



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

[www.IMImediation.org](http://www.IMImediation.org)

## European Institute for Conflict Resolution

*IMI Certified Mediator Training Program*

### The Organisation

<b>Legal name</b>	European Institute for Conflict Resolution
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<b>Program delivery</b>	
<b>Locations and languages</b>	Greece, greek

### 1. Registration

*If there is a requirement within a jurisdiction that a training course should be registered, then it should be complied with by the training provider, and the training course should be registered.*

<b>Year formed, and under laws of what country/ies</b>	2016, Greece
<b>Training course registered in accordance with jurisdiction requirements</b>	Yes

## 2. Course Content

*Course content can be divided into Knowledge Development and Skills Development topics.*

*The essential KNOWLEDGE topics that should be included in any training program are mediation principles; the roles of legal counsel and representatives; an overview of negotiation and conflict resolution theory; mediator ethics.*

*The essential SKILL topics that should be covered, demonstrated, and practiced in any training program are forms of listening skills and communication strategies, process management skills (including the use of joint and private meetings), negotiation strategies and skills to manage the content of the dispute, and ways of responding to parties' diverse behaviours.*

<b>Attach your course outline</b>	<i>See Annex Course Content</i>
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	<p>Day 4 Mediation Principles</p> <ul style="list-style-type: none"> <li>• Neutrality</li> <li>• Voluntary nature</li> <li>• Confidentiality</li> <li>• Party self-determination</li> </ul> <p>(Lecture, PPT presentation, Q&amp;A)</p>
<b>The roles of legal counsel and representatives</b>	<p>Day 3 is dedicated to the legal counsel and representatives' roles according to the international standards and the Greek legal framework also (Greek Legislation- Law No 4640/2019 -Disputes subject to mandatory initial mediation session)</p> <p>(Lecture, PPT presentation, Q&amp;A)</p>
<b>Overview of negotiation and conflict resolution theory</b>	<p>Day 4 Conflict Analysis</p> <ul style="list-style-type: none"> <li>- Theory of conflict</li> <li>- Types of conflict</li> <li>- Factors and dynamics in conflict</li> <li>- Escalation of conflict</li> <li>- Techniques of intervention</li> <li>- Knowledge &amp;Skills Development:</li> </ul>

	<p>(Lecture, PPT presentation, Video, Group discussion)</p> <p>Day 6 The Psychology of Conflict Introduction to the theory of personality</p> <ul style="list-style-type: none"> <li>- Structures</li> <li>- Basic principles of individual and group psychology</li> <li>- Knowledge Development &amp; Skills Development</li> <li>- An overview of conflict resolution theory</li> <li>- Psychological factors in mediation</li> </ul> <p>(Case elaboration Questionnaire: Thomas Kilman Conflict Mode instrument)</p> <p>Day 6 Negotiation</p> <ul style="list-style-type: none"> <li>- General principles of negotiation analysis</li> <li>- Methods of negotiation: intuitive, distributive, integrated, based on interests, based on positions</li> <li>- An overview of negotiation</li> <li>- Negotiation strategies and skills to manage the content of the dispute</li> <li>- The mediator's role within each step</li> </ul> <p>(Lecture, PPT Presentation)</p>
<p><b>Mediator ethics, including appropriate local ethical standards</b></p>	<p>Day 3 Code of Discipline and Ethics</p> <ul style="list-style-type: none"> <li>- European and Greek Code of Ethics</li> <li>- Disciplinary offenses</li> <li>- Limitation</li> <li>- Disciplinary penalties</li> <li>- Disciplinary bodies</li> </ul> <p>(Lecture, PPT Presentation)</p>

<p><b>Forms of listening skills and communication strategies</b></p>	<p>Day 5 Listening and Communication skills</p> <ul style="list-style-type: none"> <li>- Introduction to communication</li> <li>- Communication and intervention techniques (empathy, active listening, reframing, synopsis, silence, management of emotions)</li> <li>- Development and evaluation techniques</li> <li>- Creativity technique, risk analysis, overcoming situations and resistances, power imbalance and conflict escalation</li> <li>- Forms of listening skills and communication strategies</li> <li>- Management of emotions</li> <li>- Ways of responding to the diverse behaviors of the parties</li> <li>- Dealing with difficult people</li> <li>- Responding to impasse</li> </ul> <p>(Lecture, PPT presentation, Video, Role Plays)</p>
<p><b>Process management skills, including the use of joint and private meetings</b></p>	<p>Day 5,6,7 Process management Skills</p> <ul style="list-style-type: none"> <li>• Introduction to the five stages of the process</li> <li>• The steps of the mediation</li> <li>• The progress of the process</li> <li>• Preparation (Mediation Case Referral)</li> <li>• Outline of the procedure (Agreement to mediate, information gathering, identification of interests, evaluation of settlement options, settlement agreement)</li> <li>• Intermediate procedural features (private meetings- joint meetings- third party participation)</li> <li>• On the day of mediation. The opening statement, joint and private meetings</li> </ul> <p>(Lecture, PPT presentation, Role Plays)</p>

<p><b>Negotiation strategies and skills to manage the content of the dispute</b></p>	<p>Day 6 Negotiation strategies and skills to manage the content of the dispute</p> <ul style="list-style-type: none"> <li>- General principles of negotiation analysis</li> <li>- Methods of negotiation: intuitive, distributive, integrated, based on interests, based on positions</li> </ul> <p>(Theory, PPT presentation, Role Plays)</p>
<p><b>Ways of responding to the diverse behaviours of the parties</b></p>	<p>Day 6 Introduction to the theory of personality</p> <ul style="list-style-type: none"> <li>• Basic principles of individual and group psychology</li> <li>• Theory of role (normative expectations, bias, assumptions, cross- cultural elements)</li> <li>• Mediation as a behaviour</li> <li>• Ways of responding to the diverse behaviours of the parties (evaluation, respect, professional distancing, neutrality to the dispute, managing one’s own emotions, interconnection)</li> <li>• Types of mediation: facilitative, evaluative, transformative.</li> </ul>

### 3. Competency Framework

*A training course must have a ‘competency framework’ which clearly and concisely sets out the core competencies that an effective mediator should possess. This framework should be consistent with the content and skills requirements of the course as set out under Section 2 of the guidelines.*

<p>Attach competency framework</p>	<p><i>See Annex Competency Framework</i></p>
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### 4. Course Duration

*For a course to cover adequately the necessary content using appropriate methodologies, (both of which are set out in these guidelines), courses should have a substantial number of training hours being not less than 40 hours. This does not include pre-course preparation, lunch and breaks.*

<b>Course duration</b>	80 Hours
<b>Asynchronous learning</b> <i>Up to 10% of the minimum 40 hours' course may be delivered asynchronously. Applies to programs that are conducted partially or entirely online.</i>	None, according to the Greek Law, at all the Mediation Training Courses, at least 50 hours out of 80, must be delivered in person and the rest 30 hours via only synchronous online training. Asynchronous training is not accepted by the greek Ministry of Justice and the Mediation Accreditation Committee

## 5. Group Size

*It is recommended that courses have a maximum class size of 30 students.*

<b>Maximum class size</b>	Legislation regarding the mediation training, the maximum class size should not exceed 21 delegates with the trainer-student ratio should be 1 trainer to every 7 participants.
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## 7. General Teaching Approach

*Mediator skills training courses should be participatory, interactive and learner focused. To ensure this, a variety of teaching methodologies should be used, including lecturing, videos, interactive exercises, individual work, group discussion, talking in pairs, and role-playing.*

*As a guideline, for the practical part of any course, that is designed to teach the process and skills to be an effective mediator, the following percentage of time should be spent on these different approaches to training delivery: Lecturing/knowledge input/presentation – approximately 10%; Exercises and discussion – approximately 40%; Role-playing, coaching and feedback—approximately 50%.*

*The trainer-student ratio should range between an ideal of 1 trainer to every 6 participants; to a maximum of 1 trainer to every 10 participants.*

<p><b>Lecturing, knowledge input, presentation</b></p>	<p>(1) 10%</p> <p>(2) 2 Trainers</p> <p>(3) The essential KNOWLEDGE topics such as the mediation principles, the roles of legal counsel and representatives, the overview of negotiation and conflict resolution theory, the mediator ethics as long as the essential SKILL topics as the forms of listening skills and communication strategies, the process management skills (including the use of joint and private meetings), the negotiation strategies and skills to manage the content of the dispute, and the ways of responding to parties' diverse behaviors, are covered via lecturing, knowledge input and presentation</p>
<p><b>Exercises and discussion</b></p>	<p>(1) 40%</p> <p>(2) 2 Trainers</p> <p>(3) The above knowledge topics and skills topics are also demonstrated, and practiced via exercises (written and oral), collective debrief and group discussion</p>
<p><b>Role-playing, coaching, and feedback</b></p>	<p>(1) 50%</p> <p>(2) One trainer per seven delegates (1/7)</p> <p>(3) A wide range of nine role-plays are used for participants to practice the wide range of mediation skills in a simulated environment. Practice role-plays give the participants the opportunity to put into practice all the communication and negotiation skills acquired, the mock assessment role-plays allow participants to perform as mediators in a holistic</p>

approach in order to be ready for the assessment role-plays.

Each role play in the training course has a maximum of six persons for a two-party mediation.

Mediation time slots within roleplays are 60 minutes and mediation slots within Mock Assessment Role-plays and within Assessment Role-plays are 90 minutes. All roleplays are supervised and coached by the trainers. Trainers are rotated among groups to ensure that a variety of coaching approaches are experienced by all participants. The trainers are not involved in any subsequent assessment of the participants

All participants work with the widest range of their fellow participants as possible.

All participants mediate the same number of times in role-plays.

Role plays are varied in subject matter and allow for practice of different stages of the mediation process.

All participants receive private one-to-one feedback following a role-play, group coaching during a role play and group discussions during plenary sessions regarding “what went well” and “what could have gone better” as mediators or as parties. Written feedback on a participant’s performance is sent after the completion of the written assessment and the assessed video recorded simulation.

The faculty consists of international experts in the field of mediation who teach mediation, negotiation and ADR.

## 8. Participant Materials



*When preparation prior to the course is required, participants should receive comprehensive materials in sufficient time to allow them to prepare adequately. As a guideline, it is suggested that this should be no later than two weeks in advance of the course.*

*In a similar way, when participants are required to prepare for their roles in advance of the role plays, role play confidential briefs should be supplied in sufficient time to allow role players to prepare. As a guideline, it is suggested that this should be no later than one week in advance of the course.*

*If courses are designed with no pre-course preparation required, this guideline does not apply.*

<p><b>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</b></p>	<p>Two weeks in advance of the course, each delegate is provided in electronic format with the:</p> <ul style="list-style-type: none"> <li>a. Training Manual</li> <li>b. Greek Legislation and European Legislation: <ul style="list-style-type: none"> <li>- Law No 4640/2019</li> <li>- Explanatory memorandum of the L. 4640/2019</li> <li>- Directive 2008/52/EC of 21.5.2008 on certain aspects of Mediation in civil and commercial cases</li> <li>- Directive 2013/11/EU of 21.5.2013 on alternative dispute resolution for consumer disputes and amending Regulation (EC) 2006/2004</li> <li>- Directive 2009/22/EC Commission Regulation (EU) 524/2013 of 21.5.2013 on online dispute resolution for consumer disputes and amending Regulation (EC) 2006/2004</li> <li>- Directive 2009/22/EC (Regulation on consumer ODR)</li> <li>- European Code of Conduct of Mediators</li> <li>- CJEU, Rosalba Alassini v Telecom Italia SpA, C-317/08, Filomena Califano v Wind SpA, C-318/08, Lucia Anna Giorgia Iacono v Telecom Italia SpA, C-</li> </ul> </li> </ul>
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	<p>319/08, and Multiservice Srl v Telecom Italia SpA, C-320/08, judgment of 18 March 2010, ECLI:EU:C:2010:146.</p> <ul style="list-style-type: none"> <li>- CJEU, Livio Menini and Maria Antonia Rampanelli v Banco Popolare – Società Cooperativa, judgment of 14 June 2017, C-75/016, ECLI:EU:C:2017:457.</li> </ul> <p>c. Educational material distributed in hard-copy:</p> <ul style="list-style-type: none"> <li>- Training Agenda</li> <li>- PPT</li> <li>- Opening Statement</li> <li>- Example Questions</li> <li>- Exam Structure</li> <li>- Marking Criteria</li> <li>- How to break the deadlocks</li> <li>- Conflict Analysis Exercise</li> <li>- 6 Practice Role-plays (general information)</li> <li>- 3 Mock Assessment Role-plays (general information)</li> <li>- Evaluation form</li> </ul> <p>d. Textbooks</p> <ul style="list-style-type: none"> <li>- Getting to yes, Negotiating an agreement without giving in, Roger Fisher &amp; William Ury Mediation, From Theory to Practice, Zoe Giannopoulou</li> </ul> <p>Confidential role plays briefs are distributed 24 hours in advance</p>
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## 9. Setting up Role Plays

*Role plays are used for participants to practise the wide range of mediation skills in a simulated environment and also for participants to have the benefit of feedback and coaching from an experienced mediator, acting as a coach. Accordingly, role plays should be planned and run to allow the participants the maximum opportunity to learn.*

<b>Each role play in a course has a maximum of six persons for a two party mediation.</b>	Yes
<b>Mediation time slots within role plays are a minimum of 45 minutes</b>	Yes
<b>At least 50% of role plays are supervised by an experienced coach/trainer, and a coach is present for at least 50% of the role playing time</b>	Yes
<b>Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time</b>	Yes
<b>Coaches are rotated among groups and participants</b>	Yes

<b>Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants</b>	Yes
<b>Role plays during the course ensure participant work with the widest range of fellow participants as possible</b>	Yes
<b>All participants mediate the same number of times in role plays</b>	Yes
<b>Role plays are varied in subject matter and allow for practice of different stages of the mediation process</b>	Yes
<b>Comment where guidelines are not met</b>	

## 10. Providing Feedback

*Participants learn not only by practising the skills of mediators but also from receiving feedback from experienced mediators acting in the role of coaches throughout the course. Training programmes must provide opportunities for feedback to participants. This feedback should be delivered using a competency framework to ensure consistency of approach to feedback by coaches trained in delivering effective feedback (see coaches' guidelines).*

<p><b>How is performance feedback given to participants on your course?</b></p>	<p>All participants receive private one-to-one feedback following a role-play, group coaching during a role play and group discussions during plenary sessions regarding “what went well” and “what could have gone better” as mediators or as parties. Written feedback on a participant’s performance is sent after the completion of the written assessment and the assessed video recorded simulation. The faculty consists of international experts in the field of mediation who teach mediation, negotiation and ADR. The entire training faculty are undergone training as Trainers in civil and commercial mediation and in giving feedback by three of the leading feedback organisations in the world. In addition, they are leading mediators and ambassadors for mediation.</p>
<p><b>Attach course feedback forms or guidance</b></p>	<p><i>See Annex Course Feedback Form and Guidance for Trainers</i></p>

## 6 and 11. Online programs

*Participants learn not only by practising the skills of mediators but also from receiving feedback from experienced mediators acting in the role of coaches throughout the course. Training programmes must provide opportunities for feedback to participants. This feedback should be delivered using a competency framework to ensure consistency of approach to feedback by coaches trained in delivering effective feedback (see coaches’ guidelines).*

<p><b>Course design</b></p>	<p>According to the Greek law only 30 hours out of the 80 hours, which is the minimum duration of a course, can be delivered online and only synchronously. During these 30 hours the trainers cover the Greek and the European legal framework on mediation, they operate on zoom</p>
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	<p>platform, and they have many short breaks when needed. They are all very experienced on ODR training and very familiar with the tools and the platform.</p> <p>As a training provider we have subscription to a platform with appropriate video conferencing facilities and we are familiar with the functionality of the platform, including ensuring trainers, coaches, and assessors have adequate equipment and training in its use.</p> <ul style="list-style-type: none"> <li>• The platform enable the course content to be delivered in an engaging manner, by including videos and dynamic presentations, using asynchronous learning tools where applicable, and breakout rooms for exercises, discussion, roleplaying, coaching and assessment.</li> <li>• We are programming the course to take place in a paced manner by including live sessions of no longer than 120 minutes at a time, interspersed with frequent breaks.</li> <li>• We ensure that trainers are visible on-screen at all times and that coaches and assessors are able to hide their videos during roleplays so that participants do not feel intimidated by their presence.</li> </ul>
<p><b>Provisions for participants not able to attend all 40 hours</b></p>	<p>We provide capability for course participants who were, for reasons beyond their control, unable to participate to make up the missing components via recorded videos for trainer-delivered content, where course participants have given permission for the course content to be videoed, or via one to one session with the trainers.</p> <p>The participants have also the opportunity to</p>

	<p>participate at no fee at the next course.</p>
<p><b>Preparing the participants</b></p>	<p>The participants:</p> <ul style="list-style-type: none"> <li>• Confirm that they have basic computer skills including the ability to manage any technology challenges efficiently.</li> <li>• Ensure that they have a laptop or desktop computer or a large tablet, a microphone and camera. Cell phones are not suitable.</li> <li>• Are visible on screen at all time, with due sensitivity to individuals’ special learning needs.</li> <li>• Ensure that they have sufficient data and power to remain connected throughout the course.</li> <li>• Arrange a suitably quiet and undisturbed location to be during the training.</li> </ul> <p>There is a detailed, pre course, during and after the completion of the training course, guided assistance to all delegates.</p> <p>We provide written guidance on software and hardware requirements, and pre-course video conference practice sessions in order to ensure that the participants, trainers, coaches and assessors are able to interact on the platform.</p> <p>We provide guidance in advance of the course about the environment in which the participants and trainers, coaches and assessors should undertake the course in order to minimise distractions.</p> <p>During the course there is technical support and check up from the trainers on the needs, the level of comfort and inclusion that the participants feel.</p>

<p><b>Informal meetings</b></p>	<p>During the course the participants can create their own community, online or offline, support each other and engage even more at the learning process. They share their common goals and build strong relationships</p>
<p><b>Role-plays for post-course assignment</b></p>	<p>Our courses always include an in-person practice component.</p> <p>At the end of the course (9th Day) there is a live actual assessment of the participant's mediator competence, as compared to the competency framework, developed under Section A.3. This is done using a participant's performance during a 90' mediation role play.</p> <p>Assessments are recorded and assessed afterwards by different assessors. This supports fairness and avoids assessor bias.</p> <p>Mediation knowledge is also assessed, through a written post course assignment, and is consistent with the knowledge requirements set out in the competency framework.</p>
<p><b>Written component of post-course assignment</b></p>	<p>Our courses always include an in-person practice component</p>
<p><b>Feedback on post-course assignment</b></p>	<p>Our courses always include an in-person practice component</p>
<p><b>Supporting documents</b></p>	



## 11. Performance Assessment and Accreditation

*If a course is designed to assess, certify or accredit a participant as having the necessary skills and knowledge to mediate a dispute competently, then it must contain an actual assessment of the participant's mediator competence, as compared to its own competency framework, developed under these guidelines. In relation to assessment of a mediator's skills, this should be done using a participant's performance during a role play.*

<p><b>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</b></p>	<p>According to the Greek Legal Framework, in order a participant to get the mediator's accreditation, he/she must sit the accreditation exams at the Ministry of Justice, conducted by the Mediation Accreditation Committee. After the successful completion of the mediation course the participants are eligible to participate at the Ministry's Exams.</p> <p>The successful completion of the course is based on the oral and written assessments at the Mediation Institute.</p> <p>The Process is undertaken in two stages: oral (role-playing as a mediator for 90') and written (submitting a written assessment).</p> <p>The participants must be competent in both in order to be competent and eligible to sit the Mediation Accreditation Committee Exams.</p>
<p><b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b></p>	<p>There are two ways of assessing the participant's mediator competence according to the competency set of criteria:</p> <ul style="list-style-type: none"> <li>□ Module 1: A written assessment that consists of twenty questions based on a commercial dispute scenario. This assessment is consistent with the knowledge competency set of criteria.</li> <li>□ Module 2: An oral assessment based solely on performance during a role play of 90 minutes. The delegates are assessed in order to demonstrate their communication and negotiation skills in a simulated mediation environment. The final formal video is sent to external independent</li> </ul>

	<p>assessors for marking and delegates receive comprehensive feedback on pass or fail. The participant must be competent in both.</p>
<p><b>Process of appointing assessors on a course</b></p>	<p>There is an assessment faculty separate from the training faculty. All the assessors are practicing commercial mediators and have undergone assessment techniques to ensure that their assessments are fair and that they use objective criteria and give equal opportunity to each candidate. Results are dispatched to candidates by email, normally four weeks after of the conclusion of the assessment.</p>
<p><b>Clarification of passing criteria. How a student passes or fails this program</b></p>	<p>Module 1: The written assessment consists of twenty questions based on a commercial dispute scenario. This assessment is consistent with the knowledge competency set of criteria. The participant must get at least 75%. Pass: 75-100% Referral; 59-74% Fail: 0-58% Module 2: The oral assessment is based on a performance during a role play of 90 minutes. The delegates are assessed in order to demonstrate their communication and negotiation skills in a simulated mediation environment. The participant must be competent and and demonstrate as many skills as possible (at least 50% of the competent framework criteria).</p>
<p><b>Next steps taken, should a student fail.</b></p>	<p>On rare occasions delegates might need to re-sit their oral or written exams. These will be offered immediately and at no extra cost.</p>

<b>Policy documents relating to assessment</b> (optional / if applicable)	<i>See Annex Competency Framework</i>
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## 12. Facilitation of further development as a mediator

*While it is accepted that training providers cannot offer actual mediations for all participants, they have an obligation, as far as possible, to facilitate participants' further development as a mediator.*

<b>Indicate what your organisation does to facilitate participants' development as mediators</b>	<p>EICR regards CPD as very important for developing and maintaining standards of good practice. EICR as a mediation provider facilitates and supports the participant's practice as observer or co-mediator after completion of the training course.</p> <p>Furthermore, the EICR in collaboration with the Mediation Institute of Thessaloniki and the Ministry of Justice provide different courses, seminars, skills training programs, advanced mediation trainings, on line mediation trainings, series of masterclass mediation programs, seminars, webinars and conferences in order to educate the accredited mediators on new developments in the field, to update the knowledge and refresh the skills and the techniques</p>
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## 13. Complaints and Appeals

*All courses should have a clearly set out written complaints policy for participants who are dissatisfied with the quality of the course.*

*In addition, for those courses that have an assessment element, there should be a clearly set out appeal or review process for participants who are not satisfied with the outcome of their assessment.*

<p><b>Attach complaints and appeals policy</b></p>	<p><i>See Annex Complaints and Appeals Policy</i></p>
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## Conflicts of Interest

<p><b>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</b></p>	<p>Conflict of Interest Policy</p> <p>European Institute for Conflict Resolution is committed to ensuring that individuals undertaking a course, programme of learning or training do so confidentially, honestly, fairly and with integrity and objectivity.</p> <p>This policy applies to all tutors, trainers, assessors and any other personnel associated with European Institute for Conflict Resolution in delivering its programmes.</p> <p>A conflict of interest is a situation in which an individual has a direct or indirect, professional or personal interest in the outcome and may lead to them acting contrary to the norm in such a way that either themselves or others may either gain an advantage, be disadvantaged or be adversely affected.</p> <p>Conflict of Interest Policy:</p> <p>The possibility of a conflict or potential conflict must be declared by any stakeholder as an entity, or any individual:</p> <p>a.If a conflict of interest becomes apparent to a trainer/assessor during the course of the training session that involves her/him and a delegate on the course s/he</p>
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	<p>should disclose this conflict of interest as soon as possible. If such following the disclosure all relevant parties that have an interest in the same agree, s/he may proceed in her/his role as trainer/assessor on the course.</p> <p>b. Should the disclosure reasonably question the relevant trainer's/assessor's independence and integrity and/or the integrity of the course the relevant trainer/assessor should withdraw from the course and cease to act in her/his role.</p> <p>c. If both parties consent the course delegate may continue to participate in the training course and the management trainer or admin staff may proceed with their involvement on the relevant training course. In that case they ensure that they make their role clear and separate this from their other functions, as far as is possible, they recognise and report any potential or existing conflict.</p> <p>In order to implement this policy, based on a review of any declaration and supporting information received it will be determined if the affected personal has an actual, potential or apparent conflict of interest. Once a report has been reviewed the outcomes will be recorded and placed on file. The person making the report will be advised of the outcomes, subject to any areas of specific confidentiality.</p>
<p><b>Upload conflicts of interest policy (optional / if applicable)</b></p>	<p><i>See Annex Conflict of Interest Policy</i></p>

## Trainers, Coaches, and Assessors

<p>Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.</p>	<p>Yes</p>
<p>Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.</p>	<p>Yes</p>
<p>TCA's have conducted at least two actual mediations of at least four hours' duration in each of the preceding three years before being appointed. Once appointed, they conduct two actual mediations of at least four-hours duration per year AND are able to show that they have maintained continuous professional development (CPD) of six hours per year.</p>	<p>Yes</p>
<p>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</p>	<p>Yes</p>

<p><b>Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes</b></p>	<p>Yes</p>
<p><b>Trainers deliver at least one basic mediator skills training course or refresher course every two years</b></p>	<p>Yes</p>
<p><b>Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.</b></p>	<p>Yes</p>
<p><b>On-going feedback is sought from course participants, and given to those delivering the course.</b></p>	<p>Yes</p>
<p><b>Comments and/or explanations</b></p>	<p>According to the Greek law 4640/2019, any trainer, coach or assessor needs to meet certain qualifications:</p> <ol style="list-style-type: none"> <li>1) be an accredited mediator, certified by the Ministry of Justice</li> <li>2) have at least 4 years of experience in mediation</li> <li>3) hold an MSc or PhD on extrajudicial conflict resolution in any related field</li> <li>4) attend at least 160 hours of extra training, apart from the</li> </ol>

	<p>basic mediation training or                      5) have at least 160 hours experience as mediation trainers                      All of our trainers have also attended certified "Train the Trainers" programs.</p> <p>In order for a Mediation Training Institution to be licensed, it is required that the Ministry of Justice approves of its trainers as qualified. Thus, our trainers are already approved as qualified by the Greek Ministry of Justice.</p> <p>All our trainers have been providing mediation training for almost a decade, all over the world and have experience in greek and International training environments.                      In Greece they have trained over 1000 mediators.</p>
<p><b>New TCAs are to be observed and given performance feedback by senior colleagues</b></p>	<p>New TCAs are observed and given performance feedback for at least ten courses as junior trainers before becoming lead trainers. At the beginning they give feedback in small groups and as they grow as trainers they become more involved in group feedback and debrief. They are constantly also assessed on how to build rapport, set the scene, motivate learners and manage behaviour – theirs and trainees’.</p>
<p><b>Explain your peer review system for trainers, coaches and assessors</b></p>	<p>After the completion of every course there is a peer review system checking:</p> <ol style="list-style-type: none"> <li>1. Engagement, enthusiasm, stamina</li> <li>2. Social Interaction (able to connect on several levels, empathic, tact)</li> <li>3. Presentation skills, persuasiveness</li> <li>4. Creativity and flexibility</li> <li>5. Professionalism, authority, content expertise</li> <li>6. Independence and initiative</li> <li>7. Self-assessment and self management</li> </ol>



<b>Attach Train-the-Trainer Program</b>	
<b>Attach template feedback form</b>	See Annex Feedback Form