



Research on barriers contributing to low level of physical activity among young girls in AP Vojvodina



FACULTY OF SPORTS
BELGRADE



The project is co-financed by the
European Union

Good neighbours
creating
common future

Active Girls, Support sport and physical activity of girls

Research on barriers contributing to low level of physical activity of girls in AP Vojvodina was conducted in Subotica, Sombor, Zrenjanin, Vrbas and Mali Iđoš

At the global level, the society has dramatically accelerated the development of science and technology, development of relations among nations, development and improvement of global political systems in the last hundred years, but somehow shyly develops in the segment of development and improvement of human rights to the corpus of which women's rights to equality belong. How important is the issue of women's equality for the state of Serbia is the fact that in our social and political system there is an institution dealing with the protection of gender equality. Whether a mere establishment of institutions dealing with the protection of gender equality is enough to make sure that as a society we take care of the importance that we are all equal in rights and obligations in both social obligations and the sport system regardless of gender affiliation is the question which always remains open. Working on this research, but also on other research, it can be concluded that if we want to create a society that will be humane and tolerant, it is very important to raise the awareness of all citizens of the Republic of Serbia that the issue of equality is not a feminist but a civilization issue.

When it comes to the system of sports and respect of gender equality, in principle it exists, but when there is a substantial overview of the whole system, certain anomalies are noticed, such as the fact that sportswomen are less paid today than sportsmen, in sports organizations and management structures in national branch federations and international sports federations there are almost no women or or they are formally present in the percentage recommended by international institutions (30% of the participation of women). These problems are not recognized only in our sports system, but they also apply to international sports organizations. Thus, this research will also have its place in the process of raising awareness about the importance of greater youth activism, especially girls in the field of physical exercise.

The fact that more and more international sports organizations pay special attention to respecting gender equality means that the issue is recognized and that it is being resolved. The World Judo Federation decided in the Olympic cycle 2016-2020 that the quota, i.e. the number of participants at the Olympic Games in Tokyo should be equal, which in the previous Olympic cycles was not the case and a new Olympic discipline was introduced, a team competition called the Mix Team where the National Team is comprised of both men and women in an equal number. In this way, the World Judo Federation has shown how important women's position is for it and how much attention will be paid to the issue of gender equality in the future. This further means that a clear message has also been sent to all the National Judo Associations members of the World Judo Federation (IJF has a total of 200 member states) to follow the policy of the parent international organization and in this way the message that the judo respects and shares the values of the significance and importance of the issue such as equality and gender equality.

Respecting sports ethics, promoting sports, protecting children, young people, women in sports are defined by many international documents, and one of them is the European Sports Charter.

According to Article 1of the European Sports Charter¹, the governments of the member states of the Council of Europe are obliged, in order to promote sport as a significant factor in human

¹ Đurđević, N. (2007): Javne vlasti i sport, p.61-66, Beoštampa, Belgrade, 2007.

Active Girls, Support sport and physical activity of girls

development, to take the necessary steps in order to apply the provisions of the Charter, in accordance with the principles of the Code of Sports Ethics. The result of the measures taken should be:

1) enabling each individual to participate in sport, in particular: in order that all young people have the possibility of physical education, training and the chance to acquire basic sports skills; in order to provide everyone with opportunities for sports and physical recreation in a safe and healthy environment; in order to ensure that everyone, in cooperation with appropriate sports organizations, who wants and can get a chance to improve their sporting results and reach their own limits and/or reach a publicly recognized level of perfection;

2) protection and development of the moral and ethical foundations of sport, as well as the human dignity and safety of those involved in sports - the protection of sports, sportsmen and sportswomen from exploitation for political, commercial and financial gain, as well as actions that constitute abuse or humiliation, including drug abuse and sexual abuse and misuse, in particular children, young people and women.

According to Art. 8 of the European Sports Charter, the governments of the Member States are obliged to develop, in cooperation with sports organizations, methods of providing appropriate direct or indirect support to sportsmen and sportswomen who exhibit exceptional sports qualities. The aim is to enable sportsmen and sportswomen to fully develop their sports and human capacities, with the full respect of their personality and physical and moral integrity. Such support includes elements related to talent recognition, balanced education while staying in training institutions, and easy integration into society through the development of employment opportunities during and after the climax in sports. In particular, persons professionally engaged in sport must have the appropriate social status and protection, as well as ethical defense against all forms of exploitation.

The European Sports Charter refers to the respect of the principles of the **Code of Sports Ethics** of the Council of Europe. In relation to sportswomen, the following provisions are of particular importance in the Code of Sports Ethics:

"The Council of Ministers, pursuant to Article 15b of the Statute of the Council of Europe, ... Convinced of the need to provide sportsmen and sportswomen with a system of values that will enable them to make responsible decisions in situations where they are confronted with such pressures (pressures that modern society exposes sport to, such as a race for success, the need for "stars" and exposure to mass media - N.Đ), ...

Fair play is defined as much more than playing by the rules. It includes the concepts of friendship, respect for others, and constant play in a good spirit. Fair Play is defined as a way of thinking, not just a way of behaving. It covers issues related to the elimination of cheating, incorrect collegiality, doping, violence (physical and verbal), sexual abuse and abuse of children, young people and women, exploitation, inequitable chances, excessive commercialization and corruption ...

Sports and sports related organizations have the following responsibilities:

To provide protection measures, in the context of the overall framework for the support and protection of children, young people and women, in order to protect those groups from sexual abuse and misuse, as well as to prevent the exploitation of children, especially those that display strong abilities. "

Active Girls, Support sport and physical activity of girls

The Council of Europe Council of Ministers adopted in 1995 **Recommendation no. P (95) 16, "European Manifesto - Youth and Sports"**. The Council of Ministers made this Recommendation acknowledging the importance of the balanced development of the physical and intellectual components of each person, and believing that each society should provide young people with conditions for dealing with physical activities that provide constructive use of leisure, but also helps to solve many social problems. In Article 3, paragraph 1 of the European Manifesto - Youth and Sports, it has been established that sport in all forms should be equally accessible to all young people without discrimination, which will allow equal opportunities for boys and girls, while respecting the special needs of each age. The aims of practicing sports for all young people are: development of mental, social and physical qualities; understanding the ethical values of fair-play, discipline and rules; respect for one's own personality and others; learning tolerance and responsibility; learning self-control, self-respect and development of self-esteem; development of a healthy lifestyle; balanced mental and physical development.

For the issue of greater participation of women in sports, **Resolution no. 3/81 - "On Greater Participation of Women in Sports"** is particularly important which was adopted at the Third Conference of European Ministers of Sports, held in Palma de Mallorca, from 8 to 10 April 1981. The Conference adopted the above Resolution based on the following points: uneven participation of both sexes is more the result of sociological patterns and traditional attitudes than physiological factors; sport can offer richer forms of leisure time to those women who are exposed to problems of dual responsibility - for family and work, and stresses of urban life; it is necessary to support the efforts of teachers and parents to contribute to the awareness of girls through childhood and adolescence, the constant benefit and value of sports in all ages; In some countries there are sports clubs that refuse to provide, at least limited, membership to women, contrary to the idea and spirit of sport and fair play. Resolution no. 3/81 seeks from the member states of the Council of Europe to take all necessary measures of active policy with the aim of supporting greater involvement of women in sport, in particular by: encouraging public authorities (all levels), sports organizations and other stakeholders to recognize and accept individual responsibility in creating radical changes in attitude according to the participation of women in sport; promoting greater use by women of all the opportunities available to them for inclusion in sports; accessibility and additional sports resources, or where this is not possible by prioritizing the use of existing resources, with the aim of improving facilities intended for those sports in which women specifically want to participate; considering the role of women in promotion and sport administration as public services at national, regional and local levels, including the presentation of an active policy of engaging women in jobs that bear responsibility; support for the existence of children's facilities in public sports facilities; supporting the organization of programmes in those facilities that allow entire families to jointly practice sports activities; considering possible measures to eliminate sexism in sports and physical education, in schools, but also outside of them. The Resolution specifically refers to the mass media, based on their editorial freedom, to analyze the way in which they deal with sports issues and the attention given to men in comparison to women.

Sportswomen are also dealt with in **Recommendation no. (99) 9 - "On the role of sport in the deepening of social cohesion"**, adopted by the Council of Ministers of the Council of Europe on 22 April 1999. In Recommendation it was recommended to the governments of member states that, in the matter of women: take measures to encourage the dedication of time in their lives for sports activities and to counter prejudice to the fact that sport is a male field; ensure that opportunities for everyday recreational sport are available to all women; provide special measures for those who have special needs that may emerge from their social milieu, lack of sports facilities, or the fact that they are not employed and do not receive a salary for their work.

Active Girls, Support sport and physical activity of girls

A special workshop was also organized for women in sports **"The contribution of sports to the strengthening of a democratic society"**, held within the seminar at the Council of Europe in Lisbon (Portugal) from 24 to 26 October 1997. In the adopted Conclusions from the seminar, the following points were highlighted: there is a small number of women leaders in sports throughout Europe; both in active sport and in administration there are barriers for women that include factors such as the dominant influence of the idea of clearly divided roles of men and women and the cultural overburdeness faced by women, leaving them with little time and freedom; a society that is persevering in raising the level of women's participation in sports should provide facilities for children's admissions near sports facilities as a priority; to improve the position of women in sport, it is possible to use the solution, individually and together, of evolution (the more women become involved in sports and sports administration the more steps there are for better and more positive action) and positive discrimination (the use of affirmative measures, such as the quorum in committees); the goal of each action should be to give women the ability to choose and allow ambitious talented women **sportswomen** the same opportunities which sportsmen enjoy.

Starting from the fact that sport permits the social development of every individual, with the necessary respect for the environment, boys and girls, men and women, the Council of Ministers of the Council of Europe adopted in 1995 and the general **Recommendation no. P (95) 17 - "The importance of sports for society"**. In this Recommendation, it is recommended that the governments of the member states, together with other public authorities and autonomous sports federations, and in accordance with the European Sports Charter, define the framework of national policies and strategies (the national sports development programme), which will stimulate the development of sports and motivate people of all age to regularly engage in physical activity and define the role of sports as a factor of social development. A national strategy is needed because the *whole population*, has the greatest health benefit of regular physical activity and this is possible if the importance of dealing with the physical activity of all age categories of people is demonstrated on a daily basis (every day at least half an hour of moderate intensity exercise). In particular, girls should be provided with more opportunities to engage in sports and stay in sports, but the level and intensity of training and competitions should be adequate to their age and physical and mental condition. The primary responsibility for the creation and maintenance of conditions for the development of sports, as defined in the European Sports Charter, lies with the public authorities of all levels.

The concern for greater participation of women in sport is a task not only for the governments of the member states of the Council of Europe, but also for all local and regional authorities. The Congress of Local and Regional Authorities of Europe (Council of Europe) pointed out in **Resolution no. 27 (1996) 1 - "Sport and local authorities"** that sport is an integral part of local cultural activities and it is therefore vital that local authorities have an active, versatile attitude and approach to the importance of the integration of sports into local politics in general. Point 5 of the Resolution specifically called on local and regional authorities to take all appropriate measures to better deal with women's sports activities.

The participation of women in sports was also addressed by the European Conference on Sport and Local Government, held at the Council of Europe Initiative in 1996 in Hungary (Godollo). At the conference, the Declaration was adopted - **"Sport for All: Role and Responsibility of Local Government"**. Considering that sports and physical activities should not be exclusively the right of people of a certain age and that they need to be enhanced to make them available to the general public within the framework of the "Sport for All" concept, the participants at the Conference in points 25 and 26 of the Declaration invited local authorities to provide adequate measures to promote greater involvement of women in sports.

Active Girls, Support sport and physical activity of girls

The position of women on the promotion and work in the sports administration should be reviewed, as well as programmes that will allow the entire family to engage in sports. In particular, it should be ensured that sports federations recognize their share of responsibility for the participation of women in sports. They need to promote such a policy that will provide women with sports.

In our legislation, the issue of sports, the position of girls in sports and their rights are defined by:

- the Constitution;
- law and by-laws;
- sports rules;
- confirmed conventions in the field of sport;
- principles established in documents of international organizations of which the Republic of Serbia is a member

The Constitution of the Republic of Serbia in Article 97 states:

"The Republic of Serbia regulates and provides: (...) 10. system in the areas of health, social protection, veterans' and disabled protection, child care, education, culture and protection of cultural goods, sports, public information, public service systems (...)",

The competence of autonomous provinces is defined in Article 183, paragraph 2 - "Autonomous regions, in accordance with the law, regulate issues of provincial importance in the area of: (...) 3. Education, sports, culture, health and social protection and public information at the provincial level (...)",

The competencies of municipalities are defined in Article 190, paragraph 1, "The municipality, through its bodies, in accordance with the law: (...) 4. addresses the needs of citizens in the field of education, culture, health and social protection, child care, sport and physical culture (...)",

The area of health care is defined in Article 68, paragraph 4 - "The Republic of Serbia helps the development of health and physical culture"

The area of sport is directly regulated by several laws:

- Law on Sports of the Republic of Serbia ("Official Gazette of RS", no. 24/2011 and 99/2011 - other law);
- Law on the Prevention of Violence and Misbehavior at Sports Events ("Official Gazette of RS", no. 67/2003, 90/07, 72/09 - other law, 111/09 and 104/2013 - other law);
- The Law on the Prevention of Doping in Sport ("Official Gazette of RS", no. 101/2005);
- Law on Public Skiing ("Official Gazette of RS", no. 46/2006);
- The Law on the Ratification of the European Convention Against Doping in Sport ("Official Gazette of the SFRY" - International Treaties, no. 4/1991);

Active Girls, Support sport and physical activity of girls

- Law on Ratification of the International Convention on Doping in Sport ("Official Gazette of RS", no. 38/2009);
- Law on the Ratification of the European Convention on the Prevention of Violence and Misbehavior of Viewers at Sports Events, in particular football matches ("Official Gazette of the SFRY" - International Treaties, no. 9/1990);
- Law on the Confirmation of the Nairobi Treaty on the Protection of the Olympic Symbol ("Official Gazette of FRY" - International Treaties, no. 1/99).

By-laws from the Law on Sports are:

- Rulebook on sports branches in the Republic of Serbia ("Official Gazette of the Republic of Serbia", no. 72/2011 and 23/2012);
- Rulebook on sports branches of special importance for the Republic of Serbia ("Official Gazette of RS", no. 72/2011 and 25/2013);
- Rulebook on the National Categorization of Sports ("Official Gazette of RS", no. 25/2013);
- Regulation on national sports recognitions and cash prizes ("Official Gazette of RS", no. 8/2013);
- Rulebook on detailed conditions and criteria for granting scholarships to top sportsmen and sportswomen amateurs for sports development and for granting financial assistance to top sportsmen and sportswomen with special merits ("Official Gazette of RS", no. 124/2012);
- Rulebook on the National Categorization of Top Sportsmen and Sportswomen ("Official Gazette of RS", no. 123/2012);
- Rulebook on determining the health fitness of sportsmen and sportswomen for performing sports activities and participation in sports competitions ("Official Gazette of RS", no. 15/2012);
- Rulebook on the criteria and procedure for determining the characteristics of a person who independently deals with sports activities and activities as the sole or basic occupation of the Sports Union of Serbia of 26.10.2011 (adopted as an entrusted task);
- Rulebook on the Nomenclature of Sports Occupations and professions ("Official Gazette of the Republic of Serbia", no. 7/2013);
- Rulebook on vocational training for performing certain professional activities in sport ("Official Gazette of RS", no. 8/2013);
- Rulebook on the license for the work of sports experts ("Official Gazette of RS", no. 7/2013);

Active Girls, Support sport and physical activity of girls

- Rulebook on the National Categorization of Sports Experts ("Official Gazette of RS", no. 25/2013);
- Rulebook on the Supervision of Professional Work in the Field of Sport ("Official Gazette of RS", no. 92/2011);
- Rulebook on Detailed Conditions for Performing Sports Activities and Activities ("Official Gazette of RS", no. 17/2013);
- Rulebook on the Conditions for Performing Sports Activities ("Official Gazette of RS", no. 63/2013);
- Rulebook on the Use of Public Sports Facilities and Performing Sports Activities in Public Sports Facilities ("Official Gazette of RS", no. 55/2013);
- Rulebook on national branch sports federations through which the general interest in the field of sport in the Republic of Serbia is realized ("Official Gazette of RS", no. 72/2011, 3/2012 and 25/2013); 36 Sport in units of local self-government
- Rulebook on the Approval and Financing of Programmes Realizing General Interest in the Field of Sport ("Official Gazette of RS", no. 49/2012);
- Rulebook on the Contents and Manner of Maintaining a Unique Record of Associations, Societies and Federations in the Field of Sport ("Official Gazette of RS", no. 43/2011);
- Rulebook on the Contents and Manner of Keeping Registry Records in the Field of Sport ("Official Gazette of RS", no. 74/2011);
- Rulebook on contents and form of application for recording data on sports organizations, sports federations, sports associations and sports centers ("Official Gazette of RS", no. 43/2011);
- Rulebook on the Contents and Manner of Maintaining a Registry of Associations, Societies and Federations in the Field of Sport ("Official Gazette of RS", no. 43/2011);
- Rulebook on records maintained by higher education institutions and other organizations dealing with training in the field of sport ("Official Gazette of RS", no. 61/2011);
- Rulebook on the form and manner of issuing the identity card of a sports inspector ("Official Gazette of RS", no. 61/2011);
- Rulebook on the form and manner of issuing the identity card of the provincial sports inspector ("Official Gazette of AP Vojvodina", no. 23/2011);
- Rulebook on the National Categorization of Sports Facilities ("Official Gazette of RS", no. 103/2013). 7. Which by-laws

Active Girls, Support sport and physical activity of girls

The structure of the activities of the sports system by the mentioned acts is also defined by strategic documents. Some strategies are directly related to sport, and some have an indirect impact on sports, and the most important ones are:

Strategy for the Development of Sport in the Republic of Serbia for the period 2009-2013 ("Official Gazette of RS", no. 110/2008);

Conclusion on the adoption of the Action Plan for the implementation of the Strategy for the Development of Sport in the Republic of Serbia for the period 2009-2013 ("Official Gazette of RS", no. 80/2009);

- Strategy for the Development of Sport in the Republic of Serbia for the period 2014-2018 ("Official Gazette of RS", no.1/2015;
- National Strategy for the Fight against Violence and Misbehavior at Sports Events for the period 2013-2018 ("Official Gazette of RS", no. 63/2013);
- National Strategy for the Fight against Corruption in the Republic of Serbia for the period 2013-2018 ("Official Gazette of RS", no. 57/2013) - Strategy area 3.8: Education and sport;
- Strategy for Prevention and Protection against Discrimination ("Official Gazette of RS", no. 60/2013).

The subject documents also define the position of women in sports, the position of children in sports, the prohibition of discrimination, health protection of girls in sports, and so on ... so that there is not only a base for this research, but also clearly defined directions of action. The question may arise why this type of project has started in the first place when our legislation is fully harmonized with the EU legislation, which was confirmed in the screening process under Chapter 26 for the European Union, which was successfully closed, which means that all defined standards have been met , especially in the field of sports. In that period during the discussions and negotiations around Chapter 26 with the European Commission, as the Assistant Minister in the Ministry of Youth and Sports, I had a privilege and honor to introduce the system of sports in the Republic of Serbia through the adopted acts, both legal and strategic.

However, as a certain time has passed, we can conclude that in some areas there has not been great progress, and one of these areas is also the field of school sport and youth sports, particularly in the activity of girls in the field of sports and physical culture. Namely, all the data from the evaluation of the implementation of the Strategy are in favor of the fact that we still have a high percentage of girls who are not physically active and who do not participate in regular physical activities, and for that very reason we wanted to find out which are the determining factors that influence the decision of the girls not to engage themselves in physical exercises in the period when it is perhaps the most important thing for their health, i.e. in the period from 11-14 years of age.

This research covers 5 local self-government units categorized and belonging to the groups of cities, municipalities and local communities.

The Republic of Serbia is regulated by the Law on Territorial Organization, adopted in the National Assembly on December 29, 2007.

Active Girls, Support sport and physical activity of girls

The research was conducted in Mali Idoš, which according to the established territorial organization was defined as a settlement in the North Bačka District in the AP Vojvodina with a total of 4,890 inhabitants established by the 2011 census, Vrbas, which according to the defined territorial organization was defined as the Municipality of South Bačka District in AP Vojvodina with a total 42,092 inhabitants established by the 2011 census, Sombor which, according to the established territorial organization, was defined as a town in the West Bačka District with a total of 87,815 inhabitants established by the 2011 census, Subotica which according to the defined territorial organization was defined as a town in the North Bačka District with a total of 105,681 inhabitants established by the 2011 census, Zrenjanin, defined by the established territorial organization as a town in the Central Banat District of AP Vojvodina with a total of 132,051 inhabitants established by the 2011 census .

In the research, we used two methods, a qualitative and quantitative analysis.

The qualitative analysis included a total of:

- parents 38
- teachers 26
- trainers 21

The qualitative analysis was done according to the methodology established by our partners from Hungary and was carried out according to the following principle and according to the following structure of respondents.

The research involved:

Teachers of physical education

- permanently employed physical education teachers engaged in a school selected for research
- Lower class teachers in a school selected for research
- conditions were provided in which the participants of the research were gender equally, i.e. equally represented because we had 50% of women involved in the research

Trainers/coaches

- In the research, more than 4 trainers from local sports clubs participated in each local self-government unit
- Trainers participating in the research are engaged as team leaders or clubs in individual sports and who train girls in a significant percentage between the ages of 7 and 14
- conditions were provided in which the participants of the research were gender equally, i.e. equally represented because we had 50% of women involved in the research

Parents

- In the research we had more than 5 parents in each local government unit
- Interviewed parents who were part of the research are the parents of girls, who were engaged in or are still engaged in sports at the time of the research and are aged 7 to 14 years.
- conditions were provided in which the participants of the research were gender equally, i.e. were equally represented because we had 50% of women involved in the research, and those parents whose children changed more sports or who stopped practicing sports were involved.

Active Girls, Support sport and physical activity of girls

The structure of the questions asked during the survey to each of the defined groups of respondents will be attached to the document.

In the quantitative analysis, which was done in the form of filling out the survey, a total of 1086 girls and boys from the five local self-government units were included in the survey, with the following structure:

- 561 girls
- 525 boys

Results of qualitative analysis

This segment of the research was done according to the previously established methodology of our partners from Hungary.

During the presentation of their families and their structure, it was noted that the respondents had two, three and even six children. On the other hand, in the presentation itself, all the interlocutors emphasized that even smaller municipalities are now "moving away" and that a big issue is that young people go to big cities because of their continuing education or employment, and now more and more often abroad, seeking work and better conditions their life and the life of their families. This further implies that schools that were built during the time of Yugoslavia were made for the needs and a greater number of inhabitants then, and it is not rare that in rural areas, particularly, we have a situation that schools have a capacity of 1500 pupils, and the teaching is currently attended by only about 250 pupils. During the first contact with interviewed parents when we started talking about families and family structures and the interests of their children, most of the respondents stated that one of the problems was not only a small number of children and a poor birth rate, nor migration of families to cities and towns that provide them greater opportunities to work, but a more significant issue is the increasing rate of divorce of parents, particularly those who have just got married and have small children. Trainers, who at the same time wanted to speak as parents in this regard, gave very frequent examples that in the cases when the parents were divorced significant role in the sense of bringing to and taking away from sports activities, is performed by grandparents who often pay membership fees for their grandchildren because their children, i.e. parents of children who were our focus, actually do not have a job. At the beginning of the interview, it was already evident at the beginning that one of the central themes, and in terms of finding the reasons for the poor activism of girls in physical activities, would be the social status of parents or better to say the family as well as the living conditions, the development of a local self-government unit as a guarantor for creating the conditions for children to have qualitative conditions for growing up, whether they are creating conditions for their parents to be employed and have a "safe" and well-paid job, whether it is about conditions for children to have high-quality teaching of physical education and that it is realized in adequate conditions - sport halls and with quality equipment and accessories. And it is here that we see that the Council of Ministers of the Council of Europe which adopted in 1995 the general **Recommendation no. P (95) 17 - "On the importance of sport for society"** were quite right when they recognized that the primary responsibility for creating and maintaining the conditions for the development of sports, as defined in the European Sports Charter, lies with the public authorities of all levels.

Active Girls, Support sport and physical activity of girls

When asked about the parents of children who participated in a qualitative part of the analysis of the interest of their children and school success, the almost unique answer was that their children prefer mostly two subjects, mathematics and physical education, regardless of whether it is a rural environment, municipality or the city/town and that they are excellent students. The interest of girls who are not involved in regular physical education was different, so the answer to this question was whether the girls, who do not exercise, mostly like subjects such as geography, biology, mathematics, languages and computing we could actually say computing before all because it is repeatedly stated that children who do not engage in regular physical activity spend most of their time in front of the computer, actually play games in their room, and this is mostly related to boys, while the use of social networks is more specific to girls. When we mention games, the most common way to play them at the age of primary school is playing online games in rooms where the child actually gets the impression of the game with his/her peers but is isolated in the room, and even more challenging is that this game does not only apply to playing with friends from the class or with friends from the surroundings, but it also applies to playing with peers and elders from all over the world. This segment of the game is especially aimed at those aged 13 or 14 years and is mostly related to boys.

Regarding the way girls play at the age of 11-14, and who do not have regular physical activity, we have to say that the impression is that their vision of the game is oriented towards social networks and updating on the domestic and international scene. Parents whose girls are not included in regular physical exercise point out the problem not only of increased use of social networks, but also of watching various reality programmes available throughout the day on our TV channels that have the status of national TV broadcasters even at the time they are at work and not able to control what their children are watching. In order to substantiate the claim of the media space satiated with the reality programme, an example is provided of one of the biggest, most important cultural events in Serbia, the book fair where the largest columns of people were created in front of the stand where the book was signed by the famous "famous" star Ms. Kia Kockar. In that crowd, there were girls aged 11-14, who in TV shows also discuss why they were attracted by the book written by the aforementioned lady. The parent's conclusion was that the diversity should be respected in every sense of the word, even in terms of difference in taste, but that we must be critical of what is served to children as a "value" through the media.

Of course, talking about the interest of girls who are not engaged in regular physical activity, they are certainly not all oriented to the mentioned activities, but they have other interests in music, acting, choir, reading books The final conclusion is that there is no universal or unique model of behavior of girls aged 11-14, but that is why quality teaching of physical education in quality conditions and with quality equipment is one of the preconditions for a greater scope of girls engaged in regular physical activities, thus quality teaching of physical culture in schools would increase the activism of girls.

As a researcher, I must point out that, based on the responses we received from the qualitative analysis of the perception of the game and the definition of the term, the game actually refers to entertainment, because under the game I consider the activity taking place between children in a certain space with the goal of entertainment and competition that is not necessarily conditioned by rewards for achieving success or winning in the game. In fact, the game is a creative activity that arises from the inner need of the child and it is new and unbeatable every time, the child expresses himself/herself through it, so the game allows the child to develop harmoniously.

Active Girls, Support sport and physical activity of girls

Regarding the increased interest of children for computer science and computers, in very rare cases it refers to programming, but almost always to the use of computer for entertainment.

At one point, this discussion also got a new dimension or parents' assessment that the promotion of poor values, people of light morale, starlets and other ... actually systematically destroys true values, and one of the priorities is the family as the basic cell of a healthy society. Because of these facts, the parents expressed concern that in this way our children will be "brainwashed", all in the sense that tomorrow they can become unethical beings or cheap labor that have no interest or know what the true values are. Then the theme of the poor focus of youth for the world around them opened, and for generally weak activism in every segment of life, all of this linked to the poor social status of parents, inadequately equipped schools, insufficient number of sports halls, inadequate equipment of sports halls, expensive membership in sports clubs, expensive equipment, a large number of parents-funded competitions. They estimated that they get the impression that children are no longer playing and that at the time they grew up they satisfied their need to exercise physically in the game in front of a house or building with their peers, while today, in order to meet the same needs, a trainer, a hall, a club and similar is needed. In fact, the impression is that when it comes to physical exercise, it immediately switches to the field of achievement, and the fact of the importance of recreational exercise as a means for a healthy, long-lasting and qualitative life is ignored, and that such recreational exercise is not conditioned by conditions, money and similar.

This impression is also confirmed in interviews with teachers of physical education, because when they want to present the school they do not claim to have extra-sporting activities, a large number of pupils involved in regular physical activity but immediately begin to talk about the results of their students at school competitions. When entering a deeper analysis of the structure of the teams competing for the school, it appears that only a small number of children are involved in these activities and that these are children who are already active athletes and are engaged in more sports branches in school competitions. So if a student is a good handball player, he/she is very often engaged in both volleyball and basketball, which means that it can already be talked about overloading children with sports activities. Because, if they represent the school in several sports, they have trainings, they practice at that age every day, and then at the weekend play matches, the question is raised whether this is good and healthy for them who are still just children.

Such a competitive attitude with representatives of local self-government units, school directors, teachers is actually opposed to recreational exercise standards where achieving results is not a priority. This claim is also supported by the research I conducted for the Standing Conference of Towns and Municipalities and related to the financing of sports at the local level. Then, we came to the exact data that the priority of funding in units of local self-governments, in connection with financing programmes in the field of sports, in fact, as they say and think, is top sport. In fact, the great financial resources that the local government allocates does not actually aim at top-level sports achievement. Namely, according to the Law on Sports,² Article 3 clearly defines that top sport is a sport area including sports activities that result in excellent (top quality) results and sports qualities, and that a top sportsman/sportswoman is the one who is ranked, based on the achieved top sporting results in sports competitions and other ways of their achievement in accordance with the sports rules of the competent international sports association, in accordance with the National categorization of sportsmen/sportswomen, into the category of top sportsmen/sportswomen.

² Law on Sports of the Republic of Serbia ("Official Gazette of RS", no. 24/2011 and 99/2011)

Active Girls, Support sport and physical activity of girls

From all of the above, it can be seen that the financing of a local club, for whose activities significant budgets are allocated, does not promote even top-notch sports but averageness, while at the same time a very small percentage is allocated for the promotion of recreational and school sports. This further means that it is very important to determine the real and realistic criteria for financing sports in local government units.

When it comes to the fact that young people often decide to play video games or use social networks, we can try to turn this situation into a win-win situation. Namely, one of the proposals may be to gather such children in camps or other formal or non-formal gatherings where, in addition to playing games, other forms of exercising could be organized closer to such children ... e.g. playing paintball or games that are similar to the games they play on computers.

The issue related to the time when girls begin to engage in organized physical exercise and how they choose the sport they want to deal with is treated differently in relation to the environments in which the interview was conducted. In small environments, it has been found that there is a very cramped space and offer for taking up physical activities, so if children and especially girls are not interested in playing football, handball, some of the martial arts, or are not members of the folklore section, they have no other opportunities for physical practicing. Regarding girls and boys aged 11-14, it is seen that in fact those who are not physically active and who have not found themselves in the offered sports are not bad students, on the contrary, a high percentage of them are excellent students. In other environments where the offer is bigger it is easier to find a sports activity matching the wishes of girls, but there is also a reserve because when it comes to girls aged 7-10, parents are the ones who propose and enroll the child in a particular sport according to some personal sympathy for a certain sport. It is not uncommon for parents' friends to lead their child to dance, and then they go together to dancing classes because they need to wait for a child after training, which is the time parents use for socializing. Thus, the thesis often heard "my child independently chose the sport he/she practices" is highly debatable, because at the age of 7 or 8, parents are the ones who choose a sport, and they choose, of course, a trainer to entrust their child to.

During interviews with parents in all environments, nobody stated that their children were bad students, which speaks in favor of the fact that those who chose interlocutors, chose the best ones in order to present their school or their environment in the best way, and in this way they showed the desire for "competition". We have already discussed this desire to show the issue of sports activity only through sports results.

I state this fact, that in country when we say sport we think exclusively of competition and results, and not recreation, socializing, enjoyment, exercise for health, exercise in terms of improving mental and spiritual health. It is precisely in this fact to look for models of future solutions which would lead to greater activation of youth in the field of sports and physical exercise, all through activities related to raising awareness of citizens about the importance of physical exercise for health, especially for young people.

When analyzing the data obtained from the parents of girls who regularly exercise physical activity, it is clear that these are girls who are excellent students at school, highly motivated for physical exercise and who, in addition to regular participation in physical education classes, also practice in some clubs regardless of a rural or urban environment.

This was the response of the largest number of respondents, but regarding their wishes what they would like to train and what they train, we come to the information that they actually train what is offered to them, which often is not their wish. For example, in one place there is no athletics club, and most of the parents did not express their desire but the wishes of their children to practice athletics. This kind of motivation for athletics stems from the fact that it is precisely from this region of Serbia, i.e. from Vojvodina, that our most famous athlete and long jumper Ivana Španović comes from, who is obviously a motivating factor for the girls to identify with her. Often, in parents' comments, they note that they would not like to be primarily top athletes like Ivana Španović, but to be popular, beautiful, well-built like Ivana Španović and that they could travel and see the world. Therefore, their perception of top sport result is not reflected in the domain of top sports achievements, but in the field of entertainment, comfort, travel, glamour. And this fact leads us to the conclusion that the perception of young people, even in the segment of top sports, is rather distorted and goes by the line that athletes live affluently, have a lot of money, they are known, and people like them without a critical overview of another fact stating that to achieve the ultimate sports results, you have to train a lot, renounce without any guarantee that you will ever achieve a top result at all.

In the line of athletics, a very interesting example was stated related to the smallest environment that we analyzed. The local public prosecutor in this small town is a woman who is a lover and a handball trainer and who works in several nearby villages as a handball trainer. However, as her daughter showed great interest in athletics, for javelin, she had nothing left to do but professionally qualify and become licensed in another sport, i.e. in athletics for working with children at the Athletic Association of Serbia, and start training her child herself. It was further attracted a few other girls aged 11 years to switch from handball to athletics, i.e. to pitching disciplines and currently the daughter of this lady has the best result in the world for her age in javelin. So, without any conditions, the help of the National Branch Association, local self-government or any other part of the sports system, this woman managed to achieve a top result with her daughter at her own initiative. How the career of this girl will develop further when she moves to a different environment, which is inevitable because there is no secondary school in that small place, or whether she will continue to practice athletics and when she goes to study in some third place remains an open question.

Finally, another conclusion is drawn, that personal initiative, energy and enthusiasm for individuals are usually the response to the lack of system and systemic support of the local self-government unit and other parts of the sports system in APV to identify talents and create conditions for their progress. This further means that the motivation, expertise and enthusiasm of the staff involved in the improvement of the sports system is a very important segment in terms of greater activism of young people, particularly girls.

When respondents talked about continuing physical education and girls' activities in sports clubs, one specific set of problems was identified that will be discussed in the next part of the text.

The first problem is that teachers of physical education together with teachers do not work with children in lower primary school classes. As it is an age that is very sensitive but also very important in the segment of motor development and habits for the importance of physical exercise, the impression is that this period passes in a very poor realization of physical education classes. This issue has been opened several times in our public and, except in discussion, nothing specifically happened in terms of defining a systemic solution.

Active Girls, Support sport and physical activity of girls

The Ministry of Youth and Sports, together with the Association for School Sports of Serbia and some units of local self-government, implemented a project to finance teachers of physical education who are at the labor office to realize physical education classes for children from grades 1-4 with their teachers. This project is an excellent indicator of the need for systemic regulation of this field because the lessons learned in such a way were much better and had more content than before it was the case before the involvement of the physical education teacher. It is also worth mentioning that the teachers themselves were very satisfied with this kind of cooperation.

Regarding the period when a child needs to opt for a particular sport, this kind of work would allow physical education teachers to realistically perceive the capacities and opportunities and affinities of children to a particular sport that they could be directed to. On the other hand, in this very sensitive period, everyone would have much more time to educate boys and girls about the importance of regular physical exercise.

As regular physical exercise would not only be discussed but also practiced, then another problem identified as equally important both by parents and teachers should be resolved, which is the introduction of physical education in elementary and secondary schools every day, i.e. 5 times a week.

The third identified problem is the insufficient number of sports halls for the realization of the teaching of physical education and poor equipment for the realization of the teaching of physical education of existing sports halls, i.e. schools and halls for the realization of physical education are not generally equipped according to the defined norms of the Ministry of Education, Science and Technological Development.

The fourth identified problem concerns schools and dressing rooms where students do not have basic conditions for hygiene maintenance, after exercise they have no conditions to shower, but immediately go to the next class. When looking for reasons why girls do not want to practice and take part in physical education classes, one of them is surely that they will not "get wet" and spend the rest of the day at school in sweat, especially if their first class at school is physical education. We even heard from one parent that their son, who is a top footballer, does not do physical education classes on Friday, because he remains with his friends in town after school and will not go out "stinky".

The fifth identified problem according to parents and teachers are outdated plans and programmes for the realization of classes, not only physical education classes but teaching and learning in general. The almost unique attitude is that children are overburdened with school obligations, work on teaching materials after school, which is all followed by some sports training...According to parents, all this leads to the situation that children who are expected to be excellent at school, to be good athletes simply, as they say, "burn out" and when they need to start making decisions themselves, they go in the direction of giving up everything. At one point, several comments also related to children who as moderate achievers in primary and secondary school ("very good" achievement) later more easily graduate from faculties and are more persistent in their desire to finish the started and are more successful in sports careers. On several occasions, parents were very indignant at the school system, in which the child does not have the time to spend it in a quality manner in the family circle, both on working days and non-working days, when they have obligations for a competition, do homework ...

Speaking about the curriculum and the syllabus for the realization of the teaching of physical education, absolutely unanimous assessment of all respondents is that this syllabus must be changed with reference to incongruity. One of them refers to the classes during which the gymnastics syllabus is executed, where the work on the devices is intended for those older, for the students of the seventh and eighth grades, which is according to the PE teacher the worst possible moment for such an activity, for reasons of incompatible motor abilities, the inability of the teacher to properly assist because the students at that time are already too high and too heavy to be able to do something like that, and that the proposal is to implement this part of the syllabus when children are smaller, have more motor abilities, are lighter, i.e. in lower grades. Other remarks on physical education relate to the fact that children's interests have shifted from traditional sports to some other forms of physical activity such as fitness, extreme sports, roller skating, skateboards, dancing ... Very large discussions were focused on the system of school sports and in general the competition system. Namely, it was unanimously established that the existing system of organization of school sports is not good for several reasons. When we look at the participation of girls in the sports system, it could be divided into two parts. The first refers to the participation of girls in the system of sport competitions for which they are interested and engaged in some of the local clubs. The first remark is that these girls play five matches a week in some sports, such as volleyball, or almost every weekend they have a competition, and every day a training in individual sports, especially martial arts. These girls do not participate in sections which schools should organize, and the question arises whether they have the capacity to organize them, i.e. they do not train a certain sport in these sections but they train at the club. The final product of this activity is the participation of girls at some municipal, regional or Republic competition as a school team, i.e. a team composed of sportsmen/sportswomen coming from one or more clubs and, as such, win some of the medals on the competitions in question. This kind of work creates a false picture of school activities because these girls and their skills in a certain sport are not acquired at school but in clubs, so it can not be said that the success at school competitions is the result of a school sports system. However, this is not the end of criticism of the existing system of school sport because these girls who have excellent motor abilities are able to compete for school in other related sports in relation to the original sports branch they train, and we come to the question whether all these things under discussion are healthy and in favor of the development, promotion and motivation of girls to engage in physical activity or we are introducing them into dangerous areas of injuries, overtraining and overload. Teachers from large cities discussed this danger because they struggle for prestige since they also have competition in other schools, but this problem also applies to smaller communities because there is rivalry with schools from another village.

By analyzing the data we received from our parents and the teachers of physical education, we can clearly see that there is a huge space for greater activism of girls in terms of increased physical activity precisely in the improvement of the school sports system and through the change of the education system, i.e. school curricula and different organization of teaching of physical education and extracurricular sports activities.

The impression of researchers during a discussion on the issue of what kind of sports their children like or whether they like physical education classes is that the motivation of girls to practice physical exercise is to be like their idols from certain sports and to be top sportswomen. However, we have the impression that this is a small percentage of girls because the number of sportswomen gathering in local clubs is very low, so the question arises what happens to other girls, what they do and what their leisure time is like.

Active Girls, Support sport and physical activity of girls

In this sense, great rivalries of clubs from the same sports branches are observed, which, in a town of more than 50 thousand people gather about 300 girls and are very angry with each other because they "are stealing" their children. This rivalry shows how much the management of these sports clubs do not have the proper vision to improve their work and offer more quality programmes to girls. In their defense from this conclusion, the clubs say that they do not have enough quality staff, they do not have enough terms for trainings, they receive small budgets from local self-government units and parents of the children they train have low payment power. When the situation of schools and the school sports system and local clubs is finally addressed, the reason for the small activism of girls is clearly visible. These two systems are largely neither harmonized nor synchronized, and the absence of an idea and strategy of joint action is reflected in the improvement of the conditions for more young people to engage in physical activities.

When we analyzed the poor motivation of girls, especially of the older age, according to the teachers of physical education, they consider that they are not motivated to engage in sports primarily because in that period they care more about their appearance and have other interests that are not related to sports.

Analyzing and comparing the given responses of the teachers with regard to parents, it can be seen that they coincide, as parents also state that girls aged 11-14 are not often motivated to take part in physical education classes for several reasons: the offered syllabus is not appropriate for them, more precisely they find no interest in it, they have inadequate working conditions, equipment and accessories are lacking, they do not have dressing rooms with showers to take care of hygiene after classes, etc.

That the conditions for performing physical activity are also very important is the fact that girls of the aforementioned age in the environment in which there are good conditions, specifically in fitness clubs where they have the appropriate content making them happy in the first place, happily attend such a kind of activity with their friends because they have adequate conditions there and programmes that motivate them to exercise and after training have adequate conditions for taking care of personal hygiene, i.e. there is a showering facility.

Analyzing the problem of leisure time, load and engagement of girls, it can be concluded that this phenomenon is relative and that it is in correlation with the conditions i.e. in the environment and the size of this environment where the girls live because offers are not the same. The impression is that those girls who do not have enough conditions, offers, want more and seek the opportunity to exercise their need for physical exercise than girls from larger cities where the offer is larger and more diversified.

As in larger cities there are sports facilities such as swimming pools, I was interested, as a researcher, to hear the attitude of parents, primarily regarding the fact that at some point between the age 7-9 children take up swimming. What was immediately clear was that in the mentioned cities there was no organized mandatory training for swimming, for children at the age of the school grades from 1-4. In some cities and municipalities in Vojvodina there is such an obligation which proved to be very good and useful. However, when talking to parents about why they do not take girls to swimming, whereby they have already declared that they have the money for it and that it is available to them, they provided a very banal reason, which is hair drying. Namely, parents are obviously pressed down with a large number of obligations, all with the aim of providing quality material conditions for the survival of the family, they do not have enough free time dedicated to children, especially if they have two or three children who have different activities.

Active Girls, Support sport and physical activity of girls

Just servicing these activities, taking away, bringing in ... in large cities this takes much time, and then parents try to be rational and maximally rationalize the time. Another disadvantage is that trainings in all sports are mostly performed in the period from 19:30 - 22:00, so if you have two or three children in three different sports, you have to be very well organized to get everything done. Such a banal reason, such as drying long hair of a girl, is posed as a serious reason for their reduced participation in a beautiful and healthy physical activity such as swimming.

Regarding the physical activities of girls in the course of physical education classes or in the work of a sports clubs, one of the issues discussed was communication between teachers or trainers and girls and boys and their disciplining.

It was very interesting how discipline is implemented by teachers and trainers, and how it is done by female teachers and trainers, and how it works on boys, and how on girls.

Through the discussion, we came to the conclusion how much theoretical knowledge they acquired in the form of formal or non-formal education helped them, and to what extent this is the issue of the skill acquired through practice. We also raised questions of punishment and how it is done in classes and trainings, as well as the participation of parents, especially in clubs in terms of support, which often turns out to be in the form of support assistants, and soon afterwards, some of them become head coaches in their heads.

The general conclusion is that in practice, both teachers and trainers apply methods that they themselves develop in relation to the boys and girls they work with. One of the teachers said that she "shouted all day long" at the beginning of her career and was terribly frustrated that the students did not hear her or did not want to hear her because she had taught at the Faculty that it was not good to use a whistle as a means of distracting attention. She did not want to resort to the whistle and as she said herself "I simply silenced myself and did nothing, I just watched them." The class began slowly to calm down, even those who were most alarming were warned by other students and the children simply calmed down. Then she talked to them and explained that they would do nothing until they were loud, and as they were keen to practice, this method gave a result. In other cases, teachers and trainers use a whistle to draw attention of students and sportsmen/sportswomen and, of course, to give orders when they need to start an exercise, and when the exercise ends.

As far as discipline is concerned, i.e. penalizing boys and girls in physical education classes and training courses, there is a significant difference. Boys are mostly disciplined through extra exercises or exclusion from activities, while for girls, trainers and teachers say there is no need to punish them at all because there is no need for it. Namely, when they want to practice, i.e. when they choose to train they fulfill all their responsibilities responsibly, are focused, committed and ready to cooperate. As soon as boys finish their assigned activity they like to do something more, usually something that is not according to the plan and programme of trainers/syllabus of teachers nor according to the standard of this sports branch.

To my comment as a researcher that I participated as an expert in the development of the Model Protocol for the Protection of Children in Sports, and that we have identified here that penalizing by an additional exercise is one form of abuse because the additional exercise should not be a punishment, I did not come to the approval of neither teachers not trainers, so I decided to further deepen this topic.

Then, trainers and teachers expressed their view that it was good to penalize children with an additional exercise because it motivates them. This claim is explained by the following example. Two teams are set up to perform a certain activity, and the team that make the first mistake or make less successful attempts, do push ups. And then, as they say, they develop an additional spirit of competition, not because they do not want to do push ups, but because they can "tease" the defeated team while doing push ups. To my statement that one form of violence causes another one and the second and the third, i.e. that we started from penalizing as an additional exercise, and realized that those who lost became "losers" who can be "teased" by the students who think they have the right to do so, i.e. they acquired the right to humiliate the defeated. Following this kind of case for which they were convinced it was excellent, all the researchers questioned whether their original assertion was correct.

In the second city we met another example where the trainer educated his players in the spirit of fair play, nurtured the true values of the importance of honest and worthwhile efforts and the importance of "pure victory." And then one day his team that was the leader of the championship went to guests and from the parents of their peers with whom they played they heard a series of insults, shouting and cursing that they were not only confused but also frightened and completely lost. Some of them during the match cried and did not want to play. The reaction of the referee and the delegates of that match did not follow because it was completely "normal" that people gave themselves a "little vent" so the trainer was faced with the challenge of how to work with his team and what to tell them. Until then, parents were not allowed to enter the training room, nor were they allowed to give advice to their children from the stands. They were allowed to cheer and support their girls but not interfere with the job of the trainer. Then the trainer made a second decision, allowed his parents to attend trainings, allowed them to give advice to their daughters, whose task was just to listen to the trainer and not observe parents' advice and shouts. Through this method he trained them to hear only their trainer at matches and focus on what they are there for in the general crowd, and that is to play.

The reaction of the trainer could have been different, to go the other way, to give advice to their parents to be the creators of violence, i.e. worse than those who offended their children, and thus this chain of violence would spread indefinitely.

As in the previous examples, violence always entails other violence, and it does not necessarily have to be physical violence to be termed as violence, but must be recognized in all its forms and, of course, prevented not to develop and expand further.

A theme in which teachers and trainers participated with a special thrill, because it was obviously a topic that has a great deal of influence on their work, was the relationship between the parent, teacher or the trainer. In this discussion, teachers expressed the view that today it is better to be "good" than, how they put it, "chase principles". "Chasing principles" is actually a synonym for literally implementing the curriculum and the pupil assessment system where the dispute between the parent and the teacher arises. Namely, they claim that if you are a strict teacher, you will not be "loved" by your students, and their dissatisfaction will be passed on to the parents and you will have a problem. Parents without pardon attack and fight with teachers and parents, teachers feel lonely at that time because often they do not have the support of school principals because usually "influential" parents are involved who can "aggravate their life" through the decisions of the Parents' Council, through the influence of the local self-government which finances part of school activities, etc.

During this research, an example was given that the teacher of physical education gave an F to a girl in her notebook of assessment in the subject field which she did not master at all. This F was in the assessment notebook because it was the orientation for the teacher to work more with that girl. The girl understood this F by saying that she "no longer likes her teacher" and that she will not practice with her anymore. So the message she was supposed to get from her parents also was that she had to practice more and try harder not to correct the grade but to be better for herself, but that message was not given to her, instead it was discussed whether the teacher acted right or not.

These types of misunderstandings with teachers and trainers can often be crucial in the decision of girls to stop training or change sports. Sometimes this decision is influenced by the time that the girls have or do not have within the team, or the position they play, or the non-acceptance of the team itself, and this process takes place "behind the closed doors in the dressing room." When the team plays they have the wish to win, the weakest links are marginalized and discredited, and all in order to win. The crude unwritten "locker room law" that often puts girls who are not technically tactful enough in a difficult position, which often leads to the situation that a girl just stops practicing because she does not feel well in that collective. One of these cases was also mentioned when the girl told her parents, "I do not contribute to my team at all, I even impede them and I will not go there anymore." The responsibility of the trainer in this case and whether the trainer can "play" the right way here and for every girl in the team or the club find the right place is very important. Whether through their sports education a message can be sent that we all have the right to practice and that we all have the right not to be equally predetermined for a sport, but to love it, and as such we have our place in the club. Whether the trainer does not send such a message to the girls he/she is training, he/she actually promotes the idea that discrimination is even allowed, because it necessarily leads to "success", that those who do not have the capacity have to be expelled from team imposes complaints such as the right experts who are educated for that, imposes the question what kind of a team is made by experts who were educated for this. Whether it is a team in which the result is more important than a human being, a team in which the wrong values are promoted, a team in which discrimination is a normal matter, a team in which it is only "important to win regardless of the method and the victim". The next question is posed, and assuming that if we have a conscious trainer and a good pedagogue who wants to give support to a player who are not of such quality to play in the first team set-up and in order to make progress she must have a chance to make a mistake, what happens if the trainer depends, and he/she depends on the club management that "presses" him/her to make the result.

Thus, it is very important that besides a quality sports expert, the club has a quality management. The quality of the management of each club should be of a high quality to service the current needs of the club, i.e. their sportsmen/sportswomen. As the club grows, the club management should also progress and improve, and this is often not the case. Usually, people who run clubs, whether for boys or girls, do not have enough time, do not have the patience to let the girls develop to support them in bad moments, to be patient to create successful seniors who are technically tactically trained, who are healthy, who are not injured, who are mentally prepared for all kinds of challenges ... unfortunately, from these analyzes, but also from the many years of experience, we can say that there are few clubs that have long-term development strategies with a clear long-term plan. And why it is so, simply because club managements are comprised mostly of parents of children playing in clubs who are motivated to deal with the club as long as the child plays and of businessmen to whom it is an interest and a hobby. So the clubs are mostly led by amateurs who do not have enough knowledge or vision of how to manage a club, so no one has time for those who are most important to us, and that is our children.

Active Girls, Support sport and physical activity of girls

This all further leads to some sport results up to the age of cadets where already as juniors, teams drop off and they almost disappear as seniors. Senior teams are therefore mostly groups of the remaining seniors from different environments. The experience of the developed countries and successful sports systems are quite different. Their system in the period of pioneers and cadets identifies potential talents, in the period of junior and junior seniors, they build them in the period of seniors, they "brush" their talent and lead them to a top sport achievement. So the top score then becomes the result of a systemic arrangement of a systematic and professional work with sportsmen/sportswomen, and not by coincidence. Therefore, top sport results are permanent, and in poorly developed sports systems they appear periodically and are often (not) the result of a system established by individuals, not by the system.

These additional questions opened our discussion and we came up with a response to why girls leave clubs and sports they chose to train. Namely, there are several conclusions, and one of them is that in the period when they reach the age of 14 if they have not already achieved the results that they have set themselves to, or which have been determined by their parents or the environment, girls withdraw, because another well known sentence comes into force "well, if you're not for sports, at least you're for school or you should get married well".

Therefore, at the question how girls leave sports, one should not look lightly, because these reasons can often emotionally mark this young woman as a loser, as less valuable, as a person with a lack of self-confidence and self-confidence is exercised and trained and it is one of the most important factors for the success of a person in any area of life, and especially of women in the process of parenting.

When analyzing the participation of girls in the work of sports clubs or their participation in school sports sections, the motives for taking up a sport are different, but not significantly different in relation to small environments and large cities. As the majority of parents who had male and female children participated in the interview, it was possible to slightly expand the analysis and compare the behavior of boys and girls in certain situations.

In the 1-4 grade, children usually select sports and activities instructed by their parents. It is not rare that particularly girls, after certain presentations by sports clubs during their classes, express their own desire to enter a specific sport. The impression is that boys usually go for the lead and that usually the "team" leader determines the sport his environment will deal with. Namely, when this, potentially, leader takes up a certain sport, other boys also start after him, and they usually stop training organized at a club in the same manner, if the "leader" ceases to deal with the sport, most often others give up, tooIn the case of girls, according to the information we received, this is not the case. It is not a rare case that they also go for girls who are leaders in the group, that when a girl, usually those who are dominant in the group, takes up a certain sport, her girlfriends also take up the same sport but when the girl that started the process comes out and stops training, others remain in this sport in a large percent.

Another observation particularly of teachers and trainers is that girls mostly, not to say, almost always choose their own sports, and that they are much different from boys who are more pliable and that they stay longer in the selected sport than boys and are much more ardent, responsible, more dedicated at training sessions and more responsible with obligations placed before them. This statement refers to girls who have opted for sport, for physical exercise and who are highly motivated for physical exercise.

Active Girls, Support sport and physical activity of girls

Motives and reasons for choosing sports with girls are very different when looking at villages, municipalities and cities. The first condition for choosing a sport with girls is the offer of certain sports. There is a big handicap in the environments such as villages, e.g. where the offer is very small so girls can choose from only two or three sports and folklore. This may be the reason why in the rural environment more than 200 girls are engaged in folklore as a kind of physical activity. In large environments where the offer is much larger, girls can choose not only the branches of sports that they can take up, but also within the same branch of sports they have a greater choice of clubs in which they can practice. So, in one of the large cities there are several volleyball clubs that gather exclusively female population and where girls go from club to club and stay where it is most suitable for them. In relation to girls, the atmosphere in the club and their inner relationships play a very important role in terms of deciding whether to stay in the environment or not. This is very important to note, since this is also a decisive factor in deciding when to switch to other environments for continuing education, whether they will continue or cease to be involved in the sport they chose.

As during the research we had the opportunity to talk to male and female trainers who run sports clubs in which girls are mostly or exclusively trained, it was interesting for us to examine whether there was a link and whether it was advantage or disadvantage to have a male or female trainer with girls.

When asked about this, trainers absolutely think that it does not matter, and that it is completely irrelevant who leads the female team, i.e. the argument is that it is important whether the trainer is good or bad, and not whether the trainer is a man or a woman. However, when the parents are asked for the opinion, the opinion is different, and they think it better that girls are trained by women, which is not just the opinion of mothers of girls who practice but also of fathers. The reasons for this view is that parents have the impression that girls can easily communicate with a female trainer or teacher, that they are more free especially when they need to discuss the topics of their biological development, as well as the problems that puberty brings in terms of biological and physiological changes, that they have the impression that female trainers and teachers are more aware of them and the problems they have during growing up, falling in love, perceiving relationships within their own society, family relationships, especially when there is not a best of situations in the family.

When it comes to positive examples of how someone started and why he/she took up certain sports, there is no difference in the size of the environment in which a girl begins to train, but there are differences when talking about the reasons when a girl makes a decision to stop training a sport.

On the motivational factors involved in the decision of girls to take up sports, one of the most important ones is the top achievement our sports teams, especially in the segment of female sports. At the time of this research, the women's volleyball team of Serbia became the world champion and immediately afterwards there was a great wave of girls who showed interest in starting volleyball. As during this survey volleyball club trainers participated in the interviews, we tried to find out why it was volleyball they chose and whether a top achievement was the motive or there was something else. Comparing the answers of trainers, teachers and parents, we found that volleyball is a sport that develops a team spirit among girls who generally enjoy more team work and that during exercises this sport does not have physical contact with opponents. This further means that girls practicing volleyball are not exposed to a large number of injuries to which they can be exposed in sports in which there is contact.

Active Girls, Support sport and physical activity of girls

On the other hand, in all surveyed environments in clubs dealing with martial arts, a large percentage of the membership is made up of girls, and in many cases this percentage is much higher than the percentage of boys.

This kind of information leads us to the conclusion that girls are very motivated to engage in sports without the desire to compare this claim with the motivation of boys. These conclusions and speculations are currently focused on the work of sports clubs while the situation is different in schools, which will be discussed later.

When it comes to activities in clubs, difficulties in working are reflected in insufficient offer in small environments, poor club conditions, terms for training that are often unsuitable for the age to which they relate. This problem is a reflection of the lack of adequate sports facilities in villages, municipalities and cities, lack of sports halls where in the largest cities in Vojvodina, most of the schools are medium-sized and do not have a hall for the realization of physical education classes. The second set of problems relates to poor equipment of existing sports facilities and a grave financial situation in which clubs operate.

In fact, a vicious circle is created in which the club to survive has to have a large number of members because of the membership fees paid by the children, so that the trainers and the lease of the space are paid, this large number of members exercise in a small space, which raises an issue of the quality of work in such conditions. In large cities, due to a large number of clubs from the same branch of sports, the number of training terms is terribly low and trainings are held after 21:00, which in no way supports the fact that it is good to play sports in the function of improving the health and proper psycho-physical development of girls and finally the overload of children in terms of a large number of activities not only in sports, but also in other duties at school, for learning foreign languages, for the music school, etc.

When it comes to the reasons for the termination of the membership in a sports club in which the girl exercises, there are more than one. The one and the most common is the transition to another environment, i.e., when girls from rural areas or smaller municipalities go to cities for secondary education. Then their life changes literally from the root, they become more independent, their decisions relate mainly to setting priorities, i.e., then the school comes first and they are very motivated to successfully complete the school, so they are not motivated to look for another club where they would continue to train the sport they trained in their home environment. Since they are separated from the family and the costs of their lives are higher, often they do not have enough financial means to pay membership fees, participate in competitions, regularly buy appropriate sports equipment, and finally, very often they have a prejudice that they will never have nice time and will not have such good friends as they did in their home club.

Another reason for leaving the sports club is poor communication with trainers where the overload of children is emphasized here, inadequate trainings and a rough relationship of trainers towards girls. This segment has two sides, one is a parent's view while the other refers to the views of the trainer and the teacher. Parents usually have a lot of big ambitions when their children are concerned and expect their highest sports achievements, and this also reflects on the burden of girls in terms of what if I disappoint my parents, what if I lose, what if they start to regard me as a loser?

The parent-child relationship in sport and the parent-trainer-teacher-child relationships are the relationships which have their causal consequences.

Active Girls, Support sport and physical activity of girls

If the ambitions of parents, children and trainers do not coincide, and if these ambitions are not in line with the real possibilities of a child, in this case girls, large problems may arise where in the end the only loser is the child. Girls who go through this kind of unrealistic ambitions often cease completely to practice physical exercise for the rest of their lives.

During the research, there was also one illogical point related to the fact mainly emphasized by parents, namely, that the child himself/herself chose a sport and that he/she simply adores this sport but that when he/she went to the secondary school or at the faculty he/she completely stopped training this sport.

Taking into account all the above, one must also ask how important it is for girls to independently choose the sport they will deal with, what is the significance and influence of parents on the decision of their children which sport to train and, finally, whether such a sudden ending of the sport, not only through work in the club, but completely abandoning physical exercise even in the form of reaction has to do anything with this.

One parent, who at the same time was a trainer and a teacher at school, cited her case when her daughter trained a sport that she professionally dealt with and when after a long period of time she realized that her child was not very talented, she suggested her daughter to think about potentially stopping her trainings. Her daughter's comment was: "Mom, thank god you finally realized" So the child did not have the strength to deal with the problem, i.e. she did not want to disappoint her mother and simply say "Mom, I no longer want to train."

How girls make the decision to engage in sports and whether this decision is made at once or brought gradually, and who influences this decision was a very interesting question. Almost all respondents, regardless of the environment from which the girls come, think that they make this decision solely on their own and not at once, but gradually. Namely, this decision is made in the period from 11-14 years when the interests of the girls begin to change and when they are aware that they can make some decisions on their own. However, they are very cautious and this decision is often related to other activities, so trainings are dropped out mostly for obligations at school and participation in other sections, which are often the only reason why to avoid trainings. This can be supported by the fact that most parents have indicated that their girls were slow with stopping their trainings, and when they finally stopped, they did not participate in these additional activities and, in their words, they were "free" to spend their free time on social networks and started going out.

One of the most common factors for quitting not only participation in the work of sports clubs but also physical activities at school is the lack of interest and complete passivity of girls. One of the teachers shared his thoughts and astonishment in the following sense. He wondered if it is possible that a girl between 11 and 14 years of age during the entire school year does not even feel the need to run, play, enjoy the movement, and finally exercise during the class citing examples of girls who are not exempted from physical education classes who neatly bring the equipment for classes but whose activity during the class amounts to zero. Then he himself asked the question "Am I, as a pedagogue, unable to motivate girls to practice or is there a problem in something else?" In this sense, this young teacher asked about how the situation was in other primary schools where his colleagues said that they had the same situation, but that he should not worry because it would be worse in the secondary school.

Therefore, when we commenced this research and when we contacted local self-government units to join us in the research everyone mentioned in their first sentences that they were a successful sports school, that their girls are the first in Vojvodina in this sport, that their boys are the second in that sport, a champion of the state in karate, judo... practices in their school, and this actually speaks about the perception of the people who lead sports and schools that only the top results are a measure of success in terms of physical activity. Hardly anyone talked about how important it is to raise awareness of the importance of physical activities in terms of preserving health, in terms of preserving inner and outer beauty, in terms of preserving the health of the nation.

The common denominator of all the interviews that we have conducted is that very little was said about the fact that physical exercise can be done on the street, during a walk with parents, with a bunch of friends in front of the building without any expensive equipment, without organized trainings, without licensed and professional trainers we have the impression that our children are playing less and less. Such a state of affairs in which children never play with their peers, coupled with a feeling that they are unhappy about playing when it lasts for too long, influenced the appearance of a new term widely accepted among the young population, and that is - our children are "bored stiff". From this state of boredom that looks so benign and is cutely associated with young people as a new tendency and as being specific of new generations, if it lasts for a long time, we are of the opinion that it can very easily slip into a much more difficult form of "being bored stiff", which is depression that can have more far-reaching and dangerous consequences not only for children but for the whole society in general.

For this exact reason I hold that the last segment and set of questions is actually the key to solving the problem in which we are and this analysis may mostly deal with this issue, because we consider that children are not to blame for the reduced participation of girls in physical activities, but that the system is only to be blamed as it is not regulated and has to experience its catharsis if we want our children to be healthy, to grow healthy and to be healthy students, healthy parents, healthy members of our society in the future.

When it comes to other ways of motivating girls to engage in regular physical activities, the options of greater supply should be considered in the sense of greater engagement of the capacities of recreational sports. Girls of the age 11-14 years old, and especially in high school, are increasingly interested in their bodies, beauty, their status and position in society. That's why there is a great space for recreation that can motivate them to learn about nutrition, the effect of exercising on their organism in terms of a more beautiful and fulfilled body, to practice dancing through the exercise, listen to their favorite music, socialize, have fun and so on. ..

The question of what should be done in order to increase the number of young people practicing physical exercise and sports, and which are key factors in this process, is a very interesting issue that the participants were very happy to accept at the end of these interviews. In fact, they understood this interview as an opportunity to say what they thought wishing for somebody to convey their proposals to the authorities so that things could change. We, as researchers working for the Provincial Secretariat for Sports, have been seen as a chance that their word may even be heard by those who are the main decision makers, and that's why we pay considerable attention to this segment.

When it comes to motivating girls to practice physical exercise and their early involvement in the system of organized exercise and finally when it comes to lifelong exercise, everyone agrees that parents, that is family, teachers and trainers are the most important in the first round. The second round, which is no less important than the first one, contains the local self-government, public authorities at the municipal, provincial and republic level. More importantly, their desire is that some of their proposals may be found in the ten-year Strategy for the Development of Sport of the Autonomous Province of Vojvodina.

When family is mentioned, the interviewees agreed that this is certainly the strongest and most important link in terms of shaping the personality, work habits and a system of values of a child. However, what should be emphasized is the general impression that the cult of the family in Serbia, which has been built for hundreds of years, is being systematically destroyed without clear identification of who is doing it and how it is being done, that is, those are their personal impressions. This topic has not been delegated by the researchers, but has been imposed as an analysis of the current situation in which, as parents mostly say, there is no systematic concern for young people, that education is getting worse and worse, that conditions for education are poor, that curricula and programmes are outdated and that, in schools, their children are not prepared for the future. That is why they are forced to pay extra hours and various training programmes, that the conditions in which their children practice are bad or non-existent, that a lot of financial investment is needed for sports, especially if someone has more children and if they live in a larger town where membership fees are much higher than in smaller communities, that children are offered, on a daily basis through all kinds of media, poor non-educational, even very problematic contents, that the system of values in society has been constantly collapsed since the beginning of the 1990s, that their children are facing more and more challenges, that they, as parents, are losing their dignity because they cannot earn enough to give their children what they would like and what other parents may have, that it further affects relationships of married couples where in a patriarchal community when a father or "head" of a family does not earn enough then his self-esteem is not as high as it should be, that the conditions in which their children are training and the system of financing clubs are not appropriate, that there are not enough school sport halls, that there is not enough sport equipment in schools, that the units of local self-government do not pay enough attention to the young people who, in return, do not see their perspective in their municipality but look for new opportunities somewhere else in Serbia or more often abroad, that due to such a policy a large number of young educated people has left the country and founded families there, that schools are becoming "empty", there are fewer and fewer first grade pupils, fewer classes, that is, students in classes, that children train in abnormal terms after 9 pm, that often there are competitions every weekend that are paid by parents and children have to travel daily even 500 km. i.e. they go to the competition early in the morning at around 04.00, and they return from the competition at night at 22.00, that there were no sports sections in schools, that children as athletes are only interesting when the parents have the money to pay the membership fee, and that when they achieve a significant result as cadets then there is no one to help them because there are only senior results in the system of financing, football clubs take the most from the budget on the level of local self-government units, and that, in other sports, artificial teams are formed where weak players from other communities are paid, and young players are neglected by these cities and municipalities where the so-called. "foreigners" play, that there is no investment in sports facilities open to children, that children do not play any more etc.

Active Girls, Support sport and physical activity of girls

All of these stated reasons that could be heard during these very, for me as a researcher, interesting interviews in the opinion of the interviewees, influence the very first link, i.e., the family is ruined and such ruined children come to another link, i.e., schools where they are completely lost and are left to the challenges of the street and tabloids that are lurking from all sides.

These topics are the ones dealt with by the Committee of Ministers of the Member States of the YOUTH AND SPORT-EUROPEAN MANIFESTO, which were adopted by the deputy ministers on October 12, 1995, and which was harmonized with the 1989 UN Convention on the Rights of Children and the Articles 28, 29, and especially 31, which recognize the rights of children to participate in games and recreation adequately with the age of the child and advocate equal rights of children to sport and recreation. The Council of Ministers adopted Recommendations no. R (92) 13 and no (92) 14 related to the European Sports Charter and in particular Article 5, building the foundation, as well as the Code of Sports Ethics, which provide specific instructions for performing physical activities from youth sports and recognizing the importance of the balanced development of physical and intellectual artistic and moral components of each person. This convention particularly emphasizes the contribution that education can play through sport in order to fulfil the goals of the Vienna Declaration: social integration, health, personality development, conception of ethics, respect for the environment, cultural tolerance and international exchanges. This convention was adopted in belief that it is perfectly normal and in the spirit of modern civilization that each society should provide young people with conditions for physical activity, which ensures the constructive use of free time, but also helps solve many social problems such as intolerance, aimlessness, violence, alcoholism, unauthorized use of drugs. Namely, the adopters of this declaration were concerned about the fact that physical education and physical activities are not paid enough attention nor are they adequately represented, which does not allow the physical development of children and the achievement of physical balance, as well as the fact that young people who do not engage in physical activities have a low level physical abilities, and therefore, they were determined to build a partnership in all countries in which young people will be able to engage in physical activity and learn through sport, express themselves and develop their creativity through sport.

The Council of Ministers also recommended that, when defining and implementing policies and activities in the field of youth sports, the Governments of the Member States respect the principles and ideas set out in the said Manifesto, which is added to the proposal. When the text of the European Manifesto on Youth and Sports is viewed – one can clearly recognize the outlines of the Serbian Law on Sports in line with this recommendation. However, for the time being, this consistency is still only formal and not essential, since many parts of this Manifesto are not applied. In order to completely clarify the policy which should guide us in the process of making the ten-year- strategy, we ought to follow the already defined goal: adopting policies which enable young people to develop positive attitudes towards sports and physical activities in line with the European Sports Charter and the European and European Code of Sports Ethics and in this way create a foundation for a lifetime of physical activities. Society as a whole, in collaboration with all the partners, has an obligation to enable the young to achieve this goal. In order to do this, public authorities and sports organizations should be responsible for ensuring the promotion and development of youth sports politics. Public authorities on all levels are considered responsible for providing capacities and adequate measures through legal regulations and financial support for purposes of achieving the said objectives. The abovementioned Manifesto bases the notion of sport on the ideals of humanism and tolerance, which are also the basic characteristics of the European Council. For the young, physical activity is a natural form of movement which includes game- based challenge and enjoyment.

For the needs of this Manifesto, the term “youth” applies to all persons underage according to the laws of the member states of the Council of Europe. Sport in all shapes and forms should be equally available to all young people without discrimination, thus providing equal possibilities to both boys and girls, with respect to special needs of all ages. Home and family are the basis of the socialization of children and have a unique impact on the development of an active and healthy lifestyle, while the primary task of school is to foster a healthy physical development of children and sports so that a uniform physical and intellectual development are ensured along with a general contribution of sports to greater quality of the school system. All young people should receive adequate physical education and acquire basic sports skills within a regular curriculum or in out-of-school activities, enabling them to engage in **daily physical activity**. The task of the school is to provide a healthy and safe environment for physical activity and to respond to acceptable new trends in sports, and when these trends have an educational value, their possibilities should be maximally developed. All schools should have the necessary and appropriate equipment and facilities for performing physical activities and sports. In order to maximize the use of public funds and contacts, the reciprocal and coordinated use of sports and city facilities which can be open or closed should be encouraged. Use and access to green and open areas both in urban and rural areas should be ensured, with respect for nature and enabling sustainable use of natural resources. All young people, including those with disabilities and other special needs, should have access to sports facilities. Planning experts, architects and managers of sports institutions should receive training or qualifications that would enable them to respond to the needs and demands of young people.

One of the next steps in the system of improving sports in local self-government units is also providing conditions for lifetime of sport activities. In order to ensure lifelong engagement in physical activities and sports, the help of partners and public authorities is necessary to ensure the creation of partnerships for purposes of achieving that goal. Sports clubs and sports organizations, including schools and school clubs, have a vital role in providing appropriate conditions for young people to increase their level of competence either through regular classes or through competitions and thus promote the idea of a lifelong engagement in sports. Other volunteer or community organizations provide additional resources, and also point to the importance of sport activities. Commercial organizations can also provide additional opportunities for young people through various activities that need to be complementary to the statutory and volunteer sectors.

Governments should provide adequate support and resources from available public funds which would enable the involvement of other partners in achieving the goals and purposes of this Manifesto.

From all of the above, it can be seen that it is not necessary to invent what is already known and said, but it is necessary to apply the adopted recommendations and declarations in full capacity in order to systematically regulate one of the most important segments as a prerequisite for the recovery of our society

The previous discussions dealt with the shortcomings related to the lack of sports infrastructure in schools, insufficient devices and equipment in existing sports facilities in schools, inadequate plans and programs of physical education, few hours of physical education (5 hours a week is what is needed), insufficient interconnection between sports clubs and schools in terms of joint activities in the greater engagement of girls in the system of sports within the Association for School Sports and Education etc.

Active Girls, Support sport and physical activity of girls

In order to start systemic solving of the identified problems, the participants of the interview also proposed a decision based on the Law on Sports, Article 142, which defined that the Government of the Republic of Serbia is obliged to adopt the National Strategy for the Development of Sport at a ten-year level.

This strategy establishes:

- the state of the sport that exists at the time of the adoption of the Strategy
- the basic principles underlying the development of sports in the Republic of Serbia;
- short-term, periodic and long-term sports and development goals in the period the validity of the Strategy and the realizers of the said goals;
- the content, scope and estimated value of the activities for the realization of the set sports-development goals;
- obligations and tasks of the representatives of public authorities of all levels and representatives of sports programs in the realization of the set sports-development goals.

Funds for the implementation of the Strategy are provided from the budget of the Republic of Serbia, as well as from the budget of the autonomous province and local self-government units.

Within one year from the adoption of the Strategy, the autonomous province and the local self-government unit shall determine the program for the development of sports on its territory, in accordance with the Strategy, and submit it to the Ministry within 15 days from the day of its adoption.

This further means that the units of local self-government should be maximally involved in the process of drafting the National Strategy in order to put issues of vital importance for local self-government units on the agenda to be considered on the second level, i.e., in the process of drafting the Strategy for the Development of Sport in the Autonomous Province of Vojvodina and in the Units of Local Self-Government.

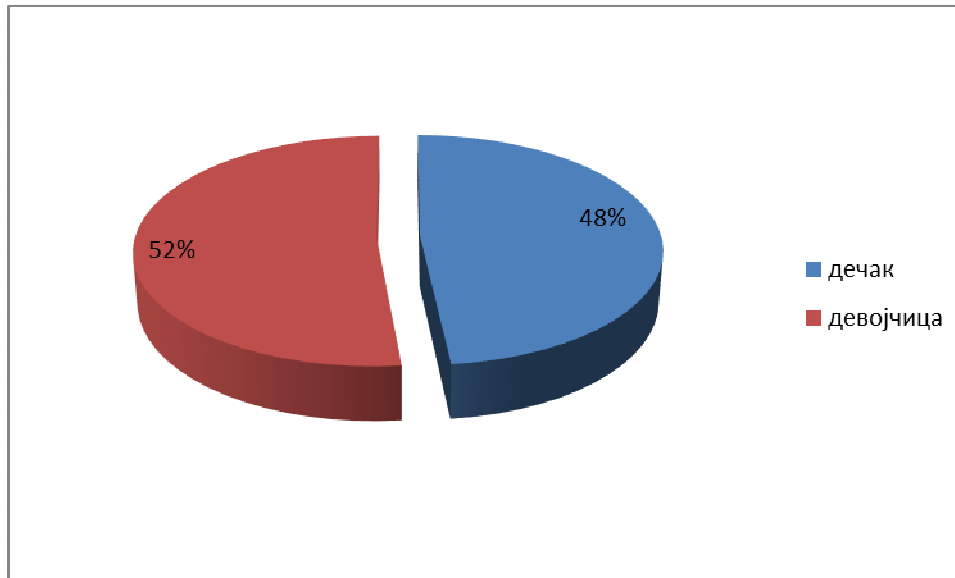
Another segment of the action, in the opinion of the respondents, is to better connect the Permanent Conference of Cities and Municipalities in the process of drafting strategic documents in order to connect the entire system from the Republic through autonomous provinces to local governments, both vertically and horizontally.

Results of quantitative analysis

The research was conducted in 5 local self-government units in AP Vojvodina, in the cities of Zrenjanin, Subotica and Sombor, and in the municipalities of Vrbas and Mali Iđoš. A total of 1086 questionnaires were processed.

1. Question (sex and age of children)

| Sex | |
|------|-----|
| Boy | 525 |
| Girl | 561 |



blue: boy red: girl

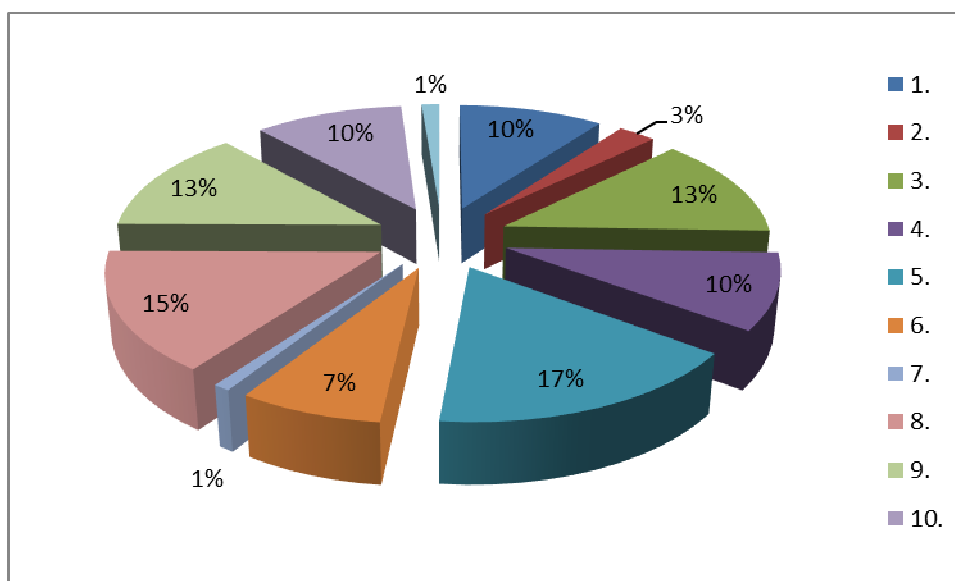
The average age of children is 12 years (11.94), the average age of girls only is the same (11.95).

2. Pick from the list below five things which are in your opinion the most important things in sport!

1. **talent**
2. winning
3. **regular exercise**
4. pleasant fun
5. **practices**
6. feeling of success
7. endeavor
8. **healthy lifestyle**
9. **good company**
10. participation in games and tournaments
11. fame, recognition, reputation

| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|
| 571 | 172 | 642 | 499 | 882 | 401 | 96 | 791 | 631 | 554 | 85 |

Active Girls, Support sport and physical activity of girls



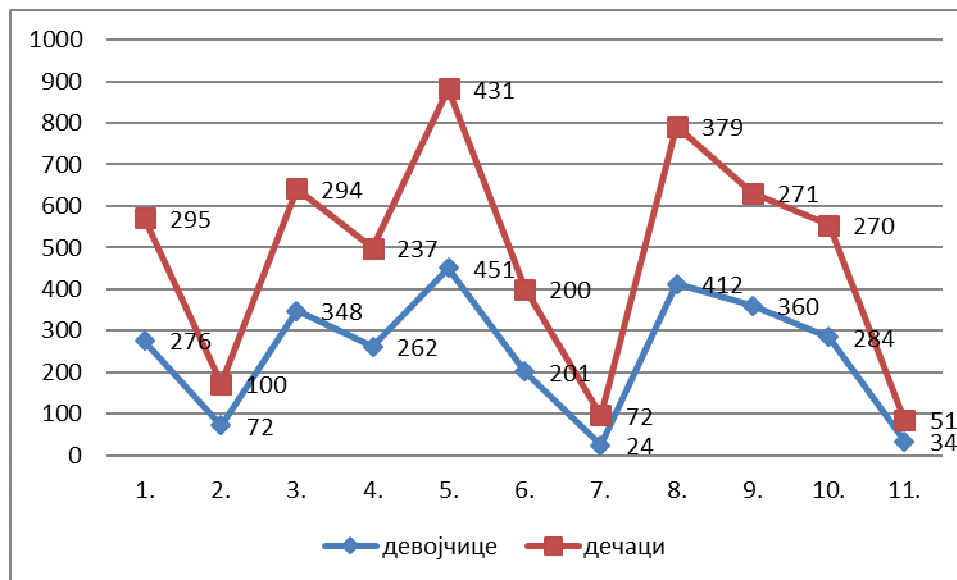
As we can see in the chart, the five most important things in sports, aside from practices, are the following:

1. talent
3. regular exercise
- 5. practices (17%)**
8. healthy lifestyle
9. good company

If we analyze the responses of girls and boys, we can come to the same conclusion regarding the question about the most important things in sport

| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|--------------|------------|-----------|------------|------------|------------|------------|-----------|------------|------------|------------|-----------|
| Girls | 276 | 72 | 348 | 262 | 451 | 201 | 24 | 412 | 360 | 284 | 34 |
| Boys | 295 | 100 | 294 | 237 | 431 | 200 | 72 | 379 | 271 | 270 | 51 |

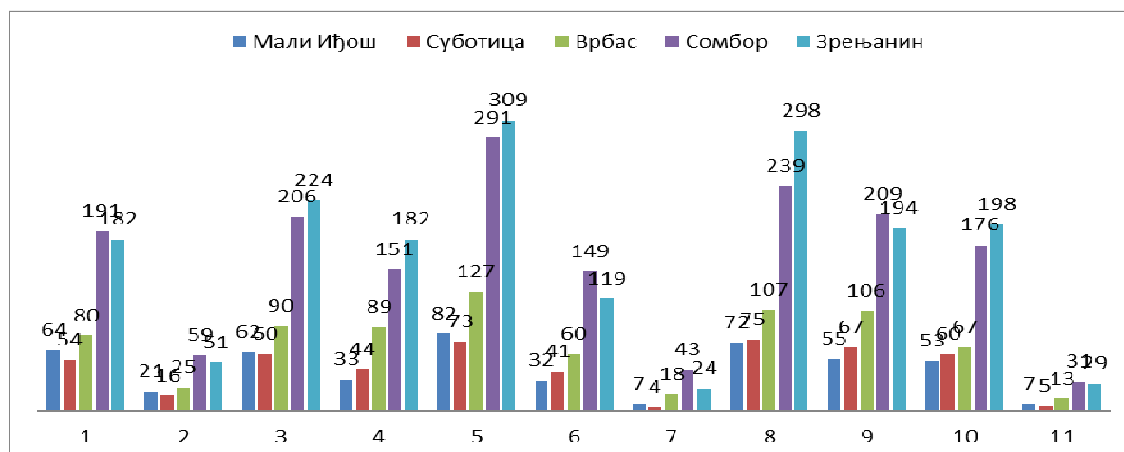
Active Girls, Support sport and physical activity of girls



blue: girls red: boys

Now we shall see how the children responded when in their towns and municipalities:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|-----------|-----|----|-----|-----|-----|-----|----|-----|-----|-----|----|
| Mali Iđoš | 64 | 21 | 62 | 33 | 82 | 32 | 7 | 72 | 55 | 53 | 7 |
| Subotica | 54 | 16 | 60 | 44 | 73 | 41 | 4 | 75 | 67 | 60 | 5 |
| Vrbas | 80 | 25 | 90 | 89 | 127 | 60 | 18 | 107 | 106 | 67 | 13 |
| Sombor | 191 | 59 | 206 | 151 | 291 | 149 | 43 | 239 | 209 | 176 | 31 |
| Zrenjanin | 182 | 51 | 224 | 182 | 309 | 119 | 24 | 298 | 194 | 198 | 29 |



As we can see, in Zrenjanin and Sombor and the municipality of Mali Iđoš there is no change in results while small deviations can be detected in results concerning Subotica and Vrbas.

Active Girls, Support sport and physical activity of girls

3. How do you think the following reasons affect Ana's decision to go to practice?

Grades from 1 to 5! (1: completely irrelevant, 2: of small relevance, 3: relevant as much as irrelevant, 4: important, 5: very important)

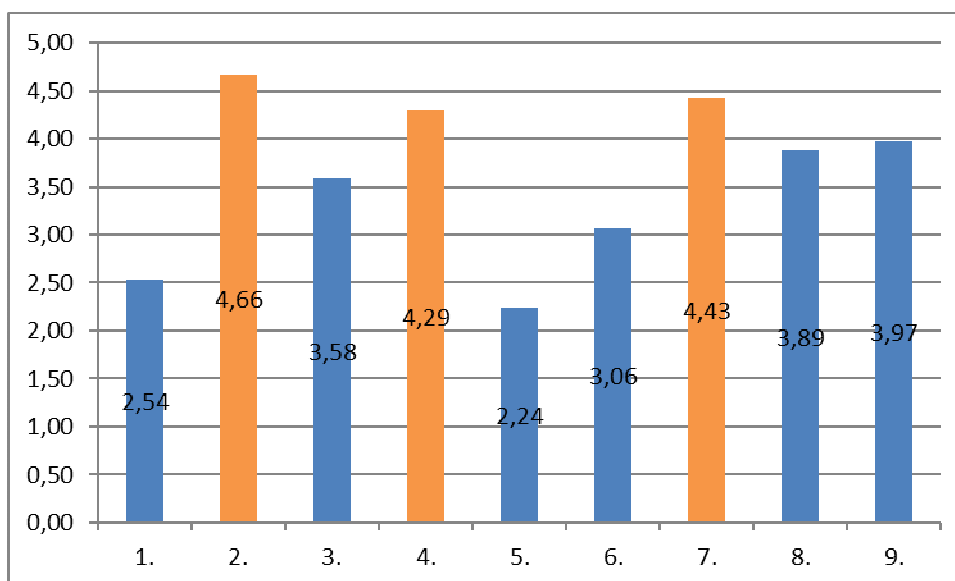
| Ana goes to practice because? |
|--|
| 1. she likes to win against her opponents |
| 2. sport is healthy |
| 3. in this way she would have better body and bigger muscles |
| 4. she feels good with her friends and she is in good company |
| 5. her parents would like her to play volleyball |
| 6. her idol is a famous volleyball player |
| 7. she enjoys the practices |
| 8. she is a skilled volleyball player |
| 9. she wants to be in the volleyball national team |

The table below shows average grades per questions:

| | | | | | | | | |
|------|------|------|------|------|------|------|------|------|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. |
| 2.54 | 4.66 | 3.58 | 4.29 | 2.24 | 3.06 | 4.43 | 3.89 | 3.97 |

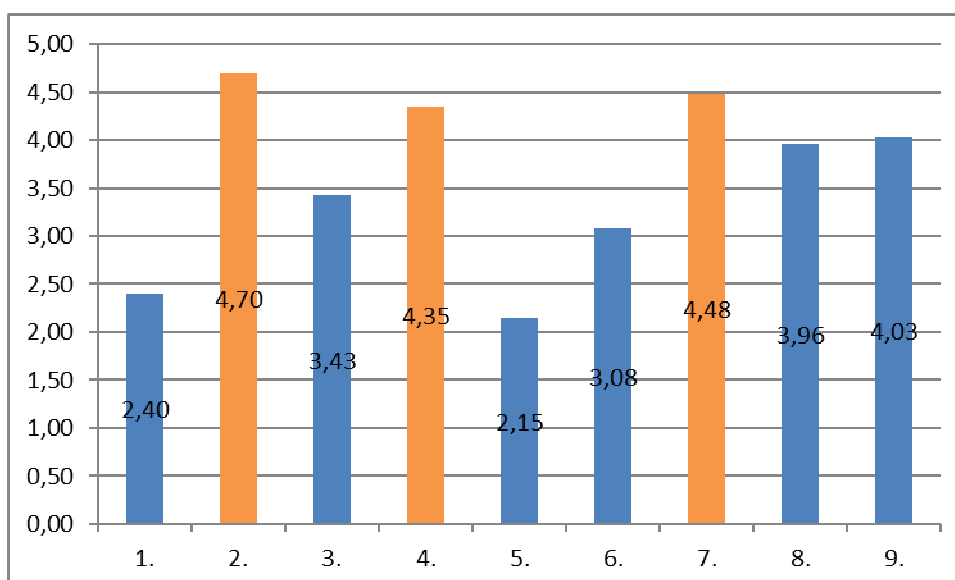
As we can see in the table and the chart, question 2 got the highest average grade- sport is healthy (very important), and then questions 7 and 4 (important).

Active Girls, Support sport and physical activity of girls



The girls responded to the next one, and no significant deviation from the whole sample can be perceived:

| | | | | | | | | |
|------|------|------|------|------|------|------|------|------|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. |
| 2.40 | 4.70 | 3.43 | 4.35 | 2.15 | 3.08 | 4.48 | 3.96 | 4.03 |



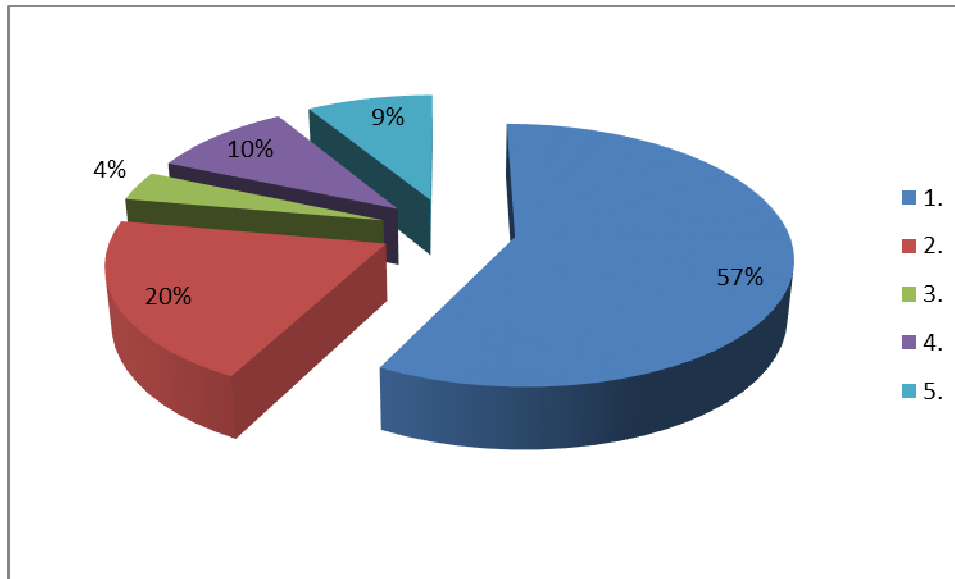
4. During the practice, the trainer yelled at Ivana because she had thrown the ball at the wrong place.

1. It was the right thing to do, because this way Ivana will learn better and remember where to throw the ball.
2. It would be better to compliment her when she throws the ball at the right place.

Active Girls, Support sport and physical activity of girls

3. It does not bother Ivana at all.
4. It must have been hard on Ivana.
5. If you think there is another reason, please enter it (write it!):

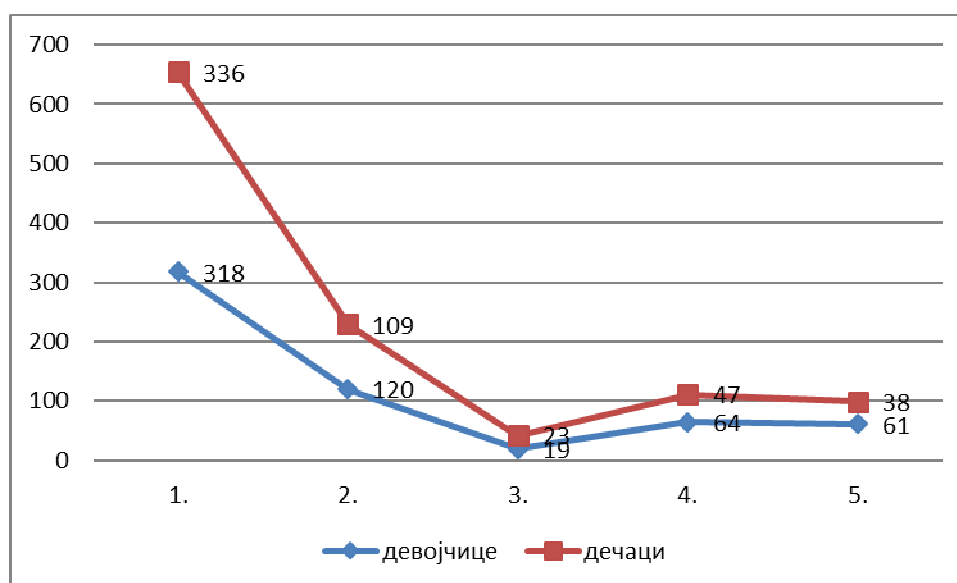
| 1. | 2. | 3. | 4. | 5. |
|-----|-----|----|-----|----|
| 654 | 229 | 42 | 111 | 99 |



If we analyze the responses of boys and girls, we can draw the same conclusion

| | 1. | 2. | 3. | 4. | 5. |
|--------------|------------|------------|-----------|-----------|-----------|
| Girls | 318 | 120 | 19 | 64 | 61 |
| Boys | 336 | 109 | 23 | 47 | 38 |

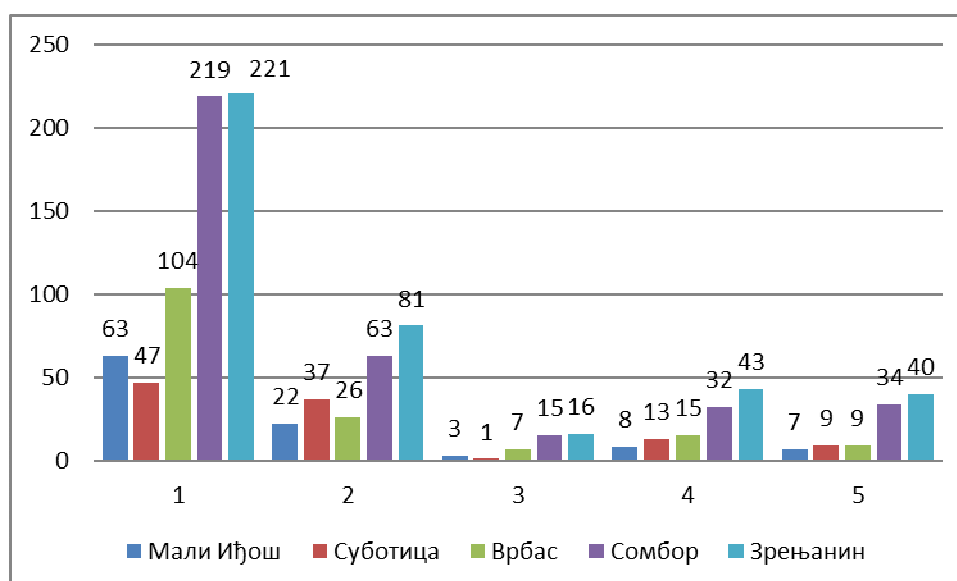
Active Girls, Support sport and physical activity of girls



blue: girls red: boys

Now we shall see how the children responded when in their towns and municipalities:

| | 1 | 2 | 3 | 4 | 5 |
|-----------|-----|----|----|----|----|
| Mali Iđoš | 63 | 22 | 3 | 8 | 7 |
| Subotica | 47 | 37 | 1 | 13 | 9 |
| Vrbas | 104 | 26 | 7 | 15 | 9 |
| Sombor | 219 | 63 | 15 | 32 | 34 |
| Zrenjanin | 221 | 81 | 16 | 43 | 40 |



If we analyze the given answers we can conclude that a troubling high percentage of selected responses was directed to the fact that children think it is acceptable for the trainer to shout at someone who makes a mistake in order to prevent them from making that same mistake again. When we compare the results from a qualitative analysis where the trainers felt it was completely justified to punish the child with additional exercises because, they think it is actually a motivating factor, we can say that sport clubs and schools foster a so- called "Spartan" approach, where mistakes are severely punished by trainers as well as fellow athletes, and that such procedures are generally accepted as good.

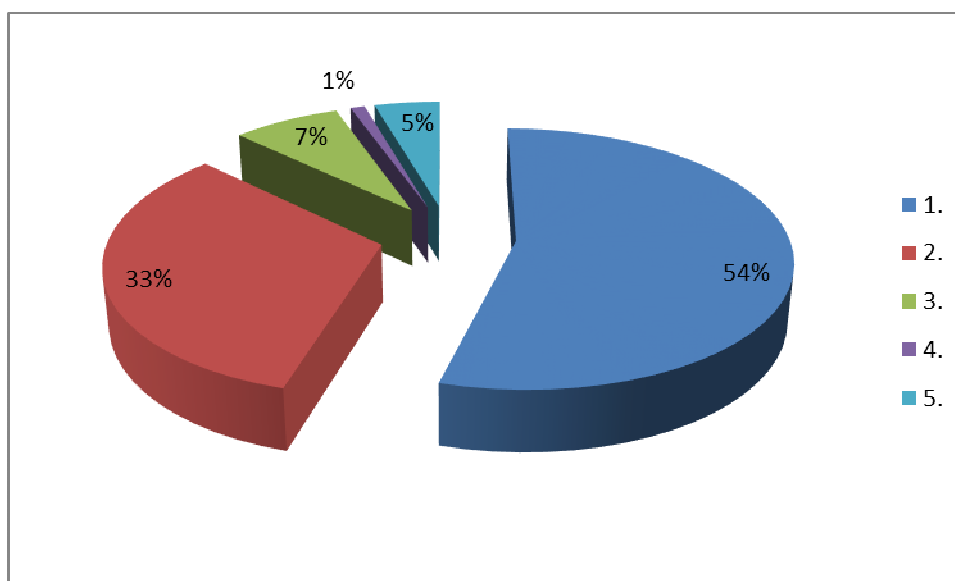
However, when the parents' support is in question, the expectations of children are quite the opposite, as more than 54% of children answered that they thought parents would tell the child who won the fourth place in the competition "Congratulations! You were very good!" This contradiction proposes the fact that children at practice adapt to the generally accepted behaviors of (especially) the trainer, and that in fact they expect words of support and encouragement that they will be better next time even when they fail.

5. Milica won the fourth place in the swimming competition. What do you think her father said to her?

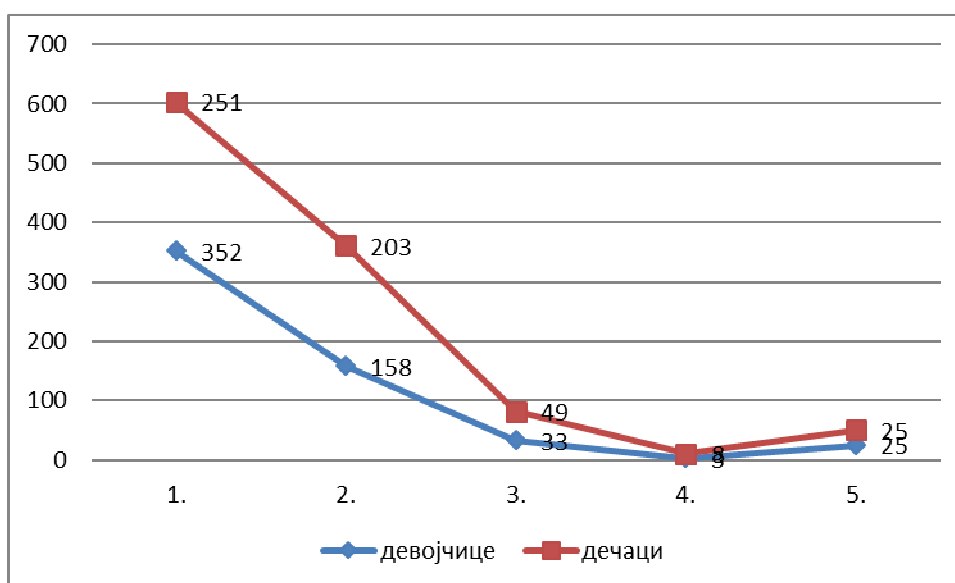
1. **Congratulations! You were very good!**
2. It was nice, but if you tried even harder you could win the competition!
3. Try harder to win the medal next time!
4. Why do you bother going to practice when you are not capable of winning one single medal!
5. If your answer is none of the above from 1 to 4, or you have a different opinion, please write it here!):

| | | | | |
|-----|-----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
| 603 | 361 | 82 | 11 | 50 |

Active Girls, Support sport and physical activity of girls



| | 1. | 2. | 3. | 4. | 5. |
|-------|-----|-----|----|----|----|
| Girls | 352 | 158 | 33 | 3 | 25 |
| Boys | 251 | 203 | 49 | 8 | 25 |



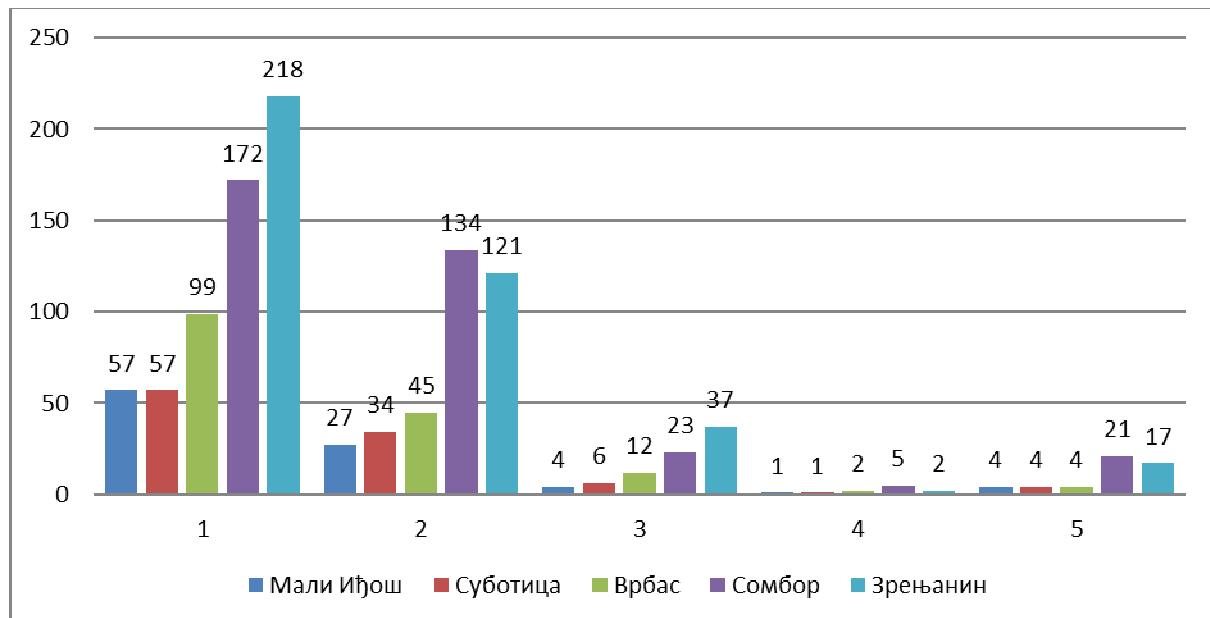
blue: girls red: boys

Now we shall see how the children responded when in their towns and municipalities:

| | 1 | 2 | 3 | 4 | 5 |
|-----------|----|----|---|---|---|
| Mali Iđoš | 57 | 27 | 4 | 1 | 4 |
| Subotica | 57 | 34 | 6 | 1 | 4 |

Active Girls, Support sport and physical activity of girls

| | | | | | |
|-----------|-----|-----|----|---|----|
| Vrbas | 99 | 45 | 12 | 2 | 4 |
| Sombor | 172 | 134 | 23 | 5 | 21 |
| Zrenjanin | 218 | 121 | 37 | 2 | 17 |



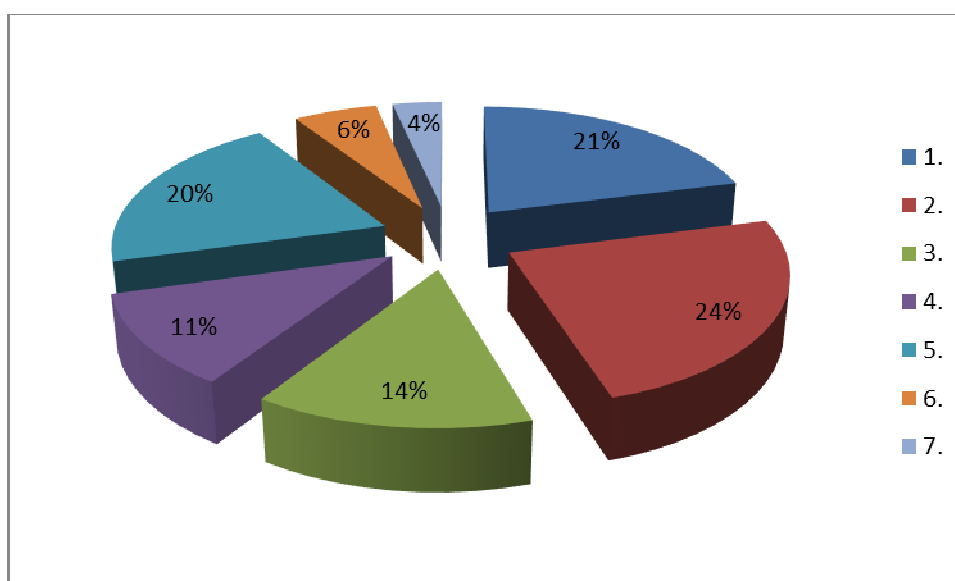
If the answers of children from different towns and municipalities are compared, it is clear that there is no difference in the expectation of children: they expect their parents to not be strict, to support them even when they do not achieve perfect results and when they are not at their best, which are in fact normal expectations. If compared to the previous question, we can see that children in sport clubs and in school accept the rule that if you want to be the best you have to accept being yelled at and criticized, without being aware that mistakes can be corrected and prevented through other means that do not include shouting at the player.

6. Dragana doesn't like gym classes. What do you think is the reason for that?

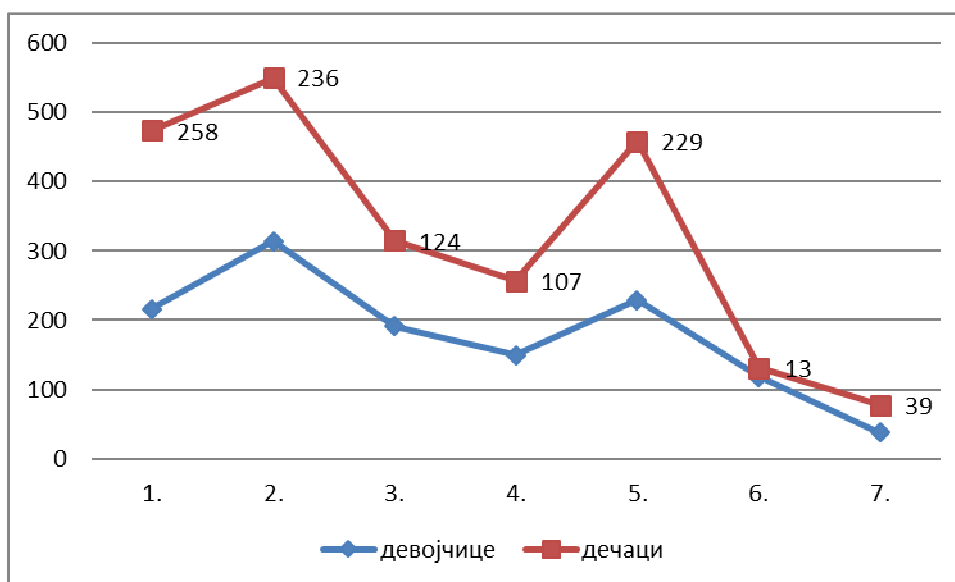
1. **She is bored, there are a lot of gymnastic exercises.**
2. **She feels clumsy.**
3. She is embarrassed to exercise with boys.
4. The classes don't have a good atmosphere.
5. **She doesn't like to run.**
6. If you think there is another more important reason, write it here!

| | | | | | | |
|-----|-----|-----|-----|-----|-----|----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| 474 | 550 | 315 | 257 | 458 | 131 | 77 |

Active Girls, Support sport and physical activity of girls



| | 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|--------------|------------|------------|------------|------------|------------|------------|-----------|
| Girls | 216 | 314 | 191 | 150 | 229 | 118 | 38 |
| Boys | 258 | 236 | 124 | 107 | 229 | 13 | 39 |



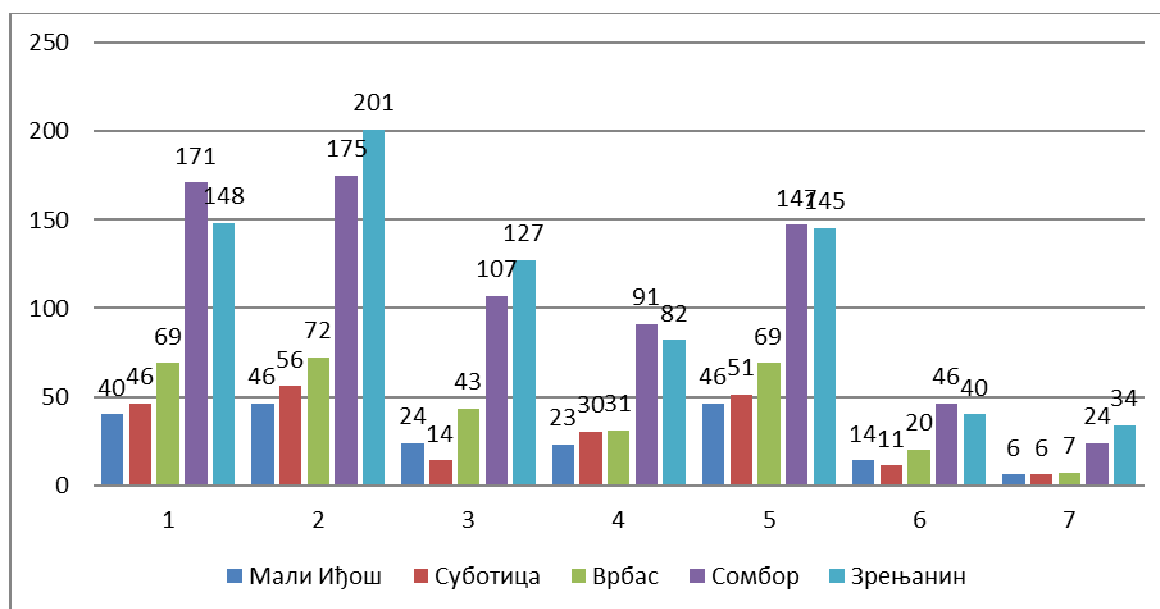
blue: girls red: boys

Now we shall see how the children responded when in their towns and municipalities:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------|----|----|----|----|----|----|---|
| Mali Iđoš | 40 | 46 | 24 | 23 | 46 | 14 | 6 |
| Subotica | 46 | 56 | 14 | 30 | 51 | 11 | 6 |

Active Girls, Support sport and physical activity of girls

| | | | | | | | |
|-----------|-----|-----|-----|----|-----|----|----|
| Vrbas | 69 | 72 | 43 | 31 | 69 | 20 | 7 |
| Sombor | 171 | 175 | 107 | 91 | 147 | 46 | 24 |
| Zrenjanin | 148 | 201 | 127 | 82 | 145 | 40 | 34 |



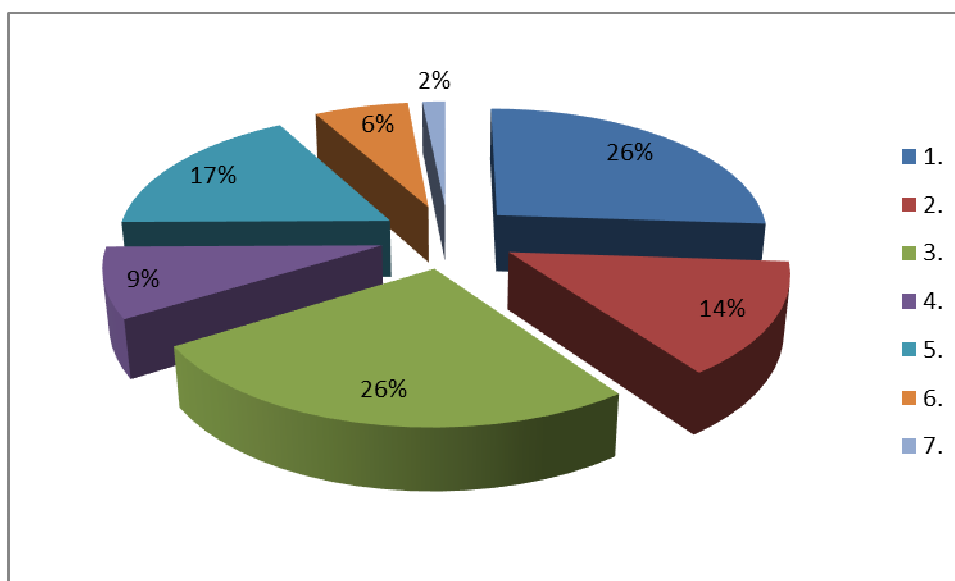
The provided answers clearly indicate that children think one of the main reasons girls avoid gym classes is that they feel clumsy and that they don't like doing gymnastics. As the highest percentage of girls participating in the research was 12 and 13 years old, what is evident is the correlation with the answers of the teacher of physical education that the curriculum and the plan for the realization of the classes of physical education is not suitable, especially regarding the gymnastics program. Namely, the teachers made a remark that it would be better for children to practice exercises when they are in the lower grade of primary school because they are much smaller, lighter and when it would be easier for them to master the elements of gymnastics, i.e. exercising on the gymnastic devices. This further implies that girls of that age feel awkward and simply do not believe they are capable of doing some of the elements of gymnastics.

7. Alexandra loves gym classes! Why do you think is that?

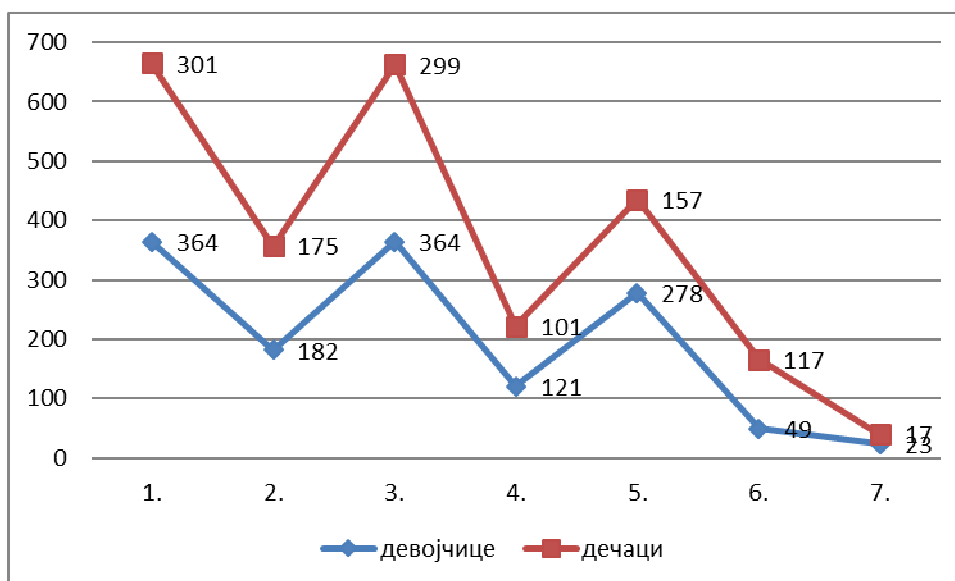
- She loves to run and do exercises.**
- At the end of the class they are always playing something.
- Gym classes will make her stronger and healthier.**
- When she exercises she doesn't have to study and sit in the classroom.
- The teacher is cheerful, they laugh a lot, the atmosphere is really good.**
- She will be stronger, look better and have bigger muscles.
- If you think there is another more important reason, write it here!

| | | | | | | |
|-----|-----|-----|-----|-----|-----|----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| 665 | 357 | 663 | 222 | 435 | 166 | 40 |

Active Girls, Support sport and physical activity of girls



| | 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|-------|-----|-----|-----|-----|-----|-----|----|
| Girls | 364 | 182 | 364 | 121 | 278 | 49 | 23 |
| Boys | 301 | 175 | 299 | 101 | 157 | 117 | 17 |



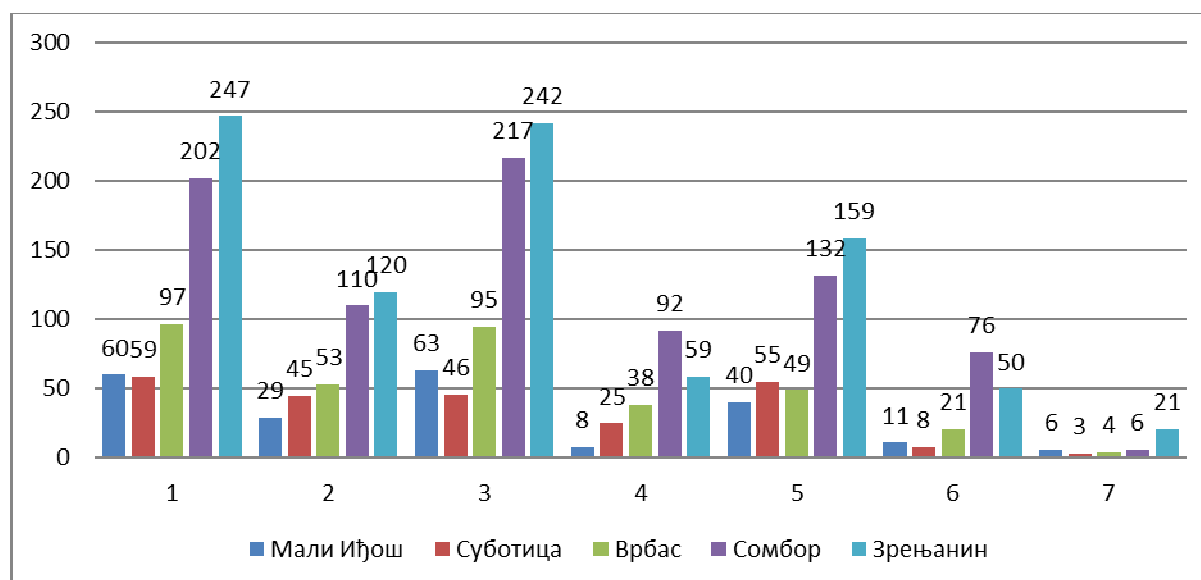
blue: girls red: boys

Now we shall see how the children responded when in their towns and municipalities:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------|----|----|----|----|----|----|---|
| Mali Iđoš | 60 | 29 | 63 | 8 | 40 | 11 | 6 |
| Subotica | 59 | 45 | 46 | 25 | 55 | 8 | 3 |

Active Girls, Support sport and physical activity of girls

| | | | | | | | |
|-----------|-----|-----|-----|----|-----|----|----|
| Vrbas | 97 | 53 | 95 | 38 | 49 | 21 | 4 |
| Sombor | 202 | 110 | 217 | 92 | 132 | 76 | 6 |
| Zrenjanin | 247 | 120 | 242 | 59 | 159 | 50 | 21 |



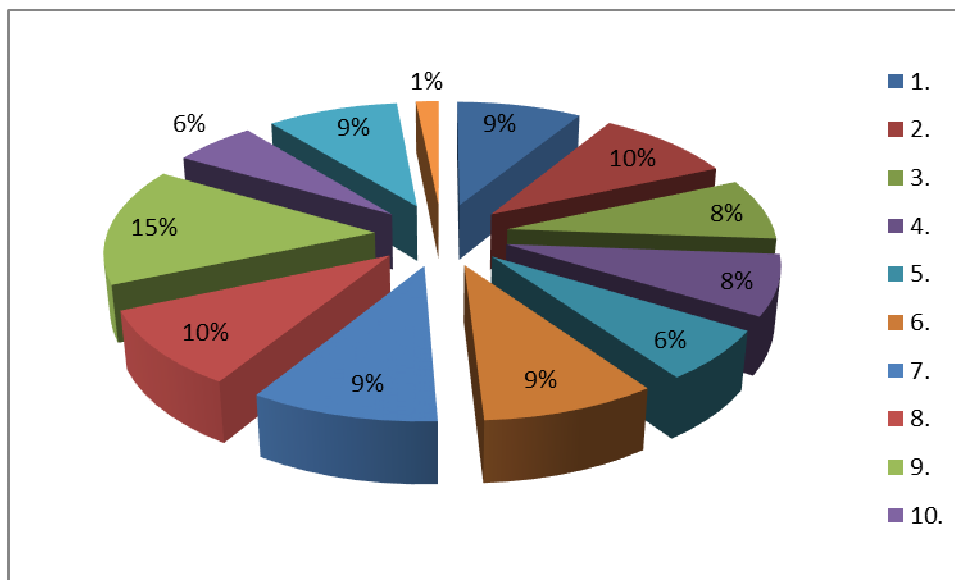
In this question there is a small deviation in answers when compared to the answers in Vrbas.

8. What do you think is the reason a girl stops doing sport?

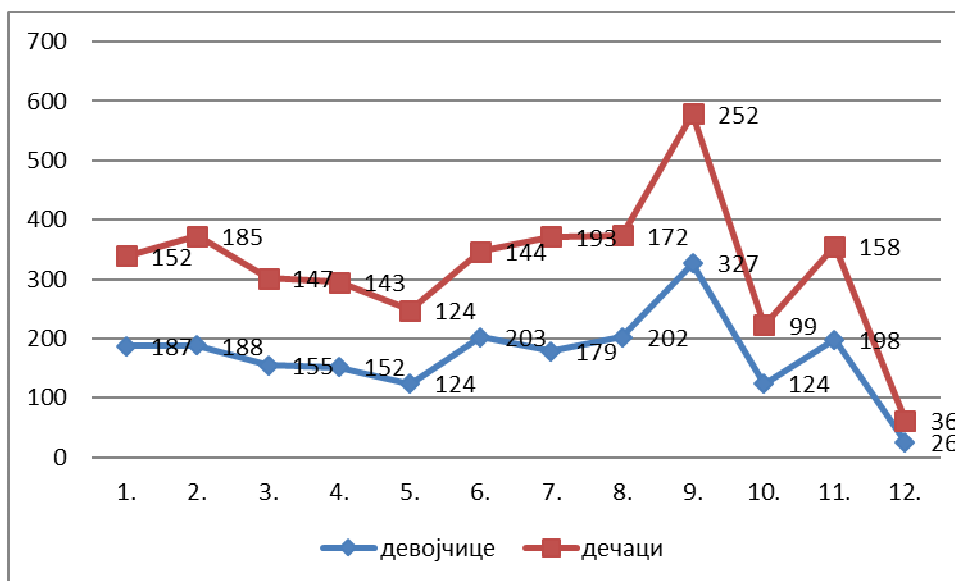
- Because her parents are worried that she comes home alone late in the evening.
- The monthly membership fee is too high; the equipment is expensive as well the participation in competitions.**
- The girl is not skillful enough to enter the first team, so the trainer doesn't pay enough attention to her at practices.
- The girl is not skillful enough to enter the first team, so her friends don't appreciate her enough.
- The practices are too hard.
- The atmosphere in the practices is not good.
- Her friends laugh at her because of the practice.**
- She doesn't like the attitude of the trainer; he yells at them a lot.**
- She will choose another sport discipline; she is more interested in something else.**
- The games and competitions are held on weekends mostly; she would like to rest more.
- She must take additional classes and has no time for sports.**
- Some other reason (write it down)

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. |
| 339 | 373 | 302 | 295 | 248 | 347 | 372 | 374 | 579 | 223 | 356 | 62 |

Active Girls, Support sport and physical activity of girls



| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|
| Girls | 187 | 188 | 155 | 152 | 124 | 203 | 179 | 202 | 327 | 124 | 198 | 26 |
| Boys | 152 | 185 | 147 | 143 | 124 | 144 | 193 | 172 | 252 | 99 | 158 | 36 |



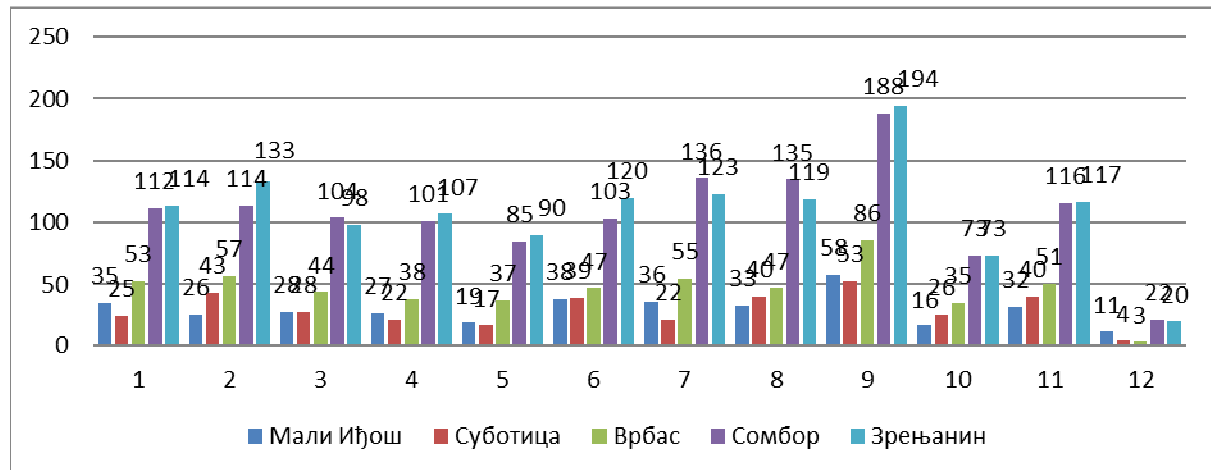
blue: girls red: boys

Now we shall see how the children responded when in their towns and municipalities:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------|----|----|----|----|----|----|----|----|----|----|----|----|
| Mali Idoš | 35 | 26 | 28 | 27 | 19 | 38 | 36 | 33 | 58 | 16 | 32 | 11 |
| Subotica | 25 | 43 | 28 | 22 | 17 | 39 | 22 | 40 | 53 | 26 | 40 | 4 |
| Vrbas | 53 | 57 | 44 | 38 | 37 | 47 | 55 | 47 | 86 | 35 | 51 | 3 |

Active Girls, Support sport and physical activity of girls

| | | | | | | | | | | | | |
|-----------|-----|-----|-----|-----|----|-----|-----|-----|-----|----|-----|----|
| Sombor | 112 | 114 | 104 | 101 | 85 | 103 | 136 | 135 | 188 | 73 | 116 | 22 |
| Zrenjanin | 114 | 133 | 98 | 107 | 90 | 120 | 123 | 119 | 194 | 73 | 117 | 20 |



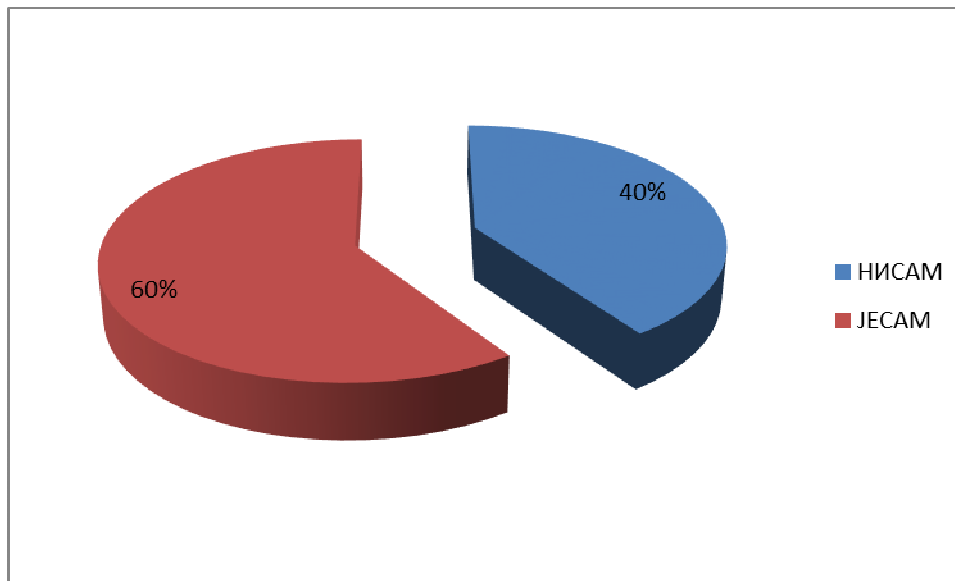
These questions may now confirm our thesis even more that children, regardless of having expressed "approval" and thus completely justified trainer's yelling at a child when he or she makes a mistake, in fact do not approve or justify such behavior in a trainer. Namely, as a reason for quitting sports, aside for the steep price of the membership fee, they often state that they disagree with the methods of the trainer who is aggressive and dislike the relations within the club itself, because they experience unpleasant behavior from their friends from the club.

The answers to this question clearly identify the reasons why girls quit sports. These reasons concern the amount of the membership fee, displeasure with the methods of the trainer, bad relations between club members etc. If the test results are carefully interpreted, the ones directed at the work attitude of the trainer explicitly point out that the relationship of the trainer or teacher and the student is a key argument for a girl's decision whether to continue practicing or not. This also raises the question of involvement of female trainers and female teachers of physical education in the process of working with girls

9. Have you ever quit a sport or changed a sport discipline?

| NO | YES |
|-----|-----|
| 404 | 597 |

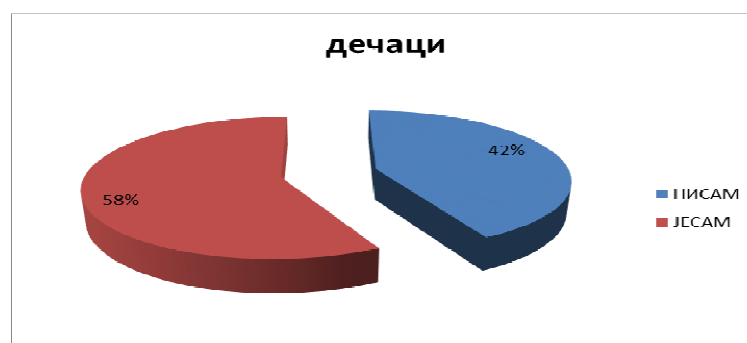
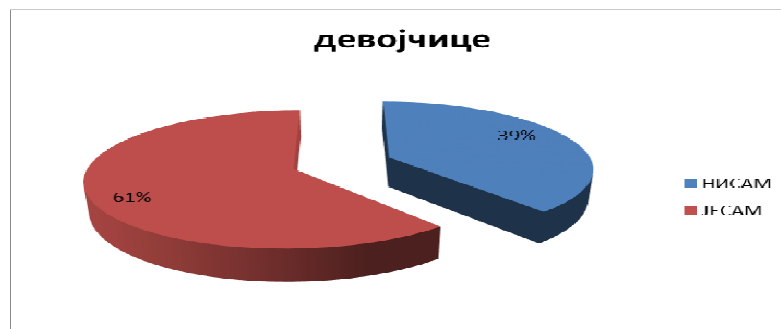
Active Girls, Support sport and physical activity of girls



As seen in the chart, a high percentage of children (60%) have stopped doing sports or changed discipline.

When measured individually, more girls have stopped doing sports.

| | | |
|-------|-----|-----|
| | NO | YES |
| Girls | 203 | 323 |
| Boys | 201 | 274 |



Active Girls, Support sport and physical activity of girls

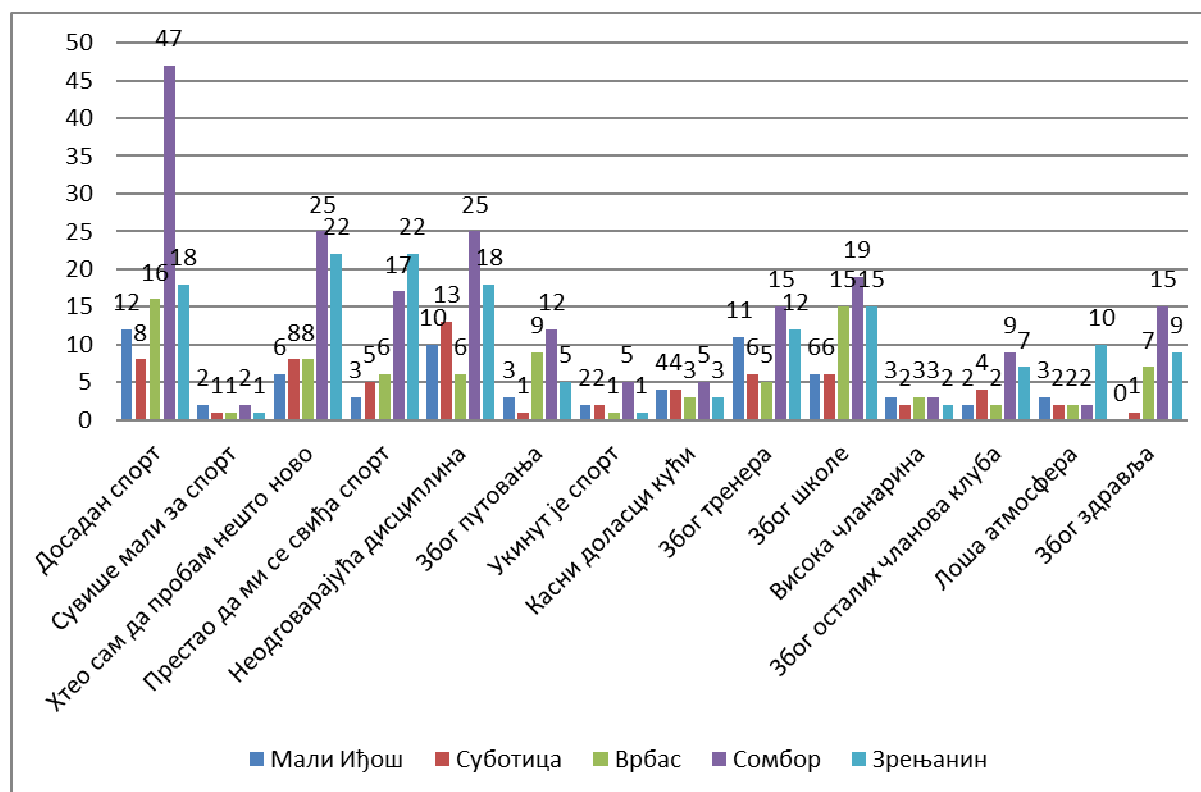
The reasons for quitting sports can be grouped in the following categories:

| | |
|--------------------------------------|-----|
| Boring sport | 101 |
| Too small for sport | 7 |
| I wanted to try something new | 69 |
| I stopped liking sports | 53 |
| Unsuitable discipline | 72 |
| Due to travel | 30 |
| Sport is canceled | 11 |
| Late arrivals home | 19 |
| Because of the trainer | 49 |
| Because of school | 61 |
| High membership fee | 13 |
| Because of other club members | 24 |
| Bad atmosphere | 19 |
| Due to health issues | 32 |

Now we shall see how the children responded when in their towns and municipalities:

| | Mali Iđoš | Subotica | Vrbas | Sombor | Zrenjanin |
|--------------------------------------|-----------|----------|-------|--------|-----------|
| Boring sport | 12 | 8 | 16 | 47 | 18 |
| Too small for sport | 2 | 1 | 1 | 2 | 1 |
| I wanted to try something new | 6 | 8 | 8 | 25 | 22 |
| I stopped liking sports | 3 | 5 | 6 | 17 | 22 |
| Unsuitable discipline | 10 | 13 | 6 | 25 | 18 |
| Due to travel | 3 | 1 | 9 | 12 | 5 |
| Sport is canceled | 2 | 2 | 1 | 5 | 1 |
| Late arrivals home | 4 | 4 | 3 | 5 | 3 |
| Because of the trainer | 11 | 6 | 5 | 15 | 12 |
| Because of school | 6 | 6 | 15 | 19 | 15 |
| High membership fee | 3 | 2 | 3 | 3 | 2 |
| Because of other club members | 2 | 4 | 2 | 9 | 7 |
| Bad atmosphere | 3 | 2 | 2 | 2 | 10 |
| Due to health issues | 0 | 1 | 7 | 15 | 9 |

Active Girls, Support sport and physical activity of girls



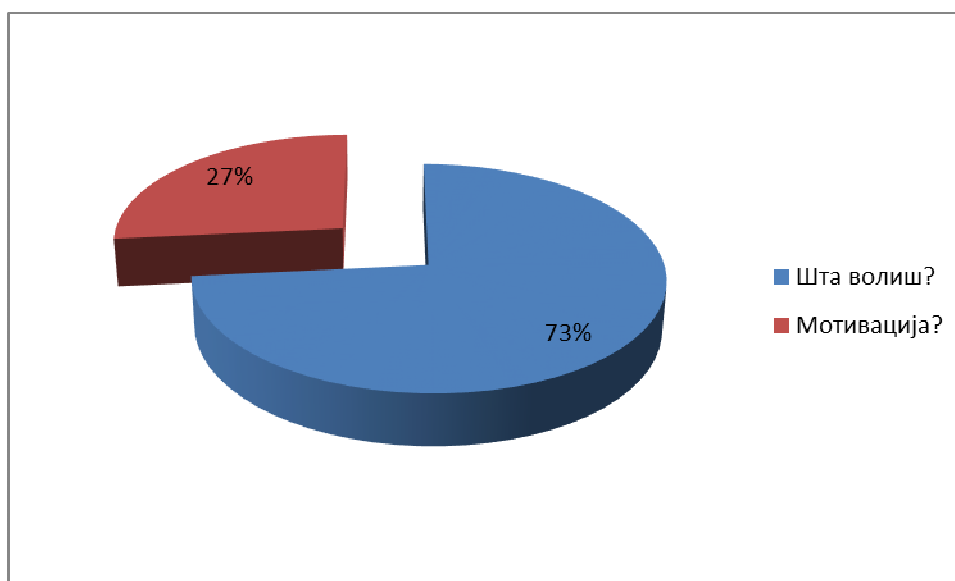
Among the answers to the question whether the girls changed sports the most common answer was yes, which means that the children changed sports several times before they decided to permanently choose one. The reasons behind these decisions are a poorly chosen sport, unsuitable sports discipline and boredom.

With their answers, the children very accurately identified the problem of the lack of quality programs for early talent identification, but also for the recommendation as to which sport the child could take on. This is why they often change sports by themselves and are "in search for" a sport that suits them. This fact further suggests that there is a great need for professional opinions of "experts in the field" who would have to conduct tests as a part of the school curriculum to recognize the affinities of the students and, according to them, refer them to clubs that deal specifically with the sport the child is talented for.

10. If YOU currently do sports, or regular exercises:

What is your favorite part of the practice? What motivates you to regularly do sports?

| | |
|-------------------|-------------|
| What do you like? | Motivation? |
| 722 | 261 |

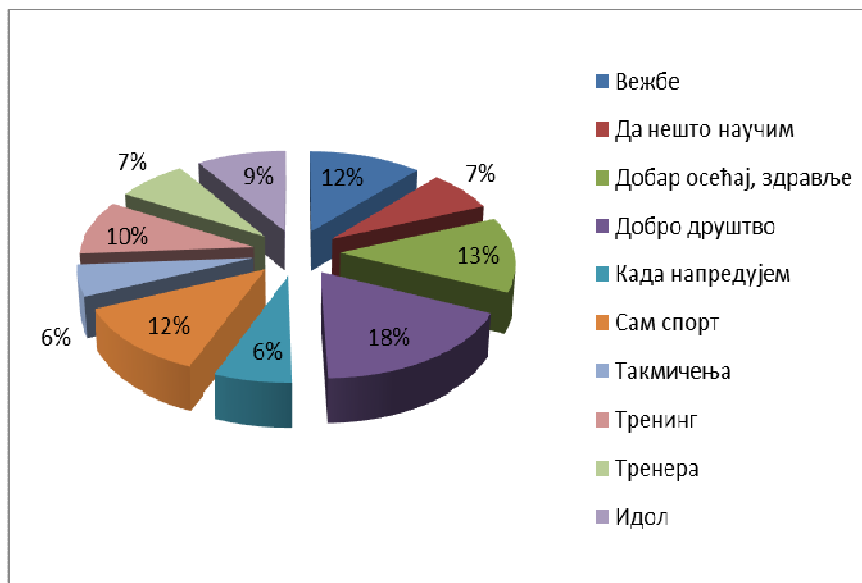


| | | |
|-------|-------------------|-------------|
| | What do you like? | Motivation? |
| Girls | 384 | 137 |
| Boys | 338 | 124 |

The answer to the first question can be grouped into several categories

| | |
|----------------------------|-----------|
| Exercises | 49 |
| To learn something | 30 |
| A good and healthy feeling | 55 |
| Good company | 75 |
| When we make progress | 27 |
| The sport itself | 52 |
| Competitions | 23 |
| Practice | 40 |
| Trainer | 31 |
| Idol | 39 |

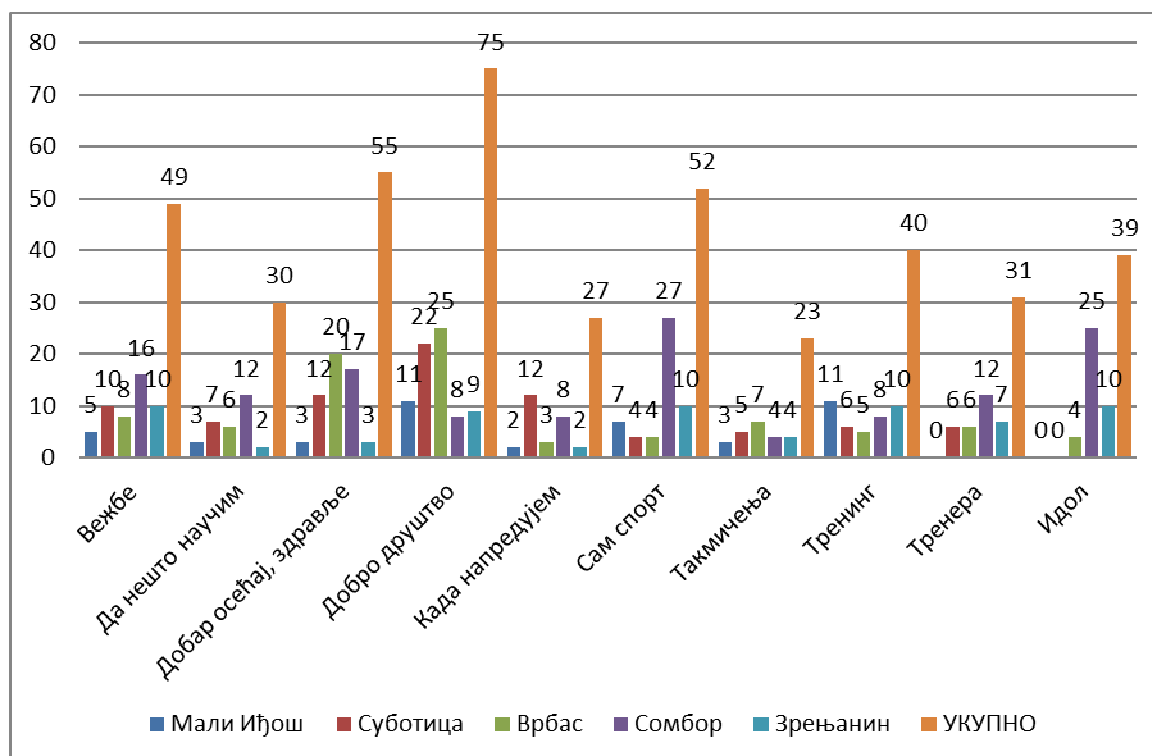
Active Girls, Support sport and physical activity of girls



Overview per town/municipality

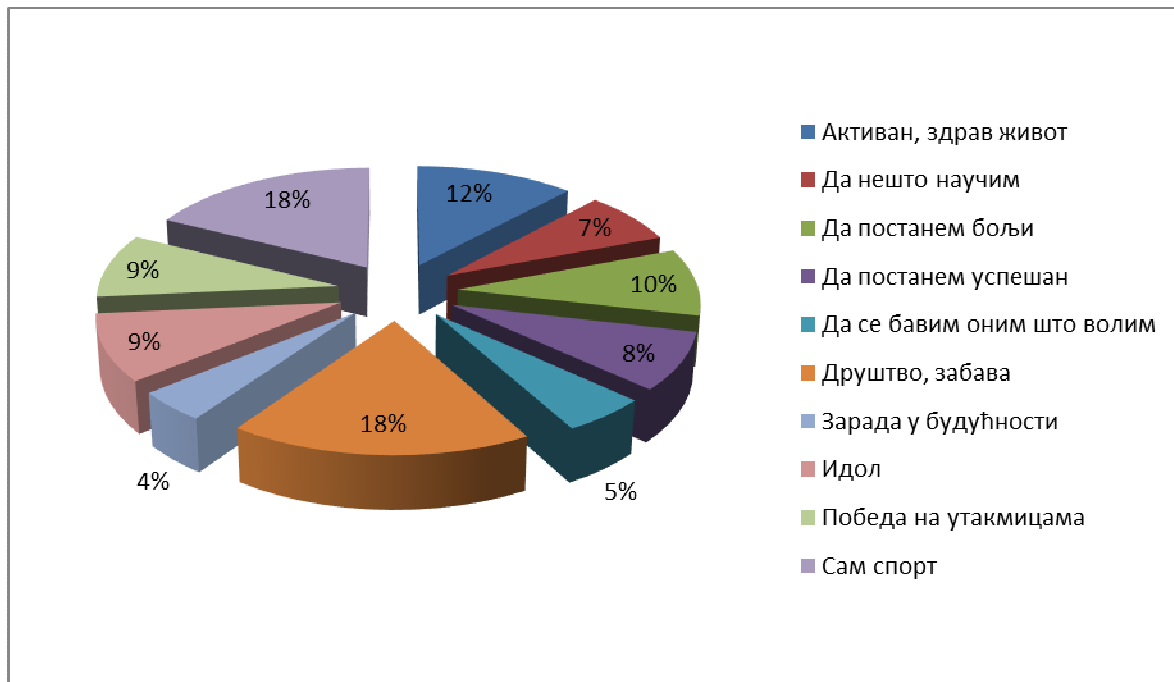
| | Mali Idoš | Subotica | Vrbas | Sombor | Zrenjanin |
|----------------------------|-----------|----------|-------|--------|-----------|
| Exercises | 5 | 10 | 8 | 16 | 10 |
| To learn something | 3 | 7 | 6 | 12 | 2 |
| A good and healthy feeling | 3 | 12 | 20 | 17 | 3 |
| Good company | 11 | 22 | 25 | 8 | 9 |
| When we make progress | 2 | 12 | 3 | 8 | 2 |
| The sport itself | 7 | 4 | 4 | 27 | 10 |
| Competitions | 3 | 5 | 7 | 4 | 4 |
| Practice | 11 | 6 | 5 | 8 | 10 |
| Trainer | 0 | 6 | 6 | 12 | 7 |
| Idol | 0 | 0 | 4 | 25 | 10 |

Active Girls, Support sport and physical activity of girls



The answer to the second question can also be grouped into several categories:

| | |
|----------------------|-----------|
| Active, healthy life | 54 |
| To learn something | 31 |
| To become better | 42 |
| To become successful | 36 |
| To do what I love | 22 |
| Company, fun | 79 |
| Future earnings | 18 |
| Idol | 40 |
| To win matches | 40 |
| The sport itself | 76 |



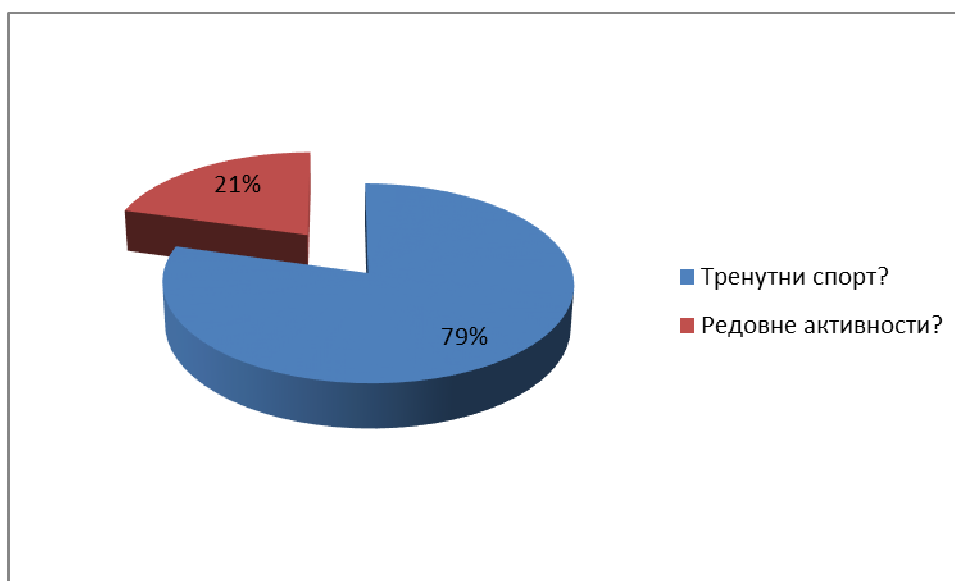
Legend (from the top): Active, healthy life, to learn something, to become better, to become successful, to do what I love, company, fun, future earnings, idol, to win matches, the sport itself.

The most common answer to the question is that girls are mostly engaged in sports because of the company and fun, and that is the most common response of boys too. This tells us that the company with which a girl socializes can play a decisive role in her choice of sports, which was one of the results of the qualitative analysis we conducted. So, the priority for girls is not to achieve supreme sport results and rank, but to have fun and enjoy what they do, which emphasizes what we have stated earlier about the danger of the entire system of sports particularly in schools and clubs dealing with small children being focused solely on competition. This is the very reason why a large number of children experience disappointment and do not suit the ambitions of the trainer and the club management. One side expects results, and girls ask for exercising for happiness, socializing and fun. This discrepancy pushes a large number of children into changing sports and quitting every kind of exercising, which is demonstrated in the answers to the previous question.

11. What is YOUR current sport, what are your regular physical activities?

| Current sport? | Regular activities? |
|----------------|---------------------|
| 758 | 196 |

Active Girls, Support sport and physical activity of girls



blue: current sport

red: regular activities

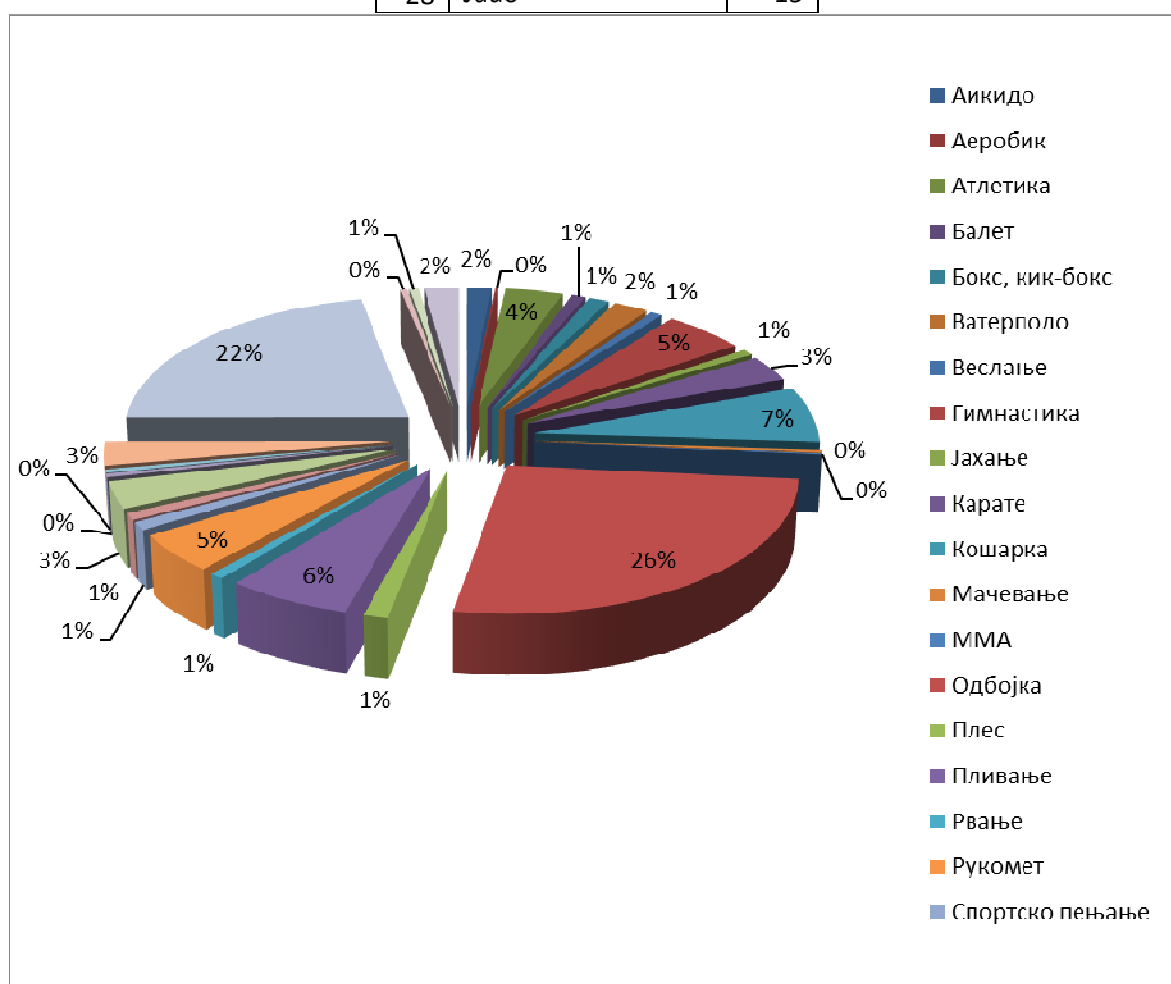
| | Current sport? | Regular activities? |
|--------------|----------------|---------------------|
| Girls | 384 | 98 |
| Boys | 374 | 98 |

As seen in the chart, 79% of children stated which is their current choice of sport (28 sports in total) and the table below shows the sports in question:

| | | |
|----|----------------------|------------|
| 1 | Aikido | 11 |
| 2 | Aerobics | 1 |
| 3 | Athletics | 25 |
| 4 | Ballet | 6 |
| 5 | Boxing, kick- boxing | 9 |
| 6 | Water polo | 15 |
| 7 | Rowing | 5 |
| 8 | Gymnastics | 36 |
| 9 | Riding | 5 |
| 10 | Karate | 22 |
| 11 | Basketball | 47 |
| 12 | Fencing | 3 |
| 13 | MMA | 1 |
| 14 | Volleyball | 184 |
| 15 | Dancing | 9 |
| 16 | Swimming | 45 |

Active Girls, Support sport and physical activity of girls

| | | |
|----|----------------------|-----|
| 17 | Wrestling | 5 |
| 18 | Handball | 33 |
| 19 | Sport climbing | 7 |
| 20 | Table tennis, tennis | 6 |
| 21 | Taekwondo | 23 |
| 22 | Gym | 3 |
| 23 | Fitness | 3 |
| 24 | Folklore | 20 |
| 25 | Football | 153 |
| 26 | Hip-hop | 3 |
| 27 | Hockey | 4 |
| 28 | Judo | 15 |



Legend (sports from the top): aikido, aerobics, athletics, ballet, box, kick boxing, waterpolo, rowing, gymnastics, horse riding, karate, basketball, fencing, MMA, volleyball, dancing, swimming, wrestling, handball, sport climbing.

Active Girls, Support sport and physical activity of girls

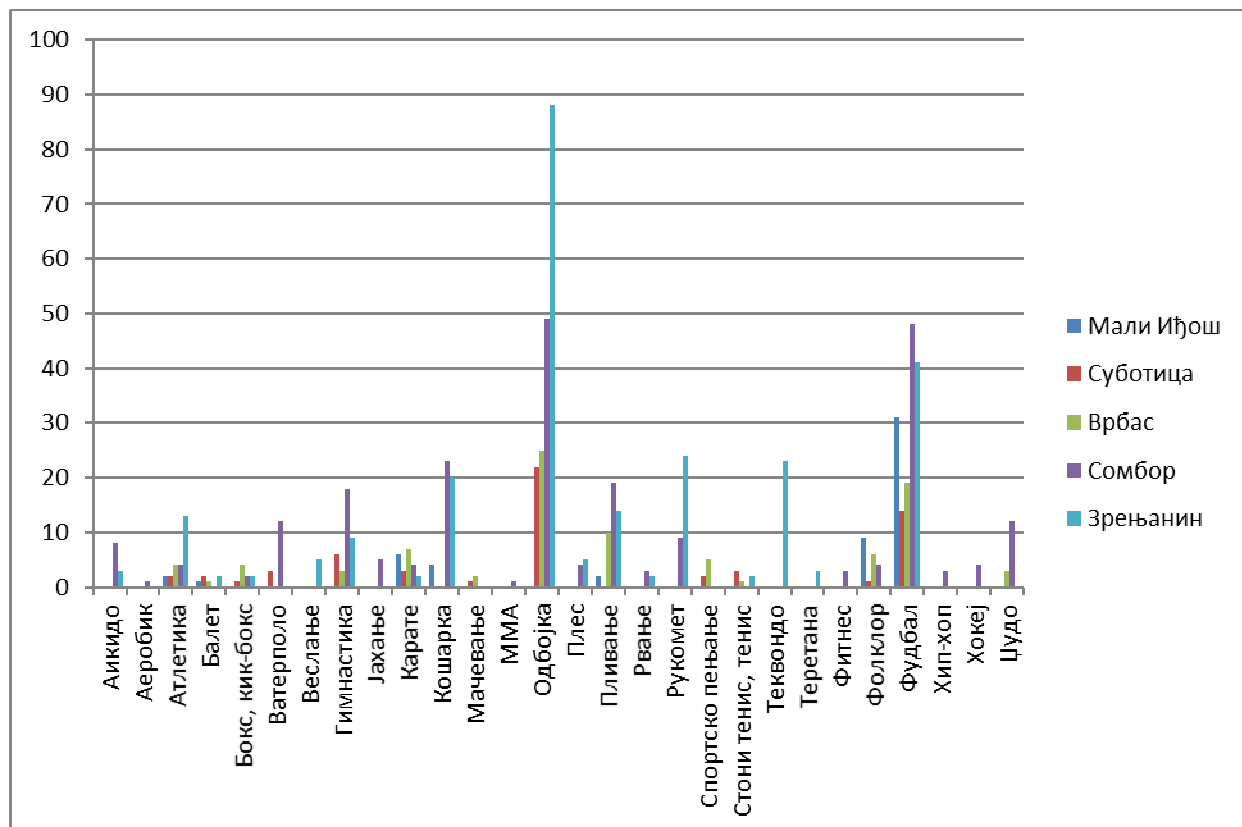
We notice that volleyball is the most popular sport for children, and it is followed by football.

When analyzing the reasons why volleyball is most popular among girls, the qualitative analysis, i.e. the interviews with teachers and trainers revealed that girls more than boys like to work in a team and exercise teamwork, and they do not want any physical contact during the game. This automatically excludes basketball and handball while volleyball agrees ideally with what they want. Finally, the second reason why girls decide to choose volleyball, and especially those girls predisposed to be tall, is the grace that characterizes volleyball players and what is perhaps the most important, the femininity that is not overshadowed by practicing this sport.

Overview of different sports per town/municipality:

| | Mali Iđoš | Subotica | Vrbas | Sombor | Zrenjanin |
|----------------------|-----------|----------|-------|--------|-----------|
| Aikido | | | | 8 | 3 |
| Aerobics | | | | 1 | |
| Athletics | 2 | 2 | 4 | 4 | 13 |
| Ballet | 1 | 2 | 1 | | 2 |
| Boxing, kick- boxing | | 1 | 4 | 2 | 2 |
| Water polo | | 3 | | 12 | |
| Rowing | | | | | 5 |
| Gymnastics | | 6 | 3 | 18 | 9 |
| Riding | | | | 5 | |
| Karate | 6 | 3 | 7 | 4 | 2 |
| Basketball | 4 | | | 23 | 20 |
| Fencing | | 1 | 2 | | |
| MMA | | | | 1 | |
| Volleyball | | 22 | 25 | 49 | 88 |
| Dancing | | | | 4 | 5 |
| Swimming | 2 | | 10 | 19 | 14 |
| Wrestling | | | | 3 | 2 |
| Handball | | | | 9 | 24 |
| Sport climbing | | 2 | 5 | | |
| Table tennis, tennis | | 3 | 1 | | 2 |
| Taekwondo | | | | | 23 |
| Gym | | | | | 3 |
| Fitness | | | | 3 | |
| Folklore | 9 | 1 | 6 | 4 | |
| Football | 31 | 14 | 19 | 48 | 41 |
| Hip- hop | | | | 3 | |
| Hockey | | | | 4 | |
| Judo | | | 3 | 12 | |

Active Girls, Support sport and physical activity of girls



X-axis left to right: aikido, aerobics, athletics, ballet, box, kick boxing, water polo, rowing, gymnastics, horse riding, karate, basketball, fencing, MMA, volleyball, dancing, swimming, wrestling, handball, sport climbing, table tennis, tennis, taekwondo, gym, fitness, folklore, football, hip-hop, hockey, judo

blue Mali Iđoš

red Subotica

green Vrbas

purple Sombor

blue Zrenjanin



Project “Supporting sports and physical activity of girls- *ActiveGirls*” implemented within the Interreg-IPA Cross-border Cooperation Programme Hungary-Serbia 2014-2020

This product has been produced with the financial assistance of the European Union. The content of the product is the sole responsibility of Provincial Secretariat for Sports and Youth and can under no circumstances be regarded as reflecting the position of the European Union and/or the Managing Authority.



The project is co-financed by the
European Union

Good neighbours
**creating
common future**

