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Higher education and the system of counteraction to ideology of terrorism

In the article it is realized the analysis of the system on counteraction to ideology of terrorism; there are distinguished its basic subjects: political, social-economic, legal, information-propaganda, cultural-educational, organizational. There are offered basic directions of work on counteraction to ideology of terrorism on the basis of higher education establishments.

Key words: *ideology of terrorism and extremism, counteraction to this ideology, prophylaxis of extremist moods in the youth environment.*

Today there is a sharp problem of distribution of ideology of terrorism and extremism in the territory of the Russian Federation. Growth of terrorist activity and cultural-moral intensity promotes increasing of potential of extremist groupings influencing key structures of life. Thus, it is marked the variety of forms of extremist and terrorist activity, aspiration for achievement of public resonance and population frightening. In some regions of the South and North Caucasian federal districts it is observed expansion of information, ideological, psychological, resource coherence of extremist communities and groups. In these conditions the rising generation of the South of Russia has appeared culturally to be the most unprotected category of population which is in peculiar value and spiritual vacuum. A part of youth has appeared to be disorganized, influenced by extremism and xenophobia, national cultures destroying traditional values and religions of the peoples of the SFD and the NCFD. Here it is expedient formation of tolerance, understanding of national-cultural features in the student's youth environment, which should allow generating the personality of the young man with steady civic stand, capable to resist the ideology of xenophobia and various extremist tendencies.

The international and native experience of counteraction to terrorism testifies that power methods of this problem's decision can localize a concrete threat of fulfillment of acts of terrorism only temporarily. But in general such threats will remain until there is a system of infrastructure's of terrorism reproduction. Key links of this system are ideology of terrorism and extremism, its inspirers and carriers, channels of distribution of the specified ideology, and also the persons falling under its influence ("the Concept of counteraction to terrorism in the Russian Federation"). That is why one of the major directions and simultaneously the major component of antiterrorist policy is formation of antiterrorist consciousness of population. Such kind of consciousness is a part of political consciousness and also aspires to preservation of the system of values which include interests of the state, political elite and other social groups.



In modern society it is very actual the direction of prophylaxis of extremist moods in the youth environment [5], eradication of social aggression at development of a system of measures on formation of antiterrorist ideology, and education of tolerant consciousness in the polycultural, multinational society.

Developing and realizing such programs it is very important to consider all factors of social adaptation of youth, namely the age, gender, social, cultural-ethnic, confessional, professional and, of course, personal [1, 4]. First of all, it is necessary to pay attention to formation of healthy interpersonal relations, respectful attitude to self and to another one among young men. Development of healthy personality, capable to understand and accept significant and insignificant other ones in society in many respects depends on comprehension of own motivation, own intentions, ability to operate own feelings and emotions. It is necessary to consider that the higher school more than ever is an object of great attention of ideologists of extremism and terrorism. One of the performers of an act of terrorism in the Moscow underground has graduated a pedagogical university; her parents are teachers at a secondary school. And whatever motives of participation in the act or terrorism there wouldn't be put forward as the cores, the fact remains: all these people have graduated. Besides, Islamic education has got a considerable development in the region. In the South of Russia there officially operate 30 Islamic high schools, from which 19 are in Dagestan, 8 are in the Chechen Republic, one is in Kabardino-Balkaria, one is in Karachay-Cherkessia and one is in the Astrakhan region. At the same time more than 2 500 young men from the subjects of the SFD and the NCFR are educated in foreign Islamic educational institutions. One more specificity of a situation in the region is a considerable quantity of Moslems among whom young men go on pilgrimage – umra and hajji (the quantity of pilgrims increases annually).

The process of social-cultural modernization in the SFD allows to speak about high degree of population's mobility and accordingly considerable migratory movements of various character and level, and as a consequence – mixture of cultures, values, languages, religions and traditions. Thus it is necessary to notice that outflow of the Russian-speaking population from the North Caucasian republics has got the mass phenomenon. Today at the highest state levels they start to speak about necessity of returning of persons of not Caucasian nationalities into the Chechen republic or Ingushetia [2]. The factors stated above stimulate intensity in international relations, accompanied by interethnic and interconfessional conflicts, as a result there is a tendency to formation of various oppositional groups achieving desirable result through active terrorist activity. Modern ethnic conflicts are also connected with growth of social and religious intensity caused by sharp falling of standard of living and breaking of cultural and religious values. Development and realization of the system of the state measures on counteraction to ideology of terrorism and extremism in Russian society are the complex problem demanding coordinated interaction of public authorities, support of public associations.



However efficiency of the directed antiterrorist state policy would be defined not only by positioning of this problem at the state level, but also by communicative readiness of those who work with youth and by the nature of professional work should become the translator of values of the culture of tolerant behavior [3]. In higher educational institutions such key figure is the teacher who acts not only as the carrier of certain communicative competences, but also really influences formation of value orientations of the rising generation. In this connection education can act as one of leading factors of formation of tolerance and prophylaxis of xenophobic and antiterrorist attitudes. And now we use education with this purpose extremely inefficiently. Textbooks, programs of special courses, standards of specialties absolutely aren't connected with problems of antiterrorist outlook, formation of Russian spirituality. Prompt dynamics of social-economic situation multiplies and aggravates various crisis phenomena, which get into various vital contexts of young men (family, referential, professional), aggravating internal contradictions between the personality and external environment, generating various personal transformations and crises. It is reflected in the process of formation of value positions of young generation which are frequently deformed and alienated from that is positively estimated by the society and the state. Now it is possible to ascertain that the state and education as its social institute, called to transfer and form value orientations and bases of a civic stand of pupils, in many respects has lost this real possibility. At discrepancy of the education system with the declared tendency in reforming of the country, transformation can have long character. Changes in life of Russian society have shown that now the content of education doesn't satisfy requirements of the society. In connection with a current situation education system standards are reconsidered. However, even new educational standards don't focus the teacher on how he should influence the student to help him to overcome stereotypic estimations, defective values of various youth subcultures, not always comprehensible ideals imposed by mass-media. To make education able to resist those negative influences which now more and more aggressively influence youth, it is necessary to develop technologies of the teacher's influence on the pupil, focused on convincing effect. An essential stage of convincing influence is formation of value-sense attitudes which in this context it is possible to consider as individual personal readiness of the subject of educational activity for tolerant ways of behavior, for steady antiterrorist position.

The strategy of designing of social-psychological effects during realization of the system of counteraction to ideology of terrorism and the state youth policy should define, first of all, priority directions of development of education which will be received by bachelors, masters, post-graduate students and ones working for a doctor's degree of various faculties and to form a basis for development of the concrete target programs, the perspective and short-term forecasts, corresponding educational, scientific and public initiatives, to serve ideals of the civil society in conditions of the strong, stable state.



In the system of counteraction to ideology of terrorism subjects of the higher school take a special place. First of all, how we define the SCITE. Substantive provisions and principles of its organization are put in the Strategy of national security of the Russian Federation till 2020 (confirmed by the Decree of the President from May, 12th, 2009, # 537) and the Concepts of counteraction to terrorism in the Russian Federation which open a reference basis of activity on creation of the system of counteraction to ideology of terrorism. The concept is based on recommendations of native and foreign experts developed by modern practice and theory. In particular, on the Global counterterrorist strategy accepted by General Assembly of the United Nations on September, 8th, 2006. Being based on these and other documents the system of counteraction to ideology of terrorism can be defined as a set of subjects (components) realizing complex activity on revealing, prevention and elimination of the reasons and conditions generating and promoting distribution of ideology of terrorism, set of actions on struggle against information terrorism, on minimization of consequences of ideological and information threats of terrorist character and development of technologies of the directed and mediated propaganda influence on value orientations of population, of various age, social, professional and gender groups. The basic subjects of counteraction to ideology of terrorism are: the state power bodies, executive power bodies of the subjects of the Russian Federation, local power bodies, public associations, organizations, business community, other institutes of the civil society.

Among the activity directions of subjects of the system on counteraction to ideology of terrorism it is possible to distinguish the following: political, social-economic, legal, information-propaganda, cultural-educational, organizational:

- political (normalization of socio-political situation, decision of social conflicts, decrease in a level of socio-political intensity, realization of international cooperation in the field of counteraction to terrorism);
- social-economic (improvement of social-economic situation in concrete regions and alignment of a level of development of regions, reduction of marginalization of population, reduction of property differentiation, maintenance of social protection of population);
- legal (laws on counteraction to terrorism and extremism, amendments to them, under-legal statements, decrees of the President, resolutions of the Government).
- information-propaganda (explanation of the essence and danger of terrorism, influence rendering on citizens (groups of citizens) with a view to form rejection of ideology of violence and attract them to participation in counteraction to terrorism);
- cultural-educational (formation of socially significant values in the society and tolerance education);
- organizational (expansion of SCITE by involving of existing subjects and strengthening of the new ones).



Practically the higher school is involved in each of these directions.

Thus, in the political direction it is, first of all, development of recommendations on elimination of the reasons and conditions promoting occurrence and distribution of terrorism; revealing and forecasting of terrorist threats, rendering of constraining and positive influence on behavior of separate young men or their groups inclined to extremist actions.

In the *social-economic direction* it is the directed work on social-psychological adaptation of students from postconflict regions; carrying out of actions promoting elimination of international contradictions (festivals, conferences, student's forums, ethnic holidays etc.); the missionary-educational work leveling distribution of inter-confessional contradictions in various regions, development of religious and religious-political extremism (Islamic, first of all), formation on this basis of the steady centers of inter- and interstate conflicts with participation of large groups of population (national diasporas, preaching and peace-making activity of representatives of various faiths, monitoring of value attitudes, various social, ethnic and age groups of population).

In the *legal direction* it is, first of all, development of projects of laws, concepts, positions etc., regulating counteraction to ideology of terrorism. Preparation and retraining of employees of the investigatory committee of the Russian Federation is very important.

In the *information-propaganda direction* it is the information-analytical activity (preparation and issue of every possible instructions, brochures, books, references, posters, social advertisement, press publications on activity of law enforcement bodies and antiterrorist commissions, creation of thematic documentary films and videoclips, etc.); propaganda activity; ideological activity (formation of religious and international tolerance, patriotism, healthy way of life, priorities of universal values etc.); organizational activity (assistance in activity of public and religious associations of constructive antiterrorist orientation; interaction with mass-media, carrying out of competitions on the best materials of antiterrorist orientation, conferences, meetings, "round tables", etc.); development of a system of social advertisement on propagation of antiterrorist values; creation of a system of preparation of experts in the field of counteraction to ideology of terrorism.

In the *cultural-educational direction* it is creation of modern territorially distributed information funds (electronic target libraries, campuses, etc.); support and development of original national languages, ethnic traditions etc.

Higher education blocks all three levels of the SCITE functioning – federal, regional and municipal. Therefore it seems to be expedient creation on the basis of the leading high school of the Russian Federation of a coordination center of counteraction to ideology of terrorism in the youth environment. The Federal universities created by the Decree of the President of the Russian Federation in each federal district, except the NCFD, could be branches, basic platforms of this center. Primary activity of such centers consists in coordination of work of mass-media, institutes of the civil society, business community, the Internet portals on counteraction to ideology of extremism



and terrorism, in tasks' setting and development of methods of their realization by the SCITE's subjects. Technologies and methods of realization of this primary task are well developed in the HS; here are:

- carrying out of conferences, round tables;
- development and introduction of technologies of the directed influence;
- development of programs and raise of qualification;
- preparation of a special contingent on counteraction to ideology of terrorism;
- organization under the separate plan of lecture and propaganda activities among population on the materials exposing complicity to terrorists from mercenary interests of officials, public organizations, commercial and enterprise structures;
- individual and group work with youth from the risk group, development of tolerance among youth;
- carrying out of youth festivals, forums;
- carrying out of psychological examination of all social programs mentioning international, interethnic, interconfessional, intercultural relations;
- development and introduction of programs of decrease in chronic stress among population;
- development and introduction of programs of decrease in chronic stress among the population;
- carrying out of competitions of journalistic and other materials on propagation of tolerance and discredit of aggressive-nationalist ideas in mass-media;
- formation of groups of volunteers concerning prevention and suppression of extremist actions in the student's and youth environment;
- carrying out of a competition among higher schools on the best social-psychological project "Increases of efficiency of counteraction to ideology of terrorism in the youth environment";
- development and introduction in higher educational institutions of facultative courses on training in skills of psychological and physical behavior in extreme situations;
- creation in high schools of interdiasporas' disciplinary councils into which there enter the most authoritative students of each diaspora which representatives study in a high school;
- assistance in integration of the foreign students trained in high schools into the youth environment of a city;
- carrying out of "friendship lessons", trainings of adaptation for students from various regions of the Russian Federation (especially from postconflict areas);
- organization of student's voluntary movement "Open hearts";
- regular (on a constant basis) carrying out of the international youth student's festival "The Caucasus is our common home" for the Southern federal university;
- creation of the service of youth help in crisis situations on the basis of student's psychological service of the SFU (it is while the first and unique in the country).



It is necessary not to forget about great potential of the scientific-research organizations and institutes in the HS structure which can and should conduct complex researches on problems of antiterrorist ideology, by monitoring of a social-psychological climate among the population of regions, carrying out of focus groups concerning counteraction to ideology of terrorism; to be engaged into studying of public opinion of work of public authorities and law enforcement bodies on fight against terrorism, working out on the basis of scientific approaches of indexes of estimation of crisis situations in the youth environment, in sphere of international, interconfessional and public relations; develop conceptual bases of the system of counteraction to ideology of terrorism.

An important link in the regional education system is formed by district, regional ministries and departments of education. They could play the great role in attraction of high schools, institutes of rising of qualification of teachers of the HS and teachers to this work. The major aspect is processing of school textbooks and programs; organization of training seminars for regional and municipal serving local governments, working out and edition of methodical recommendations on formation of tolerant behavior, working out and edition of methodical recommendations for schools, high schools, libraries on formation of antiterrorist values among senior pupils, students, etc. It would be possible to distinguish other kinds of activity of these subjects of the SCITE:

- creation of posters on antiterrorist subjects for educational institutions (for schools);
- development of other forms of social advertisement connected with antiterrorist values;
- organization of work of summer camps for students and schoolboys with an obligatory course of military-patriotic and spiritual education;
- creation at schools, high schools of volunteer groups (“help groups”) for rendering of feasible labor and moral help to needing social groups (to lonely old persons, invalids, veterans etc.);
- organization of children’s camps on profound studying of Russian and culture for children of migrants;
- support of activity of youth political clubs promoting civil education of youth;
- rendering of organizational and methodical help to the centers of assistance to employment of graduates, created in educational institutions of the higher and average vocational education of a city;
- development of collective forms of leisure for young families (clubs of young families);
- organization and carrying out of city military-patriotic actions within the limits of celebrating of the Victory Day in the Great Patriotic War, and also the state holidays of the Russian Federation devoted to memorials of history of Russia;
- use of antiterrorist symbolics and attributes at carrying out of youth mass actions.



In conclusion I would like to repeat once again: it is possible to eradicate terrorist and extremist influence on youth only together, and we, everyone who works in the education system, should remember our duty.

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