



Organizations that have existing Certified Mediator Training Programs will be permitted to deliver that training online, given that they both (a) submit a methodology document indicating how they will ensure they are delivering the same program to the same standards, identifying challenges and how they will be overcome; (b) offer a face-to-face role-play component to be undertaken in future once it becomes possible. People successfully completing these programs will still be known as 'IMI Qualified Mediators' and will not be disadvantaged due to the pandemic.

PAMB INFORMATION FOR IMI ON VIRTUAL COURSES

A) PAMB's online training adheres to the principles set in the methodology and in the design of the face-to-face training.

In the process of the preliminary preparation for the CMTP virtual delivery:

- Additional Distance Learning Section is built in PAMB's website where all the training materials are uploaded (the handbook and the PP presentations, additional materials and demo films), an opportunity to submit the tests online is also provided and course evaluation form is uploaded as well.
- All trainers passed one day training on ZOOM App and skills for effective online meetings.
- A professional version of ZOOM has been purchased.
- Ahead of the training participants receive 2 mails:
 - a) Email with instructions for downloading the Zoom application plus the room number and password; tips for pre-testing the sound and camcorder; rules for work during lectures and discussions (rules for work during exercises and simulations are given on the spot).
 - b) Two days later participants receive an email with a password and a username to access the training materials, uploaded in the training section of the PAMB website.

In the very beginning of the online training we:

- *Ensure that all enrolled delegates have access to the online meeting room and know how to set up a voice and video connection. A short tech-check beforehand in the tool itself helps those who are still uncertain.*
- *Take the time for everyone to personally introduce herself/himself.*
- *Keep the kick-off meaningful and well-wishing.*

We believe that the online environment makes it possible to use the same learning methods as face-to-face learning. PAMB's training is structured as follows: 3 levels of 2 days (weekends), which take place every other week. The time ratio spent on the different approaches to training delivery is reproduced in accordance to the CMTP approved.

As to the lecturing/knowledge input/presentations: these are done synchronously, in the main room - a ratio of 45:15 minutes for lectures/presentations and questions is followed; we use the sharing screen functionality for the PP presentations including sharing on the screen pre-prepared graphics

and some other visual materials outside the presentations; the whiteboard is used for summary of the participants interferences and the chat function for questions; on the recommendation of online experts, in order to activate the attention, we use as well the voting function occasionally.

As to the exercises and the discussions: depending on the exercises participants are allocated in the break out rooms while they report the overview if the discussions or the result of the exercises in the main room; in other cases, exercises and discussions are done in the main room, using the zoom features listed above.

As for the demo films: we rely on the video feature of the ZOOM application. However, we leave delegates to watch some of the videos on their own between the training days and then discuss them in the main room.

As for the simulations: simulations take up 50% of the time. Participants are allocated in the break out rooms for mediations (or co-mediations). After the CMTF each participant has the opportunity to mediate at least three cases between 60 and 75 minutes.

- The first conducted mediation is of great importance. Then the trainer/assessor remains visible and works together with the participants while the simulation goes on. The virtual format has its potential and we see it in the excellent exposure of the language phrase and the body language (in this specific case predominantly the facial language). So the trainer goes through, works step by step with delegates on the language used, on the questions asked, and on the compliance with the mediation algorithm.
- After this first mediation, delegates subsequently work independently, without interruption. The coach or evaluator “hides” from the screen to make it clear who the parties are, who the mediator is, so that participants have a sense of independence and authenticity. During the individual meetings, the party who does not participate in the individual meeting does not leave the room, only turns off the sound. The opposite happens when we have an individual meeting with the other party. The aim is for the party that does not participate in the individual meeting to observe the body language of the mediator and the other party and to give feedback. The virtual environment also makes it possible to observe body language and facial expression – for example if the arms are crossed defensively, is the person bored or slouching in the chair. Participants are informed in advance and they are aware that the body language is also monitored.
- The feedback after the mediation role play has three components: self-analysis; peer feedback and feedback from the trainer.

Due to GDPR training records are not made. If the participants in a simulation reach agreement a recording can be done.

B) A face-to-face role-play component shall be undertaken in future once it becomes possible.

In our opinion, the virtual format of the trainings has great potential, especially since more and more online mediations will be held in the future.