

the positive progress of relations between the parties. Ukraine's practice with international organizations is important in the context of successfully solving practical tasks in the law enforcement sector and the necessary purpose of the requirements achievement for compliance with the criteria for the EU future accession.

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## **PROTECTION OF EDUCATION DURING ARMED CONFLICT IN UKRAINE**

The war in Ukraine has resulted in more than 6 million Ukrainians fleeing to neighboring countries. This includes nearly 665,000 students (16 % of total number of enrolled students) and over 25,000 educators (6 % of total educators in the country). Another 8 million Ukrainians are displaced internally. Refugees and internally displaced persons (IDPs) include primarily children, women, and older people. Over 74 % of IDPs have children within their households. Displacement has had a significant impact on education service delivery, along with damage and destruction of educational facilities. As of May 6, 2022, according to the Ministry of Education and Science of Ukraine (MoES), 1,635 schools and universities (5 % of total) have been damaged from the war and 126 have been destroyed [1]

As the war tears at the social institutions of the country, education has been one of the major casualties. Parents, teachers and school administrators are scrambling to provide classes for the 5.5 million school-age children who remain in the country, as well as for thousands of others who have fled to other countries.

In many places, students are connecting with their normal classrooms online, if their hometown schools are still operating and they have access to the internet. But with such vast displacement of teachers and students, the paths to learning are circuitous: In some cases, teachers who relocated within Ukraine are instructing students who have already fled the country, through a school system that they both left behind.

Millions of children and teachers have been forced to flee their homes since the Russian invasion began in February. Some end up elsewhere in Europe as refugees and join classrooms in unfamiliar countries and in unfamiliar languages. Some have taken advantage of initiatives by Ukraine's ministry of education that allow them to continue their studies online while sheltering abroad – even if it is not through their own school district.

More than 13,000 schools have instituted remote learning, and a few dozen have a blend of in-person and online learning. There are nearly 1,100 schools in areas where the educational process has been suspended entirely because the security situation is so tense, officials said.

Many classrooms across Ukraine are simply unusable, after being damaged or destroyed, or used in some areas for military purposes [2].

Teaching children how to act during an attack or an air raid siren. At a community center in Kharkiv, senior police officer Dmytro Klymenko is standing in front of a whiteboard, instructing 9- and 10-year-olds how to stay safe during the war. He's introducing the topic of the two-wall rule. He draws a diagram on the board, with a circle to represent an explosion on one side, two lines for the two walls in the middle and a stick figure on the other side. «The first wall will take the explosion», he tells the kids. «The second wall will get the debris from the first wall». Most students have heard this information before. They know the answer when Klymenko asks what they'll do if a stranger approaches them (tell their mom, tell their teacher) and they know what belongings they should have in their bags when they go to the bomb shelter (their documents, a flashlight, a snack and a power bank to charge a phone). Across the country, conversations like these are happening in schools and youth organizations. A new initiative from the Ministry of Internal Affairs in Ukraine is sending nearly two dozen security specialists to help students understand how to shelter properly and deal with explosive objects. In the classroom in Kharkiv, 9-year-old Sasha Zhuravliov is listening to Klymenko intently. He says hates when things are out of order, and lately, with the war, a lot of things have been out of order. «This makes me really uncomfortable», Sasha says. What does he do when he feels this way? «I take three deep breaths and then three normal breaths», he says, just like his dad taught him when the war started. He says the breathing technique has been helping. Experts say nearly all of Ukraine's more than 5 million children have experienced trauma. Sasha isn't alone. Experts say that nearly all of Ukraine's children have experienced trauma. Since Russia's invasion in February, children have been displaced from their homes, lost loved ones, witnessed violence and in some cases, experienced it firsthand.

The biggest challenge for Ukrainian educators in the coming months won't be academic – it will be in recognizing the effects of trauma and helping children work through it. Doing that virtually – makes it even harder [3].

And yet, while the war rages, schools open wherever they can, for face-to-face or online learning. One of the many ‘unprecedented’ of the COVID pandemic is a situation where a country like Ukraine now has a developed infrastructure for remote learning, while its children have experience of turning to technology for their education. The Ukrainian Ministry of Education and Science (MON) reports that as of 21 April, nearly 90 % of schools are operating in some form. Over 12,000 secondary schools have introduced remote learning, with over 3.7 million students taking part in some kind of schooling (out of a total of 14,000 schools with 4.2 million students, excluding Crimea, Luhansk and Donetsk). In 14 of 25 regions, all educational institutions are operating, via remote learning; three regions are running remote, blended or face-to-face learning; and at least some schools are running remotely in remaining regions. Kindergartens operate in 15 regions, while most vocational, professional and higher education institutions are running where the local situation permits [4].

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## **LA LUTTE CONTRE LA CYBERCRIMINALITÉ DANS L’UNION EUROPEENNE**

Avec la numérisation rapide de la vie quotidienne, encore accélérée par la pandémie de Covid-19, la protection contre les cybermenaces est devenue essentielle au bon fonctionnement de la société [1].

En droit pénal le cybercrime est défini comme une activité criminelle qui cible ou utilise un ordinateur, un réseau informatique ou un appareil mis en réseau. Selon l’ONU, il s’agit de «tout comportement illégal faisant intervenir des opérations électroniques qui visent la sécurité des systèmes d’information et des données qu’ils traitent» [2]. La plupart des cybercrimes