



PROFESSIONAL MEDIATION WORLDWIDE
Promoting Consensus and Access to Justice
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International Center for Appropriate Dispute Resolution and Prevention (ICADRP)

Certified Mediator Training Program

The Organisation

Legal name	International Center for Appropriate Dispute Resolution and Prevention
Contact details	642, Aun Muhammad Rizvi Road, Sector G-10/1, Islamabad; phone 2111595-8; info@icadrp.com
Website	icadrp.com
Locations and Languages	Pakistan English, Urdu, Sindhi, Gujrati, Punjabi and Pushto
Program delivery	The program and all assessments are delivered in person.

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.

Year formed, and under laws of what country/ies	2020.
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Training course registered in accordance with jurisdiction requirements	Not required.
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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 practised 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.

Attach your course outline	See Annex ICADRP – Course Outline.
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	The ICADRP Accreditation Program of Day 1 covers various mediation principles, such as neutrality, voluntary participation, confidentiality, and party self-determination. It also includes detailed information about the mediation process, which involves the mediator's opening statement and the steps taken during mediation, with a focus on the mediator's role within each step. These topics are reinforced throughout the 5-day program through role plays and discussions. Additionally, the program delves into the history of mediation and explores international development and trends, which are presented at the end of Day 1. For more

	details, please refer to Annex ICADRP – Course Outline.
The roles of legal counsel and representatives	The 5 Days ICADRP Accreditation Program comprehensively addresses the roles of legal counsel and representatives. This coverage occurs specifically on Days 1 and 2 of the program and continues throughout its duration via role-plays that allow participants to observe lawyer behaviour during negotiations. The program also incorporates essential topics such as the legal framework for mediation and settlement, administrative procedures necessary in Pakistan for pre-trial mediation or mediation referral from Courts, as well as court-connected or program-specific laws/rules related to Court-annexed mediation. For further details, please refer to Annex ICADRP – Course Outline.
Overview of negotiation and conflict resolution theory	Days 1 and 2 of the 5 Days ICADRP Accreditation Program provide a comprehensive overview of negotiation and conflict resolution theory. These concepts are actively applied during various exercises and role-plays throughout the entire program, including but not limited to the Ten Coins Exercise, Approaches to Negotiation, Making the First Offer, and other relevant activities. For more detailed information, please refer to Annex ICADRP – Course Outline.

Mediator ethics, including appropriate local ethical standards	The ICADRP 5-Days Accreditation Program also includes thorough coverage of mediator ethics, encompassing all relevant ethical standards applicable in Pakistan. For further details on this aspect of the program, please consult Annex ICADRP – Course Outline.
Forms of listening skills and communication strategies	Forms of listening skills and communication strategies are inter-spread throughout the 5-day program including in role-plays. Topics covered include <i>inter alia</i> , Active listening, handling emotions, non-verbal communication skills, matching and mismatching, etc. Please see Annex ICADRP – Course Outline.
Process management skills, including the use of joint and private meetings	The 5-day ICADRP Accreditation Program places significant emphasis on process management skills, which include the effective utilization of joint and private meetings. These essential skills are interwoven throughout the entire program, encompassing exercises, discussions, and role-plays, including those that involve Mediator Interventions. For a more detailed exploration of these topics, please refer to Annex ICADRP – Course Outline.
Negotiation strategies and skills to manage the content of the dispute	The 5-day ICADRP Accreditation Program comprehensively covers negotiation strategies and skills necessary for effectively managing the content of disputes. These vital aspects are seamlessly integrated throughout the program, featuring group discussions, exercises, and role-plays that explore topics like ZOPA (Zone of Possible Agreement) and

	more. For further insights, please review Annex ICADRP – Course Outline.
Ways of responding to the diverse behaviours of the parties	The 5-day ICADRP Accreditation Program offers various ways of responding to the diverse behaviours exhibited by the parties involved, which includes addressing deadlock situations and more. These invaluable techniques are thoughtfully integrated throughout the program, including role-plays, where participants can actively engage and apply their knowledge. For additional details, kindly refer to Annex ICADRP – Course Outline.

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.

Attach competency framework	Please see Annex ICADRP – Competency Framework.
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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.

Course duration	40 to 44 hours.
Asynchronous learning <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.

5. Group Size

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

Maximum class size	Not more than 24.
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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.

Lecturing, knowledge input, presentation	<p>Day 1 (Teaching & Training) - 90 mins (19% of day 1)</p> <p>Day 2 (Teaching & Training) - 80 mins (15% of day 2)</p> <p>Day 3 (Coaching) - 80 mins (15% of day 3)</p> <p>Day 4 (First Assessment) - 0 mins (0%)</p> <p>Day 5 (Second Assessment) - 0 mins (0%)</p> <p>Post Course – Drafting Settlement Agreement on Terminal Lighting; Personal Reflection Statement.</p> <p>Total Lecturing, Knowledge Input, and Presentation amount to 250 mins without reading time out of 2440 mins (10% of 5 days).</p>
Exercises and discussion	<p>Day 1 (Teaching & Training) - 300 mins (63% of day 1)</p> <p>Day 2 (Teaching & Training) - 360 (69% of day 2)</p> <p>Day 3 (Coaching) - 180 mins (35% of day 3)</p> <p>Day 4 (First Assessment) - 70 mins (15% of day 4)</p> <p>Day 5 (Second Assessment) - 70 mins (15% of day 5)</p> <p>Post Course – Drafting Settlement Agreement on Terminal Lighting.</p> <p>Personal Reflection Statement –</p> <p>Total Exercises and Discussion amount to 890 mins without Reading Time included out of a total 2440 mins (40%).</p>
Role-playing, coaching, and feedback	<p>Day 1 (Teaching & Training) - 85 mins (18%)</p> <p>Day 2 (Teaching & Training) - 85 mins (16%)</p> <p>Day 3 (Coaching) - 260 mins (85%)</p> <p>Day 4 (First Assessment) - 390 mins (85%)</p>

	<p>Day 5 (Second Assessment) - 390 mins (85%)</p> <p>Post Course – Drafting Settlement Agreement on Terminal Lighting; Personal Reflection Statement – None</p> <p>Total Role-Playing, Coaching and Feedback amount to 1210 mins without Reading Time included of 2440 mins (50%).</p>
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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.

In what format and how far in advance do participants receive general course materials and confidential role-play briefs?	<p>Participants in the 5-day accreditation course are well-prepared with training materials provided in advance. Typically, two to three weeks before the course, participants receive a hardcopy folder containing essential resources. This folder includes the ICADRP Manual on Mediation, local mediation laws, model mediation clauses, model settlement agreements, local mediation stories, as well as role-play information that is confidential to each participant.</p> <p>For added convenience, soft copies of the materials are available in MS Word and PDF formats upon request. Participants with visual impairments</p>
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	<p>receive their materials via email in MS Word format to accommodate their needs.</p> <p>As part of the folder, delegates receive a Pre-Course Action Plan, encouraging them to read and familiarize themselves with the materials, including the confidential role-plays, ahead of time. This preparation helps participants make the most of the class study and role-plays during Days 1 and 2.</p> <p>The course is structured with Days 1 and 2 dedicated to class study, including demonstrations and mock role-plays. These activities take place over the first weekend. Subsequently, Days 3, 4, and 5 are designated as Coaching and Assessment Days, which occur during the following weekend. This scheduling allows participants, many of whom are non-native English speakers, adequate time to read, understand, and reflect on the confidential materials and what they have learned from Days 1 and 2.</p> <p>Overall, the course is designed to ensure participants are well-equipped and prepared to engage actively in the learning process, fostering a positive and effective training experience.</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.

Each role-play in a course has a maximum of six persons for a two-party mediation.	Yes.
Mediation time slots within role plays are a minimum of 45 minutes	Yes.
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	Yes.
Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time	Yes.
Coaches are rotated among groups and participants	Yes.
Coaches and trainers who coach a participant are not involved in subsequent assessment of that participant	Yes.

<p>Role plays during the course ensure participants work with the widest range of fellow participants as possible</p>	<p>Yes.</p>
<p>All participants mediate the same number of times in role-plays</p>	<p>Yes.</p>
<p>Role-plays are varied in subject matter and allow for the practice of different stages of the mediation process</p>	<p>Yes.</p>
<p>Comment where guidelines are not met</p>	<p>ICADRP Accreditation courses meet all guidelines as described above. Additionally, mediator assessment days 4 and 5 involving role plays are also video recorded and kept as part of ICADRP records in the event of challenge or appeal by participants.</p> <p>The content of ICADRP's training, designed by CEDR, emphasises the practical application of the skills, which either the new mediator finds particularly difficult or that experience has shown are crucial for commercial mediators. Delegates need to have a critical, theoretical and practical understanding of the importance of relationship, process and content skills for effectively mediating commercial disputes.</p> <p>To achieve this, the course uses a number of different training methodologies to facilitate participants' learning.</p>

	<p>A - Theory</p> <ul style="list-style-type: none"> • Theoretical pre-course reading. • Presentation of information. <p>B - Participative Skills exercises</p> <ul style="list-style-type: none"> • Negotiation skills. • Effective questioning. • Use of non-verbal communication. <p>C - Simulated role-plays of commercial disputes</p> <ul style="list-style-type: none"> • Participants get to act as a mediator at least 4 times during the course as well as play the role of parties and lawyers to enable them to see a dispute from all perspectives. <p>D - Group lead learning debriefs facilitated by trainer</p> <ul style="list-style-type: none"> • In order to reinforce learning both from exercises and role play, trainers facilitate debrief sessions to draw out learning points. <p>E - Personal coaching and one-on-one feedback</p> <ul style="list-style-type: none"> • The high trainer ratio allows all learners to receive detailed coaching during their performance as mediators on role-plays. In addition, at the end of these role plays, each learner is given three 15-minute private sessions of one-to-one feedback from experienced mediators on Coaching Day prior to being given two opportunities of assessment on Days 4 and 5. <p>F - Reflective Learning</p> <ul style="list-style-type: none"> • Learning logs. • Post-course self-assessment.
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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).

How is performance feedback given to participants in your course?	The performance feedback is given as per the CEDR Guidelines for Giving Feedback (2011).
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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).

Course design	Not Applicable.
Provisions for participants not able to attend all 40 hours	Not Applicable.
Preparing the participants	Not Applicable.

Informal meetings	Not Applicable.
Role-plays for post-course assignment	Not Applicable.
Written component of post-course assignment	Not Applicable.
Feedback on post-course assignment	Not Applicable.
Supporting documents	Not Applicable.

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.

Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?	While informal ongoing continual assessment continues to take place throughout the ICADRP accreditation course, the course assesses participants on Days 4 and 5 based solely on performance during a role play spread over the two
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	<p>days. Assessments are recorded; however, they are assessed live and shared with the Lead Faculty at the end of the Day Faculty Meeting.</p> <p>The ICADRP Mediation Accreditation course is designed to assess, certify or accredit a participant as having the necessary skills and knowledge to mediate a dispute competently. Pre-assigned Faculty carry out an actual assessment of the participant's mediator competence, as compared to ICADRP 's own competency framework, developed under Section A.3. of these guidelines in relation to assessment of a mediator's skills.</p> <p>The exercise is carried out using a participant's performance during a role-play. Each participant gets two opportunities to role-play as a Mediator and gets the opportunity to have a go at mediating two different assessment sessions which are assessed by two different assessors who have not coached the participant. This supports fairness and avoids assessor bias.</p> <p>Each assessment roleplay is for a minimum of one hour of roleplay time each session, not including any time needed to draft a settlement agreement. Mediation knowledge is also assessed, through a post-course assignment, and is consistent with the knowledge requirements set out in ICADRP 's competency framework.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>At the end of the role-play of the participant as a mediator, the faculty has a discussion with the participant providing feedback as per the Competencies Framework without (never) disclosing the assessment recorded on the sheet.</p>

	<p>Participants are assessed according to the core competencies and their knowledge as a mediator on Relationship, Process and Content skills and information handling. The feedback to participants is also recorded. Post Course the Assessment sheet is retained by ICADRP for those who may wish to obtain a copy of the same.</p>
<p>Process of appointing assessors on a course</p>	<p>ICADRP maintains a panel of assessors who have successfully completed the CEDR Train the Trainer Program. Assessors are appointed on the basis of availability and feedback gathered from feedback forms collected from previous training and courses.</p>
<p>Clarification of passing criteria. How a student passes or fails this program</p>	<p>Assessment on the ICADRP CMTP is made against six competencies comprising Relationship, process and content skills which are assessed by ICADRP faculty members. The remaining two competencies are assessed through written work submitted after the completion of the course. The guidance under each competency identifies activities, skills and approaches that may be used to demonstrate competence. The guidance under each competency is exactly that – guidance. It is unlikely that a candidate will have the opportunity to exhibit all the points listed. The list is not exhaustive. The assessment categories are as follows:</p> <ul style="list-style-type: none"> • O Outstanding = the mediator demonstrates great ability in this competency. • C Competent = the mediator is competent • W Working towards = the mediator achieves some attributes and is working towards the required level of competence.

	<ul style="list-style-type: none"> • N N = the mediator does not achieve the competency. • I/E I/E = insufficient evidence. There was no opportunity for the mediator to exhibit competence in this area <p>ICADRP Accredited / Certified Mediator status is confirmation that an individual has demonstrated competence in mediation to the assessing faculty members of ICADRP in a training course environment.</p> <p>To gain Certification status it is necessary to attend the Mediator Skills Training Course on Conflict Resolution (Days 1, 2 and 3) and to complete the following assessment process successfully (Days 4, 5 and post-event).</p> <p>On the final two days (Days 4 and 5) of the mediator skills training course delegates are assessed rigorously against a set of six competencies agreed by ICADRP faculty members for the ICADRP Mediation Certification. If an assessor feels that there is insufficient evidence on which to grade through no fault of the candidate, then they will mark the relevant competency I/E. This is then discounted during the marking process.</p> <p>Delegates are also asked to complete two written post-course assignments:</p> <ol style="list-style-type: none"> (i) a settlement agreement; and (ii) a self-assessment, both of which are assessed by ICADRP Faculty. <p>The two assignments in either MS Word format or scanned document should reach ICADRP no later</p>
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	than two weeks from the date of the final day (Day 5) of the Training and Assessment Project.
Next steps taken, should a student fail.	Delegates who do not achieve certification, but whose scores on one day give a positive indication that the delegate would achieve certification if they undertook further skills training, will be offered the opportunity of further assessment. Fail - delegates who do not achieve accreditation, and whose overall assessment levels do not indicate that the delegate would achieve accreditation even if they undertook further skills training, are awarded the Certificate of Attendance of 3-Days Foundation Course in Mediation Skills as an acknowledgement of their participation. They are encouraged to seek advice from the ICADRP Faculty as to their prospects of achieving certification in the future. If there is a chance/opportunity for re-assessment or a genuine appeal and clear doubt, then as a matter of discretion, the Director of Training will assign another member of the faculty to review the video of the Assessed Candidate (all assessments are videotaped and recorded for such appeal although not encouraged).

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.

Indicate what your organisation does to facilitate participants' development as mediators	Achieving ICADRP Certification under the ICADRP Accreditation Program is no guarantee of receiving work as a mediator. ICADRP Certification does not offer any guarantee of lead or assistant mediation appointments from ICADRP. However, once a delegate is accredited s/he may become a member of the ICADRP and get involved in its various activities, which include mediation opportunities as and when they arise.
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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.

Attach complaints and appeals policy	See Annex ICADRP - Complaints and Appeals Policy.
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Conflicts of Interest

Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.	ICADRP Faculty ensures that faculty involved in coaching participants do not assess the same participant on Assessment Days. No Participant is assessed by the same member of the Faculty on Days 4 and 5. Trainers are avoided as assessors except as a matter of last resort in case of a no-show by a
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	<p>faculty member. Participants may also be conflicted or may become uncomfortable with their supervisor or direct report attending the same accreditation program and if indicated by any participants they will be separated. A list of participants registered for ICADRP Accreditation Course is circulated for conflict checks. In case of conflict with Faculty, participants having conflict will neither be coached nor assessed by the conflicted member of the faculty. Finally, ICADRP has developed a Conflict Avoidance Checker and Delegate Allocation MS-Excel sheet which ensures the widest circulation of delegates and avoids faculty conflicts throughout the progression of the 5-Days Course.</p>
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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>Not Applicable.</p>

<p>TCAs 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>Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes</p>	<p>Yes.</p>
<p>Trainers deliver at least one basic mediator skills training course or refresher course every two years</p>	<p>Yes.</p>

Coaches and assessors coach and/or assess at least four role-play sessions over the course of two years.	Yes.
On-going feedback is sought from course participants and given to those delivering the course.	Yes.
Comments and/or explanations	All ICADRP TCAs are CEDR Accredited Mediators practicing mediation. Additionally, 90% of the ICADRP Faculty has successfully completed the CEDR Train the Trainer Program. Finally, at least two of the ICADRP Faculty Members are currently part of the CEDR Faculty. During the 5-day Course, video recordings of the Assessment Days are retained for review purposes. Additionally, ICADRP Faculty will rotate and give feedback on feedback given by the Faculty on Coaching and Assessment Days as part of the Continuing Professional Development Program at ICADRP.
New TCAs are to be observed and given performance feedback by senior colleagues	New TCAs who have passed the ToT Program joining the ICADRP Faculty are given shadow and supportive assignments in their first outing. Thereafter they will deliver the same session shadowed earlier by them in the previous training and gradually build their confidence. New TCAs are also encouraged to give

	feedback on feedback. The faculty will discuss performance at the end of the day including with New TCAs.
Explain your peer review system for trainers, coaches and assessors	All ICADRP Faculty are required to complete Assessment Forms and submit the same on a confidential basis to the Director of Training during the course of the 5-day accreditation program. The sheets gathered are then reviewed by the Training Committee All ICADRP Faculty are required to complete Assessment Forms and submit the same on a confidential basis to the Director of Training during the course of the 5-day accreditation program. The sheets gathered are then reviewed by the Training Committee.