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Models of Training Mediators for Education: Experience of Siberia and Kazakhstan

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The article describes various models of training mediators for the education system in the Russian Federation and the Republic of Kazakhstan. A comparative analysis of the mediation services development in Siberia and Kazakhstan for the possibilities and prospects of cooperation and interaction is carried out. The article presents specific features of the model for training intercultural mediators for resolving interethnic conflicts in the Krasnoyarsk Krai. This model meets the needs of multinational Siberian society and is aimed at solving regional problems in the education system. A peculiar characteristic of the model for the Krasnoyarsk Krai is its multi-level nature, openness and continuity of preparation, with the inclusion of formal and non-formal education elements. Interdisciplinary nature of interaction of the network partners involved in the training and retraining of mediators for the education system gives an opportunity to use the potential and resources of professional mediators and trainers of Siberia (Kemerovo, Irkutsk), Federal Institute of Mediation, Moscow, and National Academy of Education named after Y. Altynsarin (Kazakhstan).

The model for the intercultural mediators training developed at the School of Education, Psychology and Sociology has been tested for two years as a part of its implementation in the Master programme of the School of Education, Psychology and Sociology within the frames of the educational programme “Mediation in Education”, advanced training courses, three International Youth Summer Schools “Multicultural Mediation in Education”, expert seminars, intensive schools “Mediation is the Profession of the 21st Century”, and a competition for high school students of the Krasnoyarsk Krai “Mediation Is The Profession Of The Future”.

Keywords: mediator; intercultural mediation, conflict resolution, interethnic relations, professional competency, training model.

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Introduction

Yenisei Siberia is a multinational and multi-confessional region of the Russian Federation. Representatives of more than 150 ethnic groups and representatives of the indigenous peoples of the North live in its territory. A multicultural society has been formed for over 4 centuries and is associated with several large-scale waves of migration flows. The emergence of multiculturalism as a result of migration processes has led to the need for interaction between people of different cultural communities who have never lived together before and do not have experience of adapting to each other. The youth environment is particularly prone to the radical manifestations of extremist, separatist, terrorist and criminal groups. Currently, there is a sharp increase in the use of the Internet and social media in the interests of radical national groups, which poses a great threat to national security and the territorial integrity of the state and the region. Sociological studies conducted in Krasnoyarsk Krai (Trufanov, Rafikov, 2018) note an increase in xenophobia, chauvinism and violence against some nationalities, which is manifested in affective forms of behavior that lead to the transformation of the Yenisei Siberia society.

In modern conditions, cultural diversity in the education system, as the most important subsystem of the regional society, plays a special role. Significant trends in the modern multicultural education of the region include: openness, taking into account individual characteristics and personal freedom of students; the intensity of information exchange not only in real, but in virtual spaces as well; the rapid increase of religious and ethnic identity and the desire of individual ethnic groups' representatives to rethink their role in history and their place in regional society. One of the mechanisms for implementing reforms in the education system is development and implementation of the mediation institute in the cultural and legal space of the region. Currently, mediation institute is becoming increasingly important for resolving disputes and conflicts between various parties of the educational process caused by

interethnic differences. It should be noted that mediation in the field of interethnic and international conflicts is the least developed and applied in practice.

In Russian practice, there is still no generally accepted terminology to refer to mediation in the field of resolving interethnic conflicts. Such terms as ethno-mediation, multicultural mediation, intercultural mediation and cross-cultural mediation are used to denote this phenomenon.

According to the definition by A. Plotnikov (2016), “ethno-mediation is a way to resolve conflicts caused by interethnic contradictions, when individuals or groups of people act as participants of the conflict” (Plotnikov, 2016). In the present study, the authors rely on the definition of “intercultural mediation” given in the studies of foreign scientists, including A. M. Vieira, R. Vieira & Vieira, et al. They pay attention to the fact that in modern pluralistic societies intercultural mediation is associated with *democracy*, social *inclusion* and solidarity, and acts as a *means of resolving conflicts* and *eradicating discrimination* against migrants arriving in search of a “better life”. Therefore, intercultural mediation is an important factor in social integration in various fields, including education, which is our research area.

Diachuk (2019) identifies the following causes of inter-ethnic conflicts in Kazakhstan: socio-economic; cultural and linguistic; ethno-demographic; historical; interreligious and interconfessional (Diachuk, 2019). Russian scientist F. N. Il'iasov (Il'iasov, 2017) notes that “in the case of a multi-ethnic community, a conflict arises due to intentions to redistribute resources in favour of certain ethnic groups.” It should be noted that the causes and typologies of interethnic conflicts still cause scientific controversy among Russian and foreign scientists. We cannot but agree with the statement of Yu. Arutunian: “it is impossible to understand the causes of conflicts based on a single theory since, firstly, each conflict has its own specific features, and secondly, their casual basis can change during conflict escalation, especially if they are protracted” (Arutunian et al., 1999). Among the significant conflicts' problems among young people Russian psychologists of the St. Petersburg School of Mediation highlight the issues of socialisation. Among the main causes of interethnic conflict in the education system in a multinational society the authors of the present article single out the problems of ethnic socialisation of an individual or an ethnic group on the basis of differences in cultural positions and the transformation of intercultural interactions.

According to F. N. Il'iasov ethnic socialisation is the “process of including an individual in the system of interethnic relations and groups.” In a situation of an interethnic conflict in the educational environment, an individual's behavior changes,

aggression and interethnic tension is intensified, and cross-cultural interactions of the parties are disrupted. Therefore, mediation technologies acquire such significance for transferring conflict interaction of subjects into the form of a dialogue with the participation of an independent mediator — a multicultural mediator who procedurally accompanies conflict resolution and the support of constructive arrangements aimed at finding mutually acceptable solutions. This determines the relevance and significance of the present research related to the study of existing models of training multicultural mediators for the education system in Siberia and Kazakhstan.

Statement of the problem

In the formation of regional models of training mediators for education, there are general principles that are focused on the development of alternative dispute resolution technologies and a new approach to understanding conflict and a mediator's role in negotiations. In this regard, mastering a new type of professional activity of an educator-mediator involves gaining competencies in the field of productive communication, age characteristics, social work, legal issues, psychology and conflict resolution.

Theoretical framework

Further presented the experience of a number of Siberian regions in the formation and development of mediation. It should be noted that, according to the President of the “National Organisation of Mediators” Ts. A. Shamlikashvili at the time of adoption of the law on mediation FZ-193 in 2010, there were practically no mediators in Russia (Shamlikashvili, 2013). The initial orientation of mediators training was aimed at training through the demonstration of western technologies for mediation by foreign trainers-mediators. The existing Russian experience in the field of mediation consisted of conflict resolution technologies, which are mainly efficient in the framework of the concept of democratic conflict management (Shamlikashvili, 2013). At this stage, actualisation of the existing experience in preparing mediation, taking into account Russian reality and regional specific features, is taking place. Studies to identify deficiencies and needs regarding training mediators in order to adapt the law to practice, are conducted in some Russian territories. As a result, the industry model of training mediators in the form of a conciliation procedure in the public sector was applied (Konovalov, 2014).

Regulation of training mediators was entrusted to the Ministry of Education and Science of the Russian Federation, and control — to the Ministry of Justice of the

Russian Federation through the Federal Mediator Training Programme, which formed significant legal support in training mediators for alternative dispute resolution.

At the same time, due to various reasons, mediation was not supported by the state development programme. Thus, mediation was oriented to state bodies, but a system for financial support was not created. In this connection, various regions have their own experience in building models of training mediators for education, which characterises the emergence of specially trained trainers-mediators and improving the content and structure of their basic and professional training.

Further, the experience of a number of Siberian regions in the formation and development of mediation is presented.

The Irkutsk Oblast is one of the first territories of Siberia to introduce social mediation. The model for training mediators in Irkutsk Oblast was developed in 2011–2013 in the process of implementing the state programme on the use of mediation in the social sphere and the regional target programme for preventing social orphanhood, child neglect and juvenile delinquency “The Fulcrum”. The implementation of mediation and mediator training programmes were the foundation for the implementation of the tasks set in the National Children’s Strategy.

One of the areas of socially oriented activity of mediators in Irkutsk Oblast is family mediation and work with families in conflict. Currently, the Irkutsk Oblast has a vast experience in the work of school mediation services in educational organisations and social institutions, as well the practice of mediation in working with minors and families in socially dangerous or difficult situations. Specialists who work with families and children had additional training programmes for applying mediation technologies in their professional activities (Arkhipkina, 2011).

For several years, the Irkutsk Youth Foundation for Human Rights Defenders “Juventa” has been working with juvenile offenders. Restorative mediation procedures are applied in Irkutsk Oblast for resocialisation of adolescents who have broken the law. The 2016 Presidential grant aimed at developing self-defense methods contributed to the creation of permanent mediator offices in Irkutsk and Shelekhov, where citizens have an opportunity to get free legal advice, as well as services for the protection of rights and freedoms (mediation and legal services).

The Association “Baikal Mediators League” was created to consolidate human resources of the social mediation and school mediation services of Irkutsk. As a result of the Association’s activities, standards and rules for the professional mediators activity in the region have been developed and established, as well as the procedure

to monitor compliance with the requirements of the specified standards and rules by mediators who conducting professional activities and organisations carrying out activities to ensure the mediation process. Professional mediators of the region, as well as organisations involved in ensuring implementation of the mediation procedure, are invited to become members in the Baikal Mediators League.

Regional social projects aimed at not only working with adolescents, but also with other lawbreakers are actively implemented in Irkutsk. In particular, the project “Mom as Well!” was implemented with the use the mediation potential to restore the relationships of women, serving prison sentences, with their families — children and parents.

The “Innovation Centre for Mediation and Mediation Technologies for Elderly Persons” was established and successfully operates in the Shelekhovsky district of the Irkutsk Oblast. The activity of the centre is aimed at conducting seminars and trainings for elderly people to acquire constructive communication skills, consult psychologists, mediators, and lawyers, as well as to participate in the “Art Mediation” creative events. Retired project participants can provide mediation assistance in their places of residence, collaborate with school and social mediation services.

Social projects, implemented by mediators, prove efficiency of mediation in the fields of education (school mediation services) and work with juvenile offenders. The results published in the *Argumenty i Fakty* prove that mediators manage to resolve about 80 % of the disputes referred to them, while mediation agreements feasibility is 90 % (Arkhipkina, 2011).

Autonomous non-commercial organisation of continuing professional educational Irkutsk Interregional Centre for Educational and Mediation Technologies was opened in the Irkutsk Oblast. The Centre carries out the following activities: professional training mediators, mediation technologies training, consulting services, psychological support for both minors and their parents, as well as employees of the system for the prevention of neglect and juvenile delinquency.

In 2018, the Irkutsk Mediation Centre created a research and practical laboratory “Mediative Approach In Working With Minors And Families In Difficult Or Socially Dangerous Situations”, developed recommendations on the use of innovative technologies in working with different categories of children and a package of documents on Reconciliation Services activity in social and educational institutions.

Joint trainings “Reconciliation Service: Together on the Way to Creating a Positive Space in Institution” are held. Irkutsk Mediation Centre provides methodological support after graduation. Children undergo training programmes for free.

In Kemerovo Oblast, mediation technologies have been developed according to a different scenario and are associated with the intense activity of the municipal social organisation Kuzbass Regional Centre of Psychological, Pedagogical, Medical and Social Assistance “Health and Personality Development” in training mediators for education based on the restorative approach. Training mediators for education in Kemerovo Oblast is based on the restorative approach to resolving conflicts and difficult situations at school. In the course of restorative mediation, it is important for the parties to have an opportunity to free themselves from negative states and to find a resource for a joint search of a solution. An important feature of the restorative approach is an active role of the situation participants and all interested in the peaceful and constructive conflict solution, which is based on the values of mutual understanding, a joint search for a solution acceptable for each party, recognition of the significance, responsibility and contribution of each person into its accomplishment (Costello, Wachtel, Wachtel, 2009).

Training of mediators for the reconciliation service of the Kemerovo Oblast is organised in the system of advanced training, workshops, webinars and trainings aimed at developing the ability to resolve complex multi-level conflicts in educational organisations.

The service works with difficult situations in families and educational organisations on requests received from municipal education authorities, principals of educational organisations, children’s rights ombudsman, *Commission on Minors’ Affairs and Protection of Their Rights*, juvenile units, etc.

Complex multi-level conflicts in educational organisations at the stage of their escalation are typical situations for the mediation and social practices department: a conflict went beyond the scope of the initial incident; includes several parties; students, parents, teachers and specialists are involved in a conflict, it has already expanded beyond an educational organisation (file a police complaint, complaints to the education department and appeal to the prosecutor’s office). Such situations are typically accompanied by bullying at the level of class, the parent community, teachers and even school administration regarding an “uncomfortable” child and his/her parents, i. e. a child that teachers find it difficult to find an approach to and help him/her to join the peer community.

To work with complex cases, mediators in the Kemerovo Oblast developed a specific unique technology based on the principles of the restorative approach, with a complex design and various restorative programmes (restorative mediation, community circle, school and parent council and family group conference) (Belonogova, 2018).

The municipal social organisation Kuzbass Regional Centre of Psychological, Pedagogical, Medical and Social Assistance “Health and Personality Development” organises activities to provide methodological support for school conciliation services as a part of trainings for curators and peer mediators.

The model of dealing with conflicts in the system of social, psychological and pedagogical support of the Kemerovo Oblast is of level nature, it acts as a voluntary self-governing organisation and is implemented by the efforts of the administration, teachers, specialists and students of educational organisations.

At this stage, the training of mediators for education is implemented in the form of a regional socially significant project within the framework of the Kuzbass Mediation Association’s activity. The experience of trained mediators is extended at various levels of educational organisations: in early childhood educational organisations, in school conciliation services and in boarding schools in Kemerovo.

Thus, the mediation model in the Kemerovo Oblast is focused on the implementation of the following areas of the Service’s professional activities: 1) public awareness (promotion of the Service, the ideas for a civilised conflict resolution); 2) education (training of adult and adolescent volunteers the basics of conflictology, mediation and restoration practices); 3) information and methodology (providing specialists with methodological materials); 4) research (regional innovative pilot sites); 5) restoration (conducting restoration programmes in case of criminal conflicts); 6) assistance in resolving conflicts and complex situations (mediation and restoration programmes for the educational process participants); 7) analytical (monitoring of the territorial and school conciliation services’ activities).

When developing a model for training mediators at the School of Education, Psychology and Sociology (SEPS) for the Krasnoyarsk Krai, the experience of Kazakhstan was studied in addition to the models of the neighboring Siberian regions.

The model of mediation procedure in Kazakhstan is a synthesis of well-known world mediation formats. The specialists are especially attracted by the Singapore model. According to the director of the Kazakhstani Centre of Mediation I. Vygovskaya, it has common features with the Kazakhstan procedure. Firstly, there is support from the government. Secondly, there are a lot of mediators-volunteers. Thirdly, each centre is developing in its own direction: consumer rights protection, financial dispute, corporate conflict or family mediation. Russian, British and German experience also forms the basis for mediation development in Kazakhstan. As a result, they create their own model (Velitchenko, 2015).

The mediation procedures that are currently used in Kazakhstan to some extent allow to reduce the existing court caseload in the Republic. It is expected that this will have a positive effect on the quality and period of judicial proceedings. Likewise, mediation is mainly used in the resolution of corporate and some civil disputes. Family disputes and child custody issues occupy a special place. In this case, a properly trained mediator has the tools that allow him/her to appeal to people's emotions, anxieties, feelings and values. Care for people and attention to their needs are at the forefront. The mediator does not preside in a formalised process and does not make decisions based on any external requirements. The mediator's task is to help people manifest themselves to the maximum possible extent, which will finally give them an opportunity to develop a unique solution that meets exactly their needs.

For the first time, the initiative to introduce conciliation procedures in national legislation was announced by the President of the Republic of Kazakhstan N. Nazarbayev at the 5th Congress of Judges on November 18, 2009. Previously, the Concept of Legal Policy of the Republic of Kazakhstan for 2010–2020, approved by the Decree of the President of the Republic of Kazakhstan on August 24, 2009, enshrined various ways and methods of reaching agreement between the parties in both judicial and extrajudicial procedures, as well as the possibility to use conciliation procedures in preparing a case for trial. Establishment of the Institute of Mediation in Kazakhstan became possible after the Parliament of the Republic of Kazakhstan adopted the laws of the Republic of Kazakhstan dated January 28, 2011 “On Mediation” (2011) and “On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on Mediation” (2011).

The idea of mediation was actively promoted by such prominent Kazakhstan statesmen as I.I. Rogov, S.F. Bychkova, S.A. Dyachenko and others. Mediator organisations keep their register of professional mediators engaged in mediation in the Republic of Kazakhstan. In accordance with the law on mediation, the goals of mediation are: to achieve a solution for resolving a dispute (conflict) that suits both parties of the mediation process, and a decrease in the level of conflict between the parties. Mediation parties have the right to refuse mediation at any stage. The mediator is being independent in choosing the means and methods of mediation, the admissibility is enshrined by the Law of the Republic of Kazakhstan.

The mediator's activity can be carried out both on a professional (professional mediator) and non-professional basis. In accordance with the Code of Civil Procedure of the Republic of Kazakhstan persons over forty listed in the register of non-professional

mediators, as well as judges in the process of conciliation procedures in court may act as mediators on non-professional basis. Persons with higher education aged twenty-five and older, who have a document (certificate) confirming that they have successfully completed mediators training programme and are listed in the register of professional mediators, as well as retired judges may carry out professional mediator's activities. The mediator's activity is not an entrepreneurial activity. Mediator organisations are non-commercial, non-governmental, self-financed and self-governing organisations established at the initiative of mediators as a type of legal entity provided by the Law of the Republic of Kazakhstan "On Non-Commercial Organisations", and are created to provide financial, organisational and legal, as well as other conditions for mediators to provide mediation services.

An analysis of the forms and contents of the similar school services working in Kazakhstan demonstrated that school safety teams are functioning to prevent conflict situations and facts of violence. Deputy principals, subject teachers, a supervising teacher, a school counselor, a psychologist, a basic military training teacher, etc. are in the school security team for the prevention of conflict situations and facts of violence.

The Ministry of Education and Science of the Republic of Kazakhstan supports the psychological work to reduce the level of aggression, violence and discrimination at schools. As a part of long-term and short-term advanced training courses for educators-psychologists thematic workshops, trainings and master classes are held. The position of educators-psychologists was introduced in schools only in 2008.

One of the most significant initiatives in the regulation of school conflicts is the model program "Prevention and response to violence in educational institutions of East Kazakhstan region of the Republic of Kazakhstan." This program has been implemented since 2013 in the framework of cooperation between the Commissioner for Human Rights, UNICEF, the Ministry of Foreign Affairs of Norway and the regional education department of East Kazakhstan region. The program participants included seven state schools and three boarding schools in the region. The goal of the project is to introduce 16 key components into schools, which include developing a system for detecting, responding to, preventing violence in schools, creating a School Security Team, a mechanism for redirecting cases of violence to "correct services", etc. In the future, it is planned to introduce this project in all schools of the country.

There is a practice of including the issues of mediation in education in the continuing education courses for school psychologists this year. In August, such courses for school psychologists were held on the basis of the Nazarbayev Intellectual Schools by trainers

of the Centre for Pedagogical Excellence of the NIS, with the participation of practicing mediators.

The occupational standard is one of the four core elements of the National Qualifications Framework (Professional'nyi standart "Pedagog", 2013). *The concept of the occupational standard is based on the model of a modern teacher.* As pedagogical qualifications develop, the occupational standard can be complemented with descriptors as supplements to this standard. *Descriptors take into account a degree of independence, responsibility and complexity of the teacher's job functions.* It takes into account the levels of the National Qualifications Framework (NQF) and the Sectoral Framework for Teacher Qualifications in Education (SFQ), which give reasons to recognise the results of formal, non-formal and informal learning, create conditions for access to the assessment and recognition of qualifications not only by the academic environment, but also the employers (Natsional'naia ramka kvalifikatsii, 2016).

In this document, the basic principles are divided into the following degrees:

a) a degree of independence in the generalised index "skills and abilities" (1. Under the guidance of an advisor; 2. In collaboration with colleagues; 3. Independently);

b) a degree of responsibility in the generalised index "personal and professional competencies";

c) a degree of complexity in the generalised index "knowledge".

The complexity of the teacher's labour is associated with his belonging to the "person-person" type of profession. Pedagogical activity is not a direct impact of one person on another, but their interaction. Therefore, the object of the teacher's activity is a pedagogical process, and a student is the subject of this activity.

In the occupational standard of a teacher there are five labour functions (1. Teaching; 2. Educating; 3. Methodology; 4. Research; 5. Social communication). In the occupational standard, the descriptors of the second labour function are not ranked by levels. This function is "cross-cutting" for all levels and reflects the values of the pedagogical profession.

Results

From the above description of various models in certain regions of Siberia and Kazakhstan, we can conclude that each region has specific features that set the vector for the development of regional models for preparing mediators for education (Table).

The start of mediation in the territory of Krasnoyarsk is associated with the introduction of the ideas of restorative justice and elements of juvenile justice in 2008,

as part of the implementation of a grant from the Krasnoyarsk Regional Fund for the Support of Science and Scientific and Technical Activities.

The project team, consisting of representatives of science, the criminal justice system, the prevention of child neglect and juvenile delinquency, under the guidance of a doctor of legal sciences, professor of the Law Institute of Siberian Federal University N. V. Shchedrin, got an experimental platform for testing juvenile technologies on the basis of the Municipal Budgetary Institution “Youth Centre of the Oktyabrsky District” (Nikitina, 2017).

According to the monitoring data obtained in September 2017, based on juvenile technologies mediation services operate in all administrative regions of Krasnoyarsk and carry out their work in the following areas: 1) testing of juvenile technologies; 2) qualified social and legal assistance to minors in conflict with the law; 3) qualified social and legal assistance to minors — victims of criminal offenses; 4) assistance to parents of juvenile delinquents and minors — victims, legal representatives, as well as adults interested in life of a teenager; 5) implementation of restorative justice programs; 6) implementation of social support technologies for adolescents in a socially dangerous situation (those who committed socially dangerous acts); 7) scientific and methodological support for the activities of specialists in the system for the prevention of homelessness and juvenile delinquency (Konovalov, 2014).

Along with the juvenile service, the Law Institute, and the Krasnoyarsk Regional Youth Public Organisation, the professional community, as a resource for supporting and developing a model for training mediators, there are also the Krasnoyarsk Regional Institute for Advanced Studies and Professional Retraining of Education Workers, as well as the Autonomous Non-profit Organisation “Centre for Continuing Professional Education and Modern Social Technologies”. The involvement of these organisations implies trainings and continuing education courses for practicing educators in the field of mediation in a fairly small amount (about 60 people per year).

It should be noted that in the Krasnoyarsk Krai, mediation is still not widely spread (Smolyaninova, Trufanov, 2018). Some educational institutions prefer to contact the supervisory authorities to resolve situations.

For Krasnoyarsk with its population of 1 million people, the contingent of teachers who have knowledge of mediation technologies is scarce and in some areas of the Krasnoyarsk Krai is completely absent. In this connection, the Institute of Education Psychology and Sociology of SibFU initiated a draft master’s programme for training mediators for education. According to the results of the research, in the Krasnoyarsk

Table. Conceptual model for training mediators

TASKS							
Development of regulatory framework	Further professional education	Learning and sharing experience	Organisation of supervision	Development of electronic platform of mediation practices	Training mediators, master's programme of the School of Education Psychology and Sociology	Establishment of the event educational environment	Organisation and holding of seminars, training courses and conferences
FUNCTIONS							
Research in the field of polycultural mediation	Development of models of school services	Methodological support of school services	Training mediators, mediators-peers	Building partnerships on the principles of networking cooperation	Event-driven interactive learning	Integration of experience and mediative practices	
SUBJECTS OF MEDIATION PRACTICES: State authorities Administration of educational institutions Parents Teachers Students Mediators	<p>CENTRE FOR POLYCULTURAL MEDIATION:</p> <p>Online mediation: The use of an online platform for automatic selection of a mediator and conducting a mediation procedure. Polycultural mediation — an alternative way of resolving interethnic conflicts concerning cultural differences and characteristics of national cultures with the participation of a mediator. Conflict resolution and conflict prevention in education. Resource and scientific information support of mediation practices in education. Training of professional mediators at a university, advanced training of heads of Mediation School Services, training of mediators-peers, training courses</p>						
	<p>PARTNERS: Representatives of national cultural autonomies, non-commercial organisations Ministry of Education of the Krasnoyarsk Krai Regional Institute of Continuing Education Municipal Budgetary Educational Institution "School of Self-Determination" Municipal Budgetary Educational Institution "Krasnoyarsk Information and Methodological Centre" Educational institutions: Preschool educational institutions, secondary schools, vocational schools, higher education and further education institutions</p>						

Krai, the need for training mediators for education takes into account demands of a multinational Siberian society aimed at preventing and alternative resolution of interethnic conflicts in the education system (Smolyaninova, Trufanov, 2018).

The purpose of this work is developing a regional model for the preparation of mediation practices for resolving conflicts in education in a multinational Siberian society. The collaboration of foreign and Russian universities involved in the training of professional mediators allowed us to design a unique model of the master's programme "Mediation in Education" that is focused on resolving interethnic conflicts in the educational environment of a multinational region (Smolyaninova, 2019).

The design of the training programme for mediators involved the development and improvement of the regulatory framework, a systematic analysis of the existing programmes of additional professional education, and the identification of the regional need for the specialisation of intermediaries. The novelty of the model developed by the School of Education Psychology and Sociology of SibFU was that it was designed taking into account federal standards of higher education and the professional standard of a specialist in the field of mediation (mediator) (Smolyaninova, 2019) and is focused on the preparation of intercultural mediators (Smolyaninova, 2018).

Taking into account a specialist's standard in the field of mediation and interethnic relations, the programme is implemented in the network interaction with partner institutions, government representatives, educational organisations and the professional community of practicing mediators (Order of the Ministry of Labour...).

The model is based on the principles of multilevelness, openness, partnership, networking cooperation among participants and continuity of training with the inclusion of elements of formal and non-formal education (Smolyaninova, Korshunova, 2019).

The master's programme "Mediation in Education" is focused on the educational results of graduates prepared for mediation in the sociocultural multinational educational environment of Siberia.

The content of the mediator's training includes theoretical training, practice and supervision. The educational process combines traditional forms of classes (lectures, seminars, practice) and modern teaching methods (discussions, educational design, games, coaching, creative design workshops). These types of educational work are necessary to maximise the provision of individual practical training for mediators and the development of a community of young specialists. Conducting seminars and workshops in the form of supervision allows the students to purposefully use the study time to familiarise themselves with the stages of mediation and to accompany the

conciliation procedures. It is important that practicing mediators become supervisors, mentors at the beginning of their professional development. Organised in this way, “entering the profession” helps to overcome psychological uncertainty about real activities.

The main partner of the School of Education Psychology and Sociology of SibFU in the training of mediators is the School of Self-Determination. In the spring of 2019, the “Mediator 2.0” City Intensive School was held jointly with the Institute. As part of the school, undergraduates — future mediators conducted supervision and training.

Also, an important principle of training mediators in the School of Education Psychology and Sociology of SibFU is the organisation of events in the educational environment. On the basis of Siberian Federal University, undergraduates organised a competition “Mediation — a profession of the 21st century.” The competition was attended by more than 120 mediators-peers from 23 schools of the Krasnoyarsk Krai. Participants with experience in mediating practices, based on their skills, helped others to solve conflict situations, skilfully applied the principles of mediation in solving mediation cases.

The International Summer Youth School “Polycultural Mediation in Education” (Mezhdunarodnaia letniaia molodezhnaia shkola “Polikul’turnaia mediatsiia v obrazovanii”) is annually organised as a venue for professional training with the participation of mediators and foreign visiting professors.

The main principles of the formation of the content and the programme of the international school of multicultural mediation in education include the following: an interactive format, multiculturalism, dialogism, continuity, openness, variability, reflexivity, problematcity.

School participants are graduates of the pedagogical and psychological-pedagogical bachelor’s degree programmes, teachers of educational institutions of the Krasnoyarsk Krai. Thanks to immersion in the space of mediation practices within the school, the participants study theoretical issues of mediation and multicultural education, typology of conflicts in the social sphere, and carry out the first practical sessions as a mediator in education.

The training of mediators in the framework of the master’s programme involves the study of theory, then there is an increase in the share of workshops, work in an activity-based approach, as well as the involvement of students in the processes of setting and solving pedagogical problems. The position of activity and independence of a master’s student is built through the practical orientation of the organisation of events

as places of actualisation and inventory of personal and professional achievements. Here, systematic reflection (group, individual, etc.) is very important.

Discussion

Despite the definitive dynamics in the distribution of mediation practices in Siberia and Kazakhstan, legitimate doubts arise about the effectiveness of the existing models of training specialists for the education system, which are related to the complexity of real situations in a multicultural educational environment.

This requires the use of qualitatively new approaches in the training and advanced training of future mediators in the field of education. The disclosure of the personal and professional competences of mediators in the context of the requirements of occupational standards in Russia and Kazakhstan should correlate with the regulatory framework and specially developed tools for readiness and ability to mediative practice in the educational environment.

Integrated (interdisciplinary) knowledge in the field of psychological and pedagogical sciences, the mediative competences undoubtedly contribute to the development of independence in resolving conflict situations. Implicitly, individual components of the mediative competence of a teacher are reflected in the occupational standards of a teacher in Russia and Kazakhstan.

According to the established practice, most often the function of a mediator — a specialist of the service of reconciliation in the educational system — is performed by psychologists and social educators, less often teachers, vice-principals and other specialists. We emphasise that when we are talking about mastering the position of a mediator, it is about working with the same situations that a school specialist (conflicts, fights, destructive behaviour, etc.) usually encounters with, but with new, more effective methods within the framework of a restorative approach.

After training, a specialist has a wider range of possibilities: mediator's qualification is added to his qualification (psychologist, social educator), and he can constitute himself in situations in new ways. It is important to take the position of a mediator and use restoration programmes, and sometimes take the position of a psychologist, social educator with appropriate techniques and competences.

According to the experts of the National Academy of Education named after Y. Altynsarin “for successful integration of mediative practice in the field of education, it is necessary to develop personal and professional competences of a teacher, to create

high-quality diagnostic tools to identify willingness and ability to apply professional mediative practices (Vystuplenie Prezidenta Respubliki...).

Conclusion

In Russia, unlike Western countries, the mediation services market is only in its forming stage. The training of mediators for the education system of Kazakhstan is not regulated at the state level. At this time, teachers, psychologists, social educators who want to study the profession of a mediator, independently take paid continuing education courses. Basically, the content of the programmes of such courses are focused on the judicial system and do not consider mediation approaches separately for the education system. However, the productivity of the regional models of Siberia (Kemerovo, Irkutsk, Krasnoyarsk) and Kazakhstan provides an opportunity to develop and reflect on the further improvement of the training system for mediators.

Mediation in education is new not so much because it recently appeared in Russia, but because of the fact that conducting a conflict settlement procedure with the participation of a mediator requires the training of unique specialists in this field, taking into account the specific features of the educational sphere and the subjects of a conflict that have cultural differences.

It is worth noting that the multi-level, open model of Krasnoyarsk will allow us to summarise the best practices of Siberia and Kazakhstan and optimise the process of training mediators for a multicultural region. At the testing stage, the model of training of mediators at the School of Education Psychology and Sociology of Siberian Federal University confirms the effectiveness of consolidating the world experience and using the resources of professional mediators and trainers from Siberia, Russia, and Kazakhstan.

Let us note that 48 % of master's students within the "Mediation in Education" programme, while being 2nd year students, already have official employment (in Russia and Kazakhstan) and successfully demonstrate multicultural mediator skills in educational organisations.

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Модели подготовки медиаторов для образования: опыт Сибири и Казахстана

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В статье описаны различные модели подготовки медиаторов для системы образования в Российской Федерации и Республике Казахстан. Проведен сравнительный анализ развития служб медиации в Сибири и Казахстане на предмет возможностей и перспектив сотрудничества и взаимодействия. Представлена специфика модели подготовки межкультурных медиаторов для разрешения межэтнических конфликтов в Красноярском крае. Данная модель учитывает запросы многонационального сибирского социума, направлена на решение региональных проблем в системе образования. Особенностью модели для Красноярского края является ее многоуровневость, открытость и непрерывность подготовки с включением элементов формального и неформального образования. Межведомственный характер взаимодействия сетевых партнеров, участвующих в подготовке и переподготовке медиаторов для системы образования, позволяет использовать потенциал и ресурсы профессиональных медиаторов и тренеров Сибири (г. Кемерово, г. Иркутск), Федерального института медиации (г. Москва), Национальной академии образования им. И. Алтынсарина (Казахстан). Модель подготовки межкультурных медиаторов, разработанная в Институте педагогики, психологии и социологии СФУ, прошла апробацию в течение двух лет в рамках ее реализации в магистратуре ИППС СФУ по образовательной программе «Медиация в образовании», на курсах повышения квалификации, трех международных летних молодежных школах «Поликультурная медиация в образовании», экспертных семинарах, школах-интенсивах «Медиация — профессия 21 века», конкурсе для старшеклассников Красноярского края «Медиация — профессия будущего».

Ключевые слова: медиатор, межкультурное посредничество, разрешение конфликтов, межэтнические отношения, профессиональная компетентность, модель обучения.

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