

Call for 2011 - 2014 project proposals in Integral and Interdisciplinary Research

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Page 1 – General Data
Project number 47017
Project name Security and protection of organization and functioning of the educational system in the Republic of Serbia (basic precepts, principles, protocols, procedures and means)
Priority research field in which research will be conducted: Improvement of decision making processes and affirmation of national identity
Thematic Frame Quality and accessibility of education
Number of subprojects 3
Page 2 – Description of Research
Abstract In today's world of risk, the number of forms of security threats, which also affect educational institutions, has been rising. To find the most appropriate model of security and protection of educational institutions and to build an effective strategy for the improvement of their security level, the most recent theoretical insights into this problem and the best-practice examples in developed countries will be examined from the standpoint of potential implementation of particular models or concrete systemic solutions in our circumstances. Based on empirical research in chosen institutions, the most significant security risks will be identified, described and classified; whereas the lacks in the existing system of establishing security and protection will be analyzed. Finally, based on the comparative insights and the analysis of the situation in Serbia, an adequate model of identification, prevention and elimination of security risks, that is, the standards and procedures for their identification, prevention, and alleviation, as well as for optimum timely response to them, will be proposed. The proposed model, based on modern theoretical insights and empirical findings, will set up basic precepts, principles, protocols, and procedures for the security and/or protection in the educational system of Serbia. The project realization will provide the maximum improvement to the security and protection of each individual educational institution in Serbia.
Keywords security, protection, educational institutions, standards, Serbia, security management
Project Description The project will be realized as a continuous four-year research, where necessary theoretical insights will be gained, relevant empirical material will be collected, and all aspects of the researched problem will be scientifically analyzed through successive research stages. In addition to an adequate presentation of research findings, an appropriate model for a unified integrated security system in educational institutions in Serbia will also be articulated. In this manner, prerequisites for surpassing the traditional notion that educators are the only ones responsible for security and quality of protection provided in schools will be provided. The proposed program will affirm the significance of the organization of the security system as a whole, with an emphasis on the role of management in educational institutions. The project has been conceived as a part of the implementation of the Contract on Cooperation on the Improvement of Security and Protection in Educational Institutions in the Republic of Serbia, signed by the Ministry of Education of the Republic of Serbia and the University of Belgrade – Faculty of Security Studies in late 2009. The first stage of the project includes an analysis of modern papers treating the problem of security and protection of educational institutions, an analysis of best practices in this field in developed countries, as well as the specification, preparation, and operative implementation of the monitoring of the current situation in educational institutions in the Republic of Serbia. The second stage of the project includes the realization of a pilot project which will be an example of organizing an integrated model of security/protection of educational institutions in specific local communities. At this stage of the project, it has been planned to establish theoretical bases, precepts, and principles of an integral model of school security, as

well as to set experimental standards – protocols and procedures for the connecting of one pre-school institution, one elementary school and one secondary school of a local community into an integral operative system as well as into a common operative center. The third stage of the project is the articulation of an integral model of security in Serbian schools, that is, the creation of prerequisites for the establishment and maintenance of an integrated security system in educational institutions of the Republic of Serbia. Hence, this final stage of the project presupposes the implementation of obtained theoretical and empirical results, i.e., the development and implementation of parameters for the systemic realization of monitoring, designing, and establishing security/protection in Serbian educational institutions. The project includes three sub-projects constituting an integral interdisciplinary unit. In the first sub-project, Socio-Psychological Aspects of Security of the Educational System in the Republic of Serbia (project manager: Assistant Professor Branislava Popović-Ćitić, PhD), social and psychological risks in the functioning of the educational system in Serbia will be identified, in addition to a series of empirical research activities aimed at determining appropriate models for detection of and responding to security challenges in a given context. Special attention in the project will be paid to the parameters for the assessment of threats posed by socio-psychological risks, institutional responses to risks, as well as to the diverse elements of cooperation between schools and local communities and/or a broader social environment in developing preventive programs. In the second sub-project, Systemic and Regulatory Aspects of the Educational System Security in the Republic of Serbia (project manager: Professor Božidar Banović, PhD), legal regulations currently in effect in this field will be analyzed, highlighting the "blank spots" that impede efficient – systemic – response to security threats and risks. Based on the diagnostics of the legal situation, as well as on the socio-psychological risks in the Serbian educational system, a methodology for data collection necessary for the assessment of security in schools, the method of planning for crisis situations, as well as a model of security risks assessment will be determined. In the third sub-project, Physical, Technical and IT Aspects of Security in the Educational System of the Republic of Serbia (project manager: Professor Zorica Stanimirović, PhD), identification of physical, technical, and IT risks in schools, as well as a strategy of responding to security risks in this field, will be established. This strategy presupposes setting up parameters for the designing, building, functioning, use, maintenance, and functional connection of micro and macro technical protection systems in schools and local communities. Based on the multidisciplinary research, the project will form specific standards – protocols and procedures for setting up an integrated security system within the educational system of the Republic of Serbia. In this manner, an objective model for the assessment of the level of security in schools and other educational institutions will be established, together with the provision of a system for continuous monitoring of the accomplishment of general and specific goals. In harmony with that, relevant absolute and relative standards for the maintenance and improvement of security in schools in the territory of Serbia will be established. The institutionalization of that model will constitute harmonization of the currently inconsistent system of security in Serbian schools with the European standards and EU recommendations.

Expected key results The key (expected) result of the project is the formation of an integral – integrated model of security and protection in the educational system of the Republic of Serbia, which implies transparent and sustainable standards. In this sense, the expected project results are the following: - The objective assessment of the security situation and the identification, description, and elaborate classification of security risks in educational institutions; - The synthetic and critical insight into the situation of the theoretical thought and into best practice in this field in the developed countries; - The creation of an optimized model of security and protection in educational institutions, including basic precepts, principles, protocols and procedures, and necessary means for improving the situation in this field, based on the insight into the international experiences and national practice; - The effective management of the risks to lives and health of children, students and staff in pre-school institutions, elementary schools and secondary schools; - The planning of effective strategies, continual application of interventions and evaluation of achieved results; - The

creation of technical and security conditions for work and stay in educational institutions; - The implementation of technologically up-to-date and security-wise safe information and communication technologies for protection into those institutions as security components of an integrated educational system and as support to the constant quality improvement of the overall protection in those institutions; - The development of relatively precise indicators of deviant tendencies, in addition to proposal of various options for their elimination or alleviation; - The decrease in victimogenic predispositions in children and students; - The development of all norms and standards that improve quality of work and stay in these institutions, as well as of security of children, students and staff in the institutions; - The proposal for modifications and amendments to laws, regulations and other enactments, rules of procedure, and decisions based on a critical analysis of the extant normative regulations; - The creation of work conditions that are aimed at improving the overall security in educational institutions and that contribute to the enhancement of work quality in education; - The development of the spirit of dialogue and tolerance, as well as of skills of peaceful conflict resolution; - The education of the staff in educational institutions and parents/caretakers of children and students; - Raising the level of awareness and security culture of all participants in the educational process; - Raising the level of awareness of other agents and the improvement of cooperation between educational institutions and other stakeholders in local communities; - A decrease in all types of security risks, their timely identification and effective risk management; - The readiness of educational institutions for various types of emergency and crisis situations; - A long-term positive feedback of secure school onto the security of local communities and society as a whole. The results of the work on this project will be presented through a monograph and/or topical proceedings, articles and contributions to national and international magazines. It has also been planned to organize an international conference on the project topic, as well as to organize a series of educational workshops in Serbia

Research Relevance The significance of the proposed research is determined by the importance of security as a fundamental prerequisite for the normal functioning of the educational process, on one hand, and by the extremely high symbolic value of children and students, on the other, since any threats to their security – as an especially vulnerable social group and as the future of a society – has a strong impact on the overall self-perception of social security, or threats to it. Furthermore, behavioral values, habits, and patterns related to security adopted in the course of educational process remain imprinted for life and have long-term effects since they are passed on to future generations through the process of primary socialization. In a general escalation of violence, educational institutions have become attractive targets for terrorist and extremist groups, as well as the site of physical fights among students - which occasionally also involve teachers, various sorts of property offenses, alcoholism, illegal drug use, and other sociopathological phenomena. Finally, educational institutions may be faced with various kinds of emergency or crisis situations. Although the security and protection of educational institutions has been perceived as a problem in Serbia and included in the public agenda, it is still approached in an unsystematic and particular manner, without proper theoretical grounding. In addition, it is often taken for granted that the problem has been solved once security cameras have been installed or other types of physical and technical protection of educational institutions have been implemented, that is, once a staff member responsible for security has been hired. The relevance of this research is that this problem will receive a considerably broader consideration, resulting in an integral model for its resolution. The research results ought to enhance the overall system of security and protection in educational institutions, that is, to make them ready and less vulnerable to various types of risks and threats. In the national academic literature, any serious attempts at establishing a theoretical approach relevant to the field of this research are scarce. The theoretical significance of this research rests in the fact that a comprehensive analysis of academic papers in the field of security and protection of educational institutions in the international scientific community may offer a fruitful theoretical approach for further academic treatment of the subject matter of this field. In this sense, the research will provide a synthetic and critical insight into modern theoretical

achievements in the corresponding fields (sociology, pedagogy, psychology, criminology) in order to examine the research methodology, the assessment and evaluation of effective strategies for enhancing the level of protection and security in organizing and functioning of educational institutions, as well as strategies for establishing a secure social climate which bolsters the proper psychological and social development of children and teenagers in educational institutions. In a practical sense, the project ought to be a starting point for the definition of an objective model for the assessment of the level of security and protection of educational institutions, as well as for setting up absolute and relative standards for the improvement of parameters in this field. The methodology resultant from the project will enable educational institutions not only to determine the current situation regarding their security and protection, but also to keep track of its changes to better or worse in a temporal continuum. An adequate identification of physical, technical, IT, socio-psychological and other risks is a prerequisite for their prevention and for the preparation of appropriate responses. Hence, in this context, the significance of the research is the fact that it will show the members of a school community (especially teachers, educators, and all other staff, parents, students and responsible representatives of local community) what to pay special attention to – early warning signs related to security threats – and what they need to do – steps that educational institutions need to take in order to improve security. The preparation of appropriate plans for responses in various types of crisis situations, their regular updating and occasional trials through crisis simulations will result in fewer victims and considerably less material damage when crises actually happen. Also, jurisdiction and responsibility of each stakeholder will be defined by introducing appropriate standards, rules and procedures; the educational institutions thus becoming active creators of social environment. The implementation of the research results will contribute to the creation of a suitable climate and a sense of participation in and shared responsibility for security as a necessary and significant element of the quality of life. A rational, consistent, and adequately structured system of security risk prevention and suppression is significant for the functioning of educational institutions. The proper level of training and the confidence of children, students, and staff in the ability of the educational institutions' management to face the security risks and threats successfully increase the sense of personal safety and confirm the resolution to create a safe environment, that is, to enable educational processes to be carried out with high quality. The long-term significance of the research is that it ought to contribute to the surpassing of the traditional discourse within which the security problems in educational institutions are viewed as a reflection of the problems present in the broader society. Furthermore, it ought to result in the adoption of a paradigm in which well-organized, protected and secure educational institutions will be regarded as active factors that are able to recognize and eliminate security risks, not only within them but in a broader social environment as well.

Page 3 – General Data on Researchers

Complete CV of the Project leader Želimir Kešetović PhD is associate professor at the Faculty of Security Studies, teaching two subjects: Crisis management and Media and communications. He was born in 1960 in Sarajevo. Graduated in 1984. at the Faculty of Political Sciences in Belgrade (average mark 9.30). At the same faculty he got his MA degree in 1994 and PhD in 1999. For his PhD thesis „Public relations of the public administration with special regards to police PR“ he got in 2000 an award of Serbian PR society for the best academic work in the field of PR. Worked as an analyst and chief analyst in Serbian Ministry of Interior (1985-1995), later on as a professor of Sociology and Criminology at the Police College and the Head of Research and Development Unit of the Police College (1995-2005). For his contribution to the development of police training and education Minister of interior gave him a golden medal Archibald Reiss. He was promoted in research fellow at the Institute of Political Studies in Belgrade in 2000. He attended Crisis Management and Crisis Emergency Planning Course at the Institute for National Defense and Security Policy Studies - National Defense College, Stockholm in December 2009 and Seminar on Transatlantic Civil Security (STACS) at George C. Marshall - European Center for Security Studies, Garmischpartenkirchen, 1-23.februar 2010. After democratic turnover in

Serbia in October 2000 he was a member of Think Tank for the reform of the Ministry of Interior. He was deputy editor and chief-in-editor of the journal Security..He is member of editorial board of journals: Ревизије за безбедност (Security Review) Безбедност, полиција, грађани (Security, Police, Citizens) – Ministry of Interior of the Republic of Srpska –Banja Luka, and Annaqls of Law Faculty in Zenica From May 2005 assistant professor, and from October 2009 associate professor at the Faculty of Security Studies. He gave lecture upon invitaton at the Faculty of Special Engeneering in Žilina, Slovakia, Institute for Defence and Peace Studies of the Faculty for Philosophy, Skopje, Macedonia, and Faculty for Security Studies, University of Maribor, Slovenia. Participated in number of scientific meetings and conferences in Serbia and abroad. Member of scientific comitee of international conferences: Policing in Central and Eastern Europe - Slovenia (2004, 2008, 2010), Rešenie krizovych situacii v špecifickom prostredi - Slovakia (2009, 2010), Crisis Management Days - Croatia (2009, 2010). Mentor for one PhD , two MA thesis and a number of final master works. Author of more than 150 papers in Serbian and foreign journals and seven monographs. He was leader in four and coordinator in ten research projects that Police College have done for Ministry of Interior. In period 2002-2005 he was researcher on the project of the Institute for Sociological and Criminological Research „Hard Cases of Crime in Serbia“ that was financed by the Serrbian Ministry of Science. Worked on the project of Faculty of Civil Defence „Civil sector of the System of National Defence of FRY“ in 1999. As an expert of the OSCE participated in projects "Improvement of police-media relations in Serbia" 2005- 2006, "Policing diversity " 2006, and"Money laundring "(OSCE/UNICRI/PCPC)2006. He was a member of expert team for building principles for Strategy of combating organized crime (Centre for security studies2008).

Research team references 1. Slađana Đurić, Branislava Popović Ćitić, Safe school, Faculty of security stuides, 2007, 109 pp, ISBN 978-86-84069-30-8 2. Slađana Đurić (ed.), Security risks in schools (Models of identifying and reacting), Faculty of security stuides, 2007, 335 pp, ISBN 978-86-84069-28-5 3. Vesna Žunjić Pavlović, Branislava Popović Ćitić, Miroslav Pavlović, Programs of prevention of deviant behaviour in schoos, Faculty of special education anfd rehabilitation, 2010, 203 pp, ISBN 978-86-80113-92-0 4. Ljubomir Stajić, Mijalković Saša, Stanarević Svelana, Safety culture of youth: how to live safe, Draganić, 2006, 229 pp., ISBN 86-441-0686-4 5. Želimir Kešetović, Crisis management, Faculty of security stuides /Officvial gazzete, 2008, 305 pp, ISBN 978-86-7549-964-0 6. Zoran Keković, Želimir Kešetović, Crisis management – part I (crisis prevention) , Faculty of security stuides, 2006. pp. 509. ISBN 866-84069-26-9 7. Zoran Keković, Systems of security, Faculty of security stuides, 2008, pp. 166, ISBN 978-86-84069-35-3 8. Boris Kordić, M. Kovandžić and Stanarević Svetlana, Locus of security (Research of security perception), Faculty of security stuides , 2006, pp. 96, ISBN 86-84069-21-6 9. Ivana Simović Hiber, Frameworks of Victimology, Faculty of security stuides, 2009. pp. 178. ISBN 978-86-84069-42-1 10. Nenad Putnik, Cyber space and security challenges, Faculty of security stuides, 2006. pp. 209, ISBN 978-86-84069-44-5

Number of Researchers on the project: 25

Total number of person-months on the project per year 25/97

Total number of person-months on the for the whole period 25/388

Number of PhDs on the project 18

Page 4 – Total cost of the project

Cost of researchers financed by the Ministry: 251004

Indirect costs financed by the Ministry: 47868

Direct material costs financed by the Ministry: 86407

Other sources of financing (in €):