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ORGANIZATIONS AND ACTIVITIES OF HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE DURING THE ANTI-TERRORIST OPERATION

Analyzing the events and crises that are taking place in schools and universities around the world, an important question arises: do educational institutions in Ukraine, in addition to changes in organization, programs and legislation, pay enough attention to ensuring and strengthening the safety of children and youth? This is especially relevant in connection with the emergence of new threats, such as terrorism. Studies show that Polish schools do not prepare children for the correct behavior in the event of a terrorist threat. The level of preparation depends on many factors, in particular, on the level of anti-terrorist awareness, which is formed thanks to effective educational work and state legislative activity [1].

In the article, the authors analyzed the current situation in the school system in the context of security, focusing on legal, educational and developmental aspects that need improvement.

Particularly noteworthy are the European Convention on the Suppression of Terrorism of January 27, 1977, the International Convention for the Suppression of the Taking of Hostages of December 17, 1979, the International Convention for the Suppression of the Financing of Terrorism of December 9, 1999, the Council of Europe Convention on the Prevention of Terrorism of May 16, 2005, the Additional Protocol to the Council of Europe Convention on the Prevention of Terrorism. Signed by Ukraine on October 28, 2015. In this regard, a lot has been done in the field of legal support for countering terrorism in Ukraine. Thus, in the Criminal Code of Ukraine, adopted on April 5, 2001, in Article 258, responsibility for committing a terrorist act is established, and the Law of Ukraine of March 20, 2003 No. 638-IV «On Combating Terrorism» provides for the main organizational and legal means of countering terrorist manifestations. After the ratification of the Council of Europe Convention on the Prevention of Terrorism, the laws of Ukraine of September 21, 2006 No. 170-V and May 18, 2010 No. 2258-VI were adopted, which supplemented the Criminal Code of Ukraine with Articles 2581–2585, which provide for liability for involvement in the commission of a terrorist act (Article 2581 of the Criminal Code), public calls to commit a terrorist act (Article 2582 of the Criminal Code), creation of a terrorist group or terrorist organization (Article 2583 of the Criminal Code), assistance in the commission of a terrorist act (Article 2584 of the Criminal Code), financing of terrorism (Article 2585 of the Criminal Code)

Keywords: terrorist threats, law, prevention, education, school, crisis, awareness, universality.

Корольов Ю., Корольов В.
Організації та діяльність вищих навчальних закладів України під час проведення антитерористичної операції

Аналізуючи події та кризи, які відбуваються у школах та університетах по всьому світу, постає важливе питання: чи навчальні заклади України, окрім змін в організації, програмах та законодавстві, приділяють достатньо уваги забезпеченню та зміцненню безпеки дітей. А молодість? Це особливо актуально у зв'язку з появою нових загроз, наприклад, тероризму. Дослідження показують, що польські школи не готують дітей

до правильної поведінки у разі терористичної загрози. Рівень підготовки залежить від багатьох факторів, зокрема, від рівня антитерористичної свідомості, яка формується завдяки ефективній виховній роботі та державно-законодавчій діяльності [1].

У статті автори проаналізували поточну ситуацію в шкільній системі в контексті безпеки, зосередивши увагу на правових, освітніх і розвивальних аспектах, які потребують вдосконалення.

Особливо слід відзначити Європейську конвенцію про боротьбу з тероризмом від 27 січня 1977 року, Міжнародну конвенцію про боротьбу із захопленням заручників від 17 грудня 1979 року, Міжнародну конвенцію про боротьбу з фінансуванням тероризму від 9 грудня 1999 року. , Конвенція Ради Європи про запобігання тероризму від 16 травня 2005 р., Доп. Протокол до Конвенції Ради Європи про запобігання тероризму. Підписано Україною 28 жовтня 2015 року. У зв'язку з цим багато зроблено у сфері правового забезпечення протидії тероризму в Україні. Так, у Кримінальному кодексі України, прийнятому 5 квітня 2001 року, у статті 258 встановлено відповідальність за вчинення терористичного акту, а Законом України від 20 березня 2003 року № 638-IV «Про боротьбу з тероризмом» передбачено: на основні організаційно-правові засоби протидії терористичним проявам. Після ратифікації Конвенції Ради Європи про запобігання тероризму були прийняті закони України від 21 вересня 2006 року No 170-V та від 18 травня 2010 року No 2258-VI, якими Кримінальний кодекс України доповнено ст. 2581–2585, які передбачають відповідальність за причетність до вчинення терористичного акту (ст. 2581 КК), публічні заклики до вчинення терористичного акту (ст. 2582 КК), створення терористичної групи чи терористичної організації (ст. 2583 КК), пособництво у вчиненні терористичного акту (ст. 2584 КК), фінансування тероризму (ст. 2585 КК).

Ключові слова: терористичні загрози, право, профілактика, освіта, школа, криза, поінформованість, універсальність.

The problem statement in general terms and its connection with important scientific and practical tasks. Ukrainian universities and schools are considered safe by the majority of the population, but is this really so? Is there a probability of a terrorist attack in their area? The authors will use a general definition of terrorism to make it clear when and how one can feel safe. This activity is carried out with all the cruelty and genius, as unpleasant as it may sound, but the genius lies in the fact that using various means (psychological pressure, physical violence, the use of weapons and explosives in various specifications), in conditions of especially proclaimed and terribly created anxiety in society.

The definition of terrorism is complex and often inaccurate, but the undeniable fact is that it remains one of the most serious threats to the modern world. In Ukraine, there is currently no single clear interpretation of terrorist threats, and there is no coordinated system for combating them. However, steps are being taken to improve coordination between different authorities and services, to define their roles and responsibilities more clearly, and to ensure an effective response to suspected terrorist acts. Since the definition of terrorism can depend on political, economic and legal circumstances, as well as marketing and propaganda strategies, we must take into account new, more complex forms of this phenomenon. In this context, it is important to pay attention to schools as potential targets for terrorist attacks, which may involve hostage-taking.

An example of this is the events in Ukraine in 2014, when the so-called "little green men" seized control of part of the country. Some 2,000 masked armed men infiltrated the Crimean peninsula. Terrorism experts have described this incident as a «Pyrrhic victory». The unpredictability of terrorism highlights that attacks can occur anywhere and at any time, regardless of the country. States that take security seriously must be prepared for possible terrorist attacks on their territory.

In this context, Ukraine has a Law on Combating Terrorism, the main purpose of which is to increase the effectiveness of the national anti-terrorist system and, as a result, ensure the security of citizens. As a democratic state, Ukraine actively participates in measures aimed at countering terrorism, which, however, can make it more vulnerable to terrorist threats, in particular in times of war.

The experience of Europe and the events of recent years demonstrate that even with theoretically effective training, enhanced work of the police, special services and intelligence, terrorist groups often achieve their goals. Their success indicates a high level of organization, training, and the ability to analyze social phenomena in different countries. This, in turn, indicates shortcomings and gaps in legal and organizational instruments aimed at preventing terrorism [3].

A key element in the fight against terrorism are preventive measures aimed at preparing society for possible attacks, as well as increasing its awareness and readiness for emergency situations.

Analysis of recent studies that have begun to address the issue. «UNESCO's role in promoting education as a tool for preventing violent extremism», which recognizes the catalytic role of education in

strengthening youth resilience. The decision also established that this work should be linked to UNESCO's broader commitments to promote education for global citizenship, human rights education and other initiatives undertaken by the Organization in the fields of culture and communication to prevent violent extremism.

Relevant UN and UNESCO documents, resolutions and decisions on preventing violent extremism [5]:

1) UN General Assembly Resolution 60/288, UN Global Counter-Terrorism Strategy, A/RES/60/288 (8 September 2006);

2) UN Security Council Resolution 2178, Threats to international peace and security caused by terrorist acts, S/RES/2178 (24 September 2014);

3) UNESCO Executive Board Decision 46 197, UNESCO's role in promoting education as a tool for preventing violent extremism (7 October 2015);

4) UN Security Council Resolution 2250 on Youth, Peace and Security, S/RES/2250 (9 December 2015);

5) Plan of Action on Preventing Violent Extremism, Report of the Secretary-General, A/70/674 (January 2016);

6) UN General Assembly Resolution 70/291, Review of the UN Global Counter-Terrorism Strategy, A/ RES/70/291 (1 July 2016);

7) UN Human Rights Council Resolution 30/15 on human rights and preventing and countering violent extremism.

UNESCO Response – Drawing on strategies endorsed by the United Nations and the UNESCO Executive Board, UNESCO's Education Sector seeks to enhance.

The capacity of key stakeholders in the education process, namely education policymakers, teachers, school staff and those working in non-formal education settings.

Theoretical developments and analysis of regulatory legal acts, principles of countering terrorism have mostly fragmentary content, which was reflected in the scientific works of V. M. Vakulych, V. V. Rysin, O. O. Reznikov, A. O. Misyura, S. V. Dryomov, K. E. Voitovsky, S. P. Kolesnikov, O. I. Zhayvoronok, B. R. Tuzmukhamedov and others.

Ukraine is tasked with becoming a state capable of protecting its borders and ensuring security not only on its territory, but also in the European region (Vakulych, 2010, p. 23).

Kolesnyk S. P. identified several levels of legal regulation of the fight against terrorism: international, legislative, by-laws, departmental (Kolesnyk, 2019, p. 29).

I. M. Ryzhov cites the experience of the formation of anti-terrorist competence by the Israel Defense Forces, which consists in building a system of anti-terrorist protection and active counteraction. The author notes that its effectiveness is determined by the symbiosis of the professionalism of special units and the awareness and certain experience of the civilian population.

S. S. Kudinov and I. M. Ryzhov note the need and special relevance of intellectual investments for the system of combating terrorism. The authors emphasize the importance of methodological educational innovations, that is, innovations in the field of teaching and upbringing methods.

Objectives of the paper. Methods. A school crisis arises as a result of a sudden critical incident, accompanied by contradictory information, limited time for decision-making, increased media attention, as well as chaos, which often occurs in the initial stages. In such conditions, school management is forced to make difficult decisions under great pressure, with insufficient information and support.

Preparing for a crisis situation is not a one-time mobilization of resources, but an ongoing process that includes planning, training and actions in emergency conditions. The main goal of this approach is to assess how existing legal acts, principles and schemes of interaction of law enforcement agencies affect the behavior of crisis participants. In the most acute situations, the actions of the police, fire brigade and emergency services will be prioritized. Only after the elimination of the main source of danger can school personnel focus on reducing the consequences of the crisis.

School employees should actively participate in crisis measures, assisting the services operating at the scene. They should remember that the real crisis may begin later, when the initial chaos has passed, but strong emotions and a sense of threat will remain in the minds of participants and witnesses. People usually act in accordance with their beliefs and skills learned in the training process. Therefore, staff must understand what happened, what are the signs of danger, how to safely evacuate students and provide assistance to those in need.

Education and training are key elements of crisis prevention. By analyzing potential crises, the school can create an action plan based on the work of a special response team. This team should include representatives of

various services and institutions, including social and government, as well as teachers, parents, students who are well aware of the school territory, its features and problems.

Main roles in the team.

– Crisis response coordinator – responsible for prompt decision-making in conditions of limited time and information.

– Crisis intervention coordinator – acts in accordance with the developed response plan.

– Media Liaison – responsible for communication with journalists.

– Emergency Liaison – coordinates work with police, rescuers and medics.

– Parent and Community Liaison – provides information to families and local residents about the condition and fate of the victims.

Thus, early preparation and coordinated cooperation of all participants contribute to the effective management of crisis situations.

Presentation of the main material of the research. Ukraine, as a democratic state belonging to the Western civilization space, is actively involved in the activities of the anti-terrorist coalition. In this regard, there is a risk of terrorist attacks both on its territory and against its citizens. The effectiveness of the fight against terrorism depends on the coordinated work of military, non-military and administrative structures that operate on the basis of legal norms and are aimed at identifying, preventing, counteracting and eliminating the consequences of terrorist acts. The most important aspect of this system is preventive measures.

Countering terrorism in Ukraine is one of the most orderly areas. Its goal is to eliminate the threat or neutralize it before it develops into a real danger. The main bodies involved in countering terrorism are the police and the Security Service of Ukraine. As for the elimination of the consequences of terrorist attacks, it includes not only the cleaning of the territory and ensuring its protection, but also a quick return to normal functioning.

The system for combating terrorism is based on five main elements.

1. The Prevention Element is measures aimed at preventing any terrorist actions by individuals or groups.

2. The Countermeasure Element is actions that allow detecting terrorist cells, analyzing their activities and neutralizing the threat.

3. The Protection Element is ensuring the safety of citizens and key infrastructure facilities that may become targets of attacks.

4. The Response Element is efforts aimed at minimizing the damage and consequences of terrorist attacks.

5. The Forecasting Element is an analysis of potential threats, identifying possible targets, methods of action and perpetrators.

Two main approaches can be distinguished for effective combating terrorism:

– The modern approach involves actions after the terrorist attack has been committed. Its task is to reduce the consequences of an attack, preserve infrastructure and minimize the number of victims;

– The cutting-edge approach is focused on preventing terrorist attacks through threat analysis and early preparation.

It is worth distinguishing between anti-terrorism measures and counter-terrorism. The former focus on responding to an existing threat, while the latter aim to prevent it through preventive measures.

Education also plays an important role in preventing terrorism. Curriculums should focus on safety, behavior in crisis situations and the basics of survival during emergencies. Platforms for information exchange and interaction with the public contribute to social prevention and can significantly reduce the risk and consequences of crisis situations. In addition, they allow learning from mistakes and successful problem solving. Educational initiatives should contribute to the formation of civic awareness and ensuring the resilience of society to emergencies.

Students need a safe space to discuss issues related to violent extremism, including those that are considered «taboo». The more sensitive the topic, the more important it is to create a comfortable environment for discussion. To avoid such discussions devolving into political arguments, the issues should be clearly defined from the outset, and the learning objectives should be clear and specific.

For example, in cases of conflict between ethnic groups in a community, it is appropriate to approach the topic through the concepts of «intercultural dialogue» or «living together». Using specific examples from the local context will help students better understand the issue. Start with a specific learning objective, and sensitive issues should be addressed within that framework. This avoids politicizing the discussion and focuses on the educational aspects.

Effective teaching aimed at preventing violent extremism should be comprehensive, allowing students to consider all relevant issues, including political and institutional aspects, if this contributes to a better understanding

of the topic. The aim is to develop students' critical thinking skills, which allow them to analyze the complexity of political systems and the dynamics of their influence. Avoiding topics that are perceived to be responsible for extremism can lead to a loss of trust in educational institutions, so such issues should be addressed within a clear educational framework, preventing the discussion from turning into political debates [13].

Since there is no internationally agreed definition of violent extremism, some may argue that these concepts are too subjective to be addressed in schools. However, this does not prevent, for example, the introduction of concepts such as «global citizenship», which also do not have a single definition. Teachers can start with the basic elements of these concepts and explain them in the context of local realities, respecting the diversity of perspectives. This approach allows students to learn to recognize and respect different views, which is important for avoiding conflict [14].

If a person already seeks out violent extremist groups with the intention of joining, preventive measures become ineffective and interventions are needed. Formal education is often criticized for its inability to prevent radicalization in the later stages, but its role is to prevent it in the long term. Education can prevent extremism by developing critical thinking and analytical skills that help to counter extremist ideas, myths and conspiracy theories.

The implementation of preventive measures requires cross-sectoral cooperation, as the education sector alone cannot solve all the problems. Traditionally, education has focused on the transfer of knowledge, but the socialization of students gradually recedes into the background at the senior stages of education. For effective prevention, it is necessary to change the approach and include socialization as an important element of the work of schools, involving other participants in this process.

Conclusion. In recent years, the number of recorded attacks by violent extremist groups has increased significantly. Tragedies occurring in different parts of the world show that violent extremism knows no borders and affects all societies.

A particularly vulnerable group is young people, who are becoming the main targets for recruitment and are often victims of violent extremist actions. This phenomenon signals the threat of losing an entire generation, who may find themselves in a state of despair and isolation. There is no one-size-fits-all solution to these challenges. While security measures are important, they cannot eliminate the key reasons that push young people to join extremist groups. This is why we need to pay attention to «soft power», in particular education. We need accessible, inclusive and quality education that meets modern needs.

To successfully counter violent extremism, it is necessary to implement short-, medium- and long-term measures. This article aims to help educators prioritize, plan, and implement effective prevention initiatives. Educational strategies to prevent extremism need to take into account contextual factors such as conflict situations, demographics, citizenship patterns, and the nature of private or public education. However, all prevention efforts should aim to address the root causes of violent extremism and build resilience among young people to hateful ideas and propaganda that justify violence.

We hope that this approach will provide the necessary tools to create education systems that contribute to peaceful societies and strengthen social cohesion through the provision of equitable, quality, and accessible education.

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