

THE IMPACT OF THE MIGRANT CRISIS ON YOUTH AND SECURITY IN THE UNA-SANA CANTON, BOSNIA AND HERZEGOVINA

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Abstract: The authors of this paper analyse and examine the sense of security of high school students in the Bosnia and Herzegovina Una-Sana Canton. Awareness of students about the sources of vulnerability and insecurity in schools and whole community is the starting point of study in this paper. On the other hand, it is evident that a large number of migrants, refugees and asylum seekers have recently remained stuck in Bosnia and Herzegovina. USK is one of the areas burdened with the largest number of illegal migrants. With a qualitative and quantitative research approach, the authors try to see the whole picture regarding various security threats due to the emergence of the migrant crisis, which caused enormous pressure on institutions and the population. In this regard, the aim of this paper is to systematically analyse the impact of the migrant crisis on youth and security in the Una-Sana Canton of Bosnia and Herzegovina. In this way, we will look at the possibilities of violating security by shedding light on the opinions and attitudes of the high school population.

Key words: migrant crisis, youth, security, Una-Sana Canton, Bosnia and Herzegovina

Introduction

The authors analyse and critically review the safety of young people in secondary schools in Una-Sana Canton because it belongs to the areas that are burdened with the largest number of illegal migrants. With a qualitative and quantitative research approach, the authors try to see the whole picture in terms of various security threats due to the emergence of the migrant crisis, which has caused enormous pressure on institutions and the population. In this regard, the aim of this paper is to systematically analyse the impact of the migrant crisis on young people and security in the Una-Sana Canton of BiH. In this way, we will look at the possibilities of security breaches by shedding light on the opinions and attitudes of the high school population. In order for students to be able to expect their personal needs to be met, physiological needs and the need for security need to be met. The need for security can be compromised at home, on the way to school, in the school yard, in school hallways and toilets, and in the classroom.

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Secondary education in the Federation of BiH is not yet compulsory. The exceptions are the three cantons that introduced compulsory two-year secondary education, namely Sarajevo Canton, which adopted the measure in 2010/2011, and Una-Sana and Bosansko Podrinje Cantons, which introduced compulsory secondary education lasting one and two years in 2012/2013⁶³. [1] A significant reason for the decrease in the number of students enrolled in the first grade of secondary school is the decline in birth rates in the Federation of Bosnia and Herzegovina, which has so far manifested itself through a reduction in the number of students in secondary schools (FME USC, 2013).

The period of transition from childhood to the world of adults, known as adolescence, is a period of growing up that carries with it primarily the need to build their own identity and a strong urge to prove their independence. After graduating from high school, children choose and enrol in college, which complicates the process of growing up. Namely, children change their habitual environment and get acquainted with new social worlds and gain a sense of independence. According to Tilleczek and Ferguson (2007), transition in such conditions is a process that requires adaptation to the new school environment, increased academic demands, and changes in peer groups, which can sometimes be a major challenge for individuals (Hargreaves and Earl, 1990).

Feelings of insecurity and fear can be the result of real but also imagined threats or danger (Meltzer et al., 2007; Zani, Cicognani, & Albanesi, 2001). On the other hand, they will depend on real or perceived threats (if, for example, they have been directly involved in or witnessed violence), but also if they believe that there is a high possibility that they may become victims of violence in that situation. For the purposes of this paper, violence is defined as "the use or threat of physical or psychological force with harmful intent as a means of resolving conflict" (Arriagada and Godoy, 2000). Whether a child will behave violently is determined by a number of factors. Some children are forced by members of their peer group to participate in peer abuse (Poredoš Lavor, 2010).

In schools and their surroundings, things happen every day that violate the security of individuals, but also, at the end of the collective, and bring into question the security of the school and the school system. Therefore, the violation of the security situation in educational institutions includes all situations that deviate from expectations and lead to uncertainty in achieving the goals of the school in the field of maintaining a safe environment. Various forms of unacceptable behaviour, disciplinary offenses, misuse of various illicit substances, manifestations of aggression, physical violence, delinquency and threats related to the migrant crisis and accompanying challenges, definitely stand out as such risks that negatively affect security.

Various forms of unacceptable behaviour, disciplinary offenses, abuse of various illicit substances, aggression, physical violence and delinquency, but also threats related to the migrant crisis and accompanying challenges, stand out as such risks that negatively affect security.

1. RESEARCH DESIGN AND METHODOLOGY

The security situation of young people in educational institutions can be considered a priority task of all those who have the opportunity to positively influence it. Children spend

⁶³ See more at: <https://www.gcfbih.gov.ba/srednje-obrazovanje>, accessed 20.7.2021.year

most of their days, years and even their lives in these institutions. Current trends and events in the world, and in Bosnia and Herzegovina, can suddenly affect the situation in their local communities, and even schools. So it is very likely that children are most exposed to various security threats, characteristic of the school environment.

Unfortunately, every day we witness various events in schools that violate the security, privacy, freedom and other rights of both students and employees of educational institutions. It is evident that a large number of migrants, refugees and asylum seekers (people on the move) have recently remained "stuck" in the countries of the Western Balkans. The term „migrant“ in this paper is used as a generic concept covering refugees, economic migrants and asylum seekers – thus, the reason for which people choose to leave their countries and places of living has not been defined (war, economic conditions, coercion/voluntariness, environment degradation) (IOM, 2016). The constant growth in the number of illegal migrants in Bosnia and Herzegovina has put enormous pressure on institutions in charge of border control and migration and asylum.

Illegal migrants use Bosnia and Herzegovina as a transit country in order to reach the countries of the European Union. As Hodžić stated (2021) migrants are not a threat to national security, but primarily a humanitarian issue. If they pose a security threat, it is in the domain of public order and peace, low-intensity crime, with the possibility of infiltrating persons prone to committing terrorist acts. The areas burdened with the largest number of illegal migrants are Sarajevo Canton (KS) and Una-Sana Canton (USK). It is necessary to systematically investigate the possibilities of violating the security situation by illuminating the opinions and attitudes of young people in order to further plan and improve security.

We are of the opinion that the results and analysis of the conducted research can be useful to practitioners, theorists and safety researchers in educational institutions, but also to managers and responsible persons when it comes to safety in schools. We believe that this study can be of particular benefit to parents, and especially to security policy makers in the context of educational institutions in the Una-Sana Canton. We are convinced that the presented research results can contribute to raising general awareness, primarily of students and their parents, teachers and school administrations, but also the general public, about the importance of security threats in and around schools in Una-Sana Canton, as well as acceptance of responsibility and joint efforts. In order to improve security in educational institutions.

1.1. Aim and subject of research

The subject of safety research in educational institutions is measuring the sources of vulnerability in and around high schools in Una-Sana Canton, and developing and implementing mechanisms that would reduce peer violence to a minimum. Security and violence among students is not a new phenomenon, but there is not enough research on this issue in Bosnia and Herzegovina in the security and pedagogical literature. It is partly studied within the framework of teacher studies and professional development of educators. As a result, teachers are poorly prepared to address security and violence at school.

Our intention was to determine and investigate the degree of peer violence in high schools in Una-Sana Canton, which is a consequence of the current state of society, but also the lack of adequate programs and measures to combat and prevent it in school curricula. The

research aimed to examine the presence of peer violence, its manifestations, the frequency of peer violence in high schools, the extent of violence occurring in schools, and the adequacy of the response of the protection system in school and society, as well as students' awareness of security threats that surrounds them.

The main goal of this research is to determine the attitudes and opinions of first, second, third and fourth grade high school students in the Una-Sana Canton on safety at school and on the way from home to school. Aware of the transitional challenges that young people face after graduating from high school, it is necessary to emphasize the need for exploratory research analysis of youth safety issues in Una-Sana Canton.

1.2. Research Methods

Based on the defined goal of the research, the construct of the research methodology was determined. Research methodology, like strategy, deals with the researcher's ultimate goal and the general plan that the researcher formulates in order to achieve his or her goals (Fitzgerald, 2001). Scientific research, in terms of its type, has been conducted and realized as a methodological research of an empirical nature. The following methods were used in the research: from the most general research methods and methods of proving and disproving; from the group of basic analytical-synthetic methods were used; from the group of general scientists, the hypothetical-deductive method, statistical method, but also axiomatic and comparative method were used; from the data collection complex, the methods of document content analysis and examination methods were used in particular.

Since the research in this paper is within the qualitative and quantitative research paradigm, the survey method was used as the basic method of data collection. The survey is a special method for collecting data that can be used to obtain data on the attitudes and opinions of respondents (Vujević, 2002). As Moser (1962) states, "a survey is a technical procedure for collecting factual material by combining a statistical sample method with an interview or questionnaire method." The appropriate sample is a sample consisting of members of the target population who meet certain practical criteria such as: easy accessibility, geographical proximity, availability at a given time, and willingness to participate.

1.3. Research sample and instrumentation

There are 15 pre-school institutions, 49 primary and 23 high schools in the Una-Sana Canton (USC Government, 2017). From December 2020 to May 2021, 1,300 students who took part in research activities were surveyed. The research area included eight municipalities in the Una-Sana Canton as follows: Bihać, Bosanska Krupa, Sanski Most, Ključ, Bosanski Petrovac, Bužim, Cazin and Velika Kladuša. Stratified occasional sampling included the population targeted by the research.

Therefore, the results of the research refer to first, second, third and fourth grade students of the following high schools:

1. Bihać:

- Gimnazija
- Medicinska škola
- Mješovita srednja ekonomska škola
- Mašinsko-saobraćajna škola

- Mješovita elektrotehnička i drvoprerađivačka srednja škola
- Umjetnička škola
- Unsko-sanski koledž
- Katolički školski centar
- 2. Bosanska Krupa:**
 - Opća gimnazija
 - Mješovita srednja škola „Safet Krupić“
- 3. Sanski Most:**
 - Gimnazija
 - Mješovita srednja škola „Sanski Most“
 - Srednja P. škola „Sanus Faturum“
- 4. Ključ:**
 - Mješovita srednja škola „Ključ“
- 5. Bosanski Petrovac:**
 - Mješovita srednja škola
- 6. Bužim:**
 - Mješovita srednja škola „Bužim“
- 7. Cazin:**
 - Gimnazija
 - Prva srednja škola „Cazin“
 - Druga srednja škola „Medresa“
- 8. Velika Kladuša:**
 - Gimnazija
 - Prva srednja škola
 - Druga srednja škola

The data collection phase was realized in the period from December 2020 to May 2021, which means the time frame of the school year 2020/2021. It is important to point out that the departments were selected that were present at a predetermined time of the survey. In this way, the research team, in cooperation with school experts, tried to ensure “randomness of the sample” and more relevant mapping of the characteristics of the selected population, but the obtained data are not generalized for all high school students in Una-Sana Canton.

Namely, the aim of the research was to examine students’ attitudes about safety at school. For the needs of the research, a questionnaire for students was constructed, which is a combination of closed and open questions. The questionnaire consists of seven content-separated units:

1. Questions about your family;
2. Questions about your school and place of residence;
3. Some unpleasant situations that may have happened to you;
4. Questions about your free time and your peers;
5. Opinion on the stated claims;
6. Questions about your friends;
7. Security issues.

The most reliable method for assessing students' attitudes about security is considered to be research using anonymous questionnaires, because it allows students to speak directly about their own experiences (Sesar, 2011). On the other hand, another advantage of this method is that a large amount of information is collected in a short period of time, which can be used to learn a lot about the phenomenon that is the subject of research. The questionnaire for students consists of 37 questions divided into seven separate blocks that address issues of children's sense of security, peer violence, the presence of violence at school, forms of violence, and other forms of vulnerability in school.

1.4. Organization and flow of research

The research used primary data obtained by direct application of a questionnaire, specially designed for the needs of the research, in accordance with the set goal of the research. Any research involving children and minors requires adherence to certain ethical principles in its conduct by researchers. The specificity of the problem addressed required the need to comply with minimum standards prescribed by the Code of Ethics for Research of Children in Bosnia and Herzegovina⁶⁴, a document based on ethical principles of respect for human rights, freedoms and dignity, protection of welfare, responsibility in cases of moral dilemma, and protect the integrity of research results and researchers. In order to ensure the honesty of the answers, the survey was anonymous. The data collected through the survey were entered into a single database using the Google platform, after which the analysis was performed using descriptive and inferential statistics. In addition, by using correlation analysis we study if there are correlations between the different variables.

1.5. Limitations and challenges of the research

When it comes to methodological limitations, it is possible to assume that respondents did not give the most honest answers when filling out the questionnaire for various reasons such as shame, fear, desire to prove, feeling of some sort of power, attention, etc., but also a possible feeling of insufficient anonymity. For the duration of one school hour.

2. RESULTS AND DISCUSSION

2.1. Awareness-raising among high school students in Unsko-Sanski Canton on sources of vulnerability and security: qualitative approach

The questionnaire on the lack of security in the communities where students go to school describes several responses and research findings relevant to the topic. It is evident that 60% of the students believe that there are no insecure conditions in the community where they live. According to the views and opinions expressed, the rest of the interviewees explain why they do not feel secure. These reasons are various. Interviewees specifically highlight and describe the reasons why they do not feel secure, indicating different sources of threat depending on their subjective understanding of the general feeling of security.

⁶⁴ See more: <http://portal.skola.ba/ppzsa/Obrazovneustanove/Srednje%C5%A1kole/tabid/129/Default.aspx>, accessed 21. 2. 2022. year

"The biggest vulnerability in our community is well known: the outflow of young people."

"In urban environments with many unknowns and numerous people, insecurity is definitely present to a greater or lesser extent."

"Insecurity is reflected in non-educational practices, but also in occasional criminal acts."

"Due to a village's small area and relatively small population, we as a community are almost not exposed to the problems that larger cities face, such as burglaries, thefts, etc."

There is no universal definition of the term "youth violence". The definition, although vague, risks overstating this phenomenon and classifying children too much as perpetrators or victims. Olweus (1993) defined violence as repeated violent behaviour towards a relatively helpless peer. Smith, Schneider, Smith and Ananiadou (2004) defined youth violence as "a particularly vicious form of violent behaviour characterized by repeated violence against weaker victims who are unable to defend themselves". Youth violence also leads to problems within the family, which leads to violent behaviour of parents and adolescents. It is necessary to coordinate the action of several social factors, from the family to educational institutions and organs of formal social control. Implementation of online education due to the pandemic coronavirus has led to an increase in virtual interactions of students in schools, which brings additional challenges in terms of cyber-violence that often goes unreported and unaddressed.

"The strongest level of insecurity is youth violence, which is not considered to be of any importance, as well as disagreements among peers."

The other forms of violence include cyber violence (European School net, 2015), which includes violence among peers using technology. Examples include sending threats or malicious messages, spreading of rumours and posting inappropriate photos on easily accessible websites, hacking and excluding victims from social media.

According to the Ministry of Interior USK data (2021), the number of cases of youth violence decreased by 46 (or 60.5%), the number of abusers decreased by 62 (or 56.4%) and the number of victims decreased by 37 (or 50.7%).

In 2020, there were 30 cases of youth violence, which is 22 or 42.3% less than in 2019. Youth violence was registered in the territory of the town of Cazin (17) and the town of Bihać (4), then Velika Kladuša (4), the municipalities of Sanski Most (2), Bosanska Krupa (2) and Bosanski Petrovac (1). No cases of youth violence were registered in the area of the municipalities of Bužim and Ključ. Violence most often takes place in or near schools, but also on the way to school.

Actions of Ministry of Interior USK regarding youth violence have been intensified and are the first pillar of the protection and defence of young people against this type of violence and primarily refer to the prevention and response to youth violence. These are reflected in continuous school visits, even when the school is closed, the presence of police officers near schools, especially when student attendance is high, visits to bus stops and other locations, combating alcohol consumption and drug abuse, confiscating objects that can cause injuries, identifying persons not attending school who are suspected of endangering the safety of students, working with headmasters and educators of primary and secondary schools, better cooperation with Social Work Centres, Community Policing and other preventive and repressive measures (MUP USK, 2021). Certain initiatives to prevent and reduce youth violence emphasize the commitment to use disciplinary methods, inform parents, better monitor children's

playgrounds, manage classrooms, train teachers, establish class rules and implement measures against youth violence at school level (European School net, 2015).

When travelling through the capital of Bosnia and Herzegovina or through Unsko-Sanski Canton, migrants are clearly seen in parks or open spaces. In most cases, these are foreigners who have entered Bosnia and Herzegovina without ID documents and in places not designated for crossing the state border, moving from one state to another in violation of the laws of the country they are entering or against the will of the organs of the state on whose territory they are entering (Institution of the Ombudsman / Ombudsman for Human Rights of Bosnia and Herzegovina, 2019).

Unfortunately, unsupervised stay of migrants and refugees in abandoned buildings and such improvised camps led to an increase in cases of disturbance of public order and peace of the citizens of Bihać and Velika Kladuša, which was confirmed by the Police Administration of Unsko-Sanski Canton.

"Unfortunately, we have recently had an increase in reports and complaints from citizens. These are usually incidents, public disturbance cases or occasionally crimes where the perpetrators are migrants. The number of such reports and complaints has increased recently, but police officers resolve everything in an appropriate manner", said a representative of the Unsko-Sanski Canton police administration.

In total, 70 students list and describe the reasons why they do not feel secure, mentioning migrants and the fear of migrants as the main problem and main insecurity.

"I have never felt threatened because I am usually with someone, I never walk the streets alone. Migrants can be a problem, but lately there are less and less of them".

"There is actually little danger, but the biggest danger is the immigrants".

"The biggest insecurity that worries my parents are the migrants who move freely in the city and on the streets around the school."

"Some places are insecure because of immigrants."

"There are problems with immigrants that make me not feel secure when I walk the streets."

In Bosnia and Herzegovina there is the process of so-called mixed migration. The motives of migration overlap, so we have foreigners in search of better living conditions, or the so-called economic migrants (citizens of Pakistan, Iran, Iraq, Morocco, Tunisia, Algeria, Libya, Afghanistan) and foreigners seeking asylum / persons under international legal protection (Syria) (Institution of the Ombudsman / Ombudsman for Human Rights of Bosnia and Herzegovina, 2019).

"Not at all, but I think many people have problems and fears because of the migrant crisis."

"If you look at the migrants' stay in Bihać, yes."

The Municipality of Bihać facilitated the accommodation of migrants in the former "Student Hostel", in the camps "Bira" and "Lipa" in Bihać, and in the Municipality of Velika Kladuša a reception centre was established in Polje in the building "Miral", while foreign migrants, i.e. families with children, were accommodated in the hotel "Sedra" in Cazin.

"The Bira migrant camp is very close by. It used to be a big problem, but now it has become less so because there are not so many migrants around."

"The migrant crisis that has hit us and the fact that we have a large number of migrants does not give us so much security, but on the contrary, we are completely insecure."

"Illegal migrants in abandoned houses."

"The only insecurity in the area where I live would definitely be the number of migrants".

"A wave of migrants hitting the city in the summer. Insecure privacy and insecure walking on the street at night".

"Migrant camps nearby".

"In the last two years there has been a huge increase in the number of migrants, which makes me feel very insecure when I go to school".

"Mostly it's fear of migrants and certain people who use drugs, so we get physically and verbally harassed from time to time when we walk the streets".

"In my city there are a lot of stray dogs and migrants, but also some local homeless people who are often drunk and use drugs, so I don't feel quite secure".

Road safety is a topic of particular interest to young people and from the results we can say that road accidents, negligence by drivers and other actors in traffic with speed not adapted to the conditions and state of the road are always a problem to be taken care of.

In the analysis of twenty evaluation studies that examined the effectiveness of complex CCTV systems in urban centres in the UK (Welsh, Farrington, 2009), it is found that the use of CCTV results in a small but not significant reduction in crime. CCTV was found to contribute mainly to the reduction of crimes with violent elements and crimes that threaten vehicle and traffic safety. The UK police report that of the thirteen projects to introduce CCTV in public spaces, some have had some reduction in crime (Gill and Springs, 2005).

"Speeding near the school".

"Unconcerned drivers."

"There is insecurity, both from migrants and locals driving too fast."

The increasingly strong presence of stray dogs, which often circulate in packs and occasionally attack and injure people, even children, also requires an urgent solution to this problem.

"Migrants and stray dogs, especially at night".

"Migrants, stray dogs and local bullies. Insecurity for me only exists because of stray dogs."

"The problematic situation with migrants makes people afraid to move freely in the city, the same goes for the problem with stray dogs."

2.2. Some unpleasant situations that may have already happened to you

Within the question block on deviant and illegal behaviour, behaviours that are prosecutable under the misdemeanour and felony laws in Bosnia and Herzegovina stand out. The level of anti-social behaviour and crime among young people is a major problem for society as a whole. According to USC MUP (2020), the number of young people who committed crimes in the period from January to June 2020 increased significantly by 3 or 13% compared to 2019, while the number of juvenile offenders decreased by 8 or 22% of the total

number of offenders. Delinquency problems among young people are a serious and complex problem. In the following part of the paper will be presented the answers to the questions regarding unpleasant situations from the questionnaire prepared for this paper.

A) Someone has asked you for money or another valuable item (e.g. a watch, trainers, mobile phone...) at school or around school and threatened you if you refuse to hand it over? Has this ever happened to you?

95 % or 1246 students answered that it has not happened to them that someone has asked them for money or another valuable object. 4% or 51 students answered that such a case has happened to them. 2 students stated that in the given circumstances it was only about borrowing money.

B) Have you ever been the victim of an attack?

87% of the high school students answered that they have not been a victim of any kind of assault. However, 13% of students have experienced various forms of assault and answered positively to the above question, highlighting the following important statements.

"Yes, it happened in 2020 and was not reported to the police, everything was solved with the help of class teachers, pedagogues and psychologists."

"Yes, only a few times but I am a mentally strong and stable person, so it doesn't touch me and I don't feel the need to report it to the police."

"Yes, the attack was mostly a form of psychological violence."

"Yes, I was attacked by two migrants who wanted to steal my money and my mobile phone, and I ran away to a nearby bar and called the police. They came, but the migrants were no longer there, so police officers escorted me to the bus station."

C) Was anything stolen from you (e.g. a book, money, mobile phone, sports equipment, bicycle or something else)?

88% of high school students (1,149 students) do not agree with the statement that something was stolen (book, money, mobile phone, sports equipment, bicycle, or something else), while the rest of the respondents, a total of 161 students state that they money, phone or bicycle was stolen.

D) Has someone threatened you or inflicted physical violence on you because you are of another religion, speak another language, belong to an ethnic minority or for other similar reasons?

94.5 % of the interviewees stated that they had not experienced threats or violence because of their religion, language, affiliation or similar reasons. A total of 62 students or 4.5 % stated that they had suffered some form of violence, verbal assault, indirect insults and ridicule.

One student explained: *"No incidents were reported to the police because they don't care about the attack at all because of my religion."* Another student explained that he was often the target of indirect insults.

"Most of the time when people talk to each other about LGBT issues, all kinds of methods of dealing with such people are mentioned, which are

no less than quite violent. This indirectly threatens people who are not outsiders that they have no place where they are and that they will stray from there. Such things are so taboo that they shouldn't even report to the police because people will find out about that person and the police won't do anything about it."

E) Have any of your school friends made fun of you or seriously teased you in a hurtful way via email, Viber, chat, website or text messages on your mobile phone?

87% of high school students report that someone has made fun of them or seriously teased them on the social networking sites they use, while a total of 167 students describe such harmful actions in detail. The following outcomes stand out:

"At school they teased me because of where I come from".

"Threats of physical assault and verbal assault".

"Two years ago, by text message. I couldn't tell anyone because the messages were inappropriate."

"I have received serious threats through my social media from my former best friend".

"It has happened before but not in the last 12 months and the incident was not reported to the police, but we resolved it privately."

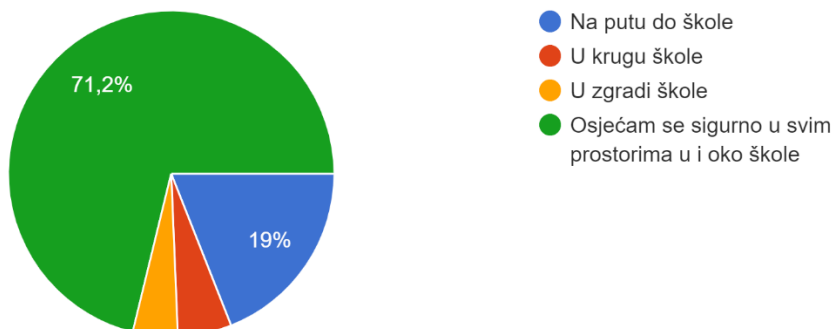
"Almost every week, once, sometimes more than once, it was reported to the school administration, which did not react."

2.3. The following questions relate to your sense of security:

A. You feel insecure (or uncomfortable):

7.2) Nesigurno (ili neugodno) se osjećaš:

1.236 odgovora

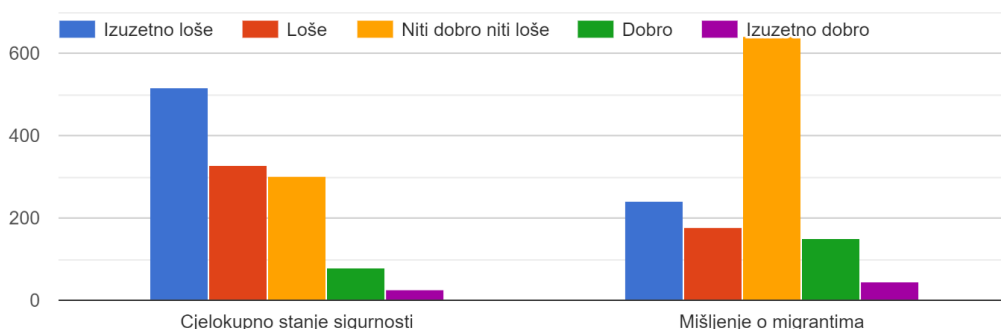


A. total of 880 students or 71.2% of respondents answered that they feel secure in all areas in and around the school. On the other hand, almost 1/5 of respondents feel insecure or uncomfortable on the way to their school. 5.3% of students feel insecure

in the school environment, while 4.4% of students say they feel insecure in the school building.

B. Please indicate how you observe migrants and how you evaluate the current overall situation in your canton:

7.3) Molimo Vas da označite kako posmatrate migrante i kako procjenjujete cjelokupno trenutno stanje u Vašem kantonu:



Regarding the assessment of the current situation in Unsko-Sanski Canton, interviewees answered the question about their understanding of the general security situation and the situation related to the migrant crisis. Their views are expressed by indicating the extent to which they accept the predicted statements in terms of positive (extremely good and good), negative (extremely bad and bad) and neutral views (neither good nor bad).

65% of interviewees (846 students in total) rate the overall security situation in Una-Sana Canton as poor, while 8% (105 in total) hold the opposite opinion and rate the overall security situation as good.

Due to the concentration of migrants in Unsko-Sanski Canton, there is a feeling of insecurity and uncertainty among citizens and young people. The most common forms of crime in which illegal migrants are perpetrators, apart from disturbing public order and public peace, are theft, damaging other people's property, violent behaviour, possession and aiding and abetting narcotics and unauthorized production and distribution of narcotics, as well as obstructing officials in the performance of their official duties. For example, 35 offences were recorded for the period from January to June 2020 (MUP USK, 2021). In addition, 41 offences against the Public Order and Peace Act and 536 other incidents involving migrants were recorded for the same period. This represents an increase of 9.6% compared to the same period in 2019.

The research results show that 49.3% (641 students in total) have no clear opinion about migrants. 32% of the respondents (419 students in total) have a bad opinion about migrants, while 15% (195 students in total) have a good opinion about migrants.

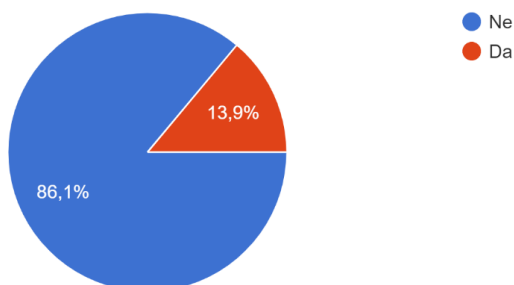
C. In your opinion, what options do you have to successfully defend yourself, flee or get help in time if you are attacked with the intention of physically harming you? Can you explain this briefly?

D. 578 (44.5%) of the interviewees clearly think that in such a case they have the possibility to successfully defend themselves, flee or seek appropriate help. 240 students (18.5%) have not clearly expressed their opinion, while the remaining interviewees, when answering this question, see a way out of this situation by calling the police, fleeing or helping a friend.

E. Have you ever been in an unpleasant situation with migrants on the way to school (someone intercepted you and asked you for something with a threat, e.g. a mobile phone or money for a snack)?

7.5) Da li si ikada imao neprijatnu situaciju na putu do škole od strane migranata (da te je neko presreo i tražio ti nešto uz prijetnju kao što je mobitel ili novac od užine)?

1.271 odgovor

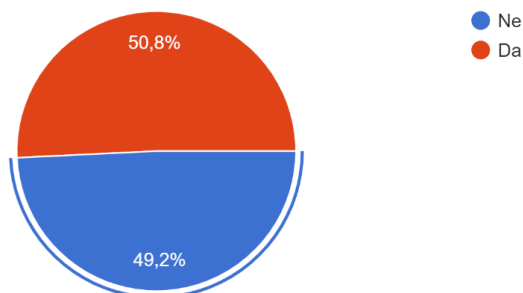


86.1% of the interviewees (1094 students) emphasise that they have not experienced any unpleasant situation on the way to school caused by migrants. On the other hand, in contrast to the first group, 177 interviewees (13.9%) confirm that they have experienced such a situation.

F. Would you agree for migrants to live and attend school with you in your community?

7.6) Da li bi pristao/la da migranti žive i pohađaju školu sa vama u Vašoj zajednici?

1.261 odgovor



On the question of whether young people would agree to migrants staying and continuing to live in their communities in the future, there is an almost even distribution of responses: 50.8% of interviewees (640 students) would agree to such changes, while 49.2%

of interviewees (621 students) would not agree to migrants living and attending school with them.

The results of the correlation analysis will be presented below. Correlation analysis show that there are very few correlations between the different variables "violence and victimisation" and other variables (e.g. "socio-demographics"). We can conclude that young people in Una-Sana Canton are very secure; their everyday life and interaction with the environment and other relevant people (e.g. family, peers) is not a source of threat. This is possibly the result of community policing, the exceptional efforts of school staff and social services, who we can assume are willing, trained and able to work with children and young people at risk.

There is a weak positive correlation between "Someone has asked you for money or another valuable item (e.g. a watch, trainers, mobile phone...) at school or around school and threatened you if you refuse to hand it over?" and "Someone has threatened violence or used physical force against you because you have a different religion, speak a different language, belong to an ethnic minority or for other similar reasons?"

There is a weak positive correlation between "Have you ever been the victim of an assault?" and "Someone has threatened violence or used physical force against you because you have a different religion, speak a different language, belong to an ethnic minority or for other similar reasons? "

A weak positive correlation exists between "Have you ever been the victim of an attack?" and "Did any of your school friends make fun of you or seriously tease you in a harmful way via email, viber, chat, website or text (sms) messages sent to your mobile phone?"

There is a weak positive correlation between "Someone threatened you with violence or inflicted physical violence on you because you are of another religion, speak another language, belong to an ethnic minority or for other similar reasons?" and "Have any of your schoolmates mocked you or seriously teased you in a harmful way via email, viber, chat, website or text (sms)".

Such correlations oblige all parties involved to improve relations between schools and within schools in the future, which would certainly benefit from workshops with students on behaviour in the virtual world. Prevention of youth violence in and outside the virtual world should be the direction for further action and adaptation to new conditions in order to improve the transfer of knowledge and the further self-development of young people.

3. COMPARATIVE DIFFERENCE ANALYSIS

Security in schools is not one of the priorities of today's education system, although it should be. However, every day we witness unfortunate events in our communities, often involving violence and threats to security. Social networks are flooded with videos of everyday school life in which violence among peers and conflicts between students and teachers are clearly visible. In addition, compromising and pornographic content is not uncommon, which should bring this issue into focus for action. Given all this, the question naturally arises why these phenomena have not yet alarmed not only the experts but also the general public.

While various forms of youth violence among peers are becoming more and more common in our communities, public and professional debates on the issue of student and child safety are completely lacking. A major problem is the fact that legislation addresses

this issue only sporadically, which shows us that there is currently no clear concept for a safe, or at least safer, school for our students and staff. In order to take this issue seriously, it is necessary to examine the education system in detail and identify the dangers within it, for the health of the students, which must come first, especially in circumstances such as the coronavirus pandemic, when exposures and vulnerabilities are much greater and more serious. Prevention also plays an important role, i.e. first and foremost the elimination of identified irregularities to avoid potential risks. In this way, modern methods would be applied, and systemic protection ensured.

Certain research conducted in 2018 in Sarajevo Canton by the Faculty of Criminal Justice, Criminology and Security Studies at the University of Sarajevo pointed to the increasing incidence of youth delinquency, which also manifests itself in the form of violence at school. Based on a survey of 271 students from 4th to 8th grade, or 52.78% of all students of that age, it was found that in one school in Sarajevo, 37.45% of students experience some form of violence on a daily basis, while 73.46% of students participate in violence against others. According to this research, the most common forms of violence in schools are: pushing - 36.11%, hitting - 25%, mocking - 22.22%, exclusion from society - 20.83%, name-calling in a derogatory way - 19.44%, destruction of personal belongings - 15.28%, forgery - 13.89%, taking money - 11.11% (Ahić, Korajlić, & Hadžikadunić, 2018). It is interesting to mention that, for example, the Unsko-Sanski Canton area is not excluded in the context of the problems and challenges young people face every day in educational institutions. Seventh and eighth grade students, 163 in total, express the greatest fear of possible youth violence by their peers, and 38.5% of them reported that fights occur in their school. Parents of students are 51.1% concerned about security at school and in the schoolyard. Stray dogs (27.6%), road inattention (23.2%) and other violent children (15.5%) are the biggest sources of danger for children in and around school. The percentage of unpleasant situations among the interviewed (students) related to the threat of mobile phones, watches or other (1.2 %) is almost insignificant, while theft occurs in 28.3 % of cases. (Ahić, Hadžikadunić, Budimlić, Halilović-Kibrić, Hodžić, Cucak, 2019).

Our newest analysis revealed that there is neither a clear vision nor a complete project that would answer all security questions in schools and provide new and creative solutions. Such a project, with its pragmatism, should facilitate the proper use of existing systems as well as their modernisation and upgrading. There are many reasons for modernising the security system in schools, only a few of which will be mentioned here:

- Awareness and safety culture are underdeveloped, which increases safety threats and risks, especially during emergencies.
- There are no plans, programmes, assessments and safeguards for the increasingly frequent weather catastrophes, deviant and criminal behaviour.
- School staff are not adequately trained to assess, prevent and respond to emergencies and other security threats and risks.

In order to achieve the above objectives, it is necessary, among other things, to:

- Create a safe environment where students can openly discuss issues such as migration, identity, gender roles, political developments and current conflicts, and help them find appropriate responses.
- Ensure that students can report cases of violence anonymously and safely.

All these shortcomings in terms of safety in schools show us that as a society we are not addressing the issue of safe schools enough. Considering that the research was conducted in secondary schools in Una-Sana Canton, we will analyse and compare certain differences in terms of the practice and experience of violence.

For students to expect their personal needs to be met, their physiological needs and their need for safety must be met. The need for security can be compromised at home, on the way to school, in the schoolyard, in the school corridors and toilets, and in the classroom. Parents and teachers have a duty to help ensure that the basic need for safety is met. Most often, the fulfilment of these needs is threatened by other students in the school they attend, but also by students, minors and adults who do not belong to the school the student (child) attends. Unfortunately, the safety of students sometimes threatens the safety of students and their parents, and sometimes the safety of teachers. School anxiety is an important indicator that a student's need for safety is not being adequately met. A student who is stressed or anxious cannot, for whatever reason, participate normally in class. Furthermore, quality teaching or effective learning cannot be organized in a class community where some students feel unsafe. Adults (parents and all school staff) have an obligation to carefully monitor the causes of stress and anxiety in students and work towards eliminating them so that each student can perform optimally and confirm his/her personal potential in the teaching process. Therefore, work with students should be focused on:

- Creating relationships based on respect and trust.
- Providing infrastructures and capacities that facilitate the organization of activities in or out of school where young people feel safe and comfortable.
- Conducting dialogue on all issues without prejudice and labelling, without lecturing or moralizing, and supporting young people to acquire knowledge independently.
- Encouraging independent learning through various combined activities of a formal and non-formal nature.
- Focusing on the resources that young people have, both in school and in extracurricular activities (sports, entertainment, arts, and religious events).

CONCLUSION

The survey results show that 49.3% of the interviewees do not have a clear opinion on migrants. 32% of interviewees have a bad opinion about migrants, while 15% of students have a good opinion about migrants. 86.1% of the interviewees emphasize that they have not experienced any unpleasant situation on the way to school caused by migrants. On the other hand, in contrast to the first group of answers, 13.9% of interviewees affirm that they have experienced a situation in the communities they come from that threatens them to some extent and directly affects migrants.

We can conclude that young people in Unsko-Sanski Canton are very safe. Their daily life and interaction with the environment, family, friends and peers is not a source of threat. This is possibly the result of community policing, the extraordinary efforts of school staff and social services, who we can assume are ready, trained and empowered to work with young people. Police action against youth violence by peers has been intensified and is the first pillar of defence and protection of young people against this type of violence.

The results of the research show that 15 % of the students answered that there are frequent fights in their school, while 61 % of the students disagree with such a statement. 10% of the students said that drugs are used in the schools they attend, while 63.5% of the students disagree with this statement. 88% of high school students disagree with the statement that something was stolen (book, money, mobile phone, sports equipment, bicycle or something else), while the rest of the interviewees state that their money, phone or bicycle was stolen.

87% of high school students answer that they have not been a victim of an attack. However, 13% of the students have experienced various forms of attacks. A total of 62 students or 4.5% reported that they had experienced some form of violence, verbal assault, indirect insults and ridicule. One student explained: "No incidents were reported to the police because they were not interested in the attack because of my religion." 94.5% of interviewees stated that they had not experienced threats or violence because of their religion, language, affiliation or similar reasons.

Finally, a total of 880 students or 71.2% of the interviewees answered that they feel secure in all areas in and around the school. On the other hand, almost one fifth of the interviewees feel insecure or uncomfortable on the way to their school. 5.3% of students feel insecure in the school environment, while 4.4% of students say they feel insecure in the school building. 65% of interviewees (a total of 846 students) rate the overall security situation in Unsko-Sanski Canton as poor, while 8% (a total of 105) have the opposite opinion and rate the overall security situation as good.

To get a more comprehensive picture, broader research needs to be conducted in other cantons with students, but also with school staff, police and other relevant parties, in order to find common crisis management mechanisms and common prevention programmes that respond more thoroughly and comprehensively to the challenges faced by young people, from home to school and during leisure time.

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