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SECURITY IN THE EDUCATIONAL INSTITUTIONS IN SERBIA

Collection of Papers Review

Stanimirović, Z. & Ilić, A. (Eds.) (2020). *Security
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Vast number of studies on educational institutions tend to provide an overview of the *state-of-play* of key security dimensions, practices and challenges for schools and their actors. The publication “Security in the Educational Institutions in Serbia” presents one of the contributions to the existing body of knowledge. This thematic proceeding is issued by the Faculty of Security Studies of the University of Belgrade, as a result of the scientific project “Security and protection of the educational system management and function in Serbia (basic information, principles, protocols, procedures and tools)”. Edited by Zorica Stanimirović and Aleksandra Ilić, this publication brought to the fore all relevant aspects of problem analysis in educational institutions in Serbia.

In total, 16 articles have been split into the four chapters due to their narrow scopes. This four thematic units are divided in accordance with different aspects of the security in the educational institutions in Serbia. The first part is devoted to the general deliberation of the problem of security in different Serbian educational institutions, introducing the reader into its various aspects. The first paper, written by Vladimir N. Cvetković, questions the widest framework of the security in these institutions, highlighting the need for the security education of the security experts, based upon its

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interdisciplinary roots and in accordance with the security management knowledge. The second paper, written by Ivana Simović-Hiber, focuses on the international and national legal aspects of the problem of security in schools, putting a child at the center of the problem and perceiving it as a peculiar rights holder. The authors of the third paper, Keković, Milošević and Putnik, aim to create a list of all potential risks in schools and criteria for risk identification and classification. By employing the concept of risk assessment and control in the context of the school environment, these authors attempt to provide a contribution to the eventual standardization of basic concepts. Želimir Kešetović in the fourth paper analyses the possibilities of applying the concept of risk management to the educational institutions. The authors of the last, fifth paper of this chapter, Đurić, Popović-Čitić and Marković, emphasize the benefits of the positive school climate as key socio-psychological aspect in schools and for the students well-being. In addition, authors of this article also propose activities that can contribute to the development and maintenance of a positive social climate in schools.

The second chapter, dedicated to the reactions of the society on security risks in educational institutions, starts with the paper which focuses on the position of minors as perpetrators and victims of crimes and on the role of the police as well. Based upon evaluation of the effectiveness of some school projects, the authors tried to identify possible future activities aimed at improving prevention efforts and reducing the number of offenses committed in schools. Kekić, Milašinović and Mladen authored the next paper which highlights the need for *learning about the security culture*. Implementing a security risk reduction concept in school environment, the authors emphasized the inclusion of all relevant aspects of the society in order to improve preventive and pre-emptive activities within schools. The problem of the media representation of security risks in schools is the subject of the following paper, authored by Banović and Ilić. Results of this research showed that school violence as security risk gains most media attention. The ninth paper of this proceeding is authored by Stajić and Stanarević and is focused on civil society's response to security risks in educational institutions. Analysing the roles of diverse civil actor, the authors gave the identification of acceptable programs and models in schools which correspond to high scientific standards.

The next, third chapter of this publication is devoted to the models for security risk control in the context of school environment. Within the first paper, Kešetović examines standards of crisis planning for schools and

concludes with the proposal of a school crisis plan in the context of Serbia. The next paper puts gender-based violence in schools in the center of the attention. In this paper, Danijela Spasić analyses implications of this security risks towards other society aspects. Final paper of this chapter is dedicated to the problem of hooliganism phenomenon, presenting the results of the hooliganism research conducted in secondary schools in Serbia.

The four articles of the last, fourth chapter of this proceeding, deal with the technology in solving problem of security risks in the context of educational institutions. In that sense, Milan Lipovac examines various aspects of video-surveillance aiming at resolving different security risks in schools. Thematically continuing, the following paper, authored by Kordić and Babić, presents the results on students' observations on video-surveillance in their schools and universities. In a similar manner, Ana Kovačević analyses the possibilities of the Web mining and visualization and significance of their usage in cyberbullying detection in the next paper. The authors of the final paper of this publication examine possible applications of face recognition software in order to enhance school security systems in Serbia.

This publication offers a comprehensive and up-to-date view on diverse aspects of security in educational institutions in Serbia. Therefore, it is very useful reading not only for the scientific community but also for all interested parties, considering their direct involvement into educational processes and the potential to contribute to overcoming many of the security challenges that schools face to.