in the provision of preventive and protective role of school sport and sporting activities in the protection of students: The inclusion of famous athletes and sports officials in sports activities at the facility, organizing sports activities during the winter and summer holidays, organizing sports forums, workshops, round tables in order to promote physical activity as a vital values, promotion of sport, cooperation and tolerance initiative to organize prevention of sports activities among schools in the local community, putting gyms and sports facilities for free use to students, the introduction of the Code of Ethics in school sports and sports activities, the introduction of fair play and tournament competition in school sports, setting the basis for the traditional use of fair play in school sports on the principles of: ‘Round Robin’ and ‘Everybody wins’. Direct insight into the work programs of meetings in student parliaments in the last two years and in work programs for school 2012/2013 year, as well as the proceedings of the meetings held in this year, it can be concluded that during the school 2010/11 year 45, 65% or 21 schools adopted a Code of Ethics in school sports and sporting events. Code of conduct of participant in sports events, rules of conduct and cheering audience and sanctioning for violations of agreed / stipulated rules has been adopted as well. Even at 73.91% or 34 schools in the tournament organized sports games, on the principles of fair play. A significant percentage of the tournament is for boys-69.56%, while the two schools organized basketball tournament where the girls performed. Other activities are not planned or have been implemented. Since the school 2011/12 year, activities carried out during the previous school year, are not practiced in institutions.

Team for protection from violence, abuse and neglect

Prevention of violence, abuse and neglect, as one of the priorities in achieving the educational activities, is planned in development plan and it is an integral part of the annual plan of the institution. The institution has a special team to protection from violence, abuse and neglect (hereinafter- protection team). In protection team, the institution may include representatives of parents and the local community, school parliament and, if necessary, appropriate professionals (social worker, a doctor, a special educator, police officer, etc.). The tasks of the team are to protect, in particular, to prepare program protection, to inform children and students, staff and parents of the planned activities and the opportunity to seek help and support from protection team; to involve parents in preventive and corrective measures and activities, as well as other tasks prescribed in the Rules of protocol treatment at the facility in response to violence, abuse and neglect (Official Gazette of RS, no. 30/10). The program includes preventive care activities that children, students, parents and staff together plan, devise and implement prevention activities, ways of information about the facilities, measures and activities for prevention and protection from violence, abuse and neglect. Activities and measures are aimed at the institution to build safe and supportive environment, foster an atmosphere of cooperation, mutual respect and constructive interaction. Measures and activities suppose to be undertaken with the participation of children and students, and to be consistent with the evolving capacities. The way in which preventive measures and activities are incorporated into daily life and work of the institution through regular classes, after school and extracurricular activities at the level of teachers’ plans, higher vocational subject areas, school parliament, council of parents, as well as the involvement of other institutions, maintain the quality of protection program. Analysing of protection from violence in 46 elementary schools in the past three years, it is concluded that the school authorities did not review, proposed or included in the program activities that are foreseen in the Framework
action plan to prevent violence in the educational system.

**Report on the implementation of protection programs**

The results show that environmental programs do not include an analysis of the implementation and interschool and interclasses competitions in planned sports like preventive activity of higher professional council and protection team, in supporting, developing, nurturing and achieving a safe and supportive environment in the institution. Plan to participate in the sports section of the League system of competition for school sports has a higher degree of involvement in institutions of local government institutions and beyond, which provides a new, broader and more complex requirements for the development and implementation of a safe and supportive environment in the spirit of tolerance and fair play which also is not in this document.

**DISCUSSION**

Program content of physical education and physical education - chosen sport is a resource of every educational institutions. The teaching has a capacity that is reflected in the fact that the implementation of the contents of the two subjects handle many activities in order to promote, develop, grow, and create a safe environment in the institution. Framework Action Plan expands the role of school sports and sports activities of students, and requires special responsibility which is reflected in the fact that the delivery of programming content of both subjects affects the creation and fostering of a safe and stimulating environment, during the educational process. The realization of the prescribed program content using the sports facilities available to schools and local communities to participate in the system of competitions, organized by The Alliance for School Sport, is a right way and a way to create and develop a safe and supportive environment. This responsibility is quite recognized in The Decision on The Role of Sport in Education, by the European Parliament from November 2007. Preamble in The Decision, specifically drew attention to the fact that “physical education is the only school subject in which children are prepared for a healthy life and that subject is focuses on their overall physical and mental development, through this subject the important social values such as fairness, self-discipline, solidarity, tolerance, team spirit and fair play are assigned, and along with the sport is considered one of the most important tools of social integration” (Hardman, 2009).

The reformed curriculum for the second cycle of compulsory primary education innovate teaching goals of physical education, so that the program is not far from the real conditions of work in schools and the prescribed curriculum programs. Goal of teaching physical education is that with a variety of systematic and motor activities, associated with other educational areas, contribute to the integral development of personality of students (cognitive, affective, motor), motor skills development, acquisition, development and application of motor skills, and habits, necessary theoretical knowledge and specific conditions of everyday life and work. The prescribed general and special tasks are formulated to cover the functions which physical education classes should play in the education system. To highlight the capacity of physical education in the function of preventing violence, it is necessary to induce some of the general and specific operational tasks and their essential connection with the creation of a safe and supportive environment in the school: formation of moral-volitional quality of personality for the social needs for confirmation and group equating; adopting ethical values and encouraging volition characteristics; socialization of students selected through sport and fostering ethical values to participants in competitions, acquiring and developing awareness of the need for health care and staying healthy, protecting the nature and the environment; adopting ethical values, respect for partner-rivals, the rules of competition and fair play. Realization for physical education, the goals of education that focus on the full intellectual, emotional, social, moral and physical development are achieved, in accordance with the age, developmental needs and interests and developing and practicing healthy lifestyles, awareness of the importance of their health and safety needs nurturing and development of physical skills, communication skills development, dialogue, feelings of solidarity, quality and efficient cooperation with others and the ability to foster teamwork and camaraderie and Friendship,
development and respect for racial, ethnic, cultural, linguistic, religious, gender, age, and gender equality, tolerance and respect for diversity.

The program concept of physical education in the institution is based on the unity of hourly, after school and extracurricular organizational forms of work, as a basic prerequisite for the realization of the goals and tasks of physical education. Organization forms through which the aims and objectives of physical education are realized and educational objectives are: physical education classes, physical education classes - the chosen sport, leisure, Crawshaw, camping, winter holidays, sports activities relevant to the social environment, school and other competitions, events and other social activities in the field of school physical education and corrective-educational work. In the process of planning the implementation of the teaching field, the basic document is the Overall Global Agenda, which includes all forms of work organization in hourly, afterschool and extracurricular organization whith operational elements of the specific conditions in the institution. Curriculum and extra curricular school activities, on the recommendation of the expert councils, is adopted as part of the annual school plan. (Official Gazette of the RS-Education Gazette, no. 6/2009). The school also organizes sports competitions conducted as an integral part of the process of physical education. Plan of expert council demands mandatory interschool and interdepartmental competitions in athletics, gymnastics and in at least one sport game. All above organizational forms of work can not be achieved without the active and conscious participation of students in school, after-school and extracurricular activities.

Expert council forms constitutes the curriculum of school and sports events in the system of competitions, organized by The Alliance for School Sports Republic of Serbia, and implemented it throughout the year, in accordance with the material and physical conditions of the school. Outdoor activities are a mandatory program: two crosses - autumn and spring and winter holidays - is organized in winter holyday. Free activities are carried out through the operation of sports sections, which are formed by the interest, ability and gender of students. Sport section of the program and the Alliance’s competition calendar participate in school sports competitions in the system.

In order to achieve the prescribed program content, specified by the institution’s obligation to provide all physical and material conditions for the successful implementation of the program in physical education curriculum (Official Gazette of RS - Education Gazette, no. 6/07). Article 143 Sports law (Official Gazette of RS, no. 24/2011), states that the organization of school courses and extracurricular sports activities have priority in terms of using school gyms and courts in relation to the activities of persons outside the school. From the foregoing, it is conclude that teaching physical education area is an educational resource of any educational institution. Our duty is to return to play sports, entertainment, fair play, sportspersonship, learning and education. Just such a sport will enrich the life of our children, teach them valuable life skills, make winners, and some of them are real sport champions. Words of our athletes obligate us, while maintaining focus groups with elderly athletes (Bačanac, Lj.Petrović, N., 2008). Teachers of Physical Education in educational systems have expanded role and delegated special responsibility which is reflected in the fact that the implementation of programs of both subjects together, achieve the program goals and objectives of education. Expanded role is reflected in the fact that build capacity to deal with the problems of violence and lead the sustainability of the activities of The Corps of preventive and protective role of school sports and sports activities of students in the institution.

It is important that the process of implementation of school sport and professional sport activities for physical education major, effectively integrate and interconnect with professional councils and teams within the school. Plan implementation and interschool and interdepartmental in planned sports competitions, should become an integral part of the protection of students, as preventive activity of Expert Council and team for protection, in order to promotion, development, implementation, and fostering a safe and supportive environment in the institution. Plan to participate in the sports section of The League System of Competition for school sports has a higher degree of involvement in institutions of local government institutions and beyond, which provides a new, broader and complex conditions for the development and implementation of a safe and supportive environment in the spirit of tolerance and fair play. Expert Council for Physical Education should liaise and organize courses of physical education and physical education - chosen sport as a whole and integrate
sports activities from the third specific objective of the Framework Action Plan for The Prevention of Violence in Educational Institutions in general and the global agenda in the Protection Program; linking the implementation of regular classes, afterschool and extracurricular activities with the aim of preventive and protective role of sport and sporting activities to protect students from violence. Involving students in sports activities, taking into account their individual differences (actor-sports competition, the organizer, the referee or fan), supports and encourages students to use constructive methods to resolve problems, crises and conflicts in sport; encourage self-confidence, self-esteem and raises the level of students self-activity in the physical activity. In design and implementation of these activities should be involved parents and the Council of Students’ Parliament. School systems are increasingly emphasizing the vital importance of close cooperation between the school and parents. Parents are irreplaceable partners in children’s education, not just customers on a competitive market. Parents can help teachers to understand children’s behavior and needs and make teaching more effective. They can also contribute their different skills, which are often an important supplement to teaching. In return, the school’s role as a course that she is a resource center for community development, which means to give all interested parties, including parents, a sense of ownership and tries to flexibly respond to their needs. Framework of Action Plan for the Prevention of Violence in Educational educational institution, committed to involving parents in prevention activities and care of students from all types violence. Parents agree that sport is a powerful means of socialization and upbringing, but we stay in front of a serious educational and promotional activities in order to affirm the positive values of sport, freed him from all kinds of inappropriate and violent behavior, have a safe environment in which to learn, grow, fun, enjoy, achieve success, forming moral character, strength of personal identity, becoming healthy, happy and mature personality. Evaluating the positive effects of sport for their children, parents have placed the his invaluable contribution to the formation of healthy personality, the ability to achieve excellent results, gaining popularity and finally money (Baćanac, Petrovic, Manojlovic, 2010). There is no better generation than the one that is the raised together, and we just lost it in our schools. Involving parents could give us back some of that community by meeting of children, parents and teachers in school. Participation of parents in school life contributes to their awareness of educational and social child’s progress, and the difficulties that child is faced to in school. There for, parents need to take more active role in the education of the child, which would result in progress of students. Participation of parents in extra-curricular activities is at crushing levels. The cause of this is not to be found in the absence of will on the part of parents, but schools should offer and establish purposeful communication. A Framework Action Plan for the Prevention of Violence in Educational Institutions is a link that should reinforce the necessity of establishing two-way communication between schools and parents. Special responsibility for student involvement of Students Parliament in planning of teaching areas of physical education, physical education teachers, are to wear. The involvement of students in the school life, contribute to the best interest for them. Design, an organization, participation, trial in sports activity by the students are invaluable and immeasurable educational and educational value to them. Program of protection should be enriched with the activities foreseen in the Framework Action Plan to prevent violence in the educational sistem. There’s a place in program activities for students, parents and teachers, for a joint meeting at the school, with one goal: the establishment and development of a safe and supportive environment in educational institutions, which is the right of every child to be protected from all forms of violence.

**CONCLUSION**

There are few professions in which poor performance can destroy such a great value. Programme content of physical education and physical education-chosen sports have a great potential to enrich the lives of all the actors involved in its implementation. By its nature, physical activity are associated with pleasure, fun and the challenges of learning valuable life skills. Implementation and organization plan of interschool and interdepartmental sports competitions, should become an integral part of the plan for protection student as preventive activity of professional council and team for protection for promotion, development,
implementation, and fostering a safe and supportive environment in the institution. Plan to participate in the sports section of The League System of Competition for School Sports has a higher degree of involvement in institutions of local government institutions and beyond, which provides a new, broader and complex conditions for the development and implementation of a safe and supportive environment in the spirit of tolerance and fair play. Expert Council for Physical Education should link and organize courses of physical education and physical education - chosen sport as a whole and integrate sports activities from the third specific objective of the Framework Action Plan for the prevention of violence in educational institutions in general and the global agenda in The Protection Program, connects to the realization of regular classes, afterschool and extracurricular activities with the aim of preventive and protective role of sport and recreational activities to protect students from violence, students engage in sports activities, taking into account their individual differences, actor sporting events organizer, referee or fan. Design, organization, participation, trial sports activity by the students are of invaluable and immeasurable educational and educational value to them. Framework Action Plan for The Prevention of Violence in Educational Institutions is committed to involve parents in prevention activities and the protection of students from all forms of violence. If we want to change our profession, we need a new way to formulate our tasks as teachers. We may have to completely delete the current border between students, teachers and parents, to the interaction of each day in order to learn something from each other.

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