Editors Nikoleta Gutvajn Milja Vujačić

**CHALLENGES AND PERSPECTIVES** 

# OF INCLUSIVE EDUCATION



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#### CHALLENGES AND PERSPECTIVES OF INCLUSIVE EDUCATION

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Николай Константинович Сергеев
Danimir Mandić

Editors Nikoleta Gutvajn Milja Vujačić

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# OF INCLUSIVE EDUCATION

Editors Nikoleta Gutvajn Milja Vujačić

BELGRADE 2016.

# INSTITUTE FOR EDUCATIONAL RESEARCH, SERBIA VOLGOGRAD STATE SOCIO-PEDAGOGICAL UNIVERSITY, RUSSIA FACULTY OF TEACHER EDUCATION, UNIVERSITY OF BELGRADE, SERBIA

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#### **FOREWORD**

nsuring conditions for a quality education for all children is a key goal that is supposed to be achieved within the process of reforming the education system. Efforts to ensure both equality and quality in education have become fully made through the idea of inclusive education. The importance of this concept has also been confirmed by the fact that inclusive education in many countries represents a key indicator of the quality, efficiency and humanity of their education systems. Experiences so far in the application of inclusive education have been very valuable, because they point out some important elements of this process and provide guidelines regarding the manner in which those necessary changes should take place. It is important to highlight that it is impossible to develop one unique inclusive model that could be applied in various countries with the same level of success, but that adequate solutions can be only achieved by analyzing specific contextual conditions, taking into consideration the specificities of each social and cultural environment and the existing conditions of education systems and schools. In order for this idea to be actually implemented, it is important that decisions regarding public policies be based on insights obtained through careful research of various problems in the field of inclusive education. Those insights can be very significant both for decision-makers and practitioners in considering the process and results of the implementation of inclusive education as well as in getting ideas for further development of inclusive practices in educational institutions. It is possible to single out two approaches to the research and perception of inclusive education based on the different interests of researchers. The first approach is about searching for practical solutions to certain problems of inclusive education (a partial reform of the education system and schools), while the other approach perceives inclusion as a cultural policy that requires complete reconstruction of society and a new way of thinking.

Research in this field shows that, in spite of great efforts and endeavours to improve this idea, the inclusive education implementation process in most countries develops slowly and with difficulties. There are still many unresolved issues and dilemmas related to this process: (a) In what way is inclusive education related to key challenges in education such as quality, failing classes, lack of resources, rigidity of school programmes? (b) Is inclusive education the right solution for all children with developmental disabilities? (c) Is there is a best solution for the successful application of an inclusive programme and is there a clear plan to be followed? (d) Is the introduction of inclusive education possible in all countries?

The results show that official education policies in this field haven been completely implemented in practice and that existing differences can be explained by the existence of numerous barriers and challenges relating to the practical application of planned changes. Overcoming existing problems has not yet been fully solved, even in countries that have a long tradition of inclusive education and good economic conditions for its implementation, and it is clear that challenges and problems which developing countries encounter, having less experience in this field and unfavourable economic conditions, are bigger and more complicated.

Education policies in the field of inclusive education can be successfully implemented in practice if the key actors in this process (principals, teachers, students, and parents), strongly support planned changes and express a positive attitude towards them. Research shows that the resistance and negative attitudes of teachers and other stakeholders towards the inclusion of children from marginalized groups in regular schools lead to numerous problems in the implementation of inclusive education. It is therefore highlighted that changing attitudes is one of the challenges and key conditions for the success of this process. Changing and overcoming negative attitudes towards inclusive education is progressing very slowly and with difficulty, and that is why many other planned activities in this field encounter difficulties in the process of realization.

The problems in the application of inclusive education to a great extent relate to teachers, as key actors in this process. Research shows that the successful development of inclusive practice is particularly obstructed by teachers' negative self-assessment of their professional competency for the realization of inclusive education, as well as a lack of adequate professional training and expert support in working with students who need additional support. These problems cause teachers who work in inclusive contexts to become overwhelmed and stressed, which additionally affects their work negatively. Modern educational approaches show the importance of the new role of teachers in establishing the required conditions for encouraging the individual development of children and recognizing their individual abilities, affinities, family and cultural heritage. Therefore, adequate professional training of teachers for working in inclusive education, the implementation of innovative approaches in work, and cooperation with parents has been highlighted as one of the most important goals in the process of adapting education to meet the abilities and needs of all children.

Research indicates that, apart from the conditions of education systems, the achievement of inclusive education is hindered by numerous barriers, including social and local community factors, as well as the those relating to children who need additional support and their families. Therefore in considering key challenges and perspectives of inclusive education, barriers and problems should not only be tackled within the education system, but also in connection with other segments of society, such as the family, local community, as well as healthcare and social security.

A collection of papers "Challenges and Perspectives of Inclusive Education" contains thirteen papers by authors who are, by their thematic orientation, focused on elaborating on numerous issues significant for inclusive education. This book aims to examine current problems in inclusive education from the standpoint of their significance for the improvement of public policies and the practice of inclusive education. No theoretical and stylistic harmonization was required from authors of the articles. They were expected to show the results of their own theoretical and empirical research, thus making them accessible to both an academic audience and the wider public, in the hope that the results of such scientific research will be implemented to a greater extent in educational practice.

This collection of papers addresses certain questions of inclusive education, but it does not give a comprehensive account of all aspects of inclusive education. We thought that it was important to publish and present in a single collection papers by authors who are dedicated to examining inclusive education from various perspectives. Papers contain relevant information about the current conditions of inclusive education in Serbia; dominant discourses of inclusive education within legal frameworks of preschool education in Serbia; the connection between teachers' attitudes towards inclusive education and their implicit pedagogies; attitudes of school counsellors towards the education of students with special needs; preschool teachers' competences for working in inclusive education; preschool teachers' opinions about the benefits of professional development in improving competences in the field of inclusive education; possibilities for inclusion of socially marginalized individuals and groups in an institutional environment and the local community in the context of education for human rights; institutional foundations for the inclusion of Roma people in the education system in Serbia and Croatia; frequency of symptoms of emotional and behavioural problems of older primary school students, with an analysis of gender differences, in the presence of symptoms and students' perception and assessment of the influence of difficulties on their own functioning; inclusive support in preventing bullying in the Italian education system; higher education programmes for teacher training in Montenegro and problems inhibiting improvements in inclusive education in music schools, with suggested solutions for their solution; characteristics of career development for various types of teacher in regular and special education systems.

The paper authored by Tinde Kovač-Cerović, Dragica Pavlović-Babić, Tijana Jokić, Olja Jovanović and Vitomir Jovanović *First comprehensive monitoring of inclusive education in Serbia: selected findings*, presents selected findings of the first comprehensive evaluation of inclusive education in Serbia, five years after its systemic introduction. This evaluation is based on indicators defined by the Framework for monitoring inclusive education in Serbia. The research was conducted

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on a representative sample of 28 schools, and it encompassed 1537 students, 794 parents and 742 teachers. The structure of the framework, which implies predefined indicators and criteria, as well as the assessment of that same indicator by various informants, enabled the identification of the areas which are strong points in our education system, as well as areas that require immediate system development. The results of the monitoring constitute a reliable basis for improving the policy and practice of inclusive education in Serbia.

In the paper *Inclusiveness of preschool education within education policies documents of the Republic of Serbia*, Lidija Miškeljin deals with an analysis of relevant legislative documents with the aim of showing that theoretical starting points interwoven with public policies discourse perceive a child differently, as well as inclusion itself thus bearing different implications for the practice of preschool education. A key question from which the author starts her analysis of the legislative framework is: What are the dominant discourses in legislative solutions for preschool education in Serbia and what kind of construction of inclusion do they offer? This paper uses one method of theoretical analysis implementing the technique of content analysis through the following dimensions: accessibility, employees, monitoring and evaluation, and management and financing. Based on the given criteria and categories we can observe that: children's rights remain at the level of political proclamation because they are not operationalized through the participation of children in education guaranteed by the Convention on the Rights of the Child; that reducing inclusion to a separate single consideration (such as the scope of children) becomes its own goal and displays particularity in understanding and recognition of inclusion; and that the concept of inclusion itself in documents of public policy is not based on a clear ideology because of existing terminological inconsistencies.

The results of the research aimed at examining teachers' attitudes towards inclusive education were presented and analyzed by Milja Vujačić, Rajka Djević and Nikoleta Gutvajn in their paper *An examination of teachers' attitudes towards inclusive education.* What distinguishes this research from similar studies in Serbia is its examination of the relationship between teachers' attitudes and their implicit pedagogies. The authors offer an account of key results of related research published both in our country and worldwide and recommend how to create further research on teachers' attitudes, which would lead to a more comprehensive and detailed consideration of this important variable, on which the quality of application of inclusive education depends to a great extent. A basic conclusion of this research is that teachers' attitudes towards inclusive education are moderately positive. The research has shown that there is a connection between teachers' implicit pedagogies and their attitudes towards inclusion, that is, the closer teachers' implicit pedagogies are to the contemporary education paradigm the more positive their attitudes towards inclusion are.

In the paper *How students with special needs should be educated*, Janez Drobnič shows that special schools can be seen as an opportunity to ensure the right to education for students with special needs, while on the other hand, they imply inequality in education because of students' exclusion from conventional learning environments provided to other students. Considering the fact that school counsellors' task is to help the integration of students with special needs, the

author conducted research on school counsellors' attitudes towards the education of students with special needs, in particular as to where such education should take place. One hundred and one school counsellors from primary, secondary, and special schools in Slovenia were included in the quantitative study. The prevailing opinion of counsellors in schools shows that they prefer the partial model of inclusive education, as they support all students – including those with special needs – being offered education in ordinary schools and classrooms, with the exception of students with learning difficulties. This suggests that we should seek new solutions for modern schools, in particular the education of all teachers for inclusive teaching in a classroom where all students are allowed to be different and individual, rather than being dealt with in two categories: students with special needs and others. This also means that we should revise education curricula and training for all teachers.

In the paper Attitude towards inclusion: an important factor in implementing inclusive education, Vanja Riccarda Kiswarday and Tina Štemberger focused on preschool teachers' inclusive competences. The research, in which 124 preschool teachers were included, aims to establish how they value and assess their competences for inclusion, whereby competences are understood on three levels: attitude, knowledge, and skills. The authors also checked whether preschool teachers with longer work experience and those who had attended in-service training for inclusive settings assessed their inclusive competences higher than others with less experience did. The survey results indicate that preschool teachers see themselves quite competent for work in inclusive settings – they rated themselves high in all three dimensions of inclusive competences. It turned out that there are differences in the assessment of skills and knowledge: teachers with 10 - 20 years of service rated these dimensions higher, but no difference could be noticed between teachers in relation to inservice training for inclusive settings.

In the paper *Preschool teachers' perception of professional training contribution to the development of competences in the field of inclusive education*, Isidora Korać presented a segment of research whose goal was to examine teachers' opinions about the contribution of professional development in developing competencies in the field of inclusive education. The research was based on a questionnaire answered by a sample of 150 preschool teachers employed at preschool institutions in several towns in Serbia. The findings of the research show that the current concept of professional development accentuates the adoption of *ready-made decontextualized* knowledge, development of preschool teachers' competencies as individuals, without connecting individual and organizational changes that inclusion initiates. The author concludes that if we want for the system of professional development to contribute to obtaining preschool teachers' professional competencies for application of the current model of inclusive education, it is necessary to enable their greater participation and reflective practice via programmes for professional development. Inclusion is a change and a challenge for organizations in which various protagonists participate, who are supposed to interconnect from their various positions, roles and responsibilities, aiming for horizontal learning and organized action. Future programmes for professional development

in the field of inclusive education should be directed at the following areas: (a) working with gifted children (b) adapting work organization in preschool institutions in order to meet the needs of children who need additional support, (c) assessment and revision of individual education plans and (d) teamwork and cooperation in preschool institutions.

In the work *Inclusion of socially marginalized individuals in the light of human rights education*, Olivera Gajić, Milica Andevski, Spomenka Budić and Biljana Lungulov consider possibilities for inclusion of socially marginalized individuals and groups in an institutional framework and a local community in the context of human rights education. The authors consider the context of social inclusion and human rights education in order to collect qualitative indicators concerning the existing knowledge, interest, and recognition of social inclusion and human rights with the purpose of shedding light on this problem by protagonists of the education process, as well as the wider community, which forms the basis of strategic decisions and guidelines of education in a democratic society. Finally, the authors conclude that a well organized support network for workers in this area, who are required to ensure conditions for the fulfilment of human rights on the principles of accessibility, participation and equality.

Studying the Roma minority, which is one of the most economically and socially deprived minorities in Serbia and Croatia, is the focus of the paper *Inclusion of the Roma in Croatia and Serbia: the institutional framework and its implementation*, whose authors are Nikola Baketa and Dragana Gundogan. The goal of this paper is to show the institutional foundations for including the Roma people in the education system, as well as the way in which institutional foundations changed in the process of approximation to the European Union. On the basis of these insights it can be established that, despite the legal framework, there is a high level of exclusion in the education system so that this approach leads to the more difficult advancement of the Roma people within it dropping out, or deciding not to continue education, which in turn perpetuates the problem of education and the social position of the Roma people. The methodological approach of the authors included analysis of legislative documents and reports, as well as that of available statistical data about the education of the Roma minority.

In the paper *The symptoms of emotional and behavioral problems in older primary school students*, Branislava Popović-Ćitić and Lidija Bukvić have shown the results of the research on the frequency of emotional and behavioural symptoms in primary school students, with analysis of gender differences in the presence of symptoms and assessment of students' perception about the influence of difficulties on their own functioning. The data was obtained by means of a Strengths and difficulties questionnaire, a version for self-assessment of adolescents aged 11 to 16 with an addition about the influence of symptoms, on a sample of 630 students from 5 secondary schools in Belgrade. The obtained results were discussed in the context of considering the need for additional support, which, within an inclusive education system, would be provided for students with difficulties in their emotional and social development.

In the paper Bullying and strategies for confronting the phenomenon in Italian schools, Ignazia Bartholini starts with a review of literature about bullying, published since the 1970s to date. On the bases of the outcomes of some studies previously conducted, she aims to explain how the phenomenon of bullying has accompanied the raising of the period of mandatory school. Through the research of eminent scholars, she argues that the crisis of values and the loss of perspective for the future of teenagers increase the possibility of violent relationships among peers in school, where they spend much of their time. An interpretative model on bullying is therefore highlighted, using the "dramaturgic metaphor" of Goffman and focusing the role of viewer/witness (often the same classmates) in breaking the violent triangle where the perpetrator and victim are similarly victims of the same cruel play. Finally she describes the strategies devised by the Ministry of Education which are currently applied in schools in the Italian peninsula from the perspective of preventive and rehabilitative education, on potential protagonists - victim and bully - on spectators viewers - on all those adolescents who just look at the "violent drama" for fun or for weakness, without interrupting it and preventing a recurrence. In the light of empirical evidences, it is suggested that such programs accompanied by informal practices should be encouraged. The author suggests that after Italy another of the European nations that has invested very much in terms of support for inclusion and prevention for confronting the problem of bullying at school can be considered.

On the basis of recent structural and functional changes in the Montenegrin education system, with a special focus on the concept of inclusion, in her paper *The concept of inclusive education in the master's degree curriculum in Montenegro*, Tatjana Novović analyzes high school programmes for teacher training in Montenegro. Almost twenty years since the inclusive concept was implemented in the Montenegrin education system, with substantial changes in teaching practice and education legislation, the problem of vertical discontinuity in the system is still significant, i.e. there is a lack of coherence and compatibility between primary, secondary and tertiary education. The lack of a continual exchange of practical experiences and obtained knowledge about the benefits and marked challenges among all systemic institutional participants, creating a fluid field of inclusive context in Montenegro, induces discontinuity and actualises "old" questions about the purpose and functionality of previous courses of development of this concept in all education segments.

In her paper *Inclusive education of visually impaired students in music schools in Montenegro*, Vedrana Marković presents problems that complicate the improvement of inclusive education at music schools and offers some solutions. Musically talented children with visual impairment should be identified in time and have their music potential developed, i.e. they should be educated in music schools. It is often the case that blind and partially sighted children with musical talent acquire their musical education outside institutions, by private means, whereby they only dedicate themselves to learning how to play a selected instrument, but not to other courses which are envisaged in the elementary music school (solfeggio, music theory, choral singing, orchestra). This way of learning makes their music education incomplete. In addition to the primary goal – achieving a complete music education - there are numerous positive influences that happen through education in a music school.

The text written by Milica Marušić *The career cycle of teachers according to their motives of professional choice: a comparison of general and special schools*, is focused on the consideration of three groups of teachers, based on the dominant motives of their professional choice: realists, idealists and opportunists, with the aim of comparing characteristics of career development of those groups of teachers in regular and special education system. Results obtained by the use of a questionnaire (N=209) show that teacher *idealists* displayed the lowest level of career frustration, out of a total sample. It was concluded that the career development of *idealists*, *opportunists* and *realists* differ depending on the context in which they work: as regular school teachers, *opportunists* are more prone to withdrawal, while at special schools there is a stronger career frustration.

At the end of this foreword we would like to stress that our task was facilitated to a great extent by the readiness of all the authors to fulfill the requirements of the editor both in terms of the scope and structure of the papers. We hope that our gratitude will be a sufficient reward for the efforts they invested. We would like to thank the consulting editors, our distinguished colleagues Professor Nikolay M. Borytko, Professor Susana Padeliadu and Professor Marija Kavkler, whose suggestions significantly influenced the improved quality of the book. We owe a debt of gratitude to Milan Stančić, PhD, who patiently and dedicatedly helped us during all stages of preparation of this collection of papers. We are equally grateful to Rajka Djević, PhD, for her help and constructive suggestions, which significantly contributed to the quality of this collection of papers. We are also grateful to Mladen Radulović, MA, Branko Cvetić and Vlada Polić for their patience, professionalism and friendly understanding during the preparation of this manuscript.

Nikoleta Gutvajn and Milja Vujačić

## BULLYING AND STRATEGIES FOR CONFRONTING THE PHENOMENON IN ITALIAN SCHOOLS

Ignazia Bartholini<sup>1</sup> | Department of "Culture and Society", University of Palermo, Palermo, Italy

In Italy, sociological studies on bullying are recent and follow a thriving season of scientific studies on adolescence (Cavalli & Galland, 1993; Leccardi & Ruspini, 2005; Buzzi, Cavalli & De Lillo, 2007). These studies developed in parallel with the evolution of the Italian school system, which has gradually raised compulsory attendance until the sixteenth year. The school has had to deal with its ability to educate an increasingly large number of adolescents and to find satisfactory answers to old and new problems of an age so complicated.

In the '70s, social scientists understood that in addition to class conflicts Italian society was crossed by a conflict that stemmed from generational differences in terms of values and behavior as well as from gender differences. Early research on youth movements (or the baby boom generation) were carried out based also on participant observations and comparatives studies on the theme (Dogliani, 2003). This season of youth research closed at the end of the seventies and laid the theoretical and methodological foundations for social movement studies, which consolidated and opened new perspectives in the twenty-first century. These years *highlight a values framework that emphasizes the* "Self"and the adolescent's autonomy (Besozzi, 2006).

The '80-90s were also vital because, from 1983, IARD - the most important institute specializing in the cultural, educational, and formative process between the eighties and nineties- started its periodic surveys on a large national sample of youth population (IARD 1983; 1987; 1992; 1996). Investigations of the IARD constitute an extraordinary heritage of data that describes in depth and rigorously the plurality of aspects that characterized the world of youth and its most significant transformations. Modern transformations accompany a transition toward values of autonomy and self-expression, which, in the Italian case confirmed in part the direction from materialism to post-materialism noted on a global scale by the works of R. Inglehart (1977; 1997). The empirical research works of Calabrò (1987) and Bandini & Gatti (1987) describe a growing minority of "angry boys" that became a serious problem for Italian schools. These Italian teenagers, like English "teddy boys" (Harel 1999) or the American "bad boys" (Swearer & Espelage, 2004; Swearer et al., 2011), were not able to harmonize post-Modern culture based on hedonistic and individualistic values of "cult of self" with more traditional values of "respect", "authority",

<sup>1</sup> E-mail: ignazia.bartholini@unipa.it

"sacrifice", "honor". In the Italian landscape, some eminent scholars (Cavalli & Galland, 1993; Buzzi, Cavalli & De Lillo, 2007) argued that a cohesive society is not necessarily a system with a high homogeneity of values and behaviors, but rather a complex community with different social representations. The coexistence or face of divergent cultural models exacerbates the difficulties already present in adolescence. The eighties highlighted the spread of materialistic values according to which adolescents tended to assume lifestyles based on a "consumerist aesthetic rather than on a "work ethic", setting them at the center of their universe of meaning. The second season of research on young people is also characterized by the thoughts of A. Melucci. His studies testify to the stage where youth movements took on a kind of "karst" trend, and brought to the fore the micro-social dimension of subjectivity, as well as being highly issue-oriented (Melucci, 1982). These investigations reflect the loss of the will to "be protagonists" by young people and the crucial nature of the category of "presentification of time" to pursue a new, reductive and problematic dimension of youth (Melucci, 1991). In addition, according to researchers at the IARD (1992; 1996), distrust of others, risk appetiteand reversibility of choices are the elements that most identify them (Gasperoni 1996).

The nineties recorded the massive entry of parallel realities of the Worldwide and new forms of sociality produced by the mass media, which became central to daily life. While traditional agencies of socialization weakened, the need for sociability among young people was filled by the media and, in particular, by the Internet. The emergence and spread of social networks (Facebook, My space, Youtube etc.), forums and blogs are clear evidence of a need for communication and sociability that often replaced the traditional ones.

The new millennium took on the characteristics of the previous decades. It highlighted a substantial "bracketing" between values of "Late Modernity" (Lash, 1990; Giddens, 1991; Beck, 1992; Bauman, 2000) or "Unfinished Modernity" (Habermas, 1985) and Postmodernity (Lyotard, 1979; Harvey, 1990). Consciously or unconsciously, the values are those assumptions that, on the one hand, guide thinking and actions, and on the other hand, offer evaluation parameters in contexts in which people usually interact (Gallino, 2002). For these reasons, they constitute a significant component of identity and an important dimension in the analysis of youth behavior (Giroux, 2003). However, today it seems even more difficult than in the past to combine subjectivevalue-instances and group or community values instances. Hence the difficulty of many teenagers to compare behavioral models and values and an uncritical imitation of the emerging cultural trends.

The culture of modernity was crossed by the idea that emotions should be controlled by reason, so that they do not interfere with choices and decisions. Today, the goal shared by teenagers is to seek experiences that produce emotions. The consumption of emotions is a central experiential area in the lives of young people and in their growth (IARD, 2002; Fisher & Heath, 2006). In youthful imagination, the emotions do not depend on quality experiences but on novelty that they represents or the potential for transgression contained in them. These are not intrinsic to the experience; these are external qualities and associated with the experience to which symbolic and metaphorical value is attached, determined by the dominant culture.

Just by the expansion of space through the worldwide in experience, youth has ended up enhancing the "limited" space that is the classroom and the "forced" space that is the school. Nowadays it is the scenario which emphasizes very effectively both the dramas connected to various learning problems (Wentzel & Brophy, 2014) and problems originating from relational issues concerning the growth and identification processes that, in adolescence (Avtgis & Rancer, 2010), also become, more or less, processes of ostentatious and ambivalent dis-identification, with consumer aesthetics at the center of their universe of meaning.

## ITALIAN EDUCATIONAL SYSTEM: INCLUSIVE SUPPORT AND PREVENTION OF BULLYING

In Italy the majority of bullying behavior occurs in school. The purpose of this section is to describe how the increase until the sixteenth year of age of mandatory school and the changes in school institutions through its regulations, are accompanied by the increase of bullying episodes.

To define in more detail how this phenomenon is interpreted by contemporary scholars, particular attention has been given to the risk factors and the consequences it brings in the lives of the victim and in that of the executioner.

Finally, it was considered necessary to provide a key to interpreting the phenomenon as a whole through a reformulation of Goffman's dramaturgy. The use of the dramaturgical metaphor highlights the role of the viewer as a subject able to stop the recurrence of violent behavior among teenagers.

Gradual raising of mandatory school and increase of bullying in the school. Currently more than in the past, the school on the one hand tries to avoid losing credibility in its educational function, and on the other hand, is facing numerous problems that have accompanied the social evolution of teenagers (Gasperoni, 1996; IARD, 2002) and society in its complexity.

The Italian school is a frontier institution compared to the changes that intercross now, suspended between the need to pass on knowledges and culture to future adult generations and the need to educate the younger generations.

As written by A. Cavalli (2008), one of the most important transformations of recent years has to do with the gradual raising of mandatory school<sup>2</sup> which is temporally stretched to accompany the whole adolescence of young people.

This resulted in the increase of new problems of socialization and education in school related to typical processes of identification and socialization of adolescence which, in view of the massive inputs in secondary schools (caused also by an increase in scholastic obligations up to the sixteenth year of age) the educational institution had to take charge. From the 80's to today, there has been, in line with the rise of the sphere the "restricted sociability", a decline in trust in many institutions: teachers, police, soldiers, banks and politicians. On the contrary, the important things for young people (writes Antonio de Lillo (2007) are increasingly those related to the sphere of "restricted sociability" among friends or classmates. The trend which emerges, and which is confirmed by each survey, is the growth of friendly relations in parallel to the crisis of parent-children relationships

Even today the school is one of the main agencies of socialization but the phenomenon of bullying among teenagers is becoming a major problem for this institution. For a long time, the school systems have been looking for a solution to the problem of how to balance each other's needs of selection and socialization (De Sanctis & D'Ambrosio, 2011). As the school system is able to reconcile education, training and education it also depends on the organization of the institution itself (Batini & D'Ambrosio, 2009) and its competences to contrast the problems of socialization among adolescents as, for example, the increase of bullying.

The problem of education and socialization is a crucial aspect in the school system and is occurring in parallel with the gradual raising of mandatory school.

Bullying and school environment. Bullying remains a common occurrence in many countries in which some teenagers with particular features of gender, social class, race, weight, sexual orientation and/or cognitive ability become subject to chronic victimization.

According to a recent sociological perspective on violence (Olweus, 1996; Coloroso, 2002; Beran, 2005) bullying is a specific violence of proximity with specific features. Bullying is an homogeneous phenomenon generated from the deep structure of some "relationships befriend" and inside closed groups of teenagers. Olweus (1993) defined bullying as an aggressive behavior characterized by specific features, including peer-to-

<sup>2</sup> In 1962, with the law n.1859, school attendance became compulsory until the age of fourteen. The obligation to attend "the secondary school of first degree" and care interventions that accompanied it, did not prevent the persistence of significant heterogeneity in school attendance and the emergence of school drop-out phenomenon among the poorer classes.

Compulsory education was subsequently raised up to fifteen years between 1999 and 2003. Subsequently, by Decree-Law No. 76 of 2005, compulsory education was raised to sixteen, forcing students to attend at least the first two years of secondary school.

peer interaction with the intent to do harm and a repeated occurrences of these harmful acts between perpetrator and victim.

It implies an imbalance of power (physically, psychologically or otherwise) between the bully and the victims (Olweus, 1991) but the bystander (individual or of group) has a fundamental role in interrupting of the violent relationship (Bartholini, 2013).

Intentionally harmful acts can take both direct and indirect forms. Specifically, bullying can occur physically, verbally, through social manipulationm or exclusion, known as relational bullying or by utilizing electronic means such as computer or cell phone, known as cyberbullying (Olweus & Limber, 2007; Rigby, 2011; Kowalski et al., 2012). These forms of aggression toward children generally begin in the elementary grades, reach a peak in the middle school years, and persist into high school (Ericson, 2001; Ma et al., 2009).

While a strong relation has been found to exist between school and bullying (Meyer-Adams & Conner, 2008; Ma et al., 2012), not one specific dimension in school life has been identified as responsible for this relation (Wentzel & Brophy, 2014). This makes us assume that the school is the arena, the privileged place in which the multiple problems of children and adolescents occur and amplify. Some differences exist among factors associated with victimization as opposed to perpetration of bullying. While victimization is significantly related to variables of peer relationships (e.g. to be together, to be kind and helpful, to accept others), to be a perpetrator of bullying is related more to teacher-student relationship items and to the variables related to rules and regulations and a greatest number of negative school experiences in the different areas of learning, scholastic performance, problem solving, results achieved, and ability to positively interact in dialogue with teachers.

Among social factors Rutter (1979) identified the existence of six risk factors correlated each other: marital discord, low social status, large family size, paternal criminality, maternal mental illness, and foster placement and showed the increased effect of an accumulation of factors as opposed to the importance of a specific factor. As shown in Table 1, redrafting the Ritter scheme, we can identify several intertwining factors – social, psychological, parental.

Table 1. Risk factors that increase the incidence of bullying

| Family relationships  |  |
|---|--|
| Temperament   |  |
| Belonging to an ethnic  |  |
| Difficulty of behavior such as dyslexia, stuttering, and clumsiness     |  |
| External characteristics, such as obesity or homosexual characteristics |  |

Adolescent identity is associated with negative and positive school experiences that have a cumulative relationship with the developmental of school violence. Adolescents with behavior disorders are more likely than others not to be accepted by their own peers or to develop particular difficulties in adulthood, and for this are considered "risk groups"

Table 2. Some consequences for perpetrators

#### Short-term consequences

Low educational achievement

Troubles of behavior and incapability to respect the rules

Problems of relationship

#### Long-term consequences

Scholastic abandonment or poor attendance during the lessons

Deviant and antisocial behaviors (theft, actions of vandalism, abuse of substances, alcohol addictions)

Violence in family and aggressiveness

As shown in Tables 2 and 3, both the victim that the executioner suffer short-term and long-terms consequences that accompany their growth and, sometimes, their adult life.

Table 3. Some consequences for victim

#### Short-term consequences

Physical symptoms such as stomach ache, headaches

Psychological symptoms such as disturbed sleep, nightmares, anxiety

Problems with concentration and learning decreased

Reluctance to go to school and poor school attendance

Devaluation of own identity and low self-esteem

#### Long-term consequences

Depression

Anxiety

Social phobias

Psychosomatic disorders

Eating disorders

School dropout

Problems of adaptation and socialization suicidal ideation

Self-harm/self-destructive behavior

Social isolation and poor social-emotional relationship with adults and peers

The accumulation of negative perceptions on personal "Self" in school (and not one specific perception or one negative experience) will be associated with the possibility of becoming bully or victim (Carney & Merrell, 2001; Swearer et al. 2004; Ma et al., 2012).

Concurrently, we should expect that the likelihood of involvement in bullying should increase as a function of the number of school failures or negative school perceptions regardless of causality and circumstances (Ahmed & Braithwaite, 2004; Swearer et al., 2011; Jimerson et al., 2012). Other factors that encourage the manifestation of violent acts among teens are detectable and embedded in other social settings, such as the family and social environments of reference like sports associations, neighborhood groups or gangs, outside of the school context (Benbenishty & Astor, 2005, 2007; Due et al., 2005; Laufer & Harel, 2003; Fornella & Ricci, 2011). The school, however, is the environment (real and symbolic) where the largest number of violent behavior occurs among peers. A more comprehensive model is needed to enable the establishment of a more complete picture of bullying factors, strategies and causes.

The dramaturgic metaphor of bullying. In Italy bullying is one of the problems about which not only institutions but civil society itself is questioned in order to identify appropriate contrast and prevention tools.

This "plague" combines sociological and value elements referring to the clash between Modernity and Postmodernity on a macro-systemic level. On a micro-level, generational conflicts and the consequences of conflicts with and in school influence the behavior of many adolescents: "in school, the materialization of the conflicts that the adolescent is unable to internalize is clearly commensurate with the expectations of parents with respect to the attainment of results capable of satisfying them" (Bartholini, 2007: 51). The more the school performance is seen as a family constraint, the more the teenagers react to their frustrations in becoming aggressive. While the absence of meaningful surrogates can create a satisfactory image of one's self, the adolescent moves his tension towards a human stage, a circus of cruelty hetero and self-directed, which excludes the adult world.

Currently many scholars focus their analysis of bullying on the concept of "closed relationship", a kind of relationship where the participants are inter-related to each other like friends or classmates or athletes in the same group. As in a drama, these violent relationships do not provide for the entry of other participants. Inside the same peergroup, the participants define their role through a violent performance. The violence that is put in place several times within a group provides for the acceptance of specific roles by the participants involved. Among them is created a "reciprocal reference". At the same time, the reciprocal recognition of the impersonated roles is the condition of a more important recognition of their identity as participants to violent game.

Etiology of bullying can be interpreted by referring to the interpretative model of Goffman, which introduces elements of "dramaturgic metaphor" of bullying on the microsystemic level and on more points of view. The analysis of Goffman and the ideation of "dramaturgic metaphor" allowed him to describe a systematic approach to addressing the problem at various levels: (a) level of school policy, (b) class and (c) individual level (as described in the next paragraph).

Erving Goffman uses the example of "dramaturgic metaphor" to describe the importance of assuming certain roles in the social play (Goffman 1959). Similarly, in a setting of violence among peers, each participant assumes one of the roles of perpetrator, victim or viewer, usually impersonated by many participants to the performance. If the roles of perpetrator and victim identify the violent relationship, the role of the viewer will allow the prosecution and the repetition of the same performance.

All forms of interaction - including bullying - make use of "framing". Goffman's concept of frame is attributable to the meaning of "background", setting or context, but at the same time it takes the meaning of frame inspired by Gregory Bateson and of "finite province of meaning" by Alfred Schutz just because the frame is not static but it is a framework within which the operations of "fabricating" and "keying" are produced.

It is interesting to note, from our point of view, that the ability to adapt to a particular frame is not innate but acquired. The dynamic by which we participate in certain experiences within specific interpretive schemes is precisely indicated by Goffman (1973) with the term "framework". It constitutes a real work of adapting to reality. It is practiced by all those who do the same experiences at the same time and in the same place

Furthermore, "The primary perspectives, natural and social, available to members of a society like ours, will affect not only the participants in an activity, even viewers who watch are deeply involved" (lb.: 76).

It follows that, if violence connotes some everyday- life specific relations, the cognitive, educational and cultural dimension is bound to it, hence making it a primary structure. The primary frameworks, that describe a sort of "cosmology" or "beliefs system" are referred to the group, to a nationality, and to all those who share the same cultural representation. They are the first step to "understanding" a situation, reproducing, according to Goffman the organizing principle in which the world of "everyday life" is reinforced by the intersubjective understanding. The violence as a primary framework, not only forms the basis of certain relations, but becomes an organizing principle of certain groups of adolescents.

Each group, as Goffman notes, has a specific code that characterizes and distinguishes it from others. In the case of violent action, the framework is given by the opportunities that the participants have to acknowledge a role, impersonating a mask,

whatever it may be, within that same frame. However, despite the reality being fundamentally a social construction, it is characterized by a polymorphism of interpretations.

Therefore reality can take different forms depending on the point of view that everyone assumes. If the actors (the perpetrator, the victim, the viewer) make possible the representation of that particular "ritual", it happens for a "cognitive responsibility", because the models used to understand and interpret the world, society, social processes, and the roles of participants in the same interactions are chosen by the some actors. In this sense, the roles are not suggested or dictated or imposed by reality, but are the product of a voluntary interpretation of reality.

The reciprocal recognition of roles allows the structuring of the relationship, and so that this happens the report will be structured in time. That's because only a close relationship and peer relation extend for a long period of time, and this allows the repetition of violence as an expression of pathological communication. The conditioning that leads the actors to play a role (especially the role of the viewer on which we shall focus more later) occurs, at least at the beginning, through the deployment of an accomplice acceptance of specific roles that both actors spontaneously play into a relationship. It is possible to think that the stakes for the allocation/acceptance of a role is contained in the binomial in group/out group. Therefore, "being in" or "being out" of a group according to the acceptance of roles.

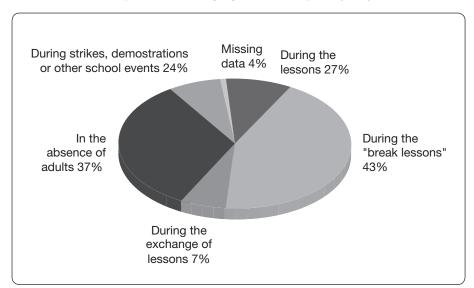
In recent years some eminent scholars (Pellegrini et al., 1999; Menesini, 2000; Caravita, 2004; Civita, 2010; Bartholini, 2012b) inspired by the Goffman's theory and by his "dramaturgic metaphor" and the first survey of Ada Fonzi, have pointed out that the bullying is a phenomenon generated from the deep structures of some triadic relationships, in which the role of bystander is crucial.

## RESEARCH ON BULLYING IN ITALIAN SCHOOLS BEFORE AND AFTER 1990

In Italy, the first research aimed at gaining a better understanding of bullying took place in the 1990s (coordinated by Ada Fonzi from the University of Florence) and was conducted on a sample of 7000 children aged between eight and fourteen years. Subsequently, in 2003, Giuseppe Menesini conducted research (published in 2007) on a sample of 1800 adolescents aged between fourteen and sixteen years. The two surveys therefore interested a big part of the national territory and recorded a large quantity of information and data on bullying diffusion. This allowed us to investigate some aspects more specific to violence among peers (e.g. differences among the typologies of male and female peer violence).

Currently, many Italian scholars (Fonzi et al. 2006; Menesini & Giannetti 2007; Civita 2010; Baraldi, 2012, Bartholini, 2012a; 2013) confirm that Italy has one of the higher percentages of violence (bullying) in secondary school in the European area.

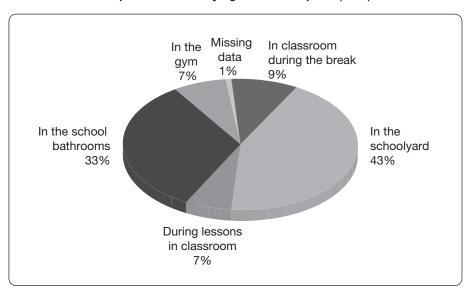
According to the latest Istat report on bullying (*Il bullismo in Italia. Comportamenti offensivi e violenti tra i giovanissimi*, 2015 – Bullying in Italy: offensive and violent behavior among the young) in 2014 just over 50% of 13-17 year-olds had suffered some offensive, disrespectful and/or violent episodes by other boys or girls in the previous 12 months. Almost 20% were victims of one of the assiduous "traditional" bullying, i.e. undergone several times a month, 9.1% of acts of bullying were repeated on a weekly basis.



Graph 1. When bullying is more frequent (Istat)

These episodes are recorded in the sphere of "restricted sociability" among friends or, more frequently among classmates. If the school is frequented compulsorily up to sixteen, the uncomfortable phenomena of violence and aggression are also increased in the same years. As presented in the Graph 1, the bullying episodes occur in school (mostly in classrooms and bathrooms) and in the adjacent areas to school (pubs, gyms, bus stops etc.). This rate of violence among peers is higher than in other European countries.

Bullying is more frequent "during strikes, demonstrations or other school events" for 24% of the sample; "during the lessons" for 27%; "in the absence of adults "for 37%; "during the exchange of lessons" for 7%; while the most part of them happen "during the "break lessons" (43%) (Graph 1).



Graph 2. Where bullying is more frequent (Istat)

The bullying episodes also occur more often (as described by the Graph 2) in the schoolyard (43%), inside the school bathrooms (33%), in classroom during the break (9%), in the gym (7%), or during lessons in the classroom (7%).

More 11-13 year-olds (22.5%) have repeatedly suffered offensive behavior, disrespect, and/or violent boys than 14-17 year old adolescents (17.9%); more females (20.9%) than males (18.8%). Among older adolescents, high school students are in the lead (19.4%); followed by students from vocational schools (18.1%) and technical colleges (16%).

The assiduous victims of abuse account for 23% of 11-17 year-olds in the north of the country. Regarding acts that occurred sporadically (a few times in the year), more than 57% of the young bullied live in the north.

Among mobile and/or the Internet users, 5.9% of boys complained of having repeatedly suffered unfair actions by text messages, e-mails, chat, or on social networks. Girls are more frequently victims of cyber bullying (7.1% against 4.6% of boys).

Bullying most commonly consists of insults with bad nicknames, swearing or insults (12.1%), derision for victims' physical appearance and/or way of speaking (6.3%), defamation (5.1%), exclusion for their opinions (4.7%), assaults with shoving, beating, kicking, and punching (3.8%).

Among adolescents between 13 and 17 years old, 16.9% were the victim of acts of direct bullying, characterized by a face-to-face relationship between the victim and the bully and 10.8% of indirect bullying without physical contact. Among girls, there is a minimal difference between "direct" and "indirect" bullying types (16.7% and 14%)

respectively). In contrast the direct forms are more than double among males (17%) than indirect forms (7.7%).

Furthermore, bullying is "a silent epidemic", which the Internet has made even more hidden. Among adolescents who use mobile phones and the internet, 5.9% reported having repeatedly suffered vexatious actions via sms, email, chat, or social networks. Victims, most of all, are the girls: 7.1% against 4.6% of the boys. They talk about statistics that relate mainly to teenagers aged between 14 and 17 years who attend the same school and, in most cases, the same class.

We believe that cyber-bullying is a copy of classic bullying but using media channels: triadic architecture (bully-victim-bystander) and procedures (repetitiveness and liturgy) are the same as bullying in general.

In an attempt to give an overview of the major changes that characterize the phenomenon of bullying, research results could be distinguished by the following watershed: "until/after the 1990s". In Table 4 and Table 5, we summarized the main indicators of bullying in a conceptual comparison between the research of Fonzi and Menesini and the most recent Istat Report on bullying published in December 2015.

Table 4. Phenomenon of bullying until/after 1990

#### Until 1990:

Bullying was generally more widespread among males than among females.

Violent behavior happened mainly in primary and middle schools.

In high schools bullying was not particularly widespread.

#### After 1990:

Female bullying (direct and indirect violence among girls of the same peer groups) reached unexpected proportions.

The cyberbullying has reached an alarming frequency through the massive diffusion of Web Media.

Secondary schools present a relevant number of cyberbullying cases.

Bullying is also increasingly growing in schools at all levels and the phenomena of bullying in a peer group is not seen only among males but also among females, nowadays including Cyberbullying.

It is important to highlight that the research mentioned above showes:

- among girls, there is a growing number who experienced violent behavior (traditionally attributed to the male gender) against their own companions;
- more and more often girls become executioners and authors of episodes of bullying towards to the same classmates.

According to a recent survey, 15% of girls claim to have made "heavy jokes" of other girls. Therefore bullying is one of the most interesting topics of sociological research for its traits of gender and its concrete implications. It can be distinguished into:

- male bullying bullies more inclined to physical injuries and insults directed that are received on a phone and/or posted on the internet;
- female bullying the "bully" is inclined to create psychological distress, stigma, and marginalization among other girls;
- an increase of bullying within mixed peer groups (male and female and transgender);
- ♦ 46% of bullies relate to others as if they were living with their own enemy.

Finally it should be noted how boys/adolescents living in family contexts where there are no brothers have suffered bullying to a greater extent than those who have two or more siblings: respectively 57% versus 51%, with a repetition of the acts for which the first concerns the 21.3%, and for respondents with more brothers barely exceeds at 17%. The school is the context in which young people "only children" have more opportunities to socialize as well as to become the subject of violence from their peers.

## THE INTERVENTION MODEL IN THE ITALIAN SCHOOL AND INCLUSIVE SUPPORT FOR THE PREVENTION OF THE BULLYING

In this part of paper it will describe the strategies devised by the Ministry of Education which are currently applied in schools of the Italian peninsula from the perspective of preventive and rehabilitative education both on potential protagonists (victim and bully) on the viewers (all those adolescents who just look at the "violent drama" for fun or from weakness) without interrupting it and to prevent the recurrence of theese violent acts.

In 2007 on D.P.R n. 235 was published, Regulations which made changes and additions to the previous Presidential Decree n. 249 of 1998 concerning the Statute of secondary school students. Through it, the Ministry of Education introduced a regulatory apparatus that allows the educational community to prevent the spread of bullying and to respond to it with greater severity of sanctions.

In the same year, the Ministry of Education, through the Directive n. 16 (5/2/2007), established some programs of prevention and intervention to address the phenomenon of bullying and cyberbullying. "Bullying and violence, guerrilla warfare, acts of authentic "youth savagery": any enforcement action is likely to remain incomplete, if we do not work alongside a real educative attack for our young people" is what the Minister of Public Education, Giuseppe Fioroni, said while presenting the "First National Strategy against

Bullying". "The School" according to Minister Fioroni "is the last terminal at which tensions and dynamics that originate in our complex social system converge, including bullying. The institution in charge is a key resource and can and must maintain a not-episodic and ethically structured contact with its young people".

The intervention model formulated through D.P.R n. 235 and Directive n. 16, provides clear rules for all those cases requiring stronger action and articulated by the institutions, provides a set of tools constantly available to schools, parents and the victims themselves, and focuses on numerous and diverse activities. In addition, the Ministry of Education has given full autonomy to each school to combat bullying.

The "guidelines" of the Minister about the prevention of bullying have also defined the most important activities, contained in 13 pages of directives and sent to all schools. At the same time, they also constitute the result of the work of the same proposal that schools are developing.

In a specific one, the National Program of Prevention of bullying has defined: (a) new rules and sanctions (disciplinary regulations) that schools are able to apply against bullying, penalties) diligence and severity, but above, all recovery paths; (b) a series of innovative tools for not-violence education and legality, among which "Observatories on bullying" have started in all regions of the national territory.

The disciplinary regulations

- The disciplinary sanctions have an educational function, as provided in the Articles of female and male students in 1998;
- Instead of expelling the student, transferring the problem to the families, to the street or to another school, we try to empower the student;
- The disciplinary regulations of the schools themselves facing "issues related to bullying with specific attention and severity". It is recommended that sanctions are "fair, timely and proportionate to the seriousness" of the actions;
- The suspension should last no longer than 15 days. The exception is possible in two cases of particular gravity when the offenses were committed and when there is no danger to the safety of people;
- The procedures for disciplinary sanctions are simplified and are not limited to divert young people from the school, but provide educational opportunities.
  - As the National Program indicates, the principal activities of bullying prevention are:
- Hotline works through 10 listening posts followed by a task force of experts (psychologists, social worker, teachers, parents and staff of the Ministry). Using this

number callers can signal cases of bullying, ask for general information about the problem and how to behave in critical situations;

- Regional Observatories, set up by dedicated funds from the Regional Education Offices:
- Website for a framework of the phenomenon from a psycho-sociological and cultural point of view, providing useful tools and tips to combat it, and indicating an extensive bibliography and filmography on the topic.

An email address has also been created - also toll-free, including case reports as well as requests for information and advice on the identification of some behaviors less clear and similar to bullying.

A centralized database was developed for:

- providing storage and confidentiality of classified information;
- allowing the development of statistical research about "where" and "when" the violent behavior is more frequents;
- improving ongoing actions;
- making a targeted timetable.

Permanent Regional Observatories on Bullying. These observatories had the task of identifying the phenomenon and, on the basis of numerical data collected on a national scale, of formulating and coordinating some strategies for countering the phenomenon to apply locally in each school, where the problem was worryingly present and for preventative and awareness projects of the phenomenon through use and collaboration of Mass Media at national level.

These Observatories represent important tools on a territorial level and are responsible for coordinating the promotion of legality and monitoring of school projects against bullying and updating useful information of all available initiatives for the various school components (teachers, parents, student). The Observatories have the task of:

- working closely with local authorities for the implementation of activities and the enhancement of best practices and skills available in the regional area;
- ensuring the detection and continuous monitoring of bullying;
- fostering links with various institutions that deal with "legal education";
- checking the activities of the various actors involved in the network.

Particularly, on cyberbullying, the national group "More school, less mafia" organized the seminar "Entangled in the net" in which two exemplary initiatives were introduced: the project in Milan – "Open Eyes: safenet use" and the project in Caserta – "Nausicaa".

- "Open Eyes: safenet use" is an observatory to inform students, families and schools on the permissible and illegitimate use of the website, and on the possible risks to it associates, as well as, cyberbullying and bullying on line.
- "Nausicaa", is an observatory for research, training, intervention and psychological support for victims of crime and youth problems linked to cases of bullying as well as organized crime.

Website is the connection point for the collection and dissemination of information from observers and operators I, as well as a showcase for actions and campaigns promoted in the schools.

Currently, the prevention measures and models are collecting information and allowing us to reflect more specifically:

- on a lesser degree of control exercised by teachers and more by general adults
- on the diffusion of violence in Italian everyday life as an old cultural problem linked to Mafia behaviors, to "Camorra" and to "Ndrangheta"<sup>3</sup>.

Therefore, in recent years a taskforce of the Italian Ministry of Education has analyzed the phenomenon of bullying for evaluating possible enforcement interventions.

#### **CONCLUSIONS**

The dynamics and the turmoil that are shaking the school today refer to society as a complex system.

The complexity seems to indicate some of the leading performers of contemporary society (Giddens, 1991; Beck, 1992; Habermas, 1995; Bauman, 2000) that identify distinctive talking about "freedom-liquidity", "uncertainty", "risk". Globalization has brought with it a universal culture, but also a set of collective practices transmitted from the Web and empty in their essence.

The Italian school is aware of the profound changes that are taking place and shaking adolescents (change of collective perception of space and time) and new practices involving behavior of group – normal behavior and deviant behavior.

However, it would be appropriate to develop awareness-raising campaigns targeting not only students and teachers but also parents.

In Italy, strides have been made in primary prevention through the intervention model recently formulated (National Program of Prevention) for promoting a positive interaction

<sup>3</sup> Types of criminal organization based on "Mafia model", which are traditionally found in the regions of Calabria (Ndrangeta) and Campania (Camorrra) in southern Italy.

mode among classmates and for informing people about the consequences of being a bully with the fundamental objective of reducing the risk of incidence of the phenomenon.

This primary prevention alerts potential students viewers of violent acts and aims to strengthen their sense of responsibility towards their peers. As we saw describing the "dramatic metaphor" of Goffman, the viewers /witnesses have an important role in interrupting the violent triangle of bullying.

Strides have been made in secondary prevention, which is set up as a response to some bullying incidents. It may also provide forms of punishment (suspension approaches, sanctions, disciplinary) or through type of reparation and mediation between the parties, clearly named by the Ministry of Education programs.

However, in our opinion, until now there has been lacking an appropriate tertiary prevention in Italy, which consists in the treatment and rehabilitation of young people involved in the problem. This involves not only intervention and monitoring of the phenomena, but counseling facilities and therapeutic interventions for victims and consistent interventions for bullies.

As Lyotard wrote in The Postmodern Condition (1979), the disappearance of the great stories that had characterized past ages (from the myths, with which origins and causes ( $\alpha \iota \tau \iota \dot{\alpha}\iota$ ) of the universe were sought ( $\alpha \rho \chi \dot{\alpha}\iota$ ), to the ideal myth of progress that characterized the twentieth century) has led to a sort of destabilization in place and strengthening of deviant behavior (also among adolescents), including bullying, which is only a small part.

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**Milica Andevski**, PhD, full professor at Faculty of Philosophy University of Novi Sad for constricted scientific area – Pedagogy for Bachelor, Master and PhD degrees. Participating in scientific projects financed by the Ministry of Science, Technology and Development of the Republic of Serbia. Publications: Over 300 scientific papers and 15 monographies.

**Nikola Baketa**, PhD student at the Faculty of Political Science at the University of Zagreb. Graduated from the Faculty of Political Science at the University of Zagreb with a specialization in Public policy, as well as at the Central European University in 2011 with a specialization in Comparative politics. He is a participant of the international project of the University of Oslo, University of Zagreb and University of Belgrade called "European Integration in higher education and research in the Western Balkans".

**Spomenka Budić**, PhD, Associate Professor at the Faculty of Philosophy, University of Novi Sad, for constricted area – Pedagogy for BA, MA and PhD degrees. Participating in a number of national and international projects. Bibliography and participation in scientific conferences: 7 monographs and over 140 papers in periodical journals and proceedings of national and international significance. Participated with reports in more than 25 conferences.

**Lidija Bukvić**, is a special education teacher and a master student at the University of Belgrade – Faculty for Special Education and Rehabilitation. She is the author of more than 30 scientific papers and she participated in more than 10 applied professional projects in the field of promoting positive development and preventing behavioural problems of children and youth.

**Ignazia Bartholini**, PhD, is a senior researcher of Sociology (tenured professor) at the University of Palermo, Department of "Culture and Society" where she is also an adjunct professor of "Sociology", "Sociology of Deviance" and "Social Policies". Her main scientific interests are the sociology of violence, a field that she helped start in Italy and where she provided a major scientific contributions. In this field, she analyzed the following topics in detail: gender violence (indicators, performance and triadic relationship); memory and social construction of gender identities in Eastern Europe; bullying and deviant behaviour in adolescence.

**Janez Drobnič**, PhD, assistant professor at the University of Primorska, Faculty of Education, is an established expert in the field of inclusive education, vocational and career guidance, and vocational rehabilitation of persons with special needs. In his career path he has linked theoretical knowledge with practice while counselling, or has

developed operational models, forms and approaches to these persons in education and employment.

**Rajka Djević**, PhD, has been a research assistant at the Institute for Educational Research since 2005. She studies inclusive education through various projects at the Institute. She is especially focused on examining various participants' in the education process attitudes towards inclusive education, as well as examining social relationships of students with developmental disabilities. She has published several scientific papers and participated at numerous conferences in our country and abroad.

**Olivera Gajić**, PhD, full professor at Faculty of Philosophy, University of Novi Sad for constricted scientific area – Pedagogy at Bachelor, Master and PhD degree. Engaged as an expert on a few projects of national and international significance. Bibliography and participation in scientific conferences: 10 monographs and over 100 papers in periodical journals. Participated with reports and papers in more than 30 national and international conferences.

**Dragana Gundogan** received MA degree in Sociology and Social Anthropology at Central European University Budapest, and she is currently a PhD student of sociology at University of Belgrade. She is currently working as a research trainee at the Institute for Educational Research in Belgrade and as a PhD student she is engaged in teaching at Faculty of Philosophy. Main research fields: sociology of education, economic sociology, and political sociology.

**Nikoleta Gutvajn**, PhD, is a pedagogist, research associate and director of the Institute for Educational Research, Belgrade, Serbia. She studies the identity of unsuccessful students and application of the psychology of personal constructs for improving quality and access to education. Her research approach is based on the contemporary paradigm of qualitative research in education. She has published over 40 scientific papers and participated in numerous international conferences both in our country and abroad. She participated in the realization of several national and international projects in the field of education, as a team manager or a team member.

**Tijana Jokić** is a researcher in the Centre for Education Policy in Belgrade, Serbia and a PhD student at the Faculty of Philosophy, University in Belgrade, Serbia where she assists in teaching. She has published and participated in a number of national and international projects in the field of inclusive and intercultural education.

**Vitomir Jovanović**, PhD, is a researcher in the Centre for Education Policy in Belgrade. He obtained his PhD in Educational Psychology, analyzing factors of school progress in PISA tests. He has worked as an assistant in the Department of Psychology, University of Belgrade. He has participated in various educational projects regarding inclusive education, higher education and primary education. He published several research papers and publications and participated in huge number of international conferences.

**Olja Jovanović** is a research assistant and PhD student at the Faculty of Philosophy, University of Belgrade, where she also assists in teaching. As a researcher she has participated in numerous research projects in the field of educational and social psychology. Her primary research interest lies in examining social barriers to inclusion of marginalized groups, particularly in an educational context.

**Vanja Kiswarday**, PhD in special needs education, assistant professor of special needs and inclusive education in the Primorska University, Faculty of Education. Her main fields of interest are related to empowering student teachers and teachers to promote inclusive education and fostering resilience and positive educational approaches in inclusive settings.

**Isidora Korać**, PhD, is a pedagogist, a professor at Preschool Teacher Training and Business Informatics College of Applied Studies, Sremska Mitrovica, Serbia, and an external expert associate of the Institute for Education Quality and Evaluation and the Institute for the Improvement of Education. She is a coordinator and member of task forces of numerous international projects in the field of education. Her interests include the field of school and preschool teachers' professional development, teachers' competences, and aesthetic education.

**Tinde Kovač-Cerović**, PhD, is assistant professor of Educational Psychology and Education Policy at Belgrade University. She has conducted numerous applied education research studies, and one of her sustained research interest is integration of vulnerable groups into mainstream society. She served as State Secretary (2008-2012) and Assistant Minister (2001-2004) for education in Serbia, where she was leading the reforms in pre-university education, especially focusing on inclusive education and Roma integration. She has been involved in the establishment and first years of operation of the Roma Education Fund.

**Biljana Lungulov**, PhD, works at the Department of Pedagogy, at the Faculty of Philosophy, University in Novi Sad. Her fields of interest are higher education, quality of education, competencies and learning outcomes, and development of the curriculum. She also works as a researcher on projects of both international and national importance. She has participated in many scientific conferences, published one book and a number of papers in journals and proceedings of papers. She is a member of the Higher Education Reform Expert Team (HERE Team) named by the Ministry of Education, Science and Technological development of the Republic of Serbia.

**Vedrana Marković**, PhD, has worked at the Music Academy in Cetinje as Assistant Professor since 2009. Her special area of interest is the music education of children with visual impairment. She has published an exercise book for solfeggio classes and around twenty studies. She is a member of committees for the syllabi of Music Culture in primary school and Solfeggio in primary music school.

**Milica Marušić**, PhD, psychologist and doctor of andragogy, is research associate at the Institute for Educational Research in Belgrade. She obtained her PhD by conducting a comparative research of teachers' education and professional development in Serbia and Greece, as a holder of the scholarship granted by Greek Ministry of Education. She has published 17 papers (two of them referred on the SSCI list), participated in more than 10 conferences and held 5 lectures at different faculties of the University of Belgrade. Her main professional interests are: teacher education, teachers' career cycle and values – structure and hierarchy.

**Lidija Miškeljin**, PhD of pedagogical sciences, docent for the scientific field of Preschool Pedagogy. Assistent professor in the field of pre-school pedagogy in the undergraduate and postgraduate studies of pedagogy at the Department of Pedagogy and Andragogy of the Faculty of Philosophy University in Belgrade. Main fields of interest are the theory and practice of kindergarten and early childhood education, childhoosd and studies of childhood, action research, and narrative-discursive analysis.

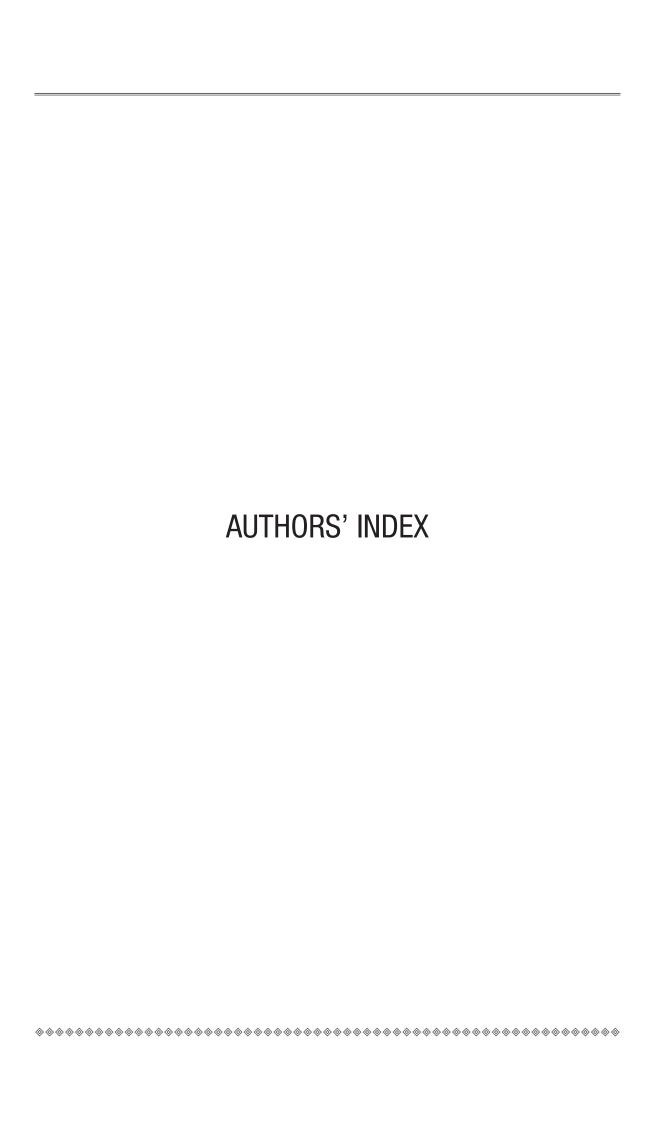
**Tatjana Novović**, PhD, professor, works at the Faculty of Philosophy in Nikšić, departments of Pedagogy and Preschool Education. She teaches a pedagogical group of courses in these departments. She is Director of Master Studies for Inclusive Education at the Faculty of Philosophy. She was a coordinator of the Tempus Project at the University of Montenegro as well as the project "Monitoring of Preschool Education Reforms in Montenegro". She is the author of numerous articles in national and international journals.

**Dragica Pavlović-Babić**, PhD, is a senior researcher at the Institute of Psychology, Faculty of Philosophy, Belgrade. She teaches several courses in the Department of Psychology and Faculty of Mathematics in Belgrade. Her area of expertise is quality and equity of education and assessment of academic achievements. She has been coordinating a numerous research projects at national and international level. Since 2001 she has been National Project Manager for the OECD/PISA study. She is the president of the Educational Research Association of Serbia.

**Branislava Popović-Ćitić**, PhD, is a special pedagogist and an associate professor at the University of Belgrade – Faculty for Special Education and Rehabilitation. She has published more than 150 scientific papers and participated in over 20 research and applied professional projects in the field of promoting positive development and preventing behavioural problems of children and youth.

**Tina Štemberger**, PhD, is an assistant professor of education research methodology at the Faculty of Education, University of Primorska. Her main research areas are web-based research, combining and integrating of quantitative and qualitative research, creativity in preschool education, inclusive education, school leadership, and teacher professional development.

**Milja Vujačić**, PhD, is a senior research associate and has worked at the Institute for Educational Research since 2005. She is studying inclusive education, particularly examining the possibilities and limitations of the realization of inclusive education in mainstream schools in Serbia. Within this subject, she pays special attention to the work of teachers, their attitudes and implicit pedagogies. She has published over 30 scientific papers and participated at numerous conferences both in our country and abroad. She also participated in the realization of several national and international projects in the field of education, as a team manager or team member.



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Milja Vujačić

Nowadays inclusive education is seen as a priority field in development of the system of education for children with disabilities. The authors use relevant research materials and apply modern methodology. Each article shows long-term research interest of its author, reflecting their scientific interests and priorities. The edited book can be recommended not only to researches and educators, but also to students, undergraduates, graduate students, who only begin their path in science and in need of expanding research horizons.

Professor Nikolay M. Borytko (from review)

This book as a whole provides information on several countries in the wider Balkan area, for which there is limited relevant information available and communicates both commonalities and diversity. The mission of inclusive education is propelled throughout the entire book and many of the challenges discussed, are of interest of wider readership. It is certainly a useful book for anyone who is interested in inclusive education.

Professor Susana Padeliadu (from review)

The chapters follow the framework of the scientific papers with clear objectives, adequately described methodology of the studies, consist of clear descriptions of results with discussion and conclusions and also include information how results may affect the practice. Reader of the book will also find the review of relevant literature in the field of inclusive education.

Professor Marija Kavkler (from review)

