



Institution of Human Rights
Ombudsman of Bosnia and Herzegovina

Special report

Children and leisure

In association with



Save the Children

Institucija ombudsmena/ombudsmana
za ljudska prava Bosne i Hercegovine



Институција омбудсмена/омбудсмана
за људска права Босне и Херцеговине

Institution of Human Rights Ombudsman of Bosnia and Herzegovina

SPECIAL REPORT OF HUMAN RIGHTS OMBUDSMAN OF BOSNIA AND HERZEGOVINA “CHILDREN AND LEISURE”

In association with



Save the Children

Banja Luka, December 2013

*OPINIONS AND VIEWS EXPRESSED IN THIS REPORT ARE THE VIEWS OF THE INSTITUTION OF
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I INTRODUCTION

Since the establishment of the Department for Monitoring Children's Rights (June 2009), the Human Rights Ombudsman of Bosnia and Herzegovina (hereinafter: the Ombudsmen) have been taking additional effort for the protection and improvement of the children's rights. Out of numerous issues in all spheres of a child's life in BH, so far the Ombudsmen have not dealt with the children's right to leisure, play, recreation and participation in cultural and artistic life, even though it has been repeatedly pointed out that all the rights stipulated in the UN Convention on the Rights of the Child (hereinafter: the Convention) are equally important. The Article 31 of the UN Convention stipulates the right of every child to rest, leisure, play, recreation and participation in cultural and artistic life. However, the Ombudsmen themselves express their concern that these rights have not been recognised by relevant authorities as important. Globally, an increased number of population in cities/larger communities, increase in all forms and types of violence, particularly abuse of children and their economic exploitation, continuous increase and expansion of educational requirements and tasks, as well as the commercialisation of the children's right to play, have inevitably been reflected on the exercise of the right set out in the Article 31 of the Convention. The adults must not forget their obligation to ensure time and conditions for the children to play, recreate and have fun spontaneously. Simply put, in addition to the right to life, the children have the right to development and survival, i.e. unlike the adults, the children develop. Therefore, an important obligation of the adults, in addition to food, accommodation and clothes, is to ensure appropriate psycho-physical development. Owing to the cooperation with the Ombudsmen and Save the Children, in the framework of the "Capacity Building of the Department for Monitoring Children's Rights" project, the Ombudsmen developed a report aimed to emphasise the rights set out in the Article 31 of the Convention. To a certain extent, the Ombudsmen want to give clear explanations and arguments in order to point out the importance of the right and encourage relevant authorities to think and take appropriate action, exclusively in the best interest of the children. This is the first Report of the Ombudsmen printed in a child friendly version, also owing to the support from Save the Children.

The Institution of the Human Rights Ombudsman of BH is an institution with a mandate and powers to promote and advocate the application of international standards in BH, among other thing. Since the UN Committee for the Rights of the Child in its 62nd session¹ adopted the General Comment 17, to explain in more detail the measures that the member countries are

¹ From 14 January to 1 February 2013

required to take to ensure the application of the Article 31 of the Convention on the Rights of the Child, the Ombudsmen evaluated that this was the time to undertake activities in this domain. Therefore, in this Report particular attention is paid to the General Comment 17 of the UN Committee for the Rights of the Child.

II RESEARCH METHODOLOGY AND OBJECTIVES

The “Children and Leisure” Special Report has characteristics of a research and the main sections of the Report are the following:

1. International and local legal/normative framework
2. Analysis of questionnaire filled in by children in primary and secondary schools
3. Analysis of questionnaire from relevant municipal authorities
4. Explanations of the importance of rights set out in the Article 31 of the Convention (UN General Comment 17)

In terms of the legal regulation and the analysis into the extent to which the local legislation is in compliance with the Convention, the Ombudsmen in the Report provide an overview of international standards and local legislation and point out segments of previously performed analyses.

During the development of the Report, participation of children was ensured. In 2013, the Ombudsmen and staff of the Department for Monitoring Children’s Rights visited 6 towns in BH and 12 schools in the framework of the “Ombudsman in Your School” activities. This activity has been implemented since the Department became operational and it includes active interaction and discussions between children/students/representatives of the Student Council and staff of the Department and Ombudsmen on the protection of the children’s rights, importance of the Convention and role of the Ombudsmen in the protection of the children’s rights. This year, 6 primary and 6 secondary schools were visited².

The visits to the schools were used to develop discussions with the children in order to learn their opinions on the importance of the right to rest, play and recreation. The representatives of the Student Council from all the schools filled in the questionnaire developed by the staff exclusively for the development of the Report. With the questionnaires, we wanted to collect information on the way the children most frequently spent their leisure time, whether they had enough of it and in what activities they were engaged in their leisure time. A sample of the questionnaire is contained in the Annex I of the Report.

² Cazin I Primary School, Prvi mart Tesanj Primary School, Cazin Gymnasium, Musa Cazim Catic Tesanj Gymnasium, Aleksa Santic Ugljevik Primary School, Vuk Karadzic Visegrad Primary School, Mihailo Petrovic Alas Ugljevik Secondary School, Ivo Andric Visegrad Secondary School, Capljina Secondary School, Neum Secondary School, Kardinala Stepinca Primary School Neum, Vladimira Pavlovica Primary School Capljina,

The research covered 20 municipalities, 10 of which are in the Republic of Srpska³ and 10 in the Federation BH⁴. With the questionnaires, we wanted to learn how the children from small communities spend their leisure time (number of schools in a municipality, number of gyms in these schools, number and arrangement of parks, number and arrangement of playgrounds, level of budget funds allocated to sports and cultural and artistic activities, cooperation of primary and secondary schools with sports clubs and cultural and artistic organisations, and whether the municipalities adopted strategic plans in this domain). The Ombudsmen received 15 filled in questionnaires, whereby the Municipalities of Grude, Buzim, Doboј Istok, Novi Grad and Bratunac did not submit the requested information.

These are smaller municipalities, since the intention of the Ombudsmen was to review the situation particularly in smaller municipalities. A sample of the questionnaire is contained in the Annex II of the Report.

³ Bratunac, Brod, Foca, Kotor Varos, Mrkonjic Grad, Srbac, Ugljevik, Vlasenica, Srebrenica, Novi Grad

⁴ Ilijas, Odzak, Grude, Breza, Buzim, Citluk, Doboј Istok, Drvar, Busovaca and Gorazde

III IMPORTANCE OF ARTICLE 31 OF UN CONVENTION ON THE RIGHTS OF THE CHILD IN LIVES OF CHILDREN AND GENERAL COMMENT 17 OF UN COMMITTEE FOR THE RIGHTS OF THE CHILD

Primarily, it is important to point out what the UN General Comment is. It is an official document of the United Nations on an interpretation, presentation and explanation of the contents of a right. The United Nations Committee on the Rights of the Child develops and publishes General Comments on the application of the Convention on the Rights of the Child. The General Comments are sent to the countries which ratified the Convention.⁵ The purpose of the General Comments is a better understanding of some segments and aspects of the Convention and contribution to the improvement of conditions in which the children are growing up. These are UN official documents that should present the standard which the countries should adhere to in the provision of respect of the children's rights and particularly to reflect on the Comments when submitting a Report to the United Nations. The General Comments include a legal analysis of an individual Article, taking into account other Articles, and indicate the importance of the right and its content, as well as the manner in which the respect for the right results in the improvement of the lives of children. On the other hand, they cover in detail obligations of a country and indicate the manner in which the respect for the Convention can be ensured by the use of the General Comment. It is important to point out that the General Comment 17 does not impose new obligations to the countries because clear obligations have already been set out in the Article 31 of the Convention and it is explained what is expected from the country in the respect for the rights set out in the Article 31.

The General Comments by the Committee for the Rights of the Child are also used by the countries for the review/verification of policies and strategies on the rights of the child, identification of potential legislative gaps, deficiencies in the implementation of the Laws, etc. They should be instructions for the implementation of the rights, the countries should be encouraged to use them and the highest state authorities should make them available to the lower levels of government, as well as parents, children, professionals and non-government organisations. In addition to a state, independent institutions also have an important role in

⁵ Currently, all countries of the world except the USA, Somalia and South Sudan

the protection of the children's rights, as well as non-government organisations in monitoring the rights and understanding the rights set out in the Convention.

The importance of play and recreation in the life of every child was recognised already in the 1959 Declaration of the Rights of the Child: *"The child shall have full opportunity for play and recreation [...]; society and the public authorities shall endeavour to promote the enjoyment of this right"* (Principle 7).

The right of the child to leisure, play and cultural activities is stipulated in the Article 31 of the UN Convention on the Rights of the Child *"1. State Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and arts. 2. State Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity."*

The first question raised is what is leisure exactly? In the simplest terms, leisure would be the time before or time after the time which a child spends in kindergarten, school or elsewhere. Leisure could also be defined as the time and space without obligations, time planned for entertainment or an encouragement to the children to choose an activity or non-activity themselves.

Play and recreation take place when the children are alone, with their peers or adults who support them in this sense. A child's play gives adults a unique insight into and understanding of a child's perspective. This contributes to an efficient understanding and communication between children and adults and opens the possibility to guide and encourage various types of activities. For instance, the children can benefit from recreational activities in which adults participate, such as voluntary participation in an organised sport, play and other recreational activities. However, adult control in this sense should by no means be dominant, since in this case the child cannot run the game. Therefore the benefits of the game are less and lose their purpose.

In leisure time, the children can exercise many rights and needs, including social, psychological and educational needs, as well as the development of healthy life and prevention of undesirable behaviour.

The children have the right to play and recreation appropriate to their age and interests. In the selection of a way to spend their leisure time, activities and method of exercise of this right, the child should be involved in all stages of the process as much as possible.

In the development and exercise of the right of the child to leisure, **family, school/kindergarten** and **local community** have the greatest responsibility.

Within the **family**, the children adopt intellectual, cultural, social and moral values because the parents are their first and most important teachers. Communication, behaviour, attitudes and the way of spending leisure time are learnt within the family. Having in mind the rapid pace of modern life and lack of free time spent together within the family, its quality is of utmost importance. The way in which leisure time is spent in the family affects the child's

development, growing up, self-confidence, creativity, social and intellectual capacities. The role of the parent is to guide the children in their activities, which change as they grow up.

The parents should not go to the other extreme and direct the children in line with their own ambitions. Often the result of this is the neglect for the emotional development of the child, the pressure on the children is greater, whereby they often develop into dependent and immature individuals. Also, some parents do not take any part in leisure of their children. Such children are left to themselves. It can be concluded that it is extremely important that the parents help their children to find their own activity that will occupy their attention and help develop creativity and responsibility.

In the exercise of the right of the child to leisure, a **school/kindergarten** (institutions for education and upbringing attended by children depending on their age) also has an important role.

Schools/kindergartens and other educational institutions have an important role in fulfilling obligations stipulated in the Article 31 of the Convention, since the children spend maybe even the biggest part of the day in schools. Therefore, they need to pay particular attention to:

- a) **Physical environment:** they should endeavour to provide funds for appropriate internal and external requirements for play, sports, games and acting during school hours and at other times, to promote actively equal opportunities for boys and girls, adequate hygiene requirements for boys and girls, playgrounds, areas and equipment properly and regularly inspected, playgrounds with appropriate fences and barriers, equipment and areas designed to provide the children, including disabled children, to participate equally in all types of such activities, playgrounds where they can play all sorts of games, areas and concepts of playgrounds with adequate protections, in the design of which the children were involved as well,
- b) **Structures for a day:** they should determine and guarantee appropriate periods during a day for homework, so that the children would have the time to play and rest depending on their age
- c) **School programme:** in line with the education objectives, they need to include activities which in regular schooling would be planned for cultural and artistic activities and provision of active participation of the children (music, poetry, acting, etc.)
- d) **Educational pedagogy:** school, as an educational environment, provides active participation of children in activities implying game in the broadest sense

School needs to respect wishes, interests and motivation of the children in the selection of these activities mainly performed out of school hours. This is particularly important for smaller communities with a limited selection of activities.

The obligation of a **local community** is also very important, having in mind that a child lives and takes part in it. Therefore, its obligation is reflected in the provision of inter-sector

cooperation between all stakeholders of the local community, provision of premises, staff and other requirements for quality leisure and activities of the children. Thereby, they need to pay special attention to the principle of the child's best interest and the right of any child to equal access to free activities.

The involvement of the children into the cultural life of a community is an important part of the child's sense of belonging. The children inherit and experience the cultural and artistic lives of their families, community and society and in this process they discover and develop their sense of identity and contribute to the encouragement and sustainability of the cultural life and traditional arts.

In addition, the children reproduce, transform, create and transfer the culture through their imaginative plays, songs, dances, animations, stories, drawings, games, street theatre, puppetry, festivals, etc. They also emphasise the understanding of cultural artistic life around them from adults and peer relations, they interpret and adapt its meaning through their generational experience. Through the interaction with their peers, the children develop and transfer their own language, games, imaginations and other cultural knowledge. The children's play creates the "culture of childhood" form games at school and in a playground to urban activities such as a game of marbles, running, street art, etc. Taking part in cultural and artistic activities is necessary to develop with the children not only the understanding of their own culture, but other cultures as well since this is a good opportunity for them to expand their horizons and learn from other cultural and artistic traditions and contribute to mutual understanding and appreciation for diversity.

A fact needs to be mentioned that the children today are also in the centre of events in terms of digital platforms and virtual worlds for the establishment of new means of communication and social networks through which various cultural environments and artistic forms are established and reinforced. The internet creates many possibilities where even adults can easily get lost, let alone the children. In addition to a large number of web pages offering various types of content, online social networks are also extremely popular where communication can be carried out in different ways, e.g. by only voice and image, text and image, only image or by their combination. These online social networks provide services whereby the users can create their user profiles and through them establish some forms of the mentioned means of mutual communication. This also leaves the possibility for the manipulation of the users themselves, the result of which are numerous violations of the children's rights (right to privacy, protection from all types of violence, protection from potentially harmful information and content, etc.).

The internet surely has its positive side, because children can use it to exercise certain rights recognised by the Convention (e.g. right to information, right to express an opinion, right to education, etc.).

Violence using the internet technologies, so called cyber-bullying, can be experienced by the children from adults and their peers. For this reason, parents, schools and community as a whole should pay more attention to the protection of the children from such content, in terms

of preventive actions, since the children experience these occurrences equally stressfully to those occurring in the real world.

Nutrition, housing, health protection and education equally affect rest and recreation and they are important for the child's development. Without sufficient rest, the children will not have enough energy, motivation and physical and mental capacities for meaningful learning. Denial of rest can have permanent physical and mental effects on the development, health and wellbeing of a child.

It is also extremely important to emphasise that the exercise of this right set out in the Article 31 of the Convention is manifested differently among the children who live in different living conditions, such as poverty or separation from the parents. There are also children placed into institutions, children growing up in communities with armed conflicts or communities affected by natural disasters and children who are members of minorities living in a particular area.

It can be concluded that the right set out in the Article 31 of the Convention cannot be observed narrowly and interpreted independently from other rights set out in the Convention because there is not a right more important than the others. All of them are in mutual cohesion and interwoven. They should also be equally exercised.

The exercise of the right to leisure is closely related to the right to the freedom of association and peaceful assembly (Article 15 of the Convention), right to express an opinion (Article 12), right to the freedom of expression set out in the Article 13 of the Convention, and the right of the child to access to appropriate information (Article 17).

A country should pay full attention to the child's right to leisure by encouraging the provision of equal conditions for all the children. This part clearly emphasises the principle of non-discrimination set out in the Article 2 of the Convention.

Article 31 of the Convention, recognises the child's right to:

- a) **Rest** – implying that the children should get enough rest from work, education or any other type of effort, including sleep
- b) **Leisure** – including leisure and free time when a child can play or recreate
- c) **Play** – including any activity during which a child structures and controls on their own whenever the opportunity arises
- d) **Recreational activities** – including activities chosen by a child for personal satisfaction resulting from such an activity
- e) **Age of a child** – all the rights mentioned above must be appropriate to the age of a child
- f) **Cultural life and arts** – taking place at home, in school, in public places through various ceremonies, rituals, theatre, film, exhibitions, etc.
- g) **Free participation** – implies that this right should not be restricted by the adults

Provision of equal possibilities – implies that every child should have equal possibilities in the enjoyment of this right

IV INTERNATIONAL AND LOCAL LEGAL FRAMEWORK

In BH, there is no comprehensive analysis of the exercise of the children's right to rest and recreation. It seems that the minimum in the exercise of this right is ensured exclusively through the educational system, and the legislation on sports invests little into sports, particularly through the support to sports clubs. It is important to emphasise the issue of the lack of standards for the encouragement of talented sportsmen and the presence of discrimination in the selection of children for competitions, based on the principle of the child's social background, which students pointed out to the Ombudsmen during their visits to the schools. There is also the issue of the exercise of the right to education by special arrangements for children active in sports, although the Law regulates such a possibility. All of the above are the reasons for the development of this Report, for the competent authorities to take concrete measures, based on this analysis, to improve this right and indirectly protect the children's health.

4.1. International Standards

Article 1 of **the European Sports Charter** stipulates that the governments, with the aim of promoting sport as an important factor in the human development, take measures to implement the provisions of this Charter, in line with the principles of the Code of Sports Ethics, in order to ensure to every individual the possibility to play sports, by guaranteeing to the youth the possibility to use programmes of physical education to develop their fundamental sports skills.

Article 3 of the European Sports Charter emphasises the importance of non-government organisations by pointing out that the role of public authorities is to accompany activities of sports movements and encourage close cooperation with sports non-government organisations.

Respecting the principles set out in the Article 11 of the **European Convention for the Protection of Human Rights and Fundamental Freedoms**⁶, the Sports Law of BH provides for the establishment of amateur and professionals sports clubs, sports associations and federations.

⁶ Freedom of association and assembly

The right of the child to rest and recreation is defined in the Article 31 of the **UN Convention on the Rights of the Child**⁷, which reads:

„1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.“

The Universal Declaration of Human Rights guarantees the right to rest, leisure and entertainment.⁸

4.2. Local Legislation

Pursuant to the Constitution of the Federation BH, the domain of sports is within the competence of the Cantons, since this is not the competence exclusively assigned to the FBH.⁹ Also, the issue of the establishment of educational policy, including the adoption of regulations on education and provision of education, and the establishment and implementation of the educational policy, is within the competence of the Cantonal authorities.¹⁰

The Sports Law in BH defines sports as sports activities and games organised with the aim to improve health and recreation (sports recreation, sports for all), and sports activities for the disabled and organised school and university sports. The Law stipulates the following public interests and objectives of BH in sports: raising awareness of the population, particularly youth on sports and its values; contribution to upbringing, education and development of the children and youth; encouragement and affirmation of sports and its values as a part of culture and overall material and spiritual values of a society; preservation of health as the basis for any human activity, labour productivity and humane living.

Sports in Bosnia and Herzegovina is based on principles and standards defined in the European Sports Charter, European Convention for the Protection of Human Rights and Fundamental Freedoms, UN Convention on the Rights of the Child, International Convention against Doping in Sport, European Convention on Spectator Violence and Misbehaviour at

⁷ Open for signature, ratification and accession by the Resolution 44/25 of the UN General Assembly, 20 November 1989, and entered into force on 2 September 1990, after it was ratified by 20 countries. By the Notification of Succession, BH adopted the Convention on 23 November 1993.

⁸ Article 24, adopted by the UN General Assembly in 1948.

⁹ Article III 4 Paragraph 1, Constitution of FBH

¹⁰ Ibid., Article III 4 Paragraph 1 Items b) and c)

Sports Events, Olympic Charter, Paralympics Charter, rules of international sports associations, European Code of Sports Ethics, Declaration on Sport, Tolerance and Fair Play and Statement from Lausanne on the organisation of sports in Bosnia and Herzegovina.

The organisation of sports in Bosnia and Herzegovina is decentralised, with determined rights and powers of Bosnia and Herzegovina, Entities, Brcko District of Bosnia and Herzegovina and other levels of administrative organisation. In line with the Constitutions of the Entities and other levels of administrative organisation, as well as their Sports Laws, issues in the domain of sports not covered by this Law are regulated.

The issue of sports in the Republic of Srpska is regulated similarly to the Brcko District BH, as well as the system of education and exercise of the right to child care.¹¹

The Framework Law on Primary and Secondary Education in BH stipulates the possibility to attend art schools, such as music school visual art school, etc., determined by the type of a curriculum and school programme, in the duration of four years, upon the completion of which a student acquires a secondary school diploma and the possibility to continue education¹².

The issue of the right of the child to rest and recreation at the Federation BH and Republic of Srpska entity levels and in Brcko District is regulated by the following legislation: **legislation on sports**¹³, **legislation on primary and secondary education**¹⁴ and **legislation on child care**¹⁵.

The definition of sports as a sports activity and game organised with the aim to improve health and recreation (sports recreation, sports for all), as well as sports activities for the disabled and organised school and university sports, is set out in the **Sports Law of BH**.¹⁶

In the Federation BH, identical to the domain of education, sports are within the competence of the Cantons, since it is not a competence exclusively assigned to the Federation BH. In this sense, the Sports Law of BH defined a decentralisation of sports in BH, whereby the sports is organised in a manner stipulated by the rules and powers of BH, Entities, Brcko District BH and other levels of administrative organisation. Pursuant to the Constitutions of the Entities and other levels of administrative organisation, the Sports Laws regulate the issues not regulated by the state level Law.

¹¹ Covered in the Analysis of the Compliance of the legislation of Bosnia and Herzegovina with the Convention on the Rights of the Child, Institution of the Human Rights Ombudsman of Bosnia and Herzegovina, November 2009, p. 133 – 135

¹² "Official Gazette of BH No. 88/07"

¹³ Covered in the Analysis of the Compliance of the legislation of Bosnia and Herzegovina with the Convention on the Rights of the Child, Institution of the Human Rights Ombudsman of Bosnia and Herzegovina, November 2009, p. 132 – 133

¹⁴ Ibid. 133 – 134

¹⁵ Ibid. 134 – 13

¹⁶ Article 2, "Official Gazette of BH", No.: 27/08 and 102/09

The Sports Law of RS stipulates that school sports competitions are mass competitions of pupils and students in the framework of a school system and organisation, rules and conditions for the pupil and student competitions are regulated by the Minister of Sports, school sports associations and student sports associations. In primary and secondary schools and faculties, school and student sports associations can be established and they can be organised into sports federations. Activities of school sports organisations and sports competitions are funded from the budget of the Republic of Srpska, town and municipality allocated to financing primary, secondary and university education. Recreational, mass and traditional sports activities of the citizens of all ages contribute to the improvement of their physical and mental development, affirmation of humane values of life and preservation of traditions and customs of the population of the Republic of Srpska, achieved by various sports and recreational activities.

In the Republic of Srpska, in line with a curriculum and school programme, types of mandatory extracurricular activities are identified. Free activities of pupils are also organised in school and with the permission of the Ministry of Education and Sports, they can be organised by non-government organisations. A school adopts an annual programme of outings, excursions and schools in nature, as well as races and sports days. During a school year, pupils have winter, spring and summer breaks. The Rulebook on the Organisation of Outings, Excursions and Schools in Nature regulates the preparation and organisation of outings as a planned one-day activity out of school for the recreation and application of some of the educational content in a natural environment planned in the schools' annual programme; an excursion as an extracurricular type of education and upbringing implemented out of school with the aim of acquiring the curriculum by a direct exploration of phenomena in nature, cultural heritage and economic accomplishments, while school in nature is a separate type of a several-day educational activity implemented in nature and related to a psycho-physical recreation in nature and form of active learning. Within its capacities, a school organises an expanded programme for its students, which along with an extended stay and morning care also includes free activities, optional classes and school in nature. In the framework of the extended stay, the pupils are provided with care, including various sports, cultural and art activities. The Law on Secondary Education of RS provides for the establishment of Student Cooperatives for the development of extracurricular activities and community work for students. It is possible to use the funds obtained by these activities for outings and excursions of the students. Extracurricular activities are organised in school to develop creative potentials of students, acquire knowledge and skills of use in life. Extracurricular activities registered as a working day include outings, excursions, student organisations, associations, school clubs, sports and other activities. In the framework of free activities for students in schools, programmes can be implemented by non-government organisations with a prior written approval from the Ministry of Education and Culture. The

pupils have a three-week winter break, one-week spring break and summer break from the end of one school year to the beginning of the next school year.

The Rulebook on Funding Institutions of Student Standard regulates the funding of institutions of student standard established by the Government of RS, which also include institutions for cultural and recreational activities and sports activities. Programmes from their activities are approved by the Ministry of Education and Culture and they are funded from the budget of the Republic of Srpska. The Law on Education in Primary and Secondary Schools of the **Brcko District BH** stipulates that the students have a three-week winter break, one-week spring break and summer break from the end of one to the beginning of the next school year. Classes in school are held for five days in a week, and extraordinarily if the school works in two shifts or in case of replacement classes, for six working days. In addition to regular classes, extracurricular activities also take place in schools for the development of creative capabilities and skills of students. The extracurricular activities are organised in the framework of school clubs, associations, student cooperatives and other types of activities. Outings, visits, excursions, camping, schools in nature, community work, days of school and other types of educational activities are also organised.

The Law on Child Protection of RS, includes the rights of parents and children to organised activities and activities ensuring rest, recreation, cultural, sports and creative activities of the children in the child protection. The right in the domain of child protection includes rest and recreation of children of up to 15 years of age in child resorts and registering the costs of a child's stay in preschool institutions, rest and recreation. This means that the children of up to 15 years of age have the right to stay in a child resort, right to rest, recreation, health care, nutrition, educational work and sports and recreational activities in the child resort, in line with requirements set out by the relevant municipal authority. The Law regulates that, in line with the material position of children, funds for their stay in preschool institution, rest and recreation are provided. The manner of exercise of these rights is elaborated in the provisions of the Rulebook on the Exercise of Child Protection of RS.

In the **Federation BH** the competent Cantonal authorities in their Laws on Sport¹⁷ regulate the activity of sport covering physical and health education, sports competitions, sport education, management and use of sports facilities.

¹⁷ Law on Sports "Official Gazette of the Herzegovina – Neretva Canton", No. 6/06
Law on Sports "Official Gazette of the Bosnia – Podrinje Canton Gorazde", No.: 8/11
Law on Sports "Official Gazette of the Central Bosnia Canton", No.: 8/04 and 3/10
Law on Sports "Official Gazette of the Tuzla Canton", No.: 8/10
Law on Sports "Official Gazette of the Zenica – Doboje Canton", No.: 11/02
Law on Sports "Official Gazette of the Canton 10", No.: 3/98
Law on Sports "Official Gazette of the Sarajevo Canton", No.: 45/12
Law on Sports "Official Gazette of the Una – Sana Canton", No.: 15/10
Law on Sports "Official Gazette of the Posavina Canton", No.: 5/98

The Laws on Education¹⁸, both primary and secondary, regulate the duration of a school year, as well as weekly work. During a school year, students have a winter and summer break. The organisation of outings, study visits and excursions, as well as the organisation of free activities of students by their involvement in various types of activities, based on voluntary declarations of students, are also stipulated.

¹⁸ Law on Primary Education "Official Gazette of Herzegovina – Neretva Canton", No.: 5/00, 4/04 and 5/04
Law on Secondary Education "Official Gazette of Herzegovina – Neretva Canton", No.: 8/00, 4/04, 5/04 and 8/06
Law on Primary Education "Official Gazette of Bosnia – Podrinje Canton Gorazde", No.: 4/05 and 6/09
Law on Secondary Education "Official Gazette of Bosnia – Podrinje Canton Gorazde", No.: 10/11
Law on Primary Education "Official Gazette of Central Bosnia Canton", No.: 11/01 and 17/04
Law on Secondary Education "Official Gazette of Central Bosnia Canton", No.: 11/01, 17/04 and 15/12
Law on Primary Education "Official Gazette of Tuzla Canton", No.: 6/04, 7/05 and 17/11
Law on Secondary Education "Official Gazette of Tuzla Canton", No.: 17/11
Law on Secondary Education "Official Gazette of Zenica – Doboj Canton", No.: 5/04, 20/07, 19/09 and 9/11
Law on Primary Education "Official Gazette of Zenica – Doboj Canton", No.: 5/04, 20/07, 9/11
Law on Primary Education "Official Gazette of Canton 10", No.: 12/04 and 12/08
Law on Secondary Education "Official Gazette of Canton 10", No.: 12/04
Laws on Primary and Secondary Education "Official Gazette of West Herzegovina Canton", No.: 6/04 and 8/04
Law on Primary Education "Official Gazette of Canton Sarajevo", No.: 10/04
Framework Law Primary and Secondary Education "Official Gazette of Canton Sarajevo", No.: 18/03, 31/11 and 15/13
Law on Secondary Education "Official Gazette of Canton Sarajevo", No.: 23/10
Law on Primary and General Secondary Education "Official Gazette of Una – Sana Canton", No.: 5/04
Law on Secondary Education "Official Gazette of Una – Sana Canton", No.: 17/12
Law on Primary Education "Official Gazette of Posavina Canton", No.: 3/04, 4/04, 8/08 and 7/12
Law on Secondary Education "Official Gazette of Posavina Canton", No.: 3/04, 4/04, 3/08, 8/08, 4/11 and 7/12

V RESEARCH RESULTS

5.1. Analysis of Questionnaires from Local Communities

In the period May/June 2013, for the development of the “Children and Leisure” Report, a team of the Department for Monitoring Children’s Rights of the Institution of Human Rights Ombudsman of BH, collected information from 20 municipalities in BH. As mentioned above, 10 questionnaires were sent to the municipalities in the Republic of Srpska and 10 to the municipalities in the Federation BH, out of which 5 municipalities did not submit requested information.

5.1.1 Republic of Srpska

Brod Municipality¹⁹ has 2 primary schools, 1 of which has a school gym, and 1 secondary school with a school gym. In the Brod Municipality, there are 9 parks, 8 of which are equipped for play, 22 playgrounds equipped for play and recreation. The municipally budget provides for more than BAM 30.000 for sports associations and they do not have any official information on the amount of funds for cultural associations. There is a Youth Centre and generally good cooperation between sports associations, schools and cultural associations. The Municipality states that there is a developed strategic document for this domain, but it is obvious that it is in a draft stage (information taken from the official web page of the Municipality), titled “Draft Strategy for the development of Sports in the Brod Municipality 2013-2020”.

Foca Municipality²⁰ has 3 primary and 1 secondary school and they all have gyms. There are 4 parks in this Municipality, one of which is equipped for play and recreation and 5 playgrounds for recreation, play and sports. The municipally budget provides for the funds for the support to the sports associations in the amount of more than BAM 30.000, and BAM 10.000-20.000 is allocated annually for the support to cultural associations. In this Municipality, there is a Youth Centre and the cooperation between all the schools and sports/cultural associations is evaluated completely successful. The Municipality has an elaborated “Strategy for the Youth of the Foca Municipality 2008-2013”.

¹⁹ Ibid. population of 34.148

²⁰ In accordance with the last Census from 199, the population was 40 513

Kotor Varos Municipality²¹ has 8 primary schools, 4 of which do not have a school gym, and 1 secondary school with a gym. One park is equipped for play and recreation and 10 playgrounds are equipped for recreation. The municipal budget provides for the funds for the sports associations in the amount of more than BAM 30.000, and less than BAM 10.000 for cultural associations. There is a Youth Centre and the cooperation of primary and secondary schools with sports and cultural associations is completely successful. The Municipality has an elaborated strategic document titled "Municipality Development Strategy 2010-2020", but it does not separately cover the issues which are the subject of this report research.

Mrkonjic Grad Municipality²² has 4 primary schools with branch schools and they all have gyms. The Municipality has 2 secondary schools and they all have gyms. There is 1 park. The municipal budget provides for more than BAM 30.000 for sports and cultural associations. There is a Youth Centre and the schools, cultural and sports associations cooperate mostly successfully. As stated, there is a developed strategic document, but from the official web page, it is clear that this document was developed for the period 2007-2012 – "Mrkonjic Grad Municipality Development Strategy 2007-2012", as well as the "Strategy for the Youth of the Mrkonjic Grad Municipality with the Action Plan 2009-2012".

Srbac Municipality²³ has 3 central primary schools and 14 branch schools. All these schools have gyms. There is also one secondary school with a gym. In this Municipality, there is 1 park equipped for play and recreation and 13 playgrounds. The municipal budget provides for the funds for the sports associations including children and youth in the amount of less than BAM 10.000. The same amount is provided for the support to cultural associations. In this Municipality, there is a Youth Centre and the cooperation between the schools and sports/cultural associations is mostly successful. The Municipality has a developed strategic document titled "Srbac Municipality Development Strategy 2011-2020", but its content clearly indicates that it does not cover the position of youth and children and their exercise of the right to free time, play, leisure and free participation in the cultural life and arts.

Srebrenica Municipality²⁴ has 2 primary schools and 1 secondary school with a gym. As indicated in the questionnaire, *"There is 1 park, 8 equipped for play and recreation and 10 playgrounds"*. The municipality budget provides for more than BAM 30.000 for sports associations and BAM 10.000-20.000 for cultural associations. In the Municipality, there is a Youth Centre and the cooperation between the schools, cultural and sports associations is mostly successful. As stated in the questionnaire, the Municipality has a developed strategic document referring to the subject of the Report, but its content is not available at the official web page of the Municipality.

²¹ Ibid. population of 36.670

²² Ibid. population of 37.379

²³ Number of the population determined based on the early census in RS in 1993 and it is 22 145

²⁴ Ibid. population of 36.666

Ugljevik Municipality²⁵ has 3 primary schools and 1 secondary school with a gym. There is one park equipped for play, 10 sports grounds and 11 smaller sports grounds. The municipality budget provides for more than BAM 30.000 for cultural and sports associations. In the Municipality, there is a Youth Centre and the cooperation between the schools, sports and cultural associations is evaluated as completely successful. Also, it is stated that there is a developed strategic document, but it is not published on the official web page of the Municipality.

Vlasenica Municipality²⁶ has 1 primary school with 3 branch schools and 1 secondary school. They all have gyms. There are two parks not equipped for play and recreation and 8 playgrounds equipped for play and recreation. The municipal budget provides for BAM 10.000-20.000 for sports associations and less than BAM 10.000 for cultural associations. In the Municipality, there is a Youth Centre. The cooperation between the schools, sports and cultural associations is evaluated as mostly successful. The Municipality has developed strategic document titled "Vlasenica Municipality Youth Strategy for the Youth 2012-2016", which also does not separately cover the rights that are the subject of this Report.

5.1.2. Federation of Bosnia and Herzegovina

Breza Municipality²⁷ has 2 primary and 2 secondary schools and they all have gyms. In the Municipality, there are 7 parks and none is equipped for play and recreation. There are also 2 playgrounds. More than BAM 30.000 is provided for by the budget for sports, and the same amount is provided for the cultural associations. There is a Youth Centre. The schools mostly successfully cooperate with sports and cultural associations. There is a strategic document, but its content is not available at the official web page.

Busovaca Municipality²⁸ has 3 primary and 2 secondary schools with gyms. One park and 6 playgrounds are equipped. The municipal budget provides for BAM 30.000 for sports associations and BAM 10.000-20.000 for cultural associations. The Municipality has a Youth Centre and the cooperation of schools with sports and cultural associations is evaluated mostly successful. The Municipality does not have a strategic document.

Citluk Municipality²⁹ has 3 primary schools, 1 of which has an arts programme only 1 does not have a gym. There is 1 secondary schools with no gym. The Municipality does not have a park, but there are 24 playgrounds equipped for play. The municipal budget provides for more

²⁵ Ibid. population of 25.587

²⁶ Ibid. population of 33.942

²⁷ Ibid population of 17 317

²⁸ Ibid. population of 18.847

²⁹ Ibid. population of 15 083

than BAM 30.000 for sports associations and less than BAM 10.000 for cultural associations. The Municipality does not have a Youth Centre. There is mostly successful cooperation between the schools and sports associations. As stated, they do not have a developed strategic document on this issue.

Drvar Municipality³⁰ has 1 primary school with a gym and 1 secondary school with a gym. There is 1 equipped park and 4 playgrounds. The municipal budget provides for BAM 20.000-30.000 for sports and BAM 10.000-20.000 for cultural associations. They have a Youth Centre. The schools and sports associations cooperate mostly successfully. As they state, they have a strategic document, but its content is not available at the official web page of the Municipality.

Ilijas Municipality³¹ has 4 primary schools, 3 of which are public and 1 is private. All the schools have smaller gyms. There is 1 private school, "OS Dulistan", which uses the gym of the Bosnian-Persian College and Boarding School. There are 2 secondary schools (1 is public and 1 is private). All the secondary schools have gyms. There is one town park. As they state in the questionnaire, there are 3 parks equipped for play and recreation. There are 16 playgrounds. The municipal budget provides for more than BAM 30.000 for sports associations and more than BAM 30.000 for cultural associations. They also have a Youth Centre, and the cooperation between all the schools and sports and cultural associations is mostly successful. They have a strategic document titled "Ilijas Municipality Youth Strategy with Action Plan 2011-2013". The budget also provides for a special budget line, i.e. "Youth Budget" with separate funds for youth activities and projects.

Gorazde Municipality³² has 4 primary schools with gyms and 3 secondary schools, none of which has a gym. There are 3 parks in the Municipality, 1 of which is equipped for play, and 10 playgrounds. The Budget provides for more than BAM 30.000 for sports associations and less than BAM 10.000 for cultural associations. The cooperation between the schools and sports and cultural associations is mostly successful. There is a developed strategic document titled "Youth Policy Development Strategy of Gorazde Municipality 2010-2015".

Odzak Municipality³³ has 1 primary school with 9 branch schools and 1 secondary school, whereby 8 branch schools do not have a gym. As stated in the questionnaire, there is 1 park in the Municipality and 5 parks are equipped for play and recreation. There are also 11 playgrounds. The Budget provides for more than BAM 30.000 for sports associations and less than BAM 10.000 for cultural associations. They have a Youth Centre and the schools, sports and cultural associations cooperate mostly successfully. As stated, the Odzak Municipality does not have a developed strategic document.

³⁰ Ibid. population of 17.126

³¹ Ibid. population of 25 184

³² Ibid. population of 18.752

³³ Ibid. population of 30.651

VI SITUATIONAL ANALYSIS OF CHILDREN'S LEISURE

The analysis of the situation in the field was carried out based on the information obtained in the questionnaire filled in by students of primary and secondary schools in Bosnia and Herzegovina. Holding that, for the purposes of the analysis of the children's rights in this domain, it is necessary to collect information from the children themselves as direct beneficiaries of the rights in this area of the research, exclusively for this research a questionnaire was developed with the aim to present a realistic situation and better insight into the children's rights in this domain.

The research covered 12 schools, 6 of which were primary and 6 secondary schools, in 6 towns in Bosnia and Herzegovina, including: Tesanj, Cazin, Ugljevik, Visegrad, Capljina and Neum.

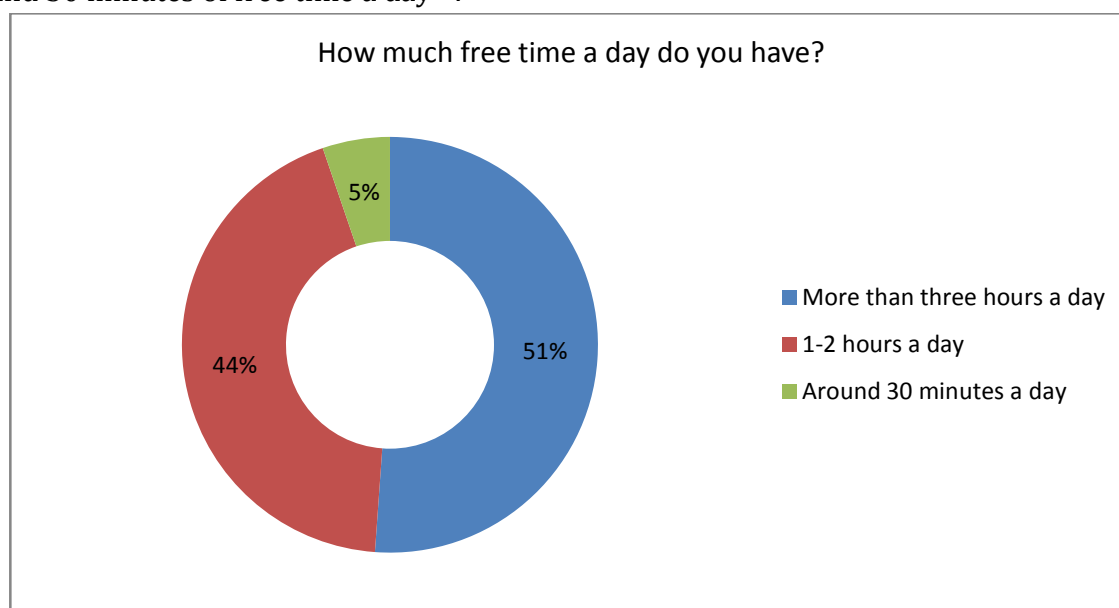
The questionnaires were filled in by 212 students of primary and secondary schools, 85 of which were male and 127 female. The respondents were between 7 and 18 years of age.³⁴

Age	Number of Respondents
7	2
8	4
9	7
10	12
11	11
12	22
13	24
14	24
15	29
16	30
17	31
18	16
Total	212

³⁴ Table 1

To the question whether, in addition to school and other obligations, they had enough time to play and socialise, the majority of the children replied they had enough free time³⁵, and only few students pointed out they did not have enough time to play and socialise³⁶.

Somewhat more than a half of the students had more than three hours of free time a day³⁷, 92 respondents used around 1-2 hours of free time³⁸, and only 11 respondents stated they had around 30 minutes of free time a day³⁹.



The children spend most of their free time with friends⁴⁰ or on their own⁴¹, and in the lowest number of cases parents are involved in the organisation of the children's free time⁴². In 65% of the cases, the children did not answer this question.

The respondents most frequently spend around two hours a day socialising and playing with friends⁴³, 50 respondents spend around 1 hour a day socialising with friends⁴⁴ or less than an hour a day⁴⁵, and some children spend all their free time with friends.⁴⁶

In terms of the children's activities in their free time, the research showed that they mainly socialise with friends⁴⁷, play sports⁴⁸, use the internet⁴⁹, attend different courses⁵⁰, listen to

³⁵ 91 %

³⁶ 9 %

³⁷ 51 %

³⁸ 44%

³⁹ 5%

⁴⁰ 19 %

⁴¹ 12 %

⁴² 4 %

⁴³ 49 %

⁴⁴ 24%

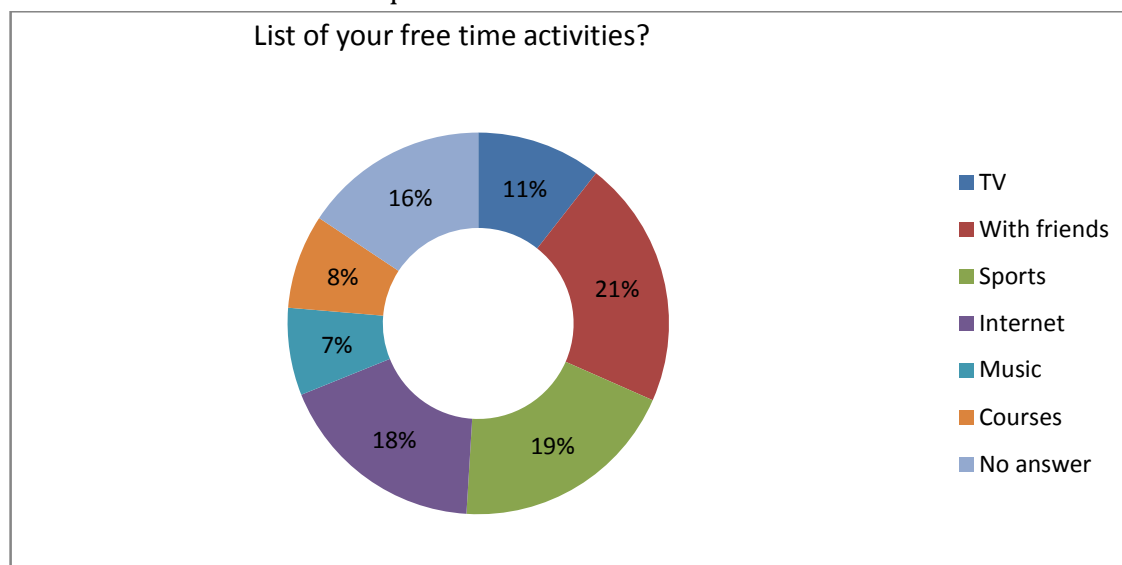
⁴⁵ 7%

⁴⁶ 20 %

⁴⁷ 21%

⁴⁸ 19 %

music⁵¹, in the lowest number of cases they spend their free time watching TV⁵² and some respondents did not answer this question⁵³.



A number of the children included in the research stated they played sports⁵⁴ and the rest answered they did not play sports⁵⁵. The majority of the children who answered they played sports mainly play football⁵⁶, basketball⁵⁷, handball⁵⁸, martial arts⁵⁹, swim⁶⁰ and other sports⁶¹, while the other respondents did not indicate a sport they played⁶².

Although the majority of the respondents⁶³ did not answer the question on what type of literature they liked to read, some of the respondents stated they liked to read⁶⁴. The respondents who like to read stated they liked to read various literature, i.e. free reading⁶⁵,

⁴⁹ 18 %

⁵⁰ 8 %

⁵¹ 7 %

⁵² 11%

⁵³ 16%

⁵⁴ 59 %

⁵⁵ 41%

⁵⁶ 7%

⁵⁷ 5 %

⁵⁸ 3 %

⁵⁹ 3 %

⁶⁰ 1 %

⁶¹ 9%

⁶² 72%

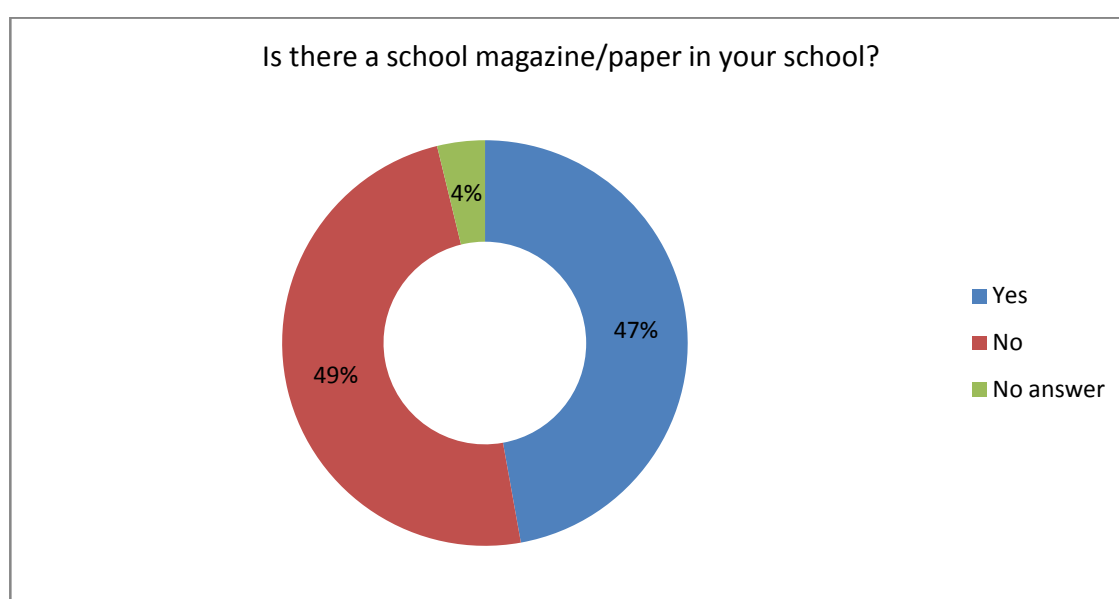
⁶³ 66 %

⁶⁴ 34%

⁶⁵ 14 %

then required reading⁶⁶, various magazines and comic books⁶⁷, while the others did not define what literature they liked to read and did not answer this question⁶⁸.

According to the research results, somewhat less than a half of the schools⁶⁹ included in the research have a school paper/magazine and the other schools do not publish a school paper⁷⁰, while in a small number of the questionnaires this question was unanswered⁷¹. It is important to emphasise this, particularly having in mind that a regular publication of a school magazine/paper would provide active participation of the students in extracurricular activities and school clubs, such as literary, arts, etc., the results of which would be presented in school magazines, which would significantly contribute to a better use of the children's free time.



The use of a computer is one of the most frequent children's free time activities, confirmed by the fact that only a small number⁷² of respondents does not use a computer at all, while the other students state they use computers every day, even more than three hours a day⁷³, and the majority of the respondents⁷⁴ spends up to two hours of their free time a day using a computer. The children mostly use the internet⁷⁵, or internet content including social

⁶⁶ 8 %

⁶⁷ 8 %

⁶⁸ 70%

⁶⁹ 47 %

⁷⁰ 49 %

⁷¹ 4%

⁷² 6 %

⁷³ 17 %

⁷⁴ 77%

⁷⁵ 10 %

networks⁷⁶, youtube⁷⁷, video games⁷⁸, and rarely to access online encyclopaedias and other educational pages⁷⁹, while more than a half of the respondents did not answer this question.⁸⁰

⁷⁶ 18 %

⁷⁷ 9 %

⁷⁸ 6 %

⁷⁹ 3 %

⁸⁰ 54%

VII CONCLUDING REMARKS OF THE OMBUDSMEN

The Ombudsmen would like to point out that the Municipalities included in the research were randomly selected and the objective of the research is not to criticise or commend the selected Municipalities, because we believe that other Municipalities in BH also encounter similar issues.

After the analysis of the questionnaires that the Department for Monitoring Children's Rights of the Institution of the Ombudsman of BH sent to the Municipalities and schools (students) during the Ombudsman in Your School activity in 2013, the following was noted:

- **for the Federation of Bosnia and Herzegovina:**

Citluk Municipality does not have a school gym and a developed strategic document in the domain of the Report subject of the Institution of Ombudsman.

Busovaca Municipality does not have a strategic document.

Odzak Municipality does not have a developed strategic document. All 8 branch schools do not have gyms.

Parks in the **Breza Municipality** are not equipped for play and recreation.

- **for the Republic of Srpska**

Four schools in the **Kotor Varos Municipality** do not have gyms.

In **Brod Municipality** one primary school does not have a gym.

Mrkonjic Grad Municipality in the questionnaire states that there is a developed strategic document in the domain of this Report. However, it was determined that it refers to the period 2007-2012 – “Mrkonjic Grad Municipality Development Strategy 2007-2012”, as well as the “Strategy for the Youth of the Mrkonjic Grad Municipality with the Action Plan 2009-2012”. Therefore, the opinion of the Ombudsmen is that it is necessary to develop this strategic document.

Vlasenica Municipality does not have parks, which is an obstacle in the exercise of the children's right to play, leisure, rest, relaxation, etc.

The Ombudsmen would like to point out that Municipalities have the most important role in the exercise of the children's right to rest, recreation, play, leisure and rich cultural and artistic life.

The analysis of the questionnaires filled in by the children indicates that 9.4% of the children do not have enough time to play and socialise, which in the opinion of the Ombudsmen, is not a cause for concern. However, they are concerned by the fact that, according to the obtained information, only 3.5% of the respondents spends/organises their free time with the parents. The research of the Ombudsmen indicates that 17.9% of the children/respondents spend their free time on the internet and social networks, meaning they use computers every day (16%) and for more than three hours. These information are important for the Institution of the Ombudsman, since in future attention should be paid to the protection of the children's rights on the internet in BH.

The information that 5.7% of the respondents do not use computers at all, in the opinion of the Ombudsmen, is not a cause for concern.

It is highly commendable that, according to the obtained information, more than a half of the respondents play different types of sports.

The research results indicate that the Municipalities included in this Report provide for a significant amount of funds for sports and cultural associations, while on the other hand it is clear that some of the Municipalities do not have enough of equipped parks and playgrounds, and certain number of schools do not have gyms.

VIII RECOMMENDATIONS OF THE OMBUDSMEN

Recommendation to the Government of the Republic of Srpska, Government of the Federation of Bosnia and Herzegovina, Government of the Brcko District of Bosnia and Herzegovina and Cantonal Governments:

In line with their legislative authorities and powers, through their relevant Ministries, to ensure continuous monitoring of the expenditure of funds that the municipal budgets provide for sports and cultural associations;

In line with their financial capabilities, to ensure equipping of parks and playgrounds in the Municipalities where they estimate it is required;

To provide necessary funds for equipping necessary gyms in all schools in Bosnia and Herzegovina;

Taking into account the importance of the UN Committee General Comment 17, to take additional effort in the promotion and exercise of the right of the child to rest and leisure, play and recreation appropriate to the age of the child, as well as participation in the cultural life and arts.

ANNEX I

The questionnaire was developed for the purposes of the “Children and Leisure” Special Report. You will answer the questions by circling one of the given answers. Please be sincere in answering the questions and do not skip questions because your every answer is important. The questionnaire is anonymous!

Thank you for your cooperation!
Staff of Department for Monitoring Children’s Rights of the
Institution of Human Rights Ombudsman of BH

CHILDREN AND LEISURE

General Information

1. Gender:

2. Age:

3. Grade:

4. Date of Filling In the Questionnaire:

Free Time

5. In addition to school and other obligations, do you have enough time to play and socialise?

- a. yes
- b. no

6. How much free time a day do you have?

- a. more than three hours
- b. around 1-2 hours
- b. around ½ hour

7. You plan the use of your free time:

- a. alone
- b. with friends
- c. with parents

8. How many hours a day do you spend with your friends?

- a. all free time
- b. around two hours
- c. around an hour
- d. less than an hour

<p>9. List of your main free time activities: Next to the given activities, mark the activities 1-3</p> <p>1- Rarely 2- Often 3- Most often</p>	<p>a. TV b. Socialising with friends c. Sports d. Internet e. Music f. Courses</p>
10. Do you play sports?	<p>a. Yes b. No</p>
11. If you do play sports, which one?	<p>a. football b. basketball c. swimming d. martial arts e. handball f. other</p>
12. You prefer reading:	<p>a. required reading b. free reading c. magazines, comic books d. I do not like to read</p>
13. Is there a school magazine/paper in your school?	<p>a. yes b. no</p>
14. Do you think a computer is your best friend?	<p>1. yes 2. no</p>
15. How much time a day do you spend on the computer?	<p>a. more than three hours b. around 1-2 hours c. less than an hour d. I do not use a computer</p>
16. When you spend time on the computer, most frequently you use it for:	<p>a. video games b. internet c. youtube d. social networks (facebook, twitter, etc.) e. online encyclopaedias and other educational pages</p>

ANNEX II

Questionnaire for Municipalities

The questionnaire was developed with the aim of obtaining an insight into the situation with the right of the child to rest and free time, play and leisure appropriate to their age. You will answer the questions by circling one of the given answers and entering data on a blank line where it is required. Please be sincere in answering the questions and do not skip questions because your every answer is important.

Thank you for your cooperation!

Institution of Human Rights Ombudsman of BH

GENERAL INFORMATION

1. Full Name of the Institution:

2. Entity/District:

3. Municipality:

ABOUT LOCAL COMMUNITY

4. Number of primary schools:

5. Do all the primary schools have school gyms for sports classes?

1. YES
2. NO

5a. If the answer is NO, what is the number of such schools?

6. Number of secondary schools:

7. Do all the secondary schools have school gyms for sports classes?

1. YES
2. NO

7a. If the answer is NO, what is the number of such schools?

8. Number of parks in the local community:

9. Number of parks equipped for play and recreation of children:

10. Number of playgrounds equipped for sports and recreation:

CULTURE AND SPORTS IN LOCAL COMMUNITY

11. Does the municipal budget provide for the funds for sports associations including children and youth?

1. YES
2. NO

11a. If the answer is YES, what is the amount of the funds?

a. less than 10.000
b. 10.000 to 20.000
c. 20.000 to 30.000
d. more than 30.000

12. Does the municipal budget provide for the funds for cultural associations including children and youth?

1. YES
2. NO

12a. If the answer is YES, what is the amount of the funds?	a. less than 10.000 b. 10.000 to 20.000 c. 20.000 to 30.000 d. more than 30.000
13. Is there a Youth Centre in your local community as a place where youth and children can gather, organise various activities and/or events?	1. YES 2. NO
14. How do you evaluate cooperation between primary schools and sports associations?	a. completely successful b. mostly successful c. I do not know d. mostly unsuccessful e. completely unsuccessful
15. How do you evaluate cooperation between primary schools and cultural associations?	a. completely successful b. mostly successful c. I do not know d. mostly unsuccessful e. completely unsuccessful
16. How do you evaluate cooperation between secondary schools and sports associations?	a. completely successful b. mostly successful c. I do not know d. mostly unsuccessful e. completely unsuccessful
17. How do you evaluate cooperation between secondary schools and cultural associations?	a. completely successful b. mostly successful c. I do not know d. mostly unsuccessful e. completely unsuccessful
18. Does the Municipality plan or did it adopt strategic documents/programmes/plans to improve the situation in this domain in the near future?	1. YES 2. NO