

SPECIFIC FEATURES OF ORGANIZATIONAL AND METHODOLOGICAL SUPPORT FOR THE DEVELOPMENT OF MEDIATION SERVICES IN EDUCATIONAL INSTITUTIONS (DOMESTIC EXPERIENCE)

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Abstract

The topicality of the problem of the mediation services development in educational institutions of the Russian Federation is determined by the need for an alternative settlement of difficult situations between participants involved in a conflict situation in the educational process by a third, neutral party - a mediator. The mediator's responsibility is to carry out the professional, respectful, impartial process of the mediation procedure following the principles of this procedure and ensuring the safety of all the parties involved in the conflict. The purpose of this process is to develop an up-to-date and effective way of resolving the dispute on the basis of mutual respect and acceptance of the right of each of the parties to defend their interests. The paper presents the results of the study of the state and development of mediation services in educational institutions of the territorial entities of the Russian Federation. In addition, the results of the analysis of regulatory legal documents of the executive authorities in the territorial entities of the Russian Federation are presented. These documents are intended for the implementation of activities in the framework of providing organizational and methodological support for the development of mediation services in educational institutions of the territorial entities of the Russian Federation. Conclusions were formulated and practical recommendations were made on the basis of the results obtained that include the information on the mediation services development in educational institutions of the territorial entities of the Russian Federation.

Keywords: mediation services, educational institutions, system of prevention.

INTRODUCTION

The development of mediation services in educational institutions should incorporate the activities of all subjects of the educational process. The development of mediation services cannot and should not be carried out only by specialists of the school service of psychologists, since they bear a different responsibility and a different functional load. This activity cannot be viewed only from the position of

administrative and managerial personnel or teaching staff of an educational institution. In a situation where each specialist in an educational institution takes his share of responsibility, the activity of a mediator contributes to the settlement of difficult situations by finding other, alternative methods and productive cooperation of all parties in order to resolve the dispute. Thus, the mediator acts as an idea generator and creates new ways of regulating the conflict for all parties; he

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shows empathy and employs active listening, encourages the parties to participate in active analytical activity, allowing the parties to look at this conflict from the outside, to accept the position of another (Shirokova, 2019; Sinyagina & Artamonova, 2019; Mikhaylina & Solodovnikov, 2019).

The main vectors of mediation services are directed at:

- reducing the total number of conflict situations and reducing the severity of these situations;
- raising the effectiveness of preventive and corrective work aimed at reducing the manifestation of students' asocial behavior;
- bringing down the number of juvenile offenses, including repeated ones;
- professional development of staff members of an educational institution to protect the rights and interests of children;
- ensuring openness in the activities of an educational institution in terms of protecting the rights and interests of children;
- creating conditions for public participation in solving urgent problems and objectives regarding the prevention of juvenile delinquency;
- optimization of interaction with the bodies and institutions of the system for the prevention of neglect and juvenile delinquency; as well as a recovery of the psychological environment in the educational institution (Nazarova & Chirkun, 2017; Salakhova, 2019; Fyoklin, 2015).

The main objectives that arise before the mediation service in an educational institution, and determine its activities, are the following:

- raising the competence of educational psychologists, social educators, heads of school mediation services, class teachers in creating a favorable psychological climate in the work team of an educational institution,
- using methods and techniques of mediation for the effective resolution of conflict situations arising in the children's groups, as well as at the level of "teacher-student", "student-parent", "teacher-parent",
- designing an algorithm for interaction between reconciliation services (mediation) and agencies of the system of prevention to create conditions for implementing programs of restorative justice in criminal cases and socially dangerous acts of minors;
- dissemination of innovative experience in the use of mediation technologies among teachers;
- creating a team of high school volunteers who are able to organize and conduct mediation meetings to resolve conflict situations;
- informing all project participants about the availability of alternative methods to solve problems.
- improving the psychological climate inside the school, increasing security and safety and other ways (State report, 2018).

MATERIALS AND METHODS

For the purpose of studying the state of development of mediation services in educational institutions of the territorial entities of the Russian Federation, the authors of the paper monitored the Internet resources of the territorial entities of the Russian Federation and conducted a survey of empirical studies on this issue. In addition, we analyzed the regulatory legal documents of the executive authorities in the territorial entities of the Russian Federation aimed at the implementation of activities in the framework of providing

organizational and methodological support for the development of mediation services in educational institutions in the territorial entities of the Russian Federation. Based on the results obtained, including the information on the development of mediation services in educational institutions of the territorial entities of the Russian Federation, a qualitative and quantitative analysis was carried out, conclusions were formulated, and practical recommendations were made (Salakhova & Khabibullin, 2018).

RESULTS AND DISCUSSION

3.1. Experience in Organizing the Activities of the Territorial Entities of the Russian Federation on the Development of Mediation Services in Educational Institutions

As a result of the analysis, an algorithm for improving the activities of mediation services was identified which contributes to an increase in the effectiveness of providing organizational and methodological support for the development of mediation services in educational institutions. This algorithm includes the implementation of all key aspects, in the form of components required for the organized operation of mediation services.

The following activity components were identified which form the foundations of organizational and methodological support:

- Name and details of normative legal, administrative and other documents of the territorial entity of the Russian Federation regulating the implementation of organizational and methodological support for the development of mediation services in educational institutions in the territorial entity of the Russian Federation;
- Activities carried out in the territorial entity of the Russian Federation with the aim of organizational and methodological support of mediation services in educational institutions;
- Names of bodies, agencies and addresses of the main regional websites that provide information support for mediation services in educational institutions in the territorial entity of the Russian Federation;
- Name of the official regional Internet portals (if any) created in the territorial entity of the Russian Federation to provide information support for mediation services in educational institutions;
- Educational, educational and methodological, methodological manuals developed in the territorial entity of the Russian Federation to provide methodological support of mediation services in educational institutions;
- Activities carried out in the territorial entity of the Russian Federation as part of the creation of infrastructure and strengthening the material and technical base of mediation services in educational institutions (Goloshumova et al., 2019; Romanova et al., 2019; Salakhova et al., 2019).

These areas of activity in an educational institution, as well as their successful implementation, is one of the fundamental conditions that contribute to an increase in the effectiveness of organizational and methodological support for the development of mediation services in schools.

One of the areas of activity focused on the improvement of mediation services in educational institutions is the regulatory framework. To date, according to monitoring data, the following regulatory and administrative documents constitute the regulatory and legal documents:

- the Constitution of the Russian Federation (1993);

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- the Civil Code of the Russian Federation (1994);
- the Family Code of the Russian Federation (1995);
- the Federal Law of July 24, 1998 No. 124-FL “On the Basic Guarantees of the Rights of the Child in the Russian Federation” (1998);
- Federal Law No. 273-FL of December 29, 2012 “On Education in the Russian Federation” (2012);
- the Convention on the Rights of the Child (1989);
- the Convention for the Protection of Children’s Rights and Cooperation, concluded in The Hague, 1980, 1996, 2007 (1993);
- the Federal Law of July 27, 2010 No. 193-FL “On an alternative procedure for resolving disputes with the participation of a mediator (mediation procedure)” (2010);
- the Decree of the President of the Russian Federation (2012) of 01.06.2012 N 761 “On the National Strategy of Action in the Interests of Children for 2012 – 2017”;
- the Order of the Government (2014) of the Russian Federation of July 30, 2014 N 1430-r “On approval of the Conception for the development of a network of mediation services till 2017 to implement restorative justice in relation to children, including those who have committed socially dangerous acts, but have not reached the age at which criminal responsibility starts”;
- the Letter of the Ministry of Education and Science of Russia dated November 18, 2013 N VK-844/07 “On the guidelines for the organization of school mediation services” (2013) (together with “Recommendations for the organization of school mediation services in educational institutions” approved by the Ministry of Education and Science of Russia on November 18, 2013 N VK-54 / 07vn) (Ozhiganova, Pestova & Shiryayeva, 2018; Fyoklin, 2015).

Information and methodological support is one of the main directions of developing the system for the prevention of neglect and juvenile delinquency. The provision of organizational and methodological support for the development of mediation services in educational institutions becomes possible due to the promotion of a unified educational (upbringing) environment, strengthening the role of the institution of the family, increasing the effectiveness of state support for the family, as well as measures for the early detection and prevention of deviant behavior are the essence of early prevention of juvenile delinquency. Early prevention of offenses among minors should ensure favorable conditions for their social development, unlocking and strengthening of their positive personal resources before a real threat of their offense commission arises. Early prevention of offenses, as well as direct prevention of offenses and reoffending are the measures that are enshrined as provisions in the Conception for the development of a system for the prevention of neglect and juvenile delinquency for the period till 2020 (2017) (Salakhova, 2019; Ozhiganova, Pestova & Shiryayeva, 2018). When holding events in educational institutions for the purpose of organizational and methodological support of mediation services, it is important to take into account many factors, including economic and geographical indicators of the region, ethnocultural, confessional and gender and age characteristics of the student population. In this regard, in order to increase the level of indicators of providing organizational and methodological support for mediation services, along with classical forms, it is necessary to introduce modern effective forms of organizing events. Such events can be: innovative platforms, online contests and online festivals of school mediation services; autocaravan;

video festivals and slideshows; conducting webinars and video conferencing with the ability to exchange experiences and developing professional electronic platforms in the form of forums and chats; development of regional and interregional innovative projects. These forms of work are successfully implemented in the following territorial entities of the Russian Federation, including: Volgograd, Irkutsk, Moscow, Nizhny Novgorod and Penza regions, the Republics of Udmurtia and Chuvashia, as well as Krasnodar Territory (Salakhova, 2019).

The organization of monthly seminars for mediators and supervisors of school and regional reconciliation services, the creation of regional methodological associations of specialists of school mediation services, the organization of a regional rally of mediators, as before, are the main types of activities that contribute to the pedagogical competence improvement of staff members in educational institutions in the field of theoretical and methodological foundations of the system of legal education in educational activities, as well as in the field of technological methods of legal educational activities; popularization and dissemination of mediation and restorative practices in the field of moral education of children and young people.

An important aspect of professional development of the staff is systematic course training in an additional professional educational program as part of the refresher course for specialists of educational institutions and social services; courses on an additional professional program - a professional development program, as well as the implementation of training programs on the formation and development of reconciliation services for the implementation of recovery programs at the regional, municipal and local levels, as well as educational projects in relation to a group of children formed from persons studying belonging to one age group, with the aim of teaching the basics of school mediation and mastering the skills of a mediation approach (Zernov & Nozhichkina, 2018).

For example, in the Kurgan region, a permanent workshop is held for specialists from the school mediation services of the Kurgan region “Effective forms and techniques for resolving school conflicts in the framework of school mediation services”. The purpose of this workshop is to teach specialists the algorithm for carrying out the mediation procedure and to familiarize them with the legal documents regulating the activities of the services.

The refresher course “Technology of preventive work in a general educational organization” are organized in the Tyumen region for educational psychologists, social educators, deputy directors for educational work, class teachers in order to master modern technologies of preventive work, including the mediation approach.

Regional festivals of school reconciliation services, regional information and methodological seminars, regional conferences, round tables, forums and scientific and practical conferences are successfully held as one-time events.

A regional seminar-meeting “The introduction of a restorative approach to work with conflicts in the educational environment and in the system of prevention of juvenile delinquency through the organization and development of territorial and school reconciliation services” was organized in the Kemerovo region. The purpose of this event was to create organizational and managerial conditions for the creation and development of reconciliation services in the municipalities of the Kemerovo region.

In the Bryansk region, a training seminar for teachers “Organization and development of the school mediation service” was held. Its objectives are: training specialists for work in the SSM, the formation of mediation competence, assistance in developing plans for the development of the

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SSM. The objectives of this contest:

- to consider the scope, principles, tools, mediation procedure at school;
- to familiarize oneself with the regulatory framework, structure, goals and objectives, areas of work of the SSM;
- to analyze the causes, structure, dynamics of conflicts in the school environment, communication as a tool for resolving conflicts;
- to consider the organization and conduct of mediation at school;
- to study the role and tasks of the mediator at each stage of mediation, to analyze educational situations.

When working with students, such forms of events are carried out as: a competition of students' creative works, a competition for the best educational institution to organize work on the prevention of offenses of students and the activities of mediation services, a festival-competition, the Day of a school mediator, etc.

For instance, an Open City Festival of School Mediation Services was organized in the Krasnoyarsk Territory. The purpose of this event was to improve the quality of work of participants in school mediation services, involving school teams of school mediation services in the city of Krasnoyarsk and the Krasnoyarsk Territory in the formation of a network community, promoting the development of school mediation services in educational institutions, summarizing the successful experience of creating and operating school mediation services, popularizing the technology of school mediation as well as the values of a restorative approach among members of the educational community.

In addition to activities aimed at studying the content of work, improving the qualifications of staff members and involving students in mediation activities, the territorial entities of the Russian Federation also host events of an organizational and advisory nature: regional meetings, meetings of the Coordination Council of regional mediation services, contributing to the creation, strengthening and development of regional services in educational institutions.

Annual monitoring of the activities of mediation services in educational institutions in the territorial entities of the Russian Federation shows that this work is carried out effectively in most regions.

The implementation of information support for mediation services in educational institutions is possible due to the information coverage about significant events, the placement of the regulatory framework, information on the state of the material and technical base, educational and methodological activities and other data on regional websites and pages of educational institutions and bodies implementing state policy in the field of education. Such information support is carried out in the following regions of the Russian Federation: Arkhangelsk, Astrakhan, Belgorod, Bryansk, Vladimir, Volgograd, Vologda, Voronezh, Ivanovo, Irkutsk, Kaliningrad, Kemerovo, Kostroma, Kurgan, Kursk, Leningrad, Lipetsk, Moscow, Murmansk, Nizhny Novgorod, Novgorod, Novosibirsk, Omsk, Orenburg, Oryol, Penza, Pskov, Rostov, Saratov, Sverdlovsk, Smolensk, Tambov, Tomsk, Tula, Tyumen, Ulyanovsk, Yaroslavl, Nenets Autonomous Districts; KhMAD, Altai, Trans-Baikal, Kamchatka, Krasnodar, Krasnoyarsk, Perm, Stavropol, Khabarovsk Territories; republics: Adygea, Altai, Dagestan, Ingushetia, Kabardino-Balkaria, Karachay-Cherkessia, Komi, Crimea, Mari El, Mordovia, Tyva (Tuva), Udmurtia and Chuvashia (State report, 2017; Salakhova, 2019).

In order to provide information support for mediation services in educational institutions in some territorial entities of the Russian Federation, official regional Internet portals have been set up, on the pages of which information about

news, information about the work of the organization and documents, information resources is available, and it is also possible to get free legal assistance and methodological materials for minors and parents. These are such entities of the Russian Federation as: Arkhangelsk, Vologda, Ivanovo, Kaliningrad, Leningrad, Kostroma, Kurgan, Lipetsk, Moscow, Omsk, Pskov, Rostov, Sverdlovsk, Tambov, Tomsk and Tyumen regions, Republics: Komi, Kabardino-Balkaria and Tyva (Tuva); territories: Altai, Stavropol, Perm and Khabarovsk.

To raise awareness of the parental community, students, teaching staff and administrative staff, as well as other groups of citizens, comprehensive information about mediation is posted on the Internet, including information about international and Russian institutions studying mediation and other methods of alternative dispute resolution, the code of the mediator, mediation services, training, etc.

For example, on the website of the Federal Institute of Mediation, there is a register of educational institutions that provide educational services in the field of mediation.

Apart from this, there are self-regulatory organizations of mediators in Russia. The mission of these organizations is to facilitate the large-scale integration of the institution of mediation into the business turnover, legal system and social life of contemporary Russia; the formation of a professional community of mediators and the creation of standards for high-quality mediation activities; the implementation of a guiding practical and methodological function in the field of mediation and others. These are such organizations as: NP "IUM" – the Non-profit partnership "Interregional Union of Mediators" "Concord"; NP "APM" – the Non-profit partnership "Alliance of professional mediators"; NP "NOM" – the Non-profit partnership "National organization of mediators" (Krovushkina, 2015).

Another area of developing organizational and methodological support is the provision of educational and methodological base of the educational institution. Educational, scientific and educational-methodical manuals, methodological recommendations, designed with the aim of methodological support of mediation services in educational institutions, are intended for psychologists, social work specialists, social educators who are in charge of rehabilitation programs, those who in their activities are faced with the need to regulate various conflicts. This information is posted on the websites of the departments in the following territorial entities of the Russian Federation: Arkhangelsk, Vologda, Voronezh, Ivanovo, Kemerovo, Kostroma, Kursk, Leningrad, Lipetsk, Moscow, Murmansk, Nizhny Novgorod, Novgorod, Orenburg, Oryol, Saratov, Sverdlovsk, Tula and Tyumen regions; Republics: Adygea, Altai, Ingushetia, Komi and Tyva (Tuva); Altai, Trans-Baikal and Krasnodar Territories.

For instance, the process of creating mediation services in educational institutions that are in complicated social contexts is uncovered in the methodological recommendations which are based on the experience of creating mediation services and school reconciliation services in the Yaroslavl region by the Institute for the Development of Education. Mediation is viewed as a tool for schools' transition to an effective mode of operation, as well as the use of restorative practices to involve children, parents, teachers in the processes of internal changes in schools, and all documents and materials required for this work are provided. The recommendations will be useful for practicing mediators, leaders, specialists of educational institutions, educational workers in the field of conflict resolution and transferring schools to an efficient work mode.

A training manual was developed in the Lipetsk region which contains regulatory documents governing the activities of

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reconciliation services (mediation), models and stages of creating reconciliation services, practical resource material useful in working with students. The development of reconciliation services and the use of mediation technologies in educational institutions presupposes the formation of a whole worldview of students in the field of conflict management, the prevention of delinquency among minors and an increase in the professional competence of teachers themselves.

The manual is intended for managers and supervisors of reconciliation (mediation) services in educational institutions of basic general education, secondary vocational education, institutions of state support for children, methodologists of educational authorities, teachers interested in the use of innovative technologies in extracurricular activities in the context of the implementation of the Federal State Educational Standard.

As an innovative project, the Kursk region presented an electronic educational and methodological complex for the professional development program "Mediation in Education" which contains theoretical and practical material in this thematic area. The electronic educational and methodological complex is intended for specialists who are entrusted with the introduction of mediation as a new psychological and pedagogical practice in educational institutions, as well as for executives of education management bodies, educational institutions, listeners of refresher courses (Lunev et al., 2017). In the Moscow region, a scientific and methodological manual was developed, dedicated to one of the urgent problems of updating Russian school education - the issue of introducing mediation technologies as an innovative means of preventing interpersonal conflicts between participants in the educational process.

This scientific and methodological publication includes an analysis of the scientific foundations of the use of mediation in social practice and in the system of education, a description of the legal foundations, as well as foreign and Russian experience in the implementation of mediation in the activities of educational institutions (Zernov and Nozhichkina, 2018). Special attention is paid to the issues of introducing a network model of school mediation services in the Moscow region and overcoming the problems and risks associated with this process.

The publication is intended for staff members of education management bodies, institutions of additional vocational education, executives and teachers of educational institutions of the Moscow region.

A necessary condition for effective activity is the creation of infrastructure and the implementation of measures to strengthen the material and technical base in educational institutions. As part of work to improve the material and technical base of educational institutions, the following measures must be taken:

- Measures for the acquisition of the required equipment to carry out the activities of school reconciliation services (providing the educational process with a technical base: the purchase of office equipment, computers for students, technical teaching aids, modern furniture);
- Measures for current repairs (provision of building materials, cosmetic and overhaul of the premises of educational institutions);
- Measures to equip a thematic educational and methodological base (providing the educational process with educational and methodological materials on mediation: purchase of teaching aids, textbooks, visual materials)
- Measures to improve security and safety (installation of surveillance cameras in the premises of the educational

institution, as well as throughout its territory), etc.

CONCLUSION

For the purpose of raising the effectiveness of organizational and methodological support for the development of mediation services in educational institutions, based on the monitoring results, an algorithm was designed to create and further develop the organizational and methodological base of mediation services in educational institutions.

The proposed algorithm is a plan for the implementation of sequential steps to form certain types of organizational activities required for the successful operation of mediation services in educational institutions. The main points of this plan comprise: conducting activities for organizational and methodological support of mediation services in educational institutions; availability of information support for mediation services in educational institutions (names of bodies, institutions and addresses of the main regional websites) and information support for mediation services in educational institutions on official regional Internet portals; development of educational and methodological support; as well as strengthening the material and technical base.

Successful experience received from the territorial entities of the Russian Federation in planning and implementing the activities in the framework of organizational and methodological support for the development of mediation services in educational institutions, allows us to assert that compliance with all the points of the algorithm contributes to an increase in the effectiveness of this activity.

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